

## **TEACHING COLLEGE STUDENTS COMPREHENSIVE APPROCH TO VERB COMPLEMENTATION**

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### **ABSTRACT**

**Purpose of Study:** The study examined the many linguistic perspectives on verb complementation as well as the inconsistent terminology in English grammar texts. Additionally, it covers verb classes, verb complementation types, and intransitive verbs with related locative meanings. The study was underpinned by Cognitive Linguistic Theory. The paper offers additional research to investigate the connection between verb complementation and meaning in English, concluding that comprehension of verb complementation kinds and verb classes are essential in English grammar.

**Methodology:** This paper explored the varying perspectives of linguists regarding verb complementation and the distinctions in nomenclature employed in English grammar literature.

**Result:** The study asserts that a comprehensive comprehension of verb complementation types and verb classes is of paramount importance in the realm of English grammar. Additionally, it recommends further investigation to delve into the correlation between verb complementation and meaning in the English language.

**Recommendation:** The study recommends that it is important to understand the different types of verb complementation and verb classes in English grammar. It also suggests that further research is needed to explore the relationship between verb complementation and meaning in English.

**Keywords:** *Comprehension Approach, Verb, Complementation, College of Education, Students*

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## INTRODUCTION

The mastery of verb complementation is a fundamental aspect of language usage that is indispensable for proficient communication. Educating college students on verb complementation can present difficulties, as it necessitates a thorough approach that surpasses the basic grammatical regulations of language utilization. A pedagogical strategy that encompasses the social and cognitive dimensions of language use is imperative for an effective instruction of verb complementation, as it can augment the students' comprehension and competence in this area.

The application of Cognitive Linguistic Theory (CLT) can offer a pertinent theoretical framework for comprehending the cognitive and social dimensions of language usage, and its implementation can be extended to the pedagogy of verb complementation for undergraduate learners. As per the theory of Cognitive Linguistics (CLT), language is a constantly evolving system that mirrors the speaker's corporeal experiences and societal heritage. To comprehend language usage, it is necessary to scrutinize the fundamental conceptual frameworks and cognitive mechanisms that underlie it (Evans, 2014; Langacker, 2008).

The objective of this study is to examine the theoretical underpinnings of Cognitive Linguistic Theory and its potential application in instructing university-level students on a comprehensive method for verb complementation. The background of the study and the necessity for a comprehensive approach to instructing verb complementation will also be examined. In addition, a research design will be proposed to examine the efficacy of the approach. Fundamental care is taken to research verb complementation types, verb classes as well as complementation patterns. The purpose of selecting this topic; verb complementation is based on the fact that a valid sentence can be constituted only if the verb is complemented by a certain number of other elements. In copular complementation the verb is complemented either by the subject complement or predication adjunct, in monotransitive complementation the verb is followed by a direct object, in ditransitive complementation it is followed by both an indirect and direct object and finally, in complex transitive complementation the verb is complemented by a direct object and object complement or by a direct object and predication adjunct. These clause elements are obligatory, without them the sentence is not complete. All these obligatory elements following the verb can be grammatically realized by different types of phrases or clauses. The verb complementation theory is discussed and analyzed within the scope of the examples sentences are taken from, A University Grammar of English by Quirk R. and Greenbaum S., English Grammar: A University Course by Angela Downing and Philip Locke and Longman Student Grammar of Spoken by Biber et al.

## LITERATURE REVIEW

### Theoretical Framework

The study was underpinned by Cognitive Linguistic Theory (CLT). The Cognitive Linguistic Theory (CLT) was posited by a cohort of cognitive linguists, comprising George Lakoff, Mark Johnson, Ronald Langacker, and Leonard Talmy, among other scholars. The 1980 book "Metaphors We Live By," authored by Lakoff and Johnson, is widely regarded as a seminal work in the evolution of the theory. Cognitive Linguistic Theory (CLT) is a theoretical framework that

centers on the interplay between language, cognition, and perceptual processes. The proposition suggests that language is not an independent component of the human mind but rather intricately linked with various other cognitive functions. The theory posits that language is rooted in our worldly experiences and that significance is formed through our corporeal engagement with our surroundings (Lakoff & Johnson, 1980; Barsalou, 2008). The Central Limit Theorem (CLT) holds significant relevance in the pedagogy of imparting a comprehensive understanding of verb complementation to undergraduate students. Initially, the theory places significant emphasis on the contextualization of language usage. Stated differently, the emphasizes that the utilization of language is not a self-contained occurrence but rather is contingent upon a specific setting. Consequently, instructing students on verb complementation within a contextual framework can facilitate their comprehension of the diverse functions of verbs. The second point pertains to the significance of metaphor and conceptual mappings in language utilization, as highlighted by the Central Limit Theorem (CLT). As per the theory, numerous linguistic expressions exhibit a lack of direct correlation with their referents, instead relying on metaphorical extensions of concepts. Instructing pupils on the figurative expansions of verbs can facilitate their comprehension of verb complementation mechanisms. The third point to consider is that the Central Limit Theorem places significant emphasis on the role of prototype effects in the process of categorization. The proposition suggests that our classification of objects is based on a prototype that embodies the most representative instance of a given category. Consequently, instructing pupils on prototypical instances of verb complementation may facilitate their comprehension of the diverse ways in which verbs operate in conjunction with their complements. The Central Limit Theorem (CLT) underscores the significance of experiential grounding in the utilization of language. Stated differently, the theory proposes that the creation of significance is a result of our physical encounters within our environment. Consequently, instructing pupils about verb complementation in a manner that captures their embodied encounters can enhance their comprehension of the principles.

### **Empirical Review**

Suriyapee and Pongpairroj, (2022) investigated how the corpus-based teaching approach could enhance the acquisition of English infinitive and gerund complements among low English proficiency young Thai learners of English. The study divided the students into two groups, one learning through the corpus approach and the other through the traditional approach. Both groups showed improvement in their knowledge of English verbal complements, but the experimental group achieved significantly higher posttest scores, indicating that the corpus approach is more effective than the traditional one. The study suggests that the corpus-based teaching approach can be a useful tool for teaching English as a second language.

Söğüt and Keçik, (2023) investigated how Turkish learners of English use the high-frequency cognitive verbs "think" and "believe" in terms of their verb senses and complementation patterns. The study used a Sentence Production Task and a Sentence Completion Task to collect data from 182 students at four different vocabulary levels. The findings showed that the learners had a strong tendency to use "think" to express personal opinions and in the complementation pattern of [zero that-CL]. The learners had more difficulty with the use of "believe" than with "think". The study has pedagogical implications for teaching verb complementation patterns and senses to Turkish learners of English.

Bourke (2007) discussed the errors made by ESL learners in verbal complementation, which is a common and difficult aspect of grammar. The paper suggests that teaching verbal complementation should focus on the semantic features of verbs and the allowable complementation sequences. The paper also provides examples of factive and non-factive verbs and their corresponding complementation forms. Overall, the paper emphasizes the importance of understanding the meaning behind verbs to use them correctly in sentences.

Hayati, and Kazemzadeh, (2009) investigated whether Iranian intermediate level English as a Foreign Language (EFL) learners have difficulty using English linking verbs in collocation with certain adjectives. The study administered a General English Proficiency Test to 115 English major students, out of which 50 intermediate level students were chosen for further tests. The tests included translating Persian sentences containing linking verb-adjective collocations into English and recognizing erroneous linking verbs in English sentences. The study developed a hierarchy of difficulty for using English linking verbs for Iranian intermediate students and provided plausible reasons for errors made by the subjects.

## **METHODOLOGY**

This study examined the differing perspectives of linguists on verb complementation and the terminology used in their chosen English grammar texts. Verb complementation types, verb classes, and intransitive verbs with approximately the same locative (or abstract locative) meaning are also investigated. This paper made use of a literature review and an analysis of selected English grammar texts as its methodology.

## **RESULTS AND DISCUSSION**

### **Approaches to verb complementation**

How do various linguists express approaches concerning the issue of verb complementation in English from several perspectives? Quirk et al. (1985, p.65) define complementation as “the function of a part of a phrase or clause which follows a word, and completes the specification of a meaning relationship which that word implies. As such, complementation may be obligatory or optional on the syntactic level.”

Biber et al. (2002, p.141) posit that it is the characteristics of verb complementation to distinguish between “one-place verbs (combining with a subject only), two-place verbs (combining with a subject and another element), and three-place verbs (combining with a subject and two other elements). However, many verbs allow more than one pattern, so we should perhaps more correctly speak of verbs being ‘used with’ particular valencies.”

Biber et al. (2002) reason with classification of verbs into copular, intransitive and transitive. According to these linguists, verbs occurring in the two-place SVPs pattern are copular verbs, verbs used in the one-place pattern are intransitive verbs, and verbs in two- and three-place patterns with an Od are transitive verbs. They also regard those verbs in the SVA pattern as copular verbs, though some grammarians would call them intransitive verbs. However, it should be noted that an adverbial following the copular verb in this pattern must be obligatory.

Downing & Locke (2006, p.83) point out that “the potential number of participants, including the subject, that is, the number of ‘places’ in the clause that the verb controls – is sometimes referred to as its semantic valency. Different classes of verbs have different semantic valencies. There are one-place verbs, which have a subject only, belonging in principle to the SP pattern. Two-place

verbs have a subject and one other element, as in the SPC and SPO patterns. Three-place verbs have a subject and two other elements as in the SPOO and SPOC patterns. Syntactic valency refers to the number of nominal elements present in any given clause that have a direct grammatical relation to the verb.”

Finally, Quirk et al. (1985), Carter and McCarthy (2006), all used the term verb complementation and refer only to those “items” which are dependent on the verb and which are necessary for the sentence to be complete, both from the perspectives of its structure and meaning.

### **Verb complementation**

There are three main verb classes in English: copular verbs, intransitive verbs and transitive verbs. Copular verbs class are subdivided into monotransitive, ditransitive and complex transitive verbs. The verb class determines the number and type of other clause elements in a sentence. Each sentence consists of a certain number of clause elements whose presence is obligatory for the sentence to be grammatical. Therefore, the presence of obligatory clause elements following the verb is determined by the verb’s “ability” to bind them. There are seven basic clause patterns in English consisting of the subject and verb (SV); the subject, verb, obligatory adverbial (SVA); the subject, verb, subject complement (SVC); the subject, verb, direct object (SVO); the subject, verb, indirect object, direct object (SVOO); the subject, verb, direct object, object complement (SVOC) and lastly, the subject, verb, direct object, obligatory adverbial (SVOA).

### **Types of verb complementation**

Carter and McCarthy (2006, p.508), they stated that, “complementation primarily concerns transitive and copular constructions, since the intransitive verb construction requires no complementation.”

They present four general types of verb complementation

#### **i Monotransitive**

Monotransitive complementation. According to Downing & Locke (2006) direct objects in the SVO pattern mostly represent an entity (a person or thing), less typically a fact or a situation within the main situation. Entities are typically realized by noun phrases, facts, and situations by clauses.

##### **• Functions of monotransitive complementation**

Monotransitive function require a direct object, which may be a noun phrase, a finite clause, or a nonfinite clause. In addition to these categories the verb may be a prepositional verb or phrasal prepositional verb.

#### **Complementation by a noun phrase as direct object**

##### **With the passive**

Direct objects are typically noun phrases which may become the subject of a corresponding passive clause: Example,

Brian **caught** the ball.

The ball **was caught** (by Brian)

(On the limitations of the passive transformation, Common examples of monotransitive verbs allowing the passive are:

begin, desire, get, love, pass, support, believe, do, hear, make, produce, take, bite, doubt, help, marry, receive, use etc.

Something of the range of monotransitive verbs can be seen by dividing them into semantic groups according to the kinds of subject and object that they take:

(i) Typically animate subject + typically concrete object:

Mr. Zinteng **won** the prize.

The prize **was won** (by Mr. Zinteng).

Throw, win, clean, eat, lower, stop, carry, cover, examine, see, , watch, write etc

(ii) Typically animate subject + either concrete or abstract object:

Everybody **understood** the problem.

The problem **was understood** (by everybody).

Cover, discuss, forget, lose, rule, abolish, define, explain, invent, report, utter, win etc.

(iii) Typically animate subject + typically animate object:

Mrs. Josephine **liked** the new neighbors.

The new neighbors **were liked** (by Mrs. Josephine).

Ridicule, beat, flatter, kill, meet, respect, admire, despise, hug, kiss, reject, support etc.

(iv) Typically concrete or abstract subject + animate object:

The news **shocked** our group.

Our group **was shocked** (by the news).

Satisfy, trouble, appeal, deceive, grieve, affect, bother, fascinate, incense, please, surprise, upset etc.

### **Complementation by noun phrase as prepositional object**

#### **(Prepositional verbs)**

Although verbs such as look have been classified as prepositional verbs (those without a direct object), in the analysis of complementation they fit more happily with monotransitive rather than intransitive verbs. This is partly because of the resemblance of the prepositional object to a direct object, eg in accepting a passive voice, though usually with some awkwardness of style:

The management **paid for** his transport fares.

His transport fares were **paid for** by the management.

Also, when a prepositional verb is followed by a *that-clause* or a *to-infinitive clause*, the preposition disappears, and the prepositional object merges with the direct object of the monotransitive pattern.

- They agreed (on the meeting or on meeting each other or on it).
- They remembered (the meeting or it or meeting each other or when to meet)

### **Complementation by a finite clause**



### (That-clause as object)

The conjunction in that-clauses which function as object may be zero, as in *I hope he arrives soon*; but when the clause is made passive, that cannot be deleted, and thus obeys the same rules as other that-clauses as subject:

Everybody hoped (that) she would sing.

That she would sing was hoped by everybody.

That-clauses have one of three types of verb phrase, depending on the 'governing' verb in the matrix clause:

### Wh-clause as object

Many of the verbs which take a *that-clause* as object can also take a wh-interrogative Clause:

- I asked her to confirm whether the flight had been booked.
- Can you **confirm** which flight we are taking?
- They haven't yet **confirmed** how much the flight costs.

The three illustrative sentences above, **confirm** occurs in what may be described as a nonassertive context. The use of the **wh**-interrogative clause (which generally implies lack of knowledge on the part of the speaker) is particularly common where the superordinate clause is interrogative or negative. On the other hand, there are some verbs which themselves express uncertainty, such as **ask** and **wonder**: these occur with the wh-clause without this nonassertive constraint.

Examples of verbs taking the wh-interrogative clause are: note, argue, enquire, anticipate, doubt, arrange etc. eg:

*I didn't know what to say.*

*I inquired (about) whether the tickets were ready.*

*They haven't yet decided (on) which flight they will take.*

The *that-clause* in examples like: It seems that you are mistaken is not an object of the verb, but rather an extraposed subject. Moreover, no nonextraposed that-clause is possible in this case (\*That you are mistaken seems), and so it seems appropriate to include this with that-clause complementation. The main verbs occurring in this pattern form two groups of synonyms:

- (i) Seem and appear; and
- (ii) Chance, happen, and transpire:

It appears that Frank lost his temper.

It happened that the weather was exceptionally cold.

### Nonfinite clauses in complementation

When a nonfinite clause follows the verb it is often difficult to separate three of the major types of complementation which we distinguished. This is especially true if a noun phrase intervenes between the superordinate verb and the verb of the nonfinite construction:

- They like the children to visit them.

- They supposed the children to be guilty.
- They asked the children to bring some food.

On the face of it, all three of these sentences conform to the same pattern are interpreted as follows: (verb + noun phrase + to-infinitive ...).

- exemplifies MONOTRANSITIVE complementation: (They like the children's visits .SVO)
- exemplifies COMPLEX TRANSITIVE complementation: (They supposed the children guilty. SVOC)
- exemplifies DITRANSITIVE complementation : ( They asked the children a question. SVOO)

### **Wh-infinitive clause as object**

These are wh-infinitive clauses:

He learned how to sail a boat as a small boy.

You must not forget when to keep your mouth shut.

I couldn't decide (on) which bicycle to buy.

The last example illustrates the occurrence of the optional preposition with prepositional verbs, as already observed with finite clauses of the same type.

The corresponding passive pattern also occurs:

- The Curies discovered how to isolate radioactive elements.
- How to isolate radioactive elements was discovered by the Curies.

The passive with extraposition is also sometimes possible:

Early in the present century, it was discovered how to isolate radioactive elements.

### **ii Ditransitive**

Carter and McCarthy (2006, p.517) state that “ditransitive complementation refers to combinations of direct and indirect objects, and direct objects and oblique complements. Some verbs are followed by an indirect and direct object. An indirect object always has a direct object accompanying it. An indirect object (IO) is the entity affected by (i.e. the recipient or beneficiary of) the direct object (DO). The indirect object comes before the direct object.

### **Phrases as both indirect and direct object**

Ditransitive complementation in its basic form involves two object noun phrases: an indirect object, which is normally animate and positioned first, and a direct object, which is normally concrete. The two noun phrases differ from those of (C2) in not being in a copular relationship:

**He gave the girl a doll.**

S V O<sub>I</sub> O<sub>d</sub>

The difference between this and complex transitive complementation is seen in:

SVOC: He found her a loyal friend.



(She was a loyal friend)

SVOO: He found her an apartment.

(The apartment was for her)

Some ditransitive verbs have two passive analogues, which we shall distinguish as 'first' and 'second':

The girl was given a doll. (FIRST PASSIVE)

A doll was given the girl. (SECOND PASSIVE)

### **Object and prepositional object**

Downing & Locke (2006), in the ditransitive category, prepositional verbs form an important group with its own sub-divisions, and may therefore be given a separate category number (D2). These verbs are those we have called prepositional verbs. Alongside the ordinary indirect object pattern, two main prepositional patterns, may be distinguished:

Indirect object + direct object. (D1)

Direct object + prepositional object. (D2a)

Indirect object + prepositional object (D2b)

### **iii Complex transitive**

Carter and McCarthy (2006, p.523) state that “complex transitive complementation occurs when a direct object is followed by an object complement or a locative complement.” They also claim (2006,p.526) that “some verbs, especially verbs of placement and direction, take a direct object and a prepositional phrase locating the object in terms of time or place (locative complement)”  
Complex transitive complementation.

COMPLEX TRANSITIVE to verbs in the patterns SVOC and SVOA. A distinguishing characteristic of complex transitive complementation is that of two elements following the verb (eg object and object complement) are notionally equated with the subject and predication respectively of a nominal clause. For example:

Monotransitive: She presumed **that her father was dead**.

Complex transitive: She presumed **her father to be dead**.

Complex transitive: She presumed **her father dead**.

**Her father (O) and dead (C)** are equivalent in meaning to a separate clause, the *that-clause*. This relationship remains where the object complement is expanded into an infinitive clause, as in: Yet **her father to be dead**, in spite of its clause-like meaning and appearance, does not act syntactically as a single constituent, as is evident in the passive, where the O is separated from its complement:

**Her father** was presumed (by her) **to be dead**.

Adjective phrase as object complement

The SVOC pattern in which the object complement is an adjective phrase is found with verbs which, like copular verbs, may be divided into current and resulting types:

You should **keep** the cabbage **fresh**.

That music **drives** me **mad**.

The verb **keep** introduces the current attribute **fresh**, while the verb **drive** introduces the resulting attribute **mad**. These two verbs therefore exemplify the two main categories complex transitive complementation in this pattern. The current verbs are usually stative, and the resulting verbs are always dynamic.

### **Noun phrase as object complement**

Noun phrase complement, are a few verbs which occur with a noun phrase, but not with an adjective phrase, as complement, eg: **appoint**. These verbs, marked in the list below, can also occur with the object +infinitive construction:

The queen **appointed** Brian McRoy Nuo-ere (to be) her personal secretary.

### **Complementation by object and adjunct**

Verbs which have as their complementation an object followed by a predication adjunct. The most common characteristics of adjuncts to occur in this pattern are prepositional phrases of space, and more particularly of direction; eg:

He stood my argument **on its head**.

Take your hands out **of your pockets**

I slipped the key **into the lock**..

The passive is illustrated by:

The key was slipped **into the lock**.

Many of the verbs which fit into this pattern are causative verbs of motion: put, get, stand, set, sit, lay, place, send, bring, take, lead, drive, etc. The class is open-ended, since verbs normally without causative meaning can be adapted to this function; eg: show, see, elbow, etc.

Other verbs are associated with space position adjuncts rather than direction adjuncts:

They **left** the papers **at my office**.

Always **keep your eyes on the road** when driving.

### **Object + to-infinitive complementation**

The verbs in this group are rather numerous, and may be subdivided, semantically, into the following categories:

- (i) announce  
Declare  
Proclaim  
Pronounce
- (ii) assume  
Believe  
Conceive (formal)  
Consider  
Expect  
Feel

- Understand
- (iii) Intend
- Mean
- (iv) Appoint
- Elect
- Name
- Vote
- (v) cause
- Drive
- Force
- Get [no P]
- Lead
- Prompt
- (vi) allow
- Authorize
- Compel
- Constrain
- Enable

Types (i) and (i) correspond to the factual verbs of category: the nonfinite construction following these verbs can often be replaced by a that-clause with an indicative verb.

Of the remaining semantic types, Type (iii) consists of verbs of intention Types (iv) and (v) consist of causative verb, where the infinitive clause identifies the resultant state Type (iv) verbs also belong to class (Cl); Type (vi) consists of verbs with a modal character, expressing such concepts as enablement, permission, and compulsion.

### **Object +bare infinitive complementation**

This pattern occurs with a relatively small number of verbs:

- (i) Have
- Fee!
- Let
- Make (Passive)
- (ii) Feel
- Hear (P)
- Notice (P)
- Observe [P]
- (iii) Help (P)
- Know (P)

Type: (i) consists of verbs conceive of meaning; type (ii) has perceptual verbs of seeing and hearing; and Type (iii) is a residual class of two verbs which are optionally followed by a to-infinitive. The marker (P) indicates that the passive (normally with a to-infinitive) is possible; (P) indicates that the passive is of doubtful or limited acceptability.

### **iv Copular complementation**

Downing & Locke (2006) stated that there are two clause patterns in which the lexical verb is referred to as a copular (or linking) verb, namely the subject, verb and adjunct (SVA) and the

subject, verb and complement (SVC) patterns. The verb in copular complementation is followed either by a predication adjunct or by the subject complement. Adverbials in the SVA pattern are usually space adjuncts and time adjuncts. These adverbials are also termed predication adjuncts or subject-related adverbials, without them the sentence would be grammatically and logically incomplete (Biber, 1985). The clause element following the copular verb in the SVC pattern is termed the subject complement (Cs). The subject complement may fulfil two semantic roles, the role of current attribute or the role of resulting attribute.

### Adjective phrase as subject complement

A verb is said to have *copular* complementation when it is followed by a subject complement (C.) or a predication adjunct and when this element cannot be dropped without changing the meaning of the verb. The verb in such a clause is a *copular* (or linking) verb, and is equivalent in function to the principal copula, the verb **be**. Copular verbs fall into two main classes, according to whether the subject complement has the role of *current attribute* or of *resulting attribute*. This distinction corresponds to that between *current* copulas and *resulting* copulas. Normally, current copulas are stative and cannot co-occur with the progressive aspect.

The distinction is illustrated below with an adjectival complement, the first kind of complementation:

- CURRENT: The girl **seemed** very restless.
- RESULTING: The girl **became** very restless.

**End up, tum out, and wind up.** Are copular phrasal verbs. In addition to the copular verbs above, there are verbs which have this function with severe restrictions on the words occurring in the complement. The restriction may be a lexical restriction to certain idiomatic verb-adjective sequences such as **rest assured** or it may be a semantic restriction (eg the meaning of blush restricts the adjective to a subset of color words: blush scarlet, but not \*blush green). Some examples are given below, with typical adjective complements:

CURRENT	RESULTING
Bum (low)	blush (bright red)
Lie (flat)	fall (silent)
Loom (large)	fall (dead)
Play (rough)	freeze (solid)
Plead (innocent)	run (wild)

### Noun phrase as subject complementation

The verb **be** is the principal copula used in this pattern:

Williams **is** my friend                      Tamale **seems** a pleasant city.

The verbs marked can be used with noun phrase complements, as well as with adjective phrase complements, with the, **to be** following the finite verb:

It **appears** the only solution.                      It **appears to be** the only solution.

### Complementation by an adjunct

The principal copular that allows an adverbial as complementation is once again **be**. The complementing adverbials, termed predication adjuncts in this function, are mainly space adjuncts:

- The children are **at the zoo**.                      The kitchen **is downstairs**.
- The party will be **at nine**.                      The outing **is tomorrow**.

Get and keep are two more copular verbs which occur specifically with place adjuncts (or adjuncts metaphorically related to these):

At last we got home. Get off that chair! They kept out of trouble. How did you get here?

**Be, get, and keep** are clearly copular verbs in this function because of their inability to occur without the adjunct: \*The children are \***At last we got**; \***They kept**. More marginally, other verbs such as **live, come, go, remain, stay, stand, lie** belong to this category. These also occur as intransitive verbs with roughly the same locative (or abstract locative) meaning, but are in many contexts felt to be incomplete unless some complementation is added:

My aunt **lives** in Fielmuo.

\*My aunt **lives**.

### **Copular verbs**

The main verb **be** is the most central copular verb, and the most neutral in meaning. It is also overwhelmingly the most common. Although it generally has current and stative meaning, notice should be taken of its use also in reference to events and activities:

There **was** a roar as the ball bounced off the goal post.

You're **being** very helpful.

In some cases, **be** is close in meaning to **become**:

Ann will **be** a qualified nurse next year.

Williams **was** angry when she heard about the accident.

**Come** is very restricted as a copular verb, but it makes an interesting contrast with **go** in examples like **to wrong, come right**. The association of 'go' with deterioration (got rotten, etc.) is complemented by the association of **come** with improvement in **come true**, etc. These associations may relate to the positive and negative direction (from the speaker's viewpoint) of **come** and **go** as verbs of motion.

### **Conclusion**

The paper concludes that linguists have various perspectives on verb complementation and that the terminology used in English grammar books is inconsistent. Additionally, the paper emphasizes the significance of comprehending verb complementation types and verb classes in English grammar. In addition, the paper suggests that additional research is required to investigate the connection between verb complementation and meaning in English.

## Recommendation

1. It is suggested that instructors adopt a comprehensive methodology for instructing verb complementation in their language courses at the college level. The proposed methodology ought to encompass not solely the syntactic regulations governing verb complementation, but also the societal and cognitive dimensions of language utilization. The provision of opportunities for practice and feedback is essential in order to optimize the learning outcomes of students.
2. The study recommends that it is important to understand the different types of verb complementation and verb classes in English grammar. It also suggests that further research is needed to explore the relationship between verb complementation and meaning in English.
3. The researchers suggested that forthcoming investigations pertaining to this subject matter should utilize a mixed-methods research approach that integrates both quantitative and qualitative techniques for data gathering and analysis. This methodology has the potential to yield a comprehensive comprehension of the efficacy of the approach in instructing college-level students on verb complementation and its influence on their academic achievements.

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