

**HAI PHONG PRIVATE UNIVERSITY
FOREIGN LANGUAGE DEPARTMENT**

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GRADUATION PAPER

**A CONTRASTIVE ANALYSIS OF NEGATIVE
QUESTIONS IN ENGLISH AND VIETNAMESE**

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**BỘ GIÁO DỤC VÀ ĐÀO TẠO
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Abbreviations and Symbols

1. E.g. = Example
2. (1980:439) = (year : page)
3. Etc = et cet era
4. V = verb
5. S = subject

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PART I: INTRODUCTION

1. Rationale

Learning a foreign language is of great significance today. It is the bridge connecting countries in many fields. The mastery of a foreign language enables us to communicate with people from other countries, achieve mutual understandings, and further our trade contacts, economic co-operations, and cultural and academic exchanges with other countries.

I am interested in learning English so much. English, as mentioned over and over again, is an international language. In Viet Nam, English, now, is a compulsory subject for pupils in most primary and secondary schools. It is also an important subject for students at all universities. Particularly, English is one of the essential requirements for those who want to find a good job.

However, in order to master a language, we have to pay attention not only to grammar, structure, vocabulary, and pronunciation but also the culture of the language.

In communicative process in English as well as in other languages, questions play an important role. We are not able to keep communication going on well without asking questions. We ask question in order to exchange information, ideas, feeling and knowledge. On the other hand, we sometimes ask questions not for the above purposes but for confirmation, refusal irony or reply avoidance. It is undeniable that questions can not be missed in communication. There are a lot of types of question in English but in this paper I would like to devote all my interest into English negative questions and their Vietnamese equivalents. The purpose is to get more understanding of this type of questions to use them flexibly. The contrastive analysis of English and Vietnamese negative questions also reveals the similarities and differences between the two languages. From my experience and knowledge,

I will go deep into this matter with a hope to assist people who are interested in the subject matter.

2. Aims of the study

I have been learning English for a long time; however, I sometimes make mistakes in using and translating English negative questions into Vietnamese and vice versa. Many students also make these mistakes. For these reasons; my study deals with “Negative question in English and Vietnamese – a contrastive analysis”.

In details, my Graduation Paper aims at:

- a. Examining how the structures of English and Vietnamese negative questions are built and used in details.
- b. Making a comparison between English negative questions and their Vietnamese equivalents.
- c. Exposing some common mistakes made by Vietnamese students and presenting some suggested solutions.
- d. Heightening learner’s awareness in learning English and Vietnamese negative questions.

3. Scope of the study

The study “Negative questions in English and Vietnamese - a contrastive analysis” focuses on negative questions in English and Vietnamese equivalents within the frame of structures and using negative words. Four types of questions will be discussed: Yes-No questions, Tag questions, Wh-questions and Alternative questions. However, due to the limited time and knowledge, only negative questions that use the negator “not” will be discussed in details, the others will be suggested for further study. The study also finds out the common mistakes made by students at HPU and some suggestions to correct these mistakes.

4. Methods of the study

The study is conducted by carefully collecting materials from various sources to have full – blown information of English and Vietnamese negative questions. Moreover, I have consulted with my supervisor, and obtained suggestions, instructions and encouragement from my teachers. The contrastive analysis is made intra- and interlingually: English negative questions with Vietnamese counterparts. The contrastive analysis involves two stages: the description of the structures and the use of negative words in both languages.

5. Design of the study

My graduation paper is divided into three parts, in which the second, naturally, is the most important part.

a. Part 1 is the INTRODUCTION in which the rationale, aims of the study, scope of the study, methods of the study, design of the study are presented.

b. Part 2 contains three chapters:

Chapter 1 provides readers with some theoretical background on negation, negative questions in English and Vietnamese in brief.

Chapter 2 is also the main part of the study, which provides the contrastive analysis of English and Vietnamese negative questions.

Chapter 3 is the common mistakes made by students in using English negative questions and suggested solutions.

c. Part 3 is the Conclusion of the study. It also gives out implication for learning Negative questions in English and some suggestions for further studies.

PART II: DEVELOPMENT

CHAPTER I: THEORETICAL BACKGROUND

1. Negation in English and Vietnamese in brief.

1.1. Definition of negation.

According to the *Vietnamese Dictionary*, published in 1998 by the Centre of Dictionary, “Negation is the act of rejecting the existence, the necessity of something, is the opposition of affirmation”. In the *Longman Dictionary of Contemporary English*, published in 1994, negation is “the act of stating that something does not exist or is untrue”. The study is mainly based on English Grammar book “*A University Grammar of English*” (R, Quirk.1973). As for him, the negation of a simple sentence is accomplished by inserting *not, n’t* between the operator and the predication. Although the definition of negation varies from scholar to scholar, from dictionary to dictionary, we can draw some main points as follows: “Negation is a part of man’s cognition activity and communication process. It is also a basic category of thinking, of formal logic. It is the opposition of the affirmative category”.

According to Le Quang Thiem, a Vietnamese linguist, “negative sentence is used to describe the absence of an object, an event or a phenomena” while in many grammar books; we can see that a negative sentence is used to claim that something is not true or incorrect.

1.2. Scope of negation

The term “scope of negation” is introduced to refer to the stretch of language over which the negative has its effect. The relation between negative words and non-assertive words that they govern will happen in scope of negation (that is part of language that the negative meaning operates through). The scope of negation formally extends from the negative words to the end of the clause or to the beginning of a final adjunct. The subject and any adjuncts

occur before a final predication often lies outside it. Thus, the operator can be within or outside the scope. Below are some examples to illustrate:

E.g. I absolutely did **not agree with you**. (1)

Versus I did **not absolutely agree with you**. (2)

In (1), the scope of negation stretches from “not” to “you”, subject (I), adjunct (absolutely), operator (did) are excluded, the predication takes full negative effect

(1)= It is absolute that **I did not agree with you**

or = that **I did not agree with you** is absolute

Sentence (2) I did not absolutely agree with you, subject (I) and operator (did) are put outside while adjunct is inside, negative meaning extends from negative word to the end of the clause.

1.3. Focus of negation

We need to identify not only the scope, but also the focus of negation. Focus of negation gives a stress on particular part of a negative clause; this not only indicates the contrast of meaning implicit in the negative but also implies the rest of the clause in the positive. The focus of negation is to place effect on single word, which belongs to either open-class item in clause. Grammarians divided focus of negation in English into two types:

- **End-focus**

Quirk defines that end focus is the chief prominence on the last- open items (verbs, adjectives, nouns, adverbs) and proper noun. The end focus is used to withdraw the hearer’s attention to the information that speaker wants to convey; when a negative clause has end-focus, only last item is negated, the rest is positive.

E.g.: They haven’t been to Vietnam ≈ (They have gone to somewhere, but not to Vietnam)

- **Contrastive-focus**

Contrastive focus may be placed at earlier points and falls on any of the non-final elements of the clause or final item which belongs to closed-system items (prepositions, pronouns, etc...). Using contrastive focus, only one item is negated and the rest of clause is understood in positive sense.

E.g.: Peter did not send a postcard to Mary on Christmas.

≈ (Someone sent a postcard to Mary on Christmas, not Peter).

Peter did not send a postcard to Mary on Christmas.

≈ (Peter sent something to Mary on Christmas, not postcard).

The contrastive focus points out which element is negated in a clause to contrast it with something or somebody already mentioned. Contrastive focus falls on the final item, but not end-focus.

E.g.: She is not waiting for me ≈ (She is waiting for someone, not me).

His father was not out ≈ (He was in).

Operator also gets a contrastive focus which places contrastive emphasis on tense.

E.g.: She didn't study English two years ago (Now, she is learning English).

Operator is used in elliptical replies to concentrate attention on new information by avoiding repetition of the given information.

E.g.: Have you phoned your parents? No, I haven't. ≈ (I haven't phoned my parents).

Did you go out last night? No, I didn't. ≈ (I didn't go out last night).

The participation of end focus and a contrastive focus makes the focus of negation not as ambiguous as the scope of negations they also have a certain contribution to finding appropriate account for ambiguity in the scope of negation.

- **The relationship between scope and focus of negation**

The scope and focus are interrelated in such a way that the scope must include the focus. In an independent clause, the scope of negation covers all the negative effect the extent of the scope is identified by the position of the focus.

2. Negative questions in English

2.1 What is a negative question?

- “Negative questions are interrogative sentences with the presence of negative marker. They ordinarily do not accomplish questioning in the sense of information seeking”.

e.g. Doesn't she understand?

Why don't you listen to me?

- “Negative questions are generally used in different situations to express an opinion (seeking agreement) or to confirm information (checking information). To express an opinion in a more polite way, people change them into negative questions. They want the listeners to agree with their opinion”.

e.g. Isn't it cold today? (I think it's cold today. How about you?)

Doesn't she dance well? (In my opinion, she is a good dancer. What do you think?)

- “Negative questions can also be used to ask for confirmation of something you believe to be true or of a negative belief”.

e.g. Can't you come to my party tomorrow? (I am surprised that you cannot come to my party tomorrow. Is it right?)

2.2 The semantic and pragmatic approaches to English negative questions

Ladd (1981) presents a first look at the semantics and pragmatics of negative questions. The first is a systematic ambiguity in negative questions, such as:

E.g.1: Isn't there a vegetarian restaurant around here?

E.g.2: Didn't he even vote for Reagan?

The ambiguity in these is remarkably hard to keep hold of, and the following elaboration may be helpful.

E.g.3: (Situation: Kathleen and Jeff have just come from Chicago on the Greyhouse bus to visit Bob in Ithaca)

Bob: *You guys must be starving. You want to get something to eat?*

Kathleen: *Yeah, isn't there a vegetarian restaurant around here- Moosewood or something like that*

Bob: *Gee, you've heard of Moosewood all the way out in Chicago, huh? Ok, let's go there.*

Kathleen uses the negative question "Isn't there a vegetarian restaurant around here?" to ask for confirmation of something she believes to be true. Compare this to the following case:

E.g.4: (Situation: Bob is visiting Kathleen and Jeff in Chicago while attending a meeting)

Bob: *I'd like to take you guys out to dinner while I'm here, we'd have time to go somewhere around here before the evening session tonight, don't you think?*

Kathleen: *I guess, but there's not really any place to go in Hyde Park.*

Bob: *Oh, really, isn't there a vegetarian restaurant around here?*

Kathleen: *No, about all we can get is hamburgers and souvlaki.*

Bob uses the negative question here for a very different reason: he had previously assumed the truth of the proposition there is a vegetarian restaurant around here, but has now inferred from what Kathleen says that

this proposition is actually false, and is using the negative question to check this new inference.

The ambiguity in (E.g.2) is between ‘left-wing’ and ‘right-wing’ readings as seen in (E.g.5) and (E.g.6).

E.g.5: (Situation: A and B are former left-wing activists discussing the recent activities of a colleague.)

A: *Did you hear John’s decided to go to business school?*

B: *Yeah, I can’t believe how much he’s changed these days; didn’t he even vote for Reagan?*

A: *That’s what somebody told me.*

E.g.6: (Situation: A and B are staunch Republicans)

A: *What’s Dick been up to these days, I haven’t seen him at the Club for ages.*

B: *Haven’t you heard? He says he’s disillusioned with two-party politics, he’s joined Common Cause, gave a lot of money to the Citizens’ Party...*

A: *Didn’t he even vote for Reagan?*

B: *Not as far as I know.*

The situation in (E.g.5) is like that in (E.g.3), the negative question is being used to confirm something the speaker believes to be true, namely that John voted for Reagan. In (E.g.6), on the other hand, as in (E.g.4), the negative question is used to check on a new unexpected inference, namely that Dick didn’t vote for Reagan.

At the first glance it might appear that the different implicatures and appropriateness conditions seen in (E.g.3) and (E.g.6) are purely pragmatic, and that apparent ambiguity results from different pragmatic inferences drawn by the hearer on the basis of knowledge about the speaker’s politics, eating habits, etc.

3. Summary

Chapter one provides definitions of negation in English and Vietnamese in brief, scope of negation, focus of negation, negative questions in English in details and the semantic and pragmatic approaches to English negative question. The focus of negation in English is divided into two types: end focus and contrastive – focus.

The next chapter is a contrastive analysis of the English and Vietnamese negative questions.

CHAPTER 2: A CONTRASTIVE ANALYSIS OF ENGLISH AND VIETNAMESE NEGATIVE QUESTIONS

1. Negative forms and non-assertive forms in English

1.1. Negative Forms

In English, besides inserting *not*, there are other words which have a negative meaning such as *no+phrase*; *pronoun*: **no one, nobody, nothing...**

E.g.: There's no money in my pocket \approx (There is not any money in my pocket)

Here, we have **no** as negative determiner and it is one of the negative items in English with different function.

♥ **No** as a pronoun:

E.g.: I saw no one in the room \approx (I didn't see anyone in the room).

♥ **No** as a determiner: (happens both singular and plural).

Eg1: There are *no students* in the class \approx (There are *not any* students in the class).

Eg2: There is *no money* in my pocket \approx (There isn't *any money* in my pocket).

♥ We also use **none** and **neither (of)** to replace for pronouns and determiners:

Eg1: *None* of them was absent.

Eg2: *Neither of* them are dentists.

Eg3: *Neither* class is opened.

Furthermore, negative words are various. Except for words above, there are some negative items such as: *nowhere* (adverb of place); *never* (adverb of time); *no longer/ no more*; *neither....nor*.

Eg1: I have *never* seen such a tall man.

Eg2: She is *no longer* a good student.

Eg3: Jack *neither* arrived *nor* phoned me.

In addition to the negative words that were given out in the first part, there are some words, which exist with the negative meaning and behavior such as: seldom; rarely; barely; scarcely, although they do not appear negative in form, they bear negative meaning. Like “never”, an adverb of frequency, when they are put at initial position, the subject-operator inversion is required for emphasis.

Eg1: I have never seen such a tall man → Never have I seen such a tall man.

Eg2: He hardly travels anymore → Hardly has he travels anymore.

1.2. Non – assertive forms

According to Quirk (1973; 184), there are numerous items that do not naturally occur outside negative, interrogative, and conditional clauses:

Eg1: We haven't seen any soldiers.

Eg2: We have seen any soldiers.

Non-assertive forms are items having no negative meaning but are mostly used in negative, not in affirmative sentences. These forms include “any” series opposite to “some” and other items such as determiners, adverbs, or pronouns. These forms usually go with negator “not” or other phrase structures containing negative meaning, which distinguish real negation using negative items “no” and “never”. English negation is diversified by using both negative items and non-assertive forms because there are consequently two negative equivalents of each positive sentence.

E.g.: We have some lunch.

a. We have not any lunch.

b. We have no lunch.

As example above, it is noted that there are always two negative sentences equivalent to affirmative, one employs non-assertive form and the other uses negative item. Both of them are negative and close paraphrases. The second sentence looks like an affirmative since it has no “not” or “n't” following operator, but they have a negative element; the determiner “no”. The first

sentence is obviously a negative sentence, but its effect is less strongly negative than the second. It seems that an ordinary negative sentence is weaker than the one in which the negative making is part of another word or phrase.

2. Negative orientation

As you know, a question may be presented in a form which refers to a negative orientation in questions. Here I want to refer to the negative orientation in questions. Negative orientation is found in questions which contain a negative form of one kind or another:

E.g.: Can't you give us any hope of success? \approx (It is really true that you can't...?)

Negative orientation is complicated, however, by an element of surprise or disbelief which adds implication of positive meaning. There is a combination of "positive and a negative attitude, which may be distinguished as the "old assumption" (positive) and "new assumption" (negative). The "old assumption" tends to be identified with speaker's hopes and wishes, so that, the negative orientation often express annoyance of disappointment.

E.g.: Hasn't he come here yet?

\approx (I'd hope he would have come here by now, but it seems that he hasn't)

Another type of negative questions combines *not* with the assertive items that are the formal signals of positive orientation.

E.g.: Didn't someone give you letters yesterday?

The question above is similar to a tag- question

\approx Someone gave you letters yesterday, didn't he?

(I assumed that someone gave you letter, am I right?)

\approx Surely someone gave you letters yesterday.

3. English negative questions

Negative questions are used in many different situations. One of the most common is when you think the other person will answer in agreement with you. For example, if someone asks me, "Isn't it hot today?" I will understand that the person asking thinks it is hot and also expects that I think it is hot as well and will agree. In contrast, if the person asks me, "Is it hot today?" I will understand that the person actually does not know if it is hot or not (maybe he hasn't been outside yet that day) and is asking me to provide that information.

Another function is to check information. Maybe you see someone at a park who looks really familiar and you feel like talking to him / her. You think he/ she is one of your friends. You can ask, "The person goes with David, is she/he my friend?" The sentence means "The girl" in here maybe is my friend who I know, but I'm not sure.

3.1. Negative Yes/No questions

According to Alexander (1992; 255), negative Yes/No questions can appear in a post subject position in its full form *not*, or in pre-subject position in its clinic-contracted form *n't*. In other words, it has either contracted forms or uncontracted forms (negative full form and negative short form). According to Quirk et al (1980) the negator full form is rather formal while the short form is usually preferred in informal spoken English.

Uncontracted form

Did John not eat?

Do you not buy that book?

Contracted form

Didn't John eat?

Don't you buy that book?

Uncontracted forms are normally used in formal questions when we require special emphasis to express anger, surprise, etc. And in rhetorical questions, they do not require an answer.

E.g. Can you not stop asking me for money?

Contracted forms are used when speaker is expecting the answer “Yes”. I also used to express surprise, disbelief, annoyance or sarcasm.

E.g. Can't you shut the door behind you?

Also they are used for invitation and exclamation:

E.g. Won't you come in for a few minutes?

3.2. Negative Tag- questions

A tag question consists of an operator plus a pronoun, with or without a negative particle; the choice and tense of the operator is determined by the verb phrase in the subordinate clause:

E.g. They did not work all night, did they?

As the example illustrates, if the subordinate clause is positive, the tag is negative, and vice versa. Both patterns are used to ask the hearer to agree that the statement in the main clause is true.

The nuclear tone of the tag occurs on the operator and is either a rise or fall. Four main types of tag question emerge from the observance of these rules:

Type 1	Positive + Negative	(Rising tone)
	E.g.: You can dance, `Can't you?	
Type 2	Negative + Positive	(Rising tone)
	E.g.: You can't dance, `Can you?	
Type 3	Positive + Negative	(Falling tone)
	E.g.: You can `Dance, can't you?	
Type 4	Negative + Positive	(Falling tone)
	E.g.: You can't `Dance, can you?	

3.3. Negative Wh- questions

Wh-questions are another common kind of questions. They are also called information questions because the answer to the question requires more than just a Yes- or- No answer. Most Wh-questions begin with words that start with the letters “Wh”, and they usually end with falling intonation.

Negative Wh-questions can be formed by putting Wh-element before a negative operator “not” followed by a subject. Or like negative Yes/No questions negator “not” can be put in a post-subject position in its full form or pre-subject position in its short form:

Structure:

✓ **Q-word + auxiliary + not + S + V + O?**

✓ **Q-word + auxiliary + S + not + V + O?**

E.g1: What do you not like to eat?

E.g2: What don't you like to eat?

Negative question with “why” used for requesting information contains much sense to express speaker’s attitude. Meanwhile, “who”, “what”, “which”....etc. are only used for requesting information.

E.g1: Why don't they give her a lift? (Surprise)

E.g2: Who didn't attend in the meeting yesterday?

E.g3: Which colour didn't our daughter like?

3.4. Negative alternative questions

An alternative question is the question that presents two or more possible answers and presupposes that only one is true. Alternative questions offer two or more options for responses. Alternative questions, like Yes/No questions, ask on the whole idea is expressed by the clauses as options. A positive Yes/No question can be converted into an alternative question by adding *or not* or a matching of a negative clause:

E.g.1: Are you coming or aren't you coming?

E.g.2: Are you coming or not?

The first form is not common. The example above might be used if the speaker is impatient because the addressee hesitates too long. Even so, the form that has undergone conjunction reduction would be more likely:

→ Are you coming or aren't you?

However, sometimes alternative questions may concentrate on part of the whole clause.

E.g1: Did John drink coffee or tea?

a. "Is it the case that John drank any of these two things, coffee or tea?"

b. "Which of these two things did John drink: coffee or tea?"

When we turn to negative questions, we often add "not" after the subject

E.g2: Did John not drink coffee or tea? ≈ (Didn't John drink coffee or tea?)

→John did not drink coffee.

E.g.3: Which car wouldn't you like, the black one or the white one?

→you wouldn't like the black car

→you wouldn't like the white car

→John did not drink tea.

4. A contrastive analysis of negative questions in English and their Vietnamese equivalents.

What distinguishes a negative clause from a positive clause is the presence or absence of a negative marker. Negative can be defined as a state in which a negative marker is present, whereas positive can be said to be a state of having no negative marker. Huddleston (1984) identifies two types of negation: clausal and subclausal. Clausal negation, sometimes called sentence negation, produces a clause which is both syntactically and semantically negative, as in "She isn't happy". In this sentence, negation is marked by "n't", one of the two most common markers in English, the other being "not".

Subclause negation, by contrast, is often called word negation, since it is negation within the limit of a word or phrase.

Within the scope of this study, we also would like to give the comparison of the use of “not” (Subclause negation) in English negative questions and negative words in Vietnamese equivalents.

4.1. Structures of negative question

4.1.1 Negative structures in Yes/No questions

As mentioned above we can also state Yes/No questions in the negative by using subject operator “not”. And they have two forms: negative full form or negative short form. In order to form a negative question, an auxiliary is placed before the subject, and the word **not** is placed after the subject. However, when contractions are used, the contracted form of **not** follows immediately after the auxiliary.

Questions in Vietnamese are usually formed by adding the negators: “*không*”, “*chưa*”, “*chẳng*” or “*chả*” which are normally placed after the subject and before the predicate in combination with “*à/ w/ sao/ hả/ hử/ chứ/ gì/ hay sao/ chớ/ chứ gì/ được sao/ được w/ phải không/ đấy chứ*” which occur in final position. Sometimes “*chẳng phải/ không phải/ chả phải/phải chẳng/ chẳng phải là / không phải là / chả phải là*” in presubject position is used in combination with “*à/ sao/ hay sao/ là gì/ đó sao*” in final position. “*Chẳng lẽ (nào)/ (có) lẽ nào*”/ *có đúng là* in presubject position can be used in combination with negator “*không/ chẳng/ chưa/ chả*” before the predicate.

E.g.1: Didn't you come there? Bạn chẳng đến đó là gì?

E.g.2: Hasn't she left? Cô ấy chưa đi à?

In several negative Yes/ No questions, the negative particles and the non assertive form can combine to produce a negative form (*any, anything, anyone, ever, etc.*) it can be replaced by a structure with a nuclear negator (*no, nothing, no one, none, never, etc.*) in which the predicator remains positive in form (without *not*) and non-assertive words are replaced by nuclear negator in

the same positions. This form of negative questions is rendered into Vietnamese in the same way as the form with *not* plus non-assertive words.

E.g. Haven't you ever been to HCM city? *Câu chưa bao giờ tới thành phố HCM sao?*

= Have you never been to HCM city?

Yes/ No questions expressed by interrogative structures can be oriented according to the kind of answer the speaker expects and are said to have neutral, positive or negative orientation.

E.g. Aren't you going to study tonight? *Tối nay anh không học chút gì/ sao?*

(speaker assumes the answer is no – the listener is not going to study tonight)

Negative Yes/No interrogative without non-assertive or assertive forms can also be used with a positive orientation, when the speaker is expecting or hoping for the answer “Yes”

E.g. Don't you remember that girl we met in New York? *Anh không nhớ cô gái mà chúng ta gặp ở New York sao/ à ?*

Negative questions can express feelings surprised and suggestions lobbying, criticizing others, admirers or invitation.

E.g.1: Haven't you done your homework? (the deadline is close) (You have not done your homework? The deadline is approaching!)	<i>Mày vẫn chưa làm bài tập về nhà à/ hay sao? (Tao cũng đến lạy mày!)</i>	(Surprised)
E.g.2 Won't you help me?	<i>Anh không giúp tôi</i>	(Recommendation)

(=Please help me)	<i>sao? = Anh hãy giúp tôi nhé</i>	
E.g.3: Wouldn't it be better to find out what has happened first? (First identify what happened is not a good point?)	<i>Liệu tìm ra chuyện gì xảy ra trước tiên có tốt hơn không?</i>	(Lobbying)
E.g.5: Can't you see that your work is below standard? (Do you not know that your work substandard)	<i>Cậu không thấy là công việc của cậu dưới mức yêu cầu à?</i>	(Criticism)
E.g.6: Isn't this a wonderful concert? (This concert is wonderful)	<i>Đây là buổi hòa nhạc tuyệt vời đấy chứ?</i>	(Amazing)
E.g.7: Won't you come in for a few minutes?	<i>Anh sẽ vào trong một lát chứ? Anh không vào được một chút hay sao? (Thôi vào đi! Tôi thực sự muốn anh vào)</i>	(Invitation)

According to Quirk (1980) negative orientation is complicated, this negative orientation is a combination of a positive and a negative attitude, which may be distinguished as old assumption (positive) and new assumption (negative). Because the old assumption tends to be identified with the speaker's hopes or wishes, negatively orientated questions often express disappointment or annoyance.

E.g.: Can't you answer the questions? *Mày (thực sự) không trả lời những câu hỏi đó được sao/ ư?*
(I'd have thought you'd be able to, but apparently you can't)

Negative Yes/ No questions with assertive forms are used with a positive orientation:

E.g.1: Didn't someone call last night? *Tôi qua không có ai gọi đến ư? (Tôi nghĩ*

E.g.2: Hasn't the boat left already? *là có)*

Thuyền rời bến rồi à/ ư ?

Negative Yes/No questions with non assertive forms or nuclear negators are often used with negative orientation:

E.g: Hasn't the boat left yet? *Thuyền vẫn chưa rời bến ư?*

After that, I want to give you the table about structure of English and Vietnamese negative Yes/No question:

English structure	Vietnamese equivalents
Auxiliary + S + not + ? (uncontracted form)	S + “không”/ “chưa”/ “chẳng”/ “chả” ++ à/ ư/ sao/ hả/ hử/ chứ/ gì/ hay sao/chớ/ chứ gì/ được sao/ được ư/ phải không/ đấy chứ ?
Auxiliary + n't + S + C? (contracted form)	Chẳng phải/ không phải/ chẳng phải/phải chẳng/ chẳng phải là / không phải là / chẳng phải là + S +...+ à/ sao/ hay sao/ là gì/ đó sao?
	Chẳng lẽ (nào)/ (có) lẽ nào/ có đúng là + S+ “không”/ “chưa”/ “chẳng”/ “chả” +.....+ à/ ư/ sao/ hả/ hử/ chứ/ gì/ hay sao/chớ/ được sao/ được ư/ đấy chứ?

Table 1: Structures of English and Vietnamese negative Yes/ No question

4.1.2 Negative structures in Tag- questions

Negative tag questions are formed by an affirmative statement and a negative tag question in order to ask for confirmation of the affirmative statement. Generally, contractions are used in negative tag questions. In the following examples, the tag questions are underlined. Contractions are usually used in negative tag questions. For example:

<u>Affirmative statement</u>	<u>Affirmative statement with tag question</u>
I am awake.	I am awake, <u>am I not?</u>
You are awake.	You are awake, <u>aren't you?</u>
She is awake.	She is awake, <u>isn't she?</u>
We are awake.	We are awake, <u>aren't we?</u>
They are awake.	They are awake, <u>aren't they?</u>

These examples illustrate how the subjects and verbs of the preceding statements are repeated in tag questions. For instance, in the first example, the subject I and the verb “am” is repeated in the tag question. In the second example, the subjects you and the verb are are repeated in the tag question. In spoken English, the expressions “aren’t I?” is often used as a tag question. However, this is not considered to be grammatically correct in formal, written English.

In Vietnamese, tag questions are used to confirm speaker’s belief, sometimes, the fixed expression can be substituted by “(có) *đúng không*”, “(có) *phải không*”, “*không phải*”, “*không đúng*” combining with particles like *à/ cơ à/ hả/ nhỉ/ đấy hả/ đấy nhỉ/ chứ/ ư/ vậy sao*.

E.g.1: She is very beautiful, isn't she? *Cô ấy đẹp, phải không?*

E.g.2: They were ready, weren't they? *Họ đã sẵn sàng, đúng không?*

This type of the question also expresses speaker’s doubt or emotive value by adding “**phải chăng**” or “**sao**”.

For the Simple Present and the Simple Past of the verb **to be**, tag questions are formed using the verb itself. For instance, in the following examples, the verbs **is** and **were** are used in negative tag questions.

E.g.1: She is very beautiful, isn't she? Cô ấy đẹp, phải không?

E.g.2: They were ready, weren't they? Họ đã sẵn sàng, đúng không?

For the Simple Present and the Simple Past of verbs other than the verb **to be**, the auxiliary **to do** is used in tag questions. For instance, in the following examples, the auxiliaries **does** and **did** are used in negative tag questions.

E.g.1: He rides a bicycle, doesn't he? Anh ta đi xe đạp (có) phải không?

E.g.2: They ordered pizza, didn't they? Họ gọi bánh Piza, phải không nhỉ?

For all other tenses and conjugations, the first auxiliary is used in tag questions. For instance, in the following examples, the first auxiliaries **have**, **would**, **should** and **can** are used in negative tag questions.

E.g.1: You have worked all night, haven't you? Cậu đã làm việc cả đêm, phải không?
Anh ấy đã có thể giúp chúng ta, phải

E.g.2: He would have helped us, wouldn't he? không nào?
Họ nên có nhiều bài tập hơn, đúng

E.g.3: They should get more exercise, shouldn't they? không?
Cô ta có thể nói năm ngoại ngữ, không

E.g.4: She can speak five languages, can't she? đúng vậy sao?

This type of the question also expresses speaker's doubt or emotive value by adding "**phải chăng**" or "**sao**"

E.g.1: John sent me a postcard, didn't he? Phải chăng John gửi bưu thiếp cho tôi?

E.g.2: Marry marries James, doesn't she? Mary cưới James không phải vậy sao?

The below table will help you more understand about the structure of English and Vietnamese negative Tag-question.

	English structure	Vietnamese equivalents
Doubt or emotive value	<p>Positive statement, negative tag?</p> <p>Positive statement, negative tag?</p>	<p>Positive statement, +“(có) <i>đúng không</i>”/ “(có) <i>phải không</i>” + <i>à/ cơ à/ há/ nhi/ đấy há/ đấy nhi/ chứ/ ư.?</i></p> <p>Positive statement, + “<i>chăng</i>” / “<i>sao</i>”?</p>

Table 2: Structures of English and Vietnamese negative Tag- question.

4.1.3 Negative structures in Wh- questions

Wh- questions usually begin with Wh- word. As Quirk, R et al (1973:196) pointed out: “Wh- questions are formed with the aid of one of the following interrogative words (or Q-words): who/ whom, whose, what, which, when, where, how and why.” The speaker hopes to have the answer according to the kind of questions.

In Vietnamese, this type of questions is formed with interrogative pronouns such as: *ai* (who/ whom), *của ai* (whose), *gì* (what), *cái nào* (which), *khi nào* (when), *đâu, ở đâu* (where), *như thế nào, bằng cách nào* (how), *vì sao, tại sao, thế nào* (why), *bao nhiêu* (how much, how many), *bao lâu* (how long)... In Vietnamese questions, interrogative pronouns are located in the place of the word, which it replaces. It is not necessary to invert it to the beginning of the sentence like in English.

In the previous chapter, it is said that this kind of question is not merely a means of requesting information; it has much more sense than other questions when going with “why”. This kind of question can be rendered into

Vietnamese by putting Q-element “*tại sao*”, “*vì sao (mà)*”, “*tại làm sao*”, “*tại vì sao*” “*thế nào (mà)*”, “*bởi vì sao*”, “*sao mà*”, “*là sao*”, “*là thế nào*” these words can combine with “*vì, do, tại, bởi*” to show reasons. And in Vietnamese questions, we usually use particles “*nhỉ, hả, sao, ư, à*” at the end of the questions to show the relationship between the speaker and the addressee or to express our attitude towards something.

E.g.1: Why didn't you go to work? *Vì sao* cậu không đi làm?
Sao mà cậu vẫn chưa hoàn thành bản báo cáo?

Besides, “why” in negative question can be used to express surprise or complaint:

E.g.1: Why don't they give her a lift? *Vì sao* họ không cho cô ấy đi nhờ **Surprise**
nhỉ?
Họ không cho cô ấy đi nhờ là sao? **Complaint**

“Why don't”/ “why doesn't”/ “why not” + S + bare infinitive can express *suggestion* or *advice*:

E.g. Why don't you go there by taxi? *Sao* bạn không đi taxi đến đó?
(implied: You should go there
by taxi)

We can see that in both languages, contexts play important roles in questions because they can limit the content of Q-words. But in English questions, wh- words always come first, on the other hand in Vietnamese ones, they can come first, jump in the middle or come at the end of the questions. However, in some situations, the different positions of interrogative pronouns in Vietnamese are accepted according to traditional grammar which focuses on structure, the modern or functional grammar that focuses on meaning sometimes does not accept it.

And one English question word may refer to more than one Vietnamese question word (Why- “*tại sao*”, “*vì sao (mà)*”, “*tại làm sao*”, “*tại vì sao*”

“*thế nào (mà)*”, “*bởi vì sao*”, “*sao mà*”, “*là sao*”, “*là thế nào*”, “*do đâu*”, “*vì đâu*”, “*vì cái gì*”).

In Vietnamese questions, modal particles “*a, hử, hả, nhỉ, ấy, đó, thế...*” are often used to express the familiarity and different attitude between the speaker and the addressee. In Vietnamese questions, people tend to use modal particles in the final position of the sentence. But in English, they can use intonation and stress to express attitude in the way that Vietnamese use end particles. They also have intonation and stress patterns for meaning and questions etc. According to some traditional grammar views, in English questions, correct grammar and order of the words are very important, on the contrary, in Vietnamese ones meaning is more important than grammar. The below table gives you the structure of English and Vietnamese negative Wh-question in brief:

<p>(<i>who/whom</i>): ai, (<i>whose</i>): của ai, (<i>what</i>): gì, (<i>which</i>): cái nào (<i>when</i>): khi nào, (<i>where</i>): đâu, ở đâu, (<i>how</i>): như thế nào, bằng cách nào, (<i>why</i>): vì sao, tại sao, thế nào, (<i>how much, how many</i>): bao nhiêu, (<i>how long</i>): bao lâu</p> <p>Vietnamese modal particles: à/ cơ à/ hả/ nhỉ/ đấy hả/ đấy nhỉ/ chứ/ ư...</p>	
<p>English structure and example</p> <p>Q-word + auxiliary+not+ S +V + O?</p> <p>Q-word + auxiliary+ S + not+V + O?</p>	<p>Vietnamese equivalents</p> <p>Q-word + S + không /chẳng/ chả +V+ O+ (particle)?</p> <p>S + không /chẳng/ chả +V+ O+ Q-word + (particle)?</p>

Table 3: Structures of English and Vietnamese negative Wh- question

4.1.4 Negative structures in alternative questions

English alternative question gives more than one alternative choice already presented in the question. According to Quirk (1973), there are two types of

English structure	Vietnamese equivalents
<p>✓ Negative Yes/ No question, a OR b?</p> <p>✓ Negative wh- question, a OR b?</p>	<p>✓ S + không /chẳng/ chả +..... +a hay/ hay là/ hoặc b?</p> <p>✓ Q-word + S + không /chẳng/ chả +V+ hay/ hay là/ hoặc b?</p> <p>✓ S + không /chẳng/ chả +.....+ Q-word, a+ hay/ hay là/ hoặc b?</p>

Table 4: Structures of English and Vietnamese negative alternative question

4.2. Subclause

In the previous part, we have just presented a contrastive analysis of the structure (clausal negation) between English negative questions and Vietnamese equivalents. And in this part we would like to discuss the use of “not” in English negative questions and negative words in Vietnamese equivalents

4.2.1 Use of “not” in English negative questions and in Vietnamese equivalents

Negation is a process of sentence. In English, the negative sentences involve an operator, requiring the insertion of “not” (or n’t) between operator and predication. However, the negation happens not only by inserting “not” between the operator and the predication, but also includes negative pronouns such as: *no one, nobody, nothing* etc, or simply “*not + subject phrase or negative adverbs (scarcely, hardly, seldom, rarely, etc)*”. We can also use some verbs, prepositions or prepositional phrases, determiners which have negative meaning and make up negative sentences without using negative words.

However, in this study the writer wishes to focus only on the use of “not” in English and make a comparison between “not” in English negative questions and other negative adjuncts in Vietnamese ones. “Not” is equivalent to “không” in Vietnamese, both shows their negative when used.

The position of “not” and “không” in English and Vietnamese negative sentences is often similar, they are both placed before the verbs. But in negative questions, they are different; “không” in Vietnamese is not placed before the subject meanwhile “not” can be placed before or after subject (negative full form and negative short form).

E.g.1: Isn't she beautiful? *Cô ấy không xinh à?*

E.g.2: Do you not remember them? *Bạn không nhớ họ sao?*

E.g.3: Why don't you open the windows? *Tại sao cậu lại không mở cửa sổ ra nhỉ?*

Vietnamese speakers never use “không” before subject as in English: *Không cô ấy xinh à?*, “không” can be only placed before verbs in Yes/ No questions when it has to go with “phải là”

E.g.1: Didn't you love him? *Không phải là mày đã yêu hắn ta đấy chứ?*

In Vietnamese negative questions, “không” usually goes with “à/ u/ sao/ hả/ hử/ chứ/ gì/ hay sao/ chứ/ chứ gì/ được sao/ được u/ đấy chứ/ phải không” which occur in final position to form questions. Sometimes “không” can also combine with “*phải/ phải là*” in presubject position is used on with “à/ sao/ hay sao/ là gì/ đó sao” in final position.

E.g.1: Don't you drink coffee? *Cậu không uống cà phê phải không?*

So, in Vietnamese we have to use “không” with other particles to form questions but it is not necessary in English. However, to some extent “không” differs from “not” when it is used in negative polarity question

E.g.1: Họ biết cô ta không?

Do they know her?

(neutral polarity)

E.g.2: Họ không biết cô ta à?

Don't they know her?

(negative polarity)

In the (e.g.1), “không” is a negative particle used for Yes/ No question.

The most common marker of lexical or sentential negation in Vietnamese is “**không**”, when it appears in final position, where it indicates a question, other negative elements with near-parallel distribution and function include (more literary) “**chẳng**” “**chả**” (‘no, not’) and “**chưa**” (‘not yet’). Sometimes in order to emphasize the negative aspects, the word “**hê**” is added after “**không**”, “**chẳng**”, “**chả**”, “**chưa**” However, there are some differences between “không” and “chưa”.

E.g.1: Hasn't she come yet?

Cô ấy chưa đến à?

E.g.2: Why haven't you done your homework?
Tại sao em lại chưa làm bài tập?

E.g.3: Why didn't you do your homework?
Tại sao em không làm bài tập?

However, in more traditional treatments of Vietnamese grammar, it is often denied that Vietnamese has tense at all. This is made quite explicit in Nguyễn Đức Dân's assertion “Trong Tiếng Việt không có phạm trù thì (“There is no tense in Vietnamese.)” (Nguyễn Đức Dân 1998: 116). Moreover, verbs in Vietnamese do not change their forms according to person or tense like in English. Normally, tenses in Vietnamese are distinguished by an adverb of time, a time-marker or by the context. In Vietnamese some words: “sẽ/ sắp/ sắp sửa (future/ near future), “đã/ vừa/ mới/ vừa mới/ mới vừa (past/ recent past)”, “đang (progressive) are subcomponents (time-markers) in the verb phrase. They are always placed before the verb. They belong to the group of subcomponents expressing the time of action. However, the time-marker can be omitted when the meaning of a sentence is clearly indicated by an adverb of time. As said above, English people tend to

express time and attitude in tenses. Vietnamese people do it with time expressions like "at that time" and "nowadays". It doesn't need these much in English because the tense tells us all. Presumably, what is meant here is that tense-marking is almost always optional in Vietnamese; this contrasts with its obligatory presence in independent clauses in English languages.

5. Summary

Chapter one is the main content of the topic which presented negative forms and non-assertive forms in English, negative orientation, English negative questions and a contrastive analysis of negative questions in English and Vietnamese equivalents. Especially, the structures of English negative questions (negative Yes/No questions, negative Tag-questions, negative Wh-questions and negative Alternative-questions) have been described and compared with Vietnamese equivalents to find out the similarities and differences to help learners understand them in both languages. And another more important part in the study is to find out how to use "not" in English negative questions and "không", "chưa", "chẳng", "chả" in Vietnamese equivalents.

The next chapter is some common mistakes which students often make in their learning process and suggest solutions to help them to avoid these mistakes.

CHAPTER 3: COMMON MISTAKES MADE BY HAIPHONG PRIVATE UNIVERSITY STUDENTS IN USING ENGLISH NEGATIVE QUESTIONS AND SUGGESTED SOLUTIONS

1. Some common mistakes

Learning a foreign language is very difficult because of its complication. Each country has their own culture so the way they speak is different from people in foreign countries. To use a foreign language well while communicating with foreigners is not an easy job because learners tend to make questions as in their native language that leads to a lot of mistakes. As Lado (1957:2) puts it “Individuals tend to transfer their forms and meanings and their distribution of forms and meaning of their native language and culture to the foreign language and culture”. Making mistakes is very common in the learning process.

The most common mistakes in using English negative questions are:

1. Illocutionary act mistake.

Sometimes students make difficulty in answering negative Yes/No questions, so lead to an answer is not correct.

E.g.: Couldn't you open the door?

No, I could open it. (*Wrong*)

No, I COULDN'T open it (*Right*).

Yes, I could open it (*Right*)

2. They make mistakes in distinguishing negative tag questions from positive tag questions and how to respond correctly.

E.g.: You play tennis on Thursday usually, *don't you?* (*Bạn thường chơi tennis vào thứ năm có phải không?*)

You didn't play last Thursday, *did you?* (*Bạn không chơi hôm thứ năm tuần trước đúng không?*)

3. The students put “auxiliary + not” after subject (wrong word order). This mistake is also repeated in alternative questions. Forming negative questions by using subject operator inversion may probably be hard work since the word-order for questions in Vietnamese is almost the same as that for statements. Sometimes, “không” is not a negator but a word used for questions. Learners are inclined to omit the operator or dis-order:

For example: “What he doesn’t like?”

instead of “What doesn’t he like?”

or “Why you didn’t come to work last week?”

instead of “Why didn’t you come to work last week?”

4. The biggest mistake made by learners of English is subject- verb concord:

For example: “She like coffee, don’t she?”

instead of “She likes coffee, doesn’t she?”

There exist some mistakes by students who have not understood about English and Vietnamese negative questions thoroughly. When required to do English-Vietnamese translation exercises, most students use right structures. But in Vietnamese-English translation, the mistakes are the same as in the previous section: wrong word order and subject- verb concord.

2. Some suggestions to correct the mistakes

Learning a foreign language is very difficult because of its complication let alone mastering it. Therefore, *students should be motivated from the beginning*. How to make students feel free to learn can be a hard quest but it’s the point. Teachers should pay attention to teaching language in use instead of for exam. Only when learners see the importance and usefulness of what they explore and be comfortable, they know the way to it themselves.

Each country has its own culture so the way they speak is different from people in foreign countries, especially the way of using and asking questions.

Language learners tend to transfer their forms and meanings and their distribution of forms and meaning of their native language to the foreign and tend to make questions as in their native language that leads to a lot of mistakes. However, making mistakes is very common in the learning process. Teachers used to be very afraid of their students making mistakes. They tried to make their students remember correct forms by heart and use language accurately. However, it is now widely agreed that language is no longer learnt by this method. It has been proved that learners have to experience mistakes, obtain the rules by themselves, and try them out naturally in everyday communicative activities. Therefore, *first and foremost thing language teachers should bear in mind is that making mistakes is natural and unavoidable and should not be worried about the mistakes made by students.* On the other hand, mistakes can make us recognize what they have and have not learnt. Also, from these mistakes we can figure out reasons for these problems and think of the most suitable method to help them achieve their own targets.

Generally, during the process of learning English, Vietnamese learners may face with some problems and difficulties when dealing with English negative questions. *Teachers should pay particular attention to structural, usage similarities and differences. Students must be aware of the structures of each type of questions and know how to use English negative questions for different purposes, not only for asking information.* After giving them the usage and formation of negative questions, teachers should draw students' attention to the differences between two the languages in a suitable way so that students can have a clear distinction between two negative question systems and use them correctly.

As a rule, *a lot of practice is certainly needed for students to master negative English questions.* Teachers can give students some lists of questions for students to be familiar with the special questions so that they can know the way to respond and use correct intonation. Moreover, *creating chances for*

learners to study real life situations can be a very good help. When students have much time to interact with their friends in class, they can handle the conversation more smoothly, avoid being confused, embarrassed in real life. During these oral practices they can make lot of mistakes but once again mistakes are inevitable and helpful. It is a must that teachers should help and let students correct themselves. Learning by them, students can remember longer and better.

However, in order to achieve success, it is necessary to have attempts of both teachers and learners. Teachers have to improve constantly to be sourceful and active facilitators. Likewise, *students must do their best to learn and try to read a lot of books to know much more about the target language English, particularly negative questions.* Teaching and learning process needs both hands of teachers and learners. Without one of the two, the studying progress is unsuccessful and ineffective.

In conclusion, questions are complicated and diversified aspect. This makes the learners often confused, be in trouble when using or respond to the questions. However, questions are a common linguistic feature, play an important role and are used widely in both literature and daily communication. I personally think a contrastive analysis between English and Vietnamese negative questions will be helpful for both teachers and learners. With the information in this paper, hope that students can lessen their difficulties in learning English and language teachers can find some more ways to apply for their English teaching.

PART 3: CONCLUSION

1. Overview of the study

The study has analyzed and discussed a contrastive analysis of negative questions in English and Vietnamese. The main contents of the topic are presented in three chapters in part two. The structures of English negative questions (*negative Yes/No-question, negative Tag-questions, negative Wh-questions, and negative alternative-questions*) have been described and compared with Vietnamese equivalents to find out the similarities and differences to help learners fully understand them in both languages. Moreover, the information status and some semantic aspects have been investigated to certain extent to lay the foundation for the work of contrastive analysis. And another more important part in my study is to find out how to use “not” in English negative questions and “không”, “chưa”, “chẳng”, “chả” in Vietnamese equivalents. The position of “not” and “không” in English and Vietnamese negative sentences is often similar, they are both placed before the verbs. However, in negative questions, “không” in Vietnamese is not placed before the subject meanwhile “not” can be placed before or after subject (negative full form and negative short form). The differences in position of “not” and “không” in the two languages sometimes lead students to commit mistakes. The Last part is about common mistakes which students often make in their learning process. To help learners to avoid these mistakes, some solutions are suggested for both teachers and learners.

I hope that my study on the contrastive analysis of English and Vietnamese equivalents can help other learners and I myself know how to use English negative questions correctly. Moreover, this study also helps us to improve the language competence in order to avoid mistakes and have a deep understanding about negative questions as well.

However, because of limited time and experience, I have not been able to give more details for my subject, the mistakes and shortcomings are unavoidable. I highly appreciate all comments to make the study better.

2. Suggestions for further studies and final comment

This paper has investigated the contrastive analysis of English and Vietnamese negative questions, and I have subjectively drawn out some findings about the structures and lexical devices that are used in English and Vietnamese negative questions. I have put a lot of efforts on this study and also got much help from teachers, friends and family. However, for such a large topic as this, it requires much more efforts, time and knowledge to cover, therefore, the study can not avoid imperfection and limitation. Though, for further research, I hope this study to be a useful reference material and suggest that: A study on the semantic and pragmatic approach to English and Vietnamese negative questions

Hopefully, readers of this thesis can find it useful in their future work and study or at least see it as a reference worth looking at.

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APPENDIX

Exercise 1: *Use suggested words to form negative Yes/No-questions.*

1. She/ can/ work?
2. Would/ working/ he?
3. They/ awake?

Exercise 2: *Use suggested words to form negative Tag-questions.*

1. She/ like/ coffee?
2. She/ very/ nice?
3. They/ should/ get/ more exercise?

Exercise 3: *Use suggested words to form negative Wh-questions.*

1. What/ he/ like?
2. Why/ you/ come/ work/ last week?
3. Who/ tell/ the truth/ in the previous court?

Exercise 4: *Use suggested words to form negative alternative-questions.*

1. Would/ he/ like/ chocolate/ vanilla/ icecream?
2. Which colour/ would/ she/ like/ black/ white?
3. You/ come/ party tonight?

Exercise 5: *Vietnamese-English translation*

1. Anh không nói được Tiếng Anh à?
2. Họ không đến dự sinh nhật cậu sao?
3. Tại sao anh ta lại không đến thăm vợ của mình nhỉ?

4. Cô ấy không nói được Tiếng Anh hay Tiếng Pháp
5. Mẹ James không đồng ý cho anh ta cưới Mary phải không?

Exercise 6: *English-Vietnamese translation*

1. Won't you help me?
2. Did he not like tea or coffee?
3. They should get more exercise, shouldn't they?
4. Which ice cream wouldn't you like, chocolate, vanilla or strawberry?
5. Where can't we go to?

Exercise 7: Finish this conversation:

A: I can't believe how well you speak English!

B: Thank you. English is my second language.

A: _____?

B: No, I started taking classes only last year.

- A. Haven't studied it for a long time?
- B. Why haven't studied it for a long time?
- C. Haven't you studied it for a long time?
- D. You haven't studied it for a long time.
- E. You no study long time?

Exercise 8: Which negative question is formed correctly?

- A. Why the supervisor wasn't at work today?
- B. Wasn't at work today?
- C. Why he no was at work today?
- D. What wasn't the supervisor at work today?
- E. Why wasn't the supervisor at work today?

Exercise 9: Write the sentences in negative

1. I study French. _____
2. School finishes at two o'clock. _____
3. You copy from other students. _____
4. We think English is easy. _____
5. My friends play volleyball. _____
6. I watch TV on Saturday morning. _____
7. She speaks Chinese. _____
8. The dog likes cats. _____
9. They listen to pop music. _____
10. I play with my hamster every day. _____

Exercise 10: Write the sentences and finish the short answers.

1. live / at / you / Do / school / ?

No, _____

2. in / students / Do / the canteen / ? / eat

Yes, _____

3. to school / your brother / on Saturday / ? / Does / go

No, _____

4. live / near / Do / your friends / you / ?

Yes, _____

5. at / school/ finish / Does / three o'clock / ?

No, _____