

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG



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KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGOẠI NGỮ

Sinh viên : Lê Thị Bách

Giảng viên hướng dẫn: ThS. Nguyễn Thị Huyền

HẢI PHÒNG - 2017

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TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG

**HOW INVERSION SHOULD BE INTRODUCED
TO HIGH SCHOOLERS IN VIETNAM**

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
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Sinh viên : Lê Thị Bách

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Giảng viên hướng dẫn : ThS. Nguyễn Thị Huyền

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NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Tên đề tài: **How inversion should be introduced to high schoolers in
Vietnam**

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp
(về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. Địa điểm thực tập tốt nghiệp.

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Người hướng dẫn thứ nhất:

Họ và tên: NGUYỄN THỊ HUYỀN

Học hàm, học vị: Thạc sỹ

Cơ quan công tác: Trường Đại học dân lập Hải Phòng

Nội dung hướng dẫn: How inversion should be introduced to high schoolers in Vietnam.

Người hướng dẫn thứ hai:

Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

Đề tài tốt nghiệp được giao ngày tháng năm

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Đã nhận nhiệm vụ ĐTTN

Sinh viên

Đã giao nhiệm vụ ĐTTN

Người hướng dẫn

Hải Phòng, ngày tháng.....năm 2017

Hiệu trưởng

GS.TS.NGƯT *Trần Hữu Nghị*

PHẦN NHẬN XÉT CỦA CÁN BỘ HƯỚNG DẪN

1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp:

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Hải Phòng, ngày ... tháng ... năm 2017

Cán bộ hướng dẫn

(Ký và ghi rõ họ tên)

NHẬN XÉT ĐÁNH GIÁ

CỦA NGƯỜI CHĂM PHẢN BIỆN ĐỀ TÀI TỐT NGHIỆP

1. Đánh giá chất lượng đề tài tốt nghiệp về các mặt thu thập và phân tích tài liệu, số liệu ban đầu, giá trị lí luận và thực tiễn của đề tài.

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2. Cho điểm của người chấm phản biện:

(Điểm ghi bằng số và chữ)

Ngày..... tháng..... năm 2017

Người chấm phản biện

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ABBREVIATIONS

S	Subject
O	Object
A	Adverbial
Aux	Auxiliary
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Haiphong, June, 2017

Student:

Le Thi Bach

PART 1: INTRODUCTION

1. Rationale

English is considered an international language and a key to approach the human beings' knowledge. English subject is not only taught in all most of schools in Vietnam in all levels but also a way of communication in economic integration context. Learning English, however, is not easy for everyone. The education in Vietnam has dramatically changed recently by educational reforms. The learners are centered-approach, and the teachers are instructors helping their students acknowledge more effectively. The educational reforms have achieved some success. However, the teaching methods for each unit in education in Vietnam especially in high school have some demerits. I have been a tutor for over two years, I am aware of the difficulties my students encountered. I have made efforts in how to teach them better and more effectively. How to teach grammar especially how to teach English inversion for high students is a question for researchers, educationalists and teachers. This thesis "How inversion should be introduced to high schoolers in Vietnam" is studied and analyzed in purpose of supporting teachers in teaching inversion in high school.

2. Aims of the study

My aims of the study are to give some strategies for teachers when they teach inversion in high school. Because the ultimate goal is students, teachers will guide and instruct their students so that they approach and be able to do inversion exercises better and use inversion more flexibly in translation. When students can translate a foreign language into your mother tongue, they are excited and remember it easily, comprehend the lesson deeply and use it in other skills such as speaking, writing or reading. One more important creates the interest and passion in learning grammar of students. Normally, many students who were interviewed, had the same answer "*Grammar is so*

boring". Through this study, teachers can innovate the teaching methods more and more.

3. Methods of the study

In order to attain the primary aims of this paper, the following steps are implemented. First, I collected books, references and documents related to English grammar, teaching methods and inversion. Besides, the available theories and graduation papers concerned teaching methods and inversion are selected. All theories have been carefully gathered through reference books and documents on the internet websites as well.

In addition, in chapter two, a survey was conducted for high schoolers in Kien Thuy High School about the teaching methods, their attitude and ability in inversion lesson. A survey questionnaire has been designed as the key data collection method of teaching of the study. Collecting and analysis have been used.

4. Scope of the study

English grammar is diverse, but in this paper I focus on the methods of teaching inversion and the combination with translation and communication. Because of the limited time and lack of experience and knowledge, I study inversion in a sentence, not in a paragraph. This is a relatively broad topic for me so I pay attention to a school – Kien Thuy High School because the syllabus of a state high school is similar with the syllabus of ministry of education and training.

5. Design of the study

This study is designed in three parts. Part 1 is introduction which presents the rationales, aims, methods, scope and design of the study. Part 2 is development consisting of three chapters. Chapter one is theoretical background of teaching methods and inversion which provide basic knowledge and related relationship. Chapter two is survey. I take a survey in Kien Thuy High school to examine the methods of teaching inversion and the interest and ability of students when they learn and do inversion exercises.

From the survey data, I will give results and analysis, findings and discussion. Chapter three is some instructional strategies for teaching inversion and some implications of inversion in translation. Part 3 is conclusion which summarizes all presented information above.

PART 2: DEVELOPMENT

CHAPTER 1: LITERATURE REVIEW

1.1 Teaching methods

When I introduce English inversion, I hope the teachers to have appropriate ways to teach grammar in general as well as inversion in particular. In order to study well, besides the effort of the students, the role of the teachers in guiding and giving study and research methods is vital. Teacher effectiveness is important in determining whether their students learn in the classroom. According to the consultant for Silver Strong and Associates in Ho Kus, New Jersey: “Engagement is the key to learning. When students actively participate and pursue knowledge, they are preparing for life after high school”, said he.

1.1.1 Teaching concepts

All education depends on a foundation of good grammar. If students cannot understand grammar, they will struggle to read, write or speak clearly in any other area of education, from mathematics and science to history or geography. Good language is the base on which all other education has to stand. The teachers can use a variety of ways to make their grammar lessons memorable and enjoyable for students. Students who enjoy their lesson will pay attention, and teachers will then have an easier time while teaching.

“Teaching method comprises the principles and methods used for instruction to be implemented by teachers to achieve the desired learning by learners” (https://en.wikipedia.org/wiki/Teaching_method).

Another definition “teaching method is a systematic way of doing something. It implies an orderly logical arrangement of steps. It is more procedural” (<https://www.slideshare.net/justindoliente/principles-of-teaching-33070911>).

Teaching method is a way of teaching a language which is based on systematic principles and procedures, i.e. which is an application of views on how a language is best taught and learned.

1.1.2 Teaching grammar methods

Teaching grammar consists three main parts: form, meaning and use. They are always focused in teaching foreign language in Vietnam. Although many teachers have intended to apply new teaching methods, how to teach grammar more effectively is controversial and concerned by many teachers and lecturers as well as specialists. All most of the teachers realize the importance of teaching grammar for students in secondary school and high school. The aims are to help students have general grammatical background and contribute to the results of high school graduation and university entrance exams. This is true that grammar questions account for significant amount of questions. Besides, grammar is a basic background to develop listening, speaking, reading and writing skills.

There are some teaching methods I have had when I work as a tutor.

1.1.2.1 Teaching grammar through structures, rules and examples

Introduction formulas and rules for a grammar subject and usages explanation through examples have compiled by many book such as *Grammar in use* (Raymond Murphy), *Grammar Practice for elementary* (Brigit Viney, Elaine Walker, Steve Elsworth). This method is useful for beginners who will not feel confused when doing grammar exercises, and it is also a common methods which teachers may use to teach. We cannot deny the effects of this methods bringing to students, however, introduction and structures in specific context can support students in remembering and applying in communication.

1.1.2.2 Teaching grammar through visual aids

Visual aid is an optional choice because it requires the teacher to use appropriately in each lesson. This method is to help teachers communicate more effectively and easily than give difficult and abstract terms. Images will

help students access and capture information faster and more clearly. It is an interesting way for students approaching grammar. There, however, contains limited points, for example, it takes teacher much time to search images related to the grammar subject, and sometimes teacher cannot find suitable images.

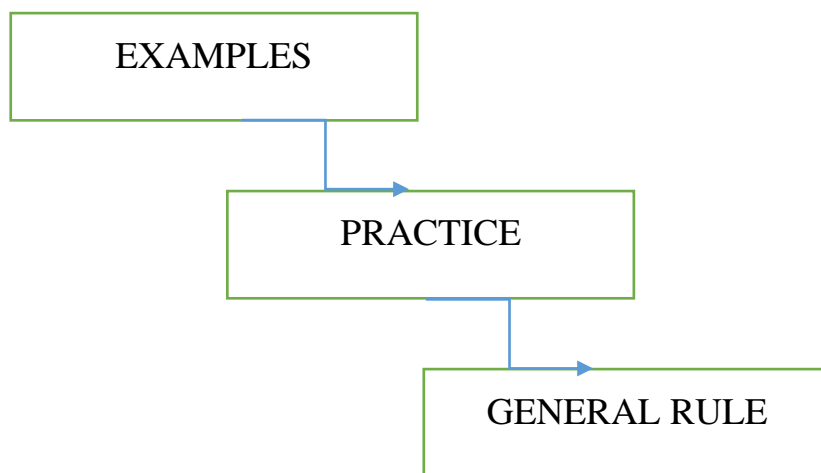
1.1.2.3 Teaching grammar through practicing

Practicing is a practical implication that students can use grammatical knowledge in speaking, writing, reading and listening. When the teachers teach present simple tense, they can let students tell their routine day, hobbies as well as the feeling of today lesson. Inversion is one of ways to write an academic essay. The formal style helps students get higher marks than other students' informal style. Besides, it can help students understand passages more quickly when reading. Therefore, the last objective is to apply theory in specific situations.

1.1.3 Inductive method

a. Definition

According to Stern (1992), “in inductive (example-driven, bottom-up) teaching the teacher gives students the data and lets students draw their own conclusions from the data. The students notice how the concept is used and figure out and verbalize the rule”. On the other hand, Stern gave a figure which showed about this method.



It can be said that, the teacher will provide some examples, the students will observe the examples, and draw their conclusions.

Inductive method is an exploratory method of logic where one arrived at a fact principle, truth or generalization. It requires that teachers move from simple to complex and from particular to general. Teachers presents a text item with examples and illustrations in a systematic order, and give concrete examples and the learners can arrive at generalization. Students observe and compare many examples to discover the common element and form generalization.

Inductive method also refers to as the scientific method, a process of using observations to develop general principles about a specific subject. Conclusion is likely based on premises of uncertainty.

Inductive approach make learners work out the rule for themselves by tapping into the grammar knowledge they already have burned in their mind. They do not learn grammar explicitly – it is similar to the way that a negative speaker can use grammar correctly but cannot explain why a sentence is grammatical or not. However, in the condition in Vietnam and from the results and analysis of the survey, inductive approach need to be combined with others.

In inversion lesson, teacher asks students to make sentences then analyze the elements in the sentence. The next step, teacher calls some students go to

the board and write their examples. Teacher will question the class “*What is subject?*”, “*What is verb?*” in each sentence. “*What can you draw from these sentences in the board?*” – “*Where is subject?*”, “*Where is verb?*”. Students can summarize the normal word order is subject and verb in the statement. Teachers can use this method from lead-in the lesson. At the beginning of the lesson, students must pay attention teacher’s tasks and finish them quickly.

b. Advantages of inductive method

Inductive method has some merits. First, students are oriented and more active because they themselves draw conclusion from individual examples and arrive at generalization. It is very important this method considering learners centered approach. Second, it is interesting because students are noticing and required to take part in some given activities, and rote memorizing is not encouraged. After giving examples and drawing conclusion themselves, they can remember almost contents including examples, formulas without learning by heart.

Inductive method is based on English speakers’ subconscious knowledge of English so inversion lesson can be introduced to students as the nature of the language. The basic form of inversion as shown above is an example of this. The learner-centered approach of inductive teaching is often seen as advantageous as the learner is more active in learning process rather being passive recipient. This increase in engagement may help learners to develop profound understanding and help fix the language being learned because they have to formulate grammatical rules by themselves and to check, test and revise those rules rather than to receive them passively from the teachers without understanding the reasons behind them. Moreover, it also promotes the strategy of “noticing” of the students and enhance learner motivation.

On the other hand, inductive teaching sometimes waste more time, energy and preparation of the teachers and students. Students may arrive at incorrect conclusion and may frustrate them.

1.2 Sentence

1.2.1 Sentence structures

According to *Oxford Practice Grammar (1999)* “The parts of a sentence are subject, verb, object, complement and adverbial. A statement begins with the subject and the verb. There are five main structures which we can use to make a simple sentence.”

- Subject (S) and verb (V)

(1) She dances.

S V

- Subject, verb and complement (C)

(2) She is cute.

S V C

You seem happy.

S V C

Complement can be an adjective or a noun phrase, comes after the verb “to be” or linking verbs such as *appear, become, feel, get, sound, look, stay, or seem*.

- Subject, verb and object (O)

(3) I met you.

S V O

- Subject, verb, object and object

(4) I gave you a book.

S V O

- Subject, verb and adverbial (A)

(5) I go to school on foot.

S V A

Our house is nearby.

S V A

Adverbial can be a prepositional phrase (e.g. on foot) or an adverb (e.g. nearby).

From 5 examples above, we can see that generally every complete sentence consists of two parts: a subject and a predicate. Subject can be a noun or pronoun that is partnered with an action verb. A predicate is a verb that express the subject's action or state of being.

1.2.2 Word order

Word order refers to the way words arranged in a sentence. (<https://www.toeflgoanywhere.org/importance-word-order-english>). The usual word order in English is subject, verb and object.

(6) The dog bit me.

S V O

However, in some situation, the order is changed, and the verb is placed before the subject.

(7) She is writing a magazine article. (a)

Is she writing a magazine article? (b)

It can be seen that sentence (7a) is a positive sentence, but in sentence (7b) the auxiliary *be* is inverted before the subject, the meaning of this sentence changes into interrogative sentence. We can see some following examples:

(8) Jenny hits Jose. (a)

Jose hits Jenny. (b)

In sentence (8a), Jenny is agent, and Jose is affected. When the word order is changed, the object Jose is inverted into the subject, the meaning of the sentence also change (8b): Jenny is affected, and Jose is agent.

In English, the word order is an important topic. It presents the theme of the sentence. Normally, when the verb comes before the subject, inversion occurs.

(9) *Usual word order*: Not only **human behavior is studied** in the field of psychology but animal behavior is examined as well. (a)

Inversion: Not only **is human behavior studied** in the field of psychology but animal behavior is examined as well.

(b)

1.2.3 Verbs

Verbs are divided into two main categories: ordinary verb and auxiliary verb.

1.2.3.1 Ordinary verbs

Ordinary verb is an action word or a descriptive word, for example: *run*, *fly*, *work*, *eat*, *speak*, etc.

(10) She runs fast.

S V

1.2.3.2 Auxiliary verbs

Auxiliary is a verb that is used with another verb to form tenses, negatives and questions, for example, *do* and *must*. (<http://dictionary.cambridge.org/dictionary/essential-british-english/auxiliary-verb?q=Auxiliary+>)

Auxiliary verbs serve grammatical functions, for this reason they are said belong to the functional category of words. The main auxiliary verbs in English are *do*, *have* and *be*. Others which serve to mark aspect, mood and voice include, among others modal verbs:

in which the subject follows all of its verb phrase, i.e. a full (lexical) verb or copular *be*.”

Fagleson (1983) defined “Inversion is a rearrangement of the subject and verb or operator from their normal order in statements.”

Inversion is a phenomenon, which is associated with the thematic fronting of an element. There are two types of inversion: Subject-verb inversion and subject-operator inversion.

(Quirk, 1973, p.412-413)

“Inversion happens when we reverse (invert) the normal word order of a structure, most commonly the subject-verb order.”

(<http://dictionary.cambridge.org/grammar/british-grammar/word-order-and-focus/inversion>).

Every grammatical phenomenon has its own function in the sentence or paragraph. To distinguish a grammatical phenomenon with the others, many linguists focus on their definitions. As mentioned above, Fagleson and Quirk spent much time on studying phenomenon including inversion. From these definitions, to some extent we can understand the inversion types and structures. According to Fagleson, inversion is the rearrangement of the subject and verb or operator. Furthermore, Swan (1980) defined that inversion means putting the verb before the subject. This happens in question and in a number of other cases. Inversion is common in ordinary spoken English only in questions and after some adverbials such as *here, there, neither, so or nor*. These definitions are all true. Each authors show their aspects of the inversion phenomenon.

The purposes of using inversion are to alter emphasize within in the sentence. However, it can be seen that sometimes inversion can cause a difference in the meaning of the sentence. For example, “In the distance could be seen the purple mountains” means “The purple mountains can be seen in the distance, but the author wants to emphasize although the distance is far, the purple mountains can be identified because of the splendor of flowers.

In this study, I use Quirk's definition because of its suitable concept in my study. However, the classification of inversion is quite different.

1.3.2 Types of inversion

In broad terms, inversion is categorized into two major types: Subject-auxiliary inversion and Subject-verb inversion. Sometimes, auxiliary can be called full verb, in this study I use the term auxiliary.

1.3.2.1 Subject-auxiliary inversions

Subject-auxiliary inversion is one type typical signal of interrogative mood in English, but we can find it in a wider range of constructions including tag questions, conditional sentences, negative imperatives and exclamations. The examples in below are exemplified.

a. Subject-auxiliary inversion with Yes/No question

(12) Will she be here tomorrow? (a)

Aux S V

Have you ever been to Thailand? (b)

Aux S V

b. Subject-auxiliary inversion with question words

(13) When will she be here?

Aux S V

c. Subject-auxiliary inversion after negative adverbials

The subject and auxiliary are inverted when we use negative adverbials at the beginning of a clause in formal and literary language. Usually, we put the expression at the beginning of the sentence to emphasize what we are saying. It makes sentences sound surprising, striking or unusual. It also sounds quite formal. If you don't want to give this impression, you can put the negative adverbials later in the sentence in the normal order.

- **Time adverbials:** never, seldom; hardly (ever), rarely, scarcely....
when/ before; no sooner...than....

(14) *Never do they go out at night.* (a)

Seldom does she help me do housework. (b)

Hardly had everybody taken their seats when Dr. Lee began her lecture.

(c)

(Martin Hewings. *Advanced Grammar in use* (Third edition), p.200)

- **Only + a time expression** such as: only after, only when, only later, only once, only then.

(15) *Only after his father's death, did he realize* what he meant.

- Expression with **not**: not only, not until, not since, not for once moment, not any, not + noun.

(16) *Not only is he* good at Chemistry but he can also play football very well.

Not until my niece was five years old *could she speak* Vietnamese.

It can be seen in examples (15), (16) inversion occurs after a clause beginning with only **after/ if/ when** or **not until**.

- **Only + preposition phrases** such as: only by, only with, only in.

(17) *Only by* working hard *can you pass* the driving test.

- **Preposition + no** such as: under no circumstances, in no circumstances, at no time, in no way, on no account, on no condition, for no reason, no longer.

(18) *Under no circumstances should you let* children alone at night. (a)

For no reason must you cheat in the university entrance exam. (b)

- **Little** with a negative meaning.

(19) *Little does my sister understand* me.

d. Subject-auxiliary inversion in conditional sentences

Using inversion in conditional sentences in formal situations, people omit the word *if* in *if clause* and keep *main clause*.

Type 0: Should + S + V (bare infinitive), V (bare infinitive) + ...

(20) If he appears, please tell him to wait for me.

Inversion: *Should he appear, please tell him to wait for me.*

Type 1: Should + S1 + V (bare infinitive), S2 + will/ can/ shall + V (bare infinitive)

(21) If I have free time, I will go shopping.

Inversion: *Should I have free time, I will go shopping.*

Type 2: Were + S1 + (to V) + ..., S2 + would/ could/ might + V (bare infinitive)

(22) If I were you, I wouldn't do that silly thing again.

Inversion: *Were I you, I wouldn't do that silly thing again.*

(23) If I had more time, my graduation paper would be better.

Inversion: *Were I to have more time, my graduation paper would be better.*

Type 3: Had + S1 + V (past participle), S2 + would/could/ might/ have + V (past participle)

(24) If she had worked hard, she would have passed the driving test yesterday.

Inversion: *Had she worked hard, she would have passed the driving test yesterday.*

Mixed type: Had + S1 + V (past participle), S2 + would/ could/ might + V (bare infinitive)

(25) *Had she known* that you were in hospital, she would visit you now.

e. Subject-auxiliary inversion in comparisons with “as” and “than”

(26) My mother cooks better *than do I*. (a)

Paper was invented in China, *as was the process of printing*. (b)

(Martin Hewings. *Advanced Grammar in use* (Third edition), p.198)

f. Subject-auxiliary inversion with “neither/ nor” and “so”.

(27) John: I do not like cats.

Jenny: *Neither do I*.

Tom: *Nor do I*.

I love swimming. – *So does my brother.*

g. Subject-auxiliary inversion in negative imperatives

(28) **Don't everyone** talk!

Don't everyone move!

h. Subject-auxiliary inversion in exclamations

(29) Oh my God, is he stupid!

1.3.2.2 Subject-verb inversion

a. Subject-verb inversion with adverbial phrases of place, direction and time

Adverbs of place and direction normally go at the end of sentence, but we can put them in front position to emphasize the location. This order is mainly found in formal descriptive writing or reports. Remember that we don't invert the subject and verb when the subject is a pronoun (she, he, it, I, you, we, they and it).

- *Adverbial phrases of place*

(30) On the sofa sat *the queen*. (Don't say "On the sofa sat **she**.") (a)

Here **comes** Tom's car. (b)

A of place V S

There **are** some difficulties encountered by high school students. (c)

A of place V S

There, at the summit, **stood** the castle in its medieval splendor. (d)

A of place A of place V S A of place

In speech, we use **there** and **here** with inversion of subject and verb to talk about the things or people moving towards or away from the speaker. In example (30b), Tom's car is approaching to the speaker's position.

- *Adverbial phrases of direction*

(31) *Next to the bookshelf is a table.*

- *Adverbial phrases of time*

(32) *First comes love, then comes marriage.* (a)

At first there was silence. Then came a voice that I knew. (b)

We can put *first, next, now* or *then* in front position with the verb *come* to introduce a new event when the subject comes after the verb like examples (32a) and (32b). However, if we use comma after the adverbial of time, the verb follows the subject so the example (32b) must be written "At *first* there was silence. *Then*, a voice came that I knew."

b. Subject-verb inversion with "So....that..."

(33) *So happy was I that bought flowers for everyone in the class.*
(a)

C V S

So popular is the play that the theatre is likely to be full every night.(b)

C V S

c. Subject-verb inversion with "Such.....that...."

(34) *Such is the popular of the play that the theatre is likely to be full every night.*

V S

d. Subject-verb inversion in quotation

(35) "I have been working for your company for twenty years", said Thomas.

This type of inversion is often found in two clause types: SVA and SVC where the normal order is subject, verb and adverbial or complement. When one wants to emphasize the theme of clause, the verb comes before subject. However, the example (35) is a different type of inversion with *verbs of saying*.

Hartvigson and Jakobsen (1974), who studied the dialogue mechanism of three novels, note a tendency to straight order, especially with personal pronoun subjects, complex verbs (verb and auxiliary), phrasal verbs and verbs with indirect or direct object. According to Hartvigson and Jakobsen, inversion occurs mainly with the verbs *say*, *ask* and *answer*. If the subject is post-modified, inversion is likely. Inversion is also likely when the verb is a simple form of *be*, as in “I was busy,” was his reply.

e. Subject-verb inversion with present participle

(36) *Sitting* at the kitchen table *was* our uncle.

f. Subject-verb inversion with past participle

(37) *Hidden* in the cellar *were* several barrels of wine.

g. Extra position

When a sentence has a subordinate clause as a subject, there is a non-canonical variant involving extra-position. In such a sentence the subordinate clause acting as the subject is extricated at the end of the sentence and dummy pronoun *it* is placed in the default subject position at the beginning of the sentence. Extra-position is only possible with subordinate clause.

(38) *What she told him* is unclear.

1.4 Summary

Chapter 1 is theoretical knowledge I will use and analyze in chapter 2. The first is teaching methods introduction. Teaching methods are diverse, but in this study I only focus on teaching grammar methods. There are three major methods: teaching grammar through structures, rules and examples, teaching grammar through visual aids and practicing. These need to be combined flexibly. Secondly, I have given the basic knowledge of English inversion including types, structures and illustrative examples. There are two major types of inversion: subject-auxiliary inversion and subject-verb inversion. These are presented in detail with the illustrations.

CHAPTER 2: SURVEY IN KIEN THUY HIGH SCHOOL

2.1 Introduction

2.1.1 *Kien Thuy High School*

Kien Thuy High School, founded in August 1965, is a suburban district of Haiphong. Although established in the years of war and underdeveloped economic conditions over the fifty-three years, Kien Thuy High School has 30 classes including 9 classes in grade 12. There are 86 staff in the school including 3 English masters. The facility is quite well-equipped. There is also a practicing foreign language room for students. Because of its location, the knowledge level of students different from the level of students in urban. That may give differential results.

2.1.2 *Participants*

The participants of this survey are students in grade 12 including 25 specialized and 25 non-specialized English students of Kien Thuy High School. All of them are currently reviewing and preparing for the High School graduation exam.

2.2 Methodology

2.2.1 *The purposes of survey*

The purposes of this survey are to examine first teaching methods of inversion in high school to find which the best methods should be used in English inversion. Second, the high schoolers' interesting levels in inversion lesson. Third, how effectively students can do inversion exercises and use it in translating into Vietnamese, communication.

From the data survey, I will analyze, discuss and give some suggestions for teachers and students to teach and learn inversion easier, better and more effectively in dealing with exercises, translating into Vietnamese and communication.

2.2.2 *The design of the survey questionnaire*

My survey questionnaire consists of twelve questions which are divided into three purposes. The detailed questionnaire can be seen in *appendix 1*. The first is teaching methods which is used to examine the methods of the teachers in inversion lesson. The second is survey of students' attitude when they learn English inversion. The last one is inversion exercises to investigate the success of teaching methods and abilities of students.

The first three questions are used to know which method teachers use while they teach English inversion. The first of three is whether teachers use teaching aids like projector, pictures or videos or not. They are supportive tools to attract students and control the class better. Besides, pictures or videos are visual media in order to make students understand the contents as well as feel interested and lively. The second question is: "Do students have discussion in lesson?". To sum up, discussion is an essential activity in each lesson.

2.3 Data and analysis

Techniques of data is quantitative. According to <http://libguides.usc.edu/writingguide/quantitative> *quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through pools, questionnaires, and survey, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon.*

Using quantitative method is to investigate and determine the relationship among teaching methods, attitude and ability of students with the total participants of 50 grade-12 students.

2.4 Findings and discussion

2.4.1 Findings

After conducting a survey questionnaire with fifty high school students. I present the result in following tables:

TEACHING METHODS 2.4.1a

Question	Yes	No	Deductive	Inductive	Both deductive and inductive
1	5	45			
2	13	37			
3	0	50			
4			25	15	10

STUDENTS' ATTITUDE 2.4.1b

Question	5	6
Very interesting	0	
Interesting	15	
Boring	18	
Very boring	17	
Students		0
Teachers		50

STUDENTS' ABILITIES 2.4.1c

Number of correct answers	6	4-5	2-3	0-1
Number of students	7	22	12	9

First, table (2.4.1a) shows the teachers using teaching aids such as projectors, loudspeakers or pictures in grammar lesson is low with 10 percent. In the same tendency, discussion in inversion lesson is very low. It is notable that group work and games are never used in inversion. The major method is deductive method occupying 66% while inductive only 10% and 24% in both methods.

It is obvious that teaching through visual is not paid attention much. Discussion and games are not appeared in inversion lesson, which causes the interest of students in the grammar lesson.

The table 2.4.1b indicates the attitude of high school students with inversion lesson. There are only fifteen students who feel interested in lesson and 18 and 17 students feel the lesson boring and very boring. It is clear that all fifty students find that they are not centered-approach in lesson.

Table 2.4.1c shows that the abilities of students in dealing with inversion exercises. There are 22 students answering correctly about from 4 to 5 questions and 12 students from 2 to 3. There are 7 students answering all the question correctly while there are 9 students just answering 1 correctly or 0.

It is notable that there are 7 students who answering all the questions correctly all choose the method of teaching in the class “inductive” in the question 4 while 17 out of 21 students answering correctly from 1 to 3 questions are taught by deductive method and feel the lesson is very boring.

18 out of 22 students, who answer correctly from 4 to 5, feel the lesson boring, and the others feel interesting.

2.4.2 Discussion

From analysis each table dependently, there is a connection among three tables. First is teaching methods including aids and methods. Because of lack of projectors, loudspeakers and especially pictures and videos, inversion lesson is not really interesting. Teaching aids play an important role in conveying knowledge to students clearly and impressively. Controlling class by loudspeaker makes students not talk with their friends in classroom. Besides, teachers can keep their voice good during the lesson. Projectors helps teachers save time and show pictures or videos related to the lesson because students often pay attention to images or sounds. Discussion, group works and games rarely appear in grammar lesson, which makes students feel bored. The most important impact that have effect on students is teaching method. Almost teachers use deductive method in teaching grammar lesson including inversion lesson. A deductive method starts by giving their students rules, then examples and practice. Teacher is centered approach to present new contents. This method may be suitable with lower level students who need a clear base or are accustomed to traditional method or lack the training to find the rules themselves.

Second is the excitement of students with the inversion lesson. No students feel the lesson very interesting. It shows that in the lesson, there is no any entertainment like discussion, group work or games. Students can pay attention to the lesson during 45-minute period so it is easy to understand they are not interested. Because teachers use deductive approach, students are not centered. They just stay in their seats, listen and write down. It is one of reason why students are not interested in the lesson.

Third is abilities of students in solving exercises. The percentage of students who can answer one question even not correctly takes account 18

while the percentage of students answering all question correctly is lower, 14%. The major of students can answer correctly from 3 to 5.

From this survey, I draw some conclusion: teaching methods have great impacts on students' attitude and ability to do exercises. Therefore, it is necessary to reform the present methods into a new method with centered-student approach.

2.5 Summary

Chapter 2 is about the survey conducted in Kien Thuy High School. The goals are to investigate the teaching methods, the abilities of students in learning and practicing inversion exercises as well as communicating using inversion. In this chapter, first I presented the introduction about the condition of Kien Thuy and the participants in the survey. Second, methodology is quantitative used to analyze data. Last is findings and discussion of teaching methods, attitude and ability of high school in Kien Thuy High School. The main method which teachers use is deductive. The major of students feel the inversion lesson quite boring because they do not have chances to discuss, work in group or take part in games. A number of students who cannot do inversion exercises take account about 10 percent. Through the survey, we can find some instructional strategies to improve teaching inversion in high school.

CHAPTER 3: TEACHING INVERSION IN KIEN THUY HIGH SCHOOL: SOME INSTRUCTIONAL STRATEGIES AND IMPLICATIONS

3.1 Techniques to introduce inversion theory

From the data analyzed above, the following instructional strategies aim at helping teachers who are instructors in classroom adjust their methods to improve and attract students to participate in class activities and be able to do inversion exercises better.

Teaching methodology plays an important role in enhancing the quality of language learning. Reforming the methods of teaching is required of each teacher. Teaching methods are various, and during each lesson, there is a combination among many methods. Teachers tend to use two major ways to teach grammar: deductive and inductive methods. Both have pros and cons, and which way we use depend on a number of factors. Some situations we can combine two methods flexibly; however, one plays the main role. Several studies show that the learner-centered approach has its strong points in enhancing learners' autonomy and active attitude and improving their language skills. With the aim which students are centered approach, and teachers are instructors, English inversion should be introduced by inductive method.

To introduce the inversion theory, there are three main parts in version lesson. They are: inversion definition, the function of inversion and types of inversion.

3.1.1 Techniques to introduce definition of inversion

There are some methods to introduce the term "inversion". The first method is deductive. Teachers can give the term of the inversion according to some definitions of Birner and Betty (1996): "An inversion is a sentence in which the logical subject appears in post-verbal position while some other,

canonically post-verbal, constituent appears in clause-initial position” or Fagleson (1983) defined “Inversion is a rearrangement of the subject and verb or operator from their normal order in statements.” After giving the definitions, teachers use some model sentences to explain the definition more clearly.

On the other hand, teachers can choose inductive method. Teachers can ask students write some sentences including statements, interrogative and analyze the elements of the sentences. Another way, teachers can give two sentences: one is in normal word order and one is inversion sentence and ask students to compare these. Students will draw the inversion term in different ways. Teacher is a person who gives the absolute definitions.

3.1.2 Techniques to introduce the function of inversion

The first techniques is deductive. Teachers will present the functions of inversion in English language. There are inversions that are part of its grammar structure and are quite common in their use. For example, inversion always occurs in interrogative statements where verbs are placed before their subjects. Similarly, inversion happens in typical exclamatory sentences where objects are placed before their verbs and subjects and preceded by a wh-word, such as the following examples of inversion. For example, “what a beautiful picture it is!”, “How wonderful the weather is today!”. Apart from the mentioned common inversions, some usual inversions are employed in literature by writers in order to achieve some special artistic effects.

Teachers may let students compare the difference between two sentences to determine the functions of inversion in sentences.

3.1.3 Techniques to introduce types of inversion

Teachers show the table of types of inversion, but just also show the titles not including examples. Technique to introduce sorts of inversion is group work.

a. Group work

Group work is an advanced popular method applied widely in teaching a foreign language in the world. This method not only contributes to total educational goals but also develop students' communicative and cooperative skills. In English lesson, teachers do not have enough time for all students to practice speaking skills; therefore, this is a better solution bringing many chances for students to interact, learn some experience from their partners and achieve knowledge. George Bernard Shaw says that *“If you have an apple and I have an apple, we exchange these apples then you and I will still each have one apple. But if you have an idea and I have an idea we exchange these ideas, then each of us will have two ideas”*. Group work is an ideal environment for students to share and enrich knowledge.

Group work usually involves groups of students formally working together on projects or assignment, though it may sometimes take place in formal classroom settings. (<https://www.tcd.ie/CAPSL/TIC/guidelines/teaching/group-work.php>)

In the classroom, group work is cooperation of some students with set tasks. Group work comprises of any teaching or learning tasks or activities in the classroom or at home or any formal tasks requires students to work in groups. Groups sizes can be various from work in pairs, small groups of three to six students or larger groups that focus on specific tasks.

b. Principles to combine inductive with group works

There are 5 principles to apply this method effectively. The first is dependence. Each student in a group has to express their ideas or comments to deal with the given tasks. Besides, each one needs to encourage and support for other group members. Their efforts are all recorded because the achievement of group is success of each group member. Second is responsibility. All members have to be responsible for the task and need to

understand the task very clearly to finish in a best way. Third is interaction. It can be understood “support”. Group task can be divided into detailed task, and each member is responsible for each task. However, they must to discuss together and exchange their ideas to draw conclusion. Next is group skills. Students need to have leadership, social, communicative, decision-making and conflict resolution skills when they are in a group. Last is how to organize and run the group. Group understand the task, identify goal, divide the detailed task for each member, then assess each member, result of group and improve mistakes to gain the goal better.

As stated above, the lead-in part of the lesson, teacher gives task for each student in the class. In group work, teachers give some tasks for each group. Inversion lesson has many examples of sorts of inversion so teachers divide class into 8 to 10 groups of 3 or 4 students. Each group is required to make some sentences which are related to all major and sub-types of inversion. Teacher observes the class, goes around each group and corrects their mistakes. After 2-3 minutes, teacher shows their examples on the screen. This is one way to combine inductive method and group work.

Teacher prepared some cards. In the lesson, divide the class into 7 groups with the following tasks:

Group 1: Make 5 Wh-questions and identify which is subject, verb, auxiliary and other elements in each sentence.

Group 2: Make 5 yes/no questions and identify which is subject, verb, auxiliary and other elements in each sentence.

Group 3: Make 5 present simple or present perfect sentences using these words: “never, seldom, hardly (ever), rarely and scarcely”.

Group 4: Make 3 sentences starting with “Only” and a time expression.

Group 5: Make 3 sentences starting with “Not only...but also/ not until/ not any/ not for once moment”.

Group 6: Make 4 conditional sentences with 4 types.

Group 7: Complete 2 following dialogues:

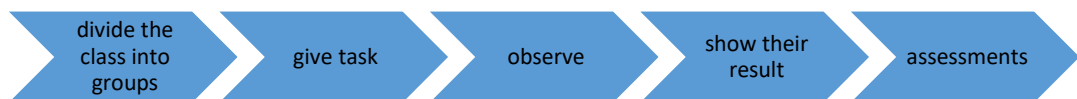
Dialogue 1: John: I don't like cats.
 Jenny:do I.
 Tom: Nor.....

Dialogue 2: Jose: I love swimming.
 Josie: So.....my brother.

While all groups are doing their tasks, teacher goes around the class and gives encouragement and corrections.

After 5 minutes, teacher will call each group to present their tasks. After each group's presentation, teacher tells the class to rewrite those sentences using inversion. Remember to draw the way of making a question of group 1 to help students to invert the subject and auxiliary.

All in all, the following chart will present the procedures of group works activities.



c. *Advantages*

Enhancing the active and potential abilities of students is an essential mission for ministry of education and training, schools and teachers. Work in group turns learners from passive position into active position. Students must study hard, make great efforts to catch up with their partners. Furthermore, each one has both sides: strengths and weaknesses. If they are in a group, they can support for each other and gain a greater result. Moreover, it is a best chance to practice speaking, and show their abilities.

In particular, in grammar lesson, group works bring specific advantages. For students: Students are more active, creative and excited in grammar. They can break complex tasks into many parts and steps. Besides, it also helps students develop their stronger communication, working in group skills and solve problems in the group in the spirit of solidarity with their classmates. Furthermore, students can remember the content of the lesson without learning by heart, enrich their language and develop speaking and listening skills step by step.

For teachers, they can fulfill the objectives of the lesson. Not only do they save time but also create face-to-face environment for students to communicate. Teachers also encourage students to use social skills and others better. Sometimes, their students' answers are in different ways such as novel or interesting ways, which makes the teachers refresh and excited. One of the notable point is to correct students' mistakes, avoid correct theirs in front of the class.

In inversion lesson, group work is an interesting way to attract students to join group to show their abilities, speaking and collaborative skills and finish the given tasks.

3.1.4 Techniques of practice

3.1.4.1 *Communication activities*

The first for students is to be able to communicate by activities. According to Nguyen Quang: "Communication is the process of sharing meaning through verbal and nonverbal behavior". There are three basic types of communication: verbal communication, written communication and non-verbal communication. In this paper, I will focus on the first type: communication in verbal. Verbal communication is spoken communication, including the use of words and intonation to convey meaning.

Traditionally, teaching and learning grammatical structures were of primary concern. Nowadays, communication and communicative competence are of the first priority. Communicating naturally and fluently is concerned than ever. However, we cannot deny the importance of grammar in learning other skills because grammar is a basic knowledge to develop others in perfect ways. In daily communication, we often start a dialogue with “It’s a lovely day, *isn’t it?*”. It is a type of inversion in tag question used popularly to confirm the information, for example:

- Peter made a lot of mistakes again, *didn’t he?*
- Right, he did.

Another example, a person asks: “It is true, isn’t it?” – Yes, it’s. When someone wants to report speech in direct, she or he uses: “How did you pass the final exam?” said Jose or sometimes in indirect “Jose asked me how I had passed the final exam”.

With the adverbials of place, *there* and *here* are often used in both written and spoken. “*In the town there were more guns, there were some new hospitals, you met British men and sometimes women, on the street, a few more houses had been hit by shell fire*”, “*There was a soldier sitting on a bench outside in the sun, an ambulance was waiting by the side door*” – they are quoted sentences in *A farewell to arms* (Hemingway Earnest, 1993) or in the restaurant, the waiter said to the customer “*Here is your bill*”. It is obvious that inversion is used in daily conversation or appeared many times in literatures.

In inversion lesson, role play is considered way to make students remember the content of the lesson and create the real environment for students. According to the <http://clear.unt.edu/pedagogical-principles-role-play-learning> “Role play refers activities where students simulate a scenario by assuming specific roles. In the classroom, students can work through a

situation and practice behavior for the real world”. It is an experiential learning method.

Role play the following dialogue. Divide the class into many pairs of 2 people: one is Rita, one is Jose.

Rita: *Would you like some cake, Jose?*

Jose: *No, thanks. Were I to eat cake, I would get fat.*

Rita: *But it is delicious.*

Jose: *It looks delicious. Were I to have your figure, I would eat the whole lot.*

Each pair will have 3 minutes to rehearse, and then teacher invites some pairs to go in front of class and role play.

3.1.4.2 Mini game

People says that English must be fun. Teachers should use new ways to make their lesson interesting and exciting. Students are keen on lesson. Fun can be considered an important step to attract students’ attention, advance the quality of education. Teaching through games is popular in classroom. It is easy for students start or relaxed at the middle of the lesson and for teachers to gain the objectives.

There exists an array of definitions of the term *game* (Celce-Murica & McIntosh, 1979; Hadfield, 1988; Khan, 1991; Wright, Betteridge & Buckby, 2005). In this paper, I use Hadfield’s definition (1988: 4); he defines the game as “an activity with rules, a goal and an element of fun”. It is important to create interest and fun for students and it is suitable with any learners.

Lucky number game

Step 1: Teacher prepared this game on power point with 6-10 numbers including 3-5 lucky numbers. Other numbers consist questions related to inversion.

Step 2: In the class, divide class into 2 teams. Members of each group choose number and answer the questions. If it is a lucky number, student gets mark without answering a question and continue choosing another number.

The last is total points to find the winning team.

Teacher give eight numbers presented on the screen. There are 3 lucky numbers. The others are inversion questions, for examples, the first question is “*How many major types of inversion? What are they?*”. The second: finds the mistake in the following sentence:

“Hardy did he enter the room when all the lights went out.

A B C D

The third: Choose the correct answer

My cat would not have bitten the toy fish.....it was made of rubber.

- A. if she has known
- B. if she should know
- C. had she known
- D. if she knew

(University entrance exam 2006 – Question 30)

The next question: Choose the correct answer:

“Buy me a newspaper on your way back,?”

- A. do you
- B. can’t you
- C. don’t you
- D. will you

(University entrance exam 2009 – Question 40)

The last question is: Correct the sentence “*Should the bridge ever is built, it will be welcomed by the local community*”.

These are questions which teachers can use in lucky number game.

3.1.4.3 Exercises

There are three types of inversion exercises which I am going to present below.

Type 1: *Rewrite the sentences with the same meaning (Appendix 2, p.49)*

Step 1: Instruct students to identify the type of inversion and auxiliary in each sentence.

Step 2: Rewrite

Step 3: Call students to go to the board and write their answer.

Step 4: Comment and encourage students no matter how they performed well or badly.

Type 2: *Multiple choices (Appendix 3, p.50)*

Step 1: Work in group of 4 students, each of students will do exercise and then discussion with each other in group.

Step 2: Teacher goes around the class and ask some groups why they choose choice A, B, C or D.

Step 3: Explain and give keys for each question.

Type 3: *Translate into Vietnamese (Appendix 4, p.52)*

Step 1: Teacher gives some new words with Vietnamese meaning:

- garden: công viên
- to stand: sừng sững
- the newest style: kiểu dáng hiện đại nhất
- to be old-fashioned: lỗi thời

Step 2: Group of 3-4 students, each one will translate 2 sentences given by teacher.

Step 3: Call students to translate and other groups give their translation.

Step 4: Suggestible translation

Further practice (**See Appendix 5, p.53**)

Besides, handout for practice is also used in version exercises for students to practice more and more. (**See Appendix 6, p.58**)

3.2 Implication of inversion in Vietnamese equivalences

It comes from the fact that when I teach grammar for some students, I realize that they have difficulty in translation. If students are able to understand the meaning of sentences, they can transfer their ideas into English in communication as well as in reading passages and answer the comprehension more quickly. They will not waste much time looking up words in dictionary so it makes students confident and react quickly. Inversion usually causes them confusion and interruption. Therefore, translating English inversion into Vietnamese is essential.

a. Some problematic situations in translating inversion

The large number of Vietnamese translators who translate inversion often use their mother tongue to interpret English inversion without paying attention to the differences between two languages. Therefore, most of words or syntactic mistakes in translation are unavoidable. Besides the meaning of the words, there is some additional information involving pragmatic features and different contexts, all of which are used to make effective and impressive translation of English inversion structures into Vietnamese. In order to understand and translate inversion accurately and convey the meaning of the context effectively and impressively, the translators should improve their knowledge and enrich cultures of the two languages.

b. Some suggestions for translating English inversion into Vietnamese

It seems that translators as well as teachers may have some difficulties in the process of translating English inversion into Vietnamese and vice versa. In the scope of this study, I only focus on translating English inversion into Vietnamese so as to help teachers to be able to translate better and support their students in understanding and using inversion more effectively. I would give some following suggestions:

First, in inverted structure, the teachers should be aware of the similarities and difficulties between two languages. If they don't have profound knowledge of these, they are likely to use Vietnamese structure to express inversion in Vietnamese and vice versa. Second, translation is not only a mechanical process of converting a sentence in source-language into target-language, it is also a complex art in which parallel structures, idioms. In some cases, teachers may misunderstand and use inappropriate words to express them into Vietnamese. Last, teachers need to have insight into inversion, in particular the similarities and differences in both source-language and target-language to avoid and get over the barriers of cross-cultural misunderstandings. Nevertheless, if the teachers take all advantages of inductive methods, the role of students in the class can be promoted, the learning objectives can be obtained easily.

c. *Translating English inversion into Vietnamese*

When teachers introduce inversion to high school students, translation is necessary for them to understand the meaning of the sentences. It is one of effective ways to help student catch the knowledge of inversion theory without learning by heart. (*See appendix 7, p.60*)

Translating examples

(9b) Not only is human behavior studied in the field of psychology	<i>Người ta không chỉ nghiên cứu hành vi của con người trong lĩnh</i>
--	---

but animal behavior is examined as well.	<i>vực tâm lí học mà còn nghiên cứu cả hành vi của động vật nữa.</i>
(12a) Will she be here tomorrow?	<i>Ngày mai cô ấy sẽ ở đây chứ?</i>
(12b) Have you ever been to Thailand?	<i>Bạn đã bao giờ đến Thái Lan chưa?</i>
(13) When will she be here?	<i>Khi nào cô ấy sẽ tới đây?</i>
(14a) Never do they go out at night	<i>Hiếm khi họ ra ngoài vào ban đêm.</i>
(14b) Seldom does she help me do housework.	<i>Hiếm khi chị ấy giúp tôi làm việc nhà.</i>
(14c) Hardly had everybody taken their seats <i>when</i> Dr. Lee began her lecture.	<i>Hiếm khi mọi người đặt được chỗ khi tiến sĩ Lee bắt đầu bài giảng của mình.</i>
(15) Only after his father's death, did he realize what he meant.	<i>Chỉ sau cái chết của cha mình, anh ta mới nhận ra mình muốn gì.</i>
(16a) Not only is he good at Chemistry but he can also play football very well.	<i>Cậu ấy không chỉ giỏi hóa học mà còn chơi bóng đá rất giỏi.</i>
(16b) Not until my niece was five years old could she speak Vietnamese.	<i>Phải đến năm tuổi cháu gái tôi mới biết nói tiếng Việt.</i>
(17) Only by working hard can you pass the driving test.	<i>Chỉ có học hành chăm chỉ bạn mới có thể qua bài kiểm tra lái xe.</i>
(18a) Under no circumstances	<i>Trong bất kì hoàn cảnh nào bạn</i>

should you let children alone at night.	<i>cũng không được để bọn trẻ ở nhà một mình vào ban đêm.</i>
(18b) For no reason must you cheat in the university entrance exam.	<i>Với bất kì lí do nào bạn cũng không được phép gian lận trong kì thi tuyển sinh vào đại học.</i>
(19) Little does my sister understand me.	<i>Chị ấy hiểu về tôi chút ít thôi.</i>
(20) Should he appear, please tell him to wait for me.	<i>Nếu anh ấy đến hãy nói là tôi đang chờ anh ấy.</i>
(21) Should I have free time, I will go shopping.	<i>Nếu tôi có thời gian rảnh rỗi, tôi sẽ đi mua sắm.</i>
(22) Were I you, I wouldn't do that silly thing again.	<i>Nếu tôi là bạn tôi sẽ không làm điều ngớ ngẩn ấy một lần nào nữa.</i>
(23) Were I to have more time, my graduation paper would be better.	<i>Nếu như tôi có nhiều thời gian hơn thì bài luận văn tốt nghiệp của tôi sẽ hay hơn.</i>
(24) Had she worked hard, she would have passed the driving test yesterday.	<i>Nếu cô ấy học tập chăm chỉ, thì cô ấy đã qua bài lái xe ngày hôm qua rồi.</i>
(25) Had she known that you were in hospital, she would visit you now.	<i>Nếu cô ấy biết cậu ở trong bệnh viện, thì bây giờ cô ấy đã đến thăm cậu.</i>
(26a) My mother cooks better than do I	<i>Mẹ tôi nấu ăn ngon hơn tôi.</i>

(26b) Paper was invented in China, as was the process of printing	<i>Giấy cũng như là quá trình in ấn được phát minh ở Trung Quốc.</i>
(27a) <i>John:</i> I do not like cats. <i>Jenny:</i> Neither do I. <i>Tom:</i> Nor do I.	<i>John:</i> Tôi không thích mèo. <i>Jenny:</i> Tôi cũng không thích. <i>Tom:</i> Tôi cũng không.
(27b) I love swimming. – So does my brother.	<i>Tôi thích bơi lội. – Em trai tôi cũng thích bơi lội.</i>
(28a) Don't everyone talk!	<i>Không ai được phép nói gì!</i>
(28b) Don't everyone move!	<i>Không ai được phép rời đi.</i>
(29) Oh my God, is he stupid!	<i>Chúa ơi, anh ta ngốc thật.</i>
(30a) On the sofa sat the queen.	<i>Trên ghế là nữ hoàng.</i>
(30b) Here comes Tom's car.	<i>Xe Tom đến rồi.</i>
(30c) There are some difficulties encountered by high school students.	<i>Có rất nhiều khó khăn mà học sinh trung học gặp phải.</i>
(30d) There, at the summit, stood the castle in its medieval splendor.	<i>Lâu đài với vẻ đẹp lộng lẫy thời trung cổ vẫn sừng sững đó.</i>
(31) Next to the bookshelf is a table.	<i>Cạnh giá sách là chiếc bàn.</i>
(32a) First comes love, then comes marriage.	<i>Tình yêu đến trước, hôn nhân đến sau.</i>

(32b) At first there was silence. Then came a voice that I knew.	<i>Ban đầu là sự tĩnh lặng. Sau đó là giọng nói mà tôi biết.</i>
(33a) So happy was I that bought flowers for everyone in the class.	<i>Tôi vui đến nỗi mà mua hoa tặng cho cả lớp.</i>
(33b) So popular is the play that the theatre is likely to be full every night.	<i>Vở kịch nổi tiếng đến mức mà nhà hát hầu như là kín chỗ mỗi tối</i>
(34) Such is the popular of the play that the theatre is likely to be full every night.	<i>Vở kịch nổi tiếng đến mức mà nhà hát hầu như là kín chỗ mỗi tối.</i>
(35) “I have been working for your company for twenty years”, said Thomas.	<i>Thomas nói rằng anh ấy đã làm việc cho công ty nhà tôi hai mươi năm rồi.</i>
(36) Sitting at the kitchen table was our uncle.	<i>Ngồi ở bàn ăn là bác của chúng tôi.</i>
(37) Hidden in the cellar were several barrels of wine.	<i>Giấu ở dưới hầm rất nhiều thùng rượu.</i>
(38) What she told him is unclear.	<i>Điều mà cô ấy nói với anh ta không rõ ràng.</i>

3.3 Summary

In this chapter, I have given some strategies for high school teaching as well as some implications of English inversion. The first is the method of teaching inversion for high schoolers. Normally, grammar is not an interesting field for students because the major features of grammar lessons are to

introduce theories and practice exercises. Thus, I introduced inductive method with centered-approach learners and instructors are teachers. Teachers is just instructors to help students acknowledge the most effectively. Besides, there are methods of group works, discussion and games. Group works encourage and develop students' communication, teamwork skills and support their partners. Discussion promotes the student's abilities when students give their ideas, points of views and arguments to make the inversion lesson more lively and objective. In addition, games are also a way to help students relaxed and have more energy to continue the lesson without being bored. Moreover, game is one of popular ways to warm up or review the lesson. All these teaching strategies aimed at helping teachers and students teach and learn English inversion easier, more excited and effectively.

Second is some are implications of inversion: Vietnamese equivalence and communication with inversion. Teachers and students need to understand the meaning of inversion sentences. When teaching inversion, teachers should translate into Vietnamese for students in order to catch the knowledge quickly and use inversion in daily communication.

PART 3: CONCLUSION

1. Limitations of this study

Although great efforts have been made, this graduation paper certainly avoid shortcomings and still leaves much to be desired. The materials supporting the thesis are rather limited, which made some challenges for me to reach convincing conclusion. The limited personal ability of the study can also account for another constraints of the study.

The study was compiled in about two months, and it is my first best-scaled research so I need more support and materials as well as advice from my supervisor and lectures in Haiphong private university. The survey conducted in the last term of high school students; therefore, I just do a survey with fifty students in Kien Thuy High School. The results of survey may not reflect the overview of students' interest in English inversion lesson and their abilities of doing inversion exercises.

For these limitations, I would highly appreciate any constructive comments from teachers, friends, students and those who are concerned and interested in this thesis to make it more convincing and useful in process of teaching and learning innovative methods of Ministry of Training and Education.

2. Conclusion

Nowadays, nobody can deny the important role of English, especially since Vietnam joined WTO in 2007. Therefore, how to teach and learn English is the question always concerned by the lectures and learners as well as specialists. However, like other languages, English has changed day by day so we have to update it regularly. Teaching needs improved and reformed to make a lesson more impressive and creative to interest students in taking part in lesson actively. Inversion is considered an important and difficult grammar for instructors and learners. Many researchers and college

students did many researches related to inversion. However, teaching inversion in high school has not been paid. My research is conducted to have an insight knowledge and methods to introduce to students more impressively and easily for both instructors and students. In further study, I will spend and study more profoundly and give more teaching methods for teachers in teaching inversion.

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APPENDIX 1: Survey questionnaires

A. Teaching methods

Question 1: Does the teacher use teaching aids such as projector, loudspeaker or pictures?

A. Yes

B. No

Question 2: Do students have discussion in the inversion lesson?

A. Yes

B. No

Question 3: Does teacher let students work in groups or games in inversion lesson?

A. Yes

B. No

Question 4: Which method does teacher use in inversion lesson?

A. Deductive

B. Inductive

C. Both A and B

B. High schoolers' attitude

Question 5: How is the English inversion lesson?

A. Very interesting

B. Interesting

C. Boring

D. Very boring

Question 6: *In English inversion lesson, are students or your teacher centered-approach?*

A. Students

B. Teacher

C. Exercises

Choose the best answer for each question.

Question 7: *No soonerat the station than the announcement started.*

A. had we arrived

B. we had arrived

C. did we arrive

D. we arrived

Question 8: *I have seldom heard such a talented singer.*

A. Seldom have I heard such a talented singer.

B. Seldom I have heard such a talented singer.

C. Seldom has I heard such a talented singer.

D. All are correct.

Question 9: *_____ circumstances should you call the police.*

A. In

B. Under

C. Under no

D. In no

Question 10: *_____ I rich, I would help you.*

A. Was

B. Be

C. Am

D. Were

Question 11: Choose the incorrect answer in the sentence:

“Hardy did he enter the room when all the lights went out”.

A B C D

Question 12: Why do people use inversion?

- A. To shorten the sentence.
- B. To emphasize a certain element in a sentence.
- C. To rewrite a sentence with the similar meaning.
- D. To omit reluctant words.

APPENDIX 2: Rewriting

1. This remedy rarely failed.

Rarely

2. They hardly ever managed to meet unobserved.

Hardly ever

3. They are both intelligent and funny.

Not only

4. Her anger was such that she burst into tears.

So.....

APPENDIX 3: Multiple choices

1. My cat would not have bitten the toy fish.....it was made of rubber.
- A. if she has known
 - B. if she should know
 - C. had she known
 - D. if she knew

(University entrance exam 2006 –Question 30)

2., he would have learned how to read.
- A. Had he been able to go to school as a child.
 - B. If he could go to school as a child.
 - C. Were he able to go to school as a child.
 - D. If he had able to go to school as a child.

(University entrance exam 2008 –Question 47)

3. Only when you grow up.....the truth.
- A. will you know
 - B. you will know
 - C. do you know
 - D. you know

(University entrance exam 2009 –Question 20)

4. “Buy me a newspaper on your way back,.....?”
- A. do you
 - B. can't you
 - C. don't you
 - D. will you

(University entrance exam 2009 –Question 40)

5.but he also proved himself a good athlete.
- A. A good student not only showed him
 - B. Not only did him show himself a good student

C. He did not show himself only a good student

D. Not only he showed himself a good student

(University entrance exam 2010 –Question 1)

6. Not until the end of the 19th centurybecome a scientific discipline.

A. plant breeding has

B. did plant breeding

C. plant breeding had

D. has plant breeding

(College entrance exam 2009 –Question 9)

APPENDIX 4: Translating sentences

1. At the end of the garden stood a handsome building of the newest style.

.....

2. Gone are the days of the “old-fashioned” entertainment.

.....

3. No sooner had he finished dinner when she walked in the door.

.....

4. Only when did I understand the problem.

.....

APPENDIX 5: Practice at home

Exercise 1: Rewrite each sentence with a similar meaning starting with a word/ phrase from the box followed by inversion with the verb and the subject.

<i>Had</i>	<i>Hardly</i>	<i>Little</i>	<i>Not for one moment</i>	<i>Only if</i>
	<i>Only in</i>	<i>Seldom</i>	<i>Should</i>	<i>Under no circumstances</i>
<i>Such</i>	<i>Were</i>			

1. I didn't imagine that the boss had called me into her office to fire me.

Little did I imagine that the boss had called me into her office to fire me.

2. The police will only investigate the matter further if an official complaint is made.

.....

3. The instructions were so complicated, that it was impossible to assemble the machine.

.....

4. If we had known how ill Bob was, we would have taken him straight to the hospital.

.....

5. The wind was so strong that all trees in the park were blown down.

.....

6. She didn't forget her lack of formal education although she was sometimes aware of gaps in her knowledge.

.....

7. You should only phone for an ambulance in an emergency.

.....

8. There was never any disagreement between us.

.....

9. If it were not for financial assistance from the government, the museum would have closed long ago.

.....
10. They had only just finished eating before a waiter started to clear away the plates.

.....
11. Children should never be allowed into the room without adult supervision.

.....
12. If the bridge is ever built, it will be welcomed by the local community.

.....
(Martin Hewings (Third edition), *Advanced grammar in use*, pp.250)

Suggested keys:

2. only if an official complaint is made will the police investigate the matter further.

3. So complicated were the instructions, that it was impossible to assemble the machine.

4. Had we known how ill Bob was, we would have taken him straight to the hospital.

5. Such was the strength of the wind that all trees in the park were blown down.

Or So strong was the wind that all trees in the park were blown down.

6. Seldom did she regret her lack of formal education although she was sometimes aware of gaps in her knowledge.

7. Only in an emergency should you phone for an ambulance.

Or Only if there is an emergency should you phone for an ambulance.

8. Not for one moment was there any/ a disagreement between us.

9. Were it not for financial assistance from the government, the museum would have closed long ago.

10. Hardly had they finished eating before a waiter started to clear away the plates.

11. Under no circumstance should children be allowed into the room without adult supervision.

12. Should the bridge ever be built, it will be welcomed by the local community.

Exercise 2: Correct any mistakes in this news article.

NEWSONLINE

TOWN EVACUATED AS FOREST FIRES APPROACH

The people of Sawston were evacuated yesterday as forest fires headed towards the town (1). Such the heat was of the oncoming inferno that trees more than 100 meters ahead began to smolder (2). Only once in recent years, during 2004, a town of this size has had to be evacuated because of forest fires (3). A fleet of coaches and lorries arrived in the town in the early morning (4). Into these vehicles the sick and elderly climbed, before they headed off to safety across the river (5). Residents with cars left by mid-morning, as all non-essential police officers did (6).

Hardly the evacuation had been completed when the wind changed direction and it became clear that the fire would leave Sawston untouched (7). Soon after that were heard complaints from some residents (8). “At no time the forest posed a real threat”, said one local man (9). “I didn’t want to leave my home, and nor most of my neighbors did.” (10). So upset some elderly residents are that they are threatening to complain to their MP (11). But Chief Fire Officer Jones replied, “Hadn’t we taken this action, lives would have been put at risk (12). Only when the fire have moved well away from the town residents will be allowed to return to their homes.” (13)

(Martin Hewings. *Advanced grammar in use* (Third edition). Cambridge. pp.201)

Suggested keys:

Sentence (2): Such was the heat of the oncoming inferno that trees more than 100 meters ahead began to smolder.

Sentence (3): Only once in recent years, during 2004, has a town of this size had to be evacuated because of forest fires.

Sentence (5): Into these vehicles climbed the sick and elderly, before they headed off to safety across the river.

Sentence (6): Residents with cars left by mid-morning, as did all non-essential police officers.

Sentence (7): Hardly had the evacuation been completed when the wind changed direction and it became clear that the fire would leave Sawston untouched.

Sentence (8): Soon after that complaints were heard from some residents.

Sentence (9): At no time did the forest pose a real threat”, said one local man.

Sentence (10): “I didn’t want to leave my home, and nor did most of my neighbors.”

Sentence (11): So upset are some elderly residents that they are threatening to complain to their MP.

Sentence (12): But Chief Fire Officer Jones replied, “Had we not taken this action, lives would have been put at risk.

Sentence (13): “Only when the fire have moved well away from the town will residents be allowed to return to their homes.”

Exercise 3: Choose A, B, C or D and correct the mistakes.

1. problems as haste and inexperience are a universal feature of youth.

(Universal entrance exam 2011 – code 195- question 2)

A. Such B. So C. This D. That

2. Hardy did he enter the room when all the lights went out.

A B C D

(Universal entrance exam 2011 – code 195- question 17)

3. Not until it was too late I call Susan.

A. did I remembered

B. did I remember

C. remembered I

D. I remembered

4.early, could you leave me a lift?

A. If should you leave

B. Should leave you

C. You should leave

D. Should you leave

5. No sooner had it stopped raining.....the sun came out.

A. than

B. when

C. until

D. did

Suggested keys: 1. A 2. A (had he entered) 3. B 4. D 5. A

APPENDIX 6: Handout

Q1: No sooner.....than I realized what was going on

- A. had I arrived B. I had arrived

Q2: Not until.....

- A. Had I got home, I remembered. C. I had got home, I remembered.
B. I had got home, did I remember.

Q3: Just asleaving, the phone rang.

- A. I was B. was I

Q4: Only by calling them every hour of the day.....to get what I wanted.

- A. did I manage B. I managed

Q5: Sinceknown her, we've never argued.

- A. I have B. Have I

Q6: Seldomseen such a mess.

- A. I have B. Have I

Q7: Only when

- A. I phoned did I hear what had happened.
B. did I phone I heard what had happened.
C. I phoned I heard had what happened

Q8: Sosaid, so little done.

- A. was much B. much was

Q9: So goodthat he got the highest grade possible.

- A. his marks were B. were his marks

Q10: Never heard such an appalling speech.

A. I have

B. have I

Suggested keys:

Question	Answer
1	A
2	C
3	A
4	A
5	A
6	B
7	A
8	B
9	B
10	B

APPENDIX 7: Translating some set expressions

NEGATIVE ADVERBIALS

English	Vietnamese
Never	không bao giờ
At no time	không khi nào
Rarely	hiếm khi
Seldom	hiếm khi
By no means	hoàn toàn không
Hardly (ever)	hiếm khi
Not once	không một lần nào
Nowhere	không nơi nào
No longer	không còn nữa
Not often	không thường xuyên
Scarcely (ever)	chắc chắn là không
Barely (ever)	không
In/ under no circumstances	dù trong bất kì hoàn cảnh nào cũng không
On no account = for no reasons	dù bất cứ lí do nào cũng không
In no way	không sao có thể

ADVERBIALS AFTER *ONLY*

English	Vietnamese
Only after	chỉ sau khi
Only by chance	một cách tình cờ, ngẫu nhiên
Only once	chỉ một lần
Only today	chỉ hôm nay
Only then	chỉ sau khi đó
Only yesterday	chỉ hôm qua
Only on rare occasions	chỉ ít khi
Only with difficulty	chỉ với khó khăn
Only by luck	chỉ với may mắn
Only if	chỉ nếu
Only when	chỉ khi