

CHAPTER 1

INTRODUCTION

1.1 General Introduction

Affirmative and negative are the positive and negative values that we used in our sentences. Basically, the affirmative statement is the positive meaning expression and the negative statement carries the opposite meaning expression. "Anne is a nurse" and "Anne is not a nurse"; are two simple examples of affirmative and negative sentence. Of course 'Anne is a nurse' is affirmative; in contrast 'Anne is not a nurse' is negative. Affirmative and negative can complement each other. Affirmation closes the door to any further progress on the subject one is affirming. An affirmative word or gesture indicates that one agrees with what someone has said or that the answer to a question is 'yes'.

On the syntactic side, however, the relationship is reversed. Negative sentences have more syntactic structures than affirmatives since there is a part of the syntactic structure dedicated to negation (Christensen, 2005; Haegeman, 1995; Pollock, 1989).

Polarity is the grammatical category associated with affirmative and negative. It means that a sentence contains either affirmative or negative polarity. Affirmative is generally the unmarked polarity; the negative is marked by a negative word or particle such as the English *no*, *not*; Bahasa Malaysia *tidak*, *tiada*; Tamil *illai*, *alla* and in any other languages, whereby the meaning of the predicate will be reversed. In English, there are two ways to write a negative sentence: first is with the word 'no' followed by the verb of the sentence and second with another negative word followed by the verb of the sentence. Again, in order to show that something is of negative meaning, a negative

sentence is formed by adding ‘not’ after the first auxiliary verb in the positive sentence. In the Present Simple and Past Simple tenses, there will be no auxiliary verb in the positive sentence so we can add one (usually we add the auxiliary verb ‘do’). When an auxiliary verb is used, the main verb is not inflected (without/- s or /-ed ending), meaning that either the base form or past participle is used. However, the verb ‘to be’ uses a different pattern for negation.

Table 1.1: Affirmative and Negative Sentences

| Tense | Affirmative | Negative | |
|-----------------------------|-------------------------|-----------------------------|----------------------------|
| | | Negative | Contracted forms |
| Present Simple | I swim | I do not swim | I don’t swim |
| Past Simple | I swam | I did not swim | I didn’t swim |
| Present Progressive | I am swimming | I am not swimming | I’m not swimming |
| | She is swimming | She is not swimming | She isn’t swimming |
| | They are swimming | They are not swimming | They aren’t swimming |
| Past Progressive | She was swimming | She was not swimming | She wasn’t swimming |
| | They were swimming | There were not swimming | There weren’t swimming |
| Present Perfect | She has come | She has not come | She hasn’t come |
| | They have come | They have not come | They haven’t come |
| Present Perfect Progressive | She has been swimming | She has not been swimming | She hasn’t been swimming |
| | They have been swimming | They have not been swimming | They haven’t been swimming |
| Past Perfect Progressive | She had been swimming | She had not been swimming | She hadn’t been swimming |
| Future Simple | I will swim | I will not swim | I won’t swim |
| Future Perfect | I will have to swim | I will not have to swim | I won’t have to swim |
| Conditional Perfect | I would swim | I would not swim | I wouldn’t swim |
| Modals | I can swim | I cannot swim | I can’t swim |
| | I should swim | I should not swim | I shouldn’t swim |

“The process of converting affirmative to negative is called negation – the grammatical rules for negation vary from language to language, and a given language may have more than one way of producing negation. And not all languages have special completive interjections.” Bloomfield and Hockett (A Leonard Bloomfield Anthology.1987)

In Modern English we use ‘*yes*’ and ‘*no*’ to express the affirmative and negative. They do not belong to any classification of words. “Although sometimes classified as interjections, they do not qualify as such, and they are not adverbs either. ‘*Yes*’ and ‘*no*’ are sometimes classified as a part of speech in their own right, sentence words, word sentences, or pro-sentences, although that category contains more than *yes* and *no* and not all linguists include them in their list of sentence words. Sentences consisting solely of one of these two words are classified as minor sentences. Sentential negation is a universal syntactic feature of human languages that reverses the truth value expressed by a sentence.” (Stefano F. Cappa and Andrea Moro, 2008).

"What is of particular interest here is that in natural language not all the information in an affirmative sentence is affected by negating it. Thus, to take the classic example, the natural denial of the king of France is bald, namely No, he isn't (No, the king of France is not bald) does not deny that France has a king. And thus we have a non-trivial sentence which is a logical consequence of an affirmative sentence as well as its negation. Such sentences we shall call logical presuppositions of the affirmative sentence, and in general any information in a sentence which is not affected by denying it we shall call logically presupposed. Information which is affected by negation will be called logically asserted."(Edward Keenan, "Negative Conference: Generalizing Quantification for Natural Language." Formal Semantics and Pragmatics for Natural Languages (ed.) Franz 1979).

1.2 Background of the Study

Hockett (1966) says that language shares many of its design features with communication systems of other species but there are some features only found in the human language. According to Horn (2001: xiii), ‘‘all human communication system contain a representation of negation. No animal communication system includes negative utterances, and consequently none possesses a means for assigning truth value, for lying, for irony, or for coping with false or contradictory statements’’

On the other hand, textbooks produced and used in Malaysia, serve as the basis for much of the language input learners receive and the language practice that takes place in the classroom. In some situations, the textbook may function as a supplement to the teachers’ instruction in the ESL classroom. For most teachers, textbooks are the main source of reference of what contents, skills and language should be thought during classroom activities. For the ESL learners, apart from the teacher, these books are their main source of contact with the language. Teachers, students and administrators are all consumers of textbooks. All these groups, of course, may have conflicting views about what a good/standard textbook is. However, the question is where they can turn to for reliable advice on how to make an informed decision and select a suitable textbook.

The English subject taught in all Malaysian primary and secondary schools is based on the English Language Syllabus and Curriculum Specification. The syllabus emphasizes on the communicative language teaching and learning (CLTL). Although communicative approach was stressed, there is always a need for explicit grammatical instruction, especially for students in the secondary schools in Malaysia. However, teaching of grammar has been included into the four language skills of reading, writing, listening and speaking by The Curriculum Development Centre of the Ministry of Education Malaysia.

Magableh (2000) evaluated the functional English language of a first commercial secondary class. The findings revealed lack of colours, grammar, role-play, punctuation, spelling, and phonetic transcription of the vocabulary, tests, visual aids and dialogues. The findings also showed that the materials were interesting and logically sequenced. The exercises suited the students' level and their interest. Ababneh (2007) conducted a study by analyzing the content of Jordan Opportunities of tenth grade students and investigated the teachers' and supervisors' perspectives concerning that content. The findings of his study showed that the outcomes and vocabulary were not fairly distributed in the textbooks.

In the Malaysian Secondary schools, the 'Integrated' Syllabus for English Language is divided into themes or topics in the textbooks, and learning outcomes in the form of interpersonal, informational and aesthetic skills. The main objects in textbook are on the integration of listening, speaking, reading and writing with the sound system, grammar and vocabulary. The integration allows the communicative output as well as the language resources used to achieve the output. For example, in the textbooks for the topic on the description of people, the use of adjectives is relevant for producing good descriptions. The context for the teaching of adjectives is the descriptions of various prominent people, and a focus on the meaning of the texts make the students understand how the grammatical feature in question is important for the purpose of the text and learn how to use it appropriately. However, since words related to the topics are listed in the section on 'Vocabulary' and the sections for 'Sound System' and 'Grammar' consist of lists of sounds and grammatical items; the syllabus is not self-explanatory as to how grammar is to be taught in context. Hence, some of the language items, for example the negative sentence structure are not explained thoroughly. To compare an affirmative structure with that of a negative structure used in the textbook, it is also not fairly distributed.

The major aim of this textbook analysis, therefore, is to find out whether the affirmative and negative structures in the prescribed Malaysian English textbooks is an accurate representation of actual language use. More specifically, it sought to compare affirmative and negative structures as represented in Malaysian English textbooks with their occurrence in reference corpus like the British National Corpus.

1.3 Statement of Problem

Researches done by Khinkar (2000) and Al-Zuhairi (2008) concluded that the achievement of the Saudi Arabia students in English dropped and one of the causes was the textbooks used in intermediate and secondary schools. This shows that textbooks should provide a clear framework of the syllabus so that teachers and learners know where they are going and what is coming next, so that there is a sense of structure and progress. Ur (2006:184) mentions that "the textbook is the cheapest way of providing learning material for each learner; alternatives, such as kits, sets of photocopied papers or computer software, likely to be more expensive relative to the amount of material provided". Harmer (1991:257) also believes that "textbooks supply attractive, interesting and lively materials which may not be produced by teachers".

On the other hand, teaching students the affirmative and negative structures is very important as they need to use the correct structure when they use the language. In psycholinguistics, it has also been argued that negation clauses introduce two propositions, namely, the proposition itself plus its cancellation, the negated version (Jordan, 1998). Furthermore; it has been argued that negation is in fact, an affirmative with a negative operator added to it, and that negation is initially interpreted as affirmation (Carpenter and Just, 1975; Chase and Clark, 1972). This has been also supported by Hasson and Glucksberg (2006) through their studies.

"The KBSM English Text Book" for the secondary schools in Malaysia is a textbook deployed since 2003. As an English teacher herself, the researcher noticed that many teachers do not use or deal with this textbook in their classroom. Some of them believed that this textbook is beyond students' level. Furthermore, the researcher noticed that many students were not able to use the language properly; especially the negative structures and this may be due to the nature of the textbook. So, this study will adopt a critical analysis into the Form 4 and Form 5 textbooks to find out the structure of affirmative and negative used. Therefore, this textbook will be studied in terms of its quality as an educational material to give real recommendations for improvements and development. So the findings of this study would be useful and beneficial for further studies and research in this field.

1.4 Objectives of the Study

The present research studies the affirmative and negative structures used in the secondary school textbooks. Therefore, the objectives for the present study are as follows:

- i. to analyse the different types of affirmative and negative formations found in the English textbooks.
- ii. to analyse the different types of affirmative and negative structures used by the students in their written and oral language use.
- iii. to explain the use of affirmative and negative forms in phrases, sentences and discourse along with their functions to the students.

1.5 Research Questions

This study puts forward four research questions. These research questions will help the researcher to fulfil the purpose and objectives of the study. The research questions are as follows:

- i. What are the affirmative and negative structure formations found in the English textbooks?
- ii. What are the different types of affirmative and negative structures used by the students in their written and oral language use?
- iii. Do the textbooks provide sufficient exercises for the affirmative and negative structures?
- iv. What are the functions of affirmative and negative structures used in the textbook?

1.6 Hypotheses

The three hypotheses for the study are as follows:

- i. Secondary school students use limited patterns of negative structures in oral communication in English Language.
- ii. the negative structure in the secondary school text book is not fairly distributed with the affirmative structure.
- iii. the textbook does not provide teachers ample exercises and opportunity to explain the negative structure in English Language.

1.7 Scope of the study

The use of negation in English language is always subject to certain pragmatic constraints. Negative statements are generally used to point out the discrepancies between a presumed expectation and the facts. For example, when hearing the negative sentence, I didn't drive to work today; the listener would assume that the speaker normally drives to work. The sentence would sound awkward if it is uttered by someone who the listeners know that normally commutes by train. We will refer to the pragmatic constraints as the felicity conditions on the use of negation. In natural language, the felicity conditions play a crucial role in the use of negative sentences. English language learning in a multicultural classroom setting is a broad topic to be studied. Hence, this study narrows down the topic to structure and use of affirmative and negative constructions in Malaysian English text books. In other words, the study only focuses on the structure of affirmative and negative and the type of exercises related to that, which are available in Form 4 and Form 5 English text books.

The obvious delimitation of the current study is with reference to the subjects. The two forms of upper secondary school students and their text books will be selected as respondents for the study. These respondents will be chosen because the language is not used widely outside the classroom among the lower secondary school students and at least the upper secondary is trying to use the language outside the classroom. Adding to that, some of these students will be doing their higher studies and some will be searching for jobs in the real world whereby they have to use the language more often.

The number of the respondents is one of the limitations that the researcher will be facing for the present study. Due to the time constraint, the research will not choose the whole Form 4 and Form 5 as the respondents, but only a group of selected respondents' feedback will be analyzed to justify the outcome of the present study. On

the other hand both the Form 4 and Form 5 textbooks will be used for the analyses. A mixed-mode study will be carried out and the results obtained will be generalized.

1.8 Significance of the study

This study actually fills in the research gap. To date, there is no study carried out to examine the structure and use of affirmative and negative constructions in Malaysian English text books. Learning the English Negation is very important because its structure is used in every day conversation. The more we practice the subject, the closer we get to master the English language. But we also need to know what the role of negation is in the structure of grammar in English. English negation is the process that turns an affirmative statement (I am a teacher.) into its opposite denial (I am not a teacher). Negation in English has a logical pattern. Negation and negative expressions have a very important role in English; therefore they need very special attention.

Moreover, this study will also help the Form 4 students to know about types of negotiations in English and able to use the correct variety. In addition, this study can provide valuable information for teachers with reference to the perspectives needed.

The most lasting value of this study will enable the educational planners to plan and provide both teachers and students with a good textbook as a guide to be used in Malaysian classrooms. The result, somehow will not discourage the learning and teaching and using of the English Textbooks.

1.9 Definitions of key concepts

1.9.1 Affirmative structure in the English language

In English language an affirmative or positive form is used to express the validity or truth of a basic assertion, which may be applied to statements, verb phrases,

clauses, and some other utterances. It is important for students to learn this structure because it is used most of the time in their daily communication.

1.9.2 Negative structure in the English language

In English language a negation or negative form is used to express the falsity, which may be applied to statements, verb phrases, clauses, and some other utterances. Languages have a variety of grammatical rules for converting affirmative verb phrases or clauses into negative ones. It is important for students to learn this structure because it is used most of the time in their daily communication. There negatives structures in English ranging from basic to more complicated ones. The most common negative structure in English is the conjugation of the verb in the negative. Verbs can be used in the negative by placing 'not' directly after the auxiliary verb in each conjugation. Horn's Conjecture explains the absence of lexical items in all natural languages designating negative particulars. Horn's Conjecture has been posited as an explanation for the lack of such word expressions as not all and some...not, which are made up of strings of words or expressions rather than single lexical expressions such as all, some and no.

1.9.3 Textbooks

A book used as a standard work for the study of a particular subject is a textbook. The definitions for Textbooks are wide and varied. One common definition is that a textbook is a printed and bound artefact for each year or course of study (Encyclopaedia of Education, 2008). They contain facts and ideas around a certain subject. Textbooks are not like other books. Today, textbooks are assembled more than they are written. They are not usually written by a single author. They are, in fact, specially made by a corporation to follow a set standard curriculum for a school system or larger organization, such as a province (Encyclopaedia of Education, 2008).

1.10 Conclusion

This chapter provides a brief explanation and description of the background, statement of problem, objectives, research questions and hypotheses, scope of study, significance and definitions of key concepts used. The research is an attempt to investigate the structure and use of affirmative and negative constructions in Malaysian English text books.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses the literature review on research done on the structure and use of affirmative and negative constructions in Malaysian English text books. Modern English, as used in the domain of education, has a two-form system of yes and no for affirmative and negative. The formation of negative sentences and questions can be complicated in English. Changes in expression of negation and interrogation, involves the use of many English verb tenses that use different auxiliary verbs. A few simple grammar rules are applied systematically across all tenses and verb forms in spite of having different grammar rules for each verb tense.

Presentation of linguistic elements in English Language textbooks in Malaysia have been discussed in several studies. A study was conducted by Singh and Mukundan (2005) on Malaysian Form 2 English Language textbook. The discrepancies between the distribution of verbs in the textbook and the presentation of the verb in the Malaysian Form 2 English Language syllabus were discussed by them. According to them, the textbooks did not fulfill the conditions “on verb teaching set by the Malaysian Form 2 English Language syllabus”(Singh & Mukundan, 2005) and that it was difficult for learners to acquire the verbs as taught by these textbooks. Thus, one of the reasons for the low level of English Language ability may be the inaccurate verb teaching in the textbook. (Singh & Mukundan, 2005).

Mukundan and Roslim (2009) that the frequencies order, of the prepositions in Malaysian Form 1 to Form 3 English Language textbooks are not the same as the frequency order of the prepositions in the National British Corpus (BNC). (Mukundan and Roslin, 2009) The use of several prepositions, were found to be varied when used

in different functions, and this may cause confusion for learners. (Mukundan and Roslin, 2009)

2.1 Negative Sentences

Negative sentences are formed by adding the word *not* after the first auxiliary verb in the positive sentence, in English. “If there is no auxiliary verb in the positive sentence, as in the Present Simple and Past Simple tenses, then we add one (in both these cases, the auxiliary verb do)” and “When an auxiliary verb (including modals) is used, the main verb is not inflected (no- s or -ed ending), meaning that either the base form or past participle is used.” (Oduilio, 2013)

2.2 Auxiliary Verbs

Table 2.1: List of Auxiliary as Verbs

| | |
|-------------|--|
| To be | are, was, were be, been, being |
| To do | verbs |
| To have | have, has, had, having |
| Modal verbs | can, could, shall, should, must, may, might, will, would |

To make simple questions with a form of ‘be’ (is, am, are, was, and were), the form is ‘be’+ subject + other words are added.

Examples: (from the Text book)

Fairuz is checking his e-mail. ➔ Is Fairuz checking his e-mail? (p. 43, Form 5)

Table 2.2 a): Affirmative and Negative Answer Key

| Affirmative | Negative |
|---|---|
| Yes, Fairuz (he) is checking his e-mail | No, Fairuz (he) isn't checking his e-mail |
| Yes, he is | No, he isn't. (No, he's not) |
| Yes | No |
| | I don't know |

The Malay soldiers were fighting their first gun battle. → (p. 26, Form 5)

Were the Malay soldiers fighting their first gun battle?

Table 2.2 b): Affirmative and Negative Answer Key

| Affirmative | Negative |
|---|--|
| Yes, The Malay soldiers (they) were fighting their first gun battle | No, The Malay soldiers (they) were not (weren't) fighting their first gun battle |
| Yes, they were | No, they weren't. |
| Yes | I don't know |
| | No |

Table 2.2 c): Affirmative and Negative Answer Key

| Affirmative | Interrogative |
|------------------------------------|---|
| I'm in a dilemma now | Am I in a dilemma now? (p. 46, Form 5) |
| She was left behind (p.98, Form 5) | Was she left behind? |
| You're unwell | Are you unwell? (p. 108, Form 5) |

Explanation:

2.2.1 The full form for 'I don't know' is almost never used, but it is "I don't know whether (or not) _____ (or not)" or "I don't know if _____ or not)

Table 2.3 a) 'I don't know' form

| | |
|--|------------|
| Is Fairuz checking his e-mail? 5) | (p.39 Form |
| I don't know whether or not he's checking his e-mail | |
| I don't know whether he's checking his e-mail or not | |
| I don't know if he's checking his e-mail | |
| I don't know if he's checking his e-mail or not | |

Table 2.3 b) 'I don't know' form

| |
|---|
| Were the Malay soldiers fighting their first gun battle? (p.26 Form 5) |
| I don't know whether or not they were fighting their first gun battle |
| I don't know whether they were fighting their first gun battle or not |
| I don't know if they were fighting their first gun battle |
| I don't know if they were fighting their first gun battle or not |

2.2.2 Full/Contracted Negative Forms of the verb to be

Table 2.4 Full / Contracted Negative Forms of the verb ‘to be’

| Full negative forms of verb to be | Contracted negative forms of verb to be |
|-----------------------------------|---|
| I am not a teacher | I’m not a teacher |
| He is not a clerk | He isn’t a clerk |
| She is not a florist | She isn’t a florist |
| It is not my car | It isn’t my car |
| We are not footballers | We aren’t footballers |
| You are not a zookeeper | You aren’t a zookeeper |
| They are not police officers | They aren’t police officers |

2.2.3. Don’t and Doesn’t Forms of Negatives

‘Don’t’ and ‘doesn’t’ are two words that are used with all verbs to make a negative statement in English Language. However they are not used with Modal verbs.

Table 2.5 a): ‘Don’t and Doesn’t’ Forms of Negatives

| Add Don’t for | Add Doesn’t for |
|---------------|-----------------|
| I | He |
| You | She |
| They | It |
| We | |

Table 2.5b): ‘Don’t and Doesn’t’ examples from textbook.

| Affirmative | Negative |
|---|--|
| I absolutely think that.... (p. 141 Form 5) | I absolutely don’t think that.... |
| She relied on the firemen to rescue her... (p.161 Form 5) | She doesn’t rely on the firemen to rescue her... |

We use contractions in verbal communication though it means no difference in the meaning. A simple negative sentence in Present Tense can be constructed by using ‘don’t’ or ‘doesn’t’ in English Language:

Table 2.6a): Subject Verb Agreement

| Subject | Don’t/doesn’t | Verb | The rest of the sentence |
|----------------|----------------------|-------------|---------------------------------|
| I/you/we/they | don’t | have/ eat | rice for lunch |
| She/he/it | doesn’t | eat/like | dinner |

Table 2.6b): ‘Don’t’ and ‘doesn’t’ Samples (from the textbook)

| Don’t | Doesn’t |
|--|---|
| Surely we don’t expect them to cook for us (p.123 Form 4) | Mine doesn’t have that feature (p.134, Form 4) |
| Don’t buy it, I saw the same mini compo going for about half the price.(p.52 Form 5) | It is difficult to...if everyone does not cooperate (p.95, Form 5) |
| I don’t believe either of you (p.89 Form 5) | However, this does not contribute much to the clearing of the forests worldwide (p.158, Form 5) |

2.2.4 Yes / No - Questions

Yes/No question is categorised under closed-ended question as it limits the answer choices from which the respondents must choose: *Yes or No*. In these type sentences, a question will precede the subject of the sentence to form the question. It is

always to test the validity of the positive sentence. Yes or no question is formed by transferring the auxiliary verb from before to the after position of the main verb.

There are different types of yes/no questions, and knowing the difference between them is essential for teaching. Simple (Yes / No) questions in English are formed in three similar but different ways. The form of simple questions depends on whether:

1. The statement from which the question is made has 'be' (but no other verb),
2. An auxiliary verb (including 'be') and a main verb, or
3. Only a main verb (not 'be' and not with an auxiliary.)

Negation often marked by individual words such as no, not and never. Sometimes it can also be marked with affixes such as unfair, non-smoker, insensible, helpless, etc. Some negative words will affect the whole clause and in other cases it affects just a part of the clause. Examples: 1. She is not fit for the test. 2. She is unfit for the test. The clauses in (1) are negative, but those in (2) are positive even though they contain a negative element within them. We say this because they behave like obviously positive clauses with respect to the constructions.

2.2.5 WH - Questions

Table 2.7: Interrogative tags ('and' vs. 'and nor')

| Affirmative | Negative |
|---|---|
| i. He is smoking, isn't he? | ia. He is not smoking anymore, is he? (p.93, Form 4) |
| Surprisingly, she was going and so was he. | Surprisingly, she wasn't going and nor was he. |
| iiia. Not surprisingly, he was ill and so was she | |

The tag 'isn't he' in (i) seeks confirmation of the positive sentence (he is smoking). In English language, the polarity of question tag which it is attached to the sentence is positive clause followed by negative tags and negative clause followed by positive tag.

(ia) Positive tag attached to negative sentence

(iia) Negative tag attached to positive sentence

(iiia) Note that 'He is unwell' becomes positive since the tag is negative

We have to add a truncated clause to introduce *and so* or *and nor*. In this case, for positive clause we use *and so*, on the other hand for negative clause we use *and nor*.

(iiia) Note that *Not surprisingly, he was ill* is shown to be a positive clause because it takes *and so*.

2.2.6 Non-affirmative items

Some expressions occur in negative or interrogative declarative clauses. However it doesn't occur in the positive declaratives.

Table 2.8: Declarative and Interrogative

| | Declarative | Interrogative |
|----------|--|---|
| Negative | 1a. Greg didn't answer. (p.79 Form 4) | 1b. Didn't he answer? |
| Positive | 2a. You has any plans for the holidays. | 2b. Do you have any plans for the holidays?(p.134 Form 5) |

Instead of (2a) we say 'You have any plans for the holidays'. Such items as *any* in (2a) are called **non-affirmative** (with 'affirmative' understood as combining declarative and positive). They include compounds with *any* 2a, such as *anybody*, *anyone*, *anything*, etc., *at all*, *either*, *ever*, *yet*, *budge*, ***can bear***, ***can stand***, ***give a damn***, ***lift a finger***, etc. More precisely, these are non-affirmative in at least one of their senses: some of them also have sense in which they can occur in affirmative constructions. The *any* series of words, for example, can occur in affirmative constructions when the meaning is close to 'every', as in *Anyone can do that*.

2.2.7. Either / or and Neither/ nor

We have to understand some issues when we want to make a sentence negative. We use either...or to group two people or things in affirmative sentence while we use neither...nor to group two people or two things in a negative sentence. However grouping more than two things are not normal in English as there are some rules attached to it. We also have to be careful not to use a double negative.

Table 2.9: Either ...or and Neither ... nor

| No | Negative pattern | Page |
|----|---|-----------------|
| 1 | Neither Adnan nor his family know that they would never see him again | (p. 26,Form 5) |
| 2 | The picnickers have either ignored the “Do Not Feed the Fish’ sign or have thrown all their unwanted food into the pond | (p.226, Form 5) |
| 3 | I felt stinging slaps but I neither averted my face nor cried. | (p.49, From 5) |

2.2.8. Use of ‘no’ and ‘not’

The words ‘no’ and ‘not’ are used in different structures in English language. Adding to that, ‘no’ and ‘not’ are never used in the same sentence. The word ‘no’ is used to answer yes/no questions, it also precedes a noun that has no article and finally it is used before a noun that is preceded by an adjective, ‘no’ can be used as an adjective too. However, it is not used before the words any, much, many or enough. ‘No’ also can be explained as modifying most nouns and gerunds.

Table 2.10: Use of no and not precede noun

| | |
|--|---|
| Yes/no | No, he wasn't painting the gate. |
| Precedes a noun | There is no chauffeur in the driver's seat. (p.163, Form 5). The racer, Karamjit Singh is not as well-known as Alex Yoong. (p.29, Form 5) |
| Before a noun preceded by an adjective | Hill resort was no longer an idyllic retreat. (p.163, Form 5) |
| As an adjective | United States have indicated that there is no safe level of dioxin. (p.175, Form 5) |

While the word 'not' always precedes a noun that has an article, and it also precedes the words any, much, many and enough. Adding 'not' to a verb also makes the verb negative. 'Not' can be used as an adverb in front of an adjective.

Table 2.11: Use of 'not' Precede Verb

| | |
|-------------------------------------|--|
| Precedes any, much, many and enough | Not many athletes can afford the vacation. |
| Negative verb | Strive to do better but do not criticize yourself if you cannot dance. (p.117, Form 5) |
| As an adverb | That's not good/ not at all (p.27, Form 4) |

2.3 How to apply negation

Negation can be applied not just to whole verb phrases, clauses or sentences, but also to specific elements (such as adjectives and noun phrases) within sentences. Ways in which this can be done again depend on the grammar of the language in question. English generally places *not* before the negated element, as in "I witnessed not a debate, but a war." There are also negating affixes, such as the English prefixes *non-*, *un-*, *in-*, etc. Such elements are called privatives. There also exist elements which carry a specialized negative meaning, including nouns such as *nobody*, *none* and *nothing*, determiners such as *no* (as in "no books"), and adverbs such as *never*, *no longer* and *nowhere*. In Standard English, however, as in other Germanic languages, this does not ordinarily occur – the presence of a negative element is sufficient to mark the clause as negative without any need for generic negation with *not*.

Table 2.12a): Other Negative Patterns

| No | Negative pattern | Page |
|----|--|-------------|
| 1 | It has never been like this before | 30, Form 4 |
| 2 | Left with almost nothing to live for | 58, Form 4 |
| 3 | There was no possibility of taking a walk that day | 63, Form 4 |
| 4 | Greg hung his head and said nothing | 79, Form 4 |
| 5 | As some animals are unable to live anywhere else | 141, Form 4 |

Another way to change an affirmative expression into a negative expression would be by using the word 'not'.

Table 2.12b): Negative polarity

| No | Negative pattern | Page |
|----|---|-------------|
| 1 | I don't think so | 4, Form 4 |
| 2 | No, not exactly | 4, Form 4 |
| 3 | She was shocked when she learnt that the wounded weren't sent to the hospital | 129, Form 4 |

Similarly, when the clause consists of more than one specialized negative, all but the first are changed to their affirmative equivalents (or all of them if the sentence is negated with *not*):

Table: 2.12c): Double Negation

| Not found in textbook | |
|---------------------------------------|--------------------------------------|
| Correct negative pattern | Incorrect negative pattern |
| They never take anybody | They never take nobody |
| They never go anywhere | They never go nowhere |
| They don't ever take anybody anywhere | They don't ever take nobody anywhere |
| | They don't ever take nobody nowhere |

2.4 Colloquial Construction of Negative

In colloquial English, however, the construction with *not* together with another negative (or with multiple negative elements) is quite commonly encountered, although prescriptivists regard it as ungrammatical. This is called a double negative.

Table 2.13: Colloquial vs. Modern

| Colloquial negative pattern | Modern negative pattern |
|-------------------------------|--------------------------------|
| They don't want to go nowhere | They don't want to go anywhere |
| We never told him nothing | We never told him anything |

"Together with negative concord, ain't is perhaps the best known shibboleth of colloquial English, and this already implies that it is highly stigmatized. Ain't is a negative form of unclear historical origin and of very wide usage--both grammatically and geographically. Probably due to a historical coincidence, ain't functions as the negative form of both present tenses be and present tense have in non-standard English today."(Lieselotte Anderwald, 2002)

"Boy, have you lost your mind? Because I'll help you find it. What you looking for, *ain't nobody* gonna help you out there."(Leslie David Baker as Stanley in "Take Your Daughter to Work Day."*The Office*, 2006)."

2.5 Double Negatives

We do use or find double negatives in Standard English. This is because one negative word is intended to negate another.

- They don't know nothing (meaning "It is not true that they know nothing")

However, this type construction is found to be ambiguous and not clear in meaning.

- "They don't know nothing" may also be interpreted to have its colloquial meaning of "They know nothing".

2.6 Negation 'not'

The preferred position for the negative *not* is after the first word of the auxiliary or after a copula, in a main clause. Under various circumstances, a negative word that should properly be placed elsewhere is attracted into this position. A sentential negative can be applied to the main clause (a) or the complement clause (b) and the contraction form can be used in its proper place as in the examples below;

- (a) *I didn't say [that he lied]* (I said nothing)
- (b) *I said [that he didn't lie]* (I said that he told the truth)

Here, the difference in meaning is significant, and the negator *n't* is likely to be maintained in its proper place. But consider:

The sentiment expressed in (*I don't think [that he came]* (I don't know what he did) is not likely to be often expressed, whereas that in (*I think [that he didn't come]* (I think that he stayed away) is much used.

“People often say *I don't think that he came* when they actually mean that he stayed away. This can be accounted for by attraction of *n't* from the complement clause into the preferred position, after the first word of the auxiliary in the main clause.” (Robert M. W. Dixon, *A Semantic Approach to English Grammar*, Oxford Univ. Press, 2005)

2.7 Negative Verb

A negative verb construction that ends in *-n't*. These are the negative contractions commonly used in speech and in informal writing:

Table 2.14: Negative Contractions

| | | | | | | | |
|--------|----------|---------|-----------|--------|----------|---------|--|
| aren't | | wasn't | | aren't | | weren't | |
| can't, | couldn't | mustn't | shouldn't | won't | wouldn't | | |
| don't | | doesn't | | didn't | | | |
| hasn't | | haven't | | hadn't | | | |

For some operators there is no negative contraction (for example, *may not*, *am not*) and so the full form has to be used. In making a sentence or clause negative, we

sometimes have to make other changes. For example, it is common to replace **some** by **any** when it follows *not*. The negative of "We saw some rare birds" is, "we didn't see any rare birds." (G. Leech, M. Hundt, C. Mair and N. Smith, *Change in Contemporary English*, 2009)

Most combinations of auxiliary verbs etc. with *not* have contracted forms: don't, can't, isn't, etc. (Also the unconstructed negated form of *can* is written as a single word *cannot*.) On inversion of subject and verb, the subject may be placed after a contracted negated form:

Table 2.15: Combination of Auxiliary Verbs

| Combinations of auxiliary verbs with not | Page |
|---|-------------|
| He could not afford the expensive nursing home | 59, Form 4 |
| We couldn't wait to bring back our bundle of joy | 66, Form 4 |
| If it weren't for Adam, I probably not be as accepting a person as I am today | 66, Form 4 |
| I won't go away until you tell me what's the matter | 80, Form 4 |
| Wasn't their place good enough for her | 80, Form 4 |
| I haven't eaten durians by the roadside | 81, Form 4 |
| I can't. I'm on call | 134, Form 4 |
| I can't give you a refund, but I can replace the durian | 125, Form 4 |
| You shouldn't sit so near to the television | 77, Form 4 |

The noun phrases, adjectives, adverbs, infinitive and participial phrases, can also be negated by placing the word **not** before them: **not** the right road, **not** motivating, **not** to talk, **not** informing his father, etc.

Table 2.16 Negative 'not'

| Negated with the word 'not' | Page |
|---|-------------|
| Della pleaded with her husband not to hate her | 136, Form 4 |
| But I did not decide in a hurry | 80, Form 4 |
| They reported that the menu had not been changed for months | 167, Form 4 |
| The food was not prepared hygiene | 167, Form 4 |
| I know I have not offended her | 168, Form 4 |

2.8 Other Negating Words

When other negating words such as never, nobody, etc. appear in a sentence, the negating not is omitted (unlike its equivalents in many languages): I saw nothing or I didn't see anything, but not (except in non-standard speech) *I didn't see nothing (see Double negative). Such negating words generally have corresponding negative polarity items (ever for never, anybody for nobody, etc.) which can appear in a negative context, but are not negative themselves (and can thus be used after a negation without giving rise to double negatives).

2.9 Affixes

A prefix is added before a word or a base form of the word to form a derived or inflectional category. A negative prefix is that carries a negative meaning 'not', 'opposite of'. Common negative prefixes in English are un-, im-, in-, il-, and ir-, and dis-. Some of these prefixes are only attached to a noun or an adjective while some are only attached to a verb. It is not possible to predict whether the negative prefix un-, in-, or dis -is used with a particular word. The correct form must be learned. The negative prefix 'un'- is normally attached to an adjective or a noun to form an adjective or a noun.

Table 2.17 Common Negative Prefixes

| Adjective | Page | Verb | Page |
|--|-------------|--|-------------|
| We are most unhappy and angry about this | 31, Form 4 | Changes in mood and behavior-uncontrollable crying, withdrawal, and sudden disinterest | 162, Form 4 |
| As some animals are unable to live anywhere else | 141, Form 4 | Explanations and examples are absent in non-linear texts | 166, Form 4 |
| | | Yet many students refrain from seeking help from their school counselors for several reasons ranging from lack of confidence, mistrust or just plain uncertainty | 169, Form 4 |

It is important to distinguish the negative prefix un-'not' from the prefix un-'do the reverse of' which is normally attached to a verb. The resulting word remains a verb.

Un do (V.) To cancel the effect of something Undress (V.) To remove one's clothes.

2.9.1 The negative prefixes in-,im-, il- and ir-

Negative statements are the opposite of affirmative statements. In English, one way to make negative statements is by adding negative prefixes to nouns, adjectives, and verbs. The most common **negative prefixes** in English are *in-*, *un-*, *non-*, *de-*, *dis-*, *a-*, *anti-*, *im-*, *il-*, and *ir-*. There are many negative prefixes, most of which come from the classical languages like Latin and Greek. The only one that is originally English is **un-**. While some of these prefixes are interchangeable in some uses, there are subtle differences between them. Negative prefixes come in forms that vary not only according to language derivation but also depending on meaning, and variations occur according to the letter that follows. Prefixed words should be closed except when the root word is a proper noun (*non-Malaysian*) or in the rare case when confusion with a similarly constructed but distinct word is possible (*un-italic* and *untallied*). Most compounds with **non-** are written with a hyphen in British English, but not in American English.

Table 2.17a) The Most Common Prefixes Used With Adjectives

| dis- | Il- | Im- | In- | Ir- | Un- |
|------------------------------|-------------------------------|----------------------------------|--|---------------------------------|---------------------------------|
| Disable (p.64, Form 4) | Illegal (p.151, Form 4) | Impossible (p.155, Form 4) | Indiscriminately (p.142, Form 4) | Irregular (p.143, Form 4) | Untreated (p.162, Form 4) |

Table2.17b) Other Negative Prefixes

| a- | Anti- | Counter- | Mal- | Non- |
|-------------------------|--------------------------------------|---|---------------------------------|---------------------------------|
| Amiss (p.37, Form 5) | Anti-fast food (p.165, Form 4) | counterpart (not found in the textbook) | Malnutrition (p.193, Form 4) | Non-human (P.192, Form 4) |

Table 2.17c) Rules to Apply Prefixes

| The prefixes im-, il-, and ir- are in fact a variety of in--: | | |
|--|---|------------------------------|
| im- | used before words beginning with m or p | immortal impersonal |
| il- | used before words beginning with l | illegal |
| ir- | used before words beginning with r | irregular |
| in- | Used before words beginning with t/d | indiscoverable indictable |

Some words can be negated either with non- or with another negative. In such cases non- has a more neutral connotation. For example, nonstandard means not according to the usual standard, but substandard is below the standard: not good. Nonreligious means not religious, but irreligious means more actively opposed to religion.

Table 2.17 d) More Prefixes

| Parts of speech | Prefixes | Examples |
|-----------------|----------|------------------------------|
| Nouns | anti- | anti-business , anti-nuclear |
| | de- | Deregulation, demerger |
| | dis- | Dishonesty, disadvantage |
| | in- | Incompetence, incompleteness |
| | non- | Non-euro, non-care |
| Verb | de- | Devalue, decentralise |
| | dis- | Discontinue, disagree |
| | mis- | Mismanage, misunderstand |

| | | |
|------------|-----|------------------------------|
| | un- | Uncover, undo |
| Adjectives | dis | Dishonest, dissatisfied |
| | Il | Illegal, illogical |
| | im | Impossible, imperfect |
| | In | Incomparable, indestructible |
| | ir | Irrelevant, irresponsible |
| | mis | Misleading, misused |
| | un | Unreliable, uninterested |

(Taken from: GnosisLearning, 2009)

2.10 Conclusion

Hart and Risley (1995) found a wide disparity in the quantity of words (sum of unique words and gross sum of all words) as well as the quality of language to which the students were exposed. Students in low socio-economic status were exposed to short imperatives and typically negative words such as “No... Stop that.” In contrast, students from high socio-economic status families tended to be exposed to a greater quantity and quality of words. Their interactions included descriptive language, expansive narrations and positive reinforcement for communication. Hence, text books play a vital role in introducing the correct and variety of affirmative and negative sentence structure patterns to the students.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

The present research attempts to investigate the structure and use of affirmative and negative constructions in Malaysian English text books. The chapter includes the following:

- i. methodology used for the study
- ii. data for the study
- iii. data processing and analysis
- iv. pilot study and sample analysis

3.1 Methodology used for the study

This research combines the corpus-based study and the observation methods, which utilizes the data from the Malaysian Secondary School English Language textbooks corpus compiled by Mukundan and Anealka Aziz (2007). Using a corpus-based approach in this study is crucial as the researchers aim to analyze the empirical data in order to conduct a language based research. It has been claimed that the most suitable material to be used in a curriculum and textbooks research would be the corpora (Super, 2004). Hence, the Malaysian Secondary School English Language textbooks corpus is used in this study. This study employs content analysis to analyze the use of English affirmative and negative structures in the textbooks. Krippendorf (2004) defines content analysis as an analysis of the whole texts, images and symbols that occur in a textbook. It is a quantitative analysis, summarizing the whole text (Neuendorf, 2004, in Menon, 2009). Ary, Jacobs and Sorenson (2010) state that content

analysis is the method used in analyzing a specific characteristic found in a text whether it is a written text or visual text such as the textbook corpus. Content analysis is employed to analyze a specific characteristic in the content of a text. In order to observe the occurrence and distribution patterns and the colligation patterns of the three articles presented in the Malaysian Secondary School English Language textbooks computer-aided content analysis method was used.

“Any language learning process traditionally needs the mediation of semiotic sources such as print materials” (Donato, 2000: 45) “or non print materials” (Reinders and White, 2010; Richards, 2001: 251; McGrath, 2002: 125-136). “These materials need to be looked at within a given context and a syllabus derived from a specific approach” (McDonough and Shaw, 2003: 4-14). But how should we see materials in ELT?” Successful materials development, regardless of whether based on Communicative Language Teaching (CLT), Task Based Learning (TBL) or Content and Language Integrated Learning (CLIL), should be envisaged as learning materials and the principles to follow need to show the central role that learners should play. It carries out systematic evaluations of materials currently in use to facilitate language learning so that it can identify the popular and successful features of the existing materials, which will help to produce better materials.” According to Tomlinson (2008: 3-4, 2010: 83). Existing materials are evaluated with a view to choosing suitable materials for language programmes. The chosen materials are evaluated so that it can be adapted to make them better suit the needs of teaching and learning activities. The choice of language teaching materials can determine the quality of learning-teaching.

Therefore, particular and serious attention must be paid to evaluate such materials based on valid and reliable instruments (Mukundan, Nimehchi salem and Haji Mohammadi, 2011). A systematic evaluation approach to textbooks evaluation is adapted, whereby the specification of the objectives, principles and procedures are

based. A quality textbook should be a model of good teaching (Newton and Newton 2009) and should facilitate students' language learning. However, language practitioners often choose a textbook based on cursory impressionistic evaluations (Ellis 1997a; Tomlinson 2011) and practical factors unrelated to pedagogy. Even if practitioners use one of the numerous checklists and questionnaires developed since the 1970s to make their predictive evaluation more systematic, the selected materials may still not provide optimal conditions for language learning. This is because those instruments often rely on many vague, locally specific, and sometimes dogmatic criteria. Criteria include learners' needs, goals, learning styles, and proficiency levels; classroom contexts and processes; the potential of the materials for generating motivation, variety and interest; and language teaching methods (Rubdy2003). Additionally, the judgments elicited by such criteria tend to be subjective and difficult to quantify, hence unreliable.

These studies were conducted to examine the suitability of the Malaysian school English language textbooks, and whether or not learners would get the desirable benefit from the content of these books in order to achieve the educational objectives. Many teachers and students reported that the textbooks that they evaluated needed some improvements and they recommended evaluating the textbooks using different instruments and larger sample sizes before making sure their findings can be generalized. A textbook may lead to learners' failure in acquiring the language and in worst cases; it may contain serious pedagogical flaws and other shortcomings (Litz, 2005; Tomlinson, 2008). Textbooks provide guidance for teachers and students. They present an attempt to distil and interpret the knowledge and scholarship of a given discipline. Additionally, textbooks give students information so that they may begin to understand individual concepts and general ideas. According to Briton, Woodward and

Binkley (1993), textbooks represent what is known about a discipline, modifying according to the needs, knowledge, and maturity of the anticipated audience.

Mieckley (2005) in his study on “ESL textbook Evaluation Checklist” states that, “While this checklist is effective, educators should add additional questions when found appropriate. Also, remember that all content will require us to adapt the checklist. For example, vocabulary may be a more important criterion for an ESL teacher whose students will be taking state proficiency tests. If we are evaluating readers for instruction for an international language school where teachers do not have much experience in the TESL/TEFL field, questions pertaining to the teacher’s manual should be weighed more heavily.”

The criterion is applied to appraise the role of the textbooks and its applicability based on the ESL classroom context. The declarative verbal main clauses which express structures of negative are categories based on the negative marker or structure of negative clause on the whole. The similarities and differences between negative and affirmative structures can be categories into different types based on their function too. Negative expressions often differ from standard negation.

3.1.1 Word/lexical level: use of No and Not

Table 3.1 Lexical Level Affirmative and Negative

| Affirmative | Negative |
|----------------------|-------------------------|
| Yes | No |
| Is he a teacher? | |
| Yes, he is a teacher | No, he is not a teacher |
| I have it | I don’t have it |
| It is here | It is not here |

In 'yes/no' questions, we have to put an auxiliary or modal first, then the subject and followed by the rest of the verb group. We can negate the verb: He did not pay. When the subject is negated: no one paid. When negating the object: he paid nothing.

3.1.2 Use of 'no'

- 'No' answers a yes/no question.

"No, the teacher wasn't surprised by the cruel behaviour of the student."

- 'No' precedes a noun that has no article.

She had no idea on how she will be treated by her stepmother.

- 'No' can be used before a noun that is preceded by an adjective, as in the preceding example, but it is not used before any, much, many, or enough.

Sally has no (as adjective) knowledge over the topic with her friends.

The man had no commitments in his life.

3.1.3 Use of 'not'

We make sentences negative by putting *not* or *n't* after the finite auxiliary.

| | | |
|---------------------|----------------|-------------------------------|
| They aren't talking | I shouldn't go | It won't (or will not) happen |
|---------------------|----------------|-------------------------------|

- 'Not' precedes a noun that has an article.

The mosquito is not the source of the dengue outbreak.

- 'Not' precedes any, much, many, or enough.

Not many people attended the meeting.

There is not much budget left for the final day.

- 'Not' makes a verb negative.

We do not want to proceed with the case study.

In negative clauses, one has to use a modal or auxiliary and put 'not' after the verb group. Do is used to give emphasis, to form negatives, and to form a question with verbs in the simple tenses that don't already have an auxiliary. Often short forms are used rather than 'not'. Use of 'not' with Modals is shown in the table below:

Table 3.2 Modals and Auxiliaries

| Modals | Explanation | Sentence |
|----------------|--------------------|---|
| Don't | imperative | You don't go there |
| Doesn't/didn't | Present/past | He doesn't have it/he didn't have it |
| Will not | Future negative | John won't be coming today |
| Should not | Prohibitive | They shouldn't go there |
| Cannot | Negative potential | I cannot complete in the afternoon |
| Need not | | You need not come here |
| Would not | past refusal | He wants to go but his mother would not let him go |
| Could not | past | We could not enter the house because we had no keys |
| May not | | I may not go to the market today. |
| Might not | | I might not go |

3.1.4. Participles

A participle is a word formed from a verb which can be used as an adjective or noun or components of multipart verbs. In English language, the past participle is used in three different ways with three different functions:

Table 3.3a) Participles

| Participles | Affirmative form | Negative form |
|--------------------|-------------------------------------|---|
| Perfect tenses | I have taken the medicine | I have not taken the medicine |
| Adjectives | The medicine is taken | The medicine isn't taken |
| The passive voice | The medicine was taken by my father | The medicine was not taken by my father |

The present perfect of any verb is made up of two components: the appropriate form of the auxiliary verb *to have* (present tense), plus the past participle of the main verb.

Table 3.3 b) Verb to have + Past participles

| Affirmative | Negative | Interrogative |
|-----------------------|--------------------------|---------------------------|
| I have bathed | I haven't bathed | Have I bathed? |
| You have bathed | You haven't bathed | Have you <i>bathed</i> ? |
| We have bathed | We haven't bathed | Have we <i>bathed</i> ? |
| They have bathed | They haven't bathed | Have they <i>bathed</i> ? |
| She /he/it has bathed | She /he/it hasn't bathed | Has she/he/it bathed? |

The subject of the participle must be the same as that of the main clause. There are usually three alternatives: Having done is an example of a perfect participle, which is used to indicate completed actions in the past. Past participles do not have a consistent ending.

Table 3.3 c) Perfect Participle

| Affirmative form | Negative form |
|--|---|
| After finishing her cooking, mother puts the baby to sleep | Not finishing her cooking, mother can't put the baby to sleep |
| Having finished her cooking, mother puts the baby to sleep | without finishing her cooking, mother can't put the baby to sleep |
| After having finished her cooking, mother puts the baby to sleep | Not having finished her cooking, mother can't put the baby to sleep |

3.1.4. A) Conditional participle

'If' is used in conditional participle. It suggests that something happen not frequently. The word "if" is used with the Conditional because we are discussing imaginary situations. In English we have 4 ways to make the conditional 'if' sentences:

Table 3.3 d) Conditional Participle

| Affirmative form | Negative form |
|---|---|
| i. If you are lucky, you can see a turtle | i. If you are not lucky, you cannot see a turtle |
| ii. If you study hard, you will improve your grades | ii. If you do not study hard, you will not improve your grades |
| iii. If I win the competition, I will give you a treat | iii. If I did not win the competition, I will not give you a treat |
| iv. If I had won the competition, I could have gave you a treat | iv. If I had not win the competition, I could not have gave him a treat |

3.1.4. B) Relative Participle

We use relative participle clauses after a noun. This gives more information about the noun. It also can be identified as a 'reduced relative clause'. Normally perfect participles are not used in relative participles. The relative participial clause, starting with -ing or -ed, is more used in the written form, starting with who, which or that, and with limited words as relative pronouns. When we talk about a single complete action in a defining relative participle clause, we do not use active participle.

Table 3.3 e) Relative Participle

| Tense / Forms | Affirmative form | Negative form |
|-------------------------------------|---|---|
| Present relative participle | The lady who is in red is my aunt | The lady who is in red isn't my aunt The lady who isn't in red is my aunt The lady who isn't in red isn't my aunt |
| Active tense relative participle | This is the school that I studied | This isn't the school that I studied |
| Simple passive relative clauses | The work that John completed was excellent | The work that wasn't completed by John was excellent |
| Defining relative participle clause | The boy who fell down the tree broke his arm. | The boy who did not fell down the tree did not break his arm. |

3.1.4. C) Present Active Relative Participle

The present participle is used for an action going on at the same time as the action of main verb. It is timeless, general reference.

Table 3.3 f) Present Active Relative Participle

| | |
|--------------------------|-----------------------------|
| Affirmative form | Negative form |
| While he was swimming... | While he wasn't swimming... |
| As he was swimming... | As he wasn't swimming |

3.1.4. D) Perfect Passive Relative Participle

The perfect passive participle gives time prior to that of main verb. It also can be the verbal adjective.

Table 3.3g) Perfect Passive Relative Participle

| Affirmative form | Negative form |
|-----------------------------|---------------------------------|
| On being warned... | On not being warned... |
| After being warned ... | After not being warned... |
| When he had been warned... | When he had not been warned... |
| After he had been warned... | After he had not been warned... |
| Since he had been warned... | Since he had not been warned... |
| Who had been warned... | Who had not been warned ... |

3.1.4 E) Future Active Relative Participle

The future active relative participle is used to express an action about to be performed, or going to be performed in the future relative to the main verb.

It is often used with a form of ease to express an action about to happen or take place.

| |
|-------------------------------|
| who was going to act |
| although she was about to act |

| |
|----------------------------|
| |
| since she was about to act |

3.1.4. F) Future Passive Relative Particle

The future passive relative participle usually has the idea of obligation or necessity to perform the act.

| |
|------------------------|
| which ought to be seen |
| must be seen |
| has to be seen |

3.1.4 G) Temporal Participle

Participle clauses, with **-ing** particularly, can be used after various conjunctions and prepositions, such as: **when, while, before, after, on, without, instead of**.

Table 3.3 h) Temporal Participle

| | |
|------------|---|
| When | She was crying sadly when leaving the country |
| While | He sprained his wrist while playing badminton |
| Before | Before making the announcement the manager had a meeting. |
| After | After taking all the jewellery the thief fleet from the house |
| On | On hearing the son's death news the lady collapsed |
| Without | Without wanting to hurt you, I must tell you that you are rude |
| Instead of | Instead of listening to her husband, she walked out of the room |

Negative participle clauses are also possible, in which case **not** normally comes before the -ing form or past participle.

3.1.5 Participial Nouns

A participle or adjective, when used as a noun, often receives the inflection of the possessive case or the plural. Participles are words that are formed from verbs but act as adjectives. One could say that they have identity issues.

Table 3.4 Participial Nouns

| Affirmative | Negative |
|---|---|
| He who read it | He who didn't read it |
| Swinging from the trees, the monkey chattered at me. | Not swinging from the trees, the monkey did not chatter to me |
| The woman wearing a red dress lives in the neighbourhood. | The woman not wearing a red dress did not live in the neighborhood. |
| I saw the monkey swinging from the trees. | I did not see the monkey swinging from the trees. |

3.1.6 Verbal Nouns

In affirmative sentences, a noun that is derived from a verb (usually by adding the suffix *-ing*) and that exhibits the ordinary properties of a noun are verbal nouns. A noun formed as an inflection of a verb and partly sharing its constructions, such as smoking in smoking is forbidden. A verbal noun can be formed with the suffix *-ing*. Examples are: run (verb) / running (noun), speak (verb) / speaking (noun). Note that a verbal noun should not be confused with a gerund. A verbal noun, on the other hand, has no verbal properties.

| verb | Noun |
|-------------|-------------|
| arrive | arrival |
| decide | decision |
| destroy | destruction |
| fly | flight |

<http://www.englishgrammar.org/verbal-nouns/#uTm55aIw1IYzIweb.99>

3.1.7 Question Tags Forms

We add a question tag to a statement to turn it into a question. It consists of a verb and a pronoun and the verb is a question. By adding the tag to the imperative, we are softening the instruction and turning it into a request. The normal rule that operates with tag questions is that you add a negative tag to a positive statement and a positive tag to a negative statement.

Example:

| A negative tag for a positive statement | A positive tag for a negative statement |
|--|--|
| He would go to buy the fish if I gave him the cash, wouldn't he? | He could help him bill the food, could he? |

Question tags are used to express interest, surprise, anger etc, and not to make real questions. In the Present-day English, reversed polarity – (positive/negative or negative/positive) is the norm, while constant polarity tag questions – (positive/positive or negative/negative) are virtually restricted to positive polarity tags (cf. Tottie and Hoffmann, forthcoming). While the subject in the anchor may be a full noun phrase, a pronoun or the adverb there, it may be represented by a personal pronoun, there or the pronominal one in the question tag. The verb may be a full verb, a modal verb or an auxiliary in the anchor, whereas it has to be either an auxiliary or a modal verb in the tag (cf. Tottie and Hoffmann 2006: 283f.).

Examples:

| | |
|-----------------------------------|---------------------|
| Your dad is still ill, isn't he? | (positive-negative) |
| This is not what you said, is it? | (negative-positive) |
| You think that's funny, do you? | (positive-positive) |

| | |
|--------------------------------|---------------------|
| You don't love her, don't you? | (negative-negative) |
|--------------------------------|---------------------|

According to Tottie and Hoffmann (2006: 284), the latter type of polarity represents, however, a rare type whose existence has occasionally been questioned
&...

There are several variations of tags that can be appended to an utterance. As illustrated by Allerton (2009: 310), the most common types of tags in the English language are so-called reduced concordant interrogative clauses (like is it?), as well as reduced negative concordant interrogative clauses (isn't it?); these two types are summed up by the term 'concordant mini-clauses'. These two types of mini clauses have become the most popular among the Malaysian secondary school students.

However, the condition of occurring in sentence-final position is not always met, and, similarly to many other languages, there are a number of in-variant tags, like 'isn't it' and "weren't it" in British English (Tottie & Hoffmann, 2006, p. 286), and "right", "okay", or "hunh" in American English (p. 307).

Németh (2006: 217-220) arranges question tags into six groups of rules. The first two of these are the most frequent examples of positive sentence negative tag, and negative sentence positive tag, while the third group lists the irregular cases with morph syntactical variations, issues of subject-verb agreement, problems with negatives and complex sentence structure as well as imperatives. A separate point deals with similar sentence and tag structures with the attributed function of adding stress, or expressing surprise, worry, interest, aggression, etc. It is to be noted that she is the only grammarian to provide an example of negative-negative combinations: "You won't tell me the truth, won't you?" (p. 218). Her fifth point describes intonation patterns where a

falling intonation indicates expectation of agreement, and a rising tone signifies a genuine question. The last note reminds the language learner to use a negative sentence with a positive tag with a rising intonation whenever asking for information or a favor.

A learner-friendly text books should discuss form, meaning and intonation. Thomson and Martinet (1992, pp. 27-30) agree that question tags are a combination of a sentence and a tag that repeats the verb and the subject, typically with a reversed polarity. Some grammars find it important to list elliptical examples and imperatives, too.

3.1.8 'Not + Verb' Negative Forms

In English Language the word 'not and the verb' are not encourage and it is better if there are any other alternative.

Table 3.5 a) 'Not + verb' Negative Forms

| 'Not + verb' negative | Preferred negative form |
|--|---|
| There isn't any proof to charge the thief in the court | There is no proof to charge the thief in the court |
| The old project doesn't help in the new findings | The old project helps few of the new findings |
| There isn't much work to complete before the day | There is little work to complete before the day |

When using 'not + verb' negative form, one should also avoid the contracted forms.

Table 3.5 b) 'Not + verb' Negative Contracted Forms

| 'Verb + not' contracted form | Preferred negative form |
|---------------------------------------|--|
| She didn't do well in the examination | She did not do well in the examination |

| | |
|---|--|
| despite studying hard | despite studying hard |
| The problem can't be settle without the two parties | The problem cannot be settle without the two parties |

3.1.9 Negative Words as Adjectives

Another way to make negative statements in English is with a negative adjective:

no or **neither**. Example:

There are no boys in the room. / No boys are in the room.

I've been seeing no new clients.

He can do no deliveries tonight.

These sentences are grammatically correct, however some prefer to form these statements with the negative form **not** along with the adverb **any**.

| Unfamiliar forms | Familiar forms |
|-------------------------------------|--|
| There are no chairs in the kitchen. | There aren't (are not) any chairs in the kitchen. |
| I've been seeing no new customers. | I haven't (have not) been seeing any new costumers |
| He can do no overtime tonight. | He can't (cannot) do any overtime tonight. |

On the other hand, the form **no** is often used in a short phrase without a verb to indicate that something is not allowed.

- No parking

- No exit
- No smoking

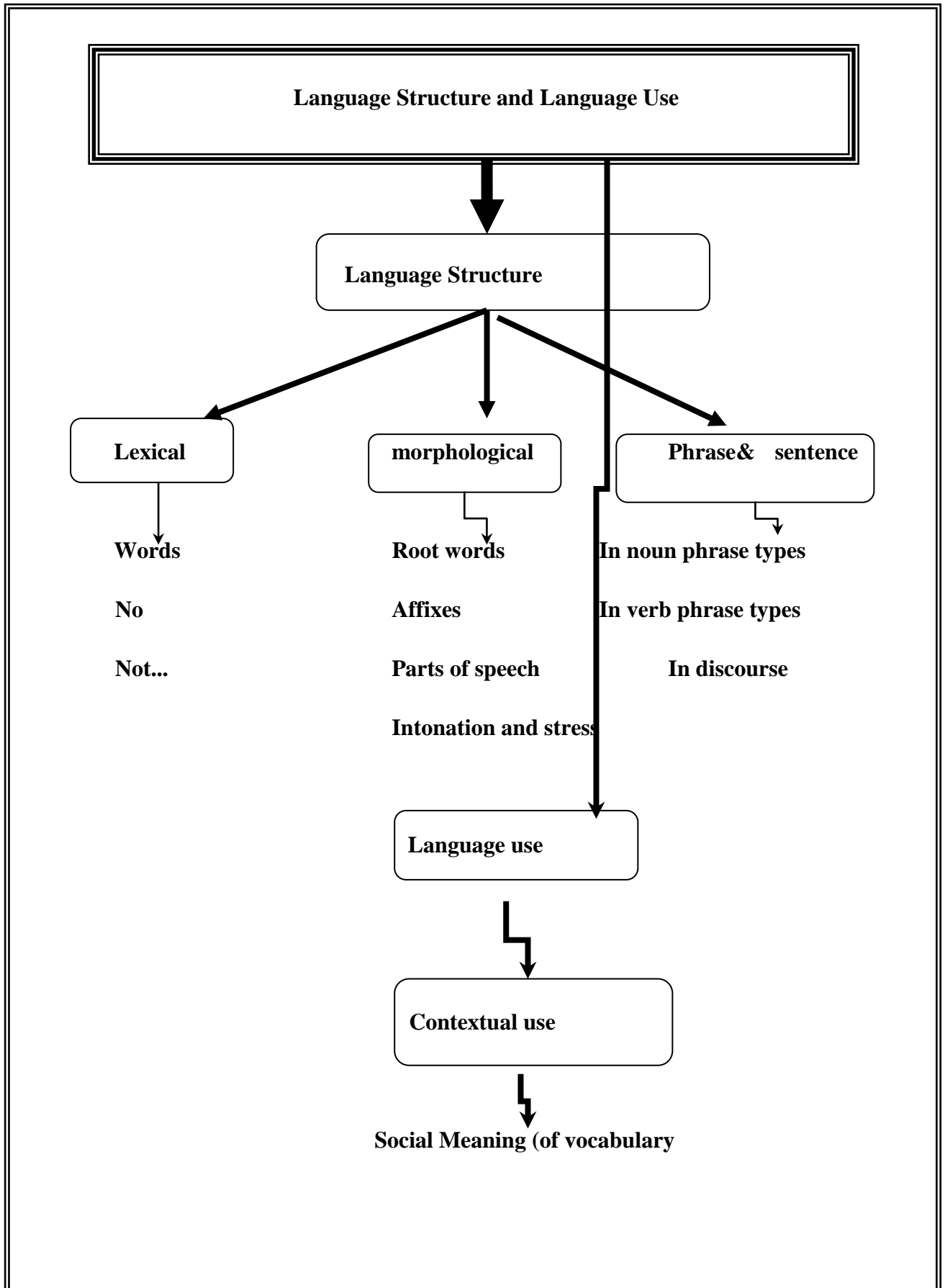
3.1.10 Use of Negative ‘Neither’

The adjective **neither** indicates a negative comparison between two nouns nor means "not one or the other." And placed at the initial position and it indicates singular.

| | |
|----------------------------------|--|
| Neither idea is good. | There are two ideas. Both ideas are bad. |
| Neither apartment was available. | Both apartments were unavailable. |
| Neither candidate made a speech. | There were two candidates and they were both silent. |

Figure 3.1 Research Framework

Research Framework



3.2 Data for the Study

The data for the study were collected from the English Language Textbooks (Form 4 and Form 5 secondary school level in Malaysia). Since the researcher is a teacher of English in a secondary school in Malaysia, she also made use of the observation method to identify and select some of the affirmative and negative structures used. With reference to the formal domains, she collected and gathered all the relevant and needed information with particular reference to the use of affirmative and negative constructions as used in Malaysian English Text Books and related resources available pertaining to this research. There is no absolute answer but understanding of the conditions and realizing the essence of the conditions and the resolution and assumptions are substantial. So, the researcher is trying to make the assumptions explicit as the readers can view them from a higher stance and gain a comprehensive view and understand the explanation better. It is hoped a higher awareness of the facts on the structure and use of affirmative and negative constructions in the Malaysian secondary school upper level English Textbooks will be considered.

3.2.1 Instruments

Two types of instruments were used:

- 1) Two secondary school English language textbooks of Form 4 and Form 5
- 2) A questionnaire set was given to the students to answer

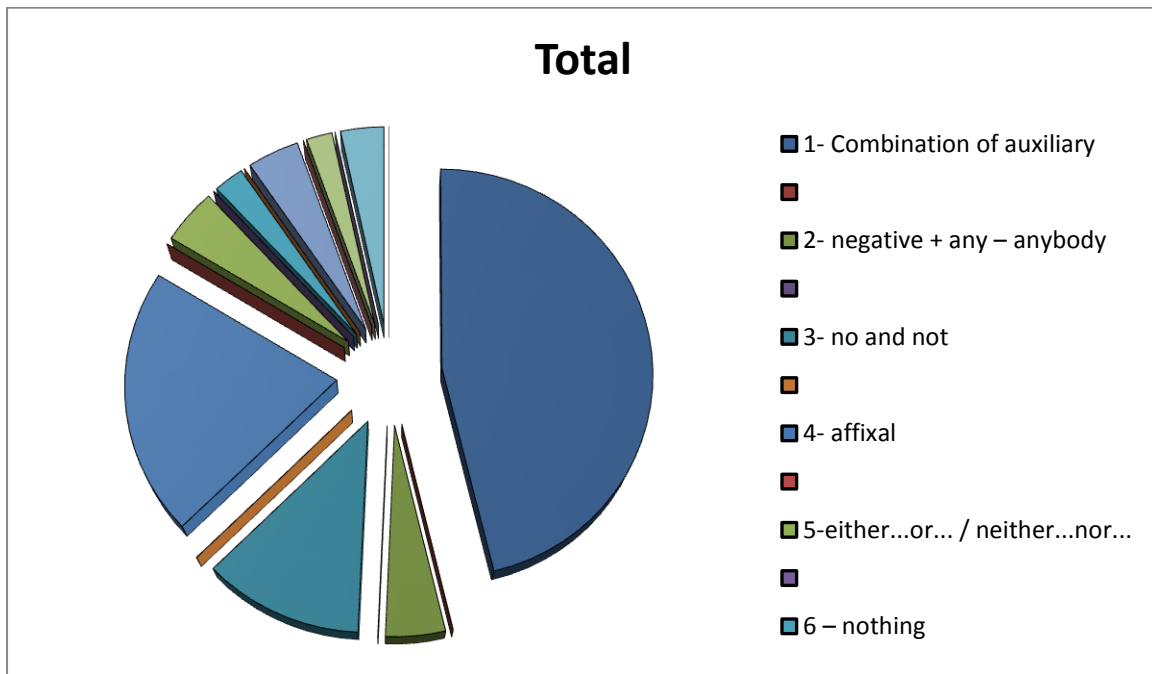
Section A: Change the following affirmative statements to negative statements

Section B: Change the following negative statements to affirmative statements.

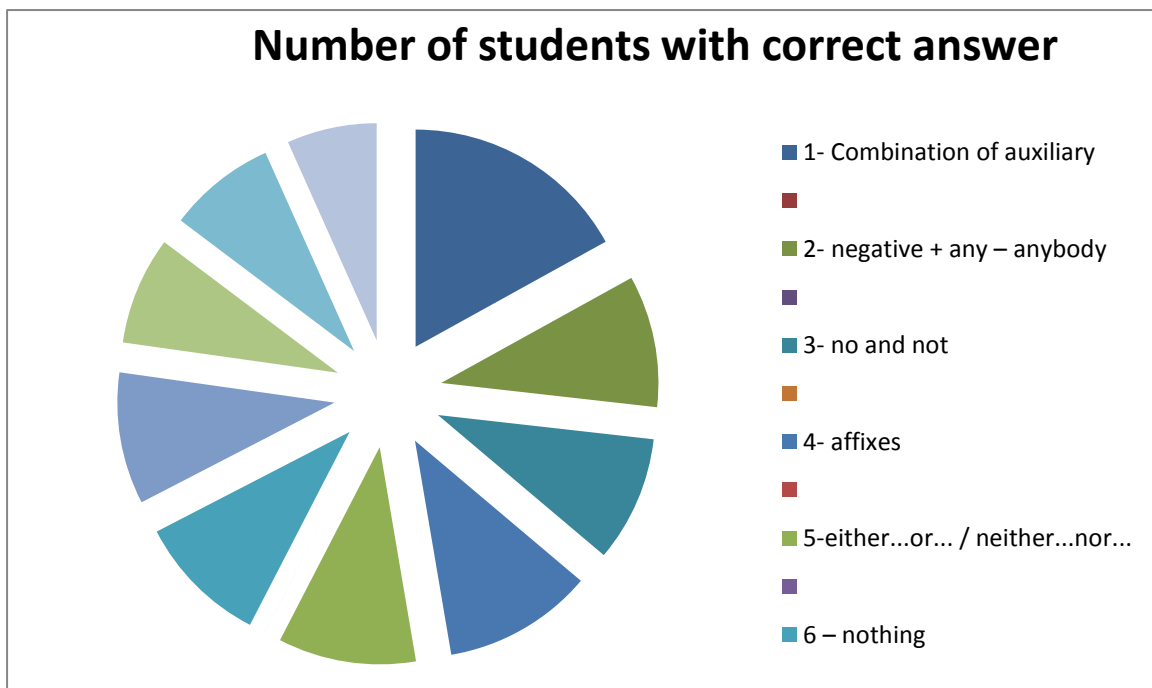
3.2.2 Data Collection

A) All the negative structures in the textbooks were listed into different categories as shown below:

A) Analysis of Negative Structures in the Textbook



B) Analysis of Students Test



Forty-five Form 4 students answered the test on the negative structure and the result is stated below:

Table 3.6 The Test Result

| Negative Structure | Number of students with correct answer | Percentage |
|-------------------------------------|--|------------|
| 1- Combination of auxiliary | 38 | 84.4% |
| 2- negative + any – anybody | 22 | 48.8% |
| 3- no and not | 21 | 46.6% |
| 4- affixes | 25 | 55.5% |
| 5-either...or... / neither...nor... | 23 | 51.1% |
| 6 – nothing | 22 | 48.8% |
| 7- never | 22 | 48.8% |
| 8- without | 18 | 40.0% |
| 9- conditional if | 18 | 40.0% |
| 11-question tag | 15 | 33.3% |

3.3 Data Processing and Analysis

All the collected data and those gathered from the textbooks were processed and classified based on the research frame and thus make them fit for the identification and description of the affirmative and negative constructions. There were three types of data collections: first all the negative structures in the text books were listed down and analysed; second a simple text was given to forty – five , Form 4 students on negative structures and third unstructured conversations and observations.

3.4 Pilot study

Prior to the actual full-hedged study, a pilot test was conducted on a small scale to ascertain the actual data collection and the analysis for the related study. Form 4 English text book and six Form 4 respondents were chosen randomly for the pilot study.

After the pilot study, actual data collection and data analysis were carried out following the procedures used in the pilot study with suitable reinforcements wherever necessary. The researcher would ensure that the data collected is valid and reliable.

3.5 Conclusion

This chapter explains the methodologies used for the analysis. In addition, this chapter also describes the data for the study, which includes research instruments, methods and techniques for data collection and sampling of participants. Also, this chapter explains the methods of data processing and analyzing. This chapter also explains the way the pilot test was administered.

The data obtained would allow the researcher to examine the Form 4 and Form 5 English Textbooks used in the Malaysian secondary schools. And Chapter 4 presents the research findings and results.

CHAPTER 4

RESEARCH FINDINGS AND DISCUSSION

4.0 Introduction

The two secondary school English Language textbooks were analysed by applying the chosen research methods and organized systematically. The results and findings drawn from the analysed data and the test given to the students are presented below.

To make the research more adequate and useful, the research carried out a test on the affirmative and negative structures used by the students in Form 4 class in her school. An unstructured interview was also conducted by the researcher to find the affirmative and negative structures used by the students

4.1 Grammar topics widely discussed in the English text book

Table 4.1 Grammar topics widely discussed in the English text book for Form 4

| Chapter | Grammar | Page |
|---------|--|------|
| 1 | Language forms and functions | 4 |
| 2 | Language forms and functions | 26 |
| 3 | The simple past tense | 49 |
| | Modals 'should' and 'need' | 53 |
| 4 | The present perfect Tense | 73 |
| | Revision on the simple past tense | 76 |
| 5 | Gerunds after prepositions | 96 |
| | Infinitives | |
| 6 | Passive Constructions | 106 |
| | Logical connectors | 109 |
| | Sequence connectors | 109 |
| | The prefix 'pre' | 119 |
| 7 | Concord : Subject-Verb agreement | 127 |
| | Adjectives and nouns | 128 |
| 8 | Verb and preposition combinations | 143 |
| | Adjectives and preposition combinations | 144 |
| 9 | Punctuation – colon, hyphen, brackets, | 159 |
| | Past perfect and simple past tenses | 160 |
| 10 | Prepositions of directions | 182 |
| | Prepositions of purpose | 184 |
| 11 | Preposition of time | 204 |
| | Preposition of association | 205 |
| 12 | The past perfect tense | 224 |
| | Adverbs of degree – thoroughly, completely, nearly | 226 |
| 13 | Conjunctions/particles – either-or, neither – nor | 239 |
| | Conjunctions/ particles – although, however | 239 |
| 14 | Types of sentences – simple sentence, compound sentence and complex sentence | 256 |

Table 4.2 Grammar topics that are widely discussed in the English text book for Form 5

| Chapter | Grammar | Page |
|---------|---|------|
| 1 | Simple Present tense | 11 |
| | Simple past tense | 12 |
| | Adjectives of quality | 12 |
| 2 | Comparison of adjectives | 28 |
| | Present perfect tense | 29 |
| 3 | Present continuous tense | 43 |
| | Past continuous tense | 43 |
| | Gerund | 45 |
| 4 | Questions tags | 62 |
| 5 | Connectors | 79 |
| 6 | Past perfect tense | 98 |
| 7 | Modals – may , might, may not, might not | 115 |
| | Adverbs | 116 |
| 8 | Simple future tense ‘will’, going to forms | 133 |
| | Present continuous tense – am, is, are + ing | |
| 9 | Active and passive voice | 148 |
| 10 | Phrasal verbs | 162 |
| | Adjectives + preposition | 164 |
| 11 | Adjectives with prefixes il- and bi- | 181 |
| 12 | Nouns functioning as adjectives | 194 |
| 13 | Preposition of direction ‘out of’ and ‘away from’ | 210 |
| 14 | Indirect and reported speech | 223 |
| 15 | Articles – singular countable nouns – a, an, the | 241 |
| | Use of ‘some’ with plural countable nouns | 242 |

4.2 Data Processing and analysis

There are various ways to identify the types of negation. Ray Jackendoff an American linguist states that negation can be categorised into 2 types: explicit negation and implicit negation which would be based on the usage and the formation. As for the classification of negative expressions, we define two classes of negation based on the source of the negative meaning. If negation is expressed as part of the asserted meaning of an utterance, it is explicit negation; if it belongs to the non-asserted meaning, it is implicit negation. Overt negations, such as **no** and **not**, mark the grammatical negation and obviously contribute to the assertion, and hence constitute explicit negation. But it is important to note that explicit negation does not necessitate that negation is morphologically overt. Expressions such as few, scarcely, hardly, seldom, and little,

although not morphologically realized as negative, are nevertheless syntactically and semantically negative under a number of well known, and by now classic, diagnostics (Klima, 1964; Horn, 2001; Postal, 2005, etc.).

4.2.1 Types of Negation

Negative sentence can be divided into four groups based on the means and methods of constructing negation such as Auxiliary Negation, Noun Phrase Negation, Adverb Negation, and Morphological Negation.

i. Auxiliary Negation

Based on English negation rules to make a negative sentence we have to add the word ‘not’ after the first auxiliary in an affirmative sentence. However, the Present Simple and Past Simple tense sentences do not have any auxiliary, hence we have to add another word with the word ‘not’ after it and it has to be in the infinitive form, without any affixes. The contracted forms of negative auxiliary verbs are very common currently and they are not used in full forms. In formal cases or when something is emphases, then the full forms are used. The contractions of negative auxiliary verbs in English are formed by reducing the negative particle ‘not’ to n’t added to the root verb form.

Table 4.3 Auxiliary Structure

| Auxiliary structure | Page |
|--|---------------|
| You don’t look too good | p.5, Form 4 |
| It did not take long before the milk boiled over | p. 15, Form 4 |
| ...it is not forgotten by the local Hindus who still hold on to traditions and old practises | p.15, Form 4 |
| Malaysia does not experience long period of drought | p.23, Form 4 |
| We should not take it for granted | p. 24, Form4 |

ii. Noun Phrase Negation

A different method of changing an affirmative sentence into a negative sentence is by changing the noun phrase in the sentence. A determiner or a restrictive quantifier is placed before a noun. However, it doesn't mean that all noun phrases can be negated by 'not'. To negate a noun phrase it must contain a quantifier in it. Noun phrase negation has a very powerful role in emphasizing. Tottie (1991) notes that, "in the present-day English it is only normal to use not-negation at the beginning of a sentence if the meaning is 'not just any' (p.102).

'No' is another negative determiner which we can place before a noun to bring a negative meaning into a sentence. After the determiner 'no', we can use both singular and plural nouns, it mainly depends on the context. If we use determiner 'no' to refer a singular item, we should use 'none' and 'neither' to refer to an item of a group mentioned afterwards. We use 'neither' to refer to two items and 'none' to a group of more than two.

Table 4.4 Negative in Noun Phrase

| Noun phrase negation | Page |
|--|---------------|
| I'm not too sure if Maria will be at the reception | p.21, Form 4 |
| That's not true | p.21, Form 4 |
| No one knows for sure when batter trading stopped | p.91, Form 4 |
| No trouble getting their permission to drive it | p.127, Form 4 |

iii. Adverb Negation

Some negative adverbs in English can form negative sentences without adding no, not/ any negative expression. So, when using a negative adverb, we don't need the 'no' part of a negative sentence.

For example, if we want to say **I almost don't know him**, when using a negative adverb it will be **I barely know him**. As we can see, the negative expression

(don't) is erased from the sentence. That's the reason why many people make mistakes when using this type of negative adverb. It is already negative, so there is no use of a negative expression (no/ not/ neither/ nor/ etc). Therefore, we have a new formation for negation. When we begin a sentence with a negative adverb or adverbial phrase, we sometimes have to change the usual word order of subject and verb (often using an auxiliary verb) because we want to emphasize the meaning of the adverb. We use inversion when we move a negative adverb which modifies the verb (never, nowhere, not only, hardly etc.) to the beginning of a sentence.

For example:

| |
|--|
| Not until he tells the truth will I forgive him |
| Not since I was in primary have I had many friends |
| Not for one minute do I thought he was the one |
| Not once has she completed her work when she was in my class |

ix .Morphological Negation

Morphological negation is an important aspect to mention to when we focus on negative sentences. English has a system of suffixes, prefixes added to adjective, adverb or verb to form the opposition, which is called morphological negation. This type of negation is also called affixal negation and is marked by the presence of negative prefixes: a-, non-, dis-, un-, in- (including the variants im-, il-, ir-), the suffix -less and the suffix -out.

Table 4.5 Morphological Negation

| Language Structure (negative) | Sample from Textbook |
|---|--|
| Auxiliary negation (Words- No, Not) | I can't believe that you ate all the thirty sticks of satay! (p.160, Form 4) |
| Noun phrase negation (Affixes) | Not knowing how to take care of them, he sought the help of a distant aunt. (p.59,Form 4) No one knows for sure when barter trading stooped or when and where money was first used in trade. (p.91, Form 4) |
| Adverb negation | Look at the colour of the water in the stream. It has never been like this before. (p.30, Form 4) |
| Morphological negation | 1. Despite being warned of her inefficiency, (prefix) Anita continued to neglect her work. (p.110, Form 4) 2. After countless (suffix) letters, he was finally accepted by a home. (p.59, Form 4) |

4.3 Common Negative Structure in the Textbooks

The physical specifications of a textbook are the important elements which must be determined before the book is written. The physical specifications are provided as guidelines for the writers, publishers, and printers of textbooks for the Ministry of Education, Malaysia. They are prepared based on the requirements of the Syllabus and Curriculum Specifications. The English language syllabus aims to extend learners' English language proficiency in order to meet their needs for English in everyday life, for knowledge acquisition, and for future workplace needs.

The affirmative and negative structures in English language are required to be taught in the KBSM syllabus for the secondary school students. The frequency of occurrences of these structures is investigated in this research in order to obtain the number of times these structures are presented to students throughout the texts in the secondary textbooks. There were collectively 294 negative structures in the textbook

corpus. Further, these can be divided into different types of negation as shown in the table below:

Table 4.6 List of Negative Structures in the Textbook

| Negative structures in Form 4 text book | Number of occurrences | Percentage of occurrence |
|--|------------------------------|---------------------------------|
| 1- Combination of auxiliary | 136 | 46.2% |
| 2- negative + any – anybody | 13 | 4.4% |
| 3- no and not | 35 | 11.9% |
| 4- affixes | 62 | 21.0% |
| 5-either...or... / neither...nor... | 13 | 4.4% |
| 6 – nothing | 7 | 2.3% |
| 7- never | 12 | 4.0% |
| 8- without | 6 | 2.0% |
| 9- conditional if | 10 | 3.4% |
| 10-question tag | 0 | 0 |

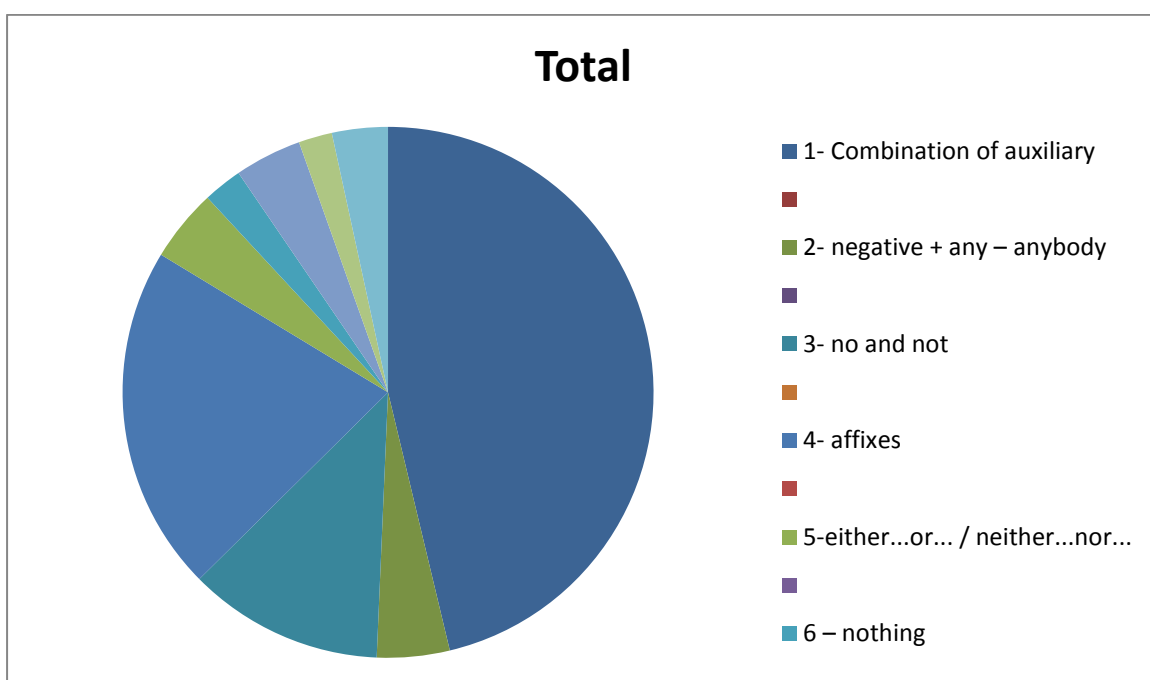
4.3.1 Results

4.3.1 i) Distribution of the negative structures within the Textbooks

There are ten main structures identified in the textbook- which are introduced in the KBSM upper secondary Form 4 and Form 5 textbooks. The rate of repetitions of all the negative structures is investigated in this research in order to acquire the number of times these structures are exhibited to students throughout the texts in Form 4 and Form 5 in their classroom learning activities. There were a total number of 294 negative forms found in the textbook corpus. As Figure 1 shows combination of the use of auxiliaries had the highest percentage (136) while the negative question tags had none

at all in the Form five English Language textbooks. The negative affixes had second highest (62), word no and not in the initial position (35) are in the third highest one. The other negative structures, any, neither ... nor, never and conditional if had more less the same ranking from thirteen to ten compared to the negative structures nothing and without which had only seven and six respectively.

Figure 4.1 Distribution of Negative Structure in Textbooks



In other words, out of the total number of the negative structure occurrences in the textbook corpus, 46.2% related to the occurrence of the combination of auxiliary negation, 21.0% related to negative affixes, followed by 11.9% related to no and not occurring in the initial position. Therefore, the negative structure combination of auxiliaries was the most frequent structure used throughout Form Four English language textbooks in Malaysia.

The result of this study shows that the most common negative structure in English textbooks is the conjugation of the verb in the negative. Verbs are used in negative by placing 'not' directly after the auxiliary verb in each conjugation. The combination of the auxiliary verb + not is often contracted in the English textbooks. For example: do not = don't, will not= won't, have not = haven't, has not = hasn't etc.

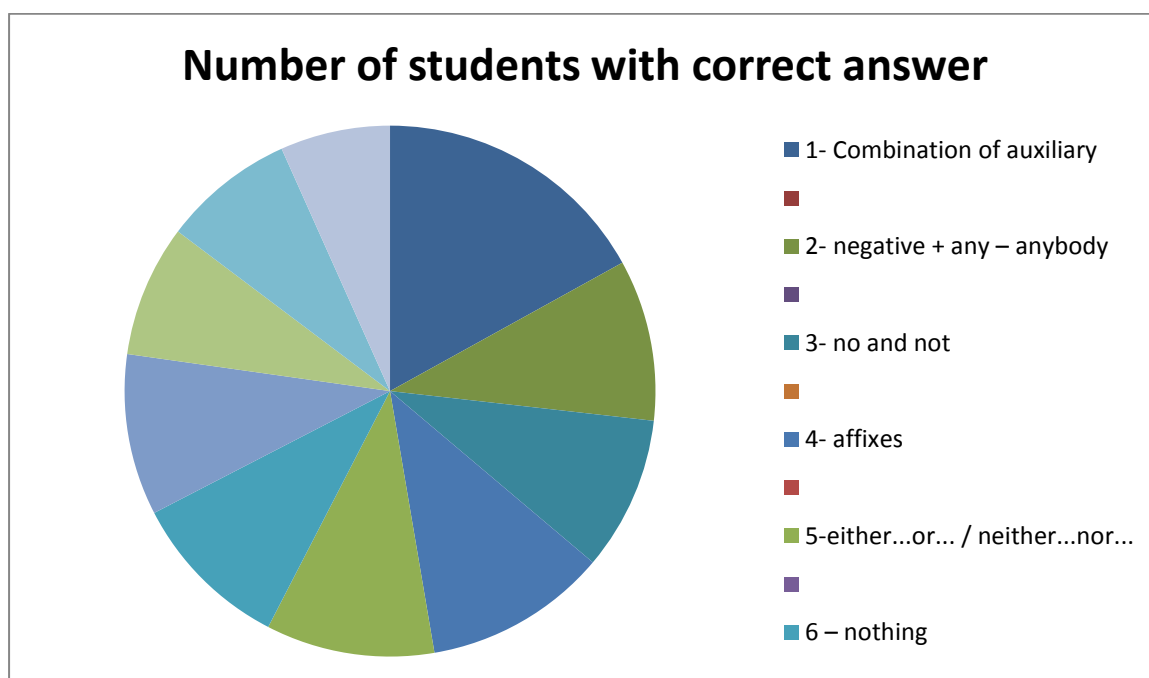
4.3.1. ii)The Result of the Test

The researcher tested a set of questions consists of 25 Questions - affirmative and negative. The questions were structured in all the different types of negation from the textbook and others. There were questions on combination of auxiliary, negative 'any', no and not in the initial position, negative affixes, either...or, neither ...nor, nothing, never, without, conditional if and questions tags. The results of the test are shown in the table below:

Table 4.7 Analysis of the Test

| Negative Structure | Number of students with correct answer | Percentage |
|-------------------------------------|--|------------|
| 1- Combination of auxiliary | 38 | 84.4% |
| 2- negative + any – anybody | 22 | 48.8% |
| 3- no and not | 21 | 46.6% |
| 4- negative affixes | 25 | 55.5% |
| 5-either...or... / neither...nor... | 23 | 51.1% |
| 6 – nothing | 22 | 48.8% |
| 7- never | 22 | 48.8% |
| 8- without | 18 | 40.0% |
| 9- conditional if | 18 | 40.0% |
| 11-question tag | 15 | 33.3% |

Figure 4.2 The Result of the Test



One of the few linguistic phenomena which seem to be universal in a very straightforward sense is negation. All human languages have means to overtly deny the truth of a proposition (Dahl, 1993, p. 914). Negation is part of grammar (the form and function of words). The affirmative and negative structures in English Language are taught to the students during their secondary school unintentionally throughout. In every day communication, negative sentences play a very important role with a high frequency of occurrence. However, using them correctly is a common problem for many secondary school students in learning English. As a teacher, I have personally found that the comprehension and production of negative sentences in English is really problematic for the Malaysian secondary school students. As a result, since negation changes the meaning of utterances and the intention behind them, any difficulty in comprehension of negation becomes a problem for the understanding of the whole utterance. Hence, due attention on negation should be given into consideration.

As far as this study is concerned, out of forty-five students, thirty-eight of them answered correctly for the combination of auxiliary negative question, which has the highest score. This is followed by the use of negative affixes, in which twenty-five of them got the correct answer. The questions on negative any, nothing and never, twenty-two out of forty-five students answered correctly (that is forty-eight percent). These results show that the students were found doing fairly bad in the use of negative words without, conditional if and question tags, that is, 40% and 33.3% respectively.

To summarize, the use of negative structures revolve around the auxiliary combinations and some students were found to use the negative affixes (un, dis, in etc,) and initial words no and not. When these students were asked to explain their answers, they were not able to give a convincing explanation. This means they acquire the knowledge not from what they studied in the school or from text books. Students are not familiar with other type of negation such as questions tags, neither...nor and the affixes. This has to be taken into consideration and given more emphasis.

Table 4.8 S + auxiliary verb + not + main verb + object

| S + auxiliary verb + not + main verb + object | |
|--|--|
| 1 | Some of the children couldn't talk or walk properly (p. 37, Form 3) |
| 2 | I don't agree with you (p. 45, Form 3) |
| 3 | I hope you're not eating that ice cream in the freezer for lunch (p. 51, Form 3) |

The imperative form is used to instruct, command or to give instruction to others. The imperative is also very common in written instructions in these textbooks. However, it is often considered impolite in English Language. Use 'do not' plus the verb for all comparative forms. No subject is required for the use of the imperative form. For instruction, we can use imperative otherwise use a polite question form.

Table 4.9 Do + not + verb + object

| Do + not + verb + object | |
|---------------------------------|---|
| 1 | Do not worry about us (Don't worry about us) (p. 80, Form 4) |
| 2 | Do not forget about your homework, Greg (Don't forget about your homework, Greg (p. 80 ,Form 40) |
| 3 | Do not touch or squeeze your pimples as this will leave scars (p. 104, Form 3) |

'Never' is used to express the idea that something is at no time done. 'Never' is applied with the positive form of the verb but resulting in a negative meaning. The present simple and past simple do not take an auxiliary verb in the positive form however can use the auxiliary verb for the present perfect, future, etc. The result of this study shows this form is used the least in the textbooks.

Table 4.10 S + (auxiliary verb) + never + verb + object

| S + (auxiliary verb) + never + verb + object | |
|---|---|
| 1 | Look at the colour of the water in the stream. It has never been like this before (p. 30, Form 4) |
| 2 | We should never throw away anything which can be recycled (p.176, Form 5) |
| 3 | Never once did the thought enter his head (The pearl p.152, Form 5) |
| 4 | I felt I could never do anything right (p.114, Form 5) |

Double negatives - the uses of two 'no' words such as no one and nowhere in one sentence - are incorrect in English. When modifying something use either a 'no' word, or 'any' as explained in the following sections. The result of this study shows this form is found less common in the textbooks.

Table 4.11 Double negatives

| Double negatives | |
|-------------------------|--|
| 1 | There is <u>nothing</u> else for it (There is <u>not anything</u> else for it.) (p.80,Form 4) |
| 2 | However, nothing has been done (however no one thing has been done) (p.29,Form 4) |
| 3 | She is <u>not</u> going to travel <u>anywhere</u> (She is going to travel <u>nowhere</u> .) |

4.3.2 Use of ‘Any’ and ‘Some’ in the Textbook

‘Any’ as in words such as anyone, anybody, anything, etc. are used in negative sentences and questions. ‘Some’ and ‘any’ are used with both countable and uncountable nouns (count and non-count/mass nouns) to ask about, confirm and respond negatively about an indefinite amount, and can also be used with singular and plural verb forms. ‘Some’ is used in positive sentences or questions when offering or requesting something that is there. On the other hand, ‘any’ is used in negative sentences or questions. Furthermore, initial ‘some’ with words such as in somebody, someone, somewhere and something in positive statements are also found to be common. In contrast, initial ‘any’ for words like anybody, anyone, anywhere and anything in negative statements or questions are common. However, this study shows that positive structure with ‘some’ is found to be common, however not many sentences are found with ‘any’ in the text books.

Table 4.12 S + auxiliary verb + not + main verb + any + object

| S + auxiliary verb + not + main verb + any + object | |
|--|--|
| 1 | ...to accept people as they are and to treat <u>anyone</u> with Down's Syndrome as an individual (p.66,Form 4) |
| 2 | I don't want to talk to <u>anybody</u> (p.80,Form 4) |
| 3 | Since we started this project we have not taken <u>any</u> holidays. (p. 81,Form 4) |

4.3.3'No' Words (words with no/ n- at the word initial position) in the textbooks

The place of 'any' in a negative sentence can be replaced with some other 'no' words like nobody, nowhere, no one, nothing and never. However there are structure differences between the two. 'Any' words is used in the negative verb structure, in contrast 'no' words take positive structures. These forms have minimum use in the textbooks and can only be found in passages.

Table 4.13 S + (auxiliary verb) + main verb + no word + object

| S + (auxiliary verb) + main verb + no word + object | |
|--|---|
| 1 | Some of the latest fashions may not suit our personality and do <u>nothing</u> to enhance our appearance (p.138,Form 4) |
| 2 | Left with almost nothing to live for, except his firm belief in God (p.59,Form 4) |
| 3 | ...were a dream and nothing more (p.172,Form 4) |

The next sections refer to similar structures using either the negative verb form with 'any' or a 'no' word. In each of these cases examples are given for both forms. The forms used are explained as given above.

Table 4.14 No more / not ... any more

| No more / not ... any more | | Page |
|-----------------------------------|--|----------------|
| 1 | Teenagers complain that they have no enough freedom (Teenagers complain that they do not have enough freedom) | (p. 44,Form 3) |
| 2 | The machine has been repaired and no more waste into the stream (The machine has been repaired and not any waste will go into the river) | (p.32,Form 4) |

Table 4.15 Nobody / not ... anybody

| Nobody / not ... anybody (This has the same meaning as no one / not ... anyone.) | |
|---|--|
| 1 | Susy saw nobody in school today (Susan didn't see anyone in school today) |
| 2 | Raju bought nobody a present (Raju didn't buy anyone a present) |

Table 4.16 No one / not ... anyone

| No one / not ... anyone (This has the same meaning as nobody / not ... anybody) | |
|--|--|
| 1 | My father is meeting no one today (My father is meeting anyone today) |
| 2 | Osman has bought no one presents yet (Osman hasn't bought anyone presents yet) |

Table 4.17 Nothing / not ... anything

| Nothing / not ... anything | |
|-----------------------------------|--|
| 1 | There is nothing else for it (There isn't anything else for it) (p. 80, Form 4) |
| 2 | Doug talks about nothing with his friends (Doug doesn't talk about anythingwith his friends) |

Table 4.18 Nowhere / Not ... anywhere

| Nowhere / not ... anywhere | |
|-----------------------------------|---|
| 1 | Pn Milah has gone nowhere this year (Pn Milah hasn't gone anywhere this year) |
| 2 | Samsul has travelled nowhere outside of Malaysia (Samsul hasn't travelled anywhere outside of Malaysia) |

Table 4.19 No and None

| No and None | |
|--------------------|---|
| 1 | He had no hats on (p.171, Form 4) |
| 2 | I have no complaints (p.181, Form 4) |
| 3 | There's none in the kitchen (not found in the textbook) |
| 4 | There's none in the textbook |

The negative word 'no' is used before a noun. While the negative 'none' is used without any noun after it. However 'no' and 'none' are used instead of 'not' or 'not

any’ to give the negative idea more emphasis. These two words (no/none) can also be used in the initial position of a clause or sentence. ‘No’ and ‘None’ are also used more in formal writing compared to ‘not any’. Either a singular or a plural noun can be used after the negative word ‘no’. The word ‘none of’ can be used with a plural noun and singular or plural verb. In contrast, ‘none’ with an uncountable noun followed by the singular verb.

Table 4.20 Stressed Negative Words

| With less stress on negation | With more stress on negation |
|---|--|
| There isn't a coin in his wallet | There's no coin in his wallet |
| He didn't give me any information at all | He gave no information at all |
| There isn't anyone left in the class | There is none in the class |
| The teacher didn't have any clue of the project | The teacher had none of the clue for the project |
| Correct | Incorrect |
| No money needed for the trip | Not much money needed for the trip |
| None of the babies in the ward cried | Not any of the babies cried |

Table 4.21 No Amount

| No amount of with uncountable nouns/ not one of with singular countable nouns | |
|---|--|
| No amount | Not one |
| 1. The beggar is so hungry that no amount of food is enough | 1. Not one of the students passed the examination |
| 2. It is clear that no amount of money can cure her illness | 2. Not one of the passengers were saved |
| 3. They understand that no amount of dealing would bring their parents together again | 3. Not one of the villagers wants to shift from that place |

4.3.4 Use of ‘Either ... or’ and ‘Neither ... nor’ in the Textbooks

The forms neither/nor and either/or take two subjects which can change the conjugation of both depending on the placement of the paired subject. ‘Either/or’ is used in sentences in a positive sense meaning ‘this or that’ (either this or that), ‘he or she’ etc. Verb conjugation depends on the subject whether singular or plural closest to the conjugated verb. In contrast ‘neither/nor’ is used in sentences in a negative meaning. While conjugation depends on the subject, the singular and plural and the closest to the conjugated verb.

‘Neither’, ‘Nor’ and ‘Not either’ are negative words which mean ‘also not’. But their usages are not the same. For ‘neither’ and ‘nor’, an inverted word order comes after the negative marker. However, when ‘not either’ is used, the normal word order is followed. The result of this study shows that this construction is also found in a minimum number in the textbooks.

Table 4.22a) ‘Either ... or’ and ‘Neither ... nor’

| Negative words | Structures | Page |
|-----------------------|---------------------------------------|----------------------|
| neither | Neither was he without a family | p.59, Form 4 |
| nor | I won’t dance tonight, nor will Jane. | No found in textbook |
| either | It was either too thin or too thick | p.108, Form 4 |

Table 4.22b) ‘Either ... or’ and ‘Neither ... nor’

| Neither ... Nor (expressing two negatives together/ a discontinuous form) | | Page |
|--|--|-----------------|
| 1 | Neither Adnan nor his family knew that they would never see each other again | (p.22,Form 4) |
| 2 | She can neither swim nor surf | (p.239, Form 4) |
| 3 | I felt stinging slaps but I neither averted my face nor cried | (p.49, Form 5) |

Table 4.22 ‘Either ... or’ and ‘Neither ... nor’

| Either ... or | | |
|----------------------|--|-----------------|
| 1 | Your family has decided to either buy him a wheelchair or rent one | (p.46, Form 4) |
| 2 | It was either too thin or too thick | (p.108, Form 4) |
| 3 | Stripping is either done manually or semi-automatically using air-jets | (p.114, Form 4) |

4.3.5 Negative Affixes used in the Textbooks

Learners normally do not pay much attention whether to use affixes or negative words in their English writing, as they think that the two are more or less the same. Consequently, when they ignore the difference between the two, they can produce not only awkward manner of writing sentences, but even ungrammatical ones too. The result of this study shows that this structure is commonly found in the passages, however minimal exercise is provided in the textbooks.

Sometimes the negative affixes used in the words can be ungrammatical also.

Table 4.23 Correct Use of Negative Affixes

| Ungrammatical | Grammatical |
|--|--|
| How unhealthy the food was. | How not healthy the food was. |
| He is incapable and inexperienced mechanic | He is not capable and not experienced mechanic |
| All his wishes were unachieved | All his wishes were not achieve |
| Everyone disagree with the idea | Everyone did not agree with the idea |

Furthermore, in some cases the meaning of a negative prefix is not equivalent to the opposite of the word without the prefix.

| | |
|---|---|
| I feel uneasy to deliver my speech to the crowd | I feel not easy to deliver my speech to the crowd |
|---|---|

The form 'uneasy' in the first sentence means 'uncomfortable'; whereas 'not easy' in the second sentence means 'not difficult'.

Moreover, it is better to use a negative affix rather than a negative marker in front of an adjective.

For example:

| | |
|--|---|
| His attitudes will lead to an undesirable result | His attitudes will lead to a not desirable result |
|--|---|

As a result using negative prefixes is straight-forward and helps to have a clear understanding. By adding the negative prefixes like in-, un-, dis-, im-,il-, ir-,ab-, non- and others, the meaning of the word is reversed. The result of this study shows that this structure can be found in the passages, texts and exercises in the textbooks.

Table 4.24 Negative Prefixes

| Base words | Prefixes |
|------------|-----------------------------|
| decided | undecided (p.64, Form 4) |
| human | non-human (p.192,Form 4) |
| continence | incontinence (p.64, Form 4) |
| legal | illegal (p.151,Form 4) |
| patience | impatience (p.64, Form 4) |
| regular | irregular |
| able | disable (p.64,Form 4) |

4.3.6 ‘No and ‘Not’ as used in the Textbooks

‘Not’ is a commonly used negative form. However, ‘not’ there are some rules to be followed when using in it a sentence. So, ‘not’ can be a modifier when it modifies an adjective, adverb or prepositional phrase as it is placed next to the phrase or word. Besides, it is ungrammatical to have ‘not’ before or after a finite verb like told, came, saw and ate. Therefore, to make it grammatically correct, the auxiliary verb ‘do’ in the correct tense should be used in front of ‘not’ followed by the root word verb. The result of this study shows that very few examples are found in this structure in the textbook.

Table 4.25 ‘No’ and ‘Not’

| Incorrect | Correct |
|-------------------------------|-----------------------------------|
| They not told them the news. | They did not tell them the news. |
| She not came back last night. | She did not come back last night. |
| I ate not cake just now. | I did not eat cake just now. |
| We swam not in the pool. | We did not swim in the pool. |

4.3.7 Negative ‘no later than’ and ‘not later than’ use in the Textbooks

Both *no later than* (as used in the American variety) and *not later than* (British variety) are used to express when an event or action will, should, or must be completed. However, there are differences in the way these two expressions are used. "No later than" is used when you need an adverb telling when something happens or when something must happen. Whereas, "not" is used just to make a sentence as a whole negative. *No later than* is used more often than *not later than*, and it is less formal. *Not later than* is used mostly in formal documents, such as rulebooks, government laws, and academic papers and is the standard way of negating a declarative sentence. The result of this study shows that this structure is not found in the Textbooks at all.

Example :

| Affirmative | Negative |
|---|--|
| He is later than Bob | He is not later than Bob |
| We have to be here no later than 7 to catch the train | We have to be here not later than 7 to catch the train |

4.3.8 Negative particles ‘nevertheless’ and ‘nonetheless’ as used in the Textbooks

"Nevertheless" is a conjunction. It connects two clauses, to show a logical relationship between them that indicates something unexpected or surprising. Nevertheless adds surprising information or something in contrast to what was already said or written. Nevertheless should be used when talking about doing something despite the facts. A

similar word would be nonetheless. There is a difference (or at least a tendency towards a difference) in syntax, though: their locations tend to differ when used as phrasal adverbs. *Nevertheless* is usually placed before the clause it comments on, while *nonetheless* tends to feel slightly not correct in this position. Contrast to this, *nonetheless* used as a phrasal adverb is most commonly placed after the clause it refers to. It would work at the beginning of the sentence if the preceding sentence set up the initial idea for the second sentence to counterbalance. Both the words can come in the middle position or final position. However, ‘nevertheless’ is more formal than ‘nonetheless’ though ‘nonetheless’ is less common. As they are normally contrasting sentences. The result of this study shows that this structure is not found in the textbooks.

4.3.9 Negative word ‘nothing’

The word ‘nothing’ which also can be used as negative marker besides ‘not’ in statements and it refers to none. The result of this study shows that this structure is found very minimal in the textbooks.

Table 4.26 Negative word ‘nothing’

| | |
|--|----------------|
| However, <u>nothing</u> has been done to rectify the problem | (p.29, Form 4) |
| Left with almost <u>nothing</u> to live with | (p.59, Form 4) |
| <u>Nothing</u> to relieve the eye saves the darker green of a few sheoaks... | (p.62, Form 4) |
| Grey hung his head and said <u>nothing</u> | (p.79, Form 4) |
| There’s <u>nothing</u> else for it | (p.80, Form 4) |

Almost all negative markers play the role of negating a form; however, it is not easy to identify the semantic differences among them because each word has its remarkable

features. However, this structure is not found in the textbooks. For example, the words ‘not’ and ‘no’ in the sentences below:

| Sample sentence | Meaning inferred |
|-----------------------------|---|
| She is not a mother. | She has no son or daughter. |
| She is no mother. | She has a child but she is not performing the role of a mother. |
| I did not receive any mail. | I did not expect to receive any mail. |
| I received no mail. | I expected but did not receive any mail. |

4.3.10 Use of ‘Never’ in the Textbooks

Negative statements too can be expressed with ‘never’. It occurs before the adverbial forms. However, the auxiliary ‘do’ is not used for ‘never’ in making a sentence. ‘Never’ can be referring to not at all. ‘Not’ is very often used alone in a clause not with other negative words and very often it is paired with non-assertive items. There should not be both ‘not’ and negative word in one sentence because it will be grammatically wrong. The result of this study shows that this structure is found to occur in the textbooks but not as a common structure.

Table 4.27 Negative word ‘Never’

| Example from the textbooks | Page |
|------------------------------------|-----------------|
| They stretch in never ending line | (p.16, Form 4) |
| It has never been like this before | (p.30, Form 4) |
| However, never failed to arrive | (p.59, Form 4) |
| Who was never tardy | (p.118, Form 4) |

4.3.11 ‘No one’ and ‘None’ in the Textbook

Another negative word is ‘No one’/ ‘None’ which has the same meaning. However ‘no one’ is used before a singular or plural noun, meanwhile ‘none’ is used before the

preposition ‘of’ and a determiner or a pronoun. *None* is a singular pronoun and should be used with a singular form of a verb. The result of my study shows that minimal use of this structure is found in the Textbook.

Table 4.28 Negative ‘no’ and ‘none’

| No | None |
|--|---|
| No one news in the newspaper today is good news. | None of the news in the newspaper today is good news. |
| On the other hand, a grammatically correct sentence should use ‘neither of’ when two people or objects are referred to | |
| Incorrect | Correct |
| None of my friends comes from Kuala Lumpur. | Neither of my friends came from Kuala Lumpur. |
| None of the pens is mine. | Neither of the pens is mine. |

4.3.12 Occurrence of Negative Markers in Questions in the Textbook

The use of negative questions can express a diversity of intention. A negative question can be used to reconfirm a point, as an exclamation, as to soften the tone of a suggestion or ask for a confirmation of a negative belief. The result of this study shows the occurrence of this structure in the textbooks.

Table 4.29 Negative Markers in Questions

| | | |
|-----------------------------------|---|---------------------------------|
| Confirmation | Didn’t you know that the Art class would be cancelled? | (p.168,Form 4) |
| Exclamation | Isn’t this river an ideal place to fish? Hasn’t mother finished her cooking yet? | (p.176,Form 4) (p.80,Form 4) |
| Tone-softener | Wouldn’t it be better if the scouts could sleep in the tent? | (p.173,Form 4) |
| Confirmation of a negative belief | It was a wonderful movie, don’t you think so? | (p.168,Form 4) |

4.3.13 Use of Question Tag in the Textbooks

Questions tags are short questions at the end of statements. They are mainly used when we want to confirm that something is true or not true and also to encourage a reply. They are formed with the auxiliary or modal verb from the statement and the appropriate subject. Besides, the intonation in the question tag plays a role too. For example, when we are sure of the answer, the intonation of the question tag goes down. And when we are not sure the intonation goes up.

Table 4.30a) Question Tag

| Positive statement, Negative tag | Negative statement, Positive tag |
|--|---|
| He has watered the plants, hasn't he? | He hasn't watered the plants, has he? |
| The project completed yesterday, did it not? | The project did not complete yesterday, did it? |
| The television is very big, is it not? | The television isn't very big, is it? |

Regardless of the question tags, whether it is negative or positive phrase, the word 'yes' or 'no' will precede the answers for these types of questions.

Table 4.30b) Question Tag

| Questions | Answers |
|---|----------------|
| Father has come back home, hasn't he? | Yes, he has. |
| Father hasn't come back home, has he? | No, he hasn't. |
| Didn't father come back home early today? | Yes, he did. |
| Didn't father come back home early today? | No, he didn't. |

However, only the most famous two types of the question tags (positive – negative and negative –positive) can be found in the textbooks.

4.3.14 Multiple/ Double Negation in the Textbook

A negative sentence becomes ungrammatical when there are multiple or double

negative because of combination of the negative form of verb (e.g., cannot, did not, have not) with a negative pronoun (e.g., nothing, nobody), a negative adverb (e.g., never, hardly) or a negative conjunction (e.g., neither...nor). Double negative words in a sentence would not always means a positive sentence although it could be sometimes. The result of this study shows that this structure is not found in the textbooks.

| |
|--|
| They didn't see nothing in the dark. |
| I did not have neither red nor blue dress for the party. |
| The movie wasn't uninteresting. |
| The art is not unattractive |

4.3.15 Scope of Negative words

Scope of negatives words means what is the power of the negative marker in the sentence it appears. Normally they will have a negative influence on the word or phrase or clause nearby. Hence the placing of the negative words in a sentence plays an important role. Here are some examples:

| | |
|---|---|
| 1a) Many people <u>did not come</u> to school today | 1b) <u>Not many people</u> came to school today |
| 2a) She definitely <u>didn't tell</u> to him | 2b) She <u>didn't definitely</u> tell to him |

(Quirk, 1994)

The different placing of the word 'not' in the sentence gives a different meaning to the sentence. Refer to the above examples, In 1a), the stress of the negative is put on 'did not come'; on the other hand the second, in 1b) the stress is on 'not many people'. Here the placing of the negative word gives different meaning to the two sentences. 1a) means that there were many people absent today and 1b) means a few people came back today. Let's analyse the second sentence. In 2a), the stress is on 'didn't tell' and in the 2b) sentence, the stress is on 'didn't definitely'. As a result, the 2a) sentence means 'It's definite that she didn't tell to him' and 2b) sentence means

that ‘It is not definite that she told to him.’

In formal writing, when we want to emphasize on negative expressions, then we put the negative marker in the initial position and the subject follows it.

Table 4.31 Negative Words in the Initial

| |
|---|
| No longer is she the faithful wife for her husband. |
| Never will he go to the shop again. |
| ...not until she told me did I get to know about the truth. |
| Under no circumstances will he talk to her. |
| Not surprisingly, the family would know the real story one day. |

4.3.16 Negatives and Assertive Items

Negative words can pair with non-assertive items such as ‘anything’ and ‘anyone’, but in many circumstances, they cannot be used with assertive ones, like ‘something’ and ‘someone’. (Quirk, 1994)

| Correct | Incorrect |
|--|---|
| She can’t find anything in the room. | She can’t find something in the room. |
| He didn’t go out with anyone this weekend. | He didn’t go out with someone this weekend. |
| I never give my wife anything. | I always give my wife nothing. |

Some assertive words like ‘quite’, ‘pretty’ and ‘rather’ can be used in the affirmative statements and not in the negative statements.

| Correct | Incorrect |
|-------------------------------------|--|
| This painting is quite good | This painting is not quite good |
| The dress was pretty nice | The dress was not pretty nice |
| The questions were rather difficult | The questions were not rather difficult. |

Soars and Sayer (2001, p. 64) claim that “the use of short answers, reply questions and question tags is often quoted as the sign of a successful speaker of English”. This statement is important in English language teaching for a number of reasons. First, the reader should note that Soars et al. do not differentiate the language learner from the native speaker: If they are to be successful, they need to master the use of the above structures regardless of their first language (L1) background. Second, the citation refers to speakers of English, and indeed, the elements that lubricate communication are most frequently found in the spoken discourse. Finally, once their importance is recognized, one would expect that there is some unanimity among linguists as far as their taxonomy is concerned, which is then reflected in the presentation and practice sections as well as skills development tasks in course books.

Learner-centered text books tend to describe it as an interrogative ending added to a sentence. By implication rather than explanation, a question tag ends in a question mark and is separated from the host sentence by a comma. Since question tags are characteristic of spoken English, intonation patterns accompany the descriptive norms. The results of my investigation show that as far as question tag form is concerned, reversed polarity was found to be dominant.

4.4 Discussion

The findings have shown two main insights. Firstly, the frequency and distributions of the negative structures found in the upper secondary English Language textbooks in Malaysia are revealed in this study. The result displayed the frequency of negative structures in textbooks to which the learners are either intentionally or incidentally exposed. Conrad (2000) has emphasized the importance of teachers’ awareness of such frequencies as it helps them decide which grammatical items should be emphasized in the language teaching. It has been argued that the information on

frequencies is the key that leads linguists towards or structures which are central in a language, and that the lack of the frequency lists can cause difficulties in deciding what should be included or prioritized in learning-teaching materials (Mindt, 1995; Kennedy, 2002; Romer, 2004). In English Language classrooms, learners are encouraged to be exposed to the language as much as possible to gain mastery of the language. As Thornbury (2002, p. 24) suggested, “words stand a good chance of being remembered if they have been met at least seven times over spaced intervals”. According to Celce-Murcia and Laren-Freeman (1983, p.23), “it makes sense to recycle various aspects of the target structures over a period of time: revisit old structures, elaborate on them, and use them for points of contrast as new grammatical distinctions are introduced.” Thus, the importance of frequency information for teachers is emphasized as it helps the teachers to decide which new items should be emphasized in the language classrooms (Conrad, 2000). In addition, this study has revealed the frequency and distribution of negative structure patterns in the upper secondary Malaysian English Language textbooks. In this study, among many negation structures, the combination of auxiliary negative structure occurred the most in the textbooks. As we know, the other negative structures are also equally important for the learners to master them and to apply in formal and informal communication. Such a finding explains the reason why Malaysian learners often use the auxiliary combination negative structure more in their communication rather than others. Although the negative words such anybody, anywhere, anyone, anyhow, the negative affixes, neither ... nor, never, without and nothing give the negative meaning to sentences and found to be common, due to the learners’ insufficient exposure to this negative structure in the textbooks, they never or make errors when using them. This, Conrad (2004, p. 69) believes that “by minimizing the importance of variation, we are misrepresenting language in materials that we use with students”. According to Conrad (2004), statistical evidence provided by the

corpora indicates that grammatical patterns differ systematically across varieties of English and across registers and ignoring grammatical variants undermines the effectiveness of teaching materials.

Hence, it is important to highlight all the different negative and affirmative structures to the learners to make them to apply the affirmative and negative structures accurately and effectively in writing and verbal conversation.

4.5 Conclusion

This study highlights the importance of corpus-based research. Employing a corpus-based study is very useful in investigating the affirmative and negative structure used in the textbooks. As Lawson (2001) posits, insight about a particular linguistic feature such as lexico-grammatical associations can only be obtained by using a corpus. In addition, Kennedy (1998) believes that corpus-based findings can help textbook writers in selecting the materials and syllabus, giving weight to various items and organizing the language being taught, like the affirmative and negative structure.

Firstly, many teachers usually pay much attention to the affirmative and interrogative forms and spend less time on negative sentences. What they often do is just introducing students the forms. Nevertheless, as mentioned above, there are many differences of negation which confuse students a lot and easily lead them to acquire the wrong way of using negative expressions. Therefore, after giving them the use and formation of negative sentences, teachers should draw students' attention to use them correctly. For students at the high level, teachers should provide them various ways to negate something, so that they can communicate with other foreigners more fluently. Moreover, teachers also must help them improve their writing and translating skills to ensure that they know when to choose the suitable ways to negate not only in speaking but also in writing. Negative sentences seem to be more complicated than expected. Therefore, a more in depth research can create awareness of teaching and learning the

negative patterns among the teachers in teaching English to students to get to know more about the similarities and the differences between the negative sentences in the textbook so that they can recognise and understand errors committed by the students and guide them to use negative sentences correctly.

Senior (2006) states that, they (textbooks) should have clear organizational structure and contains careful balanced and graded grammar, vocabulary, skills work and task. Topics and themes are selected with attention to what is likely to be of interest to the presumed users of the book. The accompanying teacher's book, written on the assumption that teachers will go through the book in a sequential manner, gives clear instructions as to how it should be used (p. 144). Thus, this study is more concerned with the study of structure and use of affirmative and negative constructions in Malaysian English text books of upper secondary school level (Forms 4 and 5).

The findings of this study could be use full to provide recommendations on the teaching of the English affirmative and negative structures in the English Language classrooms. The findings suggest that there should be a fair distribution of both the structures and not minimizing the different structures of negation. By studying the distribution pattern of the affirmative and negative in the textbook, it was found that many negative structures are not frequently used when compared to the one with combination of auxiliary with it. Hence, teachers can create appropriate teaching materials to expose the learners more to the different negative structures. Teachers can put in more effort in creating teaching materials in teaching all the negative structures in classroom as most of the structures that occur in the textbooks are taught in an incidental rather than an intentional way. Providing more input to the learners by bringing in more teaching materials into ESL classrooms can help them to have better understanding of the affirmative and negative structures in English Language.

The findings of this study also emphasize the importance of students learning the different sentences structures that are used in English language. Teachers are advised to put more emphasis on the different negative structures in their intentional teaching of affirmative and negative structures. They can help their learners familiarize with the use of different negation structures in the language. Thus, the learners should be provided with input on the concept and types of negation so that they can use negation more accurately. Although the textbooks expose the learners with the variety of affirmative and negative structures, learners still make mistakes in using the negation. Therefore, teachers should include supplementary practice in their teaching plans to help tackle the problem in using affirmative and negative structures. Hence, there is a need to encourage the teachers to provide extra materials to educate the learners to distinguish the different structures.

Further research is needed in this area to identify how best affirmative and negative structures could be presented in text materials and passages in the secondary school textbooks. An analysis of the way in which affirmative and negative are explicitly presented, practiced and reinforced in these textbooks may lead to findings and observations that pave the way for some of the necessary adaptations in the grammar sections or exercises presented.

From the time we are born, negation can be used by gesture or other behaviour to express rejection or disagreement on something. Afterwards, when infants are just learning to talk, their first ten words almost always include a negation operator (Westbury and Nicoladis, 1998). Because people can acquire it naturally and easily, negation may seem to be a simple concept and there are few people who pay attention to learn it.

CHAPTER 5

CONCLUSION AND DISCUSSION

5.0 Introduction

This section tries to discuss the achievement of the objectives of the study with the help of the findings and observations made through the two types of analyses

- i) Textbook analysis and
- ii) Analysis based on the students' test results

5.1 Summary of the Findings of the Study

English negation is the process that turns an affirmative statement (I am a teacher) into its opposite denial (I am not a teacher). Negative structures and negative expressions play an important role in the process of learning appropriate contexts. The rules for negation and question formation are very systematic in English. Each verb tense uses its specific auxiliary verbs and follows the same rules. Reviewing of grammar rules is not enough to make one to use them properly. The more one picks them up in ones reading, and more importantly use them in one's English writing, the better he/she will use them. In this study, it is found that among many negative structures, the combination of auxiliary negative structure is found to occur most in the textbooks. Consequently, we can hear or see when students use the language, all their sentences, statements and questions ending with a phrase or rather the tag 'isn't it'. As we know, the other negative structures are also equally important for the learners to master them and to use them in formal and informal, written and verbal communication. Such a finding explains the reason why Malaysian learners often use

the auxiliary combination negative structure more in their communication rather than others.

5.2 Textbook analysis

This study has brought to light the use of affirmative and negative structures used in secondary school textbook which reflects the limited use of such structures among the students. Materials development and evaluation are important applied linguistic (ALx) activities (McGrath, 2002) and that many scholars were seeking to address the role of published materials and how they were chosen and evaluated. For instance, Richards (2001), interested in the role that textbooks play within ELT classrooms, argues that published materials are fundamentally necessary to many teaching situations throughout the world. I began to see that it was the interactions between the teacher, learners and textbook which provided the goal oriented learning activities, cultural artefacts, ‘scientific concepts,’ and social relations needed for learners to internalise external forms of social interaction, and thus develop (Johnson and Golombek, 2011). As from this Vygotskian (1978) stance, development is considered to be achieved through ‘prolonged and sustained participation in social activities that have a clear purpose’ (Johnson and Golombek, 2011, p. 3), published materials, often playing a central role in classroom interactions, could be considered to mould and influence the social context of the classroom in which learning takes place.

The findings of the study have been reported in the form of tables, figures and textual analysis. The researcher made a detailed explanation and has given clear examples from the textbooks for the structure of affirmative and negative as used in the textbooks.

The methodology used in this study helped the researcher to discover students' understanding and use of the affirmative and negative structures.

In describing and analysing how affirmative and negative structures are used in the textbooks, some terminology and a number of theoretical considerations that are relevant are put forward in the research findings. The first pieces of research where the sentential negative marker is assumed to head its own functional projection are that of Pollock (1989) and Chomsky (1991). Building on the work by Emonds (1976, 1978), both scholars address the systematic and contrast that exists in English and French in terms of the syntax of questions and negatives in the two aforementioned languages.

The comparative analysis of the quantitative part shows the importance of prudent materials development, especially in the case of an edited text book. The intention to provide a clear, simple, and logical explanation is supported only as long as the rule reflects authentic language use. Again, no sentence made use of a similar sentence question-tag combination or an elliptical structure.

One limitation of the study is the size of the dataset. As the number of the collected items was rather small, no statistical significance could be identified. Besides, further research is needed to analyze and find out how other negations are used such as the neither...nor, the no and not, negative affixes and question tags are used differently by students, and whether text books are compiled accordingly.

So, this research hopefully would help teachers to analyze the structure of affirmative and negative that is used in the textbooks and have a better view to select the effective teaching textbooks to overcome the issues. It is also expected to motivate and help the students and teachers to be aware of the affirmative and negative structures in English language. The data were collected from the two text books, a set of questionnaires and unstructured interviews.

5.3 Analysis based on Students' Test results

This research has some implications for English teachers in teaching the aspect of negation. The most important one is that this research identified some problems which may exist among many secondary school students. Being aware of these problems, the English teachers now are able to direct their teaching in the way these problems are removed (Zhang Wu, Wei & Wang, 2011).

The use of negative structure by the students revolve around the auxiliary combinations and some were able to use the negative affixes (*un, dis, im, less*) and word initial *no* and *not*. Students are not familiar with other types of negation such as questions tags, *neither...nor* and the affixes. This has to be taken into serious consideration and given more emphasis.

5.4 Future Research and Materials Development

This study is limited in some aspects. First of all, this study investigated negation through those structures covered in the upper secondary textbooks and accordingly the four types of negation in English were included. It was carryout in a rural school in Negeri Sembilan. So, the study and results cannot be generalized for all secondary school students. Secondly, the test consisted of only twenty-five questions and the unstructured interview conducted for this study were based on the research participants' problems and any implication of this study in other circumstances and conditions should be taken into consideration with caution. Finally, for further research, it is hoped that a research with a bigger scale on all types of negative involving a fairly reasonable sample would be more useful.

Learning the **English Negation** is very important because its structure is used in every day conversation and the structure of the Negation in English has a logical

pattern. The more practice we have in the subject, the closer we get to master the English language. However, first we need to know the role of Negation as in the grammar of English.

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APPENDIX

| Structure | Sample from the textbook | Page |
|---|---------------------------|--------------|
| combination of the auxiliary verb + not | I don't think so | p.4 Form4 |
| | you don't look good | p.5 Form 4 |
| | I did not take long | p.15 Form 4 |
| | does not experience | p.23 Form 4 |
| | we should not take it | p.24 Form 4 |
| | can't you see | p.25 Form 4 |
| | isn't it troublesome | p.27,Form 4 |
| | if you are not clear | p.28, Form 4 |
| | I'm not going to buy | p.30, Form 4 |
| | we do not want | p.31, Form 4 |
| | why don't you | p.43, Form 4 |
| | I can't | p.43, Form 4 |
| | does not want to be away | p.47,Form 4 |
| | shouldn't be so worried | p.53,Form 4 |
| | needn't worry | p.53, Form 4 |
| | could not gain admittance | p.59, Form 4 |
| | he wasn't left penniless | p.59, Form 4 |
| | I will not feel so lovely | p.59, Form 4 |
| | Mrs Jaya did not pay | p.61, Form 4 |
| | we couldn't wait | p.66, Form 4 |
| If it weren't for Adam | p.66, Form 4 | |
| It wasn't easy | p.66, Form 4 | |
| contaminated should not be used | p.72, Form 4 | |
| you shouldn't sit | p.77, Form 4 | |

| | | |
|--|--------------------------------|---------------|
| | why don't we | p.77, Form 4 |
| | are not well-develop | p.78, Form 4 |
| | I did not want... | p.78, Form 4 |
| | I did not decide | p.78, Form 4 |
| | he didn't know | p.78, Form 4 |
| | Don't worry about us | p.80, Form 4 |
| | She wasn't | p.80, Form 4 |
| | wasn't their place good enough | p.80, Form 4 |
| | hadn't had much to say | p.80, Form 4 |
| | I haven't eaten | p.81, Form 4 |
| | I cannot remember | p.81, Form 4 |
| | The air would not be | p.91, Form 4 |
| | Do not exceed | p.91, Form 4 |
| | is not smoking | p.93, Form 4 |
| | we could not complete | p.94, Form 4 |
| | does not seem | p.99, Form 4 |
| | he does not know | p.106, Form 4 |
| | news was not spread | p.108, Form 4 |
| | you cannot bring children in | p.110, Form 4 |
| | why don't we cook | p.110, Form 4 |
| | it is not surprising | p.110, Form 4 |
| | gloves do not tear easily | p.113, Form 4 |
| | we can't wait | p.123, Form 4 |
| | we don't expect | p.123, Form 4 |
| | I don't know | p.123, Form 4 |
| | Don't worry | p.124, Form 4 |

| | |
|---------------------------|---------------|
| I shouldn't be driving | p.124, Form 4 |
| I don't expect something | p.125, Form 4 |
| I 'm not happy | p.125, Form 4 |
| I can't give you | p.125, Form 4 |
| Do not have | p.129, Form 4 |
| Do not seek praise | p.129, Form 4 |
| should not be forgotten | p.131, Form 4 |
| was not only able to seek | p.132, Form 4 |
| Why didn't you tell | p.133, Form 4 |
| I can't | p.134, Form 4 |
| mine doesn't have | p.134, Form 4 |
| should not be slave | p.138, Form 4 |
| may not suit | p.138, Form 4 |
| are not suitable | p.138, Form 4 |
| do not receive | p.141, Form 4 |
| will not have sufficient | p.141, Form 4 |
| he did not go | p.142, Form 4 |
| I can't understand | p.143, Form 4 |
| You don't even know | p.144, Form 4 |
| They can't trap animals | p.144, Form 4 |
| I can't concentrate | p.144, Form 4 |
| May not exist | p.150, Form 4 |
| do not recycle | p.150, Form 4 |
| this does not include | p.150, Form 4 |
| the rains did not come | p.152, Form 4 |
| I can't believe | p.160, Form 4 |

| | |
|---------------------------------|---------------|
| I could not | p.162, Form 4 |
| I was not intended | p.162, Form 4 |
| Youths are not | p.162, Form 4 |
| They may not be able | p.162, Form 4 |
| Youth do not openly | p.162, Form 4 |
| The menu had not been changed | p.167, Form 4 |
| Food was not prepared | p.167, Form 4 |
| Workers did not observe | p.167, Form 4 |
| Girls are not involved | p.167, Form 4 |
| I just can't seem to do it | p.168, Form 4 |
| She did not want | p.168, Form 4 |
| She didn't like | p.168, Form 4 |
| I don't think | p.168, Form 4 |
| It should not be | p.169, Form 4 |
| It isn't you | p.171, Form 4 |
| I didn't see | p.173, Form 4 |
| She wouldn't let | p.173, Form 4 |
| I mustn't stay | p.173, Form 4 |
| Isn't live more exciting | p.176, Form 4 |
| I don't not have to go through | p.181, Form 4 |
| I have no complains | p.181, Form 4 |
| She can not | p.181, Form 4 |
| Is not satisfied | p.181, Form 4 |
| Wouldn't that be a disadvantage | p.181, Form 4 |
| Shops do not accept goods | p.181, Form 4 |
| It did not give chase | p.183, Form 4 |

| | |
|---------------------------------|---------------|
| He is not about to leave | p.186, Form 4 |
| is not worried | p.186, Form 4 |
| this is not a page | p.186, Form 4 |
| is not at home | p.187, Form 4 |
| I do not have | p.198, Form 4 |
| But I don't seem to have | p.199, Form 4 |
| Cannot decide | p.199, Form 4 |
| That he/she does not understand | p.203, Form 4 |
| is not clear about | p.203, Form 4 |
| homeopathy does not | p.206, Form 4 |
| it must not be assumed | p.207, Form 4 |
| I cannot have slept | p.212, Form 4 |
| It is not easy | p.212, Form 4 |
| Not have to | p.212, Form 4 |
| cannot decide | p.213, Form 4 |
| has not been feeling well | p.213, Form 4 |
| I do not fly | p.216, Form 4 |
| do not respect | p.217, Form 4 |
| should not be missed | p.221, Form 4 |
| should not be demolished | p.224, Form 4 |
| have not been properly maintain | p.224, Form 4 |
| did not recognize her | p.225, Form 4 |
| I could not recall | p.225, Form 4 |
| did not scold | p.226, Form 4 |
| he would not go | p.230, Form 4 |
| don't have to go | p.231, Form 4 |

| | | |
|--|--|---|
| | cannot sustain we cannot adopt this cannot be said they cannot afford the old man should not she did not buy | p.236, Form 4 p.240, Form 4 p.240, Form 4 p.249, Form 4 p.249, Form 4 p.256, Form 4 |
| Use of 'any' in the text book | anyone anybody anything anymore anything anyone anyone anyone any other way Anything Anyone Anyone Any other way | p.66, Form 4 p.80, Form 4 p.81, Form 4 p.93, Form 4 p.136, Form 4 p.162, Form 4 p.186, Form 4 p.201, Form 4 p.226, Form 4 p.136, Form 4 p.162, Form 4 p.201, Form 4 p.226, Form 4 |
| Use of 'no' and 'not' in the text book | No, not exactly not even the ... Not for money that's not true not too difficult not many no choice but | p.4, Form 4 p.14, Form 4 p.21, Form 4 p.21, Form 4 p.27, Form 4 p.27, Form 4 p.31, Form 4 |

| | |
|--------------------------|---------------|
| definitely not | p.32, Form 4 |
| had no time | p.59, Form 4 |
| bush with no horizon | p.62, Form 4 |
| there was no possibility | p.63, Form 4 |
| I would probably not | p.66, Form 4 |
| No, thanks | p.76, Form 4 |
| No, what is it | p.76, Form 4 |
| Not really, why? | p.76, Form 4 |
| No, I haven't | p.81, Form 4 |
| no idea | p.81, Form 4 |
| no permanent job | p.87, Form 4 |
| not allowed | p.90, Form 4 |
| no hats | p.171, Form 4 |
| not always | p.181, Form 4 |
| no questions | p.181, Form 4 |
| another hut not too far | p.183, Form 4 |
| possible not | p.183, Form 4 |
| with no teachers | p.190, Form 4 |
| not heaved up groaning | p.193, Form 4 |
| sorry that's not right | p.196, Form 4 |
| not obese | p.199, Form 4 |
| no side effects | p.200, Form 4 |
| glory not only to him | p.219, Form 4 |
| no longer heard | p.230, Form 4 |
| not heard too | p.231, Form 4 |
| that's not right | p.233, Form 4 |

| | | |
|-------------------------------------|----------------------|---------------|
| | not fully recognised | p.236, Form 4 |
| | not found else where | p.241, Form 4 |
| Negative Affixes in the textbook | unusual | p.18, Form 4 |
| | unaware | p.23, Form 4 |
| | inconvenience | p.23, Form 4 |
| | unlike | p.24, Form 4 |
| | unable | p.29, Form 4 |
| | inconsiderate | p.30, Form 4 |
| | unpleasant | p.30, Form 4 |
| | unforgettable | p.30, Form 4 |
| | unhappy | p.31, Form 4 |
| | invalid | p.31, Form 4 |
| | incapable | p.47, Form 4 |
| | unnecessary | p.56, Form 4 |
| | unnoticed | p.59, Form 4 |
| | countless | p.59, Form 4 |
| | unwilling | p.60, Form 4 |
| | unprotected | p.64, Form 4 |
| | unwanted | p.64, Form 4 |
| | undivided | p.64, Form 4 |
| | disable | p.64, Form 4 |
| | unless | p.66, Form 4 |
| | unfolds | p.79, Form 4 |
| | unfortunately | p.86, Form 4 |
| | uncomfortable | p.86, Form 4 |
| | cloudless | p.98, Form 4 |

| | | |
|--|------------------|---------------|
| | unsealed | p.114, Form 4 |
| | unnoticed | p.117, Form 4 |
| | ill-afford | p.136, Form 4 |
| | unfamiliar | p.137, Form 4 |
| | unable | p.138, Form 4 |
| | indiscriminately | p.142, Form 4 |
| | unsustainable | p.150, Form 4 |
| | unwanted | p.150, Form 4 |
| | useless | p.150, Form 4 |
| | disappearing | p.150, Form 4 |
| | illegal | p.151, Form 4 |
| | disposal | p.151, Form 4 |
| | impossible | p.155, Form 4 |
| | misunderstood | p.157, Form 4 |
| | refused | p.162, Form 4 |
| | uncontrollable | p.162, Form 4 |
| | disinterest | p.162, Form 4 |
| | hopelessness | p.162, Form 4 |
| | irritability | p.162, Form 4 |
| | discouraged | p.162, Form 4 |
| | untreated | p.162, Form 4 |
| | uncovered | p.167, Form 4 |
| | refrain | p.169, Form 4 |
| | mistrust | p.169, Form 4 |
| | uncertainty | p.169, Form 4 |
| | unavailable | p.177, Form 4 |

| | | |
|--|--|---|
| | <p>unheard</p> <p>painless</p> <p>disagree</p> <p>unpleasant</p> <p>afflicted</p> <p>disinfectant</p> <p>discarded</p> <p>unfinished</p> <p>unimpressive</p> <p>unable</p> <p>unexplored</p> <p>degraded</p> | <p>p.177, Form 4</p> <p>p.177, Form 4</p> <p>p.199, Form 4</p> <p>p.206, Form 4</p> <p>p.206, Form 4</p> <p>p.207, Form 4</p> <p>p.207, Form 4</p> <p>p.223, Form 4</p> <p>p.223, Form 4</p> <p>p.238, Form 4</p> <p>p.240, Form 4</p> <p>p.250, Form 4</p> |
| Use of Either... or and neither ...nor in the textbook | <p>Either buy him a wheelchair or rent one</p> <p>Neither was he without a family</p> <p>either too thin or too thick</p> <p>stripping is either done manually or semi automatically</p> <p>not working either</p> <p>either their needs are not attended to or nobody seem to understand</p> <p>either engage in unhealthy activity or getting involved in gangsterism</p> <p>she can neither swim nor surf</p> <p>she can either go boating or canoeing</p> <p>either their southern habitats or to nest</p> | <p>p.46, Form 4</p> <p>p.59, Form 4</p> <p>p.108, Form 4</p> <p>p.114, Form 4</p> <p>p.128, Form 4</p> <p>p.157, Form 4</p> <p>p.162, Form 4</p> <p>p.239, Form 4</p> <p>p.239, Form 4</p> <p>p.239, Form 4</p> |
| Use of negative | However, nothing has been done | p.29, Form 4 |

| | | |
|--|---|---|
| <p>word 'nothing/ no more' in the textbook</p> | <p>No more Left with almost nothing Nothing to relieve the eye Grey hung his head and said nothing There's nothing else ... do nothing to enhance</p> | <p>p.32, Form 4 p.59, Form 4 p.62, Form 4 p.79, Form 4 p.80, Form 4 p.138, Form 4</p> |
| <p>Use of 'never' in the text book</p> | <p>They stretch in never ending line It has never been like this before Never failed to arrive Who was never tardy We never have to fight Were never found Will never fail I had never...until Can ne'er come down again They never never wake again I'd never have to stand You never go out</p> | <p>p.16, Form 4 p.30, Form 4 p.59, Form 4 p.118, Form 4 p.173, Form 4 p.217, Form 4 p.219, Form 4 p.225, Form 4 p.230, Form 4 p.230, Form 4 p.246, Form 4 p.249, Form 4</p> |
| <p>Use of 'without' in the textbook</p> | <p>Without any treatment Without a permanent job Without much rest Without much vegetation Without any difficulty Without the oil and fat</p> | <p>p.20, Form 4 p.83, Form 4 p.89, Form 4 p.155, Form 4 p.186, Form 4 p.203, Form 4</p> |
| <p>Use of conditional 'if'</p> | <p>If it weren't for Adam if you are using</p> | <p>p.66, Form 4 p.72, Form 4</p> |

| | | |
|--|---|---------------|
| | if you prefer | p.130, Form 4 |
| | if that is not enough | p.138, Form 4 |
| | if we don't care about | p.143, Form 4 |
| | if development in hilly areas is not planned properly | p.143, Form 4 |
| | if immediate remedial measure are not taken | p.150, Form 4 |
| | if so was the advice | p.157, Form 4 |
| | if you are not prepared | p.163, Form 4 |

Name: _____ Date: _____

Change the following affirmative statements to negative statements.

| |
|---|
| 1. The man with the knowledge of management can fit the position. A: _____ |
| 2. They will play football in the field tomorrow. A: _____ |
| 3. I am happy. A: _____ |
| 4. The little boy should go to bed early. A: _____ |
| 5. I am going to play netball. A: _____ |
| 6. They do the cooking by themselves. A: _____ |
| 7. The lazy boy is always late to school. A: _____ |
| 8. My parents have been to Canada and Australia. A: _____ |
| 9. The zookeeper could hold the parrot. A: _____ |

10. People like to contribute for good purpose.

A: _____

11. The speakers in the show were really good and informative.

A: _____

Name: _____ Date: _____

Change the following negative statements to affirmative statements.

| |
|---|
| 1. I won't eat meat and fish today. A: _____ |
| 2. There isn't any sugar left in the jar. A: _____ |
| 3. The hunter has never found any treasure. A: _____ |
| 4. She doesn't need a vacation. A: _____ |
| 5. We can't find any interesting story books in this library. A: _____ |
| 6. Aren't there any teachers here? A: _____ |
| 7. Haven't you seen any dinosaurs? A: _____ |
| 8. She wasn't paying attention to the teacher and can't answer the questions. A: _____ |
| 9. We should not hate anybody. A: _____ |

| |
|---|
| 10. I don't talk to Samantha. A: _____ |
| 11. Tamil is not an easy language to learn. |

List of affirmative and negative statements given in the Form 5 English textbook.

| Affirmative statements | |
|------------------------|--|
| Page | Sample |
| 3 | These students are standing for elections. |
| 4 | He is good in his studies. |
| 38 | A large portion of Malaysia's population is made up of youth. |
| 48 | Kino was young and strong and his black hair hung over his forehead. |
| 53 | I would like to make a complaint about a book I bought from your shop. |
| 55 | You can enjoy the pleasure of receiving your purchases at your doorstep. |
| 65 | Consumer education is very important. |
| 90 | I have made a table to compare them. |
| 110 | My teen years so far have been disastrous. |
| 112 | I must do something about this. |
| 114 | I had always stammered in front of people. |
| 118 | You need to be physically healthy. |
| 130 | Biodiesel has many advantages over diesel fuel. |
| 141 | I totally agree that the use of mobile phones can cause accidents. |
| 141 | I absolutely think that people should plan their routes before starting out their journey. |

| | |
|-----|--|
| 148 | Everyone knows that Izmir has repented. |
| 148 | Someone found the stolen car. |
| 149 | Vehicles should be serviced regularly by vehicle owners. |
| 149 | Students have been shown how to board a bus. |
| 152 | I will protect you. |
| 157 | Yes, there is some good news. |
| 157 | That's true. |
| 164 | Everyone has been asked to keep out of the area where the landslide occurred. |
| 165 | All of us are upset by the changes in the plans for the field trip to the National Park. |

List of affirmative and negative statements given in the Form 5 English textbook.

| Negative statements | |
|---------------------|---|
| page | sample |
| 6 | However, one should not be misled by her gentle and soft demeanour. |
| 7 | It is not just Alex young getting into a race car but a Malaysian getting into an F1 car. |
| 15 | He will not turn to look at me.. |
| 26 | They were unable to break through the Malayan defence. |
| 26 | Adnan did not know that he would not see his family again. |
| 28 | Malini is not as courageous as her older sister. |
| 29 | Oh dear! I don't know much about him. |

| | |
|-----|---|
| 37 | Please do not go out with those boys anymore, Hamid. |
| 40 | Youth are found involved in many negative activities because they do not find school interesting. |
| 49 | He doesn't respect anybody. |
| 52 | But I didn't take part in any competition. |
| 52 | I will never get a mini compo at that price. |
| 52 | Don't buy it, I saw the same mini compo about half the price at Easy pay Supermarket. |
| 53 | I am unhappy with your services. |
| 62 | The things in that shop are expensive, aren't they? |
| 62 | Dinesh didn't buy leather goods, did he? |
| 62 | People buy a lot of unnecessary things, don't they? |
| 72 | I don't understand why. |
| 73 | It is not as pleasant as it used to be though. |
| 90 | Uncle Zain won't feel the need to light up a cigarette. |
| 91 | Vendors are not allowed to sell cigarettes. |
| 114 | I felt I could never do anything right. |
| 125 | Why don't you come over and view the craft. |
| 126 | There is no chauffeur in the driver's seat. |
| 130 | St Mary's experience is not unique. |