

SOME MEASURES TO HELP STUDENTS ACTIVELY APPLY ENGLISH INVERSION SENTENCES IN LEARNING SPEAKING SKILLS

MỘT SỐ BIỆN PHÁP GIÚP SINH VIÊN TÍCH CỰC ỨNG DỤNG CÂU ĐẢO NGỮ TIẾNG ANH TRONG VIỆC HỌC KỸ NĂNG NÓI

Pham Thi Ha

Quang Binh University

ABSTRACT: *The article aims to find out measures to help students apply English inversion sentences in learning speaking skills with many ways of study such as collecting, selecting, and analyzing the research problems. The survey results are interpreted as a basis for identifying the current situation of students applying inversions in learning English speaking skills. Then, learners will be able to have an overview of inversion structures in English and determine how to use them effectively in daily communication.*

Keywords: *Inversion, structure, English speaking.*

TÓM TẮT: *Bài viết nhằm tìm ra các biện pháp giúp sinh viên vận dụng câu đảo ngữ tiếng Anh trong học kỹ năng nói thông qua một số phương pháp nghiên cứu như thu thập, lựa chọn và phân tích các vấn đề nghiên cứu. Kết quả khảo sát được diễn giải làm cơ sở để xác định thực trạng hiện nay của sinh viên vận dụng câu đảo ngữ trong học kỹ năng nói tiếng Anh. Từ đó, người học có thể có cái nhìn tổng quan về các cấu trúc đảo ngữ trong tiếng Anh và xác định cách sử dụng chúng hiệu quả trong giao tiếp hằng ngày.*

Từ khóa: *Đảo ngữ, cấu trúc, nói tiếng Anh.*

1. INTRODUCTION

English inversion is a rather complex and diverse grammatical issue, which is of interest to many lecturers, students and linguists. The study of English inversion was mentioned in the work of Green (1982). Green defined inversion as "narrative structures in which the subject follows part or all of the elements of the verb." John Penhallurick (1984) in his research work "Full - Verb Inversion in English", pointed out that full inversion is a phenomenon in discourse used to introduce new information. In this type of sentence, the subject usually comes after the verb and must contain new information that the speaker believes is not in the listener's

knowledge at the time of speaking [6].

He also noted that the information that begins a completely inverted sentence is often related to location or direction, and the verb is often related to existence or occurrence in the context. The arrangement of "old" information before "new" information is believed to make it easier for the listener or reader to process the information [14]. Therefore, mastering and effectively using inverted structures will help learners diversify and enrich their language expressions to serve certain communicative purposes.

However, during the learning process, language students at Quang Binh University often encounter many

difficulties with English speaking because it is a productive skill that plays an important role in language learning. Most students only use simple and pure English sentences to communicate without being able to use compound sentences, complex sentences, emphasized sentences or inverted sentences... to apply to learning speaking skills. This article aims to contribute to enhancing innovation in teaching methods to improve training quality.

2. CONTENTS

2.1. Methods of study

To investigate the reality of how students use English inversion structures and find out solutions to the problems, the following methods of study are carried out:

- Collect, research and process documents related to the research topic,
- Select, summarize and analyze the research problem.
- Evaluate the advantages and difficulties of students in applying inverted sentences in learning English speaking skills.
- Interview English teachers
- Statistics of survey results from the questionnaire

2.2. Theoretical basis

2.2.1. Definitions of English inversion

Studies on English inversion often refer to Green's definition of inversion [1982;120]: “declarative sentence structures in which the subject follows part or all of the elements of the verb” [14].

Drubig, 1988; Dorgeloh, (1997) says that inversion is a syntactic process that creates structures that function to introduce entities into the discourse [5].

Inversion involves the mobility of elements in a sentence, and is therefore necessarily associated with some difference between the order variations of the sentence: that is, the difference between a supposedly basic or standard order and non-standard orders. Certainly a change in order will produce a change in content [10].

2.2.2. *Inversion according to Langmaster's classification*

In English, inversion is considered a form of normal inversion of the position of the subject and verb in a sentence to emphasize a component or meaning of the sentence. Inversion can occur with adverbs, or auxiliary verbs. After inversion occurs, the position of some other components in the sentence will also change [2].

There are many different inversion structures in English, they can be classified according to sentence form, tense or lexical structures. Langmaster systematizes the most basic and common inversion structures as follows [12].

- Inversion sentences of adverbs of frequency (usually adverbs with negative meanings)

Form:

Hardly/Never/Seldom/Rarely/Little/... + trợ động từ + S + V

Example: Youngsters seldom watch television these days
= **Seldom do** youngsters **watch** television these days.

Casper little knew that this was the end of his career.

= **Little did** Casper **know** that this was the end of his career.

- Inversion with No or Not any

Form: **No ... /Not any ... + N (danh**

từ) + trợ động từ + S + V

Example: We will not have any chances to meet a celeb in the future.

= **Not any chances will we meet** Edison in the future.

I will not lend you any more money until you pay me back last time.

= **No more money will I lend** you until you pay me back last time.

- Inversion with negative phrases

“NO”: **Phrases with NO + auxiliary + S + V**

Some phrases with “no” include:

At no time: chưa từng bao giờ.

No where: không một nơi nào

In no way: không còn cách nào.

On no account = For no reasons: không vì bất cứ lý do gì.

In/under no circumstances: trong bất cứ hoàn cảnh nào cũng không.

On no condition: tuyệt đối không.

No longer: không còn nữa

Example: My parents never let me go out alone at night.

= **At no time do** my parents **let** me go out alone at night.

We can't fix this machine in 30 mins.

= **In no way can** we **fix** this machine in 30 mins.

- Inversion with Only

Form: **Cụm từ chứa Only + trợ động từ + S + V**

Only after: Chỉ sau khi

Example: Henry can only play games after finishing all the homeworks.

= **Only after** finishing all the homeworks **can** Henry **play** games.

Only by: Chỉ bằng cách

Example: A company can only earn more money by producing better products.

= **Only by** producing better products **can** a company **earn** more money.

Only if: Chỉ khi, nếu

Example: The children can play in the garden only if it doesn't rain.

= **Only if** it doesn't rain **can** children **play** in the garden.

Only in this way/that way: Chỉ bằng cách này/ cách đó

Only then: Chỉ đến lúc đó

Example: We talked for 10 mins, he recognized me only then.

= We talked for 10 mins, **only then did** he **recognize** me.

Only when = not until: Chỉ đến khi

Example: The child smiles only when he sees his parents.

= **Only when** the child sees his parents **does** he **smile**.

- Inversion with So and Such

Form: **Such + adj + N + that + ...**

So + adj/adv + auxiliary + N + that + ...

Example: It is such an interesting movie that I have watched it more than 3 times.

= **Such an interesting movie** that I have watched it more than 3 times.

The movie is so interesting that I have watched it more than 3 times.

= **So interesting is** this movie **that** I have seen it more than 3 times.

- Inversion with: Not until

Form: **Not until (till) + clause/thời gian + trợ động từ + S + V**

Example: It was not until 11 am that Harry woke up.

= **Not until** 11 am **did** Harry wake up.

- Inversion with NOT ONLY - BUT ALSO

Form: **Not only + trợ động từ + S + V + but S also V**

Example: Happy is not only cute but very thoughtful.

= **Not only is** Happy cute but **also thoughtful**.

- Inversion with adverbs

Form: **Adv + trợ động từ + S + V**

Example: She wrote the essay carefully.

= **Carefully did** she **write** the essay.

I have passed my driving test finally.

= **Finally have I** passed my driving test.

- Inversion in conditional sentence types 1,2,3

Inversion in conditional sentence type 1.

Inversion in type 1 conditional sentences helps the sentence have a polite tone and is often used to make requests and favors.

Inversion in type 1 conditional sentences *with to be*: **Should + S + (not) + be + S + will/can/may/... + V**

Example: **If** an ice cube is melted, we'll have water.

= **Should** an ice cube **be** melted, we'll have water.

Inversion in type 1 conditional sentences with normal verbs: **Should + S + (not) + V + S + will/can/may/... + V**

Example:

If you go to work on time everyday, you will get a bonus this month.

= **Should** you **go** to work on time everyday, you will get a bonus this month.

Inversion in conditional sentence type 2.

Inversion of the second conditional

will soften the severity of the event in the IF clause. In this case, your sentence can be used to give advice in a polite way.

Inversion in conditional sentence type 2 with to be:

Were + S + (not) + S + would/could/... + V

Example: **If** I were your mom, I would be very proud.

= **Were** I your mom, I would be very proud.

Inversion in type 1 conditional sentences with normal verbs: **Were + S + (not) + to V + S + would/could/... + V**

Example: **If** I had the chance, I would hire them all.

= **Were** I to have the chance, I would hire them all.

Inversion in conditional sentence type 3

Inversion of the third conditional is the easiest of the group of conditional inversions. You don't need to borrow any auxiliary verbs. This inversion structure is used to give polite advice.

Inversion in conditional sentence type 2 with to be: **Had + S + (not) + been + S + would/could/... + have + P2**

Example: **If** she had not been sad, she would not have cried last night.

= **Had** she not been sad, she would not have cried last night.

2.2.3. Some notes when using inverted sentences

- Inverted sentences should only be applied to simple sentences or compound sentences, complex sentences with no more than two clauses. Because this structure is relatively complicated, if candidates try to apply inverted sentences to sentences with

many clauses, it may lead to grammatical errors or create confusing sentences, making it difficult for readers to understand [16].

- Have a firm grasp of the types of inverted sentences and their grammatical structures before using them.

- In an article, do not use many inverted sentences to avoid making the article unnatural. Inverted sentences are only used in the following cases:

- + When we want to emphasize the action or nature of the subject.

- + When we want to emphasize certain content in the sentence.

- + When we want to increase the expressiveness of the sentence.

- + When we want the sentence to be more formal.

2.2.4. Factors affecting the application of inverted sentences in learning English Speaking Skills of students

The application of inverted sentences in the process of learning English speaking skills is a complex issue. It is related to culture, thinking style, habits and the ability to apply language knowledge. Moreover, according to Brown's point of view, students' writing skills are more or less affected by factors in learning English [9].

a. Factors from the learners

The ability to apply inversions to learning speaking skills is not a natural one. It is a process that requires practice, training and learning through experience. This means that spending time practicing, practicing speaking and reading a lot is an absolutely necessary part of the speaking process [1].

b. Motivation of learners

Motivation is closely related to the learning process. It can help us plan to achieve the goals we desire. Performing specific activities can make the achievement of these goals slow but effective. One can recognize that there are two types of motivation identified according to their impact. These motivations are intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from the learner himself, while extrinsic motivation comes from external sources such as teachers, school administrators, parents and peers [5]. Intrinsic motivation comes from within and is based on needs, desires, attitudes, values or beliefs and has no explicit reward, whereas extrinsic motivation comes from the things a person gets after he/she achieves success and anticipates rewards from outside.

c. Reasonable investment in time and practice

According to Professor Hoang Van Van [12], for English speaking skills, the normal teaching process will include 3 steps:

Pre-speaking: Through some preparation activities, the teacher familiarizes learners with the content of the topic and provides necessary materials for them to prepare to speak. To speak about a certain issue, learners must not only have ideas or content but also have the language means to express that content, such as: phonetics, grammar and vocabulary.

While-speaking: Learners are encouraged to practice speaking as much as possible according to the assigned tasks in

order from easy to difficult, the following 10 techniques can be applied:

Describing pictures: Learners talk about one or a few pictures based on the teacher's suggested questions or questions from other members of the class.

Language games: Teachers can use quizzes to develop learners' speaking skills by asking questions to test cultural and scientific knowledge.

Working alone: The teacher assigns each learner a task to prepare and then speak in front of the class.

Q&A: Learners prepare or are given a list of questions by the teacher and then work in pairs, asking and answering those questions.

Interview: This is a more advanced form of Q&A, in which the questions and answers must revolve around a specific topic.

Report: Learners are given a speaking task with given prompts, prepare at home and present it to the class.

Discussion: Learners are divided into groups to discuss different aspects of the same issue.

Gap-filling: Learners ask and answer questions in pairs or groups around given information, then report their answers to the teacher.

Debate: The class is divided into two groups, one supporting and one rejecting a point of view or issue. The groups discuss to synthesize arguments in support of their point of view and then present them to the class.

Problem-solving: Learners can work independently, in pairs or in groups to come

up with solutions to a problem, often real-life situations.

After speaking: (Post-speaking): The purpose of this stage is to continue developing good ideas and content that have been mentioned in the speaking stage and to relate what has been learned or practiced to real life. At this stage, teachers can also tell a funny story to learners, or use language games related to the topic or speaking situation for learners to participate in to reduce their stress after a lesson.

d. The influence of the mother tongue

It is difficult to deny the role of the mother tongue in the process of acquiring a second language [7]. Obviously, the mother tongue is the foundation for almost all concepts of the learner's world view, and from this available knowledge, the foreign language learner seeks words and expressions corresponding to them in the target language. In other words, in the process of learning a second language, the learner still needs to rely on the mother tongue to a greater or lesser extent. However, the problem lies in the fact that no language is completely smooth transition into another language. Therefore, the intervention of the mother tongue in the process of improving English learning can hinder the learner in some cases.

2.3. Current status of students' ability to apply inversion sentences in learning English speaking

2.3.1. Your perception of the importance of applying inversion sentences in learning English speaking skills

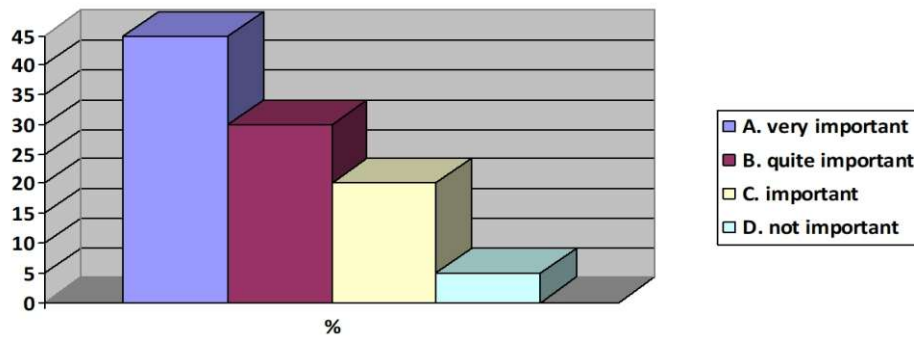


Chart 1. Students' perception of English inversion

According to the survey results shown in the chart above, the majority of students found that English speaking skills are very important, accounting for 41% of the total number of students surveyed. 36% of the total number of students thought that English speaking skills were quite

important. Meanwhile, only 7% of students thought that it was not important. Thus, we can see that most students have a good awareness of English speaking skills.

2.3.2. Students' motivation for using inversion sentences in learning speaking skills

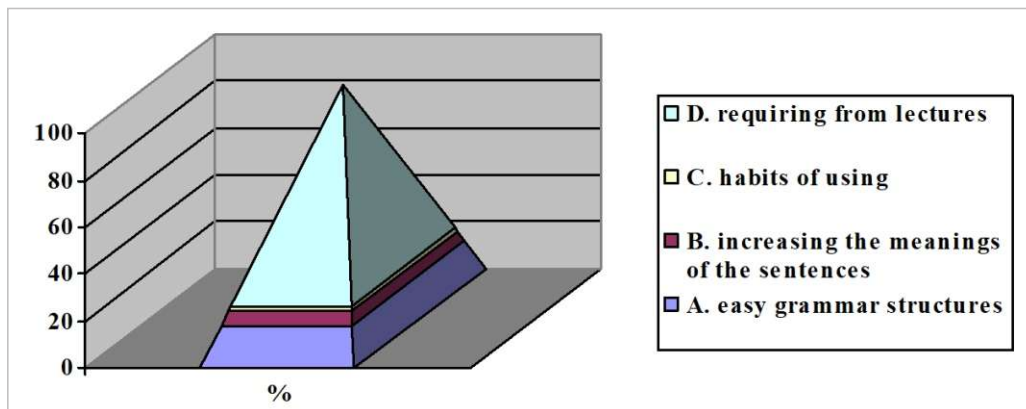


Figure 2. Students' motivation for using inversion sentences in learning speaking skills

According to the survey results shown in the chart above, the majority of students' motivation for using inversion sentences in learning speaking skills is due to the request from the lecturer, accounting for 75% of the total number of surveyed students. This shows that students do not have a high sense of self-awareness in using inversion sentences in learning

speaking skills, but mostly due to the request from the lecturer.

Meanwhile, only 3% of students have the habit of using inversion sentences in learning speaking skills. Furthermore, only 7% of surveyed students said that their motivation for using inversion sentences in learning speaking skills is because its meaning is to increase the emphasis of the

sentence. Thus, we can see that most students do not have the motivation to use inversion sentences in learning speaking skills. This is a matter of concern because inversion sentences in English are always an important basic grammar issue. Students learn this grammar issue from high schools

or even from secondary schools. However, their application in learning speaking skills is still very limited. Only 15% of students think that this is an easy grammar point to speak.

2.3.3. Difficulties that students often encounter when applying inversion to speaking skills

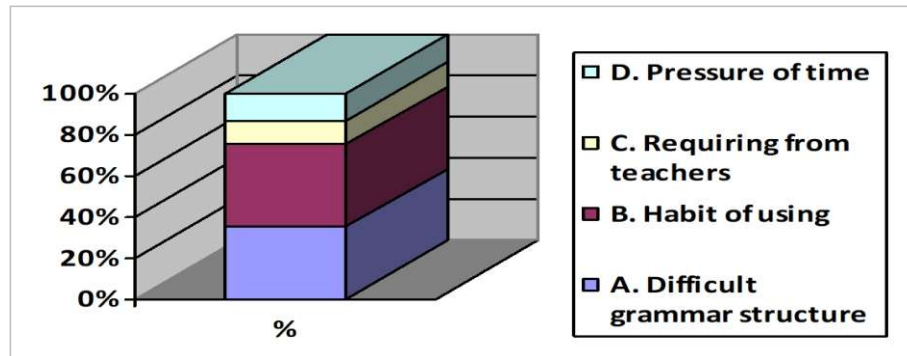


Chart 3. Difficulties that students often encounter when applying inversion to speaking skills

According to the survey results shown in the chart above, most students believe that the difficulties they often encounter when applying inversion sentences to their speaking skills are due to their lack of habit of using them, accounting for 45%. 30% of the total number of students believe that the difficulties they often encounter when applying inversion sentences to their

speaking skills are due to the grammar structure, accounting for 35%. Meanwhile, only 10% of students think that the difficulties are due to the requirements of tests and 15% of students believe that they face with time pressure when applying inversion sentences to their speaking skills.

2.3.4. How often do instructors ask students to use inversions in Speaking classes?

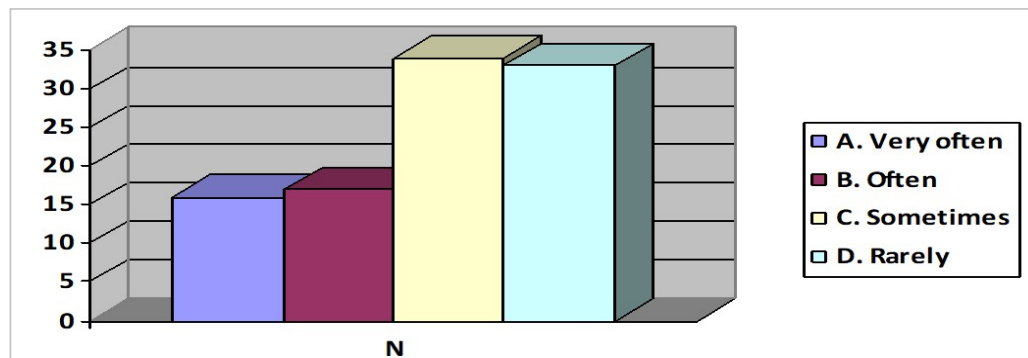


Chart 4. How often do lecturers ask students to use inversion in Speaking lessons?

The survey results show that the frequency that lecturers ask students to use inversions in speaking lessons is still very modest. Specifically, in terms of very frequent, only 17% of surveyed students said that lecturers very often ask students to use inversions in Speaking lessons. Similar results were found in only 16% of surveyed students who said that lecturers often ask students to use inversions in Speaking lessons. Up to 36% of surveyed students said that lecturers sometimes ask students to use inversions in Speaking lessons and up to 31% of students answered that lecturers

rarely ask students to use inversions in Speaking lessons. Lecturers always play an important role in students' learning. And students' learning awareness also depends on some extent on the lecturer. Therefore, to help students raise their awareness in the learning process in general and in practicing and developing speaking skills in particular, teachers need to regularly make requests and demands of students at a higher level to help them form learning habits.

2.3.5. Difficulties that students often encounter in the process of learning Speaking

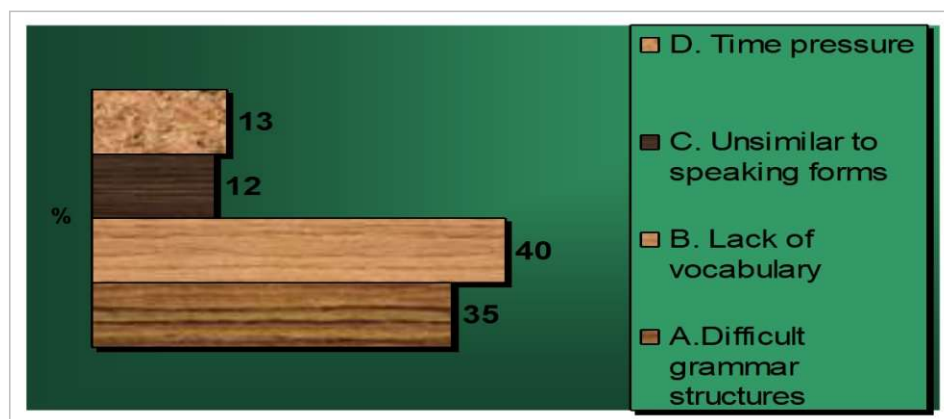


Chart 5. Difficulties that students often encounter in the process of learning to speak English

The survey results show that lack of vocabulary and difficult grammar structures are the biggest difficulties students face in learning to speak, with 40 and 35 choices respectively. Many students admit that their grammar is very weak, so when communicating in English, they are still not sure whether they speak correctly. Furthermore, their limited vocabulary means that they need to use technology to support them regularly. 12% of students choose the third biggest difficulty they encounter as being unfamiliar with the

types of speaking tasks. Students explained that when reading the requirements for a speaking task, it is difficult for them to visualize what they have to say, and they often rely on the suggestions and instructions from the lecturer in the first part of understanding the task. Time pressure is the next obstacle that students often encounter. Also discussing this issue, the lecturers participating in the interview complained a lot about the level of completion of students' speaking tasks. They found that most of the students'

speeches did not meet the requirements. The speeches contained many mistakes. Grammatical errors appeared frequently in the speeches, of which the most common were errors in tense, incorrect use of prepositions, articles, and incorrect punctuation. Some students often refer to

speeches online without selecting or correcting them, but copy the original sample, leading to failure to meet the speaking requirements.

2.3.6. Measures students have taken to improve their speaking learning effectiveness

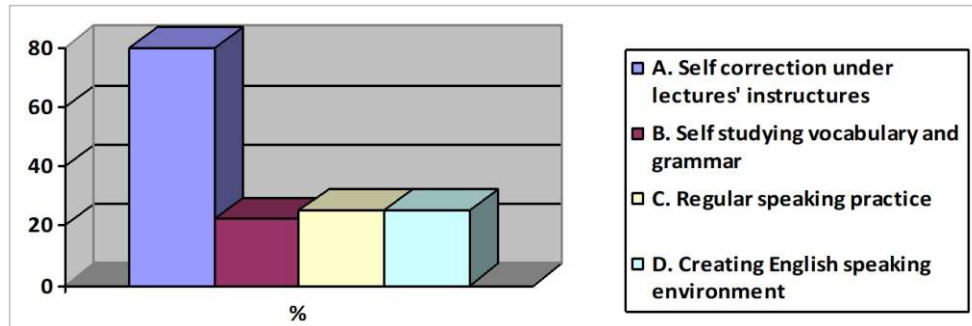


Chart 6. Measures students have taken to improve their speaking effectiveness

When asked about how the students themselves improved their speaking skills, they seemed quite confused. Most of them corrected their own work according to the instructor's instructions with 80 choices. 22 students were conscious of improving their vocabulary and grammar. Practicing speaking regularly and creating a daily English communication environment were less frequently done by students with only 25 choices. When asked more about this issue, most of the students said that they often followed the instructor's request to correct their own work after the instructor pointed out their mistakes. In addition, they did not have much time to practice speaking outside of class time. Only a few students were conscious of creating an English communication environment. On the same topic, the instructors who participated in the interview all found that students' awareness

of self-study and self-improvement of knowledge was still poor. Most students only do the tasks within the scope of the class requirements. Although the lecturer guides students in some ways to learn speaking on their own, they rarely do it seriously. In addition, with a 30-period speaking course, it is difficult for the lecturer himself to correct all the students' work.

2.4. Some measures to help students actively apply inversion sentences in learning English Speaking.

2.4.1. Guide students to practice speaking skills

To communicate fluently in English, practicing speaking in class is not enough, teachers need to guide students in speaking methods at home to improve their speaking ability such as:

- Pronouncing English well
- Recording your voice

Practice speaking English in front of the mirror

Take the opportunity to speak English with native speakers

Practice speaking English anytime and anywhere

A comfortable mindset and the ability to predict

2.4.2. Building learning motivation and forming habits

Learning motivation is one of the factors that plays an important and decisive role in improving students' learning efficiency. Chen (2011) stated that external motivation is the trend and social concept of the role of that language. Internal motivation is personal effort with clear directions and goals [3]. Therefore, students need to understand the importance of speaking skills in achieving the C1 foreign language output standard. At the same time, they must clearly understand the importance of foreign language output standards. It is an indispensable tool for their work after graduation.

The training program applied according to the credit system at Quang Binh University currently stipulates a fairly high number of self-study hours for students. Therefore, students need to practice the habit of self-study. Self-regulated learning is a constructive, proactive learning process in which learners set their own learning goals and then monitor, regulate, and control their own cognition, motivation, and behavior, guided and governed by their own goals and the contextual features of their environment. In such learning, learners

process information using a variety of learning strategies. Such learners plan and control their cognitive processes to ensure that their learning actions do not lead them astray from their learning goals. Furthermore, if the learning environment is not conducive to learning, learners will seek out a more conducive learning environment or adjust the existing environment to optimize their learning outcomes. Students' autonomous learning strategies are considered very important for the language acquisition process in general and English in particular. From that, it can be seen that autonomous English learning is a process in which learners are able to take responsibility for their own language learning, specifically taking responsibility for all decisions related to all aspects of the learning process, including determining the goals to aim for, determining the content to be learned, choosing appropriate learning methods, and evaluating their learning process to be aware of the advantages and disadvantages in each area of knowledge and language skills.

Therefore, language students need to form the habit of self-studying and practicing speaking inversion sentences every day. At the same time, lecturers need to assign homework to students.

Lecturers need to help students form the habit of self-studying, setting their own speaking practice plans, practicing speaking inversion structures, and improving their own vocabulary and grammar. Students must self-regulate their studies, self-identify their own abilities to invest a reasonable amount of time. To help

students form this habit, lecturers should initially assign students self-study assignments, exercises on speaking inversion sentences, grammar lessons on inversion sentences, and speaking assignments that require the use of inversion sentences. Then, require students to submit their assignments according to the schedule. When students have developed the habit of self-study, lecturers will require students to find their own research materials, and submit the products of their self-study articles to lecturers. From there, lecturers will consider whether students have studied in the right direction and with the right method to provide timely support instructions to students [11].

Students themselves must know when to use the support of English-Vietnamese, Vietnamese-English dictionaries, and must not depend on Google Translate. At the same time, lecturers teaching in class need to remind students about this.

Encourage students to read a lot. Students can read sample essays, books, newspapers, magazines... in English.

2.4.3. Implementing the Speaking Teaching Process

The process of a speaking lesson includes three stages: Pre-Speaking, While-Speaking, and Post-Speaking. This process not only helps students understand the lesson but also helps students use speaking skills in real communication. However, the first thing is that teachers need to clearly define the purpose and requirements of each specific speaking part in order to orient students to perform well

in the following stages [1].

These activities help learners organize their ideas in a reasonable way and make the writing stage easier.

2. 4. 4. The method of giving appropriate comments and assessments has a positive impact on students' motivation and learning attitude.

The way lecturers give comments and correct errors in their speaking can encourage students but can also discourage them. Therefore, depending on the level of the students, lecturers need to choose the appropriate way to give feedbacks to bring about the best results.

- For weak students, lecturers need to provide direct correction, that is, let students know the mistakes and at the same time show how to correct them.

- For good and excellent students, lecturers need to use indirect correction methods: point out the mistakes and identify for students what kind of mistakes they are, such as grammar mistakes, spelling mistakes, word usage mistakes, etc. Or the lecturer only helps students identify the location of the mistakes, and then students analyze and correct the mistakes themselves [4].

Applying level-appropriate error correction will increase students' interest and contribute to improving the quality of their speaking.

2.4.5. Creating a positive learning environment

Students are still influenced by the idea that learning to speak is only for exams, to get points and to graduate. They do not realize the necessity of speaking

English in life, and are not interested in learning to speak. Therefore, schools, faculties, and the Youth Union can coordinate to organize English speaking competitions on different topics, creating opportunities for students to speak English outside of class, stimulating their interest in learning to speak [8].

3. CONCLUSION

English inversion is an important grammatical structure that is commonly used in the process of learning, teaching as well as in daily English communication. The research results show that English inversion always has a diversity of structure and flexibility in application because it refers to the phenomenon of irregular grammar in sentences. Depending on the purpose of using the language of the speaker or writer (purpose of utterance) in certain circumstances, the speaker or writer can produce certain types of speech or

utterance and is not dependent on linguistic principles. The research results show that learners rarely apply inversion sentences in learning speaking skills.

Mastering and effectively using inversion structures will help learners diversify and enrich their language expressions to serve certain communication purposes. We believe that the results of the topic will contribute to helping English teachers and learners have a basis to better understand the diversity of inversion sentences in English speaking.

Finally, we see that there are a few issues that need to be further researched as follows:

Application of inversion sentences in learning Listening, Reading and Writing skills.

Research on inversion sentences in the direction of functional grammar and cognitive linguistics.

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Liên hệ:

TS. Phạm Thị Hà

Khoa Ngoại ngữ, Trường Đại học Quảng Bình

Địa chỉ: 18 Nguyễn Văn Linh, Phường Đồng Thuận, Tỉnh Quảng Trị

Email: hathu007@gmail.com

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