An Analysis of the Answers to English Negative Yes/ No Questions of the First-Year Undergraduate Students at Burapha University

การวิเคราะห์คำตอบของคำถามใช่หรือไม่แบบปฏิเสธ ภาษาอังกฤษของนิสิตปริญญาตรีชั้นปีที่ 1 มหาวิทยาลัยบูรพา

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Abstract

This study aimed to analyze the answers to English negative yes/ no questions. The participants of the study were 185 first- year undergraduate students at Burapha University. The instrument of the study was a questionnaire on demographic factors and answer to English negative yes/ no questions. Data were analyzed by using descriptive and inferential statistics through SPSS for Windows. The results revealed that (1) most of the participants answered English negative yes/ no questions incorrectly (incorrect answers = 92.20%); (2) from all 5,180 answers, the answer patterns that the participants used were "Yes, / No, + a full sentence" (44.69%), "Yes, / No, + a subject+ an auxiliary verb (n' t/ not)" (26.41%), "Yes. / No." (18.75%), and "Others" (10.15%); and (3) the participants' demographic factors did not affect their answer scores (p > .05). Other findings were as follows: (1) Most mistakes found in the incorrect answers were incorrect meaning, incorrect grammar, and incorrect answer patterns; (2) Regarding the ungrammatical answers, the participants made a lot of grammatical errors on answer patterns, auxiliary verbs, pronouns, adjectives, and so on; and (3) The "Others" answer patterns could be grouped into four types of "sentences without Yes or No", "Yes/ No + word(s)/ phrase", "Yes/ No + the irrelevant sentence", and "Word (s)/ phrase".

Keywords: English negative yes/no questions, Answer patterns, Incorrect meaning, Incorrect grammar, incorrect patterns

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อวิเคราะห์คำตอบของคำถามใช่หรือไม่แบบปฏิเสธภาษา
อังกฤษ กลุ่มตัวอย่างของการวิจัยครั้งนี้ คือนิสิตระดับปริญญาตรีชั้นปีที่ 1 มหาวิทยาลัยบูรพา
จำนวน 185 คน เครื่องมือที่ใช้ในการวิจัย คือแบบสอบถามข้อมูลเกี่ยวกับอาชีพ การใช้ภาษา
อังกฤษที่ทำงาน การทำงานกับต่างชาติที่พูดภาษาอังกฤษ และ การตอบคำถามใช่หรือไม่แบบ
ปฏิเสธภาษาอังกฤษ การวิเคราะห์ข้อมูลใช้โปรแกรม SPSS for Windows ในการวิเคราะห์ค่าสถิติ
เชิงบรรยาย และสถิติเชิงอ้างอิงหรือเชิงอนุมาน ผลการวิจัยปรากฏว่า (1) กลุ่มตัวอย่างส่วนใหญ่
(92.20%) ตอบคำถามใช่หรือไม่แบบปฏิเสธภาษาอังกฤษไม่ถูกต้อง (2) จากคำตอบทั้งหมด 5,180
คำตอบ รูปแบบคำตอบที่กลุ่มตัวอย่างใช้ในการตอบคือ "ใช่/ ไม่ใช่ + ประโยคสมบูรณ์" (44.69%)
"ใช่/ ไม่ใช่ + ประธาน + กริยานุเคราะห์" (26.41%) "ใช่/ ไม่ใช่" (18.75%) และ คำตอบแบบอื่นๆ
(10.15%) และ (3) ปัจจัยด้านข้อมูลส่วนตัวของตัวกลุ่มตัวอย่างไม่มีผลกระทบต่อคะแนนการตอบ
คำถาม (p > .05) นอกจากนี้ ยังพบว่า (1) ข้อผิดพลาดส่วนใหญ่ที่พบในคำตอบที่ไม่ถูกต้องคือ
ความหมายไม่ถูกต้อง ไวยากรณ์ไม่ถูกต้อง และ รูปแบบคำตอบไม่ถูกต้อง (2) สำหรับคำตอบที่
ไวยากรณ์ไม่ถูกต้อง กลุ่มตัวอย่างทำผิดพลาดด้านไวยากรณ์จำนวนมากในเรื่อง รูปแบบคำตอบ
คำกริยานุเคราะห์ คำสรรพนาม คำคุณศัพท์ และอื่นๆ และ (3) รูปแบบคำตอบแบบอื่น ๆ สามารถ
จัดกลุ่มได้เป็น 4 ประเภท ได้แก่ "ประโยคที่ไม่มีคำว่า ใช่ หรือ ไม่ใช่", "ใช่ หรือ ไม่ใช่ + กลุ่มคำ/
วลี", "ใช่ หรือ ไม่ใช่ + ประโยคที่ไม่เกี่ยวข้อง", และ "กลุ่มคำ/ วลี"

คำหลัก: คำถามใช่หรือไม่แบบปฏิเสธภาษาอังกฤษ, รูปแบบคำตอบ, ความหมายไม่ถูกต้อง,
ไวยากรณ์ไม่ถูกต้อง, รูปแบบไม่ถูกต้อง

Introduction

For human beings, communication is an important skill used to develop,
maintain, and improve relationships with others (Tubbs & Moss, 1974, p. 73).
Communication is involved in many areas in people's lives, such as business, trade,
education, politics, and so on. Since communication occurs in a variety of situations
including private and public, business and social, home and school, and informal and
formal (Seiler 1996, p. 5), communication is unavoidable for people in their daily life. In
order for communication to be effective, a message should be received as intended by
the sender (Seiler, 1996, p. 11). According to Hybels and Weaver (1995, p. 25), the
effectiveness of communication is significant because it brings people success and

pleasure. Also, it changes people's reaction and improves relationships. As a result, the effectiveness of communication needs to be highly considered.

To date, English is important as an international language used worldwide. It is an outstanding second language which people need to know and be able to use well, especially in the business world. Generally, in communication, questions are used in asking for information, requests, suggestions, offers, etc. (Eastwood, 1994, p. 25). These questions are either 'yes/ no' or 'wh- words'. For yes/ no questions, negative yes/ no questions which contain negation in phrasing such as "Didn't John eat?" (Zuckerman, 2001, p. 153) are also asked. Based on the researcher's observations and experience in working with the native speakers of English and many issues asking how to answer English negative yes/ no questions found on the Internet, it is evident that many ESL speakers including Thais are confused in answering such English questions. This problem may be caused from the language differences.

According to second language acquisition, the differences between two languages may have an impact on humans' success in learning a second language. Prior knowledge of learning is background knowledge which can be transferred to subsequent learning (Brown, 2000, pp. 94-95). From the second language acquisition, if the first language knowledge helps learners acquire a second language, it is considered as a positive transfer. On the contrary, when the first language obstructs the learner from learning a new language, it is a negative transfer or interference. In other words, previous knowledge can provide either positive or negative effects on learning a new language. The similarity between the two languages is useful for learners learning a second language, while the differences cause learning interference (Littlewood, 1984, p.17). From Brown's and Littlewood's views above, it can be said that the differences between the two languages can be a cause of the problem in learning a second language.

According to Phanna (1997), answer patterns given to negative yes/ no questions in English and Thai are different. In English, to accept questions, **"yes"** (followed by a positive sentence) is used, while **"no"** (followed by a negative sentence) is for a refusal. In contrast, to answer negative yes/ no questions in Thai, Thais say **"yes"** (followed by a negative sentence) to refuse, and say **"no"** (followed by a positive

sentence) for an acceptance. Because of the opposite patterns in answering English and Thai negative yes/ no questions, Thais can be confused in answering the questions. For effective communication, answers to negative yes/ no questions need to be in correct patterns, so it is required that ESL Thais know the correct answer patterns of the questions. Therefore, the researcher conducts this study to investigate whether ESL Thai undergraduate students at Burapha University are able to construct the correct answers to English negative yes/ no questions. The result of the study will make them to be aware in answering the questions.

Literature Review

Different Answer Patterns between Thai and English Negative Yes/ No Questions

Answer patterns of English and Thai negative yes/ no questions are different. Phanna (1997, p. 19) proposes that to grammatically answer English negative yes/ no question, the accepting answer (yes) is followed by the positive sentence, and refusing answer (no) must be followed by the negative one. On the opposite, to answer Thai negative yes/ no question, "yes" is used with a negative sentence to decline, and "no" is used with a positive sentence to accept the positive. The followings are comparisons of answers to English and Thai negative yes/ no questions.

Question: Isn't it too difficult for you?	คำถาม: มันไม่ยากเกินไปสำหรับคุณ ใช่ไหม?
__English answers__	__Thai answers__
Yes, it is.	เปล่า, มันยาก (หมายถึง ยาก, มันยาก)
No, it isn't.	ใช่, มันไม่ยาก (หมายถึง ไม่ยาก, มันไม่ยาก)
(Phanna, 1997, p. 19)	

In linguistics, the differences of the two languages cause interference in new languages learning (Littlewood, 1984, p. 17). Phanna (1997, p. 19) mentioned that Thais might be confused in answering English negative yes/ no questions because the answer patterns of English negative yes/ no questions are actually opposite to those of Thai's. In sum, the language differences may cause the language transfer and interference and that makes Thais often answer English negative yes/ no questions incorrectly.

Interlingual Transfer and Interference (Second Language Acquisition)

Brown (2000) claims that in second language acquisition the transfer of prior knowledge to a new learning is the linguistic transfer or an interlingual transfer which can be positive or negative. Positive transfer occurs when previous knowledge is useful for a new learning, but negative transfer happens when prior knowledge interrupts the second learning. This negative transfer can be referred to interference (pp. 94-95). An example of interlingual transfer is when English learners say "sheep" for "ship," or "the book of Jack" instead of "Jack's book". These errors are due to negative interlingual transfer (p. 224).

Lado (1957) sums the learner's problem in a well-known formulation, "Those elements that are similar to his native language will be simple for him, and those elements that are different will be difficult" (as cited in Littlewood, 1984, pp. 17-18).

In a behavioristic perspective, Littlewood (1984) makes transfer or interference clear by giving an example of an English speaker learning French. In English, the sequence of words in declarative sentences is subject- verb- object (e.g., The dog eats the meat.) This English pattern can be carried over directly into French (e.g. Le Chien manage la viande.), as word order is the same. However, if the object is replaced by a pronoun, the transfer will cause difficulty. English remains the same order (The dog eats it), but French changes to place the object before the verb (Le chien la mange.) In this case, the first language obstructs the learner in learning the new one, the English learner will incline to say Le chien manage la. This is a negative transfer or interference (p.17).

Related Study on Answers to Negative Yes/ No Questions

Takashima (1989, Abstract) studied the answer patterns answering English negative yes/ no questions of 288 Japanese university level English as a foreign language students. The study is "How Japanese Learners of English Answer Negative Yes- No Questions- A Case of Foreign Language Transfer". In the study, Takashima focused on a native language transfer, especially the lexical transfer in responses to yes- no questions. For data analysis, the answer patterns and statistical tables are analyzed. The study reveals that 88% of students have errors in answering English negative yes/ no questions, and the errors can be attributed to L1 interference.

Therefore, it can be concluded that the difference between the languages is a main factor that causes errors in answering English negative yes/ no questions.

In conclusion, the literature review indicates that English and Thai answer patterns used in answering negative yes/ no questions are opposite. According to second language acquisition, the linguistic difference influences the learner's performance in using a second language. Previous knowledge can be transferred (interlingual transfer) to a second language learning. The transfer might be positive if the previous knowledge is helpful in acquiring a second language. However, it can be a negative transfer when the previous knowledge is different from a new language. Regarding the different answer patterns between English and Thai negative yes/ no questions, Thais might be confused in answering such questions in English because of the negative transfer of their previous knowledge, the answer patterns of Thai negative yes/ no questions.

Purposes of the Study

1. To investigate whether the participants answered English negative yes/ no questions correctly.

2. To investigate the answer patterns that the participants used to answer English negative yes/ no questions.

3. To investigate whether the participants' demographic factors (job position in company, number of year(s) of using English at work, and number of year(s) of working with foreigners speaking English) affected their answer scores of English negative yes/ no questions.

Research Questions

1. Do the participants answer English negative yes/ no questions correctly?

2. What patterns do the participants use to answer English negative yes/ no questions?

3. Do the participants' demographic factors (job position in company, number of year(s) of using English at work, and number of year(s) of working with foreigners speaking English) affect their answer scores of English negative yes/ no questions?

Research Hypotheses

1. The participants' job positions affected their answer scores.

2. The participants' numbers of years of using English at work affected their answer scores.

3. The participants' numbers of years of working with foreigners speaking English affected their answer scores.

Methodology

Participants

The population of this study was the first- year undergraduate students (special program) studying for a bachelor's degree of technology in the first semester of the 2010 academic year at Burapha University. All of them enrolled in the course of English I, which was their first tertiary English course. These students are not only studying but also working in a company. The total population was 348 people. The researcher used Krejcie and Morgan's table to determine the participants' sample size. According to the table, the participants were 185 people (Krejcie & Morgan, 1970). The researcher selected the participants on the basis of a simple random sampling technique by drawing them from the population.

Instrument

In this study, the instrument was a questionnaire (Questionnaire on Demographic Factors and Answer to English Negative Yes/ No Questions) constructed by the researcher. The questionnaire was presented to the advisor and three experts (native speakers) to test its content validity and pretested with the pilot group to test the reliability by using the Kuder-Richardson Formula (K R-20). The questionnaire consisted of two parts as follows:

Part 1: This part investigated the effect of the participants' demographic factors upon their answer scores of English negative yes/ no questions. It included 3 questions

on job position in company, number of year(s) of using English at work, and number of year(s) of working with foreigners speaking English. All participants were asked to check one from the provided choices based on their true information.

Part 2: This part aimed to analyze the participants' answers to English negative yes/ no questions. It consisted of 28 question items in contracted forms. Underneath each question was its meaning in Thai. Under the meaning, there was a space for the participants to write the answer and two answer cues of accepting and refusing for them to choose from based on their true information. As for the questions, they were constructed by using common auxiliary verbs and common present tenses. Hence, the questions started with do, have, be, can, could, should, and would and were in present simple, present continuous, and present perfect. Regarding the patterns of the questions, they were formed based on Quirk and Greenbaum (1982, p. 167)'s seven basic English clause patterns below.

<u>Question Patterns and Examples of Questions</u>
1. SV: Subject + Verb (Can't you swim?)
2. SVO: Subject + Verb + Object (Don't you like dogs?)
3. SVC: Subject + Verb + Complement (Haven't you been tired?)
4. SVA: Subject + Verb + Adverbial (Aren't you on a diet?)
5. SVOO: Subject + Verb + Object + Object (Couldn't you lend your friends money?)
6. SVOC: Subject + Verb + Object + Complement (Shouldn't you paint your house red?)
7. SVOA: Subject + Verb + Object + Adverbial (Couldn't we have a party at your house?)

Framework of the Study

The researcher analyzed the answer patterns based on Phanna (1997)'s framework. According to Phanna (1997, p. 19), to grammatically answer English negative question, the accepting answer (yes) is followed by the positive sentence, and

refusing answer (no) must be followed by the negative one. On the opposite, to answer Thai negative yes/ no questions, "yes" is used with a negative sentence to decline, and " no" is used with a positive sentence to accept the positive.

Data Collection

Data in the study were answers to English negative yes/ no questions in the questionnaires. The data collection of this study consisted of the following processes.

1. The researcher collected the data in the middle of the first semester of the 2010 academic year. The reason was to examine if the participants answered English negative yes/ no questions correctly after taking some English lessons. In an English class, the participants had thirty minutes to finish the questionnaires. After finishing, they needed to return the questionnaires.

2. The researcher collected all complete questionnaires for data analysis.

Data Analysis

1. To answer the first research question, the researcher scored the answers to the English negative yes/ no questions in the questionnaires and then calculated percentage of correct answers and incorrect answers.

2. To answer the second research question, the researcher used the descriptive statistics to obtain the percentage of the used answer patterns.

3. To answer the third research question, the researcher used the inferential statistics to test the three hypotheses.

Research Results

1. In order to investigate whether the participants answered English negative yes/ no questions correctly, all of the participants' answers were checked according to the possible correct answers of the questions. The results were reported as frequency and percentage shown in table 1.

Table 1 Frequency and Percentage of Correct Answers and Incorrect Answers

Answers	Frequency (N = 5,180)	%
Correct answers	404	7.80
Incorrect answers	4,776	92.20
Total	5,180	100

Table 1 shows that most of the answers are incorrect. From a total of 5,180 answers, 4,776 answers (92.20%) were incorrect, and 404 answers (7.80%) were correct. This data answered the first research question that most of the participants answered English negative yes/ no questions incorrectly.

2. To investigate the patterns of the answers, the researcher analyzed the frequency and percentage of each answer pattern as shown in table 2.

Table 2 Frequency and Percentage of Answer Patterns Used in All Answers

Answer patterns	Frequency (N = 5,180)	%	Order
1. Yes. / No.	971	18.75	3
2. Yes, / No, + subject + an auxiliary verb (n't/ not)	1,368	26.41	2
3 .Yes, / No, + a full sentence	2,315	44.69	1
4. Others	526	10.15	4
Tota	5 ,180	100	

Table 2 shows that the percentage of the answer patterns, ranging from the most to the least, used by the participants were "Yes, / No, + a full sentence" (44.69%), "Yes, / No, + a subject+ an auxiliary verb (n't/ not)" (26.41%), "Yes. / No." (18.75%), and " Others" (10.15%). Table 2 provides the answer to the second research question in that the participants used four answer patterns to answer English negative yes/ no questions.

When the answer patterns of the correct and incorrect answers were examined separately, it was apparent that the most frequently and least frequently used answer patterns of the correct and incorrect answers were different as shown in tables 3 and 4.

Table 3 Frequency and Percentage of Answer Patterns Used in the Correct Answers

Answer patterns	Frequency (N = 404)	%	Order
1. Yes. / No.	124	30.69	2
2. Yes, / No,+ a subject+ an auxiliary verb (n't/ not)	170	42.08	1
3. Yes, / No, + a full sentence	110	27.23	3
Total	404	100	

Table 3 shows that the correct answers were found in three main answer patterns ranging sequentially from the highest to the lowest percentage as "Yes, / No,+ a subject+ an auxiliary verb (n't/ not) (42.08%), "Yes. / No." (30.69%), and "Yes, / No, + a full sentence" (27.23%).

Table 4 Frequency and Percentage of Answer Patterns Used in the Incorrect Answers

Answer patterns	Frequency (N = 4,776)	%	Order
1. Yes. / No. (Yes meant No/ No meant Yes)	847	17.73	3
2.Yes, / No,+ a subject+ an auxiliary verb (n't/ not)	1,198	25.08	2
2.1 Incorrect meaning			
2.1.1 Yes meant No/ No meant Yes	1,062	22.24	
2.1.2 Correct Yes/ No + incorrect sentence	34	0.71	
2.2 Incorrect pattern and incorrect grammar	102	2.14	
3. Yes, / No, + a full sentence	2,205	46.17	1
3.1 Incorrect meaning			
3.1.1 Yes meant No/ No meant Yes	1,910	39.99	
3.1.2 Correct Yes/ No + incorrect sentence	65	1.36	
3.2 Incorrect pattern and incorrect grammar	230	4.82	
4. Others	526	11.01	4

Table 4 presents each answer pattern used in the incorrect answers and their frequency and percentage. From the data, the answers were in the four different patterns. The percentage of the answer patterns, ranging from the most to the least, were "Yes, / No, + a full sentence" (46.17%), "Yes, / No, + a subject+ an auxiliary verb (n 't/ not)" (25.08%), "Yes. / No." (17.73%), and "Others" (11.01%).

3. In order to investigate the effect of the participants' demographic factors on their answer scores of English negative yes/ no questions, inferential statistics (factorial

design) was used to analyze significance of demographic factors and scores as shown in table 5.

Table 5 Significance of Demographic Factors and Scores

Demographic factors	SS	df	MS	F	p
Positions	149.807	6	24.968	1.980	0.073
Use_Year	28.900	5	5.780	0.458	0.807
Work_Year	46.844	5	9.369	0.743	0.593
Positions * Use_Year	78.929	9	8.770	0.696	0.712
Position * Work_Year	49.903	7	7.129	0.565	0.783
Use_Year * Work_Year	117.542	10	11.754	0.932	0.506
Positions* Use_Year * Work_Year	10.215	1	10.215	0.810	0.370
Error	1702.130	135	12.608		
Total	3163.000	185			

*p < .05

From the analysis in table 5, the p-values of all interaction effect were Positions * Use_Year (0.712), Position * Work_Year (0.783), Use_Year * Work_Year (0.506), and Positions* Use_Year * Work_Year (0.370). Thus, it was concluded that there was no significant interaction between the three factors (the job positions, year of using English at work, and years of working with English speakers) (p > .05). When the main effect was taken into consideration, the p-values of Positions, Use_Year, and Work_Year were 0.073, 0.807, and 0.593 respectively. This indicated that there was no significant main effect for the three demographic factors (p > .05). The results of this analysis could answer the third research question that the participants' demographic factors did not affect the participants' answer scores. As a result, it was summed that the three hypotheses of the study were rejected.

Other Findings

From the analysis, other findings were as follows: (1) the mistakes of the incorrect answers (4,776 answers) were incorrect meaning (92.42%), incorrect grammar (74.35%), and incorrect answer patterns (57.39%); (2) in terms of incorrect grammar found in 3,551 answers, the types of errors were answer patterns (64.49%), auxiliary verbs (41.62%), pronouns (16.02%), adjectives (7.69%), main verbs (6.87%), adverbs (5.63%), prepositions/ prepositional phrases (5.44%), nouns (5.18%), articles (4.76%), tenses (2.79%), subject-verb agreement (2.06%), word order (1.89%), passive voice (1.38%), the use of question mark (0.23%), and other additional words/ clause (0.06%); and (3) the answers collected in "Others" answer pattern could be grouped in four types of sentences without "Yes" or "No" (57.03%), Yes/ No + word(s)/ phrase (26.81%), Yes/ No + the irrelevant sentence (14.07%), and Word (s)/ phrase (2.09%).

Conclusion and Discussion

Conclusion

First, the three main findings of the study were (1) the number of the correct answers was much smaller than that of the incorrect ones. It could be concluded that most of the participants answered English negative yes/ no questions incorrectly; (2) for all 5,180 answers, the participants answered English negative yes/ no questions in four different patterns, ranging from the most to the least frequency, which were "Yes, / No, + a full sentence", followed by "Yes, / No, + a subject+ an auxiliary verb (n't/ not)", "Yes. / No.", and "Others"; and (3) the third finding was that the participants' demographic factors (job position in company, number of year(s) of using English at work, and number of year(s) of working with foreigners speaking English) did not affect their answer scores of the questions.

Second, other findings were as follows: (1) the mistakes of the incorrect answers, ranging from the most to the least frequency found, were incorrect meaning, incorrect grammar, and incorrect answer patterns; (2) considering the ungrammatical answers, the researcher found that the participants made a lot of grammatical errors, ranging from the most to the least, answer patterns, auxiliary verbs, pronouns, adjectives, main verbs, adverbs, prepositions/ prepositional phrases, nouns, articles, tenses, subject-verb

agreement, word order, and passive voice. Also, some errors on the use of question mark and other additional words/ clause were found; and (3) the "Others" answer pattern, including the answers which could not be classified as the three answer patterns, could be grouped into four types, ranging from the most to the least frequency, sentences without "Yes" or "No", Yes/ No + word(s)/ phrase, Yes/ No + the irrelevant sentence, and Word (s)/ phrase.

Discussion

Based on the result of the study, the hypotheses were rejected because there was no significance relationship between the demographic factors and the scores. The followings are some possible reasons for the insignificance. First, from my experience, negative yes/ no questions are seldom asked in the real life. The participants might not be familiar with the questions, so they provided the answer incorrectly. Second, at work, most conversations are formal, while negative yes/ no questions in the contracted forms (n't) are usually used in the spoken language (Atchaneeyasakun, 2004, p. 234). Since the participants rarely used such English questions, they answered the questions incorrectly. Third, with reference to the grammatical errors found from the analysis, the participants are poor in English grammar. Hence, they did not realize how to answer the questions correctly. In conclusion, being unfamiliar with such English questions of the participants and their poor English grammar caused the insignificance of the factors and scores. Regarding the mistakes on incorrect meaning (answered "No" but meant "Yes" and vice versa), incorrect grammar, and incorrect patterns, the possible reasons caused the mistakes were the first language interference (for incorrect meaning and incorrect patterns) and the participants' poor English grammar competence (for incorrect grammar).

Recommendations for Further Study

As the study revealed the participants' answers to English negative yes/no questions, the result of the study could be beneficial to remind the English instructors and English students that:

1. The instructors teaching English should emphasize teaching their students how to answer English negative yes/ no questions and the fact of the different answer patterns between English and Thai negative yes/ no questions.

2. ESL Thais should be aware that the answers to English negative yes/ no questions are in the opposite patterns to those of Thai and pay more attention to answering this type of questions in English.

3. Since a lot of grammatical errors were found in the participants' incorrect answers, the instructors and the students should pay more attention to English grammar. Because there were 154 misspelling words counted in the incorrect grammar, vocabulary should also be stressed.

For further study, the researcher suggests that:

1. Investigating the answers to English negative yes/ no questions by focusing on the answers and occurred grammatical errors of each structural point.

2. Investigating students in other fields of study and years to examine their answers and analyze the errors, if occur. This may help to improve the students if they also have the problems in answering English negative yes/ no questions.

3. Studying the answers to other English yes/ no questions, such as a question tag which might confuse the learners in providing the correct answers in the same way as in negative yes/ no questions.

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APPENDIX A

EXAMPLE ANSWERS OF EACH ANSWER PATTERNS

USED BY THE PARTICIPANTS

Example Answers of Each Answer Patterns Used by the Participants

1. Sentences without Yes or No

Question: *Can't you swim?*

Answer:

- I can swimming.
- I can swim.
- I can't swim.

Question: *Shouldn't you study?*

Answer:

- I should study.
- I'm should study.
- I am study.

2. Yes, / No, + word(s)/ phrase

Question: *Aren't you a student?*

Answer:

- No, I some.

Question: *Shouldn't you study?*

Answer:

- No, isn't.
- No, should be study.

3. Yes, / No, + the irrelevant sentence

Question: Shouldn't you study?

Answer:

      - No, I am student.

      - No, I come a study.

Question: Shouldn't you have breakfast?

Answer:

      - No, I don't think it.

4. Word(s)/ phrase

Question: Can't you swim?

Answer:

      - Litell

Question: In a class, couldn't anyone sit near you?

Answer:

      - My friend

Question: Aren't you staying at home now?

Answer:

      - No home.

Question: Couldn't your friend borrow some money?

Answer:

      - No money.