



**Ministry of Higher Education and Scientific Research**

**Misan University**

**College of Education**

**English Department**

**Morning Studies**

# **Negative Meaning In English Verbs**

**By**

**Haider Hassan Ali**

**Supervised by**

**Asst. Inst. Shaima Hamad Saad**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قُلْ إِن صَلَاتِي وَنُسُكِي وَمَحْيَايَ وَمَمَاتِي لِلَّهِ رَبِّ  
الْعَالَمِينَ

صدق الله العلي العظيم

(الأنعام 162)

# **DEDICATION**

**This study is dedicated to:**

**My beloved parents without whom I could not have reached this far**

**To my late grandfather, may Allah be merciful upon**

**To all my friends who supported me and remain by my side**

**To the prophet Mohamed and his household**

**To the Imam of my time Imam Al-Mahde**

# **ACKNOWLEDGMENT**

**There are many people I would like to thank them especially**

**My supervisor Asst. Inst. Shaima Hamad Saad**

**without her, my research project would not have been completed**

**and a thanks to all lecturers in the English department**

# Table of Contents

Dedication	II
ACKNOWLEDGMENT	III
Table of Contents	IV
introduction	1
<b><u>Chapter One</u></b>	
1.1 Definition of negative verbs.	3
1.2 Importance of studying negative verbs in language.	4
1.3 Concept of Negative Verbs.	5
1.3.1 Explanation of negative verbs: definition and examples.	6
1.3.2 Difference between positive and negative verbs.	7
<b><u>Chapter Two</u></b>	
2.1 Types of Negative Verbs.	8
2.2 Regular negative verbs.	8
2.3 Implicit negative verbs.	9
2.4 Negative verbs in terms of meaning.	9
2.5 Using Negative Verbs in Sentences.	11
2.6 Impact of Negative Verbs on Meaning.	12
Conclusion	15
References	19

## Introduction

In English language, verbs play a fundamental role in communication, serving as the backbone for expressing actions, states, and occurrences. Beyond their basic grammatical function, verbs often carry nuanced layers of meaning that contribute to the tone and context of discourse. Among these layers, the ability of verbs to convey negative meaning is particularly significant. This phenomenon, which manifests through various linguistic mechanisms, influences not only the structure of sentences but also the attitudes, emotions, and relationships communicated by speakers. Negative meanings in verbs are essential to both formal and informal English, shaping how speakers articulate rejection, denial, opposition, or the absence of an action or state. “In many ways, negation is what makes us human, imbuing us with the capacity to deny, to contradict, to misrepresent, to lie, and to convey irony.” (Mohsen, 2011, p. 1).

The ways in which English verbs express negativity are varied and complex. On a structural level, negativity is often explicit, achieved through auxiliary constructions such as do not, cannot, or will not. However, it is equally important to consider implicit forms of negativity, which are encoded directly in the verb’s semantics. Verbs like refuse, avoid, or deny inherently embody a sense of opposition or negation. Moreover, morphological processes, such as the addition of prefixes like un-, dis-, or mis-, enable verbs to carry negative connotations, often reversing or contradicting the original meaning of the word. Additionally, idiomatic expressions and broader syntactic patterns contribute to the richness of negative expressions in English verbs, adding depth to how negativity is conveyed in different contexts. The phenomenon of negation can be defined in a number of different ways in English. It is an abstract phenomenon whereby some forms of contradiction or opposition are expressed, though this is achieved

either grammatically or semantically, which is realized by a grammatical construction or by applying a specific process'. (Kane, 2021, p. 100-106)

Negation in language can be indicated through specific words such as "not," "no," and "never," or by using affixes like "-n't" and "un-." However, in many cases, adding a negative word or the suffix "-n't" results in making the entire clause negative. For instance, the difference between "It is raining" and "It isn't raining" illustrates how negation shifts a clause from positive to negative. To analyze the syntactic polarity of a clause, four key diagnostic tests can be applied. By analyzing these mechanisms, the essay aims to highlight the versatility of English in encapsulating complex ideas and emotions. Furthermore, understanding how verbs convey negative meanings offers valuable insights into the ways language reflects and influences human thought, social interactions, and cultural perceptions. Such exploration not only deepens our appreciation of the intricacies of English but also underscores the critical role verbs play in shaping linguistic expression (Huddleston & Pullum, 2002, p. 786).

## Chapter One

### 1.1 Definition of Negative Verbs.

Negation is a fundamental concept in language and thought. It is one of the core elements of the human mind, making it an essential feature of natural languages, which serve as tools for expressing human ideas. Every language includes negative particles or expressions, and sentences containing these particles are referred to as negative statements. Negation, as the opposite of affirmation, involves creating a negative version of a positive statement. In essence, it is the process of transforming a sentence into its negative form, typically by incorporating negative particles into its structure. Each language follows specific rules for converting affirmative statements into negative ones. As Crystal (2003) explains, negation plays a crucial role in communication by enabling speakers to express the absence or denial of information (p. 210). Negative verbs in English are verbs that inherently carry a sense of negation, contradiction, or denial. Unlike regular verbs that become negative through the addition of words like *not*, *never*, or auxiliary verbs, negative verbs embed negativity in their core meaning. These verbs often express refusal, absence, exclusion, or contradiction without requiring additional negation. Understanding negative verbs requires a comprehensive look at their grammatical, semantic, and functional aspects.

Negative verbs intrinsically convey a negative connotation or sentiment. Their meaning involves actions or states that deny, exclude, or oppose certain ideas. This intrinsic negativity differentiates them from neutral verbs that need external modifiers (e.g., *"not"* or *"no"*) to express negation. (Kane, 2021, p. 100-106) provides an overview of typological studies on negation, including

Dahl's (1979) examination of standard negation across 240 languages. Dahl distinguishes between two primary types of negation: syntactic, where negative markers take the form of particles or auxiliary verbs, and morphological, where they appear as affixes, with some exceptions.

The study also explores additional structural features of negation, with particular emphasis on the positioning of negative markers. Various aspects of negation, primarily focusing on standard negation. Payne identifies three main methods of marking negation: morphological negation, negative particles, and negative verbs. The study also discusses "secondary modifications," referring to structural changes in negatives compared to their affirmative counterparts. (Payne, 1985, p. 239-278)

## **1.2 Importance of Studying Negative Verbs in Language.**

Negative verbs provide profound insights into cognitive processes, language acquisition, and communication strategies, demonstrating their pivotal role in linguistics. Research suggests that negation is inherently more cognitively demanding than affirmation, as it requires individuals to first process an affirmative state and then mentally reverse it, engaging additional cognitive resources. For instance, comprehending the sentence “She does not agree” involves constructing an initial mental model where agreement exists, only to negate it subsequently. This dynamic showcases the complex interplay between mental representations and linguistic structures. Furthermore, understanding how negative verbs are formed and interpreted sheds light on the intricate operations of the human mind during language use (Khemlani et al., 2012, p. 4-9).

In terms of pragmatics and semantics, negative verbs facilitate nuanced communication by enabling speakers to express dissent, mitigate confrontation, or soften messages. For example, in English, the verb disagree can be less confrontational than simply saying "no," illustrating the pragmatic flexibility of such verbs. This subtlety plays a crucial role in maintaining social harmony, particularly in cultures or contexts where indirectness is valued. Negative verbs thus help bridge the gap between linguistic expression and social appropriateness. From a developmental perspective, the acquisition of negation marks a significant milestone in children's linguistic growth. Initially, children express negation with simple "no" utterances before advancing to more complex constructions, including negative verbs, as their cognitive and grammatical abilities mature. For example, a child's progression from "No eat" to "I don't want to eat" reflects their developing syntactic and semantic understanding of negation. This developmental trajectory underscores the importance of studying negative verbs to understand both linguistic milestones and cognitive (Gil et al., 2017, p. 1-35).

### **1.3 Concept of Negative Verbs.**

Negative verbs are employed to express clausal negation, serving as a semantic function that is both localized and grammaticalized across various languages. These verbs often function as auxiliary forms that also incorporate  $\phi$ -feature content. This can be observed in the inflectional properties of the negative verb when combined with a main verb. There is a general tendency for negative verbs to precede the finite verb. Miestamo (2005, p. 6-13) identified four types of negations and proposed a distinction between symmetric negation, where a simple negative marker is added, and asymmetric negation, which

involves not only the addition of a negative marker but also other structural modifications.

### **1.3.1 Explanation of Negative Verbs: Definition and Examples.**

According to Quirk et al. (1985, p. 122-123), negative verbs are used in their negative form to indicate the absence of an action, state, or condition, often through the addition of "not" to auxiliary verbs or using contractions like "don't," "isn't," or "hasn't." For example, in the sentence "She does not like apples," the auxiliary verb "does" combines with "not" to negate the main verb "like." Similarly, in "He isn't running," the contraction "isn't" negates the verb "running."

Negative verbs are crucial components of language used to express negation—the absence, denial, or contradiction of an action, state, or event. They allow speakers to articulate what is not happening, what is untrue, or what does not exist. This concept is fundamental for constructing balanced communication, as it provides the ability to contrast affirmative and negative statements. Negative verbs operate through different mechanisms depending on the language, but they generally serve to modify the meaning of a sentence by negating its predicate (the action or state expressed by the verb). Negative verbs can appear in different tenses, such as the simple present ("They do not agree") or past tense ("He did not attend the meeting"). They are essential for constructing negative sentences, expressing denial, or contradicting statements. Negative constructions are crucial in both written and spoken communication for clarity and emphasis. For further learning, resources like "Practical English Usage" by Michael Swan (2016, p. 344-349) provide detailed guidance on forming and using negatives in English.

### **1.3.2 Difference Between Positive and Negative Verbs.**

Positive and negative verbs serve distinct purposes in language, and their functions vary in both meaning and structure. Positive verbs indicate the presence, performance, or occurrence of an action, event, or state, affirming what is happening or true. They are used in their base or modified affirmative forms without requiring any negation markers. For example, in the sentence "She enjoys reading," the verb "enjoys" confirms the action of reading, illustrating how positive verbs function to assert a fact or reality. Positive verbs are typically straightforward and do not alter their meaning unless combined with other elements like adverbs or modal verbs (Huddleston & Pullum, 2002, p. 847-849)

In contrast, negative verbs express the absence, denial, or contradiction of an action, event, or state. To convey negation, they require negative markers such as "not," "no," or auxiliary verbs like "cannot," or they may involve morphological changes like prefixes, such as "un-" or "dis-," which alter the verb's meaning. For instance, in the sentence "She does not enjoy reading," the verb phrase "does not enjoy" incorporates the negative marker "not" to negate the action. Negative verbs are essential for providing contrast and clarity in communication, allowing speakers to express what is not happening, true, or existent. Additionally, negative verbs contribute to sentence structure and grammatical variation, especially in languages with complex negation systems (Rozin & Royzman, 2010, p. 536-546).

## Chapter Two

### 2.1 Types of Negative Verbs

Negative verbs are fundamental components of language, enabling speakers and writers to express the absence, negation, or contradiction of actions, states, or qualities. They are essential for conveying what is not happening, what should be avoided, or what is contrary to expectations. A comprehensive understanding of the different types of negative verbs and their usage can significantly enhance linguistic proficiency, providing nuanced ways to convey information (Huddleston & Pullum, 2002, p. 785-849)

### 2.2 Regular Negative Verbs

Regular negative verbs explicitly indicate negation through the use of negative particles such as "not" or its contracted form "n't." These verbs are straightforward in their negation, making it easy for the reader or listener to understand the intended meaning. For example, consider the verb "to be." In its negative form, it becomes "is not" or "isn't." Similarly, the verb "to have" can be negated as "does not have" or "doesn't have." The use of explicit negative particles ensures that the negation is clear and unambiguous. According to Quirk et al. (1985, p. 782-787), regular negative verbs are fundamental to English syntax and help in forming clear negative statements. Regular negative verbs can also be used in various tenses and moods, allowing for flexibility in conveying negation. For instance, "She is not going" (present continuous) versus "She did not go" (simple past) both clearly indicate the negation of an action but in different time frames.

## **2.3 Implicit Negative Verbs**

Implicit negative verbs convey negation through their inherent meaning without the use of explicit negative particles. These verbs inherently possess a negative connotation, making their negation implicit rather than explicit. For example, verbs such as "deny," "refuse," "lack," and "fail" are implicitly negative. When someone says, "He denied the accusation," the verb "denied" inherently negates the acceptance of the accusation. Similarly, "She refused the offer" implies a negative response without an explicit negative particle. Implicit negative verbs often provide a subtler way to express negation, allowing for more nuanced communication. Implicit negative verbs are an essential part of English grammar, enabling speakers and writers to convey complex negations without resorting to explicit negative constructions. Understanding the distinction between regular and implicit negative verbs can enhance one's ability to communicate effectively and precisely. By recognizing and employing these different types of negative verbs, individuals can construct clearer and more nuanced sentences, improving overall linguistic competence (Quirk et al., 1985, p. 787-789)

## **2.4 Negative Verbs in Terms of Meaning**

Negative verbs are verbs that inherently convey negation without the need for an additional negative particle like "not." These verbs intrinsically express the non-occurrence or prevention of an action. Examples include:

Deny: Implies the non-existence or refusal of a statement or action.

Example: "She denied taking the book." (She asserts that she did not take the book.)

Prevent: Indicates stopping something from happening.

Example: "They prevented the leak." (They stopped the leak from occurring.)

Refuse: Expresses a decision not to accept or do something.

Example: "He refused the offer." (He did not accept the offer.)

These verbs are sometimes referred to as negative predicates because they inherently negate the action or state described. For instance, the verb "deny" entails that the proposition in its complement clause is false. Similarly, "prevent" suggests that the action in its complement did not occur (Miestamo, 2005, p. 5-60)

Understanding negative verbs is crucial in linguistic studies as they interact uniquely with grammatical structures, such as negative polarity items (NPIs). NPIs are words or expressions that are typically only acceptable in negative contexts. For example, in the sentence "She didn't see anything," the word "anything" is an NPI licensed by the negation "didn't." However, negative verbs like "deny" do not always license NPIs in their direct object position without additional negation. For example, "She denied anything" is ungrammatical, whereas "She denied that she saw anything" is acceptable (The Lousy Linguist, 2013).

The use of negative verbs enhances the effectiveness of communication by providing alternatives to standard negative structures. For instance, "He denied the accusation" is more direct and formal than "He did not admit the accusation." Negative verbs also lend themselves to various contexts, from academic writing to casual conversation, offering flexibility and precision in negating actions, states, or ideas. According to research, negative verbs are

particularly valuable in creating an assertive tone and facilitating efficient communication (Stephen et al, 2023, p. 37-42).

## **2.5 Using Negative Verbs in Sentences**

Negative verbs are essential in language for expressing negation, denial, and the absence of actions or states. They are formed by incorporating negation words such as "not," "no," "never," and "none" into verb phrases to alter the meaning of a sentence. Understanding and using negative verbs correctly is crucial for effective communication, as they allow us to express concepts like contradiction, refusal, and the absence of events. One common type of negative verb is simple negation, achieved by adding "not" to an auxiliary or main verb, as in "She does not like coffee" or "They are not attending the event." Another type is negative contractions, where the auxiliary verb and "not" are combined into forms like "don't" and "hasn't," making communication more efficient in informal settings. Negative modals, such as "cannot," "should not," and "must not," convey negative necessity, prohibition, or possibility. Additionally, while double negation (e.g., "I don't have no money") is more prevalent in informal contexts, it is generally considered non-standard in formal English (Leech & Svartvik, 2002, p. 581-587).

Negative verbs play a critical role in clarifying communication and managing the tone of conversations. They help convey explicit meanings in different contexts, such as refusal, denial, and absence. For instance, in professional environments, sentences like "We shouldn't proceed without

permission" or "He hasn't submitted the report" clearly state the non-compliance or absence of an event. In academic writing, negative verbs clarify findings or results, as in "The study does not support the hypothesis" or "The data cannot lead to definitive conclusions" (Huddleston & Pullum, 2002, p. 804-805).

In everyday conversations, negative verbs are equally essential for clarity and precision, as seen in expressions such as "I don't like spicy food" or "She won't attend the meeting." These examples demonstrate how negative verbs can influence communication by providing essential distinctions that prevent misunderstandings. Furthermore, negation in sentences is not limited to the inclusion of "not." Words like "never," "nothing," "no one," and "nowhere" enhance the meaning of negative statements by introducing different dimensions to negation. Examples include "She never goes out on weekends," "No one knows the answer," and "There is nowhere for us to go." These negation forms provide additional specificity and emphasis, making the message more direct and effective. Mastery of negative verbs across different contexts—academic, professional, and informal—ensures that communication remains clear and accurate. By recognizing the various types and functions of negative verbs, speakers and writers can better structure their language for both clarity and impact (Swan, 2005, p. 367-372).

## **2.6 Impact of Negative Verbs on Meaning**

Negative verbs are essential in altering the meaning of sentences, as they introduce negation that changes the action, state, or quality being described, thereby transforming the conveyed message. Understanding how negative verbs change meaning is crucial for both linguistic accuracy and clarity in communication. Negative verbs introduce a negation that completely alters

the intended message of a sentence. For instance, compare the verb phrase "He believes" with its negative counterpart "He does not believe." The addition of the negative verb "does not" changes the meaning from a positive assertion to a contradiction of belief. This shift in meaning can affect the interpretation of information, emotions, and intentions conveyed in speech or writing (Palma de Figueiredo, 2015, p. 53-61)

Further, negative verbs can impact the tone and formality of communication. For instance, "She refuses to comply" carries a stronger and more assertive tone than "She does not want to comply." The former implies a deliberate and firm decision, while the latter suggests a less intense or temporary inclination. According to Quirk et al. (1985, p. 787-790), the use of negative verbs is essential for crafting specific tones and nuances in language. In relationships, the use of negative verbs can significantly affect understanding and perception. A statement like "I do not trust you" can have a profound impact on the dynamics between individuals, introducing doubt and conflict. In contrast, a positive statement such as "I trust you" fosters assurance and confidence.

Negative verbs in headlines and reports can shape public perception. For example, "Government fails to address crisis" uses the implicit negative verb "fails," which highlights inaction and elicits a stronger emotional response compared to a neutral statement like "Government addresses crisis." This can influence public opinion and reaction to news events. In professional settings, negative verbs can affect decision-making and management. A report stating "The project lacks direction" emphasizes the absence of clear guidance, prompting immediate attention and corrective action. On the other hand, "The project has direction" suggests stability and progress. The nuanced use of

negative verbs can enhance the depth and precision of communication. Implicit negative verbs like "deny" or "refuse" carry inherent negations that subtly shift the meaning of sentences. Huddleston and Pullum (2002, p. 786-849) note that these verbs are crucial in conveying more complex and layered meanings, providing speakers and writers with a sophisticated tool to articulate their thoughts. Negative verbs are powerful tools that shape the meaning, tone, and impact of sentences. Through explicit and implicit negation, they provide clarity and precision in communication, influencing how messages are received and interpreted. By understanding and utilizing negative verbs effectively, individuals can enhance their linguistic competence and achieve more nuanced, impactful communication.

## Conclusion

The study of negative meaning in English verbs provides valuable insights into the complexities of language structure, semantics, and communication. Throughout this research, we have explored the various ways in which negation operates within English verbs, from explicit constructions using auxiliary verbs like "do not" and "cannot" to implicit negation found in verbs such as "deny" and "refuse." Additionally, we have examined the role of morphological negation through prefixes like "un-" and "dis-," which alter the meaning of verbs by introducing a sense of opposition or reversal. These mechanisms demonstrate that negation is not merely a syntactic feature but also a deeply embedded semantic and cognitive process (Dudschig et al., 2021, p. 1200-1210).

One of the key findings of this study is that negative verbs play an essential role in shaping the tone, clarity, and intent of communication. Negation allows speakers to express denial, prohibition, contradiction, and absence, which are fundamental aspects of human interaction. By understanding how negative verbs function, we gain a deeper appreciation of the ways in which language reflects human thought and behavior. Moreover, the cognitive complexity associated with negation suggests that processing negative information requires additional mental effort compared to affirmative statements. This highlights the intricate relationship between language and cognition, reinforcing the idea that language is not only a tool for communication but also a reflection of human reasoning (Tettamanti et al., 2008, p. 2-7).

The classification of negative verbs into explicit and implicit categories further illustrates the richness of English negation. Regular negative verbs, which rely on auxiliary constructions, provide a straightforward means of negation. In contrast, implicit negative verbs inherently carry a negative meaning without the need for additional negation markers. This distinction underscores the flexibility and efficiency of language in conveying nuanced meanings. Furthermore, the impact of negation on sentence structure, particularly in the positioning of negative elements, demonstrates the syntactic complexity involved in forming negative statements. Cross-linguistic studies have shown that negation is a universal feature of human languages, yet its implementation varies significantly across different linguistic systems. Beyond syntax and semantics, the pragmatic and sociolinguistic dimensions of negation reveal its significance in communication strategies. Negative verbs are often used to soften statements, express politeness, or mitigate directness in conversation. For example, saying "I don't think that's the best idea" is often perceived as less confrontational than "That's a bad idea." Such variations highlight the role of negation in shaping interpersonal interactions and maintaining social harmony. In professional and academic settings, negative verbs contribute to clarity and precision, allowing speakers and writers to express limitations, counterarguments, and critical analysis effectively (Miestamo, 2005, p. 5-60).

Another important aspect of this study is the impact of negative verbs on meaning and interpretation. As discussed, negation has the power to shift the entire perspective of a statement, sometimes leading to ambiguity or misinterpretation. The use of double negatives, for instance, can create confusion depending on the context and linguistic background of the speaker

or listener. While in some dialects double negatives reinforce negation (e.g., "I don't know nothing"), in standard English, they often cancel each other out, leading to an affirmative meaning. Such variations illustrate the dynamic nature of negation and its role in linguistic diversity. Furthermore, the acquisition of negative verbs plays a crucial role in language learning and development. Children typically acquire negation in stages, starting with simple "no" constructions before gradually mastering more complex negative forms. This developmental progression highlights the cognitive and linguistic challenges associated with negation (Frank & Nordmeyer, 2013, pp. 3169-3173).

In second language acquisition, negation often presents difficulties for learners, particularly in terms of word order, auxiliary use, and the scope of negation. Studies have shown that non-native speakers sometimes struggle with negative concord, negation placement, and the appropriate use of negative prefixes. These challenges emphasize the need for explicit instruction on negation in language learning curricula. The significance of negative verbs extends beyond theoretical linguistics to practical applications in translation, artificial intelligence, and language processing. In translation, accurately conveying negation is essential to maintaining the intended meaning of a text. Differences in negation structures across languages can pose challenges for translators, requiring careful attention to both grammatical and contextual factors. In artificial intelligence and natural language processing, understanding negation is crucial for improving machine translation, sentiment analysis, and chatbot interactions. Algorithms must be trained to recognize and interpret negative verbs correctly to ensure accurate communication between humans and machines (Gil et al., 2017, p. 1-35).

In conclusion, the study of negative verbs in English reveals the complexity and importance of negation in language. From its syntactic structures to its cognitive, pragmatic, and cross-linguistic implications, negation serves as a fundamental linguistic function that shapes how we express and interpret meaning. By analyzing the different forms and functions of negative verbs, we gain a deeper understanding of how language operates as a system of human expression. This research underscores the necessity of continued linguistic inquiry into negation, as it remains a central feature of language that influences communication at all levels (Hossain et al., 2020, p. 9106–9118).

## References

- Crystal, D. (2003). *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press. p 210.
- Dudschig, C., Schwab, J., Lio, M., & Kaup, B. (2021). Negation and the processing of alternative meanings: Evidence from eye movements. *Journal of Psycholinguistic Research*, 50(1), 1200-1210.
- Frank, M., & Nordmeyer, A. (2013). Measuring the comprehension of negation in 2- to 4-year-old children. *Proceedings of the Annual Meeting of the Cognitive Science Society*, 3169-3173.
- Gil, K.-H., Marsden, H., & Whong, M. (2017). The meaning of negation in the second language classroom: Evidence from ‘any’. *Language Teaching Research*, 1-45.
- Gil, K.-H., Marsden, H., & Whong, M. (2017). The meaning of negation in the second language classroom: Evidence from ‘any’. *Language Teaching Research*, 1-45.
- Huddleston, R., & Pullum, G. (2002). *The Cambridge Grammar of the English Language*. In *The Cambridge Grammar of the English Language* (p. 786). Cambridge: Cambridge University Press.
- Huddleston, R., & Pullum, G. (2002). *The Cambridge Grammar of the English Language*. In *The Cambridge Grammar of the English Language* (p. 847-849). Cambridge: Cambridge University Press.
- Huddleston, R., & Pullum, G. (2002). *The Cambridge Grammar of the English Language*. In *The Cambridge Grammar of the English Language* (p. 785-849). Cambridge: Cambridge University Press.
- Huddleston, R., & Pullum, G. (2002). *The Cambridge Grammar of the English Language*. In *The Cambridge Grammar of the English Language* (p. 804-805). Cambridge: Cambridge University Press.

Huddleston, R., & Pullum, G. (2002). The Cambridge Grammar of the English Language. In *The Cambridge Grammar of the English Language* (p. 786-849). Cambridge: Cambridge University Press.

Hossain, M. M., Kovatchev, V., Dutta, P., Kao, T., Wei, E., & Blanco, E. (2020). An analysis of natural language inference benchmarks through the lens of negation. In *Proceedings of the 2020 Conference on Empirical Methods in Natural Language Processing (EMNLP)* (p. 9106–9118). Association for Computational Linguistics.

Kane, D. H. (2021). An Analysis of Negation in English. *International Journal of English Language Studies (IJELS)*, 3(4), 100-106.

Kane, D. H. (2021). An Analysis of Negation in English. *International Journal of English Language Studies (IJELS)*, 3(4), 100-106.

Khemlani, S., Orenes, I., & Johnson-Laird, P. (2012). Negation: A Theory of its Meaning, Representation, and Use. *Journal of Cognitive Psychology*, 4-9.

Leech, G., & Svartvik, J. (2002). *A Communicative Grammar of English* (3rd ed.). Pearson Education, p. 581-587.

Miestamo, M. (2005, November 24). Standard Negation: The Negation of Declarative Verbal Main Clauses in a Typological Perspective. Berlin: Mouton de Gruyter, p. 6-13.

Miestamo, M. (2005, November 24). Standard Negation: The Negation of Declarative Verbal Main Clauses in a Typological Perspective. Berlin: Mouton de Gruyter, p. . 5-60.

Mohsen, K. H. (2011). *Negation in English*. University of Agder, p. 1.

Palma de Figueiredo, R. (2015). Pop-Out Effect of Negative Words in a Word-Grid Task? *Journal of European Psychology Students*, 6(1), 53–61.

Payne, D. (1985). Negation in Arawakan Languages. In D. Payne (Ed.), *Amazonian Linguistics: Studies in Lowland South American Languages* (pp. 239–278). University of Texas Press.

Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A Comprehensive Grammar of the English Language*. London: Longman, p. 122-123.

Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A Comprehensive Grammar of the English Language*. London: Longman, p. 782-787.

Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A Comprehensive Grammar of the English Language*. London: Longman, p. 787-789.

Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A Comprehensive Grammar of the English Language*. London: Longman, p. 787-790.

Rozin, P., & Royzman, E. B. (2010). Biases in use of positive and negative word across twenty natural language. *Cognition and Emotion*, p. 536-546.

Stephen, J., Alaku, M. E., & Ahmad, I. (2023, October). Analysis of Effects of Negation in Communication. *International Journal of Languages, Linguistics and Literary Studies (JOLLS)*, 12(4), 37-42. Retrieved March 9, 2025, from

Swan, M. (2005). *Practical English Usage*. In M. Swan, *Practical English Usage* (3rd ed., p. 367-372). Oxford: Oxford University Press.

Swan, M. (2016). *Practical English Usage*. Oxford: Oxford University Press, 344-349.

Tettamanti, M., Manenti, R., Della Rosa, P. A., Falini, A., Perani, D., Cappa, S. F., & Moro, A. (2008). Negation in the brain: Modality-specific and general-purpose mechanisms. *NeuroImage*, 43(2), 2-7.

The Lousy Linguist. (2013, August 19). Verbs as Negative Verbs. Retrieved March 9, 2025, from The Lousy Linguist Blog:

<https://thelousylinguist.blogspot.com/2013/08/barrier-verbs-as-negative-verbs.html>

