

## The Manifestation and Teaching Suggestions of Negative Forms of Arabic Modal Verbs in Chinese

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### ARTICLE INFO

#### Keywords:

Arabic Applied Linguistics;  
Chinese Comparison;  
Negative Form; Modal Verbs

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### ABSTRACT

*This study examines the interaction between negative modal verb sentences in Arabic and Chinese, focusing on their dynamic relationship at the syntactic level. The study reveals that negative forms in Chinese modal verbs form the core element of its sentence structure, reflecting a different sentence expression pattern from Arabic. Arabic modal verb sentences have similar roles but are constrained by negative consistency, resulting in significant differences in their structural patterns. This study provides insights into the negative modal verbs complexity of language encoding and the inherent characteristics of language diversity and cultural differences between Chinese and Arabic. It enriches our understanding of language structure and cross-linguistic communication rules. The study highlights unique features and commonalities in language use, providing valuable perspectives for understanding communication between different languages.*

DOI: [10.30595/rissej.v2i2.220](https://doi.org/10.30595/rissej.v2i2.220)

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### 1. Introduction

This comparative analysis examines the interaction between negative modal verb sentences in Arabic and Chinese, focusing on their dynamic relationship at the syntactic level. The study reveals that the use of negative forms in Chinese modal verbs is the core element of its modal verb sentence structure, reflecting a different sentence expression pattern from Arabic. In contrast, Arabic verb sentences play a similar role to some extent but are constrained by negative consistency, resulting in significant differences in their structural patterns. The study provides profound insights into the quantitative complexity of language encoding and the inherent characteristics of language diversity and subtle cultural differences between Chinese and Arabic. It also enriches our understanding of language structure and expands our understanding of cross-linguistic communication rules.<sup>1</sup>The study also highlights the unique features exhibited by the two languages in their expression of negative modal verb sentences, while also noting their commonalities in language use. This comparative work not only deepens our understanding of these language itself but also

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The author emphasizes that Chinese scholars have fully recognized the diversity of modal verbs in Arabic and their crucial role in expressing various modal meanings. Correctly using these verbs is crucial for accurately conveying semantics. Therefore, learners need to not only master the usage of these voluntary verbs, but also be able to correctly negate them when needed.

The Arabic Department of Beijing Foreign Studies University (1987) pointed out in the first volume of "Basic Grammar of Arabic Language" (lexical verb part) that in Arabic, voluntary verbs such as "أمكن" (possible), "مستعد" (willing), and "يجب" (should) are used to express related concepts, but these verbs themselves do not convey the complete meaning.<sup>4</sup> Therefore, they need to be used in conjunction with "أن" ('anna) and used in conjunction with a voluntary verb sentence to serve as the subject or object, thus forming a sentence with complete meaning. Scholars generally believe that there are three main classifications of voluntary verbs in Arabic:

The first category mainly represents the meaning of "possible". For example, "استطاع", "قد در", "أمكن", "احتمل", "جاز", "أمكن".

The second category mainly represents the meaning of "should". For example, "انبغي" and "لزم".

The third category involves concepts such as "want", "willingness", "courage", and "hope". For example, "أراد", "جرؤ", "أراد", "تمنى", "أمل", "جا", "شاء", "فكر", "أراد".

These verbs all represent voluntary verbs in Arabic. Therefore, the negative form of these voluntary verbs usually involves placing the negative word "لا" (la) before the verb to negate the action.

Through the analysis of Yu Zhangrong and the guidance of the Arabic Department at Beijing Foreign Studies University, we have gained a profound understanding of the diversity of modal verbs in Arabic and their importance in expressing different modal meanings. The negative form of a modal verb usually involves placing the negative word "لا" (la) before the verb. Proper use of these verbs is crucial for improving language proficiency and effective communication.

a) Comparison of negative form of modal verbs

1) Structure of negative form of modal verbs in Chinese language

In Chinese, the negative words that can deny wish sentences mainly include "bù, méi, fēi, wèi, wú, xiū, wù", etc., among which "méi" is the most important negative word, followed by "méi".

The only verb that can be denied by "no" is limited to "néng, nénggòu, gǎn, yào, kěn", such as:

Hěn yíhàn, wǒ méi nénggòu zài tīng wàigōng shuōshuō nà duàn gùshì. (BCC Corpus)

Qùnián xiàtiān láidào wútái shānjiǎo xià, wǒ jiù méi gǎn shàng qù. (BCC Corpus)

Dàjiā méi kěn chī chénfúfā yī cān fàn, méi yào yī fēn gōngqián. (BCC Corpus)

Few other words are used in modal negative sentences. This situation is due to the difference in the additional meaning of "bù" and "méi". For example, the first sentence of the following sentence has no timeliness, and the latter sentence indicates the past behavior. For example:

Wǒ hàipà, bù gǎn yī gè rén huí fáng qù xǐzǎo. (BCC Corpus) (kě lǐjiěwéi xiànzài huò guòqù)

Wǒ hàipà, méi gǎn yī gè rén huí fáng qù xǐzǎo. (BCC Corpus) (zhǐ néng lǐjiěwéi guòqù)

Wǒ zài zhèér, tā bù gǎn chūlái. (BCC Corpus) (kě lǐjiěwéi xiànzài huò guòqù)

Wǒ zài zhèér, tā méi gǎn chūlái. (BCC Corpus) (zhǐ néng lǐjiěwéi guòqù)

The basic positional relationship between Chinese negative word and the verb is that the negative word can be placed before or behind the negative verb, the negative verb, or the negative

<sup>4</sup> Beijing Foreign Studies University Arabic Department "Basic Grammar" Writing Group (1987) 《Arabic Basic Grammar》(Verb part), Foreign Language Teaching and Research Press, 145-153.

active word.

In order to facilitate the comparative analysis of the different positional relationships between negative words and modal verbs in Chinese, we also present the sentences containing negative active words and negative verbs. According to the two basic positional relationships between negative words and positive verbs, Chinese positive negative sentences can form a variety of structures. The following is a list of various positional relationships that may occur in modal verbs and negative forms.

(1) Negative + modal verb (NEG + VP)

In Chinese, the negative sentence formed before the negative word is the most basic structure of the negative sentence. In this structure, the negative word directly negates the negative verb, and then implements the negative meaning to the whole sentence through the negative verb. For example:

Nǐmen fàngxīn , bùhuì chū wèntí de.

Wǒ xiǎng duì dàshǐ shuō , xià gè xīngqīèr tā bùnéng qù zhōngguó.

Wǒ jiā háizi yīzhí zài yòuéryuán méi gǎn shàngcèsuǒ zěnmèbàn? Duìbùqǐ , wǒ hěn máng ,  
wǒ méi Néng péi nǎinǎi qù běijīng dàxuéyiyuàn.

(2) Modal verb + negative word + modal verb (VP + NEG + VP)

There are two possibilities between Chinese negative words and two modalverbs: they may be the same or different. If the modal verb is the same, the negative word is usually used to deny the following modal verb, thus affecting the entire sentence structure. For example:

Kǎěrsōng wèn tā : "zěnmeyàng?kěbùkěyǐ zuòdào? (CCL Corpus)

Máo zédōng : huì liǎo , yòu kěyǐ bùhuì de. (CCL Corpus)

Zài piāo de guòchéng zhōng, wǒmen yěxǔ huì bù yuànyì chéngrèn wǒmen de gūdú hé shānggǎn, dàn zhèxiē qíngxù què wǎngwǎng huì zài nǐ zuì shīyì, cuìruò de shíkè xílái, ràng nǐ bùdébù jīng shòu zài yī cì de qínggǎn mónán. (CCL Corpus)

(3) Negative word + modal verb + modal verb (NEG + VP + VP)

The negation is a complex energy structure containing multiple energy verbs, and we usually place negation words before the first energy verb, so that all energy verbs are affected by negation. The common verbs in this structure include “kě”, “gǎn”, “huì”, “kěnéng”, “yào”, “yuànyì”, “kěyǐ”, “gāi”, etc. These combinations of nonverbal verbs must adhere to certain grammatical rules and semantic logic. For example:

Nǐ bùkěnéng huì wéi liǎo xiàng wǒ zhèyàng de nǚhái, ér péishàng nǐ bǎoguì de shēngyù.  
(BCC Corpus)

Huányǒu , bùguǎn nǐ yòng shíme fāngfǎ lái rènshí wǒ , wǒ dū bùkěnéng huì xǐhuān nǐ , wǒ

hěn bàoqiàn bǎ huà jiǎng dé zhème míngbái , dàn zhèxiē dū shì shìshí. (BCC Corpus)

Dé zhème míngbái , dàn zhèxiē dū shì shìshí. (BCC Corpus)

Rúguǒ zhèxiē hā bǐ rén zhīdào yǒu duō wēixiǎn , tāmen jiù bùhuì gǎn qù liǎo. (CCL yǔliàokù)

Wǒ hé báixuē yīxiàng shìbùliǎnglǐ , tā shì bùkěnéng huì jiè wǒ de. (BCC Corpus)

Hěn bàoqiàn , zhōngwǔ wǒ yǐjīng juéding , xiàng zhèyàng méi zérènxīn de man , wǒ bù gǎn yào liǎo. (BCC Corpus)

Báisù dào : “tā shíme yě bùhuì gǎn shuō , yīnwéi tā pà yī shuōchūlái , lánāi jiù huì duìfù tā !

(BCC Corpus)

(4) Negative word + modal verb + negative word (NEG + VP + NEG)

In fact, there are negative words in front of the Chinese can verb and active words, and these negative words are used to deny the verbs and active words, while the previous negative words are used to deny the active words. This structure may express a double negative relationship, sometimes closer to the positive form of "néng yuàn dòngcí+ zhǔ dòngcí". For example, “bùnéngbùlái” means “bìxū lái” “bùhuì bù zhīdào” means “kěndìng zhīdào”, "cant not know" means "must know". For example:

Xīn làngcháo shì yīngguó zuì liúxíng de jiāojì wǔ , nǐ bùhuì bù zhīdào. (BCC Corpus)

Ér tāmen lái de yuányīn hěn jiǎndān: “kèhù dū lái liǎo, wǒmen bùnéngbùlái ,” zhìyuǎn qǐyè guǎnlǐ gùwèn(kūnshān)yǒuxiàngōngsī fùdǒngshìcháng liáng zài tiān shuō. (CCL Corpus)

Tándào riběn duì xī fāngfǎ de shòu , jiù bùnéngbù tídao xué.

Nánrén yòu bùnéng bùhuì shuō “wǒ ài nǐ” , fǒuzé biànchéng liǎo háowú qíngqù , bùjiě fēngqíng.

(5) Negative word 1 + modal verb 1+ negative word 1+modal verb 2 (NEG + VP + NEG + VP)

In Chinese can negative verbs can be composed of two negative words, but they have a different status. For example, the previous negation structure usually dominates the subsequent negation structure. For example:

Línbiāo bù gěi huángkèchéng huí diàn , shì yǒu nányán zhī yīn: tā tóngyì huángkèchéng de yǐjiàn , Què bùnéng bù zhíxíng máozédōng de juéding. (CCL Corpus)

Tūrán hǎo xiǎng kū , píngcháng rén bùnéng bù gǎn zuò de shìqíng , tā zǒngshì nénggòu pīnmìng de Qù wánchéng , érqǐ zuò de zuì hǎo. (BCC Corpus)

Yī gè rén kěyǐ bùhuì xiě shī , dàn bùnéng bùhuì xīnshǎng shīgē. (CCL Corpus)

Nǐ bùhuì bù yuànyì hé wǒ hézuò bā?(BCC yǔliàokù)

Wǒ zhīdào tā bùhuì bù yuànyìjiàn wǒ , huòzhě bù gāosù wǒ wéishíme jiù bǎ wǒ gěi sòngzǒu. (CCL Corpus)

(6) Modal verb + negative word (VP + NEG)

In Chinese, the modal verb can be directly followed by the negative words, but in this structure, there is only a positional relationship between the negative word and the modal verb, and there is no internal connection. For example:

Wǒ hěn quèding tāmen yīding huì bù gāoxīng. (BCC yǔliàokù)

Wǒ pángbiānér de rén shuō : “jùshuō nǐ xiàqí kěyǐ bù chīfàn ?”(CCL yǔliàokù)

Xīn de zhíyè shì shìchǎng xūyào cuīshēngchūlái de , suǒyǐ , xiànzài zhǐ xué yī gè zhuānyè kěnéng bù gòu yòng liǎo. (CCL yǔliàokù)

Yǒu liǎo guō , rén men kěyǐ bù hē shēng shuǐ ; yǒu liǎo guō , rén men kěyǐ chīshàng rèshí. (BCC yǔliàokù)

(7) Modal verb 1+ modal verb 2+ negative word (VP + VP + NEG)

In Chinese, two active verbs can be used continuously, followed by an active word, which is usually the object of denial. For example:

Wǒ xiǎng yìnggāi huì bù xíguān, xiǎng yīzhí zhèyàng gǎibiàn zhe xiāngtán shuǐguǒ jiàgé dàzhǎng, wǒ cái huā liǎng yuán yī jīn jiàgé mǎi de mùguā. (BCC yǔliàokù)

Wǒ rènwéi, wǒ jiùjiù hěn kěnéng huì bù tóngyì zhè jù huà. (CCL yǔliàokù)

Měi tiān wǎnshàng zài 12 diǎn qián shuìjué, zhèyàng wǒ de jiǎo yìnggāi huì bù tòng liǎo bā dū yǐjīng dēng liǎo tā 10 nián, wúsuǒwèi zài dēng tā duō 10 nián. (BCC yǔliàokù)

We have discussed the various combinations of negative and modal verbs. However, we must carefully consider these combinations, because not all of these combinations can constitute a negative form of modal sentences. Therefore, we cannot lightly assume that the relationship between the verb and the negative is completely free.

By carefully examining these combinations, we find that the can verb itself is not denied, but the active word after the verb. This shows that the syntactic structure of the Chinese negative sentence is relatively clear: the negative word before the verb denies the verb itself, while the negative word in front of the active word negates the whole proposition. Therefore, we can clearly understand the structural relationships. There is no such provision in Chinese that negative words must be followed by the form of modal verbs, so the position of negative words is relatively free and can express internal negation and external negation. For example:

Wèi gūniáng kěnéng bù shì jīn xiǎojiě. (Internal negation)

Nà wèi gūniáng bùkěnéng shì jīn xiǎojiě. (External negation)

2) Structure of the Arabic modal negative sentence

Yu Zhangrong (1997) pointed out that there are eight commonly used arabic modal verbs ( أفعال الإمكان والوجوب والنية ), respectively: يمكن (yumkinu); يجب (yajibu); يمكن (yuhtamalu); ينبغي (yanbaghi); يستطیع (yastatī'u); يجوز (yajuzu); قدر (yaqdiru); لزم (yalzamu).<sup>5</sup>

Two of the verbs are not allowed to appear in imperative or unqualified or noun form. Mainly include يمكن (yumkinu) and ينبغي (yanbaghi).

The structure of Arabic verb negative sentences is similar to the structure of ordinary negative sentences in Arabic, that is, they are full word verbs and noun phrase complement clauses, always preceded by the indefinite article (an). In addition, there are different positional relations between verbs and phrases.

(1) Negative word + modal verb

<sup>5</sup> Yu Zhangrong (1997) "Practical Arabic Grammar (Volumes 2)", Foreign Language Teaching and Research Press, 788-789.

Anissa Daoudi, Farah Nadia Harun, Muhammad Marwan Ismail, Paul Thompson (2019) noted that in Arabic, special attention will be paid to the strategic use of four capable verbs, namely: (bìxū) ܒܝܚܒ , (yìnggāi) ܝܢܒܓܝ , (kěyǐ, néng) ܝܡܟܢ and (kěnéng, gǎn) ܝܗܘܝܢ . The four modal verbs and their negative forms were chosen (by adding the negative word "لا" before them) because they appeared more frequently in the Arabic corpus data.<sup>6</sup> For example:

لا يمكن نزول المطر اليوم في بكين.  
الزنجي الصغير لا يمكن ان يذهب الي السماء، لانه فعل اشياء سيئة .  
يقول الطبيب: "حالة الطفل الصغير ليست واضحة جدا نأ، نه لا يجرؤ علي اتخاذأقال اي اجراء."

In example (1-3), verbal verbs and negative forms are important because they occur not only in daily communication, but also in expressing necessity, appropriateness, abilities and possibilities. By adding the negative word "no" to the modal verb, the speaker can effectively express the opposite intention, which (bùnénɡ) لا يمكن , (bùhuì) (لا يمكن) , (méi gǎn) (لا يجرؤ)

(bìxū) cannot, (yìnggāi) cannot, and (kěyǐ) does not dare. When these Arabic languages can use verbs and negative forms in Arabic, their semantic and grammatical structures are very close.

Nidaa Hussain Fahmi Al Khazraji (2023) discussed, can Arabic verbs can use "negative word + modal verbs + أن" to express, because they are complete vocabulary verbs, followed by verb phrases complement clause, negative can wish the sentence always begins with indefinite words (أن), and use incomplete form. For example:

يذهب الآن. أن ܝܗܒ ܗܘ ܝܗܒ  
يذهب الآن. أن ܝܢܒܓܝ ܗܘ ܝܢܒܓܝ  
يذهب الآن. أن ܝܗܘܝܢ ܗܘ ܝܗܘܝܢ

In example (4-6), the Arabic word "negative modal verb" mainly involves "negative word + modal verb + verb" and its characteristics. We believe that the choice of "the negative word + modal verb + أن (an)" was made, because the Arabic indefinite word "أن" adds the negative word after the modal verb.

## (2) Modal verb 1+ Negative word + Modal verb2

Ibn Kotiya (1993) introduces seven Arabic modal verbs as follows: (bìxū or "bì yào"), (nénggòu, "yǒu nénglì" or "kěyǐ"), (xiāngyào, "xīwàng" or "yuànyì") أراد, (yìnggāi) ܝܢܒܓܝ , (kěyǐ) ܝܡܟܢ and (huì or "yuànyì") ܝܗܘܝܢ .<sup>7</sup> For example:

المالك يقول حاضنة الرضيع الجديدة ممكن أن لا تستطيع التحدث باللغة العربية ، ولكن يجب أن يكون عليها تعلم اللغة الفرنسية .  
قال مدير المدرسة أنه من الممكن أن لا تكون حصة الدرس أكثر من ساعة ونصف.

في سلام، ينبغي أن لا يريدوا الحرب. أفريدو يالكي تعيش  
رئيس العمل يريد أن لا نستطيع فهمهم بهذه الطريقة.

According to his research, understanding some of the intellectual verbs in Arabic (such as "negative intellectual sentences") can help us understand them better. This sentence pattern is presented in a negative form, by combining "the modal verb 1+ the negative word+ the modal verb 2", that is, adding the negative word "لا" before the modal verb. In example (3-4), we can see that there is a negative word between the two verbs, such as (kěyǐ bùhuì) "ممكن أن لا تستطيع" , (yìnggāi) "ينبغي ان لا"

<sup>6</sup> Farah Nadia Harun, Muhammad Marwan Ismail, Anissa Daoudi Paul Thompson (2019) 《The Driving Restriction on Saudi Women: Critical Analysis of Modality in Arabic Online News Discourse》, Journal of Fatwa Management and Research, 473-475.

<sup>7</sup> Ibn Kottia (1993) 《Arabic Verbs》, Cairo Hanji Library, 161-168.

(xiǎng bùkěyǐ) "يريد أن لا نستطيع" 和 (kěyǐ bùnéng) "يريدوا

### (3) Negative word + Modal verb 1 + Modal verb 2

In the Leipzig corpora collection, specifically mentions four main modal verbs: يمكن ( "néng" or "kěnéng" ) 、 ( "huì" or "bìxū" ) and يجب ( "bìxū" )<sup>8</sup>. For example:

تستطيع الأجنبية الصغيرة لديها القدرة لإتقان أربع لغات. أن لا يمكن

أنا أعرف صديقها، لا ينبغي أن نفكر كثيرا في خصوصية حياتهم .

تسلق الجبال في المطر هو صعب جدا و خطير أيضا، أنتم لم تستطعوا التجرو على الحديث إلى والدكم.

In example (1-3), the energy modal sentence is presented in a negative form, in which two negative words are used: "لم" (lam) and "لا" (la). In these examples, each sentence is composed of a negative word plus two modal verbs, namely "لا ينبغي أن لا يمكن" (bùkěnéng huì) 、 "لا ينبغي أن نفكر" (bùkěyǐ xiǎng) 和 "لم تستطعوا التجرو" (bùhuì gǎn). In example (1), the negative and the verbs are before the subject, while in example (2) and example (3), they are after the subject. This structure suggests that the energetic verb in Arabic is flexible.

### (4) Negative word +modal verb 1+modal verb 2

In the International Corpus of Arabic website of Bibliotheca Alexandrina we can find that the negative form of modal verbs is: "negative word + modal verb +negative word". Furthermore, the grammar can use this double negation structure to emphasize the meaning of negation. For example:

العمرة منا سلك أدا عن لا تذهب إلى أوصلت الرياض عاصمة المملكة العربية السعودية، لا يمكن

والله تعالى هو الذي جعل لكم الليل ساترا لكم بظلامه كما يستركم اللباس، لا يجوز أن لا تناموا ليلا، وجعل النوم راحة لأبدانكم، وجعل لكم النهار؛ لتنتشروا في الأرض، وتطلبوا معاشكم.

عندما نتحدث على ن لا نشير إلى "مكة المكرمة" أ السعودية العربية، لا يمكن الامم لكة".

In example (12-14), the negative expression can be emphasized, by adding a negative word "لا" (no) to the capable verb "يمكن" (kěyǐ) 、 "يجوز" (kěnéng) 和 "يمكن" (yìnggāi), and adding a negative word "لا". An action or state cannot occur and is represented in Arabic using this grammatical structure. "ن لا تذهب أ لا يمكن" Is a form of negation, meaning that something must be done and there is no other choice. "لا يجوز أن لا تناموا"، Which means "impossible not to sleep", emphasizes the importance of sleeping. "ن لا نشير أ لا يمكن" It means that something must be mentioned and cannot be ignored. All three example sentences use a double negative structure to emphasize an action or a state. This structure grammatically strengthens the negative tone and makes the negative meaning stronger.

### (5) Negative word 1+ Modal verb 1 + Negative word 1+ Modal verb 2

Retrieve an example of the expression "Negative word + modal verb 1 + negative word + modal verb 2" in the position of the modal verb. To retrieve the Arabic negative word "لا" (no) and the two modal verbs that contain one or more characters. For example:

“؟ استخدام المضادات الحيوية على الجدة لا تقدر ان لا تتجرو ذ لماً، الطبيب قال: ”انا لا افهم

رئيس شركتنا لا يجوز ان لا يوافق على التعاون مع المدير الجديد.

In example (1-3), (bùnéng bùhuì) "لا يمكن ان لا يمكن لا" (bùnéng bù gǎn), "لا تقدر ان لا تتجرو" (bùhuì bù yuànyì) are all structures that allow the verb to be denied twice by the word "لا". This form "لا" + "modal verb" + "لا" + "modal verb" is used to emphasize the negative meaning in Arabic. This structure not only provides grammatically a way to emphasize negative meaning, but is also commonly used in contexts that express strong negation or prohibition.

<sup>8</sup> Leipzig corpora collection

## (6) Modal verb + Negative word

In this paper, the expression "modal verb + negative word" is retrieved. That is, two Arabic negative words "لا" (la) and two capable verbs were retrieved, excluding the examples of "modal verb + negative words", a total of 168 cases were retrieved.

Excluding the example of using "modal verb +negative word" as modal negative sentence, such as:

قال النبي محمد صلى الله عليه وسلم : ” لهم على الإطلاق ومن لا نأ نحن بالتأكيد نستطيع “.  
 تفسير الطبري- القرآن الكريم - سورة القصص- الآية 48  
 الرجل الفرنسي ممكن ان لا يأكل، سيستعمل آخر قرش في شراء زهرة يهديها الي حبيبته.أن يقول الكتاب  
 الهاتف قد تكون لا كافية للاستعمال.ذ مذاكرة  
 ها في باريس الآن، وأنا متأكد من أخي الصغير اكيد سوف يكون لا سعيدا.أن

In example (1-5), the negative form of modal negative sentence is composed of capable verb and negative words, such as "modal verb + negative word", which contains many meanings, such as impossible, unnecessary or impermissible action or state. These examples consists of "modal verb + negative word", using the negative words "لا", such as "أن لا يمكنك" (kěyǐ bù) 、 "لا أن ن س تط يع" (huì bù) 、 "قد تكون لا" (kěnéng bù) 和 "لا كون لا" (huì bù) . Grammatically, this structure allows for an emphasis on negative significance.

## (7) Modal verb 1+ modal verb 2+ negative word

The uniformity of the structure of the verb negative sentences depends on the use of the Arabic mechanism. Modal verb belongs to the category of auxiliary verb, so it in addition to express the meaning of willing, but also has the nature of auxiliary verb, that is, directly with "لا" constitute a negative sentence.

To avoid the use of two modal verbs, other ways are often used to express the situation. For example:

المرّة نتائج الفحص في المستشفى يجب أن لا تكون صحيحة. هذه  
 انتم تستطيعون من الممكن اللاموافقة على فكرتها.  
 بالأمس هو قال أنه لو لم يكن هناك أم ، الأطفال يجب أن لا يستطيعون الأعتياد على ذلك .  
 المعلم قد لا يكون المعلم وانغ.ذه  
 المعلم لا يمكن ان يكون المعلم وانغ.ذه

Arabic negative verbs often have multiple meanings, but they do not affect the sentence structure. For example, "kěyǐ" can mean "kěyǐ" or "huòxǔ, kěnéng", but its negative formula is only "bùkěyǐ". Therefore, from the perspective of the position relationship of negative words, the basic structure of the negative mode of Arabic negative verb is the same as the negative mode of ordinary negative verbs, that is, the "لا يمكن" is added to the ordinary negative sentence of the verb, so as to realize the negation of the whole proposition.

## 3) Structural Comparison of modal negative sentences in Arabic and chinese

Arabic can verbs are divided into two categories: nouns and verbs. This is because the negation and interrogation systems of Arabic and Chinese are completely different. The Arabic modal verbs also differ in terms of temporal referencing.

First, Zhang Jin and Chen Yunqing (1981) explained that in Chinese, the positional relationship between modal verbs and negative verbs is more flexible than that in Arabic. In Chinese, modal verbs usually evolve from verbs. For example, two verbs are used to form connected phrases.

If you want to deny the second verb, the negative word is added in front of the second verb to deny the second verb.

Later, although the first verb later became a modal verb, the positional relationship between the original modal verb and the negative word remained. Therefore, we now only see that the negative word can be placed before or after the modal verb.

Li Youzhi (2004) believes that a large number of combinations of Chinese negative words and modal verbs are related to the basic position of the two, that is, negative words can be placed before or after modal verbs. We think that both explanations are insufficient, because the essential difference between the two languages is that Chinese has no constraint by formal mechanism and the relationship between the position of negative words is flexible; on the contrary, Arabic is usually combine with auxiliary verbs, namely verbs. Therefore, "لا", "لن", "ليس", "لا م" + modal verb + infinitive article (أن) + modal verb" are the inevitable choices of negative sentences.

Second, in Arabic, the positional relationship between the verb and the negative word is fixed. Furthermore, Arabic takes advantage of the fact that it can be abbreviated. This is almost always found in Chinese. For example:

اليوم أنا لا أستطيع المجيء.  
اليوم أنا يمكن أن لا آتي.  
أنا لا أستطيع أن أرد عليها.  
أنا يمكن أن لا أرد عليك.

In short, Arabic describes the positional relationship between will and negative verbs as "لا", "لن", "ليس", "لا م" + modal verb + indefinite article "(أن)" to ensure the unity of Arabic negative sentences.

#### 4) A Preliminary Discussion on the Teaching of Arabic Modal Verbs

Modal Verbs play a crucial role in learning Arabic or Chinese. These verbs are not only key elements for foreign students to take entrance exams, but also essential tools for their daily communication with others. Their multi-functionality means that they can express multiple meanings and functions in different contexts, which is both a challenge and an opportunity for learners. Due to the diverse meanings and complex grammatical structures of modal verbs, sometimes even leading to semantic confusion, students find it difficult to learn and master their usage. In addition, given the diversity of languages, the application of modal verbs in daily spoken language is very extensive. They not only reflect the flexibility of language, but also demonstrate the richness of culture. Therefore, understanding and proficiently using modal verbs has become an important language skill.

Chinese negative sentences have complexity in terms of grammatical structure, mainly in two forms: the difference between the two is whether they have negative adverbs. For foreign students learning Chinese, especially those with an Arabic background, understanding the negative meaning of modal verbs is particularly challenging. Even international students who have reached a high level of Chinese proficiency may make errors in this grammar point. The difficulty that international students with an Arabic background face when learning Chinese negative sentences is that their mother tongue may not have a directly corresponding grammatical structure. This language and cultural difference has led to difficulties in adapting to learning. At present, comparative research on negative sentences in Chinese and Arabic is relatively limited, which increases the difficulty of

teaching and learning this grammar point.

In addition, due to the lack of comparative research on the translation between two languages, students face more challenges in mastering the accurate usage of Chinese negative sentences. In order to help students from Arab countries better learn and master Chinese negative sentences, educators should "prescribe the right medicine" and design more targeted teaching methods,

Strengthen the comparative analysis between the two languages and provide more opportunities for practice in practical contexts. Through the continuous efforts of educators, we aim to help students gradually overcome obstacles in learning Chinese negative sentences and improve their Chinese language skills.

Mastering the syntactic structure of modal verbs is a fundamental but crucial task in the process of language learning. Generally speaking, this structure is relatively intuitive and easy to understand. However, learners often need to pay attention to the following points when applying them in practice:

Firstly, although the verb itself has a clear meaning, it cannot function independently as the predicate and must be used in conjunction with an action verb or linking verb. The accuracy of this usage is crucial for language expression, because once errors occur, such as misusing the infinitive after a modal verb as a predicate verb, it can lead to phrases like *ذلك فعل أن يجب* (yìnggāi zhèyàng zuò) or *به الـ قيام يجب* (yìnggāi zuò), such a grammatical error.

Secondly, many students tend to consider modal verbs as predicate verbs and add verbs (adjectives) after them. This approach not only violates grammar rules, but also causes logical confusion. For example, if the sentence “*بـ اريـس في ردل تنا في حنرين ن كون أن يجب*” (zài bāli wōmen lǚxíng shí yìnggāi xiǎoxīn) is used as the predicate verb, then the following “*كان*” (kanna) will be omitted. The correct syntax should start with an action and then add a predicate to indicate the necessity of that action.

Therefore, in order to avoid the common mistakes mentioned above, learners should be more cautious when using modal verbs. After mastering these basic grammar points, through extensive practice and application, one can gradually improve their language proficiency and better understand and use various sentence structures.

Thirdly, as a type of auxiliary verb, modal verbs play a crucial role in sentences. This type of verb can help form negative and interrogative sentences, and is often used to succinctly answer questions or express simple opinions. Compared to modal verbs, basic auxiliary verbs do not have their own specific meanings and only serve as auxiliary verbs.

"Nǐ yīzhí zài zuò shíme?" If you follow the basic rules for using auxiliary verbs, you will find that this sentence does not contain any meaning because it is essentially a sentence in the perfect tense. However, if we turn our attention to modal verbs, the situation is quite different. For example, the sentence "nǐ yīzhí zài zuò shíme?" forms the perfect continuous by using the verb "zuò", which is a modal auxiliary verb, and this phrase itself contains a description of an action at a certain point in time in the past.

Another example is: *wǒ dānxīn wǒ yìnggāi líkāi*." Here, "dānxīn" is not a basic auxiliary verb, but a modal auxiliary verb. It represents the speaker's emotional response to an upcoming event, where they believe they must leave a certain place. Similarly, when we say, "nín kěnéng yǐjīng yuèdú liǎo yǔ shípǐn ānquán xiāngguān de xīnwén". Although the "kěnéng" in this expression is not a true auxiliary verb, it does provide a possibility for the speaker to speculate about the news content

mentioned, that they may have already read the relevant information. These examples demonstrate that modal verbs not only serve a grammatical function, but also endow sentences with rich emotional and subjective colors. By using these verbs reasonably, language can be made more vivid, persuasive, and even resonate with the audience.

Fourthly, in the process of learning Arabic, the use of modal verbs is a crucial concept. Especially for high school students, they are not unfamiliar with these vocabulary words. However, many students' understanding of them is limited to one-to-one correspondence through Chinese translation. For example, in Arabic expression, the verb "ستطيع" can refer to ability or possibility, such as "هذا أفعل أن أسد تطيع" ("wǒ néng zuòdào"). While "أمل" ( xīwàng) may imply uncertainty, such as "نذلك تفعل أن أمل أنا" (wǒ xīwàng tā huì zhème zuò.). Meanwhile, "ستطيع" and "أمل" respectively represent necessary or appropriate actions or attitudes.

For example, when we say someone is "مندعش" (jīngyà), we are actually using a sentence structure of a surprised verb to describe an unexpected emotional state. For example, "من مندعش أذا", "الإخطأ هذا مثل يرتكب قد مئله مها شخفا أن" (wǒ hěn jīngyà xiàng tā zhèyàng yǒu àixīn de rén huì fān zhèyàng de cuòwù. ) Here, "يجب" (yìnggāi) expresses an unexpected emotional color, not only indicating that someone has a responsibility to avoid making such a mistake, but more importantly, it conveys the speaker's surprise at this mistake.

So, when teaching modal verbs, we not only need to guide students to master their basic usage, but also let them experience the tone and cultural meaning behind the speaker's use of these verbs. For example, in some cases, "يذبعي" can replace other similar verbs to express a stronger or more specific meaning. For example, "بالأخ بار ي فاجأ أن ي جب", "Because he has never done anything like this before. "ق بل من كهذا ش ي ئا ي فعل لم لأذه ي ت فاجأ أن ي جب", or, "ق بل من هاما مثل ش ي ئا ت فعل لم", indicates the speaker's strong surprise at the other person's behavior.

Therefore, the core goal of teaching verbs should not only focus on mastering grammar rules, but also strive to cultivate students ability to perceive the deep meaning of language. In this way, they can truly flexibly use Arabic as a communication tool, whether in daily conversations or academic writing, and accurately convey their thoughts and feelings with ease.

##### 5) Teaching suggestions

In modern foreign language teaching, verbs are an important component of language, and their teaching methods and strategies are crucial for students to master the language skills. The following are teaching suggestions for modal verbs, aimed at helping teachers teach such verbs more effectively and promoting students' language acquisition.

Firstly, it is recommended that teachers adopt a gradual approach when teaching modal verbs. Put easily understandable verbs in the first place, allowing students to establish a preliminary understanding and feeling. Then introduce some more complex modal verbs and gradually guide students to understand the usage and underlying meanings of these verbs. In this way, not only can it help students lay a solid language foundation, but it can also stimulate their interest in learning new knowledge.

Furthermore, teachers should closely monitor the hot topics in exams and use various methods such as exercises, exams, or questionnaire surveys to identify the modal verbs that students generally find difficult to master. This can help teachers design teaching activities in a targeted manner, enabling students to deepen their understanding through practical operations and overcome

difficulties. In order to improve teaching effectiveness, teachers should attach importance to explaining the usage of modal verbs through typical example sentences. Through specific example sentences, teachers can guide students to think deeply about the meaning of the sentence, the context it is in, and the emotions and tone expressed. This interaction not only helps students better understand the meaning of sentences, but also enhances their ability to use modal verbs in real-life situations. At the same time, when teachers classify and compare vocabulary, they should analyze and compare commonly tested verbs as a whole. This approach helps students form a systematic knowledge framework, enabling them to more accurately understand and remember the usage of different verbs. Finally, both teachers and students should actively collect various authentic language materials in their daily learning and life. For example, dialogue materials, listening materials, etc. in textbooks. Through these materials, students can practice and memorize the usage of modal verbs in real communication environments, which is particularly important for improving their language application skills. In addition, teachers should use as many modal verbs as possible in daily teaching and language communication that students find difficult to fully master. Through frequent interaction, students' learning process can be subtly influenced, enabling them to gradually master the correct usage of modal verbs without realizing it.

Through continuous practice and drills, they can ultimately achieve a level of proficiency in their use. In short, the teaching of modal verbs requires teachers to carefully design teaching plans, adopt diverse teaching methods, and frequently interact with students during the teaching process to ensure that each student can make progress in this important language learning point, thereby enhancing their overall language proficiency.

#### 4. Conclusions

This chapter analyzes the negative structures of willingness in Arabic and Chinese, and provides an analysis of them. This article examines the negative sentences in Arabic and Chinese. The results indicate a significant difference in negative words between Chinese and Arabic. The abundance of negative vocabulary in Arabic is a significant factor contributing to this difference. There are significant differences between Arabic and Chinese in terms of derogatory language. In Arabic, there are more modal verbs that can be preceded by a negative element; Secondly, negative words in Chinese have strong explanatory power due to their ability to directly negate other components. From a syntactic perspective, general negation and special negation can be divided into quantitative negation, parallel negation, and active negation. In addition, negative part of speech components in Chinese generally only modify nouns and have no modifying effect on prepositions.

The goal of a language is to accurately convey information, so the structure of sentences should be as consistent as possible. Negative verbs in Arabic have certain formal limitations and are often placed before or after particles, forming negative sentences. There is no fixed syntactic structure in Chinese, and the positional relationship between them can be adjusted arbitrarily. This article compares the structure of negative sentences in Arabic and Chinese, and finds that there are significant differences in the construction of negative sentences between the two, which are caused by common characteristics worldwide. Compared to Chinese, Arabic places greater emphasis on content.

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**Arabic Corpus:**

Leipzig University's Leipzig Corpus LCC  
Leeds University's Arabic Quran Corpus QAC  
International Corpus of Arabic ICA

**Chinese Corpus:**

Peking University CCL corpus  
Beijing language and culture university Corpus Center BCC corpus