

# A Contrastive Analysis of the Rhetoric Question in English and Vietnamese to better Presentation Skills

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## Abstract

In the current context of society, learning foreign languages, particularly English (the common language of the whole world) plays a huge role. Fluency in foreign languages allows us to communicate, cooperate, and cultural exchanges with countries around the world

In Vietnam nowadays English is a compulsory subject at all levels. English is an indispensable item for students who want to find a good job after graduation. To become proficient in a language, we must not only focus on grammar, sentence structure, vocabulary, .. but also need to pay attention to linguistic culture.

In the process of communicating in English, Vietnamese or any other language in the world, the question plays an extremely important role. Questions are posed to collect information, opinions, feelings, knowledge. However, there are many questions that are posed but are not intended to find answers but are simply meant to emphasize the content of the person who wants to convey, which is called a rhetorical question. In this research, the author focuses on analyzing and comparing the use of rhetorical questions in English and Vietnamese to improve presentation skills.

**Keyword:** *rhetoric question, rhetoric question in English, rhetoric question in Vietnamese, presentation skill.*

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## 1. Introduction

As everyone knows for traditional linguistics, the concept of rhetorical questions often refers to sentences of formality, which are mostly affirmative or negative statements. It is in a form that does not require an answer, but rather enhances the expressive power of the statement, meaning that the subject is primarily viewed from a learning style perspective. However, in current research papers, the term rhetorical question can be understood with broader connotation and can be interpreted with different meanings.

Accordingly, rhetorical questions in the broad sense, or rhetorical question questions, are questions that need not be answered. It means that they are questions that require form but do not require information.

Rhetorical questions in the narrow sense are those with confirmation implications of polar opposites to what the question represents (Sadock, 1971, 1974). That is, if the rhetorical question is decisive, it will be a negative affirmation, and a negative rhetorical question will be a positive affirmation.

Presentations, questioning also plays a significant role. The question is how you create interaction with the listener. If you only speak and speak, you sometimes look like an "inner monologue."

Questions also have the function of generating thoughts and calling people to focus on one problem. Sometimes, you use the question to seek agreement from the listener.

In some critical situations, the speaker may also ask questions to soothe conflicts and convey information tactfully. Opening or finishing speeches is an ideal time to ask questions. In particular, using questions to raise and lead the listener into the problem you speak is a skill seen in many presentation levels. You probably remember Steve Jobs every time the introduction of the product introduces the audience with questions. Then they burst into disarray by the humorous storytelling and the surprising and impressive answer.

Asking questions if applied to the ending will also create unforgettable marks. In this section, the speaker usually uses rhetorical questions to emphasize the ideas that convey and create an echo in the listener's heart.

Throughout the body of the article, the question, if used flexibly and logically, will make the speech attractive and not dull.

You can ask the audience when they realize they are distracted and ask to bring the listener back to the subject. Or, to increase the attractiveness, the speaker can prepare funny questions about hot topics in society. This type of question will surely receive an enthusiastic response from the listener. It would be best if you led appropriately to avoid misleading situations.

## **2. Literature Review**

### **2.1 Definition of rhetorical**

Rhetorical questions are one of the types of sentences that appear particularly common in everyday communication and other areas, styles, and functions of language such as in literary works, in literary texts the essay and political discourse and especially in the presentations. Although the frequency of their occurrence depends on the strategy of selecting the individual expression patterns and other factors of the communication situation, it is enough to say that these types of questions play an important role in how to communicate.

According Gideon O. Burton (2007) Rhetorical questions are not designed to find the answer or the answer that is right in the question, to emphasize the content that the user wants to send.

Rhetorical questions are asked to focus the attention of listeners and readers on a specific purpose. Therefore, the rhetorical question of form is a question, but it is an emotional or affirmative sentence. This type is often used in art texts to make words

Text comes alive, giving readers exciting fantasies. In daily life, people come across rhetorical questions used by people in communicating with each other. In English, rhetorical questions are a form of items used to impress, not intended to wait for answers from the questioner.

## **2.2 Previous study**

Questions are encountered in all languages of the world. Different languages have different grammatical structures, so the ways of asking questions are also different. This chapter will discuss the types of rhetorical questions and the answers to rhetorical questions. From this we see the important role of rhetorical questions in the communication and human cognitive activities

### **2.2.1 In English**

By observing 79 languages by Russel Ultan (1969), many languages around the world have used increasing intonation to ask questions, sometimes in sentences with or without other signs of the example question. such as the inverse use of objects or subjects, inversion of question components. In addition, all languages studied have non-intonation components to ask questions. But one thing is for sure, all languages have questions to gather information that can be used with words to ask, such as Ai, what, where, and so forth. Yes / No format with special articles to ask for.

According to Bollinger. D in his study in 1957 he divided the identifying characteristics of questioning into four roofs. The first class is the distributive interrogation (this feature happens before the answer), the second class is the syntax of the question (inversion, question word, tail question, etc.) The third class is the intonation intonation. and the final class is the questioning gesture (lifting eyes, tilting the head, ..). In addition to the above characteristics, some other factors such as emphasis and nuances added to the topic of the question (expressed in a familiar level between the speaker and the listener) also contributed. the difference between the questions.

According to the Encyclopedia of Linguisticsn the question is whether the sentence has the structure and function that requires information. Structurally, the question has two main types, WH or other special and Yes / No. In the first form of questions include questions like pronouns WHO, WHERE, WHEN. HOW, .. they usually involve unknown pronouns. Studies show that languages have similarities in the use of intonation, word order and question morphology to distinguish between questions.

Semantically the questions are often different from the predicate that they are not propositions. They may be true or false. Sometimes questions have a command-like appearance and they require the listener to act in response.

Sometimes the answers are not specifically determined by the question. Some of the questions are in the form of a question, but they do not have the function of asking information but only emphasize the use of the speaker to transfer.

In general, to determine whether the answer is appropriate to the question or whether the question needs to be answered is not only determined by the syntax and semantics, it also depends on the context and the speaking situation.

### **2.2.2 In Vietnamese**

With the organization of language and method of expressing specific characteristics, rhetorical questions have long been paid attention and attention of Vietnamese linguists. However, this interest is not really satisfactory because most authors still do not really consider it to be a separate, independent and complete research object.

Some authors describe the Vietnamese grammar system to refer to this statement as a special grammatical phenomenon. There are even authors who do not classify them as question items, even though they have the appearance of question pronouns that often pay attention only to the expressive meaning of the sentences and have categorized them into groups of questions. Negative or positive sentences. They are considered as negative or affirmative forms in Vietnamese language that need specific annotations. Can mention here as the authors Tran Trong Kim, Bui Ky, Pham Duy Khiem in Vietnam grammar, did not give the concept of rhetorical questions, but he only discussed the position of the negative word in the schools. negative sentences have gossip of nouns such as: who, who, what, .. stand as the master, and the negative sentence has no negative word. The authors make the following comment: "Often, sentences that are questionable are very strong negative sentences. The negative meaning of that sentence can be stronger when putting "at" at the beginning of the sentence, before the correct pronoun. or the word "where" also expresses that negative intention. "

For example: *Tôi nói thế bao giờ? / Nào tôi có nói thế bao giờ?* (When did I say that?)

Or author Bui Duc Tinh (1966) is simpler than making some brief remarks about the form of negation without negation in the "simple and pragmatic Vietnamese grammar" as follows: "Sometimes, to make negative intent stronger than people use questions to negate. " Similarly, in the book of "Vietnamese grammar", Hoang Trong Phien (1980), when mentioning the affirmative and negative statements, they commented on the existence of these questions as a structure to create special affirmations and negatives in Vietnamese "In addition, use negative words with gossip only to confirm". It can be seen that these authors have only made general comments on this type of sentence, mainly based on the question forms and implicit and positive meanings of the sentences, thereby treating them as fields for exceptions to the question or the narrative sentence.

## **3. Method**

This study is conducted by the author to provide characteristics and functional identification of rhetorical questions in English and Vietnamese. At the same time the author conducted the contrast analysis to find out the similarities and differences of rhetorical questions in English and Vietnamese.

The research method chosen by the researcher to conduct research is data analysis, comparison and contrast. In which comparison and contrast techniques are used to find the similarities and differences of rhetorical questions in English and Vietnamese. Finally, some conclusions will be drawn about what is being analyzed and compared.

The scope of the research is to analyze contrasting rhetorical questions in English and Vietnamese in order to offer some solutions to improve presentation skills.

#### **4. Contrastive analysis of rhetorical questions in English and Vietnamese.**

##### **4.1 Characteristics of rhetorical questions in English**

First, "rhetorical questions are treated as negative statements." This view has suggested that rhetorical questions are syntactic questions, but have semantic equivalence with Sadock's negative statements (1971, 1974); Progovac (1993); Han & Siegel (1996); Han (2002). If a rhetorical question contains questionable pronouns (wh-words), "this questionable pronoun will" map "to a negative agent, as a result of deriving a logical expression." (Han 2002; 220). This approach clearly presents several problems. Accordingly, the grammar assumes that there is a syntactic consistency between the rhetorical question and the righteous question, while they are completely different semantically, specialized question pronouns will be treated as negative agents in rhetorical questions only, while in others they will carry another meaning; or there is an irregular semantic rule that converts an interrogative pronoun into a negative agent in rhetorical questions. In addition, this approach cannot explain much. characteristics vary from rhetorical questions and narrative statements, as well as many similarities between rhetorical questions and genuine questions.

Second, "rhetorical questions are considered questions that need no answers." Ladusaw (1979) and Gutiérrez-Rexach (1997) suggest that rhetorical questions should be analyzed as common orthodox questions but no answer setting should be established. Therefore, they do not accept the answer that if any, only accept the negative answer. But in fact, rhetorical questions can still be answered and their answers are not just negative ones.

Third, "rhetorical questions are treated as information seeking questions." Van Rooy (2003) viewed rhetorical questions as well as real information-seeking questions. The difference from the orthodox questions commonly explained by the appeal of the common mechanism in how information is communicated and the constraints imposed by the lexical factors in the question. rhetoric like negative polarization elements (NPIs) like "*chẳng thèm quan tâm / mặc kệ nó*" ("don't care / ignore it") (Give a damn). This approach has also shown that, like the righteous question, the rhetorical question still

needs to be answered and the listener is the only one who can answer it. However, this statement is not entirely accurate. Because, unlike the righteous question, the speaker himself can also answer the rhetorical question, not only the listener will be able to do it. And also, unlike the righteous question, the listener may respond to a rhetorical question only for the purpose of expressing agreement like: "*Vâng, anh đúng*" (*Yeah, you're right*). Kiểu như:

- QUESTION of speaker: *Ai (thèm) quan tâm đến anh?* (*Who (dare) cares about you?*)
- ANSWER of speaker: *Không ai cả.* (*Nobody*)
- Of listener: *Không ai cả. / Vâng, anh đúng* (*Nobody / Yeah, you're right*)

Fourth, "rhetorical questions are treated as legitimate questions in terms of syntax and semantics and they differ only at the pragmatic level" (Ivano Caponigro, Jon Sprouse; 2007). Specifically, for true questions, only the listener will be able to answer it; whereas for rhetorical questions, the answers are known to both the speaker and the listener. However, the reality of communication has proven that in many rhetorical questions the beliefs of the speakers and the listeners do not overlap:

- QUESTION of speaker: *Ai (thèm) đánh con chị làm gì?* (*Who (dare) beat your children?*)
- ANSWER of speaker: *Không ai cả.* (*Nobody*)
- Of listener: *Không ai cả. / Có ai đó đã đánh con tôi* (*Nobody / Someone beat my child*)

As can be seen, English learners are confused in identifying subjects. In our opinion, this is because they have combined all the questions that are not legitimate questions and called them rhetorical questions (in the broadest sense), considering them to be just a research subject, because it was not possible to find their own specific rules, characteristics because they may be true for this group of rhetorical questions but not for the other group). Such a division only gives us a general, general qualitative view when based on a single criterion of "seeking information" or "can answer" for classification. It does not mean that all questions in the rhetorical question group (in the broadest sense) will share the same, common and semantic rules. Therefore, the researcher must know how to classify objects based on basic and regular characteristics; From there, we conduct research on them as an independent and separate object, and thus give a more specific and detailed view of the object.

## **4.2 Đặc trưng câu hỏi tu từ trong tiếng Việt**

### **4.2.1 Rhetorical questions have a positive value**

The rhetorical question with positive affirmation is a group of questions described with the following general characteristics: There is a questionable form, always implies a content of affirmative judgment, but in form, the sentence is there is the negative

group presence again. According to our observations, based on the survey data, this type of rhetorical question has a smaller number of rhetorical questions of negative value. This is also confirmed by the data that Cao Xuan Hao pointed out when statistics of question types within a work. However, referring to the object of the question group with affirmative values, Cao Xuan Hao in Vietnamese draft grammar function has put the following questions in the same group with valuable questions for affirmative value:

1. Anh bảo như thế có khổ không?
2. Cứ chịu khó học cho hết đại học có phải hơn không?
3. Nghe bố mà lấy nó có phải là sướng cả một đời không?
4. Giá cứ để nguyên có phải là ổn cả không?
5. Cứ thế mãi có sốt ruột không cơ chứ!

The author commented, this is "... the kind of formal questions are like the general questions (" yes - no ") the intonations are not as high as these questions, the clause only consists of one the predicate indicates the state, has no subject, but may have a subject frame and may also have a morphological element, with a pronounced Chinese value. "These comments we all agree on. However, if we look closely at the above questions, we find that behind the speech, their true proverbial value is to express regret and laments the desire to share sympathy from the other person. phone. In our opinion, perhaps, it is more appropriate to put these types of questions into the group of questionable questions of exclamation, because they are more about the value of expressing emotions than the values of affirmation and confirmation.

#### **4.2.1 Rhetorical questions have negative values**

This is a group of questions described with the following general characteristics: There is a questionable form, always implies a content of negative judgment, but formally, the sentence does not have the presence of the phrase group. negative.

In communication, rhetorical questions with negative values often account for a much larger number than rhetorical questions with positive values. That is why they are more diverse in structure and therefore also more complicated to describe and classify. It can be said that in Vietnamese linguistics circles, up to now, the person who has paid most attention to this type of question is Cao Xuan Hao. When dividing the questionnaires based on the types of fidelity, he separated the sentence into a separate, independent group. And in the group of rhetorical questions that have negative values, based on the criteria of the viability of the answers to the questions he divided them into two categories: "... Need to distinguish between A, types Negative interrogative questions that, in certain contexts and with certain verbal components, can also be used as legitimate questions that, while negative in nature, allow for an answer in the same direction. in one or the other, and B, these types of negative questions are never used as questions (never ask for answers for the purpose of providing information but the

interlocutor can answer to agree, or rebuttal) ". In addition, the author also placed an intermediary group between A and B, which are group A sentences but with the addition of the codification factors that we sometimes see them used as formulas, regulations, such as: what is lost, how much, what crime, what work, what fear, what life, how much ... The appearance of these factors makes the "question difficult to understand as legitimate questions and therefore do not require a "topical" answer unless it is a "pun" answer ... "This division seems to be perfectly balanced, form a beautiful system. However, the use of the "answerability" criterion to classify rhetorical questions is probably still not tight enough, because rhetorical questions by themselves do not usually require an answer to provide good information even to refute, to refute as the author mentioned.

For example: To cite some examples of Cao Xuan Hao

1. Bài khó thế này *ai* mà làm được?
2. Thứ bút này có thiếu *gì* ở ngoài phố í?
3. Vấn đề này tôi *làm sao* mà giải quyết được?
4. Thứ máy ấy kiếm ở *đâu* ra cho được?

These questions are clearly not intended to seek information, but rather represent an assertive judgment of the speaker in negating an event, an action or a word of another. Of course, besides this negative meaning, rhetorical questions also contain emotional meanings expressing the speaker's feelings or evaluation of the action itself. And Cao Xuan Hao said that this is a group of questions with negative values are most likely to receive the answers as the usual legitimate questions.

#### 4.2.3 Rhetorical questions are composed of special question structures

In addition to the basic question structures that we have mentioned above, in reality there are also some quite special rhetorical structures with irregularly ordered expressions. They create breaks in grammatical and semantic combinations in propositions compared to conventional expressions. An example that can be considered most typical is

Example: *Chồng gì anh, vợ gì tôi?\_Chẳng qua là cái nợ đời chi đây.*

We see that, in the usual wording, in terms of semantics and grammar, one might ask: "What vegetables?" And the answer might be: spinach, jute, and spinach ...; "What fish?" (sesame, carp, fruit ...), or "what meat?" (beef, pork, chicken ...) ... but obviously we often never ask: "What husband?" or "what wife?". Because "wife" and "husband" are not associated with natural classification. In this case, the terms "husband" and "wife" do not refer to a specific person but to them with specific characteristics, concepts and categories. That is the characteristic in the common conception, typical of husband and wife in general. And the question is an interrogation associated with the way things look in the standard notion of the social community and it implies an appreciative information: "you are not worthy, not a husband according to the standard notion there



should have been a society that has the right to wait for him to respond; and me too, I am not worthy of being a wife according to the social norms of society ... ". In fact, society and law may recognize you as my husband and I as your wife; By looking at this perspective, on these premises and in order to solve the problem between us, I implicitly appreciate my assessment of him that he is not a husband in the full and positive sense of it.

#### 4.3 Compare the usage of rhetorical questions in English and Vietnamese

Trong các phần trước, tác giả trình bày các lý thuyết liên quan đến các câu hỏi tu từ. Đặc biệt nó được phân loại các câu hỏi thu thập bằng tiếng Anh và tiếng Việt. Từ quan sát khi thực hiện so sánh và đối chiếu giữa tiếng Anh và tiếng Việt, tác giả đã tìm ra một số vấn đề như sau:

##### 4.3.1 Sự tương đồng trong cách sử dụng câu hỏi tu từ trong tiếng Anh và tiếng Việt

- **Câu hỏi dạng Yes/No**

Most rhetorical questions in the form of yes / no questions in English and Vietnamese have the same usage.

- a) Invitation

Would you like to drink, or could eat anything?

Cô uống hay ăn chút gì nhé?

*(Nguyen Van Trang, 1986, Vietnamese conversation)*

- b) Wondering

The old man then asked himself. "is there anything more to my life than it is now? Is this all that left for me?"

Giờ đây đời ta không còn gì hơn nữa hay sao? Phải chăng chỉ còn chừng đó cho ta?

*(Pham Vu Lua Ha, 1994, a short story beyond the time)*

Was it a stuff figure?

Đấy có phải là một hình nộm?

*(Nguyen Van Trang, 1986, Vietnamese conversation)*

- c) Beg

"Jonny, she said: Can you tell me what is one and one?"

Cô nói, "Jonny ơi, con có thể cho cô biết một với một là mấy không?"

*(Vien Quan, 1995, Good international story)*

- d) Affirmation

The men are all dowdies and the women are dandies, aren't they?

Chẳng phải các ông toàn công tử bột và các quý bà toàn là kênh cớm sao?

(A.H, Hoang Nguyen, 1998, p.54, 55)

e) Suddenly exclamatory emotions

“Look, Joe! Isn’t that beautiful!”

“Nhìn này Joe! Cái này mới đẹp làm sao!”

(Nguyen Quoc Hung, 1992, *British Smile*)

- **Câu hỏi dạng Wh-question**

a) Wondering

Why was I letting her talk to me like this?

Tại sao tôi lại để cô ta thốt ra lời đó đối với tôi vậy nhỉ?

a) (Tran Anh Kim, 2011, *Love Story*, 2001)

b) Threatening

“...who the hell are you to give me orders?

“...mày là thằng nào mà giám lên mặt với ông?”

Who gave you permission of poking your nose into my talk?

Ai cho phép mày nhúng mũi vào câu chuyện của tao?

(Pham Van Binh, 1998, *Vietnamese Jokes*)

c) Affirmation

How could I forget?

Làm sao mà tôi quên được?

(Ninh Hung, 1999, *10,000 English Vietnamese Conversations*)

I am grateful to him – who wouldn’t be?

Tôi mang ơn ông ấy thật- ai mà chả thế?

(Xuan Oanh, 1989, *The divorce season*)

d) Refuse / deny

Why should I? It’s like judging a bunch of cow at the country fair. Beauty contests are insult women.

Tại sao em lại phải tham dự nhỉ? Trông cứ như là cách đánh giá một đàn bò ở chợ quê vậy. Những cuộc thi người đẹp là sự xúc phạm nhân phẩm phụ nữ.

(Ninh Hung, 1999, *10,000 English Vietnamese Conversations*)

e) Complaint

“Willy,” cride his mother from the living room”, what on earth are you doing in the kitchen?”

“Willy ơi!” mẹ nó từ trong phòng khách nói to:” con đang làm cái quái gì trong bếp vậy?”

“Oh, dear! What has made you chop chicken like this?”

“Trời đất!” Điều gì khiến mình chặt thịt gà thế này hả?”

(Pham Van Binh, 1998, *Vietnamese Jokes*)

f) Hints

What about our wedding?

Thế còn về đám cưới của chúng ta thì sao?

(Tran Anh Kim, 2001, *Love Story*)

Why don't you imitate him, sir?

Tại sao anh bắt chước ông ta?

(A.H, Hoàng Nguyên, 1998)

g) Reprimand

Why are you sitting here when all you friends are playing?

Sao anh lại ngồi đây trong khi các bạn đang tiếp tục giao đầu?

(Tran Anh Kim, 2001, *Love Story*)

Peter, it was you who put the into desk. How could you?

Peter, chính mày đã để con chuột vào bàn tao. Sao mày có thể làm như thế được cơ chứ?

(Nguyen Hoang Thu Trang, 2001, *Handbook of English conversation*)

#### 4.3.3 Sự khác biệt trong cách sử dụng câu hỏi tu từ trong tiếng Anh và tiếng Việt

In addition to the similarities presented in the previous section, the use of rhetorical questions in English and Vietnamese also has a structural difference between the translations of questions from English to Vietnamese. However, they still have the same purpose of the speaker.

a) Proposal / invitation

Can I help you? → Yes/no question

Ông cần gì ạ? → a wh- question

(Pham Duc Hanh, 1991, *Modern English Communication*)

Although, the above two ways of speaking differ in the structure of the question, the way to speak in English is a yes / no form while the sentence in Vietnamese is a Wh-question form; But both work as a suggestion. The speaker, when uttered, wanted to show his willingness to help the listener.

b) Greetings

How do you do, sir? → a wh- question

Kính chào bác ạ → a statement

(Tran Anh Kim, 2001, *Love Story*)

c) Request

Would you please watch your profanity preppie?

Yêu cầu không được nói lỗ măng ở đây anh sinh viên dự bị ạ!

(Tran Anh Kim, 2001, Love Story)

Although the two sentences have the same purpose of speaking as a request, they clearly have different structures. English sentences are yes / no while Vietnamese sentences are exclamations.

d) Reprimand

You wretched woman, must you always be thieving? → a yes/no question

Bà là người đàn bà khốn khiếp, lúc nào cũng ăn cắp mới được? → an exclamatory statement

e) Invitation to grow

Well, would you both like to join me for a drink? → a yes/no question

Rồi, mời cả hai người cùng uống với tôi chút gì đó .→ a statement

Won't you sit down, Mrs Chevely? → a negative yes/no question

Mời bà ngồi bà, Sêvêly. → declarative statement

(A.H, Hoang Nguyen, 1998)

In general, the usage of rhetorical questions in English and Vietnamese about structure and purpose is similar. However, that does not mean that there is no difference. The difference is certainly not only in structure but also in the linguistic characteristics of the nation. For example, questions in Vietnamese tend to convey the speaker in common besides the meaning of negation or affirmation. This is done by a series of vocabulary entries such as: “đời nào”, “tội gì”, “ăn thua gì”.

For example: Thế này thì đã ăn thua gì?

Trong tiếng Anh câu hỏi không có đặc điểm như vậy. Hầu hết các câu hỏi đều giống như những câu hỏi thông thường ngoại trừ một số mục từ vựng hiếm khi được sử dụng như “the hell”

For example : What is the hell?

Cái quái gì vậy?

This difference comes from the differences in the linguistic culture of the two countries. In general, language is a reflection of a country's cultural values. When using languages, people in different cultures will use it differently. Therefore, language learners must pay attention to those cultural values so that they can use them fluently and comprehend the meaning of each of their sentences. Furthermore, a language teacher should point out the cultural values of language use and help his or her students to correct mistakes caused by cultural interference when using or translating languages.

## 5. Discussion

It can be seen that "asking" is really one of the basic semantic-pragmatic components of rhetorical questions. They have contributed to the particular

characteristics as well as the special communication effect of the sentence. From the evidence and analysis above, we would like to make a brief comment on this element as follows:

Formally, both rhetorical questions with positive and negative values use two basic types of question structures: Question structures that use question pronouns: The majority of rhetorical questions The word structure is not different from the structure of legitimate questions. Distinguishing them sometimes need to rely on the context of communication, on additional vocabulary facilities or emotional agents participating in the sentence structure such as: that, but, then, then, huh, interview ...

Highly specific questioning structures: These structures themselves have implicit implications or negatives. They are seen as formal signs to identify rhetorical questions. In our opinion, these specific, specific questions of rhetorical questions are formed in part due to the frequent, stable, repeated impacts of pragmatic factors such as the context of communication, purpose of communication, the expression of implicit assessments ... It is because of its specificity that this question structure often does not need the participation of vocabulary means or affective actors to emphasize what Implied meanings of sentences.

The existence of the meaning of this question is purposeful and it is demonstrated through the reaction of native speakers as well as specific conduct towards rhetorical questions. They have been proved by the presence of factors such as: verb interrogations or affective elements associated with speech act, end-state emotional factors, the ability to answer clearly. language or elements that challenge the speaker to answer ... in the structure as well as the semantics of the sentence.

## **6. Conclusion**

The above analysis of the author has partly indicated the basic functions of rhetorical questions in communication activities. From there, we can see rhetorical questions have a very wide range of activities and with very diverse functions.

Questions of this type appear especially common in everyday communication and in other functional styles of language, for example, in literary works, in discourse and political texts. ... Depending on the strategy of selecting forms of expression, purpose of communication as well as contextual factors, the speaker will use these questions to perform different functions.

Presentation is an effective communication tool, playing a huge role in the success of every individual. Learning presentation skills will help presenters learn how to speak in public, learn skills in conversation, develop communication skills when recruiting, have opportunities to practice and accumulate experience. Experiences, more confidence. Rhetorical questions have always been used as an effective tool to attract the attention of the listener, focus on listening to chives, to stimulate listeners' interest.

Therefore, through the research results, the author hopes that the speakers will be able to use the effectiveness of rhetorical questions to develop their presentation skill.

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