

CHAPTER TWO

REVIEW OF LITERATURE

This chapter reviews the related literature in three main areas. In 2.1, we discuss the L2 research studies that examine accessibility to UG through internal phrase structures. In 2.2, we present the X-bar model to show what a complement and an adjunct are and discuss how complements and adjuncts are expressed in Thai. Given the presence of this underlying phrase structure across Thai and English, we conjectured that Thai learners should be able to detect the ungrammaticality and grammaticality of the two structures. In 2.3, the predictions on what Thai learners of English should perform with respect to complement and adjunct structures based on the presence of complement and adjunct structures in Thai.

2.1 THE ACCESSIBILITY TO UNIVERSAL GRAMMAR IN SLA

2.1.1 Possibilities of UG Availability

Before conducting the research, we determined the parameters which should be the constituents tested to explore the accessibility of Thai learners of English language to universal grammar. Based on the previous studies in second language acquisition research, L2 learners' accessibilities to UG might be fully accessible, partial accessible or inaccessible.

Schachter (1989) studied the accessibility of UG with respect to Subjacency Principle with English-speaking adults whose L1s were Dutch, Chinese, Indonesian, and Korean. The result was compared with those of native speakers of English. The results of the study revealed three aspects about UG availability. First, as Dutch Subjacency exhibited the same way as it was in English, the Dutch subjects had full access to UG on Subjacency Principle. Second, the Chinese and Indonesian were able to judge the grammatical sentences but showed partial ability to judge the ungrammatical sentences. Korean showed no Subjacency effects at all, as a result, they did not have access to UG.

It can be concluded that L2 learners have full access to UG principles when the parameters in L2 exist in L1. Prevost and White (2000) examined two accounts of the variable use of inflection in adult second language acquisition. According to the

Missing Surface Inflection Hypothesis, it was proposed that L2 learners have unconscious knowledge of the functional projections and features underlying tense and agreement. They examined spontaneous production data from two adult learners of French and two adult learners of German. The data showed that finite forms did not occur in non-finite contexts, that learners exhibited syntactic reflexes of finiteness and that inflected forms largely showed accurate agreement. The results suggested that adult L2 learners represented finiteness and agreement at an abstract level, rather than being impaired in this domain, supporting the MSIH.

Camacho (1999) agreed with Schwartz and Sprouse's full-access model (1996) when he conducted a study analyzing the grammatical outcome of L1 Southern Quechua, who possessed the competence of head-final, learning standard Spanish, the head-initial target language. The subjects' interlanguage sentential word orders reflect a transfer of two independent parameters from the L1: the possibility of having null objects with definite/specific antecedents and a feature triggering object movement for sentential focus. The result of the study revealed that the second parameter could be successfully reset while the first one could not since target evidence was compatible with the L1 setting.

Uziel (1993) investigated the acquisition of two principles of UG, Subjacency and the Empty Category Principle, by native speakers of Hebrew learning English as a second language to find out whether the principles of UG were available in adult Second Language Acquisition (SLA) as in child first language acquisition. Uziel's hypothesis was that the principles in the study were fully available to the L2 learner, and that the process of L2 acquisition was a process of parameter-reassignment or new assignment in which the L2 learner reset the parameter-values of the L1 to their values in the L2. The results of the study revealed that UG was indeed available in SLA.

L2 learners have no access to UG principles and parameters, and general learning principles might replace UG when L1 and L2 parameters are different. Bley-Vroman (1989) proposed that first language acquisition and second language acquisition were fundamentally different, and that adults relied on general problem-solving skills in L2 study from the artificial teaching process, which started from grammar and reading, fundamentally against the natural sequence of language

acquisition. In this way, the L2 learners' language-specific cognitive system did some job quietly when they created and improved their interlanguage.

Clahsen and Muysken (1989) showed that alternative ways of accounting for the L1/L2 differences were not successful when they conducted a study examining the acquisition of word order, agreement and negation in German. According to the result of the study, there were substantial differences between first language (L1) and L2 learners. In their view, these differences were due to UG principles guiding L1, but not L2 acquisition.

Hamilton (1998) examined that some students of English as a Second Language allowed English reflexives to be bound by long-distance antecedents even when such LD binding was underdetermined for these learners with respect to their first-language grammars and the second-language input. He presented four major reasons why the underlying data did not support Universal Grammar access. First, there were theoretical and empirical difficulties with the agreement-based account of reflexive binding. Secondly, underdetermination failed to obtain in principle due to the possibility of semantically-based binding of pronouns used in indirect speech in the relevant languages. Thirdly, there were theoretical and empirical reasons to call into question the assumption that L2 learners mistook polymorphemic English reflexives for monomorphemic reflexives. Finally, there were several methodological factors which likely inflated the rate of LD binding in many of the relevant studies, again undercutting the argument for UG access from putative underdetermination.

L2 learners might have partial access to UG principles when L2 and L1 acquisition are the same in part. Martohardjono and Gair (1993) investigated L1 Chinese and Indonesian subjects' availability of UG in terms of movement in L2 English because these two languages represented distinctive cases for movement: there was no movement in questions in both languages while movement of relative structures exhibited only in Chinese. Both researchers concluded that UG is accessible but its availability might be only in partial cases.

Hawkins and Chan (1997) conducted a study examining French-speaking and Chinese-speaking learners' availability of UG regarding English restrictive clauses. The result of the study revealed that native speakers of French, like native speakers of English, are restrictive to Subjacency violations whereas Chinese speakers of L2

English are not. Both researchers argued that in contrast to French speakers, the way the Chinese speakers produced Wh-pronouns which introduced relative clauses was based on their L1, which actually did not involve the principles of Wh-movement. It was then concluded that the principles of UG were available in SLA but beyond the critical period, the accessibility to UG on some unselected features of grammatical system became partial available.

Accordingly, for this study conducted with Thai learners of English, the parameters used to test them were generally absent in Thai language and vice versa. We predicted that these groups of Thai learners' accessibility of UG would be accessible when the structures of the parameters tested exhibited in their native language, and that their availability of UG would be inaccessible when the structures consisted of the parameters which did not exist in their first language.

As a result, we analyzed the parameters that did not exist in the universal grammar between Thai and English and vice versa through the following research studies.

2.1.2 SLA Research Regarding the Parameters Which Do Not Exhibit in the UG between Thai and English

Lardiere (1998a, 1988b) examined the end-state of L2 acquisition of a Chinese-speaking adult learner of English and showed that in spite of the low level of overt morphology, the data revealed a variety of syntactic phenomena which suggested that the learner understood tense and agreement at an abstract level. Following the Separation hypothesis, according to which the features associated with an affix were distinct from the phonological realization of that affix, Lardiere argued that the learner's problems lay in the domain of morphological mapping rather than any deficit in functional projections and features.

Prévost and White (2000) also argued for a mapping problem between abstract features and surface morphological forms. They attempted to formulate this mapping problem in terms of Distributed Morphology, according to which an inflected form was assumed to be associated with grammatical features such as tense, person, number and gender. In lexical insertion, the features of a lexical item should be consistent with the features of the terminal node in the syntax. The crucial point was

that while the features of a syntactic node were fully specified, those of a lexical item might not be specified.

Thus, it was possible for a lexical item to be inserted into the hosting node, even though some of its features might be missing or partially specified. For Prévost and White (2000), L2 learners acquired the relevant grammatical features of the terminal node in the syntax via L1, UG or L2 input, but they might not have fully acquired feature specifications of the associated lexical items.

Vroman (2003) investigated the acquisition of English multiple Wh-questions, in particular the relationship of frequency to grammaticality judgments in English native speakers and in advanced Japanese learners of English. According to Vroman, certain types of multiple Wh-questions were grammatical in English, but others were not. Among the grammatical types, there were large differences in frequency. In an acceptability judgment task, the ratings of native speakers of English clustered according to principled grammaticality while the ratings of non-native speakers clustered according to frequency, providing confirmation for the hypothesis that native speakers operated more on principle while nonnatives operated more on the basis of what they had heard often.

Kayama (2004) investigated the L2 acquisition of non-movement of Japanese Wh-phrases and of the differentiation of Wh-adjuncts with high-intermediate and advanced learners of Japanese whose first language was either English or Korean. The judgment task was used. The findings showed that while the Korean group behaved very similarly to Japanese native controls, the English group's behavior was different from that of other groups', suggesting L1 transfer. Still, both groups of L2ers showed differentiation between time/place and manner/reason Wh-adjuncts in terms of Wh-in-situ inside RCs. The results suggested that L2 learners were able to acquire the contrast between the two types of Wh-adjuncts as to whether or not they were allowed in Complex NPs, supporting FTFA.

According to the studies mentioned above, it can be concluded that there are a plenty of parameters which do not exist in Thai, and these parameters are interesting, and appropriate to be employed as the constituents that can be used to investigate Thai learners' availability to UG.

Since there are various constituents which can be employed in the study, the researcher analyzed the parameters which are the main constituents in English grammatical structures, and found that the complements and adjuncts which are the obligatory and optional constituents respectively, in a simple sentence of English are the most interesting features that should be employed to explore the accessibility of Thai learners of English language to universal grammar.

Therefore, in terms of the parameters which exist in both Thai and English languages, we employed the use of complement and adjunct structures, and with respect to the parameters which do not exhibit in the universal grammar between Thai and English, we chose head and verb-movement parameters and the Do-Support in inverted Yes/No questions in this study.

2.2 THAI AND ENGLISH COMPLEMENT AND ADJUNCT STRUCTURES

In 2.2, we present a theoretical background about the X-bar Model, which generates the phrase structures consisting of complements and adjuncts. Then, English main verb Yes-No questions that were tested in this study were discussed.

2.2.1 Thai and English Complement and Adjunct Structures

As mentioned in the previous chapters that the availability of UG can be examined by the internal phrase structure of the grammatical system, complements and adjuncts, which are the main constituents in English structures of grammatical system. These are the most appropriate features that can be employed to check the accessibility of UG of Thai L2 learners of English.

In this study, ‘complements’ refers to accusative cases of noun phrases, functioning as the complements or direct objects of the verbs and playing the thematic role of patient argument of the verb. They are specific grammatical functions bearing a close semantic relation to their heads. Prepositional phrases, in this study, are locative PPs specifying a location where an event takes place. They also function as adjuncts in simple sentences, and all of them modify a motion verb, and they are all postverbal in position.

According to Bauer (1983), some word classes in English require additional information to follow after them; for example, verbs that are (di-) transitive, or

prepositions. This obligatory information is provided in complements, and they cannot be omitted because if they are omitted, the phrase would be incomplete.

For examples:

- 1) He hit her.
- 2) He hit.

As the verb 'hit' is a transitive verb, it requires an object. If there is no object 'her' in the sentence, the sentence becomes fragment. This phenomenon also occurs in the Thai language of which the sentence becomes incomplete when the lack of objects is created.

For examples:

- 3) เขาตีเธอ
k^hǎw ti: t^hɔ:
- 4) เขาตี
k^hǎw ti:

In addition to complements, heads can also be followed by so-called adjuncts, which provide additional information about the circumstances, such as time, manner and place.

For examples:

- 5) He hit her in the park.
- 6) He hit in the park.

The lack of complements in the sentence containing an adjunct like the sentence number 6 is also incomplete in both languages because the verbs 'hit' in English and 'ti:' in Thai still require a patient.

Therefore, the lack of a complement should be more obvious or easy to notice than the absence of an adjunct. The learners should be able to detect the lack of a complement more easily than the lack of an adjunct.

In addition, the study of learners' accessibility of UG with respect to complements and adjuncts does not only serve the need in the SLA literature to investigate the accessibility of UG through the use of these constituents, but also

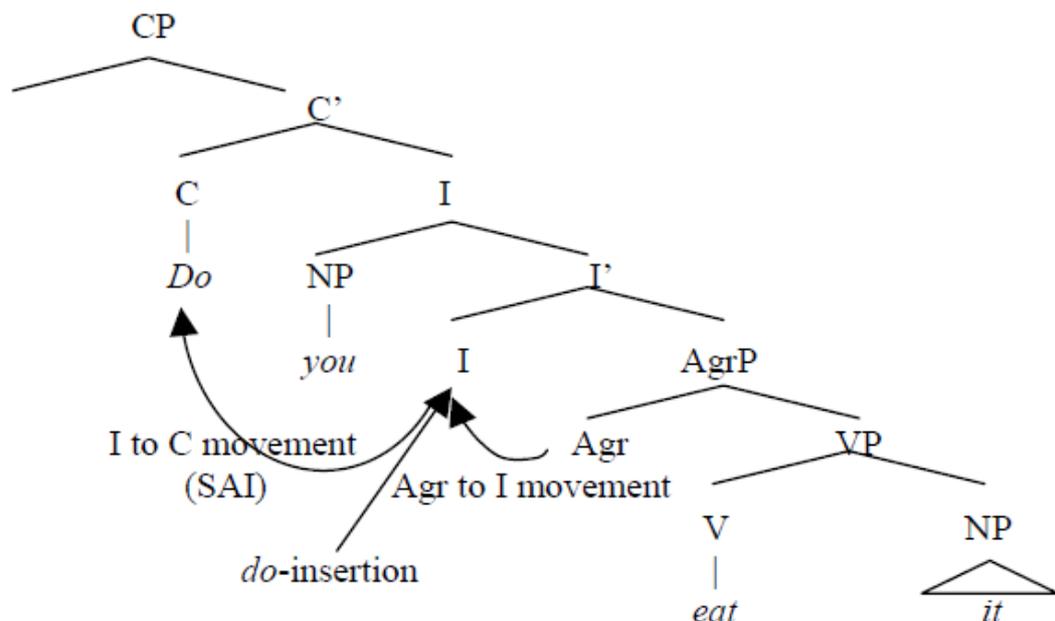
provides both teachers and students in ESL and EFL with deeper understanding of these constituents in English sentence structures.

However, it is still questionable if learners' judgment can be inconsistent when they judge these two constituents in different types of sentences. We decided to add more parameters that are absent in the Thai language. The first one was the past tense verb, and the second one was the Do-support in interrogatives.

2.2.2 Complement and Adjunct Structures in Declaratives and Interrogatives

According to Pornsiri Singhapreecha (2000), Thai does not have tense and agreement markings. Certain time adverbs or discourse contexts are employed by Thai speakers to provide information about time. The sentences in Thai contain only a bare verb while sentences in English must carry a tensed verb. Therefore, the past tensed verbs might distract the judgment of each subject on the two constituents.

In addition, according to Chomsky (1991), to create do-yes/no questions in English, do is inserted in the I position. The inserted do, instead of the main verb, is then moved to the C position (in the process of SAI).



Thus do-yes/no questions involve Do-insertion, SAI, and movement of the auxiliary verb. Therefore, numerous hypotheses predict doubling errors in do-yes/no questions.

Hurford (1975) attributed doubling errors to the child's version of the SAI rule. This rule said that tense was copied to the target position without deleting the original tense. Hurford considered doubling errors not as errors but as patterns that were licensed by the child's grammar, and predicted doubling errors to occur in any sort of SAI environment, but not in other environments where SAI was not involved.

In contrast, Mayer et al. (1978) claimed that children incorrectly formulated some movement transformations as copying without deletion and explained doubling errors as the result of this un-adult-like transformation. While considering doubling errors as licensed by the child's grammar, Mayer et al. predicted doubling errors to occur not only in environments involving SAI but also in those involving any sort of movement formulated as copying without deletion.

2.3 BASED ON THE PRESENCE OF THAI AND ENGLISH COMPLEMENT AND ADJUNCT STRUCTURES, WHAT SHOULD THAI LEARNERS OF ENGLISH PERFORM WITH RESPECT TO THESE STRUCTURES?

We examined certain Thai structures that correspond to the English sentence types that were tested in this study. We predicted two possibilities of the result.

First, when learners have the availability of UG in terms of complements and adjuncts, and realize that adjuncts are optional while complements are obligatory, they are able to detect fragment sentences. In addition, they might be able to create acceptable and preferable sentences in English.

Second, after the insertion of do for all verbs in each interrogative sentence, the main verbs in this study become bare. Therefore, doubling errors in do-yes/no questions do not appear in the test items; however, the loss of past tensed verbs might become factors that might distract subjects' judgments.

Another obstacle might come from the inversion of subject and verb in the sentences. The interrogatives in Thai employ question particles instead of auxiliaries; accordingly, Thai speakers are not accustomed to the inversion of subject and verb.

Therefore, the Subject/Aux Inversion in main verb Yes/No questions and the raise of past tense to C via I-to-C movement after the insertion of I might be an obstacle to the learners' judgment. The learners should then be able to detect the complement and adverbs in declaratives more easily than ones in interrogatives.

Due to this fact, one of the predictions of this study is that judgment on interrogatives, irrespective of the complement and adjunct status, is less accurate than judgment on declaratives.