

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

This chapter reviews literature in four main areas along with a summary: (1) developmental sequences for question and negation formation of first and second language learners, (2) common errors of Thai learners and errors of English speaking children in present simple yes/no questions and negatives, and the sources of errors made by Thai learners, (3) conventional technique and Chomskian technique in teaching present simple yes/no questions and negatives for Thai students, (4) relationships between comprehension and production and relevant research, and (5) summary.

#### **2.1 DEVELOPMENTAL SEQUENCES FOR QUESTION AND NEGATION FORMATION OF FIRST AND SECOND LANGUAGE LEARNERS**

##### **2.1.1 The Developmental Sequences of the First Language Learners**

###### **2.1.1.1 Yes/No Questions**

In the first stage of the developmental sequences of yes/no question sentences of English speaking children, they form questions by using a single word or simple two or three words with rising intonation; in the second stage the sentences are longer and they use word order of declarative sentences with raising intonation; in the fourth stage they can use 'do' in the sentences in which there are no auxiliaries and can use SAI (Lightbown & Spada, 1999). The examples are shown in 2a), 2b), and 2c).

###### **Stage1**

2a) Cookie? Mommy book?

###### **Stage2**

2b) You like this? I have some?

**Stage4**

2c) Do you like ice cream?

(Source: Lightbown & Spada, 1999, pp. 7-8)

**2.1.1.2 Negation**

The children say the word 'no' alone or with other words in the first stage, and then in the second stage the utterances are longer, the subject is included and the negative word appears before the verb (Lightbown & Spada, 1999). In the third stage, they are able to use other forms of negative words like 'can't' and 'don't'; however, the negative words' forms are not be varied and being accordant with person and tense until in the fourth stage they can use the correct form of auxiliary verbs. The examples of these stages are shown in 2d), 2e), 2f), and 2g).

**Stage1**

2d) No go. No comb hair.

**Stage2**

2e) Daddy no comb hair.

**Stage3**

2f) He don't want it.

**Stage4**

2g) You didn't have supper. She doesn't want it.

(Source: Lightbown & Spada, 1999, p. 6)

**2.1.2 The Developmental Sequences of the Second Language Learners**

Lightbown & Spada (1999) pointed out that second language learners pass through sequences of development revealed by research on second language acquisition, and the developmental sequences for first language learners and the second language learners are similar. Furthermore, the first language does have an influence on the sequences of development of second language learners (pp. 76, 85).

### 2.1.2.1 Yes/No Questions

The second language learners form similar questions in sequences to the first language question developmental sequences (Lightbown & Spada, 1999). Based on a framework of developmental stages for question formation of Pienemann and his colleagues in 1988 (Lightbown & Spada, 2000), the stage one and two of the learners are similar to the first and second stages of first language learners in that they form the questions by single words, formulae or sentence fragments, and then they can use declarative word order with no inversion and no fronting; the third stage of second language learners is similar to the fourth stage of the first language learners in that they can use 'do-fronting,' but they do not inverse the order of the elements within the sentences until they pass through to stage four. 2h), 2i), and 2j) are the examples shown below.

#### Stage1

2h) A spot on the dog? A ball or a shoe?

#### Stage2

2i) A boy throw a ball? Two children ride a bicycle

#### \*Stage3

2j) Do the boy is beside the bus? Do you have three astronaut?

(Source: Lightbown & Spada, 2000, p. 202)

### 2.1.2.2 Negation

The negation stages are nearly identical to the stages of the first and second stages in that the second language learners place the negative element 'no' or 'not' before the verb or the negated element; the second stage is similar to the first language learners' third and fourth stages in that they can use 'don't' instead of 'no' and 'not' but it is not varied for person, number and tense; in stage four they can mark tense, number and person for 'do'; nevertheless, they may continue to mark tense, person and number on the auxiliaries and the verbs for some time. 2k), 2l), 2m) and 2n) are the

examples of the four stages, described in the next page.

**Stage1**

2k) No bicycle. No have any sand. I not like it.

**Stage2**

2l) He don't like it. I don't can't sing.

**Stage3**

2m) She don't like rice.

**Stage4**

2n) It doesn't work. \*She doesn't wants to go.

\*an ungrammatical sentence in which the tense, number and person are marked at 'do' and 'the main verb'

(Source: Lightbown & Spada, 1999, pp. 77-78)

### 2.1.3 Thai Yes/No and Negative Features

When Thais form yes/no question sentences, they simply add a question word at the end of the sentence with rising intonation; in Thai negatives, they put the negative words 'no' or 'not' in front of the verb (Smyth, 2000). The examples of Thai yes/no questions and negatives are in 2o), and 2p) respectively.

**A Thai yes/no question sentence**

2o) K<sup>h</sup> ǎ w c<sup>h</sup> ǒ p: t<sup>h</sup>ə: r ǎ:  
       he           like   her   ques mk

**A Thai negative sentence**

2p) K<sup>h</sup> ǎ w m ǎ j c<sup>h</sup> ǒ: p t<sup>h</sup>ə:  
       He           not   like   her

(Source: Matawan Supranakorn, 2005, pp.8-9)

From the above sentences, it is clearly seen that Thai language does not have subject-verb agreement and verb inflections. Pinthip Tuaychareon (2002) stated that

Thai is a non-inflected language in that only base forms are stringed linearly and without any inflections.

Also, it should be noted here that Thai features of yes/no questions and negatives can be compared to English speaking children's question and negation formation in the second stage of the developmental sequences. Obviously, the structures of 2o) is the same as 2b): subject+ uninflected verb +object+ (question mark) with raising intonation. Then, 2p) is as 2c): subject +negative word+ verb+ object.

Lightbown & Spada (1999) indicated that the first language of second language learners affects the developmental sequences. Similarly, Thai language will have an influence in the developmental sequences for yes/no questions and negation.

## **2.2 COMMON ERRORS OF THAI LEARNERS AND ERRORS OF ENGLISH SPEAKING CHILDREN IN PRESENT SIMPLE YES/NO QUESTIONS AND NEGATIVES**

### **2.2.1 Types of Errors**

#### **2.2.1.1 Mismatch of Do and Does**

Matawan Supanakorn (2005) investigated Thai learners' comprehension and production of English subject-verb agreement in present simple tense and present progressive and reported that in the production task, the subject mismatched do/does most frequently in present simple yes/no questions and negatives.

#### **2.2.1.2 Doubling Errors**

Sieng Chadesiripong (1989) identified common mistakes Thai learners make in forming present simple yes/no questions and negatives: they use 'does' with plural verb forms. The examples are presented below.

**5a) Does the gardener waters the flowers?**

**5b) The man does not waters the flowers.**

(Source: Sieng Chadesiripong, 1989, p. 50)

This mistake is the same kind as the utterances made by the interlanguage learners in stage four of negative formation discussed beforehand in 2.1.2.2. Not only is this mistake made by the interlanguage learners, it also happens with young English speaking children in the stages of developmental sequences. It is called “doubling errors.” O’ Grady (as cited in Hattoti, 2003, p. 1) defined doubling errors as “tense and/or agreement is incorrectly expressed twice once on the ‘fronted’ auxiliary and once on the main verb.”

Maratsos and Kuczaj (as cited in Hattori, 2003, p. 2) conducted their study by examining two English speaking children and reported that doubling errors occur 15% approximately in questions beginning with ‘does’ and 10% in those beginning with ‘did’. In addition, Hattori (2003) who had studied in “Why do children say *Did you went?*: The role of *do-support*” analyzed Roger Brown’s study in 1973 which he conducted with three Standard English Speaking Children: Adam, Eve, and Sarah, and discovered and concluded that ‘do-insertion’ is the major factor causing doubling errors while SAI and the movement have not much influence since if considering ‘do-negative declaratives’ they concern ‘do-support’ not SAI, and there is no ‘movement of a verbal element’ (p. 2).

### **2.2.2 Causes of Errors**

As discussed in 2.1.3, Thai does not have auxiliaries as language features; consequently subject-verb agreement is not required in the yes/no question and negative sentences. Thai language would influence Thai learners to make errors: ‘mismatch of do and does’ and ‘doubling errors.’ Then two different views can be used to account for the occurrences of the errors. The first view, of Contrastive Analysis Hypothesis is that the errors made by the second language learners are the results of transfer from the mother tongue language of the learners (Lightbown & Spada, 1999). Nevertheless, it has been discovered that not all errors can be explained in terms of the first language transfer; many studies showed that many errors can be explained in terms of the attempt of the learners to transfer their first language patterns, and some errors are noticeably similar to

the kinds of errors made by the first language young (p. 72).

Consequently, with rejection of CAH, another view is used to account for the sources of errors. That view is expressed by Interlanguage. Selinker (as cited in Lightbown & Spada, 1999, p. 74) defined **interlanguage** as ‘learners’ developing second language knowledge.’ Interlanguage is “a system that has a structurally intermediate status between the native and target language” (Brown, 1994, p. 203). From analysis of interlanguage of learners, Lightbown & Spada (1999) stated that “it has some characteristics influenced by the learners’ previously learned language(s), some characteristics of the second language, and some characteristics which seem to be very general and tend to occur in all or most interlanguage systems” (p. 74). Moreover, interlanguage is ‘systematic’ and ‘dynamic’ and it continues as the learners get more input and revise the second language hypotheses (p. 74).

Based on the interlanguage view, the errors could be taking place in the process of acquiring the rule of English subject-verb agreement form of ‘do’. A number of researches on second language acquisition have revealed that the second language learners also pass through developmental sequences as the first language do and in a given language the developmental sequence(s) of the first and second language are similar (Lightbown & Spada, 1999). Moreover, developmental sequences of second language learners for negation can be affected by the influence of their first language so that they might stay longer in such stage (p. 78). Thus, as discussed previously in 2.1.2, in the third stage of the second language learners the form of ‘don’t’ is not still varied and in the fourth stage, the learners might go on marking tense, person, and number. It is clearly seen that the error in the third stage is ‘mismatch of do and does’ and in the fourth stage ‘doubling errors.’

It is difficult for Thais to grasp the concept of English auxiliaries and subject-verb agreement. Pornsiri Singhapreecha (as cited in Matawan Supanakorn, 2005, p. 1) pointed out that subject-verb agreement is not familiar to Thai learners; thus, it is a difficult aspect for them to learn. Svalberf and Chuchu (as cited in Baker, 2003, p. 12)

reported the learners can find it (a grammar feature the learners' language does not possess) cumbersome and can avoid using it even though they understand it. This phenomenon is called 'avoidance'. Jacquelyn Schachter (as cited in Lightbown & Spada, 1999, pp. 85-86) indicated that the learners prefer not to use certain features of the target language since they perceive that those features are very distant and different from their first language.

Besides, comparing Thai learners to English speaking children, when they start using the auxiliary 'do' in stage three for yes/no question formation and in stage two for negative formation, they can make errors: mismatch of do/ does and doubling errors. This shows that the appearance of auxiliary 'do' might be the source of errors made by Thai learners and the errors made by the English young.

However, the English speaking children are able to acquire the yes/no questions and negatives eventually. On the contrary, English is a foreign language for Thais and they are not exposed to a rich source of language as much as English speaking children are. Thereby, it is quite difficult and it takes a longer time for Thais to acquire auxiliary 'do' and subject-verb agreement.

Nevertheless, even if 'do-insertion' might cause the problem, SAI and the movement might provide a solution since, as discussed previously, 'do-insertion' causes doubling errors rather than SAI and the movement (Hattori, 2003). The Chomskian technique in this study applied syntactic knowledge as the solution of the two errors made by Thai learners in present simple yes/no question and negative. The application of the syntactic knowledge is not only 'do-insertion' but also SAI and the movement. Hence, this study was conducted to examine whether the Chomskian technique could help to reduce Thai students' mismatch of do/does and doubling errors. The details of the Chomskian technique are explained in the next topic.

### **2.3. CONVENTIONAL TECHNIQUE AND CHOMSKIAN TECHNIQUE IN TEACHING PRESENT SIMPLE YES/NO QUESTIONS AND NEGATIVES FOR THAI STUDENTS**

### 2.3.1 The Conventional Technique

To teach present simple yes/no questions and negatives in the conventional technique, the students are required to consider the subjects in order to select a correct form of *do* (*do/ does*) and to delete the morpheme inflection of the verbs (Tawanshine Muangnin, 2002; Wichai Saicomein, 2004). The example of forming a yes/no question from a declarative sentence is presented in 5a), 5b) and 5c).

**5a) James wears a yellow shirt on Mondays.**

**5b) Does James wears a yellow shirt on Mondays?**

**5c) Does James wear a yellow shirt on Mondays?**

The students are to consider the subject ‘James’ to choose a correct form of auxiliary ‘do’, that is, agree with the subject in terms of number and person. Then, they start the sentence with ‘does,’ as shown in 5b). Next, the students are to delete ‘-s’ inflection of ‘wears.’ Finally, they get the yes/no question sentence as in 5c).

Then to teach the negative as in teaching the question, after considering whether to use ‘do’ or ‘does,’ the students are taught to add *not* after verb ‘do’ and cut out ‘-s’ or ‘-es’ after the main verbs to change them into the infinitive form. The examples are showed in 6a), 6b) and 6c).

**6a) James wears a yellow shirt on Mondays.**

**6b) James does not wears a yellow shirt on Mondays.**

**6c) James does not wear a yellow shirt on Mondays.**

After the students select ‘does’ being accordant with the subject ‘James,’ they place it after the subject and after that add the negative word ‘not’ after ‘does.’ It is as shown in 6b. Next, they have to delete the morpheme ‘-s’ inflecting the verb ‘wears.’ Finally, they get the negative sentence as in 6c).

The problem of the conventional technique is that the students choose the incorrect form of 'do,' **mismatch of do/does**, or they leave 's/ -es' on the main verbs. Moreover, they might mismatch do/does and leave '-s' at the main verbs resulting in **doubling errors**.

### 2.3.2 The Chomskian Technique

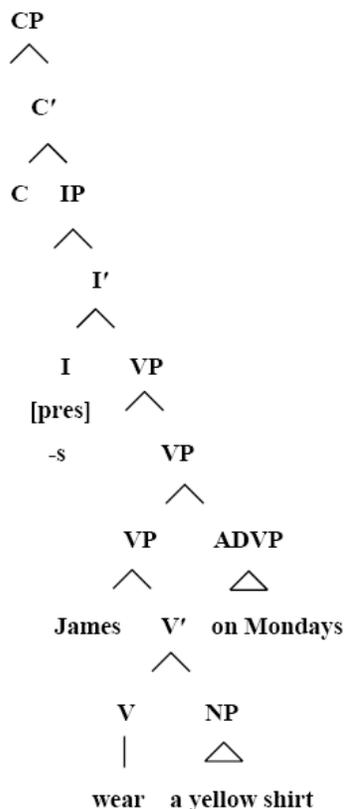
Do-insertion and SAI and/or Subject-Auxiliary Inversion, which are transformational rules, are applied in this technique. Deep Structures and Surface Structures can be used to show and explain the transformation and the derivation of yes/no questions and negatives in English. Assuming the principles and Parameters Model (Chomsky, 1986), yes/no questions and negative sentences are derived as shown by 7a), 7b), 7c) and 7d) respectively.

#### 2.3.2.1 Present simple yes/no question

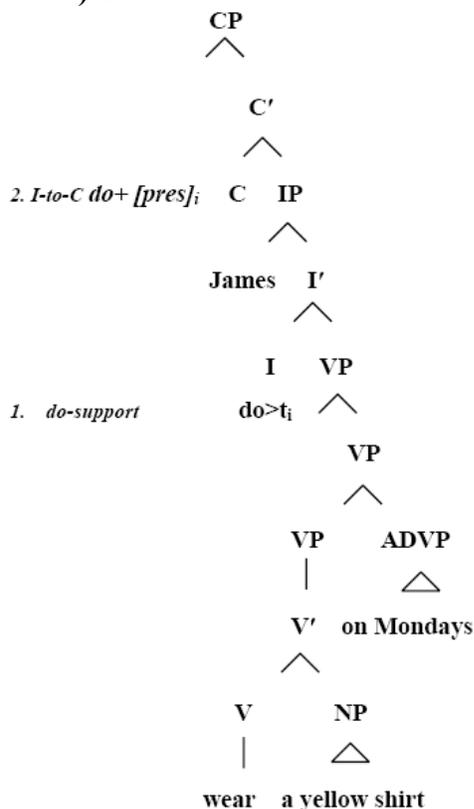
7a) James wears a yellow shirt on Mondays.

7b) Does James wear a yellow shirt on Mondays?

##### 7a) Deep Structure



##### 7b) Surface Structure



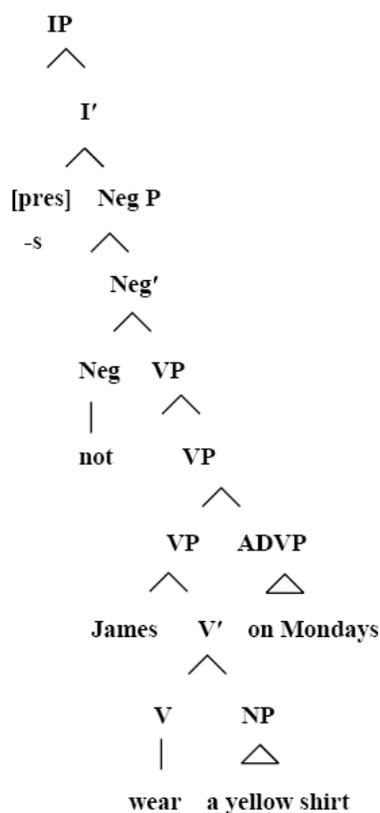
To derive 7b) from 7a), Subject-Auxiliary Inversion (SAI) is applied as an operation, i.e., I-to-C movement. It is as shown as 7b). Nevertheless, when the suffix *-s* is raised in C, it fails to associate with the verb ‘wear’ in V because ‘James’ in Spec/IP causes the intervention. Thereby, do-support is required to support Tense. Then, it is realized as *does* phonetically under C and the verb ‘wear’ under VP remains in its bare form.

### 2.3.2.1 Present simple negative

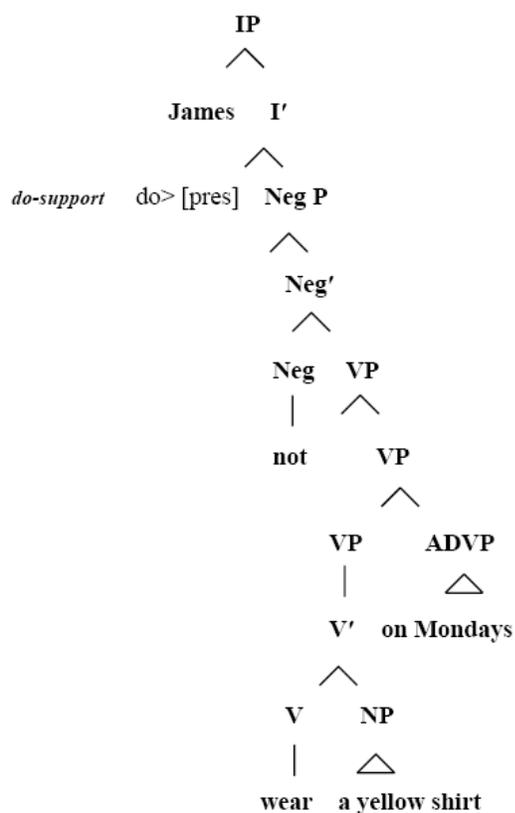
7a) James wears a yellow shirt on Mondays.

7b) James does not wear a yellow shirt on Mondays.

7c) Deep Structure



7d) Surface Structure



In 7d) as derived from 7c), *do* is inserted under *I'* to save stranded tense affix and to carry tense since the intervention of Neg P between I and V, Affix-Hopping or lowering of the suffix *-s* under *I'* to the verb 'wear' cannot be applied. Consequently, after *do* is inserted, it can be phonetically realized as *does* while the verb is in its infinitive form, 'wear'.

Since this technique follows Chomsky's principles and the Parameters model, it can be called Chomskian technique. To teach present simple yes/no questions according to this technique, the students will start the sentences with 'do.' This is the application of 'do-insertion.' The example was presented in 8b). Then they have to look at the main verb of the sentence if there is '-s/-es' or not. If not they use 'do' to agree with the plural subjects. If there is '-s/-es,' they move it after 'do' then they get 'does' which agrees with the singular subjects. Then after moving '-s/-es,' the verbs are changed to their infinitive forms. This is the application of 'I-to-C movement.' Look at the example in 8c). The outcome of the Technique is in 8d). **Does** is accordant to the subject **James**, and the verb **wear** is not inflected with the morpheme 's'.

8a) **James wears a yellow shirt on Mondays.**

*Do*  
∨

8b) **James wears a yellow shirt on Mondays.**

*Do*  
∨

8c) **James wear a yellow shirt on Mondays.**

8d) **Does James wear a yellow shirt on Mondays?**

Also, to teach present simple negative according to the processes of the Chomskian technique, firstly the students insert 'do' (**do-insertion**) after the subjects and then if there are '-s/-es,' they move them after 'do,' (**I-to-C movement**). Then they get 'does.' If there is no '-s/-es,' they simply use 'do' as in 9b). After that they insert 'not' after 'do' or 'does.' The example sentence is 9c). Finally, they have the negative sentences as in 9d).

**9a) Turtles eat only vegetables.**

*do*



**9b) Turtles eat only vegetables.**

*do not*



**9c) Turtles eat only vegetables.**

**9d) Turtles do not eat only vegetables.**

The similarity between the two techniques is that the teachers should have the students beware of verbs that end with ‘consonants+y’ such as *cry*, *fly* and *try*, and verbs that end with ‘e’ such as *make*, *take*, and *drive*. The students should not cut or move ‘e’ as they think that the verbs end with ‘es.’ The weak point of the Chomskian technique might be if the teachers neglect to emphasise to students about singularity and plurality of the subjects. In the processes of the Chomskian technique, the subjects are not considered in term of singularity or plurality. On the contrary, the conventional technique teaches that. Thus, the students can select the correct form of ‘do’ matching with the subjects. The present study is not to replace the conventional technique but help to solve the problems caused by the technique, two kinds of errors: ‘mismatch of do and does’ and ‘doubling errors.’ Hence, the Chomskian technique is appropriate to be the complement of the conventional technique. Thereby, the teacher who uses the Chomskian technique should have the students distinguish the singularity and plurality of the subjects as the conventional technique teacher does. The identification can happen before and/or after the processes. Then the Chomskian technique is of benefit and can be used to serve the purpose of developing students’ comprehension and production in present simple yes/no questions and negatives.

#### **2.4. RELATIONSHIPS BETWEEN COMPREHENSION AND PRODUCTONS AND RELEVANT RESEARCH**

Richards, Platt, J., and Platt, H. (1992) defined the definition of language

comprehension as “the processes involved in understanding the meaning of written or spoken language” (p. 200) while language production was “the processes involved in creating and expressing meaning through language” (p. 203). Brown (1994) identified that comprehension and production can be both aspects of performance and competence; thus, it is confusing if making a distinction that the comprehension is equated with competence and production is equated with performance. He further explained that production is more directly observable; nevertheless, comprehension is as much performance as production is.

Theories of language comprehension and production are important aspects of second language acquisition (Richards, Platt, J. and Platt, H., 1992). Two possible relationship patterns of comprehension and production are ‘comprehension precedes production’ and ‘production precedes comprehension’ (Brown, 1994). A number of research on first and second language acquisition involved investigating the relationship between comprehension and production. Since this research has shown different patterns of the relationship, this issue is controversial and inconclusive.

Most first language acquisition research, in child language, generally appears to support the superiority of comprehension over production: children understand better than they produce (Brown, 1994). W.R. Miller (as cited in Brown, 1994, p. 34) studied phonological development of a young child and concluded that the child did perceive the contrast between English ‘s’ and ‘th’ although she could not produce that contrast. Then, a study on second language acquisition supported this view as well. Pichai Pipheth (2004) conducted a study with twelve students from twelfth grade of Chitralada School to examine the perception and comprehension of English /v/ in three positions: initial, medial and final positions. The result showed that they perceived /v/ in the speech of native speakers better than they could produce that sound by themselves. Based on the previous two studies, it is obvious that phonetic restriction would affect performance on the production of the subjects. In addition, the findings from the study of Bates,

Bretherton and Snyder (1988) supported the view that comprehension is ahead of production. They examined the lexical ability of young children and found that even though those children had a comprehension of vocabulary of more than 150 words, they produced only a few words.

In the opposing view, production is prerequisite for comprehension. Many researchers have reported that production is ahead of comprehension. Gathercole (as cited in Brown, 1994, p. 34) is one who reported a number of studies that support this view; for example, Rice (1980) examined young English native speakers in ability to comprehend and produce English lexical items of colors and found that they could respond to the terms for colors verbally even they did not know those terms previously when they were asked for the objects; they could not give the correct colored objects when they were asked for them. Besides, in the acquisition of English word order, Chapman and Miller (as cited in Hendriks, 2007, p. 4; de Hoop, 2005, p. 6) found that young English children 1;8-2;8 years old perform on production much better than on comprehension in that they tended to keep subject-object order. Thus, their study proved that sometimes production precedes comprehension during language acquisition.

So, from all the aforementioned research, it is difficult to draw definite conclusions on the relationship between comprehension and production. Brown (1994) pinpointed that although studies of production-before-comprehension are fewer in number than the studies of comprehension-before-production, it cannot be concluded that all aspects of comprehension precede or facilitate production.

Then there is another view of this controversial issue. Bloom (1974) pointed out that the relationship between comprehension and production is varied, and it constantly changes during the course of development, resulting from factors such as the context and an interaction between growing linguistic and cognitive abilities of children (as cited in Hakansson and Hansson, 2000, p. 314). Hence, by this view, it is seen that comprehension and production are different but they are dependent mutually underlying processes (p. 314).

Matawan Supanakorn (2005) conducted a study on Thai learners' comprehension and production of subject-verb agreement in present simple tense and present continuous tense by using two kinds of test: Grammaticality Judgment and Elicited Production as research instruments to measure comprehension and production of the learners respectively. She then concluded that in present simple declarative, present progressive declarative, and present progressive negative, comprehension precedes production whereas in present simple negative, present simple yes/no questions and present progressive yes/no questions, production precedes comprehension (p. 21). Thus, her study proved that the relationship between comprehension and production is varied.

Moreover, a result from a longitudinal study of Hakansson and Hansson (2000) supported Bloom's view. They investigated the relationship between language comprehension and language production in Swedish impaired and unimpaired children by collecting data twice, with an interval six months. Results on unimpaired children showed that their comprehension and production were at the same level with production becoming stronger, while results on impaired children presented their comprehension as higher than production with production starting to increase. Their study showed clear evidence that there is a simultaneous development of production and comprehension, and the relationship in language development is variable and constantly changing.

This present study was conducted to find whether the Chomskian technique can help to improve the student's comprehension and production and whether it can be the means to help the student to acquire the rule of subject-verb agreement. Besides, it aimed to investigate the relationships between the comprehension and production of subject-verb agreement in present simple yes/no questions and negatives.