L2 Acquisition Status of English (In)transitivity on A C-selected Complement Factor

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Lee, Eun Kyeong. "L2 Acquisition Status of English (In)transitivity on C-selected Complement Factor." *Studies in English Language & Literature* **47.2 (2021): 297-317.** This study examined whether English L2ers (the second language learners of English) for Korean L1ers (the first language learners of Korean) are able to make use of each sentence type relating to complement factors after a certain verb in the structural production in accordance with Lee (2020)'s proposal. Here are the three predicted propositions presented step by step: First, the correction rate ranging from type 1 to type 5 will vary according to which element is most suitable in the complement position. Next, in the sentence type 2 and 5, deciding optional forms(S.C & O.C) with a noun or an adjective will be quite difficult to L2ers because of their conceptual lack of sentential perfectness. Lastly, it is predicted that English L2ers will pick up considerably confusing factors by L1's intervention of mother language. As a result, it turns out that these predictions are comparatively accepted via the actual questionnaire of 154 L2ers in class and additionally, the grammar group demonstrates significant difference from the conversation group on most sentence types (type 1, 3, 4 and 5) through SPSS program. (Jeonju University)

Key Words: English L2ers, sentence type, c-selection, complement factor, L2 acquisition.

I. Introduction

The cross-linguistic verbs around the world have a strong impact on syntactic or functional aspect now that they could own the overwhelming power distinguishing

and controlling the sentential quality and quantity. Also, the English sentence with head-initial SVO word order unlike head-final Korean SOV order would include an important role of a head-projected verb posited in a central position, consistently claiming that it would decide a sentence's whole coverage by its intrinsically subcategorized scope. Let us observe the sentence like *I put the book on the table*. In the tree diagram (1) shown below, a verb *put* selects a thematic object NP *the book* and a locative PP *on the table* as necessary elements where both the elements are not optional but obligatory attributes in this text. That is to say, considering that a sentence's frame is absolutely dependent on a presented verb, it would sometimes block the derivation of unnecessary elements or at other times, extend the sentential circumstance structurally.

(1)

```
                          VP
                          |
                          V'
                    _____|_____
                   V            PP
                 __|__        __|__
                V    NP      P     NP
                |    |       |     |
               put  the book on   the table
```
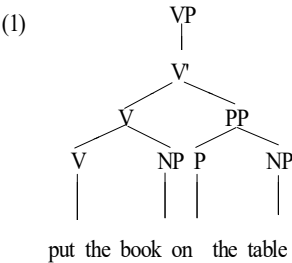
Traditionally, English sentence types are divided into 5 common types that range from type 1 to type 5 in that a verb is accompanied by complement factors such as an object (N) or a complement (N or A) followed right after an individual verb. As seen in the example (2), the former is represented as a noun in (2c, 2d, 2e) and the latter as a noun or an adjective in (2b, 2e) on the basis of an invisible and versatile property of a verb apart from a modifiable adverb working functionally or supporting temporarily in (2a-e).

(2) a. Type 1 (complete intransitive verb): S V (Ad)
    b. Type 2 (incomplete intransitive verb): S V SC (Ad) & SC (subject complement)

   c. Type 3 (complete transitive verb): S V O (Ad)
   d. Type 4 (complete ditransitive verb): S V IO DO (Ad)
   e. Type 5 (incomplete transitive verb): S V O OC (Ad) & OC (object complement)

Thus, as formulated in Figure 1, there are two types of detailed classifications within 5 sentence types in the viewpoint of conventional verb labeling. Type 1 and type 2 are called intransitive verbs and type 3, type 4 and type 5 transitive verbs by an object's (non)existence. Meanwhile, a complement's occurrence or unnecessity is separate from incomplete or complete status given that type 2 and type 5 are incomplete and type 1, type 3 and type 4 are complete. That is why a designated complement (SC & OC) in type 2 and type 5 seems to need an extra element with sentential continuity but not ending after a verb (type 2) or an object (type 5). On the other hand, three other types (type 1, 3, 4) would have the high possibility to be finished as it is without a following factor. That is to say, 5 sentential patterns described in the example (3) are named after c-selected grammatical elements deriving from a main verb of a sentential clause.

Figure 1

verb \ type		type 1	type 2	type 3	type 4	type 5
intransitive	O (x)	0	0			
transitive	O (0)			0	0	0
incomplete	C (0)		0			0
complete	C (x)	0		0	0	

(3) a. Type 1: A checkup will <u>occur</u> suddenly next Monday. (Ad + AdP)
    b. Type 2: He <u>got</u> upset with me. (A + PP)
    c. Type 3: She <u>dated</u> her boyfriend on the street. (N + PP)
    d. Type 4: They <u>bought</u> him a new suit. (N + N)
    e. Type 5: She <u>thinks</u> them considerate. (N + A)

In the case of Lee (2020)'s previous survey through English L2ers in class, three predictions are confirmed in the following way: First, the acquisition degree of

intransitivity is far easier than that of transitivity. Next, two-sided verbs with both intransitivity and transitivity such as *prepare (for)*, *consult (with)*, *escape (from)*, *join (in)* etc. would induce significant trouble to L2ers. Lastly, Korean L1's momentous transfer could influence L2's comprehensive development process in positive or negative manner according to the variable circumstances. Especially, it is obvious that L2ers with low English proficiency tend to be deeply subjected to L1's condition compared to intermediate or advanced groups.

   In a continuous vein, this paper intends to cast some questions from a different viewpoint toward the same target. Above all, how much does the correction rate type 1 through type 5 differ depending on the sentential circumstances? Next, in S.C position of (4a-c) & O.C position of (4d-f) involved in the respective sentence type 2 and 5, is choosing the proper complement forms in three options tricky as the example (4) below? Also, are English L2ers influenced by L1's interpretative intervention of their inborn mother language? In a nutshell, it is so questionable to which degree English L2ers understand and produce this grammatical text c-selected by an individual verb assuming that it would possess a wide variety of meanings and textual variables.

   (4) a. The man appeared (surprised / surprise / surprisingly).
       b. The accidents happens (continuous / continuously / continuity).
       c. The story sounds (strange / strangely / strangeness).
       d. I feel my inner power (intense / intensity / intensely).
       e. She considered her son (reason / reasonable / reasonably).
       f. The CFO believed the contract (successful / success / successfully).

   The general organization of this paper is in the following way: Chapter II introduces the previous analysis of the fundamental syntactic configuration on a transitive verb and then looks into the derivation of an unergative verb and an unaccusative verb with the similar external structure as an accusative verb. Then in chapter III, this paper sifts through the experiment procedures such as its
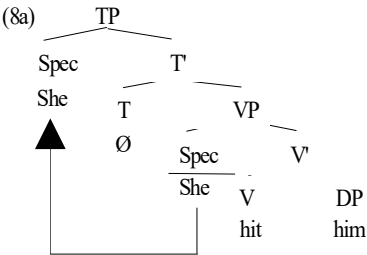
participants, the survey composition and the three hypotheses devised for 154 English L2ers. Chapter IV deals mainly with its numerical result and subsequent arguments step-by-step in conjunction with the analysis of the professional statistical program. In the last chapter, concluding remarks are presented.

II. Conceptual and Theoretical Background

2. Verbal Sorting by Transformational Generative Grammar

In the viewpoint of transformational generative grammar English verbs are mainly sorted out as a ditransitive verb, a monotransitive verb, an ergative verb, an unergative verb and an unaccusative verb. While the first two transitive verbs would assign an accusative case marker to their objects, respectively, rests of the verbs would not. At this time, Park (2013) tried to deal with the external and internal argumentation of the syntactic thematic structure based on Hornby (1975)'s fundamental school grammar of a certain verb's class and its structure by accepting X'-structure's head hierarchy theory (Chomsky 1986, 1995) if necessary.

(7) a. She hit him. (monotransitive verb)
    b. He complains. (unergative verb)
    c. Several complications have arisen. (unaccusative verb)

(8a)

```
(8a)        TP
        ___/  \___
     Spec         T'
     She        __/ \__
            T           VP
            Ø        __/  \__
                 Spec        V'
                 She      __/  \__
                       V          DP
                       hit        him
```

In detail, a typical transitive verb as the example (7a) indicates that a subject is an agent of a verb and a complemental object is a theme of a verb. In the event of a transitive verb, originally there are an agent and a complement within maximal VP and subsequently this cyclic derivation is expanded to TP. In (8a) an object *him,* an internal argument of a monotransitive verb *hit* is posited after a verb via merger. A subject *she*, an agent of a verb is moved into TP's Spec position from VP's Spec by VP-internal subject hypothesis, which states that all visible subjects in a sentence originates from inside VP of definitely assigning a semantically activated theta role to a syntactic argument NP. (Chomsky 1993).

On the other hand, an intransitive verb with objectless condition is largely divided into an unergative verb in (7b) and an unaccusative verb in (7c). Here are different merging processes in spite of seemingly similar configuration as the last resort. Commonly, there seem to be only a verb and an agent in VP and thereafter an agent is moved into TP's Spec through movement. However, in the case of an unergative verb a subject's ϴ role is an agent like a transitive verb's pattern, whereas a verb does not follow an object. For instance, in the tree diagram (8b), a subject *He* in a maximal projection phrase VP working as a verb *complains*'s agent is moved over to TP's Spec. There is not any other objectival element right after the verb. Next, from a derivational aspect in (8c) an unaccusative verb would hold a verb and its following factor NP in VP, but not an agentive argument unlike (8b) and TP's Spec position remains initially unfilled. To satisfy obligatory EPP requirement in producing the structurally complete buildup, QP *several complications* temporarily occupied in a complement position of a verb *arisen* in the base structure is raised over to TP's Spec, assuming the theory that the closest feature with a checking relationship within XP is driven in TP's Spec position by Attract Closest or Shortest Move (Chomsky 1995).

(8b)
```
            TP
          /    \
        Spec    T'
        He     /  \
              T    VP
                  /  \
                Spec  V'
                He   /  \
                    V    C
                 complains Ø
```

(8c)
```
              TP
            /    \
          QP       T'
   Several complications /  \
                   T     VP
                  have  /   \
                       V     QP
                    arisen  /   \
                           Q     NP
                        several complications
```
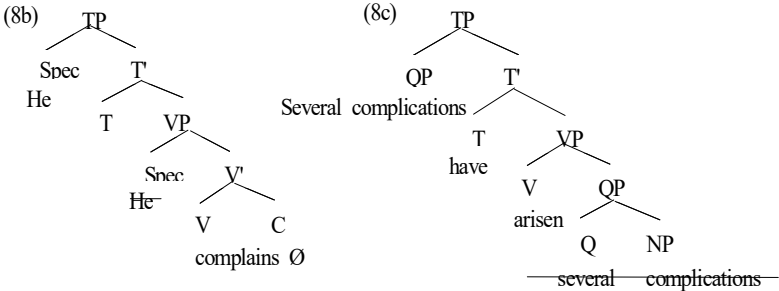
III. Experiment & Prediction

3.1 Subject & Survey Process

The questionnaire consists of the randomly mixed 60 sentences (Appendix) previously used in Lee (2020)'s analysis, which is organized with each complemental attribute absolutely influenced by an intrinsic finite verb. This chance does not give the involved participants any grammatical tip relating to this content. Simply put, they are told that all options have to be handled by a verb's (in)transitivity and that their verbal information settled down so far be utilized. Also, English L2ers of Korean native speakers are requested to promptly check the appropriate option for ten minutes of three bracketed choices: this data is devised to accomplish the reasonable and explanatory result via L2' momentous intuition but not longitudinally experimented developmental process.[1]

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[1] Kim (2020) suggested that two sorts of verb-related information should be learned and approached in understanding a verb's grammatical property: verbal subcategorization information and verbal bias information. For instance, verb subcategorization tip means that both *watch* and *propose* are transitive verbs and verb bias tip means that a verb *watch* is likely to select a noun phrase as a direct object complement (ex. *I watched the movie*), whereas a verb *propose* more often selects a sentential complement (ex. *Bill proposed that we reduce the budget*), or no complement al. (ex. *Bill proposed*). That is, the former is more

The subjects are separated into the six groups of the total 154 university students taking part in English courses as liberal arts in JJ University. The real TOEIC (G3 & G4 & G5) and English majors (G6) given that these groups are already classified by a certain level test. For example, G1 (19) and G2 (15) are regarded as a basic level, and G3 (27), G4 (35) and G5 (29) an intermediate level and G6 (29) an advanced level. This temporary grading is to recognize which gap lies in each item among the whole groups, directly following the effective story frame that would be readily available.

3.2 Expected Predictions

Here are three predictions to be demonstrated through the survey.

(9) a. Hypothesis 1: The correction rate ranging from Type 1 to Type 5 will vary depending on each complement factor.
   b. Hypothesis 2: In sentence type 2 and 5, deciding complement form(S.C & O.C) with a noun or an adjective will be difficult because of L2er's conceptual lack.
   c. Hypothesis 3: Semantic overlapping between verb pairs will have a problem understanding the grammatical relationship.

IV. Data Outcome & Analysis

4.1 Overall Data

The below Table 1 cited in Lee (2020) indicates the all-round data result and its subsequent acquisition percentage between each group and 60 items depending on verbs' individual subcategorization asset.[2]

_____

comprehensive and less detailed than the latter.
  [2] Kim (2013) tried the grammaticality(G) test, Korean translation(KT) test and English translation(ET)

Table 1. each verb's correction rate, G1(19), G2(15), G3(27), G4(35), G5(29), G6(29)

No \ G*	G1	G2	G3	G4	G5	G6	total 1	%
1. disappear	14	13	25	32	26	23	133	86
2. respond	11	3	12	25	25	21	97	63
3. attend	4	1	6	12	11	5	39	25
4. discuss	4	4	8	7	6	12	41	27
5. emerge	5	7	17	24	20	21	94	61
6. participate	4	8	17	29	24	25	107	69
7. feel	9	3	4	17	10	8	51	33
8. function	7	4	10	19	21	20	81	53
9. consider	13	5	11	26	16	22	93	60
10. believe	9	9	14	21	17	17	87	56
11. inform	4	2	7	7	12	16	48	31
12. reach	4	4	8	7	3	6	32	21
13. accompany	5	0	6	11	7	2	31	20
14. affect	2	6	7	5	6	5	31	20
15. expire	8	8	22	29	26	20	113	73
16. object	8	9	8	24	19	15	83	54
17. contact	8	0	4	4	3	2	21	14
18. appear	2	4	4	5	9	11	35	23
19. explain	8	8	12	17	13	10	68	44
20. resemble	7	5	4	6	10	14	46	30
21. tell	5	8	19	27	20	18	97	63
22. happen	5	2	8	8	5	4	32	21
23. encounter	4	2	4	5	5	6	26	17
24. face	5	4	5	7	4	4	29	19
25. look	3	8	19	24	11	24	89	58
26. rise	14	8	24	31	26	17	120	78
27. announce	10	4	15	17	16	11	73	47
28. consist	11	10	13	29	22	14	99	64
29. function	9	4	9	22	22	15	81	53

test below based on 42 verbs' subcategorization feature toward 102 low-intermediate college students. In result, though there is difference by each verb, among them, 22 verbs in G test, 34 verbs in KT test, 11 verbs in ET test show the recognition rate by more than half percent. In particular, the sentence production ability(ET test) is significantly low compared to the other two test(G & KT test).

 i) I accept that God is love. & I accept God to be love. (G test): Choose one option.

 ii) I accept that the evidence is unsatisfactory. (KT test): translate into Korean.

 iii) 나는 하나님은 사랑이라는 것을 인정한다. (accept) (ET test): translate into English.

30. seem	10	4	20	30	19	16	99	64
31. keep	4	4	6	11	15	16	56	36
32. hate	6	5	15	27	19	15	87	56
33. respect	5	2	11	15	18	12	63	41
34. react	6	6	13	24	16	12	77	50
35. appeal	8	2	11	22	17	12	72	47
36. remain	8	4	6	8	8	12	46	30
37. solve	5	1	11	20	15	10	62	40
38. attract	4	3	6	12	14	10	49	32
39. register	6	7	11	18	11	9	62	40
40. work	5	8	19	27	25	13	97	63
41. join	7	2	4	8	6	6	33	21
42. look	4	5	10	19	17	9	64	42
43. seek	1	2	17	20	14	9	63	41
44. consult	4	1	6	8	2	1	22	14
45. prepare	3	3	4	10	7	3	30	19
46. handle	6	3	5	5	7	5	31	20
47. suffer	7	6	14	14	14	20	75	49
48. find	8	8	12	17	10	11	66	43
49. escape	3	0	2	2	1	5	13	8
50. board	5	2	7	11	16	11	52	34
51. mention	1	0	6	5	5	6	23	15
52. arise	7	7	15	30	24	16	99	64
53. specialize	9	6	12	21	18	9	75	49
54. glance	5	9	6	16	11	12	59	38
55. marry	4	3	6	4	6	10	33	21
56. prove	9	3	9	10	6	9	46	30
57. arrive	11	5	19	26	24	18	103	67
58. sound	8	6	13	13	12	12	64	42
59. leave	7	6	12	15	12	15	67	44
60. wait	9	9	22	25	27	15	107	69
total 2	387	285	652	990	831	727	-	-
M**	34%	32%	40%	47%	48%	42%	-	42%

total 1: numbers' sum / total 2: groups' sum / No: number / G*: group / M**: average

4.2 Hypothesis Discussion

4.2.1. Hypothesis 1: The correction rate of each sentence type is variable.

It means that the distinction of the sentence type contingent on a verb's syntactic knowledge would be quite tough regardless of the L2er's English proficiency level. There are three primary viewpoints to be perceived in (10) analyzed from Table (2-6) below: first, the acquisition ranking on each sentence type is as follows: Type 1 > Type 4 > Type 5 > Type 2 > Type 3. Secondly, whereas speaking groups G1, G2 and G3 mark the low position, TOEIC groups and advanced class G4, G5 and G6 pose a relatively high status. Lastly, G3's remarkable characteristic is noticeable in that it would bear flexible position as shown in the underlined part of (10) in spite of TOEIC speaking class. That is to say, it seems that G3 with intermediate speaking practice do not establish the stable grammatical foundation by checking that this group only concentrates on the communication skill apart from the concrete structural source or details.

10) Type 1 : 66% → G5 > G4 > G3 > G6 > G2 > G1
    Type 2 : 38% → G6 > G3 > G4 > G5, G1 > G2
    Type 3 : 36% → G5 > G4 > G6, G3 > G1 > G2
    Type 4 : 47% → G6 > G5 > G4 > G3 > G2 > G1
    Type 5 : 45% → G6, G4 > G5 > G1 > G2 > G3

Table 2. Type 1 verbs' correction rate, G1(19), G2(15), G3(27), G4(35), G5(29), G6(29)

No G*	G1	G2	G3	G4	G5	G6	N	%
1. disappear	14	13	25	32	26	23	133	86
5. emerge	5	7	17	24	20	21	94	61
8. function	7	4	10	19	21	20	81	53
15. expire	8	8	22	29	26	20	113	73
26. rise	14	8	24	31	26	17	120	78
29. function	9	4	9	22	22	15	81	53
40. work	5	8	19	27	25	13	97	63
52. arise	7	7	15	30	24	16	99	64

N	69	59	141	214	190	145	-	-
%	45	49	65	76	82	63	-	66

Table 3. Type 2 verbs' correction rate, G1(19), G2(15), G3(27), G4(35), G5(29), G6(29)

No G*	G1	G2	G3	G4	G5	G6	N	%
18. appear	2	4	4	5	9	11	35	23
22. happen	5	2	8	8	5	4	32	21
25. look	3	8	19	24	11	24	89	58
30. seem	10	4	20	30	19	16	99	64
36. remain	8	4	6	8	8	12	46	30
56. prove	9	3	9	10	6	9	46	30
58. sound	8	6	13	13	12	12	64	42
N	45	31	79	98	70	88	-	-
%	34	30	42	40	34	43	-	38

Table 4. Type 3 verbs' correction rate, G1(19), G2(15), G3(27), G4(35), G5(29), G6(29)

No G*	G1	G2	G3	G4	G5	G6	N	%
2. respond to	11	3	12	25	25	21	97	63
3. attend	4	1	6	12	11	5	39	25
4. discuss	4	4	8	7	6	12	41	27
6. participate in	4	8	17	29	24	25	107	69
12. reach	4	4	8	7	3	6	32	21
13. accompany	5	0	6	11	7	2	31	20
14. affect	2	6	7	5	6	5	31	20
16. object to	8	9	8	24	19	15	83	54
17. contact	8	0	4	4	3	2	21	14
19. explain	8	8	12	17	13	10	68	44
20. resemble	7	5	4	6	10	14	46	30
23. encounter	4	2	4	5	5	6	26	17
24. face	5	4	5	7	4	4	29	19
27. announce	10	4	15	17	16	11	73	47
28. consist of	11	10	13	29	22	14	99	64
32. hate	6	5	15	27	19	15	87	56
33. respect	5	2	11	15	18	12	63	41
34. react to	6	6	13	24	16	12	77	50
35. appeal to	8	2	11	22	17	12	72	47

37. solve	5	1	11	20	15	10	62	40
38. attract	4	3	6	12	14	10	49	32
39. register for	6	7	11	18	11	9	62	40
41. join	7	2	4	8	6	6	33	21
42. look into	4	5	10	19	17	9	64	42
43. seek	1	2	17	20	14	9	63	41
44. consult	4	1	6	8	2	1	22	14
45. prepare	3	3	4	10	7	3	30	19
46. handle	6	3	5	5	7	5	31	20
47. suffer from	7	6	14	14	14	20	75	49
49. escape	3	0	2	2	1	5	13	8
50. board	5	2	7	11	16	11	52	34
51. mention	1	0	6	5	5	6	23	15
53. specialize in	9	6	12	21	18	9	75	49
54. glance at	5	9	6	16	11	12	59	38
55. marry	4	3	6	4	6	10	33	21
57. arrive at	11	5	19	26	24	18	103	67
60. wait for	9	9	22	25	27	15	107	69
N	214	150	347	537	459	371	-	-
%	30	27	35	41	43	35	-	36

Table 5. Type 4 verbs' correction rate, G1(19), G2(15), G3(27), G4(35), G5(29), G6(29)

No G*	G1	G2	G3	G4	G5	G6	N	%
11. inform	4	2	7	7	12	16	48	31
21. tell	5	8	19	27	20	18	97	63
N	9	10	26	34	32	34	-	-
%	24	33	48	49	55	59	-	47

Table 6. Type 5 verbs' correction rate, G1(19), G2(15), G3(27), G4(35), G5(29), G6(29)

No G*	G1	G2	G3	G4	G5	G6	N	%
7. feel	9	3	4	17	10	8	51	33
9. consider	13	5	11	26	16	22	93	60
10. believe	9	9	14	21	17	17	87	56
31. keep	4	4	6	11	15	16	56	36
48. find	8	8	12	17	10	11	66	43
59. leave	7	6	12	15	12	15	67	44

N	50	35	59	107	80	89	-	-
%	44	39	36	51	46	51	-	45

4.2.2 Hypothesis 2: Complement form is either a noun or an adjective.

Table 3. Type 2 verbs' correction rate, G1(19), G2(15), G3(27), G4(35), G5(29), G6(29)

No \ G*	G1	G2	G3	G4	G5	G6	N	%
18. appear	2	4	4	5	9	11	35	23
22. happen	5	2	8	8	5	4	32	21
25. look	3	8	19	24	11	24	89	58
30. seem	10	4	20	30	19	16	99	64
36. remain	8	4	6	8	8	12	46	30
56. prove	9	3	9	10	6	9	46	30
58. sound	8	6	13	13	12	12	64	42
N	45	31	79	98	70	88	-	-
%	34	30	42	40	34	43	-	38

Type 2 ex) 18) The man appeared (surprised / surprise / surprisingly).

22) The accidents happens (continuous / continuously / continuity).

25) The new mobile phone looks (normal / normally / normality).

30) The report seems (useful / usefully / use).

36) The prices remains (proper / properly / properness).

56) The evidence proves (obvious / obviously / obviousness).

58) The story sounds (strange / strangely / strangeness).

Table 6. Type 5 verbs' correction rate, G1(19), G2(15), G3(27), G4(35), G5(29), G6(29)

No \ G*	G1	G2	G3	G4	G5	G6	N	%
7. feel	9	3	4	17	10	8	51	33
9. consider	13	5	11	26	16	22	93	60
10. believe	9	9	14	21	17	17	87	56
31. keep	4	4	6	11	15	16	56	36
48. find	8	8	12	17	10	11	66	43
59. leave	7	6	12	15	12	15	67	44
N	50	35	59	107	80	89	-	-
%	44	39	36	51	46	51	-	45

Type 5 ex) 7) I feel my inner power (intense / intensity / intensely).

       9) She considered her son (reason / reasonable / reasonably).

     10) The CFO believed the contract (successful / success / successfully).

     31) You should keep your belongings (safe / safety / safely).

     48) She found her job (difficulty / difficult / difficultly).

     59) We left the information (reliable / reliably / reliability).

Table 3 and Table 6 re-mentioned in (11) show the resultative figure of each verb's correction rate of Type 2 and Type 5 in an order, respectively, which indicates that a noun, an adjective and an adverb as the selected complement forms are exemplified for L2ers to circle the conceptually appropriate answer.

(11) a. Type 2: seem (64%) > look (58%) > sound (42%) > remain, prove (30%) >
           appear (23%) > happen (21%)

    b. Type 5: consider (60%) > believe (56%) > leave (44%) > find (43%) >
           keep (36%) > feel (33%)

Most English verbs do not stick to the fixed sentence type considering that one verb has been traditionally utilized in various circumstances. The complements of its linking element are available in a noun and an adjective in a limited way.[3] In detail, whereas a noun is called an appositive of a name, a job, an age or a social position of any identity, an adjective is state-descriptive explaining the character, appearance, emotion or personality of a main agent. Unnecessarily, an adverbial of a semantic modifier does not function structurally as the conclusive factor in determining the sentence type. Nevertheless, English L2ers are so sensitive to understand the crossing of syntax and semantics.[4]

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[3] Of course, apart from a noun and an adjective some phrases like a PP, To infinitival, gerund or a clause as below are possible in a a complement position depending on a situation.

    i) The book is of no use to me.   ii) The best thing is to send her some money.

    iii) My hobby is collecting stamps.   iv) The fact is that he would pass the exam.

[4] Lee (2020) says that the lower English level is, the more serious L1's intervention is. That is to say, Korean L1ers with the low learning status are under much influence under interpretative aspect.

English L2ers will be significantly hard to distinguish one from the other. As we all know, SC is connected to a subject's status and OC is connected to an object's one. Rather, semantic ambiguity works as the confusing factor. Let us observe this sentence, *I feel my inner power (intense / intensity / intensely)*. There seem to be two kinds of interpretive manners: first, my inner power is intense and second, I feel something intensely. The former is the relation between *inner power* and its degree (*intense*) and the latter is an adverb *intensely* modifying a verb *feel*. Namely, a verb *feel* is used in both type 3 and type 5.   In this place, what is important is how L2ers recognize and utilize the individual verbs' basic usage and their expansive scope when accessing the sentence buildup. Presumably, this structural tip is most likely to be closely associated with the existing learning level of English L2ers that they have had.

4.2.3. Hypothesis 3: L1's semantic intervention is confusing.

This sort of prediction concentrates on the mandatory choice of the complement form in the sentence Type 2. That is why these verbs before the argument option lean toward L1's biased construal: Korean particles such as -haeseo, -hagae, -inchaero, -ro tend to be pardonably applied in marking a subcategorized element of a designated English verb, thus, causing many unexpected grammatical errors. Originally, it is obvious that the verbs reanalyzed in Table 3 are regarded as the predicate phrases (verb + adjective) in a chunk of the typical Type 2 presented frequently in the certified English Test like TOEIC.

Table 3. Type 2 verbs' correction rate, G1(19), G2(15), G3(27), G4(35), G5(29), G6(29)

No G*	G1	G2	G3	G4	G5	G6	%
18. appear(a/n/ad)	2,11,7	4,6,5	4,9,14	5,10,20	9,4,15	11,6,12	23
22. happen(a/ad/n)	5,10,4	2,8,5	8,15,4	8,20,5	5,23,1	4,23,2	21

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i) This paper feels smooth. (smoothly x)   ii) You look beautiful. (beautifully x)

iii) This butter tastes sour. (sourly x)

25. look(a/ad/n)	<u>3</u>,14,3	<u>8</u>,6,1	<u>19</u>,4,4	<u>24</u>,9,2	<u>11</u>,15,3	<u>24</u>,4,0	58
30. seem(a/ad/n)	<u>10</u>,5,4	<u>4</u>,10,0	<u>20</u>,6,1	<u>30</u>,4,1	<u>19</u>,9,1	<u>16</u>,5,2	64
36. remain(a/ad/n)	<u>8</u>,9,2	<u>4</u>,7,3	<u>6</u>,16,5	<u>8</u>,24,3	<u>8</u>,20,0	<u>12</u>,8,3	30
56. prove(a/ad/n)	<u>9</u>,8,2	<u>3</u>,9,2	<u>9</u>,17,1	<u>10</u>,21,1	<u>6</u>,19,4	<u>9</u>,12,2	30
58. sound(a/ad/n)	<u>8</u>,7,4	<u>6</u>,7,1	<u>13</u>,13,1	<u>13</u>,18,1	<u>12</u>,14,3	<u>12</u>,10,1	42
N	45	31	79	98	70	88	-
%	34	30	42	40	34	43	38

However, as for L2ers' basic response, the verb particles are interpreted as a direct way: *appear* (-haeseo / -hanchaero natanada), *happen* (-hagae / -ro balsaeonghada), *look* (-ro / hagae boida), *seem* (-hagae boida), *remain* (-ro / -inchaero namaitda), *prove* (-inchaero / -ro panmyeongdaida), *sound* (-hagae / -ro deulrida). So, a huge number of L2ers are inclined to mark a modifiable adverb (shade part), but not a state-descriptive adjective (underlined part) due to the L1's imprudent intervention. This secondary mistake is negatively done by Korean interpretation prior to naturally accepted English intuition. It is said that all proportional figures of groups are well under 50% and simultaneously, there is not a substantial gap between groups. Thus, as mentioned in Table 3 the low groups G1 (34%), G2 (30%) are posited as the expected bottom rank and advanced group G5 (34%) unlike G6 (43%) would occupy the low position.

4.2.4 Each sentence type's mutual value via SPSS

Unlike the existing separated 6 groups, Table 7 below indicates the complementary difference of two targeted groups largely split into grammar (Group A, N = 93) and conversation class (Group B, N = 61) on the basis of M (mean) and SD (standard derivation) in order to see newly designed two groups' gap. It is confirmed that Type 1 ($t = 5.29^{***}$ & significance .000) and Type 3 ($t = 3.96^{***}$ & significance .000) show significant difference between them, Type 2 ($t = 0.82$ & significance .414) no difference, Type 4 ($t = 3.01^{**}$ & significance .003) intermediate difference and Type 5 ($t = 2.89^{*}$ & significance .004) slight difference. In sum, what is the most noticeable here is that the overall 5 types' correction rate of Group A and B would

demonstrate considerable differences. ($t = 5.01^{***}$ & significance .000) Furthermore, in the light of the average value (27.35 > 21.39) of all sentence types a grammar group A turns out to have a higher acquisition status than a conversation group B.

Table 7. statistical difference between Group A and Group B

G* Type	G/A (N. 93)	G/B (N. 61)	t	significance probability
	mean (M) & standard derivation (SD)			
Type 1	5.91 (1.86)	4.36 (1.67)	5.29***	0.000
Type 2	2.74 (1.32)	2.56 (1.38)	0.82	0.414
Type 3	14.60 (5.67)	11.41 (3.37)	3.96***	0.000
Type 4	1.10 (0.74)	0.74 (0.70)	3.01**	0.003
Type 5	2.99 (1.52)	2.33 (1.17)	2.89*	0.004
All	27.35 (8.32)	21.39 (5.04)	5.01***	0.000

(N = number & t = t value) & $^{***}P < .001$, $^{**}P < .01$, $^{*}P < .05$

V. Concluding Remarks

This paper attempts to delve into English L2ers' recognition degree regarding (in)transitivity of countless English verbs ranging from Type 1 to Type 5. It is argued how they realize each sentence type and what its relevant reasons are. Here are three verified outcomes of the predicted assumptions: first, the correction rate from Type 1 to Type 5 would be flexible depending on its following complemental factor. Second is that filling complement position with a noun or an adjective in sentence type 2 and 5 is picky because of L2ers' theoretical deficiency. Third, L2ers tend to choose the confusing complement factor by L1's continuous intervention. In addition, as extra work the grammar and conversion group hold dissimilar pattern of significance difference according to the sentence type. Eventually, the accurate knowledge on diverse verbs makes English L2ers gradually or radically boost English ability, which implies that this theoretical background is expanded to writing and speaking area in a righteous manner.

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Appendix

1) The plane disappeared (slow / slowly / slowness).

2) She responds (Ø / to / in) the questions.

3) Thousands of people attended (Ø / at / in) his funeral.

4) He discussed (Ø / about / with) the pop festival with his teacher.

5) The swimmer emerged (abrupt / abruptly / abruption).

6) They participate (Ø / in / on) the discussion.

7) I feel my inner power (intense / intensity / intensely).

8) This machine functions (well / good / goodness).

9) She considered her son (reason / reasonable / reasonably).

10) The CFO believed the contract (successful/ success/ successfully).

11) You should inform (to me / me / of me) that our flight is overbooked.

12) The climbers reached (Ø / to / at) the top of a hill.

13) Let me accompany (Ø / to / with) you to the hotel.

14) The computer affected (Ø / on / to) our way of life.

15) This visa will expired (short/ shortly/ shortness).

16) Scientists object (Ø / to / on) the plan.

17) I'd better contact (Ø / to / with) the ground control.

18) The man appeared (surprised / surprise / surprisingly).

19) Can you explain (Ø / to them / them) how this ATM works?

20) The girl in the picture resembled (Ø / with / on) the woman in the shop.

21) The consultant told (Ø / to me / me) that the operating costs were too high.

22) The accidents happens (continuous / continuously / continuity).

23) He encountered (Ø / into / with) starvation, physical pain and disappointment.

24) Other planned cities faced (Ø / with / to) the same problem.

25) The new mobile phone looks (normal / normally / normality)

26) The sun rises (sudden / suddenly / suddenness).

27) He announced (Ø / to us / us) that he is leaving soon.

28) The committee consists (Ø / of / to) ten members.

29) This machine functions (well / good / goodness).

30) The report seems (useful / usefully / use).

31) You should keep your belongings (safe / safety / safely).

32) Even the European hates (Ø / for / with) this monotony.

33) The actress respects (Ø / on / with) Vivian Leigh.

34) The boss reacted (Ø / to / in) the news.

35) Her new work appealed (Ø / with / to) me very much.

36) The prices remains (proper / properly / properness).

37) Science can solve (Ø / with / for) the problems of pollution.

38) The movie could not attract (Ø / on / with) many people.

39) It is too late to register (Ø / for / in) the class.

40) That CD player works (smooth / smoothly / smoothness).

41) I'll join (Ø / in / on) a hunting trip.

42) A working group set up to look (Ø / at / into) the problem.

43) Families are seeking (Ø / for / into) new ways to enjoy their life.

44) Consult (Ø / with / at) a doctor about the matter of business.

45) They do not prepare (Ø / for / into) speeches.

46) The group handled (Ø / with/ for) the many picky problems.

47) A lot of people are suffering (Ø from / under) the pressure.

48) She found her job (difficulty / difficult / difficultly).

49) The lion escaped (Ø / from / in) the cage.

50) The children boarded (Ø / for / off) the plane in turn.

51) Nobody mentioned (Ø / on / about) anything to me.

52) The new situation arises (rapid / rapidly / rapidity).

53) I specialized (Ø / in / with) the entertainment.

54) People glanced (Ø / at / on) their watches.

55) The famous actress married (Ø / with / to) an old millionaire.

56) The evidence proves (obvious / obviously / obviousness).

57) The beggars arrived (Ø / at / on) the village.

58) The story sounds (strange / strangely / strangeness).

59) We left the information (reliable / reliably / reliability).

60) Voters wait (Ø / for / with) their turn in silence.

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