L2 Acquisition of English Verbs' Syntactic Distinction on Intransitivity and Transitivity

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Lee, Eun Kyeong. "L2 Acquisition of English Verbs' Syntactic Distinction on Intransitivity and Transitivity." *Studies in English Language & Literature* **46.3 (2020): 391-410.** This paper sheds light on investigating how much Korean learners of English (the second language learners of English, L2ers) figure out intransitivity and transitivity of the selected English verbs, focusing on their following complemental factors deriving from a certain verb's individual property. One more, it is closely relevant that L2ers can distinguish the typical sentence type with a verb's expanded pattern such as Type 1 through Type 5. Thus, 154 L1ers (the first language learners of Korean) in English class are asked to rapidly respond to 60 scrambled sentences via the limited experimental task. As a result, three hypotheses presented here are verified as somewhat valid ones: First, the acquisition of intransitivity is comparatively easier than that of transitivity. Second, double-sided verbs with both intransitivity and transitivity would cause much challenging confusion to L2ers. Lastly, L1's transfer affects L2's comprehensive development process positively or negatively according to circumstances. Eventually, it is concluded that English L2ers would bear both simple and complicated aspects simultaneously in understanding the complemental property of an individual English verb. (Jeonju University)

Key Words: English L2 acquisition, (in)transitivity, complemental factor, sentence type, L1 transfer

I. Introduction

An English verb is generally divided into two types of verbs, an intransitive verb and a transitive verb, apart from the more detailed sorting mentioned in   various

ways, which depends on whether a verb would take an object or not right after it in (1a,b) below. It means that the former holds the flexibility in taking the next syntactic element such as an object or a complement after a verb in (1a) and the latter has the exclusive obligation that an object in (1b) should be necessarily followed. These findings deal with the grammatical attribute of an intransitive verb and a transitive verb in relation with its subcategorized property.

(1) a.   S intransitive(v) ~~object~~(N)
    b.   S transitive(v) object(N)

Until now, the previous literatures on this topic are deeply involved with an individual verb's acquisition status and especially, existence and nonexistence of a preposition's insertion in distinguishing intransitivity from transitivity like the below examples (2a-f). This development process from experimental task primarily serving as a secondary work is to thoughtfully catch a certain verb's grammatical identity on the basis of Korean meaningful translation of L1's transfer, directly reflecting how Korean L1 of mother language would affect English L2 acquisition pattern as to deciding on the originally c-selected feature that a verb has intrinsically held and utilized within a sentence.(Kim 2001, Park & Hong, 2013)

(2) a. He discussed (about) the pop festival with his teacher.
    b. The beggars arrived (at) the village.
    c. My son applied (for) a dangerous job.
    d. Thousands of people attended (at) his funeral.
    e. We should appreciate (for) their efforts.
    f. Her parents did not approve (of) her marriage.   Kim(2001)

For example, although in (2a) a headed verb, *discuss*(-e daehayeo tolonhada) has transitivity, many Korean L1ers take a preposition, *about* before an object, *the pop festival*. Namely, this case is regarded as the negative aspect of mother language

transfer, leading to the momentary error by L1's intervention.[1] In the same vein, (2d)'s *attend*(-e chamseokhada) and (2e)'s *appreciate*(-e komawohada) do not take the following preposition in that the verbs are transitive. On the other hand, there are the positive aspects: (2b)'s *arrive*(-e dochakhada), (2c)'s *apply*(-e jiwonhada) and (2f)'s *approve*(-e (daehayeo) seunginhada) take a preposition *at*, *for* and *of*, respectively in terms of intransitivity (Kim 2001). In particular, English L2ers of a low level are apt to be influenced by their L1's surroundings more than those of an advanced level now that they do not master L2's grammatical relation thoroughly(Choi & Chang 2018). In other words, it clearly proves that L1's interpretive source is sometimes helpful and reversely, sometimes can work as a rather confusing factor to settle down L2's accurate knowledge.

Here, another concrete method is considered by sorting out the sentence type from Type 1 to Type 5 defined in the traditional school grammar unlike a preposition's interference in (2a-f). As seen in the below examples (3a-f), (3a) is the typical illustration of Type 1 with modifiable adverbs, *carefully* and *next Monday*, (3b) is Type 2 with a complemental adjective, *angry*, (3c) Type 3 taking a direct object, *his girlfriend*, (3d) the expanded pattern of Type 3 called a transitive verb phrase, *depend on*, (3e) Type 4 with two objects, an indirect object *her* and a direct object *a new dress* and (3f) Type 5 including an object, *me* and an object complement, *smart,* simultaneously.[2]

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[1] Choi and Chang(2018) mentions that the lower L1 group's English level is, the more serious mother tongue transfer is. They suggest that English L2ers would bring about much confusion because of L1's semantic variety of a preposition unlike English in analyzing intransitive verb phrase telicity.

    i) Alex walked out of the hotel in/ *for ten minutes. [+ telicity]

    ii) Alex drove toward the mountain *in/for a day. [- telicity]

    iii) Alex ran around the lake in/for one hour. [$\pm$ telicity]

[2] Among variously argued sentence structures the standard of the most frequently used 5 sentence types is divided into two factors: a(n) (in) transitive verb based on object's (non)existence and a(n) (in)complete verb on complement's (non)existence as below.

    i) Type 1 (complete intransitive verb): S V   ii) Type 2 (incomplete intransitive verb): S V C

    iii) Type 3 (complete transitive verb): S V O   iv) Type 4 (dative verb): S V IO DO

    v) Type 5 (incomplete transitive verb): S V O OC

(3) a. An inspection will <u>occur</u> carefully next Monday. (occur- Type 1)

    b. He <u>got</u> angry with me. (get- Type 2)

    c. He <u>dated</u> his girlfriend on the street. (date- Type 3)

    d. I <u>depend on</u> medicine sometimes. (depend on- expanded Type 3)

    e. They <u>bought</u> her a new dress. (buy – Type 4)

    f. She <u>thinks</u> me smart (think- Type 5)

At this time, it is questionable that L2ers can realize the sentence type exactly and understand the practical use of each verb including its diverse meanings and unique characteristics in a sentence compared with other syntactic elements. In addition, the primary distinction of two kinds of verbs (intransitive & transitive verb) to Korean English L2ers seem to be very challenging given that each verb would possess a variety of usages within a sentence rather than its fixed pattern. Namely, it is vital that English L2ers are subject to the sentential verb's structure rather than its textual meaning. Supposedly, the expanded comprehension on a verb as in the examples (4a-e) can be acquired or practiced by the frequent exposure to the varying sentence buildup and its subsequent complemental factor at the same time: the structure is the first and the meaning is the second.

(4) a. He <u>made</u> toward the church. (= go, Type 1)

    b. She will <u>make</u> a good wife. (= become, Type 2)

    c. God <u>made</u> the man. (= construct, Type 3)

    d. He <u>made</u> me a box. (= give, Type 4)

    e. He <u>made</u> her his wife. (= regard, Type 5)

This paper is organized as follows: Chapter Ⅱ introduces the previous analysis of the basic syntactic configuration on a(n) (in)transitive verb plus the sentence types from Type I to Type V. In chapter Ⅲ, this paper sifts through the experimental method including its subject, survey content and three hypotheses judged for English L2ers. Chapter Ⅳ provides its result and persuasive argument with onsite data. Finally, chapter Ⅴ wraps up the main conclusion.

II. Previous Theoretical Research

2.1 Verb-Complement & Adjunct Structure on X-bar theory

Under the X-bar structure there is an obvious grammatical distinction between these two classified structures considering that an intransitive verb and a transitive verb would bear the mutually different correlation with a linking NP.[3] Let us examine two types of tree diagrams in the below (5a, b). In transitive verb structure (5a), the sister-node of headed V^o takes an object NP as V's complement. On the other hand, in intransitive verb structure (5b), a verb does not take an object NP directly as a subcategorized element, so that the sister-node of headed V^o occupies as empty position and rather, a complement NP of a preposition is positioned as an outer adjunct of V^o (Radford, 1988).

(5a)
```
        VP
        |
        V'
       /  \
     V°    NP
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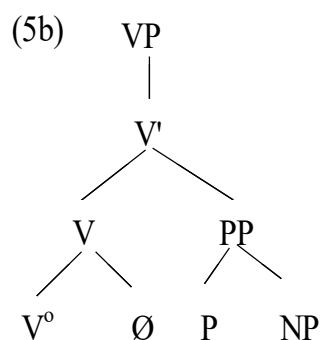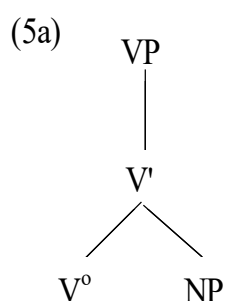
(5b)
```
            VP
            |
            V'
           /  \
          V    PP
         / \   / \
       V°   Ø  P   NP
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Radford (1988)

2.2 Typical Verb Classes

Park(1994) presented 35 common tree diagrams to configurate the diverse

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[3] This X-bar theory has been developed on the basis of Chomsky's(1970) proposal, which extracts what is common in the phrase structures. That is to say, all phrases are headed by one head. It is widely said that all phrases are endocentric. The head of the projection is a zero projection(X^o). Heads are terminal nodes: they would dominate words. X′ theory separates two further levels of projections. Complements connect with X to build up X′-projections; adjuncts connects with X′ to build up X′ projections. The specifier connects with the topmost X′ to complete the maximal projection XP.

sentence structures, concretely illustrating verb classes and the subsequent examples in modern English syntax. The following 5 traditional tree diagrams are excerpted from them and these verbs concentrate mainly on the cases taking an NP or a PP as a structurally c-selected complemental phrase. Here, the bracketed pattern, [VP V [PP P [NP N] symbolizes intransitivity and [VP V [NP N] transitivity. The former indicates Type I in (6a) and in II in (6b) and the latter Type III in (6c), IV in (6d) and V in (6e).

In detail, a traditional intransitive verb *arrives* in (6a) takes a PP *at the gate* optionally, a copular verb *is* in (6b) takes a NP *a book* as a subject complement, a complete transitive verb *married* in (6c) takes a NP *Edd* as an object, a dative verb *gave* in (6d) takes two NPs *us* and *a present* as an indirect and direct object in order and an incomplete transitive verb *appointed* in (6e) takes two NPs *her* and *his secretary* in a small clause as an object and an object complement. That is to say, a syntactic element relies on where it is posited and under which layer it is influenced directly or indirectly from a certain XP.

(6) Type I: (a) John arrives at the gate.   (b) Type II: This is a book.
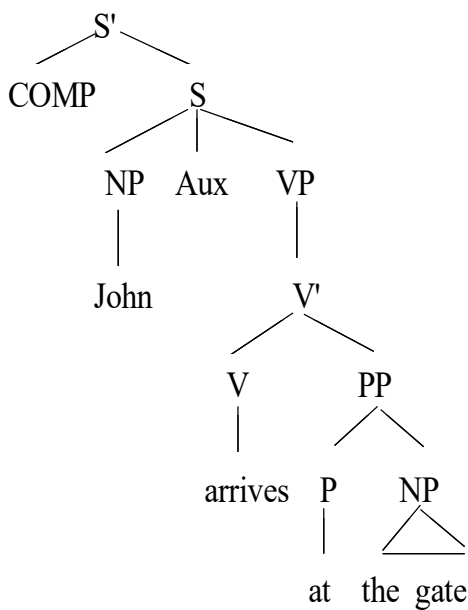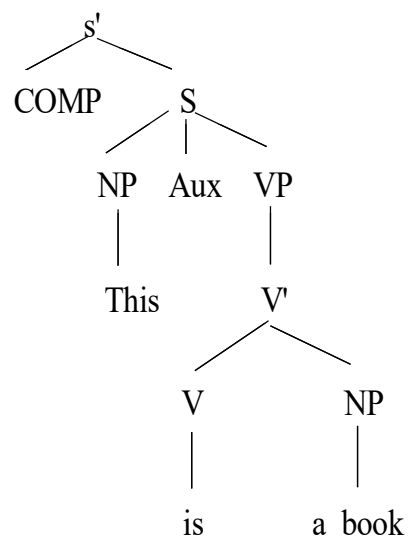
(e) He appointed her his secretary.

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                           S'
                         /    \
                      Comp     S
                             / | \
                           NP Aux  VP
                           |   |    |
                           He -ed   V'
                                  /    \
                                 V      SC(⇒ small clause)
                                 |         /\
                              appoint    NP  NP
                                         her  his secretary
```
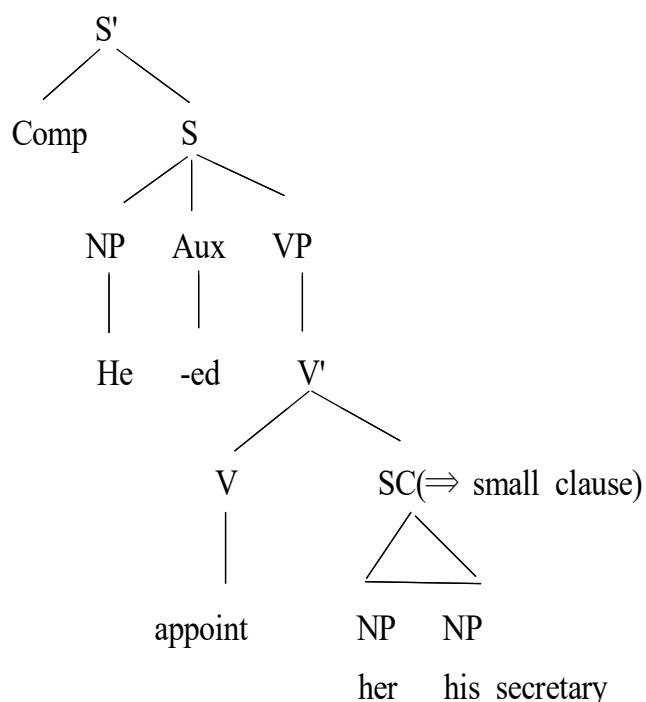
III. Procedure & Hypothesis

3.1 Participants & Evaluation Procedure

This survey on English verbs' L2 acquisition is split into the six groups from G1 to G6. For this test, this paper conducts a survey of 154 students in total taking English classes as liberal arts in J University in Jeonju, who are selected to derive more comprehensive and accurate result for persuasive argument. This task is done for about 10 minutes through the previous knowledge plus onsite learning of L2ers.

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[4] The bracketed strings are constituents called small clauses with verbless predicates. FP is a maximal projection of a functional head F, an abstract head not directly dominating overt material.

   i) I consider [Maigret very intelligent].(FP: NP & AP)

   ii) Maigret considers [the taxi driver an important ally].(FP: NP & NP)

   iii) I consider [your proposal completely out of the question].(FP: NP & PP) Haegeman (1994)

Also, these groups stand upon a title of class in that these group are already sorted out by a certain level test in the beginning of a semester. In detail, G1(19) and G2(15) are made up of all the graders attending basic and intermediate English conversation, respectively. Next, G3(27) is the group for TOEIC speaking class under the title of interview and presentation. Also, G4(35) and G5(29) target TOEIC LC and RC class spontaneously. Lastly, G6(29) of the advanced level majors in English education and English literature.

These survey contents are composed of the randomly scrambled 60 sentences with each complemental characteristic without the consistent array not to give the test participants any predetermined tip. Here, the students joining this questionnaire are asked to mark the grammatically proper answer promptly without a pause for a short time among three bracketed options after glancing at the presented verbs; this data is intended to acquire and then analyze the result through English L2ers' intuition

3.2 Survey Content & Its Composition

_____

♣ Circle the appropriate answer that you think.

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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3.3 Expected Predictions

(7) a. Hypothesis 1: The acquisition rate of an intransitive verb will be higher than that of a transitive verb.

  b. Hypothesis 2: As for L2ers' intuition the dual-aspect English verb with both intransitivity and transitivity is going to bring about much confusion compared to one-aspect verb.

  c. Hypothesis 3: L1's semantic transfer could have influence on L2's understanding positively or negatively.

IV. Result & Discussion

4.1 Total Figure

Table 1 below shows the numerical result and correction rate contingent on individuals between 6 groups and 60 questions on a wide variety of verbs.

Table 1.

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
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 Analysis

4.2.1. hypothesis 1: The acquisition of an intransitivity is easier than that of a transitivity.

As seen in Table 2, the correction rate of an intransitivity verb is a little higher, footing up to 53%. What stands out here is that verbs of Type 1 (*disappear, rise, expire, arise, work, emerge, function*)[5] are acquired more easily than those of Type 2 (*seem, look, sound, prove, remain, appear, happen)*. In detail, *disappear* (86%) >

rise (78%) > *expire* (73%) > *seem, arise* (64%) > *work* (63%) > *emerge* (61%) > *look* (58%) > *function* (53%) > *sound* (42%) > *prove, remain* (30%) > *appear* (23%) > *happen* (21%). Subsequently, the orderly ranking among the surveyed 6 groups is like this: G5 (60%) > G4 (59%) > G3, G6 (54%) > G1, G2 (40%) = 53%. This directly demonstrates that Type 2's complemental choice is much inferior to Type 1's modifiable option.

Table 2

No G*	G1	G2	G3	G4	G5	G6	total 1	%
1. disappear	14	13	25	32	26	23	133	86
26. rise	14	8	24	31	26	17	120	78
15. expire	8	8	22	29	26	20	113	73
30. seem	10	4	20	30	19	16	99	64
52. arise	7	7	15	30	24	16	99	64
40. work	5	8	19	27	25	13	97	63
5. emerge	5	7	17	24	20	21	94	61
25. look	3	8	19	24	11	24	89	58
8. function	7	4	10	19	21	20	81	53
29. function	9	4	9	22	22	15	81	53
58. sound	8	6	13	13	12	12	64	42
36. remain	8	4	6	8	8	12	46	30
56. prove	9	3	9	10	6	9	46	30
18. appear	2	4	4	5	9	11	35	23
22. happen	5	2	8	8	5	4	32	21
total 2	114	90	220	312	260	233	-	-
M**	40	40	54	59	60	54	-	53

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

On the other hand, the correction rate of a transitivity verb ranging from Type 3 to Type 5 stands at 38% as the below Table 3. Type 3 would include single transitive verbs (*reach, attend, marry, discuss.* etc.) as well as transitive verbal phrases (*respond to, arrive at, wait for, participate in.* etc.). Also, the verbs of Type

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5 Q.8 and Q29 of a same verb *function* holds the different figure despite short time gap, which potentially says that the English L2ers do not have completely stable grammatical system.

4 such as *tell, inform* are focused, compared with Type 3 (*announce, explain*)'s ones although they both would share interpretively similar aspect(-egye -eul(lul). Lastly, the verbs of Type 5 (*consider, believe, leave, keep, find*) are regarded as those of the commonly used same class. Statistically, English L2ers' rating status is arranged like the following order: G5(44%) > G4(43%) > G6(38%) > G3(36%) > G1(32%) > G2(29%) = 38%. Therefore, it is verified that the advanced groups (G5, G4, G6) hold relatively higher rating than the low or intermediate groups (G3, G1, G2).

Table 3

No G*	G1	G2	G3	G4	G5	G6	total 1	%
6. participate	4	8	17	29	24	25	107	69
60. wait	9	9	22	25	27	15	107	69
57. arrive	11	5	19	26	24	18	103	67
28. consist	11	10	13	29	22	14	99	64
2. respond	11	3	12	25	25	21	97	63
21. tell	5	8	19	27	20	18	97	63
9. consider	13	5	11	26	16	22	93	60
10. believe	9	9	14	21	17	17	87	56
32. hate	6	5	15	27	19	15	87	56
16. object	8	9	8	24	19	15	83	54
34. react	6	6	13	24	16	12	77	50
47. suffer	7	6	14	14	14	20	75	49
53. specialize	9	6	12	21	18	9	75	49
27. announce	10	4	15	17	16	11	73	47
35. appeal	8	2	11	22	17	12	72	47
19. explain	8	8	12	17	13	10	68	44
59. leave	7	6	12	15	12	15	67	44
48. find	8	8	12	17	10	11	66	43
42. look	4	5	10	19	17	9	64	42
33. respect	5	2	11	15	18	12	63	41
43. seek	1	2	17	20	14	9	63	41
37. solve	5	1	11	20	15	10	62	40
39. register	6	7	11	18	11	9	62	40
54. glance	5	9	6	16	11	12	59	38
31. keep	4	4	6	11	15	16	56	36

50. board	5	2	7	11	16	11	52	34
7. feel	9	3	4	17	10	8	51	33
38. attract	4	3	6	12	14	10	49	32
11. inform	4	2	7	7	12	16	48	31
20. resemble	7	5	4	6	10	14	46	30
4. discuss	4	4	8	7	6	12	41	27
3. attend	4	1	6	12	11	5	39	25
41. join	7	2	4	8	6	6	33	21
55. marry	4	3	6	4	6	10	33	21
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
46. handle	6	3	5	5	7	5	31	20
45. prepare	3	3	4	10	7	3	30	19
24. face	5	4	5	7	4	4	29	19
23. encounter	4	2	4	5	5	6	26	17
51. mention	1	0	6	5	5	6	23	15
44. consult	4	1	6	8	2	1	22	14
17. contact	8	0	4	4	3	2	21	14
49. escape	3	0	2	2	1	5	13	8
total 2	273	195	432	678	571	494	-	-
M**	32	29	36	43	44	38	-	38

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

From the above Table 2 and Table 3, the overall correction rate of intransitivity is 53% and that of transitivity 38% under 15% gap, which says that the former is realized much more comfortably than the latter. Presumably, supposing that there are the sentence length, functional attribute on a targeted verb, its complemental simplicity or complexity, L2ers are inclined to feel their syntactic distinction picky and confusing in marking their immediate answer.

4.2.2. hypothesis 2: A verb with both intransitivity and transitivity draws much confusion.
39) It is too late to register (Ø / for / in) the class.
41) I'll join (Ø / in / on) a hunting trip.

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.

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

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

Table 4 illustrates that the above typical 7 verbs mentioned in subsection 3.2 bearing both intransitive aspect (Type 1) and transitive one (Type 3) syntactically by choosing preposition insertion or its release could lead to the expectedly considerable challenge. Their relatively low correction rates well below 50% are as follows: suffer (49%) > seek (41%) > register (40%) > join (21%) > prepare (19%) > consult (14%) > escape (8%). This means that although each verb pair holds the slightly semantic or dispositional difference between them English L2ers have a tendency to feel very confused to distinguish one from the other accurately.[6] Accordingly, its indicative rating among groups is as follows: G4 > G3> G5> G6> G1> G2. That is, their responses are related with the contact frequency of actual written materials

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[6] Here are typical verbs that are used as both intransitive verb and transitive verb, which have the slightly semantic difference between them. But, considering that in case of the examples (i) and (ii) below the related gap almost does not exist, the marker + indicates that one is the more commonly utilized than the other. Thus, this functional duality will make English L2ers feel quite picky.

(i) a. +From there I'll join a hunting trip to Alaska. (direct joining)

    b. Scholars and workers joined in the resistence. (indirect joining)

(ii) a. +Families are seeking new ways to enjoy their surroundings. (direct searching)

    b. It is a productive way to seek for the solution under the circumstance. (indirect searching)

(iii) a. Consult a doctor for serious cuts or burns. (professional talk)

    b. I would consult with him about a matter of business. (non-professional talk)

(iv) a. We learned how to register a new web page. (record)

    b. How do I register for a yoga class? (sign up for)

(v) a. They evidently suffered some kind of loss or failure. (direct experience)

    b. Many people are still suffering from lack of freedom. (indirect extra experience)

(vi) a. The lion escaped the cage. (run away to avoid any certain place)

    b. He tried to escape from the prison. (free from somewhere)

(vii) a. They do not prepare speeches. (direct influence about the speeches)

    b. He was preparing for the coming entrance exam. (indirect influence about the entrance)

rather than the precise instruction or study.

Table 4

No G*	G1	G2	G3	G4	G5	G6	total 1	%
47. suffer (from)	7	6	14	14	14	20	75	49
43. seek (for)	1	2	17	20	14	9	63	41
39. register (for)	6	7	11	18	11	9	62	40
41. join (in)	7	2	4	8	6	6	33	21
45. prepare (for)	3	3	4	10	7	3	30	19
44. consult (with)	4	1	6	8	2	1	22	14
49. escape (from)	3	0	2	2	1	5	13	8
total 2	31	21	58	80	55	53	-	-
M**	23	20	31	33	27	26	-	28

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

4.2.3. hypothesis 3: L1's transfer influences L2's understanding positively or negatively.

Table 5

No G*	G1	G2	G3	G4	G5	G6	total 1	%
32. hate	6,8,5	5,7,3	15,7,5	27,4,4	19,5,5	15,6,2	87,37,24	56
33. respect	5,9,5	2,6,6	11,8,8	15,13,7	18,9,2	12,7,3	63,52,31	41
37. solve	5,5,9	1,6,7	11,9.7	20,8,7	15,3,11	10,5,7	62,36,48	40
50. board	5,6,8	2,4,8	7,7,10	11,9,16	16,2,10	11,4,7	52,32,59	34
38. attract	4,6,9	3,7,4	6,11,10	12,11,12	14,10,5	10,9,4	49,54,44	32
20. resemble	7,5,7	5,6,4	4,12,11	6,18,11	10,13,6	14,12,3	46,66,42	30
4. discuss	4,6,9	4,4,7	8,14,5	7,24,4	6,18,5	12,14,3	41,80,33	27
3. attend	4,8,7	1,10,4	6,7,14	12,7,16	11,7,10	5,13,12	39,52,63	25
55. marry	4,8,7	3,10,1	6,16,5	4.27.3	6,16,5	10,12,1	33,89,22	21
12. reach	4,6,9	4,7,4	8,8,12	7,13,15	3,14,11	6,10,14	32,58,65	21
13. accompany	5,5,8	0,3,12	6,4,17	11,10,14	7,2,19	2,5,22	31,29,92	20
14. affect	2,7,10	6,4,5	7,11,9	5,14,16	6,13,10	5,16,8	31,65,58	20
46. handle	6,10,3	3,6,5	5,17,5	5,24,3	7,16,6	5,13,3	31,86,25	20
24. face	5,8,6	4,3,8	5,10,12	7,14,15	4,18,6	4,11,14	29,64,61	19
23. encounter	4,7,8	2,8,5	4,14,9	5,18,12	5,16,8	6,16,6	26,79,48	17
51. mention	1,9,9	0,7,8	6,4,15	5,7,22	5,8.16	6,5,12	23,40,82	15

17. contact	<u>8,8,3</u>	<u>0</u>,8,7	<u>4</u>,12,11	<u>4</u>,17,13	3,10,16	<u>2</u>,9,18	<u>21,64,68</u>	14
total 2	79	45	119	163	155	135	-	-
M**	24	18	26	27	31	27	-	27

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

Here are 17 English transitive verbs of Type 3, some of which have in-between position in L1 transfer due to the semantic duality. However, generally these have two sorts of the interpretative manners. Above all, the top 5 verbs in Table 5, *hate*(56%), *respect*(41%), *solve*(40%), *board*(34%), *attract*(32%), take their Korean particle as -eul or lul. Reversely, there are counterpart verbs such as *discuss*(-e daehayeo toronhada, 27%), *attend(*-e chamseokhada, 25%), *reach(*-e dochakhada, 21%), *marry(*-wa gyeolhonhada, 21%), *encounter(*-e/-wa jikmyeonhada, 17%), *mention(*-e daehayeo eongeuphada, 15%) and *contact*(-wa jeopchokhada, 14%). For example, in case of a verb *discuss*, many students overwhelmingly mark a preposition *about* of 3 choices and as for a verb *attend* students check their responses as a preposition *in* and *reach, at, marry, with, encounter, into, mention, about, contact, with* aside from the underlined answers. In this overgeneralization vein, groups' rating is like the following order: G5 > G4 > G6 > G3 > G1 > G2.[7]

Judging from this, English L2ers' inconsistencies originate from L1's explanatory status sometimes positively or sometimes negatively. More interestingly, the lower the level is, the more serious L1's interference takes place. So, apart from L1's intervention, comprehensible independence and knowledgeable buildup of L2's verbs are vital upright to access these verbs grammatically.[8]

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[7] As for Korean interference in studying an English intransitive verb and transitive verb with the same meaning such as verbs *arrive at* and *reach*, Taylor(1975) also said that overgeneralization is confirmed between English with regularity and Korean prepositional particle apart from English intrinsic rule of the second language learning.

[8] Brown(2000) defines *a mistake* and *an error* in a following way: "A mistake refers to a performance error that is either a random guess or a slip, in that it is a failure to utilize a known system correctly". And "An error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner". Namely, whereas the former means the lapse of temporarily incomplete language

V. Conclusion

This paper argued how English L2ers would understand and utilize the types of English verbs in real field through the purposely targeted survey. It is intensively conducted by 154 Korean L1ers for English in order to accomplish maximal instantaneous outcome. Here are three verified findings: First, an intransitive verb is realized more accurately or properly than a transitive verb. Next, a versatile verb with both intransitivity and transitivity seems to have given L2ers significant mixup to comprehend. Lastly, L1's poor intervention but not perfect setting can bring about the high possibility of rather instigating L2's tricky understanding. In other words, hypotheses involved here prove to be quite reasonable or acceptable. Also, contingent on this analytical data it is confirmed that the grammar groups tend to show relatively higher correction rate and acquisition degree than the conversation groups focusing mainly on speaking practice. To summarize, it is very obvious that English L2ers would bear both already settled and ongoing settling aspects at the same time as for the second language learning as English.

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