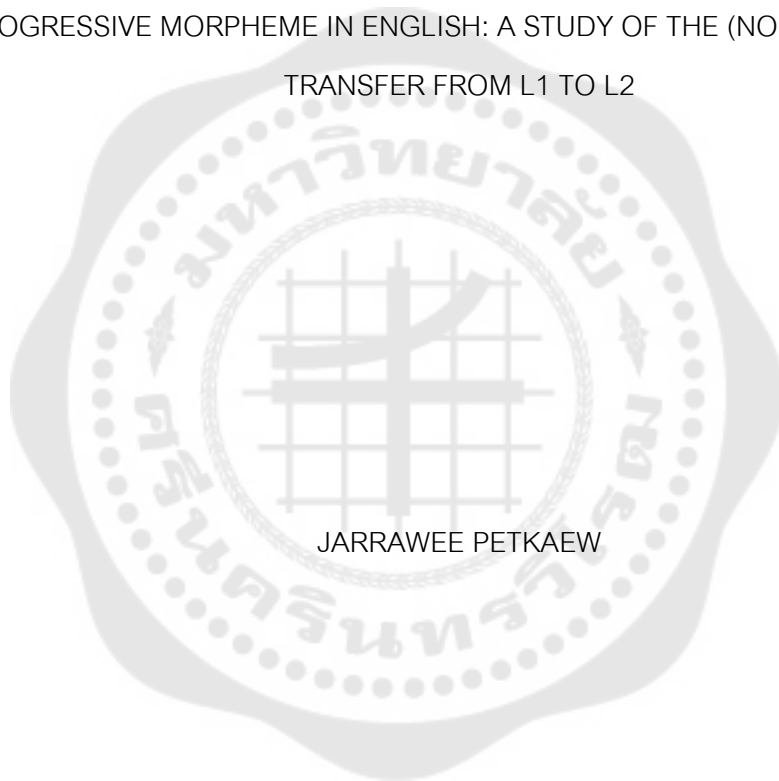




THE INTERACTION BETWEEN THE LEXICAL AND GRAMMATICAL ASPECTS OF THE
PROGRESSIVE MORPHEME IN ENGLISH: A STUDY OF THE (NON-)SEMANTIC
TRANSFER FROM L1 TO L2



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2025

ความสัมพันธ์ทางความหมายระหว่างการณ์ลักษณะประจำคำของกริยากับการณ์ลักษณะทาง
ไวยากรณ์กำลังดำเนินอยู่ในภาษาอังกฤษ: การศึกษาการ(ไม่)ถ่ายโยงความหมายของภาษาแม่สู่
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JARRAWEE PETKAEW

A Dissertation Submitted in Partial Fulfillment of the Requirements
for the Degree of DOCTOR OF PHILOSOPHY
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Faculty of Humanities, Srinakharinwirot University

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THE DISSERTATION TITLED

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BY

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This dissertation explores how Thai learners of English acquire the progressive aspect morpheme -ing, with a focus on the interaction between grammatical and lexical aspects. Framed within the Aspect Hypothesis and the Full Transfer/Full Access (FT/FA) hypothesis, the study examines whether learners transfer semantic representations from their L1 (Thai) to their L2 (English), and how these affect the interpretation of five progressive readings: ongoing, iterative, habitual, future, and stative. Data were collected from 100 participants across five proficiency levels (beginner, upper beginner, intermediate, upper intermediate, and advanced) using three tasks: a Grammaticality Judgment Task (GJT), an Elicited Production Task (EPT), and an Acceptability Judgment Task (AJT). Findings show that the ongoing reading is acquired even at beginner levels, facilitated by semantic transparency and congruence with Thai aspectual markers. Ongoing readings with activity and accomplishment verbs demonstrate clear evidence of Full Transfer and Full Access, with early and gradual acquisition. In contrast, iterative and stative progressive readings show No Transfer but Full Access; although absent in Thai, these readings develop gradually through UG-constrained restructuring. By comparison, habitual and future readings consistently fall below acquisition thresholds, even at advanced levels, reflecting No Transfer and No Access. Learners persistently misinterpret these readings across verb types, indicating the absence of both L1 facilitation and UG-driven acquisition. These differentiated patterns challenge the assumptions of the FT/FA model and highlight the selective nature of semantic transfer in the acquisition of L2 aspect.

Keyword : Aspect hypothesis, Full transfer/Full Access hypothesis, Semantic transfer, Second Language Acquisition, Linguistics Pedagogy, lexical aspect, grammatical aspect

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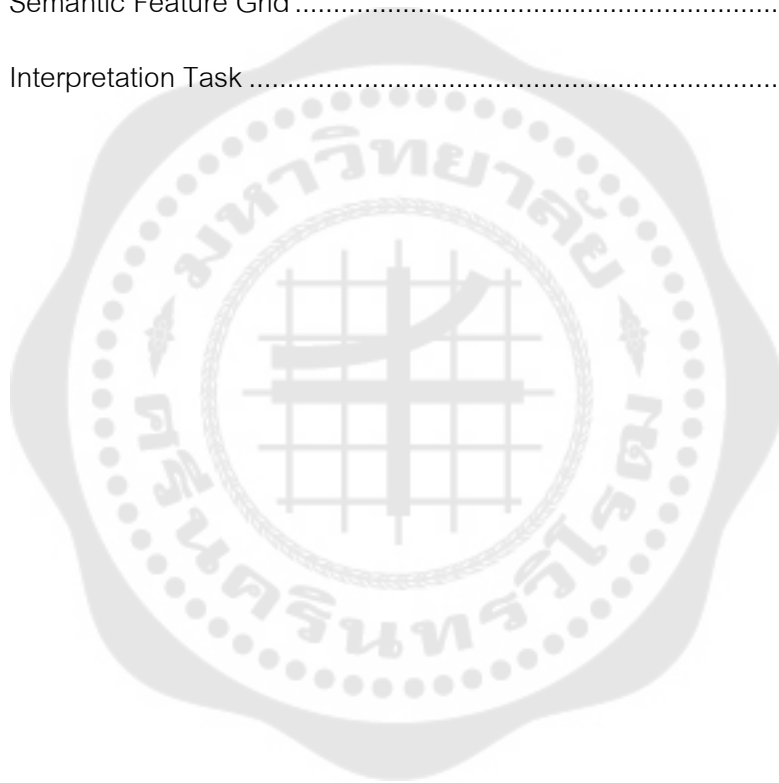
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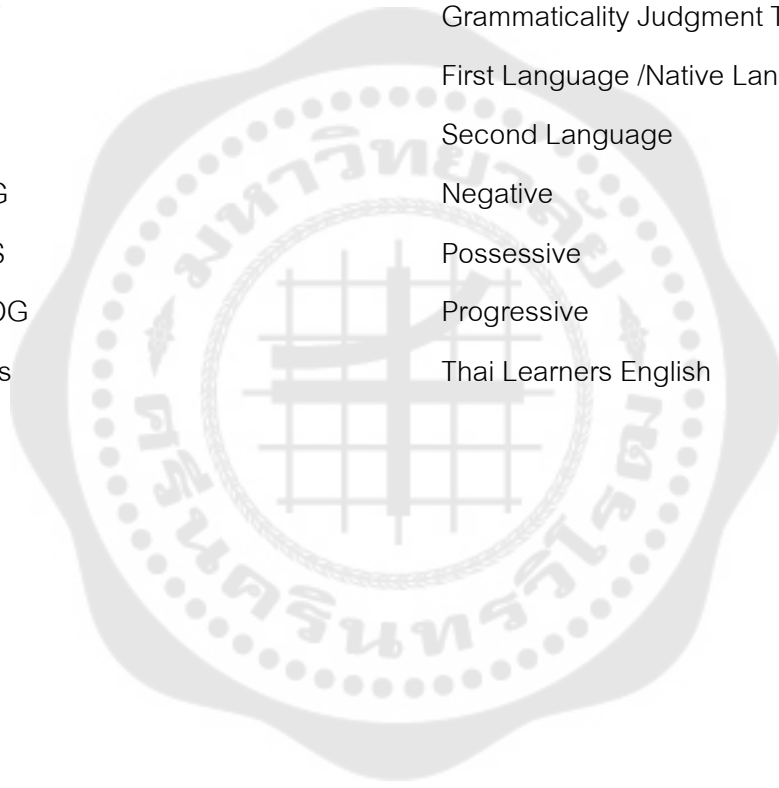
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LIST OF ABBREVIATION

Abbreviation	Word
ACC	Accomplishment Verb
ACT	Activity Verb
ACH	Achievement Verb
AJT	Acceptability Judgment Test
EPT	Elicited Production Test
GJT	Grammaticality Judgment Test
L1	First Language /Native Language
L2	Second Language
NEG	Negative
POS	Possessive
PROG	Progressive
TLEs	Thai Learners English



CHAPTER 1

INTRODUCTION

1. Background and Rational of the study

The acquisition of grammatical aspects in a second language (L2) is a complex process, influenced by various linguistic and cognitive factors. The progressive aspect morpheme (*-ing*) in English is particularly challenging for learners, as it interacts with different verb classes and carries a range of meanings from prototypical progressive reading with dynamicity to its marginal derived meaning. For Thai learners of English, this complexity is compounded by the differences between the aspectual systems of Thai (L1) and English (L2). Thai language employs a different set of aspectual markers and does not have a direct equivalent to the English progressive aspect, making the acquisition of *-ing* a significant area of study.

In this dissertation, I aim to delve into how Thai learners of English navigate the acquisition of the progressive aspect, transitioning from its prototypical progressive reading with dynamicity to its marginal derived meaning. I will explore the interplay between lexical and grammatical aspect in English and Thai languages. The primary emphasis will be on the derivation of different progressive interpretations in English via the interaction with the semantics of verbal predicates, specifically lexical aspect. These various readings, as shown in (1a-1e), include an ongoing situation which expresses that a situation is in progress. The iterative, indicates an action that is repeated over a period of time, while the habitual use of the progressive aspect shows an action that is occurring regularly or habitually during a specific period. The future reading refers to a planned or scheduled future event, and the stative progressive reading denotes a temporary state or condition.

- | | | | |
|-----|----|--|-------------------------------|
| (1) | a. | Look, it's raining heavily outside. | activity / ongoing |
| | b. | He is coughing. | achievement / iterative |
| | c. | This semester, I'm studying Roman history. | activity / habitual |
| | d. | He's flying back on Friday. | activity / futurate |
| | e. | You're being silly. | stative / stative progressive |

The progressive aspect in English, with its nuanced usage across different verb classes, poses a unique challenge for learners whose native languages, such as Thai, do not share the same morphological features. In Thai, the relationship between grammatical aspect and lexical aspect is shown in a distinct manner. A dominant linguistic device used to indicate an ongoing action involves prefixing the verb with the term *kamlan* and *jù:*. Although *kamlan* and *jù:* both serve as imperfective viewpoint-aspect markers (grammatical markers), they differ in terms of the morphosyntactic structures they construe. Both *kamlan* and *jù:* primarily serves as a dynamic imperfective viewpoint-aspect marker, highlighting the ongoing phase which is a dynamic nature of situations. It emphasizes the continuous process of the situation, as in (2a,2c). However, the word *kamlan* is incompatible with stative words as in (2e). Conversely, the term *jù:* can be congruent, having the ability to functions as a stative imperfective aspect marker with a more flexible role. The word *jù:* can represent both static and dynamic phases (2b,2d).

- (2) a. *tɛʰǎn* *kamlan* *wîŋ*
 I prog run
 I am running.
- b. *tɛʰǎn* *wîŋ* *jù:*
 I run prog
 I am running.
- c. *tɛʰǎn* *kamlan* *wîŋ* *jù:*
 I prog run prog
 I am running.
- d. *tɛʰǎn* *pʰǎ:m* *jù:*
 I thin prog
 I am being thin.
- e. **tɛʰǎn* *kamlan* *pʰǎ:m* *jù:*
 I prog thin prog

I am being thin.

Having been considering the fundamental differences in aspectual expression between Thai and English, it becomes evident that Thai learners may not only find the concept of the progressive aspect unfamiliar but also struggle with its practical application due to the absence of a direct morphological equivalent in their native language. It is intriguing that although ‘-ing’ morpheme is one of the early acquired morphemes both in L1 and L2 (Bailey et al., 1974; Brown, 1973; Dulay & Burt, 1974) (Krashen et al., 1977) it remains a problematic area even for the high proficiency level learners due to its complexity in form-function mapping (Isarankura, 2011)

In my study, I will show how progressive aspects of the two languages give rise to similar or different interpretations when interacting with four classifications of lexical aspects and examine how L1 is partially or fully transferred to L2 or no transfer at all and in which stage Thai learners of English acquire those various readings. Research has shown that L2 learners’ understanding, and use of grammatical aspects are influenced by their native language’s grammatical structures, a phenomenon known as language transfer. In the context of Thai learners of English, it is crucial to investigate how their L1 grammar influences their acquisition of the progressive aspect in English, and whether this transfer is full, partial, or non-existent.

This study I am grounded in the generative tradition; Universal Grammar (UG) is a real, biologically endowed component of the human mind or brain, assuming the existence of endowed system that constrains the range of possible human grammars (Chomsky, 1981, 1995). For examining the extent of L1 transfer in the semantic acquisition of the progressive *-ing* morpheme, I adopt the Full Transfer/Full Access (FT/FA) model (Schwartz & Sprouse, 1996), which posits that learners begin with their L1 grammar but retain full access to UG in acquiring L2 representations. This theoretical stance underpins the design of the current study, which investigates whether Thai learners of English can acquire progressive aspect readings that are not instantiated in their L1.

The FT/FA hypothesis, integral to second language acquisition studies, posits that learners initially transfer the grammatical properties of their native language into the second language. This means that the starting point for learning a new language is heavily influenced by the linguistic structure of the learner's first language. The hypothesis plays a crucial role in explaining how learners navigate the complexities of acquiring a second language, using the foundational principles of UG as a guide. The FT/FA hypothesis utilizes the foundational framework of UG in the context of learning new languages. It suggests that the innate principles and parameters of UG, which govern the first language, are also at play when acquiring a second language. This hypothesis underscores the adaptability of the human language faculty, suggesting that the principles of UG are flexible enough to accommodate the learning of languages with different parameter settings.

For example, the concept of aspect, a common linguistic concept and a grammatical category that expresses how an action, event, or state, denoted by a verb, extends over time, varies significantly across languages. This variation reflects the diverse ways in which different linguistic systems encode temporal information. Let us explore the following instances that demonstrate how various languages express their progressive nature. The data (3) – (6) shows that each language employs distinct morphosyntactic distribution to convey the semantics of the progressive aspect construing ongoing action.

(3) Thai progressive aspects

- a. $te^{h\grave{a}n}$ *kamlan* $s\acute{u}:$ $s\acute{u}:a$ $m\grave{a}i$
 I PROG buy shirt new
 I am buying a new shirt.
- b. $te^{h\grave{a}n}$ $s\acute{u}:$ $s\acute{u}:a$ $m\grave{a}i$ $j\grave{u}:$
 I buy shirt new prog
 I am buying a new shirt.

- c. $t\acute{e}^h\grave{a}n$ *kamlan* $s\acute{u}:$ $s\acute{u}:a$ $m\grave{a}i$ $j\grave{u}:$
 I PROG buy shirt new PROG
 I am buying a new shirt.

For Thai, the progressive aspect is indicated through the use of an aspectual marker *kamlan* and *jù:*. Looking at morpheme distribution between (3a) and (3b), it reveals that *kamlan* precedes verb while *jù:* follows it. *kamlan* and *jù:* can co-occur, resulting in the same construal(3c). They denote the continuity of the action.

(4) Italian progressive aspect

- io $st^h\grave{o}$ $k^h\grave{o}mp^h\grave{r}ando:$ $u:na$ $ma\grave{d}ia$ $nu:o:va:$
 I am buy PROG det.fem shirt new
 I am buying a new shirt.

For Italian, the progressive aspect is conveyed by using the modal verb 'sto' (which is derived from the base form 'stare'), followed by the main verb, which is denoted by the suffix '-ando' or '-endo' depending on the verb, as seen in 4). The term 'sto comprando' is a combination of the word 'sto' with the word 'comprando', derived from the verb 'comprare', which means "to buy".

(5) Japanese progressive aspects

- $watate^h\grave{r}-wa$ $a:ta:rate^h\grave{r}$ $t\acute{e}^h\grave{a}tsu-u-o$ $k^h\grave{a}t-tei-ru.$
 I-nom new shirt-acc buy PROG
 I am buying a new shirt.

However, in Japanese, the progressive aspect in Japanese is formed by conjugating the main verb into its 'te-form' and attaching the auxiliary verb (iru). The 'te-form' is a non-finite form used for various grammatical purposes, including the formation of progressive and perfective aspects. In the progressive construction, the 'te-' (e.g.,

[katte] from [kau], "to buy") is followed by (iru), resulting in (katte iru), which translates to "am buying."

(6) Korean progressive aspects

na: nu:n	se:	εjʌ-te ^h u-ru:l	sa:	ko:issɔ:jo:
I-nom	new	shirt-acc	buy	PROG

I am buying a new shirt.

Similarly, in Korean, the progressive aspect is grammatically structured of the verb stem "sa:" conjugated with "-go itda," which has been conjugated to match the politeness level and tense of the sentence. The transcription "issɔ:jo:" indicates a polite, present continuous form, showing that the action of buying is currently happening.

It is evident from the examples shown above that parameters vary across languages and will be adjusted to acquire a second language, a phenomenon known as language transfer. Research has shown that L2 learners' understanding and use of grammatical aspects are influenced by their native language's grammatical structures, a phenomenon known as language transfer ((Odlin, 1989), (Slabakova, 2000) (Haznedar, 2001)). In the context of Thai learners of English, it is crucial to investigate how their L1 grammar influences their acquisition of the progressive aspect in English, and whether this transfer is full, partial, or non-existent. This study aims to address these issues by examining Thai learners' interactions with four aspectual verb classes in English and analyzing the extent of L1 transfer in the semantic acquisition of the *-ing* morpheme.

2. Research objectives

The objectives of this study are:

1) To investigate the progression in development of the progressive morpheme (*-ing*) acquisition among Thai learners of English, exploring how its use evolves from its prototypical progressive reading with dynamicity to its marginal derived meaning in relation to their proficiency level.

2) To examine the degree to which Thai learners of English transfer their L1 (Thai) grammar to their L2 (English) during the semantic acquisition of the aspect

morpheme *-ing*, exploring the interpretation mismatch of the progressive morpheme between English and Thai.

3. Research questions:

There are two questions to address in this study:

1) To what extent do Thai learners of English acquire the meanings of the English progressive aspect *-ing*, shifting from its prototypical progressive readings with dynamicity to its marginal derived meanings?

2) To what extent do Thai learners of English transfer their L1 grammar to L2 in the semantic acquisition of the aspect morpheme *-ing*? Is it a full transfer, partial, or no transfer at all? How does this transfer manifest across different lexical aspects?

4. Research hypotheses:

The followings are hypotheses formulated for the two research questions:

Hypotheses for Research Question 1

Hypothesis 1: Learners are able to acquire the 'ongoing' meaning of the activity verb type that is prototypical at an earlier stage in their learning, followed by meanings that are more marginal as they become more proficient.

Hypotheses for Research Question 2

Hypothesis 2: No Transfer / No Access: Learners do not transfer any properties from their L1, nor do they have access to UG. Second language development relies entirely on general cognitive mechanisms.

Hypothesis 3: No Transfer / Full Access: Learners do not utilize their L1 as a basis for acquiring the L2. However, they have full access to UG, allowing them to construct the L2 grammar independently.

Hypothesis 4: Partial Transfer / No Access: Some properties of the L1 transfer to the L2, but learners lack access to UG. Consequently, SLA is constrained to the transferred L1 properties without the guiding framework of UG.

Hypothesis 5: Partial Transfer / Full Access: Certain aspects of the L1 influence the initial state of L2 acquisition, and learners retain full access to UG. This combination allows for both L1 influence and UG-guided development in SLA.

Hypothesis 6: Full Transfer / No Access: The entire L1 grammar constitutes the starting point for L2 acquisition, but learners do not have access to UG. SLA progresses through modifications of the transferred L1 grammar without UG input.

Hypothesis 7: Full Transfer / Full Access: Learners begin with a full transfer of their L1 grammar and maintain complete access to UG. This model suggests that SLA is influenced by both L1 structures and the innate principles of UG.

5. Scope of the study

To provide a clear comprehension of the scope and limitations of this study, the following points should be considered.

First of all, this study will apply a cross-sectional design due to the time constraints and the need to investigate multiple levels of proficiency at the same time. In a cross-sectional design, data are collected from multiple participant groups at a single time point. This design allows comparisons between various phases of development by gathering data from participants with different levels of competence, and then the data is to be analysed and compared to their competencies at a given time. However, it is important to be aware that this design does not provide information about individual changes over time or developmental routes.

Another point is, as it will be detailed in chapter 2, that tense and aspect are two distinct notions. Tense is used to locate the time of an event being discussed relative to the time of speech, whereas aspect is used to characterise the situation (Comrie, 1976). Given this distinction, the current investigation will not include an examination of tense, focusing instead on the concept of aspect (the ability of language learners to comprehend and employ the progressive aspect marker (-ing) accurately, their understanding of the more nuanced interpretation of the nature of actions and events). This decision allows for the inclusion of multiple tense concepts within the elicitation test, acknowledging that tense provides temporal information without

necessarily implicating aspect. Aspect can be thought of as the manner in which an action unfolds over time, regardless of when it happens in relation to the moment of speaking.

6. Definition of terms

Progressive Morpheme (-ing) refers to the English verbal suffix *-ing*, used to mark the progressive aspect. It typically signals an event-in-progress, foregrounded against a temporal reference point. It is a grammatical aspect marker that interacts with lexical aspect to produce various interpretations.

Grammatical Aspect refers to the way in which the internal temporal structure of an event is presented by the grammar. The progressive aspect in English focuses on the ongoing phase of an event, regardless of its endpoint.

Lexical Aspect refers to the inherent temporal properties of a verb or verb phrase, independent of grammatical marking. Based on Vendler's (1957) classification, lexical aspect includes four verb types: activities, accomplishments, achievements, and states. These classes differ along features such as [+/- dynamic], [+/- telic], and [+/- durative].

Semantic Transfer refers to the process by which semantic properties from a learner's first language (L1) are carried over into their second language (L2), potentially influencing interpretation of aspectual meanings in the L2 grammar.

7. Significant of the study

Understanding these dynamics of the acquisition of progressive aspect in English is crucial not only for theoretical enrichment in the field of SLA but also for practical implications in language teaching methodologies. By identifying specific patterns and challenges in the acquisition process, this study could inform more effective teaching strategies tailored to Thai learners of English. Additionally, it contributes to the broader discourse on cross-linguistic influence and interlanguage development in second language acquisition, offering insights that could be applicable

to learners from other language backgrounds with similar disparities in aspectual expression.



CHAPTER 2

LITERATURE REVIEW

This chapter discusses the relevant literature that is necessary for forming the research framework and design. The content for this chapter is organized as follows. Section 2.1 addresses the related theories and concepts. Section 2.2 examines the progressive aspect realizations in Thai and English. Section 2.3 presents prior studies related to the study.

2.1 Related theories and concepts

The theoretical underpinning of this research methodology is rooted in the Aspect Hypothesis (AH) for the first research question and the Full Transfer/Full Access (FT/FA) Hypothesis for the second research question. However, prior to the exploration of the two related hypotheses mentioned, I would like to make a distinction between the two notions: tense and aspect.

2.1.1 Notions of Tense and Aspect

The notions of tense and aspect are fundamental grammatical categories in many languages, including English, and they serve to convey information about time in relation to verbal actions. While they are closely related and often work together to provide a full picture of an action's timing and nature, they represent different dimensions of how time is expressed in language.

Tense is used to locate the time of an event being talked about with respect to speech time (Comrie, 1976). It indicates when an action or event occurs, situating it in a specific time frame such as the past, present, or future. Tense is directly concerned with temporal location and is a key element in conveying the chronology of events. In English, tense is typically indicated through verb conjugation.

Consider these following sentences:

- (7) a. John sang. past /event is prior to speech time.
 b. John sings. present/ event is overlap with speech time.

Now let's consider this pair of sentences.

- (8) a. John sings.
 b. John is singing.

This time, sentences (8a) and (8b) do not concern with relating a situation with some other time but rather characterize the situation. Sentence (8a), "John sings," uses the simple present tense, which generally indicates habitual actions, general truths, or universal facts. This form of the verb does not specifically indicate whether the action is occurring at the moment of speaking. It characterizes John's action of singing as a general, possibly recurring activity without focusing on its progression or completion. In contrast, sentence (8b), "John is singing," focuses on actions that are ongoing at the moment of speaking. This explanation of how the action unfolds over time focusing on the nature of the action's duration, completion, or repetition refers to aspect.

In a nutshell, the aspect is concerned with the internal temporal structure of an action or event. It provides information about the flow or progression of time within the context of the action, such as whether the action is ongoing, completed, or habitual. Aspect can be thought of as the manner in which an action unfolds over time, regardless of when it happens in relation to the present moment. Tense, on the other hand, is directly concerned with temporal location and is a key element in conveying the chronology of events.

What is the aspect?

Aspect is one of the linguistics devices that is used, along with tense, to capture the subtleties required to entirely represent the temporal organization of an action or event. The use of tense alone frequently fails to fully describe the temporal structure of an action or event as it merely indicates the timing of the verb relative to the moment of speaking or a reference point, typically dividing it into past, present, or future.

According to Comrie (1976) "aspects are different ways of viewing the internal temporal constituency of a situation", as in the examples below

He was reading.

He read.

Both sentences (9a, 9b) contain the past tense, but their meanings regarding how the event 'read' depicted is different. Aspect is divided as 'perfective' and 'imperfective'. There is the distinction between perfective and imperfective aspect. The perfect meaning happens when verb presents the totality of the situation referred to without reference to its internal temporal constituency: the whole of the situation is presented as a single unanalysable whole, with beginning, middle, and end rolled into one; no attempt is made to divide this situation up into the various individual phases that make up the action. Another way of saying is that perfective looks at the situation from outside, without distinguishing any of the internal structure of the situation.

For imperfective, it is characterised by having an explicit reference to the internal temporal structure of a situation. The situation is viewed from within. Imperfectivity can be subdivided into other categories like habituality and continuousness, and continuousness is further divided into progressiveness, and non-progressiveness. For habituality, it denotes an extended period of time whether or not with iterative meaning of a situation. For Imperfectivity that is not habitual is considered continuous. While progressiveness is defined as a combination of progressive meaning and non-stative meaning, non-progressiveness is the opposite.

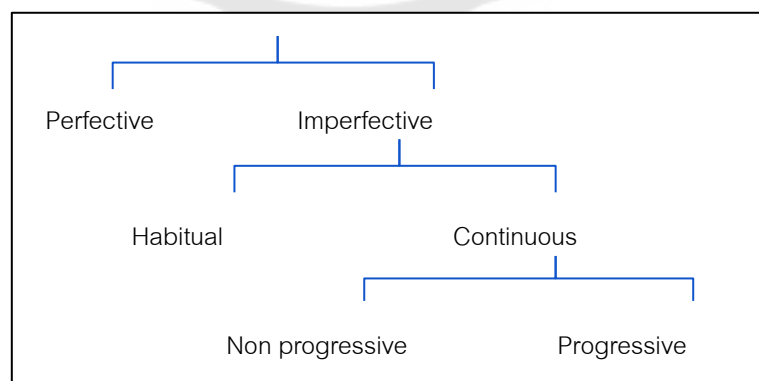


Figure 1 Classification of aspectual oppositions

Source: (Comrie, 1976, p. 25)

Furthermore, according to Li & Shirai (2000) "aspect is a linguistic category that describes how a speaker perceives the temporal contour of a described situation." That is, we refer to situations based on whether they are perfective or progressive (complete or ongoing). Perfective views an action or event as a single, whole entity without focusing on its internal structure. It's often used to describe actions that have been completed. In many languages, this would be the equivalent of the simple past, like "She read a book." In contrast to the perfective, progressive focuses on the internal structure of an event, often indicating repetition, habituality, or an ongoing state.

Aspect can vary across languages. In English, there are two types of aspect: grammatical and lexical. Grammatical aspect, also known as viewpoint aspect (Smith, 1983, 1997) (Li & Shirai, 2000) refer to aspectual distinctions which are marked explicitly by linguistic devices, usually auxiliaries and/or inflectional and derivational morphology. For example, Imperfective viewpoint in English is expressed by adding progressive morpheme (-ing) as in "John is building a house". Common grammatical aspects include 1) Progressive Aspect: Describes an ongoing action (e.g., "I am eating"), 2) Perfective Aspect: Represents a completed action (e.g., "I ate") and 3) Imperfective Aspect: Emphasizes an action as a continuous or habitual process (e.g., "I was eating" or "I used to eat").

Lexical aspect, also known as inherent aspect, situational aspect, or Aktionsart (Li & Shirai, 2000) refers to the semantic characteristics inherent in the lexical content of words, usually verbs or verb phrases that are defined in terms of the temporal properties of the given situations that the verbs describe. Lexical aspect, in short, concerns the inherent temporal characteristics of an action or event, independent of grammatical marking.

In 1997, for theory of aspect, Smith proposed a "two-component theory", which are called "situation type" and "viewpoint aspect". She refers "situation type" to states, activities, accomplishments, semelfactives and achievements, while "viewpoint aspect" is referred to perfective, imperfective and neutral (both perfective and imperfective interpretation are possible). In addition to Smith's semelfactives category,

there is another way of analysis the aspect of the verbs. Some researchers classify verbs as pairs of contrasts such as stative versus dynamic [+ dynamic], telic versus atelic [+ telic], and punctual versus durative [+ punctual]. The table below displays semantic features for the five categories of lexical aspect (adapted from Smith 1991:30 cited in (Li & Shirai, 2000))

Table 1 Semantic features for the five categories of lexical aspect (adapted from Smith 1991)

	states	activities	accomplishments	semalfactives	achievements
dynamic	-	+	+	+	+
punctual	-	-	-	+	+
telic	-	-	+	-	+

However, according to Klein (1994) aspect should be viewed in terms of the relationship between topic time and situation time. He proposed that aspect should be examined on par with tense, in terms of temporal relations such as “prior to”, “contained in” and “posterior to”. There are three types of time interval in this time relational theory.

TU: Time of utterance: the time at which an utterance is produced

T-SIT: Time of situation: the time at which the situation described by the utterance obtains.

TT: topic time: the time span about which something is said or for which an assertion is made.

According to Klein’s framework of aspect analysis, aspect is concerned with the temporal relations between TT and T-SIT. Imperfective aspect is viewed as TT contained in T-SIT, whereas perfective aspect is viewed as TT not contained in T-SIT. For tense, it is concerned with the temporal relations between TT and TU. Past is realized when TT is prior to TU, Present is realized when TT is contained in TU, and

Future is realized when TT is posterior to TU. For example, “John was writing a letter” in this sentence, it is imperfective in the past.

Based on the definitions of aspect stated previously, my research will focus on the aspect notion referring to the internal temporal structure of an event or situation, indicating how it unfolds over time.

2.1.2 The foundation of Aspect Hypothesis (AH)

The Aspect Hypothesis which is a theory-driven investigation grounded on the interplay between semantics and morphosyntax. The Aspect Hypothesis seeks to explain the order and manner in which learners acquire tense and aspect markers in a second language, addressing the question of how learners recognize what morphological markers go with what verbs, focuses on the influence of lexical aspect in the second language acquisition.

Before discussing the Aspect Hypothesis, the literature review begins with an explanation of how the hypothesis was established based on the interaction between the meanings of grammatical aspect and lexical aspect. To understand the interplay between semantics and morphosyntax. Consider these sentences:

- (9)
- a. John is singing. (ongoing/process)
 - b. He is coughing. (iterative)
 - c. I'm flying back on Friday. (Future)

From the given sentences above, all of the verbs are marked with *-ing*, yet the meaning of each progressive is different. (9a) ‘singing’ refers to the ongoing process, and (9b) ‘coughing’ means the action is repeated as time flows in one observable occasion while (9c) ‘flying’ suggests future event. Nevertheless, it should also be noted that ‘*-ing*’ morpheme cannot be applied to every verb! Consider the following sentences.

- (10)
- a. She is writing a song.
 - *b. She is liking a song.
 - c. I'm having a baby.
 - *d. I'm having a brother.

(10a), and (10c) sentence both are grammatical as the predicates refer to a dynamic situation which takes place over time with a clear endpoint meaning.

On the contrary, ungrammatical for (10b) and (10d) since both verb 'like' and 'have', they denote stative situation that have no dynamics and with no duration; for (10c) and (10d), both sentences use the same verb 'have' but "having a brother" is non dynamic situation and do not encode the inherent endpoint.

From those set of examples provided in (9) and (10), it is clear that the use of English progressive markers (*-ing*) is constrained by the semantic meaning of the verb or the predicate that it affixes to. Meaning that there is an interplay between the meaning of progressive morpheme and the verb or predicate. The kind of semantic properties inherent in the meaning discussed in (1) and (2) is called aspect.

2.1.3 The Aspect Hypothesis

It is a well-established fact that in the phase of morphological development concerning tense and aspect, the inherent aspect or lexical semantics of the verb influence the inflectional morphology distribution. To illustrate, at first, L2 learner uses imperfective marking '*-ing*', which has a prototypical durative meaning, together with event verbs that denote duration such as run, walk, sing, or watch. Later on, the imperfective marking '*-ing*' will be paired with non- prototypical situation. This claim is formulated by Andersen and Shirai (1994) as the Aspect Hypothesis.

The Aspect Hypothesis is an influential theory in SLA, introduced by Anderson and Shirai in 1994 (p.133) asserting that "first and second language learners will initially be influenced by the inherent semantic aspect of the verbs or predicates in the acquisition of tense and aspect markers associated with/or affixed to these verbs."

The Aspect Hypothesis builds on Vendler's (1957) aspectual classification. He proposed a four-way classification system for verbs based on their temporal and aspectual properties. It is classified by binary aspectual distinctions include stative versus dynamic [+ dynamic], telic versus atelic [+ telic], and punctual versus durative [+ punctual].

Table 2 The semantic features of aspectual categories (adapted from Andersen,1991)

	states	activities	accomplishments	achievements
dynamic	-	+	+	+
telic	-	-	+	+
punctual	-	-	-	+

According to Vendler (1957), he classified verbs or verb phrases into four categories: state, activity, accomplishments, and achievements. These verbs encode different temporal properties. For state verbs, they encode the situations that has no dynamicity, homogeneous, no endpoints or successive phrases such as *know* and *love*. Another category, activity verbs characterize situations as consisting of successive phrases over time with no inherent endpoint like *walk*, *run* and *swim*. Similarly, the third category, accomplishment verbs also encode situations as having successive phrases but with a natural endpoint and often involving a change of state, for example, *build a house*, *paint a picture*, and *run a mile*. Finally, achievement verbs, like accomplishment, consist of a natural endpoint, but the situations have no duration; they are punctual and instantaneous such as *fall*, *win the race*, and *reach the summit*.

In other words, these verbs represent different temporal characteristics as summarized below.

1. States: Verbs that describe a static, unchanging condition or state. These verbs typically do not imply any change or action taking place. States do not involve an inherent duration meaning that these stative verbs lack inherent temporal boundaries. Examples of state verbs include "know," "own," "love," and "believe."

2. Activities: Verbs that describe ongoing, durative actions that have no inherent endpoint. Activities are typically associated with actions that can be performed over an extended period of time. Examples of activity verbs include "run," "read," "write," "talk," and "study."

3. Accomplishments: Verbs that describe actions with a clear endpoint or goal. These verbs typically involve a process that leads to the achievement of a specific outcome or state. Accomplishments have an inherent telic nature (endpoint-oriented) or a natural culmination. Examples of accomplishment verbs include "build a house," "solve a problem," "finish a book," and "win a game." and "complete a task."

4. Achievements: Verbs that describe instantaneous or sudden events or changes of state(punctual). These verbs do not involve a process but rather a momentary change or prompt result. Examples include "arrive," "fall," "die," "discover," "notice" and "realize."

Vendler's four-way classification is widely accepted and become important starting points for other subsequent research on lexical aspects. Regarding grammatical aspect and its relationship to lexical aspect using Vendler's (1957) aspectual categories, the Aspect Hypothesis can be divided into four distinct propositions. (Bardovi-Harlig, 2000, p. 227)

1) Learners first use (perfective) past marking on achievements and accomplishments, eventually extending use to activities to statives.

2) In languages that encode perfective/imperfective distinction, imperfective past appears later than perfective past, and imperfective past marking begins with statives, extending next to activities, then to accomplishments, and finally to achievements.

3) In languages that have progressive aspect, progressive marking begins with the activities, then extends to accomplishment and achievement.

4) Progressive markings are not incorrectly overextended to statives.

Since one of my study attempts (research objective 1) is to understand the progression in development of the progressive morpheme (*-ing*) acquisition among Thai learners of English, exploring how its use evolves from its prototypical progressive reading with dynamicity to its marginal derived meaning in relation to their proficiency level. I therefore employ The Aspect Hypothesis as it allows researchers to investigate and understand the intricate mastery of aspect markers. However, it should be noted

that my analysis concerns only the third and fourth predictions, which pertain to the use of the progressive *-ing* marker. The first and second predictions, on the other hand, pertain to the use of the past participle (*-ed*). From the aforementioned propositions of the Aspect hypothesis together with the available research results relating to progressive aspect morpheme *-ing*, in next section 2.2.2, the hypothesis will be formulated and to be discussed.

2.1.4 The Full Transfer/Full Access (FT/FA) hypothesis

Decades of linguistic research have focused on the relationship between a person's native language and the acquisition of a second language, or L2. The L1 not only equips learners with fundamental conceptions about language structure and use, but also influences how learners approach, interpret, and adapt to new linguistic settings. This inherent connection between L1 and L2 suggests that our native language plays a crucial role in learning a second language.

The influence of a learner's native language (L1) applies in the learning of a new language (L2) is referred to Language transfer. Language transfer, also, known as cross-linguistic influence. Odlin (1989, p.27) puts it, "Transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously (perhaps imperfectly) acquired." This influence can exhibit in a variety of ways, encompassing pronunciation, grammar, vocabulary, and even cultural understanding (Odlin, 1989).

The influence of L1 on L2 acquisition is undeniable. Ellis (1994), P.341) claims that "it is now generally accepted that although transfer is an important factor in L2 acquisition, it is not the only factor and often works together with other factors, such as natural principles of language acquisition". Hence, researchers should study transfer in combination with other factors that influence second language acquisition. No theory of L2 acquisition is complete without an account of L1 transfer (Ellis, 1994, p. 341). While numerous theories have been posited to explain the intricacies of language transfer, one particularly influential model is the Full Transfer/Full Access (FT/FA) hypothesis.

2.1.4.1 claims and principles behind the hypothesis

The Full Transfer/Full Access (FT/FA) hypothesis, proposed by Schwartz and Sprouse (1996), according to this hypothesis, during the earliest stages of L2 acquisition, learners substantially depend on the structures and rules of their L1. In the process of acquiring a second language (L2), it can be seen that the totality of the grammar from the first language (L1) is transmitted to the beginning stage of L2 learning. As the second language (L2) learner advances, they still have complete access to universal grammar. This implies that individuals have the ability to learn structures or rules in their second language (L2) even if they are not present in their first language (L1), provided that they get sufficient input and exposure.

To understand its underpinnings, it's essential to dig into its foundational concepts and the broader theoretical landscape from which it emerged. Central to the FT/FA hypothesis is the concept of Universal Grammar (UG), a theory rooted in Chomskyan linguistics. Universal Grammar (UG) is a theoretical construct positing that humans possess an innate set of grammatical principles and parameters that underlie all human languages (Chomsky, 1959, 1965) This access to UG allows learners to go beyond the input they receive and potentially acquire grammatical structures of the L2 that are not present in their L1. L2 learners have complete access to Universal Grammar (UG) throughout the acquisition process.

2.1.4.2 UG and Language Acquisition

Building on Chomsky's work from 1965, the linguistic competency of native language speakers can be examined inside an abstract and unconscious linguistic system throughout the process of acquiring their first language. Chomsky (1965) suggests that the learning of a first language is constrained by Universal Grammar (UG). UG is believed to be a fundamental aspect of an inherent language capacity and establishes a genetic blueprint that predetermines the possible structures of grammars (White 2003). UG consists of invariant principles and parameters; while invariant principles are common to all languages, parameters are variable from languages to languages.

The process of acquiring the first language begins with the child's starting state (S_0) within the context of Universal Grammar (UG). This initial condition is innate in children before they get information in their first language. UG comprises the starting condition. As primary linguistic data (PLD) becomes more accessible, children will be able to analyse it. The L1 grammar. Children will establish parameters of Universal Grammar based on the input from their first language. Children eventually get a stable grammar for their mother tongue (S_s). This concept of L1 acquisition is shown in Figure 2.2.

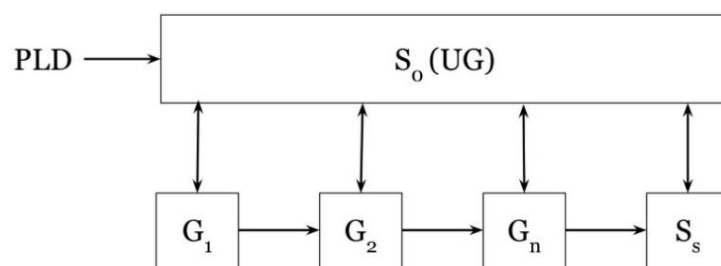


Figure 2 acquisition model

Source: ((White, 2003)

The terminology used in the aforementioned process may be elaborated as follows.

Starting State (S_0): This refers to the innate linguistic capacity of all human infants. According to the theory of Universal Grammar, this starting state includes a pre-existing, genetically programmed set of grammatical rules and categories that are common to all languages. This innate knowledge is what makes it possible for children to learn any language into which they are born.

Universal Grammar (UG): UG is the term used to describe the system of these innate grammatical structures and rules. It is considered the "starting condition" for language acquisition, providing the framework within which all human languages operate. UG is thought to include the basic components of language, such as the

concepts of nouns, verbs, subjects, objects, and the structure of phrases and sentences.

Primary Linguistic Data (PLD): This refers to the actual language input that a child is exposed to in their environment. It includes the words, sentences, and other linguistic elements that children hear from their parents, siblings, and others around them. PLD is the raw material that children use to learn their first language.

L1 Grammar: As children are exposed to PLD, they begin to analyze this data and set the parameters of Universal Grammar based on the specific characteristics of their first language. This process involves identifying the specific rules and structures that apply to their language, based on the input they receive. For example, they learn whether their language places the verb before the object or after it, whether adjectives come before nouns or after them, and so on.

Stable State (SS): Through continuous exposure to PLD and the process of setting UG parameters to match their language's specific rules, children eventually acquire a stable grammar for their mother tongue. This stable state is a fully formed understanding of the grammar of their first language, allowing them to communicate effectively and understand others.

The theory of Universal Grammar provides a framework for understanding how children can learn the complex and varied systems of language so quickly and efficiently, based on the innate linguistic capacity with which they are born and the linguistic input they receive from their environment.

The involvement of Universal Grammar (UG) in second language (L2) acquisition is a debated topic. Unlike first language (L1) acquisition, where learners start with an innate linguistic framework (UG) and no prior language knowledge, L2 learners already possess a native language, which complicates the process. To ascertain UG's role in L2 acquisition, it's necessary to identify grammatical aspects that are underdetermined (not fully specified) by both the L2 being learned and the learner's L1. This scenario is referred to as the Poverty of the Stimulus (POS) problem in L2

acquisition. According to White (2003), two specific conditions must be met to conclude that UG influences L2 learning:

1. The phenomenon must be underdetermined by the L2 input. This means the aspect of the language cannot be learned solely through exposure to L2, including through observation, statistical inference, analogy, or explicit instruction. Essentially, if the language feature cannot be acquired from the L2 environment alone, it suggests an underlying mechanism beyond mere exposure.

2. The phenomenon must also be underdetermined by the L1 grammar. The feature in question should not be explainable by the learner's native language grammar. This condition helps eliminate the possibility that L2 knowledge comes from transferring surface properties of L1 to L2, ensuring that any linguistic competence in L2 in this aspect is not merely a reflection of L1 knowledge.

When both conditions are satisfied, it indicates that the knowledge acquired in L2 cannot be fully explained by input from L2 or transfer from L1, pointing towards the involvement of an innate, UG-constrained mechanism. This framework supports the idea that UG plays a role in L2 acquisition by providing a set of linguistic principles that guide learners in understanding and producing language beyond the specifics of their L1 or the L2 input they receive. However, the extent and nature of UG's involvement in L2 learning remain subjects of ongoing research and debate within the field of linguistics.

The debate extends into how L1 knowledge impacts L2 learning, with some researchers arguing against the parameter resetting hypothesis, suggesting that while UG principles guide L2 acquisition, learners may not reset parameters from their L1, leading to unique interlanguage grammars (Kimura, 2022). This discussion underscores the intricate relationship between UG, L1, and L2 acquisition, highlighting the ongoing exploration of how innate linguistic knowledge intersects with language learning processes (Cassella, 2022).

In brief, the role of UG in SLA is a topic of ongoing research and debate. Some empirical studies support the idea that UG principles guide L2 learning, while others suggest that L2 acquisition may be guided more by general learning mechanisms rather than innate linguistic principles.

2.1.4.3 Critiques and Limitations

The Full Transfer/Full Access (FT/FA) hypothesis posits that L2 learners have complete access to Universal Grammar (UG) throughout their language acquisition journey. However, this assertion has been met with skepticism and critique from many researchers.

The criticism concerns with the broader controversy over the role of UG in language acquisition, with some scholars questioning the very existence of UG, arguing that linguistic structures might be learned through other cognitive mechanisms rather than being innately present. However, the idea of complete non-access to UG is at odds with findings showing that L2 learners can acquire structures do not present in their L1 or their input, suggesting some form of UG influence, and suggest the legitimacy of Universal Grammar (UG) that is accepted as a fundamental linguistic theory. These findings imply the presence of some degree of UG impact in L2 acquisition.

Some researchers have pointed out that the evidence for full access to UG in L2 acquisition isn't always consistent. Certain persistent errors in L2 might suggest that there are limits to accessing UG, especially in adulthood. It might suggest that there are inherent limitations to accessing UG (White, 1989). Such errors, which do not align with the principles of UG, raise questions about the universality of access to UG across different age groups of learners. Thus, within the domain of Second Language Acquisition (SLA), the FT/FA model contrasts with other hypotheses in SLA, such as the "partial transfer" hypothesis (which suggests that only parts of the L1 grammar are transferred) and the "no access" hypothesis (which posits that adult L2 learners have no access to UG).

Partial Transfer:

This would suggest that learners transfer only some elements of their L1 grammar to their L2, rather than the full set of grammatical structures. The choice of what to transfer might be influenced by factors such as perceived similarity between L1 and L2 structures or the salience of particular linguistic forms. Research in SLA has indeed found that transfer is not always complete and that some aspects of L1 grammar are more prone to transfer than others.

Partial Access:

This proposes that L2 learners have only limited access to UG when learning an L2. This might mean that while certain universal structures can be acquired naturally, others might be harder or even impossible to acquire without explicit instruction. Some studies in SLA have found that there are certain structures in L2s that persistently pose challenges for learners, even when there's ample exposure. Such findings have been used to argue for a more limited role of UG in L2 acquisition, especially for adult learners.

Evidence and Research Findings:

Studies on persistent L2 errors, even among advanced learners, might support the idea of PT/PA. Some errors can be linked to L1 transfer (supporting the partial transfer idea), while others might be seen as evidence for a lack of access to certain UG principles (supporting the partial access idea). Some linguistic phenomena, such as null subjects or binding principles, have been extensively studied, and the results sometimes show variability among L2 learners, which could be interpreted as evidence for PT/PA.

No Transfer:

This would suggest that learners approach the L2 as a blank slate, without any influence from their L1. However, decades of SLA research have shown that L1 transfer is a real and pervasive phenomenon, particularly in the initial stages of L2 learning. Learners often rely on their L1 knowledge, leading to patterns of errors that

reflect L1 structures. It's hard to find evidence supporting "No Transfer" given the abundant empirical findings showing L1 influence in L2 acquisition.

No Access:

This would propose that L2 learners do not access UG when learning an L2. It denies the universality of certain linguistic structures and rules beyond the L1 acquisition period. Some researchers argue that adult L2 learners might have limited or no access to UG, especially when certain persistent errors in L2 cannot be attributed to L1 transfer. However, the stance of absolute "No Access" is quite radical and not widely accepted. The debate around UG's role in L2 acquisition is ongoing. While some researchers believe adult L2 learners have constrained or reduced access to UG, very few would argue for absolute "No Access."

Research has shown that learners indeed transfer properties from their L1 into their L2, especially in the early stages. This is seen in error patterns, which often mirror the grammar of the learner's L1. There's also evidence that learners can go beyond the confines of their L1 grammar and attain native-like competence in their L2, suggesting they have access to UG structures not present in their L1. Some studies, however, have found persistent non-native-like grammatical intuitions even among advanced learners. This has been a point of debate and has sparked further debate about the extent of UG access in L2 acquisition. Yet, most researchers acknowledge the role of L1 transfer, and the debate on UG typically revolves around the extent of access rather than a complete denial of it.

In a nutshell, the Full Transfer/Full Access hypothesis offers a comprehensive framework for understanding the dynamic interplay between L1 transfer and UG access in SLA. While widely recognized and influential, like many theories in the field, it has its proponents and detractors and is one piece of the larger puzzle of how we understand second language acquisition.

2.1.5 The Prototype Account of Tense-Aspect Acquisition

Andersen (1991), Shirai (1991), Andersen and Shirai (1994), and Shirai and Andersen (1995) have used the concept of "prototype" to describe the early tense

aspect morphology. This concept, largely based on the research of cognitive psychologist Eleanor Rosch (1973), has been used to study the acquisition of vocabulary in both first language (L1) and second language (L2) learning (Bowerman 1978; Kellerman 1978; Tanaka & Abe 1985), as well as the acquisition of grammatical structure (Slobin 1981; Gass & Ard 1984). In essence, this method posits the existence of an internal framework inside a category, where some members of the category are considered more fundamental or prototypical compared to others.

The concept was first suggested in relation to natural classifications, such as the category 'bird', where usual examples include 'robin' and 'sparrow', but less typical examples include 'penguin'. Cognitively oriented linguists, such as Taylor (1989), have extended this concept to linguistic categories. Kellerman (1978) was the first to apply the concept of Second Language Acquisition (SLA) to the process of learning the polysemous word "break". In this context, physical damage, such as breaking a vase, is considered more usual than metaphorical devastation, such as breaking one's heart. The concept may be applied to the process of acquisition in a direct way – typical members of a category are acquired sooner than less typical ones. This is in line with Taylor (1989), claiming that learner acquires central member first, then gradually extends to marginal ones.

For the acquisition of tense-aspect morphology, Shirai (1991), Andersen and Shirai (1994), and Shirai and Andersen (1995) proposed that the association between inherent aspect and verb morphology in the acquisition of tense-aspect morphology can be explained by the sequence of acquiring linguistic categories 'past tense' and 'progressive aspect' from the prototype to peripheral members. The study examined the data from CHILDES (Child Language Data Exchange System, MacWhinney, Snow 1990) consisting of the transcribed speech samples of three children acquiring English. The study looked at the early stages of longitudinal development of tense aspect morphology, determining the frequency of progressive morpheme creation (Shirai and Andersen, 1995).

The result reveals that the prototype past tense is used to depict a circumstance that is punctual, telic, and resulting in an observable outcome. In other words, it often refers to an immediate occurrence that leads to a noticeable consequence. Hence, the fundamental cause for the robust link between past tense morphology and accomplishment verbs is as follows. Similarly, the first progressive form that learners often acquire is the 'action-in-progress'. The present continuous meaning is achieved when the progressive marker is added to activity verbs and achievement verbs. The formation of progressive meaning with achievement verbs is slower in L1 acquisition of English. This may be due to the fact that it is [+telic], which is more often linked with past tense morphology in English. Therefore, for learners, the prototype progressive is not only a representation of 'action in progress', but more precisely characterised by being dynamic and non-telic. This includes both activities and punctual activity verbs such as jump, bang, and kick, which result in iterative action in progress when progressive morphology is applied. This approach provides a clear explanation for the finding in the acquisition of English as a first language, where toddlers first use the progressive tense to express ongoing actions.

In addition, Andersen and Shirai (1995) propose that the distinction between novice learners and proficient speakers lies in their ability to deviate from the typical usage of a specific tense aspect marker. Novices are unable to break free from this prototypical usage, while experts have the capacity to impose their own perspective as speakers. Put simply, learners often only utilise basic and common forms of morphology, whereas experienced speakers are able to fully use the grammatical morphology. The use of morphology that involves habituality is a less usual instance, as predicted by Andersen and Shirai (1996), who particularly propose that the habitual usage of past and progressive forms is learnt at a later stage compared to more typical situations involving non-habitual reference.

In conclusion, the prototype theory, which is grounded in cognitive linguistics research, serves as a foundation for classifying the progressive meaning of English. It posits that learners acquire central members initially, and subsequently expand their understanding to include marginal members.

In the next section, based on the aforementioned theory, I will further discuss how English progressive meanings from central to marginal meanings are realized when construed with different lexical aspect.

2.2 The realizations of the progressive aspect in English and Thai.

2.2.1 Progressive aspect in English.

The progressive morpheme (*-ing*) is a grammatical marker in English that indicates the progressive aspect which is used to describe actions that are in progress at a specific time, emphasizing their ongoing nature. It is formed by combining the auxiliary verb "be" (conjugated according to the tense and subject) with the base form of the main verb, followed by the *-ing* ending. The progressive aspect can be used in various tenses to indicate different time frames for the action.

However, the meaning of the progressive has never been agreed upon. For example, Romer (2002), based on the British National Corpus and the Bank of English, identifies 2 main features of the progressive: [+ continuousness] and [+ repeatedness], whereas Mindt (2000) identifies nine meanings which are 1) incompleteness, 2) temporariness, 3) iterative/habit, 4) highlighting/ prominence, 5) emotion, 6) politeness/ down-toning, 7) prediction (future), 8) volition/intention (future) and 9) matter-of-course.

Additionally, Bardovi-Harlig (2012) and Andersen & Shirai (1996, p.558) has summarized the progressive aspect from prototypical progressive reading with dynamicity to its marginal derived meaning as 1) process 2) iterative 3) habitual 4) future and 5) stative progressive. The example of progressive interpretations is given below:

Process:	John is singing.
Iterative:	He is coughing.
Habitual:	I'm learning Korean this summer.

Future: I'm flying back on Friday.

Stative progressive: He is being silly.

Both the iterative and habitual meanings refer to repeated actions, but there are nuanced differences between them:

Habitual Meaning refers to actions that occur regularly or habitually over a period of time. Often indicates a general tendency or usual practice. Typically uses simple present or simple past tense (but can also use progressive in specific contexts). For example, "He smokes after dinner." (general routine) "She reads the newspaper every morning." (regular habit).

On the other hand, iterative meaning refers to actions that are repeated in a specific instance or within a limited timeframe indicating a repetition of the same action multiple times, but not necessarily as a habit. Often uses the progressive form to emphasize the repetitive nature of the action in a specific context. For example, "He's knocking on the door again and again." (repeated action in a short timeframe) "She's constantly interrupting me during our conversation." (repetitive action in this particular instance)

In summary, while both refer to actions that occur more than once, the habitual meaning is broader and indicates a routine or usual practice over time, whereas the iterative meaning is more specific, emphasizing the repetitive nature of the action within a particular context or timeframe.

For future reading, in some contexts, the present progressive can be used to indicate future plans or arrangements. For example, "We are leaving tomorrow."

For stative progressive, although stative verbs are not used in the progressive form, sometimes they can be to emphasize a temporary state or feeling. For example, "I am loving this book." "He is being silly."

Providing that Bardovi-Harlig (2012) and Andersen & Shirai (1996, p.558) has summarized the progressive readings from prototypical progressive reading with dynamicity to its marginal derived meaning readings as 1) ongoing/process 2) iterative

3) habitual 4) future and 5) stative progressive relatively. The following assumptions have been developed on the basis of this thorough review of the relevant literature. The table below illustrates the use and meaning of four lexical aspects when combined with the progressive aspect morpheme (*-ing*). Each of these lexical aspects can be construed with five different readings.

Table 3 Summary of English progressive morphemes from its prototypical progressive reading with dynamicity to its marginal derived meaning when construed with different lexical type.

Lexical type	Meanings of English Progressive	Beginner	Upper beginner	Inter-mediate	Upper-intermediate	Advanced
Stative	N/A *					
	N/A*					
	N/A *					
	N/A *					
	stative progressive	unattested	unattested	unattested	unattested	attested
Activity	Ongoing	attested	attested	attested	attested	attested
	N/A *					
	Habitual	unattested	unattested	attested	attested	attested
	Future	unattested	unattested	unattested	attested	attested
	N/A*					
Accomplishment	Ongoing	attested	attested	attested	attested	attested
	N/A *					
	Habitual	unattested	unattested	attested	attested	attested
	N/A *					
	N/A *					
Achievement	N/A *					
	Iterative	unattested	attested	attested	attested	attested
	N/A *					

Lexical type	Meanings of English Progressive	Beginner	Upper beginner	Inter-mediate	Upper-intermediate	Advanced
	Future	unattested	unattested	unattested	attested	attested
	N/A *					

- N/A * means the interpretation of English progressive morpheme (-ing), when construed with different lexical type, is not possible due to its semantic incompatibility - "attested" means the meaning of English progressive morpheme (-ing), when construed with different lexical type, is acquired.

Based on the information shown in the table above, it can be conditional that the learning of various meanings of the progressive morpheme (-ing), associated with four aspectual verb classes, the acquisition follows a sequential and hierarchical pattern. The construal suggest that learners acquire meanings that are simpler and more basic at an earlier stage in their learning, followed by meanings that are more nuanced and sophisticated as they become more proficient. These insights will be put to use in the development of the hypothesis that will be presented in Chapter 3.

2.2.2 Progressive aspect in Thai

When it comes to verb tenses and aspects, the Thai language exhibits distinctive characteristics. Thai language doesn't express verb tenses and aspect in the way that English do. The progressive aspect in English indicating a continuous action in vary readings as mentioned previously does not have a direct equivalent representation in standard Thai grammar. Thai often relies on context and additional words to indicate the time of an action (Iwasaki & Ingkaphirom, 2005). A prevalent method in Thai to indicate an ongoing action involves prefixing the verb with the term *kamlan*, and to underscore the progressive nature of an action, the term *jù:* is post fixed. Thus, *jù:* is the post-verbal aspect marker while *kamlan* is pre-verbal (Scovel, 1976). Additionally, both *kamlan* and *jù:* can co-occur and emphasizes a continuous situation (Iwasaki & Ingkaphirom, 2005).

In 2007, P. Kullavanijaya and W. Bisang further analyze their co-occurrences with various verbs and states of affairs, reinforcing the idea of *kamlan* as a progressive aspect marker and *jù:* as a continuative aspect marker, which is in line with the research results advocated by Boonyapatipark (1983). She provides a detailed analysis of the Thai aspect markers *kamlan* and *jù:* emphasizing their roles in conveying different nuances of time and attention. *Kamlan* is identified as a progressive marker, highlighting ongoing situations at a specific reference time. The use of *kamlan* indicates that the speaker's attention is centered on an activity or state that is unfolding at the moment of speech or another designated time. In contrast, *jù:* functions as a continuative aspect marker, allowing the speaker to portray a situation as extending across time, rather than being confined to a particular moment. Boonyapatipark also suggests a potential evolutionary path for *jù:*, proposing that it may have developed from its original form as a verb through a process of grammaticalization, while maintaining a clear semantic connection to its roots.

Tansiri (2007) adds another layer to the field; he studied the interaction between grammatical aspect (*kamlan* and *jù:*) and lexical aspect in alternating intransitive constructions in Thai. According to his investigation, he asserted that in the Thai language, both *kamlan* and *jù:* serve as markers of imperfective viewpoint aspect. These two markers interact with situation aspect at the phase of the situation without any reference to the boundaries.

However, they can be differentiated from one another in terms of the semantics of the forms themselves as well as the semantics of the phase that the forms profile. On the one hand, *kamlan* functions as a dynamic imperfective viewpoint-aspect marker in that it profiles the dynamic phase of the situations and construes them as ongoing processes (as shown in figure 3). On the other hand, *jù:* functions as a stative imperfective aspect marker (figure 4). As opposed to *kamlan*, *jù:* is capable of profiling either a static or a dynamic phase of an atelic situation. When *jù:* co-occurs with a static situation, the situation is construed as a continuing state up to the reference time or

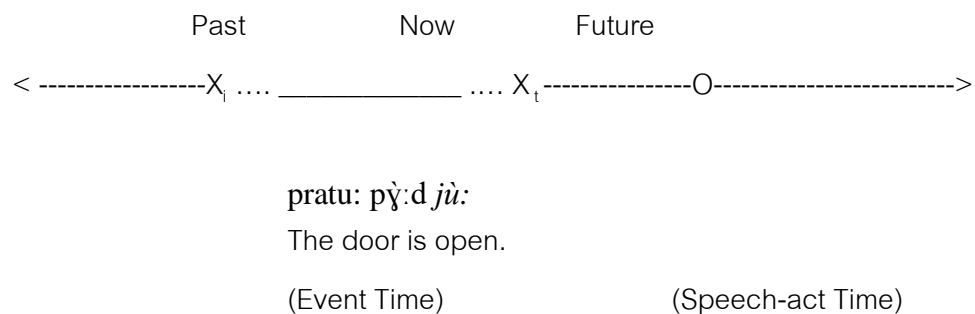
speech-act time (11a). If *jù:* co-occurs with a dynamic one, it denotes the progressive situation, which is considered as stative (11b).

- (11) a. **pratu:** *kamlan* **pỳ:d**
 door PROG open
 Door is being open.
- b. **pratu:** **pỳ:d** *jù:*
 door open PROG
 Door is open.

Figure 2.3 Internal temporal constituency of speaker's viewpoint (*kamlan*)



Figure 2.4 Internal temporal constituency of speaker's viewpoint (*jù:*)



Nevertheless, Burapachep (2013) proposes significant variations in the behaviour of the *kamlan*, *jù:* marker. The use of *kamlan* indicates that the speaker is

directing their attention towards the current situation at a specific moment, rather than perceiving it as an ongoing event. Therefore, *kamlan* is suitable for situations that occur within a brief timeframe. However, when using the word *jù:* the speaker perceives a situation as ongoing or extending over time, rather than focusing on a specific moment. Therefore, the use of the continuative form is not suitable for very short time periods, but rather for situations that involve a long duration. It is also used with adverbials that indicate a length of time.

Based on the previous discussion, it can be inferred that *kamlan* is mostly focused on the middle phase of the event, rather than the start or end stages. Conversely, when using the marker *jù:* the speaker recognizes the beginning or finishing stages, and that the two markers are not interchangeable.

I, therefore, present "x time" diagnostics. I argue that this test reveals the subtle differences between *kamlan* and *jù:*. Consider the following sentences.

(12) a. *tɛ^hǎn kamlan wîŋ sam tɛ^hû:amo:ŋ
 I PROG run three hours
 I am running for three hours.

b. tɛ^hǎn wîŋ jù: sam tɛ^hû:amo:ŋ
 I run PROG three hours
 I have been running for three hours.

c. *tɛ^hǎn kamlan wîŋ jù: sam tɛ^hû:amo:ŋ
 I PROG run PROG three hours
 I am running for three hours.

d. *tɛ^hǎn kamlan p^hǎ:m sam du:an
 I PROG thin three months

I am being thin.

- e. $t\epsilon^h\check{a}n$ $p^h\check{o}:m$ $j\grave{u}:$ sam $du:an$
 I thin PROG three months

I am being thin for thr.

- f. $*t\epsilon^h\check{a}n$ $kamlan$ $p^h\check{o}:m$ $j\grave{u}:$ sam $du:an$
 I PROG thin PROG three months

I am being thin.

The analysis of the test indicates that sentence (12a, 12d) is ungrammatical when use the term *kamlan* with distinct time periods. It highlights only the continuous aspect of the activity. This suggests that *kamlan* cannot co-occur with specific durations, emphasizing merely the ongoing nature of the action. On the other hand, sentence (12b, 12e) with the term *jù:* is acceptable and indicates a situation where the action (running) and the state (being thin) has been ongoing for a certain duration. This supports the idea that *jù:* can be used to highlight the temporal extent of an action. Besides, *jù:* can be correctly used to express the duration of a state, suggesting that *jù:* might be more flexible in expressing both dynamic actions and static conditions over time. For sentence 12c and 12f are also marked incorrect due to the meaning of *kamlan* is unsuitable for expressions involving duration of states.

Table 4 Summary of "x time" diagnostics.

Aspectual Markers	Punctuality [+punctual]	Duration[+durative],
$kamlan$	✓	✗
$j\grave{u}:$	✗	✓

Based on the results of the test, I propose that *kamlan* is associated with the notions of punctuality [+punctual] but not duration [-durative], and that *jù:* is associated with the notion of durative[+durative] but not punctuality [-punctual].

It is worth noting here that in my study, I'm examining the constructions of imperfectivity in Thai, which features two morphemes - *kamlan* and *jù:* - that appear to convey imperfective aspects. The construction examined is a typical transitive construction which is referred to a sentence that follows the Subject-Verb-Object (SVO) order and includes a direct object is known as a transitive construction. This type of construction requires a transitive verb, which is a verb that necessitates an object to complete its meaning. Regarding the compatibility of these two grammatical aspectual markers with each type of lexical aspect, I will address the topic after the subsequent section.

In addition, in Tansiri (2007) study, he classified the lexical aspect based on their inherent temporal properties in terms of their dynamics [± dynamic], natural endpoint [±telic], duration [± durative], and the emergence of new state [± new state]. The following is a summary of a semantic analysis of the meaning of each category, and along with an evaluation of the degree to which each lexical category corresponds to the grammatical aspects of *kamlan* and *jù:*.

Table 5 Summary of the Interaction between grammatical aspect (*kamlan* and *jù:*) and lexical aspect

Lexical aspect		Aspectual meaning	
		<i>kamlan</i>	<i>jù:</i>
1	Activity [+ dynamic] [- telic] [+durative]	Profile on the dynamic phase indicating that it happens at a reference time/time of utterance.	Profile on the dynamic phase indicating that it happens at a reference time/time of utterance.

Lexical aspect		Aspectual meaning	
		<i>kamlan</i>	<i>jù:</i>
2	Semalfactive		
	2.1 one-time occurrence [+ dynamic] [+ telic] [- durative] [- new state]	-	-
	2.2 iterative [+ dynamic] [+ telic] [- durative] [- new state]	Profile on the dynamic phase indicating that it occurs repeatedly at a reference time or time of utterance.	Profile on the dynamic phase indicating that it occurs repeatedly at a reference time or time of utterance.
3	State		
	3.1 transitory state [- dynamic] [± telic] [+durative]	-	Profile on the dynamic phase indicating that it still occurs or occurs repeatedly at a reference time or time of utterance.
	3.2 inherent state [- dynamic] [- telic] [+durative]	-	-
4	Accomplishment		
	4.1 Accomplishment/ transitory state [+ dynamic]	Profile on the dynamic phase indicating that it happens at a reference	Profile on the dynamic phase indicating stative progressive that still

Lexical aspect	Aspectual meaning	
	<i>kamlaj</i>	<i>jù:</i>
[+ telic] [+durative]	time or time of utterance.	happens at a reference time or time of utterance.
4.2 Accomplishment/ inherent state [+ dynamic] [+ telic] [+durative]	Profile on the dynamic phase indicating that it happens at a reference time or time of utterance.	-
5	Achievement	
5.1 Achievement/ transitory state [+ dynamic] [+ telic] [- durative] [+ new state]	-	Profile on the dynamic phase with durative indicating stative progressive that still happens at a reference time or time of utterance.
5.2 Achievement/ inherent state [+ dynamic] [+ telic] [- durative] [+ new state]	-	-

From table 5, it can be explained that Tansiri classifies verbs into five categories as follows.

1. Activities

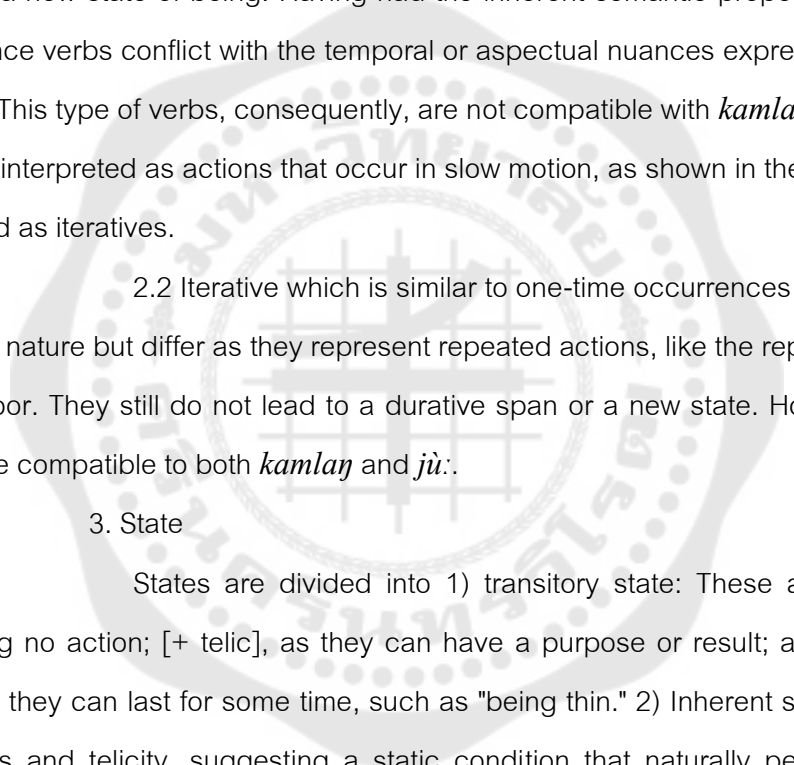
Activities are categorized as [+ dynamic], indicating they involve action and are not static; [- telic], meaning they do not have an inherent endpoint or goal within their structure; and [+ durative], suggesting they can extend over a period of time.

This category captures ongoing, unbounded actions without a specified conclusion. Activity verbs are well corresponded to both *kamlan* and *jù*:

2. Semalfactive

Semalfactive are split into two subcategories:

2.1 one-time occurrence: These are [+ dynamic], showing action; [+ telic], as they aim towards a specific, singular outcome; [- durative], indicating they occur momentarily without a prolonged duration; and [- new state], meaning they do not result in a new state of being. Having had the inherent semantic properties of one-time occurrence verbs conflict with the temporal or aspectual nuances expressed by *kamlan* and *jù*:. This type of verbs, consequently, are not compatible with *kamlan* nor *jù*:, unless they are interpreted as actions that occur in slow motion, as shown in the film or they are redefined as iteratives.

2.2 Iterative which is similar to one-time occurrences in their dynamic and telic nature but differ as they represent repeated actions, like the repetitive knocking of the door. They still do not lead to a durative span or a new state. However, Iterative verbs are compatible to both *kamlan* and *jù*:.


3. State

States are divided into 1) transitory state: These are [- dynamic], indicating no action; [+ telic], as they can have a purpose or result; and [+ durative], meaning they can last for some time, such as "being thin." 2) Inherent state: These lack dynamics and telicity, suggesting a static condition that naturally persists over time without aiming towards an endpoint.

4. Accomplishment

Accomplishments are events that are [+ dynamic], involving action; [+ telic], directed towards achieving a goal; and [+ durative], extending over time until reaching a conclusion. They are further divided into 1) transitory state that leads to a change or achievement that concludes the action, and 2) inherent state: Similar to the first, but the focus might be on achieving a state that is more permanent or inherent by nature.

5. Achievement

Achievements also have two subcategories, both of which are [+ dynamic] and [+ telic], indicating action-oriented, goal-directed events. However, they are [- durative], meaning they occur instantaneously, and [+ new state], signifying that their completion results in a new state of being. The distinction between transitory and inherent states within achievements could relate to the nature of the new state being either temporary or more permanent.

However, the aforementioned analysis focuses on the lexical aspect of the situations denoted by alternating intransitive constructions, which could result in outcomes that are distinct from those produced by other constructions.

Based on revealed literature, and combining those perspectives about Thai grammatical aspect, I structure the followings for my research. First of all, the research will examine three constructs in which *kamlaŋ* and *jù:* are positioned differently: pre-verbal, post-verbal, and co-occurring as shown in a-c below.

- a. *kamlaŋ* + v
- b. verb + *jù:*
- c. *kamlaŋ* + verb + *jù:*

The study, initially, categorizes verbs based on their semantic attributes of [+ dynamic] [+ telic] [+ durative] into four groups of 1) activity 2) stative 3) accomplishment and 4) achievement as to aligns with Vendler's aspectual classifications applied for the investigation of English progressive morpheme.

Regarding the evaluation of the degree to which each lexical category corresponds to the grammatical characteristics of *kamlaŋ* and *jù:*, the compatibility is discuss below.

6. Activity

Activities captures ongoing, unbounded actions without a specified conclusion. Activity verbs are well corresponded to both *kamlaŋ* and *jù:*, as in (13a-13c).

- (13) a. *teǎn* *kamlaj* *wîŋ*
 I PROG run
 I am running.
- b. *teǎn* *wîŋ* *jù:*
 I run PROG
 I am running.
- c. *teǎn* *kamlaj* *wîŋ* *jù:*
 I PROG run PROG
 I am running.

7.State

States are categorized into 1) transitory states, which are dynamic, telic, and durative. 2) Inherent state: These lack dynamics and telicity, indicating a static situation that naturally endures without progressing towards a specific goal. Transitory states, which are temporary and may change over time, can be expressed using both grammatical aspects *kamlaj* and *jù:*, as in 14a-14c, reflecting their temporary nature (He is drafted to serve as a soldier for a certain period only). In contrast, inherent states, which are permanent and unchanging characteristics of an entity, are not compatible with neither of the terms as demonstrated in 15a-15c.

- (14) a. *khǎu* *kamlaj* *pen* *táħǎ:n*
 He PROG is soldier
 He is a soldier.
- b. *khǎu* *pen* *táħǎ:n* *jù:*
 he is soldier PROG
 He is a soldier.
- c. *khǎu* *kamlaj* *pen* *táħǎ:n* *jù:*
 he PROG is soldier PROG
 He is a soldier.

- (15) *a. *tcǎn kamləŋ* pen *pɦu:jǐŋ*
 I PROG am woman
 I am being a woman.
- *b. *tcǎn* pen *pɦu:jǐŋ* *jù:*
 I am woman PROG
 I am being a woman.
- *c. *tcǎn kamləŋ* pen *pɦu:jǐŋ* *jù:*
 I PROG am woman PROG
 I am being a woman.

8. Accomplishment

Accomplishments are defined by their [+dynamic] nature, signifying action; [+telic] aspect, denoting a purpose or goal; and [+durative] quality, implying they unfold over time until an outcome is achieved. Accomplishment verbs permit both *kamləŋ* and *jù:*, as in (16a-16c).

- (16) a. *tcǎn kamləŋ* *khǐ:an i:me:w*
 I PROG write email
 I am writing an email.
- b. *tcǎn khǐ:an i:me:w jù:*
 I write email PROG
 I am writing an email.
- c. *tcǎn kamləŋ* *khǐ:an i:me:w jù:*
 I PROG write email PROG
 I am writing an email.

9. Achievement

Achievements also have two subcategories: one-time occurrence and iterative, both of which are [+dynamic] and [+telic], indicating action-oriented, goal-directed events. However, they are [-durative], meaning that they denote actions that are instantaneous and occur only once, or actions that are characterized by a single, brief occurrence. Having had the inherent semantic properties of quick

occurrence with no prolonged duration verbs conflict with the temporal or aspectual nuances expressed by *kamlaj* and *jù:*. This type of verbs, consequently, are not compatible with *kamlaj* nor *jù:*, as seen in (17a-17c), unless they are interpreted as actions that occur in slow motion, as shown in the film or they are redefined as iteratives (see 18).

- (17) *a. *teǎn kamlaj* *krəphrɨb* ta: (nùŋkʰəŋ)
 I PROG blink eye (once)
 I am blinking.
- *b. *teǎn* *krəphrɨb* ta: (nùŋkʰəŋ) *jù:*
 I blink eye (once) PROG
 I am blinking.
- *c. *teǎn kamlaj* *krəphrɨb* ta: (nùŋkʰəŋ) *jù:*
 I PROG blink eye (once) PROG
 I am blinking.

Vis-à-vis iterative which is similar to one-time occurrences in their dynamic and telic nature but differ as they represent repeated actions, like the repetitive knocking of the door. They still do not lead to a durative span or a new state. However, iterative verbs are compatible to both *kamlaj* and *jù:*, as in (18a-18c).

- (18) a. *khəu kamlaj* *kʰó* pratu:
 He PROG knock door
 He is knocking on the door.
- b. *khəu* *kʰó* pratu: *jù:*
 He knock door PROG
 He is knocking on the door.
- c. *khəu kamlaj* *kʰó* pratu: *jù:*
 He PROG knock door PROG

He is knocking on the door.

As a result of the analysis presented above, it is possible to summarize it as shown in the table below.

Table 6 Summary of the Interaction between grammatical aspect (*kamlan* and *jù:*) and lexical aspect

Interaction between grammatical aspect (<i>kamlan</i> and <i>jù:</i>) and lexical aspect				
Lexical aspect		Grammatical aspect		
		<i>kamlan</i>	<i>jù:</i>	<i>kamlan</i> and <i>jù:</i>
1	Activity	✓	✓	✓
2	State			
	2.1 transitory state	✓	✓	✓
	2.2 inherent state	✗	✗	✗
3	Accomplishment	✓	✓	✓
4	Achievement			
	4.1 one-time	✗	✗	✗
	4.2 iterative	✓	✓	✓

The content previously discussed sets the foundation for the structure of the examination which will be outlined in Chapter Three.

2.2.2.1 Verbs vs adjectives in Thai

The issue of whether Thai has a distinct lexical category for "adjectives" that is distinct from the category of verbs has been a topic of vigorous discussion in the area of grammatical analysis of the language. Sookgasem (1996) contends that Thai incorporates adjectives as a distinct lexical category, which aligns with Schachter's (1985) assertion that Thai, as a "isolating" language, lacks morphological markers for inflections and conjugations. The copula is only used with nominal complements. Upon

examining the word classes in Thai using the criteria often used to European languages, it becomes apparent that Thai is a prime example of a "adjectival-verb language," where there is no distinction between verbs and adjectives.

However, Prasithratsint (2000) argues that the linguistic elements often identified as adjectives in Thai should really be classified as verbs because of their comparable syntactic patterns. Classifying word classes in Thai, a language without morphological marks, is not a simple task. The group that sparks the greatest discussion is often referred to as adjectives. These words are classified as adjectives due to their semantic and functional characteristics, however they also bear similarities to verbs. Upon analysing their syntactic distribution and behaviour, it becomes evident that these adjectives operate in a nearly similar manner as verbs in significant syntactic contexts. Both may function as sentence predicates and change nouns. These forms manifest in negative and imperative forms, and they also share aspect markers and nominalizers.

Additionally, they may be amplified or compared. They also appear along with classifiers inside noun phrases. Therefore, it has been shown that Thai does not possess a separate category for adjectives, but instead considers them to be a subclass of verbs, which is common in languages that do not have unique adjectival forms. Mutsui (2007) presents the argument that Thai distinguishes between verbs and adjectives by analysing state-denoting predicates such as 'know', 'drunk', and 'beautiful' in detail. Mutsui classifies these predicates into two separate lexical categories and further subdivides state-denoting verbs into intrinsically stative and inchoative stative, proposing a more complex methodology for word classification in Thai.

In my study, the categorization of adjectives in Thai does not need to conform to a binary choice between recognizing them as distinct or non-distinct from verbs. Without the need to rigidly classify Thai's lexical categories according to Western linguistic norms. This perspective not only enriches our understanding of Thai-English language transfer but also contributes to broader discussions on cross-linguistic influence and the dynamic nature of language learning. Instead, the research highlights the importance of understanding the fluid and overlapping nature of grammatical

categories in Thai when analyzing language transfer in Thai learners of English. By adopting this flexible approach, the study effectively captures the nuanced ways in which L1 grammatical structures can influence L2 language acquisition.

2.3 Previous related study

As mentioned at the beginning of the chapter that the theoretical grounding for this research framework is rooted in the Aspect Hypothesis (AH) for the first research question and the Full Transfer/Full Access (FT/FA) Hypothesis for the second research question. The forthcoming sections will cover previous research on the Aspect Hypothesis and then move to the Full Transfer/Full Access (FT/FA) Hypothesis.

2.3.1 Study related to the Aspect Hypothesis:

Significant investigations into the AH across various contexts and native language backgrounds have been conducted. A notable recent study by Díez-Bedmar (2021) examined the use of the progressive aspect in a longitudinal learner corpus, focusing on its frequency with dynamic verbs and the avoidance of its overextension to stative verbs. The study found that Spanish learners frequently used the progressive aspect, with usage declining as proficiency increased, aligning with previous research that associates the progressive with activity verbs.

Research by Alzahrani & Othman (2020) among Arab EFL learners supported the AH, showing a pattern in the use of the progressive *-ing* form that aligns with activities, accomplishments, achievements, and least with statives, across both beginner and advanced levels. Similarly, a cross-sectional study by Qian (2015) on Chinese and Mongolian college students supported the AH, demonstrating a prototypical correlation between tense-aspect markers and lexical aspects. The past tense marking (*-ed*) and accomplishments, the progressive tense marking (*-ing*) and activities, and the present tense marking (*-s*) and states. They also confirm the influence of lexical aspect on the use of tense-aspect makers. Although during the early stages of tense-aspect morphological development, learners associate and use the progressive marking with Activities, and at later the stages of development, the initial strong prototypical association is progressively extended first to less prototypical verb types

(Accomplishments for progressive) and then to other predicate types. However, the progression of these associations across proficiency levels was not clearly defined.

Contrary to these findings, some studies have presented evidence challenging the AH. McManus (2013) found that proficiency level influences the prototypical effects in French L2 learners from English and German backgrounds, with advanced learners showing a stronger preference for prototypical mappings. Vraciu (2013) revealed an unexpected distribution of the progressive form towards punctual and telic predicates, suggesting a complexity in the use of the progressive that goes beyond the predictions of the AH. Muñoz and Gilabert (2011) also found discrepancies in the expected associations of the progressive aspect with different verb predicates in narrative and interview tasks.

Despite the extensive research on the progressive aspect and the AH, there is a notable gap in understanding its acquisition among Thai EFL learners. This study aims to bridge this gap by examining how Thai learners of English acquire the progressive aspect morpheme (*-ing*) across four aspectual verb classes, from its prototypical progressive reading with dynamicity to its marginal derived meaning, thereby contributing to a more comprehensive understanding of the Aspect Hypothesis.

2.3.2 Study related to the Full Transfer/Full Access Hypothesis (FT/FA):

There are many studies that have explored various dimensions of the FT/FA hypothesis, examining its applicability across different languages, and learning environments. These investigations have employed a range of methodologies, including longitudinal studies, cross-sectional analyses, and experimental designs, to scrutinize the dynamics of L1 transfer and the role of UG in L2 acquisition. The findings from these studies have contributed to a better understanding of the initial stages of language learning, the challenges encountered by learners, and the strategies they employ to achieve proficiency in L2. Examples of the research related to the Full Transfer/Full Access Hypothesis (FT/FA), refer to the following.

Slabakova's (2000) study delves into the influence of first language (L1) on the acquisition of second language (L2) grammar, focusing on how native speakers of Spanish and Bulgarian learn the concept of telicity in English. The research highlights the significant role of L1 in the learning process, particularly in the domain of telicity marking in English, a grammatical aspect that denotes the completion of actions within verb phrases. By employing a cloze test to assess the proficiency levels of participants, the study ensures a comparable baseline across both Spanish and Bulgarian learners, revealing that proficiency did not significantly vary between the groups. The aspectual interpretation task further demonstrated that while Spanish learners and native English speakers could significantly differentiate between telic and atelic sentences, Bulgarian learners struggled to make this distinction. This suggests that the alignment of L1 grammar with English, especially in marking telicity, facilitates a more effective transfer of knowledge to L2 learning, with Spanish learners showing a closer alignment to native English speaker patterns than their Bulgarian counterparts.

The methodology employed in the study includes the Cloze Test for Proficiency Assessment and the Aspectual Interpretation Task, which involved evaluating sentences on a seven-point scale to judge the naturalness of clause combinations. This experimental approach aimed to test the hypothesis of first-language transfer in second-language acquisition, focusing on the nuanced understanding of telicity through the analysis of 12 test sentences under telic and atelic conditions, alongside 16 filler sentences. The results of this task provided insights into the participants' grasp of telicity in English, underscoring the impact of native language differences on the learning of second-language grammatical features. The findings support the hypothesis that L1 grammar significantly influences L2 grammatical feature acquisition, highlighting the importance of L1 transfer in the domain of telicity marking and illustrating the variations in learners' ability to internalize the telic-atelic distinction based on their native language.

In addition Prevost & White (2000) investigate the acquisition of verb raising in French by L1 English speakers, arguing for the Full Transfer/Full Access Hypothesis (FTFA). They challenge the Missing Surface Inflection Hypothesis (MSIH) by demonstrating that learners, while initially transferring their L1 verb placement rules leading to errors, gradually overcome them and achieve accurate verb raising. Analyzing data from 24 learners, the authors show systematic error patterns reflecting L1 influence followed by development of L2-specific rules. Learners even succeed in complex structures, suggesting access to both L1 transfer and Universal Grammar (UG) principles. While focusing on a specific population and feature, the study provides valuable evidence supporting FTFA, highlighting the role of both L1 transfer and UG in L2 acquisition.

Besides, YANG Shu-yi (2014) supports the Full Transfer/Full Access (FT/FA) Hypothesis. This research explored how first language (L1) transfer affects the comprehension of Chinese noun-noun compounds among second language (L2) learners with English and Thai as their L1s. The study investigated two specific features within these compounds: the position of the modifier and the head, and the expression of semantic relations, which are predicted by the FT/FA Hypothesis. The findings revealed that L1 English learners, particularly at a low proficiency level, outperformed their L1 Thai counterparts in overall comprehension and in the interpretation of compounds expressing the LOCATED semantic relation. However, L1 Thai learners performed comparably to L1 English learners in interpreting compounds with the HAS semantic relation, suggesting that L1 transfer effects are modulated by input frequency. As their proficiency in Chinese improved, L1 Thai learners made significant progress, indicating that learners can indeed reset the target language features according to the FT/FA Hypothesis. This supports the hypothesis by showing that initial L1 transfer occurs and that adjustments are made based on L2 input, with the role of L1 gradually diminishing as proficiency increases.

The study also emphasized the importance of considering the specific linguistic structures and the frequency of L2 input in understanding the process of L2 acquisition, aligning with the FT/FA Hypothesis's claim that all features of L1 are initially transferred to the interlanguage, and that learners have full access to universal grammar, enabling them to reset their interlanguage grammar based on L2 input.

However, there is evidence from several studies that provides evidence against the Full Transfer/Full Access hypothesis in second language acquisition. From a study of Swedish learners of German, Håkansson (2001) presented a critical examination of the Full Transfer/Full Access model in second language acquisition. This model posited that learners used their native language grammar as the initial framework for learning a second language, suggesting a direct transfer of syntactic rules from the first to the second language. Through a focused study on Swedish learners of German, the paper challenged this notion by arguing that second language learners did not fully transfer their native language's syntactic rules to the new language. Instead, it suggested that learners constructed a new grammatical system that, while influenced by their first language, was developed independently.

The methodology employed in the study involved a detailed analysis of the syntactic structures used by Swedish learners of German, comparing these with the structures used by native German speakers. The research specifically targeted verb placement and sentence structure, areas where Swedish and German grammars diverged significantly. Through linguistic tests and error analysis, the study provided empirical evidence showing that while Swedish learners initially applied some syntactic rules from their native language when constructing German sentences, they gradually adapted to the syntactic norms of German. This adaptation process indicated that learners went through universal developmental stages in acquiring a second language, which involved forming a new grammatical system rather than relying entirely on the grammar of their first language. This research aligns with another study conducted the following year, which found that Swedish learners of German did not transfer the verb-second structure from their L1 to the L2. Instead, they started with canonical word order

and subsequently produced an intermediate structure that was ungrammatical in both the L1 and L2. These findings supported the idea of a developmentally moderated transfer and clearly contradicted the Full Transfer/Full Access hypothesis. (Håkansson et al., 2002)

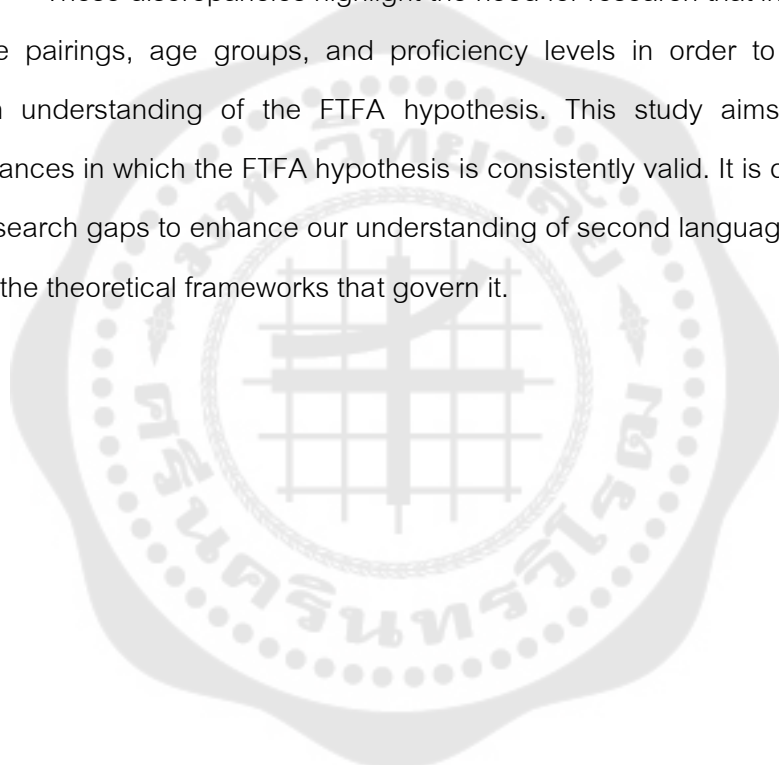
In addition, Leung (2005) compared the initial state of second language acquisition (L2A) and third language acquisition (L3A) from the generative linguistics perspective, focusing on the acquisition of the Determiner Phrase (DP) in French by two groups: Vietnamese monolinguals (L2 learners) and Cantonese-English bilinguals (L3 learners). The findings suggested full transfer of L1 in the L2 initial state and partial transfer of L2 in the L3 initial state, challenging the Full Transfer Full Access (FTFA) hypothesis by demonstrating that transfer in L3A does not always come from L1.

Bardel & Falk (2007) investigated the placement of sentence negation in third language acquisition (L3), arguing for a qualitative difference between the acquisition of a second language (L2) and an L3. The findings indicated that syntactic structures were more easily transferred from L2 than from L1 in the initial state of L3 acquisition, providing counter-evidence to the Developmentally Moderated Transfer Hypothesis (DMTH) and challenging the notion of syntactic transfer from L2 to L3 as proposed by the Full Transfer/Full Access hypothesis.

Ellis et. al. (2012) presented preliminary data from adults learning Afrikaans as a second language, challenging the FTFA hypothesis. The findings suggested complexities in the role of Universal Grammar and the initial state of L2 acquisition that did not fully align with the FTFA hypothesis, indicating that the process might be more nuanced than previously thought. This study explored the initial state of second language (L2) acquisition and the possibility of parameter resetting when the value of a certain parameter differed between the learner's first language (L1) and the target L2. The Full Transfer Full Access hypothesis (FTFA) suggested that the learner's L1 grammar, including L1 parameter settings, constituted the initial state of L2 acquisition (full transfer), and that the L2 learner had access to Universal Grammar in its entirety, allowing for parameter resetting in L2 acquisition (full access).

Mahbube & Jabbari (2016), addressed the initial stages of adult third language (L3) syntactic transfer, comparing it with fourth language (L4) acquisition. The study tested various models, including Full Transfer/Full Access (FT/FA), and found evidence that challenged the FT/FA model, particularly in the context of L3 and L4 acquisition. The results suggested that syntactic transfer might obtain differently depending on whether the language being acquired was an L3 or an L4, with typological proximity and L2 status affecting syntactic transfer.

These discrepancies highlight the need for research that include a variety of language pairings, age groups, and proficiency levels in order to provide a more thorough understanding of the FTFA hypothesis. This study aims to uncover the circumstances in which the FTFA hypothesis is consistently valid. It is crucial to address these research gaps to enhance our understanding of second language acquisition and improve the theoretical frameworks that govern it.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter looks into the study of interlanguage morphosyntax acquisition stage, focusing on the explanation for the use of the progressive aspect morpheme (*-ing*) in English. The study sought to understand its morphosyntax and semantic interaction with the lexical aspects across different proficiency levels of Thai learners of English. Another focal issue this research addresses was the interpretation mismatch of the progressive morpheme between English and Thai.

To comprehensively investigate this phenomenon, three distinct tasks were implemented: the Grammaticality Judgment Task (GJT), the Elicited Production Task (EPT), and Acceptability Judgment Task (AJT). These tasks were administered to five separate groups of participants to ensure a representation of each proficiency level which are beginner, upper beginner, intermediate, upper intermediate and advanced level. The outcomes of these experiments would either confirm or refute our pre-established hypotheses, which we will revisit in this chapter.

Subsequent sections will detail the research methodology adopted for this study. The guiding research questions underpinning these experiments will also be clearly outlined, setting the stage for the findings and discussions in chapter 4 and 5.

3.1 Restating Research Questions and Hypotheses from Chapter 1

Research questions:

1) To what extent do Thai learners of English acquire the meanings of the English progressive aspect *-ing*, shifting from its prototypical progressive readings with dynamicity to its marginal derived meanings?

2) To what extent do Thai learners of English transfer their L1 grammar to L2 in the semantic acquisition of the aspect morpheme *-ing*? Is it a full transfer, partial, or no transfer at all? How does this transfer manifest across different lexical aspects?

Hypotheses Formulated for the TWO Research Questions:

Hypotheses for Research Question 1

Hypothesis 1: Learners are able to acquire the 'ongoing' meaning of the activity verb type that is prototypical at an earlier stage in their learning, followed by meanings that are more marginal as they become more proficient.

Hypotheses for Research Question 2

Hypothesis 2: No Transfer / No Access: Learners do not transfer any properties from their L1, nor do they have access to UG. Second language development relies entirely on general cognitive mechanisms.

Hypothesis 3: No Transfer / Full Access: Learners do not utilize their L1 as a basis for acquiring the L2. However, they have full access to UG, allowing them to construct the L2 grammar independently.

Hypothesis 4: Partial Transfer / No Access: Some properties of the L1 transfer to the L2, but learners lack access to UG. Consequently, SLA is constrained to the transferred L1 properties without the guiding framework of UG.

Hypothesis 5: Partial Transfer / Full Access: Certain aspects of the L1 influence the initial state of L2 acquisition, and learners retain full access to UG. This combination allows for both L1 influence and UG-guided development in SLA.

Hypothesis 6: Full Transfer / No Access: The entire L1 grammar constitutes the starting point for L2 acquisition, but learners do not have access to UG. SLA progresses through modifications of the transferred L1 grammar without UG input.

Hypothesis 7: Full Transfer / Full Access: Learners begin with a full transfer of their L1 grammar and maintain complete access to UG. This model suggests that SLA is influenced by both L1 structures and the innate principles of UG.

3.2 Revisiting Theoretical Foundations for RQ1 and RQ2

According to the study of Bardovi-Harlig (2012) and Andersen & Shirai (1996, p. 558) the progressive readings from prototypical progressive reading with dynamicity to its marginal derived readings can be summarized as 1) ongoing/process 2) iterative 3) habitual 4) future and 5) stative progressive relatively.

In this study, the distinction between prototypical and marginal derived meanings of the English progressive morpheme *-ing* is grounded in the Prototype Account of Tense-Aspect Acquisition, as proposed by Andersen (1991), Shirai (1991), Andersen and Shirai (1994), and Shirai and Andersen (1995). Drawing on cognitive linguistic theory and the foundational work of Eleanor Rosch (1973), this account posits that learners do not acquire linguistic categories in an all-or-nothing manner but rather proceed from central, highly typical instances toward more peripheral, less typical ones. In this framework, linguistic categories such as tense and aspect have internal structure, where some forms are cognitively and functionally more basic (prototypical) and thus acquired earlier, while others are more contextually complex or infrequent, and acquired later.

In the case of the progressive aspect, the prototypical meaning refers to the ongoing, action-in-progress reading that typically occurs with activity verbs which are both dynamic and atelic, aligning closely with the grammatical function of the progressive to indicate unfolding events. According to data from both L1 (CHILDES) and L2 studies (Shirai & Andersen, 1995; Bardovi-Harlig, 2000), learners most frequently acquire progressive forms in contexts where these features converge due to the transparent combinations of [-telic, +dynamic] predicates with progressive morphology. These align with what Shirai and Andersen (1995) describe as the "core" usage of the progressive that requires minimal semantic coercion and aligns closely with perceptual experience.

In contrast, marginal derived meanings arise when the progressive aspect is applied to verb types that are less semantically compatible with ongoingness, requiring learners to override default lexical-aspect associations, for example, Iterative progressive, Habitual progressive, Future progressive, Stative progressive. Such uses are considered non-prototypical because they represent extensions of the core meaning through semantic coercion or reinterpretation. For example, stative verbs are typically [+static, -dynamic] and resist progressive marking in their default interpretation (e.g. *rude*), yet English allows them under certain pragmatic conditions to express

temporariness (e.g., *you're being rude to me!*). The Prototype Theory accounts for the difficulty that L2 learners face with these readings: beginner learners tend to remain within the bounds of the prototypical category, while more proficient learners gradually extend their understanding to include these less typical, pragmatically conditioned uses (Andersen & Shirai, 1996).

Importantly, Andersen and Shirai (1995) also highlight that what differentiates beginners from advanced speakers is their capacity to break away from the prototypical form-function mappings. Novice learners are typically constrained by core meanings (e.g., progressive = ongoing activity), whereas advanced learners demonstrate greater flexibility, using progressive morphology for nuanced interpretations such as habituality or future planning. This developmental trajectory aligns with the general cognitive principle that category extension, from central to peripheral members, is gradual and sensitive to input frequency, semantic compatibility, and cognitive salience.

The following hypotheses have been developed on the basis of this thorough review of the relevant literature. As mentioned in Chapter 2, the table below illustrates the use and meaning of four lexical aspects when combined with the progressive aspect morpheme (*-ing*). Each of these lexical aspects can be construed with five different readings, as displayed in Table 7

Table 7 Summary of the hypotheses for the acquisition of English progressive morphemes from its prototypical progressive reading with dynamicity to its marginal derived meaning when construed with different lexical type.

Lexical type	Meanings of English Progressive	Beginner	Upper beginner	Inter-mediate	Upper-intermediate	Advanced
Stative	N/A *					
	N/A*					
	N/A *					
	N/A *					
	stative progressive	unattested	unattested	unattested	unattested	attested
Activity	Ongoing	attested	attested	attested	attested	attested
	N/A *					
	Habitual	unattested	unattested	attested	attested	attested
	Future	unattested	unattested	unattested	attested	attested
	N/A*					
Accomplishment	Ongoing	attested	attested	attested	attested	attested
	N/A *					
	Habitual	unattested	unattested	attested	attested	attested
	N/A *					
	N/A *					
Achievement	N/A *					
	Iterative	unattested	attested	attested	attested	attested
	N/A *					
	Future	unattested	unattested	unattested	attested	attested
	N/A *					

Based on the information shown in Table 3.1 above, it can be conditional that the learning of various meanings of the progressive morpheme (-ing), associated with four aspectual verb classes, the acquisition follows a sequential and hierarchical

pattern. The construal suggests that learners acquire meanings that are simpler and more basic at an earlier stage in their learning, followed by meanings that are more nuanced and sophisticated as they become more proficient.

Moreover, this study is informed by the Universal Grammar (UG) framework, which holds that language acquisition is guided by an innate set of principles. Under the Full Transfer/Full Access model (Schwartz & Sprouse, 1996), it is assumed that L2 learners begin with their L1 grammar but are still able to restructure their interlanguage through continued access to UG. This perspective provides the basis for exploring how L1–L2 differences in aspectual systems affect the acquisition of progressive aspect in English.

Schwartz and Sprouse (1996) propose FT/FA model claiming that the entirety of the L1 grammar constitutes the initial state of L2 (thus the term full transfer is used). This implies that the commencement points of acquiring a second language (L2) is fundamentally different from that of the first language (L1) acquisition. Specifically, they argue that all principles and parameter values present in the L1 grammar are immediately transferred as the initial state of a new grammatical system upon first exposure to the target language input. The initial state of the L2 system must adapt in response to target language input that is unproducible by this grammar.

According to White (2003), the acquisition of a second language is developed on UG that has already been instantiated by the learning of the first language. For this reason, in addition to the theoretical framework, the study also addresses possible influences impacted by learners' first language, which is Thai. The hypothesis 5, 6, 7, are, therefore, formulated with L1 transfer predictions. This was done in order to account for the fact that learners' first language can have an effect. In this regard, the L1 grammar transfer are predicted to affect the use of target meanings of English progressive aspect morpheme (*-ing*) and how the effects are predicted to be seen in each group of Thai learners with varied degrees of L2 competence. Specifically, the part focused on how Thai relevant interpretations are likely to have an effect on the target

meaning. Below presented are the formulated hypotheses. The following is a list of the hypotheses that were formulated.

Hypotheses for Research Question 1

Hypothesis 1: Learners are able to acquire the 'ongoing' meaning of the activity verb type that is prototypical at an earlier stage in their learning, followed by meanings that are more marginal as they become more proficient.

Hypotheses for Research Question 2

Hypothesis 2: No Transfer / No Access: Learners do not transfer any properties from their L1, nor do they have access to UG. Second language development relies entirely on general cognitive mechanisms.

Hypothesis 3: No Transfer / Full Access: Learners do not utilize their L1 as a basis for acquiring the L2. However, they have full access to UG, allowing them to construct the L2 grammar independently.

Hypothesis 4: Partial Transfer / No Access: Some properties of the L1 transfer to the L2, but learners lack access to UG. Consequently, SLA is constrained to the transferred L1 properties without the guiding framework of UG.

Hypothesis 5: Partial Transfer / Full Access: Certain aspects of the L1 influence the initial state of L2 acquisition, and learners retain full access to UG. This combination allows for both L1 influence and UG-guided development in SLA.

Hypothesis 6: Full Transfer / No Access: The entire L1 grammar constitutes the starting point for L2 acquisition, but learners do not have access to UG. SLA progresses through modifications of the transferred L1 grammar without UG input.

Hypothesis 7: Full Transfer / Full Access: Learners begin with a full transfer of their L1 grammar and maintain complete access to UG. This model suggests that SLA is influenced by both L1 structures and the innate principles of UG.

3.3 Research Methodology

The methodology was designed to yield insights into to the acquisition of the various interpretations of the English progressive aspect morpheme (*-ing*) with the interplay between morphosyntax and semantics in relation to lexical aspectual classes,

as well as the potential influence of their native language, providing a nuanced understanding of the interlanguage development in Thai learners of English.

To clarify, the principal aim of this study was to investigate the extent to which Thai learners acquire meanings of English progressive morphemes (*-ing*). This was in accordance with their proficiency level, as specified in sections 3.1 and 3.2. Additionally, the study sought to ascertain whether learners could employ their knowledge of first language grammar regarding the Thai progressive aspect to acquire those meanings of the progressive aspect in English. In other words, this research aimed to investigate the semantic transfers from Thai L1 to English L2.

L1 transfer raises the influence of a learner's first language on their use of a second language, which can be seen in their interlanguage. Thai native learners, whose first language includes the concepts of ongoing/progressive, iterative, and stative progressive meanings but not habitual and future meanings, should be capable of acquiring these meanings right from the start of their English learning journey.

with sentences that incorporate the progressive morpheme *-ing* with various types of verbs. Participants judged the grammaticality of these sentences, providing data on how learners perceive the correctness of the *-ing* morpheme usage across different verb. In order to systematically assess the transfer of semantic knowledge from the first language (L1), I used a range of tasks: the Grammaticality Judgement Task (GJT), the Elicited Production Task (EPT), and the Acceptability Judgement Task (AJT). The particular tasks will be displayed further in section 3.3.2, which focuses on task information.

In this research, to investigate the acquisition of the progressive morpheme *-ing* by Thai learners of English. As described in Chapter 2, the research classified lexical verbs into distinct aspectual classes and analyse the manner in which the *-ing* morpheme interacts with these classes to produce various construal. By employing this categorization would help clarify the relationship between verb type and the use of the progressive aspect, the correlation between the form of the verb and the utilisation of the progressive aspect can be better elucidated.

To assess this acquisition, the study utilized three main structured tasks:

Grammaticality Judgment Task (GJT): This task presented participants types.

Elicited Production Task (EPT): In this task, participants prompted to produce sentences that use specific verbs in the progressive form. This allowed for direct observation of how learners apply the "-ing" morpheme naturally across the categorized verb classes.

Acceptability Judgement Task (AJT): This task was designed to evaluate native speakers' intuitions about the acceptability of certain Thai progressive constructions, specifically the use of “กำลัง” (*kamlaj*) and “กำลัง...อยู่” (*kamlaj.....jù:*).

The study's analysis was framed by the Aspect Hypothesis, which suggested that the use of aspect markers like *-ing* is influenced by the inherent aspectual properties of verbs. This theoretical perspective guided the interpretation of the data, helping to explain why certain aspectual verb classes may pose more difficulties or be more conducive to the correct use of the progressive aspect.

3.3.1 Participants

The participants of this study were divided into two groups: experimental and control group. The former group consisted of one hundred undergraduate students from the Faculty of Education, Chiang Mai University. The participants were grouped into 5 proficiency levels: beginner, upper beginner, intermediate, upper intermediate and advanced based on their score from EF Standardized English Test, which is an online standardized English test used primarily for English proficiency certification. In this research, a 50-minute EFSET test was introduced to participants. The EFSET employed computerized adaptive testing techniques to change the test's difficulty based on the examinee's current ability level. Scores on the EF SET range from 0 to 100 and are aligned with the six CEFR levels as shown below.

Score	CEFR	Level
1-30	A1	Beginner
31-40	A2	Upper beginner
41-50	B1	Intermediate
51-60	B2	Upper Intermediate
61-70	C1	Advanced
71-100	C2	Proficient

However, the participants who obtained scores ranging from 61 to 100 were grouped together as the "advanced level" category. This categorization was based on the hypothesis that there was no statistically significant difference between those classified as advanced (C1) and those classified as proficient (C2). There was a high probability that their performance would be equivalent. Consequently, the exclusion of the highest group should not have any influence on the acquisitional outcome, in consequence the resulting results would remain legitimate.

The second group was a control group consisting of three native speakers who were lecturers at Chiang Mai University. They were invited to complete two tasks: Grammaticality Judgement Task and Elicited Production Task, so as to provide a baseline that can be used to assess the linguistic intuitions and production capabilities of non-native speakers.

To offer a more comprehensive overview, Table 3.2 presents a summary of the participants, categorized by proficiency levels, CEFR classifications, and age groups.

Table 8 Summary of the participant distribution across different levels of proficiency

Group	Proficiency level	Number of participants	CEFR	Age
Experimental (Thai learners of	Beginner	20	A1 Beginner	18-20

Group	Proficiency level	Number of participants	CEFR	Age
English)	Upper Beginner	20	A2 Upper beginner	18-20
	Intermediate	20	B1 Intermediate	18-20
	Upper intermediate	20	B2 Upper intermediate	18-20
	Advanced	20	C1 – C2 Advanced	18-20
Control	Native English speakers	3	N/A	30+

Noted: Grouping the participants into five categories does not pose a methodological issue as the proficiency level is not determined or measured only by their knowledge of the how to use English progressive (*-ing*) in various ways.

To elaborate, when assessing an individual's proficiency in English or any language, it's crucial to understand that proficiency encompasses a wide range of skills and knowledge areas, extending far beyond the grasp of specific grammatical structures, such as the use of *-ing* forms. Language proficiency is a multifaceted concept that includes the ability to communicate effectively in various contexts, understanding and employing a broad vocabulary, mastering the nuances of language including idiomatic expressions, and the capability to comprehend and produce the language fluently. While knowledge of grammatical rules, including the use of gerunds and participles (*-ing* forms), is an important component of language learning, it is just one of many criteria used to measure a person's language proficiency.

Proficiency is more accurately determined by evaluating a range of linguistic skills, including listening, speaking, reading, and writing, in diverse scenarios and for various purposes. This comprehensive approach ensures a more accurate

assessment of an individual's ability to use the language effectively and adaptively in real-world situations. However, the EFSET assesses receptive skills only (reading and listening comprehension) and does not assess writing or speaking and assigns a score on the 6-level Common European Framework of Reference for Languages (CEFR), as can be seen in appendix D.

3.3.2 Elicitation methods and assessment

In order to conduct a thorough elicitation of this phenomena, three discrete tasks were employed: the Grammaticality Judgement Task (GJT), the Elicited Production Task (EPT), and the Acceptability Judgment Task (AJT).

3.3.2.1 Grammaticality Judgment Task (GJT)

Grammaticality Judgment Task (GJT) are widely used in research, especially in the study of syntax and language acquisition. To address my research questions concerning the acquisition of various interpretation of English progressive aspect, ranging from its prototypical progressive reading with dynamicity to its marginal derived meaning, participants were required to complete a 20-item Grammaticality Judgement Task (GJT), including 19 stimuli and 1 filler. The allocated time for doing the task is 30 minutes. GJT is fully displayed in Appendix A.

In this task, participants were presented with sentences containing the progressive aspect morpheme (*-ing*), serving as stimuli to assess their intuitive grammar knowledge or their linguistic competence about the multiple meanings of the English progressive aspect morpheme (*-ing*). The participants were asked to judge the sentence correctness, whether each sentence was grammatically correct or not in the given language. The underlying concept was that if the participants were able to identify the accuracy of the provided sentences, it signified their possession of the necessary knowledge. This method provided insight into the internalized grammar of the participants, revealing patterns in their interlanguage development.

The stimuli of GJT contained all four lexical aspectual categories (stative, activity, accomplishments, and achievements), and ensures that all five readings of progressive morpheme (*-ing*): ongoing, iterative, habitual, future, and stative progressive, were included and equally distributed throughout the test, as indicated in Table 9

Table 9 Distribution of stimuli with multiple readings of progressive morpheme (*-ing*) in the GJT

Readings of the progressive morpheme (<i>-ing</i>)	Statement No.
Ongoing	17,19, 20
Iterative	2,3,4
Habitual	14,15,16
Future	5,6,7,8
Stative progressive	1,9,10,11,12,18
(Filler)	13

To ensure that participants base their judgements on the desired grammatical feature, the word with progressive morpheme (*-ing*) will be highlighted as a possible mistake that may lead to ungrammaticality in the sentence. This is to avoid the insufficiency of data which may come from unexpected misjudgment on other features of the sentence (e.g., tenses). So, if the participants think that the underlined word makes the sentence grammatical, they can tick in the box 'grammatical'; however, if the underlined word does not make the sentence ungrammatical, they can tick in the box 'ungrammatical'. However, if the participants judge the sentence as ungrammatical, they are required to provide the correction in the given blank. Nonetheless, if the participants cannot provide the correction nor do not know that the underlined word makes the sentence grammatical or ungrammatical, they can tick in the box 'I am not sure'. Correction is necessary in the GJT to prevent participants from guessing. Thus, if the participants recognize that the highlighted word makes the sentence grammatically

incorrect, they should know how to correct it. The scoring criteria of the GJT are as follows:

1 point for a correct judgement and accurate correction

0 points for a correct judgement with inaccurate correction

0 points for a correct judgement without correction

0 points for an incorrect judgement

Table 10 below displays examples of sentence stimuli used in GJT, reading and lexical types.

Table 10 Examples of sentence stimuli used in GJT.

Item No.	Statement	Readings	Lexical type
1	Don't complain. I'm being <u>kind</u> here — you didn't deserve that grade.	Stative progressive	STA
3	The temperature <u>is dropping</u> quickly as the sun sets.	Iterative	ACC
4	The leaves <u>are falling</u> off the trees as the wind blows.	Iterative	ACC
10	I don't want to talk to you anymore. You <u>are being</u> rude to me!	Stative progressive	STA
11	I just had my nose done. Now I'm <u>being</u> beautiful.	Stative progressive	STA
14	This week, he <u>is jogging</u> every morning to prepare for the marathon.	Habitual	ACT
15	This semester, I <u>am working</u> on a research project on overfishing.	Habitual	ACH
16	Lately, they <u>are eating</u> out more often because of their busy schedules.	Habitual	ACT

Item No.	Statement	Readings	Lexical type
19	Sorry I missed your call. I <u>was having</u> a shower when you called.	Ongoing	ACC
20	Look over there! They <u>are playing</u> soccer at the park.	Ongoing	ACT

The Grammaticality Judgment Task was formatted in Google form. Participants were required to read the stimuli and follow the instructions as indicated in the form. The GJT form and instructions can be seen in Appendix A.

3.3.2.2 Elicited Production Task (EPT)

After completing the first task, GJT, the Elicited Production Task (EPT) was administered to address research questions concerning the acquisition of morphosyntax and semantic interaction of progressive morphemes (*-ing*) with the lexical aspects. The elicited production task is also a widely used method in second language acquisition (SLA) research. This task was designed to prompt learners to produce specific language forms or structures, in so doing allowing me as a researcher to observe and analyse the learners' use of those forms or structures in a controlled manner.

In this study, participants were presented with sentences that contain blanks, each followed by a verb in parentheses. The task for the participants was to fill in each blank with the correct form of the verb provided, based on the context of the sentence. This test required an understanding of verb tenses and aspects in English, as well as the ability to apply grammatical rules appropriately. For this test, each correct answer was assigned a value of 1 point, if a participant provided an incorrect verb conjugation, they received 0 points. EPT is fully displayed in Appendix B. The test comprises 11 stimuli and 4 fillers, 15 items in total, and participants were allotted 30 minutes to complete it. The following are examples of stimuli utilized in the Elicited Production Test (EPT).

Table 11 Examples of sentence stimuli used in EPT

No.	Statement	Readings	Lexical type
1	You can tell that he is in a hurry. He _____ (check) his watch every five seconds.	Iterative	ACH
5	The VIP guests _____ (arrive) at 7 p.m. for the dinner party. Make sure everything is prepared well in advance.	Future	ACH
9	This week, the artist _____ (paint) a new mural for the school every day.	Habitual	ACC
10	Be quiet! The baby _____ (sleep) in the next room.	Ongoing	ACT
14	This week, the artist _____ (paint) a new mural for the school every day.	Habitual	ACC

The EPT was also formatted in Google form. Participants were required to read the stimuli and follow the instructions as indicated in the form. The EPT form and instructions can be seen in Appendix B.

Importantly, the GJT and the EPT were utilized for achieving a comprehensive understanding of participants' acquisition and proficiency. The GJT provided insights into learners' implicit knowledge and intuitive grasp of grammatical rules, revealing their ability to discern correct from incorrect usage without necessarily producing the forms themselves. In contrast, the EPT required participants to actively generate sentences, thereby offering valuable data on both the cognitive and practical aspects of the progressive morpheme in language use. This validation process not only ensures the reliability of the tasks but also enhances the interpretability of the results, allowing researchers to draw more precise conclusions about language comprehension and production among participants. By combining these two test methods, I could

cross-validate results and draw more reliable conclusions about their linguistic competence. Therefore, the score of two tasks were combined, consisting of 35 items: GJT, 18 stimuli and 1 filler and EPT, 12 stimuli with 4 fillers. All 30 stimuli could be classified into 5 readings, each of which contained 6 stimuli as indicated in Table 12 on the next page.

Table 12 The number of stimuli across types of lexical types

Reading & lexical verbs	Number of stimuli across readings	Number of stimuli across lexical types
Ongoing	6	
ACT		3
ACC		3
Iterative	6	
ACH		6
Stative progressive	6	
Stative		6
Future	6	
ACT		3
ACH		3
Habitual	6	
ACT		3
ACC		3

3.2.2.3 Acceptability Judgment Task (AJT).

Acceptability Judgement Task (AJT) is designed to assess whether native Thai speakers accept or reject sentences using progressive aspect markers “กำลัง” (*kamlan*) and “กำลัง...อยู่” (*kamlan....jù:*) in everyday Thai. Participants were asked to read each sentence carefully and decide if it is acceptable in Thai. They must choose one of two options:

Acceptable: Choose this if the sentence sounds natural and conforms to Thai grammar and typical usage.

Unacceptable: Choose this if the sentence sounds unnatural, violates Thai grammatical norms, or seems like a translation from another language that a native speaker would not normally use in daily life.

The Acceptability Judgment Task (AJT) was included in this study to establish a clear baseline for how native Thai speakers use and interpret progressive aspect markers in their first language. Unlike the other two tasks which focus on English, the AJT was conducted entirely in Thai and was designed to assess participants' intuitive judgments about the naturalness of sentences containing the progressive markers *kamlaŋ* and *kamlaŋ...yù:*. This task served as a supporting role in the study by verifying that participants fully command the progressive system in their L1, thereby enabling more accurate analysis of L1 transfer effects in their interpretation and use of English *-ing*.

This task allowed the study to determine whether learners had stable intuitions about how progressive aspect is conventionally expressed in their native language. Given that *kamlaŋ* and *kamlaŋ...yù:* can only encode certain progressive interpretations in Thai (e.g., ongoing actions) and do not extend to readings such as habitual, future, or stative progressives, this task confirmed the semantic scope and limits of the L1 progressive system.

The results of the AJT thus complement the GJT and EPT by providing empirical evidence of the L1 grammar that participants bring to their English learning. While the GJT evaluated learners' recognition of English progressive constructions and the EPT elicited their production, the AJT validated the L1 source of transfer.

AJT consisted of 30 items and participants were allotted 30 minutes to complete it. AJT is fully displayed in Appendix C. Table 13 displays the examples of sentences using progressive aspect markers “กำลัง” (*kamlaŋ*) and “กำลัง...อยู่” (*kamlaŋ...jù:*).

Table 13 Examples of sentences using progressive aspect markers in everyday Thai

Item No.	Sentences	Readings
1	k ^h â:ŋwâk fõn <i>kamlay</i> tòk nàk ข้างนอกฝนกำลังตกหนัก	Ongoing
9	bai mái <i>kamlay</i> rûaŋ loŋ teàk tón mái mûa mi: lom p ^h át ma: ไปไม้กำลังร่วงลงจากต้นไม้เมื่อมีลมพัดมา	Iterative meaning
15	te ^h ûaŋ ní: k ^h rô:p k ^h rua rau <i>kamlay</i> kin ?a:hă:n nô:k bâ:n bòj bòj pró mē: ŋa:n jûŋ mâ:k ช่วงนี้ ครอบครัวเรากำลังกินอาหารนอกบ้านบ่อยๆ เพราะแม่ทำงานยุ่งมาก	Habitual
20	p ^h û:ak rau <i>kamlay</i> du: năŋ dû:aj kan sùdsàbda: ní: พวกเรากำลังดูหนังด้วยกันสุดสัปดาห์นี้	Future
27	te ^h ăn p ^h řŋ pai t ^h am teàmù:k m̄a: to:nní: te ^h ăn <i>kamlay</i> sũ:aj lɔ:ŋ ฉันเพิ่งไปทำจุกมา ตอนนี้ฉันกำลังสวยเลย	Progressive stative

The AJT was also formatted in Google form. Participants were required to read the sentences and follow the instructions as indicated in the form. The AJT form and instructions can be seen in Appendix C.

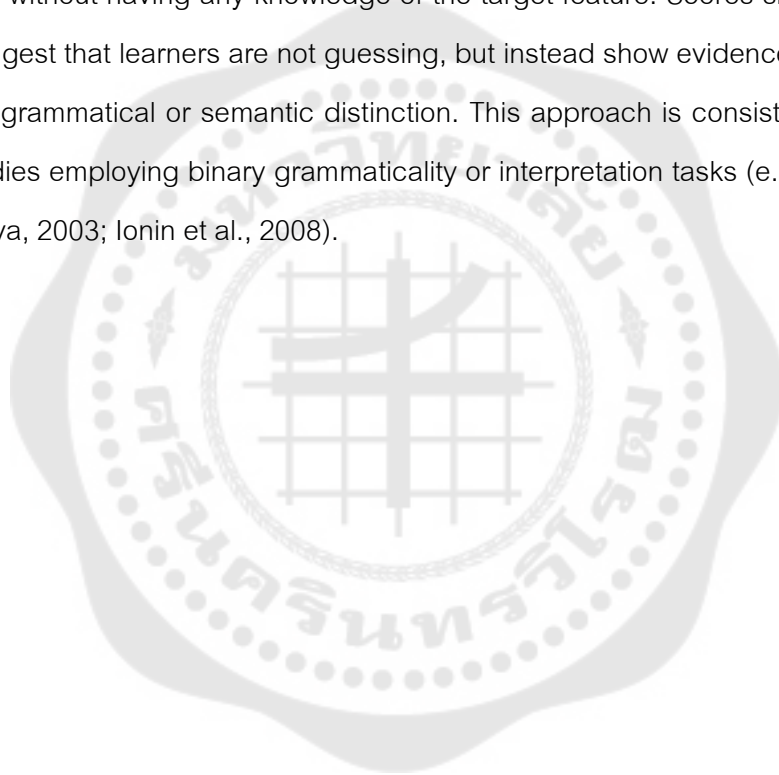
3.3.3 Data Analysis

This study used descriptive statistics to analyse data from Grammaticality Judgement Tasks (GJT), Elicited Production Tasks (EPT), and Acceptability Judgement Tasks (AJT) among five groups of participants with different levels of English proficiency. In order to summarise the data and reveal insights. The following are the attributes needed to be analysed.

Mean (Average): Computes the average score based on the number of accurate or target-like structures generated.

Standard Deviation (SD): quantifies the spread of data points around the mean, showing how consistently or inconsistently individuals in each proficiency group provide responses.

Percentage: a portion or part of a whole, expressed out of 100. In this study, a threshold of more than 60% accuracy was adopted to indicate initial acquisition of a given progressive reading. This threshold corresponds to the chance level in a binary-response task (e.g., correct vs. incorrect), where learners could hypothetically respond correctly without having any knowledge of the target feature. Scores significantly above 60% suggest that learners are not guessing, but instead show evidence of acquiring the relevant grammatical or semantic distinction. This approach is consistent with previous SLA studies employing binary grammaticality or interpretation tasks (e.g., Inagaki, 2001; Slabakova, 2003; Ionin et al., 2008).



CHAPTER 4

ANALYSIS AND RESULTS

This chapter reports findings on how Thai learners of English acquire different readings of the progressive aspect *-ing*, particularly when they interacted with lexical aspects classified as activities, states, accomplishments, and achievements. The interpretations that learners failed to acquire at various proficiency levels were accounted for by the interaction between the semantics of lexical aspect and pragmatic factors within the context of use and the discourse in which it occurs. This chapter also discusses how our empirical findings inform the debate on the roles of first language (L1) transfer and access to Universal Grammar (UG) in second language acquisition (SLA). Specifically, we assess which theoretical model, ranging from no transfer/no access to full transfer/full access, best accounts for the observed data.

4.1 Acquiring Progressive Readings: Verb Class Relationships and Derived Interpretations

This section presents an analysis of how Thai learners of English acquire various interpretations of the progressive aspect, with particular attention to the influence of lexical aspect (i.e., verb class) on learner performance. In addition, this section zooms in from how progressive aspect development unfolds across learner proficiency levels (Beginner to Advanced) to focus on how Thai learners interpret progressive *-ing* when paired with verbs from four lexical aspect classes: activities, states, accomplishments, and achievements.

4.1.1 Ongoing Progressive Readings [-telic, -punctual, +durative, +dynamic] with Activity and Accomplishment Verbs

Before exploring how Thai learners of English (TLEs) interpret progressive constructions with each verb, it is crucial to describe how ongoing meaning is encoded in both English and Thai.

In English, the progressive aspectual marker *-ing* typically encodes an event that is ongoing at a reference time, most commonly the moment of speaking.

Vendler (1957) and Dowty (1979) describe the progressive as being most semantically compatible with activity verbs, which are characterized by the features [-telic, -punctual, +durative, +dynamic]. These include verbs like *rain*, *play*, and *sleep*, which denote temporally extended, process-like actions without a defined endpoint. The progressive construction thus signals an event in progress without a specified endpoint as illustrated below:

- (19) a. It's raining heavily outside.
 b. Look over there! They are playing soccer at the park.
 c. Be quiet! The baby is sleeping in the next room.

Each of these sentences involves activity predicates (*rain*, *play*, and *sleep*) which naturally lend themselves to ongoing readings. For example, sentence (19a) shows the event *rain* as durative and atelic, allowing the progressive *is raining* to straightforwardly denote an event currently unfolding. In (19b) and (19c), the progressive aspect similarly highlights the incompleteness and dynamic progression of the events.

In Thai, progressive aspect is marked with the preverbal particle *kamlaŋ*, which similarly denotes ongoing events and is most naturally used with durative and dynamic predicates. Like English, Thai expresses ongoing meanings through morphosyntactic means, as shown below:

- (20) a. k^hâ:ŋn^hôk f^hŋn *kamlaŋ* t^hòk nàk
 outside rain PROG fall heavily
 It's raining heavily outside.
- b. d^hèk d^hèk *kamlaŋ* l^hên f^hút^hb^hɔ:n t^hi: s^hǎn
 children PROG play football LOC park
 The children are playing football in the park.
- c. d^hèk *kamlaŋ* n^hɔ:n l^hàp j^hù: nai h^hô:ŋ k^hâ:ŋ k^hâ:ŋ
 baby PROG sleep be in room next
 The baby is sleeping in the next room

The progressive aspect can also be construed with accomplishment verbs in both English and Thai, although such combinations involve aspectual coercion due to the inherent features of accomplishment predicates. Accomplishment verbs, such as *write an email*, or *have a shower*, are [+telic, +durative, +dynamic] ; they denote events that unfold over time and culminate in a natural endpoint. When combined with the progressive aspect, the focus shifts from the culmination to the ongoing process leading toward that endpoint; as in English, the sentence *I'm writing an email to my professor* emphasizes the activity in progress, without asserting that the email has been completed.

In Thai, this construction is also possible using the progressive marker *kamlaŋ* or *kamlaŋ...jù*: though it often requires additional contextual support, such as temporal adverbials, to reinforce the interpretation. Consider the sentence:

(21) tɛ^hǎn k^huj kǎb k^hun tɔ:n ní: mâidâi tɛ^hǎn kamlaŋ k^hǐ:an ʔi:mel t^hǔŋ ʔa:tea:n
jù:

1sg talk with 2sg now NEG 1sg PROG write email to teacher Prog
I can't talk to you now. I'm writing an email to my teacher.

Here, the use of *kamlaŋ...jù* with the accomplishment verb *write an email* marks the action as in progress and not yet complete. Just as in English, the progressive aspect suppresses the telic endpoint, allowing the listener to conceptualize only the ongoing stage of the event. This coerced interpretation reflects a shared cross-linguistic strategy.

Given that Thai grammaticalizes the progressive aspect through *kamlaŋ*, and that its use aligns semantically with English progressive constructions, it was predicted that Thai participants would perform well on ongoing readings, especially when activity verbs are used. However, it is also hypothesized that learners at early stages may still depend on overt temporal adverbials (e.g., *now*, *right now*) to support interpretation, and may show difficulty when such cues are absent.

After testing, the results are presented in Table 14

Table 14 The acquisition of ongoing reading with activity verbs across five proficiency levels

Reading - Ongoing								
Type of verbs Proficiency	(1) Activity Verb							
	S1 (20)	S2 (20)	S3 (20)	Total (60)	Mean	S.D.	%	Interpretation
Beginner	18	18	15	51	17.00	1.73	85.00	Acquire
Upper Beginner	17	20	18	55	18.33	1.53	91.67	Acquire
Intermediate	19	20	17	56	18.67	1.53	93.33	Acquire
Upper intermediate	20	20	19	59	19.67	0.58	98.33	Acquire
Advanced	20	20	20	60	20.00	0.00	100.00	Acquire

Noted:

S1 = We can't go out yet. It's raining heavily outside.

S2 = Look over there! They are playing soccer at the park.

S3 = Be quiet! The baby is sleeping in the next room.

As predicted, the ongoing reading was among the most successfully interpreted across proficiency levels. The results reveal a clear developmental trajectory in the acquisition of ongoing readings across verb types and proficiency levels. For activity verbs, which exhibit the features [-telic, -punctual, +durative, +dynamic], learner performance was consistently high across all levels. Beginner learners achieved an average score of 85% (Mean = 17.00/20; SD = 1.73), already surpassing the acquisition threshold. Accuracy increased progressively with proficiency, reaching 91.67% at the upper beginner level, 93.33% at the intermediate level, and stabilizing at 100% among advanced learners. This trend confirms that Thai learners readily map

English progressive forms onto their L1 progressive framework, especially when verbs are semantically congruent. The ease with which these forms are acquired reflects the shared semantic features between English progressive *-ing* and Thai *kamlay*, both expressing [+durative], [+dynamic], and [-telic] readings.

In contrast, performance with accomplishment verbs which are characterized as [+telic, -punctual, +durative, +dynamic] revealed a more gradual acquisition trajectory as illustrate in the table 15

Table 15 The acquisition of ongoing reading with accomplishment verb across five proficiency levels

Reading - Ongoing								
Type of verbs Proficiency	(2) Accomplishment Verb							
	S1 (20)	S2 (20)	S3 (20)	Total (60)	Mean	S.D.	%	Interpretation
Beginner	10	13	11	34	11.33	1.53	56.67	Not Acquire
Upper Beginner	10	15	14	39	13.00	2.65	65.00	Acquire
Intermediate	15	19	18	52	17.33	2.08	86.67	Acquire
Upper intermediate	13	20	20	53	17.67	4.04	88.33	Acquire
Advanced	18	20	18	56	18.67	1.15	93.33	Acquire

Noted: S1 = Sorry I missed your call. I was having a shower when you called.

S2 = I can't talk to you now. I'm writing an email to my professor.

I need to focus on it.

S3 = The teacher is explaining the lesson right now, so please pay attention.

Beginner learners scored only 56.67% (Mean = 11.33/20), falling below the acquisition threshold and suggesting difficulty in computing the ongoing reading due to mismatches in telicity. However, learners at the upper beginner level already passed the threshold (65.00%), with continued improvement observed at the intermediate (88.33%), upper intermediate (86.67%), and advanced levels (93.33%). Despite the inherent semantic incompatibility between the progressive aspect and telic predicates, these findings indicate that learners are capable of aspectual coercion (reinterpreting the [+telic] meaning of accomplishment verbs to align with the atelic, process-oriented nature of the progressive) particularly when sentences are supported by explicit temporal adverbials such as *right now*.

An exception was observed in sentences like *Sorry I missed your call. I was having a shower when you called*, which lack overt temporal adverbials. In such cases, beginner-level participants showed reduced interpretive accuracy, suggesting a reliance on temporal cues (e.g., *now, right now*) to infer the reference time. This implies that although the past progressive construction is grammatically available in Thai, early-stage learners may not yet be able to compute progressive interpretations in the absence of present-tense referring point. Their reliance on surface-level adverbials highlights a developmental gap in acquiring abstract aspectual representations without clear temporal context.

These findings reinforce the hypothesis that ongoing readings with activity verbs are acquired earlier due to their semantic transparency and alignment with Thai aspectual marking. In contrast, accomplishment verbs, though eventually mastered, require learners to do aspectual restructuring, particularly in aligning telicity with the progressive morpheme.

This acquisition pattern is consistent with the predictions of the Full Transfer/Full Access (FT/FA) model (Schwartz & Sprouse, 1996), which posits that learners begin with full transfer of L1 grammatical representations and refine their interlanguage through access to Universal Grammar. The fact that beginner-level learners already perform well on prototypical progressive forms, although not with full

consistency, supports the notion that they are building on pre-existing conceptual and grammatical representations from the L1, with subsequent refinement emerging through UG-constrained restructuring. When I state that the learner's interpretation is governed by a UG constraint. I imply that there exists a universal, biologically inherent principle that restricts the learner's capacity to understand or formulate language. The learner's developing grammar is influenced by these constraints, even if they do not explicitly reflect the input or match the L1.

However, in this study there is a drop in accuracy when temporal adverbials are omitted, such as in the past progressive sentence *I was having a shower when you called*, indicates that learners at early stages may still rely on surface-level cues (e.g., *now*, *right now*) rather than fully computing aspectual interpretation from morphosyntactic form alone. This suggests that while full transfer provides a foundation, full access to UG is required for learners to overcome context-bound dependencies and acquire deeper, abstract aspectual representations that generalize across tense and discourse conditions.

Despite the consistent success of learners in interpreting ongoing readings across all proficiency levels, it is necessary to consider whether this pattern arises purely from Universal Grammar (UG) constraints or might instead result from interlanguage development or explicit instructional input. Many L2 learners, including Thai learners, are introduced to the English progressive *be + V-ing* form with accompanying temporal adverbials such as *now* or *right now*. These lexical cues may facilitate early recognition of the progressive construction as a marker of present-time reference, raising the possibility that instruction accounts for learners' performance, rather than universal constraints.

However, several factors in the present data suggest that explicit instruction and adverbial scaffolding alone cannot fully explain the observed pattern. First, the majority of sentence stimuli assessing the ongoing reading did not rely on overt temporal adverbs, yet participants performed with high accuracy. Second, in contrast to their success with ongoing readings, learners struggled to interpret other progressive

uses such as habitual or future despite the presence of temporal adverbs like *this semester* or *on Friday*. If interpretation were driven primarily by surface cues or classroom training, one would expect higher performance across all readings when such cues are present. Instead, learners showed selective success, which points to an internal constraint beyond instructional exposure.

Therefore, I argue that the consistent acquisition of ongoing progressive readings, especially in cases involving [+dynamic, +durative] activity and accomplishment verbs, reflects the influence of a UG-based constraint. Specifically, learners appear to access universal semantic principles that govern the compatibility between progressive viewpoint aspect and verb type. The fact that they avoid overextending *-ing* to stative predicates further supports the claim that their interlanguage grammar is guided by abstract, UG-constrained feature checking (e.g., [+dynamic] compatibility). While explicit instruction may aid in form recognition, it does not account for the deeper semantic selectivity shown by learners across proficiency levels.

The next section turns to another derived interpretation, the iterative reading, which introduces new aspectual challenges not directly mapped from the L1 system.

4.1.2 Iterative Reading [+telic, +punctual, -durative, +dynamic, +repeated] with achievement verbs

Looking at the empirical data, it indicated that when achievement verbs (e.g., *knock, drop, fall, check, cough, sneeze*) occur with the English progressive aspect, they systematically give rise to iterative readings. This interpretation emerges from the inherent lexical properties of achievement verbs, which are classified as [+telic, -durative, +punctual] (Vendler, 1957; Dowty, 1979; Smith, 1997). When combined with the progressive *-ing* form, the punctuality and telicity of these verbs are coerced into a durative reading via bounded repetition; a process by which a singular, instantaneous event is reinterpreted as a series of repeated, contextually bounded actions (Michaelis,

2004; Comrie, 1976). This reinterpretation allows the progressive aspect to license a [+progressive viewpoint] over what is lexically a non-durative event.

Consider these examples:

- (22) a. Can you hear that? Someone is knocking on the door.
b. You're coughing a lot today. Is everything okay?

In both sentences, the progressive morpheme does not mark a single instance of the action but rather a sequence of rapid or habitual repetitions, yielding a durative construal from otherwise non-durative verbs. This aligns with the coercion framework in aspectual semantics, wherein aspectual mismatch between lexical and grammatical aspect triggers reinterpretation (de Swart, 1998; Michaelis, 2004). Table 16 displays acquisition of iterative reading with achievement verb across five proficiency levels.

Table 16 The acquisition of iterative reading with achievement verb across five proficiency levels

Reading - Iterative											
Type of verbs Proficiency	(1) Achievement Verb										
	S1 (20)	S2 (20)	S3 (20)	S4 (20)	S5 (20)	S6 (20)	Total (120)	Mean	%	S.D.	Interpretation
Beginner	18	9	9	5	6	8	55	9.17	45.83	4.62	Not Acquire
Upper Beginner	19	11	11	7	5	6	59	9.83	49.17	5.15	Not Acquire
Intermediate	19	10	14	8	7	8	66	11.00	55.00	4.65	Not Acquire
Upper intermediate	20	14	14	7	7	11	73	12.17	60.83	4.96	Acquire
Advanced	19	8	13	13	14	13	80	13.33	66.67	3.50	Acquire

Noted: S1 = Can you hear that? Someone is knocking on the door.

S2 = The temperature is dropping quickly as the sun sets.

S3 = The leaves are falling off the trees as the wind blows.

S4 = You can tell that he is in a hurry. He's checking his watch every five seconds.

S5 = You're coughing a lot today. Is everything okay? Should I get you some water or medicine?

S6 = She's sneezing constantly because of her allergies this morning.

The results of the tests revealed that, when testing achievement verbs like *check*, *cough*, *sneeze*, participants showed low accuracy in interpreting all sentences, particularly among learners at lower proficiency levels. At the beginner level, accuracy ranged from 5 to 8 with minimal improvement at the upper beginner and intermediate levels. Even at the upper intermediate level, accuracy remained relatively low, just passed the threshold (60.83%), with only advanced learners passed the threshold (66.67%). These findings suggest that Thai learners struggle to compute the iterative interpretation of the progressive *-ing* when applied to inherently punctual and telic achievement verbs such as *check*, *cough*, and *sneeze*.

Participants' difficulty with interpreting the target sentences as iterative can be directly traced to a lack of grammatical mapping meaning that Thai learners cannot compute the necessary feature from their L1 grammar when encountering the English progressive construction.

The result from AJT also reflect this challenge; among the six test items all other items received markedly low acceptance, with Items 4, 5, and 6 (*checking his watch*, *coughing*, *sneezing*) receiving 0% acceptance, and Items 2 and 3 (*the temperature dropping* and *leaves falling*) receiving only 30% and 12%, respectively.

Item No.	Sentence	Percentage of Acceptance
1	เธอได้ยินไหม มีคนกำลังเคาะประตู tʰɛ: dâijin mǎi mi: kʰon kamlaŋ kʰóʔ pratu Can you hear that? Someone is <u>knocking</u> on the door.	100
2	อุณหภูมิกำลังลดลงอย่างรวดเร็วเมื่อพระอาทิตย์ตก ʔunnápʰu:m kamlaŋ lót loŋ jà:ŋ rû:at.reu mu:â pʰráʔatʰít tòk The temperature is <u>dropping</u> quickly as the sun sets.	30
3	ใบไม้กำลังร่วงลงจากต้นไม้เมื่อมีลมพัดมา bai mái kamlaŋ rûaŋ loŋ teək tón mái mûa mi: lom pʰát ma: The leaves are <u>falling</u> off the trees as the wind blows.	12
4	ดูออกเลยว่าเขารีบมาก เขากำลังดูนาฬิกาทุก ๆ ห้าวินาที du: ʔò:k lɔ:j wá: kʰáu rí:b mâ:k kʰǎu kamlaŋ du: na:líka: tʰúk tʰúk há: wínátʰi: You can tell that he is in a hurry. He's <u>checking</u> his watch every five seconds.	0
5	วันนี้คุณกำลังไอเยอะมาก เป็นอะไรหรือเปล่า ฉันควรเอาน้ำหรือยาให้คุณไหม wanní: kʰun kamlaŋ ʔai jý má:k pen ʔarai: rû:ʔ plà:u teʰǎn kʰu:an ʔaw ná:m rû: jâ: háj kʰun mǎj You're <u>coughing</u> a lot today. Is everything okay? Should I get you some water or medicine?	0
6	เช้านี้เธอกำลังจามไม่หยุดเลยเพราะภูมิแพ้กำเริบ teʰáu ní: tʰɛ: kamlaŋ tea:m mâi jùt lɔ:j práʔ pʰu:m pʰé: kam.rô:b She's <u>sneezing</u> constantly because of her allergies this morning.	0

Unlike English, Thai does not use progressive construction to denote iterative events. Instead, Thai conveys such readings through multiple ways such as using verb serialization, or through degree adverbials to convey the reading of a repeated action that continued through a limited period of time (+repeated) (+temporary) and (+bounded timeframe) as shown in (23)a-c

(23) a. wanní: k^hun ʔai t^hitt^hòkan sa:m tɕhuámŋ

today he cough continuously three hour

Today he is coughing continuously for three hours.

b. t^hɔ: tɕa:m mâi jùt

she sneez(ACH) NEG stop

She sneezes non stop

c. k^hǎu du: na:líka: t^húk t^húk hâ: wínát^hi:

He check(ACH) watch every five seconds

He checks his watch every five seconds.

d. *k^hǎu kamlan du: na:líka: t^húk t^húk hâ: wínát^hi:

He PROG check(ACH) watch every five seconds

He checks his watch every five seconds.

We use verb serialization such as *t^hitt^hòkan* in (23a) the sentence; Today he is coughing continuously for three hours., to refer to a temporary, repeated action happening in the current time frame. Here, the progressive (*is coughing*) + **for three hour** expresses an iterative action within a temporary, ongoing timeframe.

For degree adverbials device, we can use achievement verb + NEG + *jùt* construction as in (23b) or through adverbial degrees like *t^húk* or *t^húk t^húk* + time adverbial as in (23c). Both (23b) and (23c) demonstrate how achievement verbs in Thai, which are punctual and telic by default can be coerced into iterative readings through lexical and adverbial means.

However, another sentence which conveying a similar interpretation: *Can you hear that? Someone is knocking at the door*, showing a high accuracy rate of 100% across all proficiency levels. This consistently high level of accuracy suggests that Thai learners were able to compute these interpretations with relative ease. One plausible explanation is that this target interpretation aligns closely with how similar meanings are conveyed in Thai.

The next section turns to another derived interpretation: the stative progressive reading which presents distinct representational challenges

4.1.3 Stative Progressive Reading [-telic, +durative, +dynamic] with states

The stative progressive refers to the use of *-ing* with verbs that normally describe states rather than actions, and it can express temporary or contextually bounded states. In this dissertation, it is demonstrated that stative verbs can, in some contexts, co-occur with the progressive aspect (e.g., Palmer, 1988; Kranich, 2010). I argue that when stative verbs occur in the progressive, they undergo coercion into an eventive interpretation. Dynamicity and temporariness, prototypical properties of eventive predicates, are generally not available to stative verbs.

The results from AJT show that most of L1 Thai participants accepted the sentence below as grammatical.

- (25) tɛ^hǎn mâi jà:k k^huj kàb t^hɯ: là t^hɯ: kamlan jà:bk^hai sài tɛ^hǎn jù:
 1sg neg want talk with 2sg 2sg PROG rude to 1sg PROG
 I don't want to talk to you anymore. You are being rude to me!

The data, as presented in example (25), indicates that Thai allows both pre-verbal *kamlan* and optional post-verbal *jù:* progressive markers to co-occur with stative verbs, resulting in eventive interpretations having formal semantic features [-telic, +durative, +dynamic], similar to English.

Notice that there is a structural difference; in English, the progressive is formed using the auxiliary *be* followed by the main verb in its present participle form (i.e., the suffix *-ing* is attached to the verb root). However, while the English verb *be* can occur in the progressive, its Thai equivalent *pen* generally cannot, though there are some emotional verbs that exhibits *pen* construction with *-ing* in progressive constructions, such as *tɛ^hǎn kamlan-pen hûan k^hǎu jù:* (I am being worried about him.) and *tɛ^hǎn kamlan-pen kanwon jù:* (I am being concerned.) These examples suggest

that under specific semantic or pragmatic conditions, *pen* can co-occur with the progressive aspect *kamlaŋ*, giving rise to [+temporary, +control, +dynamic]

To further explain, if all of the participants had rejected the Thai sentence *te^hǎn kamlaŋ pen sǔ:aj* (I am being beautiful.) as ungrammatical, while syntactically accepting its English counterpart, they would have had rejected the English equivalent too. However, they did not. They exhibited the inability to figure the target reading meaning that the participants judged that *I am being beautiful* is grammatical but *te^hǎn kamlaŋ pen sǔ:aj* (I am being beautiful.) as ungrammatical. This suggests that no L1 transfer occurred in this case. Even though Thai allows the progressive marker *kamlaŋ* to co-occur with certain stative verbs—partially similar to how *-ing* attaches to the copula *be* followed by an adjective in English, the distinction¹ between stative verbs and adjectives in Thai is debatable.

When looking at the Acceptability Judgment Task (AJT) results for stative progressive constructions in Thai reveal an interesting pattern. Unlike iterative readings, where most stative-like events were judged unacceptable in progressive form, Thai speakers demonstrated relatively high tolerance for progressive stative constructions when certain pragmatic or affective cues were present. Item 1 (*You are being rude*) was judged acceptable by 98% of participants, suggesting that the Thai progressive marker *kamlaŋ* can be used with stative predicates when they denote temporary, behaviours-based properties. Similarly, items 4 to 6 (being beautiful, being rich, being fat) were

¹ Thai linguists do not always agree on how stative verbs and adjectives are distinct. Adjectives such as “beautiful,” “kind,” “funny,” and “rude” are frequently categorized either as stative verbs or as adjectives. In this study, we treat them as stative verbs when they co-occur with the progressive marker *kamlaŋ* in Thai. To help distinguish between these two lexical categories, Thai linguists have proposed specific morphological and syntactic diagnostics aimed at making a distinction between verbs and adjectives. These diagnostics show that even though some grammatical processes treat verbs and adjectives as if they are the same, there are also grammatical processes that treat them as if they are different. The proper formulation of these rules requires that the lexicon makes a distinction between verbs and adjectives.

judged acceptable by 88–90% of respondents. These cases arguably reflect a temporary state or a recent shift in condition (e.g., after plastic surgery or receiving a bonus), aligning with the idea of bounded stative interpretations expressed by progressive aspect.

By contrast, item 2 (He's being funny) received only 32% acceptance, and item 3 (I'm being kind) had 66%, indicating variability in how different emotive or evaluative stative verbs interact with the progressive marker in Thai. These results suggest that Thai permits progressive use with certain stative predicates, especially when they can be contextualized as temporary, intentional, or socially marked behaviours. (see below)

Item No.	Sentence	Percentage of Acceptance
1	ฉันไม่อยากคุยกับเธอละ เธอกำลังหยาบคายใส่ฉัน tehǎn mâi jà:k k^huj kàb t^hr: là t^hr: kamlaŋ jà:b khai sài tehǎn jù: I don't want to talk to you anymore. You are being <u>rude</u> to me!	98
2	คุณก็รู้ว่าเขากำลังตลกอยู่ เพราะทุกคนหัวเราะ du: kô: rú: wá: k^hǎu kamlaŋ tàlòk jù: prò t^húkk^hon hǎaró You know he's being <u>funny</u> because they are laughing.	32
3	อย่าบ่นเลย ฉันกำลังใจดีอยู่ตอนนี้ — เธอไม่สมควรได้เกรดนั้นด้วยซ้ำ jà: bòn lɔːj t^hǎn kam.laŋ teai di: jù: tɔːn ní: — t^hr: mâi: sǒm.k^huən dâi: krè:t nán dǔaj sá:m Don't complain. I'm being <u>kind</u> here — you didn't deserve that grade.	66
4	ฉันเพิ่งไปทำจมูกมา ตอนนี้ฉันกำลังสวยเลย tehǎn p^hɨŋ pai t^ham teàmù:k mā: tɔːnní: t^hǎn kamlaŋ sǔ:aj lɔːj I just had my nose done. Now I'm being <u>beautiful</u> .	90
5	มีอันฉันเลี้ยงเอง เพิ่งได้โบนัสมา ตอนนี้ฉันกำลังรวยเลย mú:ní: tehǎn líaŋ ʔeɛŋ p^hɨŋ dâ:i boo nás maa tɔːn ní: tehǎn kamlaŋ ru:ai lɔːi Let me pay for your meal. I'm being <u>rich</u> now that I just got my bonus.	88
6	ฉันกำลังอ้วนเพราะฉันหยุดออกกำลังกาย tehǎn kamlaŋ ʔuǎn prò? tehǎn jùt ʔò:k kam laŋ kai I'm being <u>fat</u> because I stopped doing exercise.	90

In order to test learners' ability to interpret this usage, I included examples such as: *I don't want to talk to you anymore. You are being rude to me! and I just had my nose done. Now I'm being beautiful.* After testing, the results are found as shown in table 17 on the next page.

Table 17 The acquisition of stative progressive reading with stative verb across five proficiency levels

Reading - Stative Progressive											
Type of verbs Proficiency	(1) Stative Verb										
	S1 (20)	S2 (20)	S3 (20)	S4 (20)	S5 (20)	S6 (20)	Total (120)	Mean	%	S.D.	Interpretation
Beginner	11	8	1	5	1	2	28	4.67	23.33	4.13	Not Acquire
Upper Beginner	11	9	1	5	4	3	33	5.50	27.50	3.78	Not Acquire
Intermediate	13	9	3	4	5	5	39	6.50	32.50	3.78	Not Acquire
Upper intermediate	14	11	10	15	15	16	81	13.50	67.50	2.43	Acquire
Advanced	11	13	15	15	10	16	80	13.33	66.67	2.42	Acquire

Noted: S1 = I don't want to talk to you anymore. You are being rude to me!

S2 = You know he's being funny because they are laughing.

S3 = Don't complain. I'm being kind here — you didn't deserve that grade.

S4 = I just had my nose done. Now I'm being beautiful.

S5 = Let me pay for your meal. I'm being rich now that I just got my bonus.

S6 = I'm being fat because I stopped doing exercise.

Given that Thai shares similar features, I would predict that all participants would accurately judge this sentence. (i.e. participants would acquire this reading more easily as they are able to compute these features in Thai (Stative progressive is grammaticalized in the L1).

As evidenced shown in table above, participants did not exhibit L1 transfer of the semantic features associated with the shift from states to events—specifically,

Item No.	Sentence	Percentage of Acceptance
1	คืนนี้ เขากำลังทำอาหารเย็นให้ครอบครัว k ^h u:n ní: k ^h ǎu kamləŋ t ^h am ʔa: hǎ:n jen hâi k ^h rô:b k ^h ru:a Tonight, he is <u>cooking</u> dinner for his family.	7
2	พวกเรากำลังดูหนังด้วยกันสุดสัปดาห์นี้ p ^h û:ak rau kamləŋ du: nəŋ d ^u :aj kan sùdsàbda: ní: We are <u>watching</u> a movie together this weekend.	0
3	รถไฟกำลังออกจากชานชาลาอีกห้านาที rôt fai kamləŋ ʔò:k teà:k te ^h a:n te ^h ala: ʔi:k hâ: na: t ^h i: The train is <u>leaving</u> from the platform in five minutes.	11

However, Thai does have a composite construction, *kamləŋ teà*, which merges two temporal-aspectual elements: *kamləŋ teà*, denoting an ongoing or progressive situation, and *teà*, signaling futurity. This combination expresses a near-future or imminent event which often one that is planned or anticipated. Notably, the presence of *kamləŋ teà* adds a sense of immediacy or preparatory action to the future event. In this respect, *kamləŋ teà* approximates the semantics of the English future progressive, which also implies an action in progress at a specified point in the future.

Nonetheless, because this form is morphologically distinct from the simple co-occurrence of a progressive marker with a future adverbial, it does not support a straightforward transfer to the English *be + V-ing + future time structure*. Consequently, I predicted that learners may fail to acquire the English future progressive construction due to the absence of a matching compositional rule in their L1; participants would still struggle to compute the future reading, despite surface familiarity with progressive forms.

In this study, participants were presented with sentences using both activity and achievement verbs in progressive constructions to examine how they are able to compute the future reading. After testing, the results are found as shown in Table 18 and Table 19

Table 18 The acquisition of future reading with activity verb across five proficiency levels

Reading - Future								
Type of verbs Proficiency	(1) Activity Verb							
	S1 (20)	S2 (20)	S3 (20)	Total (60)	Mean	%	S.D.	Interpretation
Beginner	2	4	2	8	2.67	13.33	1.15	Not Acquire
Upper Beginner	4	4	2	10	3.33	16.67	1.15	Not Acquire
Intermediate	6	5	6	17	5.67	28.33	0.58	Not Acquire
Upper intermediate	7	7	6	20	6.67	33.33	0.58	Not Acquire
Advanced	11	11	11	33	11.00	55.00	0.00	Not Acquire

Noted: S1 = Tonight, he is cooking dinner for his family.

S2 = We are watching a movie together this weekend.

S3 = We are travelling to Japan next month for our holiday, and I can't wait to explore the cherry blossom parks.

Table 19 The acquisition of future reading with activity verb across five proficiency levels

Reading - Future								
Type of verbs Proficiency	(2) Achievement Verb							
	S1 (20)	S2 (20)	S3 (20)	Total (60)	Mean	%	S.D.	Interpretation
Beginner	5	2	2	9	3.00	15.00	1.73	Not Acquire
Upper Beginner	5	3	2	10	3.33	16.67	1.53	Not Acquire
Intermediate	6	4	4	14	4.67	23.33	1.15	Not Acquire
Upper intermediate	7	7	6	20	6.67	33.33	0.58	Not Acquire
Advanced	10	11	10	31	10.33	51.67	0.58	Not Acquire

Noted: S1 = We can tell that she's winning the game.

S2 = The VIP guests are arriving at 7 p.m. for the dinner party. Make sure everything is prepared well in advance.

S3 = The train is leaving from the platform in five minutes.

The results clearly indicate that Thai learners of English experience consistent difficulty in interpreting the future reading of the progressive aspect across all proficiency levels. Despite the presence of clear temporal adverbials (e.g., *tonight, this weekend, next month*) that pragmatically signal future time, participants frequently defaulted to a present-time interpretation. This pattern was observed across both activity verbs (*cook, travel, watch*) and achievement verbs (*win, arrive, leave*), with accuracy rates rarely exceeding 55% even at the advanced level. If learners are unable to compute a given reading (in this case, the future progressive), it suggests that the semantic features required for that reading are likely absent or structurally incompatible

with L1 grammar. This structural and semantic overlap could explain why learners at all levels in the study were unable to acquire some future readings of the English progressive, especially with activity verbs that favour event planning and temporal scheduling (e.g., *We are traveling to Japan next month*). Accordingly, this suggests that no transfer from Thai L1: Participants did not draw on their L1 system (i.e. *kamlaj tsà*) to interpret English future progressive forms, resulted in mismatches in feature encoding and distribution, their interpretations remain incomplete or context-dependent, and suggest that additional semantic features must be acquired through UG access or restructuring.

4.1.5 Habitual Reading

Before discussing how TLEs struggle to derive habitual readings from progressive constructions. Before discussing the findings, it is important to first describe how habitual is expressed in both English and Thai.

Comrie (1976) defines habitual readings as descriptions of situations that are characteristic of an extended period of time—so extended, in fact, that the situation is not perceived as incidental or momentary, but rather as a defining feature of a broader temporal span. While differently worded, this definition is compatible with that of Krifka et al. (1995). As Carlson (2005) notes, one can possess a habit without necessarily engaging in the activity at all times. Similarly, Kearns (2000) emphasizes that the present habitual form does not imply that the event is occurring at the moment of speaking.

For English habitual construction are illustrated in the examples below:

- (26) a. Whenever John goes to work, he *bikes*.
 b. Whenever I come home, John *is eating*.
 c. John *used to work* here.

The sentence (26a) demonstrates a generic habitual construction formed with a temporal subordinator. Structurally, it consists of a whenever-clause followed by a main clause, both in the simple present tense. This construction encodes a general,

recurring situation, where the co-occurrence of "goes" and "bikes" in the simple present, framed by the adverbial "whenever," conveys a habitual or routine action. In addition, (26b) shows a habitual reading derived from a progressive construction that includes a whenever-clause followed by a present progressive verb phrase. While the progressive aspect typically denotes ongoing events, in this context it is coerced into a habitual interpretation by the repetitive[+iterative], framing provided by "whenever." This suggests that the eating event occurs repeatedly and predictably each time the speaker arrives home. The construction thus conveys repeated actions within a specific temporal pattern, rather than a single ongoing event. For (26c) it denotes a past habitual meaning, stating repeated or habitual actions in the past that no longer occur in the present. Unlike the generic habitual expressed by the simple present, this construction is anchored in a past time frame and signals discontinuity.

The habitual aspect in Thai is in some ways similar to that of English. Just as in English, the simple present is most commonly used to present habitual aspect. The habitual operator applies to a progressive sentence. This implies that the sentence no longer applies to a single ongoing event, but rather to a sequence of ongoing events that reoccur over time as in Whenever I come home, John is eating.

Look at the sentence below the Thai equivalents of the examples in (26b) and (26c) are presented in (27a-b)

- (27) a. muu:â rai kɔ: ta:m tɛ^hǎn klàp ban tɔɔ:n kamlaj kin
 TEMP.SUBORD 1sg return home 2sg PROG eat
 Whenever I come home, John is eating
- b. tɔɔ:n k^hr:j t^ham.ɲa:n t^hi:nî:
 1sg EXP.PAST work here
 John used to work here.

Noted that Thai also employs the particle /k^hr:j/ (used to) to mark past habitual, functionally parallel to the English construction *used to*; however here in my study I only look at progressive habitual aspect. Consequently, I presumed that participants would assimilate this reading more readily due to their ability to process these aspects in Thai,

where the habitual progressive is grammaticalized in the first language. To test learners' ability to interpret this habitual progressive meaning, I included examples such as:
Whenever mum calls, I'm watching TV,

To further explain, in both languages, habituality encodes a generalization over events, typically fixed by unmarked or neutral temporal expressions. In contrast, habitual progressive constructions in English are more marked and semantically specialized: they encode temporarily bounded recurring events, often with adverbials such as *this week, lately, or these days*—signaling episodic habits rather than enduring ones (Comrie, 1976; Krifka et al., 1995; Carlson, 2005).

Look at this sentence:

This month he *is running a marathon* every weekend.

This sentence illustrates a habitual progressive construction built on an accomplishment predicate. The predicate *run a marathon* is [+telic], [+durative], and [+dynamic], denoting a bounded, goal-directed event that typically culminates in a natural endpoint. However, when this predicate appears in the progressive form (*is running*) and is modified by a frequency adverbial (*every weekend*) within a bounded timeframe (*this month*), the resulting interpretation shifts from a single ongoing event to a series of repeated, temporally framed actions. This shift involves aspectual coercion, whereby the progressive aspect morphologically signals ongoing but is reinterpreted compositionally to reflect bounded iteration—that is, one completed marathon per weekend.

For this case, English and Thai are distinct. Thai has another way to express habituality, see sentence below.

- (28) a. k^háu wîŋ thúk-tɛ^há:u p^hû:a tri:am k^hè:ŋ ma:ra:t^hɔ:n
1sg run every morning for prepare compete marathon
He is jogging every morning to prepare for the marathon.
- b. tɛ:n mâi p^hɔ:teai kab ŋa:n mâi t^hɾ: bòn talò:t we:la:
1sg NEG happy with job new 3sg complain ADV (freq/temp)
Jane is not happy with her new job. She is complaining all the time.

From both sentences- He is jogging every morning to prepare for the marathon, and Jane is not happy with her new job. She is complaining all the time. - the progressive aspect *kamlaŋ* in Thai cannot co-occur with an adverbial of frequency to express a habitual reading as shown above. Thai expresses this type of meaning via the simple present construction + frequency adverbial (every morning, all the time).

Besides, if we look at AJT result, it can be explained that in Thai, habituality is not morphologically marked through progressive aspect, but rather through discourse or lexical means. All three test items were overwhelmingly rejected by native Thai speakers, with acceptance rates ranging from just 0% to 3%. This strongly indicates that Thai speakers do not associate the progressive marker *kamlaŋ* with repetitive or frequency-based interpretations.

Item No.	Sentence	Percentage of Acceptance
1	<p>ช่วงนี้ ครอบครัวเรากำลังกินอาหารนอกบ้านบ่อยๆ เพราะแม่ทำงานยุ่งมาก $t^h\acute{u}aŋ\ ni: k^h r\acute{o}:p\ k r u a\ r a u\ k a m l a ŋ\ k i n\ ? a : h \acute{a} : n\ n \acute{o} : k\ b \acute{a} : n\ b \acute{o} j\ b \acute{o} j$ $p r \acute{o}\ m \acute{e} : \eta a : n\ j \acute{u} \eta\ m \acute{a} : k$ Lately, they are <u>eating</u> out more often because of their mother's busy schedules.</p>	0
2	<p>สัปดาห์นี้ เขากำลังวิ่งจ็อกกิ้งทุกเช้าเพื่อเตรียมตัวสำหรับลงแข่งมาราธอน $s \acute{a} b d \acute{a} : n \acute{i} : k^h \acute{a} u\ k a m l a ŋ\ w \acute{i} \eta\ t \acute{e} \acute{o} k k \acute{i} \eta\ t^h \acute{u} k\ t \acute{e} \acute{h} \acute{a} u\ p^h \acute{u} : a\ t r i a : m\ t u : a$ $s \acute{a} m r \acute{a} b\ l o \eta\ k^h \acute{e} : \eta\ m a : r a t^h \acute{v} : n$ This week, he is <u>jogging</u> every morning to prepare for the marathon.</p>	0
3	<p>เจนไม่พอใจกับงานใหม่ เธอกำลังบ่นตลอดเวลา $t \acute{e} : n\ m \acute{a} i\ p^h \acute{v} : t \acute{e} a i\ k a b\ \eta a : n\ m \acute{a} i\ t^h \acute{r} : k a m l a ŋ\ b \acute{o} n\ t a l \acute{o} : t\ w e : l a :$ Jane is not happy with her new job. She is <u>complaining</u> all the time.</p>	3

Therefore, I predicted that participants would have difficulty computing this reading due to the absence of a grammaticalized habitual progressive construction in Thai. Since Thai does not encode the habitual progressive aspect morphosyntactically, learners may lack the semantic and grammatical resources necessary to interpret this reading in English. In the tasks, we presented data requiring interpretation of the progressive aspect with a habitual reading anchored to a specific reference, following the definition of habituality proposed by Krifka et al. (1995).

After testing, I found the following results as shown in Table 20

Table 20 The acquisition of habitual reading with activity verb across five proficiency levels

Reading - Habitual								
Type of verbs Proficiency	(1) Activity Verb							
	S1 (20)	S2 (20)	S3 (20)	Total (60)	Mean	%	S.D.	Interpretation
Beginner	6	2	5	13	4.33	21.67	2.08	Not Acquire
Upper Beginner	6	5	6	17	5.67	28.33	0.58	Not Acquire
Intermediate	7	6	6	19	6.33	31.67	0.58	Not Acquire
Upper intermediate	8	7	6	21	7.00	35.00	1.00	Not Acquire
Advanced	10	11	13	34	11.33	56.67	1.53	Not Acquire

Noted:

S1 = Lately, they are eating out more often because of their mother's busy schedules.

S2 = This week, he is jogging every morning to prepare for the marathon.

S3 = Jane is not happy with her new job. She is complaining all the time.

Table 21 The acquisition of habitual reading with accomplishment verb across five proficiency levels

		Reading - Habitual							
Type of verbs Proficiency		(2) Accomplishment Verb							
		S1 (20)	S2 (20)	S3 (20)	Total (60)	Mean	%	S.D.	Interpretation
Beginner		3	3	2	8	2.67	13.33	0.58	Not Acquire
Upper Beginner		5	4	2	11	3.67	18.33	1.53	Not Acquire
Intermediate		4	5	3	12	4.00	20.00	1.00	Not Acquire
Upper intermediate		5	5	5	15	5.00	25.00	0.00	Not Acquire
Advanced		11	12	11	34	11.33	56.67	0.58	Not Acquire

Noted:

S1 = This semester, I am working on a research project on overfishing.

S2 = This week, the artist is painting a new mural for the school every day.

S3 = He is running a marathon every weekend this month.

As predicted, most participants, across all proficiency levels, fewer than 30% accurately judged sentences involving accomplishment verbs in the progressive with habitual interpretations, such as: *This semester, I am working on a research project on overfishing. This week, the artist is painting a new mural for the school every day. He is running a marathon every weekend this month.*

However, participants performed slightly better on sentences containing activity verbs, such as: Lately, they are eating out more often because of their busy schedules. This week, he is jogging every morning to prepare for the marathon. Jane is not happy with her new job. She is complaining all the time.

To add on, many participants still responded with uncertainty—indicating “unsure” in the AJT—when interpreting these meanings. The test items were deliberately designed to contain comparing between temporal adverbials (e.g., *this week*, *this month*) and frequency adverbials (e.g., *every morning*, *every day*, *every weekend*) in order to assess whether such contextual cues would help TLEs derive the habitual progressive interpretation. This reading invokes a [+temporary] feature, which contrasts with the [-temporary] feature typically associated with habituals constructions, hence distinguishing habituals from habitual progressives.

This finding contrasts with predictions from the Full Transfer/Full Access Hypothesis (Schwartz & Sprouse, 1996), which posits that L1 semantic and morphosyntactic features should initially shape L2 interlanguage grammars. This may reflect a fundamental difference between English and Thai, particularly in how the progressive is construed. In Thai, the progressive marker *kamlan* strongly favors an ongoing interpretation, making the habitual progressive reading less salient or accessible.

This subtle semantic contrast appears to be missing on L2 learners, who struggle to compute the implicature that the habit being described is temporary. The findings suggest a lack of transfer or access to the semantic value of *temporariness* when the habitual is embedded in the progressive. TLEs did not acquire the inference that the speaker is implying one or more prototypical eventive properties, especially the notion that the habit holds only during a subinterval of a larger time span. Consequently, learners failed to infer why the speaker opted for the progressive rather than the simple present. This implicature—namely, that the use of the progressive signals the temporariness of the habit—is not successfully computed by most

4.2 Summary and Conclusion of the research findings

This section summarizes the overall patterns in the acquisition of progressive aspect readings across five English proficiency levels, focusing on their interaction with different verb classes.

Table 22 The acquisition of progressive reading across verb types with five proficiency levels

Proficiency levels	Beginner		Upper Beginner		Intermediate		Upper Intermediate		Advanced	
	%	Interpretation	%	Interpretation	%	Interpretation	%	Interpretation	%	Interpretation
Ongoing										
ACT	85.00	✓	91.67	✓	93.33	✓	98.33	✓	100.00	✓
ACC	56.67	X	65.00	✓	86.67	✓	88.33	✓	93.33	✓
Iterative										
ACH	45.83	X	49.17	X	55.00	X	60.83	✓	66.67	✓
Stative progressive										
Stative	23.33	X	27.50	X	32.50	X	67.50	✓	66.67	✓
Futurate										
ACT	13.33	X	16.67	X	28.33	X	33.33	X	55.00	X
ACH	15.00	X	16.67	X	23.33	X	33.33	X	51.67	X
Habitual										
ACT	21.67	X	28.33	X	31.67	X	35.00	X	56.67	X
ACC	13.33	X	18.33	X	20.00	X	25.00	X	56.67	X

Acquire at >60% (✓ = acquire X = not acquire)

This study examined the developmental trajectory of Thai learners acquiring the English progressive aspect across five distinct interpretative readings: ongoing, iterative, stative progressive, future, and habitual. Data were elicited using interpretation-based tasks and analyzed with respect to lexical aspect classes—activities (ACT), accomplishments (ACC), achievements (ACH), and stative verbs—across five CEFR-aligned proficiency levels (A1 to C1). Following Bardovi-Harlig (2012) and Ionin et al.

(2008), a 60% threshold was adopted to determine successful acquisition of a given reading.

4.2.1 Ongoing Reading: Early Acquisition

The ongoing reading emerged as the most significantly acquired interpretation. Learners exhibited very high performance with activity verbs (ACT), achieving 85% accuracy at the beginner level and reaching full mastery (100%) by the advanced level. With accomplishment verbs (ACC), acquisition was slightly delayed but ultimately successful, reaching the threshold at the intermediate level (86.67%) and stabilizing above 90% at the C1 level. These findings suggest that the computation of ongoing aspectual semantics—typically characterized by [+dynamic], [+durative], and [+atelic] features—is readily accessible to Thai learners. This early success may be attributed to cross-linguistic similarity with Thai progressive constructions (e.g., *kamlay* + V) that encode prototypical ongoing events.

4.2.2 Iterative Reading: Gradual Emergence, Lexical Sensitivity

For the iterative reading, tested with achievement verbs (ACH), learners demonstrated a slower developmental trajectory. Performance remained below the acquisition threshold until the advanced level, with only 66.67% achieving correct interpretation. This developmental delay reflects the semantic complexity of iterative interpretations, which require learners to override the telic, bounded semantics of achievement predicates and construe repetition. The gradual improvement indicates that learners begin to compute iterative readings only once a more understanding of aspectual coercion is established.

4.2.3 Stative Progressive Reading: Non-prototypicality and Late Restructuring

Stative progressive constructions presented substantial difficulty across all groups. Learners did not reach the 60% acquisition threshold until the upper-intermediate level (67.5%), and even then, interpretation performance plateaued at the advanced level (66.67%). The initial low scores (e.g., 23.33% at beginner) confirm that the dynamic reinterpretation of stative verbs (e.g., *be kind*, *be rude*)—which involves the addition of [+control], [+temporary], or [+contrast] features—poses semantic challenges due to its marginal status in both English and Thai. These results suggest that learners

must undergo conceptual restructuring to accommodate the coercion of [-dynamic] states into progressive-compatible forms, a process likely absent in their L1 grammatical system.

4.2.4 Future Reading: Persistent Difficulty

Future progressive constructions were consistently misunderstood by learners at all proficiency levels and across both activity and achievement verbs. Even advanced learners did not reach the acquisition threshold, scoring only 55.00% for activity verbs and 51.67% for achievement verbs. This suggests that learners struggle to connect the English progressive form with future time, likely because Thai does not have a direct grammatical equivalent. The results indicate that future readings are harder to acquire because they are semantically less transparent and require either strong contextual support or a restructuring of how tense and aspect are represented in the learner's interlanguage.

4.2.5 Habitual Reading: The Most Delayed Acquisition

The habitual reading of the progressive emerged as the most delayed and non-target like among the five. Learner performance remained below threshold for all proficiency groups, including advanced learners, who reached only 56.67% (ACT/ACC). This is consistent with the view that habitual progressive necessitates the projection of event regularity across extended temporal frames—a semantic action that is not compatible with progressive semantics in Thai. Consequently, learners struggled to compute this reading despite increased exposure, suggesting that the relevant semantic features, [+habitual], [+extended frequency], and [+non-punctual], are either absent or underdeveloped in their L2 grammar.

4.3 Evaluation of the AH Hypothesis

To re-evaluate the Aspect Hypothesis and answer my Hypothesis 1: Learners are able to acquire the 'ongoing' meaning of the activity verb type that is prototypical at an earlier stage in their learning, followed by meanings that are more marginal as they become more proficient. The findings indicate clear support for this prediction.

When I refer to certain items as “more marginal,” I mean those progressive readings that deviate significantly from the core ongoing meaning and require additional semantic or pragmatic reinterpretation. Among the five readings examined, the habitual progressive is the most marginal. It involves reanalysing the progressive form to express recurrent or typical behavior, often accompanied by attitudinal or emphatic overtones (e.g., *She is always complaining about her job*). This reading does not exist in the Thai progressive system and diverges from the prototypical [+dynamic, –telic] profile of progressive aspect. Additionally, it typically relies on adverbial support (e.g., *always*) and is developmentally acquired later, as shown in both L1 and L2 studies (e.g., Bardovi-Harlig, 2000).

The stative and future progressive readings are also marginal, but to a lesser extent. The stative progressive violates the expected [+dynamic] feature of the progressive by applying *-ing* to stative verbs (e.g., *love*, *believe*), which must be reinterpreted as temporary or agentive states. The future progressive requires learners to infer a future-time meaning from a present-tense progressive form (e.g., *She is leaving tomorrow*), a temporal interpretation that is not morphologically marked in Thai. Both readings demand additional interpretive processing and are less transparent than the core ongoing use, contributing to their marginal status.

The findings of this study have significant implications for second language acquisition theories, particularly regarding the interaction between semantic interpretation, lexical aspect, and cross-linguistic influence. While the Aspect Hypothesis accurately predicted the prototype-to-periphery trajectory observed in the data in which learners first acquired the progressive with activity verbs expressing ongoing actions. It does not fully account for the delays and inconsistencies observed with marginal meanings such as habitual, futurate, and inherent statives. These meanings, although attested in native English use, were not reliably acquired even at higher proficiency levels, suggesting that learners' sensitivity to prototype-based semantics interacts with the availability of corresponding structures in the L1.

4.4 Evaluation of the FA/FT Hypothesis

This section I discuss (within generative second language acquisition (SLA) theory) how my empirical findings inform the debate on the roles of first language (L1) transfer and access to Universal Grammar (UG) in second language acquisition (SLA). Specifically, I assess which theoretical model (ranging from no transfer/no access to full transfer/full access) best accounts for the observed data.

The two fundamental keys for explaining how learners acquire linguistic knowledge beyond their first language (L1); the notions of transfer and access are two distinct concepts. *Transfer* refers to the extent to which knowledge from the L1 is used as a starting point in the L2 grammar. In contrast, *access* concerns whether second language (L2) learners can draw on innate Universal Grammar (UG); the biologically endowed linguistic system posited by Chomsky (1981).

These two concepts can be further explained as follows. *Transfer* addresses the role of the first language in shaping the initial stages of second language acquisition. It concerns whether, and to what extent, learners rely on their L1 grammatical representations when constructing L2 hypotheses. Different models propose varying degrees of transfer, ranging from Full Transfer, where the entire property of L1 grammar is projected onto the L2 (Schwartz & Sprouse, 1996).

For Partial Transfer, it assumes selective or minimal influence from the L1. According to this view, some L1 grammar properties or features such as syntactic, semantic, morphological are projected onto the L2 at the beginning state (Hawkins & Chan, 1997). Learners might transfer aspects of L1 that are perceived to be structurally or functionally similar to the L2, while other components are either inhibited or reconstructed from scratch. This model accounts for cases where L2 learners exhibit some, but not all, L1-based errors, or where transfer is verb-class dependent that relevant to my study, for example, if activity verbs are transferred but stative or accomplishment verbs are not. The resulting L2 grammar may still be shaped by UG if access is assumed.

No Transfer argues that learners do not project their L1 structure onto the L2 at all. Instead, they build their L2 grammar from the bottom up using only lexical categories at first, gradually developing functional projections via exposure. In terms of progressive aspect acquisition, a No Transfer hypothesis would predict that Thai learners interpreting -ing entirely based on L2 input, without relying on analogues like *kamlaj...jù:*. Any similarity to L1 would thus be coincidental or due to later learning strategies, not initial grammar transfer.

Access, on the other hand, refers to the availability of Universal Grammar (UG) in second language acquisition. The central question is whether adult learners can still access the same innate linguistic principles that guide first language development. Full Access models argue that UG remains fully available throughout L2 acquisition, allowing learners to restructure their interlanguage systems even when L2 input diverges from L1 patterns. In contrast, No Access models (e.g., Bley-Vroman, 1990) claim that UG is no longer operative after the critical period, and L2 acquisition must instead rely on domain-general cognitive mechanisms such as pattern recognition and analogy.

On the access dimension, Full Access means that UG remains available to adult L2 learners throughout acquisition. This is crucial for explaining how learners eventually move beyond L1-like interpretations when input conflicts with transferred features. For example, if Thai learners eventually interpret -ing in its habitual or stative progressive uses like constructions lacking direct equivalents in Thai; it would support the idea that UG-mediated reanalysis has occurred, as predicted by Full Access models.

No Access, in contrast, posits that UG is no longer available after the critical period, and L2 acquisition relies entirely on general learning mechanisms like analogy or frequency-based input (Clahsen & Muysken, 1986; Bley-Vroman, 1990). Under this view, developmental success in acquiring L2 properties not found in the L1 (e.g., future progressive in English) would be unlikely or delayed, and persistent divergence from native-like performance would be expected.

Taken together, these two concepts give rise to a matrix of theoretical hypotheses depending on their combinations. In this study, I applied the hypotheses proposed by Schwartz & Sprouse (1996), each representing a distinct stance on the interplay between L1 influence and UG accessibility in SLA:

1.No Transfer / No Access: Learners do not transfer any properties from their L1, nor do they have access to UG. Second language development relies entirely on general cognitive mechanisms.

2.No Transfer / Full Access: Learners do not utilize their L1 as a basis for acquiring the L2. However, they have full access to UG, allowing them to construct the L2 grammar independently.

3.Partial Transfer / No Access: Some properties of the L1 transfer to the L2, but learners lack access to UG. Consequently, SLA is constrained to the transferred L1 properties without the guiding framework of UG.

4.Partial Transfer / Full Access: Certain aspects of the L1 influence the initial state of L2 acquisition, and learners retain full access to UG. This combination allows for both L1 influence and UG-guided development in SLA.

5.Full Transfer / No Access: The entire L1 grammar constitutes the starting point for L2 acquisition, but learners do not have access to UG. SLA progresses through modifications of the transferred L1 grammar without UG input.

6.Full Transfer / Full Access: Learners begin with a full transfer of their L1 grammar and maintain complete access to UG. This model suggests that SLA is influenced by both L1 structures and the innate principles of UG.

The empirical patterns observed across the five progressive readings provide clear evidence that different combinations of L1 transfer and UG access are at play in the acquisition of English aspectual semantics by Thai learners. The ongoing reading, characterized by high accuracy from the beginner level onward, aligns with the Full Transfer/Full Access (FT/FA) model. Thai learners appear to transfer the form-meaning mapping from their L1 (e.g., *kamlan*), which encodes [+durative], [+dynamic], and [–

grammar. The summary of the evaluation of the FA/FT hypothesis is illustrated in Table 23 below.

Table 23 summary of the evaluation of the FA/FT Hypothesis

Progressive Readings	Lexical types	Transfer	Access	Evidence
Ongoing	Activity Verbs	Full Transfer	Full Access	High accuracy from A1 (85%) to C1 (100%) due to full semantic overlap with <i>kamlaj</i> .
	Accomplishment Verbs	Full Transfer	Full Access	Gradual improvement from A2 (65%) to C1 (93.33%) reflects aspectual coercion with telic verbs.
Iterative	Achievement Verbs	No Transfer	Full Access	Low scores until C1 (66.67%); Thai lacks a grammaticalized iterative construction.
Stative Progressive	Stative Verbs	No Transfer	Full Access	Learners overaccepted ungrammatical statives; coercion of [+control], [+temporary] emerges slowly.
Future	Activity Verbs	No Transfer	No Access	Persistent

Progressive Readings	Lexical types	Transfer	Access	Evidence
				misinterpretation as present; <i>kamləŋ tɛ̀à</i> structurally mismatched; max 55% at C1.
	Achievement Verbs	No Transfer	No Access	Similar to activity verbs; slight improvement but still below threshold (51.67% at C1).
Habitual	Activity Verbs	No Transfer	No Access	Consistently below threshold; Thai lacks morphosyntactic habitual progressive; highest 56.67%.
	Accomplishment Verbs	No Transfer	No Access	Same as above; even telic verbs show no L1-based facilitation or UG-driven computation.

CHAPTER 5

IMPLICATIONS, FUTURE STUDY AND CONCLUSION

This section discusses the theoretical and pedagogical implications of the study's findings, with a focus on how knowledge about Thai learners' difficulties in acquiring progressive readings can inform grammar instruction-implicit vs explicit, materials development, and teacher education.

5.1 Theoretical Implications

The findings of this study broadly support the Full Transfer/Full Access (FT/FA) model (Schwartz & Sprouse, 1996), particularly with respect to the early acquisition of prototypical progressive reading. Learners at the beginner and upper-beginner levels demonstrated accurate and consistent interpretations of the ongoing reading, especially when combined with activity verbs. This supports the hypothesis that L1 grammar is transferred as the initial state. Given that Thai encodes ongoing, dynamic events similarly to the English *-ing* form in its core use, this structural and semantic correspondence likely facilitates transfer at the initial stage of L2 development.

At the same time, the gradual acquisition of non-prototypical readings such as iterative, stative, and habitual uses across proficiency levels suggests that learners are not limited by their L1 alone. Instead, the participants were capable of expanding their interlanguage representations through exposure and restructuring, consistent with the Full Access component of the FT/FA model. In this sense, access to Universal Grammar (UG) remains available beyond the initial transfer stage, guiding learners as they encounter input that diverges from their L1 grammar.

However, several findings complicate a straightforward application of the FT/FA framework. Remarkably, even advanced learners showed persistent difficulty with certain marginal readings, particularly the habitual and future progressive interpretations. According to the FT/FA model, such constructions should become available with sufficient input and continued access to UG. The fact that these readings remained problematic raises questions about whether UG access alone is sufficient for

full convergence. These difficulties may reflect challenges in feature reassembly where learners must map L2 morphosyntactic forms to semantic features that are not instantiated in their L1, in relation to Lardiere's (2008) feature reassembly framework. The habitual progressive, for example, involves not only aspectual interpretation but also pragmatic and attitudinal meaning which is absent from Thai and may fall outside the narrow domain of core grammatical computation governed by UG.

Additionally, the data reveals irregularities across verb classes and interpretation types, suggesting that transfer and UG access do not operate uniformly across all domains. The interaction between lexical aspect (e.g., [+telic], [−dynamic]) and grammatical aspect may create interpretive mismatches that delay acquisition. These findings call for a more comprehensive reading of the FT/FA model, one that takes into account the effects of L1 semantic scope, input stability, pragmatic inferencing, and processing demands. While the model offers a strong foundation for explaining early development and restructuring potential, it may need to be integrated with external cognitive and discourse-based constraints to account for cases where full convergence is not achieved despite theoretical UG availability.

5.2 Implications for Teaching

5.2.1 Explicit or Implicit Instruction

One key instructional issue concerns the mode of teaching whether grammar should be taught explicitly through rule explanation or acquired implicitly through contextualized input. This leads to a crucial distinction in pedagogical approaches, discussed in the following section.

In the Thai EFL context, grammar instruction is typically explicit and form-based, with a strong emphasis on syntactic correctness and verb conjugation rules. For example, when teaching the present progressive in English, Thai learners are often presented with paradigms like *I am eating*, *He is walking*, and *They are studying*, along with time adverbials such as *now* or *right now*. These classroom practices support the acquisition of the prototypical ongoing reading of the progressive, which maps well onto Thai constructions using *kamlan...yù*: to express ongoing actions. Explicit instruction in

this domain is effective because of the high form-meaning transparency and the L1–L2 structural overlap.

However, the limitations of purely explicit instruction become evident when learners are faced with non-prototypical or context-sensitive uses of the progressive, such as habitual or stative (e.g., *She is complaining all the time.*, *You are being rude to*). These meanings are often not taught explicitly and may even contradict earlier classroom rules (e.g., “stative verbs do not take -ing”). As a result, learners may reject such constructions or misinterpret their functions unless they are exposed to them through implicit input-based instruction, such as authentic listening materials, films, or teacher discourse.

In English, many progressive-stative constructions convey temporary emotional states or marked behavior. For instance, *You're being rude* marks a momentary act rather than a character trait (*You are rude*). Such distinctions are rarely addressed in Thai classrooms, which often treat verb categories as rigid and rely heavily on rule-based grammar instruction.

Therefore, without implicit exposure to English input where these forms are natural and frequent—such as in casual speech, social media, or drama—Thai learners may never develop native-like intuitions about when such forms are used. These observations underscore the importance of integrating both explicit and implicit instruction in the classroom. While explicit teaching can clarify form-function mappings and address L1–L2 contrasts, it must be complemented with input-rich environments that expose learners to a broader range of interpretations and discourse functions.

5.2.2 Implications for Teacher Training Programs

The findings of this study have important implications for teacher training programs, particularly those aimed at preparing instructors to teach English grammar to Thai learners. Although Thai and English share surface-level similarities in marking progressive aspect, such as the use of *kamlay* or *jù:* in Thai to denote ongoing situations, this study reveals deep structural and semantic differences that influence learner acquisition. Fundamentally, teacher training must equip instructors with a deep

knowledge of these cross-linguistic differences and their consequences for second language acquisition. Given that native speakers often apply progressive statives, teachers should study how to employ them. This will assist teachers in comprehending and successfully teaching these forms to students.

First, teacher education should emphasize the role of lexical aspect in shaping the compatibility of verbs with the progressive morpheme in English. As demonstrated in this study, learners showed high accuracy with ongoing readings when paired with activity verbs, but struggled considerably with future and habitual readings, especially when paired with accomplishment or achievement verbs. This suggests that the progressive aspect cannot be taught as a uniform form-meaning mapping; rather, it requires instructors to engage with the interaction between grammatical aspect (i.e., *-ing* morphology) and lexical verb classes. Teachers need training in how these dimensions interact and why they create persistent difficulties for Thai learners.

Second, teacher preparation should include training in semantic feature analysis. For example, learners' failure to acquire the stative progressive reading (e.g., *I'm being kind here*) reflects difficulty in computing semantic features such as [+temporary state], [+control], or [+volitionality]. These abstract features do not surface overtly in the input and may be absent from L1 grammar, making their acquisition particularly challenging. Teachers should therefore be trained not only in identifying these features but also in designing tasks that make them salient, such as contextualized input, consciousness-raising activities, schemata interpretation exercises.

Finally, it is essential that teacher training programs address L1 transfer effects and their pedagogical implications. The study's findings support a model of partial transfer and partial access, suggesting that Thai learners rely on L1-based representations when computing progressive interpretations, particularly in cases where L2 meanings are not instantiated in Thai grammar (e.g., future-progressive uses). Teachers must be aware of such transfer tendencies in order to anticipate likely learner errors and provide targeted support. Comparative analysis between Thai and English

aspectual systems should be integrated into training curricula to enhance teachers' ability to diagnose transfer-related issues.

In short, teacher training programs should move beyond traditional form-focused instruction and instead promote a conceptually informed and theoretically grounded approach to grammar teaching.

5.2.3 Implications for Classroom Practice

In the light of the present study's findings, classroom instruction on the English progressive aspect should be redesigned to reflect the semantic interpretive challenges associated with non-prototypical readings. These difficulties call for pedagogical interventions that go beyond rule-based instruction and instead foreground semantic interpretation, contextual inference, and cross-linguistic awareness.

It is recommended that instructional materials be revised to explicitly include all five readings of the progressive aspect. Rather than focusing only on the prototypical ongoing use, materials should incorporate the iterative, habitual, future, and stative progressive interpretations in a structured and comparative manner. Each reading should be supported with contextualized examples, such as dialogues and narrative passages, that illustrate how the *-ing* form functions in authentic discourse.

In addition, learners should engage in semantic feature analysis tasks, where they identify relevant semantic properties associated with each reading such as [+dynamic], [+planning], or [+temporariness] in order to develop a deeper understanding of the underlying grammatical constraints. Visual timelines should be used to depict temporal relations and clarify distinctions among readings, especially for those that are easily confused, such as ongoing versus habitual uses.

As part of the interpretive grammar instruction, learners should be trained to engage in a timeline-based schema drawing task designed to develop their understanding of how progressive constructions interact with temporal structure and semantic features. The worksheet model is provided in Figure 5.1.



Schemata Interpretation Task

Instruction: Read each sentence carefully. Then, decide the time reference of the underlined word. Choose which timeline best matches the meaning of the sentence.

1. Janis is not happy with the job. She is complaining all the time.

a. Past Present Future

Timeline: A horizontal line with an arrow at the end, divided into three equal sections labeled 'Past', 'Present', and 'Future'. There are 'X' marks in every section. A vertical line with a dot at the top points to the middle of the 'Present' section.



b. Past Present Future

Timeline: A horizontal line with an arrow at the end, divided into three equal sections labeled 'Past', 'Present', and 'Future'. There are 'X' marks only in the 'Present' section. A vertical line with a dot at the top points to the middle of the 'Present' section.



2. We can tell that she's winning the game.

a. Past Present Future

Timeline: A horizontal line with an arrow at the end, divided into three equal sections labeled 'Past', 'Present', and 'Future'. There are 'X' marks only in the 'Present' section. A vertical line with a dot at the top points to the middle of the 'Present' section.

b. Past Present Future

Timeline: A horizontal line with an arrow at the end, divided into three equal sections labeled 'Past', 'Present', and 'Future'. There are 'X' marks only in the 'Future' section. A vertical line with a dot at the top points to the middle of the 'Future' section.



3. You are coughing a lot today. Is everything okay?

a. Past Present Future

Timeline: A horizontal line with an arrow at the end, divided into three equal sections labeled 'Past', 'Present', and 'Future'. There are 'X' marks in every section. A vertical line with a dot at the top points to the middle of the 'Present' section.



b. Past Present Future

Timeline: A horizontal line with an arrow at the end, divided into three equal sections labeled 'Past', 'Present', and 'Future'. There are 'X' marks only in the 'Present' section. A vertical line with a dot at the top points to the middle of the 'Present' section.



Figure 3 Schemata Interpretation Task

In this activity, learners were presented with sentences such as “*Janis is not happy with the job. She is complaining all the time*”, “*We can tell that she’s winning the game*”, and “*You are coughing a lot today*”. For each sentence, students were instructed to analyze the temporal interpretation of the progressive aspect. By drawing timelines that visually encode how repeated or dynamic actions unfold across time, learners were guided to reason about the difference between temporary repeated actions (e.g., coughing today), ongoing states in progress (e.g., winning a game), and pragmatically marked temporary habits (e.g., complaining all the time). This task not only supported comprehension of progressive semantics but also encouraged learners to articulate the implicit aspectual and pragmatic cues involved in interpreting morphologically similar yet functionally distinct uses of the progressive form.

Second, teachers should utilize semantic feature analysis or interpretation tasks that require learners to interpret the acceptability of progressive constructions based on abstract semantic features such as [+temporary], [+volitional], and [+contrast]. For instance, learners can be presented with examples like *You are being rude to me!* versus *He is a rude person.* and asked to determine which features is contained. These tasks guide learners to go beyond surface-level form recognition and develop a deeper understanding of the aspectual constraints that govern the use of be + adjective structures in English. Such awareness-raising activities are especially beneficial in L2 contexts where learners' first language, such as Thai, does not always impose comparable semantic restrictions on aspectual marking with stative predicates. By making these features explicit through guided reflection and classroom discussion, instructors can foster learners' ability to compute less transparent meanings of the progressive, such as those associated with intentional behaviors or situational deviations from character norms. The worksheet sample is shown below.

Semantic Feature Grid

Instructions: Read each sentence carefully and focus on the underlined word. Then, analyze the meaning of the underlined word by placing a tick (✓) in the appropriate columns.

Sentence	Temporary		Volitional		Contrast	
	+	-	+	-	+	-
1 I don't want to talk to you anymore. You are being <u>rude</u> to me!						
2 He is a <u>rude</u> person. He always shouts and yells to his staff.						
3 You know he's being <u>funny</u> because they are laughing.						
4 Jenny always tells jokes to us. She is really <u>funny</u> person.						
5 Don't complain. I'm being <u>kind</u> here — you didn't deserve that grade.						
6 Don't be afraid of me. I'm a <u>kind</u> person.						

1. +Temporary = The action is not permanent. It only lasts for a short time.
-Temporary = The action is permanent. It is long-lasting.

2. +Volitional = The action is intentional. The person chooses to act this way.
-Volitional = The action is not done intentionally. It happens naturally or unconsciously.

3. +Contrast = The action is different from usual. It is not typical for the person.
-Contrast = The action is not unusual. The person normally behaves it.




Figure 4 Semantic Feature Grid

Lastly, instruction should include meaning-focused tasks that prompt learners to engage with the interpretive dimensions of progressive constructions rather than merely their morphosyntactic forms. Such tasks might involve contextual identifying, where learners read sentences like *Lately, they are eating out more often because of their mother's busy schedules.* and select the most appropriate scenario (e.g., They have started eating out recently). These tasks help learners connect grammatical forms to speaker intention, discourse function, and lexical aspect. Meaning-focused instruction thus plays a crucial role in guiding learners to compute these readings, especially when such mappings are not available in their L1 grammar. Incorporating this type of instruction can significantly enhance learners' ability to distinguish between grammatical and pragmatically appropriate uses of the

progressive, ultimately leading to more native-like interpretive judgments. The worksheet model is given below.

Interpretation Task

Instruction: Read each sentence carefully and choose the correct meaning of the sentence.

1. "Lately, they are eating out more often because of their mother's busy schedules."
What does the sentence mean?

A) They always eat out. B) They have started eating out.
C) They are going to eat out.

2. "She's sneezing constantly because of her allergies this morning."
What does this sentence mean?

A) She sneezed several times. B) She sneezed and stopped.
C) She sneezed non-stop.

3. "I don't want to talk to you anymore. You are being rude to me."
What does this sentence mean?

A) You are always rude. B) You are rude only this time.
C) You are rude every now and then.

Figure 5 Interpretation Task

Eventually, by incorporating these pedagogical insights, they can promote more effective grammar instruction by supporting teaching practices with learners' interlanguage development patterns and cognitive constraints.

5.3 Limitations and Recommendations for Future Study

5.3.1 Corpus-based studies

To address this gap and complement the current findings, future research should consider corpus-based approaches to investigate how native speakers employ progressive constructions across different verb classes and reading types. Corpus-based studies, such as Kranich (2010), have demonstrated a general increase in the use of the progressive aspect in Modern English; however, the use of stative verbs in progressive constructions has shown only a marginal rise. Likewise, Ráinsson (2010) reported that younger speakers exhibit a greater tendency to use stative verbs in the progressive than older speakers. While these findings provide important sociolinguistic and diachronic insights, they primarily address the *eventive reinterpretation* of stative predicates. They do not investigate how the progressive *-ing* form semantically interacts with various lexical aspect classes (Vendler, 1957) to produce a range of derived interpretations, such as iterative, habitual, future-oriented, or temporary state readings, beyond the canonical ongoing activity interpretation.

Future studies could thus benefit from developing an updated, semantically annotated corpus to explore the frequency, distribution, and interpretive variability of these non-prototypical progressive uses. A fine-grained analysis of verb classes—categorized by lexical aspect (e.g., states, activities, accomplishments, achievements)—could reveal whether certain verb types are more susceptible to extended or pragmatically enriched readings in contemporary usage.

5.3.2. Population and Generalizability

The participant group of this study was limited to Thai learners of English, while this homogeneity allowed for fine-grained analysis of L1 transfer from Thai, it

restricts the generalizability of the findings. It is recommended that for the future work cross-linguistic comparisons with learners from typologically diverse L1 backgrounds (e.g., Chinese, Spanish, Japanese) would be necessary to determine whether the observed difficulties with iterative, stative, future, and habitual progressive readings are due to universal processing constraints, L1-specific features, or both. (Slabakova, 2006)

5.3.3 Tool for collecting data

This study employed a Grammaticality Judgment Task (GJT) to investigate learners' grammatical representations of the progressive aspect in English. While the GJT allowed for a controlled examination of learners' interpretations across various verb types and progressive readings, it inherently limited access to their underlying reasoning or L1-based intuitions. To support the interpretation of transfer effects, an Acceptability Judgment Task (AJT) was also administered in the participants' L1. However, the binary format of the AJT may have restricted the ability to detect gradient judgments. Thus, for the future work, adopting a Likert-scale format could yield more comprehensive data and better capture subtle variations in interpretation. Furthermore, combining supplementary methods such as follow-up interviews would provide deeper insights into the role of L1 semantic representations in shaping L2 comprehension. (Mackey & Gass, 2005)

5.3.4 Longitudinal Perspective

The study captures interlanguage representations at a single point in time across different proficiency groups. While this design supports cross-sectional comparison, it does not trace the individual developmental trajectory of a learner. A longitudinal study would allow for more vigorous claims about how feature restructuring unfolds over time and whether UG access is stable or conditional at different stages of acquisition. (White, 2003; Hawkins, 2001)

5.4 Conclusion

This thesis aimed to investigate how Thai learners of English acquire the progressive aspect morpheme *-ing*, with particular attention to how various progressive readings emerge across proficiency levels and how these readings interact with the

lexical semantics of verb classes. The central objectives were twofold: (1) to examine how Thai learners interpret five key progressive readings in English (ongoing, iterative, habitual, future, and stative), and (2) to determine the extent to which L1 (Thai) grammar is transferred in the semantic acquisition of the English progressive, with a focus on the compatibility or incompatibility between English and Thai aspectual systems. These goals were framed within the theoretical context of Universal Grammar (UG), Full Transfer/Full Access (FT/FA), and cross-linguistic influence.

To achieve these objectives, the study employed three key tasks: a Grammaticality Judgment Task (GJT) and Elicited production Task administered in English and an Acceptability Judgment Task (AJT) administered in Thai. These tools enabled a controlled comparison between learner linguistic competence in the target language and baseline judgments grounded in L1 semantic knowledge. The tasks were constructed to test progressive readings across four Vendlerian verb classes—activities, accomplishments, achievements, and statives—ensuring that each sentence was semantically disambiguated by context. Data were collected from learners across five CEFR-aligned proficiency levels, and quantitative analysis was supported by descriptive statistics including percentage, means, accuracy rates, and cross-sectional comparisons.

The results showed a clear pattern: learners across all levels demonstrated the highest accuracy on ongoing readings, especially with activity verbs, indicating early acquisition and possible L1 transfer from Thai's dynamic progressive constructions (e.g. *kamlan, kamlan... jù:*). This finding aligns with both the Aspect Hypothesis, which claims that prototypical dynamic-progressive pairings are acquired earlier due to their semantic transparency and frequency in input. (Bardovi-Harlig, 2000)

By contrast, other derived readings, particularly stative, future, and habitual, interpretations—were consistently challenging across all levels. Iterative readings, though still difficult, showed moderate gains with proficiency and some sensitivity to verb class (notably better with achievement verbs), suggesting partial restructuring and developing awareness of aspectual coercion. However, future and habitual and

readings were rarely interpreted correctly, even by advanced learners, indicating a persistent representational gap that cannot be explained solely by input frequency or morphological recognition. These meanings likely require semantic enrichment mechanisms and context-based inference that are not grammatically instantiated in Thai.

Most remarkably, stative progressive constructions that rejected across the board, despite the fact that Thai permits some stative verbs to appear in progressive contexts via *kamlan*, or *kamlan... jù:*. This discrepancy suggests that learners may not transfer the interpretive flexibility of L1 stative progressives to L2 English, or that they fail to map relevant semantic features such as [+temporary], [+volitional], and [+control] that permit stative progressives in English.

From a theoretical standpoint, the data suggest that the Full Transfer/Full Access hypothesis provides a partial explanation for the acquisition pattern. The consistent success in acquiring the ongoing reading, and partial success in iterative and stative readings, supports the idea that L1 transfer initiates the interlanguage grammar, especially where Thai has equivalent forms (e.g., *kamlan*, *jù:*). However, the persistent failure in acquiring future and habitual progressive readings, particularly where Thai lacks equivalent grammaticalized forms—indicates representational deficits that learners must overcome through UG access and exposure. Thus, Overall, the study provided strong empirical evidence that the acquisition of progressive aspect is not uniform across readings or verb types. The observed patterns do not support a Full Transfer / Full Access account: learners transfer some L1-based aspectual interpretations early on (e.g., ongoing), but fail to fully map non-prototypical readings without extended exposure and semantic restructuring. Verb class effects further underscore the interaction between lexical aspect and grammatical aspect in semantic interpretation—a key focus of this study

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APPENDIX



APPENDIX A

Grammaticality Judgment Task

Item No.	Sentence	Readings	Lexical Types
1	Don't complain. I'm being <u>kind</u> here — you didn't deserve that grade.	Stative progressive	STA
2	Can you hear that? Someone <u>is knocking</u> on the door.	Iterative	ACC
3	The temperature <u>is dropping</u> quickly as the sun sets.	Iterative	ACC
4	The leaves <u>are falling</u> off the trees as the wind blows.	Iterative	ACC
5	Tonight, he <u>is cooking</u> dinner for his family.	Future	ACT
6	The train <u>is leaving</u> from the platform in five minutes.	Future	ACH
7	We can tell that she's <u>winning</u> the game.	Future	ACH
8	We <u>are watching</u> a movie together this weekend.	Future	ACT
9	You know he's <u>being</u> funny because they are laughing.	Stative progressive	STA
10	I don't want to talk to you anymore. You <u>are being</u> rude to me!	Stative progressive	STA
11	I just had my nose done. Now I'm <u>being</u> beautiful.	Stative progressive	STA
12	Let me pay for your meal. I'm being <u>rich</u> now that I just got my bonus.	Stative progressive	STA
13	She is remembering now that she forgot the key at home.	Filler	
14	This week, he <u>is jogging</u> every morning to prepare for the marathon.	Habitual	ACT
15	This semester, I <u>am working</u> on a research project on overfishing.	Habitual	ACH

16	Lately, they <u>are eating</u> out more often because of their busy schedules.	Habitual	ACT
17	We can't go out yet. It's <u>raining</u> heavily outside.	Ongoing	ACT
18	I'm being <u>fat</u> because I stopped doing exercise.	Stative progressive	STA
19	Sorry I missed your call. I <u>was having</u> a shower when you called.	Ongoing	ACC
20	Look over there! They <u>are playing</u> soccer at the park.	Ongoing	ACT

Google form of GJT

Grammaticality Judgement Task

Instruction:

Carefully read the sentences presented to you. Pay attention to the **underlined verbs**. Decide whether you think the sentence is grammatically correct or incorrect.

- If you think the sentence is correct, mark "Grammatical"
- If you think the sentence contains an error, mark "Ungrammatical". In this case, please refer to the next section of the same question and write the correct answer in full sentence in the given answer box.
- If you do not know the answer nor how to correct it mark "I'm not sure"

Keep in mind that sentences may or may not have grammatical errors. You have 30 minutes to complete the test.

คำชี้แจง:

จงอ่านประโยคคำถามแต่ละข้ออย่างละเอียดโดยให้ความสนใจคำกริยาที่ขีดเส้นใต้ จงเลือกว่าประโยคดังกล่าวถูกต้องความหลักไวยากรณ์หรือไม่

- หากคิดว่าประโยคนั้นถูกต้อง จงเลือกตอบ "Grammatical"
- หากคิดว่าประโยคนั้นไม่ถูกต้อง จงเลือกคำตอบ "Ungrammatical" ในกรณีนี้โปรดไปที่ส่วนถัดไปของคำถามเดียวกันและเขียนคำตอบที่ถูกต้องแบบเต็มประโยคในช่องคำตอบ
- หากคุณไม่ทราบคำตอบหรือวิธีแก้ไข จงเลือกคำตอบ "I'm not sure"

ข้อควรระวัง ประโยคอาจมีหรือไม่มีข้อผิดพลาดทางไวยากรณ์
คุณสามารถย้อนกลับและทำการเปลี่ยนแปลงกับคำตอบที่คุณทำไปได้
คุณมีเวลา 30 นาทีในการทำแบบทดสอบ



APPENDIX B

Elicited Production Tasks

Item No.	Sentence	Readings	Lexical Types
1	You can tell that he is in a hurry. He _____ (check) his watch every five seconds.	Iterative	ACH
2	You _____ (cough) lot today. Is everything okay? Should I get you some water or medicine?	Iterative	ACH
3	She _____ (sneeze) constantly because of her allergies this morning.	Iterative	ACH
4	You can do it! I _____ (believe) in you, my friend.	Filler	
5	The VIP guests _____ (arrive) at 7 p.m. for the dinner party. Make sure everything is prepared well in advance.	Future	ACH
6	We _____ (travel) to Japan next month for our holiday, and I can't wait to explore the cherry blossom parks.	Future	ACT
7	She ____7____ (jump) up and down with joy when she _____ (found) that she got a scholarship from the UK.	Filler	
8	She _____ (jump) up and down with joy when she ____8____ (found) that she got a scholarship from the UK.	Filler	
9	He _____ (run) a marathon every weekend this month.	Habitual	ACC
10	Be quiet! The baby _____ (sleep) in the next room.	Ongoing	ACT
11	The teacher _____ (explain) the lesson right now, so please pay attention.	Ongoing	ACC
12	I can't talk to you now. I _____ (write) an	Ongoing	ACC

Item No.	Sentence	Readings	Lexical Types
	email to my professor. I need to focus on it.		
13	Jane is not happy with her new job. She _____ (complain) all the time.	Habitual	ACT
14	This week, the artist _____ (paint) a new mural for the school every day.	Habitual	ACC
15	This summer, I _____ (stay) in Hua Hin because the PM 2.5 levels in Chiang Mai are too bad to stay there. Then, after May, I'll go back.	Filler	

Google form of EPT

Elicited Production Task

Instruction:

Carefully read the sentences presented to you. Pay attention to the verb in the **bracket ()**. Conjugate the verb inside the bracket and fill in the blank with the conjugated verb that will make each sentence grammatically correct.

You can go back and make changes to the item you have done.
You have 30 minutes to complete the test.

คำชี้แจง:

จงอ่านประโยคคำถามแต่ละข้ออย่างละเอียดโดยให้ความสนใจคำกริยาในเครื่องหมายวงเล็บ()
จงผันคำกริยาในวงเล็บและเติมลงในช่องว่างเพื่อให้ประโยคถูกหลักไวยากรณ์

ข้อควรระวัง ประโยคอาจมีหรือไม่มีข้อผิดพลาดทางไวยากรณ์
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APPENDIX C

Acceptability Judgment Task

Item No.	Sentence	Task Equivalence	
		Task	Item No.
1	ข้างนอกฝนกำลังตกหนัก	GJT	17
2	อาจารย์กำลังอธิบายวิธีทำ ตั้งใจฟังหน่อยนะ	EPT	11
3	ขอโทษที่ไม่ได้รับสายนะ ตะกี้กำลังอาบน้ำอยู่	GJT	19
4	ดูตรงนั้นสิ! เด็กๆกำลังเล่นฟุตบอลกันอยู่ที่สวนสาธารณะ	GJT	20
5	เงียบหน่อย! เด็กกำลังนอนหลับอยู่ในห้องข้างๆ	EPT	10
6	ฉันคุยกับคุณตอนนี้ไม่ได้ ฉันกำลังเขียนอีเมลถึงอาจารย์อยู่ ฉันต้องการสมาธิ	EPT	12
7	เธอได้ยินไหม มีคนกำลังเคาะประตู	GJT	2
8	คุณหมูกำลังลดลงอย่างรวดเร็วเมื่อพระอาทิตย์ตก	GJT	3
9	ใบไม้กำลังร่วงลงจากต้นไม้เมื่อมีลมพัดมา	GJT	4
10	ดูออกเลยว่าเขารีบมาก เขากำลังดูนาฬิกาทุก ๆ ชั่วโมงที่	EPT	1
11	วันนี้คุณกำลังไอเยอะมาก เป็นอะไรหรือเปล่า	EPT	2
12	เข้านี้เธอกำลังจามไม่หยุดเลยเพราะภูมิแพ้กำเริบ	EPT	3
13	เดือนนี้ เขากำลังวิ่งจ็อกกิ้งทุกเช้าเพื่อเตรียมตัวสำหรับลงแข่งมาราธอน	GJT	14
14	ทอมนี้ ฉันกำลังทำโครงการวิจัยเกี่ยวกับการแก้ปัญหา	GJT	15
15	ช่วงนี้ ครอบครัวเรากำลังกินอาหารนอกบ้านบ่อยๆ เพราะแม่ทำงานยุ่งมาก	GJT	16
16	เจนไม่พอใจกับงานใหม่ เธอกำลังบ่นตลอดเวลา	EPT	13
17	สัปดาห์นี้ ศิลปินกำลังวาดภาพจิตรกรรมฝาผนังใหม่ให้โรงเรียนทุกวัน	EPT	14
18	เดือนนี้เขากำลังวิ่งมาราธอนทุกสัปดาห์	EPT	9
19	รถไฟกำลังออกจากซานซาลาอีกห้านาที	GJT	6
20	พวกเรากำลังดูหนังด้วยกันสุดสัปดาห์นี้	GJT	8
21	คืนนี้ เขากำลังทำอาหารเย็นให้ครอบครัว	GJT	5
22	สำหรับงานเลี้ยงเย็นนี้ แยกวีไอพีกำลังมาถึงตอนหนึ่งทุ่ม	EPT	5

Item No.	Sentence	Task Equivalence	
		Task	Item No.
	กรุณาเตรียมทุกอย่างให้เรียบร้อยล่วงหน้า		
23	เดือนหน้าพวกเรากำลังเดินทางไปญี่ปุ่นในช่วงวันหยุด เพื่อไปดูสวนซากุระ	EPT	6
24	เจบอกเลยว่าคุณกำลังชนะเกมนี้	GJT	7
25	ฉันไม่อยากคุยกับเธอเลย เธอกำลังหย่ากับสามีฉัน	GJT	10
26	คุณก็รู้ว่าเขากำลังตกลงอยู่ เพราะทุกคนหัวเราะ	GJT	9
27	ฉันเพิ่งไปทำจุกมา ตอนนี้อันกำลังสวยเลย	GJT	11
28	อย่าบ่นเลย ฉันกำลังใจดีอยู่ตอนนี้ — เธอไม่สมควรได้ เกรตนั้นด้วยซ้ำ	GJT	1
29	มีอันนี้ฉันเลี้ยงเอง เพิ่งได้ไม่นานนี่เอง ตอนนี้อันกำลังสวยเลย	GJT	12
30	ตอนนี้ฉันกำลังอ้วน เพราะฉันหยุดออกกำลังกาย	GJT	18

Google form of EPT

แบบทดสอบการยอมรับการใช้ “กำลัง” และ “กำลัง...อยู่” ในภาษาไทย (Acceptability Judgement Task)

เรียน ผู้ตอบแบบสอบถาม

กรุณาอ่านคำถามแต่ละข้ออย่างละเอียดและเลือกตอบ

- ยอมรับ หากท่านรู้สึกว่ายกข้อยกเว้นที่ออกมากในคำถามถูกต้องตามหลักไวยากรณ์ภาษาไทยและมีความเป็นธรรมชาติ
- ไม่ยอมรับ หากท่านรู้สึกว่ายกข้อยกเว้นที่ออกมากในคำถามผิดหลักไวยากรณ์ภาษาไทยและแปลกไปจากภาษาที่ท่านในฐานะเจ้าของภาษาใช้ในชีวิตประจำวัน โดยหากท่านไม่ยอมรับ จงเขียนประโยคที่ท่านยอมรับมากกว่า

คำตอบของท่านจะถูกบันทึกโดยไม่มีเก็บข้อมูลส่วนบุคคลของท่าน ผลของแบบสอบถามจะถูกใช้เป็นส่วนหนึ่งของงานวิจัยเท่านั้น

ผู้จัดทำขอขอบคุณสำหรับความร่วมมือเป็นอย่างสูง



APPENDIX D

The 6-level Common European Framework of Reference for Languages (CEFR)

EFSET English Score	CEFR	Level	Description
1-30	A1	Beginner	Understands familiar everyday words, expressions, and very basic phrases aimed at the satisfaction of needs of a concrete type.
31-40	A2	Elementary	Understands sentences and frequently used expressions (personal and family information, shopping, local geography, employment)
41-50	B1	Intermediate	Understands the main points of clear, standard input on familiar matters regularly encountered in work, school, & leisure.
51-60	B2	Upper Intermediate	Understands the main ideas of complex text or speech on both concrete and abstract topics, including technical discussions in his field of specialisation.
61-70	C1	Advanced	Understands a wide range of demanding, longer texts, and recognises implicit or nuanced meanings.
71-100	C2	Proficient	Understands with ease virtually every form of material read, including abstract or linguistically complex text such as manuals, specialised articles and literary works, and any kind of spoken language, including live broadcasts delivered at native speed.

Level group	Level	Description
A Basic user	A1 Breakthrough	<ul style="list-style-type: none"> • Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
	A2 Waystage	<ul style="list-style-type: none"> • Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.
B Independent	B1 Threshold	<ul style="list-style-type: none"> • Can understand the main points of clear standard input on familiar matters regularly

user		<p>encountered in work, school, leisure, etc.</p> <ul style="list-style-type: none"> • Can deal with most situations likely to arise while travelling in an area where the language is spoken. • Can produce simple connected text on topics that are familiar or of personal interest. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
	B2 Vantage	<ul style="list-style-type: none"> • Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialisation. • Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. • Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C Proficient user	C1 Advanced	<ul style="list-style-type: none"> • Can understand a wide range of demanding, longer clauses and recognise implicit meaning. • Can express ideas fluently and spontaneously

		<p>without much obvious searching for expressions.</p> <ul style="list-style-type: none"> • Can use language flexibly and effectively for social, academic and professional purposes. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
	<p>C2 Mastery</p>	<ul style="list-style-type: none"> • Can understand with ease virtually everything heard or read. • Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. <p>Can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.</p>

VITA

