Systematicity of L1 Thai Learners' L2 English Interlanguage of 'Wish-Clauses'

Rawisiree Suteerapongsit
Nattama Pongpairoj
Chulalongkorn University, Bangkok, Thailand
Corresponding author's email: pnattama@chula.ac.th

Abstract

The current study aimed to investigate the production of L2 English 'wish-clauses' by L1 Thai learners, based on the Interlanguage Hypothesis (Selinker, 1972, 1992). It was hypothesized that L1 Thai learners showed systematicity in their interlanguage (IL) in the use of three types of 'wish-clauses' and that their IL was shaped by language transfer and transfer of training, which are among the psychological processes of IL construction. A Cloze Test and a Situation Task were administered to 30 L1 Thai undergraduate students, divided equally into two groups: an intermediate group and an advanced group. The results conformed to the hypotheses in that Thai learners of both proficiency levels seemed to exhibit systematicity in the production of all types of English 'wish-clauses' in both tasks. The systematicity was assumed to be influenced by language transfer, in combination with transfer of training. The results of the study are expected to shed light on the characteristics of English IL of 'wish- clauses' among L1 Thai learners and the difficulties they face in the acquisition of English 'wish-clauses'.

Introduction

In second language acquisition (SLA), among English grammatical structures, 'hypothetical' or 'counterfactual constructions' have been noted as a difficult area for L2 learners of English by many researchers (Celce-Murcia, Larsen-Freeman, & Williams, 1999; Norris, 2003; Ramirez, 2005). These constructions express imaginary actions or situations that are contrary to fact, including 'if-conditionals' and 'wish-constructions' (Fauconnier, 1994; Han, 2006; Iatridou 2000).

Studies in this area have focused mainly on counterfactual 'if-conditionals' of learners from different L1 backgrounds (Al-Khawalda, 2013; Al Rdaat, 2017; Bloom, Lahey, Hood, Lifter, & Fiess, 1980). However, few studies have examined 'wish-clauses.' One such study is that of Al-Khawalda and Alhaisoni (2012) who reported problems faced by Arabic native speakers in the usage of wish, possibly due to negative transfer from their L1. In the Thai context, deviant usage of 'wish-clauses' in terms of wrong tenses has been reported as part of the errors in learners' translation in the study of Pojprasat (2007).

The previous studies on English 'wish-clauses' focused only on L2 learners' errors and the role of L1. This study, therefore, intends to explore the production of English 'wish-clauses' among L1 Thai learners based on the Interlanguage Hypothesis. It aims at identifying systematicity in the linguistic system or internal grammar, termed as 'interlanguage' (IL) (Selinker, 1972, 1992), constructed by L1 Thai learners of different proficiency levels. Also, it attempts to explain the psychological processes influencing the learners' IL.

The hypotheses of the current study were as follows:

1. Based on the IL Hypothesis (Selinker, 1972, 1992), L1 Thai learners show systematicity in their IL in the use of English 'wish-clauses.'

2. Based on the psychological processes of IL construction, the use of English 'wish-clauses' of L1 Thai learners is shaped by language transfer and transfer of training.

Literature Review
The Interlanguage Hypothesis

Interlanguage (IL) was defined by Selinker (1972) as the intermediate state of an L2 learner's separate linguistic system as it is being developed toward the L2. In other words, it is a learner's idiosyncratic version of L2 or mental grammar at a particular point in the process of learning the language. This linguistic system is influenced by the learner's L1 and the L2, but it is different from both.

Selinker (1972, 1992) suggested five psycholinguistics processes which constitutes the knowledge underlying IL behaviors central to L2 learning: language transfer, transfer of training, strategies of L2 learning, strategies of L2 communication, and overgeneralization of L2 rules.

The first process is language transfer, which occurs when fossilizable items, rules, and subsystems in a learner's IL performance are a result of L1. This can occur in various types of units, such as phonology, grammatical relationship, and lexical items. Some examples for phonology are American English retroflex /r/ in their French IL and English rhythm in the IL relative to Spanish (Selinker, 1972, p. 209). An example concerning syntax is the use of German word order by German native speakers attempting to produce an English sentence, such as He comes tomorrow home. (Weinreich, 1953, p. 30).

The second process is transfer of training, which refers to the learner's application of rules learned from instruction. This includes identifiable items in training procedures, such as textbooks and teachers. For example, in their IL, Serbo-Croatian speakers at all levels of proficiency regularly produce he in most circumstances where either

he or she is required because the drills almost always present only he both in textbooks and from teachers (Selinker, 1972, p. 218).

The third process is strategies of L2 learning, which is the conscious attempt of learners to master the target language by using a number of strategies. Some examples include the use of mnemonics to remember target vocabulary, the memorizing of textbook dialogues, the use of flashcards, and so on (Tarone, 2006, p. 749).

The fourth process is strategies of L2 communication, which is the approach used by learners to resolve communication problems or respond to communicative needs beyond the adequacy of the IL system. One example is the omission of grammatical formatives such as articles, plural forms, and past tense morphemes in spontaneous speech (Selinker, 1972, p. 220). This may result from learners' perception that they are unnecessary for their communicative purpose.

The last process is overgeneralization of L2 rules, which refers to the application of rules in inappropriate contexts due to a lack of knowledge about the exception to rules. One example is the use of L2 past tense marker-ed for both regular and irregular verbs. Another example is the use of drive for all vehicles, such as to drive a bicycle (Selinker, 1972, p. 218).

According to Selinker (1972, 1992), these five processes force 'fossilizable materials' upon surface IL utterances. The term 'fossilization' refers to a mechanism underlying surface linguistic materials, including linguistic items, rules, and subsystems, which do not disappear but become part of a stable interlanguage, regardless of the age of the learner or the amount of instruction received in the L2. This means that some parts of the learner's linguistic system may cease developing and become stable before reaching the norms of the target language. Some examples involving syntax are German Time-Place order after the verb in the English IL of L1 German learners and Object-Time order after the verb in the English IL of Hebrew speakers (Selinker, 1972, p. 215).

Second Language Acquisition of English Hypothetical Constructions

Some studies on English grammatical errors have touched on the difficulties in the use of English use of English 'wish-clauses' faced by learners from different L1 backgrounds, including Thai learners. Nezam (2013) examined errors in the usage of English tense and mood made by 60 L1 Persian undergraduates who were L2 learners of English in a gap-fill test based on Contrastive Analysis (CA) and Error Analysis (EA). The items of the test included two types of 'hypothetical wish construction', i.e. 'wish about the present' and 'wish about the future'. In Persian, simple past is used for these two types of 'wish-clauses'. As predicted, the results showed that the simple past was used for 'wish about the future' as a result of negative transfer and it was also used for 'wish about the present' as a result of positive transfer.

Ahamed (2016) studied the use of the English unreal past with the words or phrases: as if, if only, wish, suppose, as though, would rather, it is high time, and had better by 50 Arabic EFL secondary school students in a gap fill task and a matching task. A questionnaire was also administered to the teachers to inquire about their experiences in teaching the English unreal past. The results showed that 'wish-clauses' was one of the most challenging structures, in which more than half of the students produced wrong verb forms. This was compatible with the teachers' reflection that the verb forms in English 'wish-clauses' were confused with those of Arabic, indicating the influence of L1 in the difficulties of using English 'wish-clauses'.

Despite reported errors in the production of 'wish-clauses', only a few studies have specifically examined the use of English 'wish-clauses'. One such study is that of Al-Khawalda and Alhaisoni (2012), which explored the production of three types of 'wish-clauses' by 88 L1 Arabic-L2 English learners in a gap-filling task. The results illustrated that the learners produced each type of 'wish-clause' in a similar way to Arabic. That is, the verb form in 'wish about the

present' was either in simple present or present progressive. Most of the verbs in 'wish about the future' were in simple present and some were in the form of 'will + infinitive'. The verb form in 'wish about the past' was either in simple past or past progressive. It was concluded that Arabic speakers had difficulties in using 'wish-clauses' due to negative L1 transfer.

In the Thai context, deviant usage of 'wish-clauses' in terms of wrong tenses has also been reported in the study of Pojprasat (2007) which investigated errors in translation made by 40 L1 Thai learners of L2 English. The results showed that one of the grammatical patterns in English-to-Thai translation sentences in which errors were found is 'wish-clauses' in terms of wrong time reference. The errors were suggested to be a result of incomplete knowledge of tense usage and classroom instruction, which places too much emphasis on grammatical structures rather than focusing on meaning. This indicated the role of transfer of training.

Some studies of English conditionals also found an influence of transfer of training. Tuan (2012) investigated the difficulties EFL learners encountered in English conditional structures at the University for Natural Resources and Environment, Ho Chi Minh City (UNRE-HCMC) and the causes of these problems. Questionnaires were given to 98 EFL learners and interviews were conducted with 15 teachers to elicit information regarding problems in acquiring English conditionals and the possible factors involved. The results showed that more than half of the EFL learners had difficulties in the use of English conditional sentences. Apart from a strong influence of the mother tongue due to the differences to Vietnamese, transfer of training was likely to play a role. The learners reported problems with understanding the English conditional structures explained by the teacher in the classroom and from grammar books. Moreover, they agreed that time given to the lessons about these structures was too limited. These points were also mentioned by teachers in the interviews.

The previous studies on English 'wish-clauses' focused on errors produced by L2 learners and the role of L1. To the best of the researchers' knowledge, there has been no research focusing specifically on English 'wish-clauses' among L1 Thai learners. To fill in the gap, this study employs the notion of Interlanguage (IL) (Selinker, 1972, 1992) with the goal of investigating systematicity of English IL of 'wish-clauses' by L1 Thai learners and identifying the psychological processes which shape the interlanguage in the use of 'wish- clauses'.

Wish-clauses' in English and Thai
English 'Wish-Clauses'

'Wish-clauses' are constructions used for expressing the speaker's desire about hypothetical events or situations in the present, past, or future.

Hypothetical or Counterfactual Meaning of English 'Wish-Clauses'. English 'wish-clauses' are categorized as hypothetical or counterfactual constructions. According to Leech (1971, 2004), 'wish-constructions' express 'hypothetical meaning' which means that the event described is assumed to happen "not in the real world, but in an imaginary world." (Leech, 2004, p. 120). Similarly, Gleason (1980) proposes that a hypothetical wish expresses a desire for something that the speaker considers unattainable or impossible at the moment of speaking or impossible to realize for the past or the future.

Types of English Hypothetical or Counterfactual 'Wish-Clauses'. English hypothetical 'wish-clauses' can be classified into three main types according to the time of the mentioned situations or events: 'wish about the present', 'wish about the past', and 'wish about the future'(Azar & Hagen, 2009, 2017; Foley & Hall, 2012; Leech, 1971, 2004; Murphy, Craven, & Viney, 2015).

Wish about the Present. There are two structures used to express the speaker's desire for something to be different in the present. The first one is 'wish + simple past', as in (1a). This also includes the

past form of the modal auxiliary can, i.e. could, as in (1b). The other one is 'wish + past progressive', as in (1d). It should be noted that either was or were can be used with singular subjects (Leech, 2004) as in (1c).

> (1a). I wish I knew what to do about the problem. (I don't know and I regret this.) (Murphy et al., 2015, p. 82)
>
> (1b). I wish I could stay longer. (I can't stay longer.) (Murphy et al., 2015, p. 82)
>
> (1c). I wish Sarah was/were here now. (Sarah isn't here now.) (Murphy et al., 2015, p. 82)
>
> (1d). I wish it wasn't/weren't raining right now. (It is raining right now.) (Azar & Hagen, 2009, p. 434)

Wish about the Past. There are two main structures used to express the speaker's wish that something different had happened in the past or to talk about regret in the past. The first one is 'wish + past perfect', as in (2a). The other one is 'wish + could + have + past participle', as in (2b). Note that 'wish + would + have + past participle' is also used in informal English, as in (2c).

> (2a). I wish I had known about the party. (I didn't know.) (Murphy et al., 2015, p. 82)
>
> (2b). I wish I could have gone. (I couldn't go.) (Murphy et al., 2015, p. 82)
>
> (2c). I wish John would have come. (He didn't come.) (Azar & Hagen, 2009, p. 434)

Wish about the Future. There are four structures used to express the speaker's desire for something to happen or change, but usually the speaker does not expect it to happen. The first one is 'wish + would + verb infinitive', as in (3a). The second one is 'wish + could + verb infinitive', as in (3b). The third one is 'wish + was/were going to', as in (3c). The last one is 'wish + past progressive', as in (3d). Similar to

'wish about the present', either was or were can be used with singular subjects.

> (3a). I wish people would recycle their rubbish! (People will not recycle their rubbish.) (Foley & Hall, 2012, p. 172)
>
> (3b). I wish she could come tomorrow. (She can't come tomorrow.) (Azar & Hagen, 2017, p. 448)
>
> (3c). I wish he was/were going to be here next week. (He is not going to be here next week.) (Azar & Hagen, 2017, p. 448)
>
> (3d). I wish I was/were coming with you tomorrow. (I am not coming with you tomorrow.) (Foley & Hall, 2012, p. 174)

It can be seen that in 'wish-clauses', the forms of the verbs are not correspondent to the normal time reference. They show consistent backshifting of tenses (Celce-Murcia, Larsen-Freeman, & Williams, 1999), which means a progression backward from present to past to past-past.

'Wish-clauses' in Thai

In Thai, a hypothetical 'wish' is expressed through the verb /yàːk (hâj)/ (want or wish). Similar to the English verb wish, this verb can be used to express the speaker's desire about situations in the past, present or future. However, the differences between Thai and English lie in the verb forms in each of the three types of hypothetical 'wish-clauses'. As Thai is an isolating language, there is no inflection on Thai verbs for number, gender, or tense. The verb forms in the subordinate clauses of 'wish-clauses' are not inflected to refer to time. As a result, in many cases, a 'wish-clause' can express the meaning in either present, past, or future, as in (4). The meaning is inferred from the context.

(4) cʰǎn   yâːk hâj : kʰǎw cʰáj   weː laː kàp cʰǎn mâːk kwàː níː
     I   wish   he   spend time with I   much than this

'I wish he spend more time with me.'

a. I wish he spent more time with me. (wish about the present)

b. I wish he had spent more time with me. (wish about the past)

c. I wish he would spend more time with me. (wish about the future)

Thai expresses the time of the hypothetical event through adverbs of time, such as right now, last night, next week, and tomorrow, the context, and the aspectual marker /cà/[1] ('will'), which can be used after the verb /yâːk/ ('wish') to express the future context. However, these adverbs of time and the aspectual marker are optional. The time of the hypothetical event is mainly inferred from the context as shown in the following examples.

(5) cʰǎn   mâj   yâːk hâj   fǒn tòk   (tɔːn níː)
     I   not   wish   rain   (right now)

I wish it wasn't / weren't raining (right now).

(6) cʰǎn   yâːk   paj   ŋaːn paː tî: mɯːa kʰɯːn
     I   wish   go   party   last night

I wish I had gone to the party last night.

(7) cʰǎn   yâːk   (cà)   hâj   pʰrûŋ níː   tʰɤː   maː   dâj
     I   wish   (will)   tomorrow   she   come   can

I wish she could come tomorrow.

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[1] Jenny (2001, p. 133) classified /cà/ as a 'prospective marker', which is used for describing an event that occurs "subsequent" to a given reference time and it has a sense of "futurity"

Iwasaki and Ingkaphirom (2009) classified /cà/ as a challengeability aspectual marker, which is often used to mark challengibility of the future event as it is assumed to be challengeable.

In summary, Thai 'wish-clauses' differ from English mainly in the verb forms following wish in that the verbs are not inflected in all types of 'wish-clauses'. Adverbs of time, aspectual markers (/cà/), or the context, are used to indicate whether a 'wish-clause' is 'wish about the present', 'wish about the past', or 'wish about the future.'

Research Methodology
Participants

Thirty Thai learners of English participated in this study. They were first year students at Chulalongkorn University, divided equally into two proficiency groups, i.e. intermediate and advanced, based on CU-TEP (Chulalongkorn University Test of English Proficiency) scores. The test is modeled on the TOEFL test. It aims to measure listening, reading, and writing skills and comprises one part for each skill tested. The scores range from 1 to 120. The range of scores determining English proficiency levels were as follows: 1-13 = Beginner, 14-34 = Elementary, 35-69 = Intermediate, 70-98 = Upper Intermediate, and 99-120 = Advanced. In the present study, fifteen participants whose scores ranged from 35 to 69 were placed in the intermediate group, and the other 15 whose scores were between 99 and 120 were put in the advanced group. Learners with low English proficiency level were not included as it is probable that they may not yet have begun to construct their IL with respect to English 'wish-clauses' due to the assumed complexity of the construction for Thai learners.

Research Instruments

The instruments employed in this study were two written tasks: a Cloze Test and a Situation Task. Each task contained equal numbers of parallel test items: 9 target items and 11 distractors. All the target items covered three types of English 'wish-clauses', with three items for each 'wish-clause' type. The target items covered the mainstream

verb forms: (1) past simple and 'could + verb infinitive' for wish about the present, (2) past perfect, and 'could + have + past participle' for wish about the past, and (3) 'would + verb infinitive' and 'could + verb infinitive' for wish about the future. One target item in each type was in the negative form. To keep variables constant, all the verbs required to be in past forms were regular verbs and the auxiliary 'be' was not included.

Cloze Test. The Cloze Test required the participants to fill in the blank with the correct form of the verb given for each item. All the items were considered valid as they were taken from Azar and Hagen (2017), Foley and Hall (2012), and Murphy et al. (2015). Examples of the target items are shown below:

(2) I wish I _____ (can/swim), but I'm terrified of water.

(10) My friend won't ever lend me his car. I wish he _____ (lend) me his car for my date tomorrow night.

(12) Pedro stayed up really late last night. Today he's having trouble staying awake at work. He wishes he _____ (not/stay up) really late last night.

The distractors in this test involved the use of gerunds and infinitives after verbs. All of the items were taken from Murphy et al. (2015) (See Appendix A for all the task items).

Situation Task. The Situation Task required the participants to complete a sentence for each situation by using the given words. All the items were considered valid as they were taken from Azar & Hagen (2017), Foley & Hall (2012), Murphy et al. (2015), and Vince (2008) (See Appendix B). Examples of the target items are shown below:

(3) There was a job advertised in the paper. You decided not to apply for it. Now you think that your decision was wrong.
You say: I wish _____.
(apply)
(7) You have always wanted to be able to speak a foreign language really well.
You say: I wish_____.
(can/speak)
(17) You know that it will snow tomorrow. You don't like this.
You say to your friend: I wish_____.
(not/snow)

The distractors in this test involved the use of the use of indirect speech. All of the items were taken from Murphy et al. (2015) and Vince (2008) (See Appendix B for all the task items).

The two tasks were deemed valid as all the items were taken from published textbooks and they were designed to test the hypotheses as to the production of tenses and verb forms of English 'wish-clauses'.

Interview

In order to gain more insight into their answers and their learning background of English 'wish-clauses', the participants were interviewed for 10-15 minutes immediately after they finished both tasks. The interview was conducted in Thai for understandability and clarity of the data. The interview questions consisted of the reason behind each item for which the participants produced wrong tenses and/or verb forms and the teaching of English 'wish- clauses' in their schools. The two questions were considered valid as they were used to obtain data on the learners' rationale of their answers in the tasks and their experience learning English 'wish-clauses'.

Data collection

The participants were given a total of 45 minutes to complete the two tasks, with 20 minutes for the Cloze Test, and 25 minutes for the Situation Task. Immediately after they completed the written tasks, the participants were interviewed for about 10-15 minutes.

Data Analysis

The total scores of each learner group for each test were calculated. For both tests, the use of the correct forms of the verbs for each type of 'wish-clauses' was scored separately. Other verb forms used were also calculated into percentages. Other tenses and verb forms apart from the target mainstream forms which were approved as appropriate by a native speaker who is a lecturer at Chulalongkorn University were also counted in the total scores.

Results and Discussion

The overall results of the two experimental groups are presented in Table 1 and Figure 1. The overall results of the two experimental groups showed that the advanced group of learners scored better on both tasks with equal scores for each (75.56%). The intermediate group scored slightly better in the Situation Task compared to the Cloze Test (27.41% and 26.67%, respectively). Regarding the scores for each 'wish-clause' type, the advanced group also performed better than the intermediate group, as shown in Figure 2 below.
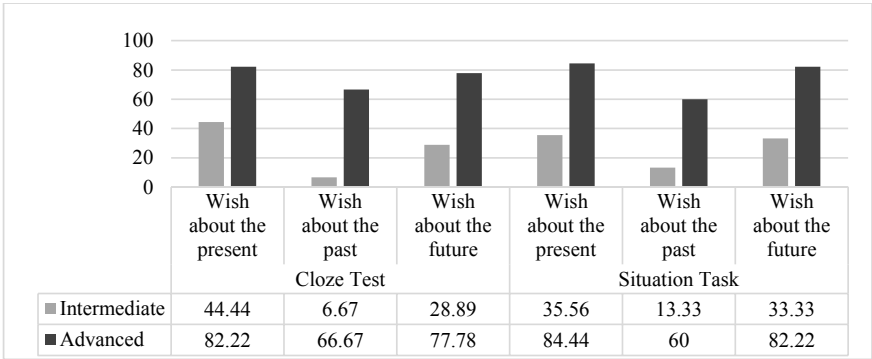
Table 1

Overall results from the Cloze Test and the Situation Task by L1 Thai learners

Group	Cloze Test		Situation task	
	Raw scores	**Percentage**	**Raw scores**	**Percentage**
Intermediate	36/135	26.67%	37/135	27.41%
Advanced	102/135	75.56%	102/135	75.56%

Figure 1

Overall Results from the Cloze Test and the Situation Task by L1 Thai learners
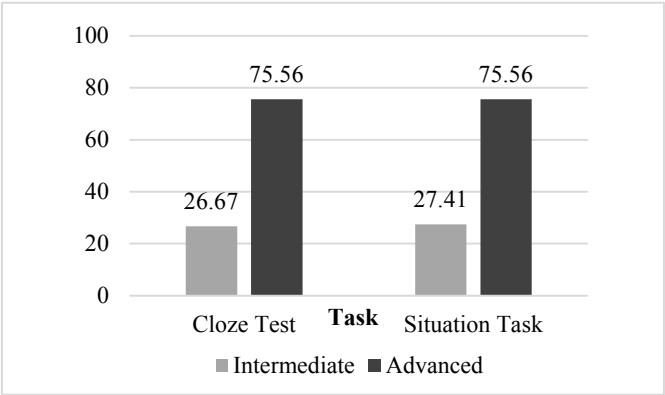
Figure 2

Uses of Correct Verb form for Each Type of 'wish-clauses' in the Cloze Test and the Situation Task
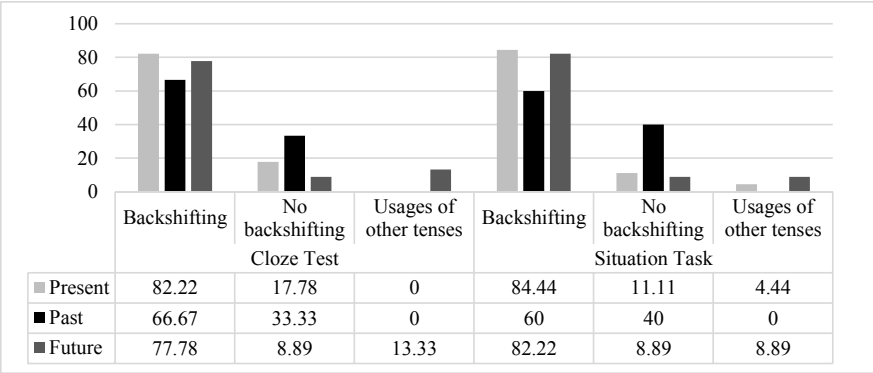

	Wish about the present	Wish about the past	Wish about the future	Wish about the present	Wish about the past	Wish about the future
		Cloze Test			Situation Task	
■ Intermediate	44.44	6.67	28.89	35.56	13.33	33.33
■ Advanced	82.22	66.67	77.78	84.44	60	82.22

In the Cloze Test, for 'wish about the present', the intermediate learners' scores amounted to 44.44%, while the advanced group's scores stood at 82.22%. For 'wish about the past', the intermediate learners scored 6.67%, whereas the advanced learners scored 66.67%. For 'wish about the future', the intermediate learners' scores amounted to 28.89%, while the advanced group's scores stood at 77.78%. In the Situation Task, for 'wish about the present', the intermediate learners' scores amounted to 35.56% while the advanced group's scores stood at 84.44%. For 'wish about the past', the intermediate learners scored 13.33%, whereas the advanced learners scored 60%. For 'wish about the future', the intermediate learners' scores amounted to 33.33%, while the advanced group's scores stood at 82.22%.

Hypothesis one states that L1 Thai learners show systematicity in their IL in the use of English 'wish-clauses.' Hypothesis two states that the use of 'wish-clauses' of L1 Thai learners are shaped by the psychological processes of IL construction, i.e. language transfer and transfer of training.
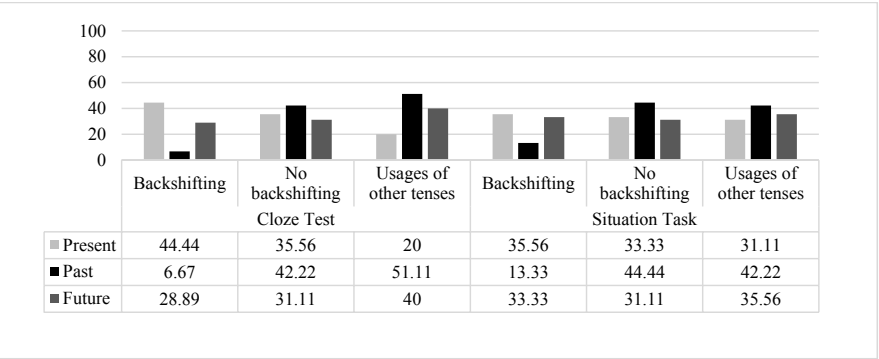
From the results, two main systematicities seem to occur in both groups of learners in both tasks, i.e. the ranking orders of the incorrect rates of production and the lack of backshifting of tenses. Apart from these, another systematicity observed mainly in the intermediate group was usages of other tenses. The proportion of the main types of verbs used in each 'wish-clause' type by each learner group is presented in Figure 3 and Figure 4 below.

Figure 3

The Proportion of the Main Types of Verbs Used in Each 'wish-clause' Type by the Intermediate Learners

	Backshifting	No backshifting	Usages of other tenses	Backshifting	No backshifting	Usages of other tenses
		Cloze Test			Situation Task	
Present	82.22	17.78	0	84.44	11.11	4.44
Past	66.67	33.33	0	60	40	0
Future	77.78	8.89	13.33	82.22	8.89	8.89

Figure 4

*The Proportion of the Main Types of Verbs Used in Each 'wish-clause'
Type by the Advanced Learners*

	Backshifting	No backshifting	Usages of other tenses	Backshifting	No backshifting	Usages of other tenses
		Cloze Test			Situation Task	
Present	44.44	35.56	20	35.56	33.33	31.11
Past	6.67	42.22	51.11	13.33	44.44	42.22
Future	28.89	31.11	40	33.33	31.11	35.56

First, regarding the ranking orders of the incorrect rates of production of English 'wish- clauses' in terms of tenses and verb forms, both groups exhibited the same order in both tasks, as shown in Figure 2 above. That is, 'wish about the past' seemed to be the most difficult type where both groups produced incorrect verb forms the most. The intermediate group scores for this type stood at 6.67% in the Cloze Test and 13.33% in the Situation Task and the advanced group at 66.67% in the Cloze Test and 60% in the Situation Task. The incorrect rates of production of verb forms for the other two types of 'wish-clauses' seemed not quite different from each other, resulting in relatively approximate scores, with 'wish about the future' in the second rank and 'wish about the present' as the least difficult type. For the intermediate group, the scores for 'wish about the future' and 'wish about the present' in the Cloze Test amounted to 28.89% and 44.44% respectively and the scores in the Situation Task stood at 33.33% and 35.56% respectively. For the advanced group, the scores for 'wish about the future' and 'wish about the present' in the Cloze Test stood

at 77.78% and 82.22% respectively and in the Situation Task at 82.22% and 84.44% respectively.

Second, among the incorrect production, the main verb forms used by both groups in both tasks for all types of 'wish-clauses' were verbs with no backshifting. Compared to the intermediate group, the rates of production of verbs with no backshifting of the advanced group were at lower percentages (20% for each task). On the other hand, those of the intermediate learners were at 34.07% in the Cloze Test and 36.30% in the Situation Task. Despite lower percentages of the lack of backshifting of tenses in the production of the advanced learners, similar trends in the proportion for each type could be detected for both groups in both tasks. That is, in 'wish about the present' and 'wish about the future', the use of verbs with no backshifting were at lower percentages compared to 'wish about the past', which was the type with the largest proportion of verbs with no backshifting. These seemed to reflect the ranking orders of the incorrect rates of production of verbs in English 'wish-clauses'.

With regard to 'wish about the present', for the advanced learners, the rates of the usage of verbs with no backshifting were quite low (17.78% in the Cloze Test and 11.11% in the Situation Task). For the intermediate learners, this was the only type where the use of verbs with no backshifting was in a smaller proportion than those with backshifting (35.56% compared to 44.44% in the Cloze Test and 33.33% compared to 35.56% in the Situation Task). This reflected the ranking orders of the incorrect rates of production as this type seemed to be the least difficult type for both groups. Examples of the lack of backshifting of tenses for this type were the use of present progressive and present simple, e.g. It's a shame you live so far away. I wish you live (live) nearer.

Regarding 'wish about the future', similar to 'wish about the present', the advanced learners' suppliances of verbs with no

backshifting was at low percentages (8.89% in each task). Similarly, the rates of usage of the intermediate group were at the approximate percentages to those in 'wish about the present' (31.11% in each task). This was consistent with the ranking orders of the incorrect rates of production, where this type ranked the second and seemed to be not much different from 'wish about the present' in terms of difficulties. Examples of the use of verbs with no backshifting for this type were the use of present progressive and, future simple, e.g. My friend won't ever lend me his car. I wish he will lend (lend) me his car for my date tomorrow night.

Finally, 'wish about the past' was the type with the highest percentages of verbs with no backshifting (33.33% in the Cloze Test and 40% in the Situation Task for the advanced group and 42.22% in the Cloze Test and 44.44% in the Situation Task for the intermediate group). This also reflected the ranking orders of the incorrect rates of production, where this type tended to be the most difficult type. Examples of verbs with no backshifting for this type were the use of present perfect and past simple, e.g. No doubt he wishes he listened (listen) to what other people were saying before he made his decision.

Thus, it could be observed that the likelihood not to backshift tenses seemed to exist in both groups in both tasks, with lower percentages of usage in the advanced group. Moreover, the proportion of usage in each type of 'wish-clauses' was in parallel with the ranking orders of the incorrect rates of production. That is, the largest proportion of a lack of backshifting was found in 'wish about the past', whereas a smaller proportion was found in 'wish about the future', and 'wish about the present', with approximately equal percentages.

The systematicity regarding the ranking orders of the incorrect rates of production of tenses and verb forms in English 'wish-clauses' and the likelihood of a lack of backshifting of tenses could be attributed to language transfer. That is, the lack of verb inflections in Thai (see

section 'Wish-Clause' in Thai) was likely to lead to the difficulty in the use of correct verb forms in association with the complexity of the forms for each type of English 'wish-clauses'.

First, 'wish about the present' requires the verb in past simple. Given that all the verbs in the target items for this type were regular verbs, the learners only had to add the -ed morpheme after the verbs. The negative form, 'didn't + verb infinitive', may be slightly more complex as it requires the adding of an auxiliary. Nonetheless, it still seems to be less complex than the verb form in 'wish about the past', to be discussed further. The modal can, which needs to be changed to could, also seems not to be complex. Hence, the uses of the verb forms in this type seemed to be the least difficult for the learners. This was also supported by the interviews, where the learners reflected the familiarity with the concept of changing the verb in present tense to past tense in 'wish-clauses'.

Second, 'wish about the future' requires the verbs in the form of 'would + verb infinitive'. As the learners were assumed to be familiar with the use of will in talking about the future, which partly might be facilitated by the similarity to /cà/ in Thai (see section 'Wish-Clause' in Thai), the change from will to would seems relatively easy. Also, the change of the modal can to could tend to be quite simple. This leads to the second rank of this type, in which the incorrect rates of usage of verb forms were not quite different from 'wish about the present'.

Finally, 'wish about the past' requires the use of past perfect, which tended to be much more complex compared to the other two types as it involves both the use of past form of the auxiliary have and the change of the main verb to past participle. Moreover, given that Thai lacks auxiliaries, the use of the English auxiliary 'have' may be quite challenging for Thai learners. The form of the modal can also seemed to be the most complex of all, i.e. 'could + have + past

participle' as it involves two auxiliaries as well as the inflection of the main verbs. Transfer of training might also play a role as this form is not mentioned in the teaching materials of 'wish-clauses' in high schools, where only 'could + verb infinitive' was present (Dooley & Evans, 2012a, 2012b, 2012c; Falla, Davies, Kelly, & Iannuzzi, 2010a, 2010b, 2010c; Santos, 2015; Santos & O'Sullivan, 2016). The role of transfer of training was also reflected in the interviews where the learners reported their unfamiliarity with 'could + have + past participle', which was not mentioned in 'wish-clauses' lessons. Thus, 'wish about the past' tended to be the most problematic type for the learners.

In summary, language transfer, supplemented by transfer of training, could account for the systematicity in terms of the ranking orders regarding the incorrect rates of production of tenses and verb forms in English 'wish-clauses' and the proportion of the verbs with no backshifting used in each type. Thus, the results confirmed hypothesis two.

Apart from the two main systematicities, another systematicity displayed mainly in the intermediate group was the use of verbs in other tenses. As shown in Figure 3 above, the rates of the usage of wrong tenses in the intermediate group were quite high (37.04% in the Cloze Test and 36.30% in the Situation Task). In contrast, as can be seen from Figure 4 above, the very low percentages of this type of verb were found in the advanced group (4.44% for each task). Details of usages for each 'wish-clauses' type were as follows.

For 'wish about the present', the rates of the production of verbs in other tenses by the intermediate group were 20% in the Cloze Test and 31.11% in the Situation Task, while those of the advanced group was only 4.44% in the Situation Task. Examples were present perfect and future simple, e.g. I need nine hours of sleep. I wish I won't need (not/need) so much sleep. I could get so much more done in a day.

Regarding 'wish about the past', usages of other tenses by the intermediate group amounted to 51.11% in the Cloze Test and 44.44% in the Situation Task, whereas no usages were found for the advanced group. Examples were present simple and future simple, e.g. No doubt he wishes he will listen (listen) to what other people were saying before he made his decision.

With regard to 'wish about the future', the rates of usages of other tenses by the intermediate group were 46.67% in the Cloze Test and 35.56% in the Situation Task. On the other hand, those of the advanced group were 13.33% in the Cloze Test and 8.89% in the Situation Task. Examples were present simple and past simple, e.g. Jim's neighbors are going to move. He wishes they don't move (not/move) so soon.

To summarize so far, the results seemed to confirm hypothesis one in that the systematicity in the production of English 'wish-clauses' could be evidenced in both groups of L1 Thai learners in both tasks in terms of the ranking orders of the incorrect rates of production regarding tenses and verb forms and the tendency not to backshift tenses which reflected the ranking orders. Also, the use of other tenses in each 'wish-clause' type seemed to support hypothesis one in that it was the main systematicity of the intermediate learners regarding the production of English 'wish-clauses' and it also tended to reflect their confusion in the usage of English 'wish-clauses'. This may suggest that regarding the use of English 'wish-clauses', the IL of the intermediate learners was still in the early stage. On the other hand, the higher correct rates of production of each 'wish-clause' type by the advanced group seemed to show that their IL tended to move closer toward the L2 norms. This was also reflected in the interview where many learners revealed that only little emphasis was put on the structure. In fact, some learners even reported a lack of teaching of this structure in high school.

Similar to the ranking orders of incorrect rates of production and the tendency not to backshift tenses, the production of the verbs in other tenses was likely to be influenced by language transfer, supplemented by transfer of training. The lack of a verb inflectional system in Thai, in combination with the requirement of backshifting of tenses could cause much difficulty for Thai learners of English to master the use of verb tenses in English 'wish-clauses'. Beside the L1 influence, transfer of training may also play a role. That is, despite being part of the lessons in English high school textbooks (Dooley & Evans, 2012a, 2012b, 2012c; Falla et al., 2010a, 2010b, 2010c; Santos, 2015; Santos & O'Sullivan, 2016), 'wish-clauses' seem not to be given much importance as reflected in the brevity of the lessons in terms of both limited description and exercises. The results therefore confirmed hypothesis two as the systematicity tended to be shaped by language transfer and transfer of training, which are among the psychological processes of IL construction.

A final discussion is on another interesting verb form produced by the intermediate learners in 'wish about the present' and 'wish about the past', though only in small percentages (6.67% for each type), i.e. '*wasn't/weren't + v-ed*'[2]. This form was most likely a substitute for the correct form, 'didn't + verb infinitive', as revealed in the interviews in which the learners reported aiming to produce this verb form in past simple. An example was I need nine hours of sleep. I wish I wasn't/weren't needed so much sleep. I could get so much more done in a day.

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[2] This form was counted as a verb with backshifting and was included in the total scores for the correct production in 'wish about the present' because it showed the leaners' knowledge of the backshifting from *present simple* to *past simple* in negative clauses, despite the use of wrong auxiliary.

This seemed to reflect the systematicity of the learners in which the past form of auxiliary be, i.e. was and were, was falsely hypothesized to be the auxiliary for the negative past form. This might be due to language transfer in which the lack of auxiliaries and verb inflections in Thai could lead to the difficulties in the use of the appropriate English verb forms. Thus, the production of 'wasn't/weren't + v-ed' seemed to support both hypotheses in that it was the systematicity of the intermediate learners regarding the use of negative past form in English 'wish-clauses' and it was likely to be influenced by language transfer, which is one of the psychological processes of IL construction.

To sum up, the results of this study showed that non-random use of verb forms in English 'wish-clauses' regarding the ranking orders of incorrect rates of usage of verb forms and tenses and the tendency to use verbs with no backshifting was exhibited by L1 Thai learners in both proficiency groups. The systematicity which mainly occurred in the intermediate group exhibited usages of other tenses in each 'wish-clause' type. Also, the deviant negative past tense form 'wasn't/weren't + v-ed' was supplied by some intermediate learners. The systematicity in the learners' production of English 'wish-clauses' was primarily due to two psychological processes of IL construction, i.e. language transfer and transfer of training (Selinker, 1972, 1992), as discussed earlier. The significant role of L1 in the production of English 'wish-clauses' was in line with Al-Khawalda and Alhaisoni (2012). However, the difference was that, in the mentioned study, the incorrect production came from different verb tenses in each 'wish-clause' type between Arabic and English, where the verb forms used in Arabic 'wish-clauses' were transferred to those in English. In the present study, on the other hand, it is the lack of verb tense system which seemed to be responsible for the inappropriate production. The results seemed, therefore, to confirm both hypotheses.

Conclusion

The current study attempted to apply the IL hypothesis to the study of L2 production of English 'wish-clauses' by L1 Thai learners. By seeking the systematicity in the learners' usage of English 'wish-clauses' and the psychological processes involved, it was designed to bridge the gap of the previous studies, in which L2 learners' production of English 'wish-clauses' tended to be viewed only in terms of errors. The results demonstrated systematicity in Thai learners' IL in the production of all types of English 'wish-clauses' and the two psychological processes, i.e. language transfer and transfer of training could mainly account for the systematicity. Also, the production of the two groups of learners seemed to demonstrate the development of their IL in that the IL of the advanced learners tended to move closer toward the norm of the L2, while the intermediate learners' IL seemed to be at earlier stages.

Regarding theoretical implications, the results suggest that, rather than being viewed as only deviant usages, the learners' production of 'wish-clauses' could be perceived as an idiosyncratic system, being developed as they move toward the L2. This would shed light on the consideration of the notion of IL (Selinker, 1972, 1992) as a significant concept to be included in the analyses of L2 learners' production.

As far as pedagogical implications are concerned, the study suggests that English 'wish- clauses' tends to be overlooked in the teaching of English in Thailand. This partly contributes to the difficulties in the use of English 'wish-clauses'. The findings also revealed that the underrepresented and more complex verb forms, i.e. past perfect and 'could + have + past participle' were especially challenging. Therefore, to enhance the IL development of Thai learners of the 'wish-clauses' usage, besides more emphasis on teaching English 'wish-clauses' in general, these two structures should be given special attention. Also, both the structures and meaning, including the

hypotheticality of each type of 'wish-clause' should be clearly explained in order to build a clear understanding.

This study has some limitations and recommendations for future research. First, the scope of this study was limited to the use of mainstream tenses in each type of English 'wish-clause'. Thus, future research can include other tenses that can be used in each type to make a more conclusive picture. Second, this study was conducted on a relatively small population size. Hence, future study can be conducted with a larger group of participants to make inferential statistics. Third, this study focused only on the production of English 'wish-clauses', therefore, future research is recommended to examine learners' perception to gain more insight into their understanding of English 'wish-clauses'. Finally, the current study employed written tasks as a measurement of production. Future study, thus, may adopt spoken tasks. The results from different tasks can be compared to provide a fuller understanding of the learners' interlanguage of English 'wish-clauses'.

Acknowledgement

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Appendix A: Cloze Test

Instruction: Complete the following sentences using an appropriate form of the word(s) given in the parentheses.

1. I'm not feeling really well. I don't fancy_____ (go out).
2. I wish I _____ (can/swim), but I'm terrified of water.
3. I considered _____ (apply) for the job, but in the end I decided against it.
4. Jim's neighbors are going to move. He wishes they_____ (not/move) so soon.
5. I've never been to Hong Kong, but I would like_____ (go) there.
6. When we were in London last year, we didn't have time to see all the things we wanted to see. I wish we _____ (can/stay) longer.
7. There was a lot of traffic, but we managed _____ (get) to the airport in time.
8. It's a shame you live so far away. I wish you _____ (live) nearer.
9. We couldn't afford _____ (live) in London. It's too expensive.
10. My friend won't ever lend me his car. I wish he _____ (lend) me his car for my date tomorrow night.
11. We need to change our routine. We can't go on _____ (live) like this.
12. Pedro stayed up really late last night. Today he's having trouble staying awake at work. He wishes he _____ (not/stay up) really late last night.

13. We were unlucky to lose the game. We deserved _____ (win).
14. They said they were innocent. They denied _____ (do) anything wrong.
15. I need nine hours of sleep. I wish I _____ (not/need) so much sleep. I could get so much more done in a day.
16. My memory is getting worse. I keep _____ (forget) things.
17. I can't go with you tomorrow, but I wish I _____ (can/go).
18. Mark doesn't know what happened. I decided _____ (not/tell) him.
19. No doubt he wishes he _____ (listen) to what other people were saying before he made his decision.
20. Our neighbor threatened _____ (call) the police if we didn't stop the noise.

Appendix B: Situation Task

Instruction: Imagine that you are in these situations. For each situation, complete a sentence using an appropriate form of the word(s) given in the parentheses.

1. Andy said, "I wouldn't lend my car to just anyone." John asks you what Andy said.
   You say to John: He said_____. (not/lend)
2. Steve said, "I'm living in London." John asks you what Steve said.
   You say to John: He said_____. (live)
3. There was a job advertised in the paper. You decided not to apply for it. Now you think that your decision was wrong.
   You say: I wish_____. (apply)
4. Andy asked, "Can you help me find a job?" John wants to know what Andy asked you.
   You say to John: He asked me_____. (can/help)
5. You're looking for a job-so far without success. Nobody will give you a job.
   You say: I wish_____. (give)
6. Mary asked, "How long does it take to get to the city centre?" John wants to know what Mary asked you.
   You say to John: She asked me_____. (take)
7. You have always wanted to be able to speak a foreign language really well.
   You say: I wish_____. (can/speak)
8. Clarissa asked, "How much did you pay to stay in the student hostel?" John wants to know what Clarissa asked you.
   You say to John: She asked me_____. (pay)
9. You live in a big city and you don't like it.
   You say: I wish_____. (not/live)

10. Andy said, "Rachel and Mark are getting married next month." John asked you what Andy said.
    You say to John: He said _____. (get)

11. You can't meet your friend tomorrow (and you'd like to).
    You say to your friend: I wish_____. (can/meet)

12. Tony asked, "Where have you been?" John wants to know what Tony asked you.
    You say: He asked me_____. (be)

13. You don't own a motorbike and you need one.
    You say: I wish_____. (own)

14. Nicky said, "My sister has had a baby." John asks you what Nicky said.
    You say to John: He said _____. (have)

15. You have painted the gate red. Now you think that red is the wrong color.
    You say: I wish_____. (not/paint)

16. Elaine asked, "Have you visited the National Museum?" John wants to know what Elaine asked you.
    You say to John: She asked me_____. (visit)

17. You know that it will snow tomorrow. You don't like this.
    You say: I wish_____. (not/snow)

18. Steve said, "I'm not enjoying my job very much." John asked you what Steve said.
    You say to John: He said _____. (not/enjoy)

19. You hear the party was great, but you couldn't join.
    You say: I wish_____. (can/join)

20. Nicky said, "My father isn't very well." John asked you what Nicky said.
    You say to John: He said_____. (not/be)