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The use of self-forms by Thai learners of English

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Article Info

Abstract

Self-forms (such as *yourself, himself*, and *myself*) in English can fulfill two grammatical functions: reflexives and intensifiers (König & Gast, 2002a, 2002b; Kroeger, 2004; Gast & Siemund, 2006). These self-forms are frequently taught as a critical lesson in formal English classes. However, it has been noticed that despite intensive writing practice, Thai learners of English employ self-forms in ways that native speakers do not. This study aims to compare how Thai learners of English use self-forms in writing activities. The Thai Learner English Corpus findings show that two groups of learners behave differently. Although both intermediate and professional learners are more likely to employ reflexive self-forms than those with intensive functions, the two groups use the intensive form differently. In contrast to professional learners, intermediate learners typically employ intensive self-forms as an oblique argument, frequently following the preposition *by*. In contrast, professional learners frequently use intensive self-forms in an appositive position adjacent to its nominal antecedent. According to the findings of this study: (1) among the two self-form functions, the reflexive function is more common among Thai English learners; and (2) intermediate-level learners tend to mark the intensive self-form as an instrument due to the co-occurrence with the preposition *by* as a result of first language interference.

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Introduction

The transfer of L1 grammatical knowledge to writing skills among Thai English learners has traditionally been a research topic. The grammatical focus of analysis covers a wide range of topics, including the use of passive constructions (Chantajinda, 2021) and subject-verb agreements (Sermsook et al., 2017; Thep-ackrapong, 2005); prepositional usage (Kampookaew, 2020; Phoocharoensil et al., 2016; Thumawongsa, 2018); tenses misuse (Bennui, 2008; Suvarnamani, 2017); word order interference (Bennui, 2008; Promsupa et al., 2017); collocation usage (Chorbwhan & McLellan, 2016); wish-clauses (Suteerapongsit & Pongpairoj, 2020), and the use of conjunction (Bhoomanee & Pothisuwan, 2020; Mamuenvai & Rhekhalilit, 2021). However, few scholars appear to have addressed pronoun issues, particularly those involving reflexive/intensive pronouns or self-forms.

In formal English classrooms, self-forms such as *myself*, *yourself*, *himself*, and other pertinent members are commonly taught. Despite substantial exposure to English writing practice, Thai English learners use self-forms in a different way than native English speakers. As a result, the syntactic behavior of self-forms written by Thai students, as well as the frequency with which such forms are utilized, are investigated in this study.

Based on the reference number, English self-forms are divided into two categories: singular forms such as *myself*, *yourself*, *and herself*, and plural forms such as *ourselves* and *yourselves*. Also, according to Siemund (2002), English self-forms are made up of possessive forms in the first and second person, object (or dative) forms in the third person, and the intensifier morpheme *–self*. A summary can be found in Table 1.

Table 1 Self-forms in English

Number and based- forms	Singular self-forms	Plural self-forms
Possessive-based forms	Myself	Ourselves
	Yourself	Yourselves
Dative-based forms	Himself Herself Itself	Themselves

While numerous studies (such as König & Siemund 2000; König & Gast, 2002: Kroeger, 2004; Siemund, 2002; 2003) have examined the functions of self-forms used by native English speakers, as detailed in the next part, there is yet to be identified a study on the use of self-forms by English learners. Also, from my experience when examining compositions produced by Thai students in a writing class, it was noticed that their self-forms differed from those written by native speakers.

Consider the following sentences as an illustration.

1. Otherwise, it will be the producer *itself* that loses credibility. (PROF. intensive)

2. Planned this trip by *myself*. This trip is a short time. (ITM. intensive)

While both self-forms (*itself* and *myself*) in the preceding examples are classified as intensives, their syntactic structure is quite different. The pronoun (*itself*) is used directly after its reference, the producer, in Sentence 1, written by a professional English learner. By contrast, in sentence 2 (*myself*), written by Thai students, the self-form occurs as an object following the preposition *by*. As a result, this study investigated the syntactic behaviors of the self-form in English in order to ascertain their usage as well as to compare how Thai learners of English with two different levels of proficiency use the English self-form in their writings.

Literature Review

Previous Studies on Self-Forms

A vast bundle of studies (such as König & Gast, 2002; König & Siemund 2000; Kroeger, 2004; Siemund, 2002; 2003; Wardhaugh, 1995) mutually agree that the self-forms in English feature two separate functions, notably reflexive and intensive. This section will briefly illustrate their distinctions in terms of syntactic behaviors and semantic properties.

In terms of syntactic behavior, the most frequent application of reflexive pronouns is to indicate that the subject and object of a transitive or ditransitive predicate choose the same referent as the predicate's target and source. This type of co-reference is conveyed by self-forms in English (Bhat, 2004). Consider the sentence examples below.

3. Maria$_i$ saw *herself*$_i$ in the mirror.

4. Maria$_i$ saw her$_x$ through the window.

Sentence 3 introduces the reflexive self-form herself, which shares a referent with the subject antecedent (Maria); in other words, Maria and herself both refer to the same person in the real world. By contrast, sentence 4 demonstrates an instance in which the subject and object have distinct referents; that is, they relate to distinct individuals, necessitating the usage of the object pronoun. Even though the intensive self-form shares a reference with its antecedent, it is not required to take the action's effect as seen in sentence 5:

5. Maria moved the table *herself*.

Sentence 5 demonstrates that the table is the object of the action, not Maria, who is regarded as the action doer or subject. In this situation, the self-form most emphatically refers to Maria, despite the fact that it does not take the action's result. Later in this section, the intensive forms will be described in further detail.

It is also observed that the antecedent of reflexive forms must be a core argument of the sentence, specifically the subject, as seen in sentences 3 and 5, while sentence 6 below is considered ungrammatical due to the oblique status of the antecedent.

6. *John$_i$'s mother loves *himself*$_i$.

7. John's mother$_i$ loves *herself*$_i$.

Sentence 6 is ungrammatical since the antecedent of the self-form John functions as the modifier of the subject head noun, mother. Unlike sentence 6, sentence 7 is grammatical because the self-form refers to the mother instead.

In addition, the reflexive form can be the complement to its head, especially a transitive verb or a preposition. A complement is a phrase chosen by the head and hence has a close relationship to the head (Tallerman, 2020, p. 121). Take sentences 8–10 as an example.

8. Bell saw *herself* in the mirror.

9. *Bell saw in the mirror.

10. Bell saw a dog near *herself*.

The examples 8 and 9 above show that when the reflexive self-form is omitted, the sentence becomes ungrammatical and meaningless. Sentence 10 shows a case when the reflexive pronoun is an object of a preposition.

Although the antecedent and the reflexive self-form always share the same referent, they have different semantic roles and grammatical relations. The agent role or the doer of the action distinguishes the antecedent, who frequently functions as the subject. Reflexive self-forms, on the other hand, can act as either a direct object or a prepositional object, which have different semantic meanings.

11. I astonished *myself* by winning the dance contest.

Sentence 11 demonstrates the various semantic functions of the antecedents *I* as an actor and the self-form *myself* as an experiencer.

12. Maria has just bought *herself* a new television.

Sentence 12 is another example of the grammatical difference between the reflexive self-form and its antecedent. Similarly, the subject antecedent *Maria* bears the agent role when the reflexive self-form bears a benefactive or recipient role.

In a sentence, intensive self-forms behave differently than reflexives. As noted above, they are always treated as optional arguments or adjuncts. On the other hand, such can be omitted without impairing the sentence's core meaning or making it ungrammatical, as demonstrated in sentence 13 below.

13. Maria *herself* didn't agree with his plan.

14. Maria didn't agree with his plan.

Both sentences 13 (with the intensive *herself*) and 14 (without the intensive *herself*) have the same basic meaning and are grammatically correct. As an adjunct argument, these two examples demonstrate that the intensive forms can be eliminated.

Syntactically speaking, intensive forms can be divided into two types: adnominals and adverbials, dependent upon their position in the sentence (König & Siemund, 2000). An adnominal intensive occurs as an adjunct of an NP, normally placed to the rightmost, such as the headmaster *himself*, the writer *herself*, or the students *themselves*. Unlike the reflexive counterpart,

when it occurs in a complex NP, the adnominal intensive can refer to either the head noun (the painting) or the lower noun (Peter), as illustrated in 15 and 16.

15. The painting of Peter *itself*…

16. The painting of Peter *himself*….

The above examples exhibit that the adnominal intensives (*itself* or *himself*) generally agree with the antecedents in terms of number, gender, and person.

In terms of semantic analysis, according to König and Gast (2002), adnominal intensifiers placed after their head NP always bear the sentence's attention, stressing the head's individuality, as the phrase like Mickey Mouse himself is contrasted to the expression like Mickey Mouse's friend. The intensifier is included to accentuate Mickey Mouse's identity. The interpretation placed a premium on the NP, not the friend. To summarize, the adnominal intensifiers are employed to underline the construction's head NP.

Unlike their adnominal counterparts, adverbial intensive forms are found in verb phrases rather than noun phrases. To explain, while they agree with the antecedent, they are frequently positioned on the perimeter or at the end of the verb phrase. According to König (1991) and König & Siemund (1999), adverbial intensive forms are classified into two categories: exclusive and inclusive, as seen in the following instances.

17. John always repairs his car *himself*.

18. I was not in a terrific shape *myself* and I had a hard time laughing him up the stairs. (König & Gast, 2002, p. 9)

Sentences 17 and 18 above exemplify the semantic distinction between two adverbial intensifiers. The adverbial exclusive use of intensifiers is most frequently connected with event predicates, whereas the adverbial inclusive use of intensifiers is most frequently associated with states. (Wang, 2014, p. 32). In terms of meaning, the intensive form *himself* in sentence 17 can be paraphrased by the expressions like alone or without assistance, while the pronoun *myself* in sentence 18 cannot. Instead, it can be replaced by some other expressions like also or too (König & Gast, 2002, p. 9).

Finally, self-forms in English are classified into two types: reflexive anaphors and intensifiers. Despite the shared connection to the antecedent, they differ in that the former are generally compulsory complements of the verb (such as Maria cut herself inadvertently) or prepositional complements (such as Maria is proud of *herself*.). In contrast, intensifiers are frequently used as an add-on to the construction and can be readily removed (such as Jane *herself* found the mistakes of the study.). Adnominal intensifiers, which are attached to

an NP, and adverbial intensifiers, which are attached to a verb phrase, are the two types of intensifiers. The functions of self-forms in English are summarized in Figure 1.
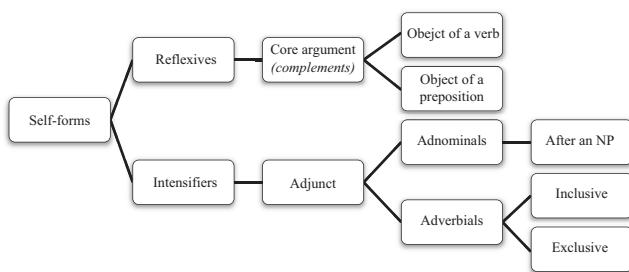

Figure 1   Self-forms in English
Source: Created by the author

Along with the self-forms in English, this section gives a summary of some research on reflexive pronouns in Thai. This will help to understand the differences between these forms in Thai, which is the learners' first language, and English, which is their target language.

Many Thai grammarians, such as Higbie and Thinsan (2008) and Savetamalaya (1989), see the pronoun /tua. eeŋ/ as the reflexive pronoun in Standard Thai. Specifically, using Lexicase Dependency Grammar, Savetamalaya (1989) classified the pronoun /tua.eeŋ/ as a component of a pronoun consisting of a set of traits [-ntms], [+rflx], and [-Nom].

However, in an earlier study (Rhekhalilit, 2010), the author discovered four alternative grammatical uses of the Thai pronoun / tua.eeŋ /. Apart from its reflexive role, the pronoun /tua.eeŋ/ in Thai can be employed as an intense marker, especially when followed by the preposition /dûay/, which means 'by,' as in sentence 19 below. When used as an intensifier, the pronoun /tua.eeŋ/, like those in English, is always viewed as an adjunct, and it can be removed without affecting the sentence's basic meaning.

19. พวกเขาสามารถที่จะตัดสินใจสิ่งเหล่านี้ได้(ด้วยตัวเอง)

phûak. khǎw sǎa.mâat thîi cà tàt. sǐn. cay sìŋ làw.níi dâay (dûay tua. eeŋ)

they can COMP will decide thing these can by SELF
They were able to make a decision themselves.

In addition, this analysis also agrees with Iwasaki and Horie (2005) in that the pronoun /tua.eeŋ/ can be used as a personal pronoun as exemplified in sentence 20 below.

20. ตอนนี้ไม่มีเวลาเลยค่ะ ตัวเองยังไม่มีเวลาเลย

tɔɔn.níi mây mii wee.laa lǝǝy khâ. tua.eeŋ yaŋ mây mii wee.laa lǝǝy

Now NEG have time at all PART SELF yet NEG have time at all

Right now, I am too busy. Even I myself still have no time.

Pronoun/tua.eeŋ/ in sentence 20 refers to the speaker herself without co-reference to any noun phrase in the same clause. In addition, it can be replaced by other personal pronouns such as ดิฉัน /dì.chǎn/, I (female) or เรา / raw/, I (intimate).

Lastly, this analysis also reveals the indefinite function of the pronoun /tua.eeŋ/. Indefinite pronouns, such as one, someone, everyone in English, refer to pronouns whose referent is not specific (Dixon, 2010; Kitagawa & Lehrer 1990). Sometimes personal pronouns can be used as indefinite pronouns as found in 21 and 22 below.

21. Two hundred years ago, you used to go into the forest when you wanted firewood for yourself.

22. You kill yourself to raise your kids properly and guess what happens.

23. Maria, do you have to work tomorrow morning?

Unlike the personal pronoun in 23, which refers to the addressee, the pronoun you in 21 and 22 do not refer to any specific referent, so they are considered indefinite. In Thai, pronoun /tua.eeŋ/ sometimes can function as indefinite pronouns with no specific referents as shown in following sentence.

24. หากเรื่องนี้เกิดขึ้นกับตัวเองบ้าง ก็คงไม่ใช่เรื่องที่ดีนัก

hàak rûaŋ níi kə̀ət khûn kàp tua.eeŋ bâaŋ
If story this happen ASP with SELF probably
kɔ̂ɔ khoŋ mây.chây rûaŋ thîi dii nák
PART may NEG story REL good PART
If this happened to *oneself*, it might not be a good thing.

To sum up, the analysis previously mentioned reveals 4 different functions of the pronoun /tua.eeŋ/ as summarized in Figure 2 below.

These functions may be useful in expressing Thai learners' behavior while using self-forms in English due to first language transfer. As a result, based on previous research, the following hypotheses were developed:
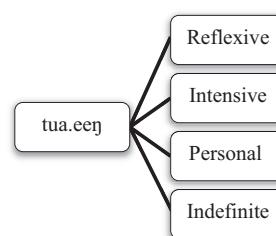

Figure 2   Functions of Thai pronoun /tua.eeŋ/ (created by the author)

Hypothesis

As indicated previously, the English reflexive self-forms are regarded as more syntactically primary than the other two due to their mandatory status as core arguments; hence, three hypotheses have been created in this investigation as follows.

1. Among Thai English learners, reflexive self-forms outnumber intensive self-forms.

2. Professional learners employ more intensive self-forms than intermediate learners do.

3. Intermediate learners' self-forms exhibit syntactic behavior that is distinct from that of professional learners' self-forms. To illustrate, the former is frequently used as an object following a preposition, whereas the latter is not.

L1 Transfer and Reflexive Acquisition

Many linguists assume that all L1 characteristics are transferred to second language acquisition (SLA) (e.g., Schwartz & Sprouse, 1996). The learner immediately recognizes that L2 and L1 are identical in this scenario. This phenomenon is known as "full transfer". The learner's subsequent task is to replace L1 attributes with their L2 counterparts. One can determine a learner's influence over L1 usage using specific evaluations or assessments (e.g., grammaticality judgment tests, truth-value tests). Language learners' mistakes should indicate the L1's influence. Learners must transfer the properties of the L1 system to establish a new system. Some theories look into the relationship between form and function and what they mean, while others look into how processing and parsing work. However, some linguists believe that L1 transfer is modest, yet it does happen. For example, Vainikka and Young-Scholten (1996) developed the concept of "partial transfer." They claim that learners retain vocabulary and grammatical properties but not functional language aspects like tense, person, or agreement. They expect learners to make a few mistakes that come from their first language, like minor ones with word order.

Several studies have looked at how a learner's first language affects their second language learning. Specifically, several of these investigations have focused on reflexive pronoun interpretation of non-English speaking learners. By comparing two associated conceptions of syntax and language acquisition, O'Grady (2013) analyzes the origins of form and meaning in English and Japanese reflexive pronouns. He offers

a processing-based approach to reflexive pronoun syntax. Without grammatical structure, the processor controls shape and meaning. This finding leads to a theory of interpreting reflexive pronouns based on the concept that languages process information differently. In addition, this method of syntax and development aids second-language acquisition. The case study of reflexive pronouns indicates a two-part evolution. Initial processing routines enable reflexive pronoun interpretation that corresponds to learner input. In the second stage, the routine is made and kept up, which could take years or until an alternative way of interpreting is taken away.

Reflexive binding in English by native Chinese speakers was explored by Jiang (2009). Aside from their improved ability to perceive the spatial restrictions on the binding of English reflexives, language learners' judgments differed from native speakers', notwithstanding their improvement. According to this conclusion, quantifiers are thought to raise at Logical Form (LF) via IP-adjunctions, whereas polymorphemic reflexives are thought to raise via VP-adjunctions. It is not feasible to express this imbalance in either Chinese or English but in UG. Also, Kim and Jo (2021) investigated whether L2 learners could use their first language to understand L2 reflexives. For L2 reflexives, they predicted L1-Chinese children to understand them more like targets than Russian children. Both the Korean and the Chinese have a similar understanding of reflexives, but they have different ways of seeing them. *Ziji* advocated the long distance (LD) interpretation, while *taziji* and *caki-casin* favored the local interpretation of monomorphic reflexives.

Finally, this may bring us to the conclusive assumption that most studies paid attention to the reflexive pronoun's interpretation by L2 learners instead of their usage. Through this current study, I hope to shed more light on that element of language development. The investigation methodology is addressed in further detail in the following section.

Methodology

Data collection

The data for this study came from the Chulalongkorn University Department of Linguistics' Thai Learner English Corpus (Figure 3). This corpus contains English essays authored by undergraduate students at Chulalongkorn University and Thammasart University.
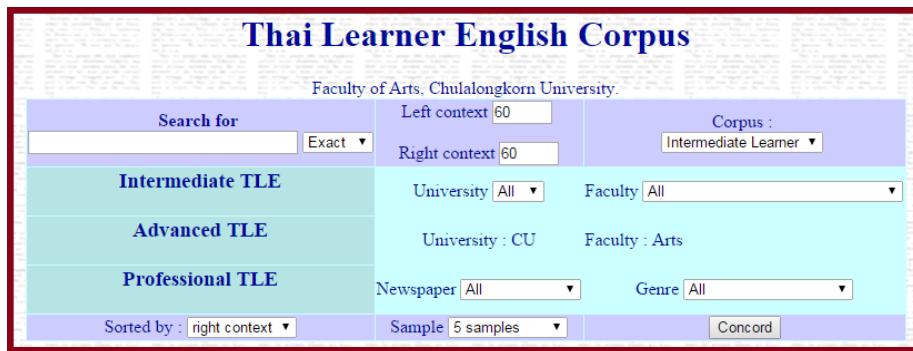
Figure 3 Thai Learner English Corpus (from https://www.arts.chula.ac.th/~ling/TLE/)

The corpus is separated into two categories: intermediate and advanced learners, as well as a collection of professional-level work. In many faculties, intermediate students are first-year students. Around 880,000 words are contained in the corpus. It contains 542,000 words (1,538 essays written by students at TU) and 338,000 words (1,281 essays written by students at CU) (Faculty of Arts). Meanwhile, advanced level students are second-year English majors in the Arts faculty. Around 66,000 words are contained in the corpus (54 essays). Professional TLE are the articles of Thai journalists published in two English-language publications, The Nation and The Bangkok Post. Around 294,000 words are contained in the corpus (2,739 essays). However, the data in this study are restricted to intermediate-level writing rather than professional-level writing in order to discover the usage of self-forms by learners with varying degrees of skill.

Data Analysis

The total of 209 self-forms were collected and then divided into two categories based on the proficiency levels of the authors: intermediate and professional. Using a mixed-methods approach, this study evaluated the collected data in two dimensions. The first phase of the study was devoted to completing a syntactic analysis in order to determine the reflexive or intensive functions of the self-forms, based on the criteria summarized in Table 2.

Table 2 Syntactic criteria for identifying self-formation functions

Syntactic functions	Core argument	Omissible
Reflexives	✓	✕
Intensives	✕	✓

According to Table 2, self-forms are reflexive when they act as a core argument and cannot be omitted. In contrast, when they exhibit the opposite behaviors, they are regarded as intensive forms. To demonstrate data analysis, consider the following examples:

25. I had never prepared *myself* for this situation before. (ITM. reflexive)

26. I know more about job and I know more *myself* also. (ITM. reflexive)

The pronoun *myself* in 25 and 26 refers to the subject, *I*, and it is a core argument as the direct object. So, it can not be omitted without making the sentence ungrammatical. As a result, it is considered reflexive forms.

27. I planned this trip by myself. (ITM. intensive)

28. I planned this trip.

29. I must do everything by myself such as washing and sweeping. (ITM. intensive)

30. I must do everything such as washing and sweeping.

In contrast, even though it refers to the subject, the pronoun *myself* in 27 and 29, after the preposition *by*, is considered an intensive form as it is not a core argument and can be deleted as illustrated in 28 and 30.

The syntactic context was then studied to determine the differences between intermediate and professional level data. The second portion of the study used descriptive statistics such as percentages. The next section discusses the result from the data analysis.

Results

This section details the findings from the data analysis conducted to test the hypotheses stated previously. It was hypothesized that 1) Intermediate learners use the reflexive self-form more frequently than intensive learners. And 2) Professionals use intensive self-forms

more than intermediate learners. Even though the first hypothesis was verified, the data analysis reveals the opposite results for the second hypothesis, as summarized in Table 3 below.

According to Table 3, both levels of learners use self-forms in the same proportion for each function: nearly 70 percent (69.88% for intermediate learners and 69.04% for professional learners) for reflexive forms and roughly 30 percent (30.12% for intermediate learners and 30.96% for professional learners) for intensive forms. The results show that the first hypothesis is confirmed, but the second one is refuted.

Table 3 self-forms by different levels of learners

Levels of learners	Reflexive	Intensive	Total
Intermediate	58 (69.88%)	25 (30.12%)	83 (100%)
Professional	87 (69.04%)	39 (30.96%)	126 (100%)
Total	145	64	209

When investigating intensive forms in particular, it was expected that intermediate learners' self-forms would demonstrate syntactic behavior distinct from professional learners' self-forms. First, the data analysis reveals four possible patterns of intensive forms by Thai learners, namely: (1) following the proposition 'by'; (2) following other propositions; (3) adnominal position; and (4) adverbial position.

Figure 4 highlights the varied syntactic behaviors of intensive pronouns by intermediate and professional learners when comparing two levels of users. It's worth noting that adnominal use directly after an NP is limited to professional learners (up to 85 percent), whereas Thai intermediate learners never employ such a pattern in their writing, according to this study. However, the data

revealed that the adverbial function was utilized in different proportions by both levels, and, it is more common for professional learners.

Also, the following examples show how intermediate-level learners often use intensive forms with the prepositions *by* or others, while professional-level learners rarely use them with *by* and never use them with other prepositions. (28–35).

By + self-forms

28. You can also try it *by yourself* and you can prove the truth in it. (ITM. intensive)
29. It is the truth that you can prove it *by yourself* nowadays. (ITM. intensive)
30. I don't have to buy it *by myself* or eat it in the food court in the supermarket. (ITM. intensive)
31. By ignoring all accusations of misdeeds *by himself*. (PROF.intensive)

After other prepositions

32. I have to do everything *on myself*. (ITM. intensive)
33. If your GPA is high, then it already said *in itself* that you have more responsibility. (ITM. intensive)

Without a preposition

34. The fresh market *itself* need not be the only attraction. (PROF.intensive)
35. …including charges against Mr Samak *himself* and a number of his cabinet members. (PROF.intensive) Eventually, the data analysis confirms the third hypothesis that the intensive function of self-forms is used differently by the two groups of learners.
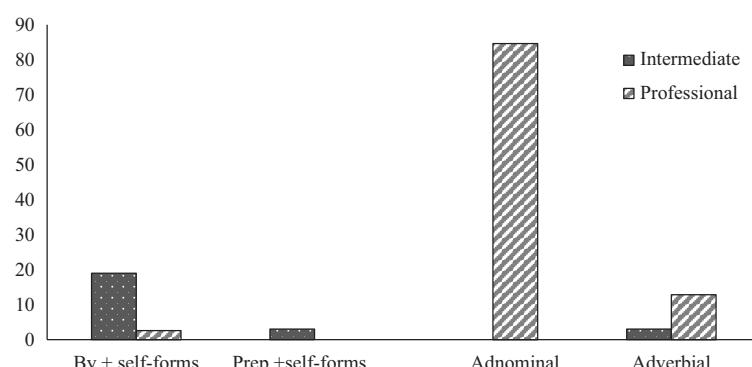

Figure 4 Intensive forms by two levels of learners
Source: Created by the author

Discussion

This section describes some observations derived from the data analysis.

Reflexive Acquisition of Thai Learners

Data analysis suggests that between the two syntactic functions of self-forms, reflexive forms are substantially more common (almost 70%) among intermediate and professional-level learners, while intensive forms are found in less than 30 percent. It may be argued that regardless of ability level, reflexive self-forms are more prominently used. It is well documented (e.g., Keenan, 2008; König & Siemund, 2000; Van Gelderen, 2000) that English self-anaphors developed as a result of the addition of an intensifying self-form to Old and Middle English object pronouns. As a result, second-language learners may find the reflexive function more prevalent and easily learnt. However, additional research is needed to verify this assertion.

L1 Transfer of Thai Pronoun Usage

This current finding could be the result of L1 transfer, commonly known as the crosslinguistic effect or language interference. This tendency, however, does not always apply to previously known languages like L1 or a native language (NL), but rather to L2 or the present target language. The effect of native language patterns on learners' performance and development in the target language is investigated in this phenomenon (TL). According to Benati and VanPatten (2015: 197), it is a psychological phenomenon that occurs in second language acquisition (SLA) when learners use their native language to assist them in learning a second language. In other words, the learner assumes that L2 is comparable to the original language, and hence the learning process starts with L1. It was previously considered that transfer would have an impact on the processes of speaking, writing, and listening acquisition.

In this present study, when self-forms are utilized by Thai English learners at various levels, it looks as though only the intensive forms indicate syntactic variations between the intermediate and professional levels. Specifically, intermediate learners often use intensive self-forms as an oblique argument, frequently following the preposition 'by', while professional learners frequently use intensive self-forms in an appositive position, adjoining to their nominal antecedent. This can be explained by the L1 transfer. As mentioned earlier, the Thai pronoun /tua.eeŋ/ can function as an intensive marker when co-occurring with the preposition /dûay/', equivalent to the English preposition 'by'. As a result, when intermediate learners use self-forms as an intensive, they apply the equivalent pattern of Thai /tua.eeŋ/, after the preposition by, or occasionally, after other prepositions. This L1 grammatical transfer is not only idiosyncratic to the reflexive/intensive pattern but also plausible to other grammatical patterns such as passive constructions (Chantajinda, 2021) and wish-clause constructions (Suteerapongsit & Pongpairoj, 2020).

In terms of pedagogical implications, this study, like others previously published, demonstrates the influence of L1 on grammatical acquisition. The findings of this study may be used by English instructors and curriculum planners to detect and accentuate students' reflexive and intensive self-form differentiation. The significant incidence of deviant intensive self-form patterns seen in this investigation was almost certainly caused by L1 transfer. Students frequently made literal translations when asked to write in English, extending the L1 trend. As a result, English teachers must emphasize and show both the multiple components of Thai self-form structures and their analogues in English. Additionally, English teachers and curriculum planners should carefully provide additional materials relevant to intensive self-forms since they have been overlooked by Thai learners.

Conclusion

Limitations and Further Studies

The focus of the present study is the self-form utilization of Thai English learners. The corpus analysis revealed that intermediate and professional learners employ more reflexive self-forms than intensive forms. Despite this, the corpus demonstrates that each group employs the intensive form in a distinct manner. Professional language learners consistently position self-forms in the appositive position close to the nominal antecedent. For some reason or another, Thai English learners at the intermediate level refer to it as an instrument, following the preposition *by* or others. Furthermore, the small sample size may have influenced the validity of the results. If the corpus grows large enough to be useful, intriguing things may be discovered. As a consequence of this, a greater corpus size is currently recommended for the purpose of conducting additional research. It is important for

future studies to determine whether or not these findings may be applied to second-language English learners whose first language is not Thai.

Conflict of Interest

The author declares that there is no conflict of interest.

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