

The Acquisition of English Reported Questions by L1 Thai
Learners: Interlingual and Intralingual Factors



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งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาการรับคำถามแบบรายงานในภาษาอังกฤษ (English reported questions) ของผู้เรียนที่มีภาษาไทยเป็นภาษาที่ 1 โดยใช้การวิเคราะห์ข้อผิดพลาด (Error Analysis) ข้อมูลในงานวิจัยมาจากแบบทดสอบข้อเขียนของผู้เรียนจำนวน 30 คน โดยแบ่งเป็น 2 กลุ่มตามระดับสมรรถภาพภาษาอังกฤษ กล่าวคือ กลุ่มที่มีสมรรถภาพภาษาอังกฤษระดับปานกลางและกลุ่มที่มีสมรรถภาพภาษาอังกฤษระดับสูง งานวิจัยครอบคลุมประเด็นหลัก 4 ประการ ได้แก่ การอ้างอิงด้านเวลา คำสรรพนาม ตัวบ่งบอกเวลาและสถานที่ และโครงสร้างคำถามแบบรายงาน โดยมีสมมติฐานว่าผู้เรียนทั้ง 2 กลุ่มมีปัญหาเกี่ยวกับตัวบ่งบอกเวลาและสถานที่ และเฉพาะผู้เรียนกลุ่มที่มีสมรรถภาพภาษาอังกฤษระดับปานกลางมีปัญหาเกี่ยวกับการอ้างอิงด้านเวลาและคำสรรพนามรูปกรรม ซึ่งปัจจัยของข้อผิดพลาดอาจเกิดจากปัจจัยจากระหว่างภาษา (interlingual factor) และปัจจัยภายในภาษา (intralingual factors) จากการศึกษาพบว่า ผลการศึกษาเป็นไปตามสมมติฐาน ทั้งนี้ผู้เรียนกลุ่มที่มีสมรรถภาพภาษาอังกฤษระดับสูงมีปัญหาเกี่ยวกับการอ้างอิงด้านเวลาเช่นกัน แต่มีอัตราที่น้อยกว่าผู้เรียนกลุ่มที่มีสมรรถภาพภาษาอังกฤษระดับปานกลางอย่างมาก นอกจากนี้ผู้เรียนกลุ่มที่มีสมรรถภาพภาษาอังกฤษระดับปานกลางมีปัญหาเกี่ยวกับโครงสร้างคำถามแบบรายงานอีกด้วย ตามการวิเคราะห์ข้อผิดพลาดนั้น สาเหตุที่เป็นไปได้ของข้อผิดพลาดในประเด็นที่ศึกษา 4 ประการเกิดจากปัจจัยจากระหว่างภาษา และปัจจัยภายในภาษา ซึ่งได้แก่ การสรุปเกินการ (overgeneralization) การตั้งสมมติฐานแนวคิดแบบผิด (false concepts hypothesized) ความไม่รู้ข้อจำกัดทางกฎเกณฑ์ (ignorance of the rule restrictions) และบริบทการเรียนรู้ (context of learning)



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The study investigated Thai students' errors in using L2 English reported questions based on Error Analysis. Thirty L1 Thai students of L2 English of the intermediate and advanced English proficiency levels did a written test on English reported questions covering four aspects: time reference, pronouns, spatial and temporal deixis, and the reported question structure. It was hypothesized that both groups of students would have problems with spatial and temporal deixis, and the intermediate students would have problems with time reference and object pronouns. Moreover, interlingual and intralingual factors were assumed to be possible causes of errors. The findings partially confirmed the hypotheses that both groups of students had problems with spatial and temporal deixis, and the intermediate students had problems with time reference and object pronouns. The results also showed that the advanced students had problems with time reference but they made a much lower error rate on this aspect. Furthermore, the intermediate students also had problems with the reported question structure while the advanced students did not. It was assumed that, based on Error Analysis, the possible causes of the errors on these four aspects were due to the interlingual factor and intralingual factors, i.e. overgeneralization, false concepts hypothesized, ignorance of the rule restrictions, and context of learning.



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1. Introduction

Reported speech, which “adapts the reported utterances to the speech situation of the report in indirect discourse” Coulmas (1986), is used to express what others have said. The structures of English reported speech, which include reported statements, questions, and imperatives, have been found to be problems for learners of different L1 backgrounds. Research that focused on the acquisition of English reported speech have found problems among L2 learners, for example, Dzikraria (2014) and Riyawi and Alwiyah (2017) with L1 Indonesian learners, and Rassul (2016) with L1 Iraqi learners. In the Thai contexts, Lekawatana, Littell, and Palmer (1969) conducted a contrastive study of English and Thai. Although there is no direct comparison about reported speech between the two languages, the researchers reported many aspects related to reported speech such as tenses, pronouns, questions and imperatives. Research on Second Language Acquisition (SLA) with L1 Thai learners has also found L2 difficulties with English reported speech. However, it was found as one of the English grammatical problems, e.g. Thasaentep (2015), and Sattayatham and Honsa (2007). To the best of my knowledge, there has been only one study that specifically explored problems of the acquisition of English reported speech by L1 Thai learners, i.e. Jantarit (2019). However, this study focused on reported statements. Therefore, the present study fills in the gap by investigating problems of L1 Thai learners in the acquisition of English reported questions based on Error Analysis (Corder, 1981) regarding four main aspects: time reference, spatial and temporal deixis, pronouns (subject and object pronouns), and the reported question structure (subject-verb inversion, *if/whether* insertion, and *do* deletion).

The aims of this study are as follows: (1) to investigate whether L1 Thai students both the intermediate and advanced level have problems in English reported questions in terms of time reference, pronouns, spatial and temporal deixis, and the reported question structure, (2) to explain possible causes of the errors based on Error Analysis, and (3) to compare the results to those of Jantarit’s (2019).

2. Hypotheses

2.1 Both the intermediate and advanced students have problems with spatial and temporal deixis.

2.2 The intermediate students have problems with time reference and object pronouns.

2.3 Based on Error Analysis, the causes of errors are derived from the interlingual factor and intralingual factors, i.e. ignorance of rule restrictions and false concepts hypothesized.

3. Literature Review

Literature in this chapter is reviewed as follows: 3.1 Error Analysis (EA), 3.2 previous studies on reported speech, and 3.3 reported (indirect) speech (statements, questions) in L1 Thai and L2 English.

3.1 Error Analysis

Error Analysis (EA) was developed and offered as an alternative to Contrastive Analysis (CA) in the 1960s. Unlike CA, EA looks at actual data from learners' language, and proposes that some of the errors a learner makes are attributed to all possible sources, not just negative transfer. Corder (1967) made a distinction between mistakes and errors. Mistakes refer to a performance error, and they occur when a learner fails to perform their competence. They are "either a random guess or a slip in that they are due to a failure to utilize a known system correctly" (Brown, 1994, p. 205). Mistakes are caused by performance factors which are not systematic and important to the process of language learning such as tiredness, lapses, a slip of the tongue, confusion, inattentiveness, physical states, or emotional problems. By contrast, errors are deviances caused by a lack of competence. Unlike mistakes, errors are systematic, and they occur in the continuum of the learning process. They are the results of learners' still development knowledge of the L2 (Sompong, 2013, p. 114).

Error Analysis involves a process of collecting, classifying, describing, and analyzing recurring and persistent errors in second language learners' performance, and suggesting possible causes in order to construct learners' linguistic competence.

There are two sources of errors according to Richards and Schmidt (2002): interlingual and intralingual errors.

First, interlingual errors are influenced by interference of learners' native language (L1). Learners use their L1 knowledge in learning L2. For example, they directly translate vocabulary, idiomatic expressions, and the grammatical rules of their L1 into their L2.

Second, intralingual errors are caused by the target language (TL) itself, and they also engage learners' learning strategies. They can be distinguished as follows:

1. Overgeneralization: when learners produce a deviant structure based on his experience of other structures in the target language (Richards, 1983). They misuse or misapply strategies learnt by overgeneralizing forms they find easy to learn. For example, in **"She will sings."*, the error may result from a rule that a third person singular subject takes the *-s* ending on the verb.

2. Ignorance of rule restrictions: when learners apply a rule in the context of a sentence although the rule is not applied in a target language, or learners do not observe restrictions of rules. The errors may result from incorrect analogy with previous knowledge or experience or the rote learning of rules. For example, in **"He work yesterday."*, the error may result from a learner's ignoring restrictions on the grammatical rule of the past tense.

3. Incomplete application of rules: when learners change or decrease complex rules to simpler rules. Learners tend to focus more on communicating than producing grammatically correct sentences. For example, in **"I have three sister."*, the sentence is understandable although the *-s* marker for plural is omitted.

4. False concepts hypothesized: when learners make a false hypothesis about the target language as they have limited exposure or experience to the language (Schachter & Celce-Murcia, 1977). For example, in **"She was rode a motorcycle."*, *was* may be interpreted as a marker of the past tense.

Concerning errors classification, there are four ways based on a surface structure taxonomy. This type of descriptive taxonomy was first proposed by Dulay,

Burt, and Krashen (1982). It is based on how learners change surface language structure(s) when they do not use it correctly. Errors can occur when learners alter a surface structure specifically and systematically. Four ways in which learners change target forms are as follows (Sompong, 2013):

1. Omission: where there is an omission of some element that should be present. For example, *be* is omitted in the sentence **“My brother very pretty”* (Sompong, 2013, p. 116).

2. Addition: where there is a use of some element that should not be present. There are three types of addition (Dulay et al., 1982, p. 156).

2.1 Regularization: where exceptions are overlooked and some rules are used in which they do not apply. For example, **runned* or **eated* are used for *ran* or *ate*, respectively.

2.2 Double marking: when more than one syntactic markers are used when only one is needed. For example, **“He didn’t spoke.”*

2.3 Simple additions: where additions are not considered as regularization or double marking. For example, *“I do love you”*, which could be a non-native error or a native speaker use of emphasis (Sompong, 2013, p. 116).

3. Misinformation: where there is a use of the wrong form of a morpheme or structure. There are three types of misinformation (Dulay et al., 1982).

3.1 Regularization: for example, **“Do you be hungry?”*

3.2 Achi-form: when one form is used in more than one place. For example, **“I called Lisa and Lisa called I back.”*

3.3 Alternating forms: where some forms are alternatively used but this results in producing an error. For example, the use of **“I no love you.”* instead of *“I don’t love you.”*

4. Misordering: when there is a misapplication of word-order rules for linguistic items. For example, **“Tell me where did you go”* (Sompong, 2013, p. 117).

3.2 Previous Studies

In this section, previous studies related to English reported speech among L2 English learners are reviewed.

Dzikraria (2014) studied an Error Analysis in learning direct and indirect speech of imperative sentences. The participants were 37 first-year Indonesian students of SMK Perwira, and they were asked to do an English written test. There were 20 questions which were divided into two parts. In the first part, 10 quoted commands had to be changed into indirect commands. In the second part, the students had to complete 10 sentences by filling in pronouns in space provided. Then, the researcher interviewed an English teacher and some students who got low and high scores. The results showed that 53% of students had problems in changing quoted commands into infinitives with suitable tenses and that 30% of the students had problems with pronouns. The causes of the errors might be due to the interlingual factor, intralingual factors, and lack of attention. For intralingual factors, overgeneralization and incomplete application of rules were probably main causes of errors.

Rassul (2016) investigated the use of English reported speech of 100 EFL third-year Iraqi college students from both Colleges of Basic Education at the Universities of Salahaddin-Erbil and Sulaimani. The researchers conducted a diagnostic test to identify difficulties that the EFL students had with English reported speech. The test consisted of two levels: recognition and production levels. There were 48 items in the form of multiple-choice type on the recognition level, and 50 items on the production level (41 items in the form of the completion and 9 items in the form of transformation). The tests covered various aspects such as tenses, modals, auxiliaries, deixis, punctuation marks, conjunctions, and word order etc. The results showed that the students performed better on the recognition level, and the causes of errors were from the interlingual transfer since the two languages were different in terms of the backshifting, intralingual factors, i.e. overgeneralization, incomplete application of rules, and false concepts hypothesized, including communication strategies.

Riyawi and Alwiyah (2017) explored errors on direct and indirect speech concerning tenses (present simple, present continuous, present perfect, past simple, and future simple), pronouns and adverbs of time. The participants were 19 Indonesian of STAI Hubbulwathan Duri, and they were asked to do a written test on English reported speech which focused on statements. The students had to change 10 items of direct speech into indirect speech. The results revealed that most of the errors were caused by interlingual transfer, and some were from intralingual transfer such as overgeneralization; moreover, context of learning or communication strategies also played an important role.

In the Thai context, a few studies are about grammatical errors of Thai students, and reported speech was found to be one of the problems. The related studies are reviewed below.

Thasaentep (2015) analyzed English essay writing of 30 Matthayom 6 students in Lampang province. The data were 30 written English essays in various related topics. The results revealed that there were 16 main error types, and reported speech was one of the problematic aspects for the students. The errors were both from the interlanguage and mother tongue interference. These could be due to inadequate learning and the complexity of English language structures which are not present in Thai.

Sattayatham and Honsa (2007) tested errors in L2 English learners. The participants were 237 medical students at Mahidol University. There were three tasks which were a sentence translation task from Thai into English, a paragraph translation task from Thai into English, and an opinion writing task on medical ethics to analyze the most frequent errors. The results showed many types of errors in the first two tasks and reported speech was one of them. Errors on reported speech were ranked third place in a paragraph translation task (51.60%). The prominent example was that they selected a wh-element, but failed to invert a subject and a verb. It was concluded that the cause of errors was due to incomplete rule application that the students did not follow all the rules to use English reported speech.

However, only one study is specifically about errors in using reported speech of Thai students, i.e. Jantarit (2019). The study investigated the use of reported statements, including tenses, deictic expressions, and subject pronouns of fifteen first and second-year Thai university students of Chulalongkorn University. The students had the scores of CU-TEP in the intermediate proficiency level. They were asked to do a written test by changing 15 given sentences into English reported speech in a production level, and then they were interviewed. The sentences covered three main aspects which were tenses (present simple, present continuous, present perfect, past simple, and future simple), deictic expressions (*this, these, here, today, tonight, now, at this moment, ago, yesterday, last night, tomorrow, and next month*), and subject pronouns. The results showed that students had problems in terms of tenses (85.78%) and deictic expressions (91.11%), and the cause of errors, in which most of the subjects use the same tenses and deictic expressions, could result from interlingual errors. In terms of tenses, the cause of errors could possibly be due to false concepts hypothesized and ignorance of rule restrictions as well. For example, they used *are* and *was* as a marker of the present and the past tense, respectively, but they ignored the restrictions on the grammatical rule of subject and verb agreement. In terms of deictic expressions, overgeneralization was another cause of errors. For example, they used *last day* referring to *yesterday* as they believed that *last month* meant *the previous month*, so *yesterday* which meant *the previous day* can be used by *last day* as well. Lastly, in terms of subject pronouns, although the subjects did not seem to have problems (13.89%), few errors were from ignorance of rule restrictions, for example, they used *me* instead of *I* and *our* instead of *we*.

To the best of my knowledge, there have been certain studies on reported statements from different learners' L1 backgrounds, but there have not been any studies specifically exploring the acquisition of English reported questions among L1 Thai learners. The present study, therefore, fills in the gap by looking into this issue, based on Error Analysis.

3.3 Reported Speech in English and Thai

This study extends the previous study of Jantarit (2019), which focused on statements together with tenses, subject pronouns and deictic expressions. Although this present study emphasizes on reported questions including object pronouns, the aspects explored in the previous study are included in this study as well. However, in this present study, spatial and temporal deixis was used instead of deictic expressions as “deictic expressions represent a key connection between the time frame, space, and people involved” (Stapleton, 2017), covering tenses, place, and pronouns depending on contexts. For tenses, time reference was used instead as tenses in English are important for reported speech, but Thai is a tenseless language. Pronouns were also separated to make them more specific for Error Analysis. Literature in this chapter is reviewed as follows: 3.3.1 reported speech (statements) in English and Thai and 3.3.2 reported questions in English and Thai.

3.3.1 Reported Speech (Statements) in English and Thai

Reported speech or indirect speech is how we represent or report our words or the speech of others, so the abovementioned aspects may be different from the original sentence. It consists of two parts: a reporting clause and a that-clause. The reporting clause in statements includes a verb such as *say* or *tell*, the most often used ones. A *that*-clause includes what is reported, and the conjunction *that* can be omitted. In a written form, no quotation marks are used. For example,

1(a) Direct speech: He said to Jane, “I am waiting for you now.”

(b) Reported speech: He said to Jane that he was waiting for her then.

From 1(a) and (b), besides quotation marks, time reference, subject and object pronouns, and spatial and temporal deixis are changed, and these are important aspects for English reported speech. Therefore, these aspects are reviewed as follows: 3.3.1.1 time reference, 3.3.1.2 subject and object pronouns, and 3.3.1.3 spatial and temporal deixis.

3.3.1.1 Time Reference

3.3.1.1.1 Time Reference in English

In English, tenses are important. As the time has passed between the moment of speaking and the time of the report, some verb tenses are shifted back in reported speech called backshifting (Table 1). From Table 1, five tenses are reviewed as they are focused on in this present study. The backshifting for each tense is shown as follows: the present simple tense (2(a)) to the past simple tense (2(b)), the present continuous tense (3(a)) to the past continuous tense (3(b)), the present perfect tense (4(a), 4(c)) to the past perfect tense (4(b), 4(d)) respectively, the past simple tense (5(a)) to the past perfect tense (5(b)), and finally the future simple tense from the modal *will* (6(a)) to the modal *would* (6(b)) to show pastness (Broukal, 2004; Hughes & Jones, 2010; Lott, 2006; Parrott, 2010; Scrivener, 2010; Walker & Elsworth, 2000).

Direct Speech	Reported Speech
2(a) He said, "I want money."	2(b) He said that he wanted money.
3(a) She said, "I am cooking."	3(b) She said that she was cooking.
4(a) They said, "We have had lunch." (c) We said, "We have had lunch."	4(b) They said that they had had lunch. (d) We said that we had had lunch.
5(a) Dad said, "You did well."	5(b) Dad said that I had done well.
6(a) I said, "I will go to China."	6(b) I said that I would go to China.

Table 1 Backshifting and changes of subject pronouns in reported speech (Jantarit, 2019, p. 7)

3.3.1.1.2 Time Reference in Thai

Thai is different from English in the way that Thai is a non-inflecting and tenseless language. In other words, "Thai does not have a grammatical means to express tenses, but instead implies them by temporal adverbs, the context, and inference from the aspect marking in sentence" (Iwasaki, Ingkaphirom, & Horie, 2005, p. 149). So, verbs in Thai reported speech are not inflected or changed.

7(a) lò:n pʰù:t wâ: lò:n kam-laj ri:an jù: tɔ:n ní:

She say that she being study stay/ASP¹ now

She said that she was studying. (From She said, “I am studying now.”)

(b) tɛ^hǎn p^hû:t wâ: tɛ^hǎn tɛà? paj prà?-t^hê:t-tɛi:n
I say that I will go China

I said that I would go to China. (From I said, “I will go to China.”)

In 7(a), the word *kam-lay* is one of the aspectual auxiliaries. It can be used as a continuous aspect which is a typical imperfective aspect. It refers to any ongoing situation at a reference time. In the example, *kam-lay* shows a progressive state (an ongoing action) which appears with an activity verb with temporal duration (*study*), and refers to an ongoing action at a reference time (*now*). *kam-lay* can be used with *jù:* (optional) meaning ‘to stay’, ‘to be at/on/in, or ‘to live’ (Iwasaki et al., 2005, p. 153). In 7(b), the word *tɛà?* is a challengeability marker (CM), a pre-verbal modal particle which indicates that the proposition expressed in a sentence is challengeable. *Challengeable* refers to ‘something that a speaker suspects that the hearer may have difficulty accepting as a fact’, for example, “John will go to Vietnam next year” (Iwasaki et al., 2005, p. 123). There are no future tense markers in Thai, so a temporal adverb, context, or an aspectual marker can be used to infer the future time frame. A future event is often considered challengeable by a speaker, so *tɛà?* is used in a sentence to express a future interpretation (Iwasaki et al., 2005, p. 123).

To sum up, differences in terms of time reference in reported speech between English and Thai are shown in Table 2.

English		Thai	
Direct Speech	Reported Speech	Direct Speech	Reported Speech
present simple	past simple	tenseless	tenseless
present continuous	past continuous	(implied by	(implied by
present perfect	past perfect	contexts, temporal	contexts, temporal
past simple	past perfect	adverbs, and aspect	adverbs, and aspect
future simple tense	the modal <i>would</i>	marking)	marking)

¹ASP stands for ‘aspect auxiliary’.

with the modal <i>will</i>			
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Table 2 Differences between English and Thai reported questions in terms of time reference

3.3.1.2 Subject and Object Pronouns

3.3.1.2.1 Subject and Object Pronouns in English

Subject pronouns are changed depending on a speaker or contexts (Table 1). There are seven main subject pronouns divided into three groups which are first-person pronouns (*I, we*), second-person pronoun (*you*), and third-person pronouns (*they, he, she, it*).

An object pronoun is normally used as a grammatical object. It can be the object of a verb (either direct or indirect) and a preposition. The different forms of subject and object pronouns are shown in Table 3. For example,

8(a) Direct speech: He said to Jane, "I like you."

(b) Reported speech: He said to Jane that he liked her.

Subject Pronouns in English	Object Pronouns in English
I	me
you	you
we	us
they	them
he	him
she	her
it	it

Table 3 Subject and object pronouns in English

3.3.1.2.2 Subject and Object Pronouns in Thai

The forms of subject and object pronouns in Thai are similar. Personal pronouns in Thai can be classified as first, second, and third persons like those in English. However, Thai pronouns are rich, and the appropriate form depends on

sociolinguistic considerations such as the sex and age of the interlocutors and the relationship between them (Iwasaki et al., 2005, p. 49). Sometimes, any reference terms are not employed if the reference is clear (Cooke, 1968; Iwasaki & Horie, 2000; Palakornkul, 1972; Simpson, 1997). The commonly used pronouns are shown in Table 4 (Iwasaki et al., 2005, pp. 50-52; Lekawatana et al., 1969, p. 91).

First-Person Pronouns	Second-Person Pronouns	Third-Person Pronouns
te ^h ǎn (neutral)	t ^h ǎn (neutral)	t ^h ǎn (neutral)
k ^h â: p ^h á teâw (neutral)	k ^h un (neutral)	kɛ: (neutral)
raw (neutral)	t ^h ɣ: (neutral)	k ^h ǎw (neutral)
ku: (neutral)	na:j (neutral)	man (neutral)
krà? p ^h ǒm (male)	raw (neutral)	na:ŋ (neutral)
p ^h ǒm (male)	muŋ (neutral)	t ^h ɣ: (female)
dì? te ^h ǎn (female)	tu:a (female)	lò:n (female)
k ^h ǎw (female)	tu:a ʔe:ŋ (female)	
tu:a ʔe:ŋ (female)		

Table 4 The commonly used Thai subject and object pronouns according to first, second, and third persons (Iwasaki et al., 2005, pp. 50-52; Lekawatana et al., 1969, p. 91)

To sum up, differences in terms of subject and object pronouns between English and Thai are shown in Table 5.

English		Thai
Subject Pronouns	Object Pronouns	Subject and Object Pronouns
I	me	same form, rich in number, and the appropriate form depending on sociolinguistic considerations
we	us	
you	you	
they	them	
he	him	
she	her	
it	it	

Table 5 Differences between English and Thai reported questions in terms of subject and object pronouns

3.3.1.3 Spatial and Temporal Deixis

3.3.1.3.1 Spatial and Temporal Deixis in English

According to Levinson (1983), an utterance also depends on contextual information about time and place. For spatial deixis, “it localizes both the speech participants and the narrated participants in space”. In this study, *this*, *these*, and *here* belong to this category of deixis (Stapleton, 2017). For temporal deixis, “it refers to an event of an utterance, which takes place any time relative to the speaking time and is, therefore, represented by tense, time adverbials and sometimes by spatial prepositions” (Stapleton, 2017). However, in this study, tenses are separated as abovementioned. So, *today*, *tonight*, *now*, *at this moment*, *ago*, *yesterday*, *last night*, *tomorrow*, and *next month* belong to this category of deixis. Spatial and temporal deixis is changed as reported speech happens at a later time than the original speech or in a different place (Broukal, 2004, p. 370; Parrott, 2010, p. 263; Walker & Elsworth, 2000, p. 130) (Table 6).

Spatial and Temporal Deixis in Direct Speech	Spatial and Temporal Deixis in Reported Speech
1. this	that
2. these	those
3. here	there
4. today	that day
5. tonight	that night
6. now	then/ at that moment/ at that time
7. at this moment	then/ at that moment/ at that time
8. ago	before, earlier
9. yesterday	the day before/ the previous day
10. last night	the previous night/ the night before
11. tomorrow	the following day/ the next day
12. next month	the following month/ one month after

Table 6 Use of spatial and temporal deixis in direct speech and reported speech (Jantarit, 2019, pp. 7-8)

3.3.1.3.2 Spatial and Temporal Deixis in Thai

Spatial and temporal deixis is normally used as in quoted speech, that is, the same spatial and temporal deixis is used in reported speech. By using this way, additional information about the situation is added. However, some spatial and temporal deixes are changed like those in English if a speaker and listener have mutual knowledge about the mentioned topic.

9(a) k^hǎw p^hû:t wâ: wan-nán k^hǎw jâ:k tên
 He say that that day he want dance

He said that that day he wanted to dance. (From He said, “Today I want to dance.”)

(b) te^hǎn p^hû:t wâ: te^hǎn teà? paj hô:ŋ-konj k^hu:n-nán
 I say that I will go Hong Kong that night

I said that I would go to Hong Kong that night. (From I said, “I will go to Hong Kong tonight.”)

From 9(a) and 9(b), the spatial and temporal deixes are used like those in English. *wan-nán* (that day) and *k^hu:n-nán* (that night) are used in reported speech for *wan-ní* (today) and *k^hu:n-ní* (tonight) in direct speech, respectively.

To sum up, differences in terms of spatial and temporal deixis in reported speech between English and Thai are shown in Table 7.

English		Thai
Direct speech	Reported Speech	Direct and Reported Speech
1. this	that	Same spatial and temporal deixis is used in reported speech, so some additional information about the situation is added. However, some spatial and temporal deixes are changed like those in English if the speaker and listener have mutual knowledge about the mentioned
2. these	those	
3. here	there	
4. today	that day	
5. tonight	that night	
6. now	then/ at that moment/ at that time	
7. at this moment	then/ at that moment/	

	at that time	topic
8. ago	before/ earlier	
9. yesterday	the day before/ the previous day	
10. last night	the previous night/ the night before	
11. tomorrow	the following day/ the next day	
12. next month	the following month/ one month after	

Table 7 Differences between English and Thai reported questions in terms of spatial and temporal deixis

3.3.2 Reported Questions in English and Thai

There are two main kinds of reported questions depending on kinds of direct questions. They are reviewed as follows: 3.3.2.1 *wh* questions and 3.3.2.2 *yes/no* questions.

3.3.2.1 *Wh* Questions

3.3.2.1.1 *Wh* Questions in English

For reported questions, a *wh*-word is used to begin the reported clause. For example,

10(a) Direct question: He asked Jane, “When did you see me yesterday?”

(b) Reported question: He asked Jane when she had seen him the day before.

From 10(a) and 10(b), the *wh*-word *when* is used to begin the reported clause followed by the subject *she*, which is changed from *you* in the direct question, and *him* is changed from *me* depending on the context. The verb in the past simple is changed into the past perfect *had seen*, and the temporal deixis *the day before* is changed from *yesterday*.

3.3.2.1.2 Wh Questions in Thai

As mentioned above, Thai is a non-inflecting and tenseless language, so verbs in Thai reported questions are not inflected or changed. Rules in terms of structures for reported questions in Thai are not present; however, there are *wh* questions and *yes/no* questions equivalent to those in English. For *wh* questions, the position of *wh*-words remains the same in embedded questions such as reported questions (Iwasaki et al., 2005, p. 297). The most frequently used *wh*-words in Thai are *k^hraj* (who), *ʔàʔ raj* (what), *nǎj* (which), *mú:a ràj* (when), *jà:ŋ raj*, or *jaŋ ŋaj* (how), *t^ham maj* (why), and *t^hi: nǎj* or *nǎj* (where) (Iwasaki et al., 2005, pp. 291-297). While *wh* questions in English appear in the beginning of a sentence, in Thai they occur in a sentence exactly where the expected noun, adjective, or adverb appears. For example, “You eat what” instead of “What do you eat?” (Iwasaki et al., 2005, p. 291). So, *wh* questions can be placed in different positions. Some are normally placed at the end of a sentence; some appear either in the beginning or at the end of a sentence; and others appear in various positions in a sentence. For example,

1. At the end of a sentence

1.1 *nǎj* (which), *t^hi: nǎj/ nǎj* (where)²

It appears as a modifier for a classifier or noun, and when it is employed with *t^hi:* (place) in *t^hi: nǎj*, *t^hi: nǎj* means ‘which place’, or ‘where’. Moreover, *nǎj* by itself is used to mean ‘where’ as well (11b).

11(a) sù:an jàj pen p^hù:ak nǎj
 mostly COP³ group CLS⁴ which

Which group is the majority?

(Iwasaki et al., 2005, p. 293)

(b) sa: rā: jù: t^hi: nǎj/ nǎj

²*nǎj* (which) can also be placed in the beginning in some colloquial situations, For example,

nǎj nǎj sù: k^hǒ:ŋ tɛ^hǎn
 which book my

Which is my book?

³COP stands for ‘copular’.

⁴CLS stands for ‘classifier’.

Sara be where

Where is Sara?"

1.2. *jà:ŋ raj*, or *jaŋ ɲaj* (how)

It asks the manner in which an action takes place, and often appears as *pen já:ŋ raj* (how is it?).

12(a) ma: bâ:n jaŋ ɲaj
 come home how

How did you get home?

(Iwasaki et al., 2005, p. 295)

2. Either in the beginning or at the end of a sentence

2.1 *mû:a rāj* (when)

Normally, it occurs at the end of a sentence, but it bears some emotional overtone or shows irritation when it appears in the beginning.

13(a) *teà?* ma: *mû:a rāj*
 CM⁵ (will) come when

(b) *mû:a rāj* *teà?* ma:
 when CM (will) come

When is he coming?

(Iwasaki et al., 2005, p. 295)

2.2 *t^ham maj* (why)

It is more common to place at the end of a sentence. It is also possible to use *t^ham maj t^hũŋ* after the subject to indicate a strong curiosity (Iwasaki et al., 2005, pp. 295-296).

14(a) sa: rā: paj t^ham maj
 Sara go why

⁵CM stands for 'a challengeable marker' (See Section 3.3.1.1.2).

(b) sa: r̄a:	t ^h am maj	t ^h ǔŋ	paj
Sara	why	reach	go

Why did Sara go?

3. Various positions

Both *k^hraj* (who) and *ʔàʔ raj* (what) often appear as a subject or an object, and appear in various positions in a sentence (Iwasaki et al., 2005, p. 291).

3.1 *k^hraj* (who)

15(a) k ^h raj	hǔ:a r̄óʔ
who	laugh

Who is laughing?

(b) k ^h ǎw	pen	k ^h raj
he	be	who

Who is he?

(c) hǔ:a r̄óʔ	k ^h raj
laugh	who

Whom are you laughing at?

3.2 *ʔàʔ raj* (what)

16(a) j̄a:k	t ^h am	ʔàʔ raj
want	do	what

What do you want to do?

(b) sú:	ʔàʔ raj	ʔi:k náʔ
buy	what	one.more PP ⁶

What else should we buy?

(Iwasaki et al., 2005, p. 292)

(Iwasaki et al., 2005, p. 292)

⁶PP stands for ‘pragmatic particle’.

To sum up, differences between English and Thai *wh* questions are shown in Table 8.

English		Thai	
Direct Speech	Reported Speech	Direct Speech	Reported Speech
<i>wh</i> questions + auxiliary/will + subject + verb ...? (<i>wh</i> questions always in the beginning)	<i>wh</i> questions + subject + auxiliary/ would + verb ... (<i>do</i> deletion) (<i>wh</i> questions always in the beginning)	<i>wh</i> questions equivalent to those in English, but different in positions	the position of <i>wh</i> questions remains the same like those in direct questions

Table 8 Differences between English and Thai *wh* questions

3.3.2.2 Yes/No Questions

3.3.2.2.1 Yes/No Questions in English

An auxiliary or a modal that appears in the direct question is replaced by *if* or *whether* to begin the reported clause, and *or...not* is optional at the end of the sentence when *whether* is used. Moreover, the subject comes before the verb as well. For example,

17(a) Direct question: He asked me, "Are you cooking?"

(b) Reported question: He asked whether I was cooking (or not).

From 17(a) and (b), a subject-verb inversion and backshifting are evidenced. Moreover, in the written form, quotation marks as well as question marks are deleted.

3.3.2.2.2 Yes/No Questions in Thai

For *yes/no* questions, a question particle is simply added in a sentence final position, and no word order adjustment is needed. Moreover, no distinction is present between sentences with main verbs, auxiliary verbs, or the verb *be* in the question formation. The frequently used sentence-final question particles are *máj*, *ruú? plà:w*

(*lúʔ plàw*), *rúʔ jaŋ* (*lúʔ jaŋ*), *rúʔ* (*lúʔ, rǎ:, lǎ:*) (Iwasaki et al., 2005; Lekawatana et al., 1969).

To sum up, the differences between English and Thai *yes/no* questions in terms of subject-verb inversion and *if/whether* insertion are shown in Table 9.

English		Thai	
Direct Speech	Reported Speech	Direct Speech	Reported Speech
auxiliary/modal + subject + verb ...?	<i>if/whether</i> + subject + auxiliary/modal + verb ...	a question particle added at the end of a sentence	the position of a question particle remains the same like those in direct questions

Table 9 Differences between English and Thai *yes/no* questions

4. Methodology

The methodology employed in this study is described as follows: 4.1 subjects, 4.2 the research instruments, and 4.3 data collection and analysis.

4.1 Subjects

The subjects in this study were 30 first-year students from the Faculty of Arts, Faculty of Science, Faculty of Allied Health Sciences, Faculty of Engineering, Faculty of Education, Faculty of Law, Faculty of Commerce and Accountancy, Faculty of Medicine, and Faculty of Dentistry at Chulalongkorn University. The subjects were 18-20 years old whose primary language is Thai, and they had been exposed to English in formal education in approximately 12 years. The students who had the score of CU-TEP in the intermediate and the advanced proficiency levels were selected. According to CU-TEP, the intermediate level scores range from 35 to 69 while the advanced level scores range from 99 to 120 (the highest score). The average score of the intermediate and the advanced level was 51 and 104.2, respectively (See details of the population with respect to their faculty, age, CU-TEP scores and English proficiency levels in Appendix 1).

4.2 The Research Instruments

This section describes the task employed in this study; i.e. a production test.

The subjects were asked to change 15 given sentences into English reported questions, both *wh* questions (7 items) and yes/no questions (8 items), depending on the commonly used ones of each types of questions. The given sentences covered four main investigated aspects: time reference, covering five tenses, i.e. present simple, present continuous, present perfect, past simple, and future simple, three times each, pronouns (subject and object pronouns), spatial and temporal deixis, and the reported question structure (subject-verb inversion, *if/whether* insertion, and *do* deletion). In the reported questions, each selected *wh*-word (*why, what, when, how, where, which, who*) was used once. The auxiliaries *did, was, am, have* were also used once while *are* and *will* were used twice depending on the distribution of tenses and pronouns. Subject (*I, we, they, he, she*) and object (*me, us, them, him, her*) pronouns were used twice each. The pronouns *you* and *it* (both subject and object pronouns) were excluded since the forms are not changed in reported speech. There were twelve spatial and temporal deixes, i.e. *this, these, here, today, tonight, now, at this moment, ago, yesterday, last night, tomorrow, and next month*, and each was used once. The five tenses were selected following the study of Jantarit (2019) and Riyawi and Alwiyah (2017), and object pronouns were selected to extend the previous study of Jantarit (2019). Subject pronouns and spatial and temporal deixis were chosen to confirm the results of Jantarit's (2019). Distractors were not added in the test since many aspects were focused. The students were given 30 minutes to complete the task and were asked not to recheck and change the answers. Examples are provided below in (18) and (19):

(18) Direct question: Jack said, "Are you looking for me at this moment?"

Reported question: Jack asked Sam and me if/whether we were looking for him
at that moment.

(19) Direct question: Mom said, "When will Dad call you tomorrow?"

Reported question: Mom asked Kim and me when Dad would call us the

following day.

From (18), five aspects were observed: *if/whether* insertion, subject-verb inversion, pronouns (subject and object pronouns), time reference, and spatial and temporal deixis, while four aspects were investigated in (19): subject-verb inversion, time reference, object pronoun, and spatial and temporal deixis. (See a Production Test and the distribution of each aspect used in the Production Test in Appendix 2 and Appendix 3).

4.3 Data Collection and Analysis

The test was given to the students on the individual basis, and they were informed that the reported questions did not happen at the same time mentioned in the direct questions to control contextual information. All of the students were interviewed after taking the test about the errors they had made to clarify their answers. Then the errors were identified and divided into four groups: time reference, pronouns, spatial and temporal deixis, and the reported question structure. The errors in each group were counted and totaled, and were calculated into percentages. The students were considered having problems when the percentage of analysis were over 15%. Then analyses and explanations of possible causes of the errors based on Error Analysis were made.

5. Results and Discussions

The present study focuses on four aspects which are time reference, pronouns, spatial and temporal deixis, and the reported question structure. The hypotheses were as follows:

1. Both the intermediate and advanced students have problems with spatial and temporal deixis.
2. The intermediate students have problems with time reference and object pronouns.
3. Based on Error Analysis, the causes of errors are derived from the interlingual factor and intralingual factors, i.e. ignorance of rule restrictions and false concepts hypothesized.

The overall results were shown below (figure 1).

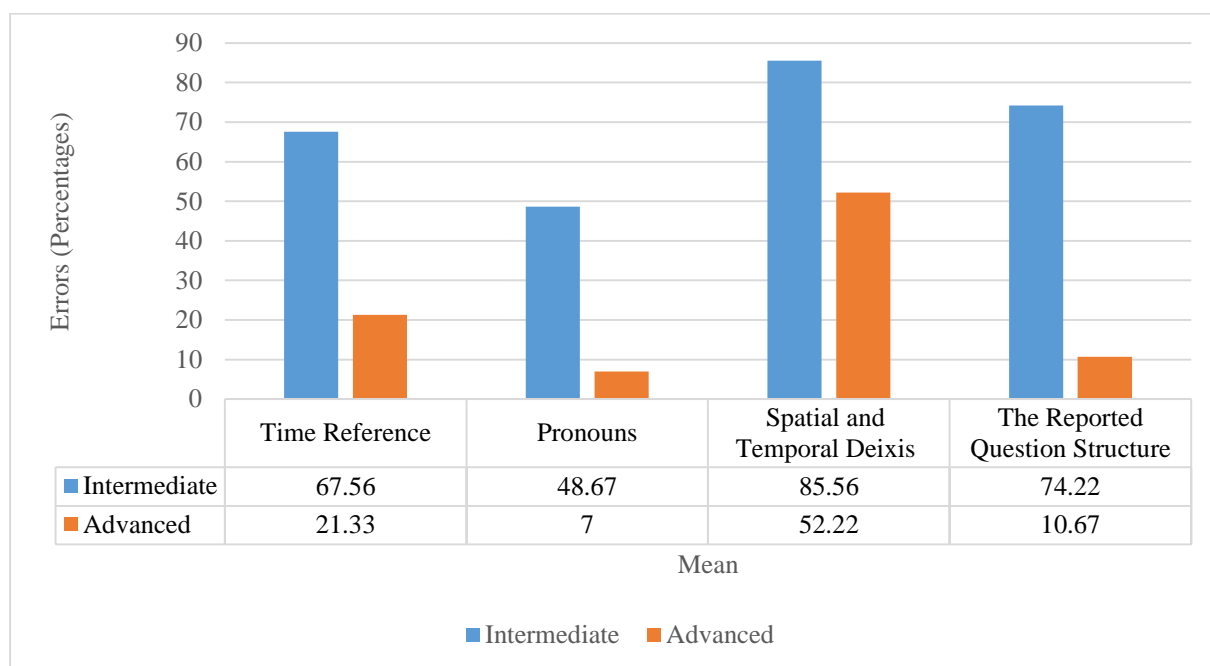


Figure 1 Results of the mean errors on reported questions regarding the four selected aspects

Spatial and temporal deixis and pronouns were the most and the least problematic aspects for both groups, respectively. The reported question structure and time reference were ranked second and third place for the intermediate group, and vice versa for the advanced group.

Detailed results will begin with time reference, pronouns, and spatial and temporal deixis, respectively. This is because these aspects had been investigated in Jantarit's (2019), and the results from this study will be compared to those from the previous study.

5.1 Results of Reported Questions in terms of Time Reference

Time Reference	Percentage of the Incorrect Uses (Intermediate Level)	Percentage of the Incorrect Uses (Advanced Level)
Total	152/225 (67.56%)	48/225 (21.33%)

Table 10 The incorrect uses of the intermediate and advanced level in terms of time reference

Under the investigation of the 5 selected tenses, 3 items were distributed to each tense, totaling 15 items. There were 15 students from each level, so the answers were 45 for each tense. Therefore, in total, there were 225 answers.

For the intermediate level, the results showed that the students had problems with English reported questions in terms of time reference because they made a lot of errors on this aspect (67.56%). On the contrary, the advanced students made a much lower error rate on time reference (21.33%). The results were presented above in Table 10.

Most of the students from the intermediate and advanced level used the same tenses provided (74.32% and 79.17%, respectively, out of the overall errors in terms of time reference as mentioned above). Based on Error Analysis, these errors could possibly result from interlingual errors (Odin, 1989; Richards, 1983). Unlike English, Thai is the non-inflecting and tenseless language, and verbs in Thai reported questions are not inflected or changed. Moreover, Thai also does not have backshifting because the difference of time can be expressed by temporal adverbs, context, and an inference from an aspect marking in a sentence (See Section 3.3.1.1.2).

The past simple tense was the most problematic for the intermediate and advanced groups (91.11% and 42.22%, respectively, out of the overall errors regarding only the past simple tense that had to be changed into the past perfect tense.) According to the interviews, the students thought that the situations happened in the past, so there was no need to make them more past by using the past perfect tense like that in English. They also considered that the past perfect is the most difficult tense because it is completely different from Thai. The results went in line with Jantarit's (2019) in that the students in the intermediate level had problems with this aspect (85.78%) and most of the students used the same tenses resulting from the interlingual factor, especially the past simple tense, which was the most problematic tense as well (88.89% regarding only the past simple tense that had to be changed into past perfect).

Besides interlingual errors resulting from non-existence of backshifting in Thai, it was assumed that some errors resulted from false concepts hypothesized as shown in 20(a)-(f).

20(a) *Henry asked Joe who I was call yesterday.

(b) *Jack asked Sam and me did you looking for me at this moment.

(c) *I asked Jane what is John study with you this semester.

(d) *Jack and Jill wondered when are we finish these tasks.

In 20(a) and (b), the subject probably considered that *was* and *did* were markers of the past tense, and that 20(c) and (d), *is* and *are* were markers of the present tense.

(e) Direct question: Jenny said, “Did I call you three hours ago?”

Students’ answers: Jenny asked James and Bob if I have called them three hours ago.

(f) Direct question: I was asked, “How has Kate teased you?”

Students’ answers: Ploy wanted to know how Kate teased me.

For both 20(e) and (f), the answer was the past perfect tense. Some students misused tenses. They might translate the sentences using the word *lɛ:w*, and in Thai, the word *lɛ:w* is one of the aspectual auxiliaries used at the end of a sentence. It can be used as a perfective marker or a perfect/anterior aspect. For a perfective marker, it is restricted to occurring only with non-stative verbs which can appear with an adverb of past time (e.g. *yesterday*) meaning ‘to finish’ or ‘be done’ (Iwasaki, Ingkaphirom & Horie, 2005: 150). For a perfective/anterior aspect, it can occur with both stative and non-stative verbs. It concerns “the relevance of a particular situation with respect to the current situation, for example, “I have just finished reading the news” (Iwasaki, Ingkaphirom & Horie, 2005: 160). It also means ‘to finish’ or ‘be done’. So, with these overlapping meanings, it is assumed that the present perfect and the past simple tense were used interchangeably probably due to false concepts hypothesized with the word *lɛ:w* as previously mentioned.

5.2 Results of Reported Questions in terms of Pronouns

Pronouns	Percentage of the Incorrect Uses (Intermediate Level)	Percentage of the Incorrect Uses (Advanced Level)
Total	146/300 (48.67%)	21/300 (7%)

Table 11 The incorrect uses of the intermediate and advanced level in terms of pronouns

Under the investigation of the 5 selected subject pronouns, 2 items were distributed to each pronoun, totaling 10 items. There were 15 students from each level, so the answers were 30 for each subject. Therefore, in total, there were 150 answers. For object pronouns, there were 5 selected object pronouns, and 2 items were distributed to each pronoun, totaling 10 items. Therefore, in total, there were also 150 answers. Overall, there were 300 answers for both types of pronouns.

The overall results were presented in Table 11, and they indicated that the intermediate level had problems in terms of pronouns (48.67%) while the advanced group did not seem to have problems (7%). For subject pronouns, the results showed that the advanced students did not have much problem with this aspect (4.67%). However, for the intermediate level, the score of the incorrect uses (48%) was rather different from Jantarit's (2019) that the percentage of the incorrect uses was 13.89%. According to the interviews, it was assumed that the errors that some of the students made resulted from confusion as the task included many aspects to be considered differently in each item, i.e. time reference, pronouns, spatial and temporal deixis, and the reported question structure, and subcategories of each aspect as well. For object pronouns, the results revealed that the intermediate students had problems with this aspect (49.33%) while the advanced students made a much lower error rate on object pronouns (9.33%).

Some errors might be due to false concepts hypothesized. For example,

21(a) *Henry asked Joe who had him called yesterday

(b) *Tom and I asked each other will us dance tonight.

(c) *I asked Jane John has studied with she that semester.

(d) *Mom asked Kim and me when would dad call we ...

For the intermediate level, some students (6.85% out of the overall errors in terms of pronouns) used subject and object pronouns interchangeably. From 21(a) and (b), the subjects used *him* and *us* instead of *he* and *we*, respectively. From 21(c) and (d), the subjects used *she* and *we* instead of *her* and *us*, respectively.

5.3 Results of Reported Questions in terms of Spatial and Temporal Deixis

Spatial and Temporal Deixis	Percentage of the Incorrect Uses (Intermediate Level)	Percentage of the Incorrect Uses (Advanced Level)
Total	154/180 (85.56%)	94/180 (52.22%)

Table 12 The incorrect uses of the intermediate and advanced level in terms of spatial and temporal deixis

Under the investigation of the 12 selected spatial and temporal deixis, 1 deixis was used once, totaling 12 items (there were no spatial and temporal deixes in 3 items). There were 15 students from each level, so the answers were 15 for each deixis. Therefore, in total, there were 180 answers.

The results in Table 12 showed that the students from both levels had problems with English reported questions in terms of spatial and temporal deixis (85.56% and 52.22%).

The cause of errors on spatial and temporal deixis could possibly result from interlingual errors, and there were two types of them. Firstly, most of the students in the intermediate and advanced level used the same spatial and temporal deixis (86.36% and 78.95%, respectively, out of the overall errors in terms of spatial and temporal deixis). For example,

22(a) Direct question: Jenny said, “Did I call you three hours ago?”

Students’ answers: *Jenny asked James and Bob did I call them three hours
ago.

(b) Direct question: Jenny said, “Will you visit me next month?”

Students' answers: *Jenny asked me will I visit you next month.

The same spatial and temporal deixis could be used in Thai reported speech. In 22(a), *ago*, which was the most problematic for both groups (93.33% and 86.67%, respectively, out of the overall errors regarding only *ago* that had to be changed in the sentence), means *tʰiː-lɛːw* (*ago*) in Thai. Likewise, in 22(b), *next month* (93.33% and 66.67%, respectively, out of the overall errors regarding only *next month* that had to be changed in the sentence) means *duːan nâː* (next month) in Thai.

Secondly, some students in the intermediate and advanced level directly translated from Thai spatial and temporal deixis to convey the same meaning in English (5.84% and 3.16%, respectively, out of the overall errors in terms of spatial and temporal deixis). For example,

(c) Direct question: Mom said, “When will dad call you tomorrow?”

Students' answers: *Mom asked Kim and me when would dad call us the day after that day.

(d) Direct question: Henry said, “Who did I call yesterday?”

Students' answers: *Henry asked Joe who did I call the day before that day.

(e) Direct question: I said, “Where is Pat going with you now?”

Students' answers: *I asked Pim and Ploy where was they going with you that time.

According to the interviews, in 22(c) and (d), *the day after that day* refers to ‘the following day after the day mentioned’, and *the day before that day* refers to ‘the day before the day mentioned’. So, it was assumed that students directly translated *tomorrow* and *yesterday* in this sense. Likewise, *that time* in 22(e) refer to *at that time*, *at that moment* and *then* which are equivalent to *tɔːn nán* in Thai.

The results went in line with Jantarit's (2019) in that this was the most problematic aspect for students in the intermediate level (91.11%), and for the

advanced level as well. Moreover, most of the students used the same spatial and temporal deixis in both studies.

5.4 Results of Reported Questions in terms of the Reported Question Structure

Reported question structure	Percentage of the Incorrect Uses (Intermediate Level)	Percentage of the Incorrect Uses (Advanced Level)
Total	167/225 (74.22%)	24/225 (10.67%)

Table 13 The incorrect uses of the intermediate and advanced level in terms of the reported question structure

Under the investigation of the 8 selected *yes/no* questions, 1 item was distributed to each question, totaling 8 items. There were 15 students from each level. Therefore, in total, there were 120 answers. For *wh* questions, there were 7 selected *wh* questions, and 1 item was distributed to each question, totaling 7 items. Therefore, in total, there were 105 answers. Overall, there were 225 answers for both types of questions.

This aspect covered three sub-aspects which were subject-verb inversion, *if/whether* insertion, and *do* deletion. The overall results shown in Table 13 demonstrated that the intermediate students had problems in terms of the reported question structure (74.22%), but the advanced students made a much lower error rate on this aspect (10.67%). The results in terms of *yes/no* questions and *wh* questions were presented in 5.4.1 and 5.4.2, respectively.

5.4.1 Yes/No Questions

There were 8 items for *yes/no* questions, so the answers were 120 in total. The errors in terms of *yes/no* questions were 80.83% and 6.67% for the intermediate and advanced level, respectively. Types of errors were shown below.

5.4.1.1 Incorrect subject-verb inversion and no *if/whether* insertion

For the intermediate level, 74.23% out of the overall errors in terms of *yes/no* questions, most of the students made errors on this type while all of the advanced

students (100% out of the overall errors in terms of *yes/no* questions) made errors on this type. For example,

23(a) Direct question: I was asked, “Am I good enough for you?”

Students’ answers: *Anna asked was she good enough for you.

(b) Direct question: Jack and Jill said, “Have we finished these tasks?”

Students’ answers: *Jack and Jill wondered had we finished these tasks.

5.4.1.2 Correct subject-verb inversion but no *if/whether* insertion

For the intermediate level, 18.56% out of the overall errors in terms of *yes/no* questions, some of the students made errors on this type. For example,

24(a) Direct question: “Are we going to the party today?”

Students’ answers: *Paul and Jack asked each other we are going to the party today.

(b) Direct question: Matthew said, “Was I mad at you last night?”

Students’ answers: *Mathew asked Sara and me I was mad at you last night.

5.4.1.3 Incorrect subject-verb inversion, no *if/whether* insertion, and no *do* deletion

For the intermediate level, 7.21% out of the overall errors in terms of *yes/no* questions, some of the students made errors on this type. For example,

25(a) Direct question: Jenny said, “Did I call you three hours ago?”

Students’ answers: *Jenny asked James and Bob did I call them three hour ago.

5.4.2 *Wh* Questions

There were 7 items for *wh* questions, so the answers were 105 in total. The errors in terms *wh* questions were 66.67% and 15.24% for the intermediate and advanced level, respectively. Types of errors were shown below.

5.4.2.1 Incorrect subject-verb inversion

For the intermediate level, 72.86% out of the overall errors in terms of *wh* questions, most of the students made errors on this type, and most of the advanced students (62.50% out of the overall errors in terms of *wh* questions) made errors on this type. For example,

26(a) Direct question: I was asked, “How has Kate teased you?”

Students’ answers: *Ploy wanted to know how has Kate teased me.

(b) Direct question: I said to Jane, “What has John studied with you this semester?”

Students’ answers: *I asked Jane what had John studied with you this semester.

5.4.2.2 Incorrect subject-verb inversion and no *do* deletion

For the intermediate level, 27.14% out of the overall errors in terms of *wh* questions, some of the students made errors on this type, and some of the advanced students (37.50% out of the overall errors in terms of *wh* questions) made errors on this type. For example,

27(a) Direct question: I said, “Why do I like you?”

Students’ answers: *I asked Robert why did I like you.

(b) Direct question: Henry said, “Who did I call yesterday?”

Students’ answers: *Henry asked Joe who did he call yesterday.

In 23(a) and (b), and 26(a) and (b), most of the students used the same question structure provided, and these errors were possibly due to overgeneralization as they remembered by rote learning that inversion in the direct questions should be applied to any kind of questions. So, they employed the same structure in reported questions. The rest were probably due to ignorance of rule restrictions. In 24(a) and (b), although the word order of subject and verb was correct, *if/whether* was omitted in reported *yes/no* questions. From 25(a), and 27(a) and (b), some students did not remove verb to *do* in reported questions.

More examples in terms of ignorance of rule restrictions were shown below.

28(a) *Anna asked am you good enough for me.

(b) *Anna asked were she good enough for me.

(c) *Jack asked Sam and me that were I looking for him ...

From 28(a)-(c), 6.59% out of the overall errors in terms of the reported question structure, the intermediate students might ignore the restrictions on the grammatical rule of subject and verb agreement.

To sum up, the overall possible sources of errors and descriptions were shown in Table 14.

Aspects	Sources of Errors	Descriptions
1. time reference	1.1 interlingual factor	- no backshifting in Thai
	1.2 false concepts hypothesized	- incorrect markers of the present and past tense - misuses of tenses
2. pronouns	2.1 false concepts hypothesized	- confusion between the pronoun forms of subjects and objects
3. spatial and temporal deixis	3.1 interlingual factor	- no backshifting in Thai (same spatial and temporal deixis) - direct translation from Thai
4. the reported question structure	4.1 overgeneralization	- same structure both for direct and reported questions
	4.2 ignorance of rule restrictions	- no <i>if/whether</i> insertion - no <i>do</i> deletion - incorrect subject and verb agreement

Table 14 The overall possible sources of errors and descriptions

Besides interlingual and intralingual errors, another main source of errors found was possibly context of learning. According to the interviews, almost all of the students in both levels mentioned a lack of practice, insufficient information in textbooks and handouts, and rote learning instead of being taught to understand how

to use reported questions correctly. These were in accordance with Riyawi and Alwiyah's (2017).

To summarize, the errors that both groups made were both influenced by interference of learners' native language (L1) (interlingual errors) and were caused by the target language (TL) itself (intralingual errors), including learners' learning strategies. For the interlingual cause, it was evidenced in terms of time reference and spatial and temporal deixis, and it was claimed that Thai is a tenseless language and time reference can be expressed by temporal adverbs, context, and inference from aspect marking in a sentence. For intralingual causes, the errors occurred in the developmental process of L2 acquisition. This was evidenced in terms of pronouns (not for the advanced group) and the reported question structure. It was assumed that the results reflected the learners' development of the L2 system. The results confirmed the results of Jantarit's (2019) in that time reference, and spatial and temporal deixis (the terms 'tenses' and 'deictic expressions' were used instead in the previous study) were the most problematic aspects for the students in the intermediate level (and the advanced level investigated in this study as well). In terms of subject pronouns, the students in the previous study did not seem to have problems with this aspect while those in this present study did, and it was probably due to confusion with various aspects investigated.

Based on the analysis, the results partially confirmed the hypotheses in that both groups of students have problems with spatial and temporal deixis, and the intermediate students have problems with time reference and object pronouns. The results also demonstrated that the advanced students had problems with time reference but they made a much lower error rate on this aspect. Moreover, the intermediate students also had problems with the reported question structure while the advanced students did not. Based on Error Analysis, the study assumed that the causes of errors could be derived from the interlingual factor, intralingual factors, and context of learning. The results also went in line with the results of the previous studies (Dzokraria, 2014; Jantarit, 2019; Rassul, 2016; Riyawi & Alwiyah, 2017) in that the causes of errors on English reported questions were due to the interlingual factor,

overgeneralization, false concepts hypothesized, ignorance of the rule restrictions, and context of learning as aforementioned.

6. Conclusion

The causes of errors in terms of time reference, pronouns, spatial and temporal deixis, and the reported question structure could possibly be due to the interlingual factor and intralingual factors as hypothesized together with context of learning. For the interlingual errors, they were mainly due to the differences between English and Thai as well as direct translation, especially time reference and spatial and temporal deixis. For intralingual errors, they were mainly evidenced in terms of pronouns and the reported question structure, and this was assumed to be due to the learners' development of L2 acquisition.

This study has some pedagogical implications. In teaching reported speech, teachers should focus more on problematic aspects found in this study, especially time reference and spatial and temporal deixis as time reference and deictic terms in these two language are different. The reported question structure in both *yes/no* and *wh* questions should be emphasized as well. Moreover, students should be taught to understand how to use reported speech rather than rote learning, which mainly depends on memorizing. For example, they should understand contextual information such as time, place, and people involved so that they can use reported speech correctly and naturally. This study has some limitations. One is that the subjects per group of the study were 15, so more subjects can be added in future research for more generalizability. Another limitation is that the study focuses on questions, so other types of reported speech such as commands or requests may need further investigation. The last limitation is that the study only focuses on production, so perception can be included for more insightful results.

For future studies, firstly, the study about commands and requests should be conducted as the sentence structure is different. Secondly, Interlanguage can be integrated with Error Analysis to explore the possible causes of errors. Furthermore,

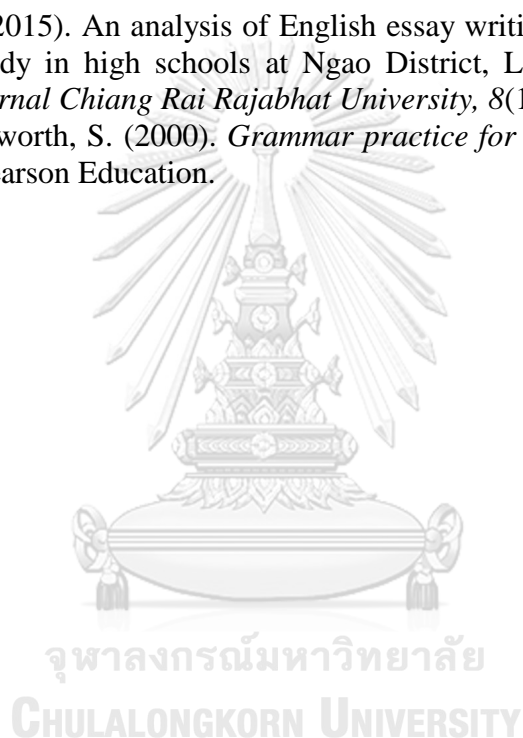
based on Interlanguage Hypothesis, the correct use of L2 reported questions can be investigated to see learners' L2 acquisition.



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APPENDICES

Appendix 1: Details of the population with respect to their faculty, age, and CU-TEP scores

Intermediate Level				Advanced Level			
No.	Faculty	Age	CU-TEP Scores	No.	Faculty	Age	CU-TEP Scores
1	Science	18	38	1	Arts	20	100
2	Science	18	52	2	Arts	19	101
3	Science	19	58	3	Arts	19	103
4	Engineering	18	49	4	Arts	20	105
5	Engineering	18	66	5	Arts	18	109
6	Engineering	18	66	6	Medicine	19	101
7	Engineering	19	68	7	Medicine	18	103
8	Education	19	38	8	Medicine	18	107
9	Education	19	39	9	Medicine	18	108
10	Education	20	39	10	Medicine	18	114
11	Education	18	47	11	Law	18	106
12	Law	19	36	12	Education	19	100
13	Law	18	45	13	Engineering	19	104
14	Allied Health Sciences	18	60	14	Dentistry	19	103
15	Allied Health Sciences	20	64	15	Commerce and Accountancy	19	99

Note: The CU-TEP (Chulalongkorn University Test of English Proficiency) can be divided into five levels of proficiency based on score ranges: 1-13 = beginner, 14-34 = elementary, 35-69 = intermediate, 70-98 = upper intermediate, and 99-120 = advanced.

Appendix 2: The Production Test**Change the following sentences into reported questions (30 minutes)**

1. I said, "Why do I like you?"

I asked Robert _____

2. Jenny said, "Did I call you three hours ago?"

Jenny asked James and Bob _____

3. "Are we going to the party today?"

Paul and Jack asked each other _____

4. I said to Jane, "What has John studied with you this semester?"

I asked Jane _____

5. Mom said, "When will Dad call you tomorrow?"

Mom asked Kim and me _____

6. Mathew said, "Was I mad at you last night?"

Mathew asked Sara and me _____

7. I was asked, "Am I good enough for you?"

Anna asked _____

8. Jack and Jill said, "Have we finished these tasks?"

Jack and Jill wondered _____

9. Jack said, "Are you looking for me at this moment?"

Jack asked Sam and me _____

10. Jenny said, "Will you visit me next month?"

Jenny asked me _____

11. I was asked, "How has Kate teased you?"

Ploy wanted to know _____

12. I said, "Where is Pat going with you now?"

I asked Pim and Ploy _____

13. Tom and I said, "Will we dance tonight?"

Tom and I asked each other _____

14. She said, "Which way is the police station here?"

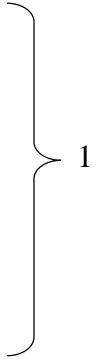
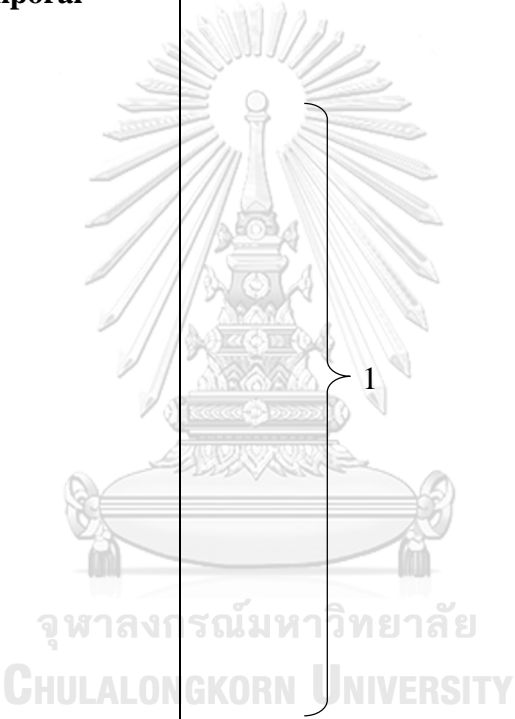
She asked me _____

15. Henry said, "Who did I call yesterday?"

Henry asked Joe _____

Appendix 3: Distribution of each aspect used in the production test

Aspects	Item (s) per Aspect	No. Item in the Task
1. Time Reference		
1.1 Present Simple	}	1, 7, 14
1.2 Present Continuous		3, 9, 12
1.3 Present Perfect		4, 8, 11
1.4 Past Simple		2, 6, 15
1.5 Future Simple		5, 10, 13
2. Subject Pronouns		
2.1 I	}	1, 10
2.2 we		9, 13
2.3 they		3, 8
2.4 he		6, 15
2.5 she		2, 7
3. Object Pronouns		
3.1 me	}	7, 11
3.2 us		5, 6
3.3 them		2, 12
3.4 him		1, 9
3.5 her		4, 10
4. Auxiliaries (Yes/No Questions)		
4.1 did	}	2
4.2 was		6
4.3 am		7
4.4 have	}	8
4.5 are		3, 9
4.6 will		10, 13

5. Wh-Words 5.1 why 5.2 what 5.3 when 5.4 how 5.5 where 5.6 which 5.7 who		1 4 5 11 12 14 15
6. Spatial and Temporal Deixis 6.1 ago 6.2 today 6.3 this 6.4 tomorrow 6.5 last night 6.6 these 6.7 at this moment 6.8 next month 6.9 now 6.10 tonight 6.11 here 6.12 yesterday		2 3 4 5 6 8 9 10 12 13 14 15

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