

جامعة بابل

تقويم أداء طلبة الجامعة العراقيين الدارسين للغة الانكليزية لغة أجنبية في استخدام عبارات التمني

رسالة

تقدمت بها إلى مجلس كلية التربية في جامعة بابل جزءاً من متطلبات نيل درجة ماجستير تربية في طرائق

تدريس اللغة الانكليزية لغة أجنبية

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رجب

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هـ ١٤٢٨

# الخلاصة

يعد التمني احد الظواهر اللغوية الذي يمكن التعبير عنه نحويا صراحة أو ضمنا. يوجد نوعان من الأمنيات : متحققة أو غير متحققة. دلاليا، تعد التعبيرات الدالة على التمني ذات وظيفة تساعد الفرد على التواصل مع المقابل: تداوليا، تعد الأمنيات عمل كلامي يدل على التواصل.

تبحث هذه الدراسة في تقويم أداء طلبة الجامعة العراقيين الدارسين اللغة الانكليزية لغة أجنبية على تمييز و استعمال التعبيرات الدالة على التمني سواء كانت صريحة أم ضمنية. وعلى هذا الأساس قدمت الدراسة الفرضيات الآتية:

١. يتوقع أن يواجه الطلبة صعوبات أكثر في تمييز و إنتاج التعبيرات التي تدل ضمنا على التمني.
٢. يتجه مثل هؤلاء الطلبة إلى استعمال التعبيرات التي تدل صراحة على التمني.
٣. يتوقع أن يخطأ هؤلاء المتعلمون في استعمال الزمن المناسب في العبارة التي تلي الفعل يتمنى.
- بمعنى آخر , قد يعجز هؤلاء المتعلمون عن استخدام الزمن الماضي.
٤. يتوقع أن يكون أداء الطلبة على مستوى التمييز أفضل منه على مستوى الإنتاج.

صمم اختبار تشخيصي من أجل التحقق من صحة الفرضيات المذكورة, ثم أجري هذا الاختبار على عينة تعدادها مائة طالب وطالبة من طلبة الجامعة العراقيين الدارسين اللغة الانكليزية لغة أجنبية في المرحلة الرابعة في قسم اللغة الانكليزية, كلية التربية, جامعة بابل, للسنة الأكاديمية (٢٠٠٦-٢٠٠٧). وقد أظهر تحليل الأخطاء:

١. عجز طلبة الجامعة العراقيين الدارسين اللغة الانكليزية لغة أجنبية عن تمييز التعبيرات الدالة ضمنا على التمني و كانت نسبة الأجوبة غير الصحيحة (٥٢.٦٤%) بينما نسبة الأجوبة الصحيحة (٤٧.٣٦%).
٢. تشكل نسبة الأجوبة الصحيحة التي أستخدمت فيها التعبيرات التي تدل على التمني صراحة (٦١.٨٧٥%) من العدد الكلي للأجوبة الصحيحة على مستوى الإنتاج.
٣. تشكل نسبة الأجوبة الخاطئة التي تعزى إلى استخدام الزمن الخاطئ للفعل (٦٠.١١٧%) من المجموع الكلي للأجوبة الخاطئة على مستوى الإنتاج.

٤. أن نسبة الأجوبة الصحيحة على مستوى التمييز (٤٧.٣٦%) بينما تكون (٣٢%) على مستوى الإنتاج.

٥. تعزى أخطاء الطلبة إلى العوامل الآتية:

أ- تأثير اللغة الأم, حيث أن نسبة الأجوبة الخاطئة التي تنسب إلى هذا العامل (١.٨٥%) من العدد الكلي للأجوبة الخاطئة.

ب- استراتيجيات التعلم تكون نسبة (٥١.٧٥%).

ج. نسبة الأخطاء التي تعزى إلى سياق التعليم (١٥.٧٨%).

د. تشكل نسبة الأخطاء التي تنسب إلى استراتيجيات التواصل التي ينتقها الطلبة ليجيبوا على الأسئلة (٣٠.٦٢%) من مجموع الأجوبة الخاطئة.

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# ABSTRACT

Wish is an aspect of language that can be syntactically expressed either explicitly or implicitly. Two types of wishes can be recognized: fulfilled and unfulfilled. Semantically, wish expressions have many communicative functions. Pragmatically, wish is considered as a communicative illocutionary act. This study investigates the Iraqi EFL university students' performance in recognizing and using the explicit and implicit expressions of wish. Accordingly, it is hypothesized that:

١. Most Iraqi EFL university students do not often distinguish the different types of implicit expressions of wish, and consequently do not produce such expressions.
٢. Most learners tend to use explicit wish expressions .
٣. The wrong tense is expected to be used by the learners in the nominal clause that follows the verb **wish**.
٤. The learners' performance at the recognition level is expected to be better than that at the production.

A diagnostic test is formulated and applied to a sample of one hundred Iraqi EFL university at the fourth year, Department of English, College of Education, University of Babylon, (٢٠٠٦- ٢٠٠٧). Data analysis has revealed that:

١. Iraqi EFL university students have failed to recognize implicit wish expressions as the highest rate of the incorrect responses is (٥٢.٦٤%) while that of the correct ones is (٤٧.٣٦%).
٢. The correct responses that have been expressed explicitly constitute (٦١.٨٧٥%) of the total number of the correct responses of the production level.
٣. The erroneous responses that can be ascribed to the use of the wrong tense constitute (٦٠.١١٧%) of the total number of the incorrect responses of the production level.
٤. The rate of the correct responses at the recognition level is (٤٧.٣٦%) against (٣٢%) at the production level.
٥. The subjects' errors have been found to be ascribed to the following sources:
  - I. Interlingual transfer constitutes (١.٨٥%) of the total number of the erroneous responses.
  - II. The errors that can be related to intralingual transfer are (٥١.٧٥%) of the total number of the incorrect responses.
  - III. The percentage of the errors that can be attributed to the context of learning is (١٥.٧٨%).
  - IV. The communication strategies adopted by the subjects have been the source of (٣٠.٦٢%) of the entire number of the incorrect responses.

This study consists of five chapters. The First one introduces the problem, aims, hypotheses, procedures, limit, and the value of the study. Chapter Two presents the theoretical material of the various expressions of wish and their semantic and pragmatic functions. Chapter Three introduces the test. Chapter Four is dedicated to the presentation of the results of the test,

and analysis of errors committed by the subjects ascribing them to the plausible causes. The most important theoretical and practical conclusions are presented in Chapter Five.

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# CHAPTER ONE

## Introduction

## ١.١ The Problem

Expressing wishes is an important aspect of language. A wish is a desire. It is to want something or to long for doing something. In general, a wish is not related to reality (Filipovic, ١٩٨٤:٢٠٠).

Wishes, in English, can be expressed either explicitly or implicitly. Explicitly, wishes are expressed by the main verb **wish** which may occur as a monotransitive, ditransitive, or complex transitive verb.

(١) They **wish** they didn't have to repeat the course.

(Aronson, ١٩٨٤:٥٨)

(٢) **Wish** me good luck. (Close, ١٩٧٩:٢٠٣)

(٣) I **wish** you to leave now. (Schibsbye, ١٩٦٩:٣٢)

Implicitly, wishes may be expressed by different constructions: main verbs other than **wish** such as: **hope, would like, would prefer, want, love, and desire**, auxiliary verbs such as **will** and **shall**. Imperatives may be used to express wishes. Furthermore, some constructions like **would rather** and **it's time** may convey wishes. Wishes may also be conveyed by some types of **nonsentences** such as: **irregular subordinate clauses, optative subjunctive, and verbless clauses**.

(٤) I **hope** it doesn't rain tomorrow. (Murphy, ١٩٩٤: ٤٤)

(٥) I'd **prefer** you not to do it. (Alexander et al. ١٩٧٥: ١٦٣)

(٦) I **want** to tell you how much we enjoyed last night.

(Quirk et al. ١٩٨٥: ١٤٨)

(٧) I'd **love** to be able to travel round the world.

(Murphy, ١٩٩٤: ١١٤)

(٨) **Shall** we go? (ibid. ٤٢)

(٩) **It's time** you went. (Close, ١٩٧٩: ١٣٠)

(١٠) **So help me God!** (Onions, ١٩٧٨: ٤٣)

There are two types of wishes: fulfilled and unfulfilled. The fulfilment and nonfulfilment of wishes are indicated by the time reference.

(١١) Mike **wishes** he had a job. (fulfilled) (Leech, ١٩٨٩: ٥٤٦)

(١٢) I'd **rather** you had helped them. (unfulfilled) (Baily, ١٩٩٦: ٤٧)

The problem arises when the Iraqi EFL university students fail to recognize implicit wish expressions, and consequently they express them explicitly, i.e. by the verb **wish**. Moreover, the lack of linguistic knowledge

about wish expressions may lead these learners to use the wrong tense with the verb **wish** which should be followed by past tense.

## ١.٢ Aims of the Study

The study aims at:

- ١- Presenting the theoretical background about the syntactic constructions of the explicit and implicit wish expressions in addition to the semantic and pragmatic functions of these expressions.
- ٢- Identifying the Iraqi EFL university students' performance in recognizing and producing wish expressions by conducting a diagnostic test.
- ٣- Finding out the causes behind committing errors in recognizing and producing such expressions.

## ١.٣ Hypotheses

It is hypothesized that:

- ١- Iraqi EFL university students are expected to face more difficulty in recognizing and producing the implicit forms of wish expressions.
- ٢- Such learners tend to use explicit wish expressions mostly.
- ٣- The learners are expected to use the wrong tense in the nominal clause that follows the verb **wish**, i.e. they may fail to use the past tense.

- ξ. The learners' performance at the recognition level is better than that at the production.

## **١.٤ Procedures**

The steps adopted to fulfil the aims of the study are as follows :

١. Presenting a theoretical part about wish expressions depending on different publications available in the field.
٢. Administering a diagnostic test to find out the difficulties they may face in using the various expressions of wish.
٣. Analyzing the results of the test in order to reveal the difficulties they face and the sources of their errors.

## **١.٥ Limits**

The sample of the study is limited to university fourth year students at the Department of English, College of Education, University of Babylon during the academic year (٢٠٠٦ – ٢٠٠٧). The reason behind choosing the fourth year students is that they have been taught this subject and supposedly they possess the ability to understand and produce such expressions.

## **١.٦ Value**

The findings of this study may be of benefit in the following aspects:

١. The theoretical part may provide information about explicit and implicit wish expressions that can be useful for other researchers.

۲. The practical material may have a pedagogical importance to teachers in that it may draw their attention to the areas of weakness in the students' performance in using wish expressions.
۳. This study could be of benefit to translators in drawing their attention to different expressions of wish in order to have better insight and wider scope of view of what the writer or the speaker means. The results of the study could be useful to syllabus designers in taking remedial actions.

## CHAPTER TWO

### Wish Expressions

#### ۲.۱ Introduction

A wish is a desire of two types: fulfilled and unfulfilled. The fulfilment and the non-fulfilment are conveyed by the tense used in the sentence (Jespersen, ۱۹۶۲:۲۹۳). **Wish** is discussed according to three levels: syntactic, semantic, and pragmatic. The syntactic level presents a survey of the explicit and implicit devices used to express wishes. The semantic level shows that some wishes have communicative functions which open channels of communication. The pragmatic level presents wish as an expressive speech act reflecting an inner state of the speaker (Mey ۱۹۹۳: ۱۳۱).

## ۲.۲ The Concept of Wish

According to The New Webster Dictionary of the English Language (۱۹۸۴:s.v.wish), wishing is to have a desire or to long for something. One may wish himself to be or to have something, to wish something to someone, to imprecate, or to invoke ( to wish evil) someone. A "wish is an expression of desire; a request; a petition" (ibid).

(۱) I **wish** I owned a yacht. (Chalker, ۱۹۸۴: ۱۳۷)

(۲) I **wish** I were as handsome as he is.

(Eckersley and Eckersley, ۱۹۸۰: ۲۲۹)

(۳) They **wish** her success in her new career.

(Hornby, ۱۹۸۲: ۳۱۰)

(۴) **God bless you!** (Eckersley, ۱۹۶۳: ۵۴)

(۵) **Heaven destroy him!** (Finney, ۲۰۰۲: ۳۷)

(۶) I'd **like** you to hold the door open for me.

(Eastwood, ۲۰۰۰: ۱۵۳)

Leech (۱۹۸۹: ۵۴۵) states that "To wish is to want what is not happening, or what did not happen". Long (۱۹۶۲: ۱۵۱) says "wishing may involve rejection of possibility".

(Υ) I **wish** I were a good mechanic.

Filipovic (1984: 200) points out that a wish" represents something not as a reality or fact; but only as a desire or something we hope". Similarly, Praninskas (1970: 329) remarks that a wish" often refers to the unreal, the contrary to fact. We wish for things we do not have, for events which can- not happen".

(Λ) Jack **wishes** he had a car.

(ϑ) Miss Liu **wishes** that she had studied English in high school.

Azar (2003: 432) asserts that wishes are made when reality is wanted to be different. Swan (2000: 99) sees wish as "wanting something that is impossible or that does not seem probable, or being sorry that things are not different".

(10) I **wish** I could fly.

(11) I **wish** I had more money.

(12) **If only** I knew more people.

**Wishing** is considered to be a social force. Psychologically, **wish** is related to attitude and both wish and attitude are defined by reference to each other. **Wishing** is a part of human social behaviour, because its motivation (House, ۲۰۰۶: ۵۱۲).

## ۲.۳ Types of Wish

According to Curme (۱۹۴۷: ۲۳۸) and Bing (۱۹۸۹: ۱۰۳), there are two types of wish: fulfilled and unfulfilled.

### ۲.۳.۱ Fulfilled

Jespersen (۱۹۶۲: ۲۹۳), Dart (۱۹۸۲: ۲۰۷), and Strumpf (۱۹۹۹: ۴۶) term the fulfilled wish as "**realizable**" to indicate that the speaker expects the wish to be fulfilled. The fulfilment of the wish is conveyed by the time reference and the tense used. This is usually indicated by the use of simple present with reference to the future:

(۱۳) We **hope** (that) we shall see you in May.

(Hornby, ۱۹۸۲: ۲۱۷)

Bing (۱۹۸۹: ۱۰۳) believes that the wish is fulfilled when the verbs **wish** and **hope** convey the meaning of **want**. By the same token, Leech

(1989: 049) shows that the wishes conveyed by the verb **want** are fulfilled wishes:

(14) I **wish** to see the manager. (Swan, 2000: 274)

(15) I **hope** that your friend is home. (Bing, 1989: 103)

(16) The manager **wants** to talk to the work force.

(Leech, 1989: 046)

Dart (1982: 207-8) demonstrates that **would + base form of the verb** reflects the possibility of the realization of the wish. On the other hand, Jespersen (1962: 293) states that the subjunctive is used in some expressions to indicate realizable wishes.

(17) I **wish** she **would stop** crying. (Dart, 1982: 208)

(18) **Heaven preserve us!** (Jespersen, 1962: 293)

### 2.3.2 Unfulfilled

The past (simple, continuous, or perfect) is used to convey the non-fulfilment of the wish because the use of past tense reflects the

remoteness from reality (Onions, 1978: 43). Yet, the present perfect tense indicates non-fulfilment (Curme, 1947: 238):

(20) **Would** he **had** not died! (Onions, 1978: 43)

(21) **Would** (that) I **had** never **seen** it. (ibid.)

(22) I **wish** he **was coming** with us.

(Thomson and Martinet, 1996: 300)

(23) O might I **have known** it in time! (Curme, 1947: 238)

According to Strumpf (1999: 46), the hypothetical subjunctive **were** is used to express unrealizable wishes:

(24) I **wish** I **were** with you now.

## 2.4 The Syntactic Level

At the syntactic level, the explicit and implicit devices used to express **wish** are discussed below in some detail:

## ۲.۴.۱ Explicit Wish

Wishes are expressed explicitly by the verb **wish**. According to Quirk et al. (۱۹۸۰: ۱۱۹۶), **wish** is a volitional verb. The New Webster Dictionary of the English Language (۱۹۸۴: s. v. wish) defines volition as "having the power to will; originating in the will; used in expressing a wish".

The verb **wish** is a transitive verb. It may function as a monotransitive or ditransitive verb. According to Biber et al. (۱۹۹۹: ۶۹۶) the verb **wish** is a cognition verb, thus, it may function as a complex-transitive verb.

### ۲.۴.۱.۱ Wish as a Monotransitive Verb

As a monotransitive verb, **wish** may be followed by different constructions, each of which conveys certain meaning with certain time reference.

First, the verb **wish** may be followed by the construction (**that+ past subjunctive**). The subjunctive is used in the nominal clause that follows the verb **wish** to indicate the remoteness from reality (Bing, ۱۹۸۹: ۱۰۲). Onions (۱۹۷۸: ۱۰۸) remarks that the **past subjunctive** does not

refer to the past but it refers to the unreality of a present situation. In this respect, Long (1962: 131-2) says:

the subjunctive is employed, first of all, to mark predications as formulated not in the stream of actual occurrences but in a stream of imagined occurrences which can be thought of as flowing phantomlike alongside it. When the time is past or narrowly present, hypothesis reject all idea of actualization: what is spoken of is regarded as unreal

House and Harman (1900: 11) state that: "the meaning of the past subjunctive form is not, as a rule, past, but present or future". Graver (1971: 97) points out that the past tense is used to express a present unreal situation. Leech (1989: 046) says that the use of the past form of the verb in the nominal clause **that** reflects a situation that does not exist in the present. According to Quirk et al. (1980: 108) the subjunctive **were** is used with singular and plural, which breaks the concord rule. On the

other hand, the indicative **was** may also be used in such constructions (ibid. 1013):

(25) I **wish** I **were** a millionaire. (Leech, 1989: 046)

(26) Mike **wishes** he **had** a job. (ibid.)

(27) I **wish** she **was** not married. (Quirk et al. 1980: 1013)

Cook et al. (1977: 01) demonstrate that the past continuous may be used in **that clause** to convey future meaning; while, it denotes the non-fulfilment of the wish:

(28) I **wish** you **were coming** tomorrow.

The speaker believes that the addressee is not coming tomorrow which makes the wish unfulfilled.

Leech (1989: 046) points out that the use of the past perfect in **that-clause** indicates regret about past situation or action:

(29) I **wish** I **had gone** to that party last night.

(30) Do you ever **wish** you'd **remained** single instead of marrying?

Second, the verb **wish** may be followed by the construction **(that)+would...** This construction implies the wisher's desire to make a change in someone's behaviour, a desire for an event to take place, or it

expresses a polite request or dissatisfaction with the present situation (Eastwood, 2000: 321).

(31) I **wish** people **wouldn't leave** this door open.

(32) I **wish** Simon **would reply** to my letter.

(33) I **wish** you **wouldn't smoke**.

Hornby (1982: 190) states that this use of wish shows that the speaker does not expect obedience. Thomson and Martinet (1986: 262) illustrate: "I wish you would" is used as an answer to an offer with no implication of dissatisfaction.

(34) A: Shall I help you check the accounts?

B: I **wish you would**.

Jespersen (1962: 283) says that: "would is further used in wishes not only when the fulfilment depends on the will of the subject". Leech (1989: 046) points out that **would** is used when the verb of that-clause is an action verb and the time reference is future.

(35) I **wish** the weather **would get** warmer.

Thomson and Martinet (1986: 302) point out that the verbs **wish** and **would** in that clause cannot have the same subject. Eastwood (2000: 321) affirms that **could** is used instead of **would** when the subjects are the same.

(36) I **wish** I **could** ski. I'm hopeless at it.

According to Werner et al. (1980: 273), wishes about the past can be constructed by using **would (could)+ have+ past participle**.

(37) She **wishes** she **could have come**. (ibid.)

(38) I **wish** you **would have told** me about this.

(Finney, 2002: 19)

Gordon and Krylova (1974: 116) show that **might** may be used in that-clause instead of **would** or **could**:

(39) I **wish** I **might go** round the world.

## 2.4.1.2 Wish as a Ditransitive Verb

**Wish** may occur as a ditransitive verb, i.e. it may take an indirect object and a direct one. This construction conveys the wisher's desire for

something to happen. This construction is mostly used to imply good wishes (Praninskas, 1976: 329).

(40) We **wish you a happy New Year**.

### 2.4.1.3 Wish as a Complex Transitive Verb

As **wish** is considered as a cognition verb, it may occur as a complex transitive verb. According to Quirk et al. (1980: 1196), the verb **wish** takes an adjective phrase as an object complement. In addition, the complement may be an adjunct.

(41) He **wished** them **at the bottom of the sea**. (ibid. 1202)

(42) He'll **wish** himself **dead**. (Close, 1979: 204)

In formal style, **wish** may be followed by **to infinitive** to convey the meaning of **want**. This construction has the force of order (Crowell, 1964: 422).

(43) I **wish** him **to visit** me again.

## ۲.۴.۱.۴ Wish for...

Thomson and Martinet (۱۹۸۶: ۲۶۰-۱) point out that **wish for** may be followed by either a **noun** or a **pronoun** to show that the wisher has a slight hope that his/ her wish may be fulfilled. The construction **wish for** is usually used in exclamation:

(۴۴) **What** he chiefly **wished for** was a chance to explain!

(۴۵) **How** he **wished for** a good map!

The first example denotes that the wisher believes that he has a very weak hope that he gets such a chance. The second example indicates that the wisher had no chance to get a good map.

## ۲.۴.۲ Implicit Wish

Wishes may be implicitly expressed by using different devices such as **main verbs, auxiliary verbs, imperative, other constructions** in addition to **the non-sentences**.

## ٢.٤..٢.١ Main Verbs

There are some lexical verbs which imply the meaning of wishing, these are used as expressions of desire. These verbs include: **hope, would like, would prefer, want, love, and desire**. According to Leech and Svartvik (١٩٩٤: ٧٤), all these verbs refer to state of mind or feeling. Biber et al. (١٩٩٩:٦٩٦) remark that these verbs are cognition verbs which "represent mental states or attitudes, often indicating the epistemological status of the information" (ibid. ٧٠٦). Below is a brief discussion of each.

### ٢.٤.٢.١.١ Hope

The verb **hope** conveys the meaning of **wish** with an implication that the wisher expects the fulfilment of the wish (Bing, ١٩٨٩: ١٠٣). Leech and Svartvik (١٩٩٤: ١٠٩) indicate that **will+ bare infinitive** may be used in that clause, the wish then has future reference:

(٤٦) I (very much) **hope (that)** he **will arrive** on time.

The verb **hope** may be followed by an infinitive or by a clause when both the main clause and that-clause have the same subject, otherwise, **hope** is followed by a clause (Crowell, ١٩٦٤: ٤٢٣). Hornby (١٩٨٢: ٢١٤) shows that **may** or **might** may be used in formal style; while

**will** or **would** may be used in a less formal style.

(٤٧) a- I **hope to see** him again.

b- I **hope I will see him** again. (Crowell, ١٩٦٤: ٤٢٣)

(٤٨) I **hope that he will visit me** again. (ibid.)

(٤٩) I **hope** he **may** succeed. (Hornby, ١٩٨٢: ٢١٤)

On the other hand, when **hope** occurs in the past perfect, the construction reflects the non-fulfilment of the wish. Dart (١٩٨٢: ٢٠٩) denotes that the use of **would+ the base form of the verb** in that-clause expresses an unfulfilled wish. Moreover, Hornby (١٩٨٢: ٢١٧) indicates that, **hope** may be followed by the preposition **for**.

(٥٠) I **had hoped** that Jennifer **would become** a doctor but she wasn't good enough in science.

(٥١) Ferdinand Magellan **hoped that** he **would go** around the world.

(٥٢) I'm **hoping for** news of his safe arrival.

There are some other uses of the verb **hope** when it occurs in the **past tense**. The construction that includes **hope** in the past continuous is used to convey a polite request (Swan, ۲۰۰۵: ۲۳۸).

(۵۳) I **was hoping** you could lend me some money.

### ۲.۴.۲.۱.۲ Would like

The verb **would like** is followed by **to infinitive**. In addition, it is used mostly in conversation (Crowell, ۱۹۶۴: ۴۲۲). Close (۱۹۷۹: ۷۲) and Leech (۱۹۸۹, ۵۴۷) agree that **would like** is used to express wishes with future reference:

(۵۴) We'd **like** the meeting **to take** place as soon as possible.

**Would like** is a polite way of conveying the meaning of **want**. A question with **would like** implies invitation and a statement with **would like** implies a polite command (Praninskas, ۱۹۷۵: ۲۴۰-۱).

(۵۵) The doctor said "**Would** you **like** to come in now"? (ibid.)

(۵۶) I'd **like** two kilos of tomatoes, please. (Swan, ۲۰۰۵: ۳۰۵)

According to Leech and Svartvik (1994: 162), **would like** is used not only to express one's wishes but also to ask about wishes of others:

(57) I **would like** to stay in an inexpensive hotel.

(58) **Would** you **like** me to open these letters?

On the other hand, Close (1979: 72) says that the construction **would+ have+ liked+ to infinitive** has past reference:

(59) I **would have liked** (then) **to have** seen it.

According to Allen (2004: 377), **should** may be used with **like** in stead of **would** and both of them are contracted as 'd:

(60) I **should like** to come too.

(61) I **should have liked** to come too.

## 2.4.2.1.3 Would Prefer

**Would prefer** is used to express one's own wishes or to invite wishes of others (Leech and Svartvik, 1994: 162):

(٦٢) We'd **prefer** there to be an adult in charge.

(Eastwood, ٢٠٠٠: ١٥٣)

(٦٣) **Would** you **prefer** to start early? (Hornby, ١٩٨٢: ٢١٧)

For Hornby (ibid.), **should** may be used instead of **would** and both of them are contracted as 'd. **Would prefer** may occur as a monotransitive, ditransitive, or complex transitive verb:

(٦٤) I **should prefer** you to start early.

(٦٥) **Would** you **prefer** to stay at home this evening?

(٦٦) **Would** you **prefer me** not to come tomorrow?

Close (١٩٧٩: ٧٢) points out that expressing a wish by **would prefer** has future reference.

## ٢.٤.٢.١.٤ Want

The dominant meaning of **want** in current usage is "to desire or wish for" (Allen, ٢٠٠٤: ٦٠٣). It expresses a fulfilled wish when the present tense is used but when the past tense is used, it conveys an unfulfilled

wish (Lains, ۲۰۰۳: ۱۵۱). **Want** is one of the cognition verbs; therefore, it may occur as a complex transitive verb (Biber et al. ۱۹۹۹: ۶۹۶).

(۶۷) Your landlady **wants** you to post these letters.

(Eastwood, ۲۰۰۰: ۱۵۱)

(۶۸) We **wanted** to establish peace. (Wallman, ۱۹۹۳: ۶۴)

#### ۲.۴.۲.۱.۵ Love

Close (۱۹۷۹: ۱۹۹) and Leech (۱۹۸۹: ۵۴۷) mention that **would love+ to infinitive** has future reference. Similarly, Gramley and Patzold (۱۹۹۲: ۱۷۲) state that the construction **love+ to infinitive** indicate a desired action in the future. The preposition **for** may follow the verb **love** having the same reference.

(۶۹) I **would love** her **to come**. (Close, ۱۹۷۹: ۱۹۹)

(۷۰) I **love to sit** there. (Gramley and Patzold, ۱۹۹۲: ۱۷۲)

(۷۱) I **love** him **to sit** there. (ibid.)

(۷۲) I **love for** him **to sit** there. (ibid.)

#### ۲.۴.۲.۱.۶ Desire

The verb **desire**, according to Oxford Student's\_Dictionary of English (٢٠٠١): s. v. desire), conveys the meaning **to want** or **to wish for**. Similarly, The New Webster\_Dictionary of the English Language (١٩٨٤: s. v. desire) indicates that the verb **desire** is used to express wishes. **Desire** is one of the cognition verbs ;therefore, it may occur as a complex transitive verb (Biber et al. ١٩٩٩:٦٩٦). The verb **desire** may be followed by **that-clause** or **to-infinitive** to convey the wisher's desire which has the force of request (Schibsbye, ١٩٦٩: ٣٢):

(٧٣) He **desires that you should see him**.

(٧٤) She **desired me to write** a poem.

Willis (١٩٨٤: ٨١) explains that the indicative mood may be used with the verb **desire** for nonfactual situations.

(٧٥) We **desire that this application form be** filled out in triplicate.

## ٢.٤.٢.٢. Auxiliary Verbs

Some auxiliary verbs can be used to express wishes. The auxiliaries **will, shall** and **should** are used to express implicit wishes.

## ۲.۴.۲.۲.۱ Will

Swan (۲۰۰۵:۶۳۰) says "Will is used mostly in 'interpersonal' ways, to express wishes that affect other people through orders, requests, offers, promises":

(۷۶) **Will** you open the window? (request)

According to Thomson and Martinet (۱۹۸۶: ۱۹۰) **would like** can be replaced by **will**:

(۷۷) a- **Would** you **like** a drink?

b- **Will** you have a drink?

## ۲.۴.۲.۲.۲ Shall

Hornby (۱۹۸۲: ۲۱۶) states that "Shall with a noun or a third person pronoun asks about the wishes of the person to whom the question is put". To consult someone's wishes **shall I/we** may be used. It expresses an offer for help. **Shall I/we** may give the same meaning of **would you like**, (see ۲.۴.۲.۱.۲).

(ʏʌ) **Shall** the messenger wait?

(ʏʑ) **Shall** he carry your suitcases upstairs?

(ʌ•) **Shall I** thread the needle for you?

(ʌʌ) **Shall we** carry the box into the house for you?

According to Leech and Svartvik (1994: 162), **should** may be used instead of **shall** for the same purpose:

(ʌʒ) **Should** we tell him that he's not wanted?

## ʒ.ʒ.ʒ.ʒ Imperatives

Quirk et al. (1980: 8.3) define **imperatives** as "sentences which normally have no overt grammatical subject, and whose verb is in the imperative". Leech (1989: 166) and Swan (2000: 036) state that some commands can be used in sending **good wishes**. Such wishes have present or future reference; therefore, they are fulfilled.

(ʌʒ) **Have a good time!** (Leech, 1989: 166)

Baily (1996: 52) points out that wishes can be conveyed by using the verb **be** in its base form followed by a continuous verb form. In addition, Bolinger (1977: 168) remarks that the perfect tense may be used in commands to convey the meaning of a wish. For Finny (2002: 18), some commands that convey wishes have an overt subject:

(18) Please, **be thinking** about me. (Baily, 1996: 52)

(19) Please, don't **have come** now. (Bolinger, 1977: 168)

(20) Please, **Robert, be doing** something for me. (ibid.)

As for Wallman (1993: 39), imperatives with **let** may express wishes. First person or third person may be used with **let**. Hornby (1982: 60) points out that wishes can be conveyed by using the passive form with **let**:

(21) **Let** us proceed! (Wallman, 1993: 39)

(22) **Let** anyone know that. (ibid.)

(23) **Let** justice be done. (Hornby, 1982: 60)

## 2.4.2.4 Other Constructions

Wishes may be implicitly conveyed by some constructions like **would rather, it's time, and, I'm dying for.**

**Would rather** means "the speaker imagines a NON-FACT to be a reality"(Close, 1979: 47). The 'non-fact' is reflected in the use of the subjunctive **were** even with third and first person (ibid.). Gethin (1983: 29) states "Would rather expresses a wish in the form of a comparison or preference although the phrase introduced by **that** may be left out if the comparison is understood from the context". The use of past tense or the subjunctive reflect the non-fulfilment of the wish in the present. To express unfulfilled wishes, the past perfect is used in 'that clause' that follows **would rather**.

(90) I **would rather** she **came back**.

(91) I **would rather** Brenda **had gone** to London last week.

Bosewitz (1987: 166), Alexander (1997: 225), and Hewings (2005: 170) agree that **would rather** may be followed by a clause. Such construction is used to convey the wisher's desire for someone to do something or the desire for an event to take place:

(92) I'd rather he **had told me about it**.

(93) I feel embarrassed about what happened and **would rather the event were forgotten**.

Graver (1971: 97) and Thomson and Martinet (1986: 209) indicate that **would rather** may be followed by a **bare infinitive** if the subject of **would rather** is the subject of the action that follows; otherwise, **would rather** is used with **past subjunctive**. In negative response **I'd rather not** is used. In addition, **would rather** can be modified by **far** and **very much** (Alexander, 1997: 220).

(94) **I'd rather be** in Paris. (Werner, 1980: 264)

(95) **I'd rather you told** me frankly what you think.

(Graver, 1971: 97)

(96) **I'd rather** you weren't unhappy. (Alexander, 1997: 220)

(97) **I'd far (or much) rather** be happy than rich. (ibid.)

In addition to **would rather**, the phrase **It's time** is used to convey wishes. It implies that the time has come for something to be done. This phrase may be followed by past tense to express a wish that may be unfulfilled in the present or it may or may not be fulfilled in the future (Leipzig, 1987: 174).

(98) **It's time** Kurt went on a diet.

On the other hand, when this phrase is followed by **to infinitive**, it conveys a wish having the force of command (Gethin, ۱۹۸۳: ۳۰).

(۹۹) **It's time (for you) to come back.**

Alexander (۱۹۹۷: ۳۴۳) points out that the **subjunctive** or the **indicative** form can be used to refer to present and future. In addition, **could** can be used sometimes with this phrase. Thomson and Martinet (۱۹۸۶: ۲۰۳) illustrate that either **high** or **about** can be added to reinforce the idea.

(۱۰۰) Isn't **it about time** our baby **could** walk?

(Alexander, ۱۹۹۷:۳۴۳)

(۱۰۱) **It's high time** he **was** (or **were**) taught a lesson.

(Thomson and Martinet, ۱۹۸۶: ۲۰۳)

Interestingly, Eastwood (۲۰۰۰: ۱۴۹) mentions the construction **be dying** to express a wish. This construction means **want very much** and it occurs in the continuous only. Moreover, this construction may be followed by **to infinitive** or **for+ a noun**:

(۱۰۲) I'm **dying to have** a swim.

(۱۰۳) I'm **dying for** a swim.

## ٢.٤.٢.٥ Non-sentences

**Non-sentences** are "fragmentary", i.e. they do not involve the normal obligatory structure. These structures are **irregular sentences** in the sense they do not "conform to the regular patterns of clause structure" (Quirk et al. ١٩٨٥: ٨٣٨). Crystal (١٩٨٨: ١٨) terms such sentences as "**minor sentences**": "They use abnormal patterns which cannot be clearly analyzed into a sequence of clause elements". All the types of **minor sentences** are used in every day language. The following forms of such sentences may be used to express wishes:

### ٢.٤.٢.٥.١ Subordinate Clauses

In non-sentences, the subordinate clauses involve the omission of the matrix clause. Wishes may be expressed either by, **to infinitive**, **if only**, or **that-clause** (Quirk et al. ١٩٨٥: ٨٤١).

A common type of **to infinitive** subordinate clauses is **to think that....**Such expressions are usually end with exclamation mark for they have the illocutionary force of exclamation. Thus, they are called "exclamatory wishes". Usually, these constructions are introduced by the interjection form **oh**.

(١.٤) **To think that** I was once a millionaire!

(١.٥) **Oh**, to be free!

Palmer (1976: 40), Hornby (1982: 210), and Eastwood (2000: 321) agree that **exclamatory wishes** can be expressed by **if only** with the form of the verb that is suitable to be used in conditional clauses. Such an expression conveys the same meaning of the verb **wish** but it is more emphatic. Moreover, the same tenses that are used with the verb **wish** can be used with **if only** with the same time reference (see 2.4.1.1). The expression **if only** is used to express regret.

(1.6) **If only** I **understood** what you are saying!

(Palmer, 1976:40)

(1.7) **If only** Simon **would (could) replay** to my letter!

(Eastwood, 2000:321)

Yule (1998: 142) terms **if only** as "**exceptional conditions**". The main purpose of this kind of condition is "to draw attention to the very exceptional circumstances required for the situation in the main clause to take place". Alexander (1997: 112) and Eastwood (2000: 321) point out that the present tense may be used with **if only** to express a wish about the future.

(1.8) **If only** he **gets** this job, it will make a great deal of difference. (Eastwood, *ibid.*)

According to Quirk et al. (1985: 481) **just** or **but** may be used instead of **only**:

(109) If I could **just** make them understand my point of view!

(110) If I could **but** explain!

Another kind of subordinate clauses is **that clause**. Long (1962: 134) and Onions (1978: 44) agree that **that clause** expresses exclamatory unfulfilled wishes with present reference. Such expressions often begin with the interjection **oh** and end with the exclamation mark. these expressions, involve subject-verb inversion when **oh** stands alone as introducing word.

(111) **Oh that** I were there!

(112) **Oh that** it were not so!

(113) **Oh were** I there! (Onions, ibid.)

## 2.4.2.5 Optative Subjunctive

The **optative subjunctive**, also called **formulaic subjunctive**, consists of the base form of the verb. It occurs in fixed types of

expressions that convey wishes. Such expressions are termed by Greenbaum and Quirk (1990: 244) and Alexander (1997:134) as "**fossilized idioms**". Huddleston (1988: 362) terms them "**jussive constructions**". Baily (1996: 47) states that the **subjunctive formulae** may be used as "**damantory phrases**". Quirk et al. (1980: 108) demonstrate that such expressions have the force of **will**. They may also be conveyed by **let** or **may**.

(114) **God bless you!** (Quirk et al. 1980:839)

(115) **Heaven forbid!** (Huddleston, 1988: 362)

(116) **Woe betide sinners.** (Bailey, 1996: 47)

According to House and Harman (1900: 112) and to Quirk et al. (1980: 106), the **passive subjunctive** may be used to express **praise** or a **curse**. In addition, the **optative subjunctiv** may be used with subject-verb inversion to express wishes:

(117) **God be praised!** (ibid.)

(118) **Family ties be damned!**(House and Harman, 1900: 112)

(119) **Long may she reign!** (Banks, 1983: 76)

Some non-sentences introduced by the auxiliary **may** involve subject-verb inversion. These constructions are used to express  **blessings** or  **curses** (Miller, 1902: 163) and Quirk et al. (1980: 839). House and Harman (1900: 112) term such constructions as "**modal subjunctive**" or "**potential subjunctive**"

(120) **May** he never know sorrow! (Miller, 1902: 163)

(121) **May** you break your neck! (Quirk et al. 1980: 839)

Ehrlich and Murphy (1976: 40) and Quirk et al. (1980: 839) agree that **would (to God)** is another kind of formula that expresses wishes by the **optative subjunctive**. This construction is followed by a that-clause with the past form of the verb:

(122) **Would (to God)** that I'd never heard of him!

(Quirk et al. 1980: 839)

(123) **Would** that you made decisions more carefully.

(Ehrlich and Murphy, 1976: 40)

## 2.4.2.5.3 Verbless Clauses

**Verbless clauses** may be used to express **exclamatory wishes**. These expressions may be introduced by **now** or the interjection **oh** (Quirk et al. 1980: 842):

(124) **Oh for another glimpse of her!**

(125) **Now for a good hot bath!** (ibid.)

Onions (1978: 44) terms wishes that may involve the omission of the verb as "**elliptical wishes**". Wallman (1993: 117) mentions that such wishes have future reference therefore they are fulfilled wishes:

(126) **More power to your elbow!** (Onions, 1978: 44)

According to Leech and Svartvik (1994: 174), some wishes can be conveyed by the construction **adjective+ noun** which is used to denote good wishes, seasonal greetings, and congratulations:

(127) **Good luck!**

(128) **Happy birthday (to you).**

## 2.9 The Semantic Level

In his **Semantics II**, Lyons (١٩٧٧: ٧٩٥) considers wishes as "**contra-factive**" utterances which indicate the "speaker's commitment to the falsity of the proposition expressed". The contra-factuality is exemplified by the use of the past tense which refers in this case to the hypotheticality of the situation.

Lyons, in **Semantics I** (١٩٧٧: ٥٣), illustrates that wishes can be related to the **expressive function** of language. According to Richards et al. (١٩٩٢: ٣٤٣), the expressive function of language gives information about the speaker's feelings and preferences. On the other hand, some wishes that are used as greetings, such as, good morning, are considered to be related to the **phatic function** of language, i.e. the utterances have communicative function of opening channels of communication (Lyons, ١٩٧٧: ٥٣).

Lyons (١٩٧٩: ٣٠٨) points out that **wish**, in addition, to the other modalities such as **necessity, obligation, certainty, possibility**, is one of scales of modality as in '**May he rest in peace**'. Moreover, Lyons (ibid.) affirms that "there is an affinity between imperative sentences and the modalities of 'wish'".

## ٢.٦ The Pragmatic Level

Austin, [cited in Back and Harnish (١٩٧٩: ٤١)], classifies wishes as behabitives which express certain feelings towards the hearer or state of affairs. As for Searle (١٩٧٧) [cited in ibid.], wishes are considered as expressive speech acts. Mey (١٩٩٣: ١٣١) mentions that expressive speech acts reflect the wisher's psychological state towards a certain situation.

He remarks that: "a wide range of psychological states can be expressed; in which the proposition ascribes a property or act to the speaker or the hearer". Verschuren (۲۰۰۳: ۸۹) points out that expressives reflect the subject's personality traits, emotions, wishes, and desires. Similarly, Leech (۱۹۸۳: ۱۰۶) indicates that expressives "have the function of expressing, or making known, the speaker's psychological attitude towards a state of affairs". According to Yule, (۲۰۰۰, ۵۳) such speech acts demonstrate the speaker's feelings.

Leech (ibid.) classifies the illocutionary functions according to how they are related to the social goal. Thus, the expressives are "**convivial**" in which the illocutionary goal agrees with the social goal, i.e. "the politeness takes a positive form".

On the other hand, wishes that are conveyed by imperative are considered as directive speech acts. Mey (۱۹۹۳: ۱۳۱) defines the function of **directives** "to direct the hearer towards doing something, ..., in which a wish is expressed". In addition, Yule (۲۰۰۰: ۵۴) says that this kind of speech acts express what the speaker wants.

Back and Harnish (۱۹۷۹: ۴۱) term the expressives as **acknowledgments**. Back and Harnish (ibid. ۵۳) and Leech (۱۹۸۳: ۱۰۵) agree that acknowledgments (expressives) in general do not necessarily express genuine feelings, they are actually considered as acts of courtesy. The perlocutionary effect of the acknowledgments may invite another acknowledgments in the case of greetings.

On the other hand, negative wishes, such as curses, are also classified as acknowledgments although they may have the effect of constative speech acts, i.e. the effect of belief.

Back and Harnish (1979:52) give a disjunctive definition to the speech act of the **bid** (wish):

In uttering *e*, *S* bids *H* good (happy) *D* if *S* expresses:

- i. the hope that *H*'s *D* will be good (happy), and
- ii. the intention that *H* believe that *S* hopes that *H*'s *D* will be good (happy), or
- i. the intention that his utterance satisfy the social expectation that one express good hopes when the question of another's prospects arises, and
- ii. the intention that *H* take *S*'s utterance as satisfying this expectation.

## 2.4 Previous Study of Wish Expression

## ٢.٧.١ Abdul- Sada's Study (٢٠٠٥)

Abdul-Sada's study, which is an M.A. Thesis, is a contrastive study. It deals with the devices used to express wishes in both English and Arabic. The study is concerned with the differences as well as the similarities of these expressions in these two languages. The researcher finds out that the devices that are used to express wishes in Arabic and English share the same aspects that they can be correlated and overlapped. At the same time, these expressions show similarities and differences that they may be contrasted.

# CHAPTER THREE

## The Test

### ٣.١ Introduction

This chapter is devoted to the empirical part of the study. It describes the objectives of the test and the selection of the material in addition to the test design. The most important characteristics of the test will be dealt within here. Moreover, this chapter is concerned with the subjects, the pilot and the main administration of the test and the adopted scoring scheme as well.

## **٣.٢ Objectives of the Test**

As a means that measures the learners performance in the target language, a diagnostic test has been designed to asses the university students' performance in using wish expressions at both the recognition and the production levels. The test aims to investigate the difficulties faced by Iraqi EFL university students, in addition to finding out the causes that lie behind committing such errors in order to be able to suggest some remedial recommendations.

The test falls into two questions. The first one measures the subjects' responses at the recognition level, while the second measures their responses at the production level.

Depending on the findings of the test, the hypotheses presented in Chapter One will be validated or refuted.

## **٣.٣ Selection of Material**

The majority of the items of the test have been selected from the references mentioned in Chapter Two. The items have been selected in such a way that they cover, as far as possible, the different constructions which could be used to convey wishes in all its types.

The test has been approved by a jury committee of ten experienced university lecturers (whose names are arranged below according to their scientific status and alphabetical order)

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Prof. Hashim A. Al-Muradi (Ph.D. in Methods of Teaching English as a Foreign Language), College of Education/ University of Al- Qadisiya.

Prof. Salih M. Hamed (Ph.D. in Literature), College of Education/ University of Babylon.

Asst. Prof. Abbas D. Darweesh (Ph.D. in Linguistics and Translation), College of Education/ University of Babylon.

## **٣.٤ Test Design**

The test consists of two questions. The first one is designed to measure the subjects' responses at the recognition level. It includes twenty five items, which may or may not express wishes. The subjects are required to tick the items that convey wishes.

The second question measures the subjects' production in using wish expressions. It consists of twenty five situations. The subjects are requested to respond to each by using different wish expressions.

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Asst. Prof. Hameed Hasoon (Ph.D. in Linguistics and Translation), College of Education/ University of Babylon.

Asst. Prof. Adil Al-Akkam (MA. In English Language and Linguistics), College of Basic Education/ University of Babylon.

Asst. Prof. Razzaq N. Mukheef (MA. in English Language and Linguistics), College of Education/ University of Babylon.

Lecturer Aassim A. Al-Dulaimi (Ph.D. in Methods of Teaching English as a Foreign Language), College of Basic Education/ University of Babylon.

Lecturer Fareed H. Al-Hindawi (Ph.D. in English Language and Linguistics), College of Education/ University of Babylon.

Lecturer Jassim Al-Rihan (Ph.D. in Methods of Teaching English as a Foreign Language), College of Basic Education/ University of Babylon.

Lecturer Maysa'a K. Hussein (Ph.D. in English Language and Linguistics), College of Education/ University of Al-Qadisiya.

## ٣.٥ Characteristics of the Test

A good test has two important characteristics: validity, and reliability, "any test that we use must be *appropriate* in terms of our objectives, *dependable* in the evidence it provides, and *applicable* to our particular situation" [sic] (Harris, ١٩٨٣: ١٣).

### ٣.٥.١ Reliability

Reliability is defined by Mousavi (1997: 117) as "consistency of measures across different items", i.e. the scores of the test remain relatively the same from one administration to another.

According to Heaton (1988: 163-4), the reliability of a test can be measured by one of these methods: re-administration of the test, administering parallel forms to the same group, split-half, and Kuder-Richardson reliability coefficient. The latter is used to measure the reliability of the present test.

Kuder-Richardson reliability coefficient can be calculated by the following formula:

$$R = \left[ \frac{N}{N-1} \right] \left[ \frac{1 - m(N-m)}{NX^2} \right]$$

Where:

N= the number of the test items.

m= the mean of the subjects' scores.

X= the standard deviation from the mean.

R= reliability.

Heaton (ibid. 1997) mentions that the standard deviation (X) can be calculated from the following formula:

$$X = \sqrt{\sum d^2 / N}$$

Where:

d = the amount by which each score deviates from the mean.

As the mean of the subjects' scores = 46

$$\sum d^2 = 400$$

$$X = \sqrt{(400 / 50)} = 9$$

$$\text{Reliability (R)} = [0.4 / 0.9] [1 - (46(4) / 0.9^2)] = 0.974$$

This value is considered by Harrison (1983: 126) a high positive correlation.

### 3.5.2 Validity

Validity is defined by Mousavi (1997: 106) as "the degree to which a test measures what is supposed to measure or

can be used for the purpose for which it is intended". A test is valid when it has both face validity and content validity.

Hughes (١٩٨٩: ٢٢) remarks that a test "would have content validity only if it included a proper sample of the *relevant* structures" [sic].

Face validity, on the other hand, means the degree to which a test looks right to the testers, test administration, educators, and other people concerned with learning (Harris, ١٩٨٣: ٢١).

In order to judge its face and content validity, the test of the present study has been submitted to a jury of experts (see ٣.٣). It has been judged to be valid to measure what it intends to measure. The jury suggestions and constructions have been taken into consideration. The test has been modified by changing some sentences and modifying some situations.

### **٣.٦ The Subjects**

The sample to which the test has been administered consists of one hundred subjects of the fourth academic year (٢٠٠٦- ٢٠٠٧) of the Department of English at the College of Education, University of Babylon. This sample represents ٨٣.٣٣% of the total population. The subjects are Iraqi Arabic native speakers who share similar EFL level of knowledge and age.

The fourth year students have been chosen to apply the test because they supposedly have been taught most of the constructions that express wishes through out the four years of learning English in the Department of English.

### **٣.٧ Pilot Test**

In order to determine the suitability and effectiveness of the test material, to determine the reaction of the subjects to the material, and to find out the time limit for answering the test items as well, a pilot test has been applied at the fourteenth of January ٢٠٠٧. This test has been administrated to twenty subjects selected randomly from the fourth year students who are excluded from the main test administration.

The pilot test has reflected that the time limit for answering the whole items of the test was about one hour. Additionally, the subjects did not encounter so much difficulty in understanding the items of the test.

### **٣.٨ Main Test**

The main test has been administrated at the twenty fourth of January during the academic year (٢٠٠٦-٢٠٠٧). After explaining each question, the subjects were asked to answer on the same sheet without writing their names since the test is totally devoted to research purposes.

## 3.9 Scoring Scheme

Since the present test does not require the subjects' opinion, it is considered an objective one. The subjects are asked to tick the required items and to supply the responses needed. Accordingly, the scoring scheme is consistent.

The test papers have been scored out of (100) marks each. The scores were equally assigned to both the recognition and the production levels. Each correct response gets two marks, while the incorrect one gets zero. The avoided items are treated as incorrect responses as they reflect the subjects' failure to give the correct response.

The adopted scoring scheme is presented in the following table:

Table (1)

The Assignment of the Scores

Level	No. of Items	Scores
Q1:Recognition	20	00
Q2:Production	20	00

# CHAPTER FOUR

## Data Analysis

### 4.1 Introduction

This chapter discusses the results of the test in addition to the discrimination power and item difficulty values of the test items. Moreover, the analysis of the errors made by the subjects will be presented and ascribed to probable different sources.

### 4.2 Item Analysis

This section deals with the analysis of responses, i.e. the discrimination power of the test as well as its item difficulty.

#### 4.2.1 Discrimination Power

The discrimination power of a test is defined by Mousavi (1997: 79) as "the degree to which a test or an item in a test discriminates

among better and weaker students who take the test". It is also known as discrimination index or item discrimination and contracted as ID. It can be calculated by the following formula:

## **CHAPTER FIVE**

### **Conclusion, Recommendations, And Suggestions**

#### **٥.١ Introduction**

This chapter sums up the main conclusions that can be drawn from the present study. There are theoretical and practical conclusions. Some recommendations and suggestions for further studies are also presented in this chapter.

#### **٥.٢ Conclusions**

##### **٥.٢.١ Theoretical Conclusions**

١- A wish expresses the wisher's desire. It is a desire to do something, to have something, or to wish others something. Wishes are

not necessarily good. One could wish evil, i.e. to curse someone. Furthermore, wishes may be expressions of requests. A wish may not represent a reality; it is a hope that is contrary to fact.

ϒ- There are two types of wishes: fulfilled and unfulfilled. The fulfilment and nonfulfilment of wishes are indicated by the tense used. Fulfilled wishes are expressed by using simple present with future reference. The unfulfilled wishes are conveyed by using the past tense whether it is simple, continuous, or perfect, for the use of the past tense conveys unreality.

ϓ- Syntactically, wishes can be expressed either explicitly or implicitly. Explicit wishes are expressed by the verb **wish** which can serve as a monotransitive, ditransitive, or complex transitive verb. As monotransitive, the verb **wish** can be followed by **that** clause or **past subjunctive** which reflects non reality, or would (could) with present perfect tense. As a ditransitive verb, **wish** is mostly used to express good wishes. Since **wish** is a cognition verb, it may occur as a complex transitive verb which takes an adjective phrase as an object complement.

ξ- Different devices may be used to express implicit wishes. These devices can be summarized in the following points:

I- Main verbs: hope, like, prefer, want, love, and  
desire.

II- Auxiliary verbs: will, shall.

III- Commands.

IV- Other constructions: would rather, it's time.

V- Non sentences:

١- Subordinate clauses: if only, to think that....

٢- Optative subjunctive.

٥- Semantically, wishes are considered as "contra- factive" utterances. The use of the past tense indicates the remoteness from reality. What is more, wishes are mainly related to the phatic function of language.

٦- Pragmatically, wishes are classified as behabitives by Austin, expressives by Searle, and acknowledgments by Back and Harnish. Imperatives may indicate wishes since the function of directive speech acts is to direct the hearer to do something.

## ٥.٢.٢ Practical Conclusions

١- The results of the test at the recognition level denote that the subjects have failed to recognize the implicit wish expressions since the frequency and rate of the incorrect responses constitute (١٣١٦, ٥٢.٦٤%) whereas those of the correct ones constitute (١١٨٤, ٤٧.٣٦%). This validates the first hypothesis which is:

The subjects are expected to face more difficulty in recognizing the implicit wish expressions.

٢-The subjects' performance at the production level has revealed that Iraqi EFL university students face difficulties in producing wish expressions since the frequency and rate of the incorrect responses are (١٧٠٠, ٦٨%) whereas those of the correct of ones are (٨٠٠, ٣٢%). Furthermore, (٦١.٨٧٥%) of the correct responses at the production level have been expressed by (I wish...). This validates the third hypothesis which reads:

Most of EFL learners tend to use the explicit wish expressions in expressing their wishes.

٣- The subjects' poor performance may be attributed to the following error sources arranged descendingly according to the frequency and rate of each:

١- The major error source in using wish expressions is the **intralingual transfer** since it constitutes (١٥٦١, ٥١.٧٥%) of the total error. The most important cause behind making such errors is **overgeneralization**. A considerable number of the incorrect responses at the recognition level may be due to the confusion between two different functions that convey by the expressions **if**, **love**, and **like**. It has been noticed that (٤٩%) of the subjects have incorrectly considered that the

**conditional if** conveys a wish, (٦٣%) have wrongly considered that **love** is a wish, and (٦٨%) have erroneously considered that **like** to be a wish. At the production level, the errors can be attributed to overgeneralization where some subjects have used the **conditional if** to express wishes. There are (١٠٢٢) incorrect responses which can be ascribed to **incomplete rule application**. Such errors constitute (٦٠.١١٧%) of the entire number of the incorrect responses. The reason behind committing such errors may be related to the use of the wrong tense with the verb **wish**. The use of the **conditional if** with the verb **wish** constitutes (١٠٠, ٦.٤%) of the errors that are possibly related to this factor. In addition, the use of **should** with the verb **wish** constitutes (١٠١, ٦.٤٧%) of the errors which are previously mentioned. Additionally, there are other (٣٤, ٢.١٨%) incorrect responses that convey questions instead of wishes. Some of the subjects' erroneous responses are due to **false concepts hypothesized**. There are (٥٠, ٣.٢%) responses as obligation, (٣٣, ٢.١١٤%) as permission, (١١, ٠.٧%) as giving an opinion.

II- The second highest rate of errors is due to **communicative strategies** (٩٢٣, ٣٠.٦٢%). Such errors can be attributed to the strategies used by some subjects such as: **approximation** (٣٣٦, ٣٦.٤%), **circumlocution** (١٦٥, ١٧.٨٧%), and **guessing** (١٠٢, ١١.٠٥%), in addition to the avoided answers which constitute (٣٢٠, ٣٤.٦٧%).

III- **Context of learning** is the cause behind (٤٧٦, ١٥.٧٨%) of the incorrect responses. Such errors reveal the unfamiliarity of the subjects with wish expressions, especially the implicit ones. The reason behind making such errors is that wish expressions, especially the implicit ones,

may not be given due attention in the text books nor by the teachers themselves.

IV- The lowest rate of errors can be attributed to interlingual transfer (٥٦, ١.٨٥%). The reliance on direct translation from Arabic into English is the main reason behind making such errors.

٤-The results of the present test reflect that Iraqi EFL university fourth year students face difficulties in recognizing and producing different wish expressions. The main test has yielded that the frequency and rate of the correct responses are (١٩٨٤, ٣٩.٨٦%) whereas the frequency and rate of the incorrect responses are (٣٠١٦, ٦٠.٣٢%) which is significantly higher than those of the correct ones. The number and rate of the correct responses at the recognition level are (١١٨٤, ٤٧.٣٦%) against (٨٠٠, ٣٢%) at the production level. Such results verify the fourth hypothesis which reads as follows:

It is expected that the subjects' performance at the recognition level is better than it is at the production level.

### **٥.٣ Recommendations**

١- More attention should be directed to teaching wish expressions since these expressions are considered to have an important communicative role. Thus, learners ought to be taught how to express themselves by using wish expressions correctly. Equally important, attention is to be given to implicit wish expressions as well.

٢- Students' attention should be directed to the different functions of some constructions that may convey more than one meaning. More explanations must be given to each syntactic construction and the meaning it conveys. It is preferable to allot a separate chapter in the text book to presenting wish expressions with concentration on the implicit ones.

٣- Semantic and pragmatic functions of wish expressions deserve more attention.

## **٥.٤ Suggestions for Further Studies**

١- A stylistic analysis can be conducted to investigate the use of explicit and implicit wish expressions in literary work.

٢- A pragmatic study can be conducted to investigate the different pragmatic functions that wish expressions may convey.

٣- A similar study to the present one may be conducted to find out the progress made by the EFL learners in mastering wish expressions over a four years period.

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# APPENDIX )

## THE JURY LETTER

Dear Sir,

It is intended to test the performance of Iraqi EFL fourth year students of the Department of English/College of Education/University of Babylon in using wish expressions. The whole test consists of fifty items falling into two questions. The first question is devoted to testing students' performance at the recognition level while the second one to testing their performance at the production level.

Q\ consists of twenty five sentences some of which are not wishes. This question is designed to test the students' recognition level by ticking the sentence that they think it conveys a wish.

Qۛ consists of twenty five situations to which the students are required to respond by using wish expressions. This question tests the students` production level.

Your comments and suggestions will be highly appreciated.

Many Thanks in Advance.

Ban Abdul Wahab Munjy

M.A student

Department of Educational and

Psychological Sciences

College of Education

University of Babylon

## APPENDIX ۛ

## THE TEST

Q) Tick the sentences that convey a wish:

١ -I'd love to go for a swim.

٢ -Nice day, isn't it?

٣ -Shall we cancel the order if it's not needed?

٤ -It's high time the children went to bed.

٥ -I would like a quart of milk.

٦ -I wish I lived nearer my work.

٧ -No work, no money.

٨ -I like to clean the kitchen as often as possible.

٩ -I would prefer to wait till tomorrow.

١٠ -May all your troubles be small!

١١ -I'd like some information about hotels here.

١٢ -Oh for another glimpse of her!

١٣ -Jack is a great talker. But it's time he did something instead of talking.

١٤ -If only she had asked someone's advice!

١٥ -Let us pray.

١٦-I would rather stay at home.

١٧-I`m hoping to get a job.

١٨-I wish him to come.

١٩-If I were you I should stop smoking.

٢٠-We would love Jim to say something right now

٢١-Heaven help us!

٢٢-Would that he were still with us now.

٢٣-I love meeting people.

٢٤-If only the rain would stop!

٢٥-They wanted him dead.

Q٢ Respond to the following situations by using wish expressions, try to use different constructions:

١-You have a lot of work to do. You long for some help; therefore, you ask your brother to help you.

ϣ-You are sitting in a restaurant and you want to order for food, tell the waiter that you want to see the menu.

ϣ-The company you are working in faces a problem. Ask your boss if he wants to hold a meeting to discuss the problem.

ξ-Your friend's wife spends so much time gossiping with the neighbours. He desires his wife not to do so.

ο-Your brother lives abroad. You and your family are eager that he would be able to visit you.

ϛ-Your roommate makes noise and you have to study for the exam.

٧-Your brother is very selfish. He must realize that he is not the most important person in the world.

٨-Your neighbour is very ill. You and your family visit him.

٩-You are a teacher, your students are going to have their final exam.

١٠-You are in France but you cannot speak French.

١١-Your brother drives so fast and you are concerned about him.

١٢-You expect a very important letter but the postman has not come yet.

١٣-The job couldn't have been done more quickly because your company had some difficulties in getting the right kind of supplies.

١٤-Your colleague makes rude remarks about you; you desire that he didn't do so.

١٥-You suffer from explosions; you want them to stop making bombs.

١٦-The enemies do not understand that we will not hesitate to defend our country.

١٧-Your younger brother is so timid, you regret that he is as such.

١٨-You have a guest, offer to make him a cup of coffee.

١٩-If you are a shop keeper and the customer wants to pay by check but you think she had better to pay in cash, what would you tell her?

٢٠-An old friend of yours calls telling you that he will visit you. What will you say?

٢١-Your enemy hurts you a lot. What will you say to curse him?

٢٢-Your family want to go to the theatre.

۲۳-You`ve never been to England and you hope to be there.

۲۴-John studies hard because he wants to be a doctor.

۲۵-You cannot travel this summer because you cannot afford to.

## APPENDIX ۳

### POSSIBLE ANSWERS

Q۱

၁- wish.

၂-

၃- wish.

၄- wish.

၅- wish.

၆- wish.

၇-

၈-

၉- wish.

၁၀- wish.

၁၁- wish.

၁၂- wish.

၁၃- wish.

၁၄- wish.

၁၅- wish.

၁၆- wish.

၁၇- wish.

၁၈- wish.

၁၉-

၂၀- wish.

۲۱- wish.

۲۲- wish.

۲۳-

۲۴- wish.

۲۵- wish.

**Q۲**

۱- I wish my brother could help me.

۲- I would like to see the menu.

۳- Would you like there to be a meeting to discuss the problem.

۴- He wishes his wife wouldn't spend so much time gossiping  
with the neighbours.

۵- I would love my brother to visit us.

٦- I wish you wouldn't make so much noise.

٧- You're very selfish. It's high time you realized that you're not the most important person in the world.

٨- We all wish you a speedy recovery.

٩- Good luck.

١٠- If only I could speak French.

١١- I wish you wouldn't drive so fast.

١٢- I hope the postman would come.

١٣- We wish the job could have been done more quickly, but we'd had some difficulties in getting the right kind of supplies.

١٤- I wish you wouldn't make rude remarks about me.

١٥- I wish they stop making bombs.

١٦- Let our enemies understand that we will not hesitate to defend our country.

١٧- If only he were not so timid.

١٨- Would you like a cup of coffee.

١٩- I'd rather you paid in cash.

٢٠- Well come.

٢١- May the devil take you.

٢٢- Have a nice time.

٢٣- Oh to be in England.

٢٤- John wants to be a doctor.

٢٥- I wish I could afford to travel this summer.

$$ID = (X - Y) / (1/2)N$$

Where:

ID = item discrimination.

X = number of correct responses in the high group.

Y = number of correct responses in the low group.

N = total number of responses.

The acceptable range for ID is between 0.2 and 0.9 (ibid.)

The ID of the items of the test is illustrated in the following tables:

Table (2)

Item Discrimination of Question (1)

Item	ID	Item	ID	Item	ID
1	0.1	10	0.6	19	0.49

٢	٠.٠٢	١١	٠.٥	٢٠	٠.٣٨
٣	٠.٢	١٢	٠.٨٦	٢١	٠.٤
٤	٠.١٢	١٣	٠.٩	٢٢	٠.٣٥
٥	٠.٥	١٤	٠.٥٢	٢٣	٠.٤
٦	٠.٢	١٥	٠.٨٣	٢٤	٠.٦
٧	٠.٣	١٦	٠.٧١	٢٥	٠.٥٧
٨	٠.٩	١٧	٠.٢٢	Mean=٠.٤٥	
٩	٠.٨	١٨	٠.٠٢		

Table (٣)

Item Discrimination of Question (٢)

Item	ID	Item	ID	Item	ID
١	٠.٤	١٠	٠.٨٢	١٩	٠.٥
٢	٠.٥	١١	٠.٩	٢٠	٠.٣٤
٣	٠.٦	١٢	٠.٨	٢١	٠.٣٢
٤	٠.٧	١٣	٠.٣٢	٢٢	٠.٤
٥	٠.٣٤	١٤	٠.٤٥	٢٣	٠.٦
٦	٠.٧	١٥	٠.٣٤	٢٤	٠.٤
٧	٠.٨	١٦	٠.٨	٢٥	٠.٢
٨	٠.٦	١٧	٠.٩	Mean=٠.٥٧	
٩	٠.٤٣	١٨	٠.٤١		

The mean of the item discrimination for the whole test is 0.01. It can be concluded from the results of item discrimination of the test:

- 1- There are no negative discrimination indices for any item in the whole test. According to Heaton (1988: 160), a negative discrimination index reflects that the correct responses in the low group are more than the correct responses in the high one.
- 2- No zero item discrimination index appears in the data. The zero item discrimination reflects that either all the subjects have answered the item correctly or incorrectly or the number of correct responses is equal in both higher and lower groups (Baker, 1989: 52).
- 3- The lowest value of item discrimination index is (0.02) which appears twice at the recognition level and the highest value is (0.9) which appears twice at the recognition and production levels. The mean of the ID for the whole test is (0.01) which is considered as an appropriate index since the acceptable value is limited by Mousavi (1997: 69) between (0.2) to (0.5)
- 4- The mean of the ID at the recognition level is (0.45) and at the production level is (0.07). Such values reflect that there are considerable individual differences among the subjects

## 4.2.2 Item Difficulty

The item difficulty, also called "facility value", reflects how easy or difficult an item is (Madson, ١٩٨٣:١٨١). It is the proportion of the students who answered the item correctly, and it may be determined by the following formula:

$$FV = R/N$$

Where:

FV= item difficulty.

R= the number of correct answers.

N= the total number of the subjects participating in the test.

Baker (١٩٨٩: ٥٢) points out that the high ratio of R to N reflects the easiness of the test.

The difficulty items of the test are shown in the following tables:

Table (٤)

The Difficulty Items in Question (١)

Item	FV	Item	FV	Item	FV
١	٠.٣٦	١٠	٠.٣٩	١٩	٠.٥١
٢	٠.٩	١١	٠.٥٢	٢٠	٠.٣٢
٣	٠.٢٣	١٢	٠.٢٨	٢١	٠.٣٢
٤	٠.٢١	١٣	٠.٣٢	٢٢	٠.٣٥
٥	٠.٥٣	١٤	٠.٥١	٢٣	٠.٣٧

٦	٠.٩٤	١٥	٠.٢٩	٢٤	٠.٥٣
٧	٠.٧٣	١٦	٠.٣١	٢٥	٠.٥
٨	٠.٣٢	١٧	٠.٧٥	Mean=٠.٤٧٣	
٩	٠.٤٩	١٨	٠.٩٥		

Table (٥)

The Difficulty Items in Question (٢)

Item	FV	Item	FV	Item	FV
١	٠.٢٧	١٠	٠.٤٣	١٩	٠.٢
٢	٠.٥٥	١١	٠.٢٩	٢٠	٠.٣٦
٣	٠.٢٩	١٢	٠.٢١	٢١	٠.٢
٤	٠.٢٦	١٣	٠.٢	٢٢	٠.٥٥
٥	٠.٣٤	١٤	٠.٢٨	٢٣	٠.٥٩
٦	٠.٢٩	١٥	٠.٣٦	٢٤	٠.٣٢
٧	٠.٢٧	١٦	٠.١٧	٢٥	٠.٤٣
٨	٠.٢٥	١٧	٠.١١	Mean=٠.٣٢	
٩	٠.٤٣	١٨	٠.٣٥		

The item difficulty of the test ranges from (٠.١١) to (٠.٩٥) though the usual range falls between (٠.٤) and (٠.٦) (Harrison, ١٩٨٣: ١٢٨). Such a

distribution of item difficulty is ascribed to two main reasons: first, the large number of the subjects, secondly, the differences in the subjects' levels.

### ٤.٣ Results of the Test

This section is devoted to discussing the results of the test at both levels: recognition and production.

#### ٤.٣.١ Subjects' Performance at the Recognition Level

The first question measures the subjects' performance at the recognition level. The results obtained on each item are shown in the following table:

Table (٦)

The Frequency and Rate of Subjects' Performance in Question (١): the Recognition Level

Item	No. of correct responses	Percentage	No. of incorrect responses	Percentage
١	٣٦	٣٦	٦٤	٦٤
٢	٩٠	٩٠	١٠	١٠

۳	۲۳	۲۳	۷۷	۷۷
۴	۲۱	۲۱	۷۹	۷۹
۵	۵۳	۵۳	۴۷	۴۷
Item	No. of correct responses	Percentage	No. of incorrect responses	Percentage
۶	۹۴	۹۴	۶	۶
۷	۷۳	۷۳	۲۷	۲۷
۸	۳۲	۳۲	۶۸	۶۸
۹	۴۹	۴۹	۵۱	۵۱
۱۱	۵۲	۵۲	۴۸	۴۸
۱۲	۲۸	۲۸	۷۲	۷۲
۱۳	۲۳	۲۳	۷۷	۷۷
۱۴	۵۱	۵۱	۴۹	۴۹
۱۵	۲۹	۲۹	۷۱	۷۱
۱۶	۳۱	۳۱	۶۹	۶۹
۱۷	۷۵	۷۵	۲۵	۲۵

١٨	٩٥	٩٥	٥	٥
١٩	٥١	٥١	٤٩	٤٩
Item	No. of correct responses	Percentage	No. of incorrect responses	Percentage
٢٠	٣٢	٣٢	٦٨	٦٨
٢١	٣٢	٣٢	٦٨	٦٨
٢٢	٣٥	٣٥	٦٥	٦٥
٢٣	٣٧	٣٧	٦٣	٦٣
٢٤	٥٣	٥٣	٤٧	٤٧
٢٥	٥٠	٥٠	٥٠	٥٠
Total	١١٨٤	٤٧.٣٦	١٣١٦	٥٢.٦٤

The table above illustrates that the total number of the correct responses at the recognition level is (١١٨٤, ٤٧.٣٦%) whereas the total number of the incorrect responses is (١٣١٦, ٥٢.٦٤%).

Surprisingly, some subjects did not recognize the explicit wish expressions in items (٦) and (١٨). The numbers of incorrect responses of items (٦) and (١٨) are (٦) and (٥) respectively. Accordingly, there are (١١)

incorrect responses which denote that (0.83%) of the incorrect responses refers that there are some subjects who have failed to recognize explicit wish expressions.

It is hypothesized that the subjects face more difficulty in recognizing implicit wishes. The high rate of incorrect responses validates this hypothesis since the first question consists of twenty five items. Two items are explicit wishes while the others are implicit.

### 4.3.2 Subjects' Performance at the Production Level

Question Two measures the subjects' performance at the production level. The subjects' responses are illustrated in the following table:

Table (Y)

The Frequency and Rate of Subjects' Performance in  
Question (Y): the Production Level

Item	No. of correct responses	percentage	No. of incorrect responses	percentage
1	27	27	73	73
2	00	00	40	40
Item	No. of	Percentage	No. of	Percentage

	correct responses		incorrect responses	
۳	۲۹	۲۹	۷۱	۷۱
۴	۲۶	۲۶	۷۴	۷۴
۵	۳۴	۳۴	۶۶	۶۶
۶	۲۹	۲۹	۷۱	۷۱
۷	۲۷	۲۷	۷۳	۷۳
۸	۲۵	۲۵	۷۵	۷۵
۹	۴۳	۴۳	۵۷	۵۷
۱۰	۴۳	۴۳	۵۷	۵۷
۱۱	۲۹	۲۹	۷۱	۷۱
۱۲	۲۱	۲۱	۷۹	۷۹
۱۳	۲۰	۲۰	۸۰	۸۰
۱۴	۲۸	۲۸	۷۲	۷۲
۱۵	۳۶	۳۶	۶۴	۶۴
Item	No. of correct responses	Percentage	No. of incorrect responses	Percentage

١٦	١٧	١٧	٨٣	٨٣
١٧	١١	١١	٨٩	٨٩
١٨	٣٥	٣٥	٦٥	٦٥
١٩	٢٠	٢٠	٨٠	٨٠
٢٠	٣٦	٣٦	٦٤	٦٤
٢١	٢٠	٢٠	٨٠	٨٠
٢٢	٥٥	٥٥	٤٥	٤٥
٢٣	٥٩	٥٩	٤١	٤١
٢٤	٣٢	٣٢	٦٨	٦٨
٢٥	٤٣	٤٣	٥٧	٥٧
Total	٨٠٠	٣٢%	١٧٠٠	٦٨%

The results presented in Table (٧) show that most of the subjects face serious difficulties in producing wish expressions since the total number of the correct responses is (٨٠٠, ٣٢%) whereas the total number of the incorrect responses is (١٧٠٠, ٦٨%).

The subjects' responses also reveal that most of them tend to use the verb **wish** to express wishes more than the implicit constructions. This is illustrated in table (٨) which presents the number and percentage of

each construction used correctly by the subjects (the percentage is calculated out of the total number of correct responses of the production level which is (٨٠٠)).

Table (٨)

The Frequency and Rate of the Constructions

Used Correctly by the Subjects

The Construction	No. of correct responses	Percentage
Wish+ Past Subjunctive	٢٧	٣.٣٧٥
Wish+ Would (Could)	٢٣٥	٢٩.٣٧٥
Wish (Ditransitive)	١٠	١.٢٥
Wish+ to Infinitive	٢٢٣	٢٧.٨٧٥
The Construction	No. of correct Responses	Percentage
Wish+ Object+ Complement	٠	٠
Wish for	٠	٠
Want	٥٧	٧.١٢٥
Hope	٩٧	١٢.١٢٥

Would Like	۱۰۰	۱۲.۰
Would Prefer	۶	۰.۷۵
Love	۲۲	۲.۷۵
Desire	۱۰	۱.۲۵
Will	۲	۰.۲۵
Shall	۳	۰.۳۷۵
Command	۵	۰.۶۲۵
Let	۰	۰
Would Rather	۰	۰
It's Time	۰	۰
The Construction	No. of Correct Responses	Percentage
If Only	۳	۰.۳۷۵
Would that	۰	۰
To Think that	۰	۰
Verbless Clause	۰	۰
Passive Subjunctive	۰	۰

Total	٨٠٠	١٠٠
-------	-----	-----

The table above illustrates that the total number of explicit wish expressions used correctly by the subjects is (٤٩٥) which represents (٦١.٨٧٥%) of the total number of correct responses at the production level, whereas all other constructions represent (٣٠٥, ٣٨.١٢٥%) of the correct responses.

In the second hypothesis, it is hypothesized that most of EFL learners tend to use explicit wish expressions more than the implicit ones. The results obtained from Table (٨) validate this hypothesis.

The subjects' responses indicate that most of them tend to use the present tense after the verb wish instead of the past form of the verb. The total number of such incorrect responses is (١٠٢٢) which represents (٦٠.١١٧%) of the total number of the incorrect responses in the production level which is (١٧٠٠). The following are some examples on such incorrect responses:

**Item (١٦): The enemies do not understand that we will not hesitate to defend our country.**

*\*I wish enemies understand we will not hesitate to defend our country.*

**Item (١٧): Your younger brother is so timid, you regret that he is as such.**

*\*I wish you regret that he is as such.*

**Item (۲۲): Your family want to go to the theatre.**

*\*I wish I go to the theatre.*

In the third hypothesis, it is hypothesized that most of EFL learners tend to use the present tense after the verb wish in stead of using the past form of the verb. The results obtained from the test and shown above verify this hypothesis.

### ۴.۳.۳ Subjects' Performance in the Whole Test

The results of the whole test are demonstrated in Table (۹):

Table(۹)

The Results of the Whole Test

Level	No. of incorrect responses	Percentage	No. of incorrect responses	Percentage
Recognition	۱۱۸۴	۴۷.۳۶	۱۳۱۶	۵۲.۶۴
Production	۸۰۰	۳۲	۱۷۰۰	۶۸
Total	۱۹۸۴	۳۹.۶۸	۳۰۱۶	۶۰.۳۲

The number and the rate of incorrect responses (3016, 60.32%) reflects that Iraqi EFL university students face difficulty in mastering wish expressions at both levels. The subjects face more difficulty at the production level since the total number of correct responses which is (100, 32%) is lower than their correct responses at the recognition level which is (1184, 47.36%).

In the fourth hypothesis, it is hypothesized that the performance of the subjects is expected to be better at the recognition level than it is at the production level. The results shown in table (9) verify this hypotheses.

#### 4.4 Error Analysis

According to (Corder, 1973: 293), error analysis is a type of linguistic analysis that focuses on the errors committed by the learners. Language learning is a process that involves making errors. The study of the errors made by the foreign language learners helps to understand the process of language learning and what may affect this process. Falk (1978: 360) defines **errors** as "systematic deviation from the foreign language and are due to the emerging system the language learner is constructing". Cited in Abi Samra (2003:6), Gass and Selinker (1994) define **errors** as a "red flag" that provide evidence of the learner's knowledge of the second language. Errors committed by the learner are

significant to the teacher, the researcher, and to the learner. To the teacher, errors are indicators of the progress the learners achieve in the process of learning. To the researcher, errors provide evidence of how language is learned and the strategies the learners may adopt to achieve learning. While errors, to the learner, are means of testing the hypotheses they made about the nature of the language they are learning (Corder, 1987:10).

According to Brown (1987: 184), errors made by foreign language learners can be ascribed to four main categories: interlingual transfer, intralingual transfer, context of learning, and communication strategies.

### 4.4.1 Interlingual Transfer

Interlingual transfer refers to the errors that occur as a result of the influence of the native language. In this case, the learner's language presents aspects of both his native language and the foreign language he/she learns (Corder, 1987: 66-7).

Nesmer, [cited in Falk (1978: 360)], terms the result of such errors as an "**approximative system**" which indicates that the learners construct a system different from their native language but not identical to the system of the foreign language they are learning.

Errors that reflect interlingual transfer are obvious at the production level. Below are some examples of the subjects' responses which may clarify such errors:

**Item (٨): Your neighbour is very ill. You and your family visit him.**

*\*We wish to him recover.*

نتمنى له الشفاء.

*\*I wish for you the health.*

أتمنى لِيَّ لِكُمْ الصِّحَّةَ.

**Item (٩): You are a teacher, your students are going to have the final exam.**

*\*I wish to my students to succeed in final exam.*

أتمنى لطلّبتِي إن ينجحوا في الامتحان.

*\*I wish for you good luck.*

أتمنى لكم حظا حسنا (سعيدا).

**Item (١٥): You suffer from explosions; you want them to stop making bombs.**

*\*I wish from them to stop making bombs.*

أتمنى منهم إن يوقفوا التفجيرات.

In items (٨), (٩), and (١٥), the interference between Arabic and English is represented in the use of the prepositional phrase after the verb wish influenced by Arabic in which the verb أتمنى can be followed by a prepositional phrase. There are (٤٣) responses which can be classified as such errors which represent (٧٦.٨%) of the total number of interlingual errors (the percentage is calculated out of (٥٦) which is the total number of interlingual errors).

There are other types of errors which can be ascribed to interlingual transfer such as the following responses to items (٢), (٦), (٧), and (٢٠):

**Item (٢): You are sitting in a restaurant and you want to order for food, tell the waiter that you want to see the menu.**

*\*I want fish if it is found.* أريد سمكا إذا كان موجودا.

**Item(٦): Your roommate makes noise and you have to study for the exam.**

*\*Better for you to study for exam.* الأفضل لك أن تدرس للامتحان.

**Item (٧): Your brother is very selfish. He must realize that he is not the most important person in the world.**

*\*You are very selfish. You should leave this habits.*

انك أناني جدا. يجب أن تترك هذه العادات.

**Item (٢٠): An old friend of yours calls telling you that he will visit you. What will you say?**

*\*Come to me in nearer time.* تعال لي في اقرب وقت.

The responses to items (٢), (٦), (٧), and (٢٠) show clear interference between Arabic and English. The expression (*\*if it is found*), the response to item (٢), is directly translated from the Arabic expression إذا كان موجودا. The expression in the response to item (٦) (*\*Better for you to study for exam*) is a direct translation from the Arabic

expression الأفضل لك أن تدرس للامتحان. So is the expression (*\*You should leave this habits*) in the response to item (٧) يجب أن تترك هذه العادات. More, interestingly, the direct translation from Arabic to English produced a grammatical mistake which is (*this (singular) habits (plural)*) هذه العادات. The response to item (٢٠) is clearly an Arabic expression (*\*Come to me in nearer time*) تعال لي في اقرب وقت. There are (١٣) responses which can be described as Arabic expressions directly translated to English. These responses are (٢٣.٢%) of the interlingual errors.

There are (٥٦) errors that may be attributed to interlingual transfer, i.e. (١.٨٥%) of the total number of incorrect responses at the production level. According to Brown (١٩٨٧: ١٧٨), the influence of the native language may be decreased as the learner progresses in the process of learning the foreign language.

#### ٤.٤.٢ Intralingual Transfer

An **intralingual error** is "one which results from faulty or partial learning of the TARGET LANGUAGE" [sic] (Richards et al. ١٩٩٧:١٨٧). Errors attributed to intralingual transfer may be due to one of the following factors: (a) **overgeneralization**, i.e. errors caused by the extension of previously learned material of the target language to a present language context (ibid.). It covers instances where the learner creates other structures in the target language. "It may be the result of the learner reducing his linguistic burden" (Abi Samra, ٢٠٠٣: ٨), (b) **incomplete rule applications**, i.e. errors resulting from learners producing

simpler linguistic rules and failing to learn more complex types of structure. In the same time, the learner may apply rules to context to which they do not apply (Brown, 1987: 82 and Abi Samra, 2003: 8), and (c) **false concepts hypothesized**, i.e. errors that may reflect faulty comprehension (ibid.). Richards et al. (1997: 104) term such errors as **developmental errors**.

First: The errors that may be attributed to **overgeneralization** have been noticed at both the recognition and the production levels.

At the recognition level, overgeneralization occurs clearly in some constructions. These constructions are **if** and the main verbs **love** and **like**. Such constructions can convey wishes in addition to other meanings.

**If** is mainly used to express condition. Irregularly, **if** can be used to convey wishes that express regret on past situation when it is followed by **only, just, or but** (Quirk et al. 1980: 842).

Additionally, the main verbs **love** and **like** that implicitly convey wishes, may also convey other meanings. According to Gramley and Patzold (1992: 168), these verbs can be classified as verbs of volition (in this case they convey wishes) or as verbs of evaluation (in this case they do not convey wishes).

A considerable number of the subjects have confused between these two functions of the constructions above. This confusion leads to produce overgeneralization which is illustrated in the following table:

Table (١٠)

The Items that Lead to Produce Overgeneralization: Recognition Level

Construction	Correct Responses	Incorrectly Considered as a Wish
If Only (Item ١٤)	٥١	
If Only (Item ٢٤)	٥٣	
If Conditional (Item ١٩)		٤٩
Construction	Correct Responses	Incorrectly Considered as a Wish
Love (Wish) (Item ١)	٣٦	
Love (Wish) (Item ٢٠)	٣٢	
Love (Not Wish)		٦٣

(Item ٢٣)		
Would Like (Item ٥)	٥٣	
Would Like (Item ١١)	٥٢	
Like (Not Wish) (Item ٨)		٦٨

It can be concluded from this table that (٤٩%) of the subjects consider that the conditional **if** conveys a wish. By the same token, (٦٣%) of the subjects treat the main verb **love** in item (٢٣) as a wish whereas it conveys evaluation of certain behaviour. Moreover, (٦٨%) of the subjects regard the verb **like** in item (٨) as a wish, while it is also an evaluation of a certain action or behaviour. Some of the subjects have incorrectly recognized that **if**, **love**, and **like** in items (١٩), (٢٣), and (٨) respectively as wishes.

As for production the level, overgeneralization is clearly shown in the responses to items (٤) and (٢٤):

**Item (٤): Your friend's wife spends so much time gossiping with the neighbours. He desires his wife not to do so.**

*\*I wish I could stop my wife from gossiping with the neighbours.*

**Item (٢٤): John studies hard because he wants to be a doctor.**

*\*I wish I'll be a doctor.*

The situation in item (٤) requires a response expressing the friend's desire. Similarly, item (٢٤) requires a response reflecting John's wish. However, there are (٣٣) answers beginning with (I wish) instead of expressing the desire of the subject of the sentence. The rate of such errors is (٢.١١%) of the errors that may be due to intraligual transfer (the rate is calculated out of the total number of intraligual errors which is (١٥٦١)).

The errors made by some subjects in responding to items (٢), (٤), and (١٠) may also be attributed to the same factor, i.e. overgeneralization:

**Item (٢): you are sitting in a restaurant and you want to order for food, tell the waiter that you want to see the menu.**

*\*I love seeing the menu.*

**Item (٤): Your friend's wife spends so much time gossiping with the neighbours. He desires his wife not to do so.**

*\*I don't like to spend time in gossiping.*

**Item (١٠): You are in France but you cannot speak French.**

*\*If I were speak French.*

The response to item (ϒ) reflects that the subject does not distinguish the different meanings that a verb may give in different situations. The structure used in this response is used when the verb **love** is considered as a verb of evaluation rather than volition. In such cases the verb does not convey a wish. Such erroneous responses are (1ϒ, 1.08%) of the total number of errors which may be ascribed to intralingual transfer. Similarly, the response to item (ξ) reflects that the subject is unable to distinguish the different functions of the verb **like**. The number and rate of such responses are (ϒ0, ξ.8%). As for item (1ϑ), the subject does not distinguish the different functions of the **conditional if** and **if only** so that there are (80) response in which the subjects use the **conditional if** in stead of **if only** to produce a wish. The rate of such erroneous responses is (0.ξξ%) of the total number of errors that are possibly attributed to intralingual transfer. Table (11) illustrates the numbers and rates of both of the correct and incorrect responses of each one of the previous three constructions.

Table (11)

The Items that Lead to Overgeneralization:

Production Level

Construction	Correct Responses		Incorrect Responses	
	Number	Percentage	Number	Percentage
Love	22	2.70	17	1.08

Would Like	١٠٠	١٢.١٢٥	٧٥	٤.٨
If Only	٣	٠.٣٧٥	٨٥	٥.٤٤

Second: The other factor that leads to commit these errors is the **incomplete rule applications**. Such errors can be noticed at the production level, i.e. Question (٢) especially in items (١١), (١٢), (١٤), (١٦), and (١٩).

**Item (١١): Your brother drives so fast and you are concerned about him.**

*\*I wish him drive slowly.*

**Item (١٢): You expect a very important letter but the postman has not come yet.**

*\*Is there any letter for me?*

**Item (١٤): Your colleague makes rude remarks about you; you desire that he didn't do so.**

*\*I wish that you stop make rude remarks about me.*

**Item (١٦): The enemies do not understand that we will not hesitate to defend our country.**

*\*I wish if the enemies understand that we will not hesitate to defend our country.*

**Item (١٩): You are a shopkeeper and the customer wants to pay by check but you think she had better pay in cash, what would you tell her?**

*\*I wish you should pay in cash.*

The responses to items (١١) and (١٤) imply that the subjects are unaware of the verb **wish** which should be followed by past tense. The total number of such errors is (١٠٢٢) which represent (٦٠.١١٧%) of the total number of incorrect responses and (٦٥.٤٧%) of the total number of errors that are possibly attributed to intralingual transfer. Moreover, the response to item (١٤) reflects that the subjects failed to use the (verb+ing) after the verb **stop**. The response to item (١٢) cannot be considered as a wish since the subject did not use the correct construction. There are (٣٤) erroneous responses which represent (٢.١٨%) of the errors that could be related to intralingual transfer. The response to item (١٦) reveals that the subject is unaware of the **conditional if** cannot occur after the verb **wish** regardless of the wrong tense used here. The number and rate of such errors are (١٠٠, ٦.٤%). The response to item (١٩) is wrong because **should** does not follow the verb **wish** since it reflects **obligation**. The number and rate of such responses are (١٠١, ٦.٤٧%).

Third: Some of the subjects' incorrect responses can be due to **false concepts hypothesized** as in items (ξ), (Ϛ), (⋀), and (ϚϚ):

**Item (ξ): Your friend's wife spends so much time gossiping with the neighbours. He desires his wife not to do so.**

*\*You should not spend so much time gossiping with the neighbours.*

**Item (Ϛ): Your roommate makes noise and you have to study for the exam.**

*\*You should stop that noise.*

**Item (⋀): Your neighbour is very ill. You and your family visit him.**

*\*May I and my family visit my neighbour?*

**Item (ϚϚ): Your enemy hurts you a lot. What will you say to curse him?**

*\*He is very bad.*

Both of the responses to items (ξ) and (Ϛ) convey obligation rather than a wish. Such responses reveal that the subjects wrongly consider obligation to convey a wish. The number and rate of the responses that convey obligation in stead of a wish are (00, 3.2%). The response to item (⋀) expresses asking for permission rather than a wish. There are (33, 2.11%) such erroneous responses. The response to item (ϚϚ) conveys an opinion rather than a wish. This response presupposes that the subject wrongly thinks of other speech acts as wishes. There are (11) responses in which the subjects give their opinions in stead of expressing wishes. The

rate of such responses is (0.7 %) of the total number of the errors that may be ascribed to intralingual transfer.

The total number and rate of erroneous responses that can possibly be attributed to intralingual transfer are (106), 01.70%.

### 4.4.3 Context of Learning

The third important source of error is **context of learning** which refers to the classroom, the teacher and the materials. The teacher, the text book or both may lead the learners to form false concepts about the material they are learning. Furthermore, some books emphasize some aspects and neglect others according to the authors' experience (Brown, 1987: 179).

The present study reveals that most of the subjects are unfamiliar with most of the implicit expressions of wish, especially items (4), (9), (10), (12), (13), (15), and (22) in question (1), i.e. at the recognition:

**Item (4): It's high time the children went to bed.**

**Item (9): I would prefer to wait till tomorrow.**

**Item (10): May all your troubles be small!**

**Item (12): Oh for another glimpse of her!**

**Item (13): Jack is a great talker. But it's time he did something instead of talking.**

**Item (١٥): Let us pray.**

**Item (٢٢): Would that he were still with us now!**

There are (٤٧٦) responses which do not consider these items as wishes while, in fact, they express wishes (see table (٦)). The rate of errors that may be attributed to the context of learning is (١٥.٧٨ %).

### ٤.٤.٤ Communication Strategies

Faerch and Kasper, [cited in Brown (١٩٨٧: ١٨٠)], define communication strategies as "potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal". The learner wishes to convey certain meanings whereas his linguistic knowledge does not help him to express correctly. As such, the learner may appeal to some communicative strategies (Corder, ١٩٨٦: ١٠٤).

In this regard, the learners may appeal to different kinds of strategies such as: **approximation**, i.e. using a word or an expression that may share the same semantic features with the word that the learner supposes to use (Brown, ١٩٨٧: ١٨٣).

Some responses to items (٢), (٧), and (١٦) in Question (٢) can be described as **approximation**:

**Item (٢): You are sitting in a restaurant and you want to order for food, tell the waiter that you want to see the menu.**

*\*I would order for food.*

**Item (٧): Your brother is very selfish. He must realize that he is not the most important person in the world.**

*\*Don't wish yourself is benefit.*

**Item (١٦): The enemies do not understand that we will not hesitate to defend our country.**

*\*I wish the enemies go out from my country.*

In the response to item (٧), the expression "I would order for food" was used instead of using the demanded word which is (the menu). To express the wisher's desire to change the behaviour of the selfish brother in item (٧), the subject used

the expression "Don't wish yourself is benefit" to refer to the bad behaviour instead of what is mentioned in the situation. The response to item (١٦) reflects the wisher's desire that the enemies should go out of the country instead of using the words that are used in the situation. The number and rate of the responses that may be ascribed to **approximation** are (٣٣٦, ٣٦.٤٪) (the percentage is calculated out of the total number of the erroneous responses that may be ascribed to communication strategies which is (٩٢٣)).

Some subjects manage to use another strategy to express their responses, which is the strategy of **circumlocution**, i.e. responding by

using paraphrasing or description of some characteristics (ibid: ١٨٣). Such errors could be found in items (٧), (١٤), and (١٧) of Question (٢):

**Item (٧): Your brother is very selfish. He must realize that he is not the most important person in the world.**

*\*Heaven help us to make my brother understand his situation.*

**Item (١٤): Your colleague makes rude remarks about you; you desire that he didn't do so.**

*\*I wish that you made me a good friend in future.*

**Item (١٧): Your younger brother is so timid, you regret that he is as such.**

*\*I expect that he is change in future.*

The response to item (٧) incorrectly refers to the brother's bad situation instead of what is demanded in the situation. The response to item (١٤) wrongly expresses the wisher's desire to be good friends instead of what is required in the situation. The subject's response to item (١٧) express an expectation rather than a wish. The number and rate of the erroneous responses that may be ascribed to **circumlocution** are (١٦٥, ١٧.٨٧%).

**Guessing** is another kind of strategies the learner may appeal to. **Guessing**, according to Scholfield and Katamine (٢٠٠٢: ٢) means using

clues that may or may not be based on language. The learner may depend on the context in order to guess the meaning. Some of the subjects depend on **guessing** in answering some of the items, such as the response to items (°), (١٣), and (١٧):

**Item (°): Your brother lives abroad. You and your family are eager that he would be able to visit you.**

*\*I wish my brother help us.*

**Item (١٣): The job couldn't have been done more quickly because your company had some difficulties in getting the right kind of supplies.**

*\*I wish the company to be destroyed.*

**Item (١٧): Your younger brother is so timid, you regret that he is as such.**

*\*I wish to be good.*

The subjects may face difficulty in understanding the item so they depend on the context to grasp the meaning to form a suitable answer. In the response to item (°), it is possible that the subject refers to the visit of the absent brother as a kind of help. As for the response to item (١٣), it is expected that the word **difficulties**, which is mentioned in the situation, leads the subject to use the word **destroy**. Similarly, the response to item (١٧) reflects an influence by the word **regret**. Since one can not regret something good so one can wish something good. The number and rate of the responses that could be related to **guessing** are (١٠٢, ١١.٠٥%).

The number and rate of the avoided answers are (320, 34.67%). The percentage is calculated out of (923) which is the total number of the errors that may be attributed to communicative strategies.

The rate of the errors that may be due to communicative strategies is (30.62%) of the total number of the incorrect responses which is (3016).

#### 4.5 Summary

The final results of error source are presented in Table (12) below:

Table (12)

Results of Error Source

Error Source	No. of Incorrect Answers	Percentage
Interlingual Transfer	56	1.85
Intralingual Transfer	1061	35.18
Context of Learning	476	15.78
Communication Strategies	923	30.62
Total	3016	100

The following points are concluded from the table above:

- ١- The highest cause of error in the present test is the intralingual transfer since the percentage of error is (٥١.٧٥%). The errors which belong to intralingual transfer constitute more than half of the errors. Most of these errors due to the wrong use of the appropriate tense.
- ٢- The second highest rate of errors cause is the communication strategies (٣٠.٦٢%). This is due to the absence of the suitable linguistic means for the required answer.
- ٣- The context of learning is the cause of (١٥.٧٨%) of all the subjects' errors. Such errors can be related to the subjects' unfamiliarity with the implicit wish expressions.
- ٤- The least frequent error source is the interligual transfer. It represents (١.٨٥%) of all the subjects' errors. All these errors can be related to the wrong use of the prepositions **to**, **for**, **from** with the object of the verb wish.