

**THE USE OF THE PASSIVE VOICE IN THE WRITING OF ARAB ESL  
LEARNERS**

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KUALA LUMPUR**

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ESL LEARNERS**

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**DISSERTATION SUBMITTED IN FULFILMENT OF THE  
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## ABSTRACT

This study aims to know the understanding of the students regarding the use of English passive voice. There were three main theories used in this study. They are Quirk's Theory, Corder's Theory, and Culicover's Theory. Theory of Quirk's was used to know and understand the structure of English passive voice. While, theory of Error Analysis was used to analyze the students' error based on the Linguistic Category Taxonomy particularly for the English passive voice, and Culicover's Theory was used to find out the syntactical representation using labeled bracketing and the tree diagram. Those three theories were correlated since this study discussed the understanding of the students in using English passive voice.

The data was taken from three universities in Malaysia which are; UPM, UKM and UIM, particularly Arab students who are doing their Master and PhD. There were 50 students as the sample in this study. The methods of collecting data were quantitative and qualitative methods. The data analysis in this study was the students' works, regarding to the forming of English passive voice. The descriptive qualitative method was used in presenting the result of data analysis.

There were 6 categories that were included in chapter 4 to show the errors that the students made when using passive voice. The highest percentage of error was 74% in the error category related to the Incorrect Use of Past Participle. While, the lowest percentage of error was 10% for the category of error related to the incorrect use of irregular of *have/had*.

## ABSTRAK

Kajian ini bertujuan untuk mengetahui pemahaman pelajar dalam penggunaan Suara Pasif Bahasa Inggeris. Terdapat tiga teori utama yang digunakan dalam kajian ini. Teori-teori tersebut adalah Teori Quirk, Teori Corder dan Teori Culicover. Teori Quirk telah digunakan untuk mengetahui dan memahami Struktur Pasif Bahasa Inggeris. Manakala, Teori Analisis Ralat telah digunakan untuk menganalisa kesilapan pelajar berdasarkan Kategori Taksonomi Linguistic terutamanya bagi Suara Pasif Bahasa Inggeris, dan akhirnya Teori Culicover telah digunakan untuk mengetahui perwakilan sintaksis menggunakan bracketing dilabel dan gambar rajah pokok.

Data-data yang diperolehi adalah daripada tiga universiti di Malaysia iaitu UPM, UKM dan UIM, terutamanya daripada pelajar-pelajar Arab yang sedang menjalani pelajaran Master dan PhD mereka. Terdapat 50 orang pelajar yang digunakan sebagai sampel dalam kajian ini. Kaedah yang digunakan dalam pengumpulan data adalah kaedah kuantitatif dan kaedah kualitatif. Analisis data dalam kajian ini adalah kerja-kerja pelajar dalam membentuk Suara Pasif Bahasa Inggeris. Kaedah Kualitatif Deskriptif telah digunakan untuk membentangkan hasil analisis data.

Terdapat 6 kategori yang termasuk dalam Bab 4 yang menunjukkan kesilapan yang pelajar melakukan apabila menggunakan Suara Pasif. Peratusan tertinggi ralat ialah 74% dalam kategori ralat yang berkaitan dengan penggunaan *Past Participle* yang salah. Manakala, peratusan terendah ralat ialah 10% bagi kategori ralat berkaitan dengan penggunaan irregular *have/had*.

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## **DEDICATION**

To my beloved parents who have always encouraged my linguistic studies

University of Malaya

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## TRANSLITERATION SYSTEM OF ARABIC

| Initial               | Medial | Final | Alone | Romanization |   |
|-----------------------|--------|-------|-------|--------------|---|
| ا                     | ا      | ا     | ا     | omit         |   |
| ب                     | ب      | ب     | ب     | b            |   |
| ت                     | ت      | ت     | ت     | t            |   |
| ث                     | ث      | ث     | ث     | th           |   |
| ج                     | ج      | ج     | ج     | j            |   |
| ح                     | ح      | ح     | ح     | h            |   |
| خ                     | خ      | خ     | خ     | kh           |   |
| د                     | د      | د     | د     | d            |   |
| ذ                     | ذ      | ذ     | ذ     | dh           |   |
| ر                     | ر      | ر     | ر     | r            |   |
| ز                     | ز      | ز     | ز     | z            |   |
| س                     | س      | س     | س     | s            |   |
| ش                     | ش      | ش     | ش     | sh           |   |
| ص                     | ص      | ص     | ص     | ṣ            |   |
| ض                     | ض      | ض     | ض     | ḍ            |   |
| ط                     | ط      | ط     | ط     | ṭ            |   |
| ظ                     | ظ      | ظ     | ظ     | ẓ            |   |
| ع                     | ع      | ع     | ع     | ‘ (ayn)      |   |
| غ                     | غ      | غ     | غ     | gh           |   |
| ف                     | ف      | ف     | ف     | f (          |   |
| ق                     | ق      | ق     | ق     | q            |   |
| ك                     | ك      | ك     | ك     | k            |   |
| ل                     | ل      | ل     | ل     | l            |   |
| م                     | م      | م     | م     | m            |   |
| ن                     | ن      | ن     | ن     | n            |   |
| ه                     | ه      | ه ، ا | ه ، ا | h            |   |
| و                     | و      | و     | و     | w            |   |
| ي                     | ي      | ي     | ي     | y            |   |
| Vowels and Diphthongs |        |       |       |              |   |
| اَ                    | a      | اَ    | ā     | ī            |   |
| اُ                    | u      | اُ    | ū     | aw           |   |
| اِ                    | i      | اِ    | ī     | ay           |   |
| گ                     | g      | چ     | ch    | ف            | v |
| گی                    | ñ      | چ     | zh    | و            | v |
| پ                     | p      | ژ     | zh    | پی           | v |

Source: Communication across Cultures (Translation Theory) by Basil Hatim 1997

## **LIST OF ABBREVIATIONS**

CA: Contrastive Analysis

CT: Comparative Taxonomy

ELL: English Language Learners

ESL: English as a Second Language

L1: 1<sup>st</sup> Language

L2: 2<sup>nd</sup> Language

MSA: Modern Standard Arabic

SLA: Second Language Acquisition

## **CHAPTER 1: INTRODUCTION**

### **1.1 Background**

Language specialists have given a far reaching regard for passivization. It is a general etymological sensation mandatory in a few languages but optional in others such as such as Japanese and English respectively. Arabic differentiates between the compulsory and the optional. Allerton (1979:275) states that “A language, in the same way as English, which has a moderately inflexible request, needs to make elite utilization of change like passivization”. The key of the passive development has been perceived by various grammarians who tried to find the best way to analyse this field of grammar. Prominent Arab grammarians such as Al-Zamakhashari and Ibn Jinny concentrate on the syntactic parts of the passive and how this development should be shaped. Languages furnish their speakers with an assortment of developments that help them convey adequately and effectively. Two out of these developments are active and passive structures.

### **1.2 The problem of the study**

The semantic class of the passive voice is considered to have a distinctive syntactic and morphological awareness in many languages. It is expected that their syntax would be greatly different and that each would have certain grammatical rules to apply passivization. It is known that Arabic avoids using the passive voice form while English uses the passive to great extent notably in academic and scientific publications:

1) It is considered to be a challenge to ESL teachers to confront their students with such tasks to use the passive voice and how it's different from English to Arabic to make them familiar.



- 2) Despite the fact that past exploration uncovers the sorts of lapses English language learners when the passive voice is learned, and for the most part fails to offer the examination of classroom information to pinpoint which errors are most generally made. Most of the examination on the passive voice includes analyses in which members make an interpretation of sentences and change them to the passive voice form, greatly prepare lots of sentences utilising the passive or make judgments on the usage of grammar of sentences utilising the passive development with diverse sorts of verbs.
- 3) Since tenses in Arabic and English language are completely different, moreover the way of the pattern of the tenses in both languages are totally different, therefore when the students use the passive voice, they face problems understanding it. Arabic has a non-concatenative system of morphophonology that means that the passive voice in Arabic is made by changing the vowels and the way we pronounce the verbs to form the passive voice.
- 4) No natural way of mentioning the doer of an action in the passive voice in Arabic. If Arabic is compared to English, then the passive in English is used more therefore, the Arab students of ESL are confused when it comes to using the passive voice form.

### **1.3 Objectives of the study**

- 1) To investigate the types of errors made among the Arab students when using passive voice in their ESL writing.
- 2) To find out the frequency of errors which are committed by the Arab learners of ESL.
- 3) To determine the cause of these errors.

#### **1.4 Research question**

1. What are the types of errors made by the Arab learners when using the passive voice in their ESL writing?
2. What is the frequency of the errors committed among the Arab students in their ESL writing?
3. What are the causes of these errors?

#### **1.5 Significance of the study**

This study examines a common yet overlooked difficulty for learners of English as a second language (ESL). This research will provide new insight into how L1 Arabic and L1 Korean learners of English use the passive voice, as well as evaluate claims made by previous researchers. The impact this research will have is that it will not only contribute valuable information to the field of SLA in an overlooked area, but it will also impact the TESOL field. If teachers know what aspects of the passive voice are most difficult for their students, and the types of errors they most commonly make, then teachers can specifically target those problems and areas, and not just rely on what textbooks say the most common problems are. Most of the studies on L2 acquisition of the passive voice do not use authentic classroom production data to identify the errors that ELLs make. When they do use real production data, it is usually written data, and not spoken data. This study not only uses authentic classroom production data that includes both spoken and written data, but also evaluates select individuals' production data over time.

The important thing in conducting this kind of research is that the result is expected to be significant in teaching and a learning target language, which, in this case, is the

English language. This study deals with the passive voice in teaching and learning the English language. The result is expected to give some solutions to the problems faced by the Arab learners in learning English passive voice.

Firstly, to the lecturer, the result of this study can be applied as an alternative in teaching English passive voice to students. Every subject has a syllabus to help the lecturer prepare the material before starting teaching. In the syllabus, the subject code, prerequisite, subject overview, subject objective, assessment, teaching strategies, and the subject schedule are clearly mentioned. The lecturer can prepare the lesson plan of each material according to the syllabus. From the finding of this study the writer attempts to design the lesson plan particularly in the scope of passive voice and expects that the lesson plan can simultaneously improve the learning process. By knowing the errors made by the learners when learning the passive voice that will greatly help the lecturers to overcome the problems faced when teaching passive voice.

Secondly, the findings of this study are expected to give significant information particularly to those who are interested in teaching and learning English especially the passive voice. It is hoped through this study that the learner will think that this topic in learning English language is not difficult to learn. Another important thing is that they can improve their understanding of the use of passive voice in a sentence and do exercise regularly to optimize it. Therefore, this research will help developing the methodologies used for teaching passive voice.

Thirdly, the research in applied linguistics is needed, especially in teaching and learning second language. The results through applied linguistics studies are expected to inspire other people to find the easiest way to learn the second language for the Arab learners. Recently English language has been very important; if someone knows English and can communicate in English language it means that he has a credibility and big chance to go internationally.

## **1.6 Limitation of the study**

This study was limited to 50 Arab students who had previously enrolled in Master or PhD at the University UKM, UPM and IIUM. Those Arab students come from many Arab countries such as Iraq, Yemen, Jordan, Libya and Syria. The age of those students is around 25 to 50 years old. This study also recognizes the following limitations:

1. Although the participants were chosen because they completed all levels and classes of the ELI, they did not all have the same amount of written data available for review.
2. It is impossible to know exactly what learners were thinking when they used the passive voice, and there were times when it was difficult to judge what they meant to say when their sentences contained several errors. However, the researcher analyzed and categorized the data based on his native speaker intuition and knowledge gained from his education and training in the fields of English, TESOL and Applied Linguistics, as well as his experience teaching ESL.
3. Using a framework of error analysis. Error analysis only evaluates productive skills; thus, it does not assess or involve receptive skills. It also does not account for strategies like avoidance. Performing error analysis and looking at production data only allows for certain contexts that the research will analyze in which the passive voice is used to analyze.

## CHAPTER 2: LITERATURE REVIEW

### 2.1 Introduction

Many scholars have defined the notion and use of passivization differently. Thatcher (1942) said that the passive in Arabic is often used impersonally. It must not be used when the doer of the action is overtly expressed; thus, for example, the Arabic sentence "An apple was eaten by Mohammed" must be rendered by "akala muhamadun tufahatan" or "Mohammed ate an apple". Similarly, Haywood and Nahmad (1965) mentioned that the passive in Arabic is used when the agent (doer of the act) is not specified.

Language contact is a worldwide sociolinguistic phenomenon that manifests itself in various aspects. Languages in contact can linguistically influence one another. Such a contact can induce several linguistic results some of which are lexical borrowing, grammaticalization, and code switches. The study of grammaticalization has been an area of interest for many scholars (Heine & Kuteva, 2003; Matras, 1998; Matras and Sakel, 2007; Campbell, 1993; & Winford, 2003). Grammaticalization, as defined by Heine and Kuteva (2003: 529), is "a process leading from lexical to grammatical and from grammatical to more grammatical forms". They add that "the study of grammaticalization is also concerned with constructions and larger discourse units", for constructions and larger context settings shape the development of grammatical forms (p. 529). Grammaticalization goes through successive stages ranging from slight to heavy structural borrowing. Grammatical borrowing in translation is perhaps the first stage of contact-induced grammaticalization.

The reason for the postulation by Purwati (2011) was to discover the sorts of "student errors" in composing English. The exploration utilized a few hypotheses proposed by Politzer (1973) and Ramirez (1973), Burt and Kiparsky (1982) with respect to the Linguistic Category Taxonomy to talk about and break down this sort of etymological

mistake. The hypothesis of Comparative Taxonomy (CT) was utilised to talk about the progressions of errors, utilizing the clear qualitative method as a part of depicting the outcome, taking into account the examination of the exploration. There is a propensity that the more extended the written work understudies make, the more errors they will make. From the 142 errors the understudies made in their written work, 64.5% were formative mistakes, 28.1% were inter-lingual blunders and the rest, 7.7%, were other blunders. These results lead to a conclusion that blunder the examination of second language that the second language learners' errors are of formative sorts. The inter-lingual errors that happened in this exploration were generally in the expression and straightforward past strained. In the Indonesian language, the straightforward past tense is framed in the development of basic present. In accordance with the finding, the instructors and educational modules researchers, ought to pay consideration to this, and it is proposed that they pay consideration to the errors found in this exploration. This examination gives significant commitment to the present study that is on the class of errors of the students' writing in view of the hypothesis used as a part of this study.

(Kleinmann, 1977:93) explains that "learners of English face problems when learning the passive voice". The general discoveries were that children first mimic grown-ups' usage of the passive voice, and subsequently grasp its importance and usage. "When they have imitated and fathomed the passive voice, they are then equipped to process it without anyone else's input" states (Baldie ,1976, 331). A continuation by Frost, Lebeaux and Pinker (2005), describes the tests made to explore which the types of verbs that children try to use the passive voice form and the settings where they use the passive voice. (Folse, 2009:243) and (Endley, 2010:323-324) and define the passive voice as "a periphrastic

development in which the subject is the receiver or patient of the activity, not the agent of the action”.

## **2.2 Passive in Arabic**

Kiraz (2001) defines Arabic as “a strongly structured and vastly derivational language”. Comprehending Arabic involves all the language constituents: semantics, morphology in addition to syntax. Black (2004) explains that, “every component requires extensive study and exploitation of the associated linguistic characteristics”. Morphology and syntax in Arabic provides “an ability to complement a significant number of affixes to each word which allows for the combinatorial increments of words” (Habash, 2004; Ditters, 2001; Jaccarini, 2001). The predominant researchers in Arabic natural language processing, centre on the field of morphological analysis (Soudi et al., 2003; Farghaly, 1987; Al-Shalabi et al., 1998; Beesley, 2000; Rafea et al., 1993; Darwish, 2002). For a comprehensive survey of Arabic morphological analysis further reference can be made to Al-Sughalyer et al. (2004).

In Arabic, the passive voice is used as a writing style when: 1) the subject is anonymous, 2) the subject is not important, or 3) when the object is more important than the subject. In this research, the problems associated with the recognition of Arabic passive verbs which impact the automated understanding of Arabic sentences are addressed. An experiment using Arabic morphological analysers, one of the mature Arabic morphological analyser, was conducted in order to highlight the limitations in the analysis of Arabic passive verbs. Results indicated that, there exists a need for handling the problems connected to the morphological analysis of passive verbs. This leads to an improvement of the recognition accuracy of Arabic words.

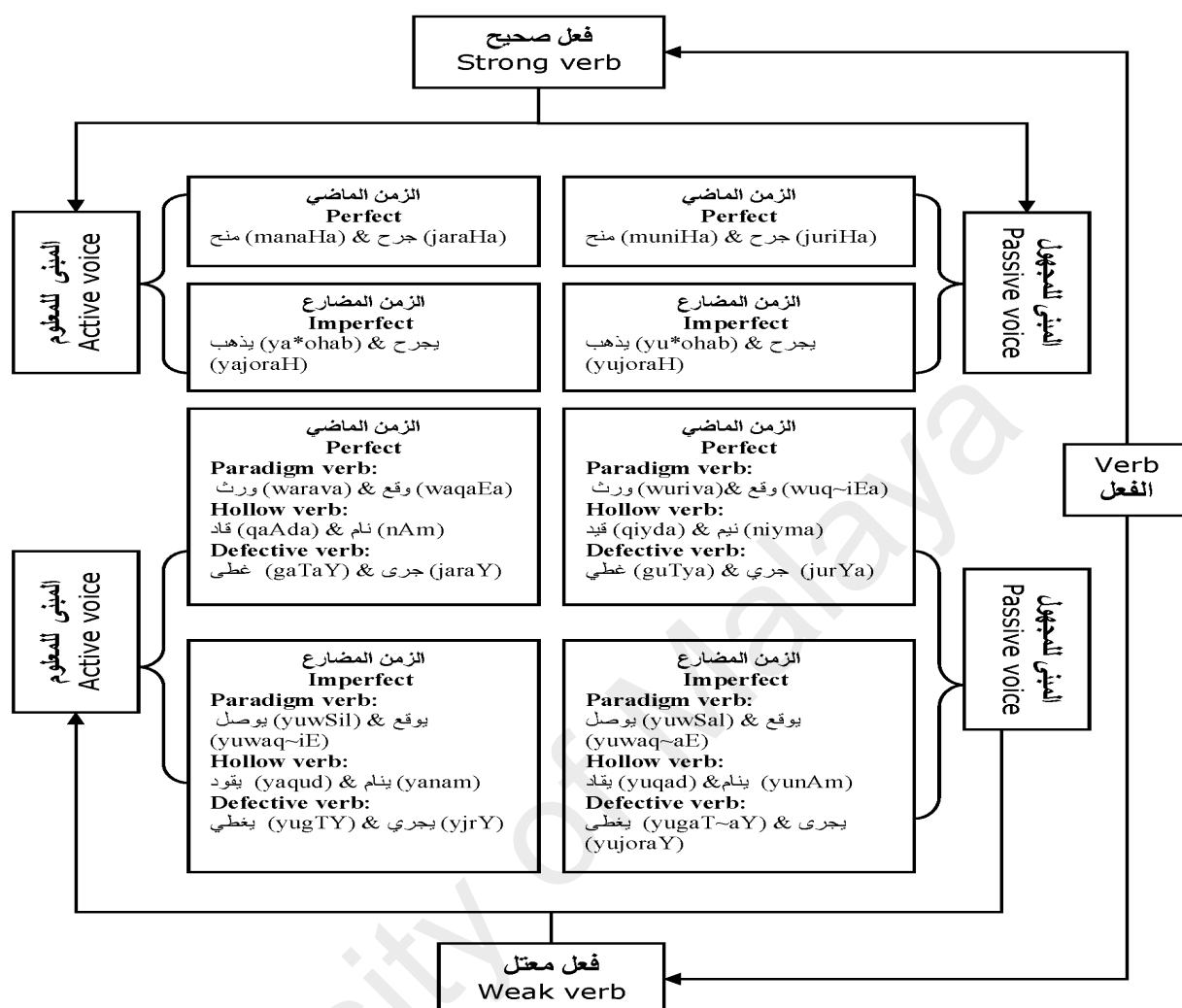


Figure 2.1: Arabic types of verbs

Arabic is a Semitic language whose verbal system is morphologically rich and diverse. The passive is performed in Arabic verbs by introducing apophonic vowel changes to the active basic verb forms or by the affixation of certain morphemes (notably a prefixed in-). Thus, for example, we have: *kataba/kutiba* ‘he wrote/it was written’ and *kasara/inkasara* ‘it broke/it was broken’, respectively.

The passive voice in Arabic has not yet been studied as extensively as in English. Arab grammarians usually list passive verb forms in Arabic and briefly outline the contexts in which the passive is used. For example, (Wright, 1975:49) states that “all the verbal forms,



both primitive and derivative, have two voices: the active and the passive”. He adds certain exceptions and continues “the subject of the passive voice is either the object of the performer (personal passive), or the abstract idea of the act (impersonal passive)”. As for the circumstances in which the passive is utilised in Arabic, (Wright, 1975:50) notes the following:

(a) When the author is anonymous;

Example : كُتِبَ الكتاب

Alkitab kotiba

(noun) (verb)

Book written

(b) When the listener is focused on the person who performs the action.

Example: كُتِبَ الكتاب من قبل احمد

Ahmed qibal mn alkitab kotiba

Noun (preposition) noun verb

Ahmed by book written

(c) When the speaker or writer does not prefer to use their name;

Example: كُتِبَ الكتاب

Alkitab katibtu

(Noun) ( verb )

Book was written

(d) When God, or an omnipotent being, is specified as the author of the act;

|        |             |
|--------|-------------|
| السماء | خَلَقْنَا   |
| Alsama | khalkna     |
| (noun) | (verb)      |
| Sky    | was created |

(Ghaalaayini, 1982:48) states that “the achievement of brevity is another purpose for using the passive”. As for verbs prefixed like ‘inkasara’ (it was broken), mentioned above, Wright says that such verbs “approach more nearly to a passive”, they are actually reflexive and represent what he calls, the Middle Voice (Wright, 1975:49).

More recently, Resto (1984) had studied the passive, though in colloquial Arabic dialects. However, the passive in Literary (written) Arabic has also been the subject of study in Saad (1982). In his Syntax of Modern Arabic prose, Cantarino (1975) gives an account on the use of the passive in Arabic similar to that given by Wright and originally by ancient Arab grammarians. He states that the purpose of using the passive in general is “to place a greater emphasis upon the action and its object” (Cantarino, 1975:52). Though the passive in Arabic is usually agentless, Cantarino points out that “Arabic has found a way to express the agent in passive constructions; and that is by using a prepositional phrase with instrumental meaning” (Cantarino, 1975:53).

Rosenhouse (1988) found that the “majority Arabic passive verbs were of the type of apophonic vowel changes” in her more recent comparative survey on the passive in various texts in English, Arabic and Hebrew. Rosenhouse (1988) further states the “the passive voice is used extensively in Arabic without the negative associations regarding style that the passive voice has in English. American students are often uncomfortable with the

passive voice when reading Arabic texts because the unvoiced passive conjugations often look exactly like active voice conjugations. Since many students are often horrified at the thought of reading for meaning and recognizing words in context, and since they are usually very weak in grammar, sentences in the passive are totally misunderstood”. The verb “to examine” has been conjugated below:

**Table 2.1: Arabic transliteration of the verb ‘to examine’ in the past tense**

| Plural            |               | Dual                |                 | Singular          |              |
|-------------------|---------------|---------------------|-----------------|-------------------|--------------|
| Fohisna<br>فحصنا  | Nahnou<br>نحن | Fohistuma<br>فحصتما | Antuma<br>انتما | Fohistu<br>فحصت   | Ana<br>انا   |
| Fohistum<br>فحصتم | Antum<br>انتم | Fohisaa<br>فحص      | (m) huma<br>هم  | Fohista<br>فُحصت  | Anta<br>انت  |
| Fohistun<br>فحصتن | Antun<br>انتن | Fohistaa<br>فحصت    | (f) huma<br>هما | Fohisti<br>فُحصتِ | Anti<br>انتِ |
| Fohisou<br>فحصوا  | Hum<br>هم     |                     |                 | Fohisa<br>فحصا    | Huwa<br>هو   |
| Fohisan<br>فحصن   | Hun<br>هن     |                     |                 | Fohisat<br>فُحصات | Heya<br>هي   |

The only differences are that the stem vowel is constantly a ‘kasra’ and the vowel on the first consonant is a ‘dhamma’. The suffixes are identical in the active voice. Active conjugations will be written as passive conjugations without the short vowels.

If the sentence ‘I studied the book’ is to be converted to the passive voice, it would be written as ‘This book was studied by me’. Let us now look at the Arabic forms of the sentences.

**Table 2.2: example sentence of the active & passive voice**

|                         |                        |
|-------------------------|------------------------|
| 1- I studied the book   | 1. دُرِسْتُ الْكِتَابَ |
| 2- The book was studied | 2. دُرِسَ الْكِتَابُ   |

We can see that the object will be deleted from the first sentence and the object of the first sentence will become the subject in the second sentence. The conjugation for the third person masculine singular has been changed to have an agreement with the subject; furthermore “by me” has no equivalence in Arabic. In Arabic the person who performs the action should be unstated.

**Table 2.3: example sentence of the active & passive voice**

|                               |  |
|-------------------------------|--|
| The student studied this book | دَرَسَتِ الطَّالِبَةُ هَذَا الْكِتَابَ |
| This book was studied         | دُرِسَ هَذَا الْكِتَابُ                |

The object in the first sentence becomes the subject of the subsequent sentence. The only difference in Arabic we do not state the doer of the action whereas in English we do.

The researcher will provide a conjugation for the past tense sound verbs in the following tables. The researcher will examine the hollows, defectives, etc. Passive conjugations are easier. The conjugations of the verb “darasa” meaning “to study” are as follows:

**Table 2.4: Arabic transliteration of the verb ‘to study’ in the past tense**

| Plural   |                   | Dual                     |                     | Singular             |                |
|----------|-------------------|--------------------------|---------------------|----------------------|----------------|
| dorisna  | Nahnou<br>نَحْنُ  | Doristuma<br>دُرِسْتُمَا | Antuma<br>اَنْتُمَا | Doristu<br>دُرِسْتُ  | Ana<br>اَنَا   |
| Doristum | Antum<br>اَنْتُمْ | Dorisaa<br>دُرِسَا       | (m) huma<br>هَمَا   | Dorista<br>دُرِسْتَ  | Anta<br>اَنْتَ |
| Doristun | Antun<br>اَنْتُنْ | Doristaa<br>دُرِسْتَا    | (f) huma<br>هَمَا   | Doristi<br>دُرِسْتِ  | Anti<br>اَنْتِ |
| Dorisou  | Hum<br>هَمْ       |                          |                     | Dorisa<br>دُرِسَ     | Huwa<br>هُوَ   |
| Dorisan  | Hun<br>هَنْ       |                          |                     | Doristat<br>دُرِسْتِ | Heya<br>هِيَ   |

If unvoveled in the passive, in table 2.4 and 2.5 appear the same. So “darasa” can signify “dorisa”, “doresa” or “dorista”.The following table shows the past tense passive for table 2.4 verb.

**Table 2.5: Arabic transliteration of the verb ‘to witness’ in the past tense**

| Plural       |           | Dual         |           | Singular  |        |
|--------------|-----------|--------------|-----------|-----------|--------|
| Shohidna     | Nahnou    | Shohidtuma   | Antuma    | Shohidtu  | Ana    |
| شُوهِدْنَ    | نَحْنُ    | شُوهِدْتُمَا | اَنْتُمَا | شُوهِدْتُ | اَنَا  |
| Shohidtum    | Antum     | Shohidaa     | (m) huma  | Shohidta  | Anta   |
| شُوهِدْتُمْ  | اَنْتُمْ  | شُوهِدَا     | هَمَا     | شُوهِدْتَ | اَنْتَ |
| Shohidtun    | Antun     | Shohidtaa    | (f) huma  | Shohidti  | Anti   |
| شُوهِدْتُنَّ | اَنْتُنَّ | شُوهِدْتَا   | هَمَا     | شُوهِدْتِ | اَنْتِ |
| Shohidou     | Hum       |              |           | Shohida   | Huwa   |
| شُوهِدُوا    | هَمْ      |              |           | شُوهِدَ   | هُوَ   |
| Shohidan     | Hun       |              |           | Shohidat  | Heya   |
| شُوهِدْنَ    | هُنَّ     |              |           | شُوهِدَتْ | هِيَ   |

The ‘*alif*’ is altered to a ‘*waaw*’ in table 2.5 is the long equivalent of the ‘*dhamma*’. The stem vowel is a ‘*kasra*’ at all times. As the *waaw* becomes obvious, it should not be difficult to identify passive past tense in table 2.5. The conjugations of the verb “to test” in the present passive with subject pronoun *I* are shown in the table below.

**Table 2.6: Arabic transliteration of the verb ‘to examine’ in the present tense**

| Plural      |        | Dual        |          | Singular    |      |
|-------------|--------|-------------|----------|-------------|------|
| Nufhasu     | Nahnou | Tufhasaani  | Antuma   | Ufhasu      | Ana  |
| نُفَحَصُ    | نحن    | تُفَحَصَانِ | انتما    | أُفَحَصُ    | انا  |
| Tufhasoona  | Antum  | Yufhasaani  | (m) huma | Tufhasu     | Anta |
| تُفَحَصْنَ  | انتم   | يُفَحَصَانِ | هما      | تُفَحَصُ    | انت  |
| Yufhasnaa   | Antun  | Tufhasaani  | (f) huma | Tufhaseena  | Anti |
| يُفَحَصْنَ  | انتن   | تُفَحَصَانِ | هما      | تُفَحَصِينَ | انتِ |
| Yufhasoona  | Hum    |             |          | Yufhasu     | Huwa |
| يُفَحَصُونَ | هم     |             |          | يُفَحَصُ    | هو   |
| Yufhasna    | Hun    |             |          | Tufhasu     | Heya |
| يُفَحَصْنَ  | هن     |             |          | تُفَحَصُ    | هي   |

The stem vowel is a *fat’ha* and the vowel on the prefix is at all times a *dhamma* in the present tense as indicated in each table. The suffixes are identical when it comes to the active voice but the internal vowelizing will specify the voice. Without vowels, the present tense of the active and passive voice seems identical.

**Table 2.7: Arabic transliteration of the verb ‘to study’ in the present tense**

| Plural   |        | Dual        |          | Singular   |      |
|----------|--------|-------------|----------|------------|------|
| Dorisna  | Nahnou | Tudarasaan  | Antuma   | Adrasu     | Ana  |
| دُرسنا   | نحن    | تُدْرسان    | انتما    | اُدْرَسُ   | انا  |
| Doristum | Antum  | Yudarasaan  | (m) huma | Tudrasu    | Anta |
| دُرسْتُم | انتم   | يُدْرسان    | هما      | تُدْرَسُ   | انت  |
| Doristun | Antun  | Tudarasaani | (f) huma | Tadraseen  | Anti |
| دُرسْتُن | انتن   | تُدْرسانِ   | هما      | تُدْرَسِين | انتِ |
| Dorisou  | Hum    |             |          | Yudrasu    | Huwa |
| دُرسوا   | هم     |             |          | يُدْرَسُ   | هو   |
| Dorisan  | Hun    |             |          | Tudrasu    | Heya |
| دُرسُن   | هن     |             |          | تُدْرَسُ   | هي   |



**Table 2.8: Arabic transliteration of the verb ‘to witness’ in the present tense**

| Plural      |               | Dual         |                 | Singular    |              |
|-------------|---------------|--------------|-----------------|-------------|--------------|
| nushahadu   | Nahnou<br>نحن | tushahadaan  | Antuma<br>انتما | ushahadu    | Ana<br>انا   |
| tushahaduun | Antum<br>انتم | yushahadaan  | (m) huma<br>هما | tushahadu   | Anta<br>انت  |
| tushahadun  | Antun<br>انتن | tushahadaani | (f) huma<br>هما | tushahadeen | Anti<br>انتِ |
| yushahaduun | Hum<br>هم     |              |                 | yushahadu   | Huwa<br>هو   |
| yushahadna  | Hun<br>هن     |              |                 | tushahadu   | Heya<br>هي   |

The above table pattern is the same as in Form I. All vowels after the *dhamma* on the prefix are a *fat’ha* until you get to the suffix in the present tense passive. The sentence begins with a *dhamma* and the stem vowel is a *fat’ha*. The vowel over the first radical is also a *fat’ha*.

In the present tense passive, the prefix will always be a *dhamma*. All final vowels which include the stem vowel will be a *fat’ha* then a suffix at the end.

Since the above table verbs have a *dhamma* on the prefix in both the active and passive voices, and since they all have a *fat'ha* on the first radical of the verb in both voices, it is only the stem vowel that tells you which voice is being used. In written form, the active and passive will appear the same so we will need to concentrate on the stem vowel.

In the above table, the stem vowel gives you the voice since the *dhamma* is used in the prefixes in both voices. The researcher will discuss and treat the numerous subgroups of verbs independently which include doubled, hollow, assimilated and defective.

### 2.2.1 Doubled Verbs

The following table shows the doubled verbs working identically in the passive as in the active voice when it comes to breaking up the doubled consonant of the root. “I counted” is “adito”. In the passive “It was counted”. If the doubled consonant is not broken up, a *kasra* does not exist. Below is past passive for the verb “oda” meaning to “to count”.

**Table 2.9: Arabic transliteration of the verb ‘to count’ in the present tense**

| Plural                |               | Dual                    |                 | Singular           |             |
|-----------------------|---------------|-------------------------|-----------------|--------------------|-------------|
| Odidnaa<br>أَعِدْنَا  | Nahnou<br>نحن | Odidtuma<br>أَعِدْتُمَا | Antuma<br>انتما | Odidtu<br>أَعِدْتُ | Ana<br>انا  |
| Odidtum<br>أَعِدْتُمْ | Antum<br>انتم | Oda<br>أَعِدَا          | (m) huma<br>هما | Odidta<br>أَعِدْتَ | Anta<br>انت |
| Odidtun               | Antun         | Odtaa                   | (f) huma        | Odidti             | Anti        |

|            |      |           |     |          |      |
|------------|------|-----------|-----|----------|------|
| أَعَدْتُنْ | انتن | أَعَدْتَا | هما | أَعَدْتِ | انتِ |
| Odawa      | Hum  |           |     | Oda      | Huwa |
| أَعَدُوا   | هم   |           |     | أَعَدَ   | هو   |
| odidna     | Hun  |           |     | odat     | Heya |
|            | هن   |           |     |          | هي   |

### 2.2.2 Hollow Verbs

The passive voice has only a single pattern for conjugation relating to hollow verbs in the past tense. There is only one conjugation pattern no matter what the middle radical is.

Below is the verb “zar” meaning “to visit” in the past tense.

**Table 2.10:: Arabic transliteration of the verb ‘to count’ in the past tense**

| Plural    |           | Dual      |          | Singular |        |
|-----------|-----------|-----------|----------|----------|--------|
| Zirnaa    | Nahnou    | Zirtuma   | Antuma   | Zirtu    | Ana    |
| زَرْنَا   | نَحْنُ    | زَرْتُمَا | هَمَا    | زَرْتُ   | أَنَا  |
| Zirtum    | Antum     | Ziraa     | (m) huma | Zirta    | Anta   |
| زَرْتُمْ  | أَنْتُمْ  | زَرَا     | هَمَا    | زُرْتُ   | أَنْتَ |
| Zirtun    | Antun     | Zirataa   | (f) huma | Zirti    | Anti   |
| زَرْتُنَّ | أَنْتُنَّ | زَرَتَا   | هَمَا    | زُرْتِ   | أَنْتِ |
| Zirou     | Hum       |           |          | Zira     | Huwa   |

|        |     |  |  |        |      |
|--------|-----|--|--|--------|------|
| زِرُوا | هم  |  |  | زِرْ   | هو   |
| Zirna  | Hun |  |  | Zirat  | Heya |
| زِرْنَ | هن  |  |  | زِرَتْ | هي   |

The passive conjugation of “yzor” is “yozar” in the present tense and so, the prefix vowel is a *dhamma*. The *fat’ha* or *alif* which are the vowels are going to be the passive stem vowel for all sound verbs. The full conjugation of the verb is as follows.

**Table 2.11: Arabic transliteration of the verb ‘to visit’ in the present tense**

|            |        |            |          |             |      |
|------------|--------|------------|----------|-------------|------|
| Nuzaaru    | Nahnou | Tuzaraani  | Antuma   | Uzaru       | Ana  |
| نُزَارُ    | نحن    | تُزَارَانِ | انتما    | أُزَارُ     | انا  |
| Tuzaaruna  | Antum  | Yuzaraani  | (m) huma | Tuzaru      | Anta |
| تُزَارُونَ | انتم   | يُزَارَانِ | هما      | تُزَارُ     | انت  |
| Tuzarna    | Antun  | Tuzaraani  | (f) huma | Tuzareena   | Anti |
| تُزَرْنَ   | انتن   | تُزَارَانِ | هما      | تُزَارَيْنِ | انتِ |
| Yuzaaruna  | Hum    |            |          | Yozaru      | Huwa |
| يُزَارُونَ | هم     |            |          | يُزَارُ     | هو   |
| Yuzarna    | Hun    |            |          | Tuzaru      | Heya |
| يُزَرْنَ   | هن     |            |          | تُزَارُ     | هي   |

### 2.2.3 Assimilated Verbs

Assimilated verbs in Form I are perfectly regular in the past tense passive. Accordingly “wasafa” comes to be “wosifa”. In following tables, the present tense verbs are also regular, compared to when in the active for the present tense.

**Table 2.12: Arabic transliteration of the verb ‘to describe’ in the present tense**

| Plural                  |               | Dual                     |                 | Singular             |              |
|-------------------------|---------------|--------------------------|-----------------|----------------------|--------------|
| Nuwsafu<br>نُوصَفُ      | Nahnou<br>نحن | Tuwsafaani<br>تُوصَفَانِ | Antuma<br>انتما | Awsafu<br>اَوْصَفُ   | Ana<br>انا   |
| Tuwsafuna<br>تُوصَفُونَ | Antum<br>انتم | Yuwsafaani<br>يُوصَفَانِ | (m) huma<br>هما | Tuwsafu<br>توصفُ     | Anta<br>انتِ |
| Tuwsafna<br>تُوصَفْنَ   | Antun<br>انتن | Tuwsafaani<br>تُوصَفَانِ | (f) huma<br>هما | Tuwsafeen<br>توصفينُ | Anti<br>انتِ |
| Yuwsafuna<br>يُوصَفُونَ | Hum<br>هم     |                          |                 | Yuwsafu<br>يُوصَفُ   | Huwa<br>هو   |
| Yuwsafna<br>يُوصَفْنَ   | Hun<br>هن     |                          |                 | Tuwsafu<br>توصفُ     | Heya<br>هي   |

### 2.2.4 Defective Verbs

Conjugations for defective verbs are shown below in the past and present tense:

**Table 2.13: Arabic transliteration of the verb ‘to call’ in the present tense**

| Plural      |        | Dual        |          | Singular |      |
|-------------|--------|-------------|----------|----------|------|
| du'eena     | Nahnou | du'eetuma   | Antuma   | du'eetu  | Ana  |
| دُعِينَا    | نحن    | دُعَيْتُمَا | انتما    | دُعَيْتُ | انا  |
| du'eetum    | Antum  | du'eeya     | (m) huma | du'eeta  | Anta |
| دُعَيْتُمْ  | انتم   | دُعِيَا     | هما      | دُعَيْتَ | انت  |
| du'eetuna   | Antun  | du'eeyata   | (f) huma | du'eeti  | Anti |
| دُعَيْتُنَّ | انتن   | دُعَيْتَا   | هما      | دُعَيْتِ | انتِ |
| du'uwa      | Hum    |             |          | du'ee    | Huwa |
| دُعُوا      | هم     |             |          | دُعِيَ   | هو   |
| du'eena     | Hun    |             |          | du'eeyat | Heya |
|             | هن     |             |          |          | هي   |

**Table 2.14: Arabic transliteration of the verb ‘to call’ in the past tense**

| Plural   |        | Dual        |          | Singular |      |
|----------|--------|-------------|----------|----------|------|
| nud'ee   | Nahnou | tud'eeyaani | Antuma   | ud'ee    | Ana  |
| نُدَعِيَ | نحن    | تُدَعِيَانِ | انتما    | أُدَعِيَ | انا  |
| tud'awna | Antum  | yud'eeyaani | (m) huma | tud'ee   | Anta |

|           |       |             |          |            |      |
|-----------|-------|-------------|----------|------------|------|
| تُدْعُونَ | انتم  | يُدْعِيَانِ | هما      | تُدْعَى    | انتَ |
| tud'ayna  | Antun | tud'eeyaani | (f) huma | tud'een    | Anti |
| تُدْعِينَ | انتن  | تُدْعِيَانِ | هما      | تُدْعَيْنِ | انتِ |
| yud'awna  | Hum   |             |          | yud'ee     | Huwa |
| يُدْعُونَ | هم    |             |          | يُدْعَى    | هو   |
| yud'ayna  | Hun   |             |          | tud'ee     | Heya |
| يُدْعِينَ | هن    |             |          | تُدْعَى    | هي   |

### 2.3 The Interaction between the Passive Transformation and other transformations in English and Arabic

The researcher sets out to differentiate the passive transformation in English and in Modern Standard Arabic (MSA) on two grounds:

(1) How the passive transformation in each of the two languages interacts with other transformations.

(2) Whether or not rule application in these transformations is cyclically ordered (Lakoff 1966). Arguments for the cycle have been put forward by many T.G. grammarians (e.g. Keyser and Postal 1976, Pullum 1976, Neubauer 1972, Postal 1971 and McCawley 1970).

Similar arguments for “the cycle based on languages other than English” have been given by Kayne (1975) for French and Evers (1975) for Dutch and German” (Soames and Perlmutter 1979: 172). However, no studies have dealt exclusively with the cyclical principle in Arabic grammar, but there have been some contrastive studies on the use of

verb forms and agentive phrases in Arabic and English passives (Khalil, 1993; Nofal, 1993, Kharma and Hajjaj, 1989; Kharma, 1983; Saad, 1982).

The researcher will demonstrate that MSA exhibits some constructions which require cyclical rule application to allow rules like passive, object-to-subject raising, complementizer insertion, Equi-NP-Deletion, and so on, to apply in the derivation of some sentences.

## **2.4 A structural description of the passive construction in modern standard Arabic**

Given that the domain of the passive construction in Arabic is the verbal sentence, it is important to define the form of the sentences whose structural description satisfies the application of the passive transformation. An important element to consider is the verb and the restrictions on the possible subjects and objects that certain verbs can take. Since an Arabic passive sentence, like an English passive sentence, is derived from an active counterpart, it is necessary to maintain an NP complement in the underlying active sentence in order for the passive transformation to operate. We should also emphasize that the selective restrictions in Arabic active sentences should capture the two generalizations proposed by (Soames and Perlmutter, 1979: 31-32).

The class of possible subjects that can occur with a verb in the passive sentences is identical to the class of subjects that the same verb can have in the active sentences and the class of possible NPs that a certain verb can have in passive sentences, is identical with the class of possible subjects that the verb can have in active sentences.

These two generalizations have been used by generative grammarians to support the hypothesis that active and passive sentences are derived from the same underlying structures. The same argument holds for Modern Standard Arabic which shares this characteristic with English e.g.:



(e) S [NP1] O[NP2]  
 Active: (1) sariba t- tflu I- haliiba (1)  
 drank def. child def. milk

‘The child drank the milk.’

(f) (passive) Agent Substitute (A.S.)/Grammatical Subject (Gr.S.)

Passive: (2) shariba I- haliibu  
 was drunk def milk ‘The milk was drunk.’

In the active sentence, the verb ‘*shariba*’ (drank) is transitive, and the two slots of the

subject and object are filled. Also the agentive phrase, which is usually deleted in Arabic passive, is identical, when recoverable with the subject of the active sentence. In the sentence above, however, it is not possible to retain an agentive phrase. (Khalil, 1993:169) concludes “Arab grammarians have always described the passive in Classical Arabic (CA) as an agentless construction. English, unlike classical Arabic, has both agentless and agentive passive constructions.” A different argument is presented by (Saad, 1982:92) who states that “semantically, Arabic passive has an external agent and that it is not agentless.” This suggests that agentive passive constructions in classical Arabic and MSA may occasionally occur through the agentive phrases: *biwaasitat* ‘by means of’, *min qibal* ‘on the part of’, or *alayadi* ‘at the hands of (cf. Nofal, 1993: 12). For example:

|     | V (Passive)                          |      | A.S. /(Gr.S.) |                              |      |               |  |
|-----|--------------------------------------|------|---------------|------------------------------|------|---------------|--|
| (3) | <u>dubita</u>                        | I-   | <u>lissu</u>  | <u>biwaasitati/9ala yadi</u> | š-   | <u>šurtah</u> |  |
|     | was caught                           | def. | thief         | by means of/at hands of      | def. | police        |  |
|     | ‘The thief was caught by the police’ |      |               |                              |      |               |  |

The comparison that was drawn between English and Arabic passive shows that Modern Standard Arabic can be affected by the cyclical principle of rule application, resulting in a complete structure that is broken into different domains of rule application. Although Lakoff (1966) argues that the cyclical principle is based on the assumption that syntactic rules are ordered, the case for Modern Standard Arabic shows that “the cycle may be

adopted whether or not rules are ordered” (Soames and Perlmutter, 1979: 131). This is evidenced in the interaction of the passive with other rules, such as reduced complements and extra position, where rules are found to apply freely since they are not strictly ordered. Nevertheless, the cycle is found to apply in such constructions.

The importance of the cycle in modern standard Arabic is justified by the need to derive grammatical sentences, which can only be generated by allowing rules in a lower cycle to apply before obligatory rules in a higher one e.g. the application of the optional rule of passive before the obligatory dative movement. In addition, the cycle allows rules to apply more than once e.g. Equi-NP-Deletion, passive, raising and so on.

## **2.5 The Passive Voice and its occurrence in the Holy Qur'an**

The researcher will provide a short explanation to the types of passive constructions and their structures to show the syntactic functions of these constructions as well as the meaning of the passive voice.

This is to introduce the primary restrictions of this research in examining how the passive voice works and the language of the Holy Qur'an including aspects such as aesthetics, semantics, style and literature. Passivization is a unique linguistic occurrence worthy of consideration and examination in the Holy Qur'an. Comparisons by grammarians stated in their books aim to recognise these functions in order to highlight the necessity for Arabic to be studied in light of investigations of the Holy Qur'an. Arab grammarians including Ibn Hisham, Ibn Malik and Ibn Ya'ish as well as their contemporary counterparts, Al-samarra'i, Hasan, Maghalsehand Al-Rajihi will provide the Arabic references.

Passivization is a worldwide linguistic phenomenon because all languages have this form, which linguists have given extensive attention to. Although it is mandatory in certain languages for example Japanese is voluntary in English. In Arabic it is context-sensitive i.e. voluntary and mandatory. According to (Allerton, 1979:275) “A language, like English, which has a relatively rigid order, needs to make exclusive use of transformation like passivization to achieve the required thematic order of elements”. The constructions of the passive in Arabic are optional and occasionally mandatory as they are used in the Holy Qur'an to demonstrate specific intentions by His Almighty, Allah. This is because of the distinctive and phenomenal purpose of the Holy Qur'an.

The term passive, means the attention on the occurrence instead of the performer of an action, will be defined within the contexts of the Holy Qur'an. The significance of a Qur'anic verse might be different depending on the relationship between the verb (action) and its nouns (participants). We need to comprehend the connection between the nouns (participants) and verb (action). If the importance is on the meaning of the verbs (actions) and these impacting entities (participants), we deal with these processes from the perspective of syntax.

Traditional Arab grammarians such as Al-Zamakhshari and Ibn Jinni, emphasise the syntactic characteristics of the passive voice and its formation. However, Al-Alusi and Ibn Kathir prefer to concentrate on the aspects of semantics in the Holy Qur'an.

Furthermore, various linguists have the intention to focus more on passivization as it affects all the syntactic, semantic, phonological and morphological mechanisms of language in addition to its stylistic and/or pragmatic effect. (Irving, 1992: pg3) states in reference to the Holy Qur'an, it is evident that “interpretation can express the whole range of meaning contained in any verse. But it can bring to light an importance which has escaped our

attention in the past”. It is significantly important that the passive voice, extensively located in much of the Qur'an, emphasises the definition of verses.

## **2.6 Passive in English**

Different languages, as has been mentioned, realise passivization differently. Most of the early references to the passive voice in English, as can be found for example in Sapir and Jespersen “lack explicit semantic discussion and shed no additional light on the topic” (Sullivan, 1976:118). Chomsky and later treatments of the passive in English within Transformational Grammar, “assume a glow of lucidity and accuracy...and describe [the] passive as an adverb of manner” (Sullivan, 1976:119). Yet, all of these attempts seem to suffer from one serious drawback. They do not show systematically how “active-passive sentence pairs communicate the same thing, though with a particular difference” (Sullivan, 1976:119).

Lyons (1968:376) states “the active signifies an ‘action’ whereas the passive signifies a ‘state’. Three possibilities for the ‘passive’ in English: (a) passive with a ‘specific’ agent (The window was broken by James); (b) passive with a ‘nonspecific’ agent (The window was broken by someone); and (c) passive without mention of the agent (The window was broken)”. Halliday used the Prague school concept of marked versus unmarked theme (the initial syntactic element) to distinguish between two types of clauses: operative versus receptive (Halliday, 1967:41).

In this chapter, we look at a linguistic device that is different from the others we have explored thus far. The subject of a clause in the active is usually the performer of an action:

*Darwin studied the fauna of the Galapagos Islands.*

At other times, speakers and writers of English will have reason to put the receiver or doer of the action into subject position. One method is for the passive voice to be used:

*The fauna on the Galapagos Islands was studied by Darwin.*

As Langacker (1987) pointed out, “the difference between active and passive is a focal adjustment analogous to the difference between”:

*The desk is under the lamp*

*The lamp is over the desk*

The majority of world languages make use of various voices to place many elements in primary position. In the Bantu languages the passive is used if the patient or receiver is animate and the agent is non-living. And so, many of them evade the equivalent of the active in a sentence as follows:

*The mosquito annoyed Adam.*

They much prefer the passive voice:

*Adam was annoyed by the mosquito.*

In Japanese language, is said “to have an *adversative passive* in which the subject is adversely affected by the action portrayed in the verb” according to Wier and Bicka (1988), for example:

John                      ga                      ame ni fur-are-ta,

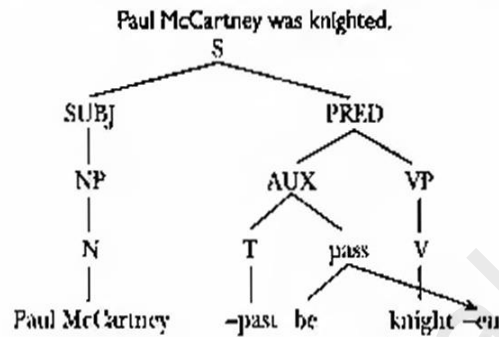
John    (topic marker)                      rain by fall(passive)(past)

The literal translation of this sentence, ‘John was fallen by rain’, is interpreted to mean that John was adversely affected by rain. Although “neutral” passives are possible in Japanese, adversative passives are common enough that Japanese students may be confused when the passive voice in English is used.

### 2.6.1 Forms of the English Passive

The passive voice which receives the event of the verb will take the place of the subject.

Here is a tree to illustrate a passive sentence:



**Figure 2.2: illustration of a passive sentence (Kuno's 1972:262)**

In this instance the helping verb includes the passive morphology: a form of the verb *be* + *past participle*. We will obviously need to elaborate our phrase structure rule for the auxiliary to accommodate the passive:

$$\text{AUX} \rightarrow \left\{ \begin{array}{l} \left\{ \begin{array}{l} T \\ M \end{array} \right\} \text{ (pm) (perf) (prog) (pass)}^1 \\ -\text{imper} \end{array} \right\}$$

**Figure 2.3: elaboration on phrase structure (Kuno's 1972:262)**

The example sentence shows that the agent goes unmentioned as it usually is. It appears in a phrase with the preposition 'by'. Here is how a tree looks with the agent expressed:

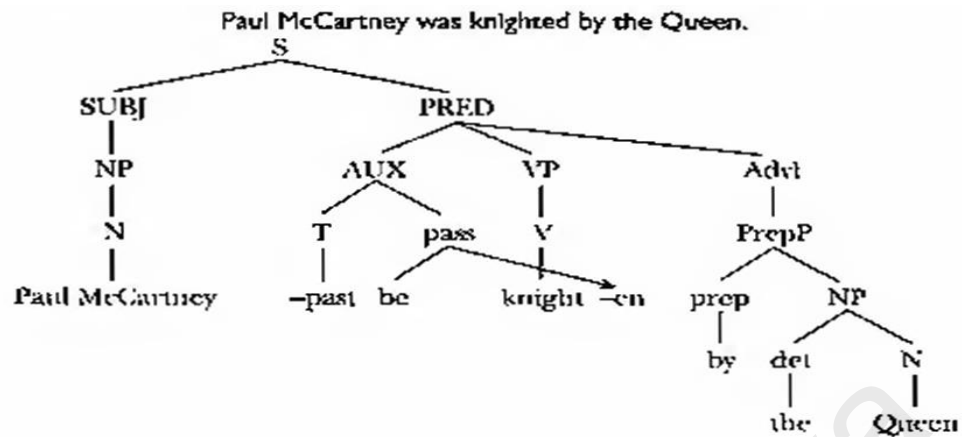


Figure 2.4: tree diagram for expressed agents (Kuno's 1972:267)

### 2.6.2 Passive with Tense and Aspect

What we have illustrated so far is the simple passive. Other elements in the auxiliary can interact with the passive voice. For illustrative purposes, here are a few of the combinations that exist:

- (a) Using modals:

*Satellites can be sent to Mars.*

- (b) Using the simple present

*Satellites are sent to Mars.*

- (c) Using the present perfect:

*Satellites have been sent to Mars.*

- (d) Using the present progressive:

*Satellites are being sent to Mars.*

- (e) Using the simple past:

*Satellites were sent to Mars,*

- (f) Using the past progressive:

*Satellites were being sent to Mars.*

- (g) Using 'be going to' for the future:

*Satellites are going to be sent to Mars.*

'be' verbs make the passive difficult although possible to use in context of perfect progressive forms:

*Satellites have been being sent to Mars for years.*

Note that, the passive was the last verb to appear in the string. As the final optional auxiliary element it earns its position in the sentence structure rule.

### 2.6.3 Other Passive Verbs

It is important to recognize that though it is the prototypical auxiliary verb of the passive, it is possible to have other verbs fulfil this function.

#### **Get:**

The passive is quite common in informal, conversational English. Here's an example in the simple past:

*Barry got invited to the party.*

In order to account for such examples, our phrase structure rule will have to include 'get' as a substitute for 'be'. It is important to note structural difference between the *be*-passive and the *get*-passive in that *get* does not work as a true auxiliary in questions and negatives compared to 'be'. Therefore, 'get' must function as an operator:

*be*-passive

*get*-passive

A: *Was Bruno arrested?*

A: *Did Bruno get arrested?*

B: *No. He wasnot caught.*    B: *No. He didnt get caught.*



Another difference that exists between the *get*-passive and the *be*-passive is that the latter can occur more readily with the perfect progressives:

*His plans have been getting side tracked for years.*

*His plans have been being side tracked for years.*

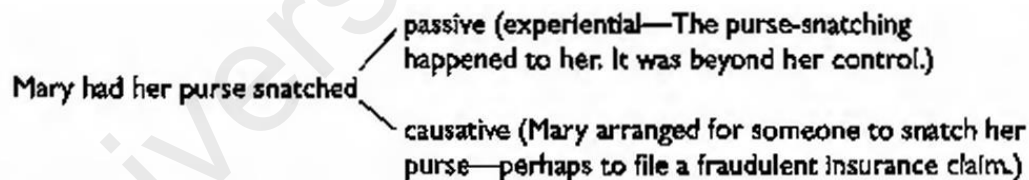
The *get*-passive should not be confused with the main verb *get* followed by an adjective when it is used to mark a change of state.

*Unfortunately, Lou got sick just before the big game.*

Sometimes the adjective is in the form of a past participle, which makes it more difficult to distinguish main verb *get* from passive auxiliary verb *get*.

### **Have:**

It is also possible for *have* to function as a passive auxiliary. When it does, we refer to it as the experiential *have* to distinguish it from the causative *have*:



**Figure 2.5 differences between causative and passive have( Quirk 1972, Stein 1979)**

### **Be (in complex passives):**

The *be*-passive can also interact with complements such as *that*-clauses and infinitives, producing complex passives.

*It is rumoured that he will get the job.*

*That he will get the Job has been decided.*

*John is thought to be intelligent*

#### **2.6.4 Passive Only**

The passive is more limited than the active voice in that only transitive verbs may be in the passive. In fact, some passive sentences in English have no active voice counterpart, such as:

*Mehdi was born in Tehran.*

*His mother bore Mehdi in Tehran.*

There is of course the active verb “to bear” as in ‘the lioness bore three cubs’. However, for all intents and purposes, there is no active voice counterpart to “to be born” to talk about facts concerning human birth. Other verbs that occur commonly in the passive are *be + suspended, deemed, hospitalized, fined, scheduled, jailed, shipped and staffed*.

Similarly, some verbs readily enter into complex passives that have no variant in the active voice:

*It is rumoured that he is on his way out.*

*Someone rumours that he is on his way out.*

We feel justified in positing a base structure for passive sentences that is different from active sentences.

#### **2.6.5 The meaning of the Passive**

“The passive defocuses the agent no matter when it is used or what its form, then, it will always have this core meaning” explained Shibitani (1985). It is a focus construction that occurs to place the receiver or under-goer of actions, in the subject position. However,

there are issues related to this core meaning about which ESL/FFL students need to know.

### 2.6.6 Semantic constraints on using the Passive

As stated earlier, the passive requires a transitive verb. This is not to say, however, that every passive sentence with a transitive verb is acceptable. For example, Langacker (1987) shows that the acceptability of passive sentences is influenced by several factors:

1. The sentence in passive form is more acceptable when the subject is more definite because the importance in the sentence is on the subject not the object:

*This film was directed by Christopher Nolan.*

*Films were directed by Christopher Nolan.*

2. For stative verbs, it is more likely to be adequate in the passive when the object in the phrase which includes 'by' is indefinite:

*Bob Marley was liked by everyone.*

*Bob Marley was liked by me.*

*The cake has been eaten by everyone in class.*

*The cake has been eaten by Adam.*

3. Its use is more acceptable in a passive sentence when a physical action is denoted more by the verb, as opposed to a state:

*The basketball was thrown over the hoop.*

*The basketball was sought by the opponents.*

Notice though, that if factors 1 and 2 are honoured, then a stative verb like want can more easily be used in the passive voice:

*This old jalopy of mine must be wanted by somebody!*

Presumably the first two observations can be accounted for, by recognizing that the information status of constituents appearing in the initial position, and in predicate position in English sentences is different.

The third observation stems from the fact that the subject of a passive sentence needs to be somehow impacted on by the action of the verb. Particular transitive verbs in stative forms are unlikely to come about in the passive voice. This is true, for example, of the following verbs:

- (h) verbs which denote to contain or comprise

*Two litres of mineral water are held by my water bottle.*

- (i) verbs to measure such as cost, weigh, last, contain

*A heavy bag is weighed at the check-in.*

- (j) verbs that reciprocate such as look like, resemble, equal

*The twins look alike their parents.*

- (k) verbs of suitability such as fit, suit

*They are suited to the idea.*

- (l) possession verbs such as have, belong

*Kittens are had by her.*

### **2.6.7 Meaning difference between the Active and Passive**

The active and passive voices can be used in certain contexts with an obvious change in significance. This is especially true when numerals or quantifiers are used and in generic statements by Chomsky (1965) and Lakoff (1968):

*“Everyone in the room speaks two languages (i.e. any two languages per person)”:*

*“Two languages are spoken by everyone one in the room i.e. two specific languages that*

everybody speaks”

*“Few people read many books i.e. there are few people in this world who read lots of books”.*

Here the focus is on the few people, meaning there are only few people in the world who read books.

*“Many books are read by few people i.e. there are many books that are read by few people”*

In the sentence the focus is on the books not the people.

#### **2.6.8 Be-passives versus get-passives**

We turn to the semantic distinction between ‘be’ and ‘get’. As we said earlier, the passive is the prototypical passive verb. It is unmarked and thus semantically neutral, which is not true of the *get*-passive. According to Carter and McCarthy (1997), the English passive, like the Japanese passive, overwhelmingly tends to be used adversely.

The adversative nature of the *get*-passive was also borne out of a contextual analysis by Yim (1998). Yim found that the *get*-passive occurred with verbs from semantic categories such as physical assault (*get hit*), hindrance (*get trapped*), transference (*get snatched*) and verbs of emotional or mental strain (*get punished*). Yim suggests that the *get*-passive’s affinity for affective connotations is consistent with its colloquial nature.

Other characteristics of the *get*-passive noted by Carter and McCarthy were its lack of expressed agent (130 of 139 *get*-passives had no explicitly stated agent and likewise, in Yim’s data 119 of 125 *get*-passives which had no ‘by’ phrases) and the fact that *get*-passive could not replace passives with non-dynamic verbs:

*This bed had not been slept in.*

*This bed had not got slept in.*

*This radio hasnot been used for decades.*

*This radio hasnot gotten used for years.*

Yim's data supports this observation. It appears that *get*-passives are predominantly associated with verbs that emphasize actions or processes. Consequently, they are also more likely to occur with adverbs of frequency:

*This man continually got wiped out.*

Finally, Yim notes that the overwhelming majority of *get*-passives in her data had human subjects (90.4%), which is not true of *be*-passives.

#### **2.6.9 Past Participles: Adjectives or Passive?**

To look at the differences between an adjective and a past participle as a passive verb is going to be evident but is not always clear-cut, as Willis (1994) points out:

*The windows were broken.*

The past participle *broken* could be regarded as either adjectival or passive:

*The house was a mess. The paintwork was peeling and the windows were broken.*

(Participle is adjectival)

*The windows were broken by the force of the explosion.* (Participle is passive)

In the first interpretation, the past participle is descriptive or stative, and thus adjectival. In the second, the past participle is dynamic and thus passive. However, adjectives can sometimes be dynamic. In cases of ambiguity, the only distinguishing sentence-level feature we are left with is the use of *by* with a noun phrase to mark an agent in the passive voice, if there is one:

*The beans were refried by someone* (passive), present state of the beans (adjective).

#### 2.6.10 A Middle Voice

A "middle voice" does exist between active and passive voices. It makes it possible for the morphology of the verb to be the active while allowing the subject to be non-agentive, as in the passive:

- a) *His speakers shattered the window* (this phrase is in the active voice)
- b) *The window was shattered by his speakers* (this phrase is in the passive voice)
- c) *The window shattered* (this phrase is in the middle voice)

Lock (1996) explains English as "allowing a representation of processes not only in terms of actions (1 and 2) but also in terms of happenings (3)". Other languages can of course, report happenings as well. Some do so with the use of reflexives (Shibatani, 1985):

| <i>Spanish</i>        | <i>French</i>               | <i>Russian</i>        |
|-----------------------|-----------------------------|-----------------------|
| Se abrió la puerta.   | La porte s'est ouverte.     | Lekcija nacalas       |
| (RefL open the door.) | (The door Refl.-is opened.) | (Lecture began Refl.) |
| The door opened.      | The door opened.            | The lecture began.    |

Instead, English uses special verbs to express spontaneous occurrences. Ergative or change-of-state, is when the object of a transitive clause is going to be the subject of an intransitive clause devoid of changing the voice. An example such as *shatter* can appear in all three voices and so take the agents (occasionally designated patients or themes) as subjects. There are several hundred ergative verbs, common enough that students will encounter them frequently. Collins English Grammar cites three other categories of

ergative verbs:

Verbs which denote cooking such as to bake:

*I'm baking a pie.*

*The pie is baking.*

*The pie is being baked by Anna.*

Actions which denote physical movement such as to spin:

*The man spun the chair.*

*The chair spun.*

*The chair was spun by the man.*

Verbs which denote the use of a vehicle such as to drive:

*He drove the motorbike.*

*The motorbike drives fine.*

*The motorbike was driven to London.*

According to Rutherford (1987) "ESL/EFL students, for whom the idea of an ergative verb is new, occasionally object to '*the window broke* 'as a phrase". The students indulge in using the passive or express an agent because it can be argued that windows cannot break themselves:

*The window was broken.*

*Someone broke the window.*

Ergative verbs in English allow an active voice sentence that has a non-agentive subject.

The sentences below demonstrate that the passive sentence proposes the existence of an



agent, even if the agent is implicit:

*The screen was cracked. (Passive)*      *The screen cracked. (Ergative)*

*The screen was cracked by him.*      *The screen cracked by him.*

The following are contexts in which ergative sentences are commonly favoured to those in the passive with or without an explicit agent:

1. When the importance lays with the ergative and so the performer of an action is distinct:

*The bakery opens in the morning.*

2. If the purpose is to create mystery or suspense, things seem to be happening without the involvement of an agent:

*We were walking slowly along the river, when unexpectedly the hale started.*

3. When the subject is fragile or brittle that it can break, dissolve or change without any obvious involvement on the part of any agent:

*Left freezing in the cold, the pipe unexpectedly ruptured.*

4. When it is natural to believe change to happen where natural “laws” seem to be involved:

*The snow this year fell earlier than expected.*

### **2.6.11 The Use Of The Passive**

Rutherford’s observation (1987) provides a convenient segue into a discussion on the use of the passive. “Knowing when English speakers use the passive, as opposed to the active

or middle voice; and when they include an explicit agent in a passive sentence, is significant as these two issues overlap considerably”.

### 2.6.12 Active versus Passive

Again, it should be remembered that most languages have a means of shift in focus in a sentence. The English passive is not unique in this regard. Not all languages use the passive or equivalent focus constructions for the same reasons. We have already noted that the Japanese passive is adversative. While the English passive can be used to report adversity as well (especially the *get*-passive), the passive in English has a wider distribution than in many other languages. Nevertheless, the passive is the marked voice. English speakers normally select the agent as subject and use the active voice.

We have already indicated that the passive is used when we want to defocus the agent. The following are three specific times when this might be warranted (Thompson, 1987):

1. Passive voice is used when the performer is anonymous:

*Durian is planted in Malaysia.*

It is undefined:

*The store was raided last night.*

It is very general (Hayes, 1992):

*Segregation in the United States could no longer exist by the end of the 1960's.*

The speaker/writer is being considerate:

*He was given good tips regarding backpacking holidays.*

The speaker is being evasive:

*A blunder was made in the plan.*

2. We use the passive voice when the agent is linked closer to the theme of the text more than the non-agent:

*I taught at a school from 8 a.m. to 5:00 p.m. was valued by the management,*  
although I made my colleagues go insane, because no one wanted to compete at  
computer games.

The non-agent in the italicized part is more thematic than the agent *the management*. In other words, the passive topicalizes the patient or receiver/under-goer of the action. Here is another example where the thematic status of the agent and non-agent is critical to the decision to use the passive:

*The ends of a spindle were suspended from a bracket protruding to one side of the sledge frame.*

*We suspended the ends of a spindle from a bracket protruding to one side of the sledge frame.*

The first sentence in the passive voice is adapted from Banks (1997) from a corpus of eleven research articles regarding oceanography. The second sentence is one that Banks constructed where he argues that scientists choose to use the passive not so much due to their desire to sound objective as to the fact that the theme of scientific writing deals with the apparatus or results of a study rather than the person conducting the investigation. Here is an example, taken from *The Explorers of the Mississippi* (Thompson, 1987:145):

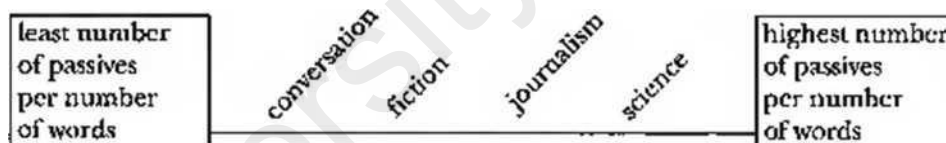
“Lorenzo arrived in Paris as a down-at-heel political refugee without friends or money; luckily for him, *France at that time was ruled by an Italian, Cardinal Mazarin...*”

France is not the theme of the passage, but does relate to Paris in the previous clause. The passive and middle voices are devices that promote this thematic cohesion. Thus, as Thompson points out, the strategies above are related. They are illustrations of the same cohesive principle of thematic unity with strategy simply applying to a larger stretch of text than strategy Thompson (1987:501) concludes:

“It appears that users of English are content to code the agent as subject unless broadly thematic or more local cross-clausal considerations require alternative coding”.

Not surprisingly, distributions of the passive differ among genres. Passives are more frequent in scientific or journalistic writing, than in fictional and conversational English.

Pioneering work by (Huddleston and Shintam, 2002: 1023) attests to this:



**Figure 2.6: distribution of passives amongst different genres(Huddleston and Shintam, 2002: 1023)**

It is worth noting that although not as many passives occur in conversations as in written genres, there is a way in informal English to defocus the agent without using the passive voice. Interlocutors often use the non-anaphoric *they* with active voice where the passive would also be possible (Thompson 1987):

*They forecast a snowy winter this year.*

*A snowy winter was forecast this year.*

The ‘*they*’ is non-anaphoric because it has no antecedent. The exact identity of the agent is unimportant. Thus, the discourse function of non-anaphoric *they* can be said to overlap partially with agentless passives. This brings us to the question of the conditions governing naming an agent. As we said earlier, reasons for when to use the passive overlap considerably with issues concerning whether or not to mention the agent. This is the other major issue concerning the use of the passive voice.

### **2.6.13 Agented Passives**

It has been suggested by Shintani (1979) that we “teach our ESL/EFL students when and why to retain the agent in those 15 % of passive sentences that have explicit agents rather than trying to give them rules for omitting the agent in those 85 % of agentless passives”. The majority of analyses indicate that 15 to 20 % of the passives that occur in texts clearly include agents. She examined a large number of agents that were overtly expressed in passive sentences occurring in written and spoken discourse, and she concluded that almost all these agents could be explained by one of three generalisations. Agented passives are used:

a) If there is new information about the agent:

As Adam was jogging in the park, he was tripped by a dog.

b) If the agent is expected to be non-human and we expect it to be human:

The entire electrical devices at the Smith household are turned on and off every day by remote control.

c) If the agent is a famous person:

Gravity was discovered by Isaac Newton.

Several issues concerning the use of the passive were researched including the relationship between information structure and clausal grammar by studying ice hockey broadcasts. Here is an example from one sportscast (Tomlin, 1985):

“Quick pass ahead to Errol Thompson, trying to work past Lapointe, it came back to Polonich. Polonich never got the shot away, checked by Lapointe”.

Confirming what you have seen so far, the passive is used in the last clause (checked by Lapointe) because the subject of this passive clause i.e. Polonich, is non-agentive and thematic both in terms of the whole event. Polonich as the person with the puck, thus a potential scorer and in terms of Polonich’s being a participant in the previous clause. An agented passive is used because the agent (Lapointe) is new information in the discourse; that is, the fact that it was Lapointe who did the checking, is new information that listeners need to know in order to follow the flow of the game.

## **2.7 Related studies**

Wang (2010), in *Classification and SLA Studies of Passive Voice in the Diary of Language Teaching and Research Volume 1 No.6*, focuses on the organisation of the passive voice and introduces the recorded perspectives on the exploration of forming the passive from the purpose of L2 acquisition. He states “it plainly characterized that the passive voice is not a subordinate of dynamic voice, which is the result of people’s distinctive significance expression”. The passive voice portrays the entire procedure of a certain occasion from the patient’s perspective. Wang (2010) noticed that “there are three markers in the passive voice: *be*, *-ed* and *by*, which have their individual and essential importance. The common

passive could be ordered into two classifications, passive with operators and passive without specialists, or, agentive passive and non-agentive passive. In the non-agentive passive, the operators will be verifiable in the setting". Second Language Acquisition investigates passive voice development were proposed and prepared to consider passive development from the point of view of SLA. This past examination gives important commitment to the definition and types of passive voice in this present study.

Samra (2003) portrays in his examination that with respect to the composition principles and traditions, these should be "authorised". He proposed team work in class with error investigation activities to get the students to work in gatherings on their tasks; that they would need to practise their presentations together; and communicate in English with one another rather than in Arabic. Other than that, the students would, ideally revise each other's errors. He said that the target tests would offer the students some assistance with being more exact, yet, nothing can supplant essay writing itself, keeping in mind that the end goal is to enhance composing. It is better for students to write in their diaries, at home or in class and be provided with essay writing rules. Samples of their work should also be translated and distributed to them for remedy and investigation. The students would be gaining from this. This study endeavoured to recognise, depict, classify and analyse the errors in English article composing of the Arabic. The majority of the errors are brought about by an over use of L2. Instructors need to encourage the students to communicate in English at home and with their companions to diminish the quantity of mix-ups because of negative L1 exchange, yet at the same time, need to attempt at showing all the more adequately, the standards and traditions of eleven pieces of composing. This examination gives important commitment to the study, that is, on the system to distinguish the students' composition.

Khalil's (1993) study entitled 'Arabic interpretations of English passive sentences: issues and agreeableness judgments' determined whether Arabic interpreters utilise "an Arabic passive with an agentive expression or transpose the English agentive passive into an Arabic dynamic". The populace test for that study comprised of interpreters and judges. They were eight EFL school instructors who spoke Arabic and two dozen EFL students. In addition, the specialists who assessed the Arabic interpreted sentences were nineteen teachers of Arabic dialect and writing; twelve of which spent significant time in semantics and seven in writing. The interpreters were requested to change twenty-five sentences in the agentive passive, into Arabic language. There were nineteen sentences which had passive verbs with agentive expressions. Khalil (1993) states that "the outcomes demonstrated that Arab students utilised strict interpretation of the English *by*-agentive expression into an Arabic comparable *by*-agentive expression. Moreover, the outcomes demonstrated a requirement for putting more accentuation on showing interpretation systems in interpretation courses". Furthermore, students ought to work on handling issues identified with both languages, in light of contrastive phonetics.

Nofal's study 'The Use of Passive Voice in The Language of Journalism in Arabic and in English' (1993), directed an examination of Arabic and English passive voices relating to the languages of diaries. He endeavoured to research the likenesses and contrasts the differences of these languages with respect to how passivization is utilised in the context of journals.

The object in an active development is usually subject in a passive development and "*Sam cleaned his clothes*" is a sample of a sentence in the active. The object of that sentence is clothes. To change the active sentence to passive, the object has to turn into the subject. Hence, the sentence which is passive is: *the clothes were cleaned by Sam*. In the example



the sentence that is active, the subject, Sam has performed an action, which was cleaning clothes. In the illustration of the passive sentence, the subject was followed up on the basis that the clothes were cleaned. In this manner, the passive is structured as a result of a particular development, not just by morphological methods as in other languages. “The passive voice is built as a reason of utilising a verb that is auxiliary, usually the verb *to be*, and the past participle of the active sentence's principle verb” (Endley, 2010: 323). In the given example, *were* is used a helping verb which is a conjugation of the verb ‘to be’. The sentence used the verb *clean* as the main verb and is changed to *cleaned* as a past participle. Additional auxiliary verbs that change according to the passive developments are *have* and *get*. (Endley, 2010:325) states “Intermittently, the agent in passive developments is precluded on the grounds that it is intimated in the sentence or could be easily found out”. Another explanation behind the omission of the agent is that it is obscure. Consideration of the agent is attained by including a preposition known as a *by*-expression. (Endley, 2010 :339) also states “The passive has numerous utilisations, however the primary capacity of the passive voice is moving the centre to what or who is influenced by a movement, not who or what created the action”. (Folse, 2009:244) writes “Frequently, the agent of the action wouldn’t be considered the most vital or striking perspective, so the passive voice is utilised to indicate the person who receives the action”. By making an exception of the agent in the form of the passive, the importance is going to be on the topic or the doer that could be an individual or inanimate object that is being influenced by the action. One purpose behind stating *the clothes were cleaned by Sam* rather than *Sam cleaned the clothes* is more vital to concentrate on the completed activity than on the finished action by that person.

Wightwick (2007, p.82) defines Arabic as “a non-concatenative arrangement of morpho-phonology in which the passive voice is framed by changing vowels in words”. There is no balanced link between the employment of English and Arabic the passive voice. El-Yasin (1996, p.20) states “no characteristic method for specifying the practitioner of a movement in the passive voice in Arabic”.

A study “Arabic Translation Alternatives for the Passive in English” written by Khafaji (1996), explored the different phonetic choices English-Arabic interpreters use. The syllabus was in English and its translation in Arabic. An endeavour to concentrate on the variables that might influence picking one of these options was additionally made. Breaking down, depicting, grouping and looking at corpora were the instruments used as a part of the example. The specimen was an article, “A nearby gander at Halley's comet” distributed in a worldwide scientific publication and its Arabic interpretation in *Majalat Al- Oloum* which is a very well-known publication. Over half of the English verbs were passive and altered into verbs in Arabic; there were twenty-one were in active and twenty in the passive. In addition, some of these English sentences were translated into Arabic by a nominal construction with an infinitive. There were twenty one out of seventy six. Whatever is left of the English limited passive verbs, were deciphered into the passive participle. The study has reasoned that interpreters ought to contemplate the syntactic structure of English and the syntactic structure in Arabic. Likewise, in Arabic some verb examples could not be passive. Khafaji concludes that Arabic dialect does not maintain a strategic distance from resignation, as is frequently wrongly expressed, but rather communicates it by various phonetic means since Arabic has a valuable morphological arrangement.

In his thesis “Issues of interpreting the passive voice for Arab learners of English and French”, Mohawsh (1997), discusses “the imperatives that might confront the interpreters while deciphering the passive from English into Arabic and French”. He also states that he attempted to “concentrate on these issues, finding new answers for taking care of these challenges. A test instrument was used for the study, consisting of three specimens”. The first test was given to 25 students in their fourth year at the faculty of English language. They were requested to change these sentences from English into Arabic. In the second test, students at Yarmouk University who consisted of 25 in their fourth year were requested to interpret these sentences from English into French. In the third test was given to students in the same department at the University of Jordan and Al Yarmouk University. These three tests were approved by an advisory group of teachers from Jordan. When changing these sentences from English into Arabic and French there were specific issues to be explored. There was an exploration that the Arab learners when interpreting English and French into Arabic could experience a few challenges since Arabic structure is vastly different. Lastly, the students were advised to study further to be acquainted with the idea of passive voice.

Nowadays the ability to use any foreign language is very important, especially when seeking employment. Speaking, reading listening and writing are important to form the basic structure of the language.

English is taught in many countries including Indonesia. English lecturers must be competent in the subject matter that they teach and have to know the method of teaching the target language. Lecturers also have to find methods to motivate the learners. Besides, the Indonesian learners of English are frequently influenced by Indonesian structure and are likely to transfer meanings and forms into English. When acquiring a language, (Weinrich Dulay, 1982: 99) explained that “the terms transfer and interference are not synonymous:

transfer usually refers to the influence of the L1 on the L2 in both positive and negative ways, whereas interference is usually used in the negative sense, so it corresponds to negative transfer. Interference supports this idea as they are instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language i.e. as a result of language contact”.

Based on the hypothesis that is formulated by Lado’s Contrastive Analysis Hypothesis (1957) states “difficulties in acquiring a new (second) language are derived from the differences between the new language and the native (first) language of a language user”. As a result of this phenomenon, they will meet many problems in learning the second language which in this case, is English. In terms of spelling, pronunciation, structure, vocabulary, meaning and grammar, their uses are highly important in writing.

Writing becomes the most difficult skill to master when learning a language, particularly English. Before writing, the students have to be able to construct sentences. The structure of English sentences might have some similarities and differences from the Indonesian language. There are two types of verbs in sentence patterns of the target language; intransitive and transitive verbs. The intransitive, the predicate or the verb is not necessarily followed by any object or noun. On the other hand, with transitive verb, the predicate or the verb is necessarily followed by object or noun. The transitive verb has two voices; the active and passive. The object gets the action of the verb in the active voice while the subject gets the action of the verb in the form of the passive. Besides that, there are three types of verbs in English and each is used in different condition and situation or it is usually called tenses. For the learners, to change the active into passive voice of the target language is very confusing. They have to pay attention to the verb used in the active, which is different from the verb used in passive voice. The students who learn English as the target

language faced this particular phenomenon. (Dulay, 1982:138) states that “the error analysis has yielded insight into L2 acquisition process that has stimulated major changes in teaching practices. The students were expected to be able to write in English passive voice. As the stimulus, the students were given English sentences in active form and were asked to write them again using the structure of passive voice. Their works were used as the preliminary data, which were analysed to find and identify the errors made by the students”. By comparing English and Indonesian passive voices, the difficulties faced by the students could be recognized and categorized. It has been suggested that “difficulties in acquiring a new or second language are derived from the differences between the new language and the native or first language of a learner. In this regard, errors potentially made by learners of a second language, are predicted from the interference of the native language and such a phenomenon is usually known as a negative transfer” (Lado, 1957).

The semantic category of the passive voice has its distinctive syntactic and morphological realisations in different languages. Since the language families of English and Arabic are completely different, it is expected that their surface structures would be widely divergent, and that each would employ different sets of linguistic means to indicate passivization.

(Rosenhouse, 1988:92) writes “Arabic is known to avoid passive verb forms and not favour their use in sentences. English makes abundant use of the passive verb especially in scientific texts”. For the English-Arabic learner, this poses a major problem as they would be confronted with the task of having to convert a large number of passive verbs from English sourced text into other linguistic forms if they were to produce a normal Arabic text, free of gross translation interference.

The passive voice can appear in two types of construction depending on the mention of the agent: agentive and agentless. English, unlike Classical Arabic, has agentless and agentive

passive constructions. The question of when and why each construction is used is beyond the scope of this paper.

Very few studies, if any, have dealt with the problems that may be encountered by Arabic-speaking translators of English. This study focuses on the problems of learning English agentive passive sentences. We have predicted that Arab learners will have problems in learning English agentive passive sentences since Arabic does not permit the agent to be presented in the surface structure of passive sentences. Two options present themselves to the Arab translators when they come across an English agentive passive sentence; they shift the passive sentence in English to a corresponding active sentence in Arabic or translate the sentence word for word into passive sentences in Arabic, where the agent is not suppressed.

### **2.7.1 Error Analysis according to Corder and Dulay(1982)**

Theory of Error Analysis was used to find the problems students face when forming the English passive voice. (Dulay, 1982:138) states that “errors are the flawed side of learner speech or writing. They are the parts of conversation or composition that deviate from some selected norm of mature language performance”. Error analysis has been realised by teachers and parents as an unavoidable rule when learning a language. It is not possible to learn languages without making mistakes. The two main reasons for this are:

1. They provide information about the implications of the language learning process.
2. It helps teachers and lecturers to understand that error analysis is derived from how a learner can communicate well.

(Corder, 1973:256-257) states “All learners make mistakes. This is not confined to language learners. We all make mistakes when we are speaking our mother tongue. They often cause a certain amount of merriment. Whether we bother to correct ourselves or not seems to depend on whether we think our hearers have noticed, and how urgently we want to get on with what we are saying. The important point for our present purpose is that we know how to correct them; we can recognize our own mistakes for what they are”. He also states, “The most obvious practical use of the analysis of errors is to the lecturer. Errors provide feedback; they tell the lecturer something about the effectiveness of his teaching materials and his teaching techniques, and show him what parts of the syllabus he has been following have been inadequately learned or taught and need further attention”. Based on this theory, error analysis must occur in order to find the issues students face notably with the English passive voice.

#### **2.7.1.1 The Role of the First Language**

(Dulay, 1982: 96) explains “the first language has been long considered the villain in second language learning, the major cause of a learner’s problems with the new language”. He also states that “data has accumulated that places the L2 learner’s first language in a more respectable, sometimes even valuable place in the scheme of things. The first language is no longer considered an annoying interference in a learners’ effort to acquire a second language. Noticeably, arguments over the role of L1 in L2 acquisition have resulted from unclear and changing uses of the terms *interference* and *transfer*”.

### **2.7.1.2 The Contrastive Analysis Hypothesis**

According to Dulay et.al(1982: 96-97), “the Contrastive Analysis hypothesis held away over the field of applied linguistics and second language teaching for over two decades. Even though it is currently giving way to a more positive view of the role of the first language in second language acquisition, it is useful to understand the theories which shaped so much early linguistic research and which therefore underlie much current L2 teaching methodology and materials”. He also states that “Contrastive Analysis (CA) took the position where the learner’s first language ‘interference’ with his or her acquisition of a second language, therefore containing the main obstacle to successfully mastering the new language. The CA hypothesis alleged that, where the structures in the L1 differed from those in L2, errors that reflected the structure of L1 would be produced”. Similarly, the use of the L1 structure in both languages is considered to be a positive transfer resulting in correct utterances. Following this rationale, L1 and L2 contrastive analysis presented issues for L2 students, therefore the linguists have made to a comparison between of the L1 and L2 of a learner.

(Charles Fries, 1945:9); was interested in the area of teaching CA in a second language. “The most effective materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner”. Further, in a foreword to Lado’s famous treatise on the topic, Fries explained “learning a second language constitutes a very different task from learning the first language. The problems arise not out of any essential difficulty in the features of the new language themselves but primarily out of the special set created by the first language acquisition” (Fries, 1957). There was a large part taken from the values of Behaviourism Theory to reason the CA hypothesis that was recognised as the primary learning system of



the time. However it was shown to be insufficient in explaining learning a language. Researchers found that in the same as L1 learner errors, moreover it has been shown that the students commit errors when creating an L2 structure. The following are errors that are most common:

a) Deleting a grammatical morpheme, that does not change the meaning of a sentence:

*'He like cake'.*\*

b) Adding two markers to the feature of a sentence (e.g. present perfect) one marker is needed:

*'She hasn't ate the cake'.*\*

c) Generalising structures for example *mans* for *men*.

d) The usage of archaic forms, when using a form instead of many for example: the usage of *him* in both *he* and *him* for example *'His play with my computer'*.

e) When using two or more forms in arbitrary options that need to be used for specific circumstances for example the arbitrary use of *she* and *he* irrespective of gender.

f) The misuse of the structure that should be applied for example "What time it is?"

### **2.7.1.3 Surface Strategy Taxonomy**

According to (Dulay 1982:151-154), "A surface strategy taxonomy highlights the ways surface structures are altered. Learners may *omit* necessary items or *add* unnecessary ones.

They may *misform* items or *misorder* them”. Error analysis from the perspective of surface technique holds a lot of potential for academics who deal with recognising cognitive how a learner constructs a new language in connection to cognitive processes. It makes us realise that the errors committed by learners are grounded on basic judgment. These are the consequences of being lazy albeit from temporary rules in producing a language that is new.

### **2.7.1.3.1 Omission**

(Dulay, 1982:154) explains that “Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others”. He also states that “content morphemes carry the greater part of the referential meaning of a sentence: nouns, verbs, adjectives, adverbs”. It can be seen from the following example:

*Anna is the head teacher of the school.*

The words: Anna, head teacher, new and school are the important words that have the most important meanings. If only the word Anna and school are mentioned the sentence will be meaningless but if only the word Anna is mentioned no one could even begin to guess what the speaker possibly meant.

They consist of verb and noun inflections (the –s in dogs, the –s in Mother’s, the –ed in played, the –ing in cooking, etc); articles (an, a etc); helping verbs (has, have, am etc.) and prepositions (at, above, below etc.). The learners of English tend to delete the morphemes in grammar rather than matter words.

#### **2.7.1.3.2 Additions**

Dulay (1982: 156) explains that “Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance”. He also states “There are three forms of addition errors that have been detected in L1 and L2 learners’ speech: double markings, regularisation and simple additions. These errors are good indicators that some basic rules have been acquired, but that the improvements have not yet been made”.

- a) Double Marking: Some errors are considered to be extra and they are defined as the inability to remove specific parts which are necessary in some linguistic constructions.
- b) Regularisation: A typical rule that is generally applied to linguistic items, for example the nouns or main verbs. However, there some exceptions to these rule in some languages.
- c) Simple Addition: It is the error where a simple addition has taken place however it is not regularisation or double marking.

#### **2.7.1.3.3 Misformation**

(Dulay, 1982:158) explains, “Misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in malformation errors the learner supplies something although it is incorrect”. The following sentence is the example:

*The cat eated the mouse.*

The learner added past tense. As in the case of additions, misformations are usually not random. Thus far three forms of faults have been frequently reported in the literature (1) regularisation, (2) archiforms and (3) alternating forms.

1) Regularisation Errors: When the learner is regularising the markers that must be used in preference to an irregular marker for instance, 'goed' for go or 'sheeps' for sheep of over-regularization errors observed in the verbal production of child L2 learners. When comprehending grammar, learners make many errors in regularization.

2) Archiforms: When selecting one member of a structure or a rule to apply on other is a very general error in L2 acquisition. For instance, a student could momentarily choose just one of the English reflexive pronouns: *myself*, *yourself*, *ourselves*, *yourselves* etc. for instance:

*You do the homework yourself*

*You do the homework yourselves*

c) Alternating Forms: When the learner is developing grammar and vocabulary, they start to use archiforms often allowing open alternation of various members of a class with each other. Therefore, we can see for reflexive pronouns:

*We do the homework myself*

*I do the homework ourselves*

#### **2.7.1.3.4 Misordering**

According to (Dulay, 1982:162), “As the label suggests, misordering errors is characterized by the incorrect placement of a morpheme or group of morphemes in an utterance”. For instance the example:

*They are late always.*

He also states that “misordering errors occur systematically for both L2 and L1 learners in constructions that have already been acquired, especially simple (direct) and embedded (indirect) questions”. For instance learners to say:

*When mummy is coming?*

Moreover to these misordering errors, there was L1 direct interpretations when using L2 and when applying the rules.

#### **2.7.1.4 Comparative Taxonomy**

(Dulay, 1982: 163) explains that “The classification of errors in a comparative taxonomy is based on comparisons between the structure of L2 errors and certain other types of constructions. For example, if one were to use a comparative taxonomy to classify the errors of the Korean students learning English, one might compare the structure of the student’s errors to that of errors reported for children acquiring English as a first language”.

Dulay continues to state that “the research literature of L2 errors have most frequently been compared to errors made by children, learning the target language as their first language and to comparable sentences in the learner’s mother tongue. These evaluations have

generated the two major error categories in this taxonomy: developmental errors and interlingual errors. Two other groups that have been used in comparative analysis taxonomies are derived from the first two: ambiguous errors, which are classified as either developmental or interlingual; and of course the ‘grab bag’ category, which is neither”. Contrary to general opinion, researchers have regularly found that most of the errors that L2 learners commit in the language output are the developmental type.

#### **2.7.1.5 Developmental Errors**

(Dulay, 1982:165) explains “developmental errors are similar to those made by children learning the target language to their first language”. He also gives an example of phrase of a Spanish child studying English, as following:

*Cat break them.\**

When excluding the article and marker in the past tense, that could be categorised as developmental since these errors are to be found in utterance when a child is learning English as L1. Two considerations bring about the benefits in contrasting L2 and L1 when making errors acquiring these languages. The first consideration is related to enabling the theory of the development of L2; the second is in regards to the L1 when learning an L2. Their errors cannot be a result of interference from another language as children gaining a first language have not experienced learning a previous language. When second language learners make such errors, it is practical to assume that structures and rules of the learners’ mother tongue have no importance however mental mechanisms, play an important role in developing the language.

#### **2.7.1.6 Interlingual Errors**

(Dulay, 1982:171) states that “interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the learner’s native language”. He gives an example of a Spanish speaker:

*The man skinny.\**

This phrase represents the word order of Spanish adjectives. He also states that ‘interlingual’ was chosen instead of the equally common labels ‘interference’ or ‘transfer’ because ‘interlingual’ seemed to be the least explanatory in annotation. Irrespective of the internal processes or external conditions that produced them, interlingual errors denote two errors that mirror the structure of the native language.

#### **2.7.1.7 Ambiguous Errors**

(Dulay, 1982:172) defines ambiguous errors as “those that could be classified equally well as developmental or interlingual, because these errors reflect the learner’s native language structure, and at the same time, are of the type found in the speech of children acquiring a first language”. He gives an example of a Spanish speaker who learned English:

*She no has a dog.\**

The construction in negative form demonstrates that Spanish learner of English is the same as a child learning English as L1.

### 2.7.1.8 Other Errors

(Dulay, 1982:172) writes “little taxonomy is complete without a grab bag for items that don’t fit into any other category”. The example below is a statement that was also taken from the native Spanish speaker:

*She do hungry.\**

The speaker did not use their Spanish structure or second language form as the example above shows that the helping verb is in fact absent. An L2 developmental example is ‘*She hungry*’. In this particular type of taxonomy, the ‘grab bag’ errors should be of more than passing interest. Since they are not similar to those children during first language development, they must be unique to second language learners. Furthermore as they are not interlingual, some must be unique reflections of creative construction. It seems that these differences should be reflected in systematic L2 specific errors, which for now, given the fledgling state of the art, are classified as ‘other’.

## 2.8 Quirk’s Theory

Quirk (1985) terms voice as “a grammatical category which makes it possible to view the action of a sentence in either two ways, without change in the facts reported”. These two ways are referred to as passive and active voices, which as Huddleston states differ in the way semantic roles are aligned with syntactic functions. The passive voice is both significant and challenging when it comes to grammar. This research centres on Granger’s and Quirk’s meanings and categorisations.

A) Voice Defined: The passive voice is not derived from the active voice that is a result of peoples having different expressions for meaning. In fact the passive voice defines how the



process works from the perspective of the patient in a certain event. It is a marked form of voice. There are three type markers when in the passive voice: *by*, *be*, and *-ed*. These three markers have their meanings and importance correspondingly. The passive voice can be categorised into two types: the passive with a performer and a passive without a performer, in other words agentive and non-agentive passive. In the agentive passive the sentence will not have a performer however it will be explained in the texts.

B) Features of Passive Voice: English is considered to be a distinctive inflectional language, where it has many inflectional options. English is a part of an explicit linguistic category but Chinese has the open linguistic characteristics. (Quirk, 1972:801-811) explains “voice as a grammatical category which makes it possible to view the action of a sentence in two ways”. These facts are told without any change in the following examples:

(1) *The thief robbed the bank.*

(2) *The bank was robbed by the thief.*

The first sentence is in the active and the second in the passive. The active-passive has a relationship that contains two grammatical ‘levels’: the clause and verb phrase. When it is a clause level, the passive includes the reordering of two clause features and one addition. The first feature is that the active subject is going to be the passive object. The second feature is that the active object will become the passive subject. The one addition is when we add the preposition ‘by’ that was added before the agent. This addition is a voluntary sentence. The method when transferring active into passive for mono-transitive sentences with nominal objects could be shown diagrammatically. At the verb level there is a difference between the active and passive voices. This difference is when we add a form of a helping verb and we change the main verb into the past participle.

### 2.8.1 Views about Classification of Passive Voice

#### a) Quirk's View

Quirk's view about classifying the passive voice was summarised in his discussion regarding the passive scale in "A Grammar of Contemporary English" (1972). Quirk established the following subgroups:

#### 1. Agentive passives

Agentive passives include a sentence that has an expressed agent and a sentence that does not have an expressed agent. In both sentences (1) and (2) page 66 there was a relationship between the active and passive. They are different from the following two sentences which is the former has a personal and the second has an impersonal agent:

(3) *My mother bought the computer.*

(4) *The outcome barely validates this summary.*

Sentences that have expressed agents: (5) *Gas has been substituted for electricity.* This sentence has a passive with two probable active changes dependant on the translating of the prepositional phrase.

(6) *Electricity has substituted gas.*

(7) *(People around the world) have substituted gas for electricity.*

Sentence (6) is similar to sentence (4), both in the active change with a non-personal agent while sentence (7) is an active change as the prepositional phrase has been given an

significant translation therefore the subject in the active has to be supported without expressed agents:

(8) *This illness can be prevented with numerous natural remedies.*

The above sentence is an example of the most popular passive where there are no agentless passives or expressed agents.

## **2. Quasi-passives**

(9) *He is interested in living abroad.*

(10) *Adam was fascinated with wildlife.*

Sentences (9) and (10) are a “mixed” class because they have verbal and adjectival features. They are verbal in having active analogues:

(11) *Living abroad made him interested.*

(12) *Wildlife fascinated Adam.*

## **3. Non-agentive passives/intensive active complement constructions**

(13) *The modern world becomes more highly industrialised and mechanised.*

In sentence (13) there is no active transform or likelihood of adding an agent because there is no performer to be considered. The participles have adjectival values: compare industrialised-industrial and mechanised-mechanical. Besides a number of such “resulting” verbs ending in –ise (organise, specialise etc.), this type contains “existing” constructions for example:

(14) *The house is already sold. The corresponding active of which is not (15) but (16).*

(15) *(The agent) already sells the house.*

(16) *(The agent) has already sold the house.*

It can be inferred from sentences (13) and (14) they are not passive however both sentences maintain the requirement of the formal passive as in sentence (14) where they have indirect voice link. That is why this class will be referred to as “non-agentive passive/intensive active complement constructions”, realising that ‘the house is already sold’ is connected both to a passive that has an agent ‘the house has already been sold’ and to the intensive (active) complement construction.

(17) *The house is already gone/no longer available.*

#### b) Granger’s View

Granger (1983: pg. 81-190) has focused on the pattern of the *be* + *past participle* and categorised it into seven types: namely, passives, adjectival pseudo-passives, verbal pseudo-passives, mixed *be* + *ed* combinations, usually passive category, peripheral combinations and stative combinations. Sentences (18) to (24) illustrate these respectively:

(18) *That attitude was maintained by the government in the further nine days of debates in the Lords.*

(19) *Perhaps the tick is rather more complicated.*

(20) *She’s been rather elusive as far as I’m concerned, so I don’t really know her.*

(21) *I am amazed at the price of houses out here.*

(22) *I feel we’re all faced with this problem.*

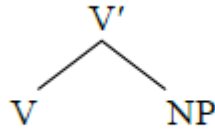
(23) *I’m fairly closely connected with that work.*

(24) *But I have these two houses that are built on to the next door's back garden sort of thing.*

Quirk's primary passives are similar to Granger's passives, semi-passives are to some extent equal to mixed *be* + *ed* combinations. Verbal pseudo-passives are classified into verbal pseudo-passives and adjectival in Granger's categorisation.

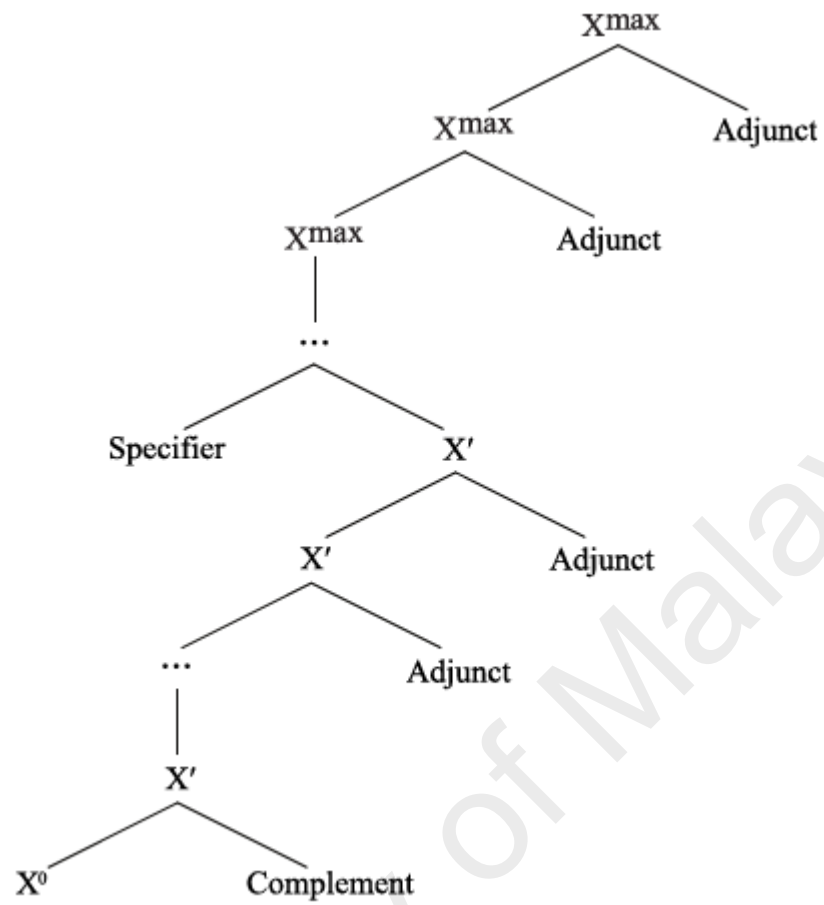
## 2.9 X' Theory

(Culicover, 1997:134-137) explains X' Theory as "phrase structure concerning the hierarchical and left-to-right relationships between syntactic categories. Every phrase has a head; certain heads take complements; and such a relationship is characterised by the fact that they are sisters: each c-commands the other and they are dominated by the same node, as in (1) below, where in V' (verb phrase), V (verb) is the head while NP (Noun Phrase) is the complement. Within this theory, as in the diagram in (1) below, the V', V and NP are all nodes, and the V and NP nodes are sisters, and V' and NP c-command the other, which means some grammatical relationships exist between them. An important principle of X' Theory [...] is that across syntactic categories, complements, specifier, and adjunct bear the same configurational relationship to the head". He later states, "in English [...] the complement of the head appears adjacent to it and to the right of it, while the specifier appears to the left in other languages, the sequence may be the reverse; that is, instead of V-NP as in (1) above, like in the case of eat cake for English, it may be V-...-NP for the Arabic (أكل علي الكعكة) 'ate Ali the cake'. In the theory that he proposes, all phrases have structure, called the X' schema". He continues to state that "a complement is the sister to X<sup>0</sup>, an adjunct is adjoined to X', and all branching is binary i.e. dual branching".



**Figure 2.7: X' schema**

Chomsky (1957, 1965, 1987a) adds “the derivation of a sentence by grammar can be depicted as a derivation tree. Linguists working in generative grammar often view such derivation trees as a primary object of study. According to this view, a sentence is not merely a string of words, but rather a tree with subordinate and superordinate branches connected at nodes. Essentially, the tree model works something like in example (2) in which S is a sentence, D is a determiner, N a noun, V a verb, NP a noun phrase and VP a verb phrase”. This theory will be used in chapter 4 to analyse the syntactical aspect of the correct sentences suggested by the researcher and the wrong answers committed by the students.



**Figure 2.8 Function of tree diagram**

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.1 Research Design**

This research utilised the quantitative and qualitative methods, since it was proposed to recognise and examine the students' attempts to discover their syntactical errors. Qualitative methodologies allude to the examination strategies which deliver spellbinding information: people's own composed or talked words and practices (Bogdan and Taylor, 1975: 4), while the quantitative method was utilized to recognize the students' work. The dialog of the examination plan incorporates the choice of the primary information source as students' work concerning the issues of the understudies in framing the English passive voice, the examination instrument, method and strategy of gathering the required information, method and procedures of examining the information, what's more, method and systems of introducing the breaking down information.

### **3.2 Data Source**

The data source used in this research is a test that contains sentences in Arabic; these sentences were taken from different websites. These were translated from Arabic to English by fifty male Arab students, taking into consideration the structure they are going to use when translating. Then the data was collected to find out the problems the students have when using the English passive voice, and how their first language impacted the usage of English passive voice. All the students were MA and PhD students who study in UM,



UKM and UIM. These students must have passed the IELTS exam to be able to continue their studies as post-graduate students.

### **3.3 Theoretical Framework**

This study has used three theories to support the analysis of this research , the following approaches will be discussed briefly as they have been all discussed in details in chapter 2.

There approaches are:

#### **3.3.1 Quirk's theory (1985)**

As (Quirk, 1985:159) stated, “voice is utilised to portray the last significant verb classification to be considered in this section: which recognizes an active verb phrase (e.g. consumed) from a passive one (e.g. was eaten).Voice is a linguistic classification which makes it conceivable to tell or show the movement of a sentence in either of two ways, and no change will be applied in the actual report”. For example:

*The girl sang the song (active)*

*The song was sung by the girl (passive)*

**Table 3.1: Shows the categories of passive voice (Quirk, 1985, p. 159)**

| <b>Tense</b>                        | <b>Active</b>       | <b>Passive</b>            |
|-------------------------------------|---------------------|---------------------------|
| 1. present                          | eat                 | is eaten                  |
| 2. past                             | ate                 | was eaten                 |
| 3. modal                            | may eat             | may be eaten              |
| 4. perfective                       | has eaten           | has been eaten            |
| 5. progressive                      | is eating           | is being eaten            |
| 6. modal + perfective               | may have eaten      | may have been eaten       |
| 7. modal + progressive              | may be eating       | may be being eaten        |
| 8. perfective + progressive         | has been eating     | has been being eaten      |
| 9. modal + perfective + progressive | may have been eaten | may have been being eaten |

Changing the active into the passive improves two clause components, and one expansion.

(a) The active subject will be the agent or the object; (b) the object which is the active will be the subject; and (c) before the agent, the preposition ‘*by*’ will be put to indicate the doer of the action. The prepositional expression of passive sentences is for the most part a discretionary component. The passive helping verb is usually ‘*being*’. Additionally, *get* has a tendency to be constrained to developments without a communicated animate agent.

(a) *The baby got pushed over (by a man).*

(b) *Adam got attacked last week.*

In English, prepositional verbs can frequently happen in the passive, however not all in the active. These prepositional verbs are verbal phrases comprising of a lexical verb connected by a relational word, for example, care for. With some creativity, be that as it may, one may build connections where such verbal outflows will happen in the passive even where they are not utilized conceptually and informally, particularly in a direction development. Subsequently the refinement between prepositional verbs and non-informal blends of verb and relational word does not by any stretch of the imagination focus the likelihood of a passive. Rather, there is a scale of "union" in the middle of verb and relational word (Quirk, 1985:160).

### **3.3.2 Corder and Dualy Theory on Error Analysis (1974)**

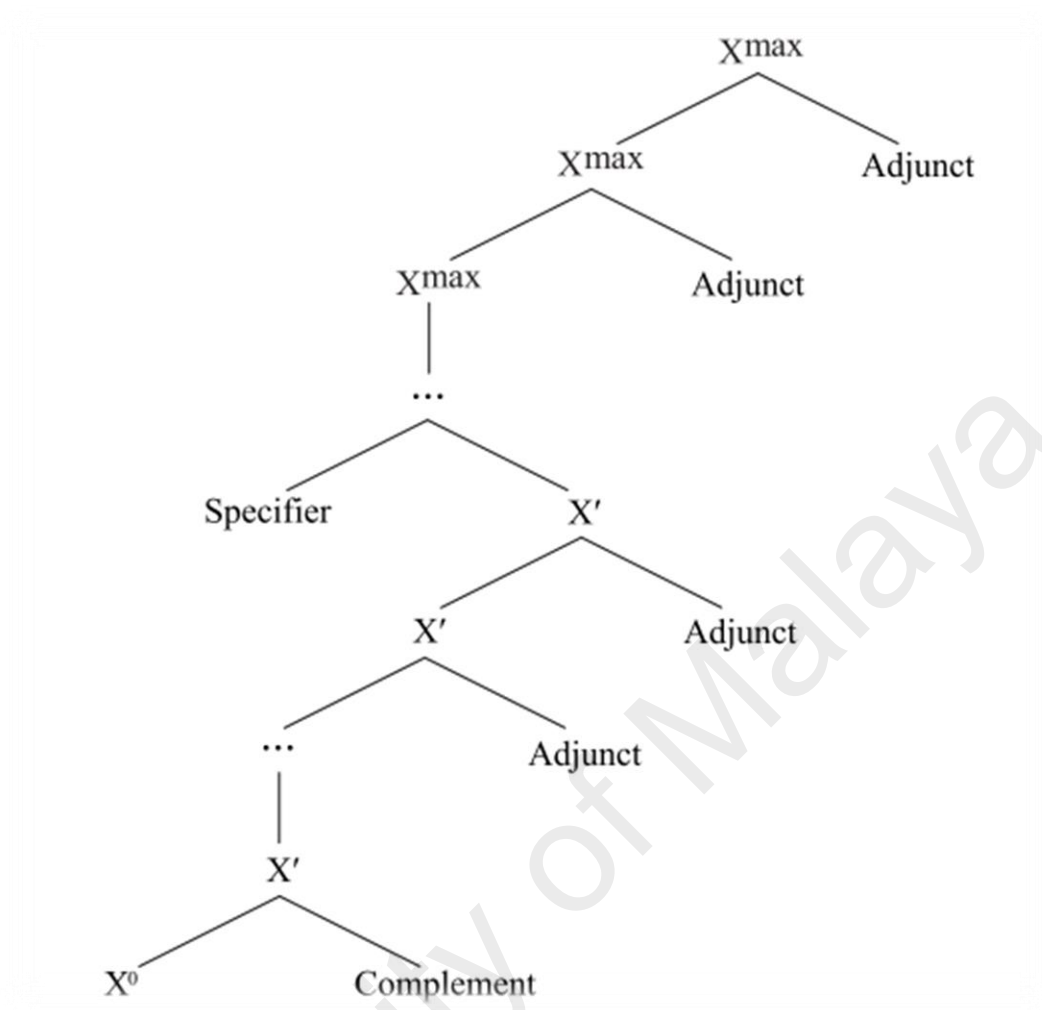
This study researches Arab learners of English and their errors precisely in the passive voice. The procedure of the error analysis in learning English as a second language is a methodology of finding these errors, and then addressing where those errors are taking place, finally solving these errors. The historical backdrop of error analysis has a place with 1960s, when Corder and his partners built it in L2 acquisition. They could be used by instructors, learners, reading material suppliers, training framework etc. It was impacted by behaviourism in light of the fact that when connected language specialists need to foresee errors, they utilise some formal qualifications between the learner's L1 and L2. As indicated by Corder (1974), when performing error analysis, there must be five steps to be follow:

- The errors to be identified
- Errors should be explained

- Collecting a sample of learner language
- The errors should be described
- The errors should be evaluated

### **3.3.3 Culicover's Theory (1997)**

(Culicover, 1997:134), proposes that “each expression has a head; certain heads take supplements; and such a relationship is described by the way that they are sisters”. In 1970, Chomsky first suggested ‘X-bar Theory’ which was then advanced by Ray Jackendoff later in 1977. According to Chomsky “It is a theory of syntactic category formation. It embodies two independent claims: one, that phrases may contain intermediate constituents projected from a head X; and two, that this system of projected constituency may be common to more than one category (e.g., N, V, A, P, etc.). The letter X is used to signify an arbitrary lexical category (part of speech); when analysing a specific utterance, specific categories are assigned. Thus, the X may become an N for noun, a V for verb, an A for adjective, or a P for preposition. The term X-bar is derived from the notation representing this structure. Certain structures are represented by  $\bar{X}$  (an X with a bar over it). The notation XP stands for X Phrase, and is at the equivalent level of  $\bar{\bar{X}}$  (X with a double over bar), written X”. This theory will be used in chapter 4 to analyse the syntactical aspect of the correct sentences suggested by the researcher and the wrong answers committed by the students.



**Figure 3.1:an illustration of X' Theory whereby X max= maximal projection**

### **3.4 Procedure of Data Analysis**

In chapter 4, the data will be analysed according to each questions of the research. The data will be categorised into two types of errors made by the Arab ESL students; Arabic into English. For the first type, the data which consists of English into Arabic will be categorised into different types of tenses in English. Then these errors will be represented by X' bar approach to detect the syntactical errors related to the passive voice. For the second type; which is from Arabic into English, the data will be categorised also into variety of linguistic errors. For the second research question, all the errors will be put

in tables and calculated, to identify the frequency and the percentage of each error made by those students. For the third research question, the researcher will give a logical justification for such type of errors, and will identify the causes of these errors, and how L1 affects L2.

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## CHAPTER4: FINDINGS

In this chapter, the researcher will illustrate how the data is analysed in details. This chapter is divided mainly into categories, these categories are the error in linguistics from Arabic to English, which will then be divided into subcategories according to the theories mentioned in chapter 3, in order to identify and analyse them.

### 4.1 Error in Linguistic Categories

The students' works were classified in the form of tables based on the linguistic categories proposed by Burt and Kiparsky (1972). The column in each table consists of the student names, erroneous sentences and the correct sentences based on the basic formula of passive voice (*S + be + Past Participle*). The descriptive analysis of the error was presented in a narrative way.

#### 4.1.1 The Incorrect Use of Past Participle

In this category, the researcher will discuss the incorrect use of past participle. Past participle is an important part in the structure of the passive voice, without it, the passive voice cannot take place. In all cases of the passive voice the students have to use the past participle of the verbs. Regular and irregular are the two forms of the past particles in the English language. The regular verbs will be straightforward with (*ed*) ending, while the

irregular passive voice is the verb that will completely change or sometimes stay as it is. In Arabic there is no existence for the past participle, so it is so hard for the Arab students of ESL to understand what the past participle is. In table 4.1 the researcher will show the students errors.

**Table 4.1: Shows the incorrect use of Past Participle**

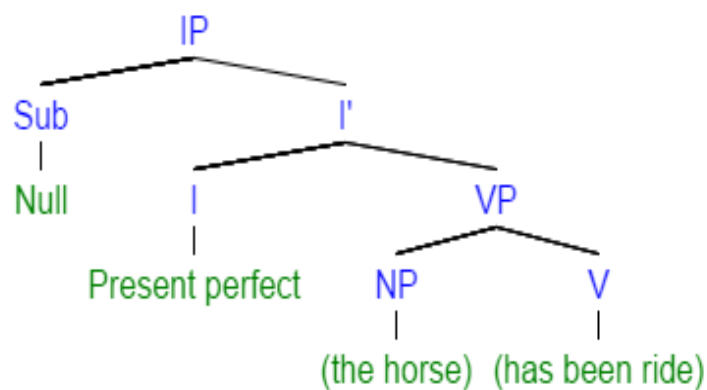
| Students' Number | Erroneous Sentence           | Correct Sentence          |
|------------------|------------------------------|---------------------------|
| 3                | The horse has been ride      | The horse was ridden      |
| 5                | The boat ride                | The boat was ridden       |
| 14               | the horse had been ride      | The horse was ridden      |
| 19               | The lesson is writing        | The lesson is written     |
| 21               | He ride on the horse back    | The horse was ridden      |
| 9                | Threw a pen                  | A pen was thrown          |
| 24               | Cross the street             | The street was crossed    |
| 32               | The line has been disconnect | The line was disconnected |
| 26               | The boat was been riding     | The boat was ridden       |
| 8                | The lesson has been take     | The lesson was taken      |
| 6                | Had thrown pencil            | The pencil was thrown     |
| 31               | The horse was ride           | The horse was ridden      |
| 22               | The boat is droven           | The boat was driven       |



|    |                              |                        |
|----|------------------------------|------------------------|
| 20 | The pen has been throughn    | The pen was thrown     |
| 46 | The quran is reading         | The quran is read      |
| 35 | Rode the horse               | The horse was ridden   |
| 18 | Ride the horse               | The horse was ridden   |
| 41 | The rope was tighten         | The rope was tightened |
| 33 | The water had been pour      | The waster was poured  |
| 40 | The water had been pour      | The waster was poured  |
| 42 | The boat is being rided      | The boat is ridden     |
| 29 | I ride the horse             | The horse was ridden   |
| 1  | The bread is being eatinen   | The bread is eaten     |
| 16 | The horse has been rode      | The horse was ridden   |
| 10 | The street has been crossing | The street is crossed  |
| 49 | Reading the Quran            | The Quran is read      |
| 37 | The street has been crossing | The street is crossed  |
| 25 | I ride the horse             | The horse was ridden   |
| 27 | Ramadan is fastened          | Ramadan is fasted      |
| 36 | Reading the Quran            | The Quran is read      |
| 12 | The rope was tighten         | The rope was tightened |
| 48 | The rope was tighten         | The rope was tightened |

In the above table, student number 3 has committed an error in the form of the past participle, not only in the given example in the table but all the other sentences that are given in the test. He committed an error in verbs such as welcome, throw, ride, writing, pour etc. For more errors to be seen please refer to the Appendix. Student number 3 seems not aware of the past participle form, since no verb in the past participle form was used in his test. Student number 5 committed the same errors. The entire verbs that were used in his test were in the form of the present participle. The verbs that were used are: throw, writes, disconnect and crossing. Student number 14 got most of the past participles correct; however he committed errors shown in the table above. Student number 19 used the gerund form of the verbs in most of his answers such as crossing, eating and throwing. Student number 19 committed many errors with the following verbs; *ride, threw, ate, recite, write, fasting, tie, pour* and *access*. All the rest of the errors committed for the rest of the students are the same, precisely for the verbs that are in the irregular form. Seemingly these errors are committed as there is no past participle form in Arabic language, and most of the verbs have the same form when they are transferred to the passive voice form.

We will discuss the syntactical representation using labelled bracketing and the tree diagram for few examples of the erroneous and correct sentences in the previous table. Only few examples are included since the errors committed are too many and there will not be enough space to include them all. All these correct and erroneous sentences are taken from table 4.1, for each sentence, the sample number is written to indicate which student has answered, moreover their erroneous sentence and the suggested answer.

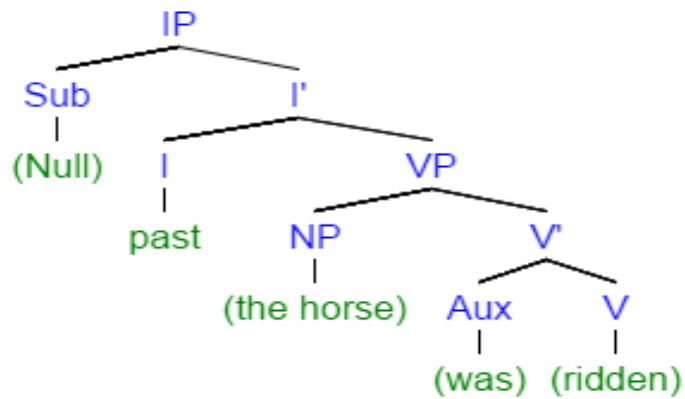


**Figure 4.1: sample number 3 (erroneous sentence)**

Figure 4.1 presents an erroneous sentence by the student number 3 who is committing an error in the use of the past participle 'ride', which is irregular and takes an affix *-en* to make the past participle form. As stated above the affix *-ed* is added to regular verbs and *-en* to irregular verbs when making their past participle forms. Same is the case with this verb; it takes affix *-en* in its past participle form.

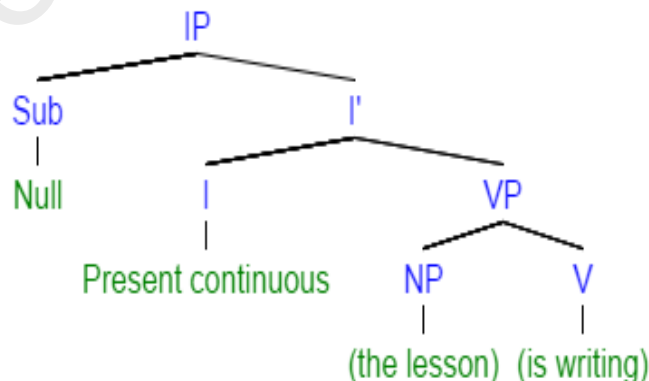
The Arabic sentence for sample number 3 which is given in the test is the following:

- |    |           |           |
|----|-----------|-----------|
| a. | الجِصَانِ | أَمْتُطِي |
| b. | Alhisan   | omtotiya  |
| c. | (noun)    | (verb)    |
| d. | Horse     | ride      |



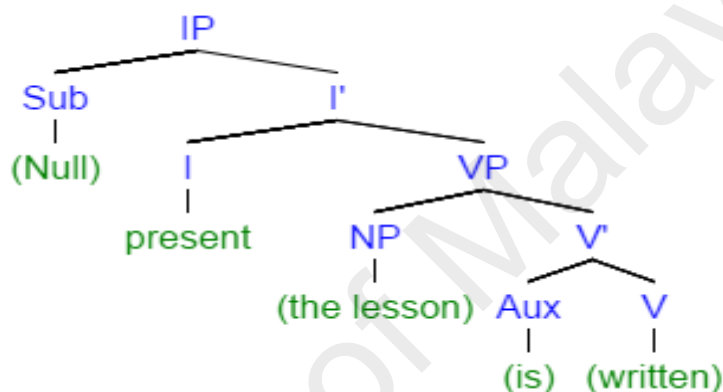
**Figure 4.2 sample number 3 (suggested answer)**

Figure 4.2 shows the suggested answer by the researcher to figure 4.1. The verb *ride* is an irregular verb. It changes its form in the past participle form; it takes an additional letter *d* and an affix *-en* to make past participle form. In addition, if a sentence is spoken in past simple tense in an active voice, then the passive voice form will also be in past simple tense but with a helping verb and a past participle i.e. *was* comes before main verb *ridden*. The correct or suggested sentence in figure 4.2 is *the horse was ridden*, but not the one in figure 4.1 *the horse has been ride*.



**Figure 4.3 sample number 19 (erroneous sentence)**

Figure 4.3 shows an erroneous sentence by the student number 19 who is committing an error in the use of the past participle of the verb *write*. The verb *write* is also an irregular verb which takes an affix *-en* to make the past participle form. However, student 19 does not do so; he uses *-ing* affix than *-en* in the above stated verb. Additionally, *-ing* does not only change tense but also meaning and aspect of the sentence; it changes the past participle into present progressive tense, which is an error in passive voice form.



**Figure 4.4 sample number 19 (suggested answer)**

Figure 4.4 shows the suggested answer by the researcher to the figure 4.3 above. The verb *write* is an irregular verb. It changes its form in the past participle form and takes an additional letter *t* and *-en* to make past participle form. The verb into passive voice form will take a past participle form (3<sup>rd</sup> form of verb e.g. *ed* or *en*) along with a helping verb *was* or *were*, if a sentence is spoken using past simple in the active voice. The helping verb, e.g. *was*, comes before main verb, e.g. *written*. The correct or suggested sentence in figure 4.4 is *the letter was written*.

The Arabic sentence for sample number 19 which is given in the test is the following:

- a.      كُتِبَ              الدرسُ
- b.      aldarsu       kotiba
- c.      (noun)        (verb)
- d.      lesson         write

#### 4.1.2 Incorrect structure of verb ‘to be’

In English, verb ‘to be’ plays an important role to form the passive voice structure. The students must be aware of the use of the auxiliary ‘to be’, with the purpose of creating the passive. In English the verb consists of the conjugations; am, is, are.

In the past tense the form changes to; was, were. The *is* form is used with particular pronouns; he, she, it. The *are* form is used with; they, we, you. And finally, *am* is used only with the pronoun *I*. In Arabic there is no auxiliary verb *to be*, which confuses students when using the passive voice form in English. In table 4.2 the researcher shows the students errors and the suggested answer for each error made by the Arab ESL students.

**Table4.2: show the students answers for the incorrect use of verb ‘to be’**

| Students’ Number | Erroneous Sentence            | Correct Sentence          |
|------------------|-------------------------------|---------------------------|
| 4                | The horse has ridden          | The horse was ridden      |
| 2                | Fasting in the day of Ramadan | Ramadan’s month is fasted |
| 43               | The horse has ridden          | The horse was ridden      |

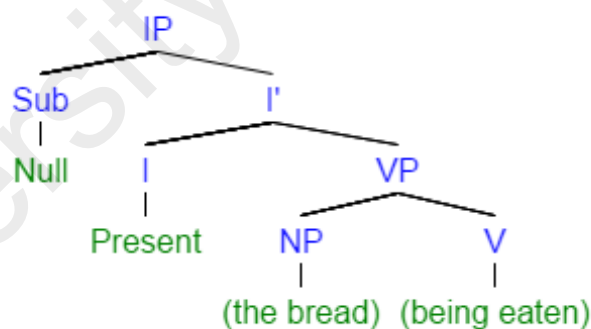
|    |  |                             |
|----|--|-----------------------------|
| 50 | The bread being eaten                      | The bread is eaten          |
| 13 | The Quran is going to have being been read | The Quran is read           |
| 10 | The horse had ridden                       | The horse was ridden        |
| 16 | The connection is to be disconnected       | The connection is connected |
| 29 | The water were poured                      | The water was spilled       |
| 40 | Water were poured                          | The water was spilled       |
| 18 | The lesson is writing                      | The lesson was written      |
| 17 | I am riding the horse                      | The horse was ridden        |
| 19 | The lesson is writing                      | The lesson was written      |
| 5  | Crossing the road                          | The road is crossed         |

As can be seen in table 4.2, many students committed this error. The usage of verb *to be* was misused due to many reasons. Arabic does not have the system of auxiliary verbs therefore many students committed this error. The verb was either used in the wrong tense or in the wrong form. Many students are confused regarding the use of the verb 'to be' (*am, is, are*). Moreover, the students seem to be unclear about the structure of the English passive voice, so they used the wrong form of the passive voice. Student 4 and 2 and few others were confused with the tense form of verb to be (*am is-was, are-were*), they used the wrong form of the verb *to be*. Also student number 4 committed the common error among students which is using that the auxiliary *is* with the nouns that the singular form like water, salt, sugar etc. He used (*are*) instead of (*is*), because in Arabic the word الماء (water) has a

plural form that could be مياه while in English, water is uncountable so we cannot change water into waters.

As can be seen in table 4.2, many students committed this error and the verb ‘to be’ was either used in the wrong tense or in the wrong form. Student 19 and 17 and few others were confused with the tense form of verb to be (*am is-was, are-were*), they used the wrong form of the verb to be. Also student number 40 committed the common error among students which is that the auxiliary (is) is used with the nouns that the singular form like water, salt, sugar etc... . He used (are) instead (is), because in Arabic the word (water) has a plural form while in English it doesn’t have.

The researcher will discuss the syntactical representation using the tree diagram for few examples of the erroneous and correct sentences in the previous table. Only few examples are included since there are too many errors committed to include them all.

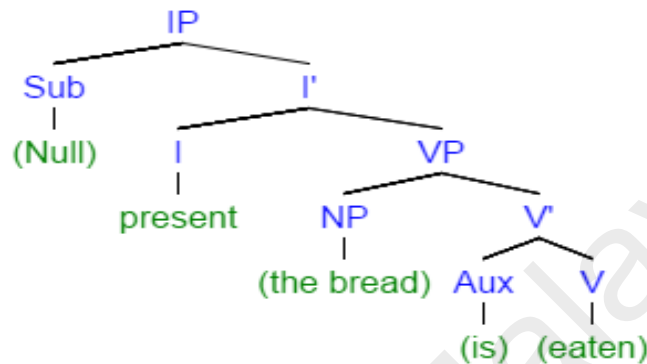


**Figure 4.5 sample number 50 (erroneous answer)**

Figure 4.5 shows an erroneous sentence by the student number 50 committing an error when using the auxiliary ‘to be’ in past participle form with the main verb. This student uses correctly the third form of the main verb. It seems he is aware of regular and regular



verbs. However, he does not seem to be aware of using of the auxiliary (verb: to be) with the main verb, which is an error causing the sentence to be meaningless.



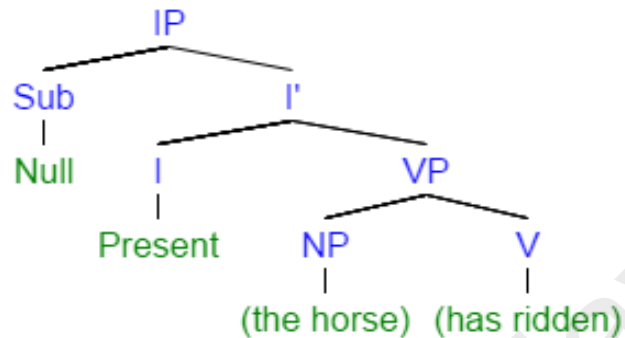
**Figure 4.6 sample number 50 (suggested answer)**

Figure 4.6 shows the suggested answer by the researcher to the figure 4.5 above. The verb *to eat* is an irregular verb. It changes its form in the past participle form; it takes an additional letter *t* and an affix *-en* to make past participle form. As stated above, passive voice form of the sentence always takes helping/to be verbs with the main verb in 3<sup>rd</sup> form. If a sentence is spoken in present simple tense in an active voice, then the verb into passive voice form will take a present participle form (3<sup>rd</sup> form of verb e.g. *ed* or *en*) along with a helping verb *is* or *are*. This sentence is spoken in present simple tense. Thus, it takes *is* with the main verb to show passive voice form of the sentence. The helping verb *Is* comes before main verb. The correct or suggested sentence in figure 4.6 is *the bread is eaten*.

The Arabic sentence for sample number 50 which is given in the test is the following:

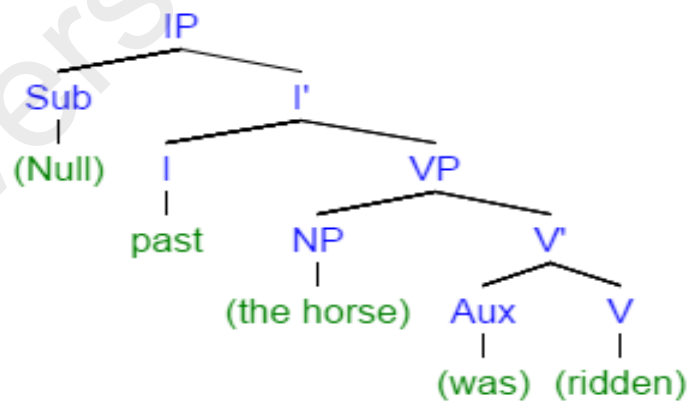
- a. أكل الخبز
- b. alkubz okela

- c. (noun) (verb)
- d. bread eat



**Figure 4.7 sample number 4 (erroneous answer)**

Figure 4.7 shows an erroneous sentence by the student number 4 making an error when using the auxiliary verb 'to be' with the main verb.. This student correctly uses the third form of the main verb. However, he does not seem to be aware of using the auxiliary (verb: to be) with the main verb which is an error in the passive voice form of the sentence.



**Figure 4.8 sample number 4 (suggested answer)**

Figure 4.8 shows the suggested answer by the researcher to the figure 4.7 above. The verb *ride* is an irregular verb. As stated above, passive voice form of the sentence always takes helping/to be verbs with the main verb in 3<sup>rd</sup> form. If a sentence is spoken in present simple tense in an active voice, then the verb into passive voice form will take a present participle form (3<sup>rd</sup> form of verb e.g. *ed* or *en*) along with a helping verb *is* or *are*. This sentence is spoken in past simple tense. Thus, it takes *was* with the main verb to show passive voice form of the sentence. The helping verb *was* comes before main verb. The correct or suggested sentence in figure 4.8 is *the horse was ridden*, as presented in the tree diagram.

#### 4.1.3 Omission of ‘be’

The verb ‘to be’ plays an essential role in making the passive. Without it, the sentence will be meaningless, therefore it is compulsory to use. The confusion the Arab ESL students have is, in Arabic the verb to be does not exist, consequently the researcher will show in details in this category those students who committed this error by omitting the verb to be. In Table 4.3 the researcher shows the students erroneous sentences and the suggested answer for each erroneous sentence.

**Table4.3: Shows the students errors of the omission of verb to be**

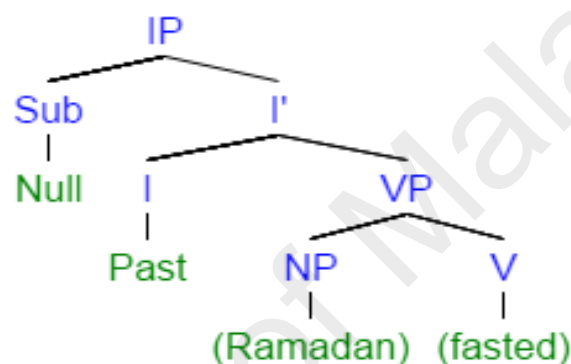
| Students' Number | Erroneous Sentence            | Correct Sentence          |
|------------------|-------------------------------|---------------------------|
| 4                | The horse has ridden          | The horse was ridden      |
| 2                | Fasting in the day of Ramadan | Ramadan's month is fasted |
| 36               | Ramadan fasted                | Ramadan's month is fasted |
| 50               | The bread eaten               | The bread is eaten        |

|    |  |                                   |
|----|--|-----------------------------------|
| 25 | Eating the bread                       | The bread is eaten                |
| 49 | Throw a pen                            | The pen was thrown                |
| 10 | The horse had ridden                   | The horse was ridden              |
| 29 | I ride a horse                         | The horse was ridden              |
| 1  | The lesson accounted as an easy lesson | The lesson was thought to be easy |
| 18 | Ride the horse                         | The horse was ridden              |
| 35 | Reading the Quran                      | The Quran is read                 |
| 46 | The connection cut                     | The call is cut off               |
| 6  | Had cut connection                     | The call is cut off               |
| 32 | Rug he rope                            | The rope was tightened            |
| 24 | Ride the boat                          | The boat is ridden                |
| 9  | Read the book                          | The book was read                 |
| 21 | He rides on the horse back             | The horse was ridden              |
| 15 | Boat riding                            | The boat is ridden                |
| 5  | Throw a pen                            | The pen was thrown                |
| 3  | Ramadan's day fasted                   | Ramadan's month is fasted         |

In table 4.3 the students did not use the verb *to be*, as it should be used in the pattern of the passive voice. As can be seen in the table above, the error of the omission of verb *to be* is very common among Arab students and the percentage committing this error were among

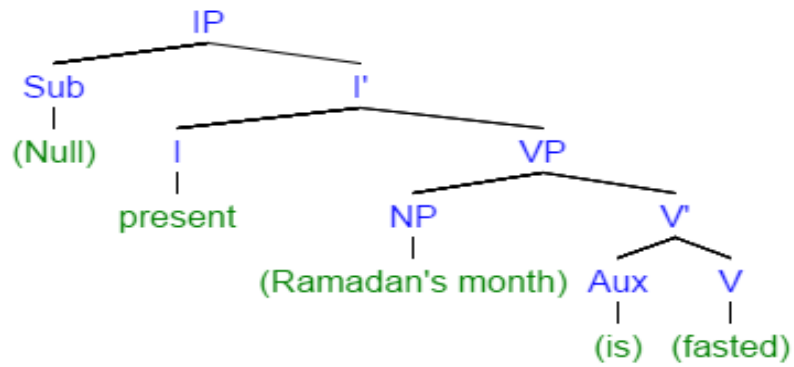
the highest. The reason behind this error is that *to be* does not exist in Arabic and this helping verb is not needed in Arabic. Many students simply did not use verb *to be* as part of the structure of the form of the passive voice.

The researcher will discuss the syntactical representation using the tree diagram for few examples of the erroneous and correct sentences in the previous table. Only few examples are included since there are too many errors committed to include them all.



**Figure 4.9 sample number 36 (erroneous answer)**

Figure 4.9 shows an erroneous sentence by the student number 36 making an error when using the auxiliary verb 'to be' with the main verb. This student correctly uses the third form of the main verb. However, he does do so in case of using helping verb properly, which is an error in the passive voice form of the sentence.

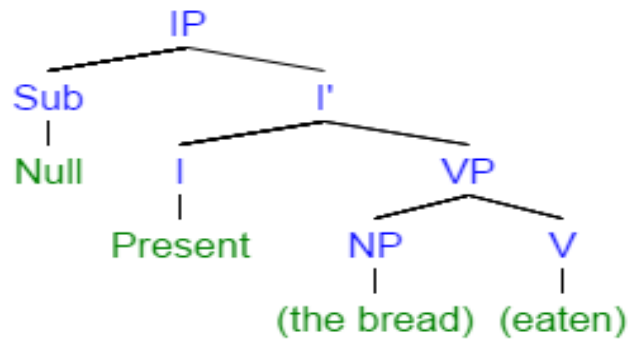


**Figure 4.10 sample number 36 (suggested answer)**

Figure 4.10 shows the suggested answer by the researcher to the figure 4.9 above. The verb *fast* is a regular verb. The passive voice form of the sentence always takes helping/to be verbs with the main verb in 3<sup>rd</sup> form. This sentence is spoken in present simple tense having a singular subject. Thus, it takes *is* with the main verb to show passive voice form of the sentence. The helping verb *is* comes before main verb. The correct or suggested sentence in figure 4.10 is *Ramadan's month is fasted*.

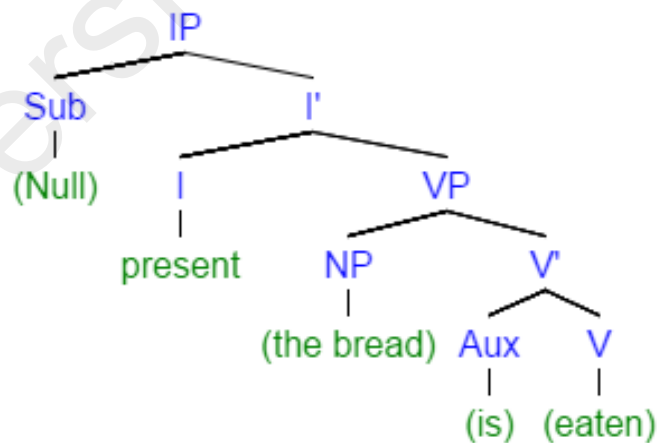
The Arabic sentence for sample number 36 which is given in the test is the following:

- a. رمضان في يُصام
- b. Ramadan fi yosamu
- c. (noun) (preposition) (verb)
- d. Ramadan in fast



**Figure 4.11 sample number 50 (erroneous answer)**

Figure 4.11 presents an erroneous sentence by the student number 50 making an error when using the auxiliary verb 'to be' with the main verb. This student also correctly uses the third form of the main verb. However, he does do so in case of using helping verb properly, which is an error in the passive voice form of the sentence.



**Figure 4.12 sample number 50 (suggested answer)**

Figure 4.12 shows the suggested answer by the researcher to the figure 4.11 above. The verb *eat* is an irregular verb. Passive voice form of the sentence always takes helping/to be verbs with the main verb in 3<sup>rd</sup> form. This sentence is spoken in present simple tense having a singular subject. Thus, it takes *is* with the main verb to show passive voice form of the sentence. The helping verb *is* comes before main verb. The correct or suggested sentence in figure 4.12 is *the bread is eaten*.

#### 4.1.4 Passive Order but Active Form

When making the passive voice in English, the structure of the sentence will be different from the active voice structure. The structure of the active voice is as the following:

*Subject + Verb + Object*

And the structure of the passive voice is as the following:

*Object + verb + by + (hidden/null subj)*

The position of the subject and object will be changed when using the passive voice, because in English the doer of the action is unknown, therefore the subject will not be mentioned only of the preposition *by* is used to indicate the doer of the action. In Arabic the case is different; phonetics plays an important role to change the verb from the active form to the passive form. In table 4.4 the researcher shows the students' errors and the suggested answer for each erroneous sentence.



**Table 4.4: Shows the errors in Passive Order but Active Form**

| Students' Number | Erroneous Sentence      | Correct Sentence          |
|------------------|-------------------------|---------------------------|
| 5                | He wrote lesson         | The lesson was written    |
| 19               | Read Quran              | The Quran is read         |
| 21               | Tie the string          | The rope was tightened    |
| 9                | Read the book           | The book was read         |
| 24               | Fast the day of Ramadan | Ramadan's month is fasted |
| 32               | Rug he rope             | The rope was tightened    |
| 6                | Had ridden horse        | The horse was ridden      |
| 17               | I am riding the horse   | The horse was ridden      |
| 46               | He honour the guest     | The guest is hospitalized |
| 35               | The guest invited       | The guest is hospitalized |
| 29               | I ride horse            | The horse was ridden      |
| 49               | He read a book          | The book was read         |
| 25               | Cutting the call        | The call is cut off       |
| 43               | I am riding the horse   | The horse was ridden      |

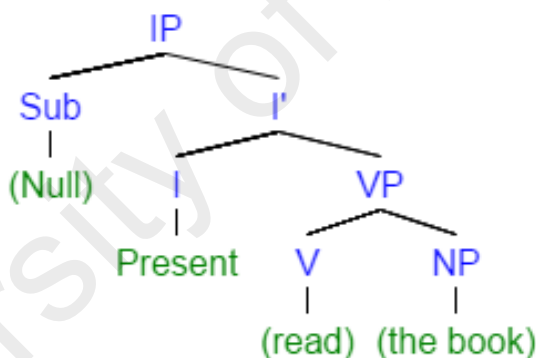
We can see from table4.4 that the percentage of those committing this error is very high; 14 students made this error. The researcher did not include all the errors to keep up with the

limited space, while the specific percentage is shown in table 4.11. They used the active form instead of the passive form that should be like:

*Object + verb to be + Subject*

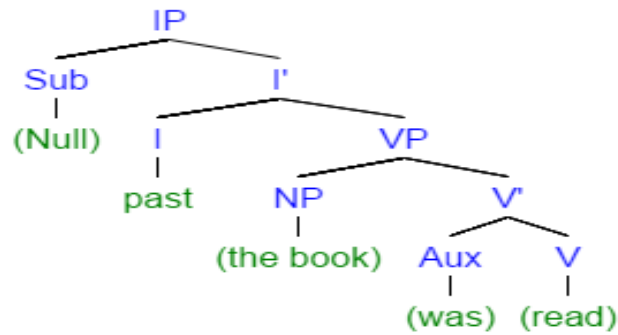
For example student number 5 used the form of the active voice form, *he* as the subject that should be the object, and *lesson* as the object that should be as the subject of the sentence.

The researcher will discuss the syntactical representation using the tree diagram for few examples of the erroneous and correct sentences in the previous table. Only few examples are included since there are too many errors committed to include them all.



**Figure 4.13 sample number 9 (erroneous answer)**

Figure 4.13 presents an erroneous sentence by the student number 9 committing an error in the use passive voice form order. The student mixes uses active voice form order at the place of passive voice form order. The active and passive voice form order is not evident to the student. The student assumes that by omitting the subject from the beginning of the sentence will indicate the passive voice. This leads us to an understanding the student knows that the subject should be deleted in the passive voice form.

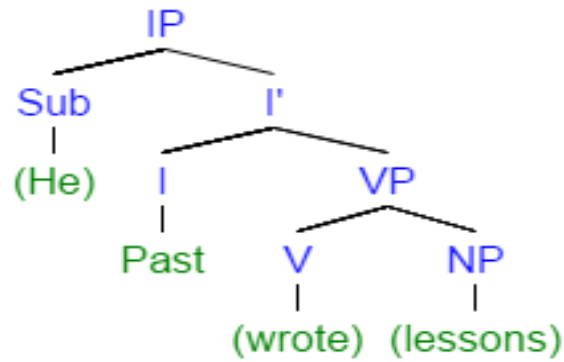


**Figure 4.14 sample number 9 (suggested answer)**

Figure 4.14 shows the suggested answer by the researcher to the figure 4.13 above. The verb *read* is an irregular verb. This sentence is spoken in past simple tense having a singular subject. Thus, it takes *was* with the main verb to show passive voice form of the sentence. The helping verb *was* comes before main verb. The noun *book* which is an object in an active voice form will occupy the place of subject in the passive voice form. The correct or suggested sentence in figure 4.14 is *the book was read*.

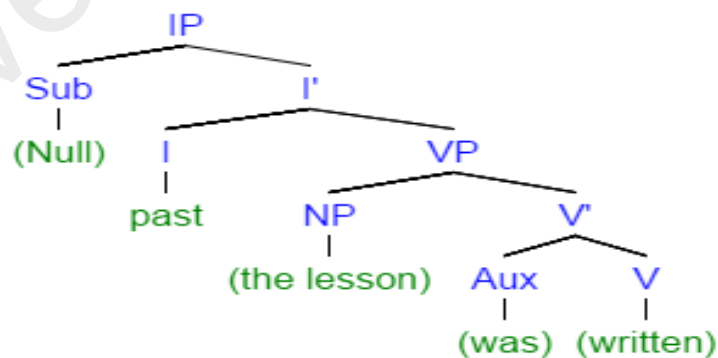
The Arabic sentence for sample number 9 which is given in the test is the following:

- a.      الْكِتَابُ      قُرَأَ
- a.      alkitab      qora'a
- c.      (noun)      (verb)
- d.      book      read



**Figure 4.15 sample number 5 (erroneous answer)**

Figure 4.15 presents an erroneous sentence by the student number 5 committing an error in the use passive voice form order. This sentence is also like sentence in figure 4.13. In place of the passive voice form order, the student is confused and utilises the active voice form order. The active and passive voice form order is not clear to the student. This student however, overlooks the subject assuming that by omitting the subject from the beginning of the sentence will indicate the passive voice. This leads us to an understanding that the student knows the subject should be deleted in the passive voice form.



**Figure 4.16 sample number 5 (suggested answer)**

Figure 4.16 shows the suggested answer by the researcher to the figure 4.15. The verb *write* is an irregular verb. This sentence is spoken in past simple tense having a singular subject. Thus, it takes *was* with the main verb to show passive voice form of the sentence. The helping verb *was* comes before main verb. The noun *lesson* which is an object in an active voice form occupies the place of subject in the passive voice form. The correct or suggested sentence in figure 4.16 is *the lesson was written*.

The Arabic sentence for sample number 5 which is given in the test is the following:

- a.            الدرس            كُتِبَ
- b.            aldars            kutiba
- c.            (noun)            (verb)
- d.            lesson            write

#### 4.1.5 Misformation of Tense Used

English and Arabic tenses are different. The latter has only two tenses; past and present. While in English there are many tenses. In table 4.5, the researcher shows the erroneous sentences made by the samples and the suggested answer for each error committed.

**Table 4.5: shows the misformation of tense used**

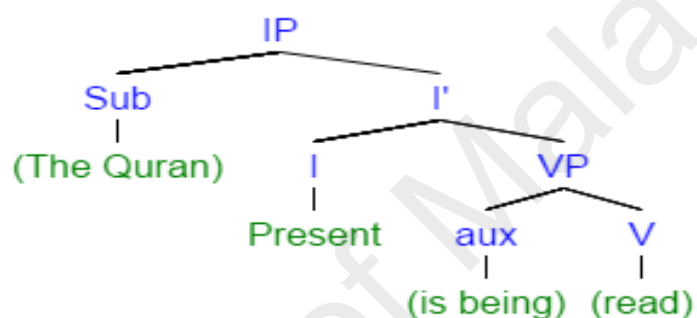
| Students' | Erroneous Sentence | Correct Sentence |
|-----------|--------------------|------------------|
|-----------|--------------------|------------------|

| Number |                              |                           |
|--------|------------------------------|---------------------------|
| 28     | The boat has to be ridden    | The boat is ridden        |
| 11     | The Quran is being read      | The Quran is read         |
| 15     | The water had been spitted   | The water was spilled     |
| 4      | The book has read            | The book was read         |
| 45     | The boat is being rided      | The boat is ridden        |
| 7      | The horse had been rided     | The horse was ridden      |
| 2      | The guest is being honour    | The guest is hospitalized |
| 43     | The lesson is being written  | The lesson was written    |
| 36     | The lesson is being written  | The lesson was written    |
| 50     | The lesson was written       | The lesson is written     |
| 13     | The bread will be eaten      | The bread is eaten        |
| 39     | The water had been poured    | The water was spilled     |
| 49     | Throw a pen                  | The pen was thrown        |
| 10     | The horse had ridden         | The horse was ridden      |
| 40     | The lesson must be written   | The lesson was written    |
| 33     | The book had been read       | The book was read         |
| 41     | The homework had been ridden | The lesson was written    |
| 35     | The guess invited            | The guest is hospitalized |

|    |                                   |                           |
|----|-----------------------------------|---------------------------|
| 46 | The book had been read            | The book was read         |
| 31 | The lecture would be written      | The lesson was written    |
| 6  | Had read Quran                    | The Quran is read         |
| 30 | The lecture would be written      | The lesson was written    |
| 32 | The lesson has been being written | The lesson was written    |
| 24 | Write the lesson                  | The lesson was written    |
| 34 | The lesson was being written      | The lesson was written    |
| 9  | Remounted the horse               | The horse was ridden      |
| 21 | He read the book                  | The book was read         |
| 44 | The lesson is going to be written | The lesson was written    |
| 14 | The lesson had been written       | The lesson was written    |
| 3  | The guest has been welcome        | The guest is hospitalised |

The percentage of the errors committed was very high. Moreover, this research is mainly focused on the usage of the tense that is used when translating Arabic into English or vice versa. All the sentences that were given in the test were either simple past or present in the Arabic. Therefore, the translation of these sentences would be straightforward from present tense to present tense, and the same for the past tense. There was no signal words used in the test for the Arabic such as now, ago, before, etc.

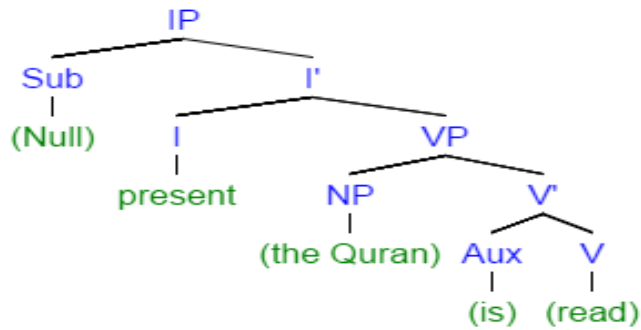
The researcher will discuss the syntactical representation using the tree diagram for few examples of the erroneous and correct sentences in the previous table. Only few examples are included since the errors committed are too many and there will be no enough space to include them all.



**Figure 4.17 sample number 11 (erroneous answer)**

In figure 4.17, sample number 11 uses the passive voice form in the present continuous form to tell that an action is happening now. In Arabic there is no existence for such a tense, unless the word *now* is used to indicate the action as happening now, but the structure of the tense will be the same, in other words, the simple present and present continuous structure in Arabic are exactly same. Therefore, there is no need to use the present continuous tense in English only if the word *now* is used, which was not used in the sample test. The only error in the above sentence is missing of the word *now* to show continuous work in the sentence.



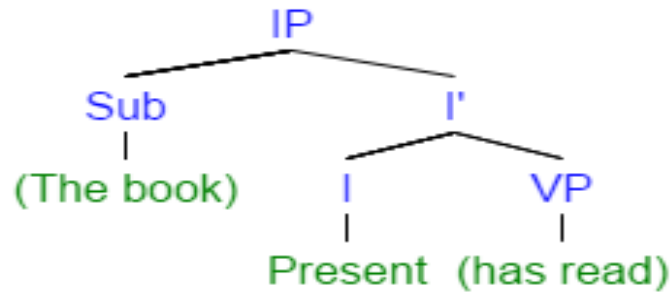


**Figure 4.18 sample number 11 (suggested answer)**

In figure 4.18, researcher shows the suggested answer for figure 4.17. The suggested answer by the researcher is to use the simple present tense to indicate that an action is happening every day as a habitual or daily routine work. The action of reading Quran occurs every day as habitual work and not just at the moment. It is not stated in the test that this action is happening at the moment. The correct form of the above stated sentence is: *The Quran is read*. It means the Quran is read/recited everyday as a routine.

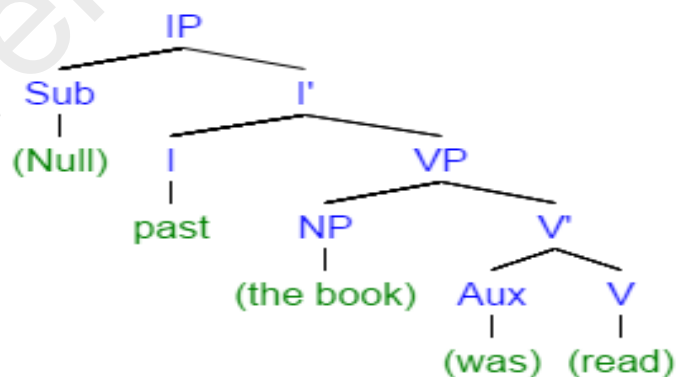
The Arabic sentence for sample number 11 which is given in the test is the following:

- a.      القرآن      قرأ
- b.      alqura'an      qora'a
- c.      (noun)      (verb)
- d.      Quraan      recite



**Figure 4.19 sample number 46 (erroneous answer)**

Figure 4.19 shows the error of sample number 46 utilising the English present perfect. An event in the past with its effect in the present requires the present perfect tense. All this was not stated in the sentence that was given in the test. Student 46 mixes the use of active and passive voice form order; he replaces passive voice order with active voice order. The noun *the book* is used as a subject giving properties of a subject, e.g. doing an action. A book cannot read something. However, someone can read a book or a book can be read.



**Figure 4.20 sample number 46 (suggested answer)**

Figure 4.20 is the suggested answer by the researcher to figure 4.19. The tense used for this sentence is the simple past form., as mentioned earlier, Arabic has only two tenses which are past and present simple tense. The progressive and perfective aspects are shown through some words otherwise the structure remains same for present simple, progressive or perfect tense. This sentence is basically spoken in past simple tense whose correct or suggested passive voice form is like: *the book was read*, as presented in the above tree.

#### 4.1.6 Incorrect use of irregular form of ‘has/have’

As it was explained auxiliaries such as *be*, *have*, *has* do not exist in Arabic. This is the reason behind the Arab ESL students not understanding the structure of English. Without these auxiliaries in English, the structure of the sentence has no meaning. In this category the researcher is discussing the errors of using the auxiliary *have* and *has*. The former is used with the pronouns *they*, *we*, *I* and *you* while the auxiliary *has* is used *he*, *she* and *it*. Not having these auxiliaries in the structure will make the sentence have no meaning with poor grammar. In table 4.6 the researcher shows the students’ errors and the suggested answer for each erroneous answer.

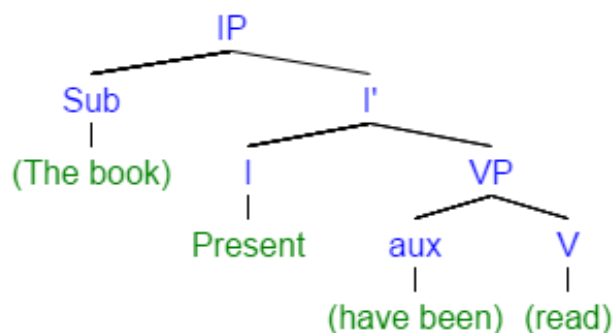
**Table 4.6: Incorrect use of irregular form of has/have**

| Students’ Number | Erroneous Sentence                | Correct Sentence           |
|------------------|-----------------------------------|----------------------------|
| 36               | The pen have been thrown          | The pen has been thrown    |
| 13               | The homework have been being done | The homework has been done |

|    |                            |                           |
|----|----------------------------|---------------------------|
| 42 | The water have been poured | The water has been poured |
| 18 | The book have been read    | The book has been read    |
| 46 | The horse have been ride   | The horse has been ridden |

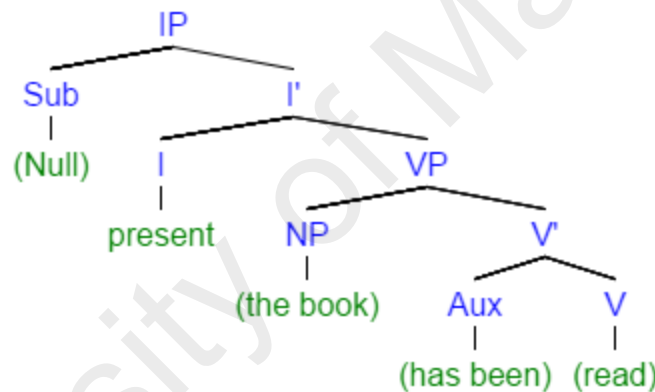
In the above table we can see that 5 students committed this error, which is the conjugation of the verb *have* or *has*. This error is very common among the Arab students since this helping verb doesn't exist in Arabic. Basically, all these students used the present perfect tense that does not exist in Arabic, however the table shows the errors that the students committed when using *have* and *has* with the different subjects. For example student number 36 used the auxiliary *have* while the subject is singular and *has* should be used instead. Student number 42 committed the same error, however the noun *water* is an uncountable noun and *has* should be used instead.

The researcher will discuss the syntactical representation using labelled bracketing and the tree diagram for few examples of the erroneous and correct sentences in the previous table. Only few examples are included since there are too many errors committed to include them all.



**Figure 4.21 sample number 18 (erroneous answer)**

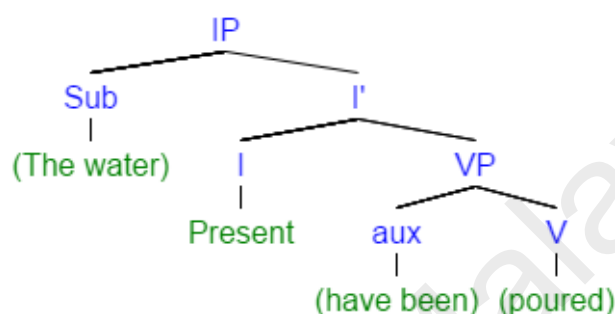
Figure 4.21 shows the erroneous sentence. The student number 18 used the auxiliary *have* instead of *has*. The subject *book* is a singular noun, the pronoun *it* can be used instead of the noun *book*. Consequently, the auxiliary *have* cannot be used with the pronoun *it*. As stated above, Arabic does not share a tense system like in English that is why Arab students usually commit such mistakes which should not be committed.



**Figure 4.22 sample number 18 (suggested answer)**

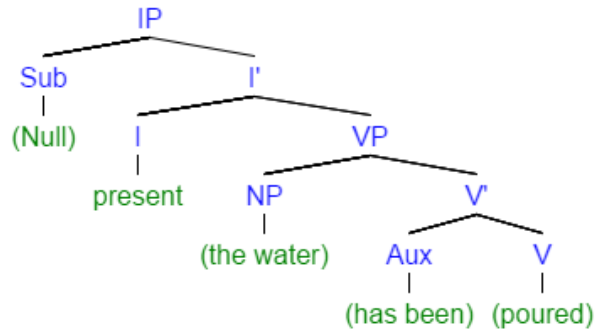
Figure 4.22 shows the suggested answer for figure 4.21. In English, there is a subject and verb agreement in all tenses. There is also an arrangement concerning the subject, the helping verb and the main verb. If a phrase is articulated using the present perfect tense with first person singular/plural subjects, then the verb will be in 3<sup>rd</sup> form along with the auxiliary *have*. On the other hand, the auxiliary *has* is used with third person singular subjects. This sentence is spoken in passive voice form where subjects are normally hidden and objects are used at their places. The noun with article *the book* in the above sentence is

a singular subject having third person. Thus, it takes the auxiliary *has* with the main verb to give meaning in the sentence. The correct or suggested sentence for the above sentence is: *the book has been read* not *the book have been read*.



**Figure 4.23 sample number 42 (erroneous answer)**

Figure 4.23 shows the erroneous sentence. The student number 42 used the auxiliary *have* instead of *has*. The subject of the sentence is *water* which is an uncountable noun with a meaning in the third person. In English, subjects are either first person, second or third person singulars or plurals. Uncountable nouns are considered to be singular (with a meaning in the third person). Therefore, the auxiliaries used with the uncountable nouns include *is*, *has* or *does*, and these auxiliaries are always used with third person singular subjects in English.



**Figure 4.24 sample number 42 (suggested answer)**

Figure 4.24 shows the suggested answer for figure 4.23. If a sentence is spoken in present perfect tense having first person singular/plural subjects, then the verb will be in 3<sup>rd</sup> form along with an auxiliary *have*. On the other hand, the auxiliary *has* is used with third person singular subjects. This sentence is spoken in the passive voice form where subject is hidden and object is used at its place. The noun with article *the water* in the above sentence is an uncountable singular subject with a meaning in the third person. Thus, it takes the auxiliary *has* with the main verb to give complete meaning in the sentence. The correct or suggested sentence for the above sentence is: *the water has been poured* and not *the water have been poured*.

The Arabic sentence for sample number 3 which is given in the test is the following:

- |    |        |        |
|----|--------|--------|
| a. | الماء  | سُكِبَ |
| b. | alma   | sukiba |
| c. | (noun) | (verb) |
| d. | water  | pour   |

## 4.2 Percentage of the Students' Error (Arabic to English)

We shall now observe the students' frequency of errors:

**Table 4.7: the Percentage of the Students' Error (Arabic to English)**

| No. | Category   | Number of students' Errors | Percentage % of right answer | Percentage % of wrong answers |
|-----|--|----------------------------|------------------------------|-------------------------------|
| 1   | Incorrect Use of Past Participle                   | 37                         | 26%                          | 74%                           |
| 2   | Incorrect Use of the verb ' <i>to be</i> '         | 13                         | 74%                          | 26%                           |
| 3   | Omission of ' <i>be</i> '                          | 20                         | 60%                          | 40%                           |
| 4   | Passive Order but Active Form                      | 14                         | 72%                          | 28%                           |
| 5   | Misformation of tense used                         | 30                         | 40%                          | 60%                           |
| 6   | Incorrect use of irregular form of <i>has/have</i> | 5                          | 90%                          | 10%                           |

For the first category which is the incorrect past participle we notice that the percentage was the highest (74%) 37 students out of 50 committed the errors related to the incorrect use of past participle, we can infer from that the cause of this is the L1 of the students. In Arabic there is no past participle and is totally different (declination system and gender



system), therefore the students committed this error. For the second category (incorrect use of the verb *to be*) was 26%. The second highest frequency was the misuse of tense (60%); this tells us that the difference between these two languages made the Arab ESL students commit these errors. The third higher frequency is the omission of *to be*, the cause of this error is that Arabic does not have any auxiliary verbs, precisely *to be*, therefore the frequency of this error is very high.

The researcher concludes that the types of errors made by students were six categories (Incorrect Use of Past Participle, Incorrect Use of verb '*to be*', Omission of '*be*', Passive Order but Active Form, Misformation of tense used, Incorrect use of irregular form of *has/have*). The students committed many errors in these categories; the highest percentage being the use of the past participle where the frequency the errors was 74%. That draws us to conclude that the students have great difficulty understanding the concept of the past participle in English, and some verbs in English have irregular form. That is the cause and the main problem for those fifty Arab students since the past participle does not exist in their language. The second highest percentage of errors was the misformation of the tense used and the frequency of committing these errors was 60%. The cause of these errors was that those students were struggling when using the proper tense from Arabic to English, since these languages are hugely different in their tense categories. The third highest error percentage was omission of the verb *to be* and the frequency was 40%. The cause of these errors was that this verb doesn't exist in Arabic, moreover the conjugations of this verb *is, are, am*, make it more complicated for those Arab students to understand that this verb could be conjugated based on whether it is singular or plural. The fourth highest error percentage was at 28% for passive order but active form. They were made because the Arabic system does not work like in English when making the passive voice. In Arabic it is

a matter of morphology and phonetic changes to make the verb into the passive voice, while in English it works completely different by changing the position of subject to the object and changing the verb into the past participle form and using 'to be' verb. The fifth error was 26% for the incorrect use of verb *to be*, as mentioned earlier that this verb is non-existent in Arabic so those students did not know how to use *am*, *is* and *are*. The lowest percentage was for the incorrect use of *have*, *has*, *had* at 10%. This auxiliary verb does not exist in Arabic so those students were confused as to how this verb is used in sentences.

## **CHAPTER 5: CONCLUSION**

### **5.1 Introduction**

This finding of this study will help in various ways, teachers, instructors, translators, syllabus designers and learners. In other words, this study may help students of ESL and translators understand the major similarities and differences between Arabic and English. Moreover, it may help the teacher to diagnose and remedy the difficulties the students may face when learning the passive voice. In this sense, the findings of this study may be used by text book writers, test makers, syllabus designers and teachers of English and Arabic as second languages. Moreover, this study may be helpful to ESP practitioners who are interested in preparing ESP teaching materials based on the analysis of authentic texts and concerned with the syntactic functions and meanings, in terms of categories and functions, which are conveyed by the syntactic passive constructions.

### **5.2 Conclusions to answer the research question**

To conclude the findings of the research questions, the researcher will answer each of the questions and what are the findings of this research.

#### **5.2.1 Conclusion to answer question number one**

To answer this research question the researcher divided the errors made by students. The categorization was based on the error analysis theory by Corder. These categories are (the incorrect use of past participle, the incorrect use of verb to be, the omission of verb to be, the wrong order of passive voice form, the miss-formation of tense used and the incorrect irregular of have and has). In the first category the researcher was looking at the errors made by students when using the past participle. There were a lot of errors committed by the Arab students of ESL since Arabic and English come from different linguistics families.

For the second category the researcher found out the incorrect use of verb be was highly misused by the Arab students since verb to be does not exist in the Arabic language. In the third category which is the omission of verb to be is also misused since to the same reason to the previous category which that the student first language does not have the form of verb to be so they tend to omit the helping verb. In the fourth category the students were unable to use the correct form of verb to be, that leads to a conclusion that the students lack the understanding of the formation of the passive voice and how it is different from the active voice form. In the fourth category there is a big misunderstanding for the students for the tense used in the passive voice since Arabic tenses are completely different from English tenses. In the last category the students were unable to use the irregular form of *have*, therefore the committed lots of errors when using the form of *have*.

### **5.2.2 Conclusion to answer question number two**

To answer the second question the researcher concluded the frequencies of errors committed by the Arab students of ESL to show the final results about this research. In the first category which was about the incorrect use of the past participle the frequency of this error was 74% for the wrong answers. This frequency was the highest among the frequencies, which leads to a conclusion that those learners are facing problems understanding the structure of the past participle and the reason for its usage. The second highest percentage was 60% for the misformation the tense used. The students are facing problems when using tenses in English since Arabic tenses are different from English ones. The third highest percentage was the omission of verb to be the percentage was 40%. Verb to be does not exist in Arabic; this is the reason why the percentage of this category is still high. The fourth highest percentage was 28% for the structure of the passive voice. It is

obvious that the students lack the knowledge of forming the structure of the passive voice. The fifth highest percentage is 26% for the incorrect use of verb to be. The lowest percentage was 10% for the incorrect use of irregular form for the verb *have*.

### **5.2.3 Conclusion to answer question number three**

To answer the research question three the researcher analysed the errors committed by the Arab learners. The causes of these errors are due to the differences between L1 and L2 of the learners. Arabic and English languages belong to different linguistics families. Most of the features of these both languages are completely different. The structure of these two languages works completely different. Moreover, the Arab learners are using their L1 to translate the English sentences, by doing the word to word translation without referring to the differences that might take place when translating.

### **5.3 Recommendations**

Due to the positive effect of using collaboration on the students' attitudes and results, the researchers present the following recommendations to develop the eighth grade students' ability to use passive voice correctly in learning English as a foreign language:

1. Teachers must motivate students by adopting new attractive and up to date techniques such as collaborative learning, competition, games, puzzles and role- play. Teachers are advised to vary their techniques in order to keep students alert, motivated and interested.

2. Teachers are advised to adopt techniques and methods that focus on the learner Because (S) he is the center of the learning process.

3. Implementing collaborative learning into a course involves careful planning and preparation of students, but it is very useful. Collaborative learning has also been used via the computer. The widespread use of computer for instructional purposes, both as a tool and a replacement for the traditional classroom, has encouraged teachers and students alike to approach teaching and learning in ways that incorporate collaborative learning and the social construction of knowledge.

4. The researchers think it behooves teachers to educate themselves about the myriad techniques and philosophies which create interactive environments where students take more responsibility for their own learning and that of their peers. Then it will become possible to pick and choose those methods which best fit a particular educational goal or community of learners.

5. This research is an invitation to interested researchers to implement collaborative learning skills and activities into their teaching practices and to do more research in other skills such as comprehension, speaking, reading and listening as well.

6. More research about collaboration among groups of students and teachers from different schools, and different countries via the wise use of the internet.

#### **5.4 Recommendations for Further Research**

The results and findings of the present study must only be taken as tentative due to limitations of time and space. The following recommendations are therefore made to complement the present research so as to arrive at more reliable results.

1. Larger study corpora need to be searched to investigate the phenomenon of passivization in Translated and Original Arabic texts. The results of such replication studies are badly needed to confirm, adapt, or refute those of the present study.

2. Different types of texts, viz. other than scientific texts, are to be studied. Thus literary, legal, journalistic, as well as other types of text can be studied and the results can be compared with those of the present study.

3. Original Arabic texts are to be analyzed not only for their use of passive verbs but also for other linguistic means of expressing the passivity in Arabic, e.g. by using some active verbs, nominalized structures, etc. Such a broader analysis of passivization in OA texts will reveal more balanced and comprehensive results.

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