

Sudan University of Science and Technology

Collage of Graduate studies

College of Languages

Department of English Language

***Investigating Passivization Problems encountered By EFL
Students***

تقصي مشاكل المبني للمجهول التي تواجه دارسي اللغة الانجليزية كلغة أجنبية

A case study at Secondary schools in Khartoum State

**A Thesis Submitted in Partial Fulfillment of the
Requirements for M.A Degree in English**

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استهلال

قالي تعالى:

قال تعالى (قال ربى اشرح لي صدري * ويسر لي أمري * واحلل عقدةً من لساني
يفقهوا قلوي) سورة طه الآيات 25-26-27-28 (O m y Lord! Expand my
breast. Ease my task for me and remove the impediment from
my speech

D e d i c a t i o n

T o t h e s o u l

O f m y f a t h e r , t o m y f a m i l y ,
t o m y f r i e n d s

T o m y f i a n c é A l j a i l i

I d e d i c a t e t h i s s i m p l e w o r k .

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Abstract

This study aims to investigate passivization problems encountered by the EFL students Sudanese at secondary school Level chapter one is an introduction and chapter two is a review of Literature and some previous studies which have been done in this field .An interview for the teachers and attest for the students were used to collect data and descriptive analyze was used to analyze the data.

The study recommends that teachers should pay attention to teaching and developing learners usage of passive voice Textbooks should be well prepared to motivate and encourage pupils to use passive correctly .Learners should be given enough time to practice using passive and passive voice should be introduced to them regularly starting from simple structures moving gradually to difficult ones. This process should take place after the students have acquired some grammatical structure like basic sentence constituents' tenses structures and their functions.

مستخلص البحث

تهدف هذه الدراسة للبحث عن مشاكل المبنى للمجهول التي تواجه طلاب اللغة الانجليزية كلغة أجنبية بالمرحلة الثانوية 0 يعتبر الفصل الاول مقدمة للبحث حيث يحوى كل البحث ومقام به الباحث من اجراءات للحصول على النتائج اما الفصل الثانى فيمثل خلفية تاريخية عن المبنى للمجهول بالاضافة الى إضافات سابقة أجريت فى هذا المجال 0

لجمع المعلومات قام الباحث بعمل مقابلة مع بعض الاساتذة الذين كان لهم باع فى مجال تدريس اللغة الانجليزية بالمرحلة الثانوية والذين لا تقل فترة تدريسهم عن عشر سنوات بالاضافة لذلك فقد قام الباحث باجراء إمتحان لبعض الطلاب واختار الطريقة الوصفية لتحليل نتائج أداء الطلاب .

أظهرت النتائج أن معظم طلاب المرحلة الثانوية لديهم مشاكل فى التعامل مع المبنى للمجهول ويفتقرون لمعرفة الكثير من قواعد اللغة الانجليزية .

توصى هذه الدراسة بان يلقى المعلمون انتباههم لتدريس وتطوير إستخدام الطلاب للمبنى للمجهول وكذلك توصى بان تكون كتب التدريس مجهزه ومعهه إعدادا بحيث أنها تشجع الطلاب لإستخدام المبنى للمجهول بطريقة صحيحة وكذلك إعطاءهم الوقت الكافى لممارسته .

اخيرا أوصت الدراسة بأن يدرس المبنى للمجهول بانتظام بداية من التركيبية البسيطة الى التركيبية المعقدة ويجب ان تحدث هذه العملية بعد حصول الطلاب على بعض تركيبات القواعد الاخرى التى تخص اللغة الانجليزية مثل محتوى الجملة وتركيبات الازمان ووظائفها .

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Chapter one

1.0 Introduction

During the British colonial Period (1898-1956), English Language was the official Language of the state. It was the medium of instruction in the educational institutions. Most of teachers at the time were native speakers of English and that allowed a wide exposure to English Language for Sudanese students. Later after Sudan gained its independence in 1956, Arabic Language began gradually to replace English as a medium of instruction. Consequently, English Language came to be taught as a foreign Language. English Language is currently the most widespread Language in the world, it is the main Language for international communication, it is also the Primary Language used on world wide web, in education, and business areas. These are the main reasons, why millions of Language Learners all over the world are striving to improve their English Language Proficiency. Since English Language is very important nowadays, it is taught as a foreign Language usually by non-native speakers whose guidance may lead to certain Problems which may encounter the Learners.

1.1 Context of the study:

English Language is rich in active and Passive voice which are regarded as important types in discourse, but for Sudanese secondary school students, it is difficult to deal with them because they are relevant to the target Language. Furthermore, they are neglected in English teaching in secondary schools, so the

researcher in this study ,tries to investigate and analyze the Problems that encounter the secondary school students in using Passive voice and tries to carry out some solutions for these Problems as far as Possible.

1.2 statement of the Problem:-

This study attempts to investigate the difficulties that encounter EFL students especially Sudanese secondary school certificate students in dealing with active and passive sentences and tries to carry out some solutions for this Problem. The students are not able to change the sentence from active to Passive and vice versa, they misuse the rule of changing the sentence form active to Passive and vice versa, so the study tries to help them find solutions for this Problem so as to avoid mistakes that might be committed.

1.3 objectives of the study

The main objectives of this study can be summarize

As follows:-

- 1-to ensure the students inability in using Passive voice effectively.
- 2- Carry out the appropriate methods of teaching Passive voice.
- 3- Shed Light on the area of weakness decently the tenses.

1.4 Hypotheses of the study

1. EFL students are unable to use Passive sentences effectively.
2. Students of EFL are not aware of mastering the rule of passivization.

1.5 Questions of the study:-

1. What makes EFL students unable to use Passive voice effectively?
2. To what extent do EFL students master the rules of passivization?

1.6 significance of the study:-

This study is significant for:

- 1 - The syllabus designers to overcome the area of weakness.
- 2-the teachers to adopt appropriate methods of teaching active and passive voice.
- 3- students to master the rule of changing the sentences from active to Passive and vice versa and also to avoid making mistakes.

1.7 The Limits of the study:-

The study is confined to very specific type of EFL Learners, secondary Level -3rd year students who sit for the Sudan school certificate at Khartoum state.

The researcher uses 30 students as a sample to collect data

1.8 Research methodology:-

The researcher uses the Descriptive Analytical Method in conducting this study .samples of some secondary schools students will randomly by selected , given a test containing a list of questions to be answered by those students .the answers will be statistically analyzed .

Chapter two

Literature Review

Introduction:

This chapter is divided into two parts. The first part attempts to provide a theoretical framework of the research. The second Part reviews some previous studies relevant to this study. Finally, the researcher provides a summary for the whole chapter.

2.1-1 what is Grammar?

Bonnie L.Walker 1982:2 defines grammar when he says "Grammar is the study of Language. When we study grammar, we are studying the rules of our Language.

He contrives saying, the purpose of grammar is to help us communicate our ideas effectively"

Noam Chomsky and Morris Halle also talk about grammar (1968:3):" we use the term "grammar,, with asystematic ambiguity . On the one hand, the term refers to the explicit theory constructed by the linguists and proposed asadescription of the speaker's competence. On the other hand, it refers to this competence itself, Victoria from kin ,Robert Rodman ,Nina Hyams and Michel Rosenberg in their book An introduction to Language (2003:294) talk about the teachers of grammar and what they Say about the learns . They state that ' Teachers of grammar assume that the student already knows one Language and compares the grammar of the target Language with the grammar of the native Language ".

Janette Kettmann-Klinger (2008:5) describes (ELLs) when she says "English Language Learners (ELLs) are students who speak a language other than English as their first language and who are in the process of acquiring English as a second or additional Language.

2.1.3- Language Acquisition v Language Learning:-

Learning a foreign Language is not an easy task, this is why many Linguists have been trying to study the nature of both the native Language and the target Language. Of both the native Language and the target Language.

English (1985:6) differentiates between acquisition and Learning "the term acquisition is used to refer to picking up a second Language through exposure, whereas the term Learning is used to refer to the conscious study of second Language,,

According to Krashen (1981:1-2) "Adults develop Language competence in two different ways –Language acquisition and Language learning. Language acquisition differs in various respects.

He describes Language acquisition as follows.

"Language acquisition is a subconscious process not unlike the way a child learns Language. Language acquirers are not consciously aware of the grammatical rules of the Language but rather develop a feel of correctness.

In non-technical Language, acquisition is picking up a language,, Language Learning, on the other hand, according to Krashen (1981:2) is the conscious Learning of a language, knowing the rules, being aware of them, and being able to talk about them.

Brow (2002:278) defines Language Learning as "a conscious process in which Learners attend to form figure out rules, and are generally aware of their own process"

Lade (1957:105)points that "The student .who comes in contact with a foreign Language will find some features of it quite easy that are similar to his native language will be simple for him and those elements that are different will be difficult .

Carder (1974:30) states that second language learning is a process that is clearly not unlike first language learning is a process that is clearly not unlikefirst language learning is its trial and error nature,,

Read (2000;1)maintains that"many 12 learners see language mastery as essentially amatter of learning vocabulary , so they spend much time on memorizing lists of words and sections of bilingual dictionaries ,,

2.1.4 The status of teaching and learning English in Sudan

many studies have shown that the current situation of English language in Sudan, is declining as a result of many reasons and it is losing its significance in the educational environment among these reasons ; As Ali (1999:20) says

- Many English language teachers in Sudanese schools of then use grammar translation method in their teaching. Nor the learner's need to communicate in English – in many school there are some un specialized teachers of English Language ,who are not graduated in colleges of education ,especially the basic school teachers.

-English Language Learners fail to take the maximum use of Language to communicate because they are not motivated enough to use the Language and also some of them only need the Language for comprehending skills not for communicating ones.

2.1.5 Methods Used in Teaching English at secondary Level:

Ali (1999:17) states that "most Sudanese secondary school teachers followed the traditional method for reading and explaining to their students ".This attributed to the shortage of well trained teachers in the modern methods of teaching Language.

In addition to Ali (1999:17) quotes from SugarEldon (1985) the following.

"It is not clear for un trained teacher, how a Language can be broken down into teachable items, nor how these may be best present so their Linguistic is grasped.

2.1.6 Some definitions of active and passive voice:-.

The writer M. Gnanamurali (2008:216) defines voice ,active and passive by saying "voice is the form of the verb which indicates whether a person or a thing does Something or Something has been done to a person or a thing". active of voice : when a verb form shows that the subject has done something , it is known as Active voice . Passive voice: when a verb form shows that something has been done to the subject. it is known as Active voice .passive voice :when a verb form shows that something has been done to the subject .it is known as passive ,,

The writer Bonnie L. Walker (1982:95) Says: "A verb is active if the subject is doing the action" for example: - Carlos wrote a story.

The writer continues Saying A verb is Passive if something happens to the Subject "the story was written by Carlos.

2.1.7 Reasons for using Passive:

Susan Kesner (2003:202) has many reasons for using Passive voice: she Says "We use the Passive when the receiver or result of an action is more important than the agent,

She continues Saying "The Passive is often used in descriptions of results or processes involving things rather than people she illustrates that by the following example.

Many homes were damaged by the flood. In this example, the result is more important than the agent.

The writer B.D. Graver (1986:105) Says that "The passive is frequently used in English to express ideas that require a reflexive or impersonal construction in other Languages use the active"

2.1.8 The rules of using Passive:-

The writer M. Gnanmurali (2008:212) puts general

Rules for using Passive He says that:

1- A sentence can be separated into subject, verb and object

S	V	O
Ram	writes	a letter

2- The object of the sentence must be turned into subject

S V O

A letter is written by Ram

3-The (be) form must be used according to the tense of the verb and according to Person and number of the noun:-

A letter is written/ Letters are written.

4-Past participle of the verb must be used.

5-preposition (by) must be added.

6-The Subject must be made the object

The writer also shows how to use the tenses in Passive:-

P R E S E N T	Simple		Continuous	perfect
	singular	Is am-1	is being ambeing-1	has been have been-1
		Are	are being	have been
P A S T	singular	Was	was being	had being
	plural	Were	were being	
F U T U R E	1 person	shall be	There is no passive for future continuous	shall have been
	Il and Ill persons	will be		will have been

He also illustrates the change of the Pronouns from active in to passive:-

Active voice

passive voice

I

me

You

us

They

them

He	him
She	her
It	it

2.1.9 Contrasting active and passive sentences:-

The writer N.R.Cattel (1969:69)says that "The difference between the active and the passive is primarily one of form and structure ,rather than of meaning ,but it is true that there is a strong tendency tow the correlations with meaning that are traditionally Cited He also continues Saying it is often Said that in the active form of a sentence the Subject expresses the doer of the action ,and the object expresses the "receive ,,of it while in the passive it the subject that is the receiver of the action,,

Heillustrates that by Saying "This often so, but not always,, .He gives an example for that and explains :

The boy fears the teacher

The explanation "it can hardly be Said that the teacher Stands for the receiver of any action, and in the passive form: the teacher is Feared by the boy,. The Subject(the teacher)can hardly be said to be the receiver of the action, either.

The writer Susan Kesner (2003:198) Contrasts Active and passive sentences in three points:-

(A)The passive form changes the usual order of the Subject and object of an active sentence. The object of an active Sentence becomes the Subject of passive sentence:

Active Sentence: Jonah Sent the Letter

Passive sentence: The Letter was sent by Jonah

(B) In active Sentences, the agent (the noun that is performing the action) is in subject position . In passive Sentences, the result of an action) is in the Subject position.

(C) Passive sentences very often don't mention the agent

(Agent) (Receiver)

Active sentence: Jonah sent the Letter

(Receiver) (Agent)

Passive: - A letter was sent by Jonah

2.1.10 choosing Active or passive sentences:-

The writer Susan Kesner (2003:199) Say that:-

"Choosing the active or passive form of a sentence does not change the meaning, but it does affect the way you think about the information the sentence, She also Says" Use an Active Sentence to focus on who or what performs the Action. Use a passive Sentence to focus on the receiver or the result of an action"

Active sentence:-

We tried to get help during the storm, but we couldn't get through on the phone, so we waited until the next morning (the focus is on us – the speakers –and what we did during the storm).

Passive sentence: –

The next morning, our roof was damaged and the basement was flooded .Next door, the porch was ruined and several windows were broken. (The focus is on the results of the storm .The sentences describe the damage caused by the storm)

The writer Michael Swan (2013:287)says

" We can use noun + infinitive to talk about obligation –things that people have to do Active and passive infinitive are often both possible "

He uses these examples to explain that –

There is a lot of work to do /to be done-

There are six letters to post /to be posted.

He also continues saying that

"We prefer active infinitives if we are thinking more about the person who will do the action "

I've got work to do. (Not I've got work to be done).

The writer B.D Graver (1986:58) states that" The choice between an active and passive sentence allows us to present the same information in two different orders "

He uses these two examples:-

Active sentence: The storm damaged the roof (this sentence is about the storm, and says what it did (the storm is the agent)

Passive sentence:- the roof was damaged by the storm this sentence is about the roof , and says what happened to it (the agent goes in a prepositional phrase with by after the verb)

The writer Susan kesner in her book grammar sense (2003:206) say "you can choose between an active or passive sentence in order to keep the focus on a noun that was mentioned in a previous sentence .To keep the focus, make the noun the subject of the next sentence

She continues saying "

"Sometimes you will need an active sentence to do this, sometimes you will need a passive sentence. It is easier to follow ideas from sentence to sentence when focus is understood"

She uses these examples to illustrate what she Says:-

-Active sentence followed by passive sentence:-

Yesterday, the old man lost his wallet .fortunately, it was found by a police officer a few hours later.

-Active sentence followed by Active sentence:-

Yesterday, the old man lost his wallet. Fortunately, it had no money inside

2.1.11 Reasons for using agent less passive:-

Susan kesner (2003; 203) states that:-

"Passive sentences that do not mention the agent are called agent less passives"

The agent less passives are used:-

(A) when the agent is
unimportant, unknown, or obvious
UN important agent:-

Supercomputers were developed to solve complex problems.

Unknown agent:-

This Package was Left on my desk. Do you know who Left it?

Obvious agent:-

The mail is delivered at noon (it is obvious that email carrier delivers the mail)

(B)To avoid general subjects such as People ,some one ,and impersonal **you** and **they** .The passive often sounds more indirect or impersonal :

Calcium is needed for strong bones .People need Calcium for strong bones.

-Reservations are required .we require reservations.

(C)To avoid taking responsibility for an action or to avoid blaming another Person:-

ABOSS Speaking to Employees:-

A serious error was made in the payroll.

(The boss deliberately doesn't say who made the error)

2.1.12 including the agent:-

Susan keener (2003:218) describes the importance of the agent in three points:-

(A)The agent is necessary when it is surprising or unexpected

Agent less passive: The mail has been delivered.

-Passive with an agent: The mail has been delivered by an experimental robot (The agent is surprising)

-Agent less passive: we were given six pages of home work. –
Passive with an agent: - we were given six pages of home work by substitute teacher (the agent is unexpected).

(B) An agent is used to provide additional or new information:-

Agent less passive: - you will be notified about the exam date
passive with an agent:-you will be notified about the exam date
by e-mail.

(C)An agent is used to complete the meaning of the sentence or
to add important information –especially proper noun, such as the
name of an author, artist, composer, inventor, or designer.

Agent Less passive:-Washington, D.C .was designed.

Passive with an agent: - Washington, D.C was designed by
PierreL'Enfant.

2.1.13 Transitive verb:-

Susan Kesner (2003:195) defines the transitive verbas "Adverb
that is followed by an object" she gives examples such as give an
exam, throwa baseball, cook a meal she also says" By+ noun
phrase is optional at the end of passive sentence" for example:

The directions were ex pained (by the teacher) the study is being
published (by psychology today) Kesner Continues saying "only
transitive verbs can be in passive "

2.1.14 Transitive non-passive verbs:

Kesner (2003:201) says "Most transitive verbs have passive
forms, but some don't"

Active sentence:-The dress fits Valerie.

Passive sentence:- Valerie is fit by the dress(in correct)

-Some more transitive verbs that have no passive form:-

Ben has a C.D player.

Jenny resembles Bob.

He weighs 150pounds.

The test consists of two parts.

The book costs ten dollars.

Tow cups equal a pint.

The dress Suits her.

We Lack funds.

2.1.15 in transitive verb:

Susan keener (2003:201) defines the intransitive verbs as "verbs that cannot be followed by objects are called intransitive verbs. They have no passive forms"

Here are some common intransitive verbs as Susan mentions:

(Appear _ come _ die_ go_ Look_ rain_ stay _ cry _arrive
emerge_ happen _occur _ sleep _walk) it rains heavily_ she goes
to school early

2.1.16 Be/ Get/ Have passive

Susan kesner (2003:222) talks about the passive of Be and Have, she says"" Get commonly replaces (be)in informal conversation .Get passives are often more dynamic and emotional than be passive „she also continues saying ""sentences with (get) passive are usually about people rather than objects and especially about situations people can't control "

Tran was accepted by several colleagues, but his friend was rejected by the Sam ones (standard form).

Trans got accepted by several colleges, but his friend was rejected by the same ones. (What you might hear).

Abdel Raouf fathi (2001:130) talks about get and have passive when he says "Get is used in the same way as (have). it is used mainly in informal English"

-I have my hair cut.

-I got my hair cut.

Graver (1986:114) puts a rule for (get) and (have) in passive:

Have or get + noun +past participle

-I had my car serviced.

-I got my car serviced.

Randolph quirk (1972:802-3)States that "Get is often equivalent to become, which is used to express gradual change, often enhanced by modification with more and more ,increasingly ,etc.,

-our technique is becoming specialized.

-These four phases became telescoped in a single, coordinated phase activity.

2.1. 17 progressive (be) and passive(be):

The writer Noel Burton (1997:136) states that

"The difference between progressive (be) and following progressive (be), verb adopts the progressive participle form (v +_ing. E.g. stealing).following passive (be), adverb adopts the passive participle form (e.g. stolen)".

2.1.18the passive participle:-

The writer Noel (1997:136)says that "The passive participle and the perfect participle of verbs always have the same form since

the two participles are the same with every verb in the language ,it is traditionally not to distinguish between them .this participle form is traditionally called the past participle ,,

Robin (2008:61) States that "past participle in a passive voice sentence can act like adjectives, in the sense that they describe a noun"

The car is old. –the car is locked.

He explains the two examples by Saying:

In the first example, the word old is an adjective and describes car .In the second example, Locked is a past participle, it functions as an adjective and also describe car.

He also says that "The present participle is used as modifier for the active voice .the past participle is used as modifier for the passive voice"

-The athlete was amazing (this adjective describes what the athlete is).

-The athlete was amazed (This adjective describes what happened to the athlete).

2.1.19 The Stative passive and the true passive

Robin (2008:61-62) describes the stative passive by saying "The passive past participle can be used to describe an existing state or situation, when it does, it called the stative passive,,

-I Locked the car door five minutes ago. Now the car door is locked.

-peter broke the window two days ago .Now the window is broken.

-we were without water for a week .Now the pipe is finally fixed .In all three examples , the action took place earlier ,as described in the first sentence ,and the state of that action in the present is expressed in the second sentences of each pair.

The writer also brings two sentences and explains them

-she is Satisfied with her job. –Marc is married to Vanessa –

Notice that there is no (by phrase) in any of the sentences. However, the stative passive is often followed by prepositions other than by.

The writer also says "when the progressive form of (be) is used with past participles, the sentence is in the true passive voice"

He continues saying "it is only with the simple conjugation of (be) that a stative passive structure can exist. In addition, a by phrase is never used in a stative passive structure"

Passive =the children were being spoiled by uncle john – stative passive =The children were spoiled .

The writer Randolph (1972:803) compares both true passive and stative passive:

(A) In true passive constructions :-

- 1-An action is carried out on the subject of the sentence
- 2-There is an agent, either expressed or un expressed .
- 3-There exists an active counterpart.

(B)In stative passive voice constructions:-

- 1-The state or condition of the subject of the sentence is described
- 2-There is no agent.
- 3-There is no active counterpart .

*Not all passive voice constructions have stative passive counterparts, but many do.

A remarkable type of stative passive is the combination of the verb (to be) with adjectives that describe an emotional state .They are derived from verbs and are identical in form to the past participle .Most of them end in –ed .instead of indicating an action ,they refer to the experiencing of an emotion as in :

I was bored I felt bored

I was exhausted I felt exhausted

I was satisfied I felt satisfied

I was shocked I felt shocked

-Some constructions may have a true passive voice interpretation as in:

I was shocked by your behavior.

In this case, the sentence would have the active counterpart:

Your behavior shocked me

2.1.20 Monotransitive verb group with passive voice:

The writer Noel Burton (1997:138) describes the term monotransitive by saying "the term monotransitive means taking a direct object"

He continues saying "since the direct object in the active becomes the subject in the passive ,the direct object position with a monotransitive verb group won't be filled when the verb group is passive ,, for example :-

Jim's stew is dreaded by everyone.

He explains that "Even though Jim's stew appears as subject in the passive, you (as a speaker of this language) still understand it as being the (ex) direct object of dread .Simply, it has moved leaving a gap in the direct object position ,,

2.1.21 passive auxiliary and other auxiliaries

Noel Burton (19997:137) states that "A major difference between the passive auxiliary and all other auxiliaries is that the choice of passive affects not just the verb group but the whole sentence"

He explains that by saying: If we want the progressive equivalent of everyone dreads Jim's stew we simply change the simple present verb group into a present progressive verb group;

Everyone is dreading Jim's stew

This is not enough with passive changing just the verb group of this sentence from active to passive give the following sentence which is ungrammatical:

Everyone is dreaded Jim's Stew

So the passive equivalent of the sentence is:

Everyone dreads Jim's stew (active)

Jim's stew is dreaded by everyone (passive)

2.1.22 passive voice of yes -No questions

According to Abdel Raouf fathi (2001:136) forming the passive voice of yes /No questions follows these patterns:-

1-Turn the question into sentence.

2-Turn the sentence into the passive.

3-Begin the sentence with the auxiliary to turn it into a question.

The table below explains the steps:

(a) Did they eat the cakes?	Active question
-They ate the cakes	Active statement
-The cake were eaten	passive statement
-Were the cakes eaten?	Passive question
(b) Is Mai watching TV now?	Active question
Mai is watching TV now.	Active statement
TV is being watched now	passive statement
Is TV being watched now?	Passive question

I think, it is a very easy way to change the questions into passive, It doesn't have any complications.

2.1.23 passive voice of information questions

To form passive voice of information questions, we follow the previous steps that used earlier in passive voice of yes/No questions putting the question word before the auxiliary. The table below illustrates that:

(1) When did the driver drive the lorry?

Active question

-The drive drove the lorry yesterday active statement

-The lorry was driven yesterday passive statement

-When was the lorry driven? Passive question

(2) Who harvested the corn? Active question

The farmer harvested the corn active statement

The corn was harvested by the farmer passive statement

-who was the corn harvested by?

Passive question

2.1.24 Examples of passive voice question in general:

- | | |
|---------------------------------------|-----------------------|
| 1-you were shown the sight | affirmative statement |
| -Were you shown the sight? | Question |
| 2- He will have been shown the sight? | Affirmative statement |
| -Will he have been shown the sight? | Question |
| 3-We should be shown the sight | affirmative statement |
| -should we be shown the sight? | Question |

The above table can also illustrate what Susan (2003:215) Says "in passive with more than one auxiliary verb (will be) punished, is going to be punished, has been punished, should

2.1.25 combines with (not) in questions and negative sentences:

We use (not) with the first auxiliary verb:-

He is going to be punished for his crime.

Isn't he going to be punished?

Does he have to be punished?

She also confirms that "Have got is not used with negatives or questions"

2.1.26 Reflexive passive:-

Sometimes the same person plays the same role as sometimes the same person plays the same role as subject and object in the active voice sentence .So reflexive pronoun is used in the passive voice, and this is very common with (let) as in these examples:

(1)The lazy student let the teacher punish him (active)

-The lazy student let himself be punished. (Passive)

(2) Don't let others laugh at you. (Active)

Don't let yourself be laughed at. (Passive)

2.1.27 more about passive voice:

Martin Hewings (1999:58-60) states that "verbs that can be followed by either object + object or object+ prepositional object in active clauses, can have two corresponding passive forms,,

He continues saying " The passive form you choose depends on which is more appropriate in particular context " for example:

She handed me the plate I was handed the plate.

She handed the plate to me the plate was handed to me.

The writer also talks about the agent in three points:

1-when the agent is not known is "people in general, is unimportant, or is obvious, we prefer passive. In an active sentence we need to include the agent as subject. Using a passive allow us to omit the agent by leaving out the prepositional phrase with by.

2-In English we usually prefer to put old information at the beginning of a sentence or (clause)and new information at the end .Choosing the passive often allows us to do this .The three machines tested for the report contained different types of safety valve. The machines were manufactured by Boron Group Germany.

3-It is often more natural to put agents (subjects) which consist of long expressions at the end of a sentence .Using the passive allows us to do this.

I was surprised by Don's decision to give up his job and move to Sydney.

This sentence is more natural than: Don's decision to give up his job and move to Sydney surprised me.

This writer Susan Kesner (2003:218-219) talks about what concerns passive voice in four points:-

(A) A sentence with object complements may be turned into passive voice:

We elected him president

He was elected president (by us).

(B) All the questions in active voice can be changed into passive voice:

Do you speak Telugu?

-Is Telugu spoken by you?

-Does your father spend the money?

(C) There is no passive form for the following tenses:-

-future continuous.

-present perfect continuous.

-past perfect continuous.

-Future perfect continuous.

2.1.27 common uses of the passive in Academic discourse

Susan Kesner (2003:221) states that

"Academic discourse, such as textbook and other factual materials, focuses on objects, processes, and results. Such materials try to present an objective and impersonal perspective to convey a sense of authority. To express this tone, writers often use passive

expressions with (it)subject (e.g. It is expected that)as well as other passive constructions.

Psychology text:-

It is generally agreed that people can learn something much more rapidly the second time.

Encyclopedia

Dams may be built on main streams or their branches.

They are usually built at a spot where the river becomes narrow.

Computer Programming book

Subprograms are defined between SUB and END SUB Statements

2.1.28 Common uses of the passive in public discourse

Susan kesner (2003:222) points that "In public announcement , and signs, tone "the passive is used to convey an objective or impersonal ton "she also continues saying "The passive often sounds more formal ,factual, or authoritative,,.

She adds "Note that newspaper headlines and signs often omit forms of (be)"

Newspaper headlines:

Over 100 people injured by aftershocks.

More than a hundred people have been injured aftershocks.

Sing:

No pets allowed.

Telephone Recording:

Please continue to hold .your call will be answered by the next available agent.

Rules at a health Club:

Handball courts maybe reserved one week in advance.

Announcement on an Airplane:

Passengers are requested to remain seated.

2.1.29 Learner's errors and mistakes

In order to analyze learners' errors in a proper perspective, it is crucial to make a distinction between mistakes and errors.

Burt and kiparsky (1972:1) state that "error for which no blame is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learner,,

Corder (1967:166) makes a distinction between errors and mistakes .To him, "Mistakes are deviations due to performance factors such as memory limitations, fatigue, emotional strain,, etc,, "." Such mistakes are typically random and are readily corrected by the learner when his attention is drawn to him"

He continues Saying "Errors, on the other hand, are systematic, consistent deviances and are of significance, because they reflect knowledge. They are not self –correctable and only learners of L2 make them"

That means mistakes are of no signigcance to the process of learning since they do not reflect a defect in ones knowledge

Edge (1989:11) divides mistakes into three types:.

1-slips are caused by processing problem or carelessness the learner could correct himself if he was given a choice.

2-Errors are wrong that the pupil could not correct, even if their wrongness were to be pointed out.

3-Attempts Such as "This, not really "far always my time, and then I happy.

Harmmerly (1991:89) States that "all errors of second language students are different from those of monolingual native speaker of language"

According to him, native speakers don't make errors since they know their language perfectly.

John Brooks 1960 gives four causes of learner's error:-

1-The learner does not know the structural patterns and so makes a random response.

2-The correct model has been insufficiently practiced.

3-Distortion may be included by the first language.

4-The students may follow a general rule which is not applicable in a particular instance. The issue was not, therefore, whether interference could account for all error, but whether it could be accounting for most.

2.2 Review of Related previous studies:-

In this part, the study deals with the previous studies that have conducted in the same field.

The researcher has brought three previous studies:

-The first one is an investigation into the difficulties encountered by Libyan students in forms and uses of the passive voice in English, by Mohamed Ibrahim Aboghalia M.A. degree, Omdurman Islamic University (2006):

The study represents an attempt to investigate the difficulties that Libyan students encounter in forms and uses of the English passive voice. The subjects of the study are the second year students of the English department at AL Mergeb University. Faculty of Arts and science MessaLLatta Branch enrolled in a grammar course.

The data collection for this study includes a written test for forty eight students. The Findings of the study show that Libyan University Students commit some errors in forms and uses of English passive voice. These errors are attributed to interference coming from the students native language, and from overgeneralization of rules. Also these are chiefly, or wholly due to the difference between the two languages.

The second study is carried out by kharma and Ali (1985) which entitled: Errors in English among Arabic speakers: Analysis and Remedy.

According to them, the students errors in forming English passive voice lay in dropping the auxiliary verb (be) and the use of the preposition (with) instead of (by) if the agent is mentioned

-The third study is a comparison between the English and Arabic passive voice by Al Ashhab (2003). He states that "Having compared and contrasted the passive in English and Arabic and checked the difficulties against the students, mistakes, would conclude that the finding of the study showed that Libyan students encountered a reasonable degree of difficulty in forming

the English passive voice .The students, mistakes were due to the structural difference in English and Arabic passive structures .

Chapter three

Research Methodology:

This chapter is concerned with the methodology of the study .A detailed description of the subject ,the design of instruments ,procedures of data collection, and the method of data analysis be provided .Validity and reliability of the tools (test and interview) will also be presented in this chapter .

3.1 population of the study

The subject of this study are the third year Students at the secondary school Level who came from different backgrounds and share similar experience .Their ages ranged from 17 to 19 years old . Thirty students participate in this study .They were randomly selected .Additionally, about five of the English language teachers were chosen as a representative sample. The choice was done on the bases of training and experience in teaching spine (6) in particular. The average of their experience ranges are from ten to twenty years.

3.2 instrumentation

To collect the data required, attest and interview are used. The quantitative responses received are changed and analyzed quantitatively to calculate the reliability statically, and that by stating certain Score for each of the responses.

The method used to select the sample subjects are carried out arbitrary. The researcher Just chose subjects that represent schools from different parts of Khartoum, So the subjects contributed in the interview are from different environments, private and government schools.

3. 2. 1 The students' test

This instrument consists of one part of question .In this test, the students are required to change sentences from active into passive in order to determine how secondary ,students would deal with passive sentence .in addition, to know the area of weakness among the students .

3. 2. 2. The teachers' interview

This instrument is used to measure the awareness and attitudes of the teachers towards teaching passive voice in secondary schools.

The interview consists of three questions which are concerned with the major reasons behind the poor performance of the school students in terms of performance of the school students in terms of passivization rule and also concerned with if the secondary school teachers are competent enough to expose Students to the rule of passivization and at last if spine series sufficiently cover passivizataion rules.

3. 3. Validity and Reliability of the research tools

Validity and reliability are important aspects of the tests and interviews, because they ensure the quality of the instruments which were used throughout the study .validity refers to the extent to which the (data collection procedure)measures what it is supposed to measure and nothing else .in this case ,the research is considered valid if it really measures students, problem of passivization .

Reliability refers to the extent to which the test procedures have the same or similar results when it is administered more than once.

The validity and reliability of the research tools were confirmed in this chapter as follows:

1. The test was judged by the supervisor and also the interview.
2. The test was practical .it contained ten sentence according to the passive of the tenses.
3. The total number of the students who sat for the test was thirty.
4. The interview was checked by two teachers, Inaddition, to the supervisor.

5. Questions were devised inaway that guarantees their testing .what is required to be tested.
- 6.The test is reliable because it measures students, performance in using passive voice.

Chapter four

Data Analysis and Discussion

4.0 Introduction

This chapter focuses on displaying and discussing the results of statistical analysis of the data drawn from conducting the students test and the teacher interview. The data collected by the two instruments will be discussed with reference to the study

hypotheses. The method of data analysis employed in this study is descriptive analysis method.

4.1 Analysis of students test

The students, addresses various aspects related to English passive voice .It includes (10) items divided into three parts according to the tense.

4. 2 The result of students, responses to the test

The main question is to change the sentences from active into passive

4.2.1. The present tense

The table below illus rates the respondents, answers of changing sentences in the presents tense from active into passive.

Table (4.1) the present tense

Total number ofthe student'ssuccess			failure
30	19	11percentage	63.31
36.3			

According to the above table, the researcher observes that 19 students with percentage 63.3 are able to change the sentences in the present tense from active into passive.

This indicates that the students don't, have a big problem in dealing with the present tense in passive voice .This result does not reflect the problem which the researcher is trying to address throughout the study .

Table (4.2) The past tense

The following table shows the students' answers of changing past tense from active into passive

Total number of	success	failure
The students		
30	12	18
Percentage	40%	60%

The above table reflects that the majority of the students with percentage 60% are un able to change the sentence in the past tense from active to passive.

Table 4.3 future tense

The table below explains the respondents, answers of changing the sentences in the future tense from active into passive .

Total number of	success	failure
The students		
30	13	17
Percentage	43.3	56.7

According to this table, about 17 students with percentage 56.7 failed to change the Future tense from active into passive.

4.3 Testing the Hypotheses

Regarding the two hypotheses of this study "EF L students are unable to use passive sentences effectively and students of EFL are not aware of mastering the rule of passivization" table 4.2 and table 4.3display that most of secondary school students are commonly poor dealing with passivization rules which indicates that the research question are true and hypotheses are approved

and that explain what the researcher is trying to address throughout this study.

4.4 summaries of findings

According to Corder (1973:277), errors fall into four main categories: omission of some required elements, addition of some unnecessary or incorrect elements, selection of an incorrect form in this study can be classified as those of:-

Omission as in this example:-

My father will send a letter .

A letter will-send.

As in this example:

-People of all ages play Golf in USA.

-USA is ages play Golf.

Substitution as in this example:

They are watching TV watching TV at the moment

TV are watching :

From the above explanation, the research summarizes the findings of the study in the following points:-

1-Most of the Sudanese secondary school students are not able to use the rule of passivization correctly.

2-The researcher observed that most of errors that are committed by the students are due to:-

(A) Un ability of some students to differentiate between the tenses

—

(B)Minored of the sentences.

(c) wrong use of the verb to (be) and the past participle of verb.

(d) Usability of changing the pronoun from object position to subject position.

4.5. The teachers' interview

Teachers are required to answer these questions:-

1-what are the major reasons behind the poor performance of the school students in terms of passivization rule?

2-Do you think that secondary school teachers are competent enough to expose students to the rule of passivization?

3- Do you think spine series sufficiently cover passivization rules?

The answer for the first question is that some teacher said that student are already poor in their basic English language from the early age when they were at the primary school while others said that students don't take care about passivization because they are not familiar with it in their own Arabic language and also they need to deal with other parts of the sentence and other grammar rules so as to master using passivization rules.

Most of the teachers agreed that the secondary school teachers are competent enough to expose students to the rule of passivization and a few said that according to their contact with other teachers, some of them are not qualified enough to teach English Language as they miss many skills of teaching and don't take care of teaching their students properly .

The spine series do not cover passivization rules as the teachers said and they need to search for the Lesson in other sources.

Chapter five

Conclusion, Recommendations and suggestions for further studies

4.0 introduction

This chapter deals with the conclusion of the study, recommendations and suggestions for further studies be shown.

5.1 Conclusion of the study

The study aims at investigating passivization problems encountered by EFL Students at secondary school Level .The researcher's hypotheses are:-

1. EFL students are unable to use passive voice effectively.
2. Students of EFL are not aware of mastering the rule of passivization.

To approve the hypotheses, the researcher uses two instruments, a test and an interview for teachers.

The study is confined to a very specific type of Learners, secondary Level .3rd year students. The teachers who participate in the interview are very qualified, they have been teaching for more than ten years

5.2 Results \findings

The researcher uses the Analytical Descriptive Method in conducting this study and found out that most of secondary school students are commonly poor in dealing with passivization rules and also lack some grammatical rules such as using singular and plural, besides dealing with the sentence parts.

5.3 Recommendations:

With the reference to the findings of the study, the researcher recommends the following:-

- 1-passive voice should be given a great attention when it is taught
- 2-students must do many classroom activities concerning passive voice.
- 3-students should start building their own knowledge in passivization rules and other grammar rules in early stages.

4 English language teachers should work hard to solve the problem represented in pupils' performance in passivization and other grammar rules.

5. English Language teachers in both governmental and private schools should have been trained well to handle the teaching operation process.

6. English Language should be conducted early to the pupils from the preschool stage.

7. The strategies of teaching English language should be changed to the best.

8. The syllabus (spine series) should contain various activities of grammar.

5.4 Suggestions for further studies

The researcher advises other researchers who are interested in the area of passivization to investigate the following:-

1-The passivization problems encountered by EFL Learners at University level.

2-Negative and questions in passive voice

3-changing of the pronoun position in passive voice

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Appendix(A)

Test For Students

Sudan University of Science and Technology

Collage of Graduate studies

Faculty of Languages

Name:..... age

Change the following sentences into passive:

1. People of all ages play Golf in U.S.A.

.....

2. They are watching T.V at the moment.

.....

3. Amna has already cooked the meal.

.....

4. The patient took the medicine.

.....

5. He was driving a car.

.....

6. She has finished her master.

.....

7. My father will send a letter.

.....

8. She could bring a cakes.

.....

10. I would have held a meeting.....

.....

Appendix (B)
Interview For Teachers

Sudan University of Science and Technology
Collage of Graduate studies

Faculty of Languages

Interview For Teachers

Dear teachers,

This interview is intended to collect data for an M.A thesis. The aim of this study is to investigate passivation problems encountered by EFL students specially secondary school students.

The information provided will remain confidential and will be used only for the intended research purposes.

Thank you for your help

1.What are the major reseacons behind the poor performance of the school students in terms of passivization rules?

.....
.....

2. Do you think that secondary teachers are competent enough to expose students to the rule of passivization?

.....
.....

3. Do you think spine series sufficiently cover passivization rules?.....