Error Analysis on the Use of the Passive Voice
The Case of Second Year Students at Larbi Ben M’hidi University, Department of English

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences and Teaching English as a Foreign Language

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Dedication

In the Name of ALLAH, Most merciful, Most compassionate this

work is dedicated to,

My mother, the reason of my happiness and my father for his love

and protection.

My sisters: Amina, Dalel, Nadjwa, and Kanza

My brothers: Riadh, Faycel, and Cherif

My Dearest Friend, My soul mate Nihed, who made me always

proud of this friendship.

my nephews and my niece : Zakria, Hayder, Sadjed, Adib, Abed and Rimass

for being part of my life.

To all my family, thanks for your supporting me throughout my

career at university.

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Chaima, Rachda, Wafa, Hadya, Oussama, and Redhouane.

To all my friends whom I met during my 6 years.
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to finish this work.

Then

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Abstract

This research aims at investigating second year LMD students’ errors in the passive voice at the Department of English at Larbi Ben M’hidi University. More precisely, it is about identifying the common errors when using the passive voice, in order to find out the causes behind performing such errors. We hypothesized that the errors made by EFL students are due to the lack of knowledge and understanding of the passive voice. In order to check our hypothesis, we used a descriptive analytical method, to describe students’ errors and analyze the data obtained from the test which was given to a sample of 30 students. The findings show that the common errors made by students were under substitution type with (50%), then omission with (33.33%), and addition errors with (16.66%). Based on Brown’s theory, it was interpreted that the intralingual errors with their two features the incomplete application of rules, and the ignorance of rule restriction are the causes of performing these errors in addition to the context of learning that might be a secondary cause.
List of Abbreviations

AD: Addition Errors

CA: Contrastive Analysis

EA: Error Analysis

EFL: English Foreign Language

I.e.: That is to say

L1: Native Language or First Language

L2: Second Language or Foreign Language

OM: Omission Errors

PP: Past Participle

SUB: Substitution Errors

TL: Target Language
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ملخص

Résume
General introduction

Language is a tool for communication, and people need it to share ideas, feelings, and thoughts with each other. So, it is very important in our lives. Lado (1957) stated that learning a foreign language can be defined for test purpose not only as learning to understand and be understood, but more specially as learning to use the structural units and patterns of a foreign language in validity situation". Based on this definition, it can be said that learning a foreign language is more about measuring to what extent the learner's ability to master the structure or the grammar in any situation.

Errors have a very important role in the study of language acquisition in general, and examine second language acquisition in specific. For that reason, errors can't only be seen as a negative point in the learning process. One of the advantages of errors is when teacher try to find out the errors of his students. Consequently he will compare between the students’ expressions and the Target language's norms, or what is called Error Analysis. According to Corder (1967) error analysis is the examination of those errors committed by students in both the spoken and the written medium. In addition to that, it is really important for the teacher to extract the sources of the errors, in order to construct students with the appropriate language forms.

Students who want to master English should master grammar as we said before. One of the aspects of grammar that student have to study is the passive voice. When learning the passive voice, students usually get confused and make errors, either with the tense or the past participle, or other aspects.

For the literature review of this research paper, this chapter is divided into two sections. The first section is devoted to the definition of errors and error analysis, the differences between errors and mistakes, causes of errors, taxonomies of errors, and error analysis
procedure. The second section will tackle the passive voice, its forms, and uses.

**Statement of the Problem**

One of the main structures in English is the passive form. In the passive form, the object is the responsible of performing the action and the subject in receiving it. To form the passive we should conjugate the auxiliary 'to be' in the tense of the active form and add the past participle of the verb. In this situation, learning the passive form presents some problems for the EFL learners so that it cannot be produced without performing errors. One of the main sources of these errors is the intralingual transfer or the general characteristics of the target language rule, in addition to the context of learning as a secondary reason.

2- **Aims of the study**

This study aims at:

1- Finding the types of errors when using the passive form.

2- Finding out what are the causes behind these errors.

3- **Research Question**

This study aims at finding the answers to the following questions:

1- What are the errors committed by EFL learners when using the passive form?

2- What are the types of errors made by learners when using the passive form?

3- What are the causes of errors in the passive form?

4- **Hypothesis**

This study aims at investigating the following hypothesis:
Second Year LMD students at Larbi Ben M'Hidi University misuse the Passive voice because of the lack of knowledge and misunderstanding of this grammatical structure.

5- Research tools

Testing is the procedure that we use in order to conduct this research. The test consists of twenty active sentences which the students are asked to transform into the passive voice.

5.1- Population and Sampling

The test is administered to thirty LMD students chosen randomly from the population of Second year at Larbi Ben M'Hidi University, because they have already been taught this grammatical structure.

6- Structure of the study

The study will consist of two chapters through which an error analysis on the use of the passive form will be discussed. The first chapter will be theoretical, whereas the second will be practical.

The first chapter will be divided into two sections. The first section will address the definition of error analysis, the differences between errors and mistakes. It will tackle also the categories, types and sources of errors. The second section will cover all aspects of the passive form, from its definition to its forms and uses the second chapter will be about data collection and analysis and interpretation of the results.
Chapter One Literature Review

Section One: Error Analysis

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Section One: Error Analysis

Introduction

Errors took an important place in linguistics, psychology, and teaching. They also have a crucial role in Language Acquisition in general, and Second Language Acquisition in particular. So learning English can not be separated from making errors, however errors are not seen as negative point anymore, and that’s why an Error Analysis Approach is flourished. In this section will tackle the definition of EA, definition of errors, differences between error and mistakes, taxonomies and reason of errors, and we will conclude with EA procedures

1.1.1. Historical background

In the late 1950’s Contrastive Analysis flourished thanks to Lado. It was used extensively in L2 acquisition. CA tries to predict what difficulties learners face, based on the examination of similarities and differences between the first and the target languages. Then because of the over-prediction or the under-prediction of errors, CA was criticized by researchers and applied linguists. At that time, Error Analysis came to diminish it. EA investigate the errors and consider them as a positive part in foreign language learning. Corder (1967 in Nina and Patsy, 2006, p.p.79-80) claimed that

“when learners produce “correct” sentences, they may simply be repeating something they have already heard; when they produce sentences that differ from the target language, we may assume that these sentences reflect the learners ‘current understanding of the rules and patterns of that language”

1.1.2. Definition of Error Analysis

Thanks to S.Pit.Corder, a British applied linguist, Error Analysis won its place in linguistics and applied linguistics. Unlike CA which predicts the difficulties that L2 or FL face, EA
analyses learner's language, identifies errors, and gives their sources.

Many experts had presented definitions of EA, and those definitions are approximately of the same meaning. Corder (1967) notes that “a learner’s errors are significant in that they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language.” (p167); in that sense, learners' errors should be taken into account by investigating and analyzing them.

James (1998) said that "error analysis is the process of determining the incidence nature, causes and consequences of unsuccessful language." (p1). Similarly, Brown (2000) stated that EA is a technique used to observe, analyze, and to classify learners' errors.

Based on the definitions above, Error Analysis is an exploratory device, which provides teachers with errors and their sources. For that, teachers will take pedagogical tips to reveal errors.

1.1.3. Definition of Errors

Errors are the most natural issues connected to EFL learners. All learners may make errors, either on the level of production or on comprehension. Errors have always been regarded as the cause of failure in the process of learning, and a result of existence of mother tongue habits in a foreign language.

Dulay et al., (1982, p.140) said that "errors are the flawed side of learner speech or writing. They are those parts of conversation and composition that deviate from some selected norms of mature language performance".

For Oxford English Dictionary (1982) errors are when someone does something in a wrong way, because of the ignorance or the lack of attention. Furthermore, Brown (2000,
p.217) defined them as "a noticeable deviation from the adult grammar of a native Speaker, reflecting the interlanguage competence of the learners".

However, errors can be seen as a positive issue in the learning process. For most applied linguists, errors have become a source of information.

1.1.4. Errors and Mistakes

For most language dictionaries, errors and mistakes are synonymous; however it is not the case in the approach of error analysis. So, it is very important to make distinction between the two terms.

According to Corder (1967, p.6) "an error is a result of learner's lack of competence. A mistake however, occurs when this learner fails to perform the competence".

Dulay et al., (1982, p.140) explained this distinction saying that " sometimes researchers distinguish between errors by factors such as fatigue and inattention (what Chomsky called performance factors), and errors resulting from lack of knowledge of the rule of the language (what Chomsky called competence)". So, for Dulay et al., errors are systematic, and appear when learners have incomplete knowledge of target language's rules. However, mistakes are unsystematic, and caused by lack of attention, carelessness or other aspects of performance.

Brown (2000, p.217) pointed out that "a mistake refers to a performance error that is either a random guess a "slip", in that it is failure to utilize a known system correctly. A mistake when attention is called to them can be self-corrected. An error, a noticeable deviation from the adult grammar of native speaker, reflects the competence of the learner".
In the same lines of thoughts, Ellis (2003, p.17) stated that

"error reflects gaps in a learner's knowledge, they occur because the learners do not know what is correct. Mistakes reflect occasional lapses in performance; they occur because, in particular instance, the learner is unable to perform what he or she knows".

From the quotations above, it can be concluded that mistakes and errors are not the same. Mistakes are caused by performance factors, like fatigue, inattention, and they are self-corrected. However, errors are caused by lack of knowledge, and they cannot be self-corrected.

1.1.5. Sources of Errors

Researchers identified different sources and causes of Errors. The most common causes are: interlingual transfer, intralingual errors, context of learning, and communication strategies.

1.1.5.1. Interlingual Transfer

This type of errors is caused by the mother tongue influence, when attempting to produce the target language. Richard et al., (1985) defined the interlingual transfer as "being the result of the language negative transfer, which is caused by the learner's first language influence". (p.p. 47-51) As in


Ellis (1997) stated that the Interlingual Transfer is the influence that the native language has on the TL. It has two types: positive and negative.

A positive transfer occurs when there are similarities between L1 and L2, however when we have differences between L1 and L2 automatically a negative transfer occurs.
1.1.5.2. Intralingual errors:

For Richard (1985, p. 47-51) "Intralingual errors are those which reflect the general characteristics of rule learning, such as faulty overgeneralization, incomplete application of rules, and failure to learn conditions under which rules apply".

So, these errors are coming from the structure of the target language itself. They occur when learners use concepts about L2 from their limited experience. This can be classified into:

**1.1.5.2.1. Overgeneralization:**

Overgeneralization happens when learners overgeneralized some rules of the target language in irrelevant context. According to Richard (1974, p. 174) "Overgeneralization covers where learners create a deviant structure on the basis of their experience of other structures in the target language. It may be the result of learners reducing their linguistic burden". For example, EFL learners may use *childs* as plural of *child* instead of *children*.

**1.1.5.2.2. Ignorance of Rule Restrictions**

The ignorance of rule restriction is when learners use a rule contrary to where it is expected. For Richard (1985) ignorance of rule restriction is failure to observe the restriction of existing structures that is the application of rules to the context where they do not apply. As in

"He made me to smile" instead of "He made me smile"
1.1.5.2.3. Incomplete Application of Rules

Incomplete application of rules as Hubbard called mother tongue interference. It is when the learner fails to fully develop a structure. As in

A- What are you doing?
B- I reading a book

1.1.5.2.4. False Concepts Hypothesized

It is about the wrong understanding of learners about the foreign language. These errors happen as a result of faulty comprehension of distinction in the target language. Learners tend to say:

"He is walks quickly" instead of "He walks quickly"

1.1.5.3. Context of Learning

Context of learning is the third major source of errors. By the context we mean: the classroom, the teacher, and the materials. So, teachers or materials like textbooks can lead learners to perform errors.

1.1.5.4. Communication Strategies

Communication strategies can be related to learning styles. Learners may utilize various strategies in the learning process without paying attention that those strategies may become a source of errors.

1.1.6. Error Taxonomy

According to Dulay, Burt, and Krashen in James book (1998) errors can be divided into four types:
1.1.6.1. Error type based on Linguistic Category:

The linguistic category classified errors according to either the language components or the particular linguistic constituents.

The language components include phonology, syntax, morphology, semantics, lexicon, and discourse. However, the constituent are elements that made of each language component.

Dulay (1982) has provided us with a sample that contains two of the components with their different types following with example.

Morphology: indefinite article incorrect:

- a used for an before vowels $\quad$ a ant

$\quad$an used for a before a consonant $\quad$ an little ant

Syntax: number

Substitution of singulars for plurals $\quad$ He got some leaf.

Substitution of plurals for singulars $\quad$ He stabs him in the feet.

1.1.6.2. Error type based on Surface Taxonomy

Dulay et al., (1982) define this category as "surface strategy taxonomy highlights the ways surface structure is altered: learners may omit a necessary items or add unnecessary ones; they may misforme items or misorder them"(p. 145-172)

This category contains four main types:
1.1.6.2.1 Omission:

Dulay et al., (1982) define omission errors are characterized by the absence of an item that must appear in a well formed utterance." (p. 145-172)

Ellis (2003) as well defined it as "leaving out an item that is required for an utterance to be considered grammatical." (p. 18)

On the morphological level, learners may omit nouns and verbs inflections (the "s" in books, the "s" in student's).

On the level of syntax, omitting a compulsory element

Learners tend to say Must go there? Instead of must we go there?

1.1.6.2.2. Addition

According to Dulay et al., (1982) addition errors are characterized by the presence of an item which must not appear in a well formed utterance. (P.145-172)

Learners add unnecessary elements in different levels (morphology, syntax, lexis...etc)

In morphology, learners tend to add the "s" of the third person singular with all pronouns. They say we thinks instead of we think.

In syntax, learners tend to combine two different elements like using the article "the" with name of countries or proper nouns.

1.1.6.2.3. Misformation

According to Dulay et al., (1982) “misformation errors are characterized by the use of the wrong form of the morpheme or structure.” (p. 145-172)
Ellis (2003) defined it as "using one grammatical form in place of another grammatical form." (p.18)

So, learners make errors because of their choices of wrong structure items...etc.

Dulay (1982) has reported three subtypes of misformation: (1) regularization; (2) archi-forms; and (3) alternating forms.

Regularization errors: it means using the regular marker in place of irregular one, as speaked for spoke or writed for wrote.

Archi-forms: Dulay (1982) defined it "the selection of one member of a class of forms to represent others in the class." He also gave many examples to illustrate this subtype, My friend is *oldest* than me instead of my friend is *older* than me.

Alternating forms: according to Dulay et al., (1982), alternating forms are free alternation of various members of class with each other. For instance, *those cat* for *this cat*.

1.1.6.2.4. Misordering

According to Dulay et al., (1982) misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

Ellis (2003) defined it as putting the word in the wrong order.

Learners in morphology may add "ing" when dealing with the verbs that contain two words, learners may say *get upping* instead of *getting up*.

1.1.6.3. Errors types based on Comparative Taxonomy

Dulay et al., (1982) explained that the classification of errors in a comparative
taxonomy is based on comparison between the structure of L2 errors and certain other type of construction.

There are four subtypes of errors based on comparative taxonomy:

1.1.6.3.1. Developmental errors

Developmental errors are similar to errors made by children, when learning the Target language.

1.1.6.3.2. Interlingual errors

This type of errors occurs when the native language affects the foreign language. For instance, word to word translation, like saying *I not eat an apple* instead of *I don't eat an apple*.

1.1.6.3.3. Ambiguous errors

When errors are classified as both interlingual and developmental, those can be called as ambiguous errors. Like in the example of Dulay (1982) *I no have a house*.

1.1.6.3.4. Other errors

When we can't classify error within the previous types, it appears within this group.

1.1.6.4. Error type based on Communicative Effect Taxonomy

"a communicative effect taxonomy highlights the errors could be effect the reader or listener's perspective." Dulay et al., (1982, p.146-172)

There are two subtypes of this taxonomy: global and local errors.

1.1.6.4.1. Global errors: are those errors that affect the organization of the sentence in
addition to the communication.

1.1.6.4.2. Local errors: this type of errors affects singular elements in the sentence without abusing the comprehension of the entire meaning.

1.1.7. Procedures of Error Analysis

EA is carried out in five consecutive stages as stated by Ellis (1997). These stages are: (1) collection of a sample of learner language, (2) identification of errors, (3) description of errors, (4) explanation of error, and (5) evaluation of errors, these steps are summarized as followed.

1.1.7.1. Collection of a sample of learner language

Having enough data is very important for any error analysis. Deciding what a sample to use and how to use it is one of the crucial steps in collecting data. Researchers or teachers use either unspontaneous data from spoken language or spontaneous data for written language.

1.1.7.2. Identification of errors

Researchers must identify errors from data collection. S/He must compare the sentences produced by students with the correct sentences in TL. Then, he will identify the elements in which students deviate from TL.

1.1.7.3. Description of errors

A comparison will be done between erroneous sentences or utterances of learners and native forms of language. This comparative process shows the differences between them. The major purpose of this step is to classify errors according to the language level (phonology, morphology, syntax...etc), general linguistic category (auxiliary, passive...etc), and specific linguistic elements (articles, prepositions).
1.1.7.4. **Explanation of errors**

Explanation of errors is about why and how errors are made. This step shades the light on the reasons behind making such errors. These errors may be caused by the influence learner's mother tongue (interlingual errors), or those which are caused by incomplete learning of L2 rules (intralingual errors).

1.1.7.5. **Evaluation of errors**

Evaluation of errors is supplementary step in EA. Researchers have to decide which errors will be corrected because some errors are more serious than other.

**Conclusion**

To conclude, in this section we have deal with EA, dealing with all most its features. EA as stated by Ellis (2005) is a set of procedures, to identify, describe, and explain learner’s errors. We also dealt with the differences between errors and mistakes because they are not synonymous like most people think, moving to sources of errors, to taxonomies of EA, and ending with the procedures of EA.
Section Two: Passive Voice

Introduction

1.2.1 Definition of the Passive Voice

1.2.2 Forms of the Passive Voice

1.2.3 The Uses of the Passive Voice

1.2.4 The Causes of the Passive Voice Errors

Conclusion
Section Two: The Passive Voice

Introduction

In order to master English, learners should master grammar. One of the main important aspects that learners must fulfill is the passive voice. The English passive voice seemed easy, it is really complex that needs knowledge, comprehension and awareness. So, in this section we will cover aspects of the passive voice, starting from the definition, to the uses, than the forms, and ending with the causes behind performing errors in the passive voice.

1.2.1. Definition of the Passive Voice

By a voice we mean the quality of verbs, verbs can show whether the subject is doing the action or the action is performed on the subject. There are two voices: active and passive. Eckersley (1960, p.219) have made a clear distinction between the two types in saying that “if the person or thing denoted by the subject of the sentence is the doer of the action, then that form of the verb is the active voice; and if the person or thing denoted by the subject of the sentence is the receiver or sufferer of the action, then that form of the verb is the passive voice”

1- The teacher explained the lesson.

2- The lesson was explained by the teacher.

From examples (1 and 2), evident distinction is made. In example 1 “the teacher explained the lesson.” The teacher (subject) is the doer of the action (explained). While example 2 “the lesson was explained by the teacher” is a transformation from example 1. The object of
example 1 becomes the subject of example 2, by adding the preposition “by” to the passive sentence.

So, in the passive voice the same active action is acted but indirectly. Thus, the active voice is the primary source of the passive, in a condition that the active verb must be transitive one (the verb have an object).

Many researchers have stated definitions of the passive voice. According to Nesfield (1957, p.83) “passive voice is used when the verb in the passive voice, the person or thing denoted by the subject is said to suffer something; as I am loved.” In the same line of thoughts, Thomas (1986) stated that the passive voice is formed by putting “to be” in the same tense of the active voice, adding the past participle of the main verb.

From the definitions above, we can understand that the passive voice is derived from the active voice, with keeping the same meaning. It is formed by conjugating “to be” in the tense of the active verb and adding the past participle of the main verb, keeping in mind that the operation of transforming the active sentence into a passive one is valid only when the verb is transitive. The agent or the original doer of the action is not mentioned most of the time, because our interest is on the action rather than the agent, and if it is mentioned it proceeded by “by”, and place in the end of the sentence.

I addition to the above information, and as mentioned by Hewings (1999): verbs that are followed by two objects or object and prepositional object in active clauses may have two structure in the passive voice.

**Table 01**

**Example about formula of the passive voice**
1.2.2. Forms of the passive voice

As mentioned before, there are three basic steps in forming the passive voice:

a- The receiver of the action is moved into the subject slot.

b- The auxiliary “to be” is added to the verb phrase and the lexical verb changes to the past participle.

c- The agent moves at the end of the sentence, proceeding by the preposition “by”.

Researchers have disagreed about the tenses that can be used passively. Some of them like Hancock have stated that all tenses can be used passively, whereas others like Eckersley have mentioned almost all the tenses except the perfect continuous form because of having two forms of “to be’, which sounds confusing. We will illustrate the two points of vue by a table for each of them.

Table02

Tenses of The Passive voice with examples

<table>
<thead>
<tr>
<th>Tense</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>My dinner is eaten by your dog.</td>
</tr>
</tbody>
</table>

active | passive
---|---
. She handed me the plate. | . I was handed the plate.
. She handed the plate to me. | . The plate was handed to me.
<table>
<thead>
<tr>
<th>Tense</th>
<th>Active Voice</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Simple</td>
<td>Mr. Brown teaches this class.</td>
<td>This class is taught by Mr. Brown.</td>
</tr>
<tr>
<td>Present Continuous</td>
<td>Mr. Brown is teaching this class.</td>
<td>This class is being taught by Mr. Brown.</td>
</tr>
<tr>
<td>Present Perfect</td>
<td>Mr. Brown has taught this class.</td>
<td>This class has been taught by Mr. Brown.</td>
</tr>
</tbody>
</table>

Eckersley (1960.p, 220) on the other hand provided us with the table that consists of tenses that can be transferred to the passive, and he also made a clear distinction of time through active and passive voice.

**Table03**

**Example of Active voice into passive voice**
<table>
<thead>
<tr>
<th>Tense</th>
<th>Active Sentence</th>
<th>Passive Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past Simple</td>
<td>Mr. Brown taught this class.</td>
<td>This class was taught by Mr. Brown.</td>
</tr>
<tr>
<td>Past continuous</td>
<td>Mr. Brown was teaching this class.</td>
<td>This class being taught by Mr. Brown.</td>
</tr>
<tr>
<td>Past Perfect</td>
<td>Mr. Brown had taught this class.</td>
<td>This class had been taught by Mr. Brown.</td>
</tr>
<tr>
<td>Future Simple</td>
<td>Mr. Brown will teach this class.</td>
<td>This class will be taught by Mr. Brown.</td>
</tr>
<tr>
<td>Future Continuous</td>
<td>Mr. Brown will be teaching this class.</td>
<td>This class will be being taught by Mr. Brown.</td>
</tr>
<tr>
<td>Future Perfect</td>
<td>Mr. Brown will have taught this class.</td>
<td>This class will have been taught by Mr. Brown.</td>
</tr>
</tbody>
</table>

Note: The Perfect Continuous tenses are not used passively.

In passive sentences, negation is achieved by adding ‘not’. For example:

My dinner has not been eaten by your dog.

Questions also by using the passive voice are formed by inverting the auxiliary and the subject as done in the active voice. For example:

Is this class going to be taught by Mr. Brown?

1.2.3 The Uses of the Passive Voice

1- The topic: let’s consider the following examples:

1-The teacher explained the lesson.

2-The lesson is explained by the teacher.
The two examples have the same meaning, but each with its topic. The topic of the first example is “the teacher”, whereas the topic of the second example is “the lesson”. So in the active voice the focus is on the agent, while in the passive voice the interest will be on the action. In the same line of thoughts Eckersley (1960) stated that “we use the passive voice when we are more interesting in the action than in the person who do the action” (p160). So, we use the passive voice when our primary focus is on the action rather than the doer.

2- We use the passive voice when we don’t know or have forgotten who did the action. Azar(1999) suggested that the passive voice is most frequently used when it is unknown or unimportant to know who performed the action.

3- According to Hewings(2005) the passive voice is used when the agent is obvious. As in She is being treated in the hospital (the agent is clearly a medical staff)

4- We use the passive voice, when we want to emphasize on something new. So we begin with something that already known and put the worthy information at the near end. As in the example which is given by Hewings (2005.p, 60)

-The three machines tested for the report contained different types of safety valve. The Boron Group in Germany manufactured the machines.

-The three machines tested for the report contained different types of safety valve. The machines were manufactured by the Boron Group in Germany.

5- We use the passive when we want to avoid vague words as subject, for instance when the subject in the active is indefinable preposition. As in:

-He is suspected of receiving stolen goods.

6- For Corson and Smolett (2004) the passive voice can be used when we talk about general
truth. As in: Rules are made to be broken.

In addition to the uses mentioned above, Frank (1972) stated that the passive voice is found in different context like: Scientific writings, business report, newspaper stories; formal notices and announcements and; headlines and advertisements.

1.2.4 The causes of the passive voice Errors

Learners face overall difficulties when using the passive voice for many reasons:

- Lack of knowledge, and comprehensions of the rules of the passive voice.

- Over-passivisation: Parrott (2000) stated that learners think that all active sentences may be used in the passive. Therefore, they apply passive construction to all active sentences without considering whether the verb is transitive or not.

- Incorrect use of the irregular verbs: Bergen (1999) Stated that wrong verbs forms are the most frequent errors performed by learners. So, they may produce erroneous passive sentences by using wrong forms of the verbs.

- The classroom setting: teachers or materials can make learners face difficulties, and commit errors.

Conclusion

To sum up, the passive voice plays an important role in EFL learning process. The passive voice is derived from the active voice with keeping the same meaning, it is formed by conjugating ‘to be’ in the tense of the main verbs and adding the past participle of the verb. So, because of the complexity of the English passive voice, learners faced overall difficulties.
Chapter Two: The Fieldwork

Introduction

2.1. Research Methodology

2.1.1. Sampling and Participants

2.1.2. Tools of the Research

2.1.3. Analytical Produces

2.1.4. Identification of Errors

2.2. Data Analysis

2.3. Findings and Discussion

Conclusion
Chapter two: the fieldwork

Introduction

The present research investigates second year LMD students' use of the passive voice at the University of Larbi Ben M'hidi. This chapter will discuss the methodology and Data analysis. A test is used as a mean of data collection. The analysis will be about the Student’s answers with a brief explanation of the correct and the wrong use of passive voice of each sentence.

2.1. Research Methodology

2.1.1. Sampling and Participants

The population of this study is second year English LMD students at Larbi Ben M'hidi University, for the academic year 2017-2018. The population consists of 250 students, and since it is hard to deal with the whole population, we have selected only 30 participants. We have chosen the participants in a random way, in the sense that neither gender, nor the achievements are taking into consideration. This sample is chosen because students have been learnt the passive voice in the first semester.

2.1.2. Tool of Research

We set up a test which consists of twenty active sentences that must be transformed into passive voice. The method used in this research is the descriptive quantitative to analyze the students errors on the use of passive voice.
2.1.3. Analytical Procedure

The analysis includes three main stages of Error Analysis:

**Collecting a sample of learner language:** The Data are collected from the student’s test, in order to find out the errors.

**Identification of errors:** The student’s errors when using the passive voice are identified.

**Classification of errors:** We classify errors according to Dulay’s(1982) classification: omission, addition, and substitution considering substitution as a subcategory of misformation. Then, we calculate the percentage of errors made by students.

2.1.4. Identification of Errors

In this section we discuss the problem that students of second year students in Larbi Ben M’Hidi University may face, when dealing with the passive voice. Then, we classify errors into different types. Each sentence will be discussed in a form of a table.

**Sentence 1:** People are destroying large area of forest every day.

**Table04:**

**Error Analysis of passive voice errors in sentence 01**

<table>
<thead>
<tr>
<th>The correct sentence</th>
<th>The erroneous sentence</th>
<th>Type of the error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large areas of forest are being destroyed by people</td>
<td>1- Large areas of forest was being destroyed by people every day.</td>
<td>Substitution (‘are’ is substituted by was)</td>
</tr>
<tr>
<td></td>
<td>2- Large areas of forest has destroyed by</td>
<td>Omission (of</td>
</tr>
</tbody>
</table>
every day.

<table>
<thead>
<tr>
<th>The correct sentence</th>
<th>The erroneous sentence</th>
<th>The type of the error</th>
</tr>
</thead>
<tbody>
<tr>
<td>The land next to our house has been bought by somebody.</td>
<td>1- The land next to our house have been bought by somebody.</td>
<td>Substitution ('has' is substituted by 'have')</td>
</tr>
<tr>
<td>2- The land next to our house has bought by somebody.</td>
<td>Omission (of 'being')</td>
<td></td>
</tr>
<tr>
<td>3- The land next to our house has being bought by somebody.</td>
<td>Substitution ('been' is substituted by 'being')</td>
<td></td>
</tr>
<tr>
<td>4- The land next to our house has has been</td>
<td>Addition (of 'to')</td>
<td></td>
</tr>
</tbody>
</table>
Sentence 03: Somebody had already reported the accident before I phoned.

Table 06:

Error Analysis of passive voice errors in sentence 03

<table>
<thead>
<tr>
<th>The correct sentence</th>
<th>The erroneous sentence</th>
<th>Type of the error</th>
</tr>
</thead>
<tbody>
<tr>
<td>The accident had been already reported before I phoned.</td>
<td>1- The accident had already reported before I phoned.</td>
<td>Omission( of ‘been’)</td>
</tr>
<tr>
<td></td>
<td>2- The accident is already reported before I phoned.</td>
<td>Substitution( ‘has been’ is substituted by ‘is’)</td>
</tr>
<tr>
<td></td>
<td>3- The accident had been already reported before I phoned.</td>
<td>Omission( of ‘ed’)</td>
</tr>
<tr>
<td></td>
<td>4- The accident has been already reported before I phoned.</td>
<td>Substitution( ‘had’ is substituted by)</td>
</tr>
</tbody>
</table>
**Sentence 04:** Someone will tell you when you should go to see the doctor.

**Table07:**

**Error Analysis of passive voice errors in sentence 04**

<table>
<thead>
<tr>
<th>The correct sentence</th>
<th>The erroneous sentence</th>
<th>Type of the error</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will be told when you should go to see the doctor.</td>
<td>1- You will told when you should go to see the doctor.</td>
<td>Omission (of ‘Be’)</td>
</tr>
<tr>
<td></td>
<td>2- You will be telled when you should go to see the doctor.</td>
<td>Substitution (‘told’ is substituted by ‘telled’)</td>
</tr>
<tr>
<td></td>
<td>3- You told when you should go to see the doctor.</td>
<td>Omission (of ‘will be’)</td>
</tr>
<tr>
<td></td>
<td>4- You will be tolded when you should go to see the doctor.</td>
<td>Addition (of ‘ed’)</td>
</tr>
</tbody>
</table>
**Sentence 05:** John and Jonas are going to discuss the work next week.

**Table 08:**

**Error Analysis of passive voice errors in sentence 05**

<table>
<thead>
<tr>
<th>The correct sentence</th>
<th>The erroneous sentence</th>
<th>Type of the error</th>
</tr>
</thead>
<tbody>
<tr>
<td>The work is going to be discussed by John and Sara next week.</td>
<td>1- The work is discussed by John and Sara next week.</td>
<td>Omission (of ‘going to be’)</td>
</tr>
<tr>
<td></td>
<td>2- The work are going to be discussed by John and Sara next week.</td>
<td>Substitution (‘is’ is substituted by ‘are’)</td>
</tr>
<tr>
<td></td>
<td>3- The work is going be discussed by John and Sara next week.</td>
<td>Omission (of ‘to’)</td>
</tr>
<tr>
<td></td>
<td>4- The work is going to discussed by John and Sara next week.</td>
<td>Omission (of ‘Be’)</td>
</tr>
</tbody>
</table>

**Sentence 06:** People expect better results soon.

**Table 09:**

**Error Analysis of passive voice errors in sentence 06**

<table>
<thead>
<tr>
<th>The correct sentence</th>
<th>The erroneous sentence</th>
<th>Type of the error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better results are expected soon.</td>
<td>1- Results are expected soon.</td>
<td>Omission (of ‘better’)</td>
</tr>
<tr>
<td></td>
<td>2- Better results are expect</td>
<td>Omission (of ‘ed’)</td>
</tr>
</tbody>
</table>
soon.

3- Better results are to expected soon. Addition(of ‘to’)

4- Better results is expected soon. Substitution( ‘are’ is substituted by ‘is’)

**Sentence 07:** Someone mentioned the problem to me.

**Table 10:**

**Error Analysis of passive voice errors in sentence 07**

<table>
<thead>
<tr>
<th>The correct sentence</th>
<th>The erroneous sentence</th>
<th>Type of the error</th>
</tr>
</thead>
<tbody>
<tr>
<td>The problem was mentioned to me.</td>
<td>1- The problem was mention to me.</td>
<td>Omission( of ‘ed’)</td>
</tr>
<tr>
<td>2- The problem were mentioned to me.</td>
<td>Substitution( ‘was’ is substituted by ‘were’)</td>
<td></td>
</tr>
<tr>
<td>3- The problem was mentioning to me.</td>
<td>Substitution( ‘mentioned’ is substituted by ‘mentioning’)</td>
<td></td>
</tr>
</tbody>
</table>
**Sentence 08:** Someone had reported the theft to the police.

**Table 11:**

**Error Analysis of passive voice errors in sentence 08**

<table>
<thead>
<tr>
<th>The correct sentence</th>
<th>The erroneous sentence</th>
<th>Type of the error</th>
</tr>
</thead>
<tbody>
<tr>
<td>The theft had been reported to the police.</td>
<td>1-The theft has been reported to the police.</td>
<td>Substitution( ‘had’ is substituted by ‘has’ )</td>
</tr>
<tr>
<td></td>
<td>2-The theft had been reported to the police.</td>
<td>Omission (of ‘ed’)</td>
</tr>
<tr>
<td></td>
<td>3-The theft had reported to the police.</td>
<td>Omission (of ‘been’)</td>
</tr>
</tbody>
</table>

**Sentence 09:** No doubt, somebody will blame me for the problem

**Table 12:**

**Error Analysis of passive voice errors in sentence 09**

<table>
<thead>
<tr>
<th>The correct sentence</th>
<th>The erroneous sentence</th>
<th>Type of the error</th>
</tr>
</thead>
<tbody>
<tr>
<td>No doubt, I will be blamed for the problem.</td>
<td>1-No doubt, I will be blame for the problem.</td>
<td>Omission (of ‘ed’)</td>
</tr>
<tr>
<td></td>
<td>2-No doubt, I will blamed for the problem.</td>
<td>Omission (of ‘Be’)</td>
</tr>
<tr>
<td></td>
<td>3- No doubt, I blamed for the problem.</td>
<td>Omission (of ‘will be’ )</td>
</tr>
</tbody>
</table>
Sentence 10: The designer must finish the design next Monday.

Table 13:

Error Analysis of passive voice errors in sentence 10

<table>
<thead>
<tr>
<th>The correct sentence</th>
<th>The erroneous sentence</th>
<th>Type of the error</th>
</tr>
</thead>
<tbody>
<tr>
<td>The design must be finished by the designer next Monday.</td>
<td>1- The design must finished by the designer next Monday.</td>
<td>Omission (of ‘Be’)</td>
</tr>
<tr>
<td></td>
<td>2- The design must be finish by the designer next Monday.</td>
<td>Omission (of ‘ed’)</td>
</tr>
<tr>
<td></td>
<td>3- The design will be finished by the designer next Monday.</td>
<td>Substitution(‘must be finished’ is substituted by ‘will be finished’)</td>
</tr>
<tr>
<td></td>
<td>4- The design to be finish by the designer.</td>
<td>Substitution( ‘must be finished’ is substituted by ‘to be finish’)</td>
</tr>
</tbody>
</table>
**Sentence 11:** Someone sold the car to Tom

**Table 14:**

Error Analysis of passive voice errors in sentence 11

<table>
<thead>
<tr>
<th>The correct sentence</th>
<th>The erroneous sentence</th>
<th>Type of the error</th>
</tr>
</thead>
<tbody>
<tr>
<td>The car was sold to Tom (by someone)</td>
<td>1- The car is sold to Tom.</td>
<td>Substitution (‘was’ is substituted by ‘is’)</td>
</tr>
<tr>
<td></td>
<td>2- The car was sold by Tom.</td>
<td>Substitution (‘to’ is substituted by ‘by’)</td>
</tr>
<tr>
<td></td>
<td>3- The car were sold to Tom.</td>
<td>Substitution (‘was’ is substituted by ‘were’)</td>
</tr>
</tbody>
</table>

**Sentence 12:** Sara was learning English in a private school

**Table 15:**

Error Analysis of passive voice errors in sentence 12

<table>
<thead>
<tr>
<th>The correct sentence</th>
<th>The erroneous sentence</th>
<th>Type of the error</th>
</tr>
</thead>
<tbody>
<tr>
<td>English was being learnt (or learned) by Sara in a private school.</td>
<td>1- English were being learned by Sara.</td>
<td>Substitution (‘was’ is substituted by ‘were’)</td>
</tr>
<tr>
<td></td>
<td>2- English is learnt by Sara.</td>
<td>-Substitution (‘was’ is substituted by ‘is’)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Omission (of ‘being’)</td>
</tr>
</tbody>
</table>
Sentence13: Someone was offering drinks to the guests

Table 16:

Error Analysis of passive voice errors in sentence 13

<table>
<thead>
<tr>
<th>The correct sentence</th>
<th>The erroneous sentence</th>
<th>Type of the error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- The guests were being</td>
<td>1- The guests were being offered</td>
<td>Addition(of ‘to’)</td>
</tr>
<tr>
<td>offered the drinks.</td>
<td>to the drinks.</td>
<td></td>
</tr>
<tr>
<td>2- The drinks were being</td>
<td>2- The guests are being offered</td>
<td>Substitution(‘were’ is replaced</td>
</tr>
<tr>
<td>offered to the guests.</td>
<td>the drinks.</td>
<td>by ‘are’)</td>
</tr>
<tr>
<td>3- The drinks were being</td>
<td>3- The drinks were being offered</td>
<td>Omission(‘to’)</td>
</tr>
<tr>
<td>offered to the guests.</td>
<td>the guests.</td>
<td></td>
</tr>
<tr>
<td>4- The drinks was being</td>
<td>4- The drinks was being offered</td>
<td>Substitution(‘were’ is replaced</td>
</tr>
<tr>
<td>offered to the guests.</td>
<td>to the guests.</td>
<td>by ‘was’)</td>
</tr>
</tbody>
</table>

Sentence14: The teacher translates the short story to English

Table 17:

Error Analysis of passive voice errors in sentence 14

<table>
<thead>
<tr>
<th>The correct sentence</th>
<th>The erroneous sentence</th>
<th>Type of the error</th>
</tr>
</thead>
</table>

38
The short story is translated to English by the teacher.

1- The short story has translated to English by the teacher.

Substitution (‘is translated’ is substituted by ‘has translated’)

2- The short story is translate by the teacher.

Omission (of ‘ed’)

3- The short story was translated to English by the teacher.

Substitution (‘is’ is substituted by ‘was’)

**Sentence 15:** They have found an unexploded bomb in Herbert Square.

**Table 18:**

**Error Analysis of passive voice errors in sentence 15**

<table>
<thead>
<tr>
<th>The correct sentence</th>
<th>The erroneous sentence</th>
<th>Type of the error</th>
</tr>
</thead>
<tbody>
<tr>
<td>An unexploded bomb has been found in Herbert Square.</td>
<td>1-An unexploded bomb have been found in Herbert Square.</td>
<td>Substitution (‘has’ is substituted by ‘have’)</td>
</tr>
<tr>
<td></td>
<td>2-An unexploded bomb has been founded in Herbert Square.</td>
<td>Substitution (‘found’ is substituted by ‘founded’)</td>
</tr>
<tr>
<td></td>
<td>3- An unexploded bomb was found in Herbert Square.</td>
<td>Substitution (‘has been found’ is substituted by ‘was found’)</td>
</tr>
</tbody>
</table>
**Sentence 16:** The students should attend the course soon.

**Table 19:**

**Error Analysis of passive voice errors in sentence 16**

<table>
<thead>
<tr>
<th>The correct sentence</th>
<th>The erroneous sentence</th>
<th>Type of the error</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course should be attended by the student soon.</td>
<td>1- The course should attended by the student soon.</td>
<td>Omission (of ‘Be’)</td>
</tr>
<tr>
<td></td>
<td>2- The course should be attend by the student soon.</td>
<td>Omission (of ‘ed’)</td>
</tr>
<tr>
<td></td>
<td>3- The course should be attending by student soon.</td>
<td>Substitution (‘should be attended’ is substituted by ‘should be attending’).</td>
</tr>
</tbody>
</table>

**Sentence 20:** Somebody introduced me to the Dr Felix last year.

**Table 17:**

**Error Analysis of passive voice errors in sentence 17**

<table>
<thead>
<tr>
<th>The correct sentence</th>
<th>The erroneous sentence</th>
<th>Type of the error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- I was introduced to Dr Felix last year.</td>
<td>1- I introduced to Dr Felix last year.</td>
<td>Omission (of ‘was’)</td>
</tr>
<tr>
<td>2- Dr Felix was introduced to me last year.</td>
<td>2- Dr Felix was introduced me last year.</td>
<td>Omission (of ‘to’)</td>
</tr>
<tr>
<td></td>
<td>3- I had introduced to Dr Felix last year.</td>
<td>Substitution (‘was introduced’ is substituted by)</td>
</tr>
</tbody>
</table>
Someone threw a lifebelt to me.

Table 21:

Error Analysis of passive voice errors in sentence 18

<table>
<thead>
<tr>
<th>The correct sentence</th>
<th>The erroneous sentence</th>
<th>Type of the error</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lifebelt was thrown to me by someone.</td>
<td>1- A lifebelt was threwed to me.</td>
<td>Substitution(‘thrown’ is substituted by ‘threwed’)</td>
</tr>
<tr>
<td></td>
<td>2- A lifebelt was throwing to me.</td>
<td>Substitution( ‘thrown’ is substituted by ‘throwing’)</td>
</tr>
<tr>
<td></td>
<td>3- A lifebelt was threw to me.</td>
<td>Substitution(“thrown” is substituted by ‘threw’)</td>
</tr>
</tbody>
</table>

A gust of wind blew the tent down

Table 22:

Error Analysis of passive voice errors in sentence 19

<table>
<thead>
<tr>
<th>The correct sentence</th>
<th>The erroneous sentence</th>
<th>Type of the error</th>
</tr>
</thead>
<tbody>
<tr>
<td>The tent was blown down by a gust of wind</td>
<td>1- The tent was blown by a gust of wind.</td>
<td>Omission (of ‘down’)</td>
</tr>
</tbody>
</table>
2-The tent was blewed down by a gist of wind. Substitution('blown’ is substituted by ‘blewed’)

3- The tent blewed down by a gust of wind. Substitution( ‘was blown down’ is substituted by ‘blewed down’)

**Sentence 20:** I enjoyed taking the children to the zoo.

**Table 23:**

**Error Analysis of passive voice errors in sentence 20**

<table>
<thead>
<tr>
<th>The correct sentence</th>
<th>The erroneous sentence</th>
<th>Type of the error</th>
</tr>
</thead>
<tbody>
<tr>
<td>The children enjoyed being taken to the zoo.</td>
<td>1-The children enjoyed taking to the zoo.</td>
<td>-Omission (of ‘being’)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Substitution( ‘taken’ is substituted by ‘taking’)</td>
</tr>
<tr>
<td></td>
<td>2-The children were enjoyed taking to the zoo.</td>
<td>-Substitution( ‘being taken’ is substituted by ‘enjoyed taking’)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Addition –of ‘were’)</td>
</tr>
<tr>
<td></td>
<td>3-The children enjoyed when taking to the zoo.</td>
<td>Substitution( ‘e being taken’ I substituted by ‘when taking’)</td>
</tr>
</tbody>
</table>
2.2. Data Analysis

The analysis of the data is done through the calculation of the percentage of the correct and the wrong use of passive voice in each sentence, in addition to the percentage of each type of errors.

The tables below represent the wrong and the correct usage of passive voice in each sentence.

Sentence 01: People are destroying large area of forest every day.

Table 24:

The Correct Vs the Wrong usage in Sentence 01

<table>
<thead>
<tr>
<th>Sentence 01</th>
<th>Correct Usage</th>
<th>Wrong Usage</th>
<th>Types of errors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>OM</td>
<td>AD</td>
</tr>
<tr>
<td>Number</td>
<td>18</td>
<td>12</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Percentage</td>
<td>60%</td>
<td>40%</td>
<td>50%</td>
<td>1.66%</td>
</tr>
</tbody>
</table>

Figure 01: Correct and Wrong Usage in sentence 01
60% of the participants have answered correctly, and the majority (50%) of students who failed in the transformation from active to passive, made an omission errors, and this is due to the misuse of structure or what Richard called incomplete application of rules; i.e. students know the rule, but they misuse it. For instance, when dealing with the present continuous, He know the rule (am/is/are being+ pp), but he uses ‘am’ or ‘is’ instead of ‘are’.

Sentence 02: Somebody has bought the land next to our house.

**Table 02:**

The Correct Vs the Wrong usage in Sentence 02

<table>
<thead>
<tr>
<th>Sentence 02</th>
<th>Correct Usage</th>
<th>Wrong Usage</th>
<th>Types of errors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>OM</td>
<td>AD</td>
</tr>
<tr>
<td>Number</td>
<td>16</td>
<td>14</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Percentage</td>
<td>53.33%</td>
<td>4.66%</td>
<td>35.71%</td>
<td>7.14%</td>
</tr>
</tbody>
</table>

**Figure 02:** Correct and Wrong Usage sentence 02

The majority of testers answered correctly, and the majority of students, who failed to answer correctly (57.14%), made a substitution errors. These errors are due to the ignorance.
of rule restriction. Students use a rule contrary to where is expected, i.e. students in Sentence 2 used other tenses rather than the present perfect.

Sentence 03: Somebody had already reported the accident before I phoned.

Table 26:

The Correct Vs the Wrong Usage in Sentence 03

<table>
<thead>
<tr>
<th>Sentence 03</th>
<th>Correct Usage</th>
<th>Wrong Usage</th>
<th>Type of errors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>14</td>
<td>16</td>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>Percentage</td>
<td>46.66%</td>
<td>53.33%</td>
<td>43.75%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 03: Correct and Wrong Usage in sentence 03

The majority of participants failed to answer correctly, and the majority of them did substitution errors and this is due to the ignorance of rule restriction. Students used different rules contrary to where it is expected. Students faced a lot of problems when dealing with the
past perfect passive. For instance, sometimes they used ‘to be’ instead of ‘to have’, and ‘being’ instead of ‘been’.

Sentence04: Someone will tell you when you should go to see the doctor.

Table27:

The Correct Vs the Wrong Usage in Sentence04

<table>
<thead>
<tr>
<th>Sentence 04</th>
<th>Correct Usage</th>
<th>Wrong Usage</th>
<th>Type of Errors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>OM</td>
<td>AD</td>
</tr>
<tr>
<td>Number</td>
<td>20</td>
<td>10</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Percentage</td>
<td>66.66%</td>
<td>33.33%</td>
<td>50%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Figure04: Correct and Wrong Usage in sentence 04

The majority of participants (66.66%) have answered correctly, however 33.33% of participants failed in transforming sentence 4. Half of (33.33%) have made omission errors, and this is due to the incomplete application of rules. Although students know the rule of future passive (will+be+p.p), they forget to add ‘be’ for instance.
Sentence 05: John and Jonas are going to discuss the work next week.

Table 28:

The Correct Vs the Wrong Usage in Sentence 05

<table>
<thead>
<tr>
<th>Sentence 05</th>
<th>Correct Usage</th>
<th>Wrong Usage</th>
<th>Type of Errors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>OM</td>
<td>AD</td>
</tr>
<tr>
<td>Number</td>
<td>18</td>
<td>12</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Percentage</td>
<td>60%</td>
<td>40%</td>
<td>58.33%</td>
<td>00.00%</td>
</tr>
</tbody>
</table>

Figure 05: Correct and Wrong Usage in sentence 05

The majority of the participants who failed to answer correctly, 40% have made omission errors, and this is due to the incomplete application of rules. Students know the rule, but they didn’t apply it correctly, may be because the lack of understanding of the complex tenses.

Sentence 06: People expect better results soon.
Table 29:

The Correct Vs the Wrong Usage in Sentence 06

<table>
<thead>
<tr>
<th>Sentence 06</th>
<th>Correct Usage</th>
<th>Wrong Usage</th>
<th>Type of Errors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>OM</td>
<td>AD</td>
</tr>
<tr>
<td>Number</td>
<td>12</td>
<td>18</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Percentage</td>
<td>40%</td>
<td>60%</td>
<td>44.44%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Figure 06: Correct and Wrong Usage sentence 06

Although the simple present passive is very easy, the majority of students with 60% failed to answer correctly. Most of them did substitution errors, and this is due to the ignorance of rule restriction. Most of students faced problems when dealing with ‘to be’, so they used ‘is’ when ‘are’ is needed.

Sentence 07: Someone mentioned the problem to me
Table30:

The Correct Vs the Wrong Usage in Sentence07

<table>
<thead>
<tr>
<th>Sentence 07</th>
<th>Correct Usage</th>
<th>Wrong Usage</th>
<th>Type of Errors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>21</td>
<td>9</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Percentage</td>
<td>70%</td>
<td>30%</td>
<td>22.22%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Figure07: Correct and Wrong Usage sentence07

30% of the students failed in this sentence. It is the case with the substitution errors and these errors occur due to the false concept hypothesis, and this is as a result of faulty comprehension. In this sentence, most errors occurred with the past participle, as they omitted ‘ed’.
Sentence 08: Someone had reported the theft to the police.

Table 31:

The Correct Vs the Wrong Usage in Sentence 08

<table>
<thead>
<tr>
<th>Sentence 08</th>
<th>Correct Usage</th>
<th>Wrong Usage</th>
<th>Type of Errors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>20</td>
<td>10</td>
<td>2  0  8</td>
<td>30</td>
</tr>
<tr>
<td>Percentage</td>
<td>66.66%</td>
<td>33.33%</td>
<td>20% 0.00% 80%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 08: Correct and Wrong Usage and in sentence 08

Only 33.33% have answered in a wrong way, and the majority of them did substitution errors. The students are generally good in transforming the past perfect. The wrong usage can be attributed to the ignorance of rule restrictions.
Sentence 09: No doubt, somebody will blame me for the problem

Table 3.2:

The Correct Vs the Wrong Usage in Sentence 09

<table>
<thead>
<tr>
<th>Sentence 09</th>
<th>Correct Usage</th>
<th>Wrong Usage</th>
<th>Type of Error</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>12</td>
<td>18</td>
<td>18 0 0</td>
<td>30</td>
</tr>
<tr>
<td>Percentage</td>
<td>40%</td>
<td>60%</td>
<td>100% 0.00% 0.00%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 09: Correct and Wrong Usage in sentence 09

60% of the participants failed in answering correctly, and the majority of them did substitution errors because of the ignorance of rule restrictions where students used previously acquired rules in contrary situation.
Sentence10: The designer must finish the design next Monday.

**Table33:**

*The Correct Vs the Wrong Usage in Sentence10*

<table>
<thead>
<tr>
<th>Sentence 10</th>
<th>Correct Usage</th>
<th>Wrong Usage</th>
<th>Type of Error</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>14</td>
<td>16</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Percentage</td>
<td>46.66%</td>
<td>53.33%</td>
<td>25%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

**Figure10:** Correct and Wrong Usage in sentence10

Half of the participants have answered correctly. The other half failed in answering correctly and the most of them did substitution errors because of the ignorance of rule restrictions. Students are average concerning the transformation of models.
Sentence11: Someone sold the car to Tom

**Table34:**

**The Correct Vs the Wrong Usage in Sentence11**

<table>
<thead>
<tr>
<th>Sentence11</th>
<th>Correct Usage</th>
<th>Wrong Usage</th>
<th>Type of Errors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>23</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percentage</td>
<td>76.66%</td>
<td>23.33%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

**Figure11**: Correct and Wrong Usage in sentence11

Only 23% of the participants failed in answering correctly, and all of them did substitution errors, and this is due to the ignorance of rule restrictions. So, students seem that they didn’t face obstacles when dealing with the simple past.
Sentence 12: Sara was learning English in a private school

Table 35:

The Correct Vs the Wrong Usage in Sentence 12

<table>
<thead>
<tr>
<th>Sentence 12</th>
<th>Correct Usage</th>
<th>Wrong Usage</th>
<th>Type of Errors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>OM  AD  SUB</td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>21</td>
<td>9</td>
<td>1   0   8</td>
<td>30</td>
</tr>
<tr>
<td>Percentage</td>
<td>70%</td>
<td>30%</td>
<td>11.11% 0.00% 88.88%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 12: Correct and Wrong Usage in sentence 12

This is another similar case where the lack of knowledge and the incomplete application of rule took place. Students didn’t develop the rule concerning the present continuous tense like in the following example:

A: What is he doing?

B: He opening the door.
Sentence 13: Someone was offering drinks to the guests

Table 36:

The Correct Vs the Wrong Usage in Sentence 13

<table>
<thead>
<tr>
<th>Sentence 13</th>
<th>Correct Usage</th>
<th>Wrong Usage</th>
<th>Type of Errors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>OM</td>
<td>AD</td>
</tr>
<tr>
<td>Number</td>
<td>16</td>
<td>14</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Percentage</td>
<td>53.33%</td>
<td>46.66%</td>
<td>21.42%</td>
<td>7.14%</td>
</tr>
</tbody>
</table>

Figure 13: Correct and Wrong Usage in sentence 13

46.66% of the participants failed in transforming this sentence into the passive voice. The majority of them with (71.4%) did substitution errors because of the ignorance of rule restrictions. Students still face a problem in the continuous tense.

Sentence 14: The teacher translates the short story to English

Table 37:

The Correct Vs the Wrong Usage in Sentence 14
The majority of the participants have answered correctly. 20% of the participants answered wrong and the most of them did substitution errors, and this is due to the ignorance of rule restrictions. Students find it easy to deal with simple tenses, as they did for this sentence with the present simple.
15: They have found an unexploded bomb in Herbert Square

Table 38:

The Correct Vs the Wrong Usage in Sentence 15

<table>
<thead>
<tr>
<th>Sentence 15</th>
<th>Correct Usage</th>
<th>Wrong Usage</th>
<th>Types of Errors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>OM</td>
<td>AD</td>
</tr>
<tr>
<td>Number</td>
<td>21</td>
<td>09</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percentage</td>
<td>70%</td>
<td>30%</td>
<td>0.00%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Figure 15: Correct and Wrong Usage in sentence 15

Only 30% of the participants answered wrongly. All of them did substitution errors. We assume that this type of errors happened because of the ignorance of restrictions. Although students faced a lot of problems with the perfect tenses in general, only few of them failed to transform this sentence correctly.
Sentence 16: The students should attend the course soon.

Table 39:

The Correct Vs the Wrong Usage in Sentence 16

<table>
<thead>
<tr>
<th>Sentence 16 Usage</th>
<th>Correct</th>
<th>Wrong Usage</th>
<th>Type of Errors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>20</td>
<td>10</td>
<td>3 0 7</td>
<td>30</td>
</tr>
<tr>
<td>Percentage</td>
<td>66.66%</td>
<td>33.33%</td>
<td>30% 0.00% 70%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 16: Correct and Wrong Usage in sentence 16

33.33% of the participants answered wrong. The majority of this percentage did substitution errors and these errors occur due to the ignorance of rule restrictions. Students didn’t internalise the rule concerning models.
Sentence 17: Somebody introduced me to the Dr Felix last year.

Table 40:

The Correct Vs the Wrong Usage in Sentence 17

<table>
<thead>
<tr>
<th>Sentence 17</th>
<th>Correct Usage</th>
<th>Wrong Usage</th>
<th>Types of Errors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>25</td>
<td>5</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>Percentage</td>
<td>83.33%</td>
<td>16.66%</td>
<td>20%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types</th>
<th>OM</th>
<th>AD</th>
<th>SUB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Percentage</td>
<td>0.00%</td>
<td>80%</td>
<td>80%</td>
</tr>
</tbody>
</table>

Figure 17: Correct and Wrong Usage sentence 17

Only 16.66% of the participants answered wrongly, and the majority of them did substitution errors, and as mentioned before, this type of errors occurs due to The Ignorance of Rule Restrictions.
Sentence 18: Someone threw a lifebelt to me.

Table41:

The Correct Vs the Wrong Usage in Sentence18

<table>
<thead>
<tr>
<th>Sentence 18</th>
<th>Correct Usage</th>
<th>Wrong Usage</th>
<th>Type of Errors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>OM</td>
<td>AD</td>
</tr>
<tr>
<td>Number</td>
<td>21</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percentage</td>
<td>76.66%</td>
<td>23.33%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Figure18: Correct and Wrong Usage in sentence18

Only 23.33% of the testers answered wrong, and all of them did substitution errors because of the ignorance of rule restrictions. Only few of testers made errors when dealing with the past tenses, so they seem easy for them.
Sentence 19: A gust of wind blew the tent down

Table 42:

The Correct Vs the Wrong Usage in Sentence 19

<table>
<thead>
<tr>
<th>Sentence 19</th>
<th>Correct Usage</th>
<th>Wrong Usage</th>
<th>Type of Errors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>14</td>
<td>16</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Percentage</td>
<td>46.66%</td>
<td>53.33%</td>
<td>18.75%</td>
<td>81.25%</td>
</tr>
</tbody>
</table>

![Figure 19: Correct and Wrong Usage in sentence 19](image)

53.33% of the students made wrong answers, and most of them did substitution errors and this is due to The ignorance of rule restrictions. Although the past seemed easy for students in the above examples, in this example more than a half of the testers made it wrong may be because it is a phrasal verb. So students still lack the experience with sentences that contain the phrasal verbs.
Sentence 20: I enjoyed taking the children to the zoo.

Table 43:

The Correct Vs the Wrong Usage in Sentence 20

<table>
<thead>
<tr>
<th>Sentence 20</th>
<th>Correct Usage</th>
<th>Wrong Usage</th>
<th>Type of Errors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>OM</td>
<td>AD</td>
</tr>
<tr>
<td>Number</td>
<td>14</td>
<td>16</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Percentage</td>
<td>36.66%</td>
<td>63.33%</td>
<td>6.25%</td>
<td>6.25%</td>
</tr>
</tbody>
</table>

Figure 20: Correct and Wrong Usage in sentence 20

A minority of participants answered wrong, and most of them performed substitution errors. This type of errors occurs due to the ignorance of rule restrictions.

2.3. Findings and Discussion

Table 40 below sum up the findings of errors in the passive voice in each sentence with the number of students who committed errors and their percentage, the types of errors, and the percentage of the students who answered correctly.
Table 44:

Error Analysis on the Passive Voice Errors

<table>
<thead>
<tr>
<th>Sentence</th>
<th>N of Students who commit errors &amp; % of errors</th>
<th>Type of errors</th>
<th>% of the students who answer correctly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence 01</td>
<td>12(40%)</td>
<td>Addition=1.66%</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Omission=50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Substitution=33.33%</td>
<td></td>
</tr>
<tr>
<td>Sentence 02</td>
<td>14(46.66%)</td>
<td>Addition=7.14%</td>
<td>53.33%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Omission=35.71%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Substitution=57.14%</td>
<td></td>
</tr>
<tr>
<td>Sentence 03</td>
<td>16(53.33%)</td>
<td>Addition=0.00%</td>
<td>46.66%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Omission=43.75%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Substitution=56.25%</td>
<td></td>
</tr>
<tr>
<td>Sentence 04</td>
<td>10(33.33%)</td>
<td>Addition=10%</td>
<td>66.66%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Omission=50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Substitution=40%</td>
<td></td>
</tr>
<tr>
<td>Sentence 05</td>
<td>12(40%)</td>
<td>Addition=0.00%</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Omission=58.33%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Substitution=41.66%</td>
<td></td>
</tr>
<tr>
<td>Sentence 06</td>
<td>18(60%)</td>
<td>Addition=0.00%</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Omission=44.44%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Substitution=55.55%</td>
<td></td>
</tr>
<tr>
<td>Sentence</td>
<td>Count (%)</td>
<td>Addition</td>
<td>Omission</td>
</tr>
<tr>
<td>----------</td>
<td>-----------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Sentence 7</td>
<td>9 (30%)</td>
<td>0.00%</td>
<td>22.22%</td>
</tr>
<tr>
<td>Sentence 8</td>
<td>10 (33.33%)</td>
<td>0.00%</td>
<td>20%</td>
</tr>
<tr>
<td>Sentence 9</td>
<td>18 (60%)</td>
<td>0.00%</td>
<td>100%</td>
</tr>
<tr>
<td>Sentence 10</td>
<td>16 (53.33%)</td>
<td>0.00%</td>
<td>25%</td>
</tr>
<tr>
<td>Sentence 11</td>
<td>7 (23.33%)</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Sentence 12</td>
<td>9 (30%)</td>
<td>0.00%</td>
<td>16.6%</td>
</tr>
<tr>
<td>Sentence 13</td>
<td>14 (46.66%)</td>
<td>7.14%</td>
<td>21.46%</td>
</tr>
<tr>
<td>Sentence 14</td>
<td>6 (20%)</td>
<td>0.00%</td>
<td>16.66%</td>
</tr>
</tbody>
</table>
| Sentence 15 | 9(30%) | Addition=00.00%  
|             |        | Omission=00.00%  
|             |        | Substitution=100%  
|             |        | 70%  
| Sentence 16 | 10(33.33) | Addition=00.00%  
|             |        | Omission=30%  
|             |        | Substitution=70%  
|             |        | 66.66%  
| Sentence 17 | 5(16.66%) | Addition=00.00%  
|             |        | Omission=20%  
|             |        | Substitution=80%  
|             |        | 83.33%  
| Sentence 18 | 7(23.33%) | Addition=00.00%  
|             |        | Omission=00.00%  
|             |        | Substitution=100%  
|             |        | 76.66%  
| Sentence 19 | 16(53.33%) | Addition=00.00%  
|             |        | Omission=18.75%  
|             |        | Substitution=81.25%  
|             |        | 46.66%  
| Sentence 20 | 19(63.33%) | Addition=6.25%  
|             |        | Omission=6.25%  
|             |        | Substitution=87.5%  
|             |        | 36.66%  

Figure 21 below shows the percentage of students who committed errors in each sentence and the percentage of students who answer correctly.
From both Table 44 and Figure 20, we can conclude that Students of Second year LMD in Larbi Ben M’Hidi University still do not master the passive voice in spite of the fact that they have been learning it since the middle school. It is proved that students made errors in all tenses, with different percentages. In simple tenses (present, past), student were good in the transformation, average when dealing with (future, perfect tense, and continuous tense), and above the average with models. So, those errors are mainly due to Intralingual factors with their two features the ignorance of rule restrictions, and the incomplete application of rules, in addition to the context of learning that might be a crucial source in performing those errors.

**Figure 21: The percentage of correct and wrong use in each sentence**
According to that it can be conclude that the highest until the lowest percentage of errors made by second year LMD students derives from: Substitution of the passive voice with 50%, Omission with 33.33%, and finally addition with 16.66%.

**Figure 22: The percentage of types of errors**

From the figure above, we found that students’ errors in the passive voice are divided into 3 types: with the higher percentage for substitution errors (50%), an average percentage for Omission errors (33.33%), and the least percentage for Addition errors (16.66%)

**Conclusion**

After analyzing the results, we assume that in general because of the lack of knowledge about the passive voice, most Second year students in the Department of English in Larbi Ben M’Hidi University made errors when transforming from active into passive voice. Students’ errors have been divided into three types: Substitution errors with (50%), Omission errors with (33.33%), and addition errors by (16.66%)
**General Conclusion**

This research attempts to serve two major aims. First, it aims at identifying, analyzing and classifying passive voice errors made by Second year LMD students at Larbi Ben M’hidi University. The second aim is about finding the causes behind performing such errors.

The study was made up of two main chapters; the first chapter is theoretical in which two sections are devoted to an overview of Error Analysis and the English Passive Voice. The second chapter covered the fieldwork. The data was in the form of a test that consists of twenty active sentences, and the methodology is purely descriptive. The data provides evidence that the students encounter difficulties (tense, auxiliary, past participle, omission of “ed”, addition of inappropriate items…etc) when using the passive voice. In addition, the study shows that the lack of knowledge of the Target language rules is the main cause of performing such errors. But in some cases, the lack of knowledge is not the only cause of making these errors; they are also due to the learning context. These main types of errors are omission, addition, and substitution errors. To conclude, the errors performed by EFL learners must be prevented through building a strong foundation of the target language rules, and the extensive practice of such grammatical rules.
Limitations of the study

This study faced many difficulties; time constraints and the small size of the sample are the most important ones. First, because of the lack of time only one test was administered. Second, the small size of the sample is due to the analysis of the data which needs a lot of time because it was done manually.

Suggestions and Recommendations

- It is better for researcher to use a large-sized sample, in order to get a large amount of information and to be able to generalize the results. An experimental design may be used in the future when dealing with such a topic.

- Teachers should deal with the passive voice extensively, to enable students to master this grammatical aspect.

- The students should practice more in grammar in order to decrease the lack of knowledge which leads them to commit less errors.

- Teachers should motivate their students in order to enable them to master the structure.

- Students should be aware about the importance of the passive voice, and they should give importance to the rules.

- Teacher should draw student’s attention to past participle form of verbs, through different activities to help students distinguish between the simple tense and the past participle.
References


Appendix

The List of Sentences

1-People are destroying large area of forest every day.

2-Somebody has brought the land next to our house.

3-Somebody had already reported the accident before I phoned.

4-Someone will tell you when you should go to see the doctor.

5-John and Sara are going to discuss the work next week.

6-People expect better results soon.

7-Someone mentioned the problem to me.

8-Someone had reported the theft to the police.

9-No doubt, someone will blame me for the problem.

10-The designer must finish the design next Monday.

11-Someone sold the car to Tom.

12-Sara was learning English in a private school.

13-Someone offered the drinks to the guests.

14-The teacher translates the short story to English.

15-They have found an unexploded bomb in Herbert Square.

16-The students should attend the course soon.

17-Somebody introduced me to Dr Felix last year.
18-Someone threw a lifebelt to me.

19-A gust of wind blew the tent down.

20-I enjoyed taking the children to the zoo.
Résumé

الملخص

تهدف هذه الدراسة إلى تحديد وتحليل وتصنيف الخطأ استعمال المبني للمجهول المرتكبة من طرف طلبة اللغة الإنجليزية سنة ثانية لم - م في جامعة العربي بن مهيدي. كما تقوم هذه الدراسة على فرضية ترجح أن نقص الفهم والمعرفة هما السببان الرئيسيان لارتكاب هذه الأخطاء. ومن أجل التحقق من صحة هذه الاتجاه تم اختيار ثلاثين طالباً من السنة الثانية تخصص لغة إنجليزية لإجراء اختبار كتابي يقترح تحويل عشرين جملة مبنية للمعلوم إلى المبني للمجهول. وقد تم استخدام النهج التحليلي الجرياني للاستدلال معرفة الأسباب الأخطاء. تخلص هذه الدراسة إلى ملاحظات صحة الفرضية التي تنص على أن الأخطاء المرتكبة عند استعمال المبني للمجهول ناجمة عن النقص المعرفي لقواعد اللغة الإنجليزية دون أن ننسى دور فهم الفهم. أيضاً طبيعة برامج التعليم لها دور لا يداني.