ÖZET

Bu çalışma İngilizceyi yabancı dil olarak öğrenen
Türk öğrencilerinin İngilizcedeki edilgen yapıyı nasıl
kullandıklarını araştırır. Türkçe ve İngilizcedeki edilgen
yapıyı karşılaştırır ve daha sonrada hata çözümlemesi
yöntemi ile öğrencilerin İngilizcedeki edilgen yapıyı
öğrenirken karşılaştıkları güçlükleri test eder. Bu çalış-
mada ele alınan edilgen yapı geniş zaman ve geçmiş zaman
olarak sınırlandırılmıştır.

Birinci bölümde bir dilbilimcinin çalışma yöntemi
ve gramerin tanımı yapılıp amaç ve çalışma alanı belirtil-
miştir.

İkinci bölüm dil öğretiminde karşılaştırmalı
analizin etkilerini içermektedir.

Üçüncü bölümde İngilizce ve Türkçedeki edilgen
yapı özelliklerinin karşılaştırması ile öğrenciler tarafın-
dan yapılabilecek hata tipleri üzerinde tahminler veril-
miştir.

Dördüncü bölüm hata çözümlemesi teorisinin ve hata
kaynaklarının açıklandığı bölümdür.

Beşinci bölüm Eskişehir Anadolu Üniversitesi
Mühendislik Mimarlık Fakültesi öğrencilerine verilen iki
değişik tip sınavla elde edilen hataların analizidir.

Altıncı bölüm hata çözümlemesi ile varılan bulguların
sonuçlarını tartışıp,ileride yapılacak çalışmalara öneriler
sunar.

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ABSTRACT

The study is an attempt to investigate how Turkish students use passive construction in learning English as a foreign language and to contrast the passivization phenomenon in English and in Turkish and to diagnose the difficulties that the students face when learning the English passive construction by the help of Error Analysis. Passive construction studied in this thesis is limited with Simple Present Tense and Past Simple.

Chapter I is an introduction to the task of the linguist and the meaning of grammar and presents the purpose and the scope of the study.

Chapter II includes the effects of contrastive analysis in language teaching

Chapter III deals with a comparison of the significant features of passivization in English and in Turkish and maintains some predictions on the error types to be done by the students.

Chapter IV presents the theory of Error Analysis and sources of errors.

Chapter V is an error analysis based on the data collected from the students of the Faculty of Engineering, Anadolu University, Eskişehir.

Chapter VI discusses the results of the findings reached in the Error Analysis and makes some suggestions for further studies.

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CHAPTER I

INTRODUCTION

The task of the linguist can be examined into two parts.On the one hand, the linguist must determine what properties various human languages possess.For each human language,one seeks a complete and precise description of the properties of that language.Such a description is called grammar.

According to Rivers (1978), learning may be impossible without a conscious understanding of the rule involved.He accepts that language is rule-governed behaviour and the tasks of language teaching is to find ways of helping students to internalize the rules,but how does one teach the grammar of a language?

When a student has to decide what he wants to say and how he is going to say it,he is faced with a more complicated initial choice and needs to know something about the potential of the language system as a whole.At this stage the inter-relationship within the language system may need to be clarified by a systematic

grammatical presentation,and 'practice with understanding' in 'real communication situations' should have priority over automatic drills and exercises (Allen, 1978:71-72).

Every grammar is equally complex and logical and capable of producing an infinite set of sentences to express any thought one might wish to express.If something can be expressed in one language,it can be expessed in any other language.You might use different means and different words,but it can be expressed.Because grammars are what determine the nature of the languages, no grammar is to be preferred except perhaps for nonlinguistic reasons (Fromkin, 1978:14).

When one talks of the grammar of a language s/he is also differentiating the notion of grammar from teaching grammars, which are used to help speakers learn another language.Teaching grammars state explicitly the rules of the language,list the words and their pronounciations,and thus are aids in learning a new language (Fromkin, 1978: 15)

On the other hand, the linguist must determine what properties are common to the languages.If it is found that the human languages share a particular property or are restricted in certain ways,then one may reasonably take this to be a product of the universal

human capacity for language.

The way one is using the word grammar differs in
another way from its most common meaning. In one's sense
the grammar includes everything speakers know about their
language; the sound system, called phonology, the system
of meanings, called semantics, the rules of word formation,
called morphology, and the rules of sentence formation,
called syntax. It also includes the vocabulary of words,
the dictionary or lexicon.

The laws that pertain to the human languages,
representing the universal properties of language, con-
stitute what may be called a universal grammar. Through-
out the ages, the philosophers and linguists have been
divided on the question of whether there are universal
properties that hold for the human languages and are
unique to them. Most modern linguists are on the side of
the "universalists", since common, universal properties
are found in the grammars of the languages. Such prop-
erties may be said to constitute a 'universal' grammar
of human language. (Fromkin, 1978:15-16).

1.1. PURPOSE AND SCOPE

This thesis tres to diagnose the difficulties
Turkish students face when learning the English Passive
Construction. To achieve such a goal Contrastive Analysis

and Error Analysis is used.And this thesis hopes to share with the colleagues something that may help them teach the passive voice.

In this study passive concept is limited to simple present and simple past tenses.Considering the observations native speakers of Turkish who are learning English as a foreign language face with some difficulties and make some errors,such as,choosing the wrong tense marker and using a regular verb instead of irregular verb and having a confusion in choosing the right subject or object.For example:

   i. The mechanic <u>discovered</u> the problem.
      The problem <u>is discovered</u> by the mechanic.

  ii. The secretary <u>writes</u> some letters.
      Some letters <u>are writted</u> by the secretary.

 iii. <u>A hurricane</u> destroyed <u>the small town</u>.
      <u>A hurricane</u> was destroyed <u>the small town</u>.

Even though passive construction is taught as a conversion of active in foreign language classes,it is necessary to use passive in some positions because passive is not always used with a conversion of active.

This thesis is a diagnostic study of the sources

of the problems Turkish learners encounter while learning
and using the passive voice.

The purposes of this study are as follows:

i. To classify types of sources of errors in the use
of English passive for Turkish learners of English;

ii. Is passive learned better by translating the first
language into second language and visa versa or in a
context situation?

iii. To investigate what sort of source(s) of error
will occur more than the other errors.

To realize these aims contrastive and error
analysis are used.

A translation test and a contextual test is
given to the students of Engineering Faculty at the
Anadolu University, Eskişehir.

CHAPTER II

THE EFFECTS OF CONTRASTIVE ANALYSIS

IN LANGUAGE TEACHING

2.1. CONTRASTIVE ANALYSIS HYPOTHESIS

Second language learning basically involved the overcoming of the differences between the two linguistic systems, the native and target languages. Linguistic system deals with the systematic comparison and contrasting of the native and target (or second) language systems, commonly known as "contrastive analysis" (Brown, 1980:148).

Linguistic contrasts between two languages would enable the linguist to predict the difficulties a learner would encounter (Brown, 1980:149).

One can predict and describe the patterns that will cause difficulty in learning, and describe the patterns that will cause difficulty, by comparing systematically the language to be learned with the native language of the student (Lado, 1957:193).

Those elements that are similar to 'the learner's'
native language will be simple for him and those elements
that are different will be difficult(Richards, 1974:204).

The Contrastive Analysis hypothesis has two ver-
sions,a strong and a weak version.The strong version
contrasts the system of one language with the system of
a second language and predicts the difficulties of a
speaker in learning the second language by the help
of teaching materials.The weak version explains the sim-
ilarities and differences between systems and contains
such phenomena as faulty translation,learning difficult-
ies,and,so on.The errors in weak version are observed
errors. No theory of contrastive analysis ,strong or
weak should be expected to account for all errors of
language learning (Schuman and Stenson, 1978:5).

According to Brown's "Principles of Language
Learning and Teaching"(1980),Contrastive Analysis has
four different procedures:

1. Description: The linguist or language teacher,
using the tools of formal grammar,explicitly describes
the two languages in question.

2. Selection: is made of certain forms— linguistic
items,rules,structures — for contrast,since it is virtually

impossible to contrast every possible facet of two languages.

3. <u>Contrast</u>: The mapping of one linguistic system to the other.

4. <u>Prediction</u>:It can be arrived at through the formulation of a hierarchy of difficulty or through more subjective applicants of psychological and linguistic theory.Prediction depends on the basis of the first three procedures.

In contrastive analysis the role of translation and transference in the acquisition of a foreign or second language becomes clarified.Thus this type of analysis is relevant to a more objective evaluation of translation in second or foreign language teaching and learning(Allen, 1978:281)

In a basic course the main purpose is to teach the intralingual skills,reading,listening,speaking, writting and the culture.The place of translation is subsidiary but important.

Newmark(1982) claims that translation can throw some light on the relation between one language and another.It is also a tool in intercultural comparison.

Translation attempts to give some insight into the relation between thought, meaning and language, the universal, cultural and individual aspects of language and behaviour, the understanding of cultures, the interpretation of texts that may be clarified and even supplemented by way of translation.

Also, translation from native to foreign language are useful in testing of spoken and written foreign utterances: the exercises should consist of basic grammatical transportations and one-to-one lexical translations combined with other forms of testing related to context and situation.

CHAPTER III

A CONTRASTIVE STUDY OF PASSIVIZATION
IN TURKISH AND IN ENGLISH

3.1. PASSIVIZATION IN ENGLISH

The passive verbal phrase consists of some form
of the verb "to be" followed by a past participle.The
verbal category of voice,which affects not only the
verbal phrase but also the relationship between the
subject and its verb and the verb and its object.Verbs
tend to take the passive form when the agent of the ac-
tion and the object of the same action are not and/or
cannot be separated from each other.The passive voice
is a grammatical device for (a)bringing the object of a
transitive verb into prominence by making it the subject
of the sentence and (b) getting rid of the necessity of
naming the subject of a transitive verb.In a passive
voice sentence,we want to emphasize the action,what hap-
pened rather than who or what performs the action.The
subject is placed after the verb or is omitted from the
sentence.Therefore,passive sentence often sounds imper-
sonal and objective.

Literature in the field of language teaching shows that the passive voice is used more frequently in written than in spoken English.It is usually found in textbooks, scientific ,business,technical reports,government reports, and in newspapers.However,in the spoken language it is used quite frequently in television and radio news reports and in commercials.

3.1.1. THE USE OF PASSIVIZATION IN ENGLISH

English use passive in the ways as follows:

I.The passive form of the present simple tense is

```
am          done
is    +     cleaned
are         etc.
```

Many accidents are caused by dangerous driving.

I am not often invited to parties.

II.The passive form of the past simple tense is

```
was     +   done
were        cleaned
```

This room was cleaned yesterday.

During the night we were all woken up by a loud explosion.

When <u>was</u> that castle <u>built</u>?

III.When the verb in the active voice takes two objects,
it is more usual in English to make the personal object
the subject of the passive voice.Some of these verbs are <u>give</u>,
<u>send,show,lend,pay,promise,refuse,tell,offer and etc</u>.

<u>Someone gave her a bulldog</u>.

i.She <u>was given</u> a bulldog.

ii.A bulldog <u>was given</u> to her.

<u>Someone gave me a book</u>.

i.I <u>was given</u> a book.

ii.A book <u>was given</u> to me (Allen,1974: 117).

The form 'A <u>bulldog was given to her</u>' or '<u>A book</u>
<u>was given to me</u>' would be used when we need to stress
this new subject.

IV.When a <u>verb+ preposition+ object</u> combination is put
into the passive the preposition will remain immediately
after the verb.

The letters <u>are written to</u> the headmaster.

These cubs <u>were played</u> with quite safely (Soytekin,
1984: 357).

It is like in <u>verb+ preposition</u> or <u>adverb</u> com-
bination.

The old newspapers <u>were thrown away</u>.

The children <u>were well looked after</u>.

V.After some verbs,<u>the direct object</u> is written in
<u>object complement</u> to explain the object <u>with a noun</u> or

an adjective.

Queen Victoria considered him a genius.

They elected him president.

We regarded him as an expert.

These sentences can become passive,

He was considered a genius.(by Queen Victoria)

He was elected president.

He was regarded as an expert.

I made the room beautiful.

i.The room was made beautiful.

The other children called him stupid.

i.He was called stupid (Swan,1980: 461)

VI.The verbs which show the finished result of an action
are called perfect verbs.Cut,close,park,build are per-
fective verbs.Past participals and perfective verbs and
their passive forms have two meanings.They show the action
and the result.

The theatre was closed.

Its two meanings are,

i.The theatre was closed by the police on the
orders of the mayor (Swan,1980: 465).

ii.When I got to the theatre I found that it was
closed.

In the first sentence closed is the opposite of

opened and shows an action.

In the second sentence closed is the opposite of opened and it shows a state,not an action.It is almost like an adjective.

The vegetables are all cut up.

I think your ankle is broken.(Swan,1980: 465)

VII.Sometimes you can use get instead of be in the passive.

There was a fight in the pub but nobody got hurt.

=nobody was hurt

Did Ann get offered the job?

=Was Ann offered the job?

You can use get in the passive to say that something happens to someone or something.Often the action is not planned,it happens by chance.

The dog got run over by a car.

=the dog was run over

In other types of situation get is not usually possible.

George is liked by everyone.(not'gets liked')

Get is used mainly in informal spoken English. You can use be in all situations (Murphy,1985: 88)

VIII.Be born is a passive verb and is usually past.

Where were you born? (not'are you born')Past Simple

I <u>was born</u> in Chicago. (not 'I am born')past simple

How many babies <u>are born</u> in the hospital everyday?

present simple (Murphy,1985: 88)

3.1.2. <u>THE PASSIVE PROBLEM IN DATIVE MOVEMENT</u>

I.<u>to</u>- datives have three passive forms corresponding to external and internal dative phrases.

I gave a book to John <u>or</u> I gave John a book.

i.A book <u>was given to</u> John.

ii.John <u>was given</u> a book.

iii.A book <u>was given</u> him.

II.for- datives have only one passive form which corresponds to the active form with an external dative.

I bought a book for John.

i.A book was bought for John.

The sentences in the first group had to precede the passive rule but the sentence in the second group had to follow the passive,and that therefore the two rules must be distinct (Green, 1974: 70).

3.1.3. MAKING PASSIVE SENTENCES NEGATIVE

To make a verb in the passive voice negative, place <u>not</u> after the first auxiliary.(Pollock,1982: 172)

PASSIVE	NEGATIVE PASSIVE
was painted	was not painted
is used	is not used

3.1.4. EXPRESSING THE AGENT USING "BY"

The agent is expressed in passive voice in the following instances:

I.It is more interesting or important to emphasize what happened rather than who or what performed the action.

There was a terrible storm last night.Hundreds of houses were destroyed.

'By' is unnecessary.

II.The doer of the action is unknown.The subjects of such sentences in the active voice are words such as 'they', 'people','someone','somebody',etc.

Someone stole my car last night.

i.My car was stolen last night.

'By' cannot be used because the doer is unknown.

III.The doer of the action is known,but the speaker or writer does not want to name the person who made a statement or did something wrong.

The teacher ruined the top of this desk accidentally.

'By' is unnecessary.

Sometimes the doer of the action is necessary to complete the meaning of the sentence.

The police officer is seen as an enemy by some; looked to for aid and protection by others,and taken for granted by most.

Notice that the auxiliary"is" is used only one time.

The holiday weekend traffic death tall climbed above the lower limit which <u>was predicted by the National Safety Council</u>.

IV. The doers of the action represent a large group of different individuals.

A lot of coffee <u>is grown</u> in Brazil.

'By' is unnecessary.

V. The doer of the action is obvious.

This letter <u>will be picked up</u> after 1.00. (The mailman will pick it up).

Our tests <u>were corrected</u> (The teacher corrected them).

'By' is unnecessary.

VI. When the subject of the sentence is a material then preposition <u>with</u> is used before the material. The material is helpful to the agent to do the action.

The room <u>was filled with</u> smoke.

The lock <u>was covered with</u> paint (Pollock, 1982:166)

3.2. PASSIVIZATION IN TURKISH

In Turkish most of the verbs are in active use, the passive verbs are derived from active verbs with construction markers. We insert a passive suffix between verb and tense marker. Passive is optional, we don't make them but we need them. Turkish use suffixation to form lexical classes and to express grammatical relationships. A verb is said to be passive when the subject does not

act but is acted upon.

3.2.1. THE USE OF PASSIVIZATION IN TURKISH

Turkish uses passive in the ways as follows :

I.The passive suffix is normally /-VI/. It makes the verbs passive by adding to verb stems, simple roots, and derived stems./VI/ is productive and widely used. It changes according to the vowel harmony to /-il/, /-ıl/, /-ul/ , /-ül/.

yazmak (to write)	yazılmak (be written)
açmak (to open)	açılmak (be opened)
gezmek (to visit)	gezilmek (be visited)
süpürmek (to sweep)	süpürülmek (be swept)
kesmek (to cut)	kesilmek (be cut)
vermek (to give)	verilmek (be given)
sormak (to ask)	sorulmak (be asked)

II.After a verb stem ending in a vowel or the consonant /-l/ it is /-Vn/. /-Vn/ is limited.

beklemek (to wait)	beklenmek (be waited)
tanımak (to know)	tanınmak (be known)
bilmek (to know)	bilinmek (be known)
kaplamak (to cover)	kaplanmak (be covered)
başlamak (to begin)	başlanmak (be begun)
okumak (to read)	okunmak (be read)
bulmak (to find)	bulunmak (be found)

III. When we add the suffix /-ın/ to the verb stem, the vowel of the suffix is deleted.

       besle-n-mek

       oku-n-mak

       sırala-n-mak

IV. Passive suffix takes place before most of the other suffixes. Such as, negative, tense, participle, and person suffixes.

oku-n-ma-dı	passive marker+negative marker+tense marker
bekle-n-en	passive marker+person marker
getir-il-di	passive marker+tense marker
gir-il-mez	passive marker+negative marker

V. Passive and reflexive verbs overlap semantically as well as formally. Suffix /-Vn/ does not always denote passive meaning. The reflexive and passive forms are identical . Where confusion might arise, the passive is distinquished by a doubly passive suffix. The first suffix is /-Vn/, the second is /-Vl/ after the /n/ of /-ın/.

söylemek	söyle-n-il-mek (be said)
denemek	dene-n-il-mek (be tried)
karşılamak	karşıla-n-ıl-mak (be met)
istemek	iste-n-il-mek (be wanted)

The reflexive sense may be unambiguously conveyed by the reflexive pronoun kendi, kendini.

3.2.2. THE IMPERSONAL PASSIVE

The most remarkable feature of the Turkish passive is its impersonal use. In impersonal passive sentences the object is not talked about but the action is directly talked about. Whoever does it is not important, the doer is indefinite. When these are used with transitive verbs , the object of the active sentence is the subject of the passive. They never have subjects.

Park yapılmaz - No parking - One does not park

Sola sapılmaz - No left turn - One does not turn to left

Bisikletle gidilmez - No cycling

Durulmaz - Do not stop - One does not stop

In Turkish, intransitive verbs may be made passive ; as there was no object to the active form, there can be no subject to the passive form, so such verbs are used impersonally . When they are out of a specific context they are difficult to translate into English. They are marked morphologically and syntactically transitive but remain semantically intransitive.

Kaç yaşında asker olunur ?

(At what ages does one become a soldier ?(Lewis, 1959: 94)

İstasyona bu yoldan gidilir.

(One may go by this way) (Lewis, 1959:93)

Tahtaya yazıldı.

(One wrote down the blackboard).

Okuma yazmaya bu kitapla başlanır.

(One begins to read and write with this book).

This construction is used only with the present or definite past and is the best way of providing the English indefinite "one".

3.2.3. INTRANSITIVE COMPOUND VERBS

There is a number of intransitive compound verbs, formed with olmak, side by side with the transitive verbs with etmek -for example, memnun olmak "to be pleased", memnun etmek "please". Similarity, there are verbs kaybetmek "lose", kaybolmak "get lost".Kaybolmak is much more common than the passive kaybedilmek ; as a general rule, use kaybedilmek only when an agent is explicitly expressed.

In the written language, the passive of compound verbs may be made with olunmak as well as edilmek (Underhill, 1980:337).

Bu ilaçla kimse iyi olmaz

"With this medicine no one becomes well " may be expressed impersonally ,

Bu ilaçla iyi olunmaz , using the aurist present negative passive.

Tenkit ediyorlar

(They are criticizing him)

"Tenkit olunuyor "   or "Tenkit ediliyor "

(He is being critized)

3.2.4. TRANSITIVE AND INTRANSITIVE PAIRS

I. Sometimes the passive suffix serves simply to derive intransitive verbs from transitive ones. For example , yormak "tire" , yorulmak "be tired" ("of ":ablative).

Bu iş beni yordu   (This job tired me)

Bu işten yoruldum   (I got tired of this job)

Similarly, kırmak 'break' (transitive), kırılmak 'break' (intransitive).

İskemleye oturduğum zaman kırıldı.

II. In some cases the derived intransitive verbs do not have exactly the same meaning as the active verb from which they come:

atılmak (be thrown)   attack (with dative)

bozulmak (be spoiled)   (become angry- 'at':dative)

çekilmek (be pulled)   (withdraw,get out of the way-)
                          (With ablative)

sarılmak (be wrapped)   (embrace-with dative)

There are pairs of transitive and intransitive verbs that are historically related by means of the passive suffix-for example,ayırmak (put'something'aside) ayrılmak (separate)

Orhan Bey karısından ayrıldı.

Gazeteler geldiği zaman, bir tanesini size ayı-racağım.(Underhill,1980: 336)

III.There is a class of verbs that are intransitive in Turkish but their normal English translations are transitive.These are the verbs that are sometimes said to 'take the dative' or'the ablative'.Such as,English 'begin' is transitive: 'We began the lesson'.But Turkish başlamak is intransitive: in Derse başladık, the noun ders is not the object (since it is not in the objective case) but is in an adverbial relation like any other dative. Therefore, ders may not be the subject of the passive verb başlanmak. Instead, Derse başladı 'He began the lesson' is exactly parallel to Sola saptı 'He turned to the left': the only possible passive is an impersonal construction,Derse başlandı 'There was beginning of the lesson; which may be translated'The lesson was begun'

in English (Underhill,1980: 335)

3.2.5. EXPRESSING THE AGENT

I.The doer of the passive sentence is the noun and it is the passive subject of the active sentence.To indicate the agent of a passive verb,we may use the postposition tarafından.

>Fincan, hizmetçi tarafından kırıldı.

>The cup was broken by the servant (Lewis,1959:94)

>Ders öğretmen tarafından anlatıldı.

>The subject was taught by the teacher.

These uses are not very frequent,because they are simpler to say Hizmetçi fincanı kırdı 'The servant broke the cup' or Dersi öğretmen anlattı 'The teacher taught the subject'.

II.Other common way of expressing the agent of a passive sentence is done by using the adverbs formed from some nouns by the adverbial suffix '-CE'.This suffix is added to the main subject.

>Bu işe hükümetçe karar verildi.

>To this work governmentally decision was given

>(Lewis,1959: 94)

III.If the action is done by an instrument,it is expreesed by vasıtasıyla or ile.

Çorba kaşık vasıtasıyla karıştırıldı.

Çorba kaşık ile karıştırılır.

Peynir terazi vasıtasıyla tartılır.

Peynir terazi ile tartılır.

Su bardakla içilir.

Su bardak vasıtasıyla içilir.

The words kaşık,terazi and bardak are not the agents, they are the instruments.

3.3. A COMPARISON OF THE SIGNIFICANT FEATURES OF PASSIVE IN ENGLISH AND IN TURKISH

Both English and Turkish use passive voice.Because of being different languages they have some similarities and differences in form, meaning,and use.

TENSE	ACTIVE VOICE	PASSIVE VOICE
simple present	(I) keep (Muhafaza ederim)	(I)am kept (Muhafaza edilir(im))
simple past	(I) kept (Muhafaza ettim)	(I) was kept (Muhafaza edil(dim))

3.3.1. <u>SIMILARITIES IN PASSIVE BETWEEN ENGLISH</u>
<u>AND TURKISH</u>

I.a) Not every verb can be changed into the passive voice.
Only the verbs which have an object can be changed.For
examle,the following sentences cannot be written in the
passive voice because they do not contain objects.

> She seems tired.

> He ate quickly.

> Hasta görünüyor.

> Okula gitti.

 b) The doer in a passive voice sentence is often not
mentioned ; therefore, a passive sentence often sounds
<u>impersonal</u> and <u>objective</u>.

> One does not park.

> Park yapılmaz.

 c) The passive voice is used more frequently in written
than in spoken English,in radio news reports and news-
papers.

 d)A sentence in the active voice is usually preferable
to a sentence in the passive voice because an active
voice sentence is shorter and more direct.

 e) It is more interesting or important to emphasize
what happened rather than who or what performed the ac-
tion.

The room was swept.

Oda süpürüldü.

The bridge was repaired.

Köprü onarıldı.

The piano is pulled to the other corner.

Piyano diğer köşeye çekilir.

f) Some sentences contain both a direct and an indirect object. Either the indirect or direct object can become the subject of the passive sentence.

Someone gave him a thousand dollars.

He was given a thousand dollars.

A thousand dollars were given to him.

The hospital sent his wife the bill yesterday.

His wife was sent the bill yesterday.

The bill was sent to his wife yesterday.

Ona bin dolar verildi.

Bin dolar ona verildi.

3.3.2. DIFFERENCES IN PASSIVE BETWEEN ENGLISH AND TURKISH

I.a) In English passive is made by some from of the verb to be followed by a past participle.

SIMPLE PRESENT
am is ┼ past participle are

SIMPLE PAST
was were ┼ past participle

Turkish is an agglutinating language. Turkish forming passive by the help of some suffixes /vl/ and a double passive form the first suffix is /vn/ the second is /vl/ by adding to verb stems,simple roots and derived stems.

yaz – dı	yaz – ıl – dı
oku – du	Oku – nul – du
söyle – di	Söyle – nil – di

b) Both English and Turkish have some verbs which are always used in passive.

be born

be surprised

be shocked

nefesi kesilmek

geri çekilmek

bayılmak

c) Turkish use 'tarafından' and '-CE' to express the agent, 'vasıtasıyla' or 'ile' to express the instrument,but English use 'by' to express the agent and 'with' to express the instrument.

3.4. PREDICTION

The major contribution of the linguist to language teaching is seen as an intensive contrastive study of the systems of the second language and the mother tongue of the learner. Out of this comes an in-

ventory of the areas of difficulty which the learner will encounter and the value of this inventory will be to direct the teacher's attention to these areas so that he might devote special care and emphasis in his teaching to the overcoming, or even avoiding,of thesis predicted difficulties.

To sum up these predictions,we can assume that the following areas might be sources of errors for Turkish speakers in the production of passive in English.

1- The tense marker

2- The subject- verb agreement

3- Irregular verbs

4- The subject - object confusion

5- Passives with two objects

6- Singular - plural confusion in subject - verb agreement

7- Perfective verbs in English

8- Middle verbs

CHAPTER IV

ERROR ANALYSIS AND

SOURCES OF ERROR

4.1. INTRODUCTION

According to Schumann and Stenson (1978),research
in foreign language teaching has begun to direct itself
when understanding of second language learning is increas-
ed.As with any research,new theoretical and methodological
concepts come out as old ones are proved inadequate.
concepts discussed. When the concepts discussed for the
past several years were analyzed,one can possibly encoun-
ter ,first,linguistic analysis and then,contrastive analysis,
finally,error analysis in the literature.

Linguistic analysis is concerned with the compe-
tence for his own language which a native speaker possess-
es,a competence quite different from that which a non-
native learner of the language would have. For this
reason,generative linguists have expressed doubt as to
the value of linguistic analysis.Arising from the failure
of Contrastive Analysis to adequately account for student
errors,references began appearing in the literature to
a new technique: Error Analysis. It has been proposed
as an alternative or supplement to Contrastive Analysis
(Schumann and Stenson, 1978:1-2).

It is apparent when one thinks about what is involved in actually doing an analysis of errors,that there is relatively small difference between it and the weak form of Contrastive Analysis .The Contrastive/Error Analysis contraversy had its origin in the directionality of the the analysis: whether error analysis started from the analysis of the language being studied or from the student's performance.If one compares the weak form of contrastive analysis to error analysis,s/he finds that in fact they both make their departure from the same point:the target language as the student speaks it.Both attempt to account for observed facts.Therefore it is suggested that contrastive analysis in its weak form should be considered just one aspect of the larger area of error analysis.Moreover, both are specific forms of linguistic analysis (Schumann and Stenson, 1978:3-4).

According to Corder (1978),by paying attention to the learner's errors,it will be better to understand his needs and to stop assuming we know what he should learn and when he should learn it.These errors can be significant in three ways: (1)they tell the teacher how far the learner has come and what he still must learn; (2)they give the researcher evidence of how a second language is learned, (3)they provide the learner with a way of forming and testing hypothesis about the nature of the language he is learning.

Errors in second language learning could be avoided if we were to make a comparison of the learner's mother tongue and the target language.Interpretation of errors in second language learning along the lines of errors in first language learning suggests that second language errors are different from those made by children learning English as a mother tongue (Richards, 1974:32)

4.1.1. ERRORS IN LEARNING FIRST LANGUAGE

The children learning his first language make countless 'mistakes' from the point of view of adult grammatical language.The child's first language acquisition centers on the psychology of learning,such as,teaching himself his mother tongue,the development of his other faculties - intelligence,cognition,perception,the structure and the rules of the particular language(Richards,1974 :34)

Many of the mistakes are logical in the limited linguistic system within which the child operates,but by carefully processing feedback from others the child slowly but surely learns to produce what to produce what is acceptable speech.

4.1.2. ERRORS IN LEARNING SECOND LANGUAGE

Second language learning is a process that is

clearly not unlike first language learning in its trial-and-error nature.Inevitably the learner will make mistakes in the process of learning, and indeed will even impede that process if he does not commit errors and then benefit in turn from various forms of feedback on those errors (Brown,1980:164).

4.1.3. MISTAKES AND ERRORS

All people make mistakes, in both native and second language situations.Native speakers are normally capable of recognizing and correcting such "lapses"or mistakes, which are not the result of a deficiency in competence but the result of some sort of breakdown or imperfection in the process of producing speech.These hesitations , slips of the tongue,random ungrammaticalities,and other performance lapses in native-speaker production also occur in second language speech.Such mistakes must be carefully distinguished from errors of a second language learner, idiosyncrasies in the interlanguage of the learner which are direct manifestations of a system within which a learner is operating at the time (Corder, 1978: 122).

An error is a noticeable deviation from the adult grammar of a native speaker,reflecting the interlanguage competence of the learner.If a learner of English asks, "Does John can sing?" he is probably reflecting a competence

level in which all verbs require a pre-posed <u>do</u> auxiliary
for question formation.He has committed an error, most
likely not a mistake,and an error which reveals a portion
of his competence in the target language.

The difference between an error and a mistake
cannot be always told.If,on one or two occasions, says
"John can sing",it is difficult to determine whether
"cans" is a mistake or an error. "Cans" and other such
forms are errors indicating that the learner has not
distinguished modals from other verbs(Brown,1980:165-66).

4.1.4. <u>SOURCES OF ERROR</u>

According to Brown (1980),final step in the analysis of
learner speech is that of determining the source of error.
Brown tried to find out the answers to some questions,such
as,'Why are certain errors made?,What cognitive strategies
and styles or even personality variables underlie certain
errors?'.

To identify sources,the teacher or researcher
should understand how the learner's cognitive and affective
self relates to the linguistic system and to formulate an
integrated understanding of the process of second language
acquisition.

Some of the varied forms of sources of error related to learning strategies and some to other properties.

4.1.5. SOME OF THE VARIED FORMS OF SOURCES OF ERRORS

1. Interference: error may be defined as the use of elements from one language while speaking another and may be found at the level of pronunciation,morphology , syntax,vocabulary,and meaning.English learners can say 'they' for 'day'.This error is a negative interlingual transfer.While it is not always clear that an error is the result of transfer from the native language,many such errors are detectable (Brown, 1980:173).

2. Intralingual transfer (Overgeneralization): Intralingual interference is the negative transfer of items within the target language,or,put another way,the incorrect generalization of rules within the target language.It is a major factor in second language learning.

If the learner progresses in the second language, his previous experience and his existing subsumers begin to include structures within the target language itself.

3. Performance Errors: are quite normal aspects of language use.When people are tired or hurried they

all make errors of this type.This kind of errors are related to the function of the length of the sentence the speaker is trying to produce and also memory limitations rather than to competence.Teachers and researchers interest on learner's competence in a second language can be examined by looking at learner's speech (Richards, 1974:40-41).

4. Induced Errors:arising from the methods or materials used in the teaching (Allen,1978:131).

A teacher may out of some ignorance provide incorrect information-not an uncommon occurence- by way of misleading definition,word,or grammatical generalization (Brown,1980:177).

It is not easy to identify the errors which the learner has been exposed.This class of error,teaching-induced error,is avoidable or redundant and represents inefficiency in the learning-teaching process.

5. Developmental Error: indicate the learning sequence by which particular grammatical rules are built up and those that represent the final state of the speaker's competence (Richards,1974:41).

This type of errors take place within the overall sequence of language development(Richards,1974:42).

First language acquisition errors and developmental errors are similar (Dulay and Burt, 1974:131).

6. Communication Strategies: employed by the learner to get a message across to a hearer.It overlaps both inter and intralingual transfer and context of learning. Communication strategies form a separate and significant source of error.A communication strategy is the conscious employment of verbal or nonverbal mechanisms for communicating an idea when precise linguistic forms are for some reason not readily available to the learner at a point in communication (Brown,1980:178).Some of these strategies are:

a)Avoidance: is a common communication strategy which has several subcategories.Syntactic and lexical avoidance within a semantic category is the most common type of avoidance.For example,If a learner of English wanted to say "He was a liar," but with the difficulty of the initial /l/ sound in English chose instead to say "He did not speak the truth" it is a phonological avoidance.

b)Prefabricated patterns: is a common communication device that is related to memorization of phrases or sentences without internalizing.For example,when a bilingual says "I do not speak English" this means that he learns prefabricated patterns at the beginning of a language learning experience when the structure of the

language is not known.

c)Cognitive and personality styles: are kinds of errors related to one's own personality style or style of thinking.These errors may be most difficult to isolate.Cognitive and personality styles are not frequent and they are related to discourse errors.

d)Language switch: In all these strategies learners are incapable of producing meaningful utterance.They may use their native language whether the hearer knows that native language or not.Some of the universals of nonverbal expression sometimes enable a learner to communicate an idea in his own language to someone unfamiliar with that language (Brown,1980:181).

7.Ambiguous Errors: those errors that can be categorized as either interference-like errors or Ll developmental errors.For example,"Terina not can go" produced by a Spanish child reflects Spanish structure and is also typical of American children learning English as their native language (Dulay and Burt,1974:115).

In Chapter V these error types will be applied to define the errors done by students while using English passive construction.

CHAPTER V

A DIAGNOSTIC STUDY ON
ENGLISH PASSIVE CONSTRUCTION

5.1. RESEARCH DESIGN

The passive voice in English was taught to the second-year students at the faculty of engineering of the Anadolu University.This construction was taught by the help of the textbook Exchanges A.According to the textbook the students were responsible to learn the passive use of simple present tense and simple past tense.

It was determined that the students had some difficulties when they put the passive voice into use. For that reason,this thesis examines the students errors in terms of sources of errors.

5.1.1. SUBJECTS

Twenty-five students of the department of Archi-tecture and twenty-five students of the department of Industrial Engineering from the Faculty of Engineering

were the subjects of this research.

5.1.2. TESTS

Two types of tests were given to the students in each group. Translation test was the first type of test including two parts,from English into Turkish and from Turkish into English.

Second type of test was a contextual test including two contexts,one in a past simple and the other one in a present simple.

In translation test ten sentences in English and ten sentences in Turkish were asked them to translate.

In contextual test a sample passive context was given and asked students to write down two different passive contexts using groups of words.

5.1.3. RESULTS

The results of the two translation tests and contextual test were drawn in the diagrams considering the students correct answers,errors,and no answers,also their percentages were analyzed.

By illustrating the numbers and percentages the
tables and histograms of the sources of errors in trans-
lation tests and contextual test were drawn.Translation
tests from English into Turkish and from Turkish into
English and contextual test were compared to find out
the similarities and differences between them.

Table 5.1. Number of correct answers, errors and no answers in translating English
passives into Turkish and Turkish passives into English for both groups

Translation Tests	Correct Answers	Errors	No Answers	Total
English → Turkish Number of	334	129	37	500
Turkish → English Number of	238	198	64	500

In the translation tests 1000 items were analyzed.
In the translation test from English into Turkish the
number of students' correct answers were more than the
one from Turkish into English.That is.,students made less
errors in the test from English into Turkish.37 students
gave no answers in translating from English into Turkish
but 64 students gave no answers in translating from Turk-
ish into English.That means that the students are better

in translating the passive sentences from English into
Turkish.Table. 5.1.

Table 5.2.refers to the percentage of the scores
obtained in the translation tests in detail:

Table 5.2 Percentages of correct answers,errors and no answers in translating English
passives into Turkish and Turkish passives into English for both groups

Translation Tests	Correct Answers	Errors	No Answers	Total
English → Turkish percentage of	66.8	25.8	7.4	100
Turkish → English percentage of	47.6	39.6	12.8	100

The percentages of correct answers,errors and no
answers in the translation test from English into Turkish
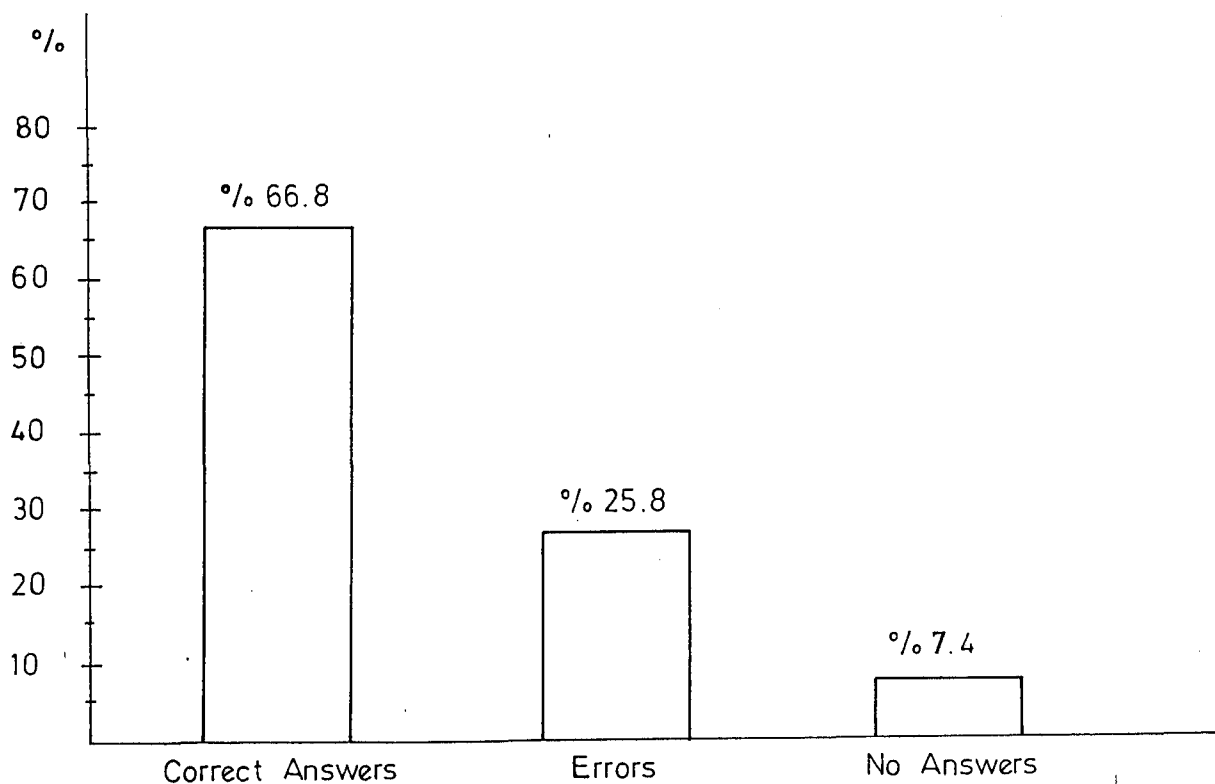and Turkish into English were illustrated in Figures 5 .1.,
5.2. and 5.3.

Figure 5.1 Percentages of correct answers, errors, and no answers in translating English passives into Turkish for both groups
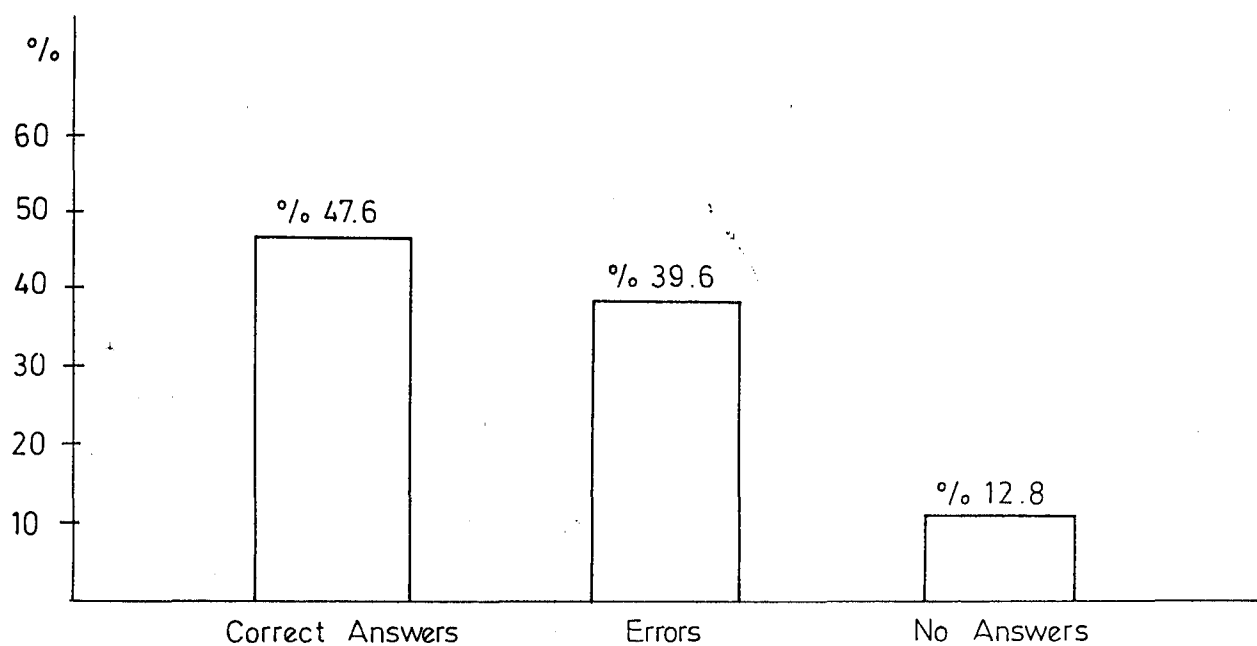

Figure 5.2 Percentages of correct answers, errors and no answers in translating Turkish passives into English for both groups
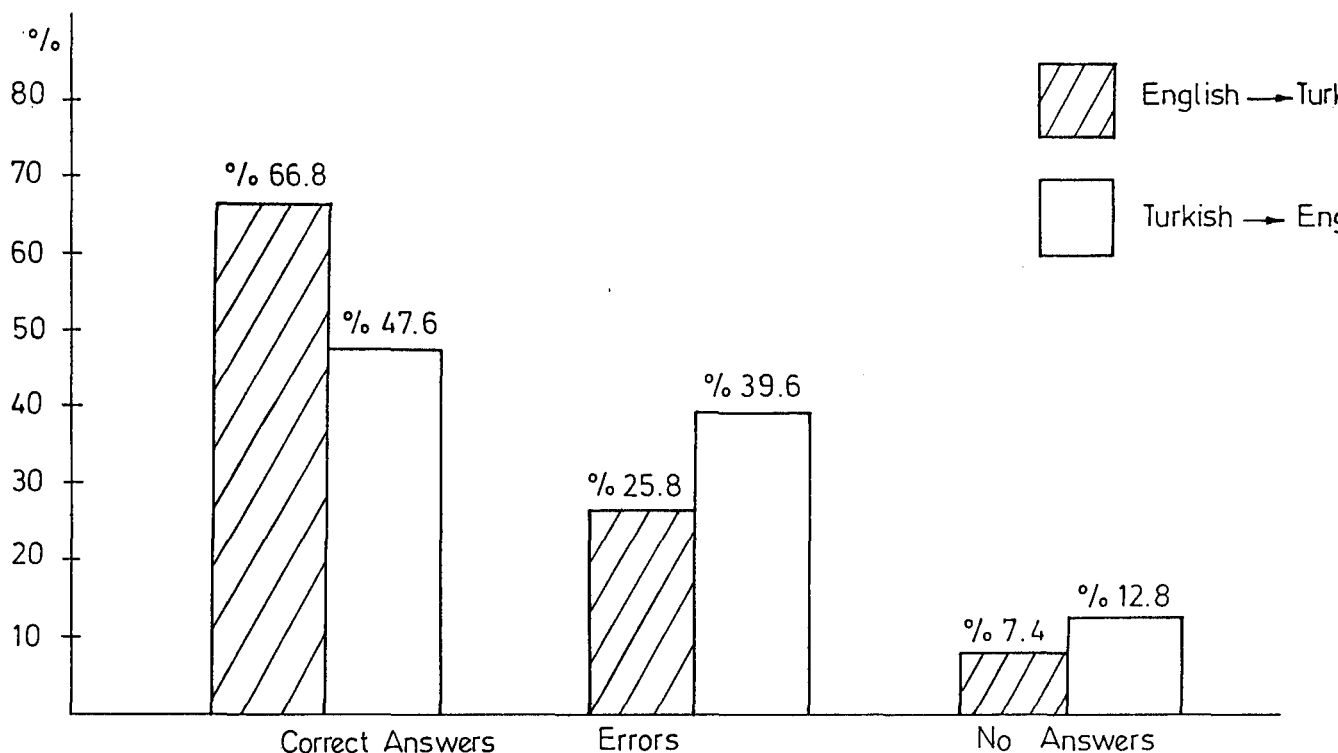
Figure 5.3. Percentages of correct answers, errors and no answers in translating passives English into Turkish and Turkish into English for both groups

In translating passives from English into Turkish the percentages of correct answers were higher and errors and no answers were lower than the translation of passives from Turkish into English.

In the contextual test 650 items were analyzed. The number of students' correct answers were 406. The number of their errors were 239 and 5 of the students gave no answers.

Table 5.3 Number and percentages of correct answers, errors and no answers in contextual test for both groups

Contextual Test	Correct Answers	Erors	No Answers	Total
Number of	406	239	5	650
Percentage of	62.47	36.77	0.76	100

The percentages of correct answers were much higher than the percentages of errors and no answers scored the least percentage.

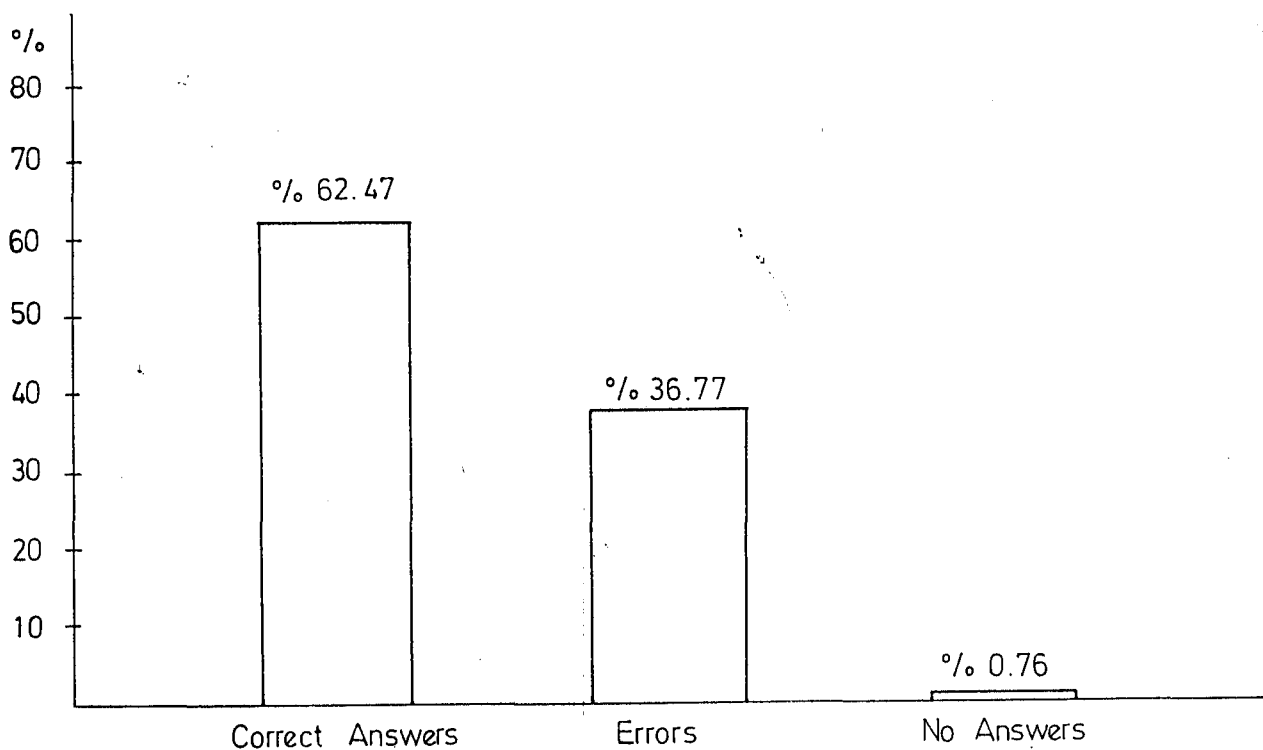Figure 5.4. shows this significant difference in detail detail:

Figure 5.4 Percentages of correct answers, errors and no answers in contextual test. for both groups

5.1.4. CLASSIFICATION OF ERROR TYPES

In the light of the diagrams demonstrating the total errors and percentages of the errors in the tests the classification of the errors were illustrated according to their sources.

Table 5.4   Number and Percentages of different error types in translating English passives into Turkish and Turkish passives into English for both groups

| Sources of Errors | Translation Tests | | | |
| | English → Turkish | | Turkish → English | |
	Number of	Percentage of	Number of	Percentage of
Interference	18	13.95	75	37.87
Overgeneralization	23	17.82	37	18.68
Developmental	62	48.06	20	10.10
Ambiguity	26	20.15	59	29.79
Performance	0	0.00	7	3.53

According to the results observing above the number of interference errors in the test from Turkish into English were significantly higher.That is,Turkish students were under the effect of their native language. In overgeneralization and ambiguity type of errors the

the students obtained better scores in translating from
English into Turkish.When the developmental errors from
English into Turkish were examined,it was obvious that
the students made most of the errors in this type.Per-
formance errors were the least type of errors in the
test translating from Turkish into English.The perform-
ance errors that students made were mostly in choosing
the suitable word although the suitable ones were written
on the board.

The percentages of sources of errors in the trans-
lation test from English into Turkish and Turkish into
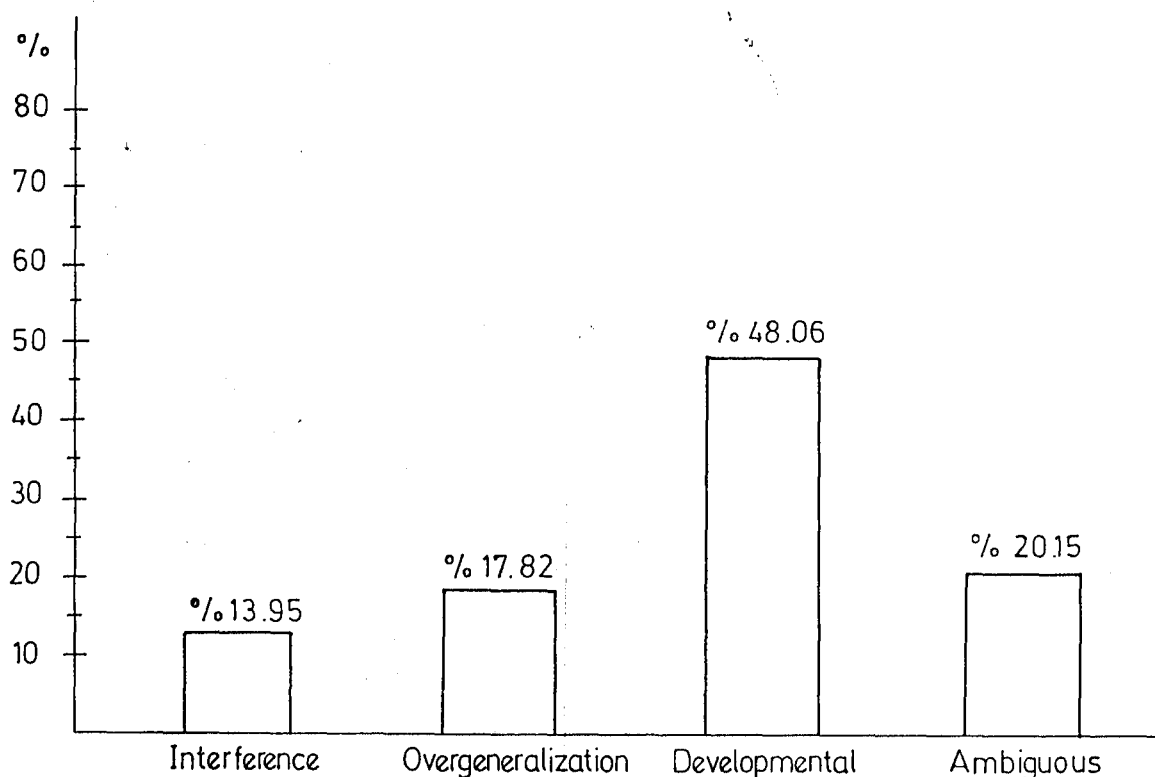English were shown in Figures 5.5.,5.6. and 5.7.

Figure 5.5   Percentages of different error types in translating English
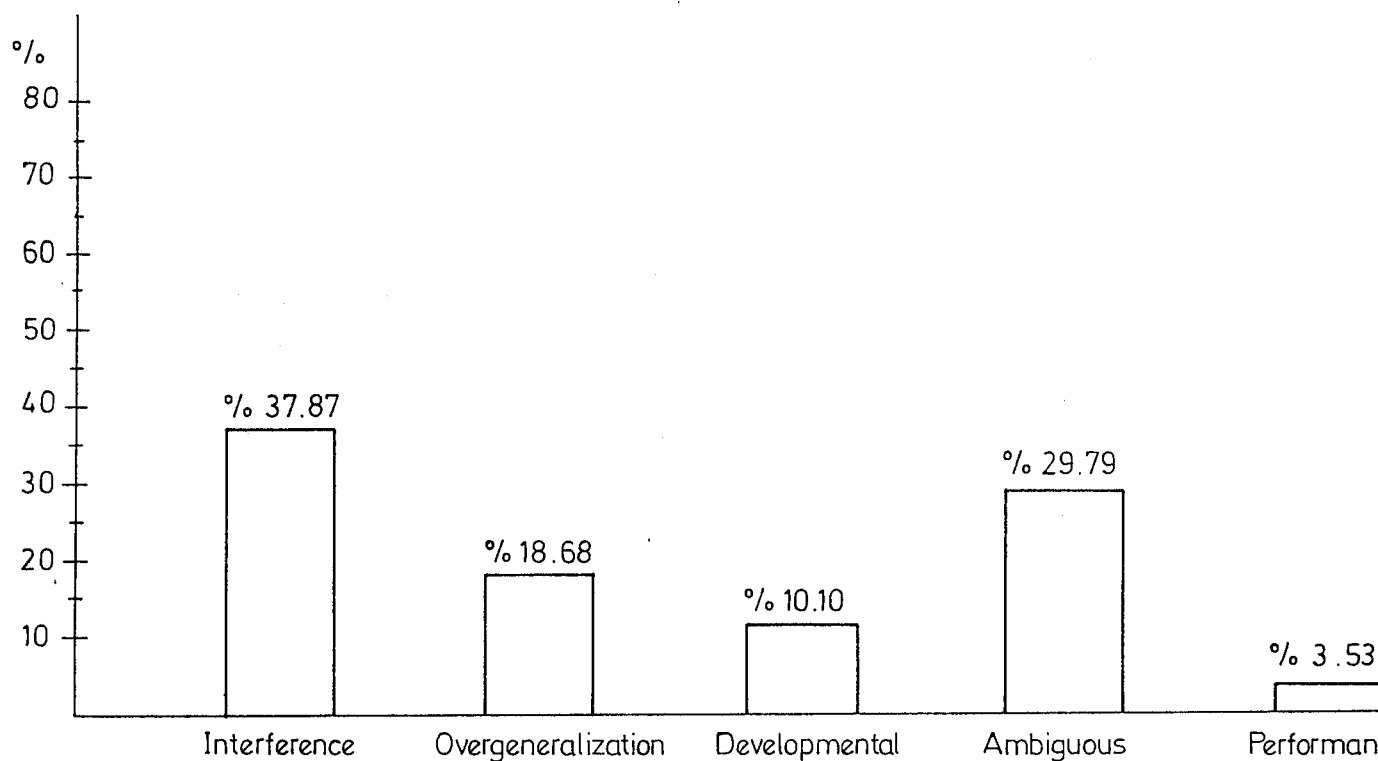passives into Turkish for both groups

Figure 5.6 Percentages of different error types in translating Turkish passives into English for both groups
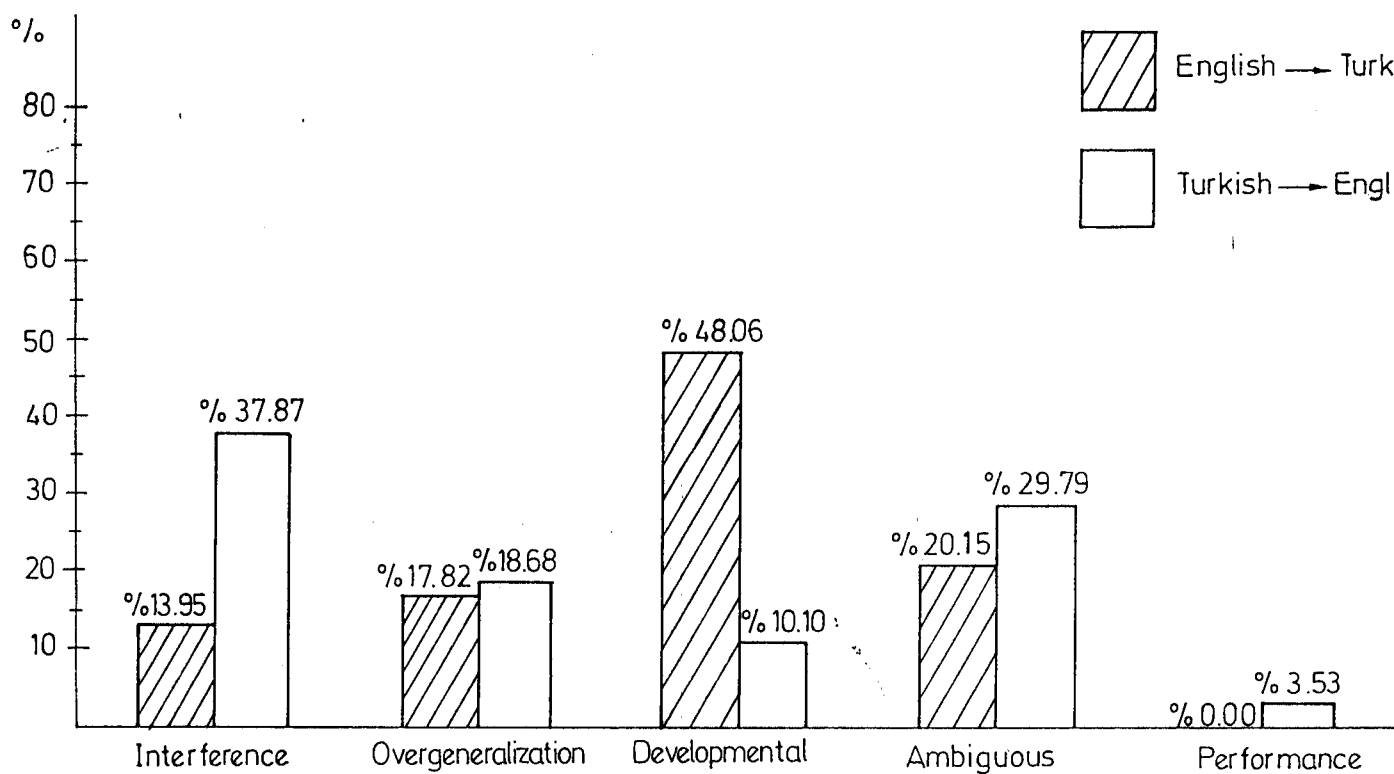

Figure 5.7 Percentages of different error types in translating English passives into Turkish and Turkish passives into English for both groups

Although the percentages of interference errors were higher in translating from Turkish into English, the percentages of developmental errors were higher in translating from English into Turkish.The percentages of overgeneralization errors in translating to English into Turkish and Turkish into English were more or less the same.

Table 5.5   Number and percentages of different error types in contextual test for both groups

Sources of Errors	Contextual Test	
	Number of	Percentage of
Overgeneralization	97	40.58
Developmental	132	55.23
Ambiguity	10	4.18

Contextual test includes three types of errors; overgeneralization,developmental and ambiguity.The students mostly made developmental errors.The number of developmental errors were 132.This error type was followed by overgeneralization including 97 errors.The number of ambiguity errors were only 10.

Figure 5.8. shows this significant difference in detail:
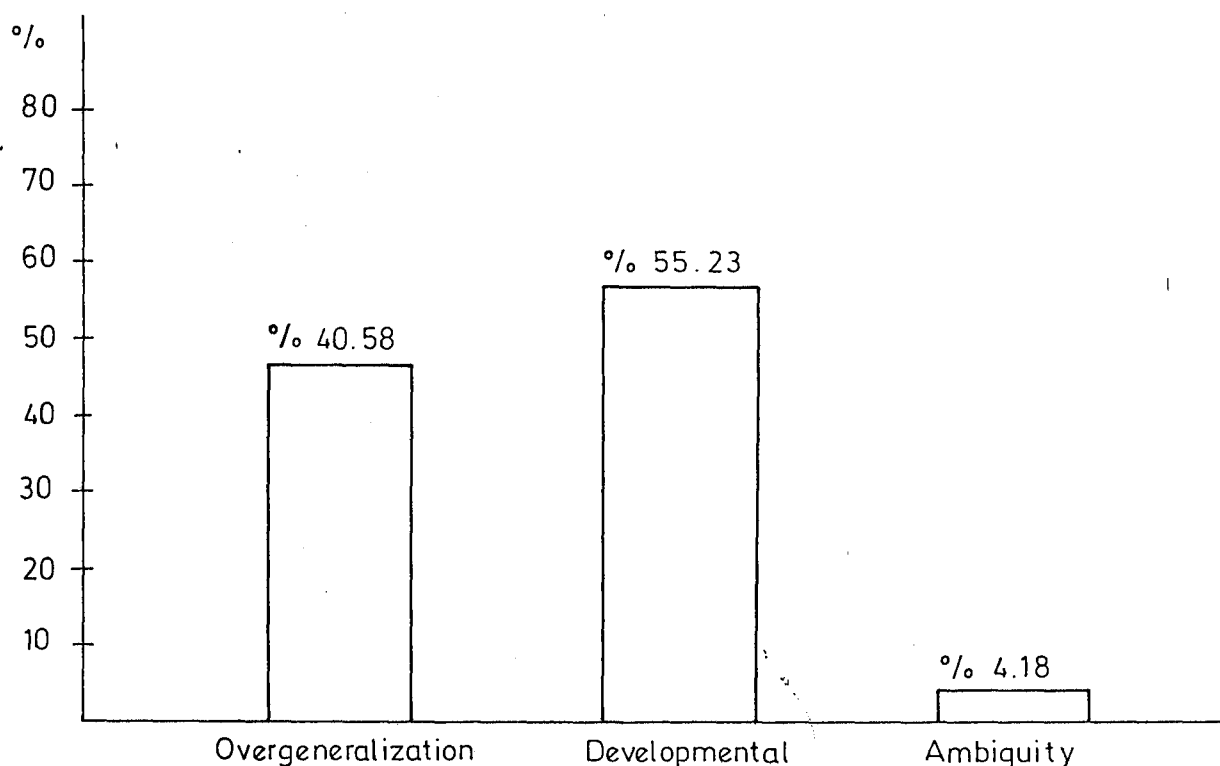
Figure 5.8 Percentages of different error types in contextual test for both groups

5.1.5. SUMMARY

The error types in the test from English into Turkish were different from the ones in the test from Turkish into English in number and in percentage. The number of correct answers were high in the test from English into Turkish. That is, the students are not bad at translating the passive sentences from English into Turkish.

The scores in the contextual test indicated that

the students are considerably successful in the recognition of passives.The reason of the case seems to depend on that a given sample context help the students write down the passive sentences mechanically.

CHAPTER VI

CONCLUSION

6.1. DISCUSSION

When considering the results of translation test
and contextual test it was obvious that most of the stu-
dents mastered the form of the passive without much dif-
ficulty,but,despite having learnt it,often fail to make
use of it.

When the correct numbers in translation tests
were analyzed one could understand that the students got
higher scores in translating from English into Turkish,
but they were not good at translating from Turkish into
English.This showed that the use of the English passives
were difficult for Turkish students.

The number of different types of errors in trans-
lating from English into Turkish were classified in four
groups,interference,developmental,overgeneralization and
ambiguity,but in translating from Turkish into English
they were classified in five groups,interference,develop-

mental,overgeneralization,ambiguity and performance errors.

In translation test from English into Turkish the students got high scores in developmental error type. That is,the errors were the same in acquisition of L1. In spite of this,in translation test from Turkish into English they got high scores in interference errors because the answers of the students were under the reflection of L1.If the sample sentence was used in Turkish in passive voice,its English equivalence was tried to be used in passive although it was not passive.At the same time in translating from Turkish into English students made some performance errors,For example,despite being given the meaning of the verbs and necessary words on the board the students translated the word in the way they know.

When the results of the contextual test were examined it is clear that the number of correct answers are much higher than the ones in translation test.The students build up a context mechanically by the help of the groups of words given in an order in the diagrams. (Appendix III)

The number of different error types in contextual test are in three different error sources ; overgeneralization,developmental,ambiguity.The highest error

score was in developmental error type as the scores were present in translating from English into Turkish. There were ten ambiguity errors because the students selected a wrong word for the subject or verb although they were given in their proper order.

6.2. IMPLICATIONS

By the help of contrastive analysis and error analysis the following suggestions can be maintained.

Passive needs careful examination.It is widely recognized that the passive is not just an alternative way of expressing the active.

The native user of English does not master the passive form by converting sentences into it from the active.The use of the passive occurs naturally. Therefore,what the learners of second language need to be taught is why the active form is used in certain situations while the passive is used in others (Byrne,1966:128).

A contextual type exercise,with an adequate context provided,would seem to be much more effective and far less misleading than the conversion exercise.

If the contexts are well chosen, the student learns a great deal about the use of the passive as well as practising its forms.

Although the passive is perhaps not effectively practised through written exercises,it is preceded by a good oral grounding.

Either to reinforce forms taught through situations or to practise forms for which situations are not easy to devise, or to give additional practice in forms which learners find difficult.

6.3. SUGGESTIONS FOR FURTHER RESEARCH

In this study a group of lower intermediate level students were chosen as subjects to examine the passive construction.And it is limited with only simple present and simple past tenses.In further studies it can be analyzed in advanced level students,so all the other tenses and the indirect use of passive can be given.

According to the results of this thesis passive can be taught in context and to understand if it is better to teach it in contexts or not different contextual type of tests can be given.

The translation test helps the students only to master the form of the passive but if it can be studied in contextual test they can master the use of it.

In contextual test there were only three types

of errors.There may be different types of errors in further researches.

The students made some performance errors.Those were related to their hesitations.In the further researches the teachers should pay attention to avoid this.

APPENDIX I

TRANSLATION TEST

A- Translate the following sentences into Turkish :

1- Clothes are made of cotton or wool.

2-Letters are written in ink.

3- He was considered a genius.

4- The theatre was closed by the police on the orders

   of the major.

5- When I got to the theatre I found that it was closed.

6- Beethoven was born in 1770.

7- Mary was bought a present.

8- I was shocked by her attitude.

9- I was very amused by Miranda's attitude.

10- The work was begun.

B-Translate the following sentences into English:

1- Ev temizlendi.

2- Şoförle konuşulmaz.

3- Kırkdokuz öğrenci mezun edildi.

4- Nefesim kesildi.

5- İhtiyar adam bayıldı.

6- Ankara'ya gidildi.

7- Kaç yaşında ilkokula başlanır ?

8- Köprü 1979 da inşa edildi.

9- Derse başlandı.

10- Ali'ye bisiklet alındı.

CONTEXTUAL TEST

How cars are made at English Transport?

First steel for the body is pressed and cut into shape.The body is welded together.Then the body is sprayed with paint.Next the engines are assembled.Then the body and engine are fitted together.After this,the other parts are added.Finally,the car is tested.

According to the paragraph above,write a paragraph about how paper is made.Link them with words like(and,next, then,after that ,finally).

1- the logs of wood/arrive/factory

2- the logs/crush

3- the crashed wood/mix/with water/to make pulp

4- China clay/add/to the pulp

5- the pulp/press/between heated rollers

6- the finished rolls of paper/put/on the lorries

II. Write a paragraph about a rescue at sea.

1- a man/float/in the sea/last saturday

2- a cry for help/hear

3- the life boat/send out

4- the man/pull/on the board

5- he/wrap/in a blanket

6- he/give/something to drink

7- he/take/to the hospital

VOCABULARY

log : kütük

crush: ezmek

pulp: kağıt hamuru

press: sıkıştırmak

heated roller:sıcak silindir

roll of paper :rulo,top,tomar

lorry : kamyon

float : yüzmek

a cry for help : yardım çağrısı

life boat : cankurtaran botu

send out : göndermek

on the board : botun içi

wrap : kurulalamak

blanket : battaniye

APPENDIX III

A LIST OF TYPICAL ERRORS
SELECTED FROM THE EA DATA

I-Part A (Translation test from English into Turkish)

1- Interference Errors:

Beethoven 1770 de doğmuştu.

Tiyatroya gittiğimde kapatıldığını buldum.

Miranda'nın davranışı çok eğlendirdi.

Giyecekler pamuk veya yünden yapılıyor.

Giyecekler pamuk veya yünden yapılmış.

Beethoven 1770 de doğmuştur.

Beethoven 1770 de doğmuştu.

2- Overgeneralization:

Onun davranışından şok oldu.

Giyecekler yünlü ve pamuklu yapımıdır.

Mektupları mürekkeple yazıyor.

Yetkililerin emri ile polis tiyatroyu kapattı.

Yetkililerin emri ile polis tiyatroyu kapatmış.

Tiyatro yetkililere emredilerek kapatıldı.

O zeki olduğunu düşünür.
O zekice düşünüyordu.

O zeki bir düşünürdü.

İş başlatılır.

İş başlatıldı.

İşe başlanıldı.

İşe başlanır.

3- Developmental:

İş başlar.

İş başlıyor.

İş başlamış.

İş başlamıştır.

Onun davranışından etkilendim.

Onun davranışına şok olmuştum.

Onun davranışından şok edildim.

Onun davranışından şoka uğratıldım.

Miranda'nın davranışından eğlendirildim.

Mary hediye aldı.

Tiyatroya gittiğimde kapalı buluyorum.

Tiyatroya gittiğimde kapalı bulurdum.

O zeki kabul edilmişti.

O zeki kabul edilmeli.

Mektuplar mürekkeple yazıldı.

Mektuplar mürekkeple yazılıyor.

Mektuplar mürekkeple yazılmış.

4- Ambiguous:

O kız tarafından şaşırtıldım.

Onun davranışından etkilendim.

Mektuplar mürekkeple yazılmıştır.
Giyecekler pamuk ve yünden imal edilmiştir.
Tiyatro yetkililere emredilerek kapatıldı.

II- Part B (Translation test from Turkish into English)

1- Interference Errors:

The driver is not spoken.

The driver was not spoken.

Not spoken.

Forty-nine students were graduated.

Forty-nine students have been graduated.

My breath is cutted.

My breath is cut of.

My breath was breatless.

I was be out of breath.

The old man was fainted.

Ankara was gone.

2- Overgeneralization:
The lesson is started.
The lesson is begun.
It was begun the lesson.
One was begun the lesson.
The lesson was started.
Ali buys bicycle.
Ali bought a bicycle.
Bicycle are bought.
The bridge building.
The bridge was building.
The bridge was builted.
Ankara was went.
We gone to Ankara.
Ankara is gone.
Ankara was go.
Ankara have been go.
Ankara is went.
I have got breathless.
I was out of breathed.
I was being out of breath.
The house is cleaned.
Forty-nine students were graduate.
Forty-nine students was graduated.
Forty-nine students is graduated.

3- Developmental:
The house was clean.
The house cleaned.
The bridge was builded.
The lesson begun.

4- Ambiguous:
The old man was faintten.
The old man is fainted.
Ankara was came.

At what age the primary school was started?
At what age the primary school is begun?
At what age the primary school is started?
At what age the primary school started?
At what age the primary school start?
At what age the primary school starting?
At what age the primary school are begun?
When is the primary school begin?
The bridge was build.
The bridge builded.
The lesson started.

5- Performance:

Ali was taken the bicycle.
Ali takes bicycle.
My breath was breathlessed.

III-Part C (Context)

1- Overgeneralization:

The logs of wood is arrived.
The logs of wood was arrived.
The logs is crushed.
The crushed wood are mixed.
The crushed wood was mixed.
China clay are added.
China clay was added.
The pulp are pressed.
The pulp were pressed
The finished rolls of paper is put.
The finished rolls of paper was put.
The finished rolls of paper were put.
The finished rolls of paper are putted.

A man was float in the sea.
A man is floated in the sea.
A cry for help was heart.
A cry for help was heared.
The life boat sended out.

The life boat was send out.
The life boat is sent out.
The life boat was sended out.
The life boat sent out.
The life boat is send out.
The life boat were sent out.
The life boat is sended out.
The man pulled on the board.
The man was pull on the board.
The man is pulled on the board.
The man is pull on the board.
He wrapped in a blanket.
He is wrapped in a blanket.
He given something to drink.
He is given something to drink.
He was gave something to drink.
He was give somethihg to drink.
He were given something to drink.
He was took to the hospital.
He is taken to the hospital.
He is take to the hospital.
He was take to the hospital.
He is took to the hospital.

II- Developmental:
He is wrap in a blanket.
He was wrap in a blanket.
He wrap in a blanket.
He gave something to drink.
He give something to drink.
A man is float in the sea.
A man was floating in the sea.
A man float in the sea.
A man has been float in the sea.
A cry heared .
A cry for help heared.
A cry for help was hear.

A cry for help hear.
A cry for help is heard.

The finished rolls of paper put on the lorries
The pulp pressed between heated rollers.
 China clay are add to the pulp.
China clay is add to the pulp.
China clay added to the pulp.
The logs of wood arrived in factory.
The logs of wood is arrive in factory.
The logs are crush.
The logs is crush.
The logs crushed.
The crushed wood was mix with water to make pulp.
The crushed wood is mix with water to make pulp.
The crushed wood are mix with water to make pulp.

III- Ambiguous:
    The pulp press and between heated rollers.
    The pulp and press are between heated rollers.
    The pulp is added to china clay.
    The paper is finished rolls put on the lorries.
    A cry for helped hear.

    He heart cry for help.
    The board was the man pulled.
    Someone wrapped he in a blanket.
    The hospital was taken.

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