

Using Passive Voice in the Writings of Bahraini Students At the University of Bahrain: Problems and Implications



By

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DECLARATION

I declare that this work is the result of my own investigation and that it has not already been accepted in substance for any degree, nor it is being currently submitted for any degree.

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ABSTRACT

This study seeks to investigate the use of passive voice and the errors in the different forms of the passive made by first and second year students at the Department of English Language and Literatures at the University of Bahrain.

The sample of the study consists of 50 first year students and 50 second year students randomly selected.

The researcher designed a test in order to determine whether there would be statistically significant differences between the two groups of students with respect to first, sentence transformation, sentence translation, and text transformation; and second, the following passive voice forms: simple present, simple past, present perfect, past perfect, present continuous, past continuous, and future and modal.

The findings of the study show the following:

1. There are statistically significant differences between the two groups with respect to their performance in sentence transformation and text transformation.
2. There are no statistically significant differences between the two groups with respect to their performance in sentence translation.
3. There are statistically significant differences between the two groups with respect to the errors made in the following forms of the passive: simple past, simple present, present continuous, and future-modals.
4. There are no statistically significant differences between the two groups with respect to the errors made in the following forms of the passive: present perfect, past perfect, and past continuous.

The researcher attributed the errors made by the students of both levels to the following sources of error: negative transfer and interference, overgeneralization and false concepts hypothesized.

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CHAPTER ONE

INTRODUCTION

1.1 Background

1.1.1 Definition of terms

The following are some of the key terms used in the study: voice, active voice and passive voice.

1.1.1.1 Voice

There are a number of definitions that simply indicate that the voice of a verb tells or shows if the subject of the verb performed the action (active voice), or has received the action (passive voice). (Shretzer 1986 & Fowler 1995).

In addition, Crystal (1980, p. 260) defines voice as “ a CATEGORY used in the GRAMMATICAL description of SENTENCE or CLAUSE structure, primarily with reference to verbs, to express the way sentences may alter the relationship between the subject and object of a verb without changing the meaning of a sentence. The main distinction is between ACTIVE and PASSIVE, as illustrated by: The cat bit the dog and The dog was bitten by the cat: in the first sentence, the grammatical subject is also the actor; in the second sentence the grammatical subject is the goal of the action- it is ‘acted upon’ and thus ‘passive’. There will be certain differences in the emphasis or style of these sentences, which will affect the speaker’s choice, but factual context of the two sentences remains the same.”

1.1.1.2 Active voice

The active voice is the construction in which the grammatical subject of the sentence is also the actor. For example: The student wrote the letter.

1.1.1.3 Passive voice

According to Wardhaugh (2003), the passive is “ the rearrangement that occurs when the direct object of a transitive verb becomes the subject of that verb: the change of “John ate the cake” to “ the cake was eaten by John”” (p.275).

Passive constructions consist of an appropriate form of “be” followed by the past participle of the verb. For instance, the passive form of the simple present of write is the simple present of “be” followed by written: it is written.

Passive constructions fall into two categories: the agentive passive where the agent is expressed as the following example illustrates: the ball was kicked by the boy, and the agentless passive where the agent is unexpressed as in: the ball was kicked.

1.2 Advantages of using the passive

In order to investigate the advantages of using the passive voice, one may ask why we sometimes use passive rather than active constructions. One should know if the audience needs to identify the performer of the action, and by doing so is a logically consistent string of subjects is maintained, and if the string of subjects is consistent, is it the right one? (Williams, 1990).

The passive has a number of uses:

1. The passive allows the agent to be omitted if it is unimportant or unknown.

The package was damaged in shipment.

2. Another function is concerned with thematization, that is the placing of a certain noun phrase in subject position for the purpose of prominence.

John came in. He was immediately welcomed by the committee.

John came in and was immediately welcomed by the committee.

3. Either out of politeness, to avoid taking the blame oneself, or to avoid blaming someone else, the origin of the action is masked.

The students were not informed in time.

4. Another important advantage is to prepose a short subject and extrapose a long subject:

The student who is doing an MA course in Applied English Language Studies at the Department of English Language and Literatures in the University of Bahrain is conducting the questionnaire.

5. The passive may as well emphasize a modifying adverb,

As many politicians know, my remarks have been grossly distorted in the press.

6. In scientific and academic writings, researchers use the passive to avoid calling attention to themselves and to omit reference to any subjective thoughts or biases. It is viewed as a conventional means of impersonal reporting and the briefest way to convey information:

In the first experiment, acid was added.

7. Some sentences occur only in the passive as the following examples show:

Fred is rumored to be a spy.

I was born in England.

He is reputed to be a good scholar.

It seems difficult or even impossible to identify the person responsible for spreading the rumor about Fred, or who is behind the good reputation of the scholar.

Williams (1990) confirms that we should choose the passive when we don't know who performed the action, our readers don't care who performed the action, or we don't want them to know who performed the action

Furthermore, According to Downing and Locke (2002, p.252), passive constructions

enable writers to arrange messages so that new information is placed at the end of the sentence, while given information occurs in the beginning of the sentence. They introduce three possibilities that could determine one's choice between the active and the passive:

1. The agent is new information and thus is placed last.

The speaker was interrupted several times by two angry journalists.

2. The agent is not new and is silenced. Another element is new and is placed last.

The tin can was crushed.

3. An element, which is not the agent, is chosen to be the theme.

I am so tired of being lectured to by my boss.

Downing and Locke (2002), explain the rhetorical motivation of each possibility:

1. Passives which focus on the agent

The passive is useful in writing when the agent presents new information and thus receives focus using a *by*-phrase as this example illustrates:

A chill had come to the pride and confidence of Rome. In 270-275, Rome, which had been an open and secure city, was fortified by the emperor Aurelian.

H.G.Wells, A Short History of the World.

In the above example, the emperor Aurelian receives the focus of the sentence.

Another motivation for using the passive with the agent occurs when the agent is long. By placing it in the end, writers follow the principle of end-weight ('shortest first, longest last') as this example illustrates:

The front seats were filled by members of the families of the victims.

The agent is not always a participant, but may also be a fact expressed by a *that*-clause as these active-passive sentences indicate:

That he should be taken in such a simple trick amazed me.

I was amazed that he should be taken in by such a simple trick.

2. Agentless passives

Downing and Locke (2002, p.253) add that the use of the agentless passive provides the opportunity of concealing the performer of the action. This is important since the information given in the active voice cannot be omitted. Yet, the agent is understood or implied in so many cases.

There are a number of reasons for silencing the agent:

1. It has previously been referred to, directly or indirectly:

I've finished compiling the catalogue and it has been sent to the printers.

2. The implied agent is 'one', or 'people', and the passive expresses a general statement.

The national economy is believed to be improving.

It is hoped that war can be avoided.

3. It may be understood from the context, but is considered to be irrelevant.

Well, in the end, I was awarded a full travel grant.

3. Focusing on some other elements

When the agent *by*-phrase is deleted in a passive clause, another element receives end-focus. The element could be a verb or a complement. The verb, however must contain new information and the agent must be dispensable:

No details were revealed.

The following example shows a complement receiving focus in a passive clause:

Nothing has been heard of him for months.

1.3 Cases of inappropriate use of the passive

Many authors such as Orwell, (1946), Nash, (1986), Freebon, (1996), and Shafer, (2003), argue that it is preferable to use the active voice when writing. Passive voice should be used only when necessary. “Never use the passive where you can use the active” (Orwell, 1946, p. 7). All the above-mentioned writers claim that the impersonal use of the passive is often an evasion of responsibility. Compared with the active, it is less compact and decisive in the impression it leaves. The passive is also described as wordy, long, flabby, and can create less animated constructions. Gowers (cited in Nash, p.89) discourages the use of the passive voice in official letters. He says, “ it gives the reader the impression that he is dealing with robots rather than human beings”.

1.4 Restrictions on the passive

The passive is usually derived from an active counterpart and employed only with transitive verbs (verbs that have objects). Yet, there are some cases in English in which active sentences cannot be made passive (Wardhaugh, 2000, p.277).

1. The English idiom “ kicked the bucket” which means that someone died cannot be made passive and still maintain its idiomatic meaning. The subject cannot be retained since it does not exist in the first place. Another idiom “ kick ones heels” cannot be made passive as the following example shows: I’m just kicking my heels until the beginning of the new semester.

2. Also, in informal English, there are frequent occurrences of the get -passive which omit the noun phrase that may act as the subject of the equivalent active sentence:

She got hurt.

They’ll get married tomorrow.

3. Downing and Locke (2002) add, there are three types of constituents that do not passivise, or if they do, the same relationship cannot be maintained (p.55).

(a) The constituent following relational verbs

These include have, possess, lack, suit, resemble, contain and fit:

(The asterisk shows that the sentence is ungrammatical).

- | | |
|--------------------------------|------------------------------------|
| We have plenty of time. | *Plenty of time is had. |
| I don't possess any valuables. | * No valuables are possessed. |
| His argument lacks force. | * Force is lacked by his argument. |
| Will 5 o'clock suit you ? | *Will you be suited by 5 o'clock? |
| The jar contains nails. | * Nails are contained in the jar. |
| These gloves don't fit me. | * I am not fitted by these gloves. |

(b) The constituent following verbs of measure

These include, measure, cost, take and weigh:

- | | |
|------------------------------------|---|
| The window measures 1m by 2m. | *1m by 2m was measured the window. |
| Each ticket cost two dollars. | * Two dollars were cost by each ticket. |
| This suitcase weighs 20 kilos. | * 20 kilos are weighed by this suitcase. |
| The flight to Tokyo took 21 hours. | * 21 hours were taken by the flight to Tokyo. |

(c) The constituent following verbs of equal reciprocity

These include such verbs like marry and resemble:

- | | |
|-----------------------------|--------------------------------------|
| Sam married Susan last may. | * Susan was married by Sam last May. |
| Joe resembles his father. | * Joe's father is resembled by him. |

The semantic structure of these verbs shows that the nominals that follow them cannot be considered as direct objects, and hence cannot be made passive.

1.5 Genre and the passive voice

The use of the passive voice could be viewed as a rhetorical instrument that writers in different fields may employ according to their own purposes and preferences. The passive is frequently used in business, government, news reporting, scientific writing and the courtroom.

It is found in expressions like “ it has been brought to my attention”, “ I was told”, or “ the victim was shot”. These samples demonstrate the deletion of the agent.

Williams (1990,p.39) notes that in official and academic prose, many editors and teachers find it difficult to use the active in their writing because it is considered to be stylistically improper. According to him, scholars in different fields write in different ways, and in all fields, some of those writers and editors employ the passive voice frequently. But if they claim that all good academic writing in all fields must always be impersonally third person, always passive, Williams believes that they are wrong. As Robinson (2000,p.440) suggests, writers in different fields, therefore, should sort out their rhetorical contexts and decide whether a sentence needs to be active or passive. By choosing the appropriate construction for the intended audience, writers gain more control over their writings.

1.6 Passive voice in Arabic

This research was conducted at the University of Bahrain. The participants, all Bahraini learners, were asked to translate five Arabic sentences into English. A brief account of the characteristics of the Arabic passive voice will be presented.

In Arabic, the basic declarative sentence structure is the VSO structure, which consists of a verb, subject and object: e.g. كسر محمد القلم which can be translated into ‘Mohammed broke the pencil’. There are, however, other patterns that can be derived from the previous basic structure as the following examples illustrate:

VSOO: أهدى المعلم التلميذ كتاباً translates into ‘the teacher gave the student a book’.

VSOOc: انتخب الطلاب زيدا زعيماً لهم translates into 'the students elected Zayd a leader'.

VSOA: شرح المعلم الدرس شرحاً وافياً translates into 'the teacher explained the lesson well'.

According to early Arab grammarians, the passive construction is syntactically derived from a corresponding active construction of a transitive verbal sentence. To convert an active sentence into passive, the direct object of the verb in the active sentence becomes the subject of that verb in the passive and takes the nominative case ending. (Saad, 1982, p.31). For example أكل الولد التفاحة meaning 'the boy ate the apple' become in the passive أكلت التفاحة or 'the apple was/has been eaten'.

In Arabic, all verb forms can be made passive: present, past and future.

Arabic passive is agentless and is most commonly found in the language of the press, business, religious speeches and courts.

In addition, Helmy (1993), points out that some Arabic verbs that describe certain actions exist only in their passive forms. These verbs, however, have no English passive equivalents. For example, the following Arabic passive verbs: جُنَّ، أُغْمِيَ عَلَيْهِ، and حَمَّ translate into: 'he went crazy', 'he fainted', and 'he caught fever'. The agent for those verbs is unknown, for no one can identify who is behind catching fever or becoming mad (p.407).

1.6.1 Rhetorical reasons for deleting the agent in Arabic

Al Galaieeni (1981,p.251) and Hassan (1977,p.111) introduce the cases in which the agent may be deleted:

1. If the agent is known to everyone and thus there is no need to mention him/her.

Everyone who reads this verse in the Holy Qur'an knows that the creator is Allah.

"وُخْلِقَ الْإِنْسَانُ ضَعِيفاً" (النساء، الآية 83).

"For man was created weak (in flesh)" Al-Nesaa [83]

2. When the agent is unknown.

سُرِقَ الْبَيْتُ.

The house was robbed.

3. Passive voice is used to conceal the agent.

رُكِبَ الْحَصَانُ.

The horse was ridden.

4. The agentless passive could also be employed if one feared the agent.

ضُرِبَ فُلَانٌ.

Someone was hit.

5. If there was no significance in mentioning the agent.

"وإذا حبيبتكم بتحيةة فحيوا بأحسن منها أو ردوها" (النساء، الآية 86).

“ When (courteous) greeting is offered you, meet it with a greeting still more of equal courtesy” Al-Nesaa [86].

6. It is also used to protect the reputation of those who commit dishonest actions.

عَمِلَ عَمَلٌ مُنْكَرٌ.

An awful deed, adultery for example, was done.

7. The passive is used to make sentences shorter.

عندما أنهى العامل عمله ، كوفئ.

When the builder finished his work, he was awarded.

1.6.2 Passive voice in the Holy Qur'an

According to Dr. Aisha Abdulrahman (1964,p.33), the Holy Qur'an is the main source of the Arabic language from which grammatical rules were drawn. Many examples of the Arabic passive that are taken from the Qur'an are taught to Arab students at schools. Therefore, students' usage of the English passive could be related to their understanding of the Arabic passive in the Qur'an, though they may not be able to produce it with the same effect.

The Holy Qur'an has its own unique characteristics. In the Holy Qur'an, God is the only one who speaks, narrates, commands, prohibits, and legislates. In addition, his knowledge, Muslims believe, extends to everything: seen and unseen, present and future, in being or not in being. The usage of the passive in the Holy Qur'an therefore, is related to, and directed at- primarily- its human audience. The performer of the action is thus deleted for reasons that can be described, with respect to their relations to humans, as ideological, legislative, moral, and even psychological.

For example, God speaks of the pleasures of this world in Sura (Aal 'amran) He says,

"زِين للناس حب الشهوات من النساء و البنين و القناطير المقنطرة من الذهب و الفضة و الخيل المسومة و الأنعام و الحرث ذلك متاع الحياة الدنيا و الله عنده حسن المآب" (آل عمران، الآية 14).

"Fair in the eyes of men is the love of things they covet: Women and sons; heaped up hoards of gold and silver; horses branded (for blood and excellence); and (wealth of) cattle and well-tilled land...." [S.III.14] The Arabic passive verb "زُين" or "was made fair" is used at the beginning of this verse in Arabic. Abduljabar (cited in Zarzour, 1970, p. 40) believes that, with respect to this particular verse, not one performer of the action was deleted but two. He interpreted it as follows: God is the one who made fair in the eyes of men pleasures that could only bring them happiness حلال, whereas satan made fair in their eyes pleasures and desires

that could only bring them misery and destruction حرام. The issue of حلال and حرام is the foundation upon which the whole Islamic moral system is based.

In the same sura, God addresses an issue that is just as important: guidance. He (Almighty) says,

"و من يعتصم بالله فقد هدي إلى صراط مستقيم" (آل عمران، الآية 101)

“...Whoever holds firmly to God, will be shown a way that is straight.” [S.III.101]

The meaning of this verse is one of the most difficult to grasp through translation alone. Most translators find it easier to select the future passive (will be shown) in spite of the fact that the tense used in the Qur'an is the simple past (was shown). Roughly translated, the verse in Arabic suggests that whoever holds firmly to God is s/he who was guided or was shown the way. It's natural to ask then: which action precedes the other, man holding firmly to God, or God's guidance? The verb “هدى” in Arabic is syntactically past, but semantically future. Therefore, it is translated into English with equivalent future verb form.

1.7 Statement of the problem

There seems to be a scarcity of research that focuses on the use of passive voice forms in Bahraini students' writings. Therefore, the researcher examined eighty exam papers randomly selected from students' writings at the Department of English Language and Literatures at the University of Bahrain. The aim of the investigation was to explore to what extent students are able to produce appropriate passive constructions. Papers were chosen from the following composition courses Eng 150, Eng 250, Eng 350 and project writing Eng 450. The main aim

of these academic English courses is developing students' ability from composing sentences to writing a pilot study.

The investigation thus covered the four levels of students. The results revealed that many students avoided employing the passive in their writings, especially first and second year students. However, third and fourth year students employed certain passive voice forms such as simple present, simple past and modal passive.

The researcher, therefore, conducted a pilot study on the use of the different forms of the passive voice. Fifteen students randomly selected were given a test (see p.56) to do in class. The researcher found that all of the students encountered difficulties when attempting to transform the following forms from and into the passive: present perfect, past perfect, present continuous and past continuous. As a result, students either transformed with errors or avoided transformation.

The results of the above-mentioned inquiries motivated the researcher to go further in exploring students' usage of the passive voice forms.

1.8 Purpose of the study

This study attempts to examine and analyze students' usage of the different forms of the passive voice. The research seeks to determine whether students of both levels mastered the passive voice forms that were supposed to have been mastered earlier in school. In other words, the researcher is interested in measuring the degrees of progress students achieved at the university level. Therefore, it attempts to find out whether Bahraini students majoring in English at the Department of English Language and Literatures at the University of Bahrain encounter certain difficulties, and therefore make errors when employing the different forms of the passive voice, and whether the frequency of errors increases or decreases as they advance

1.9 Research questions

The research addresses the following questions:

1. Do first and second year students at the Department of English Language and Literatures employ the passive in their writings?
2. Do they make errors when employing the different forms of the passive voice? And if they do,
 - a. Do these errors reflect significant differences between the two groups of students with regard to: sentence transformation, text transformation, and sentence translation from Arabic to English?
 - b. Do these errors reflect significant differences between the two groups of students with regard to the following forms of the passive voice: simple present, simple past, present perfect , past perfect, present continuous, past continuous, and future- modals?
 - c. If errors exist, what are the possible sources of those errors?

1.10 Research hypotheses

The researcher believes that mastery of passive voice constructions is a good indicator of students' competence in grammar. Failure to master these constructions indicates the presence of grammatical problems that are reflected in their writing. This is despite the fact that students may avoid employing the passive.

In addition, the researcher has noted that first and second year students encounter difficulties in the production of the different forms of the passive voice. It seems obvious that students will make errors as a result of those difficulties. Thus, the study intends to test the following hypotheses: statistically significant differences exist between the two groups of students with respect to 1), sentence transformation, sentence translation, and text

transformation; and 2), the errors made by students in employing the different forms of the passive voice. The hypotheses will be tested at an $\alpha = .05$.

It is expected that second year students will make fewer errors than first year students.

1.11 Significance of the study

It is hoped that as a result some insights may be gained into the obstacles that may face Arab students in the production of the passive voice. This is a first step in the process of attempting to help students overcome those barriers. The study is significant as a measurement tool for student mastery of grammar and hence writing.

1.12 Limitations

Collecting data was the most difficult task because the researcher could not distribute the test among the four academic levels at the Department of English Language and Literatures. Only first and second year teachers allowed the researcher to distribute the test among their students. Consequently, the research had to focus only on two levels of students and compare their performance. Finding and citing from resources was a problematic task as well. Almost all of the available books on grammar at the University of Bahrain dealt with passive voice only in terms of practice that is introducing grammar exercises. Thus, one had to consult various journals and website articles to generate an accurate understanding of the subject.

CHAPTER TWO

REVIEW OF LITERATURE

As the researcher has noted from the pilot study she conducted earlier (see p.13), Arab learners seem to encounter difficulties in using the different forms of the passive voice. Therefore, there is a need for reviewing the different kinds of studies that dealt with analyzing students' errors and those that simply investigated the use of the passive voice in different contexts.

2.1 Studies on the passive

In the following paragraphs, Mukattash (1977), (1983), and (1986), and Al-Hassan (1989), attempt to synthesize studies conducted on native speakers of Arabic.

Mukattash (1977) conducted a study at the University of Jordan to find out whether native-speakers of Arabic adopted the passive or not in their translation. He gave fifty students a translation test in which they had to translate ten passive Arabic sentences into English. He found that many students avoided using the passive voice. Instead, they shifted the agentive phrase from sentences final position to initial position before changing sentences into passive.

Mukattash argues that students avoided the passive voice because its constructions were taught long after students had mastered the active forms. A practice that is, probably, based on a commonly held idea that passive is a highly (advanced) form and must wait until quite late in any ESL curriculum. Some linguists like Crandall (1985), however, view this as a mistaken notion about the difficulty of English grammar that affects ESL teaching around the world. She notes that ESL students in American schools, for example, deal with phrases like

(8 is divided by 4) at an early stage of their elementary education, yet they are not expected to learn passive until much later. The researcher thus believes that teaching grammar, as an objective in itself might not enable students to practice and appreciate the language. It could, however empower students' acquisition if it were consistent with discourse aims.

In another study, Mukattash (1983) states that Arab students majoring in English at the University of Jordan were in fact still making many of the same passive voice errors that were common at the high school level. He thus believes that students were incapable of using the English language efficiently and appropriately inside and outside the classroom.

In a later study, Mukattash (1986) explores the role and significance of error correction and explicit grammatical explanation in adult foreign-language education. One of the study's objectives was to investigate the type and nature of certain grammatical errors, including passive, which according to him seem unsusceptible to de-fossilization. Mukattash found that the most frequent error with regard to voice involved the use of the active instead of the passive. This he attributed to mother tongue interference. In his study, Mukattash, however, adopts an either-or approach, which the researcher finds problematic. He casts serious doubt on the validity of explicit grammar teaching, and calls therefore, for focus in teaching to be shifted from "grammar" to "usage" and "meaning". He supports his argument by claiming that such method fits the goal of foreign-language teaching. Many linguists, however, have given support to grammar instruction in ESL teaching and learning. Canal and Swain (1980), for example, view grammar as one component of communicative competence, and insist that without grammar, learners communicate effectively only in limited situations. Celce-Murcia (1991) calls for grammar instruction to be content-based, meaningful, contextualized, and discourse based rather than sentence-based. According to her, however, when teaching

grammar, learners' age and their different learning styles should be considered. ESL children learners, she explains, should be given little explicit grammar instruction, but adolescents and adult learners need more explicit grammar instruction. In addition, some learners have an analytic learning style preference and may feel adrift unless they are given analytic grammar activities. The researcher, thus, believes that "usage" or "meaning" should be taught side by side with formal grammar. Adult native-speakers of Arabic need to be given more opportunities to explore grammar in context, without ignoring explicit grammatical explanation.

In addition, Al- Hassan (1989) investigates the errors of passive voice constructions at a Jordanian cycle male school in the district of Irbid. He gave ninety students ranging from beginners to advanced a test to elicit errors in all of the passive voice forms. The results revealed that there were no statistically significant differences among the three levels with regard to their errors in the following forms: past perfect, present continuous, future and modals. There were significant differences among the levels in terms of errors in the simple present, simple past, present perfect and past continuous. He attributed the errors to the following sources of error: mother tongue interference, global and local errors, negative transfer and overgeneralization.

However, due to the methods used by Al-Hassan in his study, some of the results may be questioned. For example, the test included a question that required the students to transform sentences from active to passive but none that could demonstrate their ability to transform sentences from passive to active voice. In addition, it did not include a text transformation question that could have probed the students' ability to use the passive in context.

Moreover, other studies investigate the use of the passive voice in different contexts.

Michiko (1979) explores the frequency and usage of the passive in contemporary American English. The data included both spoken and written genres like novels, academic journals, newspaper editorials/articles, and readers' letters to newspaper editors.

The findings of the analysis show that about 85% of the passive sentences are agentless and that agent phrases with prepositions other than *by* are more retained than those preceded by the *by*. Therefore, Michiko calls for two major modifications with respect to teaching the passive voice in the ESL/EFL classroom. The first deals with developing a teaching technique for the agentless passive in order to give it its status as an independent form of the passive, not as a secondary form of the agentive passive. The second is focusing on why and when the *by* phrase is retained.

Rodman (1981) examines passive voice usage in six scientific and technical journal articles. Results revealed that more than 70% of the passive structures were truncated or subject deleted. Rodman says that truncated passive occurred in the following categories: description of experimental procedures, standard procedures, the state of knowledge, and natural processes.

The full passive, which includes an agent, was used only when the subject of the passive was the theme of the discourse segment:

The x-ray map of Cassiopeia A we have made, together with a spectrum of the remnant plotted from the same data, suggests that the x rays are radiated not by some central source but by gas produced by shock waves from the original explosion traveling through the interstellar medium.

Also, the full passive was employed when the agent was linguistically so complex that its placement in the subject position lead to a perceptually more complex sentence:

...suggests that not some central source but by gas produced by shock waves from the original explosion traveling through the interstellar medium.

The research indicates that the main fault of many prescriptions with respect to the use of the passive voice are attributed to overgeneralization.

Nehls (1984) tries to distinguish between the non-progressive passive and the progressive passive in the present tense. He states that this distinction is relevant in cases where it is of communicative importance. For instance, semantically, the following sentences are different: “dinner is prepared” and “dinner is being prepared”. According to him, the distinction between the progressive and non-progressive passive is also communicatively significant in the past tense. Nehls explains that in Early Modern English, “ the active form of the progressive was sometimes used to express an action in progress in the passive”(p272). Using the active form was acceptable as long as the grammatical subject was inanimate, as librarians tend to say the “book is binding” instead of “the book is being bound”.

Finally, Woo-hyun Jung (1996) investigates Korean college students’ use and misuse of the English passive. Subjects were asked to write argumentative essays in English about one of two scientific topics to elicit passive usage. The essays were analyzed for pragmatic errors in the use of passive. The study shows that students make emotional functional errors more than functional discourse errors. This suggests negative transfer.

Having examined these studies, the researcher concludes that it seems that many researchers attributed the errors made by their students to the following sources of error: mother tongue interference, overgeneralization and negative transfer. It clearly implies that students’ first language has affected the learning process of the second language.

CHAPTER THREE

RESEARCH METHODOLOGY

The review of literature in chapter two examined a number of studies related to the passive voice. The research procedure adopted is described below.

3.1 Population

The population of this study consists of all first and second academic year students at the Department of Foreign Languages and Literatures at the University of Bahrain during the spring of 2003. The students were all Bahraini who had had an average of nine years of formal instruction of English as a second language at their schools.

3.2 Sample of the study

The sample of the study consists of (100) first and second year students equally divided majoring in English at the Department of English Language and Literatures at the University of Bahrain. Students were divided into two groups with fifty from each level. Participants were randomly selected without gender or any other preference.

3.3 Data collection

The researcher, with the help of her supervisor, prepared a single test. In addition, a jury of three teachers at the Department of English Language and Literatures were consulted to confirm the validity and suitability of the test's tasks. In order to ensure the validity of the

procedure, a pilot grading of ten of the students' answers was carried out by the supervisor.

Students were given forty-five minutes to perform the tasks in class.

1st and 2nd Year Students

The test (see appendix, p.56) consists of three main sections:

1. Sentence transformation
2. Sentence translation
3. Text transformation

1. Sentence transformation

The sentence transformation section consists of two tasks. The first consist in the transformation of ten active sentences into the passive, the second in transforming ten passive sentences into the active.

2. Sentence translation

Students were given five sentences to translate from Arabic into the English passive voice. Corder (1973,p.38) states that the similarities between two languages can be very general or abstract on one hand, or trivial and superficial on the other. Depending on those similarities, translation from the native language to the target one can range from relatively easy to extremely difficult. Either way, he believes that direct translation is a successful method where controlling the elicitation of specific grammatical constructions from foreign speakers of English is concerned.

3. Text transformation

Students were asked to rewrite a memo by transforming ten active sentences into the passive. The text was selected to test students' ability to transform from active to passive in context with respect to the different forms of the passive.

3.4 Data analysis

The method of accounting for the production of passive voice sentences and errors made by the two levels of students was as follows:

The test given to the students included (35) occurrences of the passive forms. The correct answer was given one point while the incorrect answer was given zero point. The different forms of the passive voice were distributed among the test's three sections. The first task, which required students to transform from active to passive included all of the forms and given (10) points; the second, which required students to transform passive to active included all of them as well and given (10) points; the third was a translation task and given (5) points; and the last was a text transformation and given (10) points. The total grade was therefore (35).

A one-way analysis of variance was used to answer the study questions. First, it tested the relationship between the two groups of students (independent variable) and their grades in each task of the test (dependent variable). Second, it tested the relationship between the two groups of students (independent variable) and the errors made by them with respect to the different English passive forms.

CHAPTER FOUR

ANALYSIS AND DISCUSSION OF RESULTS

This chapter outlines the results of the study, and the analysis used to test its hypotheses: that statistically significant differences exist between the two groups of students with respect to 1), sentence transformation, sentence translation, and text transformation; and 2), the errors made by them in employing the different forms of the passive voice. The hypotheses were tested at an $\alpha = .05$.

The data presented consists of two parts. Part one deals with students' performance (grades) in the transformation and translation tasks. Part two deals with the following verb forms: simple present, simple past, present perfect, past perfect, present continuous, past continuous, and future- modals.

4.1 Part one

(1) Sentence Transformation

Results:

- Transforming from Active to Passive: Second year students performed better.
- Transforming from Passive to Active: Second year students performed better.

(2) Sentence translation

Results: No statistically significant difference; null hypothesis rejected: second yearers did not perform better than first yearers.

(3) Text transformation

Result: second year students performed better

A one-way analysis of variance was employed to find out whether there were any statistically significant differences between the two groups. All tasks were given a total grade of 10 with the exception of the third, which was given a total mark of 5. The grade was based on the number of correct responses in each task. For example in sentence transformation, students were required to transform 10 sentences. Each wrong transformation was given zero point, whereas the correct one was given one point.

Table one shows the means of the students' grades in each task and their standard deviations. It was assumed that as students advanced in their studies, their understanding and performance with respect to the passive voice would improve. Therefore, second year students grades in the four tasks was assumed to be higher; the null hypothesis was $M1 < M2$ or $M1 - M2 < 0$, $\alpha = .05$.

Table 1

Level One

Level Two

Task	Grade	M	SD	M	SD
T1	10	4.98	3.2166	7.34	2.1054
T2	10	3.88	3.6615	5.46	3.6321
T3	5	1.86	1.3016	2.1	1.5939
T4	10	3.34	3.9336	4.16	4.1224
Total	35	14.06	12.113	19.06	11.4538

$\alpha = .05$

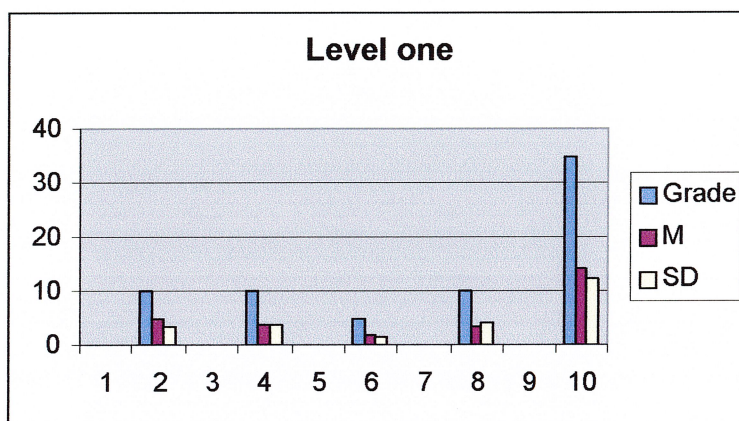


Chart.1 Grade, means and standard deviation of level one.

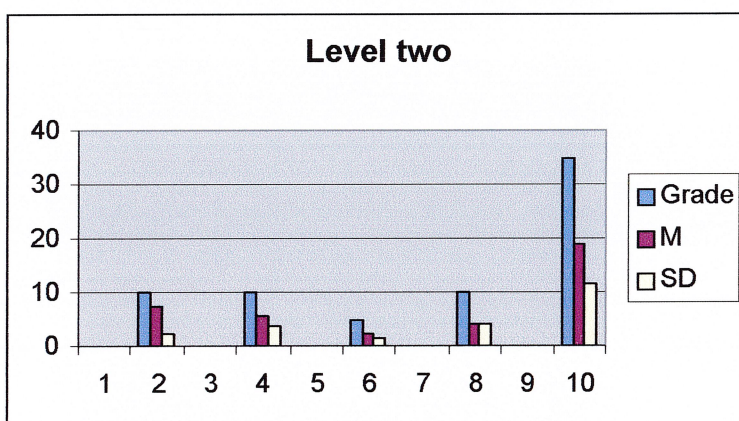


Chart.2 Grade, means and standard deviation of level two.

I. Sentence transformation from active to passive: A one- way of analysis of variance was used. The results are stated in table 2.

Table 2

Analysis of variance for differences between the two levels of students: transforming from active to passive.

S1 ²	S2 ²	Z	P value
10.34	4.43	-1.48	0.0694*

- P shows the smallest value at which the hypothesis can be rejected. Alpha= .05

Table 2 shows that there were statistically significant differences between the two levels with respect to sentence transforming from active to passive. The difference can be calculated from table one: $M1 < M2$, with a significant difference of 2.36. The null hypothesis was untrue: second year students performed better.

II. Sentence transformation from passive to active: A one- way of analysis of variance was used. The results are stated in table 3.

Table 3

Analysis of variance for differences between the two levels of students: transforming from passive to active.

S1²	S2²	Z	P value
9.37	13.19	-0.69	0.2451*

- P shows the smallest value at which the hypothesis can be rejected. Alpha= .05

Table 3 shows that there were statistically significant differences between the two levels with respect to sentence transforming from passive to active. The difference can be calculated from table one: $M1 < M2$, with a significant difference of 1.58. The null hypothesis was untrue: second year students performed better.

III. Sentence translation: A one- way of analysis of variance was used. The results are stated in table 4.

Table 4

Analysis of variance for differences between the two levels of students: sentence translation.

S1²	S2²	Z	P value
1.88	2.54	-1.69	0.0455*

- P shows the smallest value at which the hypothesis can be rejected. Alpha= .05

Table 4 shows that there were no statistically significant differences between the two levels with respect to sentence translation. The level of significance chosen by the researcher $\alpha = 0.05$ is within the rejection region of $P \text{ value} = 0.0455$. The null hypothesis was therefore, rejected; second year students did not perform better than first year students in this question.

IV. Text Transformation: A one- way of analysis of variance was used. The results are stated in table 5.

Table 5

Analysis of variance for differences between the two levels of students: text transformation.

S_1^2	S_2^2	Z	$P \text{ value}$
15.47	16.99	-0.25	0.4*

- P shows the smallest value at which the hypothesis can be rejected. $\alpha = .05$

Table 5 shows that there were statistically significant differences between the two levels with respect to text transformation. The difference can be calculated from table one: $M_1 < M_2$, with a significant difference of 0.82. The null hypothesis was untrue: second year students performed better.

4.2 Part two

Errors in the use of Passive Forms:

Second yearers performed better (made fewer errors) with regard to:

1. Simple present
2. Simple past
3. Present continuous

4. Future and modal

Second yearers did not perform better (did not perform fewer errors) with regard to:

1. Present perfect
2. Past perfect
3. Past continuous

A one-way analysis of variance was employed to find out whether there were any statistically significant differences between the two groups with respect to the above forms of the passive. The test had 35 occurrences; each error was given zero point, whereas correct responses were given one point each.

Table 6 shows the means and standard deviations of students in both levels with respect to the errors they made in the different forms. The researcher assumed that students' understanding and performance, with respect to the different forms or tenses of the passive, would increase as they advance. It was also assumed that second year students would make fewer errors than students in their first year. Therefore, the null hypothesis for this part of the study was: $M_1 > M_2$ or $M_1 - M_2 > 0$, $\alpha = .05$

Table 6

The Passive	Occurrence	Level one		Level two	
		M	SD	M	SD
Simple present	6	3.48	1.8761	2.94	1.9315
Simple past	4	1.84	1.2013	1.38	1.2270
Present perfect	4	2.72	1.4433	1.88	1.3498
Past perfect	3	2.00	0.9689	1.58	1.0319
Present continuous	5	3.5	1.7291	2.64	1.7114
Past continuous	3	2.22	1.0933	1.52	1.1993
Future and modal	10	4.72	3.5516	3.94	2.4529
Total	35	20.48	11.8636	15.88	11.6975

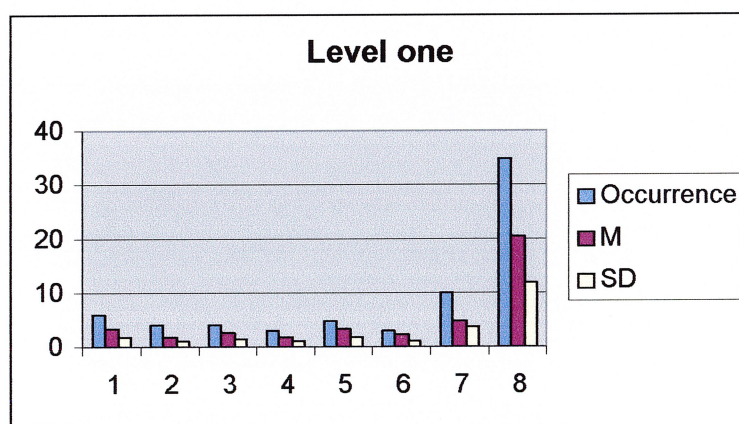


Chart.3 Occurrence, means and standard deviation of level one.

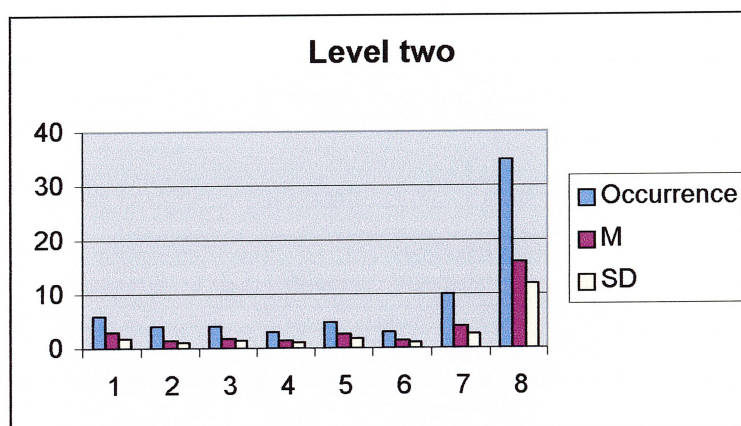


Chart.4 Occurrence, means and standard deviation of level two.

I. Simple present passive: A one- way of analysis of variance was used. The results are stated in table 7.

Table 7

Analysis of variance for difference between the two levels of students: simple present passive.

$S1^2$	$S2^2$	Z	P value
3.52	3.73	0.74	0.2296

- P shows the smallest value at which the hypothesis can be rejected. Alpha= .05

Table 7 shows that there were statistically significant differences between the two levels with respect to the simple past passive. The difference can be calculated from table six: $M1 > M2$, with a significant difference of 0.54. The null hypothesis was untrue. Second year students made fewer errors in this form.

II. Simple past passive: A one- way of analysis of variance was used. The results are stated in table 8.

Table 8

Analysis of variance for difference between the two levels of students: simple past passive.

S1²	S2²	Z	P value
1.44	1.50	1.56	0.0594

- P shows the smallest value at which the hypothesis can be rejected. Alpha= .05

Table 8 shows that there were statistically significant differences between the two levels with respect to the simple present. The difference can be calculated from table six: $M1 > M2$, with a significant difference of 0.46. The null hypothesis was correct. Second year students made fewer errors in this form.

III Present perfect passive: A one- way of analysis of variance was used. The results are stated in table 9.

Table 9

Analysis of variance for difference between the two levels of students: present perfect passive.

S1²	S2²	Z	P value
2.08	1.82	2.14	0.0162

- P shows the smallest value at which the hypothesis can be rejected. Alpha= .05

Table 9 shows that there were no statistically significant differences between the two levels with respect to the present perfect passive. The level of significance chosen by the researcher $\alpha = .05$ is within the rejection region at P value =0.0162. The null hypothesis is rejected. Second year students did not make fewer errors in this form.

IV Past perfect passive: A one- way of analysis of variance was used. The results are stated in table 10.

Table 10

Analysis of variance for difference between the two levels of students: past perfect passive.

S1²	S2²	Z	P value
0.94	1.06	2.1	0.0179

- P shows the smallest value at which the hypothesis can be rejected. Alpha= .05

Table 10 shows that there were no statistically significant differences between the two levels with respect to the past perfect passive. The level of significance chosen by the researcher $\alpha = .05$ is within the rejection region at P value =0.0179. The null hypothesis is rejected. Second year students did not make fewer errors in this form.

V. Present continuous passive: A one- way of analysis of variance was used. The results are stated in table11.

Table 11

Analysis of variance for difference between the two levels of students: present continuous passive.

S1²	S2²	Z	P value
2.99	2.93	1.45	0.07

- P shows the smallest value at which the hypothesis can be rejected. Alpha= .05

Table 11 shows that there were statistically significant differences between the two levels with respect to the present continuous passive. The difference can be calculated from table

six: $M1 > M2$, with a significant difference of 0.86. The null hypothesis was untrue. Second year students made fewer errors in this form.

VI: Past continuous passive: A one- way of analysis of variance was used. The results are stated in table 12.

Table 12

Analysis of variance for difference between the two levels of students: past continuous passive.

S1²	S2²	Z	P value
1.19	1.43	2.6	0.0197

- P shows the smallest value at which the hypothesis can be rejected. Alpha= .05

Table 12 shows that there were no statistically significant differences between the two levels with respect to the past continuous passive. The level of significance chosen by the researcher $\alpha = .05$ is within the rejection region at P value= .0197. The null hypothesis is therefore, rejected. Second year students did not make fewer errors in this form.

VII. Future and modal passive: A one- way of analysis of variance was used. The results are stated in table13.

Table 13

Analysis of variance for difference between the two levels of students: future and modal.

S1²	S2²	Z	P value
12.6	6.0	0.39	0.3483

- P shows the smallest value at which the hypothesis can be rejected. Alpha= .05

Table 13 shows that there were statistically significant differences between the two levels with respect to the future and modal passive. The difference can be calculated from table six: $M1 > M2$, with a significant difference of 0.78. The null hypothesis was untrue. Second year students made fewer errors in this form.

4.3 Discussion of results

4.3.1 General Remarks

In this part of the study, the researcher attempts to discuss the results of the data presented earlier. The discussion will include both parts of data: students' performance in the transformation and translation tasks, and students' errors in the different forms of the passive voice.

As the means of the total grades show, second year students performed better in the test's four tasks put together than first year students, i.e. they made fewer errors. Analysis of results, however, has shown that there were no statistically significant differences between the two groups with respect to sentence translation, and the errors made in the following forms: present perfect, past perfect, and past continuous passives.

The researcher found, with regard to the translation task, that with the exception of translating to the simple past, both groups made many similar errors. In many cases they avoided the passive voice by not translating at all, which may reflect a strategy of avoidance similar to that reported by Mukattash (1977) about his own students avoidance of the passive when translating into English. They also translated the general meaning of the sentence using different structures of the active that they were probably familiar with. For example, some students translated *يجب أن يستمع إلى المتحدث* to "we have to listen to the speaker", "we must listen to the speaker", and "one should listen to the speaker".

In addition, translating *عندما حضروا كان اطعام قد تم إعداده* into "when they came, the food was ready" was also a common error between the two groups.

Though not the main interest of this study, the researcher was also concerned with the choice of vocabulary by many students. For example, a large number of students translated "signal" into "sign". The incorrect choice of words in this case could be a result of mother-

tongue interference; the Arabic word إشارة “ishara” can be used to describe both aforementioned English words. Therefore, translating this word is related to the context and obviously as the following example shows students were not aware of that fact:

الإشارة المطلوبة ترسل الآن

The required sign is being sent now.

As stated before, there were no significant differences between the two levels with respect to the present perfect, past perfect, and past continuous passives. The researcher thinks therefore, that in addition to the present continuous, where the difference was among the lowest (see table 6, p.33), the structures of those forms were more difficult to the subjects of the study than others. Dale (cited in Al-Hassan, 1989, p. 43) explains that such differences are not uncommon. According to him, some structures in the language are more complex grammatically and semantically than others.

Furthermore, the researcher has noted in task one the following:

Many students of both levels did not change the verb into the past participle form as the following selected examples show:

The contract should be study carefully before sending it. (should be studied).

Taxes are collects every year by the government. (are collected).

A report will be write by your teacher. (will be written).

Those books are being writing by Mr. Brown. (are being written).

A bridge is going to build by the city. (is going to be built).

It seems that students either ignored the grammatical rule of forming the passive, or did not know the past participle form of those verbs.

1. Other students, however, transformed sentences correctly. However, they omitted the agent as the following examples illustrate.

Taxes are collected every year. (by the government)

The medals were presented during the ceremony. (by the queen).

My illness had been cured. (by the medicine).

The school was being repainted when I went last week. (by the builders).

Finally, it's worth mentioning that while there was a significant difference between the two levels with respect to text transformation, this was the only task left completely unanswered by many first and second year students. Probably, students did not receive enough training in texts transformation.

4.3.2 Sources of Errors

The identification and analysis of learners' use and errors of the passive voice is the main interest of this research. It should be mentioned, however, that due to the high degree of complexity involved, the researcher has encountered some difficulties in her attempt to identify all possible sources of those errors. For example, in the translation task, a large number of students copied the exact Arabic words using the English alphabet. Such errors, according to the researcher's knowledge cannot be attributed to known sources. It could reflect, however, a strategy of avoidance. The following examples taken from students' answers illustrate this point:

1. Woled ebn Roshd fi kortoba. وُلِدَ ابن رشد في قرطبة عام 1186م
2. Al eshara al matlooba torsal alan الإشارة المطلوبة ترسل الآن

The researcher thinks, however, that most errors could be attributed to the following sources: negative transfer and interference, overgeneralization, and false concepts hypothesized.

It should be kept in mind though, that according to Brown (2000,p.96) transfer, interference, and overgeneralization should not be regarded as three separate processes. He thinks that they are better viewed as several manifestations of one principal of learning: the interaction of previously learned material with present learning tasks.

4.3.2.1 Transfer and interference

With respect to transfer, which describes the carryover of previous knowledge to subsequent learning, one must distinguish between positive and negative transfer. Brown (2000,p.95) explains that positive transfer occurs when the impact of acquired knowledge benefits the learning task, whereas negative transfer occurs when the prior performance disrupts the second language task.

The study reveals, thus, that Arab learners are more likely to be affected by negative transfer than by positive one. Mother-tongue interference, therefore, is considered a main cause of error. A good example is the students' deletion of the "be" as the following- randomly selected- answers by some students illustrate:

1. Ibn Rushd born in Qortoba. (was born).
2. Many innocent people killed in the world everyday. (are killed).
3. The sign is sent now. (is being sent).
4. The opportunity may offered. (be offered).
5. The illness had cured. (had been cured)

4.3.2.2 Overgeneralization

Overgeneralization is a particular subset of generalization, which is defined as a significant strategy where learners infer or derive a rule, law or conclusion from observing particular instances. They then extend the use of that rule or law to other contexts where it may or may not necessarily apply, thus results in the formation of normal or deviant structures respectively. Such strategies could be helpful in some instances but in others could be described as misleading. According to Brown (2000,p.96) overgeneralization occurs when second language learners create deviant structures based on prior experiences of other structures in the target language. Richards (1971,p.174) thinks that it may reflect an attempt by the learner to reduce his linguistic burden. The most common overgeneralization noted by the researcher in both levels was that of the regular past-tense endings (-ed) as the following examples illustrate:

1. Ibn Roshd was borned in Qurtoba in 1186. (was born).
2. When they came, the food had already been maked. (made).
3. The signal was sended now. (is being sent).
4. Those books were writed by Mr. Brown. (were written).
5. A bridge is going to be builded. (going to be built).

Another overgeneralization observed was that of the verb to “be” as these sentences show:

1. My illness had be cured by the medicine. (had been cured).
2. The school was be repainted when I went last week by the builders. (was being repainted).
3. This is because the company cars are be used by some staff for their personal use. (are being used).

4.3.2.3 False concepts hypothesized

Richards (1971,p.178) explains that in addition to faulty rule learning at various levels, many intralingual errors could be described as developmental errors. According to him such errors derive from faulty comprehension of distinctions in the target language. For example, the form ‘was’, he explains, may be interpreted as a marker of the past tense. The researcher found that this particular analogy could explain many of the students’ errors as the following examples illustrate:

Sentence 1: During the ceremony, the queen presented the medals.

Transformation: The medals was presented.

Sentence 2: The judges have made a decision.

Transformation: A decision was made.

Sentence 3: The government collects taxes every year.

Transformation: The taxes is collected every year by the government.

Sentence 4: Innocent people are killed every day in different parts of the world.

Translation: Innocent people is killed in different areas of the world.

Since those exact errors were common, many students were probably thinking of “is” as a marker of the different forms of present passive and of “was” as a marker of the past passive.

In addition, other examples show that many students may have interpreted “will” as a marker of the future tense as the following example shows:

Sentence: The city is going to build a bridge.

Transformation: The bridge will be built by the city

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Passive voice is one of many essential processes that we perform on basic sentence structures to make language a more effective tool of expression and capable of producing various stylistic effects, i.e. processes like clefting, pseudoclefting, fronting, and topicalisation. In fact, many of the features of the passive voice require mental awareness of various language relations and processes.

The identification, analysis, and comparison between first and second year students' errors, with respect to the passive, at the Department of English Language and Literatures have been the central aspects of this study. Based on the findings, the errors made by the subjects of the study can be categorized as follows:

1. Interlanguage: errors caused by the interference of the learners' mother tongue.

In this case the findings correspond to those reported by Mukattash (1977) who says that most errors made by Arab university students in the formation of the passive sentences involved the deletion of the auxiliary "be".

The obvious negative influence of mother-tongue interference could, however, be reduced if more emphasis is put on translation as a medium of instruction along with English in teaching English as a foreign language to Bahraini learners.

2. Intralingual and development errors: errors that derive from the strategies employed by learners in language acquisition, and from mutual interference of items within the target

language. (Richards, 1971,p.178). These kinds of errors can be linked to both the learning and the teaching process. The researcher realizes that the learning process cannot be entirely manipulated nor controlled. Learners do not all share the same level of intelligence, motivation, or mental abilities. Teachers, however, face less difficulty where the teaching process is concerned. According to Richards, therefore, teaching techniques and procedures must take into account structural and developmental conflicts that may arise in second language learning.

The findings of this study indicate that the following forms of the passive: present perfect, past perfect, and past continuous pose difficulties to students of both levels. Having examined the possible sources of those errors, it should be kept in mind that identifying and analyzing errors should be regarded only as a starting point. Teachers should not become preoccupied with error correction nor should they underestimate its role. Instead, they need to employ teaching techniques that, according to Corder (1973,p.293) require an understanding of the sources of errors, so that they can provide the appropriate data and other information, which can resolve the learners' problems and allow them to discover the relevant rules.

5.2 Recommendations

The following are the recommendations that can be drawn from this study:

1. More attention should be given to the passive-active transformation and text transformation. The variety of required assignments and teaching techniques can help reduce students' errors in their attempt to master the rules of the target language.
2. In addition to more error analysis studies, in-depth contrastive analysis studies that would explore the nature of the passive in both Arabic and English are recommended.

The researcher believes that such studies will help identify features of the English language that are different from those of Arabic, and can help predict difficulties.

3. Another potential area for research is the study of the pedagogy of teaching the passive and the techniques teachers employ.
4. Also, it would be interesting to conduct a study on the strategies used by EFL learners in learning the passive.
5. Further research can be conducted on the pragmatic use of the passive and how this is applied by Bahraini university students.

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APPENDIX

The Test

University of Bahrain

College of Arts

Department of Foreign Languages and Literatures

May 2004

Course No: Date:.....

Marking Scheme

	Marks
Section A : Sentence Transformation	()
Section B: Sentence Translation	()
Section C: Text Transformation	()
TOTAL 35 Marks	()

Section A: Sentence Transformation

Question 1: Change the following sentences from active to passive. (10 marks)

1. The government collects taxes every year.
2. The medicine had cured my illness.
3. During the ceremony, the queen presented the medals.
4. The city is going to build a bridge.
5. They should study the contract carefully before sending it.
6. Your teacher will write a report.
7. The builders were repainting the school when I went there last week.
8. The judges have made a decision.
9. Someone may offer Mike the opportunity to study abroad.
10. Mr. Brown is writing those books.

Question 2:

Change the following Arabic sentences into the passive in English. (10 marks)

1. Shakespeare was played by Joseph Fiennes in a 1998 movie.
2. Many novels have been written by Stephen King.
3. The Oscar was being presented by Robin Williams in 1999.
4. You will be notified by my secretary next week.
5. Disneyland is visited by more than ten million people every year.
6. A new movie is being made by Stephen Spielberg.
7. The costumes will be designed by Calvin Klein.
8. The Thomsons' living room is being redecorated in blue and white. They want it to look nice for their daughter's wedding reception.
9. The vocabulary list had been memorized by all of the students and each one scored over 90 percent on the exam.
10. Two people at the end of the line were being dealt with by a couple of clerks.

Section B: Sentence Translation

Translate the following Arabic sentences into the passive in English. (5 marks)

1. وُلد ابن رشد في قرطبة عام 1186م.

2. يُقتل الأبرياء يومياً في مناطق مختلفة من العالم

3. الإشارة المطلوبة تُرسل الآن.

4. عندما حضروا ، كان الطعام قد تم إعداده.

5. يجب أن يُستمع إلى المتحدث.

Section C: Text Transformation.

Rewrite the following memo changing the underlined sentences into the passive.

(10 marks)

The Finance Department has informed me that we spent about 25% of our budget on fuel last year. This is because some staff are using the company cars for their personal use. As you are aware, company regulations do not allow this. You can only use a company car for official business.

As from today, I urge all personnel to follow the regulations in this matter very strictly.

You should return all the company cars to the garage at the end of the working hours. If you require a car for official business after that time, you should fill in a form which you should then submit to the transport supervisor.

I have already issued strict instructions to enforce these regulations immediately

I expect full co-operation in this matter.