COMMON ERRORS OF IRANIAN STUDENTS
IN THEIR USE OF
THE ENGLISH PASSIVE CONSTRUCTION

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by

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SUMMARY

The main purpose of this work is to obtain a better understanding of the linguistic difficulties encountered by Iranian learners of English. The knowledge gained will, therefore, form a basis for the design of teaching materials and for the improvement of techniques of teaching English as a foreign language. The work is also intended to make a contribution to the theory of error analysis, which is the basic approach adopted. The study concentrates on the passive construction since this is frequently used in scientific discourse (as confirmed by the research of Svartvik (1966) and Huddleston (1971)) and a high proportion of Iranian learners of English, in Britain are science students.

The thesis has nine chapters. The first chapter identifies the problems for which a solution is sought, explains the aim of the study, surveys previous studies and gives an outline of the proposed methodology. Chapter II gives a description of the passive in Persian and English. Chapters III and IV identify the types of errors made by the two groups of Iranian students in their comprehension and production of the ordinary passive constructions. Chapter V consists of two parts. The first part attempts to define some rules in relation to the use of the indirect object in sentence initial position and the omission of the preposition of indirect objects in the first and second passive constructions respectively. This part also describes a rule with regard to the use of the indirect object in conjunction with three-place verbs. The second part of this chapter explains the source of errors responsible for the students' failure to introduce the preposition of indirect objects in the first passive construction with regard to the rule described for the omission of the preposition of indirect objects in the first part. Chapter VI provides the results obtained from the study. Chapter VII deals with the analysis of errors which are not directly relevant to the passive construction and proposes ways in which the errors could be avoided. Chapter VIII defines the errors made by a group of students in their comprehension and production of the mutative passive (the get passive) and presents the results gained from the study. In Chapter IX some pedagogical recommendations are made with regard to the information obtained from the study of Iranian learners' errors in comprehension and production of the passive in the written language.
The theoretical implications of the analysis are discussed in various stages in the thesis. One particularly interesting result is that errors caused by mother tongue interference are not only due to the learners' awareness of the rules of the first language but also they can be the result of their confusing a specific grammatical rule of their mother tongue for another when they translate from the target language into their mother tongue.
I would like to express my thanks and sincere gratitude to Dr. G.G. Corbett and Dr. G.M. Anderman for their constructive guidance and support through this work and far beyond. Also I should like to thank Prof. N.B.R. Reeves and Miss M. Rogers for their help and encouragement.

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I am indebted to helpful secretarial and technical staff, especially Mrs. Barbara Grundy, Mrs. Linda Robson and Mrs. Joy Watson, and Mr. Bill Baldry at the Department of Linguistic and International Studies.

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Finally, I should like to thank my brother, Hady, whose kindness and understanding I have always cherished and extend my thanks to my dear parents Ismael and Nargess Najjar-Bashi for their far-sighted support, to whom I dedicate this thesis.
a back vowel (approximately as in the English word arm)
ä front vowel between open and half open (approximately as in the English word had)
b voiced bilabial plosive
d voiceless aspirated bilabial plosive
t voiceless aspirated dental plosive
s voiceless alveolar fricative
j voiced post-alveolar plosive
c voiceless post-alveolar fricative
h glottal fricative
x voiceless velar uvular with scrape
d voiced dental plosive
ț voiced alveolar fricative
r voiced alveolar with weak roll or tap
ʒ voiced post-alveolar fricative
f voiceless post-alveolar fricative
⟨ glottal plosive
γ voiced or voiceless uvular plosive according to phonetic context
ź voiceless labio-dental fricative
q voiced or voiceless uvular plosive according to phonetic context
k voiceless aspirated palatal or velar plosive according to phonetic context
g voiced palatal or velar plosive according to phonetic context
l voiced alveolar lateral
m voiced nasal bilabial
n voiced nasal alveolar
v voiced labio-dental fricative
u close back vowel (approximately as in the English word boooed)

Diphthongs: eI, aI, uI, ou and ãI

- The transliteration system has been taken from Lambton (1976, xii-xx), with the single addition of the phonetic symbol [ã].

- Ezafe: There is an orthographic sign (ـ) which is called kāsre. It is used to vocalize the consonants. It is placed below the letter to which it refers and is transcribed as vowel /e/ in Persian phonetic transcription. It
is also used to mark the association existing between two nouns or a noun and an adjective. It is, in fact, employed below the last letter of the first two words which are associated in this way. In this case, it is often transcribed as [-e]. This connective [-e] or kāsre, in this thesis, is marked by ezafe in the given phonetic transcriptions since ezafe is a terminology used in Persian grammar to refer to noun-phrase embedding. kāsre (i.e. ــ) is rarely used but the vocalization of a consonant is strictly observed in both cases.

- Two classes of ezafe are explained in Appendix C but no further explanation of other types is given in this study since they are not relevant. When noun to which the ezafe is added end in /i/, /a/, /u/ or silent /h/, the semi-vowel /y/ is inserted between the final vowel or the final silent /h/ and the /-e/ of the ezafe. The semi-vowel /y/ is similar used when nouns to which pronominal suffixes (e.g. dative and possessive pronouns) are added end in /i/, /a/, /u/.
TABLE OF SYMBOLS AND NOTATIONAL CONVENTIONS

* Ungrammatical form
+ Translation equivalent
/ / Phoneme transcription
[ ] Phonetic transcription
V_{(n)} The past participle of a main verb

GENERAL NOTES

- 'First passive form/sentence/construction': is used when the subject of a passive sentence corresponds to the direct object of the active sentence.

'Second passive form/sentence/construction': is used when the subject of a passive sentence corresponds to the indirect object of the active sentence.

- All figures quoted in the tables are given correct to the nearest whole number. Hence, owing to rounding, some percentages given in the text are not identical to those in the tables.
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CHAPTER I
DISCUSSION OF THE PROBLEMS
AND METHODOLOGICAL FRAMEWORK

1. This chapter is mainly designed to describe the proposed methodology of the study and to explain the problems for which a solution is sought in order to assist Iranian learners with the acquisition of passive constructions. The chapter begins with an indication of the students' background knowledge of English. It also discusses the literature on second language learning and refers to the error analysis and contrastive analysis approaches to foreign language teaching as preparation for the analysis of Iranian learners' errors in their use of passive constructions. There follows a discussion on the limitation of previous studies on the errors of Iranian learners of English. This section will be followed in turn by an explanation of the aims of this study. This chapter concludes with a description of the way in which the thesis is organized.

1.1 BACKGROUND

A short description of the educational system and the teaching of English in Iran is relevant since it reveals the students' background in relation to their acquisition of grammatical competence. This is to some extent connected with the present study of analysis of Iranian learners' errors.

Apart from kindergarten, four stages of education exist in Iran: primary, the preparatory and secondary stages of high school and university. Children begin their primary education at the age of seven and complete it after six years. If the students pass their examination in the final year they will proceed to the preparatory and secondary stages of their education and study for three years in each of them. The secondary education diploma qualifies students for studying at the university where they should study for four years at least. Students are introduced to two foreign languages, one of which is Arabic. There is an option available for the students to select the study of either French, German or English as the other second language. The Arabic language is only taught for three years in the preparatory stage of high school and accordingly students do not show any enthusiasm for learning Arabic. It is also soon forgotten due to the lack of practice in the later stages of education.
English is usually chosen when the students have already recognized its relative importance and its requirement as an established medium of international communication. This choice is not, however, related to adoption of a particular political stance or supporting the absurd argument of superiority of one language over another. A prolonged discussion can be presented for and against teaching a foreign language at the age of thirteen since it is a controversial issue. The commencement of teaching a foreign language is recommended at the preparatory stage by the Ministry of Education in Iran for reasons concerning the purpose and nature of primary education. However, some parents, who are interested that their children learn a second language, send the children to private schools or institutions where a foreign language, especially English, is taught.

English is taught for a period of 45 minutes, in the four-day week. It is also categorized among subsidiary subjects. The text books are revised every year by the Ministry of Education. Recent textbooks are much better than previous ones but they still need to be reformed since teachers have not found them to be totally satisfactory.

The teaching technique involves the acquisition of the sound system and learning of the basic structures of the English language at the preparatory stage. It is not completely clear whether an aural-oral approach is used at this stage since the students are at the same time introduced to the written English. According to the requirements of the syllabus designed by the Ministry of Education, the students have to be examined for conversation, reading, dictation and exercises in each year.

In secondary education, translation is the main form of teaching. There is a great emphasis on teaching grammatical rules. Yet, it is taught by direct description of the rules and drilling the students for their acquisition of these. Later the students are required to write compositions without being guided as to when and how to use the rules learned. Each year at the secondary stage, students are examined in reading, conversation, dictation, translation and composition.

As the syllabus of the Ministry of Education indicates, teaching of English in Iran is to provide mastery in four fundamental rules: listening, reading, speaking and writing. Yet this ultimate goal does not appear to be acquired due to the following problems:
The teaching of English is hardly practised through direct method. Teachers do not drill their students in examples which follow the rules they attempt to teach and accordingly expect their students finally to deduce these rules for themselves. It is not possible to expect students to speak, understand, write and read a foreign language when they are taught to read connected passages, write compositions and listen to connected material regardless of their language content. It is evident that compositions and passages could be expressed in many different varieties. Indeed, even a native speaker may be unable to write or understand a particular subject due to the unawareness of the language content.

Translation is excessively used for the explanation of texts. It is almost the main medium for teaching English. Teachers resorting to translation are usually in favour of word-for-word translation which is completely distinct from the exalted art of translation. The influence of translation introduces some undesirable ideas to the students' minds. They establish false similarities between their native tongues and the foreign language. They become more attentive to the plot of novels or passages they study while neglecting their linguistic components. This results in the decline of the foreign language to a secondary issue.

Recently, there has been a growing consensus of opinion among teachers that the translation method is to be eliminated from teaching English in Iran. Indeed, some teachers at the private primary schools teach English through direct method and concentrate on oral teaching. They also disregard the translation method. Hence, they have obtained satisfactory results compared with those of the preparatory school. In fact, they have been engaged in following such a procedure since they are not bound to the syllabus of the Ministry of Education which requires translation as one of its subjects.

Graduates of faculties of arts are given preference in the selection of teachers of English at the preparatory and secondary school. However, some who have secondary school qualifications are employed as teachers since the universities cannot cater for all the needs of the country. Most of these teachers have not attended any teacher training courses and hence they have little idea about teaching techniques.

There are a large number of students in a class room (40 to 60 even 70). This appears to discourage teachers and they lose their interest in active
teaching. Accordingly some teachers develop a habit of lecturing in order to keep the students quiet. They assume that if they continue to give lectures the students will learn and follow their lessons. They may also ask students to write a composition without ensuring that all students have enough ideas about the subject. This is mainly done to keep the students out of mischief. The students are also of mixed abilities since some of them commence learning English prior to studying at the preparatory stage. Eventually a large gap is observed between the level of students' knowledge of foreign language especially in the first year of the preparatory stage when the students are supposed to begin acquiring a foreign language. Teachers undoubtedly encounter severe problems. In addition to such problems teachers are also prevented from using audio-visual aids. Under such conditions no real teaching is undertaken.

- Many teachers complain that students do not show any interest in acquiring a second language and the students are often satisfied with a minimum pass mark. This is principally due to the fact that a second language is considered to be a subsidiary subject and according to the regulations the pass-mark is 7 out of 20. Yet, an efficient teacher does not rely upon examination to evoke his students' interest in learning a foreign language. He prepares interesting and effective teaching subjects by utilizing all available materials and possibilities under any circumstances.

1.2 SURVEY OF STUDY

Learners of second languages often produce constructions in speech or writing which are judged erroneous or ill-formed with regard to the rules of the second language. There are two major approaches which differently account for the production of errors in second language learning: the contrastive analysis and the error analysis approaches.

1.2.1 CONTRASTIVE ANALYSIS APPROACH

Proponents of contrastive analysis hypothesize that firstly, language is a habit formation and secondly, an old habit (i.e. that of using one's first language) either obstructs or aids the ease with which one adapts to the new habit (i.e. new language), according to how similar or how different the languages in question are. This assumption is related to
behaviourist psychology which describes habit formation as a response to stimulus. The second assumption follows the first and originates from interference theory in verbal and memory research which is concerned with the assumption of association of context and/or stimulus. "Learning a new response to the same stimulus and/or in the same context would require 'extinction' of the old association. Otherwise the old habit would prevail. The prevalence of an old habit in attempting to perform a new task is called 'negative transfer'." (Dulay and Burt, 1972, 98). Accordingly, proponents of contrastive analysis describe 'language transfer' in terms of habit formation. Indeed, Lado (1957, 1-2) emphasises the importance of a research into psychology of language and language learning in relation to native language habits as quoted below:

"Research in the psychology of language and in language learning in educational psychology has not as a rule made any conscious systematic use of assumptions of importance of the native language habits in foreign language learning. Yet there is every reason to believe that real progress could be made if such assumptions were to become part of the planning in language learning research."

The notion of unlearning and extinction appears to be central to interference theory. It seems strange, however, to see that contrastive analysis proponents have so heavily relied on this theory since no one would like to say that the first language should be unlearned in order to learn a second language, and a reverse action should occur when one tries to speak the first language. In fact, contrastive analysis specialists are aware of the problem of depending the notion of extinction so that they refer to the difficulty of second language learning with which they insist on intensive drilling of difficult parts of the second language for forming new habits. This was because the errors were assumed to be the result of incomplete acquisition of the correct and automatic habits of the target language (Corder, 1971).

Moreover, contrastive analysis was developed in relation to linguistics and psychology so that it can be attributed to structuralism and behaviourism. Structuralism was concerned with the idea that the structure of every language was sui-generis and it should be described in its own terms. In this case, it logically means that languages cannot be compared if every language is uniquely structured and is the only one of its kind. Hence, it is paradoxical to see the contrastive analyst's attempt in
dealing with the learner's difficulties which were related to the structure of his mother tongue and explained psychologically as the interference of the mother tongue habit.

Some linguists were strongly in favour of contrastive analysis in teaching foreign language. This was because they assumed that contrastive analysis would provide the theoretical principles in planning syllabuses which meet the learners' need in relation to the difficult areas encountered. Hence, errors would not occur if the teaching process was correct and perfect. Such an interest can be traced back to Fries (1945, 9) who points out that

"The most effective materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner."

Indeed, the foundation of contrastive analysis theory is considered to have been made by Lado's suggestion (1957) in Linguistics Across Cultures where he states:

"that individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture—both productively when attempting to speak the language and to act in the culture, and respectively when attempting to grasp and understand the language and the culture as practiced by natives (p.2) .... in the comparison between native and foreign language lies the key to ease or difficulty in foreign language learning,...(p. 1)"

In 1959, the Center for Applied Linguistics, University of Chicago, undertook a contrastive study of English and each of the five languages, French, German, Italian, Russian and Spanish. Ferguson (1965, V) the editor of these contrastive structure series refers to the significance of the interference of first language in the second language learning. Politzer (1967) reiterates the importance of such an interference and recommends the application of contrastive studies in language teaching as the following quotation illustrates:

"Perhaps the least questioned and questionable application of linguistics is the contribution of contrastive analysis. Especially in the teaching of languages for which no considerable and systematic teaching experience is available, contrastive analysis can highlight and predict the difficulties of the pupil"

(Politzer, 1967, 151)
In fact, contrastive analysis proponents usually give a theoretical base for their prediction of errors related to the learner's mother tongue, i.e. the difficulty of second language learning. The nature of this base, however, does not make much difference in what they foresee about a second language learner's errors since the major portion of his errors do not reflect the learner's first language structure. Richards (1971, 172) points out that "contrastive analysis may be most predictive at the level of phonology, and least predictive at the syntactic level". Recently, contrastive analysis has lost its effect in the field of linguistics. Accordingly, the strong belief in contrastive analysis for predicting most of the second language errors has been decreased to the acknowledgement that it explains the cause of a considerable number of errors made by second language learners.

1.2.2 ERROR ANALYSIS

Before giving any account of the theoretical assumptions of error analysis, it seems necessary to describe the basis for these assumptions. During the second half of the 1960's several scholars dealing with applied linguistics questioned the value of contrastive analysis. Accordingly, the strong claim of contrastive analysis (i.e. the difficulties may be foreseen by comparing equivalent descriptions of the two languages before the observation of the actual learning situations) was abandoned.

New interests in this research area expanded in two directions - linguistics and psycholinguistics. Firstly, the search for common and universal features in human language became the goal of linguistics. This ideal arose from Chomsky's theory (1965) of human beings' possession of innate competence to use language which is influenced by external stimuli but is not completely dependent on them. Secondly, psycholinguistics was concerned with language acquisition and second language learning which was dealt with as a problem of cognitive learning. The study of first language acquisition was encouraged by Chomsky's claiming that children make successive hypotheses about the rules which underlie the speech they hear around them, by which Chomsky means that the child continuously analyses what he hears and progresses in a methodical way. In fact, different investigations in language acquisition of children have been carried out and the result show that children do not copy adult utterances when they speak. They follow grammatical rules they have formulated and their
rules differ systematically from adult utterances. Here, Chomsky appears to be correct in assuming that children have an innate hypothesis-forming device which enables them to make complex theories about the rules which underlie the language to which they are exposed.

These discoveries made the emphasis of the structuralists shift from a study of teaching to a study of learning theory. This inclination towards the study of learning has provided a comparison between the process of child language acquisition and the learning of a second language, i.e. how far the process of child language acquisition might be applied to the learning of a second language. This is because the learning of the mother tongue is inevitable and it is part of the maturational process of a child, while learning a second language usually begins after the maturational process is complete. Hence, the motivation for learning a first language is different from that of learning a second language.

In the case of second language learning, Selinker (1972), assumes that there is a psychological structure which is latent in the mind and it becomes activated when one attempts to learn a language. In fact, he refers to Lenneberg's (1967, 374-79) concept of latent language structure which does not diverge significantly from Chomsky's view on the innate competence of human beings to use language and grammar. Selinker (1972, 211-12) summarizes Lenneberg's concept of latent language.

"(a) an already formulated arrangement in the brain
(b) the biological counterpart to universal grammar
(c) transformed by the infant into the 'realized structure' of a particular grammar in accordance with certain maturational stages."

Thus language acquisition and second language learning are approached as cognitive learning and the possession of the latent language structure, not as a set response to external stimuli.

Accordingly, both the native child and the second language learner reduce the language to a simpler system in order to induce rules. The reduction of the language appears to be influenced by generalizations which are normally restricted (Jain, 1974) and hence the rules acquired may be over-generalized and result in error. For example, they may use the -ed functor for irregular verbs as in go + *goed. Both the native child and
the second language learner go through different stages of modifying the restricted generalization through sub-classification in order to reach the accepted standard of the language. Language acquisition and second language learning are, therefore, considered to be an active and creative process. Here, the second language user, like the native child, acquires a set of cognitive structures through data processing and hypothesis formation so that the committing of errors is the evidence of the learning process. Errors are apparently not only unavoidable but are necessary for the learner to reach the stage of forming grammatical constructions (Dulay and Burt, 1972).

Within this context the study of errors was given a new significance. Thus, the study of the second language learner's linguistic performance is considered to be necessary due to the need for understanding the nature of his knowledge and the process by means of which he acquires it. Such investigations give insight into the analysis of the error which is the central part of error analysis verification, since they present the important data on which construction of the learner's knowledge of the second language (target language) can be made. These verifications result in the adopting of the teaching technique and materials to facilitate the process of language acquisition.

Indeed, Corder (1967) speculates that the strategies adopted for second language learning are fundamentally similar to those by which the first language is acquired. However, this does not suggest that the sequence of learning is similar. He also postulates that the processes of first and second language acquisition are substantially the same, but the differences in the utterances of first-and-second language learners lie behind the differences in maturational development motivation of learning and the situation of learning. Consequently, the second language learner constructs his grammar of the target language in relation to linguistic data available to him in the target language to which he is exposed, and the help he receives from teaching. Nemser (1971) calls this grammar of the second language users his "approximative system" and Selinker (1972) calls it "interlanguage". Corder (1971) names this unstable and developing grammar "idiosyncratic dialect". In fact, both terms "approximate system" and "interlanguage" have been accepted in the literature of second language learning and error analysis.
Error analysis proponents do not seem to have elucidated their theoretical assumption about the process of second language learning. However, the theoretical assumptions which the hypothesis of second language learning depends can be clarified in accordance with the above explanations concerning the error analysis studies:

(a) The language learner processes an innate structure in the brain which is latent and becomes activated with attempts to learn a second language.

(b) Language learning progresses by the learner's practising the processing strategies by inducing the rules which are adapted as he increasingly organizes the language he is exposed to.

(c) The strategies adopted by the second language learner are substantially similar to those of the native child but the order of learning is not necessarily the same.

Furthermore, error analysis specialists do not deny the interference of the mother tongue when learning a second language. Yet they regard it as part of the hypothesis-formation in the process of second language learning so that Corder (1967, 168) states that the second language learner needs only to hypothesize:

"Are the systems of the new language the same or different from those I know? And if different, what is their nature?"

The reason for this is that quite a large part of the second language learner's errors are related to the systems of his mother tongue. This type of error is called "interlingual" (Selinker, 1969) or interlanguage (Richards, 1971). Thus, error analysis proponents are mainly interested in the weak claim of contrastive analysis, i.e. the explanation of already discovered deviations. They consider contrastive analysis to be "a necessary and explanatory complement to error analysis" (Svartvik, 1973).

Error analysis specialists believe that the learner's errors are significant. Indeed, the definition of the importance of errors is the viewpoint taken by Corder (1967) who explains as follows:

Errors indicate to the teacher if the learner undertakes systematic analysis, how far the learner has progressed towards the goal and what
remains for him to learn. They are important for the investigator since they afford evidence of how language is learned or acquired, and what strategies or procedures the learner uses in achieving a breakthrough in the language. Finally, the errors are necessary for the learner himself, because they can be regarded as a device for learning a language by means of which the learner tests his hypotheses about the nature of the second language. The making of errors is, in fact, the strategy used by both native children and second language learners in acquiring their first and their target languages respectively.

However, Hammarberg (1973) states that the assumption concerning the significance of errors in revealing the points of difficulty in the target language and their indicating to the teacher what he has to teach is only half true. He believes that the definition of those cases where the errors do not occur, in other words non-errors, is necessary. This is because non-errors would provide footholds for learners and a starting point for teaching. Accordingly, he suggests a verification in non-error analysis. As he points out, this investigation would provide footholds for teachers who instruct students from many countries since he believes that the teacher who shares the students' native tongue "has some intuition about footholds" (Hammarberg, 1973, 32). Indeed, he rejects the abandonment of error analysis. Yet he claims that error analysis is the preliminary source of information at the primary stage of research. Eventually, error analysis becomes "part of the cyclic experimental procedure to collect more and more specific information on target language treatment" (Hammarberg, 1973, 35). However, Hammarberg's comment should not dissuade the error analysis specialists from providing teaching materials and techniques which are relevant to the problems faced by the learners. Until non-error analysis may find its place in research procedure, it is wise to continue developing pedagogical materials and remedial teaching techniques in accordance with the findings of the study of errors.

Furthermore, since similar strategies and procedures are seen in the process of first and second language acquisition (i.e. this process is guided by particular forms of the first and second language system respectively), Dulay and Burt (1972) have investigated child second language acquisition. They compare their data with those of Brown (1973) obtained from his longitudinal study of three children Adam, Eve and Sara. They, therefore,
categorize the errors as follows:

(a) Interference-like Goofs = errors which are the result of mother tongue interference and which are not found in $L_1$ (first language) acquisition data of the target language; e.g. *hers pyjamas.

(b) $L_1$ Developmental Goofs = errors which are similar to $L_1$ acquisition of the target language and do not indicate the structure of the mother tongue; e.g. *He took her tooth off.

(c) Ambiguous Goofs = those which can be categorized as either Interference-like Goofs or $L_1$ Developmental Goofs; e.g. *Terina not can go.

(d) Unique Goofs = those that are neither similar to errors reflecting the native language nor are they in $L_1$ Developmental data of the target language; *He name is Victor.

Dulay and Burt (1972) attempt to illustrate that the errors of children learning a second language correspond to the same order of acquisition as children learning a first language since they discovered a very small portion of errors which were caused by language transfer. In fact, they prefer to interpret the Interference-like errors as over-generalization.

On the other hand, referring to erroneous yes/no question construction of a 6½ year-old Norwegian child, Ravem (1968) explains that the child produced yes/no questions in relation to the Norwegian cue (i.e. subject verb inversion), since he had not acquired do as the cue for second language questions. He suggests that second language learning is creative, unlike first language acquisition. Indeed, he believes that a normal six year-old child at all levels of language is facilitated by the linguistic competence he already possesses through his first language.

Bailey, Maddent and Krashen (1974) predict that the order of acquisition of a selected number of grammatical morphemes (morphological markers) would be similar in the case of 6-8 year-old children who were second language learners and adult second language learners. They conclude that adult second language learners have a similar order of acquisition to child second language learners but not to child first language learners.

On the other hand, Richards (1971) in his study of the process of adult second language acquisition, points out that the limitation of certain
strategies of rule learning give rise to errors which are not caused by mother tongue interference but by the faulty applications of the learning strategies. Their sources are discovered within the structures of the target language itself and some of them result from the teaching techniques used. He calls these types of errors "intralingual and developmental errors". He believes that they originate from the following four different sources: "Over-generalization, ignorance of rule restrictions, incomplete application of rules, false concepts hypothesized" (Richards, 1971, 174).

Indeed, Jain (1974) clearly explains the types of errors which are not caused by mother tongue interference and refers to them as the generalization of the target language system according to the data to which learners are exposed; especially through teaching techniques, teaching materials, school grammar, teaching and learning goals. He states that generalization is subject to change by 'exception' or sub-generalization in the course of acquiring the standards of the target language. Yet when generalizations acquire the status of rules then they will be used creatively and over-generalized so that they may cause the learner's errors. Jain is interested in reconstructing the learner's approximative system when hypothesis testing has practically ceased.

Corder (1975) distinguishes three types of learner's errors; firstly, interlingual errors caused by first language interference; secondly, intralingual errors, i.e. errors caused by the learner's generalizing and over-generalizing particular grammatical rules, and thirdly, errors caused by faulty teaching techniques. He claims that Richards' (1971) category of "false concepts hypothesized" cannot be classified as intralingual error since it is the result of faulty teaching techniques or materials. He says:

"Little systematic study of this cause of error has been made and clearly, errors not readily classed as inter- or intra-lingual cannot be confidently assigned for this reason to this third category. Only prolonged observation of sets of learners in the learning situation permits the identification of such a cause of error."

(Corder, 1975, 208)

Corder may be right in stating that a prolonged observation of learners is needed to recognize such errors. However, it is evident that Richards explains that errors can possibly be the result of faulty teaching techniques. It seems that the point Richards makes is that faulty teaching
techniques cause bewilderment in the learner's judgement and hypothesis-
formation. Therefore, this leads to the learner's false hypothesis and he would surely need a period of time to abandon them. These types of errors which are, in fact, part of the process of second language learning could be avoided if the right teaching techniques were adopted.

On the other hand, Corder discusses the types of errors classified as intralingual. He says:

"Learners are seen to make inductive generalizations about the target language system on the basis of the data to which they are exposed. Since the data is necessarily restricted they will tend to overgeneralize and produce incorrect forms by analogy. This type of error has been well documented by Jain (1974). ... These types of error may also be regarded as developmental (Dulay & Burt, 1973), ...." (Corder, 1975, 207-8)

Two points should be made here: firstly, one of the restrictions of the data could be the result of faulty teaching techniques which make the learner produce wrong forms by analogy. Secondly, Corder admits that Jain (1974) has clearly explained these types of errors. Yet Corder seems to overlook the fact that Jain explains two different types of restricted generalizations in relation to teaching techniques:

(a) Jain refers to the usual types of generalization techniques used in teaching count and uncount nouns which later cause the learner's errors in the use of inflexions or articles. These errors arise as a result of the learner's failure to modify the restricted generalization either through 'exceptions' or sub-classification towards the accepted standards of a target language, e.g. Entry will be by tickets. *To defeat him is a child's play for me. *Please don't make noise. (Jain, 1974, 192-3).

(b) He states that certain restricted generalizations are caused by particular teaching strategies and refers to a specific teaching technique employed in teaching direct and indirect speech in India. This technique leads the learner to produce a false hypothesis through generalizing the grammatical rules of the second language. Jain says:

"How a particular teaching strategy, rooted in the age of bilingualism of a country can encourage a restricted generalization is seen .... Certain types of teaching exercise are part of the English teaching tradition in India." (Jain, 1974, 199)
He refers to direct and indirect narration through which the learner is asked to convert from one to the other and gives the following examples:

Direct into indirect:

We said to him, 'The weather is stormy and the way is long.'
My son exclaimed, 'Someone has taken the book I was reading.'

Indirect to direct:

He made them understand that he would soon return.
They affirmed that he was the best worker they had seen.

To these the following examples are added:

He reminded me, 'When the cat is away, the mice play.'
He reminded me that when the cat is away, the mice play.
Pilate replied to the Jews, 'What I have written, I have written.'
Pilate replied to the Jews that what he had written, he had written.

Jain states that these types of exercises, by their nature emphasize that that is a clause marker. Introduced to such language data together with text lessons arranged around the principle of one-thing-at-a-time in which "that clause" is again emphasized as a point in the instruction, the learner appears to assume that that is a clause marker for all "noun clauses" (this is the traditional term as used by Jain (1974, 200, transformationalists employ the term noun phrase complement). As a result, the student presumes that even the noun clause after the verb should be preceded by that and hence he frequently employs that in his utterances.

"He conceives that with the help of science ....
He conceives that with the help of the Bokanovsky's process .... He shows that all the discomforts ....

(Jain, 1974, 200)

Having another generalized deduction with regard to clauses introduced by why, where, when, how, as the meaning carriers of reason, place, time and manner, the student presumes that since they are noun clauses they should be introduced by that. Consequently, he produces errors such as the following examples:

*This shows that how sensitive he is.
*It is now that I have realized that what books really have done for me.

(Jain, 1974, 201)
Here we see that faulty teaching techniques present restricted data (i.e. all noun clauses are preceded by that) so that the learner over-generalizes and uses that to precede even noun clauses introduced by Wh words. Thus, no matter whether the learner is exposed to restricted data caused by faulty teaching techniques, or not, the learner produces errors by analogy. One is, therefore, inclined to consider errors caused by faulty teaching techniques as being intralingual errors.

The second language learner, like a native child, produces creative constructions through generalization and over-generalization of the target language. He may misform the past tense (e.g. as in *The dog eated) or he may use the -s ending for the modal used with a third person singular pronoun (e.g. as in *He cans come). These types of errors illustrate that the learner has made a false hypothesis with regard to the grammar of the target language. These errors can be assumed to be developmental since the learner, like the native child, gradually resolves the mismatch between his forms and the correct forms he hears without any observable external intervention (Cazden, 1972). Thus, developmental errors are the result of the learner's comprehension of distinctions in the target language and his limited experience of it in the textbook or classroom which leads to his generating a hypothesis about the target language.

When Jain (1974) defines errors as caused by faulty teaching techniques, we see that the learner produces intralingual errors by having false hypotheses in relation to the data made available to him through teaching material. As shown in the above examples, quoted from Jain (1974), the learner may generalize the grammatical rules of a target language. This type of error, produced through the formation of false hypotheses, can gradually be solved by the learner if the restricted generalization has not become a rigid rule. In this case he would realize the distinction between two parts of a grammatical rule (i.e. a rule relating to noun clauses preceded by Wh words and as compared to the rule for those preceded by that). Accordingly, the learner will abandon his wrong hypothesis and learn the correct forms related to different types of a grammatical rule. Thus such intralingual errors may also be considered as developmental.

The main characteristics of intralingual and developmental errors arise from the learner's strategy of generalization and over-generalization of
the target language rules. Both these types of errors (i.e. intralingual and developmental errors) cannot be traced to first language interference and are made by the learners of a particular second language regardless of what their mother tongues are. These two types of errors reflect the learner's failure to discover the precise set of categories to which the rules apply in the target language. Yet they are respectively caused through producing incorrect rules by analogy and the learner's false hypothesis about the grammar of the target language rules since he has faulty comprehension of distinctions in the second language when he produces creative constructions.

It was observed that one of the characteristics of intralingual errors is that errors are produced by analogy through learners' generalizing and over-generalizing the target language rules. By Jain's explanation (1974) we become aware that generalization of the second language can be caused by faulty teaching techniques. On the other hand, we know that Corder (1975) in his "Survey Article" admits that Jain clearly defines this type of error (as quoted above). Thus there is no doubt that Richards (1971) can include 'false concepts hypothesized' as one of the characteristics of the intralingual errors. On the other hand, Dulay and Burt (1973) and Corder (1975), as quoted above, as well as Richards think that intralingual errors may be regarded as developmental. This is because developmental errors, which are caused through generalization and over-generalization of the target language rules, can indicate the learner's false hypothesis about the grammar of the second language. As seen in our discussion above in which Jain's examples (1974) of teaching materials were cited, this type of error (i.e. developmental error) can be caused by faulty teaching techniques. Consequently, one is inclined to regard Richard's 'false concepts hypothesized' as one of the reasons for the learner's developmental errors. Hence, it can be concluded that 'false concepts hypothesized' is not only an intralingual but also a developmental error when the generalization has not crystallized into a rigid rule.

Two conflicting theories have been presented; each of them has attempted to define part of the data. Indeed, the weak claim of contrastive analysis is regarded as an essential and definable complement to error analysis. At this point, there is an increased interest in error analysis
which corresponds to an intensive interest in providing an alternative hypothesis to the theory of habit formation. Error analysis appears to serve two cognate but discrete functions: one is the applied function related to pedagogical applications. The other is the theoretical function leading to the understanding of second language learning strategies and processes. Yet the common factor in both aims is the need for a proper explanation of the nature of errors discovered in any special learning situation. Thus a methodological description of errors is essential. This is because speculation about pedagogical measures for correcting the errors and inducing from them anything about the process of learning is not possible unless there is a linguistic account of the nature of learners' errors. Accordingly, the study of errors consists of three processes: recognition, description and explanation. The recognition process involves the knowledge of the nature of the errors and their interpretation. This process may need to be completed by consulting the learner to establish sources of errors (Svartvik, 1973 and Corder, 1974). For description, we relate, from a linguistic point of view, the semantic structure of proposed sentences to their surface structure and discover the rules that a learner follows when he fails to convey his message. Finally, the explanation process is concerned with discovering why errors occur by finding the connection between error analysis and performance analysis during the process of second language learning.

Error analysis proponents are concerned with systematic errors which indicate to them the strategies employed by the learner. Errors can be divided into three different kinds: systematic, asystematic and mistakes or lapses. The definition of each of these types of error are as follows:

Systematic errors illustrate a consistent system and they can be describe since they are internally principled and free from arbitrariness. They can be regarded as rule-governed since they are produced according to the rules of the particular grammar the learner possesses (cf. Jain, 1974, 202-3).

Asystematic errors are inconsistent and they are not internally principled. They fall into a kind of indeterminacy in the learner's performance since the learner has reached hypotheses but has failed to give them status of rules. They are not exclusively signs of interference from the mother tongue system although there is a possibility that first language features
together with other factors provide the indeterminacy (Cf. Jain, 1974, 203-6). Typical asystematic errors produced by second language learners of English are observed in three areas: articles, prepositions and the tense system (Jain, 1974, 205). Such errors are usually overcome by the learners experiencing and practising the target language.

Mistakes are defined by Corder (1967) and Jain (1974) and are the slips of tongue or pen which result from psychological conditions such as strong excitement and emotional or physical conditions such as tiredness. The learner is normally aware of them with almost complete assurance. Mistakes which are errors of performance do not, therefore, have any importance in the process of language learning.

Thus error analysis is hoped to be a valuable instrument in our understanding of how the learner learns and what is his built-in syllabus (i.e. the learner-generated sequence! , in other words how he controls the input, i.e. the actual linguistic forms which are observed (Corder, 1967, 165-66 ). Such insights gained from the study of errors enable us to make use of the learner's strategies in achieving our aim for designing syllabuses which fulfil his needs. Accordingly, we would be prevented from imposing upon the learner our ideas of what, how and when he should learn it. Indeed, error analysis could develop the language teaching, as Svartvik (1973, 13) points out, it assists us:

"(1) to set up a hierarchy of difficulties
(2) to achieve a realistic ranking of teaching priorities at different levels
(3) to objectify principles of grading, preferably in international co-operation
(4) to produce suitable teaching materials
(5) to revise syllabuses in a non-ad hoc manner
(6) to construct tests which are relevant for different purposes and levels
(7) to decompartmentalize language teaching at different levels, in particular the school and university levels."

1.3 THE PROBLEM

There is a widespread reference to the linguistic problems of foreign students who use English as a means of access to acquire advanced knowledge in various fields in Britain. It seems necessary that we know the reasons
for the problems experienced by such students in fulfilling the requirements of their studies through the medium of English. To understand the reasons for the students' difficulties, one may discover the linguistic skills needed in their using the particular English register required for their special field. This is because students' problems more often result from the relation between the English language and their ability to function effectively in their coursework. For example, one may examine the students' problem in their use of passive constructions when they follow courses in scientific subjects since the passive is more widely used in scientific tests than in non-scientific texts in English. The fact that the passive is frequently used in scientific subjects, such as chemistry, physics and engineering is proved by the work of Svartvik (1966) and Huddleston (1971). On the other hand the study undertaken by Tinkler (1973) confirms the frequent use of the passive in scientific subjects, such as psychology, economics and overseas administrative studies.

Indeed, a large number of Iranian students in Britain follow courses in scientific subjects, especially engineering. Accordingly, this study concentrates on the analysis of students' errors in relation to the recognition and production of passive constructions in order to provide a better understanding of the problems encountered by these students and serve their needs.

Some problems may also be caused when the lecturer adopts an informal style using colloquialisms. Thus the study also deals with the analysis of Iranian students' comprehension and construction of the mutative passive (1) (i.e. when the passive verbal group is formed with the combination of the verb to get and the past participle of a main verb). It is, therefore, hoped that the study will provide results that will prevent students from experiencing difficulties in decoding lecturers' utterances which may otherwise lead to a failure to comprehend some parts of lectures or even whole lectures or to an inability to participate in tutorial discussions.

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(1) The term "mutative" passive is borrowed from Barbara Strang (1962, who believes that this type of passive more explicitly directs attention to a change or mutation from one state to another than the ordinary English passive. The term is used here to distinguish between this type of passive and other constructions which contain get and which either imply a passive notion (i.e. the past participle of a main verb is employed with the causative get and has a passive notion as in He got the watch repaired) or which replaces an ordinary passive construction (e.g. The cat got her tail singed through sitting too much near the fire.)
1.4 THE LIMITATIONS OF PREVIOUS RESEARCH

There has been a great deal of research into the errors of foreign learners in general. The works on error analysis and related topics numbers not less than "246 separate case studies" (Corder, 1975, 208, quoted from Waldman, 1975). As Corder points out, these studies mostly concentrate on the errors produced by learners of French, German, English and Spanish. They mainly explain the errors of syntax, pronunciation, orthography and lexis.

However, there is very little investigation of errors made by Iranian learners of foreign languages. Previous published and unpublished studies discovered by this author in relation to Persian grammar and the analysis of errors of the Iranian learners of English can be divided into the following categories:

(a) Research into Persian phonology, syntax and style which cover these areas: Persian word stress (Ferguson, 1957), compound verbs in Persian (Tabaian, 1978), a detailed study of different aspects of Persian grammar (Windfuhr, 1979) and certain aspects of Persian style (Hodge, 1957).

(b) A study of the English one-word and two-word preposition and prepositional patterns which lead to providing a facility in teaching this part of English grammar to foreign learners of English (Ghadessy, 1974).

(c) Investigation into the acquisition of English syntax by two children speaking Persian Afghan (Hashemeyan, 1977) and a comparative study of language development in adults with regard to their capacity to construct more complex and longer sentences (Dehganpishe, 1978).

(d) Studies referring to the phonetic and syntactic difficulties encountered by Iranian learners of the English language. The approach of these studies usually consists of a contrastive analysis of certain linguistical aspects of Persian and English languages. They cover the following areas: a criticism of modern language teaching methods in Iran with some favourable teaching implications by reference to grammatical and pronunciation problems encountered by Iranian learners of English (Boghossian, 1962). A comparative analysis of Persian and English languages with some reference to difficulties faced by Iranian learners due to differences existing between two languages (Maleki, 1962), a comparative analysis of Persian
and English phonetic structures (Nassehi, 1963), a contrastive study of
the English and Persian sound systems with regard to teaching American
English to the speakers of Tehrani Persian (Strain, 1968). A comparative
study of vowel duration of Persian with that of English (Strain, 1969).
A contrastive study of the Persian and English languages in connection
with phonology and syntax (Yarmohammadi, 1965). Two different contrastive
studies on Persian and English reported speech and conditional sentences

(e) Two studies of the errors made by Iranian first year students at Shiraz
(previously Pahlavi) University have been undertaken on the basis of error
analysis (Ghadessy, 1976, 1980). The first study (1976) suggests error
analysis as a criterion by which teaching materials can be designed for
students sharing the same native tongue and cultural background and
having some competence in one or several foreign skills. The second
study (1980) implies that the majority of Iranian learners' errors are
developmental.

It should be noted that Yarmohammadi (1973), after describing the differ­
ences existing in surface structure of the Persian and English reported
speech, attempts to investigate the importance and intensity of con­
trasting points which create learning problems. Accordingly, he devises
a test in which thirty Persian sentences with five choices of English
translations are provided. One of the choices is the correct English
equivalent, but one or sometimes two of the translations are in the
forms predicted to be used by Persian learners of English according to
his primary contrastive analysis. The other translation choices include
suitable distractors. He administers the test to the students in the
final year of the secondary stage at Shiraz High School and two classes
of first year students at Shiraz University. The result of his study
confirms the importance of language transfer due to the conflicting
points in two languages and hence its significance as a guiding rule
in teaching foreign languages. Thus he claims that contrastive analysis
is a means for diagnosing possible learning difficulties. Yet error
analysis is crucial in pin-pointing the complete scope of learning prob­
lems and measuring the degree of difficulty for each problem. He,
therefore, concludes that instructional materials and techniques designed
for Iranian students are beneficial if they are based on the results of
contrastive linguistic analysis and complemented by findings of an error
analysis of the predicted problems. On the other hand, Ghadessy (1980) opposes the designing of tests in which any translation is supplied in order to establish errors of mother tongue interference. He believes that the translation, which often correspond to word-for-word translation of the provided sentences, affect the choice of students to a considerable degree. Hence, there is a possibility of selecting other choices when no translation is given. In testing the first year students at Shiraz University he does not give any translation in his test. The test is planned in order to investigate whether the errors observed in learning the second language are indicative of the developmental order by means of which the learner acquires the rule of the English grammatical system. He, there­fore, tests the phrase-structure, transformational and morphological errors by providing sentences in which some distractors are present. His results provide evidence that most of the developmental errors are related to transformational errors. These errors result from two sources which are called "ignorance of rule restrictions" and "incomplete application of rules" by Richards (1971). Ghadessy concludes that although the first language affects the learning of a second language to some extent, the second language learner learns a target language in the same way as a native speaker acquires his native tongue. Hence, both the native and the second language learners attempt to gain competence from the restricted data to which they are exposed. Both learners produce similar errors since the learning of a second language is similar to that of a mother tongue. Thus, teaching materials are to be designed so that the content of the course is coherently organized and the structure of the foreign language is made clear, in order to facilitate the acquisition of the desired competence in using a second language.

As far as the author is aware, there has been no previous research into the use of the English passive by Iranian learners. Indeed, in dividing the errors occurring within sentences (as opposed to other types of errors studied in relation to cohesion of sentences and combination of sentences into paragraphs), Ghadessy (1976) examplifies the part of an erroneous active sentence (e.g. if this method carry out ....) which is employed instead of the passive. Although he appears to consider it as an intralingual error, he does not explain its source. He merely categorizes it among morphological errors.
1.5 THE AIM OF THE PRESENT INVESTIGATION

By analysis of Iranian learners' errors in their use of the English passive construction two aims are intended to be fulfilled. Firstly, the knowledge gained from studying the Iranian learners' errors of the English language within the framework of the theory of second language learning will provide a basis for planning teaching materials and for the development of teaching techniques in an E.F.L. situation (especially as used in Iran before students arrive in Britain) that takes account of the learners' means of acquiring the English language. Secondly, the study provides a supplement to existing research on the acquisition of a second language by accounting for the source and cause of errors and their interpretation in a meaningful context which cannot be obtained by straightforward contrastive analysis of the contact languages. The value of this study is enhanced because the author has personal experience of Persian grammar, Iranian teaching techniques, Iranian learners' social background and therefore has the advantage of explaining the source of errors in relation to mother tongue interference, transfer of training and the learners' generalizing and over-generalizing certain rules of the second language by analogy with the rules they are exposed to.

1.6 THE PROPOSED METHODOLOGY OF THIS RESEARCH

In order to analyse Iranian learners' systematic errors and their application of rules in relation to target language, i.e. the English language, it was necessary to carry out some tests. Four tests were designed. Test I was mainly concerned with examining the learners' recognition of active and passive sentences. The other tests were devised to examine the Iranian learners' production of the passive verbal group (Test II), and complete passive sentences with direct or indirect object as the subject (Test IIIa) and the impersonal passive (Test IVa). In planning the tests, an assumption was made that the processes of first and second language acquisition are similar because of the learners' innate competence (as discussed above). That is, it is observed that the child and the second language learner (whether child or adult), in acquiring and learning a language, are engaged in hypothesizing the most general rules, i.e. simplification of the grammar where, for example, they omit certain grammatical items, morphemes, copulas, etc. and over-generalizing as a
strategy for learning.

According to these similarities between the process of child language acquisition and adult learning of a target language examination of the Iranian learners' comprehension of the grammatical construction of the passive was performed in Test I and adaption of the work of Brown (1957), Slobin (1966) and Hayhurst (1967) on first language acquisition to this study of second language acquisition.

It was assumed that a second language learner would make use of syntactic uses in recognition of the grammatical aspect of language (e.g. the prepositional adjunct (by-agentive), the combination of the verb to be and the past participle of a main verb or both). This hypothesis was made according to Brown's test (1957) in which he tried to understand children's concept of the grammatical class of words. He showed pictures to children along with a verbal description of pictures. The description included a nonsense word (e.g. "nissing", "niss", or "some niss") referring to an "action", "count noun" or "mass noun". The children should have selected a second picture that represented the significance of the nonsense word. For example, a set of pictures showed a hand kneading something like confetti in a bowl. Depending upon whether the experimenter was referring to kneading (verb), bowl (count noun) or confetti (mass noun), he said the picture described someone "nissing", "a niss", or "some niss". The child was then asked to identify which aspect of the picture was referred to by choosing one of the three pictures that showed the items separately. Brown concludes that syntactic cues cannot indicate the specific meaning of a word, but indicating the grammatical class to which the word belongs, they can suggest the general type of meaning of the word.

In investigating syntax, Slobin (1966) examined the development of comprehension of active, passive, negative and passive negative sentences. The subjects in his experiments were 6, 8, 10, 12 and 20 years old, drawn from kindergarten, second, fourth and sixth grade and college level. The subjects were presented with sentences and were requested to indicate whether the sentences correctly described a picture. The subjects of passive sentences were either reversible or not (e.g. The cat is being chased by the dog is reversible, i.e. The dog is being chased by the cat but The flowers are being watered by the girl is not reversible). He claims that all passive sentences in which the subject and object were
not reversible were easier for the children than when they were reversible sentences, and the performance in the case of the passive sentences was affected by reversibility. He also states that the non-reversible passive sentences were as easy as the active sentences. In fact, it appeared that a part of the difficulty with passive sentences was in keeping track of which noun was the actor (agent).

To examine comprehension of and ability to produce passive and passive-negative structures, Hayhurst (1967) showed pictures to his subjects and asked them to construct passive and passive-negative sentences to describe the pictures. He tested 5, 6, and 9½ year-old children who were given pre-training by the experimenters in constructing the appropriate types of sentences to describe the pictures. The sentences the experimenters used were passive or passive-negative, with the subject (actor) of the sentence either present or absent (e.g. The cat was chased by the dog or The cat was chased) and the subject and the object of the sentences were either reversible or not. The result of this study showed that the children had least difficulty in constructing passive sentences when the actor was omitted. It was easier for the older children to construct sentences when the actor and object were not reversible. When the subject and object of the sentences were irreversible, this helped the older children to comprehend the sentences, but not the younger children. It was easier for them to construct passive sentences when the actors were omitted, such as: The cat is being chased than to construct the sentences whose actors were present, for example: The cat is being chased by the dog. The results of the Hayhurst and Slobin studies showed that both groups of subjects had the same kind of difficulty with the passive construction.

The procedure of our test was not the same as that of Brown (1957), Slobin (1966) and Hayhurst (1967), but an attempt was made to examine the Iranian learners' recognition of the passive in terms of the use of the syntactic cues and the comprehension of reversible passive and passive constructions whose actor (agent) was omitted when they were given Test I. Test I consisted of fifteen miscellaneous active and passive sentences in which the learners were required to recognize the passive sentences and distinguish between them and the active sentences. Some but not all passive sentences had an actor present. The active sentences These sticks are painted and She is married, which are constructed with the verb to be and adjectival past participle were included in Test I to determine whether the rule used by
the subjects in identifying passive constructions is over-generalized and gives rise to faulty recognition of such active sentences. The following passive sentences were included in Test I:

N.B. The sentence numbers are those from Test I.

(7) The dog is being chased.
(14) Mary was kicked.
(15) John was hit by Mary.

The passive sentence (15) is reversible. Indeed, if the actor (agent) was expressed in (7) and (14) they would be reversible passives due to the characteristics of the verbs to chase and to kick used in them. These constructions were provided in the test to determine whether Iranian learners have difficulty in recognizing or comprehending reversible passives for the same reason that Slobin (1966) and Hayhurst (1967) had proposed for their subjects. The above sentences (7) and (14) together with other passive constructions in which the actor (agent) is absent were given to discover if the Iranian students' comprehension of this type of passive construction resembles that of the subjects tested by Hayhurst (1967), i.e. to investigate whether it is easier for Iranian learners to comprehend passive constructions with non-expressed agents than those in which an agent is expressed.

Moreover, before testing the subjects, they were shown pictures (see Appendix A) and asked to produce active and passive sentences describing the pictures. Therefore, they were cognitively taught how to produce and discriminate between active and passive forms. The pictures showed a girl eating a biscuit and a girl reading a book. For producing active sentences, the subjects were shown the first picture and asked, "What is the girl doing?" and were then expected to say, "The girl is eating a biscuit." Then they were examined for producing passive sentences by asking, "What is happening to the biscuits?", and the subjects were supposed to answer, "A biscuit is being eaten by the girl". A similar procedure was undertaken with the second picture. In fact, the subjects were pre-trained by being shown the first picture and were also given some help in producing passive sentences to describe the pictures.

Each test also included two or more sentences as examples to guide the subjects with regard to what was required in performing the tests. For
instance, Test I includes two sentence examples whose forms, whether active or passive, have been indicated accordingly by "A.V." or "P.V.". Thus students were supposed to label each sentence supplied in the test appropriately by writing "A.V." or "P.V." in front of them. Test II contains an active sentence with its corresponding passive form. In the passive sentence a slot is provided in which the passive verbal group is placed. In Test II the subjects were required to fill in the slots supplied in the passive sentences. This was to be done by using the appropriate past participle of the main verbs alone or together with a suitable form of the verb to be according to the tense used in the given active sentences. The example in Test IIIa consists of an active sentence with its two corresponding passive sentences, i.e. one contains a direct object as its subject while the other includes an indirect object as its subject. Thus, the subjects were required to transform the active test sentences into two passive forms. In Test IVa, two active sentences (a) and (b), with their corresponding passive forms were given as examples. Each of these sentences consists of two parts. The first part of each sentence is transformed into the impersonal passive. The second part of sentence (a) which includes a transitive verb and an object has been passivized. However, the second part of sentence (b) has remained active since its verb is used intransitively, and does not contain an object. Accordingly, the students were asked to passivize the second part of each active sentence which is similar to the form of sentence (a). Hence they could use the presence or absence of direct objects in the second part of given active sentences as an indication of whether or not to transform them.

Two groups each of 45 Iranian students were tested. The subjects were undergraduate and postgraduate students at the University of Surrey, University College Cardiff, University of Wales Institute of Science and Technology, the Polytechnic of Birmingham, and the Polytechnic of Wolverhampton. Some of the students in Birmingham and Wolverhampton Polytechnic were studying for H.N.D. courses. The H.N.D. students' knowledge of English was considered to be at the same level as that of students studying for first degree courses for the following reasons: firstly, all these students have studied English as a subsidiary subject during their six years preparatory and secondary education in Iran. Secondly, they appear to have been practising English for the same length of time in Britain since they have to study for O.N.D. or "A"-level courses in order to qualify for studying H.N.D. or first degree
courses respectively. Finally, both H.N.D. and first degree students have produced similar errors in their attempts to perform the tests. Moreover, most students - apart from a small number who are studying for psychology, management, economics, mathematics and microbiology are studying for engineering courses.

It was necessary to test two groups of students since some of the errors produced by the first group of students gave rise to a suspicion that they were the result of some unwise choice of particular sentences in Test IIIa or misleading examples in Test IVa. To ascertain whether the above errors were due to the students' lack of competence in producing passive constructions in Tests IIIa and IVa, another group of students had to be tested with the new Tests IIIb and IVb, which included necessary changes. Thus, it can be assumed that if the first and second groups of students produced similar errors then the errors of the first group were not due to inadequate design of the tests but due to the students' lack of skill in producing passive constructions. In fact, the second group of students produced similar errors to those of students in the first group.

In addition to the above tests, Test V was devised to examine the Iranian learners' ability to recognize and construct the mutative passive. Test V consisted of two parts. Part I was designed to verify whether the Iranian learners make use of syntactic cues in identifying the mutative passive. Thus the students were required to label each provided sentence containing get with "A.V." or "P.V." according to whether it was active or passive respectively. Part II of Test V was planned to investigate whether Iranian learners are capable of passivizing the given active sentences by using get. Each part consisted of one example in order to guide the students in relation to what was required in performing the tests. The example in Part I consisted of two sentences whose forms were indicated by "A.V." (active) or "P.V." (passive) respectively. On the other hand, Part II included an active sentence example with its corresponding mutative passive form to inform the students of the requirements of the test.

Test V was administered to 45 Iranian students in the undergraduate and postgraduate courses at the University of Surrey and the University of Wales Institute of Science and Technology. All the students had undertaken engineering courses except for two postgraduates who were studying for M.Sc. and Ph.D. degrees in psychology, two students studying for a
Ph.D. degree in management and five undergraduates studying for B.Sc. degrees in mathematics, bio-chemistry, human biology and music. It was not easy to contact all students who had taken the first four tests. Accordingly, 15 students from this group have not performed the previous tests.

A questionnaire was also designed in order to provide a basis for the interpretation of errors. It sought to ascertain the students' background knowledge of the English language and their attitude and problems in relation to speaking and writing of English (see Appendix B).

Furthermore, the present study deals with the description of students' errors on a cross-sectional basis; it attempts to account for them in terms of interlanguage, intralingual and developmental errors as Richards (1971) proposes (described in detail in §1.2.2). The terms "mistake" and "slip" serve for performance errors. In this study, they also refer to errors occurring once or sometimes twice in a test and where no evidence was found in that test or other tests for incorrect application of the item in question.

1.7 THE PROCEDURE

Having adopted the methodology explained above, the thesis is organized in the following way:

(a) A study is undertaken to define the structure and use of the English and Persian passive. The work, therefore, gives some insight into both the analysis of the Persian grammatical constructions and the mother tongue interference as a source of errors (Chapter II).

(b) There will be a discussion of the analysis of the first group of students' errors produced in their performing four passive tests. This discussion is then followed by the alterations made to Tests III and IVb (Chapter III).

(c) A discussion will be presented on the analysis of the second group of students' errors with some reference to the similarities and differences existing between sources of similar or different errors made by both groups of students (Chapter IV).
(d) An attempt is made to answer the questions arising from a study of the first group of students' errors in performing Test IIIa. This seemed necessary to describe the students' errors with regard to their failure to introduce the preposition of some indirect objects in their transformations. Accordingly, some rules will be defined in relation to the omission of the preposition of indirect objects under the passive transformation. This study will be followed by a description of the cause of similar errors produced by both groups of students' failure to introduce the preposition of indirect objects in their transformations with regard to the rules defined (Chapter V).

(e) Then the results obtained from studying both groups of students will be discussed (Chapter VI).

(f) There will also be a brief discussion of the analysis of other errors not relevant to the passive constructions (Chapter VII).

(g) A discussion will be given on the analysis of errors in relation to the recognition and production of the mutative passive. The results and findings of this study will subsequently be presented. Following this, there will be a discussion of the analysis of errors irrelevant to the mutative passive constructions (Chapter VIII).

(h) Finally, the results obtained from the analysis of errors will provide a basis for pedagogical implications with regard to reducing the frequency of error in the recognition and production of both types of passive constructions (i.e. the ordinary passive constructions and mutative passive structures) in E.F.L. situations, especially in Iran.
CHAPTER II

DEFINITION OF ENGLISH AND PERSIAN PASSIVES

2. This chapter deals with the description and use of the passive in English and Persian. There will then be a comparison of English and Persian passives.

2.1 PASSIVE CONSTRUCTIONS IN ENGLISH

The passive transformation gives rise to structures like the following:

\[ NP_1 + V + NP_2 \rightarrow NP_2 + \text{be} + V(n) + (\text{by} + NP_1) \]

Mary watered the flowers \( \rightarrow \) The flowers were watered by Mary.

This transformation involves a change in the position of the subject and object as well as the addition of preposition \textit{by} with the logical subject (agent). The agentive (i.e. the combination of the preposition \textit{by} + the agent) may be omitted or retained in a passive sentence as will be discussed later.

The agentive may be determined by other prepositions such as \textit{in, with, at, about, etc.} Such agentives are called quasi-agentives by Svartvik (1966, 102-4). Unlike agents introduced the preposition \textit{by}, these prepositions are not voice conditioned. They are usually chosen with particular verbs, for instance: \textit{interested in, annoyed with, surprised at, worried about;} as used in the following constructions:

- He is interested in chemistry.
- We were worried about you.
- I am surprised at his behaviour.
- You won't be annoyed with me.

Since such agentives are lexically determined they may represent specific lexical meaning such as cause or instrument as in:

- John was killed out of hate \( \rightarrow \) Hate killed John.
- John was killed with a knife \( \rightarrow \) A knife killed John.

The distinction between these functions and those introducing an agent (e.g. John was killed by Bill \( \rightarrow \) Bill killed John) is syntactically neutral.
Yet their difference becomes clear when these agentives are in turn made the subject of an active sentence and the other two phrases maintained as prepositional adjuncts as shown below:

Bill killed John with a knife out of hate.
*A knife killed John by Bill out of hate.
*A hate killed John by Bill with a knife.

There are, however, some cases where the distinction between by-agentives and quasi-agents are neutralized in the active form.

We were worried about you
We were worried by you • You worried us
We worried about you

The grammatical subject (goal/object), in the clauses so far considered, is the undergoer or the receiver of the action. Such passive transformations are derived from active constructions whose verbs admit one object and hence are called single transitive verbs.

There are other sentence patterns which are considered to result from the passive transformation. It is possible to write the following formulae for the formation of these passive constructions from an active construction and we shall call them first and second passive forms.

First passive form = NP_2 + be + V_{(n)} + to/for + NP_3 + (by + NP_1)
The book was given to John (by Andy).
The job was found for Mary (by Andy).

Second passive form = NP_3 + be + V_{(n)} + NP_2 + (by + NP_1)
John was given the book (by Andy).
Mary was found the job (by Andy).

Such passive constructions derive from active sentences whose verbs admit two objects, i.e. a direct object and an indirect object. They are accordingly called ditransitive verbs. The indirect object either precedes or follows the direct object in such active constructions. When the indirect object follows the direct object it is usually governed by either of prepositions to and for as the following examples show:

Bill gave the book to John. / Bill gave John the book.
Bill found the job for Mary. / Bill found Mary the job.
The choice between these patterns depends upon the thematic organization of the sentence and hence the rightmost position is normally the focus of new information (see Halliday 1968c, 213 and 1966a, 54). The indirect object is usually used with a preposition when it is longer than the direct object, as in the following examples (Hornby, 1954, 51-2):

He sold his car to a man from Leeds.
He made coffee for all of us.

Indirect objects predominantly correspond to human or animates. Nevertheless, inanimates may occur as indirect objects as in Give that door another coat of paint (Halliday, 1966a, 55). On the other hand, the direct objects more often refer to inanimates than animates.

At a deep structure level two distinct functions of "recipient" and "beneficiary" can be recognised for indirect objects. The characteristic difference between these two functions lies behind the fact that the recipient is object oriented and the beneficiary is process oriented. Accordingly, the object is for the recipient but the process is carried out for the beneficiary. The prepositions which are normally incorporated with recipient and beneficiary are to and for respectively. These prepositions cannot, however, be relied upon as a guide to recognizing the function of indirect objects. In fact, some "for-indirect objects" may function both as recipient and beneficiary, as is the case for Mary in John bought a skirt for Mary. The functions recipient and beneficiary are realised in the following interpretations respectively: John made Mary a gift of a skirt, John bought a skirt on behalf of Mary (presumably with her money). In the latter, John acts as Mary's agent or representative.

It should be noted that the functions of indirect objects (i.e. "recipient" and "beneficiary") appear to play a major role in allowing the possibility of moving indirect objects into subject position under the second passive (further discussion of this is deferred to Chapter V).

A passive transformation may have the object of a prepositional phrase as its subject. This is most common when the preposition is determined by the verb. Such a passive transformation has the following structure:

\[ NP_2 + \text{be} + V(n) + \text{preposition} \]

The boat was decided on.
The old man was looked after.
This type of passive transformation usually appears to be derived from active constructions in which the prepositional verbs are equivalent to simple transitive verbs. The commonest group of this type are: to care for/to look after (= to tend), to decide on (= to choose), to come to (= to reach), to laugh at (= to ridicule), to listen to (= to hear), to look upon (= to regard), to rely on (= to trust), to think of (= to discuss), to send for (= to call) (cf. Zandvoort, 1965, 53-4).

There seems to be a similar situation with phrasal-prepositional verbs, for example:

This noise cannot be put up with.
She was done away with.

The object of some prepositional phrases of place may be moved into subject position under passive although the verbs employed in the corresponding active constructions are intransitive and less closely associated with the verb as in the following sentences

She sat on my new hat.
My new hat was sat on.
He has drunk out of the glass.
The glass has been drunk out of.

These passive sentences are considered to be acceptable when the locative phrase denotes the occurrence of an action in a stated place which is affected by that action. For example, one may say that the above constructions imply that the hat was squashed or ruined or the glass needs washing. The nouns in such passive constructions have two roles at deep structure level: affected and locative (cf. Huddleston, 1971, 96). Indeed, the locative is the role which is more precisely filled by the prepositional phrase, such as on the hat and out of the glass. Hence, it is the affected role which allows passivization.

The object of some verb phrases may be placed in subject position under passive. These verb phrases consist of a verb + a noun (except in the case of rid in to get rid of) + a preposition, as shown below:

They took undue advantage of his weakness.
His weakness was taken undue advantage of.
He set fire to the house.
The house was set fire to.
We got rid of the old car.
The old car was got rid of.

(Zandvoort, 1965, 54)

According to Zandvoort (1965, 54) they accept passive transformation so long as the verb phrase can be regarded as a unit and hence equivalent to a transitive verb. Some of the commonest verb phrases are: to take advantage of (= to utilize), to pay attention to (= to heed), to take care of (= to tend), to make fun of (= to ridicule), to set fire to (= to ignite), to lose sight of (= to overlook), to put a stop to (= to stop), to find fault with (= to criticize) and similarly to get rid of (= to move).

An alternative passive construction may occur with some of these verb phrases. Accordingly, the noun of the verb phrase may move into subject position in a passive sentence, as shown below:

Undue advantage was taken of his weakness.
Little attention was paid to his warning.
No fault was found with his suggestion.

Such constructions are normally produced when the noun is preceded by a qualifying word.

On the other hand, when an active construction contains a direct object as well as a prepositional phrase, only the direct object becomes the subject by passivization and hence the above formula cannot be applied as shown below:

He referred Bill to them.
Bill was referred to them.

*They were referred to Bill. (ungrammatical as the passive of 'He referred Bill to them')

Similarly, only the noun phrase whose underlying preposition is omitted to yield a direct object in an active construction containing a three place verb (e.g. to blame, to provide, to present in its "give" meaning) may correspond to the subject of its passive form as shown below:

They blamed the accident on Bill.
The accident was blamed on Bill.
They blamed Bill for the accident.
Bill was blamed for the accident.
Besides passive constructions whose corresponding active sentences contain intransitive verbs and locative prepositional phrases, there are some passive transformations derived from active constructions whose verbs are used causatively, as in the following examples.

The horses were walked after the race.
This bottle of petrol should not be stood by the fire.
The sergeant marched the soldiers.
The prisoners were flown to New Zealand.

2.1.1 TENSE IN THE ENGLISH PASSIVE

The use of tense in the passive is not the same as that in the active. This is principally because the passive is produced from the past participle of the main verb which has no reference to time. On the other hand, the verb to be which is the essential constituent element in a passive verbal group is solely involved in implying different tenses whereas a main verb is usually involved in the active form, i.e. the verb to be expresses tense in passive verbal groups. In fact, the present and past perfect tenses are implied by the use of the present and past forms of operator have (i.e. have/has and had together with the past participle of the verb to be (i.e. been). The future tense is also implied by the modals will or shall and the infinitive of the verb to be (i.e. be). There are, as will be discussed further on, other modals employed in passive verbal groups. To imply duration the present participle of the verb to be (i.e. being) is used in passive verbal groups in addition to the particular forms of the verb to be which express the proposed tenses. It appears that only the present and past continuous tenses are applied to passive verbal groups. Yet such passive verbal groups are rarely used according to the research of Svartvik (1966, 46, 91, 151). Other complex passive continuous tenses such as present and past perfect continuous (i.e. have/had + been + being + V(n)), and modals together with the simple or perfect durative (i.e. modal + have been + being + V(n) / modal + be + being + V(n)) do not appear to be employed. Indeed, the research of Svartvik (1966, 46) and Tinkler (1973, 89) has proved this fact. Tinkler, with regard to the results obtained from his examination of the passive used in lectures on three social science subjects (i.e. economics, psychology and overseas administrative studies) suggests that the system of duration may be excluded in teaching passive tenses. The studies undertaken by Svartvik
and Tinkler provide evidence that the occurrence of complex verbal groups is infrequent in the passive. The passive verbal group mostly appears to be used in the simple present and past tenses. Indeed, Svartvik discovered that over half of the passive verbal groups in his corpus were in the simple present and past tenses (1966, 150). Tinkler (1973, 89) claims that 68% of passive verbal groups in each of the three subjects in his corpus were in the simple present and past tenses.

Apart from modals will and shall which are markers of futurity, there are other modals which may be used in the passive. Indeed, modals convey a blend of various meanings. Accordingly, some modals may not permit passive transformation. In this part of our discussion, we are indebted to Palmer (1974, 100, 103, 120, 123, 133, 135), who classifies modals into "subject oriented" (i.e. will, can, ought, dare), and "discourse oriented" (i.e. shall, may, must, need) according to their use.

The subject oriented modals are semantically concerned with the quality, activity, status, etc. of the subject in the sentence whereas the discourse modals refer to one of the participants in the discourse, i.e. the speaker in statements and the hearer in questions. This is because in statements the speaker may permit or guarantee while in questions the hearer is the person whose permission or guarantee is sought. The distinction between these two types of modals can be observed in the following examples given by Palmer (1974, 100).

John will come tomorrow.
John shall come tomorrow.

The first sentence implies that it is John who agrees to come tomorrow but the second structure suggests that it is the speaker who agrees and guarantees that John will come tomorrow. Normally, discourse oriented modals allow passivisation. This is because the meanings of such modals are not related to the subject of the sentence and the speaker is exterior to actors and actions indicated in the sentence. Yet subject oriented modals do not usually permit passivization since they are linked to the characteristics of the subject of the sentence and the subject is changed in the act of passivization. Accordingly, the passive transformation is not possible with subject oriented will but the discourse oriented shall allows passivization as shown below. (The remaining examples in this part of the discussion are taken from Palmer, 1974, 133-6.)
(a) John won't meet Mary.
    !Mary won't be met by John. (1)

(b) John shall meet Mary.
    Mary shall be met by John.

Evidently, the semantic explanation for the above constructions (a) and
(b) will be: (a) If John agrees to meet Mary, it does not mean that Mary
agrees to meet John. (b) If the speaker guarantees that John will meet
Mary, he will guarantee that Mary will be met by John.

Similarly, the subject oriented can does not allow passivisation as shown
below:

    John can run a mile in four minutes.
    *A mile can be run in four minutes.

Yet passivisation is possible with discourse modal can when it is an
alternative to may as in:

    Parents can visit their children any time.
    Children can be visited by parents any time.

There are, however, some exceptions when subject oriented modals are used
in the passive but the discourse oriented modals are not employed. For
example, when may and can imply that the subject is the person to whom
permission is given, then passivisation is not possible, as shown below:

    John may/can meet Mary.
    !Mary may/can be met by John. (2)

This is obviously because giving permission to John to meet Mary is not
similar to giving permission to Mary to be met by John. Yet the subject
oriented can is employed in the passive when the subject is contrastive
or emphasised by being accented.

    John can do this work
    This work can be done by John.

(1) & (2) The sign (!) indicates that passivization is not possible.
can is also used in agentless passives or when the agent is anyone. Semantically, in such cases it is actually the agent, not the subject of the passive that has or does not have the ability:

A mile can be run in four minutes.
A mile can be run in four minutes by anyone.

When can implies generalisation or general possibility, passivisation is possible, since the use of can is close to may and the orientation is neutralized:

(generalisation) Difficulties can be encountered from time to time.
(general possibility) It can be said that ...

As a matter of fact, in all these examples it is possible to substitute may for can.

With dare the passive seems to be acceptable when the agent is plural or more general as in:

This work daren't be neglected by students/the government.

However, it may be partially acceptable in:

?This work daren't be neglected by John. (3)

The passive is also possible with will expressing inference as in:

Anything will be eaten by pigs.

Modals which indicate possibility, certainty and conclusivity of proposition always permit passivization as in:

John must meet Mary every day.
Mary must be met by John every day.

Such a passivisation is possible since if it is possible, probable, or certain that John meets Mary every day, it is equally possible, certain, etc. that Mary is met by John. This type of modal is called epistemic

(3) The sign (?) indicates that the passivization is partially acceptable.
The acceptable passive verbal groups, so far discussed, with their corresponding active forms, are shown in Table I below.

Table I

<table>
<thead>
<tr>
<th>(He/They) takes/take</th>
<th>(He/They) is/are taken</th>
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<tbody>
<tr>
<td>(He/They) took</td>
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<td>(He/They) is/are taking</td>
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<td>(He/They) had taken</td>
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<td>(He/They) will/shall/must/etc. take</td>
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<td>(He/They) will/shall/must/etc. have taken</td>
<td>(He/They) will/shall/must/etc. have been taken</td>
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<tr>
<td>(He/They) would/should/could have taken</td>
<td>(He/They) would/should/could have been taken</td>
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</table>

It should be noted that the verb to be has two functions: first, it can be used as a copula in equative constructions as in She was happy and second, as a passive marker in passive constructions. Accordingly, when past participles are used adjectivally they may be confused with passive constructions which are in the simple present or past tenses as in She was pleased or She is married. Such constructions are normally considered as statal passives as opposed to those passive sentences which have a verbal form, and hence are called actional passives by Huddleston (1971, 98). This type of passive structure which is usually in the simple present or past tense often allows an active transformation with a change of tense, mostly the present and past perfect tenses respectively. In this case "an aspectual serial relation" operates (Svartvik, 1966, 85 and 160-61). There are, however, a number of discussions which illustrate the adjectival nature of these adjective past participles. The suggestion put forward by Palmer (1974, 88-9), Huddleston (1971, 99-100) and Tinkler (1973, 52-3) are as follows:

(a) The adjective past participle may occur with already with a verb in the simple present tense.

My bags are already packed.

(Palmer, 1974, 88)
(b) They may coordinate with adjectives such as:

They were married and happy when I saw them.

(Palmer, 1974, 88)

(c) The verb to be commutes with most of the copulative verbs as shown below:

These investigations are stacked 5-15 high to form the chromatophoses and remained attached to the plasma membrane by tubular stalk.

(Huddleston, 1971, 100)

They looked married.

(Palmer, 1974, 89)

(d) The pro-form so may be substituted for the adjective past participle witness:

These motions are generally directed towards the plane but are not entirely so.

(Huddleston, 1971, 99)

(e) The adjective past participle may combine with the negative prefix un-(4) as in:

The manuscript was unfinished.

(f) The adjective past participle may be preceded by adverbs such as more, rather, fairly, quite and very, for example:

They would be very prepared to work overtime for nothing.

(Tinkler, 1973, 52)

As Svartvik (1966, 85) points out, it is a doubtful point whether such constructions should be admitted as passive at all. Regarding the fact that the verb to be may function both as a passive marker and a copulative verb, the structural function of the three clause elements containing an adjective is not in doubt as in He was happy. Yet in clauses containing

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(4) Such a negative prefix un- is called adjectival prefix by Tinkler (1973, 53). He means that this prefix un- can only occur with the past participle form of a verb and there is no infinitive of that verb with the prefix un-, e.g. there is unemployed but no form *to unemploy.
past participles as in He was pleased the structural function of the three elements has to be examined in order to decide whether the meaning is (a) He was happy or (b) He was made happy by someone/something. According to Halliday (1966a,61) "the structural function is defined by reference to the total structural configuration" (1966a,61). Hence, He was pleased appears similar for both interpretations given in (a) and (b) but differ in the structural function of the three elements of clause structure: in (a) he is "attribuant", was is "predicator" and pleased is "attributate", but in (b) he is "goal" and was pleased is "predicator".

The realization of the structural functions of such clauses as He was pleased, appears to be influenced by determining which of the above functions is more suitable in the given grammatical and situational context. For instance, if an actor, either present or clearly understood, is incorporated with the clause (e.g. He was pleased by Mary), then was pleased will be a passive verbal group and functions as "predicator". On the other hand, when the past participle implies a state or condition and no actor is understood or expressed in the context then the past participle such as pleased has adjectival function and is considered to be "attribute" and was is the predicator in the three clause elements. Thus, it may be regarded as an active construction since its structure resembles those three clause elements in which the "attribute" is an adjective but not an adjective past participle as in He was happy; although most grammarians call them "statal passive". Accordingly, one is inclined to classify such sentences among the active constructions. Hence, sentences (1) and (10) (i.e. She is married and The sticks are pointed), in Test I (see § 3.1.1), were supposed to be labelled as active constructions. The absence of actor in these sentences was thought to be a guide to the student's correct recognition of the structures. The students were not, however, expected to be aware of the technical term "statal passive".

2.1.2 OTHER TYPES OF ENGLISH PASSIVE CONSTRUCTIONS

At this point, five other passive constructions are described which may be considered as the auxiliaries of the passive.

The passive infinitive is formed with the infinitive of the verb to be (i.e. to be) followed by the past participle of a verb, e.g. to be notified.
The passive infinitive may be employed after the present or past tense of the verb to be to express an arrangement which is also implied by the use of infinitives in the active (Zandvoort, 1965, 12). Such an arrangement may be mutual (e.g. We are going to be married next week) or a one-sided command which suggests the wish of another person (e.g. This book is to be placed on the shelf.). These distinct meanings may fade into propriety and possibility (Zandvoort, 1965, 13) as in:

Such men are to be pitied rather than despised.
John was nowhere to be found.

Sentences in which the infinitive implies one-sided command may be used with the particle not to convey a prohibition, witness:

The school books are not to be taken away.

According to Zandvoort (1965, 56-7) "the passive infinitive" may vary with the active infinitive as an adjunct to nouns and pronouns, especially after there is and there was, such as:

There was no time to lose.
There was no time to be lost.

He also points out that occasionally different meanings are implied by the two constructions: for example, There was nothing to see may mean nothing worth seeing whilst There was nothing to be seen means nothing there at all, or nothing visible. On the other hand, the following construction is only used in the passive:

There is nothing to be had here.

(Zandvoort, 1965, 57)

The passive infinitive may be used as an adjunct to nouns. In this case it is not related to the verb that takes an infinitive adjunct. For instance, in the following example the passive infinitive is an attributive adjunct to the preceding noun:

(5) The passive infinitive does not appear to be employed in order to imply destiny, which is the third arrangement in accordance with the impersonal effect expressed by the to-infinitive used predicatively with the present or past tense of the verb to be.
The ticking of the clock was the only sound to be heard.

(Zandvoort, 1965, 9)

The passive infinitive together with a noun function as a direct object and hence are called "accusative with passive infinitive" by Zandvoort (1965, 18). It is usually used in constructions which exclude the performer of the action or denote the performer as agentive with the preposition by:

The captain ordered the flag to be hoisted.

He believed his intensions to have been misinterpreted by his enemies.

(Zandvoort, 1965, 19)

The accusative with passive infinitive is rarely considered to be an object of the preceding verb when it does not denote a person. Such a construction is usually formed with the verbs to prefer, to like, to want, to wish, to talk, to believe, to declare, to deny, to imagine, to perceive, to suppose and to understand. Indeed, after the verb to let the passive infinitive is used without the particle to. When the accusative with a passive infinitive does not depend on its preceding verb, then it may depend on a noun or an adjective which are especially used predicatively. In this case the accusative with the passive infinitive is preceded by the preposition for as in:

I think it is high time for something to be done.

(Zandvoort, 1965, 21)

The accusative is therefore the subject of the passive infinitive.

The passive infinitive may be used as an adjunct of purpose. Hence, it may qualify a verb or a noun as shown below:

The children ran away from their father as if they did not want to be seen.

Mary wanted the documents to be corrected.

Thus, the infinitive appears to imply purpose.

Some passive infinitives are equivalent to the active gerund (cf. Hornby, 1954, 50-1).
Passive | Active
---|---
My shoes need to be repaired | My shoes need repairing
Your essay wants to be corrected | Your essay wants correcting

Zandvoort states that the gerund used after the verbs to need, to require and to want differ from the passive infinitive. The difference is that "the grammatical subject of the finite verb is at the same time the logical object of the gerund" (Zandvoort, 1965, 30). For example, in the above examples, my shoes and your essay are the grammatical subject of the verbs to need and to want whilst they are the logical objects of repairing and correcting. Zandvoort (1965, 30) also points out that the active gerund after these verbs are more common than the passive infinitive. He also says that only the gerund is used after the verb to hear, meaning to be fit for as in His language won't hear repeating. Thus, its equivalent passive infinitive should contain the verb phrase to be fit for (cf. Hornby, 1954, 50-1) as in:

His language is not fit to be repeated.

On the other hand, Hornby (1954) points out that the verb to bear, meaning endure may be employed either with the passive gerund or the passive infinitive, witness:

He can't bear being disturbed.
He can't bear to be disturbed.

(Hornby, 1954, 51)

The negation of the infinitive (whether active or passive) is formed by the use of particle not before the whole construction or before the lexical verb as some of the above examples show.

The passive gerund is formed with the present participle of the verb to be (i.e. being) and the past participle of a verb as in being notified.

The passive gerund usually used after a preposition or a verb (cf. Donn, 1967), e.g.

John does not like being criticised.
He was afraid of being blamed.

The passive gerund like the active one may refer to a subject of its own
which is different from the one referred to by its preceding finite verb. In this case, it usually follows a noun or indefinite pronoun or a possessive pronoun. In literary English a preceding noun is usually in the genitive form, in initial position, before a gerund functioning as a subject, as in:

Parliament objected to the Government('s) being given a free hand.

(Zandvoort, 1965, 31)

However, Strang (1962, 153) points out that the function of the passive gerund is similar to the 'normal' gerund (i.e. the active gerund) but they are rarely used.

The negation of the passive gerund is formed by the use of the particle not before the whole structure for the positive form, such as:

He dislikes not being invited to parties.

The verb to get may be substituted for the verb to be as the auxiliary verb (or operator) in passive constructions. According to Strang (1962, 146), passive constructions normally suggest that an action has occurred and "there has been a change or mutation from one state to another". Yet passive constructions containing the operator get more explicitly "direct attention to the change of condition involved" than the ordinary English passive. She calls this type of passive "mutative". Accordingly, the term "mutative passive" is used in this study to refer to passive sentences which include the operator get. The auxiliary get is increasingly used to indicate the occurrence of an action, i.e. actional passive. The use of get is therefore quite useful in discriminating between the action and the state implied by some verbs used with the verb to be in the passive (i.e. statal and actional passives). However, Palmer (1974, 89) states that get semantically refers to both the action and the resultant state. He exemplifies that a sentence like The ball got lost says both The ball was lost (passive) and The ball was lost (statal passive). He, therefore, concludes that the mutative passive can be realized either as a process verb with a past participle while be is purely statal, or as combining the two functions of be (i.e. process and statal functions).

Mutative passive constructions mostly appear to be used in the simple present, the simple past and the present perfect tenses. Indeed, the present perfect tense often seems to be used in the interrogative mutative
passive constructions. It should be noted that the interrogative and negative forms of mutative passive constructions are not made by the simple inversion of the operator get or by simple addition of the negative particle not. In such cases, the auxiliary verb to do consists of the formation of the mutative passive interrogative and negative.

The verb to become may replace the verb to be in passive constructions as in:

The whole world is becoming Americanized.

(Zandvoort, 1965, 57)

Zandvoort (1965, 57) states that the verb to become "usually takes a complement expressing a state and condition the subject passes into (e.g. He became famous. They had become acquainted in Boston.)". But become is "occasionally followed by a past participle" and hence can be considered to be "a kind of auxiliary of the passive". On the other hand, Poutsma (1962–9 1.30; 2:2.99, quoted from Svartvik, 1966, 92) states that the combination of the verb to become and the past participle suggests the gradual process. Hatcher (1949; 442f, quoted from Svartvik, 1966, 93) says that there are restrictions on the use of become as a passive auxiliary. The verb to become is hardly employed to indicate a passive action performed by a human agent unless the participle somehow expresses its adjectival feature. It is, therefore, possible to accept This tradition became accepted as a passive sentence but not The present became accepted. (Svartvik, 1966, 93, quoted from Hatcher, 1949, 442f.). The verb to become which has the aspectual function of referring to gradual change is usually emphasised by modifications with more and more, increasingly, etc. and suffixation with -ize (i.e. mechanize, organize, etc.) as is evident in the corpus studied by Svartvik (1966, 149) and the following examples he gives:

Taking the arrangement still farther, it is becoming increasingly widely recognized that African numerical superiority in Kenya will have ultimately to be reflected in the constitution.

The difference between to get and to become as the auxiliaries of the passive may be expressed by the terms "perfective" and "durative" (Zandvoort, 1965, 75). The difference between these two auxiliaries of
the passive is also evident in the descriptions given by Poutsma (1962-9, 1.30; 2:2.99, quoted by Svartvik, 1966, 92): when the verb to get is combined with a past participle it loses its' character as a copula and its assumed function differs little from that of the verb to be when it functions as the auxiliary of the passive voice. The altered function of get axiomatically changes the function of the past participle from being adjectival to almost purely verbal. The function of the verb to become may change in a similar way but it is less pronounced and the past participle has a more adjectival feature. The combination of the verb to become and the past participle indicates a gradual process. Such combination may imply passiveness. Yet the combination of get and a past participle entirely resembles the passive construction formed with the verb to be. The verb to get almost completely loses its function of referring incipient action and it can be called upon the auxiliary of the passive. On the other hand, become suggests this power in an imperceptibly weakened form (cf. Huddleston, 1971, 104).

2.1.3 THE PASSIVE VOICE AND CATEGORIES OF TRANSITIVE AND INTRANSITIVE VERBS

It is necessary to consider one more aspect of the passive in relation to active constructions. It is the fact that there is no one-to-one relationship between voice and the categories of transitive and intransitive verbs. There are transitive verbs, such as to resemble, which do not allow passivization. However, some intransitive verbs combined with prepositions are classified among prepositional verbs and hence, used in the passive since (as previously discussed) they are equivalent to transitive verbs. Many verbs, however, can be used both transitively and intransitively (i.e. with or without an object) where some such verbs are employed intransitively as in The bell rang then their subjects are transformationally similar to those of the object of the verbs used transitively as in John rang the bell. The distinction between the two uses of such verbs lies behind expressing the agent or leaving the agent unspecified. Thus, these verbs do not admit of the passive transformation when employed intransitively since they do not express the agent and the process is only happening spontaneously.

There are also some verbs which can be used intransitively or transitively. Such verbs are considered to be inherently passive when employed intransitively such as:
(a) The clothes washed well.

Here it is the quality or capacity of the subject that is stressed rather than being subjected to a process by an agent. The grammatical subject in such a construction is logically its direct object and hence implies a passive notion. Yet this type of verb may be used transitively as in:

(b) Mary washed the clothes.

It can be converted into the passive such as:

(c) The clothes were washed.

Thus the contrast between the above sentences (a) and (c) is in: sentence (a) is non-committal as to agency while sentence (c) implies the action of an agent which makes the agent distinct from the subject. There are also verbs which occur with objects in the active, but have corresponding passive in one meaning and not in another, as shown below:

The priest married them.
They were married by the priest.

John married Mary
*Mary was married by John.

or:

No one equals him in strength.
He is equalled by no one in strength.

Two and two equal four.
*Four is equalled by two and two.

Passivization is not allowed by some verbs used transitively when they are followed by a verb phrase consisting of a to-infinitive and a noun as in:

They attempted to rob the bank.
*The bank attempted to be robbed.

On the other hand, passivization is allowed by some verbs which are utilized intransitively and followed by verb phrases similar to the one above such as:
They appeared to rob the bank.
The bank appeared to be robbed.

Moreover, when the verb phrase can be replaced by this, then passivization is possible as the following examples show:

He attempted to take the exam.
He attempted this/the exam → The exam was attempted.

He appeared to take the exam.
*He appeared this/the exam → *The exam was appeared.

These statements can be compared with those of Svartvik (1966, 12) who has provided some criteria for classifying verbs with regard to their admitting passivization.

Verbs normally do not admit of a passive transformation when they occur with reflexive pronoun as their object, witness:

The child washed himself.
*Himself was washed.

2.2 THE CHOICE OF THE PASSIVE IN ENGLISH

This section is devoted to the factors determining the choice of the passive. The definition of these factors, wherever necessary, is supplemented with the description of the situations in which the passives occur. This section owes a great deal to Halliday (1970, 1966a, 1967b and 1968c) who defines certain types of stylistic variation, and Tinkler (1973) who divides the passive into four categories according to usage.

Halliday defines the choice of an active or passive construction in terms of the textual function which is one of his four language functions (6).

6 Halliday (1968c, 207-12 and 1970, 141-4) states that in using language as a communication system, we are bound to have various options as to making statements or asking questions to repeat or add something new, etc. Each option combines different functions which make a contribution to it. He distinguishes "four components in the grammar of English which represent four functions": the experiential, the logical, the discoursal and the speech functional or interpersonal. The experiential is related to transitivity system but discoursal is concerned with theme and informational systems. The logical function implies an underlying structure that is "independent of syntax and may be opposed merely to 'grammatical' as 'meaning' to 'form'". At the grammatical level, the logical function is
He describes this function as follows:

"... language has to provide for making links with itself and with features of the situation in which it is used. We may call this *textual*, since this is what enables the speaker or writer to construct 'texts', or connected passages of discourse that is situationally relevant, and enables the listener or reader to distinguish a text from a random set of sentences. One aspect of the textual function is the establishment of cohesive relations from one sentence to another in a discourse."

(Halliday, 1970, 143; Halliday makes reference to Hasan, 1968)

Accordingly, the passive is selected in place of the active for reasons of cohesion and style. To describe how the passive works in the textual function, Halliday (1970, 159) primarily explains three different traditional kinds of subject in terms of his three language functions (i.e. ideational, textual and interpersonal). Considering the sentence *These beads I was given by my mother*, he states that the "logical subject" is the actor, which "is a transitivity role deriving from the ideational function"(7), the grammatical subject I is the modal subject which results from "interpersonal component in language function" and "it has to do with the roles taken on by the performer and the receiver in a communication situation". *these beads* is the "theme", which derives from textual function and "is connected with the most paratactic and hypotactic structures expressing logical meanings. It also "provides for the linguistic expression of such universal relations as those of 'and', 'or', negation and implication; and presumably underlies the subject - predicate structure of the clause" (1968c, 209). On the other hand, in his paper on "Language structure and language function" (1970, 144), he talks of three functions "ideational", "textual" and "interpersonal". He hesitates to account for "logical" function as a participant for the combination of structures which build up clause due to its different realization in linguistic structure. He has employed the term "ideational" instead of "experiential" in referring to transitively since he appears to consider the latter term to be inappropriate (Halliday, 1968c,179). He has also substituted the term "textual" for the term "discoursal". Discoursal has in fact become part of textual function which refers to intonational pattern of English language. The other part of textual function is concerned with thematization.

(7) What Halliday calls "ideational function" is clarified in his explanation quoted below: "the predominant demand that we make on our language ... is that it allows us to communicate about something. We use language to represent our experience of the processes, persons, objects, abstractions, qualities, states and relations of the world around us and inside us. Since this is not the only demand we make on language, it is useful to refer to it specifically; hence 'ideational function', 'ideational meaning', etc."

(Halliday, 1970, 145-6)
concerned with the organisation of the clause as a message within a large piece of discourse". On the other hand, Halliday (1970, 159) exemplifies the active sentence My mother gave me these beads in which my mother represents the three types of subjects simultaneously and hence he describes it as quoted below:

"The notion of subject conflates three distinct roles which, although they are typically combined into one element, are nevertheless independent of one another. We may think of this as governed by a 'good reason' principle: many linguistic systems are based on this principle, whereby one option (the 'unmarked' option: ...) will always be selected unless there is good reason for selecting otherwise ... "

(Halliday, 1970, 159)

Thus, he explains the function of the passive as follows:

"...theme, actor and modal subject are identical unless there is good reason for them not to be ... where they are not, the tendency in Modern English is to associate theme and modal subject; and this is the main reason for using the passive. The passive has precisely the function of dissociating the actor from this complex, so that it can either be put in focal position at the end or, more frequently, omitted as in (29):

(29i) This gazebo was built by Sir Christopher Wren.
(29ii) This gazebo is being restored.

The typical theme of a declarative clause is thus the modal subject (or 'grammatical subject' - this gazebo in both cases);"

(Halliday, 1970, 161)

The theme of the passive clause is typically unmarked. In order to explain the reason why the passive takes an unmarked theme, it is necessary to define what is "theme" and the types of themes existing in thematization. Halliday (1967b, 212 and 1970, 161) defines "theme" as "what comes first in the clause". The theme is assigned initial position in the clause, and all that follows is the "rheme". "The theme is what is being talked about, the point of the departure for the clause as a message." "It is a peg on which the message is hung". The speaker within certain limits can choose any element as thematic. There are options for selecting theme unmarked and marked themes. The unmarked theme is considered to be the element which is determined by speech function "as the point of departure for the clause" (Halliday, 1967b) with reference to mood function. Hence, the unmarked theme is the modal subject in declarative clause which is associated with actor and modal subject. On the other hand, the unmarked theme in non-
polar interrogative is the WH-item while in polar interrogative it is "the polarity carrying element in a yes/no question" (cf. Halliday, 1967b, 213, 215 and 1970, 161-2). Yet marked theme "represents a foregrounding of the speaker's point of departure, and its meaning appears from its tendency of association with a particular information function" (Halliday, 1967b, 214). As discussed above, the roles of actor and modal subject are combined in the unmarked theme. To separate the role of actor and the theme in the active declarative clause, provides a marked theme as in These houses my grandfather built. Yet to maintain this separation but with the unmarked theme is only possible by using the passive (cf. 1967b, 217-18). Thus, the grammatical subjects of the following passive constructions, which have the roles of goal and recipient, are the unmarked themes.

(1) My grandfather built these houses.
   These houses were built by my grandfather.
   (Halliday, 1967b, 216)

(2) John gave me a book.
   I was given a book by John.

Svartvik (1966, 166) quotes from Firbas (1964, 112) that "thematic elements are such as convey facts from the verbal or situational context". The use of the passive which usually allows thematization can be according to the following circumstances:

(a) When the actor is not specified. Hence, the use of the passive is preferred to employing an active construction whose subject would be someone or somebody as in:

   Someone/somebody killed John.
   John was killed.

(b) When there is no personal agent such as:

   A car killed Mr. Smith.
   Mr. Smith was killed by a car.

   The birds have eaten the strawberries.
   The strawberries have been eaten by the birds.

In such cases, the speaker's interest lies in what happened or has
happened to the person or the object which is affected by the occurrence of the action. The above examples imply that the speaker is interested in Mr. Smith's fate and not what the car did. Similarly, he is concerned about what has happened to the strawberries but not what the birds have done.

(c) When it is more convenient or interesting to stress the thing done rather than the doer of it.

His suitcase was stolen.

The decision of the jury will be announced tomorrow.

(d) The use of the passive seems to be compulsory where an action is undergone by the subject of the passive sentence (Zandvoort, 1965, 53), for example:

Several men were drowned; their bodies were washed ashore.

(e) When the responsibilities of an action are shifted away from the real initiator of it as in:

What time are we expected this evening.

(f) When a noun phrase is placed in subject position for the purpose of prominence. This is especially employed in narrative to retain the same subject in successive sentences (or in a sentence with coordinated clauses) (Palmer, 1974, 87):

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

John came in and was immediately welcomed by the Committee.

(g) The passive in the perfective is preferred to the active in the same tense if the actor is no longer alive, such as:

Bath has been visited by Queen Victoria.

*Queen Victoria has visited Bath.

(Palmer, 1974, 87)

Another factor conditioning the choice of the passive appears to be the omission of agent in certain situations. Passive constructions with no expressed but understood agent are known as the "agentless" or "covert agent" sentences (Lyons, 1968, 378, Svartvik, 1966, 74 and Huddleston,
The fact that passive constructions frequently occur without expressed agent is reported by Jespersen (1960, 121) who points out that "over 70 per cent of passive sentences found in English literature contain no mention of the active subject" and Svartvik (1966, 158, 141) who states that this type of passive is "central to passive construction" and covers "some 80 per cent of all agentive passives". Huddleston (1971, 104) also says "a large majority of the passive clauses in the corpus do not contain any ... by-phrases", and Tinkler (1973, 103) claims that over 72 per cent of all passive clauses in his corpus are "with no expressed agent". It seems necessary to consider why and in what circumstances the agent is not expressed in the passive. Huddleston (1971, 104-8) has recognized three different situations with regard to the use of such constructions. The first situation which conditions the omission of the agent is when it refers to the writer or the experimenter - "usually in fact one and the same" - who is involved in reporting "a series of actions carried out by the same person(s)" (Huddleston, 1971, 104). This is because the use of the passive prevents one from repeating the agent in a series of active constructions which is stylistically undesirable. This aspect of the function of the passive is completely clarified in the following example (taken from a scientific text) in which the sequence of actions are mentioned without specifying the agent overtly:

The working electrodes of thallium amalgam were in the form of segments of spheres of known size formed on the upturned end of a capillary. The capillary was fed from a micrometer actuated syringe and the cell was designed so as to permit a rapid response of the working electrode to step pulses of the applied potential. The subsidiary electrode was a helix of platinum wire surrounding the working electrode and a silver/silver chloride electrode was used as a reference.

(Huddleston, 1971, 104)

The agent in this situation is considered to be "informationally redundant" (Tinkler, 1973, 22).

The second situation is when the covered agent is "generalized human" such as one, people, or you as in:

The reasons for the association are not understood. Most of the work has used similar techniques of fixation, dehydration and embedding in resin and it could be argued that the methods themselves are creating similarities between the two groups.

(Huddleston, 1971, 106)
Huddleston argues that the closest active version of the last sentence would be something like One could argue that ... Such passive constructions are regarded as "impersonal passive" since the pronoun it does not have an anaphoric reference and the sentence usually conveys a general opinion. This empty it, which is non-referential, is called "proleptic it" by Svartvik (1966, 28). As the above example shows, "proleptic it" which functions as the subject of a passive sentence, does not appear in the corresponding active. According to the research undertaken by Svartvik (1966, 144), "proleptic it" "anticipates a finite or nonfinitive clause, which operates as complement in active structure", such as:

Yesterday, it was learnt that a rocket had, for the first time, been destroyed in mid-flight by another rocket.

*It may be decided* not to rely exclusively on fixed-site missiles.

(Svartvik, 1966, 144)

He also points out that passive clauses with "proleptic it" anticipating non finite verb clauses are scarcely used in comparison with those anticipating finite verb clauses. He also includes "it-clauses" which are followed by direct speech and which are "parenthetic" among passive clauses containing "proleptic it" as shown below:

It might be asked at this point: "why doesn't an examination of logic help us to discover the methods we use when we think out problems".

The first [point] was how the greatly increased number of Africans which it was envisaged would be admitted to the new legislature should be elected.

Passive sentences in which the "proleptic it" anticipates a finite verb clause may be replaced by other passive sentences in which the infinitive of a verb, mostly the verb to be, follows the passive verbal group as in:

It was said that he was jealous of her.

or:

He was said to be jealous of her.

It is thought that he has information which will be useful to the police.

or:

He is thought to have information which will be useful to the police.

(Thomson and Martinet, 1969, 176)
The verbs which are most usually used in the impersonal passive constructions are to think, to know, to consider, to acknowledge, to believe, to understand, to find, to report, to say, to expect, to suppose, to call and to regard. (see Thomson and Martinet, 1969, 176 and Tinkler, 1973, 105). In fact, Tinkler points out that over 36 per cent of covert agents in his corpus were "personal and general" (i.e. one, you, people, etc.) (1973, 77).

The third situation is where no agent is expressed in the passive and the passive construction does not imply a human subject. Huddleston (1971, 106) claims that "in most cases at least the only plausible explanation for the absence of the agent is that there is no corresponding participant involved in the process, etc., that is, there is no agent understood. Indeed, Huddleston mentions that most of such constructions, "though not all" ... "are statal passives". As previously discussed, this type of construction could be regarded as an active clause in which the past participle functions as an attribute. However, actional passive arise in this third situation could occur in the circumstances defined by Jespersen (1960, 120) and Zandvoort (1965, 63). Jespersen states that the passive may be employed when the covert agent is "unknown or cannot be easily stated" as in:

Her father was killed in the Boer War.
I was tempted to go on.

(Jespersen, 1960, 120)

The other situations are when "it is unnecessary or undesirable to mention the agent" (Zandvoort, 1965, 53) such as:

My car has been requisitioned.
Sugar is sold by the pound.

(Zandvoort, 1965, 53)

On the other hand, Jespersen (1960, 120) gives the example The doctor was sent for and states that in this sentence "neither the sender nor the person sent are mentioned because they present no interest to the speaker". Thus, all these latter situations can occur where the overt agent is considered "irrelevant" (see Tinkler, 1973, 23).

The third factor conditioning the choice of passive appears to be a tendency towards providing the information focus which remains unmarked...
Halliday (1968c, 205) (unmarked focus will be defined further on). This is due to the fact that the agent (causer) (8) "never carries unmarked focus" in the active. Halliday (1970, 162), however, explains that the position of focus on the passive is related to the "information structure" which is another part of the textual organization of language and it organizes a text in terms of the functions "given" and "new". The information focus lies in "the main burden of the message" and it is "one kind of emphasis, that whereby the speaker marks out a part (which may be the whole) of a message block as that which he wishes to be interpreted as informative (Halliday, 1967b, 204). Information focus is, therefore, considered to be "new" since "the speaker represents it as not being recoverable from the preceding discourse". The term "given" is employed to refer to what is not "new" and it is usually anaphorically or situationally recoverable" (Halliday, 1967b, 204, 208, 211). He also mentions that "new" is the obligatory element in the clause since "there must be something new otherwise there would be no information". On the other hand, "given" is optional (Halliday, 1970, 163). Halliday (1970, 162-3) points out that the information structure is expressed by intonation and hence the main stress (tonic nucleus) marks the end of the new element". The stress is usually placed on the initial syllable of the tonic component (Halliday, 1967b, 203).

(8) Halliday (1968c, 182-95 and 1970, 155-58) points out that action clauses are organised on an ergative base. He also states that both transitive and ergative systems occur side by side in English. The ergative system asks "is the action caused by the affected participant" while the transitive system questions "does the action extend beyond the active participant or not" (1970, 157). On the other hand, the ergative organisation is more generalizable than the transitivity system in terms of "action" and "goal". It extends beyond action clauses of relation" (1970, 158) (cf. Halliday, 1968c, 190-95). He explains that ergative pattern implies a process in which "affected" is the obligatory participant and "causer" is optional. This is evident from his sentence examples (a) and (b) quoted below in which the function "affected" is fulfilled by Paul in both clauses while ghost is the "causer" in sentence (b) only.

(a) Paul fears ghosts.
(b) Ghosts scare Paul.

The above nuclear clause type shows that the one participant form (a) has "affected" only while the two participant form (b) has "affected" and "causer". The fact that Paul, in both the above sentences, has the same transitivity role is easily explainable by the ergative system while this is not possible in the transitivity system in relation to "actor" and "goal". Halliday suggests that the ergative and transitivity systems coexist in English. The association of these two organisations may imply that "actor" is "causer" and "goal" is "affected" in two participant action clauses.
This condition is realized as unmarked focus (cf. Halliday, 1967b, 208). This is the case for the passive in which the tonic nucleus appears in the agentive phrase. "Given" often precedes "new" unless there is good reason for not doing so and this means that it is a response to a particular question either asked or implied (Halliday, 1970, 163). Accordingly, this gives rise to marked focus. It is, in fact, assigned to the occurrence of tonic nucleus on "a reference or other closed system item (e.g. preposition and verbal auxiliaries; H.N.), whether final or not, or on a lexical item that is not final" (Halliday, 1967b, 208). These points of information focus are regarded to be "new" since they are contrastive to their previous occurrence (cf. Halliday, 1967b, 206-7). Accordingly, if a pronoun used in the agentive phrase then it is most probably contrastive since it is an anaphoric element. There is often association of "theme" with "given" and "rheme" with "new" which is "subject to the usual 'good reason' principle already referred to - there is freedom of choice, but the "theme" will be associated with the 'given' and 'rheme' with the 'new' unless there is good reason for choosing some other alignment" (Halliday, 1970, 162). Thus, the two systems are different from each other but are both related to textual function. "Given" means "here is a point of contact with what you know" and it is not connected with the elements in the clause structure. On the other hand, "theme" suggests "here is the heading to what I say" (Halliday, 1970, 163). The two structural systems may "assign prominence to some part of a defined constituent: thematicization, which assign prominence to the clause, the information focus, which assigns prominence within a constituent that is specified by the discourse component but is in the unmarked case mapped on the clause" (Halliday, 1968c, 212). Both types of prominence are referred to as "emphasis". The elements which are considered as emphatic are different in two systems when they are unmarked: "theme" in "theme"-"rheme" structure and "new" in "given"-"new" structure. The two kinds of emphasis are apparently contradictory since "theme" is "the stepping off point" and recognized by the sequence of elements but "new" is the speaker's "non-recoverable information" and realized by phonological prominence. Yet they are not incompatible since they may be combined into a single element (Halliday, 1968c, 212).

The functions of "given" and "new" are also connected with the function of transitivity. Halliday (1970, 163-4) states that "the number of participant roles may be expressed in two ways, either directly or through the
mediation of a preposition. The members of such a pair have the same ideational meaning but differ in information. Having exemplified the following sentences, he says that the beneficiary with the preposition (i.e. to Oliver) has the function "new" but the one which is employed without the preposition (i.e. Oliver) functions as "given":

(a) I've offered Oliver a tie.
(b) I've offered the tie to Oliver.

According to intonation pattern, in sentence (b) to Oliver is "new" and the tie is "given" and the implied question is "Who did you offer the tie to?" While in sentence (a) a tie is "new" and Oliver is "given" and suggests the question "What have you offered to Oliver?". The fact that prepositional form is considered to be "new" is the result of the requirements of the textual function for effective communication. Hence, "new information should be made grammatically explicit". "New lexical content has to be backed up, as it were, by adequate quanta of grammar; especially, it has to be made clear what is the ideational function of any new material in the discourse, and here it is the preposition that indicates the role of the unfamiliar element" (Halliday, 1970, 164). Thus, the use of a preposition in the sentence implies that the element is new. This is similarly the case for using the preposition by with the agent in a passive construction (Halliday, 1970, 164 and cf. Halliday, 1968c, 213-14).

The conditions, so far, discussed in accordance with the assignment of "by-agentive" to new information lends support to the results obtained by Tinkler (1973) in studying the passive constructions in three scientific subjects. He points out that "given" information precedes "new" information in over 62% of cases in each subject and "new" precedes "given" in only 3% of cases (Tinker, 1973, 105). They also support Halliday's "good reason" principle; that is "given" usually precedes "new" unless there is a good reason. He also finds that there are some structures in which either "given" follows "given" or "new" follows "new" in 32% of cases. Yet he states that this "is not regarded as detracting in any way from the confirmation of Halliday's "good reason" principle but merely as indicating, perhaps, a more diverse information structure for passive clauses than was previously envisaged. It does not, for example, appear to be true as Halliday suggests ... that there must be something new otherwise there would be no information". "For sometimes there may be repetition of, or a new slant 'given' to 'given' information, or sometimes an abrupt change
of subject or direction may result in only 'new' information being treated" (Tinkler, 1973, 105). He discovers that the by-agentive is within new information in over 65% of cases in each subject. This has occurred due to situating "by-agentive" at the end of the sentences to focus on "new". The intonational nucleus in such sentences is over 72% of cases in each subject and it is on the initial stressed syllable of the last content word of the "by-agentive" in over 75% of cases in each subject.

The conditions, so far, discussed with regard to using by-agentive in passive constructions can clearly be observed in the situations described by Donn (1967, 10). These situations are as follows:

(a) The "by-agentive" is used where the subject of the passive sentence "has already been referred to, while new and important information is contained in the noun or noun group following by", such as:

The Prime Minister underwent a minor heart operation yesterday.
... The operation was performed by Sir John Smith, the well-known surgeon.

(b) "Where the agent is not an animate noun" as in:

We were all shocked by the news of his sudden death.
The explorers were overcome by hunger and exhaustion.

(c) "To avoid the change of subject in a following sentence or clause", for example:

He arrived at London, where he was met by his friend.
Children under the age of sixteen are not admitted unless they are accompanied by an adult.

The fourth factor conditioning the choice of passive is a tendency towards end-weight. As discussed above, the by-agentive is the new element and the new-information is to be grammatically expressed. Thus, the agentive phrase which functions as "new" appears to be more complex than the "given". This has been proved by the studies undertaken by Tinkler (1973) and Svartvik (1966) assessing the distribution of subject and agent in passive sentences with overt agent.

Svartvik points out that the number of words in agents was more than those in the subject. In fact "the agent had about twice as many words as subjects" (1966, 156). The agents were predominantly nouns and rarely
pronouns; "only 3 out of 153 agents had pronominal exponence" (Svartvik, 1966, 52). According to the statistical assessment of Svartvik's example, the possibility of having pronominal as agent is very rare (Svartvik, 1966, 129). Coordination frequently occurs in the agents while coordinated subjects are very rare.

Tinkler states that the pronominals were much more frequent in the agent than in the subjects and the difference was about 40% in each subject studied in his research (1973, 79). The agents were more complex than the subjects. The complex agents included coordinated nouns and nouns which were qualified by any clauses or phrases (Tinkler, 1973, 80). His findings also provide evidence that the average length of agents was greater than the average length of subjects in agentful passive sentences. Accordingly, both Svartvik and Tinkler consider that the fourth factor is a valid point in the choice of passive. Hence, Svartvik (1966, 157) says: "We may conclude that one of the motivating factors in selecting the passive in favour of the active is the preference of placing heavy nominal groups at the end of sentences". It should be mentioned that the frequent occurrence of pronominals as subject is quite logical since the subject is within given elements which are anaphorically and situationally recognisable.

2.3 PASSIVE CONSTRUCTIONS IN PERSIAN

The Persian passive transformation results in a construction like the following:

\[
\text{NP + past participle (predicative (1)) + the verb } \text{jodan}
\]

\[
\text{bab\'ak ali-ra koft} \quad \text{Ali kofte jod}
\]

Babak Ali-def DO killed \quad Killed became/got

'Baby killed Ali' \quad 'Ali was killed'

(9) The predicative(1) or esm-e-maf' is derived from verbs. It is formed according to the following Persian grammatical rules:

The infinitive markers in Persian are t-e-o non (t and n = tn) dal-o non (d and n = dn). The t and d of the infinitive markers are vowelled as t\text{\textalpha} and d\text{\textalpha}. To form esm-e-maf' the n of the infinitive markers has to be omitted and a silent (unvoiced) h (it cannot be, however, transcribed in the phonetic transcription since it is not pronounced) is added to the rest of the infinitive. The vowelled [t] and [d] are changed from \text{\textalpha} to e as the following examples show:
The above transformations result from raising of the direct objects into subject position. The agentive, which has either the prepositions täväsof-e, beväsileγ-ε = 'by means of', is occasionally used in Persian passive constructions. If it is employed it will precede the passive verbal group. This position of the agent appears to provide a reason for its omission in the passive whether it is specified or non-specified; further explanation of it is deferred to §2.4.2. In this thesis this type of transformation is referred to as the ordinary passive.

An alternative to the passive is the active construction in which the non-specific agent appears in the surface structure as the third person plural ending and the object is raised to subject position as in:

\[
\begin{array}{ll}
\text{masdar} & \text{'infinitive'} \\
\text{raftān} & \text{'to go'} \\
xordān & \text{'to eat'}
\end{array}
\]

\[
\begin{array}{ll}
esm-e-maf'ī & \text{'past participle/predicative(1)'} \\
rāfte & \text{'gone'} \\
xorde & \text{'eaten'}
\end{array}
\]

esm-e maf'ī refers to someone or something to which an action has been done. Indeed, esm-e maf'ī functions both as a noun and as an adjective (see Homayounfarokh, 1959/1338, 78). When it functions as a noun it is preferable with the esm-e maf'ī of the verb jodān 'to become/to get' (i.e. jode become/got') except when it does not spoil the beauty and delicacy of the language (see Homayounfarokh, 1959/1338, 79). The necessity of using jode after esm-e maf'ī is due to preventing a confusion that may arise by its being mistaken for another noun (i.e. esm-e fa'ī); see Appendix D for the full description of esm-e fa'ī which I have called predicative(2)). This is because esm-e maf'ī, at times, replaces esm-e fa'ī since it implies the same meaning as esm-e fa'ī. esm-e maf'ī functioning as a noun has singular and plural forms such as:

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
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</thead>
<tbody>
<tr>
<td>koʃte/kοʃte jode = 'casualty'</td>
<td>koʃte-g-an/kοʃte jode-g-an = 'casualties'</td>
</tr>
<tr>
<td>killed</td>
<td>killed-pl</td>
</tr>
<tr>
<td>become/get</td>
<td>become-got/-pl</td>
</tr>
</tbody>
</table>

eutm-e maf'ī without jode functions as an adjective and hence it may modify a noun. Like simple adjectives (i.e. those not derived from verbs), esm-e maf'ī is not made into plural form. It also functions as a past participle similar to that of the English past participle and accordingly used in forming verbs whose tenses are present and past perfect. It is also used in the Persian passive. Thus, esm-e maf'ī, in this thesis, is named predicative(1) since the English predicative not only forms a part of the whole predicate but is also employed as a noun and an adjective. Further discussion of the functions of esm-e maf'ī as a noun and as an adjective is deferred to Appendix C.
Widfuhr (1979) states that such constructions are employed when there is no volitional causation. Indeed, he bases his argument on Saad (1975) who defines such constructions in Arabic and believes that the agent or instrument appears on the surface when the verb does not suggest direct and volitional causation.

The main factor in the choice of such active constructions is the fact that the Persian passive, unlike the English passive, is not widely employed. Accordingly, the above active construction in which the subject is non-specific substitutes the ordinary passive which is mainly employed for the sake of avoiding the expressed agent. Thus, this type of construction is usually used to imply a generalized human agent as in

\[
\text{dăr englestan englisi sohbät mi-kon-änd}
\]

\[
\text{pref-root-3rd pl}
\]

\[
\text{simp non-specific}
\]

\[
\text{pres t agent}
\]

\[
\text{speak do/make}
\]

in England English speak

'They speak English in England.'

The third person plural ending functions as a dummy subject pronoun (cf. the French on in sentences such as "on parle anglais", Lyons, 1968, 379). Hence, the function of this personal ending is different from that of the non-specific pronoun which may be accompanied by a surface third person pronoun in an active construction such as:

\[
anha englisi sohbät mi-kon-änd
\]

\[
\text{pref-root-3rd pl}
\]

\[
\text{simp non-specific}
\]

\[
\text{pres t agent}
\]

\[
\text{speak (N) do/make}
\]

they English speak

'They speak English.'
Moreover, this kind of construction is not necessarily used to suggest a generalized human agent. Yet it is frequently employed to illuminate the emphasis laid on the goal by means of a non-specific agent.

The ordinary passive is regarded as a construction which spoils the beauty and delicacy of Persian language (Homayounfarokh, 1959/1338, 479-81). Accordingly, the ordinary passive is rarely used. To retain the aesthetic nature of the language, three different methods are adopted when implying an action in the passive form (Homayounfarokh, 1959/1338, 979-82):

(a) The verb ʃodān may be replaced by amādān 'to come'. The construction implies the same meaning as suggested by using ʃodān. Yet this structure is only used in the literary style: e.g. gofte amād 'was said'.

(b) The Arabic predicatives (1) which are different forms are employed in combination with the auxiliary verbs ʃodān 'to become/to get', budān 'to be', amādān 'to come', oftadān 'to fail', gārdidān 'to change' or, etc. The verb gārdidān implies a similar meaning to the auxiliary verb ʃodān; for example mohāgeg gārdanid 'was researched'.

(c) The meaning of the passive is implied by the use of intransitive compound verbs formed by the combination of a "sirure" verb (further discussion of it is deferred to the next §2.3.1), and an adjective whose translated form is equivalent to Arabic predicative (1), as in:

\[
\text{dāstgīr gāst} \quad \text{'was arrested'}
\]

arrested/turned into/became

The Persian adjective dāstgīr 'arrested' is equivalent to the Arabic predicative (1) "ma'āxz" 'arrested'. This compound verb, therefore, implies the combination existing in Persian passive verbal groups, i.e. predicative (1) + gāstān/ʃodān ("sirure" verbs) (See Homayounfarokh, 1959/1338, 482). These compound verbs do not always appear to be equivalent to the Persian passive. The occasional acceptability of such verbs as a passive equivalent will be discussed in §2.3.2.

2.3.1 TENSE IN THE PERSIAN PASSIVE

The tense in the passive verbal groups is expressed by the conjugation of the auxiliary verb ʃodān 'to become/to get' which also implies their number as the following conjugations show:
Present, conditional tenses:

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>košte āvām</td>
<td>košte āvām</td>
</tr>
<tr>
<td>košte āvi</td>
<td>košte āvīd</td>
</tr>
<tr>
<td>košte āvād</td>
<td>košte āvānd</td>
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Simple present, present continuous, future tenses:

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
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</thead>
<tbody>
<tr>
<td>košte miāvām (^{(10)})</td>
<td>košte miāvām</td>
</tr>
<tr>
<td>košte miāvī</td>
<td>košte miāvīd</td>
</tr>
<tr>
<td>košte miāvād</td>
<td>košte miāvānd</td>
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</tbody>
</table>

(10) The simple present tense in Persian is also used to indicate a progressive action in the present and also the future tense. When it is used to express the present continuous tense the prefix mi implies a limited continuity or temporary continuity on the present time. It may also express the same duration as that of the English progressive form. Yet, when it is employed to indicate the future tense then the prefix mi expresses similar futurity to that of English simple present and present continuous tenses. Thus, it can be used to refer to a planned future action or series of actions or definite future arrangements or a less definite arrangement with or without time adjunct. Indeed, the English present progressive tense denoting a definite future action is usually used to indicate a near future action. On the other hand, the Persian present tense indicating a definite future action does not particularly provide any distinction between a near or distant future as in:

\[ \text{ma axār-e sal/haftē be xane-y-e jādīd āsbāb ke} \text{ mi-kon-im} \]

\[ \text{pref last fut. pl tense} \]

\[ \text{we end-ezafe year/week to house-ezafe new move} \]

\[ \text{we will move to the new house at the end of the week/year} \]

It also may indicate an immediate future action happens exactly after the utterance as in:

\[ \text{mān ālan mi-ay-ām} \]

\[ \text{pref-root-1st sing imm. future} \]

\[ \text{I just come} \]

The fact that the Persian simple present tense may imply a future action has given rise to Yarmohamady's stating that the simple present indicating passive form always denotes future in Persian" (1965, 120). Yet, it does not seem to be true with regard to the description in relation to the function of the Persian simple present tense. On the other hand, Homayounfarokh (1959/1338, 479) believes that the passive simple present and past tenses are more often used in Persian which seems to be more likely the case. This is because my investigation of Persian texts so far does not show that the passive simple present tense always denotes a future action but rather it implies the simple present tense. However, it may refer to the future tense with regard to the context in which it
Simple past tense

<table>
<thead>
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<tbody>
<tr>
<td>košte jodām</td>
<td>košte jodim</td>
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<tr>
<td>košte jodi</td>
<td>košte jodid</td>
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<tr>
<td>košte jod</td>
<td>košte jodānd</td>
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Past continuous tense

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<td>košte mījodām</td>
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<td>košte mījodi</td>
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<tr>
<td>košte mījod</td>
<td>košte mījodānd</td>
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Present perfect tense

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<td>košte jodēim</td>
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<tr>
<td>košte jodei</td>
<td>košte jodeid</td>
</tr>
<tr>
<td>košte jode āst</td>
<td>košte jodeānd</td>
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Past perfect tense

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<td>košte jode budim</td>
</tr>
<tr>
<td>košte jode budi</td>
<td>košte jode budid</td>
</tr>
<tr>
<td>košte jode bud</td>
<td>košte jode budānd</td>
</tr>
</tbody>
</table>

Future tense

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>košte xahām jod</td>
<td>košte xahim jod</td>
</tr>
<tr>
<td>košte xahi jod</td>
<td>košte xahid jod</td>
</tr>
<tr>
<td>košte xahād jod</td>
<td>košte xahānd jod</td>
</tr>
</tbody>
</table>

Probable conditional tense

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>košte jode bašām</td>
<td>košte jode bašim</td>
</tr>
<tr>
<td>košte jode baši</td>
<td>košte jode bašid</td>
</tr>
<tr>
<td>košte jode bašād</td>
<td>košte jode bašānd</td>
</tr>
</tbody>
</table>

subjunctive form indicating possibility, probability and necessity.

There are two different subjunctive moods as shown overleaf:

is employed, since the simple present tense in Persian is used to indicate three different tenses as discussed above. In fact, the authenticity of the above statements appears only to be assessed by undertaking an examination of Persian texts.
### Subjunctive present

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>kojte bejavam</td>
<td>kojte bejavim</td>
</tr>
<tr>
<td>kojte bejaviv</td>
<td>kojte bejavivid</td>
</tr>
<tr>
<td>kojte bejavavid</td>
<td>kojte bejavavidand</td>
</tr>
</tbody>
</table>

*be* is a prefix used for forming verbs in the subjunctive mood.

### Subjunctive past

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>kojte jode bajjam</td>
<td>kojte jode bajjam</td>
</tr>
<tr>
<td>kojte jode bajji</td>
<td>kojte jode bajjid</td>
</tr>
<tr>
<td>kojte jode bajjad</td>
<td>kojte jode bajjand</td>
</tr>
</tbody>
</table>

The auxiliary verbs *xastan* and *budan* are used together with the verb *jodan* in the inflection of the verb in the future and probable conditional tenses respectively. These two auxiliaries are necessarily used in the conjugation of all verbs (whether active or passive) to indicate the future and the probable conditional tenses. Indeed, the underlined verbs, in the conjugation of subjunctive past, are subjunctive present of the verb *budan* 'to be'. Homayounfarokh (1959/1338, 474) points out that the passive probable conditional tense may be used without the verb *jodan*. Accordingly, the conditional tense is the same in the active and the passive forms. Yet it would be more clear if the passive conditional tense would contain the verb *jodan*.

The verb *jodan*, here, is classified amongst main (äsli) auxiliaries (Homayounfarokh, 1959/1338, 897). This is because the main auxiliaries in Persian are considered to be those verbs which assist the conjugation of other verbs in different tenses and help in defining their number by having personal endings. The verb which is used as a main auxiliary usually loses its meaning when employed as an independent verb. For example, the verb *jodan* means 'to die' or 'to go' when it is used as an independent verb (in modern Persian the verb *jodan* in its 'die' meaning is no longer used as an independent verb but it is rarely employed when it implied 'to go' as in *amad-o-jod-e-in xane* ١*iyad* َّ*ast* = 'The coming and going of this house is a lot' = 'There is a lot of coming and going to this house'. To express tense and number, the verb *jodan* is used in the passive where it combines with the predicative(1) which has no reference to time and number. The verb *jodan*, here, appears to direct attention to the change from one state to another. This is probably the...
reason for Windfuhr's stating that the Persian passive is "inchoative" (1979, 111) but it seems to be more like the English mutative passive. As shown above, the passive can be in all tenses existing in the Persian language. Yet it is frequently used in the simple present and past tenses and occasionally in other tenses such as the present perfect and future tenses.

2.3.2 NOTIONAL PASSIVE IN PERSIAN

Before describing notational passive, it seems necessary, here, to describe "sirure" verbs since they appear to have an important effect in expressing passive notion. This kind of verb does not refer to any action which would be performed by an actor (doer). Yet they show a change in the state, place, quality and nature of the subject (or grammatical subject). Accordingly, they do not need any object and are considered to be intransitive verbs. In Arabic, "sirure" means to become, to turn into, and to change. The "sirure" verbs are ʃ odān 'to become', ʃ āʃ tān 'to turn into', and ʃ ārdān 'to change'. There is no main or independent "sirure" verb in Persian. To make Persian "sirure" verbs the above verbs are used as a secondary (fār'i) auxiliaries combined with the Persian or Arabic present participle, predicative(1), verb stems or nouns, adjectives or adverbs. These verbs, which are called compound verbs, appears to be mostly formed with the verb ʃ odān. The above auxiliaries are regarded as secondary auxiliaries since these verbs without keeping their main meaning (when used as independent verbs) combine with other words (morphemes) and produce new verbs. Hence, unlike main auxiliaries, they do not have any effect on the conjugation of verbs and the moods they provide; such as: subjunctive or indicative. Tabaian (1978), however, points out that the nominal in compound verbs "carries the semantic load of the unit as a whole but the auxiliary signals the tense and carries the negative and verbal suffix". This seems, therefore, to be the reason for the traditional grammarians using the term hāste 'nucleus' for the nominal part of such verbs. He also states that "Persian appears to have a verbal and non-verbal predicate" (1978, 202). "The non-verbal predicate requires an auxiliary in the surface structure" and the "selection of the auxiliary is predictable from the feature specification of the verb" (Tabaian, 1978, 189). "The verbal predicates always terminate in a simple verb root" (Tabaian, 202). These verbal
predicates may imply state (e.g. budān or daʃtān = 'to be' or 'to have'), action (e.g. kārdān = 'to do/to make' or process (e.g. ʃodān = 'to become/to get'). He also points out that when the verb "signifies someone is performing something we have an action verb" which answers the question "What did N do?" (Tabaian, 1978, 205). Yet when the verb indicates that "something is happening to someone we have a process verb which "answers 'What happened to N?'". Having introduced the above features together with some more he says:

"The introduction of the syntactic/semantic features [action], [process], [state], [action, process] and [state, benefactive] correctly predicts the insertion of the proper auxiliary in the nonverbal predicates. The presence of these features, however, is not motivated for this reason alone. Rather, these features are part of the matrix specifications of both verbal and nonverbal predicates. One contention of this study is that in Persian for each of these features there is a specific verb on the surface. Another contention is that since each auxiliary is predictable from the feature matrix of the verb, it is not necessary to postulate the auxiliaries in the deep structures of the sentences."

(Tabaian, 1978, 206)

He also points out that the auxiliaries do not indicate "the opposition between transitive and intransitive verbs, or active and passive verbs. They distinguish among state, action, process and state, benefactive verbs" (Tabaian, 1978, 206-7). Hence, he states that a nonverbal process verb is recognized by the auxiliary ʃodān and an action verb with kārdān. He claims that the passive "is another device to change a simple transitive action verb into a process verb" (1978, 145).

It should be mentioned that the passive usually implies causation while most compound "sirure" verbs do not suggest a causation as in

\[
\begin{align*}
\text{ali} & \quad \text{bidar} & \quad \text{ʃod} & \quad = '\text{Ali woke up}' \\
\text{Ali} & \quad \text{awake} & \quad \text{got/became}
\end{align*}
\]

There are, however, some compound "sirure" verbs which appear to imply causation and hence imply the same passive notion expressed by the ordinary passive. Such verbs can be exemplified as follows:

\[
\begin{align*}
\text{ma} & \quad \text{dāstgir} & \quad \text{gāʃtīm}/\text{ʃodīm} & \quad = '\text{We were arrested.'} \\
\text{We} & \quad \text{arrested} & \quad \text{got/became}
\end{align*}
\]
As discussed above (§2.3), Homayounfarokh (1959/1338, 482) believes that the above compound verb, i.e. dastgir gəštən, conveys a similar meaning to the ordinary passive since the adjective dastgir is equivalent to Arabic predicative(i), i.e. ma'xox. Thus, this compound verb is similar to the ordinary passive which consists of a predicative(i) and the verb ədən. This assumption does not seem to be relevant since his other example of the verbs "rojaŋ gardid" = 'became bright' = 'brightened', as the following sentence shows does not appear to express the same passive notion suggested by a passive verbal group, although the adjective rojaŋ 'bright' is equivalent to the Arabic predicative "monāvār", e.g.

həva rojaŋ ədən = 'The weather brightened.'
weather bright got/became 'The weather became bright.'

Thus, it seems that constructions in which compound "sirure" verbs imply causation, and hence passive notion, can be regarded as notional passive. Moreover, some compound "sirure" verbs seem to imply causation in some contexts and do not function in a similar way in other contexts, for example,

dər bəz ədən-ə ali bə daxel-e otaq əməd
door open got/-and Ali to in-ezafe room came became
'The door was opened and Ali came in (into the room)

in dər dobare bəz ədən. pəri an-ra be-band.
open got/ pre-close became imper.
Pari that-def Do close it marker

'This door opened again. Pari closed it.'

Windfuhr (1979, 111) points out that such a verb is ambivalent since it may imply causation or may not do so. Hence, it can be concluded that such a verb is no longer ambivalent when its function is determined by the given grammatical and the situational context. Accordingly, such verbs can be considered to be notional passive verbs when they imply causation. Yet when they do not suggest causation they are regarded
as ordinary compound "sirure" verbs which express the change from one state, quality, nature or place to another. Accordingly, Lambton (1976, 91) having realized that such verbs imply passive notion, mistakenly considers them to be the passive verbs. Thus, she says:

"If a compound verb formed with kārdān is transitive, Jōdān replaces kārdān in the passive voice."

(Lambton, 1976, 91)

Evidently, she has misunderstood two important points. First, there are also intransitive compound verbs formed with the auxiliary verbs as in guʃ kārdān 'to listen'. Secondly, compound verbs formed with Jōdān are not in the passive voice, but some such verbs which are intransitive may imply a passive notion similar to the ordinary passive verbal group (as discussed above).

2.4 A COMPARATIVE STUDY OF PERSIAN AND ENGLISH PASSIVES

The differences between the Persian and the English passive should be distinguished in two main areas: the structure of the passive and the choice of the passive in both languages.

2.4.1 A COMPARISON BETWEEN PERSIAN AND ENGLISH PASSIVE CONSTRUCTIONS

A comparison of the structural patterns of the Persian and English passive can be made from two different aspects in relation to word order and conjugation of verbs. The structures of the passive in both languages have the following similarities:

(a) The object is used as the grammatical subject of the passive.

(b) The passive is formed by the aid of auxiliary verbs: the verb to be in the ordinary English passive verbal groups and the verb Jōdān 'to become/to get' in the Persian ordinary passive verbal groups.

(c) The auxiliaries express the tense implied in the passive construction. The verb to be is conjugated in agreement with the grammatical subject. The verb Jōdān is also inflected in concord with the subject and it also indicates the number by the personal endings.

The differences in the structural pattern of both languages are:
(a) Contrary to the English passive, no indirect object moves into subject position under the passive in Persian. It is, however, possible to construct passive sentences which include ditransitive verbs and a direct object as their subject, as the following example shows, but they are scarcely ever used in Persian.

\[
\text{meqdari pul be kargar-ha dade jod}
\]

\text{prep of IO} \quad \text{given became/got}

\text{some money to worker-pl was given}

'Some money to worker-pl was given.'

Indeed, ditransitive verbs do not seem to be employed in the Persian passive. Accordingly, two different active sentences in which the direct and indirect objects may alternatively be placed in subject positions are employed in Persian. In this case if it is not desirable to mention the subject then the active sentences contain the non-specific third person plural ending which functions as a dummy subject as in:

\[
\text{meqdari pul be kargar-ha d
d-
} \quad \text{and}
\]

\text{prep of IO root-3rd pl non-specific agent}

\text{some money to worker-pl gave}

'They gave some money to the workers.'

\[
\text{be kargar-ha pul d
d-
} \quad \text{and}
\]

\text{prep of IO root-3rd pl non-specific agent}

\text{to worker-pl money gave}

'They gave the workers (some) money.'

In fact, the active sentence containing an indirect object as its subject is often employed in spoken Persian. It should be noted that indirect objects are never used without their prepositions in Persian. In modern Persian, the prepositions have substituted the old use of endings which indicated different indirect objects (see Homayounfarokh, 1959/1338, 542).

(b) Unlike English, the objects of prepositional phrases are not placed in subject position in the Persian passive. Accordingly, such English passive constructions have no passive equivalent in Persian.
(c) In English, the subject of the passive constructions can be employed in different numbers whilst the subject of Persian passive sentences are mostly in the third person singular and plural.

(d) The agentive in the English passive structures is used at the end of the sentence but, in Persian, the agentive precedes the passive verbal group. This is probably due to the fact that verbs almost invariably come at the end of the sentence. The agentive in the Persian passive is very rarely used as compared with the English passive. Indeed, the general rule of the Persian language is not to employ the agent if it can be avoided. In other words the passive is usually used in order to avoid mentioning the agent. This nature of the Persian passive construction is quite evident from the term, i.e. mâţhul 'unknown, hidden (agent)', chosen for the realization of the passive. Although a similar condition appears to be the reason for the use of the passive in English, the English passive constructions have more expressed agents. Accordingly, Lyons (1968, 378) points out that "English is in fact rather unusual, among languages that have a passive voice, in that the 'agentive' adjunct occurs quite freely".

It should be noted that no passive infinitive or passive gerund appears to be used in Persian. In most cases, the Persian language usually employs dependent clauses in which the passive verbs are occasionally used. The equivalent dependent clauses to English passive infinitive often contain verbs which are in the subjunctive mood. The Persian subjunctive usually occurs after the occurrence of another action. It implies the actions which are necessary, probable, possible or meant to occur. Thus, the use of a Persian verb in subjunctive mood fulfills the notion of possibility and propriety often implied by the English passive infinitive when it is translated into Persian. The type of Persian dependent clauses are shown below by translating some of the previously given English passive constructions containing passive infinitive and passive gerund. Some such sentences can be translated into few different Persian constructions. In this case the possible Persian equivalents to English examples are given:
Such men are to be pitied rather than despised. =

cenin mārd-an-i beja-y-e tāhqir ezafe
such man -pl-indef instead of despise art
bayād mored-e tārāhom qārar be-gir-ānd -ezafe pref-root-3rd pl
must expose-to pity confront

be is the prefix indicating subjunctive mood in this and subsequent examples.
e indicates ezafe. It is a complicated part of Persian grammar. It is not explained in this study since it is irrelevant (see Windfuhr, 1979 for its complete description).

cenin mārd-an-i beja-y-e tāhqir jodān ezafe despise to become/get
such man -pl-in- instead of to despise def art
mostāhāq-e tārāhom-ānd deserve -ezafe pity -are

ānd = abbreviated form of the verb budān 'to be' for third person plural.

The school books are not to be taken away. =

ażi birun bordān-e kelab-ha-ye-e mādrese out to take-ezafe
from to take out book -pl-ezafe school
xōdary kon-id
root-pl hesitation do/make
hesitate (imperative)

ketab-ha-ye mādrese-rā nä bayād birun be-bār-id neg
school - pref-must out pref-root-2nd pl
book -pl-ezafe school -defDo(11) must take out

(11) Do = Direct object
There was no time to lose. =

vaqt-i nā-bud ke az dāst be-rāv-ād

There was no time to be lost. =

vaqt-i nā-bud ke az dāst dade šāv-ād/ be-šāv-ād
from hand given root-3rd pref-root-3rd
sing sing
becomes/ becomes/ gets
gets

There was nothing to see. =

cīq-i qabel-e didān nā-bud
worth ezafe to see pref-was

There was nothing to be seen. =

cīq-i nā-bud ke be-bin-im

There is nothing to be had here.

inja civ-i nist ke dašte bašim
negform of had subjunctive present of
budān verb budān 'to be'
3rd sing
here thing-in-
def
art
is not that had (past subjunctive form)
(rel pron)

The ticking of the clock was the only sound to be heard.

tek tek-e safāt tānha seda'-i bud ke
-tzeafe
-ticking -of clock only sound -indyf was that
art (rel pron)
jenide mi-jod
heard pref-became/got
(duration)
was being heard (compound "sirure" verb(vi))

The captain ordered the flag to be hoisted.

kapitan dāstor dad ke pārcām-ra bala be-bār-ānd
order(N) gave pref-root-non-specific 3rd pl
up take

kapitan dāstor dad ke pārcām
order(N) gave

kapitan dāstor-e bala bordān-e pārcām-ra dad-
-ezafe up take -ezafe

kapitan order(N)-of to hoist flag -indyf gave
Do marker

He believed his intentions to have been misinterpreted by his enemies. =

\[ \text{u mo'taqed bud ke mäqased-äf} \]

belief was

he believed that intentions-3rd sing (relpron) poss pron

beväsile-y-e do[män-an-äf] bäd

by -ezafe enemy -pl-3rd sing bad posspron

tä'bir jode äst

become is/got

interpretation has become/got (compound "sirure" verb(vi)) has been interpreted

I think it is high time for something to be done. =

\[ \text{män fekr mi-kon-äm dorost væqt-e an äst ke} \]

thinking pref-root-1st pl

\[ \text{I think time-ezafe that/it is that (pron) (rel pron)} \]

kar-i änjam bed-däh-im /däh-im

accomplishment pref-root-1st pl/root-1st pl

work-indef accomplish art

be in the present subjunctive mood is often omitted in the written form, especially when a compound verb is used (cf. Lambton, 1976, 25-6).

The children ran away from their father as if they did not want to be seen. =

\[ \text{bäce-ha äq pedär-ejan färar kärd-and} \]

escape did/-3rd pl (N) made

child-pl from father-3rd pl escaped poss pron

mesl-e inke ne-mi-xast-änd

neg likeness-ezafe this/that pref-pref-root-3rd pl it (imp pres t)

as if/it seems that did not want
Mary wanted the documents to be corrected. =

meri xost ke mädarek
mary wanted that documents (rel pron)

tāşih be-ʃ́y-ænd / ʃ́y-ænd
pref-root-3rd pl root-3rd pl
correction becomes/gets / becomes/gets
correct (compound "sirure" verb(vi))

My shoes need repairing. = My shoes need to be repaired. =

kōʃʃ-ha-y-ām ehtiyaj be tā’mir dar-ænd
shoe-pl-1st sing need(N) prep repair(N) have

kōʃʃ-ha-y-ām bayād tā’mir be-ʃ́y-ænd / ʃ́y-ænd
shoe-pl-1st sing repair(N) become/get / become/get
must repair (compound "sirure" verb(vi))

Your essay wants correcting. = Your essay wants to be corrected. =

māqale-āt / enʃʃa’-āt bāyad
essay -2nd sing / essay/-2nd sing
poss pron composition

your essay / your essay/composition must

tāşih be-ʃ́y-ād / ʃ́y-ād
correction becomes/gets / becomes/gets
corrects (compound "sirure" verb(vi))
His language won't bear repeating. = His language is not fit to be repeated. =

His language / his words (what is said)

monaseb-e   tekrar kārdān   nist
repetition to do/to make   neg. form of budān
fit/to -ezafe to repeat  3rd sing
suitable is not

His language / his words (what is said)
He can't bear (endure) being disturbed. = He can't bear (endure) to be disturbed. =

μτάθημολ nā-dār-ād. ke
bear (N) pref-root-3rd sing
he does not have that (rel pron)

μοζαχέμ-ṣʃ be-ʃāv-ānd
disturbance-3rd sing pref-root-3rd pl non-
Do specific agent
become/get
disturb him (compound "sirure" verb(vi))

μτάθημολ-e μοζαχέμāt-ra nā-dār-ād-
bear (N) -ezafe disturbance-marker does not have

John does not like being criticized. =

μαν δυσ nā-dār-ād ke æʃ u
like (N) does not have
John does not like that from/of him (rel pron)

єnteqad be-ʃāv-ād / be-kon-ānd
pref-root-3rd sing / pref-root-3rd sing non-
criticize (N) becomes/gets / do/make specific agent
criticize (passive V) / criticize (action V)
(N) (compound "sirure" verb(vi))

(12) IO = indirect object
He was afraid of being blamed.

Parliament objected to the Government ("s") being given a free hand.

He feared that blame him

Parliament from/of this/that hand -of government it
He does not like being invited to parties.

\[
\text{do} \quad \text{not} \quad \text{like} \quad \text{be} \quad \text{to} \quad \text{party-pl}
\]

2.4.2 THE CHOICE OF THE PASSIVE IN PERSIAN IN COMPARISON WITH THE PASSIVE IN ENGLISH

Similar to the use of the passive in English, the first factor conditioning the choice of the Persian passive appears to be related to the textual function which establishes cohesive relations among the sentences used in a discourse. In Persian, as in English, the unmarked theme appears to be normally associated with the actor in the declarative clauses with the exception of some active clauses containing intransitive sirure verbs indicating process and those indicating specific pronoun endings. When the role of actor is separated from the theme then the theme is marked as in:
The passive appears to be chosen to retain the unmarked theme which
dissociates the role of actor from theme. Accordingly, it has the role
of goal. It never has the role of beneficiary or recipient since no in­
direct object is placed in subject position in the passive. The passive
which is concerned with situational and verbal context often allows
thematization mainly when the agent is not specified as in:

\[
\text{kas-i} / \text{\dddot{a}xs-i} \quad \text{\dddot{a}li-ra} \quad \text{kosta}
\]

\[
\text{person-indef} / \text{person-indef} \quad \text{art} \quad \text{art}
\]

\[
\text{someone} / \text{someone} \quad \text{Ali-def} \quad \text{DO} \quad \text{killed}
\]

\[
\text{marker}
\]

'Someone killed Ali.'

\[
\text{\dddot{a}li} \quad \text{kosta} \quad \text{\dddot{a}d}
\]

\[
\text{killed} \quad \text{became/got}
\]

\[
\text{Ali} \quad \text{was killed}
\]

'Ali was killed.'

Indeed, the Persian passive will not be used in the situations described
in relation to the first factor in conditioning the choice of the English
passive. In those circumstances the Persian active is employed. Yet
some of them may have intransitive compound sirure verbs, especially
when an action undergone by the subject as shown below:

\[
\text{candin} \quad \text{mard} \quad \text{dor} \quad \text{darya} \quad \text{yarq} \quad \text{\dddot{a}d}
\]

\[
\text{root-3rd pi}
\]

\[
\text{several} \quad \text{man} \quad \text{in} \quad \text{sea} \quad \text{drowning became/got}
\]

\[
(N) \quad \text{(intransitive compound}
\]

\[
\text{'sirurd' verb)
\]

\[
\text{v\ddot{e}} \quad \text{\dddot{a}jsad-e\ddot{f}an} \quad \text{be} \quad \text{\dddot{a}hef} \quad \text{am\ddot{a}d}
\]

\[
\text{and} \quad \text{bodies-3rd pi} \quad \text{to/shore} \quad \text{came}
\]

\[
\text{poss pron towards}
\]

'Several men were drowned and their bodies
were washed ashore.'
On the other hand, the Persian active constructions which include either intransitive compound sirure verbs or non-specific agents in the form of a third person plural ending, having a dummy function, may be employed in the situation when it is convenient or interesting to stress the action performed rather than the performer of it as shown below:

cāmedan-āʃ-ra      doḏid-ānd
suitcase -3rd-def Do marker stole -3rd pl non-specific agent
stole
sing
poss
pron

'They stole his suitcase./ His suitcase was stolen.'

tasmīm-e      hei'āt-e      jury  fārda
-ezafe        -ezafe
decision-of    body -of      jury      tomorrow

e 'lām      mi-ʃāv-ād   /  xah-ād   fūd
-prof-root-3rd / root-3rd become/got
sing         sing
(future t)
announce  becomes/gets / will become/get
announce       / will announce
(intransitive compound "sirur" verb)

'The decision of the jury will be announced tomorrow.'

The second factor conditioning the choice of the Persian passive, as in English, is the omission of agent. This factor seems to be the most important condition in the use of the passive in Persian since the general rule in using the passive is to avoid mentioning the agent if it is possible. Like English, the following situations suggest the choice of the passive in Persian.

(a) When the agent is unknown

bārādār-āʃ   dār   jāng   kōfte   fūd
brother -3rd sing in war was killed
poss pron

'His brother was killed in the war.'
(b) When the agent is informationally redundant.

This condition appears to be related to scientific texts where the agent refers to the writer or the experimenter. The fact that in such circumstances the process of an experiment carried out is of vital importance, the structure of Persian scientific texts is a blend of constructions in which the ordinary passive verbal groups and the intransitive compound "sirure" verbs are employed, as the following example shows:

\[
\begin{align*}
mā'\text{molān} & \quad \text{analiż-e} \quad \text{pelastiki-y-e} \quad saż-e-ha \\
\text{usually} & \quad \text{analysis-of} \quad \text{plastic} \quad \text{-ezafe} \quad \text{structure-pl}
\end{align*}
\]

\[
\begin{align*}
\text{bedin} & \quad \text{tārīq} \quad \text{ānjam} \quad \text{mi-gir-ād} \\
\text{in this manner} & \quad \text{accomplishes = are carried out/accomplished} \\
\text{ke} & \quad \text{ehteda} \quad \text{yek} \quad \text{halāt-e} \quad \text{nāhaei-y-e} \\
\text{that} & \quad \text{first} \quad \text{a/one mode} \quad \text{-ezafe} \quad \text{ultimate-ezafe} \\
\text{(gosiştęgi-y-e) fārži} & \quad \text{bāray-e} \quad \text{saz-e} \\
\text{collaps} & \quad \text{-ezafe assumed for -ezafe structure} \\
\text{pībini jode} & \quad \text{vā} \\
\text{prediction got/became and} & \quad \text{predicted} \\
\text{(compound "sirure" verb(vi))} \\
\text{mo'adelat-e} & \quad \text{tā'adol-e} \quad \text{mārbut} \quad \text{be an} \\
\text{equivalents-of} & \quad \text{equilibrium-ezafe related to that} \\
\text{(demonstr.pron. marking} & \quad \text{a def. and specific noun}) \\
\text{halāt-e} & \quad \text{gosiştęgi} \quad \text{nevefte mi-fāv-ād} \\
\text{mode -ezafe collapse} & \quad \text{written become/get}
\end{align*}
\]
The verb gerastân 'to take/to get' is also used in producing compound "sirure" verbs (see Homayounfarokh, 1959/1338, 524). piştini jod is used instead of piştini mişâvadd. This is because, in coordinated participle clauses (hâff-e fe'll 'ellipsis of (finite) verb marking), all verbs except the last one are used in the past participle form (see also Windfuhr, 1979, 74-5). neveştî mişâvadd has taken third person singular ending since its subject is a plural noun which denotes inanimate objects. Indeed plural nouns irrational beings or inanimate objects more often take singular verbs than plural ones. However, the translation of the passage would be:

The plastic analyses of the structures are usually in the manner that first an assumed ultimate (collapse) mode is considered for the structure and the equilibrium equations related to that collapse mode are written.

As previously discussed, the English passive allows the omission of the agent when it refers to "generalized human". Such constructions contain a "proleptic it". The Persian passive is not employed in such a situation. The active verbal group which includes the dummy subject as the third person plural ending is used instead of the impersonal passive used in English. It also precedes a finite verb clause in the same way that the English "proleptic it" does, as in:

\[
\text{mi-goy-ænd ke u miluner āst} \\
\text{pref-root-3rd pl (simp pl pres t)}
\]

they say that he millionaire is (rel pron)

'It is said that he is a millionaire.'

However, a passive verbal group with the third person singular ending may be used in anticipating a finite verb clause. In this case, the passive verb operates as a complement and it is usually used when a reference is made to a previous discussion. This type of structure is equivalent to the English passive with "proleptic it", which also precedes a finite verb clause. The function of such an English construction is similar to that of the Persian structure as shown below:
The English passive may be used when the overt agent is irrelevant since the doer of the action does not present any interest to the speaker. In such a situation the passive is not employed in Persian and instead the active sentence in which the dummy subject has surfaced as the third person plural-ending is used, as shown below:

\[
\text{donbal-e doctor } \text{frestd-änd}
\]

'rest root -3rd pl

after -ezafe doctor sent

'The doctor was sent for.'

There are situations where it is unnecessary or undesirable to mention the agent. Thus, this leads to the use of the passive in English. Yet in Persian the passive appears to be used when to mention the agent is unnecessary. However, an active sentence with the dummy subject or an active sentence with a compound "sirure" verb is employed when it is undesirable to express the agent as shown below:

(a) When to mention the agent is unnecessary:

\[
\text{sekär kilo-i foruxte mi-ʃäv-äd}
\]

'rest root -3rd sing

(pref-root-3rd sing

(simp

pres t)

sold becomes/gets

sugar kilo is sold

'Sugar is sold by the kilo.'
This construction is mostly used when the agent refers to the speaker. Accordingly, such a sentence structure is often written on notice boards by shopkeepers to notify their customers. On the other hand, in the spoken form when the speaker does not refer to a particular shopkeeper, he may use an active construction with the dummy pronoun, as in:

\[
\text{dār in moyāge fēkār-ra kilo-i}
\]

\text{in this shop sugar -def Do kilo -indef art marker}

\[
\text{mī-fūrūṣ-ānd}
\]

\text{pref-root -3rd pl non specific agent sell}

'Sugar is sold by the kilo in this shop.'

\[
\text{mājīn-ra dārxast kārd-ānd/}
\]

\text{root -3rd pl demand (N) did/made car -def Do demanded marker}

\[
mored-e dārxost qārar gereft
\]

\text{expose-to demand set took demanded (compound "sirure" verb(vi))}

As previously argued (§2.2), the third factor conditioning the choice of the English passive is the tendency towards end-focus which is unmarked. This is, however, determined by the information structure which is another part of the textual function of the language. The information structure organizes a text in terms of the functions "given" and "new". The new information is usually related to focal element in a clause. Accordingly, the agentive in English which carries the focus is considered to be "new". Yet it is unmarked since the last focal element in a message is regarded to be unmarked for the reason previously discussed (see §2.2).

It is not completely evident whether this factor provides a condition for the choice of the Persian passive. Indeed, if it does determine the choice of passive then the information structure which is expressed by intonation pattern has to function differently in Persian. This is
because the "agentive" never occurs at the end of a passive sentence in Persian. Hence, the new information does not appear to be located at the end of a sentence. Accordingly, an investigation is needed to discover the intonation pattern in the Persian language and hence its use in relation to the choice of the passive.

As discussed above (§2.2), the English information structure is concerned with the function of transitivity. Halliday explains that the function of "new" is related to the prepositional element. Hence the beneficiary (indirect object) has the function "new" when it is used with a preposition. The agentive is duly "new" as a result of being accompanied by the preposition by. On the other hand, the agentive, in Persian passive constructions, does not appear to be considered "new" by comparison of indirect objects. This is because indirect objects which always follow direct objects, are accompanied by prepositions. The prepositions have actually substituted the morphological endings used in the past to indicate different types of indirect object (cf. Homayounfarokh, 1959/1338; 642). Hence, research is necessary to discover the relationship between information structure and the transitivity function in Persian. It may, therefore, show an insight into the use of agentive with the preposition beväsile-y-e and ṭaväsot-e.

In fact, the circumstances in which the agentive occurs have never been defined in Persian grammar. The only situation one can exemplify is where the agent is expressed as new and important information which is retained in the noun group preceded by either of prepositions ṭaväsot-e, beväsile-y-e. Yet the verb group used is the intransitive compound "sirure" verb which implies a process as shown below:

\[
\begin{align*}
\text{qanun-e jādīd dār mājles} & \quad \text{bāhs fōd} \\
\text{law/hill-ezafe new in parliament} & \quad \text{disc- became/got} \\
\text{dis- became/got} & \quad \text{discussion} \\
\text{law/hill-ezafe new in parliament} & \quad \text{discussed} \\
\text{law/hill-ezafe new in parliament} & \quad \text{(intransitive compound} \\
\text{"sirure" verb (vi))} \\
\text{va sepās tavāsot-e aqa-y-e xorasani} & \quad \text{and then by -ezafe Mr. -ezafe Khorasani}
\end{align*}
\]
reading became/got
read (intransitive compound "sirure" verb(vi))

'The new bill was discussed in Parliament and then it was read by Mr. Khorasani.'

There is no need to use a surface third person singular pronoun, in the above second clause, which would anaphorically refer to the mentioned noun (i.e. qanun-e-jādīd 'new law/bill') since the inflection of the verb already indicates the use of the third person singular pronoun. However, it seems necessary to undertake some studies for the examination of Persian texts in connection with the use of agentive in different grammatical and discoursal situations.

The fourth factor which conditions the choice of passive in English is the tendency towards end-weight. The agentive is the new element and hence it has to be grammatically expressed. Thus, the number of words used in agents exceed that employed in the subject. The agent usually includes coordinated nouns or nouns which are qualified by any clauses or phrases. This condition does not appear to be a reason for the choice of Persian passive since the verb group is always employed at the end of the sentence (this is the case for almost all types of Persian constructions). Yet the agentive often precedes the passive verbal group. Accordingly, if the information structure assigns the function "new" to the agent then it should be grammatically expressed. Thus, the agent is to be lengthy or complex as is the case in English. This would, therefore, provide a long sequence of words before the verbal group is used. Such a structure does not appear to be desirable. This is because the verb phrase carries the proposition of a statement and if it is preceded by a lengthy agent the proposition may not be easily understood. This could be the reason for the frequent omission of agentive in the Persian passive.

As previously stated (§2.2), the findings of Svartvik (1966) and Tinkler (1973) provide evidence that, in English, the subjects of passive constructions are predominantly pronouns and are less complex than the agents which usually contain nouns in a complex form. This is because the subject is among the elements which have the function "given" and they are recoverable from the preceding discourse. It is not, however, evident whether the subjects in the Persian passive are predominantly pronouns and if they are
not whether they are less complex or their length is shorter than the agents. It should be pointed out that if the Persian intonation pattern resembles that of English then the subjects in the passive would be mostly pronouns and short length. Thus, verification is needed in order to assess the distribution of subject and agent in the agentful Persian passive constructions. This seems to be explored by the examination of Persian texts. There is also a necessity to investigate the Persian intonation pattern with regard to the occurrence of the subject in "given" and the agentive in "new" as previously indicated.

2.5 A COMPARATIVE STUDY OF THE ENGLISH PASSIVE AND ACTIVE CONSTRUCTIONS WITH THOSE OF PERSIAN FROM THE TRANSLITIVITY POINT OF VIEW

The above discussion was devoted to the comparison between the uses of English and Persian passives in relation to grammatical and discoursal situations. Thus, it presented us with the use of Persian active in situations where the English passive is employed. It seems, however, interesting to provide a comparison between the English passive and active constructions with those of Persian from the transitivity point of view.

Some English active-passive verbs should be translated into active form since those particular English verbs have an intransitive equivalent in Persian. For instance the verb to marry is an active-passive verb and can be employed either in an active or passive construction as in:

He married = u eždevaj kārd
marry(N) did/made
he married(vi)

He married last year = u pārsal eždevaj kārd
marry(N) did/made
he last year married(vi)

As shown above, the Persian equivalent for the English verb to marry is the intransitive verb eždevaj kārdān. Windfuhr (1979, 113) thinks that eždevaj kārdān is a transitive verb. This is probably because he is aware that the verb eždevaj kārdān may be used in a sentence like the following:
Hence, he seems to have been misled by the indirect object Mina or he has probably interpreted this sentence by analogy with the English structure as in He married Mina. Mina is to be considered an indirect object in Persian since it is accompanied by the preposition ba 'with'. The preposition ba indicates a type of indirect object (in modern Persian different prepositions are employed instead of the morphological endings for referring to different sorts of indirect objects; Homayounfarokh, 1959/1338, 642).

There are also some English verbs that when used transitively have two different Persian transitive and intransitive equivalents. These Persian verbs imply the same action as shown below:

<table>
<thead>
<tr>
<th>Transitive verbs</th>
<th>English equivalent</th>
<th>Intransitive verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>kotāk ẓādān</td>
<td>to beat</td>
<td>kotāk xordān</td>
</tr>
<tr>
<td>lāqād ẓādān</td>
<td>to kick</td>
<td>lāqād xordān</td>
</tr>
</tbody>
</table>

The above Persian transitive verbs are not employed in the passive. Yet, they can be used in active sentences including the dummy pronoun as the third person plural ending. Such constructions are usually employed when there is no intention to specify the agent and the goal is meant to be emphasized. These sentences may be replaced by active sentences containing intransitive verbs which express similar action and hence they are non-agentive. Both of these constructions can, therefore, have one English passive equivalent as the following examples show:

\[
\begin{array}{ll}
\text{āli-ra} & \text{ kotāk ẓādānd / lāqād ẓādānd} \\
\text{Ali-def Do} & \text{beat} \\
\text{marker} & \text{(vt)} \\
\text{āli} & \text{ kotāk oxrd / lāqād oxrd} \\
\text{Ali} & \text{beat} \\
\text{} & \text{(vi)}
\end{array}
\]

\[ '\text{Ali was beaten/kicked.}' \]

Such substitution rarely occurs in Persian since the number of transitive and intransitive verbs which imply similar processes is small. This, however, presents a case where an English passive sentence can be translated into two different active constructions.
There are, however, verbs which are distinct from the point of view of ergative basis, i.e. verbs which can be used intransitively or transitively, e.g. the English verb to move as in The stone moved and He moved the stone. However, a small number of such verbs exist in Persian. Such verbs, in Persian, are called zovijhâteIn 'double mood verbs' such as ʃekäştän 'to break' in the following sentences:

(a) əli livan-ra ʃekäšt = 'Ali broke the glass.'
    ali glass -def Do broke
    marker

(b) livan ʃekäšt = 'The glass broke.'
    glass broke

Sentence (b) is formally active but notionally passive. Here, the glass is thought somehow to cause its own breaking. The process is, therefore, presented as happening spontaneously with no agent implied. In fact, sentence (b) could be nearly similar to The glass was broken for which the Persian equivalent is:

livan ʃekäste ʃod = 'The glass was broken.'
    broken got/
    became
    glass was broken

This is because livan 'the glass' is considered to be the goal and the grammatical subject of both sentences. In fact, a passive sentence containing a double mood verb or 'ergative verb' is hardly employed in Persian. The verb ʃekäštän in sentence (b) does not refer to any distinct agent. In this case if the agent is of some importance to the hearer, he may ask who broke the glass:

ki livan-ra ʃekäšt = 'Who broke the glass?'
    who glass -def Do broke
    marker

Consequently, there would be a reply, such as:

Ali broke the glass = əli livan-ra ʃekäšt
    Ali glass -def Do broke
    marker
There are cases in English grammar where the passive meaning of a verb can be attributed to the active; i.e. the passive voice and the active voice have the same meaning, e.g.

(c) His shirt dried in the sun.
(d) His shirt was dried in the sun.

The above verb can be categorized among causative or factitive verbs. In this case the only Persian equivalent is the intransitive compound "sirure" verb. This is because "sirure" verbs convey the change of state, quality, nature and place of subject. Accordingly, there is only one construction equivalent to both above English active and passive sentences as in:

His shirt dried in the sun.  \( \text{pirah\-\-\-\-in-\-\-\-\-to-\-\-y-\-e- aftab} \)
His shirt was dried in the sun.  \( \text{shirt -3rd sing in-\-ezafe sun poss pron} \)

\( \text{xojk} \)  \( \text{dry became/got} \)
\( \text{dried} \)

This represents one of the cases where an English passive sentence should be translated into the Persian active form. The above compound "sirure" verb is notionally passive since it indicates causation.

Sentences with ambivalent meanings may be produced by translating certain English factitive or causative verbs in relation to circumstances in which they occur. For example, the factitive verb blow off conveys the same meaning in its passive and active form in English, e.g.:

(a) My hat blew off.
(b) My hat was blown off.

There is one construction equivalent for both sentences (a) and (b) in Persian. Yet there are two possibilities in giving one construction equivalent to both above sentences either:

(c) \( \text{bad kolah-\-\-\-\-m-ra} \) \( \text{\-ndaxt} \)
wind hat -1st-def Do marker dropped sing pos pron

'The wind dropped my hat.'
Here, the nearest equivalent to English sentences (a) and (b) is sentence (c) since the closest connotation acquired from sentences (a) and (b) is: The blow of the wind dropped my hat. Hence, it is necessary to mention an agent (i.e. the wind) so that the transitive verb āndaxtān 'to drop' is required. The possibility of translating sentences (a) and (b) into sentence (c) is very good since the best relative meaning of both sentences (a) and (b) is conveyed when the agent is introduced in Persian. This is because: firstly, there is not any Persian verb with exactly the same meaning as to blow off. Secondly, if there is no intention of mentioning the agent then the verb āftadān 'to fall' should be used. Thus, sentence (b) which does not express the agent could be translated into sentence (d) in which the verb āftadān does not denote the agent. Accordingly, the verb āftadān is only employed in non-agentive sentences as is the case in English, such as: John fell or The chimney fell. Contrary to English where the verb to drop functions as a double mood verb/ergative, in Persian, the verb to drop is only used in agentive sentences. There is, therefore, a choice present in English, according to whether to drop is being used intransitively or transitively, which results in non-agentive and agentive sentences respectively, e.g.:

The hat/pen dropped.
He dropped the hat/pen.

Yet, in Persian, the verb to drop āndaxtān' is only employed transitively as in:

u kolah / qālām-ra āndaxt
he hat / pen -defDo dropped

marker

'He dropped the hat/pen.'

Thus, when the agent is not intended to be introduced the non-agentive sentence containing the intransitive verb āftadān 'to fall' is used, as in:
kōlah / qālām oftad = 'The hat/pen fell.'

Hence, if the agent is of some importance to the hearer, he would not ask:

*Who fell the hat/pen? = *ki kōlah / qālām-ra oftad

who hat / pen -def Do fell

marker

The hearer would, therefore, say:

Who dropped the hat/pen? = ki kōlah / qālām-ra āndaxt

who hat / pen -def Do dropped

marker

English double sided verbs which have a sort of inherent sense of agency can either be translated into compound "sirure" verbs or compound verbs consisting of an independent verb as a secondary auxiliary. For example, the Persian equivalent for The book sells well or This book is selling well, is:

in ketab xob forūf mi-rāv-ād

pref-root-3rd sing
(simp
pres t)

selling goes
(N)

this book well sells

The above construction includes the compound verb forūf rāftān which consists of the gerund of the verb forūxtān 'to sell' and the verb rāftān 'to go' as a secondary auxiliary. This type of construction always seems to need an adverb since the Persian verb somehow describes the characteristic of the subject. Similarly English double sided verbs usually need a descriptive adverb since they describe the subject. The following examples containing double sided verbs correspond to Persian active sentences which include compound "sirure" verbs.

This book would not translate =

in ketab tārjome ne-mi-ʃāv-ād

mag
(pref-pref-root-3rd sing
(fut t))

this book translation does not become/get

(compound "sirure" verb(vi))
English sentences containing double sided verbs may also be translated into Persian active sentences which have two participants: attribuant and 'attribute' as in:

This book reads fluently = in ketab rāvan āst
this book fluent is

rāvan = present participle derived from the verb rājtaṇ 'to go' which functions similarly to the English participle adjective.

The above English sentence might well be equivalent to an ordinary passive construction as in:

\in ketab rahāt xonde mi-
 pref-root-3rd sing
(simp  
prest)
read becomes/gets

this book easy is read

Sometimes the Persian equivalent for an English double sided verb is an ordinary passive verbal group as in:

These figures will not add. =

\in ādād jām bāste ne-
 neg-pref-root-3rd pl
 jām ne-mi-
 ion pref
addition closed will not become/get collected
this figures will not be added

(compound "sirure" verb (vi))

The above Persian passive verb is often substituted by the compound "sirure" verb jām jodān 'to collect' in the spoken form. Such incorrect use of verbs does occur in spoken Persian for example the verb xordān 'to eat' is used instead of nojīdān 'to drink' by almost all Iranians in the spoken form. The incorrect use of verbs, however, never happens in the written form. Moreover, it should be mentioned that the nonverbal predicate/nucleus (see Tabāian, 1978, 202 and Homayounfarokh, 1338/1959, 522 ) jām 'collection' is used both in the transitive action verb jām kardān and the intransitive process verb (in other words the intransitive compound "sirure" verb) jām jodān. Since jām jodān 'to collect', showing the process and causation, is notionally
passive and it has incorrectly been substituted for the passive verb; jā'm bāste jodān 'to be added' which is derived from jā'm bāstān 'to add'.

There are English verbs which have inherent sense of agency and may be used in the active form in English such as:

(a) The ball throws nicely.
(b) The curtains have washed well.
(c) Those apples taste rather dry.

These above constructions have neither Persian equivalent nor should they be translated into their active forms. For example, the above sentences (b) and (c) have to be translated into the Persian active constructions as in:

in pārde-ha qabel-e jāstejū häst-änd.
fit/-ezāfe washing root - 3rd pi capable
this curtain-pl washable are
'These curtains are washable.'

an sib-ha xoʃk / bad māze häst-änd
root -3rd pl
that apple-pl dry / bad taste are
'Those apples are dry/bad taste.'

*bad taste does not exist as an adjective in English. The nearest English equivalent to this Persian adjective is where the adjective bad is used in a construction like Those apples taste bad. The reason why the above Persian sentences are in intensive form are: firstly, they imply the characteristic and quality of the subject. Secondly, the Persian construction should definitely include an adjective for defining the quality of the subject.

Sentence (a) could be translated into an active clause including a compound "sirure" verb which is notionally passive since it implies causation. It needs an adverb since it describes the subject. Therefore, the equivalent for clause (a) is:
However, the acceptability of this sentence is not clear and so deserves further study.

The above comparison provides evidence that some English passive verbs are to be translated into the Persian active verbs for the following reasons:

(a) The English active-passive verbs are equivalent to Persian intransitive verbs, e.g. چد کردن 'to marry'.

(b) The English transitive verb is equivalent to two different Persian transitive and intransitive verbs which may imply a similar action (e.g. کتک ژدن and کتک خردن 'to beat').

(c) English ergative verbs employed in passive constructions (e.g. The glass was broken) often have active ergative equivalents which are used in non-agentive sentences as in لیوان ژکست 'The glass broke'. This is because the Persian ergative verbs are scarcely employed in the passive.

(d) English causative or factitive verbs have equivalent Persian active intransitive compound verbs which are notionally passive, e.g. خوشک نمک 'to dry'. They may also be translated into Persian active transitive or intransitive verbs. This may give rise to Persian structures with ambivalent meanings where the English factitive or causative verbs, such as to blow off, do not have any Persian equivalent. Accordingly, the important factor of this operation lies behind the nearest interpretation of the function implied by such English verbs.

However, uncertain cases may result from the translation of English active sentences containing double sided verbs and verbs with inherent sense of agency. Hence some such English constructions may be translated into Persian active or passive structures, as previously discussed. Evidently, the
fundamental factor responsible for such ambiguity or sensitivity originates in the function of these verbs and their proximal equivalent in the Persian language.

2.6 CONCLUSION

As we have seen, the Persian passive unlike the English passive is rarely used. In many cases the passive notion is implied by two different active constructions:

(a) active sentences in which there is no overt subject and in which the verb stands in the third plural. In such constructions, the third person plural ending is a non-specific agent which functions as a dummy subject pronoun.

(b) active structures containing intransitive compound "sirure" verbs. Such verbs, when they imply causation are employed in the active sentences replacing the ordinary passive constructions. Hence they were considered to be notionally passive.

Thus the English passive is frequently translated into either of the above active sentences. This confirms Windfuhr's (1979, 106) statement that "it was noted that frequently and preferably a European passive is actively constructed and marked by the third plural".

However, the Persian passive does not appear to be defined with regard to transitive or intransitive. It may be more reasonable to explain the passive in terms of passivizable or non-passivizable as suggested by Windfuhr (1979, 113) who has obtained some insight from Saad's (1975) argument on the Arabic passive. This can be applied to transitive verbs such as bordän 'to take' and avārdän 'to bring' which are never used in the passive although they can be changed into the passive, for example:

ketab borde/avärde jod
book taken/brought became/got

'The book was taken/brought.'

Indeed, some English passive verbs (e.g. active-passive verbs, transitive verbs, ergative verbs and causative/fractive verbs) ought to be translated into
Persian active verbs for the reasons explained in section 2.5. On the other hand, English active constructions containing double sided verbs or verbs with inherent sense of agency may be translated into passive or active sentences in Persian. When the Persian equivalent is active, it may not necessarily have a similar syntactic form to its English approximate equivalent. The translation of such English structures may, however, give rise to ambiguous sentences or constructions with ambivalent meanings owing to the function of their verbs and their proximate equivalent in Persian (see §2.5).

As for the use of the Persian passive, four factors were considered in relation to those of English whose validity in conditioning the choice of the English passive is confirmed by the study of Tinkler (1973). The four factors are:

1. to associate the unmarked theme and modal subject whose role is other than that of actor.
2. to omit the agent.
3. to conform to a tendency towards end focus.
4. to conform to a tendency towards end-weight.

As discussed in §2.4.2, the first two factors appear to determine the choice of the Persian passive. In fact, the second factor seems to be more important than the first for the following reasons:

1. the omission of the agent, if it is possible, is the general rule in using the Persian passive.
2. The situations which suggest the omission of the agent in the English passive fulfil almost all the conditions for the choice of the passive in Persian, although at times the usage of the Persian passive constructions slightly differs from the English passive structures (see §2.4.2).

Nevertheless, the findings of Tinkler (1973, 110) provide evidence that the first two factors are more significant in conditioning the choice of the English passive than the last two. Yet Halliday (1970, 161) points out that the first factor is the principal reason for using the passive. However, it is not entirely evident whether the last two factors determine
the choice of the Persian passive. This is because the study has raised the following questions:

(a) Do the agentives in the Persian passive carry unmarked focus?

(b) What is the relationship between the information structure and the function of transitivity?

(c) Does the Persian information structure assign the function of "new" to the agent and the function "given" to the subject? If so, are agents in passive constructions more complex and more lengthy than subjects?

(d) In what grammatical and discourse circumstances is the agentive employed?

Accordingly, two different investigations are considered to be necessary:

(a) Research into the Persian intonation pattern and its connection with the function of transitivity in order to highlight their use with regard to the Persian passive.

(b) The examination of Persian texts in relation to the use of agentive in various discourse and grammatical situations and assessment of the distribution of subjects and agents in agentive passive constructions.
CHAPTER III

THE RECOGNITION AND CONSTRUCTION OF PASSIVE
SENTENCES BY THE FIRST GROUP OF IRANIAN LEARNERS OF ENGLISH

3. This chapter attempts to investigate Iranian learners' recognition of the passive voice. Here we are concerned with the rules which they apply in identifying the passive form, i.e. whether they make use of syntactic cues, such as prepositional adjunct (by-agentive), or whether they mainly rely on the recognition of the verb to be, if not, whether they can discriminate between a passive verbal group and construction made with the verb to be + an adjectival past participle. This chapter also attempts to discover if the learners' comprehension of the passive is affected by other intralingual and interlanguage interference. Further discussion of this is deferred to §3.1.1 where the reasons for planning Test I, concerning the Iranian learners' recognition of the passive, will begin.

In order to investigate the students' ability in producing the passive verbal group, the first and second passive forms and the impersonal passive, three tests were designed. Accordingly, this chapter verifies what sort of over-generalization the students apply, what type of interlanguage errors they produce and if they know the use of the impersonal passive.

As previously discussed in §1.6, some alteration was made to two tests (i.e. Tests IIIa and IVb). Hence, this chapter also deals with the way in which these tests were changed as will be discussed further below in §3.2.

It should be borne in mind that the sample tested in this project is small and that the statistical significance of the results may be affected accordingly. In the light of this, the project should be regarded as a pilot study rather than as a full scale investigation.

3.1 A DISCUSSION OF THE ANALYSIS OF THE FIRST GROUP OF STUDENTS' ERRORS PRODUCED IN THEIR PERFORMING THE FOUR TESTS INVOLVING THE PASSIVE

The errors made in four tests, concerning the first group of students' failure in identifying and constructing passive sentences, will be discussed separately below:
3.1.1 TEST I

This test consists of fifteen miscellaneous sentences. It was mainly designed to determine whether Iranian learners make use of syntactic cues in recognizing the grammatical constructions of passives. A qualified comparison can be made between the procedure of our test and Brown's test (1957) by which he tried to understand the child's concept of grammatical class of words (see Chapter I, §1.6) although the procedure of this test is not the same. To examine whether the students can discriminate between passive verbal groups and active sentences which are constructed of the verb *to be* and an adjectival past participle, the active sentence (10) (these sticks are pointed) was provided. Test I is also concerned with discovering if Iranian learners have difficulty in recognizing or comprehending reversible passives for the same reason as Slobin (1956) and Hayhurst (1967) had proposed for their subjects in their studies (see Chapter I, §1.6). This test also attempts to investigate if the learners can identify passive constructions when the goal is personal. This difficulty arises because it seems that there is a mother tongue interference in recognizing this type of sentence. The active sentence (12) *This book is easy to see* which is syntactically complex and refers to a deep subject was included for the purpose of investigating whether the rule used by the students in recognizing such a construction was related to the subject assignment rule (i.e. they regard a sentence to be an active or a passive construction by seeking the type of the subject used in it) in passive sentences. The test also contains sentences in which the verbs are equivalent to a Persian intransitive verb (i.e. to marry = ədevaj kərdən) or notionally passive (i.e. to dry = xoʃte jodən) (see also Chapter II, §2.5). These sentences were included to investigate if the students' comprehension of passive constructions is affected by the lack of such passive sentences in Persian. Table I overleaf shows the percentage of students who recognised and failed to identify the given sentences as either passive or active sentences.
Consider first those passive sentences which have a personal subject (1, 4, 6, 13, 14, 15). Some of the students incorrectly labelled these sentences as active constructions. The reason for this false identification can be explained as follows: firstly, wrong answers to these sentences are mainly due to the fact that the subjects (the goals) of these sentences are personal. In fact, this is the result of mother tongue interference, that is, in Persian, the passive voice is often used for third person singular and plural. Even in this case, when the goal is personal, it appears to be used rarely as the subject of a passive sentence. This results in interlanguage error. This is completely evident when we see that two out of the 45 students failed to recognize nearly all these sentences as passive constructions. One of these two students considered all the above sentences to be active constructions except sentence (4). The correct identification of sentence (4) is apparently due to the student's being assisted by the presence of the passive verbal

<table>
<thead>
<tr>
<th>sentences</th>
<th>Number of students as a percentage of total 45</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>recognized</td>
</tr>
<tr>
<td>1 - We were arrested.</td>
<td>78</td>
</tr>
<tr>
<td>2 - She is married.</td>
<td>71</td>
</tr>
<tr>
<td>3 - His shirt was dried in the sun.</td>
<td>80</td>
</tr>
<tr>
<td>4 - We have been taken to hospital.</td>
<td>89</td>
</tr>
<tr>
<td>5 - These parcels are wrapped by John.</td>
<td>80</td>
</tr>
<tr>
<td>6 - I was told about the accident.</td>
<td>89</td>
</tr>
<tr>
<td>7 - The dog is being chased.</td>
<td>93</td>
</tr>
<tr>
<td>8 - The flowers have been watered by Mary.</td>
<td>93</td>
</tr>
<tr>
<td>9 - He was curious.</td>
<td>96</td>
</tr>
<tr>
<td>10 - These sticks are pointed.</td>
<td>40</td>
</tr>
<tr>
<td>11 - The man chased the thief.</td>
<td>98</td>
</tr>
<tr>
<td>12 - The book is easy to see.</td>
<td>91</td>
</tr>
<tr>
<td>13 - They were married by the priest.</td>
<td>73</td>
</tr>
<tr>
<td>14 - Mary was kicked.</td>
<td>87</td>
</tr>
<tr>
<td>15 - John was hit by Mary.</td>
<td>87</td>
</tr>
</tbody>
</table>
group in the present perfect tense. The student seems to be quite familiar with the form of such a passive verbal group. This is because he often employed this type of passive verbal group in transforming active sentences into the passive forms, in tests II, III and IV, regardless of what tense is used in them. In fact, his use of passive verbal groups in the present perfect tense is due to mother tongue interference. This type of error will be further discussed in detail in §3.1.2.2. The other of the two students in this group was only able to identify sentences (13) and (15) correctly. He was apparently helped by the presence of the agentives by the priest and by Mary in sentences (13) and (15), respectively, since he uses "by-agentive" as a cue for recognising passive constructions. In fact, the student labelled sentence (1) both as "active" and "passive". This is probably because on the one hand he knows that this sentence has a Persian equivalent "mā dāstgīr gāštīm/jodīm" which conveys the passive notion. On the other hand he sees that this sentence includes the personal subject we. Secondly, it seems that when the students notice personal subjects, they start to think of the instruction given, in text books, on how to find a subject; i.e. they should ask a question such as who did it/something. Thus they seek the subject by criteria of meaning context rather than of form. In fact it has become evident from studying the students' other errors that their failure to recognize the above sentences correctly is the result of different causes to the one explained above.

• 18% (8/45) of the students failed to recognise sentence (1) as a passive construction. This is probably because the students were misled by the intransitive compound "sirure" verb (i.e. dāstgīr gāštān/jodān) existing in the Persian equivalent of sentence (1) shown in Table I. This intransitive compound "sirure" verb can be regarded as the notional passive since it implies causation and the same passive notion expressed by the ordinary passive (see §2.3.2). the students do not appear to be aware of this fact.

• 9% (4/45) of the students failed to recognise sentence (4) as a passive construction. This may be due to one of three types of mother tongue interference; firstly, third person singular and plural are often used in the Persian passive form while this sentence has a first person plural as its subject. Secondly, the passive form, in Persian, is more often used in the simple, present and past tenses, but sentence (4) is in the present perfect tense. Finally, the verb to take might have produced confusion since its equivalent
verb in Persian (i.e. bordān) is never employed in the passive form, although it is a transitive verb and can be used to form a passive verbal group (i.e. borde jod = was taken). Thus sentence (4) has no passive equivalent in Persian. In fact, the first and last sources of errors do not seem to be responsible for one of this particular group of students. This is because the student also labelled sentence (8), whose tense is the present perfect, as an active construction. This point will be discussed in detail below.

- 7% (3/45) of the students considered sentence (6) to be an active construction. This is because there is only one Persian verb goftān for the verbs to tell and to say. This verb always takes an indirect object when something is conveyed to a recipient. In Persian no indirect object can be used as the subject of a passive sentence, as in the following examples:

<table>
<thead>
<tr>
<th>active form</th>
<th>passive form</th>
</tr>
</thead>
<tbody>
<tr>
<td>u ci^i-i goft</td>
<td>ci^i-gofte jod</td>
</tr>
<tr>
<td>he something-indef said</td>
<td>said became/got</td>
</tr>
<tr>
<td>something art</td>
<td>something art</td>
</tr>
</tbody>
</table>

'He said something.'

u be prep of IO(1) man goft ⇒ *be mān goftān jod
he to I said prep of IO told became/got
to I was told

'I was told.'
(This construction does not exist in Persian)

u ci^i-i prep of IO(1) mān goft ⇒ ci^i-be mān goftān jod
he something-indef to I said prep said became/got
of IO got
something art to I was said
thing art

'He said something to me.'

'Something was said to me.'

Here, the indirect object is used without its preposition in sentence (6), hence the students incorrectly assume that I is the subject (actor) of this sentence. Since using an indirect object without its preposition is unacceptable in Persian, they considered sentence (6) to be an active construction.

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(1) IO = indirect object
Here, the indirect object is used without its preposition in sentence (6), hence the students incorrectly assume that I is the subject (actor) of this sentence. Since using an indirect object without its preposition is unacceptable in Persian, they considered sentence (6) to be an active construction.

2% (1/45) the students failed to recognize sentence (13) as a passive construction, although it has the third person plural (i.e. they) as its subject. The student was misled by the presence of the agentive by the priest in the sentence. This is evident from his labelling of sentences (5), (8) and (15) containing "by-agentives". Thus, he uses the combination of the verb to be + the past participle of a main verb as his only syntactic cue in identifying passive constructions. There are other students who labelled sentence (13) as an active construction. For some of these students the verb to marry appears to have given rise to their confusion. In English, the verb to marry is an active-passive verb which can be used in either an active or a passive clause. In fact, three different judgements occurred in the recognition of sentences (2) and (13), containing the verb to marry as either active or passive constructions so that the student can be divided into three groups:

(a) Those whose syntactic cues based upon both the combination of the verb to be + the past participle of a main verb and "by-agentive". Consequently, they identified sentences (2) and (13) as passive constructions. Indeed (20% = 9/45) of the students used this type of judgement.

(b) 16% (7/45) of the students considered both sentences (2) and (13) to be active constructions. This could be due to two different factors. Firstly, the students may have incorrectly assumed that the verb to marry is an intransitive verb as it is in the Persian language. Secondly, it is possible that they already know the usage of the active sentence she is married and hence assumed that sentence (13) has also the same usage. They, therefore, did not take the agentive (i.e. by the priest) into consideration as their syntactic cue for the passive sentence (13).

(c) 4% (2/45) of the students considered sentence (2) to be a passive construction and sentence (13) an active construction. This performance illustrates the students intralingual and developmental errors. This is because their only syntactic cue in identifying a passive construction is based upon the recognition of the combination of the verb to be + the past participle of a main verb, so that they do not take the agentive into consideration.
In fact, they are aware that a passive sentence is usually used to avoid employing an agent. Therefore, they identified sentence (13) as an active clause since the agent is included in this sentence. Their hypotheses becomes more evident when one sees that they failed to recognize sentences (8), (5) and (15) as active constructions since each of these sentences contains an agentive. Consequently, not only do they fail to employ the agentive as one of their syntactic cues but they are also misled by observing an agentive in a passive clause.

Moreover, one of the 45 students considered sentence (2) and (13) to be passive and active constructions respectively. The cause of error defined for the third group is not responsible for his failure in identifying these sentences. This is because he correctly recognized sentences (5), (8) and (15) which include "by-agentives". In fact the student appears to be aware that the verb to marry may be used in active or passive constructions as in sentences (2) and (13). Yet he became confused as to how to label these sentences. This is evident from his writing "active" in front of sentence (2) which is subsequently replaced by "passive".

9% (4/45) of the students failed to recognise sentence (14) as a passive construction, although the subject of the sentence is a third person singular which could help the students to identify the passive construction, since a third person singular can be used in a passive construction in Persian. The confusion occurred because of the verb to kick. This is because there are two different compound verbs for the verb to kick in the Persian language, lāgād zādān and lāgād xordān; these are transitive and intransitive verbs respectively. As discussed in §2.5, these verbs are not used in the passive. They are used in two different active sentences. One of them contains the transitive verb lāgād zādān and a non-specific agent appears in the surface structure as the third person plural ending which functions as a dummy subject (see Chapter II, §2.3). The other construction is a non-agentive active sentence which includes the intransitive verb lāgād zādān. Accordingly, sentence (14) has two Persian active equivalents. Consequently, these students incorrectly labelled sentence (14) as an active construction due to mother tongue interference. On the other hand, these students correctly identified sentence (15) as a passive construction since they used the agentive (by Mary) as their syntactic cue in recognising sentence (15) as a passive construction.
The students, who considered sentence (15) to be an active construction, can be divided into two groups according to the source of their errors:

(a) 7% (3/45) of the students were undoubtedly misled by the presence of the agentive (i.e. by Mary) in sentence (15). The students use the combination of the verb to be + the past participle of a main verb as their only syntactic cue for identifying a passive construction. The presence of the agentive in sentence (15) suggests to them the hypothesis that the doer is included in the sentence, so that they assume sentence (15) to be an active construction. This is evident from their labelling all sentences containing "by-agentive" as active.

(b) 4% (2/45) of the students appear to have been misled by the presence of the verb to hit since, in Persian, this verb is never employed in the passive form; as discussed above. They do not seem to be confused by the presence of the agentive (i.e. by Mary) in sentence (15) since they correctly identified all or nearly all other sentences including a "by-agentive" as passive. In fact, one of these two students considered sentence (13) to be an active construction by analogy with the active sentence (2), as discussed above.

20% (9/45) of the students failed to identify sentence (3) as a passive construction. The reason for this could be that some students know that the meaning of the passive and active forms of causative and factitive verbs such as to dry is the same in English language. Consequently, they confused the passive construction of his shirt was dried in the sun with its active form which is his shirt dried in the sun. As discussed in §2.5 there is only one construction equivalent to the above active and passive construction in Persian since the Persian equivalent verb for the English factitive and causative verb to dry is the intransitive compound "sirure" verb xoʃk fɔdɔn which conveys the change of state, quality, nature and the place of a subject. It is notionally passive since it indicates causation. The students do not seem to be aware that this Persian verb is notionally passive. They, therefore, thought of this verb as an intransitive one and hence failed to recognize sentence (3) as a passive sentence.

7% (3/45) of the students failed to identify sentence (7) as a passive construction. This may be because the sentence has an active equivalent in Persian. The verb to chase is used as donbal-kɔrdɔn which is a transitive verb and is never used in the passive form. However, there is another transitive verb (i.e. tɔ qib kɔrdɔn) which is synonymous with donbal-kɔrdɔn and it
is used in the passive form. Therefore,  

\[ 
\text{ta'qib} \]

which is an Arabic predicatoral and can be utilized with either of "sirure" verbs  

\[ 
\text{fodan} \text{ or } \text{gurdan} \]

to form an intransitive compound "sirurer" verb which implies causation. Yet it is not used in the context of sentence (7) since it is usually preceded by a personal subject as in  

\[ 
\text{dozdan ta qib fodan} \text{ (i.e.'the thieves were followed/chased'). It is also possible that the students' judgement is only based upon the combination of } \text{is + being}. \]

Thus they did not take the past participle of the verb to chase into consideration and decided incorrectly that sentence (7) is an active construction, which conveys the occurrence of action in the present progressive tense. In fact, two of the three students in this particular group of students show confusion over the difference between the passive present continuous and simple present tenses; as is evident from their performance in Test II; this error will be discussed further on in §3.1.2.2. Yet one of these latter two students applied the active past progressive tense in what he mistakenly assumed to be the first passive form made for sentence (10), in Test IIIa, whose tense is the present continuous tense; this error will be dealt with in detail further on in §3.1.3.1.

One of the 45 students failed to identify sentence (11) as an active construction. Either of the following causes is responsible for the student's incorrect decision. Firstly, he may have labelled sentence (11) as passive by analogy with the passive sentence (7) which contains the verb to chase and was correctly identified. Secondly, he may have translated this sentence into the Persian passive construction  

\[ 
\text{mard ta'qib fud(i.e. 'the man was chased')} \]

In this case he mistakenly used the man/mard as the subject of the Persian compound "sirure" verb since the verb  

\[ 
\text{ta'qib fudan} \] 

which is always preceded by a personal subject and because it is also the subject of sentence (11). It is not, however, possible to interpret this student's failure due to his confusion arising from the verb to chase existing in sentence (11); that is, he is unable to keep the track of which noun is the actor. This is evident from his correct recognition of reversible passive sentence (15), containing the verb to hit, and sentences (7) and (14) which include the verbs to chase and to kick.

7% (3/45) of the students failed to recognise sentence (8) correctly. These students produced an intralingual and developmental error, since the agentive (i.e. by Mary) in this sentence suggests that the doer/actor is included in the sentence. The evidence traced for this error has been given
above for those students who have come within category (a) in relation to
the cause of error discussed for their incorrect labelling of sentence (15)
as active. One of the three students, in this particular group, might have
also been misled by the present perfect tense used in sentence (8). This is
probably because Persian passive verbal groups are usually used in the simple
present and past tenses. Therefore, the student thinks that the present
perfect tense in this sentence cannot be in the passive form. On the other
hand, they possibly err because of the connotation that an action in the
present perfect tense conveys; that is, this tense shows that an action took
place and its effect is still apparent at the present time. Either of these
causes could well be possible since the students changed the present perfect
tense into the simple past tense in their attempt to passivize sentence (7) in
Test IIIa. One of these two students also failed to recognize sentence (4) as
a passive construction since its tense is the present perfect, as discussed
above.

4% (2/45) of the students failed to identify sentence (9) He was curious
as an active construction, probably because they were misled by the presence
of the past form of the verb to be. Thus, they thought of was as a part of a
passive verbal group without thinking that a past participle of a verb should
also be included in a passive verbal group. It seems that the verb to be is
the "first" item, in a sentence, to which they pay attention in recognizing
passive constructions. Thus, the students appear to consider the verb to be
as their first cue in recognizing passive sentences.

60% (27/45) of the students failed to identify sentence (10) These sticks are
pointed as an active construction. This intralingual and developmental error
illustrates that the students' recognition of the passive form is mainly based
upon the combination of the verb to be + the past participle of a main verb.
However, they cannot tell the difference between a passive verbal group and a
construction which is made of the verb to be + an adjectival past participle.
In fact, some students from both groups considered sentence (10) to be a
passive construction; i.e. those students who use one or both of the cues
(the combination of the verb to be + the past participle of a main verb and
"by-agentive") for identifying passive sentences.

Students who failed to recognize sentence (5) as a passive construction can
be divided into two groups according to the source of their errors:
(a) 7% (3/45) of the students assumed that sentence (5) is an active construction since it contains the agentive by John. In this case they appear to think that the actor/doer is present in the sentence. As discussed so far these students do not use "by-agentive" as a cue for identifying passive sentences and hence are misled by its presence in such constructions.

(b) 13% (6/45) of the students considered sentence (5) to be an active construction. This seems to be due to their regarding the passive verbal group (i.e. were wrapped) as the combination of the verb to be + an adjectival past participle. Hence, they did not take the agentive by John into consideration. This is evident from their correct identification of sentence (10) which consists of such a combination. Indeed, not only do these students use both syntactic cues (i.e. the verb to be + the past participle of a main verb and "by-agentive") for recognizing passive sentences but they have also the ability to discriminate between a passive verbal group and a combination of the verb to be + an adjectival past participle. Yet they sometimes become confused as to choosing either of these combinations.

9% (4/45) of the students failed to recognize sentence (12) the book is easy to see as an active construction. It seems that the book which is the subject of the surface structure of this sentence was assumed to be the object of an underlying active sentence since there is a deep subject (actor) involved. Accordingly the rule used by these students is connected with the subject assignment rule; that is, they consider a sentence to be an active or a passive construction by seeking the type of subject used in it.

3.1.2 TEST II

This test was used to ascertain how far Iranian students are able to employ the verb to be in constructing different tenses of a passive verbal group. It was also used to discover if the students can produce the past participle forms of main verbs in a passive verbal group, and, if not, what sort of overgeneralization they make. The test is shown below:
Test II
Please fill in the spaces provided in the following passive sentences;
e.g. John closed the door
   The door was closed by John

1 - Mary is washing clothes.
   Clothes ........ by Mary.

2 - My brother broke the window.
   The window was ........ by my brother.

3 - Three men are loading the car.
   The car is ........ by three men.

4 - The man beats the dog.
   The dog is ........ by the man.

5 - Some Scotsmen wear kilts.
   Kilts are ........ by some Scotsmen.

6 - My friend painted these pictures.
   The pictures were ........ by my friend.

7 - The floods have affected the distribution of food.
   The distribution of food has ........ by the floods.

8 - My father will bring me some flowers.
   Some flowers will ........ by my father.

9 - He kicks the ball.
   The ball is ........ by him.

10 - John has explained the problem.
    The problem has ........ explained.

3.1.2.1 The incorrect production of past participles

The data obtained from the students' performances in Test II indicate that most
of the students show no doubt that they should use the past participle of a
main verb as a necessary component part in a passive verbal group. Some of the
students produced the past participle of the verbs to beat and to wear by
analogy with the past participle of the verbs to put and to cut as shown below:

<table>
<thead>
<tr>
<th>past</th>
<th>past participle</th>
<th>past</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>put</td>
<td>put</td>
<td>beat</td>
<td>*beat</td>
</tr>
<tr>
<td>cut</td>
<td>'cut'</td>
<td>wear</td>
<td>*wear</td>
</tr>
</tbody>
</table>
These types of erroneous past participles for the verb to beat and to wear are produced by two and four of the 45 students respectively.

However, some students incorrectly assume that these two verbs are regular. Thus 11% of the students incorrectly considered *beated to be the past participle of the verb to beat but 4% of the students produced *weared instead of worn. One of the students (2% = 1/45) does not know the past participle of the verb to wear and to kick. Hence, the slot provided in the passive forms of sentences (5) and (9) were filled in by the present form of the verb while "the past participle" is also written next to the verbs. 9% (4/45) of the students mistakenly wrote wore as the past participle of the verb to wear. This may be for the following reasons: firstly, Iranian students usually face a difficulty in pronouncing the past and past participle of the verb to wear (i.e. worn). This is mainly because the letter r is not pronounced in the past and past participle forms of the verb to wear and as the result of students' inability to pronounce /w/ properly, (there is no [w] sound in Persian and students have a tendency to pronounce /w/ as /v/) and so they cannot pronounce the letter n in worn at all. Thus they seem to think that the past and past participle of the verb to wear are spelt the same; i.e. *wore. Secondly, they might think that the past and past participle of the verb to wear are made in the same way as irregular verb to wave is used; i.e. weave = wove *wove; wear = wore *wore.

*Bit was given by one student (2% = 1/45) as the past participle of the verb to beat by analogy with the verb to hit. The two following factors might have caused the student's confusion. First, the verb to hit and to beat are similar in meaning but they have different connotation. The similar meaning of the two verbs prompted the student to assume that the past participles of these verbs are formed in the same way. Secondly, the student's assumption that the past participles of these verbs are similar could result from his failure to distinguish between the two sounds [i:] and [i] which are supposed to be produced in pronouncing the verbs to beat and to hit respectively. In this case, the student produces the sound [i:] in pronouncing both verbs. In fact, Nassehi (1963; 24), in his dissertation on "A Comparative Analysis of Phonetic Structure of English and Persian", claims that most Iranian students usually pronounce the vowel [i] as either [i:] or [e].

Apparently some students assume that the verb to beat and to hit are similar in meaning as well as spelling. Thus, 9% (4/45) of the students not only
think that the verbs to beat and to hit are similar but also assume that
both verbs are regular so that they wrote heated instead of beat.

One of the students (2% = 1/45) wrote bring instead of brought for the passive
form of sentence (8). This does not reflect the student's inability to
produce the past participle of the verb to bring since he correctly used
brought in transforming sentence (1) into the passive in Test IIIa. The
student does not seem to know how to produce a passive verbal group which
includes a modal (e.g. will/may) for the following reasons: firstly, he did
not produce the infinitive of the verb to be (i.e. be) in producing a verbal
group for the passive form of sentence (8) whose tense is the future. On the
other hand, he used the infinitive of the verb to bring as a result of
observing the modal will. Secondly, he produced a deviant passive verbal
group in the present perfect tense for the second part of sentence (3) in
Test IVa where the future tense is used and where the passivization is not
actually required as shown below:

(3) They hope that things will improve soon.
   *It is said that things have been improve soon.

The use of the infinitive of the verb to improve is apparently due to the
observation of the verb to improve which follows the modal will in the active
sentence (3). In both cases he appears to over-generalize the rule for the
use of the modal in a verb group; i.e. he incorrectly assumes that the modal
will should be followed by an infinitive of a main verb, as is the usual form
for active verbal groups which denote futurity. The reason for his producing
a passive verbal group in the present perfect tense is, however, discussed in
§3.1.2.2 below.

3.1.2.2 Omission and incorrect use of the verb to be in passive
verbal groups

- Some students did not use the present participle of the verb to be
  (i.e. being) which is a necessary component for the passive forms of
  sentences (1) and (3) whose tenses are the present continuous. It seems that
  this occurred mainly as the result of the students' confusing the forms of
  passive verbal groups whose tenses are simple present and present continuous.
  This confusion can be clearly seen in the performance of the students
discussed below.
One of the students (2% = 1/45) first employed being in both passive forms of sentences (1) and (3) but he subsequently replaced them by been which was also deleted. He acted similarly in passivizing sentence (9) whose tense is the simple present. To avoid confusing the the forms of passive verbal groups in the simple present and the present continuous tenses he used the simple past tense in first and second passive forms of sentence (10), in Test IIIa, whose tense is the present progressive. Either of the following sources may be responsible for the student's preference for the simple past tense:

(a) The simple past tense is usually used in Persian passive forms.

(b) Most Iranian teachers usually give passive sentence examples, which are in the simple past tense, in the course of teaching the English passive voice. They often give pattern drills in the passive simple present or the simple past tenses. This is because the teachers are aware that these two tenses are usually applied to Persian passive verbal groups and hence it would assist the student with the comprehension of the English passive voice.

(c) As discussed in §2.1.1 the majority of passive verbal groups used in scientific texts are in the simple present and past tenses. Our subjects (almost all), who are studying for science courses, seem to become familiar with the use of the simple present and past tenses. Accordingly, they appear to employ the simple present and past tenses of the passive in their course work without encountering any problem.

Thus this excessive employment of the passive simple past tense resulting from the Iranian teaching technique and the use of such a passive tense in scientific texts, however, produces a tendency in the students to use such passive verbal groups whenever they face a problem in attempting to passivize active sentences. They also utilize such passive verbal groups in those sentences which are considered to be unacceptable; as is the case for the above student.

One of the 45 students did not introduce being in the passive form of sentences (1) and (3). This student's performance cannot be attributed to his inability to form passive verbal groups in the present progressive tense. This is evident since he correctly produced such passive verbal groups in both passive forms of sentence (10), in Test IIIa, whose tense is the present continuous. He, however, seems to confuse the form of passive verbal groups in the simple present and the present progressive tenses; since he used
being together with the past participle of the main verb in the slot provided in the passive form of sentence (5) which is in the simple present tense. To avoid this confusion he employed the simple past tense in both passive forms of sentence (6), in Test IIIa, whose tense is the simple present. The use of simple past tense in his transformations appears to be due to an interlanguage error, Iranian teaching technique or the excessive use of the passive simple past tense in scientific texts; as described for the above student's similar error.

Another of the 45 students appears to consider being as the only auxiliary verb for forming a verb in the present progressive tense although he correctly produced a present continuous passive verbal group for sentence (3); the present form of the verb to be (i.e. are) is however, provided in the given passive form of this sentence. This is evident from his production of am drawing which was subsequently replaced by being drawn in the first passive form of sentence (10), in Test IIIa, whose tense is the present continuous. However, he used the simple past tense in the second passive form of sentence (10) for similar reasons to those defined for the above students' errors. Accordingly, the student is confused in producing passive verbal groups in the simple present and the present continuous tenses especially because he omitted being in the passive form of sentence (1) and employed the simple past tense in passivizing sentence (6), in Test IIIa, which is in the simple present.

7% (3/45) of the students failed to employ being in the passive form of sentences (1) and (3). They appear to be confused as to the forms of the passive verbal groups whose tenses are the simple present and the present continuous. Hence they used the simple past tense in passivizing sentence (6), in Test IIIa, whose tense is the simple present. On the other hand, in passivizing sentence (10), in Test IIIa, which is in the present continuous, one of the three students in this particular group, used the simple past tense whilst the rest of these students employed the active past progressive tense. The use of the simple past tense in their erroneous passive sentences seems to be due to an interlanguage error, the Iranian teaching technique, or the considerable use of the simple past tense in scientific texts, as explained above. Similar causes of error appear to be responsible for the students' production of the past continuous active verbal group. This is probably because the students assume that they made a passive verbal group. However, they attempted to show the continuity of the action implied in the
active sentence (10) by using the present participle of the main verb in what they assumed to passive constructions. Their performance however, provides the evidence that they cannot conjugate a verb in the passive progressive tense.

One of the 45 students omitted being in the passive form of sentence (1). The student is apparently unable to conjugate a verb in the progressive tense. Evidence was found in Test IIIa, that he used been instead of being in passivizing sentence (10) whose tense is the present continuous. In fact, he applied the past progressive tense to his passive sentence. His substitution of the past progressive tense for the present continuous tense appears to be due to the cause of error defined above. Hence, he attempted to show the continuity implied in the active sentence (10). He also employed being in his attempt to passivize the second part of sentence (5) whose verb is intransitively used and hence does not contain a direct object as shown below:

(5) They say that his paintings are very beautiful.

*It is said that his paintings are being very beautiful.

Evidently he is not aware that the auxiliary verb to be (i.e. being) should be followed by the past participle of a main verb. This student's performance shows the extent of his reliance on having a form of the verb to be in passive verbal groups. Yet his lack of competence in producing progressive passive verbal groups leads him to use either of the following combinations to be + being + V(n), to be + been + V(n) or to be + being.

One of the 45 students appears to have been misled by the present forms of the verb to be (i.e. is and are) provided in the passive forms of sentences (1) and (3) and hence omitted being in these constructions. One can assume that this is the cause of error because of his use of being in the past progressive passive verbal groups made in the first and second passive forms of sentence (10), although its tense is the present continuous. This student's performance indicates that he knows the necessary components of a passive verbal group in the progressive tense, i.e. to be + being + V(n). His use of the past tense is apparently the result of an interlanguage error, the Iranian teaching technique or due to his being in contact with the use of the past tense in scientific texts. Yet he employed the past progressive tense instead of the simple past tense as the result of providing the duration implied in the active sentence (10).
One out of the 45 students produced a correct passive verbal group for the passive form of sentence (1) but used is instead of being in making a passive verbal group for sentence (3). He also used the simple present tense in the second passive form of sentence (10). This could be for either of the following reasons: firstly, the second passive form of sentence (10) is not readily acceptable by all native speakers; this cause of error will be discussed further on in Chapter V, §5.2. Secondly, the use of present progressive tense in such a passive sentence is not very common in spoken English.

Similarly, 11% (5/49) of the students seem to have been misled by the inclusion of present forms of the verb to be (i.e. is and are) in the passive forms of sentences (1) and (3) and hence they omitted being in one or both of these passive constructions. This can, however, be considered to be a slip since they correctly passivized sentence (10), in Test IIIa, whose tense is the present progressive.

The percentage numbers of students who omitted being in the present progressive passive verbal groups in sentences (1) and (3) are shown in Table II below. The Table excludes the number of students failing to use being in the passive sentences (1) and (3) due to a slip.

Table II

<table>
<thead>
<tr>
<th>omission of being</th>
<th>number of students as a percentage of total 45</th>
</tr>
</thead>
<tbody>
<tr>
<td>sentence number</td>
<td></td>
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<tr>
<td>(1) and (3)</td>
<td>13</td>
</tr>
<tr>
<td>(1)</td>
<td>2</td>
</tr>
<tr>
<td>(3)</td>
<td>4</td>
</tr>
</tbody>
</table>

One of the 45 students replaced been by being in the transformation of sentence (1) and (3) which are in the present progressive. He also used been instead of to be in the passive form of sentence (8) whose tense is the future. However, he did not employ the past participle of the verb to be (i.e. been) in the passive forms of sentences (7) and (10) which are in the present perfect tense. Thus, the student appears to assume incorrectly that been should be employed when the present form of the verb to be (i.e. am/is/are) or a model (e.g. will) exists in such passive verbal groups. On the other hand,
he does not seem to follow this hypothesis when a form of the auxiliary verb to have (i.e. have/has) is used in a passive verbal group which is in the present perfect tense. Apparently, he thinks that the auxiliary verb to have is usually followed by the past participle of a main verb (as is the case for active verbal groups) and therefore another past participle (i.e. been) is superfluous. Hence he considers been to be redundant in the present perfect passive verbal group. More evidence can be traced in his performance in, Test IIIa, where he used been in passivizing sentence (10) which is in the present progressive tense whilst he omitted been in passivizing sentence (7) whose tense is the present perfect. It seems that a similar source of error defined in relation to his omitting been in the present perfect passive verbal group is responsible for his regarding been as a redundant auxiliary verb in passive verbal groups, whose tenses are the past perfect. This is evident from his passive sentence made for the second part of sentence (1), in Test IVa, whose tense is the past perfect, as shown below:

\begin{verbatim}
(1) They thought that John had stolen the parcel.
*It was thought that the parcel had stolen.
\end{verbatim}

2% (1/45) of the students produced a passive verbal group in the present perfect tense for the passive form of sentence (1) and an active verbal group in the present perfect continuous tense for the passive form of sentence (3). In fact, the student used passive verbal groups in the present perfect tense for passivizing sentences of any tense in the four tests. This seems to be due to his failure to overcome the primary confusion often found among Iranian students when they begin to learn English passive construction (i.e. the substitution of an active verbal group in the present perfect tense for the English passive verbal groups in any tense). He appears, however, to know how a passive verbal group in the present perfect tense is formed since he correctly produced such passive verbal groups. His production of an active progressive verbal group in the present perfect tense for sentence (3) demonstrates that he considers been to be a cue for forming a passive verbal group in the present perfect tense. Yet the use of the present participle of the main verb (i.e. loading) indicates the present progressive tense utilized in the active sentence (3). He also used a present perfect passive verbal group in the passive forms of sentences (4) and (5) which are in the simple present tense. In fact, he repeatedly produced such erroneous passive verbal groups in Tests IIIa and IVa.
However, Boghassian (1962) refers briefly to one of the Iranian students' difficulties in producing passive sentences. He claims that students at the first stage of learning the passive form usually confuse such sentences with those of active constructions whose tenses are either the present perfect or the past perfect. He also interprets this error as being of interlanguage origin, since in Persian, the auxiliary verb to be is employed for the production of verbs in the present or the past perfect tense(1). There is no doubt that the cause of such an error could be due to the similarity existing in the component parts of the English passive verbal groups and the Persian active verbal groups in the present or the past perfect tenses. This means that the above verbal groups are formed with the combination of the verb to be and the past participle of a main verb. More citations, however, should be included to demonstrate the source of such errors which contribute to the employment of the passive verbal groups in the present or the past perfect tenses for the passivization of active sentences in any tense.

Homayounfarokh (1959/1338) states that the present perfect tense with some intransitive verbs (e.g. xabidan 'to sleep', nešstân 'to sit (down)') indicate the temporary state of somebody at present and hence they are used instead of the simple present tense. For example, the sentence ma dør otaq neššte- ('we have sat (down) in the room') means ma dør hale

(1):

- A verb in the present perfect tense is formed with the past participle of a main verb and the abbreviated form of the verb budan 'to be' in the simple present tense for all persons except for the third person singular (i.e. ām, īm, id, ānd). This is because there is no abbreviated form of the verb budan 'to be' for the third person singular pronoun. Hence the third person singular form of the verb budan 'to be' in the simple present tense (i.e. āst 'is') is used for forming a verb group in the present perfect tense. The conjugation of the verb in the present perfect tense is shown below:

- raft-e-ām I have gone
- raft-e-ī you have gone
- raft-e-āst he/she/it has gone
- raft-e-īm we have gone
- raft-e-id you have gone
- raft-e-ānd they have gone

- A verb in the past perfect tense is formed with the past participle of a main verb and the past form of the verb budan 'to be' conjugated for six persons. Indeed, the third person singular form of the verb budan 'to be' does not take any personal ending as is the case for all verbs when they are conjugated in the simple past tense. The conjugation of the verb in the past perfect tense is shown below:

- raft-e-bud-ām I had gone
- raft-e-bud-ī you had gone
- raft-e-bud āst he/she/it had gone
- raft-e-bud-im we had gone
- raft-e-bud-id you had gone
- raft-e-bud-ānd they had gone
ha'ær "ālan", jāles hāstīm 'we are at present 'just now' seated' = 'we have already sat (down). A similar meaning can be expressed in by we are seated.

On the other hand, Khanlari (1976/1355) states that the third person singular form of budān 'to be' in the simple present and past tenses (āst 'is' and bud 'was' respectively) have two functions. Their first function is to associate the attribute to the attribuant as in divār sefīd āst/bud 'the wall is/was white'. Hence the verb budān 'to be' is a rābētē 'connector'. The second function of budān 'to be' is to assist with the conjugation of a verb in the present and the past perfect tenses as in hāssān rāfte āst/bud 'Hassan has/had gone'. Hence the verb budān here functions as an auxiliary verb. Khanlari states that there is no difference between the two meanings when the past participle of an intransitive verb is used with the verb 'to be'. By exemplifying the following clause hāssān nejāste āst 'Hassan has sat (down)/Hassan is seated', he says that whether we consider nejāste āst 'has sat (down)' to be a verb group in the present perfect tense or regard nejāste 'seated' as an adjectival past participle and 'is' as rābētē 'connector' the meaning would be the same since the past participle of an intransitive verb is used. However, he claims that when āst and bud (i.e. 'is' and 'was') are combined with the past participle of a transitive verb their combination implies two different meanings depending upon our interpretation; that is whether we consider them to be a combination of an adjectival past participle + āst/bud (a rābētē 'connector') or a verb in the present or the past perfect tense. Yet our choice, concerning which of the two constructions is used, originates from the contexts in which they are employed.

Moreover, a few points should be mentioned here: It should be noted that the function of verb budān 'to be', when conjoining the attribute to the attribuant, seems to be similar to that of the verb to be in English when it functions as a copula as in he is/was angry u āsābāni āst/bud. Like the English verb to be, the verb budān can be used with the adjectival past participle when it functions as a copula/'connector' as in u azorđe āst/bud 'he is/was offended'.

Regarding the fact that the verb budān 'to be' may function both as a copulative and as an auxiliary verb the structure of the three elements containing the past participle of a verb is in doubt. Thus the structural function of the three elements has to be examined with regard to their suitability in the given
grammatical and situational context. For example, in cases where the past participle of some intransitive verbs such as nəʃəstən 'to sit (down)', xabidān 'to sleep', isticdān 'to stand (up)', deraz keʃidān 'to lie (down)' are used, if an adverb of time is expressed then the combination of the verb budān 'to be' and the past participle (e.g. nəʃəste əst/neʃəst-im 'has/have sat (down)') will be in the present perfect tense as in:

(a) ma əʃ sa'ʃt-e ʃeʃ ta be hal
we from o'clock-ezafe six up to now
inja nəʃəste-im
sat(down)-abbreviated form of budān 'to be'
in the 1st pl
here have sat down
'We have sat (down) here since six o'clock!'

On the other hand, if there is no adverb of time, then the past participle indicates the present state of the subject as in

(b) ma inja nəʃəste-im
seated -abbreviated form of budān 'to be'
in the 1st pl
we here seated are
'We are seated here.'

Thus, the past participle of such verbs (e.g. nəʃəstən 'to sit (down)', isticdān 'to stand (up)' and etc) are used adjectivally with the verb 'to be' functioning as a copula. Contrary to Homayounfarokh's (1959/1388) statement, it does not seem correct to assume that such intransitive verbs in the present perfect tense are used to indicate the state of somebody at present. As shown above, the two constructions do not imply the same meaning as claimed by Khanlary (1976/1355). The meaning implied by the combination of the verb budān 'to be' and the past participle of the intransitive verbs, to a great extent, appears to depend upon the grammatical and situational context. Constructions, like sentence (b), containing the verb budān and an adjectival past participle appear to be used when the intransitive verb expresses bodily positions. The reason for such an assumption is that other intransitive verbs seem to be used in only active sentences which imply the occurrence of an action in the present perfect tense. However, more research is necessary in order to assess this.
As discussed above, Khanlari (1976/1355) points out that the combination of the past participle of a transitive verb and the third person singular form of verb budān 'to be' in the simple present or past tense (i.e. āst/bud 'is/was') suggests two different meanings with regard to our interpretation. Yet the two interpretations appear to be dependant upon the context in which the combination is used. For instance, azorde āst/bud consists of the past participle of the transitive verb azoredān 'to offend' (i.e. azorde 'offended') and the present of the past form of budān 'to be' as in hässān azorde āst/bud 'Hassan is/was offended' but azorde āst/bud 'has/had offended' in u hässān-ra azorde āst/bud 'He has/had offended Hassan' is a transitive verb in the present or past perfect tense.

Contrary to the implication of Khanlari's (1976/1355) argument presented above, the structure of active sentences, which suggest the temporary state of the subject, do not seem to be confined to the use of the third person singular verb of budān 'to be' in the simple present or past tense as the above sentence example (b) and the following examples show:

\[
\begin{align*}
\text{mā azorde-im} & / \text{mā azorde bud-im} \\
\text{offended-abbreviated form of} & \text{offended was -1st pl} \\
\text{budān 'to be' in 1st pl} & \\
\text{we offended are} & / \text{we offended were} \\
\text{'We are offended.'} & / \text{'We were offended.'} \\
\text{dār-ha baste-ānd} & / \text{dār-ha baste bud-ānd} \\
\text{door-pl closed-abbreviated-3rd pl} & / \text{door-pl closed was-3rd pl} \\
\text{form of} & \text{budān 'to be'} \\
\text{doors closed are} & / \text{doors closed were} \\
\text{'Doors are closed.'} & / \text{'Doors were closed.'}
\end{align*}
\]

Most Iranian students seem unable to tell the difference between the two structural functions of the three elements (i.e. an active verbal group in the present or the past perfect tense and the combination of the adjectival past participle + the present or past form of verb budān 'to be'). Hence they assume that a verb group in the present or the past perfect tense implies two different meanings depending upon the context in which it is used. Accordingly when they translate English passive or "active/stative" constructions such as the shop is/was closed into Persian constructions containing the combination of
the past participle of a verb and the present or past form of the verb budān 'to be' as in moyaze bāste āst/bud. Thus they mistakenly think that the Persian equivalent contains a verb in the present or past perfect tense. Consequently, when they transform English active sentences into passive forms they often use active or passive verbal groups in the present or past perfect tense regardless of the tense employed in their corresponding active.

4% (2/45) of the students used an active verbal group in the present continuous tense in the slots provided in the passive form of sentences (1) and (3). This may be because the students were misled by the presence of the present form of the verb to be (is and are) in these sentences so that the first thing recalled is an -ing form of the main verb by analogy with the active verbal groups in the present continuous tense. These students' reaction reveals that the present forms of the verb to be (am/is/are) are their main syntactic cue in forming a verb in the present progressive tense. One of this particular group of students does not appear to know the component parts of the passive verbal group in the passive progressive tense. This is evident from his use of the passive simple past tense in both passive forms of sentence (10), in Test IIIa, whose tense is the present continuous. Yet the other student also used the active present progressive tense in the passive form of sentence (9), in Test I, whose tense is the simple present. It is, however, possible that the student has not acquired enough competence in producing a passive verbal group whose tense is the present continuous. Hence, he confuses between two forms of an active and a passive verbal group when their tenses are the present continuous. This is evident from his attempt to transform sentence (10), in Test I, into two passive forms (i.e. first and second passive forms) by producing an active verb in the present continuous tense in one sentence and a passive verbal group in the present progressive tense in the other one. In the act of transforming an active sentence into passive form they do not seem to be able to produce simple present passive verbal groups. This is evident from their performance in Test IIIa, where they used either simple past or present perfect passive verbal groups in passivizing sentence (6) whose tense is the simple present. The incorrect use of the simple past tense in the passive forms of sentences (6) and (10) was apparently due to interlanguage error, the Iranian teaching techniques or their excessive practice in using the passive simple past tense in their course work which were previously explained for the similar errors made by the above groups of students. Yet the incorrect application of the present perfect tense to
both passive forms of sentence (6) is due to one of the student's original hypotheses that English passive verbal groups and the Persian active verbal group in the present perfect tense are similarly conjugated, as fully discussed above. Nevertheless, the student appears to use such passive verbal groups whenever he experiences a problem in passivizing active sentences. This is evident from his performance in Test IIIa and IVa where he produced such passive verbal groups in passivizing active sentences which he found difficult; the reason for this production of such passive verbal groups for other sentences in Tests IIIa and IVa will be explained in §3.3.2 and 3.4.1.

- The verbs, which were in the simple present tense, in sentences (4), (5) and (9) were transformed into the present continuous tense by some students. The incorrect application of the present continuous tense is mainly due to students confusing the forms of passive verbal groups whose tenses are the simple present and the present continuous. Table III below, indicates the percentage of students who produced such deviant passive verbal groups. However, it excludes the number of students who produced such erroneous passive verbal groups due to a slip.

Table III

<table>
<thead>
<tr>
<th>sentence number</th>
<th>number of students as a percentage of total 45</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4), (5), (9)</td>
<td>4</td>
</tr>
<tr>
<td>(4)</td>
<td>2</td>
</tr>
<tr>
<td>(5)</td>
<td>2</td>
</tr>
</tbody>
</table>

Here the incorrect production of a present progressive passive verbal group for sentence (5) can be regarded as a slip for one of the 45 students. This is because the student produced correct passive verbal groups for the passive forms of sentences (1) and (3) and sentences (4) and (9) which are in the present continuous and the simple present tenses respectively. In transforming sentence (6) and sentence (10), in Test IIIa, whose tenses are the simple present and the present continuous respectively, the student made correct passive verbal groups.
On the other hand, one out of the 45 students applied the present continuous tense to the passive forms of sentences (4), (5) and (9). The student appears to confuse the forms of the passive verbal group in the simple present and the present continuous tenses. This is evident from his application of being in both passive forms of sentences whose tenses are the present continuous (i.e. sentences (1) and (3) and the above sentences which are in the simple present tense. In the act of passivizing the active sentences whose tenses are the simple present and the present continuous, his confusion prevented him from producing correct passive verbal groups. This is evident since he incorrectly used the simple past tense in both passive forms of sentence (6) and the second passive form of sentence (10), in Test IIIa, whose tenses are the simple present and the present continuous respectively.

Yet he mistakenly used the past progressive active verbal group in the first passive form provided for sentence (10). As discussed above, either an interlanguage error, the teaching technique of some Iranian teachers or his excessive use of the passive simple past tense in his course work, might be responsible for the use of past tense in his erroneous passive sentences. The production of the past progressive active verbal group appears to be the result of the student's attempt to form a passive verbal group in the past continuous tense. However, he was apparently misled by his use of was so that the first thing recalled was an -ing form of the main verb by analogy with the present progressive active verbal group. Accordingly, his performance provides the evidence that he uses the past form of the verb to be as a syntactic cue for conjugating a verb in the past progressive tense. Evidently, he appears to be incapable of forming a verb in the passive continuous tense whilst he is able to conjugate a verb in the passive present progressive tense; although he seems to confuse the forms of passive verbal groups which are in the simple present and present continuous tenses.

4% (2/45) of the students used being in providing a passive verbal group for either sentence (5) or sentences (4), (5) and (9) which are in the simple present tense. They also produced correct passive verbal groups for sentences (1) and (3), in Test I, and passivizing sentence (10), in Test IIIa, whose tenses are the present continuous. Yet they mistakenly produced a present progressive passive verbal group in passivizing sentence (6), in Test IIIa, whose tense is the simple present. This performance of students indicates that they confuse the forms of passive verbal groups whose tenses
are the simple present and the present continuous.

So far, it is evident that confusion often exists between producing passive verbal groups in the simple present and the present continuous tenses. It seems that this sort of error is the result of mother tongue interference. This is probably because, in Persian, the simple present and the present continuous tenses are conjugated the same (e.g. *mirāvām = 'I go/I am going'). Thus, there is no independent progressive form or tense marker, and the simple present tense is used in both cases. When it is used to indicate progression, the prefix *mī* implies a temporary continuity or limited duration in the present tense. It may also express similar semantic duration to that of the English progressive form. Yet it does not employ the auxiliary verb *to be*. Thus, students in the primary stage of learning active present progressive tenses, firstly, utilize the simple present tense in expressing durative action. Secondly, they begin to employ the present participle of main verbs without the auxiliary verb *to be*. Maleki (1962) also states that Iranian students usually go through the above mentioned processes in the course of acquiring the present progressive tense in English. However, he does not give any further detailed discussion in relation to the source of this error.

In my opinion, the use of the simple present tense instead of the present continuous results from the fact that the simple present tense, in Persian, serves the purpose of both. Yet the omission of the auxiliary verb *to be* seems to occur when the students have been unable to discriminate between the two existing forms of verb groups in the simple present and present continuous tenses. Thus, either of the following factors could provoke the students' failure to introduce the auxiliary verb *to be*. First, in Persian, no auxiliary verb is used in conjugating a verb in the present continuous tense. Secondly, the -ing form of a main verb in the present progressive tense (e.g. *going*) provides the students with the assumption that this form of the verb is different from its infinitive form (e.g. *go*) employed in the simple present tense. Thus, the auxiliary verb *to be* (i.e. *am/is/are*) is considered to be redundant in the present progressive active verb.

Similarly, the omission of *being* in the passive present progressive verbal groups could indicate that the students confuse this type of passive verbal group with those whose tense is the simple present, although the Iranian students' level of English in Britain is higher than that of those in Iran, who begin by learning simple present active and present progressive verbal forms. This is probably because they now use the present form of the verb *to
be (i.e. am/is/are) as a cue for recognizing present progressive active verbal groups, since they have passed the above two primary stages for acquiring such verbal groups. Consequently, they consider being a redundant auxiliary verb in a passive present progressive verbal group since the combination of the present form of the verb to be (i.e. am/is/are) with the past participle of a main verb infers that an action is being performed at the present. On the other hand, the students who showed a tendency to utilize passive present progressive verbal groups appear to use the combination of the present form of the verb to be (i.e. am/is/are) and the present participle of a main verb (e.g. is going) as their cue for identification of an active present progressive verbal group. Hence, when they employ the present form of the verb to be (i.e. am/is/are) in a passive verbal group, they incorrectly assume that it should be followed by the present participle of the verb to be (i.e. being). Indeed they incorrectly use the present progressive passive verbal groups for the passive form of sentences which are in the simple present tense.

• The verb whose tense is the simple past in sentence (6) was transformed into past continuous tense by 2% (1/45) of the students. It seems that this error was produced as the result of the student's immediate response to the presence of were in the passive form of sentence (6) given in the test. This becomes evident since the student did not produce a similar error in providing a passive verbal group for sentence (2) which is in the simple past tense. Similarly, another 2% (1/45) of the students attempted to produce a passive verbal group in the past continuous tense for the passive form of sentence (6). Yet the student used been instead of being. This error, illustrates that not only was the student misled by the presence of were in the given passive sentence (6) but he does not also know the correct form of the verb to be in progressive passive verbal groups. This is evident from his failure to produce being for the passive form of sentences (1) and (3) whose tenses are the present continuous.

• 4% (2/45) of the students omitted the past participle of the verb to be (i.e. been) in the passive form of sentence (7) which is in the present perfect tense. Yet they did not err in this way in sentence (10) whose tense is also the present perfect. It seems that the students have not acquired competence in producing a passive verbal group in the present perfect tense. This is evident from their passivizing sentence (7), in Test IIIa, whose tense is the present perfect since they produced a passive
verbal group in the simple past tense for one of the two passive forms required for it. In fact, their using a passive verbal group in the simple past tense might be the result of mother tongue interference. This is because a passive verbal group in the simple past tense or the simple present tense is more common in Persian. This could also be due to the teaching technique of some Iranian teachers or the excessive use of the passive simple past tense in their course work as discussed above. Moreover, these students do not face any problem in recognizing a passive verbal group which is in the present perfect tense. This is because they correctly identified both sentences (4) and (8), in Test I, whose tenses are the present perfect.

- 4% (2/45) of the students omitted the infinitive of the verb to be (i.e. be) in producing a passive verbal group for the passive form of sentence (8) which is in the future tense. These students seem to regard be as a redundant auxiliary verb, since the modal (i.e. will) which is supposed to be followed by an infinitive has already, in the students' mind been followed by one. Yet they wrote the past participle of the main verb (which is completely different from its infinitive form) after the modal will. The students apparently employed the past participle of the main verb (i.e. brought) to show that the verb group is in the passive form while will refers to the occurrence of an action in the future. In this case, they incorrectly assume that the form of the verb group which include a modal (i.e. will) is kept untouched; i.e. will is followed by a main verb. An inconsistency, however, is seen in relation to one of the students in this particular group who follows an over-generalization rule for producing a passive verbal group which contains a modal. This is because he produced the following deviant sentences in passivizing sentences (4) and (6), in Test IVa, in which modals can and may are used.

(4) We cannot guarantee that the company will deliver the goods safely.
   *It is told that the goods safely cannot be guarantee by the company.

(6) They feel that the situation may improve.
   *It is felt that the situation might improved.

It is evident from the above erroneous passive verbal groups that the student has not acquired complete competence in producing a passive verbal group
which contains a modal. He appears to know that the infinitive of the verb to be (i.e. be) and the past participle of a main verb should be used in such passive verbal groups. Yet it seems that his hypothesis (i.e. a modal is always followed by an infinitive) overlaps with his knowledge of the rule about forming a passive verbal group. Thus, in producing a passive verbal group with a modal, he either omits the infinitive of the verb to be (i.e. be) or he applies be together with the infinitive of a main verb. The use of might instead of may is due to his attempt to produce a tense agreement with the first part of his version of sentence (6) (see Chapter VII, §7.3).

In producing a passive verbal group for the passive form of sentence (8), one out of the 45 students deleted be. Yet it seems, however, that the omission of be is a result of a mistake since the same student produced a correct passive verbal group in passivizing the second part of sentence (4), in Test IVa, whose tense is the future.

One of the 45 students employed the present participle of the verb to be (i.e. being) instead of the infinitive of the verb to be (i.e. be) in the passive form of sentence (8) which is in the future tense. Evidence was traced in his performance in Test IVa where he used being in attempting to passivize the second part of sentences (3) and (4) where the tense is the future. On the other hand, he omitted the infinitive of the verb to be (i.e. be) in the passive form of the first part of the sentence (4) which includes the modal can. The student's responses are as follows:

Test I
(8) My father will bring some flowers.
    *Some flowers will being brought.

Test IVa
(3) They hope that things will improve soon.
    *It is hoped that things will being improved soon.

(4) You cannot guarantee that the company will deliver the goods safely.
    *It could not guaranteed that the goods will being delivery safely.

He has, obviously, not acquired the skill of forming passive verbal groups with modals. The use of could in the above passive sentence seems to be due to his lack of competence in using modals. The reason for his use of the noun
delivery instead of the past participle of the verb to deliver will be discussed in detail further on in §3.1.4.2.

3.1.3 TEST IIIa

This test consisted of ten active sentences each of which included direct and indirect objects. The students were asked to transform each sentence into two different passive sentences (i.e. the first and second passive forms). This test was designed to discover whether the students could produce passive sentences when an indirect object is the subject of a passive construction. This is mainly because there is mother tongue interference in realizing and constructing this type of English passive sentence. The test is shown below:

Test IIIa

Please change the sentences below into two passive forms.

Example:

He painted the picture for me.
A picture was painted for me.
I was painted a picture.

1. My father brought me some flowers.
2. John gave a present to his friend.
3. The principal presented him the Diploma.
4. The man paid the workers some money.
5. He told the idea to John.
6. Mary sends a letter to her mother every week.
7. The Agent has sold the house to John.
8. He lent me his bicycle.
9. John returned the money to Mary.
10. He is drawing a picture for me.

When the students were asked to produce two forms of passive sentences for Test IIIa, at least half of the students declared that the second passive form of the sentence example (i.e. I was painted a picture) was not correct. This response shows to what extent they are affected by the rules in Persian grammar, since the indirect object cannot be used as the subject of a passive construction in this language. In Persian, only a direct object can be the subject of a passive sentence since it is a thing or a person to which an action has directly been done.
3.1.3.1 The erroneous production of second passive constructions

Some of the students from the whole group used different verbs from the ones provided in the active forms in their attempt to transform the active sentences into the second passive forms. Since the indirect object was personal they assumed that it was the subject and it should be the doer of an action. Consequently, they employed different verbs from the ones supplied in the active forms. This occurred in the ways discussed below:

9% (4/45) of students produced active sentences. This appears to be sensible since they used the indirect objects as the actor of the verbs. Three students in this particular group used verbs which are antonyms of verbs provided in the test as shown in the following active sentences:

N.B. The sentence numbers shown, here, correspond to those presented in the test.

(6) Mary sends a letter to her mother every week.
    *Her mother receives a letter every week
    *Mary's mother receive a letter every week
    *Every week Mary's mother receives a letter.

(7) The Agent has sold the house to John.
    *He bought the house from agent.

In this case, they produced subjects which are doers or according to Huddleston (1971, 73), they have "agentive function" and are recognized as "goal" as opposed to those subjects (i.e. Mary, the Agent) which have "agentive function" and are recognized as "source".

One of the four students in this group appears to think that the verb to buy expresses a temporal action and hence he used this verb in the simple past tense. On the other hand, two of these four students produced the following active sentences in which the verbs used are not antonyms of those provided in the test:

(1) My father brought me some flowers.
    *I had some flowers.

(2) John gave a present to his friend.
    *I had a present.
(5) He told the idea to John.
   *John's idea is from him.

(6) Mary sends a letter to her mother every week.
   *Mary's mother had a letter from Mary.

(10) He is drawing a picture for me.
    *I will receive the picture which he is drawing for me.

The above active sentence (6) was apparently made by analogy with Mary had a letter yesterday. Hence, the verb to have, here, can be considered as the apparent antonym of the verb to send. The active sentence John's idea is from him was produced by one of these two students. This is due to an inter-language error since no indirect object moves into subject position under the passive. Thus, Iranian students usually find a sentence such as John was told the idea very awkward and unfamiliar. This is especially the case if the student has never heard such a construction or he has the habit of word for word translation from English into Persian. To place John in subject position, this student used John's idea. Yet he did not realize that he actually placed the direct object in the subject position and John in its possessive case modifies the noun idea.

13% (6/45) of the students also produced passive sentences in which the verbs were different from those provided in the active sentences as shown below:

(1) My father brought me some flowers.
    *I have been received some flowers.
    *I was received some flowers.

(2) John gave a present to his friend.
    *John's friend has been received a present by him.

(6) Mary sends a letter to her mother every week.
    *Her mother is being received a letter every week.
    *Mary's mother has been received a letter every week.

(7) The Agent has sold the house to John.
    *John has been bought a house.
    *John has been bought the house through the Agent.
(9) John returned the money to Mary.
   *Mary has been received the money from John.

(10) He is drawing a picture for me.
   *I was being received a picture.

As is evident, the verbs employed in the passive form of sentences (6) and (7) are antonyms of those used in the active forms. Yet in the passive form of sentence (2), the verb to receive can almost be considered as the antonym of the verb to give supplied in the active sentence (2). Three of the six students in this particular group produced passive verbal groups in the present perfect tense as shown in the passive form of sentences (1), (2) and (9). This seems to be due to the student's failure to overcome their original confusion between the English passive verbal groups and the Persian active verbal group in the present perfect tense, although they know how to form a passive verbal group in the present perfect tense (see §3.1.2.2). This becomes evident since the students have a tendency to use such passive verbal groups when they face a problem in passivizing active sentences. One of these six students used the passive verbal group whose tense is the present continuous in the above passive form of sentence (6). The student seems to confuse passive verbal groups which are in the simple present and present continuous tenses (see §3.2.2).

It seems that the verb to send and to sell used in the active sentences (6) and (7) respectively, created the students' confusion. This is because the number of students who changed the above verbs in their passive sentences is quite reasonable by comparison to those students who altered the verbs of the other sentences. The students appear to have assumed that it is Mary who sends a letter and the Agent who sells the house but Mary's mother or John are the persons who receive a letter and buy the house respectively.

It appears that they assumed this when they placed Mary's mother and John in subject position in their sentences. Indeed, 11% (5/45) of the students converted the verb to send into receive while 9% (4/45) of the students employed the verb to buy instead of the verb to sell.

One of the 45 students became so confused having made a similar assumption to that of the above students that he left the place of the verb empty in the second passive form of sentence (7) as shown overleaf:
(7) The Agent has sold the house to John.
   *John has the house by Agent.

The past participle of the verb to be (i.e. been) was not used in the above sentence since the student has a tendency to employ been in producing passive verbal groups which are in the future and the present progressive (see §3.1.2.2).

4% (2/45) of the students placed the indirect objects in subject position so that they produced active sentences in which the verbs are similar to those provided in the test. One of the students (50% = 1/2) in this particular group produced the following sentences:

(2) John gave a present to his friend.
   *I have given a present to John's friend.

(8) He lent me his bicycle.
   *I lent him bicycle.

The student appears to have been unable to distinguish between two passive forms required in Test IIIa. This becomes clear from the following evidence: Firstly, he produced two second passive constructions for sentence (2), one of which is correct while the other one is incorrect as shown above. Secondly, he produced active sentences instead of the second passive form of some of the sentences given in the test. Thus, his sentences had verbs which were either similar or antonyms of those given in the test.

In fact, he produced the above construction for sentence (2) by analogy with the second passive sentence given as an example in which I is its subject. Apparently, the active verbal group in the present perfect tense was used as the result of the students providing two different sentences required in the test. He used the simple present tense and the future tense in the active sentences which he assumed to be the second passive forms of sentences (5) and (10) whose tenses are the simple past and the present continuous respectively. On the other hand, the other of the two students in this particular group produced the following active sentence as the passive form of sentence (9):

(9) John returned the money to Mary.
   *She returned the money to John.
Table IV, below, shows the percentage of the students grouped according to verb usage in the sentences.

Table IV

<table>
<thead>
<tr>
<th>A.V. as 2nd P.V.</th>
<th>2nd P.V.</th>
</tr>
</thead>
<tbody>
<tr>
<td>number</td>
<td>active antonym</td>
</tr>
<tr>
<td>(1)</td>
<td>-</td>
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<td>(3)</td>
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<td>(4)</td>
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<td>(5)</td>
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<td>(6)</td>
<td>7%</td>
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<tr>
<td>(7)</td>
<td>2%</td>
</tr>
<tr>
<td>(8)</td>
<td>-</td>
</tr>
<tr>
<td>(9)</td>
<td>-</td>
</tr>
<tr>
<td>(10)</td>
<td>-</td>
</tr>
</tbody>
</table>

A.V. = active sentence
2nd P.V. = second passive sentence

4% (2/45) of the students seem to lack competence in producing second passive constructions. This is evident since a single separate student in this special group did not produce any second passive construction while the other of these two students only made two erroneous second passive constructions for sentences (1) and (2) as shown:

(1) My father brought me some flowers.
   *Some flowers was brought for me by my father.
   *My father was brought for me some flowers.

(2) John gave a present to his friend.
   *A present was gave to his friend by John
   *John was gave present to his friend.

It seems that these students have always been able to avoid using second passive constructions in speaking English, although they have been in Britain
for a long time (5 and 3 years respectively as gathered from answering item (9) of the questionnaire). This apparently happened by their use of indirect objects (i.e. subjects which have agentive function and distinguished as goal) with verbs which are antonyms of those transitive verbs optionally used in the passive. Having such an interpretation of students' avoidance of forming second passive constructions become more evident when one of the students was consulted.

Some students were unable to identify some indirect objects provided in the given active sentences in the test. Yet some others were misled by the type of some verbs supplied with active sentences. Thus in facing these problems, they used the first person pronoun I as the subject of their second passive constructions. The choice of I instead of other personal pronouns is apparently the result of hteir producing second passive constructions by analogy with the passive sentence examples in which I is employed as the subject.

One of the 45 students appears to be unable to recognoze indirect objects as is evident from his using I as the subject in most second passive constructions. Thus, by good fortune he produced the correct second passive form of sentences (1), (8) and (10) in which me is used as the indirect object. Indeed he correctly produced the second passive form of sentences (2) and (4). Yet he appears to have mistaken the indirect objects (i.e. John's friend and the workers) as the direct object. This is evident for the following reasons: Firstly, he only produced one passive construction for sentence (2) in which John's friend is the subject. Secondly, he produced another second passive form for sentence (4) in which I is the subject. The student cannot apparently distinguish between direct and indirect objects. A similar cause of error appears to be responsible for the production of the following passive constructions which were made by another one of the 45 students.

(2) John gave a present to his friend.
   *I had a present.

On the other hand, one out of the 45 students used I as the subject of the second passive form of sentences (6) and (9). He used me instead of Mary's mother in the first passive form of sentence (6). He apparently applied me in order to be able to use I in the second passive form of sentence (6).
It seems that the verbs to send, to sell, and to return gave rise to confusion. This is evident for the following reasons. Firstly, he supplied me instead of John in the first passive form of sentence (7). Secondly, he attempted to produce the second passive form of sentence (7) by placing John in subject position. Nevertheless, he subsequently replaced John by I which is crossed out. In this case, he did not produce a second passive sentence since he thought that neither I nor John performed the action of selling but they bought it. Apparently, he thought that if he made passive constructions by analogy with the passive sentence examples, he would produce acceptable passive forms. Thus, the student can recognize indirect objects (as is evident from his producing second passive constructions for other sentences) but he became confused by the verbs to send, to sell, and to return used in active sentences (6), (7) and (9). Accordingly, he assumed that if he placed the recipient (i.e. Mary's mother, John and Mary) in subject position he would show that those people are the performers of actions as implied by the verb to send, to sell, and to return. Yet each of the above people is the owner of the direct objects: a letter, the house and the money respectively.

The Table V below illustrates the percentage of students who incorrectly used I as the subject of the second passive form of the sentences given in the test.

Table V

<table>
<thead>
<tr>
<th>sentence numbers</th>
<th>number of students using I as the incorrect subject of second passive sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2)</td>
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</tr>
<tr>
<td>(3)</td>
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</tr>
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<td>2</td>
</tr>
<tr>
<td>(5)</td>
<td>2</td>
</tr>
<tr>
<td>(6)</td>
<td>2</td>
</tr>
<tr>
<td>(7)</td>
<td>2</td>
</tr>
<tr>
<td>(9)</td>
<td>4</td>
</tr>
</tbody>
</table>
3.1.3.2 The production of two different first or two different second passive constructions

Some students produced either two first passive constructions (i.e. when the direct object is the subject of a passive sentence) or two second passive sentences (i.e. when the indirect object is the subject of a passive construction). Such performance may be mainly due to the student's failure to recognize either the direct objects or the indirect objects provided in the active sentences given in the test. Although an active sentence with its two passive forms was given as examples at the top of the test, these students were unable to distinguish properly between the two passive forms. They only noticed that the two passive constructions were somehow different but did not discover the main difference between the two passive sentences. This implies that the students failed to realize that the two passive forms are made when the direct object and the indirect object are alternatively placed in subject position in the passive constructions. Consequently, in transforming the active sentences into two passive forms, they attempted to provide a difference between the two passive constructions. This difference was demonstrated in various forms as discussed below. There is, however, one occasion when one of the 45 students produced two first passive constructions due to being misled by the type of verb used in a sentence. This will be discussed in detail below:

3.1.3.2.1 Two different first passive constructions

Two different causes of error appear to be responsible for the production of such passive constructions, as discussed below:

One out of the 45 students produced the following first passive forms for sentence (8) which is in the simple past tense.

(8) He lent me his bicycle.
   *His bicycle has been lent.
   *His bicycle was lent.

Here, the student used the present perfect tense for one of the passive sentences whilst using the simple past tense, which is provided in the active sentence, in the other one. The student seems to have been unable to recognize the indirect object in the above sentence (8). Yet whenever the student recognized the indirect and direct objects of the active sentences he
produced two different passive forms by placing the direct object and the indirect object in subject position in the two passive sentences. However, he applied two different tenses to some of his passive constructions which are similar to the ones used in the above passive sentences. In this way, he mostly used the present perfect tense in one of the two passive forms whilst the other contained the same tense as the one supplied in its active form. This is probably because he does not know the main difference between two passive forms; i.e. direct and indirect objects are placed in subject position alternatively. Hence, he employed present perfect passive verbal groups due to having found the production of two passive forms difficult. In fact, the reason for the production of such passive verbal groups has been discussed in §3.1.2.2.

The source of error responsible for the production of the following two first passive constructions (made by 2% (1/45) of the students) cannot be traced to any failure in the recognition of the indirect object.

(9) John returned the money to Mary.
   *The money was returned to Mary.
   *Mary's money was returned.

Mary's money was employed as the subject in the student's attempt to produce a second passive form. It seems that the verb to return confused the student, since he appears to have assumed that Mary is the person who did not return the money and that it actually belonged to her. Hence, using Mary alone in subject position under passive, in the student's mind, will incorrectly refer to Mary's returning the money. This student's assumption becomes evident from his producing Mary was returned his money which was subsequently replaced by the above sentence (i.e. Mary's money was returned). On the other hand, he failed to realize that by placing Mary's money in subject position, he actually used a direct object (i.e. the money) as the subject of his passive sentence. In fact, Mary in its possessive case modifies the noun money and hence indicates that the money does not belong to anyone else but Mary. Yet the student was apparently convinced that he used the indirect object as the subject of his second passive form since Mary was employed at the beginning of his passive sentence. Moreover, the student correctly transformed all the other active sentences into two passive forms and has a very good overall performance in all tests.
3.1.3.2.2 Two different second passive constructions

Two second passive constructions were produced since some of the students were only able to recognize the indirect objects. Nevertheless, each pair of their second passive constructions differ since they do not realize the main difference existing in the two passive sentences required in the test. Such passive sentences can, however, be divided into the following categories in accordance with the differences made in each pair of the second passive constructions.

(a) A personal pronoun is used in one of the second passive sentences as shown below:

(2) John gave a present to his friend.
    *John's friend was given a present.
    *He was given a present

(b) The tense applied in both second passive sentences is different from the one provided in the active form of the two passive sentences. However, one of the passive sentences includes the agentive while both sentences contain a very different from the one used in the active sentence:

(2) John gave a present to his friend.
    *John's friend has been received a present by him.
    *John's friend has been received a present.

The verb to receive was used since the student appears to have assumed that when he places John's friend in subject position his passive sentence will imply a meaning different from the one suggested by the active sentence (2); i.e. it incorrectly implies that "John's friend gave a present".

(c) Both incorrect second passive constructions contain a similar tense which is different from the one used in the active form of the two passive constructions. However, one of them includes the indirect object in its pronoun form:

(5) Mary sends a letter to her mother every week.
    Mary's mother has been sent a letter.
    She has been sent a letter.

(d) One of the two passive constructions includes a different tense from the one supplied in the active sentence. A personal pronoun was used instead of
the indirect object in one of the passive sentences in order to produce a
further difference between the two sentences:

(4) The man paid the workers some money.
   The workers were paid some money.
(1) *They had been paid some money

*The workers have been paid some money by the man
(2) *They were paid some money by the man.

(e) Both passive sentences are in the same tense as that used in the active
form. Yet there isn't a subject verb concord in one of them.

(4) The man paid the workers some money.
   *The workers was paid some money.
   The workers were paid some money.

(f) Both sentences are in different tenses from the one provided in the
active sentences. One contains the pronoun form of the indirect object as
its subject.

(4) The man paid the workers some money.
   The workers were paid some money.
   *They had been paid some money.

(5) He told the idea to John.
   *John has been told the idea.
   *He had been told the idea.

(g) Only one of the passive sentences has the same tense as the provided
active form.

(5) He told the idea to John.
   *John has been told the idea.
   John was told the idea.

(h) One of the sentences is in the active form with a verb which is an
antonym of the one provided in the active sentence. Its tense is also
different. The passive sentence is in a different tense from the one
supplied in the given active sentence; for example:

(6) Mary sends a letter to her mother every week.
   *Mary's mother received a letter every week.
   *Mary's mother was sent a letter.
Neither of the second passive sentences contain the direct object but one of them includes the indirect object used in the active sentence. Yet there is the personal pronoun I in the other sentence as shown below:

(4) The man paid the workers some money.
    *The workers were paid by the man.
    *I was paid by the man.

The student who produced these sentences appears to have mistaken the workers for the direct object (see §3.3.1).

The percentage of students producing these sentences in the above categories are shown in Table VI below:

Table VI

<table>
<thead>
<tr>
<th>categories</th>
<th>number of students as a percentage of total 45</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a), (c), (f) and group (1) in (d)</td>
<td>2</td>
</tr>
<tr>
<td>group (2) in (d)</td>
<td>2</td>
</tr>
<tr>
<td>(h), (b), (e), (g)</td>
<td>2</td>
</tr>
<tr>
<td>(i)</td>
<td>2</td>
</tr>
</tbody>
</table>

3.1.3.3 Miscellaneous errors traced in relation to the production of first and second passive constructions

One of the 45 students made a mistake in the use of the verb to present as a verb and its use as a noun in sentence (2). Thus, the first passive form was produced with the verb to present which is not exactly the passivization of sentence (2), but is a correct passive construction nevertheless. Yet the second passive construction made for sentence (2) is deviant in this context. It could in fact be acceptable if he is a singer and John is a compere. The passive constructions are shown below:

(2) He gave a present to his friend.
    A present was presented to him.
    He was presented by John.

In the following sentence (2), one out of the 45 students changed the verb to tell into the verb to say for making the first passive form (i.e. when
(5) He told the idea to John.
    The idea was said to John.

This error could be because of the students' knowledge of the fact that those two verbs are used differently in the English language; for example, I told you but I said to you while there is only one equivalent verb goftân for both to tell and to say in Persian. The student may well have produced an interlanguage error since he knows that an addressee for the verb goftân in Persian is always an indirect object; that is, the addressee is used with a preposition. Therefore, in Persian, one always says something to someone and the indirect object is always employed in an active construction. The comparison of the verb to tell and goftân will be discussed in detail in Chapter V, §5.3.

One of the 45 students changed the verb to give into the verb to bring in producing the first passive form of sentence (2) as shown below:

(2) John gave a present to his friend.
    A present was brought to John's friend.

This is probably because the verb to bring, in Persian, conveys a similar connotation as that of the verb to give in English as in the above context. In this case, these two verbs indicate that something belongs to someone when they are used in the following English and Persian constructions:

(English) He gave me a gift.

(Persian) v bâry-e mân yek hedye avârd
        he for -ezâfe I/me one/a gift brought
        'He brought a gift for me.'

Hence, the context of both above sentences denote to belonging of a gift/to the indirect objects (i.e. recipient): me and mân. In fact, the student first used the preposition for in his attempt at sentence (2) but subsequently replaced it by the preposition to probably for the following reasons: Firstly, the student used the preposition for either because the verb to bring can be used with a "for-indirect object" or because 'to bring' is always utilized with a "for-indirect object" in Persian. Secondly, he replaced for by the preposition to since the "to-indirect
"object" is used with the verb to give in the active sentence (2). The student seems, however, unable to distinguish between the meanings conveyed by using a "to-indirect object" and a "for-indirect object" with the verb to bring in English. That is, when the verb to bring is used with a "for-indirect object" this denotes the belonging of something to someone. Yet when the verb to bring is used with a "to indirect object" this implies that something is brought to someone but it could belong to someone else.

One of the 45 students kept the preposition of the indirect object in the second passive form of sentence (7) that is:

(7) The Agent has sold the house to John.
    *John has been sold the house to by the Agent.

It seems that this intralingual and developmental error is produced by analogy with: They wrote to John — John was written to.

7% (3/45) of the students produced the following active sentences instead of two passive forms (first and second) required in the test, as shown below:

(10) He is drawing a picture for me.
    *A picture was drawing for me.
    *The picture was drawing by him for me.

This is due to students' inability to produce the passive progressive tense; as is evident from their performance in Test II, where one of these three students used the present participle of the verb to be (i.e. being) in both sentences whose tenses are the simple present and the present continuous). However, the others omitted being in providing the passive present continuous tense for sentences (1) and (3) which are in the present progressive tense. Two of this particular group of students applied the passive simple past tense to the second passive form of this sentence. On the other hand, one of these three students also produced the following active sentences in place of the second passive form of sentence (10):

(10) He is drawing a picture for me.
    *I was drawing a picture.

The students appear to have applied the past tense to their active and passive verbal groups as a result of an interlanguage error, the Iranian
teaching technique or the excessive use of the simple past tense in scientific texts (see §3.1.2.2).

3.1.3.4 Substitution of the subjects of active sentences for the indirect objects in their passive forms and vice versa

In transforming active sentences into passive forms, some students used the subject of these sentences instead of indirect objects. Thus, the subject (i.e. $S_I$) was employed in the following functions:

- as the subject of a second passive sentence:
  
  $$S_I \rightarrow IO = S_{III}$$

- as the indirect object in a first passive sentence:
  
  $$S_I \rightarrow IO = O_{II}$$

There are also some students who substituted the indirect objects for the agentives.

$$IO \rightarrow S_I = Agentive$$

The source of such errors are explained below:

3.1.3.4.1 Substitution of the subjects of active sentence for the indirect objects in their second passive forms; $S_I \rightarrow IO = S_{III}$

One of the 45 students replaced the subject of sentence (2) for the indirect object (i.e. $S_{III}$) in its second passive form. This has occurred due to the student's incorrect use of prepositions by and to in the first passive form of sentence (2) as shown below:

(2) John gave a present to his friend.

*A present was given to John by his friend.

*John was given a present by his friend.

This, however, occurred due to a slip since no evidence was traced in relation to incorrect rule application elsewhere in the test. Indeed, the student has

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(2) $S_I = Agent/actor$

$S_{III}$ = the indirect object which is placed in subject position in a second passive sentence

$IO$ = indirect object

$O_{II}$ = the indirect object existing in a first passive sentence.
a very good overall performance in all passive tests.

The subject of sentence (8) was used, by one of the 45 students, in its second passive form as shown below:

(8) He lent his bicycle to me.
   *He was lent a bicycle.

This could be regarded as a slip since it did not occur again elsewhere in the test and the student has a good overall performance on all passive tests.

Similarly, the subject of sentence (8) was placed into subject position in its second passive form by another one of the 45 students. This seems to be due to the student's failure to recognize the indirect object (i.e. me). This is evident for the following reasons: Firstly, the student used the subject of sentence (8) in place of the indirect object in its second passive form. Secondly, the student apparently lacks competence in recognizing the indirect objects since he also produced second passive constructions which include I instead of the indirect object used in active form of those particular sentences. The student's erroneous passive sentences are shown below:

(8) He lent me his bicycle.
    The bicycle has been lent to him.
    He was lended a bicycle from him.

The use of the preposition from could be explained by his mistaking the verb to lend for the verb to borrow.

3.1.3.4.2 Substitution of the subjects of active sentences for the indirect objects in their first passive forms; $S_I \rightarrow IO = O_I$

Some students employed the subject of sentence (2) rather than the indirect object in their attempt to transform this sentence into the first passive form. This incorrect application of the rule can be considered to be due to a slip because 4% (2/45) of the students correctly produced a second passive form by placing the indirect object in subject position in their transformations. This illustrates the students' ability to recognize indirect objects, especially because such a mistake was not made for similar cases elsewhere in the test. In fact, one of the students in this particular group of four mistakenly chose the prepositions to and by for the agentive and the indirect object in the first passive form of sentence (2). This could be
regarded as a slip since not only did he place the indirect object in subject position in the second passive form of sentence (2) but he also employed the correct agentive (i.e. by John). The students' versions of this sentence are shown below:

(2) John gave a present to his friend.

*A present was given to John by his friend.
*His (John's friend) friend was given a present by John.
*A present was given to John.
*His friend was given a present.

One of the 45 students also used the subject instead of the indirect object in the first passive form of sentence (2). This is because the student mistakenly chose the prepositions to and by for the agentive and the indirect object in this passive sentence respectively. As discussed in §3.1.3.1 above, such substitution can be regarded as a slip.

One out of the 45 students substituted the subject of the active sentence (4) (i.e. the man) for the indirect object in the first passive form of this sentence. This again was merely a slip since the student correctly placed the indirect object (i.e. the workers) in subject position in the second passive form of sentence (4) in which the correct agentive (i.e. by the man) was used:

(4) The man paid the workers some money.

*Some money was paid to the man.
The workers were paid some money by the man.

No evidence, however, was found of similar mistakes elsewhere in the test. This indicates that the student has no difficulty in recognizing the indirect object in active sentences

3.1.3.4.3 Substitution of the indirect objects for the agentives:

\[ O \rightarrow S_1 = Agentive \]

Some of the students used the indirect objects provided in the active sentences instead of the agentive in their passive constructions. The possible causes of such an error or a slip will be discussed below.

One of the 45 students mistakenly employed the indirect object of sentence (2) as the agentive in both first and second passive forms of this sentence. This is considered a slip since first, he had mistakenly chosen the prepositions to
and by for the indirect object and the agentive respectively in the first passive form of sentence (2) (cf. §3.1.3.4.1 and 3.1.3.4.2).

A similar reason can be given for the mistake of another student among the group of 45 who used the indirect object (i.e. his friend) in the first passive form of sentence (2) (see §3.1.3.4.2).

Similarly, one of the 45 students mistakenly used the indirect objects (John and Mary) as agentives in the passive forms of sentences (5) and (9). This could be considered to be a slip since the correct agentives were used for one of the two passive constructions made for these sentences as shown below:

(5) He told the idea to John.
    The idea was told to John by him.
    *I was told the idea by John.

(9) John returned the money to Mary.
    *The money was returned to John by Mary.
    *I was returned the money by John.

The prepositions by and to, however, were mistakenly chosen for the "agentives" and the indirect objects in the first passive form of sentences (5) and (9) respectively. This is obviously a slip since the correct agentives were used in one of the two passive forms of sentences (5) and (9) and it did not occur elsewhere in the test. The use of I in the above deviant second passive constructions is due to the student's failure to recognize indirect objects (see §3.1.3.1).

4% (2/45) of the students employed the indirect object me as the agentive of the first passive form of sentence (8). The reason for this error may be the students confusing the verb to lend for the verb to borrow. This is evident from the passive sentences made by one of these two students: He first produced a correct second passive construction but he appears to have assumed that this sentence implied the context I borrowed his bicycle. Thus he used I as the agentive (i.e. by me) in the first passive form of this sentence. The sentences are shown below:

(8) He lent me his bicycle.
    I was lent his bicycle.
    *His bicycle was lent by me.
However, the student correctly passivized the rest of the sentences and he had a very good overall performance in all tests on passive constructions.

However, the fact that the other of the two students in this particular group, confused the verb to lend with the verb to borrow is evident from his correct use of the agentive (i.e. by him) which was subsequently replaced by by me. Hence, the second passive construction was not produced since I was supposed to be the agent and it could not be placed in subject position. Accordingly, the second passive construction produced was deleted as the result of the student's assumption that I was the agent (which cannot be placed in subject position under the passive).

One of the 45 students also used the indirect object of sentence (8) as an agentive in its first passive form. The student mistakenly used the preposition by instead of to. This becomes evident from the student's use of the correct agentive (i.e. by him) in the second passive form of sentence (8) as shown below:

(8) He lent me his bicycle.
*The bicycle was lent by me.
I was lent the bicycle by him.

Consequently, this can be considered to be a slip, especially since such a mistake cannot be found for similar cases elsewhere in the test.

3.1.3.5 Omission of indirect objects in first passive constructions

In transforming active sentences (in Test IIIa) into first passive forms, some students omitted the indirect objects. This may be a result of students' slips since they only omitted the indirect objects of the first passive form of one or two sentences in the test. The number of students who made such mistakes are shown for each sentence in the Table VII overleaf:
These students, however, had good performances in Test IIIa. Yet there are some students who showed poor performance in the test and hence the reason for their omitting the indirect objects are discussed below:

One of the 45 students omitted the indirect object in the first passive form of sentence (7) as shown below:

(7) The Agent has sold the house to John.

*The house has been sold.

This is possibly due to a slip for the following reasons. Firstly, the student correctly transformed sentence (7) into the second passive form. Secondly, a similar mistake was not traced in any of his other answers. Apparently, the student has not acquired sufficient competence in producing two different passive constructions (the first and second passive forms) required in the test. This is obvious from his production of two second passive constructions when attempting to transform some sentences into two passive forms due to his inability to tell the difference between the two passive constructions (see §3.1.3.2.2).

In transforming sentences (1) and (8) into the first passive form, another one of the 45 students omitted the indirect objects as shown below:

(1) My father brought me some flowers.

*Some flowers has been brought by my father.

<table>
<thead>
<tr>
<th>sentence number</th>
<th>number of students as a percentage of 45</th>
</tr>
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<tbody>
<tr>
<td>(1)</td>
<td>4</td>
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<tr>
<td>(2)</td>
<td>7</td>
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<td>(7)</td>
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<td>(8)</td>
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<tr>
<td>(9)</td>
<td>2</td>
</tr>
<tr>
<td>(10)</td>
<td>7</td>
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</tbody>
</table>
(8) He lent me his bicycle.
   *His bicycle was lent.

The following causes may be responsible for this error, the first being the student's apparent inability to recognize two different objects supplied in the active sentences. Secondly, he seems to have been unable to tell the difference between the two passive constructions required in the test. Evidently, this is because he usually produced two first or two second passive constructions instead of transforming each active sentence into two different passive forms (see §3.1.3.2.1 and 3.1.3.2.2). He was only able to place the indirect objects and direct objects of sentences (1) and (10) in subject position. This seems to have been due to the production of such passive constructions by analogy with the passive form of the sentence example since the indirect object me was also employed in sentences (1) and (10).

2% (1/45) of the students did not provide the indirect object (i.e. me) in the first passive form of sentence (8) as shown below:

   (8) He lent me his bicycle.
       *His bicycle was lent by him.

This could be due to a confusion in the student since he used the indirect object (i.e. me) which was subsequently deleted in his version of this sentence. This confusion appears to have arisen as the result of his observing the indirect object without its preposition in the active sentence (8). This error will be discussed in detail in Chapter V, §5.2.

4% (2/45) of the students did not employ the indirect object (i.e. for me) in the first part of sentence (10) as shown below:

   (10) He is drawing a picture for me.
       *A picture is being drawn by him.
       *A picture was being drawn by him.

This is probably because the students incorrectly assumed that only "to-indirect objects" can be used in the first passive constructions. This error will be fully discussed below.
3.1.3.6 Omission of direct objects in second passive constructions

In transforming sentences (4), (5) and (9) into the second passive form, 7% (3/45) of the students omitted the direct objects. The students' answers are shown below:

(4) The man paid the workers some money.
   *The workers were paid by the man.

(5) He told the idea to John.
   *John was told.

(9) John returned the money to Mary.
   *Mary was returned.

Each of these deviant passive sentences was, in fact, made by single separate students in the group. This form of mistake can be considered as a slip since no evidence in relation to the students' incorrect application of the rule was found for similar cases elsewhere in the test.

One out of the 45 students omitted the direct object (i.e. some money) in the second passive form of sentence (4) as shown below:

(4) The man paid the workers some money.
   *The workers were paid by the man.

The student apparently regarded the indirect object (i.e. the workers) as a direct object since he also produced another second passive construction with the personal pronoun I as its subject. This is evident from the student's use of I as the subject of the second passive form of most sentences. On the other hand he correctly transformed the rest of the active sentences (see §3.1.3.1).

3.1.3.7 The incorrect choice of the preposition to for the preposition for

Some students substituted the preposition to for preposition for and vice versa.

3.1.3.7.1 Substitution of the preposition to for the preposition for

In introducing the preposition of indirect object used in the first passive form of sentence (1), some students used the preposition to in place of for.
The reasons for such a performance differ for the two following groups of students.

The first group of students seem to have assumed that only "to-indirect objects" are used in passive constructions. This is evident from one of the 45 students using the preposition to instead of for in the first passive form of sentence (10), although the "for-indirect object" (i.e. for me) was provided with its preposition in the active form of this sentence given in the test as shown below:

(1) My father brought me some flowers.
   *Some flowers were brought to me.

(10) He is drawing a picture for me.
    *A picture is drawn to me.

The student's use of the incorrect tense in the above passive sentence is not relevant to the error discussed above. The cause of such an error is dealt with in §3.1.2.2.

For 4% (2/45) of the students, this assumption was facilitated by the verb to bring used in the active sentence (1) since the verb to bring can be used in conjunction with a "for-indirect object" or alternatively with a "to-indirect object". On the other hand the verb to draw, as in sentence (10), is only used with a "for-indirect object". Thus, in transforming sentence (10) into the first passive form, the students seem to have thought that they cannot make use of this assumption, and hence they omitted the "for-indirect object" (i.e. for me) altogether in their versions of this sentence as shown below:

(1) My father brought me some flowers.
    Some flowers were brought to me.

(10) He is drawing a picture for me.
    *A picture is being drawn by him.
    *A picture was being drawn by him.

The causes responsible for the production of a past progressive passive verbal group in the above sentence is similar to those discussed in §3.2.2.

In transforming sentence (1) into the first passive form, the second group of
students (7% = 3/45) introduced the preposition to instead of for in an attempt at this sentence as shown below:

(1) My father brought me some flowers.
    Some flowers were brought to me.
    Some flowers were brought to me by my father.
    *The flowers brought to me by my father.

This could be due to the students' familiarity with the verb to bring which can either be used with a "to-indirect object" or a "for-indirect object". However, it is not evident whether the students are aware of the two different connotations conveyed when the above indirect objects are used in combination with the verb to bring in the active form. For example, in the following context, he brought some flowers for Mary the meaning implied is some flowers were intended as a gift to Mary (see Chapter V, §5.1.2 for a detailed discussion), whilst the context he brought some flowers to Mary denotes that some flowers were handed to Mary but they could be for someone else apart from Mary (in this case Mary may be considered a semi recipient).

Moreover, the fact that some of the students had a fair or poor performance in all tests on passive constructions is not necessarily the reason for their unfamiliarity with the two different connotations provided by the combination of the verb to bring with a "to-indirect object" and a "for-indirect object" respectively. This is because although the students may not have adequate skill in producing passive sentences, they may be competent in other parts of the grammar of the target language. In fact, one of these three students had a very good overall performance in all tests on the passive form.

The reason for assuming the above two groups of students to be aware of using the verb to bring with two different indirect objects is that the verb to bring (i.e. avârdan) in Persian, is only used with a "for-indirect object" and hence it would be easy for them to produce the "for-indirect object" in their passive constructions. Consequently, the students' use of the preposition to cannot be attributable to their incorrect use of the preposition by relying on the fact that all foreign students usually have difficulty with prepositions.

3.1.3.7.2 Substitution of the preposition for for the preposition to

One of the 45 students employed the preposition for instead of to in the first passive form of sentence (2), although the "to-indirect object" (i.e. to his
friend) was provided with its preposition in the active form of this sentence in the test as shown below:

(2) John gave a present to his friend.
     *A present was given for him.

Here, either of the following sources of error may have been responsible for the student's incorrect use of the preposition. The student might have used the preposition for by analogy with the first passive form of sentence (2) and the first passive form of the sentence example in which "for-indirect object" is used. On the other hand, he might not have acquired sufficient competence in using indirect objects with their appropriate prepositions in the first passive constructions.

3.1.3.8 Omission of the preposition of indirect objects in first passive constructions

It seems that some students have difficulty in realizing that an indirect object is usually used with a preposition unless it is shifted to the left. Active sentences (1), (4) and (8) have indirect objects without their prepositions. In transforming these active sentences into first passive forms, 13% (8/45) of the students did not introduce the preposition of indirect objects. It is not evident whether the students were aware of a rule by which they can omit the preposition of some indirect objects under the first passive form or whether they did not introduce the preposition of indirect objects in their versions of these sentences since the indirect objects are used without their prepositions in the active sentences. Thus, if there is a rule in relation to omission of the preposition of indirect objects under the first passive form, then it should be described. Hence, the source of errors responsible for the insertion or omission of the preposition of indirect objects cannot be given unless the rule is defined. Consequently, after describing this rule in the source of this error in relation to students' failure to introduce the preposition of indirect objects will be treated in the discussion of similar errors made by the second group of testees in Chapter V, §5.2.
3.1.4 **TEST IVa**

This test consisted of ten sentences in which the students were asked to transform them into the passive form. The purpose of this test is to discover if the students can recognize the use of the passive form in expressing something impersonally. The test is shown below:

**Test IVa**

Please change these two types of sentences into the passive form.

*e.g.*

(a) People say that they have seen a spaceship near London.
    It is said that a spaceship has been seen near London.

(b) They say that whisky is getting scarce.
    It is said that whisky is getting scarce.

1 - They thought that John had stolen the parcel.
2 - They denied that they attempted to rob the Bank.
3 - They hope that things will improve soon.
4 - We cannot guarantee that the company will deliver the goods safely.
5 - They say that his paintings are very beautiful.
6 - They felt that the situation may improve.
7 - You usually find that these stories are false.
8 - There was a rumour that the prisoners had escaped.
9 - The audience assumed that the play was a true story.
10 - They believed that the story was true.

3.1.4.1 **The production of erroneous passive forms of the first part of active sentences**

The active form of the first part of the sentences should be passivized when something is expressed impersonally. 11% (5/45) of the students only copied the form which was given in the test examples so that they wrote *it is said* for the first part of all the sentences which were supposed to be passivized. Consequently, it was by chance that they produced the correct passive form for sentence (5) whose first part includes the verb *to say* in the simple present tense.

One of the 45 students wrote *it is said* in passivizing the first part of most sentences except sentences (2) and (3). Yet the simple present tense was used instead of the simple past tense in the passive form of the first part of sentence (2).
In passivizing the first part of the sentences, one of the 45 students used the verb to say in the same tenses as the ones supplied in the active sentences given in the test. This happened for the first part of all sentences except sentences (1) and (2). Yet the student produced erroneous impersonal passive clauses for the first part of sentences (1) and (2) since he applied the present perfect tense instead of the simple present tense, as shown below:

(1) They thought that John had stolen the parcel.  
   *It has been thought by them that John had been stolen the parcel.

(2) They denied that they attempted to rob the Bank.  
   *It has been denied by them that they have attempted to rob the Bank.

Here, the student seems to be unaware of the use of the impersonal passive.

One of the 45 students used the simple present tense for the passive form of the first part of all the sentences so that, by good fortune, he produced a correct form for the first part of each of sentences (3), (5), (6) and (7). This is because the active forms of these sentences are in the simple present tense. In this way, deviant sentences were produced since the tense of each second part had been changed to match the present tense employed in the first part (see Chapter VII, §7.3 for a detailed discussion).

7% (3/45) of the students employed the simple present tense for the first part of most of the passive sentences. One of the students among this particular group of three correctly used the simple past tense when passivizing sentence (9) above, while he did not passivize sentence (8). The student apparently assumed that it was not possible to use rumour as a verb while he is not aware that using rumour in the impersonal passive is an exception. It is not, however, evident why he correctly passivized the first part of sentence (9). On the contrary, another of the three students among this group only employed the simple past tense for the first part of the passive form of sentence (8) (i.e. there was a rumour). It seems that the presence of was in the active sentence (8) gave the student a clue to using the simple past tense in his attempt at this clause. However, he omitted rumour and wrote it was that for the same reason given for the other students' failure to passivize the first part of sentence (8).

One of these three students, in this group correctly passivized only the first
part of sentences (4) and (8). In passivizing the first part of sentence (8), the student was apparently assisted by the presence of was in this clause. On the other hand, the student seems to be quite competent in using modals in passive verbal groups since the first part of sentence (4) includes the modal can as is evident from his answer below:

(4) We cannot guarantee that the Company will deliver the goods safely.
    It cannot be guaranteed that the goods will be delivered.

Also, all above students used the simple present tense in the first part of their passive sentences probably by analogy with the passive sentences given as examples at the beginning of the test. This could be because the students have not acquired sufficient competence in producing the impersonal passive.

16% (7/45) of the students used the simple present tense in the passive form of the first part of sentences (1) and (2) where the tense is the simple present. The students seem to have produced incorrect passive constructions by analogy with the first part of the passive sentence examples in the test. In passivizing the first part of sentence (2), one of the seven students among this particular group employed the verb to say instead of the verb to deny. The student's use of the verb to say is due to his attempt to provide a passive sentence similar to the passive form of sentence (a) in the examples. Such performance is probably due to confusion arising from the noun phrase to rob the Bank in the second part of sentence (2) as shown below. This error will, however, be discussed in detail further on in §3.1.4.2.

(2) They denied that they attempted to rob the Bank.
    *It is said that they attempted to rob the Bank has been denied.

These students perhaps assume that they cannot make a verb from the noun rumour while it can exceptionally be used in the impersonal passive. Hence, most of these students produced incorrect passive constructions for the first part of sentence (8). As a result of this assumption only three out of seven students in this particular group applied a different tense from the simple past tense provided in the active sentence (8). However, one of these seven students did not passivize sentences (7) and (8). The student's failure to passivize sentence (8) could be due to the presence of the noun rumour in this sentence. On the other hand, he did not passivize sentence (7) apparently
because he failed to realize that you conveys a general meaning and hence the first part of this sentence cannot be transformed into the impersonal passive.

Two of these seven students seem to assume that modals cannot be used in the impersonal passive while one of the seven students was not able to employ the modal can correctly. This is evident from the students' incorrect passive constructions produced for sentence (4). This will be discussed in detail further in the context of similar errors made by other students.

Apart from one of these seven students who incorrectly passivized the first part of sentences (8) to (10) where tense is the simple past, the others seem to have been misled by the use of the simple present tense in the first part of the passive sentence examples given at the beginning of the test. Accordingly, the latter group of students apparently failed to acquire adequate competence in producing the impersonal passive while the former student seems to be unaware of the use of the impersonal passive and hence lack the skill in producing such passive constructions.

7% (3/45) of the students used the simple present tense rather than the simple past tense in passivizing the first part of sentence (1) which is in the simple past tense. One of these three students produced a deviant passive form for the first part of sentence (8) whose tense is the simple past, i.e. *it was being a rumour. However, the student's erroneous clause did not result from his use of the simple past tense in the first part of the sentence.

The erroneous production of this passive clause seems to be due to the presence of the noun rumour in sentence (8) as discussed above for other students. On the other hand, another student in this particular group of three incorrectly passivized sentence (7) as follows:

(7) You usually find that these stories are false.
    *these stories are usually found false.

The student appears to have failed to realize that you can be used in expressing generality and since he apparently knows that sentence (7) has two possible passive forms he provided the above deviant passive form of sentence (7) instead of these stories are usually found to be false. He also produced the following passive form of sentence (2) erroneously:

(2) They denied that they attempted to rob the Bank.
    *The attempt to rob the Bank has been denied by them.
The production of this erroneous passive construction is not due to the student's lack of skill in producing the impersonal passive. The cause of this error will be discussed in detail later with other students' erroneous answers made for sentence (2) in §3.1.4.2. The student appears, however, to be quite familiar with the use of the impersonal passive.

As discussed, the above erroneous sentences (made by two of these three students) do not result from the students' lack of knowledge about the impersonal passive. Hence the students applied the simple present tense to the passive form of sentence (2) by analogy with the passive sentence examples while they used the correct simple past tense in passivizing the first part of sentences (2), (8), (9) and (10) where the tense is the simple past.

One of the 45 students used the simple present tense instead of the simple past in the passive form of the first part of sentence (2). The student seems to have become inexplicably confused. This confusion becomes clear from the production of was which is subsequently changed into is. However, the student performed well in Test IVa and only produced the above error.

In transforming the first part of some sentences into the impersonal passive, some students used the present perfect tense which was not provided in the active sentences given in the test.

4% (2/45) of the students produced such an error in passivizing the first part of sentences (1) and (2). One of the two students among this particular group used the present perfect tense in the passive form of the first part of sentences (1) and (2). Secondly, he also used the verb to say in the present perfect tense in the same as he had employed in the first part of the active sentences by attempting to passivize each of them as discussed above. The "agentives" were provided in the passive form of the first part of sentences (1), (2), (5) and (6). This illustrates the student's lack of knowledge about the usage of the impersonal passive. The student is unaware of the fact that the impersonal passive is used when a general idea is conveyed since not only did he use the "agentives" in four sentences but also produced erroneous impersonal passive constructions for other sentences in Test IVa. On the other hand, the other of the two students in this group produced the deviant passive sentences below:
They thought that John had stolen the parcel.
*It has been thought that the parcel had been stolen by John.

They denied that they attempted to rob the Bank.
*It has been denied that they have attempted to rob the Bank.

It seems that the student probably intended to use the contracted form of the present perfect tense as in it's been thought in his attempt to passivize the first part of sentences (1) and (2). This is evident from his use of the present perfect tense instead of the past perfect and the simple past tenses in the passive form of the second part of sentences (1) and (2) respectively, since the student tried to provide a tense agreement in both parts of the passive forms of sentences (1) and (2). It seems, therefore, that the student is not quite familiar with the use of the impersonal passive.

Consequently, in facing the problem of transforming sentences into the passive form, the students go back to their early hypothesis that the English passive verbal groups are similar to the Persian active verbal group in the present perfect tense (see §3.1.2.2).

One of the 45 students has apparently not acquired the competence to produce the impersonal passive: not only did he incorrectly use the present perfect tense in the passive form of the first part of sentences (1), (6) and (10) but he also showed that he is uncertain how to form this type of passive construction by providing the present and past forms of the verb to be (i.e. is and was) in passivizing the first part of sentences (1) and (10) respectively, which were subsequently deleted and replaced by the components of a passive verbal group in the present perfect tense (i.e. has been). Similarly his uncertainty can be seen by the production of a past passive verbal group in a parenthesis in addition to the present perfect passive verbal group made for the passive form of the first part of sentence (6), which is in the simple present tense. The student's versions of these sentences are shown below:

(1) They thought that John had stolen the parcel.
*It has been thought that the parcel had been stolen by John.

(6) They feel that the situation may improve.
*It has been felt (was felt) that the situation may improve.
They believed that the story was true.
*It has been believed that the story was true.

Some students employed the simple past tense in passivizing the first part of nearly all the sentences.

Another student in the group of 45 used the past tense in the passive form of the first part of nearly all the sentences. Thus, he, by good fortune, passivized the first part of sentences (1), (2), (8), (9) and (10) correctly since each part is in the simple past tense. Accordingly, the second part of his passive sentences (except sentence (3)) are in the past tense to match the past tense provided in the first part. In the case of the second part of sentence (3), the modal will was not employed in its past equivalent (i.e. would) to match the simple past tense used in the first part as shown below:

(3) They hope that things will improve soon.
*It was hoped that soon things will be improved.

This is probably because the provided past participle of the verb to improve misled the student into thinking that the past tense was applied to this passive sentence. The student, however, produced the past equivalent of the modal will in the second part of the passive form of sentence (4), although this is probably because he intended to use would in agreement with the provided past equivalent of can (i.e. could) in the first part as shown below:

(4) We cannot guarantee that the Company will deliver the goods safely.
*It couldn't be guaranteed that the goods would be delivered safely.

It is not quite clear whether such a performance (i.e. using the past tense in the passive form of the first part of all the sentences) is due to the student's lack of competence in producing the impersonal passive or is the result of his passivizing the remaining sentences by analogy with the passive form of sentence (1) whose active equivalent, provided in the test, is in the simple past tense.

One of the 45 students used the simple past tense in the passive form of the first part of nearly all the sentences except the final part of sentences
(4) and (7). Thus, the first part of sentences (1), (2), (8), (9) and (10), which is, in each case, the simple present, was passivized correctly only by a bit of luck. The tenses of the second part of the student's responses were not changed to agree with the incorrect use of the past tense in the first part. However, in both sentences (4) and (7) the first part was passivized correctly. The student, however, seems to have been quite competent in the use of modals in the passive verbal groups since he correctly passivized the first and second parts of sentence (4) which includes the modal can and will respectively. The student appears to have been misled by his use of the simple past tense in passivizing the first part of sentence (1) which is in the simple past tense. Hence, he passivized, almost without exception, the first part of the active sentences provided in the test by analogy with sentence (1). This is evident from his producing the correct passive forms of sentences (4) and (7). On the other hand, many students who correctly passivized the first part of nearly all the sentences had a difficulty in producing the passive form of the first part of sentence (4). Thus, the student appears to be competent in producing the impersonal passive.

One of the 45 students is apparently not competent in producing the impersonal passive. Accordingly, the student was unable to passivize the first part of sentences (1), (2) and (3) so that he produced the following erroneous passive constructions:

1. They thought that John had stolen the parcel.
   *They thought that parcel has stolen by John.

2. They denied that they attempted to rob the Bank.
   *They had denied that it has been attempted to rob the Bank.

3. They hope that things will improve soon.
   *The things hoped to improve soon.

The student failed to overcome his original confusion between the English passive verbal groups and the Persian active verbal group, whose tenses are the present or the past perfect while having the ability to form passive verbal groups in the present and past perfect tenses as is evident from his answers shown above and those which follow:
Test IVa

(4) We cannot guarantee that the Company will deliver the goods safely.
    *It has not been guaranteed that the company will deliver the goods.

(9) The audience assumed that the play was a true story.
    *It has been assumed that the play was a true story.

Test IIIa

(4) The man paid the workers some money.
    The workers were paid some money.
    *They had been paid some money.

(5) He told the idea to John.
    *John has been told the idea.
    *He had been told the idea.

The student used an active verbal group in the past perfect tense twice and an active verbal group in the present perfect tense three times, as can be seen from his response presented above. The student, however, seems to employ such active or passive verbal groups whenever he encounters a problem in passivizing active sentences. This occurred since he cannot see the difference between the two passive forms required in Test IIIa (see §3.1.3.2.2) and because he is not familiar with the impersonal passive.

Some students were unable to passivize the first part of sentence (8), i.e. *There was a rumour*. Their various deviant clauses as shown in the following Table VIII. The cause responsible for these students' production of erroneous clauses is similar to that of some of the above students who made incorrect clauses when passivizing the first part of sentence (8); i.e. they do not seem to know that rumour can exceptionally be used in the impersonal passive. The percentage of students producing erroneous clauses in their attempt at the first part of sentence (8) is shown in Table VIII overleaf:
Table VIII

<table>
<thead>
<tr>
<th>erroneous clauses made for the first part of sentence (8)</th>
<th>number of students % of total 45</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is said</td>
<td>2</td>
</tr>
<tr>
<td>It was said</td>
<td>7</td>
</tr>
<tr>
<td>It has been said</td>
<td>2</td>
</tr>
<tr>
<td>It was thought</td>
<td>2</td>
</tr>
<tr>
<td>It is a rumour</td>
<td>2</td>
</tr>
<tr>
<td>It was a rumour</td>
<td>9</td>
</tr>
<tr>
<td>It was being a rumour</td>
<td>4</td>
</tr>
<tr>
<td>It has been a rumour</td>
<td>4</td>
</tr>
<tr>
<td>It was that</td>
<td>2</td>
</tr>
<tr>
<td>The rumour was said</td>
<td>2</td>
</tr>
<tr>
<td>The rumour was passed</td>
<td>2</td>
</tr>
<tr>
<td>The rumour had been</td>
<td>2</td>
</tr>
<tr>
<td>There had been a rumour</td>
<td>2</td>
</tr>
<tr>
<td>There was a rumour</td>
<td>4</td>
</tr>
</tbody>
</table>

The number of students, who wrote it is said for the passive form of the first part of all or nearly all the sentences, has been excluded from this table. The table, however, includes the number of students whose deviant sentences were previously discussed.

7% (3/45) of the students, who produced erroneous clauses when passivizing the first part of sentence (8), do not seem to know the use of the impersonal passive since they incorrectly passivized the first part of some other sentences in the test. However, 9% (4/45) of the students did not transform sentence (8) into the passive form since they seem to have been uncertain as to whether they can use rumour as a verb.

Erroneous clauses were produced when some students attempted to passivize the first part of sentence (4) containing the modal can. The number of students and the erroneous clauses made are shown in the Table IX overleaf:
The table includes the number of students who used the simple present tense in passivizing the first part of all the sentences. It also excludes the number of students who used *it is said* as the passive form of the first part of all the active sentences.

The deviant clauses, *it is not guaranteed*, *it has been guaranteed*, and *it is said* illustrate the students' lack of knowledge of the impersonal passive with a modal; that is, they incorrectly think that an impersonal passive can only be made with the verb *to be*. The students' use of *is* in the above erroneous clause seems to be because of their considering the verb *can* to be in the present tense. Yet the use of the present perfect tense in *it has been guaranteed* refers to the student's failure in overcoming his confusion in relation to mistaking the English passive verbal groups for the Persian active verbal group in the present perfect tense. This also demonstrates that when the student meets with a problem concerning a passive construction he returns to his previous assumption as discussed above in relation to the student's incorrect application of tense in the passive form of the first part of the sentences.

*It is said* was written as the result of a student's considering *guarantee* to be a noun. This is evident from the student's production of similar clause (i.e. *it is said*) for first part of sentence (8) which includes the noun *rumour*. Hence the student apparently assumes that he cannot produce a passive verbal group with a noun. He is only familiar, it seems, with the noun form of *guarantee* and hence he did not notice that the modal *can* is always followed by the infinitive of a main verb.
The verb *to tell* was used by a student who usually used *it is said* as the passive form of the first part of the active sentences supplied in the test.

*It cannot guarantee* and *it cannot be guarantee* were made as the result of students over-generalizing the rule since they seem to have thought that modals are usually followed by the infinitive of a main verb as is the case when a modal is used in an active verbal group (see §3.1.2.1 and 3.1.2.2 for a detailed explanation of such errors). However, a student's use of *it could not guaranteed* is due to his lack of skill in producing passive verbal groups containing modals (see §3.1.2.2). The cause responsible for his use of *could* instead of *can* is similar to the one which will be explained for following students substituting *could* for *can*.

As shown in Table IX above, some students used the past equivalent of *can* (i.e. *could*) in passivizing the first part of sentence (4), i.e. *it could not be guaranteed*. Hence some of these students used the past equivalent of *will* in the second part of their passive constructions to match the presence of *could* in the first part. The performance of these students indicates that these students (except one who applied the simple past tense in passivizing the first part of nearly all the sentences) have not acquired sufficient competence in employing modals.

One of the 45 students appear to assume that modals cannot be used in the impersonal passive, as is evident from the following erroneous passive sentence:

(4) We cannot guarantee that the Company will deliver the goods safely.

*We could not guarantee that the Company will be delivered the goods safely.*

The subject of the second part of sentence (4) (i.e. the Company) was placed in subject position in the above passive construction. This could be just a slip since a similar mistake was not found elsewhere in the text. This could also be because of the confusion due to the student's thinking that he cannot use the modal *can* in impersonal passive. The student, however, does not seem to be familiar with the use of the impersonal passive since not only did he use the simple present tense in the passive form of the first part of sentences (1) and (2) (whose tenses are the simple past) but he has also incorrectly passivized the first part of sentences (8), (9) and (10).
One out of the 45 students produced the following erroneous passive sentence as the result of believing that modals cannot be used in the impersonal passive:

(4) We cannot guarantee that the Company will deliver the goods safely.

*The goods cannot be guaranteed by the delivered safely by the Company.

The student has apparently no problem in producing passive verbal groups which include modals since he produced a correct passive verbal group for sentence (8), in Test I, in which the modal will was used. The student's production of the above deviant passive sentence would well be due to his awareness that the active sentence (4) has two possible passive forms. Thus he used the preposition by instead of to in producing a passive sentence as *the goods cannot be guaranteed to be delivered safely. The student has apparently not acquired adequate competence in producing the impersonal passive since he also employed the simple present tense in passivizing the first part of sentences (1) and (2) where the tense is the simple past, as discussed above.

Some of these students (9% of a total 45) do not seem to know the use of the impersonal passive (i.e. it is used to express a general statement), as is evident from their erroneous constructions produced when attempting to passivize other sentences.

On the whole, most of the students who incorrectly passivized the first part of sentences (4) and (8) seem to be quite aware of the use of the impersonal passive. As discussed above, their failure to produce the incorrect passive form of the first part of these sentences is not the result of their lack of competence or knowledge about the impersonal passive.

3.1.4.2 The production of erroneous passive forms of the second part of active sentences

The second part of sentences (1) and (4) should be passivized since they contain transitive verbs and direct objects. Among the whole group of students, only 49% (22/45) of the students correctly passivized the second part of sentence (1). On the other hand, 31% (14/45) of the students did not passivize the second part of this sentence. However, four of the fourteen students in the latter group of students applied a different tense from the one provided in the second part of sentence (1) due to their using the simple
present tense or the present perfect tense in attempting to transform the first part of this sentence into the impersonal passive, as discussed above (see also Chapter 7, §7.3 for this problem of tense agreement).

Moreover, in passivizing the second part of sentence (1) John had stolen the parcel some students produced deviant passive constructions; their reasons for so doing will be discussed further below. However, the number of students and the incorrect passive clauses produced are shown in Table X below:

Table X

<table>
<thead>
<tr>
<th>Erroneous clauses made for the second part of sentence (1)</th>
<th>Number of students as percentage of total 45</th>
</tr>
</thead>
<tbody>
<tr>
<td>John had been stolen the parcel</td>
<td>7</td>
</tr>
<tr>
<td>the parcel was stolen (by John)</td>
<td>4</td>
</tr>
<tr>
<td>the parcel had stolen</td>
<td>2</td>
</tr>
<tr>
<td>the parcel has stolen</td>
<td>2</td>
</tr>
<tr>
<td>the parcel has been stolen</td>
<td>4</td>
</tr>
</tbody>
</table>

Two different sources of errors are responsible for the production of the passive verbal groups in the simple past tense. One of the two students in this particular group used the passive simple past tense to match the past tense used in the first part of his response. This is evident from his use of the past tense in the first part of all his answers, regardless of what tense was employed in the first part of the corresponding active sentences. In the second part of his passive constructions he, therefore used tenses which match the simple past tense utilized in the first part (see Chapter VII, §7.3 for a detailed discussion). The other of the two students used the simple past tense due to his shifting the tense since he mistook sentence (2) with those constructions employed for direct speech. This error will be discussed in detail further on in §3.1.4.3.

The student's use of the active verbal group in the present perfect tense is due to his confusing the English passive verbal groups for the Persian active verbal group in the present perfect tense (see §3.1.2.2).
who considered the past participle of the verb to be (i.e. been) to be redundant in forming a verb in the passive past perfect tense. This is probably because he appears to think that been should merely be used for those verbs which are in the passive progressive or future tenses (see §3.1.2.2).

The production of passive verbal groups in the present perfect tense is due to the students' failure to overcome their confusion between the English passive verbal groups and the Persian active verbal group in the present perfect tense (see §3.1.2.2). In fact, one of the two students in this group produces such passive verbal groups whenever he encounters a problem in passivizing active sentences. Yet the second student in this group appears to be at the primary stage of acquiring English passive verbal groups since he repeatedly produced this sort of passive verbal group in his attempt to passivize the active sentences provided in the tests.

Only 29% (13/45) of the students correctly passivized the second part of sentence (4) while 38% (17/45) of the students did not transform this clause into the passive form. 13% (6/45) of the students produced the following deviant sentences since they used it is said or it is told as the passive forms of the first part of sentence (4). In fact, these students employed it is said in the first part of all or nearly all of their passive constructions and hence do not seem to know how to use the impersonal passive.

(4) We cannot guarantee that the Company will deliver the goods safely.
   *It is said that the goods will not be guaranteed to deliver safely.
   *It is said that the goods will not be delivered safe.
   *It is said that the Company cannot guarantee to deliver the goods safely.
   *It is said that they cannot guarantee the Company will deliver the goods safely.
   *It is said that the Company deliver the goods safely with guarantee.
   *It is told that the goods safely cannot be guarantee by the Company.

Each of the above passive sentences is made by a separate student in the group.
Cannot be guarantee was used in the above erroneous passive sentence as the result of the student's over generalizing the rule in relation to use of modals in the active verb phrases. This is probably because the student appears to assume that the modal can is always followed by an infinitive, as is the case in active verbal groups. The student, however, does not seem to be consistent in using such a deviant passive verbal group. This is because he uses either of the following combinations when a passive verbal group includes a modal: modal + V(n) or modal + be + V(infinitive) (see §3.1.2.2).

Some of the students produced deviant passive clauses in their attempt to transform the second part of sentence (4) into the passive form as shown in the Table XI below:

Table XI

<table>
<thead>
<tr>
<th>erroneous clauses made for the second part of sentence (4)</th>
<th>number of students as percentage of total 45</th>
</tr>
</thead>
<tbody>
<tr>
<td>the goods will being delivery safely</td>
<td>2</td>
</tr>
<tr>
<td>the goods will have delivered safely</td>
<td>2</td>
</tr>
<tr>
<td>the Company will be delivered the goods safely</td>
<td>2</td>
</tr>
<tr>
<td>the goods will be deliver</td>
<td>2</td>
</tr>
</tbody>
</table>

The presence of being in the above passive form of the second part of sentence (4) illustrates the student's lack of competence in producing passive verbal groups which include modals (see §3.1.2.2). He appears to have used the noun delivery in attempting to produce the construction a/the safe delivery of the goods as in such contexts: There will be a safe delivery of the goods/the safe delivery of the goods will be carried out. Thus, he seems to have been misled by the adverb safely since he apparently confuses safe and safely and their usage in English constructions.

The use of the verbal group will have delivered refers to the student's confusion between English passive verbal groups and the Persian active verbal group in the present perfect tense. The student still used the modal will to express the future tense and hence he did not apply the past participle of the verb to be (i.e. been). The student, however, seems to employ the passive verbal group in the present perfect tense whenever he meets with a problem in
producing passive sentences. This is evident from his performance in Test IIIa where he attempted to transform sentence (6), which is in the simple present, into two passive forms. He firstly produced a passive verbal group in the present continuous tense. Yet he subsequently replaced his passive verbal groups with those which are in the present perfect tense. This is because he, apparently, had difficulty in accepting his produced second passive form of sentence (6) and his incorrect use of tense in both of his passive constructions made for sentence (6). The fact that he first produced present progressive passive verbal groups is because he confuses passive verbal groups which are in the simple present tense with those in the present continuous (see §3.1.2.2). He appears to be confused about the impersonal passive as in Test IVa. He used the above erroneous passive verbal group whose tense is the present perfect. Thus, the student's lack of knowledge about the impersonal passive becomes evident since he mostly used it is said as the passive form of the first part of the active sentences in Test IVa. In fact, this production of the above deviant passive verbal group is not due to his difficulty in forming a passive verbal group containing a modal. Evidence for this can be found in Test II where he correctly made a passive verbal group for the passive form of sentence (8) which is in the future tense.

The subject of the second part of the active sentence in (4) was moved into subject position in its passive form. This seems to be the result of a slip since no evidence was found for similar incorrect application of the rule in all passive tests. However, the student seems to be unfamiliar with the use of the impersonal passive. This is because not only was he unable to transform the first part of sentences (4), (8), (9) and (10) but also used the simple present tense instead of the simple past tense in the passive form of the first part of sentences (1) and (2), where the tense is the simple past.

The incorrect construction *will be deliver was produced by a student who apparently has a tendency to over-generalize the rule in forming passive verbal groups with modals, i.e. modals are usually followed by the infinitive of a main verb, as is the case for active verbal groups. This is evident since he also made a similar error in passivizing the second part of sentence (6) although he produced a correct passive verbal group for the passive form of sentence (8), in Test II, whose tense is the future. The student's answers are shown below:
Test IVa
(6) They feel that the situation may improve.
*It is felt that the situation will be improve.

Test II
(8) My father will bring me some flowers.
*Some flowers will be brought.

The use of will instead of may is due to the student's attempt to use a modal which matches the simple present tense used in the first part of his version of sentence (2). A detailed discussion of this type of error is given in Chapter VII, §7.3.

9% (4/45) of these students changed the modal will into would in their attempt to passivize the second part of sentence (4). The use of would seems to be due to two of these four particular students confusing the structure of sentence (4) with the sentence pattern often used for drill in changing direct speech into indirect speech. This is evident, firstly, from their passivizing the first part of sentence (4) correctly (i.e. it cannot be guaranteed) and hence their use of would is not in accordance with a tense agreement with the first part of their responses. Thus, it appears to be the result of the students shifting the tense in the second part of their passive sentences. Secondly, similar errors were found when the student attempted to passivize some sentences in Test IVa. These errors will, however, be discussed in detail in §3.1.3.4.

One of the four students among this particular group used the past equivalent of will (i.e. would) in the second part of the passive form of sentence (4) in order to be in agreement with his incorrect application of could in the first part. He incorrectly used could instead of can in the first part since he employed the past tense in the first part of nearly all his passive constructions made for the active sentences supplied in the test. However, another of these four students used would to match the modal could written in the first part of his answer. It is not clear why the student used could instead of can in the first part. He seems, in fact, competent in producing the impersonal passive since he correctly passivized the first part of all the sentences in Test IVa. The student's performance indicates that he has not acquired sufficient competence in using modals.

The second part of sentences (2), (3), (5), (6), (7), (8), (9) and (10) should
not be transformed into the passive forms. This is because there is neither a transitive verb nor a direct object in the second part of these sentences, apart from sentence (2) since the first part of this sentence includes the verb to attempt but it cannot be transformed into the passive form since the verb to attempt does not allow passivization in the context of this clause (see Chapter II, §2.1.3).

Some students passivized sentence (2) since they became confused either by the presence of the noun phrase to rob the Bank in this clause or because they incorrectly assumed that the transitive verb to attempt can be passivized. Yet they do not seem to know that the passivization is not allowed by the verb to attempt under special condition (see Chapter II, §2.1.3). Thus, they either thought that the Bank is the object of this verb or they moved the noun phrase together with the verb to attempt into subject position in their versions of this clause. Hence, they produced the erroneous sentences shown in Table XII, below. The Table also indicates the number of the students who made the deviant passive clauses.

Table XII

<table>
<thead>
<tr>
<th>Erroneous Clauses Made for the Second Part of Sentence (2)</th>
<th>Number of Students as a Percentage of Total 45</th>
</tr>
</thead>
<tbody>
<tr>
<td>the bank was attempted to rob</td>
<td>20</td>
</tr>
<tr>
<td>the bank was robbed</td>
<td>7</td>
</tr>
<tr>
<td>the bank attempted to be robbed</td>
<td>31</td>
</tr>
<tr>
<td>the bank has been robbed</td>
<td>2</td>
</tr>
<tr>
<td>the bank is attempting to rob</td>
<td>2</td>
</tr>
<tr>
<td>.... that was attempted to rob the Bank</td>
<td>2</td>
</tr>
<tr>
<td>the attempted to rob the Bank has been denied by them</td>
<td>2</td>
</tr>
</tbody>
</table>

The deviant sentence .... that _______was attempted to rob the bank was probably produced due to uncertainty of the student in passivizing the second part of sentence (2). This is because he first wrote the Bank as the subject of his passive sentence and subsequently deleted it so that he left a blank place for the subject.
The use of an active verbal group in the present continuous tense, as shown in Table XII above, is due to the student's lack of competence in producing a passive verbal group in the present progressive tense. This is evident from the student providing present continuous passive verbal groups for the passive sentences (1) and (3) in Test II. In providing a passive verbal group for sentence (1) he first used an active verbal group in the present progressive tense which was subsequently replaced by a correct passive verbal group whose tense is the present continuous. On the other hand, he did not use the present participle of the verb to be (i.e. being) in producing a passive verbal group for the passive sentence (3) which is in the present continuous tense. He also omitted the present form of the verb to be (i.e. am) in the second passive form of sentence (10), in Test IIIa, whose tense is the present continuous (see §3.1.2.2). The student's use of the present progressive tense in the above deviant passive clause (shown in Table XII) is due to his providing a tense agreement with his incorrect use of the simple present tense in the first part of his version of this sentence (see Chapter VII, §7.3).

The noun phrase the attempt to rob the Bank was used as the subject of the erroneous passive form made for sentence (2) as shown in Table XII above. This seems to be a result of confusion arising from the presence of the noun phrase to rob the Bank and the personal pronoun they as subject in both parts of the active sentence (2). Apparently, this confusion made the student inclined to employ the passive present perfect tense in his version of this sentence. Accordingly he employs such passive verbal groups whenever he encounters a problem in passivizing an active sentence. This is evident from his use of the present perfect tense in passive forms of sentence (10), in Test IIIa, which is in the present progressive since he considered the passive forms of sentence (10) containing the present continuous tense, unacceptable due to the rare occurrence of such passive constructions in spoken English. He appears to have returned to his original assumption that English passive verbal groups and the Persian active verbal group in the present perfect tense are alike although he knows how to conjugate the passive present perfect tense and has a very good overall performance in all tests.

The production of the passive verbal group in the present perfect tense (shown in Table XII) is due to the student's confusing the English passive verbal groups for the Persian active verbal group in the present perfect
tense, although he appears to know how a passive verbal group in the present perfect tense is formed. He is actually at the primary stage of acquiring passive constructions since he repeatedly produced such passive verbal groups (see §3.1.2.2).

One of the 45 students used the verb attempt as a noun in the following sentence.

\[(2) \text{ They denied that they attempted to rob the Bank.} \]
\[\hspace{1cm} \text{*It is denied that these have been an attempt to rob the Bank.}\]

The presence of the phrase to rob the Bank made one student (2% = 1/45) produce the following erroneous transformation:

\[(2) \text{ They denied that they attempted to rob the Bank.} \]
\[\hspace{1cm} \text{*They had denied that it has been attempted to rob the Bank.}\]

The student is, however, not able to form the impersonal passive; (see §3.1.4.1.

The second part of sentences (3) and (6) should not be transformed into the passive since neither is the verb used transitively nor is there a direct object. Nevertheless, some students passivized the second part of these sentences. These students can be divided into two groups with regard to the type of error they made.

The first group consists of 24% (11/45) of the students who passivized the first part of one or both sentences (3) and (6). This could be due to an interlanguage error since the students seem to have translated the second part of these sentences into Persian and hence mistook the Persian subjunctive verb (behtar be-favâd which is originally a compound sirure verb; i.e. behtar \[\text{fodan (}^+\text{ to improve') for a Persian passive verb. This occurred since the verb fodan 'to become/to get' is used in both verbs although it functions differently; i.e. it functions as a secondary auxiliary in the intransitive compound sirure verb but a main auxiliary in the passive verb (also §2.3.1 and 2.3.2). The students' responses were shown below:

\[(3) \text{ They hope that things will improve soon.} \]
\[\hspace{1cm} \text{It is hoped that things will be improved.}\]

\[(6) \text{ They feel that the situation may improve.} \]
\[\hspace{1cm} \text{It is felt that the situation may be improved.}\]
In fact the second part of sentences (3) and (6) can be translated into the subjunctive since the subjunctive in Persian can also be used when the occurrence of an action is not certain. Nevertheless, the second part of sentence (6) does not necessarily require a Persian equivalent construction in the subjunctive mood. However, it can be translated into the subjunctive since this sentence, which includes the modal may, implies the possibility of an action occurring in the same way as the Persian subjunctive indicates. Some students, however, appear to have translated sentence (6) into the subjunctive. Moreover, this underlying cause became more evident when some of the testees, who produced this error, were consulted.

Two of these eleven students in this particular group over-generalized when producing passive verbal groups in their answers as shown below:

(3) They hope that things will improve soon.
*It is hoped that things will be improve.

(6) They feel that the situation may improve.
*It is felt that the situation will be improve.

The students apparently think that the modal will is usually followed by the infinitive of a main verb as is the case in active verbal groups. The use of will instead of may is due to one of these two students assuming that the future tense should be used in agreement with the simple present tense provided in the first part. This is evident from his applying the future tense in the second part of the passive construction made for sentence (5) as shown below:

(5) They say that his paintings are very beautiful.
*It is said that the paintings will be very beautiful.

In fact, the student used the simple present tense in passivizing the first part of all the sentences and hence applied tenses (in the second part of his answers) which appear to be in agreement with the simple present tense provided in the first part.

On the other hand, another of the eleven students in this particular group produced the passive verbal group shown in the following sentence:

(3) They hope that things will improve.
*It is hoped that things will being improved.

The student's use of the present participle of the verb to be (i.e. being)
demonstrates his lack of competence in producing passive verbal groups containing modals. (see §3.1.2.2).

Two of these eleven students produced might be improved in the passive form of sentence (6). The source of this error differs for each of these students in this group. Firstly it could be due to one of the students attempting to provide a tense agreement between the two parts of the passive form of sentence (6). He seems to have inferred from the past participle of the main verb (i.e. felt) in the first part of his passive sentence that the simple past tense was used. Thus, might was used in the second part to match felt. This is more evident from similar errors made in passivizing sentences (5) and (7) as shown below:

(5) They say that his paintings are very beautiful.  
*It is said that the paintings by him were very beautiful.

(7) You usually find that these stories are false.  
*It is usually found that these stories were false.

Secondly, the other of the two students who translated the second part of sentence (6) into the Persian subjunctive incorrectly assumed that his provided subjunctive verb (i.e. behhtar be-favad) was in the Persian passive simple past tense. Hence he used the past equivalent of may (i.e. might) in place of may in the second part of his deviant sentence as shown below:

(6) They feel that the situation may improve.  
*It is felt that the situation might be improved.

Three of the eleven students in this particular group mistakenly passivized the second part of sentence (8) since they appear to have assumed that the verb to escape was transitively used in this clause.

11% (5/45) of the students fall within the second group. These students apparently passivized the second part of one or both of sentences (3) and (6) by analogy with the second part of the passive form of sentence example (a) in which a transitive verb and a direct object are used. This becomes evident from their attempting to passivize the second part of some of the sentences (5), (7), (8), (9) and (10), although the passivization is not possible since there is neither a transitive verb nor a direct object. The way in which they mistakenly passivized the second part of these sentences will be discussed further on.
One of the five students in this particular group employed a passive verbal group in the present perfect tense as shown below:

(3) They hope that things will improve soon.
   *It is said that things have been improve soon.

This is probably due to the student assuming that the English passive verbal groups and the Persian active verbal in the present perfect tense are similarly formed (see §3.1.2.2). The student seems to be at the primary stage of learning the English passive voice although he appears to know how to produce a passive verbal group in the present perfect tense. This is evident from his repeatedly producing similar erroneous passive verbal groups in the tests on passive constructions. Another of the five students in this group produced a passive verbal group in the simple tense (i.e. is improved) for sentence (6) as shown below.

(6) They feel that the situation may improve.
   *It is felt that the situation is improved.

This could be due to an interlanguage error if the student has the habit of translating from English into Persian and hence the second part of sentence (6) can be translated into oz̄e behťār mīšāvād (i.e. the situation improves/will improve). A form of a verb such as behťār mīšāvād implies the simple present or the future tenses depending upon the context in which it is used. Accordingly, the student employed the simple present tense. Yet, he used a passive verbal group since he took the passive form of sentence (a) alone into consideration, as discussed above. The fact that this error is the result of mother tongue interference became more evident when the student was consulted.

27% (12/45) of the students attempted to passivize the second part of all or nearly all of the sentences (5),(7),(8),(9) and (10) although the passivization is not possible since the verb in the second part is used intransitively. The students seem to have passivized these sentences by analogy with the passive form of the second part of sentence (a) given as example at the top of the test and hence they only paid attention to the passive form of sentence (a). Thus, in their attempt to passivize the second part of the above sentences, they either produced one of the forms of the verb to be used in passive constructions, employed noun phrases provided in active sentences in their use as verbs, made use of some verbs
which suit the content of the second part of these sentences or produced passive verbal groups in the present perfect tense as shown in the following categories.

(a) The nouns supplied in the active sentences are employed as verbs in the following passive sentences made by three of the twelve students in the above group.

(9) The audience assumed that the play was a true story.
   *It is said that a true story was played.
   *It was assumed that a true story was played.

(b) Some verbs which suit the content of the second part of the active sentences provided were used in order to facilitate the passivization. This type of passive sentence was produced by two of these twelve particular students who also produced the above passive constructions in category (a). The students erroneous passive sentences are shown below:

(5) They say that his paintings are very beautiful.
   *It is said that his paintings are drawn very beautiful.
   *It is said that the paintings were painted very beautiful.

(7) You usually find that these stories are false.
   *It is found usually that these stories are written false.

(c) The following erroneous sentences were produced by six of these twelve students who used the verb to be in either of these forms: the present participle (i.e. being), past participle (i.e. been) and past form (i.e. was/were).

(5) They say that his paintings are very beautiful.
   *It is said that his paintings are being very beautiful.
   *It is said that his paintings were very beautiful.
   *It is said that the paintings was very beautiful.

(7) You usually find that these stories are false.
   *It is usually found that these stories are being false.
   *It is usually found that these stories were false.
   *It is found that usually these stories were false.
(8) There was a rumour that the prisoners had escaped.
   *It is said that the prisoners were escaped.

(9) The audience assumed that the play was a true story.
   *The audience was assumed that the play was been a true story.

(10) They believed that the story was true.
   *It was believed that the story was being true.
   *They were believed that the story was been true.

Analysing the sentences above, it is not possible to explain that the students used was and were to match the past participle of the main verbs (i.e. said and found) in the first part of the passive forms of sentences (5) and (7) (the discussion of such a tense agreement is deferred to Chapters VII, §7.3) as is the case for some of the students' attempts to provide a tense agreement. This type of application of tense agreement is evident from two of these twelve students' use of were being or a passive verbal group in the present perfect tense in their attempt to passivize the second part of sentences (9) and (10) where the verb to be is provided in its past form (i.e. was).

(d) The erroneous passive verbal groups in the present perfect tense were used by three of these twelve students in their attempt to passivize the second part of sentences (7), (9) and (10) as shown below:

(7) You usually find that these stories are false.
   *It is said that these stories have been false.

(9) The audience assumed that the play was a true story.
   *It was assumed that the play has been a true story.

(10) They believed that the story was true.
   *It is said that the story has been true.
   *It is said that the story has been true.

Two of these three students in this latter group seem to provide a passive verbal group in the present perfect tense when they encounter a problem in passivizing active sentences. This is evident from their performances, in Test IIIa, where one of these students was unable to tell the difference between the two passive forms required to be produced by transforming the active sentences into two different passive
forms, (i.e. the first and second passive forms) (see §3.1.3.2.2). On the other hand, the other student produced such a passive verbal group in passivizing sentence (6), in Test IIIa, whose tense is the simple present since he seems to confuse the forms of the passive verbal groups which are in the simple present and the present continuous tenses. This is evident from his forming present continuous passive verbal groups which were subsequently replaced by the present perfect passive verbal groups. He mistakenly used I as the subject of the second passive form of sentence (6) (see §3.1.3.1). Hence they appear to return to their original assumption that English passive verbal groups and the Persian active verbal group in the present perfect tense are alike. They used such passive verbal groups in their attempt to passivize the second part of sentences (9) and (10), whose verbs are in transitively used and do not contain any objects. Thus, they met with a difficulty when transforming these sentences into the passive form. However, the other of these two students in this latter group appears to be at the primary stage of acquiring passive verbal groups, as is evident from his performance in Tests II, IIIa and IVa where he repeatedly produced passive verbal groups in the present perfect tense (see §3.1.2.2).

22% (10/45) of the students passivized the second part of sentence (8). These students can be divided into two categories with regard to their performance in Test IVa. The first category includes five of these ten students who passivized the second part of sentence (8) by paying attention to the passive form of sentence example (a) alone. This is evident from their passivizing the second part of most sentences which are supposed to remain active since they neither include transitive verbs nor direct objects, as discussed above.

The second category contains the other five of these ten students who passivized the second part of sentence (8) since they appear to have assumed that the verb to escape in this clause was used transitively. However, three of these five students in this category passivized the second part of one or both sentences (3) and (6) as a result of an interlanguage error, as discussed above.

3.1.4.3 The production of erroneous passive sentences resulting from a confusion between given active sentences and those used for direct speech

Some of the students appear to have mistaken some of the sentences given
in Test IVa, for those of direct speech which should be changed into reported speech. This is evident from the errors discussed below as well as some of the testees' claims that they had always found reported speech difficult.

One of the 45 students used the back-shifted present (i.e. the simple past tense used in reported speech; see Jespersen, 1966, 260) in the first part of the passive form of sentence (5) as shown below:

(5) They say his paintings are very beautiful.

*It is said that the paintings were beautiful.

This error could be due to the presence of the verb to say in the first part of sentence (5). The use of were in the second part of the above transformation is not due to the students providing a tense agreement with the past participle of the main verb (i.e. said) employed in the first part as is the case for some students (this error was discussed above and will be dealt with in detail in Chapter VII, §7.3). Neither is it likely that the student used the past form of the verb to be in attempting to passivize the second part of sentence (5) whose verb is intransitive and without a direct object as discussed above for some students' errors. This is because no causal evidence was found in relation to such errors in his performance in Test IVa. He apparently substituted the simple past tense for the past perfect tense in the passive form of the second part of sentence (1) as a result of shifting the tense in the passive form as shown below.

(1) They thought that John has stolen the parcel.

*It is thought that the parcel was stolen.

The student does not appear to be aware that the past perfect tense cannot be further shifted when a sentence is changed from direct into indirect speech. The use of the simple present tense in the first part of the above passive sentence is apparently due to his passivizing the clause by analogy with the sentence examples (see §3.1.4.1).

4% (2/45) of the students seem to have been misled by the presence of the verb to say in the first part of sentence examples in the test. This is evident from their passivizing sentence (4) where they employed the past equivalent of will (i.e. would) in the second part while the modal can
was used in its present form in the first part as shown below:

(4) We cannot guarantee that the company will deliver the goods safely.
*It cannot be guaranteed that the goods would be delivered safely.

The use of would seems to be due to the students' shifting the tense in the second part of sentence (4) in their attempt at this sentence. Similarly, they used the back-shifted present in the second part of the passive forms of sentences (5), (6), (7), (9) and (10) as shown below:

(5) They say that his paintings are very beautiful.
*It is said that his paintings were very beautiful.

(6) They feel that the situation may improve.
*It is felt that the situation might improve.

(7) You usually find that these stories are false.
*It is usually found that these stories were false.

(9) The audience assumed that the play was a true story.
*It was assumed that the play had been a true story.

(10) They believed that the story was true.
*It was believed that the story had been true.

On the whole, the students appear to have regarded the first part of their answers as the introductory statement used in reported speech and the second parts as the quoted materials which are preceded by that. It is, therefore, suspected that the students were misled by the sentence examples in which the verb to say is used.

3.2 ALTERATION OF TESTS IIIa AND IVa

It seemed necessary to change some of the sentences in Test IIIa and sentence examples in Test IVa and hence to test another group of 45 testees, to discover whether some of the students' errors in Tests IIIa and IVa were due to their lack of competence in producing passive constructions in both tests or if they were misled by the presence of some sentences in Test IIIa and the sentence examples in Test IVa. Thus, this section confines to the discussion of the way in which Tests IIIa and IVa were altered.
For Test IIIa, some students were apparently unable to produce some second passive constructions because they seemed to have been misled by the presence of some active sentences whose corresponding second passive forms are not readily acceptable by all native speakers of the English language. Thus, in Test IIIb, sentences (1) and (10) were replaced by those sentences whose corresponding passive forms are readily acceptable by native speakers.

In performing Test IIIa, some students failed to introduce the preposition of "for-indirect objects" and "to-indirect objects" in transforming some active sentences into the first passive forms. This mainly occurred in those active sentences in which the indirect objects were shifted to the left and hence lost their prepositions. Among these sentences, only sentence (1) includes a "for-indirect object" without its preposition: On the other hand, some of the students introduced only the preposition of the "for-indirect object" used in sentence (1) in their attempt to transform these sentences into the first passive form. It was not clear whether the students were aware of the rule that only "to-indirect objects" which may be shifted to the left can lose their prepositions in the first passive or they had been assisted by the combination of the verb to bring and the "for-indirect object" in sentence (1) My father brought me some flowers since a similar combination is usually used in Persian. Thus, it was necessary to make sure whether the students knew the rule for the omission of the preposition of "to-indirect objects" in the first passive. Accordingly, active sentences (3) and (10) which include "for-indirect objects" without their prepositions, were provided in Test IIIb.

Sentence (3) (i.e. The principal presented him the Diploma) was replaced by the following sentence:  Harry found Mary a splendid job in a new office. This was due to an unwise choice of the verb to present in sentence (3). According to Huddleston (1971a,p92), either the indirect object (i.e. the recipient) or the direct object (i.e. objective) which is used with the verb to present in its "give" meaning must lose its preposition but they cannot both do so. This means that we can either say "He presented him with the Diploma" or He presented the Diploma to him. Moreover, Huddleston states that the indirect object remained unspecific in all textual examples in his corpus on written scientific English. Consequently, there has not been any discussion of the students' failure to introduce the preposition of to in their attempt to transform sentence (3) into the first passive form.
Huddleston seems to categorize the verb to present among those three place verbs which take a direct object and a prepositional phrase like the verbs to blame and to provide; (Huddleston, 1971, 96). In this case the noun phrase whose underlying preposition is deleted to yield a direct object may become the subject of a passive sentence as in Huddleston's examples shown below:

(a) He blamed the error on John.
(b) The error was blamed on John.
(c) He blamed John for the error.
(d) John was blamed for the error.
(e)* John was blamed the error on.
(f)* The error was blamed John for.

On the other hand, with ditransitive verbs is is usually the indirect object which moves into subject position under the passive (Huddleston, 1971, 97).

(a) Someone gave the money to John.
(b) John was given the money.
(c) The money was given to John.

To prevent any confusion for the next group of testees, the possessive pronouns in the noun phrases (i.e. his friend, her mother, his bicycle) which respectively refer back to the subject supplied in sentences (2), (6) and (8) were changed into my in sentences (2) and (6) but the definite article the was employed instead of the possessive pronoun his in sentence (8). This was because not only were some students claiming that they cannot use such indirect objects (i.e. "his friend" and "her mother") in corresponding passive forms of these sentences but some others also showed that they were not certain about this by writing both his friend and John's friend or her mother and Mary's mother in their transformations. The subject pronouns (i.e. he) in sentences (5) and (8) and object pronoun (i.e. me) in sentence (8) were changed into proper nouns (i.e. Bill, the man and the girl), in cases where confusion could have arisen for the testees in the second group.

It was felt that some of the students' failure to introduce the impersonal passive was due to their being misled by two sentence examples given in Test IVa, which include the verb to say in the simple present tense. This is because (as discussed in §3.1.4.1), some students have copied the verb to say alone or together with the simple present tense, or just the simple present tense, from the first part of the passive forms of the sentence
examples in their attempt to transform the first part of the given active sentences into the impersonal passive. It was also assumed that the verb, to say used in the examples created the students' confusion and hence they mistook the sentences given in Test IVa, for those used in direct speech. This is mainly because the students shifted the tense used in the second part of sentences when they passivized the active sentences in the text. In fact, some of the students after finishing their tests, claimed that they had always found it difficult to write sentences in reported speech. Accordingly, Test IVa was changed to discover if the students' failure to produce correct passive constructions was due to their lack of knowledge in using the impersonal passive or because of being misled by the sentences given as examples in Test IVa.

Test IVb includes fifteen active sentences (ten of these sentences are the same as those used in Test IVa) which are divided into three groups. Groups (I) and (II) include four sentences each and Group (III) contains seven. There are two pairs of sentences given as examples for Groups (I) and (II). These sentences consist of two parts. The first part of each sentence should be transformed into the impersonal passive. Only the second part of one of the sentences in each pair should be passivized since there is a transitive verb and a direct object in each second part. Yet, the simple present tense is employed in the first part of sentence examples for Group (I) and the verbs used in these clauses are to claim and to say. On the other hand, the verbs to think and to blame, being in the simple past tense, are used in the first part of sentence examples for Group (II). Thus, the simple present and the simple past tenses are used for the first part of passive constructions made for the sentences in Group (I) and Group (II) respectively. The verb to say was not used in the first part of all the sentence examples in order to prevent the students from confusing the given active sentences in, Test IVb, for those of direct speech. However, no sentence example was given for the sentences in Group (III), since it was assumed that the students would have had enough practice to realize how they should produce impersonal passive constructions with regard to using the correct verbs and tenses provided in the active sentences by passivizing the sentences in Groups (I) and (II). In this case, if the second group of students repeated the same verbs or tenses used in sentence examples into the first part of their versions of these sentences, or if they confused the sentences supplied in the test with those of direct speech,
then they would behave in the same way as the first group of students did in passivizing the active sentences given in Test IVa.

The occurrence of such performances, therefore, provides the evidence that those students from the first group who produced similar errors were not misled by the type of sentence examples given in Test IVa. The students' failure to produce the impersonal passive is due to not realizing that the impersonal passive is mainly used when a general opinion is conveyed and hence they are clearly unfamiliar with such passive constructions. Similarly, the students' confusion with respect to the sentences given in Test IVa, is not due to their observing the presence of the verb to say in the sentence examples, but probably due to a false hypothesis resulting from over-generalizing the grammatical rules of the English language since they assume that sentences which include a "that" clause are usually examples of reported speech.

Indeed, there will be a discussion of the analysis of the errors made by the second group of students in comparison with those of the first group of students in Chapter IV. Such a comparison will, therefore, clarify whether the errors of the first group were the result of misleading sentences and sentence examples in Tests IIIa and IVa respectively. Accordingly, the explanation given for a few errors made by the first group of testees, in this Chapter, differ from those which will be described, in Chapter IV, for similar errors made by the second group. However, the similar errors of both groups of students, who performed the four tests (i.e. Tests IIIa, IVa, IIIb, IVb), indicate that errors of the first group are the result of students' lack of competence in producing passive constructions and has no reference to the design of Tests IIIa and IVa.

To conclude, in this Chapter I have attempted to explain the errors which are based on language data obtained from our first group of Iranian learners of English. Indeed, the errors lent themselves to various interpretations and hence plausible explanations which have different degrees of importance were suggested. To explain an error it was sometimes necessary to present a joint description of a few linguistic errors: an error could result from either of intralingual and developmental, interlanguage and Iranian teaching techniques influences.
CHAPTER IV
THE RECOGNITION AND CONSTRUCTION OF PASSIVE SENTENCES BY THE SECOND GROUP OF IRANIAN LEARNERS OF ENGLISH

4. This Chapter explains the sources of errors made by the second group of students in comparison with those of the students in the first group.

4.1. A DISCUSSION ON THE ANALYSIS OF THE SECOND GROUP OF STUDENTS' ERRORS WITH SOME REFERENCE TO THE SIMILARITIES AND DIFFERENCES EXISTING BETWEEN SOURCES OF SIMILAR OR DIFFERENT ERRORS MADE BY BOTH GROUPS OF STUDENTS.

The errors made in each test are discussed separately below. As previously discussed the modified Tests IIIa and IVa (i.e. IIIb and IVb) were administered to this second group of Iranian students.

4.1.1. TEST I

In studying Test I performed by the second group of students, it is evident that they are divided into two groups with regard to their use of syntactic cues in recognizing passive constructions. Some of the students make use of both cues, i.e. "by-agentive" and the combination of the verb to be + the past participle of a main verb in identifying passive constructions. For others, their only syntactic cue is the combination of the verb to be + the past participle of a main verb. These students are also aware of the fact that a passive sentence is used to avoid including an agent in a passive sentence. Consequently, they were misled by the presence of agentives in sentences (5), (8), (13) and (15) and assumed that they were active sentences because the agentives refer to the performers of actions. Some of these students correctly identified sentence (13) containing the agentive by the priest as a passive construction. This is because they mistakenly labelled the sentence in accordance with their incorrect labelling of sentence (2) as passive. This occurred since both sentences have the verb to marry (see also §3.1.1). The number of students who did not use "by-agentives" as a cue for recognizing passive constructions is shown in Table I overleaf.
9% (4/45) of the students were misled by the personal subject used in the passive sentences (1), (4), (6), (13), (14) and (15); see §3.1.1 for a detailed explanation. Three of the four students in this particular group were assisted by the presence of the agentive in the passive sentence (15). That is, they considered sentence (15) to be a passive construction since it includes the agentive by Mary. In fact, one of this latter group of students also correctly identified sentence (14) which contains the agentive by the priest. In this case, the student behaved exactly like one of the first group of students who labelled passive sentences (1), (4), (6), and (14) as active. However, two of this latter group of three students considered sentence (13) to be an active sentence by analogy with sentence (2) which is incorrectly labelled as a passive construction. This occurred since both sentences (2) and (13) include the verb to marry; (see §3.1.1 as well). The percentage number of both groups of students who failed to recognise passive sentences, containing personal subjects, are shown in Table II below:

Table I

<table>
<thead>
<tr>
<th>sentence number</th>
<th>% number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>G(1) % of total 45</td>
</tr>
<tr>
<td>(5), (8), (13), (15)</td>
<td>7</td>
</tr>
<tr>
<td>(5), (8), (15)</td>
<td>-</td>
</tr>
</tbody>
</table>

G(1) = group (1)
G(2) = group (2)
G's = both groups.

Table II

<table>
<thead>
<tr>
<th>sentence number</th>
<th>% number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>G(1) % total 45</td>
</tr>
<tr>
<td>(1), (4), (6), (13), (14), (15)</td>
<td>-</td>
</tr>
<tr>
<td>(1), (6), (13), (14), (15)</td>
<td>2</td>
</tr>
<tr>
<td>(1), (4), (6), (14)</td>
<td>2</td>
</tr>
<tr>
<td>(1), (4), (6), (13), (14)</td>
<td>-</td>
</tr>
</tbody>
</table>
The data indicate that the sources of errors - responsible for some of this group (i.e. second) of students' failure to recognize the given sentences as passive or active constructions are similar to the sources of errors made by some of the first group who incorrectly considered the sentences to be passive or active. For incorrect labelling of each given sentence in the following Table II, the students can be divided into two different groups according to the sources of their errors.
<table>
<thead>
<tr>
<th>Sentence number</th>
<th>Reasons for the errors</th>
<th>G(1) 45%</th>
<th>G(2) 45%</th>
<th>both G's 90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>Personal subject, interlanguage error</td>
<td>4</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>(4)</td>
<td>personal subject, interlanguage</td>
<td>2</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>the passive present perfect tense used in the sentence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(8)</td>
<td>&quot;by agentive&quot; is not considered a syntactic cue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4 &amp; 8)</td>
<td>the passive present perfect tense used in both sentences</td>
<td>2</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>(5)</td>
<td>&quot;by agentive&quot; is not considered a syntactic cue</td>
<td>7</td>
<td>20</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>the passive verbal group was mistaken for the combination of the verb to be + an adjectival past participle</td>
<td>13</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>(6)</td>
<td>personal subject, interlanguage error</td>
<td>4</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>(7)</td>
<td>the present continuous tense used in the sentence</td>
<td>4</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>interlanguage error</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>(11)</td>
<td>either by analogy with the passive sentence (7) containing the verb to chase or due to interlanguage error interlanguage error</td>
<td>2</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>(13)</td>
<td>personal subject, &quot;by agentive&quot; is not considered a syntactic cue</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>(2 &amp; 13)</td>
<td>2 = passive &quot;by agentive&quot; and the combination of the verb to be + past participle of a main verb are used for recognition of passive sentences</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>2 = active only the combination of the verb to be + the past participle of a main verb is used as a cue for recognition of passive sentences</td>
<td>-</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><em>Hence, sentence (13) is considered to be a passive construction by analogy with the incorrect labelling of sentence (13)</em></td>
<td>4</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>(14)</td>
<td>personal subject</td>
<td>2</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>(14 &amp; 15)</td>
<td>personal subject</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>(15)</td>
<td>&quot;by agentive&quot; is not considered a syntactic cue</td>
<td>7</td>
<td>22</td>
<td>14</td>
</tr>
<tr>
<td>(14)</td>
<td>interlanguage error: the verb to kick caused the error</td>
<td>9</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>(15)</td>
<td>interlanguage error: the verb to hit caused the error</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>(14 &amp; 15)</td>
<td>interlanguage error: the verbs to kick and to hit caused the error</td>
<td>-</td>
<td>7</td>
<td>3</td>
</tr>
</tbody>
</table>
As indicated in Table III 6% (5/90) of the students failed to recognise sentences (4) and (8) as passive constructions since they were misled by the presence of the present perfect tense. Three of these five students, in this particular group repeatedly employed passive verbal groups whose tenses are the present perfect when attempting to passivise the provided active sentences in all Tests II, IIIb and IVb or in Tests IIIb and IVb. This is apparently due to their confusing English passive verbal groups with the Persian active verbal group in the present perfect tense (see §3.1.2.2 for a detailed discussion of the source of such a confusion). This confusion led to their failure to identify sentences (4) and (8) as passive constructions. These students' behaviour was contrary to one of the 45 students, in the first group, who repeatedly produced such passive verbal groups in his attempt to passivise the supplied active sentences in Tests II, IIIa and IVa; he correctly recognized these sentences (see §3.1.2.2). Consequently, it is evident that when students suffer from this confusion their abilities in comprehending passive constructions containing the present perfect tense, differ. Hence, they can be divided into two categories:

a) Those who immediately recognize such passive sentences since they have made a practice of producing passive verbal groups in the present perfect tense.

b) Those whose confusion still prevents them from identifying such passive sentences.

The failure of two of the five students to recognize sentence (8) as passive could be due to their being misled by the presence of the agentive by Mary. According to the discussion at the beginning of this section, these students use the combination of the verb to be + the past participle of a main verb as their only syntactic cue for identifying passive sentences. Yet one is inclined to classify them amongst group (b) since not only did they labelled sentence (4) (including passive present perfect tense) as an active construction but they also used the simple past tense in attempting to passivise sentence (7) in Tests IIIa and IIIb, although its tense is the present perfect.

The student (see Table III), who failed to recognize sentence (4) as passive due to being misled by the present perfect tense contained within it, comes in the above category (b). This is evident since he also repeatedly employed
the present perfect tense in passivizing active sentences given in Test IIIb and IVb. However, he correctly identified sentence (8) since he was assisted by the present of the agentive by Mary in this sentence.

Either of the causes of error defined in §3.1.1 seems to be responsible for the second group of students incorrectly labelling sentence (11) as a passive construction. Accordingly, their error cannot be attributable to the reversibility of the subject and object since the verb to chase appears in this sentence as is the case for the first group of students. Yet the evidence found for causes of errors amongst four of the six students in this particular group is different from that discussed for the error of one student in the first group (2% = 1/45). One of these four students failed to identify sentence (15) (from all the sentences which can be reversible if they contain "by agentive") as a passive construction due to his being misled by the presence of the agentive by Mary. This is because, as discussed above, he uses the combination of the verb to be + the past participle of a main verb as his only syntactic cue for recognizing passive sentences. Another student, in this group of four, considered the passive sentences (14) and (15) as active constructions. Indeed he was misled by the presence of the personal pronouns (i.e. Mary and John) existing in these sentences. This is evident from his labelling passive sentences (1), (4), (6), (13) containing personal subjects, as active constructions. One of these four students incorrectly labelled the passive sentence (7) as active. This seems to be due to an interlanguage error since sentence (7) does not have any Persian passive equivalent (see §3.1.1 for a detailed discussion). The fact that passive sentences (7), (14) and (15) have no Persian passive equivalent gave rise to one student's (in the group of four) incorrect judgement in labelling these sentences. This is evident from his failure to recognize sentence (6) as a passive construction since it does not have any passive equivalent in the Persian language (see §3.1.1).

There are also some students from the second group who failed to recognize sentences (9) and (10) and sentence (3) as active and passive constructions respectively. The data provide evidence that the sources of these students' error are similar to those of the first group of students who incorrectly labelled these sentences. The percentage number of students correctly identifying or failing to recognise each sentence either as passive or active constructions is shown in Table IV overleaf:
<table>
<thead>
<tr>
<th>sentences</th>
<th>number of students as a percentage of total 45</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>G(1)</td>
<td>G(2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>recognised</td>
<td>not recognised</td>
<td>recognised</td>
<td>recognised</td>
<td>recognised</td>
</tr>
<tr>
<td>1 - We were arrested.</td>
<td>78</td>
<td>22</td>
<td>62</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>2 - She is married.</td>
<td>71</td>
<td>29</td>
<td>69</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>3 - His shirt was dried in the sun.</td>
<td>80</td>
<td>20</td>
<td>71</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>4 - We have been taken to hospital.</td>
<td>89</td>
<td>11</td>
<td>60</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>5 - These parcels are wrapped by John.</td>
<td>80</td>
<td>80</td>
<td>86</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>6 - I was told about the accident.</td>
<td>89</td>
<td>11</td>
<td>69</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>7 - The dog is being chased.</td>
<td>93</td>
<td>7</td>
<td>78</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>8 - The flowers have been watered by Mary.</td>
<td>93</td>
<td>7</td>
<td>73</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>9 - He was curious.</td>
<td>96</td>
<td>4</td>
<td>80</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>10 - These sticks are pointed.</td>
<td>40</td>
<td>60</td>
<td>31</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>11 - The man chased the thief.</td>
<td>98</td>
<td>2</td>
<td>87</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>12 - The book is easy to see.</td>
<td>91</td>
<td>9</td>
<td>89</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>13 - They were married by the priest.</td>
<td>73</td>
<td>27</td>
<td>67</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>14 - Mary was kicked.</td>
<td>87</td>
<td>13</td>
<td>76</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>15 - John was hit by Mary.</td>
<td>87</td>
<td>13</td>
<td>67</td>
<td>33</td>
<td></td>
</tr>
</tbody>
</table>

4.1.2 **TEST II**

In performing Test II, the second group of students produced errors which can be divided into the following categories and compared with those errors produced by the first group:

a) The errors of the second group are similar to those of the first group and they have similar origin.
b) The errors of the second group are similar to those of the first group but they are of different sources.

c) The errors of the second group are different from those of the first group but they have similar origin.

The errors in categories (b) and (c) will be fully discussed in this section. The tables given in this section show the percentage of students in each group producing similar errors.

4.1.2.1 The incorrect production of past participles

Like the first group of testees, the second group of students were aware that they should employ the past participle of a main verb in passive verbal groups. Yet some students produced incorrect past participle. The errors of these students fall within the above categories (a) and (c). Accordingly, the errors in category (c) will be dealt with in this section.

As discussed in §3.1.2.1 some students in the first group produced past participle of the verb to beat by analogy with the verb to hit. It seemed that this was due to students observing a similar meaning for two verbs or because the students became misled by their pronouncing the vowels existing in these verbs in the same way (ea = [i:] and i * = [i:].) In this case, however, the errors made by both groups are similar. Only 2% (1/45) of the students in the second group wrote hit instead of a false employment of bit. This indicates that either of the above assumptions are strongly made.

4% (2/45) of the students used bring instead of brought in providing a passive verbal group for the passive form of sentence (8). However, unlike the student in the first group, these latter students did not omit the infinitive of the verb to be (i.e. be). It seems though that these students follow an over-generalization rule according to which they assume that the modal will should always be followed by an infinitive. One of the students in this particular group produced a similar error in his attempt to passivize the second part of sentences (1) and (5), in Test IVb, since they include the modal will; as shown overleaf:
People hope that things will improve.
*It is hoped that things will be improve.

We cannot guarantee that the company will deliver the goods safely.
*There was no guarantee that the goods will be deliver safely.

He, however, seems to employ the past participle of a main verb when a passive verbal group contains the past equivalent of the modal will (i.e. would) as is evident from his transformation, shown below:

They thought the Government would raise the price of cigarettes in the next Budget.
*It is thought that the price of cigarettes in the next budget would be raisen.

The use of raisen instead of raised appears to be due to his confusing the verb to raise for the verb to rise. This could be for one of the following reasons: Firstly, these two verbs are similar in meaning but different in connotation. Secondly, he is probably unable to discriminate between the two sounds [ei] and [ai] produced by pronouncing the sounds (i.e. /el/ and /al/) existing in the verbs to raise and to rise respectively. Accordingly, he might pronounce both vowels as either ei or ai. The incorrect use of tense in the first past of his transformation is the result of his unfamiliarity with the use of modals in the impersonal passive; this error will be discussed in detail in §4.1.4.1. It should be noted that such an incorrect past participle of the verb to raise was also produced by some other students (38% = 7/45) among the second group of testees when performing Test IVb.

However, the other of the two students, in this group, produced erroneous passive verbal groups in the present perfect tense with the infinitive of the main verbs as shown below:

People hope that things will improve.
*It is hoped that things have been improve.

They feel that the situation may improve.
*It is felt that the situation may have been improve.

We cannot guarantee that the company will deliver the goods safely.
*It is guaranteed that the company has been deliver the goods safely.
This illustrates that not only has the student not acquired competence in producing a passive verbal group which includes a modal but he has also a tendency to produce a passive verbal group in the present perfect tense whenever he faces the problem of having to put a verb group in passive form, as is evident from his attempt to passivize some sentences in both Tests IIIb and IVb. In such cases, he seems to return to his original hypothesis; i.e. The Persian active verbal group in the present perfect tense is similar to English passive verbal groups although, at this stage, he appears to know that the English passive verbal group in the present perfect tense includes the operator have, the past participle of the verb to be (i.e. been) and the past participle of a main verb. In fact, his use of the infinitive of the main verbs in the above transformation is due to his producing these verbs instead of passive verbal groups containing a modal. For further discussion of the incorrect use of these transformations see §4.1.4.2.

One of the 45 students wrote bring instead of brought without producing the infinitive of the verb to be (i.e. be) in the slot provided in the passive form of sentence (8). Here, the source of error can be entirely attributable to the student's following over-generalization. The cause of this is similar to those of some students in the first group i.e. he assumes that modals are always followed by the infinitive of a main verb. Yet the way in which this student attempts to provide the infinitive of a main verb is different. He appears to replace the transitive verb with an ergative verb which implies the same meaning as the transitive verb but is used in a non-agentive sentence. This is evident from his substituting the ergative verb to rise for the transitive verb to raise in passivizing the second part of sentence (4II), in Test IVb, which includes the modal would as shown below:

(4II) They thought that the Government would raise the price of cigarettes in the next budget.

*It was thought that the price of cigarettes would rise

On the other hand he cannot always provide such a replacement hence he uses the infinitive of the transitive verb, as he did in the passive form of sentence (8).

One out of the 45 students was unaware of the past participle of the verb to wear so that the slot provided in the passive form of sentence (5) was not filled in.
The tables below show the number of both groups of students who produced erroneous past participles of the main verbs.

Table V

<table>
<thead>
<tr>
<th>erroneous past participles of the verb</th>
<th>number of students</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>G(1) % of total 45</td>
<td>G(2) % of total 45</td>
<td>both G's % of total 90</td>
<td></td>
</tr>
<tr>
<td>to beat</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>beateted</td>
<td>11</td>
<td>-</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>heated</td>
<td>9</td>
<td>2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>beat</td>
<td>2</td>
<td>11</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>bit</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>hit</td>
<td>-</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Table VI

<table>
<thead>
<tr>
<th>erroneous past participles of the verb</th>
<th>number of students</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>G(1) % of total 45</td>
<td>G(2) % of total 45</td>
<td>both G's % of total 90</td>
<td></td>
</tr>
<tr>
<td>to wear</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wear</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>wore</td>
<td>9</td>
<td>13</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>weared</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Table VII

<table>
<thead>
<tr>
<th>number of students as the percentage of total 45</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>will + bring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>group (1)</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>group (2)</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>
4.1.2.2. **Omission and incorrect use of the verb to be in passive verbal groups**

Errors made by students in the second group in relation to the omission and incorrect use of the verb *to be* in passive verbal groups can be divided into the three different categories as previously mentioned in §4.1.2. In the following discussion of the three types of errors, clarification of origin will be made in order to indicate similarities or differences between the errors produced by both the first and second groups of students.

- There are also some students in the second group who omitted the present participle of the verb *to be* (i.e. *being*) in the passive form of one or both sentences (1) and (3) which are in the present continuous tense. As discussed in §3.1.2.2, this appears to be due to the student's confusing the forms of passive verbal groups in the simple present and present continuous tenses. This confusion is evident in the performances of the following students.

7% (3/45) of the students did not employ *being* in the passive form of sentence (1) while they used *being* in one or more of the passive forms of sentences (4), (5) and (9) which are in the simple present tense. One of these students in this particular group used the present progressive tense in passivizing sentences (6) and (10), in Test IIIb, whose tenses are the simple present and the present progressive respectively. Yet he subsequently deleted *being* in both passive forms of sentence (6) and in the second passive form of sentence (10).

Another student among this particular group of 3 applied the present progressive tense to one of the two different first passive forms made for sentence (6), in Test IIIb, where the tense is the simple present; the reason for this erroneous production of two different first passive constructions will be discussed in §4.1.3.2.1. On the other hand, he used the simple past tense in the first passive form of sentence (10), in Test IIIb, whose tense is the present continuous. This error could be of interlanguage origin or due to the Iranian teaching technique, or the excessive use of the simple past tense in scientific texts as discussed in §3.1.2.2.

One of these three students employed the present continuous tense in the first passive form of sentence (6), in Test IIIb, whose tense is the simple present. On the other hand, he used the simple past tense in the second
passive form of sentence (10), in Test IIIb which is in the present progressive tense. The use of the simple past tense is apparently attributable to his knowledge of the fact that a passive construction containing the present progressive is not commonly used in spoken English (see §3.1.2.2). His tendency to use the simple past tense is probably due to an interlanguage error, the Iranian teaching technique or the considerable use of the simple past tense in scientific texts. As discussed above, the student confuses the production of passive verbal groups in the simple present tense with those in the present continuous tenses. As to choosing the correct form of the verb to be in passive verbal groups, he was uncertain whether to employ been or being. This is evident from his attempt to produce passive verbal groups in the passive forms of sentences (3) and (9) which are in the present progressive and the simple present respectively. Indeed, he subsequently replaced being with the incorrect been in the passive form of sentence (3).

4% (2/45) of the students did not introduce being in both passive forms of sentences (1) and (3). One of this particular group of students substituted the simple present tense for the present progressive tense in both passive forms of sentence (10) in Test IIIb. Yet the other of the two students, in this group, produced the present continuous tense in the first passive form of sentence (6) in Test IIIb, whose tense is the simple present. He, however, employed the simple past tense in both first and second passive forms of sentence (10) in Test IIIb. This occurred because he was apparently aware of the fact that passive progressive tenses are rarely used in spoken English. Indeed, he seems to rely on spoken English in acquiring the English language. This is evident from his answer to item (35) of the questionnaire in which he suggests that listening to the radio is one of the most important factors in learning the English language when students live in Britain. An interlanguage error, the Iranian teaching technique or the excessive use of the simple past tense in scientific texts is apparently responsible for his preferential use of the simple past tense in passivizing sentence (10) (see §3.1.2.2).

4% (2/45) of the students failed to employ being in the passive forms of sentences (1) and (3). These students apparently confuse the forms of passive verbal groups in the simple present and the present progressive tenses. Accordingly, they seem to have abandoned their attempt to use such
tenses in the passive forms of sentences (6) and (10), in Test IIIb, which are in the simple present and the present continuous tenses respectively. Thus, one of the two students in this particular group used the simple past and the present perfect tenses in the first passive forms of sentences (6) and (10) respectively. He did not, however, produce any second passive forms since he seems to have assumed that no indirect object would move into subject position, being influenced by the rule of Persian grammar; this error will be fully discussed in §4.1.3.1. The other of the two students employed the present perfect and the simple past tenses in the first and second passive forms of sentence (6) respectively while he applied the simple past tense to both passive forms of sentence (10). The application of the simple past tense in these passive sentences is again due to an interlanguage error, the Iranian teaching technique or the remarkable use of the simple past tense in scientific texts (see §3.1.2.2). The use of the passive present perfect tense in these passive constructions appears to be the result of students returning to their original assumption that English passive verbal groups and the Persian active verbal group in the present perfect tense are similarly formed (see §3.1.2.2). The present perfect and the simple past tenses were used in the first and second passive forms of sentence (6) by the latter student who fails to realize the main difference between the first and second passive forms of an active sentence; i.e. the direct and indirect objects should alternatively be placed in subject position in order to produce the corresponding passive constructions of an active sentence. This is evident from his use of the present perfect tense in the first or second passive forms of nearly all provided active sentences as he appears to have no problem in applying the tense of these active sentences to his passive constructions.

One out of the 45 students failed to introduce being in the passive forms of sentences (1) and (3). This apparently occurred because the student confused the forms of passive verbal groups which are in the simple present and the present continuous tenses. This is evident from his using the simple present and the present continuous tenses in the first and second passive forms of sentence (6) respectively, although this sentence is in the simple present tense. None the less, he appears to think that been should be used when a verb is conjugated in the passive progressive tense. This is because he replaced being for been in his passive constructions made for sentence (10), in Test IIIb, whose tense is the present progressive and his
erroneous production of the second passive form of sentence (6). He also appears to think that the past participle of the verb to be (i.e. been) should be used in passive verbal groups containing modals. This is evident from his use of been in the passive form of sentence (8) and the passive forms of the second part of sentences (4 and 5) in Test IVb, which includes the modals would and will respectively. However, he considers been as a redundant auxiliary for passive verbal groups which are in the present perfect tense since he apparently assumes that the auxiliary verb to have is usually followed by the past participle of a main verb as is the case for active verbal groups which are in the present perfect tense. This is evident from his omitting been in the passive forms of sentences (7) and (10) in this test and both passive forms of sentence (7), in Test IIIb, whose tenses are the present perfect. This student's error is similar to that of one of the first group of testees who substitute been for being and be in passive verbal groups which are in the present progressive and the future tenses respectively, but omitted been in passive verbal groups whose tenses are the present and the past perfect tenses. On the other hand, this student employs been when a passive verbal group is in the past perfect tense. This is evident from his performance, in Test IVb, where he correctly passivized the second part of sentence (10) which is in the past perfect tense.

7% (3/45) of the students failed to introduce being in both passive forms of sentences (1) and (3) which are in the present progressive tense. These students appear to be incapable of conjugating a verb in the passive present continuous tense. This is evident since they only produced erroneous passive constructions in passivizing sentence (10), in Test IIIb, whose tense is the present progressive. Accordingly, two of these three students either used the simple past tense in both passive forms of sentence (10) or they employed the present perfect and the simple past tenses in the first and second passive forms of sentence (10) respectively. They used these tenses for similar reasons to those explained for the above student's errors. Yet one of these three students in this particular group employed active past progressive verbal groups in his attempt to transform sentence (10) into first and second passive constructions. The student seems to have thought, incorrectly, that he made a passive verbal group due to his using the past tense since he was influenced by the common usage of the simple past tense in Persian passive constructions and his excessive practice in producing passive
sentences which include the simple past tense in the course of learning the English passive voice in Iran as well as the considerable use of the simple past tense in scientific texts (see §3.1.2.2). To provide the duration of the action implied in the active sentence (10) he employed the present participle of the main verb in his erroneous verb group. This incorrect assumption on the part of the student and the source of his error is similar to that of two of the three students in a particular group among the first testees who have made the same error (see §3.1.2.2).

4% (2/45) of the students did not use being in the passive forms of sentences (1) and (3). This apparently occurred due to a slip, since the students correctly passivized sentence (10), in Test IIIb, whose tense is the present continuous. One of these students employed the simple past tense in passivizing sentence (6), in Test IIIb, which is in the simple present tense. This could also be due to a slip since no evidence was traced elsewhere in other tests for this incorrect application of the rule.

7% (3/45) of the students omitted being in the passive forms of sentences (1) and (3) which are in the present continuous tense. The source of this error may be as follows: Firstly, it can be attributed to the students' lack of skill in using three different forms of the verb to be in passive verbal groups i.e. the infinitive (be) the present participle (being) and the past participle (been). This is evident from the students reluctance to use any of these forms of the verb to be for the passive forms of sentences (1), (3), (7), (8) and (10) in this test. Secondly, they do not appear to have acquired the ability to produce passive verbal groups in the present progressive as well as those in the future and the past perfect tenses. This is evident from their use of the passive simple past tense in transforming sentences (7) and (10) into two passive forms, in Test IIIb, whose tenses are the present perfect and the present continuous respectively. Evidence was also found, in Test IVb, where the students produced erroneous passive verbal groups containing modals; the production of such a passive verbal group was explained in the case of one of these three students in §4.1.2.1 but the deviant passive verbal groups produced by the rest of these students will be dealt with further on. In fact, the former student also has a tendency to use the infinitive of main verbs in these sorts of passive constructions. They, however, seem to experience difficulty in providing simple present passive verbal groups when they are in the act of transforming active sentences into the passive form. This is evident from their use of the simple past
tense in the passive forms of sentence (6), in Test IIIb, whose tense is the simple present. The students' tendency to apply the simple past tense to their passive sentences could be due to an interlanguage error, the Iranian teaching technique or the excessive use of the simple past tense in scientific texts (see §3.1.2.2).

One of the 45 students employed been instead of being in the passive form of sentence (1) which is in the present continuous tense. This can be due to a slip since the student correctly used being in the passive form of sentence (3) and both passive forms of sentence (10) in Test IIIb, whose tenses are the present progressive.

4% (2/45) of the students also used been in producing a present progressive passive verbal group for the passive form of either sentence (1) or sentence (3). The students' use of been in place of being does not seem to be due to their confusing the use of been or being in passive verbal groups. This error is mainly due to their original confusion between the Persian active verbal group in the present perfect tense and the English passive verbal groups. Nevertheless, they appear to know the component parts of a passive verbal group in the present perfect tense. They are, however, inconsistent in providing all component parts of such passive verbal groups. This is evident from their performance in Test IIIb. In fact, in transforming sentences which are not in the present perfect tense, they either produced been + V(n) or has + been + V(n). On the other hand, in passivizing sentences which are in the present perfect tense, they produced correct passive verbal groups; i.e. have/has + been + V(n). The omission of the auxiliary verb to have in such passive verbal groups could either be due to a slip or their considering have/has as a redundant auxiliary verb. This is probably because they think that the past participle of the verb to be (i.e. been) and the past participle of a main verb would illustrate that an action has been performed in the present perfect tense. It could also be due to their attempting to produce passive verbal groups by analogy with the Persian active verbal group in the present perfect tense; i.e. the verb to be + the past participle of a main verb. They are apparently at the primary stage of acquiring passive constructions since they repeatedly produced such passive verbal groups in all passive tests. In fact, one of the two students in this particular group also used been in the passive forms of sentences (4) and (9) and sentence (6) which are in the simple present and the past tenses respectively. Accordingly, he wrote been beat,
been kicked and been painted for these passive sentences; (see §3.1.2.2 and 4.1.2.2 for his use of beat instead of beaten). Indeed, he has a major problem in using correct tense in passive constructions. His problem in providing the correct tense does not seem to be confined to his production of passive constructions since in his answer to item (35) of the questionnaire, he states that he becomes confused when choosing the correct tense for the sentences he writes. Thus, his poor performance in all tests on passive constructions is mainly due to his failure in selecting the correct tenses in his answers.

4% (2/45) of the students employed the active present progressive verbal group in the passive form of sentence (3). The source of this error seems to be similar to that of the group of students amongst first testees who incorrectly applied the rule in the passive form of sentences (1) and (3); (i.e. they were misled by the use of the present form of the verb to be in these sentences (see §3.1.2.2). They do not appear to be aware of how a passive verbal group is conjugated in the present continuous tense as is the case for one of the students in the above mentioned group within the first testees. A similar cause of error may have led them to omit the present participle of the verb to be (i.e. being) in the passive form of sentence (1) which is in the present continuous tense. This is evident since one of these two students used the simple past tense in both passive forms of sentence (10), in Test IIIb, whose tense is the present continuous, whilst the other student employed the present perfect and the simple past tenses in the first and second passive forms of this sentence respectively. The latter student is apparently unable to produce a passive verbal group in the simple present tense when he transforms an active sentence into the passive form. This is evident from his using the present perfect and the simple past tense in the first and second passive forms of sentence (6), in Test IIIb, which is in the simple present tense. Their application of simple past tense appears to be due to either the common usage of this tense in Persian passive constructions their excessive drilling in the use of such passive verbal groups in the course of learning the English passive voice in Iran or the considerable use of the simple past tense in scientific texts (see §3.1.2.2). The present perfect tense is apparently chosen because the latter student returns to his original hypothesis, i.e. English passive verbal groups and the Persian active verbal group in the present perfect tense are similarly formed. The student appears to use such passive verbal groups when he encounters a
problem in passivizing active sentences. This is evident from his performance in Tests IIIb and IVb. Accordingly, he attempted to produce a difference between the two passive forms required in Test IIIb by applying the present perfect tense to one of the passive constructions. Indeed he acted this way in passivizing nearly all sentences. This apparently occurred since he failed to recognize that the main difference between first and second passive constructions required in Test IIIb are in their having the direct and the indirect objects as their subjects respectively. Yet he produced such passive verbal groups in his attempt to passivize the second part of given active sentences, in Test IVb, which exclude intransitive verbs and direct objects; this type of error will be fully discussed in §3.1.4.2.

One out of the 45 students produced present perfect passive verbal groups in the passive form of sentence (1), which is in the present continuous tense. This occurred since the student appears to be unable to form a verb in the present progressive tense. This students' error is similar to that of one of the first group of testees. Yet his production of such passive verbal groups is not due to his being at the primary stage of acquiring the English passive voice as is the case for the student among the first group. This is because he did not repeatedly produce such passive verbal groups. Indeed, he appears to return to his original assumption (i.e. English passive verbal groups and the Persian active verbal group in the present perfect tense are similarly conjugated) whenever he experiences a problem in passivizing active sentences. He only produced such passive verbal groups in his attempt to make the first and the second passive forms of sentences (2), (3) and (4) which are in the simple past tense. This is probably because he failed to realize that the above passive forms should only differ by having the direct and indirect objects as their subjects respectively. It is not possible to attribute this to his inability to conjugate a verb in the simple past tense since he correctly employed the simple past tense in the second passive forms of the above sentences. He also omitted the present participle of the verb to be (i.e. being) in passive form of sentence (3), in Test II, whose tense is the present continuous. Accordingly, he seems to be confused between the forms of passive verbal groups in the simple present and the present continuous tenses. This is evident since he did not attempt to produce such passive verbal groups in passivizing sentences (6) and (10), in Test IIIb, whose tenses are the simple present and the present progressive respectively and he applied the simple past tense to his passive constructions. The use of the
simple past tense is apparently the result of an interlanguage error, due to the Iranian teaching technique or the result of his familiarity with the use of the simple past tense in scientific texts.

- There are also some students in the second group who mistakenly used the present participle of the verb to be (i.e. being) in the passive form of one or more of sentences (4), (5) and (9) which are in the simple present tense. The source of this error mainly results from the students' confusing the forms of the passive verbal groups whose tenses are the simple present and the present continuous as is evident from the performances of the following students.

Such confusion is clearly evident among 7% (3/45) of the students who used being in the passive forms of all or any sentences (4), (5) and (9). The reason for their errors was discussed above since they had also omitted being in the passive form of sentence (1) which is in the present continuous tense. 13% (6/45) of the students incorrectly used being in the passive forms of all or any sentences (4), (5) and (9) whose tenses are the simple present. These students apparently use the combination of the present form of the verb to be (am, is, and are) + present participle of a main verb as their syntactic cue for forming a verb in the active present progressive tense. Accordingly they have a tendency to employ being whenever the present form of the verb to be (i.e. am, is and are) is used in passive constructions (see §3.1.2.2). This, therefore, results in their confusing the forms of passive verbal groups which are in the simple present and the present progressive tense. Evidently, in Test IIIb, they employed the present progressive tense in passivizing sentence (6) whose tense is the simple present. Nevertheless, one of this special group of students applied the past continuous and the simple past tenses respectively to the first and second passive forms of sentence (10), in Test IIIb, whose tense is the present continuous. This occurred, since he seems to have become confused in the choice of the correct tense for his responses. This is evident from his writing was and are which are subsequently replaced by was being in the first passive form of this sentence. Similarly, he wrote was in the first passive form of sentence (6) which was subsequently replaced by is being. Such a performance therefore, indicates the extent of his confusion in producing the simple present and the present continuous passive verbal groups. On the other hand, three of the six students in this particular group, employed
the simple past tense in the second passive form of sentence (10). Either of the following sources of errors can be responsible for their incorrect application of tense: firstly, they are aware that the passive progressive tense is rarely used in spoken English. Secondly, they considered the second passive form of sentence (10) unacceptable due to their having placed the indirect object in subject position in their passive constructions. This is actually the case for one of these students since he produced active sentences (whose verbs were antonyms of those used in the provided active sentences in the test) instead of the second passive forms required; this error will be fully discussed in §4.1.3.1. These students' preference for the use of the past tense is, however, due to either of the following reasons: an interlanguage error, the Iranian teaching technique or the excessive use of the simple past tense in scientific texts.

Similar confusion can be observed in the performance of one of the 45 students who used being in the passive forms of sentences (4), (5) and (9) which are in the simple present tense. Indeed, he correctly passivized sentences (6) and (10), in Test IIIb, whose tenses are the simple present and the present continuous respectively. Yet he used the present progressive tense in the first passive form of sentence (8), in Test IIIb, whose tense is the simple past. This occurred since he appears to have considered the verb used in this sentence (i.e. to lend) to be in the present tense. This is because he appears to confuse the past form of the verb to lend with its infinitive form; the reason for this interpretation will be given below. Accordingly, he used the verb to sell in place of the verb to lend by analogy with sentence (7) which includes the verb to sell. This is because he does not know the past participle form of the verb to lend and because he seems to have known that the verb to lend like the verb to sell suggests an action which involves the exchange of something between people (at least two persons). He actually used two different first passive constructions in passivizing sentences (7) and (8) since he was misled by the verb to sell used in his attempt at these sentences. To provide two different passive constructions (the first and second passive sentences) he used two different tenses in the passive constructions formed for sentences (7) and (8); the reason for his production of two different first passive forms will be fully discussed in §4.1.3.1. One can assume that the incorrect use of the present progressive tense in the first passive form of sentence (8) is due to his considering lent to be in its present form since his former first passive construction produced for sentence (7) also includes the
same tense provided in its active form (i.e. the present perfect tense). His passive constructions are shown below:

(7) The Agent has sold the house to John.
    *A house has been sold to John by an Agent.
    *A house is sold to John.

(8) The man lent the girl the bicycle.
    *A bicycle is being sold to a girl by a man.
    *A bicycle was sold to a girl by a man.

Indeed such a source of error for the incorrect application of tense was not found among the first group of testees' errors.

4% (2/45) of the students have used being in the passive forms of one or two of sentences (4), (5) and (9). This seems to be due to their confusing the forms of a passive verbal group which are in the simple present and the present continuous tenses. Accordingly, they abandoned the attempt to use either of these tenses in passivizing sentence (6), in Test IIIb, whose tense is the simple present. Thus, one of these two students used the present perfect tense while the other student employed the simple past tense. The former student also applied the present perfect tense to the second passive form of sentence (10) which is in the present continuous tense. The latter student correctly passivized sentence (10) while he omitted being in the passive form of sentence (3), in Test II, whose tense is the present continuous. The application of the simple past tense is the result of an interlanguage error, the Iranian teaching technique or his familiarity with the excessive use of the simple past tense in scientific texts (see §3.1.2.2). The use of the present perfect tense is apparently due to the former student's failure to overcome his original hypothesis, i.e. English passive verbal groups and the Persian active verbal group are similarly formed (see §3.1.2.2). Hence he uses such passive verbal groups whenever he faces a problem in passivizing an active sentence. In fact, he repeatedly employed such passive verbal groups in either the first or second passive forms of provided active sentences, in Test IIIb. This is probably because he is unaware that the first and second passive forms of a sentence only differ in the use of the direct or indirect objects as their subjects.

One of the 45 students employed the present progressive tense in the passive forms of sentences (4), (5) and (9) which are in the simple present tense.
The student apparently confuses the forms of passive verbal groups which are in the simple present and the present continuous tenses. To avoid confusion he used the present perfect and the simple past tenses in passivizing sentences (6) and (10), in Test IIIb, whose tenses are the simple present and the present continuous respectively. The cause of errors responsible for his incorrect application of tenses is similar to those explained for the above students' errors. He also appears to use present perfect passive verbal groups whenever experiencing a problem in passivizing active sentences. He did not produce such passive verbal groups with regard to providing a difference between the first and second passive forms of active sentences supplied in Test IIIb as is the case for the student among the above group.

Another of the 45 students applied the present continuous tense to the passive forms of sentences (5) and (9) which are in the simple present tense. He seems to have been confused in conjugating verbs in the passive simple present and the passive present continuous tenses. This confusion apparently led him to omit the simple present tense in passivizing sentence (6), in Test IIIb. Hence, he employed the simple past tense in first and second passive forms of sentence (6). He, however, used the past continuous tense in passivizing sentence (10), in Test IIIb, whose tense is the present continuous. This apparently occurred for the following reasons: On the one hand, he seems to have been aware that passive constructions which contain progressive tenses are unacceptable since they are rarely used in spoken English. On the other hand, he observed that sentence (10) implies the duration of an action occurring. Accordingly, he appears to have incorrectly assumed that his provided past continuous passive verbal group would make his construction acceptable due to his using the past tense. Apparently, he made this assumption because he was influenced by the usage of the simple past tense in Persian passive constructions or because of his excessive drilling in the production of passive sentences which include the simple past tense in the course of learning the English passive voice, in Iran or because he is accustomed to the excessive use of the simple past tense in scientific texts (see §3.1.2.2). Similar sources of error seem to be responsible for his use of the simple past tense in the passive forms of sentence (6). He also used been instead of being in this erroneous present progressive passive verbal group in sentence (5). He also seems to confuse the use of being and been in producing passive verbal groups. This is especially because he replaced being for been in providing a verb group for
the passive form of sentence (9) which is in the present perfect tense.

4% (2/45) of the students mistakenly used being in the passive form of sentence (4) whose tense is the simple present. Their use of being was apparently a slip since they correctly used the simple present tense in the passive forms of sentences (5) and (9) in this test and sentence (6), in Test IIIb, which are in the simple present tense. They, however, used the simple past tense in passivizing sentence (10), in Test IIIb, whose tense is the present progressive. The cause of those students' error cannot be attributed to their inability to produce present continuous passive verbal groups. This is because they correctly employed such passive verbal groups in the passive forms of sentences (1) and (3) which are in the present progressive tense. Thus, they used the simple past tense in the first and second passive forms of sentence (10) since they seem to have known that passive constructions containing the progressive tense are not usually used in spoken English. Their preference for the simple past tense is due to the causes explained for the above students' similar errors.

One out of the 45 students used been in the passive form of sentence (9) whose tense is the simple present. This error cannot be attributed to his using been instead of being as the result of his confusing the forms of passive verbal groups in the simple present and the present continuous tense. Indeed, he is inconsistent in using different forms of the verb to be in passive verbal groups. This is evident from his use of been and being without providing the present form of the verb to be (i.e. is) in passivizing sentences (6) and (10) which are in the simple present and the present continuous tenses respectively. He also submitted been for be in the passive form of sentence (8) which is in the future tense. His inconsistency in using the verb to be in passive verbal groups is more evident from his using 'is, is been or been in the passive forms of provided active sentences, in Test IIIb, which are in the simple past.

Tables VIII and IX overleaf show the percentage of students who produced deviant passive verbal groups in the simple present and the present progressive tenses. They exclude the number of students having produced such erroneous verbal groups due to a slip.
Table VIII

<table>
<thead>
<tr>
<th>omission of being</th>
<th>number of students</th>
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<tr>
<td>sentence number</td>
<td>G(1) % of total 45</td>
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<tr>
<td>(1) and (3)</td>
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</tr>
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<td>(3)</td>
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Table IX

<table>
<thead>
<tr>
<th>addition of being</th>
<th>number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>sentence number</td>
<td>G(1) % of total 45</td>
</tr>
<tr>
<td>(4), (5) and (9)</td>
<td>4</td>
</tr>
<tr>
<td>(4) and (9)</td>
<td>-</td>
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<tr>
<td>(5) and (9)</td>
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<tr>
<td>(4)</td>
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<tr>
<td>(5)</td>
<td>2</td>
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<tr>
<td>(9)</td>
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One out of the 45 students replaced *been* by *being* in providing a passive verbal group for the passive form of sentence (7) which is in the present perfect tense. This apparently occurred due to the student's lack of competence in producing present perfect passive verbal groups. Indeed, he seems to confuse the use of *been* and *being* in forming passive verbal groups. As previously discussed, he also substituted *been* for *being* in his deviant present continuous passive verbal group formed for the passive form of sentence (5) whose tense is the simple present. He also employed the simple past tense in passivizing sentence (7), in Test IIIb, whose tense is the present perfect. His erroneous application of the simple past tense is due to either an interlanguage, the Iranian teaching technique or his familiarity with the considerable use of the simple past tense in the scientific texts (see §3.1.2.2). He seems to be unable to recognize passive
constructions which are in the present perfect tense. This is evident from his failure to identify sentences (4) and (8), in Test I, as passive constructions since they are in the present perfect tense (see §3.1.1 and 4.1.1 for the discussion of the cause of such an error).

A different student in the group of 45 (2%) employed the present participle of the verb to be (i.e. being) instead of been in producing a passive verbal group for the passive form of sentence (10) which is in the present perfect tense. This could be due to a slip since he correctly used been in the passive form of sentence (7) whose tense is the present perfect, and he demonstrated his ability to produce present perfect passive verbal groups in Test IVb. However, he produced such a passive verbal group due to his shifting the tense used in the second part of sentence (4) in his version of this sentence. This is because he seems to have confused the provided active sentences for those given in drills on direct speech as shown below.

(4^) They say that Shakespeare wrote several plays.

*It is said that Shakespeare has been written several plays.

In fact, he failed to realize that he had to use the back-shifted preterit (i.e. the past perfect tense; see also Jespersen, 1960, 260) when he changes a sentence, which contains the simple past tense, into the indirect speech. This error will be fully discussed in §4.1.4.3. Moreover, he used the simple past tense in passivizing sentence (7) in Test IIIb, which is in the present perfect. This occurred since he appears to have known the use of the present perfect tense, i.e. an action happened in the past but its effect is apparent at the present. He is, however, capable of recognizing passive constructions whose tenses are the present perfect. This is evident from his correct identification of passive sentences (4) and (8), in Test I, which are in the present perfect tense.

2% (1/45) of the students omitted been in the passive form of sentences (7) and (10) which are in the present perfect tense. He seems to be unable to produce present perfect passive verbal groups. Evidently, he employed the simple past tense in both passive forms of sentences (7), in Test IIIa. This is also apparent from his passive sentence made for the second part of sentence (6), in Test IVb, which contains neither a transitive verb nor an indirect object as shown overleaf:
They believed that the story was true.

*It was assumed that the story has been true.

Obviously, he did not realize that he had to use the past participle of a main verb. The production of such an erroneous passive verbal group appears to be due to his experiencing a problem in passivizing the second part of sentence (4). Accordingly, he returns to his original assumption that English passive verbal groups and the Persian active verbal group in the present perfect tense are similarly formed. He does not, however, seem to have the skill in recognizing constructions containing such passive verbal groups as is evident from his incorrectly labelling of the passive sentence (4) as active, in Tests I (see §3.1.1 and 4.1.1). On the other hand, he correctly identified sentence (8) in Test I, whose tense is the present perfect. He appears to have been assisted by the presence of the agentive by Mary provided in this sentence since he used the "by-agentive" as one of his cues in recognizing passive sentences.

4% (2/45) of the students omitted the past participle of the verb to be (i.e. been) in one or both passive forms of sentences (7) and (10) which are in the present perfect tense. This can be regarded as a slip since they correctly passivized sentence (7), in Test IIIb, whose tense is the present perfect. Indeed, one of these two students employed the simple past tense in the second passive form of this sentence. This occurred since he seems to have been misled by the verb to sell used in the provided active sentence (7). He apparently thought that by placing the indirect object John in subject position his construction implies that John sold the house while it is not so. One can assume such a cause of error since he used the antonym of the verb to send (i.e. to receive) in the second passive form of sentence (6), in Test IIIb, whose tense is the simple present. He appears to have considered his passive sentence, containing the single past tense, acceptable since he is influenced by either of the following reasons: the common usage of the simple past tense in Persian passive constructions, his excessive drilling in producing passive sentences including the simple past tense in the course of learning the English passive voice in Iran, or his considerable use of the simple past tense in his course work which comply with the scientific texts (see §3.1.2.2). In fact, both students are capable of recognizing passive sentences which are in the present perfect tense. This is evident since they correctly identified both sentences (4) and (8), in Test I, which are in the present perfect tense.
11% (5/45) of the students omitted the infinitive of the verb to be (i.e. be) in providing a passive verbal group for sentence (8) which is in the future tense. This occurred since the students over-generalized in producing such a passive verbal group; i.e. they assume that a modal is always followed by the infinitive of a main verb. Their error is similar to those of students in the first group (see §3.1.2.2). However, evidence was sought in Test IVb for these students' incorrect application of the rule in question. Similar erroneous passive verbal groups were not found. Nevertheless, one of the students in this group produced the following erroneous transformation in passivizing the second part of sentence (4II) in Test IVb:

\[ (4_{II}) \text{ They thought that the Government would rise the price of cigarettes in the next Budget.} \]

\[ *\text{It was thought that the price of cigarettes will gone up.} \]

The substitution of the phrasal verb to go up for the verb to raise occurred since the student appears to have been influenced by the use of this phrasal verb in spoken English. Two sources of error could be responsible for his production of the past participle of this phrasal verb:

a) He may assume that the use of gone up indicates that his provided verb group is in the passive form, as is the case for his production of will brought in the passive form of sentence (8), in Test II.

b) He may have used gone up by analogy with the verb group has gone up which is usually used in a spoken context such as The price of cigarettes has gone up.

The replacement of will for would appears to be analogous with his incorrect use of will in the second part of his transformation made for sentence (3II) as shown below:

\[ (3_{II}) \text{ People hoped that the English football team would win.} \]

\[ *\text{It is hoped that the English football team will win.} \]

In fact, the student used will to match the present form of the verb to be (i.e. is) which he had first written and subsequently replaced by was. However, he forgot to replace would for will.
The erroneous passive verbal group formed by four of the five students, in this particular group, showed that these students can be divided into the following such groups with regard to their confusion in the use of modals in passive verbal groups.

a) The first sub-group consists of two students who produced would been raise in their attempt to transform the second part of sentence (4) as shown below:

\[
\begin{align*}
(4) & \quad \text{They thought that the Government would raise the price of cigarettes in the next Budget.} \\
& \quad *\text{It was thought that the next Budget would been raise the price of cigarettes.} \\
& \quad *\text{It was thought that the government would been raise the price of cigarettes in the next Budget.}
\end{align*}
\]

Here, the students apparently assume that been should be used instead of be since would is the past equivalent of will. Nevertheless, they still over-generalize the rule i.e. they assume that a modal is always followed by the infinitive of a main verb. Moreover, one of the students in this group also produced another deviant passive verbal group in passivizing the second part of sentence (2) as shown below:

\[
\begin{align*}
(2) & \quad \text{They feel that the situation may improve} \\
& \quad *\text{It is felt that the situation may be improve.}
\end{align*}
\]

Consequently, his three different erroneous passive verbal groups (i.e. *will brought *would been raise and *May be improve) illustrate the extent of his problem in forming a passive verbal group with a modal.

Reasons for the students' failing to place the direct object the price of cigarettes in subject position differ. One of these two students appears to have considered the next Budget to be the direct object. Yet, the other student seems to have a tendency to place the subject of an active sentence in the subject position in his transformation whenever he fails to recognize the direct object employed in an active sentence. This is evident from his performance in Tests IIIb and IVb, where he made such an error in transforming sentence (5), in Test IIIb, into the first passive form and passivizing the second part of sentences \(4_1\), \(4_II\) and \(3_{III}\), in Test IVb.
b) The other two of the four students come within the second sub-group. These students employed a passive verbal group in the present perfect tense in passivizing the second part of those sentences in which a modal is used as shown below:

\[(l)\] People hope that things will improve.
*It is hoped that things has been improved.

\[(3)\] People hoped that the English football team would win.
*It was hoped that the English football team has been won.

\[(5)\] We cannot guarantee that the company will deliver the goods safely.
*They could not guarantee that the goods has been delivered safely by the company.

Hence, they were influenced by their original hypothesis (i.e. The Persian active verbal group in the present perfect tense and the English passive verbal groups are alike), although they know how to form a passive verbal group in the present perfect tense. One of these two students not only made the erroneous passive verbal group for the transformation of sentence \[(3)\] (shown above) but he also produced different deviant passive verbal groups when passivizing the second parts of sentence \[(4)\] which contain modals would and will respective, as shown below:

\[(4)\] They thought that the Government would raise the price of cigarettes in the next Budget.
*It was thought that in the next Budget the price of cigarettes will raise.

\[(5)\] We cannot guarantee that the company will deliver the goods safely.
*It was not guarantee that the goods would deliver safely.

As is evident from the above passive sentences the student over-generalized and hence he used neither the present participle of the verb to be (i.e. be) nor the past participle of the main verb. The student appears to encounter a severe problem in producing passive verbal groups formed with modals since he produced different erroneous passive verbal groups when passivizing sentence (3), in Test II (i.e. will brought), and sentences \[(3, 4, 5)\] in Test IVb as shown above.
Indeed, these students have poor overall performance in Tests IIIb and IVb on passive constructions. They mostly used passive verbal groups in the present perfect tense in their transformations regardless of the tense used in the active sentences. The above student appears to use such passive verbal groups whenever he encounters a problem in passivizing active sentences. This is evident from his passive sentence made for the above sentence (3) since he attempted to passivize the second part of this sentence which contains neither a transitive verb nor a direct object. As discussed above, he produced such passive verbal groups, in Test IIIb, to provide a difference between the first and second passive constructions required since he is unaware of the main difference between them. The other student seems to be at the primary stage of acquiring passive constructions since he repeatedly used such passive verbal groups. This is evident from his attempt at the above sentences (1) and (5).

Unlike the source of error discussed in relation to one of the first group of students using been instead of be in the passive form of sentence (8) (see §3.1.2.2), the error of 7% (3/45) of the students, here, can be regarded as a slip. This is because the students used the infinitive of the verb to be (i.e. be) when passivizing the second part of one or both sentences (1) and (2), in Test IVb, which contain the modals will and may respectively. One of this particular group of students produced *might be improve when passivizing the second part of sentence (2). The students use of might instead of may is due to his shifting the tense (see §4.1.4.3). This occurred because the student mistook the provided active sentences, in Test IVb, for those used in drills on indirect speech. This error will be fully discussed in §4.1.4.3. It is evident that the student sometimes overgeneralizes, since he employed the infinitive of the verb to improve. Hence, he incorrectly assumes that modals are usually followed by the infinitive of a main verb as is the case for active verbal groups which contain modals.

One out of the 45 students omitted the infinitive of the verb to be (i.e. be) in the passive form of sentence (8) which is in the future tense. This can be considered to be a slip since no evidence of a similar mistake was traced in all tests on passive constructions.
4.1.3. TEST IIIb

It has been discovered from the second group of students in Test IIIb that the majority of their errors and the sources of them are similar to those made by the first group. These causes can be categorized as follows:

a) The difficulty in producing second passive constructions due to mother tongue interference, type of verb used in the active sentences provided in these sentences or the failure to recognize indirect objects supplied in the given active sentences.

b) The difficulty in distinguishing the difference between two passive forms (i.e., the first and second passive forms) due to the failure to recognize one of the two objects (i.e., direct or indirect objects) or to distinguish the main factors involved in producing two passive sentences (i.e., direct and indirect objects move into subject position under the passive).

c) The incorrect use or omission of direct or indirect objects and the preposition of indirect objects (i.e., to and for) and agentives (i.e., by) in either of two passive constructions required.

Test IIIb is shown below:

Test IIIb

Please change the sentences below into two passive forms:

Example:

He saved the seat for me.
A seat was saved for me.
I was saved a seat.

1. John brought me a cup of coffee.
2. John gave a present to my friend.
3. Harry found Mary a splendid job in a new office.
4. The man paid the workers some money.
5. Bill told the idea to John.
6. Mary sends a letter to my mother every week.
7. The Agent has sold the house to John.
8. The man lent the girl the bicycle.
9. John returned the money to Mary.
10. The secretary is making me a cup of tea.
4.1.3.1 The erroneous production of second passive constructions

This type of error occurred since, in Persian no indirect object moves into subject position under the passive. Thus in producing second passive constructions some students wrote various erroneous sentences which can be divided into the following categories.

a) Active sentences consisting of verbs which are antonyms of the ones used in the sentences given in the test as shown below:

(2) John gave a present to my friend.
    *My friend received a present.

(6) Mary sends a letter to my mother every week.
    My mother receives a letter every week.
    *My mother received a letter every week.
    *My mother received a letter.
    *My mother will be receiving a letter every week.

(7) The Agent has sold the house to John.
    *John bought the house from the Agent.

b) Active sentences include verbs which can be considered antonyms of the verbs provided in the sentences in the test as shown below:

(2) John gave a present to my friend.
    *My friend received a present.

(6) Mary sends a letter to my mother every week.
    *My mother has a letter every week from Mary.

It appears that the above sentence was produced instead of My mother receives a letter every week from Mary since it is mostly used in spoken English (see §3.1.3.1).

c) Active sentences including verbs which are not antonyms of those given in the test as the following constructions show:

(5) Bill told the idea to John.
    *John has got the idea.
(9) John returned the money to Mary.
    *Mary received the money from John.

d) Active sentences which contain the same verb as those given in the test:

(1) John brought me a cup of coffee.
    *I brought a cup of coffee for him.

(2) John gave a present to my friend.
    *I gave a present to my friend.

(3) Harry found Mary a splendid job in a new office.
    *Mary found a splendid job in a new office.
    *I have found a splendid job for Mary in new office.

(6) Mary sends a letter to my mother every week.
    *Every week Mary sends a letter to her mother.

(7) The Agent has sold the house to John.
    *I sold the house to John.

(8) The man lent the girl the bicycle.
    *The girl lent the bicycle from the man.
    *I have lent the bicycle to the girl.

(9) John returned the money to Mary.
    *I have returned the money to Mary.

(10) The secretary is making a cup of tea.
    *I have been drinking tea every day which has been made by the secretary.

e) Passive sentences whose verbs are antonyms of those supplied in the test as shown below:

(6) Mary sends a letter to my mother every week.
    *My mother is received a letter from Mary.

(7) The Agent has sold the house to John.
    *John has been bought the house.
f) Passive sentences containing verbs which are not antonyms of the verbs given in the test as follows:

(9) John returned the money to Mary.
    *Mary was received the money by John.

(10) The secretary is making me a cup of tea.
    *I have been served with a cup of tea.

g) Passive sentences whose verbs are similar in context to those in sentences (1) and (9) as shown below:

(1) John brought me a cup of coffee.
    I was given a cup of coffee.
    I was given a cup of coffee (by John).

(9) John returned the money to Mary.
    *Mary was given the money by John.

Such passive sentences were not produced by any student in the first group.

h) An erroneous sentence in which the verb to be has been replaced by the verb to get as shown below:

(6) Mary sends a letter to my mother every week.
    *My mother gets sent a letter every week.

This type of passive sentence was not observed among the first group of students' errors.

The active sentence I brought a cup of coffee for him was produced by one of the 45 students who did not attempt to transform the rest of the sentences into second passive constructions. He apparently realized that his sentence (shown above) is in the active form as is evident from his performance in Test I where he showed quite a good competence in discriminating between active and passive sentences. Yet he did not produce any second passive constructions since he appears to have thought that no indirect object moves into subject position. This is due to mother tongue interference since, in Persian no indirect object can be placed in subject position in passive constructions.
The verbs *to send* and *to return* appear to have confused 7% (3/45) of the students since their sentences were either antonyms of both verbs used in sentences (7) and (9) or to the verb provided in sentence (6). The students appear to have thought that a *letter* and the *money* belong to my *mother* and Mary respectively. Hence, they are the people who own a *letter* and the *money* and neither of these recipients sends a *letter* or returns the *money*. In fact, one of the three students in this particular group produced the following construction instead of the second passive form of sentence (8) as shown below:

(9) John returned the money to Mary.

*There has been a returning of money to Mary.

One out of the 45 students was apparently confused by the verb *to send* and mistakenly assumed my *mother* to be a person who receives a *letter* and does not send it. Thus, he produced an unacceptable mutative passive construction as shown in the category (h) above.

Table X overleaf, illustrates the percentage of both groups of students grouped according to their use of verb in the following sentences:
Evidently, some of the constructions in the above categories are in a different tense from the ones supplied in the given sentences in the test.

4% (2/45) of the students used the verb to receive in the simple past tense, because they first produced a passive verbal group whose tense was the present perfect in the first passive form of sentence(6). They, therefore, seem to have been aware that the present perfect tense is used to denote the occurrence of an action in the past whose effect is apparent in the present time. Hence,
they employed the past form of the verb to receive in their active constructions as the second passive form of sentence (6). In fact, one of the two students in this particular group appears to be at the primary stage of learning how to transform active sentences into the passive form. This is because he used passive verbal groups in the present perfect tense in all his answers, as is evident from his erroneous passive constructions made for sentences (7) and (10) within the categories (e) and (f) above. This is because of the student's confusing the English passive verbal groups with the Persian active verbal group in the present perfect tense although he knows how to form a passive verbal group in the present perfect tense. A similar case of error is responsible for his use of been instead of being in the passive form of sentence (1), in Test II, whose tense is the present continuous (see §3.1.2.2 and 4.1.2.2). On the other hand, the other student, in this group, has a problem in passivizing sentences whose tenses are the simple present and the present continuous. This is evident from his using passive verbal groups in the present perfect tense in the first passive form of sentence (6) and the second passive form of sentence (10) which are in the simple present and the present continuous tenses respectively. Consequently, the student appears to return to his primary confusion (i.e. mistaking the English passive verbal groups for the Persian active verbal group whose tense is the present perfect) whenever he faces a difficulty in passivizing active sentences.

It is not, however, evident why one of the 45 students applied the verb to receive in the future tense. To produce second passive constructions, he employed sentences in which the active present perfect tense was used (shown in category (d) above) since he was not capable of making second passive forms. This seems to be due to his original confusion, i.e. English passive verbal groups and the Persian active verbal group in the present perfect tense are similarly conjugated. This is evident also from his performance in Test IVb where he faced a problem in passivizing the second part of the provided active sentences in the test. When he experiences a problem in transforming active sentences into passive forms he occasionally applies the passive present perfect tense. This is evident from his production of the second passive form of sentence (1) shown below:

(1) John brought me a cup of coffee.

*I have been brought a cup of coffee.
He produced all the above sentences within category (d) in which the personal
pronoun I has been mistakenly used for the indirect objects. This is the
result of his failure to recognize the indirect objects provided in the
given sentences in the test; this error will be fully discussed further on.

He has a major problem in providing the correct verb to be in passive con­
structions (see §4.1.2.2). Indeed, he lacks the skill in transforming
active sentences into passive constructions. This is evident from his reply
to items (27) and (28) of the questionnaire where he considered that passive
constructions present the greatest difficulty when he writes and speaks in
English.

One of the 45 students employed the verb to buy in the past tense because
he probably thought that the verb to buy refers to a temporal action. The
student's sentence is shown within the category (a) above. He also appears
to have mistaken the verb to lend for to borrow. This is evident from his
using the preposition from in both constructions made as the passive forms
of sentence (8), as shown below:

(8) The man lent the girl the bicycle.

*The bicycle was lent by the girl from the man.
*The girl lent the bicycle from the man.

4% (2/45) of the students did not produce any second passive constructions. These
students apparently make use of active sentences in speaking English for the same
reasons explained for similar students in the first group (i.e. they used
subjects which have agentive function and are distinguished as the goal to­
gether with verbs which are antonyms of those optionally employed in the
passive form (see §3.1.3.1). This is especially evident from one individual
in this particular group of two students who used an active sentence only as
the second passive form of sentence (1). Each of these students has been in
Britain for a long time (4 and 5 years respectively as gathered from their
answers to item (4) of the questionnaire).

Similar avoidance of the passive can be found in one of the 45 students who
did not produce second passive constructions for most of the sentences given
in the test (i.e. sentences (3), (5), (6), (7), (9) and (10)). This student
has also been in Britain for 4 years. Thus these students appear to be
greatly influenced by the Persian grammatical rule (i.e. no indirect object
moves into subject position under the passive).
There are also some students among the second group of testees who used the personal pronoun I as the subject of some or all of their second passive sentences due to their failure to recognize indirect objects. Yet, there is a student who appears to be able to identify indirect objects although he only used such a passive sentence as the passive form of sentence (2); the source of this mistake will be discussed further on.

The failure of 4% (2/45) of the students to recognize the indirect object resulted in their using the personal pronoun I as the subject of all or nearly all of their passive sentences by analogy with the second passive sentence example given in the test. One of the students in this particular group appears to have mistaken the indirect objects of sentences (4) and (8), i.e. the workers and the girl as direct objects. His answers are shown below:

(4) The man paid the workers some money.
   *The workers was paid some money.
   *I was paid the workers.

(8) The man lent the girl the bicycle.
   *A girl was lent the bicycle.
   *I was lent the girl.

This is evident for the following reasons: firstly, the student produced correct first passive forms for the rest of the sentences in the test, while he used I as the subject in transforming them into second passive forms. Secondly, if the student had been aware that the workers and the girl were indirect objects he would not have produced second passive sentences whose subject was I. This confusion occurred since these indirect objects immediately followed the verbs used in active sentences (4) and (8) and because they were shifted to the left they lost their preposition. Evidently, the student is not aware of this rule. The other of the two students in this group was only able to identify the indirect objects in sentences (5) and (6) (i.e. John and my mother). However, he produced active sentences in which the verbs are different from the ones used in the active sentences (5) and (6). He also applied different tenses from the ones provided in these sentences. The student's constructions are shown below:

(5) Bill told the idea to John.
   *John has got the idea.
(6) Mary sends a letter to my mother every week.

*My mother will be receiving a letter every week.

These sentences were made as a result of mother tongue interference since, in Persian, no indirect object is moved into subject position by the passive. Thus the student regarded John and my mother as performers of actions and hence assumed that they cannot be used as the subject of passive constructions. In producing second passive constructions required in the test he also formed active sentences by using I as their subjects (see sentences within the above category (d)). Moreover, in passivizing sentence (4) he used the indirect object (i.e. the workers) as the subject of his erroneous passive sentence. Yet, he apparently thought that the workers was a direct object since he also produced a deviant active sentence in which the man (i.e. the subject of sentence (4) was used instead of the indirect object the workers as shown below:

(4) The man paid the workers some money.

*The workers been paid by the man.
*The man has paid some money.

This occurred since the student appear to have been affected by the spoken English. A detailed discussion of this problem will be presented in §4.1.3.3.

One of the 45 students used I as the subject of his provided passive sentence in transforming sentence (2) alone into the second passive form. The student seems to have been misled by the form of sentence (1) and the sentence example in the test since they include me as their indirect object. Hence, he attempted to passivize sentence (2) in exactly the same way as is evident from his transformations below:

(2) John gave a present to my friend.

*A present was given to me.
*I was given a present.

Consequently, it becomes evident that he has no problem in recognizing indirect objects, especially because he correctly transformed the rest of the sentences in the test into the first and second passive forms.

Table XI overleaf shows the percentage of both groups of students using I as the subject of the second passive form of the following sentences:
### Table XI

<table>
<thead>
<tr>
<th>sentence number</th>
<th>I = the incorrect subject of second passive sentences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>G(1) % of total 45</td>
<td>G(2) % of total 45</td>
</tr>
<tr>
<td>(2)</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>(3)</td>
<td>4</td>
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</tr>
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</tr>
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</tr>
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</tr>
<tr>
<td>(7)</td>
<td>2</td>
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</tr>
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<td>-</td>
<td>7</td>
</tr>
<tr>
<td>(9)</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

### 4.1.3.2 The production of two different first or two different second passive constructions

There are also some students among the second group of testees who produced two first passive or two second passive constructions in attempting to produce two different passive sentences required in Test IIIB.

#### 4.1.3.2.1 Two different first passive constructions

Two first passive constructions were produced as the result of students failing to recognize the indirect object or because of confusion arising from the type of verbs used in some of the active sentences in the test. Accordingly, the students can be classified into two groups in relation to these sources of errors:

(a) The first group consists of those students who failed to recognize indirect objects.

(b) The second group of students are those who were misled by the type of verbs supplied in the active sentences.
In fact, they attempted to provide a difference between their two first passive constructions. Hence, their sentences can be divided into different categories as explained below. Indeed, the type of first passive constructions within the following categories (a) and (b), which were produced by the above first and second group of students respectively, are similar to those first passive constructions made by two students from the whole first 45 testees.

The sentences within the following categories were made by the above first group of students.

(a) The two passive constructions are in the same tense as the one used in the active sentence. Yet, one of the sentences includes an agentive while the other one contains the indirect object:

(2) John gave a present to my friend.
   A present was given to my friend.
   *A present was given by John.

(b) One of the sentences includes the indirect object and a verb whose tense is similar to the one used in the active sentence. Yet the other one contains an agentive and a verb whose tense is different from the one provided in the active form:

(4) The man paid the workers some money.
   Some money was paid to the workers.
   *Some money has been paid by the man.

(8) The man lent the girl the bicycle.
   The bicycle was lent to the girl.
   *The bicycle is being lent by the man.

(9) John returned the money to Mary.
   The money was returned to Mary.
   *The money is being returned by John.

(c) Both passive sentences include verbs whose tenses are different from the ones used in their active forms. One of them contains the indirect object while the other includes the agentive:

(6) Mary sends a letter to my mother every week.
   *A letter is being sent to my mother.
   *A letter was sent by Mary.
(d) One of the passive sentences is in the same tense as the one supplied in its active form while the other one is in a different tense. Both sentences exclude the indirect object. However, there is an agentive present in one of them,

(5) Bill told the idea to John.
   *The idea was told by Bill.
   *The idea is being told.

(7) The agent has sold the house to John.
   *The house has been sold by John.
   *The house was sold.

(e) The tense in both passive sentences is the same but is different from the one applied to their active form. One of the sentences includes the agentive and the indirect object;

(7) The agent has sold the house to John.
   *The house was sold to him by the agent.
   *The house was sold.

(10) The secretary is making me a cup of tea.
    *A cup of coffee was made for me by the secretary.
    *A cup of coffee was made.

(f) Both passive sentences are in the same tense as the one used in their active forms. Only one of them contains both the indirect object and the agentive:

(8) The man lent the girl the bicycle.
    The bicycle was lent to her by him.
    *The bicycle was lent.

(9) John returned the money to Mary.
    The money was returned to her by him.
    *The money was returned.

(g) Both passive sentences are in the present perfect tense. This tense however, was not produced in the active form of these particular sentences. Yet one of the sentences excludes the auxiliary verb to have which is a necessary element for a passive verbal group whose tense is the present perfect. This could be due to an attempt to produce two different passive sentences since a similar error has not been traced elsewhere in the tests performed by the
student who produced these sentences. Both sentences, however, include the indirect object with an incorrect preposition:

(1) John brought me a cup of coffee.
    *A cup of coffee been brought to me.
    *A cup of coffee has been brought to me.

A possible reason for the use of the preposition to instead of for will be discussed in §4.1.3.8.

(h) It appears that the presence of the adjective splendid in the active sentence (2) gave rise to the production of the erroneous passive sentences below:

(3) Harry found Mary a splendid job in a new office.
    *A job was found splendid in a new office for her.
    *A job was splendid.

Apparently was splendid was mistakenly considered to be a passive verbal group. This is because the student employed the combination of a direct object and a passive verbal group as the second passive form of some given active sentence in the test, as is evident from his construction in categories (e) and (f). The confusion arose from the student considering splendid to be the past participle of a regular verb. There will be a detailed discussion of this error further on in §4.1.3.3.

The percentage of students who produced two first passive sentences in the above categories is shown below:

Table XII

<table>
<thead>
<tr>
<th>categories</th>
<th>number of students as a percentage of total 45</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a), (b), (c)</td>
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</tr>
<tr>
<td>(d), (g)</td>
<td>2</td>
</tr>
<tr>
<td>(e), (f), (h)</td>
<td></td>
</tr>
</tbody>
</table>

Moreover, one of the 45 students produced the following two first passive sentences which are different in appearance since the prepositional adverb in a new office is at the beginning of one of the transformed sentences and at the end of the other.
(3) Harry found Mary a splendid job in a new office.

*A splendid job was found Mary in a new office.
*In a new office a splendid job was found Mary.

It seems that the presence of a long prepositional adverb led to an error since the student correctly transformed the rest of the active sentences into two passive forms. Yet, he only used an incorrect tense in passivizing sentence (10) which will be discussed later since it is not relevant to the error types dealt with here. Moreover, the student has an overall good performance in all tests on passive constructions.

The passive sentences, which were produced by the above second group of students, fall into the following categories:

(a) One of the passive sentences includes the indirect object with its preposition as the subject:

(6) Mary sends a letter to my mother every week.

A letter is sent to my mother every week.
*To my mother a letter is sent every week.

(7) The agent has sold the house to John.

*The house was sold to John.
*To John the house was sold.

(9) John returned the money to Mary.

The money was returned to Mary.
*To Mary the money was returned.

(10) The secretary is making me a cup of tea.

A cup of tea was made for me.
*For me a cup of coffee was made.

This type of error was not produced by any students in the first group.

(b) The nouns provided as indirect objects in the given active sentences were employed in possessive cases and placed in subject position together with the direct object in the passive constructions:

(7) The agent has sold the house to John.

*The house been sold by agent.
*John's house been sold by agent.
(9) John returned the money to Mary.

(2) The money was returned to Mary.
    Mary's money was returned.

(3) *The money has been returned to Mary.
    *Mary's money has been returned.

(c) One of the sentences has the agentive and the same tense as the one used in its active form while the other sentence is in a different tense:

(7) The agent has sold the house to John.
    A house has been sold to John by an agent.
    *A house is sold to John.

(d) Both passive sentences include a different verb from the one employed in their active form. Yet one of them contains a different tense:

(8) The man lent the girl the bicycle.
    *A bicycle is being sold to a girl by a man.
    *A bicycle was sold to a girl by a man.

2% (1/45) of the students produced the sentences in category (a). The verbs used in sentences (6), (7), (9) and (10) caused the confusion. The student appears to have assumed that the recipients (i.e. mother, John, Mary and me/I) were the people who received a letter, the house, the money and a cup of tea respectively and hence if he had placed them in subject position they would have conveyed the wrong meaning since they would then function as agents. Consequently, he employed the indirect objects with their prepositions for the sake of maintaining the contexts already expressed in the active sentences.

One might interpret this error to be the result of mother tongue interference since, in Persian, no indirect object loses its preposition. Moreover, an indirect object with its preposition may be used at the beginning of a sentence for emphasis. Yet, this never happens with passive sentences since no indirect object moves into subject position under the passive. However, this latter cause of error cannot be relevant to the student's error since he correctly transformed the rest of the sentences into two passive forms. The student used the simple past tense instead of the present perfect tense in the two passive forms of sentence (7). This could be the result of an interlanguage error since the passive present perfect tense is rarely used in Persian. Thus the student employed the simple past tense since he appears
to have seen a relevance between the occurrence of an action in the past with the syntactic form of the present perfect tense. That is, he knows that the present perfect tense is used to refer to an action which was done in the past but its effect is still apparent in the present time. Nevertheless, he used the simple past tense in the above passive constructions of sentence (10) since he appears to know that passive constructions containing the present progressive tense are rarely used in spoken English. This is because he correctly produced present progressive passive verbal groups in the passive forms of sentences (1) and (3), in Test II, whose tenses are the present continuous and hence he does not appear to have any problem in forming present progressive passive verbal groups. His use of the simple past tense instead of any other tense seems to be due to an interlanguage error, the Iranian teaching technique or his familiarity with the use of the simple past tense in scientific texts (see §3.1.2.2).

7% (3/45) of the students produced the passive sentences in category (b). They apparently assumed that if they used Mary or John alone as the subject of the above passive constructions they would incorrectly refer to "John's selling the house" and "Mary's returning the money" which have a different meaning to what the active sentences (7) and (9) imply. This is evident for the following reasons: firstly, in producing second passive constructions for other active sentences they chose the indirect objects as the subject of their transformations. Secondly, one of these three students had first written *Mary has been returned her money but he subsequently replaced it by *Mary's money has been returned. However, by using Mary's money and John's house the students produced first passive sentences instead of second passive constructions. Their failure to recognize this fact has been explained in detail in §3.1.3.2.1. Since one out of 45 of the first group of students made the same error, one might assume that the erroneous second passive sentence in group (3) of category (b) was produced as a result of the student's failing to, form a contracted passive verbal group in the present perfect tense (i.e. John's been sold). Yet, the production of this erroneous passive sentence is due to a different cause since the student had already used a correct contracted passive verbal group in the present perfect tense (albeit in passivizing sentence (6) which is in the simple present tense) as shown below:

Mary sends a letter to my mother every week.
*She's been sent a letter by Mary.
As discussed in §3.3.2.2, two of these three students in this particular group, who produced the passive construction in groups (1) and (3) of category (b), have not overcome their original confusion between a passive verbal group and the Persian active verbal group in the present perfect tense although they seem to know how to produce a passive verbal group in the present perfect tense.

A single student in this group who produced the sentences in group (2) of category (b) also made the erroneous passive sentences in categories (c) and (d). He produced an erroneous first passive construction as the second passive form of sentence (7) in category (c) since he had become confused by the verb to sell. He had apparently thought that placing the indirect object in subject position in his passive sentence would suggest that "it was John who sold the house" and hence it would not suggest the same meaning implied by the active sentence (7). This is evident for the following reasons: firstly, he wrote *John is sold which was subsequently replaced by A house is sold to John. Secondly, the student does not appear to have any difficulty in recognizing indirect objects since he correctly placed the indirect objects of seven active sentences in subject position in his responses. As discussed in §4.1.2.2, he used the verb to sell instead of the verb to lend, in the passive sentences within category (d) by analogy with sentence (7) since he appears to mistake the past form of the verb to lend (i.e. lent) for its infinitive (i.e. lend). Accordingly, the same cause of error, which was defined for his production of deviant passive forms of sentence (7) is apparently responsible for his production of two different first passive constructions for sentence (8). He used two different tenses for each pair of first passive constructions, in categories (c) and (d) since he attempted to produce two different passive sentences acquired in the test (i.e. the first and second passive forms). As explained in §4.1.2.2, the use of the present progressive tense in the first passive form of sentence (8) is due to his considering lent to be in the present form and his confusing the forms of passive verbal groups which are in the simple present and the present continuous tenses. Yet, one can assume that the use of the simple past tense in his attempted second passive construction (shown in category (d)) is the result of his using a different tense from the simple present tense he thought that he was provided with in the active sentence (8). This is evident from his use of the simple present tense in his attempted second passive form of
sentence(7) which is in the present perfect tense (shown in category (c)). Indeed, the student is capable of forming passive verbal groups in different tenses, although he occasionally becomes confused between the forms of passive verbal groups which are in the simple present and the present progressive tenses (see §4.1.2.2).

4.1.3.2.2 Two different second passive constructions

There are also some students in the second group of testees who produced two second passive constructions. These sentences can be divided into the following categories in accordance with the differences existing between them:

(a) One of the sentences contains the personal pronoun I as its subject instead of the indirect object:

(4) The man paid the workers some money.
   *The workers was paid some money.
   *I was paid the workers.

(8) The man lent the girl the bicycle.
   *A girl was lent the bicycle.
   *I was lent the girl.

(b) Both passive sentences include the indirect object supplied in active form as their subject. Yet, one of them includes the direct object and the agentive:

(4) The man paid the workers some money.
   The workers were paid some money by him.
   *The workers were paid.

Similar errors, resulting from two different sources, were made by some of the students among the first group (see §3.1.3.2.2). On the contrary, the production of two second passive constructions here is solely due to the students considering the indirect objects to be direct objects (see §4.1.3.1 and 4.1.3.3).

The percentage of students who produced the above sentences in the above categories are shown overleaf:
Table XIII

<table>
<thead>
<tr>
<th>categories</th>
<th>number of students as a percentage of total 45</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>2</td>
</tr>
<tr>
<td>(b)</td>
<td>2</td>
</tr>
</tbody>
</table>

4.1.3.3 Miscellaneous errors traced in relation to the production of first and second passive constructions

One of the 45 students was confused by *present* as a noun and as a verb in sentence (2). (This error is similar to the error made by one of the students (2% = 1/45) in the first group, see §3.1.3.3. Therefore, he produced the following passive construction which is erroneous due to his using the incorrect past progressive tense and false choice of preposition, i.e. *with* should be employed instead of *by* in the following passive constructions:

(2) John gave a present to my friend.
   *My friend was being presented by a present.

The existence of *present* as a noun and as a verb in the above passive sentence, might have caused confusion and hence the past progressive tense was incorrectly used. However, he employed the correct verb and tense in the first passive form of sentence (2).

Another of the 45 students used the verbs *to receive* and *to send* in the first and second passive forms of sentence (8) respectively. His deviant passive constructions are as follows:

(6) Mary sends a letter to my mother every week.
   *A letter is being received every week to my mother.
   *My mother is sent a letter to Mary.

The use of these verbs in the above deviant passive sentences appears to be due to the student thinking that one usually receives something but sends something to someone. This is evident from his using *to Mary* in his erroneous second passive construction. The use of *to my mother* in the above first passive sentence is apparently due to an interlanguage
error since in Persian, the verb to receive as in the above context, is usually followed by a "to-indirect object", e.g.:

<table>
<thead>
<tr>
<th>hār</th>
<th>häfte</th>
<th>yek</th>
<th>name</th>
<th>be</th>
<th>madār-ām</th>
</tr>
</thead>
<tbody>
<tr>
<td>every week</td>
<td>a/one letter</td>
<td>to</td>
<td>mother-1st poss pron</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

However, he produced a present progressive passive verbal group in the above construction since he confuses between forming passive verbal groups in the simple present and present progressive tenses (see §3.3.2.2).

4% (2/45) of the students appears to have confused the adjective splendid for the past participle of a main verb since it looks like the past participle of regular verbs. Each pair of the following erroneous passive constructions was produced by a single separate student in this particular group.

(3) Harry found Mary a splendid job in a new office.
   *A job was splendid to Mary in a new office by Harry.
   *Mary was splendid job in a new office by Harry.
   *A job was found splendid in a new office for her.
   *A job was splendid.

Accordingly, both students use the combination of the verb to be + the past participle of a main verb as a cue to identifying passive sentences. Yet, they appear to be unable to discriminate between passive verbal groups and the combination of the verb to be and an adjective past participle as is also evident from their failure to recognize sentence (10), in Test I, as an active construction (see §3.1.1 and 4.1.1).

One of these students who produced the above second pair of sentences, seems to have considered *A job was splendid as the second passive form of sentence (3) since he usually made two different first passive constructions due to his failure to recognize the indirect objects (see 4.1.3.2.1). The second of the two students in this group apparently used to as the preposition of the indirect object Mary as is evident from the erroneous first passive construction included in the first pair of sen-
9% (4/45) of the students appear to have considered the indirect object (i.e. the workers) to be a direct object when attempting to passivize sentence (4) as is evident from the students' performance in Test IIIb, discussed below.

One of the four students in this particular group placed the subject of the active sentence (4) in subject position in his deviant second passive construction by attempting to transform this sentence into the first and second forms as shown below.

(4) The man paid the workers some money.
   *The workers been paid by the man.
   *The man has paid some money to the workers.

If the student had realized that the workers is considered to be an indirect object he would not have tried to produce another second passive construction which contains the man as its subject. This is evident from his attempting to produce the first and second forms of sentences (5) and (6) in which he correctly placed the indirect and direct objects in subject position in his erroneous sentences. The student, however, was usually unable to recognize indirect objects provided in the active sentences and mostly used I as the subjects of his active sentences which he assumed to be the second passive sentences by analogy with the sentence example in Test IIIb (see §4.1.3.1).

Similarly, another student in this group also used he instead of the man (i.e. the subject of active sentence (4)) as the subject of his erroneous second passive construction. He, however, employed the workers as the subject of the first passive form of sentence (4) as shown below:

(4) The man paid the workers.
   *The workers been paid by the man.
   *He has been paid by the workers.

The student's assumption that the workers is the direct object is evident from his attempt to transform sentences (1) and (10) into the following first and second passive constructions:
(1) John brought me a cup of coffee.
   *A cup of coffee been brought.
   *John was brought me a cup of tea.

(10) The secretary is making me a cup of tea.
   *A cup of tea was made by the secretary.
   *The secretary has been made a cup of tea.

Evidently, the student also placed the subjects of sentences (1) and (10) into subject position in the above second passive sentences. Nevertheless, he correctly used the direct objects a cup of coffee and a cup of tea as the subject of the first passive form of sentences (1) and (10).

Another of the four students in this group made the following passive constructions instead of the two different passive sentences he was required to produce in Test IIIb.

(4) The man paid the workers some money.
   The workers were paid some money.
   The workers were paid.

The student seems to have used the workers as the direct object. This is evident since he usually produced two first passive constructions (i.e. both his passive sentences include a direct object as subject). This occurred as he was unable to identify the indirect objects provided in the given active sentences in the test.

Another of these four students considered the workers to be a direct object as is evident from his inability to produce second passive construction. Nonetheless, he correctly transformed nearly all active sentences into the first passive form (except sentence (4)) since he used the workers as the subject of the apparent first passive form of this active construction.

Thus these students consider the workers to be a direct object since they are influenced by the context of They paid the workers/them which is usually used in spoken English. However, they do not seem to know that the verb to pay, here, indirectly refers to a direct object (i.e. money) since it is inherently benefactive. Hence, they regard the workers as a direct object since it follows the verb to pay in the above construction as well as in sentence (4). It is not, however, possible to
attribute this error to the students' unfamiliarity with the rule that one shifts the indirect object to the left in an active sentence, i.e. the indirect object loses its preposition when it is shifted to the left and hence immediately follows the verb. This is because there are other active sentences present in Test IIIb in which the indirect objects are shifted to the left and the students did not confuse them for direct objects as is evident from the above discussion.

4.1.3.4 Substitution of the subjects of active sentences for the indirect objects in their passive forms and vice versa

Similarly, there are some students among the second group of testees who used $S_i$ instead of the indirect objects in either the first or the second passive sentences. There are also some students who used the indirect objects as "agentives" in their answers.

4.1.3.4.1 Substitution of the subjects of active sentences for the indirect objects in their second passive forms; $S_i$. $IO = S_{III}$

Some students replaced the subject of active sentences for the indirect objects in the second passive constructions. This occurred as a result of a slip or the confusion as to what has to be placed in subject position in passive sentences. The following erroneous constructions are considered to be due to the students making slips since no evidence was traced elsewhere in relation to their incorrect application of the rule.

(1) John brought me a cup of coffee.
   *John was brought a cup of coffee.

(4) The man paid the workers some money.
   *The man was paid some money.

(6) Mary sends a letter to my mother every week.
   *Mary was sent a letter.

(9) John returned the money to Mary.
   *John was returned the money.

The percentage of students who produced the above sentences is as follows:
Table XIV

<table>
<thead>
<tr>
<th>sentence number</th>
<th>number of students as a percentage of total 45</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>2</td>
</tr>
<tr>
<td>(4)</td>
<td>2</td>
</tr>
<tr>
<td>(6)</td>
<td>2</td>
</tr>
<tr>
<td>(4) and (9)</td>
<td>2</td>
</tr>
</tbody>
</table>

Most of these students correctly used the indirect objects in the first passive forms of sentences (1), (4) and (6) except two of these four students who produced second passive forms of one or both sentences (4) and (9). They appear to have mistakenly used the subject of the active sentences (4) and (9) in their first passive forms and hence made a similar mistake when transforming them into the second passive form. This is evident from the students' excellent overall performance in all tests on passive constructions.

Some students produced the following erroneous passive sentences in which their subjects were replaced by the subject of their active forms:

(1) John brought me a cup of coffee.
   *John was brought me a cup of coffee.

(2) John gave a present to my friend.
   *John was given a present.

(4) The man paid the workers some money.
   *He has been paid by workers.

(5) Bill told the idea to John.
   *Bill told the idea.

(10) The secretary is making me a cup of tea.
    *The secretary has been made a cup of tea.

This has apparently resulted from confusion as to what should be placed into subject position. In fact, one of these students appears to have mistaken the indirect objects my friend and John which are employed in
sentences (2) and (5) for direct objects. This is evident from his using them as subjects of the first passive forms of sentences (2) and (5) respectively. Indeed, he had written a present which was replaced by my friend in the first passive form of sentence (2). The cause of this error can clearly be observed in their attempts at Test IVb where they made a similar error in passivizing, the second part of one or any of sentences (3)\textsubscript{i}, (4)\textsubscript{i}, (1)\textsubscript{II}, (4)\textsubscript{II} and (4)\textsubscript{III}. It seems that the provided complex sentences in Test IVb caused their confusion. The students' versions of these sentences are as follows:

\begin{enumerate}
\item[(3)\textsubscript{i}] People assume that politics solve all human problems.
*It was assuming that politics has been solved all human problems.
\item[(4)\textsubscript{i}] They say that Shakespeare wrote several plays.
*It is said that Shakespeare was wrote several plays.
\item[(1)\textsubscript{II}] People feared that the enemy had killed all the prisoners.
*It was feared that the enemy had been killed all the prisoners.
\item[(4)\textsubscript{II}] They thought that the Government would raise the price of cigarettes in the next Budget.
*It was thought that the Government would been raise the price of cigarettes in the next Budget.
\item[(4)\textsubscript{III}] They thought that John had stolen the parcel.
*It was thought John had been stolen the parcel.
\end{enumerate}

The use of the present perfect tense in the above passive sentences apparently due to one of the students being at the primary stage of acquiring English passive constructions (see §4.1.2.2). This student's use of active past progressive tense in the first part of the passive form of sentence (3)\textsubscript{i} will be explained in §4.1.4.1. The use of been instead of be in the second part of the passive form of sentence (4)\textsubscript{II} was discussed in §4.1.2.2.

The percentage number of students who produced the above erroneous passive sentences is shown in Table XV overleaf.
Table XV

<table>
<thead>
<tr>
<th>sentence number</th>
<th>number of students % of total 45</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1), (4), (10) and (3), (3)</td>
<td>2</td>
</tr>
<tr>
<td>(2), (5), (3), (4), (1), (1)</td>
<td>2</td>
</tr>
</tbody>
</table>

The student who produced the above deviant passive form of sentence (4), also produced another second passive form for this sentence in which the workers is the subject of his transformation as shown below:

(4) The man paid the workers some money.
*The workers been paid by the man.

Yet, he appears to consider the workers to be the direct object as discussed in §4.1.3.3. Indeed, the student has an overall poor performance in all tests on passive constructions. His use of the passive present perfect tense is due to his original confusion between English passive verbal groups and the Persian active verbal group in the present perfect tense (see §3.1.2.2 for a discussion of the cause of such an error).

The student who produced the above erroneous passive form of sentences (2) and (5) also produced correct second passive constructions for both of these sentences as shown below:

(2) John gave a present to my friend.
   My friend was given a present by John.

(5) Bill told the idea to John.
   John was told the idea.

He produced the above passive sentences as the first passive forms of sentences (2) and (5) since he apparently mistook the indirect objects my friend and John for the direct objects. This is evident from his using a present as the subject of the first passive form of sentence (2) which was subsequently replaced by my friend in the above passive construction.
4.1.3.4.2 Substitution of the subjects of active sentences for the indirect objects in their first passive forms; $S_1 \rightarrow IO + O$

In transforming active sentences into first passive forms, some students replaced the indirect objects by the subject of active sentences. The following passive sentences were produced due to students making slips since similar incorrect application of the rule was not traced elsewhere in the test.

(4) The man paid the workers some money.
*Some money was paid to the man.

(9) John returned the money to Mary.
*The money was returned to John.

The percentage of the students who produced the above sentences are shown below:

Table XVI

<table>
<thead>
<tr>
<th>sentence number</th>
<th>number of students as a percentage of total 45</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4) and (9)</td>
<td>2</td>
</tr>
<tr>
<td>(4)</td>
<td>2</td>
</tr>
<tr>
<td>(9)</td>
<td>2</td>
</tr>
</tbody>
</table>

More detailed discussion is presented on the production of erroneous sentences (4) and (9) in §4.1.4.1.

4.1.3.4.3 Substitution of the indirect objects for the agentives; $IO \rightarrow S_1 = Agentive$

In transforming active sentences into the first passive form some students used the indirect objects as agentives. This occurred either as the result of a slip or confusion arisen by the type of verb used in active sentences as discussed below.

4% (2/45) of the students produced the following erroneous passive sentences since they mistakenly used the prepositions to and by for the agentives and the indirect objects respectively:
(2) John gave a present to my friend.
   * A present was given by my friend to John.

(4) The man paid the workers some money.
   * Some money was paid to the man by the workers.

This slip occurred due to a defect in the students' performance since the students had correctly employed the agentives in the second passive forms of the above sentences and no evidence was found for similar incorrect usage of the prepositions by and to or substitution of indirect objects for the agentives. In fact, each of the above passive sentences were made by one single separate student in this particular group.

In transforming sentence (8) into the first passive form one of the 45 students used the indirect object the girl as the agentive. This error is due to confusing the verb to lend with the verb to borrow as is evident for the following reasons. Firstly, the preposition from was employed in the first passive form of sentence (8) as shown below:

(8) The man lent the girl the bicycle.
    * The bicycle was lent from the man by the girl.

Secondly, in an attempt to provide a second passive construction the student produced an active sentence in which not only was the preposition from used but the girl (i.e. the indirect object) was also placed in subject position as shown below:

* The girl lent the bicycle from the man.

This sentence, however, would convey a correct meaning if the verb to borrow was used in this context.

4.1.3.5 Substitution of the subjects or indirect objects of active sentences for the direct objects in their passive forms

There are some students who have either replaced the subject of active sentences for the direct objects (i.e. \( S_I \rightarrow DO = O_I \) \(^{(1)} \)) or substituted the direct ob-

\(^{(1)} \) \( O_I = \) the direct object used in a first passive sentence
jects by the indirect objects (i.e. \( IO \rightarrow DO = O_I \)) in the second passive sentences. This type of error was not produced by any students in the first group.

4.1.3.5.1 Substitution of the subject of an active sentence for the direct object in its second passive form; \( S_1 \rightarrow DO = O_I \)

In transforming sentence (8) into the second passive form, one of the 45 students used the subject (i.e. man) instead of the direct object (i.e. the bicycle) as shown below:

(8) The man lent the girl the bicycle.

*The girl was lent to the man.

This occurred as the result of a slip since the student did not make mistakes in similar cases elsewhere.

4.1.3.5.2 Substitution of the indirect objects of active sentences for the direct objects in their second passive forms; \( IO \rightarrow DO = O_I \)

Three different sources of errors underlie for the students' substitution of indirect objects for the direct objects in the second passive sentences as discussed below.

4% (2/45) of the students produced the following erroneous second passive constructions by using the indirect objects instead of the direct objects:

(7) The agent has sold the house to John.

*John has been sold by the agent to John.

(9) John returned the money to Mary.

*Mary was returned to Mary.

It seems that the verbs to sell and to return gave rise to errors. The students appear to think that these two verbs should always be followed by indirect objects since, in their mind, one always sells something to someone or returns something to someone. In fact, each of the above transformations were made by a single separate student in this particular group.

In transforming sentences (4) and (8) one of the 45 students employed
indirect objects instead of direct objects as shown below:

(4) The man paid the workers some money.
   *I was paid the workers.

(8) The man lent the girl the bicycle.
   *I was lent the girl.

This error seems to be due to the student's considering the indirect objects to be direct objects as is evident for the reasons given in §4.1.2.2.

Another of the 45 students produced the following second passive construction for sentence (7):

(7) The man has sold the house to John.
   *John was sold to the John.

The student's use of the indirect object instead of the direct object seems to be due to confusion arising from his attempt to produce the above second passive construction by analogy with They wrote to John → John was written to. Apparently the student became confused by using the preposition to so that he used the indirect object instead of the direct object (i.e. the house) as in for example *John was sold the house to. This is evident from the presence of the definite article (i.e. "the") which is used before the indirect object John in the above erroneous second passive sentence.

4.1.3.6 Omission of indirect objects in first passive constructions

Some students among the whole second group of testees omitted the indirect objects in the first passive form of some active sentences. This could be due to 24% (11/45) of the students making a mistake, since they made such a mistake randomly among one or two of the first passive forms of the ten, since sentences provided in Test IIIb. However, some of the students amongst this particular group were not capable of producing second passive constructions. Five of the eleven students did not transform the active sentences into the passive form. Three of these eleven students, who were unable to produce the second passive, used I as the subject of their second passive sentences by analogy with the passive sentence example in the test. On the other hand, two of the eleven students produced two first passive sentences instead of two different passive forms (i.e. the first and second
passive forms) required in the test. Thus they mostly used first passive sentences which exclude the indirect objects when they consider them to be the second passive constructions. This occurred due to their providing two different passive constructions since they were not aware of the main difference existing between the two passive forms, i.e. the first and second passive sentences are made by replacing the direct object and the indirect object in subject position in passive constructions respectively. Yet, they mistakenly omitted the indirect subject in one or two of their answers which were considered to be their first passive sentences. Thus the omission of indirect objects in their first passive sentences can be regarded as slips since such a mistake did not occur for similar sentences. This illustrates that the students are aware of the rule, i.e. the indirect object should be used in the first passive form.

Table XVII below shows the number of both groups of students who omitted the indirect object due to making a slip for each of the following sentences.

Table XVII

<table>
<thead>
<tr>
<th>sentence number</th>
<th>omission of indirect objects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>G(1) % of total 45</td>
</tr>
<tr>
<td>(1)</td>
<td>4</td>
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<tr>
<td>(2)</td>
<td>7</td>
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<tr>
<td>(3)</td>
<td>-</td>
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<tr>
<td>(4)</td>
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<td>4</td>
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<tr>
<td>(8)</td>
<td>2</td>
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<tr>
<td>(9)</td>
<td>2</td>
</tr>
<tr>
<td>(10)</td>
<td>7</td>
</tr>
</tbody>
</table>

In transforming sentences (1), (2), (3), (5), (6), (7) and (10) into the first passive form, one of the 45 students did not use the indirect objects provided in these sentences:
(1) John brought me a cup of coffee.
   *A cup of coffee been brought.

(2) John gave a present to my friend.
   *A present been given by John.

(3) Harry found Mary a splendid job in a new office.
   *A splendid job has been found by Harry.

(5) Bill told the idea to John.
   *The idea has been told by John.

(6) Mary sends a letter to my mother every week.
   *A letter has been sent by mother.

(7) The agent has sold the house to John.
   *The house been sold by agent.

(10) The secretary is making me a cup of tea.
    *A cup of tea was made by the secretary.

This error seems due to the student assuming that indirect objects should not be used in first passive sentences since he omitted the indirect objects in transforming most sentences into the first passive forms. However, he does not always make this assumption as is evident from the first passive forms of sentences (8) and (9) which include indirect objects provided in their active forms. As is apparent from the above sentences, the student confuses between the English passive verbal groups with the Persian active verbal group in the present perfect tense although he seems to know how a passive verbal group in the present perfect tense is formed (see §3.1.2.2 and 4.1.2.2 for the cause of this error and the erroneous omission of the auxiliary verb to have in such a passive verbal group). The student, however, has an overall poor performance in all tests on passive constructions.

One of the 45 students employed the preposition by instead of to for the indirect object used in the following first passive form of sentence (8):

(8) The man lent the girl the bicycle.
    *The bicycle has been lent by her.

This can be considered to be a slip since no evidence was found elsewhere
in all tests on passive sentences, for similar incorrect application of the rule. As is evident from the above passive sentence, the student appears not to have overcome his initial confusion of the Persian active verbal group in the present perfect tense and the English passive verbal groups, although he has acquired the form of the passive verbal group in the present perfect tense. Indeed, the student employs such passive verbal groups whenever he encounters a problem in passivizing active sentences. For example, he cannot tell the difference between the first and second passive constructions (i.e. passive sentences which are made by placing the direct and indirect objects in subject position respectively) and hence he mostly formed passive verbal groups which were in the present perfect tense in second passive constructions.

4.1.3.7 Omission of direct objects in second passive constructions

There are also some students among the whole second group of testees who omitted the direct objects in their attempt to transform some active sentences into the second passive form.

7% (3/45) students appear to have omitted the direct objects in a few of their answers as the result of a slip since no evidence was traced elsewhere for similar incorrect application of the rule. One of the three students in this particular group seems to have omitted the direct object in the second passive form of sentence (6) due to a confusion arising from his putting the indirect object my mother first and deleting it subsequently as he became aware of his mistake. Hence he produced the following passive sentence:

(6) Mary sends a letter to my mother every week.
   *My mother is being sent every week by Mary.

The student's use of the incorrect tense was discussed in §4.1.2.2.

One of the students in this particular group does not seem to have overcome his initial confusion between English passive verbal groups and the Persian active verbal group in the present perfect tense as is evident from his attempt at the following active sentences:

(4) The man paid the workers some money.
   *Workers has been paid.
(8) The man lent the girl the bicycle.
*She been lent by him.

(9) John returned the money to Mary.
*Mary been returned by John.
*She has been returned by him.

A detailed discussion of this aspect of the students' confusion can be found in §3.1.2.2.

However, the students' major problem is due to their failing to apply the correct tense in their responses. For one of these two students, this problem does not seem to be limited to producing passive verbal groups alone since he himself refers to the problem in answering item (35) of the questionnaire (see §4.1.2.2).

4% (2/45) of the students, including the latter student among the above group, omitted the direct object in the following deviant passive sentence:

(4) The man paid the workers some money.
*He has been paid by workers.
*The man has paid some money to the workers.

This error is apparently due to the students considering the workers as a direct object. This is evident from their production of the erroneous sentences which they assumed to be the second passive form of sentence (4) although one of these two students formed an active sentence as a result of using a personal subject; (see §4.1.3.1 and 4.1.3.3) for a detailed explanation). The students' erroneous sentences are as follows:

(4) The man paid the workers some money.
*He has been paid by workers.
*The man has paid some money to the workers.

The reason for their regarding the workers as a direct object was discussed in §4.1.3.3. The use of been in the above passive construction is apparently due to one of these two students being inconsistent in using different forms of the verb to be in passive constructions (see §4.1.3.2). On the other hand, the second of the two students attempted to produce a passive verbal group in the present perfect tense since he is at the primary stage of acquiring passive constructions and hence confuses English passive verbal groups for the Persian active verbal group in the present perfect tense;
(see §4.1.2.2). He has an overall poor performance in all tests on passive constructions. Yet the former student has a poor performance in Tests IIIb and IVb, and in fact produced the present perfect active verbal group in the above sentence since he seems to have assumed that such an active verbal group indicates that the sentence is in the passive form. This is probably because he experiences the same confusion as the latter student (see §4.1.3.1). He also made a similar error in passivizing the second part of the active sentences given in Test IVb as will be discussed in §4.1.4.2.

4.1.3.8 The incorrect choice of prepositions for indirect objects

There are some students who employed the preposition to in place of the preposition for and vice versa.

In transforming the active sentences into the first passive form, some students used the preposition to instead of for. Like some of the first group of testees who made the same error, these students, in this group, can be divided into two groups.

The first group consists of one of the 45 students who appears to have thought that only "to-indirect objects" should be used in passive constructions and hence he either substituted the preposition to for the preposition for or omitted the "for-indirect objects" altogether as shown below:

(1) John brought me a cup of coffee.
   *A cup of coffee was brought by John.

(3) Harry found Mary a splendid job in a new office.
   *A splendid job was found by Harry in a new office.

(10) The secretary is making me a cup of tea.
    *A cup of tea was made to me.

The second group of students (18% = 8/45) seems to have known that the verb to bring can be used either with a "to-indirect object" or a "for-indirect object". Hence, they used the preposition "to" instead of "for" in the first passive form of sentence (1). The probable reason underlying the students' use of the preposition to in place of for was discussed (in the context of a similar error made by some of the second group who made the same performances (see §3.1.7.1)).
One of the eight students in this particular group omitted the "for-indirect object" altogether in the first passive form of sentence (3) which is probably a mistake since no evidence was found for similar incorrect application of the rule in the test. On the other hand, another of these eight students did not introduce the indirect object Mary, which is a "for-indirect object" in the first passive form of sentence (3) due to his unfamiliarity with the fact that no "for-indirect object" loses its preposition under the first passive. This error will be fully discussed in the context of similar errors made by other students in Chapter VI, §6.2.

One of the 45 students used the preposition to instead of for in the first passive form of sentences (1) and (3). He does not fall within the above two groups since he only introduced the preposition of the indirect object the secretary, which is a "for-indirect object" in the first passive form of sentence (10). Thus, it seems that the student has not acquired sufficient competence in using indirect objects with their appropriate preposition in the first passive form as the following show:

(1) John brought me a cup of coffee.
   A cup of coffee was brought to me.

(3) Harry found Mary a splendid job in a new office.
   *A splendid job was found in a new office to Mary.

(10) The secretary is making me a cup of tea.
    A cup of tea is being made for me.

4.1.4 Test IVb

The data obtained from the second group of students' performance in Test IVb indicate similar errors to those of the first group of students. They can be categorized as follows:

(a) Students' difficulty in producing the impersonal passive due to their use of verbs given in sentence examples and incorrect use of tenses.

(b) The production of erroneous passive clauses for the second part of the active sentences results from mother tongue interference and over-generalizing the target language rule (i.e. English).
Students’ mistaking the provided active sentences in the test for those of direct speech given in drills to be converted into direct narrations.

The test is shown below.

Test IVb

The sentences below are divided into three groups. There are two types of sentences (i.e. (a) and (b) in each group. Please change the sentences into the passive form.

Group (I):

Example:

(a) People claim that they have seen a spaceship near London.
   It is claimed that a spaceship has been seen near London.

(b) They say that whisky is getting scarce.
   It is said that whisky is getting scarce.

1. People hope that things will improve.
2. They feel that the situation may improve.
3. People assume that politics solve all human problems.
4. They say that Shakespeare wrote several plays.

Group (II):

Example:

(a) They thought that the Government had easily deceived the public.
   It was thought that the public had been easily deceived.

(b) They believed that John was innocent.
   It was believed that John was innocent.

1. People feared that the enemy had killed all the prisoners.
2. Everyone assumed that the accused had attempted to rob the Bank.
3. People hoped that the English football team would win.
4. They thought that the Government would raise the price of cigarettes in the next Budget.

Group (III):

1. They say that his paintings are beautiful.
2. You usually find that these stories are false.
3. They thought that John had stolen the parcel.
4. The audience assumed that the play was a true story.

- We cannot guarantee that the company will deliver the goods safely.
- They believed that the story was true.
- There was a rumour that the prisoners had escaped.
4.1.4.1 The production of erroneous passive forms of the first part of active sentences

The first part of the sentences given in Test IVb should be transformed into the impersonal passive. In transforming the first part of the sentences into the impersonal passive, one of the 45 students copied the verbs provided in the sentence examples given for two groups of sentences in the test. At first it seemed that the student had systematically chosen the verbs used in the examples instead of the ones provided in the active sentences for his answers. For instance, he used the verbs to think and to say for the passive form of nearly all those sentences which contain these verbs in the first part. His use of the verb to think instead of the verb to assume in the first part of sentence (2) could also be interpreted as the indication of his systematic choice of verb since the verb to think is a synonym of the verb to assume. However, this was not the case since he employed the verb to claim instead of the verb to assume in the passive form of the first part of sentences (3) and (4). He also used the verb to claim and to say in place of the verbs to hope, to feel and to assume provided in the first part of the sentences in Group (1). In fact, in his attempt to passivize the first part of the sentences in Group (1), he copied the verbs to claim and to say which were supplied in the sentence examples for Group (1). This occurred in the same arrangement that the above verbs were employed in the examples. He also used the verbs to believe and to think which were provided in sentence examples (a2) and (b2) when passivizing the first part of sentences (5) and (7), as shown below:

(5) We cannot guarantee that the company will deliver the goods safely.
   *It was believed that the company will not deliver the goods safely.

(7) There was a rumour that the prisoners had escaped.
   *There has been thought that the prisoners had escaped.

This student's error is similar to those of students among the first group of testees who chose the verb to say from the sentence examples given in Test IVa for the first part of their passive constructions. Here, it becomes evident that the students (including the students in this group) do not know the impersonal passive.
In passivizing the first part of the sentences in Group (III) of Test IVb, one of the 45 students used the simple present tense in the first part of all his answers. Hence, the student, by good fortune, produced correct passive clauses for the first part of sentences (1_{III}) and (2_{III}) whose tense is the simple present. Contrary to one of the students in the first group, this student did not change the tense employed in the second part of the active sentences to conform with the first part of his versions of these sentences.

4% (2/45) of the students employed the simple present tense in the passive form of the first part of nearly all the sentences of Group (III). One of the two students within this group correctly passivized the first part of sentences (5) and (7) in which the modal can and the past form of the verb to be (i.e. was) respectively. The student seems to have used the simple past tense in the passive form of the first part of sentence (7) as a result of his observing the presence of was in its active form. The student, however, appears competent in using modals in passive verbal groups. This is evident from his using the correct passive verbal groups for the first part of sentence (5) (containing the modal can) and the second part of sentences (4_{II}) and (5) (containing would and will) and the passive form of sentence (8) including the modal will in Test II. In passivizing the first part of sentence (4_{II}) the student also used the simple present tense, although the sentence example of Group (II) asked students to employ the simple past tense in the passive form of the first part of all sentences in this group.

On the other hand, the other second of these two students in this group correctly used the simple past tense when passivizing the first part of sentences (3_{III}) and (6). The student, however, seems to think that it is not possible to use the modal in the impersonal passive. This is evident from his writing it is said as the passive form of the first part of sentence (5) which includes the modal can. He apparently used is since can is considered to be in the present tense. He also used it is said as the passive form of the first part of sentence (7) since he appears to have assumed that the noun rumour cannot be used as a verb. Yet, it is not clear why he applied the simple present tense in the passive form of the first part of sentences (4_{III}) and (7) where the tense is the simple past. Thus, these students appear to have acquired adequate competence in producing the impersonal passive. On the other hand, one of the 45 students used the simple present in the passive form of the first part of all the sentences in the test
except for sentences (2III) and (5). He produced the following passive con-
structions for sentences (2III) and (5):

(2III) You usually find these stories are false.
   *These stories were find false.

(5) We cannot guarantee that the company will deliver the goods safely.
   *There was no guarantee that the goods will be delivered safely.

Two different clauses are responsible for the production of the above
clause (i.e. there was no guarantee). Firstly, the student seems to have
confused the verb "to guarantee" with its use as a noun. Secondly, he
appears to think that the verb to be in the simple present tense can be
used in the impersonal passive. This is evident from his using the simple
present in the passive form of the first part of all the sentences in Test
IVb and his writing the past form of the verb to be (i.e. was) which was
subsequently replaced by is in the passive form of the first part of sen-
tences (1II) and (2I) where the tense is the simple past. He used the simple
past tense in the passive forms of sentences (2III) and (5) since they were
not transformed into the impersonal passive. He incorrectly used the simple
past tense in the passive form of sentence (2III) although the active sen-
tence (2III) is in the simple present tense. In fact, the student has
apparently been introduced to the impersonal passive by our test since he
was unable to produce the correct impersonal passive in the appropriate
tense in his passive constructions made for sentences in Groups (II) and
(III). This is particularly obvious since he did not show any major
difficulty in applying the correct tense in ordinary passive constructions
when performing three other tests. He confuses the passive simple present
with the present continuous tenses only, since he used the simple present
tense and the simple past tense in the passive forms in sentences (1) and
(3) of Test II and sentence (10) of Test IIIb which are in the present
continuous tense. He seems to employ the simple past tense whenever he
faces a problem in passivizing active sentences. This is evident from his
use of the simple past tense in the passive forms of the above sentences
(2III) and (5) and sentences (6) and (10), in Test IIIb, whose tenses are
the simple present and the present continuous. This is due to the follow-
ing reasons: an interlanguage problem, the Iranian teaching technique or
the excessive use of the simple past tense in scientific tests (§4.1.2.2
and 3.1.2.2).
4% (2/45) of the students used the simple past tense when passivizing the first part of all the active sentences in Group (III) of Test IVb. Hence, the correct simple past tense was, by accident rather than judgment, used in the passive form of the first part of sentences (3\textsubscript{III}), (4\textsubscript{III}), (6) and (7) where the tense is the simple past. The students do not appear to have sufficient competence in using modals in passive constructions as is evident from their following versions of sentence (5):

(5) We cannot guarantee that the company will deliver the goods safely.
*It was not guaranteed that the goods safely delivered.
*It was said that the company could not safely delivery the goods.

One of the two students in this particular group used it is said as the passive form of the first part of sentence (7) as shown below:

(7) There was a rumour that the prisoners had escaped.
*It was said that the prisoners have been escaped.

This apparently happened as the result of the student assuming that he could make a verb from the noun rumour. Hence, he does not know that rumour can be used as a verb in the impersonal passive. On the other hand, he seems to have used the verb to say in place of the verb to feel in passivizing the first part of sentence (2\textsubscript{I}) by analogy with the first part of sentence (b\textsubscript{I}) given as example in Test IVb. However, he employed the present perfect tense instead of the simple present tense when transforming the first part of sentence (1\textsubscript{I}) into the impersonal passive as shown below:

(1\textsubscript{I}) People hope that things will improve.
*It has been hoped that things would improve.

(2\textsubscript{I}) They feel that the situation may improve.
*It is said that the situation could be improve.

The use of the present perfect tense is probably due to the student being in the primary stage of acquiring passive constructions since he repeatedly produced such passive verbal groups in performing Test IIIb and when passivizing the second part of those active sentences, in Test IVb, which are found to be difficult to transform into passive constructions. Hence,
this evidence indicates that these students are neither familiar with the use of the impersonal passive nor can they produce such passive constructions.

One of the 45 students used the simple past tense in the passive form of the first part of all the sentences except sentence (I\textsubscript{III}) provided in Group (III). The student apparently thought that modals cannot be used in the impersonal passive since he did not use the modal \textit{can} in the passive form of the first part of sentence (5), as shown below:

\begin{enumerate}
\item[(5)] We cannot guarantee that the company will deliver the goods safely.
\textit{*It was guarantee that the goods would deliver safely.}
\end{enumerate}

The student's use of the infinitive of the verb \textit{to guarantee} could be due to either one of the following reasons. Firstly, he might have overgeneralized using the infinitive of the verb \textit{to guarantee} since it is preceded by the modal \textit{can} in the active form of the first part of sentence (5). Secondly, he probably mistook the verb \textit{to guarantee} for its use as a noun.

One of the 45 students used the simple present tense, the simple past tense and the past perfect tense when passivizing the first part of sentences (4\textsubscript{III}), (5) and (7) respectively as shown below:

\begin{enumerate}
\item[(4\textsubscript{III})] The audience assumed that the play was a true story.
\textit{*It is claimed that the play was a true story.}
\item[(5)] We cannot guarantee that the company will deliver the goods safely.
\textit{*It was believed that the company will not deliver the goods safely.}
\item[(7)] There was a rumour that the prisoners had escaped.
\textit{*There has been thought that the prisoners has escaped.}
\end{enumerate}

As is evident from these erroneous passive constructions, the student used the verbs which are given in the sentence examples. This error was previously discussed in detail. His use of the passive verbal group in the present perfect tense in both parts of the passive form of sentence (7) is due to his confusing the English passive verbal groups and the Persian active verbal group in the present perfect tense. He also employed such
passive verbal groups when passivizing some sentences in Test IIIb. In fact the student has a very poor performance in both Tests IIIb and IVb. He appears to be able to form passive verbal groups since he correctly produced passive verbal groups in Test II. However, he has not acquired the skill to transform active sentences into their passive forms.

One of the 45 students employed the present perfect tense when passivizing the first part of sentences (1^) and (7) as shown below:

\[
(1^) \quad \text{People hope that things will improve.} \\
\quad \text{*It has been hoped that things will improve.}
\]

\[
(7) \quad \text{There was a rumour that the prisoners had escaped.} \\
\quad \text{*There has been a rumour that the prisoners had been escaped.}
\]

The incorrect use of tense in these passive sentences (1^) and (7) with those used in drills where direct speech is to be changed into indirect speech. The assumption is based on the fact that the student has a very good performance in other tests and no evidence can be found to suggest that he confused passive verbal groups with the Persian active verbal group in the present perfect tense. He also produced other erroneous sentences which suggest his confusion. This student's error will be dealt with in detail together with similar errors made by other students in §4.1.4.3.

Another of the 45 students used the past perfect tense instead of the simple past tense in the erroneous passive form of the first part of sentence (7) as shown below:

\[
(7) \quad \text{There was a rumour that the prisoners had escaped.} \\
\quad \text{*It had been rumour that the prisoners had been escaped.}
\]

The use of the past perfect tense in the first part of the above deviant passive sentence appears to be the result of the student providing a tense agreement in both parts. This is because the past perfect tense has already been used in the second part of its active form.

One of the 45 students employed the past continuous tense in the deviant passive forms of the following sentences (3^) and (4^III).
People assume that politics solve all human problems.

*It was assuming that politics been solved all human problems.

The audience assume that the play was a true story.

*They were assuming that the story had been play true.

The student's incorrect use of tense in the above passive construction seems to be due to his major problem in using the correct tense no matter whether it is in passive clauses or active constructions. This becomes evident from the student's reply to item (35) of the questionnaire. Similarly, this problem resulted in his using the past of the modal can (i.e. could) when passivizing sentence (5) as shown below:

(5) We cannot guarantee that the company will deliver the goods safely.

*They could not guarantee that the good has been delivered safely by company.

It seems that not only does he face a major problem with respect to tense but he appears also to confuse English passive verbal groups with the Persian active verbal group in the present perfect tense (see §4.1.2.2.). On the other hand, the student's failure to correctly transform the first part of sentences (4) and (5) could be due to the following causes: firstly, he seems to think of audience as a known group of people. Hence, he incorrectly assumed that the first part of sentence (4) could not be transformed into the impersonal passive since the audience in the above context cannot be used in a general sense. Secondly, he apparently thinks that modals cannot be used in the impersonal passive.

One of the 45 students used the present perfect tense instead of the simple past tense in the first part of the passive form of sentence (7) as shown below:

(7) There was a rumour that the prisoners had escaped.

*There has been a rumour that the prisoners had escaped.

This could be due to confusion arisen by the student assuming that he cannot make a verb from the noun rumour.

In the second group, there is also a considerable number of students who incorrectly passivized the first part of sentence (7). This is apparently
due to the same source of error discussed for the above student's production of deviant passive constructions for sentence (7) as well as the reason which was given for the errors made by some students among the first group of testees when attempting to passivize the first part of sentence (8) in Test IVa, that is, they did not realize that rumour can be used as a verb in the impersonal passive. The different types of erroneous clauses made and the percentage of the students making them are shown in Table XVIII below.

Table XVIII

<table>
<thead>
<tr>
<th>erroneous clauses made for the first part of sentence (7)</th>
<th>number of students as a percentage of total 45</th>
</tr>
</thead>
<tbody>
<tr>
<td>it was a rumour</td>
<td>27</td>
</tr>
<tr>
<td>it was a rumoured</td>
<td>7</td>
</tr>
<tr>
<td>it is a rumour</td>
<td>2</td>
</tr>
<tr>
<td>it had been a rumour</td>
<td>2</td>
</tr>
<tr>
<td>it is said</td>
<td>2</td>
</tr>
<tr>
<td>it was said</td>
<td>2</td>
</tr>
<tr>
<td>it is thought</td>
<td>2</td>
</tr>
<tr>
<td>it was thought</td>
<td>2</td>
</tr>
<tr>
<td>it was believed</td>
<td>2</td>
</tr>
<tr>
<td>a rumour was</td>
<td>2</td>
</tr>
<tr>
<td>there was a rumour</td>
<td>2</td>
</tr>
<tr>
<td>there has been a rumour</td>
<td>4</td>
</tr>
</tbody>
</table>

The students seem to have produced *it was rumoured* by analogy with the passive form of the rest of the sentences. Yet, they used the indefinite article a to show that rumour is a noun.

It is apparent from the above clauses that some students used different tenses from the one provided in the first part of sentence (7) (i.e. the simple past tense). The source of this student's error was discussed above in relation to the students' incorrect application of tense in the passive form of the first part of the sentences.

One of the 45 students, however, produced the following active sentence as the passive form of sentence (7):
(7) There was a rumour that the prisoners had escaped.
*It was clear that there was a rumour for the escape.

Similar cause of error defined for the above students is responsible for the student's production of the above erroneous sentence.

11% (5/45) of the students did not passivize sentence (7). This also appears to be due to the students' failing to realize that rumour is exceptionally used as a verb in the impersonal passive. One of the five students in this group, however, seems to be unable to produce the impersonal passive. This is evident from the incorrect passive constructions which he made for the first part of sentences (3_II), (3_III) and (6) as well as his inability to passivize sentences (4_III) and (5), as will be discussed in detail further below (§4.1.4.2).

Some students incorrectly passivized the first part of sentence (5). The erroneous passive clauses and the percentage of students producing them are shown in Table XIX below:

Table XIX

<table>
<thead>
<tr>
<th>Erroneous clauses made for the first part of sentence (5)</th>
<th>Number of students as a percentage of total 45</th>
</tr>
</thead>
<tbody>
<tr>
<td>it is not guarantee</td>
<td>2</td>
</tr>
<tr>
<td>it is not guaranteed</td>
<td>13</td>
</tr>
<tr>
<td>it is guaranteed</td>
<td>2</td>
</tr>
<tr>
<td>it was not guarantee</td>
<td>7</td>
</tr>
<tr>
<td>it was not guaranteed</td>
<td>2</td>
</tr>
<tr>
<td>it is could not guaranteed</td>
<td>2</td>
</tr>
<tr>
<td>it is could not</td>
<td>2</td>
</tr>
<tr>
<td>it is said</td>
<td>2</td>
</tr>
<tr>
<td>it was said</td>
<td>2</td>
</tr>
<tr>
<td>it cannot guarantee</td>
<td>2</td>
</tr>
<tr>
<td>it could not guarantee</td>
<td>2</td>
</tr>
<tr>
<td>it couldn't be guaranteed</td>
<td>4</td>
</tr>
<tr>
<td>it could not be guaranteed</td>
<td>9</td>
</tr>
</tbody>
</table>
The students' production of *it is not guaranteed* and *it was not guaranteed* and *it is guaranteed* is due to their assuming that modals cannot be used in the impersonal passive. The simple past tense was used by one of the 45 students who adopted the simple past tense in passivizing the first part of all the sentences given in Group (III). Nevertheless, *is* was used since the modal *can* was used in the simple present tense in the first part of the active sentences (5).

Either of the following factors might have led the students to write *it is not guarantee* and *it was not guarantee*. Firstly, the students apparently used the infinitive of the verb *to guarantee* since it was preceded by the modal *can* in the first part of the active sentence (5). Hence, they followed an over-generalization rule. Secondly, they seem to have thought that *guarantee* was used as a noun. Yet, they did not notice that the verb *can* is always followed by the infinitive of a main verb in the active form and hence *guarantee* is a verb in the active sentence (5).

4% (2/45) of the students appear to have produced *it was not guarantee* for the first reason explained above. This is evident from their writing *can* which was subsequently replaced by *wasn't*. Yet, 4% (2/45) of the students seem to have used *guarantee* for the second reason defined above. This is evident from their production of the passive clause (i.e. *it is a rumour*) for the first part of sentence (7) which includes the noun *rumour*. In this case they apparently think that they can form the impersonal passive by using a noun which is preceded by the verb *to be*. Similarly, they used *guarantee* in the combination with the verb *to be* as the passive form of the first part of sentence (5).

The erroneous clause *it is said* was used by the student who had confused the verb *to guarantee* with its use as a noun. This is evident from his using a similar clause as the passive form of the first part of sentence (7) since it contains the noun *rumour*. This source of error is similar to that experienced by one of the 45 students in the first group of testees who also wrote *it is said* when passivizing the first part of sentence (5); (see §3.1.4.1). Apparently these two students are only familiar with the noun *guarantee* and have not appreciated that the modal *can* is usually followed by the infinitive of a main verb in the active form. Thus, they seem to think that it is not possible to use this noun (i.e. *guarantee*) as a verb in a passive verbal group. Yet, *it was said* was used since the
student (2% = 1/45) who appears to think that modals cannot be used in the impersonal passive. Nevertheless, the simple past tense was employed since the student used this tense in passivizing the first part of all the active sentences in Group (III) of Test IVb.

A similar cause of error, defined above, is responsible for the production of it cannot guarantee. This is because the student appears to be able to produce passive verbal groups containing modals. This is evident from his correct production of such passive verbal groups in the passive forms of sentence (8) in Test II, and the second part of sentence (1\_) in Test IVb, which include the modal will. However, the second part of sentence (1\_) should not have been passivized since it does not contain a direct object and its verb is intransitively used.

The erroneous clause *it is could not was produced as the passive form of the first part of sentence (5). Here, can was considered to be the main verb so that could was used as the past participle of a main verb. The student seems to have thought that only the verb to be can be used in expressing something impersonally.

Apparently, *it is could not guaranteed was produced as the result of a similar cause of error. Hence, the student used is as well as could not guarantee which seems to be considered as the past participle of the main verb. The infinitive of the verb to be (i.e. be) was not used in the above construction which seems to be due to the student's over-generalizing the rule, i.e. modals are usually followed by the infinitive of a main verb (see §3.1.2.2 and 4.1.2.2). However, he seems to be inconsistent in following this over-generalization rule since he employed been instead of be in passivizing the second part of sentence (4\_II) which includes the modal would (see §4.1.2.2).

The use of could in the erroneous clause *it could not guarantee is due to confusion arising from the student's production of it was not guaranteed which was subsequently replaced by the above deviant clause. He, however, lacks skill in producing passive verbal groups with modals. In fact, he has an obvious tendency to omit the infinitive of the verb to be (i.e. be) in passive verbal groups containing the present form of a modal (e.g. will, can), but employs the past participle of the verb to be (i.e. been) when they include the past equivalent of the modal will (i.e. would), (see
Accordingly, the omission of be in the above deviant clause, could be the result of his using the present form of the modal can.

The past participle of the verb to guarantee was not used in the following clause *it could be guarantee. This seems to be due to a slip since no evidence was traced elsewhere in the tests for similar incorrect application of the rule.

9% (4/45) of the students produced it could not be guaranteed. One of the four students in this particular group produced such a clause due to his shifting the tense, since he confused sentence (5) with that of direct speech given in drills, which should be converted into reported speech. More detailed discussion in relation to this error will be in §4.1.4.3. Yet it is not evident why two of these four students wrote could instead of can in their attempt at sentence (5). Their performance, however, provides us with the information that they have not acquired the competence to use modals. Two other students from this present group used the past equivalent of the modal will (i.e. would) in the second part of their transformations to match the use of could in the first part.

One of the 45 students produced the following erroneous passivization for sentence (5):

(5) We cannot guarantee that the company will deliver the goods safely.

*They could not guarantee that the goods would be delivered safely.

This occurred since the student confused the given active sentences in the test for those employed in drills on direct speech. This is evident from his shifting the tenses and shifting the person in his version of sentence (5) (i.e. we was changed into they). This error will be fully dealt with in 4.1.4.3.

One out of the 45 students did not passivize sentence (5) at all. This is probably because he incorrectly assumed that modals cannot be used in the impersonal passive. This is evident from his using the simple present tense instead of the simple past tense when passivizing the first part of sentences (3 III), (3 III) and (6) as well as his failure to passivize sentences (4 III) and (7).
7% (3/45) of the students do not appear to be familiar with the use of the personal pronoun *you* when used impersonally. Hence, they produced the following deviant passive constructions in passivizing sentence (2\textsubscript{III}):

\[(2\textsubscript{III})\text{ You usually find that these stories are false.} \]
\[
*\text{These stories are usually found false.} \\
*\text{These stories were find false.} \\
\]

The causes of the incorrect application of the simple present tense in one of the above passive forms of sentence (2\textsubscript{III}) was previously discussed.

4.1.4.2 The production of erroneous passive forms of the second part of active sentences

To ease the comparison between errors made by both groups of testees when attempting the second part of the sentences in Tests IVa and IVb, a clear definition of the errors made by the second group of testees - their attempt to passivize the second part of the sentences, which were the same in both tests - will be made.

The second part of sentences (3\textsubscript{III}) and (5) should be transformed into the passive form. However, 27% (12/45) of the students did not passivize the second part of sentence (3\textsubscript{III}). Yet, one of the twelve students in this particular group did not passivize the second part of any given active sentences in the test which contain transitive verbs and objects. He seems to have only paid attention to the second part of sentence examples (b\textsubscript{1}) and (b\textsubscript{2}) in which the verbs are intransitively used and hence do not have any corresponding passive form. Yet some students produced deviant passive clauses as shown in Table XX below:

**Table XX**

<table>
<thead>
<tr>
<th>erroneous clauses made for sentence (3\textsubscript{III})</th>
<th>number of students as a percentage of total 45</th>
</tr>
</thead>
<tbody>
<tr>
<td>John had been stolen the parcel</td>
<td>4</td>
</tr>
<tr>
<td>John has been stolen the parcel</td>
<td>2</td>
</tr>
<tr>
<td>he parcel has been stolen</td>
<td>4</td>
</tr>
<tr>
<td>the parcel was stolen</td>
<td>2</td>
</tr>
<tr>
<td>John has stolen the parcel</td>
<td>2</td>
</tr>
</tbody>
</table>
The use of the subject of the second part of sentence (3 III) (i.e. John) as the subject of the passive form apparently produced confusion in 7\% (3/45) of the students as is evident from their attempt to passivize the complex active sentences provided in the test; they correctly identified direct objects used in the given active sentences in Test IIIb, although two of the three students in this particular group mistook the indirect objects of some of the sentences for the direct objects. In this case, the subjects of the sentences were placed in subject position in their second passive forms (see §4.1.3.3 and 4.1.3.4.1). Evidently, these students are capable of recognizing direct objects. Nevertheless, they produce such erroneous constructions when they become confused in the act of transforming active sentences into their passive forms.

On the other hand, one of the 45 students placed John in subject position in his erroneous passive clauses since he appears to have been unable to recognize the direct object the parcel. Evidence was also found in Test IIIb where he substituted the subject of sentence (4) for the direct object in its first passive form. He also produced similar errors in passivizing the second part of sentences (3 I) and (5). He attempted to passivize the second part of those sentences in which the verb is transitively used. Hence, he employed passive verbal groups in the present perfect tense and placed the subject of the second part of these sentences in subject position in his erroneous passive clauses; this error will be discussed in detail further on in this section.

The use of the present perfect tense in the above deviant passive clauses appears to be due to 4\% (2/45) of the students experiencing confusion between the English passive verbal groups and the Persian active verbal group in the present perfect tense. However, one of the 45 students employed the present perfect tense as a result of his shifting the tense. This is evident since the student confused the provided active sentences in the test for those of direct speech given in drills which require change into indirect speech. Yet, the student is unaware that the past perfect tense should not be changed when a sentence is converted from direct into indirect speech; detailed discussion of such a confusion can be found in §4.1.4.3.

The use of the active verbal group in the present perfect tense in the erroneous passive clause, shown in Table XX above, is the result of the student's failure to overcome his initial confusion between English passive
verbal groups and the Persian active verbal group in the present perfect tense. He used such active verbal groups in his attempt to passivize the second part of sentence \( (4_1) \) and \( (2_{II}) \) as well as the sentences which he assumed to be the second passive forms of sentences \( (3), (4), (5), (8) \) and \( (9) \), in Test IIIb (see §4.1.3.1).

The simple past tense was used in the passive clause, shown in Table XX above as a result of the student relying on the use of the simple past tense in some such constructions in spoken English; this type of application of tense agreement will be dealt with completely in Chapter VII, §7.3.

One of the 45 students produced the following deviant passive construction for sentence \( (3_{III}) \):

\[
(3_{III}) \quad \text{They thought that John had stolen the parcel.} \\
* \text{They were thought that John had the parcel.}
\]

The production of the above construction is apparently due to the student's awareness of the fact that some of the provided sentences in the test can have two different passive forms. Yet, he does not seem to have acquired adequate competence to produce the other passive form which was not required in the test. This is evident from his attempt to produce a different passive form for sentence \( (2_{II}) \). In this case, he appears to have attempted to produce *These stories are usually found to be false instead of the following passive sentence:

\[
(2_{II}) \quad \text{You usually find that these stories are false.} \\
* \text{These stories are usually found false.}
\]

The production of this passive sentence could also be a result of the student's unfamiliarity with the use of *you* in its general sense (see §4.1.4.1).

The following sources of errors are exactly similar to those produced by the first group of testees.

- Use of the present perfect tense instead of the past perfect tense due to an interlanguage error.
- The placement of the subject of active clauses in subject position in their passive forms due to a slip.
29% (13/45) of the students did not passivize the second part of sentence (5). Five of these thirteen students in this particular group did not transform the second part of any provided sentences in the test. Hence they seem to have only paid attention to the passive form of sentence examples (b_1) and (b_II). This is because the verbs in these clauses are used intransitively and hence cannot be passivized. On the other hand, three of these students used would to match their use of could instead of can in the first part of their versions of sentence (5) (see §4.1.4.1). Yet, would have delivered seems to have been produced, by one student among this particular group of thirteen students, due to his attempt to shift the tense since he confused sentence (5) with that of direct speech; a detailed discussion of this type of error will be found in §4.1.4.3.

44% (20/45) of the students passivized the second part of sentence (5). Some students, however, produced erroneous passive clauses. The type of such clauses and the percentage of the students who made them are shown in Table XXI below:

Table XXI

<table>
<thead>
<tr>
<th>erroneous clauses made for the second part of sentence (5)</th>
<th>number of students % of total 45</th>
</tr>
</thead>
<tbody>
<tr>
<td>the company will been delivered the goods safely</td>
<td>2</td>
</tr>
<tr>
<td>the company has been deliver the goods safely</td>
<td>2</td>
</tr>
<tr>
<td>the goods has been delivered safely by company</td>
<td>2</td>
</tr>
<tr>
<td>the goods are delivered</td>
<td>2</td>
</tr>
<tr>
<td>the goods safely delivered</td>
<td>2</td>
</tr>
<tr>
<td>the goods will be deliver safely (by company)</td>
<td>4</td>
</tr>
<tr>
<td>the goods would delivered safely</td>
<td>2</td>
</tr>
<tr>
<td>the goods would deliver safely</td>
<td>2</td>
</tr>
<tr>
<td>the goods would be delivered</td>
<td>9</td>
</tr>
</tbody>
</table>

The substitution of the subject in the second part of sentence (5) for the direct object in the above deviant construction seems to be due to
one of the 45 students failing to recognize the direct object (i.e. the goods). The student's error was fully discussed above since he produced a similar error in passivizing the second part of sentence (3\textsuperscript{II}). This incorrect application of the rule can be considered a slip since no evidence of this mistake was traced elsewhere in the students' performance in all tests on passive constructions. The student, however, used the past participle of the verb to be (i.e. been) in his deviant passive clause. In fact, he has a tendency to mistake been for be in producing passive verbal groups containing modals and hence omits been in passive verbal groups whose tenses are the present perfect (see §4.1.2.2).

The incorrect production of passive verbal groups in the present perfect tense is due to the students' failure to overcome their original confusion between English passive verbal groups and the Persian active verbal group in the present perfect tense. One of this particular group of students used the infinitive of the verb to deliver (i.e. deliver) instead of the past participle of the verb to deliver (i.e. delivered) in his erroneous passive verbal group. The use of deliver appears to be due to the student observing the modal will in the active sentence (5) provided in the test. Indeed, he seems to employ the infinitive of a main verb when forming passive verbal groups which contain modals. Hence, he over-generalizes the rule, i.e. he thinks that modals are normally followed by the infinitive of a main verb as is the case for active verbal groups including modals.

The use of the passive verbal group in the simple present tense appears to be the result of the student making a slip since no evidence was found in relation to such an incorrect application of the rule in other tests. In fact, the student correctly passivized the first part of sentence (5) which contains the modal can as shown below:

(5) We cannot guarantee that the company will deliver the goods safely.

*It cannot be guaranteed that the goods are delivered safely.

The production of the following passive clause the goods safely delivered could be due to the student's attempt to provide a tense agreement between two parts of his answer. Hence, he appears to have written delivered in order to match the incorrect simple past tense used in the first part
as shown below:

(5) We cannot guarantee that the company will deliver the goods safely.

*It was not guarantee that the goods safely delivered.

In fact, the student used the simple past tense when passivizing the first part of all sentences given in Group (III). Accordingly, in the second part of some of his responses he employed the simple past tense to match the same tense used in the first part (see §4.1.4.1).

The erroneous passive verbal group was produced by one of the two students among this particular group who appears to think that modals are always followed by the infinitive of a main verb, as is the case for the active verbal groups; (see §4.1.2.2). On the other hand, this incorrect application of the rule can be considered to be a slip for the other of the two students in this group. This is because no evidence was found elsewhere in relation to this mistake.

It seems that *would delivered was used as the result of the student's lack of competence in producing passive verbal groups which contain modals. Indeed, he appears to be inconsistent in producing such passive verbal groups. This is evident from his production of verbal groups in the passive form of sentence (8) and the second part of sentence (4_II) in Tests II and IVb respectively. He made a correct passive verbal group for sentence (8) which is in the future tense but his deviant passive verbal group for sentence (4_II) neither includes the infinitive of the verb to be (i.e. be) nor the past participle of the main verb as shown below:

(4_II) They thought that the Government would raise the price of cigarettes in the next Budget.

*It was thought that the price of cigarettes would raise in the next Budget.

The student seems to have used would instead of will to match the past participle of the main verb guaranteed in the first part of his version of sentence (5). This becomes evident since he erred in this way in his attempt to passivize sentence (1_1). This occurred due to his providing a tense agreement between two parts of his responses (see Chapter VII, §7.3 for further details).
Would deliver was produced as the result of two sources of intralingual error. Firstly, the infinitive of the verb to deliver was used since the student appears to have assumed that modals are usually followed by the infinitive of a main verb (see §4.1.2.2). Secondly, the past equivalent of will (i.e. would) was used to match the simple past tense employed in the first part of the passive form of sentence (5); (see §4.1.4.1).

The students who used would be delivered can be divided into the following categories according to the source of their errors traced in their performances for Test IVb. Firstly, the above passive verbal group was used (by one of the four students in this particular group) in order to match could be guaranteed employed in the first part of the passive form of sentence (5). The use of could implies a lack of competence in using modals (see §4.1.4.1) for the errors made in the passive form of the first part of sentence (5). Secondly, would be delivered was apparently produced (by another of these four students) in order to match the past participle of the verb to guarantee used in the first part of his response. This is evident from the student's use of might for applying tense agreement with the past participle of the verb to feel (i.e. felt) in the first part of the passive form of sentence (2). This type of deviant application of tense agreement will be discussed further on in Chapter VII, §7.3. Thirdly, one of these four students might have used such a passive verbal group by analogy with the passive form of the second part of sentence (4') whose active form includes the modal would. There is no evidence to suggest that he is unable to produce passive verbal groups containing modals. Hence, this occurred due to a slip. He, however, substituted risen for raised in his version of sentence (4') as shown below:

(4') They thought that the Government would raise the price of cigarettes in the next Budget.

*It was thought that the price of cigarettes would be risen in the next Budget.

This error may have resulted from either of the following causes:

(a) These verbs (i.e. to rise and to raise) are similar in meaning but different in connotation.

(b) The student is probably incapable of distinguishing between the two sounds produced in pronouncing the diphthongs in both verbs (i.e. [eI]
Fourthly, would be delivered was produced due to one of the four students shifting the tense. This is because the student mistook the sentences provided in Test IVb for those of direct speech which has to be changed into indirect speech. This is completely evident from his response as shown below:

(5) We cannot guarantee that the company will deliver the goods safely.

*They could not guarantee that the goods would be delivered safely.

This source of error will be discussed further on in §4.1.4.3.

Some students produced the following deviant passive forms of sentence (5):

(5) We cannot guarantee that the company will deliver the goods safely.

(a) *It is not guaranteed that the delivery will be safe.

(b) *It wasn't guarantee that the company is going to deliver safety the goods.

(c) *It was said that the company could not guarantee the safely delivery of the good.

One of the 45 students produced the active verbal group in the second part of sentence (a). This is probably because the student attempted to provide an agreement between both parts of this sentence. In this case, he was prevented from forming a passive verbal group with the modal will since he did not use a passive verbal group with the modal can in the first part. The student does not seem to be able to coin passive verbal groups with modals. This is evident from his correct production of such a passive verbal group for the passive form of sentence (8), in Test II, which is in the future tense.

The present progressive tense was used by one of the 45 students to match the infinitive of the main verb (i.e. guarantee) in the first part of the above sentence (b). This type of application of tense will be discussed further on in Chapter 7, §7.3.

Another of the 45 students employed the verb to guarantee in the second part of sentence (c) since he did not use it in the first part. The use
of the simple past tense in the first part of this sentence is due to the student's using this tense in passivizing the first part of all the sentences.

It seems that the students who produced sentences (b) and (c) have not acquired the ability to form the impersonal passive as yet. This is first because they appear to assume that modals cannot be used in the impersonal passive. Secondly, the former student (the one who produced sentence (b)) used the simple past tense instead of the simple present tense when passivizing the first part of sentences (1) and (5). On the other hand, the latter student (the one who produced sentence (c)) used the simple past tense when transforming the first part of all the sentences in Group III of Test IV into the impersonal passive. Hence, by chance he employed the correct tense when passivizing those clauses which are in the simple past tense (see §4.1.4.1).

Thus it has become clear that the source of some of these errors is similar to that made by the first group of testees when passivizing the second part of sentence (4) in Test IVa. Both groups of testees' errors resulting from similar causes are as follows:

Intralingual error:

- An error caused by the students following an over-generalization rule with regard to their using the infinitive of the verb to deliver as in *will be deliver.

- The past equivalent of will (i.e. would) was employed to match the use of could in the first part of the passive sentences.

- The use of would as the result of students shifting the tense in their responses since they seem to have confused the active sentences provided, in both Tests IVa and IVb, for those of direct speech.

- The students' lack of competence in producing passive verbal groups which contain modals made them use either being or been instead of be. These erroneous forms of the verb to be were used by the first and the second group of students respectively.
Interlanguage error:

- The use of passive verbal groups in the present perfect tense is due to the students confusing the English passive verbal groups for the Persian active verbal group in the present perfect tense. These students, however, differ in relation to the degree of their competence in producing passive verbal groups.

(a) Those students who use such deviant passive verbal groups in passivizing nearly all the active sentences regardless of the tense used in them. The second group of students, here, come within this category.

(b) Those students who form such passive verbal groups whenever they encounter a problem in passivizing some difficult active sentences. One of the 45 students in the first group who passivized the second part of sentence (4), in Test IVa, comes within this category.

Slips/mistakes:

Some students in both groups placed the subject of the second part of sentence (4/5) in subject position in their versions of this sentence as the result of their making a slip.

The second part of sentences (1), (2), (2'), (1'), (2'''), (4'''), (6) and (7) should not be passivized. This is because there is a direct object and a transitive verb in each part except in the second part of sentence (2'') which includes the transitive verb to attempt but it does not allow passivization since it is followed by a verb phrase consisting of to-infinitive and a noun (see Chapter II, §2.1.3).

Several students among the whole group incorrectly transformed the second part of sentence (2'') into the passive form. The erroneous clauses and the percentage of students making them are shown in Table XXII overleaf:
One can account for these errors by either of the following explanations. Firstly, the students might have become confused by the presence of the verb phrase to rob the Bank. Secondly, they appear to have assumed that it is possible to passivize this clause since it contains the transitive verb to attempt. Thus, some students (38% = 17/45) considered the Bank to be the object. On the other hand, some students placed the subject of the second part of sentence $^{(2)}_{II}$ in subject position in their answer. This happened due to different causes of error, as discussed below:

<table>
<thead>
<tr>
<th>erroneous clauses made for the second part of sentence $^{(2)}_{II}$</th>
<th>number of students % of total 45</th>
</tr>
</thead>
<tbody>
<tr>
<td>the Bank had been attempted to rob</td>
<td>16</td>
</tr>
<tr>
<td>the Bank had been attempted (by the accused) to be robbed</td>
<td>4</td>
</tr>
<tr>
<td>the Bank had been robbed by the accused</td>
<td>2</td>
</tr>
<tr>
<td>the Bank had been attempted robbery</td>
<td>2</td>
</tr>
<tr>
<td>the Bank had been attempted</td>
<td>2</td>
</tr>
<tr>
<td>the Bank has been robbed</td>
<td>2</td>
</tr>
<tr>
<td>the Bank has been rob</td>
<td>2</td>
</tr>
<tr>
<td>the Bank was robbed (by the accused)</td>
<td>7</td>
</tr>
<tr>
<td>the Bank was attempted to be robbed by the accused</td>
<td>2</td>
</tr>
<tr>
<td>the accused had been attempted to rob the Bank</td>
<td>27</td>
</tr>
<tr>
<td>the accused has attempted to rob the Bank</td>
<td>2</td>
</tr>
<tr>
<td>the accused was attempted to rob the Bank</td>
<td>2</td>
</tr>
<tr>
<td>attempted was accused to rob the Bank</td>
<td>2</td>
</tr>
<tr>
<td>an attempt had been made by the accused</td>
<td>2</td>
</tr>
<tr>
<td>the accused had robbed the Bank</td>
<td>2</td>
</tr>
<tr>
<td>everybody had attempted to rob the Bank</td>
<td>2</td>
</tr>
<tr>
<td>they had attempted to rob</td>
<td>2</td>
</tr>
</tbody>
</table>
9% (4/45) of the students became confused by the presence of the verb phrase. This becomes obvious since no evidence was traced in relation to this incorrect application of the rule in other passive tests. Two of these four students seem to have only paid attention to the second part of sentence examples (b_I) and (b_{II}) where the verb is used intransitively and hence no passivization is allowed. Accordingly, they did not passivize the second part of any of the active sentences given in the test except sentence (2_{II}).

Contrary to this group, 7% (3/45) of the students who used the accused as the subject of their passive clauses, appear to have passivized the second part of nearly all the active sentences by analogy with the second part of sentence examples (a_I) and (a_{II}) where the verb is transitively employed. Hence they used the subject of the second part of these sentences, which must remain active, as the subject of their deviant passive clauses. Similarly, they passivized the second part of sentence (2_{II}).

16% (7/45) of the students employed the accused as the subject of their version of sentence (2) due to their confusion arising by observing the complex sentences given in the text. This is evident from their production of similar errors in passivizing the second part of some other sentences. However, they correctly moved the direct objects of active sentences provided in Test IIIb into subject position. One of the seven students from this particular group does not seem to be familiar with the impersonal passive since he used the subject of the first part of some active sentences instead of the empty it in his passive constructions especially when attempting to passivize the first part of sentences given in Groups (I) and (II). Similarly, he produced such an erroneous passive sentence for sentence (2_{II}) as shown below:

\[
(2_{II}) \quad \text{Everyone assumed that the accused had attempted to rob the Bank.}
\]

\[
*\text{Everyone was assumed that the accused had been attempted to rob the Bank.}
\]

One of these seven students in the act of passivizing some active sentences shifted the tenses used in their second part. This occurred due to the student confusing the given active sentences for those of direct speech. This error will be discussed further on in §4.1.4.3.

As shown in Table XXII the verb to attempt was used as a noun and hence was
placed in subject position of passive constructions. Yet, attempted was employed as a noun by analogy with accused which is used as a noun in the second part of sentence (2_{II}).

There is also a passive clause in which everybody was substituted for the accused. This seems to have resulted from the presence of the verb phrase giving rise to the student's confusion. This is apparent since the student had first used the Bank as the subject which is subsequently replaced by everybody. A similar cause of error is responsible for the use of they instead of accused in the above clause shown in Table XXXVI. This is evident from the student writing the Bank which was subsequently replaced by they. It seems that everybody and they were used instead of everyone which is the subject of the first part of the active sentence (2_{II}).

The omission of the verb to attempt from the second part of the passive form of sentence (2_{II}) is apparently due to confusion arising from the application of a tense agreement between the two parts of a student's answer (2\% = 1/45). This is evident since was was written and subsequently deleted.

Moreover, the presence of the verb phrase to rob the Bank gave rise to the confusion of one of the 45 students and hence the following construction was produced:

\[
(2_{II}) \text{ Everyone assumed that the accused had attempted to rob the Bank.}
\]

\*It was assumed that there has been an attempt to rob the Bank.

The production of passive verbal groups in the present perfect tense (shown in the above Table XXII) appears to be due to two students confusing English passive verbal groups for the Persian active verbal group whose tense is the present perfect. One of these students repeatedly produced such an error in performing Tests IIIb and IVb. Yet, the other student produced such a passive verbal group whenever he experienced a problem in transforming active sentences into their passive form. This is evident from his performance in Test IIIb where he only produced this type of passive verbal group in the first passive form of sentence (10) which is in the present continuous tense. This happened since the student appeared to have difficulty in producing present progressive passive verbal groups.
In fact, he used the simple present tense instead of the present continuous tense in the passive form of sentences (1) and (3), in Test II, which are in the present continuous tense. Consequently, the former student is in the primary stage of learning how to form passive verbal groups since most of the Iranian students encounter such a confusion when they begin to learn English passive constructions. On the other hand, the latter student does not seem to have overcome this primary confusion since he employs passive verbal groups in the present tense whenever he finds passivizing an active sentence difficult. Both students, however, appear to know how to form such passive verbal groups.

Table XXII indicates the production of an active verbal group in the present perfect tense. The reason for this incorrect application of the rule was explained above since the student made a similar error in passivizing the second part of sentence (3).

11% (5/45) of the students substituted the simple past tense for the past perfect tense in their version of the second part of sentence (2) (shown in Table XXII). They appear to have been influenced by spoken English since the simple past tense is mostly employed in a context similar to sentence (2); this error will be dealt with completely in Chapter VII, §7.3. Yet, one of the 45 students incorrectly applied the simple past tense to provide tense agreement. He mostly used a different tense from the ones supplied in the second part of the active sentences. This occurred since he had used the simple past tense in passivizing the first part of nearly all the sentences; (see §4.1.4.1 and 3.3.4.1).

So far, similar causes have been detected for the failure by both groups of students, to passivize correctly the second part of sentence (2/2) in Tests IVa and IVb, i.e. the presence of the transitive verb to attempt or the verb phrase to rob the Bank. The data indicate the following errors:

- The noun the Bank which was considered to be the object and hence was placed in subject position in the deviant passive clauses.

- Attempt was employed in its use as a noun and hence applied as the subject of the erroneous passive clauses.

- Some inaccurate passive or active sentences were also produced by both groups of students.
There are some students among the second group who moved the subject of this clause into subject position of their erroneous answers, while one of the 45 students in the first group utilized the phrase attempt to rob the Bank as the subject of his version of the second part of sentence (2), in Test IVa, which is the same as sentence (2*).

Some students in this group passivized the second part of one or both sentences (1*) and (2*) although passivization is not allowed since each part excludes a direct object and a transitive verb. These students like those in the first group, who passivized the second part of the same sentences in Test IVa, can again be divided into two groups.

22% (11/45) of the students form this first group. They translated the second part of these sentences into subjunctive Persian and hence mistook the subjunctive verbs for the Persian passive verbal groups. Thus in writing the second part of their passive sentences, they translated the verbal groups which they assumed to be in the passive form into English (see §3.1.4.2 for a detailed explanation of this type of error).

The second group consists of 9% (4/45) of the students who appear to have paid attention only to the second part of the passive forms of sentence examples (a*) and (a**). Hence, they attempted to passivize the second part of nearly all the sentences which had to remain active. This error in relation to their attempting to passivize the second part of such sentences (except sentences (1*) and (2*)) will be discussed in detail further on in this section.

Some students, however, produced erroneous passive verbal groups in attempting to passivize the second part of sentences (1*) and (2*). The erroneous passive clauses and the number of students producing each of them are given in Table XXIII overleaf:
Table XXIII

<table>
<thead>
<tr>
<th>sentence number</th>
<th>Erroneous clauses made for the second part of sentences $(1_{1})$ and $(2_{1})$</th>
<th>number of students % of total 45</th>
</tr>
</thead>
<tbody>
<tr>
<td>$(1_{1})$</td>
<td>things will improve</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>things would be improved</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>things has been improved</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>things have been improved</td>
<td>2</td>
</tr>
<tr>
<td>$(2_{1})$</td>
<td>the situation may be improve</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>the situation could be improved</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>the situation might be improved</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>the situation might be improve</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>the situation will be improved</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>the situation is getting may improved</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>the situation may have been improved</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>the situation has been improved</td>
<td>2</td>
</tr>
</tbody>
</table>

The productions of *may be improve and *will be improve appear to be due to an intralingual error. That is, the students seem to think that the modals should be followed by the infinitive of a main verb as is the case in the active form.

The use of could instead of may in the above passive verbal group indicates the student's lack of competence in using modals. On the other hand, the student seems to have used the past equivalent of can (i.e. could) since he inferred from his wrong past participle of the main verb (i.e. said) used in the first part of his passive sentence that the simple past tense was used. The use of such a tense agreement will be discussed in detail in Chapter VII, §7.3. In fact, the student used would in the second part of the following deviant passive form of sentence $(1_{1})$ to match the incorrect present perfect tense used in the first part:

$(1_{1})$ People hope that things will improve.

*It has been hoped that things would improve.
The use of the present perfect tense in the first part of the above passive constructions appears to be due to the student's inability to produce the impersonal passive; (see §4.1.4.1).

The causes responsible for a single separate student's use of might in the above group (4% = 2/45 students shown in Table XXIII) differ: one of these two students used might in the above passive verbal group as the result of his shifting the tense; a detailed discussion of this error will be found in §4.1.4.3. Yet, the other of the two students used might in the above passive clause as well as would in the second part of the passive form of sentence (1) as shown in the above Table XXIII. This occurred due to his lack of competence in using modals. There was evidence to support our interpretation since he had substituted could for can in the passive form of the first part of sentence (5) (see §4.1.4.1).

The use of might in the erroneous passive verbal group *might be improve is apparently the result of the student shifting the tense due to confusing sentence (2) with those used in drills on changing sentences from direct into indirect speech. This will be discussed further below in Chapter VIII, §8.3. Yet, the application of the infinitive of the verb to improve (i.e. improve) seems to be due to his over-eigenralizing the rule; i.e. modals are always followed by the infinitive of a main verb; (see §4.1.2.2).

The production of *is getting may improve probably resulted for two different reasons: first it seems that is getting was used due to the student's providing an agreement with the present form of the verb to be (i.e. is) employed in the first part of the passive form of sentence (1); this error will be dealt with further on in Chapter VII, §7.3. Secondly, the student appears to consider the infinitive of the verb to be (i.e. be) as a redundant auxiliary verb since the modal may and the past participle of the main verb (i.e. improve) in the student's mind already show that the verb group is in the passive form.

The substitution of will be improved for may be improved is due to the students' attempt to provide tense agreement. This is probably because the students incorrectly assumed that they had to apply the future tense since the simple present tense was supplied in the first part of their versions of sentence (2) (see Chapter VII, §7.3 for a more detailed dis-
In fact, the students used different tenses in the second part of some of their answers from the ones supplied in the second part of some active sentences given in Test IVb due to their providing tense agreement. Each one of their erroneous passive clauses will be dealt with separately in the context of similar errors made by other students in Chapter VII, §7.3.

4% (2/45) of the students produced present perfect passive verbal groups when attempting to passivize the second part of sentence (1\textsuperscript{1}). The students seem to be at the primary stage of acquiring the English passive voice since they repeatedly produced such an error in performing Tests IIIb and IVb. However, they appear to know how to form a passive verbal group in the present perfect tense. One of these two students in this particular group employed the infinitive of the main verb (i.e. improve) since he had also used the modal may in the deviant passive verbal group *may have been improve.

2% (1/45) of the students used a passive verbal group in the present perfect tense for the second part of the passive form of sentence (2\textsuperscript{1}). Evidence found in Tests IIIa and IVb indicate that he supplies such passive verbal groups whenever experiencing a problem in passivizing an active sentence. Hence, he employed this type of passive verbal group in his attempt to transform the second part of sentence (4\textsuperscript{III}) which had to remain active since it excludes a transitive verb. Nevertheless, he produced has been improved in the second part of the passive form of sentence (2\textsuperscript{1}) since he lacks the skill in forming passive verbal groups containing modals. This is evident from his producing passive verbal groups for the passive form of sentence (8), in Test II and the second part of sentence (1\textsuperscript{1}) where he provided will be brought and *will be improve for the above sentences respectively. On the other hand, he produced a passive verbal group in the present perfect tense when passivizing sentence (6), in Test IIIb, whose tense is the simple present since he confuses the passive simple present and the present continuous tense, as is evident from his using the present progressive tense in the passive form of sentences (4), (5) and (9), in Test II, which are in the simple present tenses.

The data indicate similar causes for both groups of testees, erroneous production of passive verbal groups when attempting to passivize the second part of sentences (3/1\textsuperscript{1}) and (6/2\textsuperscript{1})\textsubscript{1} in Tests IVa and IVb. They are
as follows:

- The production of erroneous passive verbal groups due to overgeneralization of the target language role.
- The use of passive verbal groups in the present perfect tense as the result of an interlanguage error.
- Substitution of the modal will for the modal may is due to providing tense agreement with the simple present tense employed in the first part of their responses.

Evidence can be found in the data that different sources are responsible for similar errors produced by both groups of students. Thus, the substitution of the past equivalent of may (i.e. might) in the passive verbal group employed by both groups of students is due to the following causes:

Among the first group of students, the error was found to be due to either of the following reasons:

(a) The application of tense agreement with the past participle of a main verb in the first part of the passive form of sentence (6) since it gave the impression that the simple past tense was used; (see Chapter VII, §7.3 for further details).

(b) The Persian subjunctive verb, which results from translating the second part of sentence (6) into Persian, was mistaken for the Persian past passive verbal group.

A different source of error was observed for the erroneous use of might in place of may by one of the 45 students amongst the second group. That is, might was provided as the result of shifting the tense since "that" clauses of active sentences supplied in Test IVb were mistaken for those used in pattern drills on indirect speech.

There were, however, some errors which were specific to either the first or the second groups of students:

An error discovered among the first group of students:

- The use of the passive simple present tense in the second part of the
passive form of sentence (6) was due to an interlanguage error (see § 1.4.2).

Errors discovered among the second group of students:

- The replacement of could for may is due to one of the 45 students lacking competence in using modals. The use of could as the past equivalent of can is the result of the student providing a tense agreement with the false past participle of the main verb to say in the first part of the passive form of sentence (2 I).

- The infinitive of the verb to be (i.e. be) was considered as a redundant auxiliary verb in the erroneous passive verbal group *is getting may improved since an over-generalization of the target language rule was applied. Yet, is getting was produced to match the present form of the verb to be in the first part of the passive form of sentence (2 I); this error will be fully discussed in Chapter VII, §7.3.

The second part of sentences (1 III), (2 III), (4 III) (6) and (7) should remain active since there is neither a direct object nor a transitive in each part. However, 16% (7/45) of the students passivized the second part of all or nearly part. The way in which the students attempted to passivize these clauses are shown in the following categories:

(a) The nouns given in the above active clauses were used as verbs in the passive present perfect tense as shown in the following deviant passive constructions:

(4 III) The audience assumed that the play was a true story.
*They were assuming that the story had been play true.
*It was assumed that the story has been played.

(b) Some verbs, which were relevant to the context of the second part of the active sentences provided, were employed in order to facilitate the act of transformation:

(1 III) They say that his paintings are beautiful.
*It is said that the paintings has been painted beautiful.

(2 III) You usually find that these stories are false.
*It is usually found that these stories is failed.
(7) There was a rumour that the prisoners had escaped.
   *It was rumoured that escaped was made by prisoners.

Apparently, the noun *escaped was derived from the verb to escape by analogy with the verb to accuse whose past participle can sometimes be used as a noun as is the case in the second part of sentence (2III).

(c) The nouns or adjectives provided in the active clauses were moved into subject position in the following erroneous passive clauses:

(2III) You usually find that these stories are false.
   *It is usually found that the false are stories.

(4III) The audience assumed that the play was a true story.
   *It is assumed that the story was true.

(6) They believed that the story was true.
   *It is believed that is true story.

One of the nine students in this particular group produced the above answers. He does not appear to be aware that an adjective can be used predicatively as is the case in the above active clauses in the second part of sentences (2III) and (6), although he had already used the adjective true predicatively in his attempt to passivize the second part of the above sentence (4III).

Thus, he used true as the modifier of the noun story in his assumed passive form of the second part of sentence (6). Accordingly, this deviant passive clause does not include a subject. The reason for our assumption that the student's version of sentence (6) is his deviant passive sentence becomes evident since he placed the adjective false and the noun story in subject position in the second part of his versions of sentences (2III) and (4III) respectively. The use of the simple present tense in the first part of the above erroneous passive sentences is due to the student's use of this tense when passivizing the first part of all active sentences given in Group (III) of Test IVb.

(d) The past and present forms of the verb to be (i.e. were and is) were employed in the students' attempts at producing the passive form of the second part of sentences (1III) and (6):
They say that his paintings are beautiful.
*It is said that his paintings were beautiful.
*It is said that this painting were beautiful.

(6) They believed that the story was true.
*It was believed that the story is true.

The following reasons suggest that two of the seven students in this particular group used were and is in the above deviant passive sentences due to their attempt to passivize the second part of sentences (1) and (6). Firstly, one of these students was entirely inconsistent in using different forms of the verb to be in passive verbal groups (see §4.1.2.2). Secondly, the other of the two students passivized the second part of sentence (1), as is evident from his erroneous passive clause in the second part of his passive sentence made for sentence (2) (see sentences in the above category (b)). Thirdly, the students failed to recognize sentence (9) he was curious, in Test I, as an active sentence. This indicates the degree to which they rely on the use of the verb to be in passive verbal groups since they only took the presence of was into consideration in their identifying this sentence (see §4.1.1). Fourthly, the above erroneous clauses can be regarded as the students' passive sentences since they similarly placed the subject of the second part of one or both sentences (2) and (3) in subject position in their passive constructions as discussed above.

(e) Passive clauses were produced by the incorrect use of passive or active verbal groups in the present or past perfect tenses as the following responses show:

Erroneous passive sentences which contain the active or the passive present perfect tense:

(2) You usually find that these stories are false.
*It is usually found that these stories have been false.

(4) The audience assumed that the play was a true story.
*It is assumed that the play has been a true story.

(6) They believed that the story was true.
*It is believed that the story has been true.
*It was believed that the story has been true.
There was a rumour that the prisoners had escaped.

*It is a rumour that the prisoners has been escaped.
*There has been a rumour that the prisoners have escaped.

A deviant passive construction includes a passive verbal group in the past perfect tense:

(4III) The audience assumed that the play was a true story.

*It was assumed that the play had been a true story.

The incorrect use of the simple present tense in the first part of the above answers is due to one of the seven students, amongst this particular group, employing such a tense when passivizing the first part of all the active sentences given in Group (III) of Test IVb.

The use of the passive verbal groups in the present perfect tense in the second part of the erroneous passive sentences within categories (a), (b) and (e) appears to be the result of an interlanguage error. This is because the students confuse English passive verbal groups for the Persian active verbal group which is in the present perfect tense. The students can be classified in two categories according to their use of such passive verbal groups: the students in the first category (three of the seven students) are apparently at the primary stage of acquiring the skill in transforming active sentences into their passive form since they repeatedly produced such passive verbal groups in their responses in Tests IIIb and IVb. Evidence for this was provided in the above discussion of their production of the deviant passive form of sentences (1I), (2I), (3III) and (5). One of these students also employed active verbal groups which are in the present perfect tense. This is evident from his production of the passive form of sentence (7) within the above category (e). As previously discussed, he also produced such active verbal groups when passivizing the second part of sentences (2II) and (3III) as well as the sentences in Test IIIb; (see §4.1.2.2.).

Students in the second category (another three of these students) do not appear to have overcome this confusion and have a tendency to produce such a passive verbal group when they find passivizing an active sentence difficult. Evidence for this was presented in the above discussion of the passivization of the second part of either of sentences (1I) and (2I). They
also employed such passive verbal groups in passivizing one or both sen-
tences (6) and (10), in Test IIIb, which are in the simple present and the
present continuous tenses (see §4.1.2.2.). One of the three students among
this category employed a past perfect passive verbal group in the second
part of the deviant passive form of sentence (4_{III}) within category (e). He
also employed such a passive verbal group when passivizing the second part
of sentence (3_{II}) whose tense is the present conditional as shown below:

(3_{II}) People hoped that the English football team would win.

*It was hoped that the English football team had been won.

This incorrect application of the rule seems to be due to the student's
failure to overcome his original assumption commonly found among students
who are at the primary stage of acquiring the English passive voice, i.e.
English passive verbal groups and the Persian active verbal group which
is in the past perfect tense, are similarly formed. Unlike most beginners,
this student does not form past perfect active verbal groups in his answers,
as is evident from the above passive sentences. He seems to know to conju-
gate a passive verbal group with its tense in the past perfect. He has,
in fact, a good performance in other tests on the passive construction, yet,
the production of such passive verbal groups in the above passive sentences
is apparently due to his attempt to passivize the second part of sentences
(3_{II}) and (4_{III}) where neither a direct object nor a transitive verb is used.
Accordingly, he returns to his initial hypothesis when he encounters a
problem in passivizing active sentences.

All the students appear to have passivized the second part of sentences (1_{III}),
(2_{III}), (4_{III}), (6) and (7) by analogy with the second part of the passive
forms of sentence examples (a_{I}) and (a_{II}). Thus, the students seem to have
paid attention only to the second part of these sentence examples. Hence,
they have passivized the second part of all or nearly all the active sen-
tences given in the test. In fact, two of the seven students in this
particular group have passivized the second part of sentence (7). One of
these two students used the active present tense in his version of sentence
(7) as shown in the above category (e).

On the other hand, 27% (12/45) of the students passivized the second part
of sentence (7) since they appear to have assumed that the verb to escape
provided in this clause, was transitively used. This is evident since they
only passivized the second part of sentence (7) which is among the above active sentences whose second part should remain active. Four of these twelve students also transformed the second part of one or both sentences (1\textsubscript{l}) and (2\textsubscript{l}) due to an interlanguage error as discussed above.

The following ways in which the students passivized the second part of sentences (1\textsubscript{II}), (2\textsubscript{III}), (4\textsubscript{III}), (6) and (7) are similar to those of the first group of students who transformed the second part of similar sentences given in Test IVa.

• The use of nouns which were given in active sentences as verbs.
• The use of verbs which seems to suit the context of the second part of the passive sentences.
• The use of some forms of the verb to be in passive verbal groups.
• The production of passive verbal groups in the present perfect tense.

There were, however, occasions when active and passive past perfect tenses were used respectively by two students, one from each of the first and second groups, in their attempts to passivize the second part of the above sentences.

Moreover, the above sources of errors explained in relation to the students passivizing the second part of sentence (7) are similar to the ones traced for those students among the first group who transformed the second part of a similar sentence (i.e. sentence (8)) given in Test IVa.

4.1.4.3 The production of erroneous passive sentences resulting from a confusion between given active sentences and those used for direct speech

There are also some students (9\% = 4/45) in the second group who appear to have mistaken active sentences provided in Test IVb for those used in drills on direct speech. Hence the students seem to have changed them into reported speech as well as having passivized them. This is evident from their shifting the tenses and sometimes also changing the pronouns in their versions of the active sentences. Apparently, the students were misled by the presence of the verb to say provided in the first part of sentences (4\textsubscript{l}) and (1\textsubscript{III}). Thus, they shifted the tenses provided in the second part of these sentences in their responses as shown overleaf:
They say that Shakespeare wrote several plays.
*It is said that Shakespeare has been written several plays.
*It is said that Shakespeare had written several plays.

They say that his paintings are beautiful.
*It is said that his paintings were beautiful.
*It is said that his paintings was beautiful.

The past perfect tense used in the above answer by one of these four students amongst this particular group, does not seem to be due to his providing a tense agreement with the first part. That is, the student did not apparently infer from the past participle of the verb to say (i.e. said) that the simple past tense had been used in the first part of his version of sentence (4). This is evident from his using the progressive tense in the second part of the following constructions to match the simple present tense provided in the first part:

They feel that the situation may improve.
*It is felt that the situation may be improving.

People assume that politics solve all human problems.
*It is assumed that politics are solving all human problems.

The use of the present perfect tense in the second part of the above deviant passive form of sentence (4), by one of these four students does not seem to be due to confusion of English passive verbal groups with the Persian active verbal group in the present perfect tense as previously discussed.

There are two factors involved in our interpretation. Firstly, the student does not have any major problem in providing the correct tense in passive verbal groups. He only confuses the forms of passive verbal groups in the simple present and the present continuous tenses. This is because he used being in passive forms of sentences (5) and (9), in Test II, whose tense is the simple present and he also used the simple past tense in passivizing sentence (6), in Test IIIb, which is in the simple present tense (see § 4.1.2.2). Secondly, he did not move the subject of active sentences into subject position in his answers elsewhere in other tests. Indeed, the student has quite a good performance in other passive tests in every respect. Thus, he evidently used the present perfect tense in the above deviant sentence by shifting the tense. However, he does not seem to know that he has to
use the back-shifted preterit (i.e. the past perfect tense, see Jespersen, 1960, 260) when shifting the simple past tense in reported speech. This is, in fact, one of the common errors of Iranian learners in changing a sentence from direct into indirect speech. Similarly, he appears to have shifted the tenses used in his answers shown below:

(3) People hoped that the English football team would win.
   *It was hoped that the English football team would have won.

(4) They thought that the Government would raise the price of cigarettes in the next Budget.
   *It was thought that the Government would have raisen the price of cigarettes in the next Budget.

(5) We cannot guarantee that the company will deliver the goods safely.
   *It could not be guaranteed that the company would have delivered the goods safely.

(7) There was a rumour that the prisoners had escaped.
   *There has been a rumour that the prisoners had been escaped.

Another of the four students in this particular group does not appear to have used was in the second part of the passive form of the above sentence (1) to match the past participle of the main verb (i.e. said) by inferring from it that the simple past tense was applied to the first part as is the case for some other students. This will be discussed in Chapter VII, §7.3. This is evident from his use of the present continuous tense in agreement with the simple present tense used in the first part of the following transformation:

(3) People assume that politics solve all human problems.
   *It is assumed that politics is solving all human problems.

Similarly, the following transformations illustrate the student confusing sentences (2) and (3) with those used in direct speech:

(2) They feel that the situation may improve.
   *It is felt that the situation might be improve.

(3) People hoped that the English football team would win.
   *It is hoped that the English football team would have won.
The application of the simple present tense to the first part of the above passive form of sentence (3) is due to the student's lack of competence in producing the impersonal passive since he employed the simple present tense when passivizing the first part of nearly all the sentences in Group (III) (see 4.1.4.1).

Apparently, another of the four students among this particular group did not use were in the second part of sentence (1) to match the past participle of the verb to say (i.e. said) in the first part. This is evident from his following responses in which not only the tenses have been shifted but also some personal pronouns have been shifted as is the case when converting sentences from direct into indirect speech:

(1) People feared that the enemy had killed all the prisoners.
   *It was feared that all the prisoners has been killed.

(2) You usually find that these stories are false.
   *I usually found that those stories were false.

(3) They thought that John had stolen the parcel.
   *It was thought that the parcel has been stolen.

(5) We cannot guarantee that the company will deliver the goods safely.
   *They could not guarantee that the goods would be delivered.

The student has, however, a very good performance in other tests on the passive voice. Nevertheless, the student does not appear to have acquired enough competence in changing sentences from direct into reported speech. This is evident from the following reasons: firstly, he does not seem to know that in changing a sentence from direct into reported speech the past perfect tense is to remain the same and hence the present perfect tense should not be used instead of the past perfect tense as is apparent from the above provided passive forms of sentences (1) and (3). Secondly, that in converting a sentence from direct into indirect speech these cannot be changed into those when it is used as an adjective as in the above sentences made for sentence (2). In fact, the first part of this sentence was transformed into the impersonal passive since the student does apparently not know that you can be used to convey generality.
The fact that some students in both groups confused the given active sentences in Tests IVa and IVb for those used in the reported speech provides evidence that the students in the first group were not misled by supplied sentence examples in which the verb to say is used in the first part. The data hence indicate that both groups of students mainly mistook the given active sentences for those used in pattern drills on changing sentences from direct into reported speech. Hence, they appear to have considered the first part of the provided active sentence to be the introductory statements in the direct speech and the second part of these sentences were regarded as the quoted material which is preceded by that. This confusion seems to be due to Iranian teaching techniques since there is a major reliance on teaching grammar by supplying students with drills without providing a natural environment for teaching this aspect of English. Thus, the students do not understand what actually happens when a statement is reported. Consequently, the students seem to over-generalize English grammatical constructions and think that sentences which include a "that" clause are usually examples of reported speech.

In this Chapter, I have also attempted to describe the errors - in comparison to those of the first group - based on language data gathered from the second group of Iranian learners of English. Evidence in the data indicates that the majority of these students' errors are similar to those of the first group of testees and both groups of students' errors have the same determinants. However, a few errors of the second group of students, which were similar to those made by the first group, have been explained differently. This is because the similar errors of the first group were suspected to be the result of some misleading active sentences or sentence examples in Tests IIIa and IVa respectively. For example, it was speculated that one of the first group of students' incorrect use of tense in the second passive form of sentence(10) in Tests IIIa, results from the fact that the corresponding second passive form of this sentence is not readily acceptable. Nevertheless, the study of the second group of the students' performance provides evidence that both groups are either aware that passive constructions containing the progressive tense are rarely used in spoken English or because they were misled by placing the indirect object in subject position of their passive sentences due to an interlanguage influence (see Chapter VI, §6.1.3).
DISCUSSION OF SOME RULES AND ERRORS RESULTING FROM THEIR INCORRECT APPLICATION

This chapter attempts to answer some questions which arose from studying the first group of students' errors. Accordingly, some rules in relation to omission of the preposition of indirect objects will be defined. This chapter attempts to describe the source of errors responsible for both groups of testees' failure to introduce the preposition of indirect objects in their responses with regard to the rule defined in §5.1.1. It was not possible to explain the source of this type of error previously since an adequate rule should have been defined in order to facilitate the discussion of the errors resulting from the incorrect application of this rule.

5.1 SOME QUESTIONS ARISING FROM A STUDY OF THE ERRORS MADE BY THE FIRST GROUP OF STUDENTS IN TEST IIIa

This is an attempt to discover some answers to three questions which have arisen from studying the Iranian students' performance in Test IIIa in relation to the position of indirect objects and the omission of their prepositions in passive constructions. The questions are as follows:

1. Are all indirect objects which are shifted to the left and act as complements used with a preposition under the first passive form (i.e. when a direct object/goal is the subject of a passive sentence) or is there a distinction between "to-indirect objects" and "for-indirect objects" in this respect?

2. Can all "for-indirect objects" be moved into subject position under the passive?

3. Is it possible to say that the verb goftan (to tell) behaves in the same way as the English verb to tell, when used in conjunction with either an indirect object, a direct object or both direct and indirect objects? Each question will be dealt with separately.

5.1.1 ANSWER TO QUESTION 1

In Test IIIa, three sentences (i.e. (1), (4) and (8) have indirect objects which do not have the preposition for or to (as shown below). The prepositions
are deleted since the indirect objects are shifted to the left:

1) = (1 in Test IIIa) My father brought me some flowers.
2) = (4 in Test IIIa) The man paid the workers some money.
3) = (8 in Test IIIa) He lent me his bicycle.

Few students failed to introduce the prepositions when they transformed the above sentences into the first passive form (i.e. when the direct object/goal is the subject of the passive sentence).

The question arises whether the students know that they can sometimes omit the preposition when they transform an active sentence into a first passive form or whether they are unaware of this rule. If the students are not aware of the rule, then they have only used the indirect objects without prepositions in their versions of these three sentences. This is probably because the indirect objects are used without their prepositions in the active forms. If they know the rules, which are involved in the first passive form, then these should be defined.

According to Mittins (1963) only pronominals can be used without a preposition in the first passive form.

"Furthermore, we tend to change the passive S+V+IO construction by substituting a to-phrase for IO, e.g. 'the results were given to the candidates'. (This substitution is not so common when the IO is a pronominal. The answer to 'Where did you get the book?' may as readily be 'It was given me' as 'I was given it'.)"

(Mittins 1963, 55)

However, it seems that using an indirect object without its preposition in the first passive form is not restricted to those which are in the pronominal form as Halliday points out:

"Clearly however, certain verbs do combine more readily with beneficiaries, irrespective of the other properties of the clause in question; these are verbs such as give, show, sell, pay, owe, charge, pass, throw, hand, book, keep, offer, promise, tell, and they can be set apart on syntactic criteria. None of them cannot occur without a beneficiary; not only he gave a lecture but also what did you give as a present. I gave a book as a present, are perfectly acceptable, but the fact that the process they express is one inherently implying a beneficiary is reflected in their operation in thematic structure .... where goal on the one hand is separate from process plus beneficiary on the other. Thus, he gave John the picture is matched by the picture was given John and what was given was the picture; whereas while he painted John the picture is
acceptable, the picture was painted John and what was painted was the picture are not. Compare a good picture to give John but not a good picture to paint John &c."

(Halliday, 1966a, 55)

Here it can be concluded that we can have a picture was given John but we cannot say *a picture was painted John. It seems that the nominals used as indirect objects with inherently benefactive verbs (i.e. when a verb inherently implies a beneficiary) can lose their prepositions in the passive form. Hence, one is inclined to say that the preposition of the indirect object pronouns and the nominal indirect objects used with inherently benefactive verbs can be deleted under the first passive form. In fact, this rule may not be applicable to nominal indirect objects used with the preposition for since it seems that the clause *A seat was booked John, which is the corresponding passive form of They booked a seat for John, is not acceptable although the verb to book is inherently benefactive.

It can also be observed that some verbs do not allow a "for-indirect object" without its preposition in the active form. In such cases, the "for-indirect object" cannot also be used without its preposition for under the first passive form. For example he reviewed the book for John is not matched by *He reviewed John the book and *The book was reviewed John.

Moreover, Halliday deals with the first passive form (e.g. The money was given to John) in terms of his theme system where John carries the tonic and is, hence, the focus of new information. Yet he does not discuss the nominal indirect objects whose underlying preposition is for. This is probably because he sees a minimal difference (which he does not develop further) between the two different nominal indirect objects with underlying preposition to and for as he says:

"It seems useful therefore to recognize a distinct feature 'benefactive' within the transitivity system network of the clause, which may, in the feature-environment specified by that network, contrast with a (non-transitivity) feature realized by adjunct with to, for, &c., all other features of the clause being constant. This is not to preclude the derivation of both form a more general feature (cf. above on the 'causitive'), to which some term such as 'benefactive' could appropriately be applied. The link between the two is provided by the theme systems ..........: the difference between he gave John the book (benefactive) and he gave the book to John is shown by the fact that in the former the neutral tonic is on the book (so that the book is 'new', or if the tonic is on John, John is contrastive), while in the latter the neutral tonic is on John (so that John is 'new', or, if the tonic is on the book, the book is contrastive)."

(Halliday, 1966a, 54)
On the other hand, Huddleston (1971) allows two first passive forms for an active construction which contains a "to-indirect object". That is the indirect object can be used with or without the preposition in the following passive sentences.

(v) b The money was given to John.
    c The money was given John.

(both from Huddleston, 1971, 97)

He considers v(c) as ungrammatical if the deleted preposition of the indirect object is for as the following quote shows:

"However, v(c) is not ungrammatical, so that we must allow for two passive versions for (someone) gave John the money: I do not see any non ad hoc way of generating v(c). This type is more readily acceptable when the underlying preposition is to than for: such sentences as *The car was bought John, *A new dress was made Mary can probably be excluded as ungrammatical; ..."

(Huddleston, 1971, 97)

Moreover, there are some verbs which do not allow a "to-indirect object" without its preposition in the active form. For instance, He praised the idea to John is not matched by *He praised John the idea and *The idea was praised John. In this case, the "to-indirect object" cannot be used without its preposition to in the first passive form.

So far, it can be concluded that no "for-indirect object" (i.e. whether it is used with inherently benefactive verbs or with those verbs which do not allow a "for-indirect object" without its preposition in an active construction) can lose its preposition under the first passive form. Yet "to-indirect objects" which are shifted to the left in the active form can lose the preposition to in the first passive form.

Here one is inclined to conclude that the verbs which combine more readily with indirect objects without prepositions in the active form do not exert any influence on the deletion of the preposition of nominal indirect objects and pronominal indirect objects under the first passive form, that is, inherently benefactive verbs (as Halliday calls them) do not have any effect on the omission of the preposition of the nominal or pronominal indirect object under the first passive form. Thus, inherently benefactive verbs cannot be used as a guide when deleting the preposition of indirect objects in the first passive form. This is because, it has been observed that a "for-indirect object"
(whether it is used with an inherently benefactive verb or whether used with a verb which does not allow the "for-indirect object" without its preposition for in the active form) cannot lose its preposition, for, in the first passive form. Consequently, one should attribute the deletion of the preposition of nominal and pronominal indirect objects in the first passive form to the characteristic of those indirect objects alone which can be shifted to the left in active constructions.

5.1.2 ANSWER TO QUESTION 2

Test IIIa includes three active sentences which have "for-indirect objects". The students were asked to transform them into the second passive form.

According to Postal (1971, 128) and Fillmore (1965, 13), "for-indirect objects" cannot be used as the subjects of passive sentences while Halliday states:

"The other type of receptive (1), however, with beneficiary (2) as subject, is normally open to all verbs that can occur with benefactive (3) at all: to they built John a house, she chose John a navy blue tie, they explained us the whole thing correspond John was built a house, John was chosen a navy blue tie, we were explained the whole thing."

(Halliday 1966a, 56)

In fact, Halliday includes both "to-indirect objects" and "for-indirect objects" in his study.

He does not seem to discuss this matter since not all "for-indirect objects" which have been shifted to the left can act as the subject of a second passive form. If one closely examines the indirect objects used with inherently benefactive verbs, it becomes evident that some of them function as beneficiaries and some others as recipients at deep structure level. It is then clear that all "to-indirect objects" function as recipients and normally move to subject position under second passive form. Yet some "for-indirect

---

(1) receptive - a passive clause (1966a, 40)
(2) beneficiary - the participant role given to the indirect object which benefits from the process expressed in the clause; e.g. John in he gave John the book (1966a, 53)
(3) benefactive - the feature given to the indirect object which is shifted to the left in the active sentence (1966a, 54)
objects" can easily be moved to subject position by Passivization. These "for-indirect objects" seem to function as recipients.

It seems that Halliday does not make any distinction between the recipient and the beneficiary as regard to deep structure. He only considers the surface structure and calls the indirect objects which are shifted to the left beneficiaries. However, it is necessary to distinguish two different functions for the "for-indirect objects", since they play a considerable role in the formation of the second passive form.

On the other hand, Huddleston (1971) clearly explains the difference between the beneficiary and the recipient. He states:

"One way of characterizing the difference between the two functions is to say that the beneficiary is process-oriented, the recipient goal-or object-oriented: the process is carried out for the beneficiary, the object is for the recipient. This correlates with the fact that the latter can occur only with an inherently three-place verb (4) (which is not, however, to say that the direct object must be expressed - it isn't, for example, in I told him), whereas there is no such constraint for the beneficiary (witness he died for his country). The typical prepositions associated with recipient and beneficiary are respectively to and for, but the preposition cannot be taken as a wholly reliable guide, since we need to treat some for-phrases as recipients. I would argue, for example, that John bought the portrait for Mary is ambiguous according as (for) her is recipient or beneficiary: in the former reading John made Mary a gift of the portrait, in the latter he was simply acting as her agent or representative, buying the portrait on her behalf (presumably with her money)."

(Huddleston 1971, 89-90)

Thus the argument above demonstrates that it is not possible to label the function of all "for-indirect objects" beneficiaries. This also supports our suggestion that some "for-indirect objects" function as recipients, as has been discussed above.

Consequently, it is worth investigating whether the two "recipient" and "beneficiary" functions of "for-indirect objects", which are used in ditransitive constructions (5), play any role in their moving into subject position.

(4) Huddleston's inherently three-place verb corresponds to Halliday's subclass of inherently benefactive verbs (1966a).

(5) A ditransitive construction is an active sentence which contains a direct object and an indirect object (see Huddleston, 1971, 89).
position in the second passive form. To discuss this matter it is necessary to demonstrate the acceptability or non acceptability of some such clauses (i.e. the "for-indirect object" when used as the subject of the second passive form, e.g. I was drawn a picture) by English native speakers.

It has been corroborated by English informants that the use of the "for-indirect object" as the subject of the second passive form, is readily acceptable in some of these passive constructions, for example in (4), (5) and (6) below:

(4) Has John been poured a cup of coffee?
(5) I was brought a cup of coffee.
(6) I was made a cup of tea.

However, there are some passive sentences which are acceptable for some informants but not for others. They are as follows:

(7) I was being bought a shirt by my mother when the fire alarm went off.
(8) I was being drawn a picture.
(9) John was painted a picture.

Those informants who do not accept the above passive sentences, have a tendency to use the active form, e.g.

(10) My mother was buying me a shirt when the fire alarm went off.
(11) Somebody was drawing a picture for me.
(12) Someone painted a picture for me.

Some of the English informants were also dubious about the use of some other passive sentences having an indirect object as the subject, e.g.

(13) I was brought some flowers.

However, most of the informants who were dubious, did not like to use the above construction if they wanted to indicate that "they possessed the flowers". In fact, they preferred to say:

(14) I was given some flowers.

Moreover, those informants, who accepted, the use of the passive sentence, i.e. I was brought some flowers did not make any distinction between the two
prepositions (i.e. to and for) which may be used with the indirect object. In fact, they did not say if they would use this passive construction if the indirect object was accompanied by the preposition to in the active form.

Hence it is noticeable that it is neither possible to say that no "for-indirect object" can be moved into subject position under the passive, nor can one say that all "for-indirect objects" which are shifted to the left can be placed as the subject of a second passive form. It also seems that moving the "for-indirect object" into subject position is not necessarily affected by the type of verb used since one sees that I was brought a cup of coffee is perfectly acceptable for all the informants but I was brought some flowers is not readily acceptable for some of them.

However, it seems that the acceptability of placing the "for-indirect object" in subject position in the second passive construction is very much related to its function as recipient or beneficiary. Thus, "for-indirect objects" can be divided into three categories:

(1) When the "for-indirect object" functions as recipient it can normally be moved into subject position by passivization. This is evident from the examples in (4), (5) and (6) which were perfectly acceptable to the English informants and shown in (15), (16) and (17) below:

(15) Has John been poured a cup of coffee?
(16) I was brought a cup of coffee.
(17) I was made a cup of tea.

(2) The "for-indirect object" functioning as the beneficiary can be moved into subject position when forming the second passive form. Yet this possibility varies according to the dialect. This is evident from observing the fact that the constructions in (7), (8) and (9) are acceptable to some informants but unacceptable to others. They are shown in (18), (19) and (20) below:

(18) I was being bought a shirt by my mother when the fire alarm went off.
(19) I was being drawn a picture.
(20) John was painted a picture.
(3) In the case where "for-indirect objects" function both as recipients and beneficiaries, only the recipient can act as the subject of the second passive form. This is because all informants interpreted the construction in (13), shown in (21) below, as though the flowers were presented as a gift. Moreover, such a construction may be acceptable to some native speakers of English but not to some others in accordance with the dialect they employ. This is evident since the construction in (21) was readily acceptable to some informants while some others were dubious about its acceptability.

(21) I was brought some flowers.

Moreover, there is another kind of indirect object which has no preposition in the active form. This type of indirect object is usually placed in subject position by passivization. Hence, the second passive form is the only acceptable passive construction. For example, He saved me a lot of trouble and they envied her her good looks have only two following corresponding passives I was saved a lot of trouble and she was envied her good looks.

This possibility depends on the verb in question. It seems that these verbs (e.g. envy, save) cannot be categorized among inherently benefactive verbs since the process they express is not inherently implying a beneficiary which will be reflected in their operation in the thematic structure (i.e. they do not show that an implicit indirect object is involved when they are only used with a direct object).

On the whole, it seems that inherently benefactive verbs should not be used as a guide when placing an indirect object in subject position by passivization. Yet it is the function of indirect objects which should be taken into consideration in order to assess the possibility of moving the indirect object into subject position when forming the second passive.

5.1.3 A POSSIBLE ANSWER TO QUESTION 3

In Persian, the verb goftān like the verb to tell has both an informative meaning (roughly equivalent to inform) and a narrative meaning (roughly equivalent to relate). The verb goftān can also be used in the same way as the verb to tell, that is, it can be used with either a direct object, an indirect object or both in its informative meaning. It is used with either a direct object or both direct and indirect objects only, in its narrative
meaning. The way in which direct objects are used with the verbs to tell and goft in narrative and informative meaning is shown below:

**informative:**

(22) He told John the facts. =

\[
\begin{align*}
\text{u } & \text{hāqayeq-ra} \\
\text{he facts} & \text{ -def Do} \\
\text{ali} & \text{ goft marker}
\end{align*}
\]

(23) He told the facts. =

\[
\begin{align*}
\text{u } & \text{hāqayeq-ra} \\
\text{he facts} & \text{ -def Do} \\
\text{goft} & \text{ marker}
\end{align*}
\]

(24) He told John. =

\[
\begin{align*}
\text{u } & \text{be prep ofIO} \\
\text{he to Ali} & \text{ told}
\end{align*}
\]

**narrative:**

(25) He told John a story. =

\[
\begin{align*}
\text{u } & \text{dastani-i} \\
\text{he story} & \text{ -indef art} \\
\text{be prep ofIO} & \text{ali goft}
\end{align*}
\]

(26) He told a story. =

\[
\begin{align*}
\text{u } & \text{dastani-i} \\
\text{he story} & \text{ -indef art} \\
\text{goft} & \text{ told}
\end{align*}
\]

(27) *He told John. =

\[
\begin{align*}
\text{*u } & \text{be prep of IO} \\
\text{he to Ali} & \text{ told}
\end{align*}
\]
Here, we see that the indirect object, in Persian, always follows the direct object and cannot be shifted to the left. It never loses its preposition (i.e. be) even when it is used alone in the clause (e.g. Halliday argues that the indirect object can be considered a complement when shifted to the left, in an active sentence, and hence loses its preposition (Halliday 1966a, 53). He also calls the indirect object the beneficiary complement when it is the only object used in the clause:

"Thus as already pointed out it is possible to distinguish the class of verbs which are inherently benefactive in meaning as being those that can occur in receptive benefactive clauses with beneficiary complement. It is a sub-class of these that can occur in benefactive clauses of type (viii), thus if he promised John, where John is oben, is possible ......." (Halliday 1966a, 56)

Here, Halliday refers to benefactive verbs where the verbs can easily be followed by a noun phrase (i.e. the indirect object without a preposition). He also refers to inherently benefactive verbs, such as the verb to tell in its informative meaning, when used with an indirect object alone. In this case, the indirect object can be regarded as the beneficiary complement. Yet he does not specify whether the indirect object functions as beneficiary (process-oriented) or recipient (object/goal-oriented).

On the other hand, Huddleston refers to inherently three-place verbs where only the indirect object, which functions as the recipient, can be used with them. He argues that in such cases, the direct object is not necessarily used with inherently three-place verbs, that is, the verb can be used with an indirect object alone; he says:

"One way of characterizing the difference between the two functions is to say that the beneficiary is process-oriented, the recipient:goal-or object-oriented: the process is carried out for the beneficiary, the object is for the recipient. This correlates with the fact that the latter can occur only with an inherently three-place verb (which is not, however, to say that the direct object must be expressed - it isn't, for example, in I told him),....." (Huddleston, 1971, 89)

Here it seems that Huddleston makes the generalization that all indirect objects functioning as recipients can be used only with inherently three-place verbs. Yet from the examples above, one realizes that both indirect objects (i.e. John in the examples given above) when used with the verb to
tell, in its informative and narrative meaning, function as recipients. In
the narrative form, the verb to tell cannot be used with an indirect object
alone, that is, it is not an inherently three-place verb in this instance.
Thus, one is inclined to distinguish two types of three-place verbs;
three-place verbs and inherently three-place verbs. In this case, a three-
place verb is a verb which has three participants, i.e. subject (agent),
direct object and an indirect object or a prepositional phrase (i.e. it can
be considered an indirect object and is only used in those structures which
are not ditransitive as in He blamed John for the error, He referred John to
them). Yet an inherently three-place verb is a verb which allows an indirect
object to be used on its own in conjunction with it (e.g. the verb to tell
in its informative meaning). Thus one is inclined to reject Huddleston's
view that the indirect object which functions as recipient can be used only
with the inherently three-place verb. But, as shown above, it can either be
used with three-place verbs or inherently three-place verbs depending upon the
type of the verb and its meaning according to the particular circumstance
involved.

On the whole, it can be concluded that the verb goftan behaves in the same
way as the verb to tell does in the English language. That is, the verb
goftan can be categorized among three-place verbs in its narrative meaning.
On the other hand, the verb goftan in its informative meaning can be
categorized as an inherently three-place verb. Yet the indirect object used
with the verb goftan never loses its preposition under any circumstances even
if it is used as the only object of the clause (in Persian, no indirect
object loses its preposition). This is the only difference between the verb
to tell and goftan when they are used with an indirect object.

5.1.4 SUMMARY

As a brief summary of the above discussion it can be said that only
"to-indirect objects" which can be shifted to the left in the active form
(whether they are in the pronominal or the nominal forms) may all lose their
preposition in the first passive form. Hence, the deletion of the preposition
to neither reflects the effect of the particular verb used with it (e.g.
inhertently benefactive verbs) nor is it relevant to its function as
recipient. This is probably because the "for-indirect objects" which
function as recipients cannot lose their preposition in the first passive form.
Thus, the deletion of the preposition of indirect objects in the first passive
form is relevant to the characteristic of those "to-indirect objects" alone which can be shifted to the left in active constructions.

Apart from the type of indirect objects which have no preposition in the active form, the possibility of moving the indirect object into subject position is, to a great extent, related to its function as recipient or beneficiary. It seems that indirect objects which function as recipients can normally be moved into subject position by Passivization. As has been discussed so far, it is evident that all "to-indirect objects" function as recipients and, hence, they can usually act as the subject in the second passive form. On the other hand, "for-indirect objects" can be divided into three categories according to their function as recipient and beneficiary; that is, they can function either as recipients, beneficiaries or recipients and beneficiaries. However, those "for-indirect objects" which function as recipients normally permit the subject in the second passive form (e.g. I was made a cup of tea). When the "for-indirect object" functions both as recipient and beneficiary, it is the recipient which allows the indirect object to be the subject of the second passive form, (e.g. I was brought some flowers, She was bought a portrait). Yet the acceptability of such constructions varies according to the dialect. The "for-indirect objects" which function as beneficiaries may be placed in subject position by Passivization but this possibility differs according to the dialect (e.g. I was painted a picture). Thus, indirect objects are divided into three main types, "to-indirect objects", "for-indirect objects" and indirect objects with no preposition.

These three types of indirect objects and their functions are shown below:

```
 indirect object
    
    to-indirect  recipient
    
    for-indirect
        recipient
        beneficiary
        recipient/beneficiary
    
    indirect (i.e. with no preposition)
    neither beneficiary nor recipient

see discussion below.
```

It should be noted that the third type (the indirect object with no preposition) only allows a second passive form. The possibility of having this type of indirect object as the subject of the second passive form is
dependent on the meaning of the verb with which it is used. For example, the construction He saved me a lot of trouble has only one passive form, i.e. I was saved a lot of trouble. Yet if the verb to save is used with its meaning as to keep the indirect object used with this verb will have an underlying preposition for. In this case, two different passive constructions (i.e. the first and second passive forms) are possible.

(28) He saved me a seat.
    A seat was saved for me.
    I was saved a seat.

Moreover, it is not possible to generalize that indirect objects which function as recipients can occur only with inherently three-place verbs. As discussed above, both indirect objects used with the verb to tell with its informative and narrative meaning function as recipients (e.g. He told John the facts, He told John a story). Yet with its informative meaning, the indirect object (i.e. John) is used with an inherently three-place verb since the verb to tell can be used with an indirect object alone, i.e. He told John. On the other hand with the narrative meaning of the verb to tell, the indirect object (i.e. John in He told John a story) cannot be used with the verb to tell alone. This is because the verb to tell here is a three-place verb but not inherently three-place. Thus, it can be concluded that an indirect object as a recipient can be used either with an inherently three-place verb or a three-place verb according to the type of the verb and its meaning with reference to a particular situation.

5.2 OMISSION OF THE PREPOSITION OF INDIRECT OBJECTS

In transforming active sentences into the first passive form, some students did not introduce the prepositions of indirect objects. This mostly happened with those sentences in which the indirect objects are shifted to the left and hence have lost their preposition as shown below:

Test IIIa

(1) My father brought me some flowers
(4) The man paid the workers some money
(8) He lent me his bicycle.
Test IIIb

(1) John brought me a cup of coffee
(3) Harry found Mary a splendid job in a new office
(4) The man paid the workers some money
(8) The man lent the girl the bicycle
(10) The secretary is making me a cup of tea.

As discussed in §5.1.1, no "for-indirect object" can lose its preposition in the first passive form. On the contrary, it is only possible for the "to-indirect object" which can be shifted to the left in an active sentence, to lose its preposition in the first passive form.

However, it seems reasonable to assume that the students, who only omitted the preposition of the "to-indirect object" in the first passive form of the above sentences know the rules. In fact the students can be divided into three categories according to their performance in transforming the above sentences into the first passive form:

(a) Those who know the rule
(b) Those who are not aware of the rule
(c) Those who are inconsistent or uncertain in their use of the preposition of the indirect object in the first passive form.

The justification for this division can be seen from the following evidence defined for each category of students.

(a) The students within this category seem to know that the omission of the preposition of indirect objects is only possible for those "to-indirect objects" which can be shifted to the left in active sentences. This is evident since they introduced the preposition of "for-indirect objects" in the first passive form of the above sentences (1), (3) and (10) in test IIIa and IIIb. In fact 6% (5/90) of the students did not introduce the preposition of "to-indirect objects" in the first passive form of one or both of the above active sentences (4) and (8), in tests IIIa and IIIb. One of the students in this particular group used the subject of sentence (4) (i.e. the man) instead of the indirect object in the first passive form of this sentence. This mistake does not seem to be the result of the students' confusion in observing the "to-indirect object" without its preposition (i.e. the workers) in the active sentence (4). This mistake, which is due to a slip, was fully
discussed in §4.1.3.4 and 4.1.3.4.2. On the other hand, another student in this group seems to have a competent knowledge of the rule about the omission of the preposition of "to-indirect objects" in the first passive form. This is evident since not only did he not introduce the preposition of the "to-indirect object" in the first passive form of the above sentences (4) provided in test IIIa, but he also omitted the preposition of the "to-indirect object" (i.e. to John) in the first passive form of sentence (5). This is probably because he seems to know that the "to-indirect object" used in sentence (5) (i.e. to John) can be shifted to the left and hence loses its preposition in the first passive form. The students' transformation for sentence (5) is shown below:

(5) He told the idea to John.
    The idea was told John by him.

Only one (1% = 1/90) of the students also appears to know the rule about the omission of the preposition of indirect object in the first passive form. This is evident from his omitting the preposition of "to-indirect object" in the first passive form of sentence (8) in test IIIb and introducing the preposition of "for-indirect objects" in the first passive forms of sentences (3) and (10) in test IIIb. Yet he substituted the preposition to for the preposition for in the first part of sentence (1), in test IIIb. This is probably because he is aware of the fact that the verb to bring provided in the active sentence (1) can be used with a "for-indirect object" or a "to-indirect object" (see §4.1.3.8).

(b) The students in this category appear not to know when to omit the prepositions of indirect objects in the first passive constructions. Our assumption originates, for the most part, from the students' failure to introduce the preposition of "for-indirect objects" in the first passive form of any one of the above sentences (1), (3) and (10).

2% (2/90) of the students introduced neither the prepositions of "to-indirect objects" nor the prepositions of the "for-indirect objects in their transformations made for the above active sentences. This performance of the students indicates that they are unfamiliar with two different rules about the omission of the preposition of indirect objects in active and passive constructions. Firstly, they seem to be unaware that, in the active form, indirect objects lose their prepositions when they are shifted to the
left. Secondly, they do not seem to know that it is possible to omit the preposition of those "to-indirect objects" alone which can be shifted to the left. One of the two students in this group, however, used the preposition of "for-indirect object" (i.e. me) in the first passive form of sentence (1), in test IIIb, which contains the verb to bring. This probably resulted from the common usage of the verb in spoken English or because this verb is also used with a "for-indirect object" in Persian.

Similarly, 2% (2/90) of the students seem to be unaware of both rules explained above. This is evident from their failure to introduce the preposition of "for-indirect objects" and "to-indirect objects" in the first passive form of sentence (3) and sentences (4) and (8), in test IIIb, respectively. Although they introduced the preposition of indirect objects in the first passive form of one or both sentences (1) and (10) in test IIIb this indicates their familiarity with the rule about the omission of the preposition of indirect objects (i.e. no for indirect object loses its preposition in the first passive form). This is because, first, they did not introduce the preposition of the "for-indirect object" (i.e. Mary in the first passive form of sentence (3). Secondly, they seem to have been assisted by the verbs to bring and to make used in the active sentences (1) and (10), in Test IVa, since these two verbs are also used with "for-indirect objects" in Persian as shown in the following Persian equivalents of sentences (1) and (10).

N.B. The sentence numbers correspond to those provided in Test IVa.

(1) John brought me a cup of coffee. =

\[\text{jan bāray-e mān yek fenjan qāhve avārd}\]
John for -ezafe I/me a/one cup coffee brought

(10) The secretary is making me a cup of tea. =

\[\text{monjī bāray-e mān yek fenjan cay}\]
secretary for -ezafe I/me a/one cup tea

\[\text{dorost mi-kon-ād}\]
pref-root-3rd sing
right (N) making/doing
is making
Moreover, one of these two students used the preposition to instead of for in the first passive form of sentence (1), in test IIIb as shown below:

(1) John brought me a cup of coffee
    A cup of coffee was brought to me.

This seems to be due to the student's knowledge that the verb to bring can occur in combination with a "to-indirect object" or a "for-indirect object".

It seems that only one (1% = 1/90) of the students does not know the rules explained in relation to the omission of the preposition of indirect objects in active and first passive constructions. This is evident from his failure to introduce the preposition of the indirect object (i.e. the workers) in the first passive form of sentence (4) in test IIIa. In fact, not only is the student unaware of both rules defined above, but he also seems to assume that only "to-indirect objects" can be used in passive constructions. Accordingly, he used the preposition to instead of the preposition for in the first passive form of sentence (1) in test IIIa, and also omitted the "for-indirect object" (i.e. for me) altogether in the first passive form of sentence (10), although its preposition (i.e. for) was provided in its active form in test IIIa as shown below:

(1) My father brought me some flowers.
    Some flowers were brought to me.

(10) He is drawing a picture for me.
     *A picture is being drawn by him.

In fact this error was fully explained in §3.1.3.7.1.

Moreover, the student omitted the indirect object (i.e. to me); in the first passive form of sentence (8). This mistake does not seem to be related to the student's observation of the "to-indirect object" without its preposition in the active sentence provided in test IIIa. This is because he did not make similar mistakes in passivizing the active sentences which include indirect objects without their prepositions. In fact, this mistake can be regarded as a slip.

In producing first passive constructions, 2% (2/90) of the students do not seem to know that it is only possible to omit the prepositions of those "to-indirect
objects" which can be shifted to the left in the active form. However, one of these two students used the indirect object (i.e. me) as an agentive in the first passive form of sentence (8) in test IIIa. The source of this error is not relevant to the presence of the indirect object (i.e. me) without its preposition in the active sentence (8). It is, in fact, due to the student's confusing the verb to lend with the verb to borrow as discussed in §3.1.3.4.3.

The preposition of the "to-indirect object" was not introduced in the first passive form of sentence (8) in test IIIa by 1% (1/90) of the students. It is not quite clear whether this is due to the student's slip or his unfamiliarity with the rule about the omission of the preposition of indirect objects in the first passive form. In fact, he introduced the preposition of the "to-indirect object" in the first passive form of sentence (4) in test IIIa, while he did not use the "for-indirect object" in the first passive form of sentence (1) as shown below:

(1) My father brought me some flowers.
    Some flowers were brought by my father.

(4) The man paid the workers some money.
    Some money was paid to the workers.

(8) He lent me his bicycle.
    His bicycle was lent me.

The student's omission of the "for-indirect object" in the first passive form of sentence (1) cannot definitely be used as evidence of his unfamiliarity with the rule in relation to the omission of the preposition of indirect objects in the first passive form.

However, the omission of the preposition of indirect objects in the first passive form appears to be cognitively acquired by the learner's practising spoken English. This is because it seems that the omission of the preposition of "to-indirect objects" mostly happens in spoken English. Yet the student has only been in England for seventeen months (as is evident from his answer to item (9) in the questionnaire) which does not seem to be long enough for him to learn this delicate rule through practice in speaking English. Thus, omitting the preposition of the "to-indirect object" in the first passive form of sentence (8) might well be an error. Hence, he did not
use the preposition of the "to-indirect object" in his transformation since it was not used in the active sentence (8) given in test IIIa.

It becomes evident, however, that this group of students did not introduce the preposition of the indirect objects in their transformations just because the indirect objects are used without their prepositions in the active sentences. Consequently, they do not know the two rules related to the deletion of the preposition of indirect objects in active and passive sentences.

(c) The students who fall within this category do not seem to know the rule about the deletion of the preposition of "to-indirect objects" in the first passive form, although they introduced the preposition of "for-indirect objects" in the first passive form of sentence (1) in test IIIa. This becomes apparent from the students' uncertainty with regard to introducing the preposition of "to-indirect objects" as discussed below:

In transforming the above sentences (4) and (8), in test IIIa, into the first passive form, 2% (2/90) of the students were dubious as to whether they should introduce the preposition of "to-indirect objects" in their transformations. This is evident from their providing the preposition of "to-indirect objects" in the first passive form of sentences (4) and (8) and subsequently deleting them. The students' assumption that indirect objects should be used with their prepositions in the first passive form gave rise to their uncertainty. Hence, they first provided the preposition of "to-indirect objects" in their transformations according to their assumption. Yet they subsequently omitted them since they realized that the direct objects occur without their prepositions in the active sentences (4) and (8). Accordingly, the students are apparently unaware that they can omit the preposition of those "to-indirect objects" which can be shifted to the left in their transformations.

Moreover, one of the two students in this particular group seems to be inconsistent in using the preposition of indirect object. This is because, on the one hand, he used the preposition for instead of to in the first passive form of sentence (2), in test IIIa, although the "to-indirect object" (i.e. to his friend) was provided with its preposition in the active sentence (2) as shown overleaf:
(5) He told the idea to John.
The idea was told John.

This apparently occurred as the result of producing a passive sentence by analogy with the first passive form of sentence (4), in test IIIa, in which his provided preposition to for the indirect object the workers was crossed out. Thus, he does not seem to know the rules concerning the omission of the preposition of "to-indirect objects" in the first passive form. This is evident since he is, first, inconsistent in using the correct preposition of indirect objects. Secondly, he has shown his doubt about the omission of the preposition of "to-indirect objects" in the first passive form by crossing out his provided preposition of the "to-indirect object" in the first passive form of sentence (4):

One of the students seems to feel extremely uncertain about introducing the preposition of "to-indirect objects" in the first passive form, providing the "to-indirect object" with its preposition in the first passive form of sentence (8), in test IIIa, and subsequently deleting it, as shown below:

(8) He lent me his bicycle.
   *His bicycle was lent by him.

The lack of confidence of these students in introducing the preposition of "to-indirect objects" in the first passive form of the above sentences shows that they do not know the rules concerning the omission of the preposition of indirect objects in active and passive constructions: Indirect objects lose their prepositions if they are shifted to the left in active sentences. The omission of the preposition of indirect objects in the first passive form is only characteristic of those "to-indirect objects" which can be shifted to the left in active constructions.
CHAPTER VI

RESULTS AND FINDINGS OF THE STUDY

6. The results obtained from our four tests (i.e. Tests I, II, IIIa, IIIb, IVa and IVb) performed by the students confirm the original hypotheses for which these tests were designed. By studying these students' errors we can determine their sources and find that some of these were not predicted when planning the tests, for example:

(a) The confusion arising from the type of verbs used in the second passive constructions.

(b) The use of the personal pronoun you employed in general meaning.

(c) The use of modals in the impersonal passive.

(d) The use of incorrect tenses in passive constructions, etc.

The cause of such errors is referred to again in the appropriate sections of the chapter.

6.1 DO STUDENTS MAKE USE OF SYNTACTIC CUES AND CAN THEY DISTINGUISH BETWEEN A PASSIVE VERBAL GROUP AND A CONSTRUCTION MADE WITH THE VERB TO BE + AN ADJECTIVAL PAST PARTICIPLE?

Evidence in this study indicates that some students make use of both syntactic cues; i.e. "by-agentive" and the combination of the verb to be + past participle of a main verb in recognising passive constructions. Yet for others, their only syntactic cue is the combination of the verb to be + the past participle of a main verb. These students are also aware of the fact that a passive sentence is used to avoid including an agent in a passive construction. Consequently, if there is an agentive present in a passive sentence, they think that it is the active form because it refers to the actor of an action. However, neither group can distinguish between a passive verbal group and the combination of the verb to be + an adjectival past participle. As previously discussed, 64% (58/90) of the students made such an error. There are, however, 8% (7/90) of the students who not only use both syntactic cues for identifying passive sentences but they can also discriminate between passive verbal groups and the combination of the verb to be + an adjectival past participle. Nevertheless, they seem to become confused when choosing either of these combinations
Some students from both above groups also considered sentence (9), i.e. He was curious to be a passive construction since they thought of was as a part of a passive verbal group (see §3.1.1 and Table III in §4.1.1). This indicates the students' obvious inclination of paying attention to the form of the verb to be in identifying passive constructions.

6.2 DOES THE TYPE OF VERB USED IN PASSIVE CONSTRUCTIONS GIVE RISE TO CONFUSION?

In recognizing passive constructions, both of the above groups (see §6.1) were confused by the type of verb in some passive sentences, especially when a personal goal is used in it. The verbs which create this type of confusion are as follows:

(a) When an active-passive verb has only one equivalent intransitive verb in Persian, such as to marry. This is because this verb is only used in active sentences and because some students are familiar with the use of the verb to marry in English "active/stative" sentences as in She is married.

(b) When an English transitive verb has only one Persian intransitive compound "sirure" verb. Such verbs when used causatively convey the same meaning derived from the Persian ordinary passive verbal groups which are formed with a "sirure" verb (e.g. gärdidän 'to change' and ãodän 'to become/to get' + a predicative(1)) (see §2.3.2). These verbs may either take a personal or a non-personal subject as in ãli dästgir ãod 'Ali was arrested', nätyeý e'ilam ãod 'The results were announced'. Thus the students incorrectly considered sentence(1), We were arrested to be an active construction since they are not aware of this way of expressing a passive motion in Persian.

(c) When an English causative or factitive verb has only one equivalent intransitive compound "sirure" verb in Persian as to dry (xojk ãodän which is notionally passive.

(d) Those English verbs which have two different equivalent transitive and intransitive verbs in Persian where they are only used in active clauses such as

\[
\begin{align*}
to\ kick = & \text{ vi: lágäd xordän} \\
vt: & \text{ lágäd zädän}
\end{align*}
\]
to hit = vi: koṭāk xorđān
       vt: koṭāk zādān

(e) When an English verb has a Persian transitive equivalent which is only used in the active form, for example to chase.

6.3 DO PASSIVE SENTENCES CONTAINING PERSONAL SUBJECTS LEAD TO IRANIAN LEARNERS' FAILURE TO RECOGNIZE PASSIVE CONSTRUCTIONS?

There is evidence in this study that some students are unable to identify a passive sentence which has a personal goal as its subject (see §3.1.1 and 4.1.1). This is probably because in Persian a personal goal is very rarely used in a passive sentence. For example, in Persian, a personal goal, in the third person singular or plural form, is more often used as the subject of a passive sentence when it contains the verb kojānt 'to kill' but this is not possible when it includes the verb didān 'to see'. In fact, in Persian, a personal goal in the third person singular and plural is mostly used in a passive sentence when the sentence consists of an ordinary passive verbal group. On the other hand the presence of personal subjects in English passive sentences leads the students to seek the subject by the instruction given in the textbooks on how the subject of a sentence is to be found; i.e. they should ask the question who did it/something. They therefore seek the subject according to the meaning rather than the form.

6.4 IS THE RECOGNITION OF PASSIVE CONSTRUCTIONS RELATED TO THE SUBJECT ASSIGNMENT RULE?

There are some students (8% = 8/90) who seem to interpret passive constructions in relation to the subject assignment rule; that is they consider a sentence to be an active or a passive construction by seeking the type of the subject used in it. This is evident from their failure in recognizing sentence (12)

The book is easy to see as an active construction since it indicates a deep subject (actor) and has the book as its surface subject. In fact, two students among this particular group fall within the above group who were misled by the personal subjects used in the given passive sentences (see §6.3). This shows the extent of their assumption that only non-personal subjects are to be used as the subject of passive constructions.
6.5 DO IRANIAN LEARNERS KNOW HOW TO USE THE PAST PARTICIPLE OF A MAIN VERB IN PASSIVE VERBAL GROUPS AND IF NOT WHAT OVERGENERALIZATION DO THEY MAKE?

The data from this study provide evidence that all students are aware of using the past participle of a main verb in passive verbal groups. However, some students incorrectly produced the past participle of irregular verbs for the following reasons:

(a) Irregular verbs were thought to be regular, such as:

*wear = *weared *weared
*beat = *beated *beated
*lend = *lended *lended 
*find = *finded *finded

(b) The past participles were produced by analogy with some other irregular verbs, for example,

beat = beat *beat by analogy with put/cut
wear = wore *wore by analogy with weave

(c) The past participle of the verbs were produced by analogy with verbs of similar meaning but different connotation, as is the case for the verbs to beat and to hit / to raise and to rise:

beat = *bit *bit
raise = *rose *risen (observed in test IVb)

The incorrect use of some past participles appeared to be due to a phonological problem. For example *wore could have been incorrectly employed as the result of students' encountering difficulty in pronouncing the past and past participle forms of the verb to wear. This is due to the following reason: Firstly the letter /r/ is not pronounced in the past and past participle forms of the verb to wear. Secondly, Iranian students are often unable to pronounce /w/ properly and they pronounce it as /v/. Thus, they cannot pronounce /n/ in worn and hence they seem to think that the past and past participle of the verb to wear are spelt alike (see also §3.1.2.1). On the other hand, the incorrect production of bit and risen could be due to the students' failure to distinguish between the sound [i:] and diphthongs [eI] and [aI] in each of the above pairs of verbs (i.e. to beat, to hit and to raise, to rise) respectively (see §3.1.2.1 and 4.1.2.1). The erroneous past participle of
the verb to raise was made by 40% (18/45) of the second group of students in performing Test IVb.

There is only one case of over-generalizing a rule evident in relation to providing the past participle of a main verb in passive verbal groups; i.e. the infinitive of a main verb was used instead of its past participle in the passive verbal groups containing modals as in *will be bring or *will be improve. This is probably because it was assumed that modals have to be followed by an infinitive as is the case in the active form. One student not only used the infinitive of a main verb but also omitted the infinitive of the verb to be (i.e. be) (see §3.1.2.1).

6.6 ARE IRANIAN LEARNERS AWARE OF THE CORRECT USAGE OF THE VERB TO BE IN PASSIVE VERBAL GROUPS AND IF NOT WHAT ARE THE REASONS FOR THEIR INCORRECT USE OF THE FORMS OF THE VERB TO BE?

The omission of the present participle of the verb to be (i.e. being) and the past participle of the verb to be (i.e. been) is evident from the data when the passive verbal groups are in the present continuous and the present perfect tenses.

The present participle of the verb to be (i.e. being) is considered to be redundant in the present progressive passive verbal group since the combination of the present form of the verb to be (i.e. am/is/are) and the past participle of the main verb infers that an action is being performed at present. The students who produced such an error seem to be confused between the use of this tense in active and passive forms since is is considered a cue for forming the present progressive. Such confusion also gave rise to the production of active verbal groups in the present progressive tense since the first thing they recall by observing the present form of the verb to be (am/is/are) is the -ing form of a main verb (see §3.1.2.2).

Two different sources of error can be discovered for the omission of the past participle of the verb to be (i.e. been):

(a) The students appear to regard been as a redundant auxiliary verb in passive verbal groups whose tense is the present perfect. This could be because they first learn the active present perfect tense; hence, when they see the auxiliary verb to have with the past participle of a main verb as two necessary elements for forming a verb in the present perfect tense, they
think that another past participle (i.e. been) is not necessary since it already has a past participle. This appears to be a convincing reason for those students who use been in all passive verbal groups indicating the future and the durative actions except those which are in the present tense (see §3.1.2.2 and 4.1.2.2).

(b) The error could be due to the students' lack of competence in producing passive verbal groups in the present perfect tense (see §3.1.2.2 and 4.1.2.2). The former cause of error is also responsible for the omission of been in passive verbal groups whose tenses are the past perfect (see §3.1.2.2).

The omission of the infinitive of the verb to be (i.e. be) is evident in the data when passive verbal groups contain a modal. This reveals the students' tendency to use an over-generalization rule when considering be as a redundant auxiliary verb since a modal which is supposed to be followed by a main verb has, in the students' mind already been employed. Yet the past participle of a main verb is used instead of its infinitive to denote that the verbal group is in the passive while the modals refer to futurity possibility or probability of an action occurring.

The data also provides evidence that substitution of the past participle of the verb to be (i.e. been) for being in progressive passive verbal groups is due to the following sources of error:

(a) The students confuse English passive verbal groups with the Persian active verbal group in the present perfect tense (see §4.1.2.2).

(b) The students do not know whether to chose being or been in a passive verbal group which is in the present or the past continuous; (see §3.1.2.2). and 4.1.2.2).

(c) The past participle of the verb to be (i.e. been) has to be used when another auxiliary (i.e. the present form of the verb to be or a modal is found in a passive verbal group (see §3.1.2.2 and 4.1.2.2).

The data show that been is used in place of be in passive verbal groups containing modals, an error that occurred for the following reasons:

(a) Students' lack of competence in providing the correct auxiliary verb to be in accordance with the tense of an active sentence which is supposed to be passivized, as is the case for one of our 90 subjects (see §4.3.2.2).
(b) The students' assuming that been has to be used with the past equivalent of modals (e.g. would); (see §4.1.2.2).

6.7 CAN STUDENTS FORM THE SECOND PASSIVE?

Evidence from the study indicates that some students cannot produce such passive constructions. This is mainly due to interlanguage error since, in Persian, no indirect object can move into subject position under the passive. Indirect objects, which are usually beneficiaries or recipients, create some problems for Iranian learners, when they are used as the subject of a passive sentence. Thus, the most relevant errors made can be classified into the following categories:

(a) Some students cannot produce a second passive sentence with a beneficiary as the subject.

(b) Some produced deviant sentences (e.g. the use of the personal pronoun I by analogy with the sentence example in Tests IIIa and IIIb).

(c) Some produced active sentences in which the verbs are either antonyms, almost antonyms, or similar to the ones that may be used in passive sentences.

(d) Some produced passive sentences in which the verbs are antonyms of the ones used in the provided active sentences.

(e) Some produced active or passive sentences in which the beneficiaries/recipients in their possessive form were used as the subjects (e.g. John's idea is from him, Mary's money was returned); (see §3.1.3.2.1 and 4.1.3.2.1 and §3.1.3.1).

(f) One student used an indirect object with its preposition as the subject of a passive sentence (see §4.1.2.2).

(g) One student incorrectly used the mutative passive as the second passive form of an active sentence (see §4.1.3.1).

The production of the sentences in the above category (b) appears to be due to the students attempting to comply with the requirements of Tests IIIa and IIIb in which they were asked to produce two different passive sentences (i.e. first and second passive constructions).

In producing the sentences in category (b), (c), (d) and (e) some students do not seem to have been misled by placing the personal subjects in subject position of the second passive forms of some active sentences. Their confusion
appears to have arisen as a result of the type of verb used in them especially the verbs to send, to sell and to return in sentences (6), (7) and (9) respectively (see §3.1.3.1, 3.1.3.2.1, 4.1.3.1 and 4.1.3.2.1).

A similar source of error resulted in the students producing the passive sentences in categories (f) and (g) (see §4.1.3.1 and 4.1.3.2.1). Thus, the students appear to use semantics as the basis for forming syntactic elements available to them but, at times, they violate the English word order as is especially the case for the above student in category (f).

6.8 CAN STUDENTS DISTINGUISH BETWEEN FIRST AND SECOND PASSIVE CONSTRUCTIONS?

The data provide the evidence that some students can either recognize direct objects or indirect objects existing in the given active sentences in Tests IIIa and IIIb. Hence, they either produced two different first or two different second passive constructions (i.e. only one of the sentences includes the indirect object, its tense is different from its active form or it contains the agentive; etc); (see §3.1.3.2 and 4.1.3.2). The fact that each pair of their passive constructions differ is apparently because they do not know that the direct and indirect objects present in an active sentence have to be placed in subject position in order to produce first and second passive constructions. Indeed, the study provides evidence that two of the 90 students considered the indirect objects used in one or both sentences (4) and (8) (i.e. the workers, the girl) to be direct objects. This is because one of these students appears to assume that a verb is always followed by a direct object. Thus, he is unaware that some indirect objects can be shifted to the left and hence lose their prepositions (see §4.1.3.1 and 4.1.3.5.2). Yet the other student was mistaken by having heard a construction as They paid the workers/them in the spoken form (see §4.1.3.3); see §6.10 for further discussion.

6.9 ARE STUDENTS AWARE OF THE RULES ABOUT THE OMISSION OF THE PREPOSITION OF INDIRECT OBJECTS IN ACTIVE AND PASSIVE SENTENCES?

An attempt was made in this study to define the rules concerning the omission of the preposition of indirect objects in passive constructions and to examine the students' knowledge of this rule. The study shows evidence that no "for-indirect object" can lose its preposition in the first passive (i.e. when
a direct object is placed in subject position in a passive sentence). However, the omission of the preposition of "to-indirect objects" is only possible when the indirect objects can be shifted to the left in active constructions. The data indicate that 12% (11/90) of the students are not aware of this rule since they neither introduced the preposition of "for-indirect objects" nor the preposition of "to-indirect objects" in the corresponding first passive forms of the provided active sentences. 27% (3/11) of this particular group of students, however, introduced the preposition of "for-indirect objects" in some of their passive sentences. However, they appear to have been assisted by the type of verbs provided in the active sentences (in Tests IIIa & IIIb since these verbs, e.g. to bring and to make) are also used with a "for-indirect object" in Persian grammar. This failure to introduce the preposition of indirect objects mainly occurred in the students' attempt to passivize the supplied active sentences in which the indirect objects were used without their prepositions. It is, therefore, evident that the students also lack knowledge about the omission of the preposition of indirect objects in active sentences (i.e. some indirect objects lose their prepositions when they are shifted to the left).

There is also evidence from the data that unfamiliarity with the latter rule gives rise to confusion of the indirect object with the direct object as is the case for one of the 90 students in this study (see §4.1.3.1).

6.10 ERRORS FOUND IN TESTS IIIa AND IIIb

The evidence indicates that the indirect object the workers in sentence (4) of Tests IIIa and IIIb considered to be a direct object probably because students making such an error have often heard this indirect object (or similar objects) in a context such as They paid the workers often used in spoken English. Yet they do not appear to be aware that the verb to pay, in such a context, implies that money is always the direct object and the workers/them is always an indirect object (see §4.1.3.3 and 4.1.3.4.1).

There is evidence in the data that the following passive constructions were produced by analogy with They wrote to John - John was written to (see §3.1.3.3 and 4.1.3.5.2 for a detailed discussion).
(7) The Agent has sold the house to John.
   *John has been sold the house by the Agent.
   *John was sold to the house.

The substitution of subject for indirect object (either in the first or second passive constructions) occurred as the result of the students being misled by the type of verbs used in the given active sentences or by mistaking the verbs for some other kinds: For example, the verb to send was supposed to indicate that "one always sends something to someone" and hence the following deviant second passive sentence was produced:

(6) Mary sends a letter to her mother every week.
   *Mary's mother is sent a letter to Mary.

The following erroneous passive construction was produced since the verb to lend was mistaken for the verb to borrow:

Test IIIa:
(8) He lent me his bicycle.
   *He was lended a bicycle from him.

On the other hand, a similar cause of error led to the replacement of an "agentive" with an indirect object. For instance, the following passive sentence has been formed since the verb to lend was mistaken for the verb to borrow:

(8) He lent me his bicycle.
   *His bicycle was lent by me.

These errors have been fully discussed in §3.1.3.4.1, 3.1.3.4, 3.1.3.4.3, 4.1.3.4.1, 4.1.3.4.2 and 4.1.3.4.3.

The replacement of indirect objects with the subject of active sentences and the use of indirect objects as "agentives" are considered to be due to the incorrect use of the prepositions by and to in either first or second passive constructions. The study, however, provides the evidence that incorrect use of prepositions by and to are to be considered slips (see §3.1.3.4.1, 3.1.3.4.2, 3.1.3.4.3 and 4.1.3.5.1).

The substitution of the indirect object for the direct object in the following passive sentences occurred as a result of the confusion caused by the verbs
to lend and to return. That is, the students appear to think that "one always returns or sells something to someone" (see §4.1.3.4.2 for further details).

(7) The agent has sold the house to John.
   *John has been sold by the Agent to John

(9) John returned the money to Mary.
   *Mary was returned to Mary.

On the contrary, the replacement of the direct objects with the indirect objects occurred because the indirect objects were regarded as direct objects since they immediately follow the verbs in the provided active sentences (see §4.1.3.1 and 4.1.3.5.2 for more details):

(4) The man paid the workers some money.
   *I was paid the workers.

(6) The man lent the girl the bicycle.
   *I was lent the girl.

A similar source of error is evident in the data for the omission of direct objects in second passive constructions. These sentences were actually produced as the first passive form of the provided active sentences whose second passive forms were incorrectly produced (see §4.1.3.1 and 4.1.3.5.2 for more details), e.g:

(14) The man paid the workers some money.
   *The workers were paid by the man.
   *I was paid by the man
   *The workers been paid by the man.
   *The man has paid some money to the workers.

The data provide evidence that the omission of the direct object under the passive is due to students (3% = 3/90) considering the indirect object to be a direct object (see §3.1.3.6 and 4.1.3.9).

On the other hand, the data provide evidence that the students incorrectly assumed that indirect objects have to be omitted in first passive constructions (see §4.1.3.6). The omission of indirect objects is also due to the students' lack of ability to recognize two different objects (i.e. indirect and direct objects) and to distinguish between two passive forms (i.e. the first
and second passive forms) required in Test IIIa (see §3.1.3.6).

The data reflect the students' incorrect assumption that only "to-indirect objects" are to be used in first passive constructions. This is evident from their substituting any preposition to for the preposition for or their omitting the "for-indirect objects" altogether since the verb accompanying them cannot take a "to-indirect object" unlike the verb to bring (see §3.1.3.7.1 and 4.1.3.8).

The substitution of the preposition to for the preposition for occurred as a result of the fact that the verb to bring can alternatively be used with a "to-indirect object" or a "for-indirect object", (see §3.1.3.7.1 and 4.1.3.8). However, it is not clear whether these students are aware of two connotations conveyed when the above indirect objects are used in conjunction with the verb to bring. That is the "for-indirect object" refers to a person who is the recipient, e.g. Mary in a context as he brought a cup of tea for Mary, and hence the object (i.e. a cup of tea) is for the person indicated by the "for-indirect object" (i.e. Mary). However, the object could be for someone else apart from the person indicated by the "to-indirect object", e.g. Mary in he brought a cup of tea to Mary and hence Mary can be regarded as a semi-recipient (see Chapter III, §3.1.3.7.1 and Chapter V, §5.1.2.

There is evidence in the data that either of the following sources may be responsible for the replacement of the preposition to for the preposition for:

(a) The preposition for may have been provided by analogy with the passive form of some sentences and the sentence example, in Test IIIa, in which the "for-indirect objects" are used.

(b) It could be due to the students' lack of skill in using indirect objects with appropriate prepositions (see §3.1.3.7.2). On the other hand, the data indicate that the substitution of the preposition to for the preposition for is due to the latter cause of error (see §4.1.3.8).

6.11 CAN STUDENTS EMPLOY THE IMPERSONAL PASSIVE AND RECOGNIZE ITS USE IN EXPRESSING SOMETHING IMPERSONALLY?

This study provides evidence that some students cannot use the impersonal passive. The most prevalent errors amongst the students can be classified into the following categories:
(a) Some chose the verbs provided in the first part of the sentence examples for their passive sentences, e.g. to say, to think, to believe, etc.

(b) Some either use the simple present or the simple past tense for the passive form of all active sentences in the test.

Indeed some students are not aware that the impersonal passive is mainly used when a general opinion is conveyed and hence they employed the "agentive" in producing the impersonal passive. In fact, the agentive by the audience was used in the first part of the passive form of sentence (9/4) (i.e. 9 in Test IVa, 4 in Test IVb) by some students who correctly produced the impersonal passive. This is probably because they thought that the active form of this sentence the audience assumed does not convey any general opinion, since the audience was thought to be a known group and there is no personal pronoun (i.e. they, you, one) in sentence (9/4) which refers to a general opinion.

There are some errors which were produced by both groups of students (i.e. those who can use the impersonal passive and those who cannot do so). Evidence from the data indicates that the following sources of errors are responsible for the students' incorrect use of the impersonal passive.

The impersonal passive of sentence (4/5) we cannot guarantee was not produced correctly, for either of the following reasons: some students (22% = 20/9) are apparently unaware of the use of the impersonal passive with a modal. Some others (3% = 3/90) seem to have confused the verb to guarantee with its use as a noun. Either of the above causes may be responsible for two students' incorrect production of the impersonal passive for the first part of sentence (4/6) (see §3.1.4.1 and 4.1.4.1). On the other hand, two students' erroneous impersonal passive constructions result from either the students' mistaking the verb to guarantee for its use as a noun or over-generalizing the rule for forming a passive verbal group with a modal, i.e. they assume that modals are followed by the infinitive of a main verb as is the case for active verbal groups (see §4.1.4.1).

Some students (53% = 48/90) were unable to transform the first part of sentence (8/7) there was a rumour into the impersonal passive. This occurred because of their assumption that they cannot make a verb from the noun rumour. Hence, they were unaware that using rumour as a verb in the impersonal passive is an exception to the rule (see §3.1.4.1 and 4.1.4.1).
Some students (4% = 4/90) were unable to produce the impersonal passive form of the first part of sentence (7/2) _you usually find_. This is due to the students' unfamiliarity with the use of the personal pronoun _you_ when it indicates generality (see §3.1.4.1 and 4.1.4.1).

6.12 ERRORS FOUND IN TESTS IVa and IVb

The data provide evidence that some students (8% = 7/90) confused the active sentences in Tests IVa and IVb, with those usually given in pattern drills involving conversion from direct into indirect speech. They appear to have been misled by the presence of "that" clauses in each of the given active sentences in the tests. Thus, they seem to have regarded the first part of the provided active sentences to be introductory statements in the direct speech and the second part of these sentences were considered to be the quoted materials which are preceded by _that_. Not only did they passivize the sentences but they also shifted the tenses in the second part or both parts of their versions of these active sentences. Some of these students also changed the personal pronouns according to the rule existing for the transformation of reported speech. It seems, however, that the production of passive sentences is the result of their attempting to comply with the requirements of the tests in which they were requested to passivize the given active sentences (see §3.1.4.3 and 4.1.4.3).

Some of the students only paid attention to the second part of sentence examples in which the verbs are transitively used and contain direct objects. In this case the second part of all the sentences, including those whose verbs are intransitively used and have no direct object, were passivized. Thus, among students attempting to passivize these sentences, excluding transitive verbs and direct objects, there are some who used one form of the auxiliary verb _to be_ usually applied to passive verbal groups (see §3.1.4.2 in category (c) and 4.1.4.2 in category (d)). This indicates that these students (8% = 7/90) employ the auxiliary verb _to be_ as their most important syntactic cue in producing passive verbal groups. For two of these seven students the verb _to be_ is apparently the most prevalent syntactic cue for identifying a passive construction since they also incorrectly labelled sentence (9) _He was curious_ as a passive sentence due to being misled by the presence of the past form of the verb _to be_ (i.e. was), (see §4.1.4.2).

On the other hand, the passivization of the second part of sentences (3/1) and (6/2) is the result of an interlanguage error in the case of some students (see §3.1.4.2 and 4.1.4.2). This is probably because the students
translated these clauses into the Persian subjunctive and hence confused
the Persian subjunctive verb behār be-fāvād 'improve' with the
Persian passive verbal group since it contains the verb fōddān 'to become/
to get' but unlike a passive verbal group it excludes the past participle
of a main verb. This provides evidence that errors caused by mother tongue
interference are not always due to the learners' awareness of the rules
of the first language; it could, in fact, be the result of the learners'
confusing two grammatical rules in the first language (see §3.1.4.2 and 4.1.4.2).

6.13 RESULTS OBTAINED FROM THE MODIFIED TESTS

Readers are reminded of the discussion in §3.2 of the changes provided in
Tests IIIa and IVa (which became IIIb and IVb respectively) for speculating
upon the main causes of errors made by some of the first group of testees.

The substitution of the simple past tense for the present continuous tense in
the second passive form of sentence (10) He is drawing a picture for me, in
Test IIIa, seemed to be due to familiarity with the fact that the passive form
of this sentence is not readily acceptable to native speakers of English
language. This is not the case since some of the students among the second
group also produced a similar error for sentence (10) The secretary is making
me a cup of tea, in Test IIIb, whose second passive form is readily acceptable
by native speakers of the English language. This, therefore, occurred due to
either of the following reasons: firstly, this error appears to be the result
of an interlanguage error since the students placed the indirect object in
subject position in their passive constructions. Secondly, the students seem
to know that a second passive construction in the progressive tense is rarely
used in spoken English. The students appear to regard a passive construction
in the simple past tense more acceptable for the following reasons:

(a) The simple past tense is often used in the Persian passive form.

(b) The excessive use of the simple past tense of the passive which results
from the Iranian teaching technique and the use of this form in scientific
texts (see also §3.1.2.2 and 4.1.2.2).

To ascertain whether the students are aware that no "for-indirect object"
loses its preposition in the first passive, Test IIIb was provided with two
sentences (3) and (10) in which the "for-indirect objects" were shifted to
the left and hence lost their preposition. The evidence in the data, however,
indicates that some students are not aware of such a rule as discussed in the
above §6.8 and 6.5.
The use of the simple present tense in the first part of all or nearly all the passive sentences, in Test IVa, is not due to students' being misled by the sentence examples whose first parts are in the simple present tense. This is evident from similar errors produced by some of the second group of students in performing Test IVb. Similarly, the use of the verb to say in the first part of all or nearly all the passive constructions, in Test IVa, is not relevant to the students employing this verb by analogy with the sentence examples; especially for those students who had a poor performance in Test IVa (i.e. 7% = 3/45). This is because one of the 45 students from the second group, who had a poor performance in Test IVb employed the provided verbs in the sentence examples in the first part of his responses (see §3.1.4.1 and 4.1.4.1). Similarly the use of the verb to say in the passive form of the first part of sentence (2_1), in Test IVb, by analogy with the sentence example (b_1) is due to the unfamiliarity of one of these 45 students in the second group, with the impersonal passive (see §4.1.4.1). This, therefore, provides evidence that these students are not familiar with the use of the impersonal passive (i.e. it is employed to express something impersonally) and they cannot produce it.

Both groups of students also confused the sentences provided in Tests IVa and IVb for those used in pattern drills on converting sentences from direct into reported speech. Confusion is, therefore, due to observation of the active sentences which contain two parts and resemble constructions which consist of an introductory statement and reported speech. This also provides evidence that the students among the first group were not misled by sentence examples given in Test IVa as was originally suspected. Thus, they appear to over-generalize English grammatical constructions and assume that sentences which include a "that" clause are normally examples of reported speech.

6.14 THE INCORRECT APPLICATION OF TENSE TO PASSIVE CONSTRUCTIONS

There are some students who changed the tenses of the active sentences when they passivized them. This occurred in quite different ways due to inter-language errors or intralingual and developmental errors as will be discussed. The ways by which tenses were changed into other tenses in the passive forms of the active sentences are shown in Table I overleaf:
The table excludes the following students: (a) those who produced two first and two second passive constructions with incorrect use of tenses in one or both of them. The alteration of tenses made in such sentences is, however, similar to those shown in the table and hence the causes of such incorrect use of tense are the same as the ones which will be discussed in this section. (b) those who employed the incorrect tense in the first part of the passive form of the sentences in Tests IVa and IVb since the data provide evidence that it is either due to the students' lack of knowledge about the use of the impersonal passive or because of their inability to produce such passive constructions as previously discussed. The incorrect use of tense also results from students making slips. (c) those who applied incorrect tenses to the second part of their sentences in Tests IVa and IVb, due to providing a tense agreement with the incorrect use of tenses in the first part.
As shown in Test II of Table I a great number of students appear to be confused with respect to the use of the simple present and the present continuous tenses in passive verbal groups. Indeed, the use of the present form of the verb to be (i.e. am/is/are) in such passive verbal groups creates the confusion. Those students, who have a tendency to produce progressive passive verbal groups, appear to think that the present form of the verb to be (i.e. am/is/are) has to be followed by the present participle of a verb as is the case for active progressive verbal groups. Hence, the use of the present form of the verb to be in a passive verbal group implies that being should follow it. Thus, they always produce a progressive passive verbal group when passivizing an active sentence whose tense is the simple present. Accordingly, some of these students correctly produced the present progressive tense in the passive form of sentences (6), in Tests IIIa and IIIb, which are in the simple present tense while they correctly produced present progressive verbs in the passive form of sentences (1) and (3), and both passive forms of sentences (10) which are in Tests II and IIIa and IIIb respectively. On the other hand, some of these students use the present form of the verb to be (i.e. am/is/are) as the only cue for recognizing the present progressive verbal groups (see §3.1.2.2). Hence, they consider the present participle of the verb to be (i.e. being) a redundant auxiliary in the present progressive passive verbal groups. They, therefore, used the simple present tense in place of the present continuous tense in the passive form of sentences (1) and (3), in Test II, and both passive forms of sentence (10) in Tests IIIa and IIIb. Accordingly, they correctly passivized sentences (4), (5) and (9) and sentence (6), in Tests II, IIIa and IIIb, which are in the simple present tense. There are also some students who employed the correct tense for the given passive sentences in Test II, whose tenses are the simple present and the present continuous. However, in the act of passivizing such sentences they became confused and hence substituted the simple present tense for the present continuous and vice versa.

Yet, some such students abandoned the attempt to use either of the above present tenses and employed the passive simple past or present perfect tenses in passivizing sentences (6) and (10), in Tests IIIa and IIIb, whose tenses are the simple present and the present continuous respectively. One of these students (1% = 1/90) attempted to passivize the second part of the sentences in Test IVa, in which the verbs are intransitive and exclude a
direct object. He applied the simple past tense to his provided passive form of sentence (5) which are in the simple present tense as shown below:

(5) They say that his paintings are beautiful.
   *It is said that the paintings were painted very beautiful.

The students' tendency to use the simple past tense of the passive results from reasons which will be discussed in detail below. The use of the present perfect of the passive is due to interlanguage errors (see §3.1.2.2). This error will also be fully discussed below.

There are, however, 4% (4/90), of the students, who seem to use the present form of the verb to be (am/is/are) as their syntactic cue for recognizing the present progressive tense and hence produced active verbal groups in the present continuous tense. These students, however, can be divided into two groups.

(a) Three of these four students are unable to conjugate a verb in the passive progressive tense (see §3.1.2.2 and 4.1.2.2).

(b) One of these four students has not acquired sufficient competence to produce such passive verbal groups since he is confused between passive verbal groups which are in the simple present and present continuous.

The data also provide evidence for similar confusion existing among some students attempting to produce the simple past tense in passive verbal groups. Some students seem to regard the verb to be (i.e. was/were) as a cue for applying the past progressive tense. These students were therefore, misled by observing the past form of the verb to be in the passive form of sentence (6) in Test II; (see §3.1.2.2). Contrary to this cause of error, the application of the progressive past tense to the following passive constructions for sentences (2) and (9), in Test IIIb, does not seem to be the result of the students' confusing the simple and progressive past tenses.

(2) John gave a present to my friend.
   *My friend was being presented by present.

(9) John returned the money to Mary.
   *Mary was being returned the money to John.

The use of the present as a noun and as a verb might have caused confusion
and hence the past progressive tense was incorrectly used. Yet, the use of the indirect object Mary in the second passive form of sentence (9) and the verb to return appears to have created the confusion. This is probably because the student thinks that the employment of the past progressive in place of the simple past tense somehow prevents conveyance of a wrong connotation, that is Mary returns her money. This is evident since the student first used the passive simple past tense and subsequently included the present participle of the verb to be (i.e. being) in his response. One may assume such a cause of error since the data, so far, provide evidence to suggest that the same cause produces several other errors where the students incorrectly thought that the connotation, conveyed by the second passive form of sentence (9) containing the verb to return, was different from that of the active sentence (9).

One of the 90 students appears to consider the present participle of a main verb as his cue for producing the passive progressive tense. Hence, he seems to assume that the application of the present participle of the verb to be (i.e. being) will suffice in the use of the present or the past progressive tenses in passive verbal groups, as is evident from his following passive constructions made for sentences (9) and (10) in Test IIIb:

(9) John returned the money to Mary.
   *The money being returned to Mary.

(10) The secretary is making me a cup of tea.
   *A cup of tea being made by secretary.

The student is, however, very inconsistent in using the verb to be in passive constructions as is evident from his use of is, been, being and is been in passivizing sentences which are in the simple past tense (see §4.1.2.2).

The substitution of the simple present tense for the simple past tense in the passive form of sentences (2) and (3), in Test IIIa and IIIb occurred since the students appear to have incorrectly thought that gave and found are in the present form. This is because no evidence was traced elsewhere in the tests for this replacing of the simple past tense by the simple present tense.

There are some students who used passive verbal groups in the present perfect tense in the passive form of active sentences regardless of what
One of the following interlanguage errors is responsible for such an incorrect application of the rule:

(a) The similarity of the component parts of English passive verbal groups and the Persian active verbal group in the present perfect tense, i.e. the verb to be + the past participle of a main verb.

(b) The confusion between Persian active verbal groups in the present perfect tense and the combination of the present form of the verb to be + adjective past participle in "active/stative" constructions which imply a similar meaning expressed by English passive and "Active/stative" sentences; (see §3.1.2.2).

These students, however, can be divided into two categories: the first category consists of those students who have not overcome their original confusion in relation to the English passive verbal groups, believing they are similar to the Persian active verbal group in the present perfect tense since they repeatedly used such a passive verbal group in passivizing nearly all the sentences in Tests IIIa and IIIb. Indeed, the substitution of an active verbal group for the English passive verbal group is one of the common errors among students who are at the earliest stage of acquiring English passive constructions. 8% (7/90) of the students come within this category. In fact, one of these seven students in this particular group used both passive and active verbal groups in the present perfect tense while the rest of these students only employed passive verbal groups in the present perfect tense. This, therefore, indicates that they have already acquired the knowledge of how a passive verbal group in the present perfect tense is formed; i.e., it is formed with, have/has + been + V(n). These students, however, can be divided into two groups according to their ability or inability in recognizing passive sentences which are in the present perfect tense.

(a) Those who immediately recognize such passive sentences since they have become quite familiar with the components of this type of passive verbal group.

(b) Those whose confusion prevents them from identifying such passive sentences (see §4.1.1).

The second category includes those students who apply such passive verbal
groups whenever they encounter a problem in producing passive sentences (14% = (13/90) of the students come within this category). Hence, some students used such passive verbal groups in the second passive constructions. This occurred since the students found them unacceptable due to mother tongue interference (i.e. no indirect object moves into subject position under the passive). There are also some students who are only able to produce first passive constructions. Yet they used passive verbal groups in the present perfect tense for the passive form of one or more of the sentences (5), (6), (8) and (9). This apparently happened since they became confused by the verbs used in sentences (6), (8) and (9) while the context of the passive form of sentence (5) was found to be unacceptable since such a passive construction is not used in Persian. The substitution of such passive verbal groups for the present progressive tense in sentence (10) (Tests IIIa and IIIb) seems to be the result of students regarding a passive construction in the present continuous tense unacceptable since this type of sentence is rarely used in spoken English. There are also some students who were unable to distinguish the main difference existing between two passive forms required in Tests IIIa and IIIb. Thus, not only did they alternatively place the direct and indirect objects in subject positions but they also used a passive verbal group in the present perfect tense in either their first or their second passive constructions. These students also attempted to passivize the second part of those active sentences, in Tests IVa and IVb, whose verbs are intransitive and exclude direct objects. Hence, they used such passive verbal groups as the result of encountering a problem when passivizing these sentences (see §3.1.4.2 in category (d) and 4.1.3.4) in category (e)). Such erroneous passive verbal groups were also used in the passive forms of active sentences which consist of modals. Yet three of these thirteen students in this particular category did not only use the auxiliary verb to have but also retained modals to denote futurity, or possibility of actions occurring, e.g.

(2) They feel that the situation may improve.
   *It is felt that the situation may have been improve.

(3) People hoped that the English football team would win.
   *It was hoped that the English football team would have won.
   They thought that the Government would raise the price of cigarettes in the next Budget.
*It was thought that the price of cigarettes in the next Budget would have risen.

(4/5). We cannot guarantee that the company will deliver the goods safely.

*It is said that the good will have delivered safely.

There are also some students who used the passive present perfect tense in passivizing sentences which are in the past perfect. The percentage of students in relation to the incorrect use of such a tense in each sentence is given in Table I above.

Passive verbal groups in the past perfect tense were employed by two students among the whole group of 90 testees due to encountering a problem in passivizing some active sentences. For example, one of these two students in this particular group failed to recognise the direct objects in sentences (4) and (5), in Test IIIa, and hence attempted to produce two different passive sentences (i.e. the first and second passive sentences) by using two different tenses in his sentences, one of which is the past perfect tense (see §3.1.3.2.2). His unfamiliarity with the impersonal passive made him use the active past perfect tense in his attempt to passivize the first part of sentence (2), in Test IVa, whose tense is the simple past; (see §3.1.4.1). The other of these two students in this group employed such passive verbal groups in his attempt to passivize the second part of sentences (3) and (4), in Test IVb, whose tenses are the present conditional and the past perfect respectively. This occurred since he found passivizing these clauses difficult due to their having intransitive verbs and excluding direct objects (see §4.1.4.2 in category (e) for the passivization of such clauses and his version of sentence (4). His deviant passive construction made for sentence (3) is, however, shown below:

(3) People hoped that the English football team would win.

*It was hoped that the English football team had been won.

The production of active and passive verbal groups in the past perfect tense appears to be due to interlanguage errors. This is firstly because the Persian active verbal group in the past perfect tense and the English passive verbal groups have similar components; that is, both of them are formed with the verb to be + the past participle of a main verb. Secondly,
they may confuse the Persian past perfect active verbal group for the combination of the past form of the verb *to be* + an adjectival past participle used in Persian "active/stative" constructions which express a similar meaning implied by English "active/stative" sentences; (see §3.1.2.2). In fact, the data provide evidence that these students have a tendency to use the passive present perfect tense in their sentences for reasons similar to those discussed above.

Similarly, there are some students who encountered the same sort of problems or hold the incorrect assumptions of those students above. Yet they mainly employed the simple past tense in their passive constructions. Either an interlanguage error, the teaching technique of some Iranian teachers, or the excessive use of the simple past tense of the passive in scientific texts could be responsible for this:

(a) Mother tongue interference in causing such an error is due to the common use of the simple past tense in the Persian passive constructions.

(b) The passive simple past tense appears to have been used as the result of students' excessive practice at such passive constructions due to being given passive sentence examples and pattern drills to an extreme degree.

(c) The excessive use of the simple past tense of the passive in scientific texts has led to the students' familiarity with the use of passive verbal groups in the simple past tense and hence the students' employing such passive verbal groups in their course work without encountering any problems (see also §3.1.2.2, 4.1.2.2 and 2.1.1).

Hence, the students seem to use such passive verbal groups whenever they face a problem in passivizing active sentences or they consider a passive sentence unacceptable due to its rare occurrence in spoken English as described for the above students who produce present perfect passive verbal groups when passivizing sentences in any tense. In fact, 2% (2/90) of the students used the past progressive passive verbal group in one or both passive forms of sentence (10), in Tests IIIa and IIIb, whose tenses are the present continuous. On the other hand, they used the simple past tense in both passive forms of sentence (6), in Tests IIIa and IIIb which are in the simple present tense. This indicates their tendency to use the past tense when passivizing active sentences especially since their performance in Test II indicates that they can accurately produce both passive verbal groups in both the simple present and present continuous tenses.
It seems that the tendency in using the past tense in passive constructions resulted in 4% (4/90) of the students' use of the active past continuous tense in passivizing sentence (10), in Tests IIIa and IIIb, whose tense is the present continuous. Yet they employed active verbal groups since either they have not acquired the skill to produce a verb in the present progressive tense or are unable to conjugate such a passive verbal group.

The substitution of the simple past tense for the present perfect tense in the passive form of sentence (7), in Tests IIIa and IIIb, seems to be due to an interlanguage error. This is because the passive present perfect tense is rarely used in Persian. Moreover, the Persian passive verbal group is mostly used either in the simple present tense or the simple past tense. Therefore, these students' hypotheses could be related to the fact that they see a relevance between the occurrence of an action in the past with the syntactic form of the present perfect tense. That is, they know that the present perfect tense is used to refer to an action which was done in the past but its effect is still apparent in the present time. Thus, they passivized the present perfect tense of sentence (7) into the simple past which is the nearest form in the Persian passive verbal group. Some of the students, who produced such an error were only able to produce first passive constructions. Other students made such a substitution for the second passive form of sentence (7), apparently due to the reasons explained above. It seems that the students considered the second passive form of sentence (7) to be unacceptable since it has a personal pronoun as its subject. This is the result of the rule existing in Persian grammar (i.e. no indirect object moves into subject position under the passive). To make the above constructions acceptable they used the simple past tense since they were in the habit of using passive constructions in the simple past tense during the course of learning the passive voice in Iran and employed such passive constructions in their course work which is required for fulfilling their studies in scientific subjects.

6.15 HOW SIMILAR ARE THE FINDINGS OF THIS STUDY TO THOSE OF BROWN, SLOBIN AND HAYHURST IN TERMS OF:

(1) THE USE OF SYNTACTIC CUES
(2) COMPREHENSION OF PASSIVE SENTENCES

6.15.1 An attempt was made to discover if Iranian adult learners of the English language would make use of syntactic cues in recognizing the
grammatical structures of the English language, as is the case for native children in Brown's test in which he attempted to understand the child's concept of the grammatical class of words (see Chapter I, §1.6). Test I, generally demonstrated that Iranian learners employ syntactic cues for identifying passive sentences (i.e. they take heed of the "by-agentive", the combination of the verb to be + the past participle of a main verb or both) but this means of recognition is violated by either mother tongue interference or their strategy used for discovering the subject according to the instruction given in text books on how the subject of a sentence has to be found by asking a question like "who did it/something". However, most of the subjects in their recognition of all the passive sentences, cannot distinguish between a passive verbal group and a construction made with the verb to be + an adjectival past participle of a main verb. Hence it was observed that the rule they follow for identification of passive constructions was over-generalized and gave rise to faulty recognition of a sentence constructed with the verb to be + an adjectival past participle (e.g. These sticks are pointed) as a passive construction. On the other hand, 6% (5/90) of the students appear to discriminate between passive verbal groups and the combination of the verb to be + an adjectival past participle but they become confused as to choosing one of them (see §3.1.1 and Table III).

The data obtained in Tests IIIa and IIIb indicate that this technique of identifying aspects of language is adversely affected by the students' generalizing the rule of the target language. This is evident from faulty recognition of an indirect object when it is considered to be a direct object. This occurs since the students incorrectly assume that a direct object always follows a verb (i.e. S + V + Do) while they are not aware that a verb can be followed by an indirect object which has lost its preposition due to being shifted to the left.

6.15.2 To investigate whether the Iranian learners experience difficulty in recognizing or comprehending reversible passives (i.e. the subject and the object of a passive sentence are reversible) in the same way as the English children did when tested by Slobin (1956) and Hayhurst (1967) (see Chapter I, §1.6), the following passive constructions were included in Test I (Note: the sentence numbers are those from Test I):

(7) The dog is being chased
(14) Mary was kicked
(15) John was hit by Mary
Sentence (15) is a reversible passive construction but if the agent (actor) was present in (7) and (14) they would be reversible as the result of the characteristic of verbs to chase and to kick employed in them.

14% (13/90) of the students labelled sentence (7) active. Either of the following factors was supposed to be responsible for this faulty recognition. Firstly, it is probably due to the fact that the students based their judgement on the combination of is + being and they did not take the past participle of the verb to chase into consideration. In fact, they seem to have thought that the active present progressive tense is used in this sentence. Secondly, this sentence has an active equivalent in Persian since the verb to chase (i.e. donbaš kardan) is a transitive verb and never used in the passive form. 36% (32/90) of the students failed to recognize one or both sentences (14) and (15) as passive constructions. The failure to recognize these sentences as passive was due to three different causes:

(a) Each of the English verbs to kick and to hit used in these sentences have two different Persian compound intransitive and transitive equivalents and they are not used in the passive form. They are used in two different active sentences one of which is non-agentive and the other has no overt subject but has a verb in the third plural (see §3.1.1 and 6.2). Hence, they were translated incorrectly into active sentences.

(b) The personal subjects (i.e. Mary and John) employed in these sentences appear to have caused the confusion (see also §3.1.1 and 6.3).

(c) The presence of the agentive by Mary in sentence (15) seems to have misled some of these students since they have the combination of the verb to be + the past participle of a main verb as their only syntactic cue for identifying passive constructions. These students have been divided into different groups according to either of the above sources of errors (see Table III) for the number of students who fall within these groups.

Thus, the students failed to recognize these sentences probably not for the same reason as Slobin and Hayhurst proposed. That is, the reversibility of the passive sentences seem to be irrelevant to the Iranian students' comprehension of the passive (see also §2.5 for the detailed explanation given by Slobin and Hayhurst with regard to their subjects' failure in constructing and comprehending reversible passive sentences.
The data provide evidence that there is similarity between the result obtained by Hayhurst's test and ours. That is, the students, who failed to identify passive constructions containing an agentive did not show any strong inclination to use "by-agentive" in passivizing active sentences in Tests IIIa, IIIb, IVa and IVb. These students, in fact, behave very much like the English subjects in the tests undertaken by Slobin and Hayhurst when the actor was Omitted (i.e. it was easier for them to recognize and construct passives when the actor was not present).

On the other hand, those students, whose syntactic cues in recognizing passive sentences are the "by-agentive" (actor) and combination of the verb to be + the past participle of a main verb showed a considerable tendency to employ the "by-agentive" in their passive sentences in the course of performing Tests IIIa, IIIb, IVa, and IVb, although they were not required to do so.

On the whole, the result obtained from the study of Iranian learners' errors show that the learners' comprehension and recognition of passive is completely irrelevant to the question of the reversibility of subject and object. Accordingly, from the discussion presented in Chapter I, a comparison of tests undertaken by Brown (1957), Slobin (1966) and Hayhurst (1967) and the tests performed on Iranian students, it becomes evident that some of the strategies adopted by second language learners are substantially the same as those of children learning a first language (i.e. simplification of grammatical structures, generalization rules, use of syntatic cue). However, this study illustrates the sequence of learning is not the same. Therefore, the utterances of first and second language learners are different and the difference underlies in maturational development, motivation for learning and conditions of learning. The child's errors do not throw light on the type of cognitive and linguistic processes which appear to be part of second language learning. In fact, the second language learner's errors refer to both the state of the learner's competence and of the ways in which a second language is learned. The second language learner's grammar is at an intermediate stage between the native and the target language. These are various factors which characterize and influence the learner's language use, such as: language transfer, transfer of training, over-generalization of the target language rules, linguistic materials, strategies of learning, strategies of communication. These errors may be dischotomised as interlanguage, intralingual and development errors as Richards (1971) proposes.
7. This chapter discusses briefly the errors which are not relevant to passive constructions but which were discovered in the process of studying the students' performance in Tests IIIa, IIIb, IVa and IVb. It will also conclude with the suggestion of solving the students' performance problems which give rise to their failure to produce correct constructions.

7.1. ERRORS TRACED IN RELATION TO COUNTABLE AND UNCOUNTABLE Nouns.

2% (2/90) of the students thought of money as a plural noun so that they used a plural verb in agreement with this noun as shown in the following erroneous passive sentences (N.B. The sentence numbers shown, here, are the same as those presented in the tests).

(4) The man paid the workers some money.
   *The money were paid by the man.
   *Some money were paid by the man.

(9) John returned the money to Mary.
   *The money were returned to Mary.
   *The money were returned to Mary by John.

This is the result of an interlanguage error since money can be used in the plural form in Persian. However, when money is used with some (i.e. some money) the verb with it should be used in the singular since it is regarded as a part of the whole amount of money. Yet as is evident from the above passive sentences the students did not take this aspect into consideration.

On the other hand, some students, who apparently know that money is regarded as a singular noun, either omitted some (2% of total 90) or replaced it by the (2% of total 90) in their answers as shown below:

(4) The man paid the workers some money.
   *Money was paid to the workers.
   *Money was paid to the workers by man.
   *The money was paid.
   *The money was paid to the workers by a man.
This appears to be due to the students' assuming some to be the plural form of the indefinite articles a and an while they are apparently unaware that some is also used before uncountable nouns to denote a certain quantity. They have, indeed, used the correct subject verb concord in the first passive form of sentence (9) where the money is the subject, as shown below:

(9) John returned the money to Mary.
    The money was returned to Mary.
    The money was returned to Mary by John.
    The money was returned by John to Mary.

The students who have this difficulty can be divided into two groups, according to their familiarity with either of the usages of the indefinite article some as defined above:

(a) 13% (12/90) of the students appear to think that some is only used as the plural form of the indefinite article a and an. This is evident from the students' using the plural verbs in passivizing sentence (4), in Test IIIb, and sentences (1) and (4) in Test IIIa where some flowers and some money had to be used as subjects of the first passive forms of these sentences (see below).

(1) My father brought me some flowers.
    Some flowers were brought for me.

(4) The man paid the workers some money.
    *Some money were paid to the workers.

(b) 11% (10/90) of the students seem to assume that some is an indefinite article used to denote a certain quantity of a particular class of uncountable nouns (e.g. bread, water, etc). This becomes evident from their use of the verb in the singular in the first passive form of sentence (1) or both sentences (1) and (4), in Test IIIa, in which some flowers and some money are used as subjects respectively as shown below:

(1) My father brought me some flowers.
    *Some flowers was brought for me.

(4) The man paid the workers some money.
    Some money was paid to the workers.
Hence, the students appear to think of *some flowers* as an uncountable noun since no definite numeral has been used with *flowers*.

One of the students in group (b) transformed sentence (4) into two second passive forms one of which includes *they* as its subject. This occurred as a result of the student's failure to recognize the direct object (i.e. *some money*) as discussed in §3.1.3.2.2. Hence, *they* were not substituted for *some money*. This is evident from his failure to recognize the direct objects of some other given sentences in Test IIIa where he produced two second passive constructions one of which contains the indirect object in its pronoun form as the subject. Yet his failure to provide a correct subject very concord in the first passive form of sentence (1) is not related to this cause of error (e.g. his using a noun in the singular form).

Moreover, both above groups of students seem to be aware that money is considered as a singular noun in English. This is evident from their use of a verb in the singular in the first passive form of sentence (9) which includes *the money* as its subject as shown below:

(9) John returned the money to Mary.
    The money was returned to Mary.

They were misled by the presence of *some* used as a modifier of the nouns *flowers* and *money* in sentences (1) and (4) respectively.

One of the above second group of students (10% = 1/10) provided the correct subject verb concord but he incorrectly used the present perfect tense which is due to his failure to overcome his confusion between English passive verbal groups and the Persian active verbal group in the present perfect tense (see §3.1.2.2., 4.1.2.2. and 6.14). This student's response is shown below:

(9) John returned the money to Mary.
    The money has been returned to Mary by John.
7.2 ERRORS IN THE USE OF ARTICLES:

7.2.1 THE USE OF THE DEFINITE ARTICLE INSTEAD OF THE POSSESSIVE PRONOUN HIS OR THE INDEFINITE ARTICLES

In passivizing certain active sentences, some students replaced the possessive pronoun with the definite article as shown below:

Test IVb

(1) They say that his paintings are beautiful.
    *It is said that the paintings are beautiful.

(8) He lent me his bicycle.
    *The bicycle was lent to me by him.
    *I was lent the bicycle by him.

This occurred because the students apparently thought that in transforming active sentences into the passive forms the direct objects paintings and bicycle would be regarded as known objects. Thus they used the as an anaphoric device. In fact, 11% (10/90) of the students produced the sentence in category (a) though 18% (8/45) of the first group of testees produced sentences in category (b).

One of the students in the first group (2% = 1/45) made the following passive construction:

(5) They say his paintings are very beautiful.
    *It is said that the paintings by him were very beautiful.

The student used the definite article the instead of the possessive pronoun his although he included an agentive (by him). The student appears to have thought that the should be used since the paintings would definitely refer to things drawn by him.

One of the 45 students in the first group used this instead of the in the following passive sentence below:

(5) They say that his paintings are very beautiful.
    *It is said that this paintings are very beautiful.
This student has similarly used this as an anaphoric device. Yet his using this instead of the seems to be due to interlanguage error. This is because in Persian this is sometimes used as a definite article in referring to a known object(s). Contrary to the English language, this is never used in the plural in Persian.

3% (3/90) of the students changed either the indefinite articles or both possessive pronouns and the indefinite article of the direct objects with the definite article the when transforming some sentences into the first passive form as shown below:

Test IIIa

(1) My father brought me some flowers.
   *The flowers brought to me by my father.
   *I had some flowers.
   *The flowers was brought for me by my father.
   I was brought some flowers by my father.

(2) John gave a present to his friend.
   *The John's present was given to his friend.
   *I had a present.

(6) Mary sends a letter to her mother every week.
   *The letter has been sent to her mother every week.
   *Mary's mother had a letter from Mary.
   *The letter was sent by Mary to her mother every week.
   *Mary's mother was sent her daughter a letter every week.

(8) He lent me his bicycle.
   *The bicycle has been lent to him.
   *He was lended a bicycle.
   *The bicycle was lent to me by him.
   I was lent a bicycle by him.

(10) He is drawing a picture for me.
    *The picture was drawing by him for me.
    *I was draw a picture by him.
Test IIIb:

(1) John brought me a cup of coffee:
   *The cup of coffee was brought for me.
   I was brought a cup of coffee.

(2) John gave a present to my friend.
   *The present was given to my friend.
   My friend was given a present.

(10) The secretary is making me a cup of tea.
    *The cup of tea was made by her for me.
    I was made a cup of tea.

This occurred because the students appear to think that a noun should be preceded by a definite article when it is used as a subject. This is evident from their use of direct objects with indefinite articles in the second passive form of the above sentences where they are not used as subjects. It seems that two students among this particular group assume that a noun has to be modified by an indefinite article when it is used in the middle of a sentence. This is evident from their transformations made for sentence (8) since they substituted the indefinite article a for the possessive pronoun of the direct object (i.e. his bicycle) in the second passive form of this sentence. One of these latter groups of students seems to have been misled by the presence of the possessive pronoun of the indirect object used in sentence (2) (i.e. his friend). This is evident from his using the present was given which was subsequently replaced by *the John's present was given to his friend. However, the other student in this group thought of the indirect object used in the sentence (2) as a direct object. Yet he still used the definite article the as the modifier of the indirect object John's friend which already had John's as its modifier, as his response shows:

(2) John have a present to his friend.
    *The John's friend was given a present by John.

This indicates that he believes that a noun should be preceded by a definite article when it is used as the subject. The fact that he regarded John's friend as the direct object becomes evident from his failure to produce a second passive construction for sentence (2) and especially because he used I as the subject of the second passive form of the rest of active sentences, given in Test IIIa, by analogy with the sentence examples (see § 3.1.3.2).
7.2.2 THE REPLACEMENT OF THE INDEFINITE ARTICLE A/AN FOR THE POSSESSIVE PRONOUN HIS OR THE DEFINITE ARTICLE THE

2% (1/45) of the first group of students employed the indefinite article a instead of the possessive pronoun his in the following passive sentence:

(8) He lent me his bicycle
He was lent a bicycle.

This resulted from the student incorrectly placing the personal pronoun he in the subject position of his passive sentence. Thus, he used the indefinite article a because he feels that "one does not lend one's belongings to oneself".

24% (22/90) of the students changed the definite article or the possessive pronoun of a direct object into an indefinite article in one or both of the first and second passive forms of one or both sentences (7) and (8) in tests IIIa or IIIb. This seems to have occurred because of an interlanguage error. In Persian, a direct object in its singular form usually takes a quantifier or the indefinite article čanta 'some' when it is used with the verb to sell or to lend as in the following sentences:

\[
\text{ałi do/cánta xane be prep of IO män foruxt}
\]

\[
\text{Ali two/some house to prep of I/me sold IO}
\]

'Ali sold two/some houses to me.'

\[
\text{ałi do/cánta docárxe be prep of IO män qärž död}
\]

\[
\text{Ali two/some bicycle to prep of IO I/me I lent me/I}
\]

'Ali lent two/some bicycles to me.'

On the other hand, the students seem to know that the possessive pronoun is often used anaphorically even when the possessor is known to the addressee within the context of a piece of discourse. Hence, they changed the possessive pronoun his, which is used in the active sentence (8), into the indefinite article a in the passive form of sentence (8), in Test IIIa, since they appear to have thought that his is not anaphorically recognizable. Such
solutions of error are evident since the students made this error only in
passivizing one or both of sentences (7) and (8). The pattern with which
the definite article _a_ is applied to the passive form of sentences (7) and
(8) is shown below:

Tests IIIa and IIIb

(7) The Agent has sold _the_ house to John.
   (a) A house has been sold to John.
   (b) The house has been sold to John.
   (c) A house has been sold to John.

Test. IIIb

(8) The man lent the girl _the_ bicycle.
   (a) A bicycle was lent to the girl.
   (b) The bicycle was lent to the girl.
   (c) A bicycle was lent to the girl.

Test IIIa

(8) He lent me _his_ bicycle.
   (a) A bicycle was lent to me.
   (b) His bicycle was lent to me.
   (c) A bicycle was lent to me.

However, some of the passive sentences are in the incorrect (see §4.1.3.2.1
and 6.14) and the second passive form of sentence (7) includes _I_ as its
subject (see §4.1.3.3) or contains the verb to buy which is the antonym
of the verb to sell (see §3.1.3.1). There was only one occasion when one
of this particular groups of students mistakenly substituted the simple
present tense for the present perfect tense in both passive forms of
sentence (7) due to a slip. This is because no evidence was traced in all
passive tests in relation to this incorrect application of the rule and
the student has a good overall performance in all tests on passive.
One of the 45 students in the first group appears to incorrectly assume that when a noun is used as a subject it should have an indefinite article as its modifier. This is evident from his use of a or an instead of the as the modifiers of direct objects in the first passive form of sentences (7) and (8). Accordingly, he employed indefinite articles as the modifiers of the direct objects used in the second passive form of the above sentences. The student's versions of the sentences are shown below:

(7) The Agent has sold the house to John.
   A house has been sold to John.
   *I was sold a house.

(8) The man lent the girl the bicycle.
   *A bicycle has been lend to the girl.
   *I was lend a bicycle.

This becomes evident from his use of a man instead of the man which was mistakenly placed in subject position of the first passive form of sentence (4) as shown below:

(4) The man paid the workers some money.
   *A man paid some money.
   *I was paid some money.

He also attempted to use an indefinite article instead of the which modifies the object used in sentence (9); i.e. the money. Yet he used the again since he had realized that money is an uncountable noun and does not take a or an. This is evident from his providing the which was first deleted but subsequently introduced again. This also provides the evidence that he is unaware that some is the indefinite article used with uncountable nouns.

Contrary to this student, there is another student (1% = 1/90) who appears to think that a noun takes an indefinite article when it is used in the middle of a sentence. Hence, he used the indefinite articles a, an and some instead of the definite articles of direct objects used in the second passive form of sentences (5), (7), (8) and (9) as shown below:

(5) Bill told the idea to John.
   The idea was told to John by Bill
   *John was told an idea by Bill.
(7) The Agent has sold the house to John.
    The house has been sold to John by the Agent.
    *John has been sold a house by the Agent.

(8) The man lent the girl the bicycle.
    The bicycle was lent to the girl by the man.
    *The girl was lent a bicycle by the man.

(9) John returned the money to Mary.
    The money was returned to Mary by John.
    *Mary was returned some money by John.

7.2.3. OMISSION OF THE POSSESSIVE PRONOUN HIS AND OF THE DEFINITE AND INDEFINITE ARTICLES

2% (1/45) of the first group of testees omitted the possessive pronoun of the direct object used in sentence (8) as shown below:

(8) He lent me his bicycle.
    *I lent him bicycle.

This occurred since he used him as the indirect object in his passive sentences. Hence, he presumably made a correct assumption that "one cannot lend belongings to the owner of those belongings".

12% (11/90) of the students omitted the definite article of the indirect object (i.e. the workers) in one or both of the first and second passive forms of sentence (4) as their following responses.

(4) The man paid the workers some money.
    (a) *Some money was paid to workers.
        *Workers were paid some money.
    (b) *Some money was paid to workers.
        The workers were paid some money.
    (c) *Some money was paid to the workers.
        *Workers were paid some money.

This seems to have occurred because of an interlanguage error since the Persian equivalent of sentence (4) contains this or that to modify its subject but its indirect object is not modified by a definite article as shown below:
The subject (mār 'man') takes this or that to denote that mār 'man' is a special person as distinct from others of the same kind. However, the indirect object, whether it is in the singular or the plural form, does not take the definite article since it usually refers to a person or a group of people who are known to the speaker and the addressee within the context of a piece of discourse.

7% (6/90) of the students, in transforming active sentences, either omitted the definite and indefinite articles of direct and indirect objects or replaced them by incorrect articles (i.e. a/an/the). This is due to an asystematic error (i.e. inconsistent errors which are not internally principled, see also §1.2.2, because the students apparently lack the productive control of article usage or any sort of control when they over-generalize the grammatical rules.

On the other hand, 8% (7/90) of the students omitted the definite or indefinite articles of direct and indirect objects due to a slip. This is evident since no similar incorrect application of the rule was traced elsewhere in the tests.

7.3 THE INCORRECT PROVISION OF TENSE AGREEMENT IN COMPLEX SENTENCES

The tense used in the passive form of the second part of some sentences in tests IVa and IVb are different from the ones supplied in the given active constructions. This is mainly the result of intralingual and development error since the students seem to know that the tenses used in both parts of these passive sentences has to be in agreement. There is, however, one case in which the incorrect application of tense appears to be due to interlanguage error as will be discussed further on. The way students attempted to provide tense agreement are explained below:

- The tense of the second part of the following passive sentences is in agreement with the incorrect application of the simple present or past
tenses used in the first part regardless of what tenses is used in the first part of the given active sentences in the tests; see §3.1.4.1 and 4.1.4.1 for the cause of the incorrect employment of tense in the first part of these passive constructions.

(a) Examples of the incorrect application of the simple present tense in the first part of the passive sentences and the incorrect tenses utilized in the second part owing to tense agreement:

N.B. Because the same sentences appeared in tests IVa and IVb - but were numbered differently - it is necessary to illustrate how sentences may have two numbers corresponding to the two tests in which they appear (e.g. (1/3III) as shown below).

(1/3III) They thought that John had stolen the parcel.

*It is thought that John was stoling the parcel.

2) They denied that they attempted to rob the Bank.

*It is denied that the Bank is attempting to rob.

9) The audience assumed that the story was true.

*It is assumed that the story is a true.

10/6) They believed that the story was true.

*It is believed that the story is true.
It is believed that is true story.

3 II) People hoped that the English football team would win.

*It is hoped that the English football team will win.

4 II) They thought that the Government will raise the price of cigarettes in the next Budget.

*It is thought that the price of cigarettes will be raised by budget.

(b) Examples of the incorrect application of the past tense in the first part of the passive sentences and false tenses accordingly employed in the second part as the result of providing a tense agreement:

4/5) We cannot guarantee that the company will deliver the goods safely.

*It could not be guaranteed that goods would be delivered safely.

*It was said that the company could not guarantee the safety delivery of the goods.

*It was not guarantee that the goods would deliver safely.
They say that his paintings are very beautiful.

*It was said that his paintings were very beautiful.

*It was said that his paintings were beautiful.

(6) They feel that the situation may improve.

*It was felt that the situation might improve.

(7) You usually find that these stories are false.

*It was usually found that these stories were false.

3% (3/90) of the students produced this type of error in the category (a). Two students among this particular group used the simple present tense for the first part of all their passive sentences so that they, only by good fortune, applied the correct tense to the passive form of the first part of the sentences whose tenses are the simple present (see §3.1.4.1 and 4.1.4.1). Yet one of this latter group of students was so involved in changing the tense of the second part of the sentences that he also used different tenses in the second part of the passive form of sentences whose first part is in the simple present tense as shown below:

(3) They hope that things will improve.

*It is hoped that things will be improving.

(5) They say that his paintings are very beautiful.

*It is said that his paintings will be beautiful.

(6) They feel that the situation may improve.

*It is felt that the situation will be improve.

(7) You usually find that these stories are false.

*It is found that the stories will be false.

4% (4/90) of the students produced the type of error in category (b). Two students among this particular group used the simple past tense for the passive form of the first part of nearly all active sentences given in tests IVa and IVb. These students appear to have been so involved in changing the tenses used in the second part of the sentences as the following evidence indicate: One of these students used the simple past tense in the passive form of sentence (7), in Test IVa, although he correctly provided the simple present tense in the first part of his version of this sentence as shown below:
You usually find that these stories are false.  
*It is usually found that these stories were false.

Yet the other student changed the tense of the second part of sentences (2\textsubscript{II}) and (3\textsubscript{II}), in Test IVb, although their first part is already in the simple past tense as shown below:

(2\textsubscript{II})  Everyone assumed that the accused had attempted to rob the Bank.  
It was assumed that the accused was attempted to rob the Bank.

(3\textsubscript{II})  People hoped that the English football team would win.  
It was hoped that the English football team won.

2\% (2/90) of the students incorrectly used the present perfect tense in the second part of some of their passive sentences to match this incorrect use of the present perfect tense in the first part as shown below:

(1/3\textsubscript{III})  They thought that John had stolen the parcel.  
*It is been thought that John has stolen the parcel.

(2) They denied that they attempted to rob the Bank.  
*It is been denied that they have attempted to rob the Bank.  
*It has been denied by them that they have attempted to rob the Bank.

The reason for considering is been thought/denied to be passive verbal groups in the present perfect tense is discussed in §3.1.4.1.

On the other hand, one of the students (1\%) in the whole group of 90 testees employed the past equivalent of will (i.e. would) to match his application of the present perfect tense used in the first part of the following erroneous passive sentence:

(1) People hope that things will improve.  
*It has been hoped that things would improve.

The use of the present perfect tense in the first part of the above deviant passive sentences is due to the students' unfamiliarity with the use of the impersonal passive and their lack of skill in producing such a passive construction (see §3.1.4.1 and 4.1.4.1).
To transform some active sentences into the passive form, 7% (6/90) of the students used either the progressive or the future tense in the second part of their passive sentences to match the simple present tense in the first part. However, it is already supplied in the first part of the active sentences. This occurred because the students apparently assumed that either of the above tenses had to be used in agreement with the simple present tense applied to a complex sentence. Their responses are shown below:

The application of the progressive tense:

Test IVa

(3) They hope that things will improve soon.
   *It is hoped that things will be improving soon.
   *It is said that things will be improving soon.

Test IVb

(2) They feel that the situation may improve.
   *It is felt that the situation may be improving.

(3) People assume that politics solve all human problems.
   *It is assumed that politics are solving all human problems

The use of the future tense.

(2) They feel that the situation may improve.
   *It is felt that the situation will be improved.

(3) People assume that politics solve all human problems.
   *It is assumed that all human problems will be solved by politics.
   *It is assumed that politics will solve all human problems.

The following sentences were produced by another student in the group of 90 (1%) who seems to think that the future tense must be used to match the simple present tense used in a complex sentence:

(3) People hoped that the English football team would win.
   *It was hoped that the English football team will win.
They thought that the Government would raise the price of cigarettes in the next Budget.

*It was thought that the price of cigarettes will gone up.

This is evident from his use of is which is subsequently replaced by was since he suddenly recognised that the tense provided in the first part of sentence (3 II) is the simple past. However, he forgot to use the correct tense (the conditional tense: would win) in the second part of their passive sentences to match the simple past tense used later. He also used the future tense in the second part of the passive form of sentence (4 II) which seems to be analogous with the transformation made for sentence (3 II). The reason for his using the phrasal verb to go up was explained in §4.1.2.2.

On the other hand, 3% (3/90) of the students appear to have used the future tense in the passive form of the second part of sentence (3 I), in Test IVb, by analogy with the second part of sentence (1 I) and (2 I) since they include the modals will and may respectively.

Their transformation are shown below:

(3 I) People assume that politics solve all human problems.

*It is assumed that all human problems will be solved by politics.
*It is assumed that the politics will be solved all human problems.
*It is assumed that politics will solve all human problems.

6% (5/90) used the past equivalent of will (i.e. would) to match their incorrect use of could in the first part of the following passive sentences:

(4/5) We cannot guarantee that the company will deliver the goods safely.

*It could not be guaranteed that the goods would be delivered safely.
*It could not be guaranteed that the goods would delivered safely.
*It could not be guaranteed that the company would deliver the goods safely.
*It could not guarantee that the company would deliver the goods safely.
*It is could not guarantee that the company would deliver the goods safely.
The reason for the employment of the past equivalent of the modal can (i.e. could) is fully discussed in §3.1.4.1 and 4.1.4.1.

- One student in the whole group of 90 testees appears to assume that the past perfect tense has to be used in agreement with the simple past tenses used in their answers as shown below:

(4)\text{_III}  \quad \text{The audience assumed that the play was a true story.}
*It was assumed that the play had been a true story.

(6)  \quad \text{They believed that the story was true.}
*It was believed that the story had been true.

This is evident from his having first written was and subsequently replacing it by had been in the passive form of the second part of sentence (4\text{_III}).

- 11% (5/45) of the second group of students used the simple past tense instead of the past perfect tense in the passive form of the second part of sentence (2\text{_II}), in Test IVb, as shown below:

(2)\text{_II}  \quad \text{Everyone assumed that the accused had attempted to rob the Bank.}
*It was assumed that the Bank was robbed.
*It was assumed that the Bank was robbed by the accused.
*It was assumed that Bank was robbed.
*It was assumed that the Bank was attempted to be robbed by the accused
*It was assumed that attempted was accused to rob the Bank.

The application of the simple past tense cannot be considered incorrect since this tense in the context of sentence (2\text{_II}) seems to be acceptable in spoken English. Accordingly, the students might have relied on the spoken form. Similar cause of error provoked one of these students to employ the simple past tense in the second part of the passive form of sentences (1\text{_II}) and (3\text{_II}). Yet he subsequently replaced them by the past perfect tense since he apparently realized that the past perfect tense is provided in their active forms. In the act of converting the simple past tense into the past perfect tense, he mistakenly changed the correct simple past tense used in the second part of the passive form of sentence (4\text{_I}). It seems that the same source of error is responsible for two of these students' substituting the simple past tense for the past perfect tense in the passive form of the
second part of sentences \(1_{II}\) and \(3_{II}\). Each of the following sentences was produced by a single separate student:

\(1_{I}\) People fear that the enemy had killed all the prisoners.

\*It was feared that the prisoners were all killed by the enemy.

\(3_{II}\) They thought that John had stolen the parcel.

\*It was thought that the parcel was stolen by John.

- 7% (6/90) of the students appear to have inferred from the past participle of the main verb used in the first part of their passive sentences that the simple past tense was employed. Thus, they either used the simple past tense or the past equivalent of either of the modals may, can and will (i.e. might, could and would) in the second part of their responses. This was in agreement with the past participle of the main verbs in the first part as shown below:

\(1_{II}\) People hope that things will improve.

\*It is hoped that things would improve.

\(6/2_{II}\) They feel that the situation may improve.

\*It is felt that the situation might improved.

\*It is felt that the situation might be improved.

\*It is said that the situation could be improved.

\(3_{II}\) People assume that politics solve all human problems.

\*It is assumed that politics solved all human problems.

\(7/2_{III}\) You usually find that these stories are false.

\*It is usually found that these stories were false.

\*It is usually found that these stories was false.

\(4/5\) We cannot guarantee that the company will deliver the goods safely.

\*It is not guaranteed that the goods would delivered safely.

- One student in the whole group of testees (1% = 1/90) appears to have inferred from the infinitive of the main verb used in the first part of his version of sentence(4) that the simple present tense was used. Hence he employed the present continuous tense in the second part of his deviant passive sentence to match the infinitive of the main verb (i.e. guarantee)
We cannot guarantee that the company will deliver the goods safely.
*It wasn't guarantee that the company is going to deliver safely the goods.

The reason for assuming that the student used the infinitive of the verb to guarantee was discussed in §4.1.4.1 and 4.1.4.2.

2% (2/90) of the students appear to have used the simple past tense in the second part of the following passive constructions (each one made by single separate students in this group) to match the presence of was in the first part.

(1/3) They thought that John had stolen the parcel.
*It was thought that the parcel was stolen.

(6) There was a rumour that the prisoners had escaped.
*It was a rumour that the prisoners were escaped.

This is evident from their having mostly provided the past tense in the second part of their answers to match the past participle of the main verb in the first part as discussed above.

Similarly one of the students (1% = 1/90) from the whole group of testees used the past continuous tense in the second part of his passive sentence to match the presence of was in its first part as shown below:

(4/11) They thought that the Government would raise the price of cigarettes in the next Budget.
*It was thought that the Government was going to increase the price of cigarettes in the next Budget.

He has not, however, adequate enough competence to provide tense agreement in complex sentences. This is evident from his incorrect application of tense in agreement with the infinitive or the past participle of a main verb used in the first part of his passive sentences. He also appears to think that the future tense has to be used in agreement with the simple present. All his cases of error have been discussed above among similar errors produced by other students.
On the other hand, one student from the whole group of testees (1% = 1/90) employed the simple present or present continuous tenses in the second part of his passive constructions to match the present form of the verb to be (i.e. is) in the first part as shown below:

\begin{enumerate}
\item They feel that the situation may improve.  
\quad \text{*It is felt that the situation is getting may improved.}
\item They say that Shakespeare wrote several plays.  
\quad \text{*It is said that Shakespeare is writting several plays.}
\item You usually find that these stories are false.  
\quad \text{*It is usually found that these stories is false.}
\end{enumerate}

This is evident from his failure to provide the correct subject verb concord in the second part of the passive form of sentence \(2_{II}\).

18% (8/45) of the second group of testees incorrectly used the present perfect tense in the second part of the following passive form of sentence \(4_{I}\):

\begin{enumerate}
\item They say that Shakespeare wrote several plays.  
\quad \text{*It is said that Shakespeare has written several plays.}
\quad \text{*It is said that several plays has wrote by Shakespeare.}
\quad \text{*It is said that several plays have been written.}
\end{enumerate}

This appears to have occurred because of mother tongue interference since, in the Persian language, the present perfect tense is usually used in a context as the second part of sentence \(4_{I}\). The above passive verbal groups in the present perfect tense have been considered to be the result of interlanguage error since no evidence was traced elsewhere in the tests in relation to the students' confusing the English passive verbal groups for the Persian active verbal group in the present perfect tense. On the other hand, has wrote was produced by one of the students in this particular group who has not apparently acquired the competence to form a passive verbal group in the present perfect tense. This is evident from his performance in Tests II and IIIb. He used the present participle of the verb to be (i.e. being) instead of the past participle of the verb to be (i.e. been) in the passive form of sentences (7) and (10) in Test II. Yet he employed the simple past and past continuous in the first and second...
passive forms of sentence (7) (in Test IIIb) respectively. The production of *wrote* is apparently due to his providing the past participle of the verb *to write* by analogy with the verb *to win* (i.e. *write* wrote *wrote* = *win* won won). He appears, however, to have a tendency to produce the past participle of the verbs in this fashion whenever he is not aware of the correct form. This is evident from his performance in Test II where he wrote *wore* as the past participle of the verb *to wear* in the passive form of sentence (5).

6% (5/90) of the students applied incorrect tenses in either the first or the second part of their passive sentences as a result of a slip since no evidence was found elsewhere in the tests with regard to this incorrect application of the rule. Yet two students among this particular group, who mistakenly used the simple present tense in the first part of their passive constructions, employed tenses in the second part which they thought were in agreement with the first parts. These students' responses are shown below:

Test IVa:

(2) They denied that they attempted to rob the Bank.
   *It is denied that they attempted to rob the Bank.

Test IVb:

(3) People hoped that the English football team would win.
   *It was hoped that the English football team is won.
   *It is hoped that English football team will win.

(5) We cannot guarantee that the company will deliver the goods safely.
   *It cannot be guaranteed that the goods are delivered safely

(6) They believe that the story was true.
   *It is believed that the story is true.

On the other hand, 9% (4/45) of the second group of testees seem to have inadvertently used the simple present and past tenses when passivizing the first part of sentences (1) and (2) as shown below:
People feared that the enemy had killed all the prisoners.
   *It is feared that all the prisoners were killed

They say that his paintings are beautiful
   *It was said that his paintings are beautiful.

This probably occurred because of the students continuing to use the above tenses in passivizing the first part of the sentences in Groups (I) and (II) whose tenses are the simple present and the simple past respectively. Accordingly, they employed the above tenses when passivizing the first part of one or both sentences (1_II) and (1_III) since, in Test IVb, they follow the active sentences given in groups (I) and (II) respectively.

7.4 THE INCORRECT PROVISION OR OMISSION OF ADVERBS

4% (4/90) of the students incorrectly used the adjectives beautiful and true in attempting to passivize the following active sentences:

They say that his paintings are (very)beautiful.
   *It is said that the paintings were painted very beautiful.
   *It is said that his paintings are drawn very beautiful.
   *It is said that the paintings has been painted beautiful.

The audience assumed that the play was a true story.
   *They were assuming that the story has been played true.

They believed that the story was true.
   *It was believed that the story was told true.

This may have occurred for either of the following reasons. First, the students may not be aware that an adjective can only stand on its own when it is used predicatively. Secondly, they might think that the above adjectives have the same form when used adverbially as is the case for fast.

One of the students (1% = 1/90) seems to confuse safely and safe as is evident from his answer below:

We cannot guarantee that the Company will deliver the goods safely.
   *It is not guaranteed that the goods would delivered safe.
On the other hand, another student from the whole group of testees (1/90) appears to confuse safe, safety and safely as is evident from his sentence which safety was used instead of safe:

(4/5) We cannot guarantee that the Company will deliver the goods safely.
*It was said that the Company could not guarantee the safety delivery of the goods.

It seems, however, that 2% (2/90) of the students confuse safety with safely as is evident from their responses shown below:

(4/5) We cannot guarantee that the Company will deliver the goods safely.
*It cannot be guaranteed that the goods would be delivered safety.
*It wasn't guaranteed that the Company is going to deliver safety the goods.

4% (4/90) of the students (including one of the students in the above group) used the adverb safely in the middle of the sentence as shown below:

(4/5) We cannot guarantee that the company will deliver the goods safely.
*It is not guaranteed that the goods will be safely delivered.
*It was not guaranteed that the goods safely delivered.
*It is told that the goods safely cannot be guarantee by the company.

Either of the following sources of errors may be responsible for this incorrect application of the rule:

(a) They may have used safely in the middle of the sentence by analogy with the adverbs of frequency which can occupy a position in the middle of a sentence.

(b) They may have employed safely in the middle of the sentence due to an interlanguage error since, in Persian, adverbs are usually placed in the middle of the sentence; they precede the verb although they sometimes occur at the beginning of the sentence.

2% (2/90) of the students are apparently unable to use adverbs of frequency in the middle of the sentence as is evident from the following erroneous passive sentences:
You usually find that these stories are false.

*It is found usually that these stories are written false.

*It usually is found that these stories are false.

Each of the above passive sentences was produced by a single separate student within this group.

21% (19/90) of the students omitted the adverb of frequency (i.e. usually) in the passive form of the first part of sentence \(\text{(7/2}_{\text{III}})\) as shown below:

\(\text{(7/2}_{\text{III}})\) You usually find that these stories are false.

It is found that these stories are false.

This occurred probably because they incorrectly assume that adverbs cannot be used in the impersonal passive.

Similar cause of error seems to be responsible for 2% (2/90) of the students' use of usually in the second part of their passive constructions one of this particular group of students however, appears to be unable to use adverbs of frequency in mid-position. The students' responses are shown below.

\(\text{(7/2}_{\text{III}})\) You usually find that these stories are false.

It is found that these stories are usually false.

*It is found that usually these stories were false.

7.5. CONCLUSION

The performance of these students in the passive tests, ranges from good to poor. Thus the data provide evidence that the students who have mastered the passive may not be good at other grammatical rules of the target language. Consequently, it appears that the semantic complexity of a foreign language is not the chief determinant of errors in these learners since the semantic complexity of a grammatical construction is often predicted by its linguistic complexity. Hashemeyan (1977), in his study on the language acquisition of two children speaking Persian Afghan, states that his results support Dulay and Burt's (1975) observation. That is the semantic complexity of a foreign language is not a source of problems to second language learners who attempt to adjust themselves to "a new set of constructional rules with which to express and communicate an excessive amount of the cognitively developed 'thoughts' that he already
possessed" (Hashemeyan, 338). Hashemeyan also points out that "the developed cognition", assisting the second language learner to discover the constructional rules of a target language, may also have a negative influence in that it prevents them from utilizing many foreign language elements of their native language. Hence he concludes that this results in "the omission of certain constituents, grammatical functors or surface elements such as adverbs, prepositions, articles etc or disorderly or unadult-like manifestations of such elements in the learners' speech" (Hashemeyan, 1977, 338). He also states that such errors cannot be remedied by the use of pattern drills or other instructional devices but by constant exposure to native conversations in a natural situation. Since there are similarities between the process of both the child and the adult learning a second language (see Chapter I, §1.2.2) a similar cause of error can be observed in the omission of the adverbs, articles, incorrect ordering of these items or failure to provide tense agreement correctly in the performance of our subjects. Like the children learning a second language, such errors of our adult learners of English do not appear to be remedied by means of pattern drills but by their constant exposure to native conversations in a natural environment. Our data, however, provide evidence that the motivation for learning a foreign language apparently plays an important role in the adult learners acquisition of the constructional rules of the target language, especially when the learners are exposed to a second language environment for a long time. This is because some of our subjects, who have been in Britain for 4 to 9 years - as is evident from their answers to item (9) in the questionnaire - have not yet acquired the correct form or use of the adverbs and tense agreement in the English language.
8. In this chapter an attempt is made to examine the Iranian learners' identification of the grammatical construction of the mutative passive (i.e., the passive verbal group which is formed with the verb to get and the past participle of a main verb). Here, we are interested in the rules which students apply in recognizing such constructions: do they make use of syntactic cues, i.e., whether they consider the combination of the verb to get + the past participle of a main verb as their syntactic cue for the recognition of mutative passive constructions. This study also verifies whether the students are misled by the personal goal used as their grammatical subjects since an interlanguage or intralingual error is involved in their recognizing such passive sentences; this will be discussed further on. Accordingly, Part I of Test V was designed to discover if the students employ a rule in identifying the mutative passive. In order to understand whether the students can discriminate between mutative passive constructions and active sentences which contain get and suggest obligation or acquisition, some such active sentences were included in this part of Test V. It was suspected that the students may confuse these active sentences for the mutative passive since they are not taught such sentences in Iran, and when they come to Britain they are confronted with a variety of constructions containing the verb to get. Evidently, they have to determine their meanings, functions, and usage. To investigate whether the students can produce mutative passive constructions, Part II of Test V was designed where the students were required to passivize the provided active sentences by using get. It was also meant to demonstrate whether or not they produce mutative passive negative and interrogative sentences by analogy with the ordinary passive constructions. If they do, then this would indicate the extent to which they are influenced by their knowledge of ordinary passive constructions.

8.1 A DISCUSSION OF THE ANALYSIS OF THE STUDENTS' ERRORS PRODUCED IN PERFORMING TEST V

The errors made in the two parts of Test V, concerning the students' failure to recognize and construct mutative passive sentences, will be discussed separately below:
This part of the test consists of six miscellaneous active and passive sentences which contain the verb to get. The test was devised to examine the students' identification of the mutative passive. Table I below shows the percentage number of students who succeeded in recognizing the given sentences as passive or active constructions or failed to do so.

Table I

<table>
<thead>
<tr>
<th>sentences</th>
<th>number of students as the percentage of total 45</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recognized</td>
</tr>
<tr>
<td>1. What time have I got to get there?</td>
<td>93</td>
</tr>
<tr>
<td>2. We got caught in the rain.</td>
<td>62</td>
</tr>
<tr>
<td>3. The ironing never gets done on Sunday.</td>
<td>93</td>
</tr>
<tr>
<td>4. What can I get you to drink?</td>
<td>91</td>
</tr>
<tr>
<td>5. You have got to clean your own shoes.</td>
<td>96</td>
</tr>
<tr>
<td>6. All the flowers got sent to the wrong house.</td>
<td>100</td>
</tr>
</tbody>
</table>

To explain the reason for the students' failure in recognizing the sentences, the active sentences (1), (4) and (5) are discussed first and then the passive sentences (2), (3) and (6).

7% (3/45) of the students failed to recognize sentence (1) as an active construction. Firstly, they seemed to have failed to recognize that this sentence expresses obligation. Hence, they apparently thought that the sentence is in the present perfect tense since it includes the infinite form of the verb to have. Secondly, they appear to have mistaken sentence (1) for those containing the causative get as in I got him to paint the door. Accordingly, they assumed that the to-infinitive to get, in sentence (1), is employed in the same way as the to-infinitive to paint used in the above example. Thus, on the one hand, they failed to realize that sentence (1) does not contain any object and on the other hand, they probably considered what time to be the object since it is used at the beginning of the sentence.
Hence, they did not realize that what time is the adverb of time and is placed in the initial position since sentence (1) is an interrogative construction. Thirdly, they may know that the causative get can be used in a construction which excludes the performer of the action as in I got the door painted. Thus, two different causes may be responsible for their considering sentence (1) to be a passive construction: firstly, they may be aware that the past participle used with causative get, as in the above latter example, is in a passive sense (as also claimed by Donne, 1975, 25). They also possibly know that a similar construction (i.e. get + object + past participle) may replace an ordinary passive construction although they may not be aware that such a construction occurs when related to some accident or misfortune as in The soldier got his leg amputated. Hence, they seem to think that the other kind of constructions which contain the causative get and the performer of the action, as is the case for the above former example, imply a passive sense too since both above examples have similar connotations. Secondly, they appear to know that the grammatical subjects in both of these sentences are not the performers of the actions. Thus, they incorrectly assume that these types of sentences which have causatives get are in the passive. The reason for making such an assumption can be seen from the following evidence defined for some of the students in this particular group. One of these students attempted to passivize sentence (6), in Part II of Test V, by analogy with those constructions which contain causative get although he apparently confuses the constituents of two possible sentences including the causative get as his following erroneous passive sentence indicates:

(6) Does snow block the road every winter?  
*Does the snow got to block the road every winter?

Another student in this group also incorrectly labelled sentence (4) as passive since the provided phrase I get you to drink in this sentence resembles constructions which contain causative get and the performer of an action, as in the above former example. Accordingly, he was misled by the presence of you which implies the person who may perform the action of drinking. In fact, these students correctly identified the active sentence (5) which contains have got to clean and implies obligation. This therefore, suggests that they are not familiar with the way in which such constructions are transformed into the interrogative form since they failed to identify sentence (1) as an active construction. This, however, does
not seem to be the case for the latter student mentioned above since he had first correctly recognized sentence (1) as an active construction and subsequently changed his mind and labelled it as a passive sentence. He only became confused by observing I got to get in this sentence which resembles constructions suggesting causation. Yet, he took no heed of the absence of an object in this construction.

4% (2/45) of the students failed to identify sentence (5) as an active construction. This apparently occurred for similar causes of error defined for the above group. Indeed, they seem to have thought that the present perfect tense is applied to sentence (5). This is probably because they were misled by the presence of the infinitive have which is used in combination with got and the to-infinitive to clean in this sentence. They, however, correctly identified sentence (1) as an active construction which is also comprised of the construction have + got + to-infinitive. Evidently, the students are familiar with the use of such a construction, but occasionally they seem to assume that have is an operator indicating the present perfect tense when a sentence contains have + got + to-infinitive as one of its component parts.

9% (4/45) of the students incorrectly labelled sentence (4) as a passive construction. Similar causes of errors defined for the former group of students appear to be responsible for half of this particular group of students considering sentence (4) to be a passive construction since it includes the construction I get you to drink. This is evident from their failure to recognize either of sentences (1) and (5) which connotes obligation but according to their assumption these sentences have similar form to those sentences containing causative get. The other half of this group of students seems to have been misled by the presence of what at the initial position of sentence (4). This is probably because they considered what to be the object of the sentence which is placed in subject position without realizing that what is a wh-pronoun used for forming an interrogative sentence. Accordingly, they did not pay any attention to the modal verb inversion in the case of English question transformation (i.e. can in case of sentence (4)). The reason for such an error could be due to their translating sentence (4) into the following colloquial Persian sentence:
In this case they assumed that what is equivalent to ciʒ-i (i.e. a thing/something/anything) and hence it is the object of the sentence. The fact that the modal verb inversion of sentence (4) was not taken into consideration results from the absence of such an inversion in the above Persian sentence. Indeed, the general pattern in constructing questions in informal speech is the application of a rising intonation at the end of the sentence. On the other hand, in writing and in formal speech, an interrogative marker is inserted at the beginning of a yes-no question (i.e. aya = whether) and a rising intonation is also employed at sentence terminal position. Thus, the inversion of word order is the characteristic of the English question transformation does not occur in Persian. The performance of these students, therefore, provides evidence to suggest they only rely upon the subject assignment rule (i.e. they regard a sentence to be in the active or passive form by seeking the type of subject used in it) in recognizing active or passive sentences when they experience a problem in identifying a construction. The assumption of such a cause of error became more evident when one of the students amongst this group was questioned on his error. In fact, the students failed to recognize sentence (4) alone among the whole active and passive sentences provided in Part I of Test V.

38% (17/45) of the students failed to recognize sentence (2) as a passive construction. This could have occurred due to either an interlanguage or intralingual error since the grammatical subject of this sentence is personal (i.e. we):

(a) The students may have been influenced by rare usage of the personal subject in the Persian passive constructions. In such cases, however, a third person singular plural is usually used as the subject of Persian passive constructions while sentence (2) includes the first person plural we as its subject.
(b) The students may have been misled by observing the personal subject we. Accordingly, they appear to have been influenced by the instruction given in text books on how the subject of a sentence has to be found; that is they should ask a question as Who did it/something. In this way, they appear to seek the subject by exploration of meaning context rather than of syntactic form.

Either of these defined causes could be responsible for the errors made by two students in this particular group. This is evident from their performance in Test I, where they considered nearly all passive sentences including personal subjects to be active constructions (see §3.1.1 and 4.1.1). On the other hand, the intralingual error appears to have resulted in the failure of one student in this particular group to identify sentence (2) as a passive construction. This was actually proven when the student was consulted.

Two out of seventeen students in this group demonstrated some dubiousness as to whether sentence (2) is in the passive form, for instance one of these students indicated the form of passive sentence (2) by writing "P.V." in front of it but subsequently replaced it by "A.V.". The other student labelled sentence (2) as an active construction but put a question mark in front of it. Indeed, he failed to recognize sentence (2) alone as a passive construction. The students' apparent uncertainty seems to be due to their recognizing that the verb group in sentence (2) is in the passive form. Yet they cannot determine the agent in the active form of this sentence. One can assume such a cause of error since they do not appear to have made a similar error in identifying the given passive sentences in Test I which contain personal subjects. They, however, failed to recognize some such sentences in Test I but the causes of their errors are different as described in §3.1.1 and 4.1.1. A similar cause may be responsible for eight of these students' errors where they incorrectly labelled sentence (2) as an active construction. This is evident from their performance in Test I where they failed to recognize some passive sentences, containing personal subjects for different reasons to their being misled by the presence of the personal subjects in those sentences.

7% (3/45) of the students failed to recognize sentence (3) as a passive construction. A single student among this particular group appears to assume that only the past form of the verb to get has to be used in the
mutative passive. This is evident from his using got in passivizing all active sentences provided in Part II of Test V regardless of what tense they contain. Yet, two students in this particular group seem to have been misled by observing the functor s used with the verb to get in sentence (3) which is in the simple present tense. Thus, they apparently thought that the verb to get is the main verb of the sentence and they did not pay attention to the past participle of the verb to do (i.e. done) which follows the operator get. One of these students labelled sentence (3) correctly but he subsequently indicated the sentence by "A.V." and hence he considered it to be an active sentence. This provides evidence that he was misled by the use of the operator get which has the functor s. Indeed, they employed the present form of the verb to get in passivizing the given active sentences, in Part II of this test, which are in negative and interrogative forms and the declarative sentence (4) whose tense is the simple present. Thus, this performance of the student indicates that they are aware of the usage of the present form of the verb to get in the mutative passive. Yet they appear to think that the verb to get cannot be inflected. This student's hypothesis might have been made by analogy with the fixed forms of the verb to be (i.e. am, is, are) used in ordinary passive constructions whose tense is the simple present. They seem to take no heed of their reference to subject number. Hence, they incorrectly assume that get alone without inflection has to be used in mutative passive verbal groups whose tenses are the simple present.

8.1.2 PART II OF TEST V

This part of Test V consisted of seven active sentences. The students were requested to transform them into mutative passive. The test is shown below:

Please change the following sentences into the passive by using get.

Example:

He broke the cup.
The cup got broken.

1. They changed the plan.
2. John did not introduce me to the host at the party.
3. Mary cleans the windows every Monday.
4. Has the secretary typed the letter?
5. Does snow block the road every winter?
6. Did you finish the work?
9% (4/45) of the students appear to think that the past and past participle forms of the verb to get (i.e. got) are to be used in the mutative passive. The justification for assuming such a cause of error is evident from their following responses:

(1) They changed the plan.
The plan got changed.

(2) John did not introduce me to the host of the party.
*I got not introduced at the party.
*I did not got introduced to the host at the party.
*I haven't got introduced to the host at the party.
   didn't get

(3) Mary cleans the windows every Monday.
*The windows got cleaned.
*The windows got cleaned every Monday (not the appropriate form)
*The windows got cleaned by Mary.

(4) Has the secretary typed the letter?
Has the letter got typed?

(5) Does snow block the road every winter?
*Got the road blocked by snow every winter?
*Does the road got blocked every winter?
*Does the road got blocked?

(6) Did you finish the work?
*Did the work got finished?

The above erroneous passive negative and interrogative sentences will be discussed further on. One of the students amongst this particular group not only inverted get into the initial position in the passive form of sentence (5) but also employed the past form of the verb to be (i.e. was) in passivizing sentences (2) and (6). This will be dealt with later. The use of both haven't got and didn't get in the passive form of sentence (2) provides evidence that a single student in this particular group is aware of using the infinitive of the verb to get (i.e. get) in the passive form of sentence (2) since it should be preceded by the contracted form of the operator did and adverb particle not. However, he incorrectly assumes that the past form of the verb to get (i.e. got) should be used in the mutative
Another student in this group also considered sentence (3) in Part I of Test V to be an active sentence since it includes the present form of the verb to get (see §8.1.1).

7% (3/45) of the students employed got in the passive form of sentence (3). This could be considered a slip since they did not make similar mistakes in passivizing the passive interrogative form of sentence (5) whose tense is the simple present. The incorrect use of got in the passive interrogative form of sentence (6) by 4% (2/45) of the students, is also the result of a slip since they correctly used the present form of the verb to get in the passive negative form of sentence (2) whose tense is the simple past.

In producing the mutative passive negative and interrogative, some students passivized one or all of the sentences (2), (5) and (6) by analogy with the ordinary passive negative and interrogative sentences. This occurred in two different ways:

(a) The use of the past form of the verb to be together with the adverb particle not in the passive form of sentence (2) and the production of the present and past forms of the verb to be (i.e. is, was) in the initial position of the passive form of sentences (5) and (6) respectively.

(b) The use of not after the past from of the verb to get in the passive form of sentence (2) and the inversion of the present and past form of the verb to get into subject position in the passive form of sentences (5) and (6) respectively.

The number of students who produced such erroneous passive constructions for each of sentences (2), (5) and (6) are shown in Table II overleaf:
Table II

<table>
<thead>
<tr>
<th>sentence number</th>
<th>erroneous passive constructions</th>
<th>number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2)</td>
<td>I was not introduced to the host at the party by John. I got not introduced at the party.</td>
<td>2, 4</td>
</tr>
<tr>
<td>(5)</td>
<td>Is the road get blocked every winter? Got the road blocked every winter? Got the road blocked by snow every winter?</td>
<td>2, 2</td>
</tr>
<tr>
<td>(6)</td>
<td>Was the work finished? Got the work finished?</td>
<td>2</td>
</tr>
</tbody>
</table>

The utilization of got in the initial position of the above deviant passive form of sentence (5) apparently results from the student's assumption that the operator got has to be used in mutative passive constructions, as discussed above.

Two students in this group, however, showed their doubt as to using the operator get or operators does and did in producing the mutative passive interrogative and negative. One of them incorrectly passivized sentence (5) by employing the present form of the verb to be (i.e. is) together with the infinitive of the verb to get (i.e. get) as shown in Table II above. He used the operator does but subsequently replaced it by is. On the other hand he correctly transformed the interrogative sentence (6) into the passive form although he first wrote had and subsequently used did. Yet the other student used got not instead of did not get in his deviant passive construction for sentence (2) as shown in Table II above. On the other hand he used the operators does and did together with the incorrect use of got in passivizing sentences (5) and (6). The reason for his incorrectly using got is similar to that of the above student. The student's erroneous passive sentences were previously illustrated.

2% (2/45) of the students made use of the present and past forms of the verb to be in order to produce mutative passive negative and interrogative sentences. He also kept the operators get and got in his passive sentences as shown below:

(3) John did not introduce me to the host at the party.
   *I was not got introduced to the host at the party by John.

(6) Does snow block the road every winter?
   *Is the road get blocked every winter by snow?

(7) Did you finish the work?
   *Was the work got finished by you?
All the above students correctly passivized the interrogative sentence (4) which is in the present perfect tense. They seem to have been influenced by the presence of the verb *has* in this sentence. This is because these students are exposed to spoken English in England where the lexical items *have/has got* are frequently used. Hence, these students appear to use these lexical items frequently and tend to employ the syntactic structure required by them; i.e. their permutated and negative forms. Accordingly, they appear to incorrectly assume that the operators *do*, *does* and *did* are only used in producing negative and interrogative sentences whose verb groups consist of a main verb in the simple present and past tenses.

On the other hand, one of the 45 students appeared to be unable to produce the mutative passive interrogative. This is evident from his versions of sentences (4), (5) and (6) as shown below:

(4) Has the secretary typed the letter?
   *Is the letter get typed? ?

(5) Does snow block the road every winter?
   *The road gets blocked every winter.

(6) Did you finish the work?
   *Has the work got finished?

Where he put two question marks in front of his provided erroneous passive form of sentence (4), he demonstrated his doubt as to using the present form of the verb *to be* (i.e. *is*) instead of *has* which expresses the present perfect tense employed in the active sentence (4). Contrary to this performance, he used the operator *has* in making a passive interrogative for sentence (6) whose tense is the simple past. The substitution of the simple present and the present perfect tenses for the present perfect and the simple past tenses in the deviant passive forms of sentences (4) and (6) respectively probably resulted from the student's awareness of the fact that the present perfect tense implies the occurrence of action in the past whose effect is apparent at present. Yet he appears to have made the above erroneous passive form of sentence (5) by analogy with the passive sentence (3), in Part I, whose tense is the simple present. This is evident from his using *is get* in his passive sentence which is subsequently replaced by *get's* and then *gets*. On the one hand, he seems to be aware that the verb *to get* is acting as an auxiliary verb in the mutat-
ive passive constructions required in the test; on the other hand, he apparently knew that in an interrogative transformation get cannot be inverted into subject initial position. Indeed, he correctly passivized sentence (2) into the mutative passive negative. This is probably because he was influenced by the presence of the operator did in the provided active sentence (2). Hence he may be unable to produce the mutative passive negative when he uses the English language in a spoken context.

7% (3/45) of the students used the simple past tense in transforming sentence (4) into the passive form as shown below:

(4) Has the secretary typed the letter?
*Did the letter got typed?

These students appear to assume incorrectly that only the simple present and simple past tenses are used in mutative passive constructions. This is probably because mutative passive constructions in the present perfect tense are rarely used and when they are in the declarative form they are hardly considered to be grammatical. Indeed, other kernel constructions containing the lexical items have/has got (e.g. I have got a book. Have you got a pen?) are used more than mutative passive constructions containing the present perfect tense. Accordingly if they have ever used or heard such passive constructions in the spoken context they have taken no heed of them due to incorrectly regarding them as kernel sentences containing the lexical items have/has got. In fact, the production of the deviant passive form of sentence (4) is the only error made by this group of students in performing Part II of Test V.

9% (4/45) of the students produced an ordinary passive construction in transforming sentence (1) into the passive form. Two of the four students also made correct mutative passive constructions for sentence (1). Yet a single student amongst this particular group substituted the operator was for the provided got in his attempt at this sentence. The production of ordinary passive constructions with the use of the verb to be (i.e. was) appears to be due to their having used or heard such passive constructions which are in a similar context to the passive form of sentence (1).

24% (11/45) of the students employed the agentives in three or almost all their responses although they were not required to do so. This apparently occurred since they have been influenced by being drilled on
passive constructions where they had to use "by-agentive" in their passive answers at the primary stage of learning the English passive voice. Accordingly, they appeared to regard the test as a sort of drill. On the other hand, 13% (6/45) of the students apparently employed "by-agentive" in the passive forms of any sentences (2), (4) and (5) in accordance with their knowledge of the principal factors which determine the use of "by-agentive" in passive constructions. Accordingly, they used the agentives in the passive form of the above sentences for the following reasons. The use of the agentive by John in the passive form of sentence (2) apparently occurred as a result of students attempting to prevent confusion in relation to change of the subject. This is because they apparently thought that the presence of the verb to introduce may not completely imply which of the people in active sentence (2) performed the action of introducing; i.e. whether it was John or I. Yet their application of by the secretary to the passive form of sentence (4) is probably due to providing a means to denote that it is the secretary not someone else (e.g. you/I) who has typed the letter. They seemed to assume that the subject of their passive sentences is less important than the agent. They also seem to be aware of the rule that when the agent is inanimate, it is usually presented as a "by-agentive" feature in a passive construction. Thus, they used by snow in the passive form of sentence (5). One of this particular sub-group of students replaced by winter for by snow which could be due to a slip since he correctly used the agentive by John in the passive form of sentence (2) whose active form includes three different people functioning as agent John, direct object me and indirect object the host. Indeed, he only included the agentives in the passive forms of sentences (2) and (5).

The infinitive of the main verbs was used in the passive forms of some of the provided active sentences in Part II of the test. Different causes are responsible for this incorrect application of the rule which will be discussed below.

Some students appeared to think that the past participle of the verb to clean and to block are formed in the same way as the past participle of the verb to put is made, i.e.

\[
\begin{align*}
\text{clean} & \quad \ast \text{clean} & \ast \text{clean} \\
\text{block} & \quad \ast \text{block} & \ast \text{block}
\end{align*}
\]
This is probably because the past participle marker (i.e. ed) is not distinctively pronounced in the past participle forms of the verbs to clean and to block. One is inclined to assume such a cause of error since they seem to be aware of using the past participle of a main verb in mutative passive constructions. Indeed, they correctly employed the past participle of the main verbs in passivizing all given active sentences except sentences (3) and (5) which include the verbs to clean and to block respectively. 4% (2/45) of the students produced the incorrect past participle for the verb to clean but 2% (1/45) of the students used the incorrect past participle of the verb to block. Such a cause of error became more evident when this student was questioned on his error.

9% (4/45) of the students employed the infinitive of the main verbs in the passive form of one or both sentences (3) and (5). This apparently occurred because the students attempted to express the simple present tense which is provided in the active sentences (3) and (5). Accordingly, they do not seem to know that one of the functions of the verb to get (apart from implying a change from one state to another) is to indicate the tense applied to a mutative passive construction. Hence, the use of get in their passive sentences already expresses the simple present tense. It is, however, evident from their performance in the test that they are aware of using the past participle of a main verb in mutative passive constructions since they employed the past participle of the main verbs in all their correct passive constructions. A single student in this particular group attempted to passivize sentence (5) by analogy with constructions which include causative get (see §8.1.1). This is probably because he encounters a problem in producing the mutative passive interrogative in the simple present tense. One of the students amongst this particular group used the infinitive of the main verbs to introduce and to finish in the passive forms of sentences (2) and (6), as his following versions of these sentences show:

(2) John did not introduce me to the host at the party.
   *I did not get introduce to the host at the party.

(6) Did you finish the work?
   *Did the work get finish by you?

The student appears to have produced the above passive sentences by analogy with the active negative and interrogative past sentences which include
the operator did together with the infinitive of a main verb. Hence, he mistakenly employed the infinitives introduce and finish. Thus, he does not seem to have known that his using get and the operator did suffice for the presentation of the simple past tense in the above passive constructions. Such a cause of error may be assumed since he seems to know that the past participle of a main verb should be employed in mutative passive sentences and he does not appear to have used false past participles.

One of the 45 students employed incorrect tenses in passivizing sentences (1), (2), (4) and (6) as shown below:

(1) They changed the plan.
   *The plan has got finished.

(2) John did not introduce me to the host at the party.
   *I had not got introduced to the host by John.

(4) Has the secretary typed the letter?
   *Had the letter got typed by the secretary?

(6) Did you finish the work?
   *Has the work got finished by you?

As the above passive constructions indicate, the student shifted the tenses accordingly, he appears to have applied the rule for changing sentences from direct into indirect speech to his passive sentences. In fact, he appears to lack the skill in using back-shifted preterit (i.e. the past perfect tense used in the indirect speech, also see Jespersen, 1966, 260). This is evident from the above passive forms of sentences (1), (2) and (6) since he used the past perfect tense in the passive form of sentence (2) while he employed the present perfect tense in the passive forms of sentences (1) and (6). Hence, he is uncertain about whether to use the past perfect tense or the present perfect tense, when shifting the simple past tense in the act of changing a sentence from direct into indirect speech. He correctly passivized sentences (3) and (5) which are in the simple past tense. The fact that he did not shift the tenses of these sentences in his responses is apparently due to his incorrect assumption that the simple present tense which expresses a repeated action every day or on every occasion due to a habit, cannot be shifted. The assumption of such a cause of error became more evident when the student was questioned on
his error in relation to shifting the tenses. This incorrect supposition of the student results from his failure to recognize that the referred action, at the time of narration, happened, had happened, or would happen. This intralingual error could be the result of the students confusing one rule of the target language with another since the acquisition of both rules are equally difficult; if it is not at the present it was surely at the primary stage of learning the rules. Indeed, he correctly identified all provided sentences in Part I of Test V. Thus, he is probably capable of producing both indirect statements and passive constructions when he uses the English language in real contexts. Yet he may not know the mechanism of converting a sentence from direct into indirect speech or transforming an active sentence into the passive form. This is because he has been in Britain for some years and has been studying for "A level", first degree and M.Sc. courses, as is evident from his answers to item (9) and (11) of the questionnaire.

4% (2/45) of the students placed the indirect object (i.e. the host) in subject position in the passive form of sentence (2) as shown below:

(2) John did not introduce me to the host at the party.
    *The host did not get introduced at the party.
    *The host at the party did not get introduced.

This probably occurred due to the students' confusing which one of the two people was introduced to the other.

One of the 45 students omitted the indirect object to the host and the adverb of place at the party in the passive form of sentence (2). This is probably because he becomes so involved in selecting the correct grammatical subject of the passive sentences (i.e. goal) and producing correct passive verbal groups that he tends to ignore other components of the active sentences when he transforms them into the passive form. This is evident from his omission of the adverb of time every Monday in the passive form of sentence (3) and his substituting every day for every winter in the passive form of sentence (5).

8.2 RESULTS AND FINDINGS OF THE STUDY

The results obtained from studying Test V support the original hypotheses. It was suspected that there would be confusion in relation to recognition
of mutative passive constructions and active sentences suggesting obligation and acquisition. Such a confusion did not arise. Nevertheless, there was confusion but it proved to be of a different nature (see §8 and 8.1.1). This will be discussed further below (§8.3.3). The source of some errors traced were not predicted at the time of designing the test, for instance:

(a) The inflected form of the verb to get in expressing the simple present tense and the third person singular mistakenly thought to be the main verb.

(b) The students' assuming the past and past participle forms of the verb to get are only used in mutative passive constructions.

(c) The use of the infinitive of the main verbs in mutative passive constructions whose tenses are the simple present or when their negative and interrogative forms are in the simple present tense.

(d) The shifting of the tense in the mutative passive, etc.

The causes of these errors will be referred to again in the appropriate parts of this section.

8.2.1 THE USE OF SYNTACTIC CUES IN THE RECOGNITION OF MUTATIVE PASSIVE SENTENCES

The data provide evidence that all students make use of the combination of the verb to get + the past participle of a main verb in identifying mutative passive constructions. However, some may fail to recognize such passive verbal groups when the verb to get is in the simple present tense since they incorrectly assume that only the past and past participle of the verb to get has to be used in mutative passive verbal groups, as is completely evident from the performance of one of the 45 students (see §8.1.1 and 8.1.2). On the other hand, some students confuse the operator get for the main verb when it is inflected in the simple present tense and hence takes the third person singular ending (i.e. s) to indicate third person singular. They apparently think that the present form of the verb to get has to be employed without inflexion in mutative passive verbal groups. It seems that this assumption was made by analogy with the fixed forms of the verb to be (i.e. am/is/are) in the ordinary passive constructions which are in the simple present tense. Accordingly, they do not appear to realize that the verb to be is an irregular verb whose forms differ in agreement with the subject number.
8.2.2 DO MUTATIVE PASSIVE SENTENCES CONTAINING PERSONAL SUBJECTS LEAD TO IRANIAN LEARNERS' INCORRECT IDENTIFICATION OF THE MUTATIVE PASSIVE?

The data provide evidence that some of the students fail to recognize mutative passive sentences which include personal subjects. This error has, however, three different sources. Firstly, some students appear to be influenced by the rare occurrence of a personal subject in Persian passive sentences. Indeed, the third person singular or plural form is mostly employed as the grammatical subject of Persian passive constructions and it is also the case for personal subjects. Secondly, when some students observe a personal subject, they seem to be inclined to seek the subject by the instruction given in text books on how the subject of a sentence is to be found; that is, they should ask the question Who did it/something. Hence, they confuse a passive sentence with an active construction since they explore the subject in accordance with the meaning context rather than the syntactic form. Thirdly, they may consider a passive sentence, which includes a personal subject, to be an active construction since they are not capable of discovering what would be the agent in its active form.

8.2.3 CAN IRANIAN LEARNERS DISTINGUISH BETWEEN MUTATIVE PASSIVE CONSTRUCTIONS AND THOSE ACTIVE SENTENCES CONTAINING THE VERB TO GET AND EXPRESS OBLIGATION OR ACQUISITION?

The data indicate that students appear to be capable of distinguishing between mutative passive sentences and those active constructions which include the verb to get and suggest obligation or acquisition. This is because most of the students who failed to identify such active sentences correctly recognized all mutative passive sentences (2), (3) and (6) although some of these students considered either of sentences (2) and (3) to be an active construction. As discussed in §8.2.1 and 8.2.2, the incorrect labelling of their sentences is not the result of students confusing the structure of mutative passive constructions for the active sentences expressing obligation and acquisition especially when the latter meaning is implied in a question transformation as is the case for sentence (4) in Part I of Test V. The study, however, provides the evidence that the students' failure to recognize the given active sentences results from their confusing such constructions for those which contain causative get since the construction of this type of sentence resembles those implying causation; e.g. subject + get + performer + the infinitive of a
main verb as in I got him to paint the door. They appear to think that this type of construction either suggests a passive notion or it is in the passive form for the following reasons. Firstly, they observe that the grammatical subject of this construction is not the performer of the action. Secondly, they consider this sentence to be in the passive form or to express a passive notion by analogy with its equivalent construction which contains a causative get but excludes the performer of the action as in I got the door painted. Either of the following suggestions could contribute to the reason for their regarding this construction as a passive sentence. Firstly, they may be aware that the past participle used in such constructions implies a passive notion. Secondly, they probably know that such a sentence could be substituted for an ordinary passive sentence although they may not have understood that such a replacement occurs when it concerns some accident or misfortune as in The cat got her tail singed through sitting too near the fire. Thirdly, they consider this sentence to be in the passive form since it includes the verb to get and the past participle of a main verb, as is the case for mutative passive constructions. Fourthly, they apparently think that it is in the passive form since the grammatical subject of this sentence is not the performer of the action. Indeed, they confuse sentences suggesting obligation for those suggesting causation since they regard the verb to have as an operator which expresses the present perfect tense. Evidently, the students cannot discriminate between mutative passive constructions and those active sentences which convey causation. Accordingly, active sentences which consist of similar constructions to those including causative get (i.e. subject + get + performer + the infinitive of a main verb) may be considered to be in the passive form since the students mistake these types of sentences for those which imply causation and considered to be in the passive form. Evidence in the data indicates that the students may use an active construction, including causative get, instead of a mutative passive sentence when they experience a problem in producing such passive constructions, as is the case for one of our subjects (see §8.1.1 and 8.1.2). This indicates a tendency to recognize a passive sentence by exploration of meaning context rather than syntactic form.
8.2.4 HOW DO IRANIAN LEARNERS RELATE THE RECOGNITION OF PASSIVE SENTENCES TO SUBJECT ASSIGNMENT RULE?

The study of the students' errors in performing Test I and Part I of Test V provides the evidence that some students interpret passive constructions in relation to subject assignment rule (i.e. they regard a sentence to be an active or a passive construction by searching for the type of the subject used in it.). They, therefore, consider a sentence to be in the passive form in either of the following ways.

(a) Some think that only non-personal subjects are used in passive constructions (see §3.1.1, 3.1.3 and 6.4 for the students' incorrect labelling of sentence (10), i.e. The book is easy to see in Test I).

(b) Some consider a sentence to be in the passive form if its deep and surface subjects are different (see §3.1.1 and 6.4 for the students' failure to identify sentence (10) in Test I).

(c) Some seek the agent in the active form of a passive sentence, as is the case for their failure to recognize sentence (2) in Part I of Test V (see §8.1.1).

(d) Some regard a sentence to be in the passive form if its grammatical subject is not the performer of the action implied by the sentence, as is the case for their incorrect assumption that active sentences containing causative get are in the passive form (see §8.1.1 and 8.2.3).

(e) Some seek the subject in relation to meaning context rather than syntactic form (see §3.1.1, 4.1.1, 6.3, 8.1.1 and 8.2.2).

(f) Some rely on observing a non-personal subject when they experience a problem in recognizing the form of a sentence (see §4.1.1).

8.2.5 CAN IRANIAN STUDENTS PRODUCE THE MUTATIVE PASSIVE?

Evidence from the data indicates that most of the students can produce mutative passive constructions. There are, however, some students who appear to think that the past and past participle of the verb to get alone can be used in mutative passive sentences. On the other hand, there are some students who produce the mutative passive negative and interrogative by analogy with the ordinary passive negative and inter-
rogative constructions. The ways in which they produced such passive constructions are as follows:

(a) They substitute one form of the verb to be (depending upon the tense expressed in the active constructions) for the verb to get and hence produce ordinary passive constructions instead of mutative passive sentences, e.g.

I was not introduced to the host at the party.
Is the road blocked every winter?

(b) They employ the adverb particle not after the verb to get in making the mutative passive negative. Yet, they invert the verb to get into initial position in forming mutative passive interrogative, e.g.

*I got not introduced to the host at the party.
*Get the road blocked every winter?

(c) They make use of a form of the verb to be in producing the mutative passive negative and interrogative while they retain the verb to get to indicate the change or mutation implied by the mutative passive, e.g.

*I was not got introduced to the host at the party by John.
*Is the road get blocked every winter?

Such erroneous productions of mututive passive constructions occur when their corresponding active sentences are in the simple present and past tenses. This is probably due to their incorrect assumption that the operators do, does and did are only used in negative and question transformations when the verb group of a sentence consists of a single verb in its present or past form. On the other hand, in producing the mutative passive negative and interrogative whose tense is the present perfect they are apparently assisted by the presence of either of the operators have and has in the passive verbal group (e.g. have/has got typed).

There is, however, a case that one of our subjects (2% = 1/45) seems to be incapable of producing any kind of mutative passive interrogative sentences. Accordingly, he is inconsistent in producing such passive sentences. In transforming active sentences into the mutative passive interrogative he may use the verb to be or the verb to have without taking the tense provided in the active sentence into consideration (see §8.1.2). He may also abandon
the attempt to produce interrogative transformations. This student produced a correct mutative passive negative for sentence (2). It is suspected that he correctly transformed sentence (2) into the passive form since he was assisted by the presence of the operator did in this active sentence. Evidently, students who are incapable of producing the mutative passive interrogative might also be unable to make a mutative passive negative construction when performing the language in a real spoken context.

8.2.6 ARE IRANIAN LEARNERS AWARE OF USING THE PAST PARTICIPLE OF A MAIN VERB IN MUTATIVE PASSIVE CONSTRUCTIONS?

There is evidence in the data that all Iranian students are aware of employing the past participle of a main verb in mutative passive constructions. Yet, some students used the infinitive of main verbs for the following reasons.

(a) Some students may produce incorrect past participles for regular verbs since the past participle marker ed in such verbs is not distinctively heard when it is pronounced. Accordingly, they incorrectly assume that the past and past participle of such verbs are formed in a similar way to the past participle of some irregular verbs as to put and to cut (see §8.1.2).

(b) Some students incorrectly assume that the infinitive of a main verb has to be used when a mutative passive sentence is in the simple present tense. This is probably because they are unaware that one of the functions of the verb to get in mutative passive verbal groups (except implying a change from one state to another) is to express the tense employed in them.

The evidence indicates that one of our 45 subjects tends to use the infinitive of the main verbs in the mutative passive negative and interrogative together with the present form of the verb to get since he uses the operator did in such passive sentences. This actually occurs due to his producing these types of sentences by analogy with active past negative and interrogative sentences in which the operator did and the infinitive of main verbs are used. Accordingly, he does not seem to know that the infinitive of the verb to get alone has to be used when the operator did is employed in producing mutative passive negative and interrogative constructions since the verb to get expresses the tense employed in mutative passive sentences.
8.2.7 ARE IRANIAN LEARNERS AWARE OF THE FACTORS DETERMINING THE USE OF "BY-AGENTIVE" IN PASSIVE CONSTRUCTIONS?

Evidence from the data indicates that some students appear to know that a "by-agentive" phrase is not always used marginally in passive constructions. Accordingly, they are aware that the "by-agentive" is used in passive constructions for either of the following purposes:

(a) To avoid a change in a passive sentence; e.g. He arrived in London, where he was met by his friend.

(b) When the subject of a passive sentence is less important than the agent.

(c) Where the agent is inanimate.

They seem to be optional in employing the "by-agentive" in relation to the above category (a). Hence, when they think there is a possibility of a change of subject they use the "by-agentive". This is evident from their producing the passive form of sentence (2) in Part II of Test V, since they seem to assume that the verb to introduce may give rise to confusion as to which noun indicated in this sentence performed the action of introduction.

8.2.8 ERRORS FOUND IN TEST V

The data provide evidence that a student (2% = 1/45) employs the rule of converting a sentence from direct into indirect speech (i.e. the tenses are shifted) when he transforms active sentences into passive forms (see §8.1.2). This could be due to his confusing one rule of the target language for another since the mechanism of providing both constructions are equally difficult for him.

The study provides evidence that the indirect object instead of the direct object may be placed in subject position in the passive form of an active sentence as the result of confusion arising from the type of verb used in the active sentence, as is the case for the performance of 4% (2/45) of the students in our study where the verb to introduce gave rise to their mistaking the direct object for the indirect object (see §8.1.2).
Evidence indicates that a student may become so involved in producing mutative passive verbal groups and choosing the correct grammatical subject (i.e. goal) that he tends to pay no attention to the other components of the active sentence he passivizes. Accordingly, he either omits or misuses these items (e.g. adverbs, indirect objects) which are not of vital importance in transforming active sentences into passive forms or where their absence does not alter the meaning of the clause, as is the case for a single student (2% = 1/45) amongst our subjects who omitted the indirect object and adverbs of time in the passive form of sentence (2) while he replaced every day for every winter in the passive form of sentence (3) (see §8.1.2).

There is also evidence in the data that all the Iranian students are familiar with statements which suggest obligation and contain the construction have got to. Some of them, however, are not aware of the rule for transforming them into the interrogative form (see §8.1.2). Nevertheless, some occasionally confuse the infinitive of the verb to have with an operator expressing the present perfect tense (see §8.1.1).

8.3 AN ANALYSIS OF ERRORS NOT RELEVANT TO PASSIVE CONSTRUCTIONS

This section discusses briefly the errors which are not relevant to mutative passive constructions but which became evident in the process of studying the students' performance in Test V. There will also be the suggestion of solving the students' problems which give rise to their failure to make correct mutative passive constructions.

8.3.1 ERRORS TRACED IN RELATION TO INCORRECT PRODUCTION OF NEGATIVE AND INTERROGATIVE PAST STATEMENTS

One of the 45 students employed the past form of the verb to get in the passive forms of the negative and interrogative past sentences (2) and (6) as shown below:

(2) John did not introduce me to the host at the party.
    *I did not got introduced to the host at the party.

(6) Did you finish the work?
    *Did the work got finished?
The student appears to be aware of the function of the verb to get in mutative passive constructions; i.e. different forms of the operator get express the tense employed in such passive constructions. However, he used the past form of the verb to get due to the common error made by Iranian learners of the English language; i.e. the students have a tendency to employ the past form of a main verb together with the operator did in negative and interrogative past statements. This type of error is common among Iranian students who are at the primary stage of learning such constructions. This error appears to occur due to either of the following causes. Firstly, it could be the result of mother tongue interference since the past form of the verb is also used in interrogative and negative past statements. Indeed, in Persian no subject verb inversion occurs in the question transformation and no operator is used to facilitate the production of the negative statement. As discussed in §8.1.2, a rising intonation is applied at the end of a question sentence. Secondly, the use of the infinitive of a main verb may be considered to be redundant since the students appear to assume that the form of the main verb has to express the tense, as is the case for past declarative statements. Nevertheless, the operator did is employed to indicate the negative and interrogative transformation which is in the past tense. Some students, however, are aware of the rule but occasionally produce this error especially when they perform the spoken English. This is probably because they do not have enough practice in speaking the English language when in Iran. This could be the case of our subject since he has been in constant exposure to native conversation for only one and a half years as is evident from his answer to item (9) of the questionnaire.

8.3.2 ERRORS TRACED IN RELATION TO THE OMISSION OF AN ADEVERB

9% (4/45) of the students omitted the adverb of place at the party in the passive form of sentence (2). This could be due to either a slip or the students' assumption that their using the host already implies the gathering of some people for a special purpose, for example a party.

8.3.3 ERRORS TRACED IN RELATION TO THE OMISSION OF AN INDIRECT OBJECT

9% (4/45) of the students did not employ the indirect object to the host. This could be due to either a slip or the students being influenced by a similar Persian construction as in:
mān to-y-e mihmani mo‘ārefi nā-jod-ām
neg pref-root-1st sing
introduction got/became
did not introduce

I in/-ezafe party (compound "sirure" verb(vi))

'I did not get introduced at the party.'

Such a sentence, which is in the active form but implies a passive notion, generally suggests that the speaker (e.g. I in the above example) did not get introduced whether it is to all or most of the people at the party. If the speaker would like to be specific and state to whom he did not get introduced he may say:

Āli mān-ra be sahebxane
Ali I marker to host/hostess
mo‘ārefi nā-kārd
neg introduction pref-did/made
did not introduce

'Āli did not introduce me to the host.'

There is also another active sentence which implies a similar meaning to the former example, such as:

Āli mān-ra to-y-e mihmani
Ali I -def DO in/-ezafe party
marker at
mo‘ārefi nā-kārd
neg introduction pref-did/made
did not introduce

'Āli did not introduce me at the party.'

The former sentence is notionally passive as the result of including the "sirure" verb jodān which implies a change from one state to another and causation.
The performance of these students in the production of the mutative passive ranges from poor to very good. Evidence in the data indicates that students who are good at the production of such passive constructions may not be good at other grammatical rules. Here, the negative influence of developed cognition once more becomes obvious (see Chapter VII, §7.5) when the learners have been hindered in employing the foreign element of their native tongue. Hence, the omission of an adverb may take place in the students' performance. As discussed in Chapter VII, §7.5, this sort of error could be prevented by their being exposed to native conversation in a natural environment.

Foreign learners try to adjust themselves to a new set of constructional rules in using a foreign language and exposing their cognitively developed thoughts they already possess. The data provides evidence that these learners may be influenced by the rules of their first language. Accordingly, interlanguage errors may occur when the learners encounter some problems due to the semantic complexity or the intricate grammatical rules of the target language. Thus errors such as the omission of the indirect object or the prediction of the incorrect negative and interrogative past statements may occur in the learners' performance. Indeed, errors of this type do not seem to be remedied by the use of pattern drill when they are produced by students who are at the advanced level. This problem could be solved by their being in constant exposure to conversation in a natural environment.
CHAPTER IX

DISCUSSION OF PEDAGOGICAL IMPLICATIONS

In this study of Iranian learners' errors, we explained briefly the approaches of two major schools of linguists to the problem of language teaching: Structuralism and Transformational-Generative Linguistics (Chapter I). We were also concerned with the explanation of Iranian learners' errors and the systems employed in their use of the English ordinary and mutative passive constructions (Chapters III, IV, V and VIII). The results obtained from the study were discussed in Chapters VI and VIII (§8.2). Our approach was that of error analysis but not of a straightforward contrastive analysis. It was proved that mother tongue interference was not the only factor responsible for errors, there was also interference between the forms of the English language: in phonetics, syntax and lexis. Iranian teaching techniques were also another source of errors. We have now reached a point in our investigation when it should be possible to make some pedagogical recommendations based on the information obtained about our students' knowledge of the passive constructions.

This chapter attempts to suggest some practical recommendations which could fill the gap between the knowledge and skills we judged the learners possess and those which were considered to be desirable for them to have. Accordingly we have capitalized on the systems that our students create, by discovering the strategies they are using. It is, therefore, hoped that Iranian learners of English will be provided with constructive feedback which permits them to modify their systems in the direction of mastering the norms of the English passive voice. The teaching materials proposed are not ranked according to the learning difficulty of the English passive voice since our students' degree of competence varies (their performances range from very good to poor) and because the objective of our research was restricted to the verification of grammatical competence. However, the instructional recommendations will be presented according to syntactic complexity of the passive constructions. Hence the descriptions of grammatical items, with a view to teaching them, are graded from the simplest to the most complex and from known to unknown since this is the adopted learning strategy by both the child and the second language learner when acquiring a native or a target language. It appears that this type of presentation of teaching materials is helpful and brings
effective results. In the process of implementing appropriate methods of teaching syntax, pedagogical suggestions will be given, whenever necessary, for teaching lexis and sound systems on the basis of the chief determinants of the errors discovered. No attempt is made to emphasize any particular teaching method since a skilful teacher is often aware of different methods of teaching and he can use any of them whenever necessary depending upon the feasibility of the application of a theory in a particular circumstance and upon his students' needs in acquiring a specific part of the grammar of the target language.

9.1 A DISCUSSION OF ORDINARY AND MUTATIVE PASSIVE CONSTRUCTIONS FOR TEACHING PURPOSES.

This section concentrates on teaching passive constructions which contain ordinary and mutative passive verbal groups. It also emphasizes the description of those component parts of the passive which stood out as our students' errors. The pedagogical recommendations are offered for teaching the English passive to adult Iranian students who are within the age limit of 15 to 22. This is due to the following reasons: firstly, the English passive is often introduced to the students when they are at the secondary stage of their education and their ages range from 15 to 18 years old. They also come in contact with the use of this grammatical pattern in their textbooks when they study at university. Secondly, the errors cited in this study are from the performance data of those students who were first taught the English passive voice at the secondary stage. The teaching suggestions given for any particular grammatical structure are categorized into different lessons; each lesson will be discussed separately below.

Some of the activities which are involved in using the instructional materials for the lessons are the same. To prevent repetition those activities which are explained in one lesson, will not be taken up in the next lessons but whenever it is necessary reference will be made to them. In order to describe the grammatical rules with a view to teaching them, we have suggested the shortest and the simplest way possible so that it can be grasped by the students easily. Grammarians have always suggested this system. Indeed, the child who learns a language does not appear to take a long route if a shorter one is available. Moreover, the explanation of grammatical rules for clarifying the structural patterns of a language is confirmed by Oskarsson (1973, 261) who investigated the effects of audio-lingual and cognitive theories on teaching the grammar of a foreign language.
to adult students. He points out that "adult learners acquire grammatical skill in a foreign language better by a cognitive method than a teaching technique based exclusively on the principles of habit-formation. He also claims that "explanations clarifying the structure of foreign language are worthwhile even at the expense of some functional practice in the language". He, therefore, suggests that the teaching technique based on the audio-lingual theory should not overrate pattern drill, repetition and mimicry-memorization. In this study, the group of students who were taught by the cognitive method score higher on four out of five structures and one of these four structures was the English passive voice. The instructional recommendations, here, do not give any preference to either of the cognitive and audiolingual theories but both theories are the basis of our teaching suggestions, whenever necessary, depending upon the students' need in acquiring a particular part of the structure of the English passive.

9.1.1 LESSON 1: THE PASSIVE VOICE

This lesson is organized around the production of the passive construction and its use in legitimate and meaningful context.

To explain how the passive transformation involves an alteration in the position of the subject and the object as well as the addition of the preposition by, the teacher can adopt the following procedure: he writes an active sentence on the blackboard (e.g. John took the book.). Then, he says that the three elements; i.e. subject, verb and object, are in three dishes. In order to transform the sentence into the passive form, we need to swap the contents of the dishes which contain the subject and the direct object. Then he changes their positions. He also needs to say that the subject takes the preposition by when it swaps its place with that of the direct object. The subject often does not occur in place of the object when it gives its place to the object. However, the verb remains in the same place but its form changes. The students should be told that the verb is then used in its past participle form and it is also preceded by a form of the verb to be and implies the same tense employed in its corresponding active form. The verb to be should also be in agreement with the number of the object which is placed in the initial position in the passive. When the teacher explains the alterations involved in producing the passive transformation, he can present it on the blackboard as follows:
To explain the semantic role of the subject and the object the teacher needs to describe that the subject in such active sentences is the performer and the causer of an action which happens but the direct object, the participant which is affected by the happening denoted by the verb. It should also be explained to the students that the direct object does not necessarily need to imply a material thing but it can also refer to a person or an animal. Then the teacher should exemplify two active sentences in which a person and an animal represent the affected participants as in John saw Mary and John killed the lion. Then he has to passivize them in the same procedure adopted in his first example and so this shows that such participants affected by the action also move into subject position under the passive. Accordingly, the teacher prevents the students from forming a false hypothesis and they will not consider the literal meaning of object (i.e. a material thing) to be the semantic of the grammatical terminology, i.e. the direct object. Such a description will, in fact, facilitate their comprehension of the passive and they will not confuse a passive sentence, which contains a personal subject, for an active sentence. Indeed, semantic orientation of the grammatical study is recommended by Garner and Collins (1980) who undertook a study to investigate what is intrinsic to traditional grammar which makes grammar so hard and almost unlearnable. They put forward their view that:

".... any aspect of grammatical study which shed light on the construction of language as a means of exchanging meanings is valuable .... it is clear that any study of language structure in schools must be semantically oriented."

(Garner and Collins, 1980, 29)

It is also necessary that the students acquire the meaning of the passive. It should be explained to the students that the passive suggests the process of an action which has occurred and direct attention to the existence of an alteration from one state to another. It is also used to shift the emphasis away from the subject noun phrase to the object noun phrase. Indeed, further activities (discussed in more detail below) which are expected from the teacher and the students should also elucidate the meaning of the passive and the direct object.
To familiarize the students with different forms of the verb *to be*, the teacher needs to explain that the verb *to be* takes the same form as those of the active forms of a main verb which is conjugated in different tenses. In order to be explicit, he needs to ask his students to conjugate a verb, for example the verb *to take*, in all tenses which are allowed by the passive (see §2.1.1 for the explanation of the use of tenses in passive constructions). Accordingly, he should ask his student to conjugate the verb *to be* in the same tenses he had asked in the conjugation of the main verb (e.g. *to take*). To avoid confusing the students, the teacher should explain that the verb *to be* in the progressive tense, unlike a main verb, does not occur in the active. Then he needs to provide the students with a chart in which the forms of the verb *to be* and the main verb, which are used in the active and passive sentences, are underlined. The chart should also contain formulae which present the form of the active and passive verbal groups in various tenses. The chart is shown below:

Table I

<table>
<thead>
<tr>
<th>Passive</th>
<th>Active</th>
</tr>
</thead>
<tbody>
<tr>
<td>The books/book are/is taken.</td>
<td>They/He take/takes the book/books.</td>
</tr>
<tr>
<td>The books/book are/is being taken.</td>
<td>They/He are/is taking the book/books.</td>
</tr>
<tr>
<td>The books/book were/was taken.</td>
<td>They/He took the book/books.</td>
</tr>
<tr>
<td>The books/book were/was being taken.</td>
<td>They/He were/was taking the book/books.</td>
</tr>
<tr>
<td>The books/book have/has been taken.</td>
<td>They/He have/has taken the book/books.</td>
</tr>
<tr>
<td>The books/book will be taken.</td>
<td>They/He had taken the book/books.</td>
</tr>
<tr>
<td></td>
<td>They/He will take the book/books.</td>
</tr>
</tbody>
</table>

The simple present tense: noun + am/is/are + past participle of a main verb

The present continuous tense: noun + am/is/are + being + past participle of a main verb

The simple past tense: noun + were/was + past participle of a main verb

The past continuous tense: noun + were/was + being + past participle of a main verb

The present perfect tense: noun + have/has + been + past participle of a main verb

The past perfect tense: noun + had + been + past participle of a main verb

The future tense: noun + shall/will + be + past participle of a main verb

The simple present tense: noun + main verb/main verb + s

The present continuous tense: noun + am/is/are + main verb + ing

The simple past tense: noun + past form of a main verb

The past continuous tense: noun + were/was + main verb + ing

The present perfect tense: noun + have/has + the past participle of a main verb

The past perfect tense: noun + had + the past participle of a main verb

The future tense: noun + shall/will + main verb
The teacher can use visual aids, like those used in our study, to help the students to produce passive constructions. He should present some pictures and ask the students collectively to answer questions about the pictures. The students should be furnished with the same procedure that was used in our study. For example, the teacher holds up the picture of a girl who is eating a biscuit and asks "What is the girl doing?" and asks the students to respond with "The girl is eating a biscuit". He then asks "What is happening to the biscuit?" and the students should answer "The biscuit is being eaten". To make the students produce active and passive sentences in other tenses, some other procedures can be employed. For example, the teacher can ask one of the students to close the window and go back to his seat. He then asks the above questions to elicit active and passive sentences from the students. To furnish the students with active and passive constructions in the present perfect tense, the teacher can show a letter that he has written and asks the same questions in order to hear the students' replies. This procedure should be continued by a short lapse in time so that the students can assimilate the distinction of the meanings suggested by the active and passive constructions. Later, the teacher can make the students produce passive sentences only by asking the latter question.

To familiarize the students with the forms of passive verbal groups, which contain modals, the teacher should first cause the students to produce passive sentences which imply the future tense. This is because some modals do not allow passivization (see Chapter II, §2.1.1). The teacher will need to explain which modals permit the passive transformation at a later stage when the students are sufficiently familiar with the mechanism of transforming the active sentence into the passive form and are aware of the use of the passive.

Throughout the whole series of questions and answers the teacher needs to prompt the students who are unable to respond. This the teacher can do by pointing at the appropriate forms of the verb to be presented in formulae or the number of the subject of the passive sentences used in the chart, by nodding or shaking his head, or by supplying the students with one or two words. The teacher must use his discretion as to when to prompt and how little or how much or whether to prompt at all. However, the whole period of instruction should not be too long so that the teacher can retain the interest of the students in the material and avoid making the students
lose their patience. In order to avoid prolonging the period unnecessarily the teacher should make sure that he has conveniently close to hand the different objects which are likely to be used in the process of the lesson. He also needs to have a list of verbs that he considers useful for introducing the sentence-types the first time; and their meanings can be demonstrated by the help of objects, gestures and actions. In this way he will not disturb the smooth running of a lesson since interruptions or hesitation do not occur as the result of the absence of the essential "objects" or verbs which may be useful in producing sentence-types.

Some teachers may be unwilling to try such a procedure on the grounds that adult students do not enjoy such activities. It seems, however, that students are often prepared to be more childish in a foreign language than in their own and do not consider games, pictures and activities in a foreign language to be as childish as they would appear in their mother tongue. My experience as a learner and a teacher of English shows that adult students pay careful attention to lessons and become more proficient if the purpose behind the use of pictures is explained to them in the course of the lesson. It was proposed that different forms of the verb to be in the passive should be thought by analogy with the various forms of a main verb in the active form since the main way in which a student learns a set of constructional rules is by making use of a previously acquired rule. My experience and experiments, so far, have shown that this method of instruction is useful in the acquisition of the forms of the verb to be in the passive verbal groups.

As observed in our study some Iranian students use incorrect past participle forms of main verbs due to having phonological problems. Accordingly, the teacher should also furnish the students with the correct pronunciation of the past participle of those verbs which give rise to the students' incorrect production of the past participles. He should explain the difference existing in the pronunciation of some vowels and diphthongs such as [i] and [i:] in hit and beat, [ai] and [ei] in rise and raise respectively. It should also be explained why the functor -ed is not distinctively pronounced. Thus, the students would be prevented from writing the infinitive of a regular verb (e.g. clean) instead of its past participle due to having failed to hear the pronunciation of the functor -ed. Indeed such errors which result from students' phonological problems are discussed in Chapter III, §3.1.2.1, Chapter IV, §4.1.2.1 and Chapter VIII, §8.2.6.
The teacher should also explain the distinction of different connotations implied by two verbs which have similar primary meanings as in to hit, to heat and to rise and to raise. He should, in fact, show the difference between them by using these verbs in different contexts so that the students can discriminate between two connotations suggested by each pair of verbs. It would also be helpful if the teacher provides the students with a list of past and past participle forms of irregular verbs, and ask the students to memorize them. Thus the students will be encouraged to acquire the past participle forms of the verbs which are often used in the passive and will prevent them from producing incorrect past participle forms by analogy with those verbs they already know. The teacher can, therefore, maintain students' attention and interest by bringing such varieties to his limited number of sentence-typesthat he introduces in the course of teaching the passive voice.

The teacher needs to provide a number of drills ranging from the mechanical simple replacement exercise to the act of transforming active sentences into the passive. The first drill should contain active sentences with their corresponding passive forms which either include or exclude the "by-agentive" phrase. Slots should be supplied either in subject positions or the verb positions. In this way, the students are required to provide the subjects and the whole or parts of the passive verbal groups (i.e. they fill the slots with the past participle form of a main verb, one form of the verb to be with or without another auxiliary verb which are needed to imply some tenses like the progressive tenses, present perfect and past perfect tenses). The role of such a drill is to familiarize the learners with word order of items in passive constructions as a primary condition of working with them. Some passive sentences supplied in the drill should take personal subjects in order to suggest to students that passive sentences do not necessarily take non-personal subjects. The supplied sentences should also be in different tenses which are acceptable to all native speakers of English. This also prohibits the students from forming the false hypothesis that passive sentences are acceptable in only a few tenses as is the case with our students who think that passive constructions which are in the simple past tense are more acceptable.

To help the students to understand the mechanism of transforming active sentences into passive forms, they should be required to do another kind of exercise where the drill involves active sentences being transformed into
their corresponding passives.

The next exercise should deal with manipulation, not solely of form, but also of the logical and semantic correctness of the forms. A passage should be given in which the passive sentences have to be completed. Such a sentence completion exercise asks of the students the ability to comprehend the first sentence and produce spontaneously an appropriate sentence which follows.

Later the teacher needs to discuss the use of the passive. He should, therefore, explain the four factors which condition the choice of the passive (see Chapter II, §2.2). He should also describe the situations in which the passive occurs and hence give examples of some passive sentences which fit these requirements.

The students should be told that the passive sentences are often used with no expressed but understood agent. Some passive sentences are employed with the expressed agent in order to provide effective communication. The "agentive" is often used to imply new information and so the noun phrase, which functions as an agent, is expressed through mediation of the preposition by (see Chapter II, §2.2). The teacher should also explain the four factors, which determine the choice of the passive, within written and discoursal contexts. A discoursal context is required for the explanation of the new information expressed by the "agentive" and the intonation nucleus, which is on the initial stressed syllable of the last content word of the "by-agentive" phrase which expresses the new information. Indeed, the pronunciation of the intonational nucleus can be described as an increase in volume and a change in pitch of the voice. The students, chorially or individually, should be required to imitate some passive sentences which are uttered by the teacher.

The student should also be taught that there is no one-to-one relationship between voice and the categories of transitive and intransitive. Accordingly, it should be explained to them what verbs allow passivization and what verbs do not admit of the passive transformation as described in Chapter II, §2.1 and 2.1.3. The teacher should also give examples of such sentences when he discusses the conditions under which the passive transformation is prevented or permitted. Such a content material prevents the students from making a false hypothesis about the English passive voice. In this way they become aware that transitive verbs do not always admit of passivization and errors can be avoided (see Chapter III, §3.1.4.2, Table XII and Chapter IV, §4.1.4.2,
Table XXII for the erroneous production of the passive transformation which contains the verb to attempt).

Having ensured that the students have gained adequate linguistic competence and the knowledge of the usage of the passive by using the above procedure, the teacher should ask the students to write a composition on one of the theoretical assumptions or an experiment they have carried out in the course of investigating a scientific subject (as part of the requirements of a scientific subject they study), or write a dialogue in which the passive can be used. Such topics are suggested for the compositions since they are of interest to the students and so elicit satisfactory responses. Students often write more fluently when they are familiar with the topic or when they have a better knowledge of a subject than their teacher. Hence a topic which is related to students’ experience of laboratory work or awareness of a theoretical assumption in relation to a scientific subject provides a basis for a satisfactory piece of writing. Some students, however, write more fluently when they think in terms of a conventional or imaginative theme. Such students should, therefore, be given the chance to produce a successful piece of writing when the topic is associated with imaginative discoursal situations which involve a dialogue. The students, of course, should be given the opportunity to choose the topic which appeals to them since students often have different interests. In order to write a composition based on the proposed topic, the students use the English passive constructions with regard to the situations which determine their choice. After reading the compositions, the teacher should discuss the errors in class and enable the students to learn from their own errors. Indeed Coder (1967) states that causing a learner to discover the correct form "could often be more instructive to both the learner and the teacher".

9.1.2 LESSON 2: THE IMPERSONAL PASSIVE

It is necessary for the students to learn the rule involved in transforming an active sentence into the impersonal passive. However, before teaching a new grammatical rule it is always helpful to refer to the previous lessons and constructions which are known to the students. Such a reference is especially essential when there are some similarities between the sentence structures which are to be taught, and those of previous lessons. Accordingly the students should be reminded of the passive construction and the way in
which passive verbal groups are formed. The teacher should then present a type of active sentence which can be transformed into the impersonal passive. In order to explain how the impersonal passive is formed, the teacher should remind the students that the active clause which is supposed to be changed into the impersonal passive does not contain a direct object and hence the word it is placed in the initial position of the passive construction and followed by a passive verbal group. The passive verbal group, like those taught previously, should consist of the verb to be and the past participle of the main verb which is used in the active clause. The verb to be also implies the tense employed in the active form. However, it should be explained to the students that the proleptic it lacks any semantic context altogether and does not denote a third person singular pronoun but anticipates the clause which follows the impersonal passive construction. It should also be explained that the impersonal passive is often used to imply general opinion. Thus the covert agents in the impersonal passive constructions (in other words the agents in their corresponding active forms are general and personal nouns such as one, you and people. Indeed, the use of you in conveying a general meaning should be explained clearly and emphasized since the results of our study indicate that some students are unaware of this use of the personal pronoun you (see Chapter III, §3.1.4.2 and Chapter IV, §4.1.4.2). If the reported speech has been previously taught, the teacher needs to draw the students' attention to the difference existing between that clauses used in the sentence-type which has been exemplified and those of the direct speech and indirect speech. He should describe that the that clause in the reported speech indicates what someone else says or has said (thinks or has thought) but that clauses used in the sentence-types given as example do not have such an implication. This description is necessary to prevent the students from mistaking the that clause employed in the sentence-types for that of direct speech. Such a confusion on the part of the students is possible as shown in our data.

To help students understand the meaning of the impersonal passive, the teacher should furnish them with a chart in which some such constructions are presented as in Table II overleaf:
Table II

<table>
<thead>
<tr>
<th>It</th>
<th>is believed said</th>
<th>that</th>
<th>John</th>
<th>is</th>
<th>a thief</th>
</tr>
</thead>
<tbody>
<tr>
<td>was</td>
<td>expected</td>
<td></td>
<td>the situation will</td>
<td>improve</td>
<td></td>
</tr>
<tr>
<td>can be proved</td>
<td></td>
<td></td>
<td>the football team would win</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bill is innocent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Then the teacher needs to ask questions which require the students to answer by using the sentences written in the chart. For example, the teacher asks Will the situation improve? and the students should reply It is believed that the situation will improve. Obviously, there is a short answer to the above question, such as It is believed that it will. However, by demanding the longer answer from the students, it appears to give rise to the students' better understanding of such constructions, which are often needed by the students in their academic performances, especially when they write reports or course assignments. Indeed, the teacher may introduce the short answer into his teaching when he realizes, at his discretion, that the students are sufficiently familiar with the longer sentence-type. To assist the students with their responses the teacher can show the correct sentence in the chart. Later the teacher can confirm or reject the correct and incorrect answers by nodding, shaking his head or gesturing. Moreover, it would be helpful for the students to be informed of the type of verbs frequently used in the impersonal passive, such as to think, to behave, to say, etc.

To familiarize the students with word order the teacher should supply them with a slot-and-filler drill in which some active sentences and their corresponding impersonal passives are presented. The students should fill in the slots with the proleptic it or the passive verbal group. Passive verbal groups which contain modals should also be used in the exercises in order to prevent the students from incorrectly assuming that the modals cannot be used in the impersonal passive. Our data give evidence of such a false assumption. The students should also be drilled in transforming active sentences into the impersonal passive so that they become familiar with the way in which such a passive sentence is constructed. Another drill should be given in which the students fill in the slots provided with the impersonal passive clauses in a passage. The drill is a means of familiarizing the students with the form of the impersonal passive and its semantic correlation with other sentences employed in the passage. The teacher should, in fact,
use almost all verbs which occur in the impersonal passive in the drills, so that the students will be given the knowledge of using such verbs in their passive constructions.

The teacher should also explain that the impersonal passive is often used when the agent is regarded as informationally redundant and hence the agent is to be omitted in this type of the passive construction. The students should be told that such passive sentences are usually used in formal style.

To teach the use of the impersonal passive the teacher should explain the choice of such a passive construction with a few pieces of written texts.

The students can then be introduced to another type of passive construction which replaces passive sentences in which the proleptic it anticipates a finite verb clause; e.g. He was thought to be the Chairman. It should also be explained to the students that a personal subject often occupies the initial position in such passive sentences and the passive verbal group is followed by an infinitive of a verb, usually the verb to be. The perfect infinitive is used when the thought involves a passive action. To help the students with the acquisition of meaning and semantic cohesion of the form, the teacher should furnish them with almost the same written drills. The use of such a passive construction can be explained with the help of discoursal and written texts. To make the students observe the distinction of the two passive constructions the students can be given a passage in which these two types of passive constructions are to be completed.

To make sure that the students have mastered the constructional rule and the use of such passive constructions, the students should be required to use these sorts of passive sentences in their composition on the topics which are suggested by the teacher.

9.1.3 LESSON 3: STATAL AND ACTIONAL PASSIVES

The contents material of this lesson is organized around the teaching of the statal passive with some reference to the distinction of statal and actional passives because most of our subjects (64% = 58/90) cannot distinguish between these two types of construction. It seems helpful to teach the statal passive by analogy with the equative constructions in which a simple adjective (e.g. angry) is used and the verb to be functioning as a copula. Accordingly the students should primarily be explained that past participles
can be used adjectivally. Like simple adjectives, the adjectival past participle can be used attributively and predicatively. The students should, therefore, be furnished with some examples of both adjectives and adjectival participles which are used attributively and predicatively in the sentence-types provided by the teacher. The teacher should also explain that the adjectival past participle indicates the state of somebody or something. The students should then be given an exercise which requires them to provide the adjectival past participles used attributively and predicatively in a passage. Such an exercise gives the students a chance to assimilate the semantic and syntactic characteristics of the adjectival past participle.

To show the students the distinction between statal and actional passives, the teacher needs to explain the linguistic and semantic differences between both structures. He should also explain how the adjectival nature of the past participle can be recognized in the statal passive by using adverbs, other adjectives, the proform so, or the prefix un- which sometimes occur with the adjectival past participle (see Chapter II, §2.1.1). The teacher should then incorporate a few written texts into his teaching and so explain the semantic and syntactic characteristics of both statal and actional passives. The students should also be provided with a few exercises in which they are required to choose the statal and actional passive constructions from passages representing written and discoursal contexts.

9.1.4 LESSON 4: FIRST AND SECOND PASSIVE CONSTRUCTIONS

Before teaching first and second passive constructions, the teacher should ensure that the students are familiar with the use of the indirect object in ditransitive sentences. Our data indicates that some students fail to produce first and second passive sentences due to being unaware that the indirect object can be shifted to the left, and hence loses its preposition in an active sentence. Evidently, the students incorrectly assume that the indirect object only follows the direct object and hence they associate the word order $S + V + DO + IO$ to ditransitive sentences. Accordingly, the teacher should first present such sentence-types in which the ditransitive verb takes two objects; i.e. the direct and indirect objects. It should then be explained to the students that indirect objects in such sentences are often governed by prepositions such as to and for. They would then be provided with some examples which contain "to-indirect objects" or "for-indirect objects". It should be explained that the indirect object does
not necessarily need to follow the direct object, but it can be shifted to the left and precedes the direct object but in that case the indirect object loses its preposition. The word order is, therefore, altered into S + V + IO + DO. It is also essential for the teacher to explain that the meaning implied by both direct and indirect objects is the same in both structures, but the rightmost position of the two objects in each structure is often emphasized to suggest the focus of new information. It is, indeed, realized by both an increase in volume and change in pitch of the voice. This explanation should be followed by choral and individual students imitating such active sentences said by the teacher. It should also be explained that the indirect object predominantly corresponds to human or animates but the direct object, in such constructions, often refers to inanimates.

It is also helpful for the students to be introduced to a conventional conversation. Thus, the teacher presents the sentence-types and he either demonstrates the actions by making use of the 'realia' (e.g. the contents of the class - pen, window, books, seats) as in I am going to give you the pen, I have brought the books for you, or ask the students to demonstrate the action, by showing, giving, bringing, etc. to or for other students or the teacher. The sentence-types used should have both types of word order (i.e. the indirect object would be used with or without a preposition). It is important that the students understand the intonation pattern and new information implied by the tonic nucleus appears on the indirect or direct objects. Thus, in the course of the conversation, the teacher should convey the meaning and the intonational pattern with the help of expressions and gestures. The students should be provided with a type of exercise in which they are required to fill the slots with direct objects, indirect objects with or without their prepositions, or only the preposition of indirect objects. Such an exercise familiarizes the students with the positions of direct and indirect objects as well as the use of appropriate prepositions which govern indirect objects.

To teach the first and second passive constructions, the teacher should present the active ditransitive sentences and explain that this type of sentence often has two corresponding passive forms. He should then explain that the first and second passive constructions are formed by placing the direct and indirect objects in subject position of the passive alternatively. He also needs to explain that all other items of the active sentence are used in its corresponding passives but the verb of the active sentence is trans-
formed into a passive verbal group. The students should also be told that
the preposition of indirect object is to be introduced in the passive
voice even when it is used without its preposition in the active form.
Indeed, the rule concerning the omission of the preposition of indirect
objects in the passive should be explained to the students at a later stage
when the teacher realizes, at his discretion, that the students have acquired
sufficient competence to produce first and second passive constructions.
When the appropriate time arises, it should be explained to the students
that no "for-indirect object" loses its preposition under the passive but
only "to-indirect objects" which can be shifted to the left in the active
sentence, allow the omission of their prepositions in the first passive.
There are two reasons for postponing the explanation of the rule in relation
to the omission of indirect objects. Firstly students should become
aware of a rule which is of more usage in spoken and written forms of a
foreign language, like the use of indirect objects with their prepositions
in the first passive. Secondly, a grammatical rule which does not have a
widespread usage in a target language - such as the omission of the preposition
of indirect objects in the first passive construction used only in spoken
English - should be taught later. Indeed, the students should first be
given the opportunity to manage the target language in both its written and
spoken forms and they will then be given additional information about the
target language in order to have a chance of better understanding and being
better understood.

The students should be given a number of exercises ranging from the simple
slot-and-filler drill to those which require the students to simply trans­
form active sentences into the first and second passive forms and
completion of first passive constructions in a passage based on written
text as well as completion of second passive constructions in a passage
representing a situational dialogue. This is because the second passive
construction appears to be often used in the spoken form. Hence exercises
which involve the completion of such sentences within a piece of discoursal
context seem to help the students with better understanding of the use of
the second passive. In fact, it seems better for the students to be given
the completion exercise concerning a situational dialogue after having
practised some oral drills based upon the presentation of the second passive
construction. The activities involved in the use of oral drills of this
kind will be described further below. Indeed, my experience as a foreign
learner of English indicates that the structure and use of the second
passive are acquired easily when the students are exposed to situational
dialogues in which the reason for using such passive constructions is
evident. However, the slot-and-filler exercise should consist of active
sentences with their two corresponding passive forms. It requires the
students to fill in the slots provided in the position of subjects, direct
objects, indirect objects and prepositions of indirect objects.

On the whole, all the exercises used for this lesson aim at the students'
understanding of the word order of first and second passive constructions,
the mechanism of producing such passive sentences and the logical and
semantic correlation of the forms. The sentence-types given in the exercises
should also contain verbs which imply the exchange of something between
two persons such as the verbs to sell, to return and to send. Having had
some practice with this type of verb, the students are prevented from
forming a false hypothesis that second passive constructions including such
verbs are ungrammatical. Indeed, our data provides evidence that such an
incorrect assumption, on the part of the students, gave rise to various
erroneous second passive sentences, as discussed in different stages in
Chapters III and IV.

However, the teacher should focus on teaching the second passive construction.
Our study indicates that Iranian students mainly encounter a great difficulty
in producing second passive sentences. An interlanguage interference
appears to be the principal determinant of such a problem since no indirect
object moves into subject position under the passive in Persian. Such a
passive construction appears to be unacceptable to Iranian students since
they are not familiar with its use. It is, therefore, necessary for the
teacher to familiarize the students with the function of such a passive
construction. The teacher should provide the students with the means of
making both learning and practice meaningful to them. The students should
realize what they mean when they employ the second passive construction.
The teaching process, which has first provided the students with linguistic
knowledge allowing the students to create and understand the grammatical
sentences, should now furnish the students with social knowledge and skill
which permit them to produce appropriate speech patterns. Accordingly,
the nature of language where it permits the occurrence of the second passive
construction should be demonstrated through the semantic notions implied
in language by role-players. The students should be given the chance to
become aware of the relationship between the meaning of an utterance and
the context in which it is used and appreciate the notions hidden behind
the surface structure of speech. They should be familiarized with the
expected behaviour of role-players, those expectations which are desired
by every individual and those which are described by the other participants
in the interaction. The teaching should, therefore, provide means of
implying self-awareness of the individual and his sensitivity to others
which will result in their using grammatical constructions in appropriate
communication. The students need to know where and when the second
passive construction is used. The teaching should, therefore, attempt to
specify the situations in which such a construction is used. Hence, they
need to become skilful in using the second passive construction in social
situations. In order to furnish the students with the use of such a passive
construction and the notion implied by it, the teacher needs to design
situational dialogues and introduce them to the class for oral practice.
The use of situational dialogue is suggested for the following reasons:
firstly, the second passive construction seems to be often used in spoken
English. Secondly, the dialogue forces the students to see how the language
or a particular grammatical structure is used in dialogue. A situational
dialogue, like the one shown below, may be used in the class:

A: Yesterday I went for a job interview.
B: What was it like?
A: Oh, I was asked a lot of difficult questions but I managed alright.
B: Did they show you the department where you are going to work?
A: Yes, they did. I was also shown other departments.
B: Will you accept the job if they offer it to you?
A: Yes, I will but I have to move to London if I am offered the job.
B: Do you have anywhere to live in London?
A: Oh, yes, I'll be given accommodation near the firm.
B: I hope you will be successful.
A: Thank you.

The teacher can adopt the following classroom technique when using the
situational dialogue:

(a) The teacher reads aloud the dialogue and explains the meanings where
necessary.

(b) The class repeats the dialogue after the teacher. Some of the students
are asked to read parts, again after the teacher.

(c) The teacher takes one part of the dialogue (e.g. part A) and tells
the best student to take the other part (e.g. part B). The teacher
continues in a similar procedure with other students while alternating
between A and B parts. Then the students are asked to read both parts when all the students understand what is expected.

To maintain class interest, it is best that the teacher introduces a few other short dialogues. The teacher should also vary the lesson as much as possible in order to prolong the practice without causing any boredom or restlessness. There are several ways of keeping the students' interest, such as:

(a) The roles should constantly be changed, teacher student, student-teacher, student-student.

(b) The teacher should insist that the students gradually increase the speed of delivery so that the dialogue always remains a challenge.

(c) The dialogue can be read rapidly round the class by asking each student to read one line of the dialogue, for example:

| first student | A's first first line |
| second student | B's first first line |
| third student  | A's second second line |
| fourth student | B's second line |
| etc.           |                        |

(d) The teacher asks the class to write a dialogue from memory and then calls on some students to read aloud their efforts.

(e) The students should then be asked to act out a situation from memory.

During the last two procedures (i.e. (d) and (e)), the errors produced should be pointed out to the students so that the students are given the opportunity to learn from their errors.

The teacher can also record the dialogue for language laboratory use if such a facility is available in the school. The dialogues should be recorded with pauses which make it possible for the student to work alone and hold a conversation with his recorder. The recorded dialogue can consist of the following procedures:

(a) listening:

The dialogue is recorded straight through without any pauses.

(b) dialogue practice:
The dialogue is recorded with appropriate pauses for the student to take part of A or B; whichever is more useful. The tape acts as the other participant and delivers a random selection of utterances and the student answers by using one of the alternative responses made available for him on a handout.

It is better that the student first listens to the tape without looking at the text given in the handout. The dialogue practice should also be done without students looking at the handout when he is confident.

It should be emphasized that the model of the situational dialogue presented above is not meant to be a "model" in a sense that it is to be used by all or everyone because it presents the best model. It only shows an example of the type of situational model which can be used in the classroom. Indeed, the experienced teacher can develop the model into a modified form. The procedures explained with regard to using the situational dialogue is not very unusual. What is of interest is the elucidation of the above statement in relation to causing the students to produce grammatical and appropriate utterances in the environment of English-speaking people while they appreciate the meaning and the notions underlying the surface structure of the utterances and the context in which they are used.

9.1.5 LESSON 5: THE MUTATIVE PASSIVE

This lesson concentrates on teaching the mutative passive and briefly refers to instructional suggestions with regard to teaching active sentences implying obligation, acquisition and causation. It is best to teach the mutative passive in contrast and comparison with the ordinary passive. This is especially because our data provides evidence that the students produce mutative passive constructions by analogy with the ordinary passive. They make erroneous passive negative and interrogative sentences through generalization of the grammatical rules of the ordinary passive since they have faulty comprehension of distinctions between the two types of passive constructions.

In order to explain the rules involved in the mutative passive transformation, the teacher should first remind the students of the changes made when an active sentence is changed into the ordinary passive. Thus, the teacher presents an active sentence and changes it into the ordinary passive form.
He then tells the students that the verb to get replaces the verb to be when an active sentence is transformed into the mutative passive. He then writes the same passive sentences in which the verb to get has been substituted for the verb to be. It should be explained to the students that like the verb to be, the verb to get is used in concord with the subject number. It also implies the tense used in a mutative passive sentence. However, the mutative passive occurs in three tenses only in the simple present, simple past and past perfect tenses. The students should also be shown that the verb to get takes the same forms as those of an active verb. To be quite explicit about the explanation, the teacher should ask students to conjugate a verb (e.g. to break) in the three tenses allowed by the mutative passive. The teacher should then ask the students to conjugate the verb to get in the same tenses and write the inflected forms of the verb to get in front of similar forms of the conjugated active verb. In this way the conjugated forms of the verb to get are taught by analogy with the forms of the main verb in the active form. This particular presentation of the forms of the verb to get provides a means for preventing the students from incorrectly assuming that only the past and past participle of the verb to get are used in the mutative passive. They will also be prohibited from incorrectly assuming that the infinitive of a main verb is used when the mutative passive sentence is in the simple present tense. Indeed, some of our students produced erroneous passive constructions due to having such an incorrect assumption. It is necessary for the students to be shown that the mutative passive implies, more explicitly than the ordinary passive, that a change of condition is involved. It is often used to suggest an occurrence, not a state. Hence, the use of get is very useful in discriminating between the action and the state implied by some verbs employed in the ordinary passive.

The teaching of the mutative passive negative and interrogative should be performed both in contrast with the ordinary passive negative and interrogative and by analogy with the active negative and interrogative sentences. The students should be shown that, unlike the ordinary passive, the mutative passive negative and interrogative, in the simple present and past tenses, are not formed with the simple inversion of the verb to get or by the simple addition of the negative particle not. However, like active negative and interrogative past statements, the mutative negative and interrogative which are in the simple present and past tenses, are constructed by the use of the
operators do, does and did. Having given some such sentence examples, the teacher should explain that the form of the verb to get changes and so loses the third person singular ending when the operator does is used and the infinitive of the verb to get (i.e. get) is used when the operator did is employed. The teacher should emphasize that the past participle of the main verb remains the same in the passive negative and interrogative past statements since it does not express the tense. The students should also be told that the passive verbal group should always contain the past participle of a main verb. Such an explanation is necessary to prohibit the need for the students' generalizing the rule concerning the formation of active negative and interrogative past statements, and so that they employ the infinitive of a main verb in the mutative passive negative and interrogative sentences which are in the simple past tense. In fact, our data indicates that only one of our 45 students formed such a false hypothesis. It should also be explained to the students that the mutative passive interrogative and negative sentences which are in the present perfect tense are formed like the ordinary passive negative and interrogative constructions and so they are formed with the simple addition of the particle not after the operator have/has and by simple inversion of the operator have/has.

The students should be provided with two different written drills. The first exercise consists of active sentences with their corresponding mutative passive forms in which the slots supplied should be filled in. Accordingly, the students should complete the sentences by providing either personal subjects, the whole passive verbal group or one form of the verb to get. The sentences presented in the exercises should also be in all three different tenses (i.e. the simple present, simple past and past perfect tenses) allowed by the mutative passive constructions. There should be some passive negative and interrogative sentences in which the operators do, does, did together with the whole passive verbal group or the past participle of the main verbs are omitted. The completion of such sentences furnishes the students with knowledge of using the operators do, does, did in the mutative passive negative and interrogative sentences which are in the simple present or past tenses. They will also become aware that the past participle of the main verb, but not its infinitive, has to be used in such mutative passive constructions. The second exercise requires the students to transform active sentences into the mutative passive forms. The role of this exercise is to inform the students how the mutative passive is formed.
Having understood the grammatical structure of the mutative passive, the students need now to know what is the function and the use of this type of construction. They should also be aware where and when the social situation allows them to use such constructions. The teacher should, therefore, furnish the students with specific situations in which this type of passive construction is employed. Accordingly, the teacher needs to create some situational dialogues and introduce them to the class. The classroom technique and the activities adopted for using the situational dialogues should be similar to those of situational dialogue employed for instruction of the second passive construction.

The purpose of such oral drills is to provide the students with the capability to say the mutative passive sentences without hesitation and with acceptable speed and sentence intonation and rhythm as the situation requires. It also aims to show the use of such structures in real situations which connect the structures to plausible realia and hence their meanings can be deduced by the students.

After learning the mutative passive, it would be beneficial for the students to be taught active sentences in which the verb to get is used to imply acquisition, obligation and causation. The instruction of such constructions will facilitate the students' comprehending the distinction of meanings and usage. Our data indicates that our students do not confuse these constructions with the mutative passive. However, they mistake active sentences which denote obligation for those active sentences suggesting causation. They also use the active sentences which imply causation instead of the mutative passive constructions when they encounter a problem in producing the mutative passive. This provides evidence that the students are not aware that such constructions may be used colloquially to substitute the passive sentence only when they concern some accident or misfortune. It is, therefore, suggested that, in the process of teaching these types of passive sentences (I got the door painted and The door got painted), the teacher should emphasize that the past participle of these verbs imply passive notion and the performer of the action is unexpressed in these sentences, but they are not considered as passive constructions. However, they may be used colloquially to substitute the passive when they concern some accident or misfortune. Hence, this explanation prevents the students from replacing such constructions for the mutative passive. The structures of active sentences which imply obligation and acquisition should be explicitly
defined to the students. The teacher should also clearly explain the differences existing between structures and meanings of these sentences and those of active sentences which denote causation. Indeed, each of these sentence-types should be taught within situational dialogues so that the students can grasp the meanings and the use of these sentences as the social situations demand. Having understood the meanings and function of these sentences, the students can be furnished with another situational dialogue in which all these sentence-types are employed. This type of oral drill will also force the students to deduce the distinction between meanings implied by those different structures.

Moreover, in the process of teaching sentence structures which suggest obligation, it should explicitly be explained to the students that the verb to have as in I have got to iron my dress does not express the present perfect tense but have got to implies obligation. Besides, have to is used in other forms to express the future and the past tense (i.e. shall/will have to and had to). These pedagogical recommendations are given here since Iranian students are not familiar with the rule concerning the interrogative form of have got to (i.e. Have I got to) and because some students confuse the infinitive of the verb to have (i.e. have) with the operator have implying the present perfect tense.

9.2 CONCLUSION

In this chapter, the pedagogical recommendations were organized around five lessons. Each lesson demonstrates our approach to teaching different grammatical patterns of the passive. It was suggested that the rules concerning the structure of passive sentences should be explained and taught overtly. This is because our teaching recommendations are offered to teachers who are involved in teaching adult students. The attitude of adult learners in acquiring a language is different from that of children. Adult students are no longer able to assimilate language unconsciously; they are more analytic and their attention is often limited to specific points of the target language. Indeed, the value of explicit explanation of the grammar of a foreign language to adult students has been confirmed by the research of Oskarsson (1973) (see §9.1.1). It was suggested that the grammatical terminologies used should be explained explicitly and their definitions should be semantically based in order to facilitate the students' understanding of the linguistic structure of a language. This is also con-
firmed by the study of Garner and Collins (1980). Moreover, different classroom activities which were associated with illustration of these two points of instruction were recommended so that the students will be helped to achieve grammatical competence.

The pedagogical recommendations were elucidated in terms of instructional activities embracing written and oral drills, which take the students from understanding of the form to the meaning and finally to the use of the passive within written and discoursal contexts. It was suggested that the students should be taught contextualized passive sentences for the following reasons:

(a) To understand the meaning implied by passive constructions and appreciate the notion underlying their surface structures.

(b) To realize when and where they should use the passive and hence to comprehend the socially appropriate utterances and to gain communicative competence.

No grammar-translation method was recommended in the course of teaching the English passive. It is believed that the explanation of the grammatical structures and their use should not be accompanied by translating English sentence examples into Persian. The English passive voice should be taught independently and not in contrast to the Persian passive. Such a teaching technique prevents the students from forming imaginary similarities between the Persian and English passives which would cause errors.
APPENDIX A:

Visual aids used in the explanation of the tests requirements for the comprehension and production of active and passive sentences
APPENDIX B:
Questionnaire used to assist the interpretation of errors in relation to students' background knowledge of English.

Where appropriate please fill in the blank or tick the box, thus ✓

1. How old are you? ☐ ☐

2. How long is it since you finished your first Degree or Diploma: ☐ ☐

3. Was there any interval between your previous period of study and the present period of study in England?
   - yes ☐ ☐
   - no ☐ ☐

   If yes: How long ☐ ☐

4. Are you ☐ ☐
   - male ☐
   - female ☐

5. Are you ☐ ☐
   - married ☐
   - single ☐

   If you are married:
   Is your wife or husband
   - Persian ☐
   - English ☐
   - American ☐
   - any other nationality, please name it ☐

6. Do you speak with her/him and your children in
   - Persian ☐
   - English ☐
   - American ☐
   - any other language, please name it ☐

7. Are most of your friends
   - Persian ☐
   - English ☐
   - other nationality ☐
   - any other nationality, please name it ☐
8. What language do you speak with your friends mostly?

Persian  English

9. How long have you been in England? _________________

10. At what age did you come to England? _________________

11. What courses have you been doing since you have come to England?

Please tick the appropriate boxes.

O-level  A-level  O.N.D.  H.N.D.  first degree  postgraduate  Diploma

M.Sc.  M.Phil.  Ph.D.

12. What languages did you speak when you were a child (1-12 years old?)

____________________________________________

13. Where did you live as a child? Please name them.

country  city

14. Have you lived more than one year in another country (apart from Iran and England)?

yes  no

If yes, how long did you live there? ____________________________

What language did you speak there? ____________________________

15. Do you speak other language(s) (apart from Persian and English)

yes  no

[what is that/those language(s)]

If yes, have you studied that/those language(s)?

yes  no

If yes, how many years have you studied that/those language(s)?
16. How long did you study English in Iran? _______________________

17. When did you start learning English?

<table>
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<tr>
<th>school</th>
<th>High School</th>
<th>University</th>
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18. Did you study English as a subject at the University in Iran?

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<tr>
<th>yes</th>
<th>no</th>
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If yes, please give details:
The length of study ___________________________
How many hours a week __________________________

19. Did you ever attend any language institute in Iran?

<table>
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<th>yes</th>
<th>no</th>
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</table>

If yes,
What language(s) did you study? ________________________________
Were you taught the language(s) by a native speaker?

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<th>yes</th>
<th>no</th>
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20. Have you ever attended any language school in England?

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<tr>
<th>yes</th>
<th>no</th>
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If yes, please give details.
Length of the course _______________________
Your level of English at that time
lower
elementary | intermediate | intermediate | advanced
[ ] | [ ] | [ ] | [ ]
Short or intensive course? ______________________
21. Did you have to attend the course in order to enrol in your current course?
   yes  no
   [ ]  [ ]

22. Did you read English textbooks in Iran?
   yes  no
   [ ]  [ ]

23. Did you read any English books or newspapers in Iran?
   yes  no
   [ ]  [ ]

If yes, what books and newspapers did you prefer to read? Please mention them.

__________________________________________________________________________

24. Do you read newspapers in England?
   yes  no
   [ ]  [ ]

If yes, what newspapers do you prefer to read? ____________________________

how long were you in England before wanting to read newspapers?

__________________________________________________________________________

25. What courses are you doing in England at present?

   undergraduate   postgraduate
   Diploma  [ ]
   M.Sc.    [ ]
   M.Phil.  [ ]
   Ph.D.   [ ]

26. What subject are you doing? ____________________________________________

27. When you are writing English which of the following items present the most difficulty? Please number the items below (label the most difficult '1', the next most difficult '2' down to '6' for the easiest) from '1' to '6' with regard to the difficulty you face.

   tenses  sentence and paragraph connectors
   vocabulary  punctuation
   passive constructions  modals (i.e. can, could, shall, might, may, etc.)
28. When you are speaking English which of the following items present the most difficulty. Please number items below from '1' to '5' with regard to the difficulty you face. (again, use '1' for the most difficult).

- tenses
- tags (i.e. isn't it, is it, haven't I, etc.)
- vocabulary
- idioms
- passive constructions

29. What is your main problem in taking notes at lectures? Please tick the appropriate box.

- the lecturer's way of describing the subject (e.g. in colloquial style)
- the lecturer's accent
- the vocabulary he uses
- writing notes with regard to being grammatically correct

30. Do you find it difficult to understand written English? Please tick the appropriate box.

- the written English related to your subject
- other kinds of written English
- both the above 1 and 2 questions

31. Do you find it difficult to speak in English?

- yes
- no

32. Is it difficult to understand T.V.?

- yes
- no

33. Do you translate into Persian when listening to an English speaker and from Persian into English when speaking yourself?

- yes
- no

34. Is your written English

- excellent
- good
- fair
- poor
35. Please describe any major difficulty you face in using English in your studies. It would be very helpful if you could suggest how you think your difficulties could be reduced.

Thank you for your co-operation.
APPENDIX C:
The past participle in Persian: esm-e māf'ī/predicative(1)

In Chapter II (footnote(10)), it was pointed out that esm-e māf'ī is derived from verbs. Indeed, it should be mentioned that esm-e māf'ī can be derived from all independent verbs but not from all compound verbs. The formation of esm-e māf'ī was also described (i.e. soxt-e/soxt-e jode = 'burnt'). As previously discussed esm-e māf'ī functions both as a noun and as an adjective. Accordingly in this Appendix an attempt is made to show these functions of esm-e māf'ī. It was also explained that when esm-e māf'ī functions as a noun, it can be made plural, e.g.:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>soxt-e/soxt-e jode</td>
<td>soxt-e-gan/soxt-e-ha/soxt-e jode-gan</td>
</tr>
<tr>
<td>'burnt'</td>
<td>'burnts'</td>
</tr>
</tbody>
</table>

N.B. It seems that both soxt-e-gan/soxt-e jode-gan and soxt-e-ha are usually used to refer to people who are burnt but only soxt-e-ha is employed to indicate things which are burnt.

As previously explained, esm-e māf'ī without jode is often used as an adjective when it modifies a noun. Instead, it can be categorized among both attributive and predicative adjectives:

attributive:

\[
\text{kāyāz-e }\overset{\text{ezafe}}{\text{soxt-e}} = (\text{the}) \text{ burnt paper}
\]

(\text{adjectival})

N.B. A noun takes adjectival ezafe when it is modified by any kind of adjective. This will be discussed further below in this appendix.

predicative:

\[
\text{in kāyāz soxt-e āst}
\]

\[
\text{this paper burnt is}
\]

'This paper is burnt.'

Here, soxt-e 'burnt' as an adjective cannot be made plural.
To elucidate the function of esm-e mäf'! as an adjective and as a noun, imagine the following situation:

Two persons have a pile of oranges in front of them and they are counting them into sets of thirty oranges. One of them, who has a set of oranges in front of him, may warn his friend by saying:

in somorde-ha / somorde sode-ha-ra
this counted -pl counted: become/get-pl-def DO marker +the oranges which are counted

däst nā-țiän
neg
pref-root
had not+touch
do not touch

Here, the speaker is referring to the oranges which have been counted with somorde-ha / somorde sode-ha used as a plural noun. In fact, the speaker is referring to the actual thirty oranges somorde-ha / somorde sode-ha as esm-e mäf'! (i.e. 'the name of the object').

On the other hand, the speaker may use somorde as an adjective in this context:

in porteyal-ha-y-e somorde-ra be prep of IO
orange pl-ezafe counted -def DO marker
to

män be-de
pref-give
impr
I give

'Give me these counted oranges.'

Here, somorde 'counted' is used as an adjective and modifies the plural noun porteyal-ha 'oranges' and it cannot be made plural.

In fact, esm-e mäf'! is both an adjective and a noun. Here, the relationship between the adjective esm-e mäf'! and the noun esm-e mäf'! is that of conversion. This is similar to cases where an English item can be both an adjective and a noun, e.g. criminal. For example, criminal as an adjective can be used both attributively and predicatively:
attributively:

a criminal attack

predicatively:

The attack seemed criminal to us.

As a noun, it has all the characteristics of a noun e.g.:

The criminal pleaded guilty to all charges.

More examples are given below to show what features esm-e μής shares with nouns and what features with adjectives.

esm-e μής can be categorized as a noun for the following reasons: firstly, not only can it be made plural but also, like nouns, it is either in the nominative, accusative, or dative case according to its role in a sentence. Secondly, it has a possessive case. These characteristics are shown below:

Nominative case:

in nevejte xana nist
negative form of verb budān 'to be'
this written readable is not
'This written is not readable.'

Accusative case:

It is used as a direct object, e.g.:

u morde-ra be-xak seporp
prep
he dead -def DO to-ground/ trusted
marker earth

'He buried the dead.'

āli kufte-ra xord
Ali mashed:-def DO ate
a kind marker of food

'Ali ate kufte.'
kufte is a kind of food made of mashed meat and rice formed into balls.

A noun is in an accusative case when it follows a preposition (e.g. We went to the river). However, esm-e māf functioning as a noun does not follow a preposition.

Dative case:

It can be used as an indirect object, in combination with the prepositions be and bāray-e, for example:

\[ u \text{ dāru } \text{ be } \text{ soste-gan } \text{ dād} \]
\[ \text{ prep of IO} \]
\[ \text{ he drug to burnt-pl gave} \]

'He gave (some) drug to burnt(people).'

\[ u \text{ bāray-e } \text{ tir } \text{ xorde-gan } \text{ doctor. avārd} \]
\[ \text{ prep of -ezafe bullet (bit)ate-pl} \]
\[ \text{ he for people who were shot doctor brought} \]

'He brought (the) doctor for (the) shot (people).'

Possessive case:

There is no possessive ending for the possessive case in the Persian language. In attempting to show the possessive case, two nouns are used together so that the second explains the first, e.g.:

\[ \text{ bāradār-e } \text{ hāsān = 'Hassan's brother'} \]
\[ \text{ brother -ezafe Hassan} \]

There is an orthographic sign (i.e. kāsre = -) which is used below the last letter of the first noun in order to associate it to the second noun; it represents the possessive case (it is transcribed as [-e] in phonetics). Such noun-phrase embedding is called possessive ezafe by Windfuhr (1979, 58). A personal pronoun can be used instead of the second noun, such as:

\[ \text{ bāradār-e } \text{ mān = 'my brother'} \]
\[ \text{ brother -ezafe I} \]

The first noun is known as możaf, the second noun is called możafon eleyh. możafon eleyh is an Arabic phrase meaning "added to that" or "attributed to
that". Here, we also see that the possession is shown by attributing or adding the second noun to the first one. In fact, mozafon eleyh shows the possession of something to somebody or something:

\[
\begin{align*}
\text{kolah-e hæssæn} & = \text{'Hassan's hat'} \\
\text{hat} -\text{ezafe Hassan} \\
\text{ketab-e u} & = \text{'his book'} \\
\text{book} -\text{ezafe he} \\
\text{dær-e xane} & = \text{'the door of the house'} \\
\text{door-of house} \\
\end{align*}
\]

It also refers to the quality of moza^f, witness:

\[
\begin{align*}
\text{kase-y-e noqre} & = \text{'silver bowl'} \\
\text{bowl} -\text{ezafe silver} \\
\text{ăngoʃtær-e tæla} & = \text{'gold ring'} \\
\text{ring} -\text{ezafe gold} \\
\end{align*}
\]

Sometimes mozafon eleyh precedes moza^f; in this case the connective [-e] or kæsre is no longer used, for example:

\[
\begin{align*}
\text{kuh paye} & = \text{'foot of the mountain'} \\
\text{mountain foot} \\
\end{align*}
\]

On the whole the ezafe used for attributing mozafon eleyh to moza^f is called ezafe of addition by Windfuhr (1979).

However, there are cases where esm-e muf', functioning as a noun, takes possessive ezafe, such as:

\[
\begin{align*}
\text{gøfte-ha-y-e mæm anha-ra} & \\
\text{word -pl-ezafe I} \\
\text{my words (whatever I said) they-def DO marker} \\
\text{møte'äjeb kær} & \\
\text{surprized (adj) did/made} \\
\text{surprized} \\
\text{\textquotesingle+My words surprized them.\textquotesingle} \\
\end{align*}
\]
esm-e məf‘l can be found with the indefinite marker (i.e. -i) when it functions as a noun.

\[
\text{in gofte-i әз  yek}
\]
\[
\text{this word/-indef from/of a/one}
\]
\[
\text{what art}
\]
\[
\text{is solid}
\]
\[
\text{danejmän-e bozorg әst}
\]
\[
\text{scholar -ezafe great is}
\]

+This is a word of a great scholar.'

esm-e məf‘l functioning as a noun can either be used with a number or an indefinite article depending upon its use as a countable noun or an uncountable noun:

\[
\text{ma dār jāng sād kofte dəʃt-im}
\]
\[
\text{we in war hundred casualty had -1st pl}
\]

+We had (a) hundred casualty(ies) in (the) war.'

\[
\text{әli meqdar} \text{xaste dəʃt}
\]
\[
\text{Ali some property/had wealth}
\]

+Ali had some wealth.'

esm-e məf‘l can be categorized among adjectives since, like simple adjectives, it can be used attributively and predicatively (as exemplified above). esm-e məf‘l, which functions as an attributive adjective mostly follows the noun it modifies. There is the orthographic sign (i.e. kāsre=โอกา) which associates the noun with the esm-e məf‘l which functions as an adjective. These conditions also occur when a noun is modified by a simple adjective. Such noun-phrase embedding is called adjectival ezafe by Windfuhr (1979). Persian grammarians call the noun mowsuf "the described (noun)" and the adjective is referred to as sefāt "the description" (= adjectival phrase). sefāt (whether it is an esm-e məf‘l functioning as an adjective or a simple adjective) sometimes precedes mowsuf but this often occurs in literary contexts. In this case kāsre or the connective [-e] is not used.
esm-e $mäf'1$, functioning as an adjective can sometimes occur with adverbs. This appears to happen whenever there is a reference to quality of something or the state of somebody, for example:

\[
al\ \text{xeily} \ \text{asofte} \ \text{äst}
\]
\[
\text{Ali very distresses is}
\]
\[
\text{'Ali is very distressed.'}
\]

\[
\text{an kase xeily } \text{sekäste bud}
\]
\[
\text{that bowl very broken was}
\]
\[
\text{'That bowl was very broken.'}
\]

\[
in\ \text{ab xeily alude äst}
\]
\[
\text{this water very polluted is}
\]
\[
\text{'This (the) water is very polluted.'}
\]
APPENDIX D:

esm-e fa'1 or predicative(2).

esm-e fa'1 refers to the performer of an action or the person in a state; such as:

- konände = doer
- dävände = runner
- fänände = listener

esm-e fa'1 is derived from all independent verbs. It is formed by adding the suffix näde to the present imperative singular form of a verb.

<table>
<thead>
<tr>
<th>verb</th>
<th>singular imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>kärädn 'to do'</td>
<td>kon 'do'</td>
</tr>
</tbody>
</table>

esm-e fa'1 = kon + näde = konnäde = doer

When the present imperative singular form of a verb to which the suffix näde is added ends in /a/ and /u/ the semi-vowel /y/ is added between the final /a/ or /u/ and the suffix näde as in: ayände 'comer' and guyände 'speaker'.

esm-e fa'1 functions both as an adjective and as a noun. When it functions as an adjective it is used as a sefat and modifies the noun or mowsuf used with it as in pesäran-e dävände 'the runner/running boys' and hence the noun takes the adjectival ezafe. esm-e fa'1, functioning as an adjective, cannot be made plural.

esm-e fa'1 can be made plural when it functions as a noun such as dävänegan 'runners'. It can, therefore, be attributed to another noun and hence function as moqafon eleyh. Accordingly the noun or moqaf used with it takes käsre or the connective [-e] which refers to ezafe of addition or possessive ezafe as in:

- ezafe of addition:
  binnände-gan-e televişyon = 'viewers of television'
  viewer -pl -ezafe television

- possessive ezafe:
  pesär-an-e dävänegan = '(the) runners' sons'
  boy/-pl-ezafe runner -pl
  son
When esm-e fa' functions as a noun, it can be either in the nominative, accusative or dative case, according to its role in a sentence.

nominative:

bäründe jayeze-ra : gereft
winner prize -def DO took
marker

'(The) winner took (the) prize.'

accusative:

anha xonnände-ra tāhsin känd-ändig
admiration did/ -3rd pl
made
they singer -def DO admired
marker

'They admired (the) singer.'

dative:

u be rannäde pul dad
prop of IO
he to driver money gave

'He gave (some) money to (the) driver.'

Like esm-e māf', esm-e fa' functions both as an adjective and as a noun. Nevertheless, esm-e fa' is mostly used as an adjective. I name esm-e fa' "predicative(2)" since it is similar to the first part of esm-e māf' (i.e. esm-e māf' without jode or predicative(1)) and it is similarly derived from verbs and provides the first part (or hāste 'nucleus') of some compound verbs made with sirure verbs (e.g. bäründe jodän 'to win') "Predicate(2)" is used for esm-e fa' because, as we have already seen, there are several similarities between esm-e māf' and esm-e fa' in Persian and they both resemble a predicate in English to some extent.

Indeed, the esm-e māf' (predicative(1)) of some intransitive verbs which imply the performer of an action are used instead of esm-e fa' (predicative(2)). For example, the esm-e māf' of the verbs amädän 'to come', rāftän 'to go', dāvidän 'to run', etc. (i.e. amāde 'come', rāfte 'gone'
and dävide 'run') replace esm-e fa'lı of the same verbs, i.e. äyände 'comer'
rävände 'goner' and dävände 'runner', etc. Thus, esm-e mäf'lı with jode
is to be used whenever we intend to show its function as a noun (cf.
Homayounfarokh, 1959/1338).


