

**INVESTIGATING L1 ARABIC AND L1 KOREAN ACQUISITION OF THE PASSIVE
VOICE IN L2 ENGLISH**

by

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Abstract

This thesis investigates how learners from specific first language (L1) groups, Arabic and Korean, use the passive voice in English, their second language (L2). This study analyzes both spoken and written classroom data from English language learners (ELLs), six L1 Korean learners and six L1 Arabic learners, over the course of three semesters at an intensive English program (IEP) in the United States. The main goals of the analysis are to identify, categorize and quantify the errors the learners make when they use the passive voice. The results indicate that there are general obstacles that all of the ELLs face, as well as patterns of use specific to each L1 group. The key finding for the L1 Korean learners is that their most common error is using the passive voice when they should use the active voice. The key finding for the L1 Arabic learners is that their most common error is not using an auxiliary verb. However, lexical learning and other common errors, such as incorrectly conjugating the auxiliary verb and past participle, and certain patterns of use, such as rarely including by-phrases, are evident in both groups. This study also found that passivizing intransitive verbs, an error thought to commonly plague ELLs when they learn the passive voice, did not occur in the participants' production data. In light of the results, this thesis offers suggestions for future research and instructional practices in the Teaching English to Speakers of Other Languages (TESOL) field.

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0. INTRODUCTION

0.1 Background

Research indicates that learners of English have difficulty acquiring the passive voice (Kleinmann, 1977, p. 93). In the 1960s and 1970s, the majority of the research conducted on the acquisition of the passive voice centered on L1 acquisition. The general findings were that children first imitate adults' use of the passive voice, and then comprehend its meaning. Once they have imitated and comprehended the passive voice, they are then able to produce it by themselves (Baldie, 1976, p. 331). The majority of the research conducted on the acquisition of the passive voice in English was carried out in the late 1990s and early 2000s. An example of a more recent experiment is Pinker, Lebeaux, and Frost (2005), in which they conducted experiments to determine which types of verbs children passivize, and the contexts in which they use the passive voice.

In English, the passive voice is a periphrastic construction in which the subject is the receiver or patient of the action, not the agent of the action (Endley, 2010, p. 323-324, Folse, 2009, p. 243). The subject in a passive construction is usually the object in an active construction. An example of a sentence in the active voice is *Sid washed the dishes*. The object in that sentence is *the dishes*. To turn that active sentence into a passive sentence, the object, *the dishes*, must become the subject. Therefore, the passive sentence is *The dishes were washed by Sid*. Voice refers to the subject of a sentence and if it is performing some action or existing in

some state (active), or if it is being acted upon in some way (passive) (Endley, 2010, p. 323). In the example of the active sentence, the subject, *Sid*, performed an action, which was washing the dishes. In the example of the passive sentence, the subject, *the dishes*, was acted upon because the dishes were washed. Thus, the passive voice is formed through a specific construction, not only through morphological means, as in some languages. The passive voice is constructed through the use of an auxiliary verb, most often a form of *be*, and the past participle of the active sentence's main verb (Endley, 2010, p. 323). In the example sentence, the auxiliary verb is *were*, a form of *to be*. The main verb is *wash*, and its past participle, *washed*, is used. Other auxiliary verbs used in passive constructions are *get* and *have*. Oftentimes, the agent in passive constructions is omitted because it is implied in the context or already known (Endley, 2010, p. 325). Another reason for excluding the agent is that it is unknown. Inclusion of the agent is achieved by adding a prepositional phrase beginning with *by*, known as a by-phrase. Therefore, if it did not matter that Sid was the one who washed the dishes, or if the dishwasher were unknown, the by-phrase, *by Sid*, could be excluded.

The passive voice has many uses, but the main function of the passive voice is that it shifts the focus to who or what is affected by an action, not who or what caused the action (Endley, 2010, p. 339). The reasons for shifting attention vary. Oftentimes, the agent of the action is not the most important or salient aspect in a sentence, so the passive voice is used to highlight the receiver of the action (Folse, 2009, p. 244). By excluding the agent in passive constructions, the focus is on the theme or the patient, which is the person or thing being affected by the action being described. The absence of an agent causes the attention to remain with the receiver of the action. One reason for saying *The dishes were washed by Sid* instead of *Sid washed the dishes* is that it is more important to focus on the completed action than on the person

who completed the action. As alluded to earlier, not all languages shift focus to an object through a construction.

As for the passive voice in Arabic, Arabic has a non-concatenative system of morphology in which the passive voice is formed by changing vowels in words (Wightwick, 2007, p. 82). There is not a one-to-one correspondence between the uses of the passive voice in English and the uses of the passive voice in Arabic. Not only is the passive voice more common in English than in Arabic, but there is “no natural way of mentioning the doer” of an action in the passive voice in Arabic (El-Yasin, 1996, p. 20). As an example, El-Yasin (1996, p. 22) provides the following passive sentence in Arabic:

1. *'iytiila* *l-ra' iisu*
 Assassinated (pass) the-president (nom)
 ‘The president was assassinated’

That sentence is a natural passive sentence in Arabic. However, if the agent of the action, the person responsible for the assassination, were to be included in the sentence, the active voice would have to be used because including the doer or agent of an action in an Arabic passive sentence causes the sentence to sound foreign and unnatural (El-Yasin, 1996, p. 21).

In Korean, the passive voice is formed in two ways. Lexical passives are formed by adding a passive morpheme to a verb (Chae, 2003, p. 1). Syntactic passives are formed by using an auxiliary verb or by using a verbal noun and a passive light verb (Chae, 2003, p. 1). Chae (2003, p.2) provides this example of a passive light verb construction in Korean:

2. *sang-i* *swuye(-ka)* *toy-ess-ta*
 prize-NOM awarding-NOM become-PST-DC
 ‘A prize was awarded’

In that example, the verbal noun is *swuye*, while *toy* is the passive light verb. Chae (2003, p.2) also demonstrates that the subject in this passive construction, *sang*, is the object in the active construction:

<i>Sang-ul</i>	<i>swuye(-lul)</i>	<i>ha-yess-ta</i>
Prize-ACC	awarding-ACC	do-PST-DC

‘...awarded a prize.’

Therefore, passive light verb constructions in Korean are similar to English passive constructions in that the object in an active sentence becomes the subject of the sentence in the passive voice. Palmer (1994, p. 30) claims that the subject in Korean has more potential to be an agent than an object. Thus, it is possible to include agents in the Korean passive voice.

Learners face many challenges in regard to the passive voice. Forgetting to include an auxiliary verb is a common mistake that learners make in the beginning stages of learning the passive voice (Folse, 2009, p. 242). Learners also frequently confuse the present and past participle (Folse, 2009, p. 247). Knowing when it is and is not appropriate to use the passive voice and by-phrases also presents a challenge to students. They often use the passive voice when they should use the active voice, and the active voice when they should use the passive voice (Folse, 2009, p. 247). The concept of voice can also be difficult for many learners, as it is common for learners to confuse the passive voice with the simple past tense (Folse, 2009, p. 242). Many students struggle with the idea of an object, and an object turning into a subject, as they often try to put intransitive verbs, specifically unaccusative verbs (Oshita, 2000, p. 294), into the passive voice (Folse, 2009, p. 244). Unaccusative verbs have subjects that are not responsible for performing the action. Semantically, the subject has the role of the patient, that which undergoes the action, but the accusative case is not used. An example of an unaccusative

verb is *die*. Saying “He was died” is ungrammatical because in the active voice, “He died,” the subject is already undergoing the action.

0.2 Statement of Problem

Even though previous research reveals the types of errors ELLs make when learning the passive voice, the research generally lacks the examination of classroom data in order to pinpoint which mistakes are most commonly made. The majority of the research on the passive voice involves experiments in which participants translate sentences into the passive voice, explicitly produce sentences using the passive voice or make grammaticality judgments of sentences using the passive construction with different types of verbs. Research in the fields of Second Language Acquisition (SLA) and TESOL has provided a list of common errors made by ELLs. This study is a longitudinal study that evaluates those existing beliefs by looking at the trajectory of individual learners over time. I identify and measure the frequencies of the errors that the individuals made in normal classroom exercises and assignments before, during and after they received explicit instruction on the passive voice. Therefore, this study highlights the importance of examining individual learners’ development over time.

0.3 Research Questions

This study answers the following questions:

1. What errors do ELLs make in regard to the passive voice?
2. What are the frequencies of the passive errors ELLs make in regard to the passive voice?
3. Are there problems specific to the L1 groups of Arabic and Korean?
4. Are the most frequent errors in accordance with what the literature suggests?

5. Is there evidence of lexical learning with chunking in the passive voice?
6. How often do the students use the passive voice in each level of the IEP?

0.4 Significance

This study examines a common yet overlooked difficulty for learners of English as a second language (ESL). This research will provide new insight into how L1 Arabic and L1 Korean learners of English use the passive voice, as well as evaluate claims made by previous researchers. The impact this research will have is that it will not only contribute valuable information to the field of SLA in an overlooked area, but it will also impact the TESOL field. If teachers know what aspects of the passive voice are most difficult for their students, and the types of errors they most commonly make, then teachers can specifically target those problems and areas, and not just rely on what textbooks say the most common problems are. Most of the studies on L2 acquisition of the passive voice do not use authentic classroom production data to identify the errors that ELLs make. When they do use real production data, it is usually written data, and not spoken data. This study not only uses authentic classroom production data that includes both spoken and written data, but also evaluates select individuals' production data over time.

0.5 Limitations

This study was limited to 12 students who had previously enrolled in and completed the low-intermediate, high-intermediate and advanced level classes at the University of Pittsburgh's English Language Institute (ELI). The only data that were excluded was data containing the

passive voice that was directly copied from another source, such as when students quoted outside sources in their essays.

This study also recognizes the following limitations:

1. Although the participants were chosen because they completed all levels and classes of the ELL, they did not all have the same amount of spoken and written data available for review.
2. It is impossible to know exactly what learners were thinking when they used the passive voice, and there were times when it was difficult to judge what they meant to say when their sentences contained several errors. However, I analyzed and categorized the data based on my native speaker intuition and knowledge gained from my education and training in the fields of English, TESOL and Applied Linguistics, as well as my experience teaching ESL.
3. Using a framework of error analysis results in underextension. Error analysis only evaluates productive skills; thus, it does not assess or involve receptive skills. It also does not account for strategies like avoidance. Performing error analysis and looking at production data only allows for certain contexts in which the passive voice is used to be analyzed. Hence, results must be seen as complimentary to experimental studies.

0.6 Thesis Overview

This thesis is divided into four sections. The first section contains a literature review of the acquisition of the passive voice in L2 English, with a concentration on studies that focus on L1 Arabic and L1 Korean ELLs. The focus of the second section is on the design of this study. The results are presented in the third section. I provide a discussion of the results in the fourth section. That discussion contains the implications this research has in the TESOL field, as well as suggestions for future research.

1.0 RESEARCH ON L2 ACQUISITION OF THE ENGLISH PASSIVE VOICE

The research conducted on L2 acquisition of the English passive voice is mainly focused in three separate areas: the identification of the features of the passive voice that cause problems for ELLs, the investigation of the unaccusative passive error, and the effect that different types of pedagogical techniques and interventions have on the acquisition of the passive form and comprehension of the passive's meaning. VanPatten (2004) identified one feature of the passive voice that causes problems for all ELLs, regardless of their L1, and that is the syntactical order in which the patient is expressed first (p. 15). VanPatten's (2004) First Noun Principle states: "Learners tend to process the first noun or pronoun they encounter in a sentence as the subject or agent" (p. 15). Thus, according to VanPatten, ELLs initially process the patient as the agent, which leads to both miscomprehension and misuse of the passive voice.

While VanPatten (2004) focused on input processing, Hinkel (2002) centered her research on identifying whether the animacy of the subject noun in passive sentences affected ELLs' grammaticality judgments of passive constructions. Hinkel's (2002) work contained experiments that asked native speakers (NSs) and non-native speakers (NNSs) to "rank the perceived lexical animacy of nouns or noun phrases on a Likert scale ranging from 1 to 10, from inanimate to animate, (p. 5)" and then judge the grammaticality of active and passive sentences containing the previous nouns and noun phrases as subjects. What Hinkel (2002) found was that "perceived animacy or inanimacy of nouns did not make a great deal of difference in the participants' grammaticality judgments of active or passive constructions in English" (p. 10).

What did have an effect on the grammatically judgments were “the sentience of the entity to which subject nouns referred” (Hinkel, 2002, p. 10). What Hinkel claims has an effect on the grammatically judgments is the level of animacy the subject has in a passive sentence.

In many Asian languages, such as Japanese and Korean, the subject of a passive sentence must be sentient or more animate than the object (Hinkel, 2002, p. 13). Japanese and Korean both have a hierarchy of animacy. Therefore, the sentience of subject nouns is a factor for many NNSs in identifying the grammaticality of L2 English active and passive constructions. Hinkel (2002) also states that “ The meaning of passive constructions in Chinese, Japanese, and Korean often refers to an action performed by the inanimate subject of an active verb, and the subject entity is expected to affect the object entity” (p. 11). Therefore, she argues that the subject of the sentence is the agent, and the object is the patient. However, it is important to note that in Chinese the use of the passive voice is almost always adversative, which is similar to how the Korean passive is used. Also, the passive voice in Chinese is used less frequently than in English. Xiao, et. al. (2006) conducted a corpus-based study in which they compared how frequent the passive voice is in Chinese and English, and they found that “Passive constructions are nearly 10 times as frequent in English as in Chinese” (p. 34).

Another finding by Hinkel (2002) is that “Verb transitivity marked by the presence of direct objects” also factors into NNSs’ grammaticality judgments (p. 12). Hinkel suggests that ESL teachers improve their students’ grammaticality judgments by contrasting active and passive sentences in order to provide them with a means of comparing the syntactic functions of nouns and noun phrases. Overall, Hinkel stresses the importance of the English passive’s form, function and meanings being taught in detail to ELLs.

Hinkel (2004) shifted her research focus to the more general concept of how often NSs and NNSs use the passive voice in academic writing. She compared how NSs and NNSs enrolled in four different American universities used tense, aspect and the passive voice in academic writing. What Hinkel (2004) found was that NSs' and NNSs' uses of the passive voice were quite different: "The NNS median frequency rates of passives (from 0.33 to 0.75) were approximately one quarter to one half of the NS median frequency rate (1.32)" (p. 22). Hinkel (2004) concluded that NNSs avoid using "complex verb phrase constructions" like the passive voice (p. 23). In order to prevent NNSs from avoiding the passive voice in academic prose, Hinkel (2004) suggested that "the practically requisite usage of passive voice in constructing formal written discourse also needs to be taught intensively" (p. 24). Hinkel (2004) also highlights the importance of the passive voice in academic writing by saying: "Practically all researchers of written academic corpora comment on the fact that passive constructions are far more prevalent in the academic genre than in any other" (p. 10). Therefore, it is essential that ELLs who wish to attend universities in English speaking countries or have jobs in which they must read and produce formal writing receive explicit, detailed instruction regarding the passive voice.

The passive error that receives the most attention and research focus is the unaccusative error. The unaccusative error is when ELLs passivize a type of intransitive verb known as unaccusative verbs, such as *arrive* and *happen*, such as in "He was arrived late," and "The party was happened last Thursday". Unaccusative verbs have an undergoer or patient in subject position without morphology. According to Oshita (2001), one of the pioneers of the unaccusative error research, "It was Hubbard (1983) who first noted that the majority of passive intransitive errors in nonnative English (more than 90% of his data) involve unaccusatives" (p.

284). Oshita's (1997) own research supports Hubbard's observation, and led him to publish his own work regarding the unaccusative error (Oshita, 2001, p. 284).

Oshita (2000) conducted a corpus study of passive unaccusatives using L2 English essays written by L1 Italian, L1 Spanish, L1 Japanese and L1 Korean learners. The reason for choosing those L1 groups was not only because there was a considerable amount of data available in those groups, but because Italian and Spanish have comparable compound tense/aspect systems, while Japanese and Korean do not. Oshita (2000) states that the passive unaccusative error is "extremely prevalent" in speakers of languages that do not have a comparable compound tense/aspect systems (p. 297). The purpose of his study was to critically evaluate the existing theories regarding why ELLs passivize unaccusative verbs. According to Oshita, it is relatively advanced learners who more commonly try to passivize unaccusative verbs. His findings showed that the L1 Korean learners made the most passive unaccusative errors. After reviewing all of the corpus data, he attributed the most likely cause of the passive unaccusative error to be "a type of overgeneralization based on the passive morphosyntax of the target English" (Oshita, 2000, p. 319-320). The other theories, L1 transfer, overgeneralization of the adjectival passive, nontarget lexical causativization and identification of passive morphosyntax with the lack of a logical subject, were deemed unlikely to be the cause of the unaccusative error.

Oshita (2001) developed The Unaccusative Trap Hypothesis. His hypothesis states that "L2 learners of English fail to distinguish unaccusatives and unergatives as distinct lexicosyntactic classes because of the saliency of the NP-V word order in which most tokens of intransitive verbs appear in the input" (Oshita, 2001, p. 286). What Oshita believes is that ELLs initially classify the lexical and syntactic properties of unaccusative verbs as unergative verbs. It

is not until they “correct the misanalysis and its syntactic consequences” that they will be able to overcome the error and attain the target passive grammar (Oshita, 2001, p. 300).

Balcom also started doing research on the passive unaccusative error around the same time as Oshita. Balcom (1997) conducted an experiment in which a group of L1 Chinese ELLs made grammaticality judgments of sentences that contained the passive construction ‘be’ + *-en*. Many of the sentences contained the passive construction with unaccusative verbs. Her participants also had to complete a cloze production task in which they had to fill in blanks in sentences by conjugating base forms of verbs that were already provided for them. The results indicated that the ELLs mainly judged the use of the passive construction ‘be’ + *en* with unaccusative verbs to be grammatical. As for the cloze production task, the ELLs produced the passive construction with unaccusative verbs more than any other type of verb. Balcom (1997) concluded that the English passive rule is not able to completely replace the native-like unaccusatives rule (p. 5-6).

As for pedagogical techniques and interventions, Lee (2007) studied the effects that textual enhancement and topic familiarity had on L1 Korean ELLs learning the form and meaning of the English passive voice. She found that textual enhancement of passive forms “aided the learning of target forms while having unfavorable effects on meaning comprehension” (Lee, 2007, p. 87). On the other hand, topic familiarity was effective in helping the students to comprehend passive forms, but did nothing in terms of helping them to learn the passive form. Even though Lee’s (2007) study focused on the effects of textual enhancement, she chose the passive voice as the grammar focus because it was a “grammatical target that they had already encountered during years of instruction but that they needed yet to master” (p. 109). Lee’s evaluation of her Korean ELLs and their years of study yet lack of acquisition of the passive

voice supports Hinkel's study in which she highlights the importance of the passive's form and meaning both being addressed in detail by teachers.

Qin (2008) compared VanPatten's processing instruction, a type of focus-on-form instruction that is input-oriented, and dictogloss tasks, a type of focus-on-form instruction that is output-oriented, using the passive voice. She chose the passive voice as her target grammatical form because "from a pedagogical perspective, it does not occur frequently in the input (e.g. in teachers' talk or textbooks), and it is a grammatical feature that presents special problems to Chinese EFL learners" (Qin, 2008, p. 65). Qin studied how L1 Chinese beginner ELLs performed on the tasks in regard to comprehension and production of the passive voice. Qin found that processing instruction was significantly better in terms of comprehension and production of the passive on the initial posttest. However, on the delayed posttest, processing instruction and dictogloss tasks caused significant improvement in both comprehension and production. Therefore, Qin (2008) concluded that both processing instruction and dictogloss tasks are "effective pedagogical tools to help beginning EFL learners to acquire target grammatical forms" (p. 61).

Some studies specifically investigate Korean L1 ELLs' acquisition of the passive voice, such as Jung's (1996) study, in which she analyzed 200 samples of L1 Korean university students' L2 English writing. She found that the students' main pragmatic errors were discourse functional errors and emotional functional errors (Jung, 1996, p. 6). Discourse functional errors included using the passive voice in unnatural contexts and using a by-phrase when it should be omitted. One example of a discourse functional error from Jung's (1996) study is "As you guess, from now the side of negative direction should be written down" (p. 8). That example is from an

essay in which the student had to present two sides of an argument. The discourse functional error was in using the passive voice to present the negative side of the argument.

Emotional functional errors are instances in which students used the passive voice to describe emotional states, especially adverse emotional reactions; however, these uses of the passive voice are unnatural and would not be used by native speakers of English. An example of an emotional functional error from Jung's data is "Thus person managed dye factory, and thus he used much water for dye and then the polluted water was discharged by him secretly into river because he had to spend much money to clean up the waste water (Jung, 1996, p. 10). Overall, the emotional functional errors are greater than the discourse functional errors and statistically significant.

Jung (1996) claims that the prevalence of the emotional functional errors is due to L1 interference, as the Korean passive voice is often used to describe emotional states and adverse emotional reactions (p. 12). An adverse emotional reaction is described as the subject being adversely affected by the action of the verb, such as in the following sentence: "Katie was hit on the head with a rock." According to Jung (1996), a common mistake made by Korean learners when describing adverse emotional reactions is the passivization of the intransitive verbs *occur* and *happen*, such as in "An oil spill was happened" (p. 12). Jung also notes that students make emotional functional errors in describing positive emotional reactions as well as adverse ones, which strengthens the claim that the errors are caused by L1 interference. The discourse functional errors are attributed to the students' mistakenly believing that the English active voice and passive voice are "paraphrases of the same thing," and that being able to use the passive voice in English indicates prestige and command of the English language (Jung, 1996, p. 17).

Jung's (1996) analysis focuses on errors in meaning and usage, not on form. According to Lee (2007): "Constructing the passive voice in English is relatively simple and straightforward: *be* + *-(e)d*. However, many Korean EFL learners tend to omit either the *be* or *-(e)d* in their passive construction, and they often have difficulty with the appropriate usage of adjectival participles" (p. 98). Thus, there exists not only a lack of research in general on L1 Korean acquisition of L2 English passive voice, but also regarding mistakes and difficulties in producing the form. There is a need for more analysis of L1 Korean production data, more of a focus on using the passive voice in speech as well as writing, and suggestions for pedagogical improvements and interventions.

Research in the field of SLA regarding how speakers with Arabic L1 learn the passive voice in L2 English is also limited. The little research that is available contains conflicting information. Kleinmann (1977) suggests that contrastive analysis serves as a predictor of L1 Arabic use of L2 English passive voice. He concludes that L1 Arabic ELLs avoid using the passive voice in the L2 in situations in which the passive voice is not used in the L1. For Kleinmann, the term *avoid* encompasses the idea that the learners do not use the passive voice because they do not know how to do so. Marzouk (1995) claims that Kleinmann's use of the term *avoidance* is incorrect, and that his analysis of the differences in the uses of the passive voice in Arabic and English is lacking because his manner of comprehension testing is too limited. If learners avoid using the passive voice, they make meta-cognitive decisions not to use the passive voice, which is what Marzouk believes L1 Arabic learners of English do. In order to make those meta-cognitive decisions, they must have some knowledge of the forms and functions of the passive voice. If learners are developmentally delayed, which is what Kleinmann means, they do not have the knowledge of the passive voice's forms and functions.

Overall, sufficient research exists regarding the identification of ELLs' most frequent errors in an authentic classroom setting. However, even though many problematic features that cause common errors are known, the frequencies at which the errors occur, especially in specific L1 groups, are not known. Moreover, few studies have tracked the development of single individuals over time.

2.0 DESCRIPTION OF PRESENT STUDY

2.1 Motivation and context

The primary motivation for this study is the need to examine authentic classroom production data in order to identify the features of the passive voice that prove to be the most difficult for ELLs, especially L1 Korean and L1 Arabic ELLs. I chose Korean and Arabic as the L1 groups for two main reasons. First, the ELI's database had the most data available on L1 Korean and L1 Arabic students. Second, this research will provide practical information and pedagogical implications for the L1 Korean and L1 Arabic ELLs enrolled in IEPs such as the ELI. Other researchers focused on very specific errors that ELLs make, such as passivizing unaccusative verbs, or on ELLs' general use of the passive voice. This research not only looks at frequency of use, but also at all of the errors ELLs make, and not only in written data, but also in spoken data, which is rarely obtained or reviewed in experiments.

The research regarding pedagogical implications and interventions that was discussed earlier offered very general suggestions. For example, textual enhancement can help ELLs to acquire the passive form. However, if teachers know that their students, or a certain L1 group, have trouble with a specific part of the form, such as the auxiliary verb, then textual enhancement can be applied specifically to the auxiliary verb, and not to the entire passive form. It is suggested by many in the fields of SLA and TESOL that the passive voice needs to be taught at length and in great detail, as many ELLs who have studied English for several years

and learned the passive voice fail to use it. In order to encourage ELLs to use the passive voice appropriately, teachers need to be able to target whatever aspects are so difficult for ELLs that they prevent them from being able to incorporate the passive voice into their English speech and writing. Research such as this identifies the areas that teachers need to target in order to ensure that their students not only acquire the passive voice, but also use and retain it.

2.2 Setting

The setting for this research is the University of Pittsburgh's English Language Institute (ELI). The ELI offers an intensive English program (IEP) that provides low-intermediate, high-intermediate and advanced courses in reading, writing, grammar, speaking and listening. The semesters last for 13 weeks, and the classes are each 50 minutes long. Full-time students, those enrolled in all of the IEP classes, have 20 hours of class per week. The ELI also offers special courses, such as Test of English as a Foreign Language (TOEFL) preparation classes, which students may take in addition to the IEP classes. The passive voice is not taught explicitly until the advanced grammar class, Grammar 5. However, the passive voice is included in other grammar focuses in speaking and reading classes in the high-intermediate level. Along with IEP and special classes, the ELI offers several outside activities, such as trips to museums, cultural events and other American cities.

The classes at the ELI focus on English for academic purposes (EAP), and are taught using a communicative approach. Communicative language teaching emphasizes meaning over form, providing realistic situations and texts, and using language for practical communicative purposes. Although the communicative approach stresses meaning over form, focus on forms is still one aspect of teaching in the ELI (Long & Robinson, 1998). Overall, students at the ELI are

active learners who engage with their peers not only in order to develop and hone their English language skills, but also to expand their cultural knowledge.

2.3 Methodology

In order to determine the features of the passive voice that were the most difficult for the ELLs, 12 ELI students' spoken and written data collected from ELI classes was reviewed. The spoken data consists of speeches the students gave on various topics, and sentences they recorded in which they practiced specific grammar constructions. The written data consists of students' essays, written homework and written in-class assignments. None of the spoken or written data was elicited for the purpose of being reviewed for this research. The effect of passive instruction, pedagogical strategies and interventions were not the focus of this study, but will be discussed. This is a longitudinal study that reviews when and how specific full-time L1 Korean and L1 Arabic students used the passive voice before, during and after they received explicit passive voice instruction in the ELI.

2.4 Participants

The participants are composed of 12 students—6 L1 Korean, 3 males and 3 females, and 6 L1 Arabic, 3 males and 3 females. The students were selected because they were full-time students who completed the three levels of the ELI, and because they had spoken and written data available for review in the ELI's online database. Table 2.1 provides the nationalities, genders and ages of the participants. The participants' database student identification numbers are used in order to protect their identities. It is also important to note that all participants signed a consent form. All of the L1 Korean participants are from South Korea, and the L1 Arabic

participants are from Saudi Arabia and Libya. Their ages when they first enrolled in the ELI range from 19-years-old to 31-years-old.

Table 2.1: Description of Participants

Database ID Number	L1	Nationality	Gender	Age in 1st ELI Semester
579	Korean	South Korean	Male	22
582	Korean	South Korean	Male	24
832	Korean	South Korean	Male	20
648	Korean	South Korean	Female	21
655	Korean	South Korean	Female	22
818	Korean	South Korean	Female	28
902	Arabic	Saudi	Male	19
918	Arabic	Saudi	Male	26
943	Arabic	Libyan	Male	26
716	Arabic	Libyan	Female	31
756	Arabic	Saudi	Female	31
893	Arabic	Saudi	Female	26

The years of L2 English instruction the participants received before they enrolled in the ELI, as well as their time spent in an English-speaking country before enrolling in the ELI are presented in Table 2.2 below.

Table 2.2: Years of Prior Instruction and Time Abroad

Database ID Number	Years of English Instruction Before the ELI	Number of Years Spent in an English Environment before the ELI
579	3-5	3-5
582	More than 5	Less than 1
832	More than 5	Less than 1
648	More than 5	Less than 1
655	More than 5	None
818	More than 5	None
902	More than 5	None
918	3-5	3-5
943	1-2	Less than 1
716	Less than 1	Less than 1
756	Less than 1	Less than 1
893	More than 5	More than 5

Out of the L2 participants, 7 had more than 5 years of English instruction before they started classes at the ELI. Fifty percent of the participants spent less than one year in an English-speaking environment before the ELI, while 25 percent had never spent a significant amount of time abroad in an English-speaking environment.

2.5 Data Collection Instruments

I did not collect any data for this study. Rather, I used data that had previously been collected through three of the ELI's programs, the Recorded Speaking Activity 2.0 (RSA) program, the Grammar Recorded Speech (GRS) 2.0 program, and the Online Submission System (OSS). The RSA and GRS are programs developed for the ELI. These programs allow students' speeches from speaking classes and spoken grammar activities from grammar classes to be recorded and saved on the ELI's server. The OSS connects to the ELI's online database, and allows students to submit written work online that is then saved on the database. All of the spoken data I

analyzed comes from the RSA and GRS programs, and all of the written data was obtained from the ELI's online database after being submitted through the OSS.

2.6 Data Analysis

The methods used to analyze the data are listed below in terms of each research question.

2.6.1 Research Question 1: What errors do ELLs make in regard to the passive voice?

In order to determine the errors the ELLs made in regard to the passive voice, I had to locate and analyze each time they used or tried to use the passive voice. I started by selecting a student and then listening to all of the available sound files for that student. As I listened to the student's speeches and recorded grammar activities, I transcribed sentences in which the student used or attempted to use the passive voice. I listened for both the passive form and meaning. An attempt at using the passive voice is when it is clear that the student means to use the passive voice, but there is an error in the form, such as a missing auxiliary verb. Once I finished listening to all of the student's sound files and transcribing all of the relevant sentences, I accessed the student's written data. I read all of the written data, and copied the sentences in which he or she used or attempted to use the passive voice.

Once I had a list of all of the sentences in which the student used or attempted to use the passive voice, I read each one and determined if it was correct in both form and use, correct in form but not in use, or incorrect in form and use. If there was an error in form, then I recorded what type of error it was, such as incorrectly conjugating the auxiliary verb. In order to determine the error in form, I looked at the sentence order to check that the patient was first, and if there was a by-phrase, that the agent was present in it. I checked the auxiliary verb to make

sure that it was the correct auxiliary verb in terms of meaning, and then I determined whether it agreed with the patient and was in the correct tense. I also checked the past participle in order to make sure that it was conjugated correctly. If it was not conjugated correctly, then I recorded the type of error. For example, many students often excluded the inflectional passive morphology, while others used the present participle instead of the past participle. If the passive voice was used instead of the active voice, then I recorded what tense in the active voice should have been used. I also looked for contexts in which the passive voice is necessary.

2.6.2 Question 2: What are the frequencies of the errors?

After I finished analyzing all of the students' passive sentences, I tallied how many sentences were completely correct, how many used or tried to use the passive voice when they should have used the active voice, and how many had errors regarding the form. I then tallied all of the instances in which specific tenses should have been used in the active voice, and how many times each type of error in form was made. I repeated this process for each student.

2.6.3 Question 3: Are there problems specific to L1 groups of Arabic and Korean?

Once I finished calculating and recording all of the frequencies of correct passive usage, incorrect passive usage and incorrect passive forms for each individual student, I added them together based on L1 and gender, and then just on L1. I then made lists of all of the errors made by each L1 group, and how many times they occurred.

2.6.4 Question 4: Are the most frequent errors in accordance with what the literature suggests?

Based on the literature regarding the acquisition of the passive voice in L2 English, I made lists of the main passive errors, and then compared those lists to the ones I made when analyzing the data.

2.6.5 Question 5: Is there evidence of lexical learning with chunking in the passive voice?

Chunking is when language learners acquire chunks of language, such as when they learn an entire phrase in order to understand the meaning of a word or tense (VanPatten, 2004, p. 8). I wanted to determine if lexical learning with chunking was used by the participants in order to acquire the passive voice. In my analysis, I noticed that there were patterns of use regarding certain verbs and phrases being used by all or almost all of the students. For example, *locate* was used as the main verb in several passive sentences by all or almost all of the students, as well as the phrase *get married*. I counted the number of times that phrase and the verb *locate* were used by each student in the passive voice. I also took note if there were specific phrases or sentences that students repeated throughout their speech or writing.

2.6.6 Question 6: How often do the students use the passive voice in each level of the ELI?

I also included the level the student was in at the time he or she spoke or wrote the sentence.

After my analysis of each student was complete, I counted the number of passive constructions they had from each level.

2.7 Hypotheses

My predictions to the research questions were as follows:

2.7.1 Research Question 1

I hypothesized that there would be passive with unaccusative verb errors, as well as errors involving the passivization of other types of intransitive verbs. The other main errors I expected to find were incorrect conjugations of the auxiliary verb and the past participle, missing auxiliary verbs and using the passive voice when the active voice should be used.

2.7.2 Research Question 2

I anticipated that there would be a high frequency of passivizing intransitive verbs, especially unaccusative verbs. I also thought that there would be high frequencies of incorrect conjugations of the auxiliary verb and past participles, as well as using the passive voice when the active voice is needed. Overall, I expected that the passive voice would hardly be used in the students' speeches, and although it would occur more frequently in students' writing, it still would not be used often. I also anticipated that the amount of incorrect passive sentences would far outnumber the correct passive sentences.

2.7.3 Research Question 3

Based on the literature I reviewed, I hypothesized that the L1 Korean students' biggest problem would be using the passive voice when they should use the active voice due to emotional functional responses (Jung 1996). Based on Lee (2007), I expected to find missing auxiliary

verbs in the L1 Korean data, as well as missing inflectional morphology on past participles (p. 98). I also expected to find some syntactic problems in the L1 Korean passive sentences based on Hinkel's (2002) work with noun animacy and Asian languages. As for the L1 Arabic students, I anticipated that I would find fewer instances of the passive voice due to the literature that claims L1 Arabic learners avoid or delay using the passive voice (Kleinmann, 1977, Marzouk 1995). I also expected to find few by-phrases in the L1 Arabic passive sentences, as El-Yasin (1996) states that there is "no natural way of mentioning the doer" of an action in the passive voice in Arabic (p. 20). I thought that aspect of the passive voice in Arabic would cause L1 interference in learning the passive voice with by-phrases in L2 English.

2.7.4 Research Question 4

All of my expectations are based on what the literature suggests the main problems and errors are for ELLs.

2.7.5 Research Question 5

Before I analyzed the data, I anticipated that one way the students learn the passive voice is through using certain verbs often and repeating certain phrases or sentences in the passive voice. There are some common set phrases in English that are in the passive voice, such as *was born* and *get married*, and I presumed that learners would already know and use them. I also expected that they might memorize phrases or sentences in the passive voice and use them frequently in order to remember and acquire the form.

2.7.6 Research Question 6

Even though students at the ELI do not receive explicit passive voice instruction until the advanced grammar class, Grammar 5, I anticipated that all of the participants entered the ELI already having been taught the passive voice, especially because the majority of them had 5 or more years of English language instruction before enrolling at the ELI. I expected to find a limited use of the passive voice in level 3, a higher frequency of passive constructions in level 4, and the majority of the passive constructions in level 5. I hypothesized that there would be an increase in passive constructions in level 4 because the students in the level 4 speaking and reading classes are taught aspects of the passive voice coupled with other grammar focuses.

3.0 RESULTS

3.1 Research Question 1: What errors do ELLs make in regard to the passive voice?

After listing, analyzing and categorizing the passive data, I found that the participants made the following errors: using the passive voice instead of the active voice, using the active voice instead of the passive voice, incorrectly conjugating the auxiliary verb, incorrectly forming the past participle, not including an auxiliary verb, using an incorrect auxiliary verb, putting passive sentences in the wrong order, and not including *by* in a by-phrase.

3.2 Research Question 2: What are the frequencies of the errors?

The results show that the error that occurred most frequently in the Korean Data is using the passive voice when the active voice should be used. A total of 49 passive errors were made by the Korean participants, and 22 of those errors were due to using the passive voice instead of the active voice, which amounts to 45 percent of the errors. Incorrectly conjugating the auxiliary verb is the second most common L1 Korean error, occurring 7 times, or 14 percent of the time. Not including the auxiliary verb is the third most common error, and occurred 6 times, or 12 percent of the time. Incorrectly conjugating the past participle occurred 5 times, which is 10 percent. Incorrect sentence order occurred three times, and is the fifth most common L1 Korean error, while not including *by* in a by-phrase and using an incorrect auxiliary verb are tied for the

sixth most common Korean error, and occurred twice. Figure 3.1 lists all of the spoken L1 Korean errors and their frequencies, as well as the amount of correct passive constructions. See Appendix A for Table 3.1, which contains the information in more detail.

Figure 3.1: L1 Korean Spoken Data:

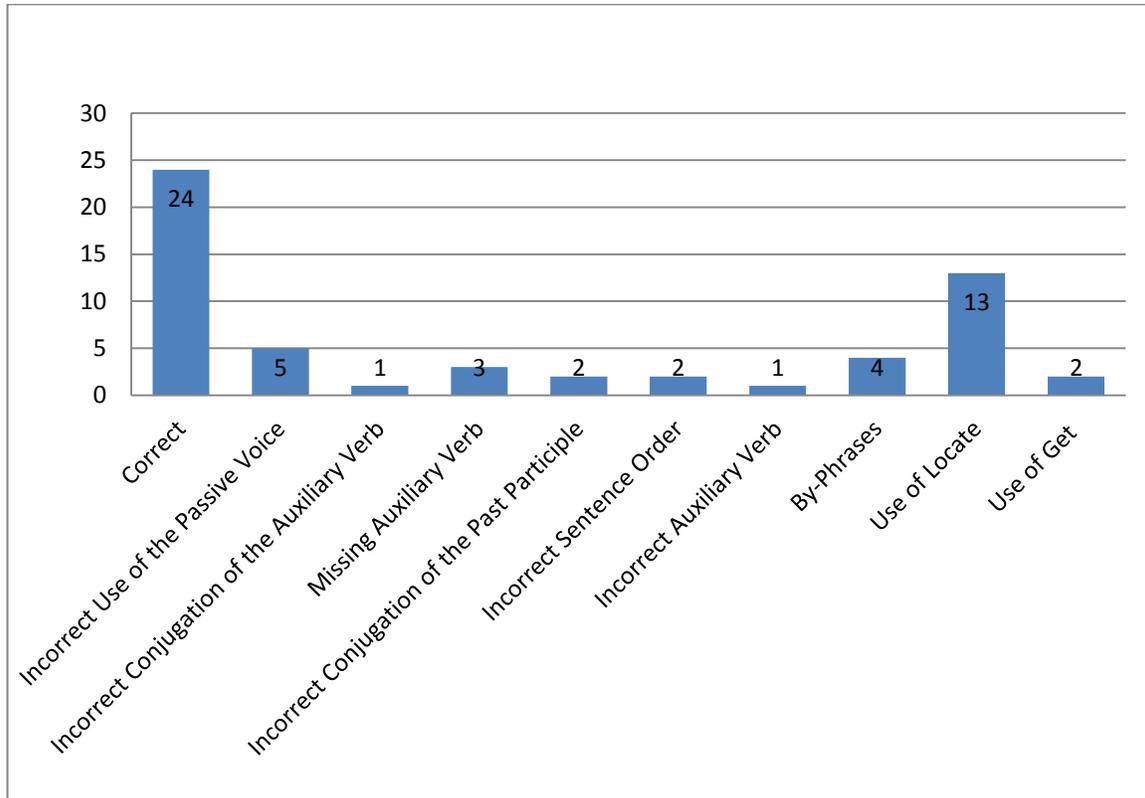
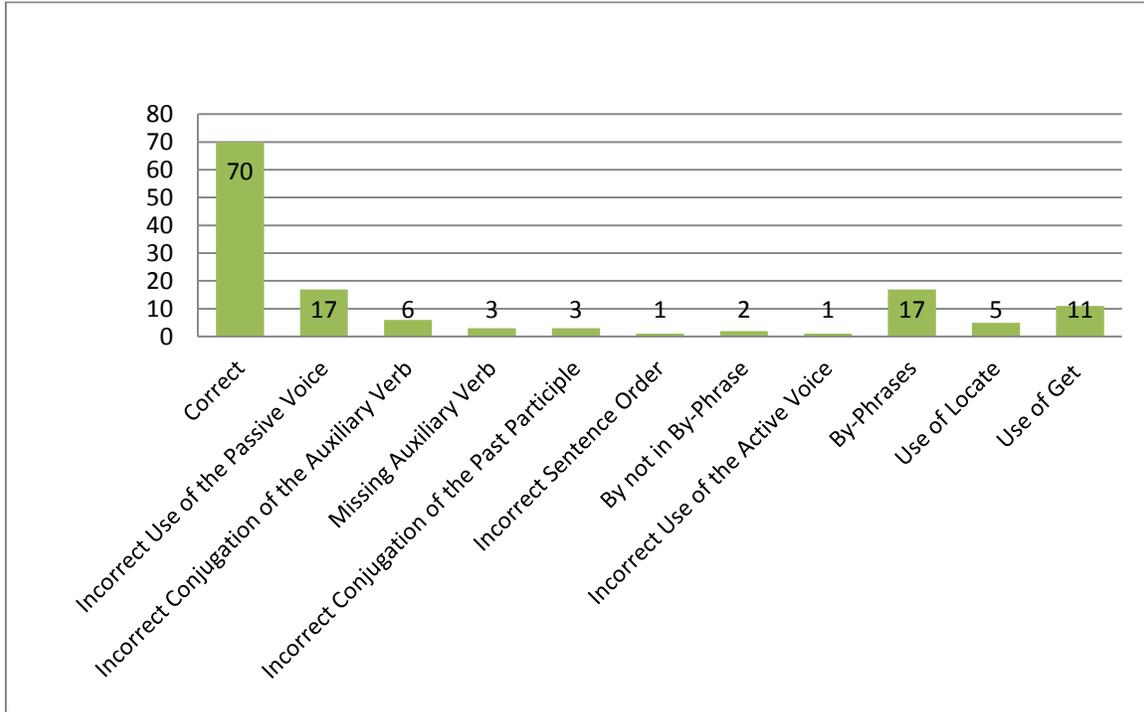


Figure 3.2 lists all of the L1 Korean written errors and their frequencies, as well as the amount of correct passive constructions. See Appendix A for Table 3.2, which contains the information in more detail.

Figure 3.2: L1 Korean Written Data



Incorrectly using the passive voice is the most common error in both the L1 Korean spoken and written data. Out of the 22 times the L1 Korean participants used the passive voice incorrectly, they should have used the simple past tense in the active voice 10 times. An example is “I’m selected going to my uncle’s house on my vacation.” The passive constructions should be in the simple present tense in the active voice 7 out of the 22 times, or roughly 32 percent of the time. The future, present perfect, present perfect continuous, past perfect continuous and an adjective should all have been used once.

As for the incorrect conjugation of the auxiliary verb, it occurred 7 times, and 4 of those times it was conjugated incorrectly due to students using the wrong tense, such as in “In this country, first letter in the world is published.” while the other 3 times the participants failed to have the verb agree with the subject, such as in “However, some of sports, handball, swimming, volleyball etc, is turned away by spectators.” Incorrectly conjugating the past participle occurred

5 times, which was caused by a lack of passive inflectional morphology each time. An example is “Baseball is consider a wild sport.” Every time there was a missing auxiliary verb, it was a form of *to be* that was missing, never *get*.

The results for the L1 Arabic data show that the error that occurred most frequently is not including an auxiliary verb, which occurred 12 times and is roughly 31 percent of the total errors. An example is “In Randolph E. Schmid article, English seen as co-star among global languages.” A total of 39 passive errors were made by the L1 Arabic participants, and 9 of those errors were due to using the passive voice instead of the active voice, which amounts to roughly 23 percent of the errors. An example is “His house that is always opened for me, is near from my house.” Incorrect conjugation of the auxiliary verb was the third most common error in the L1 Arabic data, such as in “A few years later the killers been caught.” That type of error occurred 8 times, which is 20.5 percent of the overall errors. Incorrectly conjugating the past participle happened 6 times, which amounts to 15 percent of the overall errors. An example of that error can be seen in “The best player is giving 100 dollars.” Using the wrong sentence order occurred only twice, while using an incorrect auxiliary verb and using the active voice when the passive voice was needed each only happened once. An example of the wrong sentence order is “To summarize, there have been many times of same sex marriages documented throughout the course of history.” An example of using the active voice inappropriately is “I think there is difference between treating animals in my country and the US.”

Figure 3.3 lists all of the spoken L1 Arabic errors and their frequencies in the spoken data, as well as the amount of correct passive constructions. See Appendix A for Table 3.3, which contains the information in more detail.

Figure 3.3: L1 Arabic Spoken Data

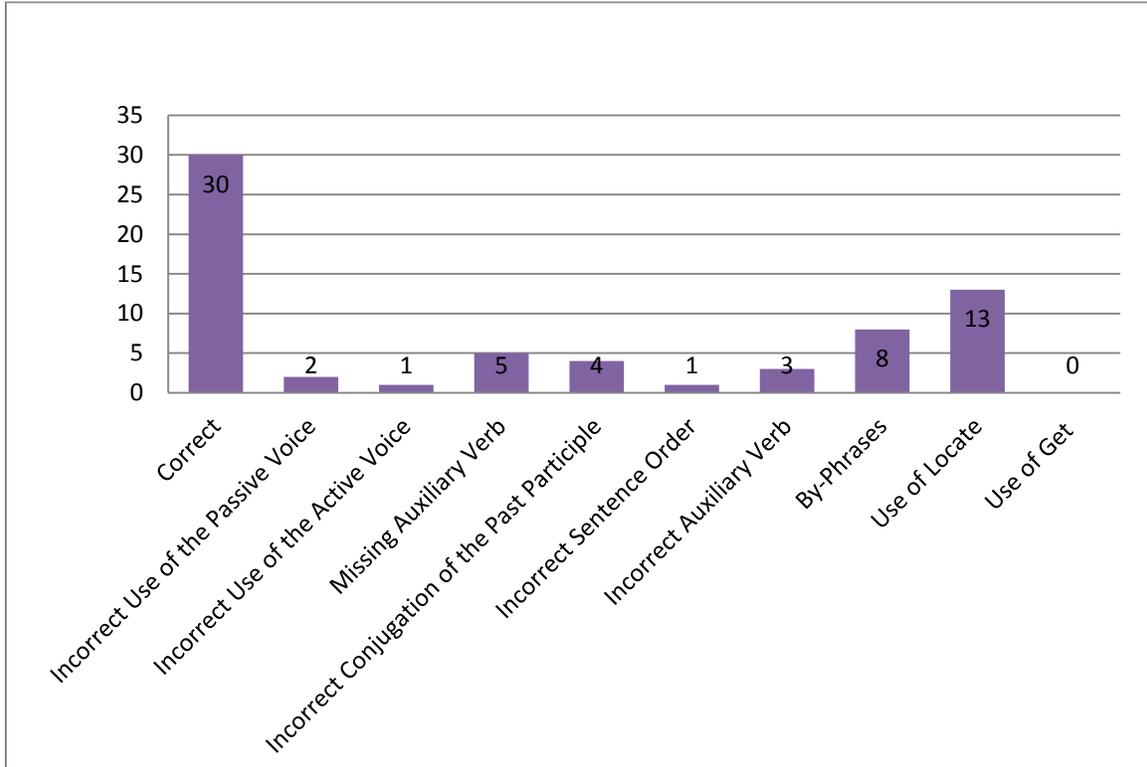
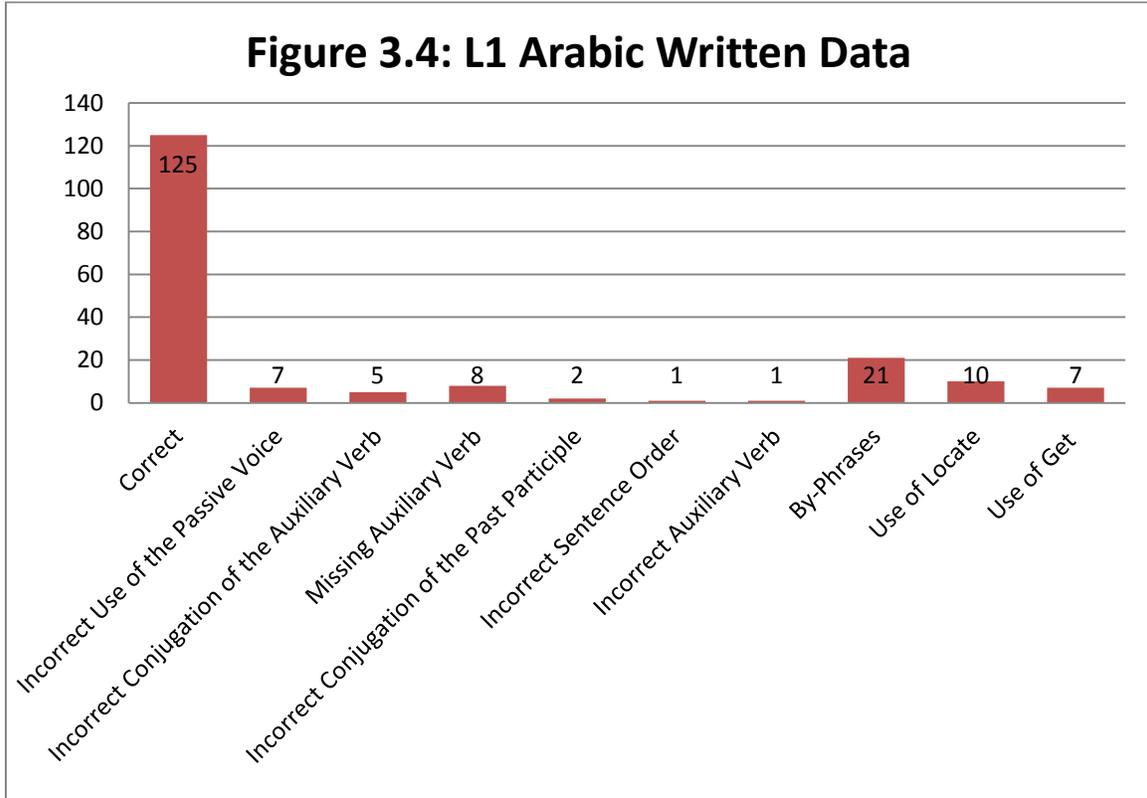


Figure 3.4 lists all of the written L1 Arabic errors and their frequencies in the spoken data, as well as the amount of correct passive constructions. See Appendix A for Table 3.4, which contains the information in more detail.

Figure 3.4: L1 Arabic Written Data



As seen in Figures 3.3 and 3.4, the biggest problem for the L1 Arabic students was not including an auxiliary verb. Out of the 12 times that error occurred, 11 of those times, roughly 92 percent, the missing auxiliary verb was a form of *to be*. *Have* was the missing auxiliary verb once, in the sentence “After Aid Al-fitir been decided in which place, every family prepare for that day.” The second most common L1 Arabic error was incorrectly using the passive voice. Out of the 9 times that error occurred, 1/3, or 33 percent of the time the future tense in the active voice should have been used. An example is “Ronald believes will be the dominant language, while Randolph predicts the pollution of native English speakers will be declined in 2050 and China will continue its predominance with some nation such as Hindi-Urdu of India and Arabic climbing past.” The simple present tense should have been used twice, while the simple past,

present continuous, present perfect and present perfect continuous each should have been used once.

The L1 Arabic participants incorrectly conjugated the auxiliary verb 8 times. Exactly 50 percent of the time the incorrect conjugation was due using the wrong tense, while the other 50 percent was due to the verb not agreeing with the subject. An example of incorrectly conjugating the auxiliary verb due to tense is “What are alcohol beverages to be restricted by age limit?” An example of incorrectly conjugating the auxiliary verb due to agreement is “The U.S. are bordered by Canada and Mexico.” When incorrectly conjugating the past participle, which occurred 6 times, the L1 Arabic students forgot the passive inflectional morphology half of the time, such as in “It is throw away in trash box,” and used the present participle 1/3 of the time, such as in “After being giving a bad grade, I felt that my life was over.” One L1 Arabic participant used simple present tense inflectional morphology once, in the sentence “They say that they have created a new airplane, which calles ARES to go to Mars.”

3.3 Research Question 3: Are there problems specific to L1 groups of Arabic and Korean?

There is one type of error that the L1 Korean group made that the L1 Arabic group did not make. That error is not including *by* in a by-phrase, which only happened 2 times. Not only is that type of error known to occur in all ELLs regardless of their L1, but the frequency at which it occurs in the L1 Korean data is so low that it is not significant, so it cannot be said that not including *by* in a by-phrase is a problem specific to the L1 Korean group. There are certain errors that are more frequent with each L1 group, but in general, the same problems and errors occur in both sets of data.

3.4 Research Question 4: Are the most frequent errors in accordance with what the literature suggests?

The literature suggests that passivizing intransitive verbs and incorrectly conjugating the auxiliary verb and past participle are among the most common errors ELLs make when they learn the passive voice. In all of the L1 Korean and L1 Arabic data, there were no unaccusative errors. Finding no instances of the unaccusative error is abnormal according to the literature. Initially, that finding may seem as though it does not clash with the literature because Oshita states that advanced learners make unaccusative errors. The participants are not considered to be advanced learners until level 5, and even then they only begin to receive explicit instruction on the passive voice. However, based on the number of years of English education the majority of the participants had prior to studying at the ELI, coupled with the frequent occurrence of the passive voice in all levels of their production data, unaccusative errors should exist, according to the literature. It is important to note that the participants did use unaccusative verbs in their data, but they used them very infrequently. The low frequency of unaccusatives means that the contexts for errors were limited. Incorrectly conjugating the auxiliary verb and past participle were very common errors in both sets of data, which is what the literature suggests, although not including an auxiliary verb was in some cases more common.

Based on Jung's (1996) research, which says that L1 Korean ELLs often use the passive voice in L2 English instead of the active voice when they give emotional functional responses, I analyzed all of the inappropriate voice errors from both L1 groups, since using the passive voice when the active voice should be used was the biggest problem for the L1 Korean participants and the second biggest problem for the L1 Arabic participants, in order to see how many of the incorrect voice errors could be attributed to an emotional functional response. I found that out of

the 22 times in which the passive voice was used instead of the active voice by the L1 Korean participants, 11 of those times can be attributed to an emotional functional response, which is 50 percent. Out of those 11 times, 7 are negative emotional functional responses, and 4 are positive emotional functional responses. Out of the 9 times in which the passive voice was used instead of the active voice in the L1 Arabic data, 3 of those times can be attributed to an emotional functional response, which is 1/3, or 33 percent. Out of those 3 emotional functional responses, 2 are negative, and one is positive. Therefore, using the passive voice when the active voice should be used, especially when giving emotional functional responses, is a problem for both L1 Korean and L1 Arabic ELLs, although more so for L1 Korean ELLs.

Based on Lee's (2007) research, there should be missing auxiliary verbs and missing passive inflectional morphology on past participles in the L1 Korean participants' passive sentences. Missing auxiliary verbs, which occurred 7 times in the L1 Korean data, was the second most common L1 Korean error, while incorrectly conjugating the past participle was the fourth most common error, and occurred 5 times. The passive inflectional morphology was missing in all of the 5 instances in which the past participle was conjugated incorrectly. As for Hinkel's (2002) work regarding noun animacy and incorrect passive sentence order in speakers of Asian languages, incorrect sentence order only occurred 3 times with the L1 Korean participants, and none of those instances were caused by the hierarchy of noun animacy. In Hinkel's (2004) study of NNSs' use of the passive voice in writing, she found that they did not use the passive voice nearly as much as NSs. I did not compare the L1 Korean and L1 Arabic data to NSs' data, but there were some participants, such as 818, who used the passive voice quite frequently, while there were others, such as 655, who rarely used the passive voice. Overall, in terms of the literature regarding L1 Korean acquisition of the passive voice in L2

English, my results are in accordance with Jung (1996) and Lee (2007), but not with Hinkel (2002).

The literature on L1 Arabic acquisition of the L2 English passive voice is on avoidance and delay. If L1 Arabic speakers avoid or delay using the passive voice, then my results should indicate few uses of the passive voice by the L1 Arabic participants. However, some of the L1 Arabic participants, such as 902, 716 and 756, used the passive quite frequently in their writing, while others like 943 and 893 hardly used the passive voice at all. Therefore, my results do not completely agree with Kleinmann's (1977) and Marzouk's (1995) research. However, my results are in accordance with El-Yasin's (1996) study regarding L1 Arabic speakers and by-phrases. He claims that since by-phrases are unnatural in Arabic, L1 Arabic ELLs will rarely use by-phrases as a result of L1 interference. There were 19 by-phrases (out of 199 passive constructions) in all of the L1 Arabic data, which amounts to roughly 9.5 percent of the data. However, it should be noted that there were only 21 by-phrases (out of 133 passive constructions) in the L1 Korean data, so the fact that the L1 Arabic students rarely used by-phrases might not be attributed to L1 interference. See Appendix B for Tables 3.5 and 3.6, which contain a breakdown of the by-phrases by student and data type.

3.5 Research Question 5: Is there evidence of lexical learning with chunking in the passive voice?

The results provide evidence of lexical learning with chunking in the passive voice. Almost all of the students use *locate* as the main verb several times in passive constructions, such as in "My country, Korea, is located between China and Japan." When multiple students use the same or a similar construction several times, it indicates that they use that construction to help them

understand and learn the passive voice. See Appendix B for Tables 3.7 and 3.8, which contain a breakdown of the use of *locate* by student and data type.

The results also show chunking with forms of *get married*. *Get* is used as the auxiliary verb 13 times in the L1 Korean data, and 14 times in the L1 Arabic data. Out of the 13 uses of *get* as the auxiliary verb in the L1 Korean data, 9 of those uses were with *married*. Out of the 14 uses of *get* as the auxiliary verb in the L1 Arabic data, 7 of those uses were with *married*.

Almost 70 percent of the uses of *get* as an auxiliary verb appear with *married* in the L1 Korean data, and 50 percent of the uses of *get* appear with *married* in the L1 Arabic data. Therefore, chunking also occurs with *get married*. See Appendix B for Tables 3.9 and 3.10, which contain a breakdown of the use of *get* by student and data type.

Besides *locate* and *get married* being used by the majority of the participants in both L1 groups, one L1 Arabic student in particular, 902, exhibited chunking in his writing with several other phrases. He used *was born* 5 times and *will be provided* 4 times. It is clear that he recycled certain sentences throughout several assignments, such as “Information will be provided below,” in order to use and learn the passive voice.

3.6 Research Question 6: How often do the students use the passive voice in each level of the ELI?

The results for the L1 Korean group show that the high-intermediate level, level 4, has the largest number of passive sentences. The advanced level, level 5, has the second greatest amount of passive sentences, while the low-intermediate level, level 3, has the least amount of passive sentences. However, level 4 only has 4 more passives than level 5. Table 3.11 has the exact figures of the L1 Korean passive sentences in each level:

Table 3.11: Total L1 Korean Passives by Level

Student ID	Number of Passives in Level 3	Number of Passives in Level 4	Number of Passives in Level 5	Total
579	4	0	17	21
582	2	2	9	13
832	11	8	2	21
648	5	12	4	21
655	12	4	0	16
818	3	24	14	41
	37	50	46	133

Tables 3.12 and 3.13 show each L1 Korean student's use of the passive voice in speaking and in writing, respectively:

Table 3.12: L1 Korean Spoken Passives by Level

ID Number	Number of Passives in Level 3	Number of Passives in Level 4	Number of Passives in Level 5	Total
579	4	0	3	7
582	0	2	2	4
832	0	1	2	3
648	1	3	4	8
655	7	1	0	8
818	0	3	4	7
	12	10	15	37

Table 3.13: L1 Korean Written Passives by Level

ID Number	Number of Passives in Level 3	Number of Passives in Level 4	Number of Passives in Level 5	Total
579	0	0	14	14
582	2	0	7	9
832	11	7	0	18
648	4	9	0	13
655	5	3	0	8
818	3	21	10	34
	25	40	31	96

However, in looking at Tables 3.12 and 3.13 above, it is evident that in certain areas many of the students progress in the natural order of using passives more often as the level of difficulty increases. For example, 579's written data, 582's spoken and written data, 832's spoken data, 648's spoken data and 818's spoken data progress in that manner. Certain students' use of the passive forms, such as 818 using the passive 21 times in level 4, skews the frequency results, which is why the overall numbers do not show progression in a natural order, even though many students did in fact progress that way.

The results for the L1 Arabic group show that passive sentences are used the least in level 3. The amount in level 4 is greater than in level 3, while level 5 contains the most passives by far. These results indicate the natural order of progression of the passive voice. Table 3.14 has the exact figures of the L1 Arabic passive sentences in each level:

Table 3.14: Total L1 Arabic Passives by Level

Student ID	Number of Passives in Level 3	Number of Passives in Level 4	Number of Passives in Level 5	Total
902	4	7	46	57
918	3	10	14	27
943	0	3	13	16
716	3	5	36	44
756	0	6	36	42
893	3	2	2	7
	13	33	147	193

Tables 3.15 and 3.16 show each L1 Arabic student's use of the passive voice in speaking and in writing, respectively

Table 3.15: L1 Arabic Spoken Passives by Level

ID Number	Number of Passives in Level 3	Number of Passives in Level 4	Number of Passives in Level 5	Total
902	0	2	5	7
918	0	0	7	7
943	0	2	4	6
716	0	3	7	10
756	0	6	5	11
893	0	1	2	3
	0	14	30	44

Table 3.16: L1 Arabic Written Passives by Level

ID Number	Number of Passives in Level 3	Number of Passives in Level 4	Number of Passives in Level 5	Total
902	4	5	41	50
918	3	10	7	20
943	0	1	9	10
716	3	2	29	34
756	0	0	31	31
893	3	1	0	4
	13	19	117	149

In looking at the individual breakdowns of passive use, only 918's written data, 716's written data, 756's spoken data and 893's written data do not follow the natural progression that the rest of the passive data does.

3.7 Other Observations

While analyzing the data, I also took note of other aspects regarding the participants' use of the passive voice that I observed. Overall, the passive voice was used by male and female participants in both L1 groups in all types of sentences—simple, compound, complex and compound-complex—in both independent and dependent clauses. The participants used a variety of tenses in the passive voice, such as the simple present, the simple past, the future, the present perfect and the past perfect. The participants also used negatives and adverbs with the passive voice.

3.8 Summary of Key Findings

The results yielded the following key findings:

1. The errors that occurred most frequently were incorrectly using the passive voice, not including an auxiliary verb, incorrectly conjugating the auxiliary verb and incorrectly conjugating the past participle.
2. The results did not support some of the literature, such as the research regarding the frequency of unaccusative errors, although Oshita does note that the frequency of unaccusative errors is less than previously thought due to teacher's impressions and other

research. It is important to note that these errors are detectable in experiments and that few contexts for these errors were in the data.

3. The results supported the research done by Jung (1996) and Lee (2007) regarding L1 Korean ELLs and their errors regarding using the passive voice incorrectly to express emotional functional responses, forgetting auxiliary verbs and excluding passive inflectional morphology.
4. Both L1 groups experienced the same major errors.
5. Lexical learning does occur with chunking in the passive voice. In general, chunking occurred with *locate* as the main verb, and with forms of *get married*. However, chunking is also evident in individual students' data.
6. In general, the participants' use of the passive voice increased with each level. Most of the participants used the passive voice in levels 3 and 4 even though they did not receive specific instruction on it in the ELI until level 5.

4.0 DISCUSSION AND IMPLICATIONS

4.1 Key Findings 1 and 2

The first and second key findings indicate that the main errors both the L1 Korean group and the L1 Arabic group faced were incorrectly using the passive voice, not including an auxiliary verb, incorrectly conjugating the auxiliary verb and incorrectly conjugating the past participle.

According to the literature, these problems are known as common errors for ELLs studying the passive voice. However, the literature, specifically Oshita (2001, 2002) also highlights passivizing intransitive verbs, especially unaccusative verbs, as being another major problem for ELLs. There was only one instance of an unaccusative error, and no other instances of passivizing other intransitive verbs in the L1 Korean and L1 Arabic data. The results also did not support Hinkel (2002) in her claim that L1 Korean speakers' passive sentence order is negatively affected by varying degrees of noun animacy. Even though the results did not support Oshita (2001, 2002) and Hinkel (2002), it does not mean that their proposed issues for ELLs when learning the passive voice are not common problems. This research only looked at 12 participants; thus, the claim cannot be made that those problems are not relevant issues in this area. What can be said in light of the results is that it is possible that those errors are not as common as previously thought in production data. Also, these findings support Oshita's claim that unaccusative errors are made by more advanced learners who spend a greater amount of time studying the passive voice than these participants did before and at the ELI.

One interpretation of these findings is that in the beginning stages of learning and using the passive voice, ELLs are focused on the form, which is why they make so many errors regarding the auxiliary verb and past participle. Understanding *when* to use the passive voice is also one of the main difficulties for them, which is why they use it so often when they should not. They could be so focused on understanding the general meaning in addition to the form that they try to use the passive voice in simple contexts, and those contexts fail to include intransitive verbs, specifically unaccusative verbs. The unaccusative error is a complex error, one that more advanced students make after an extended in-depth study of the passive voice. These participants, although it is evident that most knew the passive voice to some extent upon arrival at the ELI, may not have received that kind of extended, in-depth passive study needed in order to give way to making the unaccusative error frequently.

The results also support Jung's (1996) and Lee's (2007) research on L1 Korean ELLs' acquisition of the passive voice. Understanding that the adversative use of the passive voice in Korean is a specific cause of many Korean ELLs using the passive voice inappropriately could help teachers to better target and correct that error. If teachers know that their L1 Korean students are predisposed to forget auxiliary verbs and passive inflectional morphology, they can place special importance on those features of the passive voice from the very beginning of passive instruction. They could even incorporate textual enhancement or other types of interventions into their lessons in order to aid students in noticing the auxiliary verb and passive inflectional morphology.

These key findings have many other pedagogical implications. One such pedagogical implication is that if ELLs are not frequently making the unaccusative error, then precious classroom time should not be spent on it. That is not to say that students should be unaware of

intransitive verbs and the passive voice. They should be made aware of the unaccusative trap, but if it is not a major issue for them, then valuable classroom time should be spent on more important matters. In terms of the passive voice, some of those more important matters would be focus on form for the auxiliary verb and the past participle. If teachers know that their students most often forget to include auxiliary verbs and incorrectly conjugate auxiliary verbs and past participles, then they can focus on those forms instead of providing an overview of all of the passive problems said to affect ELLs.

The mistakes the ELLs made in terms of incorrectly conjugating the auxiliary verb were overall almost equally due to tense and agreement. My interpretation is that these mistakes might even transcend the passive voice, meaning that students are having basic problems of not knowing when to use which tense and not conjugating the verb so that it agrees with the subject. Therefore, these basic problems might not be caused by or be a result of learning the passive voice; rather, these problems might be underlying L2 acquisition problems that happen to manifest or be apparent in their acquisition and use of the passive voice.

4.2 Key Finding 3

The third key finding is that both the L1 Korean and the L1 Arabic participants had the same top four problems. These results indicate that although the L1s are quite different and present different L1 interference possibilities, both groups faced the same difficulties and made the same mistakes at almost the same rate. One implication of this finding could be that there does not need to be such a focus on specific L1 groups in research regarding acquisition of the passive voice when the L1s are distant from the target language.

However, crosslinguistic influence is still an important factor that needs to be explored. For example, this study supports the claim that L1 Korean learners overuse the English passive voice in emotional contexts due to the Korean passive voice's function of describing emotional states and outcomes. Therefore, more research should investigate this phenomenon and seek to provide ways of countering that L1 transfer effect. A substantial amount of literature is available on L1 Korean ELLs' acquisition of the passive voice in L2 English, along with other Asian L1 groups. However, research regarding L1 Arabic ELLs' acquisition of the passive voice in L2 English is insufficient. If L1 interference does not play a significant role, then more research can be conducted in IEPs that have a diverse student population. It is still valuable to conduct research that focuses on specific L1s, but in light of this key finding, there should be less of a focus on L1 interference, and more of a focus on crosslinguistic influence.

Another focus for future research regarding this key finding is whether these errors occur more often in sentences that have modified verb phrases. If the errors mainly occur due to modified verb phrases, then the implication would be that the more the ELLs have to produce, the more likely they are to make mistakes. Modified verb phrases not only make the sentences longer, but also more complex. It stands to reason that the more complex a sentence is, the harder it will be to produce correctly.

4.3 Key Finding 4

The fourth key finding is that lexical learning with chunking occurs in the passive voice. Having so many participants use the same verbs and phrases indicates that they may be taught or teach themselves the same phrases in order to learn the form of the passive voice. The students continue to recycle the same verbs and phrases until they can comfortably produce their own

original passive constructions. Many of the passive constructions that contain *locate* as the main verb appear in levels 3 and 4. This key finding of lexical learning with chunking in the passive mirrors the idea of L1 acquisition of the passive voice. Baldie (1976) confirms findings that children have to imitate adults' use of the passive voice before they can comprehend and then create their own passive constructions. The same phenomenon takes place with chunking. Students learn and repeat the same phrases in order to acquire the form and comprehend the meaning. Once they have practiced the set phrases and repeated themselves, they feel comfortable creating their own passive constructions at length. Some examples of the participants' uses of *locate* are: "It is located in south east Asia," "Korea is located in Asia," "My country is located in Asia," and "It is located in West." Each example sentence is from a different participant. It is important to note that *locate* was a focus word in some of the classes, so the frequency of *locate* is to some extent attributable to instruction.

Another interpretation of the chunking that occurred with various forms of *get married* is that the students used chunking in order to help themselves learn the passive voice when *get* is used as the auxiliary verb. *Get* was rarely used as the auxiliary verb in comparison with forms of *to be*—13 out of 133 times by the L1 Korean students, which is 9 percent, and 7 out of 193 times by the L1 Arabic students, which is 3.5 percent. Therefore, it is possible that repeating a common phrase that uses *get* as the auxiliary verb helped the students to become comfortable with the passive voice when forms of *to be* are not used as the auxiliary verb.

4.4 Key Finding 5

The final key finding is that the use of the passive voice generally increases by level, which demonstrates a natural progression. Most of the participants used the passive voice to a small

degree in the low-intermediate level, level 3, which indicates that they had some previous instruction on the passive voice or were aware of what it is and how it is formed. Although they do not receive specific instruction on the passive voice in the high-intermediate level, level 4, they are taught certain phrases and ways of expressing certain ideas that contain the passive voice. Therefore, it makes sense that many of the participants used the passive voice quite frequently in level 4.

Even though the passive voice is a complex aspect of English grammar that belongs in the advanced level, level 5, if students exhibit awareness of it and use it somewhat frequently in the low and high-intermediate levels, then it might benefit them to receive instruction and correction on it before they reach level 5. One interpretation of the results is that due to the high frequency of passive constructions in many participants' level 4 data, they would benefit from learning more about what the passive voice is in level 4 instead of just learning to memorize certain phrases and expressions that contain passive constructions. Even if they only receive a small amount of instruction at that time, their metacognitive awareness will increase, and they will better understand the general meaning and form of the passive voice. If they enter into level 5 with that understanding, especially if they received prior passive instruction in their native countries, then they will have a better chance of truly acquiring and retaining the passive voice when it is taught to them in Grammar 5.

4.5 Other Observations

My other observations of the students' use of the passive voice indicated that they used the passive voice in independent and dependent clauses in all sentence types, in both positive and negative constructions and with adverbs. The interpretation of these observations is that the

students truly do acquire the passive voice and incorporate it in their interlanguage, as they are able to integrate other complex aspects of grammar into the passive voice. If they only used the passive voice in simple positive declarative sentences or only in simple chunks, that would indicate that the students have a very elementary grasp of the passive voice. The fact that they can use it in relative clauses in complex sentences, make passive constructions negative and place adverbs in between the auxiliary verb and past participle shows that they acquired a strong grasp on the form and meaning of the passive voice.

The other result that supports this interpretation that the students successfully incorporated the passive voice into their advanced interlanguage is that both L1 groups have more correct passive constructions than incorrect passive instructions. In the L1 Korean data, there are 133 passive constructions, and only 46, or 34.5 percent are incorrect. In the L1 Arabic data, there are 193 passive constructions, and only 45, or 23 percent are incorrect.

Tables 4.1 and 4.2 show how many incorrect passive constructions all of the participants have in their spoken and written data.

Table 4.1: Incorrect L1 Korean Passive Constructions

ID Number	L1	Spoken Passive Constructions	Written Passive Constructions	Total Passive Constructions
579	Korean	4	9	13
582	Korean	0	3	3
832	Korean	1	7	8
648	Korean	1	1	2
655	Korean	4	4	8
818	Korean	3	8	11
		13	33	46

Table 4.2: Incorrect L1 Arabic Passive Constructions

Id Number	L1	Spoken Passive Constructions	Written Passive Constructions	Total Passive Constructions
902	Arabic	1	8	9
918	Arabic	1	6	7
943	Arabic	0	2	2
716	Arabic	4	3	7
756	Arabic	5	1	6
893	Arabic	2	3	5
		13	23	36

It should be noted that the number of passive errors plus correct passive constructions and the total number of passive constructions are not equal because several passive constructions contain more than one error; therefore, the number of passive errors for both L1 groups is greater than the number of passive constructions. Both L1 groups have significantly more correct passive constructions than incorrect ones. I anticipated finding more incorrect passive constructions than correct passive instructions, but based on the ideas of the students using chunking and mirroring L1 passive voice acquisition by first imitating others' use of the passive voice, then comprehending it and finally being able to produce it once they have a firm grasp of its meaning and form, it makes sense that the participants use the passive voice correctly at such a high frequency. Also, the majority of the passive constructions are in the students' writing, so they have more time to think about and review the passive voice in those instances than when they use the passive voice in utterances. Even though many of the students made more errors in writing than in speaking, they used the passive voice much more in writing than in speaking; thus, it makes sense that the more passive constructions they use, the more opportunities they have to make more errors.

Another observation I had regarding the L1 Korean and L1 Arabic data was that there were few uses of by-phrases. One interpretation of that observation is that the agentive passive

voice is more complex than the non-agentive passive voice; therefore, it is more complicated for ELLs to learn and happens at a later stage of L2 English passive voice acquisition. Since the majority of the passive constructions come from level 5, when the students first receive formal passive voice instruction at the ELI, it makes sense that their passive constructions prior to and even in level 5 would be elementary passive constructions. Also, two of the main reasons to use the passive voice are that the agent of the action is unknown or the agent of action is unnecessary. Thus, there might be a lack of by-phrases also because they simply are not appropriate or necessary in many of the contexts in which the students use the passive voice.

4.6 Conclusion and Overall Recommendations

This longitudinal study of the acquisition and development of the passive voice in 6 L1 Korean and 6 L1 Arabic ELLs enrolled in the ELI found that both L1 groups experienced the same major problems, which downplays the effects of L1 interference. The major problems are using the passive voice inappropriately, not using an auxiliary verb, incorrectly conjugating the auxiliary verb and incorrectly conjugating the past participle. The most important accomplishments of this study are that it shows that the unaccusative error might not be as prevalent as originally thought, emotional functional responses are partially responsible for ELLs using the passive voice incorrectly, auxiliary verbs are conjugated incorrectly due to issues with both tense and agreement, and past participles are conjugated incorrectly mostly due to missing passive inflectional morphology.

The pedagogical implications this study promotes are targeting classroom instruction around the mistakes the learners are known to make based on authentic classroom collected data such as in this study, and interventions such as textual enhancement for auxiliary verbs and

passive inflectional morphology in order to increase the likelihood that ELLs will notice and then process those aspects of the passive form. Prior research on textual enhancement, such as Lee (2007), indicated that textual enhancement aids in processing form but is detrimental towards comprehending meaning. Therefore, other interventions, such as other types of processing instruction or output oriented tasks, such as the dictogloss tasks suggested by Qin (2008), should be employed in the classroom. These types of interventions need to be tested and examined more closely in order to determine which ones are most effective in terms of aiding ELLs in acquiring the passive form and understanding its meaning.

Overall, this study provides much needed insight into how ELLs acquire and develop the passive voice in their interlanguage, and affirmed the need for explicit, in-depth passive instruction that is focused on the errors ELLs actually make, and not all of the errors ELLs are said to make. Future research should focus on authentic classroom data, both spoken and written, of multiple L1s in order to identify learners' most common errors, and investigate whether the main errors are based on L1 interference or are general developmental errors that affect all ELLs. This type of research can be strengthened by gathering insight from the ELLs themselves, through interviews and surveys asking them about their use of and mistakes regarding the passive voice. Acquisition of the passive voice is important for ELLs who wish to achieve native-like proficiency; therefore, more research needs to be conducted in order to examine the errors ELLs make and the processes by which they learn passive voice, as well as the pedagogical interventions that can help them acquire the passive form and meaning.

APPENDIX A

Tables 3.1-3.4: L1 Korean and L1 Arabic Spoken and Written Passive Errors

Table 3.1: L1 Korean Spoken Passive Sentences

ID Number	Correct	Incorrect Conjugation of Aux Verb	Incorrect Conjugation of Past Participle	Missing Aux Verb	Incorrect Sentence Order	Incorrect Use of the Passive Voice	Inc Aux Verb
579	3	1	0	1	2	0	0
582	4	0	0	0	0	0	0
832	2	0	0	0	0	1	1
648	7	0	0	0	0	1	0
655	4	0	2	0	0	2	0
818	4	0	0	2	0	1	0
	24	1	2	3	2	5	1

Table 3.2: L1 Korean Written Passive Sentences

ID Number	Correct	Inc Use PV	Inc Conj Aux	Inc Conj PP	By not in By-Phrase	Missing Aux Verb	Inc Aux Verb	Inc Order	Inc Use AV
579	5	9	0	2	0	0	0	0	0
582	6	0	2	0	0	1	0	0	0
832	13	3	1	1	1	0	0	0	1
648	12	1	0	0	0	0	0	0	0
655	5	1	2	0	0	0	0	1	0
818	29	3	1	0	1	2	1	0	0
	80	17	6	3	2	3	1	1	1

Table 3.3: L1 Arabic Spoken Passive Sentences

ID Number	Correct	Missing Aux Verb	Incorrect Conjugation of Aux Verb	Incorrect Conjugation of Past Participle	Incorrect Sentence Order	Incorrect Use of the Passive Voice	Incorrect Use of the Active Voice
902	6	0	0	1	0	0	0
918	6	1	0	0	0	0	0
943	6	0	0	0	0	0	0
716	6	0	1	1	0	2	1
756	6	2	1	2	0	0	0
893	0	1	1	0	1	0	0
	30	4	3	4	1	2	1

Table 3.4: L1 Arabic Written Passive Sentences

ID Number	Correct	Missing Aux Verb	Inc Use PV	Inc Conj Aux	Inc Conj PP	Inc Aux	Inc Order
902	42	3	3	2	1	0	0
918	14	3	2	1	0	0	0
943	8	0	0	1	1	0	0
716	30	1	1	1	0	0	0
756	30	0	0	0	0	0	1
893	1	1	1	0	0	1	0
	125	8	7	5	2	1	1

APPENDIX B

Tables 3.5-3.10: Frequencies of By-Phrases, *Get* and *Locate*

Table 3.5: L1 Korean By-Phrases

ID Number	Number of Spoken By- Phrases	Number of Written By- Phrases
579	1	3
582	1	2
832	0	2
648	1	3
655	0	4
818	1	3
	4	17

Table 3.6: L1 Arabic By-Phrases

ID Number	Number of Spoken By- Phrases	Number of Written By-Phrases
902	0	6
918	0	4
943	1	1
716	3	8
756	3	2
893	1	0
	8	21

Table 3.7: L1 Korean Participants' Use of *Locate*

ID Number	Spoken	Written	Total
579	3	0	3
582	3	1	4
832	0	0	0
648	1	0	1
655	3	1	4
818	3	3	6
	13	5	18

Table 3.8: L1 Arabic Participants' Use of *Locate*

ID Number	Spoken	Written	Total
902	5	6	11
918	4	1	5
943	2	0	2
716	1	0	1
756	1	1	2
893	0	2	2
	13	10	23

Table 3.9: L1 Korean Participants' Use of *Get*

ID Number	Spoken	Written	Total
579	0	0	0
582	0	2	2
832	2	2	4
648	0	0	0
655	0	0	0
818	0	7	7
	2	11	13

Table 3.10: L1 Arabic Participants' Use of *Get*

ID Number	Spoken	Written	Total
902	0	0	0
918	0	0	0
943	0	0	0
716	0	3	3
756	0	4	4
893	0	0	0
	0	7	7

APPENDIX C

List of the Participants' Passive Constructions by Error

Correct:

- 579:
 - I was born in 1985. (Grammar 3)
 - South Korea is located in Asia. (Grammar 5)
 - U.S. is bordered by Mexico. (Grammar 5)
 - When I turn 33 years old, I will get married with a beautiful woman. (Writing 5)
 - Prejudice is cost [caused] by culture or race, but also on social class, religion, or physical and mental abilities. (Reading 5)
 - The philosophers and thought (philosophy) are included schools of thought, study guides, university departments and conferences. (Reading 5)
 - The church was desecrated as a stable by the soldiers. (Reading 5)
 - Nodes are classified and represent a different category. (Reading 5)
- 582:
 - She has another house, whose house is located in small city. (Grammar 4)
 - I live in Pittsburgh, which is located in the middle of East in USA. (Grammar 4)

- Korea is located in Asia. (Grammar 5)
- U.S. is bordered by Canada. (Grammar 5)
- Soccer have big event which is called World Cup. (Grammar 3)
- Perspective which the paper may not share must be reported. (Reading 5)
- One day, I went to my father's house which is located in Iksan that is a small city.
(Grammar 5)
- Once I find a good job, I will get married with my girlfriend. (Grammar 5)
- Their data was transferred onto a "network," developed by a graduate student.
(Reading 5)
- The closer the exports are on the network, the higher the probability they will be
exported by the same country. (Reading 5)
- 832:
 - I thought it was very unfortunate but after a while my mind was changed. (Speaking
4)
 - We enjoyed playing soccer in there because it was the beach but my friend got hurt so
it was the third bad things. (Speaking 5)
 - Suddenly, one of my friend got hurt on his leg. (Speaking 5)
 - The computer is not provided. (Writing 3)
 - People can get hurt or quarrel. (Writing 3)
 - My family is considered as a peaceful family by the neighbors since we always look
harmonious. (Writing 3)
 - Korea was colonized by Japan. (Writing 3)

- Because frustrating days were continuously endured in the past, they strongly try to avoid defeat. (Writing 3)
- Korea was colonized by Japan. (Writing 3)
- Right after we were liberated from Japan, the Korean War occurred suddenly. (Writing 3)
- The same mistake that happens again is reasonable to be scolded. (Writing 4)
- As he died, the truth was revealed and pitiable previous president got his honor and fame back after he died. (Writing 4)
- However, it does not need to be eaten as much as people do. (Writing 4)
- However, it does not need to be eaten as much as people do either. (Writing 4)
- Exercise should be done every day for 30 minutes which do not include everyday work. (Writing 4)
- The man who is chronically late at work was yelled. (Reading 4)
- 648:
 - It is called phenomenons of yellow sand. (Speaking 4)
 - My country is located in Asia. (Grammar 5)
 - The U.S. is bordered by Canada. (Grammar 5)
 - In my opinion, trust is needed to succeed in life. (Grammar 5)
 - A spoon, which is called utensil is used when we have a meal. (Grammar 5)
 - They are treated like family in my country. (Speaking 3)
 - Pets are allowed and not allowed to enter rooms so we can control them not to enter the rooms. (Speaking 4)
 - First, Hellen Keller was born in Alabama on June 27, 1880. (Writing 3)

- Movies are regarded as the form of good entertainment. (Writing 3)
- She look at a map of where they were last seen. (Reading 4)
- Martin is credited with helping Roberta Hauser, Pacifica police find the body of a missing man. (Reading 4)
- A prospector who was searching for gold with two dogs continued to be mired in difficulties. (Reading 4)
- Another similarity is that both sports are played at the same place. (Writing 3)
- A number of women bombers are being increasingly recruited by al-Qaeda in Iraq because it is easier for them to avoid security searches. (Reading 4)
- Moreover, Sheik Ali al-Nida, the head of Iraq's Albu Nasir tribe was killed when a bomb planted on his car exploded in Tikrit. (Reading 4)
- Many Korean restaurants are affected largely by American restaurants like TGIF, Outback and Sizzler so they have similar style externally. (Writing 4)
- In contrast, tax and tip are separated from food costs in America. (Writing 4)
- It is said that the person who catches the bouquet will be the next one to marry. (Writing 4)
- It is caused by the temperature increase on the earth. (Writing 4)
- 655:
 - I was born in Korea, in Seoul. (Speaking 3)
 - It is located in West. (Speaking 3)
 - My uncle's house is located in Toronto, in Canada. (Speaking 3)
 - My uncle's house is located in Canada, in Toronto. (Speaking 3)
 - He was born in 1946. (Writing 3)

- His director life was started by ‘amblin’ in 1969. (Writing 3)
- My bathroom is located between the kitchen and window. (Writing 3)
- I’m fascinated by all of her characters. (Writing 3)
- Before the wedding, we must meet each parent at the same space, a bridegroom sends a letter to the house of the bride in which the Four Pillars of the bridegroom to-be are written. (Writing 4)
- 818:
 - The city which is located on the Western of Pennsylvania, Pittsburgh, which the weather is so crazy in winter. (Grammar 4)
 - The States are bordered by Canada and Mexico. (Grammar 5)
 - My country, Korea, is located between China and Japan. (Grammar 5)
 - It is located at north of Seoul. (Speaking 5)
 - For example, the tallest building in Pittsburgh is the 64-story U.S. Steel Tower, which rises 256m and was completed in 1970. (Writing 3)
 - Eleven of the twenty tallest buildings in PA are located in Pittsburgh. (Writing 3)
 - It is overlooking the Ham River in Seoul, construction was completed in 1985. (Writing 3)
 - The University of Pennsylvania is known for Korean well, so I felt intimate there. (Writing 4)
 - It was located in Melwood Avenue in Oakland. (Grammar 4)
 - I was isolated from the group, which consists of all American members. (Reading 4)
 - There are several effects of spinsters, who have never been married. (Writing 4)

- If they would like to get married with women, Korean women do not prefer to get married with farmers. (Writing 4)
- At length, farmers have to get married with immigrant women, such as Vietnamese, Filipinas, Myanmar's, and Chinese. (Writing 4)
- Hopefully, many Korean women would get married with their partners, as soon as possible. (Writing 4)
- She does not need to get married, so this case causes birthrates going down. (Writing 4)
- If you get married Jim, your parents and parents-in-law suffer from culture shock. (Writing 4)
- Drinking coffee is usually not harmful if it is taken in moderation. (Reading 4)
- It can be divided into two subgroups, whole grains and refined grains. (Writing 4)
- White flour, white bread, and white rice can be included by the refined grain products. (Writing 5)
- Second, vegetables are organized into five groups, based on their nutrient content. (Writing 4)
- Fifth, all foods made from meat, poultry, fish, dry beans or peas, eggs, nuts and seeds are considered part meat & beans group. (Writing 4)
- For many people, the discretionary calorie allowance is totally used by the foods they choose in each food group, such as higher fat meats, cheese, whole milk, or sweetened bakery products. (Writing 4)
- Increasing the intensity or the amount of time of activity can have additional health benefits and may be needed to control body weight. (Writing 4)

- On the other hand, I'm going to get married with my boyfriend on December 26th at Korea. (Writing 4)
- I believe that nothing can be obtained without any effort. (Writing 4)
- The movie is set in the island of Cheju where a heroine was born and raised. (Grammar 5)
- One day when Thunder was sold to another farm, the two were separated tearfully with painstakingly recognizable sadness. (Grammar 5)
- This movie, which impressed me, deserves to be watched. (Grammar 5)
- My preference could be decided by the price, menu, and atmospheres of the two. (Writing 5)
- Bangkok Balcony is located on Forbes Avenue, so it is a quite convenient position. (Writing 5)
- A caterpillar is transformed into a butterfly. (Writing 5)
- 902:
 - Pittsburgh is a city which is located in the Pennsylvania state. (Grammar 4)
 - I was in King Abdulaziz University that's located in Jeddah. (Speaking 4)
 - My country, which is the biggest export of oil, is located in the South Western of Asia, especially is located in the heart of the world as the center of the world. (Grammar 5)
 - The U.S. is divided to 50 states. (Grammar 5)
 - I had acception from university which is located close to my city. (Speaking 5)
 - It is bought in supermarket. (Writing 3)
 - American economy was located in the first position in economic world. (Writing 4)

- It was called economic crises. (Writing 4)
- My friend is isolated from the people. (Reading 4)
- He was born in Riyadh and he is the previous king of Saudi Arabia. (Grammar 3)
- He was born in German. (Grammar 3)
- He was born in the US. (Grammar 3)
- I came from Saudi Arabia especially from Dammam City, which is located in front of Arabic Gulf. (Grammar 3)
- I was born in Damman city, which is located in Saudi Arabia. (Grammar 4)
- Success of ELI students can be attributed to their teachers. (Writing 5)
- The information will be discussed below [below]. (Writing 5)
- It is Petroleum, which is used in much aspect of our life, for instance, in clothes or medicine. (Listening 5)
- For example South Korea, which is located between one of new and dangerous country, which is North Korea. (Writing 5)
- Firstly, he was not born with a difficult birth like Jesus. (Listening 5)
- In addition, he did not have a patrimony from anyone, but he was fostered by Obi-Wan-Kenobi. (Listening 5)
- Further information will be provided below. (Listening 5)
- And this airplane is used for discovery; it flies above mountain, volcanism, etc to study the land and the gases. (Listening 5)
- Further information will be provided below. (Writing 5)
- Honestly, people know the woman is made by Man's rib [rib]. (Writing 5)
- They can get a job, but they are restricted by the diversity of the jobs. (Writing 5)

- It is clearly seen that Male does not cost much more than woman. (Writing 5)
- To sum up, woman is not preferred in this generation because of the reasons that I mention such as capability of working very hard, opportunity of jobs and cost of living in their society. (Writing 5)
- This argument is divided into three areas which are English, widely used languages and minorities languages. (Reading 5)
- Further information will be provided below. (Writing 5)
- Further explanations will be provided below. (Writing 5)
- However, the rest of them were not taught carefully by my parents. (Writing 5)
- In conclusion, as I mention above, the reasons of reducing the figure of children are attributed to the expense of life in many aspect such as education, health care and food and controlling on children. (Writing 5)
- I was encouraged by my parents and my teacher. (Reading 5)
- Damam which is located in Arabic Gulf or Persian as Iranian people say is the city where I grew up and lived. (Writing 5)
- Further explanations will be provided below. (Writing 5)
- Obviously, it can be attributed to the coordination of people when they drive. (Writing 5)
- Moreover, the climate of the city is considered as one of the major factors to determine whether it is good or bad. (Writing 5)
- Dammam is geographically located adjacent to the tropic of cancer that has some features such as warmness and wetness at the same time in the summer time. (Writing 5)

- It can be ascribed to the geographic location of Pittsburgh. (Writing 5)
- It was founded in September 14, 1758. (Writing 5)
- In contrast, Damman seems to be a new city compare to Pittsburgh establishment because Damman was founded at approximately 1900. (Writing 5)
- Unlike Dammam which was colonized by portages who did not make any changes to this city although the depleted most of its resources. (Writing 5)
- Eventually, I found a restaurant that was located in Oakland served Arabic food. (Grammar 5)
- In our country, Saudi Arabia, male and female are separated because of religious purposes. (Writing 5)
- I can say that male is not adapted to study efficiently with female because of woman's attraction as well as man's attraction to woman. (Writing 5)
- Teenagers need to be restricted in using the internet in terms of proven and obvious risk. (Writing 5)
- That thing can only be made by government contribution by controlling on people comments. (Writing 5)
- 918:
 - Saudi Arabia, where I was born, is located in the Middle East. (Grammar 5)
 - Passive and adjective clauses have been taught in Grammar 5. (Grammar 5)
 - Brazil, which is located in North America, has the best soccer team in the world. (Grammar 5)
 - Brazil, which is located in South America, has the best soccer team in the world. (Grammar 5)

- The U.S. is divided into 53 states. (Grammar 5)
- Because the earth can't be created by itself and no one else able [able] to create the earth. (Reading 3)
- For example, the International Snow competition was included in the festival. (Reading 3)
- Yes, I want to be an artist or a volunteer because I would like to be involved in a big event like the Snow Festival. (Reading 3)
- Aid Al-fitir is planned by us. (Writing 4)
- After it has been decided in which place to celebrate, every family prepare for that day. (Writing 4)
- Also, candies are bought for the children. (Writing 4)
- Aid Al-fitir is planned by us. (Writing 4)
- I am entertained by everything she does now for example, watching her playing with her toys or trying to ask for something she wants. (Writing 4)
- In conclusion, copyrights should be protected from the government and the people should know the disadvantages of using the illegal version and stop doing that. (Writing 4)
- Problems only occur when this attitude is taken to extremes. (Reading 4)
- The closet was located in front of the door. (Reading 5)
- First of all, many disease were not discovered like diabetes and cancers. (Writing 5)
- I was greatly impacted. (Grammar 5)
- They are divided into three general categories which are beers, wines, and spirits. (Writing 5)

- 943:
 - It's located in the east of United State. (Grammar 4)
 - United State is bordered by Canada and Mexico. (Grammar 5)
 - Michael Jackson is a musician who was called "The King of Pop" and he died last week. (Grammar 4)
 - My country is located in North Africa. (Grammar 5)
 - It's very nice to be invited to have a dinner. (Speaking 5)
 - Phrases, adjectives and adverbs have been taught at Grammar 4 this term. (Grammar 4)
 - I grew up in a nice neighborhood that was owned by my grandfather. (Grammar 4)
 - If tourism to my home country were double in the next 20 years, that will be good thing because a new jobs will be created and that will improve the labor market. (Reading 5)
 - The story is about a man who is forced to witness the murder of his wife and daughter. (Grammar 5)
 - The federal agent who handled the case said there is not enough evidence to convict both murderers so he made a deal with one of the men where he will be charged with third degree murder and he will be released in five years. (Grammar 5)
 - Alligator's teeth stick out of jaw that make them visible when the mouth is closed, while the crocodile's teeth are not visible. (Writing 5)
 - I acknowledge that an improvement can be noticed in my English. (Reading 5)
 - Because the door was squeaky, it's hinges had just been oiled. (Grammar 5)

- 716:
 - The people have been harmed by traffic damage. (Speaking 4)
 - The road is crowded by cars. (Speaking 4)
 - The best gift I have been given is a gold ring. (Grammar 5)
 - The USA is bordered by Canada and Mexico. (Grammar 5)
 - My country is located in North Africa. (Grammar 5)
 - Actually, in my country the animals are treated smoothly because our religion had us to treat animal smoothly and keep them safe. (Speaking 5)
 - There are many works or dreams can't done by one person, but if they are done by two or more person, they are great. (Writing 3)
 - It has been prepared by person from the family. (Reading 3)
 - After that, I got married in 2001. (Grammar 4)
 - The most exciting thing in my life was every child I had was born in a period of time relevant to aspect of my studying. (Grammar 4)
 - This story was considered to be true for years ago. (Grammar 5)
 - Actually, this story is believed by people who don't understand their religion very well. (Grammar 5)
 - In other hand, today, it is thought by other people that this story is not true. (Grammar 5)
 - Lately, it is assumed that those people are criminals. (Grammar 5)
 - In other words, the native language won't be lost, because it is an inherent part of us. (Reading 5)

- Where they will be collected and sent to the official passport office. (Writing 5)
- Tourism is considered a way to improve the economy. (Reading 5)
- Also, it is considered a solution to environment's problems. (Reading 5)
- On other hand, it is said that the tourism has emerged as one of the underlying things of the environment's problems. (Reading 5)
- In my opinion, employers shouldn't be allowed access to potential employees credit score, because it is personal. (Reading 5)
- Actually, they don't want to be worried about any thing they need their life continues as the beginning of their marriage. (Writing 5)
- After that, these methods have been developed according to develop people's desires of reaching happiness life. (Writing 5)
- It shouldn't be violated anywhere. (Reading 5)
- Then at another station there was an old woman who was using a walker which is controlled by the hands. (Grammar 5)
- The door was squeaky because its hinges had just been oiled. (Grammar 5)
- Driving age should be raised from 16 to 18. (Writing 5)
- The weak link: what's called "the executive branch" of the teen brain. (Writing 5)
- Therefore teenager at this age shouldn't be allowed to drive because they cannot control their behavior. (Writing 5)
- People at age 18 can get married. (Writing 5)
- Giving them this right is evident that people in this age are adult enough to make decision in many aspects in their live, so it does make sense that driving age should be raised to 18. (Writing 5)

- The number of states of death by accident increase every day and statistics revealed that most of these accidents were caused by 16 age drivers. (Writing 5)
- Also for saving lives and reducing the impacts on parents, should be ruled that driving age is 18. (Writing 5)
- The sales of cigars and tobacco products should be banned. (Writing 5)
- Tobacco is the gateway to drug, so the sales of cigars and tobacco products should be banned. (Writing 5)
- Another reason for make tobacco sales illegal is the series of diseases which are caused by these products. (Writing 5)
- If so, the goal of saving money will be achieved. (Writing 5)
- There are several steps must be followed to get a passport most efficiently. (Writing 5)
- In the future generations of bilingual and multilingual speakers will be created. (Reading 5)
- 756:
 - My country is located in the Middle East. (Grammar 5)
 - The Internet in Saudi Arabia was introduced in 1994, when state academic medical and research institutions got access to it. (Speaking 5)
 - Our employees are treated respect. (Speaking 4)
 - The prizes are given to the best students. (Speaking 4)
 - Most people work harder when they are treated hard. (Speaking 4)
 - This college is considered to be very good. (Speaking 4)

- They can compose new friends and get involved in many activities such as soccer, football, and students' trips to learn about their culture. (Writing 5)
- To deal with culture shock and to learn more about other cultures is to get involved and participate in the different social and cultural events. (Writing 5)
- Foreign students should be allowed to work in the country they are studying in. (Writing 5)
- For example, if they are kidnapped, it will be easier to describe the students to the police to recognize them. (Writing 5)
- Almost all forms of expression fall under copyright protection as long as they are recorded in some way. (Writing 5)
- My hometown is Jeddah that is located in the western province in Saudi Arabia. (Grammar 5)
- For a person to be considered obese their BMI range is 30 or greater. (Writing 5)
- They are lonely and isolated from others. (Writing 5)
- Same sex got married with the consent of the law. (Writing 5)
- Today, many states recognize same sex marriages performed in other states, and countries, and allow full status to the couple, even if they do not allow same sex couples to get married. (Writing 5)
- Homosexuals are claiming their rights in all states and they want to be recognized by law. (Writing 5)
- Same sex unions were recognized in medieval Japan and China, certain Native American tribes, as well as some African tribes and Hellenic Greece. (Writing 5)

- Marriage is defined and regulated by law in all states and, in most cases it is defined as a civil union between a man and a woman. (Writing 5)
- Although the United States practices separation between church and state, it cannot be overlooked that many of the states laws are based upon religious or moral beliefs.
- Many of the religious debates surrounding the issue of same sex marriages are between the more liberal religions who preach tolerance and the free will of man and the conservative religions that believe that god intended for man and woman to be married and procreate. (Writing 5)
- In spite of all of the different points of view on same sex marriages, it remains that there are negative effects of same sex marriages that must be considered. (Writing 5)
- First and foremost to be considered is the negative impact of same sex marriages on the children. (Writing 5)
- They argue that being raised in a single gender household causes confusion about sexual identity, increases the risk of the children becoming homosexual and increase promiscuity in children who desire to prove that they are not like their parents. (Writing 5)
- The negative impact of same sex marriage on the social fabric of our society should also be examined. (Writing 5)
- They point to what is called homophobia, effectively defined as a hatred and fear of homosexuals, which leads to discrimination and sometimes violence against gay and lesbians in the work place, schools, etc. (Writing 5)
- This led to the conclusion that psychiatric disease cannot so easily be attributed to social rejection and homophobia. (Writing 5)

- It has been proven that the suicide rate in San Francisco, which has a higher percentage of gays and lesbians than most other cities, was 3.4 times higher than the general US population. (Writing 5)
- From the religious point of view there are the conservative religions which believe that homosexuality is an abomination and therefore same sex marriages should never be allowed. (Writing 5)
- Proponents argue that same sex marriages will not have a negative impact upon children or upon the future of family within the United States, while opponents feel that the children will be permanently scarred and that marriage as we know it will be forever changed with drastic results. (Writing 5)
- After looking at the opposing viewpoints on the issue is the conclusion of this writer that the negative impact of same sex marriages is too great and they should not be allowed. (Writing 5)
- The long term effects on health and healthcare cannot be ignored. (Writing 5)
- Higher rates of depression can be expected, and unless there is a drastic reduction in promiscuity, STD's will rise and create new problems and burdens upon society. (Writing 5)
- 893:
 - It is located in south east Asia. (Writing 3)

Inappropriate Uses of the Passive Voice:

- 579:
 - English is the general language in the world but in the course of time, it will be change natural because of a population explosion. (Reading 5)

- So I tried to go outside and I was enjoyed many exercise with my friend. (Grammar 5)
- Based on the DC comics character named Batmn [Batman] is tried to keep Gotham city from the joker. (Grammar 5)
- The another villain named Aaron Eckhart is tried to kill the Batman. (Grammar 5)
- When I was studied in college. (Reading 5)
- I was spent too much time study my major. (Reading 5)
- Everyday I was studied in library after class and I tried to find a solution myself. (Reading 5)
- The visitors can download three tours that is included two of permanent show (exhibit) and one of a special show from the Chicago history museum. (Reading 5)
- 832:
 - I assume they are fantastic although their golden ages have been passed. (Grammar 3)
 - He couldn't get loved and protected from his father. (Writing 3)
 - His story seems probability to be believed. (Reading 4)
- 648:
 - For example, my friends and I go to the store and clothing store and we are tried to try it to clothing and that's good. (Speaking 4)
 - Finally, both sports are required good balance. (Writing 3)
- 655:
 - I'm selected going to my uncle's house on my vacation. (Speaking 3)
 - We always go out with pet and they are take cared pets and don't hit and always we always love the pet. (Speaking 3)

- In summary, the climate was affected houses, clothing, food. (Writing 4)
- Korea which has 3 aspects seas and a lot of mountain is influenced the climate.
(Writing 4)
- 818:
 - When I was child I am disliked eating beans. (Grammar 4)
 - We have been separated colloation by using refuse cart since 1990s. (Grammar 5)
 - I had been saved my pocket money to hide my lost money for my parents. (Grammar 5)
 - It deserved to be contrasted between alligators and crocodiles. (Writing 5)
- 902:
 - Ronal believes will be the dominant language, while Randolph predicts the pollution of native English speakers will be declined in 2050 and China will continue its predominance with some nation such as Hindi-Urdu of India and Arabic climbing past. (Reading 5)
 - When I was in my country I did not have eligibility to speak English with someone else, but I had some English words or expressions that can be told when I order in a restaurant or somewhere else. (Reading 5)
 - He is wondered why not people go to Mars to live there. (Listening 5)
- 918:
 - His house that is always opened for me, is near from my house. (Grammar 4)
 - It is a rational expectation that the life expectancy for people has been changed between the people who lived a hundred years ago and people now. (Writing 5)

- 716:
 - Traffic damage has been harm the people. (Speaking 4)
 - I will have been accomplished many research in the chemistry. (Grammar 5)
- 893:
 - In addition, communications was failed and no one could find the other. (Writing 4)

Incorrect Conjugation of the Auxiliary Verb:

- 579:
 - 6.25 War is started in 1950. (Speaking 3)
- 582:
 - However, some of sports, handball, swimming, volleyball etc, is turned away by spectators. (Grammar 5)
 - Before I will get married with my girlfriend, I will find a good job. (Grammar 5)
- 832:
 - In this country, first letter in the world is published. (Writing 3)
- 655:
 - Most of famous films is made by him in Hollywood. (Writing 3)
 - Korea which has 3 aspects seas and a lot of mountain is influenced the climate. (Writing 4)
- 818:
 - The story of the interrelationship between all things including animals and humans are presented as an influence in this theatrical production that will surely blow away the audience. (Grammar 5)

- 902:
 - They have their own classes for studying instead to be unified with male as one class. (Writing 5)
 - Furthermore, this websites to is designed exhibit your pictures for public. (Writing 5)
- 918:
 - What are alcohol beverages to be restricted by age limit? (Writing 5)
- 943:
 - A few years later the killers been caught. (Grammar 5)
- 716:
 - The computer is instrument or tools which is used for contact with other people and for the Internet. (Grammar 5)
 - Hopefully, this picture is eliminated from all kinds of sports. (Grammar 5)
- 756:
 - The U.S. are bordered by Canada and Mexico. (Grammar 5)
- 893:
 - It has a lot of restaurants, which is accepted by all nationalities. (Grammar 4)

Incorrect Conjugation of the Past Participle:

- 579:
 - English is general language in the world but in the course of time, it will be change natural because of a population explosion. (Reading 5)
 - The villain, who is name The Joker (Heath Ledger) is a madman and try to destroy Gotham City. (Grammar 5)

- 832:
 - Because frustrating days were continuously maintain in the past, they strongly try to avoid defeat. (Writing 3)
- 655:
 - It is throw away in trash box. (Grammar 4)
 - Baseball is consider a wild sport. (Speaking 3)
- 902:
 - After being giving a bad grade, I felt that my life was over. (Grammar 5)
 - They say that they have created a new airplane, which calles ARES to go to Mars. (Listening 5)
- 943:
 - If tourism to my home country were double in the next 20 years, that will be good thing because a new jobs will be created and that will improve the labor market. (Reading 5)
- 716:
 - Traffic damage has been harm the people. (Speaking 4)
- 756:
 - Baseball is consider as a national sport. (Speaking 4)
 - The best player is giving 100 dollars. (Speaking 4)

Missing Auxiliary Verb:

- 579:
 - Too many place located in Downtown. (Speaking 5)

- 582:
 - Our bus delaid [delayed] 2 hours on Friday. (Grammar 3)
- 818:
 - Next day, American holiday, New Year holiday, so the luggage delivered me too late.
(Speaking 4)
 - Korean traditional food served a lot. (Speaking 5)
 - I invited by him. (Grammar 4)
 - Another difference is that teeth in alligators stick out of jaw, but those in crocodiles are not visible when mouth closed. (Writing 5)
- 902:
 - In Randolph E. Schmid article, English seen as co-star among global languages.
(Reading 5)
 - I think learning is the crucial step to be creative even if you restricted by your school, but if you still have a strong desire, anyone cannot stop you way! (Reading 5)
 - They say that they have created a new airplane, which calles ARES to go to Mars.
(Listening 5)
- 918:
 - My country located in the Middle East. (Grammar 5)
 - After Aid Al-fitir been decided in which place, every family prepare for that day.
(Writing 4)
 - We used to live in Makkah, which we both born in. (Grammar 4)
 - English used for politics, economic and media. (Reading 5)

- 716:
 - There are many works or dreams can't done by one person, but if they are done by two or more person, they are great. (Writing 3)
- 756:
 - I have never given a ring by my mother. (Grammar 5)
 - One astronomer said it caused by the air, the changes in the air. (Speaking 5)
- 893:
 - Today I'm going to talk about my capital city in my country which called Riyadh. (Speaking 5)
 - It located in southern east of Asia. (Writing 3)

Incorrect Sentence Order:

- 579:
 - There are located luxury shops. (Speaking 3)
 - There were sell luxury things. (Speaking 3)
- 655:
 - At the Kyoto University Primate Research Institute in Japan, was taught Ai to read several dozen characters in kanji. (Writing 4)
- 756:
 - To summarize, there have been many times of same sex marriages documented throughout the course of history. (Writing 5)
- 893:
 - Today I'm going to talk about how are animals treated in my country. (Speaking 5)

Incorrect Auxiliary Verb:

- 818:
 - It has built for 200 years ago, so the buildings were antique. (Grammar 4)
- 893:
 - Actually, my reservation was been cancelled. (Writing 3)

By not used in a By-Phrase:

- 832:
 - He couldn't get loved and protected from his father. (Writing 3)
- 818:
 - I am assisted on my family, and my friends. (Writing 4)

Inappropriate Use of the Active Voice:

- 832:
 - Right after we liberate from Japan, Korean War occurred suddenly. (Writing 3)
- 716:
 - I think there is difference between treating animals in my country and the US.
(Speaking 5)

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