



## 저작자표시-비영리-변경금지 2.0 대한민국

이용자는 아래의 조건을 따르는 경우에 한하여 자유롭게

- 이 저작물을 복제, 배포, 전송, 전시, 공연 및 방송할 수 있습니다.

다음과 같은 조건을 따라야 합니다:



저작자표시. 귀하는 원저작자를 표시하여야 합니다.



비영리. 귀하는 이 저작물을 영리 목적으로 이용할 수 없습니다.



변경금지. 귀하는 이 저작물을 개작, 변형 또는 가공할 수 없습니다.

- 귀하는, 이 저작물의 재이용이나 배포의 경우, 이 저작물에 적용된 이용허락조건을 명확하게 나타내어야 합니다.
- 저작권자로부터 별도의 허가를 받으면 이러한 조건들은 적용되지 않습니다.

저작권법에 따른 이용자의 권리는 위의 내용에 의하여 영향을 받지 않습니다.

이것은 [이용허락규약\(Legal Code\)](#)을 이해하기 쉽게 요약한 것입니다.

[Disclaimer](#)

Thesis for the Degree of Master of English

# A Comparative Analysis of Passives in L2 English



by

Teshajonova Mokhinur

Department of English Language and Literature

The Graduate School

Pukyong National University

August 27, 2021

# L2 영어 수동태에 대한 비교 분석

Advisor: Soonhyuck Park

by

Teshajonova Mokhinur

A thesis submitted in partial fulfillment of the requirements for

the degree of

Master of English

in Department of English Language and Literature

The Graduate School, Pukyong National University

August 2021

# **A Comparative Analysis of Passives in L2 English**

A thesis  
by  
Teshajonova Mokhinur

Approved by:

---

(Chairman) Prof. Jee-Won Hahn

---

(Member) Prof. Eunil Kim

---

(Member) Prof. Soonhyuk Park

August 27, 2021

# Table of Contents

Abstract .....	iii
I. Introduction .....	1
1.1 Purposes of thesis .....	1
1.2 Organization .....	2
II. Theoretical Background .....	4
2.1 Theoretical terms .....	4
2.2 Previous studies .....	7
III. Data and Analysis .....	12
3.1 Methods .....	12
3.2 Findings .....	13
3.3 Analyses .....	15
3.3.1 Well-formed and malformed passives .....	19
3.3.2 Possible pseudo-passives.....	21
3.3.3 Active and other constructions .....	21
IV. Discussions .....	23
4.1 Phonological transfer .....	23

4.2	Discourse transfer .....	24
4.3	Typological transfer .....	25
4.4	Morphological transfer .....	26
V.	Conclusion .....	29
	References .....	31
	Appendix .....	34



# **A Comparative Analysis of Passives in L2 English**

Teshajonova Mokhinur

Department of English language and literature

The graduate school

Pukyong National University

## **Abstract**

One of the difficulties to L2 learners is attributed to the fact that the syntactic patterns of the constructions differ from language to language. Among them is the passive construction, which has been analyzed as more than 20 different patterns in Prasithrathsint (2003), Haspelmath (2010), and Chandra and Sahoo (2013). Simargool (2008) conducted a test to see how the L1 Thai speakers produce the L2 English passive sentences, and found that the errors the L1 Thai speakers make are due to the four different L1 transfers: phonological, discourse, typological and morphological transfers.

This thesis explored the passive constructions in Thai, English and Uzbek from a contrastive perspective, by extending her analysis to the L1 Uzbek speakers who learn the L2 English. It was found that among the four possible aspects of transfer, Thai speakers more likely have the phonological and morphological transfers, in that they do not pronounce the voiceless stop sound in the last position

of a syllable, which eventually prevents them from using *-ed* ‘/t/’ in the past participle form of the verb in the English passive sentence. The Uzbek speakers behaved differently from Thai speakers, such that they were rather familiar with using *-ed* in the passive verbs, even though the sound system of Uzbek and Thai is alike. Apparently the phonological transfer was not crucial to the Uzbek speakers who are learning English. Uzbek speakers are instead greatly affected by the morphological transfer and in Turkish and Uzbek languages it is possible to make passives from intransitives whereas in English it is not.

These findings show that L2 learners are recommended to choose a different approach to their target language, depending on the positive and negative transfers from their native language. A more useful way of learning the passive English education is to give a focus on the aspect of the morphological transfer from the native Uzbek language. This thesis therefore suggests that whoever learning L2 should be have clear information about the target language and be aware of the aspects of the target language depending on their own language.

Key words: Interlanguage, Passives, Acquisition, Transfer



# L2 영어 수동태에 대한 비교 분석

Teshajonova Mokhinur

부경대학교 대학원 영어영문학과

## 초록

L2 화자들이 습득과정에서 겪는 어려움 중에는 언어마다 다른 특정 통사 문형의 구조가 있다. 그 중에서 수동 문형이 대표적인데, 지금까지 전 세계 언어의 수동문 구조가 20 개가 넘는 것으로 알려져 있다(Prasithrathsint 2004, Haspelmath 2010, Chandra and Sahoo 2013). Simargood(2008)은 태국어 화자들이 L2 영어 수동문을 습득하는 과정에 모국어 전이 상황을 살펴보기 위하여 오류 분석 실험을 실시하였고, L1 태국어 화자들이 보이는 L2 영어에 대한 오류를 음운론, 담화론, 유형론 및 형태론적 전이라는 4 가지 유형으로 분류하고 그 결과를 제시하고 있다.

본 논문은 태국어 화자들에 대한 L2 영어 오류 분석을 근거로 우즈베크어 화자들을 대상으로 L2 영어 수동문 습득에 보이는 전이 현상을 살펴보았다. 태국어 화자들의 경우 L2 영어 수동문에 있어서 음운론 및 형태론적 전이현상을 보임에 반해, 우즈베크어 화자들은 음운론적 전이에 비해 형태론적 전이가 심하게 발생하는 것으로 나타났다. 태국어 화자들은 음말의 무성 파열음을 발성하지 않는 경향이 많고 그래서 영어 수동문의 과거분서 ‘-ed’의 /t/ 발음을 제대로 하지 않아서 그에 따른 오류가 다수 발생하는 것으로 알려져

있다. 우즈베크어 화자들은 그러나 비록 태국어와 유사한 소리 체계를 가지고 있음에도 수동문의 과거분사 ‘-ed’ 발음에 다소 익숙하기 때문에 L2 영어 수동문 습득에서 음운론적 전이는 많이 발생하지 않는 것으로 밝혀졌다. 그러나 우즈베크어 화자들은 터키어 화자를 대상으로 실시한 실험처럼 자동사를 수동문으로 사용하는 형태론적 전이가 많이 나타났다.

이러한 실험의 결과는 L2 습득에 대한 접근에 있어 L1의 유형에 따라 긍정적 혹은 부정적 전이를 염두에 두고 적절한 방식을 선택해야 한다는 것을 시사한다. 결과적으로 우즈베크어 화자들에게는 L2 영어 수동문 습득에 있어 형태론적 전이를 줄일 수 있는 방안이 필요하다는 것이다. 본 연구는 L2 영어 습득에서 L1 우즈베크어 화자들이 보이는 오류를 분류하고 분석하여 보다 효과적인 교육을 위한 지침을 제공하는데 그 의의를 둔다.

키워드: 중간언어, 수동문, 습득, 전이

# **I. Introduction**

## **1.1 Purpose of the thesis**

As we all know, English is becoming a more and more dominant language in the world. But, those who learn English as an L2 may face difficulties as every language has its own rules and patterns. The passive construction is considered as one of the patterns that vary a lot among languages.

Simargool (2008) conducted an error analysis of the Thai speakers who learn L2 English to see how they perform the English passive voice. She analyzed the errors in terms of four different types of L1 Thai transfer: phonological, discourse, typological, and morphological transfer. This thesis applies her analysis to L1 Uzbek speakers who learn L2 English and compares the results with those of Thai and Korean speakers. Data were collected from 100 students who are studying L2 English at Fergana State University, whose native language is Uzbek. They participated in several patterned experiments and questionnaires.

All the languages that are subject to the discussions in this research exhibit their own unique form of passivization. A comparative analysis of

the errors that the different L1 speakers make can shed light on the effects of L1 transfer (White 2000). Uzbek is characterized as a topic-comment language, having two types of the passive voice. For this thesis, a number of L1 Uzbek speakers were tested for evidence of the similarities and differences of the passive construction between Uzbek and other languages.

This thesis shows that in learning the L2 English passive construction, there occur morphological as well as phonological transfers to Uzbek speakers, but not to Thai speakers. Uzbek speakers always clearly pronounce *-ed/t/* in the passive voice of L2 English, but when they speak Uzbek, they leave out the suffix often, which is unlike English speakers.

## **1.2 Organization**

The organization of the thesis is as follows: chapter 2, as the background of this research, introduces the definitions of the interlanguage and the L1 transfer and discusses the possible factors of the errors in the L2 passive construction. Chapter 3 examines the findings of the data collected from L1 Uzbek speakers who are studying L2 English. Chapter 4 analyzes the findings from the data collected and justifies how and why Uzbek

speakers make errors in the L2 English passive construction, by comparing the results with those of Thai and Korean speakers.



## **II. Theoretical Background**

### **2.1 Theoretical terms**

There have been researches on the aspects of the interlanguage. Given that the interlanguage is an idiolect that has been developed by a learner of a second language, it preserves some features of their first language and can also overgeneralize some L2 writing and speaking rules (Slinker 1972). These two characteristics of an interlanguage result in the system's unique linguistic organization.

In addition to this, the interlanguage gives evidence to clearly see what kind of errors speakers make while transferring the rules and patterns from their native language and what errors they don't. The interlanguage is a good example to find out the differences and similarities between the native language and the target language. Furthermore, the interlanguage helps both teachers and learners to study a target language in more effective ways. When new learners are continuously making simple errors, the interlanguage can help to analyze those errors and their factors.

When children are born, they begin to learn a language. Language acquisition is a tool for learning a language and understanding it (Cook

1996 and Birdsong 2018). The research on language acquisition is getting to know about the language and understand how to produce and to use words and sentence in order to have a successful conversation. As every process has its own rules, language acquisition is not an exception. Language acquisition involves structures, rules and representations. Being a master of a second language isn't easy, so learners have to know a number of tools such as phonology, morphology, syntax, semantics and an extensive vocabulary.

Mostly, language acquisition is considered to begin with the first language, so that it studies an infant's acquisition of his/her native language. In addition to this, the difference between the first and second language is that the former language acquisition is a child's native language, whereas the latter one is learning a language in addition to his/her native one (Pinker 2002, Harris 2009, and Wedow et al. 2018).

A language transfer is commonly known as L1 interference. Language transfer, also known as L1 interference, linguistic interference, or cross-linguistic influence, refers to speakers or writers applying knowledge from one language to another language. It is the transfer of linguistic features between languages in the speech repertoire of a bilingual or multilingual

individual, whether from L1 to L2, second to first or many other relationships. It is most commonly discussed in the context of L2 English language learning and teaching, but it can occur in any situations when someone does not have a native-level command of a language, as when translating into English a second language.

Lado (1957) states that foreign language learners tend to find some elements easy to grasp and some elements difficult to learn because foreign language learners may transfer the forms and meanings of their first language to the foreign language. There are two types of transfers, positive and negative. Linguistic interference can result in correct language production called positive transfer, whereas negative transfer, also called interference, is defined as a cross-linguistic influences resulting in errors, overproduction, underproduction, miscomprehension and other effects that constitute a divergence between the behavior of native and non-native speakers of a language.

Uzbek and English exhibit some similarities and differences in the passive construction. In English, only transitive verbs can be passivized whereas in Uzbek language certain intransitive verbs can also be passivized. This diversity between languages may cause a negative transfer. In other



words, L1 interference negative transfer is the reason for some errors in passive construction in English.

When both the native language and the target language have the same structure, linguistic interference can be positive. The correct meaning is in line with most native speaker's notions of acceptability. But language interference is considered as a source of errors that are known as negative transfer. It is the interference of the previous knowledge with new learning, where one set of events could hurt performance on related task. It occurs when learners transfer items and structure that are not the same in both languages.

## **2.2 Previous studies**

In this research on the analysis of the passive construction, Simargool (2008) and O'zlem Kurtug'lu (2010) serve as the theoretical background of this thesis. O'zlem Kurtug'lu (2010) conducted an experiment to see the errors that L1 Turkish speakers make in learning L2 English. She analyzed the errors in terms of L1 transfer as evidence of the similarities and differences between Turkish and English.

Given basically that Uzbek belongs to the same language family as Turkish, it is anticipated that the speakers of the languages are in a similar learning atmosphere. Li and Thompson (1976) suggest that Uzbek and Turkish are a topic-comment language, whereas English is a subject-predicate language. The data and analysis of the errors that Turkish speakers are a guideline for the research on the errors that Uzbek speakers would make.

Simargool (2008) investigated L2 English passive constructions produced by L1 Thai speakers. The language typology of the L2 learners' native language is believed to inhibit their ability to form English passive sentences because passive constructions vary cross-linguistically and, in many languages, do not occur as often as they do in English. For this reason, she conducted a number of surveys in order to know what kind of errors are made by L1 Thai speakers.

The tests were completed by 38 third-year Thai students majoring in international business, marketing, accounting, and finance at Chulalongkorn University, Bangkok, Thailand. All participants speak L1 Thai and were learning English as their L2 language.

The instruction and the examples of the attested results appear in (1) and (2), respectively.

(1) Instruction

Write complete sentences from the subjects and the verbs given

Examples: 1. Girl, cry. The girl cried.  
2. Cake, eat. The cake was eaten.

- (2) a. accident, happen \*The accident was happened.  
b. book, read The book was read.  
c. boy, walk The boy walked.

The results were divided into 5 categories: well-formed passives (WP), malformed passives (MP), actives (Act.), possible pseudo-passives (PP), and other constructions (Oth.). The well-formed passives refer to native-like passives as in *my watch was stolen*, while the malformed passives are the ones with agreement errors as in *\*the car were driven* and those with errors in past participle markers, as in *\*the picture was paint by Michael*. The active sentences are those with agent subjects and active verbs, as in *I push the cart*, whereas the possible pseudo-passives are the ones that are similar

to the IL pseudo-passives with the theme subjects, the active verbs, and the null subjects, as in *\*the cart is pushing inside*.

The ‘other constructions’ are non-sentences like the noun phrase, *\*the picture painted by Picasso*, or ungrammatical sentences that cannot be connected to any of the above, as in *\*she is win the prize*, which seems like an active sentence except for the presence of the auxiliary be. Since the purpose of the task was to test the knowledge of passivization, the spelling, as in *\*the letter was written*, is not taken into account.

Table 1. Results from the ten given transitive verbs

Constructions	Instances	Percentage
Well-formed passive (WP)	255	67.11
Malformed passive (MP)	51	13.42
Active (Act.)	59	15.53
Possible pseudo-passive (PP)	3	0.79
Others (Oth.)	12	3.16
TOTAL	380	100.01

(source: Simargool 2008)

From the 10 transitive verbs given to the 38 students, 380 instances of passive sentences were expected. The actual data, however, exhibit 255 (67.11%) passives, 51 (13.42%) malformed passives, 59 (15.53%) actives, 3

(0.79%) possible pseudo-passives, and 11 (2.89%) other constructions. Most students were able to produce the well-formed passives, and the majority was able to do so accurately.



### III. Data and Analysis

#### 3.1 Methods

In this research the test was completed by 50 advanced and 50 upper-intermediate students of Fergana State University in Uzbekistan. The students were divided into different groups according to their English subjects' grades in the university. All of the students' first language is Uzbek and they are learning English as an L2. Following the survey patterns in Simargool (2008) and O'zlem Kutug'lu (2010), this research tested the students of L1 Uzbek speakers to see the errors that they would make in L2 English passive sentence.

The students were asked to write a brief story using the given words. 10 transitive verb and 10 intransitive verbs were provided to the participants, 5 of which were unaccusatives and another 5 were unergatives. Transitive verbs were *build, call, tell, buy, paint, make, bring, complete, write and find*. Unergative verbs were *walk, whisper, shout, bark*. Unaccusative verbs were *burn, sink, freeze, occur and survive*. The students were asked to produce the English passive voice whenever possible. In the test section, 20 sentences were already passivized, which were incorrect, and the students were asked to judge the grammaticality of the sentences.

### 3.2 Findings

Following the survey method in O'zlem Kurtug'lu (2010), the L1 Uzbek speakers were given a questionnaire of the choice between the passive and active voice. They were all the second year undergraduate students at Fergana State University in Uzbekistan. According to the students' level of knowledge they are divided into two groups: advanced and upper-intermediate level students. 50 advanced and 50 upper-intermediate students participated in the survey. They were all L1 Uzbek speakers and were learning English as their L2 language.

The results of the test for the 100 students are in detail shown in Appendix and summarized in Table 2.

Table 2. 100 Uzbek students results for passive transitive free writing task

Transitive verbs	Advanced students (50 students)	Upper intermediate students (50 students)
Build	19	16
Call	8	5
Tell	9	6
Buy	8	10
Paint	17	12
Make	7	6
Bring	8	7
Complete	15	8
Write	18	10
Find	4	3
Total	37.66%	27.66%

As shown in Table 2, the passive transitive's were less common than expected in both groups of the students. *Build, paint* and *write* were used more in both groups. However, the verb *find* was used in 4 advanced students and 3 upper-intermediate students. In the table, there aren't any differences between the verbs with respect to the notion of transitivity. It is clearly seen that advanced level students used more passives (37.66%) than upper-intermediate level students (27.66%). The test further shows that both student groups couldn't use some transitive verbs even they were told to use passive voice if possible.

Qosimova (2010) states that Uzbek speakers mostly prefer to use the active voice rather than the passive voice. So, when English transitive verbs are translated into Uzbek, they can come across some challenges like omitting the suffix and other morphological elements. In Uzbek, the passive voice is used mostly in literature and non-fiction books. For that reason many Uzbek speakers can find it difficult to use the passive voice while learning the passive voice of L2 English.

- (3) Bahor kelishi bilan dalalar *shudgor qilindi*, ko'chalarda daraxtlar *oqlandi* va gullar *ekildi*. Bahor naqadar go'zalsan! (O'tkir Hoshimov. Bahor qaytmaydi. 1970)

'With the advent of spring, *the fields were plowed*, the trees in the



street *were whitewashed* and *flowers were planted*. How beautiful spring is!’ (O’tkir Hoshimov. *Spring doesn’t return*. 1970)

1. Dalalar shudgor *qil-in-di*.

The fields are *plow-ed*

2. Daraxtlar *oqla-n-di*

The trees were *whitewash-ed*

3. Gullar *ek-il-di*

Flowers were *plant-ed*

In Uzbek, *-in*, *-n*, *-il*, *-il* are used in order to make the passive voice. These suffixes can’t be omitted and should be clearly pronounced. But most Uzbek speakers made errors while pronouncing the suffixes *-ed* or *-en* in L2 English.

### 3.3 Analyses

Following Simargool’s (2008), this thesis used a similar pattern of survey to the university students of Uzbekistan. To divert the students’ attention from the targeted construction, the verbs provided, ordered randomly, include not only transitives (*read, drive, push, hit, write, paint,*

*win, sing, find, steal*), but also unaccusatives (*happen, fall, expire, occur, arrive, arise, appear, disappear, rise*) and unergatives (*walk, whisper, die, fly, stand*). The results were divided into 5 categories: Well-formed passive, Malformed passives, Active, Possible pseudo-passives.

Table 3. 100 Uzbek students results from ten given transitive verbs

Categories	Instances	Percentages
Well-formed passives	480	48
Malformed passives	395	39.5
Active	60	6
Possible pseudo-passives	19	1.9
Others	46	4.6
Total	1000	100

Table 3 shows that the L1 Uzbek speakers produced 480 (48%) passives, 395 (39.5%) malformed passives, 60 (6%) actives, 19 (1.9%) Possible pseudo-passives and 46 (4.6%) other constructions. It is clearly seen that the data of Uzbek malformed passives (MP) are much higher than Thai speakers by almost 40%. In contrast, Uzbek data has very few active (Act) with 6% percentage, whereas Thai has much more active (Act) by about 15%. Possible pseudo-passive is lowest as Thai which is only 1.9 percentage.

In addition to this, this research investigated whether there are any differences between Korean and Uzbek speakers, from the data conducted

by Park (2019) for Korean speakers, the participants of which were divided into two groups: students of English major and those of non-English major in South Korea. Korean was their first language and they received their English education from the third grade of the primary school. The survey results of English majors and non-English majors are shown in table 4.

Table 4. Korean speakers' results from the ten given transitive verbs

Constructions	English majors	Non English majors	Percentages Ratio
Well-formed passives	316	163	90.3/81.5
Malformed passives	22	18	6.3/9.0
Active	2	4	0.6/2.0
Possible pseudo-passives	7	8	2.0/4.0
Others	3	7	0.8/3.5
<b>Total</b>	<b>350</b>	<b>200</b>	<b>100/100</b>

Given Table 4, the general pattern of the test results looks similar in both English major and non-English major. It is, however, found that well-formed passive (WP) has the highest percentage and malformed passive (MP) is the next in both groups; English major 6.3% and non-English major 9.0%. The third are possible pseudo-passives (PP); English major 2.0% and non-English 4.0%. The fourth is others (Oth); English major 0.8% and non-English major 3.5%. The least occurrence is active (Act) 0.6% and 2.0%.

Technically, as the percentage of well-formed passives (WP) rises, the malformed passives (MP) will naturally decrease. English majoring students have a higher percentage of well-formed (WP) than non-English majoring students, but the percentage of the remaining structures is lower than that of non-English major students.

Table 5. Percentage results from Uzbek, South Korea and Thailand

Construction	Uzbek	Korean percentage		Thailand
		English major	Non-English major	
Well-formed passive	48	90.3	81.5	67.1
Malformed passive	39.5	6.3	9.0	13.42
Possible pseudo-passive	6	0.6	2.0	15.53
Active	1.9	2.0	4.0	0.79
Other	4.6	0.8	3.5	3.16
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Compared with the entire passives of English language results in the tests of three languages, it can be clearly seen that well-formed (WP) passive is a high percentage in all three languages; in contrast malformed (MP) is relatively low. Also, ranking is so different. When it comes to Thai data, the active is very high. In Uzbek and Korea data the highest active (Act) is 6 percent, but in Thai data the figure is 15.5 percent. In addition, the

malformed passive (MP) data of Uzbek is quite high, the highest malformed passive (MP) data of Korea and Thailand is not more than 15% but malformed passive (MP) of Uzbek is the highest among the three languages.

### 3.3.1 Well-formed and malformed passives

From Table 3 and 5, 480 (48%) well-formed and 395 (39.5%) malformed passives contribute to the total of 875 instances of the passive construction produced in the data of L1 Uzbek speakers. The 875 passive sentences imply the awareness of construction, while 48% reflects the students' accuracy in passive formation.

The 395 malformed passive instances are counted as passives because of their structure theme *subject+be+verb*. The designation 'malformed' comes from *subject-verb* agreement and the past participle errors. All forms of past participle, including irregular verbs and ones with *-ed* and *-en* endings, were problematic for the students. Examples from the data are shown in (4) and the numbers of problematic instances per type of past participles are displayed in Table 6.

- (4) a. \*The book was writed  
b. \*The door was push

c. \*The advertisement was find

Table 6 below shows that the most problematic instances are the irregular verbs and then the *-en* ending past participle, the irregular verbs have the same data as the *-en* ending of past participle, the past participle of the *-en* ending is 139, and past participle of irregular verbs are 141.

Table 6. Numbers of problematic instances per type of past participle

Types of past participle	Verbs given in the test	Problematic past participles
1. <i>-ed</i> ending	push, paint	15
2. <i>-en</i> ending	drive, write, steal	139
3. irregular verbs	read, hit, sing, find, win	141

But past participle *-en* ending have the fewest error data, only 15. It is clearly seen that Uzbek students make a large number of errors in the past participle of *-en* ending and in the past participle of irregular verbs in passive English. The frequencies of each problematic past participle are illustrated below Table 7.

Table 7. Frequencies of the problematic past participles

Verbs	pushed	Written	Painted	stolen	Driven
Instances	6	46	9	40	48
Verbs	Sung	Found	Hit	read	Won
Instances	44	22	50	5	18

Among the malformed passives in the data, *hit* is the most difficult one for the speakers. *Drive*, *write*, *sing* and *steal* have a high frequency of errors because many students confuse three forms of these verbs, while *push* and *read* have the lowest frequency of error. Also included in the category of malformed passives are those with subject-verb agreement error.

### 3.3.2 Possible pseudo-passive

Only 7 instances are similar to the IL pseudo-passive, as shown in (5).

- (5) a. \*The letter is writing  
b. \*The picture is painting

The above examples are very close to the previous studies' interlanguage pseudo-passive with their theme subjects, active verb forms, and null subjects. They can also directly be translated into Uzbek topic-comment sentences. The data of Thai is the same as this, which belongs to topic-comment sentences.

### 3.3.3 Active and other constructions

In spite of the instructions, many students produced the active sentence with the given nouns as objects, as in (6) below.

- (6) a. I am reading a book.  
b. \*Don't push cart.

The other constructions which are non-sentences and unidentifiable constructions are exemplified in (7).

- (7) a. \*The letter has written/writed.
- b. \*The cart push/pushed
- c. \*The prize win/won. (3 instances)
- d. \*She is win the prize. (2 instances)

The construction in (7) show that they lack the null subjects which are supposedly agents. As the examples are not the fully grammatical sentences, they are ruled out as interlanguage pseudo-passives, passives, or actives.



## IV. Discussions

We can see from the data in Table 5 that active (Act 0.79%) and malformed passive (MP 13.42%) proportion in Thai data, while malformed passive (MP 39.5%) in Uzbek data is quite large. The malformed passive (MP) percentage in Uzbek data is almost 30%, while the malformed passive (MP) percentage in Thai data is 13.42%.

Why is there so much more malformed passive (MP) in Uzbek data than in Thai? Why do malformed passive have high percentage? The following section analyzes the errors the Uzbek speakers make in the course of acquiring the English passives of the intransitive verbs with respect to the phonological transfer, discourse transfer, typological transfer, and morphological transfer.

### 4.1 Phonological Transfer

The more results caused by L1 are from L1 phonological transfer. Thai past participles can be omitted because of the lack of final clusters in the Thai phonological system, so *pushed* was replaced simply with *push*, without /t/ sound in the final position. They can also be omitted if they are in unstressed syllables, as when *painted* was replaced with *paint*. Thai's most serious past participles data is shown in Table 8. It can be proposed

through this table that we can see a number of past participles *-ed* errors of Thai speakers because the high problematic past participles *-ed* ending is very high due to negative transfer.

Table 8. Numbers of Uzbek and Thai problematic instances per type of past participle.

Types of past participle	Verbs given in the test	Uzbek problematic past participles (100)	Thai problematic past participles (38)
1. <i>-ed</i> ending	<i>Push, paint</i>	15	15
2. <i>-en</i> ending	<i>Drive, write, steal</i>	139	18
3. Irregular verbs	<i>read, hit, sing, find, win</i>	141	15

The results observed from Table 8, however, show that the Uzbek speakers do not make as many errors in the regular verbs *-ed* as Thai speakers do, which indicates that the Uzbek speakers have less impact on the phonological transfer than Thai speakers. Problematic past participles data of Table 8, regular verbs *-ed* ending number are very lower than others. Phonological transfer does not have much.

## 4.2 Discourse Transfer

Despite the unexpected results, the current research and the previous studies are similar in their constructions. Both have found that the constructions in questionnaires, whether they are interlanguage pseudo-

passive or malformed passives, are due to L1 transfer. While the Uzbek speakers transfer the Uzbek topic-comment sentence structure to their L2, Thai speakers transfer both L1 topic-comment structure and L1 phonology. According to Table 2, the possible pseudo-passive (PP) shows that the discourse transfer is 1.9%, therefore, the discourse transfer do not have a big effect on passives.

Table 3. 100 Uzbek students results from ten given transitive verbs

Categories	Instances	Percentages
Well-formed passives	480	48
Malformed passives	395	39.5
Active	60	6
Possible pseudo-passives	19	1.9
Others	46	4.6
<b>Total</b>	<b>1000</b>	<b>100</b>

### 4.3 Typological Transfer

G'afforov (2010) holds that Uzbek passives are divided into two passives; superlative passive voice and passive voice. Superlative passive is a verb form that signifies that an action is performed or acquired under the influence of another person or thing. (8) Specifies the agent in the by-phrase and the passive voice, whereas (9) specifies no agent.

(8) Xat Ustoz tomonidan jo'nattirildi

The letter by teacher was sent

'The letter was sent by teacher'

(9) Yer haydaldi

The ground plowed

'The ground was plowed'

Unlike English passive form of 'be + V-ed ', Uzbek yields the passive form of 'tomonidan-Verb-il-di' as in (10).

(10) tomonidan jonat-il-di

by sent

In Uzbek, 'tomonidan' is used to indicate the sense of the passive voice, holding the meaning of 'by.'

#### 4.4 Morphological Transfer

Thai data active (Act.) and malformed passive (MP) have very high percentages, but Uzbek malformed passive (MP) data has almost 30%, more than Thai data, which can be seen in Table 6:

Table 6. Numbers of problematic instances per type of past participle

Types of past participle	Verbs given in the test	Problematic past participles
1. -ed ending	push, paint	15
2. -en ending	drive, write, steal	139
3. irregular verbs	read, hit, sing, find, win	141

Regular *-ed* past participle has less numbers than any other types of errors, but *-en* ending and irregular verbs. It is partially because the impact of the morphological transfer is different between the two languages. Uzbek past participle form is '*tomonidan=by*', as can see the example in (8) and (9). Regardless of the superlative passives or short passives, Uzbek past participle form is regular, the meaning is also regular, and the verbs do not need any change. But English past participle forms have two kinds: regular or irregular forms. So Uzbek college students are confused with the *-en* ending past participle and irregular verbs past participle. It can be clearly seen that Uzbek speakers made more errors in morphological transfers. Because they while translating from Uzbek into English they might not use *-en*, *-ed* endings. While the English past participle is regular and irregular, Uzbek past participle is regular. So it is difficult for Uzbek students to be familiar with the irregular forms of the English past participles. Besides, Uzbek passive past participle *-il, -lil* sound can't be omitted, and English can

be pronounced as other /-id/ or /-t/ as in 'washed' and 'walked', so, the "-ed" sound changes depending upon the last consonant sound of the verb. But, in Uzbek passives, we often put 'tomonidan=by' in passives.

Here are some examples:

- (1) Qo'lqoplar ko'chadan topildi

Gloves in the street are found

Gloves are found in the street

- (2) Xat do'stim tomonidan yozildi

Letter is by my friend is written

Letter is written by my friend

- (3) Mashina onam tomonidan haydaldi

Car by My mother are driven

Car was driven by my mother

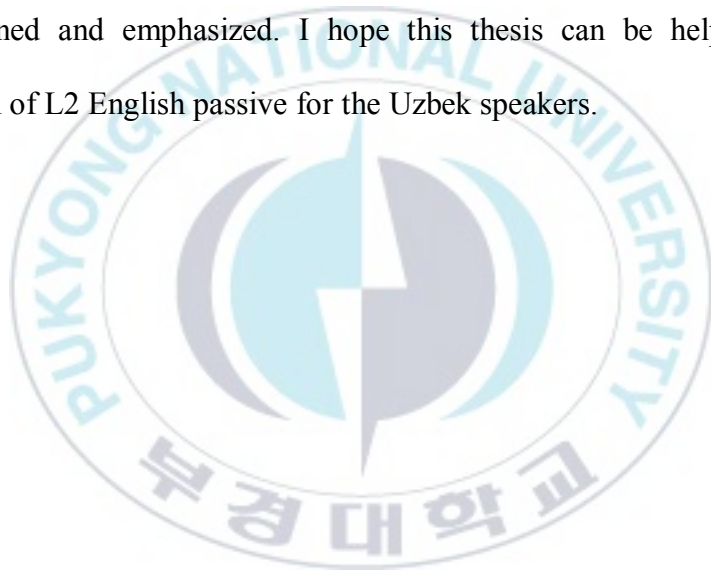
As you can see there are not *-ed*, *-en* endings and irregular verbs too in Uzbek language. It gives a little bit misunderstandings and mistakes for Uzbek speakers.

## V. Conclusion

This thesis explored the passive constructions in Thai, English and Uzbek from a contrastive perspective on the basis of the questionnaires. It was found that among the four possible aspects of transfer, Thai speakers more likely have the phonological and morphological transfers, in that they do not pronounce the voiceless stop sound in the last position of a syllable, which eventually prevents them from using *-ed* ‘/t/’ in the past participle form of the verb in the English passive sentence. The Uzbek speakers behaved differently from Thai speakers, such that they were rather familiar with using *-ed* in the passive verbs, even though the sound system of Uzbek and Thai is alike. Apparently the phonological transfer was not crucial to the Uzbek speakers who are learning English. Uzbek speakers are instead greatly affected by the morphological transfer and in Turkish and Uzbek languages it is possible to make passives from intransitives whereas in English it is not.

These findings show that L2 learners are recommended to choose a different approach to their target language, depending on the positive and negative transfers from their native language. A more useful way of learning the passive English education is to give a focus on the aspect of the

morphological transfer from the native Uzbek language. For future research, it is highly recommended to investigate the characteristics of the interlanguage of the Uzbek speakers who are learning English as their major to compare the results from the current ones. By doing so, a more effective methodological way of teaching English to Uzbek speakers can be obtained, such that teachers can focus on which part of the teaching needs to be strengthened and emphasized. I hope this thesis can be helpful to the education of L2 English passive for the Uzbek speakers.





## References

- [1]. Anna, S. 1984. *Passiv: Kontrastli lingvistik tahlil*. London: Croom Helm.
- [2]. Benjamins, J. and D., Bunton. 1989. *Common English Errors in Hongkong. London: London*.
- [3]. Benjamins, J. and H., Zobl. 1989. *Canonical Typological Structures and Ergativity in English L2 Acquisition*. Longman.
- [4]. Birdsong, D. 2018. Plasticity, Variability and Age in Second Language Acquisition and Bilingualism. *Frontiers in Psychology*. Vol 9, 1-17.
- [5]. Bo'ronov, Hoshimov and Ismatullayev. 1974. *Ingliz tili grammatikasi*. 45-70 Toshkent.
- [6]. Biber, D., Johansson S., Leech G., Conrad S. and E., Finegan. 1999. *Longman Grammar of Spoken and Written English*. London: Longman
- [7]. Cook, V. 1996. *Chomsky's Universal Grammar: An Introduction*. Willy and Sons.
- [8]. Denison, D. 1993. *English Historical Syntax: verbal constructions*. London: New York.

- [9]. Eubank, L. Selinker, L. and M. Sharwood. *The Current State of Interlanguage: Festschrift*. 17-30. Amsterdam.
- [10]. Fillmore, C. 1968. *Universals in Linguistics Theory*. New York.
- [11]. Foris. Denison, D. 1993. *English historical syntax: Verbal constructions*.
- [12]. Fillmore, C. 1968. *Universals in Linguistics Theory*. New York.
- [13]. Harris, J. 2009. *The Nurture Assumption: Why Children Turn out the Way They do*. Simon and Schuster.
- [14]. Haegeman, L. 1991. *Introduction to government and binding theory*. Oxford: UK.
- [15]. Irisqulov M. 1992. *Tilshunoslikka kirish. 100-125*. Tashkent
- [16]. Metyu, D., Gil, D. and B. Komri. *Til tuzilmalarining dunyo atlas*. Oxford, UK.
- [17]. M.G'apporov, R. Qosimova. 2010. *Ingliz tili grammatikasi*, Tashkent.
- [18]. Pinker, S. 2011. *The Blank Slate*. wjh.harvard.edu archived from the original on 2011-05-10.
- [19]. Reinhart, H., Winston and J. Gruber. 1965. *Studies in Lexical Relations. Unpublished doctoral dissertation*. Cambridge: Foris.

- [20]. Rayevska N. 1967. *Modern English Grammar part I*. Kiev: Kiev State University Publishing House.
- [21]. Simargool, N. 2008. *100 Linguistic Variation*. Amsterdam and Philadelphia.
- [22]. Thompson, S. 1978. *Modern English from a typological point of view: Some implications of the function of word order*. London
- [23]. Wedow, R., Zacher, M. and B. Huibregtse. 2018. Education, Smoking, and Cohort Change: Forwarding a Multidimensional Theory of the Environment Moderation of Genetic Effects. *American Sociological Review* vol 83, 802-832.
- [24]. Yip, V. and Matthews, S. 1995. *Interlanguage and typology: The case of topicprominence p17-30*. Amsterdam

Appendix A. Test paper

Name: \_\_\_\_\_ Major: \_\_\_\_\_ Age: \_\_\_\_\_

Write complete sentences from the subjects and the verbs given.

Examples:

1. Girl, cry The girl cried.
2. Cake, eat The cake was eaten.

1. accident, happen
2. book, read
3. boy, walk
4. car, drive
5. cart, push
6. cat, sleep
7. dog, die
8. gate, hit
9. leaves, fall
10. letter, write
11. milk, expire
12. mistakes, occur
13. passengers, arrive
14. picture, paint
15. plane, fly
16. prize, win
17. problem, arise
18. shadow, appear
19. song, sing
20. stranger, disappear
21. student, stand
22. sun, rise
23. thief, run
24. wallet, find
25. watch, steal



Appendix B. 100 Uzbek students Records of findings

Student	WP	MP	Act	Oth	PP	Grade
1	7	3	-	-	-	
2	8	2	-	-	-	
3	6	4	-	-	-	
4	5	4	-	1	-	
5	9	1	-	-	-	
6	6	4	-	-	-	
7	3	6	-	1	-	
8	6	3	-	-	-	
9	8	1	1	-	1	
10	3	7	-	-	-	
11	7	3	-	-	-	
12	4	4	-	2	-	
13	10	-	-	-	-	
14	8	2	-	-	-	
15	6	3	-	1	-	
16	6	3	-	1	-	
17	9	-	-	1	-	
18	6	4	-	-	-	
19	8	2	-	-	-	
20	7	3	1	-	-	
21	6	2	-	-	-	
22	7	2	-	-	-	
23	2	5	3	-	-	
24	7	3	-	-	1	
25	8	2	-	-	1	
26	10	-	-	-	-	
27	5	5	-	-	-	
28	9	1	-	-	-	
29	6	4	-	-	-	
30	4	4	2	-	-	
31	7	3	-	-	-	
32	5	5	-	-	-	
33	6	3	-	1	-	
34	5	5	-	-	-	
35	6	1	-	3	-	
36	4	3	-	1	1	
37	2	5	1	1	2	

38	5	2	-	6	-
39	3	4	-	-	-
40	-	2	-	2	-
41	4	-	1	1	-
42	4	6	9	-	1
43	10	5	-	1	-
44	6	-	-	-	-
45	4	3	-	-	-
46	7	2	-	-	-
47	5	3	4	-	-
48	4	4	-	1	-
49	4	6	-	-	-
50	2	3	-	3	-
51	6	1	-	-	-
52	7	3	7	1	-
53	5	3	-	-	-
54	2	5	-	-	-
55	6	8	-	-	-
56	7	2	-	-	-
57	5	5	-	-	-
58	2	5	-	1	-
59	8	8	-	6	-
60	5	2	-	-	-
61	4	5	2	-	-
62	2	5	-	2	-
63	9	-	-	1	-
64	6	1	-	-	-
65	3	4	-	-	-
66	5	5	-	-	-
67	9	4	-	-	-
68	6	1	-	-	-
69	5	3	-	-	-
70	5	5	-	-	-
71	5	5	-	1	2
72	5	3	-	-	-
73	2	5	-	-	3
74	3	5	2	-	2
75	3	4	-	-	2
76	7	3	-	-	-

77	5	3	-	1	-
78	5	5	1	1	-
79	10	2	-	-	-
80	1	7	-	-	-
81	9	2	-	-	1
82	4	3	-	-	1
83	6	4	9	1	-
84	6	-	-	1	-
85	9	-	-	-	-
86	10	1	-	-	-
87	9	5	-	-	-
88	3	2	-	-	-
89	7	1	9	1	-
90	10	4	-	-	-
91	9	-	4	-	-
92	3	2	-	-	-
93	7	1	-	-	-
94	10	4	-	-	-
95	9	4	-	1	-
96	3	-	-	-	-
97	1	1	-	-	-
98	7	-	-	1	-
99	4	1	-	-	1
100	3	6	4	-	-
<b>Total</b>	<b>580</b>	<b>295</b>	<b>60</b>	<b>46</b>	<b>19</b>