Review Article

PASSIVE VOICE FORMS ERRORS COMMITTED IN IRAQI BIOLOGICAL THESES/ DISSERTATIONS

1,*Huda D. Salman and 2May Estefan

1Iraqi Centre for Cancer and Medical Genetics Research, Al-Mustansiriah University
2Languages College- Baghdad University

ARTICLE INFO	ABSTRACT

This study aims to identify analyses and describe errors committed in passive voice forms and structure in Iraqi theses and dissertation in field biology. Ten random samples theses and dissertation from different colleges in field biology were examined and analyzed also investigated the frequency of errors in each chapter in theses and dissertation. The findings of this study reveal the followings:

- There are a variation in using passive voice in Ph.D. dissertations and M.Sc. theses in all chapters.
- The fourth chapter (Methods and Materials) contains the highest percentage of errors in passive voice forms.
- There is a significant difference in the errors committed between dissertations theses chapters.
- Using passive voice verbs represents the prominent feature in all dissertations and theses.
- Many theses/dissertations showed lack auxiliary verbs.
- There is a difference in the percentage of distribution of errors committed among all chapters whether in PhD. dissertations or M.Sc. theses.

INTRODUCTION

Scientific Writing in English is considered the most important type of writing that the interesting people like researchers, scientists and students should be proficient in. Some Theses/ Dissertations in biology field are written in English in some Iraqi colleges. Most of these theses and dissertations are written with some linguistic errors that give undesirable impression about the writing level. This constructs a real problem facing all professors of biology as they have complained about this problem which adds a heavy job on them that render them to correct the linguistic errors for students rather than scientific errors. In order to study some aspects concerning the English language in these theses or dissertations, as the English language is not the mother language of the students, this study is suggested in order to investigate and identify some linguistic errors committed in biological theses and dissertations in Iraqi Universities; this may solutions for this problem. This study is focused on the passive voice forms to investigate the situations of these verbs in both theses and dissertation. To examine the frequency of these errors mentioned above, ten biological theses and dissertations are selected randomly.

*Corresponding author: Huda D. Salman,
Iraqi centre for cancer and medical genetics research, Al-Mustansiriah University.

The major branches of English for Specific Purposes (Crystal, 2003) are English for Science and Technology and English for Academic purposes (Anthony, 1997) scientific language has emerged as a need to transfer the meaning of science and scientific development to society. Scientific language is not quite different from the formal, most people speak and write in different ways on different occasions and that occasions need special lexis and grammar, etc... (Hutchinson and Waters,1987; Dudley-Evans and St John, 1998), it rather seems much easier and simpler than the language of arts. This does not by anyway mean that scientific language lacks grammar or any other language elements, rather it contains the main language criteria but it is written with more simplicity (Savory, 1967). Hence, the writing of any scientific article or thesis or dissertation must not ignore any language principle, and must be written accurately with understandable pattern. (ibid). In Iraq many of the postgraduates in Biological departments write their theses or dissertations in English language; these theses or dissertations are defined as follows: thesis is a formal and lengthy research paper, especially one written in partial fulfilments of the requirements for a master's degree (Merriam and Webster's, 2004; Swan, 2005), dissertation means (a formal and lengthy discourse or treatise on some subject, especially one written as partial fulfilment or requirements for the degree of doctorate (Reeder, 1925) and there is a controversy about the two terms (researcher).

It must be evaluated or peer reviewed by experts who can make them literary acceptable.   It is important to find out that some of these theses/dissertations are evaluated by language experts so as to be well presented. However, some others will be either evaluated or not, therefore, it is expected to find them written in incorrect English. Unfortunately, some students do not follow the advice of the reviewer and insist on leaving these works with all their errors (Salman, ?). Error can be defined: as "a deviation in learner language which results from lack of knowledge of the correct rule" (Crystal, 2003). Reading such works has given an impression that these theses/dissertations show different writing patterns and some of them may involve different types of errors although they have been linguistically evaluated. These errors can be detected commonly and repeatedly, and can be transferred from one student to another without paying any attention from the latter that there are errors in previous theses/dissertations, as the student believes that the former is using correct English (Alqaraghooly et al., 2008; Ellis and Rod, 1994; Kimberly, 2008; Barrass et al., 1983). The readers may lose the ability to follow up the cohesive devices and may disgust to continue reading the text. Such cases will give a bad impression on the level of the postgraduate students in Iraq. This study was performed in order to linguistically evaluate biological theses or dissertation through assessment the proper use of passive voice.

MATERIALS AND METHODS

The present study is concerned with some of the scientific writing errors specifically in biological writing. It is conducted Corder's theory in analysis errors (Salman, ?; Wilkins, 1976) and studying the errors committed in biological theses and dissertations. Five theses and five dissertations in the field of cancer are chosen randomly from different colleges for this study. These ten theses/dissertations will be read carefully for the purpose of identifying and counting passive voice forms errors. The analysis of data is carried out in terms of occurrence of errors and in which chapter in theses/dissertations they are, and then a comparison is made between the whole chapters of that theses and dissertation .The procedure used then includes; a) an account of the errors of passive forms in all theses and dissertations with their distribution within chapters, b) an account and percentage of the number of these errors committed in these theses and dissertations, c) a survey of recurrence of errors in each chapter in theses and dissertations, and d) comparing the passive with active voice in these theses and dissertations.

The idea behind this analysis is to investigate, a) whether the errors are committed in theses more than in dissertations or vice versa, b) which chapter contains errors more than others in theses/ dissertations. c) where there is a difference in the type of errors committed in theses and dissertations, and d) whether passive forms are used more than active voice in biological writing, or whether active voice forms are the master of biological writing.(Nash, 1986; Quirk et al., 1985)

Statistical Analysis of Errors

Data were given as observed numbers and percentage frequencies. These numbers are tabulated in a sheet form of the statistical computer programmed Smith's Statistical Package (SSP) version 2.80, which is used for the statistical analysis of the obtained data. Differences between the observed numbers

of the investigated categories are assessed by Pearson's Chi-square (X^2) test. Pearson's Chi-square test is the best known of several Chi-square statistical test procedures whose results are evaluated by reference to the Chi-square table, which is constructed from the Chi-square distribution (Plackett et al., 1983).

RESULTS

All theses and dissertations in this study are in the field of biological sciences, and are linguistically evaluated previously and are undergone the examination by specialised examination committee. Biological theses /dissertations contain mainly six or seven chapters, these chapters are: summary, introduction, literature review, (Swan, 2005) materials and methods, results and discussions and the last one the conclusions and recommendations. Sometimes the result chapter is separated from discussion chapter. In addition, the researcher consults academic experts in biological theses or dissertations written in order to be more concise and precise. The researcher also tries to ignore the misprints if they occur less than three times. Each chapter of thesis has its tables for the passive voice errors. The researcher avoids mentioning the name of the student whose thesis or dissertation is included in this study; however the initials are fixed in order to differentiate between them. After collecting the models from theses and dissertations and reading them, they are re-read with full attention and with very intensive care. The (Chi) square is used for analysing the results statistically to show the significance of the results which are obtained by this study as will be shown next.

There are two types of errors, systematic and non- systematic errors, non-systematic errors mean those errors which are the product of chance of circumstances (memory, lapses, physical states such as tiredness and psychological conditions) (Wilkins, 1976) Also refers to those errors as mistakes. "Systematic errors are those which reveal his (the learners) underlying knowledge of the language to date, or as may call it transitional competence". The errors under investigation in this study are systematic. Passive voice forms errors are detected in all the chapters in the five theses and five dissertations. The results show differences in distributing the errors in chapters, and also differences of errors are revealed between theses and dissertations. The study, in the corpus of the tables of results, shows what comes next: Table (2) shows numbers and percentage of incorrect passive forms in M.Sc. theses. Table (3) reveals numbers and percentage frequencies of incorrect passive forms in Ph.D. dissertations. Table (4) indicates the total numbers frequencies of incorrect passive verbs forms in M.Sc. theses and Ph.D. dissertations.

It is noticed that there is variation in the distribution of the incorrect passive forms Table (1), the percentages in the (summary) of the five M.Sc. theses from the smallest to the highest are (20%, 25%, 30%, 45.5%, 66.7%). While the percentages of the correct passive forms in the (summary) are as follows:(33.3%, 45.5%, 70%, 75.0%, 80%). However, the summary contains no more than (600) words.   Therefore, this result shows that there are significant differences in occurrence of passive voice forms errors between the five theses in (summary). In the first chapter (introduction), the percentage of the incorrect passive forms in each thesis is (27.3%, 29.0%, 30.8%, 37.5%, and 38.5%).

Table 1. The passive forms of verb design in various tenses.
(Quirk and Greenbaum, 1993:359)

Tense	Subject	Auxiliary		Past
		Singular	Plural	Participle
Present	The Car/cars	Is	Are	Designed
Present Perfect	The Car/cars	Has been	Has been	Designed
Past	The Car/cars	Was	Were	Designed
Past Perfect	The Car/cars	Had been	Had been	Designed
Future	The Car/cars	Will be	Will be	Designed
Future Perfect	The Car/cars	Will have been	Will have been	Designed
Present progressive	The Car/cars	Is being	are being	Designed
Past Progressive	The Car/Cars	Was being	Were being	Designed

Table 2. Numbers and Percentage Frequencies of Incorrect Passive Forms in MSc. theses

Thesis	Passive Verb	Thesis Chapters*												Pearson X^2	D.F.	Probability
		Summary		One		Two		Three		Four		Five				
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%			
MH-1	Incorrect	8	66.7	4	30.8	40	33.3	84	39.8	66	29.3	4	28.6	8.8 (11.1)	5	Not significant
	Correct	4	33.3	9	69.2	80	66.7	127	60.2	159	70.7	10	71.4			
	Total	12	100.0	13	100.0	120	100.0	211	100.0	225	100.0	14	100.0			
FJ-2	Incorrect	12	54.5	3	27.3	46	24.1	78	82.1	55	43.0	Not detected Not detected		89.2 (18.5)	4	≤ 0.001
	Correct	10	45.5	8	72.7	145	75.1	17	17.9	73	57.0					
	Total	22	100.0	11	100.0	191	100.0	95	100.0	128	100.0					
HN-3	Incorrect	5	25.0	5	38.5	48	26.1	68	41.5	17	25.8	1	20.0	11.9 (11.1)	5	≤ 0.05
	Correct	15	75.0	8	61.5	136	73.9	96	58.5	49	74.2	4	80.0			
	Total	20	100.0	13	100.0	184	100.0	164	100.0	66	100.0	5	100.0			
NB-4	Incorrect	3	20	9	37.5	81	35.8	57	35.8	31	25.2	3	27.0	0.3 (11.1)	5	Not significant
	Correct	12	80	15	62.5	145	64.2	102	64.2	92	74.8	8	73.0			
	Total	15	100	24	100	226	100	159	100	123	100.0	11	100.0			
RT-5	Incorrect	6	30.0	8	29.0	92	35.9	97	42.0	45	30.0	1	25.0	7.9 (11.1)	5	Not significant
	Correct	14	70.0	20	71.0	164	64.1	132	58.0	105	70.0	3	75.0			
	Total	20	100.0	28	100.0	256	100.0	229	100.0	150	100.0	4	100.0			
Pearson X^2**		10.8 (9.5)		0.4		3.3		52.5 (18.5)		8.7 (9.5)		0.1 (7.8				
D.F.		4		4		4		4		4		3				
Probability		≤ 0.05		Not significant		Not significant		≤ 0.001		Not significant		Not significant				

*One: Introduction; Two: Literature Review; Three: Materials and Methods; Four: Results and Discussion; Five: Conclusions and Recommendations.
**Values in brackets represent the Pearson X^2 tabulated values for the specified degrees of freedom (D.F.).

Although the range of total of the words is (630-705) words in the introduction chapter, the result shows no significant differences between those theses. The second chapter (the literature review) reveals the percentage frequencies of the incorrect passive forms as follows: (33.3%, 24.1%, 26.1%, 35.8%, and 35.9%), but no significant differences can be seen in this chapter. This may be due to that the student in this chapter (literature review) are only reviewing the literatures they have read, and the tense of the verbs which are used in this chapter habitually in the past tense, and the subject should exist; for example: *he stated that ...., he indicated to that theory ...etc*. Therefore, the results don't reveal any significance that can be relied on. Concerning the fourth chapter (material and Methods), the achievement refers to very important results. The percentage frequencies of the incorrect passive forms are (39.8%, 82.1%, 41.5%, 35.8%, 42.0%), these percentage frequencies reveal significance differences between them. The third chapter has fixed and clear procedure steps, which leads to obtain an impression that the passive verbs can be considered the predominant verb of this chapter. However passive verbs are used numerously, all the sentences in this chapter are used

with instrumental (by – phrase) which is observed in most of sentences of this chapter. Whereas, Crystal (2003: 74) mentions that "By-phrase is not always stated in passive sentence; it is optional, and it is in fact omitted in 80% of passive constructions". Strictly speaking, the agentive 'by-phrase' is often omitted if the identity of the agent is irrelevant, or unknown, or, possibly, if there is more than one agent, and we wish to present a tale of events rather than to focus on personalities . In spite of what is documented by those authors the results of this study find out that the students follows one style in their writing the chapter of (materials and methods) in which they are asked to write short sentences which require (by phrase), so it is relevant to use here. For example:

- *Marquis reagent: - was Prepared by adding 1ml of formaldehyde to 10 ml of concentrated sulphuric acid H_2SO_4).*
- *Crystal violet stain was prepared by dissolving 5 g of crystal violet powder in 200 ml methanol, and the solvent was filtered by Whatman No.1 filter paper.*

- *The cell lines that were used in this study was supplied by tissue culture unit/ Iraqi Centre for Cancer and Medical Genetic, and were maintained in RPMI- 1640.*

The results of the fourth chapter in committed errors in passive voice verb forms indicate that the percentage frequencies in the five M.Sc. thes is are (29.3%, 43.0%, 25.8%, 25.2%, 30.0%). This does not reflect significant differences between the five theses.

in the proficiency of the postgraduates in writing good language. It can be noticed in Table (2) the percentage frequencies of the incorrect passive verbs in five Ph.D. dissertations which begin with the (summary) where the percentage frequencies reveal the coming results, (36.8%, 25.0%, 33.3%, 42.9%, 25.0%) respectively, the difference is not significant. However, when this result is compared with the result of summary chapter in the five M.Sc. theses, it can be noticed that Ph.D. students express less incorrect passive forms

Table 3. Numbers and Percentage Frequencies of Incorrect Passive Forms in Ph.D. Dissertations

Thesis	Passive Verb	Dissertation Chapters												Pearson X^2	D.F.	Probability
		Summary		One		Two		Three		Four		Five				
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%			
WA-1	Incorrect	7	36.8	6	33.3	37	27.2	72	31.2	43	23.9	3	75.0	7.7 (11.1)	5	Not significant
	Correct	12	63.2	12	66.7	99	72.8	159	68.8	65	36.1	1	25.0			
	Total	19	100.0	18	100.0	136	100.0	231	100.0	108	100.0	4	100.0			
KH-2	Incorrect	2	25.0	6	35.3	50	23.7	11	17.5	Not detected		2	25.0	2.6 (9.5)	4	Not significant
	Correct	6	75.0	11	64.7	161	76.3	52	82.5			6	75.0			
	Total	8	100.0	17	100.0	211	100.0	63	100.0			8	100.0			
AM-3	Incorrect	4	33.3	5	29.4	56	27.2	128	34.8	43	33.6	2	22.2	4.1 (11.1)	5	Not significant
	Correct	8	66.7	12	70.6	150	72.8	240	65.2	85	66.4	7	77.8			
	Total	12	100.0	17	100.0	206	100.0	368	100.0	128	100.0	9	100.0			
EH-4	Incorrect	9	42.9	9	47.4	70	29.7	118	33.0	47	24.2	8	42.1	9.7 (11.1)	5	Not significant
	Correct	12	57.1	10	52.6	166	70.3	240	67.0	147	75.8	11	57.9			
	Total	21	100.0	19	100.0	236	100.0	358	100.0	194	100.0	19	100.0			
ZA-5	Incorrect	3	25	6	33.3	124	36.5	65	38.7	33	20.0	4	28.6	17.4 (15.1)	5	≤ 0.01
	Correct	9	75	12	66.7	216	63.5	103	61.3	132	80.0	10	71.4			
	Total	12	100.0	18	100.0	340	100.0	168	100.0	165	100.0	14	100.0			
Pearson X^2**		1.4 (9.5)		1.5 (9.5)		12.1 (9.5)		10.2 (9.5)		10.4 (7.8)		4.5 (9.5)				
D.F.		4		4		4		4		3		4				
Probability		Not significant		Not significant		≤ 0.05		≤ 0.05		≤ 0.05		Not significant				

Table 4. Total Numbers and Percentage Frequencies of Passive Forms in M.Sc. Theses and Ph.D. Dissertations

Theses	Punctuation Mark	Thesis/Dissertation Chapters												Pearson X^2**	D.F.	Probability
		Summary		One		Two		Three		Four		Five				
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%			
M.Sc.	Incorrect	36	35.6	29	35.8	307	31.4	384	42.0	214	28.5	9	26.5	39.8 (20.5)	5	≤ 0.001
	Correct	65	64.4	52	64.2	670	68.6	531	58.0	537	71.5	25	73.5			
	Total	101	100.0	81	100.0	977	100.0	915	100.0	751	100.0	34	100.0			
Ph.D.	Incorrect	25	35.7	32	36.0	337	29.8	394	33.2	166	27.9	19	35.2	8.0 (11.1)	5	Not significant
	Correct	45	64.3	57	64.0	792	70.8	794	66.8	429	72.9	35	64.8			
	Total	70	100.0	89	100.0	1129	100.0	1188	100.0	595	100.0	54	100.0			
Pearson X^2**		0.01 (3.8)		0.9 (3.8)		0.6 (3.8)		17.2 (10.8)		0.6 (3.8)		0.7 (3.8)				
D.F.		1		1		1		1		1		1				
Probability		Not significant		Not significant		Not significant		≤ 0.001		Not significant		Not significant				

Moreover, the result of the fifth chapter does not give significant differences in the percentage frequencies of the incorrect passive forms (28.6%, 20.0%, 27.0%, 25%), in addition, the range of words in this chapters for five theses is (500-640) words. The main reason, for that, is related to the tense of the verb, in other words the normality of the writing in this chapter requires active voice which may be present tense especially, in the recommendation chapter which uses this type of verbs more. According to the differences between the five theses , the second thesis (FJ-2) and the third thesis (HN-3) show significance differences with other theses, where the P value for both are (0.001,0.05) respectively. This means that there is an individual difference between the five postgraduates

than M.Sc. students. This reflects the experience which the Ph.D. students obtain when they pass the M.Sc. degree. M.Sc. students do not practise well on writing the summary of the thesis, because it is the first try for them in writing the thesis. Moving to the first chapter and its percentages are :(33.3%, 35.3%, 29.4%, 47.4%, 33.3%), these results do not indicate no significant differences between the five dissertations.The incorrect passive forms of the second chapter for the five dissertations are: (27.2%, 23.7%, 27.2%, 29.7%, and 36.5%), there are significant differences between the five Ph.D. dissertations. The results of the third chapter are found to be significant in the difference between those dissertation (31.2%, 17.5%, 34.8% , 33.0, 38.7%).

The percentages of the results of incorrect passive forms in the fourth chapter are (23.9%, 33.6%, 24.2%, 20.0%), it also reveals significant difference between those five dissertation, however there is one dissertation (KH-2) which does not show any incorrect or correct passive verbs because all of results are written as tables and figures. The fifth chapter in this table represents conclusions and recommendations and the results show no significant difference between the five dissertations except one dissertation (ZA-5) which shows significant difference.
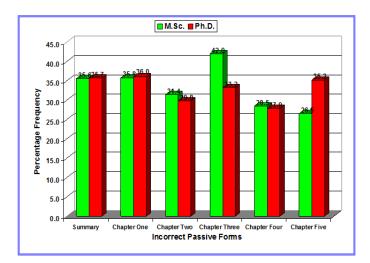

Figure 1. Bar Chart of Incorrect Passive Forms Percentage Frequency in M.Sc. Theses and Ph.D. Dissertations

DISCUSSION

The study showed that the passive voice forms found to be the best choice and to be the predominant verb in the biological theses and dissertation writing. This may be due to a number of practical reasons such as allowing theme maintenance; facilitating the transition between clauses and sentences; attaining the successive arrangement of sentences; keeping the same subject of the sentence; and adjusting the weight as well as the rhythm of sentences in terms of end-focus and end-weight (Swales, 1971; Savory, 1967). Therefore the passive voice proves to be the most preferable means and for such purposes passive voice verbs are chosen to be the errors committed in scientific writing of those theses and dissertations. In accordance with what is observed in the following tables, the analysis of errors and their discussion are referred to each table.

It will be better to, firstly, discuss errors of the passive voice verb forms in the theses and dissertations. In this study there is the corpus, the committed errors are analysed in the models under investigation. Secondly it is useful to mention here the forms of passive according to Quirk *et al.* (1985:359) who point out that the passive can be used in various tenses in as Table (1) control Therefore, Many types of errors in the passive voice verb forms are detected in models under investigation; they will be discussed according to their frequencies. The first type of these errors is the use of passive forms but lacks the auxiliary verbs such as: *is, are , was , were , have , has , will ,be ,can .etc...,* such types of errors are detected in both theses and dissertations numerously. It is absolutely a big error in passive forms and can affects the meaning of the verb then the meaning of the sentence.

For example:

Incorrect - *There was a rise 100% in the incidence of various forms of leukemia among children in 1999 when it compared with 1990.*

Correct - *There was a rise 100% in the incidence of various forms of leukemia among children in 1999 when it was compared with 1990.*

The second type of errors, which are identified in passive voice forms in the models, is the tense of the verbs. In some cases, the tenses of the verbs of the passive voice do not match the auxiliary in tense and the main verb does not change to the past participle. While Quirk *et al.* (1985:359) point out that the passive voice forms should have the verb in the past participle in all tenses and the auxiliary can change or take the tense as well as the plurality, to past, present, future, future perfect, present progressive and past progressive. Swales (1971:45) discuss tenses and how they are used in scientific writing in general: he limits them to what he calls *who –gents and what agents.*

For example:

*incorrect - Hyaluronidse activity **is detect** in culture supernatant of Streptococcus intermedius **was isolate** from human pus indicating its potential role in tissues degradation.*
*correct- Hyaluronidse activity **is detected** in culture supernatant of Streptococcus intermedius **was isolated** from human pus indicating its potential role in tissues degradation.*
Incorrect- *In Iraq as **was regard** the bladder cancer it ranks the 3rd during the last six years.*
*Correct : In Iraq as **was regarded** the bladder cancer it ranks the 3rd during the last six years.*

The third type of error in passive verb forms is the auxiliary; the passive auxiliary is very important since it affects the whole sentence Burton- Robert (1997:125). In some cases there is the need to be plural according to the new agent, and in some cases the agent is singular but the auxiliary is plural, and this matter will make confusion to the reader which is the subject.

For example:

Incorrect *- Some of the carcinogens (cancer- causing chemicals) in tobacco smoker **are absorbed** from the lung and get into the blood. From the blood, they **are filtered** by kidneys and **is concentrated** in the urine.*
Correct *- Some of the carcinogens (cancer- causing chemicals) in tobacco smoker **are absorbed** from the lung and get into the blood. From the blood, they **are filtered** by kidneys and **are concentrated** in the urine.*
Incorrect *- The high ratio of cancer are **found** in patients who have a history of bacterial infections in the intestinal tract that include: (Gastritis and (IBD), compared with the other cases except others cases that may be include (genetic or radiation).*
*Correct - The high ratio of cancer **is found** in patients who have a history of bacterial infections in the intestinal tract that include: (Gastritis and (IBD), compared with the other cases except others cases that may be include (genetic or radiation).*

The fourth type of error in passive voice forms, which is found in both theses and dissertations, is in the present progressive form whose form is (Subject + is being + verb) or (Subject + are being + verb) Quirk-baum(1985) . But in following examples, it is observed that the (-ing) is connected with the main verb not with the auxiliary verb to be.

Incorrect -*The jar **was taking out** and **was lifting** in sodium citrate to cool at room temperature for 20 minutes.*
Correct - *The jar **was taken out** and **was lifted** in sodium citrate to cool at room temperature for 20 minutes.*

Although passive verbs represent the important characteristics of scientific writing, M.Sc. students and Ph.D. students know less about using passive voice, and this matter may give bad impression about the level of theses or dissertations writing. The errors committed in passive voice forms are the same in both theses and dissertations but in different percentages. In theses, the summary and third chapter (material and methods) showed significant difference compared with dissertations. The main reason for why the summary is significant different, is because the postgraduates write it by themselves and do not find it or borrow from books. In the third chapter there are short sentences because there are many steps of procedure but they are fixed, and the passive voice is used numerously. Some examples of these verbs which are used in third chapter are stored*, cooled, added, centrifuged, treated, washed... etc.*

In dissertations, errors of the passive are significant in the second chapters (literature review), third chapter (materials and methods), and fourth one (results and discussion) this means dissertations have errors more than in theses in total but for the individual case only one dissertation (ZA-5) shows significant difference in the percentages of the Incorrect passive (25.0%, 33.3%, 36.5%, 38.7, 20.0%, 28.6%).
Figure (1) illustrates the percentages of incorrect passive in both theses/ dissertations.   In theses, individually, two theses show significant differences (FJ-2, HN-3) (Table 1). The percentage frequencies of passive forms error occurrences of these two theses are (54.0%, 27.3%, 24.1%, 82.1%, 43.0%) for (FJ-2) and (25.0%, 38.5%, 26.1%, 41.5%, 25.8%, 20.0%) for (HN-3). Figure (2 and 3) show the of total incorrect passive forms in theses and dissertations chapters.

The fifth type of error is in spelling of the past participle, which is also found in both theses /dissertations. In each chapter there is at least one misspelling passive verb. This is not misprints because such cases are seen repeatedly indicating that the students do not know the spelling of the past participle. in some of verbs, the suffix (-ed) is forgotten to be put at the end of verb; for example: *centrifuge- centrifuged, incubate-incubated, dilute- diluted, obtain, obtained,* as well as , these verbs are mostly found   misspelling: *take, taken, weak, weaken,break ,broken*

Conclusion

To conclude that, from the researcher experience with scientific medium, the daily conversations and talks between scientists, postgraduates, and researchers who are speaking English, or routine giving lectures, (Savory, 1967) makes this scientific medium cannot differentiate between colloquial or scientific language, hence they write their scientific report by using their ability as they talk to each other, ignoring some standard rules of English language writing. Most students copy some data from other previous students' reports (plagiarism) without paying any attention to the type of errors that may be found, therefore the errors, if present, can be transferred or inherited from one students to another easily, and that makes the errors commonly occur in the scientific writing. This problem really is noticed by most professors in biological sciences and probably in other branches of science. They complain that postgraduate students plagiarize pages from previous students theses or dissertations without any care about the writing errors, and when the students are asked about the presence of writing errors in their theses or dissertations, they immediately announce that they do not consider these as errors because such type of errors are found in the previous theses or dissertations and the previous reviewers do not treat them as errors.

REFERENCES

A.Alqaraghooly, dr. Dhuha, Sultan M.Kadhim (AN Error ANLAYSIS of the scientific writing of Iraqi EFL postgraduates at the university of Technology) www.iasj.net VOL: 8 : P 5 .2008.

Anthony, L. 1997. ESP: What does it mean? ON CUE. http://interserver.miyazaki-med.ac.jp/~cue/pc/anthony.htm Retrieved April 6, 2000, from the World Wide Web.

Barrass, R. 1983. *Scientists Must Write.* London: Science Paperbacks.

Corder, S.Pit 1973. (Introducing Applied Linguistics). Harmondsworth, Middlesex: penguin Education.

Crystal, D. 2003. A Dictionary of Linguistics and Phonetics. Oxford: Oxford   Basil Blackwell.

Crystal, D. 2003. A Dictionary of Linguistics and Phonetics. Oxford: Oxford   Basil Blackwell.

Dudley-Evans, T. and St John, M. 1998. Developments in ESP: A multi-disciplinary approach. Cambridge: Cambridge University Press.

Ellis, Rod,1994. The study of second language Acquisition. Oxford: Oxford University press (7th edition, 2000).

Hutchinson, T. and Waters, A. 1987. English for Specific Purposes: A learning-centered.

Kimberly, L. 2008. Grammar and Punctuation in Scientific Writing. Virginia: RSNA Publication.

Merriam- Webster's 2004. *Collegiate Dictionary*, 11th Edition., USA: An Encyclopaedia Britannica Company.

Nash, W.1986. English Usage: A Guide to First principles. London: Routledge and Kegan Paul.

Plackett, R.L. 1983. Karl Pearson and the Chi-Squared Test. International Statistical Review, 51 (1): 59–72.

Quirk, R., Greenbaum, S., Leech, G. and Svartvik, J. 1985. A comprehensive grammar of the English language . London: Longman. *RELC Journal,* Vol. 15. No. 1, pp. 66-67.

Reeder, W. G. 1925. *How to write a thesis.* Bloomington, Ill inois: Public School Publ. Co.

Salman D. Huda, yaseen. Y.Nahi (writing scientific writing thesis/dissertation in biology field: Deviation in introduction context writing).

Salman D. Huda, yaseen. Y.Nahi (writing scientific writing thesis/dissertation in biology field: Deviation in introduction context writing).

Savory, S. 1967. (*The language of science*) . London: Andere Deusch Limited.

Savory, S. 1967. (The language of science). London: Andere Deusch Limited.

Swales. J. 1971. Writing Scientific English. London: Thomas Nelson and Sons Ltd.

Swan, M. 2005. *Practical English usage* .3th ed. Oxford: oxford University press.

Swan, M. 2005. Practical English usage .3th ed. Oxford: oxford University press.

Wilkins, A.D 1976. National syllabuses. Oxford: oxford University Press

****