

A Corpus-Based Study of Get-Passive and Semantic Prosody in Spoken English*

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Abstract

The construction of passive voice has always received a lot of attention among linguists of English research in the world. In contrast to *be*-passive, *get*-passive studies in naturally occurring language are still rarely seen. Therefore, this study aims to investigate the use of *get*-passive in spoken English when compared to other registers by using corpus linguistics. In addition, the co-occurring words and semantic prosodies of *get*-passive were also examined. The data of this study was drawn from Corpus of Contemporary American English or COCA, which is the most widely used corpus of the English language. The results revealed that the *get*-passive was highly used in TV and movie subtitles, blogs, spoken language, web pages, fiction, magazines, newspapers, and academic texts, respectively. It was also found that the word '*caught*' mostly co-occurred with *get*-passive. Furthermore, the semantic analysis of *get*-passive co-occurring words showed various verbs expressing negative meanings, followed by positive, and neutral, respectively. The findings of the study would help English language learners get a clear picture of how *get*-passive construction is used in real world contexts. The results of the present study would be useful in terms of the instruction of English lexico-grammatical patterns because the corpus analysis provides more information about the authentic use of *get*-passive in English speaking as an alternative to traditional *be*-passive construction. This study also addresses the

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pedagogical implications for future research on *get-passive* as a guideline for English language teachers in terms of grammar teaching and learning activities, as well as teaching material designs.

Keywords: Co-occurring word; Corpus linguistics; *Get-passive*; Semantic prosody; Spoken English

Introduction

The passive voice is a fundamental grammatical structure that challenges English language learners (Phoocharoensil, 2020). The construction of passive voice is usually found in academic texts. (Endley, 2010; Quirk et al., 1985). According to Safarova (2024), the passive voice is usually introduced in the form of *be* followed by the past participle verb where the subject of a sentence receives an action rather than performing it.

However, the passive which is constructed with *get* is also presented over the past few decades (Hundt, Dallas, & Nakanishi, 2023; Liu, 2021; Massa, 2020). Mitkovska and Buzarovska (2011) define the term '*get-passive*' as 'a construction with the verb *get* and the past participle. In other words, while the standard passive voice typically uses the verb *be*, the *get-passive* employs *get* as a substitute, which is more commonly found in informal spoken English than in formal writing (Mathieson, 2017).

Basically, it may be assumed by English learners that *be-passives* and *get-passives* can be used interchangeably. Nonetheless, McEnery and Xiao (2005) note that they are not always interchangeable because of some key differences. One property that sets *get-passive* apart from *be-passive* is register distribution. Rühlemann (2007) investigated *get-passive* in conversations available from the British National Corpus (BNC) and indicated that *get-passive* was considerably more common in informal conversations than in written registers. As Downing (1996), Quirk et al. (1985), and Toyota (2008) state, the traditional *be-passive* tends to be more prevalent in formal contexts, such as academic writing or official reports, whereas the *get-passive* is documented to be more frequent in everyday conversations or colloquial speeches due to its informal tone and focus on personal experience. Another dissimilar feature of *be*-and *get*-passives is the semantic property. Carter and McCarthy (1999) argue that *get-passive* coincides mostly with adverse or problematic circumstances such as *get arrested*, *get killed*, and *get sued* that show negative meanings. Additionally, *get-passive* construction often implies a change of state or an unexpected outcome. Put simply, *get-passive* conveys a sense of immediacy and is often used to express experiences or events that have occurred unexpectedly or with some degree of surprise.

Previous studies have revealed the interesting results of *get*- and *be*-passives investigation in English. Hundt (2001) studied the frequency of *get*-passive in different dialects and found that *get*-passive is more common in American English than in British and Australian English. Mair (2006) showed that *get*-passive construction based on Time Corpus in both British and American English has been increasingly used. Furthermore, the British and American English corpora drawn from Lancaster–Oslo–Bergen (LOB), the Freiburg–LOB, Brown, and Frown Corpus indicated a decline in the use of *be*-passive over time, as well as a rise in the use of *get*-passive (Mair & Leech, 2006). The study by Boyle and Lei (2024) showed that younger speakers are more likely to use *get*-passive in their speeches than older speakers. These findings imply that not only *be*-passive, but *get*-passive is also commonly used by native speakers in real language contexts. In other words, *get*-passive is an alternative to *be*-passive in natural spoken English in the modern world.

To better understand the uses and characteristics of *get*-passive in the present days, the corpus data that represents genuine language use is worth examining. Hence, this study aims to explore the use of *get*-passive that has occurred in authentic spoken American English from Corpus of Contemporary American English (COCA). The findings of the study would help learners get an obvious picture of how *get*-passive construction is used in real settings. Particularly, the results can raise the awareness of the students as to how *get*-passive conveys different meanings based on its co-occurring words. As Liu (2021) states, the study of semantic prosody would be of great significance for improving EFL learners' ability to observe and evaluate language on semantic structures. To this end, three research questions were addressed for this study as follows.

Research Questions

1. To what extent is *get*-passive used in spoken English compared to other registers?
2. What are the co-occurring words of *get*-passive in spoken English?
3. What are the semantic prosodies of *get*-passive in spoken English?

Literature Review

1. Grammatical Functions of *Be*- and *Get*- Passive

According to McEnery and Xiao (2005), passive voice is a major grammatical category in English. The structure of *be* + past participle is a standard form of passive structure. However, *get*,

can be replaced by *be* in the aforementioned structure without changing in meaning as in examples (1) and (2).

(1) The trees in the garden *were damaged* in the wind. (*be*-passive)

(2) The trees in the garden *got damaged* in the wind. (*get*-passive)

(Cambridge Dictionary Online, 2024)

Although *be* and *get*-passive can be used interchangeably in some cases, research revealed their remarkable differences. Fleisher (2006) indicates the difference between two passive forms in terms of grammatical function. Even though the verb *get* in its passive use is often called auxiliary, the passive *get* fails all the accepted syntactic tests for auxiliaries. *Get*-passive cannot be inverted with subjects in questions, generates *do*-support in negative expressions, and fails to occur in tag questions as shown in the examples (3) – (8) (Fleisher, 2006).

Subject-aux inversion

(3) **Got he arrested?*

(4) Did he *get arrested*?

Negative expressions

(5) * He *got not arrested*.

(6) He *did not get arrested*.

Tag questions

(7) * He *got arrested*, gotn't he?

(8) He *got arrested*, didn't he?

From the above examples, *get*-passive is not considered as a true syntactic auxiliary. Because this study emphasizes on *get*-passive, the next section will explain notable characteristics of *get*-passive.

2. Characteristics of *Get*-passive

2.1 Colloquial style

A characteristic of the *get*-passive is its colloquial nature. Corpus studies have shown that *get*-passive is more common in informal conversations than in written texts (Huddleston & Pullum, 2003; Quirk et al., 1985) such as fiction, news, or academic prose (Biber, Johansson, Leech, Conrad, & Finegan, 1999). Johansson (2008) also confirmed that *get*-passive is seldom used in a formal style. Based on COCA, Kim (2012) observed that *get*-passive is most frequently used in spoken language, fiction, magazines, newspaper, and academic texts respectively. Similarly, the normalized frequency in the spoken register from BNC-WEB corpus is about 11 times higher than the *get*-passive in academic texts. These reveal that *get*-passive is normally used in informal registers.

2.2 Dynamic lexical verb

Get-passive is found only with dynamic lexical verbs, i.e., verbs that represent an action and not its outcome (Collins, 1996; Villalibre, 2015). Non-stative verbs such as *caught*, *paid*, *done*, *dressed*, and *fired* are often used in *get*-passive construction (Kim, 2012). Alexiadou (2006) argues that *get*-passive is not allowed with stative verbs as illustrated in examples (9) and (10) from Huddleston and Pullum (2003).

(9) *It was believed* that the letter was a forgery.

(10) * *It got believed* that the letter was a forgery.

In addition to lexical verbs, *get*-passive is likely to co-occur with verbs related to daily activities such as *changed*, *cleaned*, *shaved*, and *washed*.

2.3 Absence of an agent by-phrase

According to Quirk et al. (1985), a majority of *get*-passive is typically agentless. The research showed similar results, that is, the *get*-passive tends to occur without an agentive *by*-phrase in the corpus data (Collin, 1996; Rühlemann, 2007) as in example (11):

(11) Henry *got beaten* last night. (Carter & McCarthy, 1999)

2.4 Subject responsibility

Get-passive emphasizes on the subject rather than the agent and on what happens to the subject as a result of the event (Quirk et al, 1985). In other words, the subject in a *get*-passive sentence is frequently attributed responsibility for initiating (Villalibre, 2015). The examples below revealed that the subject of *get*-passive is in some way responsible for his own misfortune (12) whereas no such inference can be drawn about the subject of *be*-passive (13).

(12) He *got caught* by the police.

(13) He *was caught* by the police. (Givon & Yang, 1994)

2.5 Semantic implication

Get-passive is used in adverse or problematic circumstances (Carter and McCarthy, 1999), while *be*-passive is usually described in neutral contexts. Biber et al. (1999) and Mair (2006) note that *get*-passive verbs normally express negative connotations that the object is blamed and show stylistic informality on the part of the speaker like *get caught*, *get hurt*, *get killed*, *get hit*, *get stuck*, and *get left* whereas neutral verbs are lower occurred, and stative verbs may be unsuited with the *get*-passive. To distinguish adversative or beneficial implications in *get*-passive, Villalibre (2015) investigated the lexical verb used with *get*-passive as shown in examples (14) and (15).

(14) ‘We *got fired*,’ Jones said.

(15) Some of them were warts until they *got promoted*.

An example (14) shows an adversative connotation of *get fired* which is unfavorable to the subject affected by the event whereas (15) is a beneficial implication because *get promoted* is favorable. Moreover, Biber, et al. (1999) agree that *get*-passive commonly describes negative circumstances, such as *get hit*, *get stuck*, and *get involved*. Compared to *be*-passive, the use of *get*-passive conveys a more dynamic sense. In other words, while *be*-passive normally describes a state, *get*-passive describes the process of getting into the state. For example, “I *was married* for a couple of years.” and “She *got married* when she was eighteen.”

3. Semantic Prosody

Semantic prosody is one of the most important concepts in the area of corpus linguistic studies (Liu, 2020; Zhang, 2010). It was coined by Louw (1993, p.8) who refers to “a form of meaning which is established through the proximity of consistent series of collocates often characterizable as positive or negative and whose primary function is the expression of the attitude of its speaker or writer toward some pragmatic situation”. Partington (1998, p.63) states that semantic prosody is “the spreading of connotational coloring beyond single word boundaries”. To sum up, semantic prosody focuses on the meaning of context and the meaning of co-occurrence words affecting one another (Rong, 2022).

According to Stubbs (1996), semantic prosody can be classified into three categories: positive, neutral, and negative. The positive semantic prosody refers to the words with positive semantic characteristics leading to a positive meaning. The neutral one is not only the words with negative meanings, but also the words with positive or neutral meanings, forming a complex meaning. For the negative semantic prosody, the words that have obvious negative semantic characteristics, form a strong negative semantic atmosphere (Rong, 2022).

Related Studies

Get-passive and semantic prosody have been investigated by using a corpus-based approach from many researchers for two decades in different contexts. Carter and McCarthy (1999) investigated the occurrence of *get*-passive in informal spoken British English by studying a 1.5 million-word sample from Cambridge and Nottingham Corpus of Discourse in English (CANCODE). It was found that *get*-passive is used mostly with negative situations implied by the speaker. Additionally, *get*-passive is normally produced without an explicit agent. Furthermore,

some verbs that are considered adversative in semantics such as *get arrested*, *get killed*, *get sued*, *get burgled*, and *get beaten*, occur more frequently with *get*-passive.

Kim (2012) examined *get*-passive from COCA (Corpus of Contemporary American English), a source of more than 425 million words including fiction, popular magazines, newspapers, and academic texts, and COHA (Corpus of Historical American English), a source of text for American English over 400 million words from 1810 to 2009. The finding showed that *get*-passive can be divided into 5 categories: central, psychological, reflexive, adjectival, and formulaic. It also illustrated that the *get*-passive is frequently used in spoken English. Additionally, “*get rid of*” is the most dominant in frequency for the fixed formulaic form, whereas *get caught* is found to be the first rank of frequency in terms of a dynamic verb. Moreover, the *get*-passives dramatically increased in the 1990s and 2000s, in contrast, *be*-passives declined.

Stewart (2014) examined the use of *get*-passive and *be*-passive from COCA in conversation and fiction registers. The negative, positive, or neutral meaning verbs that follow *get* and *be* were explored. The findings revealed entries from the total number of *be*-passive entries, 11 percent of entries were negative, 13 percent were positive, and 76 percent were neutral. For *get*-passive, 32 percent of entries were negative, 6 percent were positive, and 62 percent were neutral.

Villalibre (2015) investigated the meaning of *get*-passive verbs from the International Corpus of English (ICE) which includes spoken British English, Indian English, Hong Kong English, and Singapore English. The results demonstrated that *get*-passive verbs such as *get beaten* or *get killed* convey adversative consequences for the subject. The negative meanings are frequently found than beneficial implications such as *get awarded* or *get promoted*.

Phoocharoensil (2020) analyzed the *get*-passive in American English in different text types and its semantic features. The data drawn from COCA indicated that the *get*-passive construction was found at the highest level in spoken genres such as TV and movie subtitles, and blogs. Moreover, the semantic analysis of *get*-passives expressed adversity (*get caught*, *get hit*, *get fired*), positive (*get paid*, *get elected*, *get passed*), and neutral meanings (*get asked*, *get sent*, *get notified*), respectively.

Romero (2021) investigated five verbs that occurred with *get*-passive construction: *forget*, *know*, *remember*, *understand*, and *believe* from the New of Web Corpus (NOW), which are web-based newspapers and magazines in twenty English-speaking countries. The research showed that “*forget*” has a high frequency compared to the other four verbs. Moreover, *get*-passive

indicates the outcome of events and the subject is passive. Additionally, the semantic feature of *get*-passive not only provided prominent details on the neutral meaning, but also showed negative meaning. The study emphasized that the construction of *get*-passive with “*forget*” leads to negative expressions and blameful contexts.

Bili (2021) analyzed *be*-passive and *get*-passive in terms of the semantic structures from journals. The result showed that emotion-related verbs and cognitive-related verbs cannot be employed with *get*-passives. Furthermore, it is depicted that, besides semantic structures of *get*-passive do not operate the same function as *be*-passive. If *be*-passive is utilized in the place of *get*-passive, the meanings will vary and *get*-passive has limited applications.

Hundt et al. (2023) analyzed the *be*-passive and the *get*-passive from ICE which offers a collection of one million-word corpora. The 1,500 *be*-passives and the 990 *get*-passives are analyzed based on diverse English varieties. The finding revealed that *get*-passives have been widely exerted across numerous English varieties. Moreover, it illustrated that *be*-passives can be seen in written mode (62%), whereas *get*-passive can be represented in spoken mode (78.98%) and *get*-passives are also used in informal spoken dialogues.

Massa (2020) examines the use of *get*-passive and copular constructions within North American university classroom discourse and its representation in English for Academic Purposes (EAP) textbooks for listening and speaking. Recognizing that passive voice and copular verbs often challenge ESL learners, the researchers analyzed a sub-corpus of lectures from the MICASE corpus and a collection of four EAP textbooks. Using corpus linguistics, the researcher conducted a quantitative analysis of the frequency and collocates of these constructions in both lectures and textbooks. Findings reveal that while *get*-passive constructions are common in classroom discourse, EAP textbooks fail to reflect this real-world usage accurately. Textbooks focus too much on using *get* as a linking verb (copular) while ignoring its use in the passive form.

Research Methodology

1. Data Sources

For an in-depth investigation of *get*-passive in English, the corpus data in the present study was drawn from Corpus of Contemporary American English (COCA). It was created by Mark Davies, Professor of Corpus Linguistics at Brigham Young University. The corpus from COCA is the world's most widely used. The corpus contains more than one billion words of text, from 1990 to the present time, with a wide array of text from five different genres including spoken, fiction,

magazines, newspapers, and academic journals. In early 2020, the scope, size, and features of COCA were expanded to make it more useful for researchers, teachers, and learners. For this reason, the corpus from three genres, i.e., blogs, web pages, and TV/Movie subtitles were added in 2020. The COCA corpus has been updated by adding another 25 million words each year. Therefore, the data from COCA was chosen for this study because of its representation of huge data with present day and authentic language use in a wide range of genres. Since the main purpose of this study was to investigate the use of *get*-passive in informal conversation; only spoken corpus data from COCA was analyzed. Spoken corpus from COCA in this study refers to transcripts of unscripted conversations from more than 150 different TV and radio programs with approximately 127 million words (127,396,932 words). In terms of research ethics, the present study was not conducted with human subjects because the data on spoken English in this study was extracted from COCA website (www.english-corpora.org) which is a public online source. Hence, the ethical issue of human subjects is not discussed in this study.

2. Data Collection Procedure

To avoid bringing in results that do not qualify as instances of the passive voice, the formula is translated into COCA's syntax, [get] [vvn]. Brackets here indicate that any permutation of the word or part of speech included within should appear in the results. A search for [get] will show *get* in all its inflected forms, namely *get*, *gets*, *got*, *getting*, and *gotten*. A search for [vvn] in COCA returns any permutation of a past participle verb. Before searching, the filter option 'LEMMAS' was selected so that if the same lexical verb is returned with multiple permutations of the same passive verb (for example, *killed* shows up twice as *got killed* and *get killed*), then those results will be combined under one value (Stewart, 2014). To make sure that only true *get*-passive was chosen, specific entries with *get* i.e., *get married* (a state of marriage), *get involved* (a state of becoming associated), *get dressed* (a state of wearing clothes) were excluded because they describe the process of getting into the state which carries the similar meaning to 'become' (Biber et al., 1999). Therefore, they are not considered having passive meanings (Rühlemann, 2007; Stewart, 2014).

3. Data Analysis

To answer three research questions, the corpus data with *get*-passive available on Corpus of Contemporary American English (COCA) was analyzed focusing on spoken language in terms of frequency across registers, co-occurring words, and semantic prosody. The model proposed by Stubbs (1996) was applied for the analysis of semantic prosodies in this study because it is the

most recognized and widely used (Rong, 2022). Therefore, the words that occurred with *get*-passive structures were identified by their meanings and categorized into three labels: positive, neutral, and negative.

Research Results

Research Question 1: To what extent is *get*-passive used in spoken English compared to other registers?

The corpus data from 1990 to 2022 of *get*-passive occurred in eight registers: blogs, web pages, TV and movie subtitles, spoken, fiction, magazines, newspapers, and academic texts were investigated to find out the frequency of *get*-passive used in spoken English compared to other registers. The results are shown in Table 1.

Table 1 Frequency of Get-passive Across Registers

Rank	Register	Frequency	Size (Million words)
1	TV and Movie subtitles	50,926	397.63
2	Blogs	34,353	267.10
3	Spoken	33,009	261.69
4	Web pages	26,869	216.24
5	Fiction	21,756	183.87
6	Magazines	19,638	155.74
7	Newspapers	17,673	145.17
8	Academic	3,867	32.28
Total		208,091	

According to Table 1, *get*-passive in American English, as illustrated by COCA is mostly used in TV and Movie subtitles (50,926 tokens), followed by blogs (34,353 tokens), spoken (33,009 tokens), web pages (26,869 tokens), fiction (21,756 tokens), magazines (19,638 tokens), newspapers (17,673 tokens), and academic texts (3,543 tokens), respectively. This can be obviously seen that *get*-passive is more commonly employed in informal contexts and used less in formal style. This result supports past studies showing that *get*-passives are usually found in colloquial English (Kim, 2012; Phoocharoensil, 2020). In terms of spoken register which is the focus of this study, it was revealed that it was ranked third in the use of *get*-passive. The findings are not in line with the results from many previous studies that showed the prominent use of *get*-passive in spoken corpus data in comparison with other registers (Biber et al., 1999; Huddleston

and Pullum, 2003; Johansson, 2008; Kim, 2012; Quirk et al., 1985). The possible reason is that the previous researches were conducted before the three registers: blogs, web pages, and TV/Movie subtitles were included in 2020. This indicated that *get*-passive was most normally used in the spoken corpus of COCA and least applied in academic texts based on the existing corpus data at that time. To sum up, the results indicated the normal use of *get*-passive in spoken discourse, as Steinhoff (2008) states that unlike more traditional passives with a form of *be*, passive with *get* is more common in spoken English than in written English.

Research question 2: What are the co-occurring words of *get*-passive in spoken English?

To explore the co-occurring words of *get*-passive in the spoken register, 100 concordance lines of the spoken corpus with *get*-passive construction were randomly selected and analyzed. The findings are presented in Table 2.

Table 2 Co-occurring Words of Get-passive in Spoken Corpus

Rank	Co-occurring word	No. of Words	Frequency	Percentage
1	caught	1	10	31.25
2	paid	1	7	21.88
3	hit, elected	2	5	15.63
4	involved, thrown, called	3	4	12.50
5	fired, sent, treated	3	3	9.38
6	tested, invited, hurt, killed, picked, bogged, rewarded, promoted, reelected, arrested, hammered, shot	12	2	6.25
7	laid off, played, focused, nominated, pushed, resolved, knocked, blown, noticed, blamed, lost, hired, sued, changed, sucked, finished, burnt, noticed, solved, kicked, locked, dropped, raped, eaten, slammed, passed, moved	27	1	3.13
Total		49	32	100

Based on 100 concordance lines of spoken corpus from COCA, 49 occurring words of *get*-passive were found. Focusing on the top 5 rankings *caught* was the highest appeared (10 hits) in *get*-passive construction, followed by *paid* (7 hits), *hit* and *elected* (5 hits each), *involved*, *thrown*, *called* (4 hits each), and *fired*, *sent*, *treated* (3 hits each). The co-occurring words in ranks 6 and 7 were found 12 and 27 times respectively. It can be inferred from the results that in spoken

language, English native speakers produce *get*-passive with particular co-occurrences such as *caught*, *paid*, *hit*, *elected*, and *involved*. The results agree with Kim's (2012) study which showed that *caught* was found to be the first rank of dynamic verb that typically occurred with *get*-passive in English spoken contexts from COCA. However, the present study revealed contrasting findings with the study done by Romero (2021) which showed that the verb “*forget*” has a high frequency occurring word with *get*-passive compared to the other four verbs: *know*, *remember*, *understand*, and *believe*. The reason is that Romero (2021) explored *get*-passive found in written corpus, including newspapers and magazines from the New of Web Corpus (NOW), not in actual spoken corpora.

Research question 3: What are the semantic prosodies of *get*-passive in spoken English?

To elicit semantic prosodies of *get*-passive in the spoken corpus from COCA, 49 co-occurring words with *get*-passive were analyzed based on the semantic prosody model of Stubbs (1996). That is, the meanings of the words that occurred with *get*-passive structures were classified into negative, neutral, and positive. The results are illustrated in Table 3.

Table 3 Semantic Prosody of Get-passive and Its Co-occurring Words

Semantic prosody	Negative	Neutral	Positive
	<i>caught</i> , hit, thrown, fired, hurt, killed, bogged, arrested, hammered, laid off, shot, knocked, blown, lost, sued, sucked, burnt, kicked, locked, dropped, raped, eaten, slammed, blamed, played, tested,	involved, called, sent, <i>picked</i> , focused, changed, finished, noticed	paid, elected, treated, invited, <i>rewarded</i> , promoted, reelected, nominated, pushed, resolved, hired, passed, moved, solved
Total	27	8	14

Table 3 shows the semantic prosody of the *get*-passive and its co-occurring words. Forty-nine occurring words with *get*-passive contain three semantic prosodies, which are negative, neutral, and positive. Not surprisingly, the findings indicated that negative meanings of *get*-passive outnumbered the neutral and positive ones. Twenty-seven *get*-passive tokens were classified as negative, eight were neutral, and fourteen were positive tokens.

It should be noted that to analyze *get*-passive semantic prosody by looking at co-occurring words alone was not sufficient. Therefore, the contextual analysis was also done in order

to confirm the findings. Stand-alone words for *get*-passive were quite problematic because they might represent different meanings in different settings. For example, *get caught* in (a) is considered negative, *get picked* in (b) shows neutral meaning, and *get rewarded* in (c) conveys positive meaning in the following contexts.

- (a)we have a Rochester gentleman who decided he wanted to fight for ISIS and he **got caught**. Brandon Kevin was killed by someone who was a Jihadist, now we

(COCA_ SPOK Fox, 2014)

- (b) ...swords out and doing—you know, swinging them around. The chain saw **got picked** up and it was going, you know—they looked things all over

(COCA_ SPOK CNN, 2005)

- (c) ...I should say first of all that it's a terrific thing that they **get rewarded**. If you go back to the 17th century, scientists generally weren't

(COCA_ SPOK NPR, 2012)

The findings in the present study are confirmed by the research of Villalibre (2015) which revealed that most instances of *get*-passive gave adversative consequences for the subject. Some instances signaled neutral and positive meanings. In a similar way, Collins (1996) asserts that *get*-passive is characteristically used in clauses involving adversity, but it is also possible to describe a beneficial situation. Furthermore, Rühlemann (2007) insists that *get*-passive tends to appear in co-texts that are signaled by conversationalists as adversative.

Pedagogical Implications

In English, both the '*be*' and '*get*' passive constructions can convey similar ideas, though their usage depends on formality, verb type, and emphasis. The '*be*' passive is more formal and common in academic or written English, focusing on the action or its result rather than the doer. In contrast, the '*get*' passive is informal, often used in spoken English, and only works with action verbs, not stative verbs like "*believe*" or "*want*." Using '*get*' with stative verbs (e.g., "I *got* believed") is grammatically incorrect. Additionally, the '*be*' passive can sometimes create ambiguity between an action and a state, especially when a past participle also functions as an adjective (e.g., "The door *is* closed"). The '*get*' passive is typically employed to highlight unexpected actions, whether positive or negative, making it more suited for conversational contexts. Both forms serve distinct purposes in different registers of English (Bili, 2021).

The corpus data is useful for English learners and teachers to be exposed to real language use. We can benefit from the investigation of the naturally-occurring language structure or production which sometimes might not appear in traditional language instruction such as *get*-passive construction. The findings of this study will help English learners raise their awareness regarding the use of another form of passive voice, that is *get*-passive, not restricted to only *be*-passive. English teachers can also use the evidence from the corpus data of *get*-passive to illustrate to the students how and when to apply *get*-passive in everyday situations. Moreover, the grammar teaching and learning activities, and material designs are from the results of the current study contributing to pedagogical implications.

The majority of grammar instructions treat all *get*-passive constructions as varieties of the passive voice (Mitkovska & Buzarovska, 2011). The study of *get*-passive has the potential to improve education on English grammar (Rühlemann, 2007). Therefore, teachers should be aware of English grammar teaching to learners in order to actually and proficiently use of *get*-passive. The study may lead to obstacles for L2 learners. It is suggested that language teachers should explore eliminating the barriers that students confront when learning a second language (Phoocharoensil, 2020; Stewart, 2014). In contrast, teachers can help learners experience the variety of English in authentic aspects, enabling individuals to interact naturally in conversational circumstances in which the *get*-passive is frequently utilized (Rühlemann, 2007). As a result, it helps learners develop grammar patterns and improve their communicational expertise.

Also, Thornbury (1999) highlights the importance of addressing the *get*-passive form in grammar teaching, particularly for error correction and integration of grammar in language teaching methods. Teachers need to identify such errors and provide appropriate feedback to help students understand the correct usage of verbs and their forms. Crovitz and Devereaux (2016) suggested that instead of teaching *get*-passive in isolation, teachers can embed its form into meaningful communication tasks, allowing students to practice and understand the structure within authentic contexts. Incorporating *get*-passive verb forms into language learning activities can significantly boost student motivation through engaging strategies that create a positive learning environment. Teachers can utilize various techniques to make the learning of these verb forms both enjoyable and effective. According to Sunarmi (2022), using games that emphasize *get*-passive forms can make the learning process dynamic. Practicing these forms in context not only enhances students' retention and understanding but also simplifies the teaching process,

fostering a more enjoyable learning atmosphere that enables educators to engage their students more effectively.

In terms of developing teaching materials, the teacher should utilize corpus data in order to develop exercises in the learning material so that learners are able to practice various sentences employing the construction of *get*-passive. Additionally, teachers should consider selecting and incorporating various aspects of media (Phoocharoensil, 2020) in which the *get*-passive constructions are frequently used in lessons that enhance students' proficiency. This facilitates the learners to be familiar with authentic situations. Moreover, the teachers should develop exercises in the teaching material to ensure that their learners have an obvious understanding and use the *get*-passive productively (Stewart, 2014; Ursic & Zoghbor, 2020). Besides, teachers should emphasize that *get*-passive is not typically found in written forms, in contrast, it is frequently used in real-life conversations (Hundt et al., 2023; Rühlemann, 2007). With a wide range of world Englishes, teachers should emphasize learners to consider the use of *get*-passive, which is a linguistic feature of informal English (Phoocharoensil, 2020), based on regional and social factors that are more frequently observed in American English than in British English (Hundt et al., 2023).

Knowledge from Research

The findings of this study contribute to the knowledge of English grammar instructions, teaching and learning activities, and material designs. In terms of English grammar teaching, teachers should be aware of how to adapt *get*-passive construction effectively in the classrooms. The teachers should allow students to engage in real-life situations where the *get*-passive is employed normally, namely in spoken language. These notions lead to the students' improvement of grammatical knowledge as well as promoting their communication proficiency.

In addition, teachers should initiate the teaching and learning activities from numerous media related to *get*-passive to expand the knowledge of this construction. For teaching material design, the teachers should select and develop the exercises based on authentic contexts that the *get*-passive has been used (Phoocharoensil, 2020). Furthermore, teaching materials should be designed based on the different distributions of the *get*-passive across different varieties of English. As a result, the language learners will be more familiar with the *get*-passive construction in daily and various phenomenon. The knowledge of research is shown in the following diagram.

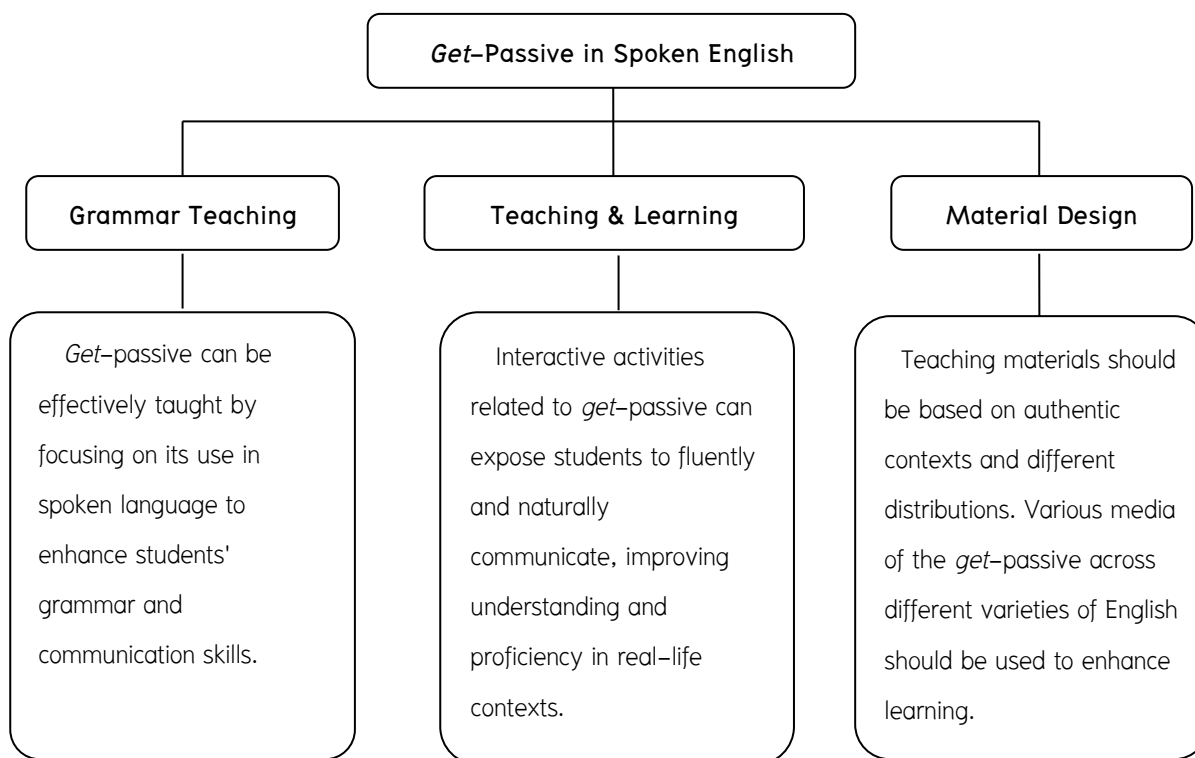


Figure 1 Knowledge from Research on *Get*-passive in Spoken English

Conclusion

This study aimed to investigate how *get*-passive is used by English native speakers. To this end, *get*-passive in spoken English appeared in the Corpus of Contemporary American English (COCA) was analyzed. The results from COCA illustrated the picture of the *get*-passive employed in real language use. In conclusion, English native speakers normally use *get*-passive in spoken or informal settings rather than in fiction, magazines, newspapers, and academic texts. In terms of co-occurring words, the findings revealed the particular words that are frequently used with *get*-passive, e. g. *caught*, *paid*, *hit*, *elected*, *involved*, *thrown*, *called*, *fired*, *sent*, and *treated*. Regarding semantic prosody, it is obvious that adversity or the negative meaning of collocate verbs is prominently used in *get*-passive.

Suggestions

The current study has two limitations. First, the spoken corpus in this study was collected from COCA, which represents American English. Therefore, future studies might include spoken language from other sources such as The British National Corpus (BNC) and Michigan Corpus of Academic Spoken English (MICASE) to understand the bigger picture of using *get*-passive in

spoken English from a variety of sources. Second, this study examined the *get*-passive that appeared in informal situations. So, it is recommended that further researchers investigate *get*-passive in formal contexts, such as academic texts, and across genres, such as newspapers and magazines in order to compare the use of *get*-passive in different sources.

The study of *get*-passive has influenced English grammar instructions. Teachers should realize that they need to teach their students to use *get*-passive effectively. They should recommend the diversity of English in real-world contexts, allowing learners to engage in discussion in situations where the *get*-passive has been used regularly. Consequently, it promotes students in the development of grammatical patterns and enhances their proficiency in communicating. Teachers can implement the *get*-passive form into meaningful communication tasks rather than teaching it separately, providing learners the opportunity to practice and comprehend the structure in real-world situations. To ensure that the students have knowledge of the *get*-passive, teachers should create activities in the course materials. The corpus data should be adopted to create exercises that allow students to practice different contexts using the *get*-passive construction. In order to improve students' competency, teachers should also consider choosing and integrating various media that include *get*-passive patterns.

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