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指導教授：張郁慧 博士

Advisor: Dr. Hsun-huei Chang

探討台灣英文教科書被動語態解析與呈現：

高中英文教科書分析

An Analysis of the Presentation of the Passive Voice in Taiwan's High
School English Textbooks

研究生：陳彥君 撰

Name: Yen-Chun Chen

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國立政治大學英國語文學系碩士在職專班碩士論文提要

論文名稱：探討台灣英文教科書被動語態解析與呈現:高中英文教科書分析

指導教授：張郇慧 博士

研究生：陳彥君

論文提要內容：

被動語態是台灣學生學習英文時，容易犯錯的句型之一。因為中文（話題優先語言）與英文（主語優先語言）之間的差異，使學生在學習被動語態時容易發生受母語影響而出現的錯誤。英文文法的三個面向—形式、意義、及功能傳達其語意、語境、及語用，因此在教學時，教科書是否能公平地呈現出這三個面向就特別重要。之前的研究顯示，台灣國、高中教科書在呈現被動語態時，較著重句法而忽略了語境及語用。本研究從形式、意義、及功能此三面向去檢視被動語態在高中英文課本中的呈現。研究發現英文被動語態在課本中的形式幾乎只以 *be-passives* 為主。而被動語態的意義及功能在課本中則是透過例句及文法練習題的方式呈現，讓學生推演出來。希望本研究能對未來的教科書編排，或對於教師在教授被動語態時，有些許建議及幫助。

關鍵詞：被動式、英文教科書

Abstract

Passive voice is one of the difficult sentence structures for Taiwanese students to acquire, considering Chinese is a topic prominent language and English is a subject prominent language, and the difference between Chinese and English makes passive voice difficult for students with Chinese as their mother tongue to acquire. It is claimed that the three dimensions- form, meaning, and use- of English grammar aimed to fulfill specific functions in language teaching and are therefore important to be covered equally in an English textbook. Previous studies have shown that when instructing passive voice, junior high and high school English textbooks focus more on the sentential and syntactic level, and the introduction on discourse and semantic level has been neglected. The current study examined the presentation of passive voice in senior high school English textbooks from the dimensions of form, meaning, and use. It is found that passive voices in the set of textbooks were mainly in the form of *be*-passives. The meaning and use of passive voice was presented with exercises and examples in a deductive way in the textbooks. It is hoped to provide pedagogical suggestions for textbook writers and language teachers on English passive voice instructions.

Keywords: passive voice 、 English textbooks

Chapter One

Introduction

1.1 Background and Motivation

1.1.1 Background

In Taiwan, since the Ministry of Education (MOE) released the right for private publishers to publish textbooks following the principles of the Curriculum Guideline, there have been many versions of textbooks on the market for teachers and schools to choose from (M.-T. Huang, 2012; Hung, 2008). Textbook selection has become an important task for school teachers at all levels. Cunningsworth (1995) stated, “The wealth of published materials for English language teaching (ELT) available on the market makes selecting the right course book (i.e., textbook) a challenging task” (p. 1). Therefore, teachers must understand the characteristics of different versions of the textbook so that they can select the one best suit their students’ needs.

In addition, the English learning environment in Taiwan is an English as a foreign language (EFL) environment, rather than an English as a second language (ESL) environment, so English textbooks play a dominant role in English teaching and learning in Taiwan. In addition, English textbooks are teachers’ main teaching materials (M.-T. Huang, 2012). This makes English textbooks a very important source for students to acquire the language.

Some studies have been conducted to investigate the differences between sets of high school English textbooks on the aspects of textbook grammar, vocabulary, writing, and others (Chen, 2002; Hsieh, 2007; G. C.-Y. Huang, 2011; Lin, 2016). Chen (2002) surveyed high school teachers in northern Taiwan, probing into their perceptions of English textbooks. Hsieh (2007) examined and compared the content components of the

writing materials in the three series of senior high school English textbooks, and further investigated teachers' perception and utilization of these materials. G. C.-Y. Huang (2011) probed into knowledge types and cognitive levels of questions and thinking activities in the senior high English textbooks in Taiwan, based on the Revised Bloom's Taxonomy. Lin (2016) investigated the use of causal relations in high-performance students' compositions and connected the result with high school textbooks.

A few studies have been conducted on high school English textbooks (S.-I. Huang, 2016); Leu (2004). Leu (2004) investigated vocational high school teachers' and students' perspectives of their English teaching/learning materials. S.-I. Huang (2016) focused on students' cultural awareness and interest in learning by analyzing the first volumes of two series of vocational high school English textbooks in Taiwan.

So far, few studies focused on the new curriculum of high school English textbooks in Taiwan since it is a new curriculum guideline. Considering the 12-year compulsory education policy, it is important to make sure that our students are provided with effective and sufficient English education in their 10-12 grades. The current study attempts to investigate the presentation of passive voice in Senior-high-school English textbooks, from the perspective of grammar function, meaning, and use, hoping to provide a better picture of how 10-12 graders learn passive voice from English textbooks.

1.1.2 Motivation

Previous research has shown that learners can acquire language skills from exposure to the target language, but in the case that English is taught in a foreign language environment, few learners are capable of doing so efficiently. In Taiwan, English is taught as a foreign language, and students' main input is from their English classes, that is mainly the English textbooks and the English teachers. Textbook English, therefore, plays

an important role in what and how English is taught in class. When grammar is taught, Larsen-Freeman (2001) points out that teachers who focus students' attention on linguistic form during communicative interactions are more effective than teachers who do so in decontextualized grammar lessons. Teachers should provide enough context when teaching grammar by focusing on the form within a meaning-based or communicative approach. Managing a balance between grammar and communication would be the top priority for textbook writers and teachers when it comes to teaching grammar. Giving students rules is one way to teach grammar, but grammar is actually much more than just form. If students are simply given rules when learning grammar without knowing how and why to use them, grammar teaching is not complete.

Anisfeld and Klenbort (1973) stated that in English, the passive voice is a marked sentence structure compared to the active voice, which is more normal or typical. The passive entails all the transformations the active does and add on the interchanges of the positions of the two noun phrases. "Psychological studies have shown that the passive is more difficult to understand. Changes in the memory of sentences are more often from passive to active than from active to passive" (p.120). For native English speakers, passive voice is already a marked sentence structure, not to mention for EFL students.

Many students consider passive voice difficult to learn. According to Larsen-Freeman (2003), the challenge for most learners in learning English passive voice might be the dimension of use, that is, to understand when and why the passive is used. In addition, as Macías (2010) pointed out, non-native English learners who had not had enough exposure to the target language were constantly facing difficulties in connecting with the actual use and appropriate use of language structures. Macías (2010) analyzed two ELT coursebooks in Colombia from the three-dimensional grammar framework and found that one of them moves progressively away from form and focuses on meaning and

use. The other focuses more on form than meaning and use.

Hendrickson (1992) proposed in the ten guidelines as suggestions for developing students' communicative proficiency that "teach spirally, rather than linearly" (p.205). Learning another language is an accumulative process that functions in a cyclical fashion, so instructors need to recycle previous learned language functions, grammatical structures... to foster the students' continual development toward higher levels of language proficiency. Therefore, recycling is one of the key elements that help students acquire new grammar structure or language skills.

Hung (2008) conducted a survey on junior high school teachers investigating their perceptions regarding the troublesome structures for their students. Hung got five major troublesome structures for students in the junior high school textbooks, and passive voice was one of them. In addition, Tseng (2009) found that Taiwanese college students did not have a complete understanding of the English passive voice, and they were not able to produce correct translations from Chinese to English in the passive voice when the Chinese indicator (被) was missing. Tseng traced back students' learning process of passive voice to junior high school and senior high school textbook materials, but Tseng only reviewed the presentation of sentence structure of passive voice and did not put grammar recycling into consideration. The present study thus aims to supplement this gap and to provide a more comprehensive investigation of the presentation of passive voice in Senior-high-school English textbooks.

1.2 Purpose and Research Questions of the Study

The current study aims to probe into the presentation and recycling of passive voice in high school English textbooks with regard to form, meaning, and use. The research questions are as follows:

1. How is passive voice presented with regard to form, meaning and use in high school English textbooks?
2. Is passive voice well-presented and recycled in high school textbooks?
3. Is the presentation of the passive voice facilitate students in learning English passive voice?

1.3 Significance of the Study

Textbooks' presentation of the passive voice varies greatly, which may have significant implications for learners' understanding of the structure and its use in communicative contexts. Textbooks play an important role in language learning and teaching in an EFL environment; therefore, whether the passive voice shown in textbooks reflects the situation in authentic materials is also important. Through examining the textbook from the grammatical framework of form, meaning, and use, the current study aims to reveal how passive voice is presented and recycled in Taiwan's senior-high-school English textbooks. The current study hoped to provide pedagogical suggestions for textbook writers and language teachers on the instruction of English passive voice.



Chapter Two

Literature Review

Teachers should teach grammar as Larsen-Freeman (1991) suggested, with respect to form, meaning, and use, to help students learn to acquire and use grammar correctly. Just as Nunan (1998) suggested, the passive voice was one structure that needed more attention when teaching, especially when we did not want to mislead students to think that passive is just another form of active voice. The following literature review is going to focus on the differences and similarities between the passive voice in Chinese and English, previous studies on students' learning of English passive voice, previous studies on textbook analysis regarding English passive voice, three-dimensional grammar framework—the form, meaning, and use of passive voice. And then the current study will employ the three-dimensional grammar framework (Celce-Murcia, Larsen-Freeman, & Williams, 1999) to examine the passive voice presented in high school and vocational high school English textbooks, which will be further addressed in Chapter Three.

2.1 Differences and similarities between the passive voice in

Chinese and English

Celce-Murcia et al. (1999) stated that learning when to use the passive is a challenge to ESL/EFL students because the ESL/EFL students tend to overuse or underuse it depending on the frequency of occurrence and its functions in their corresponding native languages. It is just like what Larsen-Freeman (1991) mentioned, “Second language

learners rely on the knowledge and the experience they have”(p. 255). That is, the beginners rely on their native language as a source of hypotheses about how the second language works as they progressed and become more advanced, they can increasingly rely on their second language. Therefore, for teachers, “successful teaching involves identifying the relevant challenge for a particular group of students”(Larsen-Freeman, 1991, p. 256). To students whose native language is Chinese, understanding the differences between Chinese passive voice and English passive voice is helpful and important.

Yip (1995) observed Chinese EFL learners to see if they could distinguish grammatical passive constructions, pseudo-passives, and passivation of accusative verbs through grammaticality judgment. Yip found that Chinese learners tended to under-generate grammatical passives while overextending the passivation to accusative verbs. “The World War III will happen” is difficult for L2 learners since it requires a theme as a subject yet does not require any marking on the verb. Chinese learners who overgeneralize passive to permit themes as subjects would say “*The World War III will be happened.”

Li and Thompson (1976) and S. Li (2014) pointed out that Chinese is a topic prominent language in which the topic plays an important role in the formation of sentences while English is a subject prominent language in which the subject is an indispensable element in English sentences. Li investigated how Chinese EFL learners learn passive voice and found the cross-linguistic influence on the interlanguage. “No matter whether their English proficiencies are on advanced level or intermediate level, Chinese TP (Topic prominent) features obviously influence the learner’s acquisition of the passive structures”(p. 120). And according to Li, learners decrease their use of Topic prominent constructions and increase their subject-prominent structures with the

development of their interlanguage. Li and Thompson (1976) stated that while passive construction was common in subject-prominent language, it was less productive in topic-prominent language, and some topic-prominent languages did not have passives at all.

Wang and Li (2007) did a contrastive study of passive in English and Chinese and found that the Chinese passive voice tends to be expressed semantically, while the English passive voice tends to be expressed overtly. The main difference between English and Chinese passives is the difference between an overt voice and a covert one. Chinese has a strong tendency to express the passive sense in the active form, or without any passive markers. Take “練習我做完了。” as an example. The sentence expressed the meaning that the exercise has been finished by me “練習(被)我做完了。”, but without an overt passive marker (被). And in most cases like this, the passive marker “被” can be added, but it would seem redundant to add the passive marker, or the sentence would otherwise sound unnatural. In Chinese, many sentences are passive in sense but active in form. It is unnecessary to mark the passive sense as long as it will not lead to confusion. In other words, “the covert/notional passive is a typical language norm in Chinese, but a less frequent phenomenon in English.” (p. 50) In English, a passive structure can often be recognized with the passive marker: be/get + past participle.

In Chinese-English translation, logical analysis is also important because the implication is one of the features of Chinese. Many sentences in active forms may actually express passive meanings. For example, *the clock winds up at the back*. “這種鐘在背面上發條。” *The table polishes up badly*. “這個桌子不好油漆。” (Wang & Li, 2007, p. 52) And most of the notional passive in English can be translated into the notional passive Chinese sentence without any passive markers such as “被”, “讓”, etc. Again, the main difference between English and Chinese passives is that the English passive is an overt one while the Chinese passive voice is a covert one.

Kong (2020) stated that there are similarities between English and Chinese passives.

The passives in the two languages are structurally similar because both languages require the patient of the action described in the sentence to be proposed to the subject position, and the agent of the action to be postposed to the position preceded by the passive marker (*by* in English and *bei* in Chinese). (p.3.)

As shown below in (1) English example and (2) Chinese example, (a) in active voice, and (b) in short passive, and (c) in long passive.

- (1) a. She pinched him.
b. He was pinched.
c. He was pinched by her.
- (2) a. Wangwu da Lisi.
Wangwu hit Lisi.
b. Lisi bei da le.
Lisi was hit.
c. Lisi bei Wangwu da le.
Lisi was hit by Wangwu.

In active voice (a), neither auxiliary *be* nor *by* phrase is allowed. When in Chinese and English short passive (b), the patient was proposed to the subject position while the agent of the action was eliminated. In long passive (c), the agent was pointed out by the passive marker *by* in English and *bei* in Chinese. The structure of passive voice in Chinese and English were pretty similar.

Her (2009) stated that “the syntactic feature that unities all passives is the demotion or suppression of the logical subject, or the external argument, in its syntactic assignment.” And Her found that Chinese passive *bei*, is the precisely counterpart of the active *ba* construction. The universal characterization of the passive come with a demoted agent, and it demonstrates that *bei* is an optional agent phrase just like *by*-phrase in English passives. For example, as in English passive sentence (1) b and c, “by her” could be eliminated but still remains the same meaning. In Chinese passive sentence (2) b and c, “by Wangwu” could also be omitted but remains the same meaning.

2.2 Studies on students' learning of English passive voice

Hung (2008) did a survey investigating junior high school teachers' perceptions regarding the troublesome structures for their students. The result showed that the top five most troublesome structures for junior high school students included present perfect, relative clause, passive voice, wh-clause, and present, past participle as adjective. Tseng (2009) investigates the use of English passive voice by college students in Taiwan. Tseng investigated Taiwanese EFL learners' use of English passive voice on a sentential level, their understanding of the use of English passive voice in context, and their use of English passive voice in compositions. The results showed that Taiwanese college students did not have a complete understanding of the English passive voice because they were not able to produce correct translations from Chinese to English in the passive voice when the Chinese indicator (被) was missing. In Single-sentence Translation, the participants failed to recognize the correct voice in translating Chinese sentences when Chinese passive markers were removed. Tseng pointed out that the participants did not have the knowledge of English verb types, their argument patterns, and their semantic roles. The participants were not aware of the semantic roles of noun phrases accompanying the verbs in the sentences, so they were unable to produce correct English passive sentences.

Hsueh and Hsu (2015) conducted a test to investigate how passive voice has been learned and perceived by Taiwanese college students. Ten passive sentence translation questions were designed to test 2580 technology university students in Taiwan with higher intermediate and lower intermediate levels. Students with both proficiency levels have similar performance. The result revealed that the difficulties in learning English passive voice tended to lie in Chinese language culture rather than English grammar

structures. Because the Chinese passive voice is a covert one and often without a clear passive marker, a sentence in active form may express a passive meaning. With the translation choices question “我哥哥得諾貝爾獎了。” The participants tended to choose “*My older brother awarded a prize” rather than “My older brother was awarded a prize.” Through Chinese, English verbs, such as “hurt”(受傷) and “award”(得獎), have already been categorized as passive verbs in the denotation of Chinese. Another better example is “Her diary was published,” an English passive sentence when written in Chinese would be “她的日記出版了。” which is without any passive marker in Chinese. This type of Chinese verb may have made the students use the wrong way to express the passive meaning in English. Hsueh and Hsu suggested that English teachers put more concern into the cultural differences tied to languages, such as the meaning of characters or ways of expression, between the two languages, and not just focus on regular English grammar construction when teaching English passive voice to EFL students.

2.3 Studies on textbook analysis regarding English passive voice

As Macías (2010) mentioned, the ways that coursebooks deal with the passive voice varied greatly, which may have a great influence on students’ understanding of the structure, and their later use of passive voice in communication. Traditionally, the passive voice was taught in a passive-as-transformation approach, in other words, an alternative to the active voice, a way to transform an active sentence into a passive one. And this passive-as-transformation approach was challenged by Larsen-Freeman (2003). Larsen-Freeman pointed out that the passive and the active are not always interchangeable, and “the use of the active and passive voice is determined by dissimilar reasons and that what should be done is to help learners identify when to use each”(p. 57). If teachers don’t

want to lead students to this wrong impression that passive is just an alternative way of expressing the active sentence, there will be more perspectives of passive voice that should be covered in English teaching.

Some studies have focused on English textbooks regarding English passive voice (W.-C. Chang & Li, 2008; Hung, 2008; Tseng 2009). W.-C. Chang and Li (2008) examined English grammar instruction in senior high schools from a functional perspective, and the results revealed that the rarely used marked structures were overemphasized, and the pragmatic and discourse functions were ignored during the drill patterns. Tseng (2009) also examined high school English textbooks, focusing on one of the marked structures, the passive voice. Tseng (2009) found that the English passive voice was introduced in the four versions of English textbooks for junior high school all in Book V, and as for the three versions of high school English textbooks, the English passive voice appeared in Book I, and two in Book III. According to Tseng, there are two ways of presenting English passive voice: (a) to provide several English passive sentences as examples, both with and without an agent, and to introduce sentence structure. (b) to present an English passive voice example with pairs of active sentences to illustrate the different syntactic structures between the two voices. There are two types of exercise for English passive voice: (a) transformational exercise (b) sentence completion: English verb form completion, and whole sentence completion. In the end, Tseng provided three teaching suggestions for teaching English passive voice:

(a) Teachers can use sentence transformation from English active voice to passive voice to illustrate the sentence structure.

(b) Teachers should emphasize the two elements: *be*-verb and past participles in English passive sentences.

(c) Teachers should explain the purpose of using English passive voice in

writing sentences.

Hung (2008), examined the recycling of the five troublesome structures in junior high school English textbooks. Hung calculated the recycling distribution of the target sentence structures under four categories: reading, conversation, exercise passages, and exercise sentences. Hung also analyzed the recycling frequency, recycling rate, degree of contextualization for recycling of the target sentence structure, and quality of recycling, which considered five exposures to the target structure in a lesson as a threshold for good quality. After analyzing the recycling distribution, recycling frequency, recycling rate, spiral presentation, degree of contextualization for recycling, and the quality of recycling, Hung (2008) pointed out the inadequacies of junior high school English textbooks for presenting structures in a large context, such as in passage and dialogues. Most recycling is provided in single sentences with limited context, and this would not be helpful for students to fully understand the structures in real communication. Hung thus suggested textbook writers present the structures in a more meaningful context, and also suggested more encounters or usages of the structure be provided for students in senior high school English textbooks.

In a nutshell, passive voice is a marked English sentence structure and is not easy to acquire for EFL students in Taiwan no matter in junior high stage or senior high stages.

2.4 A Three-Dimensional Grammar Framework

As Celce-Murcia et al. (1999) stated, using language grammatically did not equal to being able to communicate, but they were both important goals for language learners. According to Larsen-Freeman (1991), if we want to view grammar with a communicative end in mind, it is not helpful to introduce grammar as a discrete set of decontextualized,

static structures, nor is it helpful to lecture grammar solely as prescriptive rules about linguistic forms.

Larsen-Freeman introduced the three dimensions of grammar structure. Form, meaning, and use are referred to as the three dimensions of grammar structures. “Grammatical structures not only have (morphosyntactic) form, they are also used to express meaning (semantics) in context-appropriate use (pragmatics)” (Larsen-Freeman, 1991, p. 252). It is helpful to view the three dimensions as a pie chart because the three dimensions are interrelated, that is, a change in one involves changing in another. The arrows in the pie chart show how the interaction is among the three. The three dimensions are cyclical interdependence.

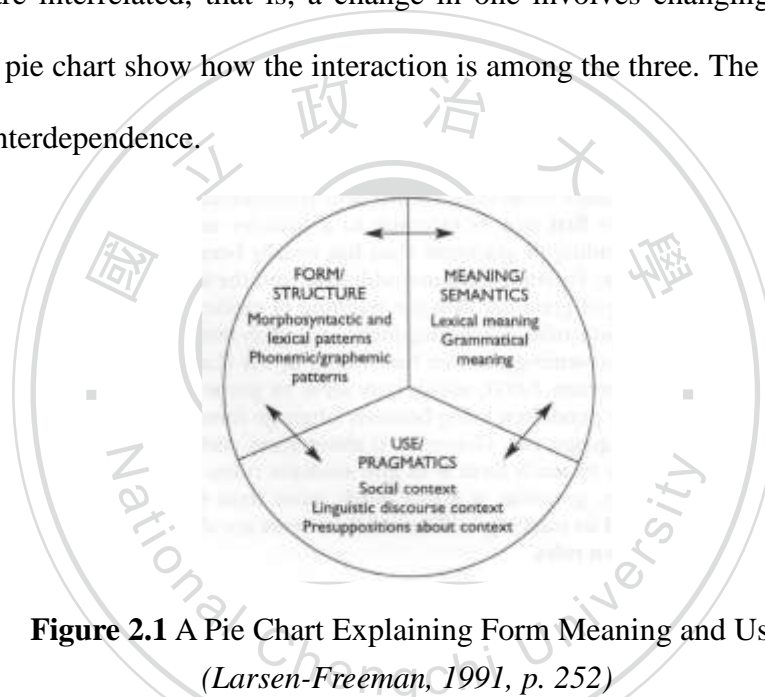


Figure 2.1 A Pie Chart Explaining Form Meaning and Use
(Larsen-Freeman, 1991, p. 252)

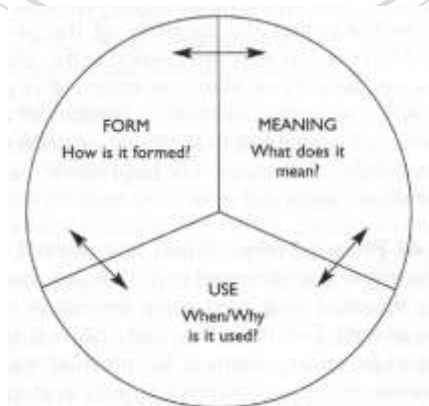


Figure 2.2 Questions Related to Form Meaning and Use
(Larsen-Freeman, 1991, p. 253)

Larsen-Freeman (2001) explained that the form wedge deals with a particular grammar structure's morphology and its syntax. In other words, it is supposed to tell how a grammar structure is constructed, and how it is sequenced with other sentence structures in a sentence or text. When it comes to teaching a grammar structure, it is important to emphasize the meaningful practice of form instead of meaningless mechanical drills which do not engage students in the target behavior of conveying meaning through language.

The meaning wedge deals with a particular grammar structure's semantic contribution, that is, what a grammar structure means. The meaning can be grammatical or lexical. Lexical meaning refers to a dictionary definition, and grammatical meaning refers to the conditional states which can be either a condition or an outcome. As Larsen-Freeman (2001) states, if the teacher found the challenge of a particular structure lies in the semantic dimension, then it should call for some associate learning. As for semantic dimension, realia and pictures are particularly useful, and actions can also make meaning salient. Through practice, students learn to associate the form and meaning of a particular grammar.

The use wedge deals with the timing that the user chooses to use a particular grammar structure when using the forms of language in communication. It explains when the particular grammar structure is used and why it has been used instead of another structure with the same meaning.

For example, what factors in the social context might explain a paradigmatic choice such as why a speaker chooses a yes-no question rather than an imperative to serve as a request for information (e.g., *Do you have the time?* versus *Please tell me the time?*)? (Larsen-Freeman, 1991, p. 252)

Take English passive voice and active voice for example. In *The Grammar Book*,

Celce-Murcia et al. (1999) stated that English speakers normally put the agent in the subject position and use the active voice, and only when they want to defocus the agent that they use passive voice. (e.g., *People grow Pineapples in Hawaii.* versus *Pineapples are grown in Hawaii.*) (Celce-Murcia et al., 1999, p.353) Celce-Murcia et al. (1999) also listed that the passive is used when the nonagent is more closely related than the agent to the theme of the passage.

In addition, the use wedge also covers issues like when or why a language user varies the form of a particular linguistic structure.

For instance, what linguistic discourse factors would result in a syntagmatic choice such as the indirect object being placed before the direct object to create *Jenny gave Hank a brand-new comb* versus *Jenny gave a brand-new comb to Hank*? (Larsen-Freeman, 1991, p. 253)

Working on Use will involve students learning that there are options for them to choose from, and they should choose the one which best suits a given context. For instance, when to use the passive versus the active voice. As Larsen-Freeman (2001) suggested, role plays work well when dealing with use. “Often we find that it is neither the form nor the meaning of the English tenses that presents the greatest challenge to ESL/EFL students; rather it is when/why to use one tense and not the other” (Larsen-Freeman, 2001, p. 261).

As Celce-Murcia (1991a) mentioned, “When learned as a decontextualized sentence-level system, grammar is not very useful to learners as they listen, read, speak, and write in their second or foreign language” (p. 466). Therefore, we should teach grammar through “context-embedded discourse rather than through abstract, context-free sentences” (p. 122).

2.5 Form, meaning, and use of passive voice

As (Larsen-Freeman, 1991) suggested, when teaching grammar, a teacher could use the three-dimensional grammar framework to explain any given grammar point, starting

by asking the questions posed in the pie (*How is it formed? / What does it mean? / When/Why is it used?*) In the following, the passive voice is going to be introduced through the dimensions of form, meaning, and use.

2.5.1 Form of passive voice

The grammar structure of passive voice is constructed with the auxiliary verb *be*, followed by the *past participle* of the main verb, and then with or without the indication for the doer of the action using the particle *by*. (Macías, 2010) Usually, in a passive sentence, the agent is not mentioned at all, which is considered a short passive. If the agent is mentioned, appearing in a *by* prepositional phrase, it is a long passive. According to Celce-Murcia et al. (1999) “only about 15 to 20 percent of the passive occurring in texts explicitly include agents”(p. 354).

Although *be*-passive is the original type of passive voice, there are other auxiliary verbs --- *get*, *have*, *be* (in complex passives) --- also perform the same function in passive voice. First, *get*-passive is common in informal, conversational English.

One important structural difference to note between the *be*-passive and the *get*-passive is that *get* does not function as a true auxiliary in questions and negatives the way that *be* does. As a result of this, *do* must serve as an operator for *get* in questions and negatives:

be-passive

A: Was Bruno arrested?

B: No, He wasn't even caught.

(Celce-Murcia et al., 1999, p. 345)

get-passive

A: Did Bruno get arrested?

B: No. He didn't even get caught.

It is also possible to use *have* function as an auxiliary in passive sentences. It's necessary to distinguish a passive *have* from a causative *have*. A passive *have* could be referred to as an experiential *have*, which focuses on the experience of the agent.

Mary had her purse snatched.

passive (experiential --- The purse-snatching happened to her. It was beyond her control.)

causative (Mary arranged for someone to snatch her purse --- perhaps to file a fraudulent insurance claim.)

(Celce-Murcia et al., 1999, p. 345)

Last, the *be*-passive can also appear in complex structures with *that*-clause and infinitives as complements. The examples are as follows.

It is rumored that he will get the job.

That he will get the job has been decided.

John is thought to be intelligent. (Celce-Murcia et al., 1999, p. 345)

B. Li (2014) categorizes English passives into prototypical passives and non-prototypical passives. English prototypical passives should be in the form “Subject (patient) + BE+ V-en” English prototypical passives were further divided into agentless passives and agentful passives.

(1) Agentless passives: “Subject (patient) + BE+ V-en”

(2) Agentful passives: “Subject + BE+ V-en+ Prep.+ noun phrase.”

English non-prototypical passives were divided into four categories according to B. Li (2014):

(1) stative passives

Stative passives are in the form of “NP+ be(copular)+ V-en” except for V-en is the adjective. For example, *The book was lost*.

(2) get-passives

Get passives in the form of “NP+ get+ Ven.” For example, *We got fired*.

(3) “it+ is+ Ven+ that” passives

“It + is+ Ven+ that” passives were like “*it is said that*”, “*it is acknowledged that*”, “*it*

is reported that” etc., and is usually without an agent.

(4) notional passives.

Notional passives are in an active form but with passive meaning. For example, *These TV sets don't sell well*. While there is no passive marker like “be” or “get”, people understand that “TV” is the patient and cannot “sell” itself but be sold by somebody. (B. Li, 2014, pp. 1370-1374)

2.5.2 Meaning of passive voice

As Celce-Murcia et al. (1999) pointed out, the passive is said to have a grammatical meaning rather than a lexical meaning because the grammatical structure focuses on putting the receiver of action in the subject position. The subject is thus acted upon and “passive”. Shibatani (1985) explained that “ the passive defocuses the agent and focuses the construction” (p. 831). No matter what form or when the passive is used, “to defocuses the agent” is always the core meaning of passive voice.

However, it is worth mentioning that the passive requires a transitive verb, but not every passive sentence with a transitive verb is acceptable. The acceptability of passive sentences is influenced by several factors as Celce-Murcia et al. (1999) mentioned:

1. The more definite the subject is, the more acceptable the sentence in passive form is.
2. With stative verbs, the more indefinite the object in the *by* phrase is, the more likely it is to be acceptable in its passive form.
3. The more the verb denotes a physical action, as opposed to a state, the more acceptable its use in a passive sentence is. (Celce-Murcia et al., 1999, p. 347)

And as the third factor stated, the subject in a passive sentence is affected by the action of the verb, so certain transitive verbs can't be used in the passive voice when conveying stative meaning. For example, *contain, hold, comprise, weigh, cost, last, resemble, look like, equal, fit, suit, have, belong*, and others (Celce-Murcia et al., 1999).

There are times, according to Celce-Murcia et al. (1999), a sentence could be expressed in both active and passive voice, but would lead to different meanings.

- (a) Moles dig tunnels. (A true statement about all moles)
- (b) Tunnels are dug by moles. (This is not true. Not all tunnels are dug by moles.) (p. 348)

When comparing the meanings of different forms of passive, while *be*-passive is the prototypical passive, *get*-passive tends to be used adversely, and *have*-passive talks about the subject as an experiencer. In addition, Yim (1998) found that *get*-passive often occurred with verbs with the semantic meaning of physical assault, hindrance, transference, and verbs of mental strain. For example, *get hit*, *get trapped*, *get snatched*, and *get punished*. Another feature is that *get*-passive can't replace *be*-passive with non-dynamic verbs, because the *get*-passive is often associated with verbs that emphasize actions or processes (Yim, 1998).

2.5.3 Use of passive voice

As Anisfeld and Klenbort (1973) stated, the passive voice is used when the logical subject is unknown, cannot be easily stated, or is self-evident. The examples are as follows.

- (a) He was killed in the war.
- (b) I was tempted to start dancing.

In (a), the subject is unknown, who killed the man was not clear, so the sentence is conducted in passive. In (b), it's not clear that what tempt the subject to start dancing. And in passive voice, the agentless passive is very common, Anisfeld and Klenbort mentioned that over 70% of the passives in the works of English writers belong to agentless passives. Larsen-Freeman (2001) mentioned that the agent of the action is defocused in the passive voice. In many cases when the agent has already been

established in the linguistic discourse, it would not appear in subsequent discourse.

Celce-Murcia et al. (1999) also stated that passive voice is used when the user wants to defocus the agent, often when the agent is redundant, very general, or unknown, or when the speaker is being tactful or evasive, or to provide objectivity. Other situations where passive is preferred are “when the non-agent is more closely related than the agent to the theme of the text” and “when the nonagent is a participant in the immediately preceding sentence.”

W.-C. Chang and Li (2008) compared the get-passive and be-passive from everyday conversations and found that get-passive has two functional meanings: to emphasize and to express negative meanings. In addition, Chang and Li also stated that *get*-passive emphasizes the result of an action rather than the action itself, and that is why the structure is commonly used when unexpected incidents happened. Chang and Li suggested that the teacher should focus more on functional meaning instead of just focusing on the formal level of teaching, which can be done by comparing the differences between be-passive and get-passive.

For ESL students, figuring out when to use passive voice is usually the most challenging dimension of the three. As Larsen-Freeman (2001) stated when teaching passive voice, teachers should avoid introducing the passive as a transformed version of the active voice because it can mislead the students to think that the passive is just a variant of the active. It is suggested that the passive should be taught as a distinct structure that occurs in a different context from the active.

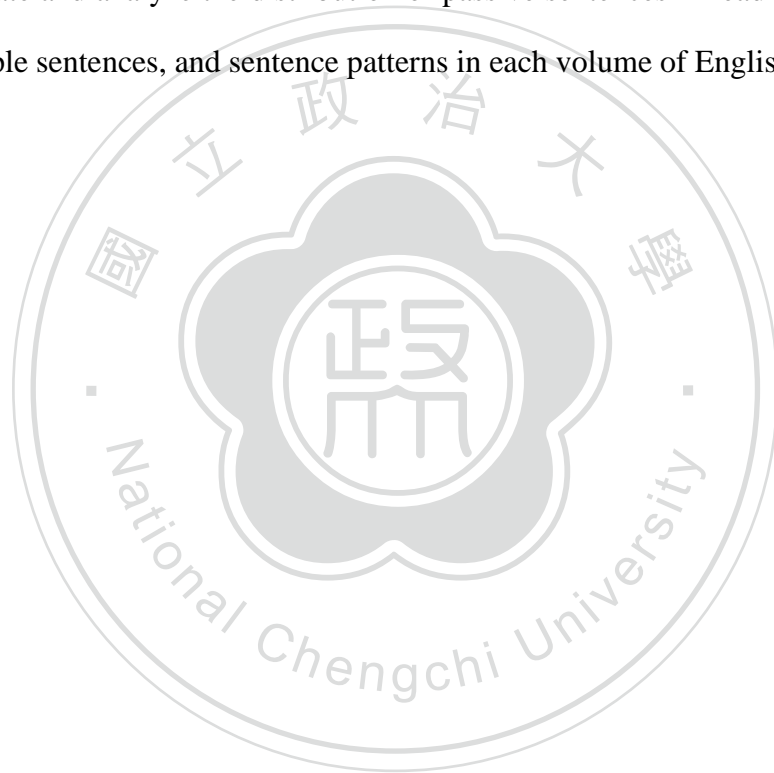
2.6 Grammar recycling

It is not always reasonable for the EFL teacher to present all three dimensions of grammar to students at once. However, as Larsen-Freeman (2001) states, through the framework, teachers can identify where the learning challenges will lie for their students. It is worth noting that it is not always the form of the structures which creates the most learning challenges. Take passive voice as an example, students may struggle to decide when to use the passive versus the active voice. The challenging dimension for a given grammatical structure may shift from class to class depending on students' L1 backgrounds and level of L2 proficiency. It is important for teachers to identify the challenging dimensions for students and arrange the pedagogical order.

Learners do not learn grammar structures one at a time in sequence. For instance, students would not follow the path to master “definite and indefinite articles” first, and then move on to master “simple past tense”, and then move on to the next grammar structures. Learners tend to learn grammar through a gradual process involving the mapping of form, meaning, and use. And as Larsen-Freeman (2001) states, even when students seem to have mastered a particular structure, it is common to find backsliding in their interlanguage. Students rely on the knowledge and the experience they have when they learn a new language, so it is common to see beginners rely on their L1. And even when learners appeared to have mastered a particular grammar structure, once their attention is diverted to new challenges, it is common to see backsliding.

As Martin (1978) stated, “As old grammar points are spiraled in new contexts, undergoing “secondary” rehearsal, their retention is enhanced” (p. 154). Therefore, recycling various aspects of grammar structures is necessary. This could be done by “revisiting old structures, elaborating on them, and using them for points of contrast as

new grammatical distinctions are introduced” (Celce-Murcia et al., 1999, p. 8). Furthermore, Hung (2008) assumed that more recycling occurring in a shorter time frame can help students keep their memory fresh and promote effective learning. Hung (2008) examined the proportions of structure recycling in the subsequent three lessons as a determination of the good quality of recycling. Since passive voice has been instructed in junior high school English textbooks, all presentations of passive voice in high school English textbooks would be viewed as the recycling of this sentence pattern. The current study will calculate and analyze the distribution of passive sentences in reading passages, dialogues, example sentences, and sentence patterns in each volume of English textbooks.



Chapter Three

Methodology

Macías (2010) stated that each of the three dimensions—form, meaning, and use—was for a specific function in language teaching; therefore, neglecting any of them would be to deprive an important aspect of language from the learners. This may cause learners ill-equipped in English communication ability. The current study examined how passive voice is presented and recycled in Taiwan’s Senior-high-school English textbooks.

3.1 The Framework for Data Analysis

To answer the research questions, the data of the present study is analyzed in the following steps: (1) analyze the distributions of passive voice in each lesson, and (2) analyze the form, meaning, and use of passive voice presented in each volume of the textbooks.

3.1.1 Categories of different forms of passive sentences

Celce-Murcia et al. (1999) illustrated different types of passives in the book, including simple passive with tense and aspect, other passive (get-passive, have passive), and complex passives with that-clauses (It is Vp.p. that), and middle voice.

B. Li (2014) categorizes English passives into prototypical passives and non-prototypical passives. English prototypical passives were further divided into agentless passives and agentful passives. English non-prototypical passives were divided into four categories: stative passives, get-passives, “it+ is+ Ven+ that” passives, and notional passives.

Based on the previous studies mentioned in literature review, and considering the essence of passive voice that senior high school students should learn, the present study followed Celce-Murcia et al. (1999) and B. Li (2014) collected and categorized passive

sentences into mainly two broad types: *be*-passive and *get*-passive. And under the *be*-passive, there are three subcategories: long *be*-passive, short *be*-passive, and "It is Vp.p. + that" passive.

A. *be*-passive

(1) long *be*-passive (agented passive)

The poem was written by Henry Wadsworth Longfellow.

(2) short *be*-passive (agentless passive)

Diamonds are mined in South Africa.

(3) "It is Vp.p.+ that" passive

It is said that he is the greatest hero in the world. (B. Li, 2014, p. 1373)

B. *get*-passive

He didn't even get caught.

3.1.2 Distributions of different forms of passive sentences

Each sentence in the passive voice in each volume of the textbook would be located, and the current study focuses on the following section of each lesson: Reading Selection, Vocabulary and Phrases, Sentence Pattern, and Language in Use. The current study employs the Three-Dimensional Grammar Framework proposed by Larsen-Freeman (1991) concerning the form, meaning, and use of passive voice.

Under the form category, the current study examined the distributions of the passive structures in the textbooks: *be*-passive, and *get*-passive, agented passive, agentless passive, and the passive sentences with that-clause or infinitives as complements. The data would be categorized into four categories:

A. *be*-passive

(1) long *be*-passive (agented passive)

(2) short *be*-passive (agentless passive)

(3) “It is Vp.p.+ that” passive

B. *get*-passive

To answer the first question of the current study, “How is passive voice presented with the regard to form, meaning, and use in high school textbooks?” The occurrences of passive voice sentences would be counted and categorized to see if the textbook provided enough examples of passive sentences so that students can get the idea of when, where, and why to use passive voice.

The distributions of the passive sentences in different sections of each lesson were categorized and calculated for the frequency of the passive voice, including the passive sentences in the Reading Selection, Vocabulary and Phrase, Sentence Pattern, and Language in Use sections. The sentences with two passive markers would be counted respectively as different occurrences. Take a passive sentence found in the Reading Selection section in Lesson 9, Volume 2 as an example. “*For example, no matter what software program is actually used, you could say, “The picture has obviously been photoshopped.”*” was account for two occurrences with passive voice.

3.1.3 Analysis of the meaning and use of passive sentences

The meaning of passive sentences in the textbook was checked to see if the The provided example sentences and practices altogether bring out the meaning of passive voice clearly for students to understand. Can students understand the reason to express the sentence in passive voice instead of active voice? Did the textbook writer provide enough chances for students to get familiar with passive voice? The practice section of the Sentence Pattern would be examined to see if students could understand when and

why to use passive voice through the practice exercises in the textbook. Are the designed exercises authentic? Would the words happen in real-life conversations, reports, or news? Celce-Murcia et al. (1999, p. 350) stated that sometimes, in English, both active and passive voice can be used, but there is a difference in meaning. For example, “*Moles dig tunnels.*” means all moles dig tunnels and it is a true statement. On the other hand, “*Tunnels are dug by moles.*” means all tunnels were and only dug by moles, which is not true.

The current study would like to see if the textbook provided clear introduction about when to use passive voice, and when not to use passive voice. Passive requires a transitive verb, but not every passive sentence with a transitive verb is acceptable. As Celce-Murcia et al. (1999) mentioned, for example, “the more the verb denotes a physical action, as opposed to a state, the more acceptable its use in a passive sentence is.” (Celce-Murcia et al., 1999, p. 347) And the subject in a passive sentence is affected by the action of the verb, so certain transitive verbs can't be used in the passive voice when conveying stative meaning. For example, *contain, hold, comprise, weigh, cost, last, resemble, look like, equal, fit, suit, have, belong*, and others (Celce-Murcia et al., 1999).

When comparing the meanings of different forms of passive, while *be*-passive is the prototypical passive, *get*-passive tends to be used adversely. As Yim (1998) mentioned that *get*-passive often occurred with verbs with the semantic meaning of physical assault, hindrance, transference, and verbs of mental strain. For example, *get hit, get trapped, get snatched, and get punished*. And *get*-passive can't replace *be*-passive with non-dynamic verbs, because the *get*-passive is often associated with verbs that emphasize actions or processes (Yim, 1998).

The use of passive was reviewed in accordance with the context in which the passive voice was presented. The use of *be*-passive and *get*-passive can imply different

perspectives. As Thompson (2012) mentioned that in *get*-passive, Patient control is assumed; in *be*-passive, Agent control is assumed. For example, in (a) it is assumed to be John's intention to cause the event; while in (b), the event is Mary's intention.

(a) John got fouled by Mary on purpose

(b) John was fouled by Mary on purpose (Thompson, 2012, p. 29)

Did the textbook present when to use passive voice or why to use passive voice instead of active voice in the same context? Did the textbook present the different meaning and use between *be*-passive and *get*-passive? The current study is eager to find out.

3.2 Data for Analysis

The Curriculum Guidelines for 12-year Basic Education were approved by the Curriculum Review Committee of the Ministry of Education and officially issued by the Ministry of Education (MOE) in 2019. Textbook publishers in Taiwan made big adjustments in content to conform to the new framework. The new version of textbooks was approved by the review and approval committee of the National Academy for Educational Research. Among the main senior-high-school English textbook publishers in Taiwan: Han-Lin, San-Min, and Longteng, Longteng dominated the market share in Taiwan by 70% in 2021. Therefore, the senior-high-school English textbooks published by Longteng were chosen as the data for the current study.

Hutchinson and Torres (1994) consider course books as “providers of input into classroom lessons in the form of text, activities, explanations and so on” (p. 318). The current study chose a set of Senior-high-school English textbooks to look into the input for senior high school students in English learning. Senior-high-school English textbooks

published by Longteng were chosen because they are currently one of the most commonly used sets of English textbooks in high schools in Taiwan. There are five volumes in the set of Longteng Senior-high-school English Textbooks, and each volume has nine lessons and three review lessons except volume five. There are only nine lessons with no review lessons in volume five. The data in this study is collected from the fifty-seven lessons of the Longteng Senior-high-school English textbooks. The teaching manuals were also included for the analysis of teaching meaning and use of passive voice.

Each lesson of Longteng Senior-high-school English textbooks consists of mainly seven parts, namely, Thinking Ahead, Reading Strategy, Reading Selection, Vocabulary and Phrases, Sentence Pattern, Language in Use, and Listening Strategy. Thinking Ahead is usually composed of a short paragraph to arouse students' interest or several questions to connect students' background knowledge with the following Reading Selection. Reading Strategy is meant to teach different reading skills step by step in different lessons to enhance students' reading ability. Reading Selection is the main text of each lesson. Vocabulary and phrases highlight and give definition and example sentences to new words and new phrases. Sentence Pattern and Language in Use are the two sections that deal with the focused grammar and sentence pattern practices of each lesson. The Listening Strategy is the last part of each lesson and like Reading Strategy, it also elaborates on different listening skills through different lessons.

The current study aims to find out how passive voice is presented in the senior-high-school English textbooks and how passive voice is recycled in different volumes of senior-high-school English textbooks. The data of the current study was mainly collected from the following sections of each lesson: Reading Selection as shown in Figure 3.1, Vocabulary and Phrases as in Figure 3.2, Sentence Pattern as shown in Figure 3.3, and Language in Use as shown in Figure 3.4 in Appendix. Thinking Ahead, Reading Strategy,

and Listening Strategy are not included in data collection due to the repetition of words and phrases which may have been collected in other sections.

The current study located and collected all the sentences in passive voice from the four sections, namely Reading Selection, Vocabulary and Phrases, Sentence Pattern, and Language in Use, from the five volumes of Longteng Senior-high-school English textbook. Reading Selection is the main text of each lesson and is therefore included. Vocabulary and Phrases is the source of word bank for each students to learn from, and it usually contains the definition of the word, part of speech, and example sentences of the key words. Sentence pattern is the section where the textbook writer draws students' attention on specific grammar point and provides exercises for students to get familiar with the newly learned sentence pattern. Language in Use is the section where the textbook writers created exercise with context for students to put the sentence pattern into practice under meaningful circumstances. Therefore, the four sections were chosen as they were the most important part of each lesson, and they are the most representative material for showing what a senior high school student can learn from the set of English textbooks.

Every sentence in passive voice from the four sections is counted as one instance that student could encounter from the textbook input. After that, the data collected was further divided and analyzed.



Chapter Four

Findings and Results

4.1 Analysis of the Form of Passive Voice

After locating all the passive voice sentences in the whole set of Longteng Senior-high-school English textbooks, the current study divided the collected passive voice sentences into two broad types: *be*-passive and *get*-passive. And under the *be*-passive, there are three subcategories: long *be*-passive, short *be*-passive, and "It is Vp.p. + that" passive.

A. *be*-passive

(1) long *be*-passive (agented passive)

Carly was inspired by one of the paintings in the museum and decided to take an art class. (Volume 1, Lesson 2)

(2) short *be*-passive (agentless passive)

Only the king, monks, and parents are allowed to touch them. (Volume 1, Review 1)

(3) "It is Vp.p.+ that" passive

It is said that this word came from a film character called Paparazzo. (Volume 2, Lesson 9)

B. *get*-passive

Emilia felt deeply depressed after her cell phone got stolen. (Volume 1, Lesson 1)

As shown in Table 4.1, The total instance in the passive voice the current study found in the textbooks were 827, and among the four types of passives, the occurrences of short *be*-passive (*be* + p.p.) were 687 times and represented almost 83 percent of the passive

sentences in the whole set of textbooks, which means that the students were exposed to passive voice in this form most frequently.

Table 4.1

The Distribution of the Four Forms of Passive Voice Found in the Current Study.

	Volume 1	Volume 2	Volume 3	Volume 4	Volume 5	Total (times)	%
long	16	24	22	33	34	129	16%
short	86	106	143	214	138	687	83%
It is Vp.p. that		1	1		4	6	1%
get	2		1	2		5	1%
Total (times)	104	131	167	249	176	827	100%

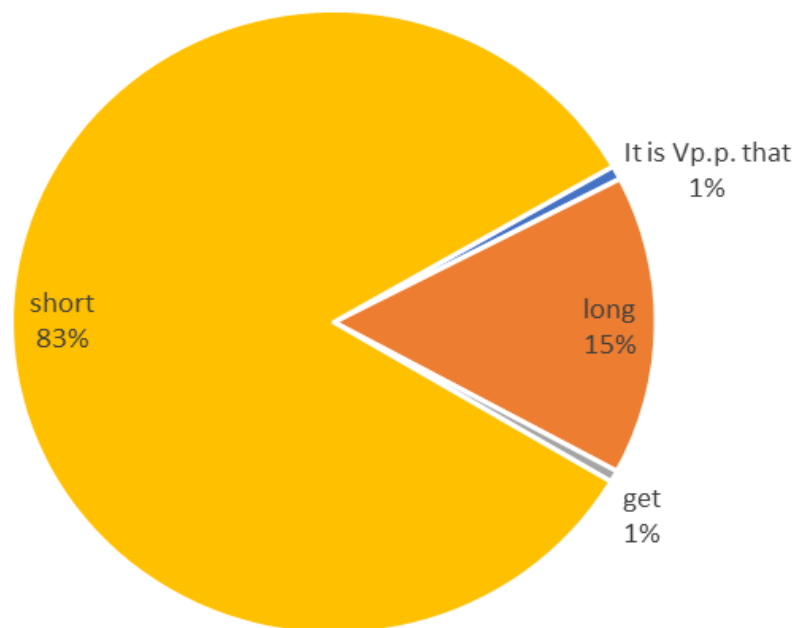


Figure 4.1 *The Four Types of Passive Voice Found in the Textbook*

The second most is the long be-passive, with a total occurrence of 129 times, which accounts for about 16 percent of the passive sentences. The long and short be-passive and “It is Vp.p. that” passive all together almost represented 99 percent of the passive voice

sentences in the set of textbooks. In other words, students are more familiar with *be*-passives. Figure 4.1 shows the percentage of the four types of passive voice that the current study found in the set of textbooks. Long and short *be*-passives almost cover most of the examples of passive sentences. The occurrences of “It is Vp.p. that” were only 6 times, while *get*-passive was 5 times.

4.1.1 The construction of passive voice in the set of textbooks

The following section gives a different representation of Table 4.1 with examples drawn from the textbooks to illustrate the presentation of the four types of passive voice that appeared in the set of textbooks. Figure 4.2 further shows the occurrences of passive voice in each volume of the textbooks in bar graphs.

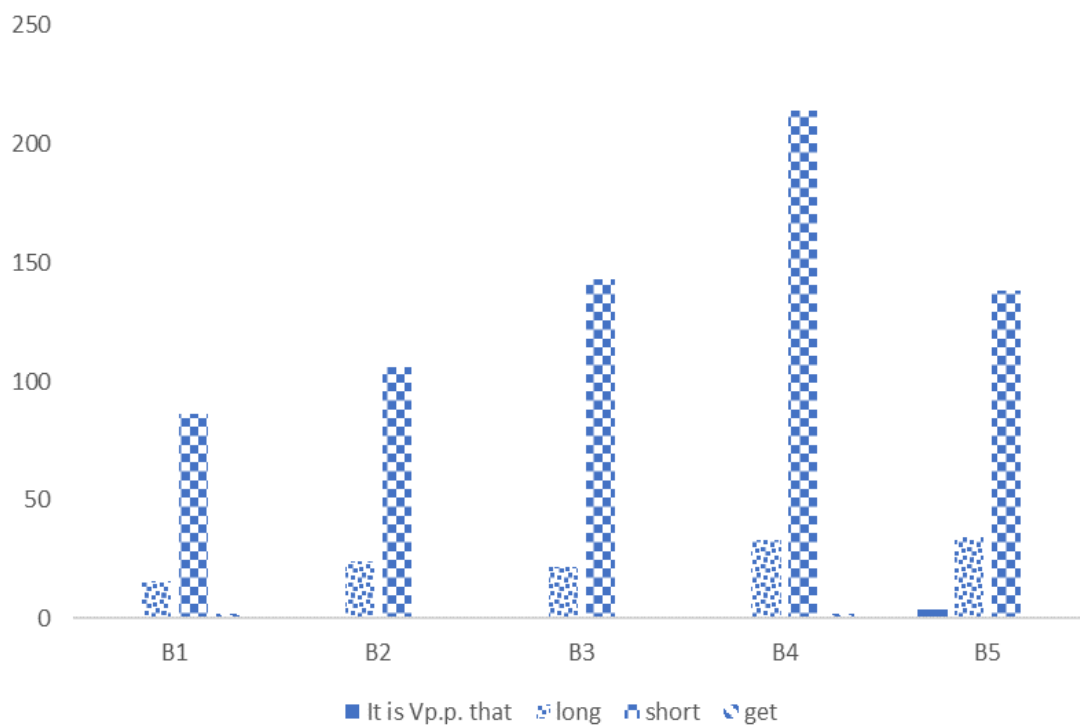


Figure 4.2 *The Occurrence of Passive Voice in Each Volume of the Textbooks*

Long *be*-passive

Long *be*-passive is in the form of “be + p.p.+ by,” that is, the passive voice with an

agent. Celce-Murcia et al. (1999) show that only about 15%~20% of the passives occurring in texts explicitly include agents. In the current study, long *be*-passive accounts for 15% of the total passive voice instances, which is quite similar to what Celce-Murcia et al. (1999) found in their study.

When agented passives are used, it is under one of the three generalizations. (a) when the agent is new information. (b) when the agent is nonhuman (c) when the agent is a well-known personage and should be included as propositional information Celce-Murcia et al. (1999). Here are the examples drawn from the textbooks to illustrate long *be*-passive.

(1) *Taiwan is known for the production of high-quality bicycles like those that are made by Giant.* (From Volume 1, Lesson 5)

As the examples above, long *be*-passive includes “by” with the agent, which shows the specific doer. In sentence (1) “*like those that are made by Giant,*” *Giant* made the bicycles, *Giant* is the specific agent in this clause. Sentence (1) is an agentive passive. The agent was mentioned because the agent is a well-known brand as a high-quality bicycle producer.

(2) *Carly was inspired by one of the paintings in the museum and decided to take an art class.* (From Volume 1, Lesson 2)

In sentence (2) “*Carly was inspired by one of the paintings...*”, *painting* is a nonhuman agent and is mentioned in the sentence (2).

(3) *The film, called La Dolce Vita, was directed by Italian Federico Fellini and released in 1960.* (From Volume 2, Lesson 9)

In sentence (3), *Italian Federico Fellini* was a famous personage and thus mentioned in the sentence to explain the director of the film, the agent of the sentence.

(4) *I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.* (From Volume 5, Lesson 6)

Sentence (4) has a *by*-phrase which has given an instrumental interpretation (*by* = *with*),

“they will not be judged (by others) by (with) the color of their skin”, the agent is too generic and not mentioned. Therefore, as the above examples show, the by-phrase can include a personal agent, a nonhuman agent, or an instrumental interpretation. The by-phrase also contains important information to make the meaning of the sentence completed, without it, the sentence will be vague.

(5) *I was surrounded by plastic cups, plates, and straws.* (From Volume 1, Lesson 5)

Sentence (5) would be incomplete without a by-phrase because people would have no idea about the circumstances due to the lack of information.

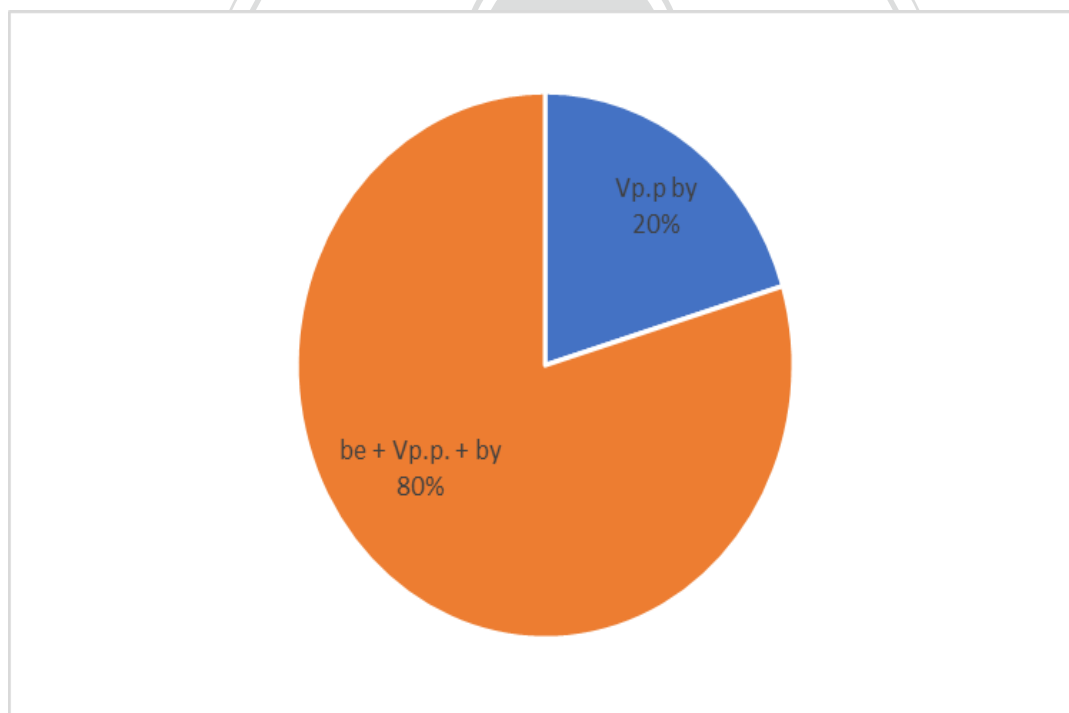


Figure 4.3 The “Vp.p. + by” in Long Passive

Sometimes, long *be*-passive would show up in a clause and in the form of “Vp.p. + by.” Since “Vp.p. + by” is in a post-nominal clause, the “Vp.p. + by” works like an adjective but it is actually an agentive passive. As shown in Figure 4.3, in the current

study, “Vp.p. + by” accounts for 20% of the long passive found in the set of textbooks.

(6) *For many high school dropouts in San Francisco, going back to school means having to cross dangerous zones overrun by drug dealers and gangsters.*
(Volume 4, Lesson 2)

In sentence (6), “to cross dangerous zones (that were) overrun by drug dealers and gangsters”, the drug dealers and gangsters overrun the zones, and “by” introduce the agent “drug dealers and gangsters”. In the whole sentence level, “(which are) overrun by drug dealers and gangsters” was an adjective clause which is describing what kind of zones they were. Although “be + Vp.p. + by” becomes “Vp.p. + by”, it still has the same function.

Short *be*-passive

The grammatical meaning of a passive voice is to defocus the agent by putting the patient in the subject position. In short *be*-passive, sometimes the agent seems to be generic, not specific, and thus are omitted. It is more common to see passive voice without an agent or doer, the short *be*-passive. Here are the examples drawn from the textbooks.

(7) *I smiled, handed it over, and patted the boy on the head. The boy's dad's smile disappeared, and he looked very angry. I had no idea what went wrong. Afterward, I found out that, for Thais, people's heads are sacred. Only the king, monks, and parents are allowed to touch them.* (From Volume 1, Review 1)

In example (7), the king, monks, and parents are the only ones that are allowed (by the agent) to do the action. The agent (people in Thais) was not important in this context, so by putting the patient in the subject position, the agent did not even show in the sentence.

(8) *I really enjoyed my memorable trip to France last year except for one thing—French greetings. Once, I was introduced to one of my cousin's girlfriends. Like most Taiwanese people I smiled and said hello, but the French girl grabbed both my shoulders and kissed me on the cheek!* (From Volume 1, Review 1)

In example (8), someone introduce me to one of my cousin's girlfriends, and someone

was not important and thus get defocused and erased. The whole sentence was in passive voice to focus on the information in the subject position.

(9) *More and more robots are being used in modern factories.* (From Volume 4, Lesson 4)

In example (9), *More and more robots are being used (by people) in modern factories.* Since “people” were too general and it is very common to see people use robots to complete tasks in the factories, the agent “people” was thus erased in the sentence.

As Celce-Murcia et al. (1999) mentioned in *the Grammar Book*, the short passive is used when the agent is not to be mentioned because

(a) it is redundant or easy to supply, like in example (7) *Only the king, monks, and parents are allowed to touch them.*

(b) it is unknown, like in example (8) *Once, I was introduced to one of my cousin's girlfriends.*

(c) it is very general, like in example (9) *More and more robots are being used in modern factories.*

(d) the speaker/writer is being tactful, e.g.,

(10) *Roberto was chosen to represent his class in the school performance because he is a good actor.* (From Volume 1, Lesson 6)

(e) the speaker is being evasive,

(11) *The result that has been achieved.* (From Volume 1, Lesson 3)

Sometimes, a short *be*-passive would show up in a clause and in the form of “Vp.p.”

short passive

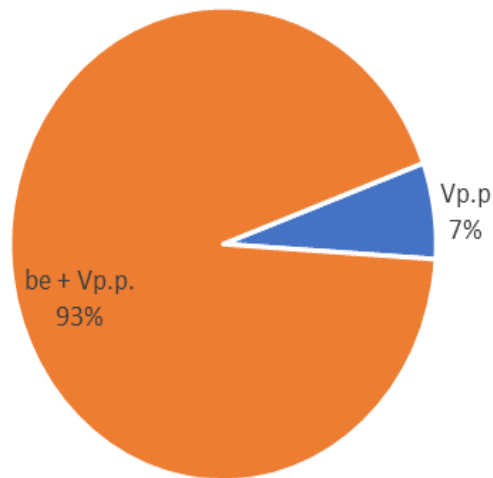


Figure 4.4 *The Vp.p. in Short Passive*

In the current study, as shown in Figure 4.4, sometimes the short passive showed in the form of “Vp.p.”. As “Vp.p.” is in an adjective clause, so it works like an adjective but it is actually an agentless passive. “Vp.p.” passive accounts for 7% of the short passive found in the set of textbooks. The “Vp.p.” passive examples are as follows.

(12) *One day, with a sudden inspiration, he created a cheerful little character called Mickey Mouse.* (Volume 2, Lesson 5)

In sentence (12), he created a cheerful little character (which is) called Mickey Mouse.

(13) *This is the famous “marshmallow test,” first performed in the 1960s.*
(From Volume 3, Lesson 2)

In example (13), “*This is the famous ‘marshmallow test,’ (which was) first performed (by the researcher) in the 1960s.*” “which was first performed in the 1960s” was an adjective clause that illustrated when the “marshmallow test” was first performed. The agent (the researcher) was not necessary information and thus was not shown in the sentence.

In the set of textbooks, the occurrences of “Vp.p.+by” passives were 26, while “Vp.p.” passives were 45 times. This is in accordance with the occurrences of long *be-*

passive with short *be*-passive, short *be*-passive is more commonly seen than long *be*-passive.

“It is Vp.p. that” passive

“It is Vp.p. that” passive is used to describe a general belief and is commonly seen in reports where the agent is too general or not important and not mentioned.

(14) *It is said that this word came from a film character called Paparazzo.*
(From Volume 2, Lesson 9)

(15) *It is estimated that the bridge construction project will cost the government around \$50 million.* (From Volume 5, Lesson 4)

In example (14), “(People said) that this word came from a film character called Paparazzo.” The agent “people” was very general, and the focus of this sentence is “this word came from a film character”. “It is Vp.p. that” passive put the focus in that-clause, so the reader would focus on “this word came from a film character” rather than on, “people said”.

In example (15), “(People) estimated that the bridge construction project will cost the government around \$50 million”, the agent “people” was not the focus of this sentence, either. “the bridge construction project will cost the government around \$50 million” was the focus, and thus “It is Vp.p. that” passive help bring out the focus and defocus the agent “people”.

The occurrences of “It is Vp.p. that” passives were only 6 times in the whole set of textbooks, once in Volume 2, once in Volume 3, and four in Volume 5. However, the form “It is Vp.p. that” passives was specifically mentioned in the Sentence Pattern section in Book 5 with practice exercises to help students get the meaning of this form — to report an event.

***get*-passive**

Here are the examples of *get*-passive drawn from the textbooks.

(16) *Emilia felt deeply depressed after her cell phone got stolen.* (From Volume

1, Lesson 1)

(17) *The Marshmallow Challenge teaches us that age and experience are not the only routes to success. In order to solve problems, we must get our sleeves rolled up and get stuck in right away, explore and experiment with new ideas, and collaborate effectively. In this way, we can surely get the marshmallow to the top.* (From Volume 3, Lesson 2)

(18) *Many people are thus curious to know how the Nutan team ensures lunches are always delivered on time and don't accidentally get delivered to the wrong location.* (From Volume 4, Lesson 6)

Collins (1996) stated that get-passives are often associated with two situations. One, the subject-referent is responsible for the action; the other, the action is unfavorable for the subject-referent. In example (16), Emilia's cell phone got stolen, and Emilia would be the last person that hopes her cell phone to be stolen. Hence, "got stolen" can express the unfavorable feeling of the subject-referent, Emilia. In example (18) "got delivered to the wrong location is an unfavorable action compared to "are always delivered on time," therefore, it is a good opportunity to draw students' attention to when to use get-passives here.

In addition, As Celce-Murcia et al. (1999) mentioned in *the Grammar Book*, get-passive is associated with verbs that emphasize actions or processes. In example (17), "get our sleeves rolled up" emphasizes the action "to roll up our sleeves." In example (18), the process of delivering lunches is emphasized, and therefore in passive voice. Celce-Murcia et al. (1999) also pointed out that since get-passives are often related to actions or processes, they are more likely to appear with adverbs of frequency, and the majority of get-passives have human subjects.

Through the *get*-passive examples above, students get to know other forms of passives other than *be*-passive. However, the number of *get*-passives is far less than *be*-

passive, with a total of five occurrences in the set of textbooks.

4.1.2 The exercise of passive voice related to form

The current study aimed to find out how passive voice is presented and recycled in the set of textbooks. Therefore, examining what kind of exercises the textbook writer provides for students to produce passive sentences in the Sentence Pattern section is necessary. How many opportunities students get from the textbook to practice producing passive voice is worth discussing. The current study found there were some exercises presented for students to practice the dimension of form of passive voice, which are listed as follows.

(A) Drill practice: complete the sentence with the hinted word.

As Figure 4.5 shows below, in the practice A section, students were asked to do controlled sentence practices. Students were asked to use the provided words to form passive sentences with present perfect tense. The practice is meant to help students get familiar with this sentence pattern.

Practice A

Complete the sentences using the above pattern. The first one has been done for you.

1. My talented classmate / accept / several excellent graduate schools
My talented classmate has been accepted by several excellent graduate schools.
2. My old car / repair / the mechanic
My old car has been repaired by the mechanic.
3. Gloria's younger brother / admit / to his ideal university
Gloria's younger brother has been admitted to his ideal university.
4. The missing hiker / find / the search and rescue team
The missing hiker has been found by the search and rescue team.
5. Large areas of the beach / clean / locals / over the past year
Large areas of the beach have been cleaned by locals over the past year.
6. Tony's wounds / check / the doctor / several times / since the accident
Tony's wounds have been checked by the doctor several times since the accident.

Practice B

Complete the following passage using the above pattern. The first one has been done for you.

For many years, we ¹ have been told (tell) that the world is getting worse. However, Bill Gates, the founder of the Gates Foundation, does not think so. Through his foundation, a lot of money and resources ² have been donated (donate) to many countries to combat poverty, inequality, and health issues in recent years. Mr. Gates has been pleased by the positive outcomes in many countries. For instance, in just three years, high-quality healthcare ³ has been provided (provide) to people in Rwanda. Also, since 2010, students in Vietnam ⁴ have been given (give) a chance to go to school and they are performing as well as students from the UK and the US. Moreover, great agricultural growth ⁵ has been achieved (achieve) in Ethiopia for five consecutive* years, saving many lives. Although a lot of progress ⁶ has been made (make) so far, Mr. Gates cautions people that they must keep pushing for more positive accomplishments.

Word Bank consecutive 連續的

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Figure 4.5 *Passive in the Present Perfect tense (Volume 3, Lesson 2, P. 41).*

(B) Filled in the blank in context.

Practice B in Figure 4.5 was also a controlled practice with even fewer words to complete the sentence. The blank were in context within a paragraph, so students would

need to read the whole paragraph, find the time and aspect indicators, and decide the tense and voice of the answer. Several indicators guided students to use the target sentence pattern, “have/has + been + p.p.” For example, to complete the second question, students could see “in recent years” at the end of the sentence and thus choose the present perfect tense. In addition, the subject was “a lot of money and resources” which couldn’t donate themselves and thus should be written in the passive voice.

As shown in exercise (A) and (B) above, the current study found the textbook writer provided some drill practice for students to get familiar with the form of passive voice.

4.2 Analysis of the Meaning of Passive Voice

No matter when passive voice is used or what its form is, the core meaning of passive is to “defocus” the agent. With the following sentence structure, the textbook writer provided the meaning of passive voice. In the Language in Use section, as shown in Figure 4.6, the comic picture provides an example to present the meaning dimension of passive voice. “*Cotton is mostly planted in the southern state. Corn and Soybeans are grown in the northern states.*” The plant in discussion is the subject while the doer of the action is not important, thus these two sentences were in the passive voice which unfocused the doer and focus on the patient.

In addition, as shown in Figure 4.6, Part A, through underline the doer of the action and circle the receiver of the action, students would see in some circumstances the doer is not revealed, which is the core meaning of passive to “defocus” the doer. For example, in pair one (1-1 and 1-2), “the meeting” and “the bank” were put in the subject position, and thus are more focused.

Language in Use

Explore & Discover



Part A

Read the following four pairs of sentences. Underline the doer of the action and circle the receiver of the action. Sometimes the doer is not revealed.

1-1. The meeting was canceled by our boss.

1-2. The bank was robbed by a group of gangsters.

2-1. English is spoken all over the world.

2-2. That the world is round is widely believed.

3-1. Mr. Collins's son was killed in an accident.

3-2. The museum was built in the 19th century.

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Figure 4.6 Passive Voice Exercise in Review 1, Volume 1.

In pair two (2-1 and 2-2), the doer was not mentioned because the doer refers to everyone.

2-1 “English is spoken (by people) all over the world.”

2-2 “That the world is round is widely believed (by people).”

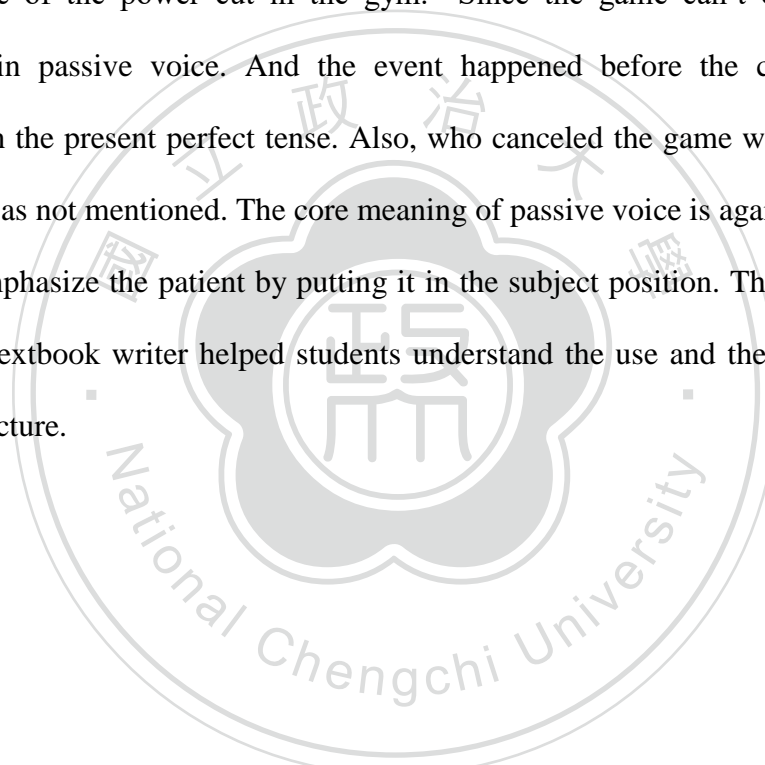
In pair three (3-1 and 3-2), the doer was not shown because who is performing the action is unknown.

3-1 Mr. Collin’s son was killed (by someone) in an accident.

3-2 The museum was built (by someone) in the 19th century.

Through the practice, students have a chance to think about the meaning of passive voice.

As shown in the comic picture in Figure 4.7, “The game has been canceled (by the host) because of the power cut in the gym.” Since the game can’t cancel itself, the sentence is in passive voice. And the event happened before the conversation, the sentence is in the present perfect tense. Also, who canceled the game was not important, so the doer was not mentioned. The core meaning of passive voice is again, to defocus the agent and emphasize the patient by putting it in the subject position. Through this comic picture, the textbook writer helped students understand the use and the meaning of this sentence structure.



Sentence Pattern



在此語境中，男孩提及比賽因故取消，為了表達賽事被取消是發生在談話之前，因此使用現在完成式的被動語態。

have/has + been + p.p.....

此句型為現在完成式的被動語態，常見的使用時機有：

1. 表達已經完成的動作，常搭配 *already*、*just*、*yet* 等副詞。
 - *Nina has just been promoted to sales manager.*
2. 表達有過的經驗，常搭配 *never*、*once*、*twice*、*... times*、*ever*、*so far* 等副詞。
 - *Meryl Streep has been nominated for an Academy Award more than 20 times.*
3. 表達從過去一直持續到現在的動作或狀態，常搭配 *since* 與 *for*。
 - *Harry Potter and the Philosopher's Stone has been translated into over 70 languages since it was first published in 1997.*

Examples

1. *The Marshmallow Challenge, promoted by Canadian technology expert Tom Wujec, has been conducted around the world with architects and engineers, CEOs, lawyers, business graduates, and even kindergarteners. (line 10)*
2. *One reason for this is that kids usually get to work with what has been given to them right away. (line 27)*

Figure 4.7 *Passive in Present Perfect Tense (Volume 3, Lesson 2, P.40)*

“It’s said/believed/reported/...that + S + V....” was presented in the Sentence Pattern section in Volume 2. The core meaning of passive voice is to defocus the agent and to emphasize the patient by putting it in the subject position. In “It’s said/believed/reported/...that + S + V....” it is difficult to find the agent, or it is not necessary to mention the agent. The new information is in that-clause, and “It” was put in

the subject position instead. As shown in Figure 4.8, the textbook writer indicates that this sentence pattern is usually used to provide objective opinions or to illustrate facts and that this sentence pattern is commonly shown in journals, reports, or news.

Sentence Pattern

GOOD LUCK IN YOUR TRAVELS!



Spain

It is believed that eating twelve grapes as the clock strikes midnight on New Year's Eve will bring you twelve months of good luck.




UK

It is thought that saying "white rabbits" on the first day of the month before saying anything else will bring you good luck.




Iceland

If you move to a new house, make sure you do so on a rainy day. It is said that this will make you wealthy.




在此語境中，三個國家各自有可帶來好運的習俗，皆為眾人相信或口耳相傳的想法及說法，因此使用「It is said/believed that...」的句型。

It's said/believed/reported/...that + S + V....

1. 此句型用於表達客觀的事實或眾人的說法及意見，常出現於此句型的動詞有 say、believe、report 等，表示「據說／據信／據報導……」。句型中「it」為虛主詞，代替真正的主詞「that + S + V」。
 - It is believed that owning a pet helps reduce stress.
2. 此句型常出現於新聞報導及學術性文章，搭配使用的動詞多帶有報告或陳述性質，此類動詞有 report、show、indicate、expect 等。
 - It is reported that thirteen people have been killed in the gunfire.
 - It has been shown that in face-to-face interactions, fifty-five percent of the communication takes place through body language.

Example

It is said that this word came from a film character called Paparazzo. (line 9)

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Figure 4.8 “It’s said/believed/reported...that + S + V” in *Sentence Pattern (Volume 2, Lesson 9, p. 218.)*

As mentioned above, the textbook writer provided several passive-related sentence patterns to introduce the meaning of passive, which is to “defocus” the agent. The textbook writer use sentence pattern “ have/has + been + p.p.” and “ It’s said/believed/reported/...that + S + V...” to illustrate the meaning of passive. In addition, through the practice of recognizing the doer and the patient of the passive sentences in Figure 4.8, the textbook presented examples in the meaning dimension of passive voice.

4.3 Analysis of the Use of Passive Voice

The textbook present an Observe and Match exercise as shown in Figure 4.9 to ask students to think about the situation why passive voice is used under four possible conditions.

Read the following four pairs of sentences. Underline the doer of the action and circle the receiver of the action. Sometimes the doer is not revealed.

1-1. The meeting was canceled by our boss.

1-2. The bank was robbed by a group of gangsters.

2-1. English is spoken all over the world.

2-2. That the world is round is widely believed.

3-1. Mr. Collins’s son was killed in an accident.

3-2. The museum was built in the 19th century.

4-1. Bob Dylan is an American songwriter. He has played an important role in American pop music and culture for more than fifty years. He was awarded a Nobel Prize in 2016.

4-2. He was wandering on the platform of the train station for a while. Then he was questioned by a policeman and sent to the police station.

Match the pairs of sentences (1-4) with the functions of this kind of expression (A-D).

- _____ A. When the doer refers to everyone or there are too many to be listed.
- _____ B. When we want to keep the subject and focus consistent throughout a passage.
- _____ C. When the focus of the sentence is not on the doer of the action but on its receiver.
- _____ D. When we do not know who is performing the action or if the identity of the doer is not important.

Figure 4.9 Passive Voice in Language in Use. (Review 1, Volume 1, P.75)

Through this practice, the textbook writer present language input containing the target structure for students to match the meaning and use of the pattern. The aim of the practice is for students to be able to discover generalizations about the target grammatical structure in use.

One of the functions to use passive voice, instead of active voice, may be to maintain sentence cohesion. Passive voice may show a different focus, and it may maintain the theme, or it may seem more objective. Take the following sentence pattern as examples.

“Back in the US, banquets are usually held in large dining halls. This one, on the other hand, was taking place right out on the street! There was a huge tent put up to shelter the wedding guests from the fierce sun.”

The NP, a huge tent, is indefinite. The structure is to introduce new information. In this sentence structure, the p.p. or V-ing was used as an adjective to describe the existential situation. In other words, the agent was not the focus of this sentence.

As shown in Figure 4.10, “...There were 6 people killed and over 200 injured,” with the keywords underlined, students can pay more attention to the sentence structure. “There be + N + V-ing/p.p.” emphasize the existential situation: 6 people were killed by the earthquake, and over 200 people were injured (by the earthquake).

The earthquake is the old information and is the theme of the passage. This structure is to introduce new information to the discourse. The earthquake is not mentioned because it is not what the report trying to emphasize, and this sentence pattern is used to show the existence of the situation. The textbook writer provided several chances for students to understand that using the “There be + N + V-ing/p.p.” pattern is a more objective way of describing existing circumstances, which is often seen in news, reports, and journals.

Language in Use

Explore & Discover

Lungteng Times

圖片來源：遠志影像



6 Killed After Earthquake Hits Taiwan

A powerful earthquake struck Taiwan at midnight and caused serious damage. There were 6 people killed and over 200 injured. In addition, a building collapsed. The rescue team is working day and night to see if there are still more people trapped in the building. Experts warn that there may be aftershocks coming.

Read the first two sentences carefully and look at what is marked. Then read the other sentences. Which parts of the sentences are similar to the marked parts of the first two? Mark them in the same way.

1. There is a dog barking at passers-by on the roadside.
2. There will be a library built in memory of our national heroes.
3. There are three boys and two girls playing in the sandbox.
4. There was a lovely princess living alone at the top of a tower.
5. There were ten people involved in the bank robbery.

What is the function of "There be + N + V-ing/p.p."?

- To explain the cause of a problem and its solution.
- To describe the beginning of an event and the consequence.
- To introduce the existence of someone/something and the situation.

Examples

1. There was a huge tent put up to shelter the wedding guests from the fierce sun. (line 10)
2. There were cooks and assistants working energetically to prepare platters of delicious-looking food. (line 15)

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Figure 4.10 "There be + N + V-ing/p.p." in *Language in Use* (Volume 2, Lesson 8, p. 198)

One exercise related to the dimension of use was presented in Apply and Practice in Review 1, Volume 1. Two pictures with the same setting but with slightly different details are provided in the textbook. After comparing the two pictures, students can try to

describe what happened with the provided four hints as shown in Figure 4.11. Therefore, students can use passive voice naturally. After comparing picture A and picture B, students may say “The door was kicked open” and “The window was shattered” for example as practice.

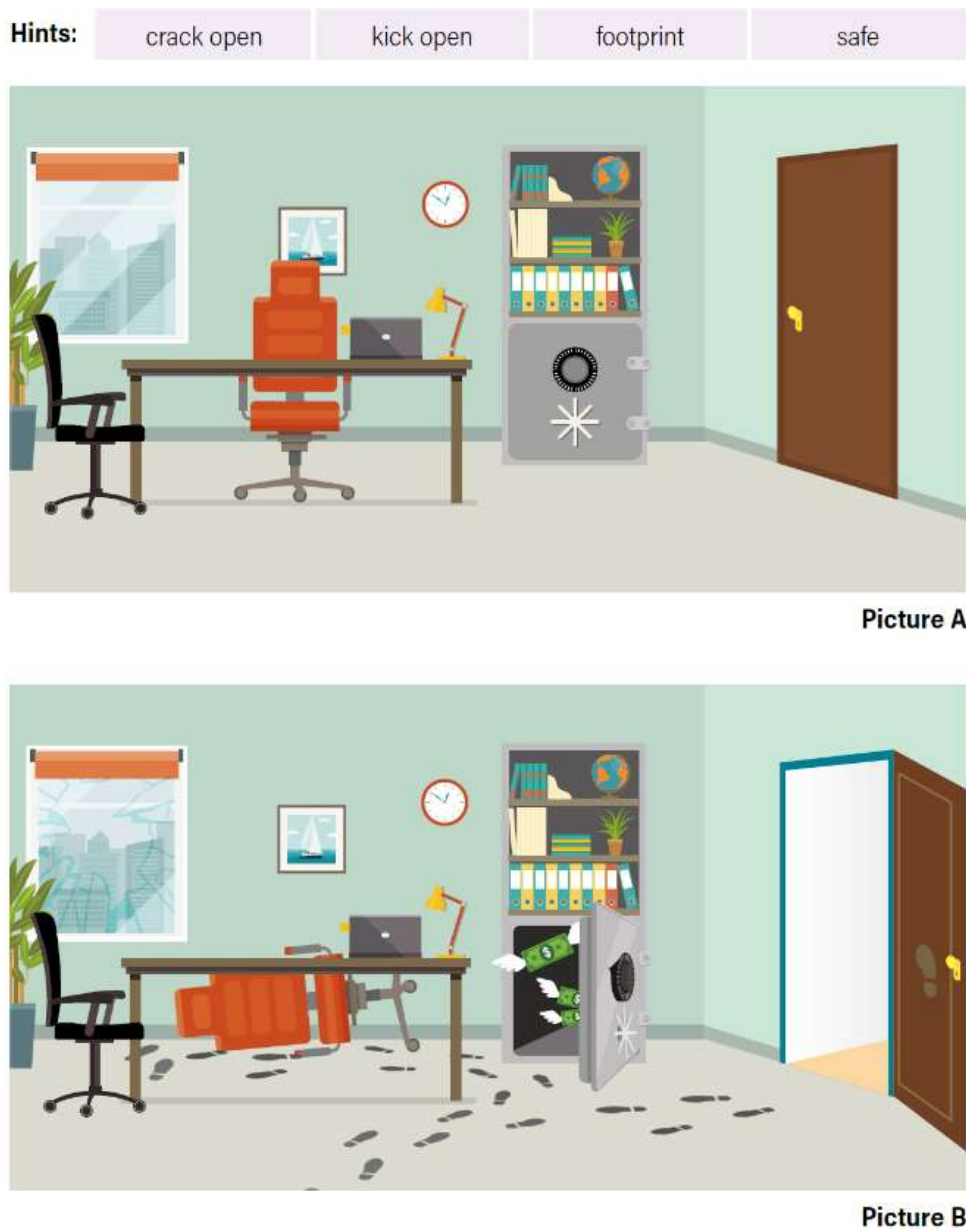


Figure 4.11 “Be + Vp.p.” *Passive Voice in Apply and Practice (Volume 1, Review 1, p.76)*

Overall, the textbook writer provides several practice with different passive sentence structures for students to use naturally. “There be + N + V-ing/p.p.” is to introduce new


information to the discourse, and describe an existing circumstance in an objective way, which is often seen in news, reports, and journals. The textbook writer created a crime scene for students to role play and use passive voice naturally to provide objective statements as shown in Figure 4.12.

Apply & Practice

Step 1: Form groups of seven. Complete the following dialogues using "There be + N + V-ing/p.p." and the cues given.

Step 2: Role-play the dialogues with proper costumes and props.

Cues: dance fight mop paint park play steal



There was a theft* on the prom* night at Jefferson High School. The next day, several students reported personal items missing. Therefore, Officer Davis arrived to look into the case. The following are the dialogues between Officer Davis and the principal and the students.

1. Officer Davis: Principal Miller, what was reported stolen at the prom?

Principal Miller: _____




Figure 4.12 "There be + N + V-ing/p.p." in Apply and Practice (Volume 2, Lesson 8, p. 199)

4.4 The Distribution of Passive Voice

The current study examined the distribution of passive voice and classified them into

four categories. Figure 4.13 shows the distribution of the occurrences and forms of passive voice shown in each Volume of the textbook. Among the five volumes of the set of textbooks, Volume 4 contains the most numerous examples, while Volume 1 has the least sentences in passive voice. It is possibly because passive voice is a rather difficult sentence pattern and thus showed up later in the teaching material.

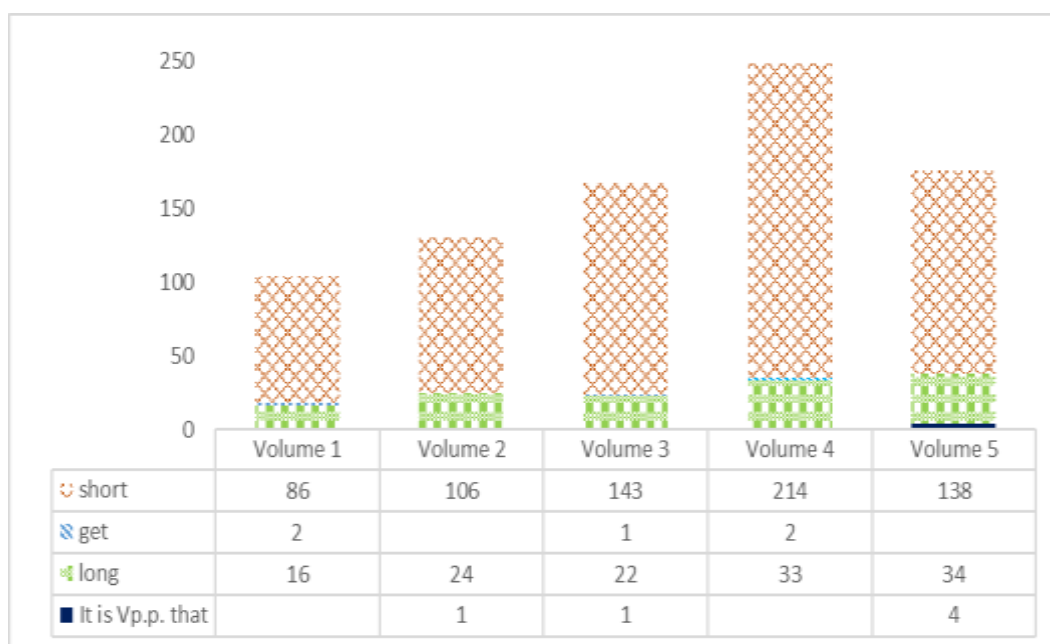


Figure 4.13 *The Distribution of Passive Voice in Each Set of the Textbook*

The passive voice first showed up in the Sentence Pattern section in Volume 1 Review 1. Before this section, passive voice showed up in Lesson 1~ Lesson 3 only a few times with single sentence in word examples in Vocabulary and Phrases section. Before Review 1, The Sentence Pattern in Lesson 1 is “S + V + that + S + V” e.g. *I think (that) Melisa is really outgoing and friendly.*, and the Sentence Pattern in Lesson 2 is “It is + adj. (+ for sb.) + to VR...” e.g. *It is difficult for Sam to get up early in the morning.*, and the Sentence Pattern in Lesson 3 is “S + V + wh- (+ S) + V...” e.g. *Claire doesn't know where Jason is.* Review 1 is like a review lesson, and the Language in Use section works like the Sentence Pattern section in Lesson 1 to Lesson 3.

The current study aims to find out how passive voice is presented in senior-high-school English textbooks and how passive voice is recycled in different volumes of senior-high-school English textbooks. Table 4.2 shows the distribution of the four forms of the passive voices presented in Language in Use, Reading Selection, and Vocabulary and Phrases.

Table 4.2

The Distribution of the Four Forms of the Passive Voice from the Three Sections of the Textbook

	It is Vp.p. that	long	other	short	Total	Total Percentage (%)
Language in Use	1	18	1	86	106	13%
Reading Selection	3	57	4	298	362	44%
Vocabulary & Phrases	2	53	3	301	359	43%
Total	6	128	8	685	827	100%

Overall, the occurrences of passive voices showed in Reading Selection are 44% followed by Vocabulary & Phrases at 43%. The passive sentences found in the two sections accounted for 87 percent of all passive sentences found in the set of textbooks. The instances the current study found in Vocabulary & Phrases section were either from the definition of the word or from the example sentences of the word. Table 4.3 further shows that the instances from the example sentences are a lot more than the instances from word definitions. Sentence Pattern, which provided the detailed usage and practice of grammar points, accounted for 13 percent of the passive sentences found in textbooks as shown in Table 4.2. It showed that students have a lot more opportunities to encounter passive voices in reading than in writing.

Table4.3

The Distribution of Passive Voice from the Vocabulary and Phrases Section which was Divided into Vocabulary and Definition Sections.

	Volume 1	Volume 2	Volume 3	Volume 4	Volume 5	Total
Vocabulary & Phrases	57	64	69	89	80	359
Vocabulary	38	48	59	63	52	260
Definition	19	16	10	26	28	99

Among the 13 % of the passive sentences found in Sentence Pattern, there were five different patterns with exercises in Sentence Pattern.

Volume 1, Review 1: “S + be + p.p. (+ by + O)”

Volume 2, Lesson 8: “There be + N + V-ing/p.p.”

Volume 2, Lesson 9: “It’s said/believed/reported/...that + S + V....”

Volume 3, Lesson 2: “have/has + been + p.p.”

Volume 3, Lesson 4: “S + be + thought/said/believed + to VR/ have + p.p....”

Volume 3, Lesson 5: “be seen/heard + V-ing/to VR”

The six passive-related Sentence Patterns showed up in different volumes. For students, “S + be + p.p. (+ by + O)” is relatively easier than “have/has + been + p.p.”. So “S + be + p.p. (+ by + O)” is presented in Volume 1 while “S + be + p.p. (+ by + O)” is in Volume 3. “It’s said/believed/reported/...that + S + V....” is easier for students than “S + be + thought/said/believed + to VR/ have + p.p....”. It is good that the textbook writer provides chances for students to recycle passive with exercises from Volume 1 to Volume 3. Volume 4, though has no sentence pattern exercises that are related to passive voice, has the most passive sentences from Reading Selection, Vocabulary and phrases, or Apply and Practice.

4.5 Summary of the Analysis

The current study examined how passive voice is presented and recycled in Taiwan's Senior-high-school English textbooks. The three dimensions of grammar structure-form, meaning, and use-were employed as analysis framework. The following meta-analysis on the findings were presented.

From the form dimension

The current study find that the forms of passive voice presented in the set of textbooks were mainly *be*-passive, with very few *get*-passive. And the different meaning behind *be*-passive and *get*-passive was not mentioned in the textbooks. In addition, the textbook writer didn't mention in any part of the textbook when and why *get*-passive was used. The textbook writer also failed to point out the difference between *be*-passives and *get*-passives. With such low occurrence and no explanation, students may have trouble understanding when and why to choose *get*-passive rather than *be*-passive and knowing the differences between *get*-passive and *be*-passive.

From the meaning dimension

There is a lack of explanation of why to use passive voice instead of active voice. For example, "*Some experts believe that smoking is directly responsible for lung cancer,*" we put equal attention on "some experts" and "smoking is directly responsible for cancer" in active voice, while with "*It is believed that smoking is directly responsible for lung cancer,*" we pay more attention to "smoking is directly responsible for lung cancers" in the passive voice. Students can understand both sentences in active voice and passive voice, but they may assume that both sentences tend to describe the same situation. In fact, it is more authentic and natural to describe the situation in the passive voice since it is in a report. Without further explanation, students might have this misconception that these

sentences can be conducted either in the active or passive voice with no differences while there is a defocus on the subject in meaning. If the textbook writer can add more explanation, students would get that the agents of those sentences in the practices section refer to a general group of people and are thus not that important, so they can be omitted. What's more, this sentence indicates a general belief, not just by "some experts," the sentence should be like "*It is believed (by people) that smoking is directly responsible for lung cancer.*" In this example, "*by people*" shows the unspecified agent, thus no need to focus.

From the use dimension

Sometimes the textbook provided examples of passive voice but without saying why to use passive.

Hi, everyone! Welcome to Easter Island. Here are the mythic moai stone statues. These statues are believed to have been created by the Rapa Nui people hundreds of years ago. They are what Easter Island is famous for.
(Volume 3, Lesson 4)

The meaning of "be believed to" is to state a fact or something that is commonly known to people. The verbs "think", "say" and "believe" are often seen in this sentence pattern to express the mutual opinion or common belief from a group of people. The sentence could include "to VR" to describe an event that was about to happen, while "have + p.p." was used to describe an event that happened in the past.

However, the textbook writer did not explain why the tour guide in the picture didn't talk with an active voice but a passive voice, which is "(People believe) the Rapa Nui people created these statues hundred years ago." Students should be taught the theme and rhyme concept in recognizing the timing to use passive or active voice. In "Here are the mythic moai stone statues," "moai stone statues" were the theme. Thus, it's better to start the next sentence with the same topic, "the statues", instead of a new topic "people." The

topic thus gets to continue to the last sentence, “they are what Easter Island is famous for.” “The mythic moai stone statues” in the first sentence continued as the topic in the second sentence “these statues,” and continued in the last sentence as “they” in the subject position. This theme would not have been connected if the second sentence was in active voice. Therefore, this choice of passive maintains the cohesion of this passage. Students should be specifically taught about this usage of passive voice since one of the functions of passive voice is to maintain cohesion.

What’s more, to teach students why passive voice is used, the teacher’s manual suggests that the teacher can ask students to put those sentences in active voice, and then compare the two voices to see the difference. Under the teacher’s instruction, students may be able to see that when the sentence was in active voice, the theme of the sentence wouldn’t be coherent with the passage. For example, in “*Once, I was introduced to one of my cousin’s girlfriends.*” The theme is “I”, and “I” continued to remain the theme in the next sentence. “*Like most Taiwanese people I smiled and said hello, but the French girl grabbed both my shoulders and kissed me on the cheek.*” Therefore, it is clear that, here, the passive voice is used to remain keep the them in subject position.

However, changing voices, between passive and active voice, may dangerously lead students to misunderstand that passive is a transformation of active. And here, the textbook writer didn’t explain more.

From exercises

In Sentence Pattern section in Volume 3, Lesson 4. The textbook writer provided sentence revision practice for students.

Jack and his girlfriend have been going out for ten years. People believe that they are getting married soon.

→ *They are believed to be getting married soon.* (Volume 3, Lesson 4)

When students have to change the underlined sentence “People believe that they are getting married soon” into “They are believed to be getting married soon,” they may figure that the agent, people, were not important and thus can be omitted, or the sentence may be like “They are believed (by people) to be getting married soon.” However, the teacher also needs to draw students’ attention to the cohesion issue. After changing the sentence which now has “they” as the subject, students can find it is consistent with the subject in the first sentence of the question, which is Jack and his girlfriend. By changing the sentence to passive voice, the sentences are more cohesive, and the focus of the sentence is clearer. And this was not shown in the textbook instructions, and thus it is the teacher’s lecture that should remind students of the meaning of the use of this sentence pattern.

From distribution of passive voice

It showed that students have a lot more opportunities to encounter passive voices in reading than in writing. It may be due to the space limitations that students were not provided with that much amount of practice in producing passive voice sentences on their own. It may also relate to whether students can successfully manage passive sentences in their writing ability.

Pedagogical suggestions

The core meaning and use was presented in the textbooks; however, some of the supplement information about passive voice was presented in the teacher’s manual only. Therefore, it is the teacher’s lecture that would facilitate students in learning when to use passive voice. For teachers and textbook writers, understand the difference and similarities between Chinese passive and English passive can facilitate in teaching passive voices. It would help better understand the mistakes that students are apt to make when learning passives. For example, certain transitive verbs are not likely to appear in

the passive voice. As Celce-Murcia et al. (1999) mentioned in *the grammar book*, (a) the verbs of possession, such as *have*, *belong* can't be used in the passive voice.

**The pencil is had by her.*

**The gift is belonged to me.*

(b) verbs of fitting, such as *fit*, *suit*.

**He is fit by the shirt.*

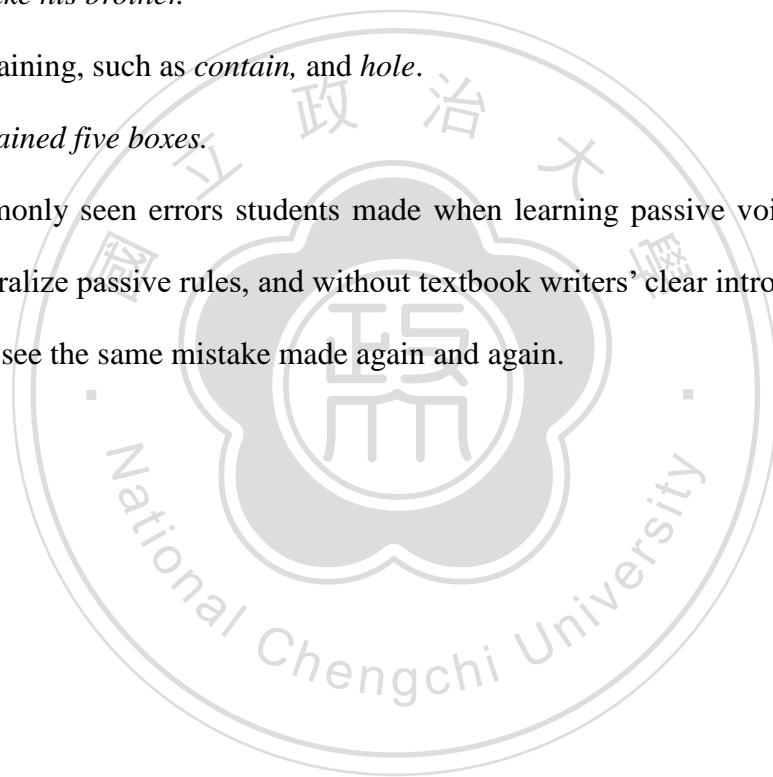
(c) reciprocal verbs, such as *resemble*, *look like*, *equal*.

**Lori is looked like his brother.*

(d) verbs of containing, such as *contain*, and *hold*.

**The box is contained five boxes.*

Above are commonly seen errors students made when learning passive voice. Students tend to overgeneralize passive rules, and without textbook writers' clear introduction, it is not surprising to see the same mistake made again and again.



Chapter Five

Conclusion

This chapter first summarizes the findings of the current study. Based on what the research finds, some pedagogical implications are provided. Limitations of the study and suggestions for further research are provided at the end of the chapter.

5.1 Discussion on Current Findings

The current study explores how English grammar was taught and learned by investigating the form, meaning, and use in presenting passive voice in Longteng senior high school English textbooks. How passive voice is shown in textbooks reflects the input a student can get from the English textbook and how teachers teach sentence structure in high school English classes. The following section showed the findings of the current study and provide some suggestions for future study.

Form

The current study locates all the passive voices sentences in the whole set of Longteng Senior-high-school English textbooks and divided the founded passive voice sentences two broad types: *be*-passive and *get*-passive. And under the *be*-passive, there are three subcategories: long *be*-passive, short *be*-passive, and "It is Vp.p. + that " passive. Among the total four types of passive sentences, the occurrences of short *be*-passive (*be* + Vp.p.) were the most and represented almost 83 percent of the passive sentences in the whole set of textbooks, which means that the students may be more familiar with passive voice in the form of short *be*-passive. The second is the long *be*-passive (*be* + p.p.+ *by*), which accounts for about 16 percent of the passive sentences. The *be*-passive almost represented 99 percent of all passive voice sentences in the set of textbooks. As Celce-Murcia et al.

(1999) stated “only about 15 to 20 percent of the passive occurring in texts explicitly include agents”(p. 354), the rest of the 80 percent passive voice sentences are short passive and the current findings were in accordance with Celce-Murica et al. (1999). The textbook writer provided different forms of passive sentences for students to acquire abundant examples of passive voice. Since students encounter long be-passive and short be-passive most frequently, students may be more familiar with these two types of passive than any other types of passive.

With 99% *be*-passive, and 1% *get*-passive, students may not be able to get the difference between *get*-passive and *be*-passive. Yim (1998) stated that *get*-passive often occurred with verbs with the semantic meaning of physical assault, hindrance, transference, and verbs of mental strain. For example, *get hit, get trapped, get snatched, and get punished*. Also, *get*-passive can't replace *be*-passive with non-dynamic verbs, because the *get*-passive is often associated with verbs that emphasize actions or processes (Yim, 1998). And the difference between *be*-passive and *get*-passive should be addressed in the textbooks.

In addition, some passive sentences in English have no active voice counterpart. Celce-Murcia et al. (1999) stated that in the sentence “Mehdi *was born* in Tehran,” there is no active voice counterpart to “*to be born*” to talk about facts concerning human birth. And Celce-Murcia also gave a list of verb that occurs commonly in the passive including *be deemed, be fined, be hospitalized, be jailed, be scheduled, be shipped, be staffed, be suspended*. (p. 346) These passive-only verbs should have been specifically mentioned for students to understand regarding the form of passive voice, or students may mistakenly use these verbs in an active voice without knowing why.

Meaning and Use

The core mechanism of English and Chinese passives is consistent. As B. Li (2014)

stated that when people do not want to mention the agent or it is difficult to figure out the agent, both English and Chinese tend to omit the agent and form the short passive. On the other hand, when people want to highline the agent, they will recover the agent and form the long passive.

As for the meaning and use of passive voice, the textbook writer provided four functions of passive voice in the Language in Use section in Volume 1 as follows.

(a) *When the doer refers to everyone or there are too many to be listed.*

(b) *When we want to keep the subject and focus consistent throughout a passage.*

(c) *When the focus of the sentence is not on the doer or the action but its receiver.*

(d) *When we do not know who is performing the action or if the identity of the doer is not important.*

When to use passive voice has been provided with explanations and examples for students to match the purpose of each example. When matching the examples with the circumstances to use passives voice, students can understand when to use passive voice. As Larsen-Freeman stated in the book that the passive is used when the agent is not to be mentioned because (a) it is redundant or easy to supply, (b) it is unknown, (c) it is very general, (d) the speaker/writer is being tactful, (e) the speaker is being evasive. And also, the passive is used when the nonagent is more related to the theme of the text. (Celce-Murcia et al., 1999) The textbook writer explained when the passive voice is used clearly.

However, there are no explanations on when not to use passive voice. For example, passive requires a transitive verb, thus not all verbs can be used in passive sentences, and this has not been mentioned in the textbook. In addition, not every passive sentence with a transitive verb is acceptable in the passive voice, certain transitive verbs can't be used in the passive voice when conveying stative meaning; for example, *contain, hold, comprise, weigh, cost, last, resemble, look like, equal, fit, suit, have, belong*, and others

(Celce-Murcia et al., 1999). The textbook writers didn't list the circumstances that passive voice can't be used, and this may affect the student's understanding and application of passive voice. H.-c. Chang (2019) analyzed the sample compositions of the advanced writers of the Joint College Entrance Exam for a detailed exploration of their sentence use. Chang found that passive voice is one of the troublesome sentence patterns for students. In a sample sentence “**At the sight of this situation, our bubbles dreams were burst in a fraction of a second,*” the students misused the word *burst* in passive voice. H.-c. Chang (2019) suggested that teachers should list the group of verbs that only apply active voice to students when teaching passive voice. (p. 76) Textbook writers should put the limitation of the use of passive voice into the introduction of passive voice, or students may not have the chance to figure out why the verb cannot be used in passive.

Another challenge for EFL students is to learn which verbs are ergative. In addition, the middle voice can also be expressed by intransitive verbs because they take the focus of the process as subjects, including *happen, occur, take place, arrive, fall, rise, emerge, go, appear, disappear, and vanish*. Since these verbs mentioned above have no transitive counterparts, they cannot occur in the passive voice. Therefore, according to Celce-Murcia et al. (1999), those intransitive verbs in the active voice with nonagentive subjects may cause problems for EFL students because students may overgeneralize the passive voice and put those verbs in passive sentences.

Textbook writers may try not to confuse the students when the passive voice was first introduced to them. However, it is worth considering mentioning in the extending section in the textbooks so students can have enough knowledge in using passive voice correctly when they write English compositions.

Exercises

The exercises provided in the textbook could be divided into four types: observe and

match/say/underline, drill practice, passage completing with hinted words, and sentence making with hinted words.

In the set of textbooks, Longteng textbook writers mainly put drill practices in Practice A in the Sentence in Use section to let students get familiar with the new sentence pattern. However, drill practice may lead students to misunderstand that active voice and passive voice can interchange with one another under no circumstances.

Passage completing with hinted words, on the other hand, is a good practice. Students need to use the provided words to make a sentence that fit the context. With the context passage, students understand why it is appropriate to use the sentence structure “It’s said/believed/reported/...that + S + V...” in a report, journal, or news. It is a good exercise in a very authentic design that allows students to use the target passive sentence structure in context.

Sentence-making with hinted words in Apply and Practice is well designed. They are great exercises for students to practice producing passive voice sentences when completing the tasks, for example, role play, under natural circumstances. This section leads students to use passive voice naturally in context.

Overall, although some of the practice exercises were more like a drill and mechanic practice, the textbook writer did provide a more meaningful practice in the Apply and Practice section for students to practice producing the target sentence pattern in context. In other words, the textbook writer is aware of the importance of providing a meaningful context for the use of passive voice.

Recycle

Among the five volumes of the set of textbooks, there were the most passive voice sentences in Volume 4, while Volume 1 has the least sentences in passive voice. It is possibly because passive voice is a rather difficult sentence pattern and thus showed up

later in the teaching material. As stated in Larsen-Freeman (2001), “different aspects of form, meaning, and use of a given structure may be acquired at different stages of L2 development” (P. 263). It is thus important to recycle the passive voice with a focus on the three dimensions of form, meaning, and use. The textbook writer provided spiral encounters in sentence patterns for students to recycle what they have learned previously and build upon the old knowledge with new input. The review opportunities are abundant in the set of textbooks.

Overall, the occurrences of passive voices mainly showed in Reading Selection and Vocabulary and Phrases. The passive sentences found in the two sections accounted for 87 percent of all passive sentences found in the set of textbooks. Sentence Patterns, which provided the detailed usage and practice of grammar points, accounted for 13 percent of the passive sentences found in the textbooks.

Compared to the input of passive voice sentences, the chances provided in the textbook for students to produce passive voice sentences are not very much. The exercises in Sentence Pattern and Apply and Practice were limited, and there were only six sentence patterns related to passive voice with provided exercises in the whole set of textbooks. It showed that students have a lot more opportunities to encounter passive voices in reading than in writing.

Conclusion

Passive voices in the set of textbooks were mainly in the form of *be*-passives, so students may not be able to see the difference between *be*-passive and *get*-passive. The meaning and use of passive voice was presented with exercises and examples in a deductive way in the textbooks, but clear explanation was also needed to facilitate students’ understanding of passives. The distributions of passive voice throughout the whole set of textbooks provided students ample opportunities to reinforce their

competence of passive voice. As Larsen-Freeman (2003) stated “the challenge for most learners in learning English passive voice might be the dimension of use” To help students understand when and why the passive is used and what forms of passives should be used under the context would be the pedagogical goal for teachers and textbook writers.

5.2 Limitations of the Study

Although the study was conducted with care, major limitations are revealed. First, the results in terms of how the three dimensions of passive voice are presented in high school English textbook was examined only on Longteng publisher due to time limitation. The high school English textbooks by other publishers were not analyzed in the present study. Second, the study examined the current edition of the Longteng high school English textbook, while the previous edition or the latest edition was not included in the study. Third, the current study mainly focuses on the passive sentence shown in the Reading, grammar point, and word examples, the student workbook or extension practices provided by the publisher were not included since they may not be employed by every teacher as main teaching material.

5.3 Suggestions for Future Research

Based on the limitations discussed above, suggestions for future studies are presented. First, besides Longteng senior high school English textbooks, those textbooks published by other publishers for high school English courses can be included in the investigation on how the three dimensions were presented in the set of the textbook. Second, in addition to passive voice, other grammar structures could be chosen to

examine if the textbook writer provided enough examples and learning materials. Lastly, more than one researcher can work together to examine the textbook in order to enhance its reliability.



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Appendix

Materials from Different Sections of the Textbook for Analysis

Reading Selection 

Language Highlight

In line 3, what is the "subject" of the V-ing pattern "waiting eagerly to be used"? Use the context to find out the answer. In line 25, what is the "subject" of the V-ing pattern "carrying bags and pairs of tongs"? Use the context to find out the answer.

I am a plastic bag. When I was very young, I was sent¹ from the factory where I was born to a convenience² store. I stayed there for a long time, waiting eagerly³ to be used. Finally, some kids came along, bought some snacks,



“
When it was getting dark, they packed everything up and left, but they forgot one thing—me!
”

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Figure 3.1 The passive sentences found in Reading Selection in Lesson 5, Volume 1.

Vocabulary & Phrases

Words for Production

1. **plastic**
[ˈplæstɪk]
- adj.* 塑膠(製)的 made of a type of material that can be shaped into countless forms.
• You should never put hot drinking water into plastic bottles or cups.
- n.* [U] 塑膠
• In the old days, many toys were made of wood or metal, but now most of them are made of plastic.
2. **convenience**
[kənˈviːnjəns]
- n.* [U] 便利 the condition of being useful, easy, or suitable for people.
• Many shops post their business hours on their Facebook pages for the public's convenience.
3. **eagerly**
[ˈiːɡəli]
- adv.* 渴望地 in a way that shows excitement about something that will soon happen
• Rick is eagerly waiting for his boss to post the summer work schedule because he wants to plan his vacation.
- adj.* 渴望的
• After John sent the romantic e-mail to his girlfriend, he was eager for her reply.
4. **surround**
[səˈraʊnd]
- vt.* 圍繞 to be or go totally around something or someone
• The house is surrounded with tall trees, so nobody can see it from the road.
- n. pl.* 環境
• The hotel is in beautiful natural surroundings far away from the city.

Figure 3.2 The passive sentences found in Vocabulary in Lesson 5, Volume 1.

Sentence Pattern

Lungteng Times

Grace Miller Loses the Race

Grace Miller tripped and fell to the ground, losing the 100-meter race.



在此語境中，Grace Miller 在終點線前跌倒，而後輸掉比賽，兩個事件接連發生，因此以完整句子描述先發生的事件，後面接分詞構句描述後續發生的事件。

S + V..., V-ing/p.p.....

- 此句型是由對等子句簡化而成的分詞構句。當對等連接詞 and 連接的兩個子句主詞相同時，可將表連續動作或附帶狀態的子句簡化為分詞構句。
 - Grace Miller tripped and fell to the ground, losing the 100-meter race.
 - The singer was posing for photos outside the stadium, surrounded by hundreds of excited fans.
- 簡化步驟如下：
 - 省略 and 及其所連接的對等子句的主詞。
 - 將動詞改為分詞，主動用現在分詞 (V-ing)，被動用過去分詞 (p.p.)。
 - 若要簡化的子句為否定句，則在分詞前加上 not。
 - Dave kept checking his smartphone in class, and he didn't look at his teacher even once.
 - Dave kept checking his smartphone in class, not looking at his teacher even once.

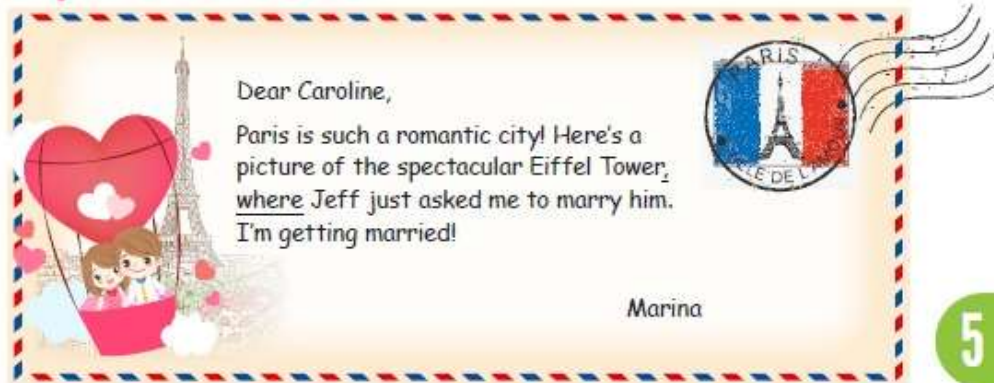
Examples

- I stayed there for a long time, waiting eagerly to be used. (line 3)

Figure 3.3 The passive sentences found in Sentence Pattern in Lesson 5, Volume 1.

Language in Use

Explore & Discover



Take a close look at the underlined part in the following sentences and complete the conclusion below.

- Henry died in 1970, when his third daughter was born.
- San Francisco is the city where I was born and raised.
- I still remember the summer when I went backpacking in Italy with my brother.
- Kenting is one of the places where director Ang Lee shot his film, *Life of Pi*.
- We read about the Middle Ages, when the Black Death killed millions of people.
- Many tourists visit Kyoto, where they can see many ancient temples.

When the underlined part describes a location, it begins with _____.

When the underlined part describes a time, it begins with _____.

Examples

- I was sent from the factory where I was born to a convenience store. (line 1)
- Some kids took me to the beach, where they had a picnic. (line 4)
- A lot of the plastic products that we make end up in the ocean, where sea creatures consume them. (line 28)

Figure 3.4 The passive sentences found in Language in Use in Lesson 5, Volume 1.