A Cultural Exploration behind Teaching

Passive Voice

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Abstract

The purpose of this study is to provide English teachers with a Chinese/English cultural perspective in teaching passive voice grammar. According to the regular tests, The General English Ability Examination 2012 (GNAE 2012), conducted by the Language Center (LC) at a four-year technology university in Taiwan, 2012, the findings showed that the students’ problems involved the use of passive voice.

This test, the (GNAE 2012), on one hand, was to evaluate the college students’ English abilities before the end of each semester; and was utilized to measure the reliability of the questions created by teachers in Language Center, on the other hand. The results indicated that a major portion of these questions were successfully designed. Only a few questions were required to be re-examined. One of the re-examined questions implied that something behind the question needed further exploration. In this case, the number of higher intermediate English level students selecting wrong answers was more than the lower English level ones. In terms of the theory of Linguistics (Chomsky, 1975; Pinker, 1994), this research assumed that the potential reason accounting for this case might have connected with the cultural
influence of the student’s mother tongue. Ten questions were created to qualitatively explore the differences between Chinese and English as students’ sensing how to correctly use English passive voice.

This study will explain students’ cognitive differences in the use of passive voice between Chinese and English. The purpose of this study is also about to provide English teachers the distinctions of perception between some Chinese verbs and English verbs, which may have caused problems in learning passives.

Keywords: Cultural perspective, Passive voice, Linguistics, Cultural differences
英語被動句型之文化元素探討

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摘要

本研究試圖提供英語老師有關中文、英文相對照的文化視角，作為教授英語被動式之參考。依據此研究中，提供樣本的一所四年制科技大學之規定，語言中心在 2012 年舉辦英語會考，之後學生的作答情況顯示出學生在學習被動式上之障礙。此英語會考於每學期末舉辦，由語言中心的老師出題。此會考一方面是要檢驗學生在學習一學期後的成效，同時也能評估考題的效度。考試的結果顯示出考題的效度極佳，是設計良好的題目，僅少數題目須重新評估。然而，幾個題目的答題結果顯示出中高級班（英語程度相對較好的學生）答錯的比例竟高於中級班、甚至是初級班（英語程度相對較低的學生）。依照語言學之理論 (Chomsky, 1975; Pinker, 1994)，本研究假設此情況之產生是由於學生受到母語文化之影響。為進一步驗證此假設，本研究設計了十個與被動相關的中文問題，並提供對照的英文句子兩句讓參與研究的學生選擇，以探討中文與英文語法之不同如何影響學生對於被動句型的使用。此研究將會解釋學生在學習被動句型時所顯示出的中、英文之認知差異。此外，本研究也提供了一些因為不同語文之認知不同而可能影響被動式教學的中、英文動詞給英語老師，期望作為老師們在教學上的參考。

關鍵字：文化視角、被動式、語言學、文化差異
Background

This study was a further investigation regarding Taiwan’s college students’ English grammar in using passive voice. To evaluate both students’ ability of using correct word choice and reliability of the questions issued by the English teachers to students, the LC of a technology university held regularly tests every academic school year. (Appendix A) The outcome of the test for 2012 showed that most of the questions were appropriately designed and reflected students’ English levels; however, a few of the questions indicated unexpected results. One of the questions involving passive voice is the example, in particular.

In this case, the number of higher English level students selecting wrong answers was more than the lower English level ones. In terms of the theory of Linguistics (Chomsky, 1975; Pinker, 1994; Baker, 2001), this research assumed that the potential reason accounting for this case might have connected with the cultural influence of the student’s first language, Chinese.

Additionally, this study featured the mixed research instruments which adopted partial qualitative research questions and simple percentage distribution through operating Microsoft Office software, Excel (Version 2007). Although the research analysis methods tended to reveal the results of English learning investigation, the major purpose of this study is to contribute cultural difference perspectives in English passive voice grammar teaching and learning.

Theory & Literature Review

This study was designed to find out the reasons why the students, including both higher intermediates and lower ones, evenly selected incorrect answers on the same question testing English passives, according to the unusual results from the compulsive English ability test.

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1 The official language in Taiwan is Chinese.
for the students in a technology university in 2010 academic school year in central Taiwan. College students in Taiwan having learned English years, at least six years, have only known about basic or simple English passive structures. Very limited studies in teaching English passives have found to understand what factors rooted from Chinese might have actually triggered the students’ improvement, rather than always from the angle of considering English first. For English teachers also with Chinese as the first language, teaching English passives might have to put more concern to the cultural differences tied to languages, such as the meaning of characters or ways of expression, between the two languages, instead of only focusing on regular English grammar construction.

Linguistics theories (Chomsky, 1975; Pinker, 1994; Baker, 2001) have proposed that the language learning must have tightly connected to culture; however, the truth regarding to culture and language already researched or found by linguists might be still rough and limited because there are so many languages in the world. Baker (2001) stated the important relationship between language and culture in his book, “The Atoms of Language: The Mind’s Hidden Rules of Grammar”:

Language is intimately tied to culture, and the question of the commensurability of languages is related to the question of the commensurability of cultures. Many scholars and many ordinary people believe intuitively that much of our higher thought processes as well as our culture is intertwined with our language. Just what these interrelationships are is very difficult to tease apart, there is no doubt that much of our conscious thought and cultural knowledge is framed in the medium of language. (p. 17)

Several following relative studies have extended to the advanced exploration on cultural differences between English passives and other
language passives. Tang (2001) introduced about the role of the Chinese character, “被” (bei), in Chinese passives. “被” (bei) might be functioned as a preposition or as a passive morpheme attached to a verb in a Chinese sentence. In addition, the passive morpheme ‘bei’ may be overtly emphasized by adding the other Chinese character, “給” (gei), in colloquial expression of Chinese (Shi, 1997). Therefore, the more passive characteristics in Chinese have been discovered through researches, the more differences between English and Chinese could be understood and explained by English teachers. That might effectively help students learn English passive easier than before.

Toyota (2009) mentioned that the English passive is commonly divided into two categories, the verbal passive and the adjective passive, and past participles are the crucial key to judge whether the English passive is a verbal passive or an adjective one. In addition, there are one hundred verbs sorted into three groups: verbs only acceptable in the passive; verbs used in the passive, but not limited to the passive; and verbs expressing a different meaning as used in the passive (Stein, 1979). In English passives, there actually are some words frequently used as adjectives but they were changed from their original verbs. The usages of these certain verbs might have affected or confused the English learning of the students whose first language is not English.

Methodology

This study intended to investigate and understand how passive voice grammar has been learned and perceived by the students based on the unusual result of the previous English ability test issued by LC. One of the test questions focusing on passives was to test whether students know how to use “hurt” in a passive voice sentence. This unusual test outcome apparently showed that the ratios of selecting incorrect answers between higher level students and lower ones were close (334:344). This means that even the higher intermediated test takers were not clear about how to correctly express or use the word “hurt” in a passive way in English. (See Appendix A, the second part of the
General English Ability Examination 2010, Question 35) Therefore, this study would try to find out the possible reasons that might explain the students’ selection to this question.

**Research Design & Research Question:**

According to studies (Baker, 2001; Chomsky, 1975; Pinker, 1994), culture can be intertwined with languages. In other words, Chinese language expression should have, to some degree, affected students’ English learning. Even though English grammar has been taught and tested since elementary school in Taiwan, English language learning frame might still have been filled with Chinese thinking and culture. In addition, this prior school test project has mirrored a potential phenomenon related to the teacher’s instruction on English passive voice as well as students’ understanding and learning leading to how to correctly use passive voice. This result of this test on passive voice may have explained something rooted deeply in our own culture that our English teachers have neglected in teaching. In order to confirm whether this assumption objectively accounted for the previous result, this study created a set of qualitative questions to explore how cultural awareness has been perceived and used in English passive voice by Taiwanese students. (see Appendix B)

**Instrument (Appendix B)**

Ten questions referring to English passive voice were designed to investigate how cultural awareness has been perceived and used in English passive voice by Taiwanese students. The ten questions included eight Chinese sentences generally associated with English passive voice and two questions focusing on the difficulty of learning English passive voice. In terms of students’ mistakes discovered in the previous school standard exams, the authors designed eight Chinese sentences which are sorted into four frequently used types of passives in order to further explore the interrelationship between Chinese passives and English passives established in students’ learning.
The type 1 Chinese sentences, including question 1, 2, 3 and 8, usually express a passive meaning as specific as they do in English language. Simply put, the passive mark in Chinese, “被” (bei’), is clearly going along with the English syntax among the four English sentences. The second type of Chinese sentences expresses the passive voice with an active way. The type of Chinese sentences described an event with the Chinese character “受” (hsow’), which means being given or having already encountered something in English, instead of adding the passive marker, “被” (bei’) in question 3 and 5. The third type of Chinese sentence, question 6, is always to express a passive action without using a passive marker “被” (bei’). Question 7, the fourth Chinese sentence, focuses on certain English verbs, such as “finish.” In Chinese, only people can finish doing a thing rather than people can be finished. Though that “finished” is identified in this sentence as an adjective based on English grammar, rules might not be actually learned by most students with English as the second language; on the contrary, the sentence pattern “Be finished” could be more likely thought or recognized as a typical passive voice sentence pattern. These four types of sentences could help the researchers detect the extent to which ESL students have been affected by their own language or culture as learning English passives (see Appendix B).

Question one to eight were addressed in Chinese and followed by two English translated sentences. The participants were requested to select the right English expression matching each Chinese sentence they thought. Question nine and ten led to find out the possible reasons behind the participants’ selection on the other eight questions.

Sample Selection

2,580 technology university students participated in the previous school compulsive general English ability test. These 2,580 test takers actively enrolled in undergraduate programs, sophomore, at a 4-year technology university in the central Taiwan in the fall of 2010 academic year. In addition, the test takers’ English levels have been roughly sorted into two levels, higher intermediate level (approximate to
TOEIC score ranging from 550 to 450) and lower intermediate one (approximate to TOEIC score ranging from 450 to 350), after they entered this technology university. 164 sample population for this study was randomly drawn from the 2,580 test takers to answer the qualitative questions which were advanced designed for this present study. Accordingly, the samples from different levels were also randomly invited to participate in this study. The 164 students who finished the questionnaires were from the classes of the two authors. There are totally 4 classes, 2 classes in higher intermediate level and 2 classes in lower intermediate level. Therefore, the ratio of students from two levels of classes is about 1:1.

Data Collection Procedure

Step 1. The researchers created ten advanced designed questions to investigate how Chinese language or culture insights have influenced the college student’s English passive voice learning.

Step 2. 164 subjects from two English levels, higher intermediated levels and the low ones, were randomly invited to answer the qualitative research questions by printed copies in person, during their regular English class time. Data collection was completed in some three weeks.

Step 3. After data collection was completed, the researchers started to do data coding analysis as well as use Microsoft Office software, Excel (Version 2007), to perform the data percentage distribution.

Results

This study result mainly reveled in two respects: (1) participant students are confident with expression of Chinese passive voice with correct English grammar structure except on using some certain English verbs which have been understood in the way of Chinese syntax; (2) the difficulties in learning English passive voice for students tended to more consideration on Chinese language culture than English grammar structures.
The first outcome showed that most participants selected the correct answers to the five designed questions, 1, 2, 4, 6, 8 out of total eight passive voice sentences; the range of correct percentage was from 77% to 95%. Some 66% of the participants chose the correct answer to question 7. Only 31% of them considered the correct answer for question 3 and 20% of them knew the correct way to express passive voice on question 5 (see Table 1).

Table 1  The results of the students selecting correct and wrong answers.

<table>
<thead>
<tr>
<th>Chinese Questions &amp; Correct English Answer</th>
<th>N. of SCA</th>
<th>N. of SWA</th>
<th>P of SCA</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. 我的摩托車被借走了。</td>
<td>My scooter was borrowed.</td>
<td>156</td>
<td>8</td>
</tr>
<tr>
<td>4. 我的報告被退回來了。</td>
<td>My paper was rejected.</td>
<td>152</td>
<td>12</td>
</tr>
<tr>
<td>2. 這孩子被老師處罰了。</td>
<td>The kid was punished by the teacher.</td>
<td>148</td>
<td>16</td>
</tr>
<tr>
<td>6. Party 取消了。</td>
<td>The party was canceled.</td>
<td>144</td>
<td>20</td>
</tr>
<tr>
<td>1. 門鎖了。</td>
<td>The door was locked.</td>
<td>127</td>
<td>37</td>
</tr>
<tr>
<td>7. 你好嗎?</td>
<td>Are you finished?</td>
<td>109</td>
<td>55</td>
</tr>
<tr>
<td>3. 幸運地，在那場車禍中，沒人受傷。</td>
<td>In that accident, fortunately, nobody was hurt.</td>
<td>51</td>
<td>113</td>
</tr>
<tr>
<td>5. 我哥哥得諾貝爾獎了。</td>
<td>My older brother was awarded a prize.</td>
<td>33</td>
<td>131</td>
</tr>
</tbody>
</table>

Note: N. of SCA = number of students selecting the correct answer. N. of SWA = number of students selecting the wrong answer. P of SCA = percentage of students selecting the correct answer. The total number of participants is 164.

The second results showed, in Table 2, next to 44% of students in this study thought English passive voice was difficult for them; and the major reasons for the difficulties based on ambiguity of English passive voice structures as well as the influence from the comprehension of some Chinese verb phrases. Some 56% of the respondents thought the structures were easy.
Table 2 Students’ perception about English Passive Voice Structures

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Is English passive voice difficult for you?</td>
<td>73 / 44%</td>
<td>90 / 56%</td>
<td>164 / 100%</td>
</tr>
</tbody>
</table>

N = 164

In Question 9, 73 out of 164 students responded “Yes” to the questions, “Is English passive voice difficult for you?” while 90 out of 164 students responded “No” to the same question.

In Question 10, 64 responses were not clear about English passive voice structures; 90 out of 164 responses indicated the need of comprehending an English passive voice sentence through the help of Chinese (Table 3). The rest of responses considered other reasons related to their learning within this grammar domain.

However, both the data referring to Question 9 in Table 2 and Question 10 in Table 3 provided other information:

(1) Among 73 respondents in Question 9 who agreed that English passive voice was difficult to them, 41 expressed in Question 10 that the main reasons resulting in their limited knowledge on English passive voice structures was the main reason; the other 34 attributed the difficulty to dependence of Chinese language.

(2) Although there were 90 respondents in Question 9 thinking English passive voice easy for them, 35 of the responses still gave a check on the options of Question 10, including 6 for being not clear about passive voice structures, 22 for the seek of facilitation of Chinese, and 7 for other reasons.

(3) Two respondents selected all of the three items in Question 10 after they agreed English passive voice was difficult for them. Three of the respondents selected both the first and second options.
Table 3  

<table>
<thead>
<tr>
<th>Option</th>
<th>N. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am not quite clear about English passive voice sentence pattern.</td>
<td>64</td>
</tr>
<tr>
<td>2. I am used to sensing an English passive voice sentence through Chinese.</td>
<td>90</td>
</tr>
<tr>
<td>3. Other reasons.</td>
<td>9</td>
</tr>
<tr>
<td>No filling</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: Following Question 9, Question 10 is “If your answer is yes, please select the reasons as follows:” and the three options are listed in this table.

Data Analysis

Standard English passive voice structure (subject 1 + be verb + verb past participle + by subject 2) might have been effectively learned by the participant students. Most of students could select correct answers to Question 6 of English passive voice questions except Question 3 and Question 5.

Largely, most students might have been able to specifically connect Chinese language with English passive voice structure because there were significant Chinese passive marker “被” (bei`) found in Question 2, Question 4, and Question 8. This Chinese passive marker “被” (bei`) can actually point out which or who takes or accepts an action in an event. In other words, it could be easy for students to distinguish and select correct answers by checking whether this marker appeared in a Chinese sentence.

Though there were no Chinese passive marker “被” (bei`) appearing in the question sentences 1, 6 and 7, between 66% and 88% of students may still be able to figure out the passive voice clues implied behind the Chinese sentences; therefore the correct answers to the three questions might not be difficult for students to pick out. The disparity of population percentages from 66% to 88%, however, means some other different involving factors having affected students’
judgments. Two potential factors may explain the study results. First, in Question 1 and Question 6, door and party were apparent objects in the two passive sentences, and that may have helped students judge to choose the correct options as well. Second, Question 7 might have involved the factor regarding the English verb, finish, which is in Chinese perceived as a verb, rather than an adjective. Namely, people can actively finish something but not “to be finished.” This perception might, to some degree, have influenced students’ judgment on selecting correct answer.

Although some previous studies in Linguistics discussed or identified this type of passive pattern with verb past participles used as adjectives English adjective passives (Toyota, 2009), quite differently, students with Chinese as the mother tongue might have naturally led to judge whether the verb, finish, could meaningfully, possibly, or reasonably express the subject’s behaviors.

In Question 3 and Question 5, there was significantly less passive voice connection between Chinese and English for students whose first language is Chinese. The factors which affected the results of the answer selection for these two questions may originate from the differences between the two English verbs, hurt and award, and the matching Chinese verb phrases, “受傷” and “得獎.” Hurt and award, basically are not particular verbs in English and should not be considered as harder verbs to learn for students who have learned English passive voice structures. However, Chinese verbs, “受傷” (be / get hurt already) and “得獎” (be already awarded), have meaningfully involved passive voice but have not associated with a passive marker such as “被” (bei`) or “給” (gei). Thus, students whose first language is Chinese may fail to think that another passive marker was required in English and intuitively followed Chinese definitions to select the active way of expression, instead of the passive one as they answered the two questions. The differences between the English verbs and Chinese verbs may account for the major reason why almost both high and low English levels of students made the same mistakes on the two questions.

According to the results showed on Table 2 in this study, more than
half of the participants were confident with using English passive voice; however, that did not suggest that they have learned enough to be good at that. Actually, it is not difficult to know English passive structures; the bottom line is their English learning must have been subjectively or objectively affected by meanings of Chinese characters.

When learning a new language, learning grammar of the target language is indispensable to the learners who grew up in other cultures. Specifically, grammar can be deemed as a frame or a set of regulations of language, expressing people’s collective way of thinking. In this study, Chinese grammar and English grammar have collectively guided the students’ learning. In light of the results on Table 3, although only 34 students, who already agreed English passives was not easy for them in Question 9, responded their major difficulty in English passives coming from the dependence on the first language in Question 10, another 22 also reported they still relied on Chinese translation to understand English passives, even though they did not think the latter was difficult to them. In other words, the students’ English passives’ learning might not be so good as they perceived themselves to be. These total 56 responses might have accounted for a fact that the students whose English passive learning through Chinese might still the critical consideration compared to the other possible factors.

The most important findings in this study is that the disparity between Chinese verb phrases and English verbs might have made the students unconsciously neglect English passive structures and then chose active verbs as correct answers. Through Chinese, as the results revealed in this study, English verbs, hurt and award, have already been cognized as passive type verbs, rather regular active type verbs. This type of English verbs, therefore, should need to be particularly emphasized in English grammar teaching.

In addition, a small portion of students gave checks on all of the options in question 10. This result implied that some students might be unfamiliar or confused about English passives and their problems might be more than what the researchers could have found in this study.
Conclusion and Suggestions

This study is basically an investigation about current technology university students’ difficulties in learning English passives in Taiwan. With very limited previous studies, the authors have tried to find out what existing factors have, directly or indirectly, tied to students’ English passives learning by a set of qualitative questions. The findings from this research have specifically implied that two major factors might have affected the students’ passives learning, the meanings of Chinese characters, and transitivity from Chinese to English (Baker, 2001; Chomsky, 1975; Pinker, 1994).

Most technology university students might be still learning about basic English passive structures in Taiwan. The students, largely, have been familiar with the passive structure, English passives still trouble or confuse these students in several aspects particularly related to the different understanding between Chinese verbs and English ones, however.

For technology university students, most students still highly depend on learning English passives through the Chinese way of thinking and blending with basic knowledge on English passive structure. In fact, some previous studies agreed that people’s first language could inevitably facilitate as well as influence the acquisition of English (Baker, 2001; Chomsky, 1975; Pinker, 1994); however, the language differences related to culture existing within people’s first languages and English might also be the most difficult part for them to overcome in learning. For instance, Chinese was officially spoken in China and Taiwan, the ways of passives, however, are different in current Mandarin between China and Taiwan (Tang, 2001). In comparison with the way of Chinese passive expression in Taiwan, there are more characters added into a Chinese sentence to express passives in China. Chinese are used to describing a passive situation with both “被” (bei’) and “給” (gei) in a sentence; for instance, the sentence, “the cup was broken by him” is generally translated into “這個杯子被他給弄破
了” in Chinese (Tang, 2001). Chinese mainly used in China and Taiwan, thus, has been still expressed passives in slightly different way. That is, established cultural language background would, to some degree, cause varied difficulties in learning English passives for students in China or Taiwan.

The most critical finding in this study is that some Chinese verbs, such as “受傷”(hurt) and “得獎”(award), have been passive in the denotation of Chinese. This type of Chinese verbs may have made the students use the active way to express passive truth in English. English teachers have to give more emphasis and practice on this type of words when teaching English passives. This should be critical for English teacher’s teaching the students whose first language is Chinese in Taiwan.
References


Appendix A

二、綜合測驗：共45題，第1部份為單句填空，第2部份為短文填空，第3部份為閱讀測驗。

第1部份：單句填空；共20題，每題有四個備選答案，請選出最適合題意的字或詞作答。

26. Write the composition first. It’s more important _____ your other homework!
   (A) as       (B) from       (C) then       (D) than

27. Wendy has _____ CD collection of all the collections.
   (A) the larger (B) larger     (C) the largest (D) largest

28. Don’t come too _____, or you’ll miss the important part.
   (A) late      (B) lately      (C) later      (D) latter

29. I _____ lived in the country, so I know exactly what country life is like.
   (A) ever      (B) once       (C) forever   (D) used

30. She _____ not feel well. She looks very pale.
   (A) must      (B) should     (C) could     (D) did

31. Students _____ realize that if they don’t hand in their homework, they’ll be in trouble.
   (A) may be    (B) must       (C) needs     (D) ought

32. Fred has a bad temper, _____ strangely he has lots of friends.
   (A) because   (B) since      (C) but       (D) so

33. I left my wallet _____ at home or in my office.
   (A) both      (B) either      (C) neither   (D) or

34. We don’t know what’s in the room because the door ______.
   (A) locked    (B) is locking  (C) has locked (D) is locked

35. There was a car accident in the street, but luckily nobody _____.
   (A) is hurt   (B) hurt        (C) was hurting (D) was hurt

36. Greg is an honest and responsible man. We can _____ him.
37. Randy and Hank don’t get along very well. They always _____ each other.
   (A) ask for (B) bump into (C) argue with (D) calm down

38. “That isn’t Pamela, is it?” “No, _____. Pamela is much taller.”
   (A) she isn’t (B) it isn’t (C) she is (D) it doesn’t

39. Nancy has two sons. _____ of them are engineers.
   (A) All (B) Both (C) Some (D) One

40. We didn’t have _____ snow last winter.
   (A) many (B) a lot (C) more (D) much

41. Pick _____ five you like. They are five for NT$100.
   (A) all (B) enough (C) some (D) any

Appendix B

Passive Voice Exam Questions

Please select the English translation for each Chinese sentence. Thank you.

1. 門鎖了。
   ____ The door locked.
   ____ The door was locked.

2. 這孩子被老師處罰了。
   ____ The kid was punished by the teacher.
   ____ The kid punished by the teacher.

3. 幸運地，在那場車禍中，沒人受傷。
   ____ In that accident, fortunately, nobody hurt.
   ____ In that accident, fortunately, nobody was hurt.

4. 我的報告被退回來了。

_____ My paper rejected.
_____ My paper was rejected.

5. 我哥哥得諾貝爾獎了。
   _____ My older brother awarded a prize.
   _____ My older brother was awarded a prize.

6. Party 取消了。
   _____ The party was canceled.
   _____ The party canceled.

7. 你好嗎?
   _____ Did you finish?
   _____ Are you finished?

8. 我的摩托車被借走了。
   _____ My scooter was borrowed.
   _____ My scooter borrowed.

9. 你認為英文裡的被動句型很難嗎? (請勾選) □是 □否
   Is English passive voice difficult for you? Yes ___ No ___

10. 如果是，難在哪裡? (請勾選) □被動句型不清楚 □要先思考中文 □其他
    If your answer is yes, please select the reasons as follows: (More than one answer is allowed.)
    _____ I am not quiet clear about English passive voice sentence pattern.
    _____ I am used to sensing an English passive voice sentence through Chinese.
    _____ Other reasons.