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日本人EAP学習者のための受動態の指導

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Passive voice instruction for EAP learners in Japan

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1.0 Introduction

There are several reasons for Japanese learners' difficulty in English academic writing. Many high schools in Japan do not emphasize academic writing because academic writing is not one of the criteria for admission into Japanese universities. In fact, one of the entrance examination tests produced by a public interest incorporated foundation is called Test of English for Academic Purposes (TEAP), and is widely used as an entrance exam test by number of faculties at many universities throughout Japan (Green, 2014). Although there are a several subsets of TEAP tests, there is only one type that includes the skill of writing. The others tests focus on the other skills required for entrance exams. Moreover, in high schools, the students are mostly taught grammar, translation, reading comprehension, and listening comprehension. They do write a number of short essays such as narratives and descriptive, but many of the students do not learn how to write academically (Weir, 2014). Therefore, it is very important for EFL learners in Japan to learn how to write academically.

The number of Japanese students who seek admission into universities overseas is increasing every year (MEXT, 2019). The target English-speaking countries are Australia, Canada, Great Britain, New Zealand and the US, or so-called inner circle countries from Kachru's Three Circles model (Kachru, 1985). Except for those students who studied academic writing at preparatory schools for studying abroad, it seems that many high school graduates who want to study abroad have minimal knowledge or experience of academic writing. Thus, it is important for English EFL learners in Japan to study academic writing. In this paper, I will focus on teaching the passive voice in expository writing to EFL learners in Japan.

The grammar of passive sentences in English and Japanese are quite different. In Japanese language, to make a passive sentence, the be-verb is not inserted, as in English. Since the Japanese language is an agglutinative language, in other words, morphemes are added to the stem word to make meaning differently, the form of the verb changes to make a passive sentence. Thus, it is important for Japanese learners of English to study the

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passive voice. A sentence of the active voice in Japanese is (1) *Taro wa jiro wo ketta*, and a sentence of a passive voice is (2) *Jiro wa Taro ni kerareta*. As you can see in the previous two sentences, (1) is the active voice sentence and the word *ketta* is verb in past tense form of *keru*. However, in (2), the word *kerareta* was changed by adding morphemes at the end of the word (*keru*) to be used in passive voice sentence.

Another reason for Japanese learners to learn passive voice is that passive sentences in Japanese language are not often used in the academic writings. There are some passive sentences used in the governmental documents, but they are rare. Especially in the regular newspapers and in conversations, unless the passive voice usage is necessary, it is rarely used.

The importance of the passive voice sentences is significant especially in academic writing. There are several important reasons for passive sentence usage in expository writing. First of all, the subject need not be mentioned since it is understood from the sentence. For example, an active sentence “people eat rice in Asia” can be written in the passive voice as “rice is eaten (by people) in Asia.” Often in academic writing, subjects are understood so they do not need to be mentioned in every sentence. Writing in passive sentences can avoid subject repetition. Secondly, writers can avoid subjects when they do not want to mention them. For example, an active sentence “President Trump declared the war” can be written as “the war was declared by President Trump” in passive sentence. However, it can also be written as “the war was declared” in passive sentence without President Trump when the writer does not want to mention the subject. Lastly, when the writers want to emphasize the grammatical subject, passive sentences are used. For example, “Shakespeare wrote Romeo and Juliet” is an active sentence with emphasis on Shakespeare as the subject. If a writer wants to emphasize Romeo and Juliet, the sentence can be changed into passive voice, “Romeo and Juliet was written by Shakespeare.” Within the English language, the passive voice is useful for writers. For teaching expository writing, the active voice and the passive voice in the present tense are a very important grammar feature in writing.

2.0 Literature Review

This section describes the importance of expository writings, teaching of the passive voice and how and when to teach the passive voice for ESL students.

2.1 Expository Writing

According to Johns (2003), genres are useful to individuals and to teachers of composition since those who become familiar with common genres create shortcuts to the successful processing and production of written texts. Common genres are very useful and important for learners to be familiar with different genres. In academic writing instruction, students can work on a common genre such as expository writing to be familiar with academic writing style before going on other academic genres such as argumentation. Expository writing is one of the most important writing genres for beginners. In the expository writing, there are a number of passive

voice sentences are involved. For example, Shield and Galbraith (1998) introduced two types of expository writing task to their mathematics students. One of the aims of the study was to investigate how the mathematical understanding of the students was reflected in their writing, with the results showing the indications of the ways student writing may be developed in order to stimulate a deeper understanding. It is useful to introduce expository writing to different genres.

2.2 Importance of Teaching Passive Voice

Passive voice sentences are common in academic writing because it allows for avoidance of the subject reference, or the subject is deleted when not needed. Rundbald (2007) investigated the passive voice in medical discourse which is commonly used when it comes to the impersonalizing role of the passive voice. She stated that authors are either highly visible or, if they choose to disguise themselves, they do so quite drastically by using impersonalization devices or agentless passives. In order for students to successfully write academic composition such as expository writing at university level in English speaking countries, passive voice may also be crucial.

Balcom and Lee (2009) emphasize the importance of teaching the passive voice to Japanese learners. Balcom and Lee (2009) cite Izumi and Lakshmanan (1998) who report the effectiveness of explicit negative input for Japanese learners of passive voice. The result of their experiment with the subjects ($n = 15$) shows that the instruction of negative input is effective for teaching specific passive voice since Japanese sentences have the same particle as direct passives. Balcom and Lee (2009) in their study, also point out the importance of the explicit teaching of passive voice. They experimented and tested on ESL three groups of students ($n = 40$), with the group previously taught the passive voice having significantly higher scores on two of the three grammar pre-tests than the group that had no instruction, as well as control group.

Hinkel (2003) reports that “L2 writers should be encouraged to use the present simple tense whenever possible in their writing provided that they are also taught how to establish subject-verb agreement and can do so correctly in most occurrences of the simple present” (p.146). For L2 writers, it is very important to be familiar with subject-verb agreement in order to perform expository writing which involves mostly present tense. For present tense, the active and passive voices are involved and they are essential in academic writing. Although some researchers claim that the active voice is clearer than passive and also more effective since it is direct, Hinkel states that “it appears that in real academic writing discourse, outside of the teaching of composition ; passive voice is ubiquitous and remains a prevalent feature of academic text in various disciplines” (2003, p. 162). It is important for L2 writers to study about not only active, but passive voice for expository writing that involves simple present tense.

Hinkel (2004) conducted a writing experiment with ‘non-native speakers’ (NNS) of English students. NNSs ($n = 631$) wrote essays in response to one of three topics which were expository writing. The results

showed that many of the advanced NNSs writers employed high median rates of the past tense far more frequently than passive voice. It seems that academic writing and the attendant uses of tenses, aspects and voice need to be addressed in L2 writing instructions.

2.3 How and When to Teach Passive Voice

Celce-Murcia, Larsen-Freeman and Williams (1983) mention about the guidelines concerning when to use the passive voice. Passive voice sentences are most frequently used in the scientific writing and it is used least frequently in conversation and fiction. Other writing such as journalistic writing is placed in between. Balcom and Lee (2009) introduces effective sequence for teaching the passive voice. This sequence includes not only problem-solving exercises, but it also writing tasks at the end of the sequence. Balcom and Lee (2009) also point out the importance of the explicit teaching of passive voices. There are six (6) steps of sequence to teaching passive voice. They are :

I. Recognition

II. Judgment

III. Transformation

IV. Cloze Passages

V. Process

VI. Guided writing task

The “Recognition” step is with a number of active voice sentences and agentless passive voice sentences. The students’ task is to recognize the sentence for example, “*Jimmy likes cheese and hamburgers*” and “*the bird was kept in a cage.*” The second step is “Judgment” and the students’ task is to judge if the sentences sound good or not. For example, a sentence “*McDonald’s is known for good burgers*” sounds good. However, “*breakfast was eaten by me at 7pm*” does not sound good. The “Transformation” step is to provide passive sentence from given active sentences. The students also need to decide whether they need “...by...” in the sentences. The example sentence is “*people use many tools for gardening.*” The students convert sample sentences into passive voice sentences. The “Cloze passages” step is to fill in the blanks with proper verbs. Immediately after the blank, the regular verb form is provided in parentheses and students need to decide whether they need to change it or leave it as it is. The example passage is as follows. “*At the Whitney’s place, the rich and famous guests (1)_____ (serve) with exotic foods. Then, they (2)_____ (gamble) till the early hours of the morning.*” The next step is “Process” and it is about “Coffee” production. Pre-test is cloze passage similar to step 4, the “Cloze passages” with 16 verbs. Post-test is a writing task with same 16 verbs used in the pre-test. The students are given notes such as “*Coffee berries-ripe, pick by hand, collect in sacks, take to factory*”. The final step is “Guided writing

task” and at this step, students are given key nouns, verbs, adjectives and adverbs to write a report on accident.

The six steps were introduced and utilized in the pedagogical implications sections to the expository writing. The title of the expository writing is “Causes of Pollution” and students write an essay after they practice the steps.

3.0 Pedagogical Implications

For this section, a lesson plan was created to show the pedagogical implications. The general objective of the unit is to teach a grammatical feature (passive voice) in expository writing for EFL learners that involves present tense. The title of the essay for students is “Causes of Pollution.” There are three classes (lessons) and each class is 50 minutes long. There are six steps to teach passive voice. They are “Recognition”, “Judgment”, “Transformation”, “Cloze Passage”, “Process”, and “Guided writing task.” This lesson plan was created based on Balcom and Lee (2009).

For the lesson plan, there should be no more than 10 students in a class to give adequate feedbacks in verbal and written on passive voice sentences of expository writing. The students are mostly high school students and high school graduates seeking English education abroad in Japan. Ages vary from 15~20. As for the setting, a private preparatory school commonly called “*juku*” in Japan is chosen since many of the students study at “*juku*” after school.

3.1 Specific Objective and Procedure of Lesson 1

The specific objective of lesson 1 is to explain the basics of the passive voice sentences in the expository writing using Balcom and Lee (2009) model of explicit teaching of passive voice. In order for students to write an essay of “Causes of Pollution”, teacher explains that it is an expository writing and there are a number of passive voice sentences are involved. The lesson 1 consists of steps of “Recognition”, “Judgment” and “Transformation.” The students understand that they are learning the basic passive voice of expository writing. The teacher also gives out a list of related vocabulary list for students to use in their writing.

The teacher explains about the expository writing that students are writing at the third lesson. The title “Causes of Pollution” is introduced to students (10 minutes). The teacher explains how to convert active voice sentences into passive voice. For example, “be (is/are) + the past participle” and the actual example sentence is “the factory drains waste into the river.” The teacher explains how the active sentence becomes “the waste is drained into the river by the factory” (15 minutes). For students to understand the past participle, a list of vocabulary is distributed to each student. The example list is shown below (see Table 1).

Table 1. List of vocabulary

Related noun	Related verb	Common verb
CO2	Contaminate	make
Environment	Decontaminate	See
Contamination	Remove	Find
Decontamination	Destruct	consider
Chemical	Affect	Give
Radioactivity	Effect	Use
Atmosphere	Clean	Do
Dumping	Clear	Show
waste	Pollute	die
Soil	Drain	Test
Air	Wash	
Water	Filter	
Sewage	sterilize	
pollution		

The teacher elicits the meaning of each word and explains that these words are to be used in the essay writing (5 minutes). This list is used in lesson 2 and 3 for better understanding for the students. Then the students are going to study two steps (Recognition and Judgment) of the sequence. The first step is “Recognition” and students are to recognize active voice and passive voice sentence in combination of general and related sentences. The teacher will give a work sheet with 10 active voice sentences and 10 passive voice sentences in pairs. For example, “Jimmy likes cheese and hamburgers” and “The bird was kept in a cage” are the general sentences. The essay related sentences are “The factory drains waste to the river” and “The air is polluted by toxic smoke” (10 minutes). The second step is the “Judgment” and again, the both general and related 20 passive sentences only are used. The students judge if the sentences sound good or not. For example, “The ABC factory is known for a clean business” sounds good and “Breakfast was eaten by me at 7pm” does not sound good (10 minutes).

3.2 Specific Objective and Procedure of Lesson 2

The objective for lesson 2 focuses on complex sentence structure such as paragraphs. For students to write their essays in lesson 3, this lesson focuses on “Cloze passages” and “Process” steps followed by the “transformation” which is the step three. Students should be able to do exercises with no problem since they have some exposure to passive voice already.

The teacher starts to explain about the list of vocabulary as a beginning task for the lesson 2. The teacher explains each of the word to students to be familiar. Again, these words are used at lesson 3, the final essay lesson with expository writing (10 minutes). The third step of the sequence is the “Transformation” and at this step, students are simply convert active voice sentences to passive voice sentences. There are total of 15 active voice sentences including general and related features. For example, “people use many tools for gardening” is general

sentence and “CO2 pollutes the atmosphere” is the related sentence. The students convert the sentences into passive voice sentences (10 minutes). The next and fourth step of the sequence is the “Cloze passages.” The students fill in the blank of the cloze passages given. The students are given verb in the parentheses after the blank. They decide whether to keep the form or change it to past participle form depending on the sentence structure. For example, “The pond _____ (contaminate) with poison from the factory. Most of the living animal _____ (die) in the pond” (15 minutes). The fifth step is “Process” and the students work on sequencer as well as verb as mentioned by Long and Richards (1987) on “how milk is produced.” The teacher gives a list of words to make a paragraph on producing milk. The word list is shown below (see Table 2).

Table 2. The word list

# Sequencer	Verb	Adverbial
1	produce	on dairy farms
2	deliver	to a factory by tanker
3	weigh	
4 And then	test	
5 Next	separate	
6 After this	pasteurize	at a temp. of 72F
7 Then	cool	
8 Next	bottle	
9 After this	pack	into crates
10 Finally	deliver	to customers

Although this chart is not related to pollution, the students are mainly focusing on sequencer and verb form ; it is still an effective practice for final step of “Guided writing task.” For example, on line 1 of the chart, “Milk is produced on dairy farms” is the correct sentence. The students make sentences from line 1 to 10 in the sequence (15 minutes).

3.3 Specific Objective and Procedure of Lesson 3

In this lesson, the students write an essay. The students must be ready to write an essay of “Causes of Pollution” using full 50 minutes of the class time.

The students go over the list of vocabulary related to the pollution for the last time (5 minutes). The teacher answers any question that students might have. The students start writing the essay “Causes of Pollution.” The teacher answers question while students are writing.

4.0 Discussion of the Pedagogical Outcomes

The instruction of the passive voice is effective in helping students understand the passive voice and its use and help them produce the passive voice in expository writing. Teaching passive voice and its different use from

active voice for academic composition is very important for students to learn. Particularly the passive voice is widely and commonly used in academic writing in any field of study that understanding the correct usage of the passive voice is crucial. Teachers and instructors must teach the active voice and the passive voice with the present tense for beginning English as L2 students to become successful writer in the future academic fields.

In teaching expository writing, the topic of “Cause of Pollution” is given to the students for the final writing topic. Prior to having students to write an essay of expository writing, there are certain steps to be followed in teaching the passive voice. As a pedagogical implication for this paper, these six steps are to be utilized since they could be useful teaching techniques for passive voice sentences for EFL/ESL writers. At the beginning of the lesson, students are given a list of vocabulary related to pollution. This list of vocabulary contains three sections. The sections are related nouns, related verbs, and common verbs. The instructor explains each of the meaning to the students. The example related sentences are : “The factory drains wastes to the river” and “The air is polluted by toxic smoke.” The second step is “Judgment” and this task consists of 20 passive sentences and some passives are not appropriate, it is preferred to use active voice. Again, this section is a combination general sentences and related sentences. The third step is “Transformation” and students are to provide 15 passive sentences from active voice sentences. There are general sentences as well as related sentences. The fourth step is “Cloze passages” and students are to provide correct verbs in the blanks for the short passages. This section is directly related to the writing task. The fifth step is “Process” and this step has two sections of pre-test and post-test. The pre-test is similar to “Cloze passages” and there are verbs to change into passive voice. Since this step is the one step before the actual writing, it is important to learn the sequencer of the writing such as “first”, “and then”, and “next.” The flow diagram of “How milk is processed” from Long and Richards (1987) is used to teach the sequencers of the essay. According to Long and Richards (1987, p.300), using the flow diagram of “how milk is processed” is an effective passive voice teaching similar to Balcom and Lee’s “Process” task. Long and Richards show every passive voice sentence in the box on flow chart from “milk is produced” to “milk is delivered” using eight other passive sentences in between. The final step is the “Guided writing task” and students are given key nouns and verbs to write an essay. The title of the essay is “Causes of Pollution” and students are given 50 minutes of whole class to write an essay.

5.0 Conclusion

In conclusion, it is very important to introduce passive voice in the early stage of teaching. In the example expository writing activity using the “Causes of Pollution” essay, the grammar can be taught in writing classes to prepare students to write using a particular grammar feature, in this case, the passive voice. It is very important to make Japanese learners of English pay attention to the passive voice in expository writing since be-verb insertion in Japanese language does not exist to make passive voice and it is effective to learn how to make passive voice in early stage of writing. Then students are able to write a full-length expository composition in

which they have to use at least 15 verbs in the passive voice in the present tense. The students can utilize this grammar feature to practice in different genres such as report writing, journalistic writing and scientific writing in their future writings. The active and passive voices in the present tense are one of the very important features to learn as a beginning L2 writer. Particularly, the passive voice features in real academic writing, so it is important to recognize it in the written discourse and create passive sentences in the learners' own academic writing.

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【Abstract】

日本人 EAP 学習者のための受動態の指導

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今日、海外の大学への入学を求める高校生や高校の卒業生の数が増加している。ただし、これらの学生の多くは、適切なアカデミックライティングの授業を受けているわけでない。英語を母語とする国に留学する前に、受動態を用いた説明文などのライティング能力を向上させる必要がある。受動態は一般的に、大学での科学的な論文に使用される。日本の EFL（外国語としての英語）学習者は、自分の将来的なライティングのために、そして科学的な文章に精通するために、受動態を積極的に勉強する必要がある。本研究では、“Causes of pollution” をタイトルとし、3つの50分授業に相当する授業計画を考案した。

キーワード：受動態、能動態、アカデミックライティング、EAP 学習者、授業計画

There are an increasing number of high school students and high school graduates in Japan who seek admission into universities abroad. However, many of these students have not received proper academic writing lessons. Prior to going to English speaking countries for study, writing skills such as expository writing including training in use of the passive voice is needed. This is because passive voice sentences are commonly required when writing essays in universities overseas. EFL learners should study passive voice sentences to become familiar with scientific writing and to develop their writing skills. This paper offers detailed lesson plans for three fifty-minute classes on writing expository short essays about the “causes of pollution.” Those lessons could serve as models for teachers in similar teaching situations.

Key words : passive voice, active voice, academic writing, EAP learners, lesson plan

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