

# The Effect of Designing of A Self-Learning Module to Study The Passive Voice in an Intelligent Teaching System in Computer<sup>+</sup>

Suha Noaman Rasheed\*

Huda Khurshed shawkat\*\*

## Abstract

This study aimed to explore the effect of a design to study the passive voice depending on non-traditional method of an intelligent self-learning system by adopting two computer teaching programmes ; power point and visual basic to explain and give illustrations then practise some tests without the observation of teachers which will encourage the participant to teach himself without monitoring . The participants in this study were (15) members from teaching and training staff who have academic degrees in various specializations . The experimental group was provided with the newly designed method to explain the passive voice and test them after each explained step . The module was designed the researchers of this paper on computer with a test at the end of each subject , A comprehensive final test is also provided at the end of the module with self-assessment . The result showed that there were distinguish differences between this programme and the traditional method of teaching the passive voice . This programme can help the classroom instruction to study the passive voice since it enables the learners to get immediate feedback .

## المستخلص :-

أستهدفت هذه الدراسة استكشاف تأثير تصميم لدراسة المبني للمجهول بالاعتماد على طريقة غير تقليدية لنظام تعليم الذات الذكي من خلال تبني برنامج تعليم بالحاسوب ; بور بوينت وفيشوال بيسك لتوضيح واعطاء الايضاحات ومن ثم ممارسة بعض الاختبارات بدون مراقبة المدرسين ستشجع المشاركون لتعليم نفسه بوجود مراقبة . أن عدد المشاركين في هذه الدراسة (١٥) عضو من اعضاء هيئة التعليم والتدريب الذي لهم شهادات أكاديمية في تخصصات مختلفة . المجموعة التجريبية كانت مجهزة بالطريقة المصممة حديثا لتوضيح المبني للمجهول وتختبرهم بعد كل خطوة موضحة . صممت الوحدة التعليمية من قبل باحثين هذا البحث على الحاسوب مع اختبار في نهاية كل موضوع . يوجد اختبار نهائي شامل ذات تقييم ذاتي أيضا في نهاية الوحدة التعليمية . تظهر النتيجة بأن هناك اختلافات مميزة بين هذا البرنامج والطريقة التقليدية لتعليم المبني للمجهول . يمكن لهذا البرنامج أن يساعد بأعطاء تعليمات لدراسة المبني للمجهول داخل الصف طالما يمكن للمتعلمين الحصول على تغذية مرتدة فورية .

## ١-Introduction :-

---

<sup>+</sup> Received Date 18/9/2008 Acceptance Date 1/10/2009

\*Lecturer/Staff Development Center

\*\* Asst. Lecturer/Staff Development Center

Studying *the passive voice* is rather difficult for those English language as a second language especially Arab students .They found that the process of changing active voice sentence into passive voice sentence is rather complicated and requires careful and diligent work. Linguists have tried to find ways to make language learning attractive and applicable for second language learners . So, they adapts different activities , games and interesting stories to help them to achieve their goal . During the 1980s , educators have employed technology in language classroom like visual / audile devices ; for example films , television and language labs. As technology developed , computer came into use in teaching language to create a more interactive and interesting environment for language learners and teachers as well than the old traditional methods in classrooms . Consequently, needs have increased to design teaching programmes that studied the ability of the learners ; their capabilities ,intelligent , trends and inclinations . Computer teaching programmes is a method that presents information and saves them in a way that learner can read and understand then answer the questions by himself .

## **2-The objective of the paper :-**

- At the end of this paper the result will show which method is best to understand or learn the passive voice ; the old traditional method which is taught in classroom by teachers using books and text books , or the newly designed method which the researcher of this paper have created by using computer programmes to explain the passive voice then the process to change the active voice sentences into passive voice sentence and the learner will pass through many tests to evaluate himself to know how much he has understand in the target subject .
- The target of this teaching unit is dedicated for the learners who have at least accomplished diploma after finishing high school.

## **3-the research :-**

This paper is dedicated to explain the passive voice through the approach called teaching package as a module . In other word , this unit will represent an organized training programme which makes the learner depend on himself to understand the rules discussing the transformation from active voice sentence into passive voice one . Then, the learner will solve the questions that will show how much the learner has understand the subject to determine the level that has reached in this module ( as it is shown in appendix A) .

Modularization cares to achieve the highest level in the process of individualization technology in the field of training and learning . The intersection modules are unites taken from curriculum with more concentration on learner's interaction with various learning activities that enable the learner to capture specific objectives to the extended of adaptation. In other word , module is defined as learner's ability to practice, and to increase autonomy to decide what is

useful in learning . Moreover , it is an attempt to stimulate the learner towards personal response, self-observation and self-assessment to obtain good outcomes of teaching . The objective of self-learning is to give much attention to the learner when designing special programmes in a way that leaves learner development in understanding the materials according to each individual and his ability which demands to provide attitudes objectives and to suggests some kind of learning activities that helps to reach the targets .

Thus, the researchers of this paper have designed a unit of teaching package to study the passive voice as a first step to explore the English grammar without tutor . It is a step to enrich the aspired learner who is eager to refresh learner's memory in English grammar ; the passive voice ,since the programme is designed for the academic students and teachers .

The successful implementation of new pedagogical approaches is software design and learning activities that requires careful considerations. The advantages of using computer modulation together with meaningful and interactional purposes promoted a positive second language learning environment , stressing the importance of learner autonomy ( Moore, 2003, p. 251) . Another study show that network-assisted environments provide learners with autonomous training and learning which means that learners can learn according to their own pace and review what they have learned easily (Yang , 2001, p.17 ) . Therefore , it is an important way to train people at the level of universities and institutes on how to solve the riddles of all aspects of passive voice in a simple way of discussion that will enable the learner to do it by himself .

The importance of using intelligent teaching system in computer that it provides suitable repetitive practice which enable the learner to know concepts and key elements in the subject area (Ikeda 1999, p.15 ). This programme can give immediate feedback , allowing learners to work with their own pace , and causing less frustration among learners . It is a flexible system that it can be learnt anywhere , anytime , anyhow and anything learner want . The learners are given an opportunity to study and review the materials as many times they want without limited advantages ; increased motivation of the learners , individualization of learning process , immediate feedback , non-liner access to the information , and the introduction of new exercise types in the classroom . It is stated that learners can get detailed feedback and hinted which makes the learner to think because computer is tireless and non-judgmental (Stokes , 1997, p.20) .

So, the advantages of intelligent teaching system are learner autonomy , repetitive practice , immediate and detailed feedback to learners as regard to their ; progress or mistakes , flexible learning ( anytime , anywhere and anything learners want) , non-liner learning , increased motivation , less frustration and new type of exercises .

#### **4- Methodology :-**

##### **4-a-The module**

The module was designed by using two kinds of computer programmes :-

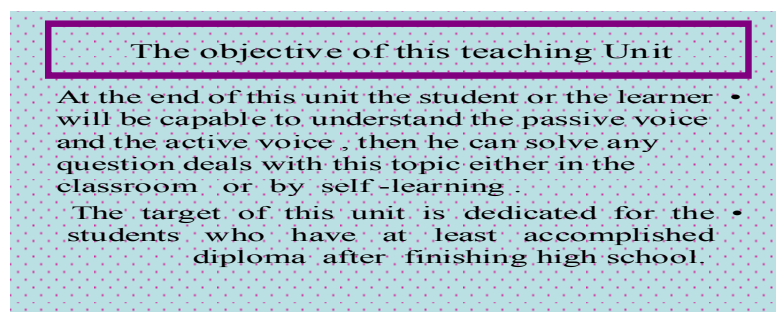
- 1- Microsoft PowerPoint
- 2- Visual Basic language

In adopting these two computer programmes, both have facilitated the design of self-learning unit to study the passive voice ; Microsoft PowerPoint is a good method for teaching . It displays the materials as slides that explain the process of transforming the active voice sentences into passive voice sentences . Illustrations adds easier way to show the idea of changing the sentences . So , PowerPoint programme plays the role of a tutor by making the subject of discussion and explanation through organizing the slides in different ways of shapes and figures to make the subject of passive voice easier to be understood . The designers persist to make the learners assess the level of their understanding the subject discussed in the module , they add test in each level of transforming the sentences . This self-assessment process encourages the learner to estimate whether he needs to go further in his study the passive voice . The test has been put by using visual basic application . The matter that provide integrated developed environment to give the answers of each individual item of the quizzes and tests in standard time . this programme can distinguish the learner's answer . Then he compares his solution with that available in the programme to know the right solution . this process will increase learner's motivation and at the same time decrease frustration since the learner can understand his mistakes with less embarrassment .

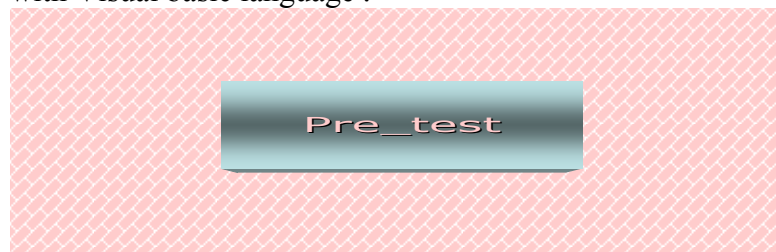
#### **4-b- The process of Programme's Operation**

The operation of the module is friendly and the learner can move from one slide to another simply by click on the mouse .

- 1- The module starts with defining its objective.



- 2- A pre-test will give the learner a clear idea about his former experience in Passive voice , to know where will go next .This section and every test is written with Visual basic language .



- 3- The explanation and teaching section begins right after the pre-test by using the data Show illustrated with pictures to give the reader every possible way to understand the subject .



This house was built in 1895. ■  
 This is a passive sentence. ■  
 Compare: ■  
 this house ■  
 in 1895. (active) ■

This house was built in 1895. (passive)

(In this example, it is not so important who built the house.)

4- Many examples are used to explain the subject of the study in order to enable the reader have comprehensive understanding the passive voice.

### Passive VS. Active Voice

English sentence have three basic elements: a **subject**, a **verb**, and an **object**. For active voice sentences, the verb is in the action element of the sentence, the **subject** is the (**doer**) of the action, and the **object** is the recipient of the action. Active sentences have their three elements in this order: **subject**, **verb**, **object**. This is not true for the sentences constructed in the passive voice. The **subject** is **not** (**doer**) of the action; the **object** becomes the (**doer**) of the action. These sentences flip-flop the subject and the object.

**For example:**

- \* He is playing football.
- \* Football is being played



5- The explanation must be thorough to enable the reader know how to transform the active sentence into passive one ( the arrows shows how subject works in this type of sentence ).

### Active voice

In these sentences written in active voice, the subject performed the action expressed in the verb; the subject act

The dog bit the boy

Pooja will present her research at the conference.

Scientists have conducted experiments to test this hypothesis.

6- when reaching the end of the first level of sentences showing how to transform the sentences

### Examples of present, past and perfect passive tense

|                |                                        |
|----------------|----------------------------------------|
| <b>Active</b>  | We keep the butter here.               |
| <b>Passive</b> | The butter is kept here.               |
| <b>Active</b>  | They broke the window.                 |
| <b>Passive</b> | The window was broken.                 |
| <b>Active</b>  | People have seen wolves in the street. |
| <b>Passive</b> | Wolves have been seen in the street.   |

The first test should be performed to assess the level of reader's understanding.

## Quiz (1)

7- The test of this module shows reader's faults by giving him the correct answer ,then give him the chance either to go back form the beginning or proceed with the subject according to his result of the test .

### **Note:-**

If you pass the quiz correctly ,  
go to the next step . 

If not , go back to

  
**Page 12**

8- The module continues with explaining then testing the reader until he reaches the last level then giving him a thorough review of the whole subject before the post test

### Active tense and their passive equivalent

| <u>Tense/ verb form</u>    | <u>Active voice</u> | <u>Passive voice</u> |
|----------------------------|---------------------|----------------------|
| Simple present             | Keeps               | is kept              |
| Present continuous         | is keeping          | is being kept        |
| Simple past                | kept                | was kept             |
| Past continuous            | was keeping         | was being kept       |
| Present perfect            | has kept            | has been kept        |
| Past perfect               | had kept            | had been kept        |
| Future                     | will keep           | will be kept         |
| Conditional                | would keep          | would be kept        |
| Perfect conditional        | would have kept     | would have been kept |
| Present infinitive         | to keep             | to be kept           |
| Perfect infinitive         | to have kept        | to have been kept    |
| Present participle/ gerund | keeping             | being kept           |
| Perfect participle         | having kept         | having been kept     |

To end the subject with mentioning the references of this module

### **References :**

- 1- J. Thomson & A.U.Martinet ; A Practical English Grammar ( Hong Kong , Oxford University Press . 1988 )
- 2- English Grammar In Use , (London , Oxford University Press, 1983)
- 3- Michelle Hansard ; "Active and Passive voice "  
[http:// www.English.purdue.edu/handouts/grammar/g\\_actpass.htm/](http://www.English.purdue.edu/handouts/grammar/g_actpass.htm/)
- 4- "Passive Voice " [http://www.oregonstate.edu/dept/eli/ bus write / passive\\_voice . htm/](http://www.oregonstate.edu/dept/eli/buswrite/passive_voice.htm/)
- 5- "Active Voice Vs . Passive Voice " [http:// www.lavc.cc. ca. us/ wc.web/ active passive .htm](http://www.lavc.cc.ca.us/wcweb/activepassive.htm)
- 6- Jean Praninskaskas .Rapid Review of English Grammar ( Engewood Cliffs, New Jersey , Prentice Hall, INC, 1975).

#### **4-c- The application of the module :-**

The research was designed in an experimental study since it includes the use of random assignment . it focused on using the module unit that needs computer to study the passive voice . The sample group ( consists of 15 participants ) works on computer following the instruction applied in the self-learning module to study the passive voice subject. The group was provided with questionnaire to know specific information about the module designed by the researchers . Since the programme is designed for learner who are able to use the computer sufficiently , the learner should ,at least, have university degree in any scientific field of specialty that enable the learner to absorb the language used the programme efficiently . They were randomly assigned to the experimental.

The designed self-learning to study to the passive voice was given to the a group of learners to work alone on computers using the provided programme and learnt at their own pace . The instructor did not participate in the learning process, but they made sure that learners were working alone on their computers .

#### **5- Data collection instruments**

Pre- , post-tests and quizzes were used in the module . The questions were taken from various types of books that are cited at the end of the module . The Pre- , post-tests and quizzes consist many items in leaving empty spaces to type the write answer . Scores for each one can be given immediately when the learner click on the button to give the right / false answer , and he cannot pass to the next question until he gets the answer , at the same time giving the correct answer . Then the learner put score zero for wrong answer and 1 for correct one . The participants in the experimental group were interviewed one by one with regard to their opinions about the module to know their opinion about the programme after experimenting this. At the same time ,the participants submitted Besides the questionnaire back to the researchers .

#### **6- Results and Discussion**

Since the scores are given at once when giving the right answer for each item , the learners have the chance to repeat the questions whenever he wants to master the passive voice subject . the researchers cannot know how much each one have scored only through interview individually ,after giving them a week to experiment the module .

In the questionnaire The participants were asked, "*Did you feel comfortable working with the self-study module ? why / Why not?*", On the whole, the participants said that they did not felt comfortable working with computers. They claimed that they were not used to having computers as an instructional tool in the learning and teaching process. Also, they added that hey prefer to be monitored by specialist to explain some ambiguous point in the subject . Oppositely, 9 participants (60%) said that they felt comfortable while working with computers. Also, 2 of the participants mentioned that they were used to having computers during their studies .

In response to the question, “*Was the module motivating to you? Why? / Why not?*” 86.7 % of the participants claimed that they found the module motivating. Several reasons were provided by the participants:

- studying anything as much as they could
- spending more time on the sections they are having difficulty in getting immediate feedback
- reviewing the material they are studying as much as they liked.

However, 3 of the participants (20%) mentioned the necessity of having a teacher in the classroom. They claimed that the interaction that the computer provided was artificial and they were sometimes bored with the same feedback style (like “false or right ”.) Another commented on the fact that he could not get answers to specific questions and that was beyond the capacity of the computers.

“*What was your feeling toward the self-study module in computer after you have studied it ? Why? Why not?*” They explained that computers could be helpful since they enable learners spend more time on whatever they want to study. Also, they added that they felt more comfortable after practicing the tests in the module as much as they could. Some participants claimed that this module was more appropriate to practise (passive voice) or (if clauses) that they were learning. But, they said that they dislike reading on screen and ignored reading activities/questions most of the time. Several reasons were provided for doing this:

- 🌈 spending more time on the items they are having difficulty in getting immediate feedback
- 🌈 reviewing the material they are studying as much as they liked.

Twelve learners (80%) They explained that computers could be helpful since they enable learners spend more time on whatever they want to study. Also, they added that in traditional classrooms generally they miss some information when they just listened to the instructors , but with the help of computers, a learner could practise as much as he could. All of the participants also put forward that they find the information in the module coherent that they can understand the passive voice subject clearly but they have some points on the module that they :

- not possible to take notes, underline the important points.
- bored with scrolling up and down

## 7- Conclusion

Based on the result of this study , it is suggested that self-learning module to study the passive voice should be integrated into the traditional classroom where the instructor is also available for further help and questions and it is also suggested that this module is a great help in learning / teaching situations where repetitive practise is required .

1. The group of learners were given a rapid instruction ( despite they have knowledge in using computer ) on how to run the self-learning

- programme before they study the material in the programme alone to free them from computer anxiety and negative attitudes towards computers.
2. Self-learning module to study the passive voice should be integrated into the traditional classrooms where instructor is also available for further assistance and questions so that learners are not deprived of human contact.
  3. Learner autonomy can be maximized through computers since 'fast' and 'slow' learners are given the chance to study and review the materials according to their own ability .
  4. This self-learning module to study the passive voice can help the classroom instruction to study the Passive voice since it enable the learners to get immediate feedback , which is a basic feature of this intelligent teaching system in computer .
  5. Self-learning module to study the passive voice can be of great help in learning /teaching situations where repetitive practise is required .

### **References :**

- 1- "Active Voice Vs. Passive Voice" [http:// www .lavc .cc. ca. us/ WC web/ active passive .htm](http://www.lavc.cc.ca.us/WC/web/active_passive.htm)
- 2- English Grammar In Use , (London , Oxford University Press, 1983)
- 3 - Ikeda , N. Language Learning Strategies with Sound-hints in Computer-based drill . ***Journal of Computer Assisted Learning*** , p.15 (1999)
- 4- Jean Praninskas , Rapid Review of English Grammar ( Englewood Cliffs, New Jersey , Prentice Hall, INC, 1975).
- 5- J. Thomson & A. U. Martinet ; A Practical English Grammar ; ( Hong Kong , Oxford University Press . 1988 )
- 6- Liu. M. Moore, Z .,Graham , L. &Lee, S. A look at the research on computer-based technology use in second language learning : A Review of the Literature from 1990-2000. ***Journal of Research on Technology In Education*** (2003).
- 7- Michelle Hansard ; “Active and Passive voice “ [http://www.English.purduc.edu/handouts/grammar/g\\_actpass. htm](http://www.English.purduc.edu/handouts/grammar/g_actpass.htm) .
- 8 - “Passive Voice “ [http:// oregonstate. edu/dept /eli /bus write / passive \\_voice . htm/](http://oregonstate.edu/dept/eli/bus/write/passive_voice.htm/)
- 9- Stokes , A.– Making a success of CALL . ***English Teaching Professional*** . p.20 (1997)
- 10 - Yang , S. C. . Integrating computer-mediated tools into the language curriculum . ***Journal of Computer Assisted Learning*** . p.17 (2001)

**Appendix 1**  
**Self-learning module to study the passive voice**

**Pre – test :-**

**I- Put the following sentences into passive form :-**

**1- Laura invited Nancy to a party this Saturday night at 8:00 .**

**-Nancy ( was invited ) to a party this  
Saturday night at 8:00 .**

**2-Robins eat huge a mounts at earth warms every spring .**

**- Huge amounts of earth worms ( are eaten ) every spring by robins .**

**3- Farmers predominantly raise corn and hogs in Iowa .**

**- Predominantly , corn and hogs ( are raised) in Iowa .**

**4- Scholars have translated that book into sixteen different language.**

**- This book (has been translated ) into sixteen different language.**

**5- We believe that he has special Knowledge which may be useful to the police.**

**-(It is believed to have) special Knowledge which may be useful to the police.**

### **Quiz (1):-**

**Put The following sentences in The Passive voice**

- 1- The government built a road right outside her front door .**  
**-A road (was built) right outside her front door by the government .**
- 2- when she arrived ,the changes amazed her.**  
**- when she arrived , she (was amazed) by the changes.**
- 3- The snake replaces its skin many times.**  
**-The snake 's skin (is replaced) many times .**
- 4- Corrosion had damaged the hull of the ship .**  
**- The hull of the ship (had been damaged) by corrosion .**
- 5- My teacher has helped me.**  
**- I (have been helped) by my teacher .**

### **Quiz (2) :-**

**Put the following sentences in the passive voice .**

- 1- Some children were visiting the old homestead while I was there .**  
**-The old homestead (was being visited ) while I was there .**
- 2- The construction workers are making street repairs all month long .**  
**Street repairs (are being made ) all month long by the construction workers .**
- 3- His professors were discussing his oral exam right in front of him .**  
**- His oral exam (was being discussed ) by his professors right in front of him .**
- 4- A very strong fire fighter is carrying a woman downstairs.**  
**- A woman (is being carried) downstairs by a very strong fire fighter .**

### **Quiz (3):-**

**Put the following sentences in the passive voice .**

- 1- The party should celebrate his retirement .**  
**- His retirement ( should be celebrated) by the party .**
- 2- Our government would have exported a great deal of olive oil .**  
**-A great deal of olive oil ( would have been exported ) to other countries by our government .**

#### **Quiz (4):-**

Put the following sentences in the passive voice .

- 1- They urged the government to create more jobs .  
-The government (was urged) to create more jobs .  
or  
- They urged that more jobs (should be created ) .
- 2- People believe that he was killed by terrorists .  
- (He is believed ) to have been killed .
- 3- They suggested banning to sale of alcohol of football matches .  
-They suggested that ( the sale of alcohol should be banned ) .

#### **Final Test (1):-**

##### **Active to Passive Transformations Test**

Put the following sentences into passive voice or form . Once you have decided on your answer ,click on the arrow to see if you have answered correctly .Remember that the agent should not be used unless important .

- 1- They make shoes in that factory .  
- Shoes (are made) in the factory .
- 2- People must not leave bicycles in the driveway .  
- Bicycles (must not be left ) in the driveway .
- 3- They built that skyscraper in 1934 .  
-That skyscraper (was built) in 1934 .
- 4- The students will finish the course by July .  
- The course (will be finished ) by July .
- 5- They are repairing the streets this month .  
-The streets (are being repaired) this month .
- 6- They make these tools of plastic .  
- These tools (are made ) of plastic .
- 7-They have finished the new product design.  
The new product design (has been finished ) .
- 8- They are cooking dinner when I arrived .  
-Dinner (was been cooked ) when I arrived .
- 9-Smithers painted 'Red sunset ' in 1986.  
-'Red sunset '(was painted) in 1986 by smothers.
- 10- Did the plan interest you?.  
-(were you interested) in the plan.
- 11- They had finished the preparations by the time the guests arrived.  
- The preparations (had been finished ) by the time the guests arrived.

**12- You should take care when working on electrical equipment. -Care (should be taken ) when working on electrical equipment.**

**13- They are going to perform Beethoven's Fifth Symphony next weekend.**

**- Beethoven's Fifth Symphony (is going to be performed) next weekend.**

**will speak Japanese at the meeting.**

**- Japanese (will be spoken ) at the meeting.**

**15-karen is going to prepare the refreshments.**

**- the refreshments(are going to be prepared)  
by Karen .**

**16-Before they invented printing people had to write everything by hand.**

**- Before printing (I was invented) everything had (to be written) by hand**

**17-we know that the expedition reached the South Pole in may.**

**-The expedition ( is know to have reached) the South Pole in may .**

**18- They are send letters to the leaders of charitable organizations -  
letters (are to be sent ) to the leaders of charitable organizations**

### **Final Test (2) :-**

#### **Passive to Active Transformation Test**

**Take the following sentences in passive voice and put them into the active voice .  
Once you have decided on your answer ,click on check to see if you have  
answered correctly .**

**1-The instructions have been changed .**

**- Someone (has changed) the instruction .**

**2- she will have to be taught .**

**- Someone(will have to teach) her.**

**3- This car was manufactured in Japan by Toyota .**

**- Toyota (manufactured) this car in Japan .**

**4- Why aren't the exercises being finished on time ?**

**-Why (aren't you finishing) the exercises on time?**

**5- last year 2,000 new units had been produced by the time we introduced the  
new design .**

**- We (had produced ) 2,000 new units by the time we  
introduced the new design last year .**

**6-Casual clothes must not be worn.**

**- you (must not wear ) Casual clothes.**

**7- \$400,000 in profit has been reported this year .**

- the company (has reported ) \$400,000 in profit this year.
- 8-The test will be given at five o'clock this afternoon.
- The school (will give) the test at five o'clock this afternoon.

- 9- Students are required to wear uniforms at all times.
- Thy school (requires) students to wear uniforms at all times .
- 10-This rumor must have been started by our competitors.
- Our competitors (must have started) this rumor.

- 11-All work will have been completed by five o'clock this evening .
- You (will have completed) all work by five o'clock this evening .

- 12-We were told to wait here.
- someone(told) us to wait here.

- 13- Lunch was being served when we arrived .
- They (were serving) lunch when we arrived .
- 14-Lectures are recorded and posted on the Internet .
- They (record and post) lectures on the Internet .

- 15- Portuguese has always been spoken in this village .
- People in this village (have always spoken ) Portuguese .

## Appendix 2

### Questionnaire on the self-study module

|   | Questions                                                                                       | yes | no | Why? | Why not? |
|---|-------------------------------------------------------------------------------------------------|-----|----|------|----------|
| 1 | Did you feel comfortable working with the self-study module?                                    |     |    |      |          |
| 2 | Was the self-study module more motivating to you than traditional classroom instruction?        |     |    |      |          |
| 3 | Would you like to have classroom presenting the traditional method to study the passive voice ? |     |    |      |          |
| 4 | What was your felling toward the self-study module in computer after you have studied it ?      |     |    |      |          |
| 5 | Did you find the information cohesion                                                           |     |    |      |          |
| 6 | Do you have any additional suggestion or comment on the self-study module ?                     |     |    |      |          |