

## Abstract

This Action Research attempts to investigate whether the kind of task called "revealing", which Cazden (1993) defined as any pedagogical activities the teacher uses to lead students towards guided enquiry, is successful in helping a class of Form 4 students develop insight on the be-passive and how.

The 32 students in this study came from a Form 4 Science A class in a semi-government aided National Type Chinese Secondary School I was teaching. Ten lessons were carried out over two and a half weeks to help the students master the simple be-passive. The four sources of data in this study were: the students' written work, audiotaped class and group discussions which were transcribed, students' feedback and interviews.

Five aspects of the construction of the simple be-passive were singled out for special focus in the tasks and the number of errors students made in these five aspects were tabulated and compared to check if they had progressed.

At the end of the study, all the students were found to have progressed, they made less errors in their construction of the be-passive sentences. From the group discussions, it was found that the tasks helped because they problematized aspects of the be-passive to be focused on. The students employed various strategies to resolve the problem and in the process gained insights in the be-passive structure.

This action research gave me insights on how students learn grammar features and these have great implications on my approach towards language teaching.