

An Analysis of Difficulties in Teaching and Learning Passive Voice: A Study of Female Teachers and Students in Jordanian Secondary Schools

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ARTICLE INFO	ABSTRACT
<p>Keywords: Difficulties, teaching passive voice, learning passive voice, secondary schools.</p>	<p><i>This study explores the challenges that English language teachers and students face in Jordanian secondary schools, focusing specifically on the passive voice. As English continues to gain importance globally, mastering its grammatical structures is essential for effective communication. Despite the efforts of the Ministry of Education to promote English instruction, both teachers and students encounter significant hurdles. Using a qualitative approach, the research collected data through questionnaires and tests from both teachers and students. The findings reveal that many teachers find teaching the passive voice challenging, largely due to students' foundational grammar gaps and a lack of specialized training. A striking 93.8% of students struggle to distinguish between subjects and objects, which complicates their ability to convert sentences from active to passive. Additionally, difficulties with the auxiliary verb "to be" and past participles add to their challenges. On a positive note, most students enjoy their English classes and value effective teaching strategies. The study also emphasizes the impact of L1 interference from Arabic, which contributes to these difficulties. Overall, the findings suggest that a comprehensive approach is essential. This should include professional development for teachers, targeted support for students, and the use of engaging, technology-driven teaching methods. Such strategies aim to enhance students' understanding of the passive voice and improve their overall proficiency in English.</i></p>
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1. Introduction

English has become a global language. It has become the language of at least a quarter of the world's population. It is the first language of many countries and is spoken and read by millions of people as a second language (Dash & Gandhi, 2022). Grammar rules are important as consistent guidelines for defining phrases and putting phrases collectively for understanding, and they play a wide role in language training. Without grammar, language no longer exists. Additionally, it is challenging for students to speak English correctly without a solid grasp of English grammar. So, next to formal education, it is inevitable for instructors to teach foreign languages to teach grammar (Kumayas & Lengkoan, 2023). However, the importance of English grammar in language training remains controversial. When studying the tenses in the English language, it is necessary to focus on studying it in its active and passive case. The active voice focuses on who performed the action, whereas the passive voice does not. The passive voice is formed by adding the verb to be with the past participle. Learners of English as a second language encounter problems when converting an active voice sentence into a passive voice sentence. Previous research has been conducted on the difficulties faced by students of English as a second language in terms of difficulties distinguishing passive sentences when reading texts and difficulties when converting sentences from the active form to the passive form (Fitria & Muliasari, 2022). On the other hand, teaching the passive voice in terms of its meanings and functions is one of the most difficult problems faced by ESL teachers. The passive voice form is a non-grammatical form, meaning that it does not take its object directly from it, so it is difficult to derive the passive voice from it (Oybekovna, 2024).

At the beginning of the twenty-first century, the English language in the Hashemite Kingdom of Jordan became a primary language, as it has become firmly entrenched as the language of international communications, and is generally associated with international trade, tourism, higher education, and research. New curricula for the English language have been developed to produce people with greater confidence and higher competence in using the English language in their professions. Particular attention has also been paid to the secondary school curricula, as it is the basic language for communication and learning. There are three stages in the education system in Jordan: the kindergarten stage which lasts for two years, the basic education stage which lasts for ten years, and the secondary education stage which lasts for two years. Therefore, the Jordanian government has made the teaching of the English language compulsory from the beginning of the kindergarten stage until the secondary education stage. The secondary education stage marks the end of general education in Jordan and lasts for two years, encompassing students aged between 16 and 18 years old. Those who complete the secondary education stage are able to enrol in higher education institutions, that is why this stage is considered important in the general education system (Elnegm, 2021).

Despite the Ministry of Education's focus on the English language and its teaching, teachers and students face difficulties in teaching and learning this language. This study focuses on one of the rules of the English language, which is the passive voice. This study aims to identify the difficulties faced by English language teachers and learners in teaching and learning the passive voice. By understanding these challenges, readers and researchers will be able to find solutions and make teaching and learning of the passive voice more accessible.

Therefore, this study aims to identify the difficulties faced by secondary school English as a second language teachers when teaching the passive voice, especially in Jordanian secondary schools. To achieve this goal, a questionnaire was distributed to teachers to obtain deeper and clearer answers about the difficulties they face when teaching the passive voice and the strategies they use to reduce these difficulties.

Literature Review

2.1 Challenges in Teaching English Grammar

Previous research has documented various challenges teachers face when teaching English grammar. Omar (2020) found that some grammar teachers ask students to memorize rules and apply them in examples only, noting that many teachers were not trained in effective grammar teaching methodologies (Omar, 2020). Similarly, Marianna (2022) discussed in her paper the challenges faced by language teachers, noting that there are both external and internal factors contributing to these challenges. The external factors include the skills and roles of teachers, as they often deal with issues related to their students and the learning environment, such as managing diverse abilities within the classroom and motivating students (Lőrincz, 2022). Additionally, the teaching profession suffers from a lack of resources. As for the internal factors, they stem from the personal traits of the teachers and their levels of professional competence. These factors can affect their confidence and effectiveness in the classroom.

2.2 Importance of Passive Voice

Despite its declining usage in English-first language countries, the passive voice remains an important grammatical construction, particularly in scientific writing. Inzunza (2020) noted its widespread use in papers published by authors from non-English-speaking countries (Inzunza, 2020). Leong (2021) confirmed this finding, showing that while passive voice usage has declined, it maintains consistent presence in scientific literature (Leong, 2021).

2.3 Difficulties in teaching passive voice

Teaching the English passive voice can be quite challenging, especially for ESL learners. As Amadi (2018) One common difficulty is the confusion between the passive structure and other verb forms, like the present and past progressive tenses. Many students struggle with changes in tense and aspect, as well as the correct conjugation of past participles, which can make understanding passive sentences even harder (Amadi, 2018).

2.4 Specific learning challenges include:

2.4.1 Subject and Object Identification: Students struggle to distinguish between the subject and object, a foundational skill for converting between voices, According to Bawawa, M. (2024). In a qualitative descriptive study, Bawawa found that students' difficulties in understanding the passive voice were rooted in several specific issues, with one of the primary problems being the "Difficulty in distinguishing between the subject and the object in a sentence." This highlights how essential this skill is to the process of forming a passive sentence (Winarsih et al., 2024). Also, Fitria, D., & Muliasari, M. (2022). in their research, which focused on Indonesian students, listed "Difficulty in identifying the subject from the object" as one of the key challenges students faced. Their findings suggest that if a student cannot correctly identify which noun is the actor and which is the receiver of the action, they

will be unable to perform the necessary inversion for a passive voice conversion (Fitria & Muliasari, 2022). Rahyono's study on eleventh grade students analyzed errors in passive voice usage across various tenses. The findings revealed that errors were concentrated in several areas, including "issues related to identifying the subject and object." This indicates that the problem of subject/object identification is a persistent one that spans different grade levels and grammatical complexities. The study by Batubara & Mahardhika (2020) focusing on fourth-year English department students, also identified that a dominant difficulty was the "difficulty in determining the subject." This is a significant finding because it shows that even at an advanced level of English language learning, this fundamental challenge can persist (Batubara & Mahardhika, 2020).

2.4.2 The Verb "to be": Misuse or difficulty with the auxiliary verb "to be" is a recurring problem across various tenses, Bawawa M. (2024) also found that students "found difficulty in using and applying the verb 'be'." This indicates that even when students correctly identify the core components of the sentence, they still struggle with the auxiliary verb that connects them. The study by Fitria & Muliasari (2022) on Indonesian students explicitly listed "Difficulty in changing the verb 'be' when converting from active to passive voice" as a key challenge. This points to the fact that students may understand the general concept of the passive voice but struggle with the specific application of conjugating the verb "to be" to match the tense of the original active sentence. These studies collectively show that the correct application of the auxiliary verb "to be" is a widespread and critical challenge for ESL learners at various levels. The errors are often related to tense, subject-verb agreement, and simply forgetting to include the verb altogether, making it a key area for targeted instruction and practice.

2.4.3 Past Participle: Students frequently make errors with the past participle form of the verb, a core component of the passive structure, Batubara & Mahardhika (2020) found that even advanced, fourth-year English students struggled with "forming the past participle" when converting sentences to the passive voice. This highlights that it is a persistent problem, not just a beginner's error (Batubara & Mahardhika, 2020). Lubis (2021) and Rahyono (2020) both identified the "third form of the verb" as a major source of errors for their student populations (Lubis, 2021). This demonstrates that the problem is widespread, affecting students from the secondary school level all the way to university. Fitria & Muliasari (2022) further clarified the nature of this challenge by pointing out a dual problem: students not only struggle with the irregular forms of verbs but also with the conceptual understanding of what the "third form" or past participle is in the first place. In essence, these studies collectively show that correctly applying the past participle is a fundamental and widespread hurdle in mastering the passive voice, and the problem often stems from both a lack of memorization and a conceptual misunderstanding of the verb form itself.

2.4.4 Tense-Specific Challenges: Difficulties are particularly evident in the simple present, simple past, and present continuous tenses. A study by Basir in 2021 found that students really struggled with the passive voice in the simple past and simple present tenses. This makes sense, as these are the tenses we use all the time, and a shaky foundation here can cause a lot of problems. Basir thought the main reason was that students just didn't get the rules well enough and hadn't practiced them (Basir, 2021). Al Qalbi (2020), saw something similar with tenth graders, but she also found issues with the simple future tense. The students were making mistakes like leaving out key words, adding extra ones, or just

completely messing up the passive structure. This shows that the problem isn't just with the past and present, but also with how we talk about things in the future (Nursehag, 2020). Batubara and Mahardhika (2020) discovered that this tense was a huge stumbling block for students. It's a bit more complex since you must use both "be" and "being," so it's not surprising that it causes a lot of confusion. a study from Diana (2019) focused specifically on the simple present with twelfth graders. She found that the students' difficulties in this tense were tied to a lack of vocabulary and not knowing the grammar rules very well (Diana, 2019). These studies all confirm that the passive voice is a tricky beast, but it's particularly challenging when students are trying to use it in everyday tenses like the simple present, simple past, and present continuous. It seems to be a mix of not enough practice, not fully understanding the rules, and sometimes just not having the vocabulary to get it right.

2.4.5 Influence of L1: The interference of the Arabic mother tongue is a significant factor contributing to these errors for Jordanian and other Arabic-speaking students, Fatima Albalawi (2016) in her study focused on female students in Saudi Arabia, who, just like in Jordan, speak Arabic as their first language. The research found that their native language got in the way, causing them to make a bunch of different grammar mistakes when they wrote in English—and a lot of those mistakes were with the passive voice. This just goes to show that it's not an isolated issue. It seems like for a lot of students in the region, the way their native language is structured can really trip them up when they're trying to master a complex rule like the passive voice in English (Albalawi, 2016). Al-Zoubi & Abu-Eid. (2014) in their study which was conducted on Jordanian high school students. The findings explicitly stated that the most common mistakes students made were in using the verb "be" and in employing the passive voice. The authors concluded that their study "proved that there is a clear influence of the Arabic language on the students' ability to correctly learn English as a second language." This provides direct evidence from your target population (Al-Zoubi & Abu-Eid, 2014).

Many existing studies tend to focus either on the challenges that students face (like those by Basir, 2021; Batubara & Mahardhika, 2020; and Diana, 2019) or on the difficulties encountered by teachers (such as Omar, 2020; and Marianna, 2022). While Al-Zoubi & Abu-Eid (2014) shed light on the struggles of Jordanian students, they don't include the perspectives of teachers. This creates a clear gap in our understanding, highlighting the need for a study that looks at the issues faced by both students and teachers together, specifically in Jordanian secondary schools. By taking this dual approach, we can gain a fuller picture of how teaching challenges and learning difficulties are interconnected. A lot of research on issues like first language interference and difficulties with passive voice has been conducted in various ESL contexts, such as Indonesia (Fitria & Muliasari, 2022) and Saudi Arabia (Albalawi, 2016). While these studies provide valuable insights, they often overlook the unique curriculum, teaching environments, and student demographics specific to Jordanian schools. Therefore, a dedicated study focusing on Jordanian secondary schools is essential. Such research would offer localized findings that can directly inform educational policies and teaching practices within the country.

2. Research Methodology

2.1 Research Design

The research relied on a qualitative approach, using the descriptive-analytical method. Qualitative research, which uses descriptive-analytical methods, is a type of scientific research that focuses on a deep understanding of human phenomena, contexts, and experiences, based on qualitative data collection and analysis. Loraine Busetto (2020) indicated that qualitative research is a study of natural phenomena and is ideal for exploring different perspectives. He also noted that qualitative research consists of data that includes words rather than numbers (Busetto et al., 2020). In this study, questionnaires were used for teachers to collect their different views on the difficulties they face when teaching the passive voice, as well as to gather their suggestions for improving the teaching of this grammar rule to make it easier for their students to understand. Questionnaires were also used for the students along with a test to determine the difficulties and challenges they face in learning the passive voice.

2.2 Participants

This study targets female teachers who teach English grammar as a second language to secondary school students in public and private schools in Amman the capital of Jordan. A maximum of 13 female teachers will be selected. This study also targets female secondary school students in public and private Jordanian schools in Amman, the Jordanian capital, with a maximum of 16 students.

2.3 Instruments

The primary data collection instrument was a three-part questionnaire. The first part gathered demographic information about the teachers' age and years of experience. The second part consisted of four yes/no questions addressing challenges in teaching passive voice, training received, student struggles, and teaching methods. The third part included open-ended questions exploring specific challenges, effective strategies, suggestions for improvement, and additional observations. The student's questionnaire consists of nine questions about the difficulties they encounter when learning the passive voice, while the test includes three questions: multiple-choice questions, transforming sentences from the active to the passive voice, and a text that requires identifying the passive voice. Using questionnaires in qualitative research provides a structured way to collect detailed and meaningful information from participants. While many people think of questionnaires as tools for quantitative data, they can also uncover valuable insights when crafted thoughtfully and with a solid understanding of qualitative principles. By focusing on open-ended questions and encouraging personal reflections, researchers can create a space for participants to share their experiences and perspectives, leading to richer, more nuanced findings. This approach allows for a deeper exploration of complex topics, making the data not just numbers, but real stories and insights from real people (Holmes, 2023). Using a pilot test in qualitative research can really enhance the quality of the data we collect. It helps ensure that our findings are both valid and reliable. Plus, pilot tests give us the chance to refine our interview questions, making them clearer and more effective. For those new to research, these tests are invaluable for getting comfortable with systematic interview techniques, building confidence, and improving their skills. Overall, pilot tests serve as a helpful stepping stone towards successful research (Gani et al., 2020).

2.4 Data Analysis Procedures

3.4.1 Data Analysis Procedures for teachers' questionnaire

The research employed a qualitative approach utilizing a descriptive-analytical method for data analysis. The analysis of the data collected through the three-part questionnaire proceeded as follows: Part One (Demographic Information): Data regarding teachers' age and years of experience was likely analyzed descriptively. This would involve calculating frequencies, percentages, meanings, and standard deviations to provide a clear profile of the participating teachers. While the overall approach is qualitative, basic quantitative descriptive statistics are often used to contextualize qualitative findings. Part Two (Yes/No Questions): The responses to the four yes/no questions (challenges in teaching passive voice, training received, student struggles, and teaching methods) were analyzed descriptively by tallying the "yes" and "no" responses. This would provide frequency counts and percentages for each question, indicating the prevalence of certain experiences or perceptions among the teachers. This descriptive data would then feed into the broader qualitative analysis. Part Three (Open-Ended Questions): The qualitative essence of the study primarily resided in the analysis of the open-ended questions. The descriptive-analytical method would involve: Transcription: All responses to the open-ended questions were likely transcribed verbatim to ensure accuracy and completeness.

3.4.2 Data Analysis Procedures for Students' Questionnaire and Test

The questionnaires were collected, responses were organized, and then the answers to the yes/no questions were analyzed quantitatively, where the percentage of responses to each question was calculated. Qualitative analysis was also used by identifying recurring themes in the open-ended responses and categorizing them based on common issues such as challenges related to tenses and vocabulary. As for the students' test, the answers were collected, organized, and clearly categorized for easy analysis. The results related to the multiple-choice questions, the questions on converting from the active to the passive voice, and the questions related to the text were qualitatively analyzed, and the types of common errors that the students made were identified, such as recognizing time, errors with auxiliary verbs etc.

3. Findings

4.1 Teachers' questionnaire

This section presents the findings of the study, organized according to the different parts of the questionnaire. The data is presented alongside initial observations and deeper interpretations.

4.1.1 Teacher Demographics and Context

As detailed in the methodology, the study received 12 responses out of a targeted 13 participants. The age distribution of the teachers spanned from 20 to 45 years, indicating a diverse range of professional maturity. Teachers aged 24 and 33 were the most frequently represented, each accounting for 16.7% of the respondents. Other age groups, specifically 20, 28, 29, 37, and 45 years, each constituted 8.3% of the sample.

Table-.1: *yes, no questions*

Demographic Category	Specific Age/Experience	Percentage of Teachers (n=12)
Age	20 years	8.3%
	24 years	16.7%
	28 years	8.3%
	29 years	8.3%
	33 years	16.7%
	37 years	8.3%
	45 years	8.3%
	Ages not specified	25%
Experience	Less than 1 year	15.4%
	1-5 years	30.5%
	6-10 years	15.4%
	More than 10 years	38.5%

The professional experience of the teachers also exhibited significant variation. A small group, 15.4%, had less than one year of experience, suggesting the presence of new teachers who might be navigating the initial stages of their careers with limited practical classroom exposure. An equal percentage, 15.4%, reported 6-10 years of experience, indicating a segment of teachers with established, but perhaps still evolving, pedagogical skills. The largest proportion, 38.5%, comprised teachers with more than 10 years of experience, bringing a wealth of accumulated knowledge and diverse classroom encounters to their responses. Additionally, 30.5% of the teachers had 1-5 years of experience, representing a substantial group in the early to mid-stages of their professional development.

The diverse age and experience profile of the participating teachers is noteworthy. It suggests that the challenges and strategies identified in this study are not confined to a particular career stage but are encountered across varying levels of professional development. This heterogeneity implies that any interventions or support programs designed to address these issues would need to be differentiated to cater to the varied needs and professional stages of teachers, rather than adopting a one-size-fits-all approach. For instance, foundational pedagogical training might be crucial for novice educators, while

more advanced, specialized workshops on modern grammar instruction techniques could significantly benefit more experienced teachers.

4.1.2 Perceptions of Passive Voice Teaching Challenges (Closed-Ended Questions)

The closed-ended questions provided a quantitative overview of teachers' general perceptions regarding passive voice instruction.

Table -2: Summary of Closed-Ended Questionnaire Responses

No.	Question	Yes (%)	No (%)
1	Do you think that teaching the passive voice is challenging?	53.8	46.2
2	Have you received any specific training on teaching passive voice?	46.2	53.8
3	Do your students struggle to understand the passive voice?	61.5	38.5
4	Do you incorporate different teaching methods?	76.9	23.1

The responses indicate that a slight majority of teachers (53.8%) perceive teaching the passive voice as challenging. This perception is further supported by the high percentage of teachers (61.5%) who report that their students struggle to understand the passive voice. This strong correlation between teacher perception of difficulty and student struggle highlights a significant pedagogical hurdle in the classroom.

A notable finding is that many teachers (53.8%) have not received any specific training on teaching the passive voice. This lack of specialized pedagogical preparation likely exacerbates the challenges stemming from student foundational deficits. If teachers are not equipped with targeted strategies or updated pedagogical approaches for a complex topic, they are more likely to rely on traditional, potentially less effective methods, which may not adequately address the underlying issues students face. This creates a cycle where teachers struggle, students struggle, and the absence of specific training perpetuates the problem.

Despite these challenges and the lack of specific training, a large majority of teachers (76.9%) reported incorporating different teaching methods. This suggests a willingness among educators to vary their instructional approaches, though the nature and effectiveness of these "different methods" warrant further qualitative exploration, as discussed in subsequent sections.

4.1.3 Specific Challenges in Teaching Passive Voice (Open-Ended Question 1)

When asked about the specific challenges faced when teaching the passive voice, teachers provided detailed responses that could be categorized into several recurring themes.

The most prominent theme emerging from the responses is the pervasive issue of foundational grammar deficits among students. Multiple teachers explicitly cited difficulties related to verb tenses, verb forms (particularly past participles), and the ability to distinguish between subject and object. For instance, Teacher 1 mentioned "Changing the verb

according to the tense," while Teacher 2 highlighted "memorizing the verb forms, spelling, and recognizing the tense of the sentence". Teachers 3, 9, and 11 specifically pointed out students' inability to "demonstrate between subject and object" or "recognize the object". This suggests that the challenges in teaching passive voice are often not inherent to the passive structure itself but rather stem from students' pre-existing weaknesses in these fundamental grammar concepts. As Teacher 7 aptly put it, "You can't start with passive if the students have problems with tenses. So, it will take more time than you expected". This indicates that effective passive voice instruction is contingent upon students' prior mastery of these prerequisites. If students lack a firm grasp of these basics, then introducing a structure that depends on their understanding (e.g., passive voice requires correct auxiliary verb conjugation based on tense and the past participle form of the main verb, and understanding the shift from active subject to passive agent) becomes a significant hurdle. This implies that interventions to improve passive voice instruction should not solely focus on teaching passive voice in isolation but must also address and reinforce foundational grammar skills, potentially through diagnostic assessments and remedial support.

Table -3 :Thematic Analysis of Specific Challenges in Teaching Passive Voice

Theme	Illustrative Teacher Responses
Foundational Grammar Deficits	"Changing the verb according to the tense." (Teacher 1) "memorizing the verb forms, spelling, and recognizing the tense of the sentence." (Teacher 2) "Students don't demonstrate between subject and object." (Teacher 3) "Many tenses interfere together." (Teacher 5) "'fill in the blank questions' as the students couldn't differentiate between passive and tenses." (Teacher 6) "You can't start with passive if the students have problems with tenses. So, it will take more time than you expected." (Teacher 7) "Tenses." (Teacher 8) "helping students distinguish between active and passive structures, especially when the subject is omitted." (Teacher 9) "Students cannot recognize the object and the tenses." (Teacher 11) "Students faced a struggle to remember the tense and how can they transfer it to passive voice." (Teacher 13)
Practical Application and Usage	"How can the students use it while they're talking." (Teacher 4)
Curriculum and Resource Constraints	"Sometimes the correct answer is different from the approved grammar book method." (Teacher 10) "Curriculum constraints." (Teacher 12)

A secondary theme relates to practical application and usage, with one teacher noting difficulties in students' ability to use the passive voice in spoken language. This highlights a gap between theoretical understanding and communicative competence. Finally, curriculum and resource constraints also emerged as a challenge, with teachers mentioning discrepancies with approved grammar book methods and general curriculum limitations.

4.1.4 Effective Strategies Employed by Teachers (Open-Ended Question 2)

Teachers were asked to share the strategies they found most effective in teaching the passive voice. Their responses revealed several common pedagogical approaches.

Table-4: Thematic Analysis of Effective Strategies for Teaching Passive Voice

Theme	Illustrative Teacher Responses
Interactive and Collaborative Learning	"Group work and videos." (Teacher 3) "Group work." (Teacher 7) "Group work." (Teacher 10) "Down _up approach and the work in peers to do the worksheet." (Teacher 12) "Group work and videos." (Teacher 13)
Practice and Reinforcement	"Make quiz after each lesson." (Teacher 4) "Present different kinds of exercises and give assessments." (Teacher 5) "Practice constantly." (Teacher 9) "Extra online quizzes websites." (Teacher 11)
Step-by-Step and Scaffolded Approaches	"step-by-step approach." (Teacher 1) "contextualized teaching, Role-playing, continuous exposure and scaffold-ed practice." (Teacher 8)
Gamification/Engaging Activities	"Puzzles / performance." (Teacher 2)
Outlier	"I don't use strategies." (Teacher 6)

The most frequently cited effective strategies centered around interactive and collaborative learning, particularly "Group work". This was mentioned by multiple teachers (T₃, T₇, T₁₀, T₁₃), often alongside the use of "videos" (T₃, T₁₃) and peer work (T₁₂). This suggests a recognition among teachers of the benefits of student-centered activities for grammar acquisition.

Another significant theme was practice and reinforcement, including making quizzes after each lesson (T₄), presenting various exercises and assessments (T₅), constant practice (T₉), and utilizing extra online quiz websites (T₁₁). This highlights the understanding that repeated exposure and application are crucial for mastering complex grammatical structures.

Some teachers also emphasized a step-by-step and scaffolded approach (T₁), with one teacher specifically mentioning "contextualized teaching, Role-playing, continuous exposure and scaffold-ed practice" (T₈). The use of "Puzzles / performance" (T₂) also indicates an effort towards gamification and engaging activities.

While a high percentage of teachers (76.9%) indicated that they incorporate "different teaching methods", the specific strategies mentioned in the open-ended responses are largely common pedagogical practices. The presence of one teacher explicitly stating, "I don't use strategies", is a significant observation. This suggests that "different methods" might not always equate to effective, targeted, or specifically trained strategies for passive voice instruction. The strategies mentioned, while generally good pedagogical practices, may not be specifically tailored or sufficiently advanced to overcome the deep-rooted

foundational grammar issues identified as primary challenges. The lack of specific training (53.8% reported no training) reinforces this; teachers are likely to employ general good practices rather than specialized, evidence-based methods for passive voice. This suggests that "different methods" might be more about providing variety than about targeted effectiveness for this specific grammatical structure. This observation underscores the need for professional development that moves beyond generic teaching methods to focus on specific, research-backed strategies for teaching complex grammar points, particularly those that address foundational deficits and promote deeper understanding and application of passive voice.

4.1.5 Suggestions for Improvement (Open-Ended Question 3)

When asked for suggestions to improve the teaching of the passive voice, teachers offered a range of recommendations, many of which directly align with the challenges they previously identified.

Table 5: Thematic Analysis of Suggestions for Improving Passive Voice Teaching

Theme	Illustrative Teacher Responses
Enhanced Teacher Training and Professional Development	"Training teachers to use modern teaching strategies such as cooperative learning and the use of technology can enhance students' understanding." (Teacher 2) "Short training sessions on engaging grammar instruction and access to interactive online exercises. Sharing ideas with other teachers through workshops would also be helpful." (Teacher 9)
Engaging and Technology-Integrated Pedagogy	"Teaching through fun and watching videos." (Teacher 1) "We can use smart board to give the students the opportunity to practice passive skills, Flash cards for the correct verb and Worksheets as well." (Teacher 7) "Make competitions." (Teacher 8) "Using more visual aids like charts and videos can make the concept clearer." (Teacher 9) "Games using WORDWALL WEBSITE." (Teacher 11) "Using passive voice in daily life and using electronic games to confirm this grammar." (Teacher 12)
Reinforcement and Practice	"Practice." (Teacher 3) "Give the students extra exercises to practice it in different exercises." (Teacher 13)
Addressing Foundational Student Skills	"We should improve the students' language so they can understand the rule." (Teacher 6)
Student-Centered and Collaborative Approaches	"By making groups and permitting students to help in teaching." (Teacher 5)
Authentic Language Use/Immersion	"Learning by talking to a native speaker." (Teacher 10)
Outlier	"No." (Teacher 4)

A prominent suggestion was for enhanced teacher training and professional development. Teachers explicitly called for "Training teachers to use modern teaching strategies such as cooperative learning and the use of technology" (T2) and "short training sessions on engaging grammar instruction and access to interactive online exercises" (T9). This directly addresses the identified lack of specific training and highlights a clear demand for specialized pedagogical preparation.

Another strong theme was the need for engaging and technology-integrated pedagogy. Suggestions included "Teaching through fun and watching videos" (T1), using "smart board," "Flash cards," and "Worksheets" (T7), "Make competitions" (T8), "Using more visual aids like charts and videos" (T9), and incorporating "Games using WORDWALL WEBSITE" (T11) and "electronic games" (T12). This indicates that teachers perceive traditional methods as insufficient or unengaging for this complex topic, especially given the foundational deficits students exhibit. The desire for these tools is a direct response to the difficulty in making passive voice accessible and memorable.

The importance of reinforcement and practice was also reiterated, with calls for more "Practice" (T3) and "extra exercises" (T13). Crucially, one teacher suggested that "We should improve the student's language so they can understand the rule" (T6), reinforcing the critical role of addressing foundational student skills as a prerequisite. Student-centered and collaborative approaches were also mentioned, such as "making groups and permitting students to help in teaching" (T5). Finally, one teacher suggested "Learning by talking to a native speaker" (T10), pointing towards the value of authentic language use and immersion.

The strong alignment between the problems identified by teachers (student struggles with foundational grammar, lack of specific training) and their proposed solutions (enhanced training, engaging technology, addressing foundational skills) provides a clear roadmap for interventions. The desire for "modern teaching strategies," "technology," "visual aids," and "games" indicates that teachers perceive traditional methods as insufficient or unengaging for this complex topic. This is a direct response to the difficulty in making passive voice accessible and memorable, especially given the foundational deficits. The call for teacher training directly addresses the identified lack of specific pedagogical preparation. This strong alignment suggests that investing in teacher professional development focused on innovative, technology-integrated grammar instruction and strategies for addressing foundational student weaknesses would be highly impactful.

4.1.6 Additional Comments and Observations (Open-Ended Question 4)

The additional comments provided by teachers further reinforced several key themes and introduced nuanced observations.

The importance of consistent practice and patience was a recurring sentiment, with statements like "Practice makes perfect" (T2) and "The teacher needs to be patient with their students and give them enough time to absorb and review the material" (T3). The need for "Extra worksheets" (T10) and the observation that "the students need more than lesson to understand and practice it with the teacher monitoring" (T12) further underscore the time-intensive nature of passive voice acquisition and the necessity of ample, monitored practice.

A critical observation reinforced the need for addressing foundational skills through remedial lessons. Teacher 5 explicitly stated, "It's important to give students remedial lessons in all

tenses to improve their skills to understand the passive voice well". This directly confirms the underlying problem identified in earlier responses regarding students' pre-existing grammar deficits.

One teacher suggested curriculum simplification, noting, "Sometimes we give the students more than we need in passive tenses. This skill needs to be simple" (T6). This implies that the current scope or depth of passive voice instruction might be overwhelming for students given their foundational challenges. The call for "Training more" (T7) also reiterated the need for further training.

Perhaps the most profound observation came from Teacher 8, who highlighted the significance of contextualized and real-life application: "Teaching the passive voice becomes more effective when students understand its real-life purpose. I've noticed they engage more when they see how it's used in news, science, and formal writing. It's important to move beyond drills and connect grammar to meaningful contexts. With the right support and materials, even complex structures can become accessible and enjoyable". This comment moves beyond merely identifying problems or suggesting teaching methods to advocating for a more holistic, communicative approach to grammar instruction. It emphasizes that student engagement and long-term retention are enhanced when grammar is presented not as an isolated rule, but as a functional tool within authentic communicative contexts.

This section solidifies the argument for a multi-pronged approach to improving passive voice instruction. It reinforces the necessity of strengthening foundational grammar, providing ample and monitored practice, and potentially re-evaluating curriculum scope. Crucially, it highlights the value of integrating passive voice instruction into authentic, meaningful contexts to enhance student engagement and the transfer of learning, moving the discussion from merely identifying problems to proposing a more transformative pedagogical paradigm.

4.2 Students' Questionnaire and Test

4.2.1 Student Responses on Learning the Passive Voice in English Class

This table presents the results of a survey conducted among students regarding their experiences and challenges in learning the Passive Voice in English class. The questions aimed to gauge students' enjoyment of the subject, their familiarity with the structure, confidence in using it, and the difficulties they encounter. The responses provide valuable insights into both the positive aspects of their learning experience and the areas where they face challenges, particularly in understanding grammatical concepts such as the use of the auxiliary verb "be" and converting between active and passive voice.

The findings from the study shed light on the experiences of students learning about the Passive Voice in their English classes. A significant number of students (81.3%) reported that they enjoy their English classes, especially when it comes to learning about the Passive Voice. This positive attitude could be a great motivator for their overall learning experience. All students (100%) confirmed that they have learned about Passive Voice in their lessons. This suggests that teachers prioritize this important grammatical structure in their teaching. Around 81.3% of students indicated that they are familiar with how Passive Voice is

structured. While this familiarity is a good sign, it doesn't necessarily mean they feel comfortable using it in practice. Half of the students reported facing challenges with English tenses. This split response indicates that some students may find tenses tricky, which can affect their understanding of voice changes. Only 30.7% of students felt confident in their ability to write sentences in the Passive Voice, while 69.3% did not. This gap suggests that while they may understand the theory, they struggle with putting it into practice. A remarkable 93.8% of students found it difficult to distinguish between the subject and object in sentences. This basic understanding is crucial for mastering Passive Voice, so it's a significant concern. About 68.8% of students expressed confusion about using the auxiliary verb "be." This confusion can make it hard for them to form passive sentences correctly. More than half of the students (62.5%) admitted they struggle with changing sentences from Active to Passive Voice. This indicates that converting sentence structures is a challenging area for them. Most students (87.5%) felt that their teacher explains English tenses clearly and effectively. This positive feedback suggests that the teaching methods are generally working well, but the challenges faced indicate that more support might be needed.

Table 6: yes, no questions

No	Questions	Yes	No
1	1. *Do you enjoy English class, particularly when learning about the Passive Voice?	81.3%	81.7%
2	2. *Have you learned about the Passive Voice in your English lessons?	100%	0%
3	3. *Are you familiar with the structure of Passive Voice?	81.3%	81.3%
4	4. *Do you encounter challenges with English tenses?	50%	50%
5	5. *Do you feel confident in your ability to write sentences in Passive Voice?	30.7%	69.3
6	6. *Do you have difficulty distinguishing between the subject and object in sentences?	93.8%	6.2%
7	7. *Do you find the use of the auxiliary verb "be" confusing?	68.8%	31.2%
8	8. *Do you struggle with changing sentences from Active to Passive Voice?	62.5%	37.5%
9	10. *Does your teacher explain English tenses clearly and effectively?	87.5%	12.5%

4.2.2 the test

4.2.2.1 Question 1: multiple choice

Table 7: multiple choice			
No	Question	Choices	Answers
1	Which of the following sentences is in the passive voice?	<ul style="list-style-type: none"> • A) The Cat chased the mouse. • B) The book was read by Sarah. • C) The Students are studying the library. D) The teacher explains the lesson. 	<p>A. 6.3%</p> <p>B. 74.9%</p> <p>C. 12.5%</p> <p>D. 6.3%</p>
2	Identify the Correct passive form of the Sentence: "The chef cooks the meal".	<ul style="list-style-type: none"> • A) The meal is Cooked by the Chef. *B) The meal was cooked by the chef. • C) The meal is Cooking by the chef. • D). The meal has been Cooked by the chef. 	<p>A. 87.4%</p> <p>B. 6.3%</p> <p>C. 6.3%</p> <p>D. 0.0%</p>
3	What is the correct passive form of the Sentence: "They will finish the project by Friday"	<ul style="list-style-type: none"> • A) The project is finished by Friday. • B) The project will be finished by Friday. • c) The project has been finished by Friday • D) The project was finished by Friday. 	<p>A. 0.0%</p> <p>B. 75%</p> <p>C. 6.2%</p> <p>D. 18.8%</p>

The results from the students' responses to the questions about the Passive Voice offer some interesting insights into their understanding of this important grammatical structure. In the first question, students were asked to pick which sentence was in the passive voice. A notable 74.9% correctly identified option B, "The book was read by Sarah," as the right choice. This suggests that most students are quite familiar with recognizing passive forms, indicating a solid grasp of the concept. The second question asked students to identify the correct passive form of "The chef cooks the meal." A striking 87.4% chose option A, "The meal is cooked by the chef." This high percentage shows that many students not only recognize passive constructions but also understand how to transform active sentences into the correct passive forms effectively. For the third question, which asked for the correct passive form of "They will finish the project by Friday," 75% of students selected option B, "The project will be finished by Friday." This response indicates that students have a good grasp of using the passive voice in future tense contexts, which is encouraging. These findings suggest that students have a strong understanding of Passive Voice, especially when it comes to identifying and transforming sentences. Their proficiency in recognizing passive constructions and applying the correct grammatical forms points to effective teaching and a

solid foundation in English grammar. However, reinforcing these concepts in different contexts could further boost their skills and confidence.

4.2.2.2. Question 2: Convert the following active voice Sentences into passive voice:

Table 8: converting from active into passive voice

No	Active sentence	Passive sentence	correct	Wrong
A	The boys play football every day.	Football is played every day (by the boy).	68.7%	31.3%
B	She is listening to music Now.	Music is being listened to (by her).	62.5%	37.5%
C	They cleaned the house Yesterday.	The house was cleaned yesterday (by them).	87.5%	12.5%
D	He was watching TV at 9 o'clock Yesterday.	TV was being watched at 9 o'clock (by him).	56.2%	43.8%
E	I will make dinner tonight.	Dinner will be made (by me).	68.7%	31.3%
F	He has bought a new car.	A new car has been bought (by him).	50%	50%
G	I had read the story before coming.	The story had been read before coming (by me).	75%	25%
H	She will be having a meeting this Monday.	A meeting will be held this Monday (by her).	50%	50%

The review of student responses on converting active voice sentences to passive voice showed a mix of strengths and weaknesses, many students showed a good understanding of passive voice constructions, successfully transforming sentences into several cases. A significant number of students correctly identified and changed sentences, especially in simpler examples like "The boys play football every day" and "She is listening to music now.", There were several recurring mistakes, such as:

Keeping the active voice instead of switching to passive, using incorrect verb forms and having issues with subject-verb agreement and misusing pronouns, like saying "by they" instead of "by them." The responses highlighted the need for more focused teaching on correct verb forms in passive voice, Proper use of subject pronouns and forming passive voice across different tenses. While students have a solid grasp of the basics of passive voice, they would benefit from additional practice and reinforcement of these grammatical concepts.

4.2.2.2 Question 2: Read the following text and answer the questions:

"The new bridge is being built by a construction company. The old one was demolished last year. A lot of traffic is expected during the construction period. It is hoped that the project will be completed on time. The materials for the bridge are being transported by trucks. Safety regulations are being followed carefully. The bridge will be opened to the public next month."

Table 9: converting from active into passive voice

No	Questions	Possible answers	Correct	Wrong
1	1- Extract two passive sentences from the text.	<p>A. The new bridge is being built by a construction company.</p> <p>B. The old one was demolished last year.</p> <p>C. A lot of traffic is expected during the construction period.</p> <p>D. The materials for the bridge are being transported by trucks.</p> <p>E. Safety regulations are being followed carefully.</p> <p>F. The bridge will be opened to the public next month.</p>	81.2%	18.8%
2	2-Convert the following sentence to active voice: "The materials for the bridge are being transported by trucks".	Trucks are transporting the materials for the bridge.	62.5%	37.5%
3	2- In the sentence: "The new bridge is being built by a construction company." Who is the subject in active voice.	a construction company.	93.7%	6.3%
4	1- In the sentence: "The old one was demolished last year", what tense is used?	Simple past	93.7%	6.3%

The review of student responses to the passive voice exercises based on the provided text offers some interesting insights into their understanding of grammar, most students did well in identifying two passive sentences from the text, showing they have a solid grasp of passive constructions. The sentences they chose indicated a clear understanding of the concept, while a good number of students successfully converted the sentence to active voice, a significant portion struggled with this task. This suggests that more practice in switching between active and passive forms would be beneficial. Almost all students correctly identified "a construction company" as the subject in the active voice. This reflects a strong understanding of sentence structure. Most students recognized the tense used in the sentence as the simple past, showing they have a solid handle on verb tenses. The findings suggest that students generally have a good understanding of passive voice constructions and related grammatical concepts. They were particularly strong in identifying passive sentences and recognizing the active voice subject. However, there's still room for improvement in converting sentences between active and passive forms. More targeted practice in this area could help boost their confidence and proficiency in using passive voice effectively.

4. Discussion

The findings of this study offer valuable insights into the challenges of teaching and learning the passive voice in Jordanian secondary schools. They not only confirm previous research but also highlight unique, context-specific issues. The data collected from teacher questionnaires, student tests, and student surveys reveal a strong connection between what teachers perceive and how students perform. This points to a cycle of foundational difficulties, pedagogical limitations, and a pressing need for more effective teaching strategies.

According to the teacher questionnaires, teaching the passive voice is a significant challenge for a slight majority of teachers (53.8%). This concern is backed by the fact that many educators (61.5%) report that their students struggle with this concept. This connection highlights a critical teaching hurdle rooted in two key areas: students' foundational knowledge gaps and insufficient teacher training. As noted by Omar (2020) and Marianna (2022), many language instructors lack specialized training, and our findings echo this, with over half of the teachers (53.8%) reporting no specific training on teaching the passive voice. This indicates that teachers often must tackle a complex grammatical topic without the right tools, relying instead on good general practices rather than targeted, evidence-based methods.

The student data supports teachers' observations about the specific difficulties their students face. The results from the student tests and questionnaires show that foundational issues are the main obstacles. An impressive 93.8% of students reported struggling to distinguish between the subject and object, a finding that aligns with the research of Bawawa (2024), Fitria & Muliasari (2022), and Rahyono (2020). This fundamental gap makes it nearly impossible to convert sentences from active to passive voice, as identifying the agent and receiver is the first crucial step. Additionally, students faced challenges with the auxiliary verb "be" (68.8%) and the process of converting between active and passive voice (62.5%). These struggles mirror the findings of Batubara & Mahardhika (2020) and Al-Zoubi & Abu-Eid (2014) in similar contexts. Collectively, these results suggest that students aren't struggling with the concept of the passive voice itself, but rather with the essential grammatical skills needed to understand it. As one teacher wisely remarked, "You can't start with passive if the students have problems with tenses," a sentiment supported by the student data.

Despite these challenges, there are encouraging signs. A significant percentage of students (81.3%) enjoy their English classes and feel that their teachers explain tenses well (87.5%). Many students also demonstrated a solid understanding of how to identify passive sentences in texts and multiple-choice questions. This suggests that while students grasp the concept, their difficulties arise in applying it practically. The high percentage of teachers (76.9%) using diverse teaching methods, along with their suggestions for improvement, points to a clear path forward. Teachers expressed a strong desire for professional development focused on modern, engaging strategies—like group work, videos, games, and contextual teaching. This aligns with the findings of Yunita (2016) and Saeed & Jafar (2015), who emphasized the importance of a supportive teaching environment. The suggestions from teachers are not just random ideas; they are thoughtful responses to the specific challenges they encounter,

proposing solutions that could make the passive voice more accessible and memorable for students.

Another important finding is the significant role of L1 interference. The results from student tests and questionnaires, along with teachers' observations, strongly indicate that the influence of Arabic is a key factor. Errors such as the misuse of pronouns (e.g., "by they") are classic examples of L1 interference, highlighting how Arabic grammar differs from English. This is consistent with the research of Albalawi (2016) and Al-Zoubi & Abu-Eid (2014), which also demonstrated the impact of Arabic on students' English grammar. This underscores the need for a teaching approach that not only covers English grammar rules but also addresses the specific differences between the two languages.

5. Conclusion

the challenges of teaching and learning the passive voice in Jordanian secondary schools are complex and multifaceted. They arise from students' foundational grammar deficits, a lack of specialized training for teachers, and the ongoing influence of L1 interference. While these challenges are significant, the study also highlights a motivated student body and a teaching force eager to explore new, effective strategies. The findings suggest that a comprehensive approach—incorporating professional development for teachers, remedial support for students' foundational skills, and engaging, technology-driven methods—is vital for improving mastery of this important grammatical structure.

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