



**UTMACH**

**UNIDAD ACADÉMICA DE CIENCIAS SOCIALES**

**CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS**

**TEMA:**

**STRATEGIES USED BY THE TEACHER TO GET THE STUDENT TO  
RECOGNIZE THE PASSIVE VOICE IN THE AFFIRMATIVE AND  
INTERROGATIVE FORMS**

**TRABAJO PRÁCTICO DEL EXAMEN COMPLEXIVO PREVIO A LA  
OBTENCIÓN DEL TÍTULO DE LICENCIADO EN CIENCIAS DE LA  
EDUCACIÓN ESPECIALIZACIÓN INGLÉS**

**AUTOR:**

**LOAYZA PALADINES JHON PATRICIO**

**MACHALA – EL ORO**

## CESIÓN DE DERECHOS DE AUTOR

Yo, LOAYZA PALADINES JHON PATRICIO, con C.I. 0705474682, estudiante de la carrera de CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS de la UNIDAD ACADÉMICA DE CIENCIAS SOCIALES de la UNIVERSIDAD TÉCNICA DE MACHALA, en calidad de Autor del siguiente trabajo de titulación STRATEGIES USED BY THE TEACHER TO GET THE STUDENT RECOGNIZE THE PASSIVE VOICE IN THE AFFIRMATIVE AND INTERROGATIVE FORMS

- Declaro bajo juramento que el trabajo aquí descrito es de mi autoría; que no ha sido previamente presentado para ningún grado o calificación profesional. En consecuencia, asumo la responsabilidad de la originalidad del mismo y el cuidado al remitirme a las fuentes bibliográficas respectivas para fundamentar el contenido expuesto, asumiendo la responsabilidad frente a cualquier reclamo o demanda por parte de terceros de manera EXCLUSIVA.
  
- Cedo a la UNIVERSIDAD TÉCNICA DE MACHALA de forma NO EXCLUSIVA con referencia a la obra en formato digital los derechos de:
  - a. Incorporar la mencionada obra al repositorio digital institucional para su democratización a nivel mundial, respetando lo establecido por la Licencia Creative Commons Atribución-NoComercial-CompartirIgual 4.0 Internacional (CC BY-NC-SA 4.0), la Ley de Propiedad Intelectual del Estado Ecuatoriano y el Reglamento Institucional.
  
  - b. Adecuarla a cualquier formato o tecnología de uso en internet, así como incorporar cualquier sistema de seguridad para documentos electrónicos, correspondiéndome como Autor(a) la responsabilidad de velar por dichas adaptaciones con la finalidad de que no se desnaturalice el contenido o sentido de la misma.

Machala, 20 de noviembre de 2015



---

LOAYZA PALADINES JHON PATRICIO  
C.I. 0705474682

**FRONTISPIECE**

**STRATEGIES USED BY THE TEACHER TO GET THE STUDENT TO RECOGNIZE THE  
PASSIVE VOICE IN THE AFFIRMATIVE AND INTERROGATIVE FORMS**

**Author:**

**Loayza Paladines Jhon Patricio**

**0705474682**

**jploayza91@hotmail.com**

## **DEDICATION**

To my parents and my brother for the unconditional support, patience, affection and to give me the strength to achieve my objective.

## **ACKNOWLEDGEMENT**

I would like to thank all teachers because they were who help to increase my knowledge during all teaching-learning process. I also would like to thank my family for the motivation to end my career and those people who made this work possible.

## **ABSTRACT**

STRATEGIES USED BY THE TEACHER TO GET THE STUDENT TO RECOGNIZE THE PASSIVE VOICE IN THE AFFIRMATIVE AND INTERROGATIVE FORMS.

Author: LoayzaPaladines Jhon Patricio

The present work focuses on the strategies used by the teacher to teach the passive voice. The strategies are the resources that the teacher needs to guide the knowledge and they are support by activities in the classroom. Strategies will allow describing the structure and the use of passive voice and teach to students from third year of high school. The investigation method through journals, articles and scientific information is the guide to do this work. I hope that this work will be a contribution to improve the teaching of English language, specifically in the passive voice.

KEYWORDS: Active voice, Passive Voice, Teaching Strategies, Activities.

## TABLE OF CONTENTS

CESIÓN DE DERECHOS DE AUTOR.....	II
FRONTISPIECE .....	III
DEDICATION .....	IV
ACKNOWLEDGEMENT .....	V
ABSTRACT .....	VI
TABLE OF CONTENTS.....	VII
INTRODUCTION .....	8
THEORETICAL FRAMEWORK.....	9
RESULTS .....	15
CONCLUSIONS .....	17
BIBLIOGRAPHY .....	18

## INTRODUCTION

Nowadays the ability to use a foreign language is very important. English is taught in many countries including Ecuador. The inclusion of English as a subject in the academic curriculum since the first level of education allows a better formation in our students.

“As many ESL and EFL teachers know from experience, teaching the meanings, uses, and functions of the passive voice represents one of the thorniest problems in L2 grammar instruction, and speakers of many L1s appear to have difficulty with passive constructions” (Hinkel, 2002)

Teachers have noticed that there are a lot of students who have a real problem in using the passive voice correctly. Some reasons are such as:

- Many pupils are not interested in learning English. They sometimes feel uncomfortable inside the classroom, so the environment in the classroom is not the best.
- Students cannot distinguish between active and passive sentences. For many students are difficult to identify words parts of speech, so they cannot be able to decide where the subjects, objects and the verbs are in sentences.
- Students cannot use the correct form of the verbs or do not use the correct form of the verbs (participle), and the auxiliary in passive voice.

The aim of this investigation is look up the best strategies to teach the passive voice and encourage students' ability to use the passive voice correctly through many activities in the classroom.

The important thing in conducting research is that the result is expected to be significant in teaching and learning target language, which, in this case, is the English language. This study deals with passive voice in teaching and learning English language. The findings of this study are expected to give significant information particularly to those who are interested in teaching and learning English especially the passive voice.

## THEORETICAL FRAMEWORK

### VOICE

“Grammatically speaking, voice refers to whether the subject of a sentence is on the performing or the receiving end of the action” (Stilman, 1997)

The voice of a verb describes the relationship between the action that the verb is expressed and the subject or object of the action. When you write sentences, they can be written using either an active or passive voice.

#### Active Voice

The active form of a verb to focus on the “*doer*” or cause of the action. In the active voice the subject of the sentence performs the action. The strength of these verbs forces the action of the sentence forward. These verbs enable the reader to visualize what the subject is doing. The use of active voice is direct, brief and easy to understand.

#### Passive Voice

Use the passive form to focus on the “*receiver*” of the action, or when the “*doer*” or cause is not known or not important. The passive is approximately 5 times more common in written news than in conversation, but people often use the passive to talk about news events.

### USE OF PASSIVE VOICE

1. The passive voice allows speakers and writers to keep discourse topics in the subject position over successive clauses while adding new information in the remainder of the clause. Note these two examples.

I had just finished paying off my new car when it *was towed by* the police. Then, on the way to the towing compound, it *was rammed by* a truck and demolished.

The first electronic computer *was built* in England during World War II. It *was called* the Colossus, and it *was used* to decipher Adolf Hitler's confidential messages to his generals. After the war, it *was destroyed* so that the world would not learn how the British broke codes. Presently, it is *being reconstructed* at Bletchley Park in England where it can *be viewed by* visitors.

2. The passive voice allows speakers and writers not to mention an agent, especially when information about the agent is unknown, unimportant, obvious, confidential, or difficult to identify.

My car was stolen.

A decision has been made.

Much tobacco is grown in Eastern Europe.

Both French and English are spoken in Canada.

3. The Passive voice allows speakers and writers to place emphasis on receivers of an action by placing them at the beginning of a sentence.

Thirteen people were injured by a tornado in Florida.

I was robbed.

### COMMON MISTAKES IN PASSIVE VOICE

#### Translate Passive Sentences from English to Spanish

“One of the most common mistakes made by beginning (and some intermediate) Spanish students who have English as a first language is to overuse passive verb forms” (Erichen, 2015)

	<b>English</b>	<b>Spanish</b>
<b>Example 1</b>	Karina was arrested	Karina fué arrestada
<b>Example 2</b>	José was sent a package	José fue enviado un paquete

In the first example the sentence in English could be expressed in Spanish using the passive voice, through Word by Word translation.

Putting second example in a passive form in Spanish does not work. It does not make sense in Spanish.

English speakers are often tempted to reproduce in Spanish passive structures from English, but need to be aware that the passive is used much less often in Spanish than in English, especially when the agent is not expressed.

### **Difference between transitive and intransitive verbs.**

#### **Transitive Verb**

“A transitive verb expresses an action that someone or something does to something or someone. The verb is used with an object. A passive form can be used.” (Sevastopoulos, 2015)

The verb is used with an object, for this reason transitive verb can be used in the passive voice.

#### **Intransitive Verb**

“An intransitive verb expresses an action that happens by itself. The verb is not used with an object (does not take an object); therefore, no passive form can be used” (Sevastopoulos, 2015)

An action verb with no direct object is intransitive. The passive voice cannot be used with intransitive verbs.

### **PASSIVE VOICE IN SPANISH LANGUAGE**

#### **Using 'se' as the equivalent of the English passive voice**

Spanish does have a true passive voice corresponding to the English one: El coche fue vendido ("The car was sold") and el zapato fue perdido ("the shoe was lost") are two examples, but it isn't used nearly as much as in English.

Much more common is use of the third-person reflexive verb form, which uses the pronoun *se*. (Don't confuse *se* with *sé*, which means "I know" or sometimes "you be" as a command.) Rather than saying that something is done to something, Spanish speakers have the object doing it to itself.

Thus, **se venden oro y plata**, although translated literally would mean "gold and silver sell themselves," can be understood to mean "gold and silver are sold" or even "gold and silver for sale," neither of which specify who is doing the selling.

Keep in mind that the function of such reflexive verb forms is to avoid stating who or what is performing the action, or simply to recognize that the performer of the action is not important. And there are ways of doing that in English other than using the passive voice. As an example, look at the following sentence in Spanish:

*Se dice que neverá.*

Literally, such a sentence would mean "it says itself that it will snow," which does not make a lot of sense. Using a passive construction, we might translate this sentence as "it is said that it will snow," which is perfectly understandable. But a more natural way of translating this sentence, at least in informal usage, would be "they say it will snow." "They" here does not refer to specific people.

## **SPECIFIC APPROACHES TO TEACH GRAMMAR (PASSIVE VOICE)**

### **Deductive approach**

It goes from general to specific. (Bilash, 2009) indicates that:

"A deductive approach to instruction is a more teacher-centered approach. This means that the teacher gives the students a new concept, explains it, and then has the students practice using the concept" (Bilash, 2009)

### **Inductive approach**

It is a practical and good approach. (Bilash, 2009) indicates that:

"Inductive instruction makes use of student "noticing". Instead of explaining a given concept and following this explanation with examples" (Bilash, 2009)

## **STRATEGIES TO TEACH PASSIVE VOICE**

- 1. Preparation:** Recalling their prior knowlegment (active voice), and previewing the key vocabulary (participle form of the transitive verbs).
- 2. Associate:** Associate the prior knowlegment with the new, in this case Active Voice with Passive Voice.
- 3. Presentation:** The teacher explains new information (explain the topic that going to be studied), organize information for understanding and remembering.
- 4. Demonstration:** Teaching through examples. It helps to raise student interest and reinforce memory retention.

- 5. Collaboration:** it allows students to actively participate in the learning process. It establishes a personal connection between students and the topic of study.
- 6. Practice:** The teacher gives some tasks and the students practice new strategy; in subsequent strategy practice, the teacher fades reminders to encourage independent strategy use by being asked to check their language production, plan to develop an oral or written sentences.
- 7. Appropriate assessment and feedback:** It allows students to demonstrate their mastery of the material in different ways, it avoids those assessment methods that encourage students to memorize and regurgitate. It recognizes the power of feedback to motivate more effort to learn.

### **ACTIVITIES TO SUPPORT THE STRATEGY**

#### **Place the passive voice in a real life context - Discussion**

Ask students to brainstorm the types of things that the government does for the population. The government repairs streets, cleans monuments, builds schools and hospitals, etc. Discuss what things were done in the last year by the local government. Encourage students to use the passive voice e.g.

Streets were repaired.

A new hospital was opened.

The park benches were painted.

Trees were planted.

#### **Newspaper headlines**

Students can search for passive sentences in newspaper headlines and make a collection. Students can also create headlines exaggerating something that has happened to them e.g.

Student is applauded by fans. (If student received applause for a good speech at school)

#### **Carry out an action!**

Stand in front of your class. Drop a pen on the floor. Ask your students to tell you what has just happened and ask them to begin the sentence with your name. Someone should be able to say: "The teacher dropped a pen on the floor." Write this sentence on the board. Ask

students to identify the subject and the verb in this sentence; they should say the subject is “The teacher” and that the verb is “dropped”.

*Repeat the action - Introduce the passive voice.*

Drop your pen on the floor one more time. Tell your students that you will tell them what has just happened, but this time your sentence will begin with, “The pen...” Go to the board and write, “The pen was dropped on the floor.” Ask your students to identify the subject; they should say it is the “pen”. Ask them to identify the verb; they should say it is “was dropped”.

### **Compare the two sentences**

*Point to the first sentence and ask if the subject is doing the action.* They should say it is. Make sure they understand that subject is active, the one responsible for carrying out the action.

*Point to the second sentence and ask if the subject is doing the action.* They should say it isn't. Make sure they understand that the subject is passive, the one who is being acted upon.

Compare what happens to the verbs. Ask students what tense they see in the first example. They should recognize the past simple. Show students what happens in the second sentence: the auxiliary verb “to be” is used in the past tense (“was”) with the past participle, in this case “dropped”.

### **Passive Descriptions**

In this enjoyable card game, students describe objects using the present passive. In small groups, students take it in turns to pick up a picture card and describe the object on the card to the other students using the present passive. For example, if a student picked up a picture of a dictionary, the student might say: It's made from paper. It is used in the classroom. It's bought by students, etc. The first student to guess the object wins the card. The winner is the student with the most cards at the end of the activity.

## RESULTS

Teaching passive voice to students of third year of high school is very important, because they are able to write essays and the use of passive voice is especially for academic writing.

In the teaching of a second language as English, the grammar is important subject learn it teach it is good to apply teaching strategies to keep focus students in the lesson.

The use of strategies produces a better understanding in the teaching – learning process. Strategies allow teachers to make decisions about what topics to include and which to leave out, which methods or approaches to use, materials to employ, and how to get feedback.

Passive voice is considered one of the thorniest problems in teaching English as a second language. Teachers should avoid some mistakes that the students do:

- Students translate passive sentences from English to Spanish; it does not have sense in Spanish because the passive form is more common in English than Spanish. Teachers should guide to avoid word by word translation in the classroom, especially with some special passive constructions.
- Students use all verbs in participle form to write passive sentences. Teacher should focus students that only participle form of transitive verb can be used to write passive sentences.
- When students have problems to understand the structure of passive sentences. Teacher should use the deductive approach to explain the grammar. It goes from general to specific.
- When students have problems of an active participation in the classroom. Teacher should use an inductive method, create a situation and give examples where students can induce and discover the general rule. It goes from specific to general.

The use of activities to support the strategy encourages and motivates students to practice the passive voice. The most recommendable is use activities that have relation with the real life. Activities are the resources to make an interesting lesson and put in practice what was taught by the teacher. They also allow including all students and keep them focus in the lesson. The most common activities are:

- Make some sentences where some students be mentioned. In this way, their interest would be aroused and it would help them pay more attention to what they were learning, and also help them to consolidate the new knowledge.
- Basically tasks where students can recognize the structure and produce their own knowledge.

- Use visuals such as, write key words or pictures, and high-interest material while presenting the lesson. It increases the motivation and promotes active participation in their students. The participation is a main element in the learning of students.

## CONCLUSIONS

- In conclusion, the use of strategies to teach passive voice is a very useful tool for teachers to help students understand, retain and remember new learning information. It allows introducing the lesson in a clearer way, more predictable and more creative.
- To teach grammar (passive voice) is recommendable use inductive approach. The inductive approach is generally accepted to be more efficient in the long run than the deductive approach. Inductive activities are generally more stimulating and require greater student participation. Since students are more actively involved in acquiring knowledge (rather than just passively sitting and receiving information) in the end they end up learning with deeper understanding.
- The passive voice in Spanish use a reflexive noun “se”. the use of “se” is to identify that Spanish does have a true passive voice corresponding to the English one, but its use cannot be translate literally.
- The passive voice is more common in English than Spanish and its use focus in writing’s skill, specifically for academic writing.

## BIBLIOGRAPHY

- Bilash, O. (Mayo de 2009). *Best of Bilash Improving Second Language Education*. Recuperado el 20 de Octubre de 2015, de <http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/inductivedeductiv.html>
- Erichen, G. (2015). *About Education*. Recuperado el 18 de Octubre de 2015, de [http://spanish.about.com/od/sentencestructure/a/avoid\\_passive.htm](http://spanish.about.com/od/sentencestructure/a/avoid_passive.htm)
- Hinkel, E. (2002). *Why English passive is difficult to teach (and learn)*. Nahwah, NJ: Lawrence Erlbaum Associates.
- Sevastopoulos, J. (16 de Octubre de 2015). *Grammar-Quizzes.com*. Recuperado el 20 de Octubre de 2015, de <http://www.grammar-quizzes.com/passive1d.html>
- Stilman, A. (1997). *Grammatically Correct*. Cincinnati - Ohio: Writer's Digest Books.