

## The Usage of Passive and Active Voice in Educational Articles

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### **Abstract:**

The present study undertook an analysis of the utilization of passive and active voice in a selection of five scholarly articles pertaining to the field of education. The objective of this analysis is to ascertain the predominant utilization of linguistic characteristics within the chosen studies and sections. During the process of gathering and analyzing data, the three sections, namely the abstract, introduction, and results section, were examined in terms of their utilization of active voice and passive voice. Moreover, the present paper engages in a discussion regarding the utilization of passive and active voice by numerous authors, highlighting the diverse intentions behind their choices. The study revealed that scholarly articles, particularly those under analysis, exhibit a higher prevalence of active voice usage compared to passive voice. The findings indicate that the results section exhibited the highest proportion of active voice across all articles. In contrast, the abstract section had the smallest amount of active voice, with a notable prevalence of passive voice in the introduction section. Hence, this research proposes a decrease in the utilization of passive voice in written materials by educators, researchers, and publishers. The rationale behind this is that the utilization of an outdated writing approach is incongruous with the attributes of simplicity, exactness, and fluency that are inherent to the active voice. The paper, nonetheless, refrains from making dogmatic claims regarding the complete elimination of passive voice, but instead promotes the recognition and utilization of active voice.

### **Keywords:**

Passive voice, active voice, language features, analysis, special education.