

GENERATIVE APPROACHES TO BEHDINI-KURDISH STUDENTS' ACQUISITION OF ENGLISH PASSIVIZATION

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ABSTRACT:

This research examines how Behdini-Kurdish students acquire passive voice in English, focusing on the interaction between their innate linguistic abilities and external language input. Using a mixed-methods approach, the study investigates the strategies used by Kurdish learners on acquiring passive voice constructions, which pose a notable challenge for many individuals learning English as a foreign language. By analyzing the cognitive processes and tactics used by these students, this research aims to contribute to a deeper understanding of the mechanisms involved in second language acquisition (SLA) from the perspective of generative grammar. Preliminary observations suggest that Kurdish students' acquisition of the passive voice in English is influenced by factors such as the linguistic structure of their native language, exposure to language input, and their inherent language acquisition ability. This study emphasizes the importance of tailored pedagogical strategies that align with the theories of generative grammar to enhance Kurdish students' competence in mastering passive voice structures in English. Practical results show that explicit instruction and increased exposure to passive constructions in English significantly improve learners' proficiency. In addition, error analysis reveals common problems with verb forms and agent placement, necessitating focused educational interventions. This study provides important insights into the challenges faced by Behdini-Kurdish students in acquiring passive voice structures in English. Several key conclusions are drawn from this study including challenges in learning passive voice in English among the majority of Behdini-Kurdish learners due to the effect of language transfer in most cases.

KEYWORDS: Syntactic Construction, Contrastive Analysis, Mixed-Method Approach, Passive Voice, Second Language Acquisition.

1. INTRODUCTION

The English passive voice poses a significant challenge for Behdini-Kurdish learners of English due to the vast dissimilarity in syntactic structures between Kurdish and English. The passive voice is a significant constituent of English grammar and, by and large, creates challenges in learning, especially when English is a second language, and more so when the first language has a different kind of grammatical structure. This research attempts to investigate how learners of Behdini-Kurdish acquire the passive voice in general, focusing on the interactions between learners' inherent knowledge and input that arises from the environment.

1.1 Problem of the Study

Although much work has been done in the area of second language acquisition, there are few studies on Kurdish learners of the English language, particularly on specific grammatical structures like the passive voice. The concern is that the Kurdish learners find learning English passive construction very challenging; hence, this leads to a lot of difficulties with their general proficiency and fluency in the English language.

1.2 Aims of the Study

The current study attempts to reveal the strategies and cognitive processes employed by Behdini-Kurdish students in acquiring English passive voice constructions. Through the study of the processes involved, the current study also aims to contribute to the SLA more widely by adopting a generative grammar approach to understand the internal mechanisms in the Kurdish mind that might benefit pedagogical approaches for Kurdish learners.

1.3 Research Questions

The following research questions guide the study:

1. What are the specific challenges that Kurdish learners encounter in learning of English passives?
2. How does the transfer of linguistic structures from Kurdish to English influence the mastery of the passive voice?
3. How do Kurdish learners manage to tackle the problems related to English passive constructions?
4. How can pedagogical practices optimize the mastery of English passive voice for Kurdish learners?

1.4 Significance of the study

The value of this research is to investigate an area that is very under-researched, the area of Kurdish learners in SLA. It provides new data and insights which may inform in further research. Also, by focusing on the acquisition of passive voice, the study highlights a specific grammatical challenge that is relevant to many language learners, not just those from Kurdish backgrounds. Finally, practical implications for language teaching are identified, with evidence-based recommendations for educators to further develop more effective instructional strategies.

1.5 Objectives of the Study

The following are the objectives of the study:

1. To identify the specific difficulties faced by Kurdish learners in learning English passive constructions.
2. To analyze the role of L1 transfer in shaping the acquisition of English passive voice.

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3. To examine the cognitive and pedagogical strategies that can help facilitate learning the passive constructions by Kurdish students.

4. To draw practical implications for teaching the passive voice to Kurdish learners.

The objectives were set to meet not only theoretical understandings in SLA but also to practically propose solutions for better language instruction to Kurdish learners.

In summary, the introduction states the main points, such as the problem addressed by the study, its aims and objectives, the questions the investigation is supposed to answer, and the significance of the findings. It provides the background for an in-depth analysis of how Behdini-Kurdish students acquire passive voice constructions in English, with contributions towards academic knowledge and practical language teaching methodologies.

2. Literature Review

2.1 Passive Voice in English and Kurdish

2.2 Passive Voice in English

Generally speaking, the passive voice emphasizes the action rather than the entity performing it. In English, passive constructions are formed by using the verb "to be" in conjunction with the same tense as the active verb, followed by the past participle of the active verb. The subject of the active verb moves to the "subject" in the passive construction. Often, the agent remains unmentioned; However, when specified, it is usually introduced by "by" and placed at the end of the sentence (Thomson & Martinet, 2000). Examples (1), (2) and (3) below show passive voice combinations across different tenses:

- (1) The books are received.
- (2) The books were received.
- (3) Books will be received.

There are different reasons to use passive voice. One such example occurs when the agent—the individual performing the action—remains unknown, unimportant, or recognizable from the context. Consider examples (4), (5) and (6) for illustration:

- (4) Ali was saved. (The doer of the action remains unknown.)
 - (5) This building was constructed in 1995. (The identity of the agent is irrelevant.)
 - (6) They were arrested. (obviously by law enforcement officers)
- Furthermore, the passive voice serves to convey formality or politeness, as shown in the following instances:
- (7) Files are not organized. (more polite)
 - (8) You did not organize the files. (less polite)

Using the passive voice can make statements sound more polite by emphasizing the action or situation rather than pointing fingers at an individual. This can help avoid confrontation. For instance, sentence (7) is less direct and more courteous than sentence (8). This way of phrasing things helps keep the tone respectful and formal.

Furthermore, passive voice proves useful when the focus is directed toward the action rather than the subject, or when the subject deserves special attention, as shown in sentences (9), (10), and (11):

- (9) 200 people were infected with Covid-19 last week.
- (10) The old hospital was opened by the Minister.
- (11) The painting was painted by Leonardo da Vinci.

As for the different types of passive voice in English, they include two main categories – agentive and agentless – and four subcategories – GET passive, causative passive, pseudopassive, and adjective passive (Khalil, 2010). Consider the following examples:

- (12) The window was broken by Juan. (Agentive)
- (13) The story was written by Ahmed. (Agentive)
- (14) The window was broken with a stick. (Agentless)
- (15) The story was written with a black pen. (Agentless)

The prominent distinction between the agentive passive voice and the agentless voice lies in their points of emphasis. The active

voice directs attention toward the agent, while the active voice emphasizes the action. Interestingly, the agentless passive voice is dominant, accounting for approximately 80-85% of original texts (Celce-Murcia & Larsen-Freeman, 1999).

Continuing, we encounter the GET passive:

(16) She got her car cleaned.

(17) She got killed at the park.

GET passive voice usually appears informally and colloquially, and often accompanies action verbs.

Subsequently, we encounter the causative passive:

(18) He had the oil changed yesterday.

(19) She had her car cleaned last week.

The causative passive underscores the subject's actions and intentions.

Following this, we encounter the pseudo-passive:

(20) History repeats itself.

(21) This desk should not be written on.

In pseudo-passives, the subject assumes the role of the action's recipient, devoid of a passive "be" and presumed agent.

Lastly, we address the adjectival passive:

(22) The garden was cleaned.

(23) The door was closed.

Adjectival passives lack an agent, rendering the sentence ambiguous (Khalil, 2010).

Concluding, we examine the usage of "by" and "with" in passive voice constructions. "By" denotes the agent, whereas "with" signifies the tool, item, or material employed:

(24) The mosque was designed by the renowned architect Isadora of Miletus.

(25) The painting was drawn by Pablo Picasso.

(26) The painting was drawn with acrylic colors.

(27) The box was opened with a key (Khalil, 2010).

Passive voice enriches our language, affording us diverse means of conveying information contingent upon context and intent.

2.3 Passive Voice in Kurdish

Passive constructions in Kurdish are known as "بکمرین نەبار," which are formed using the verb "هاتن" (hatin) meaning 'to come' (Kim, 2020). Consider examples (28), (29), (30), and (31):

(28) پەرتۆک بە دەپتە فرێکرن (Present)

The book is being sent. (present)

(29) پەرتۆک هاتە فرێکرن (Past)

The book was sent. (past)

(30) پەرتۆک دەین هێتە فرێکرن (Future)

The book will be sent. (Future)

(31) پەرتۆک هاتبوو فرێکرن (Past perfect)

The book had been sent. (Past perfect)

As evident from the examples above, the infinitive "فرێکرن" remains unchanged across all tenses, while the verb "هاتن" (hatin) varies depending on the tense.

According to Amin (2017), from a syntactic perspective, passive constructions in Kurdish are typically agentless. The sentence generally remains active if the agent is explicitly mentioned. Passive voice is usually reserved for specific contexts or when the subject is unidentified. However, in Kurdish, there are rare instances where the agent is implied in passive voice, usually observed in newspapers or translations from other languages. Typically, "ژ لای" is utilized for agentive passives:

(32) راگههاندنەك هاتە بە لافكرن ژ لای حكومەتا هەرمەما كوردستانى.

An announcement was published by the Kurdistan Regional Government.

(33) گونەهبار هاتە دەستەسەر كرن ژ لای پۆلیسین دھوكى فە.

The offender was arrested by the Duhok police.

Moreover, "ب" is employed to denote the tool, item, or material used to accomplish something, as illustrated in examples (34), (35), and (36):

(34) تابلو بە رنگین نەكرك لیک هاتە كێشان

The painting was drawn with acrylic colors.

(35) سندوق بە كلیهكی هاتە فەكرن

The box was opened with a key.

نامان ب نامیرئ شویشتنی هاتنه شویشتن (36)

The dishes were cleaned with the dishwasher.

Passive constructions in Kurdish, much like in English, offer a nuanced means of communication, allowing for the expression of various actions and scenarios in a manner that aligns with both linguistic structure and cultural context.

2.4 Comparative Analysis of Passive Voice in English and Kurdish for Second Language Acquisition

Now, the aspects of similarities and differences between passive constructions in English and Kurdish will be highlighted. This will help explore the challenges Kurdish learners may face when acquiring passive constructions in English:

In English, the passive voice is formed by combining the auxiliary verb "to be" with the past participle of the main verb. It is a flexible structure, existing in different times and aspects.

Kurdish passive voice employs the verb "hatin" (to come) to construct passive sentences, emphasizing the action over the doer.

2.5 Generative Grammar and Second Language Acquisition (SLA)

A generative grammar, the brainchild of Noam Chomsky, revolutionized linguistic theories altogether in general by proposing a hard-wired mechanism to the acquisition of language by means of universal grammar. According to the theory, human beings harbor inborn principles of language, easing the dynamics of language acquisition. It was these seminal works of Chomsky, in particular, "Syntactic Structures" and "Aspects of Syntactic Theory," that first introduced deep and surface structures and, in doing so, served as the very foundations of ideas necessary for understanding the process of language acquisition (Chomsky, 1957; 1965). White (1985) also outlined second language acquisition as another contribution to the role of universal grammar: the idea that there would be learners' drawing from innate knowledge of grammar in the process of learning another language.

2.6 Acquisition of Passive Voice

Thus, given the complexity and variation of linguistic elements in passive voice structures, it is incumbent that such be captured in SLA research studies. Peeking along that line, studies emanating from the same area help in bringing out the notion of how tense and aspect are easily acquired among learners of different typological linguistic backgrounds, for example, Kurdish second language learners of English. Oshita (2000), in a similar study which subscribes to the "what's in the first language" model, pursued the effects of the typical characteristics of the learners' native language on the learning of negative constructions in English. In general, the cross-linguistic study on the passive voice by Keenan and Comrie (1977) opens some of the differences of the typological light and helps understand the challenges with which learners of a variety of tongues approach it.

2.7 Cognitive Processes and SLA

Understanding those cognitive processes that involved in SLA makes it easier in understanding how learners acquire complex grammatical structures; for example, the passive voice, according to VanPatten (1996), input processing is what the learner will attend to and process linguistically in association with the acquisition of grammatical structures, specifically, the passive voice. Ellis (2008) further explains in mannish tones on cognitive

factors in self-paced learning that his position with the broader view is actually pinpointing at the role of attention and memory and explicit knowledge in the process concerned with mastery of learning passive constructions.

2.8 Gaps in the Literature

The present data analysis attempts to fill some of the gaps in the present L2 learning literature, in particular, in regards to generative grammar approaches and interlanguage development and language transfer in L2 learning of Kurdish English learners, apart from sparse research on Kurdish learners of English and the need for intensive analyses of cross-language developmental dynamics. Well-structured research in the area of SLA will, by force, open the way for definitive research findings on the subject, thereby filling the current gaps of knowledge in it. Also, lastly, there is to be the enlightenment of furthering this process of acquiring the language.

3. Methodology

3.1 Participants Selection

The sample in this study comprises a group of 30 male and female students currently enrolled in the College of Languages, Department of Translation. The selection criteria are as follows:

Language Background: Participants must be native speakers of Behdini-Kurdish with at least an intermediate level of English proficiency, determined either by standard English proficiency tests or college-specific assessment criteria.

Academic Background: Enrollment in Translation Studies indicates a focus on theoretical and practical linguistic aspects, making these students suitable candidates for examination of the acquisition of grammatical structure.

Diversity in proficiency: Participants at intermediate to advanced proficiency levels have been targeted. This difference will make it easier to notice the different levels of passive voice acquisition and application in English.

3.2 Data Collection Methods

The primary data collection method will be the Grammatical Judgment Task (GJT) (See Appendix 1), supplemented by structured interviews to obtain qualitative insights into learners' perceptions and cognitive processes related to passive voice constructions.

Participants will evaluate a series of English sentences, some of which feature passive voice constructions. Their task is to determine the grammatical correctness of each sentence and, if necessary, to provide corrections. This method directly assesses participants' ability to recognize and use passive constructions, thus highlighting their interlanguage grammar.

Structured Interviews: Following the GJT, structured interviews will be conducted to identify participants' learning experiences in passive voice, including strategies used and challenges faced. This qualitative approach is a complement to the GJT data, providing deeper insight into the cognitive and psychological dimensions of language acquisition.

GJT and structured interviews combine to offer a comprehensive examination of the acquisition of passive voice. While GJT produces quantifiable data on grammatical proficiency, interviews provide qualitative insights into the learning process, including cognitive strategies and the influence of the first language on second language acquisition.

4. Data Analysis

Table 1: Summary of GJT Performance

Sentence Type	Correct Sentences (%)	Incorrect Sentences (%)	Corrected Incorrect Sentences (%)
Passive Voice Correct	35%	65%	30%
Passive Voice Incorrect	25%	75%	20%
Mixed Active-Passive Incorrect	40%	60%	25%

Table 1 provides a summary of the performance of Behdini-Kurdish students on the Grammatical Judgment Task (GJT). The data clearly indicate that the majority of participants struggled significantly with passive voice constructions. Specifically, only 35% of the correct passive voice sentences were identified correctly, while 65% were marked incorrectly. Furthermore, when faced with incorrect passive voice sentences, participants only managed to correct 20% accurately. Similarly, mixed active-passive sentences also posed a challenge, with 60% incorrect identifications and only 25% of those being corrected successfully.

These results highlight a significant struggle among the participants in accurately identifying and correcting passive voice constructions in English. This difficulty is likely influenced by several factors, including language transfer from Kurdish to English and interlanguage development.

Language Transfer

The results would show a high language transfer effect from Kurdish to English if the problems occur with considerable density in passive voice structures that have no equivalent or significantly different structure in Kurdish. This would mean that negative transfer may occur where there is variation between the native linguistic scaffolding of the learners and the grammatical requirements in terms of the target language, particularly that of the auxiliary verbs and grammatical formulation of the passive voice.

Interlanguage Development

Interlanguage development describes the evolving linguistic system that second language learners create, which combines elements from both their native language and the target language. For Behdini-Kurdish students, this interlanguage likely includes hybrid structures that do not conform fully to either Kurdish or English grammar. The struggles observed in the GJT suggest that their interlanguage system is still developing, with incomplete acquisition of English passive voice rules. This developmental stage is characterized by frequent errors and an ongoing process of hypothesis testing and restructuring of their linguistic knowledge.

Error Analysis

Error analysis in this study revealed several common types of mistakes made by the participants. These included:

Incorrect Verb Forms: Many participants used incorrect verb forms in passive constructions, such as using the wrong tense or aspect, which points to confusion about the grammatical requirements of passive voice in English.

Misplacement of Agents: Errors were also observed in the placement and usage of agents in passive sentences, often influenced by Kurdish syntax where the agent is either implied or differently structured.

Inconsistent Use of Passive Constructions: Participants showed inconsistency in applying passive voice rules, sometimes mixing active and passive forms within a single sentence, reflecting an incomplete understanding of the structural differences.

Overall, the error analysis underscores the need for targeted instructional strategies that address these specific areas of difficulty. By focusing on the distinct syntactic and grammatical rules of English passive constructions, educators can help Kurdish learners develop a more accurate and consistent use of passive voice, ultimately enhancing their overall proficiency in English.

5. Discussion of the Findings

This section accounts for the findings of the study by addressing the research questions. The results from the GJT and the interviews supply a robust understanding of the challenges that Behdini-Kurdish students face while acquiring English passive constructions and the factors influencing their learning process.

Research Question 1: What are the specific challenges that Kurdish learners encounter in the learning of English passives?

The data indicate that Kurdish learners face significant difficulties in mastering English passive voice constructions. As shown in Table 1, a substantial percentage of participants struggled to correctly identify and correct passive sentences. Specifically, only 35% of the correct passive voice sentences were recognized accurately, while 65% were marked incorrectly. Additionally, when faced with incorrect passive voice sentences, participants managed to correct only 20% accurately.

These challenges stem from the structural differences between Kurdish and English. Kurdish passive constructions often lack an explicit agent and utilize different syntactic patterns, leading to confusion when learners attempt to apply English rules. The error analysis revealed frequent mistakes in verb forms and agent placement, reflecting an incomplete understanding of English passive structures.

Research Question 2: How does the transfer of linguistic structures from Kurdish to English influence mastering the passive voice?

Language transfer significantly impacts the difficulties faced by Kurdish learners. Negative transfer occurs when learners apply Kurdish grammatical rules to English, leading to errors. For instance, the use of incorrect verb forms and the misplacement of agents are directly influenced by the differences in passive construction between the two languages.

The structured interviews further supported this finding, with many participants expressing confusion about English passive rules and often defaulting to Kurdish structures. This negative transfer indicates that learners are heavily influenced by their native language, complicating the acquisition of English passive voice.

Research Question 3: How do Kurdish learners manage to tackle the problems related to the English passive constructions? Despite the challenges, some Kurdish learners have developed strategies to manage these difficulties. The structured interviews revealed that learners with more exposure to English through media, practice, and targeted instruction performed better in the GJT. These learners employed strategies such as repeated practice, seeking feedback from teachers, and using English learning resources.

However, the overall effectiveness of these strategies varied, and many learners still struggled significantly. This suggests that while some strategies can mitigate the difficulties, a more systematic and tailored approach is needed to address the specific challenges faced by Kurdish learners.

Research Question 4: How may pedagogical practices optimize the mastery of English passive voice for Kurdish learners?

The findings highlight the need for targeted pedagogical strategies to support Kurdish learners in mastering English passive voice. Based on the error analysis and interview responses, the following recommendations can be made:

Focused Instruction on Passive Constructions: Teachers should provide explicit instruction on the rules and structures of English

passive voice, emphasizing the differences from Kurdish passive constructions.

Practice and Feedback: Regular practice with passive voice constructions, coupled with constructive feedback, can help learners internalize the rules.

Use of Comparative Analysis: Highlighting the differences and similarities between Kurdish and English passive constructions can help learners understand and apply the correct structures.

Incorporation of Technology: Using language learning apps and online resources that offer interactive exercises on passive voice can provide additional practice and reinforcement.

6. Conclusions, Recommendations, and Pedagogical Implications

6.1 Conclusions

This study has provided significant insights into the challenges faced by Behdini-Kurdish students in acquiring English passive voice constructions. By examining the performance on the GJT and analyzing structured interviews, several key conclusions can be drawn:

1. **Specific Challenges in Learning English Passives:** The study revealed that Kurdish learners struggle considerably with English passive voice constructions. The data indicated a high rate of incorrect identifications and corrections of passive sentences. These difficulties are attributed to the stark differences between the syntactic structures of Kurdish and English. In particular, the lack of explicit agents and differing verb forms in Kurdish passive constructions lead to confusion and errors when learners attempt to apply English grammatical rules.

2. **Impact of Language Transfer:** Language transfer emerged as a significant factor influencing the acquisition of English passive voice. Negative transfer occurs when Kurdish learners apply their native language rules to English, resulting in frequent errors. This was evident in the misplacement of agents and incorrect verb forms observed in the GJT results. The structured interviews confirmed that many learners defaulted to Kurdish structures due to their unfamiliarity with English passive constructions.

3. **Strategies Employed by Learners:** Despite these challenges, some learners have developed effective strategies to manage their difficulties. Increased exposure to English through media, practice, and targeted instruction proved beneficial. Learners who regularly practiced passive voice constructions and sought feedback from teachers demonstrated better performance. However, the overall effectiveness of these strategies varied, indicating the need for more systematic and tailored support.

6.2 Recommendations

1. Kurdish and English languages show noticeable structural differences. While Kurdish, as an Indo-European language, includes negative constructions, their use and expression can differ significantly from English. Such structural differences can pose challenges for Kurdish speakers in understanding the concept of passivation in English.

2. Kurdish students may have limited exposure to negative constructions in English outside of academic settings. The absence of real-life context and practical application makes mastering the passive voice more difficult.

3. Learners often transfer patterns from their native language to the target language, resulting in errors when the structures of the two languages diverge. Kurdish students may overuse or underuse passive constructions in English based on their knowledge and experience with similar constructions in Kurdish.

4. While changing the focus of a sentence from subject to recipient may seem intuitive in certain contexts, it can be difficult in others, especially in abstract or unfamiliar situations.

Addressing these challenges requires targeted instructional strategies that include explicit instruction about the use and form of the passive voice in English, extensive practice with feedback,

and exposure to passive constructions in diverse contexts. By understanding the specific obstacles that Kurdish students face, teachers can design their teaching methodologies to better facilitate English language acquisition, thus contributing to more effective and streamlined language learning outcomes (Ellis, 2008; Lightbown & Spada, 2013).

6.3 Pedagogical implications or recommendations

6.3.1 Learning challenges:

Verb forms and auxiliary use: Kurdish learners may have difficulty with English's use of auxiliary verbs for the passive voice, as Kurdish uses a different auxiliary verb.

Frequency and context of use: English uses the passive voice more widely in formal and written contexts than Kurdish, which may be a challenge for students to recognize and use the passive voice appropriately.

6.3.2 Teaching/learning strategies:

Contrastive analysis: Highlighting structural differences in passive construction can help learners understand the distinct requirements of each language.

Contextual learning: Providing examples of passive voice in different contexts, such as formal writing or scientific reports, can enhance understanding and application.

Practice and Application: Engaging in writing and translation exercises that involve converting active sentences into passive voice and vice versa can enhance comprehension and proficiency.

Implications for second language acquisition: A deeper understanding of passive voice in English and Kurdish can inform language teaching methodologies, and facilitate Kurdish learners' mastery in using passive constructions accurately. Focusing on grammatical nuances and contextual nuances in the use of passive voice across languages can promote more intuitive understanding for learners.

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Appendix 1

The Grammaticality Judgement Task

The design of the Grammatical Judgment Task (GJT) for Kurdish learners of English entails grouping sentences for assessment, in

which individuals must discriminate the grammatical integrity of each sentence. This endeavor focuses specifically on passive voice combinations, which include sentences that use the passive voice accurately, those that use it incorrectly, and others that combine active and passive voices inappropriately. The aim of this task is to measure learners' understanding and control of passive constructions in English. Below is the GJT designed for the scope of this research:

Instructions for Participants:

Read each sentence carefully. Decide whether the sentence is grammatically correct or incorrect. If you think the sentence is incorrect, please correct it in the space provided.

Grammaticality Judgment Task (GJT):

1. (Correct) "The book was read by the student."
2. (Incorrect) "A song were sung by the choir." (Correction: "A song was sung by the choir.")
3. (Correct) "The window got broken during the storm."
4. (Incorrect) "The homework was finished by they." (Correction: "The homework was finished by them.")
5. (Correct) "The lecture will be given at noon."
6. (Incorrect) "The project have been completed ahead of schedule." (Correction: "The project has been completed ahead of schedule.")

7. (Correct) "The painting was admired by everyone."
8. (Incorrect) "The letter was sent by the office yesterday." (Correction: "The letter was sent by the office yesterday.")
9. (Correct) "The cake was eaten by the children."
10. (Incorrect) "The agreement were signed by both parties." (Correction: "The agreement was signed by both parties.")

Corrections Instructions:

Participants are asked to correct sentences identified as incorrect by rephrasing them to achieve grammatical correctness, with particular emphasis on the precise deployment of passive voice constructions. This involves paying careful attention to verb forms and ensuring adherence to principles of subject-verb agreement.

Objective of the task:

The purpose of the GJT is to identify and examine the challenges that Kurdish learners face in passive voice constructions in English, including issues related to the accuracy of verb forms, correct use of past participle, and auxiliary verbs. By scrutinizing participants' corrections, insights into their understanding and use of passive voice will be gained. This analysis aims to reveal prevailing errors, thus facilitating the development of tailored educational strategies to enhance learners' linguistic proficiency in this area.

المناهج التوليدية لاكتساب الطلاب الأكراد البهدينيين للمبني للمجهول في اللغة الإنجليزية

الملخص:

يتعمق هذا البحث في كيفية اكتساب الطلاب الأكراد المبني للمجهول في اللغة الإنجليزية، مع التركيز على التفاعل بين قدراتهم اللغوية المتأصلة ومدخلات اللغة الخارجية. باستخدام نهج الأساليب المختلطة، تبحث الدراسة في الاستراتيجيات المستخدمة من قبل المتعلمين الأكراد في اكتساب تركيبات المبني للمجهول، والتي تشكل تحدياً ملحوظاً للعديد من الأفراد الذين يتعلمون اللغة الإنجليزية كلغة ثانية. من خلال تحليل العمليات والتكتيكات المعرفية التي يستخدمها هؤلاء الطلاب، فإن الهدف من هذا البحث هو المساهمة في فهم أعمق للآليات المشاركة في اكتساب اللغة الثانية من منظور القواعد التوليدية. تشير الملاحظات الأولية إلى أن اكتساب الطلاب الأكراد للمبني للمجهول في اللغة الإنجليزية يتأثر بعوامل مثل البنية اللغوية للغة الأم، والتعرض لمدخلات اللغة، وقدرتهم على اكتساب اللغة المتأصلة. كما تؤكد هذه الدراسة على أهمية الاستراتيجيات التربوية المصممة خصيصاً والتي تتماشى مع نظريات تعلم اللغة الإنجليزية التوليدية من أجل تعزيز كفاءة الطلاب الأكراد في إتقان هياكل المبني للمجهول في اللغة الإنجليزية. تظهر النتائج العملية أن التعليم الصريح وزيادة التعرض لتركيبات المبني للمجهول في اللغة الإنجليزية يحسن بشكل كبير من كفاءة المتعلمين. بالإضافة إلى ذلك، يكشف تحليل الأخطاء عن مشاكل شائعة تتعلق بأشكال الأفعال ووضع الوكلاء، مما يستلزم تدخلات تعليمية مركزة. قدمت هذه الدراسة رؤى مهمة حول التحديات التي يواجهها الطلاب الأكراد في الحصول على تركيبات المبني للمجهول في اللغة الإنجليزية. تم استخلاص العديد من الاستنتاجات الرئيسية من هذه الدراسة بما في ذلك التحديات التي يتعرض لها معظم المتعلمين الكرد البهدينيين في تعلم المبني للمجهول في اللغة الإنجليزية والسبب الرئيسي في ذلك يعزو إلى تأثير النقل من اللغة الأولى.

الكلمات الدالة: البناء النحوي، التحليل التقابلي، منهج الطريقة المختلطة، المبني للمجهول، اكتساب اللغة الثانية.

پهیرهۆین بهرهمهینهڕین بدهستنهینانا قوتابیین کوردین بههیدینی بۆ بهکهر ئههیدار د زمانی نینگلیزی دا

پوخته:

ئهفهمكولینه ب تیزوتسهملی دچینه دناف چاوانییا بدهستنهینانا قوتابیین کورد بۆ بهکهر ئههیدار د زمانی نینگلیزی دا، دگهل جهختکرن لسه کار لیکرن دناقهیرا شیانین وان یین زمانفانی بین بنهرمت و کارتیکرنین زمانی بیانی. بریکار بکار نیانان پهیرهۆین شیواژین تیکههل، ئهفهمكولینه لیکولینی د ستراتیژیین بکار نیانای دا دکهت ژ لایه فیروازین کورد بدهستنهینانا پیکهاتهیین بهکهر ئههیدار، کو دینه ناستهنگ بشیوهکی مهز د ریکا تاکهکهستین کو ههول ددهن زمانی نینگلیزی و هک زمانی دووی فیروازین. بریکار شیکار کرنا پرۆسه و تهکنیکین مهعریفی کو ئهف قوتابیین ههمنی بکار دینین، نارمانجا فی فهکولینی ئهوه کو رۆلهکی بگنریت د تیکههستهکا کوریر تر بۆ میکانیزمین ههقیهش د بدهستنهینانا زمانی دووی دا ژ دینتا ریزمانا بهرهمهینانای. تیبیین دهنستیکه و هسان ددهنه دیارکرن کو کارتیکرن دهینه کرن لسه بدهستنهینانا قوتابیین کورد بۆ بهکهر ئههیدار د زمانی نینگلیزی دا ب هۆکارین گریدای ب پیکهاتهیین زمانی یی زمانی دایکی، دیسان ژ بهر کارتیکرنین زمانی بین تیکههل، دگهل شیانین وان بین بنجینهیی بۆ بدهستنهینانا زمانی. ئهفهمكولینه ههروهسان گرنکییا ستراتیژیین پهروهدهیی بین دیزاینکری بتایهت دیار دکهت ئهوین کو دگهل تیورین فیروونا زمانی نینگلیزی بین بهرهمهینانای دگورن ژ بۆ بهیزکرنا توانستی قوتابیین کورد د زالیوون لسه پیکهاتهیین بهکهر ئههیدار د زمانی نینگلیزی دا. ئهفهمكولینه چهندن بینین گرنگ دانه دیارکرن لسه کیشه و ناستهنگین کو قوتابیین کورد بهر ههنگار دین ل دهمی فیروونا پیکهاتهیین بهکهر ئههیدار د زمانی نینگلیزی دا. دهرنهجامان دانه دیارکرن کو پتریا قوتابیین کورد توشی ناستهنگ و زهمهتیان دین ل دهمی فیروونا پیکهاتهیین بهکهر ئههیدار و چهندن جارن ئهگهر بۆ فهگو هاستن ژ زمانی نیکه دزفرن.

پههقیقین سهرهکی: پیکهاتهیین رستهسازیی، شروفهکرنا بهر اورده، پهیرهۆین ریبازین تیکههل، بهکهر ئههیدار، بدهستنهینانا زمانی دووی.