IRAQI KURDISTAN REGIONAL GOVERNMENT

MINISTRY OF HIGHER EDUCATION &

SCIENTIFIC RESEARCH

UNIVERSITY OF SULAIMANI

A CORPUS-BASED STUDY OF MODIFICATION IN WRITTEN ENGLISH OF KURDISH EFL UNIVERSITY STUDENTS

A DISSERTATION SUBMITTED TO THE COUNCIL OF THE COLLEGE OF BASIC EDUCATION/UNIVERSITY OF SULAIMANI, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN APPLIED LINGUISTICS

BY

JAMAL ANWAR TAHA

(Diploma 2000, BA 2008, MA 2011)

SUPERVISED BY

ASST. PROF. HOSHANG FAROOQ JAWAD, Ph.D

February **2019, Sulaimani, Iraq**

Supervisor's Certificate

I certify that this dissertation entitled 'A Corpus-based Study of Modification in Written English of Kurdish EFL University Students' was prepared under my supervision at the University of Sulaimani as a partial fulfillment of the requirements for the degree of Doctor of Philosophy in Applied Linguistics.

Signature:

Supervisor: **Assist. Prof. Dr. Hoshang Farooq Jawad**

Date: **26 / 2 / 2019**

In view of the available recommendations, I forward this dissertation entitled 'A Corpus-based Study of Modification in Written English of Kurdish EFL University Students' for debate by the Examining Committee.

 Signature:

 Name: **Dr. Azad Tahir Salih**

         Head of English Department

Date: **27 / 2 / 2019**

Examining Committee Certificate

We certify that we have read this dissertation entitled 'A Corpus-based Study of Modification in the Written English of Kurdish EFL University Students' and as the Examining Committee examined the student in its content, and that in our opinion it is adequate for the degree of Doctor of Philosophy in Applied Linguistics.

Signature:

Name: **Assist. Prof. Dr. Hoshang Farooq Jawad**

Member and Supervisor

Signature:
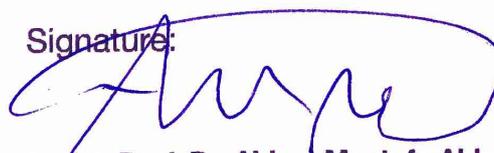
Name: **Assist. Prof. Dr. Abbas Mustafa Abbas**

Member

Signature:

Name: **Prof. Dr. Ayad Hamid Mahmud**

Member

Signature:

Name: **Assist. Prof. Dr. Azad Hassan Fatah**

Member

Signature:

Name: **Assist. Prof. Dr. Wuria Ezaddin Ali**

Member

Signature:
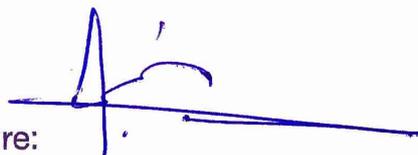
Name: **Prof. Dr. Wuria Omer Amin**

Chairman

College Council Approval

Approved by the Council of the College of Basic Education.

Signature:

Name: **Asst. Prof. Dr. Ali Qadir Othman**

Position: **Head of the Council of the College of Basic Education**

       Dean of the College

Date: **/ 4 /2019**

Dedicated to:

- the dearest person in my life my **MOTHER;**

- the soul of my late father;

- my beloved wife **Nasik;**

- my lovely sons: **Elian and Ayan.**

Acknowledgements

I owe a particular debt of gratitude to my supervisor, Asst. Prof. Dr. Hoshang Farooq Jawad who helped me in every step of the way in writing this dissertation.

I am also indebted to Professor Dr. Amy Minett from Salem State University in Salem-Massachusetts.

I also thank Professor Dr. Ramesh Krishnamurthy, Lexicographer at COBUILD for his ineffable suggestions.

My sincere thanks to all those who helped me during writing this dissertation especially Nahro Othman, Shokhan Anwar, Nabaz Azwar, and Ibrahim Essa.

List of Abbreviations

Abbreviated Form	Full Form
EFL	English Foreign Learners
CL	Corpus Linguistics
ICE	International Corpus of English
ICLE	International Corpus of Learner English
LC	Learner Corpus
LOCNESS	Louvain Corpus of Native English Essays
AP	Adjective Phrase
NP	Noun Phrase
ADVP	Adverb Phrase
BNC	British National Corpus
COBUILD	Collins Birmingham University International Database
ESL	English as Second Language
CANCODE	Cambridge and Nottingham Corpus of Discourse in English
MICASE	Michigan Corpus of Academic Spoken English
LOBC	Lancaster-Oslo/Bergen Corpus
TEI	Text Encoding Initiative
CES	Corpus Encoding Standard
IMRD	Introduction, Methods, Results, Discussion
IJCLA	International Journal of Corpus Linguistics
NICTJIE	National Institute Japanese Language Learner Corpus

List of Tables & Figures

Abstract

Corpus linguistics as a new discipline employs corpora which are computerized collections of spoken and written texts and then analyze them to find the irregularities, mistakes and patterns according to the goal of the research. This study argues that Kurdish EFL students fail to recognize the types of modifiers in English and the strictly ordered sequence of modifiers in their written works. The study is hypothesized that Kurdish EFL students fail to order the modifiers in their written English as they fail to realize the type of modifiers.

The present study seeks to answer such research questions as do Kurdish EFL students properly determine the head of noun phrases in English? Do EFL Kurdish students realize the correct order of modifiers in English? Do they perceive the difference between the different types of modifiers and their syntactic positions?

This study adopts an open questionnaire as a tool for data collection and then uses a corpus analysis tool AntConc (3.5.7) to analyze the data. The study was carried out during the academic year 2017-2018 on 400 Kurdish EFL students across four different universities namely Duhok University, Salahaddin University, Sulaimani University and Garmian University.

This study consists of five chapters. The first chapter is an introduction to the study highlighting the statement of the problem, the research questions, the hypothesis, the scope of the study, the value as well as the type of corpora adopted in this dissertation.

This study espouses the learner corpus since it is at the crossroads of four language and linguistic research areas: corpus linguistics, linguistic theory, second language acquisition and foreign language teaching and our study covers almost all of them.

The second chapter gives a theoretical background on corpus linguistics. This is followed by an overview of related literature conducted on this topic.

The third chapter presents the research methodology for this dissertation which is a mixed method or triangulation in the data analysis while adopting an open questionnaire to collect data.

The fourth and fifth chapter deals with the data collection mechanism for this dissertation and the final chapter analyzes the data and discusses the results.
The study concludes that the students are affected by their Kurdish mother tongue in positioning the modifiers especially in noun phrases and most of them fail to realize the type of modifiers as well as to put them in the strict order that exists in English language.

Finally, two types of recommendations have been put forth for both the researchers and syllabus designers, followed by the list of references consulted for this study.

Table of Contents

CHAPTER ONE

Introduction

CHAPTER TWO

Theoretical Background and Literature Review

CHAPTER THREE

Research Methodology

CHAPTER FOUR

Data Collection

CHAPTER FIVE

Results and Discussion

CHAPTER SIX

Conclusions and Recommendations for Further Study

Chapter One

Introduction

1.1 Corpus Linguistics and building a corpus

Corpus linguistics, as a new discipline, is a novel discipline in Iraqi Kurdistan region since no studies have been done on this new trend in applied linguistics. Every research needs a kind of corpus whether theoretical or field corpus. Therefore, the use of corpus is ubiquitous in every area of knowledge, as for this study it is a starting point to build a corpus in Kurdish language for EFL students. To build any corpus, the any researcher takes into consideration the types of corpus first then take into account the other steps for building a corpus. To build any corpus, these stages are taken into consideration:

1. First, a kind of corpus should be the target as will be mentioned later in this study, in this case a learner corpus is chosen.

2. A suitable tool has been instrumental to choose and then a pilot study should be conducted for the effectiveness of the tool.

3. The mechanism of collecting data i.e. manually or electronically as the learner corpus for this study is done manually and electronically.

4. There should be a domain to put the data so that researchers take benefit from them.

5. The special kind of corpus software should be chosen like AntConc, TagAnt, Monoconc Pro, Sketch engine, Word Smith Tool etc. to analyze and process the data.

6. Finally, which aspect of the above mentioned software is widely used i.e. concordance tool, Cluster tool, N-Gram tool etc.

1.2 The Problem

This study attempts to address the problems that Kurdish students encounter when they use modifiers especially using them in inappropriate positions when they use English. The important point that this study aims to shed light on is to collect data about Kurdish EFL students and what they face as outlined in the following points:

1. Placing the head of the noun phrase: sometimes Kurdish students confuse between two or more nouns mentioned in the noun phrase since they don't know which one plays the central role in the NP.

2. Concord: as a result of not knowing the head of the NP, the student may go wrong in making the subject-verb agreement because of having too many pre- and post-modifiers.

3. Order of modification: sometimes, when there are more than one modifier because of their lack of knowledge of modification arrangement in English, they fail to order therm properly.

4. Types of modifiers: another crucial part of this study, it focuses on whether the students know about all types of modifiers or not, via asking some questions as some of them are completely open and the others asking them to translate from Kurdish into English and to arrange the modifiers.

1.3 The Research Questions

This study aims to answer the following research questions;

1. Can Kurdish EFL students properly determine the head of a noun phrases in English?

2. Can Kurdish EFL students realize the correct order of modifiers in English?

3. Can they perceive the differences between the different types of modifiers and their syntactic positions?

1.4 The Hypotheses

This study hypothesizes that:

1. Most Kurdish EFL university students fail to recognize the strictly ordered sequence of adjectives in their written works in English.

2. Most Kurdish students misplace the three types of determiners (pre-determiner, central determiner and post-determiner) when they write in English.

3. They mostly fail to recognize the types of modifiers in English when they put them in sequence.

1.5 The Scope of the Study

This study focuses on the written discourse of Kurdish EFL students rather than their spoken ones via asking the students to answer an open questionnaire consisting of 30 items intended to figure out their capability in putting modifiers in their proper positions. This study tries to take samples from undergraduate students from Iraqi Kurdistan universities.

1.6 The Value

To the best of researcher's knowledge, no study of adequate academic weight and caliber has been conducted in Iraq and Iraqi Kurdistan region universities to explore difficulties of the use of modifiers faced by Kurdish university learners of English. Therefore, this study will enrich Kurdish library especially in the area of learning a foreign language such as English.

1.7 Methodology

The instrument used in this study is to examine the qualitative data among Kurdish university students across the universities in Kurdistan region in their written texts in terms of using modifiers and analyzing them both qualitatively and quantitatively using a corpus analysis tool AntConc 3.5.7 (2018). The data are collected from two corpora, namely written students' written texts in English and linguistic academic books and studies previously done in the area of EFL learners. The student's corpus consisted of 30 items English written responses by Kurdish EFL students from the aforementioned sample population. The study is designed to be practically oriented.

1.8 The Learner Corpus

For this study, this type of corpus tries to focus on the learner and the collection of texts, essays and writings produced by EFL students in the learning process. It aims to pinpoint the aspects of language that learners differ from one another on one hand the language of a native speaker on the other. Thus, it is like a comparable corpus to identify the gaps that learners encounter in the learning process then identifying these lacunae to be properly dealt with in the best way possible.

The reasons for choosing a learner corpus:

1. Learner corpus is at the juncture of four language research areas: corpus linguistics, linguistic theory, second language acquisition and foreign language teaching and learning(Granger, 2009, p. 13).

2. It is used for pedagogical purposes since it produces pedagogical tool that will benefit learner population which is useful in classroom activities through which the learner data are collected in a given learner population then analyze the data for the sake of its improvement.

3. A genre is adopted for academic purposes like written work of the students then analyzing it based on the research questions or pinning down the problems sought for.

4. In this kind of corpus, a target language will b0e under the limelight in the case of this study the English version of Kurdish EFL learners will be under the microscope.

5. Using this corpus, the productive linguistics capabilities will be investigated in this case the written skills of Kurdish EFL leaners in under the investigation.

6. It serves as a bridge between second language acquisition and foreign language teaching.

7. It is a representative of leaner's interlanguage and gives us an incredible insight in understanding the learner language or interlanguage in this case a new version of English among Kurds I call it "Kurdish English".

8. It aims to provide improved description of learner language or interlanguage from a wide range of goals in second language and foreign language learning or acquisition research and their teaching philosophy (Granger, 2002, p.4).

1.9 Definition of Basic Terms

Corpus: "Corpus is a computerized collection of authentic texts, amenable to automatic or semi-automatic processing or analysis. The texts are selected according to explicit criteria in order to capture the regularities of a language, a language variety or a sub-language" (Tognini Bonelli, 2001, p. 55).

Corpus Linguistics (CL): According to McEnery and Wilson (2001, p.1), it is the study of language, which serves with its real life examples of sources.

Interlanguage: A linguistic system in its own right of a second language learner who has not become fully proficient yet but is approximating the target language: preserving some features of their first language, or overgeneralizing target language rules in speaking or writing the target language and creating innovations (Selinker, 1972).

English Interlanguage: According to Granger (1998, p.6), it is the English L2 data supplied from one or more different mother tongue backgrounds.

International Corpus of English (ICE): A corpus representing the varieties of English.

International Corpus of Learner English (ICLE): A learner corpus consisting of English L2 data supplied from 16 different mother tongue backgrounds.

Learner Corpus (LC): "Systematic, computerized collections of texts produced by language learners" (Nesselhauf, 2005, p.40).

Louvain Corpus of Native English Essays (LOCNESS): A native corpus including British and American Students' written essays.

Modifiers: they are linguistics expressions that serve a certain function namely to restrict or qualify some other expressions.

Chapter Two

Theoretical Background and Literature Review

2.1 Introduction

In the past ten years to date, teaching and learning English by Kurdish EFL learners in Iraqi Kurdistan Region have received renewed momentum.

New methods, techniques and strategies are being incorporated into the main body of current plans in Kurdistan. Alongside with this applied current, new breath has been infused into field study and applied linguistics into the workings and nature of Kurdish language in the light of recent application of theoretical studies into applied linguistics. The last two decades, for example, witnessed a number of theoretical researches into Kurdish in comparison to the Standard English.

Therefore, the current study is intended to shed some light on conducting a corpus-based approach of Kurdish university students who study English and want to learn English as well as identifying some of the pitfalls Kurdish students encounter when they write English in terms of using modification in their version of English and then comparing English and Kurdish language structures in the hope to familiarize the students with the differences so as not to fall into common mistakes that they usually fall into them.

To employ corpora in Iraq in general and in Iraqi Kurdistan in particular is very new and an uphill task we are willing to embark on, another important thing is to ensure having a reliable mechanism for having credible and reliable corpora for the researchers to adopt when conducting their studies in the field of teaching and learning English since our region is heading to Anglicizing its curricula so as to be part of the globalized world in an attempt to catch up with the cutting-edge technological world. So, this study tries to address one of the critical issues in that regard by pinpointing the difficulties that Kurdish learners of English encounter when they use modifiers in the written form of

English. Modifiers occupy large areas within the grammar of the English language since it is widely prevalent and ubiquitous in different English sentence structures. It modifies various central elements at the phrase, clause and sentential levels.Thus, to master this, EFL students should familiarize themselves with the nature, position, function and structure of modifiers. Kurdish EFL students who have heavily begun to study English as a result of the status of English in the world arena as a lingua franca and to catch up with the fast-moving technological and research means available in this vital language should study the structure of modification in written English.

This corpus study tries to tackle modification problems in written mode that Kurdish EFL students encounter when they write. It is a corpus-based study which has not been conducted or done in Iraqi Kurdistan region since Corpus Linguistics is a new trend to investigate students' performances. It is also an attempt to set up a corpus for Kurdish EFL students in written mode so as to be available for future researchers for Kurdish EFL students, through this study, the researcher would like to set up a computerized internet database for Kurdish EFL students and identify the hurdles that Kurdish students face when writing in English.

This chapter attempts to outline all the modification parts and aspects that are investigated via a corpus-based methodology and collecting natural data from students' writings from the three provinces in Iraqi Kurdistan then identifying the lacunae that Kurdish EFL students have for their production skill. The kind of corpus that will be adopted for this study is a learner corpus because of the following reasons:

1. It has relevance to both second language acquisition and foreign language teaching which is the main concern the present study.

2. It provides evidence about learners and their difficulties in learning any foreign language rather than based on intuition.

3. The datum is naturally collected from the first-hand source that is the student without letting them know the researcher's real intention.

4. It is compiled from contextualized written or spoken discourse rather than from decontextualized words which sound not natural.

5. It will have pedagogical uses since the data are objective and approaches the problems in an objective manner. Consequently, this will lead teaching and

learning policy to take into account the recommendation of the researchers' potential solutions to the problems raised through the findings of the research that has been done in a particular area on a particular population sample.

Knowing the main objectives of the learner corpora that is adopted in this study will pave a way for a clear purpose behind conducting this particular study. This study tries to tackle modification in a broader sense by taking into consideration the modification of nouns mainly, adjectives and adverbs in different positions viz pre-modifying and postmodifying positions, adjectives, adverbs and prepositions. Through an open questionnaire, this study attempts to garner data about different modifiers from different positions of different constituents in a way each question asking about a particular kind of modifier.

2.2 Modification of Constituents

Modifiers in English are words or group of words which give further information about (''modify") another word or group of words (the head) (Richards and Schmidt, 2010: p. 273).

Modifiers can take different positions before the head of the noun phrase which is known as "pre-modifier" and after the head which is called "post-modifier". According to Quirk et al. (1985: p.1238-1239), modifiers can take different forms which are determination, pre-modification and post-modification. These modifications may be restrictive or non-restrictive. Restrictive one when the reference of the head is the member of the class. Thus, the restrictive indicates the limitations on the possible reference of the head. In turn, non-restrictive modification is that referent which gives additional information about the head and it is not vital for the identification of the head. For example:

1. This is the man whom I told you about. (Restrictive)

2. Ali Nadim, who is standing beside the door, wants to see you. (Non-restrictive)

Halliday restricts the term modifier to "pre-modifier" while he called post-modifiers as qualifiers.

To Quirk et al. (1985: p.1242-1243), modification may be permanent or temporary, in most situations, the pre-modifiers are in permanent positions while post-modifiers are in predicative positions are temporary. For example:

A *courteous* man

A man who is *courteous*

Then, syntactic and semantic roles of modification must be highlighted on as well as the structure of modification.

This section approaches modification in its broader sense, namely not only are adjectives in pre-modifying and postmodifying positions but also other constituents that modify the noun phrase mostly, then adjective and adverb phrases. Though noun phrase modifiers occupy the large area in English grammar and often Kurdish university students in general and Kurdish EFL university students in particular encounter difficulties when they try to modify the head of the noun phrase, there are other above-mentioned modification phrases that should be addressed then gathering data about their performances in their written skills, after that pinpointing modifiers difficulties in their written English.

2.2.1 Types of Modification

In English, there are two main types of modifiers (Biber et al, 1999: p. 265-266):

1. Pre-modifiers which include

• Attributive adjectives as pre-modifier, e.g. a special occasion

• Participial pre-modifier, e.g. a *closed* group

• Noun as pre-modifier, e.g. a *university* student

• Adverbs as pre-modifiers, e.g. the *nearby* checkpoint

 2. Post-modifiers which include:

◉ Lexical post-modifier

• Relative clause as post-modifier, e.g. the program which prepares teacher

• To-infinitive clause as post-modifier, e.g. enough money to buy a house

• Ing-clause as post-modifier, e.g. the man standing over there

• Ed-clause as post-modifier, e.g. products branded in his name

• Adverb as post-modifier, e.g. a block behind

◉ Phrase post-modifier

• Prepositional phrase as post modifier, e.g. compensation for the reputation damage

• Appositive noun phrase as post-modifier, e.g. England captain, David Beckham

• Adjective phrase as post-modifier, e.g. we will cooperate in any way possible

Quirk et al. (1985) sub-classify pre-modifiers from the furthest to the closest to the head noun as follows:

• (1) General (small, big)

• (2) Age (old, young)

• (3) Color (black, red)

• (4) Participle (disturbing, closed)

• (5) Provenance (Spanish, English)

• (6) Noun (air, Paris)

• (7) Denominal (personal, human)

Regarding the ordering adjectives, they can be arranged in the example (2).

3. Aleen is a beautiful, tall, thin, young, black-haired, Scottish woman.

De Mönnink (2000) puts forth a detailed classification of noun phrases depending on the kind of mobility that they present. It can be summarized as follows:

Type A. NP with a deferred modifier> the modifier (AP, ADVP, NP) follows the head (e.g. the breakfast this morning).

Type B. Noun phrase with a floating deferred modifier> a clause or a phrase is outside the NP boundaries e.g.

4.The news were suddenly spread that he was coming back soon.

Type C. Noun phrase with a fronted modifier> a clause precedes the head (e.g. the insert coin icon).

Type D. Noun phrase with a discontinuous modifier> the constituents of an adjective phrase do not occur adjacent to each other e.g.

5.She seems to be quite a different person from the one I used to know.

Type E. Noun phrase with a deferred determiner> part of the determiner follows the NP head e.g.

6.The problem does not affect us all.

Type F. Noun phrase with floating deferred determiner> the determiner occurs outside the NP boundaries (e.g.

7.They are both playing tennis.

Type G. Noun phrase with a discontinuous determiner e.g.

8.My friends both went to the party.

Type H. Noun phrase with a deferred limiter> the limiter occurs after the NP head e.g.

9.He asked for nothing at all.

2.2.1.1 Pre-modification

Pre-modifiers are optional elements in the noun phrase, given that their presence or absence does not affect the grammaticality of its structure. However, pre-modifiers provide the noun phrase with important features, since they identify, classify and define the head noun. Indeed, pre-modifiers have the potential to be present in all kinds of linguistic interchanges and situations. Furthermore, they contribute to the saving of space.

To Varantola (1993: p.75), pre-modifiers are seen as permanent, as opposed to postmodifiers, which are more dynamic and variable. Nouns and adjectives, which tend to be stative, are the prototypical categories that fill the pre-modifier position. Thus, pre-modifiers tend to describe permanent features of the noun they modify. In the following subsections attention will be paid to the role of the different component parts of pre-modification, as well as to their order of appearance and the possible combinations that may be found in pre-modifying position.

2.2.1.1.1 Component parts of pre-modification

As noted, pre-modifying position is usually and prototypically filled by adjectives (a sad scene), but also by participles (the stolen book/ the rising sun) and nouns (a car crash). In addition, there are other less frequent types of pre-modifying items, such as genitives (this airplane's crew), phrases (a round-the-corner shop), and sentences (the I don't know how many people). As has been previously noted, nouns and adjectives as pre-modifiers provide the noun phrase with a static character since they themselves

are static. Nevertheless, this tendency towards some sort of permanence is also observed in the case of participles. Thus,

a *working* man

It is not a man who is working at a given time but a man who works habitually, but in the case of returning refugees is not habitual one if we have refugee instead of man. The pre-modifier position in noun phrases may be filled by one or more of the above mentioned items, since pre-modification is a recursive phenomenon. There is much variation across genres in the forms and quantity of pre-modifiers used; thus, for example, complex pre-modifying forms tend to be more present in scientific language than in a spontaneous conversation. There is theoretically no limit to the number of items which may appear in pre-modifying position; however, it is unusual to find more than four, since too much complexity in NP modification will imply a processing overload, leading to a loss of meaning and content.

2.2.1.1.2 Order of Pre-modifiers

The sequence into which these modifying items may appear is not entirely free since there is an order that depends on a number of factors, such as the intended meaning and the type of pre-modifier.

In the noun phrase structure, two different ordering constraints can be found. Rigid ordering constraints imply that their violation must give rise to an ungrammatical structure. However, in the Kurdish language that sequence is not that rigid that is why Kurdish EFL learners and students encounter problems in putting together more than one adjective in their written works. For example, changing the order of the indefinite article and noun below, for example, gives rise to an ungrammatical noun phrase in:

main reason

*reason main

The ordering constraints, on the other hand, insinuate that a change of order will not give rise to an ungrammatical structure; such constraints simply give the preferred order in the default case. Thus, departures from this order will often be of questionable

acceptability but may be justified by considerations of scope and information packaging (Payne & Huddleston, 2002: p. 452) Thus, in examples like:

10. Layla wants to wear a short purple dress.

11. Aveen wants to wear a white long dress.

The prototypical order of modifiers in the second has been changed, but no ungrammatical expression has been created as a result. This second example serves to emphasize the kind of long dress the speaker wants to wear (which is white and not of any other color). Thus, the sentence could be expanded as in:

12. I want to wear a white long dress and none of the other long dresses I have got in my wardrobe.

As already noted, there is a general rule whereby the more objective and unquestionable modifiers are placed closer to the head of the NP, whereas the more subjective ones are placed further away. This implies that nouns are closer to the head noun, while adjectives (especially descriptive ones) will precede those modifying nouns.

• A *touching* imaginative love story

In this noun phrase, the descriptive adjective *touching* precedes the classifying adjective *imaginative*, which itself precedes the modifying noun *love*; both are pre-modifiers of the head noun *story*. Thus, positions closer to the head noun are filled by descriptive modifiers, which are "more integral to the identification, classification, or description of the head noun referent." (Biber et al., 1999: p. 599). Along with the same lines, Quirk et al. (1985: p.1339) distinguish four different pre-modification zones: pre-centrals are usually non-gradable adjectives like emphasizers as certain, amplifiers as *entire* and downtoners as *slight*, central like gradable adjectives usually co-occur with intensifies as *keen*, post-central are usually participle and color adjectives, and pre-head position like adjectivals, nouns occupy the position of adjectives as *tourist* attraction, nationality adjectives like *American* and other denominal with relation to nouns like *annual*, *political*, and *social*. When items of the same group co-occur, there is a tendency for those modifiers which denote place and time to take precedence (e.g. National biological laboratory). In the same way, when there are two pre-modifying nouns (e.g. A plastic milk bottle), Quirk et al. (1985: p.1342) point out that the second

pre-modifier corresponds to the object of the verb in a potential underlying sentence e.g.

13. The bottle contains milk.

Whilst the first pre-modifying noun is related to material, means, instrument, space or any comparable adverbial relation (material in the example above). However, this is not always the case, as many examples in the present corpora have shown. Thus, in the case of the last example, there is no possibility of saying that the *bill contains a regulation; rather, the bill regulates the cable television, which implies that the second pre-modifier becomes the verb of the potential sentence and the first pre-modifier becomes the direct object.

2.2.1.1.3 The role of Pre-modification as opposed to Postmodification

In order to identify, classify or define a noun within a noun phrase, there exists the possibility of making a choice between pre and post modifiers. This choice is conditioned by the distinction between the explicitness and non-explicitness of the information provided by the NP and the communicative goals that the interlocutor intends to achieve. These issues will be considered in introductory theoretical background information of the dissertation, below, which seeks to clarify the value of pre-modification as opposed to the option of postmodification.

2.2.2 Modification in Noun Phrases

Noun phrases occupy a large portion in English language since they occur in different positions and have different forms and functions. Noun phrases are important because of the following reasons:

• Due to their prevalence

• Their challenge to second language especially Kurdish EFL students due to the complexity of the noun phrase and their recursion in the noun phrase structure.

• Due to their power in writing because they can be expanded or stretched syntactically and packed semantically

This work does not deal with noun phrases in their complex dimensions, but rather it attempts to mention the nature of noun phrases and the constituents serve in the internal structure of it. Nouns play a vital role in subject, object and complement positions. In each of these positions, they are either pre-modified or post-modified, that is, giving more or additional information about the element(s) in the aforementioned positions.

2.2.2.1 Determiners

Determiners are obligatory elements that determine the status of the noun syntactically and semantically. In terms of their positions, they precede the nouns they determine. Though, they are not called modifiers but they act like them or occur in the position of modifiers. Kurdish EFL students who experience great deal of difficulty and they are our major concern in this study particularly they have problems with them in their writings and writing activities. Sometimes, they misplace them in the noun phrase structure and sometimes they add them in some positions where they are not necessary or they confuse them for modifiers and sometimes they do not distinguish between determiners and modifiers. Determiners are divided into three major categories predeterminers, central determiners and post determiners, they are briefly mentioned below.

2.2.2.1.1 Predeterminers

Predeterminers occur before central determiners, no two predeterminers co-occur together. According to most grammarians including Quirk et al.(1985), predeterminers are divided into four types:

a. *All, both* and *half*

b. Multipliers like *double, twice, three times* etc.

c. The fractions like *one-third, one-fifth* etc.

d. *such* and *what*.

2.2.2.1.2 Central Determiners

These determiners are obligatory elements with any common noun, they mostly include definite and indefinite articles like *a/an, the and zero articles*. They come with count, noncount nouns in their singular and plural forms. According to Quirk et al (1985: p. 255-257), central determiners are divided into five types:

1. Those occur with singular count, plural count and noncount nouns; definite article, possessive pronouns as determiners, the relative determiners *whose* and *which*, *wh-determiners* in *-ever,* the interrogative determiners like *what, which* and *whose,* and the negative determiner *no.*

2. Determiners with plural count nouns and noncount nouns; zero article, assertive determiner *some* and non-assertive determiner *any,* and the quantitative determiner *enough.*

3. Determiners with singular count nouns and noncount nouns like demonstrative determiner *this* and *that*.

4. Determiners with plural count nouns like demonstrative determiner *these* and *those.*

5. Determiners with singular count nouns; indefinite article *a/an*, universal determiner *each* and *every*, nonassertive determiner *either*, and the negative determiner *neither*.

Kurdish EFL students have particularly had problems in these articles because sometimes they use them when there is no need to use them and vice versa, e.g. instead of stating "every student" they sometimes use '*every students'.

2.2.2.1.3 Post Determiners

Like the other types of determiners, post determiners also occur before nouns but they follow central determiners. They are categorized into four types by Quirk et al(ibid.: 261):

i.   *Cardinal numbers*

ii. *Ordinal* and *general numerals*

iii. *Closed-class quantifiers*

iv. *Open-class quantifiers*

2.2.2.2 Pre-modifiers in Noun Phrase

These words, phrases and clauses that describe or pre-modify a noun, determiners usually serve as pre-modifiers since they occur in the position of pre-modifiers. Other words apart from adjectives serve as pre-modifiers are nouns while they occur before nouns. Pre-modifiers can occur in the form of adjectives, present and past participle adjectives and nouns, perhaps nouns and adjectives are the commonest among them. Quantifies are also used in the pre-modifying positions to talk about the quantity of a noun like a large amount of food, a few dollars and some books. Kurdish EFL students mistakenly assume that they are adjectives while in fact they act like adjectives as they are known as adjectival. Sometimes some adjectives influence the nouns semantically, according to Quirk et al (1985 : p.429) they are divided into:

1. Emphasizers like *true* scholar

2. Amplifiers like *great* destruction

3. Down-toners like *slight* effort

Another problem that Kurdish EFL students suffer is their arrangement as they misplace them instead of determiners or vice versa. Another area that is essential to pinpoint is the order of pre-modifiers especially adjectives which is strictly ordered in English while it is not the case in Kurdish, for example, that is why Kurdish EFL students encounter that challenge when they write in English.

2.2.2.3 Post-modifiers in Noun Phrases

Like pre-modifiers, post-modifiers occur in the form of nouns, pronouns, phrases and clauses. Postmodifiers can come in the form of an adjective phrase like "people concerned", in the form of an adverb phrase like "the road ahead of us", in the form of a prepositional phrase like "the day before yesterday", in the form of a noun phrase like "boys your age", in the form of a relative clause like "the source that is consulted", in the form of an appositive clause like "the news that he had been hired", and in the form of non-finite clause like "the person to talk to".

2.2.1.4 Dangling Modifiers

It is a word or phrase or clause that modifies or describes a word or concept vaguely in a sentence or giving further information about that concept as in

14. Having finished the assignment, Ahmed turned on the TV. (Berry and Stolley, 2013)

2.2.1.5 Misplaced Modifier

This kind of modifier consists of a word, phrase or clause separated from the element it describes, this kind of separation confuses the reader especially Kurdish EFL learners since it is even difficult for the native speaker as in

15. On her way home, Ali found a *gold man's* watch.

If this modifier is put in the right place they should have put it in this way *man's gold* watch.

This kind of modifier can occur in the form of an adjective like *cold* fish or an adverb like *only* or *just* (Benner, 2000).

2.2.1.6 Compressed and Elaborate Structure

Two other types of modifier mentioned by Biber and Gray (2010: p.9-11) are compressed and elaborate structures of noun phrases, compressed structure is phrasal in which the content can be condensed into the structure in the form phrases as in attributive and prepositional phrases usually without verbs while elaborate structure contains verbs and it occurs in the form of clauses usually in ing-clause, ed-clause and relative clause. Regarding their differences in their use and structure, the following diagram may serve the purpose.

Compressed Structure	Elaborate Structure
Common in writing	Common in conversation
Dense both lexically and informationally	Lacks that density

Compressed Structure	Elaborate Structure
Since it is planned, it undergoes rounds of editing and revising	Unplanned and unrehearsed
Grammatically non-explicit since the relationship is not spelled out clearly	Grammatically explicit since their relationship is spelled out between the head and its modifier(s)
Used in academic writing	Used in non-academic, informal writings

Table (1) Compressed and Elaborate Modifiers

2.2.3 Modification in Adjective Phrase

Beside the fact that adjectives can modify nouns in both pre-modifying and post-modifying positions i.e their attributive and predicative positions, they can also be pre-modified by adverbs in the form of other adverbs, qualifiers and intensifiers like *simply* ridiculous

very or *extremely* or *too* bad.

It is worth mentioning that not all adjectives can be modified because those adjectives that have a scale can be modified not the so-called absolute adjectives like odd and even numbers. Another problem regarding adjectives is their collocation whether they come before nouns or they themselves are modified. This is especially troublesome for Kurdish EFL students because they have to master the adjectives and their co-occurrences(collocations) in their writing works. Sometimes prepositional phrases can post-modify the adjective phrase like *unhappy with the service*. Non-finite clauses are likely to occur in the post-modifying position to give further details about the adjective phrase like

important *to know*

worth *mentioning.*

As previously mentioned in this chapter under the subsection of the order of pre-modifiers, the adjectives also have a strict ordering in English language unlike Kurdish language that is why Kurdish EFL students have problems in their written works.

Below is the order of adjectives in English language with some examples.

1. Opinion Adjectives	2. Size Adjectives	3.Shape Adjectives	4.Condition Adjectives
Strange	Large	Wide	Messy
Boring	Tall	Square	Rich
Pretty	Tiny	Long	Cold
Delicious	Deep	Heavy	Bumpy
Repulsive	Medium	Round	Full

5. Age Adjectives	6.Color Adjectives	7.Pattern Adjectives	8.Origin Adjectives
Modern	White	Plaid	Kurdish
Old	Bright	Striped	Arabic
Current	Blue	Flowery	American
Younger	Green	Chevron	Canadian
Antique	Purple	Spotted	Australian

9. Material Adjectives		10. Purpose Adjectives
Plastic		Shopping
Golden		Gardening
Wooden		Sewing
Synthetic		Swimming
Glass		Riding

Table (2) Order of Adjectives

2.2.4 Modification in Adverb Phrase

Like adjective phrase modification, an adverb head in the adverb phrase can be modified by another adverb typically a qualifier or quantifier like *very fast* and *quite abruptly,* an adverb can be post-modified by another adverb phrase like
Incredibly fast

2.2.5 Modification in Prepositional Phrases

Modifiers of prepositional phrases occur both in formal and colloquial English - it is not informal as such. In the following sentences, for example, *way* is a common-speech substitute for *far*,

16. They ran *way* up the hill. ("way" here means "far" in this context modifies the preposition "up")

17. His score is *far* above the average. ("far" here modifies the preposition "above")

But, in other cases modifiers of prepositional phrases are neutral. It may be, though, that the semantic nature of these modifiers (expressing intensification) pertains to informal spoken language, and not to (often) impartial and cold-fact academic writing.

A word modifying a preposition is an adverb, almost exclusively - an intensifying adverb. Such words tell additional information about *degree* or *measure*. The words in question are *prepositions*, not adverbs. Were there without their prepositional complement, they would be classified as *prepositional adverbs:*

18. He rang the bell above *the door*. (preposition)

19. He looked at the sky *above*. (prepositional adverb) (Chebrikoff, 2009)

Sometimes prepositions can be post-modified by a verb phrase as in:

20. He is in the building to steal something.

2.3 Corpus Linguistics

Corpus Linguistics is a collection of naturally occurring language texts chosen to characterize a state, variety of a language (Sinclair, 1991). In the same vein, Crystal (1991) agrees with Sinclair on the notion of Corpus Linguistics as a collection of natural linguistic data but he adds that Corpus Linguistics collects either written texts or a transcription of recorded speech which can be used as a starting point of linguistic description or as a means of verifying a hypothesis or hypotheses about language.

Thornbury (2006) also believes that it is a collection of actually occurring texts (either written or spoken) stored and accessed by means of computers, and useful for investigating language use. Krishnamurthy (2005) thinks that Corpus Linguistics is like a library in which you know not only where each text is, but where every word in each text is!

There is heated debate going on among linguists about the status of CL, Tognini-Boneli (2001) states that the debate about whether Corpus Linguistics is a theory like other linguistic theories or a methodology to a language research. In that respect, she states a corpus is a collection of texts assumed to be representative of a given language put together so that it can be used for linguistic analysis. She distinguishes between the text and corpus as in the following:

Text	Corpus
Read as a whole	Read fragmented
Read horizontally	Read vertically
Read for context	Read for formal patterning
Read as a unique event	Read as a sample of social practice
It is an instance of langue	It is an instance of parole
Coherent communication event	Not a coherent communication event

Table (3) Corpus vs Text

But, sometimes the difference between corpora and text archive is blurred due to the fact that Corpus Linguistics uses it for linguistic analysis.

Corpus Linguistics according to Flowerdew (2012: p.3) has the following criteria:

a. A corpus consists of authentic, naturally occurring data;

b. A corpus is assembled according to explicit design criteria;

c. A corpus is the representative of a particular language or genre;

d. A corpus is designed for a specific linguistic or socio-pragmatic purpose.

In the same vein, Sinclair (2005:1-25) numerates ten key principles for developing any linguistic corpora:

1. The contents of a corpus should be selected without regard for the language they contain, but according to their communicative function in the community in which they arise.

2. Corpus builders should strive to make their corpus as representative as possible of the language from which it is chosen.

3. Only those components of corpora which have been designed to be independently contrastive should be contrasted.

4. Criteria for determining the structure of a corpus should be small in number, clearly separate from each other, and efficient as a group in delineating a corpus that is representative of the language or variety under examination.

5. Any information about a text other than the alphanumeric string of its words and punctuation should be stored separately from the plain text and merged when required in applications.

6. Samples of language for a corpus should wherever possible consist of entire documents or transcriptions of complete speech events, or should get as close to this target as possible. This means that samples will differ substantially in size.

7. The design and composition of a corpus should be documented fully with information about the contents and arguments in justification of the decisions taken.

8. The corpus builder should retain, as target notions, representativeness and balance. While these are not precisely definable and attainable goals, they must be used to guide the design of a corpus and the selection of its components.

9. Any control of subject matter in a corpus should be imposed by the use of external, and not internal, criteria.

10. A corpus should aim for homogeneity in its components while maintaining adequate coverage, and rogue texts should be avoided.

2.3.1 The Importance of Corpora

Corpora are needed because through corpus evidence validation for any hypothesis will be given and most importantly human intuition is unreliable to verify that; instead it needs evidence to support the argument by data. Besides corpora provide more exposure to the natural language use and create genuine novel paradigms for language learning. The use of corpus is important for the following reasons:

1. It studies the patterns in qualitative and quantitative senses.

2. It checks either to approve or refute our intuition and research questions about language and to further explain or discover new language patterns.

3. It tries to look at grammar in authentic contexts.

4. It provides reliable evidence or information than intuition. (Halliday and Mathiesson, 2004: p.34)

5. Collection of texts complied with the intention to be representative and balanced variety, register and genre as well as analyzed linguistically.

6. It is representative of the area or speakers of a particular language since there is a sizable proportion of collected data.

7. It is produced in a natural communicative setting since it is written naturally in a natural setting, written for authentic communicative purposes and not notifying the participants it is for research purposes.

8. A corpus is balanced since the proportion of a particular part is represented and reflected the proportion example that makes up this variety and the importance of the variety.

9. Machine readable due to the fact that all corpora are stored in the form of plain Unicode text file that can be a loaded, manipulated and processed platform independently (Gries, 2017: p.8-11).

10. Corpora give information about how language works.

11. Classroom teachers motivate students to use corpora to observe nuances of language and draw comparisons between languages

12. Translators also make use of corpora to compare the use of apparent equivalents in a language i.e. mono-lingually and between two different languages i.e. bilingually.

13. Corpora can be used to establish a norm of frequency in sub-fields of linguistics like forensic and clinical linguistics as well as stylistics.

14. Corpora are also used to investigate cultural attitudes expressed via language (Hunston, 2002: p.13-14).

15. It is a tool that is said it is like the invention of telescope in the history of astronomy which tells what language is like! (Stubb, 1996: p.231)

16. We need corpora for especially quantitative analysis.

17. Corpora serve as a meta-analysis since it is testable, reproducible on many languages.

18. It shows language variation through corpora.

19. It gives a flexible data analysis.

20. It gives interpretation about words and texts through annotation.

If one goes back to the history of corpus, it can be seen that it is not a new topic but corpora were collected for the purpose of making dictionaries since old time by collecting the data first-hand from the people for example in Islamic religion scholars more than a thousand years ago collected Holy Quran and sayings of the Prophet of Islam Muhammad (PBUH) known as traditions complied by Islamic scholars after his death up until recent history, in the Christian world, the collection of Bible in the 13 century by Anthony of Padua is another example of corpus in the 18th century another example is that of Samuel Johnson's dictionary in 1755. In the near history, some small, large and huge corpora were collected from 1960s to 2000s. The small corpus was collected from 1960-1980s by Brown University which was approximately 1 million words focusing on word frequency and concordance used for grammar studies. Regarding the large corpus, COBUILD Longman Cambridge between 1980s to 1990s gathered 18 million words which were used in EFL dictionaries, corpora in other languages and their impact on language description. Later a huge corpus was collected between the 1990s to the 2000s known as BNC (British National Corpus) which adopted more than 450 million words and after that Oxford English corpus surpassed that number by gathering more than 1 billion words comprised of a variety

of texts by focusing on statistical accuracy, corpora in many other languages apart from English, specialist corpora which focused on language learner, business English and transaction English language. The other largest corpora were created and updated from 1990s until now is the Corpus of Contemporary American English known as COCA which contains more than 500 million words. For further information about the types and size of Corpora, see the following table.

English	No. of Words	Language/ Dialect	Time Period
News on the Web (NOW)	4.77 Billion +	20 countries/Web	2010-present
Global Web-Based English (GlowWbe)	1.9 Billion	20 countries/Web	2012-2013
Wikipedia Corpus	1.9 Billion	English	2014-Present
Hansard Corpus (British Parliament)	1.6 Billion	British	1803-2005
Compleat Lexical Tutor	500 Million +	Canadian	2000s-Present
Corpus of Historical American English (COHA)	400 Million	American	1810-2009
Corpus of US Supreme Court Opinions	130 Million	American	1790s-Present
TIME Magazine Corpus	100 Million	American	1923-2006
Corpus of American Soap Operas	100 Million	American	2001-2012
British National Corpus (BYU-BNC)	100 Million	British	1980s-1993
Strathy Corpus (Canada)	50 Million	Canadian	1970s-2000s
CORE Corpus	50 Million	Web Registers	Till 2014
Other Languages			
Corpus del Español	2.1 Billion	Spanish	1200s-1900s
Corpus do Português	1.1 Billion	Portuguese	1300s-1900s

Table (4) Types and sizes of corpora

Adapted from Davies, 2017 (corpus.byu.edu)

There are many other known corpora having less words than listed above for example corpora for Arab learners but this section only deals with the prominent ones in the field of corpus linguistics. For linguistic researching in English language whether applied or theoretical due to our experience, the researcher believes that [Compleat Lexical Tutor] which is created by professor Tom Cobb from the University of Quebec is one of the best one because of the following reasons:

1. It analyzes a large amount of texts.

2. It produces data such as frequency of words in academic, non-academic, spoken or written registers but mainly concentrates on academic vocabulary that is why it is very useful for practical research.

3. It produces concordance lines for qualitative data analysis.

4. It tells us more about grammar and lexico-grammar in English language.

5. It is constantly updated by specialists in corpus linguistics.

6. It is a useful tool for research in data-driven language learning and language analysis since the data tare reliable and peer-reviewed papers accessible freely to language researchers.

7. It serves ESL teachers having worldwide more than 11000 pages in a day.

8. It helps to learn vocabulary in different contexts.

9. It is free of charge and it can be accessed everywhere in the world.

2.3.2 Types of Corpora

Due to the importance of corpora for conducting research in all fields of knowledge as they support the claim that they are making in pure and non-pure sciences whether theoretical or applied, there are many types of corpora. Each is used in an area and fits the need of a type of field or sub-field that the researcher explores. This section attempts to highlight the types of corpora that exist in this vital field then turns the focus to the type of corpus that is going to be studied in this dissertation. Each corpus is designed for a particular purpose, for example historical corpus is designed to trace the diachronic aspect of a language.There are more than eleven types of corpora, Hunston (2002: p.14-16) isolates eight types of corpora, each of which serves a purpose in researching about language.

1. **Specialized Corpus:** this type of corpus is used to investigate a particular type of language or a particular type of text like newspaper editorial, geography textbooks, academic articles in a particular subject, lectures, casual conversation and essay writings by students. That kind of corpus is a text-restricted type to particular time frame in a particular setting for example investigating conversation in a tea-shop, bookshop, newspaper article deals with a particular topic and the language uses by criminals when conducting a crime but there is no limit to the degree of specialization of this kind of text. Examples of this kind are British English specialized corpus which is a five-million word, Cambridge and Nottingham Corpus of Discourse in English known as (CANCODE) which is an informal register of English language, and American specialized corpus is Michigan Corpus of Academic Spoken English known as (MICASE) comprises of a spoken register in US academic settings.

2. **General Corpus:** this kind of corpus is larger than specialized corpus and more general as its name indicates, it incorporates many types of texts whether spoken or written but it may not be a representative sample. This kind tries to construct a reference material for many purposes like language teaching for teachers, language learning for students or reference material for translators. It may serve as base line to draw analogies with specialized corpus, since it serves as a reference which is called a reference corpus since it aims to provide a comprehensive information about a language and most importantly it attempts to be a representative sample of all varieties of a language so that it can be used as a basis for reference grammar books, dictionaries, thesauri and other language reference materials. Examples for this kind are British National Corpus known as (BNC) adopting more than 100 million words and Bank of English adopting 400 million words until 2001 consisting of written British English in Lancaster-Oslo/Bergen Corpus (LOB) corpus and its counterpart in the US Brown corpus consisting of written American English which were both compiled in the 1960s comprised one million words in each one of them.

3. **Comparable Corpora:** this type of corpus involves drawing a comparison between two or more corpora collected about two or more languages or varieties with the attempt to pinpoint the differences and similarities between them and also benefit

translators to find equivalents in each one of them against the other. This kind of corpus may include the varieties of a language to identify the dialectal and regional varieties of the same language like collecting corpus about both southern and northern Kirmanji Kurdish, therefore, this kind of corpus works mono-lingually and bilingually. When constructing corpora about two or more varieties or languages, they should contain the same proportion so as to have a balanced comparison like newspaper texts, novels, lectures, casual conversations and so forth, an example for this corpus is the International Corpus of English known as (ICE) which contains more than one million words of different varieties of English like Canadian English, American English, British English, Australian English and so on. For the time being, there is no multilingual corpora except for comparable and parallel corpora to collect words and texts from several different languages.

4. **Parallel Corpora:** this kind of corpus tries to draw analogies between two or more corpora in two or more than two different languages in an attempt to investigate and depict the differences between them. This kind of corpus is especially interesting and a good resource for translators since through these corpora, they find potential equivalent expressions in each language. This kind is especially interesting for a country having two or more official languages in which the government produces a text in two languages simultaneously like that of in Iraq in which Iraqi government produces every instruction in both Arabic and Kurdish languages. Likewise, European Union produces texts in all official languages that are employed in both spoken and written forms in the Union synchronously. Because of this, they need parallel corpora to be as much specific as possible in finding the equivalents among the different languages.

5. **Learner Corpus:** this type of corpus tries to focus on the learner and the collection of texts, essays and writings produced by a language learner in the learning process. It aims to pinpoint the aspects of language that learners differ from one another, on the one hand, the language of a native speaker on the other. Thus, it is like a comparable corpus to identity the gaps that learners encounter in the learning process then identifying these lacunae to be properly dealt with in the best way possible. Therefore, the learners and their obstacles in language learning is under

the limelight. Examples for this kind are International Corpus of Learner English known as (ICLE) is the best example adopting a collection of 20000 words through which each essay written by a learner of English from a particular language background like Arabic, Kurdish, French so forth, and Louvain Corpus of Native English Essays known as (LOCNESS) which is a comparable corpus of essays written by native speakers of English.

6. **Pedagogic Corpus:** this kind of corpus first used by Willis(1993) aims to have a corpus of all the language that the learners exposed to, this corpus for most learners does not exist in a physical form. To collect that corpus, researchers try to include course books like lectures, books, tapes as well as collecting word instances occur and learners come across in different contexts in the hope of raising awareness among learners. This kind of corpus can be compared with a corpus of naturally occurring English to check or ensure that the learner is being presented with or exposed to the language that sounds natural and useful.

7. **Historical or Diachronic Corpus:** this corpus attempts to gather a corpus of texts from different periods of time which aims to trace the development of different aspects of language over time especially how words changes orthographically and semantically. The best known example for this type of corpus is Helsinki Corpus consists of texts from 730 to 1713 comprising of 1.5 million words which was compiled during 1984-1991. *The Helsinki Corpus of English Texts* is a structured multi-genre diachronic corpus includes periodically organized text samples from Old, Middle and Early Modern English.

8. **Monitor Corpus:** this kind of corpus is designed to track the current changes in the language which are added daily, monthly and annually. For this reason this kind of corpus is large in size and it increases rapidly, thus, the text type can be comparable to the previous years in their text size and the quality of lexemes it espouses. This model gives rise to the idea of *rate of flow* as the best way of managing the corpus. Instead of setting 10 million words as the proper proportion of that genre, the setting could just as easily be 10 million words a year, a month, or a week. The language would flow through the machine, so that at any one time there would be a good sample available, comparable to its previous and future states. Such a model

opened up new prospects for those interested in natural language processing, and it added another dimension to contemporary corpora -- the diachronic. New words could be identified, and movements in usage could be tracked, perhaps leading to changes in meaning. Long term norms of frequency distribution could be established, and a wide range of other types of information could be derived from such a corpus(Sinclair, 1996 **www.ilc.cnr.it**)

9. **Spoken Corpus:** this kind of corpus should be distinguished from speech corpus, it accounts for informal, impromptu conversations usually stored as sound files with their transcripts. Due to the importance of spoken variety, many language scholars especially interested in this kind of corpus since they believe that it truly represents language since it is used in most situations and they are impromptu in real time settings (Sinclair, 1996 **www.ilc.cnr.it**).

10. **Synchronic Corpus:** this kind of corpus deals with a variety of a language or a language or it gives a snapshot of a language in a particular point of time, for example, dealing with central Kurdish in the 1960s and collecting words and texts from those years to build a corpus. This corpus is usually static because it cannot be modified or added to it.

11. **Annotated Corpora:** unlike raw corpus including the majority of the aforementioned corpora, this type incorporates additional information about a text or lexemes collected. This kind of corpus can be divided into two types: one of them is called lemmatized corpus in which each word in the corpus followed by lemma, a form of under which you would look up in a dictionary. The second one is called part of speech tags corpus in which each word in a corpus followed by an abbreviation giving the word's part of speech. The annotated corpora must be according to the standards of text encoding initiative (TEI) or must be according to the corpus encoding standards (CES) (Gries, 2017).

2.4 Previous Studies

There have been some recent studies done on modification, the prominent master's degree on that topic was Hutter (2015) in her thesis from Portland State University. In

her study, she used a corpus of empirical research articles from the fields of applied linguistics and language teaching to explore the connection between article sections (Introduction, Methods, Results, Discussion; IMRD) and six types of noun modification: relative clauses, ing-clause postmodifiers, ed-clause postmodifiers, prepositional postmodifiers, pre-modifying nouns, and attributive adjectives. First, the frequency of these six types of noun modification was compared across IMRD sections. Second, her study also used a hand coded analysis of the structure and structural patterns of a sample of noun phrases through IMRD sections.

Regarding corpus-based tool for Chinese EFL learners, Chen et al. (2013) conducted a corpus-based paraphrase tool to improve EFL learners' writing skills by paraphrasing, or restating information using different words of 55 Chinese EFL college freshmen in Asian countries. In their study, they developed PREFER, an online corpus-based paraphrasing assistance system. Allowing multi-word input and returning promptly with a list of paraphrases in English and Chinese, along with usage patterns and example sentences, PREFER provides substantial support for EFL learners to vary their expressions during writing.

Biber & Clark (2002), on the other hand, have made use of the "ARCHER" corpus to draw comparison to the patterns of use of modification in four different registers: drama, fiction, newspaper reportage and medical prose. They studied the frequency of pre and post modifiers in noun phrases for the four registers and their distribution in present day English noun phrases. The four registers show almost the same occurrence of NPs. However, the use of modification reveals differences: despite the fact that there has been an increase in the use of both attributive adjectives and nouns as pre-modifiers over the past three centuries, the greatest change has been the increasing use of nouns pre-modifying common nouns. Also, for postmodification, prepositional phrases are the most common type, as would be expected; this is specially the case of of-phrases.

Before that, De Mönnink (2000) has studied at the the movement capacity of constituents in the noun phrase, basing her work on a corpus, and has come to a conclusion that the immediate constituents of the noun phrase can appear at various positions inside or outside its boundaries. Also, the immediate constituents of a

modifying noun phrase can be subject to that movement, resulting in a discontinuous modifier of the noun phrase, either within or across noun phrase boundaries.

In relation to our study, Milton and Shuck-Ching (1995) conducted a corpus-based study of logical connectives in EFL students' writing in tertiary institutions in Hong Kong. They used learner corpus and some of the techniques of corpus linguistics to probe into a particularly persistent and disconcerting characteristic of their students' overuse of logical connectives. They believe that looking into a corpus for syntactic units that have inter-sentential significance as logical connectors will provide insights into semantic issues relevant to the wider concerns of contemporary research.

But, Jucker(1992) adopts a sociolinguistic approach to his study of noun phrase construction. He comes up with a conclusion by monitoring that the upscale papers have the largest number of adjectives and the lowest share of nouns and names in pre-head position; downscale papers have a high proportion of nouns and names in pre-head position, but fewer adjectives.

In contrast, this study focuses on modification problem of Kurdish EFL students' written English using learner corpus since in the light of the previous research and the principles of learner corpus best fits this research.

Raumolin-Brunberg (1991) has studied the spread of noun phrases in early sixteenth century English. Using the writings of Sir Thomas More, she has concluded that adjectives were the most common type of pre-modifier, whereas prepositional phrases were the most common postmodifiers.

The different results derived from the use of pre or post modifiers were already noticed in different works. Thus, De Haan (1989) has studied the frequency of use of pre-modifiers in relation to the kinds of postmodifiers with which they can co-occur. He used a corpus which allowed him to draw comparison of fictional to non-fictional genres. Firstly, he points out that non-fictional texts have more complex structures, due to the fact that non-fiction does not have direct speech. Fiction, on the other hand, portrays a preference for simple noun phrases in subject position, whereas it shows more complicated noun phrases in non-subject position. Noun phrases with postmodifiers are preferred in sentence final position and are avoided in non-final positions. In subject position, the postmodifying clause is extra-posed, leaving the

reminder of the subject noun phrase in sentence initial position. The corpus also shows that there are relatively few pre-modifiers in noun phrases that contain postmodifying clauses.

In Kurdish language, modifiers come at the end of a phrase, so Kurdish language is a head first language. For this, Kurdish language speakers have problems when they try to place modifiers before and after the head of a noun phrase. This study concentrates on Kurdish EFL students' problems of modification and its occurrences and placement in their written works using learner corpus. So, the researcher attempts to address the problem of modifiers, their sequence and the comparison between the two languages, as the Kurdish EFL student's mother tongue overshadows their written English.

Chapter Three

Research Methodology

3.1 Introduction and Overview

The purpose behind conducting this study is to identify and solve modification problems that Kurdish EFL students encounter while writing in English. As EFL students, they take lectures in English and they should write in English in many subjects that they study in their syllabi. The aim behind the research questions mentioned in the first chapter is to search for the answers by using corpus as a methodology and collect as much natural data as possible from different students.

This chapter sheds light on the methodology, method and the mechanism of conducting this study beginning from the methodology that is adopted which is learner corpus and a triangulation method of analyzing the data. Conducting a corpus study is a challenge in Iraqi Kurdistan since no studies have been conducted in Kurdish language let alone in English language or on Kurdish EFL students to know their pitfalls and barriers in learning English. This study tries to build an electronic corpus about Kurdish EFL students so as to be used by all language researchers.

3.2 Research Sample

The sample of this research is Kurdish EFL students from Iraqi Kurdistan universities and from different areas starting from the far east to the far west of the region and from the northern part of Iraqi Kurdistan to the southern part of it. This sample population for this research is 400 four hundred students studying in English Departments taking from freshmen to senior students from the department. The ages range from 20 to 30 years. The students are chosen on voluntary basis from Duhok University, Salahadin University, Sulaimani University and Garmian University.

3.3 Appropriateness of the Research Design

There are many designs for any study in linguistics research, the research design may be experimental, quasi-experimental, correlational, causal-comparative, quantitative, qualitative, mixed methods and so forth. The mixed method design has four types: triangulation design, embedded design, explanatory design and exploratory design. The triangulation design consists of four models; convergence model, data transformation model, validating quantitative data model and multilevel model(Creswell, Plano Clark et al. 2003). The appropriate design for this dissertation is a mixed method regarding the design it is the triangulation design whereas for the model it is a convergence model.

In this design, the researcher collects the quantitative and qualitative data for this dissertation since both types of data serve the concept of a learner corpus for Kurdish EFL students in Iraqi Kurdistan universities. Considering the timing of data collection and analysis, both of them are collected, analyzed and interpreted at the same time using an open questionnaire data collection tool. Since the weighting affected by practical considerations, research goals, research questions and use of both quantitative and qualitative procedures, the goal of this study is to know the modification problems among Kurdish EFL students in their written English and collect data from as many as 400 university undergraduate students from freshmen to senior Kurdish EFL students, then analyzing them both quantitatively and qualitatively so as to identify their problems and propose appropriate solutions to their problems.

The rationale for this approach is that the convergence model, the concurrent data analysis and interpretation provide a general understanding of the difficulties that Kurdish EFL students encounter in their written English regarding their usage of modification and the reasons why they misplace the modifiers(as a general term not only including adjectives) in their written English.

3.4 Research Design

The research design for this dissertation is a mixed method which is a mixture of quantitative and qualitative methods which will not bound the researcher to restrict to one method and ignore the other one instead it strikes a balance between the two. The advocates of this method are Angouri (2010), Salkind (2010) and Hashemi (2012); this method produces excellent results and it offers extra data in multilevel discourse.

Choosing this method for this dissertation is suitable with the research purpose and the research questions (Creswell and Plano-Clark, 2006). In terms of the design in this study, the triangulation design is used as it compares and contrasts qualitative findings with statistical results to expand and validate results, it also proposes to collect complementary data on the same research issues to understand it and most importantly this design puts together strengths and weaknesses of both qualitative and quantitative methods.

Within the triangulation design, this dissertation uses the convergence model which uses to compare results to validate, confirm or corroborate quantitative results with qualitative findings. During interpretation, this model converges different results by comparing and contrasting them. Here, the researcher collects and analyzes quantitative and qualitative data in a mixed manner on the same phenomenon. The purpose for this model is to end up with valid and well-established conclusions about a single phenomenon, for example Anderson, Newell and Kilcoyne (1999) converged their qualitative survey results with their quantitative focus group findings to better understand the motivations of college students (ibid. :p.64). As far as the methodology is concerned, this dissertation uses a corpus-based methodology starting with existing paradigms and investigating these paradigms using the corpus while corpus-driven starts with a clean slate with no assumptions about what will be found; it places corpus at the center of the process and allows new categories and rules to emerge from the study (Tognini-Boneli, 2001).

Corpus-based methodology is more deductive aiming at analyzing the systematic patterns of variation and use by Kurdish EFL students in an attempt to find the predefined linguistic features among them and find proper solutions to their problems regarding the use of modification (Biber, 2012: p. 163). Since corpus designs tend to be representative, two central points should be taken into account:

1. In terms of size, the corpus needs to be large enough to represent the distribution of linguistic features, in this line, this dissertation attempts to gather data from at least 400 EFL Kurdish students in four major universities in Iraqi Kurdistan.

2. In terms of composition, the corpus must be deliberately sampled the kind of register under consideration in this case the written register of EFL students in Iraqi Kurdistan of which attempts to investigate the modification problems of EFL students in their written skill(ibid.: p. 162).

An open questionnaire is formed. It consists of 30 items, each item aims at a kind of modifier and also targets the order of modifiers which are students asked to answer to know whether they can place them in correct positions as well as their proper usage.

Then, the questionnaire is distributed among one hundred freshman to senior students in a random manner of those students who are willing to participate in each university and they are asked to answer the questionnaire then return it back without telling them what kind of aspect of linguistic feature is under study so as to ensure the actual and natural data in natural texts which is the aim of this methodology. After that the data is analyzed and interpreted using AntConc 3.5.7 (2018) corpus analysis tool for each frequent modification item in a diagram. Finally, the conclusions will be drawn from the findings of the analysis and interpretation of the data collected.

3.5 Setting and Participants

This dissertation attempts to collect data from four universities in different geographical locations of Iraqi Kurdistan starting from the south-eastern part of the region in Garmian University which locates at the center of Kalar district, then the second place is Sulaimani University that the data will be collected from which locates from the north-eastern part of the region which is Sulaimani city. The other university that the data will be collected is Salahaddin University which locates at Erbil, the capital city of the Iraqi Kurdistan region situates in the center of the region. The fourth university that the data will be collected is Duhok University locates from Duhok city which is at the north-western part of the region.

The participants are all Kurdish EFL students from the above-mentioned universities from freshmen to senior years comprised of 400 students.

3.6 Instrumentation

The researcher uses the open questionnaire tool in the data gathering process to collect data for this study because by using this tool the natural data will be gathered, it gives three types of data about respondents:

1. Factual data like who the respondents are i.e demographic information about them.
2. Behavioral data like the what the respondents are doing.
3. Attitudinal data investigating respondents' beliefs, opinions, interests and values.

The reasons for choosing questionnaire for this study are the following:

A. It can research any aspect of teaching and learning
B. It is easily used in the field setting of the classroom
C. It is easier and less expensive
D. It gives unprecedented efficiency in terms of researcher time, effort and financial resources
E. It is practical and economical
F. It easily elicit comparable data from a number of respondents
G. In terms of analysis, it is easy to analyze
H. It is objective and reduce bias
I. It is familiar to most people and do not make them apprehensive.

As mentioned in the previous chapter, this study adopts the learner corpus of Kurdish EFL students since it best suits the study objectives and attempts to address the research questions for this study. Learner corpus is a collection of texts mostly electronic produced by second language and foreign language learners contributed to the advancement of research on second language learning and teaching by providing the texts and sounds to analyze which linguistic item such as vocabulary and grammar the learners adequately or inadequately used (IJCLA, 2012).

Susan (2000) states that the learner corpora try to describe learner language as it tries to help identifying interlanguage and patterns of second language used by second language learners or foreign learners, it also tries to trace interlanguage in writing whether individual second language learners or group learners.

Learner corpora have the following characteristics(ibid.):

A. It is a young field of research

B. It is a bridge between second language acquisition and foreign language teaching

C. It tries to make the research community be aware of the importance of second language acquisition theory and second language researchers.

D. It is a representative of learner's interlanguage

E. All language aspects can be studied

F. It is not necessary to have a hypothesis for adopting a learner corpus prior to analysis

G. Using this corpora, receptive abilities can not be investigated

H. Via using this corpora, frequency of different types of mistakes can be addressed of second language or foreign language learners

Most learner corpora consist of texts or sounds that reflect learner's proficiency in writing or speaking, but some include texts that reflect learner's proficiency in the multiple modalities of speaking, writing, reading and listening.

Learner corpora can be classified on the basis of the following criteria (Granger, 2008):

1. Target language under research: whereas English language receives a lion's share in this regard, but learner corpus is active in a wide range of languages, most learner corpora cover only a target language. In this regard, tele-corpus is the growing use of tele-collaborative communication in language education. For having a corpus of Kurdish EFL is a fertile research to be invested which we do not have it for Kurdish EFL learners.

2. Mother tongue background: this criteria contain data from learners of one and and the same mother tongue background or from several mother tongue backgrounds. This criterion is necessary to produce generic pedagogical tools such as monolingual learner dictionary. Most academic learner corpora contain data from only one language background, for example NICTJIE corpus is a Japanese learner of English(Iznmi et al., 2004), Chinese learners of English corpus(GUI and Yang, 2002) and Swedish learners of French for Interfra corpus (Bartning and Schlyter, 2004). This criterion can be applied on the kind of corpus that this dissertation aims at which is building Kurdish EFL corpus for researchers and learners alike.

3. Medium used in the study: for any corpus, the medium should be clear whether oral and written, for this dissertation the medium is a written form of Kurdish EFL students in different geographical Iraqi Kurdistan universities. The medium for learner corpus can be:

• Corpora of learner writing were the first to be collected and are still the dominant today.

- Oral learner data collection is difficult that is why the written form is having the upper hand. But, some oral learners were collected of college English learner's spoken corpus from Chinese learners (Yang and Wei, 2005) and Louvian International Database of spoken interlanguage which contain data from learners from a wide range of mother tongue backgrounds.
- A new multimedia learner corpus is formed which contains learners' texts linked to audio-video recordings (Reder et al., 2003)

4. Genre adopted for the study: adopting a genre in any academic study is pivotal since identifying the genre helps the researcher to pin down the scope of the study otherwise it would be difficult to cover all genres in one study which also helps the researcher to identify the goal. For this dissertation the written form is chosen since Kurdish EFL students have problems in writing especially in modification placement and besides it is difficult to conduct a research on oral genre since it needs time and resources to do that. Some genres are well represented in the current learner corpora especially essay writing and informal interview. Most genres are hardly covered since it is difficult to assess the influence of the task on the learner production, the one million word NICTJLE corpus is an example which comprises three task types which are picture description, role-playing and story-telling.

5. The timing of the data collection: the data collection for any learner corpus is either synchronic or diachronic. The synchronic is done at a single point of time while the diachronic is done over a period of time which either allows a longitudinal study or a highly rich resource to describe stages of language acquisition or learning. This study is a synchronic one since a diachronic study in this country is hardly done due to the lack of both academic and financial support.

6. Pedagogical use and implications of the study: learner corpora have pedagogical implications since it is used to produce pedagogical tools that will subsequently benefit a sample of learner population. Learner corpora collection has begun to be integrated into normal classroom activities in which the learner data are collected from a given learner population to inform pedagogical activities. Thus, learner corpora are used for immediate pedagogical use, therefore, they involve learners as both producers and users of the data. This study has pedagogical implications since it pinpoints the problems of modification of Kurdish EFL students by using natural data evidence and proposing pedagogical solutions.

3.7 Procedure

The data are collected from more than 400 students from four universities in four different geographical areas. The data are collected using an open questionnaire distributed among freshmen to senior students of English departments with a pilot study done on 10% ten percent on the sample population on 26/02/2018, even though corpus linguistics collects data naturally without notifying the participants as in this case the researcher wants to test the students' ability to place and produce modifiers in correct order.

This study uses a mixed method to collect both qualitative and quantitative data from a random sample from freshmen to senior students who voluntarily participate in the study as a sample population.

The researcher guarantees the participants that their responses remain confidential and solely used for the purpose of the study and fully compliant with the current national and international laws in effect. Those who participate in this study are fully protected and there will be no risk and discomfort or harm as a result of their participation in this study.

3.8 Data-Collection Method

During reading for this study, the researcher has read a number of studies related to the title of the dissertation as a result the researcher has come to a conclusion that no studies has been done on the Kurdish EFL learners' problems of modification placement. Some were done on Chinese learners others done on the mechanism of research of corpora about modification on noun phrases. Since in Iraq in general and in Iraqi Kurdistan in particular we are in dire need to have a corpus for our learners for researchers, students and syllabus designers, this study attempts to have an electronic learner corpus of Kurdish EFL learners in a database outlining the problems students encounter in modification and learning from the mistakes of others. There is no field or pilot test done for this study since corpus linguistics gathers data naturally from students to have a natural data in use not a prepared form of data from students. But, we conducted a pilot study on 10% ten percent on the sample population on 26/02/2018.

This study will serve students in the first place by pinpointing their modifier placement problems in their written works and learning from the mistakes so as not to repeat the

same mistakes of other students, the other beneficiary is the curriculum designers and teachers and instructors alike since by taking into considerations the recommendations they will shed light on these problems and make them be prepared not to make the same mistakes done before. This study uses triangulation design specifically uses the convergence model which uses to collect data from a large number of students using an open questionnaire tool then comparing the results to validate, confirm or corroborate quantitative results with qualitative findings.

3.9 Data Processing and Analysis

The collected data using the questionnaire tool will then be organized and input into database that will be ready for analysis. There are many third generation corpus tools for data analysis which are Wordsmith Tools (Scott, 1996-2012), Monoconc Pro (Barlow, 2000), AntConc (Anthony, 2004-2012) Sketch Engine (Kilgraff, 2013) and Wmatrix (Rayson, 2013). For analyzing the data of this study, the latest version of AntConc 3.5.7 (Anthony, 2018) is used in preparation to report the data collection in chapter four and then the results and analysis of the modifier's placement difficulties are analyzed and interpreted into the findings in chapter five of this study.

The data then has been put into a website under the name <u>Kurdish EFL Learner Corpus</u> that is available for researchers, learners and syllabus designers and is free to access. This study employs a mixed method which employs both qualitative and quantitative tools as mentioned above to process the data and the required data are assessed and then compare it the hypotheses and research questions set for this study.

3.10 Ethical Considerations

This study takes into account the ethical issues regarding those who participate in this study and their names have been recorded and the data are solely used for the purpose of this study. The quantitative results are shared with the participants and the researchers alike to take advantage from the mistakes that the students have been making in the written skills of the sample population.

The study presents minimal risk to participants pertaining to experimental treatment or exposure to physical or psychological harm. Care is taken to ensure that the participants fully understood the nature of the study and the fact that participation is voluntary. A statement is made that confidentiality of recovered data is maintained at all times, and identification of participants are not available during or after the study.

3.11 Issues of Trustworthiness

The tool of data collection for this study is a questionnaire which were face-validated by a group of academics from different institutions here in Iraq and abroad, besides the questionnaire tool has been validated and proved to be effective since the researcher conducted the pilot study on the 10% ten percent of the sample population. The collected data is reliable and credible since the data for corpus linguistics is credible because there were no human interference in telling them what to measure as the corpus method is by itself natural. The data for this study is available on a website Kurdish EFL Learner Corpus designed for Kurdish EFL learner corpora which gives validity and credibility that enhances trustworthy.

3.12 Internal and External Validity

Validity is the criteria for how effective the design is in employing methods of measurement that captures the data to address the research questions. There are two types of validity: internal, and external. Internal validity in quantitative studies refers to the study's ability to determine cause and effect.

In terms of the internal and external validity, following Croswell and Plano-Clark (2006) and Hashemi (2012: p.210), choosing the mixed method for this dissertation is suitable with the research purpose and the research questions.

In terms of the design, in this study the triangulation design is used as it compares and contrasts qualitative findings with statistical results to expand and validate results, it also proposes to collect complementary data on the same research issues to understand it and most importantly this design puts together strengths and weaknesses of both qualitative and quantitative methods, within the triangulation design this dissertation uses the convergence model which uses to compare results to validate, confirm or corroborate quantitative results with qualitative findings.

The purpose for this model is to end up with valid and well-established conclusions about a single phenomenon, for example Anderson, Newell and Kilcoyne (1999) converged their qualitative survey results with their quantitative focus group findings to better understand the motivations of college students (ibid. :p.64).

The results of the study can reflect similar outcomes elsewhere, and can be generalized to other populations or situations because the data for this dissertation will be input into a website created for this study and can be accessed for free by students and researchers alike. The data can also be employed for similar situations and circumstances of EFL students and learners especially those languages which belong to the same family of Kurdish language.

Chapter Four

Data Collection

4.1 Introduction

In this chapter, the researcher describes the procedures that were employed to collect the data for this study. First, in the methodology chapter it was mentioned that the participants of this study were Kurdish EFL students from different geographical universities in Iraqi Kurdistan to participate in an open questionnaire. Due to the fact that this project is not employing a traditional approach to form a learner corpus of Kurdish EFL students, the researcher tried to collect data from 400 students from four different universities which were Sulaimani University, Salahadin University, Duhok University and Garmian University through which belong to distinct demographic locations.

The method the researcher employed for contacting the sample population was random among EFL university students with the intention to identify the problems regarding modifiers and their placement by giving them a 30-item open-ended questionnaire to build a learner corpus. Next, the following section talks about the EFL students in each university, their number and answering 30 items mentioned in the questionnaire. Then, the mechanism of the formation of the learner corpus was dealt with and the procedures to make the data of EFL students be available on modification and their problems in their written English followed by some recommendations and pedagogical implications to solve the problems to be employed by instructors in the undergraduate level for teaching and learning purposes. The reason for choosing the large number of participants is to match with the methodology of this dissertation which aims to be representative so as to be generalized and used as a reliable source for study.

Sample size is based on the total number of potential participants. Typically, the researcher strives for a power of certainty through collecting from the 400 students to find an existing effect in the sample. The effect is the difference in perceived effectiveness between mediums.

Finally, the last section provides a high-level description of the methodologies for data analysis involving statistical analysis, diagram for each item followed by their analysis, and the solution to their modification problems in their written skills with teaching implications.

4.2 Selection of the Participants

The selection of the participants for this study was on the voluntary basis as we promised not to disclose their identity for ethical considerations. Furthermore, their selection was random among EFL students from four different universities in four demographic areas in Iraqi Kurdistan region in each of which 100 students chosen from freshmen to senior students studying English language as a foreign language across Iraqi Kurdistan region. It is worth noting that there were no gender discrimination of the population sample for this dissertation and all the participants were studying English for more than 12 years prior to coming to English departments across the below mentioned universities. The population sample consists of 400 students from four different universities in four different areas in the region each of which 100 EFL students is chosen from Sulaimani University, Salahadin University, Duhok University and Garmian University.

4.3 Pilot Study

The data collection tool for this research is an open questionnaire through which after face-validation by the following linguists familiar in the area distributed among 10% of the sample population and they seemed to have no problems with the 30 items in the questionnaire. In this vein, Connelly (2008) suggested that the extant of literature of a pilot study sample should be 10% of the sample projected for the larger parent study. However, Hertzog (2008) cautioned that this was not a simple or straight forward issue to resolve because these types of studies were influenced by many factors. Nevertheless, Isaac and Michael (1995) suggested 10 – 30 participants; Hill (1998) suggested 10 to 30 participants for pilots in survey research. Also, Treece and Treece (1982) suggested 10% of the project sample size. It can be said that 10 would be a minimum, and 30 might be considered in the project sample size was 300. Therefore, after validating the tool of

research, we distributed the questionnaire among the sample population so as to proceed with the data collection.

The following scholars did the face validation for this study:

1. Dr. Ramesh Krishnamurthy   Professor   Aston University and Lexicographer at COBUILD
2. Dr. Amy Jo Minett   Professor   Salem State University/USA
3. Dr. Hiba Gharib   Assistant Professor   Sulaimani University/Iraq
4. Meredith Blackwell.   Lecturer   Mississippi University/USA
5. Farhad Hama   Lecturer   Sulaimani University/Iraq
6. Srood Taha   Lecturer   Halabja University/Iraq
7. Hawkar Omer Ali   Lecturer   Koya University/Iraq
8. Hawkar Akram   Lecturer   Koya University/Iraq
9. Paiman Sabir   Lecturer   Sulaimani University/Iraq
10. Safa Lateef   Lecturer   Sulaimani University/Iraq
11. Ibrahim Ahmed   Lecturer   Koya University/Iraq
12. Atta Hamamurad   Lecturer   Halabja University/Iraq
13. Barham Sattar   Lecturer   Sulaimani University/Iraq

4.4 Kurdish EFL Learner Corpus

Kurdish EFL learner corpus is a kind of corpus of writing by higher intermediate to advanced learners. The corpus is the result of a PhD dissertation of 400 Kurdish EFL students across four different universities from a 30-item open questionnaire. The students have been studying English for more than 12 years and all of them were Kurdish native speakers. It contains more than 1 million 500 words of Kurdish EFL students writing skills who were studying in undergraduate program to get BA in English language and literature. This corpus is going to be available for free both nationally and internationally so that every researcher or teacher can access it and download the data of Kurdish EFL learners of modification in their writing skills for research purposes.

4.5 Open Questionnaire to Collect Data

The intent of this study is to collect data about modification from Kurdish EFL students on the undergraduate level in their written English. Therefore, to collect that kind of data we should select a valid scientific instrument for that purpose. Thus, an open questionnaire was set on google doc on the internet and distributed it on various platforms like social networking sites of my students' Facebook groups and sending them to emails of university professors to distribute it among their students and getting the answers to build a Kurdish EFL learner corpus. Choosing an open questionnaire is due to the following reasons:

1. Open-ended questions allow the respondents to incorporate more information about their feelings, attitudes and their understanding of the subject and give as much information as they like in this way they use a lot of modification in the sentences that they write. This will suit our purpose to gauge how they use them in the sentences. Whereas, closed-ended questions due to their simplicity and limit of the answers may not offer the respondents choices reflecting their real feelings.

2. Open questions may yield more candid information and a unique insight for the researchers as well as may find less restrictive and menacing than scaled questions. Therefore, they do not restrict themselves to choose from a set of pre-determined items through which they do not have any other option. Consequently, it will serve our purpose since willingly or unwillingly they use a lot of modification and we will spot their usage and their placement in the noun phrase as an example.

3. Open-ended questions go down to two kinds of response error. In the first one respondents are not likely to forget the answers they have to choose from if they can answer them in their own words. This will give them the opportunity to use complex sentences full of modifications and their usage. The second one is that the open-ended questions do not allow the participants to fill in the questionnaire with the same answers every time without reading the questions and responses thoroughly.

4. Open-ended questions give the participants the chance to explicate the fact that they do not understand the question or do not have an opinion on an issue or they are not

willing to answer the questions or may be not feeling comfortable replying the questions. (infosurv.com)

For the above-mentioned reasons, the researcher has chosen this tool to collect data from the largest sample population ever to our knowledge which is 400 hundred students from the aforementioned universities. It is worth mentioning that the questionnaire for this study consists of 30 items divided into three parts which intend to measure the EFL students' capacities to use modifiers in their written English. The first part which consists of 23 items asks the respondents to answer them; some of the items require the participants to write as much as they come to their mind. The items mostly require the respondents to use as many determiners, adjectives, adjectival, modifiers, quantifiers, qualifiers, and intensifiers as possible and most importantly their usage when they put them into sentences while answering the items. The second part of the questionnaire is a group of four Kurdish sentences through which the participants are required to translate them into English sentences all of them set in a way when they respond to them they should place modifiers in their right positions or checking whether they could place the modifiers in their rightful places or not. The last part consists of three English sentences which were separated in scrambles; the respondents should rearrange and reorder the words into a grammatically correct sentences in a way that measuring the students capabilities to place the modifiers in their rightful places by placing the modifiers into appropriate places inside the sentences. Below is the questionnaire sample for this study.

Questionnaire

on

Modification in Written English of
Kurdish EFL University Students

As part of a tool to collect data for a PhD dissertation about Kurdish EFL university students on their written English especially collecting data about their knowledge of modifiers in their written performance in English. As Kurdish EFL students, I ask you

to complete the following questionnaire to identify the pitfalls (difficulties) that you encounter in modification in written English.

The information provided by you in this questionnaire will be used for research purposes. It will not be used in a manner which would allow identification of your individual responses.

Note: Please give full sentences for the following questions if applies.

Part A: Answer the following questions in full details:

1. Where and what do you study?

2. What level are you in the university?

3. Please, describe the sun.

4. How is the weather in your city in Autumn and Winter?

5. What is your opinion of the US president Donald Trump?

6. In what way has the economic crisis impacted you and your family in Kurdistan?

7. How would you describe your shoes in terms of size, color and shape?

8. How many foreign countries have you visited? Which country did you visit first, and which one did you visit second?

9. Do you or your friend own a car? If so, describe its interior(inside) part and exterior (outside) parts?

10. Which of your relative's house did you visit recently?

11. Think about the last time some guests came to your house. How were they dressed?

12. How do you catch fish(How do you fish)?

13. What kind of gift do you like to have for your birthday?

14. What do you think of your mother's kitchen?

15. What are the reasons behind the problems currently faced by the Kurdish people?

16. How did you do in your most recent exam?

17. Describe your experience when you were first admitted to English Department.

18. Who is the man over there beside the main gate?

19. What topics do you study in the English department?

20. Describe your feelings about your parents.

21. What are your expectations for your future career?

22. A. What kind of book do you like to read?

B. What kind of people do you trust?

B: Translate the following sentences from Kurdish to English

23. ئەو پیاوەی کە بینیم لە سەر درەختێك لقەکەی ژێر خۆی دەبڕیەوە، هاوڕێمە

24. ساڵی پار مۆبایلێکی کۆنی بەکارهێنراوی سپیم کڕی شاشەکەی تێکچووبوو.

25. زەرفە شینە تەنکە کون کونەکە بە دەستمەوە دڕا.

26. ئەو پانکە یابانیە سەوزەی کە باوکم لە تورکیا کڕیبووی لە پڕ وەستا.

27. چاکەتە ڕەشە ئەستورە خوریەکەی کە بەباران تەڕبووبوو تا ئێستا ووشك نەبۆتەوە.

Part C: Reorder the following words into sentences:

28. Reorder the following words into a sentence

(Car, big, white, a, nice, with tinted glass windows, Japanese, stolen, was)

29. Reorder the following words into a sentence

(a, purchased, I, black, mobile, new)

30. Reorder the following words into a sentence

(is , three, the, entrance, main, freshmen, gathered, students, where, college, of)

* I have read and understood all the information in this questionnaire. My participation in this questionnaire is voluntary and I am willing to share
necessary information for this questionnaire.

Chapter Five

Results and Discussion

5.1 Introduction

This chapter sheds light on the results and analysis of the collected data across Iraqi Kurdistan major universities from different areas of the region which are Sulaimani University, Salahadin University, Duhok University and Garmian University. Then, the analysis of the questionnaire of the EFL sample population across these universities is presented. It tries to portray and analyze their responses in their written English in terms of using modification according to their responses given to the questionnaire.

5.2 Analysis of the Kurdish EFL Students' Responses

The data were collected from the Kurdish EFL students of Sulaimani University, Salahadin University, Duhok University and Garmian University from freshmen to senior levels randomly by giving them the link of google doc and distributing the questionnaire in person (first hand) and explain the mechanism of filling it out as some of them answered the questionnaire on a separate document and handed over to the researcher. In this section, the researcher tries to provide the statistics of answering each item and how they answered after that giving the analysis of their answers.

As it has been mentioned previously in this chapter, the questionnaire consists of 30 items and each is designed in a way to get as much data as possible about the use of modification of Kurdish EFL students in their writing skills. The following pie and bar

charts with the analysis illustrate the statistics to the answers of EFL students across the aforementioned universities.

Regarding answering the question "where and what do you study?", all of them answered that they study in English Department of the above-mentioned universities. The purpose behind this item was to know whether the students know how to write the name of their universities, most of them used the name of their universities without *of*-structure except for 8% of them who used *of*-structure. This attributes to Kurdish EFL student's inability to assign *of-structure* to the construction.

As for the question "in which year they study?"; their answers are distributed in the following pie chart.
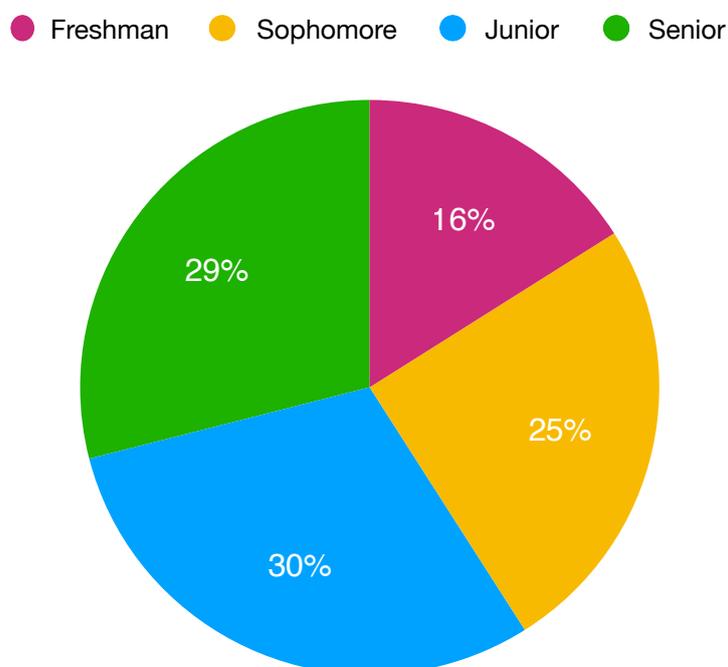
Figure (1) Participation of students across the four years

As it is seen in the figure number (1), the majority of junior students participated in the questionnaire forming 30% of them, while 29% of the senior students participated in the questionnaire and answered the questionnaire fully. The percentage dropped down to 25% in the sophomore level and the least number participating in the questionnaire was the freshmen of whom only 16% partook in the questionnaire.

The reason for this was the fact that participating in the survey was voluntary and for this end they spent a great deal of time in answering the open questionnaire format designed

for this study. Another reason is that we think that the high participation rate by third year students is attributed to the descriptive nature of the third-year subjects as compared to the pedagogical nature of the first and second year subjects in the university.

The questionnaire also asked the students to describe the *sun* in an attempt to obtain as much modifiers as possible in the students' responses. In this item, almost 31% of the students participated in the questionnaire who wrote approximately 80 words for this item. This means that they used numerous modifiers before and after the head. Most of their modifications were noun phrase modifiers besides using adjective modifiers in their answers describing the *sun*.

Interestingly, they used predicative structures twice as many as the attributive structures while in only two cases they used postpositive structures. Among the sample population who participated in the questionnaire, 40% of them wrote less than 37 words in answering this item, while 12% of them answered in one sentence which was about 13 words. However, the rest of the respondents, which were 18%, wrote between 20 to 23 words. It was interesting that most of their modifications were noun and adjective modifiers and only a small number of qualifiers and intensifiers were used by the students.
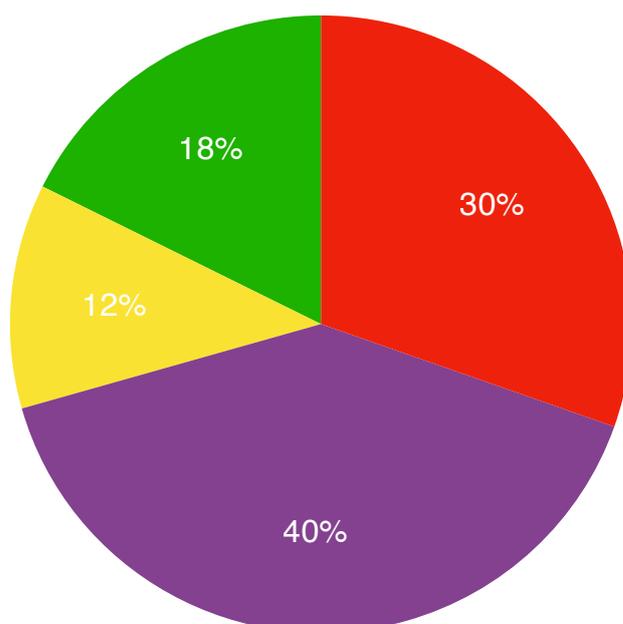
Figure (2) Number of words used to describe the *sun*

The reason for this was the fact that the attributive usage involves a strict ordering of modifiers while the predicative usage does not. The other reason is that the predicative usage is easier to produce than that of attributive usage.

One of the other questions was to ask about describing autumn and winter seasons in Iraqi Kurdistan cities, in this item almost 87% of them used modifiers especially adjectives in the predicative position i.e., using the adjective after copular verbs specifically using verb to be while the rest used adjectives without verbs in the sentence misplaced the adjectives and other nouns that function as modifiers of the head of the noun phrase.

Nearly 7% of them used degree modifiers like "very" and "really" before the adjectives which were supposed to describe the subject function but they did not use verbs between the subject and the adjectives. Approximately, 1% of them used one adjective as a sentence.
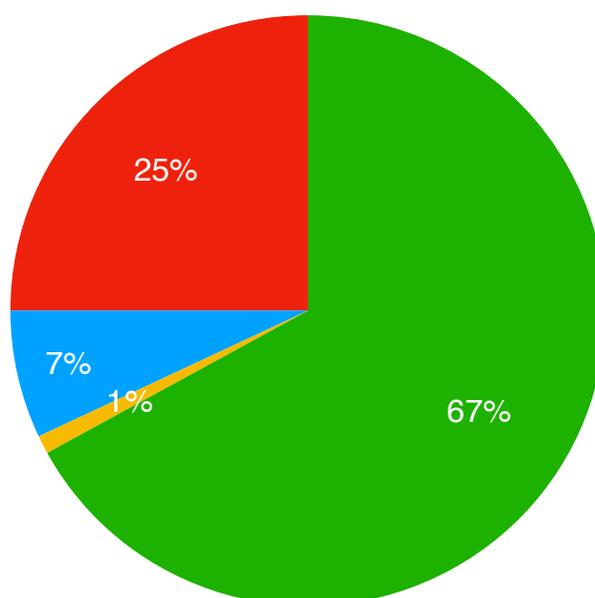
Figure (3) Use of predicative modifiers and the rest

This is probably referred to the interest of the students in watching movies in which the colloquial and slang construction were common including the construction without the verb "to be" like "you welcome". On the analogy of such construction, they produced similar copular-verb-lacking structure.
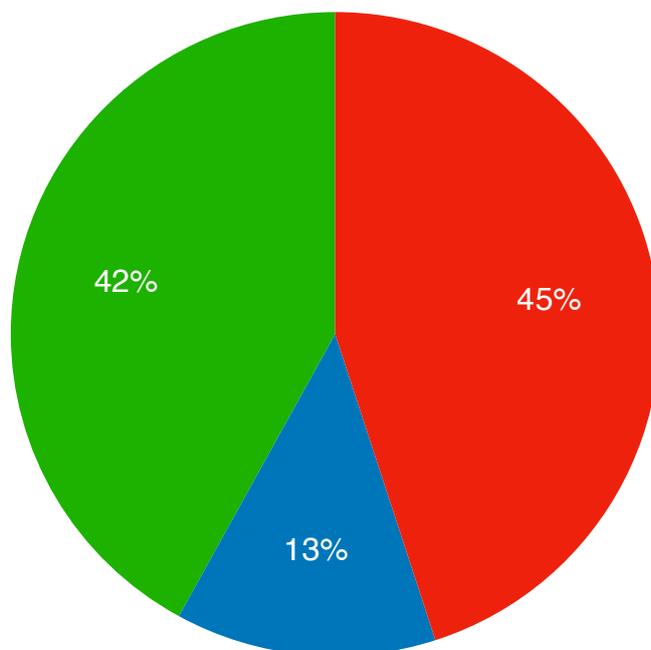
Figure (4) Usage of predicative and attributive modifiers by Kurdish EFL students

The researcher also asked the students to give their opinion of the US president Donald Trump in one of the other questions in an attempt to encourage them use as many modifiers as possible. The question was put to trigger the respondents to vociferate their views using many modifiers which were mostly negative. It is worth noting that they misplaced determiners to a large extent in the structure of the noun phrases and in some cases they did not use any determiners especially central determiners which were central to the overall structure of the noun phrase.

Their usage of modifiers was mixed between attributive and predicative modifiers as shown in figure (4). In this case, the students were affected by the interference of their mother tongue structure which here lacks an article "a", for example, "He is an idiot" translated into "au gamzhaya" not "au gamzhayaka" means "He is idiot" which clearly lacks the central determiner. Thus, Kurdish language prefers the generic use while English prefers the specific use regarding the use of an article.

For answering the question regarding the economic crisis, in a relatively long paragraph which could be estimated as one paragraph long while only a minority answered in one and two sentences.
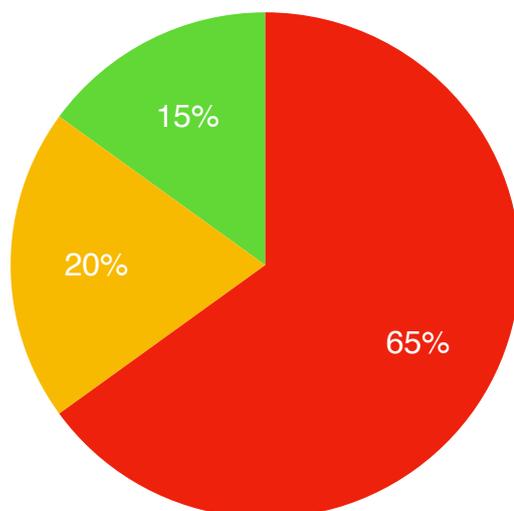
Figure (5) The percentage of using words by Kurdish EFL students

Regarding the use of color adjectives, 36% of the 400 respondents misplaced the adjective by using it after the word color like *color black, color white, color bright.* The reason for this was that the typical sentence pattern of the Kurdish language places the modifier after the head it modifies rather than before it as the case in English modification structure.
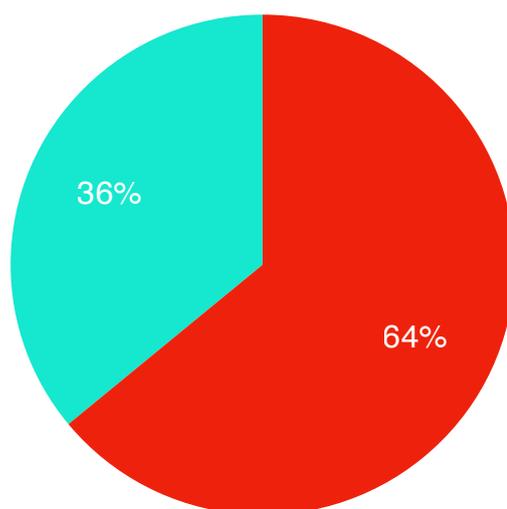

Figure (6) Proper and improper placement of color adjectives

As for the shape modifiers, 6% of the Kurdish EFL students misused the shape adjectives by using the adjectives postpositively like *shape very high, shape stiletto, shape good, shape flat* etc. This kind of usage of this modification was not found in English and was grammatically out of the question. Another point in this regard was the fact
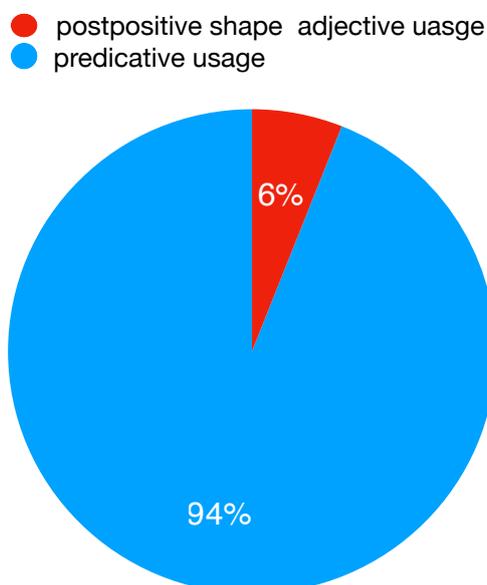
Figure (7) Postpositive and predicative usage of shape adjective

that this postpositive use is incorrect in English since postpositive structure should be introduced with an indefinite pronoun.

The Kurdish EFL students used the word "size" 248 times in their responses, 24% of the students directly after the word *size* used number of their shoes like *38, 39, 40, 42* etc. without any usage of *of* or *copulas*. However, 20% of them used the number of their shoes size after copular verbs like *is 38, was 39* etc. which is a predicate usage of these numbers describing the size of their shoes and only 1% of them used the word *of* and *its* followed by the number of their shoes like 36, 38 etc. Here, the absence of copula can be traced to the use of defective verb "ah ﻩ" in Kurdish language which is attached to the adjective modifier. Thus, this made it less explicit than an ordinary verb. The missing "of" in Kurdish language could be deemed normal as "The size is 38" was an acceptable structure.

Figure (8) The usage of *size* by EFL students

Regarding the indefinite article *"a"* which is determiner by form but serves as a pre-modifier the respondents used it 2822 times. In those occurrences, 5% of them used the indefinite article "a" before words begin with vowel sounds like *a ancient, a accident, a old* etc. The rest were used before consonant sounds. This is a statistically insignificant percentage compared to the large corpus we studied
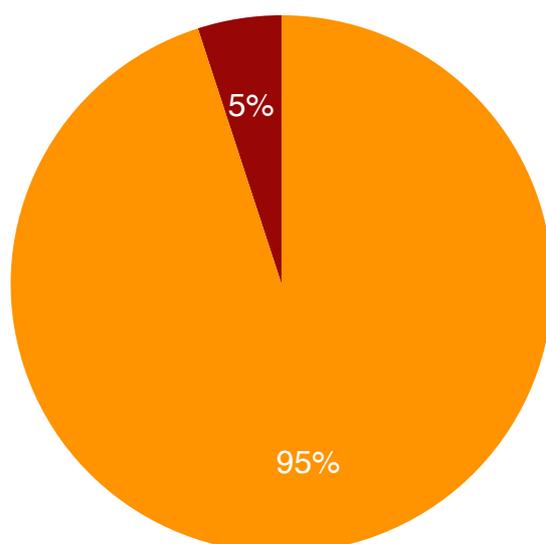

Figure (9) Usage of "a" before vowels and consonants

which largely contained a correct usage rather than incorrect ones. But, it is still a serious issue worth studying it.

Concerning the use of the indefinite article *"an"* which also serves as a pre-modifier, it was used 188 times by the Kurdish EFL students across 400 students in their answers to the 30-item questionnaire. On their usages, 4% of them used this pre-modifier before words beginning with consonant sounds like *an country, an decision, an human* etc. while the rest of the usages which is 96% of the other usages are done properly
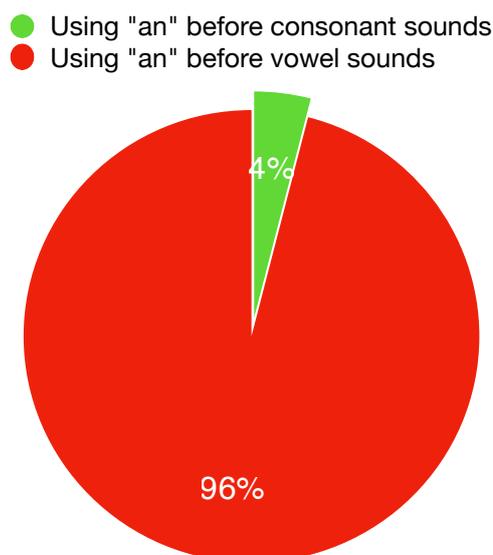
Figure (10) Usage of "an" before vowels and consonants

before vowel sounds. Qualitatively, this is considered to be a grave mistake, though quantitatively it is rather insignificant. In using *"an"* before words beginning with vowel sounds 2% of their usages were with either plural nouns or prepositions like *an important guests, an expectations, an in* etc. which were wrong usages. The reason probably refers either to their lack of knowledge about number agreement in English or their failure to recognize the head with which the article goes.

Using pre-modifiers in their usages, the definite article "*the*" is by far the most frequent one occurring 6242 times. In only one case, the definite article "*the"* is used before the proper noun *Turkey* which was not right. There is 1% of the use of "the" before verbs like *the feel, the accumulates the produce* etc. and there were (3) cases of using "*the*" before the definite article "the".

There were (2) cases of using "the" with verb be like *is, was,* there were (2) cases of using "the" before the predeterminer "all", there were also (5) cases of using "the" before personal pronouns like possessive pronouns like *the my, the your*. Regarding the use of "the" before proper nouns according to their responses, 8% of their usages used "the" before proper nouns like *the God, the Japan, the Turkey* etc. where the definite article is not grammatical before these proper nouns. The use of "the" before common nouns occupies 62% of the total occurrences of 6242 as a pre-modifier before common nouns. The proper use of articles in English especially the definite article "the" is problematic, and some cases it is obviously idiosyncratic.
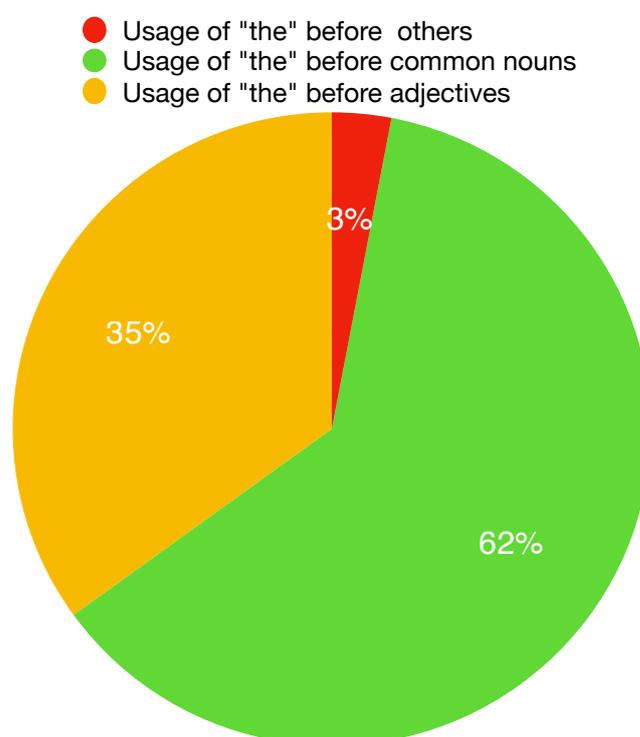
Figure (11) Usage of definite article "the"

Even where it is somehow rule-governed, its mastery involves a considerable amount of skill, care and attention. The analyzed data above and below showed that the students were truly lacking in the necessary skill and knowledge to properly use the definite article which in many ways contradicts the way it is used in Kurdish, for example, in English they state "the sun rises in the east" while in Kurdish we use "roj la rojhalat hadlet" which is translated into "sun rises in the east".

However, 35% of the definite article "the" usages were before adjectives like *the big, the most important, the main, the full* etc. out of these 5% of the 35% of "the" usages were before *nationality* adjectives like *the Kurdish, the English, the American, the Japanese* etc.

and 9% of the definite article's usage was before size adjectives like *the big, the biggest, the large* etc. as many as 23% of this definite articles' usages were before color adjectives like *the blue, the green, the grey* etc. and 8% eight percent of the definite article usages were before numerical adjectives and the rest were before the descriptive adjectives.
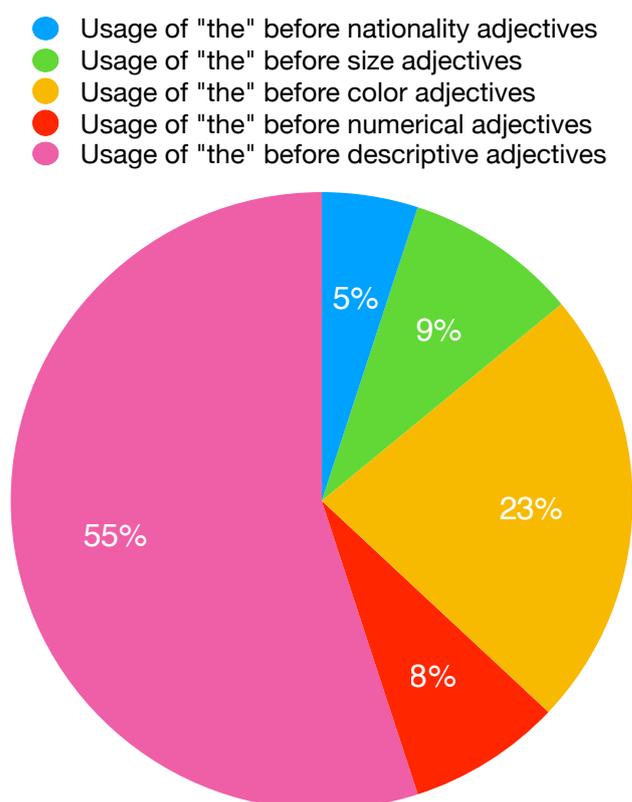

Figure (12) Usage of "the" before adjectives

As far as the usage of definite article with adverbs the respondents only used 1% before adverbs like *the very, the only* etc. and less than 1% used the definite article "the" before pronouns like *the one(s), the my, the it* etc. and the rest as pointed out in the above with common nouns, adjectives and proper nouns. This clearly showed that they were lacking in knowledge the types of determiners and their proper use. This is why they put two central determiners, which functions as pre-modifiers as we adopted it in this study, next to each other.
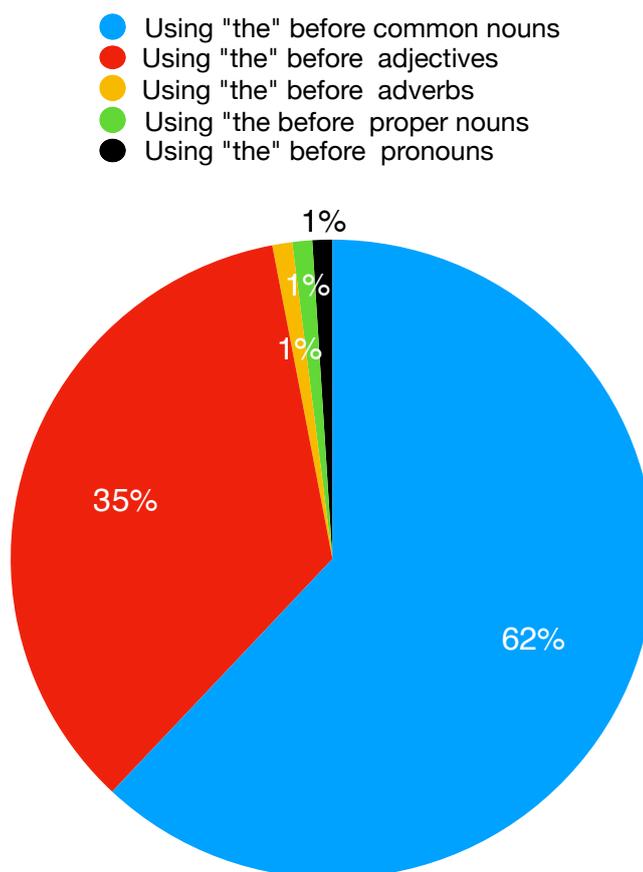
Figure (13) Usage of "the" before all categories

Regarding the usage of noun modifier before another noun which is sometimes called adjectival, there were 1098 usages for that kind of structure distributing common noun plus noun and proper noun modifying a common noun. Among those there had been 9% of proper nouns used before common noun or vice versa like *Sulaimani university, Duhok university, Japan fan, Korea fan* etc. and the rest were common nouns before another common noun like *glass windows, police officer, winter season, entrance freshmen* etc. What was shocking was the fact that (6) students translated the word (یابانی Yabani) from Kurdish into English as *Korea, Chinese, Yabanes* which was supposed
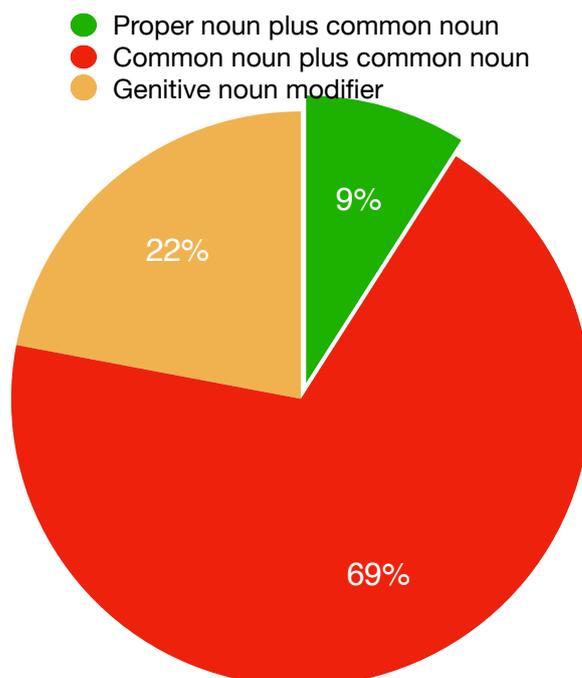
Figure (14) Usage of noun modifier

to be *Japanese* since this word had been previously heard before starting their undergraduate program in their high school. The students did not have enough

FIGURE (15) USAGE OF NOUN+NOUN MODIFIER

knowledge about word class members used to pre-modify a noun head which may not necessarily always be an adjective even though this is the most common one.

In their "common" plus "common noun" usages, there have been 22% of genitive noun modification like *friend's car, father's house, year's winter, Hitler's view* etc. and the word *police man cell phone, mobile phone* etc. were written as two words but they were supposed to be written as one word. This arises out of a distinction in Kurdish language between the modified and the modifier on the one hand, and the adjacent noun on the other hand.

Concerning the attributive usage of modifiers besides the above-mentioned pre-modifiers, (6) students misplaced the attributive adjective *English* after the noun head department and two of them wrote *language English* instead of *English language*. They clearly have made their choice on the analogy of the default Kurdish construction "zmani Englizi".

As for the total attributive usage in the corpus, there were 12473 occurrences in total. The possessive determiner "my" which is a central determiner and must come as a pre-modifier receives the lion's share by Kurdish EFL learners across the four universities by 31% as in *my house, my car, my birthday* etc. followed by the color adjective "*black*" which came second one as 5% as in *black shoes, black color, black coat, black jacket* etc. and there were 4% of the usage of "white" like *white car, white mobile* etc. and there were 4% of the usage of "last" as in *last year, last day, last exam* etc.
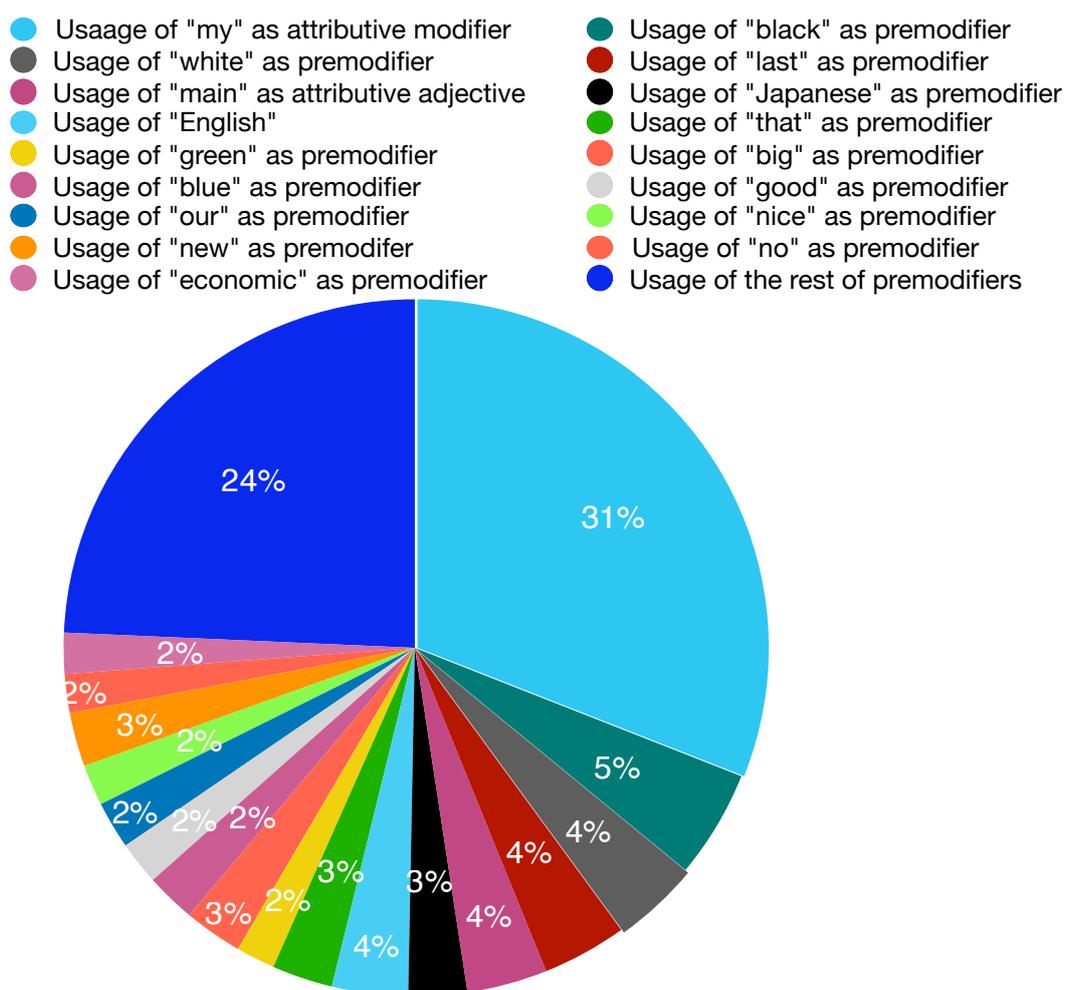

Figure (16) Modifier usages by Kurdish EFL students

There were also 4% of the usage of an attributive adjective "main" as *the main entrance, main gate, main reason* etc. and the others are shown in the above pie chart.

Out of 3850 occurrences of "my" in more than 80 cases which is equal to 2% of it was wrong like using as *my I, my was, my won, my are, my me* etc. Qualitatively, this shows their complete ignorance of the usage of a central determiner "my". But, surprisingly more than 40% of 692 occurrences of the color adjective "white" was wrong as the most frequent wrong ones are *mobile white, a car nice big white, white a nice, color white* etc.
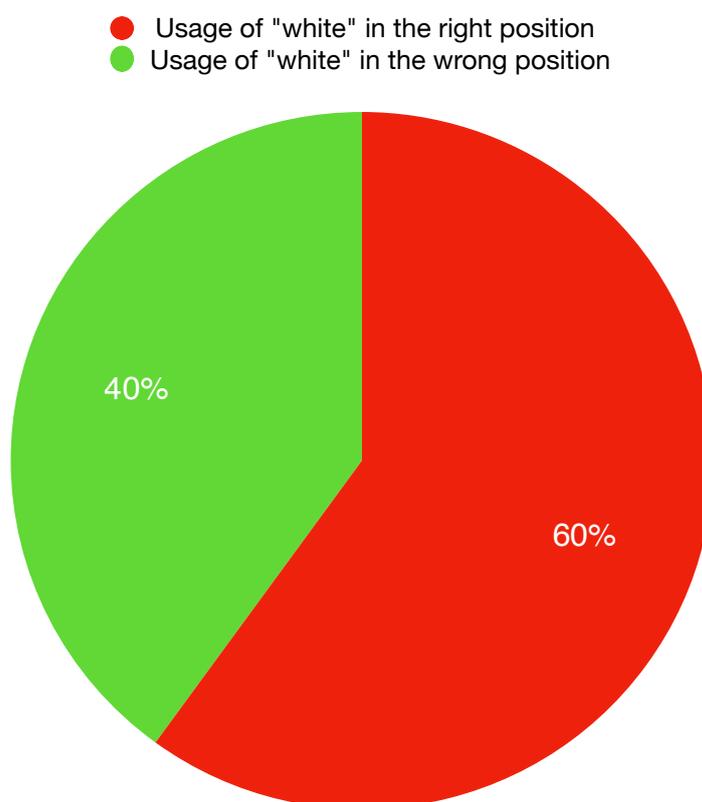

Figure (17) Usage of "white" in right and wrong positions

The above-mentioned finding was gauged according to the usage of the color adjective "white" as a pre-modifier. Such mistakes occurred owing to their Kurdish mother tongue interference which is a head first language in which the modifiers put after the head, while in English the modifiers are canonically placed before the head. As for the other pre-modifiers or attributive elements, the order of adjectives "a new black" before the head noun "mobile", as many as 21% of the 400 hundred Kurdish EFL students failed to arrange the aforementioned modifiers in the correct order as the their most frequent mistakes were *a black new mobile, mobile black new, black a new mobile.* This is referred to their lack of knowledge of the rigorous order of modifiers in English.

Figure (18) Order of "a new black"

The rule of order of adjectives and determiners both functioning as pre-modifiers in English is strict which should be as follows:

Determiners + **Quantity or numerical adjectives** + **Quality or opinion adjectives** + **Size adjectives** + **Age adjectives** + **Shape adjectives** + **Color adjectives** + **Origin or nationality or proper adjectives** + **Noun**

Regarding the order of an "*indefinite article" plus " opinion 'quality' adjective" plus "size adjective" plus "color adjective" plus "nationality 'origin' adjective"* as the order of **"A nice big white Japanese car"** through which 400 Kurdish EFL learners were asked to arrange them but shockingly only 2% of them arranged the pre-modifiers in the above-mentioned pattern in correct order while the rest of 99% of them made the order of modification wrong. This kind of strict adjective order does not exist in Kurdish language as there is leniency in the order of adjectives.

This affected the Kurdish EFL students to make this serious mistake of not paying attention to the order of adjectives. This was a clear sign of mother tongue influence on

their English version that they were learning. We are in the belief that such constant mistakes practice lead to the emergence of a particular variety of English under the name of "Kurdish English" on the basis of Kachru's expansion of the world Englishes. As it is clearly seen that this kind of adjective order had not been taught to the students at any stage of their instruction in English language learning process.
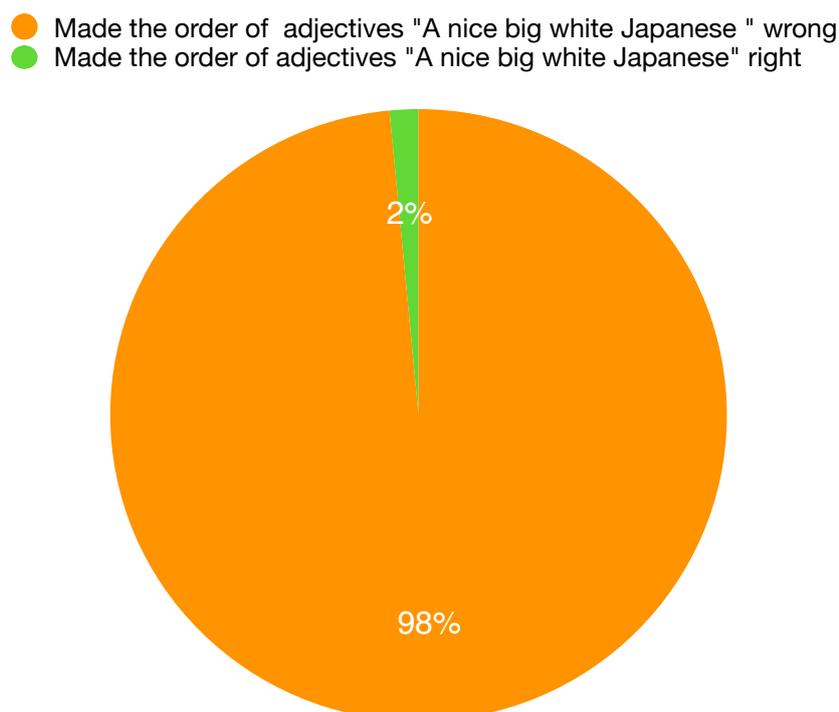
Figure (19) Order of "a nice big whit Japanese"

Translation was a pivotal tool used in the data collection process of this dissertation since Kurdish language is a head first language while English is a head last language. For this reason, it was employed by the researcher to know whether Kurdish EFL English version had been overshadowed by their mother tongue or not, the researcher calls it "Kurdish English". In this regard, only 2% of the 400 hundred respondents made the order of "an old white used phone or mobile phone" right while the 98% made it wrong which is alarming since these are only four pre-modifiers to arrange in an order.
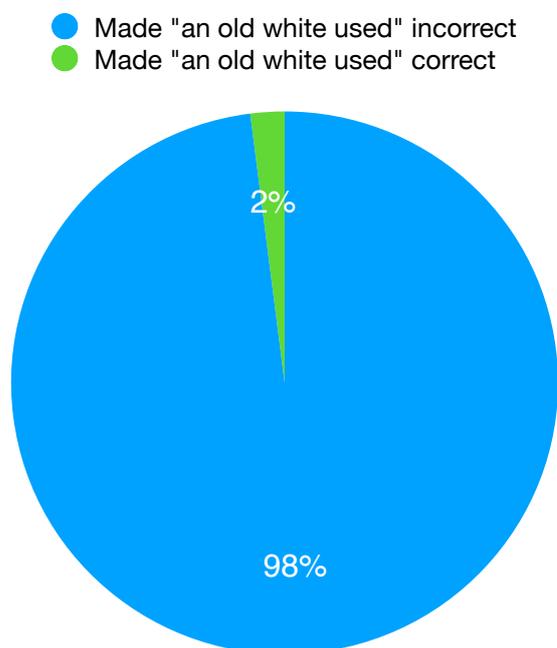
Figure (20) Order of "an old white used"

Among the 400 EFL Kurdish students on "origin adjective *Japanese*", on 509 usages of it 57% fifty seven percent of them were wrong as in *fan Japanese, car Japanese, car nice Japanese* etc. as this kind of pre-modifier adjective must be used just before the head of the noun phrase.
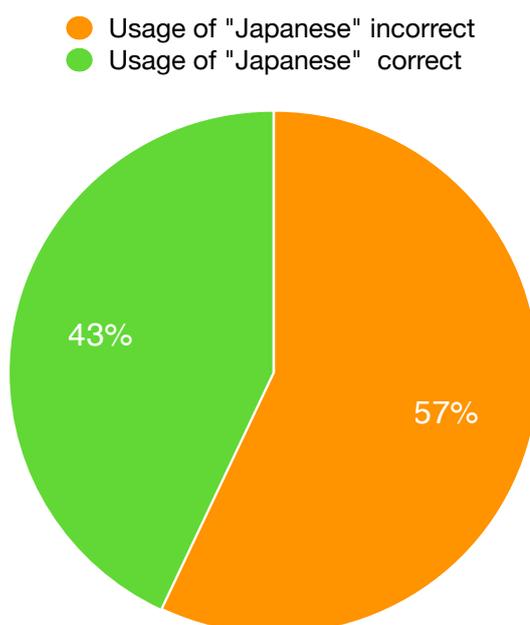
Figure (21) The use of "Japanese" in correct and incorrect position

FIGURE (22) USE OF JAPANESE

As far as the adjective "nice" is concerned in the attributive position, out of 456 occurrences of it the students made mistakes in 51% of them. This shows their total unawareness of the use of quality adjectives before a noun, the most frequent mistakes were *car nice, big white nice, a big nice, white nice, big nice* etc.

Figure (23) Usage of "nice" in correct and incorrect positions

As for the adjective "big" in attributive position, the students used it more than 412 times, a staggering number of 67% of their usages for this adjective in attributive position were incorrect, the frequent mistakes were *car big white nice, a white nice big car, a white big*

FIGURE (24) USE OF "BIG NICE WHITE"

Japanese nice car, a nice white Japanese big car etc. and the remaining 33% were correct.

- Usage of size adjective plus "black" incorrect
- Usage of size adjective plus "black" correct

24%

76%
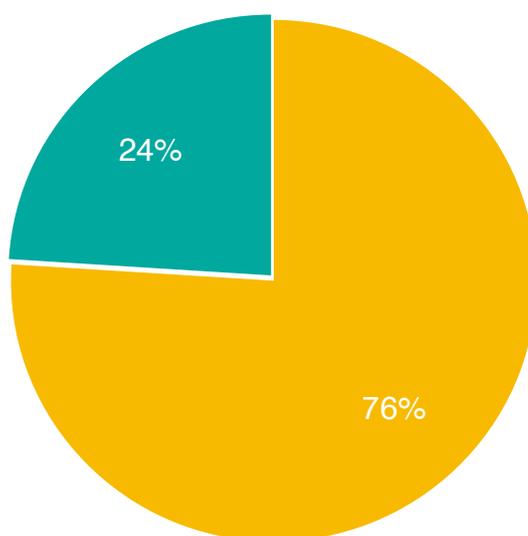
Figure (25) The Use "black" in correct and incorrect positions

In the case of the order of *size* plus *color* adjective "black", out of the 400 students responding to this item almost 76% of them made this adjective order incorrect and the rest made it correct as the frequent wrong ones were *black thick wool jacket, black thick cotton jacket, wool jacket black.* This is a serious problem that the students face regarding the usage of that kind of order adjectives which was one of the frequent ones in writing skills.

As for the *material* or *origin* adjective "woolen or woollen", the students required to use or translate from the Kurdish word "خــوری or xuri" then used it in the adjective order after the size and color adjectives. Shockingly, only 1% of them were able to translate it and used it in its proper order in the sentence and the remaining 99% translated it as "wool" which is wrong whereas 14% of them used that wrong translation in its proper order and the rest used incorrectly.

- Translated and used "woollen" in correct order
- Mistranslated to "wool" and used correctly
- Mistranslated to "wool" and used incorrectly

1%   14%

85%
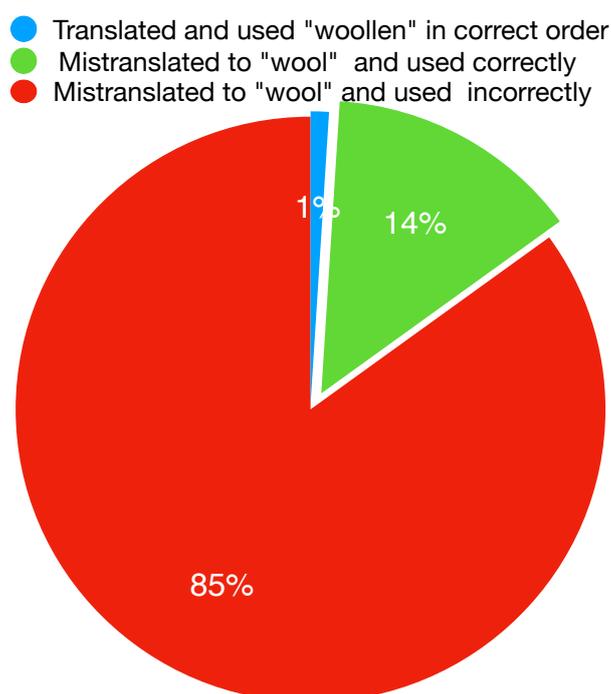
Figure (26) The Use of "wool, woollen"

Here, the mistranslation could be ascribed to their insufficient knowledge of how an adjective could be formed out of a noun, this is being a morphological issue than syntactic one. Yet, this mistake was aggravated by the insufficiency of syntactic knowledge to put the adjective "woolen" in the correct order and use.

Regarding the usage of "main" as an attributive adjective, 11% of their usages were wrong like *student main, entrance main freshmen, entrance is main* etc. and the rest were right which were used before the noun.

Figure (27) Usage of "main" correctly and incorrectly

The result was somehow satisfactory since the majority of them made it right. But, some of the other pre-modifier usages with the "main" were misplaced. This ratio is still worrisome since the exclusive nature of the adjective "main" is predictable.

Out of 273 usages of the adjective "three" as a pre-modifier, more than 42% of them were incorrect like *college three, entrance three freshmen, freshmen three student* etc. in turn the rest of the usages which is tantamount to 58% were correct. This shows their average awareness of the Kurdish EFL students, at least those participated in this corpus, in using the numerical adjective like "three".

Figure (28) Usage of "three" correctly and incorrectly

Regarding the use of "that" as a pre-modifier, 99% of them were correctly used and the rest of 1% were incorrectly used which is something delightful, as the Kurdish EFL students were aware of the usage of that vital central determiner in their writing skills.
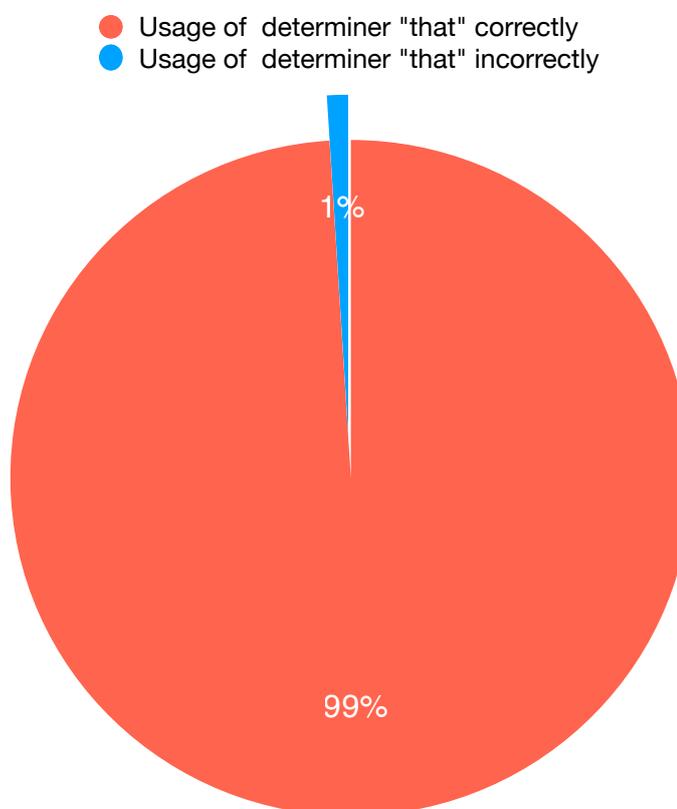
Figure (29) Usage of determiner "that" correctly and correctly

The pre-modifier "economic" was used 265 times, 10% of them were used incorrectly as in *my economic is, economic has, my family economic* etc. and the rest 90% of them used correctly. Out of that usage 95% of them used with the head noun "crisis". They failed to realize the difference between the noun "economy" and the adjective "economic" as they took the adjective "economic" for the noun "economy".
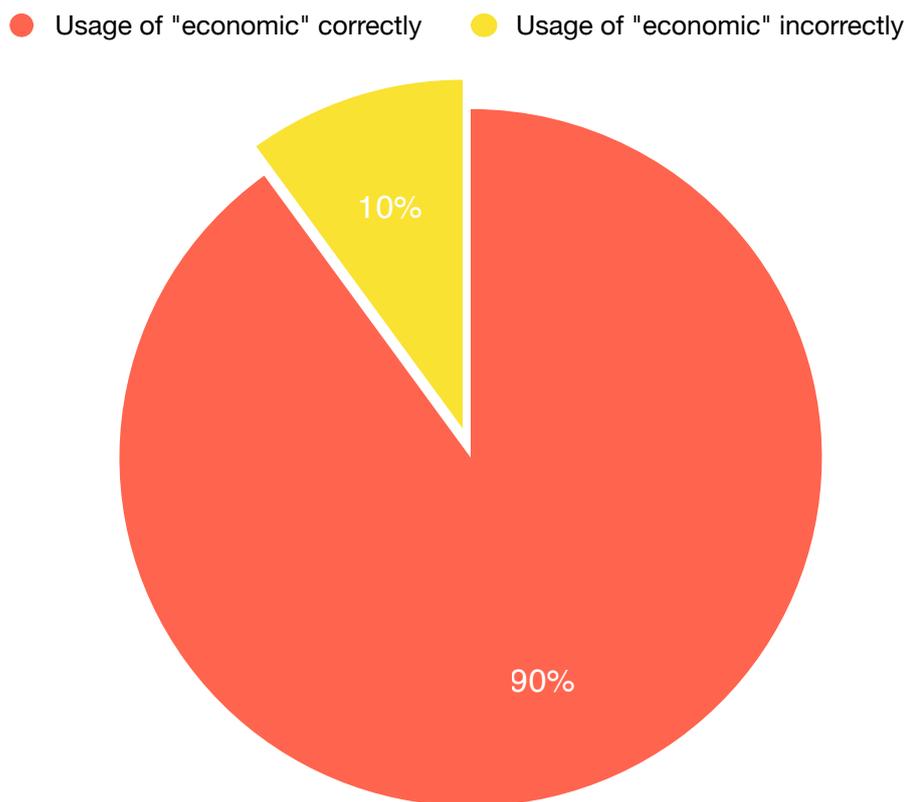
Figure (30) Usage of "economic" in correct and incorrect positions

As far as the color adjective "blue" is concerned, which was one of the frequent attributive adjectives used in this corpus, out of 344 usages 23% of them were wrong in structures like *envelope blue, blue thin package, blue thin and old envelope* etc. while the rest of them were acceptable usages of the color adjective "blue". The large percentage portrayed their good awareness of the usage of "blue" as a pre-modifier in this learner corpus which intended to pinpoint the difficulties the EFL students encountered in the modification placement. However, the 23% of incorrect use referred to the influence of their mother tongue structure on their English language structure.
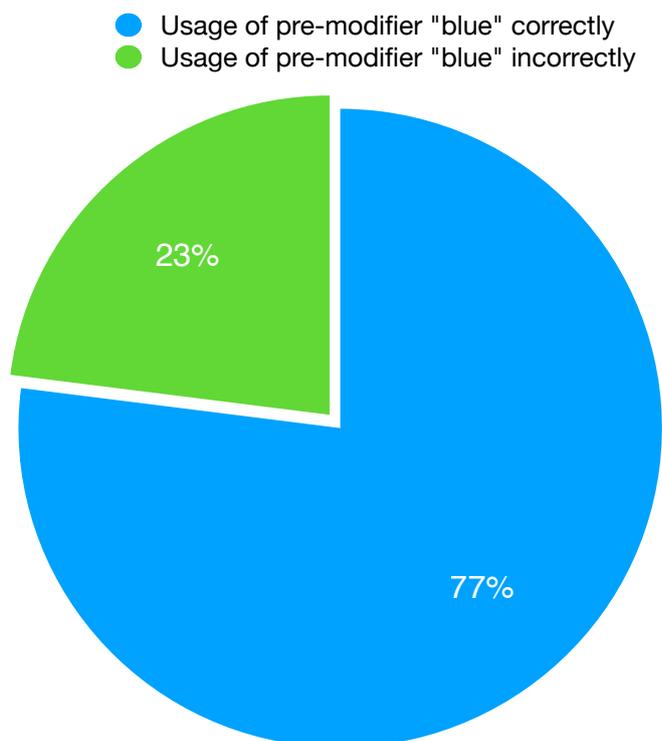
Figure (31) Usage of "blue" correctly and incorrectly

Regarding the central determiner "their", almost all the usages of it by students were correct except for two cases which were wrong structures like *their too* and *their self*. This is a negligible percentage which is statistically insignificant. Almost all the other attributive modifiers were correct in the Kurdish EFL's responses.
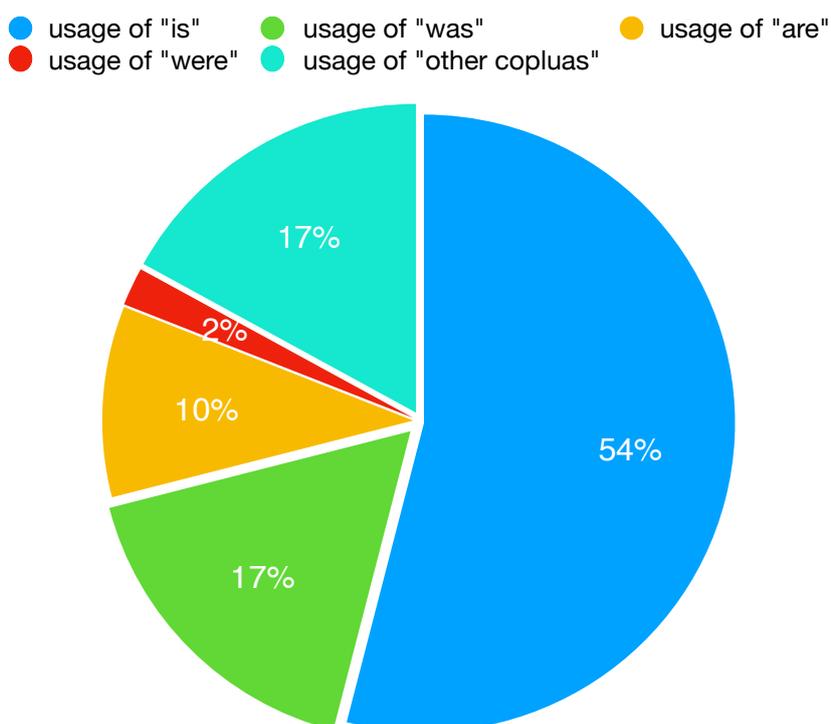
Figure (32) Usage of Copula verbs with modifiers

As far as predicative position is concerned, there were as many as 6000 usages of predicative usages after copular verbs like *is, was, are, am, seem* etc. which were distributed in the above pie chart.

But, the predicative use of modifiers in general and specifically the adjectives came with difficulty and incorrect usages. For example, after the verb to be *"is"* nearly 4% four percent of their usages were wrong and the rest were acceptable. Most of the mistakes revolved around the lack of usages of proper determiners before the nouns used, and after the copular verb "is" instead they ignored the usage of a proper determination which was supposed to complete the subject that they modified in the predicative position. This is a concord problem because Kurdish EFL students did not realize that a singular verb selects a singular noun complement with each other in number.

The same mistake was frequent with other copular verbs in the predicative position after "*was, were, are* and *am"*. The large percentage of predicative use after "is" may refer to one of these cases:

1. The singular nature of of their use could be accounted for by the common preference of speakers to choose the unmarked form rather than the marked form in their uses. Thus, the singular form was unmarked while the plural form was marked.

2. As for their preference to use the present form than the past form of verb "be"was attributed to the fact that adjectives were descriptive words and characterized by an entity. Such characterization is usually given in the present form rather than the past form.

Noun post-modifiers could take miscellaneous forms, relative clauses were one of the ubiquitous ones frequently used by students and researchers alike. As part of investigation into the Kurdish EFL learners' usages of postmodifiers, the researcher tried to investigate the proper and frequent usages of post-modifier. For instance, the word "that" which introduces *that clause* was used by student alongside other relative pronouns as a post-modifier. In their responses, the students used "that" in 1166 positions, 67% of them were as relative pronouns and the rest were 28% of them used as determiners and and the remaining 3% used it as the head of the noun phrase and 2% occurred with other words in combinations like *after that* and *so that etc.*
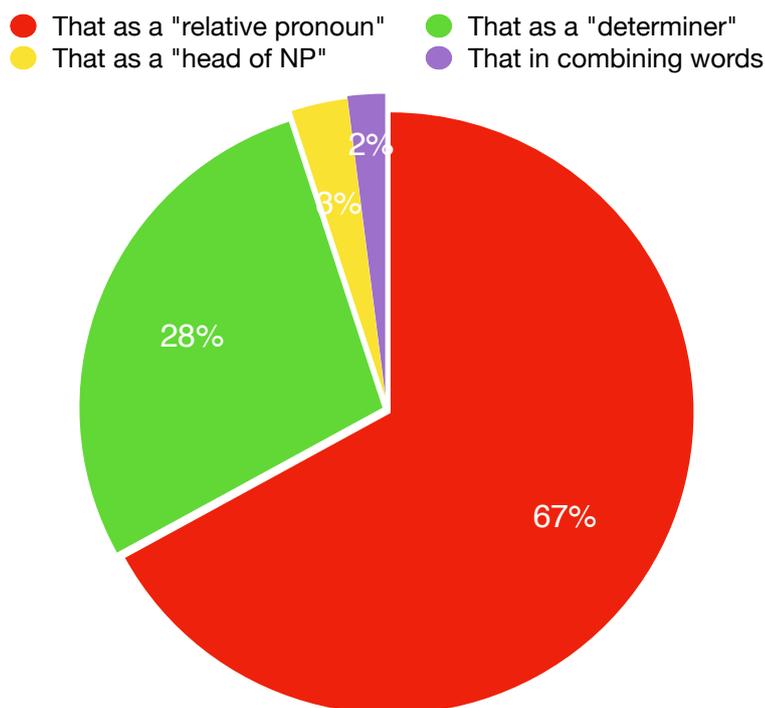
Figure (33) The Usage of "that" as a modifier and non-modifier

The use of "that" as the head of relative clauses occurred as a post-modifier in all of the above-mentioned slots. Another relative pronoun, which heads the relative clause, was "which" that was used as a post-modifier of a noun phrase occurred 404 times which was twice less than the usage of "that". The relative pronoun "who" appeared 265 times in their responses while the relative pronoun only surfaced 28 times as the least one is "whose" which appeared only four times only.

Regarding their positions all the relative pronouns appeared as postmodifiers except for "that" in which 67% of the times emerged as a postmodifier. Out of the 67% of the post-modifier usage of "that" approximately 9% of them were wrongly used by the students in comparison with the rest of the usages as in *that wet, that it screen, that ducking, that stealing oil* etc. Such mistakes could be referred to the failure to recognize word class membership such as the distinction between the verb class and the class of the word "wet". They also did not know how to form the correct possessive construction in English after "that" and also they did not realize how to form possessive construction in English differentiating between the use of "whose" and "that".
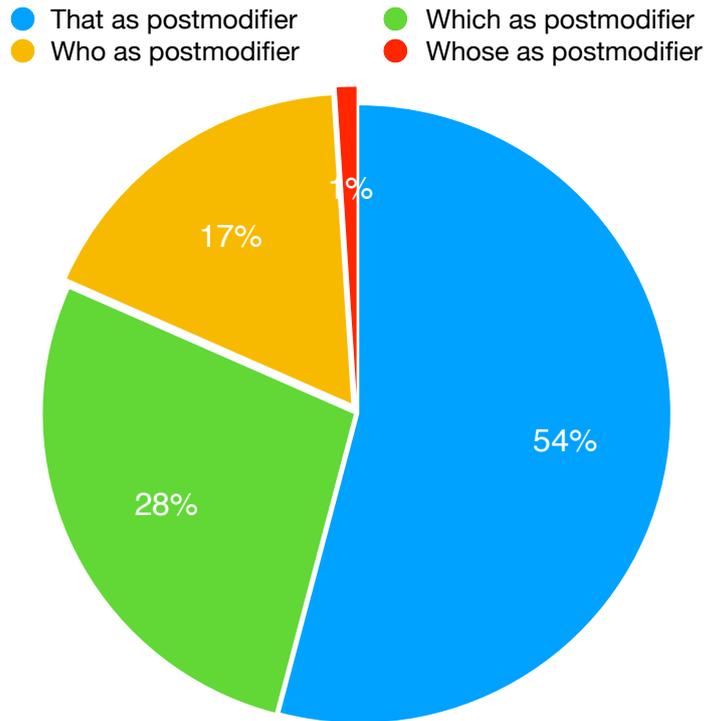
Figure (34) Usage of relative pronouns as modifiers

Concerning the use of "which" as a post-modifier, as many as 99% of them were used properly as the head of the relative clause whereas only 1% were improperly used like *politicians which are lying, my brother which is* etc. As for the relative pronoun "who", which was used in the postmodifier position and heads the relative clause indicating person as many as 84% of them were used properly while 16% of them used improperly as in *when who trust me, a tree who was cutting, the branch who was on it, heat who is she is a ball* etc.

As for the relative pronoun "whom" in the postmodifier position, nearly 68% of them were used properly in contrast 32% of them were used improperly as in *the tree whom cut a*

FIGURE (35) USAGE OF "WHOM"

branch, the whom I saw, below whom I saw etc. This shows their poor background knowledge on the proper uses of relative pronouns and clauses as post-modifiers.

Prepositional phrases are ubiquitous in postmodifying positions, therefore; this phrase frequently turned out in Kurdish EFL responses in the form of prepositions like "in, on, at, of, with, by" followed by objects which should be either nouns or pronouns. In total, there were 8320 occurrences of prepositions as the head of the prepositional phrase(PP). Prepositions are postmodified by nouns and pronouns, among them the prepositions "in" and "of" received the lion's share in Kurdish EFL's uses which were 24% followed by "for", "with" as 8% and then "to" used 7% and "on" were used 6% while "at" was used 4% of the time as the rest distributed as in the following figure.
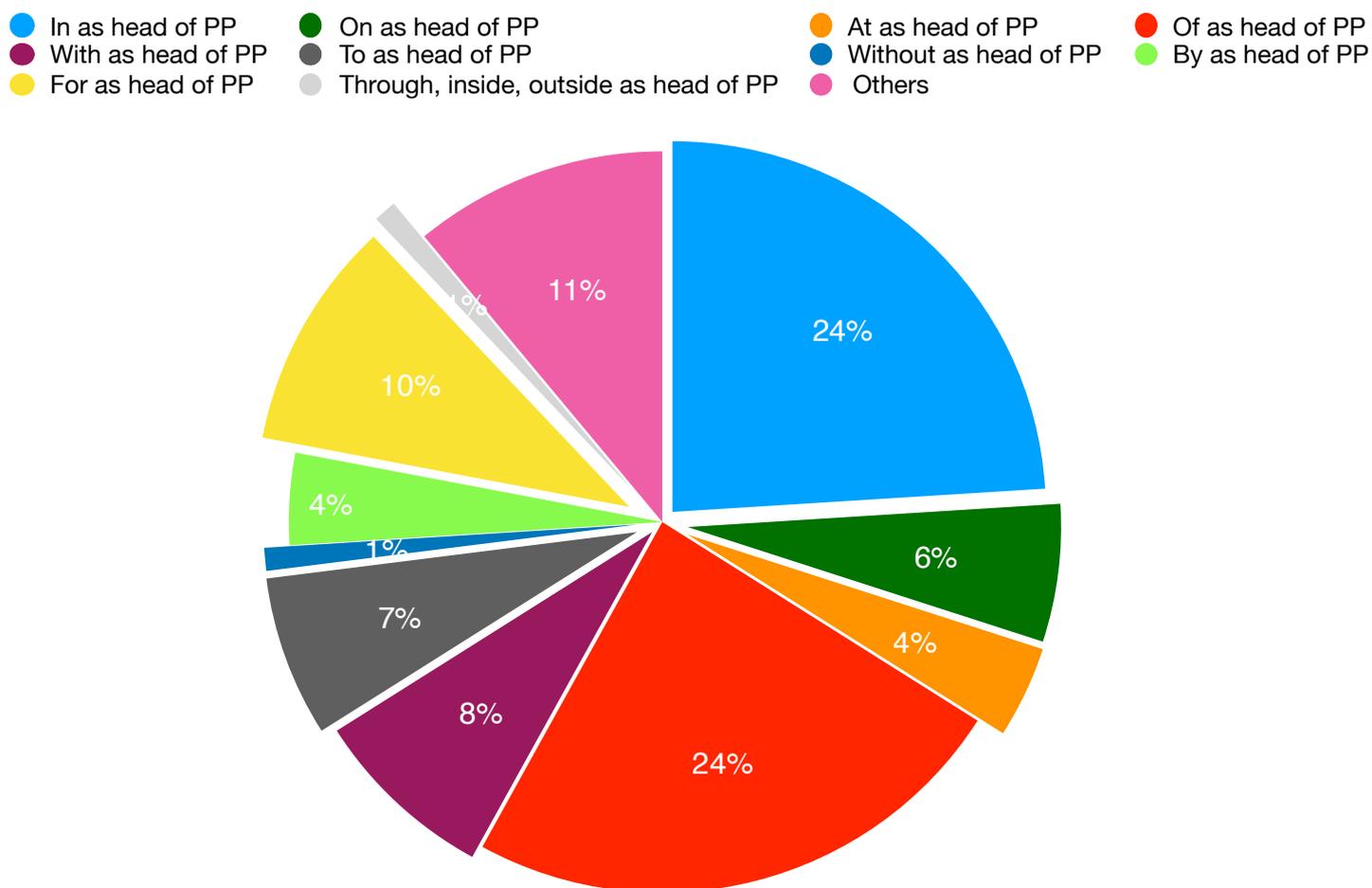
Figure (36) The use prepositional phrases as modifiers

In spite of being postmodified by nouns, most of these prepositions themselves came as postmodifiers of the previous elements especially noun phrases. For example, 43% of uses of "in" were used as a postmodifier while the rest of them is not used as postmodifier, 42% of "by" were used as postmodifier, 71% of "of" were used as postmodifiers, 95% of "with" were used as postmodifier, 55% of "on" were used as postmodifier, 42% of "at" were used as postmodifier, 58% of "for" were used as postmodifier, while 100% of "to" usages were used as postmodifier, finally 96% of "without" were used as postmodifier.
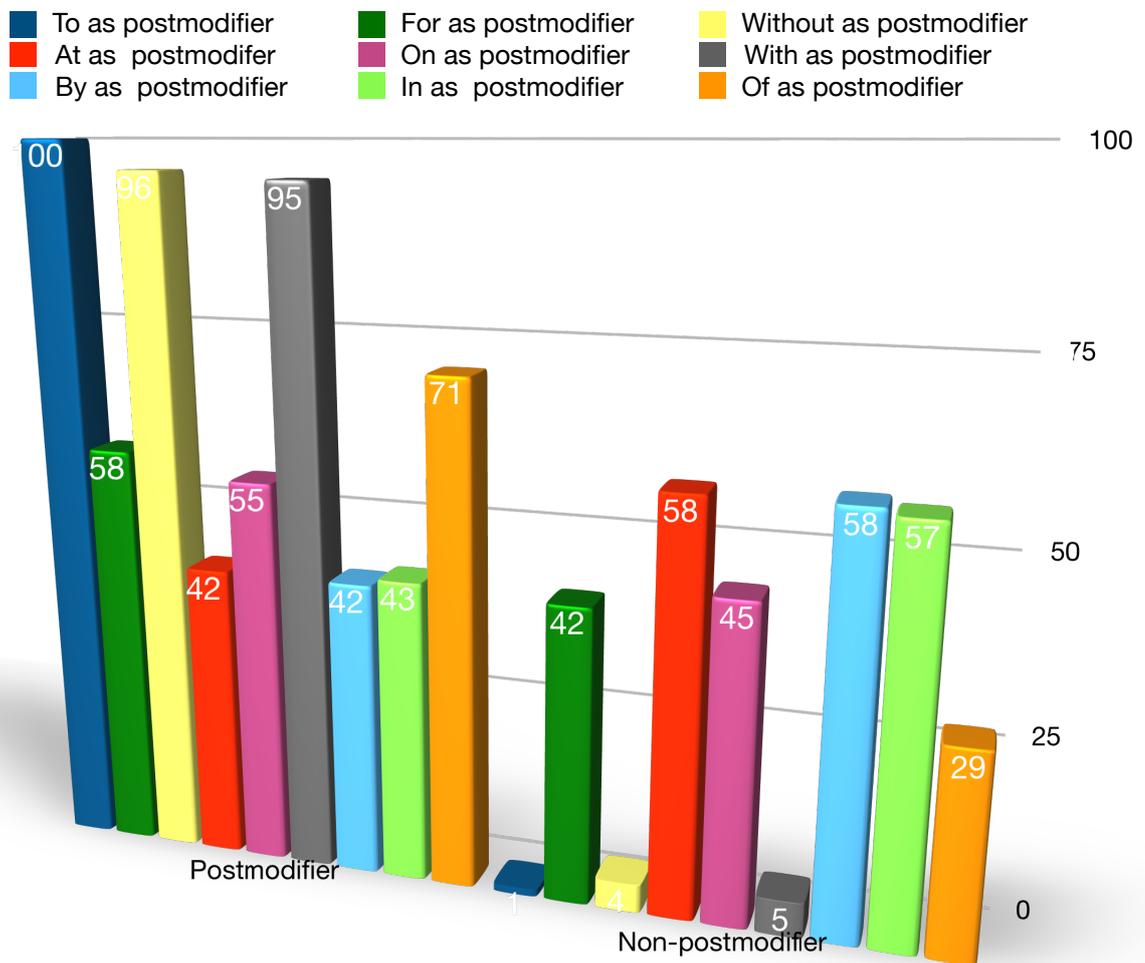
Figure (37) Prepositional phrases as postmodifiers

It is worth noting that some of those prepositions which were not used as postmodifiers were misplaced, for example, the prepositional phrase beginning with "with" were misplaced in 22% of the usages by Kurdish EFL students as in *was stolen with tinted glass windows, nice with tinted glass windows, Japanese with tinted glass windows* etc.

The students failed to realize the proper placement of pre-modifiers and post-modifiers, for example, the prepositional phrase which should always post-modify the head noun and it was wrongly put before the head or put as a dangling modifier which was discontinuous.

As for the preposition "in", in approximately 3% of students' responses were used improperly, they added "in" in the item number 30 which was an arrangement should be done by the students within the item. There were no any prepositions to be put but they added "in" which was completely wrong because it made the order of the words be wrong as in *gathered in the main entrance of college*.

In the same vein, 20% of usages of "when" usages were incorrect because either mistranslated which was supposed to be "that" or when was misused as a conjunction since the element before it was referred to person as in *my parents when I have, The man when I saw on a tree* etc.
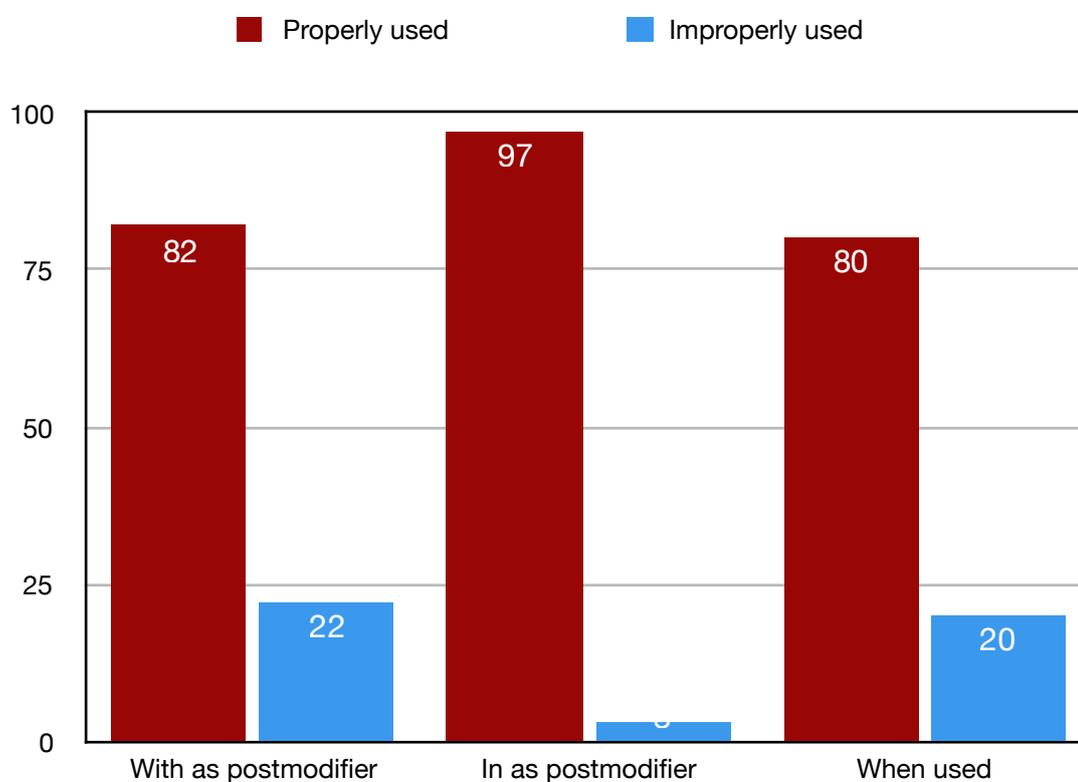
Figure (38) Usage of propositions as postmodifier properly and improperly used

As for the arrangement of order of modifiers "*three freshmen college students*" in the item number 30, a staggering 99% of them made it wrong as they failed to arrange the order in the above mentioned pattern.

Regarding the translation of "*the man who(m) I saw on the tree*" which consisted of a pre-modifier "*the*" and the relative clause postmodifier "w*ho(m) I saw on the tree*" 95% of the students failed to make that order right while the rest of 5% made it right. As for the translation of quality adjective plus the color adjective plus a noun, only 1% of them made it right while the rest of 99% of them made it wrong.

The other translation challenge, which was used as a tool in the data collection tool, for the students was the translation of the sequence "*thin perforated blue*" through which 99% of the students made it wrong while out of which 27% of them made the pre-modifier "perforated" into the postmodifier "full of holes" after the word "envelope or bag". This was still acceptable since it modified the element "envelope or bag" which was supposed to modify. Not only did they do not know how to arrange the order of adjectives, but they also failed to realize how to distinguish between the different types of adjectives used before the head noun either.

Concerning the translation of color adjective plus origin or nationality adjective 23% of them made it right whereas the 77% of them had made it wrong as they misplaced this sequence of modifiers.

As for the postmodifier "that or which my father bought in Turkey", 25% of the EFL students made it right but the remaining 75% of them made it wrong.

As for the translation sequence of size adjective plus color adjective plus origin adjective "*the thick black woolen*", only a staggering 1% of the students made it right while the rest of 99% of them made it wrong. Regarding the relative clause as a postmodifier, 28% of them placed them in the proper position of postmodification with slight mistakes within the structure of relative clause, the rest of 72% misplaced the relative clause in its proper position.
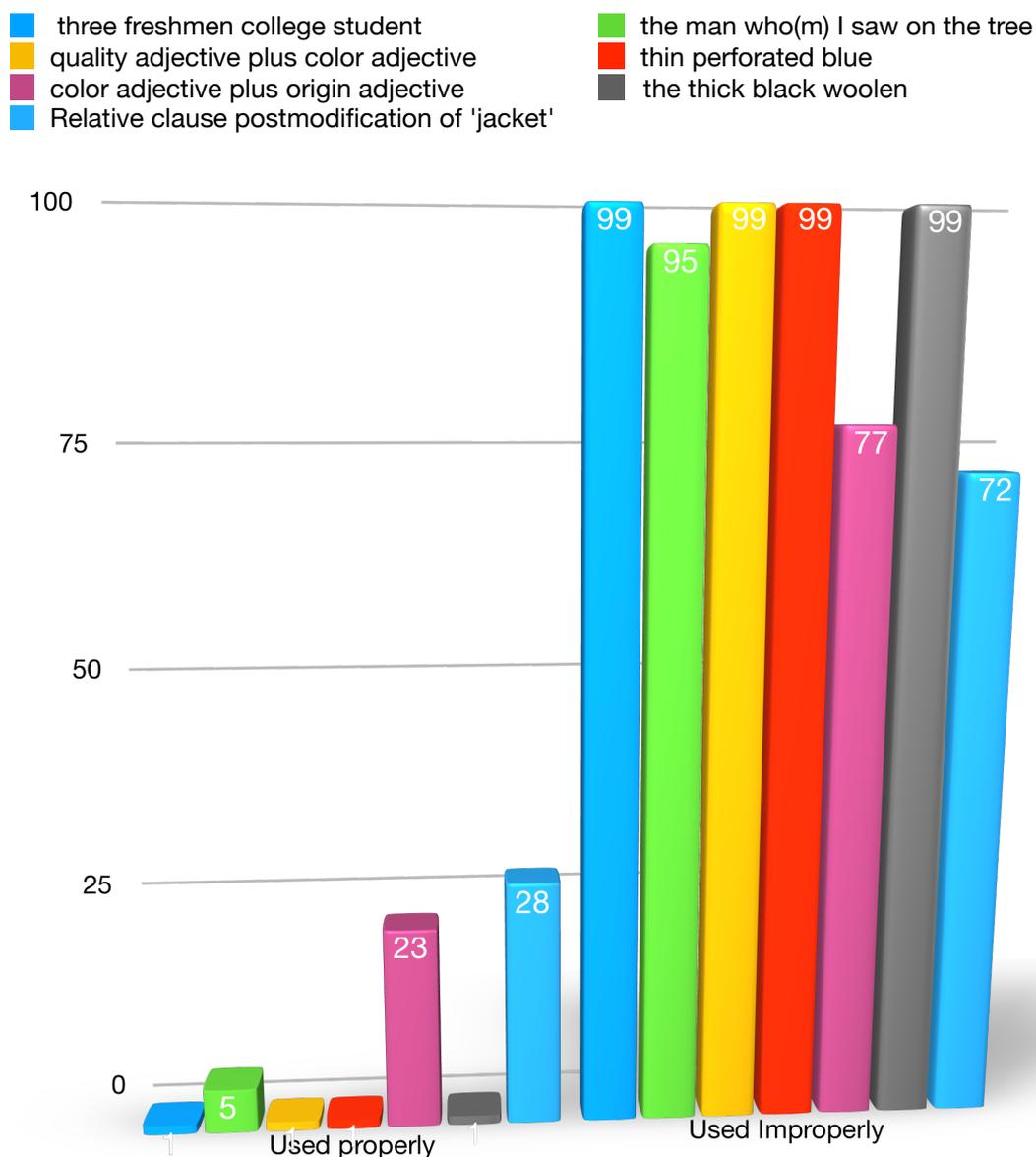
Figure (39) The usage of adjective orders properly and improperly

The intensifying adverb pre-modifier "very" was used 648 times, out of which only 1% of it were used as an adjective pre-modifying a noun as in *very crisis, very suit, very hooligan* etc. nearly 7% of them were used before adverbs like *very hard, very well, very very well* etc. while the remaining 92% were used before adjectives as pre-modifiers or intensifying the meaning of the adjectives used after it.
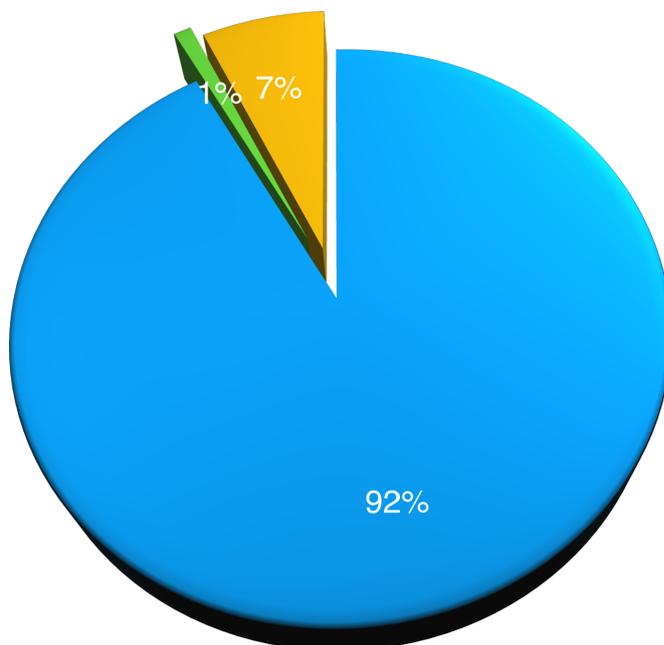
Figure (40) Usage of "very" as a modifier

Another pre-modifier used to modify NPs and sentences was "what", this pre-modifier was used 116 times, as many as 17% of them were used as determiners before noun like *what professors, what type of clothes, what answers* etc. nearly 45% of them were used to modify the whole sentence like *What I want, what they had etc.* whereas the rest of 38% thirty eight percent of it were used as a connective between to sentences.
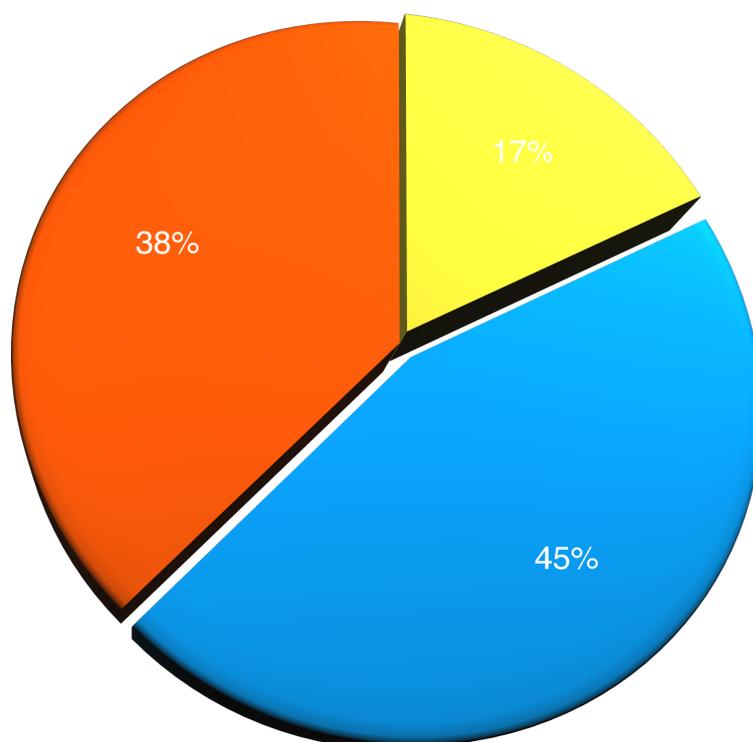
Figure (41) The usage of "what" as modifier and non-modifier

Likewise, another intensifying pre-modifier "so" was used 336 three hundred thirty six times, of which nearly 2% two percent of them were used before adverbs like *so well, so hard, so comfortably* etc. while approximately 9% nine percent of them were used before noun phrases like *so many groups, so much money, so many reasons etc*. while the rest of 89% percent were used before adjectives like *so beautiful, so lovely, so cold* etc.
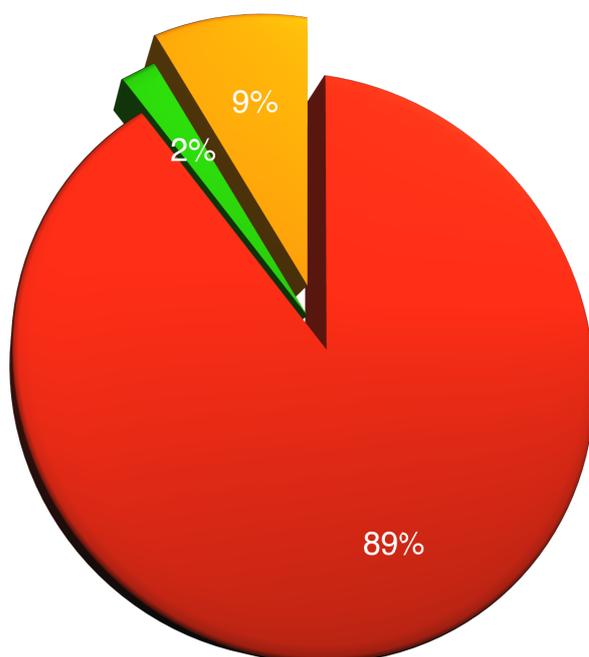
Figure (42) The usage of "so" as a pre-modifier

FIGURE (43) USAGE OF "OVER THERE" AS POSTMODIFIER

The postmodifying "*over there*" was used 83 times, nearly 5% of them were used after copular verbs while the rest of 95% of them were directly used after the noun they modified. This shows that the students did not perceive the difference between the relative clause and the reduced relative clause as shown in the corpus examples. They did not realize the distinction between the use "besides" as a preposition and "besides" as a conjunction.

Another postmodifying phrase began with "beside+NP" as a prepositional phrase, this postmodifier was used 117 times by Kurdish EFL students; as many as 43% of them were used directly after the noun phrase it postmodified while 46% of them were used after the phrase "over there" whereas it modified the previous noun phrase came before the phrase "over there", this means that it was used as a dangling modifier. The rest of 11% were used after the verbs come before them but still they serve as a dangling modifier.

Figure (44) The usage of "beside" as a modifier

Concerning the preposition "to", it was used 1738 times; it postmodified the noun phrase 22% of the time as in *novels to read, money to buy, book to read* etc. nearly, 9% of the verb phrase beginning with "to" postmodified adjectives which was also known as adjective complement and infinitival clause as in *good to trust, easy to drive, able to catch* etc. The rest of the postmodifiers were postmodifying the verb, approximately 7% of the postmodifying verb usages were wrong as in *visit to, wait to rain* etc.
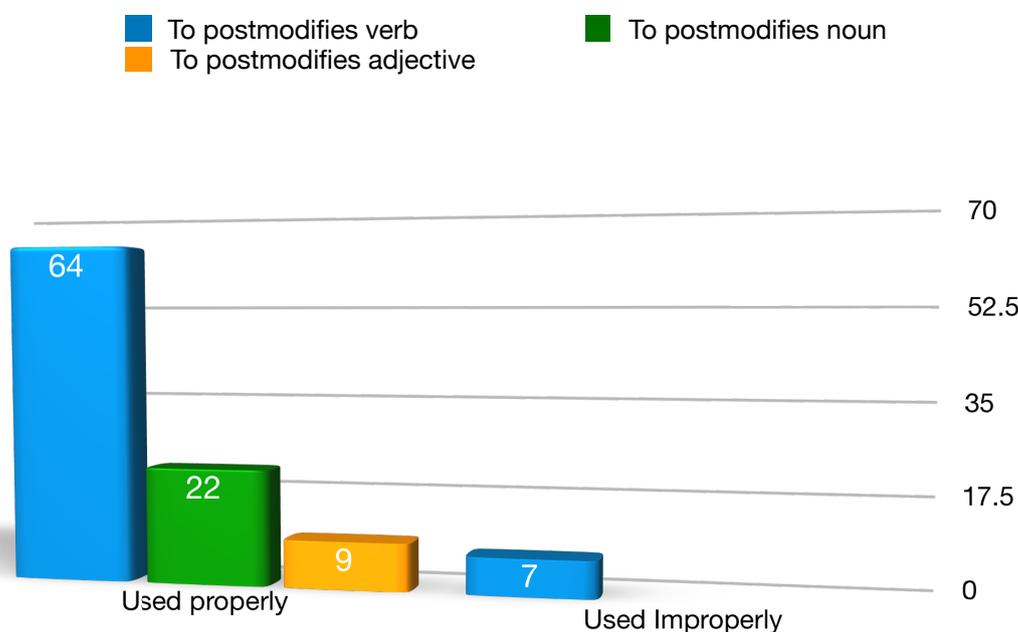
Figure (45) Usage of "to" as postmodifier

Regarding the preposition "for" which postmodified the previous elements, almost 7% of them were used to postmodify verbs out of this number nearly 15% percent of them were used improperly like *visit for, hope for, fix for* etc. approximately 13% of them used after adjectives and the rest of 80% postmodify nouns phrases. However, there was the likelihood that the verb "hope" taking the preposition "for", the verb "visit" could never take a preposition "for"; a fact that the students failed to realize.
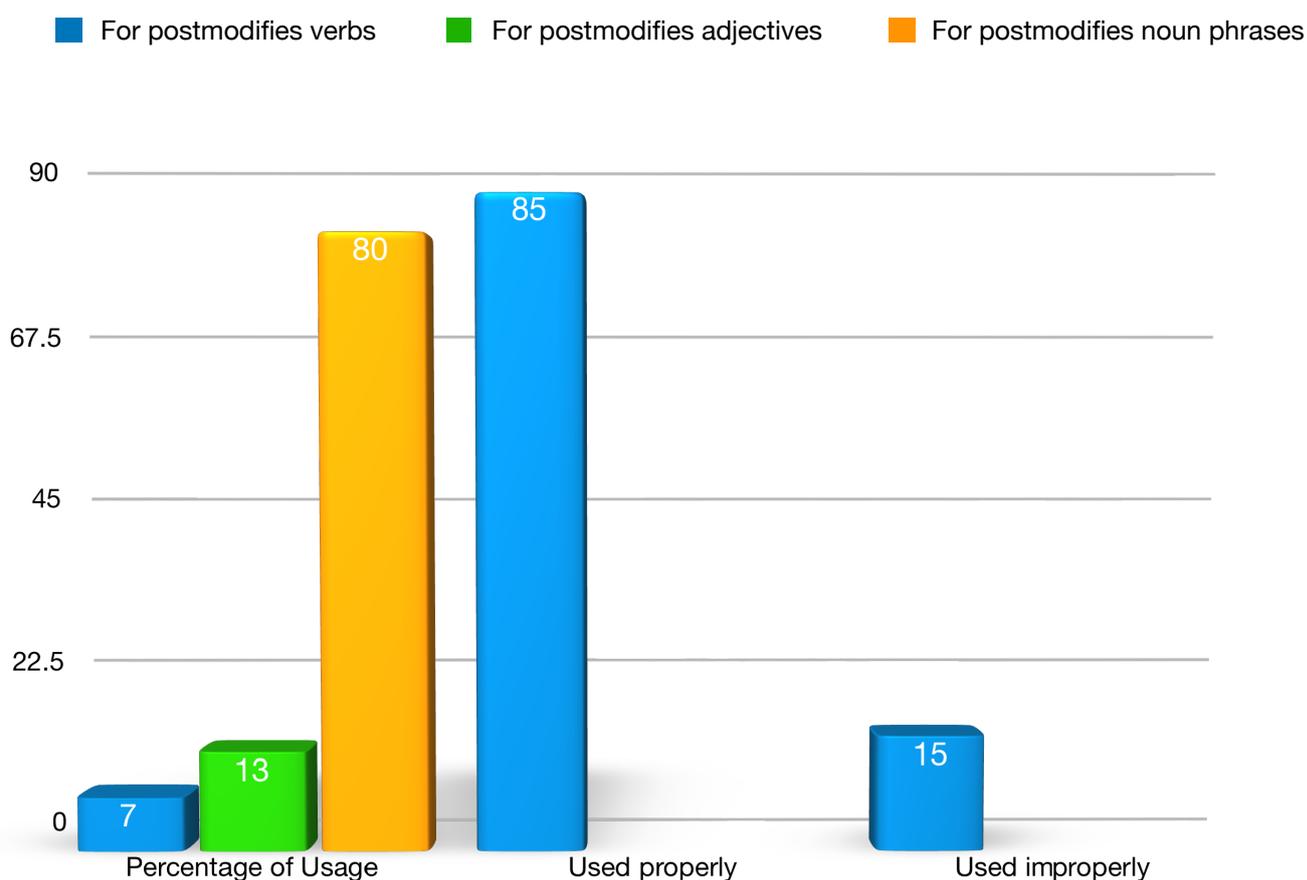
Figure (46) The usage of "for" as postmodifier

Another adverb used in the modifying position was "really", it was repeated nearly 117 times, nearly 58% of them were used as qualifiers or intensifiers that intensified the adjective as *really nice, really good, really cold* etc.

Within this framework, approximately 10% modified other qualifiers or intensifiers like *really really, really so, really very* etc. while 33% of them pre-modified verbs as qualifiers as in *really hate, really like, really love* etc. after the verb phrase it modified but the rest were used before the verb it pre-modified. Nearly 5% of them modified the whole sentence as adjunct like *really I love my parents, really I didn't see* etc. as the rest postmodified the whole sentence at the end. This was a common feature of spoken language than written one; and in this regard the students were affected by their mother tongue.

Really as intensifiers or qualifiers
Really modify statements
Really premodify verbs
Really postmodify the sentence
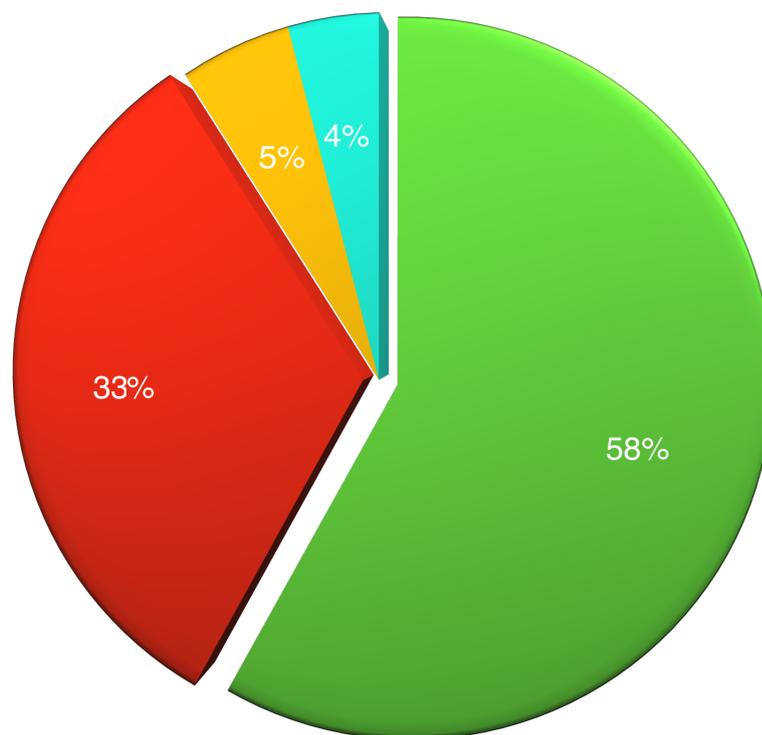
Figure (47) The use "really" as modifier

As many as 35% of the students mistranslated the word "خــوری xuri" into "wool" which was supposed to be "woolen", and to add more this almost 36% of them misplaced this origin adjective.

Adjective woolen   Noun Wool
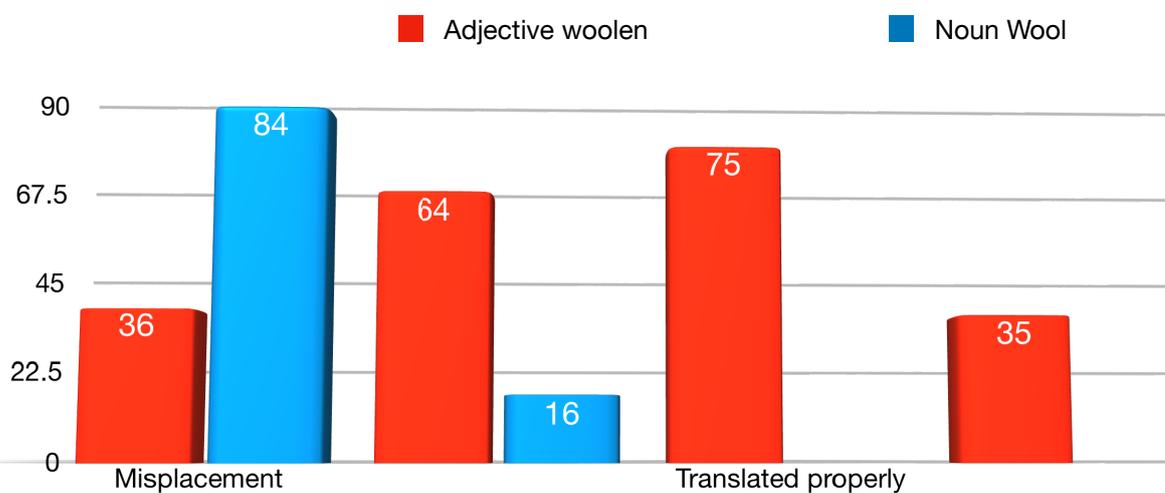
Figure (48) The use and translation of "woollen" as modifier

The adjective "wet" was also used by many students; as nearly as 300 students used it in their responses but used the positions differently, for example, as nearly as 46% of them had it predicatively, while approximately 26% of them used it postpositively which was wrong like *jacket wool wet, black or blue jacket wet, autumn wet* etc. This reflects their failure to specify the head within the phrase structure. Surprisingly, 8% of them used it directly after relative pronouns without any copular verbs which was something wrong like *that wet, which wet* etc. about 3% three percent of them used it after verbs like *will wet, had wet* which was also wrong. Although, the modifier "wet" could be used as a verb but all the contexts containing "wet" were adjectives. They failed to distinguish between "wet" as an adjective and "wet" as a verb.
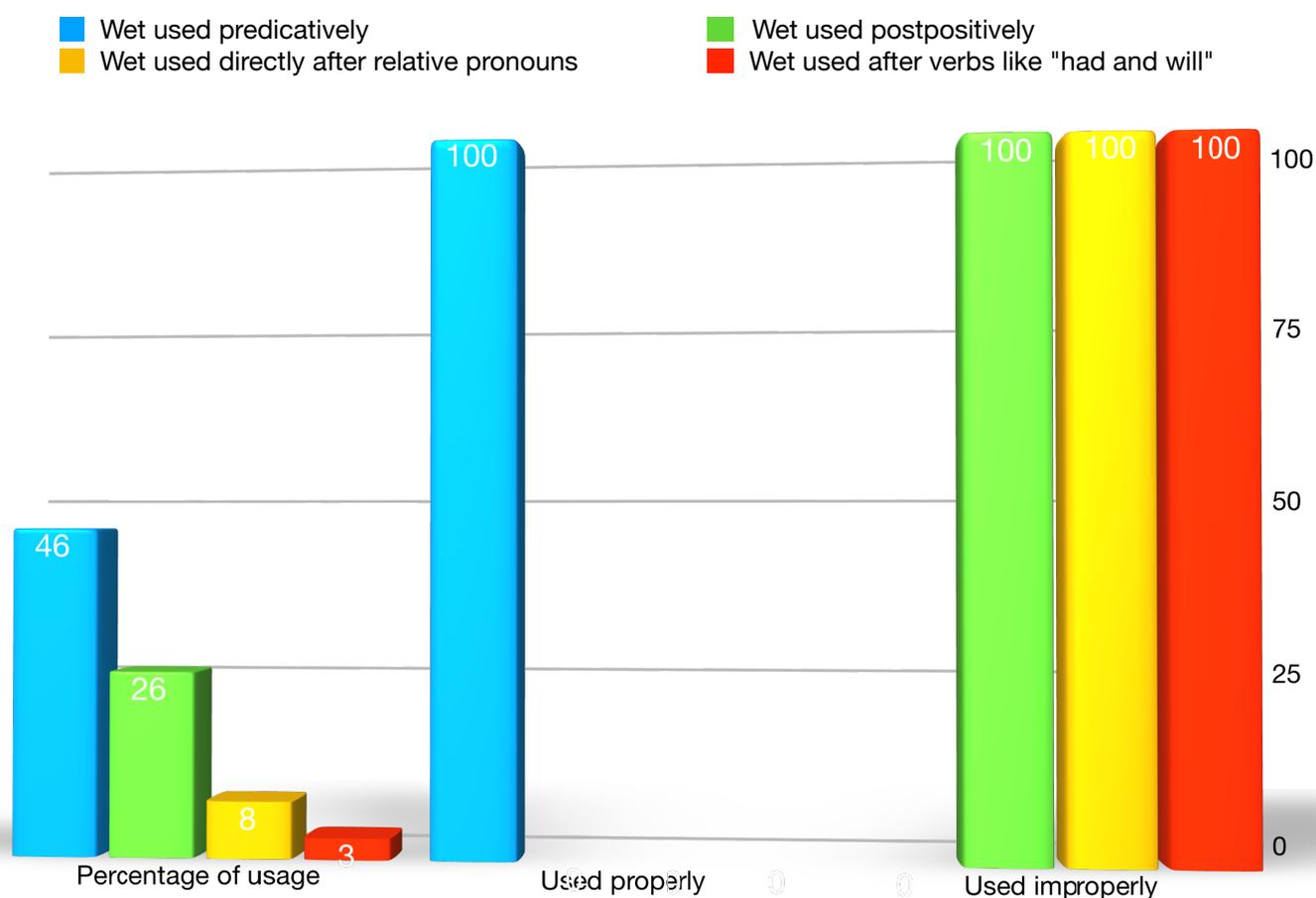
Figure (49) The usage of "wet" as modifier properly and improperly

The adjective "cold" was also used by almost all the students, but in different positions as many as 3% of them used it attributively,
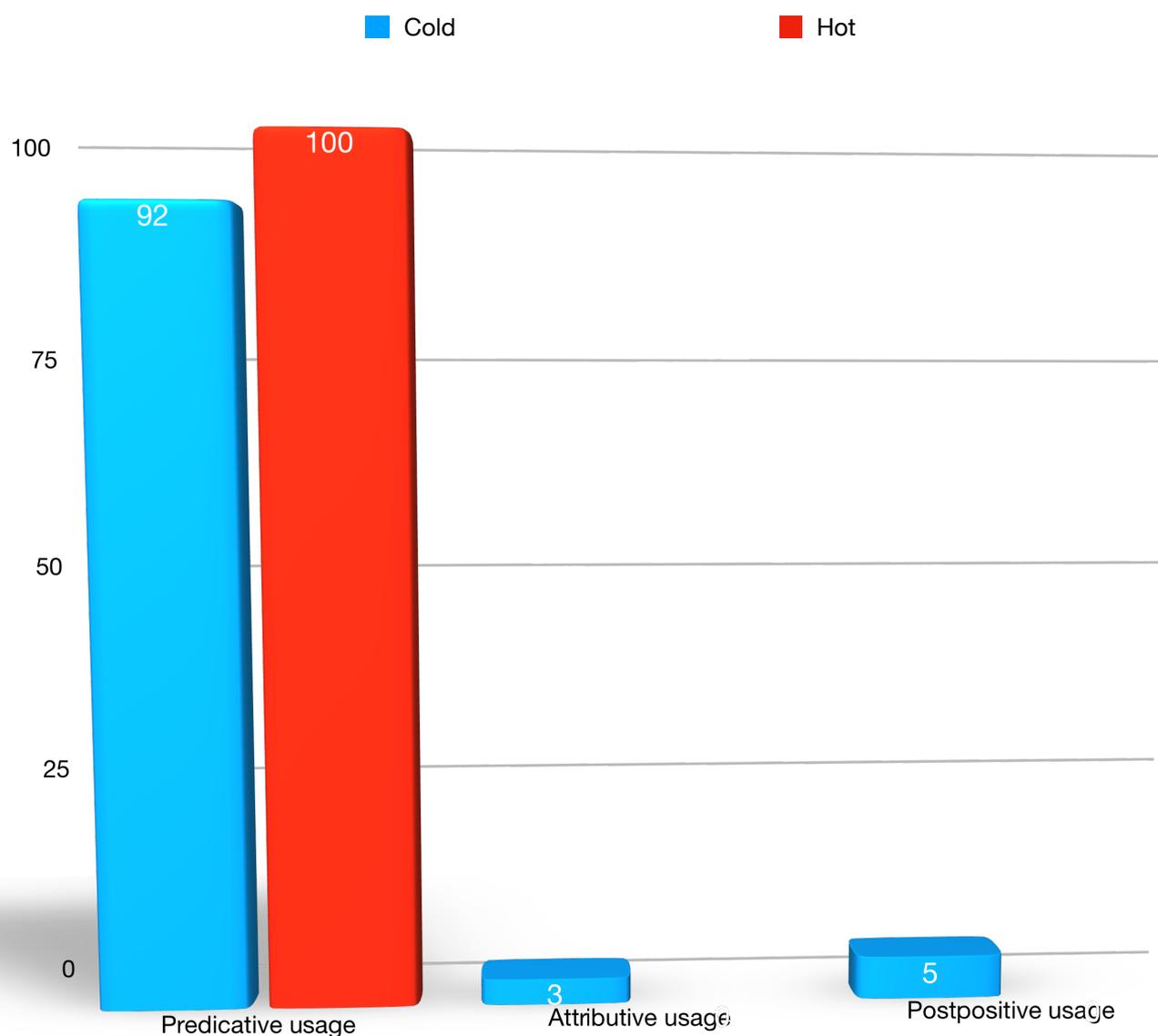
Figure (50) The use of "cold" and "hot" as modifiers

less than 5% of them used it postpositively like *winter cold, weather cold* etc. and the rest of them were used predicatively in this position 30% of them were intensified by intensifiers like *very, too, extremely*. As for the adjective "hot", almost 100% of them were used predicatively by the students. All in all, they showed the lack of sufficient grammatical knowledge of attributive and predicative uses.

The modifying adjective "full of" was also one of the most frequent ones used by the EFL learners which was used 106 times in their responses, for example, as many as 33% of

them were used predicatively after copular verbs, and less than 1% of them were used attributively. This adjective phrase could not be used attributively and the rest used postpositively postmodifying the previous nouns like *envelope full of holes, bag full of holes* etc.
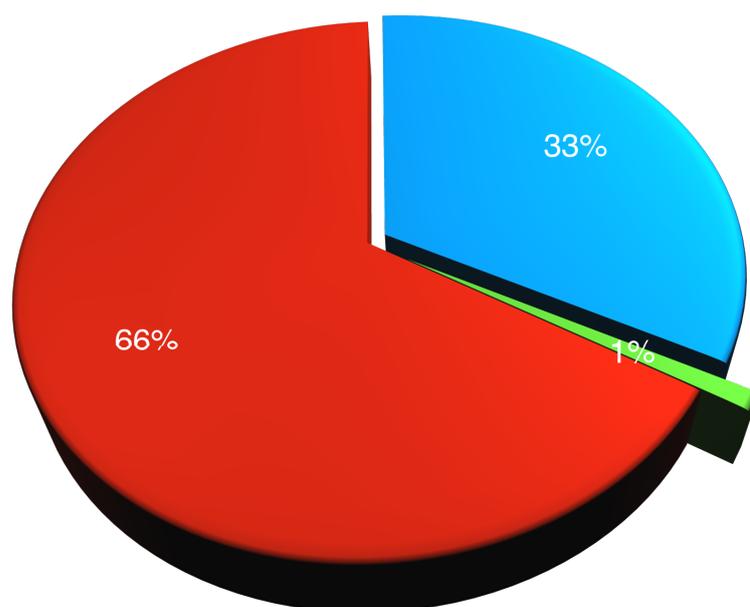
Figure (51) Different positions of "full of" as modifier

The modifying adjective "delicious" was used 59 times by Kurdish EFL students through which 56% of them were used attributively while 36% of them were used predicatively, whereas 5% of them were used postpositively which were wrong uses as in *eat food delicious*. This was also clearly the influence of Kurdish modification structure.

● Delicious used predicatively   ● Delicious used attributively   ● Delicious used postpositively
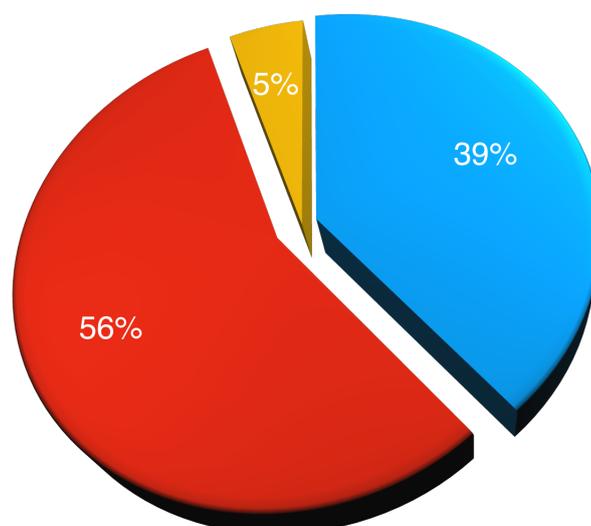
Figure (52) Usage of "delicious" as modifier in different positions

One of the determiners used to pre-modify nouns was "every" which occurred 127 times, it was mainly used with singular nouns but surprisingly nearly 8% of them used this determiner with plural nouns which was incorrect as in *every people, every things, every creatures* etc. while the rest of 92% used it with singular nouns which is the correct form. The 8% of Kurdish EFL students' usages were clearly the sign of the lack of sufficient knowledge on concord and grammatical agreement in English language.

"Each" was also another singular determiner used with the noun phrase structure as a pre-modifier, it occurred 39 times, but 8% of them used it with plural nouns like *each others*, whereas the remaining 92% used it with "other".

Another frequent determiner that occurred in students' responses was "any" which could be a determiner, pronoun and an adverb. It occurred 278 times. As little as 4% were used as pronouns followed by "of" or comes at the end, as the rest of 96% of them were used as determiners in that usage 20% were used before plural nouns while the rest of 80% were used with singular nouns. This was also as indicated before as the concord issue that the Kurdish EFL students lack in that vital grammatical knowledge.
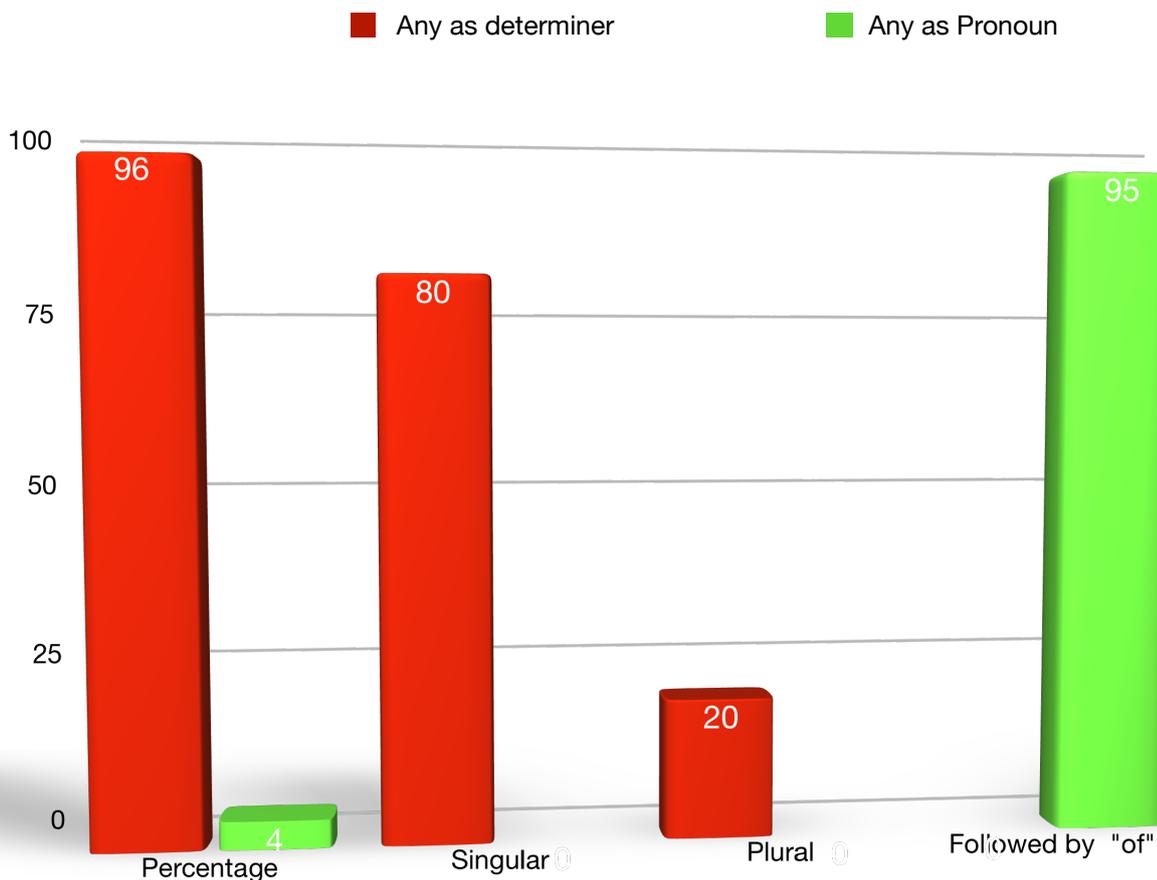
Figure (53) The use of "any" as modifier as determiner and pronoun

Concordance Hits	127		
Hit	KWIC		File
105	. I hate book I don't like read.	Every people I trust them. The man in the	Data.txt
106	. I hate book I don't like read.	Every people I trust them. The man in the	Data.txt
106	same personalities as me For A i read	every kind of books as long as it has	Data.txt
107	ons, academic writing, essay writing, research.	Every time I am thinking about their health, happiness,	Data.txt
108	no the bad person but he want rich	every thing and you will be owner everything to	Data.txt
109	good. The sun is very beautiful and shine	every time. In winter raining sometimes in autumn the	Data.txt
109	good. The sun is very beautiful and shine	every time. In winter raining sometimes in autumn the	Data.txt
110	lish in university of Garmian. First year. Some	every day sunshine and nice view. In the autumn	Data.txt
111	winter . Winter in our country is very special .	every one in this season think about raining and	Data.txt
112	winter . Winter in our country is very special .	every one in this season think about raining and	Data.txt
113	the doctor tell him or her to stay	every day at a place that exist sun to	Data.txt
114	perience , habit , and lessons . but step by step	every thing was changed from the bad to good ,	Data.txt
115	perience , habit , and lessons . but step by step	every thing was changed from the bad to good ,	Data.txt
116	with energy and light and with the sunrise	every day we feel the beginning of a new	Data.txt
117	have very generous neighbors and we visit them	every end week. Last month I would teachers come	Data.txt
118	have very generous neighbors and we visit them	every end week. Last month I would teachers come	Data.txt
119	flower and cake for my birthday. I think	every time she work to clean the kitchen my	Data.txt
120	to our earth and give their life to	every creatures. The winter was harsh the autumn was	Data.txt
121	to our earth and give their life to	every creatures. The winter was harsh the autumn was	Data.txt
122	very excited because my dream was come true. (2)	every thing was familiar to me I am young	Data.txt
123	family in Donald Trump's campaign . I watched	every single debated he had with Hillary Clinton . I	Data.txt
124			Data.txt

FIGURE (54) THE USE OF "EVERY" AS MODIFIER

10	hard, they waste time too much. They blame	each other for everything. I'm not sure what	Data.txt
10	have a problem if we instead of blaming	each other and complaining we try to solve we	Data.txt
11	have a problem if we instead of blaming	each other and complaining we try to solve we	Data.txt
11	problem and all politicians are lying and blaming	each other. Exactly I am very sad because my	Data.txt
12	problem and all politicians are lying and blaming	each other. Exactly I am very sad because my	Data.txt
12	size is 37 and their color is different from	each other I have purple shoes gray brown etc.	Data.txt
21	itchen. The reason behind the problems Kurds hate	each other and they went to disturb one another	
22	tchen. The reason behind the problems Kurds hate	each other and they went to disturb one another	Data.txt
22	by Kurdish people is lying disagreement and hate	each other. In the most recent exam as the	Data.txt
23	and the biggest problem They doesn't help	each other We do not have effective leaders. The	Data.txt
23	. the people that we grew together and helped	each others not anew friend that I do not	Data.txt
24	world I like it. No love no helping	each other. I did excellent in my most recent	Data.txt
24	rnment Not understanding each other, and judging	each other without any base or principle, just hate.	Data.txt
24	for that they are ready to cheat on	each others. I did very well in my recent	Data.txt
25	for that they are ready to cheat on	each others. I did very well in my recent	Data.txt
25	part of our nature we turn up on	each other until we will have an external war	Data.txt
25	there beside the main gate is the security.	Each stage has just topics but in general the	Data.txt
26	there beside the main gate is the security.	Each stage has just topics but in general the	Data.txt
27	the problems as the people are lying to	each other and not care about each other there	Data.txt
28	the problems as the people are lying to	each other and not care about each other there	Data.txt
28	teachers and the people who are lying to	each other and the politicians which are lying. The	Data.txt
29	teachers and the people who are lying to	each other and the politicians which are lying. The	Data.txt

FIGURE (55) THE USE OF "EACH" AS MODIFIER

The pre-modifying adjective "foreign" was used 103, 45% of them were used before plural nouns while more than 53% of them were used before singular nouns as the rest of 2% were used without the head of the noun phrase or they did not modify anything which was wrong like *foreign green when, all foreign came* etc.

Foreign before singular nouns   Foreign before plural nouns
Foreign used incprrectly without the head of NP

2%
45%
53%
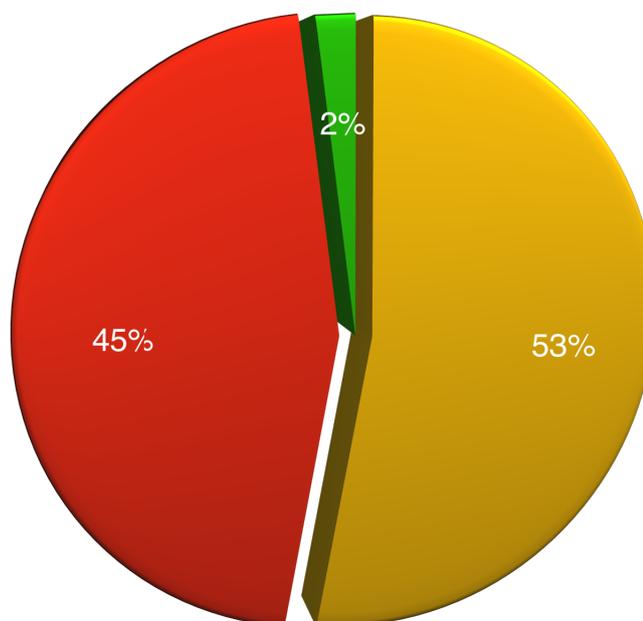
Figure (56) The use of "foreign" as modifier
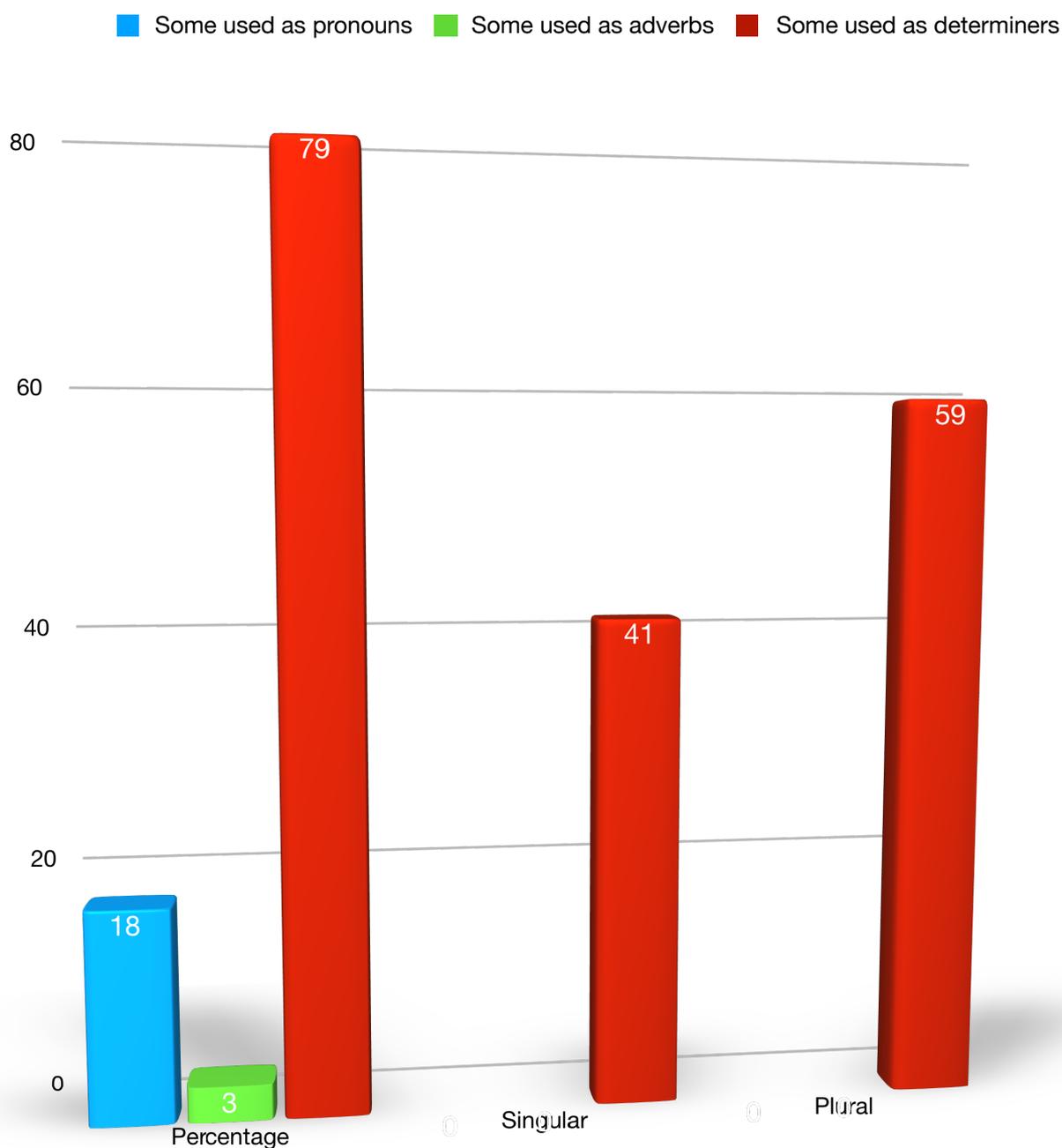
Figure (57) The use of "some" as modifier

Similar to "any", the word "some" can also function as a determiner, a pronoun and an adverb. The students used "some" 169 times, approximately 18% of the usages were pronouns like *some of, some dressed* etc. 3% of them were used as adverbs like *some cool, some tired* etc. while the rest of 79% used it before nouns as determiners like *some days, some friends, some fish* etc. In that usage, 59% of them were used before plural nouns while the rest of 41% were used before singular nouns. So, they clearly exhibited a

lack of grammatical knowledge on how to use determiners and quantifiers in their proper positions.

The ordinal number "first" appeared 279 times, approximately 75% of the uses were pre-modifiers, the remaining 25% were used as a connective indicating sequence.

● First as premodifying determiner   ● First as sequence connective
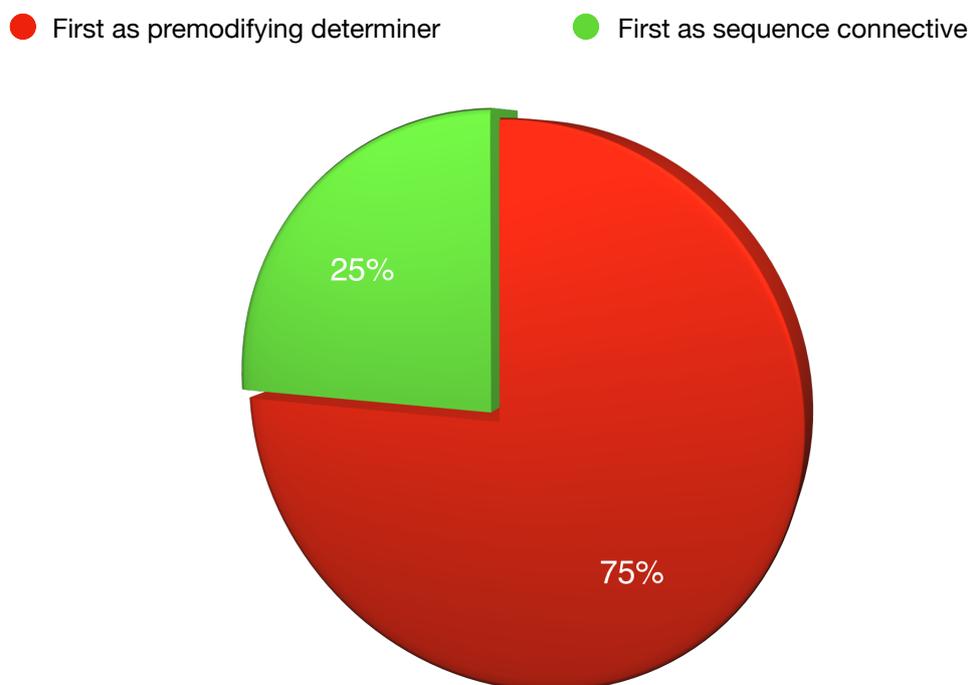
Figure (58) The use of "first" as modifier

Likewise, the word "second" was also one of the frequent pre-modifiers in students' writings, there were almost 156 usages, in that only 7% seven percent of it were used as connective while the rest of the 93% ninety three percent were used a pre-modifying determiner. It is worth mentioning that some of the connective uses were incorrect, for this they also displayed lack of knowledge of this aspect as well.

The numerical adjectives "third" and "fourth" were less frequent than "first" and "second" but almost 95% of "third" were used as pre-modifying adjectives while only 5% five percent were used as connectives, whereas 100% of them were used as pre-modifying adjectives as there was one case of wrong usage like *student fourth*.
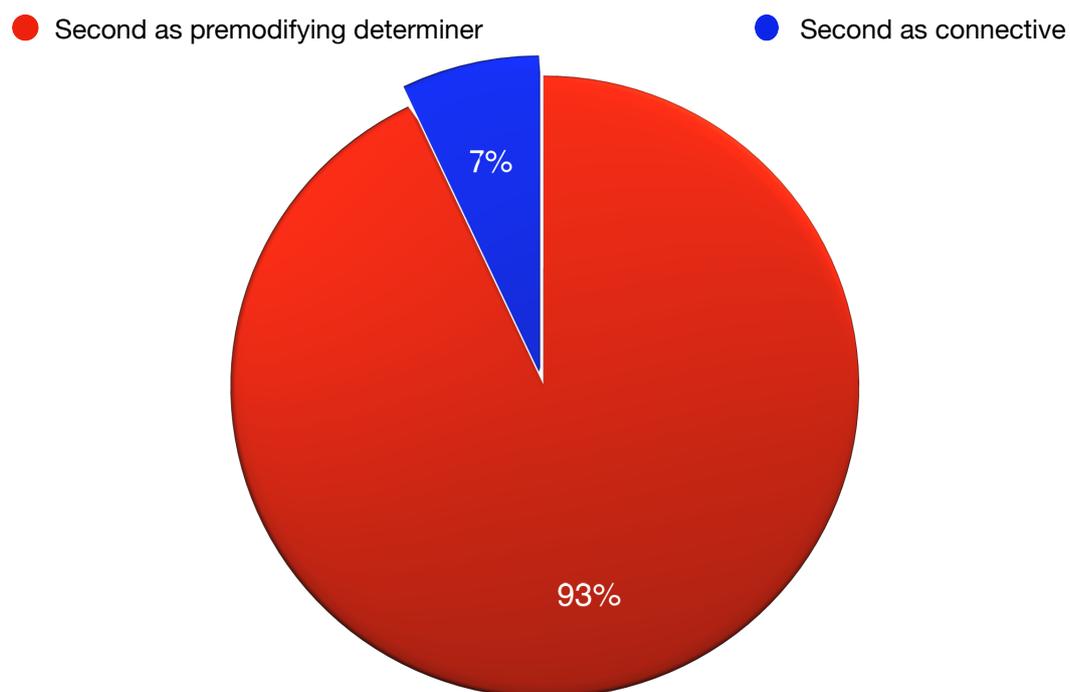
Figure (59) The use of "second" as modifier
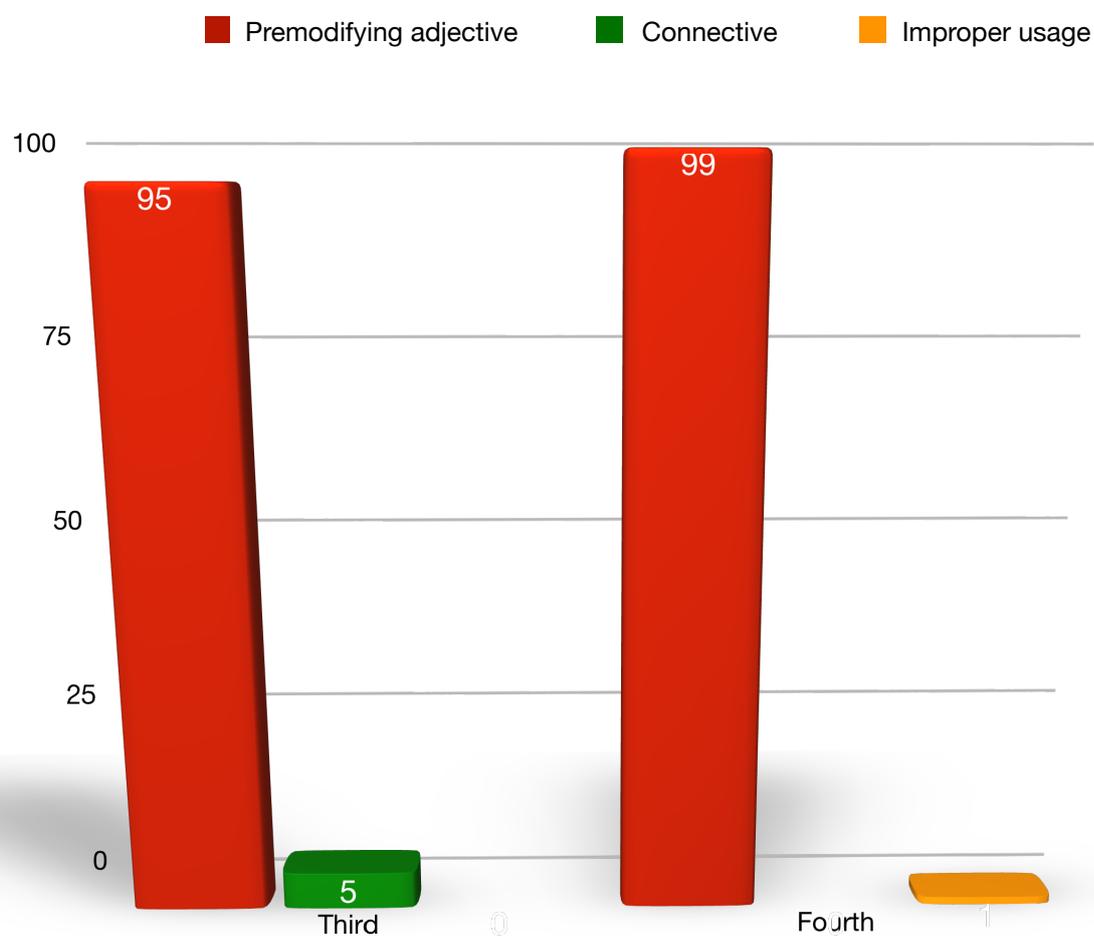
Figure (60) The use of "third" and "fourth" as modifier

One of the other prominent quality adjectives used by students was "good" which was repeated in 608 positions, as many as 39% of them were used attributively, as there were 3% of them used postpositively like *a teacher good, department good, shape good* etc. while the rest of 59% were used predicatively. In the attributive usage, there were nearly 4% of them used improperly like *good economic, good my shoes size, good its color* etc. In these examples the determiners should precede the quality adjectives and some of them headless like *good economic*.

Postpositive usage of "good" was usually wrong since there were no indefinite pronouns that should be followed by this quality adjective as in *teacher good, department good* etc. In the predicative usage, as many as 10% of the students used "do, does and did" with the adjective "good" which was not correct grammatically since "good" was an adjective and it was supposed to be "well" though in American English it was allowed to co-occur but some of them were used wrongly like "*do not good, does not good* and *did not good*". This kind of misuse might refer to the idea that there is strict collocation rules in English but it is not the case in Kurdish language.
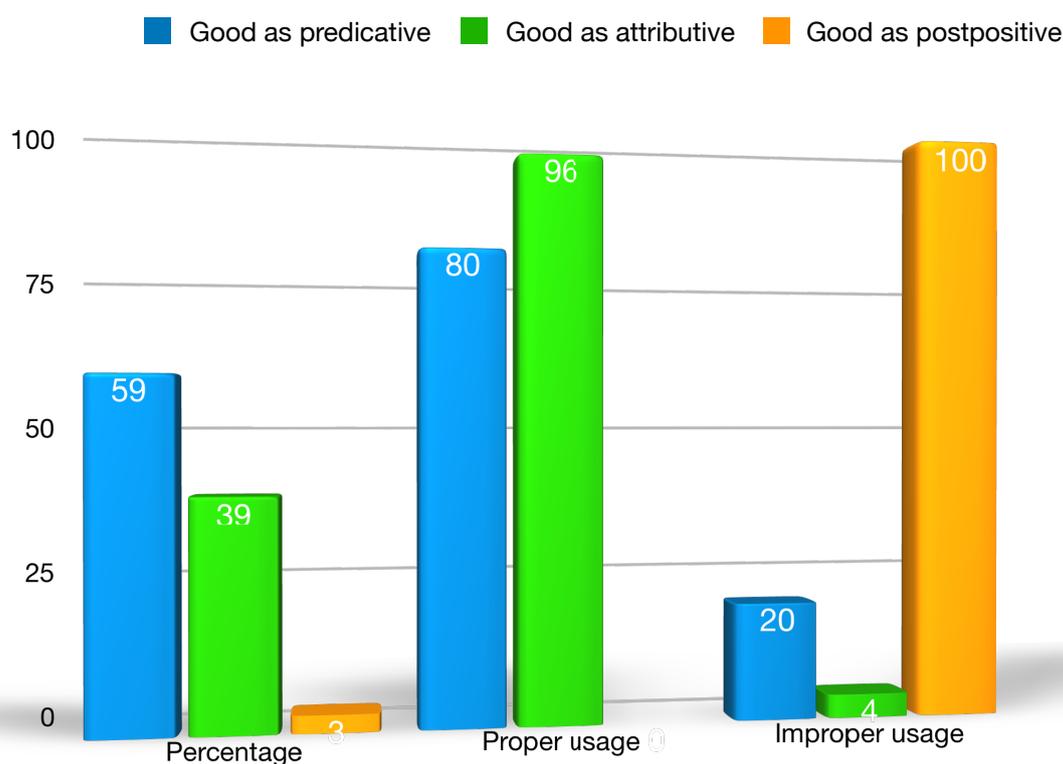
Figure (61) The proper and improper uses of "good" as modifier

The modifier "bad" was also one of the frequent ones which was used by the Kurdish EFL students in 225 positions, nearly 47% of them used "bad" in predicative position while

31% of them used *bad* in attributive positions whereas 12% of them used "bad" in postpositive position which were mostly incorrect like *politics bad, exam not bad, problems bad, screen bad* etc. This demonstrates that they were lacking in the knowledge on how to distinguish between the attributive and the predicative use of adjectives.

There were 5% of them used it with "did", this was not supposed to be used since "bad" was adjective while operators must be followed by adverbs as they modify them and the rest of 5% five percent of them used it as prepositional postmodifiers after "of" and "in".
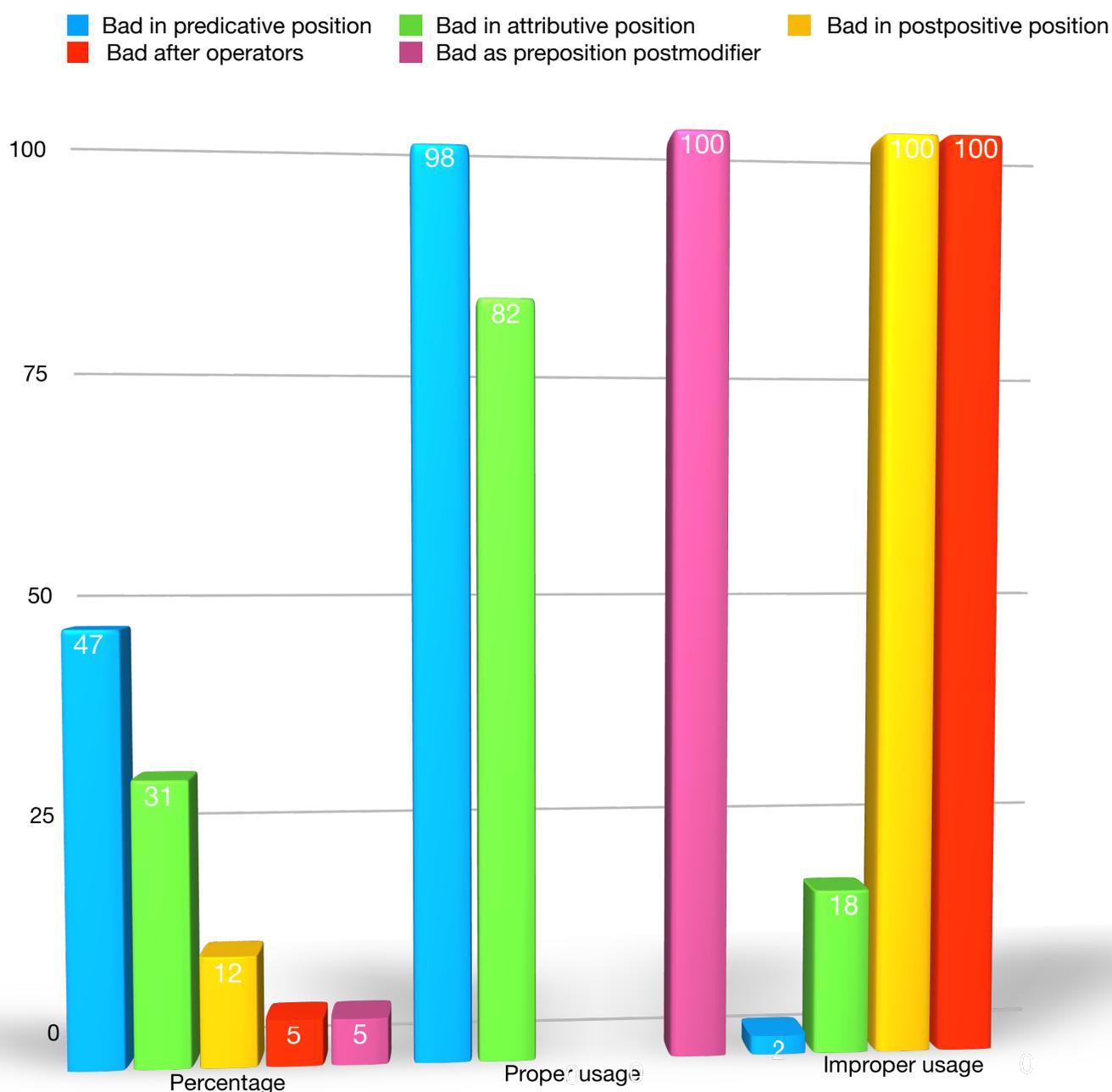
Figure (62) The proper and improper use of "bad" as modifier

The adverb modifier "suddenly" was used 200 times, nearly 73% of them were used before verbs. This verb modification in nearly 15% of them were used improperly like *suddenly was stop, suddenly stop, suddenly is stop, suddenly has stopped* etc. However, the rest of 27% of them postmodified the verb like *stopped suddenly, break down suddenly* etc. Again, they failed to place the adverbs in their proper positions in a sentence particularly the use of a lexical verb was contrasted with an auxiliary verb.
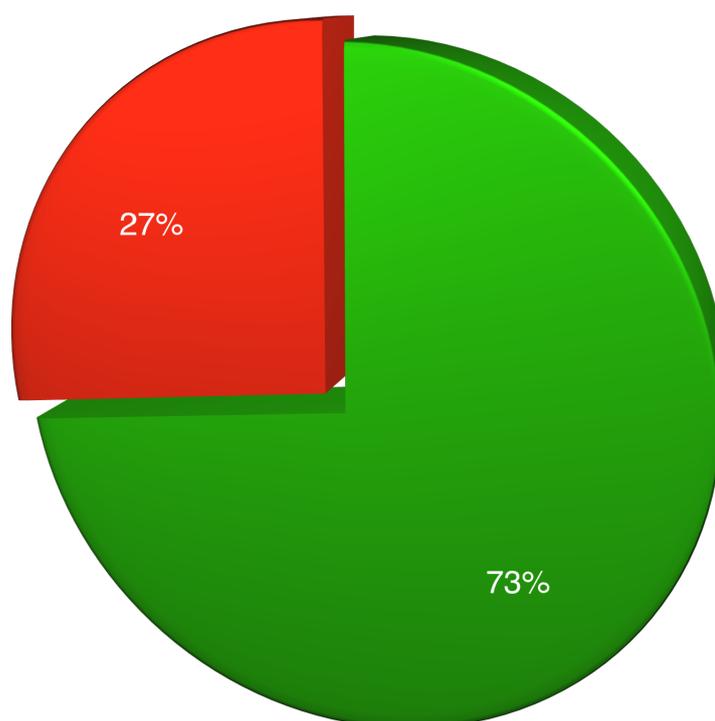
Figure (63) The use of "suddenly" as post modifier

The word "honest" was also repeated 69 times which served as a modifier. As many as 39% of them were used predicatively after copular verbs and 49% of them were used attributively as 6% of them were used postpositively. The postpositive usage was actually incorrect since this adjective was not used after indefinite pronouns like someone or somebody as in *I trust person honest, people who honest* etc. The rest were either used improperly before the entire sentence or they were used alone without any modification like *honest I can trust, novel humble and honest* etc. The same reason could be seen here which is the misplacement of modifiers.
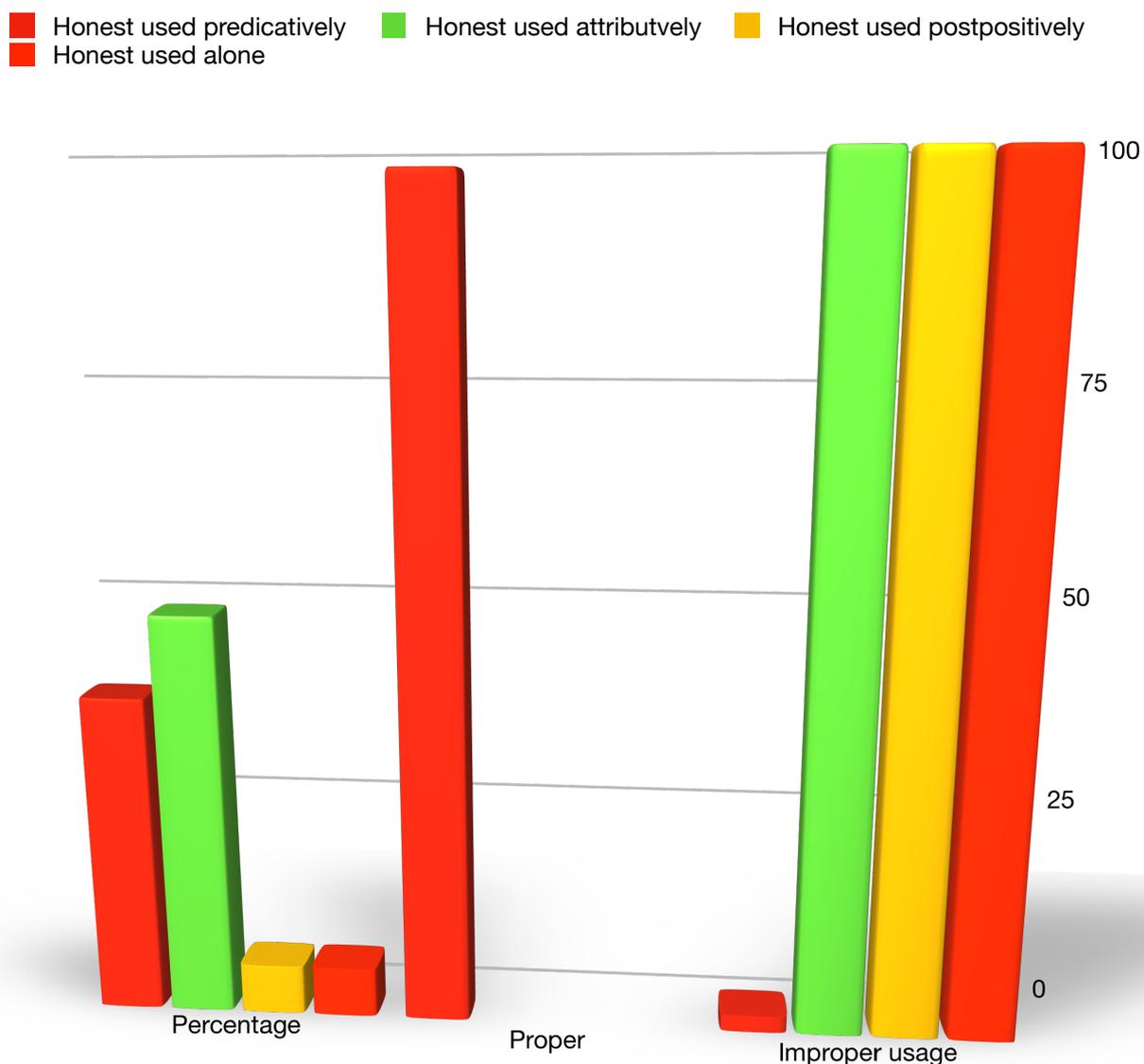
Figure (64) The use of "honest" as modifier

The determiner "no" was also one of the frequent modifiers which was used 304 times, more than 77% of them were used as determiners among them 2% were used improperly like "*no unite*" instead of "no unity", almost 6% of them were used as adverbs before adjectives like *no more, no beautiful, no large* etc. as little as 8% of them were used a negative marker noun form "No" to give a negative answer about a question. It is worth noting that 9% of it were used before verbs like *no have car, no visiting* etc. which was improper usage it should have been used before the noun rather than before the verb. This kind of mistake was induced by the Kurdish EFL students' native language interface since these cases could be used in Kurdish like "ﻧﺎ na". In Kurdish, the negative article "na ﻧﺎ" or "nah ﻧﻪ" preceded the verb root.
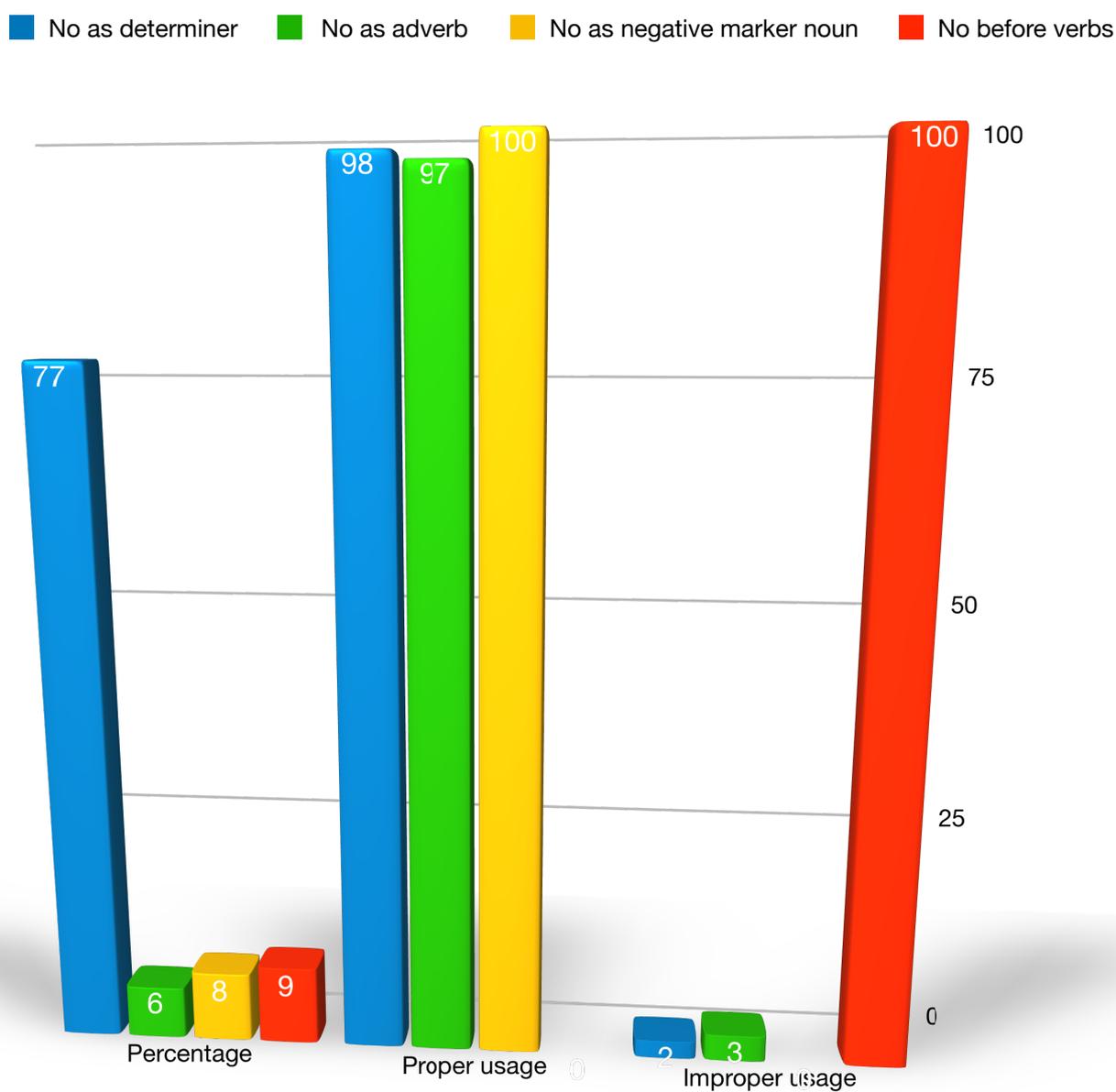
Figure (65) The use of "no" as modifier and non-modifier

The intensifier "too" was also used 82 times by the Kurdish EFL students, as many as 74% of them were used as intensifiers, while 21% of them were used as discourse markers as the rest of them were improperly used as postmodifiers of adjectives like *mild too expect, fine too for my birthday* etc.
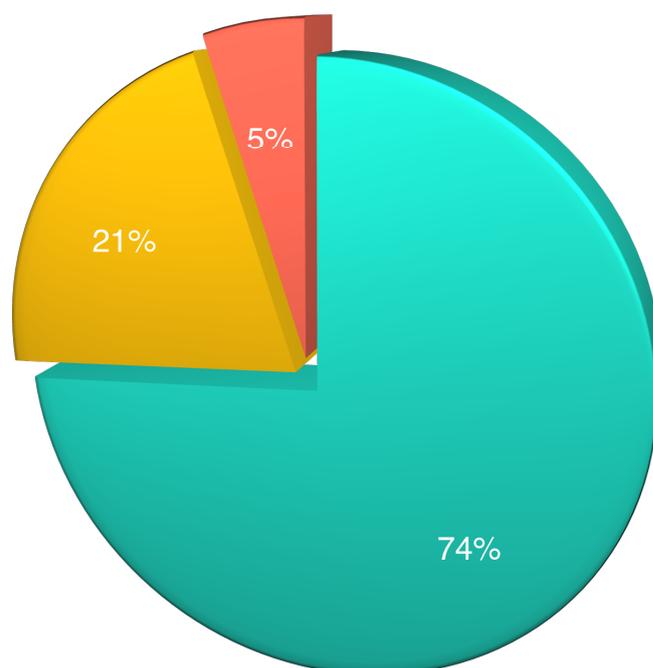
Figure (66) The use of "too" as modifier and non-modifier

The possessive determiner "our" must function as the pre-modifying attributive adjective but out of 285 usages nearly 4% were used in postpositive position which was wrong, while the rest of 96% of them were used as pre-modifying attributive adjective. Once again, here, there was the lack of knowledge on proper use of "too" and its uses.

In this vein, the pre-modifying attributive determiner "his" was also used improperly by 11% like *his my friend, his under wood* etc. whereas the rest of 89% of them were used attributively in their proper positions. In this case, the Kurdish EFL students did not realize that two determiners of the same class could not be used side by side in English language or they do not co-occur.

Similarly, "her" was used one hundred times, out of 71% of them were used attributively, less than 7% of them were used to postmodify a preposition like "for", "without" and "towards". The rest were used as the head of the noun phrase since they functioned as objects followed by transitive verbs.

Hit	KWIC		File
5	delicious and I had kitchen is clean. Actually	our president are thieves unfortunately the reason be	Data.txt
5	delicious and I had kitchen is clean. Actually	our president are thieves unfortunately the reason be	Data.txt
6	on daily life The economic crisis has affected	our income , so we have had to cope with	Data.txt
6	t Genarally economic crisis in kurdistan affected	our life style intermes of shoping for example I	Data.txt
7	ck of responsibility from the government affected	our life. There are a lot of ways which	Data.txt
7	ck of responsibility from the government affected	our life. There are a lot of ways which	Data.txt
8	on things we like.we just can afford	our daily needed things We just live as we	Data.txt
8	The government doesn't take responsibility , also	our people live as the cats live , they forget	Data.txt
9	The government doesn't take responsibility , also	our people live as the cats live , they forget	Data.txt
9	car and friend Saad has a car and	our cars are new and inside outside comfortable. No	Data.txt
10	of them is not unity among ourselves and	our politicians are not truthful with us. I did	Data.txt
10	of them is not unity among ourselves and	our politicians are not truthful with us. I did	Data.txt
10	of our family is government's employee and	our economic depends on government's salary Losing ou	Data.txt
11	of our family is government's employee and	our economic depends on government's salary My shoes	Data.txt
11	this. My shoes are good for me and	our suitable for size and I have many colors	Data.txt
12	because of the expiration of the president and	our oil in Kurdistan . Just studying, no relaxation,	Data.txt
12	Reason behind the problems is ISIS terrorists and	our politicians lying and stealing. The most recent e	Data.txt
22	Reason behind the problems is ISIS terrorists and	our politicians lying and stealing. The most recent	Data.txt
22	his is the punishment from central government and	our politician steal oil and lie. My recent exam	Data.txt
23	his is the punishment from central government and	our politician steal oil and lie. My recent exam	Data.txt
23	is so difficult impact for my family and	our country the reason for crisis back to Theft.	Data.txt
24	him because he tries to help Kurdish and	our president wants to serve American people and doin	Data.txt

FIGURE (67) THE USE OF "OUR" AS MODIFIER AND NON-MODIFIER

- Her used attributively
- Her postmodify prepositions
- Her as head of NP

22%

7%

71%
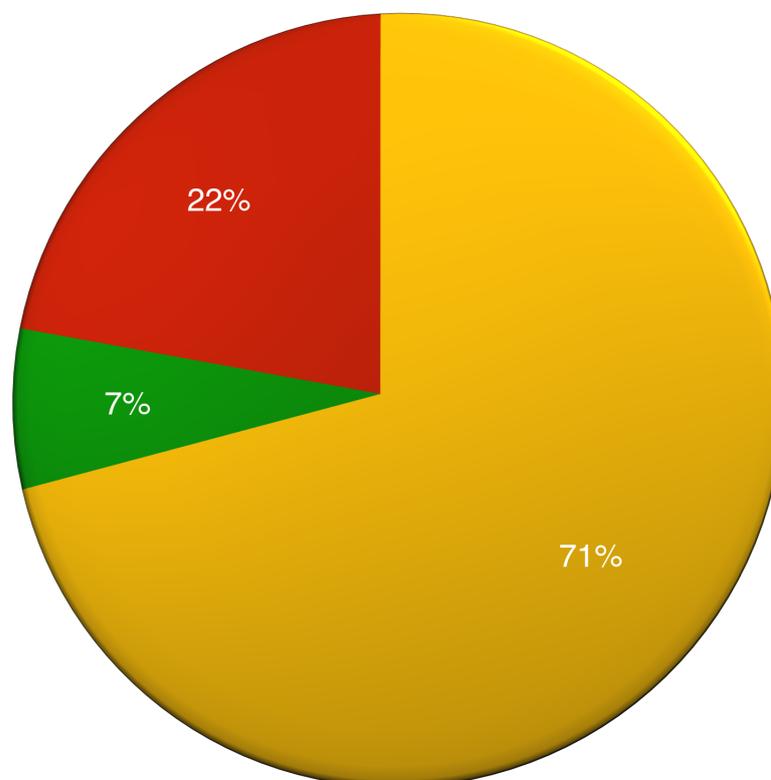
Figure (68) The use of "her" as modifier

5.3 Chapter Summary

Owing to the different structure between Kurdish and English, Kurdish EFL students failed to realize the structure of modification in English mainly due to the fact that Kurdish language is a head first language and English is a head last language, for example in Kurdish we use *the boy tall handsome "kura balabarza qozaka"* while in English the structure will be manifested as "the handsome tall boy".

This key syntactic/structural difference between the two languages caused the Kurdish EFL students to commit numerous and systematic mistakes when it comes to the order of adjectives as mentioned in this chapter.

The second point in light of this learner corpus surfaced was that many students used postpositive modifiers a lot like "mobile white" while postpositive modifiers could be used only in certain conditions among them was the existence of indefinite pronouns like *someone, something* etc. but Kurdish EFL students followed this order in their answers.

Another point worth considering in the light of this corpus was the fact that the students could not place the nouns in their correct order though there were no fixed rules about the order of nouns but the students committed grave mistakes in what could be considered as the ABCs in English language like "department English" instead of "English department" or "student college" instead of "college student" so on.

As for determiners, the students made serious mistakes like using indefinite article "a(n)" with plural nouns in many circumstances, and sometimes using the central determiners before other central determiners like "my my" or "my his" etc.

The use of definite articles like "the" was frequently misplaced by students, which showed their lack of realization of using this vital determiner in many situations such as before predeterminer "all" *the all* while in fact it should have been "all the" or using "the" before nouns which were not supposed to be definite or themselves did not need to be definite like "the Turkey".

The use of this definite article was prevalent in their writings as they did not care whether the situation was definite or required a definite article or not.

Regarding the translation of "*the man who(m) I saw on the tree*" which consisted of a pre-modifier "*the*" and the relative clause postmodifier "w*ho(m) I saw on the tree*", 95% of the students failed to make that arrangement while the rest of 5% made it right.

As for the translation of 'quality adjective plus the color adjective plus a noun', only 1% of them made it right while the rest of 99% of them made it wrong. This was very serious as the majority of respondents from Kurdish EFL students were junior and senior students, who were supposed to have sufficient knowledge of the simple and prevalent structures like this in their written works.

Some of the strictly attributive adjective like "main" was used in many occasions in predicative and postpositive positions, this indicated their awareness of the types of adjectives like attributive adjectives and predicative adjectives.

As for the order of certain modifiers such as "*three freshmen college students*" in the item number 30, an alarming 99% of them made it wrong as they failed to arrange the order of adjectives.

The use of translation in the order of modifiers especially adjectives was proved to be instrumental since some of my colleagues and I taught translation for quite some time, the mistakes could be seen when they converted the wording from Kurdish to English and vice versa that was why this tool was used to evaluate Kurdish EFL's capability in putting the modifiers in the correct order.

The predicative usage of modifiers in general and specifically the adjectives came with difficulty and incorrect usages. For example, after the verb to be *"is"* nearly 4% of their usages were wrong and the rest were somehow acceptable; most of the mistakes revolved around the lack of usages of proper determiners before the nouns used after "is" instead they ignored the usage of a proper determination which was supposed to complete the subject that they modified in the predicative position.

Chapter Six

Conclusions, Recommendations and Suggestions for Further Studies

6.1 Conclusions

Following the discussion and analysis of results of this dissertation, this study comes up with the following concluding points:

1. This study is the first attempt to build a learner corpus of high scholarly calibre for Kurdish EFL students that can be used for both pedagogical and research purposes. Moreover, the researcher has uploaded the data to a website Kurdish EFL Learner Corpus which syllabus designers, instructors and linguistic researchers can have access to.

2. It has been found that the majority of Kurdish EFL students were incapable of assigning *of-structure* to the construction of noun phrases especially noun+noun constructions.

3. The majority of Kurdish EFL's uses were predicative structures rather than attributive structure, a fact that it is attributed to the ease of use of the former one than the latter by the students.

4. There has been an incredible amount of predicative uses without the copular verbs which is attributed to the influence of the spoken English language on Kurdish EFL students, especially the impact of movies which make frequent use of colloquial and slang forms.

5. As Kurdish language prefers generic uses in contrast to English, which prefers the specific uses regarding the article, that is why most Kurdish EFL students are influenced by their mother tongue in that regard as they ignored the use of articles before nouns, which are central pre-modification functions, like "aw gamzhaya" translated as "he is idiot" instead of "he is an idiot" or "aw xwendkara" translated as "he is student" rather than "he is a student".

6. Since Kurdish language is a head first language in which all the modifiers are placed after the head, the students are affected by their mother tongue interference that is why most of them placed the modifiers after the head for which English has strict rules in modification unlike Kurdish language.

7. There have been numerous incorrect uses of postpositive structure by Kurdish EFL students which were not introduced by indefinite pronouns.

8. Though statistically an insignificant number of students used the indefinite article "a" with a noun beginning with a vowel sound but the recurrent use of that grammatical blunder is worrisome to us as English instructors.

9. The analyzed data in the leaner's corpus being built for Kurdish EFL learners depicts that the students were truly lacking-in the necessary skill and knowledge to properly use the definite article which in many ways contradicts the way it is used in Kurdish, for example, in English they say "the sun rises in the east" while in Kurdish we use "xor the xorhalat haldet" translated as "sun rises in the east".

10. In the light of the analyzed corpus data, it has been shown that some students lack knowledge of the number agreement in the modification of the noun phrase, for example, they have used structures like "an important guests".

11. The Kurdish EFL learners also fail to realize that the same class determiners, which function as pre-modifiers, do not pile up next to each other using structures like "the my" etc.

12. It has also been found that the students failed to realize word class members used to pre-modify the head of noun phrases which may not necessarily always be an adjective even though this is the most common one.

13. In some cases for the arrangement of modification structure, they have made their choice on the analogy of the default Kurdish language construction in structures like "language English" like its Kurdish counterpart "zmani inglizi".

14. Based on the findings, we are in the belief that Kurdish EFL learners utilize a version of English we call it "Kurdish English" impacted by the Kurdish syntactic construction and Kurdish culture as being a verbose language.

15. Translation, which is a strategy used to probe Kurdish EFL student's awareness about modifiers, of modifiers and modification from Kurdish to English can be

ascribed to their insufficient knowledge of how an adjective can be formed out of a noun, this being a morphological issue than a syntactic one. Furthermore, this mistake has been aggravated by the insufficiency of syntactic knowledge to put an adjective such as "woolen" in the correct order and use.

16. It has also been found that not only do they not know how to order the adjectives, but fail to realize how to distinguish between the different types of adjectives used before the head noun as well.

17. In general, it has been found that most students fail to place the adverbs in their proper positions in a sentence when the use of a lexical verb is contrasted with an auxiliary verb.

6.2 Recommendations and Suggestions for Further Studies

6.2.1 Suggestions for Further Studies

I. Researchers are recommended to look into the influence of Kurdish EFL students mother tongue on English language and especially the modification construction.

II. Kurdish researchers are recommended to conduct corpus studies on **Kurdish English**, or whether we have such version, as discussed in the last chapter.

III. Researchers are recommended to look into verb modification like that of infinitival clause, specifically, the relation between modification and complementation of verbs.

IV. The researchers are recommended to look into why the Kurdish EFL students use "that" as the relative pronoun more than the use of "that" as determiner.

6.2.2 Suggestions for Syllabus Designers

1. The syllabus designers are recommended to seriously review the pedagogical aspects of ordering modifiers in English to take into consideration teaching modifiers especially adjectives in the undergraduate program.

2. Since the students lack the proper use of determiners like "some", the syllabus designers recommend teachers and professors to teach such grammar topics more widely and intensively in class.

3. The syllabus designers are recommended to include the type of modifiers in the teaching syllabi and the instructors should teach that vital aspect so as to equip Kurdish EFL students with the type of modifiers to place them in the proper position. As they are also recommended to teach that two determiners of the same class cannot be used side by side.

4. The instructors are recommended to focus more on studying noun phrases and teach the students how to identify the head in a noun phrase.

5. The problem of concord is recommended to be addressed since it is a serious issue for the undergraduate students in their written English as they lack proper knowledge of concord and grammatical agreement between the head and what follows it.

6. The syllabus designers and instructors are recommended to consider to their students how to use determiners and quantifiers in their proper positions.

7. The instructors are recommended to instruct their students how to use adverbs in their proper positions in a sentence particularly when they are used with a lexical verb contrasted with an auxiliary verb.

References

Anderson, Leon, Kit Newell and Joseph Kilcoyne (1999) ''Convergence Model'': Mixed Method Design Research. London: Sage. p.64

Angouri, J. (2010). 'Quantitative, qualitative or both? Combining methods in linguistic research.' In: Litosseliti, L., ed. (2010) *Research Methods in Linguistics*. London: Continuum, 29- 49.

Anthony, L. (2012). *AntConc* (Version 3.3.5) [Computer Software]. Tokyo, Japan: Waseda University. Available from http://www.antlab.sci.waseda.ac.jp/.

Barlow, M. (2000). *MonoConc Pro (Version 2.2)* [Computer Software]. Available from http://www.athel.com/mono.html.

Bartning, I., Schlyter, S. (2004). 'Itinéraires acquisitionnels et stades de développement en français L2'. *Journal of French Language Studies* 14: 281-299. DOI : 10.1017/S0959269504001802.

Benner L. Margaret (2000). "Misplaced and Dangling Modifiers" https://webapps.towson.edu/ows/moduleDangling.htm <Accessed on

20/01/2018>

Berry, Chris and Karl Stolley.(2013). "Dangling Modifiers and How to

Correct Them." *Purdue Online Writing Lab, 7 January 2013*, https://

owl.english.purdue.edu/owl/resource/597

Biber, D. (2012). 'Register as a predictor of linguistic variation'. *Corpus*

Linguistics and Linguistic Theory 8.9-37*.*

Biber, Douglas, & Gray, B. (2010). 'Challenging stereotypes about academic

writing: Complexity, elaboration, explicitness'. *Journal of English for*

Academic Purposes, 9(1), 2-20.

Biber, D. (2006). *University Language: A Corpus-based Study of Spoken*

and Written Registers. Amsterdam: John Benjamins*.*

Biber, Douglas and Victoria Clark. (2002). "Historical shifts in modification

patterns with complex noun phrase structures." In Teresa Fanego et al.

(eds) *English Historical Syntax and Morphology*. Amsterdam:

Benjamins, 43-66.

Biber, Douglas, Stig Johanasson, Geoffrey Leech, Sousan Conrad and Edward
Finnegan (1999). *Longman Grammar of spoken and written English*.
      Edinburgh: Pearson Education Ltd.

Cherbrikoff.(2009).https://www.englishforums.com/English/ModifyingPreposition/ mcpbl/post.htm <Accessed on 11/12/2017>

Chen, M. H., Huang, S. T., Chang, J. S. & Liou, H. C. (2015) Developing a

 corpus-based paraphrase tool to improve EFL learners' writing skills,

 Computer Assisted Language Learning, 28:1, 22-40, DOI:

 10.1080/09588221.2013.783873

Connelly, L. M. (2008). 'Pilot studies'. *Medsurg Nursing*, 17(6), 411-2.

Creswell, J.W. and Plano-Clark, V.L.P. (2006). *Designing and Conducting*

  Mixed Methods Research. London: SAGE Publications.

Creswell, J. W., Plano Clark, V. L., Gutmann, M. L. & Hanson, W. E. (2003).
 'Advanced mixed methods research designs'. In A. Tashakkori and C.
 Teddlie (Eds), *Handbook on mixed methods in the behavioral and social*
 sciences (pp. 209-240). Thousand Oaks, CA: Sage Publications

Davies, M. (2017). corpus.byu.edu. <Accessed on 20/03/2018>

De Haan, Pieter.(1989). *Postmodifying Clauses in the English Noun Phrase.*

  Amsterdam: Rodopi.

De Mönnink, Inge. (2000). *On the Move: the Mobility of Constituents in the*

  English Noun Phrase: a Multi-method Approach. Amsterdam / Atlanta:

Rodopi.

Flowerdew*, L. (2012). *Corpora and Language Education.* Basingstoke:

Palgrave Macmillan.

Granger, S. (1998). 'The computer learner corpus: a versatile new source

of data for SLA research'. In S. Granger (Ed.), *Learner English on

computer* (pp. 3-18). London & New York: Addison Wesley Longman.

Gries, Stefan Th.(2017) *Quantitative Corpus Linguistics with R*. 3rd. ed.

London & New York: Routledge, Taylor & Francis Group

Gui, S. C. and H. Z. Yang (2002). *Chinese Leaner English Corpus*. Shanghai: Shanghai
Foreign Language Education Press.

Halliday, M.A.K., Teubert, W., Yallop, C. & Cermáková, A. (2004).

Lexicology and Corpus Linguistics. London & New York: Continuum.

Halliday, M.A.K. & C. Matthiessen (2004) *Outline of systemic-functional

linguistics*. London: International Language Sciences Publishers.

Hashemi, M.R. (2012). 'Reflections on Mixing Methods in Applied

Linguistics Research', *Applied Linguistics*, 33/2, 206-212.

Hertzog, M.A. (2008). 'Considerations in determining sample size for pilot

studies'. *Research in Nursing & Health*, 31,180-191.

Hill, R. (1998). 'What sample size is "enough" in internet survey research?

Interpersonal Computing and Technology': *An Electronic Journal for the*

21st Century, 6(3-4).

Hunston, S. (2002). *Corpora in Applied Linguistics*. Cambridge: Cambridge

University Press.

Hutter, Jo-Anne. (2015)."A Corpus Based Analysis of Noun Modification in

Empirical Research Articles in Applied Linguistics" Portland State

University: Portland State University Press Jucker, Andreas H. (1992).

Social Stylistics: Syntactic Variation in British Newspapers. Berlin:

Mouton de Gruyter.

Isaac, S., & Michael, W. B. (1995). *Handbook in research and evaluation*.

San Diego, CA: Educational and Industrial Testing Services.

Izumi, E., Uchimoto, K. & Isahara, H. (2004). Nihonjin 1200 nin no Eigo

supikingu kopasu [The National Institute of Information and

Communications Technology Japanese Learner English Corpus].

Tokyo: Alc.

Jucker, Andreas H. (1992) 'Social Stylistics. Syntactic Variation in British

Newspapers'. *Topics in English Linguistics* . Berlin: Mouton de

Gruyter.

Kilgariff, A. (2013). SketchEngine [Computer Software]. Available from

http://www.sketchengine.co.uk/.

Krishnamurthy, Ramesh. (2005). Corpus Construction: Principles,

Practices, and Problems. Hsinchu: National Tsing Hua University.

McEnery, T. & A. Wilson (2001). *Corpus linguistics* (2nd ed.), Edinburgh:

Edinburgh University Press.

Milton, John C.P. and Elza Shuk-Ching. (1993). "A corpus-based study of

logical connectors in EFL students' writing : directions for future

research" In *Studies in Lexis. Proceedings of a Seminar on lexis*

organized by the language center of HKUST (PP. 215-245). Hong Kong.

Nesselhauf, N. (2005).*Collocations in a learner corpus. Studies in corpus linguistics*. Amsterdam: John Benjamins.

Quirk, Randolph and Greenbaum, Sidney and Leech, Geoffrey and

   Svartvik, Jan. (1985). *A Comprehensive Grammar of the English*

   Language. London: Longman.

Raumolin-Brunberg, Helena .(1991). *The Noun Phrase in Early Sixteenth-*

   century English: a Study Based on Sir Thomas More's Writings. Helsinki:

  Societé Neophilologique.

Rayson, P. (2013). *Wmatrix*. [Computer Software]. Available from

    http://ucrel.lancs.ac.uk/wmatrix/

Reder, S. Harris K. Setzler K. (2003), The Multimedia Adult ESL Learner

   Corpus. In: *TESOL Quarterly 37/3*, 546-557.

Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language*
   teaching and applied linguistics (4th ed.). London: Longman (Pearson
   Education).

Salkind, J. Neil .(2010). *Encyclopedia of Research Design, Volume 1*. Maryland: SAGE.

Scott, M. (2012). WordSmith Tools (Version 5.0) [Computer Software]. Available from *http://www.lexically.net/software/index.htm*.

Selinker, L. (1972). Interlanguage. *IRAL*, 10, 209-31.

Sinclair (1996). http://www.ilc.cnr.it/EAGLES96/home.html <Accessed on 12/04/2018> Stubbs, M. (1996) *Text and Corpus Analysis.* Oxford: Blackwell.

Sinclair, J. McH. (1987). "Collocation: A Progress Report". In R. Steele and T. Threadgold(eds). *Language Topics: Essays in Honour of Michael Halliday.* Amsterdam: John Benjamins, 319-331.

Sinclair, J. McH. (1996). "The search for units of meaning". *Textus* 9/1, 75-106.

Stubbs, Michael.(1996). *Text and Corpus Analysis: Computer-Assisted Studies of Language and Culture*. Oxford: Blackwell.

Treece, E. W., & Treece, J. W. (1982). *Elements of research in nursing* (3rd ed.). St. Louis, MO:Mosby.

Thornbury, S. (2006). Grammar. *Resource books for teachers*. Oxford: Oxford University Press.

Tognini-Bonelli, E. (2001). *Corpus Linguistics at Work*. Amsterdam: John
Benjamins.

Varantola, Krista. (1993). *"Modification of nouns by nouns. Bad by
definition?"* In Andreas H. Jucker (ed.) *The Noun Phrase in English. Its
Structure and Variability.* Anglistik and Englischunterricht 49. Heidelberg:
Winter, 69-83.

Yang, H., Wei, N. (2005). *Construction and data analysis of a Chinese
learner spoken English corpus*. Shanghai: Shanghai Foreign Language
Education.

Appendices

Questionnaire

on

Modification in Written English of

Kurdish EFL University Students

As part of a tool to collect data for a PhD dissertation about Kurdish EFL university students on their written English, this tool is used collect data about their knowledge of modifiers in their written performance in English. As Kurdish EFL students, I ask you to complete the following questionnaire to identify the pitfalls (difficulties) that you encounter in modification in written English.

The information provided by you in this questionnaire will be used for research purposes. It will not be used in a manner which would allow identification of your individual responses.

Note: Please give full sentences for the following questions if applies.

Part A: Answer the following questions in full details:

1. Where and what do you study?

2. What level are you in the university?

3. Please, describe the sun.

4. How is the weather in your city in Autumn and Winter?

5. What is your opinion of the US president Donald Trump?

6. In what way has the economic crisis impacted you and your family in Kurdistan?

7. How would you describe your shoes in terms of size, color and shape?

8. How many foreign countries have you visited? Which country did you visit first, and which one did you visit second?

9. Do you or your friend own a car? If so, describe its interior(inside) part and exterior (outside) parts?

10. Which of your relative's house did you visit recently?

11. Think about the last time some guests came to your house. How were they dressed?

12. How do you catch fish?

13. What kind of gift do you like to have for your birthday?

14. What do you think of your mother's kitchen?

15. What are the reasons behind the problems currently faced by the Kurdish people?

16. How did you do in your most recent exam?

17. Describe your experience when you were first admitted to English Department.

18. Who is the man over there beside the main gate?

19. What topics do you study in the English department?

20. Describe your feelings about your parents.

21. What are your expectations for your future career?

22. A. What kind of book do you like to read?

    B. What kind of people do you trust?

B: Translate the following sentences from Kurdish to English

23. ئەو پیاوەی کە بینیم لە سەر درەختێک لقەکەی ژێر خۆی دەبڕیەوە، هاوڕێمە

ساڵی پار مۆبایلێکی کۆنی بەکارهێنراوی سپیم کڕی شاشەکەی تێکچووبوو.

24. زەرفە شینە تەنکە کون کونەکە بە دەستمەوە دڕا.

25. ئەو پانکە یابانیه سەوزەی کە باوکم لە تورکیا کڕیبووی لە پڕ وەستا.

26. چاکەتە ڕەشە ئەستورە خوریەکەی کە بەباران تەڕبووبوو تا ئێستا ووشك نەبۆتەوە.

Part C: Reorder the following words into sentences:

27. Reorder the following words into a sentence

(Car, big, white, a, nice, with tinted glass windows, Japanese, stolen, was)

29. Reorder the following words into a sentence

(a, purchased, I, black, mobile, new)

30. Reorder the following words into a sentence

(is , three, the, entrance, main, freshmen, gathered, students, where, college, of)

◇ I have read and understood all the information in this questionnaire. My participation in this questionnaire is voluntary and I am willing to share necessary information for this questionnaire.

AntConc 3.5.7 (2018)

For more on Kurdish EFL Learner Corpus go to the following link

https://sites.google.com/a/univsul.edu.iq/jamal-anwar/corpus?authuser=0

Kurdish EFL Learner Corpus

Sample of Kurdish EFL Learner Corpus

I studied at Sulaymania university and studied English language.
I am study at the University of Sulaimane college basic Education,
English Department.
English department at Sulimani university
College of basic Education/ English department
I am studying Basic English at the Faculty in Sulaymaniyah University.
University of suli-English department
I study at university of Sulaimani - English department .
In Suli University, English Language.
I'm studying English in Sulaimani university-Suli
I study English at University in Sulaymaniyah.
Istudy English language at Suly uni
At the University of Sulaimani, i studied english language and
literature
I study English in the English department , College of Basic
Education, University of sulaimany
I study at Universty of Sulaymaniyah ,college of basic
education ,English department
I study English language and literature at University of Sulaimani /
English department.
Sulaimani university/English language
College of basic education departmaen at university of sulaimany
English language and literature at university of Sulaimani campus
I study English language in Suly
I am a student in English department in university of sulaimany
University of Sulaimani Depratment of English language
Sulaimani University- collage of education English department
I'm student in English department at Sulaimani University.
Sulaimani university , english department
I study in English Department language, from University of Slemani.
English Department At university of Slemani
University of Sulaimani- English Language
I study at university of suly and i study english language.
English Language at Slemani University
english in university of Slemani
In Suly i study english in Sulaimani university
In University of Sulaymani, Basic English language department.
I study English language in university of Sulaimany
Kurdistan /suly University/basic edu/ english dep
Sulaimai university, Basic education, English dept.
I study in college of basic education ,(English department).
College of basic education/ English department. / Slemani University
Sulaimani university college of basic education English department
I study at Sulaimani University/College of Basic Education - English
Department.
Basic education college English department
Sulaimani university , Study English
Iam studying English department in college of education
Sulaimany universty_ basic education English Department

Sample of Kurdish EFL Learner Corpus

I used to study English language and literature at university of slemani.
I usually study at home.
II'm studying at the Basic education college .English Dep.
English Department in Slemani University
Collage of Basic Education /English Department
I study English in Sulaimani university department of English in suly
I study in Sulaimani university in english department
i study English language in basic educational college in sulaimany university
i study English-language in college of basic education
I usually study in my room and i rivise my university subjects
I study at school of phisical and basic in education department of english at university of sulaimani
I am at English department
English language in university of sulaymaniah
I study at university of Sulaimani/English department/college of basic education
University of sulaimani _ college basic education _ Department English
I'm student at suly university in suly
University of sulaimanyah new campus-english department
University of sulaimani _college basic education _ Department English
i only study in home if i have homework then i doing my homework and after my homework i always studying tomorrow lectures
]I am from Qaladza and I am in English department Sulaimani uni from education college evening class.
sulaimany_English departments
Suli university-English department
I study English Depart Department in Slemani University
I study English language, at Slemani University
I want to be a quite place for study and I want to be a long
University of Sulaimani . English Department
University of slemani English dipartment i study for English teaching to be an exlant teacher in future .
I'm studing at the University of Slemani .
I study English in Kurdistan university Suly uni.
University of Slemani/ College of Basic Education/ English Department
The sun is a huge ball of hot gases , that 3- gives us energy of light , and warm , and also is the part of solar system.
The sun is a gift from Allah .always shines in the east and make our days very light .
A fiery ball in the sky.The sun is a star, a hot ball of glowing gases at the heart of our solar system.Its influence extends far beyond the orbits of distant Neptune and Pluto.
The sun is one of the largest object and it's the heart of the solar system and its hold %99.8 of the solar systems mess the sun is rough 109 timed of Earth The sun is one of move then 100blilion stars in the (Milky ways)
It's the center of our solar system
Important Planet which gives us heat and light we can not survived

Sample of Kurdish EFL Learner Corpus

with out it
The Sun is a big ball of hot gas that is giving light to all the Solar
system, to me Sun means life.
Present from God to earth
The sun is one of the planets of the solar system that provides earth
with energy and light .
It is a huge resource for the power.
Sun is one of the most important things in the world to our daily
life.
The sun is a ginormous star that is engulfed in flames.
The sun is a star at the center of solar system is has around shape
and gives earth necessary light
Sun made by god, it shares a light and warm
The Sun is the big star that shines and we see in the sky during the
day and gives the earth heat and light .
The sun is the star at the centre of the solar system , that is giving
the light
Sun is a big star and at the center of our solar system which gives us
heat and light. And without it there will not be life.
Sun is the most important planet in universe, it provides light and
heat to all the other planets in universe , it has a rounded shape and
a stable location.
Sun is the base of of lighting and warming
Sun is a planet which is a sorce of heat and light.
The sun is a shining star that shines our Earth and 8 other planets
The sun is like a ball of fire , we get light and heat from it .
it's a glorious star that provides light ,and heat energy for our
planet and some others around it aswell
the sun is a giant gas ball, is the star at the center of the Solar
System.99 percent of the sun is hydrogen and helium, the Hydrogen is
the burning fuel of it. the only mail source energy of the earth is
the sun.
The sun is bright object in tha sky which is give us light and heat.
Sun is the source of living
Sun is the most important part of the nature, it gives us the light
and remove the coldness. Most of the people around us, they are just
like the sun, if we get closer to them, they will burn us, and if we
go away from them, we will freeze.
Something which give us heat
The sun is a star like other stars in the universe, It's the brightest
star and the center in our galaxy.
The sun is so big ,it's so hot .we get light and hot from it .it 's so
far from us .it's the most important source of energy for life on
earth ,we can't leave with out sun the flower ,animal need sun .for
human it is so useful we get vitamin D from it and it's so important
for our body and if someone don't have the amount of vitamin D in his
or her body the doctor tell him or her to stay every day at a place
that exist sun to get the amount of vitamins that his or her body
needs .
A round shaped object that is in the sky ,which gives us light and

Sample of Kurdish EFL Learner Corpus

heat.
the sun is mother of light
The sun is needed for the world and univers because it does not let
world freez
It is the source of light and energy for our palnet.
Sun: is the star that the earth revolves around and from which it
receives light and warmth.
Sun on of the reasons that makes us stay alive.A tool that warms earth
Bright!
It is a fiery ball in the sky
Disturbing
Sun a part of universe that star at the center of system around which
the planets revolve. Light and heat off given by the sun.
People normally say its hot and yellow thing like that, but I'd say
it's the natural source of light and life, that we should be thankfull
for it.
The shiniest thing ever
It's fun particularly after raining but not that sunny weather from
summer it's damn hot and i don't like it at all .
sun is the large bright object in the sky that gives us light and
heat , and around which the earth moves.
The sourse of life on the earth
The sun is the source of both heat and light that gives warmth, it's a
crucial part of our solar system.
In our world, it's one sun. The sun is very significant for people and
earth. It's usually give us light and hot continue
The sun is the largest object in the solar system, we can describe it
as the ultimate source of most energy on Earth.
its warm specially for winter and also it helps peoples health
The sun is the largest star. It is in the center of the solar
system .It is the most important source of energy for life on the
earth. The surface of the Sun is at a temperature of about 5800. The
Sun is personified in many mythologies: the Greeks called it Helios
and the Romans called it Sol. It can be considered as the life
itself .
It's a fiery ball , provide heat and light
The sun lies at the heart of the solar system, where it is by far the
largest object. It holds 99.8 percent of the solar system's mass and
is roughly 109 times the diameter of the Earth about one million
Earths could fit inside the sun
Sun is a globe of gases which some of them are easy to fire and some
of them are helper to making fire. It has great power of hotness and
great shining which is lighting our planet.
It is one of the stars in our solar system
The sun is a huge planet that light up our days and makes our season
warmer and better
The sun is the part of solar system. It's a fiery ball and golden
globe in the sky and it's the most important source of life.
Sun is beautiful
It's the sorce of light and heat which are two most important things

Sample of Kurdish EFL Learner Corpus

for humans
Sun is a flaming, yolk-yellow ball in the sky.
A big ball with nice lighting
Light of the earth
i really like the sun .. when i saw it i thought im living because
sunshine is breathtaking and i'm afraid of night this is why i love
the sun
The sun offers benefit lights to plants and ours that makes day and
nights.
It's a huge energy
A huge rounded yellow circle that surounds earth.Sun means happiness
and peace to me,and it gives me good vibes.
I'm now a 3rd year student
The sun symbol a new day, and it gives us lightness, hot, and it
benefits to our body
In every new day you can see it and it has a circle in shape and color
yellow
The sun is the eye of earth , the source of energy
The star that is the source of light and heat for the planets in the
solar system.
It is circular in shape , it's not yellow like we think it also has
all the colors and it's in solar system .
The large bright object in the sky that gives us light and heat .
This question reminded me of the book which is in my To-read list but
because it's a little expensive i haven't bought it yet, its name is
The Sun and her Flowers.....so i would describe the Sun as Life!
Giving life to the ones who are partially dead(uncoutious about
everything in life) .... i would describe the Sun as the source of MY
happiness! I always appreciate the sun after a rainstorm! In summer
days I don'thate it but I don't like it either yet I believe that
without it's heat and power we would die in 3 days. The Sun is the
main source to give life to my Flowers. That's why I love the sun and
my flowers... As for a physical appearance of the sun it looks like
it's yellow but it was recently discovered that it was white :)

Q4/The weather in Autumn in my city is too bad I do not like it, but I
like winter because of snow falling and raining and it is my favorite
season. (2)
_in autumn the weather was nice and very romantic seeing leaves
fall_the winter was different there were only a dry cold with little
rain _no snows till now (2)
In fact, the weather was not as it had been before both in Autumn and
Winter. (2)
Cold (2)
4- The weather is cold, rainy, windy , and snowy in Winter , and is a
little cold in Autumn in my city.
It was wet and sometimes very cold.
The weather is cool and mild in autumn and cold ,rainy and snowy in
winter.
Autumn was cold and ring sometimes the Snow falls especially in

Sample of Kurdish EFL Learner Corpus

Winter.
Cold but not as the years before
It is warm in Autumn and often raining in winter
In London the weather during Autumn is absolutely beautiful with the leaves all around , but cold and rainny in winter which is boring.
It's warm in fall and cold in winter
Unfortunately , both seasons passed like a dry spring season .
The Autumn was almost temperate with a little shower, but in a winter it was cold and difficult.
The weather is so nice in my city.
The weather was quite pleasant during autumn as it was neither cold or hot. The winter on the other hand, was pretty chilling.
In Autumn the weather is beautiful and sometimes its ranging but in winter its too cold and it's raining and snowing
In my city weather changes by the season, in autumn weather are like a cool and in the winter weather are like a rainy
In my city the weather has been changed a little recently . In autumn it was cold in the night and warm in the day , it was often windy . It used to start raining in this season . In winter the weather became colder than autumn . It used to rain a lot in this season and often it used to snow , windy .because of the global warming there is a grate change in the weather in my city compared to past.
In my city the temperature is very cold and rain fall in winter but, in autumn the weather is middle some time cold at night
Both seasons were cold rarely. The weather generally was like spring, not too cold or too hot. It was great for going out or doing picnics.
In autumn the waether was cloudy and cold, im winter it was rainy and wet.
In autumn wheather falling dusty and wind with alotof raining and about winter rainning wheather with alot of snow in mountain place...and so cold
It was pretty windy in Autumn and the winter wasn't that cold compared to last winter.
We didn't notice any snow and most of the days were sunny but cold
My city is very nice in autumn because the leaves fall down from the trees and the weather is beautiful, the winter is cold in my city but it is very interesting rainy , cloudy , and the snow fall down
It wasn't my cup of tea ,especially autumn we passed that three months without a single drop of rain it depressed me.In the winter it was somehow good because there were rainy ,and sunny days aswell
Autumn, usually is the most beautiful season in my city, part of the colors of brown, yellow and red leafs on the streets, the weather changes all of a sudden from hot dry summer to cold windy Autumn, and Winter in the city is also beautiful, cold and long season, in most of the winters, snow appears, especially on the mountain Kewarash.
The weather in Winter is cold, rainy and snowy also the average temperature usually between 4'c -5'c. The autumn is dry and windy.
It's was so good
The weather in Autumn is like a dead, corpse, deceased, lifeless, fallen, that's all about Autumn, and I hate it a lot. The weather in

Sample of Kurdish EFL Learner Corpus

Winter is like a party for me, because I do a lot of things. The day is short and I do my works, then at the night I can do many extra things, and it's the coldest.
In Autumn Sometimes rainy or sunshine and in winter has snow and rain
In Autumn, its just like anywhere else in the world, its fall, but maybe a bit hotter. And Winter is usually cold, but not this winter.
The weather in Autumn is moderate ,it's not so hot and it's not so cold ,it's good .i like so much autumn because it's not hot and we enjoy the weather .In winter the weather is rainy and is few cold but I enjoy it and its good but when it snows it become so cold I like the snow but I hate the cold weather of snow .Generally in Kurdistan winter it no cold and I like it .
In autumn it was dry and cold and windy. In winter it's usually rainy a few times snowing .
Well, in the last years they were cold, but this year they are not as cold as before, I mean Autumn was ok and also hot, but there was som rain though. This year's Winter is not that cold, it's sometimes hot, and sometimes cold, and it doesn't rain that much, well there was some rain last week and it was nice, but I think its still not as cold as Winters should be.
Cold and windy
Actually I'm from bardarash which related to duhok , based on there the weather in summer is very fun , but from the winter is not as much as around my hometown such as Akre
the weather in my city its a cool and windy , cold and snowy in winter
In Autumn is cloudy and moderaitly cold and windy but in winter is very cold ,rain and snow
In autumn and winter the weather tends to be windy and cold most of the time, and it rains periodically until eventually snows with very low temperatures.
The weather in my city warm, windy and fall flower sometime rain in autumn so in winter it is different weather sometimes very cold degree low to 5- under temperature ,heavy flood and windy in winder.
Mostly the weather in autumn and winter in my city is cold , dry and mild especially this year
the weather is so beautiful and everyone can enjoy it
Autumn this year was a longer than the last year .It was nice not so cold. It was bit like spring .you can easily notice that there were a lot of flowers. The leaves fall too late. Normally autumn is short in my city you cannot easily make difference between it and the winter. The cold weather cause the planed die.
Last year we had a dry windy , and slightly snowed I think , about autumn I think we usually have glory and leaves fall off .
It was cold and mostly clody however we had sunnny days as well usually normal
Usually in winter it's cold and snowy but this year was cold and dry, and summer is usually really hot and dry
This year it hasnt been really good because it didnt snow or rained that much. It was only a windy season.
In autumn, the weather is cool and dry but in winter,the weather is

Sample of Kurdish EFL Learner Corpus

very cold and wet.
Cold
In autumn the weather is rainy and windy,but in winter the weather is colder(snowy,rainy,windy)
There wasn't any different with summer and spring, there wasn't enough of rain and most of days was hot this year till now
The weather in winter very cold and in autumn fine
Autumn was very cold but winter is not cold i don't know why
In autumn its between cold and warm in winter its usually cold and we have snow once or twice in a year in winter
Weather in winter very cold and in autumn fine
it was cold and low temperature but i dislike very strongly because im sick from first day of autumn till the end of winter
The weather was dry and cold in Autumn and Winter.
In autumn it was dry and cool but in winter you are freezing
We had a rough experience in autumn and winter for the past few years,rain and snow kept falling.But surprisingly this year most of the time the weather is sunny and not like the past years.
The weather in my city (Sulaymaniyah) cold and wet in winter and dry and mild in Autumn.
The weather is normal in Autumn, but it is so cold in Winter
Usually is very cold in my city (penjwen)
The weather in autumn was cloudy and wet and windy, But I am in winter now it's sunny and cloudy looks like spring.
The weather in my country for this year and in Autumn was dry and windy ,but winter came late there was no rain till November ,but the weather was cold without rain and after this month the rain came and became a cold winter when you go out in the sun rises or midnight your body get frozen .
In Autumn the weather is cold but in winter is much more colder and it usually rain and sometimes it snow.
The weather in my city in Autumn and winter cold , windy , snowy and beautiful weather .
We haven't really seen the Winter in its own timing. ..winter's been late this year...and the Autumn was very cozy and cold as well as so romantic.
I think he doesn't have a good power to run the country.
I think he wants to destroy some countries like Iran and Syria.
I think he is a moody and unstable man. I think he is a successful businessman but he is not a successful politician .
I myself I don't like him because he's an overhasty man in his decision .
he is a business man and a businessman should not be running a countery
I don't think he is crazy he is an actor to plan that US made before decades

Actually I have nothing to say or to write about the US president Donald Trump.
The current president is not a good person and doesn't have the power

Sample of Kurdish EFL Learner Corpus

to run the country
He does not have the ethics of a president but in his mind, he is
doing great. I admire his success even though he has his share of
failure. The media was and still against him but with all that he was
able to win the election. He is not smart in international policies
and has no idea how to speak or act around other leaders. He is not
the saviour that republicans want to show, and he is not the devil the
democrats want to show. He is different from all previous presidents.
He is not the best man to be president but he has the right to be and
that is the beauty of democracy.
I think he is the best president that America ever had in their
history.
No comment
I'm not interested in politics but I think he is restricted towards
islamic counties, unfortunately.
I think he is selfish and all what he does is talking without actions
In my opinion the US president is selfish and hoity-toity
he is not suitable one for nowadays situation US president need to be
responsible for the whole world's peace and other different
aspects ,but any way he is the chosen president of US people
from the first day of the election of the United Stated, i was a bog
fan of Mr. Trump, partially, because he was the man of his words and
also the enemy of the real terrorism, but in a meanwhile, i knew the i
was wrong about him, he just thinks about Americans, not the world, I
think he is a big far racism, who only cares about himself.
He is a shoddy man, he cannot fair well. I think his view about
muslims are akin to Hitler's view.
I don't know him well , but his announcements seem to be silly
All people know that the politician are lying, but they hide it. The
people love Donald Trump because he is lying at the public.
Nothing. I don't care about him
I don't think he is a president. He is in a presidency post, but that
does not make him a president. He does not have the qualities, in fact
he is a narcissist.
I think he is not good for Kurdish and what happen in Kurdistan and
Afrin and now days he say I support all attacks of turkey to Afrin so
I think he is not good and he is against Kurdish people.
He makes a lot if decisions but few of them he is willing to follow
up.
he is a the craziest president i've ever seen
He's a good person
I don't even think about him as a president! But I think he has
psychological problems.
In my opinion Donald Trump is a successful businessman with strong
leadership skills.
He is just a robot who controled by Illuminaties , a very stupid and
brain-washed one.
Stupidly genius!
He is the best president i have ever seen , i really like his
personality , his big success in his life and also his experience

Sample of Kurdish EFL Learner Corpus

Not interested / but he is an a*hole
I don't like politics. But i think he is smart.
Well.. He is a racist, transphobic, Islamphobic, homophobic, sexist, etc.. (Maybe he has a good side too).
He's honest but in the dumb way
He is idiot one , couse of he is always against islam and always he like to open an decision to take down or to devastate islam , as well as i don't see it as good as obama in spite of he was not very good too .
in my opinion he is selfish man
IN my opinion He is not bad and i think when decide some thing is true.
My opinion is about president Donald Trump is not good, because as soon as he got appointed as a president he took a bunch of decisions that were very strict from prohibition of migrants of some particular countries to opposing islam in public also of being not decisive about the clashes of the middle east so I think he is racist, nationalist and not responsible of his duty.
I don't know about he . why.. ? Because I don't read a book about he so I see on a tv
He represent exactly the American society and dreams .
good
I was interested person in Donald Trump's campaign . I watched every debated he had with Hillary Clinton . I thing he is a tool used by Russian to control America. I can imagine him as an actor, business man, person telling jokes on the stage and not a president of the most multicultural ,democratic and powerful country .
He is crazy , he has prejudice towards immigrants , he hates muslims , he only care about his country and his people .
Economic crisis impacted all of us differently, but fortunately we could deal with it until now and we will dealing with it until the end InshaALLLAH. (2)
_because we are a family believing in God we are satisfied with what we had it had no effect (2)
It has affected me and my family like the rest of Kurdistan Region's citizen as the econmoic situation is interlinked. (2)
I had a lot of plans and dreams but this economnic crisis did not allow me to make them true (2)
6- The lowest salary impacted me , and my family living in Kurdistan. we have monthly salary and second job.
It has impacted us in our daily life and makes difficulties for all my family members as it's impacted the whole people.
In every side of my life especially in the economic states, when ever there is no salary there is no hope to live nowadays everything depends on the economic state when it turns bad to you.
It didn't impact me in anyways but a lot of people are suffering from
It effects every aspect of our lives
To be honest I don't have that much economic crisis here in Kurdistan, but I do have a family crisis since they live in London.
Economic crisis changed our daily life especially impacts on daily

Sample of Kurdish EFL Learner Corpus

life
The economic crisis has affected our income , so we have had to cope
with the new income , but with difficulty .
In all aspects of life.
I lost my job because of the economic crisis.
For starters, we hang onto money to the best of our ability and try
not to be extravagant in our spendings.
In many ways because life became harder and difficult for me
especially for my education ihave pay alot of money and for my family
became harder and more responsiblty
When employers have no salary
The economic crisis affects us and a large number of families badly.
There is an unbalanced change in the amount of in income and outcome.
In a way, we earn a little or half amount of our salaries and we face
an incredible increasing of the amount of fees and expenditures of
some services and for some others they are still the same during this
unexpected decreasing of income. All those have mentioned previously
are according to the employees, but according to unemployed they do
not have enough chance to earn a work .
The economi crisis resulted in lowering my salary and making it hard
to continue a good life style
We stopped buying things that are not essential and stopped going out
to restaurants. I had to do another job to be able to make ends meet.
It has impacted us very badly , because I don't have a job and my
parents are government employees , so we count on their salaries,
since their salaries are decreased and delayed we have a rude life.
Me and my housband are Engneering working for goverment
It does impact on every single families in kurdistan and we are one of
those families.
The impact was pretty bad
The economic crisis impacted me and my family strongly because every
one of us have a job and we are working without getting our salary .
it has impacted me and my family in every aspects of our entire life
nowadays the financial crisis has been impacting all of the parts of
the society, and of course me and my family have not been outside of
the road.
Actually, it is not just about me and my family, it has impact on all
people. Economic crisis had negative repercussions it is difficult to
garantee access to quality educatio, healthy, food, etc.
In every wayy especially on my studying because i live in dormitory.
There is no money to help make better life. All things make me and my
family hopeless.
Well we are in so much debt, my parents don't have much money that
they could buy things they like for themselves, I don't have a job
yet, but even if I get one it will probably be the same thing, I won't
be able to buy them things, and there are so much things that I want
my brother to have but we don't have enough money. I've got
transportation problems, my dad can't always take me to college,
because he has work and has to go way earlier, so I call for a cab, so
I have to pay not less than 120,000, I don't know if I'm supposed to

Sample of Kurdish EFL Learner Corpus

talk about that but, I feel relifed somehow when I do. I'm not saying we're poor, we're not, we are actually mid-class, but there is still so much problems.
Everything
Genarally economic crisis in kurdistan affected our life style intermes of shoping for example I buy only basic needs .
Almost in every single aspect of my life but most obviously in economic and social matters that it limits our daily activities, I can't find a proper jop, my parents cannot afford with my brother's educational fees, our lives turned to a tragedy because of the consequences and side effects of economic crisis.
The economic crisis has impacted my family if you are independent of wage
Kurdistan? It effects most of the people in every way .financially, is the biggest one because it effects in our everyday life.
it is effecting lots of people
The economic crisis caused me and my family a lot. The economic situation affected my family negatively because I had to find another job beside my current job as a teacher, and it makes us to reduce expenses and trying to spend on what is necessary only such as buying food and medical supplies and necessary clothes The economic situation affected us psychologically because we are always watching TV news to know about the economic situation in the region
Economic crisis terribly affected us alike especially people who take salary from government ,crisis has a deadly impact on us equally .
In many ways as my mom is a teacher due to not being paid she doesnt teach anymore
always in my country money is greatest problem for all aspect in social and government and management of our people
It has a huge effect on us , you have to save money and be careful of what you are spending money on
It didnt impacte us that much. Becauss we didny depend on the goverment money. My dad is a sweat maker so we depend on our selfs
In away that we can' buy what we want , we cannot travel to any where in abroad. We have to buy just the basic things.
All the ways??
It impacts us in so many ways,we can't spend our money on things we like.we just can afford our daily needed things
We just live as we were before, so it doesn't have any effect on us.
The economic crisis impacted me for example now to stop payment of
In understanding
When any thing have a depenp in my fathers career badly
Economic crisis impacted me for example now to stop payment of
Affected of the family budget
The economic crisis has impacted our family especially my children like all people ,because I am teacher.
It was hard for us because we runoff in money
Psychologicaly impacted me and my family,our minds are always busy and tired,even if it didn't impact us so much but when we see all that poor families living that misrable life and we can't do anything about

Sample of Kurdish EFL Learner Corpus

it, we become unhappy.
The economic crisis impacted me and especially my family in the way
that most of our family is government's employee and our economic
depends on government's salary
Losing our job
Isn't just about me and my family this is now big problem for all
kurdish
The economical crises has impacted us in every corner , the first one
it has impacted to get daily needs.
Our economic was good till 2014 when the enemys came to our country we
had to spend a lot of money to fight with them and that was bad for
every sites the Government bring down the salary of all public servant
and this was effective for us and it made crises in our country till
now.
In a bad way I think .
The economic crisis has impacted by people venality politico and
unemployment or poorness.
In every single way possible! I started working when the crisis
started to pay for my daily stuff at school and now college which
means I am continuing to work.

Q7/My shoes are adjustable and very satisfied with the size, color and
shape. Of course my favorite color is black. (2)
OMG it is incredible shoes I love it more than some people_high heels
black shining and 38 (In terms of color I woud like black, maroon,
blue and green.
My shoes is 37, black , and small
It's old and unfashionable, because I can't buy it every year.
Size 39 color blach and red
My shoes are a bit large in shape, and I usually like black as its
more formal. AS for the size I think its 42:)
my shoes size is so small it's 36 and I always face problem when I
want to buy anew shoes because sometimes I can't get that size and its
it's color is dark blue and it's shape is some how like rectangular.
They are 41 , brown, and classic.
my shoes are sized 40 and two of my shoes are brown and another one is
black
My shoes are size 42 and black in coulor and I don't know about the
shape I don't recognise
The size of it is 43 which is kind of big, and the color is dark
brown. I do not know how to describe the shape of it.
The size of my shoes is 37 and they are colored in green and they are
flat.
I like black ,beige , nude and brwon. I like snakers , heels and
flats. Size 38 amd 39.
Big, 46 actually, black and only black, nice formal ones
Black color and size 37
Pretty normal size/ black is my color/ sharp and chic shape
Normal size and depends on clothes I choose colors,shapes.
The shape matters as the size does, it has to be perfect and the way I

Sample of Kurdish EFL Learner Corpus

want it so that I keep wearing it, but I wear different sizes. And the color should be nice, I'd usually buy black, dark green, and browny, because they match my outfit. But if I'dever got a chance I'd buy the shoes of all the shapes and colors, because I love shoes. (Ps: Mostly sport shoes).

Size : 40 sneakers and dark colours

Due to my small size of my feet , my shoes are always in small size and i prefer black ine always.. my feet belong 39

my shoes is 42 size and black color and oblong in shape

I use size 37 .and flat every time and I like black color .

My shoes are black, its size is 42 and it's flat and comfortable to wear.

My favorite is color is blue, medium and new

I like comfortable shoes ,those with dark color ,bright colored sandles ,trainers

can you give me the white converse shoes in size 39, please?

My shoes type vary depending on what type of clothes I am wearing . Generally My shoes size are 38 . I choose the colour according to the type of my clothes . According to the shape I normally like to wear comfortable shoes such as trainer, classics shoes .

I have huge foot I wear size 43, in color I wear black one often .

Size 38 black high heels

my shoes size is 41 usually i like dark colore and normal shape

My shoe size is between size 35 and 36 and most of my shoes are black and sporty

I only wear one type of shoes because i love it . Its comfortable, blue and big shoe

The shoes should be fit of my feet, not so wide not so narrow, my shoes should have the heel under the arch of sole. The measure of my shoes is important than the color.

Number 38??

My shoe size is 37,and most of the times I buy black and high heel ones

I don't wear any to describe it.

The size my shoes 38 and all color nice but I want my shoes color black

Brown and beauty

Its better to having a size that fit to me because if it isnt fit to me icant use it and it is useless thing when i can wear it

Size my shoes 38 and all color nice but I want my shoes color black

i wear size 38 and i allways buy sneaker because i hate hightheels and i can't walk with hightheels for colors i say we should have all color They are very large number 44.

It's a big brown long shoes

I think that's a really weird question.

My shoes are pretty in shape and in terms of color and size, they are fine.

They have the same color and fit to my feet

I always prefer flat shoes or size 39 and like every color

I prefer trainers rather than shoes , I wear 42 and flat one

Sample of Kurdish EFL Learner Corpus

There is a different shoes in shape and color like flat or high shoes I like to wear the both and I have a different colour of shoes and the size of my shoes is 37.
Ok that's a wired question cause I have a lot of shoes and I don't wear a one right now.
My shoes in terms of size 42 , black and flat shape .
I would say my shoes are a little tight, because i bought them last year and i think my size has gotten a little bit bigger ...its black boots and its flat.

I visited 3 countries _Iran _turkey _Egypt _I visited Iran first then Egypt (2)
Five countries, Iran, Syria, Turkey, UAE and Azerbaijan. (2)
I have never visited to any foreing country (2)
8- I visited five foreign countries . The first country I visited was Syria, and the second was United State Of America.
i only visited Iran .
I visited 9 countries, I first visited Iran and second visited Turkey. I visited two countries , the first country I visite dis Labanon , and the last countries is Iran .
I have been to many of the european countries but my first visit was to Gordon and then Syria
UAE the only country that I visit
 I study English at university of sulaimany , English department .
I senior from university of sulaimany . 2017 / 2018
We all know the role of the sun for our live , but we can call the sun as life because it is a source of the life for all the creatures . furthermore, we can compare sunrise as resuscitation while sunset as abiotic .
There is a symbol for diagnostic autumn in our city which is very special or common it is deciduous . also the weather change from hot to warm , also autumn marks the transition from summer to winter .
Winter in our country is very special . every one in this season think about raining and snow , because it's the season for this . winter in our country is coldest season in the year some time freezing happen in this season .
After we konw who is Donald Trump we can express our opinion about US president . first of all we have to know he was an American businessman and former reality TV personality .
Know we can say he always like act on TV . he likes to show him self , he want to all the world obey him . he didn't understand if he wants to continue he ust abide by USA rules not his rules !
Nowadays economic crisis impacted all of us , but in different ways . in kurdistan people live as the government like , not as we like . it means the lack of responsibility from the government affected our life. There are a lot of ways which is economic crisis impacted one of them is lack of salary cause lack of education , lack of science , and lack of academic writing .
Also it's a source of problems in our houses if we don't have concrete belief

Sample of Kurdish EFL Learner Corpus

Everyone has its own size, color and shape for their shoes . my favorite color for shoes is black and brown . my size in terms of shoes is forty two with fantastic shape !

Till now I have visited only one foreign country , That country was republic of islamic Iran . never and ever located Iran again !

Yes some of them have own car, but in different model and shape with different color .

Inside one of my friends car has a lot of specialty I wanna ride his car . the first one I consider the confidence belt which always announcing to use it . then the mirrors make me fell confortable . the seat is great because its wide and it has temperature for using in every season . another specialty is warning you while errors occur . the outside parts are more importance because it carries other parts . the first one is body , his black car is very interesting , he likes black color because its special for gentle mans . another one is tires are useful for driving under specific conditions . tires make the car more and more amazing and beautiful .

The last visit of my relatives is my grandmother's house , while she is sick and she doesn't has mood to sit with me and narrate her story as she did .

The last time some of my relatives came to my house wearing traditional clothes . with short coat . they are very nice , also the man wearing a sash with brown shirt .

I like this question because I like fishing , last summer I was on the river with my friends , I was fishing by fishing pole , actually its very amazing .

I would like to have a book for my birthday , because it's vital .

Without doubt one of the most important palace which is every day I visited is my mother's kitchen this visit related to two reason the first one my mother is sometime there , another one I am looking for food there . another things which is very important to talk about is her cleaning , after each meal she cleans the kitchen , she doesn't care about her tiredness .

The government doesn't take responsibility , also our people live as the cats live , they forget every thing while the same government happened on them ! now we can say its our mistake .

I study hard to get the high mark . then I decide to participate .

Actually that day is not good because for the first time I faced same new thing for example , people , building , teachers , experience , habit , and lessons . but step by step every thing was changed from the bad to good , from the inexperience to experience and so on

Behind all the gate one there is receptionist .

There are a lot of topics we have studied at college for example English grammar in use , vocabulary , culture , poetry , stylistics and semantic and computer science .

Jim DeMint said One of the greatest titles in the world is parent, and one of the biggest blessings in the world is to have parents to call mom and dad.

First of all I want to thank my God for this grateful gift . I am glad while I am with you , while I speak with you , I stay with you . I

Sample of Kurdish EFL Learner Corpus

always proud of you . I pray God bless you
As we know this country is un expectation country so we cant say any
expectation !
The holy Quran
Honest person .
The man whom I seen on the tree cut down beneath him is my friend .
The last year I bought a second hand whight mobile phone , the screen
was workless
The thin blue envelops ripped on my hand
The green Japanese fan which my dad bought to me suddenly stopped
The black wool cosy jacket which got wet still is not drying
Japanese white big car with tinted glass windows a car was stolen .
I purchased a new black mobile .
The main entrance of college where the freshman student gathered .

Q9/ Yes, I have a car , its name is Ford Fusion . My cars cabin uses
high-quality materials. Its front seats are supportive and
comfortable, and the back seats offer plenty of head- and legroom for
tall occupants. It has sync sound system with 12 speakers , radio,
mp3 , aux , usb and Bluetooth connection for entertainment a 6 inch
screen for all information and vehicle services with lots of other
specifications. From the outside . It is white it has 18 inches
wheels, sunroof and spoiler on the trunk .It's a good midsize sedan in
a class full of good vehicles.The base engine is a 2.5-liter four-
cylinder that makes 175 horsepower and gives the 2014 Ford Fusion
decent acceleration. (2)
_yes _i have a car it is tidy clean and sweet from inside_and shiny
black and adorable from outside (2)
My friend has a four wheel drive, its interior is cmfortable and nice,
while its extorior is not attractive. (2)
Yes , one of my friend has a car and its a small car (2)
My friend no own a car (2)
9- My friend owned a car , the entire of the car is black, and the
exterior is white.
I have a simple car and its insife is very interesting. its gear is
automatic aind outside is very smart its colour is white.
Yes we own a car, its interior clean smooth and comfortable. its
exterior looks bright, spotless and all parts are completely nice.
Yes, we own a car , its intreior clean and smooth and comfortable ,
its exterior looks bright , spotless and all parts are compltely
nice ,
Yes I do have a car , white from outside, that has leather seats and
black gear from inside
Yes I Have it , it has got black leather seats with gray dashboard
My friend owns a car that has black leather interior and a red
exterior.

Sample of Kurdish EFL Learner Corpus

I have a car before but now I haven't

IHave a car , the interior has two rows of seats , driver's seat is automatic , speed control and gear automatic . The exterior's color is black .

Yes I have. Its comfortable and wide interiorly. And high and white from exteriorly.

I have a small private car which is Nissan Sentra 2017 black sport in type.

Yes. It's not fancy or anything but it's decent and gets me wherever I want quickly. The interior is pretty spacious for a car so small, and the exterior is nothing to marvel at, but I'm satisfied with it and that's all that matters.

Idont have a car.but my freind has a car her car is beautiful and new the quality of her car is new and fast and the outside of the car is beautiful color and new

My friend's car is camry it has a beautiful shape

I have got a car. It known as Yars belongs to Toyota Company. It can carry four passengers. It is made in 2008. It has an interesting grey colour. The inside cover and the seats are black.

Yes , I own a car , also my friends have too

It is automatic car with orange seats, automatic windows, no navigation panel. It is a yellow four door car. The tires are ordinary size 15.

I have a Chevrolet Equinox , inside it has an audio and video player, a radio , a freezer and an air conditioner. As for it's exterior , it has four 18 inches wheels with a tough blue colored body.

Nor me or my friend has our own car. If though I would like to describe cars gor you.

I have a white Mitsubishi Lancer that has an automatic Transmission with a 2L engine, the interior is like any other car but i have upgraded the music player with the speakers because I'm really into good music

I have my own car and it is gray from inside and easy to drive , and from outside it is white .

Unfortunately we don't

I have a car, i rarely clean inside of the car. because i don't have enough time to do so, that is why it is always full of dust :D, most of the parts inside are black and dark silver, the seats are also black and silver, the front windscreen has a small crack on it, and outside the car is just like ordinary car in the city, the color is black, we called in Kurdish " nawty' the wheels have white wheel cups, and on the top. it has a sliding sunroof.

The exterior design our car is very striking and refined in equal measure. The interior design is just designed to feel like a favourite room which is reflects your sensibilites.

My father has a car , which is color is white and it's inside is brown .

I and none of my friend have a car.

As we all know, basically every crisis we're in right now is due to

Sample of Kurdish EFL Learner Corpus

our leaders' incompetence and the fact that they are corrupt to the
core.
Many reasons like economic crisis
Political man and some figure people
Most of the sings show that the most noticeable reason behind the
problems currently faced by the Kurdish people are corruption and
dictatorship of the Kurdish selfish leaders and politicians. They seek
for their owns then their families then their parties at the end their
nation. And they cannot accept their differences easily. They may
agree with and forgive their enemies easily, but with their brothers
and their collectivities after a long series arguments and discussions
they earn nothing just announcing that their gathering is positive.
The reason behind the current issue is the economical crisis and the
political instability
The major problem is having a totally corrupted government. The people
also are divided to so many groups, and most of them hate and work
against each other.
The one and only reason is the failed government.
Political reason and economic and every thing in our country are
problem
Honestly talking. The stupidness of a single president and the
corruption of others around him.
The silence of the people and the corruption in the government
They want to know every thing about each other and every one of them
face problems because of the others .
I think it is all caused by the short sided policy of our leadership
PUK's National betrayal
I think the main reason is the idea of politico who are think
traditionally.
There irrational choses in the prior elections.
both of them are criminal either the government or the population.
Government
Not understanding each other, and judging each other without any base
or principle, just hate. Otherwise, we are not that different.
the reason is economic crisis and decreasing the chance of work and
make them all time face a problem in all sides of life.
political reasons have extremely caused so many problems.
kurdish people are not united with each other that's the main problem
and the biggest problem

Q23/ That man who I have seen on a tree was cutting the brunch under
him self is my friend. (2)
The man I saw on a tree cutting the branch he had sat on is my friend
(2)
The man whom I saw on the tree and cutting the bough he was sitting on
is my friend. (2)
The man that i saw was cutting the branch of the tree is my friend (2)
23- The man who I saw on the tree , was cutting the branch that under
himself is my friend.
That man who i saw that he is cutting the steam of under himself is my

Sample of Kurdish EFL Learner Corpus

friend.
The man that I have seen in a tree that he cut down the branch under himself is my friend.
The man that I have seen in a tree that he cut down the branch under himself is My friend
The man i saw on the hill who was cutting a tree beneath him , is my friend
I saw a man that he cut the branch which he is sitting on
The man who was on the tree cutting the branch that he was sitting on it is my friend..
The man who cut the branch underneath is my friend
The man I saw on the tree that cut the trunk that sit on is my friend .
This man that I saw he cut the branch beneeth them, is my friend.
The gaby man i saw trying to cut off the tree that himself sets on,is my friend.
That man I saw on a tree, sawing the branch beneath him, is my friend. Idont know
Those man i saw him on the tree is my friend
The man who I saw who is on a tree who was cutting down the branch that he standing on is my friend.
This man who saw me on the tree cutting the branch who was on it .is my friend
The man whom I saw sitting on a tree and cutting the branch he was sitting on is my friend.
The man that i saw on a tree who was cutting the part beneath him is my friend.
The man was on the tree he cut the tree...he is my freind
The man that I saw who were cutting the brunch of the tree that was under his legs off, is my friend.
The man that I saw on the tree who was cutting the branche that was under himself, is my friend
The man whom i saw on the tree was cuting the bough under himself. Translate this sentence into English
the man that i saw on the tree cutting the bramch under himself,is my friend
The man i saw on a tree cutting his own under branch, is my friend.
The man that I saw above the tree cutting his under brunches, is my friend.
The man who I saw on the tree tried to cut the branch that he stood on is my friend
The man who I saw in a tree, which was cutting the brunch that he above, is my friend.
That man who i saw on a tree cutting the branch under him , is my friend.
The man I saw, who was on a tree cutting the branch beneath him, is my friend.
the man that I saw cutting the twig of a tree that was under himself is my friend .
the man ,who was cutting the tree's branch under himself, is my

Sample of Kurdish EFL Learner Corpus

friend.
the man that i saw in top of the tree cuts the the part of the tree that he sits on it, he is my friend
The man who I saw on a tree who was cutting it is my friend
The man who I saw him on the tree, he cuted the brunch of under himself, is my friend.
The man who i saw on the tree was cutting the horn of the tree under him, is my friend.
The man I saw on the tree who was cutting the brunch under him is my friend.
the man who i saw cutting off the branch of the tree, is my friend
The man that i saw in the tree, was cutting his unders twig, is my friend.
The man that was cutting the root of the tree he was sitting on, was my friend
The man who i saw on the tree was cutting the brunch which was under him,is my friend.
The man I saw on a tree who was cutting the branch beneath him, is my friend.
The man who was cutting the tree branch under him was my friend
The man whom i saw over the tree , cut the sprig which under him .
the man i saw on the treet wich cutting the under arms he is my friend
The man that i saw above the tree cut the brunch below him.is my friend.
The that i saw on a tree cutting a brunch underneath himself is my friend.
I saw the man what on a tree he tried to cut the brunch tree under him.
The man i saw on the tree branch cutting it is my freind
the man that I saw , he was cutting under his branch, was my friend
The man who was cutting of the tree branch that he was standing on is my friend
Hard question lol . The man that I saw on the tree was cutting a branch beneath himself was a friend of mine
The man whom i saw on the tree was cutting of the piece where he was sat on is my friend
the man who i seen on the tree, he try to cut this arm which he stands on.
The man that I saw over a tree cutting the twig below him , is my friend
The man i saw on the tree who was cutting the bench under him is my friend
The man when I saw on a tree, he's cutting a brunch under his legs, is my friend.
This man that I saw he cut the brunch that he is on it
That man who was on the tree was cutting the sprig under him
The man that I saw over the tree, who was severing the twig, is my friend .
I see the man on the trees.arm below himself sever . Friend
I saw that man who cut the pilar of that tree with he seat on that

Sample of Kurdish EFL Learner Corpus

The man who sit over the tree and cut the stem behind his self was my friend
I see the man on the trees .arm below himself sever. Friend
the man i saw on the tree that cutting the twig bottom .. he's my friend
That man has been cutting the branch of the tree is my friend .
That man when he cut the twig he sat on I saw, is my friend
The man who i saw on the tree,he was cutting the bushe that was under him,he's my friend.
The man I saw was on a tree cutting the tree's stick under himself, is my friend.
That man who I saw on a tree that he is cutting branch under himself, is my friend.
This man that I see over the tree he cut twig under himself he is my friend
That's my friend who is in the tree and cutting it's wood under his legs
I can't translate it.
That man I saw on a tree who was cutting the lawn under himself was my friend.
I saw the man of the tree who is cutting branch under himself is my friend .
The man I saw on a tree cutting it's branches underneath him, is my friend.

Q24/ Last year I bought an old used white mobile that its screen disrepaired. (2)
last year I have bought an old _used white mobile phone his screen was corrupted (2)
Last yeas I bought a white second hand cell-phone, which its screen had been damaged. (2)
Last year i bought an old white secondhand mobile with a fucked up screen (2)
24- Last year I bought an old user white mobile, that the screen was damaged.
last year i bought white old mobile phone that its screen was broken .
Last year, I bought a secondhand white mobile that had a faulty screen
Last year, I bought a white secondhand mobile that had a faulty screen.
I bought a used white phone with broken screen last year
Last year I bought a white, old mobile phones with broken screen
Last year I bought an old second hand White mobile which the damaged screen.
I've bought an old white mobile phone last year which brocken the cover
Last year , I purchased an old white mobile that had a broken screen .
Last year I bought an old white used mobile, that its screen was screwy.
Last year I bought a White secondhand cellphone which has a broken

Sample of Kurdish EFL Learner Corpus

screen.
I bought a used white phone last year whose screen was dysfunctional.
Idont understand
Last year, i bought a second hand mobile but the screen crushed
Last year I bought an old used white mobile phone which its screen did not work.
Last year I bought the second hand ,white ,used mobile , that the screen was damaged,
Last year I bought a used white phone with messed up screen.
Last year i bought a damaged screen second handed white mobile phone.
The last year i bought Oldwhite mobile which it screen was broken
Last year I bought a white second-hand cell phone which it's screen crashed.
Last year i bought a used white phone which the screen was damaged
Last year i bought a white mobile , there was a defect in its monitor
Translate this sentence into English
last year i bought an old ,second handed, white cellphone its screen was damaged
last year I bought a used old white phone, its screen was dead.
I purchased an old white mobile last year which was the screen brokedown.
Last year I bought a white second hand phone which its screen was disrepared
.
Last year i was bought an old white used mobile the screen didn't work.
Last year, I bought a white old used mobile phone that its screen was damaged.
last year I bought a white used cellphone that it's screen was damaged.
I bought a second-handed phone with a damaged screen last year.
last year i bought an old used white phone that his screen were have issues
Last year I bought a white mobile which was used and the screen was broken
Last year I bought a white used old phone which the screen of it was broken.
Last year I bought an old, used and white mobile which its screen was damaged.
Last year about a second hand white mobile was not working.
Last year, i bought a white phone which the its screen was not working
Last year , i bought a white old used mobile phone , it screen was disrepaired.
I bought a new white cellphone last year, the screen was broken
Last year I bought an old white used mobile phone,the screen was broken.
Last year, I bought an old-used-white mobile phone, the screen wasnt working.
Last year I bought a used white phone whose screen was idle
Last year i bought the white second hand's mobile , the screen was

Sample of Kurdish EFL Learner Corpus

devastated..
last year i bought the old and used the mobile wich it screen was bad
I bought the second hand mobail is color white last year moniter was
dameged.
Last year I bought a second hand wight sell phone with a broken
screen.
I was bought old cellphone white the screen destroyed last year.
The second -handed white cellphone which i bought last year it's touch
screen itself is malfunctioning.
last year, I bought an used, old, and white mobile that the screen is
unworked.
Last year I bough second hand, white mobile phone with a broken
screen.
Last year I bought a white over used second handed mobile which its
screen was disturbed
Last year i bought a whote old phone the screen messed up
i bought a white mobile last year, it display is confused.
Last year I bought an old used phone and the screen was broken
Last year i bought a white, old and second hand phone which its screen
was broken as well
Last year I bought an old white cover second hand phone, the screen
was not working.
Last year I bought an old wight that his screen dose not working
Last year I bought an old used phone which it's screen was broken
Last year I bought a white secondhand mobile that it screen was broken
down
Last year buy the old phone white second _hand set back
Last year I buy a whit mobile that it's
Las year I bought old,used white and broken screen phone
Last year buy the old phone white second _hand set back
last year i bought an old used white mobile that the screen is
disrepair
Last year I have bought a white old mobile phone that screen was
confused.
Last year I was bought an old white use mobile that it screen
destructive
Last year i bought a white mobile from a second hand,and it's monitor
was broken.
I bought a white used phone last year which its screen was damaged.
Last year I bought an old, white and consumable Mobil which its screen
was dis repaired.
Last year I bought the old phone white second hand set back
I bought second hand cellphone which its color was white its screen
had been damaged last year
Last year I bought an old white used mobile wich was broken.
Last year I brought an old dirty phone which its glass was crashed.
I have bought a used white phone which its screen damaged last year .
Last year I bought a second hand mobile which was white and it's
screen wasn't working.

Sample of Kurdish EFL Learner Corpus

```
Q25/ Blue envelope dainty cribriform by my hand disruption (3)
The see-through shallow blue envelope was torn in my hands (2)
_the blue thin perforated blue nylon had teared in my hands (2)
The thin blue perforated plastic bag torn in may hands. (2)
The blue dropped envelope has been cut within my hand (2)
25- The ragged thin blue plastic bag tored in my hand.
the white thin bag was beeing teared in my hand  .
A shallow perforated blue bag is torn at my hand. A
blue shallow perforated bag is torn at my hand. The
old thin blue bag got torn by  me
I tears the blue gauze envelope which has got many holes
The blue, thin ragget bag tored in my  hand.
The blue turn bag turns into my hand
The light blue bag with holes torn in my hand  .
The blue thick puncture cover was tear up in my hand.
I have no idea how to translate it.
The blue thin bag that is full of holes was ripped.
Idont know
The bluse cease is damned
The perforated thin blue envelope has been torn in my hand.
The ragged thine blue plastic bag tored in my  hand
The thin blue ragged bag was torn in my hand.
The thin bad blue bag got ripped by my hands.
The blue pocket was
The blue shallow meshy bag was torn on my  hands.
The blue alveolated plastic bag was torn apart inside my hand
i dont know the answer
the thin blue alveolate torn in my hand
the holey thin old blue bag ripped in my  hands
The blue shallow cavernous envelope was ripped in my hand.
I hold the blue see-through bag
.
So hard sorry
The old thin blue bag tore in my hands.
The alveolate thin blue envelop ripped with my  hand.
the thin and blue box with small holes on got torn from my hand.
the blue is dryya
The thick blue bag
A envelope thin damaged my hand
The blue thin bag was in my  hand
A thin blue holes bag destroyed my hand
the thin, blue, full of holes bag teared in my  hand
The blue thin alveolate envelope was torned on my hand.
The thin blue letter with holes in it ripped in my hands
The blue bag holes my hand damaged
The blue-thin-holed package ripped in my hands.
The blue thin Pierced Envelope has been torn by my  hand
The blue shallow cribriform envelope has disrupted from my hand .
Thin envelope ful holes destroyed my hand.
The blue invelop cut in my hand.
```

Sample of Kurdish EFL Learner Corpus

The thin blue bag which was full of holes became torn in my hands.
This is an envelope blue torn to my hand
The blue thin bag with many holes has torn to pieces.
the blue thick basket was damaged
The very old blue plastic bag tore up in my hand
A blue thin cast was torn in my hand
The blue bag which had whole in them got riped
this tenuous envelope which is blue color and transpirce .
The blue , thin, holed bag teard up in my hands
The thin, blue and ripped post
The blue thin bag with lots of holes in it was torn by me.
The blue bag thin destroyed my hand
The blue wholed bag was cut by me
The blue see-through envelope torned in my hand.
blue thin envelope damaged my hand
envelope thin see-through torn my hand
the porous shallow blue drift split on my hand
That blue shallow cribriform envelop lacerated by my hand.
The blue shallow see-through disrupted in my hand
The blue thin bag was in my hand when it was torn
The blue old thin envelope was torn by me
The blue, flimsy, and alveolate envelope was disruptive in my hand
The holy bag teard in my hand
The blue old sack rubture.
The etamine blue a envelope the vent vent torned by hand .
The blue thin polkadot plastic bag was torn in my hands.

Q26/ That green Japanese fan which my father bought in Turkey was
stopped suddenly. (2)
the green Japanese fan that my dad has bought from turkey suddenly
stopped working (2)
The green Japanese fan my father bought in Turkey duddenly stopped.
(2)
The Japanese green fan that my father had bought in turky recently
stopped (2)
The blower Korea green my father bought in turkey suddenly stopped (2)
26- The Japanese green fan which my father bought it in Turkey
suddenly stopped working.
that Japanese green fan which my father bouht in Turkey it stopped
suddenly.
The green Japanese fan that my father bought it from Turkey is
suddenly stopped.
The green Japanese fan that my father bought it from Turkey is
suddenly stopped .
The green Japanese fan that my dad had bought from turkey ,stoped all
of sudden
The green fan that my dad bought in turkey suddenly stopped
That Japanese green fan which my dad bought it in Turkey, suddenly
stopped working.
The japananees fan which my father bought in turkey stopped suddenly

Sample of Kurdish EFL Learner Corpus

The green Japanese fan that my father bought in Turkey was suddenly stopped .
The green Japaney fan that my father bought it in Turky, was stoped saddnly.
The green Japanis fam which my father bought broken down abruptly.
That green fan my father bought from Turkey stopped working all of a sudden.
The green things my father bought in the turky was stopped
The green Japanese fan which my father had bought from Turkey has stopped suddenly.
The Japanese green fan which my father bought , it suddenly not work , it stopped working
The green Japanese fan that my father bought in Turkey suddenly stopped working.
The green Japanese fan that my dad had bought in turkey it stopped working in a sudden.
The yabanian pank that my father was bought in turkia was stoped
The blue japanies fan which was bought by my father in turkey suddenly stopped working.
The Japanese green fan that my father brought in Turkey has suddenly stopped
The green Japanese ventilator which my dad bought from turkey stoped sudenly .
the japanese green fan that my father bought in turkey suddenly stopped
that blue Japanese fan which my dad bought in turkey stopped on working all of a sudden
The green Japanese fan that my farther bought in Turkian is stopped suddenly.
The green Japan's fan that my father bought it was suddenly stoped
.
This green Japanes fan that my father bought in Turkey recently stoped working.
That Japanese fan which my dad bought in Turkey suddenly stopped working.
The green japan fan that my father bought from turkey suddenly stop .
The Japanese green fan ,where my father bought in Turkey, stopped working suddenly.
this green panka that my father bought it in turkey suddenly stopped
The fan doesn't work
The Japanese green fan which my father bought it from turkey suddenly stopped.
That Japanese, green fan which my father bought stopped suddenly.
The japanese green fan that my father has bought in Turkey suddenly stopped working.
this Japanese, green fan which my father bought in turkey suddenly stopped working
This japanese green cooler that my father was bought it, was suddenly stopped.
The green japanese fan that my father bought from turkey , suddenly

Sample of Kurdish EFL Learner Corpus

stopped working
Hdh
The green Japanese fan, that my dad bought fron Turkey, suddenly
stopped working.
The green Japanese fan that my father has brought in turkey suddenly
stopped working
The green Japanese punka which my dad has bought from turkey stopped
immediately .
that green japans fans which my father was bought in turkya its break
in to hold up
This green japane's fun which my father bought it stopped sudenly.
The green japan made fan that my father bought from Turkey has
stopped.
The Japanese fan who my father buys in Turkey it will stop it.
The green fan that my father bought in Turkey suddenlly stopped
working .
the green Japanese fan that my father bought in turkey was stopped in
a sudden
The green Japanese fan that my father bought from Turkey was suddenly
out of order
A green Japanian fan then my dad bought in turkey was break down
suddenly
The japanies green fan which my dad bought from turkey suddenly
atopped working
this green Japanese fan which my father bought in Turkey. It stopped
suddenly.
The green Japanese fan that my dad had bought in Turkey, it suddenly
stopped
The green japanies fan that my dad bought from turkey has stopped
working in a sudden
That green Japanese fan when my father bought in Turkey was suddenly
stop working.
This
The japaness green fan that my dad bought in turkey doesn't works no
more
The green Japanese fan,which my father bought it in turkey,abruptly
stopped.
I don t know
These japanese fan that my father bought in turkey suddenly stopped
this green japanese fan that my father bought in turkey unawares
stoped
That Japanese fan has bought my father It was stopped suddenly .
That Japanian green fan that my father bought in Turkey was stopped
The green japaness fan that my father bought it from turkey suddenly
stoped.
That green fan that my father bought it from Turkey was stuck
That green Japanese fan that my father bought at Turkish stopped
suddenly.
The fan korea green my father bought in turkey suddenly stopped
That Japanese green fan that my dad had bought in Turkey stopped

Sample of Kurdish EFL Learner Corpus

working
The green Japanies fan that my dad bought it stoped unawares.
The japanes green fan which my father brought it at turkey suddenly stoped working.
That green J apanese when father's bought from turky sunddnly was stoped .
That green Japanese fan which my father bought at Turkey , randomly stopped working.

Q27/ The thick black woolen jacket which was wetted with rain steal not dried up. (2)
_the black thick away jacket that got wet by rain is still wet (2)
The thick black woolen coat which had been soaked by rain has not dried yet. (2)
The black thick wool jacket that was wet becouse of rain still has not become dry (2)
The black coat thick wool because of rain wet as yet not dry (2)
27- The thick wool black coat wich got wet with rain, it doesn't have dry till now.
the black thick fur jacket that was been wet by rain it is not dry yet.
A thick black woolen jacket that has got wet with rain, it hasn't been dried yet.
A black thick woolen jacket that has got wet with rain, it hasn't been dried yet .
The black thick furr that got wet because of the rain hasn't dried up yet
My black thick jackets that was getting wetter by the rain until know it is not dry.
The wool, thick, black jacket which was got wet by rain, not dried yet.
The black wool jachet which wet in the rain will not dry yet
The black thick jacket , which was wet with rain , has not been dried yet .
The black thick wool that wet by rain is not dry yet.
The black wool jacket that ducking by rain still wet.
The thick, black coat that became wet due to the rain has not dried up yet.
Idont understand
The black jachet was wet do not dry til now
The thick woollen black jacket which had been wetted with rain has not been dried yet.
The wool thick black coat which was got wet with rain doesn't have dry till now
The thick black cotton jacket that was wet by rain still not dried.
The black wool thick jacket that got wet by the rain hasn't dried up yet.
The black coat that the rain wetted it not dring until know
The blue thick wool jacket that got wet while raining haven't got

Sample of Kurdish EFL Learner Corpus

dried yet
The thick fleeced black jacket that got wet by rain hasn't dried yet
The black sturdy chacket which made of wool which wetted by the rain doesnt dry up until now.
the black thick wooly jacket which has wetted by rain hasn't dried yet
the thick black wool jacket which got wet under the rain hasn't got dry.
The black wool thick cout which was weted by rain still doesn't dry.
The black wool thick which was wet by rain has not drought yet
.
The black tough wool coat that weted by the rain still doesn't dry.
The thick wool black jacket, which got wet by the rain has not dried yet.
A wool thick black jacket that was wet by rain since now didn't dry .
The black raincoat that soaked in rain hasn't been dried yet.
the black heavy jacket that are become wet under the rain still is not dry
The jacket isn't driedout
The heavy black wooly jacket which get wet under water does not get dry yet.
The black, thick wooly jacket that was become wet by rain did not become dry yet.
The thick black and furry jacket which was got wet in the rain has not been dried yet.
the black, furry, and thick jacket that got wet by the rain, still haven't got dried
The black thick wool jacket that was wetted by rain , is not dry yet
The thick black furry jaket , that was wet with the rain , hasn't dried yet
The black coat which was wetted by rain till now not dry.
The black-thick-wooled jacket, that got wet because of the rain, hasn't dried untill now.
The thick black woolly coat that got wet by rain didn't dry until now
The black thick wool which had been wet because of the rain hasn't dried yet .
i cant it
The black heavy jacket that wet by rain it dosen't dried yet.
The thick blak wool jacket that became wet with rains hasn't been dried yet.a
The black coat thick is that wet it has not been dry yet.
The black thick woolen jacket that got wet by rain hasn't dried yet.
the black thick wool jacket that was wet bye a rain, was not dry
The thick wool black jacket which had been wet during the rain is not dry.
The thick fury jacket that was drenched by rain is so far wet
The black jacket which got wet by the rain is still not dry
this black stout jacket was wetting by running isn't dry yet.
The black, thick, cotton jacket that had been wet because of the rain , it hasn't dried up yet .
The black, thick and furry jacket that fhe become wet by the rain

Sample of Kurdish EFL Learner Corpus

hasnt become dry yet
The black thick cotton jacket was wet by raining hasn't got dry yet.
the
The black thick woolen jacket which was wet cause to rain didn't get
dray yet
The black thick woolly jacket that was wetted with rain, haven't dry
yet.
Black thin coat wetted by rain still dry.
The black heavy and wool jacket when become wet because of rain not
become dry until yet
The black thick cotton jacket was wet by raining hasn't dry yet.
That black thick wool Jacket has ducked it hasn't dried .
The black thick wool jacket that ducking now is dry
The black thick wool jacket wich was gotten wet by the rain,is still
wet.
The black thick wool coat has not been dried yet since it was been wet
by the rain
The black, thick, and woollen jacket that had wet, has not been dry
yet.
That black jacket thick wool moist by the rain until now not dry
The black thick wool jacket which was wet by rain still it has not
been dryness.
The black, thick, and woollen coat that had wet, has not been dry yet.
The black thin jacket its fur got wet from the rain and it didn't get
dry until now.
The thin wool jacket which was wet by the rain has not dried untile
now .
The black thick furr jacket which got wet because of the rain is not
dried off yet.

Q28/ A nice big white Japanese car with tinted glass was stolen. (2)
a nice big white Japanese car with tinted glass windows was stolen (2)
A nice white Japanese car with a big tinted glass windows was stolen.
(2)
A big japanese white ,nice car with tinted glass windows was stolen
(2)
Stolen car was white and big and nice car (2)
A nice big white Japanese car with tinted glass windows was stolen.
(2)
28- A big nice white Japanese car with tinted glass windows was
stolen.
A Japanese white nice big car with intendet a glass windows was
stolen .
A nice big white Japanese car with tinted glass windows was stolen.
A white nice big Japanese car with tinted glass windows was stolen
A white beautiful Japanese car with big tinted glass windows was
stolen
A nice, white and big Japanese car with tinted glass windows was
stolen.
A nice, big, white Japanese car with tinted glass window was stolen.

Sample of Kurdish EFL Learner Corpus

A japanese car ,car with tinted glass windows ,big,white, nice, was stolen
A big white Japanese car with nice tinted glass windows was stolen car .
A nice white big Japanese car with tinted glass windows was stolen.
A big Japanese nice car with tinted glass windows was stolen.
A big nice japanese car with tinted glass windows was stolen.
A big nice white Japanese car with tinted glass windows was stolen.
A Japanese big nice white car was stolen a big with tinted glass windows
Japanese white car was stolen a big car with nice tinted glass windows
A big nice white Japanese car with tinted glass windows was stolen.
Nice ,big ,white,Japanese car , with tinted glass window , was stolen
A big white Japanese car with tinted glass windows was stolen.
A big white windows Japanese nice car with tinted glas was stolen.
A nice car white Japanese with tinted glass windows was stolen.
A nice white big japanese car with tinted glass windows was stolen.
A nice Japanese big car with tinted white car glass windows was stolen
A Japanese car, big, white , nice car with tinted glass windows was stolen.
A nice big white japanese car with a tinted glass windows was stolen
A nice big white Japanese car with tinted glass windows was stolen
A nice big white Japanese car was stolen with tinted glass windows.
A nice big white Japanese care with tinted glass windows was stolen
A white, big, nice Japanese car was stolen with tinted glass windows.
I have a car Erbil is a big city Snow is white A boy dead Nice to meet you You stolen my backet
A big white nice Japanese car was stolen with tinted glass windows.
A white nice big Japanese Car with tinted glass windows was stolen car .
the big nice white Japanese car with tinted glass was stolen.
the big japanese blue car with tinted galss windows was stolen
A japanese nice big white car with tinted glad Windows was stolen
A big, nice, white Japanese car with tinted glass windows was stolen. A Japanese nice, big, white car with tinted glass windows was stolen. A nice white big car with a tinted glass windows was stolen.
a Japanese, big, white, nice, with tinted glass windows car ,was stolen.
A big , white , nice, japanese car was stolen with tinted glass windows.
A nice white big japanese car with tinted glass windows, was stolen
white big japanese blue car with tinted galss windows was stolen
A nice white big Japanese car with tinted glass windows car was stolen.
The big white nice Japanese car with tinted glass windows was stolen
A nice Japanese white big car with tinted glass windows was stolen
A big japanese blue car with tinted galss windows was stolen
Anice big white car with tinted glass windous japanese car was stolen .
A nice white big Japanese car with tinted class windows was stolen.

Sample of Kurdish EFL Learner Corpus

The big car white is a nice with tinted glass Windows. Japanese car
was stolen.
A big white nice Japanese car with tinted glass windows was stolen.
Japanese was stolen big tinted glass window with a white nice car
The nice big with tinted glasses windows white Japanese car was stolen
A big white Japanese car with tinted glass window was stolen
A nice big white japanese car with tinted glass windows was stolen.
a nice big white car was stolen with tinted glass window Japanese car
A big , white , nice Japanese car with tinted glass windows was stolen
The big , white, japanese car was stolen with a tinted
A nice big white car with tinted glass windows Japsnese car was
stolen.
A nice white japanese blue car with tinted galss windows was stolen
A big white nice japanese car with tined glass windows was stolen
A white big nice Japanese car was stolen with tinted glass windows
car.
the big japanese blue car with tinted galss windows was stolen
A japanese big white nice car witj tinted windows was stolen
to be honest i don't know this
Car was stolen with a big white nice Japanese car tinted glass
windows.
A big nice white Japanese car with a tinted glass windows was stolen
A big,nice,white,japanese car with tinted glass windows was stolen.
A Japanese big white nice car with tinted glass windows was stolen
A car big japanese blue with tinted galss windows was stolen
My father have a nice car. I have a big idea. Snow this color is
white. He has a new car. Love is nice. I like people Japanese. Money
stolen had back by police. That place was very wonderful
A white nice big Japanese car was stolen with tinted glass windows.
A big white nice japanese car with tinted glass windows was stolen .
A nice big white Japanese car with tinted glass windows was stolen.

Q29/I purchased a new black mobile. (22)
I purchased a new black mobile (10)
I purchased a new black mobile (4)
_ purchased a new black mobile (2)
I purchased a new black mobile. (2)
I purchased a new black mobile . (2)
I purchased a black new mobile (2)
I purchased a new black mobile. (2)
I purchased a new, black mobile. (2)
I purhased a new black mobile. (2)
I purchasesd a new black mobile (2)
29- I purchased a new black mobile.
I purchased a black new mobile .
I purchased a new black mobile.
I purchased a new black mobile.
I purchased a new black mobile
I purchased a new black mobile.

Sample of Kurdish EFL Learner Corpus

I purchased a new black mobile .
Sorry not clear
I purchased , anew ,black mobile
I purchased a black new mobile
I purchased a new black mobile.
I purchased a new black Mobil
I love you I like black color I want a new mobile
A black new mobile I purchased .
i purchased a black new mobile
i a purchased new black mobile
I black a new mobile purchased.
I purchased new a black mobile.
I purchased an new black mobile
i purchased new black mobile.
I purchased a black, new mobile
I a purchased new mobile black
I purchased a new mobile black
i purchased a new black mobile
She visit a doctor. The man purchased the house. I want have a good
life. I like black coat. I have a gold phone. I buy some thing new
I purchased a black new mobile.

30/where is the three main entrance of gathered freshmen students? (2)
Three freshmen students gathered where is the main entrance of college
(2)
A three freshmen students gathered where the entrance of colleg is.
(2)
The college gathered three freshman students ... (2)
30- Where is the three main college entrance of gatherd, freshmen,
students?
college where the three freshmen atudents is gathered of the main
enterance.
This is the main entrance where three college of freshmen students
gathered.
This is the main entranc where three college of freshmen students
gathered
the three main entrances of college is where freshmen students
gathered
Three freshmen students gathered of the main entrance college
The main college of entrance is where the freshmen and three students
gathered.
Is the entrace of collegewhere gathered three students, freshmen .
Where is thr three freshmen students gathered enterance of college ?
The main three freshmen entrance college students where gathered of.
The three freshmen
The main enterance is where the three freshmen students gathered.
There is the main entrance where freshmen gathered students of college
the main entrance of the college is where the three freshmen students
gathered
Where is the three main college entrance of freshmen , gathered , and

Sample of Kurdish EFL Learner Corpus

student ?
Main entrance of college is where the three freshmen students
gathered.
Where is the main entrance of three freshmen college gathered
students?
the main entrance of college is where three freshmen students
gathered .
The main entrance of college is where three freshman students gathered
Three main entrance where gathered freshmen students of the university
freshman is the main enterance where gathered three students of
college
three of the main freshman where gathered entrance is students.
Three freshman students of college where gathered is entrance.
There is the collage of main enterance where gathered freshmen
The main entrance of college, is where the three freshmen students
gathered.
where the student gathered the freshman is the three main college of
entrance.
Where is the main entrance three freshmen students of college
gathered?
the freshman man in the main entrance gathered students where the
college off
Is the three the entrance
Three freshmen gathered students of college where is the main
entrance.
Where is the three main entrance of freshmen college students?
three freshmen students where gathered at the main entrance of the
college
Three freshman students where gathered in the main entrance of the
college
Three freshmen students: Where is the main enterance of college?
The three freshmen students where gathered at the main entrance of
college
the main entrance of college is three of students where gathered
freshmen .
Three students gathered freshmen where is the main entrance of the
college.
Where is the main entrance
The is gathered freshmen of college where three main student entrance.
The three freshmen students gathered where the main entrance of the
college is .
college of freshmen where the three main students gathered is entrance
Main entrance of the collage is where three freshmen students
gathered.
Three fresh man gathered the students in main entrance of a college
The main entrance of college is gathere by three freshman.
the freshmen is gathered three students where main entrance of
college.
Where is the three freshman students of college entrance gatherd ?
Where is the three main entrance of college freshman studen gatheres

Sample of Kurdish EFL Learner Corpus

Three college freshman students where is gathered of the main entrance.
The main freshman entrance gathered three students of college
Where is the main three entrance of college freshmen students
Three freshman students gathered in the main entrance of college
Three freshman students gathered in the main entrance of the college
where is the three main entrance of freshmen gathered college of students
Where is the three freshmen students gathered entrance of college ?
The three of the college students entrance where is gathered freshmen
Where the three freshman students gathered is the main entrance of collage.
three freshmen students gathered where is the main entrance of the collage
Is she here?. We are three sisters. France is the country I dream to visit there. I entrance bad times. This is the Main Street in the city. When the university started he was a freshmen. The child gathered the apples. The students in this week will be go to dukan. Where do you live? . I student in college of basic education. Beware of the dog
Three freshman students gatherd where the entrance of college.
Three freshmen students gathered of main entrance where the college is .
Three of freshmen college students gathered where the main entrance is.
the sun is the earth's eye and the most important factor that makes the earth still alive
the weather in autumn windy and cloudy and sometimes wet
Donald j Trump is the worst president that has the USA has gotten yet
the economical crises has impacted my family badly in the way of that I can not get daily needs and we can not stand like a normal family
actually i always wearing trainers I like brands especially Nike because it's the best, my feet's size is 42 I like indigo color

الموضوع. الفصل الثالث هو منهجية البحث لهذه الرسالة وهي طريقة مختلطة أو تثليث في تحليل البيانات مع اعتماد استبيان مفتوح لجمع البيانات.

يتناول الفصل الخامس آلية جمع البيانات و تحليل البيانات ومناقشه النتائج.

تنتهي الرسالة إلى أن الطلبه يتأثرون بلغتهم الأم الكردية في ترتيب و صياغه الصفات، خاصة في عبارات الأسماء ، ومعظمهم يفشل في إدراك نوع الصفات ووضعها في ترتيب ثابت موجود في اللغة الإنجليزية.

وأخيرا ،يقدم الباحث نوعين من التوصيات لكل من للباحثين ومصممي المناهج الدراسيه ، تليها قائمة المراجع المعتمدة في هذه الدراسة.

المستخلص

علم اللغه المتني كفرع حديث يوظف المتن آو المجموعة وهي عبارة عن مجموعة محسوبه من النصوص المنطوقة والمكتوبة ثم تقوم بتحليلها للعثور على الشذوذ والأخطاء والأنماط وفقا لهدف البحث. هذه الدراسه طلاب الكرد الذطن يتعلمون اللغة الإنجليزية كلغة اجنبيه ليس بمقدورهم التعرف على أنواع الصفات وترتبيه في اللغة الإنجليزية وتحديد القواعد من الصفات في مهاراتهم الكتابية.

تهدف هذه الدراسة للإجابة على أسئلة البحث هذه ، هل الطلبه الكرد الذين يدرسون اللغة النجليزية يستطيعون تحديد الاسم النواة بشكل صحيح باللغة الإنجليزية؟ هل يدرك الطلبة الكرد اللغة الإنجليزية كلغة أجنبية الترتيب الصحيح للصفات باللغة الإنجليزية؟ هل يدركون الفرق بين الأنواع الصفات ومواقعها النحوية؟

تتبنى هذه الدراسة استبيانًا مفتوحًا كأداة لجمع البيانات ، ثم استخدم أداة تحليل المتن انت كونك (3.5.7) لتحليل البيانات. تم إجراء الدراسة خلال العام الدراسي 2017-2018 على 400 عينه من الذين لغتهم الآم الكرديه الذين يدرسون اللغة الانجليزية كلغة اجنبية في أربعه جامعات هي جامعة دهوك وجامعة صلاح الدين وجامعة السليمانية وجامعة كرميان.

تتألف هذه الرسالة من خمسة فصول. فصل الأول هو مقدمة تسلط فيه الضوء على مشكله البحث ، أسئلة البحث ، الفرضية ، حدود البحث ، اهميه البحث بالإضافة إلى نوع المجاميع المعتمدة في هذه الدراسه. تتبنى هذه الدراسة مجموعة المتعلمين تشمل أربعة مجالات بحث لغوية: اللغويات الجسدية ، النظرية اللغوية ، اكتساب اللغة الثانية وتعليم اللغة الأجنبية وتغطي دراستنا كلها تقريبا.

يتطرق الفصل الثاني خلفية نظرية عن علم اللغويات المتن حيث أنه تخصص جديد ومجال بحث جديد في اقليم كردستان العراق ، ونظرة عامة على الأدبيات ذات الصلة التي أجريت حول هذا

کۆرپس و تیۆری زمانەوانی و فێربوونی زمانی دووم و فێرکردنی زمانی بیانی، ئەم تویۆژینەوەیە زۆربەیانی لەخۆگرتووە.

بەشی دووەم کورتەیەکە لە بارەی زمانەوانی کۆرپس و پێی وایە ئەو لقەی زمانەوانی مەیدانێکی تازەیە بۆ تویۆژینەوەی زمانناسی لە کوردستانی عێراق و هەروەها پوختەیەکی ئەو تویۆژینەوانە دەخاتە ڕوو کە پەیوەست بەم بابەتەوە ئەنجامدراون. بەشی سێیەم باس لە ڕێبازی لێکۆلینەوەکەو و چۆنیەتی کۆکردنەوەی داتاکان دەکات. ڕێبازەکە بریتیە لە شێوازی تێکەلّ لە چەندێتی و چۆنیەتی لە شیکردنەوەی داتاکان و بەکارهێنانی پرسیارنامەی کراوە بۆ کۆکردنەوەی داتاکان.

بەشی چوارەم باس لە میکانزمی کۆکردنەوەی داتاکان دەکات بە دوایدا لە بەشی پێنجەم شێوازی شیکردنەوەی داتاکان خراوەتە ڕوو و لەگەلّ تاوتوێی ئەنجامەکان.

لێکۆلینەوەکە گەیشتووە ئەو ئەنجامەی کە خوێندکارانی کورد کەوتوونەتە ژێر کاریگەری زمانی دایکیان بە تایبەتی لە دانان و ڕیزکردنی دەرخەرو دیارخەرەکان لە چوارچێوەی فرێزیە ناوەکاندا و زۆربەیان نایانتوانیوە دەرخەرو دیارخەرەکان بناسنەوە و بەو شێوە ووردەی کەلە پێکهاتەی زمانی ئینگلیزی هەیە لەگەلّ چۆنیەتی ڕیزکردنیان.

لە کۆتاییدا دوو جۆر ڕاسپاردەی پێشنیاز کراوە: یەکەم بۆ تویۆژەران و دووەم بۆ داڕێژەرانی پڕۆگرامەکانی خوێندن بۆبەشەکانی زمانی ئینگلیزی لە زانکۆکانی هەرێمی کوردستانی عێراق. لە کۆتاییدا لیستی ئەو سەرچاوانە خراونەتەڕوو کە لەم تێزە بەکارهاتوون.

پوخته

زمانەوانی کۆرپس(مەتنی) وەك بوارێكی مەعریفی نوێ كۆمەڵە كۆرپسێك بەكاردەهێنێ كه كۆكراوەی كۆمەڵە دەقی نووسین و زارەكی له كۆمپیوتەر تۆماركراون و له دوایدا شیكردەوەیان بۆ دەكات بۆ دۆزینەوەی ئەو هەڵە و نارێكی و شێوازانەی كه بەلای توێژەرەوه هەڵگری ئامانج و بەهای گرنگن. ئەم لێكۆڵینەوەیەجەخت لەوه دەكات كه ئەو خوێندكارانەی كورد زمانن له ئاستی زانكۆ زمانی ئینگلیزی دەخوێنن ناتوانن دەرخەرو دیارخەرەكانی ئینگلیزی به باشی بناسن و ڕیزیان بكەن بەو شێوەیەی كه له پێكهاته و ڕستەسازی زمانی ئینگلیزی نووسراودا دەبینرێت.

ئەم لێكۆڵینەوەیه هەوڵێك بۆ وەڵام دانەوەی هەندێك له پرسیارانه بداتەوه وەكو: ئایا خوێندكارانی كوردزمان كه زمانی ئینگلیزی دەخوێنن به دروستی دەتوانن ووشەی سەرەكی له فرێزی ناویدا دیاری بكەن؟ ئایا خوێندكارانی كوردزمان كه له بەشی ئینگلیزی دەخوێنن توانای ڕێكخستنی دەرخەرو دیارخەرەكانیان هەیه له زمانی ئینگلیزی دا؟ ئایا جیاوازی له نێوان جۆری دەرخەرو دیارخەرەكان و شوێنەكانیان دەزانن له ڕووی ڕێزمانەوه؟

ئەم لێكۆڵینەوەیه پرسیارگەڵی كراوه وەكو كەرەستەی كۆكردنەوەی داتا بەكاردەهێنێ و له دوایشدا ئامرازی شیكردنەوەی كۆرپسی ئانت كۆنك (۳.۵.۷) بەكار دەهێنێ بۆ شیكردنەوەی كۆرپسەكه.
ئەم لێكۆڵینەوەیه لەساڵی خوێندنی ۲۰۱۷-۲۰۱۸تاقی كراوەتەوه لەسەر ٤٠٠ خوێندكاری كوردزمان كه زمانی ئینگلیزی دەخوێنن له زانكۆكانی دهۆك و سەلاحەدین و سلێمانی و گەرمیان.
نامەكه له پێنج بەش پێكهاتووه، بەشی یەكەم هەوڵی ناساندی گرفت و پرسیارەكانی توێژینەوەكه و گریمانەو سنورو بەهای توێژینەوەكه و جۆری كۆرپسەكەی كه بەكارهاتووه لەم نامەیەدا دەدات. ئەوەی شایانی باسه ئەم توێزینەوەیه كۆرپسی فێرخواز بەكاردەهێنێ كه له چوارڕێیانی چوار بواری توێژینەوەی زماناوانی خۆی دەبینێتەوه ئەمانیش: زمانەوانی

تویّژینەوەی کۆرپسی دیارخەری لە نووسینی ئینگلیزی خویّندکارانی کوردزمان لە ئاستی زانکۆ زمانی ئینگلیزی دەخویّنن

ئەم تیّزە پیّشکەش کراوە بە ئەنجومەنی کۆلیّجی پەروەردەی بنەرەتی-زانکۆی سلیّمانی وەك بەشیّك لە پیّداویستیەکانی بەدەست هیّنانی پلەی دکتۆرا لە زمانەوانی کارەکی

پیّشکەشکردنی

جمال انور طە

(دیپلۆم ٢٠٠٠، بەکەلۆریۆس ٢٠٠٨، ماستەر ٢٠١١)

به سەپەرشتی

پرۆفیسۆری یاریدەر د. هۆشەنگ فاروق جەواد

شوباتی ٢٠١٩ سلیّمانی-عیّراق