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Analyzing Syntactic Errors in English Paragraph Writing: A Case Study of First-Year Kurdish Students

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Abstract

The current study investigates the syntactic errors made by Kurdish students when writing paragraphs in English, focusing on the role of first-language interference and structural differences between Kurdish and English languages. The aim of the study is to analyze the syntactic errors among the first-year students at college of Agricultural Engineering Sciences at Salahaddin University in English writing paragraphs. Crystal (2003) states that error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by a foreign language learner. The researchers used a descriptive research method (content analysis). According to research, students often use grammar patterns from their first language when writing in English, which can cause problems with the structure of their writing. The findings revealed that students encounter different writing problems: word choice, tenses, conjunctions and sentence structure. It also shows how artificial intelligence (AI) tools like grammar checkers can help students fix their mistakes. These tools give quick feedback and help learners understand their errors. In the light of those findings, some guidelines had been offered. For instance, students should read a lot; reading develops students' vocabulary, grammatical structures, and knowledge of the world as well. In addition, teachers should focus more on positive points of students' writing and not the negative points and praise them for their good attempts.



About the Journal

Zanco Journal of Humanity Sciences (ZJHS) is an international, multi-disciplinary, peer-reviewed, double-blind and open-access journal that enhances research in all fields of basic and applied sciences through the publication of high-quality articles that describe significant and novel works; and advance knowledge in a diversity of scientific fields. <https://zancojournal.su.edu.krd/index.php/JAHS/about>

Introduction

English writing presents a unique challenge for first-year English as a Foreign Language (EFL) students, particularly in mastering the arrangement of words and phrases to create well-formed sentences. Lado (1957) introduced contrastive analysis as a method for predicting learner's difficulties. He argues that differences between a learner's first language and second language can predict areas of difficulty, especially in writing. When first-year Kurdish students want to write a paragraph in English language, they tend to rely on their first language structures. If the structures are different, then a lot of errors occur in their writing paragraphs. Thus, this indicates an interference of the first language on the second language (Bhela, 1999). Interference is the error that can be traced back to the first language, while the learners use the second language. Many studies indicate that beginner students often experience interference from their first language when writing in English. Hedge (1988) states that "the more students write in the English language classroom, the more their learning improves". According to him, writing needs some skills: being able to arrange thoughts and data; to write accurately and clearly; being able to apply correct grammatical devices; and being able to, carefully, select appropriate vocabulary, grammar, and sentence structures to produce writing that is suitable to the topic and the ultimate readers. Kurdish EFL learners often transfer syntactic patterns from Kurdish into English, leading to errors in sentence structure, clitic usage, paragraph coherence (Awla & Hamad, 2020) and ((Amin, 2017). They highlight that differences in word order (an SOV structure vs. an SVO), negation, and cliticization are major sources of interference. Research on EFL coherence emphasizes the role of grammatical devices-reference, substitution, ellipsis, and conjunction- in maintaining textual unity (Halliday & Hasan, 1976). Kurdish learners' syntactic interference often disrupts these devices, as noted by Omar et al. (2000), leading to fragmented or overly redundant paragraphs. The misuse of clitics and word order errors directly correlate with breakdowns in cohesion. The study of syntactic errors in English writing among first-year English as a foreign language student has been extensively examined by linguists, educators, and researchers. Celce-Murcia & Larsen-Freeman (1999) show that structural errors in writing affect how students communicate, which can lead to misunderstandings in schoolwork, job applications, and business correspondence. Getting rid of these mistakes through good teaching methods is necessary to make sure speaking skills improve. Writing proficiency is a fundamental skill that reflects a learner's overall grasp of the language, yet syntactic inaccuracies persist as a major difficulty in academic writing. Teachers should focus on these grammar differences. By teaching English clitics, word order, and paragraph structure clearly, they can help Kurdish students write better and more coherent paragraphs.

In recent years, artificial intelligence (AI) tools such as grammar checkers and writing assistants have become more popular in language learning. These tools can help students identify and correct their errors quickly, which supports better learning (Rahmah & Hidayat, 2024). This study explores common writing mistakes made by EFL learners and discuss how using AI can help reduce these errors and improve writing accuracy.

1. Research Hypothesis

The aim of this study is to identify paragraph writing problems that first-year students at the University of Salahaddin face and suggest good strategies to overcome them. The study was based on the following hypotheses:

1. First-year EFL students make a lot of grammar mistakes because they are still getting used to English from their mother tongue.
2. To reduce syntactic errors, explicit grammar teaching works better than implicit exposure.
3. Technology-assisted writing tools improve syntactic accuracy in EFL writing paragraphs.

2. Objectives of the Study

1. To find common grammatical mistakes in English as a foreign language writing.
2. To analyze the local language interference.
3. To explore how artificial intelligence (AI) tools can help students reduce these mistakes and improve their writing accuracy.

4. Review of Literature

Many linguists, teachers, and experts have looked into the syntactic mistakes that first-year (EFL) students make when they write in English. Writing is an important skill that shows how well a person understands the language as a whole, but mistakes in syntax are still a big problem in academic writing. This literature review looks at different academic views on grammar mistakes, including what causes them and how to fix them. Some of the main topics of current study are error analysis, cross-linguistic effects, grammatical competence, teaching methods, and using technology to help with learning. This review brings together findings from different studies to show the bigger effects of grammar mistakes. Recently, researchers have found that artificial intelligence (AI) tools can help students notice and fix their mistakes. AI gives instant feedback and suggestions, which helps learners improve their writing. Using AI in language learning is becoming an important way to support students and reduce errors (Sokolova & Panova, 2023). It also lays the groundwork for more research on how to help first-year students to improve their writings. This thorough knowledge of the area gives us the tools we need to create and use effective teaching methods that help foreign students learn the important skill of writing English paragraphs. Many scholars tend to use the term 'cross-linguistic influence' and 'language transfer' interchangeably. Odlin (1989) described transfer as the influence that one language has on another, based on the similarities and differences between the two languages-one being the target language and the other the language previously acquired by the learner. Even though 'transfer' is not a precise term, the two terms mean the same thing in this study.

4.1. Error Analysis in Students Paragraph Writing

4.1.1. Definition and Classification of Errors Analysis

Corder (1967) defines a three-step strategy of analyzing language errors and focusing on data collection, description of errors and their explanation. He introduced the idea of "Error Analysis," which made a distinction between mistakes and systematic errors. Systematic errors show gaps in knowledge, while mistakes are short-term performance problems. Brown (2000) defines error analysis as "the process to observe, analyze, and classify the deviations of the rules of the second languages and then to reveal the systems operated by learner". Gass & Selinker (2008) define error analysis as a systematic study of errors made by second language learners, emphasizing the identification, classification, and explanation of these errors. Richards (1974) divides mistakes into two groups: interlingua errors (caused by interference from a mother language) and intralingua errors (caused by not fully understanding English rules).

4.1.2. Syntactic Errors in First-Year EFL Writing

Syntactic mistakes are a big problem in (EFL) writing, but good teaching methods, planned corrective feedback, and using technology can help students get much better at using grammar correctly. Teachers can help students improve their writing skills by making them more aware of sentence construction, grammar rules, and how language is transferred.

4.2.2.1. Subject-Verb Agreement Errors

There are still mistakes in subject-verb agreement, especially when there are complicated noun phrases, collective nouns, or gaps between the subject and verb (Ferris, 2002). Several studies show that subject-verb agreement mistakes are some of the most common ones EFL students make. People make these mistakes when they do not know the difference between single and plural subjects or auxiliary verbs (Bitchener et al., 2005). Mahmood (2016) noted that some of the EFL learners' errors are caused by the misuse of grammatical rules related to singular and plural markers, and they seem not to be explained by the factor of first language influence. Strategies for fixing mistakes, like getting direct feedback from a teacher and doing self-editing activities, have been shown to help with these problems (Ferris, 2010), such as:

*The students is happy.

The students are happy.

*People thinks.

People

think.

4.2.2.2. Verb Tense and Aspect Errors

The English tense-aspect system is hard to understand, with rules like "present perfect" vs. "simple past" and "progressive aspect." This makes mistakes very common, and they are often caused by how students mark time in their first language (Hinkel, 2004; Bitchener & Ferris, 2012). Tense is the form; a verb takes to show the time it happened, while aspect refers to the degree of completeness of an action or state. Studies show that first-year students still have troubles with using the wrong tense (Hinkle, 2004). According to researches, students often apply tense rules too broadly, which leads to mistakes. The misuse of past, present, and future tenses is common among first-year students. First language influence can affect EFL learners in Kurdistan; they sometimes seem to depend on their first language while producing an English phrase and depend on literal translation from Kurdish into English (Mahmood, 2016). Students may write sentences like:

*I am stay in Erbil.

I am staying in Erbil.

*She go to France last week.

She went to France last week.

*He did not go playing every day.

He does not go splaying every day.

5.2.2.3. Sentence Fragments and Run-on Sentences

Incomplete or excessively lengthy sentences frequently appear in EFL writing (Brown, 2000). Run-ons happen when you do not know how to punctuate properly, while fragmented words happen when you do not know enough about syntax. Studies suggest that to solve these problems, teachers should be clear about sentence limits and students should work together to revise their work (Hyland, 2003), for example:

- Fragment: Since the teacher was running late. ((Incomplete thought)

Since the teacher was running late, the class started without her.

The sentence 'Since the teacher was running late.' is a sentence fragment because it's a dependent clause that does not express a complete thought on its own. These words like 'although, since, when' start a sentence, but the idea must be finished. EFL students sometimes write many short parts instead of one sentence (Azizah & Putrah, 2021).

Moreover, EFL students often make mistakes like writing long sentences without commas or full stops 'run-ons'. These errors happen because English sentence structure are different from their first language. They do not realize when one sentence ends and another begins. This leads to combining two complete thoughts without proper punctuation or connecting words (Abbas & Hussein, 2021), for example:

- Run-on: I bought a lot of books because I love reading. (Two sentences without the right breaks)

I bought a lot of books, because I love reading.

4.2.2.4 Adjective Errors

Adjective is defined as a word which is used to describe the noun. the adjective is a word whose main role is to modify a noun or pronoun, giving more information about the noun. The function of adjectives in English is to add clarity to the meaning of nouns in order to make it obvious (Crystal, 1992). Many Kurdish students find it difficult to use adjectives correctly in English. They often put adjectives in the wrong position or choose the wrong form because Kurdish places adjectives after the noun and uses different grammar rules. According to Qadir & Hussein (2020), Kurdish EFL learners frequently make errors in adjective usage. These errors are usually due to interference from their first language, for instance:

*They have house big.

They have a big house.

*They have large beautiful house.

They have a beautiful large house.

*We have blues bikes

We have blue bikes

In the example above (*We have blues bikes), different from the noun in English, the adjectives can never be used as plurals. Those errors are purely intralingua in nature as the agreement system in both English and Kurdish is totally different.

4.2.2.5. Article Errors

Many Kurdish EFL students have difficulty using English articles like the definite (*the*) and indefinite (*a/an*) articles correctly. They often omit required articles, use the wrong one, or add unnecessary articles in their writing. According to Omar & Saeed (2024), the most common problem is omitting articles, followed by adding them unnecessarily or using the wrong one. These errors can make sentences unclear or grammatically incorrect, such as:

Article omission: *She went to school.

She went to the school.

Article overuse: *He is a clever.

He is clever.

Moreover, in English, (a and an) articles can be used with a single, countable items, such as 'a book' or 'an apple'. But students sometimes say 'a informations' or 'an equipments', which are incorrect. According to Cambridge Dictionary (n.d.), uncountable nouns-like 'information,' 'furniture,' or 'music'- should not be used with 'a' or 'an'. Instead, learners can use words like 'some' or rephrase like 'a piece of information' to make the sentence correct.

4.2.2.6. Auxiliary Errors

Auxiliary verbs are used along with a main verb to express tense, mood, or voice (Crystal,1992). Many Kurdish students learning English struggle with using auxiliary verbs correctly-especially modal auxiliaries like 'can, could, should, or must'. For example, they sometimes use 'should' and 'must' interchangeably without understanding the difference in meaning. Most students had difficulty distinguishing between modal auxiliaries and often chose the wrong one in their writing. They could form the verb structure but often failed to use the right auxiliary verb with the proper meaning (Faraj & Jawad, 2025). For example, many Kurdish EFL learners make mistakes when using modal verbs like 'must'. One common error is adding 'to' after 'must', which is incorrect, as in:

* He must to leave now.

He must leave now.

This mistake happens because in Kurdish, verb structures sometimes include forms similar to '+ verb,' which leads students to transfer that pattern into English. However, in English, modal verbs 'must, can, should, etc.' must be followed by the base form of the verb without 'to'. EFL students in Kurdistan Region often misuse modal verbs due to first language interference and the subtle meanings of different modals (Ibid).

4.2.2.7. Conjunction Errors

Many EFL learners often make mistakes with conjunctions like 'and, but, because, and so'. A conjunction is a part of speech used to link together two parts of a sentence, (Leech et al,2001). One common mistake is using conjunctions too much-especially 'and' to link ideas, even when those ideas would be clearer as separate sentences. Students sometimes leave out conjunctions where needed too, such as between complex ideas. They also tend to use wrong conjunction, like using 'and' when they should use 'because' or 'but'. These errors happen due to interference from their native language and uncertainty about the correct conjunctions to use. According to Juhansar et al. (2023), EFL learners' writing errors related to conjunctions included omission, unnecessary additions, and incorrect substitutions-errors that directly affect the clarity and cohesion of their texts, for example:

*I woke up early I was very excited.

I woke up early and I was very excited.

*I like play football and like watch T.V. and I like read books.

I like playing football, watching T.V., and reading books.

4.2.2.8. Word Order Errors

Crystal (1992) defines word order as “the sequential arrangement of clause elements or words in a sentence”. In English, Subject-Verb-Object is the normal word order, whereas in Kurdish it is Subject-Object-Verb. This difference often causes Kurdish learners to write confusing or incorrect sentences in English (Awla & Hamad, 2020). Incorrect placement of adjectives, adverbs, and objects within sentences can cause confusion. For example:

* She stressed.

She is stressed.

The above example is a fragment arising from word order and structure mismatch. Students often translate directly from Kurdish, forgetting to include the correct auxiliary verb or adjust the word order according to English standards. In Kurdish, one might simply say a verb form that carries the full meaning without needing ‘is’.

* There are things beautiful in the university.

There are beautiful things in the university.

From the above example, it is obvious that the students misplaced the noun *things* and the adjective *beautiful*. Kurdish learners frequently impose SOV structure on English (Aziz et al., 2021). The source of this error is Kurdish (first language) due to the fact that, in Kurdish nouns precede adjectives.

4.2.2.9. Native Language Interference

Many EFL students make mistakes in English because they rely too much on the rules of their native language. This is called native language interference (Ellis, 1997). According to Lott (1983), the term interference refers to the errors committed by learners of second or foreign language that can be traced back to the mother tongue. Grammar transfer is a big cause of mistakes when using a second language. Students apply the rules of their first language to their second language, which can lead to structures that are correct in their first language but not in English. Moreover, Dulay et al. (1982) say that, “Interference is the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language”. For example, Kurdish learners might use incorrect word order, verb forms, or articles because Kurdish grammar is very different from English. When students translate directly from their first language into English, they often bring grammar patterns or vocabulary that do not work the same way in English. According to Ellis (1997), learners naturally transfer structures from their first language when learning a second one, which often leads to errors in grammar, spelling and sentence structure.

4.2.3. Dealing with Syntax Mistakes in the Classroom

4.2.3.1. Teaching Grammar vs. Learning

Some researchers disagree on whether teaching language directly or letting students learn it naturally is better for EFL students (Krashen, 1982; Swan, 2005). Inductive methods (learning through examples) help students naturally pick up grammar patterns, while deductive methods (learning through rules) help students understand them. A study by Sik (2015) found that using both ways together helps students remember and use grammar rules better when they write.

4.2.3.2. Giving Feedback to Improve EFL Writing

Giving students helpful comments is an important part of helping them improve their syntax. Corrective feedback can be broken down into two types: direct feedback (teacher corrects mistakes directly) and indirect feedback (students find and fix their own mistakes). Studies have shown that indirect feedback makes students review their own work more, which improves long-term syntax (Ellis et al., 2006).

4.2.3.3. Learning a Language with the help of Technology

AI-powered grammar checkers like Grammarly and software that checks students ‘writing

automatically have been the subject of a new study (Li, 2020). Tools like language apps, online dictionaries, and AI-based writing helpers give students quick help with grammar, vocabulary, and pronunciation. These tools let students practice anytime and get instant feedback, which helps them understand and improve faster. Because of technology, students can learn at their own pace (Stockwell, 2012). Even though these tools make it easier to find mistakes, students are still needed to fix deep grammar problems that software cannot always pick up.

5.Results

and

Discussion

This study looked at syntactic mistakes made in English writing by first-year students. The results bring up some important problems relating to the number of mistakes, linguistic interference, teaching methods, and new technology. In this part, the results are discussed in the bigger picture of theories about how first-year students learn a second language, what they mean for teachers, and where EFL instruction is going in the future. Syntactic proficiency is an important part of learning a language because it affects how clear, coherent, and communicatively effective writing work is. There were a lot of subject-verb agreement and verb tense mistakes in this study, which shows that EFL students have a hard time with grammar. The results show that language shift is a major cause of writing mistakes. Kurdish sentence structure is very different from English sentence structure, which leads to mistakes in word order and sentence structure.

When compared to implicit exposure, explicit grammar teaching, which included clear explanations and structured exercises, led to a big drop in syntactic mistakes. The results are obtained from the analysis of syntactic errors in the written paragraphs of first-year students. A quantitative analysis of 150 writing samples is used for the distribution of syntactic errors. The findings are categorized into error frequency, error classification, linguistic background influence, effectiveness of instructional strategies, and technology-assisted corrections. The results are based on structured teacher feedback, and comparative evaluations of traditional and digital learning interventions. The following table shows the broad error types and frequency of occurrence for each error type.

Table 1: Error Types and Frequency of Occurrence.

Error types	Occurrences	Error Rates
Subject-verb - Agreement	83	55%
Verb- Tense - Aspect	72	48%
Adjectives	53	35%
Word Order Errors	67	45%
Article Errors	26	17%
Auxiliary Errors	56	37%
Conjunction Errors	25	17%
Language Interference	60	40%

Table 1 shows the most common error rates. the most frequently observed errors are incorrect subject-verb agreements, especially when there are complex subjects or words in between, and tense mistakes (like switching tenses illogically or misusing the present perfect). Kurdish-speaking students showed higher rates of error due to the differences in the structures between Kurdish and English languages. Whereas, the least predominant error committed was found with Conjunctions and articles. The analysis showed a high frequency of syntactic errors such as subject-verb-agreement (55%), verb tense misuse (48%), and word order errors (45%). Many of these mistakes were traced to Kurdish interference, especially in adjective placement and omission of auxiliaries. Thus, students' dependence on first language structures strongly influences their English paragraph writing. Students who received explicit grammar instruction, including corrective feedback and structured exercises, produced fewer errors compared to those who only

had implicit exposure. Direct teacher feedback corrected mistakes immediately, while indirect peer or self-correction helped students improve their accuracy over time. This demonstrates that explicit grammar teaching is more effective in reducing errors. Based on the table above, the number of errors per major category can be clearly seen in the chart below:

Chart 1:

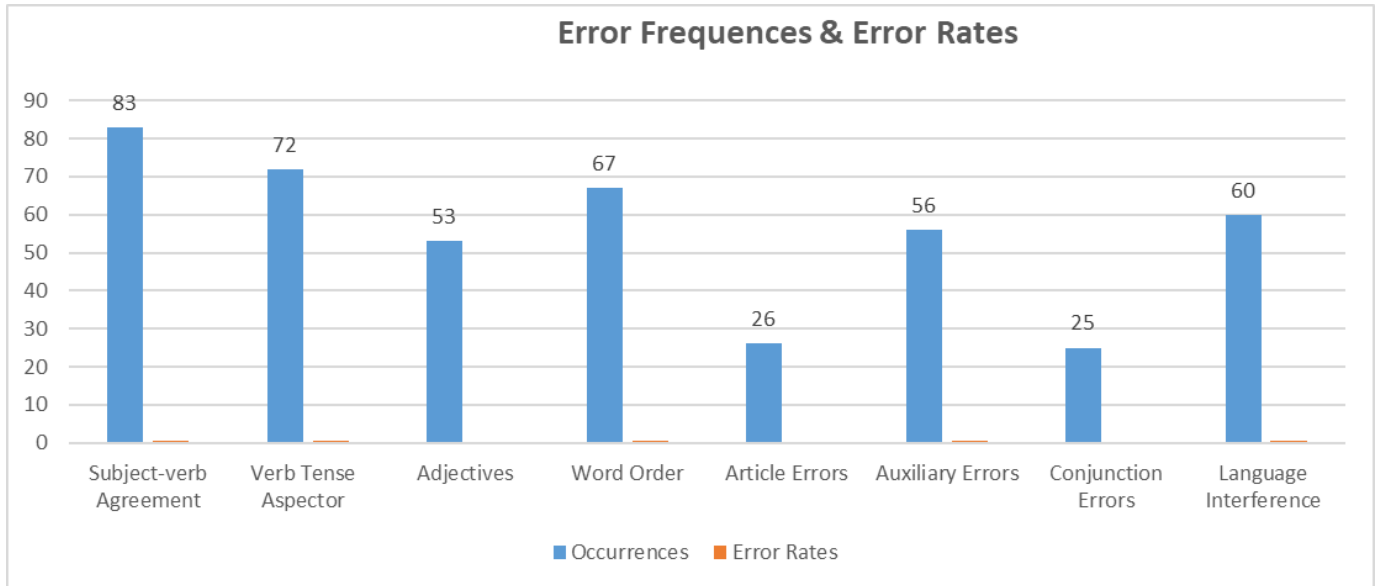
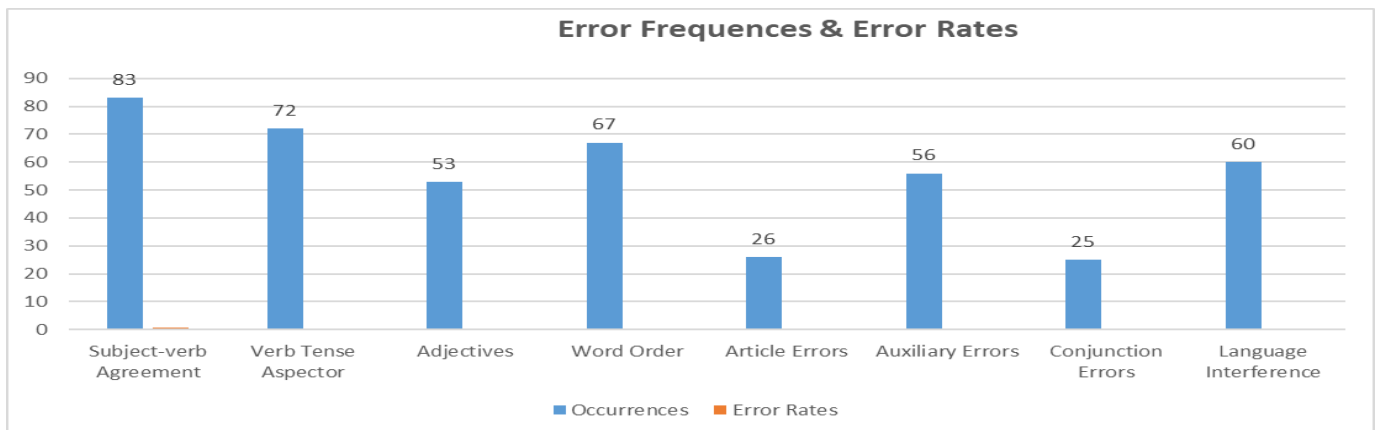


Table 2: Error Analysis without using AI tool

Error types	Occurrences	Error Rates
Subject-verb Agreement	83	55%
Verb Tense Aspect	72	48%
Adjectives	53	35%
Word Order	67	45%
Article Errors	26	17%
Auxiliary Errors	56	37%
Conjunction Errors	25	17%
Language Interference	60	40%

Chart 2: Error Analysis without using AI tool



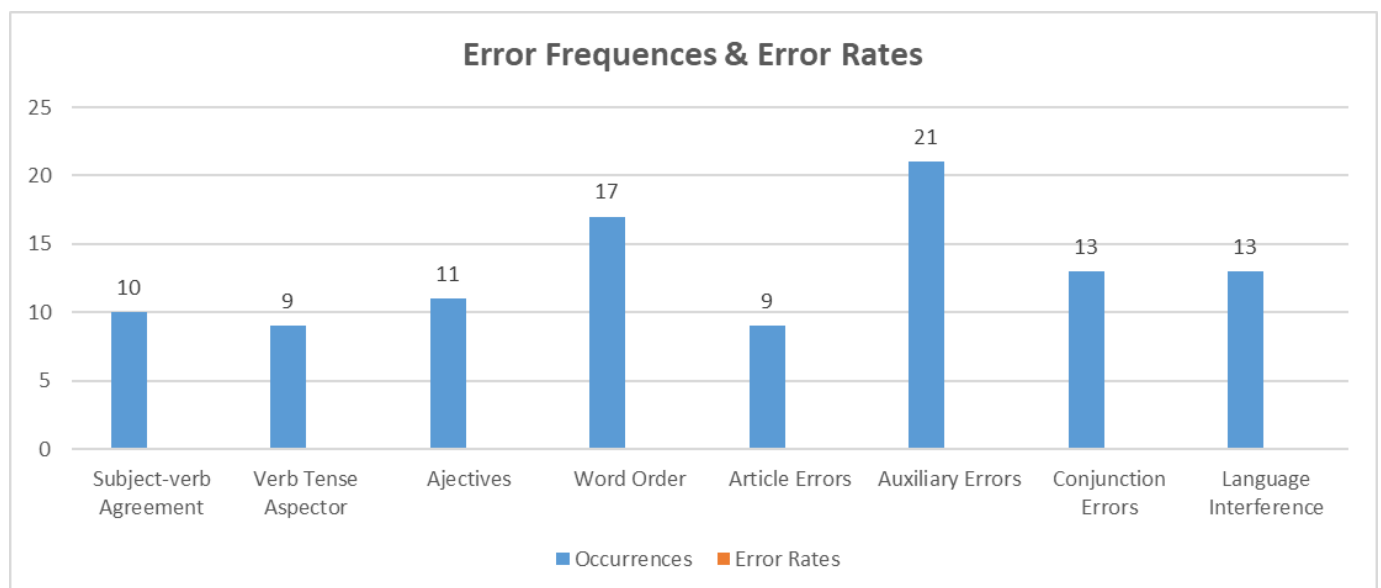
When students used AI-powered grammar tools ‘e.g., Grammarly’, error rates dropped considerably across all categories. For instance, subject-verb agreement errors decreased from (55%) to (7%),

and verb tense errors from (48%) to (6%). But while AI tools were good at finding simple grammar mistakes, they were not so good at finding mistakes in complex sentence structures, which still required teacher guidance. Therefore, technology-assisted tools, upon combining with human feedback, significantly improve accuracy. AI-powered tutoring tools gave students immediate feedback, which helped them see their mistakes and fix them on their own. Li's (2020) research shows that using AI to help teach writing along with traditional classroom methods can help students learn languages better. When students were given automatic grammar explanations, they improved more quickly than when they only got teacher corrections. The best results came from using both AI tools and structured teacher comments, as illustrated in the following table:

Table 2:

Error Analysis with using AI tool		
Error types	Occurrences	Error Rates
Subject-verb Agreement	10	7%
Verb Tense Aspect	9	6%
Adjectives	11	7%
Word Order	17	11%
Article Errors	9	6%
Auxiliary Errors	21	14%
Conjunction Errors	13	9%
Language Interference	13	40%

Chart 2: Error Analysis with using AI tool



The result indicates that allowing students to use AI led to significant improvement among students during their writings. While students were not allowed to use AI there were tremendous mistakes in all the parts including subject-verb agreement, verb tense aspects, adjectives, word order, articles, auxiliaries and conjunctions error. The data from the chart clearly shows a noticeable reduction in errors among all the 150 students who are allowed to use AI. This gives an indication that language skills can be improved big time while the students are allowed to use AI. By lowering students' mistakes, this research shows that AI can be used fruitfully among university students with clear instructions and guideline. Over all integrating AI tools in to learning process positively impacts the students paragraph writings.

6. Conclusions

This study examines the most common syntactic mistakes first-year students make in their work. The most common problems were problems with subject-verb agreement, verb tense misuse, sentence fragments, run-on sentences, word order, articles and adjectives mistakes. The study shows how important it is to teach contrastive grammar, in which teachers focus on showing students how English syntax is different from their mother language structures. The researchers prove that clear grammar lessons, corrective comments, and peer review sessions all worked to lower the number of grammar mistakes. Adding AI-based grammar checkers to English as a Foreign Language (EFL) writing lessons also showed promise in improving students' grammar correctness. Grammar tools that are driven by AI give immediate feedback, and personalized digital learning platforms let teachers change their lessons based on what students need help with. To improve students' writing accuracy, teachers should use blended learning methods that combine AI-driven grammar correction with teacher-led teaching. Through knowing these language problems and different ways of teaching them, teachers can improve their methods to help EFL students become better writers. Future research should look at how long-term changes in syntactic accuracy can be seen with AI-assisted learning. In the end, as education around the world changes, using flexible and AI-enhanced learning methods together will give students even more tools to improve their English writing syntax.

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شيكردنه وهى ههله رسته سازى له زمانى ئينگليزىدا په ره گراف نووسين: توپژينه وهه يه كى كه يس له سهر خوښكارانى قوناغى يه كه مى كورد

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پوخته

ليكولنه وهه كهى ئيستا به دوا داچوون بو ئه وهه له رسته سازيبانه دهكات كه خوښكارانى كورد له كاتى نووسيني په ره گرافدا به زمانى ئينگليزى ئەنجامى ددهن، تيشك دهخاته سهر رولى دهستيوهردانى زمانى يه كه م و جياوازي پيكهاته يى نيوان زمانى كوردى و ئينگليزى. ئامانج له توپژينه وهه كه شيكردنه وهى هه له رسته سازيبه له نيوان خوښكارانى قوناغى يه كه مى كوليژى زانسته ئەندازياريه كشتوكالبييه كان له زانكوى سه لاهه دين به زمانى ئينگليزى نووسيني په ره گراف. كريستال (2003) دهليت كه شيكاري هه له تهكنيكه بو دهستنيشان كردن و پولين كردن و ليكده وهى سيستماتيكي ئه و فورمانه ي كه قبول نه كراون كه له لايهن فيرخوازيكى زمانى بيانيه وه به ره م دهه نرين. توپژهران شتوازيكى توپژينه وهى وهه سكه ريان به كارهيناوه (شيكاري ناوه روك). به پيى ليكولنه وهه كان، زورجار خوښكار له كاتى نووسيندا به زمانى ئينگليزى، نه خشى ريزمان له زمانى يه كه مه وه به كارده هينيت، ئەمهش كيشه له پيكهاته ي نووسينه كه يدا دروست دهكات . له ئەنجامه كاندا ده ركه وتوه كه خوښكاران توشى كيشه ي نووسيني جياواز ده بنه وه: هه ليزاردنى وشه، كاته كان، لكينه ره كان و پيكهاته ي رسته. له ژير روشنايى ئه و دوزينه واندا هه نديك رينمايى پيشكه ش كر ابو. بو نموونه پيوسته خوښكاران زور بخوينه وه؛ خوښنه وه په ره به وشه سازى و پيكهاته ي ريزمانى و زانيني جيهان ده دات به هه مان شيوه. جگه له وهش پيوسته ماموستايان زياتر سه رنجيان له سهر خاله ئەرينيه كانى نووسيني خوښكاران بيت نه ك خاله نه رينيه كان و ستايشيان بكن بو هه وه باشه كانيان. بو چاك كردنى ئەم هه لانه ي ريزمان. پيوسته خوښكارانى قوناغى يه كه م به روونى فيز بكرين، ئەر كه كانى نووسين ئەنجام بدن و فيدباكيكى يارمه تيدر له ماموستاكانيان وه ر بگرن. تيگه يشتن له وهى بوچى خوښكاران هه له ده كه ن له گه ل رسته سازيدا ده توانيت يارمه تى وانه كانى ئينگليزى وهك زمانيكى بيانى (EFL) بدات باشت ر بيت، ئەمهش له كوتاييدا يارمه تيدر ده بيت. وشه سه ره كييه كان: گوسته وهى رسته سازى، فيرخوازانى زمانى كوردى زمانى ئينگليزى، دهستيوهردانى زمانى يه كه م، شيكاري هه له، نووسيني په ره گراف.

تحليل الأخطاء النحوية في كتابه الفقرات الإنجليزية: دراسة حالة لطلاب السنة الأولى الأكراد

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المخلص

تبحث هذه الدراسة في الأخطاء النحوية التي يرتكبها الطلاب الأكراد عند كتابة فقرات باللغة الإنجليزية، مع التركيز على دور تداخل اللغة الأم والاختلافات البنوية بين اللغتين الكردية والإنجليزية. تهدف الدراسة إلى تحليل الأخطاء النحوية لدى طلاب السنة الأولى في كلية علوم الهندسة الزراعية بجامعة صلاح الدين في كتابه فقرات باللغة الإنجليزية. يشير كريستال (2003) إلى أن تحليل الأخطاء هو أسلوب لتحديد وتصنيف وتفسير الصيغ النحوية غير المقبولة التي ينتجها متعلم اللغة الأجنبية بشكل منهجي. استخدم الباحثون منهج البحث الوصفي (تحليل المحتوى). ووفقاً للبحث، غالباً ما يستخدم الطلاب أنماطاً نحوية من لغتهم الأم عند الكتابة باللغة الإنجليزية، مما قد يسبب مشاكل في بنية كتابتهم. كشفت النتائج أن الطلاب يواجهون مشاكل كتابية مختلفة: اختيار الكلمات، والأزمنة، وحروف العطف، وبنية الجملة. في ضوء هذه النتائج، وضعت بعض الإرشادات. على سبيل المثال، يجب على الطلاب القراءة كثيراً؛ تُنمي القراءة مفردات الطلاب، وقواعدهم النحوية، ومعرفتهم بالعالم من حولهم. بالإضافة إلى ذلك، ينبغي على المعلمين التركيز على الجوانب الإيجابية في كتابات الطلاب بدلاً من الجوانب السلبية، والثناء عليهم على جهودهم الجيدة. ولتصحيح هذه الأخطاء النحوية، يحتاج طلاب السنة الأولى إلى تعليمهم بوضوح، وإنجاز واجباتهم الكتابية، والحصول على ملاحظات مفيدة من معلمهم. إن فهم أسباب أخطاء الطلاب في بناء الجملة يُحسن دروس اللغة الإنجليزية كلغة أجنبية (EFL)، مما يُساعد الطلاب في نهاية المطاف على أن يصبحوا كتاباً أفضل ويُحسنوا مهارات التواصل لديهم. الكلمات المفتاحية: النقل النحوي، متعلمو اللغة الكردية كلغة ثانية، تداخل اللغة الأولى، تحليل الأخطاء، كتابة الفقرات.