



The Influence of the Kurdish Language Morphology on Learning and Acquiring a Second Language: An Overview

Zanyar Nathir Ghafar

ESP Department, National Institute of Technology, Sulaimaniyah, Kurdistan Region, Iraq

*Corresponding Author

Zanyar Nathir Ghafar

ESP Department, National Institute of Technology, Sulaimaniyah, Kurdistan Region, Iraq

Article History

Received: 02.06.2023

Accepted: 15.06.2023

Published: 18.06.2023

Abstract: Kurdish learners of English sometimes express certain morphemes and use them in an incorrect way. The differences and similarities between the two languages will not be taken into account in this investigation. Instead, emphasis is placed on illustrating how the unique morphological characteristics of the Kurdish language, which are not present in any other language, affect learning a new language. This feature of the language also explains the many errors and inconsistencies that surface during morphological examination. This is a result of the way words are put together. In the initial phase of this article review, we will concentrate on looking at two different theories that are directly related to learning a second language. These two ideas go by the labels of anti-analysis theory and erroneous analysis theory. Often referred to as L2 learning theories (errors), these two philosophical movements Moreover, research has shown that regarding the differences between the two age groups in terms of the language's acquisition level and rate, studies on how adults and children learn a second language have been done. Together with the prior point, this study is being conducted. The second half continues the investigation of the idea of picking up and mastering a second language, with a particular emphasis on the morphological process as its starting point. The two languages have been compared and contrasted in the following sections of the study.

Keywords: Morpheme, language learning, morphophonology, second language acquisition, Kurdish and English languages.

INTRODUCTION

The reason for choosing this research is that Kurdish learners of English face some problems when speaking English because of their first language phonemic system, and the problem is to produce sounds that do not have a similar sounds in English. Some phonemes and phonological rules of the English language are quite different from the Kurdish phonological system, so these differences complicate the learning process for English learners. These situations have attracted scientists and researchers in the linguistics field. So the difficulty of learning a language differs from someone to someone else and from one culture to another. In this study, it will be displayed the highlight of both languages' negotiations. Many of the world's population on various continents try to acquire English as their second language for reasons such as; business study, traveling, information technology, or a Job vacancy.

(Sinha et al.: 2009: 117) They believed that understanding and learning a second language for a purpose comes from various sources, including the desire and hobby of the learner, for a certificate, or to enrich the intellectual and cultural goal. On the other hand, the researcher has said that these aspects motivate students to try and understand a second language. Also, From this point of view, it is possible to increase the level, and how to use a second language positively and negatively depends on the effect of the first language.

Chang, C.B., and Mishler, A: 2012: 2708) pointed out that Learning another language is always a complicated process, especially for learners who have not developed cognitive strategies. The languages have their own set of rules. Proper morphology and semantics are the endless vocabularies and phrases. One of the main issues faced by the learner during the second language process is not using the language morpheme correctly, mainly the morphological laws during the honest discussion.

Rababa'h (2005) claimed that the existence of many issues causes trouble in speaking English among EFL learners. Some problems relate to the learners, the teaching strategies, the curriculum, and the class environment. For instance, many learners have a terrible background in using and memorizing the meaning of vocabulary; thus, they cannot stand by themselves. Inadequate strategic competence and communication competence can be another reason for not being able to keep the interaction.

1. Theory and analysis of second language learning

At the beginning of life, a regular and healthy human being, primarily before the age of three, gets started with learning the first language. Sometimes experts and linguists guide learners to get first language acquisition. To do this, they use some terms such as mother tongue, the language of the nation, Original language, and primary language. On the one hand, (Bhela B:1999:23) has claimed that most Kurdish learners face some issues while they express the English language, mainly the form (ed) at the end of

the words, which make three different sounds, including (d, id, and t). When a term ends, one of these sounds will be a problem for kurd learners. For example, the word (cleaned) the transcription to this word will be like this /kli:nd/, so this makes it difficult for the Kurdish language. They say /kli:ned/ it can be seen expressed this word by Kurdish learners who added one more syllable to the word, whereas it does not need that.

On the other hand, (Fattah & Sabah, 2006, p. 13) studied these kinds of difficulties that confront Kurdish learners during conversations or dialogues sporadic have been discussed by researchers. According to the theory of contrastive analysis, second language learners' main issues are the differences and changes in the first language grammar, which will appear in the second language. From this point of view, it can be focused that the differences and grammatical structures of the first and second languages make it difficult to express the correctness of grammar by second language learners. While usually talking At the same time, being the similarities of the first and second languages Will be easier to express ourselves in the context of what we have learned. (Al- Khresheh, M 2016: 330).

1.1 Theory of Contrastive Analysis

(Lado, in 1957) applied this theory from his book named Lado's Linguistics across cultures. He will be the first to discuss Comparing and similarities of the languages and the difficulty of getting a second language. This theory has been famous from 1960 to 1970. Lado said that learning the second language through the exact structure of both languages will be easier and vice versa. (Kuo, M.M. and Lai, C.C : 2006: 6) have shown that in learning a second language, the learner translates the effects and characteristics of the mother tongue into a second language. From here, inaccuracies arise in the expression of some morphemes and are formed because the learners express how they speak and represent the linguistic units and their meanings with the cultural language of their first language while speaking in their second language. The most critical assumptions that can be made in this theory are all the effects of the first language and will lead to misrepresentations through second language learning processes, as well as the theories that address the mistakes made by the learners in the second language learning process. Moreover, common mistakes are also crucial because they lead to problems in linguistic principles. (Dost, I.N. and Bohloulzadeh, G: 2017:166). According to Abi Samara (2003), overgeneralization seems to be practically synonymous with redundancy reduction since it addresses specific situations in which L2 learners create abnormal structures based on their prior knowledge of various linguistic systems in the TL. Similar to overgeneralization, Sulaiman (2006) shows that it occurs when a rule is applied in more instances than it should be. He compares it to an application of a TL rule in a situation when it is inappropriate. He emphasizes that L2 learners see overgeneralization as a successful language acquisition approach without considering the settings in which it might be used.

1.2 Theory of error analysis

Several theories discuss the relationship between the learning processes of both languages. It is essential to mention that the most successful way to learn a new language is the shortage of learners in the new language most of the mistakes that the learner makes during the second language learning are the same mistakes that the

child makes during the first language process. Most adults in the second language learning process are not as successful as they used to be in Childhood learning the first language, but mature people who use a second language are rarely seen. (Erdoğan, V: 2005: 261). The two primary aims of EA, one theoretical and the other well-known practical, are listed by Corder (1973). The academic goal verifies the validity of ideas like the transfer theory. In other words, knowing how and what a FL student learns when studying a FL may be aided by this purpose. The practical goal, however, "concerns instructional goals" (Mahmoodzadeh, 2012, p.735). Using prior knowledge of their dialects for educational purposes assists L2 learners in acquiring their TL more quickly and effectively. Analysis of L2 mistakes will reveal the issues and challenges language learners face. Therefore, by identifying these issues, EFL/ESL instructors may identify their students' areas of weakness and adapt their teaching strategies and instructional materials (Al-khresheh, 2011).

1.3 Child second language acquisition

A group of global linguists has conducted a field study on the relationship between first and second language learning because it has long been believed that there is a big difference between learning and receiving first and second languages, all of which remain unproven. From this point of view, linguists trace children's history of second language acquisition studies in several stages. First, researchers relied more heavily on second language acquisition in the past until Chomsky published the theory of the acquisition of children's language. The second is research focusing on children learning and developing a second language. The child's language skills and proficiency must be considered when learning a second language. This will encourage learners to build a second language better and faster. In learning a second language, the child strives to learn the language and gain information about the world and things around it by relying on the knowledge of the first language. (Dulay, H.C. and Burt, M.K 1974, p.128). In this case, the child listens to a set of sentences that they have not heard before, then tries to identify the sound groups and makes a preliminary prediction about the sentence's meaning. When a child listens to a new sentence, whether in the first or second language, it proves that the second language is built on the child's information of the first language, not on the differences. (Ervin-Tripp, S.M: 1974:112).

According to Chomsky's study, a child's second language is quickly learned, and the reason goes back to human biology. So this is well prepared for language learning, and it should also be noted that there is a stage of language development in the learning process where significant changes are made in the learner when using a second language. The question is, are the only differences between children and adults the cause of their learning? The answer will be like this age can be controlled by determining the timing of learning a second language but depending on the physical and social aspects of the learner in the second language environment by participating in the events. It also includes young children who can easily relate to language units and their meanings when learning a second language. (Paul Haung) as a linguist, a study has been conducted by him on understanding a child's second language in which a Chinese child, for example, learns English as a second language after a period of persistence in which the child is more likely to use English as a first language spoken.

2. Kurdish language voice recognition and its impact on Kurd students learning English.

It is said to be the first and foremost influence on the sound of the tongue, depending on how much they practice using the second language. Here it will be focused on and try to influence the effects of phonology and, in particular, the morphological nature of the Kurdish language as the first language in learning the English language as a second language by Kurdish learners.

2.1 Phonology

Phonology is the main branch of the language; it is the study task in the construction and development of the human language. This term is viewed from two sides; On the one hand, it will be with a specific language by pronouncing the sounds of a particular language. On the other hand, it refers to the general theory of the human language and the general language, which follows the sound of a natural language. Phonology also plays its role and must be determined by the meaning of the words and phrases. According to (Akmajian, others: 2001.P. 109). explains why, in linguistics, the phonological structure is one of the components of a global phonetic system and is unique to every language, such as Kurdish, which has its own linguistic and grammatical structure. The phonological rules of the language being studied must be determined to modify the meaning of words. In other words, it is said that this science explores the sounds of speech according to the rules of phonology. How we write and pronounce the phonemes might change when we type in phonemes.

For example, ten bikes → /ten baiks/ lunch score → /lʌntʃko:ɪ/ don't you → /dʌntʃu/ In the first case, the sound / n / changes to the sound / m/, due to the effect of the / b / sound, because of the sound / b, m / are similar, and The sound of / n / is front and top part of the tongue, By the way, the back sound affected the forth sound this situation will be called assimilation regressive or anticipatory. In the second example, the sound / s / changes to the sound /ʃ/. Due to the effect of the /tʃ/ sound, In this way, the front sound affects the back sound, so this is less common in the English language, and it is called progressive assimilation. In the final instance, The sound / t / and the sound / y / will affect each other the / tʃ / sound will be produced in the English language coalescent or reciprocal assimilation. (Crystal, D. 2011:P. 40).

2.2 MorphoPhonology

The word "morphophonology" is used here to refer to the interaction between the linguistic modules, or components, morphology (Spencer & Zwicky 1998) and phonology, and is used following its composite parts morpho- and -phonology (Goldsmith 1995). It should not be regarded as a distinct language element (such as morphology, phonology or syntax, for example). The words morphophonemics and morphonology are two more that are sometimes used interchangeably or in a way that is quite similar. The principal founding father of Prague phonology referred to it as "morphonology" (also spelled as "morphologie" in German and French) (Trubetzkoy 1929, 1931). It was most recently the name of Dressler's (1985) book *Morphonology: the Dynamics of Derivation*. Since its prominent founding father Menomimorphophonemics, morphophonemics has been a favored word in American structuralism (Bloomfield 1939). The name "morphophonemics" indicates a greater focus on the segmental linguistic building blocks than the other terms, which

are neutral in their treatment of the difference between segments and prosody. Morphophonology has not an independent level; rather, it is known at the intermediate level in linguistics. This term includes both phonology and morphology. (Crystal, 2008: P.315) pointed out that European linguists used the terms morphophonology and morphophonemic because they were suitable for them. American linguists solely utilized morphophonemic, a linguistic word for defining and interacting phonological structures inside morphological units. Morphophonemic was the only term that American linguists used. For instance, the / b / sound at the beginning, in the middle, and at the end will be a voice sound, but in English, this sound is silent at the end of the word (Bomb). So it can be seen that there is not a language phoneme. Instead, they are signs that makeup phonemes. In expression, the surface design has undergone some changes come in morphemes. Most linguists think the phonological order change is more significant than other levels. (Akmajian, others: 2001:P. 121). Morphology refers to the study of the building blocks of language, specifically word structure. A morpheme is a phonetically defined fragment of speech or a combination of speech segments with a consistent range of meanings. Morphemes may be found in many different languages. In language processing, morphological analysis is a crucial activity that may take a word as input and identify the many morphological entities inside the word, as well as produce a morphological representation of the word itself. If a language has a significant amount of morphology, then the word level may include numerous sorts and levels of information. Information on the grammatical purpose of the word in the sentence, pronominal clitics, its grammatical relations to other words, inflectional affixes, and so on may be added to the lexical information for each word form [Tsarfaty et al. 2013]. A good number of these concepts may be conveyed via inflectional affixes in Kurdish. For example, the stem of a transitive verb may have affixes added to it to indicate the subject, the direct object, tense, and grammatical mood. An estimated 30 million people speak the Indo-European language of Kurdish across many nations [Ahmadi et al. 2020]. On the other hand, Haig and Matras (2002) briefly describe Kurdish's structural characteristics. Kurdish is a multi-dialect language, and each dialect has its lexicon and grammatical structures [Hassani and Medjedovic 2016]. The distinctions in vocabulary and grammar vary across dialects [Haig and Pengin 2014; Jügel 2014]. According to Hassani and Medjedovic (2016), some instances have considerable variances, while others just have minor ones. Importantly, there is no established orthography for the language, which is written in many scripts [Ahmadi 2020]. This compels the computational morphology for Kurdish to be dialect-focused, at least in the beginning. According to Littell et al. (2016) and Zivingi and Sulaiman (2019), Kurdish is a morphologically rich language in which changes in word forms and modifying morphemes serve as cues for grammatical connections. Kurdish is also described as a somewhat agglutinative language, in contrast to most Indo-European languages that are regarded as fusional languages [Khalid and Hamamorad 2015]. Agglutination is a linguistic process in which different word forms are produced by linking morphemes.

2.3 Ways of interaction with the Kurdish language on Kurd learners in the process of learning English in terms of Phonology

According to (White L. 2003:P. 265), Morphological changes made a problem for many language learners of the second language. The extension or non-elimination of fractured morphemes required in English depends on the clauses' length and the word's melody to have a substantial effect and be easily pronounced. While mainly in the Kurdish language, they are not strongly expressed and are based on sound loudness and melody of words strong development there is, of course, a Kurdish language with a lot of power and unity, and the force of words will be equally during the expressing words. Another reason is that Kurdish learners find it challenging to learn English as a second language because of the different word order in both languages; in the Kurdish language, the structure will be Subject-object-verb, while in the English language will be Subject-verb-object. Finally, it is essential to realize that the Kurdish language is connected while English is one of the different languages. This means that the object links with a pronoun in the Kurdish writing style but in English is not. (Fattah, 2006:P.16).

If a word has more than one syllable in the Kurdish language, the force is placed on one of the syllables, and the other is not. The power of the syllables in that word will modify the meaning of the grammar and language structure if it is limited in place. For example, the word binoculars in the Kurdish language is called (Durbeen); if stressed, the first syllable automatically changes. The meaning will be that someone predicts future events. (Rahimpour, and Dovaise 2011, P.78).

CONCLUSION

In conclusion, learners of Kurd, in particular, have a great deal of difficulty in communication and lack the fundamental components of the language, such as listening, speaking, reading, and writing. These difficulties may be overcome, however, with hard work and dedication. The following items fall within the category of these specific difficulties: According to the findings of the study conducted by the researcher, those who study Kurdish as their first language are more likely to struggle with the syntax and morphophonology of the English language when they attempt to acquire it as a second language. The rate, competence level, and degree of precision with which a person may learn a second language are all significantly impacted by the individual's age. As a result, a child's brain has a more pliable structure than an adult's, making it easier for children to adapt to the morphophonology of a second language quickly. They are not only more successful but also of a higher quality. When someone is speaking Kurdish, the emphasis on an internal category of the language is often put on the very last syllable of the word being spoken. Because it is challenging for Kurdish students to learn English, sophisticated verbs in Kurdish are placed on the word's first syllable. To put it another way, this is the antithesis of the English language. As a result of these obstacles, Kurdish language students often feel anxious while participating in conversations and make an effort to use English as much as possible to cover every circumstance that may arise in their day-to-day lives.

REFERENCES

1. AbiSamra, N. (2003). An analysis of errors in Arabic speakers' English writings. *Investigating writing problems among Palestinian students studying English as a foreign language*. Unpublished doctoral dissertation, P5.
2. Ahmadi, S., & Hassani, H. (2020). Towards Finite-State Morphology of Kurdish. *arXiv preprint arXiv:2005.10652*.
3. Demers A, R., Akmajian, A., Harnish M, R., & Farmer K, A. (2001). *Linguistics: An introduction to language and communication*.
4. Al-khresheh, M. (2016). A review study of error analysis theory. *International Journal of Humanities and Social Science Research*, 2(1), 49-59.
5. Al-Khresheh, M. (2011). An investigation of interlingual interference in the use of 'and' as a syntactic coordinating structure by Jordanian EFL learners. *European Journal of Social Sciences*, 18(3), 426-433.
6. Bhela, B. (1999). Native language interference in learning a second language: Exploratory case studies of native language interference with target language usage.
7. Bloomfield, L. (1939). *Menomini Morphophonemics*, Travaux du cercle linguistique de Prague.
8. Chang, C. B., & Mishler, A. (2012). Evidence for language transfer leading to a perceptual advantage for non-native listeners. *The Journal of the Acoustical Society of America*, 132(4), 2700-2710.
9. Corder, S. P. (1973). *Introducing applied linguistics*. Penguin Group.
10. Crystal, D. (2011). *A dictionary of linguistics and phonetics*. John Wiley & Sons.
11. Dressler, W. U. (1985). *Morphonology, the dynamics of derivation* (Vol. 12). Karoma Pub.
12. Dost, I. N., & Bohloulzadeh, G. (2017). A review of contrastive analysis hypothesis with a phonological and syntactical view: a cross-linguistic study. *The Buckingham Journal of language and linguistics*, 10, 32-41.
13. Dulay, H. C., & Burt, M. K. (1974). Errors and strategies in child second language acquisition. *TESOL quarterly*, 129-136.
14. Dulay, H. C., & Burt, M. K. (1974). Natural sequences in child second language acquisition 1. *Language learning*, 24(1), 37-53.

15. Erdoğan, V. (2005). Contribution of error analysis to foreign language teaching. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 1(2).
16. Ervin-Tripp, S. M. (1974). Is second language learning like the first. *TESOL quarterly*, 111-127.
17. Fattah, M. M., & Qadir, S. R. (2006). çend Layenêkî Morfologî kurdî (Some Aspects of Kurdish Morphology). *Sualeimanî: Rûn Press house*.
18. Goldsmith, J. A. (ed.) (1995). *The Handbook of Phonological Theory*. Oxford: Blackwell
19. Haig, G., & Matras, Y. (2002). Kurdish linguistics: a brief overview. *STUF-Language Typology and Universals*, 55(1), 3-14.
20. Haig, G., & Öpengin, E. (2014). Introduction to Special Issue- Kurdish: A critical research overview. *Kurdish studies*, 2(2), 99-122.
21. Hassani, H., & Medjedovic, D. (2016). Automatic Kurdish dialects identification. *Computer Science & Information Technology*, 6(2), 61-78.
22. Khalid, H. S., & Hamamora, A. M. (2015). New Forms and Functions of Subordinate Clause in Kurdish. *International Journal of Kurdish Studies*, 1(2), 1-14.
23. Mahmoodzadeh, M. (2012). A Cross-linguistic Study of Prepositions in Persian and English: The Effect of Transfer. *Theory & Practice in Language Studies*, 2(4).
24. Rabab'ah, G. (2005). Communication problems facing Arab learners of English *Journal of Language and Learning*, 3 (1).
25. Sinha, A., Banerjee, N., Sinha, A., & Shastri, R. K. (2009). Interference of first language in the acquisition of second language. *Journal of Psychology and counseling*, 1(7), 117-122.
26. Zwicky, A. M., & Spencer, A. (Eds.). (1998). *The handbook of morphology*. Blackwell.
27. Sulaiman, M. K. (2006). *An investigation of students' syntactic errors in English sentence construction at government secondary schools in Ramallah/Palestine* (Doctoral dissertation, Sudan University of Science and Technology).
28. Tohidian, I., & Tohidian, E. (2009). Effects of age on second language acquisition. *California Linguistic Notes*, 34(2), 1-16.
29. Troubetzkoy, N. S. (1929). Sur la «morphologie». *TCLP*.—1929.—1.—P, 85-88.
30. Tsarfaty, R., Seddah, D., Kübler, S., & Nivre, J. (2013). Parsing morphologically rich languages: Introduction to the special issue. *Computational linguistics*, 39(1), 15-22.
31. White, L. (2003). *Second language acquisition and universal grammar*. Cambridge University Press.