

Investigating Passive Voice Problems in Kurdish Students' Translation from and into English

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ABSTRACT: Metaheuristic Translation is a means in which communication takes place between people who do not speak the same language and do not share the same culture. It is an undeniable fact that learners of language encounter problems in shifting a language into another using accurate aspects of the target one. This research looks at Badini-Kurdish students' difficulties while translating passive voice structures from and into English. It also determines similarities and differences between English and Badini-Kurdish in terms of passive voice constructions. The participants of this study are 30 undergraduate students of the Department of Translation, College of Languages, University of Duhok. Two tests, i.e., an English language proficiency test and a translation test have been conducted for the purpose of data collection. Moreover, Larson's (1984) model for translation assessment is used to assess the data obtained, combining statistical analysis with a qualitative evaluation. For data analysis, a descriptive method is used to explain the passive voice structure in both languages, a contrasted method is used to identify similarities and differences between the two languages, and a mixed method is used to accomplish the study's goal. This research adds to the body of literature by illuminating the challenges and difficulties Badini-Kurdish students confront while translating passive voice constructs and offers insightful information for translators and language educators.

KEYWORDS: Syntactic construction, contrastive analysis, mixed-method approach, passive voice, translation problems

1. Introduction

Concurrently with the increasing innovation in the translation profession, the necessity for competent translators has increased since the majority of resources for learning languages are written in English, making it crucial to translate them into other languages in order to transmit the information. Larson (1984) characterizes translation as a shifting of meaning from the source language into the target language. Throughout the translation process, the text's meaning may alter slightly due to the differences in the first and second languages' grammatical structures. It implies that in order to avoid mistranslations, students must have an in-depth knowledge of the structures of both their first and second languages. Consequently, translation schools work to develop trained translators. The department of translation is one of those institutions that encourages faculty members and students to participate in a more realistic and effective translation attaining in order to develop students' linguistic skills, which directly improve the quality of their work. For instance, one of the most difficult topics in second language linguistics learning is the meanings, uses, and function of the passive voice, and many first-language learners seem to have difficulties with passive formulations. In addition, academic writing commonly includes passive structures, and experienced students are frequently expected to write texts with passive constructions. However, students commonly misuse passive verbs (Hajizadehrivandi et al., 2012, p.285). This structure has been extensively investigated, analyzed, and explored in many languages, yet studies on passive constructions in Kurdish are lacking. This paper attempts to conduct an exhaustive investigation into the topic.

1.1 Background Information

This study focuses on contrasting passive voice constructions between English and Kurdish, with a specific emphasis on the Badini-Kurdish dialect. Badini is predominantly spoken by approximately two million individuals in Northern Iraq, particularly in the Duhok Governorate.

1.2 Research Problem

This study's main issue focuses on the difficulty that translation of the students of department of translation, college of languages at the university of Duhok experience while trying to translate passive voice structures. Considering the fact that even native speakers often have difficulties when using passive voice patterns, which provide considerable difficulties for L2 grammar training. Academic writing demands specific proficiency in creating passive-structured texts, yet students commonly misuse passive verb tenses (Hajizadehrivandi et al., 2012, p.285). While extensive research has been conducted on this topic in English, there is a dearth of research on passive voice constructions in Kurdish.

1.3 Purpose of the Study

This study aims at identifying similarities and differences between English and Kurdish, with particular emphasis on Badini-Kurdish. It also aims to explore whether or not translations might be enhanced by investigating the effect that students' English language skills have on their translation performance.

1.4 Significant of the Study

This study has significant implications for Kurdish students since it is an attempt to improve the process by which passive voice structures are translated between English and Kurdish. The results of this study will help those involved in teaching, learning, and translating English to speakers of Kurdish. In addition, it will be of great use for students in the Translation Department as a study of a critical feature of Contrastive Grammar.

1.5 Research Questions

The present study is in pursuit of providing answers to the following questions:

1. Are there any similarities or differences between English and Kurdish passive voice constructions?
2. To what extent can students translate passive voice constructs depending on their level of English language proficiency?
3. In which direction student's translations will be better - from English into Kurdish or from Kurdish into English?

2. Theoretical Background

2.1 Passive voice

Passive construction is indeed a complex phenomenon that has been extensively studied in linguistics. The classification of voice into active voice or passive voice is a well-known distinction in many languages, as described by Quirk et al. (1985, p. 167). Many languages throughout the world use passive voice as a syntactic component. The voice that we often use in SVO languages, the active voice, contrasts sharply with the passive voice (Quatrini, 2021, p. 150). According to traditional descriptive grammar, the placement of the object in the subject's position and the development of passive morphemes constitute the "passive voice" (Radford, 1981, p. 27). However, it is important to note that the definition and understanding of passive voice vary across different languages. The determination of passive voice often involves considering multiple factors, including morphology, semantics, and syntax.

In terms of morphology, passive voice constructions may involve the use of specific verb forms or morphological markers that indicate a passive relationship between the subject and the action. Semantics plays a crucial role in passive voice, as it relates to the semantic roles and thematic relation between the subject, object, and verb. Likewise, Syntax plays a role in the positioning of the subject and the verb, where the subject may receive less prominence or be omitted altogether. In other words, passive voice is used when the action is more significant than the agent of the action or to draw attention to the agent (Widiati et al., 2017), as in (1), (2), and (3).

(1) 200 people were infected with Covid-19 last week.

(2) The old hospital was opened by the ministry.

(3) The painting was drawn by Leonardo da Vinci.

The active verb's subject becomes the passive verb's 'agent.' Frequently, the agent is not specified, however when it is referenced, it is preceded by "by" and put at the end of the clause (Thomson & Martinet, 2000, p. 102). Moreover, the speaker frequently utilizes passive sentences if the topic of conversation is the theme of a task

(Tomlin, 1983). This means that the agent (i.e., the person who does the action) is unidentified, insignificant, or evident in the context. For example:

- (4) Ali was robbed. (We don't know who robbed him.)
- (5) This building was constructed in 1995. (Unimportant agent)
- (6) They have been arrested. (Of course, by the police officers)

In English, passive constructions are frequently used and are created by putting the verb (to be) in the same tense as the active verb and adding the active verb's past participle. Consider examples (7), (8), and (9) which show some passive voice constructions in different tenses.

- (7) The books are received.
- (8) The books were received.
- (9) The books will be received.

Furthermore, passive voice is also used when it is preferable to use formal or polite statements as indicated by Omenogor (2021, p. 74). For instance:

- (10) The files have not been organized. (More polite)
- (11) You have not organized the files. (Less polite)

According to Khalil (1988, pp. 16- 23), there are two main types of passive voice in English, as well as three minor ones. 'Agentive' and 'agentless' are the two major ones. The minor four are "GET passive," "pseudo-passive," and "adjectival passive". Examples 12- 23 below illustrate the types mentioned above.

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

The main distinction between Agentive and Agentless passives is that the sentence's focus shifts. The focus in agentive sentences is on the agent, whereas the focus in agentless sentences is on the action. According to Celce-Murcia and Larsen-Freeman (1999), the agentless form is the most common passive structure in authentic texts 80% to 85% of the time.

- (16) She got her car cleaned. (GET Passive)
- (17) She got killed at the park. (GET Passive)

Some of the earliest authors to discuss the get-passive were Quirk et al. (1972) and Stein (1979). The GET passive is typically employed in informal, colloquial language and it is more common than the BE passive. This type of passive voice construction is mainly used with verbs expressing actions and processes.

- (18) He had the oil changed yesterday. (Causative Passive)
- (19) She had her car cleaned last week. (Causative Passive)

In causative passive voice the focus is on the subject's actions and intentions.

- (20) Mistakes were made. (Pseudo Passive)
- (21) This desk should not be written on. (Pseudo-Passive)

The subject of a pseudo passive voice is the recipient of the action and the verb is intransitive, but there is no passive BE and an agent is presumed (Quirk et al., 1985, p. 172).

- (22) The garden was cleaned. (Adjectival Passive)

(23) The door was closed. (Adjectival passive)

There is no agent in an adjectival passive voice, and the sentence is ambiguous (Khalil, 2010, p. 2). "By" and "with" are two passive voice means that have different meanings and applications. "By" is used to refer to the agent; it is normally used to refer to the agent only when it provides critical information that would otherwise be missed in the statement, as in (24) and (25).

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

(25) The painting was drawn by Pablo Picasso.

On the other hand, "with" is used to denote the instrument, thing, or material that is utilized, as in (26) and (27).

(26) The painting was drawn with acrylic colors.

(27) The door was unlocked with a key.

As for Kurdish passive constructions, which are called "بکمرئ نەدیار," they are constructed by using the verb "هاتن" (hatin) 'to come' (Fossum, 1919). Take into consideration examples (28), (29), (30), and (31).

(28) پەرتۆک یا دەهینه فرێکرن (Present)

The book is being sent. (present)

(29) پەرتۆک هاته فرێکرن (Past)

The book was sent. (past)

(30) پەرتۆک دێ هێته فرێکرن (Future)

The book will be sent. (Future)

(31) پەرتۆک هاتیوو فرێکرن (Past perfect)

The book had been sent. (Past perfect)

As shown in the above examples the infinitive is stable across all tenses, whereas the verb "هاتن" (hatin) changes depending on the tense.

According to Amin (2017, p. 58), the passive construction in Kurdish is syntactically agentless. If the agent is expressed in the sentence, the sentence is generally in the active. The passive voice is only used in specific circumstances or when the subject is unknown. However, in Kurdish, the agent is rarely conveyed in the passive voice and on the surface level. These are only available in newspapers and translations from other languages. "ژ لای" is typically used for agentive passives.

(32) ڕاگەهاندنەك هاته بە لافكرن ژ لای حكومەتا هەریما كوردستانى.

An announcement was published by the Kurdistan Regional Government.

(33) گۆنەهبار هاته دەستەسەر كرن ژ لای پۆلیسێن دھوكی فە.

The offender was apprehended by the Duhok police.

Furthermore, "ب" is used to refer to the tool, item, or material used to accomplish something, as in (34), (35) and (36).

(34) تابلۆ ب رەنگێن ئەكرلیك هاته كێشان.

The painting was drawn with acrylic colors.

(35) سندووق ب كلێمەكی هاته فەكرن.

The box was opened with a key.

ئامان ب نامیری شوپشتنی هاتنه شوپشتن (36)

The dishes were cleaned with the dishwasher.

2.2 A Contrast between Passive Constructions in English and Kurdish

Table :1 Similarities and Differences of Passive Constructions between English and Kurdish

English	Kurdish
There are two basic types of passives in English and four minor ones.	There is only one type of passive constructions in Kurdish.
Passive voice is used more in English than in Kurdish.	Passive voice in Kurdish is strongly used but less than English.
English passive voice allows the mention, and even the highlighting, of the agent.	The passive construction in Kurdish is agentless from a syntactic standpoint, but still there are few cases in Kurdish when the agent is conveyed in the passive.
Passive is used in formal language more than the casual one.	Passive is used in formal language more than the casual one.

Because English uses the passive voice more frequently than Kurdish, passive voice is frequently translated as active in Kurdish, which can cause translation issues and this also holds true between English and Croatian, "English texts employ passive verb forms more frequently than Croatian texts" (Knežević & Brdar, 2010, p. 47). For example, if the passive voice is used to emphasize a specific action, the translated text will not emphasize that action. Furthermore, because English has more types and tenses than Kurdish, there may be issues with the types of passives when translating from Kurdish to English, opposite to Arabic, which uses a variety of alternatives that English does not use, such as Arabic verbal nouns, Arabic passive verbs, Arabic active verbs, and Arabic periphrastic constructions (Al Zumor, 2021, p. 1). As a result, students may struggle to determine which tense or type to use.

2.3 REVIEW OF RELATED STUDIES

Knežević and Brdar (2010) investigated the grammatical (passive and passive-like) and thematic structures of passive sentences in Croatian and English translation, which were preserved or changed. The corpus consisted of two texts: "Plan prihvata broda u nevolji" (2008) and "Plan for the Acceptance of a Ship in Distress" in English. The original text had 10,751 words, while the translated text had 12,402 words. The first step was to determine translation equivalence and non-equivalence in the source and target languages. The next step was to look at the components that subsequently became the theme and assess the theme's (un)markedness in the extracted passive sentences. The findings revealed that in legislative texts, Croatian texts use passive verb constructions far less frequently than English texts. Furthermore, it was demonstrated that: a) the "be passive" is consistently recognized as the typical passive in English; and b) changes in grammatical structure do not always result in changes in thematic structure in translation. The be passive was the most common passive construction in Croatian, and it was typically translated as "agentless" be passive in English. In a significant number of cases, thematic shift was most often indicated by word order rather than the passive.

Abbasi and Arjenan (2014) investigated the inherent difficulty in translating passive and unaccusative verbs from English into Farsi by describing the strategies used by three Iranian translators to provide Farsi equivalents for George Orwell's *Animal Farm* (1945) passives and unaccusatives. In order to collect additional data, some extracted translations of these verbs were given to 36 readers in the form of a questionnaire and graded on their fluency, simplicity, and acceptability. The questionnaire's goal was to find out how the translators' decisions affected the readers. According to the findings of the study, unaccusatives were the most frequently used forms for both verb translations. Furthermore, the survey results revealed that readers preferred to read actives when translating

passives and unaccusatives when translating unaccusatives. Despite the fact that changes of verbs into other parts of speech were more frequently found in translation of unaccusatives than passives, the researcher concluded that shifts were more frequently found when translating passives. Based on the questionnaire responses, it was determined that using actives in the translation of passives and unaccusatives in the translation of unaccusatives was more consistent with Farsi grammar.

Al Zumor (2021) inquired about the various linguistic techniques employed by Arab academics when translating research article abstracts from English passive structures into Arabic. This study's corpus included 51 English Research Article Abstracts and their 51 Arabic translations by the same authors. The study's most interesting finding was that Arabic has linguistic alternatives to English passive structures. Arabic verbal nouns, Arabic passive verbs, Arabic active verbs, and Arabic periphrastic constructions are among the alternatives. The findings revealed how periphrastic structures are used. Although the existence of this structure is frequently mentioned in the literature, this analysis revealed that it occurs in academic works in approximately 22% of the corpus in journalistic Arabic.

In the review of related studies mentioned above, the cited studies shed light on the techniques and difficulties found during the translation of passive voice constructions in various language pairings. Using these studies as a foundation, the current study intends to address an existing vacuum in the literature surrounding passive voice structures in Kurdish. This research aims to build on previous findings and contribute to a comprehensive understanding of the similarities and differences between English and Kurdish, thereby benefiting Kurdish students learning English and providing translators with insights for overcoming difficulties and errors in the translation process.

3. Methodology

3.1 Data analysis procedures

This study employed a mixed-method research design to achieve its objectives. A mixed-method design combines a qualitative and quantitative approach, and it is used to collect and analyze data in this study (Creswell & Tashakkori, 2007). Language testing and assessment researchers are increasingly turning to mixed-method studies to better understand the complexities of language acquisition and interaction between different language users (Jang et al., 2014). For the quantitative method in this study, the R software was used for statistical data analysis, which is a language and environment for statistical computing and graphics. The statistical analysis was used to demonstrate the direction in which the majority of errors are committed as well as the effect of English language proficiency level on students' translation performance. In the case of the qualitative study, Larson's Model to Translation Assessment (1984) is used in this study; this model of translations assessment has been used in many other studies such as in Satria (2014) and Nisak (2016). The model includes three criteria: accuracy, clarity, and naturalness. The Accuracy criterion evaluates the degree to which the translation accurately conveys the original text's meaning and substance. It evaluates the clarity and accuracy of the translated language to correctly express the desired message. As for Clarity, it is a principle that focuses on the translation's clarity and readability. It evaluates if the translation is clear, straightforward, and successfully delivers the intended meaning to the intended audience. Naturalness, on the other hand, analyzes the translation's naturalness and fluency. It takes into account linguistic and stylistic characteristics, such as the use of suitable vocabulary, syntax, and idiomatic phrases, in order to guarantee that the translated text reads smoothly and naturally in the target language. These three criteria give a thorough framework for evaluating the correctness, clarity, and naturalness of translations. They serve as evaluation and analysis criteria for the translations in this research.

In this study, a "true translation" refers to a student's translation that satisfies two or three specific criteria, such as grammatical accuracy, semantic equivalence, and adherence to the norms and conventions of the target language. Conversely, if a translation fails to meet these criteria, it is labeled as "incorrect" within the scope of this research. The term "true translation" and "incorrect translation" are used to describe the extent to which a student's translation aligns with the established criteria in this study. The qualitative analysis is used to assess the quality of Kurdish students' translations and to identify the most frequently committed grammatical errors.

3.2 Instrument

As the research tool in this study, two tests were used: a proficiency test (see Appendix 1) and a translation test (see Appendix 2). Translation tests are commonly employed in various studies as a primary method to identify and analyze translation problems. In the case of Chesterman's Syntactic Techniques for Translating English Passive Voice Construction into Arabic, conducted by Mizher (2016), these tests were utilized to explore strategies and challenges involved in translating English passive voice constructions into Arabic. By employing translation tests, researchers gain insights into the specific issues and difficulties that arise during the translation process and can develop effective techniques to address them. The proficiency exam consisted of 40 multiple-choice questions. The translation test, on the other hand, consisted of one English text derived from the Rudaw Website and two Kurdish texts derived from the Evro newspaper.

3.3 Setting and participants of the study

The participants in this study were 30 adult Behdini-Kurdish-speaking L2 English learners aged 17 to 22. In total, 14 males and 16 females took part in the study. All participants were native Badini-Kurdish speakers. They were chosen from among the undergraduate students of the Department of Translation, College of Languages, University of Duhok. All participants undertook a standardized English proficiency test and were divided into three levels: beginner, intermediate, and advanced. Eleven participants were classified as advanced level and received scores ranging from 75 to 95, 11 participants were classified as intermediate level and received scores ranging from 60 to 74, and 8 participants were classified as beginner level and received scores ranging from 37.5 to 59. Figure 1 illustrates the proficiency levels of the participants. The Participants volunteered to take part in the study. The data were gathered over a month, but no participant was aware of the experiment's goals or the construction being studied.

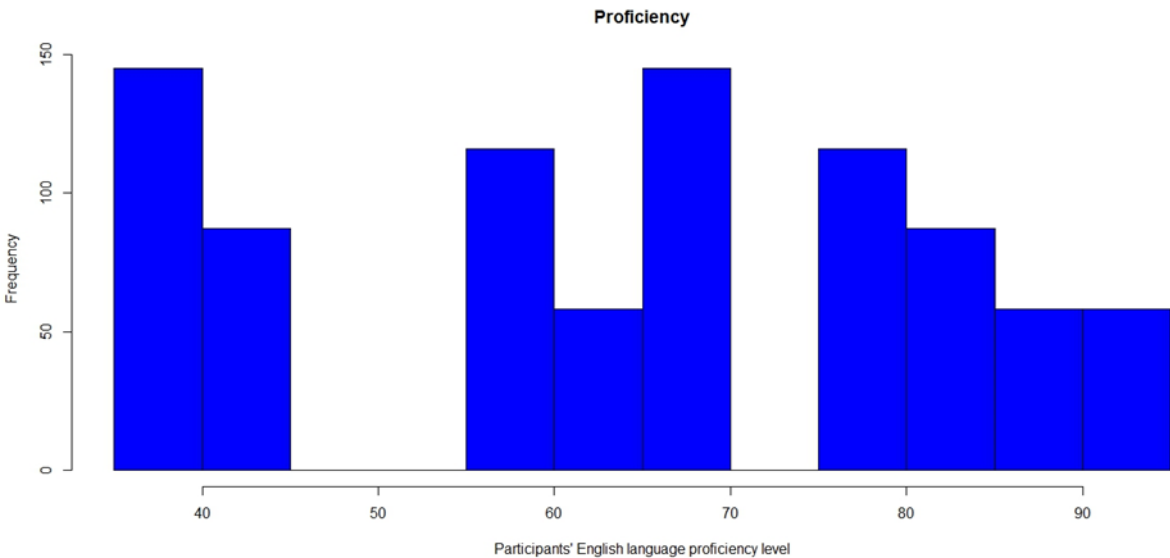


Figure 1. Participants’ English language proficiency levels

Table 2. Description of the data

Dataset and R Script:		R Script
Data frame:		120 observations of 6 variables
	Factors	Conditions
	Participants	30 anonymized Behdini-speaking students: P1-P30
	Gender	Male vs. Female

Predictors	Age	17- 22 years old
	Proficiency	Participants' English language proficiency level ranged from 37.5% to 95%
	Test items	The construction under study was derived from 2 texts, 1 of them was in English and 2 in Behdini-Kurdish. The texts were narrowed down into 4 sentences
	Directionality	The two levels are English into Kurdish and Kurdish into English
	Rating	The rating will be based on Larson's three criteria of Accuracy, Clarity, and Naturalness. The rating has two levels: Yes (to indicate that the translation is true) and No (to indicate that the translation is false)

4 DATA ANALYSIS

4.1 Statistical Analysis

The quantitative data in this study were statistically analyzed using mixed-effects modeling in R software. R is very popular open-source software used for data analysis as stated by Kumar (2018) and it has a number of well-known packages, the glmer package (version 3.3.1) is used in this study. As shown in Table 3, 62% of the students correctly translated passive voice constructions, while 38% of the students rendered this construction incorrectly.

Table 3. Translation Rates in General

Correct translation		Incorrect translation	
%	#	%	#
62%	74	38%	46

In terms of directionality, Table 3 shows that students performed better when translating from English into Kurdish (81%), than when translating from Kurdish into English (65%). These findings are also reflected in Figure 2.

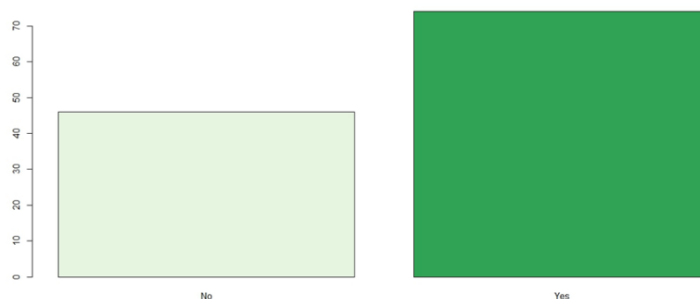


Figure 2. Translation Rates of Passive Voice Constructions

Table 4. Translation Rates based on Directionality

Directionality	Correct translation		Incorrect translation	
	%	#	%	#
English into Kurdish	85%	51	15%	9
Kurdish into English	38%	23	62%	37

According to Table 4, the majority of students performed well in English to Kurdish translation. The correct translation rate was estimated to be 85%, while the incorrect translation rate was only 15%. In the Kurdish to English translation, however, only 38% of the students' translations were correct, while 62% were incorrect. Figure 3 depicts these results as well.

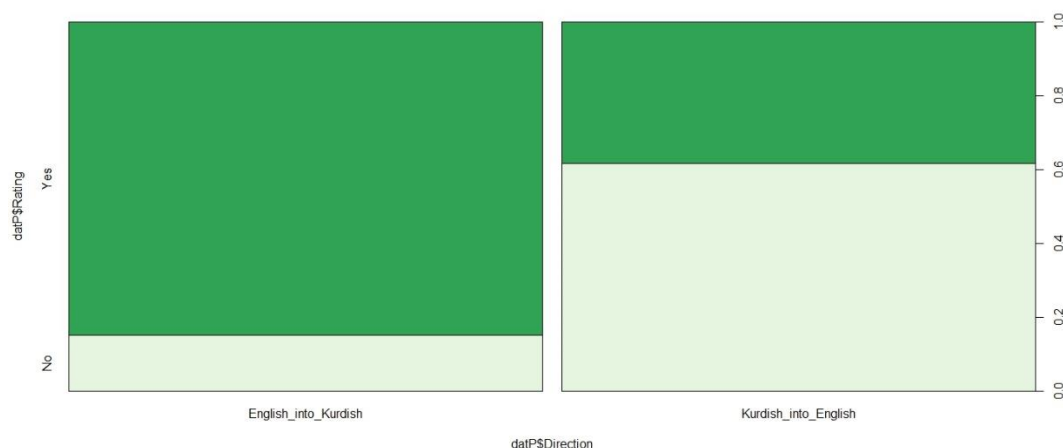


Figure 3. Rates of Translation based on Directionality

The R software was used to perform statistical analysis, which employs mixed-effects modeling. So, in order to find the best model to fit in this statistical analysis, we first added only the two random effects of participants and test items. Following that, the fixed effects of directionality and proficiency were added one at a time, with only the effects that improve model fit being retained in the modeling.

The inclusion of both random and fixed effects in the analysis allows for the assessment of whether group differences are significant over and above differences between individual participants.

The following formula represents the best mixed-effects logistic model for the data:

Direction + Proficiency + (1 | Participant) + (1 | Test items) Rating

Before proceeding with this statistical analysis, the meanings of key symbols in the formula will be explained. For example, the symbol “~” denotes “adopting the dependent variable,” the symbol “+” denotes “a main effect,” and the brackets for (1 | Participants) and (1 | Matching.Test. item) denote that these two variables are considered as random effects.

The dependent variable in this formula is “Rating.” As main effects for the fixed effects, the two factors “Proficiency” and “Direction” are considered. In terms of random effects, both “Participants” and “Test items” are considered.

Because the coefficients for the two random effect predictors, participants and test items, were statistically significant, both participants and test items were retained in the mixed-effect modeling because they both had effects on the total variance.

Table 5 lists the coefficients for the fixed-effect predictors; i.e., direction and proficiency. The levels for each of these two predictors are listed below:

- Rating = "No" for incorrect translation vs. "Yes" for correct translation.
- Direction = "From English to Kurdish" vs. "From Kurdish to English."
- Proficiency = "37.5," "40," "42.5," "60," "62.5," "65," "67.5," "70," "77.5," "82.5," "85," "87.5," and "95."

Table 5. Coefficients of a generalized linear mixed model fitted to the translation rates

Fixed effects:	Estimate	Std. Error	z value	Pr(> z)
(Intercept)	-2.95971	1.16219	-2.547	0.01088 *
DirectionKurdish_into_English	-3.37814	1.03057	-3.278	0.00105 **
Proficiency	0.08526	0.01894	4.501	6.76e-06 ***

The "Estimate" column is an important part of Table 5. It shows the degree of correct translation in each interaction. The greater the estimate value, the greater the rate of correct translation, and vice versa. Another critical factor is the p-value, represented by $\text{Pr}(> |z|)$, which should be 0.001 or less in order to demonstrate significance.

According to the table, the estimate value of the intercept (which means the correct translation rates for the entire data set) is -2.95971. This value is too low, and the p-value of 0.01088 * is significant. This indicates that the rate of incorrect translation was much higher than the rate of correct translation among Behdini Kurdish English learners across all passive voice constructions.

With -3.37814, the estimated value of Direction Kurdish into English (meaning when translating from Kurdish to English) is the lowest. And the p-value is significant (0.00105 **). This means that the rate of incorrect passive voice translation was much higher when translating into English than when translating from English.

The calculated proficiency value is 0.08526, signifying the greatest degree of translation accuracy. This illustrates that when the English competence level of Behdini English learners grows higher, their translation rate follows suit. Likewise, the p-value of 6.76e-06 *** is not statistically significant.

Figure 4 depicts the influence of proficiency directionality on data from passive voice translation.

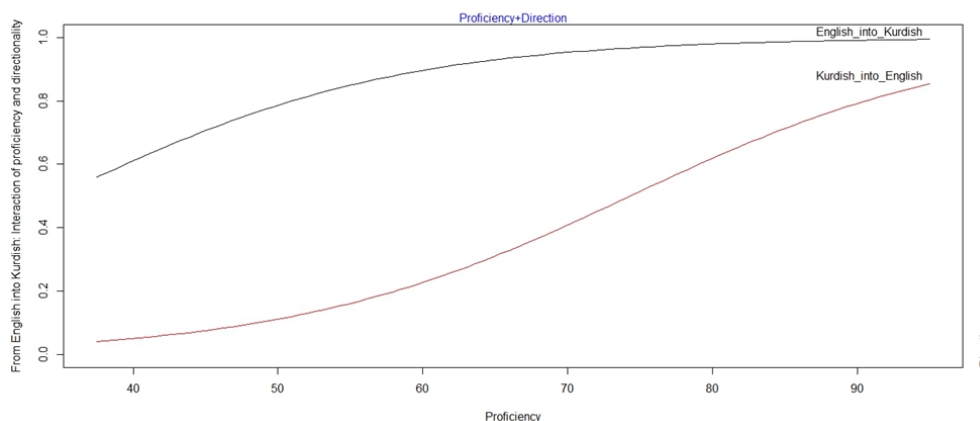


Figure 4. The effect of proficiency and directionality on the passive voice translation data

On the one hand, Figure 4 illustrates that students did significantly better when translating passive voice from English into Kurdish than when translating passive voice from Kurdish to English. Yet, it is also demonstrated that proficiency has a considerable influence on both directionalities of translation, with the Kurdish into English direction being higher. As a result, when students' competence levels rise, their performance improves considerably.

4.2 Qualitative Analysis

As previously indicated, students' translations were evaluated using Larson's (1984) three criteria for translation assessment: accuracy, clarity, and naturalness. If a student's translation meets two or three requirements, it is called a correct translation; otherwise, the translation is considered incorrect. There were various translation forms for the included sentences in the test, and this also holds true in other studies, such as that of Irwan et al. (2018) which found that students had many variations in translating English passive voice.

The passive voice sentences translated from English to Kurdish in Table 6 show that in the first passive voice sentence, all the students (30 out of 30 students) with the rate of 100% correctly rendered the sentence which is "The record has officially been registered. However, there were three correct forms, the first one was "ئەو ژمارا پێقاي ب" فەرمی هاته تومارکرن" which was translated by 23 out of 30 students with the rate of 76.6% and this translation met all the three criteria of Larson's model. The other two translations, on the other hand, only met two criteria of Larson's model that are clarity and naturalness. One of the translations was "رێکورد هاتیه نقيسين" and was rendered by 4 out of 30 students with the rate of 13.3%. The other translation was translated by 3 out of 30 students with the rate of 10% into "ئەف رێکورده هاتيوو تومارکرن".

The second sentence of passive voice is "It will be referred to" which was correctly rendered by 25 out of 30 students with the rate of 83.3% in three different forms that met all of Larson's criteria. The first translation was "دئ دئ چينه دناف" which was rendered by 15 out of 30 students with the rate of 50%. Another correct translation of this sentence was "دئ چينه دناف" which was translated by 7 out of 30 students with the rate of 23.3%. Nevertheless, the best equivalence for this sentence was translated by 3 out of 30 students with the rate of 10% into "دئ نامازە پي هينه". Regardless of the fact that the majority of students correctly rendered this sentence, there were still students who made mistakes. One of the incorrect forms was "هاته تومارکرن" which was rendered by 2 out of 30 students with the rate of 6.6%. This form did not meet any criteria of Larson's model. Another incorrect form was rendered by 2 out of 30 students with the rate of 6.6% into "دئ بيته" and it only met one criteria of Larson's model. Finally, the incorrect form of "ئەف دئ نامازە" was only rendered by 1 out of 30 students with the rate of 3.3% and it did not meet Larson's criteria.

Table 6. Passive Voice Sentences Translated from English into Kurdish

Source text	Translation	Larson's criteria			Score	Number of participants using the equivalence
		Accuracy	Naturalness	Clarity		
The record has officially been registered	ئەو ژمارا پێقاي ب فەرمی هاته تومارکرن	✓	✓	✓	✓	23
	رێکورد هاتیه نقيسين	×	✓	✓	✓	4
	ئەف رێکورده هاتيوو تومارکرن	×	✓	✓	✓	3
It will be referred to	دئ چينه دناف	✓	✓	✓	✓	7
	دئ هينه نقيسين د	✓	✓	✓	✓	15
	هاته تومارکرن	×	×	×	×	2
	ئەف دئ نامازە	×	×	×	×	1
	دئ نامازە پي هينه دان	✓	✓	✓	✓	3
	دئ بيته	×	✓	×	×	2

Table 7 shows passive voice sentences translated from Kurdish to English. There are two sentences and each one has many translations. The first sentence is "ئەف پشکينيه دهينه نجامدان" and it was correctly translated by 8 out of 30 students with the rate of 26.6% in two different forms. The first correct form was "These tests are done" and it was rendered by 4 out of 30 students with the rate of 13.3%; this translation met the three criteria of Larson's model. The second correct form was rendered into "This test is done" by 4 out of 30 students with the rate of 13.3% and it only fulfilled two of Larson's criteria which are clarity and naturalness. However, 22 out of 30 students with the rate of 73.3 did not render this sentence into a correct form, and there were eight incorrect translations of this sentence. 5 out of 30 students did not translate this sentence with the rate of 16.6%. On the other hand, 4 out of 30 students

with the rate of 13.3% translated it into "This type of tests happen" that was incorrect too and did not meet two of Larson's criteria which are accuracy and naturalness. Moreover, one of the incorrect translations was rendered by 4 out of 30 students with the rate of 13.3% into "They do the test," that only fulfilled one of the criteria that is clarity. There were two other incorrect translations each of which was rendered by 3 out of 30 students with the rate of 10%, which are "This type are conducting," "After illness will do." These translations did not meet the three criteria of Larson's model. Finally, there were three more incorrect translations of this sentence which are "After disease are conducted these tests," "That test used," and "This test have been done." Each of these three sentences was only translated by 1 out of 30 students with the rate of 3.3% and did not fulfil Larson's criteria.

The second passive voice sentence translated from Kurdish to English is "پیشنار هاتیەکرێ" that was correctly translated by 17 out of 30 students with the rate of 56.6% in four different forms. The first translation of this sentence was "It is suggested" and it was rendered by 11 out of 30 students with the rate of 36.6%; this form met two of Larson's criteria which are clarity and naturalness. The second correct translation was "There was a suggestion" that was translated by 4 out of 30 students with the rate of 13.3% and this one too only met two criteria of Larson's model that are clarity and naturalness. Moreover, the third correct translation was rendered into "A suggestion was made" by 1 out of 30 students with the rate of 3.3% and it met two criteria of Larson's model which are accuracy and clarity. Finally, the correct translation of "It has been suggested" met the three criteria of Larson's model and was translated by 1 out of 30 students with the rate of 3.3%. However, 13 out of 30 students with the rate of 43.3% did not translate this sentence correctly in four different forms; the first incorrect form was rendered into "Suggestion for" by 5 out of 30 students with the rate of 16.6% and it did not fulfill Larson's criteria. Another incorrect form was "It suggested" and it was translated by 3 out of 30 students with the rate of 10%, and this translation did not meet any of criteria of Larson's model as well. Moreover, 3 out of 30 students with the rate of 10% translated this sentence into "They said" that was incorrect too and did not fulfil two criteria of Larson's model which are accuracy and naturalness. The final incorrect translation was "It was a decision," which was rendered by 2 out of 30 students with the rate of 6.6% and it did not meet the three criteria of Larson's model.

Table 7. Passive Voice Sentences Translated from Kurdish into English

Source text	Translation	Larson's criteria			Score	Number of participants using the equivalence
		Accuracy	Naturalness	Clarity		
ئەف پشکێنە دهینه ئەنجامدان	These tests are done	√	√	√	√	4
	This type of tests happen	×	×	√	×	4
	Not translated	×	×	×	×	5
	This test is done	×	√	√	√	4
	After disease are conducted these tests	×	×	×	×	1
	This type are conducting	×	×	×	×	3
	After illness will do	×	×	×	×	3
	That test used	×	×	×	×	1
	They do the test	×	×	√	×	4
	This test have been done	×	×	√	×	1
پیشنار هاتیەکرێ	It is suggested	×	√	√	√	11
	It suggested	×	×	×	×	3
	Suggestion for	×	×	×	×	5
	It was a decision	×	×	×	×	2
	They said	×	×	√	×	3
	A suggestion was made	√	×	√	√	1
	There was a suggestion	×	√	√	√	4
	It has been suggested	√	√	√	√	1

5 DISCUSSION OF THE RESULTS

One of the major aims of this study was to determine the most frequently grammatical errors committed by Kurdish students and translators. There were several grammatical errors, such as using the incorrect sentence pattern and not using the verb in some translations. However, another error that is worthy to be mentioned is incorrect tense usage as shown in Tables 6 and 7. Table 6 identifies a tense error in the second sentence, "it will be referred to" that was rendered by 2 out of 30 students with the rate of 6.6% into "هاته تومار کرن", The sentence is in the future, but translated into the past. Furthermore, the first sentence in Table 7 shows one sentence translated from Kurdish into English with inaccurate tense. The sentence "ئەف پشکینیە دەننه ئەنجامدان" was rendered into "This type are conducting" by 3 out of 30 students with the rate of 10%. The original sentence is in the present simple, but it is translated into present continuous. Thus, there are several types of errors and, according to Hikmayani (2021), students not only struggle in translating passive voice, but also in writing passive voice.

In terms of directionality, the English-to-Kurdish translation was determined to be 85% correct, whereas the Kurdish-to-English translation was only 38% accurate. This suggests that students performed much better while translating passive voice from English to Kurdish than when translating passive voice from Kurdish to English. However, it is a widely held belief that translators translate better into their home tongue than into a second. The fundamental logic is that translators have a stronger linguistic and cultural base in their original language than in their second language. Similarly, a translator who translates into his or her native language understands the multiple linguistic aspects of his or her native language, such as semantics, syntax, morphology, and lexicology, more naturally and practically than one who translates into a foreign language. Dickins et al. (2017, P.2) state in this respect, "Generally, translator training focuses on translation into the mother tongue, as this direction yields higher quality than translation into a foreign language."

In terms of the influence of the proficiency test, as students' English proficiency increases, so does their ability in translating passive voice construction. Regrettably, the directionality varies, with the direction from Kurdish into English being higher than the direction from English into Kurdish.

6 CONCLUSIONS

This research examines the variation between Kurdish and English passive voice constructs, concentrating on their influence on cross-linguistic translation. The primary purpose of the study was to shed light on the distinctive features and difficulties of passive voice use in Badini-Kurdish dialect as compared to English.

This research indicates that passive voice is less frequently used in Kurdish than in English, with English demonstrating a greater variety of passive forms. These insights highlight variances and adjusting their translation appropriately to guarantee accuracy and cultural sensitivity.

In addition, the research revealed typical grammatical mistakes committed by Kurdish students and translators while translating into English, such as erroneous sentence structures, verb omissions, and improper use of tense. The correction of these faults has the potential to significantly improve the grammatical correctness of Kurdish students' and translators' English translations.

Furthermore, the research found that the directionality of translation has a substantial impact on translation accuracy, with students scoring better when translating passive voice from English to Kurdish than vice versa. These results highlight the significance of directionality and the requirement for language and cultural skills in order to produce high-quality translations.

In light of these results, it is essential to stress the importance of native language competency and proficiency and translator training for ensuring accurate and culturally appropriate translations. Training for translators should emphasize translation into the mother tongue, and students must grasp the impact of language skill on their ability to translate passive voice constructions successfully. The study emphasizes the need of continuous research and training in the subject of translation studies, as it offers vital insights for enhancing the quality of cross-linguistic translations.

The consequences of this study extend beyond the individual language pair researched, providing insights into the larger area of translation studies and highlighting the practical applications and suggestions that result from knowing the complexities of passive voice in many languages. The potential implications that this study may make in Applied Linguistics and Translation could be flagged as both practical and theoretical implications. The practical

implications could be reached if the results of this study are publicized; as then they might have possible future impacts on the strategies posed by translation students when translating passive voice constructions from and into English and Kurdish. As for the theoretical part, thoughtful teaching methods and strategies could be deduced based on the findings of this study in order to teach English passive voice constructions to Behdini-Kurdish students.

Inspired by the findings of this study, it is highly recommended to hold further research on passive voice constructions between English and Kurdish, especially in other fields related to Second Language Acquisition and EFL teaching and learning.

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APPENDICES

Appendix A

Grammar I

Instructions: Select the best answer.

1. Juan _____ in the library this morning.
(A) is study (B) studying (C) is studying (D) are studying
2. Alicia, _____ the windows please. It's too hot in here.
(A) opens (B) open (C) opened (D) will opened
3. The movie was _____ the book.
(A) as (B) as good (C) good as (D) as good as
4. Eli's hobbies include jogging, swimming, and _____.
(A) to climb mountains (B) climb mountains (C) climbing mountains (D) to climb
5. Mr. Hawkins requests that someone _____ the data by fax immediately.
(A) sent (B) sends (C) send (D) to send
6. Who is _____, Marina or Sachiko?
(A) tallest (B) tall (C) taller (D) the tallest
7. The concert will begin _____ fifteen minutes.
(A) in (B) on (C) with (D) about
8. I have only a _____ Christmas cards left to write.
(A) few (B) fewer (C) less (D) little
9. Each of the Olympic athletes _____ for months, even years.
(A) have been training (B) were training (C) has been training (D) been training
10. Maria _____ never late for work.
(A) am (B) are (C) were (D) is
11. The company will upgrade _____ computer information systems next month.
(A) there (B) their (C) it's (D) its
12. Cheryl likes apples, _____ she does not like oranges.
(A) so (B) for (C) but (D) or
13. You were _____ the New York office before 2 p.m.
(A) suppose call (B) supposed to call (C) supposed calling (D) supposed call
14. When I graduate from college next June, I _____ a student here for five years.
(A) will have been (B) have been (C) has been (D) will have

15. Ms. Guth _____ rather not invest that money in the stock market.

- (A) has to (B) could (C) would (D) must

Grammar II

Instructions: Select the underlined word or phrase that is incorrect.

1. The majority to the news is about violence or scandal.

- (A) The (B) to (C) news (D) violence

2. Takeshi swam one hundred laps in the pool yesterday.

- (A) swam (B) hundred (C) in (D) yesterday

3. When our vacation, we plan to spend three days scuba diving.

- (A) When (B) plan (C) days (D) diving

4. Mr. Feinauer does not take critical of his work very well.

- (A) does (B) critical (C) his (D) well

5. Yvette and Rinaldo send e-mail messages to other often.

- (A) and (B) send (C) other (D) often

6. Mr. Olsen is telephoning a American Red Cross for help.

- (A) is (B) a (C) Red (D) for

7. I had a enjoyable time at the party last night.

- (A) a (B) time (C) at (D) last

8. The doctor him visited the patient's parents.

- (A) The (B) him (C) visited (D) patient's

9. Petra intends to starting her own software business in a few years.

- (A) intends (B) starting (C) software (D) few

10. Each day after school, Jerome run five miles.

- (A) Each (B) after (C) run (D) miles

11. He goes never to the company softball games.

- (A) never (B) the (C) softball (D) games

12. Do you know the student who books were stolen?

- (A) Do (B) know (C) who (D) were

13. Jean-Pierre will spend his vacation either in Singapore nor the Bahamas.

- (A) will (B) his (C) nor (D) Bahamas

14. I told the salesman that I was not interested in buying the latest model.

- (A) told (B) that (C) interesting (D) buying

15. Frederick used work for a multinational corporation when he lived in Malaysia.

- (A) used work (B) multinational (C) when (D) lived in

Vocabulary

Instructions: Select the best answer.

1. The rate of _____ has been fluctuating wildly this week.

- A. money
- B. bills
- C. coins
- D. exchange

2. The bus _____ arrives late during bad weather.

- A. every week
- B. later
- C. yesterday
- D. always

3. Do you _____ where the nearest grocery store is?

- A. know
- B. no
- C. now
- D. not

4. Jerry Seinfeld, the popular American comedian, has his audiences _____.

- A. putting too many irons in the fire
- B. keeping their noses out of someone's business
- C. rolling in the aisles
- D. going to bat for someone

5. The chairperson will _____ members to the subcommittee.

- A. appoint
- B. disappoint
- C. appointment
- D. disappointed

6. The critics had to admit that the ballet _____ was superb.

- A. procrastinate

- B. performance
C. pathology
D. psychosomatic
7. Peter says he can't _____ our invitation to dinner tonight.
A. angel
B. across
C. accept
D. almost
8. We were _____ friends in that strange but magical country.
A. upon
B. among
C. toward
D. in addition to
9. The hurricane caused _____ damage to the city.
A. extend
B. extended
C. extensive
D. extension
10. Many cultures have special ceremonies to celebrate a person's _____ of passage into adulthood.
A. right
B. rite
C. writ
D. write

Appendix B

Translate the following text into Behdini Kurdish:

Kurdish Swimmer Breaks World Record

Jamal Rasouli, in the present of officials from the directorate of sports in Mahabad, swam 5,591 meter while his arms and legs were all tied. The record has officially been registered with a special committee from Iran's Sports Federations. It will be referred to the Guinness World Records by the end of the year if the record is not broken by other athletes around the world.

Translate the following texts into English:

تاقیگه‌ها نوژداری کو پشکنین نوژداری تیدا دهینه نه‌جامدان، د نوکه دا گه‌له‌ک گرنگیا هه‌ی، ب گشتی دوو جورین پشکنین هه‌نه، پشکنین ب مهرما خوپار استنی کو به‌ری نه‌خوشی په‌یدابیت، کو هنده‌ک نیشان د پشکنین دا دهر دکه‌ش کو دینه نه‌گهر نه‌ی کسه هنده‌ک کارین خوپار یزی بکه‌ت داکو نه‌ی نه‌خوشیه بج چینه‌بیت، بو

نمونه پشکینین چوری، کاری گولجیسکان، کاری میلاکی، ججری دووی پشکینین ب مهرما دستنیشانکرنا نهخجشی و دیارکرنا چارهریا دروست، کو نهفه پشکی نهخجشی پیدای دبیت نهف پشکیننه دهینه نهجامدان.

پیشنیار هاتیهکرنا هه ماموستایهکی فاکسینی نههرگریت دی موچی وی هیته راگرتن. عمتا نهحمه، جیگری سهرۆکی ئیکهتیا ماموستایین کوردستانی بو رۆژناما نهفرو دیارکر کو ژبلی وهزارهتا پهروهردی دشیت ریک وجهین پیدقی بگریته بهر ههمبهر هه ماموستایهکی، بهلی چ وهزارهت و کسهک نهشیت موچی ماموستا رابگریت، ههرومسا گۆتی: "نهگهر نهف بریاره بهیته بجهننان، دی ئیکهتیا ماموستایان ههلوپستی خو ههیبیت.