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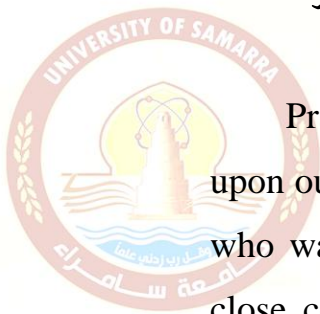
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In the Name of God, the Most Gracious, the Merciful



Praise be to God, Lord of the worlds, and blessings and peace be upon our Master Muhammad (may Allah bless him and grant him peace), who was sent as a mercy to the worlds, his good and pure family, his close companions, and those who followed them in kindness until the Day of Judgment.

I am pleased at the beginning of the (sixty-fifth) issue, which is the first issue in which I am writing my speech to prove the date of receiving the tasks of the International Journal of (Sura Man Ra'a), complementing the path of the former editors-in-chief, seeking to maintain its position among the refereed scientific journals, by publishing sober scientific research and studies, stressing the sobriety of those studies and research, in terms of quantity and quality, for advancement and progress in strengthening the scientific research path

And from the grace of Allah we have to coincide with the issuance of this issue with the beginning of the month of light, the month of Rabi' al-Awwal of the Hijri year 1442, a month in which the birth commemorates the birth of our master Muhammad (may Allah bless him and grant him peace), the mercy bestowed, the owner of the great creation that our Lord urged us to imitate and take A good example. Allah said (indeed, in the Messenger of Allah (Muhammad ﷺ) you have

a good example to follow, for him who hopes for (the Meeting with) Allah and the Last Day, and remembers Allah much)

From this scientific platform, it must be recalled that Allah Almighty mentioned knowledge and scholars in many areas of His ayas and raised them in degrees of merit, each according to the amount of knowledge he possesses in terms of knowledge, behavior and work. Almighty Allah

said (Allah will exalt in degree those of you who believe, and those who have been granted knowledge. And Allah is Well-Acquainted with what you do).

The papers of this issue came to deal with the various human sciences (Arabic language, Sharia sciences (jurisprudence and its origins, and belief), philosophy, geography, history, and law, in addition to the English and Russian languages. .

Some researches that dealt with the reality of societies emerged, including a study of mechanisms for advancing the status of Iraqi women in the affected areas, and the research (legal controls for transplantation and transplantation of human organs between neighborhoods - a study in light of the Algerian legislation) was present in this issue.

In conclusion, it must be said that the editorial board is determined to keep pace with the development of the journals in a manner befitting its reputation and international standing.

I ask Almighty Allah to protect us and protect researchers from mistakes, and to benefit them.

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مجلة دراسات إنسانية محكمة متخصصة
تصدر عن كلية التربية / جامعة سامراء
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مجلة للدراسات الانسانية محكمة متخصصة

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EFL UNIVERSITY STUDENTS' COMMAND OF ENGLISH CONCORD SUBJECT-VERB CONCORD

.....

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إتقان طلبة الجامعة المتعلمين للغة الانكليزية كلغة أجنبية للتوافق باللغة

الانكليزية: توافق الفعل والفاعل

م.م. أروى لؤي عبدالحالق

قسم اللغة الانكليزية- كلية التربية الأساسية- جامعة الموصل- عراق

ملخص

تهدف الدراسة الحالية إلى التحقق من إتقان طلبة الجامعة المتعلمين للغة الانكليزية كلغة أجنبية في قسم اللغة الإنكليزية / كلية التربية الأساسية / جامعة الموصل للتوافق باللغة الانكليزية: توافق الفعل والفاعل. يفترض الباحث أن طلاب اللغة الإنكليزية كلغة أجنبية لا يتقنون بشكل كامل التوافق بين الفعل والفاعل ، هناك أشكال من الفواعل الانكليزية أكثر صعوبة من غيرها لإتقان التوافق باللغة الانكليزية، ووفقاً لأداء توافق الفعل والفاعل ، هناك فرق بين طلاب الجامعة المتعلمين للغة الانكليزية كلغة أجنبية في السنة الأولى و السنة الثالثة . وقد توجهت الباحثة للتحقق من هذه الفرضيات باستخدام استبيان كإجراء لجمع البيانات على 120 طالباً: ٦٠ في المرحلة الأولى و ٦٠ في المرحلة الثالثة لتكون عينة البحث. تشير النتائج إلى أن المشاركين لا يتقنون توافق الفعل والفاعل بشكل كامل ، وهناك بعض أشكال من الفواعل الانكليزية أكثر صعوبة من غيرها لإتقان توافق الفعل والفاعل ، ووفقاً لأداء توافق الفعل والفاعل ، هناك فرق بين طلاب الجامعة السنة الأولى والثالثة المتعلمين للغة الانكليزية كلغة أجنبية. ومن ثم ، فإن قلة المعرفة والإهمال لتوافق الفعل والفاعل هما السببان المباشرين لمثل هذا الضعف الذي يحتاج إلى حل من قبل التدريسيين والطلاب أنفسهم.



ABSTRACT

The present study aims at investigating EFL university students in the Department of English/ College of Basic Education/ University of Mosul command of the English concord: subject-verb agreement. The researcher hypothesizes that EFL students do not fully master subject-verb concord, there are English subject forms more difficult than others to master the subject-concord, and according to their subject-verb concord performance, there is a difference between the first and third year EFL university students. The researcher has gone to verify these hypotheses by using a questionnaire, as a data collection procedure, to be conducted on 120 students: 60 at the first stage and 60 at the third stage to be the sample for the research. The results indicate that the participants are not fully master the subject-verb concord, there are some English subject forms more difficult than others to master the subject-verb concord, and according to their subject-verb concord performance, there is a difference between the first and third year EFL university students. Hence, the lack of knowledge and the negligence of subject- verb concord are the direct causes of such a weakness that need to be solved by the lecturers and the students themselves.

Key Words: English Concord, Principles, Subject Forms

I. Theoretical Part

1. Introduction

In English, there are relationships between or among elements of a sentence which can be defined in terms of concord. Concord is "a term used in grammatical theory and description to refer to a formal relationship between elements, whereby a form of one word requires a corresponding form of another. A singular subject co-occurs with the third person singular form of the verb in the present tense. "(Crystal, 1985: 64) Some grammarians agree that concord" is the relationship between two or more elements of the sentence in that if the first element is singular or plural, the other element is also singular or plural. " Aziz, 1989: 118). However, for other grammarians, concord is a grammatical agreement in number between the same different words that share. What is important to add is that concord covers number, gender & person. It has many types like: subject - complement concord, subject-object concord, pronoun concord and subject-verb concord. The last type is often considered the most important type of all (Quirk & Greenbaum, 1973: 176). Therefore, the present research is wholly devoted to tackling subject-verb concord (henceforth SVC).

In order to measure the efficiency of EFL university students' awareness of the subject-verb concord, the following research questions are addressed:

1. Do EFL university students fully master the English subject-verb concord or not?
2. Which English subject forms do EFL university students mostly suffer from to master the subject-verb concord?
3. Concerning the topic under investigation, is there any difference in performance between the first and third year EFL university students or not? How?

Based on the above research questions, the following hypotheses are drawn:

1. It is hypothesized that EFL students do not fully master the English subject-verb concord.
2. There is/are English subject form(s) more difficult than others to master the subject-concord.
3. According to their subject-verb concord performance, there is a difference between the first and third year EFL university students.

The researcher has tried to reach the following aims:

1. To see whether EFL university students fully master the English subject-verb or not.
2. To specify the more challenging English subject-verb concord principles that EFL university students suffer from(problems).
3. To investigate whether there is a difference in the English subject-verb concord performance of the two academic stages under investigation.

Since concord in English is very broad, the present study is only confined to one type of concord, i.e. subject-verb agreement in number. Further, the current research deals only with SVC in written simple sentences. More specifically, the study examines the performance on the subject-verb concord through identifying the correct use of verbs for the nine subject forms categories given. Then, identifying the problems and suggesting solutions.

2. Concord in English

2.1 .Definition

Concord usually requires a match between different constituents of the sentence, or often between sentences, of a grammatical type, as in some cases a pronoun is needed to agree on its antecedent or reference (Lyons,1975:61). According to Quirk et al. (1985:96), grammar in its simplest sense is "the study of how language works" Each language has its grammar, controlled by unique rules. The grammar rules originate from and involve different parts of the speech forming the elements of a sentence. The language syntax must direct their occurrence and their place in a word. For them to co-occur in a sentence, a particular component of the speech must be accepted with another component of the speech; this is known as concord. Corbett (2006) argues that the relationship between two grammatical elements is consistent, so that if one of them selects one function, the other has the same feature. Concord is the general language grammar phrase. Essentially, concord is the relationship between two grammatical units referred to. One unit that triggers the contractual relationship is known as the "controller," while another is known as the "target" controller. The syntactic and semantic characteristics of these two units are called "agreement features;" the agreement characteristics are expressed by the use of number and person, where the subject is the controller, and the verb is the target.

2.2. Concord of Sentence Elements

Sentences elements have many concord as stated by Quirk et al. (1985: 767ff):

- Subject-verb concord: the basic rule is that the verb agrees number to its subject.

- Subject and object complements concord: the subject and the object complements agree in number but not person. The subject or object and its complements are based on the general concept of agreement. An individual subject or object takes a specific complement and, for example, a plural subject or object agrees to a plural complement: for example: "My child is an angel. I consider my child an angel. My children are angels. I consider my children angels"
- Subject-object concord: is another type of elements concord. It shows number, person and gender agreement of the subject and the object. The relation between the subject and the object is determined by the general rule. A plural subject takes a plural object when the reference belongs to each individual of a group: e.g. "The boys took off their coats". It is not given much attention; it is only explained when the reflexive pronoun is in the object position: e.g. "He has hurt himself."
- Verb-adverb concord: the agreement between the verb and adverb to show tense; if the verb is in the past, the adverb must be in the past too. When the verb is in the present, the adverb should be in the present. for example, he came tomorrow
- Provisional subject: refers to the use of (it) and (there) in the subject position which agrees with the verb in terms of number. Provisional subject is realized by (there) which is determined by a number of the real subject:" a. There is a fly in my soup. b. There are good reasons for this."

"There"" is also used as a provisional existential subject to support the real subject with a predicator realized by "be": e.g. "There is a clear need for urgency"(Quirk et al.,1985: 786).

3. Subject-Verb Concord

In English, there is a number agreement between the subject and the verb; "A singular subject takes a singular verb, a plural subject takes a plural verb." (Eckersley & Eckersley, 1980: 31). SVC is the concord of a number between the subject and the verb of a sentence. Subjects and verbs must agree with one another in number, i.e. a singular subject requires a singular verb, and a plural subject requires a plural verb. The V element in SVC is to comprise the form of the finite verb element that agrees with the subject in respect of number and person; the number of a noun phrase depends on the number of its head, and for coordinated NPs, a plural verb is used even if each conjoin is singular (Quirk & Greenbaum, 1973: 176).

3.1. Principles Determining SVC

There are three principles concerning the SVC:

- A. The first principle is related to grammatical concord which means that there are two grammatical numbers, singular to denote one and plural to denote more than one (Eckersley & Eckersley, 1980: 26; Quirk & Greenbaum, 1973: 176). Grammatical concord applies to the subject-verb agreement, pronoun and its precedents, topic and complement, etc. It is the most basic form of agreement where the verb corresponds to the subject in number. A singular subject corresponds with a single verb, and a plural subject has a plural verb. Francis (1986:311) justifies the morphological basis of grammatical concord, meaning an agreement between certain grammatical items. There are two kinds of grammatical concord, the number and person concord. Concord of numbers addresses singularity and plurality, but concord of persons addresses first, second and third persons (Leech & Svartivk, 2002: 273). The agreement of the

verb with the subject is based on the actual presence of the grammatical marker as the following:

1. the boy talks to the girl.
2. The boys talk to the girl

B. The second principle is related to the notional concord, which is the agreement of the verb with the subject according to the idea of number. It is mainly applied in the area of collective nouns, like the team, family, government, etc. (Murphy, 1987: 156; Quirk & Greenbaum, 1973: 176). Notional concord is semantically based. It refers to the agreement according to the idea of plurality in a group noun rather than a singular form of the noun. Different words or a group of nouns take either singular or plural concord like the word "family", for example:

3. A new family have moved in across the street.
4. A new family has moved in across the street.

In (3), the word "family" notionally takes the plural verb (have), but in (4), it grammatically takes the singular verb (has). The singular is used when the group is considered as a single undivided unit ((Leech & Svartivk, 2002: 274).

C. As for the third principle includes proximity which is the number concord of the verb with the subject closely preceding it (Murphy, 1987: 166). Proximity means the agreement of the noun or the pronoun with the verb which closely precedes it. Francis, (1986: 311) stated that the verb takes its number from whatever pronoun or noun phrase precedes it and functions as a subject. It is positionally based in which the verb agrees with the nearest subject: e.g. "Either the teacher or the students are to blame for the bad results" (Eckersley & Eckersley, 1980: 37). The following is quite revealing:

5. No one except his supporters agree with him.

6. Neither Ali nor the girls have come yet.

"By the rule of proximity if one subject is singular and another is plural, the verb generally agrees with the nearest subject" (Eckersley & Eckersley, 1980: 33):

7. Either John or the students are here.

8. neither he nor they are here.

3.2 Forms of Subject in English

Subject, in English, can have two forms only: singular & plural. However, some nouns are regularly plural in form but singular in meaning, like news, some diseases (diabetes), some games (billiards), some sciences (phonetics), some proper nouns (the united states), and some subjects ending in '-ics' can often be singular or plural depending on the meaning in the related context (Quirk & Greenbaum, 1973: 82), as the following examples:

9. billiards is a difficult game.

10. the statistics show that the candidate will win.

11. statistics is offered every year at the college.

Furthermore, "The single category includes common non-count nouns and proper nouns. Count nouns are VARIABLE, occurring with either singular or plural number (boy - boys), or have INVARIABLE plural (cattle)"(Quirk & Greenbaum, 1973: 80).

Phillips (2001: 184) stated that there are some nouns which can be countable in one context and uncountable in another, like stone, paper, glass, etc.

12. You can throw a stone at a wall made of stone.

According to (Quirk & Greenbaum, 1973: 69-81; Aziz, 1989: 118f; Eastwood & Mackin, 1982: 67; Murphy, 1987: 146), singular invariable nouns are: non - count nouns: abstract & concrete: chalk, music, proper nouns: John, some nouns ending in - s: dominoes, and abstract adjectival heads: the true. Plural invariable nouns include: summation plurals "glasses", other plural ending in - s "clothes", some plural proper nouns "the Netherlands", unmarked plural nouns "people", personal adjectival heads "the old" and adjectives of nationality "the French". On the other hand, variable nouns comprise regular plurals (book), and all forms of irregular plural :(thesis - theses), (sheep), etc.

3.3 .Other Forms of the Subject in English

In addition to its pure form as a single word and its usual position at the beginning of a sentence, the subject can take other forms and positions:

3.3.1.Clausal and Prepositional Subjects

A clausal subject whether finite or non - finite in the position of the subject counts as singular for concord and the same is true with the prepositional subject (Quirk & Greenbaum, 1973: 176), let us consider the following :

13 .How he goes does not concern me .

14. To treat me like that is usual .

15. At six o'clock is a good hour to go .

3.3.2. Coordinated Subjects

"When a subject consists of two or more noun phrases coordinated by and, a distinction has to be made between appositional and non- appositional coordination" (Quirk & Greenbaum, 1973: 177f); noun phrases coordinated by and require plural agreement as in the example below:

16. John and Ali are brothers .

However, a coordinated construction that represents one unit needs a singular verb:

17 .Law and order is important

Eckersley & Eckersley (1980: 32), stated that when the coordinated elements have the same reference, a singular verb is required, whereas a plural verb is used with coordinated elements of different references, as in the following :

18 .My friend and colleague has published a new book

19 .My friend and colleague have published a new book .

When the subjects have coordinated modifiers, such subjects are not affected by their coordinated modification, the use of plural verbs is determined by the subjects (Quirk & Greenbaum 1973: 178f):

20 .The house of Mary and John is beautiful

21 .Big and small houses are expensive

It is important to mention that in a simple sentence, the subject, as well as other constituents, can be compound as in the following:

22. What I think and do are difficult

23. Ali goes to the library and studies every day

A singular and plural verb can be used with the collections of literary works, like stories, novels poems, etc. whereas, a singular verb is required with titles of some works with 'and, as in the following :

24. The Canterbury Tales exist (exists) in many manuscripts



25 .The Old Man and The Sea is a perfect novel

(Quirk & Greenbaum, 1973: 176)

Phrases such as: together with, as well as and along with are not the same as 'and': the phrase introduced by as well as will modify the earlier word or phrase; in other words, it does not imply a coordinated subject, as in the following example :

26 .The mayor, as well as his brothers, is going to prison.

3.3.3. Inverted Subjects.

Usually, the subject takes the first position in a sentence, but there are many cases where the subject is inverted. In what follows, we tackle three cases of inversion one by one:

a. Inverted subject with a question, like:

27. What in the world are the children trying to do? (Phillips, 2001: 251)

b. Inverted subject with negative expressions that come initially as in the following:

28. Hardly ever does he take time off .

(Quirk & Greenbaum, 1973: 186; Phillips 2001: 239)

c. Inverted subject is required after place expression at the beginning of a sentence, when the place expression is necessary to complete the meaning of the sentence. (Phillips, 2001: 237; Eastwood & Mackin, 1982: 41-50).

29. Around the corner and to the right is my house.

3.3.4. Indefinite Expressions (pronouns) as Subjects

The indefinite pronouns, like someone, everybody, anything, etc., always take singular verbs:

30. Everybody looks tired today. (Phillips, 2001: 252; Eastwood & Mackin, 1982: 83f; Eckersley & Eckersley, 1980: 33) .

However, many indefinite pronouns always take plural verbs, like both, few many, others, etc. (Murphy, 1987: 164-172)

31. A few are not coming at all.

The other group of indefinite pronouns takes either a singular or plural verb depending on the object in the sentence, like: some, any, none, all, most, etc. (Phillips, 2001: 250; Murphy, 1980: 164)

32. Some of the debt has been paid off .

33 .Some of the debts are still outstanding .

With 'neither of' and 'either of' a plural and a singular verb form can be used, as in the example below:

34. Neither of us is (are) married. (Murphy, 1987: 166)

3.3.5. Amount and Measurement Expressions as Subjects

With amount and measurement expressions as subjects, though the subjects are plural in form, they are singular in meaning, like ten years, seven thousand pounds, two miles, etc. (Eckersley & Eckersley, 1980: 32; Murphy 1980: 156):

35 .Twenty years is a long time .



The use of definite and indefinite articles affects the choice of the verb.
(Quirk & Greenbaum, 1973: 180; Eckersley & Eckersley, 1980: 34)

36 .A number of students are waiting there .

37. The number of students is waiting there.

II. Practical Part

1.Samples

The samples of the current research comprise 120 students: 60 students at the 1st stage and 60 students at the 3rd stage chosen randomly at Department of English/ College of Basic Education for the academic year (2019-2020). It is supposed that the students at these stages have enough knowledge of English concord: subject-verb concord.

2.Data Collection Procedure

As a data collection procedure, and to examine the samples' command of subject-verb agreement and to achieve the researcher's aims, the researcher has formulated a questionnaire to verify the hypotheses given and to identify the main problems that the samples might suffer from. Based on the results shown, the researcher has suggested the solutions in forms of recommendations.

Based on the theoretical section, the questionnaire has comprised of all the forms of the subject in the simple sentence; it is divided into nine categories namely: singular invariable nouns, plural invariable nouns, nouns with regular plural, nouns with irregular plural, clausal & prepositional, coordinated, inverted, indefinite expression(pronouns) and amount & measurement expressions forms. Informs of sentences, the researcher has divided each category into its subcategories forms. Hence, the questionnaire has consisted of 45 sentences, as shown in the research appendix. In the form of instructions, the

samples have been asked to write their academic stage whether the first or third stage, and then to read the sentences and choose the correct verbs between brackets.

3.Data Analysis, Results and Discussion

As stated earlier, the questionnaire has consisted of nine categories distributed on 45 sentences, shown in the appendix, to be answered by 120: 60 students at the 1st stage and 60 at the 3rd stage as the samples of the current study. So, this section shows the statistical results got from the performance of the samples on the questionnaire given. The researcher has counted and tabulated the number of correct and incorrect answers performed by the samples, as shown in table 1:

Table 1: Students Performance on the Questionnaire

Subject Forms	Correct Answers	Percentages of Correct Answers	Incorrect Answers	Percentages of Incorrect Answers
Singular invariable forms	42	35%	78	65%
Plural invariable forms	50	42%	70	58%
Regular plural forms	90	75%	30	25%
Irregular plural forms	36	30%	84	70%
Clausal & prepositional forms	46	38%	74	62%
Coordinated forms	41	34%	79	66%
Inverted forms	40	33%	80	67%
Indefinite expressions/pronouns forms	67	56%	53	44%
Amount and Measurement Expressions forms	63	53%	57	47%
Total 120 1080	475	44%	605	56%

Looking carefully at Table 1 which comprises nine categories of subject forms, it is evident that the percentage of the correct answers is 44% while it is 56% for the incorrect ones which means that there is a real grammatical



mistakes that such students suffer from and need to be corrected and solved. Also, it is clear that a large number of mistakes is related to irregular plural 70%, inversion 67%, coordination 66%, singular invariable forms 65%, and clausal & phrasal forms 62%; this means that more effort has to be put on such subject forms. Lesser mistakes are related to plural invariable forms 58%, amount and measurement expressions form 47%, and indefinite expressions/pronouns form 44%; this means that such subjects forms are partially right and have to be improved as well. Nevertheless, the fewest mistakes are detected for regular plural forms 25%; this means that the students have no real problem on such subject forms, and by the time they can improve their mastery on them.

The researcher has also examined the third year students command of subject-verb concord. Table 2 shows the statistical results calculated:

Table2: Third Year Students Performance on the Questionnaire

Subject forms Answers	Singular invariable forms	Plural invariable forms	Regular plural forms	Irregular plural forms	Clausal & prepositional forms	Coordinated forms	Inverted forms	Indefinite expressions/pronouns forms	Amount & Measurement Expressions forms	Total
Correct answers	41	35	51	49	50	30	27	53	33	369
	68%	58%	85%	82%	83%	50%	45%	88%	55%	68%
Incorrect answers	19	25	9	11	10	30	33	7	27	171
	32%	42%	15%	18%	17%	50%	55%	12%	45%	32%

A close look at Table 2, it is evident that the correct performance of the samples is rather good 68%, while the percentage of the incorrect performance is 32%. Also, it can be seen that the most challenging areas are: inversion 55%, coordination 50%, amount & measurement expressions form 45%, and plural

invariable forms 42%. According to the statistical results, much effort has to be put on such subject forms to be improved. The fewer mistakes detected on singular invariable forms 32%; Irregular plural forms 18%, Clausal & prepositional forms 17%, Clausal & prepositional forms 15% and Indefinite expressions/pronouns form 12%. These mistakes can be overcome by more practice.

As for the first-year student performance on the subject-verb agreement questionnaire, the researcher has counted, calculated and tabulated the statistical results in table No. Three below:

Table3: First-Year Students Performance on the Questionnaire

Subject forms Answers	Singular invariable forms	Plural invariable forms	Regular plural forms	Irregular plural forms	Clausal & prepositional forms	Coordinated forms	Inverted forms	Indefinite expressions /pronouns forms	Amount & Measurement Expressions forms	Total
Correct answers	17	19	45	27	33	11	10	44	33	239
	28%	32%	75%	45%	55%	18%	17%	73%	55%	44%
Incorrect answers	43	41	15	33	27	49	50	16	27	301
	72%	68%	25%	55%	45%	82%	83%	27%	45%	56%

According to table 3, it is clear that the percentage of the full correct answers is 44% while the percentage of the incorrect one is 56%, and this result shows a real problem that the students at the first stage suffer from concerning the subject-verb agreement. Besides, it can be seen that the most challenging subject forms are: inversion 83%, coordination 82%, singular invariable forms 72%, plural invariable forms 68% and irregular plural forms 55%. Instead, lesser mistakes can be shown in: clausal & prepositional forms 45%, amount & measurement expressions form 45%, indefinite expressions/pronouns form 27%, and regular plural forms 25%. So, such grammatical areas also need to be improved.

4. Conclusions

The current study has investigated that EFL students at Mosul University/College of Basic Education are not fully master the English subject-verb concord. They have difficulty in their performance on the nine categories of subject forms in the sentences given, and this has verified the first hypothesis of the current study. In their performance, the students' correct answers were better performed in identifying the verbs of some subject forms categories more than others. The plural regular forms category is the most straightforward category to be correctly answered than others, as shown in table 1, 2 and 3. However, the most challenging subject forms are inversion, and coordination forms as presented in table 1,2 and 3, which need great effort to be corrected and improved. Such a result verifies the second hypothesis of the study. As for the third hypothesis, in their performance, the researcher has found that there is a difference between the first and third year EFL university students. Based on the results in table 2 and 3, third-year students have performed better, 68% correct answers, than the first-year students, 44% correct answers in spite the fact that some mistakes can be justified by the conflict between grammatical concord and attraction through proximity. However, the principle of proximity here does not seem to be reinforced by notional concord, and that is why some answers seem divergent.

Mastering SVC, as a crucial concept in English grammar, is, sometimes, a difficult task which requires a full understanding of all forms of the subject in English. Therefore, the lecturers need to be aware of such students' grammatical weaknesses and focus more on them by giving more examples and practice. Also, students have to be aware of all the aforementioned forms of subject. It is advisable to give students sufficient time, opportunity and practice to be familiar with all the forms of subject. Hence, all subject forms categories need much more knowledge practice, and effort to be mastered well.

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Appendix: A Questionnaire on Subject- Verb Concord

Instruction: Please, read the following sentences, then choose the correct verbs in the brackets:

Your Academic Stage: (First, Third)

1. Nada's money (has, have) been stolen.
2. My homework (is, are) difficult.
3. The effects of smoking cigarette (is, are) quite harmful.
4. The news (become, becomes) boring nowadays.
5. The rich (help, helps) the poor.
6. Those sheep in the farm (look, looks) small.
7. Your trousers (is, are) clean.
8. John Edwards, the first of many black students to offend this law school, (has, have) been elected.
9. The English (work, works) very hard.
10. Physics (was, were) my best subject at school.
11. Reading a good book (is, are) what Ali enjoys.
12. To err {is, are) human.
13. That anybody survived the accidents {was, were) a miracle.
14. Crisis often (occur, occurs) in the best families.
15. How many fans attended the game (is, are) still unknown.
16. The lice (is, are) killed.
17. The wise (is, are) often confounded by the foolish.
18. Dominoes (is, are) my favourite game.
19. On the second level of the parking lot (is, are) some empty stalls.
20. A number of boys (has, have) arrived for the meeting.
21. Poor visibility from fog and forest fires (cause, causes) accidents.
22. Everyone (is, are) here.

23. Three years (is, are) a long time to be without a job.
24. Butter and bread (is, are) my favourite breakfast.
25. Iraq {has, have} lost the football match.
26. Measles (is, are) a harmful disease.
27. No one except his own supporters (agree, agrees) with him.
28. Twelfth Nights (is, are) my favourite play.
29. Either the girls or Ali (has, have) to do it.
30. Faith and Hope (is, are) the funniest series.
31. Some of the tea (has, have) leaked out.
32. Her girl and secretary (is, are) clever.
33. Neither Mary nor the boys (has, have) to go now.
34. My uncle with his three girls (is, are) going to visit us.
35. His family (is, are) small.
36. Each of the tickets (costs, cost) ten pounds.
37. Another (is, are) on the way.
38. Near the door {is, are} very interesting.
39. Ten miles beyond that river (was, were) the farmlands that they had purchased with their life-saving.
40. His ethics {is, are} different from theirs.
41. Seldom {do, does} we receive such generous praise.
42. The prime minister, along with a number of his advisers, (is, are) still skeptical of the plan.
43. Rich and poor man (suffer, suffers).
44. The army (need, needs) weapons.
45. How many pens (does, do) she want?





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جاءت بحوث هذا العدد لتتناول العلوم الإنسانية المختلفة (اللغة العربية ، وعلوم
الشريعة (الفقه وأصوله ، والعقيدة) ، والفلسفة ، والجغرافية، والتاريخ ، والقانون
، فضلاً عن اللغتين الانكليزية والروسية ، وشغلت علوم اللغة العربية (نحواً وصرفاً وأدباً)
حيزاً كبيراً في ثانيا صفحات العدد .

وبرزت بعض البحوث التي تطرقت الى واقع المجتمعات منها بحث في آليات
النهوض بواقع المرأة العراقية في المناطق المنكوبة ، وكان لبحث (الضوابط القانونية لعمليات
نقل وزرع الاعضاء البشرية بين الأحياء – دراسة في ضوء التشريع الجزائري) حضوراً في هذا
العدد.

وفي الختام لابد من القول بأن هيئة التحرير عازمة على مواكبة تطوير المجلة بما يليق
بسمعتها ومكانتها الدولية .

وأسأل الله تعالى ان يعصمنا ويعصم الباحثين من الزلل وأن ينفع بهم وهو حسبنا ونعم
الوكيل .

أ.م.د. الحسن طه ياسين

رئيس التحرير

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

كلمة العدد

الحمد لله رب العالمين ، والصلاة والسلام على سيدنا محمد (صلى الله عليه وسلم)
المبعوث رحمة للعالمين ، وعلى آله الطيبين الطاهرين ، وصحابته الغر الميامين ، ومن تبعهم
بإحسان الى يوم الدين .

وبعد:

فيطيب لي في بداية العدد (الخامس والستون) وهو العدد الاول الذي أدون فيه كلمتي
لأثبت تاريخ استلامي مهام مجلة (سر من رأى) الدولية ، مكملًا مشوار الأخوة رؤساء
التحرير السابقين ساعياً في الحفاظ على مرتبتها بين المجلات العلمية المحكمة ، وذلك بنشر
البحوث العلمية الرصينة والدراسات الاصيلية ، مؤكداً على رصانة تلك الدراسات
والبحوث كما ونوعاً للارتقاء والتقدم في تعزيز مسار البحث العلمي .

ومن نعمة الله علينا ان يوافق إصدار هذا العدد مع اطلالة شهر النور ، شهر ربيع
الأول من العام الهجري ١٤٤٢ ، شهر فيه ذكرى ولادة فخر الكائنات سيدنا محمد (صلى الله
عليه وسلم) ، الرحمة المهداة ، صاحب الخلق العظيم الذي حثنا ربنا للاقتداء به ، واتخاذ
قدوة حسنة قَالَ تَعَالَى: ﴿ لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ

وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا ۝٢١﴾ الاحزاب ٢١

ومن هذا المنبر العلمي لابد من التذكير الى أن الله تعالى ذكر العلم والعلماء في مواطن
عديدة من آياته ورفعهم في درجات الفضل ، كُلُّ عَلَى مَقْدَارِ مَا يَمْتَلِكُهُ مِنْ عِلْمٍ وَمَعْرِفَةٍ

وَسُلُوكٍ وَعَمَلٍ ، قَالَ تَعَالَى: ﴿ يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ

وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ۝١١﴾ المجادلة ١١ / جامعة سامراء

الاشتراك في المجلة



تدفع المؤسسات الحكومية والجامعات ومراكز البحث بدل اشتراك قدره (٢٥٠.٠٠) دينار داخل القطر للعدد الواحد وتخاطب سكرتارية المجلة على العنوان المدرج في أدناه لغرض الاشتراك أو التبادل.

المراسلات

أ.د. إحسان طه ياسين

رئيس هيئة تحرير مجلة سر من رأى

جمهورية العراق / سامراء

ص.ب/١٦٥

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الأسس الطباعية للبحث

❖ يطبع البحث على الآلة الحاسبة، وعلى ورق حجم (A4) وبوجه واحد.

❖ لا يتجاوز عدد صفحاته (٢٠) صفحة بما فيها: البيانات، والخرائط، والمصورات، وإذا زاد البحث على ذلك يتحمل الباحث دفع مبلغ (٢٠٠٠) دينار عن كل صفحة إضافية، على أن تقدم النسخ الأصلية الخاصة بالأشكال والخرائط على ورق (تريست)، وبواسطة برنامج (Microsoft Word).

❖ بعد الأخذ بملحوظات المقيّمين يرفق قرص (CD) مع البحث المصحح.

❖ تكون الطباعة بحرف (Simplified Arabic)، وبحجم (١٤).

❖ تكتب الهوامش في آخر البحث بنفس خط المتن، وبحجم (١٢)، على أن تذكر معلومات المصدر كاملة عند وروده أول مرة، لتغني عن كتابة قائمة للمصادر.

❖ يقسم البحث على مقدمة وعناوين مناسبة تدل عليه، لتغني عن قائمة المحتويات.

❖ لا تلزم المجلة بإعادة البحث إلى صاحبه، إذا اعترض على نشره الخبراء، ويكتفى بالاعتذار.

❖ منهج البحث العلمي والتوثيق من سمات المجلة المحكمة.

❖ يدفع إلى المجلة مبلغ (٨٠٠٠) ثمانين ألف دينار بدل نشر، بالنسبة إلى الباحثين داخل العراق.

❖ يمنح الباحث نسخة مستلة من بحثه بعد نشره.

❖ تعنون المراسلات باسم (رئيس التحرير) او مدير التحرير.

❖ إذا كان البحث يحتوي على آيات قرآنية، يكون نمط الآيات وفق برنامج مصحف المدينة ولا يتم نشر البحث خلاف ذلك.

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تعليمات النشر في مجلة (سر من رأى)



ترحب مجلة (سر من رأى) العلمية المحكمة بإسهام الباحثين في القطر وسواه من الأقطار، فتخطو بهم ومعهم خطوات واثقة نحو مستقبل مشرق في نواحي الحياة، وفيما يأتي بعض ضوابط النشر فيها:

الأسس الفنية والتنظيمية

- ❖ تستقبل المجلة البحوث العلمية في مجالات العلوم الانسانية كافة.
- ❖ تقوم هيئة التحرير بالبحوث علمياً مع خبراء مشهود لهم بالكفاية العلمية في اختصاصهم الدقيق.
- ❖ ترفض المجلة نشر البحوث التي لا تطابق منهج البحث العلمي المعروف.
- ❖ يلزم الباحث بالأخذ بما يرد من ملحوظات حول بحثه، من خلال ما يحدده الخبراء المقومون.
- ❖ أن لا يكون البحث مقدماً إلى مجلة أخرى، ولم ينشر سابقاً، وعلى الباحث أن يتعهد خطياً بذلك.
- ❖ يشترط أن يقوم الباحث ببحثه المقدم.
- ❖ يثبت على الصفحة الأولى ما يأتي: (عنوان البحث، واسم الباحث، ولقبه العلمي، ومكان عمله، وبريده الإلكتروني، ورقم هاتفه، وكلمات مفتاحيه باللغتين العربية والانكليزية)، وفي حالة وجود أكثر من باحث تذكر أسماءهم وعناوينهم، لتسهيل عملية الاتصال بهم.
- ❖ يطبع موجزا للبحث في صفحة مستقلة، وباللغتين العربية والإنكليزية، على أن لا يزيد عن صفحة واحدة.
- ❖ يعتمد أسلوب البحث العلمي في كتابة هوامش البحث ومصادره، ويعتمد الباحث المنهج البحثي الخاص باختصاصه، وتذكر الكتب المستعملة في البحث على النحو الآتي: اسم الكتاب، واسم المؤلف، ورقم الطبعة، ومكان النشر، وجهة النشر، وسنة النشر، والجزء (إن وجد)، والصفحة. أما الدوريات فتكتب على النحو الآتي: اسم الدورية، وعددها، وتاريخ صدورها، وجهة الإصدار، والصفحة.
- ❖ لا يعد قبول النشر ملزماً للمجلة بنشر البحث العلمي ضمن الأعداد إلا ما يليق بسمعتها الدولية.

أعضاء هيئة التحرير



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