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Republic of Iraq / Samarra
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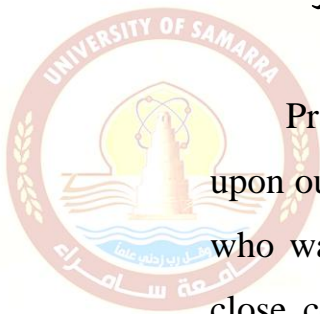
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In the Name of God, the Most Gracious, the Merciful



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
Prof. Dr. Ihssan Taha Yassin
Editor

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ESSAY WRITING, VOCABULARY SIZE AND LANGUAGE LEARNING STRATEGIES: A CASE STUDY OF IRAQI EFL STUDENTS

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LECT. MUTHANA MOHAMMED BADIE

TIKRIT UNIVERSITY

COLLEGE OF EDUCATION FOR WOMEN

MUTHANA_ALBAZI@TU.ED.IQ

LECT. JIHAD HASAN AZEEZ

UNIVERSITY OF SAMARRA

COLLEGE OF EDUCATION

JIHAD.HASAN@UOSAMARR.EDU.IQ



كتابة مقالة، حجم المفردات و استراتيجيات تعلم اللغة : دراسة حالة للطلبة العراقيين دارسي اللغة الانكليزية لغة أجنبية

مر. جهاد حسن عزيز

جامعة سامراء

كلية التربية

قسم اللغة الانكليزية

مر. مثنى محمد بدع

جامعة تكريت

كلية التربية للبنات

قسم اللغة الانكليزية

الملخص

يأتبع التصميم المترابط تم اختيار (٣٠٠) من طلبة الجامعة العراقيين دارسي اللغة الانكليزية لغة اجنبية للمشاركة في الدراسة والذين اجابوا على نسخه من اختبار التوفل ونسخه من استبانة استراتيجيات تعلم اللغة وكانوا أيضاً مطالبين بكتابه مقال جدي بصدد العنوان المعطى (الحياة الاجتماعية أهم من الحياة الأكاديمية). اختبار توفل واستبانة استراتيجيات تعلم اللغة تم قياسهما بموجب مفتاح الاجابة أما المقالات المكتوبة فكانت باستخدام علامات التقييم الشاملة .

النتيجة المتعلقة بقسم المفردات في اختبار التوفل قد حُسبت ووضعت في تحليل spss وإجابات الاستبانة قد سُفرت ووضعت في SPSS. بالإضافة إلى ذلك فإن نتائج المقالات الجدلية مع التكرار وأنواع اخطاء الكتابة قد حُددت وسُفرت ووضعت في spss واطعاء الكتابة في الحقيقة قد صُنفت من ناحيه الاملاء ، علم الصرف ، علم تركيب الكلام (النحو) ، التنقيط، الاختيار المعجمي والدلالي ، الأسلوب ، وأسلوب الطباعة . بعد توحيد معامل الانحدار المتعدد وجد الباحثان ان استراتيجيات تعلم اللغة وحجم المفردات مرتبطة للغاية مع إداء الكتابة واطعاء الكتابة. وعليه فإن أهم الاستراتيجيات التي وجدت هي المعرفية وما وراء المعرفية. علاوةً على ذلك فإن أهم أنواع الاخطاء هي تراكيب الكلام النحوية وعلم الدلالة والألفاظ.

المصطلحات الأساسية: الارتباط ، استراتيجيات تعلم اللغة ، معامل الانحدار المتعدد، حجم المفردات ،

الاستراتيجية المعرفية ، الاستراتيجية فوق المعرفية.



Abstract

Following a correlational design, 300 Iraqi EFL university students were selected as the participants of the study who answered to two tests—a version of the TOEFL test, and a version of language learning strategy questionnaire (LLSQ). They were also asked to write an argumentative essay on the given topic (social life is more important than the academics). The TOEFL test and language learning strategy questionnaire were scored according to the answer key and the written essays using the holistic rubrics. The score related to the vocabulary section of the TOEFL test was calculated and put into the SPSS for analysis. The answers to the questionnaire were coded and put into SPSS. In addition, the scores to the argumentative essays along with the frequency and types of writing errors were determined, coded and put into the SPSS. The writing errors, in effect, were classified in terms of spelling, morphology, syntax (grammar), punctuation, lexical and semantic choice, style, and typography. Having utilized multiple regression coefficient, the researcher found that language learning strategies and vocabulary size are highly correlated with both writing performance and writing errors. Here, the most important strategies were found to be cognitive and meta-cognitive ones. Furthermore, the most critical types of errors were syntax, lexical and semantic choice.

Key terms: correlation, language learning strategy, multiple regression coefficient, vocabulary size, cognitive strategy, meta-cognitive strategy.



Introduction

We are living in an era when the importance of writing skill is felt more than before due to the increasing influence by technology especially by the print media such as emails, social networks, etc. Meanwhile, the significance of writing skill seems to be more crucial for professionals and academics as well as EFL students. In other words, internet and competitive chance for jobs as well as academic achievements influence the importance of writing skill for this group of people. Hence, there is no doubt regarding the significance of writing skill in current world which demands improving writing performance.

Writing skill, in effect, equips the EFL students to communicate efficiently with the audience who are too far away to provide any feedback. Beside this issue, writing skills push the EFL learners to the next level for further achievement. Two of the variables which apparently affect the writing performance are language learning strategies and vocabulary size which need to be considered in designing any courses on the field of essay writing.

It should be noted that learning language is not a straightforward activity to be occurred through courses, classes or workshops. In other words, language learning may cause many challenges for language learners as well as language teachers and curriculum developers. It means that learning a language demands dealing with multiple skills which are interacting and form a praxis. In other words, the multiple skills affect each other and be affected by each other. The multiple skills may include strategy, structural, lexical, discoursal or social learning.

Here, communicative competence demands that language involves several dimensions of grammatical, discourse, pragmatic and strategic. Likewise, the roles played by knowledge regarding vocabulary and strategy

uses cannot be ignored. Language learning strategies, according to Skehan, (1989), are “one of the most important individual difference factors in L2 acquisition” (cited in McMullen 2009, p. 419).

Vocabulary knowledge, on the other hand, is considered as one of the central aspects in second language learning (Ming 2007, cited in Zhang 2011). The importance of vocabulary can be conveyed through Wilkins's (1972) argument which states that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 110).

Bastanfar and Hashemi (2010), on the other hand, argue that “words are the building blocks of a successful communication” (p. 158). vocabulary learning is also a fundamental dimension of the processes of learning language because for which there is no end and the processes of learning vocabulary may continue for the rest of an individual's life (Schmitt 2000). Moreover, vocabulary learning is essential for personal and social usage, communication and academic study (Dinh 2008).

Here, both vocabulary size and language learning strategies seem to be fundamental for essay writing. Furthermore, one of the main objectives for many foreign language learners is to use the language either for speech and casual conversation, or for translation of texts, or even for study through the medium of the foreign language for example in higher education.

Hence, essay writing may be one of the objectives for foreign language learners including Iraqi EFL students either in the tasks assigned by the universities or in the international tests such as TOEFL and IELTS. The knowledge of vocabulary is essential in learning languages. Not only does it contribute in the comprehension and production of the language, but it also works as a good indicator of the performance and acquisition of any language skill.



The role played by the language learning strategies cannot be ignored because they are crucial in vocabulary knowledge and size and as a result in essay writing performance.

Contrary to the intertwined effects of the both vocabulary knowledge and learning strategies on writing skill, no study tried to explore the influence of the both learning strategies, vocabulary size and their interaction on the writing skill. Observing this problem, the researcher attempted to make a study for investigating the effect of language learning strategies and vocabulary size on essay writing performance among Iraqi EFL learners. To this end, the following questions were raised:

1. Is there any relationship between language learning strategies and vocabulary size?
2. Is there any relationship between either vocabulary size and essay writing or language learning strategies and essay writing?
3. Is there any relationship among vocabulary size, language learning strategies and essay writing?

1. Review of Literature

Writing skill, as a productive language skill, seems to be crucial in improving language proficiency of students due to its intertwined networks of words, sentences, structures, punctuations, etc. (Bello, 1997). It means that vocabulary size influences the writing process. Oxford (2003) points out that learning strategies are fundamental for language learning which can be extended to the writing skill. Considering the fact that writing skill is nowadays considered as a process-based skill (Belinda, 2006), the influence of learning strategies seems to be conceivable.

Cohen (1998) is on the researchers who indicated that language leaning strategies consist of both language learning and language use strategies. Language learning strategies, in effect, indicate to the procedures and techniques that second or foreign language learners (ESL/EFL) do in order to understand the target language. As an illustration, the way through which the learners process and store grammatical structures or lexical structures are among the language learning strategies the EFL/ESL go through.

Language use strategies, on the other hand, refers the techniques and steps taken by the EFL/ESL learners to find the knowledge—grammatical or lexical knowledge—they previously have when they are dealing with a task (e.g. rehearsing target language, finding a way to communicate, compensating the breakdown of a communication).

The emergence of language learning strategies is rooted in the studies done by some researchers among them Rubin (1975), Stern (1975), and Naiman (1978) are worth mentioning. In effect, they made an endeavor to recognize and classify the techniques, strategies and steps taken by the learners effectively to succeed in the process of language learning. They also dealt with the techniques and strategies ineffectively by the learners who failed to meet their objectives.

It is worth noting that Oxford's taxonomy is more comprehensive since it is also composed of two more categories, namely, memory and compensation strategies. Oxford (1990), and O'Malley and Chamot (1990) are the researchers who categorized language learning strategies and provided taxonomies. The taxonomies presented by both Oxford (1990), and O'Malley and Chamot (1990) are coincided and both taxonomies view strategies in terms of cognitive, metacognitive, social and affective strategies.

However, O'Malley and Chamot do not distinguish social and affective strategies from each other and regard them as the same group, Oxford consider them into two different categories.

To Oxford, language learning strategies are two types: direct and indirect. Direct strategies. According to Oxford (1990), refer to the strategies which directly deal with language (e.g. practicing, drilling, memorizing, etc.). Indirect strategies refer to the strategies which are indirectly related to language learning and deal with the processes of language learning (e.g. self-regulation, monitoring, planning, etc.). Direct strategies are composed of memory, cognitive and compensation strategies and indirect strategies of metacognitive, affective and social strategies.

There is no doubt that language learning strategies are crucial in learning a language. Here, writing skill and essay writing as a skill of language learning cannot be exceptional. In this regard, Taufik, Dola, Kamaruddin, and Saleh (2016) explored the influence of the different learning strategies on the writing skill. To this end, 102 Indonesian ELT students were selected as the participants of the study who were divided into three groups—two experimental and one control. The data was analyzed through ANOVA which resulted into significant difference in which Cooperative Integrated Reading and Composition (CIRC) turned out to be crucial for writing academic papers.

Meanwhile, vocabulary knowledge apparently influences the writing skill (Brynildssen, 2000; Corona, Cathy; Spangenberg, Sandra, & Venet, Iris, 1998). Laufer and Nation (1995), in a similar vein, argues about the vocabulary size and use as an influential means for improving writing performance.

Having explored the influence of the vocabulary instruction on the expository writings of the students, Yonek (2008) showed that rich instruction improves vocabulary knowledge of the students and such an instruction highly influences the writing performance of the students. Llach and Gallego (2009), on the other hand, concluded that there is a significant relationship between vocabulary size and the writing performance.

Yu-Feng, Chun-Ling, and Hung-Ju (2011) tried to explore the influence of a vast variety of guided writing strategies on younger students' writing attitudes in terms of motivation, enjoyment and anxiety. Their studies proved that guided writing strategies improve the students' writing attitudes.

Saadian and Bagheri (2014) are two researchers who explored the relationship between and among the three variables of writing skill, vocabulary and grammar knowledge. To this end, 53 Iranian EFL students were selected as the participants of the study who took a TOEFL-PBT for vocabulary and grammar knowledge and a writing test. The data on each variable—writing vocabulary knowledge and grammar knowledge—was put in the SPSS and the degree of relationship among them was explored which resulted into high and significant correlation among them with the more contribution of the grammar knowledge to the writing skill.

Considering the intertwined role of cognitive analysis with linguistic synthesis clarifies the way language learning strategies and vocabulary size may influence the writing skill. Doff (1988) points out that learning and practicing new vocabularies are crucial for writing skill which are processed gradually during time.

Moreover, writing skill demands going through step-by step processes in order to provide grammatically, organizationally, mechanically accurate piece of writing. It means that writing needs to be considered as the process

of meaning making which involves utilization of learning strategies including cooperative ones (Albeshar, 2012; Cole & Feng, 2015; Mandal, 2009).

2. Method

2.1. *Participants of the Study:*

Following a correlational design, 300 Iraqi EFL students (169 female & 131 male) were selected as the participants of the study. The ages of participants were between 21 and 34. The participants were selected through convenience sampling procedure from University of Samarra—College of Education.

The rationale for using the convenience sampling procedure is rooted in the fact that the researcher was a lecturer in the university and having selected and included the participants of the university seem to be more convenient. Moreover, the rationale for including the both genders refers to the fact that the researcher tried to make a comparative study between the two genders. Last but not least, the researcher tried to control other variables such as the place of education, native language, race, sub-cultures, etc.

2.2. *Instruments:*

Three instruments were utilized in this study, i.e. Nation and Beglar's (2007) vocabulary size test, Oxford's (1989) Strategy Inventory for Language Learning (SILL); and an argumentative essay on the given topic (social life is more important than the academics). The vocabulary size test composed of 140 multiple-choice items and was scored according to the answer key.

The SILL (version 7) composed of 50 Likert-Scale items which were designed in six sections from A to F. The rationale for using the version 7 is that it is designed for EFL/ESL students. In scoring the SILL, the number of each column (A, B, C, D, E, F) which was from 1 to 5 were summed up. Then, the sums of different columns were added up and divide by 50. Finally, the results



are compared with the Profile of Results as table 1 shows:

Table 1: *Key to understanding SILL averages*

| | | |
|---------------|-------------------------------|------------|
| High | Always or almost always used. | 4.5 to 5.0 |
| | Usually used. | 3.5 to 4.4 |
| Medium | Sometimes used. | 2.5 to 3.4 |
| | Generally not used. | 1.5 to 2.4 |
| Low | Never or almost never used. | 1.0 to 1.4 |

the students were also asked to write on the following topic:

Is social life more important than the academics? Justify your answer.

The written essay was scored using the holistic rubrics out of 5 according to table 2:

Table 2: Holistic Scoring

| Sscore | Description |
|--------|---|
| 5 | Demonstrates complete understanding of the problem. All requirements of the task are included in response |
| 4 | Demonstrates considerable understanding of the problem. All requirements of task are included |
| 3 | Demonstrates partial understanding of the problem. Most requirements of task are included |
| 2 | Demonstrates little understanding of the problem. Many requirements of task are missing |
| 1 | Demonstrates no understanding of the task. |
| 0 | No response/task not attempted |

2.3. *Procedures of Data Gathering and Data Analysis*

For the purpose of the study, the three instruments of Nation and Beglar's (2007) vocabulary size test, Oxford's (1989) Strategy Inventory for Language Learning (SILL), and an argumentative essay on the given topic (social life is more important than the academics) were utilized for gathering data. After scoring the instruments according, the data was gathered and put into SPSS 22 for analysis. In fact, the scores of the vocabulary size test, SILL, and the argumentative essays and frequency and types of writing errors were determined and coded to be put into the SPSS22.

It is worth mentioning that the writing errors were classified in terms of spelling, morphology, syntax (grammar), punctuation, lexical and semantic choice, style, and typography.

For data analysis, multiple regression coefficient was utilized to determine the influence of each independent variable (language learning strategies and vocabulary size) as well as the interaction between the two independent variables on the two dependent variables (writing performance and writing errors).

3. Results

Having gathered the data, the researcher analyzed the data and the following results were found. The participants of the study were, in effect, 169 female and 131 male students. Both genders showed the mean about 97 in vocabulary size test, a mean about 3.40 in language learning strategies, and a mean about 3.5 in essay writing.

Table 1: *Descriptive statistics in terms of gender*

| | | N | Mean | Std. Deviation | Std. Error |
|------------|--------|-----|---------|----------------|------------|
| Vocabulary | female | 169 | 97.0296 | 27.15639 | 2.08895 |
| | =male | 131 | 97.0534 | 28.18082 | 2.46217 |
| | Total | 300 | 97.0400 | 27.56176 | 1.59128 |
| LLS | female | 169 | 3.4111 | .28243 | .02173 |
| | =male | 131 | 3.4022 | .27314 | .02386 |

| | | | | | |
|-------|--------|-----|--------|--------|--------|
| | Total | 300 | 3.4072 | .27798 | .01605 |
| Essay | female | 169 | 3.6939 | .58607 | .04508 |
| | =male | 131 | 3.5846 | .61787 | .05398 |
| | Total | 300 | 3.6462 | .60160 | .03473 |

The participants of the study compose of 300 female and male EFL students who were studying English as a foreign language—101 participants were between 20 and 25 years old, 126 participants between 26 and 30, and 73 ones between 31 and 35. The different age groups showed somewhat differing means. As in illustration in table No. (1), the participants whose ages were between 20 and 25 had the mean about 101 in vocabulary size test, about 3.40 in language learning strategies, and about 3.70 in essay writing. Moreover, the participants whose ages were between 26 and 30 showed the mean about 93.5 in vocabulary size test, about 3.40 in language learning strategies, and about 3.60 in essay writing. Furthermore, the third group—the participants between 31 and 35 years old—illustrated the mean about 98 in vocabulary size test, about 3.40 in language learning strategies, and 3.60 in essay writing. Table 2 shows that the three age groups had similar performance in language learning strategies and essay writing, however, they differ in terms of vocabulary size test.

Table 2: *Descriptive statistics in terms of age*

| | | N | Mean | Std. Deviation | Std. Error |
|------------|--------|-----|----------|----------------|------------|
| Vocabulary | =20-25 | 101 | 100.9010 | 25.65716 | 2.55298 |
| | =26-30 | 126 | 93.4921 | 28.17424 | 2.50996 |
| | =31-35 | 73 | 97.8219 | 28.61300 | 3.34890 |
| | Total | 300 | 97.0400 | 27.56176 | 1.59128 |
| LLS | =20-25 | 101 | 3.3945 | .27198 | .02706 |
| | =26-30 | 126 | 3.4101 | .27011 | .02406 |
| | =31-35 | 73 | 3.4197 | .30184 | .03533 |
| | Total | 300 | 3.4072 | .27798 | .01605 |
| Essay | =20-25 | 101 | 3.6758 | .54820 | .05455 |
| | =26-30 | 126 | 3.6411 | .63514 | .05658 |
| | =31-35 | 73 | 3.6138 | .61879 | .07242 |
| | Total | 300 | 3.6462 | .60160 | .03473 |

Having adopted descriptive statistics, the researcher examined the language learning strategies as it is illustrated in table 3. Table 3 illustrates that the two strategies of cognitive and meta-cognitive are the most dominant strategies among the Iraqi EFL learners.

| | | Cognitive | Metacognitive | Social/affective | LLS |
|----------------|---------|-----------|---------------|------------------|-------|
| N | Valid | 300 | 300 | 300 | 300 |
| | Missing | 0 | 0 | 0 | 0 |
| Mean | | 39.73 | 47.13 | 19.31 | 97.41 |
| Std. Deviation | | 5.13 | 8.93 | 5.21 | 7.11 |

Table 3: *Descriptive Statistics of Language Learning Strategies*

The regression between vocabulary size and language learning strategies was explored as table 4 shows. The table shows that the two variables of vocabulary size and language learning strategies are highly correlated ($R = -.782$).

Table 4: *Correlation between Vocabulary Size & Language learning strategies*

| Model | R | R square | Adjust R Squared | Std. error of estimate |
|-------|-------------|----------|------------------|------------------------|
| 1 | .782 | .693 | .732 | 736.312 |

The relationship between vocabulary size and essay writing was also examined as table 5 shows.

Table 5: *Correlation between Vocabulary size & Writing (Essay writing)*

| Model | R | R square | Adjust R Squared | Std. error of estimate |
|-------|-------------|----------|------------------|------------------------|
| 1 | .856 | .739 | .712 | 693.561 |

The table shows that the two variables of vocabulary size and writing are highly correlated ($R = -.856$). Investigating the relationship between language learning strategies and essay writing also showed a correlation (table 6). In fact,



the two variables of writing and language learning strategies are moderately correlated ($R = .619$)

Table 6: *Correlation between Language Learning Strategies & Writing (Essay writing)*

| Model | R | R square | Adjust R Squared | Std. error of estimate |
|-------|-------------|----------|------------------|------------------------|
| 1 | .619 | .532 | .598 | 547.143 |

In the final step, the multiple regression was explored among the three variables of essay writing, language learning strategies and vocabulary size as table 7 shows. The table shows that there is a relatively high correlation among the three variables of writing (essays), vocabulary size and language learning strategies ($R = .87.120$).

Table 7: *Multiple Regression among LLS, Vocabulary size & Writing (Essay writing)*

| Model | R | R square | Adjust R Squared | Std. error of estimate |
|-------|---------------|----------|------------------|------------------------|
| 1 | 87.120 | 89.137 | 13.692 | .000 |

In a further step, the frequency and types of errors were explored in terms of age and gender. To this end, the writing errors in the essays written by the Iraqi students were divided into four categories *content and organization* (errors of topic, semantics, and organization), *vocabulary* (errors of word and expression choices), *grammar* (errors of agreement, word order, tense,

proposition, redundancy), and mechanics (errors of spelling, punctuation and capitalization).

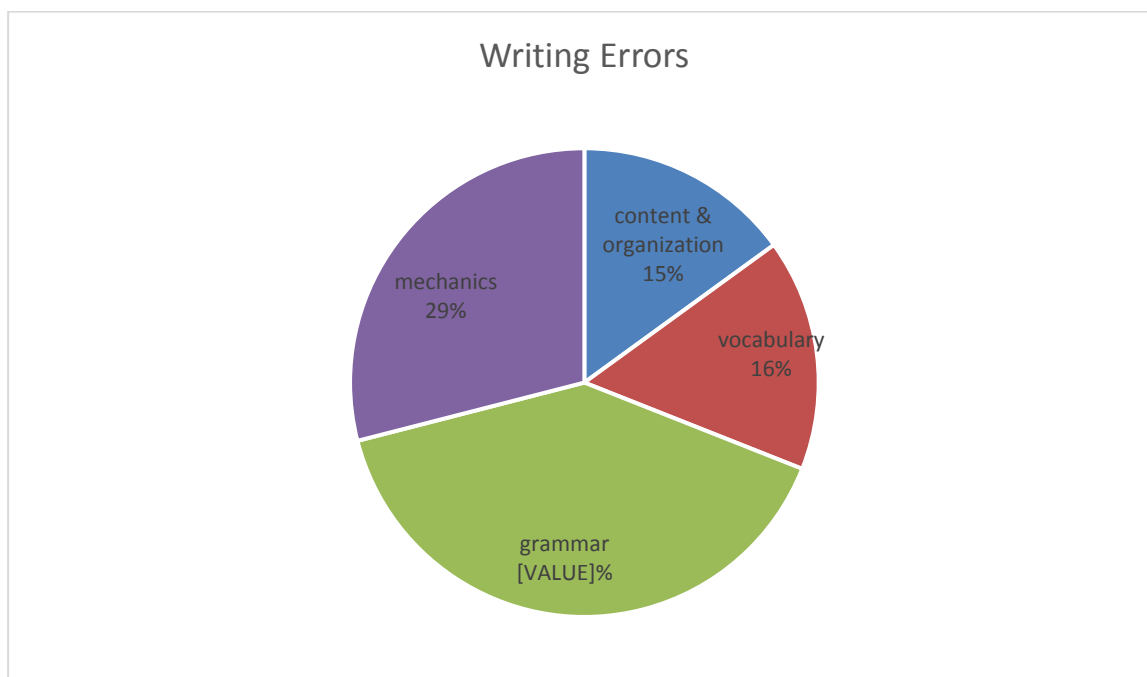


Figure 1: Percentages of the overall errors committed by the Iraqi Students

The figure illustrates that the most writing errors committed by the Iraqi students were related to grammar and mechanics followed by the vocabulary selection and content and organization, respectively.

4. Discussion and Conclusions

Having explored the relationships between essay writing, language learning strategies, and vocabulary size, the researcher found that writing is highly correlated either with vocabulary size or language learning strategies. In addition, the results of the study showed that language learning strategies and vocabulary size are highly correlated.

The findings of the study also illustrated that cognitive and meta-cognitive learning strategies are dominant among the Iraqi EFL students. Furthermore, the



most critical types of errors were errors of agreement, word order, tense, proposition, redundancy, and errors of spelling, punctuation as well as capitalization.

1. This study seems to be beneficial for language teachers, teachers' trainers, language learners, textbooks designers as well as curriculum designers.
2. The first implication of the present study is to implement vocabulary and language learning strategies in teaching any language including foreign language to improve the literacy skills of the students including
3. It is demanding that teachers develop some knowledge of variables affecting writing skill to assist the students to enhance their language skills.
4. Effectively, the students need to be able to utilize the most affective language learning strategies directly to acquire vocabulary and indirectly to improve their writing skills.
5. To this end, the curriculums and textbooks need to be designed and developed in such a way to meet these needs of the learners.
6. In fact, any language course, curriculum or textbook needs to be managed in such a way to enable the students to consider the way through which language is utilized in essay writing.



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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 مَقْدَارٍ 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

البريد الإلكتروني للمجلة

E-mail: journal.of.surmanraa@gmail.com

Cell phone: 009647711651567 - 009647700888734 -
009647800081044

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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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ISSN : 1813-6798
البريد الإلكتروني للمجلة

E-mail: journal.of.surmanraa@gmail.com

Cell phone: 009647711651567 -- 009647700888734 -- 009647800081044

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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 علميًا 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 مقدمًا إلى مجلة أخرى، ولم ينشر سابقًا، وعلى الباحث أن يتعهد خطيًا 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 ملزما للمجلة بنشر البحث العلمي ضمن الاعداد إلا ما يليق بسمعتها الدولية.

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الإخراج الطباعي: السيد علي عبدالخالق عبدالله

البريد الالكتروني:

E-mail: journal.of.surmanraa@gmail.com

Cell phone: 009647711651567 -- 009647700888734 -- 009647800081044



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