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SOCIAL MEDIA APPS AS A TOOL TO IMPROVE VOCABULARY LEARNING OF ENGLISH LANGUAGE

.....

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TIKRIT UNIVERSITY-COLLEGE OF ARTS
.۷۷.۲۳۳۸۶۶۶



Abstract

The present study seeks to investigate the effectiveness of social media apps', more specifically Telegram to improve vocabulary learning of English language by students in Collage of Art at Tikrit University at Sociology departments. The data gathered through two tests (pre-test and post-test) comparing results between two groups, One group received new vocabulary from Telegram channels while the second were taught through the traditional face-to-face instruction in the classroom only. A researcher made vocabulary test was used to compare the performance of two groups, the results of a post-test showed a significant difference between control group and experimental group in favor of Telegram's group. Finally , researcher suggested to give more attention to such applications as tools to save efforts and time in teaching process, that what harmonized with new instructions of Ministry of Higher Education and Scientific Research in Republic of Iraq.

Key words: Media, social Media, vocabulary learning, learning strategies, EFL

تطبيقات مواقع التواصل الاجتماعي كأداة لتحسين تعلم المعاني في اللغة الانكليزية

م.م. زبيدة سمير عايد

جامعة تكريت-كلية الآداب

الملخص

تبحث الدراسة عن فاعلية تطبيقات ومواقع التواصل الاجتماعي وعلى وجه الخصوص برنامج التليكرام في تحسين وتحفيز عملية تعلم المعاني في اللغة الانكليزية للطلبة العراقيين الدارسين اللغة الانكليزية في جامعة تكريت كلية الآداب قسم الاجتماع. وكانت اداة القياس المستخدمة في هذه الدراسة لجمع المعلومات هو الاختبار القبلي والبعدي والمقارنة بين النتائج الاختبارات بين مجموعتين: مجموعة تلقت عملية تعليم المعاني عن طريق ثلاث قنوات في برنامج التليكرام وهي المجموعة التجريبية ومجموعة الضابطة التي لم تتلقى معلومات عن طريق قنوات التليكرام. حيث قامت الباحثة بإعداد اختبار يهدف الى تقييم اداء الطلبة ازاء تعلم معاني اللغة الانكليزية. بينت النتائج لاحقا اختلاف واضح بين اداء المجموعتين لصالح المجموعة التجريبية . واخيرا قدمت الباحثة بعض التوصيات لما لمست من اثر لهذه التطبيقات في عملية التعلم في فصح المجال امام الاساتذة لاستخدام هذه التطبيقات لتوفير الجهد وتحسين اداء الطلبة وهو ما جاء متناغما مع توصيات وزارة التعليم العالي والبحث العلمي.

Section One

1.1 Statement of the problem

Vocabulary is one of language elements which needs to be mastered. If students master vocabulary, they can easily improve the language skills such as listening, speaking, reading and writing. vocabulary has been recognized as an important factor for language learning because insufficient vocabulary knowledge leads the learners to encounter difficulties in language learning.

Mastering vocabulary is one of the most challenging tasks that any learner faces while acquiring another language. One of the problems that students encounter in learning vocabularies is the lack of opportunities for authentic communication, and complains about being forced to follow a strict curriculum. (Nyikos and Fan, 2007:45)

According to Krashen students think that vocabulary is a merely a list of words with meaning in their native language without real context practice, so teachers must be creative in teaching vocabulary to make their students easy in recalling or remembering English words. Using active teaching methods in teaching vocabulary is needed that such methods is very important in learning process.(1989:132)

The appropriate methods make the students interested in studying. As Stockwell stated, vocabulary has been one of the most commonly taught language areas through technology in recent years. Integrating Telegram channels into existing learning practices can provide informal learning contexts and create new opportunities for vocabularies learning. (2007:106)

The study looks at Telegram in relation to its social impact on academic needs and English vocabulary learning.



1.2 Aims of the Study

The present study aims at:

- 1- Investigate whether Telegram would be an effective tool to improve vocabulary learning.
- 2- Finding out whether there are significant differences between the experimental group and the control in the post-test.

1.3 Hypothesis of the Study

In order to fulfill the aims of the current study, it is hypothesized that:

- 1- there is an effect for using social media apps' as Telegram to improve the students' performance in learning vocabulary.
- 2- there is no statistical significant difference between the experimental group mean scores, that is taught vocabulary with telegram channels and the control group mean scores in the post-test.

1.4 Limits of the Study

1-The study has been conducted in Tikrit University and the sample is the students of Sociology Department includes 1st year at College of Arts during the academic year 2017/2018.

2- Employing one of social media apps' (telegram) as a tool in teaching vocabulary.

1.5 The Plan

To fulfill the objectives of this study the following procedures are to be followed:

- 1- A general survey of the social media apps' that may use in teaching \learning process has been conducted.

2-Two groups have randomly assigned to a control and an experimental groups, as sample of the study .

3- A written pretest has been conducted and presented for both groups to assess the students' knowledge .

4- The experimental group has been exposed to vocabulary learning via telegram channels, which are: 1- t.me/learnwithus2016 2- Let's Practice English 3-Enrich Your vocabulary.

5- Both groups are exposed to a post-test to find out whether the telegram channels' of learning vocabulary have any role on students' performance in English language learning specifically in vocabulary.

5- Data of the post-test and results have been presented, and have been analyzed on the basis of which results have been given.

1.6 Definitions

1-**Social Media:** is a term used to describe the interaction between groups or individuals in which they produce, share, and sometimes exchange ideas, images, videos and many more over the internet and in virtual communities. According to Dewing, social media Web sites, such as YouTube, Twitter, and Facebook have become extremely popular among Internet users who wish to share their ideas, videos, and other activities online . (2010:5)

2- **Telegram** : is a cross-platform instant messaging client for smartphones, PCs and tablets. This application needs Internet connection to send images, texts, documents, audio and video messages to other users that have the app installed on their devices. (Williams, 2014:41)

3- **Vocabulary:** is all the words used by a particular person, or all the words that exist in a particular language or subject.(dictionary/cambridge)



Section Two: Theoretical Background

2.1 Social Media

According to Kaplan and Heinlein, social media or networks are "a group of Internet based applications that build on the ideological and technological foundations of Web 2.0 and that allow the creation and exchange of user-generated content." (2010:32).

Dewing defined social media as follow: " The term social media refers to the wide range of internet-based and mobile services that allow users to participate in online exchanges, contribute user-created content, or join online communities" . (2010 :8)

The term social media was first known , in 1994 -1995, when the first web- based social networking site. In fact, there are various definitions of social media concept because it is a broad term covering a large range of websites. Social media covers many digital tools such as : Facebook , YouTube ,Instagram , Telegram, twitter , linked , MySpace . Even Email and SMS are social media tool too .(ibid)

Social media is in bilingual environments. And since vocabulary is a key feature in order to make oneself understood as well as to understand others. Krashen's Input Hypothesis has been influential in one strand of research, investigating the effectiveness of learning large quantities of vocabulary through a flood of input with extensive reading as his focus of study. Social Media offer such environment for students to exposer to English language without any inside or outside pressure. (1989:121)

Other theories have instead maintained the need for methods where learners have the chance to convey meaning, notice new words and their morphology in

communication and practice them through output (Swain and Lapkin, 199:35). And such a case could be found in social media applications.

2.2.Telegram

Telegram has the property of send messages , voice note , live as well as photos with a self-destruct timer, Like Snapchat, but it is more popular , it is still possible to screenshot and store its images or texts or even voice messages before they disappear. Documents, groups, videos, numbers, locations and searched image or any data can all be shared, last from one second from up to a week. The app preferable for its enhanced security, combine with high speed delivery and reliability (Williams, 2014:54)

as a social network is becoming one of the major tools for education, and entertainment. Mazman (2010:98) asserts that the rapid development and enormous advancement in computer technologies have been affecting all aspects of life for more than three decades. Moreover, many researchers found a positive association between use of internet and social networking sites (SNS) and academic performance of the students.

Students using internet frequently, scored higher grades in reading skills test and higher grades in other subjects as well (Flad, 2010:21). Integrating Telegram channels into existing learning practices can provide informal learning contexts and create new opportunities for English learning.

As Stockwell (2007:118) stated, vocabulary has been one of the most commonly taught language areas through technology in recent years. We can use technology to help EFL learners and teachers learn and teach better and more effective. Zhao (2004:342) state a common belief that technology is just a tool, a means to an end in education. The study looks at Telegram in relation to its social impact on academic needs and English vocabulary learning. Telegram in studies with an educational context; is a part of a virtual learning



environment. The university classroom is changing time and space with e-learning.

In the context of reading in a group of Telegram , this technology allows communication to occur parallel to the course enabling students to initiate discussions outside the classroom contexts.

In this regard, Telegram is one of the web applications serving a large online community which was launched in 2013 by two Russian brothers, Pavel and Nikolai Durov, an entrepreneur and a computer programmer, and is based in Berlin. Telegram can also be used on all devices at the same time — individuals' messages sync seamlessly across any number of their phones, tablets or computers.

2.3. Vocabulary Learning

Vocabulary learning is an essential part in foreign language learning . Any language requires knowing its vocabulary which is defined in (Oxford dictionary, 2007) as” the total number of words that make up a language”.

The word vocabulary entered the English lexicon in the 1530s and it is derived from the Latin word “vocabularium” which means : “a list of words”. The definition of vocabulary often relates to the different views about the nature and use of vocabulary.

According to Hubbard (1998:67), vocabulary can be defined as a powerful carrier of meaning. Additionally, Siriwan (2007:19) suggested : “Vocabulary learning is referred to as learning a collection or the total stock of words in a language that are used in particular contexts”. This means that without establishing a strong vocabulary base first, comprehension and use of a language will not be achieved.

In short, vocabulary knowledge requires not only word meanings knowledge, but it requires also the use of the words in the appropriate context

and in a natural way and also includes the relationship between new words acquired and the ones already acquired. Learning new vocabularies improves learning a foreign language.

According to Nation learners should know at least 5000 lexical items to understand nontechnical English texts. Because of the limited class hours, students do not have opportunity to speak and use all of the vocabularies in class. (2001:32)

This leads to some problems for language teachers and learners. Nation believed that teachers can teach individual words explicitly, but deliberately teaching vocabulary is one of the least efficient ways of developing learners' vocabulary knowledge. This urges language teachers and researchers to look for alternative ways to traditional classroom teaching of vocabulary.(2006:61)

2.4 Social Media and language learning

Over the past years, the amazing development in the industry of social networking applications has helped teachers to create and administer groups for their students that operate as types of “simple social networks” for the class (Fischer, 2013:122).

Social networks and communication tools such as Telegram become popular during recent years. These tools have different characteristics that influence their suitability for enhancing English skills development .(ibid)

We can use technology to help EFL learners and teachers learn and teach better and more effective. Zhao (2004:320) state a common belief that technology is just a tool, a means to an end in education. Learning is a social process that develops through conversation.

Thus the ability to communicate with others is an essential part through all learning processes. Social media is powerful stimulus for students' engagement, because EFL students will find it an enjoyable and easy tool to learn new words;



they can do both learning new vocabulary and enjoy their time and may illuminate the barriers of shyness and shame. It provides a safer platform for students to being academically involved such as raising questions and share their views, reflections. (Edmodo,2010:22).

According to Srinivas (2010:105),social networking is one tool which can assist teachers and learners to access information and facilitate the learning of English.

One of the ways that can help teachers in teaching vocabulary is using different technologies available to students. Cognitive and socio-cognitive approaches have implication of how to integrate technology in teaching in the communicative trend. (Stockwell, 2007:123)

One of the technologies that can be used to help learner in learning a foreign language is Telegram which is dominating in most of students' life. It is not just communication device anymore. In other words, this technology has brought about a new type of language learning.

2.5 The Previous Studies

Moreover, many researchers found a positive association between use of internet and social networking sites and academic performance of the students There are advantages as well as disadvantages of using digital communication tools for education goals have been investigated in different studies and from different aspects such as their potentials for enhancing learning :

Smith (2012) made a survey about such using of social media for secondary school students in Canada and he concluded that it is:

increasing informal communication among students, increasing interpersonal interaction between students and teachers about course content and personal issues, creating a sense of belonging and community.

While Aljaad (2017) presented a study for university students in Turkey investigate the impact of digital communication's applications as What sup groups on learning process and he summarized some points: breaking down traditional teacher-student, enhancing students' motivation and seriousness when their assignments are public.

Some studies have also pointed out negatives points of social media as a tool of teaching English as

Sweeny (2010) when she concluded in her study that new digital technologies could have a negative impact on academic writing as students begin to ignore punctuation especially in using vowels .

Based on the result, the researcher concluded that social media apps are considered as an effective media in improving the students' knowledge in mastering vocabularies. As seen above in previous studies, such apps can help students in learning English and mastering vocabularies very well. In this case, it is different from the researches before, the researcher focuses on improving the students' ability to learn English vocabulary by using channels on telegram app.



Section Three: Methodology

3.1 introductory notes:

The researcher applied a pre-experimental research design, involving pre-test and post-test to measure students' ability in vocabulary knowledge before the treatment and after it. The researcher conducted the experiment at Tikrit University at Sociology department.

3.2 Sample Selection

In the present research, the population is first year students of sociology department at College of Arts during the academic year 2017-2018. The total number of students is (82) of both sexes. The sample has been chosen randomly. (40) Students, has been chosen to examine the experiment, ranging from 18-21 years old, learning English as a foreign language. The participants were divided into control and experimental groups (20 subjects per group).

3.3 The Instrument:

3.3.1 Pre-test: it was a self-administered vocabulary test comprising of 18 multiple choice items based on the frequency of occurrence from three Telegram channels. The students were given an orientation for the main research study and were asked to give responses which will help in improving the vocabulary test. By using SPSS software, the 'Cronbach alpha' was applied to check the reliability of the self-administered vocabulary test. The estimated alpha among the variables was 92% proving to be highly reliable in measuring the effectiveness of Telegram in vocabulary learning. The aim of pre-test was to find out the students' level of vocabulary knowledge before the treatment is conducted.

3.3.1.1 The Test Construction

The test consists of One Questions: consists of 18 multiple choice item had chosen from the three telegram channels (which later student of experimental group would join it) to choose the proper word, and each word has (1) score to be (20) score to whole test. The answer is considered correct if it achieves criterion of a proper meaning with the meaning of the sentence. (see Appendix A)

3.3.1.2 Validity of the test

A test has validity when it tests what it supposes to test, that is, when it tests entirely, or in a random sample all the objectives and contents of the material being learned (Lewis and Meed, 1986:393).

Heaton (1988:160) mentions that "a good test should possess validity that it should measure what is intended to measure and nothing else. If a test does this, it is said to be valid".

3.3.1.3 Item Analysis

Item analysis is a process of analyzing the testees' responses in order to find out the difficulty level and discriminating power of each item included in the test as follows:

1. Difficulty Level (DL) of the Test

The level of difficulty refers to the percentage of students who get the items correct (Ebel, 1972: 85). The total scores of the 10th students of pilot study have been ranked from the highest to the lowest one, and then they are divided into two groups. The total scores of the students who answer the test items correctly at both the upper and the lower groups are divided by the total number of the students of both groups. For the purpose of estimating the

difficulty level (DL) of each item. Madsen (1983:183) confirms that the test items should vary in their difficulty level between 10 to 90, the satisfactory level of difficulty ranges from 30% to 90%. So the items level of difficulty of Test is considered acceptable which ranges between 0.30% and 0.65%. (See Appendix B).

2. Discrimination Power

According to Brown (1981: 104) the test item is good if it has a discrimination power of 0.20 or more. In calculating the discrimination power of the test items, it ranges between 0.35 and 0.45 which is regarded as an adequate power of discrimination. The discrimination power of the test refers to the degree to which the item discriminates between the students with high and low achievements (Stanely and Hopkins, 1972: 23).

3.3.1.4 Pilot study

a pilot test has been conducted involving ten first-year students of Sociology department at Collage of Arts, University of Tikrit. They have randomly been selected. In particular, the pilot test has been intended to estimate the time required for answering the test and to know whether the question is clear for the subjects. The pilot test has revealed that the time required to answer the whole items of the test is (30 minutes).

3.3.2 The Treatment: since the study concentrated on vocabulary, a vocabulary test, taken from three Telegram channels, their aim was learning vocabulary, was presented to both experimental and control groups to ensure that they were homogeneous in terms knowledge. In order to apply the treatment on the experimental group, the university students joined three social channels of Telegram which were the most operative channels for learning vocabulary. Students in the experimental group became a member of these three channels at the beginning of the study session (four weeks). During the instruction, the

participants in the experimental group received 60 general vocabulary along with their definitions and statements. These sessions were conducted on a regular basis for four weeks (12 sessions and 20 minutes per a session) outside of the classroom. The students in experimental and control group were not allowed to share their information with other group. After four weeks of vocabulary learning in Telegram, a vocabulary posttest was conducted for both experimental and control groups as a final examination. The vocabulary posttest was exactly similar to vocabulary pretest.

3.3.3 Post-test A vocabulary test presented to the students. This posttest were similar to the pretest. post-test was aimed to find out whether their vocabulary knowledge improved or not after the treatment. The test was conducted after students joined channels

3.3.4 Statistical Means

The following statistical tools are used:

1. T-test formula for paired sample is used to find out if there is a significant difference between the mean score of pretest and post test results.

2. Percentage of correct answers and incorrect answers:

The aim of using this formula is to prove whether that the objective of each item has been achieved or not, by a comparison between the percentages of correct and incorrect answers. And to determine the rate of the willingness of the new medium. (Mousavi, 1999:265)

3. This formula is used to measure difficulty level:

DL =

Where $\frac{H_c + L_c}{N}$ Hc= High correct , Lc= Low correct , N= student number



5. This formula is used to compute the discrimination power of the test items:

DP =

$$\frac{R_u - R_L}{1/2T}$$

(Bloom, 1971: 181)

Section Four: Analysis of Data and The Results

4.1 Analysis of the Collected Data

The students' responses to the test items have been analyzed statistically as follows:

4.1.1 Achieving the First Aim

In order to achieve the first aim, namely: Investigate whether Telegram would be an effective tool to improve vocabulary learning. A comparison to be made between pretest and posttest in percentages of the correct responses of both groups .

Table (1)

A Comparison between pretest correct responses and posttest in Percentages of correct answers

Experimental Group	n.	Whole test	Percentage
	No. of correct items (pretest)	150	41.4%
	No. of correct items (posttest)	280	78.5%
Control Group	No. of correct items (pretest)	160	44.6%
	No. of correct items (posttest)	187	51.9%

The total number of pretest correct responses of CG is 160 out of 360 responses. They constitute 44.6% of the total responses of the students, and the total number of posttest correct responses of CG is 187 out of 360 responses. They constitute 51.9% of the total responses of the students, as shown in Tables

(1) the highest rate of correct answers is recorded in the posttest. While the correct once rate is 41.4% in EG that students recorded 150 correct responses out of 360 in the pretest, and recorded a remarkable rate to be 78.5% for 280 correct responses out of 360 in posttest of EG.

These results indicate that telegram channels play appositive role in developing and enhancing the students' vocabulary knowledge. Therefore, the first hypothesis which states; there is an effect for using social media apps' as Telegram to improve the students' performance in learning vocabulary, is accepted.

4.1.2 Achieving the second Aim

In order to achieve the second aim of this study, namely: Finding out whether there is significant differences between the experimental group and the control in the post-test. The average score, standard deviation and t-value of the t-test formula for paired samples are employed, to verify the differences in performance of the students in the pretest and posttest.

It is found that the average score of the students' performance in the pre-test is 45.2 and post-test is 73,9 with a standard deviation of the difference is 24.00. The calculated t-value is 4.55, which is found to be higher than the tabulated t-value which is 1.22 at 0.05 level of significance when the degree of freedom is 25, as shown in Table (2).

Table (2)

The T-test Value of paired samples, the students' scores in the Pre-Test and Post-Test

Average score	SD	T-Value		DF	LS
		c. value	t. value		
Pretest 45.2	24,00	4.55	1.22	25	0.05
Posttest 73.9					

The obtained results indicate that there are statistically significant differences between the students' performance of experimental group in the pretest and in the posttest and their performance in the post-test in favor of the new treatment. Therefore, the second hypothesis which states that there is no statistical significant difference between the experimental group mean scores, that is taught vocabulary with telegram channels and the control group mean scores in the post-test, is rejected.

4.2. Results

A vocabulary test was conducted for both groups as a pre-test, including 18 vocabulary-based items showing that there was no significant difference between the control and experimental groups confirming their similarity. There is no meaningful difference between scores of these two tests and hence both groups were in similar status.

After four weeks of instruction, both experimental and control groups were given a similar post-test. The questions of posttest were the same as the pretest.

In order to compare the mean scores of pretest and posttest for the experimental group a paired sample t-test was conducted as shown in Table 2,

that there is a meaningful difference between scores of these two tests (pretest and posttest of the experimental group). This shows effectiveness of the treatment that Telegram has significant effect on EFL college students in vocabulary learning.

4.3 Conclusion

Today social media is a popular trend, especially among college students. It is one of the factors that affects the English language learning skills. "Social media is growing as an excellent tool for increased student engagement and cooperative learning with English language". (Darcy McQuillan, 2011).

The result from this research indicated that social media such as Telegram application can effect learning of English vocabulary. This research has some implications. Teachers can use Telegram app as a supportive device to (face to face) instruction. Then people in the society use Telegram App positively. The following implications can be made due to the findings of this study:

1. Encourage teachers to utilize from such experiment (social media apps) to engage the students in various channels to improving their English language.
2. EFL students can use telegram app for their self-assessment and enhance their self-autonomy outside the class to develop their skills .
- 3- Give more attention to such applications and webs to save efforts and time in teaching process .



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Appendix 1 Vocabulary Test

Q:Read the following sentence carefully and choose the suitable word

1. Ali's bag is on the a. board b. wall c. desk d. mall
2. It is 8:30 pm. Mona and Ahmed are for their presentation. a. interesting
b. late c. nice d. favorite.
3. "Is he a soccer?" "No He is not. He likes tennis." a. coach b. model
c. actor d. fan
4. In her....., there are a park and a big restaurant. a. city b. bowling alley
c. neighborhood d. countryside
5. "I am" "You can go to cinema and to watch a movie." a.
hungry b. bored c. thirsty d. angry
6. I have an old sister. She has three children, Lona , Sara and Lara. I am their
..... a. teacher b. grandmother c. cousin d. uncle
7. They are all my friends. Now, They are playing volleyball on the
a. street b. beach c. library d. newsstand
8. Fatima's sister is very She is only 35 kilos. a. thin b. pretty c. smart d.
tall
9. Layla doesn't have many friends ,that she is a. hungry b. friendly c.
tall d. shy
10. "What's Mohammed's brother?" "we can say that, he is blond and
tall? a. have b. like c. know d. as
11. My institute is really cute. I love my because he is very
gentleman. a. classmate b. neighbors c. manager d. cousins



12. My house is very small. It contains only one a. pool b. beach c. bedroom d. garden
13. My old city is not noisy. It is calm and a. short b. bright c. smart d. small
14. “Where is my pocket?” “It is in the, on the chair.” a. shop b. kitchen c. city d. flowers shop
15. she has a very and cute family. There are 10 sons, 3 mothers in law and two uncles. a. beautiful b. big c. thin d. handsome
16. I am thirsty. Let’s have a a. big meal b. sandwich c. cola d. restaurant
17. Is the mall in front of the library? No it is the library and the park. a. in back b. in front c. across d. between
18. I am bored. Let's go to the soccer and get fun. a. field b. park c. mall d. ice-cream shop



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

كلمة السيد رئيس جامعة سامراء المحترم

التزاما منا بالضوابط العلمية للنشر وحرصا على بقاء القيمة الحقيقية للعلم ومكانة البحث العلمي، آثرنا أن نتمسك بالشروط المهنية والمعايير والضوابط المعتمدة وذلك حفاظا على الأمانة العلمية واحتراما لجهود الباحثين وخبرة الأساتذة المعتمدين وبعيدا عن الابتذال والاسفاف الذي قد يحدث هنا أو هناك

نعدكم ان مجلة "سر من رأى" ستبقى محافظة على المسيرة الرصينة فهي العنوان والأساس الذي تبنى عليه مجلتنا وتعلي بنيناها

وسيظل نشر العلم والمعرفة على أسس راسخة والجد والاجتهاد هو الطريق الذي تمشي عليه بخطى ثابتة إذ لا يصح إلا الصحيح ويتنشر اسمها ويرتفع عاليا كما هي المئذنة الملوية عالية شاخة

الأستاذ الدكتور

صباح علاوي خلف السامرائي

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الاشتراك في المجلة



تدفع المؤسسات الحكومية والجامعات ومراكز البحث بدل اشتراك قدره (٢٥٠٠٠) دينار داخل القطر للعدد الواحد وتخاطب سكرتارية المجلة على العنوان المدرج في أدناه لغرض الاشتراك أو التبادل.

المراسلات

د. قيس علاوي خلف

مدير تحرير مجلة سر من رأى

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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.

❖ 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 أسمائهم 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 الاعداد إلا ما يليق بسمعتها الدولية.

أعضاء هيئة التحرير



- | | |
|----------------------------|---|
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مجلة سرمراء

للدراسات الإنسانية
مجلة علمية فصلية محكمة
تصدر عن كلية التربية في جامعة سامراء

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