Zainab Shaheen Mohammed

Tikrit University College of Education for Humanities

Ibrahim Khalaf Saleh

Tikrit University College of Education for Humanities

Corresponding author: E-mail :
ZS231394ped@st.tu.edu.iq
٠٧٧٠٩٢٧٧٤١٤

The Effect of KUD Strategy on EFL Preparatory School Students' Concord Achievement

A B S T R A C T

KUD strategy (Know, Understand, and Do) is an effective instructional strategy that supports comprehension and active learning. It is particularly useful in teaching grammar, especially subject-verb agreement, as it helps students recognize patterns, grasp rules, and apply them accurately. The present study aims at : finding out the effect of KUD strategy on EFL preparatory school students' concord achievement ,investigating the effect of KUD strategy on EFL preparatory school students' concord achievement at the proximity and notional levels ,finding out the effect of KUD strategy on EFL preparatory school students' concord achievement at the recognition and production levels of the Posttest .A Sample of 62 students is randomly selected from Kuliyet Kirkuk preparatory school students for girls fifth class during academic year (2024-2025) .It is divided into two equal groups ,i.e., the experimental and control groups .Both groups are equalized in their age ,their parents' educational attainment ,pretest ,and their degrees in English language during the previous stage of the academic year (2023-2024). The experimental group receives instruction based on the KUD strategy, while the control group follows the conventional teaching method. An achievement test is constructed, validated, and applied to the two groups. The results show that using KUD strategy in the classroom is more effective than using the conventional methods for developing students' understanding of subject-verb agreement, as it helps them analyze, explain, and apply grammatical rules more accurately. Finally, the study ends up with conclusions, suitable recommendations and suggestions for further studies.

أثر استراتيجية (KUD) في تحصيل طالبات المرحلة الإعدادية في مادة اللغة الإنجليزية بوصفها لغة أجنبية في التوافق النحوي بين الفاعل والفعل

زينب شاهين محمد/ جامعة تكريت/ كلية التربية للعلوم الإنسانية

إبراهيم خلف صالح/ جامعة تكريت/ كلية التربية للعلوم الإنسانية

<u>**الخلاصة:**</u>

استراتيجية (المعرفة، الفهم، التنفيذ) والمعروفة اختصارًا بـ(KUD) هي واحدة من الاستراتيجيات التعليمية

الفعالة تدعم الفهم والتعلم النشط. وتُعدّ مفيدة بشكل خاص في تدريس قواعد اللغة، وخاصة توافق الفعل مع الفاعل، حيث تساعد الطلاب على التعرف على الأنماط، وإدراك القواعد، وتطبيقها بدقة. وتهدف الدراسة الحالية إلى الكشف عن أثر استراتيجية (KUD) في تحصيل طالبات المرحلة الإعدادية في مادة اللغة الإنجليزية بوصفه لغة أجنبية فيما يتعلق بتحقيق التوافق النحوي بين الفاعل والفعل ،الكشف عن تأثير إستراتيجية (KUD) على تحصيل طلاب المرحلة الإعدادية في اللغة الإنجليزية كلغة أجنبية في بناء التوافق بين الفاعل والفعل على مستويي القرب والدلالة، الكشف عن أثر استراتيجية (KUD) على تحصيل طالبات المرحلة الإعدادية في اللغة الإنجليزية لغة أجنبية في التوافق النحوي على مستويي التعرف والإنتاج في اختبار ما بعد التدريس. تم اختيار ٦٢ طالبة بشكل عشوائي من طالبات الصف الخامس الإعدادي في إعدادية كلية كركوك للبنات للعام الدراسي (٢٠٢٤–٢٠٢٥)، وتم تقسيمهن على مجموعتين متساويتين: مجموعة تجريبية وأخرى ضابطة. وقد تم تحقيق التكافؤ بين المجموعتين من حيث العمر، والتحصيل الدراسي للوالدين، ودرجاتهن في مادة اللغة الإنجليزية للمرحلة الدراسية السابقة (٢٠٢٣–٢٠٢٤) تتلقى المجموعة التجريبية التعليم بناءً على استراتيجية KUD، في حين تتبع المجموعة الضابطة طريقة التدريس التقليدية. وقد تم إعداد اختبار تحصيلي، والتحقق من صدقه، ثم تطبيقه على المجموعتين. وأظهرت النتائج أن استخدام استراتيجية (KUD) داخل الصف أكثر فاعلية من الطريقة التقليدية في تطوير فهم الطالبات لمبدأ التوافق النحوي بين الفاعل والفعل، إذ ساعدتهن على تحليل القواعد النحوية وشرحها وتطبيقها بدقة أكبر .وفي ختام الدراسة، تم التوصل إلى مجموعة من الاستنتاجات، واقتُرحت توصيات مناسبة، إلى جانب تقديم مقترحات لدراسات مستقبلية

كلمات مفتاحية :استراتيجية KUD، المطابقة (التوافق)، التراكيب النحوية، طلاب اللغة الإنجليزية لغة أجنبية، توافق الفعل مع الفاعل

İntroducton

١.١ Problem of the Study

The necessity of English as a qualification presents a significant challenge for individuals striving to navigate the rapidly changing circumstances of today. The necessity of English proficiency for employees is emerging as a significant challenge in adapting to the workplace. Mastering English presents a significant challenge that can hinder employment opportunities in substantial careers, as many companies and organizations prioritize candidates with strong English proficiency (Richards & Renandya, 2002)

Learning the correct form of the structure is a challenge for the learners, despite their familiarity with concord structures from their early education. In order to enhance their proficiency in the language, learners must acquire the fundamental grammatical knowledge of subject-verb agreement (Tan, 2005).

Quagie (2014) observes that concord continues to perplex students, as some educators lack the necessary qualifications to instruct the topic. The improper use of grammatical concord rules frequently results in intra-lingual mistakes.

Al-Tikrity, (2024) mentions that many students find studying grammar is difficult for a variety of factors. First, the complexity of grammatical norms and their many exceptions makes them hard to completely understand. Second, students might find it difficult to properly apply these standards in various settings, which would cause mistakes in writing and speech. One significant problem is the anxiety of errors, which might prevent students from actively practicing grammar rules and exploring them. Iraqi EFL students struggle especially with grasping concord norms and precise sentence creation.

1.2 Aims of the study

The present study aims at:

1. Finding out the effect of KUD strategy on EFL preparatory school students' Concord achievement .

2. Investigating the effect of KUD strategy on EFL preparatory school students' Concord achievement at the proximity and notion levels.

3. Finding out the effect of KUD strategy on EFL preparatory school students' Concord achievement at the recognition and production levels of the Posttest.

1.3 Hypotheses of the Study

The aims of the study are supposed to be achieved through verifying the following hypotheses:

1. There are no statistically significant differences in the mean scores of the experimental group and that of the control group in the concord achievement.

2. There are no statistically significant differences in the mean scores of the preparatory school students' concord achievement : proximity and notion

3. There are no statistically significant differences between the mean scores of the experimental group's achievement of the recognition and that of the production level.

1.4 Value of the Study

It is hoped that this study is beneficial to:

1. Students as it will improve their use of concord in learning English language grammatical structure in both writing and speaking skills.

2. Curriculum designers and Education Policy makers in designing concord by adding more specialized teaching techniques.

3. Teachers who Teach English (as a second language) by providing necessary information and procedures to enhance their students' concord achievement.

4. Teachers and Researchers as it will supply with a test of concord achievement that can be used in evaluating students.

1.5 Limits of the Study

The present study is limited to:

1. Iraqi EFL fifth year preparatory school students in Kirkuk governorate / Kuliat Kirkuk Preparatory School for girls.

2- The prescribed textbook **English for Iraq** "students' and Activity books".
4- The study is conducted during the second course, academic year 2024-2025

٢.٠ Theoretical Background

٢.١ The Concept of KUD Strategy

KUD strategy relies on the principles of constructivist theory. In 1999, Tomlinson, who is an Associate Professor of Educational Leadership at Curry College at the University of Virginia, demonstrated that the strategy gained significant attention and was developed by her by understanding the outcomes that learners need to achieve. Before the teacher starts teaching any unit of the assigned curriculum, it is important for them to understand what the learners will gain from the steps in this unit (Tomlinson, 2001).

Blaz (2006) notes that this teaching strategy has been in use for two decades, originally intended for gifted and talented learners. Recently, this strategy has gained popularity in education, evolving into a work program accessible to all learners.

2.1.1 Assumptions Underlying the KUD Strategy

KUD strategy is founded on the concept that learners have unique abilities, talents, and learning styles, making a one-size-fits-all approach unproductive. By varying activities and resources, it fosters an inclusive educational atmosphere that helps each student progress.

1. There are no two learners possess the same intellectual abilities, skills, or talents, and their diverse environments lead to differences in their learning methods and how they respond to them.
2. The KUD strategy creates an effective learning environment for all students by focusing on a variety of activities and tools, allowing each student to reach his/her goals.
3. Teachers cannot reach the same level of success for all students with a traditional teaching method. **(**Attia, 2009)

2.1.2 KUD Strategy Objectives

KUD strategy focuses on making learning goals clear by emphasizing on what students need to know, understand, and do. The goals promote focused teaching and significant learning experiences. This Strategy has the following objectives:

1. It allows offering a range of different learning experiences.

2. It aids in developing classrooms that feature both engaged students and teachers who support the learning experience.

3. It seeks to create educational activities centered on important concepts, skills, processes, and essential topics, employing various methods for instruction delivery.

 4. It encourages adaptable strategies for teaching methods, materials, and learning results.

5. It matches the curriculum requirements and standards for every student (Heacox, 2002).

2.1.3 Key Advantages of the KUD Strategy

 KUD strategy provides a clear framework that defines learning goals. It assists educators in creating targeted lessons and facilitates personalized learning .

1. Learning speeds up.
2. It provides more freedom to study, think, and delve into content thoroughly.
3. It addresses students' educational needs with interactive activities.
4. It allows students to select options that align with their interests. (Abu Dekka, 2018)

5. It offers educational resources that enable all learners to engage and feel challenged, as it is based on inquiry, driven by concepts, and spans multiple disciplines (Shwaheen, 2014).

Although the KUD strategy has several advantages, it is important to point out one possible drawback. The flexibility it offers can occasionally result in confusion or a sense of a lack of direction especially for students who may struggle more. Thus, it needs thoughtful planning and firm guidance from teachers to guarantee its success.

2.2 The Concept of Concord

Quirk and Greenbaum (2000:46) believe that "concord is the relationship between grammatical elements such that if one of them contains a particular feature, then the other should have that feature".
According to Crystal (2004), concord is the process of demonstrating that two grammatical entities share a specific characteristic, Consequently, the verb must be singular if the subject is singular. Crystal maintains that the third person rule for verbs in the present tense is of paramount importance, as it stipulates that singular subjects require singular verbs.

2.2.1 Grammatical Concord

Leech & Svartivk, (2002) mention that Grammatical concord refers to the agreement between the subject and the verb, pronoun and its antecedent, as well as the subject and complement, among others. This is the basic form of concord where the verb agrees with the subject in number. A single subject pairs with a single verb, while a multiple subject pairs with a multiple verb. There are three types of grammatical concord: concord of number , concord of person and concord of gender. Concord of number relates to singular and plural forms, while concord of person pertains to the 1st, 2nd, and 3rd persons and concord of gender ensures words match in masculine, feminine, or other gender categories. Estling-Vannetsal (2007) states that, grammatical concord happens when the verb and the subject belong together. Similarly, Woods (2010) states that the verb is considered to be the heart of the sentence and it has to take the same grammatical form as it controls the subject.

2.2.2 Subject– Verb Concord

Concord depends on the subject and not on the complement except for the existential subject 'there'. For instance:

1.The material is composed of 300 samples.

2.The material is composed of 300 samples*.

An important rule of the English language is that the verb must agree in number and person.

Palmer (1974) explains the primary principle of agreement: The primary rule of concord is that when the subject is in the third person singular, the finite verb adds –e (s) in the present tense. In the present tense, the verb does not have an ending with other types of subjects. The main exception to "be" has unique 1st, 2nd, and 3rd person singular forms (am, are, is) and also demonstrates agreement with the past tense (was, were).

Quirk et al (1985) state that there is agreement in person and number between the subject of the clause and the finite verb phrase. Concord is especially straightforward with the present tense of 'Be'. Most full verbs show concord mainly in the difference between the 3rd person singular and other plural forms. In other words, concord in present tense means the verb changes based on the subject's person and number. For example

3.He is happy(3rd singular).

4.They are happy (plural).

Regular verbs in the present tense add -s/-es for third-person singular, for example

5. She runs but stay the same for others, for example

6.They run

As well as Modal auxiliaries, non-finite verbs, imperatives, and the subjunctive do not require subject-verb agreement as it is shown in table below

Quirk et al (1985) state that verb phrases that begin with modal auxiliaries are typically categorized as indicative, for example:

7.The man is walking.

It is important to note that they resemble the imperative and the subjunctive, both semantically and syntactically. Modal auxiliaries do not show differences in person and number, and they also have limited tense contrast. The absence of person and number contrast means there is no visible agreement with the subject.

The rule states that a singular subject must be paired with a singular verb, while a plural subject requires a plural verb, ensuring that they agree in number. The rule for singular and plural verbs is the reverse of the rule for singular and plural nouns. However, students mistakenly pair singular subjects with plural verbs or vice versa (Al Murshidi , 2014).

2.2.3 Proximity Concord

According to Wiredu (1999), there is proximity if the agreement between the verb and its subject occurs due to a nominal group that is positioned directly next to the verb. The term proximity refers to being close in distance or time, while concord pertains to subject-verb agreement, which is the relationship between two grammatical units. A subject must match with its verb.

Proximity concord usually does not agree with the subject in the sentence or clause; instead, it agrees with the nearest noun that is specific and plural (Crystal, 2004).

For instance, in the sentences below:

8. Either Ahmed or his masters were here.

9.Either his masters or Ahmed was here.

In these examples, the plural form 'were' is selected because of its proximity to the plural nominal group "his masters". and the singular verb "was" has been chosen in the second sentence, because of its proximity to the singular nominal group 'Ahmed.'

2.2.4 Notional Concord

Lyons(1968) mentions that it is incorrect to claim that the subject's person and number are determined by the verb's person and number. It is also wrong to claim that neither the subject nor the verb influences the other. Instead, both the subject and the verb represent a category related to the construction of which they are part.

Jacobs and Rosenbaum (1968) argue that concord is influenced by the subject in the surface structure. Many issues with concord occur due to the conflict between grammatical concord and notional concord.

 Greenbaum and Quirk (1997) argued that notional concord occasionally clashes with grammatical concord when it comes to the concept of number, rather than the existence of the grammatical marker for that concept. We can illustrate the difference between grammatical number and notional number. as follows:

First there are words such as

'pants' and 'binoculars' that are grammatically plural, e.g.:

10.The pants are too big.

Yet, these are notionally singular, that is, designating only one entity. On the other hand, there are words such as 'flock' and 'colony' that are grammatically singular, e.g.:

11.The flock is out grazing.

but notionally plural since they refer to a group of many things.

According to Bock et al (1999) Notional concord refers to the agreement between the verb and the subject, which is determined not by the subject's form but by the speaker's perception.

2.2.5 Concord with Collective Nouns

Quirk et al (1985) have pointed that Singular forms are applied when a collective noun is seen as one unit, whereas plural forms are used when focusing on the individual members E.g.:

12.The committee has met and it has rejected the proposal.

13.The committee have met and they have rejected the proposal.

The difference in point of view is noticeable in (12) and (13), the speaker in sentence (12) thinks of the committee as a unit and the speaker/writer of sentence (13) thinks of it as a number of separate individuals.

Quirk et al. (1985) maintain that singular collective nouns take plural verbs when the speaker or writer views the group as consisting of individual members. The same principle applies to pronoun agreement.

Crystal (1991) defines 'Collective' as 'a term in grammar that refers to a noun representing a group of entities, distinguished from other nouns by a specific pattern of number contrast'. Collective nouns, like '**government', 'army', 'club', 'jury', and 'public'**, belong to various grammatical subclasses. Their main characteristic is that they can take either a singular verb or a plural one, depending on whether the noun is viewed as a single unit or as a group of individual members e.g.:

14.Is the family at home? (i.e the family as a whole).

15.The family are absolutely devastated. (i.e the family as individuals). Both foreign learners and native users of English are faced with the problem of how to treat collective nouns since there is a choice between singular and plural concord markers.

Greenbaum and Quirk (1997) suggest that In both British and American English, plural pronouns are often used to refer to singular collective nouns, even when the verb is singular. For instance: 'they' can replace 'it' in this sentence:

1٦.The committee has not yet decide how to respond to the letter..

Notional concord typically happens more frequently with pronouns compared to verbs.

According to Vantellini (2003), both foreign learners and native English speakers frequently encounter difficulties with collective nouns, as they need to determine whether to use singular or plural forms. A verb following a singular collective noun can be either singular or plural**.**

٣.٠ Methodology

3.1 Experimental Design

The experimental design serves as a detailed plan that allows researchers to test hypotheses and draw valid conclusions regarding the relationship between independent and dependent variables.(Best and Khan, 2006)

The experimental design, according to Creswell (2012) is A conventional method for conducting a quantitative analysis that involves assessing an idea, procedure, or practice to determine its impact on an outcome or dependent variable.

The experimental design adopted in the current study is entitled "pretest – postest " Equivalent Group design as shown in table (3.1)

The following procedures are adopted

1-Selecting two groups of students randomly and assigning them to experimental and control groups.

2-Make equalization between the students of the experimental group, on one hand, and those of the control group, on the other hand, in some variables.

3-Administrating the independent variable only to the experimental group.

4-Teaching the control group the same instructional material taught to the experimental group, but according to the conventional method.

5-Post-testing the two involved groups of students.

6- Utilize statistical tools to analyze the collected data and obtain the final results.

Table (3.1)

The Design of this Study

Groups	Pretest	Independent Variables	Dependent Variables	Posttest
Experimental	Pretest	KUD (Know, Understand and Do) Strategy	Concord Achievement	Concord Achievement test
Control	Pretest	Conventional Method	Concord Achievement	Concord Achievement test

3.2 Population of the Study

According to Arikunto (2006), Population refers to the entire group being studied, while a sample is a subset of that population used in the research.A population consists of all the individuals connected to the research topic.

For the current study population consists of ٦٨٧ students from Kuliyet Kirkuk preparatory school female students in Kirkuk Governorate, during the academic year (2024-2025).

3.3 Sample of the Study

A sample is a group of individuals chosen to represent a larger population. (Richards et al, 1992).

According to Ary, et al. (2018), a sample consists of a group of individuals, objects, or events chosen for a study from a larger population. It is typically selected to accurately represent the broader group it comes from. In order to achieve the aims of the study, the researcher has randomly selected from (Kuliat Kirkuk) preparatory School for girls to be the sample of the study during the academic year (2024-2025). The students are distributed into two sections (A, B). Section (A) has been chosen randomly to be the EG, which consists of (31) students. Section (B) has been also chosen randomly to be the CG, which includes (31) students. Thus, the total number of the sample participants is (62)

Female students and 15 students for the pilot study has been chosen from Rafidain school for girls,

3.٤ Construction of the Posttest

The students in both groups are posttested at the end of the experiment. The overall exam is conducted by the researcher in Kuliyet Kirkuk preparatory School for girls.

The posttest has been built on the instructional material's content and behavioral objectives. There are six questions on the posttest:

1. The first question contains sentences that have missing words, and students need to fill in the blanks with appropriate words provided.
2. The second question, students receive a set of words and must create their own sentences using those words.
3. The third question (A), Rewriting the sentences by using the right verb forms.
4. The third question (B), correcting the underlined words in the following sentences.
5. The fourth question, filling the blank with correct form of the verb.
6. The fifth question, Matching subject with correct verb
7. The sixth question, there is a list of vocabulary that already mentioned in passage.

3.٥ Validity of the Posttest

According to Gronlund (1998), validity refers to how relevant, meaningful, and useful the conclusions are that come from evaluation results, depending on the evaluation's purpose.

Validity means that the exam accurately reflects what it claims to measure, which is important for students to trust that the test is genuinely assessing the intended

3.٥.1 Face Validity

Lewis, et al.(1995) mention that face validity refers to how much a measure seems to be connected to a particular concept, based on the opinions of individuals involved in education, including test takers, teachers, and supervisors.

According to Mousavi (2009) Face validity refers to how appropriate a test seems at first glance, indicating whether it appears to assess the knowledge or skills it is supposed to measure. This assessment is based on the opinions of

those taking the test, the administrative staff responsible for its implementation, and other observers who may not have extensive expertise in psychometrics.

In order to ensure the validity of the study instrument, it has been submitted to a jury of teachers and specialists in ELT and linguistics, 98% of the teachers accepted the items of the test. All the notes and modifications stated by jury have been considered

3.٥.2 Construct Validity

Douglas Brown (2004) emphasizes that Construct validity is an important factor in validating large-scale standardized tests of proficiency. Tests need to be practical for economic reasons and can only cover a limited number of language areas. As a result, they may not include all aspects of a specific field or skill, which helps achieve construct validity.

Weir (2005) indicates that construct validity involves statistical validation conducted after the test is administered, to determine whether it has effectively measured the intended construct in individuals.

3.٦ Pilot study

A pilot study allows the researcher to collect information on the instrument's functionality and to gauge the time needed to complete all test items. The goal is to examine the items to assess their effectiveness regarding difficulty level and discrimination power, in order to evaluate how clear the test instructions are.(Mackey and Gass,2005)

The Pilot test is conducted on 2025/3/20 from (Al-Rafedain) preparatory School for girls . As a result, the exam has been administered to a pilot sample of (15) students who were chosen randomly. Then the testees' papers have been collected and corrected by the researcher herself. After administering the pilot study, the researcher found out that:

1- There is no serious ambiguity in the instructions of the post test.
2- The time required to answer the test items ranges between 40-50 minutes.

3.٧ Reliability of the Posttest

A good test must have reliability as a key characteristic. A test is considered reliable when its accuracy remains stable and consistent every time it is administered under the same conditions to the same group of students. (Veram & Beard,1981).

Reliability is about how consistent or stable a measuring tool is. In simpler terms, a scale that provides consistent measurements each time it is utilized This

indicates that people should receive a consistent score whenever they utilize the measurement tool. (Jackson, 2009)

An instrument is considered reliable if it produces reliable outcomes . If a researcher assess the math proficiency of a group of individuals at two or more different times, they should anticipate getting similar results each time. (Fraenkel, et al. 2012).The Alpha-Cronbach formula is used to determine the posttest-reliability. The coefficient of test is (0.84), which is considered as excellent.

3.٨ Item Analysis

Item analysis helps to evaluate how each question contributes to the overall test. Items that are recognized as inefficient or faulty can be changed or discarded. (Hughes, 2003).

Item analysis is the process of examining the answers of test takers in order to determine the difficulty level and discriminating power of each given test, as follows:

3.٨.1 Difficulty Level (DL) of the Posttest
Item difficulty is a tool used to assess whether students pass or fail on a particular item. (Devellis, 2003)

Item difficulty refers to how complicated or easy an item seems for a specific number of tests. It simply shows the percentage of students who answer the question correctly. The ideal test item should have a difficulty level that ranges from 0.15 to 0.85. (Brown, 2010)

3.٨.2 Discrimination Power (DP) of the Posttest
Discrimination power refers to how effectively an item distinguishes between test-takers with high abilities and those with low abilities. It is important because if the test items can differentiate better, they will be more dependable. (Hughes, 2005)

Item discrimination refers to how well an item can differentiate between successful and unsuccessful test takers. An item that collects the right answers from strong students and the wrong answers from weaker students demonstrates a high ability to differentiate effectively. It's important to note that the high power of discrimination will be nearly 1.0, whereas the low power of discrimination will be nonexistent. (Brown, 2010)

٤.٠ Analysis and Discussion of Results

4.1 Comparison Between the Mean Scores of the Experimental Group and that of the Control Group in the Posttest.

To find out if there is any significant difference between the mean scores of the experimental group and that of the control group in the posttest, all mean scores are obtained and compared. Statistics show that the mean scores of the experimental group are (65.75) and that of the control group is (59.00) with standard deviations (7.63) and (7.10) respectively. By using the t-test formula for two independent samples the calculated t-value is found to be (3.60), while the tabulated t-value is found to be (2.00) at the degree of freedom (60) and level of significance (0.05). This indicates that there is a significant difference between the achievement of the two groups and in favor of the experimental group.Thus, the first hypothesis which states that there is no a significant difference between the mean scores of the experimental group and that of the control group in the posttest is rejected, as shown in table (4.1)

Table(4.1)

Means, Standard Deviation, and t-Values of the Two Groups in the Achievement Test

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
EG.	31	65.75	7.63	Calculated	Tabulated		
CG.	31	59.00	7.10	3.60	2.00	60	0.05

4.2 Comparison Between the Mean Scores of the Experimental Group achievement in concord : (proximity and notion) .

To find out if there is any significant difference between the Mean Scores of the achievement in concord : (proximity and notion) . , all mean scores are obtained and compared. Statistics show that the mean scores of the experimental groups in proximity is (36.71) and that of the notion is (29.06) with standard deviations (3.67) and (4.10) respectively. By using the t-test formula for two independent, the calculated t-value is found to be (7.74), while the tabulated t-value is found to be (2.00) at the degree of freedom (60) and level of significance (0.05), This means indicate that there is a significant difference between the proximity and notion scores of the Experimental Group and in favor of the proximity scores.Thus, the second hypothesis which states

33

that there is not a significant difference between the Mean Scores of the Experimental Group achievement in concord : (proximity and notion) is rejected, as shown in table (4.2)

Table(4.2)

Means, Standard Deviation, and t-Values of the Experimental Group achievement in concord : (proximity and notion)

Level	Mean	SD.	T-Value		DF	Level of Significance
proximity	36.71	3.67	Calculated	Tabulated	60	0.05
notion	29.06	4.10	7.74	2.00		

4.3 Comparison Between the Mean Scores of the Experimental Group achievement in concord : (recognition and production) .

To find out if there is any significant difference between the Mean Scores of the achievement in concord : (recognition and production) . , all mean scores are obtained and compared. Statistics show that the mean scores of the experimental groups in recognition is (36.29) and that of the production is (29.48) with standard deviations (3.65) and (4.24) respectively. By using the t-test formula for two independent, the calculated t-value is found to be (6.77), while the tabulated t-value is found to be (2.00) at the degree of freedom (60) and level of significance (0.05), This means indicate that there is a significant difference between the recognition and production scores of the Experimental Group and in favor of the recognition scores.Thus, the second hypothesis which states that there is not a significant difference between the Mean Scores of the Experimental Group achievement in concord : (recognition and production) is rejected, as shown in table (4.3)

Table(4.3)

Means, Standard Deviation, and t-Values of the Experimental Group achievement in concord : (recognition and production)

Level	Mean	SD.	T-Value		DF	Level of Significance
Recognition	36.29	3.65	Calculated	Tabulated	60	0.05
Production	29.48	4.24	6.77	2.00		

4.3 Discussion of Results

The results of this study were discussed in relation to the three hypotheses as follows:

İn the first hypothesis As shown in Table (4.1) and Figure (1), the experimental group outperformed the control group in the posttest. The mean score of the experimental group was (65.75), while the control group scored (59.90). The calculated t-value (3.60) exceeded the tabulated t-value (2.00) at the 0.05 level of significance, indicating a statistically significant difference in favor of the experimental group.

This finding suggests that the treatment provided to the experimental group had a positive impact on their achievement in concord grammar. The experimental group benefited from the strategy applied, which helped them better understand and apply subject-verb agreement rules compared to the control group.
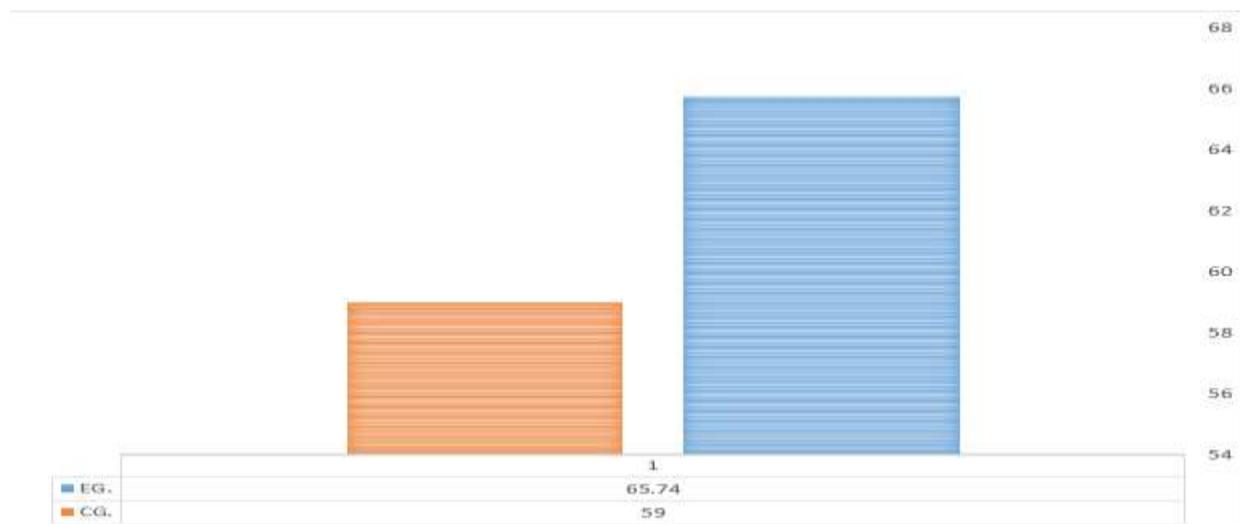

Figure (1) Mean Score of the Experimental and Control Group in the posttest achievement

İn the second As illustrated in Table (4.2) and Figure (2), the experimental group performed better in proximity items (M = 36.71) than in notion items (M = 29.06). The calculated t-value (7.54) is greater than the tabulated value (2.00), which indicates a significant difference between the two types of concord, favoring proximity. This result suggests that students found proximity concord rules easier to understand and apply than those related to notional concord. It may be due to the fact that proximity rules are more structurally explicit, whereas notion concord requires more abstract understanding based on meaning

rather than structure. Thus, the instructional method helped the learners more effectively in structural (proximity) concord than semantic (notion) concord.
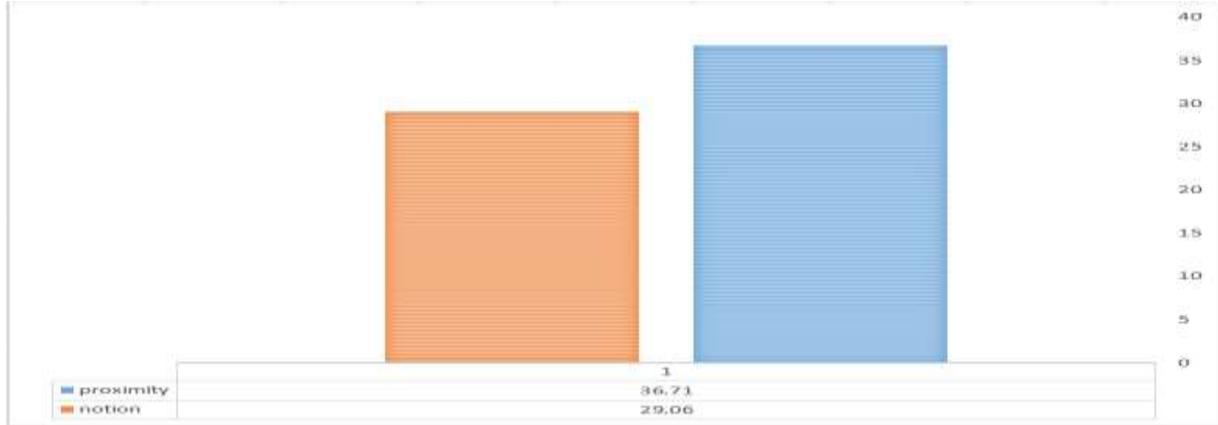

proximity	36.71
notion	29.06

Figure (٢) Mean Score of the Proximity and Notion for Experimental Group in the Posttest

İn the third one According to Table (4.3) and Figure (٣), the mean score for recognition items was (36.29), while the mean for production was (29.48). The t-value calculated (6.77) is higher than the tabulated value (2.00), which means the difference is statistically significant in favor of recognition. This indicates that students performed better in recognizing the correct subject-verb agreement than in producing it on their own. Recognition tasks are usually less cognitively demanding since the correct answer is often presented among choices. In contrast, production requires active generation of correct grammar, which is a more complex skill. Therefore, the instructional approach enhanced recognition skills more than productive use.
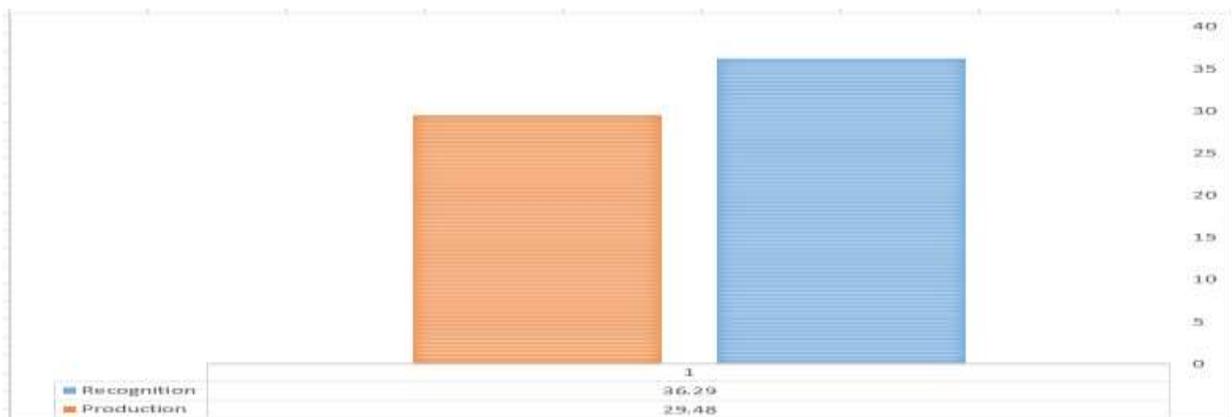

Recognition	36.29
Production	29.48

Figure (٣) Mean Score of the Recognition and Production for the Experimental Group in the Posttest

٥.٠ Conclusions, Recommendations and Suggestions For Further Studies

5.1 Conclusions

The results of this investigation indicate that the (KUD) strategy was used examining the effects of the (KUD) strategy on EFL students' academic performance is the main objective. The findings from the following analyses, data sets, and tests show that:

1. Compared to students taught using traditional methods, those who were taught utilizing KUD performed better.

2. The (KUD) strategy is a great tool for improving student-teacher relationships and getting students more invested in learning English as a foreign language.

3. Teachers should use a variety of tactics, such creating an active learning environment, when teaching English. Participation in class is increased as a result.

4. research shows that when students and teachers talk to each other, it improves their interactions.

5. It assists students in overcoming their timidity and hesitancy while simultaneously enhancing their self-assurance.

6. Since they acknowledge that students' language and communication abilities change and progress with time, the teaching instruments provided to them are suitable for their learning levels and needs.

7. The (KUD) strategy provides an opportunity for students to speak up in class, ask questions, and use phrases and words to express themselves in English. Thus, students' potential for learning English as a foreign language can be enhanced by the use of various practices and skills.

Additionally, children are encouraged to raise questions through a number of instructional strategies. Starting to delve into their own ideas helps them become better problem solvers and communicators.

5.2 Recommendations

A few recommendations can be made Based on the findings of this research

1. The KUD strategy can be a powerful tool for raising students' performance in English classes. The (KUD) strategy is strongly encouraged as a means for students to comprehend course material.

2. The (KUD) strategy should be used by Iraqi English language teachers.

3. in order to supplement their lessons, teachers should employ interesting material.

4. Teachers need to select an interesting, level-appropriate lesson topic and clearly state the goals of the class if they want their pupils to actively participate in learning.

5.3 Suggestions for Further Studies

 Several aspects should be investigated by researchers since this study is about the effect of the (KUD) strategy on student achievement. These aspects are listed below:

1. Although primary and intermediate schools could also benefit from this type of research, it was limited to preparatory schools for this study

2. Since this study just involved female volunteers, future research can focus on the other gender or on both independently.

3. Research into the effect of KUD on students' performance at different grade levels is strongly encouraged.

References

Al Murshidi, G. (2014). Subject-verb agreement grammatical errors and punctuation errors in submissions of male UAE university students. *European Journal of Business and Innovation Research,* 2(5), 44–47.

-Al-Tikrity, A. A. A. (2024). Investigating Iraqi EFL learners' ability to recognize and use of English concord. *Journal of Educational and Human Sciences*, 5(18), 603–626.

-Arikunto, S. (2006). *Research procedure: A practical approach.* Rineka Cipta.

-Attia, M. A. (2009). *Comprehensive and new quality in teaching* (1st ed.). Safaa Publishing and Distribution House.

Best, J., & Khan, J. (2006). *Research in education* (10th ed.). New Jersey: Pearson Education.

-Blaz, D. (2006). *Differentiated instruction: A guide for foreign language teachers* (1st ed.). New York.

-Bock, K., Nicol, J., & Cutting, J. C. (1999). The ties that bind: Creating number agreement in speech. *Journal of Memory and Language, 40,* 330–346.

-Brown, H. D., & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices* (Vol. 10). Pearson Education: White Plains, NY.

مصدر داخلي من المجلة

-Carver, R. P. (1990). *Reading rate: A review of research and theory*. Boston: Academic Press. Tikrit University.

-Chastain, K. (1988). *Developing second language skills.* Orlando, FL: HBJ. Tikrit University.

-Creswell, J. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research.* Boston: Pearson.

-Crystal, D. (1991). *A dictionary of linguistics and phonetics*. London: Basil Blackwell.

-Crystal, D. (2004). *Rediscover grammar*. Harlow: Longman.

-Devellis, R. (2003). *Scale development: Theory and applications*. United States of America: Sage Publication.

-Douglas Brown, (2004). *Language Assessment Principles and Classroom Practices*. San Francisco State University

-Estling-Vannestal, M. (2007). *A university grammar of English with Swedish perspective.* Lund.

-Fraenkel, J. ; Wallen, N. and Hyun,C. (2012).*Howto Design and Evaluate*. Cambridge: Cambridge University Press.

Greenbaum, S., & Quirk, R. (1997). *A student's grammar of the English language.* London: Longman.

-Gronlund, N. (1998). *Assessing student achievement* (6th ed.). Boston, MA: Allyn & Bacon.

-Heacox, D. (2002): *Differentiating instruction in the regular classroom: How to reach and teach all learners,* grades (3-12) by, free spring publishing, America..

-Hughes, A. (2003). *Testing for language teachers* (2nd ed.). Cambridge: Cambridge University Press.

-Jackson, S. (2009). *Research methods and statistics*. Belmont: Wadsworth Cengage Learning.

-Jacobs, A. R., & Rosenbaum, S. P. (1968). *English transformational grammar*. London and Edinburgh: Morrison and Gibb Ltd.

Leech, G., & Svartvik, J. (2002). *A communicative grammar of English* (3rd ed.). Longman.

-Lewis, B., Snyder, C., & Rainer, R. (1995). *Educational measurement*. New York: Macmillan.

-Lyons, J. D. (1968). *Introduction to theoretical linguistics.* London: Cambridge University Press.

-Mackey, A., & Gass, S. (2005). *Second language research: Methodology and design.* Routledge.

-Mousavi, S. (2009). *An encyclopedia dictionary of language testing* (4th ed.). Tehran: Rahnama Publications.

-Palmer, F. E. (1974). *The English verb*. London: Longman.

-Quagie, J. K. (2014). Study of concord in the examination scripts of students of Ghana Technology University College. *International Journal of Pedagogy, Policy and ICT in Education,* 4(1), 110–123.

-Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A comprehensive grammar of the English language.* Harlow: Longman.

-Quirk, R., & Greenbaum, S. (2000). A *university grammar.* London: Longmans Group.

Richards, J., Platt, J., & Platt, H. (1992). *Dictionary of language teaching and applied linguistics*. London: Longman.

-Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.

-Shawaheen, K.S. (2014): *Differential Education and Curriculum Design,* 1st Edition, The Modern World of Books, Irbid, Jordan.

-Tan, A. B. (2005). *The use of drill exercises in helping students reduce subject-verb agreement errors in academic writing*: A case study. IPBA, 3(2).

-Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). Association for Supervision and Curriculum Development.

-Veram, G., & Beard, R. (1981). *What is educational research?: Perspectives on techniques of research.* Gower Publishing Company, Limited.

-Weir,C.J. (2005). *Language Testing and Validation.* London: Palgrave Macmillan Hampshire.

-Wiredu, J. F. (1999). *Organised English structure*. Accra: Academic Publications (Ghana).

-Woods, G. (2010). *English grammar for dummies.* Hoboken: John Wiley & Sons, Inc.