

INVESTIGATING IRAQI EFL LEARNERS' USE OF CLEFT SENTENCES

Asst. Lect. Alaa Baji Jebur (M.A in Linguistics)
Asst. Lect. Ameer Ali Hussein (M.A in Linguistics)

**Ministry of Higher Education /And Scientific Research /University of Kufa
College of Arts / Department of English**

Abstract

Cleft sentences are devices in English that can help putting the focus on a particular part of a sentence and emphasize it by a variety of ways. The purpose of this research is to investigate the EFL students' ability in producing this kind of structure. The investigation is built upon a test given to a number of subjects of EFL. The subjects, in turn, are supposedly acquainted to cleft sentence so as the investigation becomes objective and the results become reliable. Hence, verifying the research hypotheses and extracting some concluding remarks related to the problem in question are drawn by depending on the answers of the test in a statistical method then discussing them and finding weak and strong points.

Key words: Cleft Sentence – Testing – Flexibility

1. Introduction

A cleft sentence is a special construction which is used to give emphasis to a particular part of the sentence, in which a complex sentence is expressed using a main clause and subordinate clause:

1. It was John who took the money.

There are different types of cleft sentence:

- It – clefts
 2. It was the money that John took.
- What – clefts
 3. What we now need is actions rather than words.
- All – clefts
 4. All I need for Christmas is a new coat.

Other cleft structures include **the reason why, the day when, the person who, and the place where**, as in the following examples:

5. The reason why I have come is to discuss my future with you.
6. The day when the Second World War ended in Europe was 7 May 1945.
7. The person who works harder than anybody else is Mary.
8. The place where you are going to is the zoo. (www.Scribd.com/doc/cleft_sentence.htm)

The problem arises is that the majority of Iraqi EFL learners face difficulties in using the different types of clefting. Moreover, such learners may face difficulties in distinguishing between clefting and fronting which is also used to highlight an element of meaning as in:

9. You should take up swimming **for relaxation**.

For relaxation you should take up swimming (Quirk and Greenbaum, 1985: 1377).

This study aims at shedding light on the term “**cleft sentence** ” as well as the different types used to express clefting. Moreover, this study aims at identifying Iraqi EFL learners' performance in producing the different types of clefting by conducting a test along with finding out its results.

It is hypothesized that:

1. Iraqi EFL learners are expected to use it – cleft more successfully than pseudo and the other types of clefting.
2. Iraqi EFL learners are expected to face difficulties in producing the different types of clefting.
3. Such learners may face difficulties in distinguishing between clefting and fronting.

The steps adopted to fulfill the aims of the study are as follows:

1. Presenting a theoretical part about the kinds of cleft sentence depending on the different accessible publications in the field.
2. Choosing a sample of Iraqi EFL learners as subjects for applying a diagnostic test to find out the difficulties that they may face in producing cleft sentences.
3. Explicating the results of the test in order to reveal the difficulties they face.

The sample of the study is limited to forty subjects of fourth year students at the Department of English, College of Education for Human Sciences at University of Babylon for academic year (2012.2013). The reason behind choosing the fourth year students is that they have been taught this subject and they supposedly possess the ability to understand and produce this type of sentence.

2. Cleft Sentences

2.1 Definitions

Cleft sentences have been defined differently by many linguists, what a cleft sentence does is to cleave a sentence into two parts in order to highlight one of these parts.

10. I like Paris a lot, but it is **London** that I like the best.

11. It was **a poem** that John read last night.

([http:// www.Random – idea – English – poly spot.com / emphasis focus](http://www.Random-idea-English-poly-spot.com/emphasis-focus))

Moreover, a cleft sentence is defined as "a sentence that has been divided into two clauses for the purpose of emphasizing an element of meaning" (Spears, 1998: 29).

12. It is **more time** that we need (Leech and Svartvik, 1994: 205).

13. What you need most is a **good rest** (Greenbaum and Quirk, 1990: 414).

Trask (1993: 46), on the other hand, defines a cleft sentence as "a marked structure in which a focus constituent is extracted from its logical position and set off with some additional material, including an extra verb".

To illustrate this definition, there should be a reference to the following unmarked sentence:

14. John bought a car last week (ibid).

The sentence above is related to several possible cleft sentences:

14.1 It was **John** who bought a car last week.

14.2 It was **a car** that John bought last week.

14.3 It was **last week** that John bought a car.

A part from that, a cleft sentence is defined as a device whereby a particular piece of information can be highlighted (Close, 1975: 67).

15. It was **George** that he gave this ticket to

16. It was **this ticket** that he gave to George (ibid).

On the whole, a cleft sentence is used to emphasize a particular part of a sentence (Chalker, 1984: 262).

17. It was **to the shops** that her husband used to ride a bicycle on Saturdays.

18. It was **on Saturdays** that her husband used to ride a bicycle to the shops (ibid).

2.2 Types

According to (Greenbaum and Quirk, 1990: 412) there are two major types of cleft sentences:

2.2.1 Cleft Sentence Proper

Biber et al. (1990: 959) point out that this type of cleft sentences consists of:

- The pronoun (**it**).
- A form of the verb (**be**), optionally accompanied by the negator (**not**) or an adverb such as (**only**).
- The focused element which may be of the following types: a noun phrase, a prepositional phrase, an adverb phrase, or an adverbial clause.
- A relative pronoun like (**that**), (**who**), (**which**).

19. It was **her voice** that held me. (noun phrase)

20. It was **only for Mary** that they come to the party. (prepositional phrase)

21. It is **here** that we meet. (adverb)

22. It was **because they were frightened** that they can't sleep. (adverbial clause) (ibid)

2.2.2 Pseudo – Cleft Sentence

The pseudo – Cleft Sentence is another device whereby, like the cleft sentence proper, the construction can make explicit the division between given and new parts of communication (Greenbaum and Quirk, 1990: 414).

This type of cleft sentences consists of:

- A clause that is presented by a (**wh – word**).
- A form of the verb (**be**).
- The specially focused element: a noun phrase, an infinitive clause, or a finite nominal clause (Biber et al. 1990: 960).

23. What she objected to is **violence** on TV. (noun phrase object of prepositional verb) .

24. What you should do is **great** them when they come in. (bare infinitive)

25. What she did was to **help** her mother. (to infinitive)

A part from these two major types of cleft sentences, there are other minor ones (ibid).

2.2.3 Reversed Cleft – Sentence

The reversed wh- clefts are like the ordinary wh-clefts. But, they differ in that the wh-word is reversed as in the following examples:

26. Exercise is **what I need** (Chalker, 1984: 262).

27. Courage is what I lack.

28. Peace is what we need.

2.2.4 Demonstrative Cleft – Sentence

A demonstrative cleft sentence is a very common type of structure which consists of:

- A demonstrative pronoun usually (**that**).
- A form of the verb (**be**).
- A dependent clause introduced by a (**wh-word**) (Biber et al . 1990 : 961)

29. That's what I thought.

30. That's why we asked.

31. That's how I spent my summer vacation (ibid).

2.2.5 All Cleft – Sentence

Swan (2005: 130) states that the cleft sentence can be expressed by "all structure", that means "the only thing".

32. All I want is a home somewhere.

(The only thing I want is a home somewhere)

33. All I remember is a terrible pain in my head.

(The only thing I remember is a terrible pain in my head).

34. All you need is love (ibid).

(The only thing you need is love).

2.2.6 Other Wh-Clefts

In addition to the pseudo clefts and reversed wh-clefts that have been mentioned earlier, there are other wh-clefts expressions:

- (Why) **the reason why** + clause + is/was + focus element.
- (Where) **the place where** + clause + is/was + focus element.
- (When) **the day when** + clause + is / was + focus element (Swan, 2005: 129-130).

The above expressions can be used so as to emphasize a particular reason, place, and time respectively as in the following sentence:

35. Jack went to London on Tuesday to see Colin.

35a. The reason why Jack went to London on Tuesday was to see Colin.

35b. The place where Jack went to see Colin on Tuesday was London.

35c. The day when Jack went to London to see Colin was Tuesday (ibid).

2.2.7 Other Cleft Constructions

Sometimes, a cleft sentence is made by using such expressions as **(somebody), (someone), (something)**:

36. The headmaster is **somebody** who believes in disciplines.

37. She is **someone** who (m) I trust implicitly.

38. My first trip to Paris is **something** that I will never forget.

(<http://www.Random-idea-english-blogspot.com>)

2.2.8 Emphasizing Verbs

Swan (2005: 130) states that we can emphasize the verb of a particular sentence by using a more complicated structure with **(what + do infinitives with or without to)**

39. She screamed.

What she **did** was (to) **scream**.

40. She writes science fiction.

What she **does** is (to) **write** science fiction (ibid).

2.2.9 Emphasizing a Whole Sentence

According to Swan (2005: 130) a whole sentence can be given extra emphasis by using a cleft structure with **(what)** and the verb **(happen)**.

41. What happened is that it's raining.

42. What happened was that the car broke down (ibid).

2.3 Flexibility of Cleft Sentence

Cleft sentences are flexible in the sense that they are used to highlight different elements of a particular sentence for different purposes.

Greenbaum and Quirk (1990: 412) and Quirk et al. (1973: 414) agree that the flexibility of cleft sentence can be seen in the ease with which certain elements can be highlighted.

43. John wore a white suit at the dance last night.

From the sentence above, it is possible to derive four cleft sentences, each highlighting a particular element.

Subject as focus:

44. It was **John** who wore a white suit at the dance last night.

Direct Object as focus:

45. It was **a white suit** that John wore last night.

Adverbial of Time as focus:

46. It was **last night** that John wore a white suit.

Adverbial of Place as focus:

47. It was **at the dance** that John wore a white suit (Quirk et al. 1985: 1385).

Two other elements can act as the initial focus of a cleft sentence.

Indirect Object as focus:

48. It was (to) **me** who gave the book to.

Complement Object as focus:

49. It was **dark green** that we have painted the kitchen (ibid).

2.4 Comparison of It – Type and Wh-Type of Cleft Sentence

In the preceding sections, the major and minor types of cleft sentence have been discussed. Here it is a comparison between the major types of cleft sentence that are the commonest ones, i.e **it** and **wh**-types.

Leech and Svartvik (1994: 203) believe that the wh-type is more flexible than the it – type in the sense that the former can focus on the complement of a clause.

50. What she is is a brilliant reporter (ibid).

A further crucial difference between the two types of cleft sentence is that while the cleft sentence with it – type is used to put the main focus near the beginning of the sentence, the wh-type is used to postpone the focus to end position (Greenbaum and Quirk, 1990: 415).

51. It was **novels** that Miss Williams enjoys as a pastime.

52. What miss Williams enjoyed as a pastime was **novels** (ibid).

3. Methodology

3.1 Objectives of the Test

As a means to measure the students' performance in the target language, a diagnostic test has been designed to assess the learners' performance in using cleft sentences at the production level. The test aims at investigating whether or not Iraqi EFL learners are able to produce such sentences.

3.2 Selection of Material

The items of the test have been selected from the references mentioned in section two, in addition to Close's book: A University Grammar of English (work book). The items have been selected in such a way that covers the whole of what has been mentioned in the theoretical part of the study to produce cleft sentence in all its types.

3.3 Test Design

The test consists of two questions that have been designed to measure the subjects' responses at the production level. The first question includes ten items; the students should form cleft sentences focusing on the different elements of the sentences. The second question also includes ten items; the students should re-write these items, using the different types of cleft sentences.

3.4 The Subjects

The sample to which the test has been administered consists of forty students of fourth academic year (2012 – 2013) of Department of English at College of Education for Human Sciences, University of Babylon.

3.5 The Findings and Results

3.5.1 Question (1)

Table (1)
Results Score and the Percentage

Item	No.of Correct Responses	Percentage %	No. of Incorrect Responses	Percentage %
1	36	90	4	10
2	14	35	26	65
3	15	37.5	25	62.5
4	11	27.5	29	72.5
5	17	42.5	23	57.5
6	17	42.5	23	57.5
7	12	30	28	70
8	17	42.5	23	57.5
9	17	42.5	23	57.5
10	5	12.5	35	87.5
Total	161	40.25	239	59.75

The above table illustrates that the total number and percentage of the correct responses are (161, 40.25 %), whereas those of the incorrect ones are (239, 59.75 %).

In item (1), the number and percentage of the correct responses are (36, 90%). This reflects that most of the subjects succeeded in forming a cleft sentence by focusing on its direct object which, at the same time, indicates that such a kind of clefting is regularly used. However, there are only four subjects who failed to respond correctly. Although they formed a cleft sentence, they failed to pay attention to its tense as in the following incorrect response to the following item: **He found learning maths most difficult at school. It is learning maths that he found most difficult at school.**

In items (2, 3, 5, 6, and 9), the number and percentage of the incorrect responses are (26, 65%), (25, 62.5 %), (23, 57.5%), (23, 57.5%), (23, 57.5%) respectively. It seems that most of the subjects failed to respond correctly. They used fronting instead of clefting ; that is ; they started their responses by moving the focus items into initial positions . For demonstration:

2. She got the job because she was the best qualified.
3. I didn't hear about it until yesterday.
5. He first heard about it from Pamela.
6. The most striking feature of malaria in tropical Africa is its high endemicity with hardly any seasonal changes.
9. The deadalus docked at Bristol on a dark and cloudy afternoon in 1896.

The subjects responded to the above items as follows:

2. Because she was the best qualified that she got the job.
3. Until yesterday that I didn't hear about.
5. From Pamela that he first heard about.
6. Its high endemicity with hardly any seasonal changes that the most striking features of malaria in tropical Africa.
9. At Bristol on a dark and cloudy afternoon in 1896 that deadalus docked.

In item (4), the number and percentage of the incorrect responses are (29, 72.5%). The subjects were asked to highlight the subordinate clause of the following item: Mike first met Suice when they were both studying in London. Rather, such subjects used the main clause to be the focused element as in the following incorrect response.

It was Mike who first met Suice when they were both studying in London.

In item (7), the number and percentage of the incorrect responses are (28, 70%). The subjects were required to highlight the indirect object of the following item:

She gives me expensive presents. The subjects highlighted the direct object instead of the indirect one as in: It is expensive presents that she gives me.

As a request to highlight the object complement of the eighth item which represents 57.5% of the total percentage, the subjects failed to do so. They highlighted the object of the following sentence:

We have proved him a fool. Accordingly, the response was as such: It is he who have been proved a fool.

In item (10), the number and percentage of the incorrect responses are (35, 87.5%). It seems that most of the subjects are unfamiliar with using such a more complicated structure with (what +do + inf.) to highlight the verb of the sentence. For example:

10. She asked Jim a favour .

The subjects responded to the above item as:

It was asking Jim a favour .

It was asking a favour of Jim that she asked.

It seems that they used it – clefts to highlight the verb of the sentence.

3.5.2 Question (2)

Table (2)

Results Score and the Percentage

Item	No. of Correct Responses	Percentage %	No. of Incorrect Responses	Percentage %
1	28	70	12	30
2	31	77.5	9	22.5
3	30	75	10	25
4	35	87.5	5	12.5
5	34	85	6	15

6	28	70	12	30
7	27	67.5	13	32.5
8	39	97.5	1	2.5
9	39	97.5	1	2.5
10	36	90	4	10
Total	327	81.75	73	18.25

The above table shows that the total number and percentage of the correct responses are (327, 81.75%), whereas those of the incorrect ones are (73, 18.25%).

In item (1), the number and percentage of the correct and incorrect responses are (28, 70%), and (12, 30%) respectively. It seems that most of the subjects succeeded in producing cleft sentences. However, some of the subjects failed. They only used the type of clefting without dividing the sentence into clauses i.e. main and subordinate as in the following incorrect response to the first item (we are going to Spain this year) the place where we are going to Spain.

In item (2), the number and percentage of the correct and incorrect responses are (31, 77.5%), and (9, 22.5%) respectively. Nearly, some of the subjects failed to respond correctly. Although they produced a cleft sentence, yet semantically speaking the type of clefting did not suit the focused element. For reinforcement.

2. Mary kept a small cat in the garden shed.

The subjects responded to the above item as:

The person who kept in the garden shed is a small cat.

In item (3, 4 and 6), the number and percentage of the correct and incorrect responses are (30, 75%), (35, 87.5%), (28, 70%), (10, 25%), (5, 12.5%) and (12, 30%) respectively.

This means that some of the subjects succeeded in producing cleft sentences. But, those who failed to respond correctly did not precede the focused element by verb to be. For clarification:

3. Jack went to London on Tuesday to see Colin.

4. You have to do your homework.

6- " Poor Albert" Carrie said. He heard what she said and shouted down to her: I want help not your pity.

Accordingly, the subjects' responses are as follows:

3. The day when Jack went to London to see Colin on Tuesday.
4. The first thing to do your homework.
6. What I want help not your pity.

This means that some of the subjects are unaware of the fact that cleft sentences are used to cleave the normal sentence into two parts, each with its own verb.

In item (5), the number and percentage of the correct responses are (34, 85%). This shows that most of the subjects are able to produce clefting. On the other hand, the number and percentage of the incorrect response are (6, 15%). The subjects failed to highlight " because – clause " as in:

5. I love autumn because of the colour of the leaves.

It is autumn that I love because of the colour of the leaves.

In item (7), the number and percentage of the incorrect responses are (13, 32.5%). It is obvious that some of the subjects were unable to use pseudo clefting. All the incorrect responses applied the passive form to such a sentence:

Iraqi people need peace and quiet.

Peace and quiet is needed by Iraqi people.

In items (8, 9 and 10), most of the subjects succeeded in producing cleft sentences and the number and percentage of the correct responses confirm that.

3.6 Discussion of the Results

The results of the test of Question One at the production level denote that Iraqi EFL learners face difficulties in using it – clefting since the rate of the incorrect responses is (59.75%), whereas that of the correct responses is (40.25%). This does not validate the first hypothesis which is:

Iraqi EFL learners are expected to use it – clefts more successfully than pseudo and the other types.

The subjects' performance of Question Two has revealed the Iraqi EFL learners succeeded in using the different types of clefting since the rate of the correct responses is (81,75%) , whereas that of the incorrect responses is (18, 25%) . This does not validate the second hypothesis which is:

Iraqi EFL learners are expected to face difficulties in using the different types of clefting .

The third hypothesis (Iraqi EFL learners may face difficulties in distinguishing between clefting and fronting) is confirmed due to the findings of the items (2, 3, 5, 6 and 9) of Question One which prove that. In other words the number and percentage of the incorrect responses confirmed what is expected. They are : (26 , 65%) , (25 , 62.5%) , (23 , 57.5%) , (23 , 57.5%) and (23 , 57.5%) respectively .

4. Conclusions

From the evidence of the results and findings of the test and their discussion, it is clear that cleft sentences are used by learners but they have difficulties in producing them. This does not agree with the first hypothesis of the research. Accordingly, learners' need more practice on producing this kind of constructions in its different types since it is an items in their curriculum.

However, the manner in which the topic is dealt in the test revealed that the usage of different types of clefting by students is approximately better than production as the percentages show. The second hypothesis of the research, hence, is not validated.

It has been shown that the third hypothesis is validated. Indeed, it is problematic for learners to differentiate between clefting and fronting due to the similarity in the way they appear in the sentence, and here, it is necessary for learners to be acquainted to the differences between fronting and clefting so as they overcome this problem.

References

- Biber, D; Johansson, S; Leech, G; and Conrad, S. (1990). Longman Grammar of Spoken and written English. London: Longman.
- Chalker, S. (1984). Current English Grammar. London: Macmillon Publisher Ltd.
- Close, R. A. (1974). A University Grammar of English (Workbook). London: Longman.
- Close, R. A. (1975). Reference Grammar for Students of English. London: Longman.
- Fisher, S. and Boyle, J. (2007). Educational Testing. London: BPS Blackwell.
- Greenbaum , S. and Quirk, R. (1990) . A Student`s Grammar of the English Language. London: Longman.
- Leech, G. and Svartvik, J. (1994). A Communicative Grammar of the English Language. London: Longman.
- Quirk, R. and Greenbaum, S. (1973). A Concise Grammar of Contemporary English. London: Harcout Brace Jovanvich .
- Quirk, R; Greenbanum, S; Leech, G; and Svartvik, J. (1985). A Comprehensive Grammar of the English Language. London: Longman.

- Spears, R. (1998). Viva`s Dictionary of Grammar Terminology. New Delhi: Raj Press.
- Swan, M. (2005). Practical English Usage .Oxford New York: Oxford University Press.
- Trask, R. (1993). A Dictionary of Grammatical Terms in English. London: T.J. Press.
- [http: \ \ www. Random – idea – English – Poly spot .com \ emphasis focus . 22 . 11 . 2012 .](http://www.Random – idea – English – Poly spot .com \ emphasis focus . 22 . 11 . 2012 .)
- www.scribd.com/doc/cleft sentence .htm .2.12.2012
- <http://www.Random – idea – English – blogspot .com /5.12.2012>

Appendix 1

The Test

Q1/ From each of the sentences below form a cleft sentence that will focus, in turn, on the different elements given in brackets:

1. He found learning maths most difficult at school. (Direct Object)
2. She got the job because she was the best qualified. (because – clause)
3. I didn't hear about it until yesterday. (Adverbial of time)
4. Mike first met Suice when they were both studying in London. (when – clause)
5. He first heard about it from Pamela. (Prepositional phrase)
6. The most striking feature of malaria in tropical Africa is its high endemicity with hardly any seasonal changes. (Complements)
7. She gives me expensive presents. (Indirect Object)
8. We have proved him a fool. (Complement Object)
9. The deadalus docked at Bristol on a dark and cloudy afternoon in 1896. (complement of at)
10. She asked Jim a favour. (Verb)

Q2/ Re-Write the following sentences starting with the expressions given in brackets:

1. We are going to Spain this year. (the place where)
2. Mary kept a small cat in the garden shed. (the person who)
3. Jack went to London on Tuesday to see Colin. (the day when)
4. You have to do your homework. (the first thing)
5. I love autumn because of the colour of the leaves. (it is because)
6. “Poor Albert “Carrie said. He heard what she said and shouted down to her: I want help not your pity. (what I want)
7. Iraqi people need peace and quiet. (peace and quiet)
8. I remember a terrible pain in my head. (all I remember)
9. I will never forget my first trip to Paris. (my first trip to Paris is something)

10.I'm here to talk about my plans. (the reason why)

Appendix 2

The possible Answer

Q1 /

1. It was learning maths that he found most difficult at school.
2. It was because she was the best qualified that she got the job.
3. It was until yesterday that I didn't hear about.
4. It was when they were both studying in London that Mike first met Suice.
5. It was from Pamela that I first heard about.
6. It is its high endemicity with hardly any seasonal changes that the most striking feature of malaria in tropical Africa.
7. It is me that she gives expensive presents.
8. It is a fool that we have proved him.
9. It was at Bristol on a dark and cloudy afternoon in 1896 that the deadalus docked.
- 10.What she did was (to) ask Jim a favour.

Q2/

1. The place where we are going to this year is Spain.
2. The person who kept a small cat in the garden shed was Mary.
3. The day when Jack went to London to see Colin was Tuesday.
4. The first thing you have to do is your homework.
5. It is because of the colour of the leaves I love autumn.
6. What I want is help not your pity.
7. Peace and quiet is what Iraqi people need.
8. All I remember is a terrible pain in my head.
9. My first trip to Paris is something that I'll never forget.
- 10.The reason why I'm here is to talk about my plans.

المخلص

يعد هذا النوع من الجمل احد الوسائل باللغة الإنجليزية التي يمكن أن تساعد بالتركيز على جزء معين من الجملة وتأكيدوه و يكون ذلك عبر طرق متنوعة. ان الهدف من هذا البحث هو دراسة قدرة الطلبة الذين يدرسون اللغة الانكليزية كلغة اجنبية في استخدام هذا النوع من التراكيب. و من اجل التحقق من ذلك فقد تم بناء اختبار و اعطي هذا الاختبار لعدد من الدارسين للغة الانكليزية كلغة اجنبية الذين من المفترض ان يكون هذا النوع من الجمل مألوفاً بالنسبة اليهم لجعل الاختبار اختباراً موضوعياً و كذلك لجعل النتائج نتائج موثوق بها. و بالتالي فقد تم رسم الاستنتاجات و التحقق من صحة الفرضيات بالاعتماد على اجابات الاختبار بطريقة احصائية و عرض مناقشة للنتائج لإيجاد مكامن الضعف و القوة لدى الطلبة.

INVESTIGATING IRAQI EFL LEARNERS' USE OF CLEFTSENTENCES

الباحثان:

١ - إسم الباحث: علاء باجي جبر

اللقب العلمي: مدرس مساعد

مكان العمل: قسم اللغة الانكليزية / كلية الآداب / جامعة الكوفة

الشهادة: ماجستير علم اللغة / كلية الآداب / جامعة بغداد

البريد الإلكتروني:

alaab.alkhuzai@uokufa.edu.iq

alaa.bbj@gmail.com

alaa.bagi@yahoo.com

الهاتف: ٠٧٨٠٢٨٨٧٩٤٧ – ٠٧٧٢٣٣١٩٦٨٣

٢ - الأسم: أمير علي حسين

العنوان الوظيفي: تدريسي في كلية الآداب

اللقب العلمي : مدرس مساعد

مكان العمل: جامعة الكوفة – كلية الآداب / قسم اللغة الانكليزية

الشهادة : ماجستير لغة انكليزية – علم اللغة- النحو/ الجامعة العثمانية / الهند

البريد الإلكتروني: ameer.hu18@yahoo.com

هاتف: ٠٧٨٠٨٧٩٥١٧٣