The Use of English and Arabic Blended Syllables in the Plural Form by Iraqi Undergraduate Students

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Abstract

This study investigates the use of loan blends between English and Arabic syllables in the plural form of Iraqi undergraduate students. The study was conducted with a sample of 25 (male and female) young volunteers aged (18-22) and 25 (male and female) old volunteers aged (35-60) undergraduate students from Al-Yarmok University College, Diyala, Iraq. Lawshe's Method (CVR) and Cohen's Kappa Index (CKI) have been used to test the content and face validity of the pilot study procedures. After the data were collected, Lawshe's Method (CVR) was used again to test the validity of the data analysis. The results of the study showed that the use of loan blends between English and Arabic syllables in the plural form is common among Iraqi undergraduate students. The study also showed that the use of loan blends between English and Arabic syllables in the plural form is associated with the use of informal language.

الملخص:

تبحث هذه الدراسة في استخدام مزيج القروض بين المقاطع الإنجليزية والعربية بصيغة الجمع لطلاب البكالوريوس العراقيين. أجريت الدراسة على عينة من ٢٥ (ذكور وإناث) من المتطوعين الشباب الذين تتراوح أعمارهم مابين (١٨-٢٢) و ٢٥ (ذكور وإناث) من متطوعين كبار السن الذين تتراوح اعمارهم مابين (٣٥-٦٠) طالب جامعي من كلية اليرموك الجامعية ، ديالى ، العراق. تم استخدام طريقة لوش **Lawshe (CVR)** ومؤشر كوهين كابا **Cohen's Kappa (CKI)** لاختبار الصدق الظاهري وصدق المحتوى و صلاحية إجراءات الدراسة التجريبية. بعد جمع البيانات ، تم استخدام طريقة لوش **Lawshe (CVR)** مرة أخرى لاختبار صحة تحليل البيانات. أظهرت نتائج الدراسة أن استخدام القروض الممزوجة بين المقاطع الإنجليزية والعربية بصيغة الجمع أمر شائع بين طلاب البكالوريوس العراقيين. كما أوضحت الدراسة أن استخدام القروض الممزوجة بين المقاطع الإنجليزية والعربية بصيغة الجمع يرتبط باستخدام لغة غير رسمية.

Introduction

Language teaching and learning encompasses the processes and strategies involved in acquiring proficiency in a particular language. It involves the transmission of linguistic knowledge, communication skills, and cultural understanding. The field of language teaching and learning has been extensively studied and researched, with numerous scholars contributing valuable insights. Notable references in this domain include works by Jaafar in 2013, 2014, 2017a, 2017b, Jaafar et al. in 2019, 2021, 2022, and Jaafar & Ugla in 2022. These references provide significant contributions to the understanding and advancement of language teaching and learning methodologies.

Blending is a general phenomenon found in everyday correspondence which has recently gained further interest. Linguistically, blends are formed by joining phonemes come together in a way to form a familiar pronunciation to the speaker (Alam et al., 2022; Alghonaim, 2022; Audring, 2022; Callahan, Gautsch, Hopkins, & Carmen Unda, 2022). Such joining takes place when there is a need to create a new word or to ease the process of spelling two different compound words (Dunagan et al., 2022; Haslett & Cai, 2022; Irwansyah & Izzati, 2022; Kałamała, Senderecka, & Wodniecka, 2022; Kim, & Tilsen, 2022). However, throughout history, scientists tried to distinguish among different types of blinds in linguistics and named them with different structures according to the aspects they covered. All these historical illustrations of linguistics blinds will far explained in the following literature review:

Loan-blend is a hybrid word that consists of two or more parts of different selected languages such as; the word preost (means: priest) and the native element 'had' which means 'hood' in old English to form 'preosthad' which means 'priesthood' (Greavu 2017; Roberge and Durkin 2011). Hosseinzadeh (2014) states that blending is a kind of compounding. It involves the joining or merging of two different forms to make a new term. This is typically achieved by taking the beginning of a word and combining it with the end of the other. However, Miranda (2012) gives another perspective on

blends. He states that blends are the shortening of two or more words coming together, and then compounding lexemes to produce a new term. This truth about blends in linguistics emerged with a complicated difficulty of deciding which parts of the new term are "recoverable" and which are not (Kliesch, Becker, & Hervais-Adelman, 2022; Kutlu, Tiv, Wulff, & Titone, 2022; Lehtonen, & Møller, 2022; Lim, Toh, & Nguyen, 2022; Lorenzoni, Pagliarini, Vespignani, & Navarrete, 2022). In other words, which part has a root that can be distinguished from another? Strictly speaking Blends through linguistic history are divided into four main groups:

1.1 Phonemic Overlap

Iraqi university students face various difficulties in their language studies, including the challenge of phonemic overlap. Phonemic overlap refers to a phoneme, or group of phonemes, shared between two separated words. The possibility of one sound being assigned to be one phoneme in time and a different phoneme in another time was raised by a group of European phonology scientists who term this phonological issue 'phonemic overlapping'. A crucial example of this issue is the two words (bedding) and (betting) which are identically pronounced by many American speakers. In other meaning, the two phonemes /d/ and /t/ present an issue of complete phonemic overlapping (Hutchison et al. 2018).

1.2 Clipping

Another difficulty faced by Iraqi students is the linguistic phenomenon known as clipping, which involves the shortening of words rather than creating compounds. In linguistics, it is the process of word formation when one word or two is reduced to one of its parts. In phonetics, it is a shortened process of the phonetic segment utterance, commonly a vowel. Such a process usually happens in a social group like the army, police, schools, and the medical profession. Significant examples of such process are the terms: exam(ination), lab(oratory), and math(ematics), in school dialect; tick(et) and in-stock exchange dialect; as well as cap(tain) and vet(eran) in army dialect (Minkova 2018).

1.3 Mixing Phonemic overlapping and clipping

Iraqi students also encounter difficulties with a combination of phonemic overlap and clipping. It is a shortening process of two words that have shared the same syllable to produce a new compound word, for example, simultaneous and broadcast (simulcast), spoon and fork (spork), as well as smoke and fog (smog). These overlapping blends

present additional challenges for Iraqi students in their language-learning endeavors (Giyatmi and Arumi 2019).

1.4 Overlapping Blends

A significant linguistic process discovered by Hosseinzadeh (2014) that poses difficulties for Iraqi students is overlapping blends. She added a new type of blend in linguistics through her investigation of overlapping. She stated that overlapping happens when the final segment of the first word interferes with the first segment of the second. Such overlapping could be within one phoneme or several phonemes like slang and language (slanguage) and blue and green (bleen). However, overlapping could also contain the first word and the first or last segments of the second word. In such cases, we could decide it is an overlapping blend of words from its spelling like food and alcoholic (foodoholic), stay and vacation (staycation), as well as sun and umbrella (sunbrella) (Hosseinzadeh, 2014). These complex word formations present further challenges for Iraqi students in their language studies which need further investigation.

Previous studies (Nguyen, & Hajek, 2022; Pouplier et al., 2022; Rao, Shaw & Dockum, 2022; Ren, 2022; Rodrigues, 2022; Saleem, Saleem & Aziz 2022; Schmaus & Kristen 2022; Tobin, 2022; Tomaschek & Ramscar, 2022; Tran, Hogg & Marshall, 2022; Vigren, Alisaari, Heikkola, Acquah & Commins, 2022) shed the light on the different blends of borrowings like clipping, overlapping blends, and phonemic overlap. The present study tries to focus on a new type of borrowing blend which is the linguistic blend between the root morpheme of the borrowed word and the native plural morpheme or segment of the local language in a specific area (Iraq) and a specific language (Arabic). In other words, it studies the blending between the English borrowed word and the Arabic plural segment (-oon, -aat, and irregular form of Arabic pluralization) when the Arabic speakers try to give the plural form of the borrowed word.

2. Aims of the study

This study aims to:

1- investigate the use of loan blends between English and Arabic syllables in the plural form of Iraqi undergraduate students, and

2- explore the reasons for the use of loan blends and the implications of the findings.

5. Research Methodology

The pilot study used a combination of qualitative and quantitative techniques to analyze the borrowed words. A good study subject selection serves the critical purpose of ensuring that the study's findings accurately represent what is happening within the

population of interest. The protocol should specify a sample of subjects that can be studied for a reasonable amount of time and money (Hulley et al. 2013). As a result, the interview technique involved conducting semi-structured interviews with participants to gather in-depth information about their understanding and usage of borrowed words. The interviews were conducted conversationally, allowing the participants to freely express their thoughts and experiences related to the borrowed words.

On the other hand, the picture elicitation technique involved showing participants a series of pictures related to borrowed words and asking them to provide their interpretations and associations. This technique aimed to elicit more subconscious and implicit responses from participants, which may not have been captured through interviews alone.

By using both techniques, the pilot study aimed to obtain a comprehensive understanding of the borrowed words and their impact on the target population. The qualitative data collected through interviews provided rich and detailed insights into participants' experiences and perceptions, while the picture elicitation technique added a visual and subconscious dimension to the analysis. The combination of qualitative and quantitative techniques in the pilot study allowed for a more holistic and nuanced analysis of the borrowed words. It ensured that different aspects of the phenomenon were captured and provided a more comprehensive understanding of the topic under investigation.

Overall, the pilot study's use of multiple techniques demonstrated the importance of employing a mixed-methods approach to research. By utilizing both qualitative and quantitative techniques, the study was able to gather diverse and comprehensive data, enhancing the validity and reliability of the findings.

5.1 The location of the pilot study

The research site for the pilot study on the interview technique and picture elicitation technique is located in the Diyala Governorate in Iraq. Specifically, the research is conducted at Al-Yarmouk University College in Diyala.

5.2 Sampling of the pilot study

The pilot study in this research employed convenience sampling, which means that the participants were chosen based on their availability and willingness to participate. In this case, the participants were Iraqi undergraduate students from Al-Yarmouk University College in Diyala Governorate, Iraq. The researcher, who was a member of the college, found it simple to recruit volunteers by utilizing the contact information available to members of the college.

The sample for the current study consisted of 25 young people volunteers, both male and female, aged between 18 and 22. Additionally, there were 25 old people volunteers, both male and female, aged between 35 and 60. The selection of participants from Al-Yarmouk University College was done randomly, ensuring that each individual had an equal chance of being included in the study.

5.3 Data of the pilot study

The data of the pilot study were collected from Iraqi undergraduate students at Al-Yarmouk University College, Diyala Governorate, Iraq. The data were analyzed according to the plural forms of the English borrowed words used in the Iraqi dialect.

5.4 Data Validity and Reliability of the Pilot Study

Data validity and reliability are extremely important in every empirical research (Goyal, Sethy, Paul, Choudhury & Das, 2021; Abbadessa et al., 2021; Kim et al., 2021; Askar et al., 2021; Soin, Hirschbeck, Verdon & Manchikanti, 2022; Jenkins, et. al., 2022). They were used to ensure the accuracy and consistency of the data collected (Camp et al., 2021; Panuccio et al., 2021; Clemente et al., 2021; Vasseur et al., 2021; Austin et al., 2021; Campos et al., 2021).

In the pilot study, however, interview and picture elicitation techniques were used. Furthermore, according to Lawshe's Method (CVR) and Cohen's Kappa Index, content and face validity were the most accurate ways to be used (CKI).

5.4.1 Content validity

To elaborate on data validity, content validity was used. The extent to which quantitative techniques represent all aspects of the given content is referred to as content validity. Face validity differs from content validity in that it refers to what the test appears to measure rather than what it measures. (Taherdoost, 2016). In other words, a technique is intended to measure the entire set of items or behaviors under consideration. As a result, each loan blend word is represented by a single picture in the 'Picture Elicitation Technique' to determine content validity. So, all the borrowed words were covered and, in turn, achieved content validity. For further confirmation, all the pictures in the 'Picture Elicitation Technique' are exposed to research methodology and applied linguistics panels or experts who have experience (15- 45 years) in this field.

The content validity value, on the other hand, was determined using Lawshe's Method (CVR). This method is based on the question: Is the content measured by this pilot study vital, useful but not vital, or not required for the construct's performance? Furthermore, the panelists responded to this question and assigned a value based on Lawshe's scale of 'vital, useful but not vital, or not necessary'. This pilot is vital according to eight experts, useful but not vital according to two only, while the scale

'not vital' gets zero value. The content validity ratio was then calculated using Lawshe's formula:

$$CVR = \frac{ne - \frac{N}{2}}{\frac{N}{2}}$$

where (CVR) represents the content validity ratio, (ne) represents the number of experts who responded 'vital', and (N) represents the total number of counseled experts. The formula was applied to the results or responses of the panelists:

$$CVR = \frac{8 - \frac{10}{2}}{\frac{10}{2}}$$

$$CVR = 0.6$$

According to Lawshe's Method, the CVR result can be interpreted as a value ranging from (-1) to (+1). The closer the value is to the positive (+1), the more important CVR may be. The closer the value is to the negative (-1), the less important CVR is. The number of panelists who responded 'vital' in this pilot is (8), (2) experts responded "useful but not vital," and (0) none of the panelists responded 'not vital'. According to Lawshe's Method, the CVR result is (0,6), indicating a good content validity ratio.

5.4.2 Face validity

Face validity was used to elaborate on data reliability in terms of data collection reliability. Taherdoost (2016) demonstrated that face validity is a subjective judgment of experts or judges on the quantitative techniques' construct process. It refers to how closely quantitative techniques appear to be related to a specific construct. The quantitative techniques have face validity if their contents appear relevant to the test participants. Face validity assesses the pilot study's impression regarding clarity, readability, consistency, and feasibility of formatting and style.

Face validity is achieved by exposing the pilot study to research methodology and applied linguistics experts with experience (15-45 years) in this field. The quantitative techniques and procedures used in this pilot study appear relevant to the participants

under investigation, according to all of the experts. To provide the opposite option to each other, a dichotomous two-point scale (Yes-No response) was used. This type of answer scale does not allow the experts to be neutral in their response to the question "Do you think this pilot study has to face validity?". The data collected from the experts' responses to the Yes-No dichotomous scale was then analyzed using Cohen's Kappa Index (CKI). The acceptable percentage of data collected should not be less than 0.60 percent, according to Cohen's Kappa Index (CKI). The number of counseled experts was (10). Of (10) experts, Only one person said 'No, I don't think this pilot study with its two techniques (interview technique and picture elicitation technique) has Face validity'. According to Cohen's Kappa Index, the percentage is (0.90%), which is a high percentage of Face Validity (CKI).

6. Pilot study procedures

In the current study, data was gathered using a variety of methods. The pilot study revealed that relying on a single technique does not provide reliable and sufficient information. To collect data for this study, two techniques (interview technique and picture elicitation technique) were used:

6.1 Interviews technique

The interview technique is the most commonly used way or method in quantitative studies. It is the most natural and socially acceptable data collection method. (Small & Cook, 2021; Rivaldo, Lestari, Darma, & Gorda, 2021; Marjański & Sułkowski, 2021; Wolcott & Lobczowski, 2021; Thoft, & Ward, 2022). A quantitative interview is a sort of professional practice that is used in various fields of linguistics. (Mann 2016; Jarzębowicz & Weichbroth, 2021; Stratton, 2021; Rose-Clarke et. al., 2021; Sitepu & Hadisah, 2022; Aragão & Fontana, 2022).

The interviews were conducted conversationally and openly, allowing the participants to freely express their thoughts and experiences. The researchers took notes and recorded the interviews for later analysis.

The data collected from the interviews were analyzed by using quantitative methods such as statistical analysis and coding. Responses will be classified and compared to identify patterns and trends. The results were presented, providing insights into the participants' perspectives and experiences on the selected topics.

In general, the qualitative interview technique is a valuable method of data collection in qualitative studies. It allows researchers to gather rich and detailed information from participants, providing a deeper understanding of their thoughts and experiences.

6.2 Picture elicitation technique

The picture elicitation technique is a valuable tool in research as it allows participants to express their thoughts and opinions without being influenced by the researcher's pronunciation guides. By using visual images, participants can respond based on their interpretations and experiences. This technique has been employed in various studies to ensure the validity and reliability of the research design. Researchers such as Neergaard and Leitch (2015), Rivu et al. (2021), Jemioło et al. (2021), Dunlop (2021), Ababkova et al. (2021), and Gube (2022) have utilized picture elicitation to gather insightful responses from participants. The success of this technique has been demonstrated in studies conducted by Giancarlo et al. (2021), Molinaro et al. (2021), Erdemir (2022), Hidalgo Standen (2021), Greenier and Moodie (2021), and Rathi et al. (2021). Overall, the picture elicitation technique is a valuable tool in qualitative research that allows for unbiased and rich data collection.

In the main study, the researchers selected more than 100 images of different English borrowed and loan words. Each image was carefully chosen to prompt the participants to produce a target loan blend word that included one of the variables that had not been previously examined, specifically the plural form. The researcher presents the images on a tablet and provides instructions to the volunteers. The volunteers were asked to pronounce the plural form of the object depicted in each image and made a note of their pronunciation for future reference.

7. Validity of data analysis

Previous studies have shown a strong interest in the validity of data analysis (FitzPatrick, 2019; Hong et al., 2019; Moon, 2019; Krawczyk, 2019; Quintão, Andrade & Almeida, 2020; Kouhpanji & Stadler, 2020; Khan, Al-Ahmed & Al-Sulaiman, 2021). Building upon their work, the present study sought to advance the field by diligently incorporating the most up-to-date techniques for assessing data analysis validity. The subject of inquiry, Iraqi undergraduate students, constitutes a closed community, deliberately restricting connections with outsiders and external communities, often characterized by ethnic, religious, or political affiliations. Due to the cultural dynamics within this community, the availability of visual or audio documentation seems unattainable. Consequently, the sole means of documenting the findings relied upon written records.

The panel of experts carefully examined the pronunciation data collected from both the young and old participants. They analyzed the data to identify any differences in the pronunciation of borrowed and loan words between the two age groups. The experts, who were highly experienced in applied linguistics and had Arabic as their native language background, ensured that the analysis was thorough and accurate. The expertise of the panel members, including their extensive professional experience ranging from 20 to 45 years, added credibility to the analysis. Their knowledge and understanding of linguistics allowed them to evaluate the data meticulously. By

verifying the validity of the data analysis, the panel ensured that the findings were reliable and trustworthy.

It is important to note that no visual or audio documentation was used in this study. Instead, the data collected from the participants were carefully examined and evaluated by the panel of experts. This rigorous scrutiny of the data added an extra layer of credibility to the subsequent analysis. Overall, the verification of data analysis validity by the panel of seasoned experts in applied linguistics ensured that the findings derived from the study accurately reflected the primary disparities in the pronunciation of borrowed and loan words between young and older undergraduate students.

However, (CVR) Lawshe's Method was used to obtain the validity of the population data. This method is based on the question: Are the population data measured by the interview Technique and Picture Elicitation Technique) of this pilot study 1) correlating, 2) somewhat correlating, or 3) not correlating to Iraqi undergraduate students' pronunciation? The experts answered this question and gave their value according to Lawshe's scale of 'correlating, somehow correlating, or not correlating. The three experts stated that the population data measured by this pilot study correlated to the performance of Iraqi undergraduates' pronunciation, while the scale 'somehow correlating, and 'not correlating' got zero value. The following Lawshe's formula was used to obtain the population data validity ratio:

$$CVR = \frac{ne - \frac{N}{2}}{\frac{N}{2}}$$

where (CVR) is a symbol of the population data validity ratio, (ne) is a symbol of the number of panelists who responded 'correlating', and finally (N) is the total number of the counseled panelists. The panelists' responses were applied to this formula:

$$CVR = \frac{4 - \frac{4}{2}}{\frac{4}{2}}$$

$$CVR = 1$$

Following Lawshe's Method, the Coefficient of Validity Ratio (CVR) can be interpreted on a scale ranging from (-1) to (+1). The closer the value is to (+1), the greater the importance of the CVR. Conversely, the closer the value is to (-1), the lesser the significance of the CVR. In this pilot study, 4 panelists responded that the population data corresponded to the performance of Iraqi undergraduate pronunciation. All the panelists responded with "correlating," while none of them responded with

"somehow correlating" or "not correlating". As per Lawshe's Method, the CVR result is (+1), indicating a highly valid ratio of population data.

8. Discussion of the findings

The pilot study demonstrated that Iraqi undergraduate students tend to borrow words from English and adapt them to fit the phonological system of Arabic. They may change the stress, syllables, and even phonemes of the borrowed words. Additionally, they use a process called loan blend, where they compound the borrowed word with a native element to create the plural form. For example, instead of saying "Academic men," they say "Akadeemyoon," adding the native plural element "-oon" to the borrowed word. This creates a mix of native and foreign elements in their speech.

In Arabic, plural words are formed using suffixes such as "-aat" or "-oon." Some words may have double forms of plural, with both "-aat" and "-oon" attached at the end. Others may have irregular plural forms, and some words may even have an empty plural form.

Furthermore, the use of loan blends in plural speech among Iraqi undergraduate students is associated with informal language. This suggests that they are more likely to use these adaptations and adjustments in casual or informal contexts. However, the statistical analysis of Table (1) illustrates different types of Iraqi dialect plural forms of borrowed words which can be explained in the following table:

Table 1. Plural forms and their proportions

N.	Plural Form	Number out of 100 words	Percentages
1	-aat	375	52.8 %
2-	Ø	255	35.9 %
3-	Irregular forms	63	8.9 %
4-	-oon	15	2.1 %
5-	Double Forms (-aat and –oon)	2	0.3 %

Table (1) shows that Iraqi undergraduate students tend to add the plural native element –aat to almost 53% of the borrowed words, being higher than uncountable or 'empty plural forms Ø' by approximately 17 % percentages hitting 35.9%. Then, it dramatically decreased to 8.9% in irregular forms to continue declining to 2.1 % and 0.3% in the next two forms of the plural forms –oon and the double plural forms, see the next chart for more information:
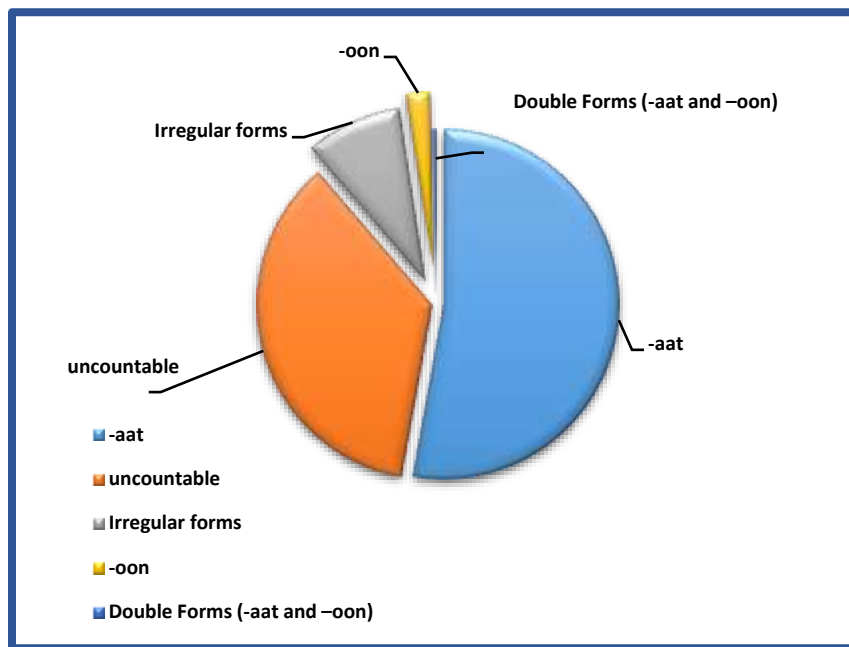

Figure 2 Plural Forms Proportions in the Iraqi Undergraduate Students

The occurrence of loan-blending in the speech of Iraqi undergraduate students is a manifestation of the impact of English on the Arabic language. It shows how these students incorporate English words into their speech while still adhering to the grammatical rules and structures of their native language. The use of loan blends in Iraqi undergraduate students' speech can be seen as a form of linguistic adaptation and creativity. It allows them to express themselves using a combination of both English and Arabic elements, creating new words that are understood within their linguistic community.

This borrowing and blending of words also highlight the interconnectedness of languages and the constant evolution of linguistic systems. It demonstrates how

languages can borrow and adapt words from other languages, resulting in the creation of new forms and meanings.

Overall, the study of loan blends in Iraqi undergraduate students' speech provides insights into the complex nature of language contact and how individuals navigate between multiple linguistic influences.

8. Conclusions

Based on the study results, the following conclusions can be drawn:

1- The use of loan blends between English and Arabic syllables in the plural form is common among Iraqi undergraduate students. The study also shows that the use of loan blends between English and Arabic syllables in the plural form is associated with the use of informal language.

2- Iraqi Undergraduate Students use the plural native segment -aat of the language up to 52.8 % of the borrowed words, while – the empty (Ø) plural segment comes in the next rate with 35.9 %. They both make up the proportion of 89 % of plural forms used. The other proportion of 11 % is divided between irregular forms, -oon, and double forms with 8.9 %, 2.1 %, and 0.3 % respectively.

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- **Appendix (A): Content Validity and Face Validity Experts**
- **To respect the privacy of the experts involved in the content validity and face validity of the pilot study, their names have been abbreviated as follows:**
- **Prof. A. A., Ph.D. in Methodology of Teaching English as a Foreign Language, Head of Department of English Language, AL-Yarmouk University College, Diyala, Iraq.**
- **Asst. Prof. R. L. Doctor of Philosophy in TESOL, Al-Imam Al-Adhdham University College, Iraq.**
- **Asst. Prof. A. J. Doctor of Philosophy in Methodology of Teaching English as a Foreign Language. Diyala Education Directorate.**
- **Asst. Prof. W. M. Doctor of Philosophy in Applied Linguistics, Department of English Language and Arts, Al-Yarmok University College.**
- **Asst. Prof. N. J. Doctor of Philosophy in Applied Linguistics, Department of English Language, College of Education, Baghdad University.**
- **Asst. Prof. A. R. Doctor of Philosophy in Applied Linguistics, Department of English Language, Al-Iraqia University.**
- **Dr. A. S. Doctor of Philosophy in Language and Linguistics, Department of English Language and Arts, Al-Yarmok University College.**

- **Dr. A. Y. Doctor of Philosophy in Language and Linguistics, Department of English Language, Diyala University.**
- **M. N. Senior instructor in Language and Linguistics, Department of English Language and Arts, Al-Yarmok University College.**
- **A. A. Senior instructor in Education, Ph.D. Department of English Language, AL-Yarmouk University College, Diyala, Iraq.**

- **Appendix (B): Validity of Data Analysis Experts**
- **Those are the majority of experts who have verified the validity of the data analysis:**

- **Prof. A. A., Ph.D. in Methodology of Teaching English as a Foreign Language, Head of Department of English Language, AL-Yarmouk University College, Diyala, Iraq.**
- **Asst. Prof. R. L. Doctor of Philosophy in TESOL, Al-Imam Al-Adhdham University College, Iraq.**
- **Asst. Prof. A. J. Doctor of Philosophy in Methodology of Teaching English as a Foreign Language. Diyala Education Directorate.**
- **Asst. Prof. W. M. Doctor of Philosophy in Applied Linguistics, Department of English Language and Arts, Al-Yarmok University College.**