

جمهورية العراق
وزارة التعليم العالي والبحث العلمي
جامعة الأنبار



مجلة جامعة الأنبار للغات والآداب

مجلة علمية فصلية محكمة
تعنى بدراسات وأبحاث اللغات وآدابها

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المجلد (17) العدد (2) الشهر (حزيران)

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جامعة الأنبار - كلية الآداب

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المجلد : (17) العدد (2) لشهر حزيران - 2025

أسرة المجلة

رئيس تحرير المجلة ومديرها

1	أ.د. أيسر محمد فاضل	أستاذ	كلية الآداب	اللغة العربية / الأدب	النقد الحديث والبلاغة	الأخبار	العراق	رئيس التحرير
2	أ.م.د. عمار عبد الوهاب عبد	أستاذ مساعد	التربية للبنات	اللغة الإنكليزية / اللغة	علم الأصوات	الأخبار	العراق	مدير التحرير

أعضاء هيئة التحرير

3	وليم فرانك	أستاذ	الآداب والعلوم	اللغة الانكليزية	الأدب المقارن	فولبريت	أمريكا	عضوًا
4	أ.د. عدنان خالد عبد الله	أستاذ	الآداب والعلوم الإنسانية والاجتماعية	اللغات الأجنبية	اللغات الشرقية	الشارقة	دولة الامارات العربية	عضوًا
5	أ.د. محمد أحمد عبد العزیز القضاة	أستاذ	عميد كلية الآداب	اللغة العربية / الأدب	النقد الحديث	الأردنية	الأردن	عضوًا
6	أ.د. زياد محمد يوسف قوقة	أستاذ	كلية اللغات الأجنبية	اللغات الأوروبية	اللغويات العامة الإسبانية والإنكليزية	الأردنية	الأردن	عضوًا
7	أ.د. منى عارف جاسم المشهداني	أستاذ	كلية اللغات	اللغة الروسية / فقه اللغة والاسلوبية	ترجمة مصطلحات (فقه اللغة)	بغداد	العراق	عضوًا
8	أ.م.د. محمود خليل محمود جرن	أستاذ مشارك	كلية اللغات الأجنبية	اللغة الإيطالية	الأدب واللغة الإيطالية	الأردنية	الأردن	عضوًا
9	أ.د. طه شداد حمد	أستاذ	كلية الآداب	اللغة العربية / اللغة	الدلالة والنحو	الأخبار	العراق	عضوًا
10	أ.د. خليل محمد سعيد مخلف	أستاذ	التربية للبنات	اللغة العربية / اللغة	اللغة والنحو	الأخبار	العراق	عضوًا
11	أ.م.د. عمر محمد عبد الله	أستاذ مساعد	التربية للبنات	اللغة الإنكليزية / الأدب	الرواية	الأخبار	العراق	عضوًا
12	أ.م.د. شيماء جبار علي	أستاذ مساعد	التربية للبنات	اللغة العربية/ الأدب	النقد الحديث	الأخبار	العراق	عضوًا
13	أ.م.د. نهاد فخري محمود	أستاذ مساعد	كلية الآداب	اللغة العربية/ الأدب	النقد القديم والبلاغة	الأخبار	العراق	عضوًا
14	أ.م.د. عمر سعدون عايد	أستاذ مساعد	كلية الآداب	اللغة الانكليزية / اللغة	الشعر الانكليزي	الانبار	العراق	عضوًا
15	أ.م.د. محمد يحيى عبدالله	استاذ مساعد	كلية الآداب	اللغة الانكليزية/ اللغة	اللغة	الانبار	العراق	عضوًا

شروط النشر في المجلة

تهدف رئاسة تحرير المجلة وأعضاء هيئتها إلى الارتقاء بمعامل تأثير المجلة تمهيداً لدخول قاعدة بيانات المستوعات العلمية والعالمية، وطبقاً لهذا تنشر مجلة جامعة الأنبار للغات والآداب البحوث التي تتسم بالرصانة العلمية والقيمة المعرفية، فضلاً عن سلامة اللغة ودقة التوثيق بما يوافق شروطها المدرجة في أدناه:

التسليم :

يم ارسال المراسلات جميعها بما في ذلك اشعارات قرار المحرر وطلبات المراجعة إلى هذه المجلة عبر نظام (E-JOURNL PLUES) وعبر الرابط : <https://www.aujll.uoanbar.edu.iq/> ، وتقبل البحوث وفقاً للنظام كتابة البحوث (Word و LaTeX) ، وباعتماد على نظام التوثيق العالمي APA ، ويجب كتابة النص بمسافة مزدوجة ، في عمود مزدوج باستعمال كتابة من 12 نقطة.

التحضير :

يستعمل برنامج الورد (Word software) لكتابة المقالة. من المهم أن يتم حفظ الملف بالتنسيق الأصلي لبرنامج الورد (Word software) ويجب أن يكون النص بتنسيق افقي. اجعل تنسيق النص بسيطاً قدر الإمكان. ستم إزالة معظم رموز التنسيق واستبدالها عند معالجة المقالة. وعلى وجه الخصوص ، لا تستعمل خيارات برنامج الورد لتبرير النص أو لوصل الكلمات. ومع ذلك ، يستعمل وجهاً عريضاً ومائلاً وخطوطاً منخفضة ومرتفعات وما إلى ذلك. عند إعداد الجداول ، إذا كنت تستعمل شبكة جدول ، فاستعمل شبكة واحدة فقط لكل جدول فردي وليس شبكة لكل صف. إذا لم يتم استعمال شبكة ، فاستعمل علامات الجدولة ، وليس المسافات، لمحاذاة الأعمدة. ويجب إعداد النص الإلكتروني بطريقة تشبه إلى حد بعيد المخطوطات التقليدية.

الملاحق

يجب إعطاء الصيغ والمعادلات في B ، A الخ إذا كان هناك أكثر من ملحق واحد ، فيجب تحديدها على أنها (أ 1) ، مكافئ. (أ 2) ، وما إلى ذلك ؛ في ملحق لاحق ، مكافئ. (ب 1) وهكذا. وبالمثل Eq. :الملاحق ترقياً منفصلاً بالنسبة للجداول والأشكال: الجدول أ 1- ؛ الشكل أ 1 ، الخ

معلومات صفحة العنوان الأساسية
العنوان: موجز وغني بالمعلومات. غالباً ما تستعمل العنوانات في أنظمة استرجاع المعلومات. وتجنب الاختصارات والصيغ قدر الإمكان.

أسماء المؤلفين وعناوين انتسابهم الوظيفي: يرجى الإشارة بوضوح إلى الاسم (الأسماء) المحدد واسم (أسماء) العائلة لكل مؤلف والتأكد من دقة كتابة الأسماء جميعها . ويمكنك إضافة اسمك بين قوسين في البرنامج النصي الخاص بك .

قدم عناوين انتساب المؤلفين (حيث تم العمل الفعلي) أسفل الأسماء: حدد الانتماءات جميعها بحرف مرتفع صغير مباشرة بعد اسم المؤلف وأمام العنوان المناسب. أدخل العنوان البريدي الكامل لكل جهة انتساب ، بما في ذلك اسم الدولة وعنوان البريد الإلكتروني لكل مؤلف ، إذا كان متاحاً.

المؤلف المراسل: حدد بوضوح من سيتعامل مع المراسلات في جميع مراحل التحكيم والنشر ، وأيضاً بعد النشر. تتضمن هذه المسؤولية الإجابة على أي استفسارات مستقبلية حول المنهجية والمواد. تأكد من تقديم عنوان البريد الإلكتروني وأن تفاصيل الاتصال يتم تحديثها من قبل المؤلف المقابل.

عنوان الانتساب: تستعمل الأرقام العربية العالية لمثل هذه الحواشي السفلية. مثال، اسم المؤلف¹ ، اسم المؤلف² .

الملخص

الملخص: الملخصات باللغتين العربية والإنجليزية تكون معلوماتها متطابقة في المعنى، عدد الكلمات في كل ملخص (150-250) كلمة. كما يجب التأكد من صياغة اللغة للملخصات بحيث تكون لغة صحيحة ودقيقة مع مراعاة علامات الترقيم الصحيحة في الفقرات؛ لأن ضعف الصياغة اللغوية للملخصات يؤثر على قبول نشر الأبحاث في الموعد المحدد لها.

تنسيق الملخص: (نوع الخط: Simplified Arabic حجم الخط: 12 ومسافة بادئة 1.5 cm ومسافة النهاية: 1.5cm). ويجب أن يحتوي الملخص على (الأهداف، المنهجية، النتائج، الخلاصة)

الكلمات الدالة: كلمة، كلمة، كلمة. (الكلمات الدالة مفصولة بفواصل، الحد الأدنى 3 كلمات، الحد الأقصى 5 كلمات)

الكلمات الدالة (كلمات افتتاحية)
مطلوب مصطلحات أو كلمات رئيسية ، بحد أقصى ثماني كلمات مفتاحية تشير إلى المحتويات الخاصة للنشر وليس إلى أساليبها يحتفظ المحرر بالحق في تغيير الكلمات الرئيسية.

طباعة أو لصق عنوان البحث باللغة العربية (تنسيق عنوان البحث - نوع الخط: Simplified Arabic حجم الخط: 14)

متن البحث:

تنسيق العنوان (اللغة العربية نوع الخط: Simplified Arabic حجم الخط: 12). (اللغة الإنجليزية نوع الخط: Times New Roman حجم الخط: 12).

تنسيق الفقرة: استعمل هذا التنسيق لطباعة الفقرات داخل العناوانات. توثيق المرجع آخر الفقرة (بالاسم الأخير للمؤلف، السنة) توثيق مرجع لغة إنجليزية (Last Name, Year). (اللغة العربية: نوع الخط: Simplified Arabic وحجم الخط: 12). (اللغة الإنجليزية نوع الخط: Times New Roman وحجم الخط: 10 ومسافة بادئة 0.5 للفقرة).

الرسوم التوضيحية

- نقاط عامة

تأكد من استعمال حروف وأحجام موحدة لعملك في الرسوم التوضيحية.

قم بتضمين الخطوط المستعملة إذا كان التطبيق يوفر هذا الخيار.

استهدف الخطوط الآتية في الرسوم التوضيحية: Arial أو Courier أو Times New Roman أو Symbol أو استعمال الخطوط التي تبدو متشابهة.

قم بترقيم الرسوم التوضيحية وفقاً لتسلسلها في النص.

استعمال اصطلاح تسمية منطقي لملفات الرسوم التوضيحية.

قدم تعليقاً على الرسوم التوضيحية بشكل منفصل.
حدد حجم الرسوم التوضيحية بالقرب من الأبعاد المطلوبة للإصدار المنشور.
أرسل كل رسم توضيحي كملف منفصل.

الصور الفوتوغرافية الملونة أو الرمادية (الألوان النصفية)، احتفظ بها بحد أدنى 300 نقطة في البوصة.
رسومات خطية نقطية (بيكسل أبيض وأسود خالص) (TIFF أو JPEG)، احتفظ بحد أدنى 1000 نقطة في البوصة. تركيبة خط
نقطي / نصف نغمة (ألوان أو تدرج رمادي) (TIFF أو JPEG)، احتفظ بحد أدنى 500 نقطة في البوصة.

الرجاء تجنب ما يأتي :

ملفات الإمداد (مثل GIF و BMP و PICT و WPG) تحتوي هذه عادةً على عدد قليل من البكسل ومجموعة محدودة من الألوان ؛

توفير الملفات منخفضة الدقة للغاية ؛

إرسال رسومات كبيرة بشكل غير متناسب مع المحتوى

- الشكل التوضيحي

تأكد من أن كل رسم توضيحي يحتوي على تعليق. والتعليقات منفصلة عن بعضها ولا تتعلق بشكل واحد فقط. يجب أن يشمل التعليق
على عنوان موجز (وليس على الشكل نفسه) ويكون وصفاً للرسم التوضيحي. احتفظ بالنص في الرسوم التوضيحية بحد أدنى ولكن
أشرح جميع الرموز والاختصارات المستعملة.

- الرسوم التوضيحية

حدد حجم الرسوم التوضيحية وفقاً لمواصفات المجلة الخاصة بعرض الأعمدة. يتم تقليل الأشكال بشكل عام إلى عرض عمود واحد
(8.8 سم) أو أصغر. أرسل كل رسم توضيحي بالحجم النهائي الذي تريد أن يظهر به في المجلة. • يجب أن يحضر كل رسم توضيحي
للاستنساخ 100٪. • تجنب تقديم الرسوم التوضيحية التي تحتوي على محاور صغيرة ذات تسميات كبيرة الحجم. • تأكد من أن
أوزان الخط ستكون 0.5 نقطة أو أكثر في الحجم النهائي المنشور. سوف تتراكم أوزان الخط التي تقل عن 0.5 نقطة بشكل سيئ.

- الجداول

يجب أن تحمل الجداول أرقاماً متتالية. الرجاء إضافة العنوانات مباشرة فوق الجداول

الاستشهاد المصادر

برنامج إدارة المراجع

استعمال ملحقات الاقتباس من أنماط المنتجات، مثل: Endnote plugin أو Mendeley

قائمة المصادر والمراجع

ملاحظة مهمة : قائمة المراجع في نهاية البحث مرتبة ترتيباً هجائياً، وإذا استعمل الباحث مصادر باللغة العربية وأخرى باللغة
الإنجليزية فيجب أن تُرفق في نهايته قائمتان بالمراجع باللغتين العربية ثم الإنجليزية وفي حال عدم توفر مراجع باللغة الإنجليزية
تترجم المراجع العربية وتضاف في نهاية البحث.

المجلة تعتمد نظام ال APA في التوثيق. دليل المؤلف يوضح آلية التوثيق في نظام ال APA (اللغة العربية: نوع الخط Simplified Arabic حجم الخط: 10.5)

أمثلة:

الكتب:

الأسد، ن. (1955). مصادر الشعر الجاهلي. (ط1). مصر: دار المعارف.

مقالة أو فصل في كتاب:

الخلف، ع. (1998). الجفاف وأبعاده البيئية في منطقة الرياض. في منطقة الرياض دراسة تاريخية وجغرافية واجتماعية، (ص 174-278). الرياض: إمارة منطقة الرياض.

توثيق المجلة

مشاقبة، أ. (2011). الإصلاح السياسي المعنى والمفهوم. مجلة الدبلوماسية الأردني، 2 (2)، 24-33.

ورقة علمية من مؤتمر:

مزريق، ع. (2011). دور التعليم العالي والبحث العلمي في تحقيق تنمية اقتصادية واجتماعية مستدامة. المؤتمر العربي الأول الرؤية المستقبلية للنهوض بالبحث العلمي في الوطن العربي، 2011- آذار، جامعة اليرموك، إربد.

الرسائل الجامعية:

السبتين، أ. (2014). المشكلات السلوكية السائدة لدى طفل الروضة في محافظة الكرك من وجهة نظر المعلمات، رسالة ماجستير غير منشورة، جامعة مؤتة، الأردن.

يجب كتابة المراجع بالشكل الآتية:

1. يكتب مع مؤلف واحد

تضمنين (إن وجد): الاسم الأخير للمؤلفين والاسم الأول ؛ سنة النشر؛ لقب؛ طبعة (إن لم تكن الأولى) ؛ مكان النشر والناشر.

أمثلة

نيوت. ار. ١٩٨٨. اللافتاريات: دراسة استقصائية للحفظ النوعي. نيويورك. مطبعة جامعة أكسفورد.

بينك، ار. دبلو. ١٩٧١. لافتاريات المياه العذبة في الولايات المتحدة. الطبعة الثانية. نيويورك. جون ولي وسونس.

2. كتب مع مؤلفين أو أكثر

ويلستر، ار.ال. و ولفروم، ام، ال. ١٩٦٢. طرق في كيمياء الكربوهيدرات. نيويورك ولندن. الصحافة الأكاديمية.

بونابيو، اي. دوريكو، ام. و ثراولاز، جي. ١٩٩٩. ذكاء السرب: من النظم الطبيعية إلى الاصطناعية. نيويورك. مطبعة جامعة أكسفورد.

3. الكتب الإلكترونية

يجب تقديم نفس المعلومات بالنسبة للكتب المطبوعة، انظر الأمثلة أعلاه. بالنسبة للكتب التي تمت قراءتها أو تنزيلها من موقع مكتبة أو مواقع لبيع الكتب، يجب إضافة المعلومات التي تفيد بأنه كتاب إلكتروني في نهاية المرجع. مثال:

بون، ان. كي و كيو، اس. ٢٠١٢. نموذج لهيكل المعادلة. نيويورك: مطبعة جامعة أكسفورد. الكتاب الإلكتروني.

تتوفر أحياناً بعض الكتب التي انتهت صلاحية حقوق النشر الخاصة بها مجاناً على الإنترنت (وهي في الملك العام). في هذه الحالات ، يجب عليك إضافة عنوان URL الكامل (http: //) (أو الرابط الذي قدمه الناشر وتاريخ وصولك ، تاريخ تنزيل / قراءة الكتاب.

4. فصول الكتاب

تضمنين (إن وجد): الاسم (الأسماء) الأخير والاسم (الأسماء) الأول لمؤلف (مؤلفي) فصل الكتاب. سنة النشر. عنوان فصل من الكتاب. في الاسم الأول والعائلة للمحررين والمحرر (المحررون) بين قوسين. عنوان الكتاب. الطبعة (إن لم يكن 1: ش). مكان النشر: الناشر ، أرقام صفحات الفصل.

مثال:

مرتس، جي. اي. ١٩٩٣. الكلوروكربونات وكلورو هيدروكربونات. في: كروسجويتز و هو- كرانت ام (ادس)، موسوعة التكنولوجيا الكيميائية. نيويورك. جون ولي و سونس، ٤٠-٥٠.

5. مقالات المجلات

تضمنين (إن وجد): اسم العائلة والحرف الأول من الاسم (الأسماء) الأول للمؤلف (المؤلفين). سنة النشر. عنوان المقال. اسم المجلة المجلد (العدد): أرقام صفحات المقالة. مثال:

شاشانك شارما، رافي شارما. ٢٠١٥. دراسة عن الخصائص البصرية للبلورات النانوية بالمغنيسيوم المشبع بالزنك، كثافة العمليات. علوم. جي. ٢ (١) ١٢٠-١٣٠.
6. مقالات المجلات الإلكترونية

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داس، جي. و اجاريا، بي، سي. ٢٠٠٣. الهيدرولوجيا وتقييم جودة المياه في مدينة كوتاك ، الهند. تلوث الماء والهواء والترربة، ١٥٠: ١٦٣-١٧٥. دوى: ١٠. ١٠٢٣. ١ / ١٠٢٣. ١٠٢٦١٩٣٥١٤٨٧٥.

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علي ، س.م. ٢٠١٢. التقييم الهيدرولوجي البيئي لمنطقة بغداد. أطروحة دكتوراه. قسم الجيولوجيا، كلية العلوم، جامعة بغداد، العراق.

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ميشرا ار. ١٩٧٢. دراسة مقارنة لصافي الإنتاجية الأولية للغابات الجافة النفضية والمراعي في فاراناسي. ندوة حول البيئة الاستوائية مع التركيز على الإنتاج العضوي. معهد البيئة الاستوائية، جامعة جورجيا: ٢٧٨-٢٩٣.

ملاحظة مهمة : يجب ترجمة المصادر والمراجع إلى اللغة الإنكليزية .

المحتويات

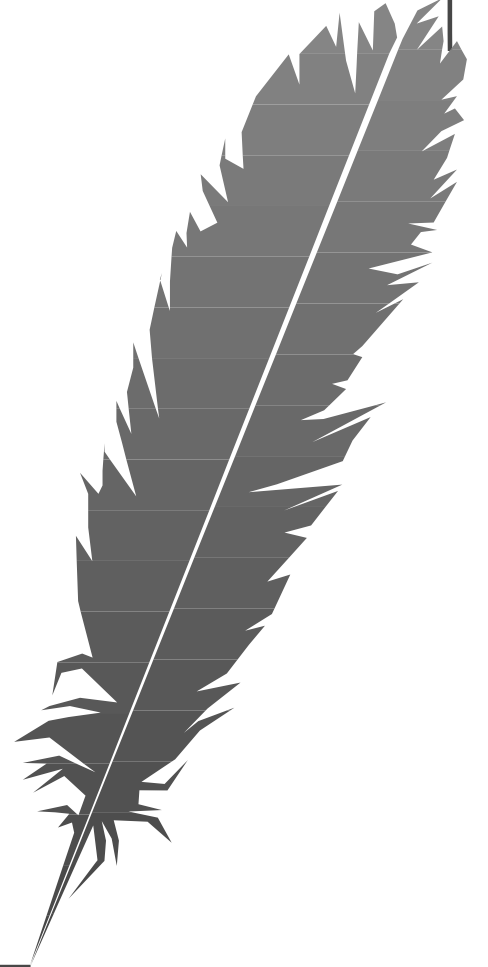
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79-62	خالد عامر عبدالرزاق، أ.د. عارف عبد صايل	نقد النقد في المنهج التاريخي: تجليات في النتاج الأكاديمي النقدي لجامعة الأنبار (1995_2022)	.4
91-80	م.م. كبرياء عبد الكاظم جاسم	Variations of the Phoneme / t / Produced by Iraqi EFL Students of Al – Maarif University	.5
99-92	م.م. نوار باسل محفوظ	Repetition as a means of persuasion in Charlie Chaplin's "The great Dictator Speech"	.6
111-100	ثائر عدنان جميل	Exploring Loanwords among Craftsmen in the Hit Community: A Sociolinguistic Study	.7
126-112	ا.م. عباس عبد الأمير شحاتة	Семантика слова и проблема понимания текста и его точного перевода	.8

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In the name of God, the most gracious, the most merciful

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Knowledge is viewed as humanity's treasure, the key to culture, and the source of people's pleasure, whereas scientific research is the philosophical, intellectual, historical, and cultural onset of knowledge. Languages and literature are the mechanisms by which skills are developed via consciousness, perception, and comprehension, which help to the transference of knowledge between generations, as well as molding an individual and shaping the future. The editorial board have opted to adopt an approach of topics' diversity in all languages, to attract researchers from outside and inside Iraq. The strategy of diversity resulted in a large number of studies that underwent international and local scientific reviewing and assessment. We believe that those studies will make a significant contribution to the development of scientific intellect and the establishment of academic research methodologies for researchers. This substantial effort is the result of the editorial staff's diligent efforts to complete and publish this issue

Editor-in-Chief of the magazine



Variations of the Phoneme / t / Produced by Iraqi EFL Students of Al – Maarif University

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ABSTRACT:

The current study aims to analyze the allophones of the /t/ sound in different contexts among students at Al-Maarif University. It seeks to provide a reference for English as foreign language learners regarding the realization of these allophones and help them avoid misunderstandings when communicating with native speakers via social media. This research also reveals the impact of sociolinguistic factors and gender on these allophones. Regarding the methodology, the data were collected from fourth-year students in the English Department's evening study program and analyzed based on Yule's Phonological Variation Theory (2010). The participants consisted of twenty students, and a quantitative analysis was adopted to count the number of accurate pronunciations made by each gender. The major findings reveal that females use flaps more frequently than males to indicate that they are educated, while males use glottals more accurately. The flapped version of the /t/ sound affects the clarity of words more than the unflapped version. Regarding aspiration, both genders accurately pronounce aspirated sounds, as the rules are explicit. Based on these findings, the researcher concludes that the flapping process reflects social status. Moreover, the logical analysis identified that males widely use glottal stops because their phonological rules are explicit, and this is considered a phonological variation used in informal contexts. These phonological variations are taught in the third year of the English Department's Linguistics program. However, it should be noted that Received Pronunciation (RP) is the accent taught in the educational system of Iraqi

universities.

Keywords: Flapping, Glottalization, aspirated sounds, Phonetic environment, Sociolinguistic factors.

اختلافات نطق الصوت /t/ لدى طلاب اللغة الإنجليزية العراقيين كلغة أجنبية في جامعة المعارف

م.م. كبرياء عبد الكاظم جاسم

قسم اللغة الإنكليزية، كلية الآداب، جامعة الأنبار ، الأنبار ، العراق

المخلص :

تهدف الدراسة الحالية إلى تحليل الالفاظ المتنوعة الخاصة بصوت /t/ في سياقات مختلفة بين طلاب جامعة المعارف، من اجل توفير مرجع لطلاب اللغة الإنجليزية التي تعتبر لغة أجنبية حول كيفية نطق هذه الالفاظ وتجنب سوء الفهم عند التواصل مع المتحدثين الأصليين عبر منصات التواصل الاجتماعي. يكشف اجراء هذه الدراسة تأثير العوامل اللغوية والاجتماعية والجنس على هذه الالفاظ الصوتية. تم جمع البيانات من طلاب المرحلة الرابعة في قسم اللغة الإنجليزية- الدراسة المسائية، وتم تحليلها استناداً إلى نظرية التنوع الصوتي التي اقترحها يويل في (2010). بلغ عدد المشاركين عشرين طالباً، حيث تم اعتماد التحليل الكمي عند حساب عدد النطق الصحيح الذي قام به كل جنس. تكشف النتائج الرئيسية أن الإناث يستخدمون التذبذب الصوتي أكثر من الذكور للإشارة إلى تعليمهم، في حين يستخدم الذكور الاصوات الحنجرية بدقة أكبر. كما ان التذبذب الصوتي يؤثر أكثر في وضوح الكلمات مقارنة بغيرها

من الظواهر الصوتية. بالنسبة للصوت المنفوخ، ينطق كل من الذكور والإناث الأصوات المنفوخة بدقة حيث أن القواعد واضحة. استناداً إلى هذه النتائج، يخلص الباحث إلى أن التذبذبات الصوتية تعكس الوضع الاجتماعي. كما أظهر التحليل المنطقي أن الذكور يستخدمون الأصوات الحنجرية بشكل أكبر لأن القواعد الصوتية الخاصة بها صريحة كما أنها تعتبر تنوع صوتي يستخدم في السياقات غير الرسمية. هذه التنوعات الصوتية يُدرس في المرحلة الثالثة في قسم اللغة الإنكليزية في مادة علم اللغة. يُجدر الإشارة إلى أن اللهجة البريطانية الفصحى تُدرس في الأنظمة التعليمية في الجامعات العراقية. الكلمات المفتاحية: التذبذب الصوتي، التوقفات الحنجرية، الأصوات المنفوخة، البيئة الصوتية، العوامل اللغوية والاجتماعية.

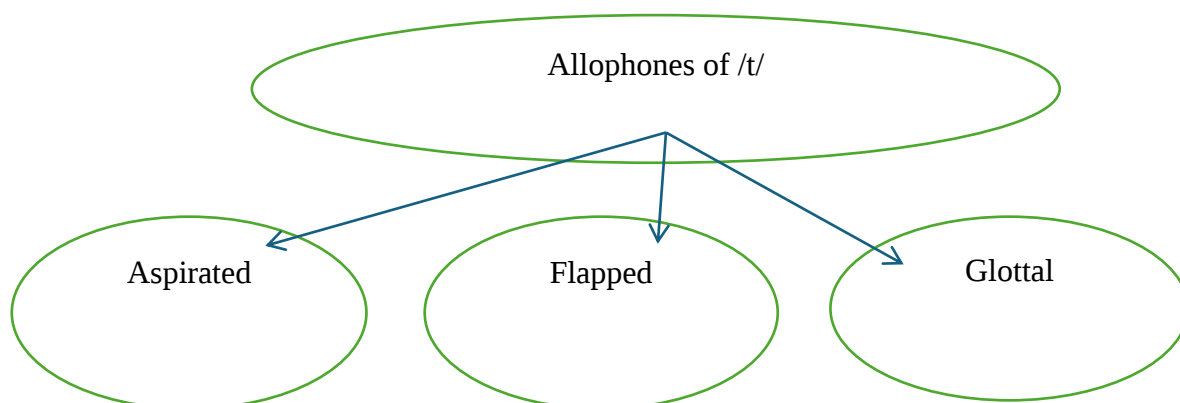
1. Introduction

Realizing the accurate type of /t/ sound is essential for communication, as it helps reduce misunderstandings and enables non-native speakers to understand native speakers more effectively. Native speakers use the /t/ allophone based on intuition, so they do not face difficulty in communication. On the other hand, non-native speakers may experience miscommunication because they must rely on context, phonological and morphological conditions, and their previous knowledge of utterances to make analogies between a given word and a stored word in memory. Furthermore, the flapping process is more commonly associated with the higher class than with the working class, which can create difficulties when they interact. For this reason, Yule's (2010) model is adopted in this study to provide non-native speakers with rules that guide the accurate use of these allophones, helping to address the problem identified in the current study.

The Allophones of /t/ are aspirated^[tʰ], flapped [ɾ] and glottal [ʔ] that are affected by the context in which they occur. According to Yule (2010), [tʰ] is aspirated when it appears at the beginning of the word followed by a vowel sound. Moreover, it is articulated with a puff of air as in the word *pin* to be [pʰɪn]. Regarding flapping, when /t/ occurs in intervocalic position, it is pronounced as [ɾ] as in the word *water* to be [ˈwɔːɾə] so the tongue's tip lightly touches the alveolar ridge forming a flapped sound. Generally speaking, glottal [ʔ] is articulated by the complete closure and release of the vocal folds, so the /t/ is omitted as in the word *bottle* to be [ˈbɒʔl].

This study focuses on flapping phenomenon, which is a complex process that is used in American English in which the Sound/t/ is realized as a voiced alveolar sound in the flapping process. Hannisdal et al. (2020) state that flapping is affected by three factors: phonological, morphological, and sociolinguistic. Particularly, phonological conditions encompass syllabification, phonetic surroundings, and stress. Regarding morphological conditions, lexical frequency also impacts flapping. Additionally, sociolinguistic factors, such as social status and prestige, have a role in determining the accurate type of allophones.

Figure 1. Sound /t/ pronunciations.



1.5. Literature Review

Harris and Kaye (1990) study the speech of New York and London to provide evidence that glottalization is a lenition process that does not align with variation theory. The phonetic interpretation of this arrangement of elements is determined by certain phonological conditions, which result in glottal stops in British speech and flaps in American speech. They find that the occurrence of lenition (the glottalization process) differs completely from the articulation of certain variations over others (the dialect variation).

Foulkes, Docherty, and Watt, 1999 qtd., in Roberts (2006) conduct a study on children to examine the acquisition of glottalization in Tyneside. The findings show that glottal /t/ is used effectively. The children articulated preaspirated glottalization, in which the alveolar gesture precedes the laryngeal stop because they prefer simplified patterns. Furthermore, this pattern is widely used by young women caring for children due to the frequent interaction between the children's articulation and their caretakers. This is why they are affected by female-led changes.

Fabricius (2000) conducts a study on glottalization in modern RP, titled "T-glottaling between Stigma and Prestige," examines factors such as class, region, parental origin, sex, and school. The research emphasizes how young people from the upper middle class pronounce glottal stops in their final words, specifically in southwest London, the Midlands, and Northwest London. The study finds that glottal /t/ is articulated similarly by both genders in interview styles and pre-consonantal environments. However, regional differences do not affect production of glottalization. Fabricius concludes that depending on how appreciated and embraced glottalization is by female participants, it could eventually become a prestige variety in the speech of upper-middle-class.

Roberts (2006) conducts a research on the glottalization process in non-urban regions of Vermont where the dialect is dying out. The social factors studied are sex and age. Forty-seven Vermonters participated in interviews to record their pronunciation with ages ranging from three to eighty years. Generally, glottalized /t/ is influenced by the phonological environment. The results indicate that glottalization is an attractive characteristic of Vermont speech, particularly prominent in adolescent speech. Linguistic behaviour helps to better interpret the terms examined. Furthermore, historical, sociocultural, and phonetic factors are used as cues to interpret the results convincingly.

Osmik (2009) studies aspiration, interdental fricative, and /r/. He finds that the aspirated /t/ facilitates clarity of pronunciation among non-native speakers as the realization of interdental fricative /t/ does not reduce the clarity of words. Moreover, experience and word frequency with an American accent contribute to flap clarity.

Herd et al. (2010) conduct a perceptual and acoustic analysis of flaps in American English. They present a perceptual study of four natural word pairings (/t/ or /d/), which are used to change representation, word frequency, and vowel duration preceding the flap. Compared to words with low frequency, words with high frequency are more accurately produced. In addition, vowel duration is different in disyllabic tokens in which vowels that precede /d/ are longer than those preceding /t/. Deciding flapped stops is based on a speaker-by-speaker basis so that women flap more than men. Furthermore, people flap when unaware of the differences between /d/ and /t/. In addition, /d/ flaps are set accurately more than /t/ flaps. In sum, it is possible to set non-arbitrary values for flapped along with unflapped items and to draw relationships between the auditory and perceptual outcomes.

Barrera-Pardo (2022) presents a model for circulating the Lingua Franca Core, a set of guidelines for internationally comprehensible pronunciation of English by foreign speakers of English. He finds that Lingua Franca Core is mainly concerned with using British-based /t/ instead of American flap [ɾ]. He tests four types of flaps in American

accents with intermediate-level learners from four European languages. The words presented in the study fall into four categories. In addition, two experiments adopted a matched-guise technique, in which participants are tested using both flapped and non-flapped items from all four types of flapping. The findings indicate that only one of four types of flapping has no negative effect on English lingua franca pronunciation clarity. So, two factors, the word frequency of the General American and experience, are significantly correlated with flap intelligibility.

Alrasheedi (2022) examines the flaps and trills in the Arabic dialects that are most often spoken in Saudi Arabia, Najdi and Hijazi. Data from 730 sentences were collected from participants. Results show that when /r/ is word-initial or follows a consonant, it appears as [r], while /r/ appears as [r] following a consonant. The Najdi dialect violates the sonority hierarchy, indicating that rhotics in this dialect are flexible to consonants that come before them, but not vowels.

According to these studies, speakers from different regions face difficulties in articulating glottal and flapped allophones while aspirated allophone problems are relatively minor. In this research, the researcher's focus is on how to address these articulation problems by referring to the phonetic rules interpreted by Yule (2010) which determine the correct articulation of these allophones by foreign learners in Iraq.

1.2. Hypothesis

This research examines how EFL learners produce the /t/ sound in different phonetic contexts. It is hypothesized that EFL learners exhibit variation in the pronunciation of /t/ depending on factors such as aspiration, glottalization, or flapping. The pronunciation of /t/ may also vary based on its position within a word (initial, medial, or final) and the adjacent sounds, which could lead to processes like flapping, glottalization, or aspiration. Realizing the accurate phonetic variations decreases misunderstanding when communicating with native speakers via social media. However, it is assumed that the first language (L1) of EFL learners does not significantly influence their pronunciation of /t/.

1.3. Phonological Rules

The sound /t/ can be pronounced differently in various verbal environments. It occurs in initial, medial, and final part of the word. Regarding the initial Position, it is not easy to differentiate between /t/ and /d/, as both sounds are voiceless since /d/ is devoiced. Hung (2014) says that one way we can distinguish between them is the aspiration process, as /t/ undergoes aspiration while /d/ remains unaspirated. For example:

<i>tip</i>	<i>[t^h Ip]</i>
<i>tan</i>	<i>[t^h æn]</i>

For the medial Position, /t/ occupies the intervocalic position. Hung states that /t/ is the final consonant sound of the preceding stressed syllable, pronounced as /d/ by Americans. In this case, we have flapped /t/. For example (ibid):

<i>ate</i>	<i>[ate]</i>
<i>Metal</i>	<i>[métel]</i>

Concerning the final position, Hung specifies that the main difference between the minimal pair /t/ and /d/ is that /t/ shortens the preceding vowel when it occurs in the final position, whereas /d/ does not. This is why /t/ is articulated as /d/ in American accent. The following examples clarify the explanation, where final /t/ shorten the preceding vowels /i/ and /e/ as in *hit* and *set* (ibid) :

<i>hit</i>	<i>[hɪt]</i>
<i>set</i>	<i>[sɛt]</i>

For duration contrast, voiced sounds are preceded by long vowels as noted by Chen

(1970), who mentions that American English lengthens the vowel preceding /d/, whereas British English does not. This difference serves as a perceptual difference between voiced and voiceless plosive sounds. In this context, we have glottal /t/.

Hung (2014) states that the sound /t/ loses its aspiration when preceded by /s/, where the noise is demolished during the articulation of /t/. For example:

Street /stri:t/

Hung also states that when /n/ and /ŋ/ occur in a stressed syllable and come before /t/ which occurs initially in an unstressed syllable, the /t/ is assimilated to the preceding sound to be nasalized. For example (ibid):

<i>twenty</i>	[‘twenni]
<i>going to</i>	[‘gonnə]

1.4. Characteristics of Flapping

Flapping is not a random process. There are various situations where the /t/ sound is flapped. Firstly, The word *butter* [ˈbʌtər] is pronounced as [ˈbʌɾər] with a flapped /t/ since it occurs in an intervocalic situation where the preceding syllable is stressed (Vaux, 2000). This example copes with the definition of Akmajian et al. (1984), who says that flapping occurs in the intervocalic position of /t/, where the first vowel is stressed.

Furthermore, the sound /t/ is pronounced as a voiced /d/ in words ending in – ity, such as *city* [ˈsɪti] to be [ˈsɪri] (Eddington, 2007). In addition, flap [ɾ] occurs when /t/ exists between /r/ and a vowel. For example, the word *party* [ˈpa:rti] is articulated as [ˈpa:riɾ]. One of the causes of flapping is a jaw lowering in certain positions. However, native speakers intuitively apply flapping, as they know when to apply it (Vaux, 2000). Eddington (2007) finds in his data analysis that people use flapping by analogy, considering the morphological and phonetic context where /t/ occurs.

Vowel length and word stress are essential for determining the /t/ sound type. Moreover, when the flapped sound is posited between vowels, it is considered phonologically conditioned, as it is affected by stress. So, this suggests that flapping is governed by a system, rather than being a random process (Vaux, 2000). Morphological conditions affect stress; although *capitalistic* and *militaristic* words share the exact stress contours, *capitalistic* is flapped, whereas *militaristic* is not. The reason behind this is in *capitalistic* ['kæpɪtəlɪstɪk], /t/ precedes an unstressed syllable (vowel), so it is flapped, whereas in *militaristic* ['mɪlɪ, tərɪstɪk], /t/ precedes a stressed syllable (vowel), so it is not. We also have nasal flapping when /t/ occurs after /n/ in compound numerals and fast speech, such as the word *ninety-nine* in which the /n/ sound is nasalized (Ibid).

1.5. Levels of Flapped /t/

Speakers can use the flap [ɾ] on two levels, word level and sentence level. For example, *total* ['təʊd(ə)] encompasses flap [ɾ] on a word level, whereas *I hit it* [ai hid it/] *contains the flap* [ɾ] *at the sentence level*. However, flap [ɾ] cannot be found in the initial or final position of the sound /t/ at the word level. At the sentence level, it can be applicable as it needs to occur between two vowels as in *let it pass* /lɛt it pɑ:s/ (Ant, n.d.:1) Moreover, the flap /ɾ/ should occur in an unstressed syllable as in the sentence, *Sara met her before*, /t/ of *met* /mɛɾ/ is flapped out of being on a word boundary as the following word *her* is an unstressed word with low duration in its production. (Ibid)

1.6. Glottalization Features and its Phonetic Environment

In British English, the glottalization phenomenon significantly affects many phonemes, such as /t/, /k/, /p/, and /tʃ/. The current study will be limited to the /t/ sound, which has an allophone known as the glottal stop [ʔ] pronounced at the glottis with a pause in airflow (Wells, 1982). The glottal stop [ʔ] is pronounced when the airflow is blocked in the throat. It occurs in the medial position before the final syllable containing /n/ sound. For example, the word *cotton* [ˈkɒʔən]. The glottal stop [ʔ] is also produced when a word ends with /t/ and the upcoming word begins with a stop consonant, as in *the cat took my cake* [ði kætʔ tʊk maɪ keɪk]. We can conclude that older speakers flap while younger ones glottalize because it depends on practice. However, people in the Western United States utilize glottal stops (Eddington & Taylor, 2009).

American English speakers tend to use flaps in the word *better* [ˈbɛɾə] and the word *put* [pʊɾ] while British English speakers tend to use glottals such as [ˈbʌʔər] and [pʔt]. However, low-prestige speakers in Metropolitan New York tend to use prevocalic glottals, considered foreignism (Wilson, 1993). Roberts (2006) says that adolescents in the United States usually use glottal stops.

The glottalization phenomenon is a complex variable in British English. The premier studies by Prudgill (1974) in Norwich, Romaine (1987) and Reid (1978) in Edinburgh, and Macaulay (1977) in Glasgow revealed that glottal /t/ is articulated by low prestige as a marker of stylistic and social class variation (Roberts, 2006). T- glottalization involves articulating the sound /t/ as a glottal stop where the oral gesture stop is omitted. This phenomenon is more prevalent in British varieties more than American varieties. It is proved by Robinson (2009 qtd., in Eddington & Taylor, 2009) who says that T- glottalization is not a characteristic of any American accent, suggesting that it is one of many ways in which American and British English are diverging rather than convergent, particularly in pronunciation.

In Great Britain, Low-prestige varieties use the glottal stop (Trudgill 1974; Macaulay 1977; J. Milroy et al. 1994 qtd., in Eddington, 2009). On the other hand, in Cardiff Wales, it is used by high social class speakers (Mees 1987 qtd., in Eddington, 2009). Roberts (2006) remarks that there are differences between glottal reinforcement and replacement. Glottal reinforcement is defined as a phonological process that includes partial articulation of the /t/ sound as a glottal stop sound and as a phoneme /t/. For this reason, this phenomenon is referred to as preglottalization. Contrarily, glottal replacement is the complete substitution of the /t/ phoneme into a glottal stop sound, called t-glottalization. The current study is highly concerned with glottal replacement rather than glottal reinforcement.

1.7. Flapping and Aspiration

Linguistic, phonetic, and sociolinguistic factors affect the flapping process. Concerning the phonetic context, flapping typically occurs in the middle of the word, rather than in the initial position as with aspirated [t^h], which generally occurs in the word's initial position to meet aspiration characteristics. Furthermore, stress placement is needed to meet flapping characteristics, as it occurs in unstressed syllables. On the other hand, aspiration should be followed by a stressed syllable to meet aspiration conditions. We can say that flapping and aspiration are mainly determined by the phone after them (Vaux, 2000). Sociolinguistically, using flapping is different from others in that community. In other words, they express their social class by their linguistic features.

1.8. Flapping and Glottalization

Flapping is commonly found in American, Australian, and New Zealand English, whereas British English mainly uses glottal stop [ʔ]. Particularly, working-class speakers and the press use glottal [ʔ], as the press is associated with that class. However, it is not found in upper-class speech to show solidarity and to indicate specific social meaning. Therefore, the use of the /t/ sound is influenced by sociolinguistic factors (Alderton, 2022).

It is said that working-class Cockney speakers utilize tapping as a correct variant in their articulation, while glottalization is considered as too rough. However, tapping is associated with informality and authority. British pop singers have demonstrated this by using an 'American' vocal style. The use of the flapped characterizes the broadcast speech of RP [ɾ] especially among men when reporting news (Barrera, 2015; Sivertsen, 1960; Wells, 1982 qtd., in Alderton, 2022).

1.9. Flap and Tap

Flap and tap are somehow similar phonetic variations. Nevertheless, some scholars have distinguished between them. As a result, this distinction is important for understanding these processes. Ladefoged (1996) differentiates between flaps and taps by stating that the most common way to produce a flap is to move the tongue tip forward to lightly touch the alveolar ridge after retreating it behind. Conversely, he finds that taps are pronounced when the tongue tip moves directly to a contact point within the alveolar or dental region. For that reason, the tap is classified as a dental sound.

Crystal (2011) states that flapping is one pronunciation of American English as it has many accents, while Wardhaugh (2002) argues that flapping is a variety of English language. Carr (1993) said that /t/ voiceless alveolar stop in intervocalic position turns to be voiced alveolar tap [ɾ]. He suggests that this process follows a specific rule rather than being random. Wardhaugh (1995) states a flap is a fast tongue tap on the alveolar ridge. However, Ladefoged et al. (1996) observe that linguistic literature does not distinguish between flap and tap.

2. Methodology

The focus of the current investigation is the correct articulation of allophones of /t/ by Iraqi foreign learners. The data were collected from students in the English department at the college of Education, Al-Maarif university, in the evening study program. A quantitative method was most suitable design to be used in this study because it depends on counted numbers of errors made by learners. Concerning the model, Yule's (2010) phonological variation is the adopted model of analysis for this research. The researcher selected twelve words to be articulated by both males and females, since they are foreign learners of English language, to detect miscommunication that they may face. The data were recorded by tape recorders in laboratory of sounds.

2.1. Participants

Twenty Iraqi English foreign language learners from the fourth stage, evening study program at Al-Maarif University participated in the current study of the allophones of the /t/ sound. Ten of them are males, and the rest are females. They were born and currently living in Iraq, providing insight into the effect of language learning on their articulation. In addition, they have various regional dialects that are related to different regions.

Regarding the age, the participants' ages range from twenty to and twenty-five years. Every participant's reading of three distinct word lists was recorded, focusing on aspiration,

flapping, and glottalization. Each student was given twelve words to read. These utterances included aspirated, flapped, and glottal sounds. So, this research handles a study of the speech patterns of Al-Maarif University students by examining sociolinguistic differences among them.

2.2. Procedures of the Study

In this study, the researcher administered a listening task to the students to help them accurately realize the target phoneme. This task was done in a sound laboratory, where headphones were utilized. The students were given three utterances to decide the accurate phoneme and were provided with feedback before beginning the test. After that, the data were recorded with their two versions: /t/ sound and its allophones (i.e., aspirated, flapped, and glottal). As for the duration, the students participated in two interview sessions, each lasting 120 minutes, and each student lasted six minutes to pronounce twelve words. However, the two sessions were tape-recorded. Then, the researcher replayed the recordings to transcribe and analyse the articulated terms. Regarding the position, the token of words included variants of /t/ occurring at the beginning, middle, and end of the word.

3. Results and Discussion

Two tables are implied below which include data that will be analysed to obtain the results. The first table represents masculinity performance, while the second represents femininity performance.

Table (1) The allophones of the sound/t/ by males

Words	Transcription	Aspirated [t ^h]	Flapped t[r]	Glottal t[ʔ]
cotton	[koʔn]	0	0	10
butter	[b [^] rə]	0	10	0
latter	[larə]	0	10	0
winter	[wɪnrə]	0	0	10
little	[lɪrl]	0	10	0
beating	[bi:rɪŋ]	0	10	0
button	[b [^] ʔn]	0	0	10
butting	[b [^] rɪŋ]	0	2	8
kitten	[k ɪʔn]	0	4	6
Tree	[t ^h rɪ:]	10	0	0
Tea	[t ^h i:]	10	0	0
Test	[t ^h esʔ]	10	0	0

Table (1) provides a descriptive transcription for three variants of the /t/ sound articulated by males. It encompasses aspirated, flapped, and glottal /t/. The results from the

tape recordings indicate that students face less difficulty producing glottal stop [ʔ] than flapped stop [ɾ]. Nevertheless, they do not struggle to articulate the aspirated /t/ by males, as they all accurately pronounce aspirated /t/ with a puff of air. So, the flapped [ɾ] is the most challenging matter they may face. This's why Some words are pronounced in the wrong way. For example, the word *winter* is pronounced as a glottal word rather than a flapped one by all of them, even though /t/ occurs after nasal [n] which should be flapped. Similarly, the word *butting* is wrongly articulated as a glottal word by eight of them, which should be articulated as a flapped word as /t/ is in an intervocalic position. In addition, four of them faced difficulty articulating the word *kitten* which is pronounced as a word with a flapped sound rather than a glottal sound, which should be pronounced with a glottal sound as /t/ in medial position followed by nasal [n]. They also could not recognize the glottal sound in the word *test*, where /t/ in the final position should be glottalized. In sum, the flapped version affected the clarity of words more than unflapped terms. Moreover, the nasal flap variant is the most problematic flap /t/, which should occur in an unstressed syllable preceded by a voiced alveolar nasal sound.

Table (2) The allophones of the sound/t/ by females

Words	Transcription	Aspirated [t ^h]	Flapped t[ɾ]	Glottal t[ʔ]
cotton	[koʔn]	0	0	10
butter	[bʌ ɾə]	0	8	2
latter	[laɾə]	0	10	0
winter	[wɪnɾə]	0	6	4
little	[lɪɾl]	0	6	4
Beating	[bi:ɾɪŋ]	0	10	0
button	[bʌʔn]	0	0	10
butting	[bʌɾɪŋ]	0	2	8
kitten	[k ɪʔn]	0	0	10
Tree	[t ^h ri:]	10	0	0
Tea	[t ^h i:]	10	0	0
Test	[t ^h esʔ]	10	0	0

Table (2) examines females' articulation at the undergraduate level. The result show that females' pronunciation of aspirated [t^h] is not problematic, as they all accurately pronounce the aspirated sound. On the contrary, the flapped [ɾ] is the most troublesome variant they may face. Some words are pronounced in the wrong way due to this difficulty. For example, they faced problems articulating the word *butting* as most of them pronounced it as a word with a glottal sound rather than the flapped sound, as it occurs in an intervocalic position. In addition, four students incorrectly articulated the words *winter* and *little* as glottal sounds, which both should be flapped. In the word *winter*, the sound /t/ occurs after

nasal [n], so it is typically a nasal flap sound. For the word *little*, the sound /t/ occurs between vowel sound and dark [ɫ] (a syllabic sound [l]), so it is also flapped. The word *butter* is wrongly pronounced as a glottal sound by only two students, and the /t/ sound is in an intervocalic position. However, the glottal words were pronounced correctly except for the word *test*, in which the final /t/ is not glottalized. In sum, the incorrect articulation of sounds remarked by females was less than that noticed among males.

4. CONCLUSION

This study has provided an analysis of the variations in the pronunciation of the /t/ sound among Al-Maarif University students. The findings indicate that there are significant differences in how /t/ is conceived in various phonetic settings, with [t^h], [ʔ], and [ɾ] being commonly employed. Flapping process is a sociolinguistics feature, as it reflects social status. For this reason, females more than males use flaps to pretend that they are prestigious, showy, and intelligent. In this regard, education is associated with appropriate articulation, particularly among non-native speakers. Instead, they cause ambiguity as a result of unawareness of the standard form; for example, *writer* is changed into *rider* whose sense is conveyed. So, speakers should rely on context to decide the intended meaning.

Linguistic factors examined in the current study are allophones' position regarding preceding sound and followed one. For instance, the initial allophone of /t/ is strongly associated with the aspiration process. Regarding the medial position, medial glottalization occurs more frequently than the word-final glottalization. In this regard, the final glottal word is less noticeable, as in the word *test* [t^hesʔ]. Generally, the flapping process is associated with the American accent, while the glottalization phenomenon is associated with the informal British accent. For the Iraqi students, the glottalization is more prominent than flapping. More importantly, one might notice that concerning the glottalization process, the logical analysis identifies that males use glottal stops more frequently because of its few rules. In case of aspiration, all speakers correctly articulate aspirated [t^h] exhibiting its total characteristics, such as a puff of air.

It is concluded that analogy represents a lexical procedure used to determine the accurate pronunciation of an utterance depending on the similarity between a new word and an already acquired one in the speaker's memory, without relying on the previously mentioned conditions. So, it is known by native speakers as a way of similarity within their stored lexicon. This is why the non-native speakers struggle to determine the precise allophone of /t/, as they have fewer lexical items to draw upon, which cause ambiguity and cut of communication.

Throughout tracing the current study, the suggested recommendations are:

1-It was suggested that non-native speakers should be provided with knowledge about the rules of the processes of both flapping and glottalization to avoid the random use. Also, they should be acquainted with morphological and phonological positions.

2-It is necessary for both genders, not only women, to be acquainted with evaluating the importance of using flapping [ɾ] in community, which reflects the level of learning they gained from being acquainted with rules of using the appropriate type of /t/ sound in the utterances.

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Appendix

Research Ethical Approval Form	
Project Title: Variation of the sound 'v' with reference to Al-ma'arif university colleges	
Name of Lead Researcher: Kobra Abdul-Kadum Jasin	
Kobra.jasin@uonanbar.edu.iq	
I Provide participants with an information sheet that describes the main procedures I told the participants that their data will be treated with care to confidentiality without showing their names The participants are 18 years or older to supply consent as they are students in the colleges.	
Please answer the following questions (Y/N)	
1. Will any personalized data be generated and / or stored?	N
2. Will your research involve any of the following?	
Photographing Participants	N
Audio Recordings	Y
Video Recordings	N
3. Does this research pose any risk of physical danger to the researcher?	N
4. Does this research pose any risk of mental harm to the researcher?	N
5. Will you give the potential participants a reasonable period of time to consider participation?	Y
6. Does your study involve any of the following?	
People who are, have been, or are likely to become your clients, students, or clients of the School	Y
Patients	N
Children (under 18 years of age)	N
People with intellectual or communication difficulties	N
People in custody	N
People involved in illegal activities	N

People belonging to a vulnerable group, other than those listed above	N
People for whom English / Dutch is not their first language	N
7. Is there any realistic risk of any participants experiencing a detriment to their interests as a result of participation?	N
8. Will you have access to documents containing sensitive data about living individuals? If yes, will you gain the consent of the individuals concerned?	N
9. Has this research application or any application of a similar nature connected to this research project been refused ethical approval by another review committee of the College or any external organisation?	N

Supervisor's Declaration (where applicable)

As the supervisor for this project, I confirm that I believe that all research ethical issues have been dealt with in accordance with School policy and the research ethics guidelines of the relevant professional organisation. I undertake to continue to review this project and ensure that ethical principles are upheld at every stage.

Sign: Muhammad Khaleel Yousif Date: December 3, 2023 Supervisor



**Republic Of Iraq
Ministry Of Higher Education and
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