



الذَّكْوَاتُ الْبَيْضُ

اسم مشتق من الذكوة وهي الجمرة الملتهبة والمراد
بالذكوات الربوات البيض الصغيرة المحيطة بمقام أمير
المؤمنين علي بن أبي طالب {عليه السلام}
شبهها لضيائها وتوهجها عند شروق الشمس عليها لما فيها
موضع قبر علي بن أبي طالب {عليه السلام}
من الدراري المضيئة

{در النجف} فكأنها جمرات ملتهبة وهي المرتفع من الأرض،
وهي ثلاثة مرتفعات صغيرة نتوءات بارزة في أرض الغري وقد
سميت الغري باسمها، وكلمة بيض لبروزها عن الأرض. وفي رواية
إنها موضع خلوته أو إنَّها موضع عبادته وفي رواية أخرى
في رواية المفضل عن الإمام الصادق {عليه السلام} قال:
قلت: يا سيدي فأين يكون دار المهدي ومجمع المؤمنين؟
قال: يكون ملكه بالكوفة، ومجلس حكمه جامعها
وبيت ماله ومقسم غنائم المسلمين مسجد
السهلة وموضع خلوته الذكوات البيض



مَجَلَّةٌ عِلْمِيَّةٌ فِكْرِيَّةٌ فَصَلِيَّةٌ مُحْكَمَةٌ تَصْدُرُ عَنْ
دَائِرَةِ الْبَحْثِ وَالدراسَاتِ فِي دِيوانِ الْوَقْفِ الشَّيْخِيِّ



العدد (١٦) السنة الرابعة ربيع الأول ١٤٤٦ هـ ايلول ٢٠٢٥ م

رقم الإيداع في دار الكتب والوثائق (١١٢٥)

الرقم المعياري الدولي ISSN 2786-1763

الزَّكَاةُ الْبَيْضُ



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العدد (١٦) السنة الثالثة ربيع الأول ١٤٤٦ هـ - أيلول ٢٠٢٥ م

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الذَّكْوَانُ الْبَيْضُ

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العنوان الموقعي

مجلة الذكوات البيض

جمهورية العراق

بغداد / باب المعظم

مقابل وزارة الصحة

دائرة البحوث والدراسات

الاتصالات

مدير التحرير

٠٧٧٣٩١٨٣٧٦١

صندوق البريد / ٣٣٠٠١

الرقم المعياري الدولي

ISSN ١٧٦٣-٢٧٨٦

رقم الإيداع

في دار الكتب والوثائق (١١٢٥)

لسنة ٢٠٢١

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العدد (١٦) السنة الثالثة ربيع الأول ١٤٤٦ هـ - أيلول ٢٠٢٥ م

..... دليل المؤلف

- ١- أن يتسم البحث بالأصالة والجدة والقيمة العلمية والمعرفة الكبيرة وسلامة اللغة ودقة التوثيق.
- ٢- أن تحتوي الصفحة الأولى من البحث على:
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ب. اسم الباحث باللغة العربي، ودرجته العلمية وشهادته.
ت. بريد الباحث الإلكتروني.
ث. ملخصان: أحدهما باللغة العربية والآخر باللغة الإنكليزية.
ج. تدرج مفاتيح الكلمات باللغة العربية بعد الملخص العربي.
- ٣- أن يكون مطبوعاً على الحاسوب بنظام (office Word ٢٠٠٧ أو ٢٠١٠) وعلى قرص ليزري مدمج (CD) على شكل ملف واحد فقط (أي لا يُجزأ البحث بأكثر من ملف على القرص) وتُرَوَّد هيئة التحرير بثلاث نسخ ورقية وتوضع الرسوم أو الأشكال، إن وُجدت، في مكانها من البحث، على أن تكون صالحة من الناحية الفنية للطباعة.
- ٤- أن لا يزيد عدد صفحات البحث على (٢٥) خمس وعشرين صفحة من الحجم (A4) .
٥. يلتزم الباحث في ترتيب وتنسيق المصادر على الصيغة APA
- ٦- أن يلتزم الباحث بدفع أجور النشر المحددة البالغة (٧٥.٠٠٠) خمسة وسبعين ألف دينار عراقي، أو ما يعادلها بالعملة الأجنبية.
- ٧- أن يكون البحث خالياً من الأخطاء اللغوية والنحوية والإملائية.
- ٨- أن يلتزم الباحث بالخطوط وأحجامها على النحو الآتي:
أ. اللغة العربية: نوع الخط (Arabic Simplified) وحجم الخط (١٤) للمتن.
ب. اللغة الإنكليزية: نوع الخط (Times New Roman) عناوين البحث (١٦) . والملخصات (١٢) أما فقرات البحث الأخرى، فبحجم (١٤) .
- ٩- أن تكون هوامش البحث بالنظام الإلكتروني (تعليقات ختامية) في نهاية البحث. بحجم ١٢.
- ١٠- تكون مسافة الحواشي الجانبية (٢,٥٤) سم، والمسافة بين الأسطر (١) .
- ١١- في حال استعمال برنامج مصحف المدينة للآيات القرآنية يتحمل الباحث ظهور هذه الآيات المباركة بالشكل الصحيح من عدمه، لذا يفضل النسخ من المصحف الإلكتروني المتوافر على شبكة الانترنت.
- ١٢- يبلغ الباحث بقرار صلاحية النشر أو عدمها في مدة لا تتجاوز شهرين من تاريخ وصوله إلى هيئة التحرير.
- ١٣- يلتزم الباحث بإجراء تعديلات اخضعين على بحثه وفق التقارير المرسلة إليه وموافاة المجلة بنسخة معدلة في مدة لا تتجاوز (١٥) خمسة عشر يوماً.
- ١٤- لا يحق للباحث المطالبة بمطالبات البحث كافة بعد مرور سنة من تاريخ النشر.
- ١٥- لا تعاد البحوث الى أصحابها سواء قبلت أم لم تقبل.
- ١٦- تكون مصادر البحث وهوامشه في نهاية البحث، مع كتابة معلومات المصدر عندما يرد لأول مرة.
- ١٧- يخضع البحث للتقويم السري من ثلاثة خبراء ليبيان صلاحيته للنشر.
- ١٨- يشترط على طلبة الدراسات العليا فصلاً عن الشروط السابقة جلب ما يثبت موافقة الأستاذ المشرف على البحث وفق النموذج المعتمد في المجلة.
- ١٩- يحصل الباحث على مسئل واحد لبحثه، ونسخة من المجلة، وإذا رغب في الحصول على نسخة أخرى فعليه شراؤها بسعر (١٥) ألف دينار.
- ٢٠- تعبر الأبحاث المنشورة في المجلة عن آراء أصحابها لا عن رأي المجلة.
- ٢١- ترسل البحوث إلى مقر المجلة - دائرة البحوث والدراسات في ديوان الوقف الشيعي بغداد - باب المعظم)
أو البريد الإلكتروني: (hus65in@Gmail.com) (off reserch@sed.gov.iq) بعد دفع الأجور في مقر المجلة
- ٢٢- لا تلزم المجلة بنشر البحوث التي تُخلُ بشرط من هذه الشروط .

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**Using Augmented Reality Tools in
Teaching Idiomatic Expressions in
English: A Quasi-Experimental Study**

استخدام أدوات الواقع المعزز في تدريس التعبيرات
الاصطلاحية باللغة الإنجليزية
دراسة شبه تجريبية

Assistant Lecturer: Zaidoun Hussein Karim
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Abstract:

This study examines the use of augmented reality (AR) tools in teaching English idioms, using a quasi-experimental design to measure the impact of these technologies on student learning. The study focused on analyzing AR applications that enable the creation of interactive learning environments in foreign language learning. Analytical and practical approaches were employed by integrating AR applications into English idiom lessons. The sample included a group of learners who underwent a digital learning experience.

The results showed that employing AR tools enhances learners' understanding of idioms and contributes to improving comprehension and recall skills by linking meanings to visual stimuli and interactive activities. The study suggests that incorporating AR technologies can be a valuable addition to foreign language teaching methods, particularly with regard to vocabulary and figurative expressions.

Keywords: augmented reality, foreign language, teaching methods, digital technologies

المستخلص:

تبحث هذه الدراسة في استخدام أدوات الواقع المعزز (AR) في تدريس المصطلحات الإنجليزية، مستخدمة تصميمًا شبه تجريبي لقياس أثر هذه التقنيات على تعلم الطلاب. ركزت الدراسة على تحليل تطبيقات الواقع المعزز التي تُمكن من إنشاء بيئات تعليمية تفاعلية في تعلم اللغات الأجنبية. واستُخدمت مناهج تحليلية وعملية من خلال دمج تطبيقات الواقع المعزز في دروس المصطلحات الإنجليزية. وشملت العينة مجموعة من المتعلمين الذين خاضوا تجربة تعليمية رقمية.

أظهرت النتائج أن استخدام أدوات الواقع المعزز يُعزز فهم المتعلمين للمصطلحات الاصطلاحية، ويُسهّم في تحسين مهارات الفهم والتذكر من خلال ربط المعاني بالمحفزات البصرية والأنشطة التفاعلية. وتشير الدراسة إلى أن دمج تقنيات الواقع المعزز يُمكن أن يُثمل إضافة قيمة لأساليب تدريس اللغات الأجنبية، لا سيما فيما يتعلق بالمفردات والتعبيرات المجازية.

الكلمات المفتاحية: الواقع المعزز، اللغة الأجنبية، أساليب التدريس، التقنيات الرقمية

1. INTRODUCTION

Today, the methodology of teaching a foreign language has not only many opportunities for development, but also many difficulties. According to L. S. Kryuchkova, students currently have highly developed visual perception, so methods of oral

verbal transmission of information are not suitable for them. Their perception of educational material is based on visual images, their visual memory is much better developed than auditory memory, so reliance on text perceived visually should dominate in learning [Kryuchkova, 2017]

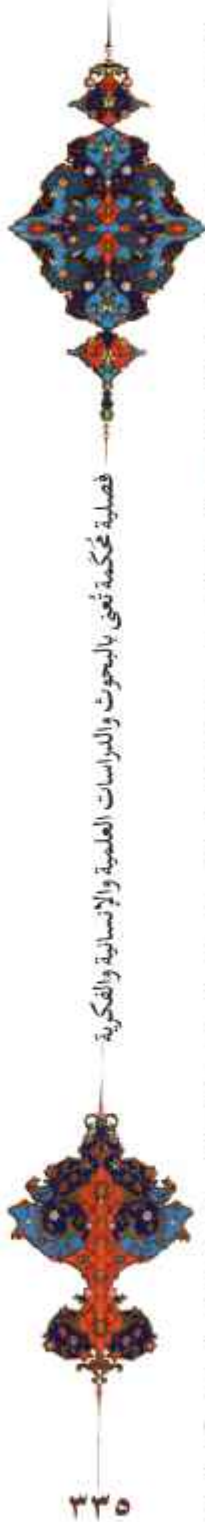
Since some methods rely on visual perception, they are successfully intertwined with some digital education technologies. Internet resources are considered to be especially popular for studying arabic by native Chinese speakers. Some authors note that many digital educational resources can be found in the public domain, among which the following can be distinguished: websites, portals, social networks, as well as mobile applications that allow you to study the language in different ways [Konnova, Semenova, 2021]. I. V. Nefedov also identifies such multimedia services as a separate group of virtual educational environment: distance courses for students and teachers, online collections of sound, photos and video files on a specific topic [Nefedov, 2019].

However, it should be noted that digital technologies in education are developing. In addition to the above-mentioned means for studying the arabic language, it is worth highlighting augmented reality technologies, which can become an auxiliary element in the process of learning the language. It is important that the use of AR technologies is not sufficiently developed in linguistics and methods of teaching arabic to Chinese students. Therefore, the relevance of the work lies in the insufficient study of the issue of using augmented reality technologies in arabic language classes.

The purpose of the article is to develop a lesson using augmented reality technologies with the prospect of further testing.

To achieve this goal, it is necessary to solve the following tasks:
to consider promising methods of studying the arabic language by native speakers of other languages at various stages;
explore AR technologies and the possibilities of their application in studying the arabic language for speakers of other languages;
analyze the experience of using augmented reality technolo-





gies in learning foreign languages (consider applications that are already used for learning);

develop a lesson using AR technologies and test the feasibility of their use in practice.

The research materials included augmented reality applications for learning foreign languages, as well as sources containing methods for teaching the arabic language ,the research methods are the classification and forecasting method, the analysis method, and the author's methods

2.AR-TECHNOLOGIES IN THE STUDY OF FOREIGN LANGUAGES

Let's first consider the concept of "augmented reality" and the possibilities of its application. So, augmented reality is a specialized digital technology that allows you to connect the real world with virtual objects. AR technology allows you to integrate non-existent objects into the material world, which generally allows you to create promising educational products. For example, with the help of this technology, it is possible to study the structure of a cell, conduct physical experiments, and also find historical artifacts on the map of your hometown. Such applications are adapted to many devices and systems, which makes them universal and adds advantages. It is also worth noting that the life of a modern student is inextricably linked with a smartphone, so the use of the technology being studied will be simple, interesting and comfortable for learning a language.

The methodology based on augmented reality has a number of advantages:

1. AR-based learning facilitates personalized learning, which is supposedly the way to get the best results from each learner. AR technology increases the efficiency of acquiring personalized learning experience, which provides learners with the opportunity to receive education according to an individual schedule depending on their preferences. Using AR gadgets, each learner can have access to classes both in and out of the educational institution.

2. Augmented reality helps both sides of the process: teachers and students gain knowledge more effectively by visualizing contextual information when necessary.

3. Interpersonal interaction increases, as participants in the learning process are given the opportunity to comment on the current topic of study.

4. Control is always possible, the role of teachers is not minimized. The teacher remains responsible for making decisions, digital projections of the necessary information on the subject of training optimize the learning process, and also increase the degree of its attractiveness for students.

3. AR APPLICATIONS REVIEW FOR LEARNING FOREIGN LANGUAGES

Let us take a closer look at the language learning applications that exist well as at assessing their capabilities and features. To date, the author of the article has not found a full-fledged application with augmented reality that would specialize strictly in learning arabic by native speakers of other languages. Therefore, applications used for learning foreign languages in general were considered, with the prospect of further adaptation to the arabic language.

One of the popular virtual assistants for language learning is the VARVARA assistant, which allows you to study a foreign language using virtual reality. Strictly speaking, VARVARA is not an augmented reality tool, but a full-fledged simulator, thanks to which the student immerses himself in a virtual world, completely losing touch with the real one. Using the VARVARA simulator, the student gets into various situations (meeting, everyday life, clothing, travel) together with his virtual assistants. In our opinion, such a trainer is very convenient to use at the level of initial training and immersion in the language environment. Considering that the initial stage is characterized by intensive training (special attention is paid to phonetics and grammar of the language), as well as replenishment of vocabulary, the trainer can become an indispensable assistant; it can be used both with a teacher and for independ-





ent work.

Here it is worth highlighting the advantage of the simulator for independent work: during the lesson, you can quickly receive feedback that will indicate both the student's progress and the mistakes he made in pronunciation and grammatical construction of sentences. Also among the advantages of using virtual reality tools in the educational process is the ability to communicate exclusively in a foreign language. The VAR-VARA simulator is designed in such a way that the student conducts a dialogue with assistants in a foreign language, but at the same time sees the translation in the form of subtitles at the bottom of the screen.

According to the methodology of teaching a foreign language, in particular arabic to Chinese students, such a technique can be used both to acquire new knowledge (when it is necessary to find out the meaning of an unfamiliar word, and it is difficult to do this from the context) and to consolidate knowledge (when the information is completely conveyed in a foreign language).

Also, for better assimilation of the material in virtual reality, the principle of clarity is used, allowing to correlate words and pictures. For example, in the simulation of the situation "Travel" a person claims that he gets to Alaska and the assistant redirects takes him to the store to buy clothes, while simultaneously pronouncing the names of the items .

Thus, the virtual reality simulator can be used for learning a language at the initial stage of training, especially when there is no opportunity to communicate with native speakers, as well as for independent work on dialogues.

However, this teaching tool can only be used as an auxiliary in the complex process of learning a language. VARVARA is not aimed, for example, at stable memorization of vocabulary, and also teaches dialogic speech only within the framework of a specific situation to consolidate standard phrases. Here, it is still better to use the environment of communication with native speakers, since the skill of communication in any language

is better formed in the course of communication between two people, when the situation may deviate from the standard. Learners need to be interested in using such technologies and also know how to use them. Otherwise, the simulation of the language environment can only serve as entertainment, but not as a means of learning the language.

Now let's look at an application that is a full-fledged augmented reality tool. This is the Mondly application. Mondly is also adapted for many devices and does not require additional equipment (VR helmet), which greatly simplifies its use in the educational environment. The application also has a virtual assistant that appears when the program is launched on a smartphone in real time, in the conditions where the student is. The Mondly application is aimed at expanding the student's vocabulary, it also helps improve pronunciation and fluency. This augmented reality tool allows you to communicate with an assistant, like the previous simulator, and also receive feedback on pronunciation errors. However, it is worth noting a significant drawback: there is no full-fledged dialogue between the student and the assistant, so the use of Mondly does not affect the development of speech skills to a large extent. Figure 3 shows the action of the Mondly application.

However, Mondly has a very interesting feature that affects the emotional perception of the student and probably contributes to better memorization of words. Periodically, when studying errors may occur in a foreign language: both in pronunciation and in the relationship "lexical unit-object". Accordingly, in this case either the meaning of the spoken word is distorted, or the meaning of the spoken phrase changes completely. Mondly, before correcting the error, clearly demonstrates the error. For example, if instead of "nalevo" a person says: "lion", then an image of the animal will appear in the living room.

For studying vocabulary, this method can be very effective, because it is the methodology of studying vocabulary in a foreign language that is based on the application of the principle of visibility, on the use of the principle of semantic context, and





also on the application of situational learning. An emotionally charged environment facilitates the memorization of words. The last thing worth mentioning when talking about augmented reality is Google Translate. Strictly speaking, this application is also an augmented reality tool, but it is usually forgotten when talking about AR technologies. The application can be used as a handwriting translator.

Table 1

Comparative analysis of augmented reality applications that can be used for learning a foreign language

Application	Advantages	Disadvantages
VARVARA	Allows complete immersion into a simulated situation; provides feedback; wide choice of topics for dialogue; suitable for independent work	Requires additional equipment; educational program is expensive; suitable only for beginners
Mondly	Allows learning in a real-world environment; provides clarity of lexical units; illustrates mistakes	No dialogues; suitable only for learning individual words; not systematic for learning the language
Google Translator	Available on many devices; can translate handwritten text; supports a wide format for translation	Lacks emotional component; suitable only for translation tasks

The Google Translate augmented reality application can be used when studying arabic as a foreign language, for example, when working with texts at the initial level, when it is difficult for a student to understand the context in arabic and he can use the translator to get a hint in his native language. Also, such

technology can be used in a game form: as is known, words are remembered and recalled exactly at the moment when it is necessary. For example, a group of students finds themselves at one end of the city, and they need to get to the other, using the data indicated in the route card, or at a certain point in time they will need to explain themselves to a native speaker in order to ask for directions and not get lost from the specified route.

Moreover, the application can be used by people who continue to study arabic. The Google Translate application allows you to translate poetry as well. For example, you can use various texts in arabic and then ask to explain their meaning.

Let us present a comparative characteristic of applications for language learning using augmented reality, which can be adapted for learning arabic. The comparative characteristic is given in Table 1.

As can be seen from the comparative analysis presented in the table, some of the specialized devices and software for language learning can be expensive and also focused only on a narrow area of language learning, for example, only on learning vocabulary, so augmented reality technologies can only be used as an auxiliary tool for learning arabic by Chinese students.

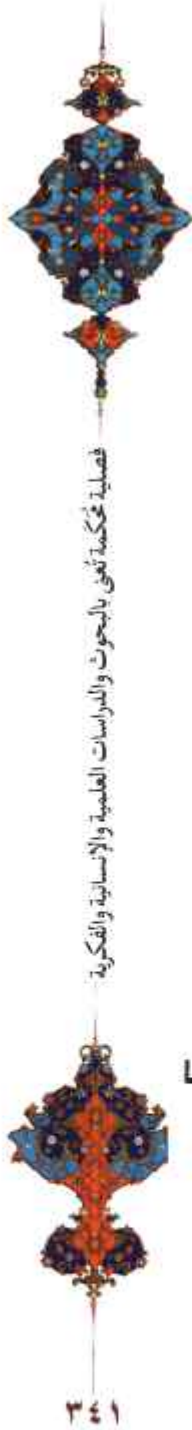
4.DEVELOPING TASKS USING AUGMENTED REALITY FOR LEARNING arabic LANGUAGE BY CHINESE STUDENTS

Let's consider augmented reality applications that are freely available in the Google Play store and are not related to language learning, but are entertainment in nature. However, with their help, you can come up with lesson developments that allow you to learn arabic in a more entertaining way.

Let's take a look at the Race Sat-ega app, for example. It's a tool that lets you take selfies using different masks. The user points the camera at a face (or group of faces), selects the mask they like, and takes a photo.

Let's present an approximate course of the lesson, which can





be used to study arabic proverbs and sayings using the Face Satega application. The course of the lesson is presented in Table 2.

The topic of the lesson was not chosen by chance. Some researchers who study the issues of teaching arabic note insufficient attention to arabic proverbs and sayings during lessons. However, familiarization with paremiological units of the arabic language contributes not only to enriching the vocabulary, but also to familiarization with the cultural heritage of the country.

The use of phraseological units during a arabic language lesson is available not only to those who study the language at an advanced level. Such technologies are also applicable to beginners, since they contribute to the development of phonetic skills, especially when selecting paremias for practicing the pronunciation of vowel sounds, as well as combinations of consonant sounds, which are the most difficult for a foreign student when learning arabic [Bezhenar, Pavone, 2019]

Table 2

Lesson procedure using Face Camera

	topic of the lesson and asks students how they understand "the term "phraseologism
Lesson objective	The teacher announces the objective: "Today we are getting acquainted with arabic ".proverbs
Task 1	Students tell proverbs in their native language and try to

- Task 2 explain their meaning in arabic
to other students
- Task 3 Students are given a set of
situational pictures and
phraseological units. Their task
is to match each proverb with
the corresponding situation
- Task 3 Students are given a set of
proverbs they are not familiar
with. Then they use the Face
Camera app, and other students
try to guess the proverb based
on the picture
Example
"Gloomier than clouds" - cloud "
mask used
"To see the sky in diamonds" - "
diamond sky mask used
- Task 4 The text of the proverb is cut
into several parts. Students
must assemble the pieces into a
single sentence to form a
meaningful proverb
- Homework Students receive proverbs to
memorize, find their meaning,
and be able to explain them in
arabic
- Final stage Reflection stage and saying
goodbye to each other





For greater emotional involvement during the lesson, a popular augmented reality application was used, allowing one to take a selfie with a certain mask. During the lesson, students quickly drew an analogy between various masks and phraseological units, were able to reproduce them and explain the meaning of the statement. However, to date, no study has been conducted that would indicate the effectiveness of using the application for memorization. Therefore, the author is of the opinion that in the form in which augmented reality is currently present, it can only be used as an auxiliary element for learning the arabic language. But at the same time, this technology has all the prospects for its active use in the learning process.

The ARLOOPA application can be used when studying the arabic language. ARLOOPA is a full-fledged augmented reality application, thanks to which you can see certain objects in real time. The catalog represents various categories: animals, art, entertainment, virtual tours, etc.

This application is also not used for learning foreign languages, but can be adapted for learning arabic. For example, ARLOOPA can be used for the initial level of language learning to supplement riddles. The game is structured as follows: the presenter tells a riddle in arabic, and the students write their answer on a piece of paper. After the time is up, the presenter shows the result on the ARLOOPA application. It is important that arabic is not the presenter's native language.

In this case, the students' vocabulary is enriched, and their reading and understanding skills in simple texts are developed. This approach is especially important for the initial level of language learning. An example of such a development is presented in Table 3.

Table 3

Application of AR technologies in studying riddles

Riddle	Result
This bird is not afraid To track down the fox in the field Even with claws and sharp beak It's not easy to defeat the enemy	[Picture of a bird (hawk)]
Its mane is silky It's cheerful and playful Its fur is so smooth ...That it runs towards us	[Picture of a lion]
It caresses its own But barks at strangers It sits by its little house On a chain	[Picture of a dog]

5. CONCLUSION

So, augmented reality technologies can be used in studying the arabic language, providing interesting opportunities for diversity of educational activities with students. However, as both the comparative analysis and the study of AR applications have shown, the use of augmented reality is currently only possible as an auxiliary means of teaching, not being an independent tool in the methodology.

This is evidenced by both the insufficient development of software for applications (for example, as the study has shown: full-fledged programs of auxiliary reality, at present, do not exist), and the high cost (as can be seen in the example of the VARVARA simulator, which can be adapted for learning a foreign language). However, there is also a large field for the development of digitalization in the study of the arabic language by Chinese students. This was demonstrated by the example of using riddles in classes using augmented reality on smartphones, as well as by the exam-





ple of a developed lesson flow using the Face Satega application. Such experiments help students master the vocabulary and phonetics of the arabic language, and also instill an interest in learning the language, thanks to the emotional component.

The study concluded that employing augmented reality tools in teaching English idiomatic expressions provides innovative educational opportunities that contribute to enhancing learners' proficiency and motivation to learn. Interactive applications helped simplify complex metaphorical concepts and make them more accessible through a combination of images, text, and interactive experiences. The results also highlighted the need to integrate these technologies more widely into curricula to ensure optimal use. The study recommends conducting further research targeting larger samples and longer time periods, as well as developing more specialized AR content to cover diverse aspects of the English language.

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فصلية مُحَكِّمة تُعنى بالبحوث والدراسات العلمية والإنسانية والفكرية
العدد (١٦) السنة الثالثة ربيع الأول ١٤٤٦ هـ أيلول ٢٠٢٥ م

الذِّكْرُ البَيْضُ



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٣٤٦

Al-Thakawat Al-Biedh Maga-

Website address

White Males Magazine

Republic of Iraq

Baghdad / Bab Al-Muadham

Opposite the Ministry of Health

Department of Research and Studies

Communications

managing editor

07739183761

P.O. Box: 33001

International standard number

ISSN 2786-1763

Deposit number

In the House of Books and Documents

(1125)

For the year 2021

e-mail

Email

off reserch@sed.gov.iq

hus65in@gmail.com



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