



ISSN: 2957-3874 (Print)

Journal of Al-Farabi for Humanity Sciences (JFHS)

<https://iasj.rdd.edu.iq/journals/journal/view/95>

مجلة الفارابي للعلوم الإنسانية تصدرها جامعة الفارابي



English Loanwords in Iraqi Arabic A Sociophonetic and Usage-Based Study

Fatimah Jamal SaadAllah Al-Quraishi

Department of English Language, College of Basic Education,

University of: basiceng92@uodiyala.edu.iq

الكلمات الدخيلة من اللغة الإنكليزية في العربية العراقية : دراسة سوسيو - صوتية استعمالية

فاطمة جمال سعدالله القرشي

قسم اللغة الإنكليزية ، كلية التربية الأساسية ، جامعة ديالى

خلاصة البحث

شهدت العربية العراقية في السنوات الأخيرة ازديادا ملحوظا في استخدام المفردات الدخيلة من اللغة الإنكليزية في بيئات تواصلية متعددة، مما أثار تساؤلا حول الأبعاد الصوتية والاجتماعية المرتبطة باستعمال هذه المفردات. وعلى الرغم من تناول العديد من الدراسات لهذه الالفاظ الدخيلة في العربية العراقية، إلا أن ابعادها السوسيو - صوتية مايزال محدودا. خُلت البيانات المأخوذة من ١٨٠ مشاركا من متعلمي اللغة الإنكليزية كلغة اجنبية في العراق احصائيا باستخدام برنامج SPSS الإصدار ٢٦. واطهرت النتائج حدوث تغيرات صوتية في نطق الكلمات الإنكليزية الدخيلة عند استخدامها في العربية العراقية، ولا سيما في المواقف غير الرسمية، فضلا عن بروز سمات سوسيو - صوتية تختلف باختلاف الجنس والعمر ونوع الدراسة (الصباحية والمسائية). وتسهم هذه الدراسة في مجال اللسانيات التطبيقية من خلال توضيح كيف يمكن لتكيف الالفاظ الدخيلة في العربية العراقية أن يدعم تعليم اللغة الإنكليزية كلغة اجنبية ويغني البحث في علم اللغة الاجتماعي.

Abstract

Iraqi Arabic has witnessed a noticeable increase in English loanwords across various environments, raising questions about phonological and social dimensions of these words' usage. Although many studies have addressed loanwords in Iraqi Arabic, research on sociophonetic dimensions remains limited." Data from 180 Iraqi EFL participants were analyzed using SPSS 26. The findings reveled phonological changes in pronouncing English loanwords in Iraqi Arabic especially in casual situation, in addition to the Sociophonetic features of changes according to gender, age, and study (morning and evening). This study contributes to **applied linguistics** by showing how loanword adaptation in Iraqi Arabic can support EFL pedagogy and sociolinguistic research. **Keywords: Applied linguistic, loanwords, sociophonetics, EFL, English, and Iraqi-Arabic.**

Introduction

As an educator in an Iraqi EFL classroom, where significant interference occurs between English (the target language) and Iraqi Arabic (the native language), one may observe the intrusion of new vocabulary which started to take place in the students' daily life conversation. In linguistics, these words are known as loanwords, which are not transient words, but a very common and essential part of the language used among student carries social and phonological implications (Shalan, 2009) In the Iraqi EFL classrooms, especially among college students, we can notice that the native (Iraqi Arabic) conversation included some target language (English) words but with special character. And because of the differences between Arabic and English phonological systems some phonological shifting- assimilation happened Ali Abdalkarem and Subramanian, 2024) Some of these shifting- assimilation adopted to fit the Iraqi Arabic like replacing /f/ with /v/ or /b/ with /p/, sometimes shortening syllables of long words, so it can be pronounced as Iraqi words (Salman, 2018). These changes have happened based on the relationship between phonology and sociolinguistics; Sociophonetics. Pronouncing different sounds of one word may revel social affiliation, desire, distinction, or even social media affection, and here where language comes cross culture and the word reflect a symbol or modernity, prestige, or sometimes only to ease

communication. But what recall that these words did not come only from dictionary, but social media, song, movies, friends and teachers. So, the students use them unconsciously according to need and context. Sometimes without consideration to any linguistic or cultural dimensions (Khabirova and Oudah, 2020). And that how loanwords turned from just a communication tool into a new linguistic identity comes from interfering between local and global, sounds and languages, and word and human.

2.1. loanwords Loanwords are those words which borrowed from target language into native language, often modified to fit the phonological and morphological structures of the native language. Crystal (1992) defined this phenomenon as “*The introduction of a word (or some linguistic features) from one language or dialect into another*” called it Borrowing. This linguistic phenomenon occurs globally, reflecting cultural changes through employment, immigration, and education (Doe, 2023). The existence of loanwords highlights the interconnection of languages and cultures, as they enrich the vocabulary of the borrowing language. Historical studies in linguistic showed that English language borrowed words from different languages across centuries like Celtic (cradle and plow), Latin (agenda, bonus, exit, and veto), Deutsch (hamburger and frankfurter), Scandinavian (skirt, husband, law, ugly, rotten, and die), and French (legal terms, fits of the building, fashion, fabrics, food and adornment). Most of these words related to different daily use such in agriculture, law and science. The reason behind borrowing 30% of the French words into English related to the invasion of William the Conqueror to England. While due to the historical role in Education and religion, Latin language remained as the most distinguished source of scientific borrowed word into English language (Baugh & Cable, 2013). As an example of the recent studies, Haspelmath (2009) discussed in his study “*Lexical Borrowing: Concepts and Issues*” the fundamental concepts of borrowing, explaining that loanwords are not only linguistic additions to the target language, but rather the outcome of enduring cultural and linguistic contact. His study differentiates between the three types of borrowing (*direct, indirect, and functional*), and also highlights the social and linguistic factors that affect the adaption of foreign words within the recipient language. Several Arabic studies have explored the phenomenon of loanwords, particularly in relation to phonology (Abdulrazzaq & al-Ubaidy, 2023), medical jargon (Al-Quraishi & Mansour, 2020), and technology and daily life (Salman & Mansour, 2017). All the three mentioned studies highlighted the phenomenon of loanwords in Iraqi Arabic, not only that but they assured that using loanwords not for the purpose of translating, nonetheless for expressing the need, major, new identity result from social language interaction. Correspondingly, the reader of these studies can notice the adaption of these loanwords happened phonologically according to the Arabic language grammar, although the motives of usage remain social and specialized.

2.3. loanwords and Sociophonetic

Sociophonetic represents a recent branch in linguistic that combine phonetics and sociolinguistic. Accordingly, it aims to study the relationship between pronunciation and social identity. Sociophonetics is not limited to phonological transcript, but also studies the reasons behind pronouncing the same word in different ways according to different factors such as age, gender, background knowledge, and culture affiliation (Kendall & Fridland, 2023). Sociophonetics is a subfield of applied linguistics investigate how phonological variation reflects social identity. It became a central instrument to know how these loanwords adapted phonologically in the recipient language, and how this adoption carried in its layers' social significance (Summer & King, 2023). In bilingual communities, or environment that have massive linguistic interaction, such as Iraqi EFL classrooms, loanwords submitted to phonological changes because of the difference between the two languages: English and Arabic. These changes occur not only for linguistic reasons but also due to the social perceptions associated with prestige, novelty, and identity (Thomas, 2011). For example, a student may choose pronouncing the word quiz as /kwiz/ if he wants to show his membership to the higher education society or internet culture, otherwise he may choose pronouncing it as /qwz/ to fit the local context or to ease his pronunciation with Arabic language. In this study, Sociophonetic helps in understanding how these words used and pronounced to fit the cultural and social background of the learners. In addition to providing an analytical frame to show the differences between the pronunciation among Iraqi EFL learners. Therefore, this study may contribute in enriching the field of analyzing the phenomenon of loanwords in social context.

2.3. loanwords and English language learning

The phenomenon of loanwords is not limited to the social or phonetic aspect, it also extended to affect the language learning methods, especially in EFL classrooms. Loanwords, with all the phonological and morphological aspects they held in their origin, often represents an elementary entrance to the target language. This is known as *Positive Transfer*, when Ringbom (2007) indicated the similarities of words in different

languages may accelerate the acquiring of the target language. In somehow, this positive transfer sometimes combined with challenges lead the learner to the opposite effect. This effect is called *Negative Transfer*, it happened when the learners use the loanwords incorrectly, or when he/she pronounces it with different sounds changing its whole meaning; for example, park and bark (James, 1998). Arabic learners may change the sound or the function of the English loanwords, which makes it different from its original form and context. This may help the learner think that he is fluent these words, while he/ she is uttering with hybrid form of this language (Haspelmath, 2009) In Iraqi EFL context, this transfer appears clearly through the use of loanwords in Arabized style inside the classroom; for example, the word *quiz* or *lecture*, these words used to indicate the meaning of a lesson on unprepared short test, as they used in English. The acquiring of these words or other ones not necessarily happened in the classroom, nonetheless, may be through the social interaction, social media, or even in the educational environment. Consequently, Iraqi EFL do not come to class with zero English background knowledge of loanwords, but they already used some of these loanwords which need to be adapted correctly in their learning environment. These transferring bring out the importance of adopting pedagogical curriculum does not refuse the existence of loanwords but also tries to employ them as a linguistic transition source can be based on to learn English language. Accordingly, Cook (2001) indicate that target language should not be limited with perfect module disconnected from the daily experience of learners, but it should be authentic and adopt the interlanguage which represents the natural interaction between the target and native language during the learning process. Therefore, dealing with loanwords from learning perspective does not mean stand against it, but realize the role they play in building the linguistic identity of the learners. They also can be used as an assistance tool to learn language if they adopted authentically and pedagogically.

3.1. Research Questions

This study aims to answer the following questions:

1. What are the most frequent English loanwords used in Iraqi EFL classroom, and what are the distinguished sociophonetic adaptations?
2. What social and demographic factors affect the use of English loanwords in Iraqi EFL contexts?
3. What motivates Iraqi EFL students to adopt, use, and learn English loanwords, and what preferences do they exhibit?

3.2 Research Limits

This study is limited to the Iraqi EFL students at the College of Basic Education University of Diyala for the academic year 2023-2024.

3.3. Participants

The study involved 180 undergraduate students from the Department of English Language at the College of Basic Education, Diyala University. The participants were purposefully selected based on their willingness to engage in the study and their active enrollment in EFL courses during the 2023-2024 academic year. The sample included both male (49) and female (131) students, in age (under 20= 36, 20-25= 109, 26-30= 22, and over 30= 13) across all four academic levels (first=17, second=49, third=66, and fourth=48) and from both morning (90) and evening (90) classes.

3.4. Instrument

The researcher developed a survey with four main themes; each theme tries to answer different questions. The themes cover demographic information, the usage of loanwords in the classroom, learning of loanwords, and attitudes and perceptions towards loanwords. The application process involved the answering of the survey by the volunteer students, after a verbal explanation of the written instructions. The statistical analysis of the data was computed through the SPSS 26 software program.

3.5. Validity and Reliability

To validate the survey and ensure it accurately measured the research questions, the researcher submitted it to five experts known for their extensive experience in linguistics and teaching English as a foreign language (TEFL). After these experts confirmed the survey appropriateness for the study, the researcher incorporated their suggested modifications, retyped the survey, and then sent it to the volunteers. On the other hand, Cronbach's alpha ($\alpha = 0.76$) confirmed the survey's reliability.

3.6. Pilot Study

A pilot study was conducted for 20 students selected randomly out of the sample on the 1st of June 2024 to test the appropriateness of the survey, the time required to answer the survey of the study, and to reveal factors that do not appear when it is written the first time.

3.7. Administration of the Instruments

The survey is sent electronically on the 1st of August 2024 to the volunteers through their official e-mails. The volunteers are given 5 days to answer the survey questions, and they are informed on how to answer the questions and assured their data confidential. To save time and effort, google form is used to write and collect the data.

3.8. Data Analysis and findings

3.8.1. Data analysis of the first question

The survey was analyzed and displayed statistically in more than one table to answer the research questions. Table 1 includes the loanwords (alphabetically ordered, and English and Arabic phonetically transcribed) that the students wrote to answer the first question of the study:

Table

1

Most Frequent English Loanwords in Iraqi Arabic with Phonetic Adaptations

The most frequent loanwords Iraqi EFL wrote they use in Classroom language			
No.	Original English word	Loanword in English (IPA)	Loanword in Iraqi Arabic (IPA)
1	All	/ɔ:l/	/ɔ:l/
2	Always	/ɑ:lweiz/	/ɑ:lweiz/
3	Anyway	/eni wei/	/eni wei/
4	Biscuit	/biskit/	/biskt/
5	Blouse	/blaʊz/	/blɔz/
6	Board	/bɔ:rd/	/bɔ:rd/
7	By the way	/baiθəwəi/	/baiθəwəi/
8	Café	/kæfei/	/kæfeh/
9	Cafeteria	/kæfətiriə/	/kæfi:tiria/
10	Call	/ka:l/	/ka:l/
11	Center	/sentər/	/səntɾ/
12	Chapter	/tʃæptər/	/tʃæptɾ/
13	Classroom	/klæs rɔ:m/	/klæs rɔ:m/
14	Clearly	/kliərlɪ/	/kliərlɪ/
15	Clips	/klɪps/	/klɪbs/
16	Coat	/kəʊt/	/kɔ:t/
17	Coffee	/kɔ:fi/	/kɔ:fi:/
18	Comment	/kɔ:ment/	/kɔmint/
19	Cookies	/kʊkɪz/	/kʊkɪz/
20	Cotton	/kɔ:tən/	/kɔ:tɔ:n/
21	Counselor	/kəʊnsɪ:lər/	/kəʊnsɪ:lɾ/
22	Course	/kɔ:rs/	/kɔ:rs/
23	Cover	/kʌvər/	/kʌfɾ/
24	Cream	/kri:m/	/kri:m/
25	Crop top	/krɔ:p tɒp/	/krɔ:p tɒp/
26	Cup	/cʌp/	/kɔb/
27	Cute	/kiu:t/	/kiu:t/
28	Cutter	/kʌtər/	/ketɾ/
29	Delivery	/dɪlɪvəri/	/dɪlɪvɾi/
30	Design	/dɪzain/	/dɪzaiɛn/
31	Diet	/daɪt/	/dai:ɛt/
32	Easy	/i:zi/	/i:zi/
33	Exactly	/ɪgzæktli/	/ɪgzæktli/
34	Exam	/ɪgzæm/	/ɛgzæm/
35	Excellent	/ɛksələnt/	/ɛksələnt/
36	Finger	/fɪŋgər/	/fɪŋgɾ/
37	Folder	/fəʊldər/	/fəʊldɾ/
38	Follow	/fɔ:ləʊ/	/fɔlɔ/

39	Followers	/fɔ:ləʊərz/	/fɔləirz/
40	Foundation	/faʊndeɪʃən/	/fɔndiəʃɪn/
41	Frame	/freim/	/freme/
42	Garage	/gæra:ʒ/	/gʌrædʒ/
43	Gentleman	/dʒentəlmən/	/dʒentəlmən/
44	Glass	/glæs/	/glæss/
45	Glitter	/glitər/	/glitər/
46	Good evening	/gʊd i:vniŋ/	/gʊd i:vniŋ/
47	Group	/grʊ:p/	/grʊ:b/
48	Guarantee	/gærənti/	/gʌrʌnt:/
49	Guide	/gaid/	/gaid/
50	Headphone	/hedfəʊnz/	/hedfə:n/
51	Heels	/hi:lz/	/hi:lz/
52	Hello	/hələʊ/	/hələ:/
53	Ice coffee	/aɪst kɔ:fi/	/aɪs kɔ:fi:/
54	Internet	/ɪntənet/	/əntərni:t/
55	Its ok	/ɪts əʊkeɪ/	/ɪts əʊkeɪ/
56	Jacket	/dʒækɪt/	/dʒækɪət/
57	Jeans	/dʒi:nz/	/dʒi:nz/
58	Keyboard	/ki:bɔ:rd/	/ki:bɔ:rd/
59	Kleenex	/klineks/	/kliniks/
60	Ladies	/leɪdɪz/	/leɪdɪz/
61	lecture	/lektʃər/	/lektʃər/
62	Like	/laɪk/	/laɪk/
63	List	/lɪst/	/lɪst/
64	Location	/ləʊkeɪʃən/	/ləkeɪʃn/
65	Make up	/meɪk ʌp/	/meɪk ʌb/
66	Maybe	/meɪbi/	/meɪbi/
67	Mid-term	/mɪd tɜ:rm/	/mɪd tɜ:rm/
68	Mood	/mʊ:d/	/mʊ:d/
69	Motor	/məʊtər/	/mattɔ:r/
70	Nice	/naɪs/	/naɪs/
71	Nothing	/nʌθɪŋ/	/nʌθɪŋ/
72	Ok	/əʊkeɪ/	/əʊkeɪ/
73	Open	/əpɪn/	/əbɪn/
74	Order	/ɔ:rdər/	/ɔ:rder/
75	Outfit	/aʊt fɪt/	/ətfit/
76	Package	/pækɪdʒ/	/pækɪdʒ/
77	Phones	/fəʊnz/	/fə:n/
78	Pink	/pɪnk/	/bɪnk/
79	Post	/pəʊst/	/bɔ:st/
80	Powder	/paʊdər/	/baʊdər/
81	Quiz	/kwɪz/	/kwz/
82	Reel	/ri:l/	/ri:lz/
83	Request	/rɪkwɛst/	/rɪkwɛst/
84	Rest	/rest/	/ri:st/
85	Save	/seɪv/	/seɪf/
86	Scarf	/skɑ:rf/	/skɑ:rf/
87	Screen	/skri:n/	/skri:n/
88	Season	/si:zən/	/si:zən/
89	Serum	/sɪrəm/	/sɪrɔʊm/

90	Share	/ʃer/	/ʃi:r/
91	Sheet	/ʃi:t/	/ʃi:t/
92	Shoes	/ʃu:z/	/ʃu:z/
93	Short	/ʃɔ:rt/	/ʃɔ:rt/
94	Skip	/skip/	/skib/
95	Skirt	/skɜ:rt/	/skɜ:rt/
96	So	/səʊ/	/səʊ/
97	Soda	/səʊdə/	/soda/
98	Sometimes	/sʌm t aɪmz/	/sʌm t aɪmz/
99	Sorry	/sɔ:ri/	/sɔ:ri/
100	Spare	/speɪr/	/sbeɪr/
101	Spray	/spreɪ/	/sprəh/
102	Start	/stɑ:rt/	/stɑ:rt/
103	Story	/stɔ:ri/	/əstɔ:ri:/
104	Style	/stɑɪl/	/stɑi:l/
105	Subscribe	/sʌbskraɪb/	/sʌbskraɪb/
106	Sugar	/ʃʊgər/	/ʃʊgər/
107	Switch	/swɪtʃ/	/swi:tʃ/
108	Test	/test/	/ti:əst/
109	Text	/tekst/	/tekst/
110	Timer	/taɪmər/	/taɪmər/
111	Touch wood	/tʌtʃ wʊd/	/tʌtʃ wʊd/
112	Tour	/tʊər/	/tɔ:r/
113	Understand	/ʌndərstænd/	/ʌndɪrstænd/
114	Unit	/ju:nɪt/	/ju:nɪt/
115	Very	/veri/	/feri/
116	Very good	/veri gʊd/	/feri gʊd/
117	Vest	/vest/	/fest/
118	Vibes	/vaɪbz/	/vaɪbz/
119	View	/vju:/	/vju:/
120	Wipes	/waɪps/	/waɪbs/
121	Yes	/jes/	/jes/
122	Zero	/zɪrəʊ/	/zɪrəʊ/

Table 1 results show different parts of speech like:

1. **Nouns:** quiz, exam, café, chapter, keyboard, screen

2. **Verbs:** save, open, skip

3. **Adjectives:** cute, nice, easy, excellent

4. **Phrases:** by the way, touch wood, very good

These results align with Shaalan's (2009) claiming that Arabic lacks equivalents confirming their functional necessity in EFL classrooms. The reader can notice from Table 1 that phonetic adaption of the loanwords combined with some changes with example as the following:

1. **Omitting sounds:** finger → fngar

2. **Sound shift:** vest → fest (v → f)/ open → oben (p→b)

3. **Transliteration:** coffee → kɔ:fi:, guide → gaid

4. **Changing syllables or lengthening the voice:** rest → ri:st, spray → sprəh

5. **Expressed plural:** reel → reels, cookie → cookies, clip → clips

6. **Changing the shape to suit the Iraqi Arabic:** follow → followirs, cuter → keter, folder → foulder

The shifts reflect Arabic's phonemic inventory, asserting substrate effect (Haspelmath, 2009). The lack of change in phrases suggests that lexicalization plays an important role.

3.8.2. Data analysis of the second question

Most of the loanwords in table 1 are from American English, some from French (café, blouse), and some from social media (reel, vibes, subscribe). They also can be categorized according to their use like:

1. **Education:** quiz, exam, chapter, lecture, classroom, unit, sheet
2. **Technology:** keyboard, screen, internet, folder, phone
3. **Clothes and style:** heels, skirt, outfit, jacket, glitter, vest
4. **Social media and communication:** post, reel, share, comment, follow, like
5. **Food and drinks:** café, coffee, soda, cookies, cream, powder
6. **Daily life:** sorry, ok, yes, touch wood, nothing, story
7. **Health and beauty:** serum, makeup, vibes, foundation
8. **Transport and services:** garage, delivery, location, call
9. **Home and things:** switch, glass, wipes, Kleenex, timer

In the light of the above data, a qualitative frequency analysis is done to explain and the Sociophonetic analysis for the volunteers' responses according to gender: -

Table 2

Distribution of Loanword Categories by Gender

No.	Category	Number of frequencies of males' responses	Number of frequencies of females' responses
1	Education	23	41
2	Technology	30	26
3	Clothes and style	5	35
4	Social media and communication	18	43
5	Food and drinks	12	28
6	Daily life	19	25
7	Health and beauty	2	33
8	Transport and services	21	12
9	Home and things	14	18
Total		144	261

The Sociophonetic qualitative frequency analysis showed the distribution of loanwords according to gender a noticeable significance indicates the social factors behind choosing English loanwords inside the EFL classrooms. It revealed that females tend to use loan words in *social media and communication, clothes and style, and health and beauty*, for example, heels, reel, like, makeup, skirt. These data reflect a sociolinguistic understanding towards areas of an interactive and personal nature, which are supposed to be more closely linked to cultural representations and the social role of females in the local community. On other hand, the data showed the males' responses emphasis on using loanwords in *technology and services*, for example: garage, keyboard, folder, and call. This difference in preferences indicates that choosing loanwords does not affected only by the need of communication only, but also affected by the social role and cultural representation also for both genders. Concerning the *daily life, home, and things* like glass, ok, time, and story, neutral responses are recorded in using between males and females. Which points the neutral social and cultural representation, and their relation to the general context instead of gender preferences. These results enhance the Sociophonetic vision that showed up in choosing loanwords as an indicator of social identity, it emphasizes the importance of considering gender dimensions when analyzing the phenomenon of loanwords in EFL context.

Table 3 *Phonological Changes by Part of Speech*

No.	part of speech	Omitting sounds	Sound shift	Transliteration	Changing syllables or lengthening the voice	Expressed plural	Changing the shape to suit the Iraqi Arabic	no changing	total
1	Noun	3 (4%)	5 (6%)	14 (16%)	5 (6%)	6 (7%)	7 (8%)	45 (53%)	85
2	Verb	0 (0%)	3 (20%)	0 (0%)	0 (0%)	0 (0%)	4 (27%)	8 (53%)	15
3	Adjective	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (22%)	7 (78%)	9

4	Phrase	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	13 (100%)	13
Total		3 (2%)	8 (7%)	14 (11%)	5 (4%)	6 (5%)	13 (11.0%)	73 (60%)	122

As shown in table 3, the used loanwords by Iraqi EFL students tends to keep their original pronunciation, in terms that more than 60 % of them got no phonological changing at all, this reflect that the students used to the English pronunciation as its. Nevertheless, *Nouns* arise as the most part of speech got changes, especially in *transliteration, expressed plural, and changing the shape*. This analyze enhance their role in the daily life and their harmony to the local phonological system of Iraqi EFL. These results approved what a previous study (Kang, 2009) indicated that *nouns* are the most part of speech got changes during lexical borrowing, and that related to their frequently usage and their daily life relation. Also, Chang (2010) asserted that phonological adaption does not depend on the phonetic structure only, but also affected by the phonological and social features of the receptive language, which explain the flexibility of *nouns* to these changes. In contrast, *verbs* and *adjectives* recorded less changes, while *phrases* have no changes at all. These frequency-based data analysis confirm that the phonological changes do not depend on the word structure only, but with the word function in communication and in learner background knowledge. And that what make sense with the new trends of Sociophonetic which bridge between pronunciation, part of speech, and social representation (Thomas, 2011). **Table 4** Comparison of Loanword Usage Between Morning and Evening Study Students

Study	Students' number	Responses of loanwords	Percentage	Number of nonusers	Suggested value of using	Suggested value of no using	Chi-square (X ²)	Degree of free (df)	p-value
Morning	90	72	80 %	18	65	25	4.68	1	0.0305
Evening	90	58	64.4 %	32	65	25			

The frequency analysis data revealed that morning study students use loanwords at a higher rate (80%) compared to evening study students (64.4%). Chi-square ($p < 0.05$) test has been calculated to analyze the relationship between the study (morning/ evening) and using loanwords, which exceeds the expected statistical values that were evenly distributed (65 instance of usage in each group). Therefore, the null hypothesis is rejected, and the level of loanword usage – one that may be influenced by environmental, academic, or social factors specific to each educational setting. **Table 5** Loanword Usage Frequency by Age Group Among Iraqi EFL Students

Age Group	Never	rarely	sometimes	often	Always	total	Chi-square (X ²)	Degree of free (df)	p-value
under 20	3	4	15	4	2	28	15.82	12	0.05
20-25	1	6	35	15	10	67			
26-30	0	3	15	4	1	23			
over 30	1	2	6	2	1	12			
Total	5	15	71	25	14	130			

The data above indicate a contrast in the levels of using loanwords among age groups. The group (20-25) was the most users for loanwords, especially within iterations "*sometimes*" and "*usually*", in comparison with other iterations. Chi-square test also revealed a statistically broadline relationship between age and the use of loanwords ($X^2 = 15.82, 12, p = 0.05$). Although this value suggests a possible association, it does not reach a strong level of statistical significance, indicating the need to either expand the sample size or employ additional measure age assess the influence of age more accurately as a factor.

3.8.3. Data analysis of the third question

Table 6 Reasons for Preferring English Loanwords Among Iraqi EFL Students

No.	Item	Number	Percentage
-----	------	--------	------------

1	English loanwords are easier and practical more than Arabic equivalents translation	45	25 %
2	I want to show that I well educated and know more than my colleagues	38	21.1 %
3	Using English loanwords is modern and trendy nowadays	36	20 %
4	All of the above causes	61	33.9 %
Total		180	100%

The above table explain the reason behind Iraqi EFL students' preference to use English loanwords is not one, but to group of interfered factors. This indicates that more than one third (33.9%) all above reasons the why behind their preference, which indicate resendable explanation to use loanwords in academic and social context. It is also noteworthy that the most frequently chosen individual reason was that English loanwords are *easier and more practical than Arabic equivalents*, with 25% of participants selecting this option. This indicates a functional motivation related to efficiency and ease of communication. Meanwhile, another portion of the respondents (21.1%) expressed a *social motivation- to present themselves as cultured or educated* - while a close percentage (20%) associated loanwords use with modernity and current trends. The above findings recommend that the use of loanwords among Iraqi EFL students is not driven exclusively by linguistic necessity, but also reflects broader social physiological, and communicative dimensions. This brings into line with recent research in sociolinguistics, which highlights the connection between language use and the speakers' identity and position within the linguistic community. **Table 7** *Students' Preferred Methods of Learning English Loanwords*

No.	Method		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Mean	Std.
1	Consulting dictionary	n	60	65	39	7	2	1.99	0.918
		%	33.3	36.1	21.7	3.9	1.1		
2	Asking teacher	n	64	73	25	10	0	1.89	0.861
		%	35.6	40.6	13.9	5.6	0		
3	Discussing with classmates	n	71	70	29	3	1	1.81	0.814
		%	39.4	38.9	16.1	1.7	0.6		
4	Imitating native speakers	n	74	60	30	5	2	1.84	0.899
		%	41.1	33.3	16.7	2.8	1.1		
5	Affected by social media trends	n	74	67	25	3	3	1.8	0.876
		%	41.1	37.2	13.9	1.7	1.7		

Table 8 indicates that students showed strongest agreement with social media influence (M = 1.80, SD = 0.88) and native speaker imitation (M = 1.84, SD = 0.90) as learning methods (Table 8). Traditional methods like dictionary use received comparatively lower agreement (M = 1.99). The most distinguished method was *Discussing with classmates*, which gain the lowest mean (1.81) and lowest standard deviation (0.814), that indicate the high, stable agreement among Iraqi EFL students about its effectiveness. The second preferred method was *Affected by social media* with mean (1.8), which show strong presence of nonofficial learning sources. While the least used method was *Consulting a dictionary* with mean (1.99), although most of the students agreed on its too, but it still the least effective method in comparison to *Social Midea*. The above results indicate that the preference of the Iraqi EFL students based on the activity that contain interactive and participation, whether with colleagues or via social media platforms, in comparison to those classical methods that concentrate on the individual effort, which harmonize with the new trends of contemporary education which encourage the cooperative and community learning. **Table 8** *Student Attitudes Toward Loanword Usage in EFL Classrooms*

No.	Item		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Mean	Std.
-----	------	--	----------------	-------	-----------	----------	-------------------	------	------

							disagree		
1	I feel comfortable in using loanwords in my classroom.	N	47	101	22	7	3	1.99	0.832
		%	26.1	56.1	12.2	3.9	1.7		
2	I think using loanwords helps you improve your English language skills.	N	79	74	17	7	3	1.78	0.892
		%	43.9	41.1	9.4	3.9	1.7		
3	I feel good about using loanwords in EFL teaching.	N	51	86	32	8	3	2.03	0.890
		%	28.3	47.8	17.8	4.4	1.7		

As shown in Table 9, EFL Iraqi students strongly believed loanwords improve English skills ($M = 1.78$, $SD = 0.89$), with 85% agreeing/strongly agreeing. "I feel comfortable in using loanwords in my classroom" were slightly lower ($M = 1.99$), suggesting some residual hesitation. *This percentage endorsement of loanwords' educational value supports their formal integration into EFL curricula as bridge tools.*

The highly agreement was for *I think using loanwords helps you improve your English language skills* with mean 1.78 and standard deviation 0.892, which indicate the strong persuasion of Iraqi EFL students for educative role of using English loanwords, especially in language development process.

Here after, *I feel comfortable in using loanwords in my classroom* with mean 1.99, which confirm the use of English loanwords do not cause linguistic tension or linguistic confusion, but it can be considered as a familiar part of classroom practicing language.

While the lowest agreement was for, *I feel good about using loanwords in EFL teaching*, where its mean is 2.03 although the agreement was high but there are slightly different in perspectives.

All these results indicate that Iraqi EFL students do not accept English loanwords, but they consider them as an effective, comfortable, educative tool, to enhance their expression and linguistic ability, which get along with the communicative learning that encourage merging familiar authentic language sources for the learners. In addition to that, the relatively low standards deviations (all of them less than 0.9) reflect the general agreement towards the same items among the participants.

Conclusion

The current study highlighted the use of loanwords among Iraqi EFL university students, concentrates the phonological and social dimensions. The data showed that using loanwords does not only based on linguistic interaction only but goes beyond to uncover the social identity and cultural affiliation patterns according to their age, gender, and study (morning and evening). It also revealed the diversity of the methods to acquire these English loanwords with preference to unformal interaction platforms like social media and colleagues' interaction, in comparison with classical method like dictionaries and books.

In addition to the statistical analysis, the findings proved that the phonological changes founded largely in nouns, relative to verbs, adjectives, and phrases. Which enhance what the recent Sociophonetic studies tried to find out about the phonological changes and parts of speech.

The study's findings encourage applied linguists and EFL teachers to view loanwords from potential sources of interference into pedagogical tools. For example, comparing loanword adaptations (e.g., /p/ → /b/ in 'park' → /ba:rk/) can scaffold pronunciation instructions, turning a sociolinguistic reality into an effective pedagogical tool.

This study not only advances sociophonetic theory but also presents practical strategies for EFL settings navigating multilingual classrooms in Iraq context. Despite being limited to one college, the results paved the way to more titles studying the comparison between educational environment in different field, or even the effects of using these loanwords on the academic writing style of EFL students. **References**

Abdulrazzaq, A. and al-Ubaidy Sundus, M., (2023). Models of Phonological Loanword Adaptation. *Al-ādāb*, 3(144):17-24. doi: 10.31973/aj.v3i144.3881

Ali Abdalkarem M. Sadeq & Subramanian, V. M. (2024). The Impact of Borrowing English Words into Iraqi Arabic Dialect. *Journal of English for Academic Purposes*, 11(2), 146–155.

- Al-Quraishi, Fatimah Jamal SaadAllah & Mansour, Mohammad Salman. (2020). Using English Loanwords in Iraqi Arabic with Reference to Medical Field Jargon. *PalArch's Journal of Archaeology of Egypt / Egyptology*, 17(5), 305-323.
- Baugh, A. C., & Cable, T. (2013). *A History of the English Language* (6th ed.). Routledge.
- Chang, C. B. (2010). Phonetics vs. phonology in loanword adaptation: Revisiting the role of the bilingual. In *Proceedings of the 44th Annual Meeting of the Chicago Linguistic Society* (Vol. 44, pp. 43–58). Chicago Linguistic Society.
- Cook, V. (2001). *Second language learning and language teaching* (3rd ed.). Hodder Education.
- Crystal, David. (1992). *Language Arts and Disciplines*. Penguin English
- Doe, J. (2023). *Lexical borrowing in modern linguistics*. Central State University Publications.
- Haspelmath, M. (2009). *Lexical borrowing: Concepts and issues*. Retrieved from https://www.researchgate.net/publication/279973916_Lexical_borrowing_concepts_and_issues
- James, C. (1998). *Errors in Language Learning and Use*. Longman
- Kang, Y. (2009). Korean loanword phonology. In M. Haspelmath & U. Tadmor (Eds.), *Loanwords in the World's Languages: A Comparative Handbook* (pp. 225–246). Berlin
- Kendall, T., & Fridland, V. (2023). *Sociophonetics*. Cambridge University Press.
- Khabirova, E., & Oudah, H. A. R. (2020). Integration of English loanwords in Arab online communication. *European Proceedings of Social and Behavioural Sciences*, 1584–1589.
- Ringbom, H. (2007). *Cross-Linguistic Similarity in Foreign Language Learning*. Multilingual Matters.
- Salman, A. A. (2018). English Loanwords in Iraqi Arabic: A Phonological Study. *Revista de Filosofía*, 89, 1–10.
- Salman, Yusra M. and Mohammad S. Mansour. (2017). English Loanwords in Iraqi Arabic with Reference to Computer, Internet and Mobile Phone Jargon. 'Cihan University-Erbil Scientific Journal'. Issue 1, Vol. 1.271-294.
- Shalan, K. (2009). Phonological and morphological integration of loanwords into Egyptian Arabic. *Études de linguistique appliquée*, 158, Article 1958.
- Sumner, M., & King, E. (2023). Socially weighted encoding in sociophonetics. *Journal of Phonetics*, 99, 101232. <https://doi.org/10.1016/j.wocn.2023.101232>
- Thomas, E. R. (2011). *Sociophonetics: An introduction*. Palgrave Macmillan.