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**Digital Culture and Its  
Relationship with Linguistic  
Passion among  
ELF Postgraduate Students: A  
Correlative Study**

**A B S T R A C T**

This study deals with exploring the relationship between digital culture and linguistic passion among EFL postgraduate students. The procedures of the quantitative approach have been adopted giving a clear explanation of digital culture and linguistic passion. The participants of the study have been involved 31 postgraduate students. To fulfil the aims of this study, the researcher has constructed a scale including 20 items as an instrument of the study. To ensure its validity, it has been exposed to some experts and suitable statistical means have been employed. After collecting and analyzing data, results have indicated that the postgraduate students have a positive level of digital culture and the level of linguistic passion among the sample as well as revealing that there is a statistically significant correlative relationship between digital culture and linguistic passion. Finally, in the light of the findings obtained, the researcher has drawn some conclusions.

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**الثقافة الرقمية وعلاقتها بالشغف اللغوي لدى طلبة الدراسات العليا دارسي اللغة الانجليزية لغة اجنبية:  
دراسة ارتباطية**

عمر عبد صالح/ وزارة التربية / المديرية العامة للتربية في محافظة الأنبار

**الخلاصة:**

تتناول هذه الدراسة الكشف عن العلاقة بين الثقافة الرقمية والشغف اللغوي لدى طلبة الدراسات العليا دارسي اللغة الانجليزية كلغة اجنبية في قسم اللغة الإنكليزية / كلية التربية للعلوم الإنسانية وقد تم تبني الباحث الإجراءات الكمية مع تقديم شرح واضح للثقافة الرقمية والشغف اللغوي. و قد شملت عينة الدراسة الحالية (٣١) طالبًا وطالبة من طلبة الدراسات العليا. و لتحقيق أهداف هذه الدراسة، قام الباحث ببناء مقياس يتضمن (٢٠) فقرة كأداة للدراسة. وللتحقق من صدق المقياس، تم عرضه على مجموعة من

الخبراء والمختصين واستخدام الوسائل الإحصائية المناسبة. وبعد جمع وتحليل البيانات، أظهرت النتائج أن طلبة الدراسات العليا يمتلكون مستوى إيجابياً من الثقافة الرقمية ، وكان مستوى الشغف اللغوي بين العينة جيداً بصورة عامة ، وكشفت النتائج أيضاً أن هناك علاقة ارتباطية ذات دلالة إحصائية بين الثقافة الرقمية والشغف اللغوي. و أخيراً، في ضوء النتائج التي تم الحصول عليها، توصل الباحث إلى بعض الاستنتاجات المهمة.

**الكلمات المفتاحية:** الثقافة الرقمية، الشغف اللغوي، اللغة الإنجليزية، طلبة الدراسات العليا

## 1. Introduction

Nowadays, information technologies are penetrating all areas of human life, including industry, agriculture, medicine, administration, art, science, and education. It is difficult today to imagine human life and his activities without technologies. Individuals acquire this knowledge through their teachers during their studies. It is essential for students to have a culture of interaction with information technologies. In this field, scientists from various countries have conducted many studies on the impact of information technology on students, as some scientists believe that information technology has a positive effect on students' intellectual development in terms of memory, attention, and spatial imagination (Anisimova, 2020).

Maureen and de Jong (2018) indicate that technology has become a part of students' daily experiences, and they are likely to have countless encounters with different forms of digital communication. For students today, modern applications must enter every detail of their lives, especially academically, to develop their skills and knowledge.

Digital culture is considered an important part of the educational system. The correct use of digital technology should be the foundation upon which the educational process is built. It helps teachers and educators teach students how to access information, respect laws, responsibilities, and freedoms, and use technology in an organized manner (Yustika & Iswati, 2020: 68).

There are many developed countries such as United Kingdom, United States of America, and Canada that teach students in schools subjects related to digital culture within the framework of digital education. In the same context, Australia launched a project under the slogan 'Connecting with Confidence: Developing Australia's Digital Future,' which stipulates the widespread teaching of digital education to students along with training parents and teachers on it according to a comprehensive plan. France also plans to make digital culture a major national issue ( Heitplatz, 2022: 426).

New technologies have changed the way we communicate, allowing us to overcome time and ideological barriers of distance, and providing a new way to connect. So, it is essential to have knowledge for using and managing new digital resources, as well as understanding their scope and multiple benefits.

Khanlou & Zangeneh (2021) indicate that learning technological concepts and using digital technology has positive effects on students' social and economic integration, supporting their independence, and facilitating the learning process.

### **1.1 Problem of the study**

Our educational institutions today somewhat suffer from a weakness in possessing modern educational thought, which educational and teaching institutions can rely on in their philosophy and mission, so that they can implement strategies and face challenges in new ways and methods that go beyond the limits of reality, and envision a promising and wise future (Hameed,2024: 58).

Through the researcher's experience in the field of education and training at the General Directorate of Education in Anbar Governorate, the researcher has noticed that it is possible to develop technological concepts among students, especially since we live in an era of digital culture and digital transformation in all fields and professions. This requires them to be familiar with those technological concepts that are circulated in the local community around them.

It was also observed that there is a clear deficiency in these technological concepts, as most of the people around students of English department have a misconception that they do not possess digital culture or the ability to deal with technology. Consequently, there were no attempts to improve the skills and capabilities of these students. Opinions on the use of digital media vary among individuals, as shown in the study by Nikolopoulou (2020), which aimed to explore the extent to which students use tablets at home and their views on their benefits. Most of them strongly agree that tablets help in learning basic technological concepts and skills (85%), learning foreign languages, and can make learning enjoyable.

Despite the emphasis on the importance of developing these concepts among students, especially in the field of digital culture, which is considered one of the most suitable areas for cultivating this type of concept, some studies have addressed digital culture, including the study by Aquirre-Martínez, & Paramio-Pérez (2018), which aimed to assess the development of students' communication abilities using an electronic environment that stimulates behavior and information processing skills, enabling the promotion of digital and media culture for effective interaction in their lives.

Some studies and research have recommended the need to focus on developing digital culture and the technological concepts associated with it (Chadwick, & Fullwood, 2017), including studies that revealed that students need to acquire concepts of digital 1 culture and digital technological support due to the cognitive and communicative challenges they face.

Through the researcher's work in the field of education for several years and daily interaction with students, he observed a number of behavioral patterns among some students that are not characteristic of those who possess digital literacy. These included negligence, indifference, lack of concern for academic material and daily assignments, unwillingness to accept different opinions in discussions about events, underestimating the feelings of others, and indifference, which led to a weak sense of linguistic passion. This indicates a deficiency in the level of digital culture among some students. Despite the existence of several studies on digital literacy, they have not addressed the relationship between digital culture and linguistic passion (to the best of the researcher's knowledge), which gave the researcher a sense of a problem in the extent of using digital culture and its relationship with linguistic passion among students of English Language Department, requiring further study.

The problem of the current study is determined by answering the following question: What is the relationship between digital culture and linguistic passion among English department students?

### **1.2 Aims of the study**

The current study aims to identify:

- 1.The extent of using digital culture among postgraduate students in Department of English at University of Anbar.
- 2- The level of linguistic passion among postgraduate students Department of English at University of Anbar.
- 3- The correlative relationship between digital culture and linguistic passion among the study sample.

### **1.3 Questions of the study**

This study seeks to answer the following questions:

- 1.Are there statistically significance differences among postgraduate students in Department of English regarding their use of digital culture?
- 2.Are there statistically significance differences among postgraduate students in Department of English concerning regarding linguistic passion?
- 3-Is there a correlative relationship between digital culture and linguistic passion among the study sample?

#### **1.4 limits of the Study**

The present study is limited to:

- 1.The postgraduate students in Department of English/ College of Education for Humanities / University of Anbar.
2. The academic year ( 2024-2024) , Higher Studies ( M.A. Program).
- 3.Two variables: digital culture and linguistic passion and the correlative relationship between them.

#### **1.5 Value of the Study**

The value of this study is embodied in being the first study to deal these modern variables in English language teaching, as well as in the following points:

- 1.Developing students' passion for language through daily interaction with various digital linguistic patterns on social media.
- 2.Enhancing students' awareness of the correct and conscious use of language in written and visual digital environments.
- 3.Developing students' ability to analyze digital discourse and detect contemporary linguistic and stylistic changes.
- 4.Encouraging students to employ language creatively in digital content (writing, blogging, commenting).
- 5.Supporting effective linguistic communication in a way that copes with academic values and linguistic identity.
- 6.Stimulating students' self-motivation to learn and develop language through digital educational platforms.

Finally, the researcher hopes that the findings of this study will have a crucial value for all students in general, and to and the teachers of English in particular.

#### **1.6 Plan of the Study**

The researcher has followed five steps to achieve the aims of study:

- 1.Constructing a scale that is appropriate to for the aims of study and obtains its validity and reliability.
- 2.A number of 31 postgraduate students (M.A. program) from Department of English/ College of Education for Humanities / University of Anbar have been chosen to represent the study sample.
- 3.The scale has been applied to the study sample to obtain the required data.
- 4.The researcher has statistically analyzed data using the statistical package (SPSS) to obtain the results.
- 5.The final step is an explanation of the results and draw conclusions as well as writing recommendations.

## 2. Theoretical Background

### 2.1 Literature Review

Reviewing previous studies is essential for building a comprehensive scientific understanding of the language issues related to digital culture, as these studies have contributed for identifying the dimensions of the study problem and formulating it in the light of the changes imposed by digital environments. They have also been useful in constructing the theoretical framework by utilizing concepts and terms related to digital language and patterns of linguistic communication through electronic media.

Previous studies also contributed to guiding the choice of the descriptive methodology in a way that suits the nature of the study, and in determining the appropriate data collection tools to observe and analyze digital linguistic phenomena. In addition, the results of previous studies enabled the researcher to interpret and discuss the findings through scientific comparison and identifying points of agreement and disagreement, which helped enhance the credibility of the study and support its scientific value and contribution to the field of digital linguistic studies.

Ahmed's study (2022) investigated the effectiveness of a training program based on the philosophy of digital literacy in developing some technological concepts for children with mild intellectual disability. The sample consisted of (22) males and females with mild intellectual disabilities, at Bim School for Intellectual Education, Al-Sayeda Zeinab Educational Directorate, Cairo Governorate. They were divided into two groups: one of them was experimental (11) male and female, and the other were control (11) males and females. The research instruments were represented in (the Stanford-Binet Intelligence Scale, Fifth Edition, Mahmoud Abu Nile et al., 2011), and the scale of the technological concept for children with intellectual disabilities (prepared by the researcher). The findings revealed that there is an effectiveness of the training program based on the philosophy of Digital Literacy in developing some technological concepts (technological devices, Internet, e-shopping, ATM, electronic financial literacy, digital security) for children with mild intellectual disabilities. The time period for applying the study was two and a half months.

Sugeng & Malik's study (2025) aimed to analyze how digital culture affects the development of students' linguistic identities in the context of education. It uses a quantitative approach with a descriptive design. Data was collected through questionnaires and interviews involving 200 students from high schools. The research instrument is designed to uncover the pattern of students' language use in the digital world and its relation to formal language skills. The results showed that most students use informal language, such as slang and slang, more often in

cyberspace. This difference causes some students to have difficulty adapting to the formal language used in academic contexts. Although some students have successfully adjusted, there are indications that these changes have impacted the effectiveness of their formal language use.

Concerning the linguistic passion, it obtains a crucial interest by the researchers. So the researcher deals with some of them such as Husban's study (2020) that aimed at detecting the effect of academic self-efficacy, academic adjustment and learning style on academic passion. The study's sample consisted of (1044) students (396 Males, 648 Female) undergraduate students at a Yarmouk University during the summer semester 2019 2020. To achieve the aims of the study, four instruments were used; academic passion scale, academic self-efficacy scale , academic adjustment scale , and learning Style Scale . The results showed that the most common harmonious passion pattern. There were statistically significant differences in harmonious passion patterning levels due to gender, in favor of female's students, and there were statistically significant differences in obsessive passion patterning levels due to specialization, in favor of the humanities, and the presence of statistically significant differences in obsessive passion due to the cumulative rate variable in favor of the group with a good rate compared to the group with an excellent rate. The results also showed that there were no statistically significant differences in academic self-efficacy, the two learning styles (surface, and deep) attributed to the variables of gender and specialization, and there were no statistically significant differences in academic adjustment attributed to the specialization variable. The results also showed that there are statistically significant differences in academic self-efficacy attributable to the rate variable in favor of the category with the rate excellent, very good, and good compared to the category with an acceptable rate.

Al-Rasheedi & Khirallah's study ( 2023) conducted for exploring the level of academic passion, and its relationship with the perseverance, and determination among preparatory year students at Prince Sattam bin Abdulaziz University according to some variables. The study followed the comparative descriptive approach, and applied the academic passion scale , a measure of perseverance and determination as study instruments . The sample consisted of (312) male and female students. The results showed that there is a high level of academic passion and perseverance among the sample members. It also found that there are no statistically significant differences between the average scores of the sample members in academic passion, perseverance, and persistence attributable to gender, and the absence of statistically significant differences attributable to the variable of specialization.

The researcher believes that the current study is the first local study deals with two modern variables (digital culture and linguistic passion) studied in English language and how to connect between them, which gives it strength on one hand, but there are a lack of previous local studies that have dealt with these variables.

## 2.2 Digital Culture

The current era is characterized by development and innovation, and this requires us as teachers to develop our skills and abilities related to the tools and applications of digital culture, integrating them in educational contexts, enhancing the teacher's ability to choose appropriate strategies, designing engaging activities, digital stories for students, employing electronic simulations, e-learning strategies, modeling, digital demonstrations, and other modern applications (Anisimova, 2020: 236).

It is unreasonable and illogical for a teacher to use traditional and classical methods such as the wooden blackboard, chalk, and lecture method, sitting behind the table and talking in a way that fails to pay students' attention that have most modern technology. Therefore, teachers must use what is modern, what attracts the students' attention and interest, and what is desirable and enjoyable for them (DeCarlo & Neuman, 2018, 266).

So if we want to define digital culture simply, we can consider it as:

The skills and behaviors that enable teachers and students to interact effectively with digital technologies and modern social media to make use of them in the field of teaching and learning to achieve the target objectives (Záhore & Munk , 2019: 380 ).

Radovanovi, & Hlst ,(2020) define digital culture as a new way of life based on interacting with information and technology daily and understanding how to use them safely and effectively.

So, if the students has the ability to create images, graphics, slides, videos, and applications, this forms an important and significant part of his learning competencies for using them in achieving the target objectives with less time and effort and more effectiveness.

### 2.2.1. The Role of Digital Culture in Education

Howraa, & Majeed (2024: 33), point out that digital culture has great importance in the field of education because it :

- Increases students' motivation towards learning and participation.
- Encourages students to engage in activities because its applications are attractive and enjoyable.

- Develops students' creativity in verbal, and written expressions..
- Enhances student's comprehension and deep understanding through the use of digital tools in explaining and presenting abstract concepts.
- Develops students' skills such as observation, classification, organization, comparison, similarity, and difference.
- Encourages students to engage in interactive cooperative work.
- Adds fun and a positive atmosphere inside the classroom.
- Helps the teacher manage time, manage the classroom, and reduce problems that occur among students.
- Helps the teacher design flexible and engaging learning environments that cope with individual differences among students.
- Provides teachers with various resources that can be utilized.
- Helps the teacher present concepts and vocabulary in the form of pictures and models.
- Improves basic language skills (listening, speaking, reading, and writing).

### 2.2.2. Skills of Digital Culture

Vujii & Stankov (2020: 129) state that digital culture includes the following skills:

#### 1.Information and Communication Technology

These skills include the effective use of technology; in terms of using technological tools for research, organization, and evaluation, and using digital technologies (computers, phones, media players, etc.). They also involve communication tools and social networks appropriately to access, manage, integrate, evaluate, and produce information for the purpose of working and successfully participating in the knowledge economy, as well as applying ethical and legal standards related to accessing and extracting information. Digital literacy skills cover four sub-skills: the ability to use digital communication tools, the ability to use digital applications, the ability to access information, and the skill of building virtual relationships (Abdelatief & Abdelhafez , 2021: 289).

In light of what is mentioned, it is observed that students' familiarity with some skills related to digital culture through the development of certain technological concepts is very important, as the use of digital technologies (computers, phones, media players, etc.) and communication tools and social networks appropriately to access information is one of the essential things a student needs in their field of study.

## **2.Skills of Information Culture**

This type of skill aims to develop individuals' ability to access information effectively and efficiently, evaluate information critically, and use information accurately and creatively. It includes many sub-skills, such as accessing and evaluating information efficiently and quickly, and effectively by selecting appropriate sources.

In addition, it deals with evaluating information critically and competently, as well as using and managing information accurately and creatively in solving scientific, life, and technical problems they encounter. It includes managing the flow of information from wide and diverse sources, in addition to applying and following the laws and ethical standards associated with accessing and using information.

## **3.Skills of Media Culture**

This type of skill aims to develop individuals' ability to understand how to optimally apply available learning resources, and how to use media tools to create effective communication products such as videos, audio files, and websites, as well as to build an understanding of the role of media in society.

It also involves understanding the effects of the media message on the targeted audience, choosing the appropriate medium for a specific topic, designing and producing web pages, animations, and selecting communication methods. It includes many sub-skills such as media analysis, examining how others interpret messages differently, how to incorporate values and perspectives into messages, understanding how media influences beliefs and behaviors, as well as applying and adhering to ethical and legal standards related to accessing and using media messages.

### **2.3 Linguistic passion**

Linguistic passion means intense excitement, deep love, enthusiasm, and excessive interest in a language (both writing and speaking). It is a state of infatuation and attachment to it to the extent that a person spends a long time practicing it, enjoys learning its rules and words, and feels that it touches his heart and captures his attention irresistibly. It is the inner force that drives an individual to enjoy learning the language, using it, and exploring its complexities and aesthetics. (Vallerand, 2018:65).

Linguistic passion goes beyond mere superficial interest and encompasses multiple aspects, including:

- **Passion for learning:** The continuous desire to expand knowledge of the language, explore more of its vocabulary, structures, culture, and history, and the drive to learn and develop in it.
- **Enthusiasm for use:** The deep enjoyment felt when engaging with the language, whether in listening, reading, writing, or even thinking in it.
- **Focus and depth:** An exceptional ability to concentrate on small linguistic details and to appreciate their beauty.
- **Self-motivation:** The willingness to put in effort and time to improve language skills without the need for external incentives, driven instead by a deep internal motivation.
- **Overcoming challenges:** Having a strong will to face language difficulties (such as complex grammar or new vocabulary) and not giving up in front of them.

In short, linguistic passion is the deep and intense love for language that guides behavior and motivates exploration and deep engagement with everything related to it.

Psychologists classify linguistic passion into two main types as follows:

### 1. Harmonious Passion

It is also known as integrative passion, this type of passion stems from an individual's independent and conscious choice to engage in a linguistic activity and their love for it. It is characterized by the following:

- a. Conscious control:** The individual feels capable of controlling their engagement in language activities and does not find it difficult to stop when necessary or balance it with other aspects of life.
- b. Positive emotions:** Practicing the language in this state generates positive feelings such as happiness, satisfaction, and flow (complete immersion in the activity).
- c. Flexibility and adaptation:** Harmonious linguistic passion integrates with the individual's personal identity healthily, allowing for self-growth and creativity without sacrificing other priorities.
- d. Internal motivation:** The basic motivation is the inherent enjoyment of the language itself and the desire to improve skills for its own sake.

### 2. Obsessive Passion

It is also known as compulsive passion. This type of passion arises from internal or external pressures that force an individual to engage in linguistic activities excessively. It is characterized by the following:

- a. **Loss of control:** A person may feel compelled to engage in the linguistic activity and unable to control it, possibly neglecting other aspects of life as a result.
- b. **Negative emotions:** It can lead to psychological conflict, anxiety, or feelings of guilt if the person is unable to practice the language, with weak willpower in confronting these urges.
- c. **Rigidity and attachment:** It is closely linked to goals (such as getting a high grade or a prestigious job) rather than enjoying the process itself.
- d. **Pressures:** It may result from external pressure such as work requirements or internal pressure such as excessive striving for perfection.

The researcher observes that harmonious passion enhances well-being, happiness, and sustainable achievement, while obsessive passion can lead to burnout and long-term psychological conflict. ( Muhammad, 2020 : 35-36)

## **2.4 The Role of Digital Culture in Developing Linguistic Passion:**

Digital culture plays a prominent and highly positive role in developing and enhancing language passion among individuals (DeCarlo & Neuman, (2018, 267). Modern technology and digital platforms have transformed language learning from a traditional and limited process into an interactive, immersive experience accessible anytime and anywhere. Leaning ,(2019: 416 ) argues that the role of digital culture in cultivating linguistic passion can be illustrated through several aspects:

### **1. Unlimited Access to Authentic Content**

Digital culture has provided easy and instant access to rich linguistic resources that were difficult to obtain in the past, fueling curiosity and enjoyment: Before the digital era, accessing authentic linguistic sources (books, films, music) required a great effort. Today, however, a click of a button allows access to:

- **Literature and Articles:** Reading books, articles, and blogs from all over the world with ease.
- **Visual and Audio Content:** Watching movies and TV series, and listening to podcasts and songs in the target language, which enhances listening skills and increases passion for the culture associated with the language.
- **Literature and Media:** Learners can access e-books, articles, blogs, and newspapers from all over the world. Streaming platforms (Netflix, YouTube) also allow watching movies and series and listening to podcasts in the target language, which enhances listening skills and increases interest in the culture associated with the language.

## 2. Interactive and Motivating Learning Tools

Digital culture provides the learner with an environment where they can freely choose what matches their interests, fostering "Harmonious Passion."

- **Language Apps:** Apps like Duolingo and Memrise turn learning into a game (Gamification), which encourages persistence and passion.
- **Instant Dictionaries and Translators:** Online dictionaries and instant translators make it easy to check words, speeding up reading and writing processes and reducing frustration.

## 3. Breaking Barriers of Communication and Practice

The most important element in developing a linguistic passion is the ability to use the language. Digital culture has enabled this through:

- **Language exchange platforms:** Applications like Tandem or HelloTalk allow direct communication with native speakers around the world, providing opportunities for real-time, practical practice.
- **Virtual communities:** Joining forums and groups on social media (such as Reddit or Discord) dedicated to language learners creates a supportive and stimulating environment for passion.

## 4. Self-Expression and Creativity

Digital culture provides learners with broad spaces to use language as a means of expressing themselves, not just memorizing rules:

- **Creating Digital Content:** The learner can create a blog, start a YouTube channel, or post short videos on TikTok or Instagram in the language they are learning, giving them a sense of accomplishment and enhancing their linguistic identity.

## 5. Customization and Flexibility

Digital tools allow the learning path to be customized to suit an individual's interests, which increases motivation and passion. They can focus on vocabulary related to programming, cooking, art, or any field that personally interests them.

In short, digital culture has transformed language learning from a dull school duty into a complete lifestyle and a rich personal experience which contributes in developing linguistic passion among millions around the world.

## 3. Methodology

Since the current study aims to measure the extent of using digital culture and its relationship with linguistic passion of postgraduate students in English Department, the researcher has adopted the descriptive correlative approach, as it is the appropriate Procedure for studying the relationships between phenomena as they exist in reality, and analyzing statistical data to reveal the nature of the relationship between the two main variables of the study.

### 3.1 Population and Study Sample

The study population has been identified by the researcher which includes the postgraduate students in Department of English / College of Education for Humanities / University of Anbar for the academic year (2024–2025), totaling (31) students. The comprehensive listing method was adopted in selecting the sample due to the small size of the population, as the sample included all members of the original population.

### 3.2 Study Instrument

After reviewing the educational and psychological literature and previous studies related to the variables of the study (digital culture and linguistic passion), and since the current study aims to determine the extent of using digital culture and its relationship with linguistic passion among postgraduate students, the researcher has constructed a scale for the two variables; it possesses the qualities of a scientific instrument in terms of validity, reliability, and objectivity. The scale is consisted of 20 items divided into two variables (10 items to measure digital culture and 10 items to measure linguistic passion). The researcher has followed a five-point Likert scale for responses, with alternatives (applies very much, applies mostly, applies sometimes, applies a little, applies rarely.), and weights have been assigned sequentially (5, 4, 3, 2, 1) for positively framed items. Consequently, the highest possible score on the questionnaire is 100, and the lowest possible score is 20. The total questionnaire score is used to determine the extent of using digital culture and linguistic passion among the participants, as well as to analyze the relationship between the two variables.

### 3.3 Face Validity of the Study Instrument

The researcher has verified the face validity of the study instrument by presenting its items to a number of experts specialized in teaching methods, measurement and evaluation, and English language, to assess the suitability of the items in measuring what they were designed to measure, in addition to the clarity of phrasing, correctness of the language, and the appropriateness of the items for the study variables and the sample. The experts have reviewed whether the instructions, items, and answer alternatives needed any modifications or if there were any suggestions. The number of experts has been (10), and all the items have been approved by them at a rate of 100%, with some minor changes made related to the wording of certain items. Thus, the scale had become scientifically valid, and the instrument has been approved in its final form consisting of (20) items.

### 3.4 Reliability of the Internal Consistency of the Study Instrument

The researcher has verified the reliability of the internal consistency of the study instrument using the simple correlation coefficient (Pearson) between the score of each item and the total score of the domain it belongs to. As shown in Table (1), all correlation coefficients have been statistically significant at the 0.01 level, indicating the consistency of the items with the domain they measure. Consequently, all items have been retained in their final form.

**Table (1): Results of Internal Consistency Validity**

Items	D.C. Variable	Items	L.P. Variable	Significance
1	.779**	11	.756**	The correlation is statistically significant at the 0.01 level.
2	.838**	12	.716**	
3	.728**	13	.624**	
4	.774**	14	.715**	
5	.910**	15	.734**	
6	.880**	16	.718**	
7	.842**	17	.688**	
8	.738**	18	.854**	
9	.623**	19	.839**	
10	.644**	20	.834**	

**Constructed by the researcher based on the outputs of SPSS V.27.**

The reliability of the current research instrument was calculated using both the test-retest method and Cronbach's alpha as follows:

#### A. Test-Retest Method

For the purpose of extracting reliability using this method, the scale has been re-applied to the reliability sample after a time interval of 14 days from the first application. The re-application of the same scale to assess its reliability should not exceed two weeks from the first application. Then, Pearson correlation coefficient has been calculated between the scores of the first and second applications, and the correlation coefficient for the scale reached 0.86. This value is considered a good indicator of the stability of individuals' responses on the scale over time. This method is often used because obtaining a high reliability value through it indicates a low likelihood of scores being affected by daily random variables in the examinee's conditions or in the environment where the test is administered.

#### B. Cronbach's Alpha Equation

The researcher has utilized Cronbach's Alpha to measure the reliability of the scale items. As shown in table (2), the reliability coefficient for the digital culture variable is 0.925, and for the linguistic passion variable, it is 0.910, while the overall reliability of the scale is 0.948. These are high values, indicating that the tool has a high degree of reliability and consistency.

**Table (2): Reliability of Variables**

No.	Variable	Items No.	Cronbach's alpha coefficient value
1	digital culture	10	0.925
2	linguistic passion	10	0.910
Total of Questionnaire		20	0.948

**Constructed by the researcher based on the outputs of SPSS V.27.**

### **3.5 Application of the Study Instrument**

After completing the preparation of the scale and verifying its validity and reliability, the researcher applied the study tool, represented by digital culture and epistemic curiosity scale in its final form, to the main study sample, which consisted of 31 postgraduate students from English Department o/ College of Education for Humanities/ University of Anbar, using a paper questionnaire. The researcher has explained to the members of the participants how to respond to the items and what the purpose of the study was.

### **3.6 Manipulating Data**

Data has been manipulated according to the standards specified in the study instrument, where each item has been assigned an appropriate value on a five-point scale: applies very much, applies mostly, applies sometimes, applies a little, applies rarely. These have been given weights of 5, 4, 3, 2, and 1, respectively, in the Statistical Package for the Social Sciences (SPSS) for the purpose of performing appropriate statistical operations. The total score of the scale is calculated by summing the scores obtained by the respondent, so the highest score a respondent can achieve is 100, representing the highest possible score, and the lowest score is 20, representing the minimum total score of the scale.

## **4.1. Analysis of Data and Results**

### **4.1.1. Analysis of Data and Presenting Results for the First Question:**

This part of the study aims to analyze the responses of the participants regarding the digital culture, by calculating the mean scores, standard deviations, and percentages to determine the level of availability of this skill among postgraduate students in English Department. Table (3) shows the results of analyzing the items of this variable:

**Table(3): Analysis of the Sample's Opinions concerning Digital Culture**

No.	Item	Mean	S. D.	Relative Significance	Level	Order
1	I can use advanced search engines to quickly access accurate and reliable information.	4.26	0.575	85.16%	V.Good	1
2	I have the ability to distinguish between real news and misleading information (Fake News) on the internet.	3.94	0.814	78.71%	Good	7
3	I am skilled in using applications and programs (such as Google Drive or OneDrive) to organize and share my files.	4.03	0.706	80.65%	Good	5
4	I can protect my privacy and personal data by using strong passwords and advanced security settings.	4.10	0.790	81.94%	Good	4
5	I adhere to ethical behavior rules (Netiquette) when communicating and interacting in digital environments.	3.87	1.024	77.42%	Good	8
6	I can independently solve simple technical problems faced me while using devices or software.	3.71	0.938	74.19%	Good	10
7	I have the ability to use digital tools (design software, text or video editing) to create new digital content.	4.00	0.894	80.00%	Good	6
8	I have a good understanding of intellectual property rights and cite digital sources when using them in my work.	3.84	1.003	76.77%	Good	9
9	I have the ability to use new digital applications or	4.19	0.654	83.87%	Good	2

	platforms quickly without external help.					
10	I can evaluate the quality and credibility of websites based on logical and scientific criteria.	4.16	0.779	83.23%	Good	3
G. Mean		4.01	0.82	80.19%	Good	

Constructed by the researcher based on the outputs of SPSS V.27.

The results indicate that the overall assessment of the study sample regarding the extent of using digital culture falls within a "good" level, with an overall mean of (4.01) and a standard deviation of (0.82), and a relative significance of (80.19%), which indicates that the students possess a positive extent of using digital culture in their field of specialization. The statement " I can use advanced search engines to quickly access accurate and reliable information." has come in first place with a mean (4.26) and a relative importance of (85.16%), reflecting the students' ability to perceive subtle conceptual differences that are essential in English study, and demonstrating a deep analytical sense.

In contrast, the item " I can independently solve simple technical problems faced me while using devices or software" has ranked last with an average of (3.71) and a relative importance of (74.19%), which may indicate a relative weakness in practicing systematic critique of sources, or reliance on ready-made interpretations without thorough analysis, highlighting the need for further educational support in this area.

#### 4.1.2. Analysis of Data and Presenting Results for the Second Question:

This part of the study aims to reveal the level of linguistic passion among postgraduate students in English department, by analyzing their responses to the scale items , using means, standard deviations, and relative importance percentages. Table (4) presents the analysis results of the participants opinions:

**Table (4): Analysis of the Sample's Opinions concerning Linguistic Passion**

Item No.	Item	Mean	S. D.	Relative Significance	Level	Order
11	I feel great enjoyment and true happiness when I engage in activities related to this language (reading, speaking, listening).	4.26	0.575	85.16%	V.Good	1
12	Practicing this language gives me a sense of	4.13	0.846	82.58%	Good	5

	psychological satisfaction and adds meaning to my daily life.					
13	I often get so engaged in reading or writing in this language that I lose track of time (a state of flow).	4.06	0.680	81.29%	Good	9
14	I find myself self-motivated to search for new vocabulary and grammar in the language without any external pressure.	4.03	0.657	80.65%	Good	10
15	I consider learning this language an essential part of my personal identity and a way to express myself.	4.10	0.651	81.94%	Good	7
16	I feel very excited to discuss topics related to the language, its literature, and its culture with others.	4.19	0.543	83.87%	Good	3
17	Language, for me, is not just a means of communication, but a passion that grows within me constantly.	4.23	0.717	84.52%	V.Good	2
18	I enjoy facing difficult language challenges (such as complex grammar) and I don't get frustrated easily.	4.13	0.885	82.58%	Good	6
19	I dedicate time each day to the language because I "want to" , not because I "have to."	4.16	0.860	83.23%	Good	4
20	Practicing the language makes me feel lively and energetic and helps me discover new aspects of my thinking.	4.10	0.700	81.94%	Good	8
G. Mean		4.14	0.71	82.77%	Good	

**Constructed by the researcher based on the outputs of SPSS V.27.**

The results indicate that the level of linguistic passion among the study sample has been generally 'good,' with a mean score of 4.14 and a standard deviation of 0.71, and a relative significance of 82.77%, reflecting a positive awareness among the students concerning the importance of the human dimension in studying the events and understanding them within their contexts.

The item " I feel great enjoyment and true happiness when I engage in activities related to this language (reading, speaking, listening)" has achieved the highest mean score of 4.26 and a relative importance of 85.16%, indicating a clear ability among students to engage in a form of emotional and linguistic empathy, which is considered the core of linguistic passion.

The least ranked item has been " I find myself self-motivated to search for new vocabulary and grammar in the language without any external pressure. " with a mean score of (4.03) and a relative importance of (80.65%). Although it has come in last place, its level still falls within the 'Good' category, indicating an overall stability in the sample's perception of the contextual and human dimensions of events.

#### 4.1.3. Analysis of Data and Presenting Results for the Third Question:

This part involves revealing the nature of the relationship between the study variables among postgraduate students in English department by comparing the results using Pearson correlation coefficient, as shown in table (5):

**Table (5): Results of Pearson Correlation Coefficient**

		Linguistic Passion
<b>Digital Culture</b>	Pearson Correlation	0.755 <sup>**</sup>
	Sig. (2-tailed)	0.000

The results show a strong positive correlation between digital culture and linguistic passion, with a correlation coefficient of 0.755, which is statistically significant at the 0.01 level. This indicates that the higher the level of digital cultures among postgraduate students, the higher their level of linguistic passion, and vice versa.

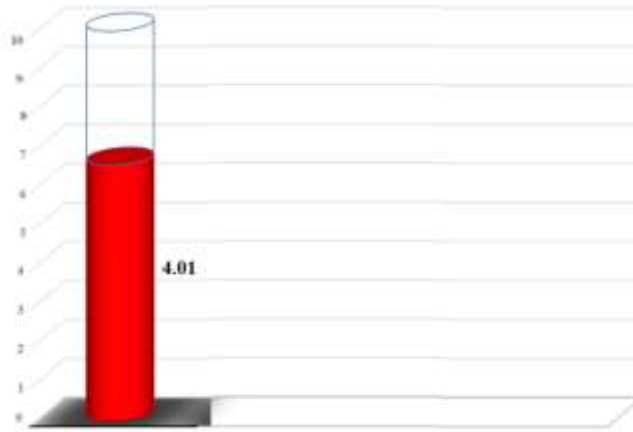
This relationship is considered a logical one in the light of integrative nature between the two variables, as digital literacy, being a cognitive skill that involves analysis, differentiation, and reasoning, is a fundamental basis for a deeper understanding of linguistic contexts, which contributes for developing an individual's ability to understand different perspectives within the linguistic contexts.

#### 4.2. Discussion of the Results

1. The results contribute to achieve the first aim of the study " to identify the extent of using digital culture among postgraduate students in Department of English at University of Anbar. " with a mean (4.01) as shown in figure (1). These results have showed that the study sample possesses a good level of digital culture, reflecting the presence of a knowledge and methodological

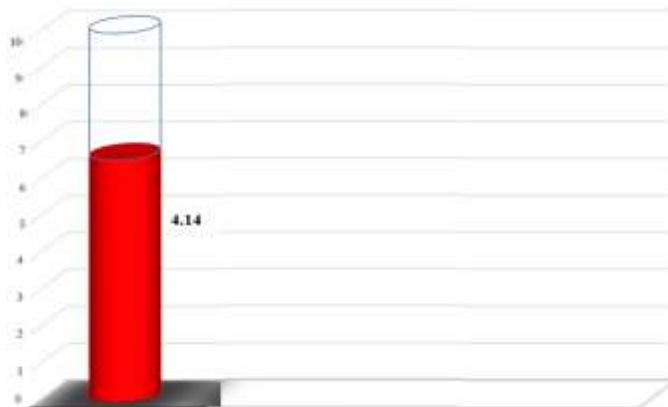
foundation that enables the students to engage in deep and analytical thinking when addressing linguistic issues. This serves as a positive indicator that can be built upon in developing educational programs within higher studies. These results are consistent with the findings of Ahmed's study (2022) and Sugeng & Malik's study (2025) which indicate the effectiveness of digital culture and its impact on other variables.

**Figure (1): Mean Score of Postgraduate Students in Digital Culture**



2.The results contribute in achieving the second aim " to identify the extent of linguistic passion among postgraduate students Department of English at University of Anbar." with a mean (4.14) as shown in figure (2). These results have showed that the study sample possesses a good level of linguistic passion, which enhances their ability to engage humanly and intellectually with linguistic issues, and paves the way for developing English language teaching curricula in ways that foster this vital emotional aspect. These results are similar to the results of Husban's study (2020) and Al-Rasheedi & Khirallah's study (2023), which indicate that students have a linguistic passion.

**Figure (2): Mean Score of Postgraduate Students in Linguistic Passion**



3.The result supports the achievement of the third aim " to identify the correlative relationship between digital culture and linguistic passion among the study sample." with a correlation coefficient of 0.755. It has proved that there is

a significant positive relationship with meaningful explanatory value, reflecting a clear interest among postgraduate students in digital culture and its connection to linguistic passion.

## 5. Conclusions

1. The extent of using digital culture among postgraduate students in English Department has been good, indicating that they possess analytical and logical skills that enable them to understand phenomena deeply, although there is a relative variation in their practice.
2. Postgraduate students in English Department have showed a good level of linguistic passion, which points to their ability to engage with situations from a human perspective and understand contexts, cultures, and events.
3. There is a strong positive correlation between digital culture and linguistic passion, which means that developing one of these variables would contribute to enhancing the other. This supports the integration of cognitive and emotional dimensions in teaching and learning English at the postgraduate level.
4. The results indicate the presence of a fertile ground among English department students that can be utilized to develop curricula, making them more stimulating for critical thinking and closer in content to adopt deep humanistic perspectives in linguistic analysis.

## 6. Recommendations

1. Integrating digital culture into postgraduate curricula by designing training activities and applications that enhance analysis, inference, comparison, and connecting events.
2. Strengthening the emotional dimension in teaching English by incorporating components of intellectual linguistic into lesson plans, which develops students' ability to understand the human, social, and political contexts of events.
3. Training the staff in English department according to modern teaching methods that combine the cognitive dimension (digital culture) and the emotional dimension (linguistic passion), through workshops and professional development programs.
4. Rearranging English units to be based on situations that can be analyzed and discussed emotionally, enabling students to develop rational and human attitudes toward them.

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