



The Use of English Loanwords in Iraqi Arabic with References to Social Media

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Abstract:

Languages recurrently evolve as a result of the interactions between individuals from different cultures. There are many aspects of language contact; one of them is borrowing of words from one language to another, which is the common result of language interactions English being one of the most influential languages in the modern world, it has the impact of globalization and technological development. Iraqi Arabic speakers, among many, use many English words in their communication with each other on daily basis.

The aim of the current study is to explore the use of English loanwords in Arabic especially in Iraqi accent, specifically in relation to the use of social networking platforms. Thus, the present study adopts a quantitative and qualitative questionnaire, with 19 items which are designed to ask about how English loanwords can be used in social media. The participants of the present study were Iraqi EFL fourth class at the Department of English language/ college of Arts in Mustansiriyah University / Iraq for the academic year 2025-2026

Key Words

Loanwords, EFL, Iraqi Arabic, Social Media



استخدام الكلمات الإنكليزية الدخيلة في اللهجة العربية العراقية في وسائل التواصل الاجتماعي

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المستخلص

تتطور اللغات بشكل مستمر نتيجةً للتفاعلات بين الأفراد من ثقافات مختلفة. ومن النتائج الشائعة لهذه التفاعلات اقتراس الكلمات من لغة إلى أخرى. وتُعد اللغة الإنجليزية من أكثر اللغات تأثيراً في العالم الحديث نتيجةً للعولمة والتطور التكنولوجي. وبناءً على ذلك، تأثرت العديد من اللغات الأخرى، ومنها اللغة العربية، باللغة الإنجليزية. إذ يستخدم المتحدثون بالعربية العديد من الكلمات الإنجليزية في تواصلهم اليومي مع الآخرين.

تهدف الدراسة الحالية إلى استكشاف استخدام الكلمات الدخيلة من اللغة الإنجليزية في اللغة العربية، ولا سيما في اللهجة العراقية، مع التركيز على استخدامها في منصات التواصل الاجتماعي. ولذلك، تعتمد الدراسة الحالية على استبانة كمية ونوعية مكونة من ١٩ فقرة، صُممت لاستقصاء كيفية استخدام الكلمات الإنجليزية في وسائل التواصل الاجتماعي. وقد تمثلت عينة الدراسة في طلبة المرحلة الرابعة من متعلمي اللغة الإنجليزية كلغة أجنبية في قسم اللغة الإنجليزية/ كلية الآداب/ الجامعة المستنصرية/ العراق للعام الدراسي ٢٠٢٥-٢٠٢٦.

الكلمات المفتاحية

الكلمات الدخيلة، اللغة الانكليزية كلغة اجنبية، وسائل التواصل الاجتماعي.



1. Preliminary

In recent years, it has become gradually noticeable that many Arabic societies have developed a tendency to use English words, particularly among the younger generations of those societies. Platforms such as Instagram, WhatsApp, Facebook, and Twitter have created new forms of communication between individuals using English words and expressions. Many Arabic individuals, especially the younger generations, have developed a tendency to incorporate English words into their conversations with others daily.

1.1 Research Questions

The present study aims to answer the following questions:

1. What attitudes do Iraqi Arabic speakers have toward using English loanwords in social media communication?
2. What are the most common English loanwords used in Iraqi Arabic in the social media?

1.2 Objectives

Based on the research questions, the objectives of the study can be written as:

1. To investigate the attitudes of Iraqi Arabic speakers toward the use of English loanwords in social media communication.
2. To identify and examine the most commonly used English loanwords in Iraqi Arabic on social media platforms

1.3 Hypotheses

The current work puts forward the following hypotheses:



- 1- Younger generations tend to use these English loanwords more often than those of older generations. This preference for using English words among younger individuals is likely due to their exposure to technology, digital media, and the globalized society in which they live. Older generations of Arabs, in contrast, use fewer English loanwords and tend to have a preference for using traditional Arabic words instead.
- 2- There are several factors that contribute to the increasing prevalence of English loanwords in the Arabic language. One of most significant factors is the influence of social media and digital communication platforms, on which the English language is widely used as the international language. Additionally, factors like globalization and education, and international media broadcasts, and technological innovation also contribute to the spread of English loanwords into Arabic

1.4 Significance of the Study

By gaining an understanding of the phenomenon of borrowing within the Arabic language, it becomes possible to provide insights into the changes that occur in the language and the effect that globalization have upon the Arabic speaking populations of the region.

3. Theoretical Background

3.1 Loanwords and Borrowing Theory

Loanwords are words that come from one language to another language. Linguists call this process “borrowing.” The word borrowing does not mean real



borrowing because no one gives the word back to the donor language. It is only a method to describe how words move from one language to another. Speakers start to use these words in their own language even if the words first belong to another language (Haspelmath & Tadmor, 2009:35-37).

Borrowing usually happens when two language communities have contact with each other. Sometimes both languages influence each other, but most of the time the influence is not equal. People usually take more words from the language that has more power or prestige in culture, economy, or politics (ibid). For example, in the early centuries, many Latin words entered the language of Germanic tribes because of trade with the Romans. At the same time, only a small number of Germanic words entered Latin. Borrowing is a step-by-step through regular use of words as the speakers of the recipient language know some words from the donor language and use the original pronunciation as a preliminary step (Kemmer, 2019:14).

3.2 Types of Loanwords

Haugen (1950:210– 217) classifies loanwords into the following types:

A. **Direct Loanwords** Direct loanwords are words taken from another language without changes in form. Example: Laptop → الابتوب (English loanwords → Arabic). Here, the difference is in the use of Arabic orthography and the use of the definite article ال in Arabic. Also, there is difference in pronunciation where /p/ in English is pronounced /b/ due to the absence of the former sound in the receiving language.

B. **Loan blends** combine elements from the source language and the receiving language. One part of the word is borrowed, and another part is native. Example: Arabic suffix + لاتي = computer = English stem (كمبيوتراتي in



morphology, this form contains a borrowed stem and a native affix (Haugen, 1950, pp.210–217).

C. Loan shifts (Semantic Loans) Loan shifts occur when a native word acquires a new meaning due to influence from another language. The form of the word is native, but the meaning comes from the foreign language. Example: The word (mouse) initially means an animal but it also means a computer device (ماوس لا بتوب) because of English influence.

D. Calque or Loan translation happens when a word or expression is translated literally from native language into the receiving language.

Example: Skyscraper → ناطحة سحاب.

3.3.1 Linguistic Adaptation of Loanwords

As Zaki, Z. A., & Mohammed, F. J. (2026, 490–510) say that Loanwords usually do not enter a language without change. The words go through a process of adaptation so that they match the sound system, word structure, and meaning of the language. English loanwords in Arabic, including Iraqi Arabic, have changed in pronunciation, structure, and meaning. The reason for such changes is due to the Arabic linguistic rules and the social factors influencing the language, such as bilingualism and globalization.

3.3.2 Phonological Adaptation

Phonological adaptation is when the sounds of foreign words are changed, so they going to be better with the sounds of the borrowing language. English language has some sounds and combinations of consonants that don't exist in Arabic. As a result, Arabic speakers change these sounds by adding vowels, or simplifying tricky clusters. For example, the English /p/ sound isn't in Arabic



dialects, so it often becomes /b/. That's why "parking" is pronounced باركنگ /barking/

The English /v/ sound is also uncommon in Arabic. It's usually replaced with /f/, making "video" into فيديو /fīdyo/. Some people who are accustomed to English might keep the original /ف/ sound (Al-Athwary, 2017, pp. 392–396). For instance, the English sound /p/ is often replaced by /b/ in Arabic due to the absence of the former in the sound system. Therefore, the English brand name "pepsi" is pronounced "بيبيسي" (bebsi) in Arabic. Additionally, Arabic speakers often change consonant clusters to more easily pronounced sounds by adding vowels to the word.

3.3.3 Morphological and Syntactic Adaptations

Morphological adaptation is the process by which borrowed words from the English language to another enter the grammatical system of Arabic. There are many instances in which English nouns have taken Arabic plural endings. For instance, the plural of the word shirt takes the feminine plural suffix of -āt resulting in the word تشيرتات /tīširtāt/. The word comment takes the plural -āt resulting in the word كومنتات /komentāt/. All of these words have kept their English base words but have taken Arabic plural rules. Additionally, some of these borrowed words have also become verb in Iraqi Arabic. For instance, speakers use the noun يسوي دليت /yisawwi dālīt/ which means "he makes delete" using the Arabic verb means to do (yisawwi) and the English word delete. Thus, these examples show that English words have entered the grammatical system of Arabic but have maintained their original meaning (Holes, 2004, p, 50–75). Similarly, syntax is affected; for example, I checked the results اني جيكت النتائج. Here we have the verb check + past tense + bound morpheme of first person singular and the phonological adaptation in which /tʃ/ is changed into /dʒ/.



3.3.4 Semantic Changes

Sometimes borrowed words change in meaning. Their meanings can become narrower, broader, or different from the original word (Haspelmath & Tadmor, 2009). In Iraqi Arabic, some English words have acquired special meanings in the region. For example, the word لايك /lāyk/ means a “like” on social media platforms and does not mean “liking”. The word شارجر is mostly used as شاحن /šāḥin \or /šārijer/ شارجر in Iraqi Arabic but usually means a phone charger. The word كروب /krüb/ comes from English but refers to groups on social media application platforms, depending on the linguistic and situational contexts; for example, “Our group has an exam as posted in whatsapp group”, the first is a group of students at college and the second is a group on social media application platform, namely whatsapp.

3.4 Sociolinguistic Factors Influencing Borrowing

Borrowing is not only a linguistic process (How words are borrowed and adapted from one language into another), but it is also a social phenomenon (Why people borrow words and how borrowing spreads in society because of social influences). Sociolinguistics shows how social factors like age, gender, and education, and contact with global culture affect language use. In Arabic speaking communities, including Iraq, many social factors explain why people borrow English words and how these words spread among speakers (Zibin, A., & Al-Tkhayneh, K. M. 2019:155).

3.4.1 Age and Generation Differences

According to Zibin, A., & Al-Tkhayneh, K. M. (2019:155-157) young people use more loanwords than older people because they spend a lot of time on



their phones, social media, and the internet due to hearing English everyday It becomes a natural part of how they talk, and they often enjoy using these new words. As a result, they are more exposed to English through online communication and global media. Research shows that university students spend a lot of time on social media platforms, and this increases their exposure to English. Students between 18 and 25 years old use technology and internet daily.

Social media becomes an important space for communication. there are many sociolinguistic studies that explain that young generations are often the leaders of language change. They use new words to express identity and to connect with their friends (Ibid).

3.4.2 Urban vs. Rural Usage

Another effect of borrowing is the place of living People who live in urban areas tend to borrow words from other languages faster than those who live in rural areas of their country. This is due to the fact that urban areas have more globalization, more technology, and they have more interactions with people who speak different languages. Students who attend universities and live in urban areas have more exposure to the English language as they are exposed to English media and communication technologies (Salah, R. 2021, pp.105).

People who live in rural areas do also borrow words from other languages but at a much slower rate due to the limited access to education in the English language and digital technology. The borrowing of words from other languages starts in urban areas and then spreads to rural areas as the people in urban areas start to borrow words and use them in their communication (Ibid).



3.4.3 Gender Differences

Gender is another factor that affects language use, and sociolinguistic research shows that gender can influence the choice of words. Some studies explain that female speakers may pay more attention to prestigious language forms than male speakers (Ben Chaa, 2021:40). In the analyzed study, both male and female students use English loanwords. So, motivation may be different. English words sometimes show modernity, education, or higher social status (Ben Chaa, 2021, p. 23). Therefore, gender can influence how and why speakers borrow English words.

2.4.5 Influence of Social Media and Globalization

According to Ben Chaa (2021, pp. 23-45), the globalization of the world and the influence of social media have had a strong influence upon the concept of borrowing. The reason that English has become a global language is due to the impact of technology, teconomy, and the culture of the people of the world who speak the language. Furthermore, social media platforms like Facebook and Twitter force individuals to become exposed to the language of English.

Table (1) Examples from Spoken Iraqi Arabic

The word	English pronunciation	Iraqi Arabic
Video	/vidiəʊ/	فيديو/fīdyo/
parking	/'pɑ:kɪŋ/	باركنگ /bārkɪŋ/
flash(USB)	/flæʃ/	فلاش/falāš/
post	/pəʊst/	بوستات/bōstāt/
comment	/'kɒment/	كomentāt/
like	/laɪk/	لايكات/lāykāt/
Messaging Group	/'mesɪdʒɪŋ gru:p/	كروب /gru:b 'mesædʒ/



3. Previous Studies

Many studies discuss English loanwords that enter Arabic and how people use them. They look at why people use English loanwords, how loanwords change in Arabic, and the social reasons for using them. They also show that media, technology, and schools help people use English words more. This part presents research on English words in Arabic, which is similar to the topic of this study. Haugen (1950:210) explains how words move from one language to another and how they become part of the new language. Weinreich (1953:1) shows that bilingualism facilitates borrowing. He also explains that social factors like prestige and power play an important role in borrowing. Haspelmath and Tadmor (2009:35) show that borrowing occurs across many languages worldwide. These studies show that borrowing is not random. It is a systematic process, and it follows clear patterns.

Operational Definition of Loanwords

In this study, loanwords are English words used by Iraqi Arabic speakers in everyday communication. These words may change in pronunciation, form, or meaning to fit Iraqi Arabic.

3.1 Yusra M& Mohammad S. (2017)

Yusra M. and Mohammad S. (2017) studied how English loanwords are used in spoken Iraqi Arabic. When English loanwords enter Iraqi, the speakers change words and make them very suitable for their language. Also, the study analyses words like computers, internet, and mobile. The researchers note that many technical words from English are used in Iraqi Arabic. The words change to fit Iraqi Arabic grammar and sounds. Some sound changes also happen to match grammar changes. Finally, the study suggests that more research is needed on new English words coming to Arabic through technology and globalization.



3.2 Evgeniya and Hayder (2020)

The study examines English loanwords used by Arab youth and analyzes how these words are integrated into Arabic in online communication. The researchers did that to know how English loanwords are integrated into Arabic in online communication, and why do Arab youth use these words. A list of English loanwords collected from messaging apps such as Viber, WhatsApp, Instagram, and Facebook. The study concludes that Arabs tend to insert English loanwords in online communication and it identifies the most common and less common loanwords.

3.3 Ben chaa (2020)

This study shows how students use English words in their online communication and what factors influence this borrowing. It was also conducted for students of Tlemcen University to explore their linguistic background, including Textual analysis of Facebook posts, comments, and private chats to see how English words are used. The study found that; social enables lows people to switch between languages (Standard Arabic and English). Some student's proficient led in more than one language. And finally the use of English loanwords depends on the topic and context.



4. Method

4.1 Research Tools

The present study is quantitative and qualitative in nature. A questionnaire containing 19 items was adopted and divided into five parts.

1. Part One was designed to collect demographic information about the data, such as age and gender
2. Part Two contains 3 items which were designed in order to investigate attitudes and perception.
3. Part Three contains 6 items which also talk about Linguistic and Sociolinguistic Perspectives.
4. Part Four contains 10 items, which ask the participants to write phonological transcription for 10 English words

The questionnaire is carried out on 19/1/2026. The subjects are required to choose only one option from a variety of five options. The statistical analysis of the data is calculated using the SPSS 26 software program.



4.2 Part One: Subjects: Demographic Population

This research covers 60 fourth year EFL undergraduate students who are randomly selected from the population at the Department of English, College of Arts, Mustansiriyah University, for the 2025–2026 academic year.

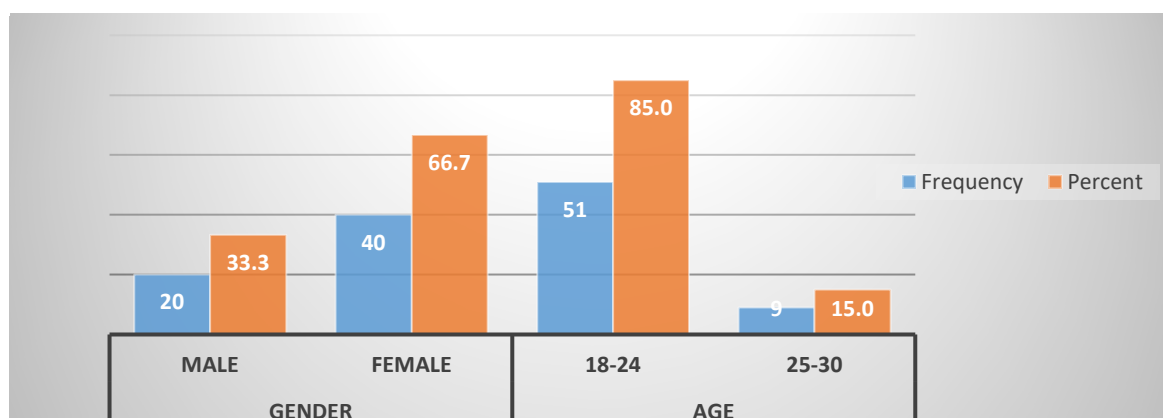


Figure (1) Demographic Information for participants

4.3 Pilot Study

A pilot study estimates the time required to answer the questionnaire items and identifies factors in specific items that are not clear when the test is applied. The main aim of a pilot study is to test and refine different parts of a research design before conducting a larger study. A pilot study helps to reduce risks, improve the quality of the study, and increase the chances of success for the main research project. The researcher applies the pilot study to 6 students chosen randomly from the sample on Sunday, 18/1/ 2026.

4.4 Administration of the Questionnaire

The main test takes place on Sunday, 19/1/ 2024. The researcher sends the questionnaire electronically to the students through their official e-mails. And the researcher informs them how to answer the questions carefully. To save time and effort, the researcher uses Google Forms to write the items of the questionnaire.



5. Data Analysis

5.1 Part Two: Attitudes and Perceptions

The results of part two (*How do you feel about using English words like فولو، بوست، لايك، موبايل in Iraqi Arabic?*) indicated that the highest percentage is (29.5%) goes to the second option (*they are acceptable in informal contexts but should be avoided in formal speech*) which means that students believe using English loanwords are acceptable in informal situations while in formal situational should be avoided, the language may become corrupted, as Latin grammar has been used in the English language. But later they refined. Here the same problems appear.

While the second highest percentage of (26.2%) goes to first option (*They enrich the language and make communication easier*) this shows a positive approach toward borrowing, and also the ability to use them without rejection. In contrast, the lowest average (18%) goes to the third option (*They weaken Iraqi Arabic and should be replaced by Arabic equivalents*). This reflects a protective attitude toward the Arabic language. Or maybe these people see English words as harming the language. May be they choose this because they want to preserve Arabic identity.

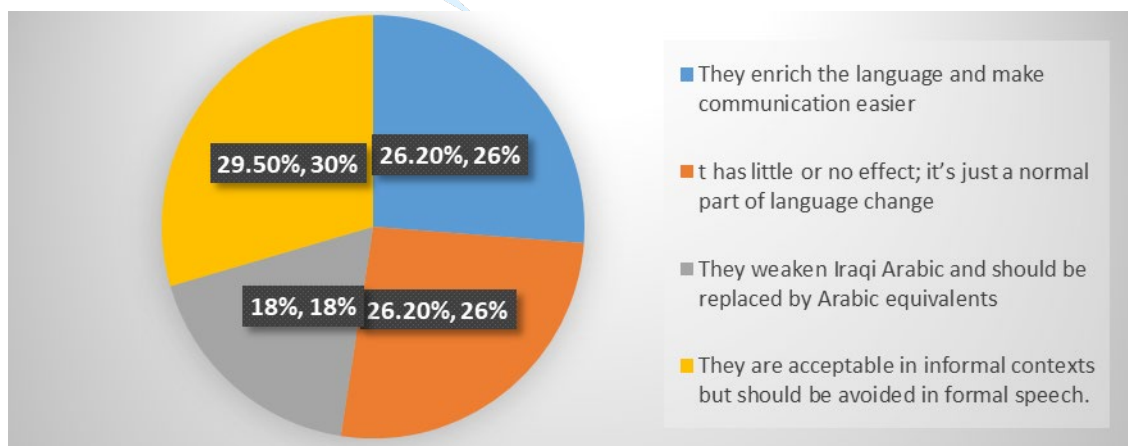


Figure (2) Part Two: Attitudes and Perceptions (first question)



While the analysis of the second question (*Which English words do you use most often in Iraqi Arabic?*) showed that the highest percentage goes to social media words (47.5%) (*Social media words: بوست، لايك، كومنت، ستوري، فولو*). This shows that social media plays a main role in increasing English loanwords in daily communication. Students use words such as (like, comment, share, and follow.... etc.) more frequently than other types of borrowed words. At same time it shows that people spend lot of times on social media, this helped them to again the loanwords.

The lowest percentage (3.3%) goes to (*Lifestyle / Leisure: جيم، بارتّي، كافيه، مول*) of lifestyle and leisure words such as gym, party, café, and mall suggests that borrowing in this domain is limited. This indicates that students rely less on English loanwords in lifestyle contexts compared to social media and technology, where exposure to English is more frequent. This might be because Arabic equals are widely available and commonly used in daily communication, which reduces the need to borrow English terms in this field.

According to these results, English loanwords mainly appear in modern areas such as social media and technology. This reflects the areas in which students have the greatest exposure to English in their daily lives. The frequent use of English loanwords in social media and technology shows that these words strongly influence communication between students and younger people. Even so, older people often do not understand these words or take them in the wrong way. Therefore, the use of long or complex English loanwords should reduce to confirm pure communication across all age groups.

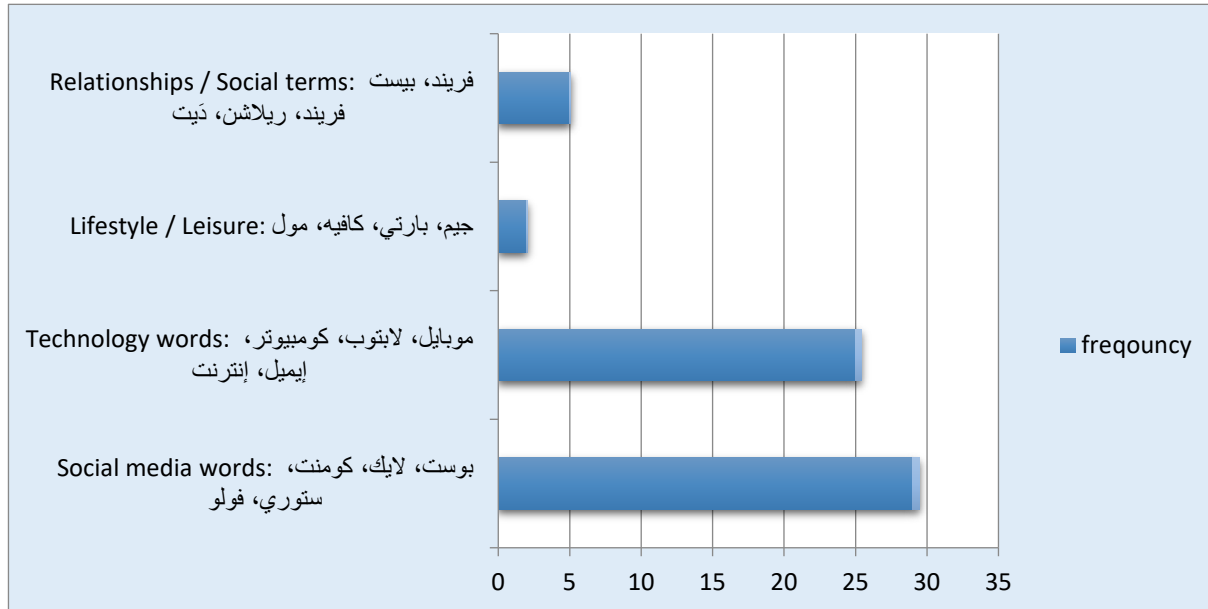


Figure (3) Part Two: Attitudes and Perceptions (second question)

While the results of the final question (*In which situations do you usually use English words rather than Arabic equivalents?*) of the second part indicated that the highest percentage (54.1%) appeared with (*with friends*) occurs when students communicate with friends, indicating that teenagers tend to use loanwords more frequently in these interactions with friends. This shows that teenagers use loanwords with their friends rather than other people; this could be because of their ability to improve their language. While the lowest average (9.8%) appeared (9.8%) for (*with family*), and (11.5%) for (*at work or school*), suggesting that loanwords appear less frequently in formal or family contexts. The reason behind that maybe they shy of their families' reaction or bullying...etc.

These results show that social and informal contexts drive the agreement of English loanwords in Iraqi Arabic. The use of English loanwords between friends in online platforms shows that daily contact and peer influence are the key factors



in borrowing. Then, lower use in family and formal settings suggests that cultural familiarity and communicative correctness also limit their acceptance.

For the qualitative analysis, you need to explain some words suggested by the subjects, taking into account, the types of the adaptations mentioned in the literature review

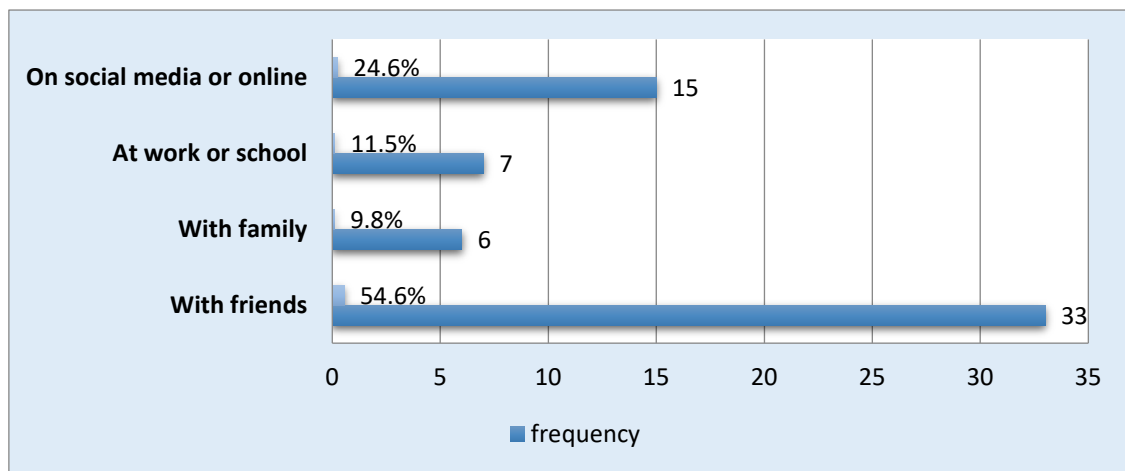


Figure (4) Part Two: Attitudes and Perceptions (third question)

5.2 Part Three: Linguistic and Sociolinguistic Perspectives

5.2.1 The First Question

The first question “*Have you noticed any changes in the pronunciation of English words when you use them in Iraqi Arabic? For example, كومبيوتر instead of “computer” or إيميل instead of “email”? Please give examples.*” aims to find out whether the pronunciation of English words changes when they are used in Iraqi Arabic or not. How it adapted to be so suitable for Arabic language.



“Yes. I’ve noticed that English words which are often used In Iraqi Arabic are pronounced differently from the original word. For example, when Iraqis say “آبل” referring to “apple” the company, they pronounce it with a /b/ rather than /p/.”
(Participant 37)

In this response, the study shows that people noticed there is changing of English words in Arabic. For example, the words that starts with \p\ letter changes into \b\ letter. This process is not spontaneous It happens because people find a lot of problems when they try to pronounce a word in English for example it’s difficult to pronounce\ P\ so they changed this word \b\. So this process called phonological substitution.

5.2.2 The Second Question

The second question *“Do you modify English words to fit Iraqi Arabic grammar or change their meaning? For example, using فايلات (plural of فايل) or بوسسات (plural of بوست). Please give examples.”* Aims to investigate if there are any words that are used from English in Iraqi society and also describe the changes that happen to these words

“Yes, I do that often. It’s not just me. Many actually do that. Like, لايكات instead of likes”. **(Participate37)**

This respond shows there are many words that change when they enter into Iraqi society. For example, instead of saying files, Iraqis say فايلات. Or instead of saying shootings, they say شوتات... etc. Iraqis try to change the plural of words to make it very easy for them when they are speaking. They try to find a suitable plural form for each word. This process is called morphological adaptation.



5.2.3 The Third Question

The third question *“How often do you mix English words in Iraqi Arabic sentences? For example: “أنا رايج على الجيم بعد ما أرسل إيميل” Why do you do this?”* talks about code-switching, where people when they want to speak in Arabic try to use English loanwords and with Arabic in the same sentences such as gym party... etc.

“Yes, Iraqis often mix English words into Iraqi Arabic sentences. Example: “أنا رايج على الجيم بعد ما أرسل إيميل” We do this for several reasons; Some English words are shorter and easier to say بريد إلكتروني (email) instead of إيميل (email) or نادي رياضي (gym) instead of جيم (gym) Technology and work use English terms such as Many apps, jobs, and devices use English, so the words become natural in daily speech. People hear English words all the time on social media, phones, and at work. Informal and modern style Mixing English sounds casual and modern, especially among young people.”
(Participate 47)

In the example "أنا رايج على الجيم", the English word gym is borrowed into Iraqi Arabic as جيم. The Arabic definite article الـ is attached to the borrowed word, producing الجيم ("the gym"). This shows that the borrowed English word adapts to Arabic grammar. The word remains English in origin, but it follows Arabic linguistic rules. The addition of الـ marks the noun as definite, just as in Arabic words such as المدرسة and البيت.

There are many reasons for mixing English words and Arabic sentences. The first reason that they may have a good language, or they are trying to show off their language to the audience, for example instead of saying "نادي رياضي", they say Gym. Some words come from technology such or social media, like email or password. Especially when teenagers spend a lot of time playing or



browsing on social media so, using English Loanwords make their speech look like modern or casual.

5.2.4 The Fourth Question

The fourth question “*Do you think your age or your friends’ age affects the English words you use? For example, younger speakers may say تيك توك ، ستوري، نيك توك more than older speakers. How?*” aims find out if the age of People effects on English words

“Yes, age strongly affects how many English words people use in Iraqi Arabic. Younger speakers use more English words because they are more active on social media and technology. They often say words like لايك، ستوري، فولو، تيك توك because these platforms use English terms. Older speakers usually use fewer English words. They prefer Arabic equivalents or older expressions and may avoid social-media vocabulary. Friends’ age also matters. When people talk with friends of the same age, they tend to copy each other’s language. So young people use more English together, while older groups use less.” (Participate 47)

The respond shows that age has an effect on the use of English. Teenagers use English more than older people. The teenagers sometimes use it as prestige, especially because of social media. Younger people prefer to use it when they talk with their friends and people of the same age; they follow trends and use many English words in their conversations they also use a lot of terms that are common in our society.

5.2.5 The Fifth Question



In this question *“How does your education level or exposure to English (school, social media, TV) influence your use of English loanwords? For example, ”*لابتوب، إنترنت، أبلكيشن*”* aims to figure out the educational level of users who use loanwords in social media.

*“Education and exposure to English greatly influence how many English loanwords people use in Iraqi Arabic. School / formal education. People who study English in school are more confident using English words. They might say ”*حاسوب*” instead of Arabic alternatives like ”*لابتوب، إنترنت، أبلكيشن*”*. Social media and TV regular exposure to platforms like TikTok, Instagram, or YouTube introduces English words like ”*ستوري، فولو، لايك* become natural because the platforms use English Work and technology Jobs or hobbies that involve technology often require English terms. Even people with little formal English education may use English words like ”*أب مسج، بوست، أب*”*.(Participate 47)*

People who study English or who watch English films and social media channels use many English loanwords. For example, they use words like *لابتوب،* *أبلكيشن*, or *إنترنت*. These words come from their education or from the applications and work that they do. Even for people who do not study English as much, they still use English words that they hear every day in their environment.

5.2.6 The Sixth Question

The sixth question *“Does your job, workplace, or social environment affect the type of English words you use? For example, ”*بارتي vs *ات كومبيوتر، إيميل**”* asked about whether using loanwords can be affected by social environment, workplace, or job.



“Yes. My environment changes the words I use. At work, I say *فايل* (فایل)، *ايميل* (إيميل)، *كمبيوتر* (كمبيوتر) while with friends I say *ستوري* (ستوري)، *كافيه* (كافيه)، *بارتي* (بارتي).” (Participate 52)

This respond indicate that most of speakers use different words in different situations. For instance, at work, speakers use words like *ايميل* (إيميل) or *كمبيوتر* (كمبيوتر). Also with their friends they use words like *كافيه* (كافيه) or *بارتي* (بارتي). People are exposed to different words from their environment, so they use different words in many places to suit the environment that they are in.

5.3 Part Four:

The last part “What do you say in Iraqi Arabic to refer to the following verbs and nouns?” (أكتب الاجابة باللهجة العراقية) “aims to present these words which are borrowed from English and adapted into Iraqi society to fit its phonological and morphological system

Table (2) Participants Responses

The word	English pronunciation	Participants Responses
Memes	/mi:mz/	ميمز/mi:.miz/
Trending	/'trendɪŋ/	/'trendɪ/
Influencer	/'ɪn.flu.ən.sər/	اقلونسر/'ɪn.flu.en.sər/
Story Highlight	/'stɔ:.ri 'haɪ.laɪt/	هايلاط/hi lat/
Screenshot	/'skri:n.ʃɒt/	سكرين/skri:n/
Tagging Someone	/tæg.ɪŋ 'sʌm.wʌn/	تاك/tag/
BookMarker	/'bʊk.mɑ:kər/	ماركر\ma:r.kər\ Meaning whiteboard marker
Hashtag	/hæf.tæg	هاشتاك/hæf.tæg
Subscribe	/səb'skraɪb/	سبكر ايبير/səbskraɪb/
Reel	/ri:l/	ريل/ri:l/



Reels	/ri:ls/	ريلزات /ri:lza:t/ Here, we have double pluralization, the plural of English and the plural of Arabic
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Conclusions

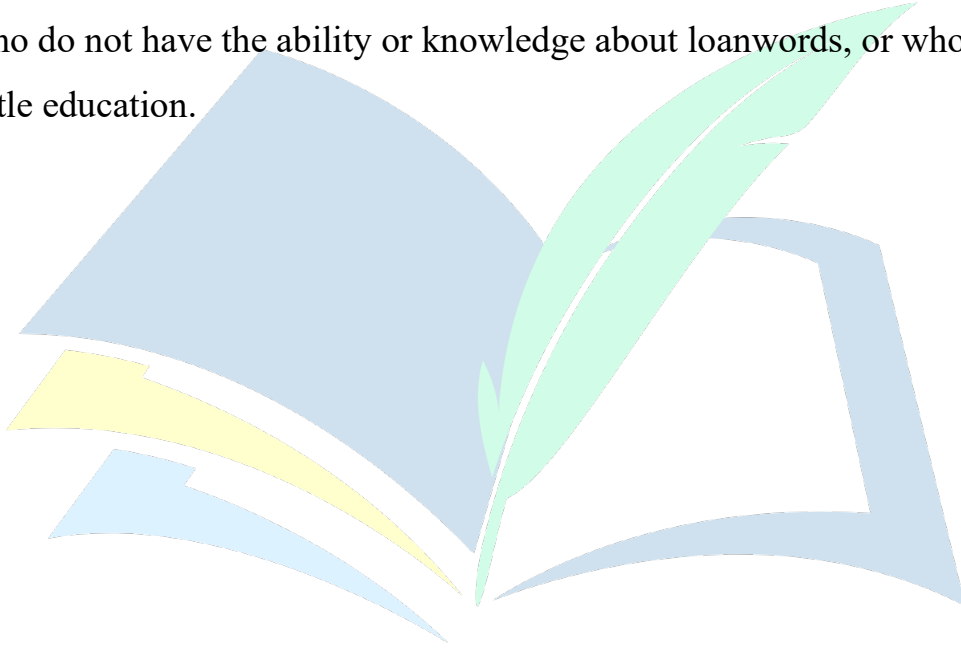
The present study concluded that:

1. Iraqi speakers have different attitudes toward using English loanwords. Young people like using English words in different situations because they think they are modern and popular, and sometimes they use them to show off. They use these words a lot on social media with their friends. So as a result, the study shows that older people do not like this and prefer to use Arabic more. Some English words may cause misunderstanding for them. Even when they communicate with the younger generation, they usually do not use these words.
2. The most English words that used it in Iraqi culture and in social media are a lot, for example, like. Comment, Tag, Hashtag, live, Computer, Video and Laptop...etc. These words use in technology but, there is a lot of words also use it in many parts of life in Iraq. The purpose of using it to make the communication is easy between people. The most age group is the adults because of their interested in movies and songs and young people are gradually adapting to it.



Recommendations

1. The English loanwords must be used in specific situations, not everywhere.
2. Loanwords must be avoided in formal language, because it can make Arabic so weak, like what happened in English when many Latin words corrupted it.
3. English Loanwords may be used, if there is no suitable Arabic word or the term that used is so complex.
4. Avoid using borrowed words with all generations. For example, people who do not have the ability or knowledge about loanwords, or who have little education.





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