بسم الله الرحمن الرحيم

"وقل رب زدني علما"
(سورة طه: الآيه ١١٤)

By the name of **Allah, the beneficient and merciful**

" O my Lord ! Advance me in knowledge "
(Qur'an 20: 114)

VARIATION IN THE EDUCATED SPOKEN ARABIC OF IRAQ: A SOCIOLINGUISTIC STUDY

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To the people I love most

my wife, children, parents, and sister

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Abstract

In this sociolinguistic study an attempt is made to relate different levels of use of variant features of **Educated Spoken Arabic** (ESA) of Iraq to speakers' attitudes, and to link these variables with sex and regional differences in a group of informants. The informants are a number of educated Iraqis who are available in the U.K.

In the study of language attitude the methods used involved a questionnaire on attitudes and an analysis of subjects' reaction to samples of ESA containing the variant features to be studied which used semantic differential technique. Factor analysis was adopted as a data analysis device.

In the attitude study a presentation of the attitudes of the informants towards different regional speech styles, of Iraq, was provided. The study showed significant differences between the attitudes of the male and the female informants as well as among the informants who belong to the three regions of Iraq.

The second part of the study investigated the distribution of chosen phonological variables. The effect of the sex and the region of the speakers on their choice of standard / stigmatized (colloquial) variants was studied.

The methodology adopted in this part involved recordings of unprepared and unscripted speech by the informants discussing various informal topics. The data analysis involved the use of a text analysis package, Oxford Concordance Program (OCP).

The study established that the male speakers chose more standard and less stigmatized variants than the female speakers. This result contrasted with the findings of some studies which have been conducted in the western world but agreed with other studies conducted in similar Arab speech communities. The study also revealed some differences among speakers from different regions in the choice of the variants.

List of defined consonants

The system of transliteration adopted in this study is similar to the one usually used for describing Arabic. The following symbols have been used in the the transcription of some Arabic consonants.

/θ/	voiceless interdental fricative
/**x**/	voiceless uvular fricative
/**q**/	voiced uvular plosive
/**H**/	voiceless pharyngeal fricative
/**š**/	voiceless palato-alveolar fricative
/**č**/	voiceless palato-alveolar affricate
/**T**/	voiceless alveolar plosive, pharyngealized
/**S**/	voiceless alveolar fricative, pharyngealized
/ɣ/	voiced uvular fricative
/**9**/	voiced pharyngeal continuant

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SCOPE OF THE STUDY

1.1 Introduction

This study was an attempt to describe some aspects of the linguistic variation in the Educated Spoken Arabic, referred to as ESA, of Iraq from a sociolinguistic point of view [1] . It has focused on the study of the effect of two social factors / variables, namely the sex and the region of the speaker and involved studying language attitude and the distribution of some phonological variables in what has been termed as the /gelet/ dialects in Iraq (see Ingham 1976).

The area in which these dialects are used covers the southern, central, and most of the northern regions of Iraq. It is only in some parts of the northern region, especially in the towns of Mosul and Tikrit, where /q/ is used instead of /g/ as a [q] variable, as in words like /qelet/ "I said", instead of /gelet/, [2].

The study of language attitude investigated the attitudes

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1 For a definition of ESA see El-Hassan (1978) and Mitchell (1986)

2 See Al-Ani (1978b) for some notes regarding the distribution of [q] in Iraq.

of the educated Iraqis towards some chosen parameters in respect of variables like region, sex, and style. Semantic differential scales and an adaptation of matched-guise techniques were used in the data collection. It was hoped that the attitudes study would shed some light upon the attitudes of the educated Iraqis, both male and female and who belong to different regions, towards different regional dialects, or speech styles. Special emphasis was laid upon the study of the effect of the social factors of the sex and the region of the speakers / respondents upon the language attitude.

The second part of the study involved the examination of some aspects of phonological variation in ESA in Iraq. The study has focused on the investigation of the effect of the sex and the region of the speaker, as social factors, on the choice of the standard / stigmatized variants.

The differences between the male and the female speakers as well as among the northern, central, and southern regions' speakers of in terms of the choice and distribution of some phonological variables, chosen for this purpose, were investigated.

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1.2 Objectives of the study

As the Iraq-Iran war was still dragging on during the time of doing the fieldwork, plans to conduct fieldwork in Iraq were cancelled. A number of educated Iraqis who were available in the United Kingdom were chosen as the research informants. The findings of the study, therefore, should be seen in this respect.

The study aims to provide some insight into the linguistic situation in Iraq. The speech of the educated Iraqis, ESA of Iraq, is the speech variety we are interested in. By conducting this research we aimed to test the validity of some of the theories and ideas regarding language use as well as the attitudes towards language, in general. In other words our purpose was to see to what extent such theories and ideas would fit, or not, the case of ESA of Iraq. Most of these theories have been formed depending on research conducted in the western speech communities, such as in the U.K., U.S.A. and Canada.

The study of language attitude studied the attitudes of different respondents, who were males and females and belong to different regions of Iraq, towards different regional speech styles. The speech styles involve the speech of the northern, central, and the southern region of the country. Furthermore

the speech samples from each region involved two samples, one of a male and the other of a female speaker. The effect of the sex and region of the speakers and the respondents is examined.

The study aimed to test to what extent the male and the female respondents vary in their attitudes towards the different regional speech styles. By the same token the effect of the sex of the speaker is investigated. In other words whether the respondents' rating towards the male will vary from their rating towards the female speakers.

As there are differences among the three regions of Iraq in the economical, social, and cultural development, in studying the effect of the region of the respondents / speakers on language attitude our aim was to see whether the speakers from the three regions of Iraq would vary in their attitude rating.

Since Ferguson's 1959 paper on Diglossia, a number of scholars have attempted to apply his general model in various parts of the Arabic speaking world. While the present study does not accept most of the argument presented by Ferguson it aims to gives information about a major area of the Arabic speaking world which confirms in general that the distinction presented by Ferguson, as it stands, does not fit the situation

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in the Arabic speaking world of today, (see chapter II for a discussion of the concept of diglossia).

As ESA is a speech style which involves features from both the formal and the informal styles, the attitudes study also investigated whether the regional speech styles spoken by the educated speakers were regarded as suitable for fulfilling only the informal speech functions or, whether on the other hand they can also be used in formal situations instead of the more prestigious speech variety, Classical / Modern Standard Arabic.

The second part of the study examined the distribution and frequency use of some phonological variables in ESA of Iraq. The effect of the sex and the region of the speaker on the choice of the standard / stigmatized variants has been the main objective of the investigation in this part of the study.

The study aimed to test the validity of the findings of some studies regarding the differences between the male and the female speakers. Studies which were carried out on the western communities, such as the Milroys' study of the Belfast community, see Milroy (1980), has found out that women were more conservative in the use of standard variables than men. But the findings of studies conducted on Arabic speaking communities, such as El-Hassan (1978), did not agree with that

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of the former group of studies. This is in the sense that such studies, the ones carried out in the Arabic speaking communities, have found out that it was the male, not the female, speakers who use more standard features than the female speakers. Our aim was to see which of the two contradicting findings fit the case of ESA of Iraq.

In the study of the effect of the region of the speaker we aimed to present the differences among the speakers of the different regions in the choice of standard / non-standard variants. Furthermore we aimed to establish that there were some phonological variants which could be considered as a distinguishing feature of the speech style of certain regions. Some variants can be considered as being exclusively used by the speakers of that region. This is to say that it is only the speakers of that specific region who choose those variants. On the other hand there are variants which are used more frequently by the speakers of a certain region than the other regions' speaker, and so on.

1.3 Thesis organization

The thesis falls into seven chapters. Chapter II reviews the relevant literature. Sociolinguistics, the study of language and society, is discussed as a type of linguistic

study which has its own concepts, objectives, and methodology. It is distinguished from other types of studies which are interested in language and society.

Chapter II also provides a review of the concepts of language attitude and phonological variation. Examples of studies which have been carried out in those two fields are also discussed. In addition the chapter discusses the different approaches which handle language variation. The differences among them in respect of methodology and analysis are also explained. Chapter two should form a background to the concepts and works which are related to our own.

Chapter III provides a brief overview of the linguistic situation in Iraq. Information about the country, its people and languages is provided. The classification of the country's regions into three, northern, central, and southern is established. This classification is useful for our discussion of the results of the study. This chapter with chapter two should form a background to our study of linguistic variation in ESA of Iraq.

The methodology adopted in the data elicitation is discussed in chapter IV. As our study involved the investigation of two areas, language attitude and phonological variation, our discussion of the methodology implemented involved the

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data collection techniques in the study of both research topics.

Chapter V discusses the results of our study of language attitudes in Iraq. The effects of the sex and the region of the respondents as well as the speakers in language attitude are investigated. A study of the extent to which the different respondents can correctly recognize different regional speech styles as well as the suitability of these different speech styles for different social settings is also provided in this chapter.

A study of the distribution and usage frequency of some phonological variables is presented in chapter VI. The effects of the sex and the region of the speaker upon the choice of the standard / non-standard variants are discussed. The chapter involves discussing the result of this study with the use of two significance statistical tests as tools for supporting our discussion.

The final chapter, chapter VII, is devoted to the discussion of some suggestions for future research.

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REVIEW OF RELEVANT LITERATURE

2.1 Introduction

In this chapter we are going to review the relevant literature in the areas of sociolinguistics, variation in Arabic, and social psychology. Special attention is given to the fields of language attitude and phonological variation.

The relationship between social psychology and sociolinguistics, especially how sociolinguistics can benefit from the theory and techniques (methodology) of social psychology will be discussed. The discussion will focus on the fact that social psychology is interested not in <u>what</u> is said but rather <u>how</u> it is said and what effect this might have on the hearer.

There will be a general review of the developing field of social psychology in terms of its scope, aims, and techniques. There will also be a reference to how this can be of importance to the development of sociolinguistics. Then the topic of language attitude (an important area where the two fields merge) will be discussed, showing how attitudes towards language variation are important, methods of data elicitation, and data analysis. Then some examples of attitude(s) studies

with language data will be discussed. This should be a background to the study of language attitude in Iraq which is presented in chapter five.

2.2 Language and Society

The role Which language plays in society can be regarded as important and vital. The study of language and society is an interesting topic since the two affect and are affected by each other. There is a remarkable influence by language upon our life. We use language in most of our everyday activities. We communicate (mainly) by using language as a tool. Through language we can express ourselves; our thoughts, satisfaction, dissatisfaction, anger, delight, etc. In addition it is mainly through language that we understand what others try to inform us as well as we can know something about them. For example, we may guess where does the speaker come from, may be something about his/her personality, education, and so on.

There is a long tradition in the study of language and society. Many scholars, with different objectives, have studied (and many others are studying) this interesting field of study. Yet it was only in the late 60s that sociolinguistics, the study of language in its social context, emerged as a

distinctive discipline with its own concepts and methodology.

To understand the nature of the field of the study of language and society it is useful to look at the nature of the research in which this relationship is investigated. This research is characterized by differences of objectives, which make it hard to treat sociolinguistics as a methodologically unified discipline.

Studies seem to fall into three groups; those whose objectives are sociological, partly sociological and partly linguistic, and the third group are those where their objectives are purely linguistic [3]

A/ The objectives are sociological: This type of study can be illustrated by some aspects of ethnomethodology , studying people's practical reasoning and common sense knowledge of their society and the way it works. Despite the fact that the work in ethnomethodology is not linguistic, it is possible to find links between ethnomethodology and speech acts and pragmatics. Hymes (1974:81) pointed out that ethnomethodologists might well benefit from a little more linguistic experience in the analysis of their data. This means using linguistic data to get at the social knowledge that lies

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3 This discussion is based on an argument presented by Trudgill (1978).

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behind it. It is obvious here that the focus and the objectives are not linguistic but sociological.

B/ The objectives are partly sociological and partly linguistic: Here comes a number of fields of study. None of which is distinct from the others.

(a) Discourse Analysis: This is a field of study which is closely related to some aspects of ethnomethodology. It focuses on the grammatical analysis of units larger than sentences. The analysis of discourse under the heading "language and society" presupposes some kind of social interaction,i.e. conversational discourse.

The data examined in studies of conversational discourse are often of the same type as those investigated by ethnomethodologists who work with linguistic data. It is therefore not always possible to draw a dividing line between the two. There are many studies which are concerned not with the social meaning which lies behind the conversation but with the organization of conversation, such as rules for conversational interaction.

Discourse analysis is an interesting area of research. Much work has been done in this field. Sacks et al (1974), for example, studied turn-taking in conversation and pointed out that conversation can be regarded as a kind of speech

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exchange system which is organized in such a way as to ensure that at a given time only one speaker speaks.

Other studies look more specifically at the structure of discourse and pointed out that stretches of discourse are no more unstructured sequences of utterances than sentences are unstructured sequences of words (see Goffman 1976). Another example of this type of studies is the study of cohesion in discourse; studying the problem of how to distinguish between meaningful and coherent conversations and those which are not. This is referred to as "rules of discourse", (see ibid).

(b) The sociology of language: This is another field in which the objectives are partly sociological and partly linguistic. The sociology of language is associated with the work of J. Fishman. He pointed out that (quoted in Trudgill 1978):

> "the sociology of language focuses upon the entire gamut of topics related to the social organization of language behaviour, including not only language usage per se but also language attitude and overt behaviours towards language users."

It is obvious from the above statement that the term is a general one and can refer to areas like discourse analysis and language attitude. Most scholars associate the sociology of language with topics like bilingualism, diglossia, language maintenance & shift, and code-switching.

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(c) Ethnography of speaking: This field studies how language is used in different cultures. It investigates the functions of style, dialects, and languages, and looks at the way in which verbal acts and speech acts are interpreted and carried through in particular societies. In this respect the ethnography of speaking involves, beside linguistics, elements of sociology, social anthropology, education, and folklore. It studies routines like story telling and the studies of Black American speech acts like "sounding". Labov's "rules of ritual insults" (see Labov 1972) is an example of such type of studies.

(d) The social psychology of language: This refers to the studies of the use of language in social interaction from a psychological point of view. The work of H. Giles is an example of this type of work. He studied, for example, attitudes towards different varieties of British English through the use of matched-guise techniques (see Ryan & Giles 1982). In these experiments he found that the RP speakers are rated as being more competent and intelligent than non RP speakers, and that arguments couched in RP are less persuasive for many listeners than the same arguments in their local accents. Chapter four of this thesis will discuss language attitude in Iraq.

C/ The objectives are purely linguistic: In this category we

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see studies which are linguistic in intent. This type of study is based on empirical work on language as it is spoken in its social context. They are intended to answer questions and deal with topics of particular interest to the linguist.

Much of the work in this category falls in the framework established by Labov. It involves work which Labov sometimes referred to as "secular linguistics" (see Labov 1966 and 1972). His objective has not been to learn more about a particular society. Also he didn't aim to examine correlations between linguistic and social phenomena for their own sake, but he was interested in learning about language, and to investigate topics like the mechanisms of linguistic change, the nature of linguistic variability, and the structure of linguistic systems (ibid).

The work in this category, therefore, is intended to improve linguistic theory and to develop our understanding of the nature of language . In recent years it has led to the development of "variation theory" (see for example Bailey 1973, Bailey and Shuy 1973, and Fasold and Shuy 1975).

2.2.1 sociolinguistics

After discussing the study of language and society it is more probable that sociolinguistics belongs to the third

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category, of which the objectives are linguistic. In order to throw some light on the subject some distinctions may be useful.

2.2.1.1 The strong and the weak claims of sociolinguis-tics

(a) The weak claim: Those who make this claim see in sociolinguistics an auxiliary study which is dependent on and subordinate to the study of grammar, i.e. syntax, semantics, and phonology. Some linguists ,Fromkin for example, accept the limitation proposed by Chomsky (1965) that some linguists should be concerned with the creation of models of performance. That the describer must accept the dichotomy between competence and performance and subscribe to the view that the "linguistic theory" is concerned primarily with "an ideal speaker-listener "(ibid), (see 1.3. below).

As a result the describer's work will provide feedback for the grammarian which will lead to the creation of more powerful models of competence.

(b) The strong claim: Following the work of philosophers like Austin and Searle on speech acts, some sociolinguists (and

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also Halliday) deny the necessity of dichotomy between competence and performance. They argue that language use entails knowledge of the language of which only a part of the competence of the ideal speaker-listener is involved. The proper goal for the linguists, therefore, is to specify the speaker-listener communicative competence. This means not only knowledge of what is grammatically correct but what is socially appropriate and acceptable (see Bell 1976)

2.2.1.2 micro / macro socio-linguistics

It is obvious that sociolinguistics studies the mutual relationship between language and society. Individuals are seen as members of social groups in which they (members) do their activities, one of which is using language. In this respect the study of language and society, sociolinguistics, can be of two types; micro and macro sociolinguistics. In micro- sociolinguistics the focus is on language use by individuals and small groups, while in macro- sociolinguistics larger groups and communities language use is investigated.

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2.3 The study of linguistic variation

The notion of variation has been attracting much attention for a long time. Since the early 60s much work has been done involving studying languages and dialects. Variation is associated with "performance". This causes a little problem especially when we know that there are those who consider "competence" as the major concern of linguistics.

Chomsky argues that linguistics must be primarily concerned with the learnability of languages, the features in which languages are similar, and the rules speakers follow in interpreting and forming sentences, and gives less attention to matters like how individuals speakers use specific utterances in a variety of ways when they find themselves in different situations. In this respect, to Chomsky, studying competence is more important than studying performance.

> "Linguistic theory is primarily concerned with an ideal speaker-listener, in a completely homogeneous speech-community, who knows its language perfectly and is unaffected by such ungrammatically irrelevant conditions as memory limitations, distortions, shifts of attention and interests, and errors (random or characteristic) in applying his knowledge of the language in actual performance" (Chomsky 1965:3)

This view represents "a swing of the pendulum to the opposite extreme of idealism" (Bailey 1973:7). This is "idealism" simply

because the language we use in everyday situations varies and there are no two speakers speaking, using the language, in similar or identical ways. This forms one of the difficulties facing linguists trying to write a grammar. Variation does exist in everyday speech. The earlier explanation of variation fell into two categories; that it is the result of dialect mixture, and that it is the result of free variation (see Downes 1984:73). This study will discuss variation in terms of language attitude and phonology.

2.4 Language and social psychology

Allport defines social psychology as "an attempt to understand how the thoughts, feelings and behaviours of individuals are influenced by the actual, imagined, or implied presence of others" (Allport 1968:3). Giles follows a similar approach. He defines the subject as "the study of individual's behaviour in his or her social context" (Giles 1979:2). While these definitions look at the subject from a wide angle, others, like (Brown 1965 & 1986, and Insko & Schopler 1972), associate social psychology more specifically with topics such as attitude change, prejudice, and attraction.

Much of the behaviour of individuals is associated with

language; whether it is decoding or encoding. Language is the main tool of communication. Therefore, it is associated with the social as well as the psychological aspects of life. Hence the importance of attempting to study linguistics and social psychology. Yet language has not gained (until lately) sufficient attention, in the sense that it is the main interest of social psychologists. There were some exceptions, for example Brown (1965 & 1986), Ervin-Tripp (1969), El- Dash/ Tucker (1975), and Fraser (1973). Much of the work in social psychology and language is inspired by W. Lambert (see for example Lambert 1967 & 1979).

As mentioned above social psychology can offer socio-linguistics contributions in terms of both theory and methodology. This does not *im*ply that sociolinguistics lacks solid theory or adequate methodology. On the contrary sociolinguistics has its own distinguished theories and methodology. But it is explained here that some of the social psychology ideas and methodological considerations can be of use to sociolinguistics. (see Giles 1979).

A/ Theory: Speech cues are arguable indicators of the speaker's personality, educational level, social class, etc. Data about speakers' characteristics, e.g. group membership

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and educational background can be of use in making generalizations about groups of speakers ,in general, as a speech community (see Scherer & Giles 1979).

The linguistic behaviour of the speaker is affected by factors such as his educational background, socio-economical background , psycho-physiological state; (nervous, anxious, relaxed), intentions; (informing, provoking, seducing), the topic of conversation, the addressee etc. In this respect such information can be of some interest to the sociolinguist. He can, for example, associate between these variables and the linguistic variables like style, the use of certain vocabularies, language shift, etc. He can also study the attitudes towards certain speech styles(see chapter V for a study of language attitude in Iraq).

Depending on his own evaluation of the situation in which he is placed, the identity of the addressee, and the topic of conversation, and in order to secure his own social approval the speaker may either switch or move towards the other's style or maintain his own, especially if his identity is being threatened (the accommodation theory, see Giles & Smith 1979).

There are two types of interrelated concerns which affect such choice, the first is referred to as the cognitive concerns, which roughly means the individuals' knowing of the situation's

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psychological constraint might impose some sort of burden which affects his linguistic behaviour. In this respect such concern might make the speaker want to discover more about others through the use of self-disclosure, questions, or monitoring his own speech; changing his own normal style (see Berger 1979 and Scherer & Giles 1979). The second type of concerns is the effective concerns, the speaker's feeling in the situation where he is. Again factors like the addressee's personality, socio- economical status, etc. the topic of conversation, the speaker's educational background will have some effect upon the speaker as far as his feeling is concerned, whether he will feel secure, insecure, dominant, etc. In other words depending on the structure of the situation the speaker can either maintain language loyalty by emphasizing his own language variety, when he feels secure enough, or in order to secure his social approval he might switch to others' speech style (see for example Giles & Smith 1979 and Ryan & Giles 1982).

B/ Methodology: Sociolinguistics can also benefit methodologically from social psychology, especially in controlling and manipulating many social variables. Through the strength of an experimental bias, social psychology attempts

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to measure the psychological status of the speaker/hearer, especially in terms of personality, attribution, and interpretation of the current situation. Another methodological contribution is in the classification of speakers. Speakers may be classified according to speech communities, to determine their social characteristics, rather than starting with a large-scale dimension, like social class, and reflecting their average use of certain linguistic features (see for example Fasold & Shuy,1975).

In general, sociolinguistics and social psychology can benefit from a closer relationship. Research in social psychology may very well have linguistic dimensions and objectives. The measurements of social psychological states (for example desire of approval, aspiration levels, and attitudes) may be variables in the formation of linguistic groups.

2.4.1 Attitudes towards language variation

Language attitude is an important and interesting area of research, especially in the field of sociolinguistics. Most of the work in this area focuses on the people's reactions to certain variables (e.g. language variety). The individuals, called judges, are asked to rate performances in the language

varieties according to a multi-point scale (e.g. friendly, smooth, educated, etc.). Then the data in these scales are processed.

Two sociocultural factors (among others) which affect language attitude are standardization and vitality (Ryan, Giles, and Sebastian 1982).

Fishman believes that a language variety can be seen as standard if a set of norms defining "correct" usage has been codified and accepted within a speech community (Fishman 1971 and 1972). These norms are found in media, textbooks, dictionaries, etc. They (norms) are generally associated with formal written usage (for example Classical Arabic, CA). Standard variants are usually used much more in written communication than in oral communication. Furthermore, the standard variety is considered more prestigious than other varieties. Although all language varieties have historical roots in the speech community, an important aspect of standardization depends on the recognition past generations have given to the language variety.

The other factor which determines the type of attitude a language variety is given is to what extent this variety is vital in the speech community. The more important functions the variety serves for the larger number of individuals the

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greater its vitality. The vitality of a language variety may rise or fall according to the importance and the range of the symbolic functions it serves (ibid).

Vitality and standardization do not always work side by side. While in some cases the vitality of a variety increases with its standardization, we see in other cases the opposite is the case. The figure below (from Ryan, Giles, and Sebastian 1982:6) shows the different effects of these two factors

	Standard
French in Asia	English as a world language
French in Africa	RP in Britain
Classical languages	Flemish in Belgium
Most immigrants	French in Canada
languages in most countries	Guarani in Paraguay
	Catalan in Spain
Irish	Spanish in the US
	Welsh
(Decreasing Vitality)	(Increasing Vitality)
Most regional dialects in most countries	Black English in the U.S.
Language mixtures	
Lower class urban dialects (Non-standard)	

There are two approaches to the study of attitudes (see Fasold 1984: ch.6). The first is the <u>mentalist</u> approach. Most

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of the work in this approach considers attitudes as a matter of readiness. A person's attitude prepares him to react to a given stimuli in a specific situation in one way rather than in another (see Williams 1973). The second approach is a simpler one. In this approach attitudes are found in people's responses to social situations. Unlike the first approach, the second does not require self-reports or inferences. What it requires is observation and analysis of behaviour [4].

Collecting data in the language attitude study is a major task which requires an adequate technique. There are several techniques for eliciting data in the direct, and the indirect approaches.

1.The documentary approach : This approach doesn't involve requests to individuals for their reactions. Data is collected from records, media, literature, and observation. In Fishman's study entitled Language loyalty in the United States [5], trends in the maintenance and shift in ethnic languages were examined through the use of laws regarding language use and their speakers. Some data were collected from press literature, which provide a basis for describing the standard variety as

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4 see Agheysi and Fishman (1970) for an account of the methodological approaches in studying language attitude

5 Fishman, J (1966) Language Loyalty in the United States. Mouton, The Hague.

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well as a basis for critique of language change.

2.The direct approach : This approach tends to focus much more on the individuals' beliefs than on any effects the variety might have upon them. It usually involves direct questions to the individuals (judges) about the following:

a-language preferences (which language variety the judge prefers to be used in certain situations).

b-language evaluation (how the judge evaluates the language varieties).

c-social group evaluation (how the judge evaluates the group which speaks the language variety).

d-reasons for learning a particular variety of language.

3.the indirect approach : This is a technique used to infer attitudes from bilingual/diglossic speakers. The speakers are unaware that they are giving their attitudes towards language varieties. Their attention is diverted towards something else. This technique was originally developed by Lambert et al (1960). Lambert also developed a very useful technique called the matched-guise technique (see Lambert et al 1960 and Lambert 1967).

In the matched guise technique the same speakers are heard speaking in contrasting varieties (for example CA and the colloquial). The recordings of the speakers are presented

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to the judges in such an order that makes them think that they are listening to a new speaker every time. In fact they are listening to the same speakers twice. An example of the use of the matched- guise technique in Arabic is the study on reactions to different styles in Egypt by El-Dash/ Tucker (see 2.4.2.2. below)

2.4.1.1 Semantic differential scales

Semantic differential scales are one of the means of eliciting data about attitude and social stereotypes. They were proposed by Charles Osgood (1969) as a technique for measuring meaning, although practically speaking they have been used before this date [6].

The idea of using these scales based on polar adjectives grew out of researches on the psychological phenomenon of synesthesia carried out in the U.S. in the late 30s and the 40s by a group of psychologists like T. Karwoski, H. Odbert,

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6 Although Osgood proposed the use of these scales in the methodology of attitude studies in 1969 he and Stagner have adopted this method in tests carried out during the period between April 1940 and March 1942. See Osgood (1969:30) and Stagner and Osgood (1946) "Impact on war on a mentalistic frame of reference: I. Changes in general approval and qualitative patterning of certain stereotypes. Journal of social psychology, 24, 187-215.

and A. Eckerson [7] (Osgood, Suci, and Tannenbaum 1969:58). The aim of this research was to study how the synesthetes associate between sound, vision (picture and colour), and mood. The researchers related synesthesia to thinking and language in general. It was discovered that fast music and good mood were associated with bright colours and slow music and bad mood with dark colours. For example fast music was associated with red and bright, while slow music was associated with dark colours like blue. In this stream one feels up when he is in a happy mood and down in the opposite situation. It could also be said that if you feel happy you will be in a bright mood and at the same time if you are feeling a bit sad most likely that you will be in a darker mood. The findings of these psychological researches indicated that synesthetes differ in the association between sound, vision, and mood among themselves as well as from the rest of the population. Their difference from the rest of the population was found to be of degree rather than kind. In other words using a scale will facilitate the process of data elicitation and the data will

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7 See Kerwoski, T., and Odbert,H. (1938) "Color-music". psychol. monogr., 50, No.2 and Odbert, H., Kerwoski, T., and Eckerson, A. (1942) "Studies in synthetic thinking: I. musical and verbal associations of color and mood". Journal of general psychology, 26, 153-173.

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be more accurate and reliable.

Semantic differential scales are often used with the matched-guise technique. They consist of two polar points (usually with two contrasting adjectives, like intelligent vs unintelligent) with 7 blank spaces between them. They are used to measure meaning or a concept. In the case of language attitude language is the concept. Respondents are asked to listen to a speaker/ speakers and give their reaction to a concept (like a voice quality or speech style) by rating the concept in question by putting a mark in one of the seven blank spaces. If for example the respondent finds the speaker intelligent his mark will be nearer to "intelligent", if just averagely intelligent the mark will be in the middle, and if not intelligent the mark will be nearer to the unintelligent pole , and so on. To facilitate the process of scoring and later analysing the collected data, each of the seven spaces is given a value number. The values *range* from 7 (for intelligent) to 1 (for unintelligent). The scale is referred to as the "intelligence scale". It should look like this

intelligent ___ ___ ___ ___ ___ ___ ___ unintelligent

7 6 5 4 3 2 1

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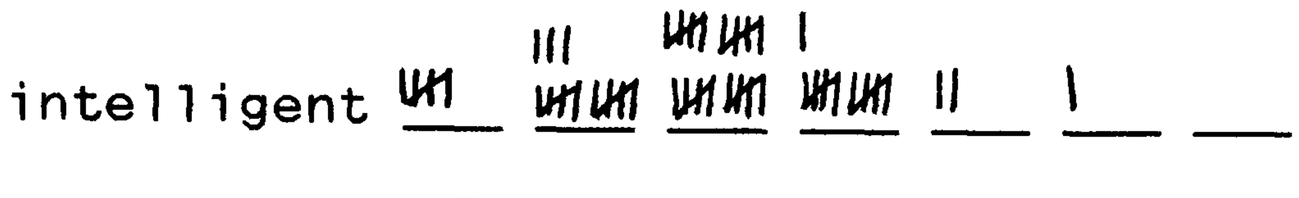
Then the results are tabulated. The score about each speaker is calculated using one scale. The figure below (from Fasold 1984:151) shows the procedure.



The figure shows a speaker judged 7 for intelligence by five listeners, 6 by thirteen listeners, etc. Next the number of the mark at each space is multiplied by the value for that specific space. The results are then totalled:

$$(5x7)+(13x6)+(20x5)+(11x4)+(2x3)+(1x2) = 265$$

The value, 265, is then divided by the total number of the listeners (which is the total of the tick marks) which is 52 in the example above:

$$265/52 = 5.10$$

This is the mean evaluation for this speaker on the intelligence scale. The mean value has been used in the data analysis of our study of language attitude.

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In addition to attitude measurement semantic differential scales have been used as a technique in other areas of research, like psycholinguistics, education, advertising, and of course psychology. It is because meaning is an important aspect of our life that a technique like these scales is widely used. The use of these scales will be discussed later (see *Chapter V* below).

2.4.1.2 Factor Analysis

Factor analysis is a statistical technique which is mainly used for studying the intercorrelations inside the data. As a result the amount of data used in discussing the results of the analysis will be reduced.

This technique has been developed by scholars like Osgood, Suci, and Tannenbaum during the sixties when they used this technique in meaning measurement. (See for example Snider & Osgood 1969: 3-85). An interesting discussion of the different approaches and a historical survey of the development of this technique can be found in Child (1973).

Factor analysis is usually used with semantic differential scales. In other words the scores on these scales are analysed using factor analysis, (see for example Osgood and Suci 1969). The implementation of this technique results in the scales

grouped in different factors. Each factor involves a number of scales with high intercorrelation among them. This is why the technique is termed factor analysis.

2.4.1.3 Stereotypes and language attitude

As mentioned above, semantic differential scales can be used to elicit data about attitude as well as social stereotypes. Our intention in this study is to investigate language attitude in Iraq. Semantical differential scales are used. The concept of stereotypes can not be ignored here. The data analysis might prevail some indications as to the sort of social stereotypes the respondents may have about the speakers and the variables in questions. Therefore it seems helpful to introduce a brief discussion of the concept of stereotypes.

The term "stereotypes" was first introduced by the political commentator W. Lippman in his book Public Opinion (1922). His definition was

> "an oversimplified picture of the world, one that satisfies a need to see the world as more understandable and manageable than it really is"
> (quoted in Brown 1986: 232)

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The definition focuses on the social side of the world, social stereotypes. In this respect Lippman was thinking of stereotypes of nationalities, race and ethnic groups. Another definition by R. Brown looks at stereotypes from a psychological point of view. He thinks that stereotypes are "natural categories, an intrinsic essential and primitive aspect of cognition" (Brown 1986:588). However we look at stereotypes it is certain that stereotypes are opinions, images, or ideas which people hold about groups, whether racial or national, or about individuals or concepts. These opinions could be regarded as the image which an individual or a group form(s) about other individuals or groups. The formation and the type of stereotypes (whether positive or negative) is affected by several factors like appearance, language, social status, etc. Several studies (Prothro and Keehn 1969, Brown 1965) investigated Americans' stereotypes about other nationalities; for example Italians, Japanese, Germans, and Turks. The Italians were thought of as artistic, musical, and imaginative, the Japanese as hard working, busy, and ambitious, Germans as nationalistic, energetic, and strong, and Turks as aggressive, cruel, and strong. This is not to say that it is a fact that, for example, all the Italians are musical or all the Germans

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are energetic but this represents the image (stereotypes) the Americans hold about other nationalities. This forms one of the arguments against stereotypes.

Most of the arguments against stereotypes focus on the irrationality of stereotypes [8] . That stereotypes they are "irrational". That they represent an irrational and unnatural situations. It is social psychology which created the appearance of irrationality by assigning subjects an irrational task. This idea was shared by scholars like Lambert (1967). Furthermore social psychologists usually urge subjects not to think about it too much by simply writing down the first thing which comes to their minds. Later the researchers use the results as an evidence of irrationality in the subjects.

One of the arguments against stereotypes is that it is impractical to assign a trait to all members of an ethnic group. This is because no such trait will be true of all members, and it was assumed that when subjects said a trait was typical of a group meant true of all members. However new research has shown that what subjects really mean is <u>somewhat</u> or <u>slightly</u> characteristic of the group in question rather

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8 For a discussion of this topic see McCauley, Stitt, and Segal (1980).

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than true of all (see for example Locksley et al. 1982). Therefore the truth or falsity of ethnocentric stereotypes can not be clear cut. Stereotypes, therefore, can't be labelled as irrational.

Another centres on the role stereotypes may play in society. The question is whether they reflect political, economical and social relationships or have some causal role. The answer to this question is that "they are primarily reflections mirroring contemporary alliance and enmities and shifting as those shift" (Brown 1986). Brown is here suggesting two things; first that they are not always stable, and second that stereotypes change with the change of culture. But stereotypes may be stable if there is stability in culture in terms of history, industry, literature, and media over a period of time. This reflects the effect culture has on stereotypes. In other words cultural stability goes with the stability of stereotypes. An example would be the stable international reputation of the Japanese and British as modern and industrial countries since the end of the last century (Brown 1986).

A third argument about stereotypes is concerned with whether or not stereotypes affect decisions about individuals when information about those individuals, e.g. accent, dialect, personal appearance, and dress is available. In this respect

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there are two types of arguments. The first stresses that stereotypes do affect decision making. In this respect information about the group, individual, or concept in question (available prior to the formal test) will have some effect on the respondents' rating (see for example Williams 1973). The second argues that such information does not have this effect, in other words that the information the respondent holds about the concept or the person studied will not affect the respondents' rating, (see for example Locksley et al. 1980 & 1982).

2.4.2 Examples of attitudes studies using language data

In this section two attitudes studies with language data are discussed. The first investigated reactions to various speech styles in *the U.S.A.*, while the second measured the reactions of some Egyptian students from different educational institutions towards different language styles and languages. Both studies used semantic differential scales, and matched-guise in the case of the second study, as a technique of eliciting data.

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2.4.2.1 Shuy and Williams (English)

This study, (Shuy and Williams 1973), is based on an earlier one (Shuy, Baratz, and Wolfram 1969). It describes a statistical analysis of subjective judgment data of attitudes of Detroit respondents to five speech styles which the original study has investigated. The speech styles studied were:

Detroit speech

White southern speech

British speech

Negro speech

Standard speech

In the methodology of the original study (Shuy et al 1969) a group of semantic differential scales were used (see 2.4.1.1. above). The analysis of the original ratings was done on the basis of the individual semantic scales. It showed some reliable differentiations of the speech concepts in terms of the individual scales. The present study used the technique of grouping the scales into small groups of scales with interrelationship among them. Using this mathematical tech-

nique, referred to as "factor analysis" (see 2.4.1.2. above),

the study investigated two aspects of the data analysis, namely the dimensionality of such rating, and the use of those dimensions by different kinds of respondents; the effects of social variables like ethnicity, social status, age, and the sex of the respondents on their judgments.

The study followed a similar methodology which the original study has used. 620 respondents were selected. They were chosen from various groups in Detroit. The respondents then were divided into four groups depending on variables like race (white, black), social status (upper middle, lower middle, upper working), age, and sex. The respondents used twelve chosen semantic scales for their evaluation of the various speech styles. The chosen scales (from Snider and Osgood. 1969) were : dull-sharp, smart-dumb, weak-strong, fast-slow, complex-simple, worthless-valuable, good-bad, thin-thick, careful-sloppy, rough-smooth, positive-negative, and difficult-easy.

In the data analysis particular attention was given to the discussion of the two issues in question, namely the dimensionality of the ratings and the use of these ratings by different types of respondents.

In discussing the first issue, the dimensionality of the ratings, the aim was to determine the degree to which the

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ratings reflected either twelve independent judgments (represented by the twelve scales), or any particular dimensions of judgment. In other words whether there is any interrelationship (intercorrelation) among certain scales so that the group of the scales can form a dimension (called a factor). This is the main idea of the mathematical technique, factor analysis. Factor analysis was implemented in this study for the purpose of deciding whether there was any intercorrelation among the twelve scales. The results of the implementation of factor analysis on the data showed intercorrelation among the scales in the sense that it led to the identification of four independent factors. The factors were:

Value: good-bad, positive-negative, smart-dumb, worthless-valuable, and smooth-rough.

Complexity : easy-difficult, and simple-complex.

Potency : strong-weak, sharp-dull, and careful-sloppy.

Activity : fast-slow.

Then ratings for the scales in each factor were averaged so as to provide "factor scales". This is quite useful in the

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comparison among the respondents' ratings in terms of judgmental dimensions. This makes it easier to discuss and compare respondents' ratings, in terms of factors rather than individual scales.

After grouping the scales into four factors it was possible to see how the speech styles were rated in terms of the judgmental dimensions (factors), and also deal with the second issue of the study, the effects of the four variables, ethnicity, social status, age, and sex of the respondents on their ratings. Using statistical analysis, the ratings were discussed in terms of the four factors, value, complexity, potency, and activity.

In the value factor Detroit speech, British speech, and Standard speech were rated as significantly more of value than the Negro and the Southern speech. At the same time Negro speech was rated higher than the Southern speech. While in the complexity factor British English was rated as the more complex of the rest of the styles. Standard speech was rated as slightly more complex than Southern, Negro, and the Detroit speech. Detroit speech was rated the least complex of all the speech styles. As far as the potency factor was concerned Detroit, British, and Standard speech were rated as the most potent of the speech styles. On the other hand Negro was rated

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more potent than the Southern speech. In the activity factor British English was rated as the most active speech style of all. Detroit and Standard speech were rated as more active than the Negro and Southern speech. Southern speech was rated as the least active of all.

The second aim of the study was to study the effects of social variables on the respondents' ratings. Of all the four social variables only sex of the respondent failed to show any statistically significant effect on the rating.

To study the effect of the respondents' ethnicity on rating the data analysis showed that Black respondents tend to rate Negro speech more positively than the white respondents. In the value factor white respondents rated Standard and Southern speech as more valuable than did the black respondents. Also in the potency factor Southern speech was rated as more potent by white respondents did black respondents.

The social status of the respondent showed some effect on rating. The analysis revealed that a presumably prestigious speech style, such as British English will be rated positively in accordance with the higher the class of the respondent. In other words the higher the social class of the respondent the more positive rating the prestigious style will get. On the other hand for the everyday usage speech, e.g. Detroit or

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Negro speech, the lower status respondents seem to rate such styles positively relative to the potency factor.

Finally in the age variable Standard speech was rated more positively in terms of value and potency by adults than by the younger respondents who (the younger) in return rated Standard speech as more complex than did the adult respondents. British English rating followed a similar, although less prominent, pattern.

2.4.2.2 El-Dash and Tucker (Arabic)

This study, (El-Dash and Tucker 1975), was conducted in Cairo, Egypt. It is interesting and has come up with interesting results. It implemented the matched-guise technique on a diglossic situation; CA and the Colloquial Arabic in Egypt (Egyptian Arabic). The main objective of the study was to investigate the reactions of the Egyptians (of various ages and educational backgrounds) to five speech varieties. The varieties were:

1.Classical Arabic (CA)

2.Colloquial Arabic (in Egypt)

3.Egyptian English (the type of English spoken by the

Egyptians)

4.British English

5.American English

The study aimed to find out whether listeners from different educational backgrounds would identify correctly the nationality of a person from his speech, whether they differ in the personality characteristics which they ascribe to different speakers, and finally whether they differ in their perception of the suitability of different language styles to different social situations.

The speakers and the respondents (judges) were selected from different educational institutions; Grade school, High school, National university, and the American University in Cairo (AUC).

A matched-guise technique was used. Listeners were exposed to a tape previously prepared specifically for the study. The tape consisted of 6 speakers (speaking about the Giza pyramids) in a total of 10 randomly arranged guises. The respondents evaluated the speakers using a questionnaire. They made their judgments indicating:

1.The probable nationality of each speaker.

2.Their impressions of each speaker; they used a series

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of 4 semantic-differential scales.

3.Their impressions of the suitability of various speech varieties in 5 situations.

The speakers were able to correctly identify the nationality of more than 70% of speakers of Arabic. The identification of speakers of Colloquial Arabic was slightly more accurate than the speakers of CA. This is may be because listeners are exposed to the colloquial more than to CA. In all instances, speakers identified the American more accurately than either the British or the Egyptian. The AUC students were better able to recognize the British than the Egyptian. This may be to the social factor. The AUC students come from high- class families and because of their daily exposure to English in the classroom and outside.

Four personality characteristics were chosen for the study. They were:

1.intelligence

2.likeability

3.religion

4.leadership

In all the characteristics rating the Grade school students

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rated the speakers higher than the rest of the judges. CA speakers were rated more intelligent than the speakers of the other varieties. In terms of likeability CA speakers were rated more likeable than the speakers of the other varieties. Speakers of American English were rated slightly more likeable than speakers of British English. For religion and leadership,

CA speakers were considered more religious and leaders than other speakers. The Americans were perceived to possess more leadership than either British English or Colloquial Arabic speakers.

As mentioned above, 5 different situations were selected. They were:

1.at home

2.at school

3.at work

4.at radio and television

5.for formal and religious speeches

Colloquial Arabic was rated by all judges more suitable for use at home. CA was rated the less suitable. While national school students were more tolerant toward the use of British English at home, the AUC students preferred the use of American English. CA was rated more suitable to use at school than all the other varieties. There were no significant differences as far as

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British and American English are concerned. Both CA and Colloquial Arabic were rated more suitable to use on radio and television than any other variety. Egyptian English was rated more suitable than British English, American English, and Colloquial Arabic. Finally, CA was rated more suitable to use in formal and religious speeches than the rest of the varieties.

The study showed that Grade school students tended to rate all speakers high, making little distinction between language varieties. Among the other results of the study were:

1.The percentage of correct identification of nationality increased with age and exposure to language variety.

2.CA speakers were preferred over the other varieties.

3.English speakers were rated more favourably than Colloquial Arabic speakers.

4.The acceptance of English for use on radio and television increased with age.

The overall results suggested that the distinction between language varieties increased with age and exposure. Another point about the study is that it didn't include a variable

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which might be of some significance, namely sex [9]. Since there are noticeable differences between the two sexes in the Arab world, significant results might have appeared if this variable was studied. Although it was mentioned that speakers and judges from the two sexes were used, no reference to that was made in the data analysis and the results. In general the study was interesting and constructive.

2.5 Models for handling variation in language

This section is devoted to the discussion of some of the models available for handling variation in language. These models differ in respect of methodology and theoretical structure. They have been chosen because this study could benefit from the findings and the way they handle language variation. There will be reference to these models in different places of this thesis.

To understand the nature of variation some of the models which are used to describe and analyze language variation will be discussed. Then the social variables which are considered

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9 The association of sex variable with attitudes has been studied by many scholars. See for example Locksley et al (1980), and Kramarae (1981).

as valid in our study are also presented. This should represent a basic background as to the understanding of the nature of language variation in association with social variables, and to the study of some aspects of phonological variation in the ESA in Iraq presented in chapter VI. The models which have been chosen are:

1.Variable rules

2.Implicational scaling

3.Diglossia

4.The Leeds ESA project

Before discussing variation models it seems helpful to make a useful distinction. The distinction is between a "variable" and a "variant". While a variable is "an inconsistency or disagreement that a particular form of language may exhibit from an abstract standard, a variant is a specific value of a variable" (Bell 1976).

An example of such a distinction would be the use of the (r) variable in Labov's New York study (Labov 1966). He studied two important variants of the (r) variable, the constricted [r] as in car /ka:r/, and the unrestricted [r] (r-less) as in car /ka:/.

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Sociolinguistic variables are those linguistic variables which are associated with social factors (see for example Labov 1966).

These models have some differences among them as to the way language variations are viewed and analyzed. Some models, 1 and 2 above, have been designed to analyze variations in non-semitic languages. On the other hand model number 3, diglossia, is an approach for handling variation in languages similar to Arabic in the sense that they are diglossic, having two varieties, High (prestigious) and Low (less prestigious).

2.5.1 Variable rules

Labov introduced the notion of "variable rules" in the late 60s when he was working on Black English in New York (see ibid). He was convinced of the logic of non-standard English and constructed models for the rule systems governing what had been previously dismissed as a series of connected words (see Labov 1969). Labov also proposed to place such variable rules within a transformational grammar framework.

A simple example is the variation between /t/ and /?/ (from Bell 1976).

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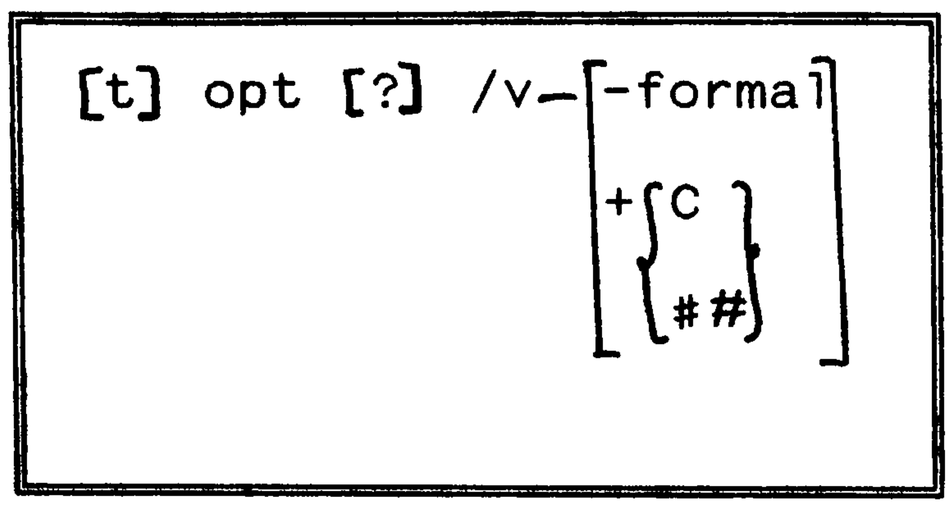

which roughly means that "[t] may optionally become a glottal stop in the environment following a vowel and preceding a constant or word boundary where the social context is informal" (ibid).

Labov tried to give an answer to how to interpret the results of quantitative study of text in terms of linguistic theory. He agrees that it is not possible to explain variability in terms of general performance factors like limitations of memory or laziness or in terms of dialect mixture like two homogeneous dialects in a person's speech. what these hypotheses could not explain is how can linguistic variables be affected by the same performance factors or dialect mixture. Labov's answer to that was to accept the general correctness of TG grammar, and that every linguistic variable corresponds to a rule of grammar (Labov 1972). In this respect variables correspond either to phonological rules or syntactic transformations.

Labov also introduced the convention of writing the

right-hand side of a variable rule between the <less than> and the <more than> signs. This is to show that the rule is more or less likely to apply. For example the (h) variable can be represented by a rule of h- deletion:

h----------→<Ø>

Hudson (1980) thinks that assuming that every linguistic variable corresponds to a rule in a TG grammar forms a weakness and must be rejected. Using h-deletion as an example, he explains that while it is understood that words like house contain an underlying /h/ in their lexical representation, and other words like owl don't, some especially among the least educated don't normally use the /h/ in words like house. This forms a difficulty for the child, to distinguish between which words have /h/ and which don't. Furthermore, some speakers face the same problem and use /h/ in words like owl. This means that there must be a special rule of h-deletion for use on informal occasions.

Another weakness in the variable rules model is that it is intended to be used in grammars for the whole community, rather than individuals. This is because the probabilities are intended to show speakers' differences, such as the effect

of factors like the socio-economic status (see for example Romaine 1981).

Since different members of the community require different rules of grammar, especially when there are lexical differences. This forms a great difficulty when approaching the community (see Milroy 1980 and Milroy & Milroy 1978 & 1985)

2.5.2 Implicational scaling

The implicational scaling approach is originally borrowed by De Camp, Bailey, and Bickerton from the work of the sociologist L. Guttman (see for example Guttman 1944). One of the characteristics of the implicational scaling theorists is that they are interested in creole and pidgin languages (for example Bickerton and De Camp). This might imply that the main motivation for the development of this model is to handle the language data those scholars found in creole-speaking communities. An implicational scale is:

> "a binary relation between linguistic features and language varieties (dialects, styles, etc.) so selected and arrayed in order, as to result in a triangular matrix"
> (De Camp 1971: 33)

The idea of a scale is that it is possible to arrange the frequency of occurrence of a variable, on a purely lin-

guistic basis, so as to make a matrix. For example, if when studying the distribution of three variables we found the following rules:

(a) there are speakers where all the variables are present.

(b) there are speakers where only some of the variables are present.

(c) there are speakers where none of the variables are present.

This means that it is not always that the presence of the variables applies. If we give a 1 value for the presence of the value and a 0 value for the absence of the value, we can illustrate the frequency of occurrence of those variables (let us call the variables A, B, and C) in an implicational scale as follows:

variables	A	B	C
speaker			
(1)	1	1	1
(2)	0	1	1
(3)	0	0	1
(4)	0	0	0

The speakers' numbers do not necessarily represent the actual numbering or ordering in the data analysis. The data analysis may not show a scale if we follow the speakers in a numerical order but the main idea is that it is possible to

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arrange the data analysis results so that the resulting table represents a matrix.

The rule relationships (see above) are discovered by merely "linguistic analysis". This is to say that the analysis does not involve the speakers' classification into social groups (like the variable rules approach).

This implies the absence of social factors in implicational scaling. This forms one of the objections to this model. The implicational scaling theorists approach the community through the study of individual's speech data, establishing the individual's grammars, referred to as lects. The total of lects forms the community grammar, or the pan-lectal grammar. This indicates that using implicational scaling techniques is considered more demanding than using other approaches like variable rules. In this respect it seems that variable rules is a more pragmatic approach since it is associated with performance rather than "dealing with the unreal world of theoretical models" (De Camp 1971: 35), which means that De Camp is indicating that implicational scaling is associated with competence.

One of the objections to implicational scaling is the variability of some features from categorical to variable (or vice versa). To emphasis this point Berdan (1975) presented

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data in which a BEV informant from Los Angeles was switching (unpredictably) from standard to non-standard and vice versa. Berdan was studying a number of variables which have standard/ non-standard variants. He showed that those variants co-occur in the same stretch of speech. Moreover they vary in a random way. This made Berdan conclude that this provides evidence of the independence of variable features from each other. He called for the unequivalent recognition of inherent variability, where groups' rather than individuals' variability is investigated. This is not possible in the case of Arabic in the Arab world including of course Iraqi Arabic.

The collection of a large amount of adequate data in a systematic way, the researcher's knowledge of the sociolinguistic situation of the community he is studying, and the choice of variables to be investigated seem to be the best way to get a reliable description of the distribution of variables.

Another objection, which seems to be related to the first objection lies in the clear cut, 1 value for present and 0 for absent. It was found that sometimes it was not possible to assign one of the two values. This is because sometimes there may be fluctuation even in the same utterance. A three-valued scaling (1: presence, *: variable presence, and

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0: absence) was then adopted.

2.5.3 Diglossia

Diglossia is a term first introduced in English by Charles Ferguson in his well-known paper in Word, vol. 15, in 1959 (see Ferguson 1959). His definition was a situation in which:

> "two or more varieties of the same language are used by some speakers of a speech community under different conditions" (ibid: 325)

This paper is considered as the classical reference on Diglossia. In a diglossic society two language varieties, of the same language, are functioning. The first, which Ferguson called the High [H] variety, is a more prestigious variety than the other one. It is usually used for formal and written functions, like formal speeches, classical writings, literature, prayers, radio and television, etc. The other variety, which Ferguson termed Low [L] variety, is a less prestigious variety than the H. It is usually associated with the vernacular speech style. It is mainly used for oral communication, everyday normal speech, informal speeches, etc. Using four speech communities and their languages; Arabic, Modern Greek, Swiss German, and Haitian Creole, Ferguson explained the concept of

diglossia in terms of 9 categories: function, prestige, literary heritage, acquisition, standardization, stability, grammar, lexicon, and phonology.

Function forms the crucial aspect of diglossia. In a diglossic situation the two varieties of the language fulfil different functions. An example from Arabic is where the CA/MSA is the [H] variety which is used for formal, writing functions like formal speeches, education, and praying, and the colloquials which are the [L] varieties, which serve the informal, oral functions like everyday language usage. In the diglossic situation there should be no overlap in the use of the two varieties. Any such overlap should result in the unacceptability, rejection, and sometimes mocking of the speaker and the speech. In the Arabic case it should be unacceptable to use MSA in, for example, the street speech. At the same time using the colloquial in, for example, a formal speech would be considered inappropriate. Ferguson illustrated the use of H and L varieties in the following table (Ferguson 1959)

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Situation	H	L
sermon in church or mosque	x	
Instructions to servants, waiters, workers, clerks		x
personal letter	x	
speech in parliament, political speech	x	
university lecture	x	
conversation with family, friends, colleagues		x
News broadcasts	x	
Radio 'soap opera'		x
News paper editorial, news story, caption of picture	x	
Caption on political cartoon		x
poetry	x	
folk literature		x

As a native speaker of Arabic, which is usually cited as a diglossic language, I feel that I can not agree with all the contents of this table. El-Hassan (1977) demonstrated that some of the situations listed in Ferguson's table can't be expressed in accordance with the H or L distinction. For example personal letters could well be written in the L not the H variety. This is so especially if the addressee is a close relative. Furthermore some poetry is written using the L variety. Some of the situations mentioned in the table such as lecturing in the universities could well involve using ESA. Some lectures are delivered using ESA not the H variety, MSA. A discussion of how Ferguson's model would apply to Iraqi

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Arabic will be presented in Chapter three.

In terms of prestige, the H variety is more prestigious and admired than the L variety. The H variety is associated with historical heritage and value. So is the literature which is written in the H variety.

The H variety is acquired through learning in school. On the other hand the L variety is acquired unconsciously through everyday communication.

The H variety is more standard than the L variety. This is in the sense that the H variety is the means of writing text books, dictionaries, and grammar books. On the other hand the L variety lacks a spelling system. Therefore it would be difficult to write using the L variety.

Diglossia is said to be a stable phenomenon. But on the other hand there are cases where there is a mixed or intermediate variety which involves features from the H as well as the L varieties. Usually such type of style occurs as a result of social and educational development. An obvious example is the ESA, a variety or a style which involves the use of the colloquial and the standard features together, sometimes even in the same utterance. Borrowing from the H into the L variety is usual. But the opposite is very rare.

The grammar of the H variety is usually more complex and

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systematized than that of the L variety. Some differences may be found between the grammars of the two varieties.

As far as the lexicon is concerned most of the vocabulary is shared between the H and the L varieties. But on the other hand there are paired words, one in the H and one in the L variety.

In phonology Ferguson thinks that the sound system of both varieties constitute one phonological structure. He also thinks that the L phonology is the basic system and the divergent features of H phonology are either a subsystem or a parasystem (ibid, quoted in Fasold 1984: 38).

The distinction of just High and Low varieties by Ferguson is not enough to describe the variation in the levels of language use in Iraq. It was this dissatisfaction with the ability of this model to present a comprehensive analysis of diglossia in the Arabic speaking world which led to studies like Badawi (1973) and the Leeds project.

2.5.4 The Leeds project (ESA)

The Leeds project was an attempt to clearly identify the speech style of Arabic used by the educated Arabs, referred

to as Educated Spoken Arabic [10]. This speech style is an "in between" between the two extremes of the stylistic scale of Arabic, namely the more prestigious CA/MSA and the less prestigious vernacular, the local colloquials, This speech style is sometimes referred to as "'alluɣa al-wuSTa:", (the middle language).

The ESA style involves features from both the CA/MSA and the vernacular. Although some other studies of the Arabic linguistic variation investigated the speech of the educated, such as Blanc (1969) and Badawi (1973). But such attempts were either based on limited data, such as Blanc (1960), or did not investigate this speech style thoroughly, such as Badawi (1973) which El-Hassan commented on in his criticising paper (El-Hassan 1977).

In fairness to Blanc it should be noted that El-Hassan was impressed by some of the aspects of Blanc's study. This is in spite of his reservations and some disagreements with some of Blanc's findings, El-Hassan thought of Blanc's study as a real attempt to describe some aspects of the speech of the educated Arabs from different countries when they speak

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10 See El-Hassan (1978), Sallam (1979), and Mitchell (1979 & 1986) for an account of ESA and other related areas.

to each other.

Badawi (1973) was a study of stylistic levels of Arabic in Egypt. It was based on real data collected in Egypt and in real social situations. Badawi found five levels of Arabic:

1.fuSHa al-tura:θ (Classical Arabic)

2.fuSHa al-9aSr (Neo-Classical Arabic)

3.9aammiyyatu ilmuθaqqafi:n (Vernacular of the educated)

4.9aammiyyatu ilmutanawwiri:n (Vernacular of the enlightened)

5.9aammiyyatu il'ummiyyiin (Vernacular of the illiterate)

The ESA project was unique in the sense that its findings were based on a large amount of data collected in some Arab countries. For this purpose a corpus of data was collected in Jordan, Syria, Egypt, and Kuwait. It involves recordings of the speech of different types of educated Arabs, lawyers, teachers, student, news broadcasters, etc.

As one of the features of ESA, El-Hassan (1977) convincingly argued in his criticising article that the applications of diglossia in accordance with Ferguson's classification do not fit ESA. Some of the situations Ferguson listed in his table, (see 2.5.3 above), for example a university lecture,could well be delivered not in H variety, but in ESA. As a proof of this

point El- Hassan gave an example, a transcription of the speech of an Egyptian teacher delivering a lecture on Arabic linguistics at the University of Kuwait (El-Hassan 1977: 115-116). The example showed that the teacher fluctuated between different Arabic styles. An account of Ferguson's model of diglossia in respect of ESA in Iraq will be presented in chapter three.

The researchers of the Leeds project (e.g. Mitchell, El-Hassan, and Sallam) tried to broaden their investigation into the ESA through tackling different aspects of this style. While Mitchell attempted to pave the way for a "grammar of ESA", (see Mitchell 1979), El-Hassan, in a complementary article to El-Hassan (1977), investigated the demonstrative system in ESA, (see El-Hassan 1978). Sallam on his part studied the concordial relations in the noun phrase with the effect of the sex variable in this speech style, (Sallam 1979 & 1980).

2.6 Example of variation in IA

There are some works which were interested in discussing the linguistic variation in Iraq, like Al-Toma (1969), Abdulla (1969), and Ingham (1976). But to our knowledge no study has

been exclusively conducted for the sake of investigating the speech style used by the educated Iraqis. In this section we are going to discuss the work by Ingham (1976) because among the studies related to Iraqi Arabic this study was similar in objectives to our study. This is in the sense that it was interested in discussing the distribution of some phonological variables.

2.6.1 Ingham

Ingham (1976) was an attempt to study the relationship between the choice of certain linguistic variants and the geographical distribution, social settlement, and the type of living, nomadic vs sedentary population, in the southern region of Iraq and the area called Khuzistan (in Iran).

The study was based on data collected in the area from different types of informants in the two areas, in Iraq and Iran. Most of the informants in this research were not educated. But like our study Ingham (1976) aimed, among other things, to study the distribution of some phonological variables in Iraqi Arabic. Linguistically speaking the speakers in those two areas speak the same language, Arabic, and they belong to similar tribal roots, tribes in the Arab peninsular. They are also similar in their life style.

A number of phonological variable, such as /y/ vs /j / and /i:/ vs /e:/, were selected and a comparison was made among the different sub-regions, such as southern Iraq vs Khuzistan, or Omara vs Shatt al-Arab (these two are in the southern region of Iraq). Then another comparison was carried out, The differences between the nomadic and the sedentary speakers.

The study showed some differences among the subregions in the choice of the chosen variables. The data analysis showed that the area of study can be divided into four sub-regions, Shatt al-9arab and lower Karun, Omara and surrounding marshlands, The Euphrates, and Zubair and parts of Fao (ibid: 76-82)

It also established that linguistically speaking the south of Iraq and Khuzistan can be regarded as a /gelet/ dialect area. The exception to that was the area which is situated in the extreme south of Iraq, between Zubair and Fao, nearer to the gulf.

2.7 The social variables

There are many social variables which can affect language use. These variables involve the sex of the speaker, the region which the speaker belongs to, the speaker's education, the

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age of the speaker, etc.

In this section we are going to discuss two of these factors which were valid in this study, namely the sex and the region of the speaker. The findings of some studies which were interested in studying these two factors in western communities will be discussed. Some notes on how these findings fit the Arabic community situation will also be discussed.

2.7.1 The sex variable

The sex of the speaker is considered as one of the most important social variables in sociolinguistics. Many language variation studies focused on investigating the differences between the language use by the two sexes as one of the research objectives (see for example Trudgill 1974, Milroy & Milroy 1979). Most of the studies carried out on western communities established that women are more conservative in the use of prestigious variants than men. This is to say that women used more prestigious variants than men.

> "In Western urbanized society one of the most general findings of all the recent studies is that sexual differences in language usually take the form of women approximating closer to the prestige pattern, and style-shifting more extensively, than men"
>
> (Milroy 1980:112)

The interpretation of sex differences in language use is by no means an easy task. To understand such differences we should not look at the sex of the speaker as an independent variable. It should be considered a mistake to isolate the sex of the speaker from other social factors like the social structure of the community, the role culturally assigned to each sex (social network, see ibid). It is the subordinate role of women in society, such as in terms of wealth or job opportunities, which results in social insecurity.

> "..women are also usually subordinate to men with respect to their roles. This subordination produces a general insecurity which again pushes women towards the overt linguistic signals of prestige as a form of compensation."
> (Downes 1984:180)

The relationship between the social network structure and the sex differences in language use is strong enough that the former offers a simple and obvious explaination to the latter.

> "Sex differences on the linguistic variables can be explained as an automatic consequence of differences on the network-strength variable, and consequently we need no longer postulate sex as an independent social factor influencing this linguistic variable"
> (Hudson 1980:179)

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The theory of explaining sex differences in language use in terms of network strength (to borrow Milroy's term (Milroy 1980), seems to be fitting the pattern interpretation of the effect of the sex variable in many linguistic variation studies. We will discuss an example of these studies here, namely the Milroys' study on the Belfast community (Milroy & Milroy 1978).

The Belfast study involved the investigation of the speech of three areas, Clonard, and Hammer, west Belfast, and Ballymacarrett, east Belfast. These three areas differ among each other in the social environments. Both Clonard and Hammer have been affected by the decline of the linen industry, which was the source of the male employment in these areas. Unlike Hammer, Clonard was relatively undisturbed by the movement of population which took place as a result of the industry's decline. Ballymacarrett, on the other hand, was still employing a large number of men in its ship-yard.

These differences in the network of the three areas did have a noticeable effect on the linguistic behaviour of the communities, especially in the sex differences. While in areas with high male employment, Ballymacarrett, differences between the two sexes in language use were obvious, following the pattern explained above, namely that women used more prestigious variants than men. This was so especially for the

(a) and (ʌ) variables. Less differences were noticed in the case of the other two areas where the male employment was much less than Ballymacrrett.

The sex differences in linguistic variation in ESA seem to follow a reversed pattern of the one in the western communities. In other words it was men, not women, who used more prestigious features.

El-Hassan (1978) statistically established that men from Jordan, Egypt, and Syria chose more prestigious features of the demonstrative system than women from these countries. The female speakers were "less (not more) sensitive than men to the choice of prestige forms" (ibid: 38). They used more stigmatized variables, demonstrative features, than the male speakers.

As we shall see later our findings as to the differences between the two sexes in the choice of the phonological variables seem to support the findings of studies like El-Hassan (see Chapter six of this thesis). These findings contrast with the findings of studies in the western world, like Milroys' on Belfast.

To understand the nature of this contrast we should look at the social network of the Arab community. Men are usually exposed to public life, education, etc. more than women. It

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was only during the last two decades that better education opportunities and social roles were available to the Arab women in some countries. Still this period is not enough to demolish decades of women's unequality with men in many aspects of society. Unlike in the western societies, the standard variety of language in the Arab world (MSA) is learnt through formal education in schools and colleges. On the other hand the colloquials are acquired through everyday speech.

2.7.2 The region variable

The differences in language use among speakers who belong to different regions have been of special interest to several sociolinguistic studies. Examples of such studies would be Milroys' investigation of linguistic variation in Belfast, Milroy (1980), El-Hassan, Mitchell and Sallam's work on ESA in the Levant, see El-Hassan (1977 & 1978), Mitchell (1979) and Sallam (1980), and also Ingham (1976) for the regional differences in the southern area of Iraq and Khuzistan (see 1.6.1. above.)

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CHAPTER III

THE LINGUISTIC SITUATION IN IRAQ

3.1 Introduction

To understand the sociolinguistic variation in Iraq, a survey of the country, its society, people and culture, geographical structure and resources is essential. This is so because such a survey will enable us to relate the linguistic variation to the social factors.

This chapter presents a background survey of Iraq in terms of its people, languages, cultural and geographical structure. This chapter aims to

(i) describe the historical background of the country and its population.
(ii) present a description of the people, the linguistic and ethnic groups, and
(iii) describe the social factors which affect the linguistic variation in Iraq.

The linguistic situation is a term which is used to refer to a survey of how language is used at a given place and time,

the circumstances which affect the choice of the language variety and language attitude. Ferguson defines the linguistic situation as

> "the total configuration of language use at a given time and place, including such data as how many and what kinds of language are spoken in the area by how many people, under what circumstances, and what the attitudes and beliefs about language held by the members of community are."
>
> (Ferguson 1966:309)

In this respect it seems that studying the linguistic situation involves a survey of a speech community in respect of many factors such as education, sex, topic, language function, and language attitude.

3.2 Iraq

Iraq is a middle eastern country. It is bordered by Turkey on the north, Kuwait and the Arabian / Persian gulf on the south, Syria and Jordan on the west, Saudi Arabia on the south-west, and Iran on the east (see figure 3.1.). The country's main resources are oil and dates. There are two main rivers in Iraq, Tigris and Euphrates. Both of these rivers rise in Turkey. The Tigris, 1150 miles (1850 kilometres) in length flows from Turkey to the eastern side of Iraq where it receives many tributaries above Baghdad. Then the river

continues down south until meeting the Euphrates near the town of Qurna, north of Basrah, to form Shatt al-Arab, 115 miles (185 kilometres). Shatt al-Arab flows from Qurna to the Arabian / Persian gulf.

The Euphrates, 1460 miles (2350 kilometres) in length, flows from Turkey to Syria before Iraq. It receives no tributaries during its flow in Iraq (Fisher 1976). The Tigris and Euphrates have considerable effect on the population settlement and agriculture in Iraq. The urban settlement is concentrated near the rivers and the agriculture is dependent upon irrigation using the rivers' water in most areas, except in the eastern north of the country where the rain fall is enough to grow winter crops.

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Figure 3.1. General map of Iraq

(from Niblock 1982)

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3.3 People and languages in Iraq

According to the 1987 census the population of Iraq is 16,278,316 [11]. There are many ethnic and linguistic groups in Iraq. Until the time when this thesis was written no recent figures were available concerning population of each group or sector and what percentage of the total population of Iraq they constituted.

Administratively Iraq is divided into three main regions; the northern, region, from the Iraq-Turkey boundaries until the towns of al-Ramadi on the Euphrates and Baqubah on the Tigris (see figure 3.2), the central region, from the latter towns until al-Hilla on the Euphrates and al-Kut on the Tigris (see figure 3.3.), and southern region, from the latter towns until the Iraq-Kuwait-Saudi Arabia boundaries, (see figure 3.4. and Al-Samara'i 1968) [12] . The population is condensed in the major cities like Baghdad (centre), Basrah (south), and Mosul, (North).

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11 The Iraqi ministry of planning statistics

12 Al-Samara'i classified the country in accordance with the geographical structure, not the administrative system. His classification was: (i) the mountains area, in the north, (ii) the desert area, in the west, and (iii) the area between the two rivers in the centre and the south of the country.

Linguistic groups include the Arabs who speak Arabic which is a semitic language. The Arabs form the majority of the population, around 70% . They occupy the central and the southern regions of Iraq.

The second group is the Kurds. They speak Kurdish, an Indo-European language. They constitute about 23% of the population which makes them the largest minority. The Kurds live in the northern region of Iraq. A small number of Kurds live in the central region, especially in Baghdad.

There are also the Turkumans and the Assyrians. The Turkumans form approximately 5% of the population. They live in the north of the country along the political borders with Turkey and Iran. They speak Turkumanian which is an Altaic language.

There are also small groups of Assyrians and Armenians. The Assyrians form approximately 1.5% of the population. They live in the villages in the north among the Kurds. They speak Assyrian which is a semitic language.

The Armenians live all over Iraq. They form approximately 0.5% of the population They speak Armenian which is an Indo-European language.

Arabic is the language of the majority of the Iraqi population. It is the official language of the country. Iraqi Arabic shares with other Arabic varieties in other Arab

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countries the characteristic of being diglossic, (see 2.5.3. above, Ferguson 1959, Fishman 1967, El-Hassan 1977, and Fasold 1984 for an account of diglossia). Iraqi Arabic is considered as the low variety in Iraq. The Iraqis, like all other Arabs, switch between Iraqi Arabic (IA) and Classical/ Modern Standard Arabic (CA/MSA). This code-switching is determined by variables like the purpose which each style serves, the topic of conversation and the degree of formality. They switch to the CA/MSA (the High variety) in situations like formal speaking, praying, and lecturing. IA (the Low variety) is the everyday language style.

Usually there is no overlapping in the social value and the purposes each variety serves. Choosing one variety for a purpose which is meant to be served by the other is considered neither appropriate nor acceptable. For example it would be considered as "inappropriate and unacceptable" to use MSA in the everyday conversation or to use the vernacular in formal speeches or in writing. Social and cultural status, like being wealthy or belonging to a high social class, does not affect the use of the High variety. The factor which seems to affect the choice of the High variety features in speech is education.

MSA features can be found in the everyday speech of the educated, which indicates that the education variable does

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have some effect upon the choice of the High variety features. The style which the educated use is referred to as "Educated Spoken Arabic (ESA)". This style has been thoroughly studied by the Leeds project (see for example 2.5.4. above, El-Hassan 1977, 1978, Sallam 1979, and Mitchell 1979).

Religiously speaking the population of Iraq involves the Muslims (Sunni and Shi'i). The muslims form the majority of the population. Islam is the official religion of the country. There are also the Christians (mostly Catholic), and the Yazidis.

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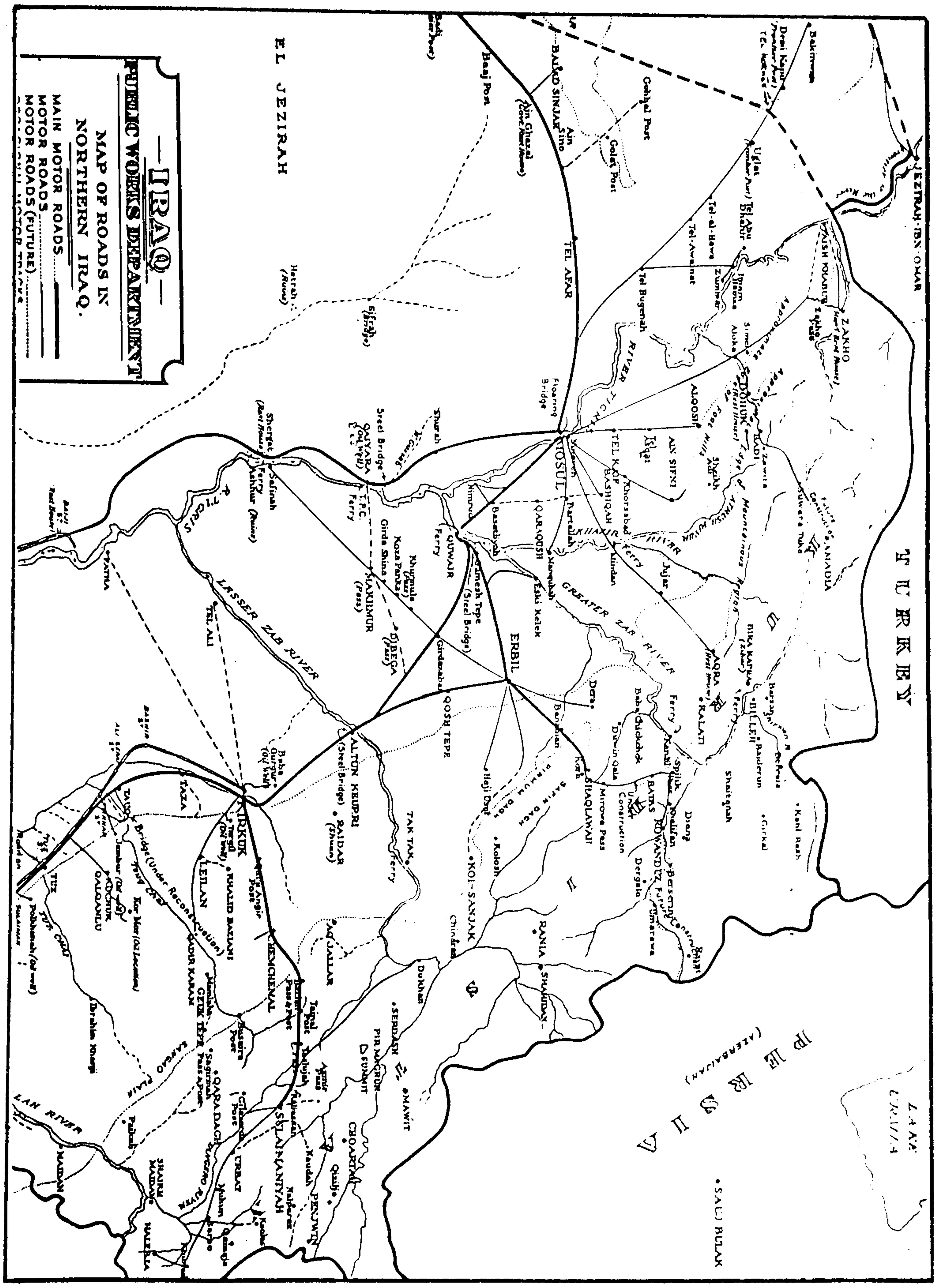
Figure 3.2. Iraq's northern region

(Source: Government of Iraq 1929)



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Figures 3.3. Iraq's central region

(Source: Government of Iraq 1929)

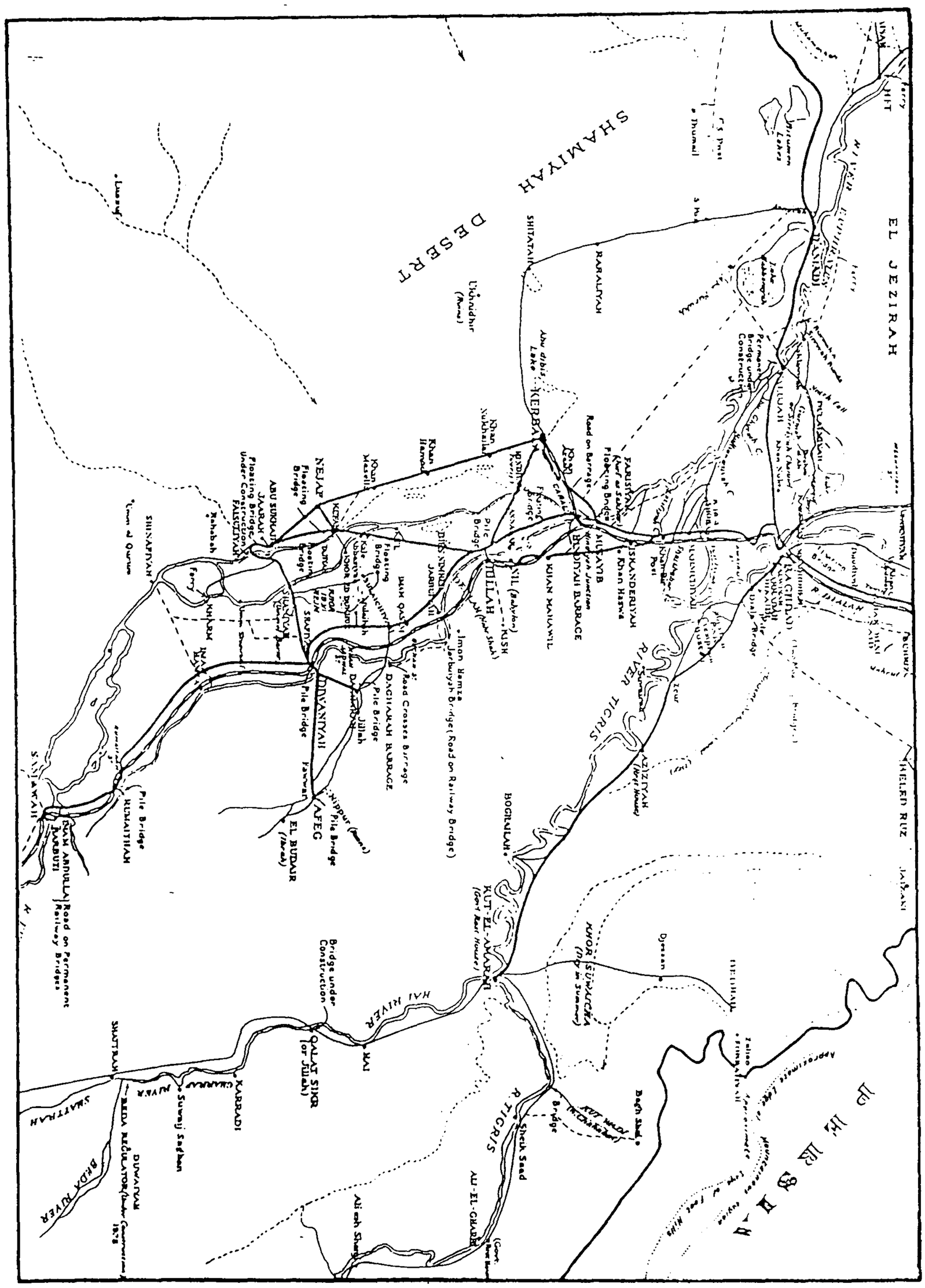

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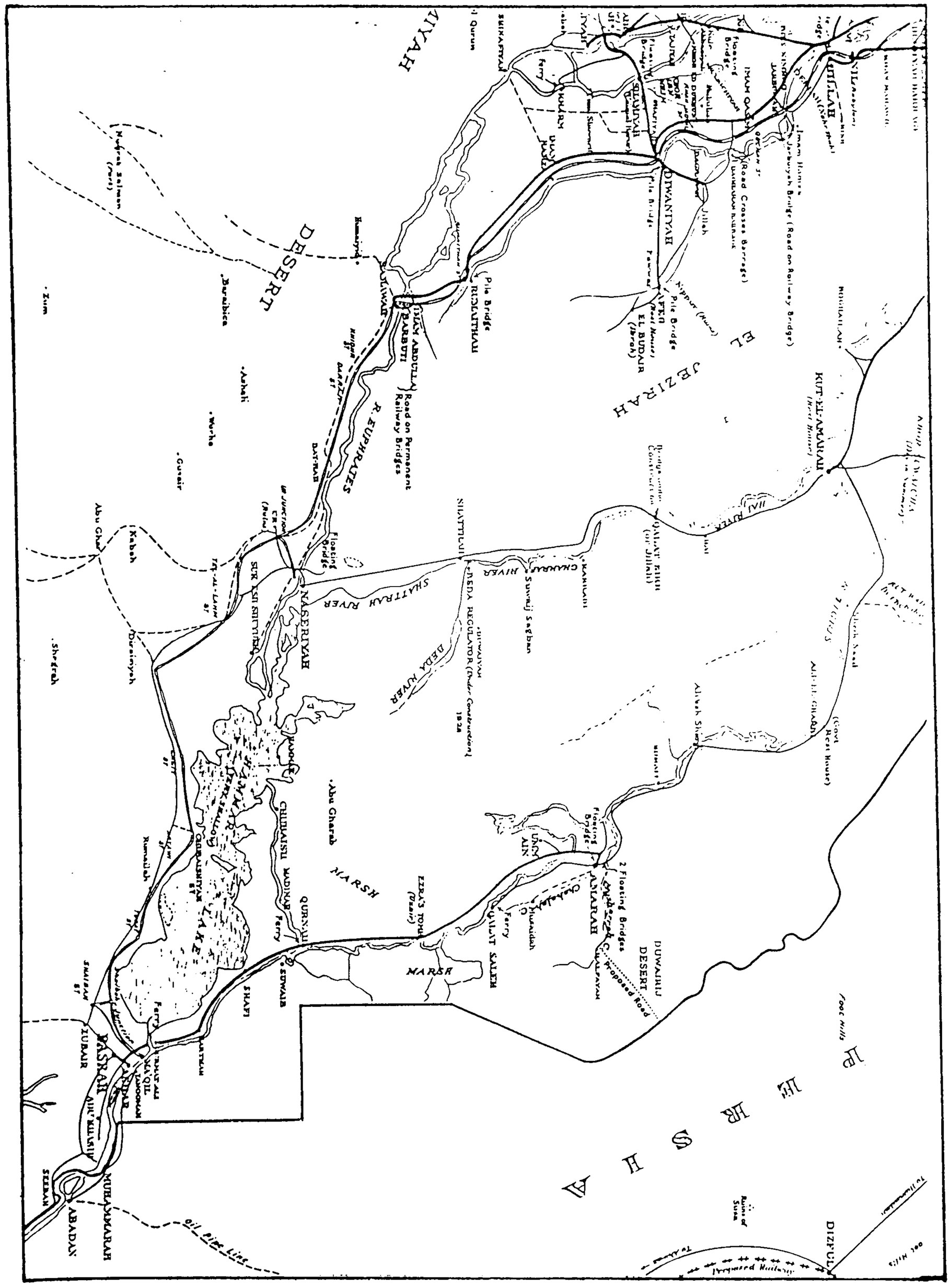
Figure 3.4. Iraq's southern region

(Source: Government of Iraq 1929)



3.3.1 Factors which affect the linguistic situation

The growth and development in each country affects the lives of the people in many different ways. Modern industry and the expansion of the educational system involves the movement of people from one place to another.

Linguistically speaking such movement will have some constraint upon the individual, since he is moving to an area where his own language/ dialect might not be used. In this respect people from different regions will have the chance to understand each other more clearly.

In Iraq the opening of new universities during the sixties, such as the universities of Mosul in the north and Basrah in the south has had a linguistic effect, among others, upon the population of the country. Such institutions attracted students from different regions for the sake of study. As a result students from different regions had the opportunity to mix and communicate with each other.

Compulsory military service and in addition the conduct of the war have had a considerable linguistic effect by mixing male speakers from many different regions. As a result different regional speech styles were understood much more clearly by the majority of the Iraqis from all the regions.

Other factors like trade between different regions, the search for better job opportunities and living conditions, and the effect of media, especially radio and television, were valid in this respect. The media are an important factor because of their power to reach people.

As a result of such factors different regional dialects were recognized and understood. Those factors have some effect on the linguistic structure of Iraq and should form an interesting topic for further research.

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CHAPTER IV

ON METHODOLOGY AND DATA COL-LECTION

4.1 Introduction

This study investigated language attitude and phonological variation in ESA of Iraq. Iraqi Arabic is an Arabic regional dialect spoken in Iraq (for a comprehensive review of Iraq see Helmes 1984 and Niblock 1982, see also Abdulla 1969 and Al-Toma 1969 for studies of Iraqi Arabic.). The main core in such type of research is a corpus of data collected in a systematic method. Relevant data, regarding language attitude and phonological variation, was collected in the U.K. from different informants.

4.2 The informants

The informants represent different regions, sexes, and social sectors. What they had in common was that they were educated Iraqis. There were male and female informants. They belong to three different regions of Iraq, and they differ in occupation. The informants could be classified into three social categories:

1. Students: students studying in British universities and polytechnics.

2.Civil servants: this category involves teachers (teachers in the Iraqi school in London), administration clerks (as embassy officials), and journalists (Iraqi News Agency staff).

3. Housewives: this category involves wives of the students studying in the British universities who have education less than a primary school teacher and also involves teachers who have been accompanying their husbands in the U.K. for more than one year; unemployed housewifes. Housewives who were teachers and living here for less than a year were classified as civil servants.

The number of respondents in each social category was not enough to enable us to compare differences among those categories.

The social variables considered were:

1. Sex: Male and Female

2. Residence: Northern region, Central region, and Southern region.

The criterion for deciding the area of residence was not

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the place of birth but the area of residence for the last 15 years of residence.

60 informants and the speech of 6 speakers were used in the language attitude study. The data in the phonological variation study involved the recordings of the speech of 18 informants. A description of the type of data and the classification of informants in language attitude and phonological variation studies will be provided in the relevant sections.

4.3 The language attitude study

The study of language attitude aimed to discuss the following points:

1.The effect of the region variable upon attitudes.

2.The effect of the sex variable upon attitudes.

3.The extent to which respondents (judges) from different regions can recognize speakers from different regions.

4.The extent to which different respondents recognize different conversational settings from recordings.

5.The judgment of the suitability of different regional dialects and Modern Standard Arabic to different social situations.

Before conducting the main fieldwork a tool had to be chosen for collecting the appropriate data. A questionnaire was designed for this purpose. Along-side the questionnaire a cassette was also prepared to be used with the questionnaire.

4.3.1 The cassette

The cassette contained 6 speakers (Males and Females) from the three different regions of Iraq, northern, central, and southern. A matched-guise technique was used. In this technique every speaker speaks using two styles , here Iraqi Arabic (henceforth IA) and then Modern Standard Arabic (henceforth MSA). To choose a topic for the conversation, two "neutral" topics were selected (smoking and music) to be tested in two pilot studies completed before the main fieldwork was conducted. It was found out that in talking about the first topic (smoking) a more natural and relaxed speech in IA and MSA was recorded. Therefore this topic was chosen for the preparation of the cassette. The final cassette contained six speakers (a male and a female from each region). Every speaker was speaking using IA then MSA. The order of the speakers' speech exposure to the judges was arranged so that no speaker performed consecutively in IA and MSA or visa versa. This technique gives the judges the impression that they are listening to a

different speaker each time, while in fact they are listening to the same speakers twice. This is one of the techniques developed by Lambert in the matched-guise (see for example Lambert 1967).

4.3.2 The questionnaire

A questionnaire was designed to be used with the cassette in order to elicit the attitudes of the different respondents. The questionnaire falls into two parts [13]. Part one involves 17 semantic scales which contain adjectives, thought of as representing indications about the speaker from his/her speech style, chosen from a long list in Snider and Osgood (1969: 48). Every scale contains 7 spaces, and each space was assigned a value from 7 to 1 (see 2.4.1.1. above). The adjectives chosen are :

pleasant, educated, confident, sincere, intelligent, precise, humorous, interesting, leader, convincing, natural, dominant, smooth, uninterruptive, clear, rational, and friendly.

Part two of the questionnaire investigated the recognition by the respondents of the region each speaker belongs to, the recognition of the setting of the conversation the speaker

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13 see appendix III for the questionnaire

was involved in and the suitability of different styles to different social situations. Before conducting the first pilot study (using 4 respondents) it was assumed that, according to the respondent, the suitability of a style to a social situation was his choice as the recognition of the setting of the conversation, as it was thought that what the respondent selects as his recognition of the setting of the conversation will indicate that he thinks that this style is suitable for the setting he has chosen. In other words if this hypothesis is right for each respondent what is recognized as the setting of the conversation will the same as the appropriate social setting for the style to be used. But it was noticed that in some cases the respondents' choices as what was the "probable" setting of the conversation were different from what they thought as the "appropriate" setting the style of the conversation was suitable for. A separate section on the suitability of the style was then introduced in the second pilot study (using 4 judges). Some differences were noticed between what is the setting and what is considered suitable. The social situations chosen (the same as the setting of the conversation) were :

1.speaking on radio and television

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2.speaking to a friend or a colleague

3.in teaching in schools and colleges

4.speaking at home , to relatives

5.speaking in formal public speeches

The pilot studies showed some differences in the attitudes of the different judges in terms of sex and region. Generally the female judges' rating was higher than the male judges' rating. Male speakers were rated higher than the female speakers in the "leader" scale. Some differences were also found in the recognition of the regions of the speakers.

4.3.3 The respondents

For the main fieldwork 60 respondents (judges) were used, 20, (10 males + 10 females) from each region. They represented different social categories, (see 4.2. above)

For the data analysis the respondents were divided into three major groups (north, centre, and south), and six sub-groups (male/north, female/north, male/centre, female/centre, male/south, and female/south). The respondents and the speakers were defined as follows:

R = Respondent S = Speaker M = Male F = Female

R1.....R10 (M/NORTH)

R11.....R20 (F/NORTH)

R21.....R30 (M/CENTRE)

R31.....R40 (F/CENTRE)

R41.....R50 (M/SOUTH)

R51.....R60 (F/SOUTH)

4.4 The phonological variation study

A typical sociolinguistic research about variation in language involves data collection and hypothesis formation. The hypotheses are formed first then an adequate amount and quality of data is elicited. The way in which the data is collected affects the results of the data analysis. Therefore an adequate methodology has to be adopted in conducting the field work and data analysis.

4.4.1 methodological considerations

Labov refers to the study of the vernacular, the natural, spontaneous, and informal speech as follows:

> "Not every style or point on the stylistic continuum is of equal interest to linguistics. Some styles show irregular

patterns. In other styles, we find more systematic speech, where the fundamental relations which determine the course of the linguistic evolution can be seen most clearly. This is the 'vernacular', the style in which the minimum attention is given to the monitoring of speech. Observation of the vernacular gives us the most systematic data for our analysis of linguistic structure"

(Labov 1972: 208)

This means that the vernacular forms a fruitful basis for the study of linguistic structure. The speech is free from non-linguistic effects such as formality, conversational setting, addressee, etc. These effects impose constraintsupon the linguistic behaviour of the speaker. Hence the importance of studying this style.

In collecting data, therefore, it should be taken into consideration that in order to get accurate and valuable results, normal and natural and speech is to be elicited. But to get such type of data and results involves facing certain difficulties. Getting access to the vernacular is not an easy task. One of these difficulties is what Labov referred to as "the observer's paradox" (Labov 1972: 209). The presence of the interviewer with a recording machine imposes some constraintsupon the linguistic behaviour of the speaker. In such a situation, therefore, the vernacular tends to disappear. Instead an affected, unnatural, and hesitant speech is likely to emerge. But there are some techniques to minimize the

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constraint of the observer's paradox. The techniques which were used in this study for the purpose of minimizing the constraint of formality and observer's paradox, and for the purpose of eliciting a more natural and unaffected speech, were:

1. Visiting the informant twice: The first visit is for introduction. The introduction is usually done through a friend or a relative of the informant. This second visit is for recording. This technique proved to be effective especially with the informants whom the researcher had not known before. Being known to the informants, or the community investigated, is a helpful factor in data collection (a good example of is the Milroys' study of the Belfast community, see Milroy & Milroy 1978) [14].

2. Keeping the recorder away from the informant. This helped to reduce the tension of looking at the recorder every now and then. A long lead from the microphone to the recorder was used for this purpose.

3. Starting the recording at a moment unknown to the informant.

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14 L. Milroy used to visit the women of Belfast at home, sit down in the kitchen for tea, get to know them quite well before doing any recording. This technique helped the Milroys to gain access to normal and unaffected speech styles.

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The informant is told, after his permission, that the recording will take place sometimes during the conversation.

4.Making sure that the recording takes place in the presence of someone well-known to the informant. Usually this person is either a wife/ husband or a friend.

Since the study investigated the speech of the educated Iraqis the first task was to define what is meant by "educated". The term "educated" in this study refers to Iraqis who are studying or have studied in secondary schools, colleges, and universities. This category involves students, teachers, administration clerks, businessmen, journalists, etc., (see 4.2. above).

The next step was to approach educated Iraqis. Visits were arranged through a friend or a relative or by telephone. Official letters from the University and the Iraqi embassy in London stating that the researcher was conducting research on Iraqi Arabic were also used. Although these letters facilitated the process of getting access to the speakers, they (the letters) imposed some formality which made some informants increase the classicising during the first five to ten minutes of the recording, although this was expected.

A Sony TCM-2 cassette recorder with an RS microphone were used for the recording. Generally the recording was of good

quality. Some recordings were rejected for quality reasons. A long lead was also used with the microphone to minimize the effect of the presence of the recorder (see above). The speech of 18 speakers was used in the data analysis. The speakers fall into three groups, according to region; 6 from the northern region, 6 from the central region, and 6 from the southern region. According to the sex variable each 6 involve 3 males and 3 females.

The data elicited from the speakers involved the following situations:

1.personal interviews: These interviews usually took place in the informant's house with somebody like a friend or a relative present.

2.group sessions: In these sessions more than one informant (two or three) were recorded discussing different topics. It was planned that the same topics should be discussed in every session. This makes it easier to compare the differences between groups and individuals. Usually informants who were recorded in the personal interview situation, and who were familiar to each other, were recorded as a group. This is part of the follow-up technique implemented as part of the methodology (see no. 4 below).

3. Family talk: Father to son and husband to wife speech was

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recorded. This is another situation in which natural and informal speech is used.

4. As is clear from the above a follow-up technique was used. The informant was recorded in different situations, interviewed, talking to his friends or colleagues, and talking to his family. Recording the speakers in different situations gives a clear idea about the speaker's linguistic behaviour, especially in terms of stylistic variation. Different situations differ in the degree of formality, topic, addressee, etc.

Every informant was given three topics to discuss. He was also given the freedom to choose a fourth topic of his own. The three topics supplied were:

1. Area and topic of research, for students, or profession, for those who are not students.

2.Dialects in Iraq.

3.Living in Britain.

Most of the informants preferred to discuss the first topic and the one of their own choice. The third topic, living in Britain was favoured by the majority of the speakers more than the second, dialects in Iraq.

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The speech of 32 informants was recorded on cassettes. The speech of 18 speakers was used in the data analysis because of the problem of sampling, an equal number of informants on each category, such as equal numbers of males and females and equal numbers of speakers from each region of Iraq. The other reason why some of the recordings have to be rejected was recording quality. Every recording session lasted between 25 and 30 minutes.

In addition to personal interviewing Labov used other techniques for data collection (see ibid: 70-109, criticized by Gal 1979: 92-95). Among such techniques were various types of reading test e.g. minimal pairs, reading passage, etc. But in the case of Iraq, as in other parts of the Arab world, there are differences between the colloquials and MSA. It is only the latter which has a written form. There is therefore no possibility of using a reading test to find out what the informant will choose between two variants, one of MSA and the other of the vernacular. For example /q/ MSA and /g/ IA (Iraqi Arabic), see for example Al-Toma 1969. In words like /qalb/ "heart", and /qamar/ "moon" the only variant expected in <u>reading</u> (MSA style) is /q/, while in <u>normal</u> <u>speech</u> (IA style) /q/ can be replaced by /g/, as in /galub/ and /gumar/

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respectively. Since there is no neutral form of Arabic orthography which allows the reader to choose between the MSA and the IA variants, reading tests were not used as a mean of data collection in this study [15].

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15 For data collection methodology see Labov 1971 and 1972, Sankoff 1974, and Milroy 1980.

CHAPTER IV

CHAPTER V
LANGUAGE ATTITUDE IN ESA OF IRAQ

5.1 Introduction

This chapter reports on a study of language attitude in ESA of Iraq. Language attitude in this study refers to the attitudes of the educated Iraqis towards different regional IA dialects as well as MSA spoken by Educated Iraqis.

The study investigated the effect of the sex and the region of the speakers and respondents upon the linguistic attitudes in ESA. These two variables, namely sex and region were chosen for two reasons. The first reason was because other research suggests that there are differences between the two sexes as their linguistic behaviour, especially in the choice of prestigious / stigmatized variables. So we aim to study the differences between the male and female Iraqis in their choice of our variables. In this stream we aim to assess the findings of studies which have been carried out on the sex differences in the variants' choice, in the western and the Arab societies.

The other reason is concerned with the differences among the three regions of Iraq, northern, central, and southern,

in prestige, social and cultural development. The study of the effect of the region of the speaker with special reference to the social and cultural development in the choice of the variants is studied.

5.2 The data

The data collected in this section involved the ratings of respondents obtained through the use of a questionnaire and a cassette designed for this purpose. The ratings of the respondents represented their attitudes towards different language styles. For a description of the methodology adopted in the data collection see Chapter IV.

5.3 The hypotheses

The hypotheses which formed the basis of our language attitude investigation involved the study of the effect of both the sex and region of the speakers as well as the respondents. Many factors were considered in this respect. The nature of the differences between the two sexes in respect of the social role assigned to the male and the female speakers / respondents in the society was considered. Furthermore the regional differences among the three regions in Iraq, in

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respect of their social, cultural, and economical development, were also considered in the hypothesis formation. The hypotheses formed were:

1. As the two sexes in the Iraqi society are assigned different roles, there will be differences in the ratings made by the male and the female respondents. Female respondents' ratings will be higher than those of male speakers. By the same token male and female speakers will not be rated equally by the different respondents.

It is the men, in the Arab society, who are more exposed to the public and industrial life than the women, (see for example Batatu 1979 and Al-Sharqi 1982). Therefore it is expected that men will be rated higher than women on scales like leader and educated, and lower on scales like smooth and friendly.

Some studies, such as El-Dash and Tucker (1975) revealed that the lower the social role played by the informant the higher they rate the different speakers. As women's role in the Arab society is considered as secondary, compared with men, our hypothesis is that the ratings of the female respondents towards the different speakers will be higher than that of the male respondents.

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2. The three regions in Iraq are different, among other things, in cultural and social development. As a result it is expected that differences in the ratings of the respondents belonging to the three regions will occur. And at the same time speakers from the different regions will be rated differently.

Baghdad, the capital of the country, is situated in the central region. It is a centre of attraction for business and administration. The mass media, radio, TV, and newspaper establishments, are mainly found in the central region. As a result higher ratings were expected for the central region speakers. By the same token central region respondents are expected to rate speakers from other regions lower than the respondents from the northern and the southern region.

5.4 Data analysis

The data analysis in this section of the thesis involved more than one step of data manipulation. The type of data analysed and the objectives of the analysis decided how the data was dealt with as well as which statistical test should be implemented. For a description of the technical side of the data input and analysis see the Technical Appendix.

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The data elicited using the questionnaire (in two parts, the attitudes and the suitability / recognition tests) was first processed using a computer package (spreadsheet) on the IBM-PC computer called "Lotus 1,2,3". In dealing with the first part of the data (the semantic differential scales) the mean, sometimes referred to as the average, value of the scores on each scales was calculated. The mean value was calculated as the total value of the scores divided by the number of the scores. For example, to calculate the mean value of the ratings (scores) of respondents 1 to 10, (R1..R10) in a scale , the process is as follows:

mean value= R1+R2.....R10 / 10

The actual ratings with the mean value of the scores in each scale are shown in 36 tables, tables 1-36 (Appendix II).

The data from the second part of the questionnaire was processed separately. The second part investigated the recognition of the respondents (of different regions) of the region of each speaker, the suitability of different speech styles to different social settings and the recognition of the conversational setting of each speaker (the recognition / suitability test). The number of correct recognitions of

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the speaker's region, the number of the respondents' choices as the social setting which the style is suitable for, and the number of the correct identifications of the conversational setting of the speech was calculated and converted to a percentage; for example if when judging a speech style, 8 of the 10 M/ Centre respondents correctly recognized the region of the speaker, 6 rated the speech style as suitable for speaking at home, 4 as suitable for speaking in the school, and 7 correctly recognized the conversational setting , the presentation of the rating data will be as follows:

Respondents	Region Recogn.	Suitability	Setting
M/Centre	8 (80%)	6 (60%) home 4 (40%) school	7 (70%)

Tables 5.17 to 5.22 (below) show the outcome of the data analysis of the recognition / suitability test on the different speakers and respondents

The data elicited from the first part was transferred to a Mainframe computer and the IBM-PC. Then the statistical technique of "factor analysis" (see for example Osgood & Suci

1969, Osgood, Suci, and Tannenbaum 1969, and Child 1970) was used to analyse the data. This technique was chosen because it seems to be ideal in analysing the data elicited using the semantic differential scales. In this technique the data was divided into different groups of scales with intercorrelation among them. In other words the scales with intercorrelation among them were grouped together to form a factor. In this respect the discussion of the data analysis results will be in respect of the factors (usually three or four) rather than the scales (seventeen scales, in this study). The factors which were proposed (see for example Osgood and Suci 1969) were:

1.The Value factor, involves scales like good-bad, beautiful-ugly, and valuable-worthless.

2.The Complexity factor, involves scales like complex-simple,

3.The Potency factor, involves scales like hard-soft, loud-soft, and rough-smooth.

4.The Activity factor, involves scales like active-passive, fast-slow, and sharp-dull. [16]

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16 For more about this classification see Osgood and Suci (1969: 47-49). See also chapter II for a discussion of semantic differential scales and factor analysis.

The factor analysis was carried out using SAS (Statistical Analysis System). The correlation of the mean values of the rating on the scales was calculated using a correlation test. A correlation of 0.4-0.7 is considered moderate, 0.7-0.9 as high, and 0.9-0.99 as very high correlation among variables represented by columns or rows of data (see Guilford, J 1956 quoted in Fasold 1984:104). The variables among which we are studying correlation are the ratings on the semantic differential scales.

Then using factor analysis, four factors were loaded [17] . The factor loading with the correlation among the each scales within each factor is shown in the following table (Table 5.1.).

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17 Factors loading is a process which is regarded as a main objective of applying factorial analysis on the data. It is the output of a process in which the intercorrelation among the scales' ratings within each factor is calculated. (see Child 1973).

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Scales	Factor 1	Factor 2	Factor 3	Factor 4
Pleasant	0.68	0.66	0.13	-0.00
Educated	0.96	-0.10	0.00	-0.20
Confident	0.98	0.08	0.06	-0.12
Sincere	0.85	0.24	0.45	0.03
Intelligent	0.87	-0.42	0.13	0.16
Precise	0.92	0.07	0.07	0.28
Serious	0.75	0.41	0.06	-0.50
Interesting	0.65	-0.62	-0.26	0.33
Leader	0.90	-0.37	0.01	0.04
Convincing	0.93	0.20	0.08	0.26
Natural	0.76	0.48	-0.38	0.10
Dominant	0.89	-0.09	-0.41	-0.10
Smooth	0.64	0.73	-0.04	0.13
Uninterruptive	0.44	0.15	0.87	0.10
Clear	0.73	0.24	-0.32	0.52
Rational	0.79	0.07	-0.35	-0.49
Friendly	0.82	-0.31	0.12	-0.44

Table 5.1. Factor loading for the 17 scales

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As a result of the implementation of factor analysis it was possible to combine the scales into four factors. Using the correlation values in table 5.1. above the following factors were established, taking any correlation value of 0.4 or above (ignoring the +/- sign) as significant:

1. Factor 1 , the evaluative or the value factor: pleasant, educated, confident, sincere, intelligent, precise, serious, interesting, leader, convincing, natural, dominant, smooth, uninterruptive, clear, rational, and friendly.
2. Factor 2, the potency factor: pleasant, intelligent, serious, interesting, natural, and smooth.
3. Factor 3, the complexity factor: sincere, dominant, and uninterruptive.
4. Factor 4, the activity factor: serious, clear, rational, and friendly.

After grouping the scales into four factors it was possible to discuss the data analysis results in terms of the four factors. The "factor ratings" were processed in a way similar to that of the scales. The factor ratings were grouped as follows:

1. The attitudes of the respondents (in terms of the region

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and the sex of the respondents) to the speaker. This is done so that we can find out whether the sex and region of the respondents would have any effect on their rating.

2. The rating of the respondents towards each speaker. The rating towards each speaker (in terms of the region and the sex of the speaker) are grouped. This is to see whether the region or the sex of the speaker would have any effect upon the rating of the respondents.

5.4.1 The respondents

For the sake of an informative and clear presentation of more than one factor in our study the respondents' ratings were treated in more than one way, which will be explained in each relevant section.

First the ratings were grouped to see whether the sex and the region of the respondent, as dependent variables, would have any effect, if any, upon his / her rating. In other words we wanted to test whether the ratings of the two sexes were different or not. At the same time our second objective was to see whether the respondents from different regions would rate the speakers in different / or similar ways. The discussion will be in terms of the four factors extracted through the implementation of factor analysis (see above).

The rating of the respondents was organized in different ways. The dealing with the rating will be explained in each relevant section. This was done for the sake of showing the effect of the sex and the region of the respondent as dependent variables on his / her rating.

5.4.1.1 The effect of the sex of the respondent

Many studies which involved the investigation of attitudes of the two sexes show some differences between the ratings of the male and the female respondent, (see for example Locksley 1980). In this section we aimed to find out whether there were any differences between the ratings of our male and female respondents.

For this purpose the factorial ratings of both the male and the female respondents were grouped in six tables. Tables 5.2. and 5.3. show the factorial ratings of the male then the female respondents from the northern region. Tables 5.4. and 5.5. present the factorial rating of the male and then the female respondents from the central region. Finally the ratings of the male and the female respondents from the southern region

is shown in tables 5.6. and 5.7.

1. The northern region respondents

On the value factor the female / north respondents rated themselves (the female / north speaker), 4.058, slightly higher than the male / north respondents, 3.817. The male / north respondents, on the other hand, rating of the male / centre speaker, 4.835, was higher than the female / north respondents, 3.841. They, the male / north respondents, also rated the male / south speaker, 4.764, slightly higher than the female north respondents, 4.447.

On the potency factor the female / north respondents rated the male / north and the female / north speakers, 5.050 and 4.600, slightly higher than the male / north respondents, 4.733 and 4.150 respectively. The rating of the male / north respondents of the male / centre speaker, 5.000, was higher than the rating of the female / north respondents of the same speaker, 3.966. A similar difference, although milder, occurred between the rating of the male / north respondents to the male / south speaker, 4.883, and the rating of the female / north respondents of the same speaker, 4.500. Figures 5.1. and 5.2. below show the distribution of factorial ratings by the male and the female respondents from the northern region on the

four scales

Fig. 5.1. Attitudes factorial ratings

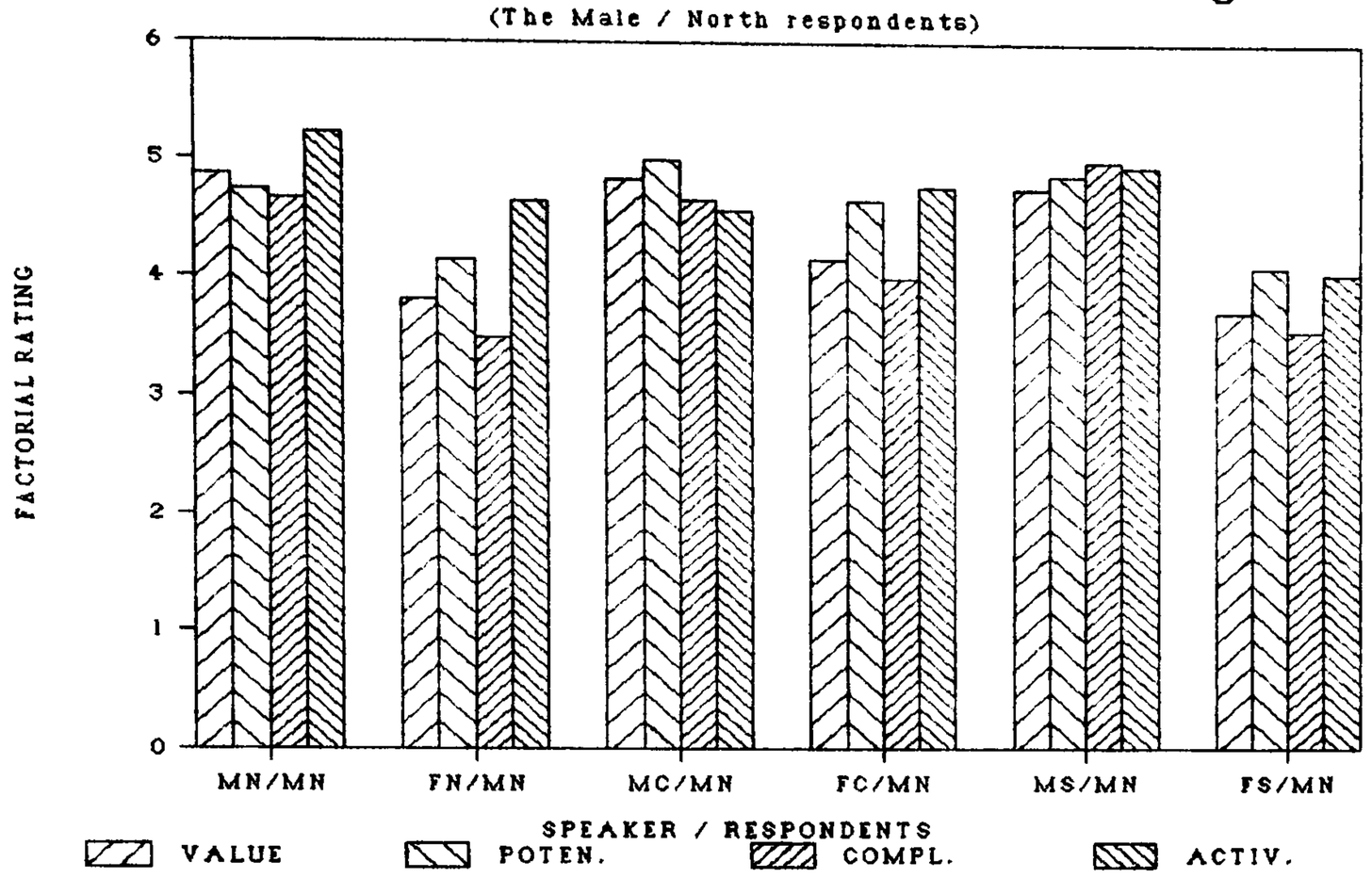

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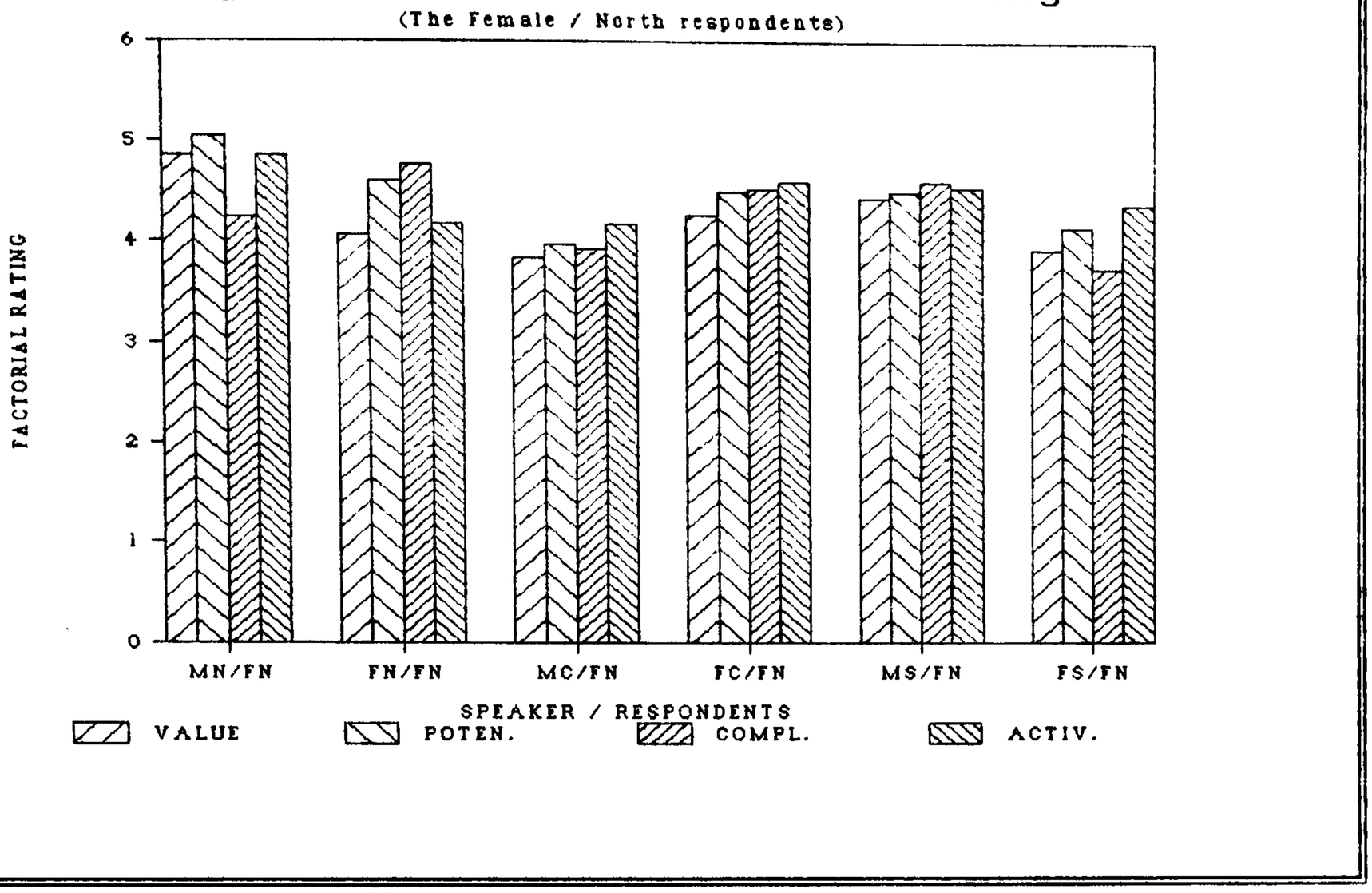
Fig. 5.2. Attitudes factorial rating



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The third factor is the complexity factor. On this factor both the male and the female / north respondents rated the speaker from the same sex and region higher than the speakers from the same region but from the opposite sex. The male / north respondents rated the male / centre speaker, 4.666 , higher than the female / north respondents, 3.933. The female / north respondents on the other hand rated the female / centre speaker, 4.533, higher than the male / north respondents, 4.000. The male / north respondents rating of the male / south speaker, 5.000 slightly higher than the female / north respondents, 4.600.

On the fourth factor, the activity factor, the male / north respondents rated the speaker from their own region and sex, 5.225, higher than the female / north respondents. But the female / north respondents rated the female / north speaker, 4.175, lower than the male / north respondents, 4.650. The male / north respondents rating of the male / centre speaker, 4.575, was higher than the rating of the female / north respondents of the same speaker, 4.175. The same thing could be said about the rating of the two sexes of the north region respondents of the male / south speaker. The male / north respondents rating, 4.950, was higher than that of the female

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/ north respondents, 4.550. The female / north respondents rated the female / south speaker, 4.375, slightly higher than the male / north respondents, 4.050.

FACTORS	MN/MN	FN/MN	MC/MN	FC/MN	MS/MN	FS/MN
VALUE	4.870	3.817	4.835	4.164	4.764	3.729
POTENCY	4.733	4.155	5.000	4.666	4.883	4.111
COMPLEXITY	4.666	3.555	4.666	4.000	5.000	3.566
ACTIVITY	5.225	4.655	4.575	4.775	4.955	4.055

Table 5.2. Male / North factorial rating

FACTORS	MN/FN	FN/FN	MC/FN	FC/FN	MS/FN	FS/FN
VALUE	4.852	4.058	3.841	4.270	4.447	3.929
POTENCY	5.055	4.666	3.966	4.555	4.555	4.155
COMPLEXITY	4.233	4.766	3.933	4.533	4.666	3.733
ACTIVITY	4.855	4.175	4.175	4.666	4.555	4.375

Table 5.3. Female / North factorial rating

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2.The central region respondents

The female / centre respondents rated the male / north speaker, 5.858, on the value factor, higher than the male / centre respondents, 4.394, see figures 5.3 and 5.4. and tables 5.4 and 5.5. below. But the male / centre respondents' rating of the female / centre speaker, 4.958, was higher than that of the female / centre rating, 4.523. They also rated the male / south speaker, 4.517, higher than the female / centre, 4.188. In the ratings of the central region respondents to the female / south speaker a slight difference was noticed between the rating of the male respondents, 4.911, and the female respondents, 5.164.

On the potency factor the female / centre respondents rated the male / north speaker, 5.866, higher than the male / centre respondents, 4.233. The male / centre respondents rating of the female / centre speaker, 5.066, on the other hand, was higher than that of the female / centre respondents, 4.466. The male / centre respondents also rated the male / south speaker, 4.550, higher than the female / centre respondents, 4.133.

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Fig. 5.3. Attitudes factorial rating

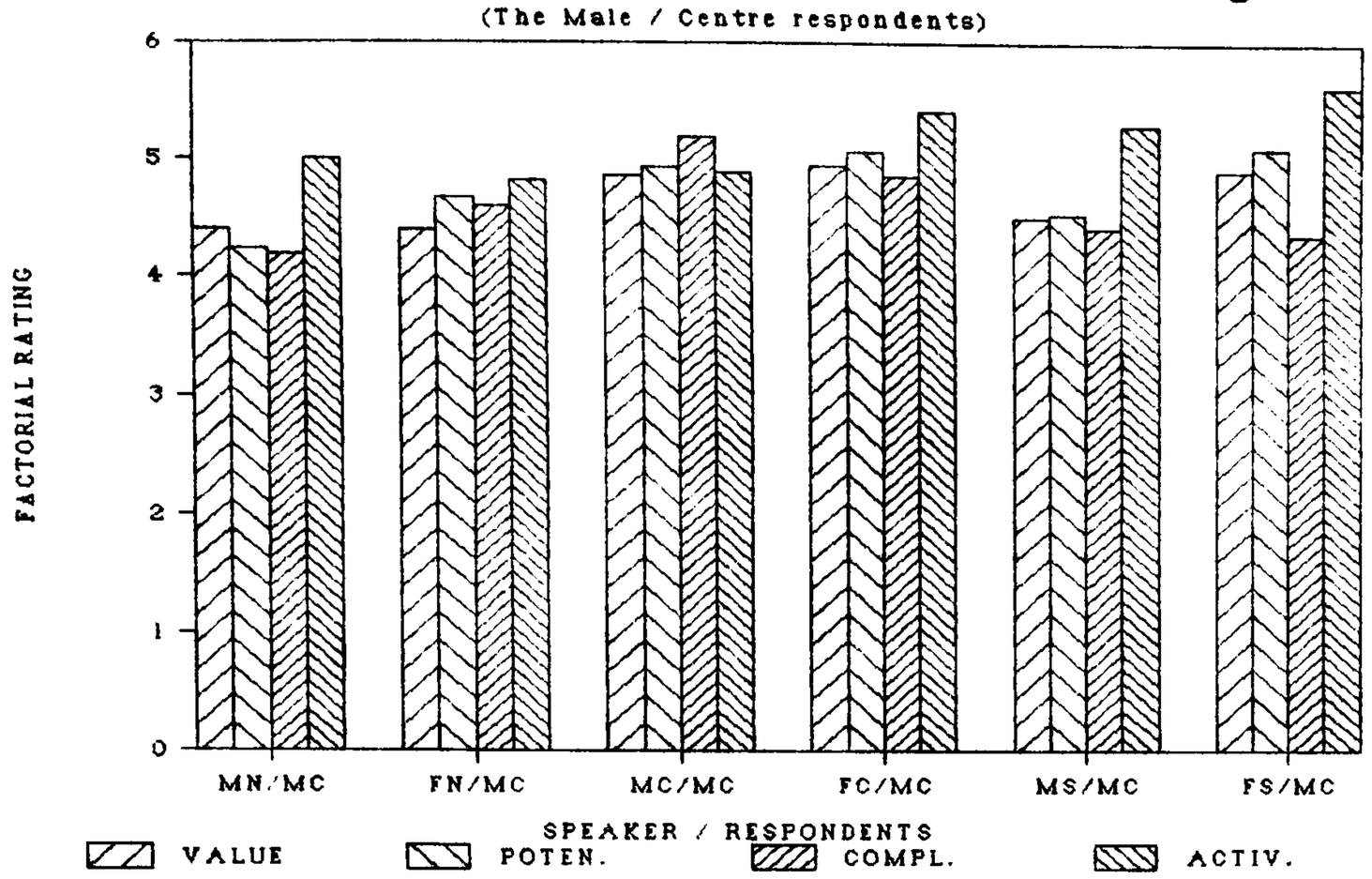
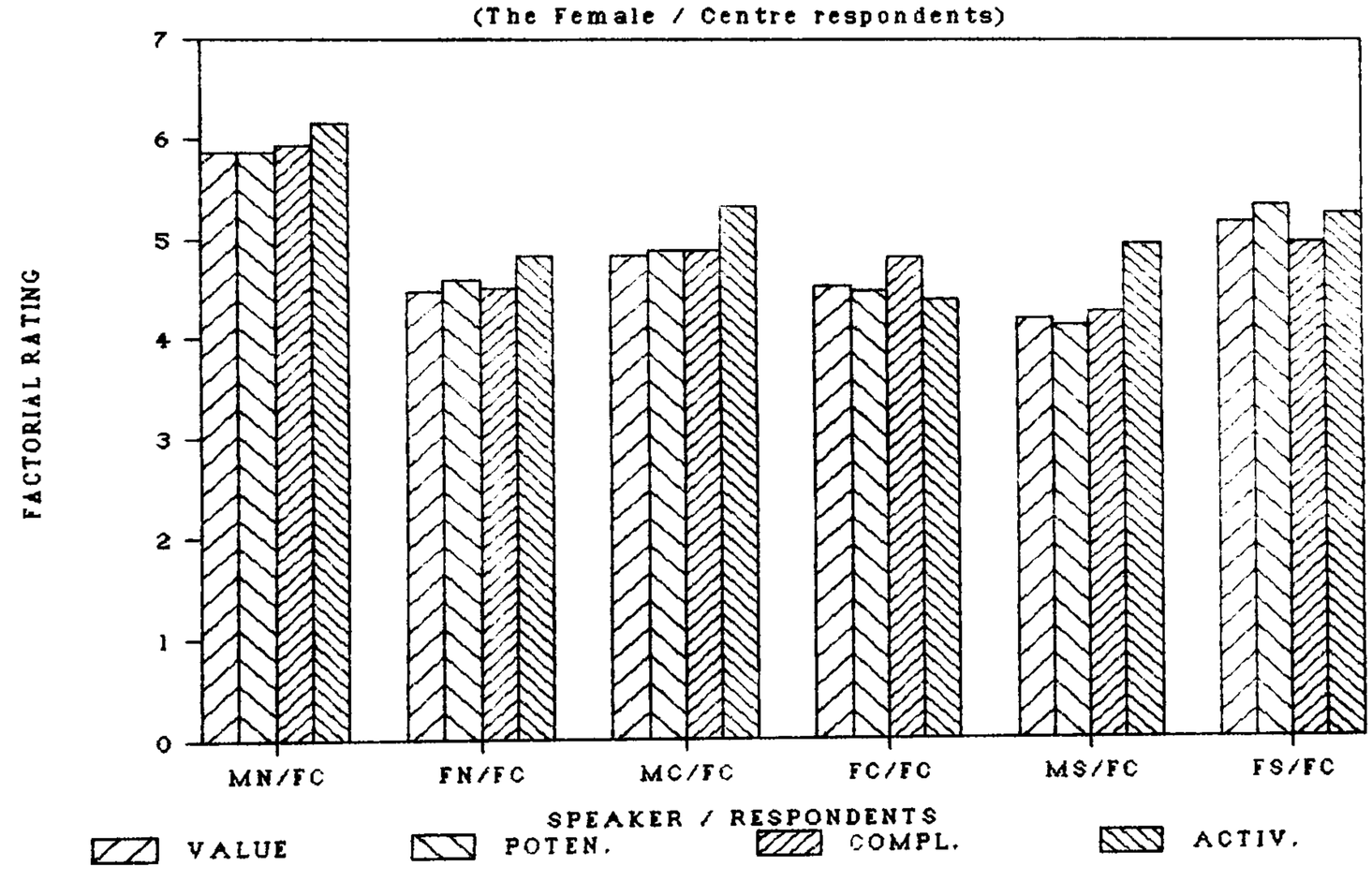


Fig. 5.4. Attitudes factorial rating



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The female / centre respondents also rated the male / north speaker on the complexity factor, 5.933, higher than the male / centre respondents, 4.200. The male / centre respondents rated the male / centre and male / south speakers, 5.200 and 4.433 respectively, higher than the female / centre respondents, 4.866 and 4.266. The female / centre respondent, though, rated the female / south speaker, 4.966, higher than the male / centre respondents, 4.366.

On the activity factor a similar pattern was found in the rating of the central region respondents of the northern region speakers. The female / centre rating of the male / north speaker, 6.150, was higher than that of the male / north respondents, 5.000. The female / centre respondents also rated the male / centre speaker, 5.325, higher than the male / centre respondents, 4.900. But the male / centre rated the female / centre speaker, 5.425, higher than the female / centre respondents, 4.375. The male / centre respondents also rated both speakers from the southern region, male and female, 5.300 and 5.625 respectively, higher than the female / centre respondents, 4.950 and 5.250.

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FACTORS	MN/MC	FN/MC	MC/MC	FC/MC	MS/MC	FS/MC
VALUE	4.394	4.444	4.864	4.958	4.517	4.911
POTENCY	4.233	4.683	4.933	5.066	4.555	5.111
COMPLEXITY	4.222	4.666	5.222	4.866	4.433	4.366
ACTIVITY	5.000	4.825	4.999	5.425	5.333	5.625

Table 5.4. Male / Centre factorial rating

FACTORS	MN/FC	FN/FC	MC/FC	FC/FC	MS/FC	FS/FC
VALUE	5.858	4.458	4.823	4.523	4.188	5.164
POTENCY	5.866	4.583	4.866	4.466	4.133	5.333
COMPLEXITY	5.933	4.555	4.866	4.888	4.266	4.966
ACTIVITY	6.155	4.825	5.325	4.375	4.955	5.255

Table 5.5. Female / Centre factorial rating

3.The southern region respondents

As with rating of the male and female respondents from the northern and the central regions, there were some differences among the rating of the male and the female respondents from

the southern region. Figures 5.5. and 5.6. as well as tables 5.6. and 5.7. show the factorial ratings of the two groups (male and female) of the southern region respondents

On the value factor the female / south respondents rated the female / north speaker, 4.770, higher than the male / south respondents, 3.582. They also rated the male and the female speakers from the central region, 5.152 and 5.329 respectively, higher than the male / south respondents, 4.041 and 4.017. In addition the female / south respondents rated the female / south speaker, 4.805, higher than the male / south respondents, 3.947. On this factor the male / south respondent rated the male / south speaker, 4.270, higher than the female / south respondents, 3.988.

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Fig. 5.5. Attitudes factorial rating

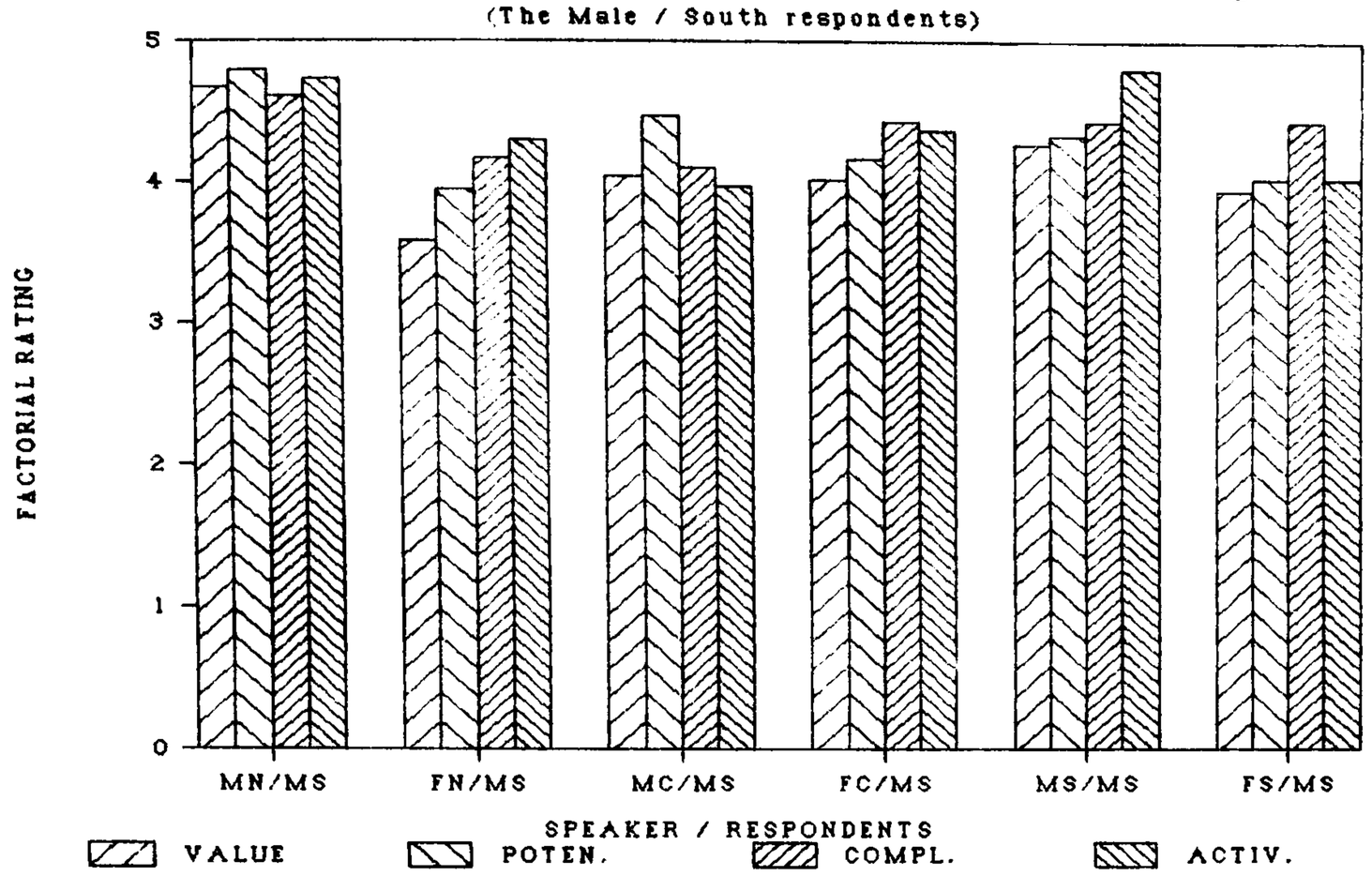
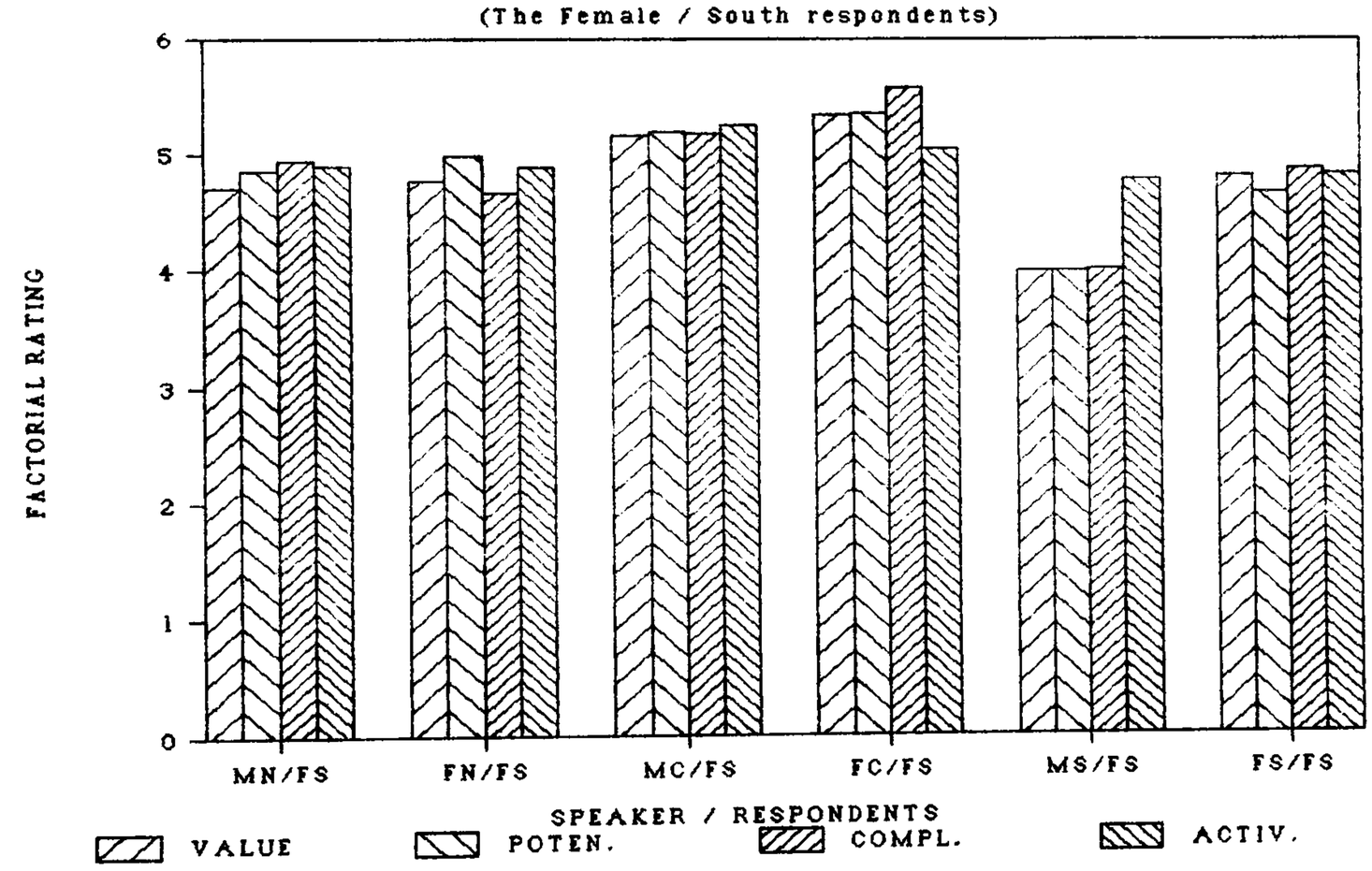


Fig. 5.6. Attitudes factorial rating



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As far as the potency factor is concerned the female / south respondents rated the female / north speaker, 4.983, higher than the male / south respondents, 3.950. They also rated both the male and the female speakers from the central region, 5.183 and 5.350 respectively, higher than the male / south respondents, 4.466 and 4.166. In the same way they rated the female / south speaker. The female / south respondents' factorial rating was 4.666, while that of the male / south respondents was 4.033. The male / south respondents rated the speaker from the same sex and region (male / south speaker), 4.333, slightly higher than the female / south respondents, 3.983.

On the complexity factor the ratings of the female / south respondents were higher than that of the male / south respondents, except in ratings the male / south speaker where the male / south respondents factorial rating, 4.433, was higher than that of the female / south respondents, 4.000.

Finally the ratings on the activity factor followed a similar pattern to that of the potency factor. The only difference in the ratings on the activity factor was that the difference between the rating of the two sexes of the southern region respondents of the male / south speaker was smaller

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than that on the potency factor. The factorial rating of the male / south respondents was 4.8, while that of the female / south respondents was 4.775.

FACTORS	MN/MS	FN/MS	MC/MS	FC/MS	MS/MS	FS/MS
VALUE	4.658	3.582	4.041	4.017	4.270	3.947
POTENCY	4.783	3.955	4.466	4.166	4.333	4.033
COMPLEXITY	4.666	4.166	4.111	4.433	4.433	4.433
ACTIVITY	4.725	4.333	3.975	4.375	4.888	4.025

Table 5.6. Male / South factorial rating

FACTORS	MN/FS	FN/FS	MC/FS	FC/FS	MS/FS	FS/FS
VALUE	4.711	4.770	5.152	5.329	3.988	4.805
POTENCY	4.855	4.983	5.183	5.355	3.983	4.666
COMPLEXITY	4.933	4.666	5.166	5.566	4.000	4.866
ACTIVITY	4.999	4.875	5.255	5.055	4.775	4.825

Table 5.7. Female / South factorial rating

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5.4.1.2 The effect of the region of the respondent

For the purpose of a clear presentation of the regional variable effect on the respondents, the factorial ratings of the male and the female respondents of each region was added then divided by two to obtain the "regional" rating, for example the male and the female north region respondents was added and then divided by two to obtain the "north" respondents factorial rating. Tables 5.8, 5.9, and 5.10, and figures 5.7-5.9 below show the regional rating of the respondents from the three regions.

On the value factor we see that the central region respondents rated the male speaker from the northern region, 5.125, higher than the respondents from the other two regions, 4.861 and 4.685. We can also notice that the male respondents from the north rated their female counterpart, the female speaker from the north, 3.938, lower than the other respondents, 4.429 and 4.176. They, the north region respondents, rated the male speaker from the south, 4.605, slightly higher than the central region respondents, 4.352, and the southern region respondents, 4.125. But on the other hand their rating of the female speaker from the south, 3.829, was the lowest compared with the central region respondents' rating, 5.035

the highest, and the southern region respondents, 4.376.

To consider the second factor, the potency factor, the central region respondents rated the male and the female / north speakers, 5.050 and 4.633 respectively, slightly higher than the northern region respondents, 4.891 and 4.375, and the southern region respondents, 4.815 and 4.465. Both the central and the southern regions respondents rated the male / centre speaker, 4.900 and 4.825, higher than the north region respondents, 4.483. The northern region respondents' factorial rating of the male speaker from the south, 4.691, was higher than that of the central region, 4.341, and the southern region, 4.158, respondents. A large difference was noticed between the rating of the central region respondents of the female speaker from the southern region, 5.215, and that of the northern region respondents, 4.125, and of the southern region respondents, 4.350.

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Fig. 5.7. Northern region respondents

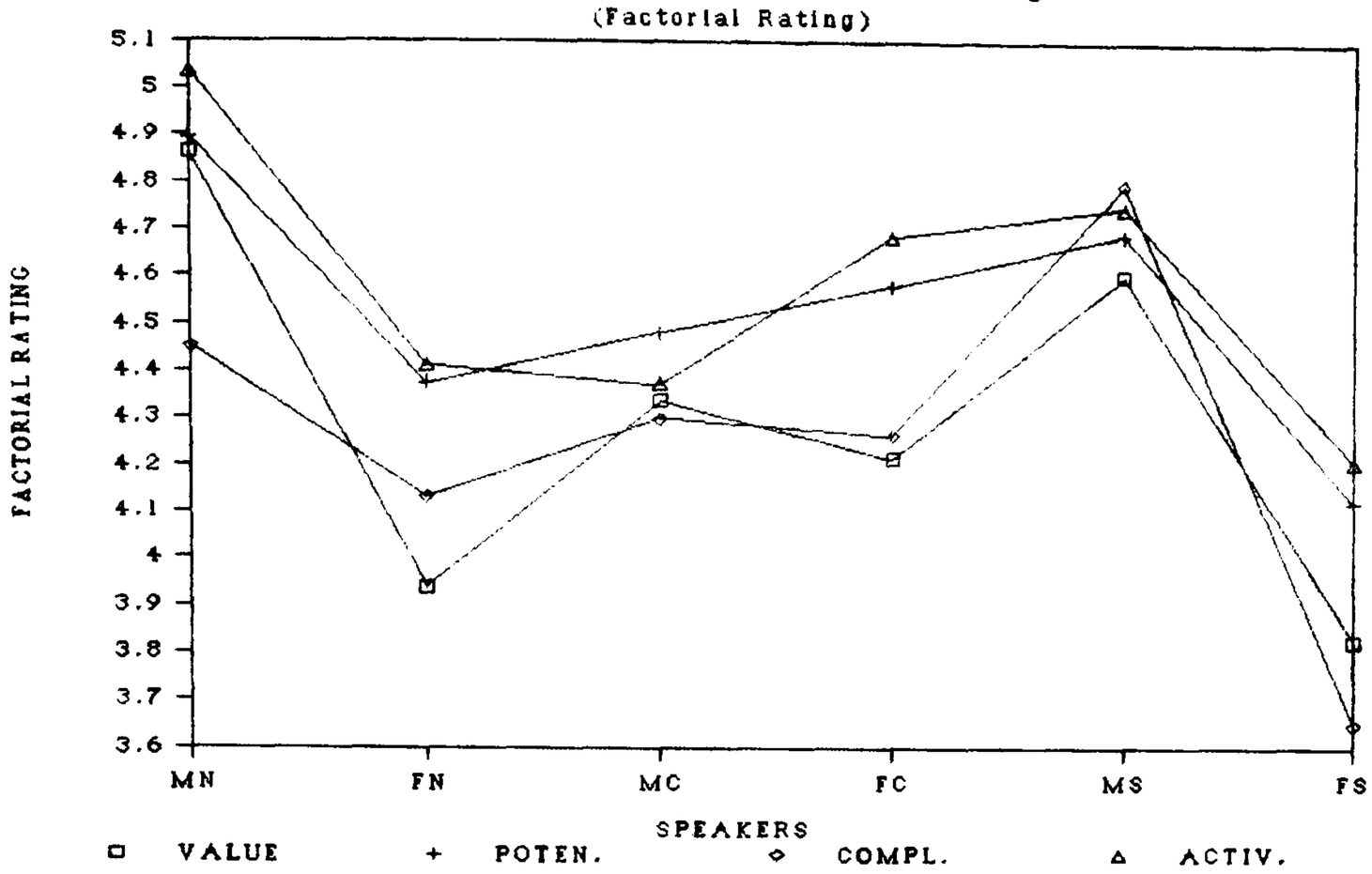


Fig. 5.8. Central region respondents

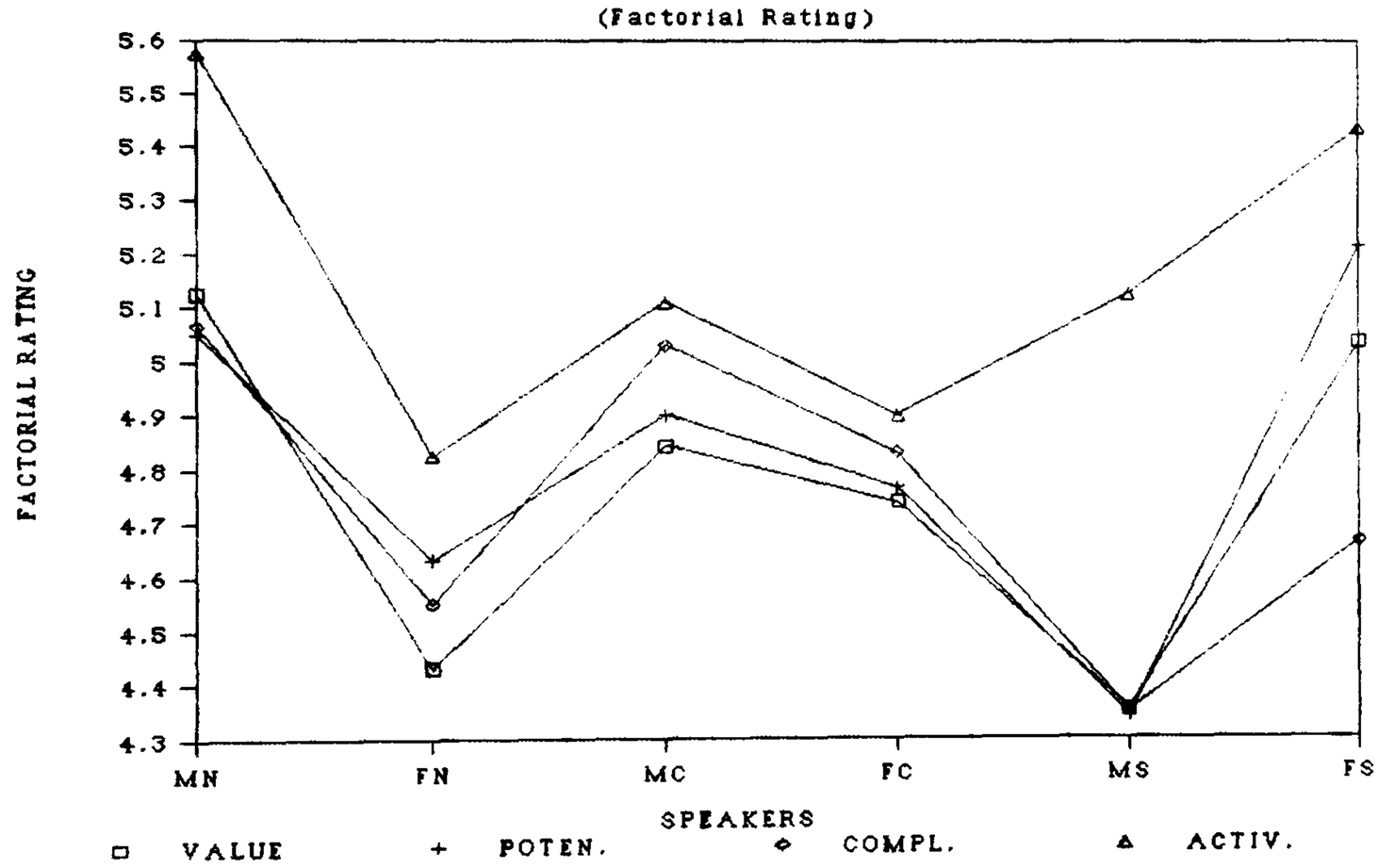
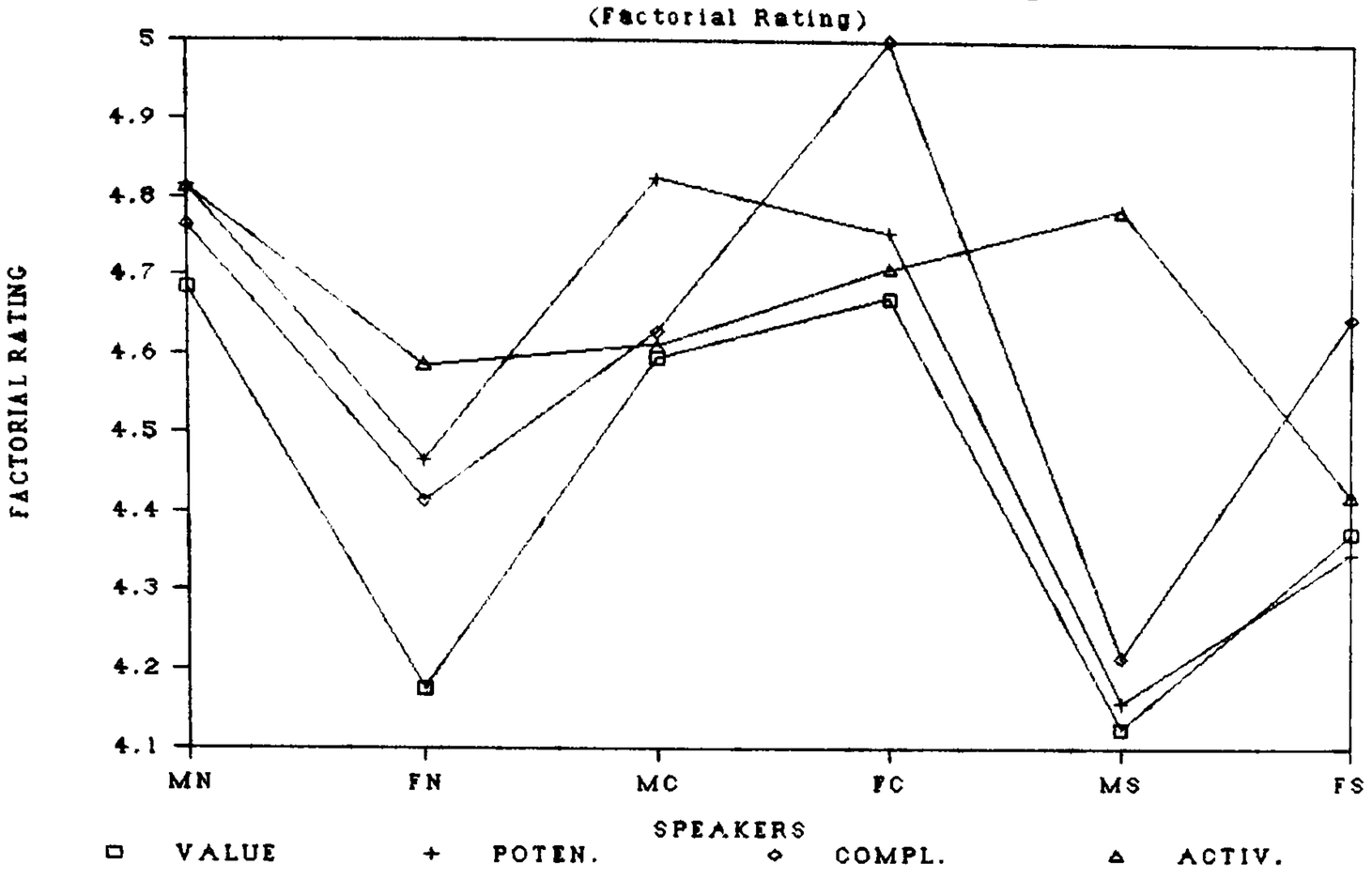


Fig. 5.9. Southern region respondents



On the third factor, the <u>complexity</u> factor, the central region respondents rated the male speaker from the northern region, 5.065, higher than the other two regions respondents. The southern region respondents' factorial rating, 4.765, was slightly higher than that of the northern region respondents, 4.450. The central and the southern regions respondents rated the female speaker from the northern region, 4.550 and 4.415 respectively, higher than the respondents who belong to the same region of the speaker, the northern, 4.133. The central region respondents' rating was also the highest in the ratings

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of the respondents of the male / centre speaker, 5.030. The southern region respondent rated the same speaker, 4.630, higher than the northern region respondents, 4.300. The southern region respondents rated the female speaker from the central region, 5.000, higher than the respondents from the northern region, 4.266. The northern region respondents rated the male speaker from the south, 4.800, higher than the rest of the respondents, 4.350 (central region respondents) and 4.216 (southern region respondents).

On the fourth factor, the activity factor, the central region respondents' factorial rating of the male speaker from the northern region, 5.575, was higher than the respondents from the northern and the southern regions, 5.035 and 4.812 respectively. The central region respondents also rated the female speaker from the northern region, 4.825, higher the respondents from the northern region, 4.412, and the southern region, 4.587. The central region respondents also rated the speakers from the central region, both male and female, higher than the respondents from the other two regions. Their factorial rating of the male / centre speaker was 5.110. The northern region respondents' factorial rating of the same speaker was 4.375, while that of the southern region was 4.612. In the case of the female / centre speaker although the factorial

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rating of the central region respondents was still the highest, 4.900, the differences between the three regions' respondents ratings was slightly lower than that of the rating of the male / centre speaker, 4.687 (northern region respondents) and 4.712 (the northern region respondents). Again the same pattern of rating applied for the southern region speakers. The central region respondents factorial ratings of the male / south, 5.125, and the female / south, 5.435, speakers was higher than that of the northern region respondents, 4.750 and 4.212 respectively and of the southern region respondents, 4.787 and 4.425.

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FACTORS	MN	FN	MC	FC	MS	FS
VALUE	4.861	3.938	4.338	4.217	4.605	3.829
POTENCY	4.891	4.375	4.483	4.583	4.691	4.125
COMPLEXITY	4.455	4.133	4.333	4.266	4.888	3.655
ACTIVITY	5.035	4.412	4.375	4.687	4.755	4.212

Table 5.8. Northern region respondents factorial rating

FACTORS	MN	FN	MC	FC	MS	FS
VALUE	5.125	4.429	4.844	4.741	4.352	5.035
POTENCY	5.055	4.633	4.999	4.766	4.341	5.215
COMPLEXITY	5.065	4.555	5.033	4.833	4.355	4.666
ACTIVITY	5.575	4.825	5.111	4.999	5.125	5.435

Table 5.9.Central region respondents factorial rating

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FACTORS	MN	FN	MC	FC	MS	FS
VALUE	4.685	4.176	4.597	4.673	4.125	4.376
POTENCY	4.815	4.465	4.825	4.758	4.158	4.355
COMPLEXITY	4.765	4.415	4.633	5.000	4.216	4.655
ACTIVITY	4.812	4.587	4.612	4.712	4.787	4.425

Table 5.10. Southern region respondents factorial rating

5.4.1.3 Discussion

The study of the sex and region of the respondents as social variables in language attitude showed some interesting results.

In the differences between the male and the female respondents we have seen that men respondents tend to rate the male speakers higher than the female speakers more frequently than the women respondents. The women respondents, on the other hand tend to rate the female speakers higher than the men respondents.

The male / North respondents rated the male speaker from the Central and southern regions on the value factor higher than the female / North respondents. On the same factor the female / south respondent rated the female speakers from the three regions higher than the male respondents.

On the potency and the activity factors the female respondents rated all the speakers, except the male / south on the potency factor, higher than the male respondents. This result supports our hypothesis that women's rating will be higher than men.

Differences were also found among the ratings of the respondents' from the different regions. The central region respondents' ratings of the different speakers were higher than those of other respondents. An example of this point is that the central region respondents rated all the speakers on the activity factor higher than other regions' respondents. This result was not expected. Our hypothesis was that the central region respondents will rate the speakers lower, not higher, than other respondents.

On the complexity factor the southern region respondents rated the northern and the central region speakers higher than the northern region respondents. On the same factor the central region respondents rated the male speakers from the northern and the central region higher than the rest of the respondents.

In general the central region respondents rated speakers higher than the southern and the northern region respondents. They also show that the southern region respondents' rating is slightly higher than the rating of the northern region

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respondents. This result did not support our hypothesis which was based on considering the central region as more advanced than the other two regions in terms of economical growth and also Baghdad, being the capital, is situated in the central region. But this finding suggests otherwise. It may be that the reason for this unexpected result is the fact that there are some changes happening in the central region since the increase of migration to the central region during the sixties from the south and the north for better living conditions. (Recall that in the selection of respondents the last fifteen years of residence were considered as the criterion for determining the region of the respondent). In the same city of Baghdad there are parts which are inhabited by Southerners, such as a quarter called "al-Thawra" where all the residents are from the south. In other words the effect of the region from which the respondent has originally come from to the central region is still in force, even after a long time. Another reason, which could be opposite to the former, is that there is the spread of industry, especially the oil industry, and agriculture in the north and the south which could be a reason for better living conditions in these regions. In return this could have some effect upon the respondents. Figures 5.7.-5.9. show the factorial ratings of the three regions.

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5.4.2 The speakers

The effects which the sex and the region of the speaker might have upon the way the speakers were rated are discussed in this section. Two sub-sections have been devoted to this purpose. The first discuses the effect of the sex of the speaker upon the rating of the respondents, in other words whether the male and the female speakers from the same region would be rated equally or differently.

The second sub-section is devoted to the question of whether the region of the speaker has an effect upon the way he was rated.

5.4.2.1 The effect of the sex of the speaker

Some differences were found between the attitudes towards the male and the female speakers of each region. For a clearer presentation of the results the factorial rating of all the different respondents towards the speech of the male and the female speakers of each region will be discussed; see tables 5.11-5.16 for the factorial ratings towards each speaker.

1. The northern region speakers

Tables 5.11 and 5.12 show the factorial ratings of the different respondents towards the male and the female speakers from the northern region.

On the value factor the male speaker from the northern region was rated higher than the female speaker from the same region by nearly all the respondents, from all the three region and the two sexes. It was only the female / south respondents whose factorial ratings of the two speakers from the northern region were approximately equal, 4.711 (for the male speaker) and 4.770 (for the female speaker).

On the potency factor the male speaker was rated higher than the female speaker by all the respondents except the male / centre, whose factorial rating of the male speaker was 4.233, while that of the female was 4.683.

On the third factor, the complexity factor, the male speaker was rated higher than the female speaker by the majority of the respondents. Only the female / north and the male / centre respondents rated the female speaker higher than the male speaker. The female / north respondents rated the male speaker 4.233 and the female speaker 4.766. The male / centre respondents' factorial rating of the male speaker was 4.200 and of the female speaker 4.600.

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All the respondents from all the three regions and both sexes rated the male speaker higher than the female speaker on the activity factor.

From the discussion above we can say that men were rated, in general, higher than women. This result confirms our hypothesis, above, about the different scoring towards the male and the female speech.

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Fig. 5.10. Attitudes towards M/ North

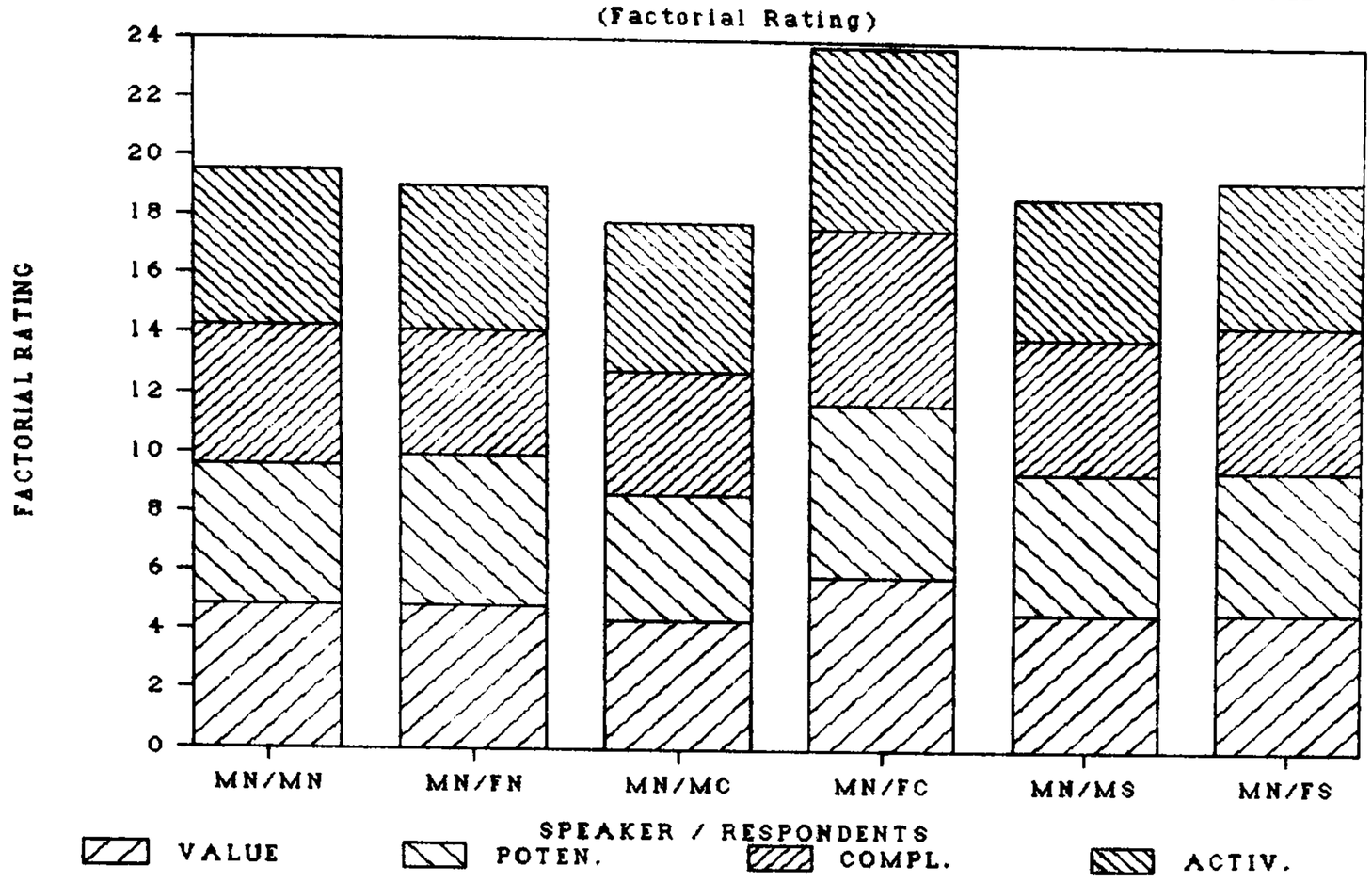
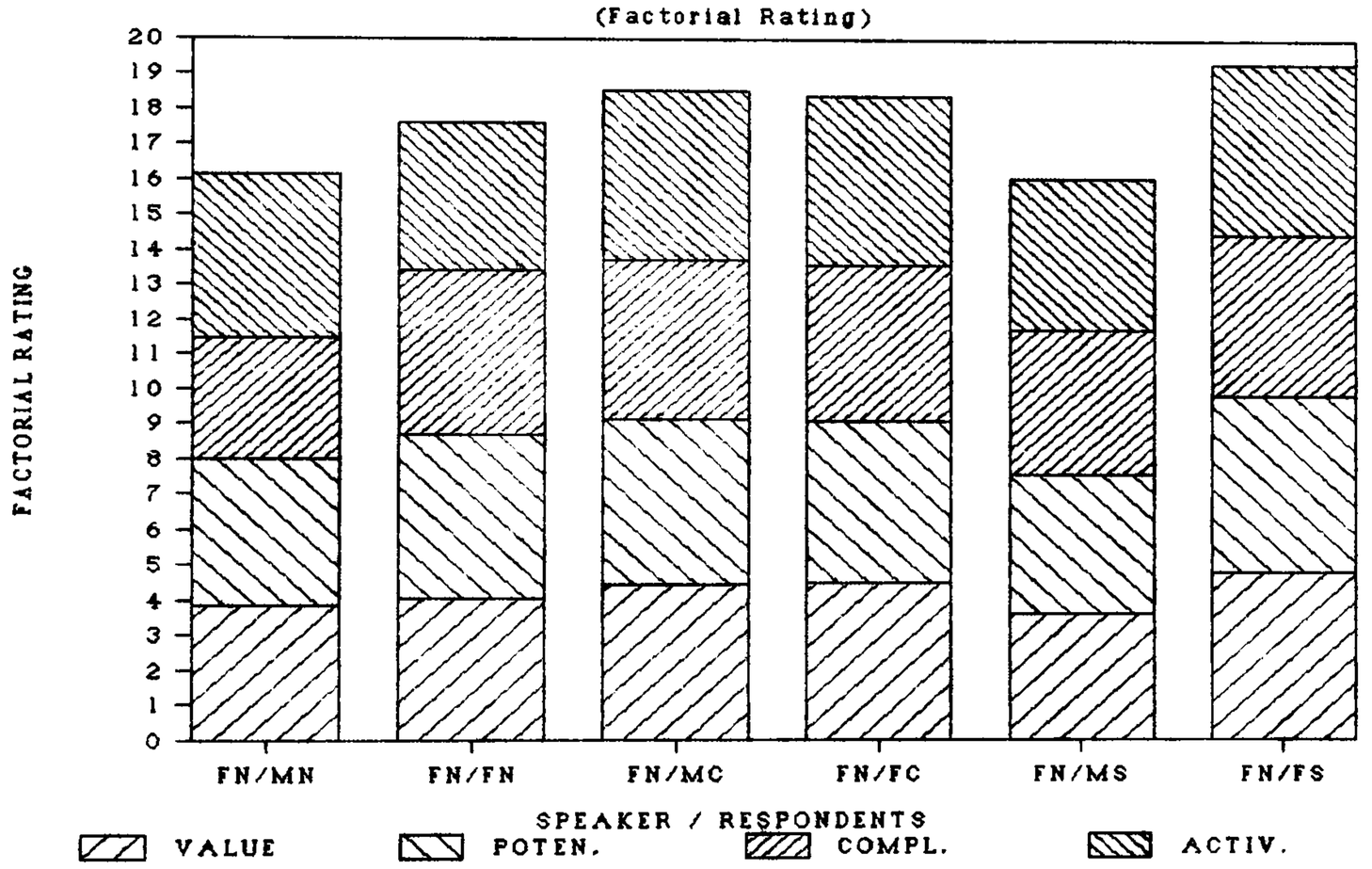


Fig. 5.11. Attitudes towards F/ North



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FACTORS	MN/MN	MN/FN	MN/MC	MN/FC	MN/MS	MN/FS
VALUE	4.870	4.852	4.394	5.858	4.658	4.711
POTENCY	4.733	5.055	4.233	5.866	4.783	4.855
COMPLEXITY	4.666	4.233	4.222	5.933	4.666	4.933
ACTIVITY	5.225	4.855	5.000	6.155	4.725	4.999

Table 5.11. Factorial rating towards Male / North

FACTORS	FN/MN	FN/FN	FN/MC	FN/FC	FN/MS	FN/FS
VALUE	3.817	4.058	4.444	4.458	3.582	4.770
POTENCY	4.155	4.666	4.683	4.583	3.955	4.983
COMPLEXITY	3.555	4.766	4.666	4.555	4.166	4.666
ACTIVITY	4.655	4.175	4.825	4.825	4.333	4.875

Table 5.12. Factorial rating towards Female / North

2.The central region speakers

The ratings towards the central region speakers, male and female, are presented in tables 5.13 and 5.14

On the first factor, the value factor, while the male speaker was rated higher than the female speaker by the male

/ north respondents, 4.835 (for the male speaker) and 4.164 (for the female speaker), the pattern of rating was reversed by the female / north respondents. They rated the female speaker, 4.270, higher than the male speaker, 3.841. The male speaker was rated higher than the female speaker by the female / centre respondents.

On the potency factor the male speaker was rated higher than the female speaker by the male / north, 5.000, the female / centre, 4.866, and the male / south, 4.466, respondents.

The differences in the rating on the third factor, the complexity factor, were not so clear in favour of the male speaker. The male speaker was rated higher than the female speaker by only the male / north, 4.666 and the male / centre, 5.222 respondents. The female / north, the male and the female / south rated the female speaker higher than the male speaker.

On the activity factor the female, not the male, speaker was rated higher than the male speaker by the male and the female / north, 4.775 and 4.6 respectively, the male / centre, 5.425, and the male / south, 4.375, respondents. The male speaker was rated higher than the female speaker by the female / centre, 5.325, and the female / south, 5.250, respondents only.

We can notice from looking at these figures that not all

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the speakers rated the male or the female speakers of the central region as higher than the other. In other words we can say that there were no significant differences between the ratings of the respondents towards the two sexes from the central region.

This can be interpreted in terms of the prestige and the cultural development the central region enjoys. For example there have been woman ministers and other high government posts. Respondents from other regions may consider the speakers from the central region as more educated and civilized, so they would think that the differences between the males and the females would be less than the male and female speakers from other regions. This resulted in less differences between the different respondents' ratings towards the two speakers from the central region.

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Fig. 5.12. Attitudes towards M/ Centre

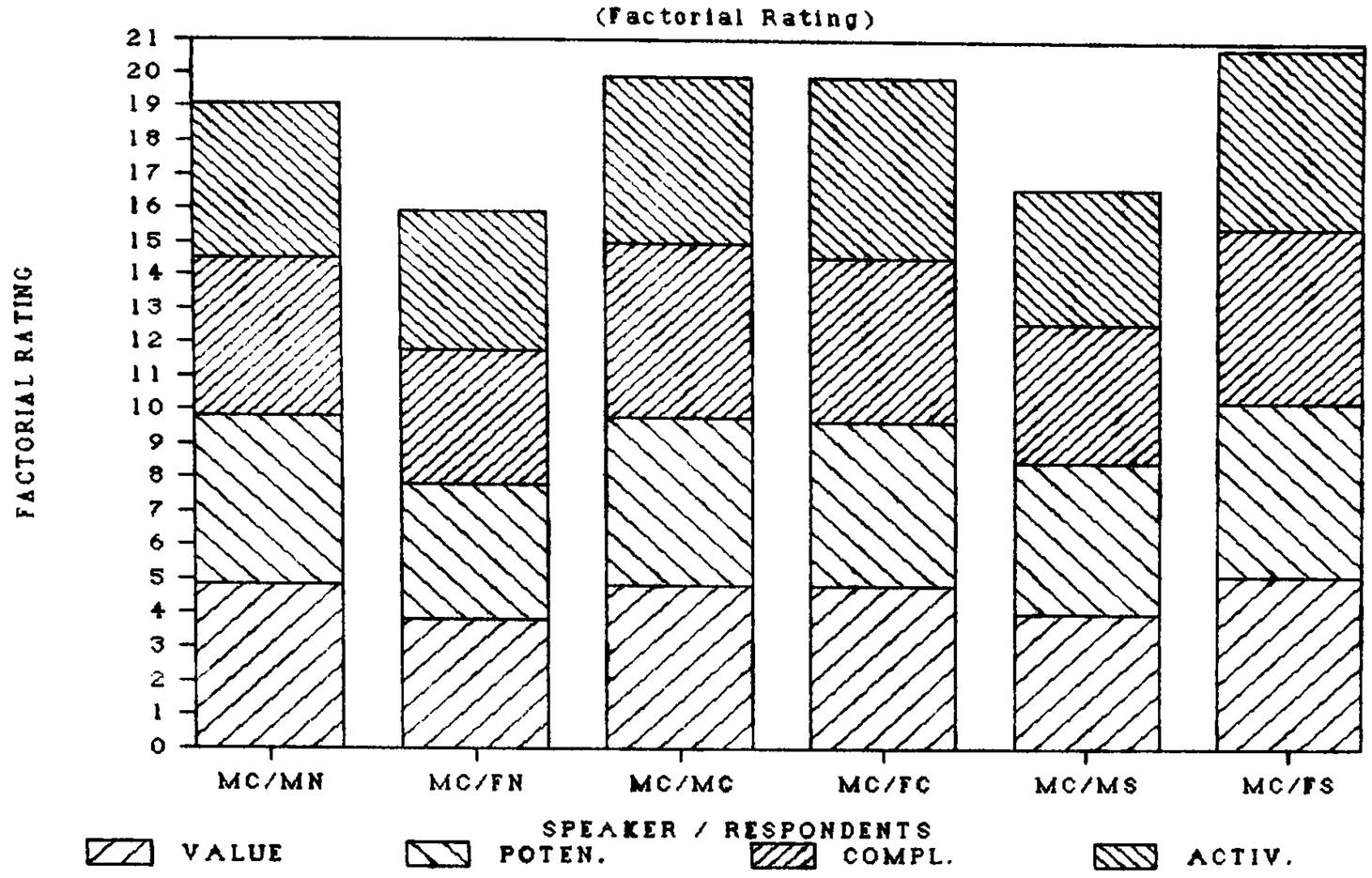
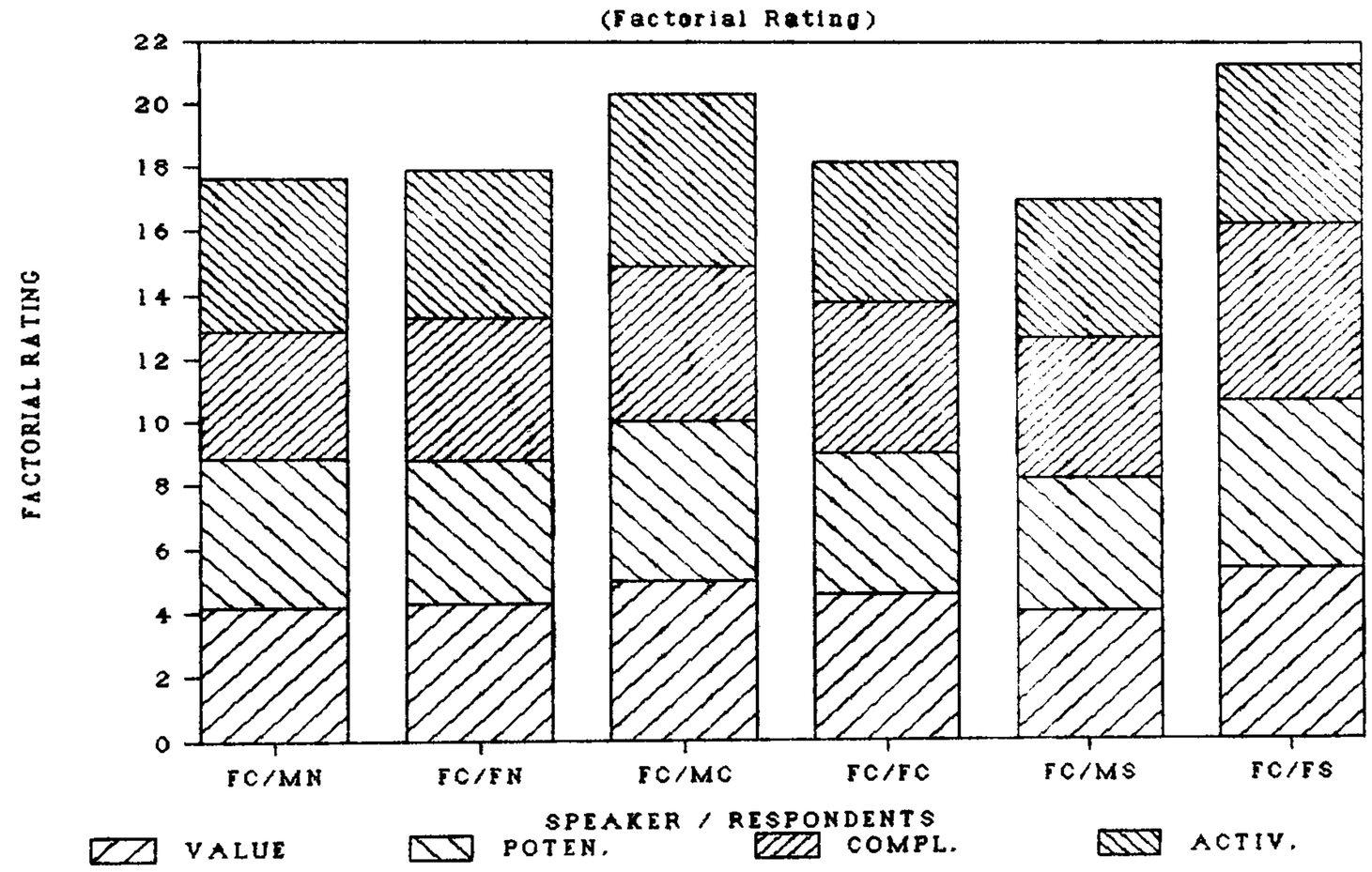


Fig. 5.13. Attitudes towards F/ Centre



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FACTORS	MC/MN	MC/FN	MC/MC	MC/FC	MC/MS	MC/FS
VALUE	4.835	3.841	4.864	4.823	4.041	5.152
POTENCY	5.000	3.966	4.933	4.866	4.466	5.183
COMPLEXITY	4.666	3.933	5.222	4.866	4.111	5.166
ACTIVITY	4.575	4.175	4.999	5.325	3.975	5.255

Table 5.13. Factorial rating towards Male / Centre

FACTORS	FC/MN	FC/FN	FC/MC	FC/FC	FC/MS	FC/FS
VALUE	4.164	4.270	4.958	4.523	4.017	5.329
POTENCY	4.666	4.555	5.066	4.466	4.166	5.355
COMPLEXITY	4.000	4.533	4.866	4.888	4.433	5.566
ACTIVITY	4.775	4.666	5.425	4.375	4.375	5.055

Table 5.14. Factorial rating towards Female / Centre

3.The southern region speakers

In the case of the ratings towards the southern region respondents, see tables 5.15 and 5.16 below, a distinct pattern of rating emerged. On all the factors the male speaker was rated higher than the female speaker by the northern region, male and female, and the male / south respondents. On the

other hand the female speaker was rated higher than the male speaker by the central region as well as the female / south respondents

These results could be interpreted in terms of two variables, the geographical distance, and the assumption that each group usually rate themselves higher than other groups.

As established earlier, men in the Arab society are exposed to the society more than women. Also the northern and the southern region are separated by the central region. This separation does involve some sort of constraint upon the intermixing between the northern and the southern regions. This could explain the rating of the northern region respondents.

The assumption that each group tends to rate themselves higher than the other group could explain why both the male / south and the female / south respondents rated the speakers from their sex higher than the speaker from the opposite sex.

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Fig. 5.14. Attitudes towards M/ South

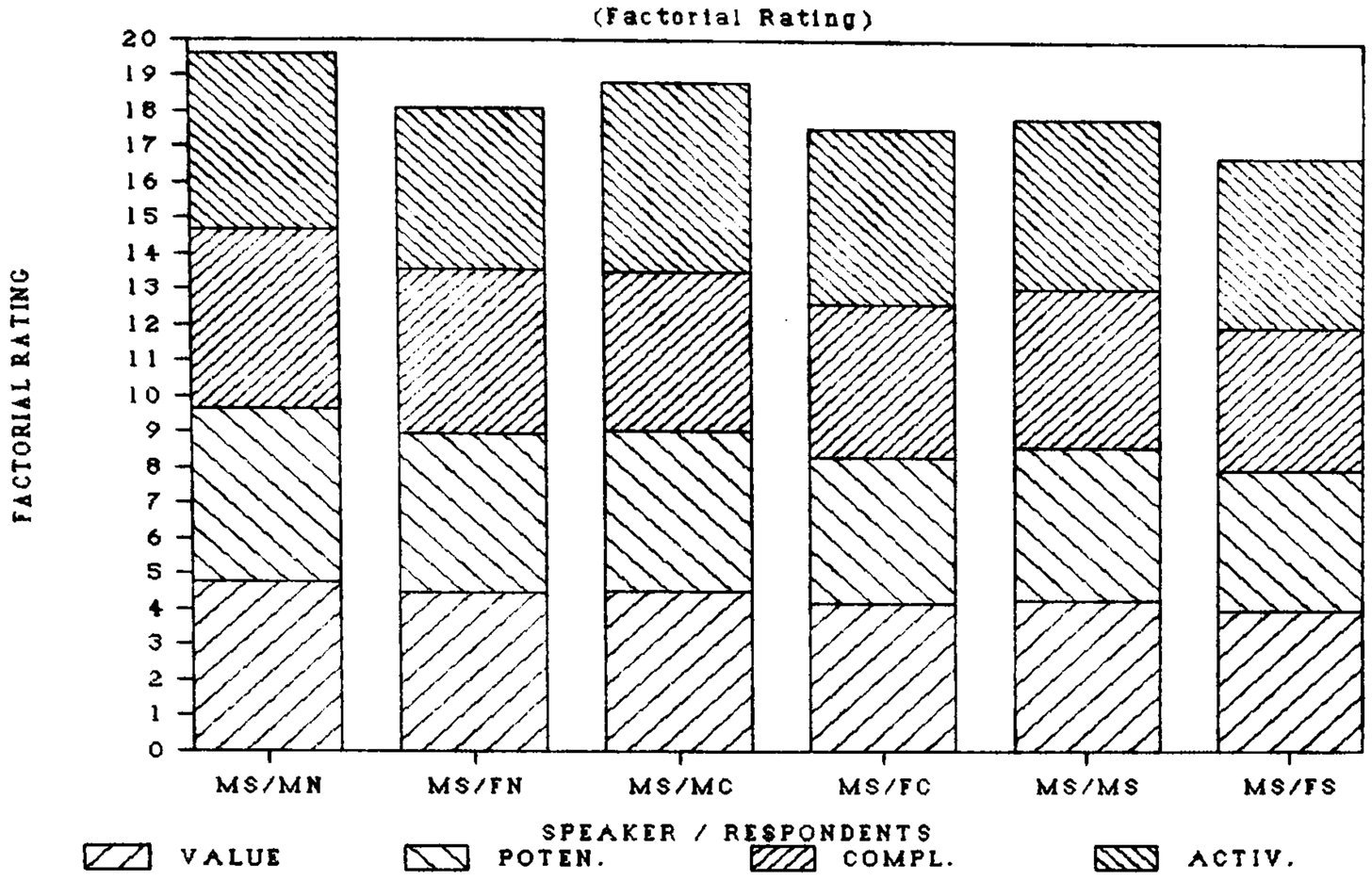
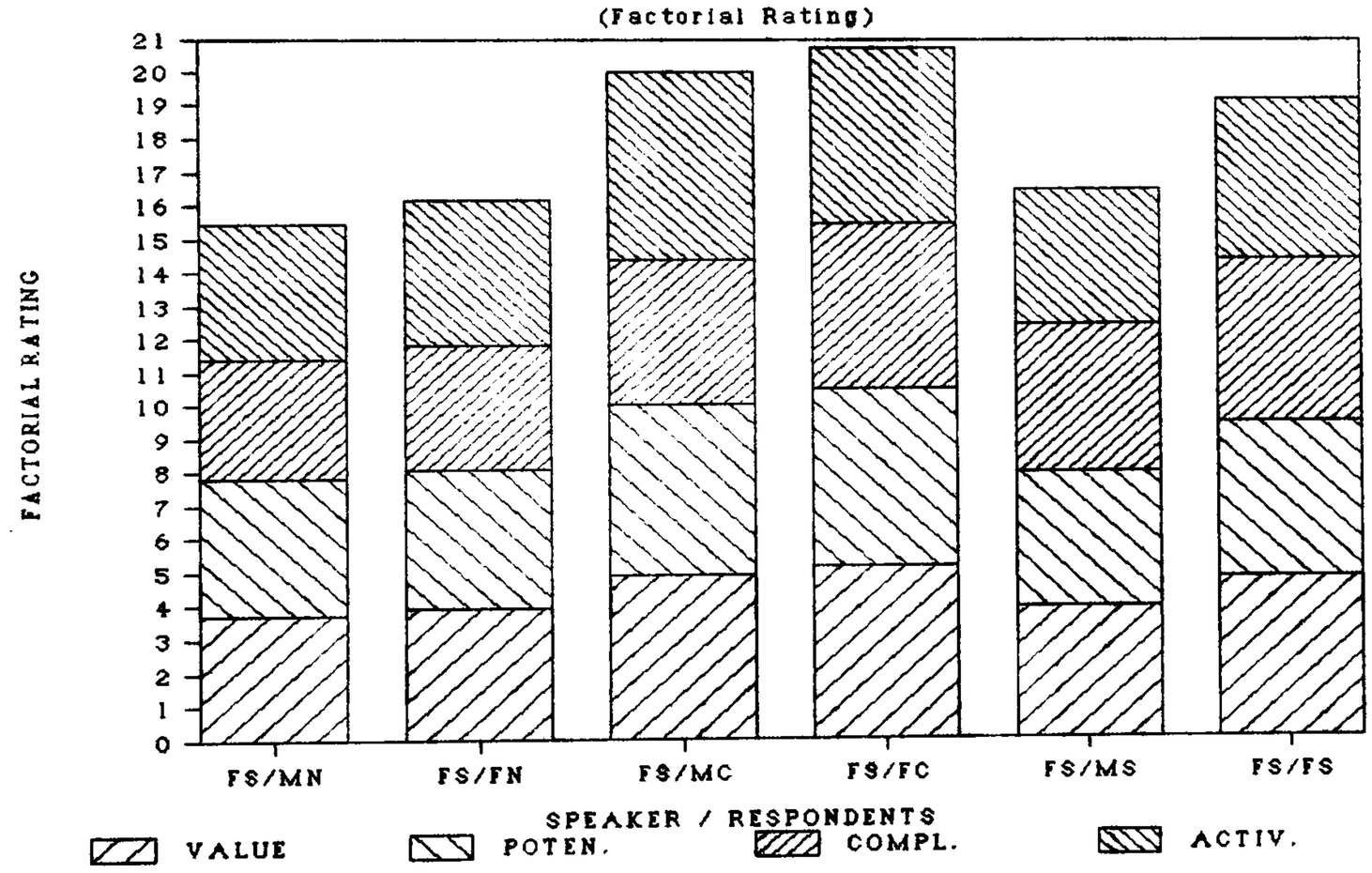


Fig. 5.15. Attitudes towards F/ South



FACTORS	MS/MN	MS/FN	MS/MC	MS/FC	MS/MS	MS/FS
VALUE	4.764	4.447	4.517	4.188	4.270	3.988
POTENCY	4.883	4.555	4.555	4.133	4.333	3.983
COMPLEXITY	5.000	4.666	4.433	4.266	4.433	4.000
ACTIVITY	4.955	4.555	5.333	4.955	4.888	4.775

Table 5.15. Factorial rating towards Male / South

FACTORS	FS/MN	FS/FN	FS/MC	FS/FC	FS/MS	FS/FS
VALUE	3.729	3.929	4.911	5.164	3.947	4.805
POTENCY	4.111	4.155	5.111	5.333	4.033	4.666
COMPLEXITY	3.566	3.733	4.366	4.966	4.433	4.866
ACTIVITY	4.055	4.375	5.625	5.255	4.025	4.825

Table 5.16. Factorial rating towards Female / South

5.4.2.2 The effect of the region of the speaker

To get the factorial rating towards the speech of each region, the factorial ratings towards the male and the female speaker of each region were added then divided by two so that

the region factorial rating was obtained for each region. No significant differences were found among the mean of factorial ratings of the three regions as far as speakers are concerned.

5.4.2.3 Discussion

Our study of the effect of the sex of the speakers on the way they were rated by the different respondents showed some differences in the attitude of the respondents towards the male and the female speakers.

The male speakers were rated higher than female speakers on the value, potency, and activity factors. This result supports our hypothesis about the scales on which the male speakers are expected to be rated higher than the female speakers. As we have seen above, on scales like leader and educated, (the value factor) the respondents rated the male speakers higher than the female speakers. This could be interpreted in terms of the social network, (Milroy 1980) of the Arab society. The social role assigned to the man in the Arab society, as superior to the woman, is reflected in these results.

On the other hand the female speakers were rated higher than the male speakers in three occasions. The female speaker from the central region was rated higher than the male speaker from the same region on the complexity factor by the southern

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region and the female / north respondents, and on the activity factor by the male and the female / north respondents. This result reflects that due to the prestige the central region enjoys, the respondents from different regions consider that the differences between the male and the female speakers are less than the differences between the male and the female speakers from other regions.

In addition the female speaker from the southern region was rated higher than the male speaker by the central region and the female / south respondents.

5.4.3 The recognition / suitability tests

The second part of the questionnaire investigated the extent to which the respondents from different regions can correctly recognize the region of each speaker, the conversational setting, and the suitability of each regional speech style to different social setting.

For the sake of data analysis, the correct ratings of the respondents on these tests were made as percentages. For example if six out of the ten respondents correctly rated the speaker on a specific test, let's say the recognition test, then it will be 60% of the respondents who correctly

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recognized the region of the speaker. Tables 5.2-5.7 present the results of the recognition / suitability test. Each table presents the percentages of the correct ratings of each group of respondents towards the speech of each speaker. So in our discussion we are going to discuss the results of the tests regarding each regional speech style separately

5.4.3.1 The Male / North speech style

The male / north speech style was correctly recognized by the northern region respondents, 80% male and 70% female, see table 5.17. below, more than the other regions' respondents. This was expected, since it is the respondents from the same region of the speaker who recognize and understand the speech of a speaker. There was a slight difference between the correct recognition of the region of the speaker between the central and the southern region. The correct recognition of the central region respondents was slightly higher than that of the southern. This might be because the central region is nearer to the northern region than the southern region is.

For the suitability of the style to the social settings the male / north speech was rated as suitable for radio and television by 20% of the male and the female respondents from

the northern region, by 10% of the male respondents from the central region, and 20% of the respondents from the central region. The southern region respondents did not rate the male / north speech as suitable for radio and television broadcasting

As far as the recognition of the social setting of the conversation was concerned 80% of the male respondents from the northern region correctly recognized the setting of the conversation. 60% of the female respondents from the same region (northern) correctly recognized the setting. The setting of the conversation was correctly recognized by 60% of the male and 50% of the female respondents from the central region. All the male respondents from the southern region (100%) correctly recognized the conversational setting. On the other hand only 50% of the female respondents from the southern region correctly recognized the setting.

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Respondents	Region Recogn.	Suitability	setting
Male/ North	8 (80%)	2(20%)R.TV 6(60%) friend 2 (20%) school	8 (80%)
Female/ North	7 (70%)	2 (20%) R.TV 2 (20%) school 6 (60%) home	6 (60%)
Male/ Centre	3 (30%)	1 (10%) R.TV 5 (50%) friend 4 (40%) home	5 (50%)
Female/Centre	4 (40%)	2 (20%) R.TV 6 (60%) friend 2 (20%) home	6 (60%)
Male/ South	2 (20%)	8 (80%) friend 2 (20%) school	10 (100%)
Female/ South	2 (20%)	4 (40%) friend 4 (40%) school 2 (20%) public	5 (50%)

Table 5.17. The Recognition / Suitability Test
(The Male / North speech)

5.4.3.2 The Female / North speech style

The female / north speech was correctly recognized by 80% of the male and 90% of the female respondents from the northern region, see table 5.18. below. 30% of the central region male respondents correctly recognized the region of the speaker. It was only 10% of the female respondents from the central region who correctly recognized the region of the speaker. As far as the southern region respondents were concerned only 20% of the male and 0% (no respondent) of the female respondents made correct regional recognition to the female speaker from the northern region.

These scores show that the effect of the geographical distance between the regions was a valid and effective factor. This was shown in the gradual decrease in the correct recognition of the region of the speaker. The northern respondents correctly recognized the region of the female / north speaker more than the respondents from the other two regions. The central region's respondents recognized the region of the speaker more than the southern region respondents.

We can also see that the percentage of the male respondents, from other regions, was higher than that of the female respondents. This fits the pattern which we explained earlier

about the differences between men and women in the Arab world in terms of their social role and exposure to modern life. As men are more exposed to life than women the recognition of the male respondents was higher than the female.

In the suitability of the style to the various social functions the style was rated mostly as suitable for talking at home and to a friend. It was only the male respondents from the same region (the Northern) who rated the style as suitable for talking on radio and television, 20%. 30% of the female respondents from the southern region rated the style as suitable for school. The latter score could be interpreted in terms of the lack of familiarity with the speech style. As the female respondents from the south could rate the style the way they did due to the fact that they were not so familiar with the northern region speech style. This point about the high score given due to the unfamiliarity with the speech style was established by El-Dash / Tucker (1975).

Regarding the recognition of the conversational setting the northern region respondents correctly recognized the setting of the conversation more than the other respondents. The central region respondents' correct recognition percentages were higher than those of the southern region respondents.

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Respondents	Region Recogn.	Suitability	setting
Male/ North	8(80%)	2 (20%) R.TV 8 (80%) home	5 (50%)
Female/ North	9 (90%)	3 (30%) friend 7 (70%) home	7 (70%)
Male/ Centre	3 (30%)	2 (20%) friend 8 (80%) home	2 (20%)
Female/ Centre	1 (10%)	4 (40%) friend 6 (60%) home	3 (30%)
Male/ South	2 (20%)	4 (40%) friend 6 (60%) home	4 (40%)
Female/ South	0 (0%)	3 (30%) friend 3 (30%) school 4 (40%) home	1 (10%)

Table 5.18. The Recognition / Suitability Test.

(The Female / North speech)

5.4.3.3 The Male / Centre speech style

Table 5.19. below shows the percentage ratings of the different respondents regarding the male / centre speech style

on the recognition / suitability test. The table shows that the central region respondents correctly recognized the region of the speaker more than the respondents from other regions, 100% (male) and 80% (female). The southern region respondents correctly recognized the region of the speaker more than the northern region respondents, 70% and 80% compared with 50% (both sexes).

To consider the suitability of the female / centre speech style for the social speech functions the northern region respondents rated the style as suitable for talking at home or to a friend, except for 20% of the male respondents from the north who rated the style as suitable for radio and television. 20% of the female respondents from the central region rated the style as suitable for radio and television. This rate was higher than the rating of the male respondents from the same region (central) on the same function, 10%. 10% of the same respondents (male / centre) rated the style as suitable for the school. Although this percentage was low, it could indicate that the respondents from the same region and sex as the speaker (especially the males) may give themselves credit. In other words they rate their style as more suitable for important social functions such as school teaching.

The conversational setting was recognized by most of the

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respondents. High percentages of the correct recognition were obtained. All the northern, 100% and 80% of the central region respondents (male and female) correctly recognized the conversational setting. 60% of the male and 40% of the female respondents from the southern region respondents also correctly recognized the setting. This, and the rating on the regional recognition test, show that the male / centre speech style was clearly understood by the majority of the respondents.

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Respondents	Region Recogn.	Suitability	setting
Male/ North	5 (50%)	2 (20%) R.TV 6 (60%) friend 2 (20%) home	10 (100%)
Female/ North	5 (50%)	7 (70%) friend 3 (30%) home	10 (100%)
Male/ Centre	10 (100)	1 (10%) R.TV 5 (50%) friend 1 (10%) school 3 (30%) home	8 (80%)
Female/ Centre	8 (80%)	2 (20%) R.TV 4 (40%) friend 4 (40%) home	8 (80%)
Male/ South	7 (70%)	10(100%) friend	6 (60%)
Female/ South	8 (80%)	9 (90%) home 1 (10%) friend	4 (40%)

Table 5.19. The Recognition / Suitability Test.

(The Male/ Centre speech)

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5.4.3.4 The Female / Centre speech style

Like the male / centre speech style the female / centre was rated high by most of the respondents. In recognizing the region of the speaker all (100%) of the male and 70% of the female respondents from the northern region correctly recognized the region of the speaker, see table 5.20. below. The percentage of the correct recognition by the central region respondents was 70% by the males and 80% by the females. The male respondents from the southern region correctly recognized the region of the speaker by 80% while the female respondents correctly recognized by 60%.

Again here we can see that the recognition of the male respondents was higher than that of the female respondents. The female respondents from the centre rating was higher than the male respondents from the same region perhaps because the speech style was that of their own, so they were expected to recognize it more than any other group, or at least more than the other sex respondents from the same region.

This speech style was rated as suitable for school by 20% of the male respondents from the northern region. They also rated the same speech style as suitable for talking at home by 80%. The female respondents from the northern region rated

the style as suitable for talking to a friend and at home. 60% of the respondents from the central region found the style suitable for talking to a friend, 10% of them found it suitable for school, 20% for talking at home, and 10% thought that the style was suitable for public speeches. On the other hand the female respondents from the central region found their speech style suitable for talking to a friend and at home. The male respondents from the South rated the style as suitable for talking to a friend by 80% and for schooling by 20%. Half of the female respondents from the South on the other hand thought that the speech style was adequate for the radio and television. The other half found it suitable for talking to a friend.

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Respondents	Region Recogn.	Suitability	setting
Male/ North	10 (100%)	2 (20%) school 8 (80%) home	2 (20%)
Female/ North	7 (70%)	7 (70%) friend 3 (30%) home	7 (70%)
Male/ Centre	7 (70%)	6 (60%) friend 1 (10%) school 2 (20%) home 1 (10%) public	3 (30%)
Female/ Centre	8 (80%)	8 (80%) friend 2 (20%) home	8 (80%)
Male/ South	8 (80%)	8 (80%) friend 2 (20%) school	6 (60%)
Female/ South	6 (60%)	5 (50%) R.TV 5 (50%) friend	10 (100%)

Table 5.20. The Recognition / Suitability Test.

(The Female / Centre speech)

5.4.3.5 The Male / South speech style

The male / south speech style was correctly recognized by the southern region respondents more than the other respondents 80% (male) and 70% (female), see table 5.21. below. The central region respondents recognized the region of the male / south speaker, 60% both sexes, higher than the northern region respondents, 50% (male) and 30% (female). These ratings seem to correctly fit what we established before about the effect of the geographical distance upon the recognition of the speaker's region. As the central region is nearer to the southern region from the northern region we can interpret the difference in rating between the respondents from the northern and the central regions.

For the suitability of the speech style for the social functions the style was rated as suitable for radio and television by 60% of the male and 50% of the female respondents from the northern region and by 20% of the male respondents from the southern region. It was also rated as suitable for talking to a friend by 20% of the male respondents from the northern region, 40% of the male and the female from the central region, 60% of the male and 20% of the female respondents from the southern region. The male / south speech style was

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rated suitable for talking at home by 20% of the male and 50% of the female respondents from the northern region, 50% of the male and 60% of the female respondents from the central region. Also 80% of the female respondents from the southern region rated the style as suitable for talking at home. 20% of the male respondents from the southern region and 10% of the male respondents from the central region thought the style was suitable the use in schools. The rating of the 20% of the male respondents from the southern region confirms our hypothesis that the respondents tend to rate their own speech style to be suitable for more important social functions, see above.

In recognizing the conversational setting both the southern and the central regions respondents correctly recognized the conversational setting more than the respondents from the northern region. No big difference was found between the ratings of the southern and the central region respondents on the conversational setting test. Both rated the speaker highly. This, alongside the rating on the region recognition test, may imply that the speech style was clearly understood by both groups of respondents more than the northern region respondents

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Respondents	Region Recogn.	Suitability	setting
Male/ North	5 (50%)	6 (60%) R.TV 2 (20%) friend 2 (20%) home	5 (50%)
Female/ North	3 (30%)	5 (50%) R.TV 5 (50%) home	3 (30%)
Male/ Centre	6 (60%)	4 (40%) friend 1 (10) school 5 (50%) home	7 (70%)
Female/ Centre	6 (60%)	4 (40%) friend 6 (60%) home	8 (80%)
Male/ South	8 (80%)	2 (20%) R.TV 6 (60%) friend 2 (20%) school	8 (80%)
Female/ South	7 (70%)	8 (80%) home 2 (20%) friend	6 (60%)

Table 5.21. The Recognition / Suitability Test

(The Male / South speech)

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5.4.3.6 The Female / South speech style

Both the southern and the central region respondents correctly recognized the region of the female / south speaker higher than the northern region, see table 5.22. below. All (100%) of the male and female respondents from the south as well as the female respondents from the central region and 90% of the male respondents from the central region correctly recognized the region of the female / south speaker. Half (50%) of the male and 40% of the female respondents from the northern region correctly recognized the region of the speaker.

Half of the male respondents from the northern region rated the speech style of the female / south speech style as suitable for talking to a friend, while the other half thought it was suitable for talking at home. All the female respondents from the north rated this speech style as suitable for talking at home. 20% of the male respondents from the central region rated the speech style as suitable for talking to friends, while 30% of them thought that the style was suitable for using in school, and 50% decided that it was more suitable to be used at home. The female respondents from the central region on the other hand rated the style as suitable for talking to friends (80%) and at home (20%). As far as the southern region

respondents were concerned the male rated the speech style as suitable for radio and television (10%), in school (20%), and at home (70%). The female on the other hand thought that the style was suitable for talking among friends (60%), and in schooling (40%).

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Respondents	Region Recogn.	Suitability	setting
Male/ North	5 (50%)	5 (50%) friend 5 (50%) home	4 (40%)
Female/ North	4 (40%)	10 (100) home	1 (10%)
Male/ Centre	9 (90%)	2 (20%) friend 3 (30%) school 5 (50%) home	5 (50%)
Female/ Centre	10 (100%)	8 (80%) friend 2 (20%) home	4 (40%)
Male/ South	10 (100%)	1 (10%) R.TV 2 (20%) school 7 (70%) home	6 (60%)
Female/ South	10 (100%)	6 (60%) friend 4 (40%) school	8 (80%)

Table 5.22. The Recognition / Suitability Test

(The Female / South speech)

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5.4.4 Discussion of the results of chapter V

As far as the suitability of the different regional speech styles to different social settings was concerned all the regional speech styles were rated as suitable for use at home and among friends more than in the formal use such as in teaching in the schools, on radio and television and in the public speeches. As the regional speech styles are varieties of IA (regional dialects, the L variety to borrow Ferguson's term), their use is restricted to normal everyday use like talking among friends / colleagues or at home. While for the formal use the superior variety (MSA) is still considered the most appropriate to use.

Considering the differences among the regions of Iraq in economical, cultural, and educational growth it was expected that the central region style will be rated as suitable for fulfilling formal speech functions. But the findings of the language attitude showed that the central region speech style has not been rated as more favourable to use in formal speech functions, such as in the media and education than the styles of the other two regions.

This result can be interpreted in terms of the social changes which have been taking place in the central region

since the sixties. The migration to this region, especially to the capital from the northern and the southern regions has probably changed the attitude towards the speech style of the central region. In other words the central region speech may have been considered as a mixture of different regional speech styles.

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PHONOLOGICAL VARIATION IN ESA OF IRAQ

6.1 Introduction

Phonology is one of the interesting areas in linguistic variation. A special interest occurs when studying a diglossic community like the Arab world. Phonology forms an important aspect of diglossia, see Ferguson (1959). In the case of ESA, phonological variables will have standard as well as non-standard (colloquial) variants. The choice of the variants, whether standard or colloquial, is our main objective in this study. This chapter discusses the results of a study of the use of some phonological variables in ESA of Iraq.

This study aimed to investigate the frequency and distribution of some phonological variables in ESA of Iraq, which were chosen because it was thought that those variables could be of special importance in the Iraqi phonology, in respect of the following factors.

1. The effect of the sex of the speaker, as a social factor, upon the choice of the standard / colloquial variants. In this respect the aim was to see whether the two sexes differ in the choice of the linguistic variants

2. The effect of the region of the speaker, as a social factor, upon his / her choice of the linguistic variants. This was to see whether the speakers from different regions of Iraq would vary in the choice of the linguistic variants.

3. The distribution of the variants of some variables which we considered as features of different regional styles. Within the one variable the frequency of the choice of one variant may vary among the regional styles of the northern, central, and southern regions. Some variants are used more frequently by the speakers of one region than the speakers of the other two regions.

6.2 The data

For this purpose of our study some relevant data was systematically collected from different informants. (See Chapter IV for the methodology adopted and the type of data elicited and also the technical appendix for the technical side of the data analysis). The data collected in this study involved recordings of unprepared and unscripted speech by a number of educated Iraqis who were either studying, students and their families, or working in the U.K.

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6.3 The data input and organizing

The data input into the main computer of the University and subsequent data analysis required the use of several steps of computing. First a special computer program was used for the transliteration of the data into a computer readable form. Then the data was sent to the main computer in University (Amdhal running under VM/CMS). The actual data analysis was done using a text analysis package on the Mainframe called the Oxford Concordance Program (OCP), (see Hockey & Marriott 1980 and also the Technical Appendix for more information about the technical side of the data analysis).

6.4 Phonology of IA

There are 32 consonants recognized in Iraqi Arabic. They involve Classical as well as Colloquial Arabic features. /p/, /g/, and /č/ are purely colloquial consonants (see Al-Toma 1969 and Erwin 1969). The consonants we are interested in fall within the category of "the distinctive consonants" distinguished by Al- Toma (1969) "due to their peculiar status in IA" (ibid: 11). The distinctive consonants are : /q/, /k/, /d/, /l/, /č/, /p/, /Đ/, /ʔ/, /ǧ/.

In addition to the consonants IA has 5 long vowels: /i:/, /e:/, /a:/, /u:/, and /o:/, and 5 short vowels: /i/, /e/, /a/, /u/, and /o/.

6.4.1 The phonological variables

The choice of linguistic variables is affected by the region studied and the type of speakers in term of region, sex, and topic. The following variables were chosen.

6.4.1.1 The [q] variables

[q], *stop*, is a voiceless uvular unaspirated consonant. It is an interesting sound in Arabic. It is of special interest to Arabists as well as linguists. One of the reason why this sound is so interesting to investigate is the fact that it is associated with Classical/ Modern Standard Arabic. It has different variants all over the Arabic speaking world. While /g/ is normally used as a [q] variant in Iraq the glottal stop /?/ is considered as a [q] variant in Egypt (see Mitchell 1979) and so on.

In IA the [q] variable has two main variants, /q/ as in

/qahwa/ قهوه "coffee", and /g/ as in /gahwa/ گهوه "coffee" [18]. The /q/ variant is associated with CA/MSA, while /g/ is an IA colloquial variant. The people of the towns of Tikrit and Mosul (Northern region) preserve the use of /q/ instead of /g/ (see Al-Ani 1978b).

6.4.1.2 The [k] variable

The [k] variable has two variants, /k/ ك and /c/ چ. The variation between /k/ and /č/ is very common in IA. While /k/ is a standard feature, being a CA/MSA variant, /č/ is a vernacular feature. /č/ is associated with the front vowels, whereas /k/ is retained with the back vowels. In other words /k/ in MSA will be /č/ in IA with front vowels, and will be retained as /k/ with back vowels.

MSA	IA
1. Front vowels	

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18 In IA the [q] variable has another two variants, /j/ and /g/. Examples are /jili:l/ "little" and /gami:S/ "shirt" instead of /qali:l/ and /qami:S/ respectively. These variants are used in the eastern part of the southern region, especially in the marshes near the town of Omara, by the less educated speakers. See Ingham (1976) for an account of these variants.

/ked/ كد	/čed/ چد	"he worked hard"
/kalb/ كلب	/čalib/ چَلِب	"dog"

2. Back vowels

/suku:n/ سكُون	/suku:n/ سكُون	"silence"
/mulu:k/ ملوك	/milu:k/ ملوك	"kings"

6.4.1.3 The [ana:] variable

[ana:] أنا "I" seem to be following a certain pattern in the distribution among the three region of Iraq. As a hypothesis there are three variants for this variables, /a:na/ آنه, used by the southern region speakers, /a:ni:/ آني, used by speakers of the central region, and /ana/ أنَ , used by the speakers from the northern region. The data analysis showed that distribution. Another point to be mentioned here is that the use of each variant is not confined exclusively to the speakers of the specific region where it is adopted. In other words speakers of the northern or the southern region, for example, may shift to adopt the central region variant, /a:ni:/, instead of their own in certain situation, such as when they happen to be in the central region or talking to somebody from that region. This point has been presented by Blanc (1964), who termed it levelling.

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6-4-1-4 The /u/, /i/ variable

This is another variable which linguistically separates between the central and the southern regions of the country. While speakers from the central region choose the vowel /u/ in words like /yig9ud/ يگعُد "he sits", /gulla/ گُلّه "tell him", /kulla/ كُلّه "all of it", more than /i/ the southern region speakers prefer to do the opposite. It is /i/ which is the dominant variant, in similar words, in the speech of the southern region. So it will be /yig9id/, يگعِد , /gillao/, and /killa/ كِلّه . This variation occurs when the verb is in the present tense, and is mostly associated with the /k/ and /g/ consonants.

6-4-1-5 The [ma:] variable

/ma:/ ما is a negation particle. It is usually used before a verb and implies the negation meaning such as (do (does)) not, (is) not, and (will) not. In IA this variable has two variants, /ma/ and /ma:/. These two variants mark one of the linguistic differences between the central and the southern region of Iraq. Our hypotheses is that in the southern region speech /ma:/ will be frequently chosen, as in /ma: yiktib/ ما يكتب "he is not writing", more than /ma/. On the other hand /ma/ will be chosen more than /ma:/ by the central region's speakers,

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as in /ma yig9ud/ مَيگُعُد "he is not sitting".

6.5 The hypotheses

The hypotheses formed involved the frequency and choice between the standard and the non-standard variants, in the one variable. The formation of the hypotheses was affected by the understanding of the nature of the structure the social network. This involved taking into consideration social factors like the differences between the regions of the country and the differences between the social roles in society which both the male and the female speakers have.

The hypotheses formed are:

1. As the two sexes play different roles in society differences in the choice of the standard / non-standard variants were expected. The male speakers are exposed to life much more than the female speakers. Therefore the male speakers should choose the standard variants, such as /q/ and /k/ much more than the female speakers. By the same token this also means that the female speakers will be using non-standard (colloquial) variants much more than the male speakers.
2. The three regions of Iraq are not the same in respect of variables like the economical and educational development and social status. Therefore differences should occur in the use

of the variants among the speakers of the three regions. The central region, where the capital is, is considered to be the best of the three. The frequency of the choice of standard variants by the speakers who belong to this region should be higher than that of the other two regions.

Another point in this respect is the fact that the southern region is linguistically nearer to Iran than the other two regions, see Ingham (1976). Therefore the choice of the /č/ and /g/ variants by the speakers from this region will be much frequent than that of the other two regions. [19]

3. Variants of some variables we are interested, such as /ma/, /a:ni/, and /u/ will be chosen by speakers of a specific region more frequently than those of the other regions. Within this variants group there will be variants, such as /ana/, which will be chosen exclusively by the speakers of a specific

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19 These two sounds are originally borrowed from Persian. The southern region of Iraq, especially the eastern part of this region between the towns of Omara and Fao, and the area called Khuzistan (on the Iranian side) have a lot in common. Both the Arabs in the two regions, in Iraq and Iran, belong to the same tribes. Mutual trade and marriage effected, among others, the linguistic situation in the southern region of Iraq. See Ingham (1976) for a study of the effect of factors like the life style and settlement distribution in southern Iraq and Khuzistan.

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region. In other words such variants can be regarded as distinguishing features of a specific regional speech style. The hypotheses regarding the choice of these variants are:

a: /u/ and /ma/ will be frequently used by the central region speakers more than the rest of the speakers.

b: /ana/ will be chosen only by the speakers from the northern region. In other words this variant will be a distinguishing linguistic feature of this region's speech style.

c: /a:na/ is a southern region style feature. Speakers from this region only will choose this variant.

d: /ma:/ will be chosen by the southern region speakers than the speakers of the other regions.

6.6 The data analysis

The analysis of the data in this study was inspired by similar works, such as the Milroys' study of Belfast, see Milroy & Milroy (1978) and Milroy (1980), which studied the phonological variation in urban communities.

The speech of 18 speakers (speakers 1-18) was used in the data analysis. The speakers were divided into two major groups. The first was according to the sex of the speaker, males (speakers 1-3, 7-9, and 13-15), and females, (speakers

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4-6, 10-12, and 16-18). The second classification of speakers was according to the region of the speaker, the northern region (speakers 1-6), the central region (speakers 7-12), and southern region (speakers 13-18) speakers.

The speech of each speaker, data, was then fed into the computer. Each data file involved the transliterated speech of a speaker, informant. A sample of the data files is provided in the appendixes section. Using OCP it was possible to measure the frequency of the use of variants of each variable in the informants' speech. A concordance of the speech of each speaker was obtained. Then a more specific analysis was carried out, with the help of the OCP. The frequency of the use of variables by the speakers according to the sex and the region of the speaker as well as the topic of conversation was measured.

In calculating the frequency of the choice of variants, only positions where it was possible to use both variants, for example /q/ and /g/, were considered. In other words in words like /muqa:wama/ "resistance", or /daqi:qa/ "minute" the /q/ was not considered in our analysis. This is because there was no /g/ version for the same word. Under such classification fall categories such as scientific terms, political slogans, administrative titles, etc.

As the length of the conversation, speech, delivered by

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each speaker differs from one speaker to another the number of the variants used will be different. The actual score of the speakers who spoke for a shorter time will be lower than those who spoke for a longer time. Therefore in the data analysis the percentage score of each speaker on each variable was adopted as the means of calculating the frequency of the variables' use [20]. For example if the speaker selected the /c/ variant 7 times and /k/ variant 3 times on the [k] variable his score will be 70%, as /č/ is the more local variant, and so on. To check the validity of the differences between scores two statistical significance tests were implemented, the t-test and the One-way Analysis of Variance [21].

The t-test is a parametric test which tests the significance between the mean values of two sets of data. In our case the data involves the percentage scores of the speakers on each variable. The test decides whether we can reject the null hypothesis. To be able to reject the null hypothesis using the t-test the minimum significance level, when we can say that the differences between the sets of data examined are significant, is when *the* probability value, usually referred to

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20 L. Milroy used this technique in the Belfast study. See Milroy (1980: 120).

21 These two test were also used by L. Milroy in the Belfast study. See Milroy (1980: 121-131).

as the **P** value, is less than 0.01, $p<0.01$.

By using the analysis of variance an F distribution table, in Butler (1985: 177-197), was used along side the analysis of variance test. The procedure of checking the significance of the differences between scores can be simply explained as follows:

The implementation of the analysis of variance produces a statistically important value called the **F ratio** [22]. This test also produces two DF (Degree of Freedom) values, namely the DF Factor and DF Error. They represent the degrees of freedom for the numerator and the denominator of the F-ratio. Using an F distribution table we can get the F-table value. If the F-ratio was higher than the table value we can reject the null hypothesis, see Ryan et al (1985: 193-217). To explain things more see the following example, the study of the language community in Belfast, (see for example Milroy 1980: 116-131).

Milroy studied the distribution of chosen phonological variables in three areas of Belfast, Ballymacarrett, Clonard, and Hammer and the effect of social variables like sex, age, and region of the speaker upon the choice of the standard / non-standard variants. (see Milroy & Milroy 1977 and 1978)

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22 For detailed information about the F ratio see Butler (1985: 127-136).

One of the techniques of data manipulation was to consider the percentage scores of the tokens, actual scores, as a mean of calculating the frequency of some variables like [th] and [^], (Milroy 1980: 120).

Two statistical significance tests, analysis of variance and t test, were used in the data analysis. By implementing the statistical tests the means of the male and the female percentage scores were compared when studying the effect of the sex variable, and in studying the effect of the region the means of the three regions' speakers were compared, and so on.

Milroy used the F-ratio, which the statistical test of analysis of variance produces, as a tool for testing the significance of the differences between means. The t-test was then carried out on the F-ratio to get the probability value, the P value, to see whether it was possible to reject the null hypothesis, (see ibid: 122-123.)

6.6.1 The [q] variable

The [q] variable has two main variants, /q/ (standard) and /g/ (non-standard), as in /qamar/ قَمَر and /gumar/ گُمَر "moon" . As /g/ is the more local and more frequently used than /q/, i.e. the index scores reflects the percentage average of /g/

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in the speakers' performance. The frequency percentage of this variant was used in the description of the use of the [q] variable.

Our discussion of this variable will focus on studying the effect of two factors. The first we shall examine the differences between the male and the female speakers in the choice of the standard / non-standard variants and , the effect of the sex of the speaker. Then we shall attempt to explain to what extent the region of the speaker affects the choice between the variants. In other words we aimed to show whether the speakers from different regions of the country will differ in the choice of standard / colloquial variants.

6.6.1.1 The effect of the sex of the speaker

The percentage scores of both the male and the female speakers in the [q] variable were studied to see whether the two sexes differ in the choice of the standard / colloquial variants. The percentage scores on the /g/ variant were used in the analysis because this variant is used more frequently than /q/ in Iraqi Arabic, this is why the regional dialects we are interested in are called "the **gelet** dialects" (see Ingham 1976).

A t-test was implemented on the two sets of percentage scores, that of the male and the female speakers, see table 6.1. and figure 6.1. below. The test did not show significant differences between all the male and all the female speakers, of the three regions, on this variable. But a significant difference was found between the male and the female speakers from the central region, $p<0.05$. The mean value of the male speakers' scores was 64.28, and that of the female speakers was 92.03.

This result implies that on the [q] variable the female speakers from the central region chose more non-standard (colloquial) variants than the male speakers. On the other hand the result also suggests that the male speakers used more standard variants, /q/, than the female speakers. Our hypothesis regarding the choice of standard / colloquial variants was that men use more non-standard features than women. This result indicated otherwise, it was women, not men, who have chosen more standard features.

To interpret this unexpected result we should take into consideration that the central region is the best of the three regions in the exposure to modern facilities and also enjoys more prestige in terms of administration and media. It was expected that the differences between the two sexes in the choice of

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the variants would be minimal. It was also expected that such differences would occur between the male and the female speakers from other regions.

male speakers	female speakers
77.7	89.47
84.84	89.47
77.41	66.6
71.42	95.45
42.85	89.47
78.57	91.17
85	96.6
91.48	92.85
92	88.23

Table 6.1. [q] percentage scores by sex

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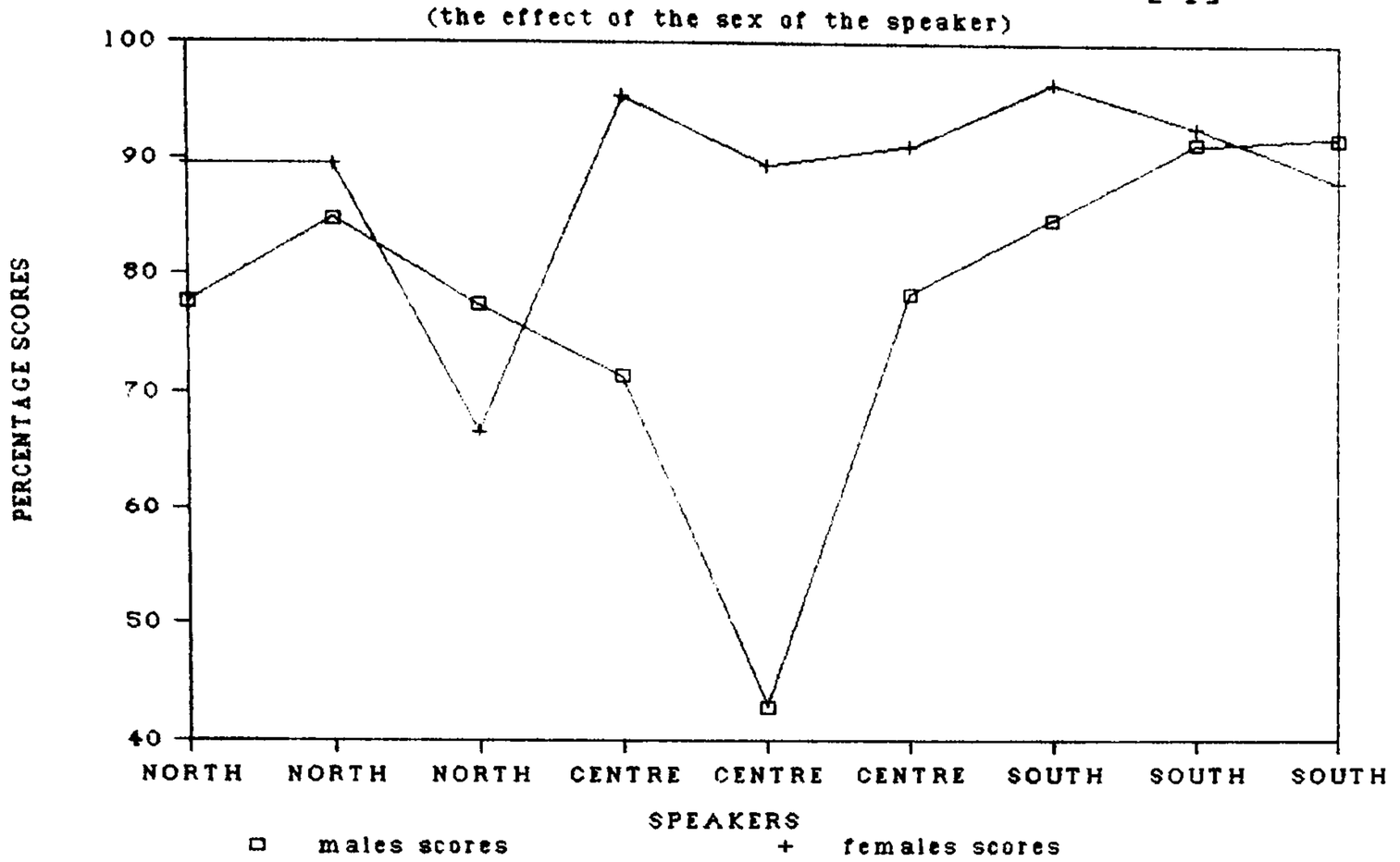
Figure 6.1. The distribution of [q]



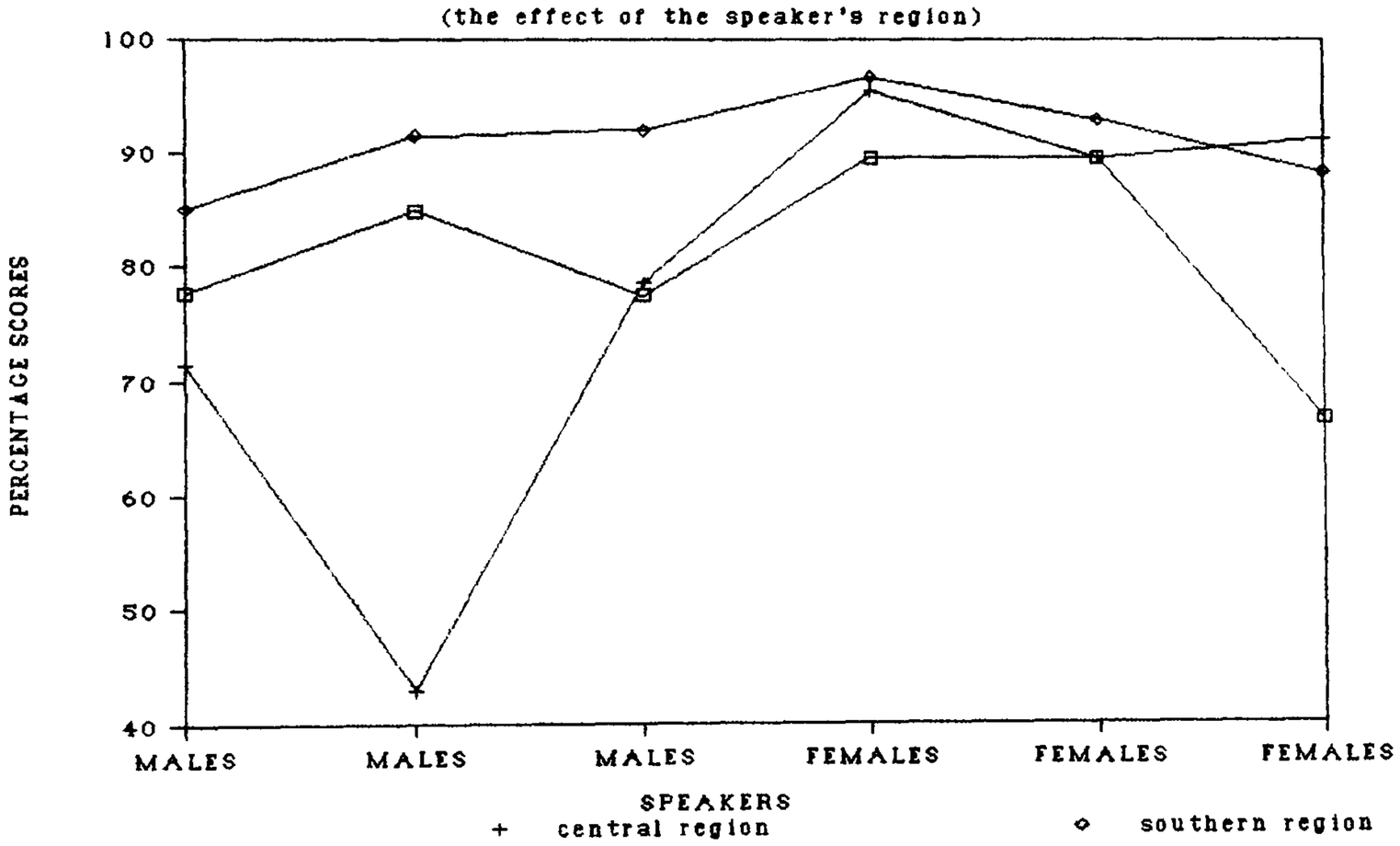
6.6.1.2 The effect of the region of the speaker

Some differences were found between the speakers of the central and the southern regions in the choice of the variants of the [q] variable. Table 6.2. and figure 6.2. show the percentage scores of the speakers from the three regions.

Northern region	Central region	Southern region
77.7	71.42	85
84.84	42.85	91.48
77.41	78.57	92
89.47	95.45	96.6
89.47	89.47	92.85
66.6	91.17	88.23

Table 6.2. [q] percentage scores by region

Figure 6.2. The distribution of [q]



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A t-test was used in studying the differences among the three regions' speakers. The mean value of the score of the southern region, 91.03, was tested as significantly higher, $p<0.01$, than that of the central region, 78.15. This result suggested that the southern region speakers have chosen non-standard variants on this variable, /g/, more than the central region.

This was expected as the central region enjoys a better prestige and educational, cultural, and political status.

6.6.1.3 Discussion

The data analysis revealed that the [q] variable behaved in an unpredicted way. The first result showed that no significant differences were found between the two sexes, all males contrasted with all females.

This result seems to suggest that the differences between the two sexes in the use of this variable were not so great. It was expected that the use of the [q] variable would show noticeable differences between the two sexes for two reasons. The first was because the /q/ variant represents the extreme pole of the formality scale where /g/ is a colloquial variant. The second was due to the differences between men and women in the social role played in the social network, i.e. a lower

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role is associated with the choice of more colloquial variants.

The other unexpected result was that it was only the speakers from the central region who show significant differences between males and females in the use of the [q] variable. The males used more standard variants than the females. It was not unexpected to find significant differences between the speakers of the central region, but taking into consideration that the central region is better than the two other regions in terms of economical and cultural structure fewer differences were expected between the speakers of this region than the other two.

In studying the effect of the region of the respondent the data analysis has shown that the speakers from the southern region used more colloquial variants than the central region speakers. This also means that the central region speakers chose more standard variants than the speakers from the southern region. This result was expected. Again this result could be interpreted in terms of the social and economical growth as a factor which affects the linguistic structure. The central region is the better than the other two regions in such factor. Therefore the speakers of this region were expected to use more standard features than those of other regions.

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6.6.2 The [k] variable

[k] has two variants, /k/, standard, and /c/, non-standard, as in /kilma/ كلمة and /čilma/ چلمة "word". Because the /č/ variant is the more frequently used in IA than the /k/ variant, the percentage score on the /č/ variant was used in the data analysis as the index score.

Our data analysis showed differences among speakers' groups in the use of the variants of the [k] variable.

6.6.2.1 The effect of the sex of the speaker

A t-test was used to check the significance of the differences between the percentage scores of the two sexes. The test showed that the two sexes differ in the use of this variable, $p<0.01$. The mean value of the male speakers' scores was 65.19 while that of the female speakers was 89.25. This means that the female speakers have used more non-standard variants than the male speaker. Which, by the same token, implies that the male speakers have chosen more standard variants than the female speakers. Table 6.3. below shows the percentage scores of the male and the female speakers on the [k] variable.

male speakers	female speakers
16.6	70
66.6	95.54
41.6	88.8
85.7	85.18
50	95.45
75	92.59
83.3	93.75
83.3	94.4
84.61	87.5

Table 6.3. [k] percentage scores by sex

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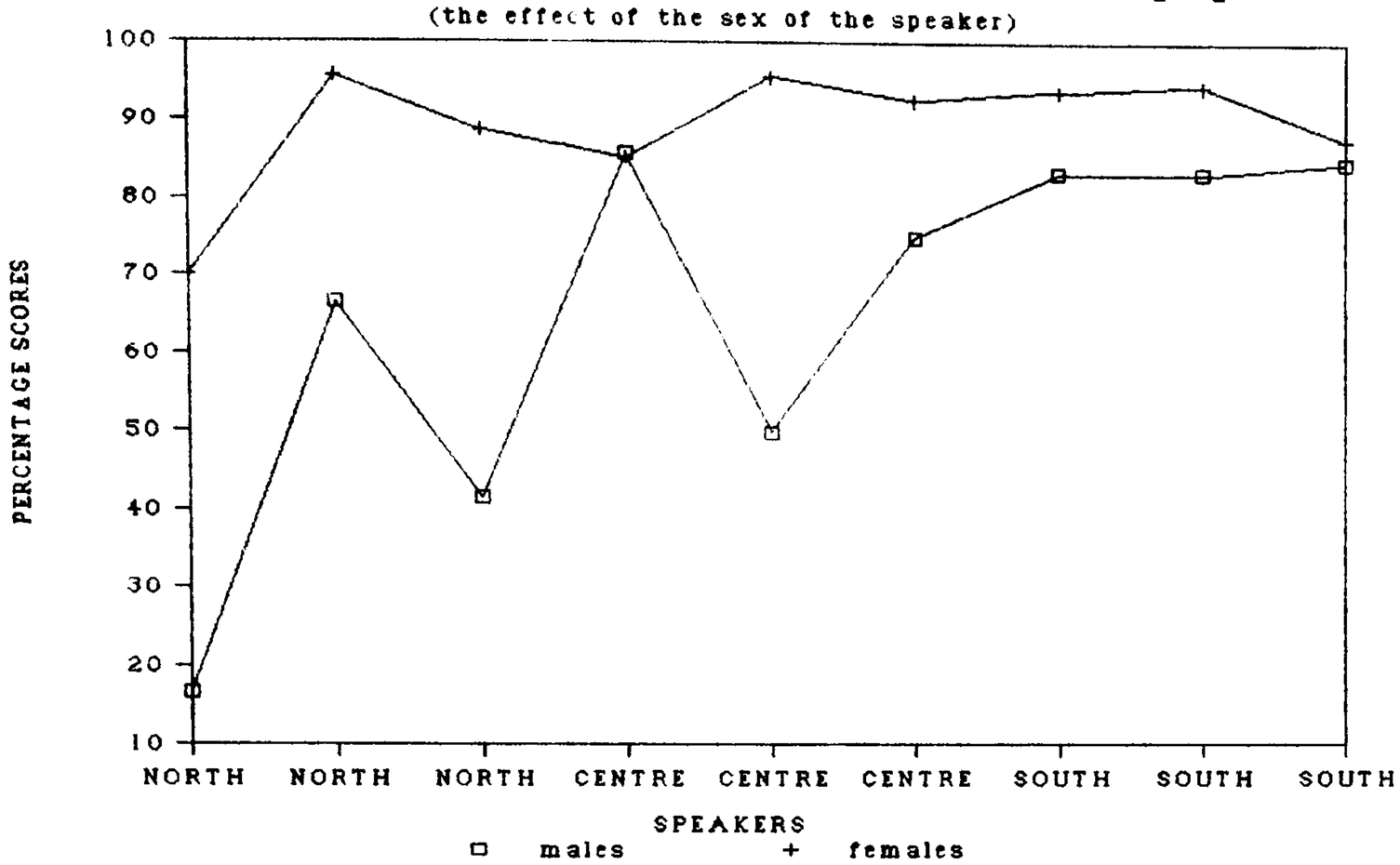
Figure 6.3. The distribution of [k]



This result supports our hypotheses about the differences between the male and the female speakers in the choice of the standard / non-standard variants, as the men in the Arab world are dominant in society in terms of better chances of education and job opportunities as well as more exposure to modern life than the females the use of the standard features

6.6.2.2 The effect of the region of the speaker

In studying the effect of the region of the speaker upon

the choice of the variants we aimed to see whether the speakers from different regionswould differ in the choice of the variants of the [k] variable

By implementing the t-test on the percentage scores of the three regions' speakers, see table 6.4. below for the percentage scores of the speakers from the different regions, we found that there were significant differences between the speakers who belong to the different regions

Northern region	Central region	Southern region
16.6	85.7	83.3
66.6	50	83.3
41.6	75	84.61
70	85.18	93.75
95.54	95.45	94.4
88.8	92.59	87.5

Table 6.4. [k] percentage scores by region

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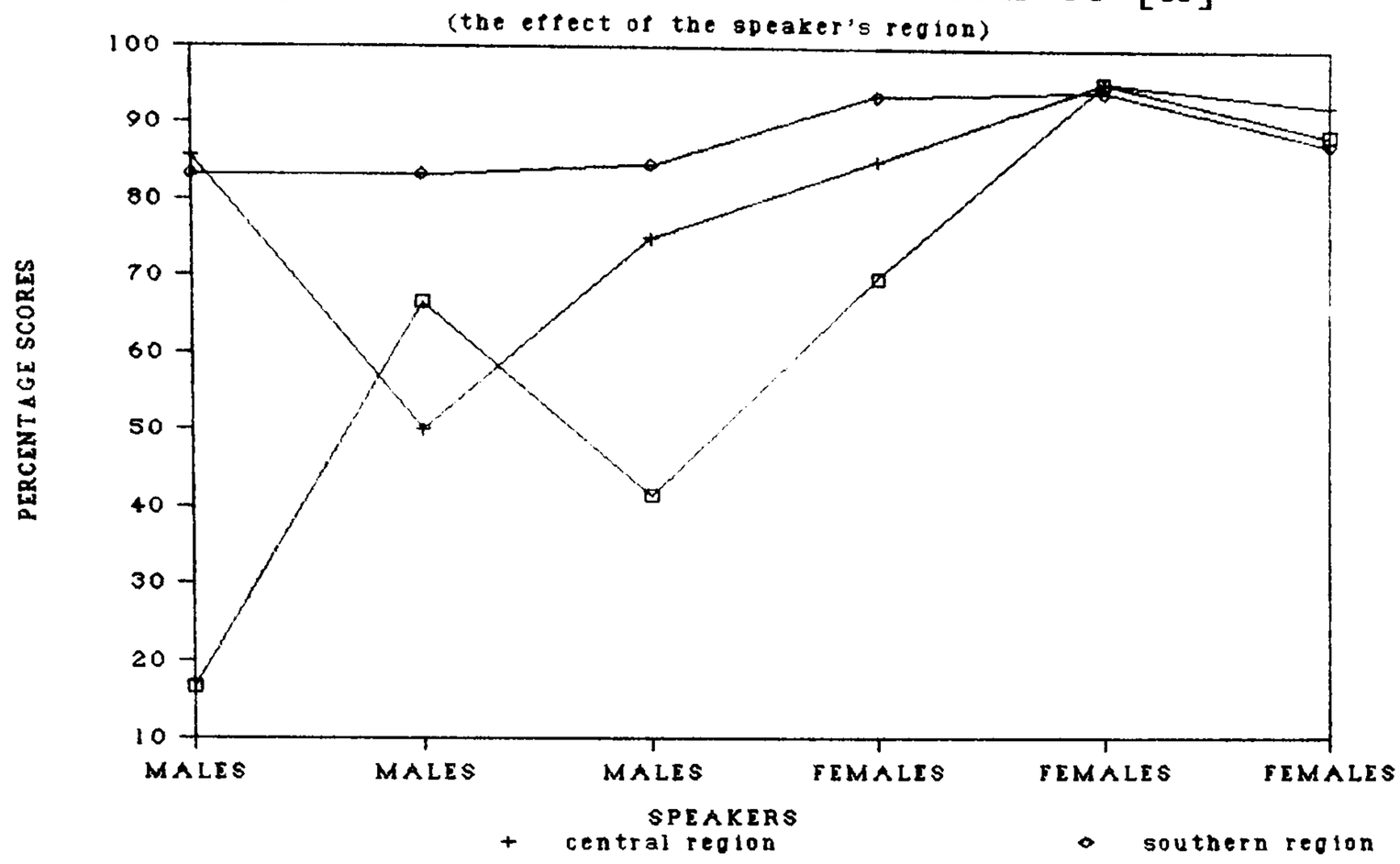
Figure 6.4. The distribution of [k]



There was a significant difference between the percentage scores of the northern and the southern region speakers. $p<0.01$. The mean value for the northern region speakers was 63.19, while for the southern region speakers it was 87.81. Therefore this result implies that the southern region speakers have chosen more stigmatized variables than the speakers from the northern region. On the other hand the same result can be interpreted as indicating that the northern region speakers have used more standard features (variants) than the speakers from the southern region

The implementation of the t-test on the percentage scores of the three regions' speakers also showed that the scores of the central region speakers were different from those of the southern region, $p<0.05$. The mean value of the percentage scores of the central region speakers was 80.65, while that of the southern region was 87.81. This result also indicates that the southern region speakers have chosen more local, non-standard variants and less standard variants than the speakers from the central region.

6.6.2.3 Discussion

The results of the data analysis on the [k] variable supported our hypotheses about the choice of standard / non-standard variants. The first result showed that in general the female speakers have chosen more non-standard and less standard variants than the male speakers. This result agrees with the findings of variation studies on Arabic, such as El-Hassan (1978), which indicated that unlike in the western communities where the women were found to be more conservative in the use of standard, prestigious features, see Milroy (1980) and Downes (1984), *in the Arab society men used more standard features than women.*

The other results showed differences among the speakers from the different regions. These results supported our

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hypothesis about the effect of the social, cultural, and educational development of the region on the choice of the variants by the speakers. It has been explained above that the three regions of Iraq differ in the cultural and social development. We also explained that linguistically the southern region is nearer to Iran, the origin of the /č/ variant.

The differences between the percentage scores of the speakers from different regions could be interpreted in terms of these parameters, the social, cultural development and the southern region being linguistically closer to Iran. As the central and the northern regions enjoy better cultural and social prestige we have seen the southern region speakers using more non-standard variants than the speakers from those two regions. This result would also mark the frequent use of /č/ in the speech of the southern region dialect. Therefore we can say that, at least in the use of /č/ the southern region is affected by the area called Khuzistan, Iran, more than the other two regions.

6.6.3 The [ana:] variable

As indicated below the [ana:] variable has three variants in IA, /ana/ which is associated with the northern region speech style, /a:ni:/ which is one of the features of the

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central region, and /a:na/ mostly used in the southern region of Iraq.

To check this hypothesis about the distribution of those three variants the percentage scores of each variant were divided according to the region. So we obtained three main groups, with three subgroups in each group.

1.three main groups, according to the variant (each group represents the percentage scores on each variant of the variable).
2.three subgroups, according to the region of the speaker. Percentage scores in each group, which represent each variant's percentage scores, were divided into three subgroups according to the region of the speakers.

The output of this classification involved the following:

(i) percentage scores on the /ana/ variant by the speakers of the northern, central and the southern region
(ii) percentage scores on the /a:ni:/ variant by the same speakers, and
(iii) percentage scores on the /a:na/ variant by the same speakers.

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This classification enabled us to test the differences in the percentage scores of each region on each variant.

The statistical test of Analysis of variance was adopted as the means of testing the significance of the differences among the percentage scores on each variant. As mentioned above the difference between the value of **F ratio** and the F distribution table value, in Butler (1985) was used to decide whether the differences in scoring were significant.

6.6.3.1 The /ana/ variant

Table 6.5. below shows the percentage scores of each region's speakers on the /ana/ variant. We can see that it was only the speakers from the northern region who scored on this variant. Therefore no statistical test was carried out. It can clearly be seen that this variant is one of the features of the northern region speech style.

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Northern region	Central region	Southern region
71.43	0	0
31.58	0	0
33.33	0	0
25	0	0
42.86	0	0
57.14	0	0

Table 6.5. Percentage scores on the /ana/ variant.

6.6.3.2 The /a:ni:/ variant

The /a:ni:/ variant was used by most of the speakers. Table 6.6. and figure 6.5. below illustrates the percentage scores of the speakers from the different regions on this variant.

The statistical test of Analysis of variance was carried out on the percentage scores of the three regions' speakers. The results of the test proved that the speakers from each region differ in the mean value of the percentage scores.

The F-ratio was 21.45 and the F table value was 3.68. Therefore the differences between the three regions' percentage scores were significant. The mean value of the northern region percentage scores was 42.49, that of the central region was 82.37, and of the northern region was 6.95.

This result supports our hypothesis that /a:ni:/ is more frequently used by the central region speakers than the speakers of the other two regions. It also shows that /a:ni:/ is one of the distinctive linguistic variants which separate the central and the southern regions. Notice that the difference between the means of the two regions is significantly high. The central region's mean was the highest, 82.37, while that of the southern region was the lowest, 6.95.

Northern region	Central region	Southern region
0	89.66	30.43
42.11	37.50	5
58.33	90.40	0
68.75	85.71	0
42.86	100	0
42.86	90.91	6.25

Table 6.6. Percentage scores on the /a:ni:/ variant.

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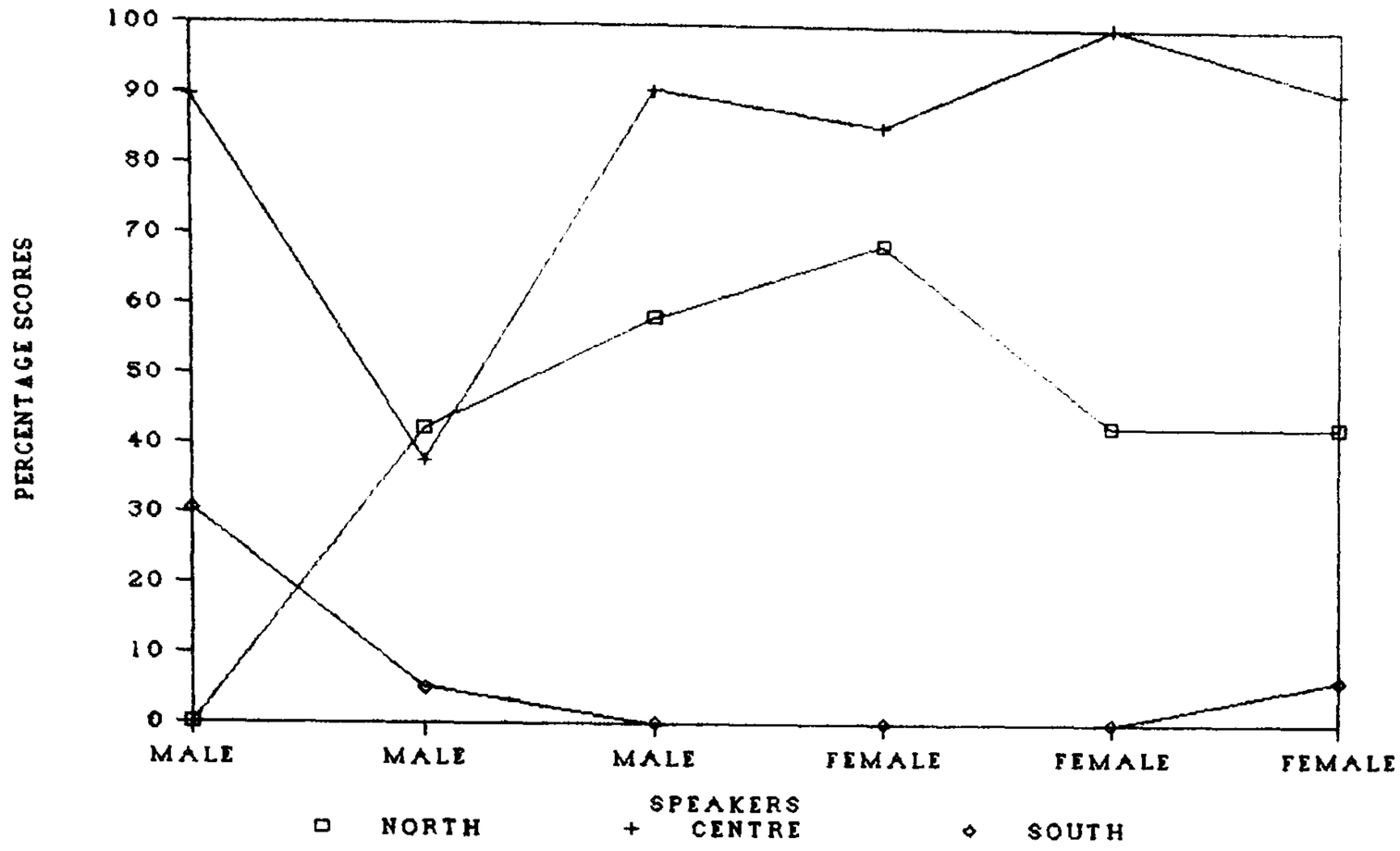
Figure 6.5. Scores on /a:ni/



6.6.3.3 The /a:na/ variant

Table 6.7. and figure 6.6. below show the distribution of this variant. It has been chosen by all the speakers, except two, one from the northern and another from the central region.

After the implementation of the Analysis of variance on the percentage scores of each region's speakers we were able to see whether our hypothesis about the distribution of this variant was right or not.

The test produced the F-ratio value of 46.24. The F table value for the same test was 3.68. Therefore the differences

among the mean values for each region were significant. The mean values for the percentage scores of the three regions were as follows: northern region 13.97, central region 17.62, and southern region 93.05.

This result supported our hypotheses by indicating that the /a:na/ variant has been chosen by the speakers of the southern region, with a high mean value of 93.05, more than speakers of the other two regions, with much lower mean values of 17.62 for the central region and 13.97 for the northern region speakers.

Northern region	Central region	Southern region
28.57	10.34	69.57
26.31	62.50	95
8.4	9.52	100
6.25	14.29	100
14.28	0	100
0	9.09	93.75

Table 5.7. Percentage scores on the /a:na/ variant.

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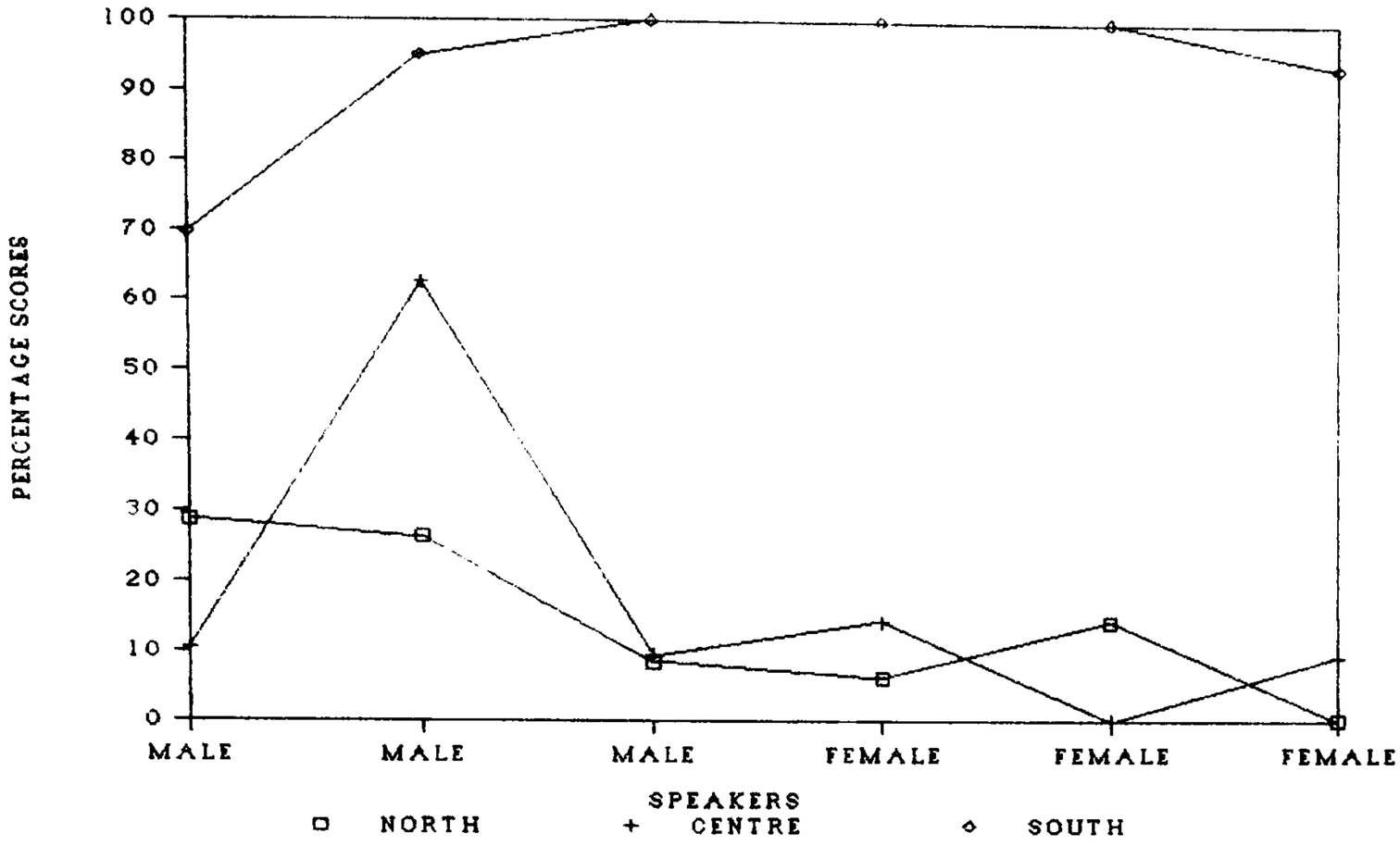
Figure 6.6. Percentage scores on /a:na/



6.6.3.4 Discussion

The results of the statistical test on the [ana:] variable showed that our hypotheses about the distribution of its variants were right. The /ana/ was used exclusively by the northern region speakers.

/a:ni:/ was used by the speakers of the central region more than the speakers of the other two regions, which makes it one of the features of the central region style. /a:ni:/ was also used by the northern region speakers more than the southern region respondents.

The analysis of variance test also supported our hypothesis about the use of the /a:na/ variant. The southern region respondents have chosen this variant much more than the speakers from the northern and the central regions. The mean value of the use of this variant supported our hypothesis that this variant marks a feature which distinguishes the southern region speech style.

6.6.4 The /u/, /i/ variable

This variable is mainly associated with the distinction between the speech styles of the central and the southern region. Our hypothesis is that /u/ will be much more frequent in the speech of the central region respondents in utterances like /ygullak/ يگلّك "he tells you". On the other hand /i/ will be the dominant variant in the speech of the southern region speakers. So the same utterance will be /ygillak/ in the case of the southern region speech style.

6.6.4.1 The /u/ variant

Carrying out a statistical test, analysis of variance, on the percentage scores of the three regions' speakers, see table 6.8. below for these percentage scores and figure 6.7. for an illustration of the differences among them, we were able to

reject the null hypothesis.

The F-ratio of the test was 217.41 and the F table value was 3.68. The mean value for the percentage scores of the northern region speakers was 87.19, that of the central region speakers was 92.65, and of the southern region respondents was 3.01. Therefore we were able to reject the null hypothesis.

The mean value of the speakers from the central region, the highest, was far higher than that of the southern region speakers. As a result the /u/ variant is used much more by the speakers from the central region than the southern region speakers.

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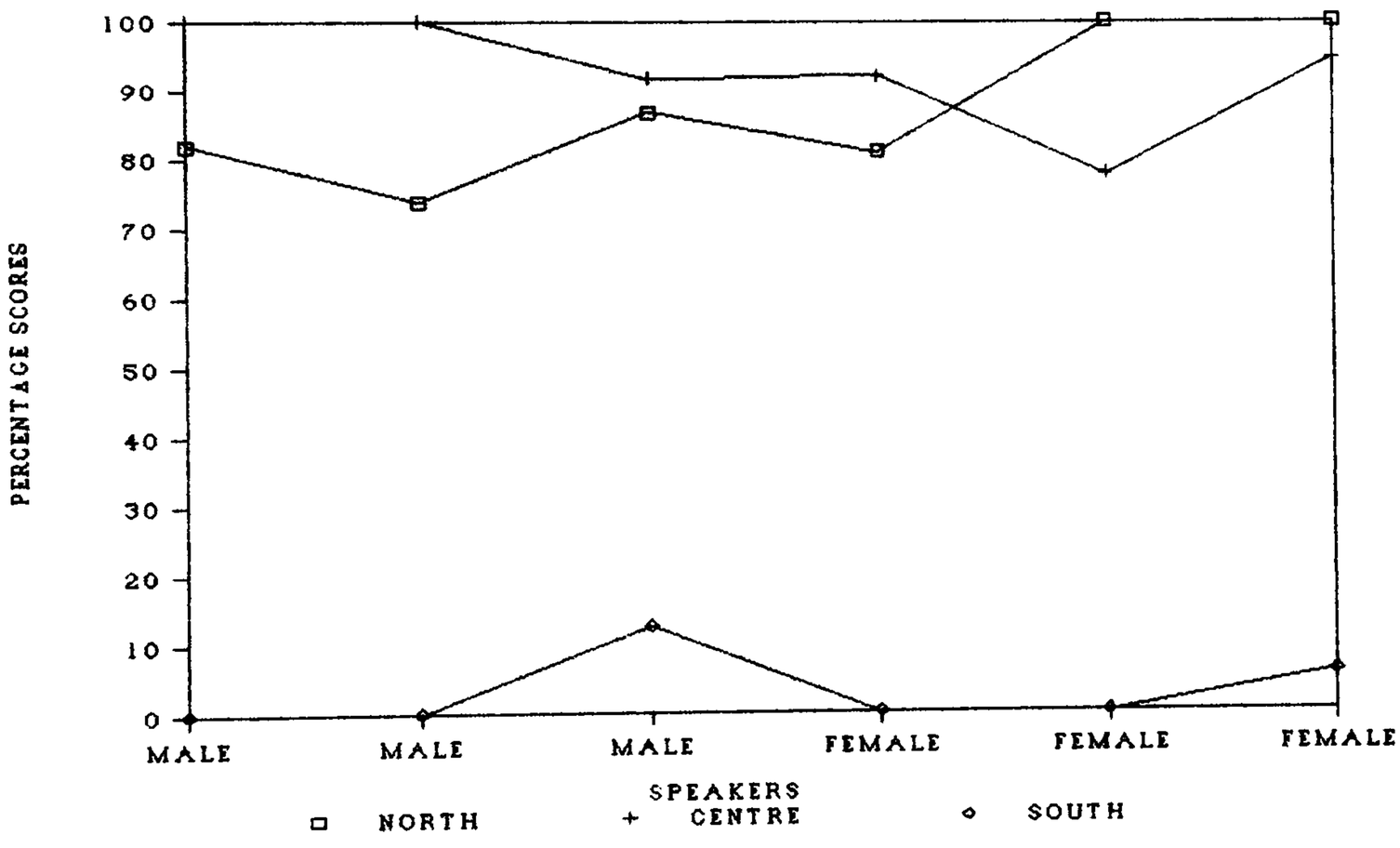
Northern region	Central region	Southern region
81.82	100	0
73.68	100	0
86.67	91.67	12.50
80.95	92	0
100	77.78	0
100	94.44	5.56

Table 6.8. Percentage scores on the /u/ variant.

Figure 6.7. Percentage scores on /u/



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6.6.4.2 The /i/ variant

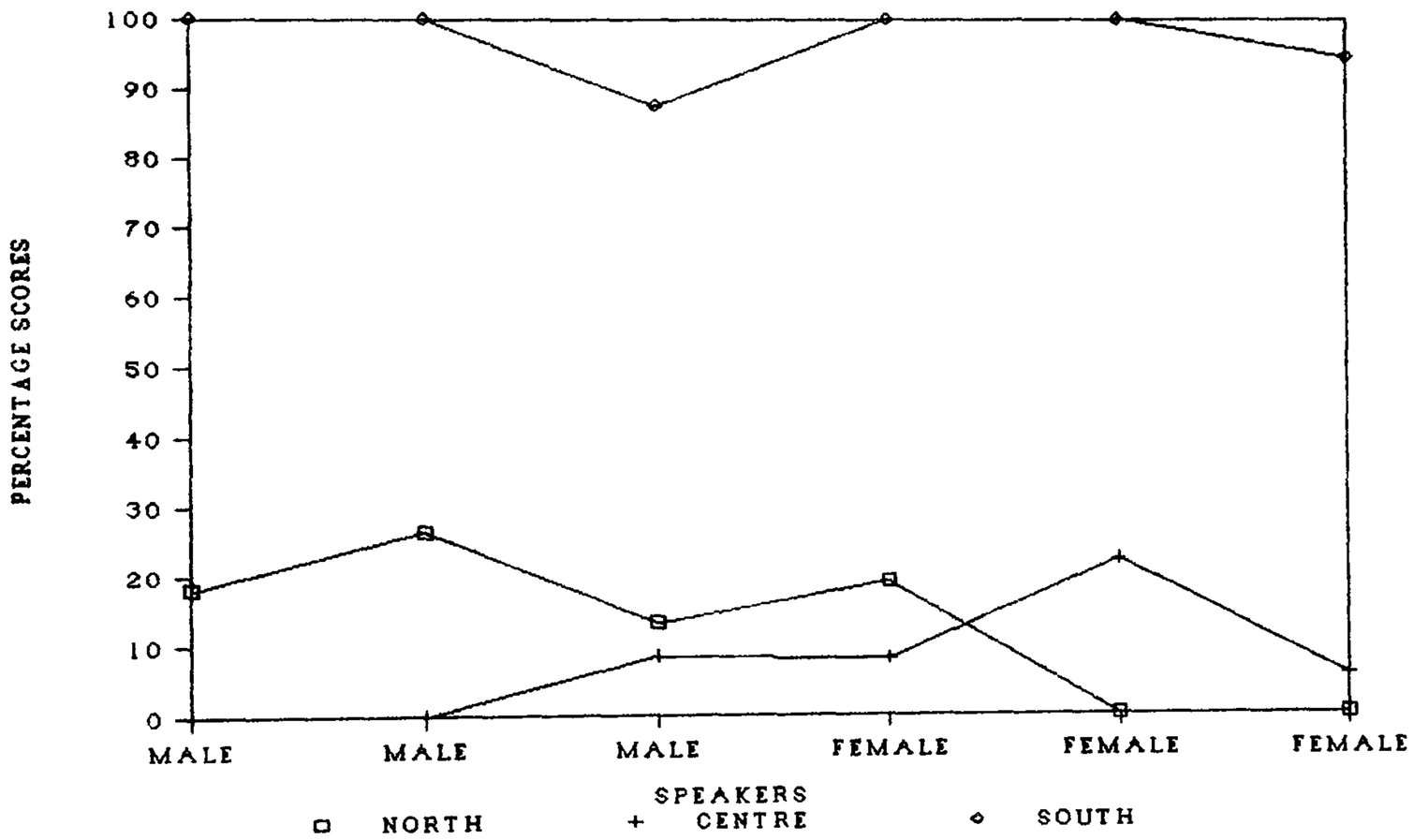
The investigation of the choice of the /i/ variant also supported our hypothesis regarding the use of this variant by the southern region speakers. The F-ratio obtained from the carrying out of the analysis of variance on the percentage scores of the three regions' speakers, see table 6.9., was 217.52. The F table value was 3.68. Therefore the differences among the percentage scores of the speakers of the three regions were significant. The mean value of the percentage scores of the northern region speakers was 12.78, of the speakers of the central region was 7.35, and finally of the southern region speakers was 96.99.

As a result we were able to reject the null hypothesis. Looking at the mean values of the three regions we can notice that there is a big difference between the mean value of the southern region and both the central and the northern region. This implied that the choice of /i/ is much more by the southern region speakers than the speakers of the other two regions. In other words /i/ is a linguistic feature which distinguishes the southern region speech style, see figure 6.8. for a presentation of the differences among the percentage scores of the speakers from the three regions.

Northern region	Central region	Southern region
18.18	0	100
26.32	0	100
13.13	8.33	87.50
19.05	8	100
0	22.22	100
0	5.56	94.44

Table 6.9. Percentage scores on the /i/ variant.

Figure 6.8. Percentage scores on /i/



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6.6.4.3 Discussion

The distribution of the /u/, /i/ variable also supported our hypothesis about the choice of its variants by the different speakers belonging to the three regions of Iraq. The results of the statistical tests came up to our expectation. /u/ was a variant which was mostly associated with the speech style of the central region. The northern region speaker have also chosen a number of the /u/ variant higher than the southern region speakers. In this respect the northern region is considered as closer to the central region than the southern region as far as this variant is concerned.

/i/ on the other hand was one of the features of the southern region speech style. The mean values of both the northern and the central regions were far lower than that of the southern region.

6.6.5 The [ma:] variable

The [ma:] variable has two variants, /ma/ which is associated with the speech style of the central region, as in /ma ?agdar/ مَأگدَر "I can't", and /ma:/, which is associated with the southern region speech style, as in /ma: ?agdar/. ماأگدَر

The statistical test of analysis of variance was conducted

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on the percentage scores of the three regions' speakers to see whether the differences among them were significant or no and whether we will be able to reject the null hypothesis.

6.6.5.1 The /ma:/ variant

The choice of /ma:/ by the southern region speakers was found to be in all the instances where both /ma:/ and /ma/ were possible, giving the mean value of 100.

The analysis of variance has produced the F-ratio of 61.07. The F table value for the test was 3.68. Therefore the differences between the mean values of the three regions' speakers were significant. Comparing the mean values we find that the southern region speakers mean value was the highest, 100. The mean value of the northern region speakers was the second, 49.44, while the central region speakers' was 20.14.

This enabled us to reject the null hypothesis. This variant is one of the features of the southern region speech style. See table 6.10. and figure 6.9. below. The test has also maintained the linguistic difference between the southern and the central regions speech styles. The mean value of the northern region speakers was found to be higher than that of the central region. In this respect this result was not

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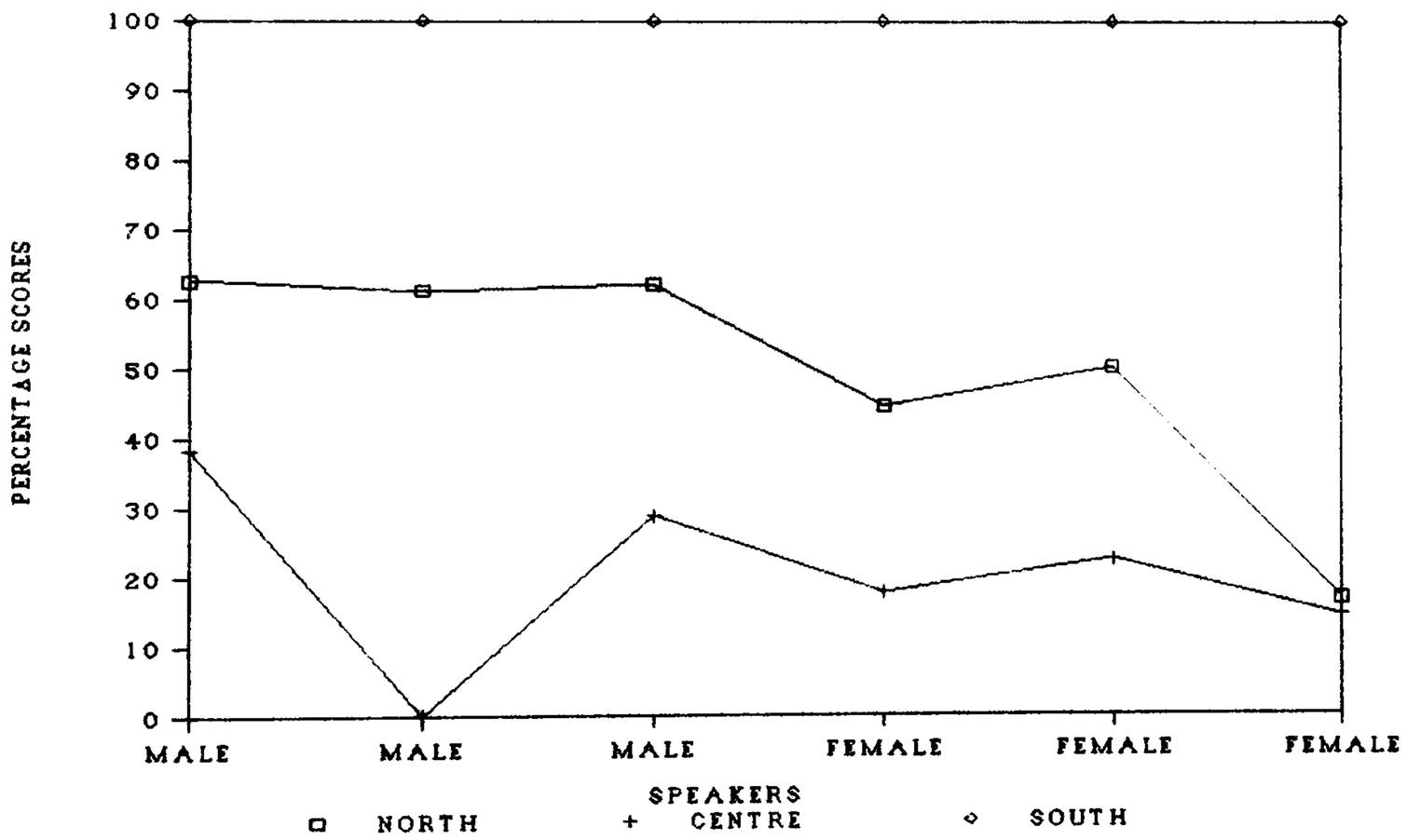
expected.

Northern region	Central region	Southern region
62.50	38.10	100
61.11	0	100
61.90	28.57	100
44.44	17.65	100
50	22.22	100
16.67	14.29	100

Table 5.10. Percentage scores on the /ma:/ variant.

Figure 6.9. Percentage scores on /ma:/



6.6.5.2 The /ma/ variable

No scores of /ma/ were found by the southern region speakers, see table 6.11. below. The speakers of the central and northern regions differ in the frequency of the choice of this variant, see figure 6.10. below for a presentation of these results.

The F-ratio obtained from the implementation of the analysis of variance test was 61.19. The F table value obtained from the F distribution table was 3.68. This means that the differences among the means of the percentage scores of the three regions speakers were significant.

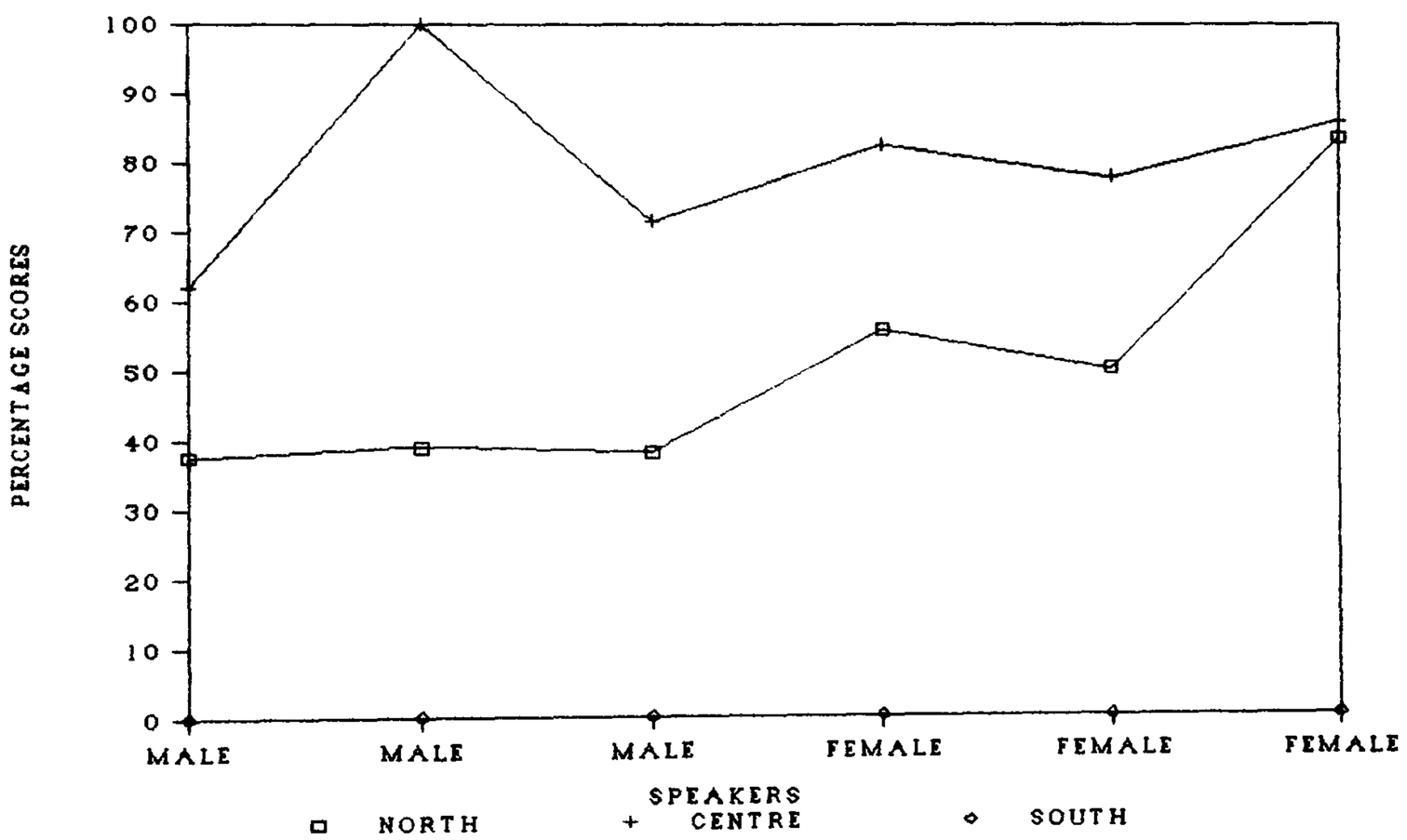
The mean value of the central region's speakers was the highest of all the three, 79.86 , the northern region speakers mean value was lower than the central region speakers but higher than that of the southern region speakers, 50.57 . The southern region speakers' value was 0.0.

This result implied that /ma/ has been used more frequently by the central region speakers than the rest of the speakers. This supported our hypothesis that the central region speakers would chose this variant more frequently than the speakers of other regions.

Northern region	Central region	Southern region
37.50	61.90	0
38.89	100	0
38.10	71.43	0
55.56	82.35	0
50	77.78	0
83.33	85.71	0

Table 6.11. Percentage scores on the /ma/ variant.

Figure 6.10. Percentage scores on /ma/



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6.6.5.3 Discussion

The statistical test of analysis of variance showed us to what extent the mean values of the percentage scores of the three regions speakers were different. Some unexpected results have come out of the implementation of the test.

On the /ma:/ variable we have seen that the northern region speakers have scored higher than the central region speakers. It was assumed that the geographical distance from the southern region, where the /ma:/ is the dominant variable, will affect the frequency of the choice of this variant. In other words our assumption regarding the distribution of /ma:/ was that the southern region speakers will choose more of this variant than the central and northern regions. At the same time the central region speaker would select less variants than the southern region speakers but less, not more, than the northern region speakers.

The statistical analysis also revealed an unexpected result which was the mean value of the percentage score of the central region on the /ma/ variant. Our hypothesis regarding this variant was true as far as the differences between the speakers of the central and the southern regions. The central region speakers have selected the /ma/ variant much more than the southern region speakers, who never chose this variant. The results of the test were expected and

have enabled us to reject the null hypothesis. But the test has implied that /ma/ was not a linguistic feature which distinguishes the central region style as the northern region speakers also have chosen this variant.

6.6.5.4 Discussion of the results of Chapter VI

This chapter was concerned with the study of some aspects of phonological variation in ESA of Iraq. It has shed some light on the use and distribution of some phonological variables which we considered as interesting to investigate in this Arabic variety.

The study of phonological variation in ESA of Iraq turned up some interesting and important points. The effect of the sex and region of the speaker upon the choice of the variants was studied. The differences between the male and the female speakers in the choice of standard / non-standard variables were proven to be interesting and do not fully meet with some studies carried out in the western communities, but agreed with studies conducted on the Arab communities in the sense that it was men, not women, who used more standard variants.

In studying the effect of the region of the speaker on

his choice of the standard / non-standard features of language we have seen that the social, cultural, economical, and educational development of the region does have an effect upon the speakers of this region, positively or negatively, upon their choice of the variants. The more developed the region is the more standard features are expected in the speech of the speakers of this region.

Differences among the informants from the central region in the choice of the variants were noticed. We have seen that some of those informants have chosen much more standard variants than others within the same group. This could be interpreted in terms of the social changes in the central region in terms of migration to the region, a point already discussed. This could form an interesting topic for a future research.

The study of the phonological variation in ESA of Iraq showed that the choice of standard / stigmatized variants is affected by social variables like sex and region. The study also showed that such type of sociolinguistic investigation can be carried out with methodology and findings of studies like Labov's in New York and Milroys' in Belfast. The study benefited from these studies in terms of methodology and data analysis.

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Finally we can say that the study of these variables which we have chosen for our investigation has shown that they were interesting and worth studying

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CHAPTER VII

PROSPECTS FOR FUTURE RESEARCH

7.1 Introduction

We would like to conclude this thesis by presenting some notes about the opportunities for further research. These notes are seen as an expansion of the scope of our study studying language variation in ESA of Iraq. The Leeds project did not include Iraq in the investigation of ESA in the Levant. Therefore ESA of Iraq is still in need of more thorough investigation and shedding light on. One thesis is surely not enough for covering every aspect of a speech style.

7.2 Future research

This research has been conducted with many difficulties especially in terms of data collection. The Iraq-Iran war was a main obstacle which prevented us from conducting field work in Iraq. The availability of informants in Britain and the informants' sampling was another problem which we faced in our work. It was not easy to get equal numbers of informants from the three regions of Iraq and in both sexes in the U.K.

If better research environments are available and a field

work is conducted in Iraq with the possibilities of more representative sampling a number of topics can be handled regarding many aspects of the language use in Iraq. The effect of many factors, for example age, education, and social status, can be studied.

In studying the effect of education the use of language by speakers with different educational backgrounds can be studied. For example the differences between the arts and the science students can be investigated. Or to what extent the educational system in Iraq affects the choice of standard features by the speakers. In this stream an assessment of the different educational levels, primary, secondary, and university levels, can be carried out. The output can be of special importance to teaching language and other subjects in the country.

Age of the speaker is an interesting topic. It is a factor which can be studied alongside other social factors like education sex, and social network. As language changes with the changes in society the study of the use of language by the old and the young generations can reveal interesting results. The differences between the different generations of speakers may give us an idea as to how much the changes in society have affected the use of language.

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An obvious factor which can make some changes in the Iraqi society of the eighties would be the Iraq-Iran war. A study of the effect of this war in many aspects can be of special importance and interest. For example the effect of people's migration and soldiers' movements can be of linguistic importance. Civilians and soldiers' movement from one region to another could well affect the linguistic structure of the country. Furthermore the war could have introduced new additions to the language, such as new terminologies or slang

One of the findings of this study is the differences in rating and the choice of standard / stigmatized variants by the informants from the central region. A study similar to that of the Milroys' in Belfast may be conducted on the speech community in Baghdad. It may study the distribution of phonological variation in the city which have been a centre of attraction for speakers from the northern and southern regions.

The social status is another factor which can be studied. Labov thinks that social class is an important factor in sociolinguistic variation. A study inspired by Labov's findings and methodology may investigate the differences in language use among the speakers of different social status.

In this respect the differences in the social status have to be established first, as sometimes it is not so easy

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to draw dividing lines in this respect.

Occupation may be studied as a social factor in language use. The language used by speakers with different occupations , such as teachers, civil servants, and workers, will be different. A similar approach to Labov's in New York may be ideal in such situation. Therefore such study will show some interesting results.

Finally the concept of diglossia will always be of special interest to sociolinguists. A study of this concept in Iraq with reference to the Leeds project and works on diglossia in Iraq like Al-Toma (1969) and Abdulla (1969) could establish to what extent the situation in Iraq in the eighties fits the findings of these works

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Appendixes

Appendix I

(Technical Appendix)

This appendix shows the technical side of the data input and analysis. The type of data elicited and the objectives aimed to be achieved usually determine the procedure of data input and analysis. Since different packages and statistical procedures have been designed for different purposes, a number of packages and certain types of statistical tests were chosen to be implemented in the various steps of the data analysis.

The data collected in this study can be broadly classified as regarding two topics, attitude and phonological variation. Therefore for the sake of a clear presentation of how the data is processed this appendix will fall into two parts. Part one will discuss the study of attitude data, while part two will be devoted to the data collected for the purpose of investigating phonological variation.

The language attitude study

In this part we are going to discuss how the attitude data has been dealt with, in respect of input and analysis. The data was collected for the sake of studying the attitudes of the educated Iraqis to different speech styles in Iraq.

The data in this section involves scores of the respondents using the questionnaire provided. The scores

were fed to the IBM computer using a program (software) called Lotus 1 2 3. This program is a spreadsheet. It has some calculation facilities, like adding, subtraction, mean value, etc. After the scores have been fed, the mean (average) value of the scores on each scale was calculated. Since the number of respondents in each categorical group (for example F/ Centre, see Chapter five) is 10, the mean value of the scores will be calculated as the total value of the scores divided by 10. The mean (average) value is calculated as the output of the adding of the scores divided by their number

$$\bar{x} = \frac{x1 + x2 + \ldots\ldots xn}{n}$$

where ($\bar{x}$) is the mean value, (x) the score, and (n) the number of scores.

Then the mean values in each table were grouped in separate tables in accordance with the rating of the respondents, the speakers, the sex variable, and the region variable. For example, the ratings of each regional group of respondents, the ratings of the northern, central, and the northern region respondents towards the different speakers. This is to study the effect of the region of the respondent on his/her rating.

Another classification was the ratings of the different respondents towards each regional group of

speakers. This is to study the effect of the region of the speaker upon the rating he/she might get.

The third type of classification was the differences between the ratings of the sex of the respondents. At the same time the differences between the ratings each sex of the speakers get by the respondents.

The phonological variation study

The second type of the data involves recordings of unscripted and unprepared speech. The recording was done on audio cassettes. The purpose of this type of data was to study some aspects of phonological variation in ESA in Iraq.

The first step in the data input of this type was to listen to the recording and orthographically write down the sections

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of the speech which were to be analysed. The data transliteration was then carried out through the data input into a special program which has been designed for this purpose. In this stage the data was in a computer readable form.

A text analysis package called the OCP (Oxford Concordance Program) was then used to make the text analysis. A concordance would give an analysis as to the frequency of a variable, the sentences in which the variable occur, the line number where a sentence was situated, etc.

On of the features of the OCP is its ability to analyse text in different ways. Text references in the package, called Cocoa references, were also used in the data analysis. Using these references allowed for the analysis of one or more than one files in different ways. For example the analysis of text in accordance with one or many categories, such as conducting a concordance where the speaker was from the northern region and the sex was a male, and so on.

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Appendix II
(Attitudes scores)

SCALES	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	MEAN
pleasant	4	6	4	3	4	3	5	4	4	3	4
educated	6	7	5	3	5	4	5	5	4	6	5
confident	6	6	6	2	5	4	4	6	5	6	5
sincere	3	6	7	4	6	5	4	6	6	5	5.2
intelligent	6	6	7	3	5	6	6	7	6	4	5.6
precise	3	6	7	3	4	5	5	6	5	3	4.7
humorous	4	4	7	4	4	5	5	5	4	6	4.8
interesting	6	6	7	3	6	3	4	6	7	5	5.3
leader	5	6	7	2	6	4	3	5	6	4	4.8
convincing	4	6	7	3	5	4	4	6	4	5	4.8
natural	2	6	7	6	4	4	4	5	6	6	5
dominant	6	7	2	3	6	3	1	4	5	5	4.2
smooth	2	5	5	3	5	4	2	4	3	4	3.7
uniterruptive	5	6	5	4	5	3	3	6	5	4	4.6
clear	5	7	7	5	6	5	5	4	6	5	5.5
rational	3	7	7	5	5	6	7	5	6	4	5.5
friendly	4	6	6	4	5	6	5	7	4	4	5.1

TABLE (1) M/NORTH SPEAKERS ATTITUDES TOWARDS M/NORTH SPEECH

SCALES	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	MEAN
pleasant	3	3	7	6	7	4	4	3	5	2	4.4
educated	1	2	7	1	6	3	1	2	4	3	3
confident	2	3	7	4	5	4	3	3	5	4	4
sincere	7	3	5	5	6	4	3	5	4	3	4.5
intelligent	1	4	7	4	5	4	4	3	2	2	3.6
precise	1	3	6	4	4	6	1	1	3	4	3.3
humorous	5	2	7	4	4	4	3	5	4	3	4.1
interesting	6	2	7	5	5	6	4	7	3	1	4.6
leader	1	1	3	1	2	1	3	1	4	1	1.8
convincing	2	3	4	2	3	2	3	2	3	5	2.9
natural	4	2	5	7	4	5	4	3	3	5	4.2
dominant	2	2	3	4	3	4	4	5	4	2	3.3
smooth	3	2	4	6	5	3	5	2	7	3	4
uninterruptive	1	1	3	4	2	3	4	3	4	2	2.7
clear	4	3	7	3	4	5	3	5	6	3	4.3
rational	3	6	5	3	5	6	1	5	4	2	4
friendly	7	5	7	5	7	6	5	7	6	7	6.2

TABLE (2) M/NORTH SPEAKERS ATTITUDES TOWARDS F/NORTH SPEECH

Appendixes

SCALES	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	MEAN
pleasant	5	4	7	5	4	6	5	6	4	6	5.2
educated	6	5	7	5	4	7	7	5	6	7	5.9
confident	6	5	7	2	5	6	7	3	7	6	5.4
sincere	6	5	7	1	4	5	7	4	5	3	4.7
intelligent	6	5	7	4	4	6	7	6	6	4	5.5
precise	5	4	7	5	3	5	6	3	5	5	4.8
humorous	4	6	7	3	4	5	6	3	6	4	4.8
interesting	4	5	7	4	5	5	6	4	6	5	5.1
leader	4	4	6	3	5	6	3	4	4	4	4.3
convincing	4	4	5	2	4	5	4	6	4	5	4.3
natural	6	3	5	4	4	6	4	5	3	6	4.6
dominant	6	5	6	1	5	3	4	6	4	5	4.5
smooth	6	4	5	5	4	4	6	7	3	4	4.8
uninterruptive	4	5	5	5	5	4	6	5	4	5	4.8
clear	6	4	5	4	6	5	3	4	3	6	4.6
rational	4	4	6	3	5	4	2	6	5	5	4.4
friendly	5	4	5	6	5	4	2	5	4	5	4.5

TABLE (3) M/NORTH SPEAKERS ATTITUDES TOWARDS M/CENTRE SPEECH

Appendixes

SCALES	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	MEAN
pleasant	5	6	6	5	7	6	4	6	5	6	5.6
educated	2	6	5	2	6	4	5	3	1	4	3.8
confident	3	3	4	1	4	2	1	3	5	2	2.8
sincere	6	6	5	3	4	3	3	5	5	4	4.4
intelligent	3	5	7	2	5	6	3	5	6	3	4.5
precise	4	6	4	4	5	3	4	5	5	4	4.4
humorous	6	6	6	5	4	5	5	5	5	4	5.1
interesting	6	6	5	2	6	5	6	4	1	3	4.4
leader	2	4	1	1	1	3	4	2	4	2	2.4
convincing	5	4	4	1	2	5	3	3	4	3	3.4
natural	6	4	6	3	4	3	4	6	2	5	4.3
dominant	3	5	4	2	4	4	5	6	3	2	3.8
smooth	5	4	5	4	4	3	5	4	4	3	4.1
uninterruptive	2	4	4	6	5	3	4	3	4	3	3.8
clear	5	4	7	4	4	6	3	2	4	4	4.3
rational	4	5	7	2	5	6	6	4	6	3	4.8
friendly	6	4	6	5	4	4	5	7	3	5	4.9

TABLE (4) M/NORTH SPEAKERS ATTITUDES TOWARDS F/CENTRE SPEECH

Appendixes

SCALES	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	MEAN
pleasant	5	2	6	6	5	7	4	5	6	5	5.1
educated	4	2	5	5	5	6	4	4	6	5	4.6
confident	5	3	4	6	6	6	3	4	5	4	4.6
sincere	5	4	7	6	6	5	2	6	5	4	5
intelligent	5	3	5	6	5	7	4	5	5	5	5
precise	4	4	5	5	3	5	4	2	4	5	4.1
humorous	4	5	5	7	5	6	5	4	2	4	4.7
interesting	6	4	5	5	4	5	5	6	4	5	4.9
leader	4	2	5	6	5	5	4	5	3	4	4.3
convincing	4	2	4	6	4	5	4	4	3	4	4
natural	5	5	5	6	5	7	6	4	4	4	5.1
dominant	6	5	4	5	5	5	4	3	4	5	4.6
smooth	6	2	7	7	4	3	4	5	4	3	4.5
uninterruptive	4	2	7	7	5	6	5	7	6	5	5.4
clear	6	1	7	5	7	4	5	4	5	5	4.9
rational	4	4	5	5	5	5	4	5	6	5	4.8
friendly	4	5	6	6	5	5	7	6	4	6	5.4

TABLE (5) M/NORTH SPEAKERS ATTITUDES TOWARDS M/SOUTH SPEECH

Appendixes

SCALES	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	MEAN
pleasant	4	4	2	5	4	4	5	7	4	5	4.4
educated	1	4	2	4	4	3	4	2	4	3	3.1
confident	3	4	2	5	3	3	2	3	4	2	3.1
sincere	1	3	2	0	4	3	4	3	5	4	2.9
intelligent	2	4	6	6	5	4	3	1	4	2	3.7
precise	2	5	6	5	5	3	5	3	5	4	4.3
humorous	2	5	4	6	3	4	5	4	3	4	4
interesting	5	5	3	4	5	4	6	5	5	4	4.6
leader	2	4	2	4	1	3	2	4	2	1	2.5
convincing	2	2	1	5	4	4	3	2	3	3	2.9
natural	3	4	1	5	5	3	4	5	3	4	3.7
dominant	5	6	2	5	6	3	3	4	5	3	4.2
smooth	4	5	4	4	5	4	3	6	3	4	4.2
uninterruptive	3	4	2	4	5	4	5	2	3	4	3.6
clear	4	2	5	6	3	5	5	4	3	4	4.1
rational	2	4	2	4	1	4	3	3	5	3	3.1
friendly	2	5	7	4	5	7	7	4	5	4	5

TABLE (6) M/NORTH SPEAKERS ATTITUDES TOWARDS F/SOUTH SPEECH

Appendixes

SCALES	R11	R12	R13	R14	R15	R16	R17	R18	R19	R20	MEAN
pleasant	3	7	4	5	6	7	6	6	4	5	5.3
educated	5	5	4	7	6	5	4	5	5	5	5.1
confident	4	6	3	7	4	4	6	3	7	5	4.9
sincere	4	6	3	6	3	5	6	4	4	3	4.4
intelligent	3	7	5	7	5	4	6	4	5	6	5.2
precise	4	7	5	6	7	6	7	4	7	5	5.8
serious	4	7	4	6	4	5	4	3	6	4	4.7
interesting	3	7	5	7	6	6	6	4	3	4	5.1
leader	3	6	4	5	3	7	5	4	6	4	4.7
convincing	3	6	3	6	5	4	5	3	3	5	4.3
natural	4	7	4	6	5	3	5	5	4	5	4.8
dominant	5	7	4	6	6	7	4	6	5	4	5.4
smooth	3	7	4	7	7	5	4	6	4	5	5.2
uninterruptive	3	0	3	2	4	3	5	3	4	2	2.9
clear	4	7	3	7	6	5	6	4	4	5	5.1
rational	3	5	4	7	6	5	5	4	5	6	5
friendly	4	5	5	7	4	3	5	6	3	4	4.6

TABLE (7) F/NORTH SPEAKERS ATTITUDES TOWARDS M/NORTH SPEECH

Appendixes

SCALES	R11	R12	R13	R14	R15	R16	R17	R18	R19	R20	MEAN
pleasant	2	6	4	4	3	5	6	3	5	4	4.2
educated	3	2	1	4	3	3	2	4	2	3	2.7
confident	4	5	4	2	4	4	3	5	3	3	3.7
sincere	7	6	7	7	5	7	5	5	7	6	6.2
intelligent	5	2	5	4	1	3	2	5	5	4	3.6
precise	4	1	3	7	4	5	2	3	1	3	3.3
serious	5	6	4	7	4	4	4	5	4	5	4.8
interesting	3	7	5	4	6	3	5	3	3	5	4.4
leader	1	1	2	1	2	1	1	2	1	2	1.4
convincing	2	6	4	5	5	3	4	5	3	4	4.1
natural	5	7	6	5	5	7	4	6	5	5	5.5
dominant	2	2	2	4	2	1	1	2	3	4	2.3
smooth	4	6	6	4	5	4	6	5	6	5	5.1
uninterruptive	7	6	6	6	5	7	5	6	4	6	5.8
clear	6	7	6	5	5	5	6	4	7	6	5.7
rational	2	1	1	4	3	2	3	3	1	2	2.2
friendly	2	1	6	5	4	3	5	4	6	4	4

TABLE (8): F/NORTH SPEAKERS ATTITUDES TOWARDS F/NORTH SPEECH

Appendixes

SCALES	R11	R12	R13	R14	R15	R16	R17	R18	R19	R20	MEAN
pleasant	4	3	3	4	3	2	4	4	5	3	3.5
educated	5	3	2	3	3	5	3	4	3	4	3.5
confident	5	3	2	3	2	2	3	2	4	4	3
sincere	7	1	2	4	3	3	6	4	5	2	3.7
intelligent	6	2	4	4	5	1	4	6	4	3	3.9
precise	6	5	2	2	3	3	3	6	4	5	3.9
serious	6	2	4	1	3	5	2	6	4	4	3.7
interesting	6	7	2	3	5	7	3	5	4	4	4.6
leader	5	3	2	1	2	4	3	2	3	5	3
convincing	4	4	3	1	2	5	3	4	3	4	3.3
natural	6	4	5	2	4	3	5	5	6	3	4.3
dominant	6	3	2	1	4	7	4	4	3	4	3.8
smooth	5	7	3	1	5	5	3	4	2	3	3.8
uninterruptive	6	0	6	5	5	4	5	5	4	3	4.3
clear	5	7	5	5	6	7	4	6	4	3	5.2
rational	5	1	3	3	3	5	4	4	4	3	3.5
friendly	6	1	5	3	4	6	4	5	3	6	4.3

TABLE (9) F/NORTH SPEAKERS ATTITUDES TOWARDS M/CENTRE SPEECH

Appendixes

SCALES	R11	R12	R13	R14	R15	R16	R17	R18	R19	R20	MEAN
pleasant	6	3	3	4	5	4	5	4	4	3	4.1
educated	6	3	4	4	5	3	3	4	5	4	4.1
confident	5	3	5	2	3	3	3	2	4	3	3.3
sincere	6	4	4	5	6	5	6	4	5	4	4.9
intelligent	6	4	4	5	5	4	5	5	6	3	4.7
precise	6	5	5	5	4	6	4	6	4	5	5
serious	7	3	5	6	5	5	6	4	7	4	5.2
interesting	6	3	3	4	5	4	5	3	5	3	4.1
leader	1	2	3	2	4	1	2	2	1	4	2.2
convincing	5	4	5	2	4	3	4	7	4	4	4.2
natural	6	5	5	3	4	4	5	4	5	4	4.5
dominant	6	4	4	3	4	5	4	3	4	5	4.2
smooth	6	4	5	3	7	5	3	4	3	4	4.4
uninterruptive	7	3	4	6	4	3	4	4	5	5	4.5
clear	7	3	4	4	3	5	2	4	5	5	4.2
rational	7	2	3	4	5	3	4	5	6	3	4.2
friendly	7	3	5	3	4	6	4	6	4	6	4.8

TABLE (10) F/NORTH SPEAKERS ATTITUDES TOWARDS F/CENTRE SPEECH

Appendixes

SCALES	R11	R12	R13	R14	R15	R16	R17	R18	R19	R20	MEAN
pleasant	4	2	4	5	4	3	3	5	3	3	3.6
educated	4	6	5	5	4	5	3	5	5	4	4.6
confident	6	5	5	5	4	4	6	5	4	5	4.9
sincere	5	5	6	5	4	6	6	3	6	6	5.2
intelligent	5	6	5	4	4	4	6	5	5	5	4.9
precise	5	5	4	4	5	5	4	5	3	4	4.4
serious	5	7	6	4	5	4	5	4	6	4	5
interesting	5	2	5	4	5	4	3	4	3	5	4
leader	1	6	3	4	3	3	3	2	5	3	3.3
convincing	5	5	4	4	4	5	4	5	3	5	4.4
natural	5	5	6	5	4	6	5	5	4	5	5
dominant	5	5	4	3	5	4	4	3	4	3	4
smooth	4	4	5	4	5	4	6	4	5	4	4.5
uninterruptive	4	4	4	4	7	5	5	4	5	4	4.6
clear	6	5	6	4	6	5	5	4	5	3	4.9
rational	3	6	5	5	5	4	5	3	3	4	4.3
friendly	3	4	5	4	4	4	6	3	4	3	4

TABLE (11) F/NORTH SPEAKERS ATTITUDES TOWARDS M/SOUTH SPEECH

Appendixes

SCALES	R11	R12	R13	R14	R15	R16	R17	R18	R19	R20	MEAN
pleasant	4	6	2	4	4	3	5	4	5	4	4.1
educated	4	3	2	3	1	4	2	4	3	3	2.9
confident	6	5	3	3	3	5	3	4	3	4	3.9
sincere	6	2	2	4	5	3	3	4	1	3	3.3
intelligent	5	2	4	5	5	4	2	4	1	4	3.6
precise	6	6	2	4	5	3	4	4	3	3	4
serious	5	5	4	4	5	4	4	3	1	4	3.9
interesting	5	6	3	5	5	6	4	4	0	3	4.1
leader	5	6	1	2	2	4	1	3	1	2	2.7
convincing	5	5	3	4	3	3	3	3	4	3	3.6
natural	6	6	4	6	7	4	2	5	4	5	4.9
dominant	6	6	0	4	5	3	5	1	1	2	3.3
smooth	5	6	2	5	4	4	5	4	5	3	4.3
uninterruptive	4	4	5	6	4	5	5	4	5	4	4.6
clear	6	6	4	6	6	5	6	4	6	4	5.3
rational	3	6	3	4	4	3	5	4	4	3	3.9
friendly	3	6	4	6	5	5	4	5	3	3	4.4

TABLE (12) F/NORTH SPEAKERS ATTITUDES TOWARDS F/SOUTH SPEECH

Appendixes

SCALES	R21	R22	R23	R24	R25	R26	R27	R28	R29	R30	MEAN
pleasant	2	4	2	3	6	2	5	1	7	4	3.6
educated	2	5	2	6	1	3	5	4	7	5	4
confident	4	5	6	6	2	6	0	4	7	6	4.6
sincere	3	5	7	6	3	7	6	1	7	4	4.9
intelligent	3	5	7	6	2	4	0	4	7	5	4.3
precise	4	4	7	5	4	6	6	4	7	5	5.2
serious	2	6	7	7	1	7	5	1	7	5	4.8
interesting	0	3	2	4	2	5	5	7	5	4	3.7
leader	2	3	5	4	1	2	4	4	5	4	3.4
convincing	3	2	4	5	1	7	5	7	4	5	4.3
natural	1	3	5	6	1	7	6	1	6	5	4.1
dominant	2	0	6	5	2	5	5	1	6	5	3.7
smooth	2	5	2	5	5	6	6	7	6	5	4.9
uninterruptive	2	3	7	5	5	3	5	1	4	5	4
clear	2	4	7	6	4	7	6	4	7	5	5.2
rational	2	4	7	3	2	6	5	4	6	6	4.5
friendly	3	5	5	5	6	7	5	7	6	6	5.5

TABLE (13) M/CENTRE SPEAKERS ATTITUDES TOWARDS M/NORTH SPEECH

Appendixes

SCALES	R21	R22	R23	R24	R25	R26	R27	R28	R29	R30	MEAN
pleasant	6	5	6	7	3	7	5	4	5	2	5
educated	2	3	5	3	2	5	5	4	4	2	3.5
confident	4	4	5	0	2	7	5	4	4	2	3.7
sincere	7	7	5	0	5	7	0	4	5	7	4.7
intelligent	3	5	4	5	2	5	5	4	5	2	4
precise	5	5	5	6	1	7	5	7	6	2	4.9
serious	4	5	6	4	0	7	6	7	5	5	4.9
interesting	4	3	6	6	1	7	4	7	5	4	4.7
leader	2	1	2	2	1	1	3	4	5	0	2.1
convincing	5	5	4	6	2	7	4	4	3	3	4.3
natural	2	4	4	7	1	7	6	7	6	3	4.7
dominant	2	2	4	5	1	5	4	4	5	2	3.4
smooth	5	4	4	6	4	7	5	7	6	0	4.8
uninterruptive	5	4	6	7	6	7	6	7	6	3	5.7
clear	5	5	6	7	2	7	4	4	5	4	4.9
rational	5	4	6	5	2	7	5	0	5	3	4.2
friendly	3	6	6	7	6	7	5	3	6	4	5.3

TABLE (14) M/CENTRE SPEAKERS ATTITUDES TOWARDS F/NORTH SPEECH

Appendixes

SCALES	R21	R22	R23	R24	R25	R26	R27	R28	R29	R30	MEAN
pleasant	5	6	5	6	5	6	4	7	5	2	5.1
educated	5	5	6	4	4	4	4	7	4	3	4.6
confident	6	6	6	4	6	2	5	7	3	3	4.8
sincere	7	6	5	6	6	7	5	7	4	3	5.6
intelligent	6	5	5	5	4	5	5	4	5	3	4.7
precise	6	6	5	3	6	7	5	7	4	3	5.2
serious	5	3	6	2	6	7	5	7	5	2	4.8
interesting	5	5	5	5	5	7	5	4	5	4	5
leader	6	3	3	1	3	4	4	7	6	2	3.9
convincing	6	3	5	2	4	7	5	4	3	3	4.2
natural	6	5	5	5	5	7	5	5	5	4	5.2
dominant	6	4	5	3	4	5	5	7	6	3	4.8
smooth	6	5	5	5	5	6	6	0	6	4	4.8
uninterruptive	6	4	4	7	4	7	5	4	6	5	5.2
clear	6	5	4	6	5	7	5	4	6	4	5.2
rational	6	4	5	4	2	7	6	0	6	4	4.4
friendly	2	6	5	6	5	7	4	7	6	4	5.2

TABLE (15) M/CENTRE SPEAKERS ATTITUDES TO M/CENTRE SPEECH

Appendixes

SCALES	R21	R22	R23	R24	R25	R26	R27	R28	R29	R30	MEAN
pleasant	4	5	4	5	5	7	0	7	5	3	4.5
educated	4	6	4	5	4	7	6	7	5	4	5.2
confident	3	6	4	5	3	7	6	7	5	5	5.1
sincere	2	6	5	7	3	7	6	7	5	6	5.4
intelligent	4	5	4	6	4	5	0	7	6	6	4.7
precise	3	5	4	7	3	6	6	4	5	6	4.9
serious	3	6	6	6	6	7	6	7	6	5	5.8
interesting	2	4	3	6	5	7	7	4	5	5	4.8
leader	3	3	3	3	2	3	5	7	5	3	3.7
convincing	3	5	3	5	1	7	6	7	4	4	4.5
natural	3	5	6	6	4	7	7	7	5	5	5.5
dominant	3	5	4	4	4	5	6	7	5	4	4.7
smooth	4	5	4	6	5	6	7	4	5	5	5.1
uninterruptive	5	1	3	5	3	7	6	4	5	6	4.5
clear	4	6	5	7	4	7	6	7	5	6	5.7
rational	4	5	5	5	6	7	6	4	5	4	5.1
friendly	4	5	4	7	5	7	6	3	5	5	5.1

TABLE (16) M/CENTRE SPEAKERS ATTITUDES TOWARDS F/CENTRE SPEECH

Appendixes

SCALES	R21	R22	R23	R24	R25	R26	R27	R28	R29	R30	MEAN
pleasant	4	2	4	5	0	7	4	4	6	4	4
educated	3	3	7	5	6	5	4	1	5	3	4.2
confident	5	1	7	4	5	7	5	4	5	3	4.6
sincere	5	0	6	0	5	7	5	4	6	6	4.4
intelligent	5	4	6	0	6	5	6	4	6	3	4.5
precise	5	1	6	5	6	7	0	7	6	6	4.9
serious	6	7	5	7	5	7	1	4	6	5	5.3
interesting	6	1	4	3	0	5	6	0	5	3	3.3
leader	4	2	5	2	3	2	3	1	5	2	2.9
convincing	4	2	5	4	4	7	4	1	4	2	3.7
natural	7	4	6	5	6	7	6	5	6	3	5.5
dominant	6	4	5	2	5	5	4	4	6	3	4.4
smooth	7	3	5	4	4	7	4	4	6	3	4.7
uninterruptive	6	1	5	2	6	7	1	4	7	6	4.5
clear	6	2	5	5	6	7	4	7	6	5	5.3
rational	6	4	6	6	6	7	5	7	6	5	5.8
friendly	2	4	6	7	7	6	4	1	5	6	4.8

TABLE (17) M/CENTRE SPEAKERS ATTITUDES TOWARDS M/SOUTH SPEECH

Appendixes

SCALES	R21	R22	R23	R24	R25	R26	R27	R28	R29	R30	MEAN
pleasant	3	7	6	7	4	5	3	7	6	7	5.5
educated	4	6	6	6	4	3	3	7	6	5	5
confident	3	7	3	7	5	4	4	7	6	6	5.2
sincere	2	7	4	7	4	7	6	7	6	7	5.7
intelligent	5	6	3	6	3	5	4	7	6	6	5.1
precise	3	6	2	7	5	6	4	4	6	6	4.9
serious	4	7	4	7	5	7	4	7	6	6	5.7
interesting	2	7	3	6	3	6	4	7	6	5	4.9
leader	1	4	1	1	2	1	0	7	6	5	2.8
convincing	4	6	2	6	3	7	4	7	6	6	5.1
natural	3	6	4	7	4	7	4	7	5	5	5.2
dominant	3	5	1	6	2	4	3	7	5	6	4.2
smooth	4	7	3	5	4	4	4	0	6	5	4.2
uninterruptive	2	1	2	6	5	2	4	1	7	2	3.2
clear	5	7	3	7	5	7	4	7	7	6	5.8
rational	3	4	3	7	4	5	4	6	7	6	4.9
friendly	6	7	4	7	5	6	6	7	6	7	6.1

TABLE (18) M/CENTRE SPEAKERS ATTITUDES TOWARDS F/SOUTH SPEECH

Appendixes

SCALES	R31	R32	R33	R34	R35	R36	R37	R38	R39	R40	MEAN
pleasant	6	5	2	6	7	6	6	5	7	5	5.5
educated	6	6	2	4	7	5	7	4	6	7	5.4
confident	7	4	6	6	7	5	7	4	5	7	5.8
sincere	7	5	6	7	7	6	7	4	7	7	6.3
intelligent	6	5	7	5	7	6	6	5	4	7	5.8
precise	7	7	7	6	7	5	6	6	6	7	6.4
serious	6	7	7	6	7	4	7	6	6	7	6.3
interesting	7	6	2	5	5	7	5	6	7	6	5.6
leader	6	4	5	0	6	5	5	4	6	5	4.6
convincing	7	6	4	7	7	5	5	7	7	6	6.1
natural	7	7	5	6	7	6	7	7	5	7	6.4
dominant	6	7	6	5	6	7	6	5	7	5	6
smooth	7	7	2	6	7	7	6	4	4	6	5.6
uninterruptive	6	6	7	0	7	6	6	5	6	6	5.5
clear	6	7	7	6	7	6	6	7	6	7	6.5
rational	6	6	7	0	7	7	7	6	7	7	6
friendly	7	6	5	6	7	4	6	5	6	6	5.8

TABLE (19) F/CENTRE SPEAKERS ATTITUDES TOWARDS M/NORTH SPEECH

Appendixes

SCALES	R31	R32	R33	R34	R35	R36	R37	R38	R39	R40	MEAN
pleasant	5	4	6	7	6	6	5	7	3	4	5.3
educated	2	4	6	6	2	5	5	6	5	4	4.5
confident	5	3	7	6	4	6	6	5	4	4	5
sincere	7	4	6	7	6	5	6	6	7	3	5.7
intelligent	4	4	5	5	3	5	4	4	6	4	4.4
precise	5	4	5	5	4	6	7	4	3	2	4.5
serious	5	4	5	6	6	7	6	4	5	4	5.2
interesting	3	5	6	4	3	6	5	3	4	5	4.4
leader	4	3	4	4	1	5	3	4	3	1	3.2
convincing	4	4	5	2	3	5	4	3	2	3	3.5
natural	6	4	4	4	5	4	4	5	3	2	4.1
dominant	3	3	5	2	1	3	5	2	3	2	2.9
smooth	5	5	4	5	4	3	4	3	3	5	4.1
uninterruptive	5	5	6	6	4	5	6	4	2	6	4.9
clear	4	5	6	7	4	4	5	4	6	5	5
rational	2	3	4	5	2	3	4	3	5	3	3.4
friendly	7	5	7	4	6	4	7	6	6	5	5.7

TABLE (20) F/CENTRE SPEAKERS ATTITUDES TOWARDS F/NORTH SPEECH

Appendixes

SCALES	R31	R32	R33	R34	R35	R36	R37	R38	R39	R40	MEAN
pleasant	4	5	3	5	7	5	6	3	4	4	4.6
educated	5	6	3	5	7	6	4	4	5	5	5
confident	4	6	3	3	7	5	5	4	5	3	4.5
sincere	4	7	2	5	7	5	5	4	4	4	4.7
intelligent	4	5	3	6	7	6	7	6	3	4	5.1
precise	4	3	1	7	7	5	5	4	3	2	4.1
serious	5	5	4	7	7	6	6	6	4	2	5.2
interesting	5	4	2	5	6	6	5	4	5	4	4.6
leader	4	4	4	0	6	4	5	3	3	5	3.8
convincing	4	5	3	6	7	5	6	5	1	5	4.7
natural	5	6	2	7	7	6	5	3	5	4	5
dominant	5	4	3	5	6	4	4	4	6	3	4.4
smooth	5	6	3	7	5	4	3	4	5	5	4.7
uninterruptive	5	7	7	4	7	6	5	3	5	6	5.5
clear	5	6	4	7	7	5	5	4	6	6	5.5
rational	5	5	2	6	7	3	6	5	6	5	5
friendly	6	6	4	6	7	5	7	5	5	5	5.6

TABLE (21) F/CENTRE SPEAKERS ATTITUDES TOWARDS M/CENTRE SPEECH

SCALES	R31	R32	R33	R34	R35	R36	R37	R38	R39	R40	MEAN
pleasant	6	6	4	2	3	4	5	4	5	5	4.4
educated	6	7	4	3	4	4	5	5	5	6	4.9
confident	6	7	4	5	3	6	5	4	5	6	5.1
sincere	6	7	5	5	5	6	6	5	7	6	5.8
intelligent	6	6	4	5	4	5	5	4	6	4	4.9
precise	7	6	4	3	3	6	4	4	4	3	4.4
serious	5	7	6	1	5	5	4	4	3	3	4.3
interesting	5	6	3	1	2	6	4	4	4	3	3.8
leader	5	6	3	0	2	5	5	6	3	3	3.8
convincing	4	7	3	3	4	5	4	5	4	4	4.3
natural	5	7	6	1	4	4	5	5	5	6	4.8
dominant	5	6	4	3	2	6	4	3	3	3	3.9
smooth	6	7	4	1	4	5	4	4	5	6	4.6
uninterruptive	6	5	3	4	6	5	5	4	4	5	4.7
clear	6	7	5	2	2	4	5	5	5	5	4.6
rational	5	7	5	2	4	6	3	2	4	1	3.9
friendly	6	7	4	3	5	4	5	3	3	7	4.7

TABLE (22) F/CENTRE SPEAKERS ATTITUDES TOWARDS F/CENTRE SPEECH

Appendixes

SCALES	R31	R32	R33	R34	R35	R36	R37	R38	R39	R40	MEAN
pleasant	4	4	2	1	5	4	3	3	4	3	3.3
educated	2	5	2	3	6	4	3	4	5	3	3.7
confident	5	4	3	2	5	5	4	4	5	2	3.9
sincere	3	5	3	6	5	4	3	5	5	4	4.3
intelligent	4	4	3	7	6	3	3	4	4	5	4.3
precise	5	4	3	6	7	5	4	5	3	4	4.6
serious	4	5	5	7	7	5	4	5	3	6	5.1
interesting	4	4	1	5	4	3	5	4	3	4	3.7
leader	3	3	1	4	3	3	4	4	3	4	3.2
convincing	3	4	1	6	4	5	5	2	2	3	3.5
natural	4	5	3	6	5	4	3	5	6	6	4.7
dominant	3	4	2	5	7	6	4	3	4	3	4.1
smooth	4	5	2	3	5	4	2	4	5	3	3.7
uninterruptive	3	7	5	7	3	1	5	4	5	4	4.4
clear	2	5	1	6	6	3	6	5	5	2	4.1
rational	5	5	6	5	6	6	4	6	5	5	5.3
friendly	4	6	5	6	5	6	5	6	6	4	5.3

TABLE (23) F/CENTRE SPEAKERS ATTITUDES TOWARDS M/SOUTH SPEECH

SCALES	R31	R32	R33	R34	R35	R36	R37	R38	R39	R40	MEAN
pleasant	5	3	5	5	6	5	5	5	4	6	4.9
educated	4	5	3	6	6	4	6	5	5	6	5
confident	5	5	7	7	6	4	5	6	5	6	5.6
sincere	3	7	6	6	7	5	7	7	5	6	5.9
intelligent	4	4	5	5	6	5	6	5	3	4	4.7
precise	5	5	7	7	6	4	5	7	6	5	5.7
serious	4	6	6	7	6	5	5	6	5	5	5.5
interesting	4	6	7	6	6	6	4	7	6	5	5.7
leader	3	4	1	6	5	2	3	5	4	3	3.6
convincing	3	4	6	7	7	6	6	5	4	7	5.5
natural	4	5	7	7	7	5	7	4	6	7	5.9
dominant	4	4	6	7	5	6	4	1	4	5	4.6
smooth	6	4	6	6	6	5	4	6	4	6	5.3
uninterruptive	4	5	6	1	5	3	5	6	4	5	4.4
clear	4	4	4	5	6	4	4	5	4	4	4.4
rational	4	4	7	7	5	5	6	5	4	6	5.3
friendly	4	4	6	7	6	7	6	7	5	6	5.8

TABLE (24) F/CENTRE SPEAKERS ATTITUDES TOWARDS F/SOUTH SPEECH

Appendixes

SCALES	R41	R42	R43	R44	R45	R46	R47	R48	R49	R50	MEAN
pleasant	7	5	4	5	2	4	5	4	3	5	4.4
educated	7	3	5	5	4	4	5	3	4	6	4.6
confident	7	4	4	6	5	4	3	5	2	5	4.5
sincere	7	5	6	5	5	6	6	4	5	5	5.4
intelligent	6	4	5	5	4	2	5	6	5	4	4.6
precise	7	6	4	5	4	3	4	5	5	6	4.9
serious	7	6	4	5	6	6	6	6	4	4	5.4
interesting	7	4	3	5	4	3	5	5	3	4	4.3
leader	6	5	3	4	4	4	5	5	5	3	4.4
convincing	7	5	5	4	3	6	5	5	4	4	4.8
natural	7	6	5	5	5	4	3	6	5	5	5.1
dominant	7	5	4	4	2	4	4	3	4	5	4.2
smooth	7	4	4	5	5	4	6	4	5	5	4.9
uninterruptive	6	4	1	5	6	3	5	5	4	3	4.2
clear	7	4	3	4	6	3	5	4	4	3	4.3
rational	7	3	3	5	5	4	6	3	4	3	4.3
friendly	7	5	5	5	5	3	5	4	5	5	4.9

TABLE (25) M/SOUTH SPEAKERS ATTITUDES TOWARDS M/NORTH SPEECH

Appendixes

SCALES	R41	R42	R43	R44	R45	R46	R47	R48	R49	R50	MEAN
pleasant	4	6	4	3	3	4	5	2	6	5	4.2
educated	2	3	1	3	3	4	3	3	4	3	2.9
confident	3	3	2	3	3	3	2	3	4	3	2.9
sincere	5	7	3	5	5	5	4	7	5	3	4.9
intelligent	4	4	2	3	4	5	4	2	4	3	3.5
precise	2	5	1	4	3	2	2	1	3	3	2.6
serious	6	5	6	6	6	5	3	5	4	5	5.1
interesting	2	5	1	5	3	5	3	2	4	3	3.3
leader	1	2	1	1	1	3	2	2	1	1	1.5
convincing	2	6	1	5	2	3	1	3	1	3	2.7
natural	4	6	1	5	3	3	2	4	4	3	3.5
dominant	1	4	1	3	2	3	4	4	3	2	2.7
smooth	4	7	2	4	3	4	5	3	6	3	4.1
uninterruptive	4	6	4	6	5	4	5	5	6	4	4.9
clear	2	6	4	6	3	3	2	5	4	4	3.9
rational	1	2	7	5	2	3	4	2	3	4	3.3
friendly	5	7	4	4	5	5	4	6	4	5	4.9

TABLE (26) M/SOUTH SPEAKERS ATTITUDES TOWARDS F/NORTH SPEECH

Appendixes

SCALES	R41	R42	R43	R44	R45	R46	R47	R48	R49	R50	MEAN
pleasant	4	6	5	4	4	6	5	2	4	5	4.5
educated	4	5	2	5	5	4	5	4	4	3	4.1
confident	3	6	2	4	5	4	5	3	4	3	3.9
sincere	5	6	2	3	5	5	7	3	2	3	4.1
intelligent	5	5	2	5	4	7	7	5	6	5	5.1
precise	2	5	2	4	5	6	5	5	4	3	4.1
serious	3	4	2	5	6	4	5	3	2	4	3.8
interesting	4	6	2	4	4	5	5	4	5	4	4.3
leader	1	2	1	2	3	2	1	3	2	2	1.9
convincing	1	5	5	4	4	3	1	3	5	4	3.5
natural	3	6	5	4	4	5	6	4	5	4	4.6
dominant	3	4	4	4	2	3	4	4	6	3	3.7
smooth	4	6	5	4	3	4	6	4	5	4	4.5
uninterruptive	3	6	3	5	6	4	5	4	5	4	4.5
clear	1	6	2	5	4	2	5	3	5	3	3.6
rational	2	3	6	4	3	5	5	4	3	4	3.9
friendly	4	6	4	4	3	4	6	6	5	4	4.6

TABLE (27) M/SOUTH SPEAKERS ATTITUDES TOWARDS M/CENTRE SPEECH

SCALES	R41	R42	R43	R44	R45	R46	R47	R48	R49	R50	MEAN
pleasant	4	6	5	3	4	5	5	2	4	4	4.2
educated	4	6	2	3	4	5	4	4	5	3	4
confident	4	5	1	4	3	4	3	5	3	3	3.5
sincere	5	6	5	4	6	4	5	5	4	5	4.9
intelligent	4	6	3	4	5	4	6	4	4	3	4.3
precise	3	6	1	5	4	5	6	5	2	3	4
serious	5	6	4	6	6	4	5	5	3	3	4.7
interesting	4	5	3	4	2	3	3	1	4	3	3.2
leader	2	5	1	4	2	3	1	1	3	3	2.5
convincing	2	6	1	4	2	4	3	2	4	4	3.2
natural	7	6	4	4	3	4	3	4	4	3	4.2
dominant	3	6	3	4	2	3	3	5	5	4	3.8
smooth	4	4	5	5	6	4	5	4	2	5	4.4
uninterruptive	3	5	2	5	6	4	7	5	4	5	4.6
clear	1	5	2	5	5	5	3	6	4	3	3.9
rational	2	2	5	4	3	5	6	5	4	2	3.8
friendly	6	6	6	5	4	5	3	4	6	6	5.1

TABLE (28) M/SOUTH SPEAKERS ATTITUDES TOWARDS F/CENTRE SPEECH

Appendixes

SCALES	R41	R42	R43	R44	R45	R46	R47	R48	R49	R50	MEAN
pleasant	5	5	2	5	5	4	5	3	6	5	4.5
educated	7	4	3	4	3	4	3	3	5	5	4.1
confident	6	4	3	5	3	5	4	3	5	3	4.1
sincere	6	5	3	4	5	5	4	4	4	3	4.3
intelligent	6	5	3	4	2	3	4	5	4	2	3.8
precise	6	5	2	4	2	5	7	5	2	4	4.2
serious	6	6	5	6	5	6	5	3	4	6	5.2
interesting	7	4	4	5	2	4	5	5	6	6	4.3
leader	6	5	2	3	1	4	3	1	3	4	3.2
convincing	6	4	2	5	2	5	3	4	2	4	3.7
natural	6	6	1	5	2	7	5	4	3	4	4.3
dominant	7	5	2	3	1	4	2	4	5	3	3.6
smooth	7	3	2	4	4	5	4	4	3	3	3.9
uninterruptive	7	4	6	6	6	5	4	7	5	4	5.4
clear	7	5	4	6	1	4	4	5	4	4	4.4
rational	7	4	6	5	4	6	4	7	3	4	5
friendly	5	5	3	4	3	5	6	4	5	6	4.6

TABLE (29) M/SOUTH SPEAKERS ATTITUDES TOWARDS M/SOUTH SPEECH

Appendixes

SCALES	R41	R42	R43	R44	R45	R46	R47	R48	R49	R50	MEAN
pleasant	6	5	6	1	3	3	5	3	4	5	4.1
educated	4	5	4	3	2	3	4	3	2	4	3.4
confident	4	3	6	5	5	4	4	3	5	4	4.3
sincere	5	7	6	3	4	6	4	3	5	2	4.5
intelligent	5	5	4	3	3	4	4	6	1	3	3.8
precise	4	6	5	5	5	2	4	5	5	4	4.5
serious	5	6	2	5	7	4	2	5	4	3	4.3
interesting	4	6	5	3	4	5	4	6	4	4	4.5
leader	1	5	2	2	2	3	1	3	2	1	2.2
convincing	3	5	4	2	2	4	3	3	5	3	3.4
natural	2	6	7	2	1	4	3	2	6	4	3.7
dominant	2	6	5	2	1	2	3	4	6	2	3.3
smooth	2	6	6	2	2	4	5	4	4	3	3.8
uninterruptive	3	6	6	7	6	5	5	7	4	6	5.5
clear	3	6	6	1	2	5	3	4	4	5	3.9
rational	2	5	2	2	1	5	2	4	3	4	3
friendly	4	6	6	2	2	7	6	6	4	6	4.9

TABLE (30) M/SOUTH SPEAKERS ATTITUDES TOWARDS F/SOUTH SPEECH

Appendixes

SCALES	R51	R52	R53	R54	R55	R56	R57	R58	R59	R60	MEAN
pleasant	5	6	4	5	3	6	5	5	7	6	5.2
educated	5	7	4	6	4	6	4	5	3	4	4.8
confident	4	7	5	5	4	5	4	3	3	4	4.4
sincere	7	5	5	7	3	5	6	4	6	4	5.2
intelligent	6	6	2	6	6	4	7	3	4	3	4.7
precise	6	5	6	5	6	4	7	5	5	3	5.2
serious	4	7	6	7	4	5	6	7	5	4	5.5
interesting	4	6	4	5	2	5	4	3	5	4	4.2
leader	2	5	4	6	4	5	3	3	2	3	3.7
convincing	3	7	4	6	4	2	4	3	4	3	4
natural	6	6	6	6	7	4	4	5	2	4	5
dominant	2	6	5	6	5	3	4	3	5	4	4.3
smooth	7	6	5	4	5	4	2	4	5	3	4.5
uninterruptive	7	5	6	4	6	7	4	5	6	3	5.3
clear	7	6	7	7	4	7	4	5	2	3	5.2
rational	5	6	6	4	5	7	6	3	2	4	4.8
friendly	6	4	5	3	5	2	5	3	6	2	4.1

TABLE (31) F/SOUTH SPEAKERS ATTITUDES TOWARDS M/NORTH SPEECH

SCALES	R51	R52	R53	R54	R55	R56	R57	R58	R59	R60	MEAN
pleasant	7	5	4	5	4	5	3	6	4	5	4.8
educated	7	6	5	4	5	4	5	4	3	5	4.8
confident	6	6	5	4	7	4	5	3	5	5	5
sincere	6	6	5	6	6	4	6	4	5	3	5.1
intelligent	7	6	5	4	5	4	3	4	5	3	4.6
precise	7	6	5	7	4	4	6	5	6	7	5.7
serious	5	6	5	6	4	4	4	5	5	7	5.1
interesting	6	6	6	6	4	5	6	5	6	5	5.5
leader	4	3	4	3	4	2	3	4	3	3	3.3
convincing	7	5	3	4	3	4	6	2	3	3	4
natural	7	6	5	6	5	4	6	5	4	3	5.1
dominant	4	6	5	4	3	4	5	4	4	3	4.2
smooth	7	5	4	7	4	5	4	5	4	3	4.8
uninterruptive	7	5	4	5	3	4	5	3	6	5	4.7
clear	7	6	6	5	3	5	7	4	5	3	5.1
rational	3	5	4	5	3	5	4	4	5	2	4
friendly	7	5	3	4	7	7	5	6	3	6	5.3

TABLE (32) F/SOUTH SPEAKERS ATTITUDES TOWARDS F/NORTH SPEECH

Appendixes

SCALES	R51	R52	R53	R54	R55	R56	R57	R58	R59	R60	MEAN
pleasant	7	3	4	5	4	4	6	5	6	5	4.9
educated	7	3	5	4	5	4	6	7	5	4	5
confident	7	3	5	6	5	4	5	3	5	4	4.7
sincere	7	6	6	6	7	5	6	5	7	5	6
intelligent	7	5	6	6	5	4	5	4	7	6	5.5
precise	6	5	6	5	4	3	6	5	7	5	5.2
serious	3	4	6	4	4	6	6	5	4	4	4.6
interesting	6	5	5	7	4	5	4	6	4	4	5
leader	4	2	3	4	5	6	5	6	5	5	4.5
convincing	6	6	6	4	6	3	5	6	5	5	5.2
natural	7	6	4	7	7	7	4	5	4	6	5.7
dominant	5	4	6	5	4	3	4	5	4	3	4.3
smooth	6	5	6	5	6	5	6	4	5	6	5.4
uninterruptive	7	6	5	5	5	4	5	6	5	4	5.2
clear	7	5	5	7	4	7	5	4	6	5	5.5
rational	5	6	5	6	4	3	5	4	6	6	5
friendly	7	7	6	4	5	7	3	7	7	6	5.9

TABLE (33) F/SOUTH SPEAKERS ATTITUDES TOWARDS M/CENTRE SPEECH

Appendixes

SCALES	R51	R52	R53	R54	R55	R56	R57	R58	R59	R60	MEAN
pleasant	6	7	6	5	4	7	6	3	7	6	5.7
educated	7	6	5	4	6	3	5	6	4	5	5.1
confident	7	7	6	4	5	7	5	6	7	4	5.8
sincere	7	7	7	7	6	7	4	6	5	6	6.2
intelligent	7	6	5	6	5	6	6	4	6	5	5.6
precise	7	6	6	5	7	6	6	7	5	7	6.2
serious	7	6	2	5	4	6	7	7	6	7	5.7
interesting	7	6	4	5	6	5	7	5	6	4	5.5
leader	7	5	6	5	4	6	3	3	6	5	5
convincing	6	6	5	6	6	5	4	3	6	5	5.2
natural	5	6	6	5	6	4	5	6	5	4	5.2
dominant	7	6	6	5	6	5	5	5	5	6	5.6
smooth	5	5	4	5	4	4	5	6	2	4	4.4
uninterruptive	6	7	4	7	5	4	5	6	3	2	4.9
clear	6	6	5	7	5	3	5	4	3	5	4.9
rational	7	6	5	2	5	1	4	4	4	3	4.1
friendly	7	7	7	7	3	5	4	6	4	5	5.5

TABLE (34) F/SOUTH SPEAKERS ATTITUDES TOWARDS F/CENTRE SPEECH

Appendixes

SCALES	R51	R52	R53	R54	R55	R56	R57	R58	R59	R60	MEAN
pleasant	3	4	4	3	6	4	5	4	6	4	4.3
educated	1	3	4	3	2	5	3	4	2	4	3.1
confident	2	4	4	3	2	4	3	3	2	4	3.1
sincere	3	6	4	6	4	4	3	5	2	3	4
intelligent	4	4	5	4	5	7	4	4	3	5	4.5
precise	3	4	4	6	5	4	5	4	3	3	4.1
serious	4	4	5	3	4	6	2	4	5	2	3.9
interesting	2	4	4	5	3	4	4	3	4	3	3.6
leader	1	2	3	2	6	3	2	3	2	1	2.5
convincing	1	5	3	6	5	4	3	4	5	3	3.9
natural	3	4	3	4	3	4	3	5	3	3	3.5
dominant	1	3	3	4	3	2	4	5	3	4	3.2
smooth	3	5	4	3	5	6	3	4	5	3	4.1
uninterruptive	7	6	4	5	3	7	5	4	5	2	4.8
clear	6	7	6	4	7	6	5	7	4	3	5.5
rational	5	4	3	4	5	2	3	6	3	3	3.8
friendly	6	6	7	6	7	6	4	6	7	4	5.9

TABLE (35) F/SOUTH SPEAKERS ATTITUDES TOWARDS M/SOUTH SPEECH

SCALES	R51	R52	R53	R54	R55	R56	R57	R58	R59	R60	MEAN
pleasant	7	7	5	4	7	5	6	4	5	6	5.6
educated	7	4	4	5	6	3	5	2	4	4	4.4
confident	7	5	5	6	4	5	4	6	7	5	5.4
sincere	7	7	6	7	6	4	6	4	5	7	5.9
intelligent	7	5	5	4	5	6	3	4	6	5	5
precise	7	5	6	5	6	5	5	6	4	5	5.4
serious	7	2	5	4	5	4	3	5	4	3	4.2
interesting	6	7	7	6	5	6	4	5	6	4	5.6
leader	7	4	3	4	2	4	1	3	5	2	3.5
convincing	6	7	5	6	3	2	6	4	7	7	5.3
natural	2	7	3	4	2	4	5	5	2	6	4
dominant	1	4	3	4	3	4	3	1	4	4	3.1
smooth	1	3	4	6	4	4	2	5	3	4	3.6
uninterruptive	6	7	5	4	6	4	7	6	5	6	5.6
clear	6	7	5	4	6	7	7	7	6	3	5.8
rational	3	5	4	3	2	4	5	3	5	4	3.8
friendly	4	7	6	4	6	7	4	7	4	6	5.5

TABLE (36) F/SOUTH SPEAKERS ATTITUDES TOWARDS F/SOUTH SPEECH

Appendixes

Appendix III
(The questionnaire)

1.The English version

This questionnaire is part of a research concerned with studying language variation in Iraqi Arabic. You are going to listen to a tape which contains the speech of different speakers. Each speaker will speak for a bout one minute. After the speech of each speaker there will be a pause for another minute.

During the pause please rate <u>the speech</u> of the speaker you have listened to using the scales, provided on the second page, by putting a mark (the speaker's order on the tape) in one of the seven points provided between each pair of adjectives. If you think the speaker did not demonstrate a certain characteristic, leave the scale blank.

In addition please indicate your choice as to the setting in which the conversation took place, the region of the speaker, and the suitability of the speaker's style to the social situations provided on the third page.

Sex: Male / Female
Age: 20-30 / 31-40 / 41-50
Subject of study:
Place of residence (in Iraq)
Occupation:
Date:

1.The scales

pleasant	7	6	5	4	3	2	1	unpleasant
educated	7	6	5	4	3	2	1	less educated
confident	7	6	5	4	3	2	1	not confident
sincere	7	6	5	4	3	2	1	insincere
intelligent	7	6	5	4	3	2	1	uninteresting
precise	7	6	5	4	3	2	1	hesitant
serious	7	6	5	4	3	2	1	humorous
interesting	7	6	5	4	3	2	1	uninteresting
leader	7	6	5	4	3	2	1	not leader
convincing	7	6	5	4	3	2	1	unconvincing
natural	7	6	5	4	3	2	1	affected
dominant	7	6	5	4	3	2	1	retrieving
smooth	7	6	5	4	3	2	1	harsh
uninterruptive	7	6	5	4	3	2	1	interruptive
clear	7	6	5	4	3	2	1	hazy
rational	7	6	5	4	3	2	1	emotional
friendly	7	6	5	4	3	2	1	unfriendly

2. Do you think that the speaker is talking

(a) : to his/her family at home

(b) : to a friend or colleague

(c) : on radio or television

(d) : in a formal public speech

3.Which region of Iraq do you think the speaker belongs to ?

(a) The Northern region

(b) The Central region

(c) The Southern region

4.Do you think the speaker's style is suitable for talking

(a) : on radio or television

(b) : to a friend or colleague

(c) : in teaching at schools and colleges

(d) : at home

(e) : in formal public speeches

THANK YOU

Appendixes

2.The Arabic version

١ بسم الله الرحمن الرحيم

هذا الاستبيان هو جزء من متطلبات بحث دكتوراه حول المتغيرات اللغويه في لهجات العربيه الدارجه في العراق. يتكون هذا الاستبيان من جزئين. يختص الجزء الاول (الصفحه الثانيه) بقياس ودراسة الأنماط المختلفه وتدرجها حسب اصول مثبته في الجداول التي تحتوي صفات تحدد من خلالها ومن خلال الاستماع الى المتحدثين في الشريط التسجيلي والذي سوف تستمعون اليه طبيعة المتحدث. يرجى اعطاء الرأي عن كل متحدث (من خلال حديثه) وذلك بوضع علامه (رقم تسلسله) في احد الحقول السبعه بين كل صفتين متناقضتين. يتم ذلك بعد الاستماع الى كل متحدث على حده.

سيتحدث كل متحدث لمدة دقيقه ثم ستكون هناك فترة صمت لمدة دقيقتين وذلك لاتاحة الفرصه لكم للاجابه.

اما الجزء الثاني من الاستبيان (الصفحة الثالثه) فيختص بدراسة الظرف الذي تمت فيه المحادثه وعن اسلوبها. المطلوب هو تحديد ذلك بأختيار الخيار الذي تراه مناسبا حول الظرف الذي تمت فيه المحادثه والمنطقه التي ينتمي اليها المتحدث وكذلك حول ملائمة اسلوب المتحدث.

الجنس : ذكر \ انثى

العمر : ٢٠ - ٣٠ \ ٣١ - ٤٠ \ ٤١ - ٥٠

موضوع الدراسه :

السكن في العراق :

الوضيفه في العراق :

التاريخ :

Appendixes

غير لطيف ١ -- ٢ -- ٣ -- ٤ -- ٥ -- ٦ -- ٧ لطيف

أقل ثقافه ١ -- ٢ -- ٣ -- ٤ -- ٥ -- ٦ -- ٧ مثقف

غير واثق من نفسه ١ -- ٢ -- ٣ -- ٤ -- ٥ -- ٦ -- ٧ واثق من نفسه

كاذب ١ -- ٢ -- ٣ -- ٤ -- ٥ -- ٦ -- ٧ صادق

غبي ١ -- ٢ -- ٣ -- ٤ -- ٥ -- ٦ -- ٧ ذكي

متردد ١ -- ٢ -- ٣ -- ٤ -- ٥ -- ٦ -- ٧ مضبوط

هزلي ١ -- ٢ -- ٣ -- ٤ -- ٥ -- ٦ -- ٧ جدي

ممل ١ -- ٢ -- ٣ -- ٤ -- ٥ -- ٦ -- ٧ ممتع

ليس قائدا ١ -- ٢ -- ٣ -- ٤ -- ٥ -- ٦ -- ٧ قائد

غير مقنع ١ -- ٢ -- ٣ -- ٤ -- ٥ -- ٦ -- ٧ مقنع

غير طبيعي ١ -- ٢ -- ٣ -- ٤ -- ٥ -- ٦ -- ٧ طبيعي

ذو شخصيه ضعيفه ١ -- ٢ -- ٣ -- ٤ -- ٥ -- ٦ -- ٧ ذو شخصيه قويه

خشن الاسلوب ١ -- ٢ -- ٣ -- ٤ -- ٥ -- ٦ -- ٧ سلس الاسلوب

مقحم ١ -- ٢ -- ٣ -- ٤ -- ٥ -- ٦ -- ٧ غير مقحم

غير واضح ١ -- ٢ -- ٣ -- ٤ -- ٥ -- ٦ -- ٧ واضح

عاطفي ١ -- ٢ -- ٣ -- ٤ -- ٥ -- ٦ -- ٧ عقلاني

غير طيب ١ -- ٢ -- ٣ -- ٤ -- ٥ -- ٦ -- ٧ طيب

١ الصفحه الثالثه

١ - ماهو في رايك الضرف الذي تحدث فيه المتحدث ؟

أ - اللى عائلته او اقاربه

ب - اللى صديق او زميل

ج - خلال الراديو او التلفزيون

د - خلال محاضره عامه او خطاب

٢ - من اي من مناطق العراق ينتمي المتحدث ؟

ز - المنطقه الشماليه

ب - المنطقه الوسطى

ج - المنطقه الجنوبيه

٣ - لاي من المواقف التاليه تعتقد ان اسلوب المتحدث ملائم ؟

أ - الحديث في الراديو و التلفزيون

ب - التحدث اللى صديق او زميل

ج - في التدريس في المدارس

د - التحدث في البيت

٥ - الحديث في الخطب العامه والسياسيه

شكرا جزيلا

Appendixes

Appendix IV
(A sample of data file using OCP)

<N 7>
<S M>
<R CENTRE>
<T SMOKING>
walla tis^a¦-ny can faw¦^id ¦-jiQ¦yir yucruf kulli$ zyan c¦lam kuloum ycurfwn mabyoao faw¦^id. yacny ¦;¦ maktwb cab¦kyat, wa^i;¦ maktwb. ¦y ¦c¦yin calyoao. faoya ¦-jiQ¦yir mabyoao faw¦^id. l¦kin li^anaou jisim mitcawid calyoao. yictiqid ¦-$axiS, ¦naou mudaxin mw kul $axiS, ¦naou m¦ yiQdar ma%al_ x¦Sa@_ b¦-dir¦sao. Vny ow¦yao ¦jatny fikrao ¦naou ¦;¦ ¦baTil jiQ¦yir bacdyan ¦rjac ¦Qwl l¦^. Vnao T¦lam¦ ¦drus m¦¦abaTil, l¦kin xaly ¦kammil dirasty. ;¦k wakit ¦Qdar ¦DbuT nafsy wm¦¦daxin. bhaqyqao l¦r¦h ¦baTil oisao wl¦r¦h ¦baTil bmustaqbal. wVny cad nafsy ¦naou ¦tmana ¦baTil. yacny oya m¦l ¦-jiQ¦yir byoao f¦^idao m¦byoao f¦^idao. wbyoao maDarrao, kul yictarfwn byoao maDarrao. fayubqao lya$ lacad ¦;¦ Vny maDarrao m¦¦baTil, ¦naou mithajij yacny ¦x¦f ¦bticid can ¦-dir¦sao bhija@ o¦;y ¦-jiQ¦rao. fa^ihnao manryd $y y^a%ir calynao, x¦Sa@_ yacny w¦hid $axuS cir¦qy yidrus tam¦m ow¦yao. l¦kin min ki%ra@ ¦-dir¦sao ywSal ¦lJ marhalao ¦naou yQwm ydawrlao hijao hatta yibticid. li^anaou owa min nifsytao m¦yryd yibticid can ¦-dirasao. fama%al_ caly ydrus fwQ wsimac ¦bnao dao yibCy. walaw ¦umao yamao bas yinzil o¦ $byo. y¦bao mw ¦umao yamao. Vny nafs ¦-$y. ¦;¦ bitty w¦bny ;wlao ¦-zag¦r ¦D¦rubaw ¦umoum yamoum mumkin thil mu$kilao. Vny ¦nzil o¦ lya$ tiDarbwn madry $inw, bas ¦rydly hijao. w¦;¦ w¦hid yduQ ¦-jaraS ysawy faDil calayao. woasao sawyatw faDil calayao min dazyatw calayao. zyan bas $inw li^anaou yacny Vny ¦ryd ¦drus, Cinit minsijim oasao b$ugly qabil m¦ o¦;ao. bas ¦ryd ¦rafio can nafsy. Vny min nafsy m¦ ^ryd ¦nafio can nafsy. li^anaou ¦$cur ¦naou tarfyo o¦;ao macn¦tao quSwr. jiQ¦yir nafs ¦-$y, nirjac cala mawDwc ¦-jiQ¦yir. ¦-jiQ¦rao Vnao ¦ctiqid muDirrao. wmumkin ¦baTiloao wj¦nbyan ly yxalyny oasao ¦thajjaj byoin. ¦naou lw ¦baTiloao ¦nacis. ¦bdy calayao ¦-nac¦s. yimkin o¦;ao Sahyh Vny l¦msao. yacny ¦ncas li^naou m¦kw fad h¦fiz ¦w m¦ ^dry. muoim ¦ncas min m¦ ¦$rab jiQ¦rao. w¦-sabab ¦-%¦ny ¦Qwl Vny ¦wrady simyn. o¦ ¦;¦ ¦baTiloao r¦h Vkul ow¦yao. wo¦;ao oam q¦cidao q¦cidao %¦btao cid c¦lam. w¦hid min ybaTil jiQ¦yir yQwm y¦kul ¦k%ar. wb¦-natyjao ykarri$, walaw ¦hnao oasao r¦h wakit ¦;¦ kara$nao ¦w l¦^. bas m¦ ¦hib yacny Vny ¦karri$ madry $inw o¦-sw¦lif o¦;y. fasababyan w^oam min cindao ¦naou ¦nacis w¦his bDajar byoao wd¦ ¦wcizoao l¦-jiQ¦yir. zyan qabil m¦ jyat ¦drus Vnao Cinit mudaris b¦-j¦micao wm¦cindy saoar lyal wdir¦sao wo¦;ao. lya$ yacny lya$ m¦ baTalitoao. oya mas^ala@ tacwyd ¦-jisim calyoao. yacny mw c¦dao Vny c¦dty ¦rwh l¦-synama ¦w c¦dt

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