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LINGUISTIC DIVERSITY IN SUQ AL-SHUYUKH DISTRICT AND AL-TAR CITY WITHIN DHI QAR GOVERNORATE IN IRAQ.

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Abstract

The aim of this paper is to explore the variation of language in two distinct communities. It is based on a sociolinguistic study which aimed to investigate linguistic behavior in two speech communities. These communities are Al-Suq and Al-Tar area, south of Iraq. Each area has two sides, which are urban and rural. The linguistic variables play a crucial role in this study. The aim is to shed light on the effect of social factors on the linguistic variable. one hundred and sixty informants have been used as a sample for this study. A number of linguistic variables as well as selected social variables have been chosen for the purpose of fulfilling the major objectives of the study. The mathematical treatment of the percentage scoring has been adopted in the data analysis.

INTRODUCTION:

Language is a means of communication among people. Each group of people has its own language use, and this language is different from the others because of the linguistic variation. The variation can be phonological and morphological, so that the variation can be studied by sociolinguistics. The source of sociology is anthropology. This means that when there is a civilization, there is a language, and deep, there is variation. So, the variation is the backbone of sociolinguistics, and it refers to the process of change.

Most of the linguistic variables used in the Suq Al-Shuyukh rural and Al Tar rural speech communities are different from those in Suq Al-Shuyukh town Center. This difference is determined by social factors such as gender, age, Region, and education.

This study aims to explain the linguistic variation in Suq Al-Shuyukh. It sheds light on the critical role of social factors and how these factors determine and be responsible for people's speech.

THEORETICAL BACKGROUND

Romaine (2000: 130) claims that" there is a constant interaction between society and language." Sociolinguistics deals with this relationship FFasold (2006 312) confirms that Sociolinguistic studies Language in its social text. This means there is a strong relationship between pragmatics and social linguistics. That leads to this: both explaining the effect of social factors and the relationship between participants in the conversation. Each participant has his/her own way and style in saying the same thing. So that the same speech is said in different ways depending on the context in which they are in. The reason behind that is people have a certain factor which is called "the social factors", which determines the style and the way of saying things. Some linguists consider language as a form of social behavior because language allows us to communicate with each other easily (Hudson, 1984:17). This clarifies the relationship between language and society, which means the various functions of language in society, the definition of society refers to any group of people who are drawn together for a certain purpose. There are various kinds of societies, and we should understand them well. According to the previous explanation, language will be defined as what the members of a particular society speak. So that each society speaks a different language from the other society, Hudson (1980). Sometimes language is called code. This means when two or more people speak with each other. This system is called code. So, the system is something each speaker knows, but it only means knowledge. Knowledge means both the individuals' knowledge and the shared ledge. In the past, variation was free, but now it is not due to the social factor that determines every dialect that people use. Qahtan Mohammed (2020 :22) claims that the contact of language is one of the important causes that leads to the emergence of dialects. This means how people convey, control, and construct a specific aspect of their social identity through their language. Hudson (1980: 327) says that languages have prestige which a dialect lacks. This means our use of variety depends on the use of prestige of the speaker's. According to Chamber and Trudgill

(2004). There is a distinction between dialect and language. Preston (1910 :10) states that dialects are spoken languages and in speech a role is played by elements that cannot be expressed even in aa phoneticallywritten text.

Language Variation

Language variation can be defined as an integral part of any language that can be used as a means of language change (Cheshire, 2013:6). The variation will be in word choice, syntax and pronunciation. Also, it may have a relationship with socioeconomic status and geography (Moon, 2009). There are two types of variation, the first is the linguistic variation, which focuses on the casual dialect, Slang dialect, and the occupational dialect. according to Anis (1973) the variation is the features of all languages, and it is it not always easy to be appeared in the immediate context. Walker defines variation as the difference in linguistic form without change in meaning (Walker, 2010 :15). Reppen (2002: VII) thinks that most of this variation is systematic. So, the speaker of the language makes. oices in morphology, grammar, and pronunciation (Ibid. Bright (1990:11) claims that we find).pe is social variation. It completely affects linguistic variation. This means the social factor affects the identity of the speaker. Also, the sociolinguistics are interested in finding out the relationship between language variation, such as gender, age race, social status, and genomic class and identity (Mesthrive 2001 :43).

This means people will speak differently according to the situation they are in. For example, the student will talk with his family in a way which is completely different from the way he talks with his instructors. The social variables play a role in language variation. These factors are gender, age, social class, region and education. These factogender, ageole invariation, region andether and how they use llanguage. Every language has a lot of variation, particularly in the way it is spoken. This means the difference in the ways a language is used. (Bulter and Silliman 2002 :110) the study of language in social contexts is known as sociolinguistics, as opposed to linguistics, which concerns the study of language without eliciting its social context in which it is used. Milroy (1987:37) explores the situational context. This means the relationship reflects the speaker's ability to practice the suitable linguistic forms in various situational contexts. But deep, it means the variation in the types of linguistic repertoire the specter has. The social factor will be tackled in relation to the chosen linguistic factors.

1-Education

All the speakers have groups related to occupation, income, education, and housing Trudgill (1998 :49). So, education is one of the social factors that can be used to determine the way people speak. Yule (2017:712) claims that the people who live in the same region, where different factors such as education and economic status often speak in quite different ways. The factor of education is related to other factors such as gender and socioeconomic status Romaine (2000:86-7) relates education to standard language.

2-Region

Spolsky (1998:29) states that geographical differences provide a current subject for socio linguistic studies. The regional variation seems to focus on phonological variation rather than vocabulary or grammar.

Model of the study

Trudgill (1974) conducted a study in the city of Norwich (UK) to investigate the relationship between linguistic and social variables. He followed Labov's method. He was a native speaker of Norwich. Trudgill used at Norwich./. Thea linguistic vvariable. For example, /at /as /at/. The dropping of /h/ is associated with lower class and uneducated people. Milroy and Milroy (1978) conducted a study in Belfast to explore the relationship between linguistic and social variables. They used a method called a friend to a friend. For example, when a young man tried to show off in hisspeech, his friend approached him shouted "come on, you're not on TV now" using a friend to a friend method. The third model is by William Labov, an American sociolinguist, and an innovator of the method of studying speech variation. He conducted his Study about consonantal variation in three stores in New York (Labov ,1972:44). The stores belong to high, middle, and low status.

DATA METHODOLOGY

The participants in this study represented the speakers of the two speech communities. One hundred and sixty speakers were chosen as informants. The interviewer faced difficulties with the female informants because they refused to complete an interview due to tribal restrictions. This represented a difficulty for the researcher. Furthermore, researchers used the friend-to-friend method when they deal with the information.

This technique makes the interview less formal and has fewer social constraints. It also makes the spectrum more spontaneous since informants do not fear or hesitate even if they see the recording device. Most men refuse to interview because they were busy or in a bad mood. So, the researcher was obliged to hide the recorder in order to reduce these difficulties. The other difficulty was that the researcher faces difficulties with 15-25 years old females because they were too weak due to social restrictions, and older women were not so familiar with such procedures.

Data analysis

The analysis correlates the social variables and linguistic variables to represent the differences between the two communities.

The effect of Region

This section showed that the urban community use local variables in the center of suq-Al-Shuyukh. The data has been compared between regions. This means the urban informants are compared with rural informants. Urban speakers use the linguistic variable /k/ as a means of distinction between the two communities to investigate language variation. The old people pronounce the /ʧ/ variant more rather than the /k/ because they are more preservative. The linguistic variant (ʧ) is less used in urban society. It represents a crucial feature of rural speaking community.

Furthermore, the investigation has focused on the varia. /ʤ/. It is used in rural communities and the people there prefer to use the /j/ variant. The investigation shed light on the variants /ʤ/and /ɣ/ being used in rural community While /k/ and /q/are used by urban community. In addition, the study has focused on certain words such as /həli: b/ and /hili: b/ (milk). The rural speech community uses the former while the urban speech community uses the latter. The urban people use the word /Ɵəlla: ʤʌ/ while the ruralpeople usee /fəlla: ʤ/ variantt (refrigerator). The use of light/ I/ and dark /Ɨ/ in the two communities such as light/l/ is used in the urban Speech Community wwhile thedark/ɨ/ is used by the rural Speech Community. The /j/and /i:/ are used in rural speech Community. The rural speech community uses the /j/ while /ʤ/ is used by the urban Speech Community. Also, we can see the use of certain words sucj as /kəhrəba:/in the urban Community while rural people use /kərhəba:/ (electricity) instead.

The linguistic variable of the words /qqil? ə and /ʤil? ə/ (castle/ name of a town) is also used.

The urban speech community uses the first word, while the second is used by the rural speech community. The /ən/ variant is also found in the rural speech community. The urban speaker would never pronounce this sound. But there is an exception which is Some urban speakers got a chance to be in direct and daily contact with rural people. The /maɣus: / andd /məghəsu: l/ (washed)are alsoo used to make a distinction between the two communities. The urban speaker uses the farmer while the latter is used by the rural speaker. The variable /ilhum/ is ppronounced bythe urban speech community while /lehum / / variantis used by the rural speech community. The words /gəhwə/ and /ighəwə/ (coffee) are used by the two communities. The first is used by rural people while the second is used by rural people. The two urban variables/ i/ and /i: / are used by people in the urban speech community. But rural people somehow use the/i: variant. Furthermore, the two variables/ muka:in /and / miʧan / are both used in the two communities.

Urban speakers use the former, while the latter is used by the rural speech community. the two words /ha: ʧi: hum/ and /ha: ʧhum/ (talk to them the two communities also use variables. Urban speakers use the former, while the second is used by the rural speech community. In addition, the three. variants (Ma: ədri, ma: dri and mədri) (I do not know) are also used by people in Suq-Al-Shuyukh. The first and the second are used by urban speakers while the third is used by rural speech community.

The investigation has focused on the /i/ variant which is used in urban speech community while the rural speech community use the /a/ variant. The Words such as/i: hʧi/: and/ihaʧ/ (talk) are used in the two speech communities. The former represents urban society while the latter represents rural societi: hʧie /u/ is an urban variant, and it has not been used by rural people. We can say that it is a feature of urban community. The/ʌ/ variable is also used by rural people. For example / agilkʌm/.

The word /mu'allim/ is used by urban speakers while the word /ma'alim/ (teacher) is used by rural speech community. The word /diktoir/ (doctor) is used by urban speech community while the word /daktor/ is used by rural speech community. The two sounds/li/ and /lə/ are used in the two speech communities. The former is urban while the latter is rural speech community. The two words /qal? ə/ / is used by urban people while /ʤIL? ə/ is used by rural people The results of the linguistic variables are shown in the table below.

Table (1) The Effect of Region on the Choice of the Linguistic Variables in Urban and Rural speech communities

No	Variables	Region	N	
1	/k/ ك	Urban	73	91,25
		Rural	39	48,75
		Total	112	105,66037
2	/tʃ/	Urban	10	12,5
		Rural	70	78,5
		Total	80	75,47169
3	/dʒ/ /rədʒdʒal/ Man	Urban	71	88,75
		Rural	35	43,75
		Total	106	62,264150
4	/j/ /rəjja: l/ Man	Urban	1	1,25
		Rural	65	81,25
		Total	66	62,26415
5	/g/ /rəggi/ Watermelon	Urban	7	8,75
		Rural	69	86,25
		Total	76	71,69811
6	/dʒ/ رجّي Watermelon	Urban	9	11,25
		Rural	71	88,75
		Total	80	75,47169
7	/ɣ/ /ɣ hani/ غني	Urban	78	79,5
		Rural	11	13,75
		Total	89	83,96226
8	/q/ قني	Urban	3	3,75
		Rural	79	98,75
		Total	82	77,35849
9	/q/ قميص	Urban	80	100
		Rural	11	13,75
		Total	91	85,84905
10	/ɣ/ غميص	Urban	13	16,25
		Rural	68	85
		Total	81	76,41509
11	/həli: b/ Milk	Urban	70	87,5
		Rural	9	11,25
		Total	79	74,528301
12	/hili: b/ Milk	Urban	8	10
		Rural	71	88,75
		Total	79	74,52830
13	/Өəlla: dʒə/ refrigerator	Urban	77	96,25
		Rural	15	18,75
		Total	92	61,32075
14	/fəlla: dʒə/ Refrigerator	Urban	0	0
		Rural	65	81,25
		Total	65	61,32075
15	light/l/	Urban	78	97,5
		Rural	10	12,5
		Total	88	83,01886
16	Dark /ɫ/	Urban	1	1,25
		Rural	53	66,25
		Total	54	50,94339
17	/qil ʔə/ قِلعة	Urban	75	93,75
		Rural	33	41,25
		Total	108	101,88679
18	/dʒil ʔə/ جِلعة	Urban	0	0
		Rural	55	68,75
		Total	55	51,88679
19	/a:ni:/ آني	Urban	80	100

		Rural	43	53,75
		Total	123	116,03775
20	/a: nə/ آنة	Urban	1	1,25
		Rural	59	73,75
		Total	60	56,60377
21	/Kəhrəba:/ كهرباء	Urban	80	100
		Rural	21	26,25
		Total	101	95,28301
22	/Kərhəba:/ كرهباء	Urban	3	3,75
		Rural	63	78,75
		Total	66	62,26415
23	/j/ ي يتمسكن Show pettiness	Urban	71	88,75
		Rural	28	35
		Total	100	94,33962
24	/i:/ إيــ إيتمسكن Show pettiness	Urban	3	3,75
		Rural	66	82,5
		Total	69	65,094339
25	/gəhwə/ Coffee	Urban	80	100
		Rural	17	88,75
		Total	97	91,509433
26	/ighəwə/ Coffee	Urban	1	1,25
		Rural	69	86,25
		Total	70	66,037735
27	/i/+/i:/ adri bi: k I know.	Urban	79	98,75
		Rural	17	21,25
		Total	96	90,5660377
28	/i:/+/ə/ adri: bək I know	Urban	2	2,5
		Rural	71	88,75
		Total	73	68,86792
29	/ha: tʃi: hum/ Talk to them	Urban	77	96,25
		Rural	12	15
		Total	89	83,996226
30	/ha: tʃhum/ Talk to them	Urban	1	1,25
		Rural	74	92,5
		Total	75	70,75971
31	/ma: dri/, /ma: adri/ I don't know	Urban	73	91,25
		Rural	13	16,25
		Total	86	81,132075
32	/mədri/ I don't know	Urban	9	11,25
		Rural	70	87,5
		Total	79	74,52830
33	final /ən/ /aruhən/ I go	Urban	2	2,5
		Rural	73	91,25
		Total	75	70,75471
34	/ʔ əlehum/ On them	Urban	77	96,25
		Rural	34	42,5
		Total	111	69,9375
35	/iʔ lehum/ On them	Urban	0	0
		Rural	55	68,75
		Total	55	34,375
36	/məɣsu: l/ Washed	Urban	65	81,25
		Rural	14	17,5
		Total	79	74,52830
37	/məɣəsu: l/,	Urban	15	18,75

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	/imɣsu: l/ Washed	Rural	73	91,25
		Total	88	83,018867
38	/ilhum/ For them	Urban	80	100
		Rural	16	20
		Total	96	90,566037
39	/lehum/ For them	Urban	3	3,75
		Rural	77	96,25
		Total	80	75,471698
40	/i/ in /Hiləf/ He swore	Urban	78	97,5
		Rural	40	50
		Total	118	11,32075
41	/a/ in /Hələf/ He swore	Urban	7	87,5
		Rural	60	8,75
		Total	67	63,20754
42	final /i:/ as in /iHtʃi:/ talk	Urban	70	87,5
		Rural	2	2,5
		Total	72	67,92457
43	medium/i/as in/iHitʃ/ talk	Urban	8	10
		Rural	69	86,2
		Total	77	722,64150
44	rural /u/ agilkum I tell you (pl.)	Urban	77	96,25
		Rural	9	11,25
		Total	86	81,132075
45	rural /ʌ/ agilkʌm I tell you (pl.)	Urban	1	1,25
		Rural	79	98,75
		Total	80	75,471698
46	/mu'allim/ teacher	Urban	75	93,75
		Rural	7	8,75
		Total	82	77,35849
47	/ma'allim/ Teacher	Urban	5	69,25
		Rural	68	85
		Total	73	68,867924
48	/dikto: r/ دِكتور Doctor	Urban	80	100
		Rural	1	1,25
		Total	81	76,415094
49	/dʌkto: r/ دَكتور Doctor	Urban	0	0
		Rural	66	82,5
		Total	66	62,214150
50	/li/	Urban	63	78,75
		Rural	4	5
		Total	67	63,920754
51	/lə/	Urban	0	0
		Rural	77	96,25
		Total	77	72,641509
52	/qal? ə/ Castle / name of a town	Urban	71	88,75
		Rural	8	10
		Total	79	74,52830
53	/dʒil? ə/ Castle/ name of a town	Urban	0	0
		Rural	69	86,25
		Total	69	65,09433

This factor evaluates the hypothesis of region. The result of two communities, urban and rural, shows the variation of the informant's speech. The speakers in the Center of Suq Al-Shayukh Have used more standard variants. The people here use/dʒ/ more than /ʒ/ which is used by rural people. So, the regional factor plays a crucial role in varying the variation of language. The rich people who live in a good lifestyle use a standard style of language

while the poor one use the stigmatized variant so that their living impacts on them the use of this dialect so that they use all the vernacular variant.

The linguistic variable /k/ has two variants/k/ and /ʧ/. The /k/ variant is used by the urban community while the /ʧ/ is used by the rural community. /k/ is considered a standard feature of the city center and /ʧ/ represents the vernacular features of the rural community. The sounds /i/ and /u/ play as a means of distinction between different regions in the same place. Thus, the urban community uses the standard sounds while the rural community uses the vernacular sounds. The linguistic variables // and /? u/ are also used in this analysis.

The rural speakers use /a/while the urban speakers use the /? u/ variable. The variable /? a / and /al/ are also used. The former /? a/ is used by rural speech community while the second /Al/ is used by urban speech community /f? a:ðər/ and /almɔ:st/. The study has tackled   these linguistic variables to discriminate whether the speaker belongs to urban or rural speech community.

The mathematical   analysis has revealed that   urban speakers use phonetic aspects or features of language that are completely different from rural speech. This result verifies the above hypothesis which claims that urban speakers tend to use the phonetic aspects of language that is different from rural informants.

Second: The Effect of Education

This social variable shows   that educated people tend to use more standard variants than uneducated people. So , the results compare   the educated people with   uneducated people . As far as the present study is concerned the educated people use more of the / ʤ/ variant than uneducated people and the sound/ʒ/ is used by uneducated people than educated people. The same thing can be said about   the linguistic variant /ɣ/ and /q/. The former is used by educated people while uneducated people use the latter. As an example   , the study   has found that the word /ɣəsbʌn/ (by force) is used by educated people while uneducated people use the word /qəsbʌn/. Also, the words like /həli:b/ (milk) are used by educated people in the urban community while the word /hili:b/ is used by rural uneducated people . While   the word/haʧi:hum/ (their talk) is used by educated people in the urban community and the word /ha:ʧhum /is used by rural uneducated people .

The word / ma:idri / (don't know) is used by urban educated people, while the word /mədri:/ is used by rural uneducated people. The/ʤ/ variant is used by educated informants, while the /j/ variable is used by uneducated rural speakers and rural educated people use it in rare situations. The word /gəhwaə/ (coffee) is a word which is used   by educated people than uneducated people . Instead   urban people use the word /ighawə/ of rural speech community when they want to show a sense of belonging . The two linguistic variants /i/ and /i:/ in Some words like the word /adri:bik/ (I know about you) is used by educated urban society and the word /adəri:bkam/ is used by rural uneducated people .The educated rural informants use the latter word in very rare situations .They vary in their style from one context to the other to show sometimes that they belong to certain group   . In addition   the word /Ɵəlla:ʤə/ (refrigerator) is used by educated speaker while /fəlla:əʤə/ is used by rural uneducated people. And the light and dark /l/ is used to distinguish educated and uneducated people.   Educated people use the light /l/ while uneducated rural speech communities use the dark /l/. The urban inhabitant uses the word /ʃəɣuɫ/ (job) and the uneducated people use the /ʃʌɣal/. Also the word /Kəhraba:/ (electricity) is used by educated urban speech community while the word /Kərhabaa/is used by rural speech community.

The dark /ɫ/ is used by educated informants while the light /l/   is used by uneducated people of both sexes, especially the older ones. The younger and educated inhabitants of the rural community intensely use the dark /ɫ/very rarely and they vary; it depends on the context .   . Also the word /gilə / (tell him) is used by educated informants and the word / ʤilə/ is used by uneducated people of both sexes especially the old ones. The younger educated informants of rural community rarely use this word they vary it depending   on the context .The /ən/ linguistic variable is existed only in rural Suq-Al-Shuyukh speech community. This linguistic variable is never used by educated urban community. So that the word/aru:h/ is Characteristic of urban speech is society in Suq-Al- shuyukh while the word /aru:hən/ is used by rural people. The linguistic variant /u/ is present in words like/ kilkum/ and is pronounced by urban educated people than uneducated speaker in a rural speech community. The sound /a/ in words like /kilkam/ (all of you) is uttered by educated rural speech communities. The sound /ʌ/ in words like /kilkʌm/is uttered by educated rural speech community . The word / muallim/ (teacher) is also used by urban educated people while the word /maallim/ is used by less educated   people. The sound /i:/ in words such as/ihʧi:/ (talk) is used by educated words rather than the word/ihhiʧ / is used by uneducated people in rural communities. Also, the investigation has shed light   on the /i/ variable in words like /Halaf/ (he swore) which is used by rural educated speakers in urban Speech community while the word /hilaf/is used by educated speakers in urban speech community.

In focusing   on pronouncing the sound /a/ rather than /i/, informants use /i?li:hum/ (for them) variant rather than the word /maɣsu:l/ which is used by uneducated speaker in rural communities. The words/maɣsu:l/ and /maɣasu:l/ are also used to make a distinction between educated and uneducated people. The former is used by educated people, while the latter is used by uneducated people, especially old people. The word /?lehum/ is uttered

by educated females than educated males in urban communities while the word/i? ehum/ is uttered by uneducated people in rural communities, especially uneducated old females . See tables number (2) and (3) below.

Table (2): The effect of Education on the Choice of the Linguistic Variables in Urban speech community

No	Variables	Education	N	Percentage
1	/k/ ك	Educated	40	50
		Uneducated	11	13,75
2	/tʃ/	Educated	20	25
		Uneducated	73	91,25
3	/dʒ/	Educated	40	50
		Uneducated	37	46,25
4	/j/	Educated	1	1,25
		Uneducated	9	11,25
5	/g/ /raggi/ Watermelon	Educated	0	0
		Uneducated	7	8,75
6	/dʒ/	Educated	0	0
		Uneducated	10	12,5
7	/ɣ/ غني Rich	Educated	40	50
		Uneducated	30	37,5
8	/g/ قني Rich	Educated	0	0
		Uneducated	1	1,25
9	/q/ قميص Shirt	Educated	40	50
		Uneducated	39	48,75
10	/ɣ/ غميص Shirt	Educated	0	0
		Uneducated	1	1,25
11	/həli:b/ Milk	Educated	40	50
		Uneducated	38	37,5
12	/hili:b/ Milk	Educated	0	0
		Uneducated	3	3,75
13	/Ɵəlla:dʒə/ Refrigerator	Educated	40	50
		Uneducated	35	43,75
14	/fəlla:dʒə/ Refrigerator	Educated	0	0
		Uneducated	7	8,75
15	light/l/in /ɣəlli/, /ɣa:lli/ expensive	Educated	40	50
		Uneducated	37	46,25
16	heavy/ɫ/ in /ɣa: ɫi/ Expensive	Educated	1	1,25
		Uneducated	8	10
17	/qil?ə/ قِلعة Castle/ name of a town	Educated	40	50
		Uneducated	35	43,75
18	/dʒil?ə/ جِلعة Castle/name of a town	Educated	0	0
		Uneducated	8	10
19	/a:ni:/ I	Educated	40	50
		Uneducated	30	37,5
20	/a:nə/ I	Educated	13	16
		Uneducated	11	13,75
21	/Kəhrəba:/ Electricity	Educated	40	50
		Uneducated	37	46,25
22	/Kərhəba:/ Electricity	Educated	0	0
		Uneducated	3	3,75
23	/j/ يتمسخر mocked at	Educated	37	46,25
		Uneducated	30	37,5
24	initial /i:/ إيــ إيتمسخر	Educated	1	1,25

	mocked at	Uneducated	7	8,75
25	/gəhwə/ coffee	Educated	40	50
		Uneducated	39	48,75
26	/ighəwə/ Coffee	Educated	0	0
		Uneducated	1	1,25
27	/i/+/i:/ /adribi:k/ I know about you	Educated	39	48,75
		Uneducated	37	46,25
28	/i:/+/ə/ /ədri:bək/ I know about you	Educated	1	1,25
		Uneducated	3	3,75
29	/ha:tʃi:hum/ Talk to them	Educated	37	46,25
		Uneducated	39	48,75
30	/ha:tʃhum/ Talk to them	Educated	1	1,25
		Uneducated	7	8,75
31	/ma:dri/ and /ma: ədri/ I don't know	Educated	35	43,75
		Uneducated	30	37,5
32	/mədri/ I don't know	Educated	0	0
		Uneducated	7	8,75
33	final /ən/	Educated	3	3,75
		Uneducated	7	8,75
34	/ʔəlehum/ On them	Educated	40	50
		Uneducated	30	37,5
35	/iʔlehum/ On them	Educated	0	0
		Uneducated	10	12,5
36	/məɣsu:l/ washed	Educated	40	50
		Uneducated	37	46,25
37	/məɣəsu:l/ ‚/imɣəsu:l/ Washed	Educated	0	0
		Uneducated	3	3,75
38	/ilhum/ For/ to them	Educated	40	50
		Uneducated	34	42,5
39	/lehum/ For / to them	Educated	0	0
		Uneducated	1	1,25
40	/i/ in /Hiləf/ He swore	Educated	39	48,75
		Uneducated	31	38,75
41	/a/ in /Hələf/ He swore	Educated	1	1,25
		Uneducated	9	11,25
42	Final /i:/ as in /iHtʃi:/ Talk	Educated	39	48,75
		Uneducated	31	38,75
43	medium/i/as in/iHitʃ/ talk	Educated	3	3,75
		Uneducated	9	11,25
44	Urban /u/ /kilkum/ كلكُم All of you	Educated	30	37,5
		Uneducated	40	50
45	Rural /ʌ/ /kilkʌm/ كلكَم All of you	Educated	1	1,25
		Uneducated	9	11,25
46	/mu'allim/ مُعَلِّم Teacher	Educated	31	38,75
		Uneducated	30	37,5
47	/ma'allim/	Educated	1	1,25

	مَعَلِّم Teacher	Uneducated	3	3,75
48	/dikto:r/ دِكتور docotor	Educated	40	50
		Uneducated	39	48,75
49	/dakto:r/ دَكتور Doctor	Educated	1	1,25
		Uneducated	12	15
50	/li/	Educated	39	48,75
		Uneducated	33	41,25
51	/lə/ لَ	Educated	2	2,5
		Uneducated	11	13,75
52	/qʌlʔə/ castle	Educated	40	50
		Uneducated	39	48,75
53	/dʒʌlʔə/ castle	Educated	0	0
		Uneducated	8	10

Table (3): The effect of Education on the Choice of the Linguistic Variables in Rural speech community

No	Variables	Education	N	Percentage
1	/k/ ك	Educated	30	38,75
		Uneducated	20	25
2	/tʃ/	Educated	35	43,75
		Uneducated	40	50
3	/dʒ/	Educated	11	13,75
		Uneducated	0	0
4	/j/	Educated	33	41,25
		Uneducated	40	50
5	/g/ /raggi/ Watermelon	Educated	17	12,25
		Uneducated	40	50
6	/dʒ/	Educated	30	37,5
		Uneducated	40	50
7	/ɣ/ غني Rich	Educated	21	26,25
		Uneducated	0	0
8	/q/ قني Rich	Educated	13	16,25
		Uneducated	40	50
9	/q/ قميص Shirt	Educated	22	27,5
		Uneducated	0	0
10	/ɣ/ غميص Shirt	Educated	12	15
		Uneducated	39	48,75
11	/həli:b/ Milk	Educated	27	33,75
		Uneducated	1	1,25
12	/hili:b/ Milk	Educated	30	37,75
		Uneducated	40	50
13	/Өəlla:dʒə/ Refrigerator	Educated	11	13,75
		Uneducated	0	0
14	/fəlla:dʒə/ refrigerator	Educated	20	25
		Uneducated	39	48,75
15	light/l/in /gəlli/, /ga:li/ he told me	Educated	9	11,25
		Uneducated	0	0
16	heavy/ɫ/ in /ga:ɫi/ He told me	Educated	33	41,25
		Uneducated	40	50
17	/qilʔə/ قِلعة Castle	Educated	17	21,25
		Uneducated	40	50

18	جِلعة /dʒilʔə/ castle	Educated	30	37,5
		Uneducated	39	48,75
19	/a:ni:/ I	Educated	21	26,25
		Uneducated	0	0
20	/a:nə/ I	Educated	30	37,5
		Uneducated	40	50
21	/Kəhrəba:/ electricity	Educated	13	16,25
		Uneducated	0	0
22	/Kərhəba:/ electricity	Educated	31	38,75
		Uneducated	40	50
23	يَتمسخر /j/ Laughed at	Educated	17	21,25
		Uneducated	1	1,25
24	إيــ إيتمسخر /i:/ initial laughed at	Educated	27	33,75
		Uneducated	40	50
25	/gəhwə/ Coffee	Educated	1	1,25
		Uneducated	3	3,75
26	/ighəwə/ coffee	Educated	30	37,75
		Uneducated	40	50
27	/i/+/i:/ /adribi:k/ I know about you	Educated	10	12,5
		Uneducated	0	0
28	/i:/+/ə/ /ədri:bək/ I know about you	Educated	33	41,25
		Uneducated	39	48,75
29	/ha:tʃi:hum/ Talk to them	Educated	27	33,27
		Uneducated	1	1,25
30	/ha:tʃhum/ Talk to them	Educated	32	40
		Uneducated	40	50
31	/ma:dri/ and /ma: ədri/ I don't know	Educated	29	36,25
		Uneducated	3	3,75
32	/mədri/ I don't know	Educated	30	3,75
		Uneducated	40	50
33	final /ən/	Educated	36	45
		Uneducated	39	48,75
34	/ʔəlehum/ On / to them	Educated	19	23,75
		Uneducated	10	12,5
35	/iʔlehum/ On / to them	Educated	31	31,75
		Uneducated	33	41,25
36	/məɣsu:l/ Washed	Educated	13	16,29
		Uneducated	0	0
37	/məɣəsu:l/ ˌ/imɣəsu:l/ washed	Educated	30	37,5
		Uneducated	37	46,25
38	/ilhum/ To / for them	Educated	16	20
		Uneducated	7	8,75
39	/lehum/ To / for them	Educated	18	22,5
		Uneducated	40	50
40	/i/ in /Hiləf/ He swore	Educated	18	22,5
		Uneducated	3	3,75
41	/a/ in /Hələf/	Educated	30	37,5

	He swore	Uneducated	40	50
42	Final /i:/ as in /iHtʃi:/ Talk	Educated	17	21,25
		Uneducated	3	3,75
43	medium/i/as in/iHitʃ/ talk	Educated	30	37,5
		Uneducated	40	50
44	Urban /u/ /kilkum/ كلكُم All of you	Educated	29	36,25
		Uneducated	0	0
45	Rural /ʌ/ /kilkʌm/ كلكَم All of you	Educated	31	38,75
		Uneducated	40	50
46	/mu'allim/ مُعَلِّمْ teacher	Educated	12	15
		Uneducated	1	1,25
47	/ma'allim/ teacher	Educated	27	33,75
		Uneducated	40	50
48	/dikto:r/ دِكتور doctor	Educated	21	26,25
		Uneducated	0	0
49	/dakto:r/ doctor	Educated	30	37,5
		Uneducated	39	48,75
50	/li/	Educated	11	13,75
		Uneducated	0	0
51	/lə/ لـ	Educated	30	37,5
		Uneducated	40	50
52	/qʌl?ə/ castle	Educated	11	13,75
		Uneducated	3	3,75
53	/dʒʌl?ə/ castle	Educated	29	36,25
		Uneducated	38	47,5

This analysis has shown the effect of education on the choice of the phonological variant . The educated people with the uneducated people. It test the hypothesis of education which is that the people's education has the aspect of civilized people. So educated people use more prestigious variants like /k/ and /ɣ/ rather than /ʧ/and /g/. So that the educated people use /ʤ/ more than the uneducated one because the educated people have a wider contact with civilization and society than the uneducated . Uneducated people use the /ʒ/ variant, for example, more than the /ʤ/ / . In addition , they use the /j/ variant more than the educated people. The educated people use the Variable /k/ more than un- educated speaker in Suq-Al-Shuyukh speech community. The educated people prefer to use the /k/ variant more than the uneducated ones who prefer to use the /ʧ/ variant because they are educated. Uneducated people prefer their local stigmatized variant which can be explained in terms of social network. Uneducated informants use the / i/ sound and /?u/ sound more than the educated who use /a/ and /u/ in their speech to reflect or to give the impression that they are civilized. The analysis of data views that the linguistic variable /a/ is used by educated informants while the uneducated people use /? a /. The mathematical analysis has revealed that the educated informants use the phonetic aspect of their dialect. This result proves the hypothesis of education . This hypothesis claims that the educated people use the features and aspect of urban speech Community than the uneducated people.

CONCLUSIONS

1. The present studyinclude both of the theoretical and practical parts. It aimed at investigated some aspects languages variation in the two speech communities of Suq Al-Shuyukh and Al-tar, Iraq. The following results can be looked at as the highlighted outcome of conducting the present study.
2. Social factors have a strong influence on the speaker's linguistic choice 1-
3. The social factors could well determine the variation
4. The variation represents the speaker who speaks it so that there is vernacular and standard dialect.

5.   4-There is a clear difference between urban and rural speech communities

6.   5-Education as a social variable   has a strong effect on informants' speech so that they use more standard language than uneducated speakers.

7.   6- The urban speakers   use more standard languages because they are always in contact with the society, civilization and education more than the rural speakers.

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