

The Use of /i/ and /a/ Variables Spoken by Karbala Speech Community

Dr. Ra'ad Shakir AL.Nawas (Prof. Asst.)
Mustafa Talib AL.Juboury

Abstract

The aim of this research is to present a study of two variables in Karbala speech community. Six main areas have been put under investigation. They are Karbala city and suburb, AL.Hindia town and rural and AL.Hussainia town and rural.

The /a/ and /i/ variables have been chosen to correlate with social variables. The social variables are: gender , age , education and region.

This study depends upon ninety- six informants represent a sample in Karbala speech community.

The use of quantitative methods enabled the researcher in observing language variation . The T- test analysis and ANOVA are the statistical procedure which has been applied in this study.

For the purpose of realizing the aims of the research, it come up with following results:

1. we can say that old people are more conservative than the young.
2. Education has a strong impact on people of both sexes on the direction towards the variety.
3. Women prefers to use the high prestige. This is may be due to the fact that they have little contact with the people of the town .
4. People in Karbala and Hindia town prefer to use the /a/ variable whereas people in Al.Hussiania prefer to use /?u/ People in Karbala, Al.Hindia and Al.Hussiania prefers to use /i/ more than /u/.

1. Introduction

Linguistic theory has approached language in an idealized way. It is “concerned entirely with an ideal speaker – listener, in a completely homogeneous speech community” (Chomsky, 1965: 3). The aim of that theory is to specify the universal principles which characterize the innate structure of language.

Linguistic change can be observed through a close analysis of data in apparent time (Labov, 1968: 26). That is to say, a speech of various age levels in the present population is compared. Clearly, sociolinguists aim at providing a synchronic study of a diachronic change.

(Trudgill, 1974: 40) states that number of sociolinguistic studies have focused on change in progress and have frequently tried to account for patterns of variation. Variation in language can be seen as a correlate of social variation and a source of language change. In the past, linguistic variation had been referred to as a free variation.

2. Sociolinguistics or micro-sociolinguistics:

The most comprehensive definition is given by Wardhaugh (2006:13), he states that sociolinguistics or micro-sociolinguistics is concerned with investigating the relation between language and society to have a better understanding of the structure of language and of how language functions in communication. Sociolinguistics is the study of language and social factors (Loewen and Reinders, 2011: 157).

More detail is given by Mathews (2007: 372). Sociolinguistics studies the relationship between linguistic variables (e.g. the quality of a vowel) and non-linguistic variables such as the social class of the speakers, their age, sex, education etc.

Micro-linguistics investigates how social structure influences the way people talk and how language varieties and patterns of use correlate with social attribute as class, sex, age and ethnicity (Aronoff and Miller, 2006: 567). Tagliamonte, (2006: 3-4) and Malmkjar: (2005: 482) shows that sociolinguistics focuses on language in social context.

Sociolinguistics is the study of language in society, Coupland and Jaworski (2009: 1), Schmitt 2002: 150), Trudgill (2000: 21), Lyons (1981:267).

Sociolinguistics is that branch of linguistics which studies just those properties languages and language which require reference to social, including contextual, factors in their explanation(Downes, 1998: 9).

"Many sociolinguistic studies are concerned with the way in which language varies according to social context in which it is used and according to

the social group to which a user belongs.. It aims to describe this variation and to show how it reflect social structure. Those linguistics units which vary systematically in relation to social variables such as the user's region, class, ethnic group, age and gender are called linguistic variable".

(Malmkjar and Anederson, 2006: 558)

3. Sociology of Language or Macro-sociolinguistics

sociology of language is the branch of sociology concerned with language; it studies the social contexts of language without recourse to analysis of linguistic structure (Herk, 2012: 5).

Tagliamonte, (2006: 3-4) shows that the sociology of language focuses on the social interpretation of language.

The sociology of language is concerned with sociological rather than linguistic (Finch, 2005: 191). A- sociology of language is a primarily sociologically oriented approach concerned with the norms of language use. It is studied mainly by using quantitative methods; connections between socioeconomic, culture, ethnic, social class, and language variation (Bussmann, 1996: 1089).

The most comprehensive definition is given by Field (2011: 164) Society is a term that refers to how people organize themselves into groups, sometimes used with community. It can refer to an official society of people united by common interests, for example, the linguistic society of America and it may refer to the larger, overarching society within which individual communities, societies exist. In this sense, it can refer to America, British or European society or other general characteristics, for example industrial society. Sociolinguistics studies the connections between society at large and language usage; how language correlates with social group.

4. social Context and Social Variables

Language both individual and social aspects and that one is completed the other (De Saussure, 1959:9). Language cannot be considered a complete system without referring to the real world (Schiedewind, 2001: 1.3). Therefore, there is a need for what is called 'socially shared knowledge which refers to the knowledge used by participants in a communicative act. This knowledge is depends on communication (Bloor and Bloor, 2007: 17).

People use language in social contexts to achieve their needs, ideas and emotions. So the study of language in its social context is known as sociolinguistics opposite to linguistics that concerned with the study of

language without referring to its social context in which it is used ((Labov, 1972: 183-4). Milroy (1978: 37) states that the correct choice of linguistic forms is related to aspects of the situational context. In other words, this relationship reflects the speaker's ability to produce the suitable linguistic forms in various situational contexts, and thus it reflects the various types of linguistic repertoire the speaker has.

The study of linguistic variation focused on many factors influencing the choice of one of the variants. These factors include non- contextual factors, such as: sex, age, education and some indexes referring to the socioeconomic status of the speaker, and contextual ones which consists of various elements of linguistic context of a variable, such as: its systematic and phonological environment and the discourse function of the utterance containing the variable (Sankoff, 1978: 245-6).

Giglioli (1972: 217) states that there are several social variable such as: sex, age and education which affect and differentiate the linguistic behavior of the speakers. So each social variable has many linguistic differences by which it can observably be distinguished from the other social variable. Trudgill (1974: 35) comments that " the diffusion of a linguistic feature through a society may be halted by barriers of social class. Age, race, religion or other factors." Thus these important factors determine the use of the linguistic features of the speakers.

5. Linguistic Variation

It seems that the turning point in the 20th century linguistics is made by N. Chomsky who published Syntactic Structure (1957). It will be concerned with component of a 'generative grammar'. According to Chomsky, it is a major characteristic of human language that its members are capable of producing and understanding an infinite number of sentences (Chomsky, 1965: 3) and (Finch, (2003: 16). Chomsky ; therefore, draws a fundamental distinction between 'competence ' and 'performance'. Competence refers to a person's knowledge of the rules of a language; performance , on the other hand, means the actual use of that language. Indeed, Chomsky insisted on the study of competence rather than performance. (Ibid: 4), (Sampson, 1980: 50) and (Katamba, 2006: 8), and (Dinneen,1995: 358). Many linguists have been primarily concerned with developing theories that are **competence**-based, i.e. centered on the belief that language is mainly a property of the mind. Other linguists have developed theories that are more **performance** based, that is, focused on language use in social contexts (Meyer, 2009: 15).

Generally speaking, De Saussure's distinction between 'langue' and 'parole' Chomsky has recently drawn the same distinction in terms of

linguistic 'competence' and 'performance' with respect to particular language (Lyons, 1977: 51).

We can use 'variety' means a language, a dialect, an idiolect or an accent; it is a term which encompasses all of these. The term 'variety' is an academic term used for any kind of language production, whether we are viewing it as being determined by region, by gender, by social class, by age (Bauer:2002:4).

Trudgill's study of the variation between / / and / n / in Norwich showed that it correlated not only with the social class of the speaker, but also with the formality of the situation. Middle-class people use the standard / / in casual speech whereas working-class people the non-standard / /. (poole, 1999: 116).

We can make two distinctions in language variation. 'Regional Variation', which involves differences between one area and another, whereas 'Social Variation', which involves differences one social group and another (this also includes gender, ethnicity, religious, age, education, and social class). Culpeper (2009: 337) states that regional variation is a form of language which conveys information about a speaker's geographical origin through using words, grammatical constructions or features of pronunciation which are present in some areas, but absent in others.

6. Linguistic variable

6.1.The /a/ variable

This vowel is one of the sounds by which some Iraqi dialect are simply distinguished from other, particularly Karbala and AL.Hidia from AL.Hussainia. We can use this linguistic item as a linguistic variable with two variants [a] and [ʔu]. On the one hand, Karbala and AL.Hindia employed the [a] variant. On the other hand, AL.Hussainia speakers used the [ʔu] variant. See table (1).

Table (1): Using /a/ variant

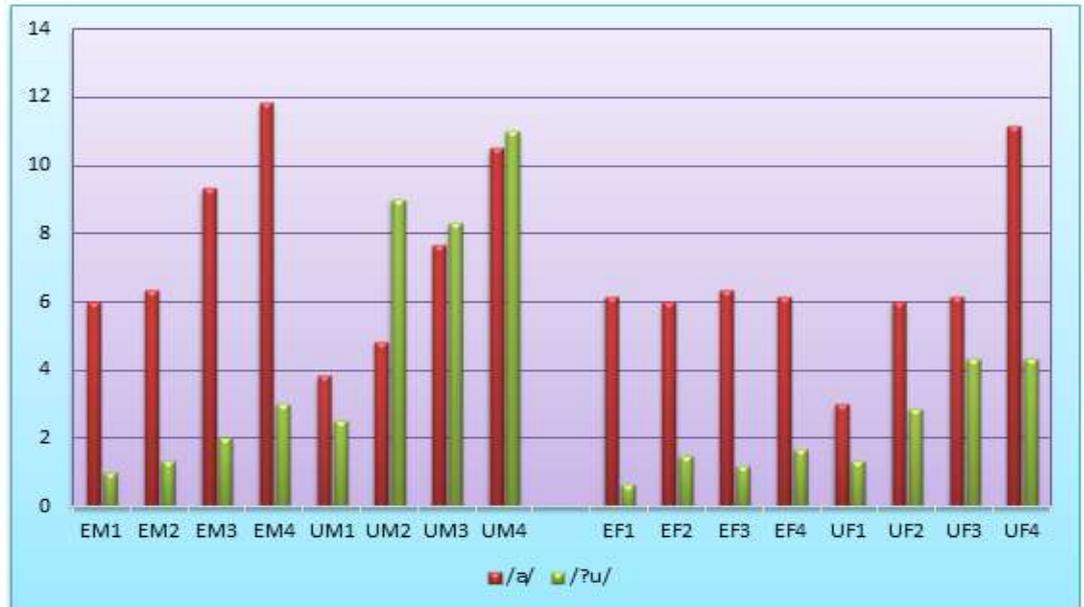
KC	HC	HUC	HUR	KR	HR	Meaning
/a'inda/	/a'inda/	/a'indʔu/	/a'inda/			He has....
/kila/	/kila/	/kilʔu/	/kila/			All of it
/asakta/	/asakta/	/asaktʔu/	/asakta/			I calm him down

Education is one of the social variables which play a role in the degree of language variation. The implementation of the T- test on the data which is related to this sociolinguistic variable has come up with the following results:

Table (2): The effect of education on the choice of /a/ variants:
Figure 1: Mean Values of the /a/ variable by gender, age and

Variant	Educated	Menn Value	Uneducated	Mean Value
[a]	EM1	6	UM1	3.83
	EM2	6.33	UM2	4.83
	EM3	9.33	UM3	7.66
	EM4	11.83	UM4	10.5
	EF1	6.16	UF1	3
	EF2	6	UF2	6
	EF3	6.33	UF3	6.16
	EF4	6.16	UF4	11.16
[?u]	EM1	1	UM1	2.5
	EM2	1.33	UM2	9
	EM3	2	UM3	8.33
	EM4	3	UM4	11
	EF1	0.66	UF1	1.33
	EF2	1.5	UF2	2.83
	EF3	1.16	UF3	4.33
	EF4	1.66	UF4	4.33

education

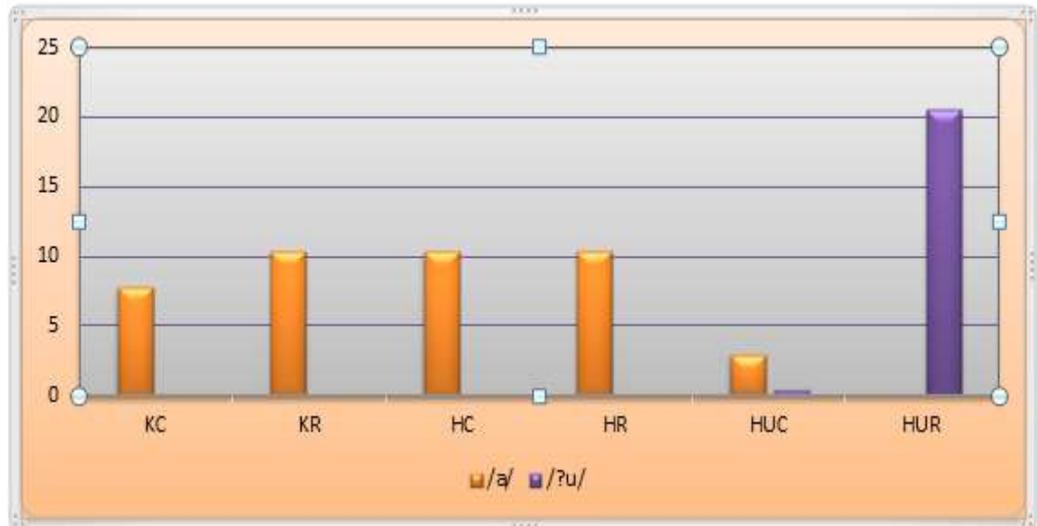


Region is one of the social variables which play a role in the degree of language variation. The implementation of the T- test on the data which is related to this sociolinguistic variable has come up with the following results:

Table (3): The effect of region on the choice of /a/ variants:

Figure 2: Mean Values of the /a/ variable: region

Variant	City	Mean value	Rural	Mean Value
[a]	Karbala	7.81	Karbala	10.31
	Hindia	10.31	Hindia	10.37
	Hussainia	2.93	Hussainia	0.00
[ʔu]	Karbala	0.00	Karbala	0.00
	Hindia	0.00	Hindia	0.00
	Hussainia	0.37	Hussainia	20.62



It is so apparent that the sex of the speaker plays a vital role in deciding the type of variant that has been chosen by the informants. Both educated females and males informants have chosen the [a] variant more than the [?u].

Furthermore, it is clear that uneducated males informants of four age groups have chosen the [?u] variant ; while educated males informants favoured the use of the [a] variant. Indeed, the older informants have chosen their local stigmatized variant which can well be explained in terms of social network.

In addition, educated people from both sexes have practiced similar linguistic behaviour ; that is to say, education has a strong impact on the informants so as to choose the standard variant. Therefore, the educated males and females informants of all age group have used the [a] variant more than the [?u] variant.

Moreover, those informants , whether educated or not, from both sexes who had lived in rural have favoured the local variant of speech community ; that is the [a] variant. This might assure the fact that environment could highly strengthen the choice of a new variant in any speech community.

The male uneducated informants of the second, third age group have chosen the /?u/ variant.. Most of those uneducated male informants who did not have the chance to go to school, work in different private jobs such as buying / selling or working as contractors. This made it difficult for them to be exposed to standard varieties.

The uneducated males informants who were over forty- five prefer to use /?u/ more than /a/. They are conservative for three reasons. Firstly, those older people were not able to acquire new variants because of their age. Second, being in contact either with friends in the neighbourhood or

with some relatives , sitting together, drinking tea or coffee, and talking in different topics, made it difficult for them to practice the sound /a/.

The region is another social variable. It played an important role in both sexes. We can say that people in Karbala city and rural, Hindia town and rural and Hussainia town used [a] whereas Hussainia rural prefers to use the [ʔu] variant. Also, we can say that this sound spoken by AL.Massuad and AL.Agabat and Shamar. They tribes came from AL.hujaz (Saudi Arabia) and spread in Iraq. They are conservative in their linguistic behavior. Therefore, their progress was very slow. On the contrary, people who live in Karbala town and rural and Hindia town and rural their and Hussainia city prefer to use the local variant that is [a].

This vowel is one of the sounds by which some Iraqi sub dialects are simply distinguished from each other, particularly Karbala rural. We can use this linguistic item as a linguistic variable with two variants. On the one hand, city centre employed the [u] variant. On the other hand, rural and AL.Hussainia speakers used the [i] variant. See table (4).

Table (4): Using the /i/ variants:

KC	HUC	HC	HUR	KR	HR	Meaning
	/agula/			/agila/		I tell him
	/kula/			/kila/		All of it
	/kuliS/			/kiliS/		Too much
	/kulSi/			/kilSi/		Every thing

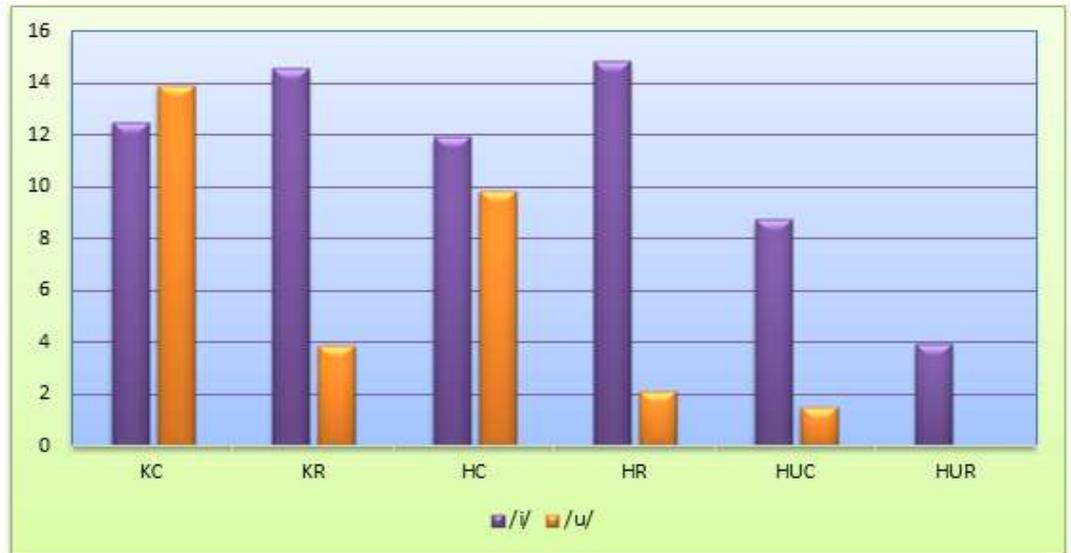
Education is one of the social variables which play a role in the degree of language variation. The implementation of the T- test on the data which is related to this sociolinguistic variable has come up with the following results:

Table (5): The effect of education on the choice of /i/ variants:

Variant	Educated	Menn Value	Uneducated	Mean Value
[i]	EM1	7.5	UM1	7.66
	EM2	6.5	UM2	9.5
	EM3	12.83	UM3	8.83
	EM4	14	UM4	10.83
	EF1	7	UF1	7.5

	EF2	8.16	UF2	13.66
	EF3	13	UF3	14.16
	EF4	20	UF4	16.33
[u]	EM1	4.66	UM1	1.66
	EM2	3.66	UM2	0.5
	EM3	6.83	UM3	3.83
	EM4	3.16	UM4	0.16
	EF1	19.5	UF1	2.33
	EF2	14.5	UF2	2
	EF3	8.33	UF3	3
	EF4	8.66	UF4	1.16

Figure 4. Mean Values of the /i/ variable by region:



In analyzing the data, it is a very amazing point to find out that they are only the females who have used the local variant in Karbala ; that is, the [i] variant. Those females who were uneducated belong to the third and four age group. On the other hand, females of first and second age group have used the [u] variant. In addition, the factor of age has played an important role in the choice of any of the variants. Those over forty of both sexes have preferred the choice of [i] more than the choice of [u]. Thus, old informants are more conservative than young ones.

Age has played an important role in making those uneducated old people from both sexes be conservative. Therefore, they use the [i] variant more than the [u] variant which was an expected result.

The female educated informants of the first age group have chosen the [u] due to the impact of schooling upon young people. Being in contact with their colleagues has imposed upon them the use the [u]

variant whereas the uneducated females informants of the same age group have chosen the [i] variant. Being uneducated did not prevent them from following and imitating those educated females of the same age group. Uneducated females did their best to compensate for their uneducation. In general, young females were linguistically aware of this variant.

Once again, the female educated informants of the second age group have led an innovation of variants toward the standard one. Here, education imposes the use of the standard norm. Moreover, the educated and the uneducated females of the first age group who used the [i] variant followed the same pattern.

However, not all the females prefer the use of the [u] variant. The uneducated females who were over forty- six have shown a slight tendency to use the [u] variant. In this case, a strong and close network affected their choice of the variants. To be in close contact within the peer group strengthen their use of the [i] variant.

The uneducated males of all age groups have shown a slight tendency to use the [u] variant. This is because of their contact and mixture with other people. Thus, they were linguistically conscious of this variable. Having a peripheral position in their network and in daily contact with the people of the new community let them choose the local norm; that is, the [i] variant.

The educated males of the first and second age groups have chosen the [u] variant. However, those males show slow progress toward the [u] variant. In fact, they still need time so as to change their stigmatized variant toward the new one. Therefore, they use less [u] than [i].

It has formerly appeared in this chapter that in the first age group of the informants have shown change in progress faster than those of old age. The major explanation for this is that this age group is conservative due to their strong social network. However, those informants seem to be lost in the new society although they were old, conservative, and participating in peer groups.

The region is another social variable. It played an important role in both sexes. We find out that people in Karbala used [u] more than [i]. This result could be explained according to a very important social factor. That is, most of the informants, especially rich people who were living in a comfortable life style. Thus, those informants consider their stigmatized variants as something to be ashamed, so they use the [u] variant. Also, we can say that people in city centre are affected by other societies. On the contrary, life of the people who live in rural, areas impose the barrier of choosing their local variant that is [i] upon

them. Therefore, their progress was very slow. On the other hand, people in Hussainia have never used /u/ at all.

9. Conclusions

One of the most important point to note is that language is in a dynamic change. The fact that languages vary and change means that there are alternatives available to speakers. This actually opens up the possibility to choose one 'variant' rather than others and that choice is determined by social factors alone.

It is very clear in this study the young informants, especially young of male and female, who participated a lot in variation and change. On the other hand, the old informants proved to be the most conservative in preserving the Karbala variants. In addition, the educated informants of both sexes showed more tendency to acquire the local norms in city centre. Finally, it has been proved in this research that those informants who had lived in rural have chosen the vernacular variants more than those who had lived in city centre.

Reference

- Aronoff, M. and Miller, J., R. (2003). The hand book of linguistics. Oxford: Blackwell.
- Bauer, L. (2002). An Introduction to International Varieties of English. Edinburgh: Edinburgh University Press.
- Bloor, M. and Bloor, T. (2007). The Practice of Critical Discourse Analysis: An Introduction. London: Hodder Arnold.
- Bussmann, H. (1996). Routledge Dictionary of Language and Linguistics. Landon and New York: Routledge.
- Chomsky, N. (1965) Aspects of the theory of syntax. Cambridge : MIT Press .
- Culpeper, J., et.al. (2009). English Language: Description, Variation and Context. Macmillan: Palgrave.
- De Saussure, F. (1959). Course In General Linguistics. New York : Mc Graw- Hill.
- Dinneen, F., P. (1995). An Introduction General Linguistics. Georgetown: Georgetown University Press.
- Downes, W. (1998). Language and Sociology. Cambridge: CUP.
- Field, F.W. (2011). key concepts in Bilingualsim. Macmillan: Palgrave.

- Finch, G. (2003). How to Study Linguistics: A Guide to Understanding Language. Macmillan: Palgrave.
- (2005). Key concepts in language and linguistics. Macmillan: Palgrave.
- Giglioli, P. P. (1972). Language and Social Context. London: Penguin Books.
- Herk, G., V. (2012). What Is Sociolinguistics. Blackwell : Willy Blackwell.

- Katamba, F. (2006). Morphology. Palgrave: Macmillan.
- Labov, W. (1968). Language and Mind. Harcourt: Brace.
- (1972). Sociolinguistic Patterns. Philadelphia: University of Pennsylvania Press.

- Loewen, S and Reinders, H (2011). Key concepts in second language acquisition. Macmillan: Palgrave.

- Lyons, J (1977). Semantics. Cambridge: C U P.
- (1981). Language and linguistics. Cambridge: CUP.
- Malmkjar, K. (2005). The Linguistics Encyclopedia. London and New York: Routledge.
- Meyer, C., F. (2009). Introducing English Linguistics. Cambridge: CUP.

- Malmkjar, K and Anderson, J., M. (2006). The Linguistics Encyclopedia. London and New York. Routledge.

- Milroy , J . and L. Milroy (1978) Belfast ; Change and Variation in an Urban Vernacular . in Trudgill (ed) , PP

- Poole, S., C. (1999). An Introduction to Linguistics. Macmillan: Foreign Language Teaching and research press.

- Sampson, G. (1980). Schools of Linguistics: Competition and Evolution. London: Hutchison.

- Sankoff, D. (1978). Linguistic Variation: Models and Methods. New York: Academic Press.

- Schniedewind, W. M. (2001). "Prolegomena for the Sociolinguistics of Classical Hebrew". Journal of Hebrew Scriptures. Canada: National Library of Canada. Available at <http://jihsonline.org>.

- Tagliamonte, S. (2006). Analysing Sociolinguistic Variation. New York: CUP.
- Trudgill, p. (1974). Sociolinguistics: an introduction. Penguin Books.
- (2000). Sociolinguistics: an introduction to language in society. London: Penguin.
- Wardhaugh, R.(2006). An introduction to sociolinguistics. New York : Blackwell.

الخلاصة

هدف هذا البحث هو تقديم دراسة عن متغيرين لغويين في كربلاء. ست مناطق رئيسة قد وضعت تحت الاختبار. مدينة كربلاء وضواحيه و مدينة الهندية وريفها و مدينة الحسينية وريفها.

اخير المتغير /و/ و /ي/ ليرتبط مع المتغيرات الاجتماعية. المتغيرات الاجتماعية هي: الجنس و العمر و التعليم و الاقليم. اعتمدت الدراسة على ست وتسعون شخص مثلوا نموذج في المجتمع الكربلائي. استخدام طرق الاحصاء مكن الباحث من ملاحظة تنوع اللغة . (الاجراءات الاحصائية التي طبقت في البحث. الغرض ادراك اهداف البحث. اظهرت النتائج التالية:

- ١ . يمكن القول بان كبار السن هم اكثر تحفظا من الشباب.
- ٢ . التعليم له تاثير كبير على كلا الجنسين على اتجاه التنوع.
- ٣ . النساء يستخدمن النبرة العليا. يمكن ان ينتج لحقيقة بان لديهن اتصال قليل مع المدينة.
- ٤ . الناس في مدينة كربلاء و الهندية يفضلون استخدام المتغير /ا/ بينما سكان الحسينية يفضلون استخدام /وو/. كربلاء و الهندية و الحسينية يفضلون استخدام المتغير /ي/ اكثر من المتغير /او/.