

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Missing Information
/q/	22 9.9 %	106 47.5 %	64 28.7 %	22 9.9 %	3 1.3 %	6 2.7 %
/ʔ/	3 1.3 %	17 7.6 %	62 27.8 %	81 36.3 %	57 25.6 %	3 1.3 %
/g/	3 1.3 %	13 5.8 %	72 32.3 %	83 37.2 %	46 20.6 %	6 2.7 %
/k/	3 1.3 %	13 5.8 %	77 34.5 %	76 34.1 %	49 22.0 %	5 2.2 %

Table 2
Speaker talks in a way that reveals a high level of education

b. The association of a particular linguistic variety with the attainment of a certain educational level can be ascertained by examining table 2.

We notice that the /q/ speaker gets the highest ratings of the four. If the numbers of those agreeing that /q/ exhibits high education level are added together, the total of Strongly Agree and Agree responses would amount to 128 (57.4%) compared to 25 (11.2%) in total disagreement. On the other hand, there is a wide consensus among the respondents that /ʔ/, [g] and [k] speakers do not reveal a high education level. Thus the total number of those who strongly disagree and disagree about the high education level of /ʔ/ speaker is 138 (61.9%), 129 (57.8%) for the [g] and 125 (56.1%) for the [k] speakers. It is worth mentioning that the number of neu-

tral responses is roughly within the same range for all the four speakers. While the lack of commitment toward /ʔ/, [g] and [k] situations could be explained by way of the diglossic situation referred to earlier, it is puzzling to see that 64 (28.7%) responses have not taken any position on /q/ as a marker of high education levels.

Nonetheless, these figures clearly indicate that there is a tangible separation between the standard /q/ on one hand, and on the other hand, the other three nonstandard phonemes, /ʔ/, [g] and [k] in conjunction with the level of education that they exhibit on the other. Arab grammarians have historically viewed /q/ as being superior to other regional (or social) varieties.

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c. The conflicting figures in Table 3 present a serious problem that requires further investigation. The ratings of /q/ as opposed to /ʔ/ present a real dilemma with regard to the role that each plays as a social class marker. Note, however, that there is a clear separation between [g] and [k] as markers of high social class on one hand, and /q/ and /ʔ/, on the other. Both [g] and [k] are perceived to be low social

markers since their rates are 9 (4.0%) and 16 (7.1%), respectively.

Clearly from Table 3, /ʔ/ rates higher than /q/ as the total of positive responses for /ʔ/ is 135 (60.5%) compared to 61 (27.3%) for /q/. If /q/ reveals a high education level as was maintained in sections (a) and (b) above, how can we then reconcile the situation

Dialects	University Professor	Physician	Lawyer	Judge	Radio/TV Broadcaster	School Teacher	Secretary	Merchant	Taxi Driver	Cook	Farmer	Construction Laborer
/q/	154 69.1 %	1 .4 %	8 3.6%	7 3.1 %	15 6.7 %	110 49.3 %	6 2.7 %	0	3 1.3 %	0	0	0
/r/	49 22 %	46 20.6 %	10 4.5 %	3 1.3 %	15 6.7 %	34 15.2 %	82 36.8 %	37 16.6 %	21 9.4 %	7 3.1 %	2 .9 %	5 2.2 %
/g/	25 11.2 %	2 .9 %	5 2.2 %	4 1.8 %	4 1.8 %	42 18.8 %	7 3.1 %	42 18.8 %	70 31.4 %	16 7.2 %	121 54.3 %	48 21.5 %
/k/	35 15.7 %	7 3.1 %	6 2.7 %	7 3.1 %	6 2.7 %	48 21.5 %	13 5.8 %	62 27.8 %	55 24.7 %	29 13.0 %	106 47.5 %	64 28.7 %

TABLE 1
Designation of the Four Speakers' Professions Based on Their Speech Variety