Sociolinguistics Study of Positions in Literary Text

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بِسِمِ آللّهَ آلرحّمَنِ آلرحَيَمَ

((يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُم مِّن ذَكَرٍ وَأُنثَى وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ
أَكْرَمَكُمْ عِندَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ١٣))

صّدِقُ آللّهَ آلعّلَيَ آلعّظُيَمَ

(سورة الحجرات: ١٣)

Dedication

I dedicat this For my family, my precious Mom and to my Dad

For my lovely Two brothers and My only sister

For My best Friends and For Those who Helped me in my life

Acknowledgments

I give thanks to ALMIGHTY GOD, the ONE who reigns supreme in the affairs of men and whose words are yea and amen without whom the completion of this study would have been impossible. For his mercies, protection, provisions, sustainance, good health and favour, I am highly grateful.

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Chapter one

Introduction

1.1_The problems

Human beings need to interact with each other in order to fulfill their need to do the interaction, they need to communicate by using a certain language,which they can use as a means to express their feelings and thoughts. It is in line with Siahaan (2008: 1)who says that language can be seen in human's way of thinking, communicating ideas, and negotiating with the others. When people want to say and share their thought using a certain language, they, definitely, may not speak in the same way. It is because they have their own style and they know how to differentiate or choose the appropriate style of speech in different situations. In other words, nobody speaks in the same way, even though their language and dialect are the same. According to Chaika (1982: 29), the style of speech can be defined as a way to express something related to the language that someone uses in communication to the other and it can be in the oral or written form. Moreover, the existence of style of speech found in a written form will give certain characteristics effect to its readers. The style of speech in a written form is well documented in literary works, such as novels, which are often said as a mirror of human experiences. The novel talks about the character of Pi. He was still a young child when he decided to sneak out and go to see the tiger while he was locked in the cage, and from here begins Pi's story. The novel also talks about an important character, a woman, and one of the most prominent characters is Pi's mother, who always protected him and loved him, even when he decided to adhere to multiple religions, and she supported him.

This study tries to answer he following question:

1_ What is meant by sociolinguistics?

2_ what are the elements of sociolinguistics?

3_How do sociolinguistics used in the novel?

4_What are the Boundaries that are found in the novel ?

1.2_The Amis

1_ Identifying the meaning of sociolinguistics

2_Showing the elements of sociolinguistics.

3_Clarifying the using of sociolinguistics.

4_ Classifying the Boundaries of sociolinguistics.

1.3_The Hypothesis.

1_sociolinguistics means is the descriptive study of the effect of any or all aspects of society, including cultural norms, expectations, and context, on language and the ways it is used.

2_There are different elements of sociolinguistics such as dialect, Sociolect, Idiolect, Ethnolect, accent, Register.

3_The writer uses the sociolinguistics from feminist point of view.

4_The Boundaries of sociolinguistics,

_Micro-sociolinguistics: Concerned with investigating the relationship between language and society with the goal being a better understanding of the structure of language and of how languages function in communication.

_Macro-Sociolinguistics(Sociology of language): Trying ti discover how social structure can be better understood through the study of language.

1.4_The procedures

1_Writing a Theoretical Background about the sociolinguistics.

2_Analysis the data that is chossed by the researcher.

3_Write a Conclusion about the study.

1.5_ The limits

The researcher chooses this novel life of pi because he will describe the feminist point of view in the novel of life of pi it has such a theme.

1.6_ The Value.

It hope that this humbal study will get benefit for those who are interested in sociolinguistics and linguistics study.

Chapter Two

Theoretical background

2.1 Introductory note

Sociolinguistics investigates language and society. Language is the instrument for socializing with society, and the process shows that, indeed, human society operates as a system.(Crystal, 1971: 267) notes that language is "the conventional use of sound, signs or written symbols in a human society for communicationand self expression". This paper examines sociolinguistics as a field of language study with a view to elucidating critical phenomenon that give the reader an instructive graps of the subject: language attitudes, language contact, language shift,language planning, bilingualism and multilingualism among others.

2.2 - The original of sociolinguistics.

At a conference on sociolinguistics some years ago, Einar Haugen called attention to the early use of the term 'sociolinguistics' by Haver Currie in a paper at a conference in 1949 and published in 1953. Reading a reference to currie in a review by Jacob Ornstein 1977 in our journal, Dr R , R , mehrotra of Brnares Hindu university in Varanasi, india, calls our attention to an earlier use. He points out that the term 'sociolinguistics' was used in a paper, 'sociolinguistics in india'. (Hudson, 1939:141) puplished in the journal man in india in 1939. in the paper. Hudson discusses language as a social instruments, terms of address, context as an integral elements of language, and the language of tribal peoples, among other topics. Indian would thus seem to have priority

with 'sociolinguistics' just as it had priority 2,500 years ago with the development of formal linguistics analysis.

2.3 - sociolinguistics in English language

above(1972:209) today is seen as the father of sociolinguistics. That is mainly because of his new techniques of studying linguistics. which made researcher of linguistics change possible. one of the best example is his creativity regarding the observer's paradox. without the

idea of recording informations undercover he never would have been able to perform a research like the one of the Newyork city with great results. especially this study was a milestone for linguistics and founded_ together with social factors like race, occupation and so on of sociolinguistics.

Sociolinguistics is a field of study which relates societal problems to linguistic/language problems. It answers the question: how do our social and cultural backgrounds affect our use of language? its a branch of linguistics which tries to answer. questions like who says what to whom, when, where how and why? One of the major aims of sociolinguistics is the study of the use of l in its social and cultural contexts. It studies the norms of the society at large and examines how the individual exploits his awareness of the society's norms in order to achieve particular effects. Sociolinguistics is about speech community. Nigeria is an example of a large speech community which accommodates language varieties. Due to the concept of socialization, which is inevitable in a speech community, the individuals therein can shift from being monoliguals to becoming bilinguals or multilinguals. According to Abiodun Sofunke

(1992), "sociolinguistics … is another major area of applied linguistics. The sociolinguistic aspect of applied linguistics is concerned with issues which indicate the interaction between language and society. Society is in general divided along class and occupational lines, these divisions being in most cases reflected in language.

The elucidation of the nature and use of these socially stratified speech forms is the business of sociolinguistics."

Indeed, an incisive overview of sociolinguistics presupposes examining critical notions and phenomena in the literature.

2.4-Elements of sociolinguistics

sociolinguistics is not generally divided in to sub-groups, but there are several kinds if elements that sociolinguistics study, including:

2.4.1-Dialect

In its most basic designation a dialect is a sub-categorization of a language, linguistically differentiated via grammar, lexis, and in terms of speech-phonology. The OED defines dialect as'Manner if speaking, language, speech; esp. a manner of speech peculiar to, characteristics of, a particular person or class (1989). Although this genericism broadly fulfils societies' perception of dialect, it belies the covert connotation that a dialect is a 'sub-standard' rather than 'non-standard' from (Penhallurick, 2003:7), hence linguists use the term 'variety' interchangeably. However, any form of dialect, including the standard one, can incite social prejudice, covert prestige, ridicule, and even humour. Consequently, dialect is used extensively to promote characterisation in literature and modern media for example, rural

accents are often used 'to indicate the wholesome nature of food products' in advertisements (Thomas, 1999:201).

2.4.2-Sociolect

it is the language spoken by a particular social group, class or subculture, whose determinants include such parameters as: gender, age, occupation,The notion of sociolect figures quite prominently in Polish sociolinguistic studies. By the late 1980s (socio)linguistic research in Poland had centered on regional rather than on social varieties of the national language. However, with the rise of numerous social dialects (a consequence of the 1989 political and social upheaval), linguists focused more extensively on sociolects. At around the same time, the need for more extensive research into social dialects was also recognized by Hudson, who argued that people had been increasingly identifying with social rather than with regional groups and that especially in Britain 'social class takes precedence over geography as a determinant of. speech (Hudson, 1996:42).

2.4.3-Idiolect

O. Sung (2020) considers the concept of language personality as a three-level structure that has verbal-semantic, linguocognitive, and motivational components, that is, it considers the influence of not only language processes but also thinking factors in the process of forming language systems and structures. The influence of the psyche and psychometric attributes on the development of speech mechanisms, the selection of lexical patterns and the level of vocabulary, stylistic characteristics and models of reproduction of emotions using language tools are the subjects of the research by E.A. Ríssola et al. (2021). E.

Stephanie and N. David (2021) are engaged in an active study of bilingual processes and their reflection at the level of linguistic self-awareness.

2.4.4-Ethnolect.

'ethnolect', widely used in this discussion, was originally coined in reference to varieties of US or Australian English used by ethincally Polish, Italian, Jewish and Greek speakers (Clyne 2000; Wölck 2002). In its original conception, an ethnolect is characteristic of. speakers from a migrant background who are born or raised in the host county. It is acquired as second language and used partly alongside, partly in place of, the group's home language. Ethnolects are characterized by co-occurring sets of linguistic features on several structural levels, from prosody to lexicon, and are distinct from both learner varieties and native vernaculars. Michael Clyne further distinguishes between the ethnolect of a specific ethnic minority group (e.g. Greek Australian English) and a 'multi-ethnolect', which is employed by a linguistically diverse group (Clyne 2000; Clyne et al. 2002).

2.4.5-Accent.

accent is a "way of speaking typical of a particular group of people and especially of the natives or residents of a region". An accent is also the phonological signals, which identify the speaker as a non-native user of the language (Scovel, 1977). He further pointed out that "the recognition of this phonological non-nativeness is usually immediate and based on a small speech corpus", which is supported by a number of studies (e.g., Flege, 1984; Major, 2007). On the light on that, Flege (1984) demonstrated that people can identify a foreign accent in as little as 0.03 seconds, while Major (2007) showed that people can recognize a foreign accent in an unfamiliar language. Furthermore, Munro, Derwing, and

Burgess (2010) determined that speakers could recognize an accent even in speech played backwards. Many people mix accent with pronunciation.

2.4.6-Register.

Register studies have gained considerable attention in Anglo-Saxon sociolinguistic thought (interestingly, the notion of register is practically non-existent in Polish sociolinguistic research12). According to de Beaugrande (1993) and Matthiessen (1993), the forerunner of the concept of register was the restricted language _ a team conied by J. R. Firth, who defined it as a variety 'serving a circumscribed field of of experience or action', which 'can be said to have its own grammar and dictionary' (Firth, 1957: 87,98)

2.5-Sociolinguistics Theory

Among the theorists of sociolinguistics the following authors stand out:

_(William labove, 1997:19)

He is considered the founder of urban or variationist quantitative sociolinguistics. He was one of the pioneers in studying the relationship between language and the social situation of the speaker and raised the idea that the way a language is used varies between people and their circumstances. Unlike traditional linguists as Ferdinand de Saussure and Noam Chomsky, who recognized these variations but did not give them great relevance, for labove it was a fundamental aspect.

_(Charles A. Fergeon, 1921:19)

He is known for his research on diglossia, which occurs when two

languages are spoken in the same population and one is more prevalent than the other. In this regard, he analyzed how the uses varied according to the area in which the conversation took place, the prestige of each language, acquisition as a mother tongue, grammatical systems, variety of lexicon, literary heritage, phonology and oter factors.

_(Jonshua Fishman, 1926-2015 :20)

He was a pioneer in research in the sociology of language, analyzing the way in which language influenced populations and modified the social dynamics and character of people. Among other aspects, he studied the reason why two similar communities reached a different social organization of the use of language, evaluating individual and collective attitudes and cultural reference.

_(Dell Hymes, 1927-2009 :20)

He analyzed the relationship between speech and human relationships and the way in which language shapes thought. Starting from the theory that to understand a language it was not only necessary to learn its vocabulary and grammatical scheme, but also the context in which each word was used, he developed a model to identify the components that mark linguistic interaction.

_(Basil Bermnstein, 1924-2000: 20)

His work focused on the sociology of language and the structure of pedagogical discourse, establishing a determining relationship between the way of speaking and the social class of the person.

2.6-The Boundaries of sociolinguistics

According to some investigators, it is appropriate to introduce a distinction between sociolinguistics (or micro-sociolinguistics) and the sociology of language (or macro-sociolinguistics). In this distinction, (micro-) sociolinguistics is concerned with investigating the relationships between language and society with the goal being a better understanding of the structure of language and of how languages function in communication; the equivalent goal in the sociology of language is trying to discover how social structure can be better understood through the study of language, for example, how certain linguistic features serve to characterize particular social arrangements.

Hudson (1996, 4) has described the difference as follows: sociolinguistics is 'the study of language in relation to society,' whereas. the sociology of language is 'the study of society in relation to language In other words, in sociolinguistics we study language and society in order to find out as much as we can about what kind of thing language is, and in the sociology of language we reverse the direction of our interest.

Coulmas (1997, 2) says that 'micro-sociolinguistics investigates how social structure influences the way people talk and how language

varieties and patterns of use correlate with social attributes such as class, sex, and age. Macro-sociolinguistics, on the other hand, studies what societies do with their languages, that is, attitudes and attachments that account for the functional distribution of speech forms in society, language shift, maintenance, and replacement, the delimitation and interaction of speech communities.'

Both sociolinguistics and the sociology of language require a systematic study of language and society if they are to be successful.

A further distinction which is sometimes made is that between sociolinguistics and linguistic anthropology (Fuller, the second author of this text, has a background in and affiliation with anthropology as well as linguistics, and thus brings this perspective to the study of sociolinguistics). Recent work has noted the fuzziness of the distinction between these two fields, arguing that there is considerable overlap in theory, themes, methodologies, and history.

There is also a growing amount of work called critical sociolinguistics that takes what we will call an 'interventionist' approach to matters that interest us. This approach derives from critical theory, which is concerned with 'the processes by which systems of social inequality are created and sustained. Of particular interest is inequality that is largely invisible, due to ideological processes that make inequality seem to be the natural condition of human social systems' (Tollefson 2006, 43).

Two of its principal exponents are Fairclough (1995, 2006) and van Dijk (2003), who champion an approach called 'critical discourse analysis,'. This work focuses on how language is used to exercise and preserve power and privilege in society, how it buttresses social institutions, and how even those who suffer as a consequence fail to realize that many of the things that appear to be 'natural' and 'normal' are culturally constructed and not inevitable; it is power relations in society that. determine what is defined as 'normal.'

Chapter Three

Data Analysis

3.1-Introductory Note

The researcher will analyze the story of life of pi because it takls with the theme of feminist in the novel of life of pi and showing the relationship between human and animals.

3.2-Life of pi: Summary

The beginning of the novel covers Pi's childhood and youth. pi had a small family consisting of his father, mother, and brother. His father had a zoo in their hometown in India. his father is emphatic about being aware of the wildness and true nature of animals, namely that they are not meant to be treated like or thought of as people. pi's father realizes that his son's naivety regarding the tiger that was under their care has put pi in danger, To illustrate how true and real the threat is, he forces the children to watch the tiger kill and eat a goat. Pi goes through a religious awakening in his formative years, joining a range of religions: Hinduism, Catholicism, and finally Islam. Although religious leaders do not accept multiple religions, his family gradually accepts them. When Pi is a teenager, his family decides to sell their animals and travel to Canada on a cargo ship called the Tsimtsum. A terrible storm occurs during the voyage, and when Pi, excited to see the storm, goes onto the ship's deck, he is tossed overboard and into a lifeboat by the crew .The next morning he finds himself with a badly injured zebra, a vicious hyena and a monkey called Orange Juice. Richard Parker, the tiger, hides beneath the canvas of a lifeboat. The hyena wounds and eats the zebra, then goes after Orange Juice. The orangutan puts up a good fight, but the hyena

ultimately kills her. Richard Parker finally makes himself known by killing and eating the hyena. Now only Pi and Richard Parker survive on the lifeboat.Pi realizes he must survive the elements while adrift in the lifeboat—and that Richard Parker will almost certainly eat him. He quickly. sees that thirst will kill him sooner than hunger or the tiger, so he sets about finding a way to get water. He discovers provisions stored in the lifeboat, including biscuits, water, water purifiers, a whistle, and a handbook for surviving at sea. With the tools of survival in hand, Pi builds a second watercraft—a raft made of oars and lifejackets—and attaches it to the boat. With this second watercraft, he can remain out of both the shark-infested waters and Richard Parker's immediate reach. He considers a variety of survival options and concludes that he must tame the tiger. Although he is unable to fully train and domesticate Richard Parker, by blowing a whistle and rocking the lifeboat enough to make the tiger seasick, Pi is able to subdue him and secure his own territory on the lifeboat Richard Parker and Pi eventually find an island, which is made entirely of trees, roots, leaves, fresh water, and plants. However, Pi makes a horrible discovery that causes them to leave the island: Believing he has found a fruit-bearing tree, Pi peels back the layers of a piece of fruit to find that it contains a human tooth. The island is a carnivorous being, consuming everything that lives on it. Pi and Richard Parker return to the lifeboat and the ocean.An undetermined amount of time passes, and Pi and Richard Parker arrive in Mexico. Richard Parker runs into the wild and is never seen again. Pi is brought into custody, given food, and questioned for some time by two officials from the Maritime Department in the Japanese Ministry of Transport. The officials' transcript of the conversation reveals that they do not believe Pi's story in its entirety, and they tell him so. Initially Pi sticks to his story, but then he offers them another, somewhat similar story in which

he shares the lifeboat with a crew member of the sunken ship, his own mother, and a foul-tempered French cook who eventually kills both Pi's mother and the crewman. Pi tells of how he then stabbed the French cook in the throat and watched him die. This second account seems to satisfy the skepticism of the questioners, but they admit to Pi that his account of surviving with the tiger aboard the lifeboat is a better story.

3.3-Analysis of life of pi

"She came floating on an island of bananas in a halo of light, as lovely as   the Virgin Mary"

Pi was alone and orphaned in the middle of the Pacific Ocean, clinging to a paddle with a grown tiger inside it, sharks beneath him, and a storm raging around him until the orangutan appeared. Orange Juice, the orangutan. drifts towards the lifeboat on a net of bananas and comes aboard. His description of Orange juice reflects his happiness at seeing her.The rising sun was behind her. Her flaming hair looked stunning. I cried, "Oh blessed Great Mother, pondicherry fertility goddess, provider of milk and love .The imagery likens the orangutan to his mother and has a religious / spiritual connotation. The idea that she floats towards the boat on a basket of fruit further enhances this connotation. He repeatedly cries out, " l love you ", when he sees. when he sees an orangutan, he feels comfortable and happy despite all the problems he faced.

" Simian christ on the cross"

Pi embodies an orangutan who is described as a mother and her suffering is depicted as Christ-like.

"I could feel mother's hand pressed against my pounding heart ".

Pi and Ravi were hysterical and angry because their father forced them to travel even though they did not want to, so their mother worked to calm them down, because she was also forced to travel. The mother went to buy tobacco even though she did not smoke, and this indicates feelings of anxiety and fear of leaving India.She wants to take something from India with her.She wants to stop this move. Pi and Ravi were worried but now they enjoy the thrill of adventure and travel.

" How many nations are there in the sky?"

pi ask his mother this question and she thought for a second and she.
said one nation, he said one nation in the sky, she said yes or none.
Since his childhood, Pi loved learning about other religions. He started
out as a Hindu and went to the temple, then he converted to
Catholicism, and finally he went to the mosque where Muslims were
there and saw them praying, so he decided to become a Muslim as well.
Three religions at the same time. His father rejected the idea of multiple
religions, but his mother was calm, unbothered, loving and
understanding

"prime Minister Indira Gandhi declared a "state of emergency ".

Indira Gandhi, the "Mrs. Gandhi" in Life of Pi, won India's 1971 election and became the country's leader. In Life of Pi her government provides the backdrop to the Patel family's life-changing decision to emigrate.

Indira Gandhi declared a state of emergency in India in 1975 (one year before Pi's family leaves for Canada) in part because of increased political opposition. Her rule was controversial because she restricted the personal freedoms of Indian citizens and imprisoned her opponents. To make matters worse, her time in office was marked by. poverty and food shortages. The time period between 1975–77 is sometimes called "The Indian Emergency."

Mrs. Gandhi's leanings toward dictatorship affect the Patel family both indirectly and directly. In Part 1, Chapter 29 Mr. Patel references Mrs Gandhi's jails being full. Pi mentions the country's constitution has been suspended for eight months by the time the family leaves. In 1975 Indira Gandhi amended the Indian Constitution to give herself the right to rule by decree, limiting people's freedoms.

When Indira Gandhi takes over the Patels' local Tamil Nadu government, forcing its leader to resign, the Patels sense real danger for their family and make plans to leave India.

Chapter Four

Conclusion :

We conclude from the novel that the character Pi portrays masculinity in a positive way in the book 'The Life of Pi' by Yann Martel. The men appear to be brave, as they managed to survive for 227 days on a boat with Richard Parker, a Bengal tiger. He was also very patient after he lost his beloved brother, his mother, and his father. However, he did not complain or get bored as he tried to move on with his life. Pi loved religion and tried to learn about all religions until he became a Muslim, a Christian, and a Catholic at the same time. His parents did not prevent him from doing this even though it was forbidden.

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