

Sociolinguistic Study Of Subjective Inequality In Selected Novel

Dr. Hussain Hameed Mayuuf and Serin Majeed Mohammed

Department of English, College of Education for Human sciences, University of Babylon, Iraq.

Sereenmajeed38@gmail.com

Abstract

This study gives a straightforward empirical framework for explaining individuals' subjective assessments of pay disparity and their normative views of market justice. Language and culture interact in peculiar and intriguing ways. Sociolinguistics, the study of language as a social activity, focuses primarily on language-related concerns in society. The study of sociolinguistics raises political, historical, cultural, and bureaucratic challenges, among others. Sociolinguistics examines how language usage interacts with or is impacted by social characteristics such as gender, ethnicity, age, and socioeconomic status. Sociolinguistics is the study of choice, and its "primary mission is to uncover, explain, and understand the socially driven" individual's decisions.

Keywords: Sociolinguistics, Subjective Inequality, Variations, Analysis

Chapter one - Introduction

1.1. Sociolinguistics

Sociolinguistics is a subfield of linguistics that investigates how language operates in social contexts. Sociolinguists investigate how social circumstances influence language usage and how people's social standing influences and determines language use. This sociolinguistics definition may appear to encompass many topics, yet all these components are interrelated and fundamental to sociolinguists' work. William Labov, an American linguist, is frequently credited with developing sociolinguistics as it is understood today. He highlighted that variety is fundamental to language and was a pioneer in developing quantitative analytic techniques in the field. Sociolinguistics applies to everyday life since language is the primary social experience of humans. (F. Coulmas, 2013).

- Among the sociolinguistic instances that linguists could examine are:
- Extensive national research of linguistic variance throughout a nation
- Local studies on a small scale of linguistic variety in a state or city
- The analysis of linguistic conflicts along a particular axis, such as gender or socioeconomic class
- Analyses of linguistic conflict among certain populations, such as immigrants or users of a second language

1.2. The Aim of the study

Sociolinguistics focuses on language variants, and every civilization has its language variations. The central concept of sociolinguistics is that language use influences every facet of an individual's social position.

1.3. The Problem of the study

Sociolinguists are interested in how we communicate differently in different social circumstances and how we employ particular language functions to transmit social meaning or parts of our identities. Sociolinguistics educates us about actual social situations and attitudes

1.4. The purpose of the study

Sociolinguistics may be applied to daily life due to the centrality of language to the social experience of humans. Among the sociolinguistic instances that linguists could examine are:

- Extensive national research of linguistic variance throughout a nation
Local studies on a small scale of linguistic variety in a state or city
- The study of linguistic variance along a certain axis, such as gender or socioeconomic class
- Studies of linguistic variance among distinct populations, such as immigrants and speakers of a second language.

1.5. The importance of the study

1.1.5. Sociolinguistic Variations

Sociolinguists investigate the diverse causes of language diversity. People talk differently from one another and even alter their speech to accommodate for social influences in different contexts. Understanding how speech differs based on characteristics such as area, socioeconomic class, race, relationships, and gender is crucial for comprehending how specific kinds of speech might be stigmatized. Sociolinguistics, like other subfields of linguistics, is a descriptive rather than prescriptive field of study.

This implies that sociolinguists are not concerned with how individuals "should" talk but rather with

how they do speak. There are several ways in which language can vary, but none is inherently superior or inferior; none is more right or clever, and all kinds of speech are equally sophisticated and rule-bound.

The social dimensions of language were first examined in the contemporary sense by Indian and Japanese linguists in the 1930s and Louis Gauche in Switzerland in the early 1900s. However, none of these studies gained much attention in the West until decades later. In contrast, the study of the social motivation of language change is founded on the wave model of the late 19th century. Thomas Callan Hodson used the word sociolinguistics for the first time in his 1939 *Man in India* essay titled "Sociolinguistics in India." (Coulmas, F.,2013).

Chapter Two

3. Subjective Inequality

3.1. Methodology

As a separate science from dialectology, the study of language diversity in urban environments was the genesis of sociolinguistics. Sociolinguistics focuses on other causes of variation, including class, whereas dialectology examines the geographical distribution of language diversity. Class and employment are two of the most significant linguistic indicators in society. The relationship between class and language variation is one of sociolinguistics' most fundamental and difficult-to-disprove conclusions. The working class often uses less of what is considered a standard language, whereas the lower, middle, and upper middle classes speak closer to the standard. Nevertheless, the upper class, and even members of the upper middle class, are frequently less conventional than the middle class. This is due to the fact that both class and class ambitions are crucial. In order to appear to have a different social position and fit in better with people around them or how they prefer to be viewed, one

may talk differently or conceal an unattractive accent.

How people feel about inequality has a significant impact on their perspectives on policy, how they see public health, and how they evaluate the overall health of their community.

However, progress on the issue may be hampered by the fact that the scientific community is divided about how best to operationalize and assess these views. In this article, we offer a theoretical framework for researching how individuals experience inequality, illuminating important distinctions along the way. Inequality is the unfair and uneven allocation of a society's resources and opportunities among its people. Inequality might have a variety of meanings depending on the audience and the setting.

An increasing amount of attention has been paid in recent years to the fact that there exist disparities both within and across different social groupings. In addition, economic, social, and geographical components of inequality are also present. The moral principles of fairness and social justice on the one hand, and the normative concept of "deservingness" on the other, create a dissonance that adds another layer of complexity to debates regarding inequality.

As a result, people are beginning to see that inequality is deeply rooted in many facets of our social, economic, and political systems. To this end, geographers have contributed to the study of inequality by, among other things: drawing attention to the continued existence of unequal and differentiated rights; questioning global and severe inequality; and analyzing the manifestations and causes of inequality in metropolitan areas.

Understanding the many forms of inequality present in society is a major goal of the social sciences. Given that dozens of other articles discuss empirical studies of inequality, this article provides an overview of inequality analysis by

discussing the framework with its questions and building blocks and surveying the twin branches of theoretical inequality analysis and empirical inequality analysis. Inequality between individuals and inequality between subgroups are the two basic forms of inequality identified in this article, along with the underlying concerns regarding the causes and effects of inequality.

Both scalar and whole-distribution techniques for quantifying inequality are summarized, along with their respective merits and limitations. Recent a priori explorations, including methods for modifying inequality, are reviewed as instances of theoretical inequality analysis in this article. Studies comparing people's perspectives on inequality across countries have increased in frequency. International public opinion polls like the International Social Survey Program, the International Social Justice Project, and the European Values Study/World Values Survey all contributed to this growth. Since the number of studies investigating people's feelings about inequality has grown in tandem with the breadth of topics that may be investigated, it has become increasingly difficult to get an accurate sense of where things are in this area of study. When evaluating several comparative studies, it becomes clear that perspectives on inequality comprise a complex reality, which makes it more difficult to synthesize study findings.

There wouldn't be much use in comparing these opinions across nations if they were an accurate representation of absolute inequality everywhere. It is worthwhile to investigate the micro and macro level drivers of such views and to evaluate their social consequences across nations because they are not universal and because some studies have shown that they have an independent effect on other social outcomes (Mason Reference Mason1995; Gijssberts 1999).

3.1. Analyses of the Subjective Inequality Scale

To gauge how people feel about inequality, both personally and generally, we developed the two-factor Subjective Inequality Scale (SIS). There were two separate studies conducted to assess the SIS's psychometric properties (see supplemental online material [SOM] S1 and S2 for details about the samples and methods). Exploratory factor analysis (EFA) on a total of 24 items, EFA on the final 8-item scale, and a test of convergent

validity between the SIS and many other psychological dimensions were conducted in the first study (Study S1 in the SOM) (see SOM Table S2). Confirmatory factor analysis was performed on the final 8-item scale in the second experiment (Study S2 in the SOM). The SIS showed solid psychometric properties throughout these studies. Subjective Inequality Scale Factor Analysis Results (Table 1) (SIS).

SIS Items	Factor	
	1	2
Factor 1 (subjective inequality)		
Almost all the money that is earned goes to only a few people.	.67	.14
Besides those at the very top, no one else has much money at all.	.88	-.04
Real opportunities to succeed in life are only available to the wealthy.	.69	.07
Only those at the top own any wealth at all.	.85	-.03
Factor 2 (unfairness beliefs)		
It is extremely unfair if the overall amount of economic inequality is very high.	.01	.81
It is not fair at all if there are large differences in income between the rich and the poor.	.05	.77
It is immoral if your income is dependent on where you grew up.	-.09	.69
It is extremely unjust if children of affluent parents get a better education.	.04	.67

3.2. Class aspiration

Studies, such as those conducted in the 1960s by William Labov, have demonstrated that social ambitions impact speech patterns. This is true for class goals as well. Socioeconomically ascending individuals who seek to be identified with a certain class (often the upper class and upper middle class) may alter their speech patterns to sound like that class. As they are not native

upper-class speakers, they frequently hypercorrect their speech to the point where they introduce new faults.

The same is true for those whose socioeconomic standing declines. In any contact situation, there is a power dynamic, be it a teacher-student or employee-customer situation. This power dynamic results in a hierarchical differentiation between languages.

Non-standard dialect (associated with lower classes)	Standard dialect (associated with higher classes)
It looks like it ain't gonna rain today.	It looks as if it isn't going to rain today.

You give it to me yesterday.	You gave it to me yesterday. ^[18]
Y'gotta do it the right way.	You have to do it the right way.

The historical relationship between sociolinguistics and anthropology is observable in studies of how language variations vary across groups divided by social characteristics (e.g., ethnicity, religion, status, gender, level of education, age, etc.) and geographical obstacles (a mountain range, a desert, a river, etc.). These studies also investigate how disparities in usage and usage perceptions originate and reflect social or socioeconomic strata. As language usage varies from location to location, it also differs among social kinds; sociolinguistics investigates these variations.

4. Results & Conclusion

Sociolinguistics examines how language usage interacts with or is impacted by social characteristics such as gender, ethnicity, age, and socioeconomic status. According to Coulmas, sociolinguistics is the study of choice, and its "primary mission is to uncover, explain, and understand the socially driven" decisions that an individual makes. The Test is whether a measure of subjective inequality can predict some of the same social and health outcomes that objective measures have found. We turned to key findings from past research on inequality, such as subjective well-being (e.g., Wilkinson & Pickett, 2010).

Objective measures of economic inequality correlate with decreased happiness (Oishi 2011), and longitudinal analyses across 84 countries reveal a negative association between life satisfaction and inequality (Verme, 2007).

A key reason why objective inequality has these harmful correlates could be that inequality leads to heightened stress (e.g., Pickett & Wilkinson,

2015) and status anxiety extensive worry about one's place in the hierarchy (Delhey & Dragolov, 2014; Layte & Whelan, 2014).

Finally, we chose to focus on the Gini because it has been the most commonly used measure in research of objective inequality (Allison, 1978). Last, we tested how sociodemographic differences are related to perceptions of inequality.

References

1. Adler N. E., Epel E. S., Castellazzo G., Ickovics J. R. (2000). Relationship of subjective and objective social status with psychological and physiological functioning: Preliminary data in healthy, white women. *Health Psychology*, 19, 586–592.
2. Allison P. D. (1978). Measures of inequality. *American Sociological Review*, 43(6), 865.
3. Arditte K. A., Çek D., Shaw A. M., Timpano K. R. (2016). The importance of assessing clinical phenomena in Mechanical Turk research. *Psychological Assessment*, 28, 684–691.
4. Arsenio W. F. (2018). The wealth of nations: International judgments regarding actual and ideal resource distributions. *Current Directions in Psychological Science*, 27(5), 357–362.
5. Barreiro A., Arsenio W. F., Wainryb C. (2019). Adolescents' conceptions of wealth and societal fairness amid extreme inequality: An Argentine sample.

- Developmental Psychology, 55(3)498–508.
6. Coulmas, F. (2013) *Sociolinguistics: The Study of Speakers' Choices* Cambridge: Cambridge University Press
 7. Deckert, Sharon K. and Caroline H. Vickers. (2011). *An Introduction to Sociolinguistics: Society and Identity*. Page 44
 8. Delhey, J., and Dragolov, G. (2014). Why inequality makes Europeans less happy: the role of distrust, status anxiety, and perceived conflict. *Eur. Sociol. Rev.* 30, 151–165.
 9. Ding, J., Salinas-Jiménez, J., and Salinas-Jiménez, M. D. (2021). The impact of income inequality on subjective well-being: the case of China. *J. Happiness Stud.* 22, 845–866.
 10. Fischer R., Karl J. A. (2019). A primer to (cross-cultural) multi-group invariance testing possibilities in R. *Frontiers in Psychology*, 10, 1507.
 11. Gumperz, John J.; Cook-Gumperz, Jenny (2008). "Studying language, culture, and society: Sociolinguistics or linguistic anthropology," *Journal of Sociolinguistics*. 12 (4): 532–545
 12. Kloss, Heinz (1976). "Abstandsprachen und Ausbausprachen" [Abstand-languages and Ausbau-languages]. In Göschel, Joachim; Nail, Norbert; van der Elst, Gaston (eds.). *Zur Theorie des Dialekts: Aufsätze aus 100 Jahren Forschung. Zeitschrift für Dialektologie and Linguistik, Beihefte, n.F., Heft 16*. Wiesbaden: F. Steiner. p. 310.
 13. Paulston, Christine Bratt and G. Richard Tucker, eds. *Sociolinguistics: The Essential Readings*. Malden, Ma.: Wiley-Blackwell, 2003.
 14. Stewart, William A (1968). "A Sociolinguistic Typology for Describing National Multilingualism". In Fishman, Joshua A (ed.). *Readings in the Sociology of Language*. The Hague, Paris: Mouton. p. 534.
 15. Tavor, T., Gonen, L. D., Weber, M., and Spiegel, U. (2018). The effects of income levels and income inequalities on happiness. *J. Happiness Stud.* 19,
 16. Verme, P. (2011). Life satisfaction and income inequality. *Rev. Income Wealth* 57
 17. Wang, P., Pan, J., and Luo, Z. H. (2015). The impact of income inequality on individual happiness: evidence from China. *Soc. Indic. Res.* 121, 413