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Language as Projector of age and Gender: An analysis of Urdu Language.

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Farhat Azeem
Department of English, Riphah International University of Lahore, Lahore, Pakistan. Email: azeemfarhat27@gmail.com
Athar Abbas (Corresponding Author)
Department of English, University of Sahiwal, Sahiwal, Pakistan. Email: atharabbasgilani@gmail.com
Mamoona Hameed
Department of English, Riphah International University of Lahore, Pakistan Email: mamoonahameed27@gmail.com
Azha Farid
Department of Foreign Language, Southwestern University of Finance and Economics, Chengdu, China.
Email: azhafarid54@gmail.com

Abstract
The main objective of this study is to investigate the role of age and gender in the choice of address forms. The idea is that age is a factor in addition to gender when it comes to address variation. 30 university students—15 male and 15 female in the current study, and each of them was asked to complete the questionnaire that comes with the additional. This work is an aim to investigate the proper and precise use of the large variety of options available to Urdu speakers for addressing people of various ages in various circumstances. Furthermore, this study demonstrates a few address terms that are culturally specific but may not have English synonyms.

Keywords: Address forms, University students (participants), Urdu language, Culture

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Introduction:

For a long time, linguists were only concerned with the form and structure of language from social context and factors effecting the language. There are various

forms that are used in speech & writing to address/call someone. Chomsky revolutionized linguistics in the middle of the 1950s and early 1960s, his theory only extended to language forms. He was considering the ideas of grammatical competence, which he defined as the capacity to produce well-formed sentences and to distinguish between grammatical and ungrammatical sentences. Human interaction is the form of address because when the speaker speaks, many other factors are implied in addition to only the word, such as his or her personality, family, status, culture, thoughts, and customs. Speakers in social order are aware of where, when, and how to express certain things. In a social order, a person acts toward other members of the group in accordance with his or her relationship to them. Because it significantly influences how we interact with others (with respectfully or rudely).

Address forms are considered a key component of influencing communication. Naeni (2011) states that, "Addressing term is one of the most important tools of Communication which is used in society". Address form is used by Xiaomei Yang (2010) to establish the Speaker's relationship. Also considered essential for effective and convincing communication are address formats. Both the contextualization of the activity and the decision on the format of the addresses are done by someone. Age, gender, social status, occupation, and economic factors include among them, the term "address form" is used in language to address someone to get their attention. And we will analyze the Urdu address form in terms of gender and age in this study.

Holmes (1992) argues that "Understanding how language is used in various social situations provides a wealth of knowledge about language functions as well as social relationships in a community." The relationship between

language and the situations in which it is used is the focus of sociolinguistics since we use various styles in various social contexts. For single people, many address forms are applied depending on the situation. This study intends to explore the relationships between the address forms used in Urdu and elements like ideology, gender, and religion as well as social, contextual, and speaker-to-speaker aspects. It will also reveal the differences in the Pakistani address styles used by men and women.

Address forms, as Murphy (1988) has beautifully put it are socially driven formula. "Linguistics forms that are used to address others can mirror complex social relations". In this study, we identify the rules and some patterns of addressing others. Mainly, the age and gender of the people who are taking part in the conversation are investigated in this study.

Research Questions:

1. What is the role of age and gender in choice of address forms?
2. What role is played by social factors in the choice of address form?

Research Objective:

The goal of this study is to investigate the sociolinguistic conventions of Urdu address forms. After reading this research article, we can now understand how people address one another in terms of their age and gender.

Review of Literature:

Gender and Sex are two different words but used for same meaning to differentiate men and women. Sex is biological word associates with male and female. And Gender is cultural meaning associates with masculine and feminine. Brown and Ford (1964) refer to the main options of address in American English as the choice of between use of First name [FN] and use of a title with

the Last Name [LN].

Form of address are words and, Phrases used for addressing. Different definitions have been provided by different researchers. Oyetade (1995) defines address terms as words or expression used in interactive, dyadic, and face-to-face situations to designate the person being talked to.

In addition, Keshavarz (2001) considers that the term of address is languishing forms that are used to addressing others. The address form is the linguistic expression that a speaker used to address others directly by their [FN], [LN], Nick name, Descriptive phrase, occupation name, title name etc.

Jule (2000) asserts that address form is a word or phrase for the person being talked to or written to. The address forms are used to indicate the relations between people and show the position, social status, and identity. People use form of address to address each other's in almost all occasions. There are of different reasons for using address terms that are given below,

- The terms are first used to bring attention to the speaker and to convince listeners of their class and professional status.
- Second, the phrases are designed to express differences in social class and respect.
- Third, the terms include indicators that reflect social data on identity, age, gender, and other factors.

Using Address forms the Speaker wants to share his/her feeling of respect, love and familarity to other people. In Urdu language different terms to the are used with respect age and gender status.

According to Al-Bainy (1996), Speaking to others usually needs thinking of the beginning of conversation/communication to others for a while. We talk or

communicate with someone we use an addressing term which he defines as, "A certain word that is used to draw the attention of the addressee and hearer."

Hudson (1980) identifies that an important dimension of variety in address terms has to do with cultural patterns that hold for some specific population in gender due to their social norms, values, beliefs and custom.

Age may also be associated with the community's speakers of all ages using age-preferential (maturity) traits. The condition and words of address forms are significant in any community for identity and thinking expression, according to Manjulakshi (2004).

According to Manjulakshi, the type of address a person uses depends on their social standing, age, and sex. Others claim that the language forms used to address others can reflect the intricate social relationships that exist between people within the speech group. The name given to a person in Muslim societies are influenced by Muslim culture. Names can be derived in a variety of ways (proper names, traditional names, nick names, titles, and professional names), and these can all change or fluctuate depending on the circumstance.

Afful (2006) made a difference between two terms 'address terms' and the 'Reference terms'. He used address terms to addresser indicate addressee by in personal encounter, Referring to the social function of address forms/terms. A form of address is to some extent a reflection of social climate.

Wardhaugh (2006) also states that a range of sociocultural variables influence the choosing of address forms. These aspects include the event, the sex, the age, the relationship with family, etc. In the Urdu language, the address forms have their unique uses for particular people under circumstances. These address formats are rich in formal, informal, cultural, and social elements.

According to Braun (1988), the usual words and expressions are utilized as the mode of address. He also made the point that when various sorts of meanings are present, the semantics of address forms might become complex. Age and gender are highly significant and helpful factors in the selection of address forms, and because of these factors, address terms vary depending on the context, the circumstance, and the speech event. Language changes depending on the speaker's social status as well as the social environment they were exposed to.

"All the world's a theater and all the men and women only players," said William Shakespeare. This phrase means that we all play the parts that have been assigned to us since we are all actors. A boy might act like a son in front of his parents and a student in front of his teacher, for instance. Therefore, duties change depending on the circumstances we are in. Like how our language and body language alter depending on the situation or setting, so do address forms.

Research Methodology:

The study of sociolinguistics variation is presented in this essay. It aims to discover how social context influences the choice of formal or informal pronouns while addressing others. To investigate how speakers' usage of personal pronouns varies depending on the age and gender of their recipients. The current research is quantitative in nature. Urdu-speaking folks make of the study's population. Results from this study were gathered using a convenience sample method. To gather the data, a variety of techniques and strategies were employed.

Questionnaire:

This study involved 30 Urdu speaking university students, 15 of whom were male

and 15 of whom were female. The subjects were divided into two groups according to the data collected in the first section of the questionnaire (male vs female). The age range for the criteria is 18 to 24. The age ranges are further divided into three categories: 25 to 30 years. The range of ages used was from 18 to 30 years, and age was collected as a group to assess its impact on the different types of address forms used. The questionnaire was given out by the researcher in accordance with an illustration equivalent to one from another study of address forms.

This type of strategy is used to collect data by asking various people questions. Aghagolzadeh and Asadpour (2010), Berger et al. (2001), Afzali (2001), Keshavarz (2001), Nanbakhsh (2011), Sommer and Lupapula (2011) all used this research methodology to gather data.

Group education is also divided up to increase the viability and effectiveness of the researcher. To determine the effect of education levels on the choice of address styles, the educational levels matric, inter, and above inter are created as a group. The participants' native tongue and regional dialect are used to obtain the data.

Data Collection:

The required information for the current investigation was gathered in two phases. In the first phase, the respondents were used to collect the data. To gather data, a questionnaire form was distributed to participants. And in the second phase, small interviews are taken from the participants who solved or answered the questionnaire. In these interviews they are asked by the address forms face to face.

The findings of this study indicate that Pakistanis use Urdu in a meaningful

context range of address forms. In their daily routines, Pakistani speakers encounter a variety of socially contextualized situations, and they choose the proper address forms based on the situation. The relationship between the interlocutors is a key when addressing someone. It reflects the level of education and the degree of relationship. Moreover, it shows the factors of power and unity among them. The results of this study show that we interact with people of all different social classes on a regular basis. Some of these interactions involve formal language use, while others involve more casual speech.

Data Analysis and Discussion:

This study involved 30 students 15 male and 15 females. So, according to their answers we will analyze the data according to their answers with Percentage. 15males are considered as 100% and 15 females are considered as 100%. According to these statistics we can analyze the data.

Address Term for Father:

The terms used in the Questionnaire are Abu, Baba, and Papa to address father.

Girls, almost 13% girls used address form Abu, 33% girls used address term Baba and 54% girls used term papa.

Boys are used to addressing their fathers 40% use Abu, 26% use Baba and 34% use the term papa to address their fathers.

Address Term for Mother:

The terms used in questionnaire are Mama, Ammi, Mama Jan.

Girls, 53% girls used the term Mama to address their mothers, 34% girls use term Ammi, and 13% girls use term Mama Jan to address their mothers.

Boys, according to survey 21 boys used the term Mama, 60 use term Ammi and 19 of the boys use the term Mama Jan to address their mothers.

Address term used For Grandfather:

In the questionnaire the terms used to address grandfather are Dadda, Daddu and Dadda Abu.

Girls, almost 40% girls used term Dadda to address Grandfather, only 6% used Daddu and 53% girls use Dadda Abu to address grandfather.

Boys, about 20% of boys used the term "dadda", 14% boys used the term Daddu and 66% boys used term Dadda Abu.

Term used for Grandmother:

The address terms used to address grandmother are Daddi, Daddo, Amma.

Girls, almost 53% of girls use the term Daddi, 13% girls use term Daddo, and 34% used term Amma to address the grandmother.

Boys, almost 73% boys use term Daddi to address grandmother, only 6% use term Daddo and 24% used term Amma to address their grandmothers from father side.

Address term used For Grandfather from Mother's side:

In the questionnaire the terms used to address grandfather are Nanna, Nannu and Nanna Abu.

Girls, almost 46% girls use term "Nanna", 21% girls use term "Nannu", and 33% girls use the term "Nanna Abu" to address the grandfather from mother's side.

Boys, almost 33% boys use term "Nanna" to address grandfather, only 7% use term "Nannu" and 60% use the term "Nanna Abu" to address their grandfather from mother's side.

Term used for Grandmother from Mother's side:

The address terms used to address grandmother are Nanni, Nanno, Nanni Ammi.

Girls, almost 50% girls use the term "Nanni", 17% girls use term "Nanno", and 33% girls use the term "Nanni Ammi" to address the grandmother from mother's side.

Boys, almost 46% boys use term "Nanni", to address grandmother, only 21% use term "Nanno" and 33% used term "Nanni Ammi" to address their grandmothers from father side.

Term used For Younger Brother:

Terms used in the questionnaire for younger brother are Bhai, Bhai jan and First name [FN].

Girls, 21% girls address their younger brother using term Bhai, 27% girls used term Bhai jan and 53% girls used first name to address their younger brother.

Boys, 13% boys used term Bhai to address the brothers, only 7% used Bhai jan and 80% boys addressing their younger brother by First name.

Term used For Elder Brother:

The terms used in questionnaire for elder brother are Bhai, Bhai Jan and First name [FN].

Girls, almost 60 % girls use the term Bhai to address their elder brothers, 27% girls are using the term Bhai Jan to address their elder brothers and 13% girls are use the First name to address their elder brothers.

Boys, almost 60% of boys use the term "Bhai" to address their elder brothers, 20% boys use term "Bhai Jan" and 20% boys use the "First name" to address their elder brothers.

Term used for Younger Sister:

The terms that are used in the questionnaire are Appi, Bahen and First name [FN].

Girls, 20% girls use the term "Appi" to address their younger sister, 6% of girls use the term "Bahen" to address younger sister and 74% girls are used to address the First name to address their younger sisters.

Boys, 6% of boys address their younger sister with the term "Appi" and 13% of boys use the term "Bahen" and almost 81% boys use the first name to address their younger sisters.

Term used for Elder Sister:

Terms used in the questionnaire to address elder sisters Appi, Bahen and First name [FN]. **Girls**, 73% girls used the term "Appi" to address their elder sister, 14% of girls used the term "Bahen" to address elder sister and 13% girls are used to address the First name to address their elder sisters.

Boys, 46% of boys address their elder sister with the term "Appi" and 33% of boys use the term "Bahen" and almost 21% boys use the first name to address their elder sisters.

Term used for Father's Brother:

Terms used in questionnaire are Chacha, Chachu and Chacha Jan to address the father's brother. **Girls,** almost 26% of girls use the term "Chacha" to address father's brother, 60% of girls use the term "Chachu" and almost 14% of girls use the term "Chacha Jan" to address the father's brother.

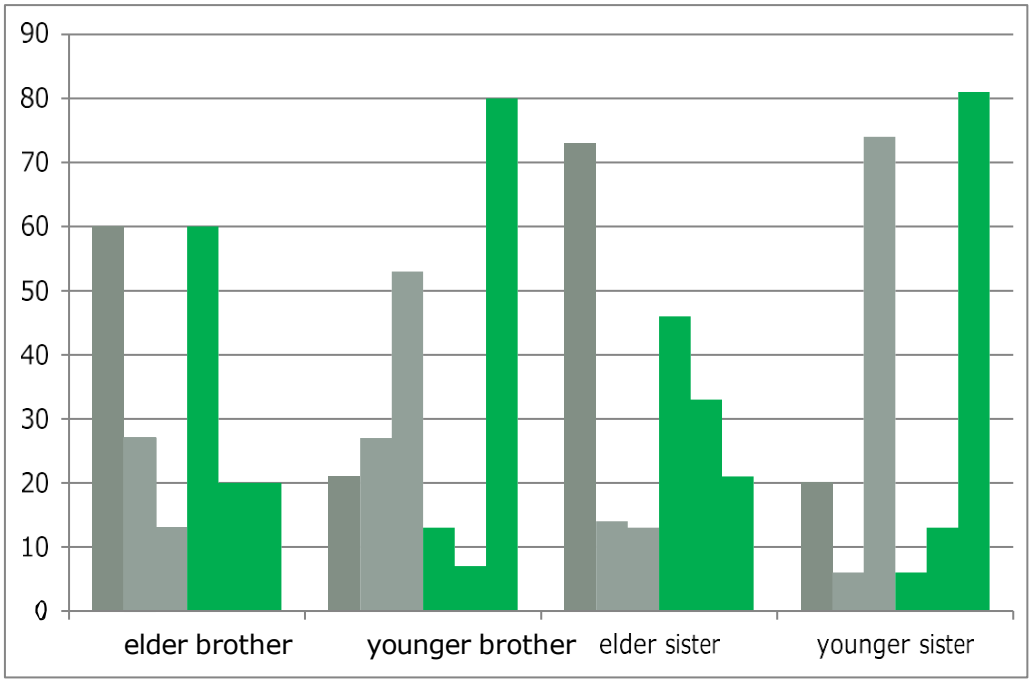
Boys, similarly, 14% boys use the term "Chacha" to address father's brother, 66% of boys use the term "Chachu" and almost 20% of boys use the term "Chacha Jan" to address the father's brother.

Term used for Father's Sister:

Terms used in questionnaire are Phupho, Phuphi, and Bua to address the father's sister.

Girls, almost 66% of girls use the term "Phupho" to address father's sister, 13% of girls use the term "Phuphi" and almost 21% of girls use the term "Bua" to address the father's sister.

Boys, similarly, 60% boys use the term "Phupho" to address father's sister, 26% of boys use the term "Phuphi" and almost 14% of boys use the term "Bua" to address the father's sister.

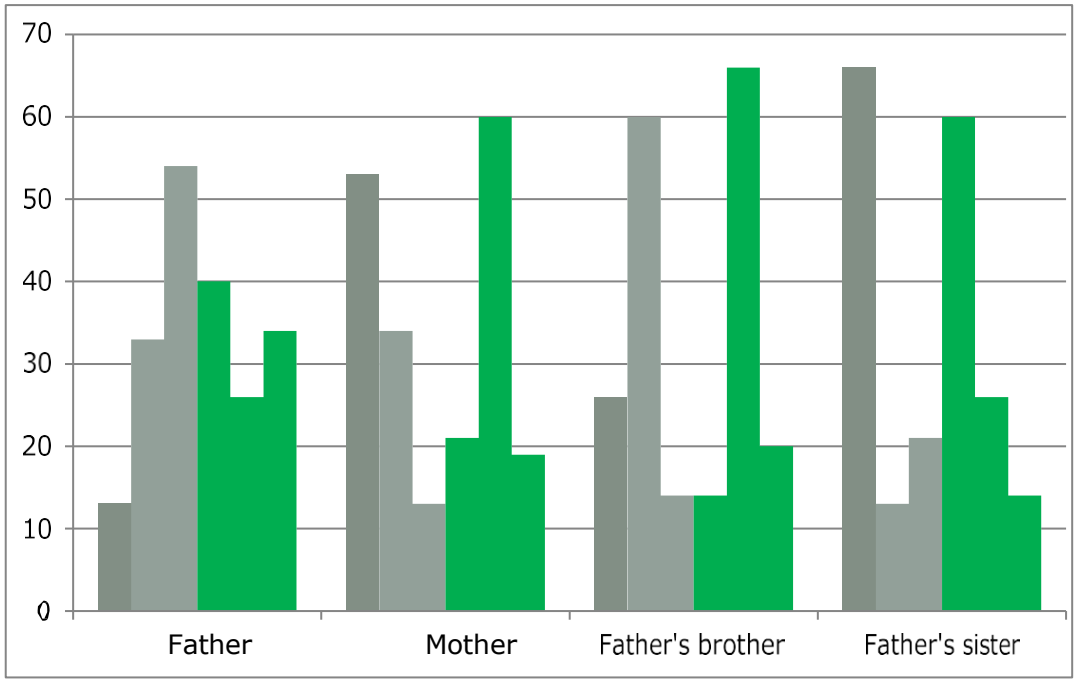


Blue color represents the answers of Females Green color represents the answer of Males.

The percentage is written on the left side of the graph on Y-axis and the relatives of the participants involved in this study are on X-axis. The series 1,2,3 represents the options given on the questionnaire paper.

Elder brother:	a) Bhai	b) Bhai Jan	c) First name
Younger brother:	a) Bhai	b) Bhai Jan	c) First name
Younger sister:	a) Appi	b) Bahen	c) First name
Elder sister	a) Appi	b) Bahen	c) First name

Graph representation with respect to Father, Mother, Father's brother, and father's sister.



Graph 2; role of age and gender in choice of address forms blue colour represents the answers of Females Green colour represents the answer of Males.

The percentage is written on the left side of the graph on Y-axis and the relatives of the participants involved in this study are on X-axis. The series

1,2,3 represents the options given on the questionnaire paper.

Your father:	a)	Abu	b) Baba	c) Papa
Your mother:	a)	Mama	b) Ammi	c) Mama Jan
Father's brother:	a)	Chacha	b) Chchu	c) Chacha Jan
Father's sister:	a)	Phupho	b) Phuphi	c) Bua

Through this comparison of graph between a family we can understand the use of address forms by the speakers in his/her relatives. This above graph makes it easier to understand the address forms.

Conclusion:

The goal of this study is to examine how age and gender affect the types of addresses that are selected in the context of a family setup. This study focuses on the way family members interact with one another. One of the elements that affects language is age (George Yule, 2009). Address terms and forms change with age. In a similar vein, gender is another important variable that influences how address formats vary. The genders of the addressee and the addresser affect the terminology used in addresses.

Education is also one of major parts and played an important role in the choice of address forms. The address terms or forms used by an educated person are different forms the terms used by an uneducated person. The purpose of these findings is to investigate the norms of sociolinguistics and address forms in Urdu language. This study focuses on the rules and patterns of address terms that people employ. In this study the data is collected in two phases. In the first phase a questionnaire is given to participants to answer the questions. And in the second phase a short interview is conducted by the researcher of the

involved participants who answered the questions of questionnaire.

The principle established by Brown and Gilman (1960), the existence of vertical sociolinguistics parameters that acknowledged power and horizontal sociolinguistics parameters that communicated solidarity through the voice of address phrases, may be connected to the current study. There are 30 students or participants in this study. The analysis of this study is described with the use of a graph. The current analysis also indicates that Urdu has a highly extensive vocabulary of terms related to family, individuals, and other social or familial relationships.

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