

Sociopragmatic Variations: Addressing Practices of Pakistani English Speakers in Multilingual Academic Setting

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Abstract

The study aims to identify the set of address forms used between Pakistani bi-/multilingual faculty members in university settings when speaking English. We highlight the impact of sociocultural and bi-/multilingual identity in English on the speakers' choices in formal and informal contexts. We have limited our data between teacher-teacher interactions through a questionnaire-survey of 90 participants. The data were analyzed through the Statistical Package for Social Sciences (SPSS) v.20; a descriptive test was performed on the obtained data along with ethnographical observation. The result indicates the impact of the cultural and pragmatic variations in the use of address forms while interacting in English. Moreover, the multilingual situation influenced the addressing forms as observed when participants selected the native language's terms of address based on symmetrical and asymmetrical contexts. The faculty interactions showed differences in the styles of communication based on the interlocutor and the situation. These findings have large implications in sociolinguistics, sociopragmatic, academic discourse, and intercultural communication.

Keywords: Address forms, Sociopragmatic, Variations, Cultural Values, Multilinguals, Teacher-teacher, Interactions.

1. Introduction

Forms of address play an important role in language and communication. The choice of proper address forms plays an important role in social interactions. Addressing practices vary across the relationships, contexts, and situations between the interlocutors. The interlocutors can establish, develop, and maintain effective communication depending on the right usage of address forms. Variations in social and cultural values cause differences in the use and choice of address terms. These differences are embedded in a series of factors that vary according to contexts, creating problems in proper usage and understanding.

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Recent decades have seen a significant increase in the focus of sociolinguistics research on social and cultural variations, particularly with regard to addressing practices that are fundamentally influenced by culture. In multilingual-cultural settings, the variety in addressing practices results in problems for speakers and the addressee. Culture impacts cognition and social organization in the communicative behavior of interlocutors. The present study focuses on forms of address in a Pakistani variety of English which can provide new information on how culture and bi-/multilingual situations affect language and communication. It becomes particularly interesting when speakers use the same language; nevertheless, using the same language does not necessarily mean speakers use it similarly. The following cultural factors of the interlocutor play an important role in the usage of forms of address reflecting their reasons, degree of formality or informality, social hierarchy, and contexts of relations.

Address forms are defined as "social action through which interpersonal and societal relations are encoded and negotiated in and across culture and languages" (Norrby and Wide 2015, 10). The research scholarship on address forms emerged in the last half-century and it has increased the literature from multidisciplinary perspectives such as sociopragmatic, sociolinguistics, theory of language, and discourse studies. Additionally, the choice of forms of address is based on communication context, the relationships between communicators, and also on social status. These components organize the social structure of interlocutors and how are they related to one another (Yule 2010).

Previous literature on forms of address focused on business organizations, media, family, and beyond (Khalil and Larina 2022; Suryanarayan and Khalil 2021; Yuryeva 2019 among others); few studies focused on academic contexts in different countries (Formentelli 2009; Soomro and Larina 2022; 2023). The present study's goal is to define the categories of address forms used in bi-multilingual Pakistani academic discourse and show the role of sociocultural contexts in their use and choice.

However, the scope of the study is to identify the main reasons for the use and choice of address forms in bi-multilingual Pakistani English in the university setting and examine the influence of sociocultural factors on the addressing practices in teacher-teacher interaction. In general, the reason we chose an academic setting is because public sector universities in Pakistan are developing hubs of multicultural and multilingual interlocutors and the second reason for selecting public sector universities was the accessibility. Therefore, investigation of address forms can help to understand what sociocultural values, social hierarchy, and modes of communication possessed by bi-multilingual faculty members in the academic particularly university settings.

It is noteworthy to mention that this study is part of a research project on addressing forms in Pakistani English in academic settings. This is a Ph.D. program focused on investigating the categories of address forms in students, teachers, and administrative staff in both the formal (the classroom/office, written application) and the informal (café, digital communication) contexts. The data is collected from Pakistan's Sindh province, and research is conducted at the Department of Foreign Languages, RUDN University Moscow. .

Pakistan is a multilingual and multicultural country. Pakistanis can speak and understand a minimum of two or more languages (Soomro and Larina 2023). Multilingual Pakistan consists of approximately

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seventy-seven languages (Eberhard et al. 2020), of which seven languages are Punjabi (38.78%), Pashto (18.24%), Sindhi (14.57%), Seraiki (12.19%), Urdu (7.08%), Balochi (3.02%), and Hindko (2.44%) are most commonly spoken and seventy are the 'other languages' (Census 2017; Rahman 2008). Historically speaking, English in Pakistan came from colonization, but since then it has been adopted as the official language of Pakistan. Additionally, universities in Pakistan use English as a medium of instruction (EMI) which has slowly contributed to the emergence of the Pakistani variety of English. Therefore, for an emerging variety, exploring forms of address can show multilinguals speakers' differences in social and cultural values in language and communication. The linguistic scenario in Pakistan varies within the regions of the provinces.

Languages in Pakistan are based on the region of the province, with dialects of regional languages. However, Urdu is the national language spoken as lingua franca among people from different regions. The division of languages can be the local/native language, the national language, and the official language (Rahman 2008; Jabeen 2020). Native languages are indigenous like Sindhi, Brahvi, Balochi, Seraiki, Punjabi, etc., but the national language of Urdu speakers increased with migration at the time of independence of Pakistan in 1947. Native speakers of the Urdu language are minor speakers (7.08%). However, it is granted the status of the national language and promoted among the indigenous people of Pakistan. Multilingual Pakistan lacks proper language planning and policy and the medium of instruction (Rahman 2008; Jabeen 2020). These language policy challenges result in the ignorance of local languages and it can hamper progressive readers in the variety of works written in other languages (Kellman 2022). Multilingual societies like Pakistan, Russia, India, and Indonesia have studied extensively sociolinguistics, in particular with discipline i.e. language planning and policy due to its role of relational social impact on people.

The study hypothesizes that instructors' communicative values and native traditions govern the use and choice of addressing practices in given contexts and their bi-multilingual background influences the socio-pragmatic variations when they communicate Pakistani English. Accordingly, these postulations are to be tested by forwarding the following questions: What types of address forms are present in the faculty (teacher-teacher interaction), and what potential sociocultural factors influence the use and choice of address forms?

2. Address theory and address practices across cultures

The main idea of address theory emerged after the work of Brown and Gilman (1960) on pronominal addressing practices. Afterwards, it became important in diverse research domains from scholars. Moreover, a noteworthy categorization of addressing practices is Braun's (1988) scheme of address forms. Addressing practice is based on theoretical foundations and the contexts they are used.

Categories of address forms based on proper names include first name, last name, second name, and full name. Kinship terms include terms that suggest biological relationships, used both literally and metaphorically. Titles reflect non-kinship positions and relations (educational, social, and organizational

positions). Nicknames and adjectival terms, derived from first names and last names, terms referring to personal characteristics, abilities, and physical appearance.

The theory has developed since its inception and now is across different contexts, both social and cultural. Addressing another person shows the speaker's culture, values, cognition, and social background. Since the inception of address theory, the theory has been widely used in different contexts such as family discourse, academic discourse, organizational discourse, etc.

Forms of address, as well as their usage, vary across cultures. Culture influences a speaker's cognition, communication, and social behavior. These factors together show differences in attitude/norms and interpersonal relations of an interlocutor while they interact despite speaking the same language. Over time, forms of address change both in connection with changes in society and language, hence, they differ in nature based on the society and speaker's cultural behavior.

Address forms have been researched and considered by linguistics in many ways: in morphological and syntactic aspects, from the point of view of a structural and grammatical composition (cf. Ozyumenko 2020; Wierzbicka 2020, Brown and Gilman 1960; Brown and Ford 1961; among many others), but in recent years, the drift has shifted into intercultural pragmatics, sociolinguistics, and intercultural studies and beyond (Khalil and Larina 2022; Yuryeva 2019; Larina and Suryanarayan 2013; to mention a few). Al-Haj Eid (2021) noticed the socio-pragmatic use of taboo language terms and he found the use of taboos does reflect the socio-cultural and religious norms of society. These studies have demonstrated several categories of forms of address that reflect different contexts such as social, cultural, values and norms, and beliefs. Apart from categories, these researchers identified the differences in preferences and the rules that regulate the usage of address forms.

Culture in a broader sense is defined as "everything that unites us and divides us or is more concretely referring to a set of shared values, beliefs, and attitudes among a group of people" (Zhang and Giles 2018, 1). Therefore, the role of culture in addressing practices is important to define social contexts (teacher-teacher interaction).

3. Socio-cognitive categorization and communication accommodation

The choice of address forms depends on the social and communicative context. The interlocutor chooses a particular category of address forms showing social relations and the context of communication. Therefore, the social cognition constructed by speakers of different backgrounds is under the influence of different cultures. Social cognition is "the shared knowledge and attitudes of a group" (van Dijk 1997, 29; Fairclough and Wodak 1997). Social cognition affects the communicative behavior of a certain community or group which is reflected in a different style of communication. The relationship between culture and social cognition develops the socio-cultural reality of communicators in different forms. Moreover, sociocultural reality contexts employ influence on the categorization process that results in differences in the semantics of these categories in various cultures changing the meanings (Larina and Suryanarayan 2013).

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Linguistic diversity is a range of linguistic groups with diverse ethnic backgrounds (Jabeen 2020). It directs the communication between the speakers and the attitude toward the interlocutor. These diversities affect the language socio-psychologically. In other words, linguistic diversity leads interlocutors to communicate accommodation. Since communication accommodation theory (CAT) inception has a wider framework interaction, therefore, in this study, bi-multilingual speakers of Pakistani English need to accommodate their speech based on the addressee, relationships, and the contexts.

Communication accommodation theory aims "at predicting and explaining many of the adjustments individuals make to create, maintain, or decrease the social distance in interaction" (Giles and Ogay 2007, 293). The theory explores the variations speakers do to accommodate their communication, the reasons for doing so, and the outcomes (ibid 2007). In other others, it is a model to explore and understand the dimensions and their interpretive importance of communication encounters. Bilingual shifts in interactions and interdisciplinary expansion of communication accommodation theory have undergone relational and identity processes in communication interactions (Coupland and Jaworski 1997). Motives of speech accommodation can be diverging and maintaining cooperation in the communication process between interlocutors.

However, in the present study, bi-multilingual speakers of Pakistani English tend to adjust communication while interacting with other faculty members to meet their communication needs. This is where the communication of faculty members expectedly goes through accommodations to develop, maintain, or decrease their social distance in the interactions.

4. Data and methods

This empirical study employed interdisciplinary theoretical foundations on multilingualism in the Pakistani context (Rahman 2008; Jabeen 2020), cultural studies (Hofstede 1991), cultural linguistics (Sharifian, 2017), social cognition and organization (van Dijk 1997; Fairclough and Wodak 1997; Larina and Suryanarayan 2013), communication accommodation theory (Giles and Coupland, 1991; Gallois et al., 2005; Giles and Ogay 2007; Zhang and Giles 2018 to mention few), cross- and intercultural pragmatics (Keszkes, 2014; Wierzbicka 2020), and theory of address forms (Braun 1988; Formentelli, 2009 to name few).

The notion of variation analysis was introduced by William Labov (1972). Variationist linguists' approach holds an important place in the scholarly domain. It is important in linguistics variation and the social functions of language to the emergence of sociolinguistics and anthropological linguistics (Gordon 2013). Sociolinguists focus on bi-multilingual speakers' linguistic variations where languages are used for distinct functions (Holmes 2001). The variation in the language used to show or develop a particular social identity in particular contexts (ibid). Labov (2001) observed stylistic variations in formal and informal dimensions, socialization based on social status, and the larger speech community of speakers.

Therefore, we have focused on sociocultural aspects that vary in different languages in social context, stylistic variation, and attitudes about linguistic variables on the choice of address forms in academic discourse in Pakistani English.

The study is designed to define the set of forms of address used in an academic setting and to explore sociocultural reasons for choosing an address form and its role in different contexts (situational, social, and cultural). The special focus is on the choice of contexts to study symmetrical and asymmetrical relationships and the level of formality and informality among the faculty members. The study uses purposive sampling for data collection by following a mixed method of quantitative and qualitative approaches. The mixed method simplifies the analysis method and helps researchers to find suitable outcomes for the study.

The participant information shows that a total of ninety (n=90) respondents filled out the survey. The study used purposive sampling for data collection as it enhanced the analysis method and suitability of results. Regarding gender fifty were male (55.6%) and forty (44.4%) female. A wide range of experience from one to twenty-seven (1-27) years was noticed, interestingly, with the highest experience ranging between five to ten (5-10) years. Faculty participants aged between twenty-seven to above forty (27 to 40 or above). The gathered demographic data reveals the faculty members have a wide range of academic environment experience and were highly acquainted with professional and academic norms.

The linguistic background of faculty participants' reveals only six (6.7%) respondents were bilinguals, whereas, eighty-four (93.3%) respondents were multilinguals. The data reveals that the majority of participants in the study were bi-multilingual, speaking different languages like Sindhi, Urdu, Punjabi, Balochi, Brahui, Seraiki, etc. However, the address forms were borrowed namely from Sindhi and Urdu. Bi-multilingual/s in our study means an individual with the ability to understand and speak two or more languages.

In this study, the term '*native*' is used as a holistic expression for reference to all languages. In the obtained data of the study, it was noticed that forms of address were loaned from mainly Sindhi and Urdu. Consequently, the umbrella term '*native*' was also used for holistic coverage of loaned forms of address from local languages. The linguistic information of the study is interesting and important since more linguistic diversity can enrich the findings of the study.

The academic qualification of the respondents ranged from PhDs (48.9%), MPhil/MS (40.0%), and BS (11.1%). This information can help the study investigate the role of symmetrical and asymmetrical contexts and the level of informality and informality between the faculty members. The data information of participants reveals diversity in ethnography, languages, experience, and educational qualifications can be important factors per the main focus of this paper.

The data set is based on the investigation of address forms through the questionnaire adapted from Larina and Suryanarayan (2023) as a primary tool for the data collection. Moreover, a review of existing literature and ethnographic observation have also been opted. A sample of address forms was defined for a better understanding and to get desired outcomes from the respondents (see appendix).

The questionnaire consisted of two parts. Part 1 gathered demographic, linguistic, and educational information about the participants, presented in statistical tabular forms in the findings. Part 2 included fifteen questions aimed at finding forms of address in different university settings. The contexts included the department/office (formal contexts), and the tea hall, cafeteria, and dining hall (informal contexts).

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The questionnaires were filled out by the university faculty belonging to different public sector universities. The names of universities are kept anonymous for ethical considerations. The questionnaire was created in the Google form and shared online.; volunteer participants consented to fill out the questionnaire..

Pakistani faculty in higher educational institutes commonly functions in both symmetrical and asymmetrical relations. Faculty, in general, is classified as '*junior*', '*senior*', and same-level '*peer*' colleagues. These hierarchies are from the date joining their duties and years of teaching experience. However, it is noteworthy to mention that junior, senior, and peer hierarchies reflect in the addressing practices in faculty interactions. Thus, this study's goal was to explore address forms used to show social hierarchy exists and functions in symmetrical and asymmetrical relations based on different formal and informal contexts.

The analytical scheme of categorization is essential for exploring address forms; for that purpose the study followed Braun's (1988) analytical scheme of addressing. Numerous researchers who examine address forms across cultures have extensively employed the scheme, which primarily consists of nominal addresses. The scheme adopted mainly includes five categories from Braun; however, if any new category emerged based on the collected data it was added to the scheme (see Appendix).

Analysis of the questionnaire data was run through SPSS v.20. Part 1 findings were measured in the descriptive statistics form. Part 2 data in forms of address were analyzed utilizing descriptive percentage and frequency. The quantitative analysis helped to determine the frequency of use and choice of certain address forms, showing the respondents' preferences for the use in given contexts. Qualitative analyses were performed on the description of forms of address specifying their socio-cognitive and semantic contexts from ethnographic observation and literature. The qualitative analysis provides clarity in identifying forms of address either belonging to English or native languages or may result in hybrid address forms.

To understand how culture is affecting the choice of address forms. The study results were analyzed on identified categories of address forms used by faculty. The analyzed results in faculty are explained in the following order: names, honorifics, endearment terms, kinship terms, titles, caste, and zero address forms (see Table 1). The study is based on top-down (senior faculty) and bottom-up (junior faculty) contexts. These dimensions express the social hierarchy and how cultural dimensions' function in faculty.

The study focuses on different contexts and attempts to answer the following questions:

- i. What categories of forms of address are used by bi-multilingual Pakistani English speakers in academic discourse?
- ii. What social and cultural factors impact teacher-teacher interaction in the choice of different address forms in the formal and informal contexts?
- iii. Why frequently do teachers use native address forms and how pragmatically do they differ from English?
- iv.

5. Findings: Addressing practices in faculty interactions

The results show that faculty members use names, honorifics, terms of endearment, kinship terms, titles, caste, and zero address forms. Moreover, the results on forms of address categories demonstrate that the members use both English and native borrowed forms of address while addressing each other. The relationships, contexts, and frequency of the usage are explained further in the discussion section.

The data analysis shows first names were used often 35.9 (%) in informal contexts, whereas the use decreased in formal situations (27.8%). Quite interesting results as expected were decreased use to 5.6 (%) first names for the senior faculty in formal contexts, and it further decreased in the informal contexts (3.3%). This trend of decreased use of first names for senior faculty is obvious to show respect by not addressing them by their first names (see discussion). Among peer faculty, the use of (30.3%) of first names increased showing intimacy in informal contexts. However, it decreased a little in formal contexts. Overall, the use of first names remains an intimacy indicator between junior and peer faculty, however, it is discouraged to take senior faculty's first name to show respect.

Honorifics were the most frequently used category of address forms among faculty. For junior faculty English honorifics 'sir/madam/miss/ma'am' increased in formal situations (45.5%). This use decreased in informal contexts to 40.6 (%). On the other hand, honorifics for senior faculty are the most frequently used 75.5 (%) in formal contexts and with little decrease in informal contexts (71.6%). Additionally, the native language address form *sain* (in Sindhi) 'honorable' was used 3.5 (%) in informal situations for senior faculty. For peer faculty honorifics 53.3 (%) used 'miss/ma'am' and 'sir + FN' and 'madam + FN' from English honorifics in formal contexts were employed, whereas, it decreased use in informal contexts (40.0%).

The usage of endearment forms 'dear/dear + sir' use is consistent with increased use in formal context for junior faculty 8.9 (%) showing closeness and care for the junior interlocutor. It decreased in informal contexts (5.5%). Moreover, for junior faculty, the use of 2.2 (%) of native language *pyara* (in Sindhi) 'beloved' was noticed in the results. The use of 'dear + sir' for senior faculty (5.5%) in formal contexts decreased in informal contexts to 3.1 (%). For peer faculty in formal contexts, 4.4 (%) was used and it decreased in informal situations. The use of 'dear' is a variant based on the addressee and the relationships between interlocutors. When used for junior faculty it shows care and affection, for seniors 'dear + sir' indicates respect and intimacy in the relations, with peers' using 'dear' only in formal contexts (4.4%) without adding the name or honorific.

The finding in the study material is the use of kinship terms among faculty while interacting in university settings. Native languages kinship terms *ada / bha* (in Sindhi) *adi* (in Sindhi) and *bajee* (in Urdu) 'sister' 4.1 (%) were noticed in formal contexts for junior faculty. However, in informal contexts (4.4%) were used. English kinship term 'sister' (2.2%) was also noticed for junior faculty in a formal context. 7.4 (%) were used for peer faculty and junior faculty.

Interestingly among all is the use of the native kinship term *beta* (in Urdu) 'son' for junior faculty by senior faculty in interactions indicates intimacy as close as blood relations for the junior faculty. Whereas,

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senior faculty 3.7 (%) native language kinship terms *ada / bha* (in Sindhi) ‘brother’ used in formal contexts. These uses highlight the presence of closeness as close in blood relations.

Titles used in the study data show the use of 3.1 (%) hybrid titles *i.e. Dr + sahib / saab* for junior faculty only in informal contexts. Originally, *sahib / saab* was used during colonial times to show respect with an emphasis on the distance of status. The use of *sahib / saab* means ‘sir’ is common for an addressee. For senior faculty, the hybrid uses of 5.5 (%) *Dr + sahib / saab* were also noticed. This usage indicates that interlocutors with seniors maintain distance by adding *sahib / saab* with titles. Peer faculty used 4.2 (%) in informal contexts. However, no titles were used in formal contexts with any faculty members in any symmetrical or asymmetrical relations.

Caste as an address form between faculty members is a noteworthy category. The use of caste in interlocutors is diverse based on the addressee, their relationships, and situations (for details see discussion). Between junior faculty, caste is used at 5.7 (%) of their interaction in informal contexts and it decreases little in formal contexts (4.5%). The use of caste for junior is a marker of intimacy. Though it was used rather less commonly (see Table 1) however, it can be noticed that senior faculty ranged between 2.2 (%) in formal contexts and 3.2 (%) in informal contexts. The less use of caste for seniors indicates respect while addressing. For peer-level faculty it is used at 5.9 (%) in informal contexts, which is a gesture of closeness and mutual understanding, however, it decreased a little in informal contexts (4.2%).

The last category identified was the use of zero address forms. The usage of zero address forms ranged in the frequency point of view from 9.1 (%) to the lowest (4.5%) for all faculty juniors, seniors, and peers in different formal and informal contexts. However, the study results show faculty restricted to English greetings (e.g. hi/hello) along with attention seekers (e.g. excuse me) and they avoided nominal address forms.

Table 1: Address forms usage frequency in faculty interactions

Forms of address category	Identified forms of address	Faculty Relationships and Contexts						
		Junior		Senior		Peer		
		*F %	*Inf %	F %	Inf %	F %	Inf %	
Names	First names	27.8	35.9	5.6	3.3	23.4	30.3	
Honorifics		45.5	40.9	75.5	71.6	53.3	40.0	
	English	<i>Sir/madam</i> <i>miss/ma'am/sir + FN/madam + FN</i>	45.5	40.9	75.5	68.1	53.3	40.0
	Native	<i>sain</i> (Sindhi) 'honorable'	0	0	0	3.5	0	0
Endearment terms			8.9	5.5	5.5	3.1	4.4	3.1
	English	<i>Dear / dear+sir</i>	8.9	3.3	5.5	3.1	4.4	3.1
	Native	<i>pyara</i> (Sindhi) 'beloved' (for males)	0	2.2	0	0	0	0
Kinship terms			6.3	4.4	3.7	4.4	5.6	7.4
	English	<i>Sister</i>	2.2	0	0	0	0	0
	Native	<i>Ada / aha /</i> (Sindhi) 'brother' <i>Adi / baje</i> <i>jee</i> (Sindhi/Urdu) 'sister' / beta (Urdu) 'son'	4.1	4.4	3.7	4.4	5.6	7.4
Titles			0	0	0	0	0	0
	English	<i>Dr / junior</i>	0	0	0	0	0	0
	Native	<i>Dr + sahib / saab</i>	0	3.1	0	5.5	0	4.2
Caste forms of address		<i>Qureshi, Soomro, Jamali, etc.</i>	4.5	5.7	2.2	3.2	4.2	5.9
Zero address forms	English	<i>Hi/hello / excuse me</i>	7.0	4.5	7.5	8.9	9.1	9.1
Total			100.0		100.0		100.0	

*F=Formal, *Inf=Informal

6. Discussion

In line with the results, in all of the settings investigated, Pakistani faculty use various categories of address forms to communicate with one another. The analysis of address forms among faculty while speaking English shows variations in different situations based on their relations. Among all honorifics and names seem to be the most frequent categories. However, noticeable differences are observed in their priority and frequency. For example, the faculty used first names highlighting intimacy and closeness in relations is frequent (39.5%) for juniors, but it decreased to a noticeable level (3.3%) for senior faculty, where (30.3%) between peers.

The results reflect that faculty relationships are demonstrated in preference of different forms of address based on the addressee and relations. These features indicate variations in modes of communication between faculty. These results validate the past studies that claim that address practices function as indicators of culture and cognition (Larina and Suryanarayan 2013).

To explain the power and distance relationships between faculty members in different modes of communication. The study material analysis revealed the differences relating to social distance and power distance (see Hofstede 1991). In Pakistani cultural values, solidarity (horizontal distance), and deference

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(vertical distance) for seniors (in age and status) are parameters to define communicative values. Additionally, the two scales are used in this study to understand the cultural values reflected in faculty interactions and to know their function.

The use of various categories of address forms by faculty members reflected these differences in their communicative values. For instance, the use of hybrid titles like *Dr + sahib / saab*. Originally, the *saab / sahib* form is from the colonization period used for Europeans due to their higher social status and office bearers of that era in the sub-continent. This usage of *sahib / saab* demonstrates the relationships between faculty based on power and distance. The use of 'Dr' is solidarity (horizontal distance) being a faculty member. However, the addition of *saab / sahib* is the difference (vertical distance) which is considerable power characterization in interactions. In faculty communication, they preferred to add native *saab / sahib* to make comfortable the addressee while communicating in English. Consequently, these usage indicates the differences as asymmetrical relationships. Thus, maintaining social and power distance and at the same time indicating respect and honor for the addressee is a typical native cultural influence on the social organization of Pakistani faculty's interactions. Therefore, teachers' interactions adhere to the proper usage of addressing strategies to enhance and develop mutual respect and relationships.

Another question in the study is concerned with the following: To what extent does faculty years of experience affect their choice of address forms in the preferences in formal and informal contexts? The findings reveal that address forms employed by faculty adhere to formal and informal situations in symmetrical and asymmetrical relationships. For instance, senior and peers' faculty members use (75.5%) of honorifics in formal contexts and (71.6%) in informal contexts to demonstrate honor and respect. The choice of honorifics as the most frequently used category indicates that cultural values have influenced Pakistani faculty's choice of address forms. The most interesting to mention is the use of native *sain* (in Sindhi) 'honorable' as a token of increased honor and respect for senior faculty in informal situations. The use of English honorifics is acceptable in formal contexts, but both junior and peer faculty also used of native address form *sain* (in Sindhi) 'honorable'. Interestingly, the use of 'sir + FN' (e.g. *Sir Hassan*) or 'madam + FN' (e.g. *Madam Mahwish*) indicates preferences in the hybrid address forms choice as a strategy (respect + intimacy) between faculty.

The multilingual situation demonstrates that faculty use both English and native language address forms in different contexts. The preference for the use of English in certain contexts indicates the faculty's Anglicized behavior and educational background. On the other side, at the same time, Pakistani faculty's interactions demonstrate reliance on the usage of native address forms to compensate for what English lacks. As a result, the usage of native language address forms highlights that they preferred making the addressee comfortable by addressing in native forms. This tendency prevails in faculty members because they consider native terms to show increased intimacy, respect, and communicative values in comparison to English. For instance, kinship terms from the native language as *ada / bha* (in Sindhi) 'older brother' or *adi* (in Sindhi/ *baji* (in Urdu) 'older sister', and *beta* (in Urdu) 'son' indicate their preference of native terms of address. Additionally, the use of *sain* (in Sindhi) 'honorable', and *pyara* (in Sindhi) 'beloved'

demonstrate native language terms of address by the participants a typical Pakistani mode of communication.

Overall, the results demonstrate the influence of culture and the bi-multilingual situation on faculty's use and choice of addressing practices. The study validates the hypothesis that socio-cultural values are fixed in faculty interactions. The influence is expressed in variations of using a variety of address forms by faculty in their conversations relying on formal and informal contexts in the multilingual academic setting.

7. Concluding remarks

To sum up, we explored the practices of addressing in Pakistani academic discourse with a focus on the categories of address forms and their socio-pragmatic usage by Pakistani university instructors in different social and situational contexts. The study defined the set of address forms used in an academic setting by Pakistani university faculty and demonstrated the impact of social and cultural characteristics on the use of address forms. The results show that faculty members when speaking in Pakistani English use hybrid categories of address forms in both native and English to express their values in different modes of communication.

This paper provides some new facts about the impact of context, identity, and culture on addressing practices and their variations from a socio-pragmatic perspective in multilingual settings. The study contributes to socio-pragmatics, discourse studies, sociolinguistics variations, and intercultural communication. In future research, we aim to explore addressing practices of faculty members in public and private universities and how they negotiate or represent their cultural, social, and gender identities through the use of address forms. These prospective areas would help contribute to the increasing research on address theory, academic discourse, interactional communication, and linguaculture identity construction.

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التنوع البراغماتي الاجتماعي: أساليب مخاطبة الآخرين التي يستخدمها الباكستانيون الناطقون بالإنجليزية
في بيئة أكاديمية متعددة اللغات

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الملخص

تهدف الدراسة إلى التعرف على مجموعة أشكال العناوين المستخدمة بين أعضاء هيئة التدريس ثنائيي اللغة في البيئات الجامعية عند التحدث باللغة الإنجليزية، وتركز على إبراز تأثير الهوية الاجتماعية والثقافية وثنائية اللغة في اللغة الإنجليزية على اختيارهم في السياقات الرسمية وغير الرسمية، وقد حددنا بياناتنا بين تفاعلات المعلم والمعلم من خلال استبانة مهمة إكمال الخطاب (DCT) لـ 90 مشاركاً. حُلَّت البيانات من خلال الحزمة الإحصائية للعلوم الاجتماعية و (SPSS) وتم إجراء اختبار وصفي 20 على البيانات التي تم الحصول عليها جنباً إلى جنب مع المراقبة الإثنوغرافية. وتشير النتيجة إلى تأثير الاختلافات الثقافية والبراغماتية في استخدام نماذج العناوين أثناء التفاعل باللغة الإنجليزية. علاوة على ذلك، أثر الوضع متعدد اللغات على أشكال العنونة من خلال اختيار مصطلحات اللغة الأم بناءً على السياقات المتماثلة وغير المتماثلة، وأظهرت تفاعلات أعضاء هيئة التدريس اختلافات في أساليب الاتصال بناءً على المحاور والوضع، وهذه النتائج لها آثار إلى حد كبير في علم اللغة الاجتماعي، والبراغماتية الاجتماعية، والخطاب الأكاديمي، والتواصل بين الثقافات.

الكلمات المفتاحية: أشكال العنونة، البراغماتية الاجتماعية، الاختلافات، القيم الثقافية، تعدد اللغات، المعلم-المعلم، التفاعلات.

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Appendix: Analytical scheme of category

Sr. No	Names	Terms of Address	
1	Names	<i>First Names</i>	Azhar, Abbas, Mehwish, etc.
2	Titles	Dr. Engineer., etc.	
3	Honorifics	Sir, madam, ma'am, saab/sahib ' <i>sir</i> ' (in Sindhi/Urdu), sain (in Sindhi) ' <i>honorable</i> ', etc.	
4	Kinship terms	Ada / bha ' <i>brother</i> ' (in Sindhi), adi ' <i>sister</i> ' (in Sindhi), bajee (in Urdu) ' <i>sister</i> ' etc.	
5	Endearments terms	Dear, dear + sir, pyara ' <i>beloved</i> ' (in Sindhi), etc.	
6	Caste forms of address	Bhutto, Talpur, Jamali, Soomro, Rajper, etc.	