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Использование форм обращения в пакистанском английском в университетской среде: обращение преподавателей к непреподавательскому составу

Мухаммад Ариф Соомро

Аннотация. Цель данного исследования - определить типы форм обращения, используемых преподавателями университетов в адрес непреподавательского состава в пакистанской академической среде при общении на английском языке. Научная новизна исследования заключается в попытке проследить влияние родного языка и культуры на формы обращения, используемые в пакистанском варианте английского языка. Полученные результаты позволили выявить различные категории форм обращения, используемых преподавателями в адрес непреподавательского состава, такие как термины почтения, термины, связанные с профессией, имена собственные, термины родства и ласкательные термины. Были выявлены как английские формы обращения, так и обращения, заимствованные из родных языков. Результаты показали, что используемые преподавателями обращения находятся под влиянием местных ценностей, что привело к смешению английских и местных терминов обращения, необходимых коммуникантам для достижения определенных прагматических целей. Таким образом, полученные результаты в очередной раз подтверждают влияние социокультурных норм и ценностей на коммуникацию, что способствует формированию вариантов английского языка.

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The Use of Pakistani English Address Forms in an Academic Setting: University Teachers to Non-Teaching Staff

Muhammad Arif Soomro

Abstract. The aim of this study is to identify types of address forms used by university teachers for the non-teaching staff while speaking English in a Pakistani academic setting. The scientific novelty of the study lies in the attempt to trace the impact of native language and culture on the forms of address used in Pakistani English. The results obtained have revealed different categories of address forms used by teachers for the non-teaching staff such as honorifics, occupation-related terms, first names, kinship terms and endearments. The address terms were English as well as borrowed from the native languages. The results revealed that address practices used by teachers are under the influence of local values resulted in the mixing of English and native terms of address necessary for some pragmatic purposes. Thus, the results obtained further strengthen the claims that socio-cultural norms and values affect communication and promote the formation of the varieties of English.

Introduction

Address forms have been defined as linguistic expressions used by an interlocutor to designate an addressee in interpersonal and face-to-face situations (Afful, 2006). The relevance of the study is in line with the variations in the address forms that create complexity in addressing practices. Address forms are under the influence of sociocultural factors and contexts between interlocutors, consequently, their relevance is worth investigating.

Sociolinguists got interested in addressing forms since the beginning of research in the area by R. Brown and A. Gilman (1960). Their study mainly focused on dimensions of power between communicators in pronominal address forms, however, this study focuses on nominal address forms. Several contrastive studies across cultures on address forms in the sociocultural contexts confirm the claim scholars usually make that understanding the complex relationship between the discourse and society is accomplished more fully and naturally by combining linguistic and social

aspects (Водак, 2006). Exploring how interlocutors use address forms in different social contexts gives an abundance of information about the language functions, also about the social relationships in a community (Holmes, 1992). To the best of our knowledge, no such study has been conducted in this direction in Pakistani English in the academic setting. Moreover, this new data on the address forms may reveal further research domains on Pakistani English in different settings.

To solve the problem of complexity in addressing practices that can cause misunderstandings and miscommunication between interlocutors some tasks were set. The first task was to identify the categories of address forms in Pakistani English in an academic setting; the second task was to investigate what factors determine the choice of an address form in academic discourse.

The research methods used in the study are mixed methods of quantitative and qualitative paradigms with an exploratory research design in line with the social constructivist approach. The data is collected through the use of an eclectic approach based on open-ended questionnaires and ethnographic observation with an interdisciplinary theoretical framework. Moreover, discourse analysis was used as a linguistic method. The participants were university teachers from public sector universities located in the Sindh province of Pakistan. A total number of 90 teachers filled out the questionnaires. The data were analyzed in both descriptive statistics and qualitative interpretation. Pilot testing was performed on the questionnaire along with informed consent and participation was voluntary.

The higher administrative staff is considered as the head of the department (HOD) or chairperson, dean, vice chancellor, or rector, whereas the lower administrative staff ranges between basic pay scale (BPS) 1 to 16 grades in the selected universities.

Theoretical background mainly focuses on sociolinguistics, pragmatics, and intercultural communication. The study followed the interdisciplinary theoretical framework of cultural studies (Hofstede, 1991; Wierzbicka, 2020), language and communication (Gladkova, Larina, 2018), cultural studies (Sharifian, 2017), and address forms (Brown, Gilman, 1960; Ozyumenko, 2020; Wierzbicka, 2020; Suryanarayan, Khalil, 2021; Khalil, 2021).

Language and communication vary across cultures. Cultural keywords and cultural semantics focus on language and culture interchange (Gladkova, Larina, 2018). Another study analysis of address forms found that social and cultural contexts vary in different settings and communicative styles based on the hierarchy (Khalil, 2021). Moreover, addressing practices have fundamental features of communication; misunderstanding between communicators could bring negative and destructive impressions (Kamehkhosh, 2021). Address forms are indicators of social, cultural, and communication attitudes based on interlocutors' contexts and status. Therefore, it is essential to avoid any miscommunication with a speaker that may result in an unwanted impression on the addressee. Address forms also display the communicator's social and cultural identity. We communicate with addressees based on different roles that define their identities. Address forms are considered reflectors of identity and social reality. They may express respect for elders which is particularly important in Eastern cultures (Suryanarayan, Khalil, 2021), as well as emotive and other attitudes (Khalil, Larina, 2022).

Thus, the practical significance of this study is to provide social and cultural aspects of Pakistani English speakers' identity, values on language, and communication behavior. The implication of the results can be used in English as a second language (ESL) and intercultural communication. Moreover, this study can be of practical significance for teachers and non-teaching staff in universities for effective communication in daily conversations and can improve their relationships by choosing an appropriate address form.

Results and Discussion

The data analysis shown below is based on the open-ended questionnaire and ethnographic observation. The teachers frequently use both English and native language forms of address, in result creating hybrid address forms to match their socio-cultural and pragmatic needs. The findings are presented both statistically and qualitatively. The numerical data has been analyzed through SPSS v.20 and ethnographic observation was useful being a faculty member and member of the investigated population.

Teachers addressing the higher administrative staff

The most frequent address form for the higher administrative staff is honorifics (74.7% and 36.7% in written applications). In oral interactions, teachers used *Sir*, *Sir + first name*, and *Madam/Ma'am* for respective genders. The use of honorifics is a popular trend and communicates dignity for the addressee. On the other hand, in written applications, teachers' use of honorifics decreases to 36.7% (see Table 1). They used *Sir/Madam* in written form and avoided using first names for the higher administrative staff. Teachers preferred to use honorifics to show honor and preferred to use them in their communication in different contexts. The use of honorifics by teachers for the higher administrative staff is adherence to the educated background and shows that the cultural impact of honoring another person is more important in communication. Instead of keeping professional relationships, teachers' cultural values have more influence in addressing another person despite being in an academic setting.

Interestingly, 35.6% of teachers use the occupation/profession-related address forms, such as *chairperson* or *head of the department*, *dean*, and *vice chancellor*, in the application written to the higher administrative staff. However, the respondents' use of occupational/professional forms of addressing in oral interactions decreased to 8.8%.

It is noteworthy to mention that in oral interactions, teachers add *sahib/sahiba* (Sindhi and Urdu) 'worthy' to the occupation-related category of an address form. Teachers' preference for using the occupation/profession category shows formalities and adherence to professional behavior in communication. It indicates professional identity and rank/status-oriented interactions between interlocutors. Hence, teachers tend to use more professional address forms in written communication than oral interactions, which aims to reflect their socio-cultural behavior in communication.

Another finding showed that teachers used endearments with honorifics (17.7% in written communication, 8.8% in oral interactions). The use of *Dear + FN (first name)*, *Dear + Sir/Madam* was noted in oral interactions, however, *Dear + Sir/Madam* was prevalent in written communication. The use of endearment by teachers is different based on the contexts that generally show mutual care, intimacy, and friendliness. Whereas the addition of the first name with endearment in oral interactions indicates more intimacy and understanding of a higher administrative rank. Hence, the use of endearments in both settings demonstrates the socio-cultural values among interlocutors adding honorifics with endearments. This use is unique to the Pakistani identity of communicators and their cultural values.

Titles were also noticed in the analyzed data. Teachers used titles in 10.0% of written and 7.7% of oral forms of communication. Teachers' choice of *Dr* (Doctor of Philosophy, Ph.D.), *Dr + sahib/sahiba*, and *Dr + FN* in general shows respect and honor, intimacy together, and indicates the importance of the social structure of the society among them. Moreover, the use of titles by teachers demonstrates a less intimate relationship and more distance in different contexts of communication due to personal affiliation, resemblance, and dissimilarity towards the higher administrative staff.

Thus, to sum up, Pakistani university teachers rely on several categories of address forms, generally adding different categories to show the semantic and pragmatic uniqueness due to socio-cultural effects.

Table 1. *Teachers addressing the higher administrative staff*

Forms of address (in oral interactions)	%	Forms of address (in written applications)	%
Sir, Sir + FN and Madam, Ma'am	74.7	Sir, Madam	36.7
Chairperson, Chairperson + sahib/sahiba (Sindhi and Urdu) 'worthy', Dean	8.8	Chairperson, Dean, Vice Chancellor	35.6
Dear + FN, Dear + Sir and Madam	8.8	Dear + Sir, Dear+Madam	17.7
Dr + sahib/sahiba (Sindhi and Urdu) 'worthy'	7.7	Dr + FN	10.0
Total	**100.0**	**Total**	**100.0**

Teachers addressing the lower administrative staff

While addressing the lower administrative staff, Pakistani teachers use a variety of addressing practices, the most frequent are *Sir + FN* and *Madam + FN* (44.5%). These two *Sir* and *Madam* and *Ma'am* borrowed from the English language are the most frequent address forms used to convey respect and formality. Teachers' addressing the junior administrative staff by adding first names is common practice while interacting (see Table 2). The first names with honorifics, e.g. *Sir Mujahid* or *Madam Ambreen* are common, as the use of 'Sir' demonstrates respect and formality, and the use of the first name demonstrates intimacy. Teachers want to be respectful as well as close to showing respect for the lower staff. This complex use and choice of addressing are observed due to sociocultural differences between interlocutors.

The use of the first name shows the closeness between interlocutors in general. However, Pakistani university teachers preferred first names to indicate some formality and distance. This use of dual semantics simultaneously is unique between Pakistani interlocutors in academic settings. The use of endearment with the first name was also noticed at 8.9%. The use of endearment showed intimacy with the lower staff. Another finding was noted regarding profession-related address forms. The usage of (7.7%) addressing forms such as clerk, computer operator, and peon for a lower staff rank is also noticed. It is observed that teachers prefer a variety of addressing practices while interacting with the lower administrative staff.

A noteworthy finding among all is the use of kinship address forms for the lower administrative staff from native languages while interacting in English. The kinship forms of address were noticed at 16.6% for the lower staff. Teachers used the native terms *ada* (Sindhi), *bhai* (Urdu) 'brother', and *adi* (Sindhi), *baji* (Urdu) 'sister'. The usage of kinship terms showed understanding and closeness as blood relatives. These usages indicate semantic and pragmatic differences in English. For instance, the use of the native kinship terms *ada/bhai* 'brother' and *adi/baji* 'sister' is more culturally sensitive and serves as an indication of closer mutual closeness and cohesion. The analysis of native addressing practices is personally observed by the author as a member of the same community and culture. Thus, the usage of kinship terms showed increased intimacy and formality in academic settings.

In accordance with the findings, it is explicit that Pakistani university teachers adhered to socio-cultural values and reflected identity in the use and choice of address forms. However, some nominal variations were observed in the preferences for oral interactions and written communication with the higher and lower administrative staff. The findings showed the socio-pragmatic differences between English and native address forms when addressing the higher status staff. Whereas, while addressing the lower staff the tendency of using kinship terms and first names was frequently used. This finding reveals that English and native language address forms have local socio-pragmatic differences under the influence of interlocutors' culture.

Table 2. *Teachers addressing the lower administrative staff*

Forms of address	%
Sir + FN, Madam/Ma'am + FN	44.5
First name (FN)	22.3
Dear + FN	8.9
Clerk and computer operator, peon	7.7
Native forms of address	
Ada (Sindhi), bhai (Urdu) 'brother', adi (Sindhi), baji (Urdu) 'sister'	16.6
Total	**100.0**

Conclusion

Thus, we come to the following conclusion that honorifics, first names, terms of endearment, profession/occupation-related terms, and kinship terms are the frequently used categories of address forms in Pakistani English. However, a noteworthy finding was the use of kinship terms to show more courtesy for the lower administrative staff. Moreover, university teachers use address forms based on tier socio-cultural background and it influences the use and choice of addressing practices in Pakistani English.

To sum up, the study finds variations in socio-pragmatic meanings and functions in different contexts. The results reveal that teachers would adhere to sociocultural values in communication behavior and construct a hybrid identity in the use and choice of addressing practices. From the findings, it is evident that teachers borrow some native address terms by adding them to the English ones, which creates a mixed pattern of address forms. Hence, the study highlighted some socio-cultural peculiarities in addressing practices in Pakistani English.

The implications of the study are in intercultural communication, socio-pragmatics, identity, and communicative ethno-style. The findings have limitations in the material, further research needs to be conducted on teacher-student interactions in natural settings.

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Информация об авторах | Author information

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Мухаммад Ариф Соомро[1]
[1] Российский университет дружбы народов, г. Москва;
Университет инженерии, науки и технологий Куэйд-э-Авам (QUEST), Навабшах-Синд, Пакистан

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Muhammad Arif Soomro[1]
[1] Peoples' Friendship University of Russia (RUDN University), Moscow;
Quaid-e-Awam University of Engineering, Science and Technology (QUEST), Nawabshah-Sindh, Pakistan

[1] *muhammadarif@quest.edu.pk*