

การส่งเสริมกลวิธีทางวัจนปฏิบัติศาสตร์ในการปฏิสัมพันธ์ในห้องเรียน
ที่เรียนภาษาอังกฤษในฐานะภาษากลาง

SUPPORTING INTERACTIONAL PRAGMATICS STRATEGIES IN ENGLISH
AS A LINGUA FRANCA CLASSROOM INTERACTION

พิกุล กุลสว่าง¹ แอริค เอ แอมเบเล²

Pikul Kulsawang¹ Eric A. Ambele²

¹สาขาวิชาภาษาอังกฤษ มหาวิทยาลัยราชภัฏอุบลราชธานี

¹Department of English, Ubon Ratchathani Rajabhat University

²สาขาวิชาภาษาอังกฤษ มหาวิทยาลัยมหาสารคาม

²Department of English, Mahasarakham University

Corresponding Author, E-mail: Pikul.msu@gmail.com

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บทคัดย่อ

ภาษาอังกฤษในยุคโลกาภิวัตน์ส่งผลกระทบต่อภาษาศาสตร์ประยุกต์ในมุมมองที่น่าสนใจและท้าทายต่อการพัฒนาทักษะทางการปฏิบัติของผู้เรียนภาษาอังกฤษเป็นภาษาที่สอง โดยเฉพาะในห้องเรียนที่มีภาษาและวัฒนธรรมที่หลากหลาย ความเชี่ยวชาญในการใช้ภาษาอังกฤษเป็นภาษาที่สองจึงมีเชื่อมโยงข้องกับการเข้าใจภาษาเท่านั้น แต่ยังเกี่ยวข้องข้องกับการใช้กลยุทธ์ที่มีประสิทธิภาพเพื่อส่งเสริมความเข้าใจในการสื่อสารระหว่างผู้พูดอีกด้วย ดังนั้นการเข้าใจถึงความเหมาะสมต่อการใช้กลยุทธ์โดยตระหนักถึงเวลาและวิธีการที่เหมาะสมของผู้เรียนแต่ละบุคคลเป็นสิ่งจำเป็นและมีประโยชน์อย่างยิ่งต่อการสนทนาในห้องเรียน การสื่อสารอย่างมีประสิทธิภาพหมายถึงความเข้าใจในการใช้กลยุทธ์ในการสื่อสารเพื่อหลีกเลี่ยงความผิดพลาดในขณะสนทนา โดยเล็งเห็นความสำคัญของกลวิธีทางวัจนปฏิบัติศาสตร์เพื่อช่วยให้ผู้สนทนาบรรลุและเข้าใจความหมายที่แท้จริงขณะสนทนายาร่วมกัน

บทความวิชาการนี้ได้ทำการศึกษาความแตกต่างทางกลวิธีทางวัจนปฏิบัติศาสตร์ เพื่อนำมาปรับใช้ในกระบวนการเรียนการสอนในห้องเรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ จากการศึกษาพบว่า กลวิธีทางวัจนปฏิบัติศาสตร์ไม่ได้เพียงแค่ช่วยแก้ไขปัญหาด้านการสื่อสารในห้องเรียนเท่านั้น แต่ยังให้ความสำคัญเกี่ยวกับการตระหนักถึงวัฒนธรรมที่หลากหลายของผู้ใช้ภาษาที่มีความแตกต่างกัน ดังนั้นควรสนับสนุนให้นำกลวิธีทางวัจนปฏิบัติศาสตร์ไปใช้ในชั้นเรียนที่มีการปฏิสัมพันธ์โดยใช้ภาษาอังกฤษในฐานะภาษากลางเพื่อช่วยให้บรรลุและเข้าใจความหมายที่แท้จริงขณะสนทนาร่วมกัน

คำสำคัญ: การส่งเสริม กลวิธีทางวัจนปฏิบัติศาสตร์ การปฏิสัมพันธ์ที่ใช้ภาษาอังกฤษในฐานะภาษากลาง

Abstract

The rise of English as a global language and its impact on applied linguistics has introduced intriguing and challenging perspectives on developing the practical skills of second language learners, especially in classrooms with diverse linguistic and cultural backgrounds. Proficiency in using English as a second language involves understanding the language itself and employing effective strategies to facilitate communication between speakers. Therefore, it is crucial to comprehend the appropriateness of these strategies and when and how learners should use them with different individuals. One aspect of communication involves strategic behavior, which becomes necessary when breakdowns in communication lead to misunderstandings or lack of understanding. Addressing such communication issues highlights the interconnectedness of various interactional pragmatic strategies (IPs) that assist participants in achieving mutual comprehension. This academic paper explores the different IPs to reshape the teaching and learning processes in classrooms where English is taught as a foreign language. Through a detailed analysis of IPs, it has been revealed that certain strategies not only help overcome communication obstacles within classroom interactions but also provide insights into the cultural nuances of English usage and its users. Based on these observations, specific IPs that should be promoted as essential strategies in English as a lingua franca classroom are discussed.

Keywords: Interactional Pragmatic Strategies, English as a lingua franca, EFL classrooms

Introduction

English has become a global language, taking on various forms and functions in diverse contexts. As English is used for worldwide communication, speakers from different linguistic and cultural backgrounds have increasingly adopted it as a lingua franca, facilitating global interactions (Kecskes, 2014; Lloret, 2019). Consequently, the number of non-native English speakers has been growing, using English as an international and lingua franca (Ambele & Boonsuk, 2020). However, this phenomenon has raised concerns about how English can be effectively used in English as a Foreign Language (EFL) classrooms to achieve mutual understanding. Based on this phenomenon, teachers and students have a more profound comprehension and professional development of Interactional Pragmatic Strategies by contributing to the professional development of both teachers and students. It delves into the exploration of IPSs among interactants to support mutual understanding. Therefore, this study is poised to yield practical outcomes that will enhance the comprehension of IPSs in managing communication breakdowns and improving classroom interaction. Thus, given the increasing importance of English as a global communication, educators and academics are exploring ways to guarantee effective teaching methods in English as a Foreign Language classes. The intention is to promote mutual comprehension among individuals from diverse linguistic backgrounds. The global use of English as a lingua franca prompts inquiries into how it is applied and taught in specific educational contexts (Inkaew, 2018).

Pragmatic strategies are crucial in addressing communication breakdowns and should be promoted as essential in EFL classrooms. These strategies need to be reconsidered from a methodological perspective that acknowledges the learning and teaching of a modern global language. Therefore, pragmatic strategies in English as a lingua franca (ELF) should be seen as a field of inquiry that requires empirical analysis from both linguistic and sociolinguistic perspectives (Stilwell Peccei, 1999; Yule, 1996).

The present academic paper highlights the pragmatic strategies and practices employed by speakers from diverse linguistic backgrounds to facilitate mutual comprehension. It emphasizes the importance of adopting a multicultural approach and rethinking the learning and teaching of a global language from different methodological perspectives. Communication is increasingly intercultural, involving individuals with different native languages communicating in a common language while representing various cultures (Kecskes, 2014). Therefore, studying pragmatic strategies in ELF becomes crucial for resolving communicative breakdowns.

However, integrating pragmatics into EFL classrooms poses challenges. Limited social contexts within the classroom restrict opportunities for pragmatic practice. Classroom discourse, being institutionalized, creates power imbalances between teachers and students, resulting in limited interactive situations for students (Lloret, 2019). Students' and teachers' predefined rights and obligations dictate interactions. Consequently, specific speech acts and discourse practices rarely occur in language classrooms, such as rejecting requests from the teacher, offering, or insulting. Even when these speech acts do occur, the social factors of familiarity and power dynamics remain fixed. Therefore, it is vital to introduce a variety of authentic contexts, situations, and power dynamics into the classroom to allow students to practice different interactive situations with various interlocutors and for different purposes.

The challenges posed by globalization have reshaped the approach to learning L2 pragmatics. There are various perspectives on how pragmatic competence in a second language develops. One strategy to enhance communication and address breakdowns is using interactional pragmatic strategies (IPS). IPSs are strategies employed to overcome conversation breakdowns and serve as linguistic resources teachers and students can utilize (Cutting & Fordyce, 2021). Understanding the suitability of these strategies and when and how learners should use them in the L2 context (Pitzl, 2015). Therefore, speaking English effectively involves knowing the language and employing strategies that facilitate communication (Chiang, 2009). Strategic behavior becomes essential when

communication breakdowns occur due to misunderstanding or lack of understanding (Mauranen, 2012; Cogo, 2012). Awareness of deliberately employing these strategies can positively influence the language classroom, which mirrors the characteristics of a globalized society where English is the primary communication medium (Chiang, 2009). Consequently, studying interactional pragmatic strategies becomes key to understanding language classroom interaction, and it plays an integral role in the professional development of second language learners (Walsh, 2011).

Pragmatic Strategies in ELF Discourse

The section discusses pragmatic strategies employed in English as a Lingua Franca (ELF) communication to achieve comprehension and signal non-understanding. Cogo and Dewey (2012) highlighted that negotiation can occur with or without explicit indications of trouble, depending on the source of trouble (Post-Trouble Source or Pre-Realizations). In the case of a post-trouble source, Bremer (1996) noted that a mismatch needs to be match locators to reach a mutual understanding. Thus, being aware of this mismatch becomes crucial, and initiating a negotiation strategy can help resolve the issue of non-understanding. Varonis and Gass (1985) proposed a widely used negotiation model, consisting of four components: trigger, indicator, response, and optional reaction, to understand non-understanding. The trigger refers to the utterance that creates the problem, while the indicator is the signal that indicates there is a problem. The following example illustrates the trigger occurring in the first turn and the indicator in the second turn:

A: What is your name?

B: My name?

A: Yeah (Varonis & Gass, 1985)

Furthermore, Schegloff, et al. (1977) claimed that in many cases, non-understanding is immediately addressed following the trouble-source turn, referred

to as repair initiation in the next turn. The following conversation exemplifies this sequence:

Frieda: This is nice, did you make this?

Kathy: No, Samu made that

Frieda: Who?

Kathy: Samu (Schegloff, et al., 1977)

In the above example, the indicator of repair, "Who?" is positioned immediately after the source of trouble, which is the utterance "No, Samu made that". Schegloff, et al. (1977) provided this as a typical example to explain the initiation of a repair sequence.

Wong (2000) and Schegloff (2000) further explored the repair issue in subsequent turns. In the following example, Wong (2000) demonstrated how Beth (a native speaker) and Lin (a non-native speaker) discuss a friend's long journey from California to Montreal with a baby:

Beth: So, they were gonna go all the way to Montreal in nine days

Lin: Oh

Lin: Nine days?

Beth: Yeah

Lin: Jeesus (Wong, 2000)

According to the conversation above, the repair initiation occurs when Lin, a non-native speaker, repeats a part of the second turn, "nine days?" The trouble-source turn becomes problematic when the speakers compare it with prior knowledge that the nine days will be spent in a car with a baby. Varonis and Gass (1985) provided a list of four verbal indicators, including echo, explicit statement of non-understanding, no verbal response, and inappropriate response, as illustrated below:

1. Echo

Rising intonation

A: What is your name?

B: My name?

A: Yeah

2. Explicit statement of non-understanding

A: Are you a student in your country?

B: In my class?

A: In your country?

B: Oh, I don't understand

A: OK, OK so what did you do in your country?

3. No verbal response

A: What is your purpose for studying English in Ann Arbor?

B: Silence

A: What is your purpose for studying English?

4. Inappropriate response

A: Are you a student in your country?

B: In my class?

A: In your country (Varonis & Gass, 1985)

Varonis and Gass (1985), Schegloff, et al. (1977), and Wong (2000) emphasized that these indicators are the elements that help identify non-understanding and comprehend the four verbal indicators.

IPSs in ELF Discourse

This section focuses on interactional pragmatic strategies (IPSs), which encompass the strategies employed to address communication breakdowns, as these strategies are crucial within the language classroom, serving as potential linguistic resources for

teachers and students to utilize in language use (Hedge, 2000). These strategies for effective communication in English as a Lingua Franca (ELF), with an emphasis on how researchers have examined speech acts in an interaction-sensitive manner by attending to perlocution explicitly in the sequence. The section also encompasses previous studies on Interactional Pragmatic Strategies (IPSs) in ELF pragmatics research, both in EFL classrooms and general contexts.

One study by House (2003) examined the interactions of international students at the University of Hamburg. The analysis revealed a lack of discourse markers such as "well" or "I think" when students initiated or completed a new turn. A distinct aspect of turn-taking was observed, wherein a student would repeat the previous student's comment while indicating acceptance and understanding. Another common feature was the frequent use of conjunctions like "and" and "but" when starting a turn.

Meierkord & Christiane (2000) analyzed conversations among overseas students in Great Britain. The results showed that pauses often occurred to facilitate the transition to the next exchange, especially at the end of a conversation. Participants tended to prefer discussing safe topics like meals and life in hostels rather than more complex issues. They also avoided dwelling on a topic for too long and employed politeness strategies such as standard formulae in openings and closings, backchannels, simultaneous talk, and sentence completions.

These studies highlighted the importance of interactional negotiation and cooperation for successful ELF communication, supporting the notion that ELF communication is cooperative and mutually supportive. Backchannels, such as verbal and non-verbal signals like "mhm," "yeah," "uh huh," and "right," were identified by Cogo (2012) as prompts for further discussion or clarification on specific subjects.

Bjorkman (2011) explored simultaneous speech, where speakers and listeners converse simultaneously to clarify something before it leads to misunderstanding. Utterance completion, where a second speaker continues the previous speaker's

utterance, was another strategy for supporting conversation. These collaborative productions demonstrated active involvement and a desire to keep the conversation going, emphasizing the degree of cooperation among participants in facilitating mutual comprehension.

Additionally, Cogo (2012) noted that the lack of shared knowledge in ELF communication due to participants needing to rely on an established set of mother tongue norms could lead to misunderstandings and a block in the intelligibility process. The non-naiveness of participants facilitated the co-construction of meaning in the pursuit of mutual intelligibility.

Furthermore, the reviewed studies by Taguchi and Ishihara (2018) revealed a trend related to various facets of pragmatic approaches in ELF communication. Maiz-Arevalo (2017) focused on phatic expressions in online discussions among graduate students of different nationalities, while Metsa-Ketela (2016) analyzed the use of general extenders (vague expressions like "stuff like that") to indicate uncertainty, save face, and organize discourse. These pragmatic strategies, including discourse markers, phatic expressions, and general extenders, enable ELF speakers to communicate and manage interactions effectively.

Moreover, communicative effectiveness has been explored in problem-solving strategies besides discourse markers. Studies have investigated how ELF speakers employ IPSs to negotiate meaning, support comprehension, and establish common ground. The focus in ELF pragmatics goes beyond traditional interlanguage pragmatics research, emphasizing interactional competence and how speakers construct mutual understanding while dealing with miscommunication and non-understanding.

Various studies have identified strategies for communication difficulties in ELF interactions (Sato, et al., 2019). Self-repair, as a common strategy for improving clarity, involves using self-corrections to address linguistic errors, particularly when the errors impede understanding. Björkman (2011) developed a taxonomy of self- and other-initiated repair strategies based on ELF data and analyzed code-switching as a

compensatory strategy in Facebook postings. Repair has been observed as a co-constructed interactional achievement involving stages such as trigger (cause of non-understanding), indicator (listener's indication of non-understanding), response (speaker's attempt at repair), and reaction (confirmation of problem resolution).

Furthermore, collaborative repair has been demonstrated in studies by Watterson (2008) and Hynninen (2011), where repair is constructed through turn-taking and sometimes involves third-person intervention. Raisanen (2012) addressed the multimodal dimensions of repair work, showing how semiotic resources like gestures, gaze, body postures, and artifacts contribute to shared understanding in ELF interactions. These findings underscore the cooperative and meaning-driven nature of ELF interactions, where mutual understanding is co-constructed and monitored turn by turn through communication strategies to increase explicitness and resolve problems.

Additionally, studies by Zhu (2017) and Zhu & Boxer (2021) explored concurrent speech, floor-taking, turn-taking, and disagreement as communication strategies. These strategies, often called interactional pragmatic strategies by ELF scholars, contribute to effective communication in ELF contexts.

Thus, pragmatics has guided the direction of ELF research by addressing the mutual cooperativeness that characterizes ELF interactions. Studies in ELF pragmatics have focused on understanding how non-native speakers of English communicate with each other. These studies inform ELF pragmatics research by expanding its focus beyond politeness notions predominantly studied in L2 pragmatics (Taguchi & Ishihara, 2018). ELF pragmatics should further investigate how speakers employ discourse tactics, conversation moves, and communication strategies to support smooth interaction and joint meaning-making. The example in Figure 1 illustrates some isolation and corroborative strategies from previous works, highlighting the core role of pragmatics in ELF research.

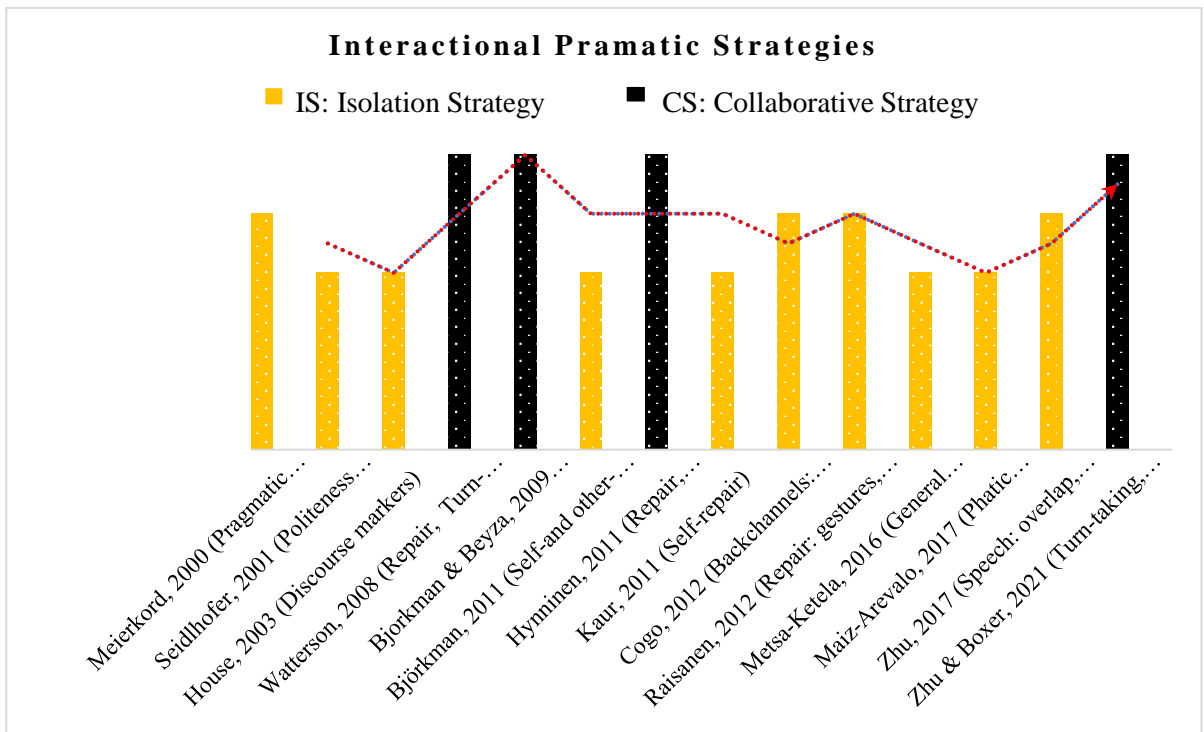


Figure 1. Trends in Interactional Pragmatic Strategies (Taguchi & Ishihara, 2018)

Figure 1 demonstrates that many studies have examined the use of different strategies. However, nowadays, scholars tend to focus on the collaborative strategy, which means more than one strategy. The trend from this review points out that the gaps, novel insights, and unresolved issues identified provided a roadmap for researchers to propel the field forward. This comprehensive review contributed a snapshot of current knowledge, charted a course for future investigations, identified gaps, and leveraged the strengths of systematic approaches.

Regarding the apology strategy in Thailand, Chiravate (2019) studied Thai English as a Foreign Language (EFL) learners' perception of offense context and apology strategies compared to native English speakers. The study unveiled variations in the perception of offensive environments based on cultural background. Nevertheless, the study revealed that Thai English as a Foreign Language (EFL) learners who had significant exposure to the language they were learning exhibited more similarities in their utilization

of apology tactics than native speakers. Khanapornvorakarn and Gadavanij (2022) investigated the utilization of the term "sorry" by Thai flight attendants who are non-native English speakers when declining requests during in-flight services. The study examined the semantic patterns, approaches, and practical application of the word "sorry" in these instances of refusal while also considering the impact of contextual elements and situational circumstances.

Kanchina and Deepadung (2019) conducted a study to examine the request modifications employed by Chinese learners of Thai in comparison to native Thai speakers based on the request strategy. The study classified and characterized the types of external and internal modifications exhibited by the participants. It was discovered that both common and unique modification types were observed in both groups. Khamkhien (2022) examined how Thai students conveyed refusals in various communication situations, considering the social standing of the person they were interacting with. Examining the responses uncovered variations in linguistic expression, with the frequent use of indirectness and a mixture of direct and indirect approaches. Pan (2022) used a corpus to analyze the politeness tactics of intermediate-level EFL learners whose first language is Thai in English conversation. The results indicated a tendency to choose the negative politeness super-strategy, with a restricted variety and predictable patterns in politeness techniques.

In addition, Boonsuk and Ambele (2019) examined apology and request strategies. The study examined the various rejection methods used by Thai university students studying English as a Foreign Language (EFL). The study identified explicit and implicit refusal strategies, noted the lack of further elements in refusals, and discovered two novel sub-strategies. Zhang, et al. (2019) examined the progression of pragmatic proficiency in Thai university students studying business as a major in their English as a Foreign Language (EFL) program. The study demonstrated a notable enhancement in the ability to use language effectively in real-life situations among students in their third year

of study. This development was attributed to explicit instruction, the use of textbooks, multimedia input, and the student's level of language proficiency.

These previous studies offered valuable insights into the strategies used in different circumstances within English as a Foreign Language (EFL). They highlighted the impact of cultural background, immersion in the target language, individual characteristics, and instructional factors on learners' ability to use language appropriately in social situations. The results have consequences for language and cross-cultural communication instruction, indicating the significance of successful teaching interventions and practical guidance to improve learners' practical skills in various language learning settings.

In addition, the results of these studies highlighted that language instructors can gain from this research by integrating its findings into their pedagogical practices. Instructors can enhance their students' pragmatic competence by crafting lessons considering cultural considerations, individual characteristics, and language exposure. For effective cross-cultural communication, it is crucial to understand how different cultures handle requests and apologies. The results of this study raise people's consciousness about cultural differences, which in turn allows those engaging in international communication to modify their approaches to communication to be more effective and courteous.

Characteristics of IPS in ELF Discourse

This section provides an overview of Interactional Pragmatic Strategies (IPSs) used in English as a Lingua Franca (ELF) communication to address non-understanding and achieve mutual understanding to resolve communication breakdowns. Nine key concepts exist for Interactional Pragmatic Strategies (IPSs), namely repetition strategy, rephrasing strategy, repair strategy, let it pass, code-switching strategy, politeness strategies, adjacency pairs, overall organization of conversation, and negotiation. The following will provide explanations for the strategies (Srikrai, 2020).

The repetition strategy involves repeating an utterance multiple times during a conversation to ensure clarity. Over-accommodation, on the other hand, refers to an excessive concern for clarity or amplitude when constantly repeating utterances (Cogo, 2009).

A rephrasing strategy, or paraphrasing, is an alternative way for speakers to express or restructure preceding or proceeding ideas to enhance clarity and comprehensibility (Kaur, 2010).

The repair strategy has been studied in various ways within English Language Teaching (ELT). The repair sequence model analyzes different types of repairs, such as self-initiated self-repair, self-initiated other-repair, other-initiated self-repair, and other-initiated other-repair. This strategy helps understand corrective features in classroom settings (Schegloff, et al., 1977).

Let it pass is employed when misunderstanding is essential or not in communication, and ignoring it when it is not considered significant for the immediate purposes of the communication (Firth & Wagner, 1997).

The code-switching strategy involves the alternation of language choices in conversation. It has been studied under various terms, such as crossing, translanguaging, and language shifting. These terms reflect different approaches to studying the phenomenon. Translanguaging refers to the dynamic and functional use of two languages in bilingual contexts. In contrast, language shifting describes bilingual behaviors adopted in specific contexts where one language is not exclusively spoken. (Poplack, 1980)

Politeness strategies are employed to establish and maintain social relationships, acknowledge and respect others' self-image and feelings, and avoid face-threatening acts. Brown and Levinson's politeness theory emphasizes the universal characteristic of respecting each other's expectations regarding self-image (Coppock, 2005).

Adjacency pairs are paired utterances such as question-answer, greeting-greeting, offer-acceptance, and apology-minimization. They play a role in local management and conversation turn-taking, determining the following speaker (Muhammad, 2018).

The overall organization of conversation involves different levels of organization, from local (turn-taking and adjacency pairs) to overall organization that organizes the entire exchange within a specific conversation type (Doehler & Pochon-Berger, 2015).

Negotiation can occur explicitly when trouble is indicated or implicitly without explicit signals. It involves seeking a better understanding of the speaker's intended meaning and the listener's understanding to address a mismatch and resolve non-understanding. The negotiation model proposed by Varonis and Gass identifies four parts: trigger, indicator, response, and optional reaction (Varonis & Gass, 1985).

Therefore, understanding IPSs contributes to a more holistic view of their characteristics and enhances existing knowledge. The choice of IPSs depends on the social distance and power relation between speakers. Greater social distance often leads to more indirectness, while less social distance reduces negative politeness and indirectness. Social distance is influenced by familiarity, status, role, age, gender, education, class, occupation, and ethnicity.

Pedagogical Reflections of IPSs in the Classroom

The data collected from observing Interactional Pragmatic Strategies (IPSs) in English as a Lingua Franca (ELF) communication during natural interactions can have valuable implications for pedagogical reflections and practices. These strategies can be applied and taught in language classrooms, contributing to developing new teaching approaches and course syllabi. These approaches focus on learners' competence in using IPSs in academic contexts or in dealing with topics relevant to multicultural environments and diverse communication goals.

Practically speaking, classroom practices can enhance repair strategies and resolve communication breakdowns to achieve mutual understanding. This can involve techniques such as asking for clarification, repetition, rephrasing, and allowing pauses. Various conversational and negotiation strategies can be introduced and practiced in the classroom, including managing turn-taking, backchanneling, and initiating topics. Learners

can be provided with real examples of data and asked to identify discourse strategies that aid in constructing meaning or hinder intelligibility. Strategies to overcome communication problems can be suggested to make learners aware of the dynamics of bilingual and multilingual interactions in English. Additionally, the data from IPSs can help convey the idea of the hybridity and flexibility of the English language in contemporary multilingual societies, as well as the importance of negotiating multiple identities and becoming familiar with different voices.

However, the relationship between IPSs, ELF, and English Language Teaching (ELT) is more complex than it appears. Incorporating empirical work on ELF in language pedagogy requires teachers, teacher training institutions, employing institutions, textbook producers, and curriculum and assessment development bodies should critically examine and revise their theoretical and methodological frameworks in response to the globalization of English.

The Implications of the Academic Research

IPSs effectively communicate in many contexts using English as a lingua franca; it is essential to have a detailed understanding of pragmatic strategies. IPSs, which embody the learner's dynamic and situation-specific communication strategies, challenge conventional teaching approaches that may have been developed with a more inflexible, native-speaker-centered perspective. Given the ever-changing nature of English as a worldwide language, educators and researchers may have to modify and create new teaching methods to effectively include and tackle the various practical strategies used by non-native English speakers in different linguistic and cultural settings within English as a Foreign Language (EFL) classrooms. This transition signifies the changing nature of English language instruction in response to the evolving global communication requirements. It also highlights recent trends in research on teaching pragmatics in the ELF context, the features of IPSs, and proposes interconnected pedagogical principles. Although this observation has limitations, a general trend in studies explicitly using "IPSs"

as a key term suggests that IPSs are effective strategies for resolving communication breakdowns.

Moving forward, future studies on IPSs and ELF should consider the findings of the reviewed studies to bridge the gap and uncover the complexities of IPSs and ELF negotiations. This can serve as a foundation for research-based ELF pedagogy. Future research should expand research-based ELF pedagogy to the database of ELF pragmatics features beyond the ones examined in the reviewed studies (speech acts in interaction, communication strategies, and rapport-building tactics). More studies are needed to examine linguistic forms in ELF interactions for negotiating interpersonal meaning. Researchers can focus on frequently occurring forms using linguistic corpora to analyze how global English speakers naturally use conversational patterns to describe language use within communication practices. By studying these forms of interaction, researchers can reveal characteristics of ELF interactions, such as flexibility and adaptability, through a pragmatic lens. This study has the potential to substantially impact the field of English as a Foreign Language instruction in multiple ways. Firstly, identifying frequently recurring forms involves researchers concentrating on commonly used language patterns and expressions in worldwide English contexts. In an English as a Foreign Language classroom, this identification assists educators in comprehending the linguistic components that are crucial for successful communication in authentic contexts.

Furthermore, examining conversational patterns, the study of how people communicate offers valuable insights into the subtle variations in language usage across various situations and interactions. EFL instructors can incorporate interactional pragmatic strategies into their teaching methods, guaranteeing that students not only grasp grammatical patterns but also develop the competence to traverse various conversational contexts. Furthermore, comprehending the attributes of ELF interactions, which focuses on analyzing English as a Lingua Franca (ELF) interactions, enables researchers to reveal qualities such as flexibility and adaptability. Within the EFL classroom, this comprehension can guide instructional approaches that prioritize

flexibility, equipping students to effectively interact in the classroom with others from diverse linguistic origins. Furthermore, the research emphasizes the need to analyze these forms pragmatically, examining how language is used in specific contexts. In English as a Foreign Language teaching, adopting a pragmatics perspective involves placing equal importance on grammatical correctness and the suitable and contextually appropriate application of language. Finally, incorporating research discoveries into teaching methods signifies that the findings from such research can be integrated into the design of the English as a Foreign Language curriculum, the development of teaching materials, and the implementation of teaching techniques. Teachers can customize pragmatics with their methods to align with the actualities of worldwide English usage, guaranteeing that students are adequately equipped for varied communication situations.

Overall, the research approach outlined contributes to English as a Foreign Language teaching by offering valuable insights into the pragmatics of the practical and contextual aspects of language use in global English interactions. Acquiring this knowledge can improve the efficiency of language instruction, aligning it better with the practical communication requirements of the real world and promoting the development of a more flexible and proficient generation of English language learners.

Conclusion

In conclusion, this study illustrates how IPSs have challenged traditional approaches to teaching pragmatic strategies in the context of English as a Foreign Language. This academic paper explores Interactional Pragmatic Strategies (IPSs) in the context of English as a Lingua Franca (ELF) communication, specifically in English as a Foreign Language (EFL) courses. The emergence of English as a worldwide language has presented obstacles and potential for language learners and educators. This study highlights the importance of IPSs in managing communication breakdowns, promoting mutual comprehension, and dealing with challenges from different linguistic and cultural backgrounds. The investigation of pragmatic techniques, including negotiation, repair,

code-switching, and politeness strategies, provides insight into the complex nature of communication in environments where English is used as a lingua franca. Moreover, this study highlights the necessity of adopting a multicultural approach and reconsidering teaching approaches to include genuine contexts, multiple power dynamics, and distinct interactional scenarios in language courses. An analysis of IPSs in various cultural and linguistic settings, including Thailand, China, and Great Britain, provides a detailed comprehension of how language learners utilize and interpret these strategies. This study also proposes practical uses of IPSs in language courses, focusing on pedagogical considerations. Strategies for enhancing repair, negotiation, and overall communication competence are proposed, focusing on real-world examples and active student engagement. The information obtained by studying IPSs in real-life interactions is a great asset for creating innovative teaching methods and adjusting curricula to cater to the changing requirements of language learners in diverse settings. This paper contributes to the current discussion on IPSs by thoroughly examining their features, patterns, and uses in ELF communication. Given the increasing global importance of English, it is crucial to understand and effectively teach pragmatic strategies deeply. This is necessary to promote meaningful intercultural communication and mutual understanding in the diverse field of English language education.

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