Pragmatics of Teaching Intercultural Communication in EFL Classrooms: An Analysis of Inquiry Patterns among Arab International Students

Muhammad Zeeshan[1], Imdad Ullah Khan[2], Aftab Ahmed[3]

[1]PhD Scholar, Department of English, International Islamic University, Islamabad, Pakistan.

[2]Assistant Professor (Corresponding author), Department of English, University of Swat, KP, Pakistan. Email Address: Imdad.Khan@uswat.edu.pk
ORCID: https://orcid.org/0000-0002-7933-901X

[3]Qurtuba University of Science and Technology, Khyber Pakhtunkhwa, Pakistan. ORCID: https://orcid.org/0000-0001-9869-5522

Abstract

Pakistan welcomes international students from diverse backgrounds, who grapple with navigating English or Urdu for academic and daily interactions. This study focuses on the unique challenges faced by Arab international students in learning English. Employing a mixed-method approach, this study examines the experiences of 30 adolescent participants (20-23 years old) enrolled in a private language institute in Abbottabad, Pakistan. Data collection incorporates role-playing activities, a 5-point Likert scale questionnaire, and structured interviews with English teachers. This study uncovers a strong emotional and religious attachment among Arab students towards Arabic, impacting their perception of English as a purely secular language. This impedes their English proficiency development and hinders the teachers' efforts to treat English as just another language. Additionally, structural differences between Arabic and English, coupled with challenges in understanding interrogative sentences, present substantial communication barriers. These findings illuminate the crucial role of employing pragmatic tools and teaching strategies to enhance English acquisition for students from diverse cultural and linguistic backgrounds. This study concludes by exploring the pedagogical and policy implications of these findings, emphasizing how a pragmatic approach fosters intercultural understanding within language education.

Keywords: Arab student, pragmatics, EFL classroom, intercultural communication, interrogative, questioning techniques, vocabulary

1. Introduction

There exist two distinct types of speech acts based on their function. First, direct speech acts occur when there is a clear correspondence between the structure of a sentence and its pragmatic function, while indirect speech acts lack such a direct connection. Within the domain of speech acts, questioning can manifest in both direct and indirect forms. As articulated by Austin, the analysis of a speech act requires

differentiation between its locution and illocution (Tulgar, 2016). Locution involves the precise words used by the speaker and their inherent semantic significance, whereas illocution (or illocutionary force) encompasses the action performed by the speaker through the utterance—whether commanding, inquiring, offering, promising, threatening, thanking, and so forth.

The central focus of this inquiry is the examination of interrogation techniques employed by learners of English as a Foreign Language (EFL), particularly those hailing from Arab backgrounds. The process of attaining English proficiency for Arab students, typically aged between 20 and 23, under the tutelage of non-native educators, presents a significant challenge. A key factor contributing to this challenge is the specific educational and cultural context of Arab-speaking regions (Qadha et al., 2021). In Pakistan, EFL teachers exhibit proficiency in language teaching (Al-Harbi & Ahmad, 2022). Consequently, it is intriguing to explore the interactions between these two stakeholders in a multicultural setting and their impact on English language acquisition.

This study specifically delves into the interrogative act, a pivotal component of all forms of communication, including academic discourse. In EFL settings, a deficiency in pragmatic ability among Arab students often results in a reluctance to engage in questioning within classrooms. Similarly, inquiries posed to students by language teachers present specific challenges. The current study seeks to investigate the obstacles faced by Arab students in initiating and comprehending interrogative speech acts. This exploration serves to assess the students' pragmatic competence and its significance in their overall communicative efficacy in English. Situated within both theoretical and applied language use contexts, this article not only addresses the specific challenges encountered by participating Arab students in EFL environments but also employs these insights to comprehend their broader implications for language education in a multicultural academic milieu.

1.1 Rationale of the Study

This study underscores a critical aspect of the language learning process. Questioning serves as a source of feedback for language teachers and facilitates the resolution of doubts and queries for students. Consequently, questions constitute an essential component of the EFL classroom, particularly when both students and teachers are non-native speakers of English (Kaymakamoglu & Yiltanlilar, 2019). The realm of English language learning involving non-native speakers at both ends of the learning process remains relatively under-researched in pragmatics. Limited attention has been directed towards Pakistani EFL teachers instructing Arab students. Similarly, Arab students studying English in Pakistan have not been subjected to inter-language and

cross-cultural investigations. Therefore, this study holds promise for yielding productive outcomes and educational value within the existing EFL learning environment in Pakistan, as well as for future research endeavors in the realm of inter-language studies.

1.2 Purpose of the Study

This study highlights a pivotal factor in the language learning process—the role of questioning. Not only does questioning enable language teachers to receive feedback, but it also serves as a conduit for students to clarify uncertainties and seek explanations (Yi et al., 2022). In this context, questions assume a central role within the English as a Foreign Language (EFL) classroom, particularly when both students and teachers are non-native English speakers. However, the landscape of English language learning among non-native speakers, especially within the framework of Pakistani EFL teachers instructing Arab students, remains an underexplored terrain in pragmatics. Scarce attention has been paid to the interactions between these two cohorts, underscoring the novelty and potential of this research endeavor. By focusing on this key area, this study aims to provide valuable insights that contribute not only to the immediate educational environment but also to the broader domain of inter-language studies.

1.3 Research Objectives

The primary objective of this study is to discern the linguistic obstacles that hinder effective communication between Pakistani English teachers and Arabian students. These barriers may encompass linguistic, cultural, and contextual factors that influence communication dynamics within the EFL classroom. This article emphasizes pragmatic tools and strategies that can support students in effective communication within EFL classroom contexts. These tools play a crucial role in overcoming learning gaps exacerbated by linguistic diversity and social and cultural differences.

1.4 Research Questions

The central research questions guiding this study are as follows:

1. What are the significant language barriers encountered by Arabian students in the context of English language education provided by Pakistani institutes?

2. What linguistic barriers impede effective communication between Pakistani English teachers and Arabian students in the context of English language education institutes?

3. What is the significance of pragmatic methodologies for Arab pupils in enhancing instructor and pupil dialogue in English as a Foreign Language frameworks within Pakistan's educational milieu?

2. Literature Review

Championed by Austin (1962) and Searle (1979), researchers often interpret speech act theory and pragmatics as mutually reinforcing concepts, each enhancing the understanding of the other (Brown & Levinson, 1987). Searle further proposed that speech acts, particularly declarative ones, encompass illocutionary actions such as requests, commands, interrogatives, regrets, advice, objections, greetings, refusals, propositions, pledges, and expressions of gratitude. The interpretation of these actions heavily relies on the contextual environment and shared understanding between the speaker and the listener. The listener's response, known as the perlocutionary act, stems from this interpretation (Qadha et al., 2021). A perlocutionary act is defined as a response that has an impact—an unexpected consequence—on the listener (Searle, 1979).

In examining the role of pragmatic understanding in language learners' mediation of cultural elements between their native culture and the target language culture, Liddicoat (2014) illustrates how language acquisition fosters awareness of cultural disparities in speech acts, politeness, social deixis, and other linguistic phenomena. Through their internal and external cultural lenses, learners develop interpretive frameworks for understanding cultural behaviors as they interact with members of the target community. Consequently, their complex identities are shaped by their cultural awareness and their perceptions of themselves as language learners/users (Khan et al., 2021a). Liddicoat's study aids in comprehending the intricacies of intercultural interactions concerning language use, stressing the importance of adopting a pragmatic perspective to assist students in utilizing the target language effectively in intercultural communication. The said study's primary outcomes are twofold: a) Self-mediation and mediation as conflict resolution techniques demand a comprehensive understanding of cultural behavior from both an internal and external cultural perspective. b) Students demonstrate that intercultural mediation necessitates knowledge of the target culture in addition to an awareness of one's own cultural norms and practices regarding the language usage being mediated. This study also underscores the importance of further international pragmatic studies on language acquisition, particularly in the realm of politeness.

Alakrash and Bustan (2020) investigate the politeness strategies employed by Arab and Malaysian students when making requests. This study aims to identify patterns in the students' request-making approaches. Qualitative data were collected through

interviews, with six participants—three Arab post-graduate students and three Malaysian students—taking part in the study. The findings reveal that Arab respondents tend to utilize explicit and direct request tactics (such as stating desires and providing hints), while Malay respondents tend to employ more indirect methods (such as hints, preparing questions, and using hedged performatives). The adoption of distinct strategies by the students can be attributed to their diverse cultural backgrounds. This study concludes that further research is necessary to analyze politeness strategies in requesting from an international pragmatics perspective.

The act of posing questions constitutes a prominent speech act, serving as a means for individuals to seek information on various subjects. Rooted in human curiosity, questions permeate communication in both direct and indirect forms. Direct questions, though straightforward, can sometimes be considered impolite and threatening to the addressee's face-saving needs (Brown & Levinson, 1987; Leech, 2016). Conversely, indirect questions are characterized by their politeness and nuanced nature. This differentiation aligns with the recognition that pragmatics has emerged as a fundamental avenue for cross-cultural studies since the 1980s (Al-Ghamdi et al., 2019). Moreover, intra-pragmatics and the pragmatic lens applied to learners' native languages have led to the development of inter-language pragmatics (ILP). Reflecting this trajectory, Al-Otaibi (2016) conducted a study to investigate the pragmatic awareness of Saudi English majors in their final year, aiming to determine how their knowledge of making appropriate requests compares to that of native English speakers. The data were collected through a questionnaire. Regarding the directness of requests, the findings indicate that both native speakers and non-native speakers perform similarly. However, non-native speakers, unlike native speakers, demonstrate less awareness of using appropriate direct strategies and lexical and syntactic modifiers. By highlighting the need for further research on L2 pragmatics development, this study underscores its conclusion regarding the lack of pragmatic understanding of language use among the study participants.

Despite the importance of interrogative techniques in language learning, little attention has been given to studying interrogative strategies among Arab students in intercultural academic contexts, with studies predominantly focusing on other aspects of communicative acts such as requests, refusals, and apologies. This investigation addresses a significant gap in current research by offering insights to teachers and educators regarding the challenges Arab students encounter in asking and understanding questions in English. Furthermore, this study can illuminate broader intercultural interactions among Arab students in multicultural academic settings. By examining how Arab students utilize interrogatives, how they justify their word choices for this purpose, and what barriers they perceive in engaging in acts of questioning, the current article sheds light on the linguistic challenges faced by these students.

3. Methodology

The present study employs a mixed-method approach to explore Arab students' experiences of learning English in Pakistan. The use of NVivo 14 enhances analytical rigor and facilitates the analysis of both qualitative and basic quantitative data. This tool aids in visualizing data through charts, diagrams, and word clouds, while its collaboration features enable remote teamwork. NVivo 14 assists in identifying patterns and themes, organizing them into nodes and trees for easy interpretation. The analysis process involves several stages, often entailing iterative cycles of data analysis. Key steps in data processing, analysis, categorization, and report writing are outlined as follows:

Initially, the data is read and discussed multiple times to familiarize ourselves with the content, identify patterns, recurrent ideas, and concepts, and discern key themes. Preliminary tagging involves placing initial tags on significant snippets of information that may inform a theme. Theme identification entails grouping tagged segments of data and exploring the key ideas they represent. However, themes undergo several iterations of modification as our understanding of the data evolves. In the subsequent stage of theme refinement, a thorough audit of tags and themes is conducted to ensure alignment with the raw data and identify any overlooked significant data portions or discrepancies in the analysis process. In the elaboration phase of theme analysis, detailed explanations are provided for each theme, ensuring precise and clear understanding agreed upon by all members of the authorship team. Finally, the findings are synthesized into a comprehensive report, minimizing redundancy and ambiguity to enhance readers' comprehension of the study's results.

3.1 Participants

Through purposive sampling, thirty adolescent Arab EFL learners, aged 20 to 23, enrolled in a one-year diploma program at a privately-owned language institute in Abbottabad, Pakistan, were selected as participants.

3.2 Data Collection Tools

3.2.1 Structured Interviews

Four Pakistani English language teachers participated in structured interviews, focusing on classroom dynamics, linguistic challenges, pragmatics instruction, and interactions with Arab learners. Each interview lasted approximately 20-30 minutes, with thematic content analysis employed for transcription and analysis.

3.2.2 Role-play on Suggested Situations by Arab Students

Arab learners engaged in interactive simulations based on five designated scenarios. Groups of three learners were given ten minutes for preparation. The thirty learners were divided into ten groups, with each group performing five different interactive simulations successively, each lasting six minutes.

3.2.3 Pragmatics Scale for Arabian Students

A questionnaire comprising 15 items was developed to assess linguistic obstacles, cultural variances, pragmatics instruction, and interactions between Pakistani instructors and Arab learners. A 5-level Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) was used for evaluation. Higher scores indicate better comprehension of cultural norms, language understanding, and effective interaction with Pakistani educators, while lower scores suggest noticeable cultural disparities, linguistic challenges, and limited interaction. It took participants 15 to 20 minutes to complete the questionnaire.

The scale underwent a two-stage pilot phase before implementation. Initially, a 'think-aloud' activity followed structured interviews with four teachers. Subsequently, two English language teachers collaborated with the researcher to refine, edit, modify, and eliminate scale items to ensure their intended interpretation. Following feedback, the first draft of the scale was administered to six Arabian students to assess comprehension and clarity. Based on the feedback received, the scale was refined for administration.

3.3 Procedure for Data Collection

The researcher obtained permission from the English Language School administration in Abbottabad, Pakistan, outlining the research's purpose and ensuring participants' confidentiality and well-being. Structured interviews were conducted with Pakistani teachers, transcribed, and analyzed using thematic content analysis. Arabian students then participated in role-play activities based on suggested situations, simulating Discourse Completion Tasks (DCT) to elicit information about questioning speech acts. Through these activities, ample data for thematic analysis was collected. Subsequently, the same Arabian students completed the scale, requiring approximately ten minutes. The collected data was then analyzed using SPSS (version 23.0), computing frequencies and percentages for each scale item.

4. Results and Discussion

The results and findings of this study are presented and discussed in three phases: i) Thematic analysis and discussion of structured interviews, ii) Analysis and discussion of suggested situations, and iii) Quantitative analysis of the Pragmatics Scale.

4.1 Thematic Analysis and Discussion of Structured Interviews

Structured interviews were conducted with four English language teachers. Overall, the interviewees expressed satisfaction with the performance of their Arab students. The following themes emerged from the transcribed interviews and were discussed in detail.

4.1.1 EFL Classroom Management

One of the primary topics discussed with Pakistani EFL teachers was classroom management in the presence of students with limited English proficiency. It was evident that the level of difficulty in class management was correlated with a teacher's professional experience. Teachers with more teaching experience demonstrated better ability to manage the class and convey necessary knowledge. In this process, they often had to make effective use of paralinguistic cues. When asked about their frequency of asking questions to Arab students in class, all teachers responded similarly. For them, asking questions was a means of maintaining active communication and gaining feedback about the students' level of understanding.

4.1.2 Interest and Issues of Arabian Students in Learning English Language

Pakistani teachers noted the challenge of maintaining Arabian students' interest in learning English. It is essential to consider the psyche and social context of these students, who come from societies where only Arabic is widely accepted in both public and private settings. Arabic, as the language of holy Muslim scriptures, holds a significant cultural and religious importance, making it the mother tongue and language of daily communication for Arabian youth. Consequently, learning English may sometimes be perceived as a deviation from established conversational norms. In EFL classrooms with Arab students, this can be a significant barrier to achieving desired learning outcomes. When asked about the frequency of questions received from Arab students in class, teachers provided varied responses. One teacher stated:

> It depends on the English language teacher, how much liberty he gives
> to such foreign students. If students are given conducive environment,
> they openly ask a number of questions.

4.1.3 Accent and Pronunciation Issues

In Pakistani EFL classrooms, both teachers and students are non-native speakers of English, leading to certain accent and pronunciation issues influenced by their mother tongue. While students may listen to native accents on platforms like BBC or CNN, they often struggle to fully comprehend the ideas and viewpoints presented. However, over time, students tend to prioritize the pragmatic use of language over imitating native accents and pronunciation. Similarly, Arab students face challenges in learning English due to factors such as the limited utility of English in Arab culture or a lack of vocabulary. Consequently, they may hesitate to ask questions in class unless encouraged by teachers to participate actively.

4.1.4 Issues Faced by English Language Teachers

Pakistani English language teachers encounter dual challenges. Firstly, they must impart knowledge to Arab students, and secondly, they must adapt their teaching approach to accommodate the linguistic competence level of their students. To address this, professional English teachers employ paralanguage and simple vocabulary to facilitate maximum assimilation by Arab students. Pakistani students, with a stronger foundation in English language knowledge from early schooling, may find English relatively easier and less important. In contrast, Arab students value English language learning but struggle due to a lack of vocabulary and foundational knowledge.

4.1.5 Cultural Shock Issues

Teaching English to Arab students requires Pakistani teachers to navigate cultural taboos and barriers. Convincing students that learning a foreign language is beneficial rather than sinful is crucial for effective instruction. Considering the cultural and religious significance of Arabic to Arab students, Pakistani teachers aim to foster a supportive classroom environment conducive to learning a foreign language. Despite their intelligence and curiosity, Arab students may have limited opportunities to excel in English due to cultural, social, and linguistic barriers.

4.1.6 Role-play Situations Analysis and Discussion

Thirty Arab students participated in role-play activities to assess their ability and interest in asking questions in English. While students demonstrated intelligence, confidence, and intent to perform, a lack of English language vocabulary, fluency, and speaking practice emerged as major hurdles to effective communication. Role-play activities allowed for the observation of pragmatic English language use by Arab students across different scenarios, highlighting areas for improvement and development.

4.2 Quantitative Analysis of the Pragmatics Scale for Arabian Students

In this phase, the Pragmatics Scale for Arabian Students was analyzed using SPSS version 23.

Table 1

Descriptive Statistics of Cultural Difference Subscale of Pragmatics Scale (N=30)

Items	Strongly Disagree f (%)	Disagree f (%)	Slightly Disagree or Slightly Agree f (%)	Agree f (%)	Strongly Agree f (%)
I like watching movies and listening to songs and music in English language.	3 (10)	10(33)	3(10)	11(37)	3(10)
I like English ways of greetings, requesting and questioning others.	8(27)	10(33)	7(23)	3(10)	2(6.7)
I am interested in knowing the culture and art of English-speaking countries.	1(3)	5(17)	8(26.7)	9(30)	7(23)
I think that English culture is closed to my life style.	10(33)	14(46.7)	5(16.7)	0(0)	1(3)
I think that English-speaking countries have a significant role in the world.	2(6.7)	5(16.7)	7(23.3)	10(33.3)	6(20)

In this table, 37% Arabian students like to watch English movies and listen to English songs and music; 30% are interested to know about English culture, and 33% agreed that English-speaking countries have a significant role in the world. However, 33% Arabian students didn't like the English ways of greetings, requesting and questioning others and 46.7% disagreed that English culture is closed to their culture or even their life style.

Table 2

Descriptive Statistics of Language Barriers Subscale of Pragmatics Scale (N=30)

Items	Strongly Disgree f (%)	Disagree f (%)	Slightly Disagree or Slightly Agree f (%)	Agree	Strongly Agree f (%)

			f (%)		f (%)
I like English magazines, newspapers, or books published in English-speaking countries.	8(27)	13(43)	4(13)	4(13)	1(3)
English rules of grammar are necessary to learn for becoming a competent English speaker.	5(16.7)	12(40)	3(10)	7(23)	3(10)
I run short of English language vocabulary while asking or answering questions.	3(10)	9(30)	6(20)	7(23)	5(16.7)
I would like to travel to English-speaking countries.	0(0)	0(0)	1(3)	12(40)	17(56.7)
I practice speaking English through questioning strategy and replying to questions.	1(3)	6(20)	6(20)	11(37)	6(20)

As this table shows, 43% didn't like to read English publications (newspaper or magazines), 40% could understand the importance of grammar use in daily activities, that's why among these 30% face difficulty while speaking or communication English language even asking or answering questions. On the other hand, interestingly, 56.7% Arabian students wanted to travel to English-speaking countries. Further, 37% agreed that they were making efforts in practicing English through questioning strategy and replying to questions.

Table 3

Descriptive Statistics of Teachers and Student Interaction Subscale of Pragmatics Scale (N=30)

Items	Strongly Disgree	Disagree	Slightly Disagree or Slightly Agree	Agree	Strongly Agree
	f (%)	f (%)		f (%)	f (%)

	f (%)				
I am able to understand basic rules of English grammar taught by Pakistan English teachers.	0(0)	0(0)	8(26.7)	14(46.7)	8(26.7)
I ask questions to teacher for better learning of English language skills.	5(16.7)	5(16.7)	12(40)	4(13)	4(13)
My Arab friends encourage me to learn English through participation in interactive sessions in class.	0(0)	0(0)	6(20)	15(50)	9(30)
When I see my Pakistani teacher being a fluent speaker of English, I desire to speak English fluently.	4(13)	3(10)	8(26.7)	5(17)	10(33)
Learning English from Pakistani English language teachers is a rewarding experience.	0(0)	0(0)	0(0)	15(50)	15(50)

In this table, all Arabian students reported that they were going through a rewarding experience to learn English from Pakistani teachers. However, 33% were influenced by Pakistani teachers whereas 26.7% were desirous to speak fluently. Among these, 46.7% were able to understand basic rules of English grammar, 40% hardly asked questions from teachers without any hesitation. However, 50% of Arabian students encouraged each other to interact and participate in EFL classes in English language. But it is observed that outside EFL classrooms they avoided interacting in English language even with the local students.

5. Conclusion

The present study delved into the challenges faced by Arab EFL students in using English, with a specific focus on interrogative sentences in an academic context. The findings reveal common tendencies among Arab students in English learning, including high motivation and eagerness to acquire proficiency in the language. However, these

students encounter obstacles such as limited vocabulary, fluency issues, and cultural differences between their home culture and the Pakistani context. They also struggle to find authentic opportunities to practice English. While similarities exist between Pakistani and Arab students in their English learning journey, Arab students face distinct language-related challenges.

The study underscores the importance of providing Arab students with tailored opportunities for language practice, offering customized English instruction that addresses their cross-cultural challenges in asking and responding to questions in the classroom. It emphasizes the need for institutional and teacher support to facilitate their English learning in a foreign environment.

In contrast, novice teachers may find it challenging to manage classrooms with students who have limited English proficiency. Experienced teachers, however, are more adept at managing such situations, often supplementing verbal instructions with non-verbal cues. They use questioning as a tool to gauge students' learning outcomes and cultural integration, adapting their approach based on the classroom dynamics and students' responses.

Arab students' strong attachment to the Arabic language, as both a means of communication and a sacred language, poses a unique challenge to their English learning. Learning English may conflict with their local and religious values, presenting fundamental hurdles to achieving desired language proficiency.

Role-play activities were instrumental in observing the pragmatic use of English by Arab students, shedding light on their linguistic preferences and challenges. Arab culture and traditions influence their accent and speech patterns, with mother tongue influence impacting their English phonetics. Over time, students shift focus towards pragmatic language use rather than native accent imitation.

Pakistani English language teachers play a crucial role in addressing these challenges by employing simple language and paralinguistic elements to facilitate learning. By incorporating cultural elements into English teaching, instructors enable students to develop a deeper understanding of the language and enhance their cross-cultural communication skills.

5.1 Limitations of the Study

A methodological limitation of this study was the cultural and linguistic barrier between Pakistani teachers and Arab students, which may have influenced data collection and interpretation. Additionally, the reliance on role-play activities and questionnaires

limits the scope of analysis. Future studies incorporating diverse speech acts may offer a more comprehensive understanding of Arab students' language behaviors, particularly in complimenting and responding to compliments.

References

Al-Ghamdi, N., Almansoob, N., & Alrefaee, Y. (2019). Pragmatic Failure in the Realization of the Speech act of Responding to Compliments among Yemeni EFL Undergraduates. *3L: Language, Linguistics, Literature*, *25*(4), 227-240. http://doi.org/10.17576/3L-2019-2504-14

Al-Harbi, M. S., & Ahmad, H. (2022). English Teachers' Professional Development: Perspectives from Canada, Saudi Arabia, and Pakistan. *Theory and Practice in Language Studies*, *12*(3), 596-604.

Al-Otaibi, S. M. (2015). Saudi EFL students' knowledge in pragmatics - making requests. *Arab World English Journal, 6*(2), 302–315, http://doi.org/10.2139/ssrn.2834399

Al-Saidat, E. (2010). Phonological analysis of English phonotactics: A case study of Arab learners of English. *BJLL*, *3(1)*, 121-134. https://doi.org/10.5750/BJLL.V3I0.26

Austin, J. L. (1962). *How to do Things with Words*. Oxford University Press.

Bayyurt, Y. (2006). Non-native English language teachers' perspective on culture in English as a foreign language classroom. *Teacher Development*, *10*(2), 233-247. https://doi.org/10.1080/13664530600773366

Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage* (Vol. 4). Cambridge University Press.

Kaymakamoglu, S. E., & Yiltanlilar, A. (2019). Non-Native English Teachers' Perceptions about Using Turkish (L1) in EFL Classrooms: A Case Study. *International Online Journal of Education and Teaching*, *6*(2), 327-337.

Khan, I. U., Ahmad, A., & Qamar, Z. (2023). Reimagining ELT in Pakistan: A Critical Analysis of Integrating Culturally Responsive Teaching in Undergraduate Curriculum Reform. *Pakistan Journal of Educational Research and Evaluation (PJERE)*, *11*(1).

Khan, I. U., Perveen, A., & Imtiaz, A. (2021a). Social Construction of Language Learners: A Bakhtinian Analysis of EFL Learners' Subjectivity in the Multilingual Context of Pakistan. *Progressive Research Journal of Arts & Humanities (PRJAH)*, *3*(1), 22-35.

Khan, I. U., Rahman, G., & Hamid, A. (2021b). Poststructuralist perspectives on language and identity: implications for English language teaching research in Pakistan. *SJESR*, *4*(1), 257-267.

Leech, G. N. (2016). *Principles of Pragmatics*. Routledge.

Liddicoat, A. (2014). Pragmatics and intercultural mediation in intercultural language learning. *Intercultural Pragmatics*, *11(2)*, 259-277. https://doi.org/10.1515/ip-2014-0011

Qadha, A. M., Al-Wasy, B. Q., & Mahdi, H. S. (2021). Using social networking tools for teaching requests to undergraduate Arab EFL learners: a study of pragmatics. *Learning and Teaching in Higher Education: Gulf Perspectives*, *17*(2), 95-106.

Sánchez-Hernández, A., & Martínez-Flor, A. (2022). Teaching the pragmatics of English as an international language: A focus on pragmatic markers. *Language Teaching Research*, *26*(2), 256-278.

Searle, J. R. (1979). *Expression and meaning: Studies in the theory of speech acts*. Cambridge University Press.

Tulgar, A. T. (2016). The role of pragmatic competence in foreign language education. *Turkish Online Journal of English Language Teaching*, *1*(1), 10-19.

Ullah, I. (2020). *Mapping multilingual ecology: Exploring sociocultural aspects of learners' investment in EFL in Pakistan.* Doctoral Dissertation, ResearchSpace@ Auckland.

Yi, C., Zhu, R., & Wang, Q. (2022). Exploring the interplay between question-answering systems and communication with instructors in facilitating learning. *Internet Research*, *32*(7), 32-55.