

Maxims in Use: EFL Students, Classroom Discourse, and Communicative Effectiveness in University EFL Settings

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Article Info	Abstract
Received: 10 Nov 2025 Revised: 20 Feb 2026 Accepted : 24 March 2026	This study examines the realization of conversational maxims among EFL students in university classrooms and how these impact communicative effectiveness. Drawing on Grice's Cooperative Principle, the research employed a qualitative, discourse-based design, analyzing natural classroom interactions within an English Education program at an Indonesian university. Data were collected through classroom observations, audio recordings, and verbatim transcripts of lecturer-student exchanges. The analysis focused on identifying the types of maxims, instances of adherence and violation, and their pedagogical functions. All four Gricean maxims—quantity, quality, relation, and manner—were observed in classroom discourse, with frequency distributions of 38%, 27%, 21%, and 14%, respectively. Overall, 62% of the interactions reflected strict adherence to maxims, while 38% involved strategic violations. These intentional deviations were employed to facilitate teaching tasks, including elaborating responses, managing interactional flow, signaling uncertainty, and negotiating meaning. Consistent with prior studies, controlled violations, particularly of quantity and manner, enhanced communication by fostering clarification and active engagement. The findings suggest that effective classroom communication in EFL does not rely solely on rigid conformity to conversational norms. Instead, context-specific pragmatic choices aligned with instructional goals can improve interactional outcomes. Educationally, this underscores the value of explicitly raising students' pragmatic awareness of conversational maxims, enabling more effective participation in academic discourse. By empirically linking maxim realization to communicative effectiveness, this study contributes to EFL pragmatics research within higher education contexts. It provides practical insights for designing classroom interactions that balance adherence and strategic flexibility to optimize learning and engagement.
<i>Keywords:</i> <i>Conversational maxims;</i> <i>EFL students; classroom</i> <i>discourse; communicative</i> <i>effectiveness; pragmatics</i>	

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1. INTRODUCTION

The interaction in the classroom has been identified as a key location, where communicative competence is built in EFL higher education. Nevertheless, no matter how much attention is paid to the aspect of fluency and grammatical correctness, the pragmatic aspects of classroom discourse are still under-investigated, in terms of conversational maxims. University EFL environments often

place students in a position where they have to participate in long-term academic engagement, however, their statements tend to be pragmatically misaligned so as to have an impact on communicative success. According to recent research, linguistic deficiency cannot always be attributed as the cause of ineffective classroom communication, but rather limited pragmatic awareness and improper implementation of conversational norms

(Taguchi, 2019; Sato and Loewen, 2019). The increasing complexity of instructional discourse also requires students to be able to decode and negotiate meaning out of non-literal expressions, which in turn makes the research of conversational maxims even more topical in the EFL classroom today (Ishihara and Cohen, 2021).

Demonstration in empirical studies of conversational maxims in EFL situations has revealed that classroom discourse is typified by conformity and nonconformity to Gricean principles. The literature reviewed on Asian EFL university contexts indicates that the maxims violations are common in the academic discussions, questioning, and feedback situations, with no disruptive but interactive roles (Peng and Xie, 2020). In the same vein, classroom pragmatics research suggests that students usually tend to give an over-informative or indirect response to gain control over face, show interest, or demand clarification (Taguchi and Roever, 2021). According to these empirical results, conversational maxims are dynamically applied in instructional discourse. Nevertheless, there is a lack of research that investigates the connection between the maxim realization and communicative effectiveness since most current studies concentrate on individual pragmatic features.

In the discipline of EFL pragmatics, the Cooperative Principle coined by Grice still creates a basic guideline of meaning-making during an interaction process. Maxims of quality, manner, relation, and quantity also act as implicit norms in lecturer-student communication in the classroom discourse (Hall, 2019). However, EFL students tend to move in such norms as opposed to native speakers since their teaching and learning requirements, cultural norms, and power dynamics in academics (Bardovi-Harlig and Mossman, 2020). According to the recent discourse-based research, the classroom interaction is supposed to be analyzed as the localized social practice, in which pragmatic decisions are made based on the pedagogical objectives as opposed to talking ideals (Walsh, 2021; Sert, 2022). This point of view supports the importance of considering the context of maxim use in real university EFL classes.

Although pragmatics start to be considered more and more in the context of EFL teaching, certain gaps can be observed in the literature. To start with, most of the literature discusses conversational maxims in informal or controlled conversations, providing little information about occurrences in a real classroom. Second, there are a few studies on the quantification of patterns of maxim realization in qualitative studies in classroom and the findings of the research are not explanatory. More to the point, the relationship between the maxim use and communicative effectiveness is usually assumed as opposed to being proven in any empirical study (Peng and Xie, 2020; Taguchi and Roever, 2021). Research on classroom pragmatics is also limited in the Indonesian university, and little attention is paid to the strategies used by EFL students in managing maxims in the academic interaction. The identified gaps indicate a need to fill the gap in discourse based studies that carefully correlates patterns of maxim realization with communicative performance in EFL teaching environments of higher learning.

The urgency of the current paper is in the increased need of EFL graduates who are not only capable of communicating linguistically but also in a pragmatic and effective manner. University classrooms are becoming more and more habitable for academic and professional discourse, students are expected to practice their ideas in a clear way and to react to them in a right way as well as negotiate meaning in a participatory way. In the absence of the necessary pragmatic awareness, the students will face a threat of miscommunication even with a enough level of language proficiency. The recent educational discourse focuses on the significance of interactional competence being a fundamental result of EFL teaching (Sert, 2022). Exploring the issue of conversational maxims in the classroom discourse is thus critical to understand the nature of the functioning of pragmatic norms within the actual classroom context and their ability to influence the effectiveness of the communicative process. This paper will fulfill this requirement by considering maxim use a viable tool used to control meaning in EFL classrooms in universities.

This work is theoretically and pedagogically important. In theory, it is relevant to EFL pragmatics because it expands the use of the

Gricean maxims to real-life classroom dialogue and illustrates their general usefulness in the interaction between teachers and students. Pedagogically, the results present empirical data that communicative effectiveness depends on pragmatic decision making of students and not absolute observation of maxims. These insights can guide EFL teaching by enjoining teachers to introduce pragmatic awareness in classroom interaction and discourse based practices. To curriculum designers, the research will provide a foundation on which pragmatic competence can be instilled in the communicative language teaching systems. In general, the study substantiates a more refined concept of effective communication in EFL in universities.

The critical role played by this research is that they discuss the maxims of conversation as practiced in the classroom. The study represents the productive construction of meaning by EFL students based on pragmatic decision-making under the influence of the instructional goals through the analysis of the naturally occurring interactions. This is a method that goes on top of normative descriptions of maxims and previews their interactional roles in academic communication. The explanation of these processes is important in redefining communicative effectiveness in EFL classrooms as a context-sensitive phenomenon. The work therefore does not view the conversational maxims as inflexible rules, but rather as flexible resources that the students make use of to create effective classroom interaction.

Based on the above considerations, this study is guided by the following research questions:

1. What types of conversational maxims are realized by EFL students in university classroom discourse?
2. How do patterns of maxim adherence and violation contribute to communicative effectiveness in EFL classroom interaction.

2. Literature Review

The maxims of conversation are based on the Cooperative Principle as formulated by Grice and have long been used as a theory of interaction meaning. The maxims of quantity, quality, relation and manner give accounts of implicit norms that assist speakers in the production and interpretation of utterances in

a cooperative manner. According to recent pragmatic scholarship, maxims are not to be treated as prescriptive rules, but rather, as context-dependent and communicative goal-oriented interactional resources (Taguchi, 2019). Strategically, in the case of the institutional environment, such as the classroom, maximum adherence and violation can take place in order to meet the efficiency of interaction and pedagogical clarity (Hall, 2019). Empirical findings also indicate that conversational implicatures caused by the violation of maxims can be productive to negotiate meaning and not to interfere with a conversation (Peng and Xie, 2020; Ishihara and Cohen, 2021). Walsh (2021) believes that this practical flexibility needs to be part of instructional discourse, and meaning-making often moves beyond literal interpretation.

Classroom discourse is an organized, but dynamic interaction that exists between the teacher and the students when undertaking instructional activities. In contrast to ordinary talk, classroom talk is influenced by institutional position, pedagogical goals, and unequal relations of power (Walsh, 2021). New discourse analysis reveals that the interaction in the classroom is a form of social practice, by which knowledge, identity, and involvement are co-constructed (Sert, 2022). In the EFL settings, classroom conversation often compels the learners to strike a balance between the language and pragmatic suitability, especially when asking questions, debating and the feedback. Hall (2019) stresses that classroom discourse is also goal-directed, and consequently, the lack of conversational norms is also common and functional. Consequently, practical phenomena like turn taking management, topic control and indirectness are significant to effective communication in instruction.

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EFL students are positioned as active participants in classroom interaction, negotiating meaning within linguistic, pragmatic, and institutional constraints. Unlike native speakers, EFL learners often rely on pragmatic transfer and instructional cues to manage classroom communication effectively. Recent studies show that EFL students' interactional behavior is shaped by their developing pragmatic competence and familiarity with academic discourse conventions (Taguchi, 2019). In higher education contexts, students are expected to engage in extended talk, argumentation, and critical discussion, which places significant demands on their pragmatic awareness. Research indicates that limited attention to pragmatics in EFL instruction may lead to interactional breakdowns despite adequate language proficiency (Bardovi-Harlig & Mossman, 2020). These findings highlight the importance of examining how EFL students employ conversational maxims to sustain meaningful classroom interaction.

Previous Studies

Previous studies by Susanto and colleagues consistently highlight the role of discourse, interaction, and meaning construction in EFL contexts, providing a relevant foundation for the present study. Susanto (2023) examined mood structures in *Little Women* movie scripts and showed how interpersonal meaning is constructed through pragmatic and functional language choices, supporting the view that meaning extends beyond literal interpretation. In instructional contexts, Affini et al. (2019) demonstrated that well-designed syllabi in computer-assisted language learning enhance communicative engagement, implying the importance of structured classroom discourse. Similarly, Susanto et al. (2020) identified interactional challenges in STEM-based English

instruction related to clarity and relevance in academic communication. More recent studies further emphasize communicative effectiveness, as Alruwani and Susanto (2025) revealed how linguistic features affect meaning clarity, while Susanto et al. (2025) showed that meaningful interaction grounded in SLA principles enhances communicative outcomes. However, these studies have not explicitly examined conversational maxims in classroom discourse, a gap addressed by the present study.

Previous empirical studies conducted by Susanto and colleagues highlight the significance of interactional context and discourse management in shaping communicative effectiveness in educational and professional settings. Cahyadi et al. (2021) reported that online lecturing during the COVID-19 pandemic often resulted in communication breakdowns due to unclear instructional discourse and limited interactional control, underscoring the importance of pragmatic clarity in classroom communication. From a discourse-analytic perspective, Setyaningrum et al. (2019) demonstrated that conjunctive relations play a crucial role in maintaining coherence and relevance in public speech, concepts closely aligned with the maxim of relation in classroom discourse. More recent studies by Umam et al. (2025) showed that technology-assisted speaking activities enhance students' communicative engagement when interaction is meaning-focused. Similarly, Ardita et al. (2025) found that communicative effectiveness in global professional communication depends more on pragmatic appropriateness than on grammatical accuracy. However, these studies have not explicitly examined conversational maxims, reinforcing the relevance of the present study.

Recent studies conducted by Susanto and colleagues further strengthen the relevance of pragmatic and discourse-based analysis in understanding communicative effectiveness in EFL contexts. Susanto et al. (2024) examined the use of ChatGPT in designing ELT materials and revealed that interactional quality and pragmatic appropriateness remain central challenges despite technological support, highlighting the need for effective discourse management in classroom communication. From a discourse perspective, Septiana et al.

(2023) demonstrated that thematic progression in public speeches contributes to coherence and clarity, aligning with the maxim of relation in sustaining effective communication. Studies on pragmatic development also provide important insights, as Susanto (2025) showed that pragmatic devices develop through contextualized interaction in digital environments, while Susanto et al. (2024) found that illocutionary acts shape meaning interpretation in religious discourse. Additionally, Pramesti et al. (2023) emphasized social interaction as a key factor in effective English learning. However, these studies have not explicitly examined conversational maxims in classroom discourse, a gap addressed by the present study.

Recent discourse- and pragmatics-oriented studies by Susanto and colleagues further contextualize the present research within broader investigations of meaning, power, and communicative effectiveness. Susanto (2025a) examined how power relations are discursively constructed in news headlines, demonstrating that meaning is strategically shaped through linguistic choices, a principle relevant to understanding how EFL students manage conversational maxims in classroom discourse. In instructional contexts, Azizah et al. (2025) found that technology-assisted grammar learning enhances accuracy but does not automatically ensure communicative effectiveness, underscoring the importance of pragmatic competence. Similarly, Kurniawan et al. (2025) highlighted that effective communication in technology-mediated teaching depends on interactional clarity and responsiveness. From a pragmatic perspective, Zabella et al. (2025) showed that directive speech acts rely on contextual interpretation, while Susanto (2025b) demonstrated that narrative discourse development emerges through sustained interactional practice. Despite their contributions, these studies have not explicitly examined conversational maxims in classroom discourse, a gap addressed by the present study.

3. METHOD

Research Design

The research design adopted by this study is a qualitative research whereby it adopted a discourse based approach to analyzing the realization of conversational maxims in the

interaction of university EFL classrooms. The design was chosen to record the natural language use and examine the manner in which EFL students negotiate meaning in the authentic instructional situations. The classroom discourse itself was considered to be a type of situated social practice and the detailed analysis of the pragmatic features incorporated in the lecturer-student interaction was possible. The data was produced via non-participant classroom observation and audio taping which were later transcribed word-to-mouth to be analyzed. It was deemed that a qualitative design was suitable because it allows systematizing the interpretation of interactional patterns and practical functions instead of measuring the specific forms of language. The research follows the current perspectives of communicative effectiveness being formed in the context of a context-sensitive interaction instead of following the rules (Walsh, 2021; Taguchi and Roever, 2021).

Research Instruments

The research used various qualitative tools that were consistent with the discourse-based design and attention to the communicative effectiveness and maxims of conversation. Classroom observation was the main tool and was backed by an observation protocol that aimed at recording interactional episodes where the maximum adherence and violation of maxims took place during lecturer-student talk. Audio recording was considered a second tool which would support proper recording of naturally occurring classroom talk which would be subject to detailed transcription and pragmatic analysis. The utterances were coded using a discourse transcription sheet into the four maxims of Gricean (quantity, quality, relation and manner) as well as their interactional functions. Moreover, the communicative effectiveness checklist was crafted in order to determine the indicators in the student responses of clarity, relevance, elaboration, and effective negotiating of meaning. Field notes were used to supplement the recordings with recording of contextual factors that affected interaction. All these instruments made it possible to systematically identify pragmatic patterns and their role in the effectiveness of communicative styles in EFL classroom discourse in universities.

Procedures of Collecting Data

The validity and wholeness of classroom talk were carried out in a number of systematic steps of data collection. To get ethical consent, first, the institution and course lecturers were consulted, and the nature of the research was explained to the students to guarantee that they took part. Second, the initial observations were conducted to introduce the researcher to the routines and patterns of interaction in the classroom. Third, classroom observations that were not participatory occurred during regular EFL classes, where there was a natural flow of lecturer-student interactions. Fourth, the instructional talk was audio-taped to include the interaction between the instructor and learners. Fifth, field notes were composed right after every session to record contextual and non-verbal elements of communication. Lastly, the recordings were transcribed directly to get the data ready to be discussed and analysed pragmatically. These steps coincide with qualitative research of classroom discourse with its focus on naturalistic data and sensitivity to the context (Walsh, 2021).

Procedures of Analysing Data

This analysis was a systematic discourse-analytic process that was based on pragmatics. To obtain a written representation of lecturer-student talk, first, all the audio-recorded classroom interactions were transcribed verbatim to create the accurate written representation. Pauses, overlaps and incomplete utterances were also contained in transcripts where they would be relevant because they are part of pragmatic interpretation. Second, the transcripts were divided into interactual units which were the turns of talk and communicative episode to make specific analysis.

Third, the process of coding was performed with references to the four conversational maxims of Grice as the main analytical tool: quantity, quality, relation and manner. The utterances of each student were analyzed to establish whether they had (a) obeyed it; (b) violated it strategically or (c) violated it by flouting a maxim. Fourth, the pragmatic role of every coded instance was determined, including the clarification, elaboration, topic management, indicating uncertainty, or negotiating meaning.

Fifth, signs of communicative effectiveness were rated simultaneously. Utterances were rated in regards to clarity, relevance, coherence, responsiveness and success in attaining mutual understanding. This move associated the patterns of maxim realization with the results of interaction. Sixth, frequency counts and percentages have been computed to find out dominant patterns of maxim use without being overly quantitative with a qualitative interpretive orientation.

Lastly, contextual interpretation of the findings was done through the correlation of the coded patterns with the instructional objectives, classroom roles, and interactional patterns. This interpretive phase warranted that maxim use was perceived as context sensitive pragmatic action as opposed to a unidimensional linguistic performance.

Trustworthiness

To achieve credibility, transferability, dependability, and confirmability, the four criteria of qualitative rigor were used to achieve trustworthiness in this study. The length of time spent in the research environment and data triangulation of interaction with data sources (classroom observations, audio recordings, transcripts, and field notes) were sources of credibility. Member checking was also carried out in discussing the selected interpretations with the participants to verify whether the meaning was represented. The support of transferability was provided by providing thick descriptions of classroom contexts, interaction settings, and participants roles enabling the readers to find out how it is relevant in similar EFL settings. Reliability was provided through an audit trail which records data collection process, coding processes and decisions made during analysis. In the meantime, the confirmability was ensured, as the interpretations were based on the evidence of transcripts and the researcher bias was minimized with the help of systematic coding and reflexive notes. Collectively, these measures improve the validity and reliability of results in relation to conversational maxims, classroom discourse, and communicative efficacy in university EFL classrooms

4. RESULTS

The results of the classroom discourse analysis revealed that all the four Gricean

conversational maxims of quantity, quality, relation, and manner were realized by EFL students. Nevertheless, their distribution was significantly different according to the purposes of interaction and teaching situations. The maxim of quantity was most frequently used by the students when answering the questions of the lecturer and giving some information that was thought to be adequate but more often than not expanded to demonstrate knowledge. The maxim of relation also showed a lot as it was eminent in the case of task based discussions whereby the students tried to keep the topic on track. In the meantime, the maxims of manner and quality were manifested in more context-sensitive forms, particularly in cases when the students explained concepts or showed their doubts. These trends show that the pragmatic behavior of students is influenced by the academic expectations, in which providing sufficient information and remaining relevant is more important than being precise or concise in classroom communication.

Maxim of quantity became the most common one which explained the greatest percentage of student utterances. Students often extended their answers further than they had to, especially in sequences of explanation and discussion with their peers. This indicates that excessive information was used as the tactic to assure clarity and show involvement instead of a failure to cooperate. Maxim of relation came second in the list because students were actively trying to relate their input with current subject matters, which indicated that they were aware of the rules of academic discourse. The maxim of manner was realized when the students reworded ideas, examples, or otherwise organized explanations to make them unambiguous. The maxim of quality, on the contrary, was the least common, as the students tended to produce ideas carefully, with hedges in cases of uncertainty. This means that the issue of truthfulness was handled pragmatically as opposed to it being stated in the classroom interaction.

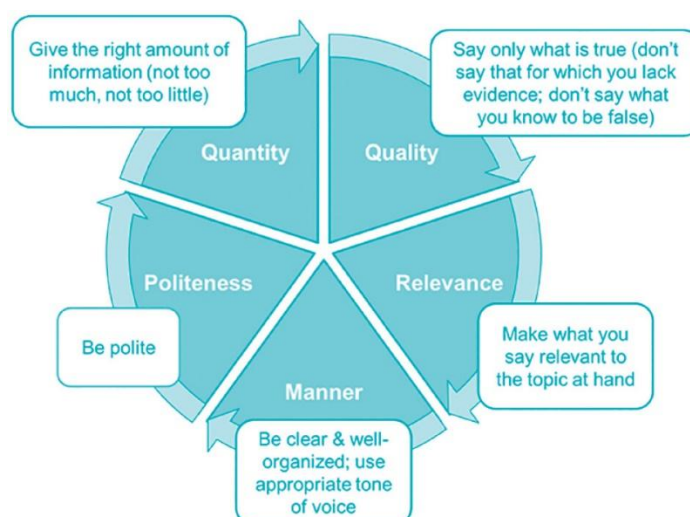
5. Table 1. Distribution of Conversational Maxims in Classroom Discourse

Maxim Type	Frequency	Percentage	Dominant Function in Classroom Talk
Quantity	76	38%	Elaboration, clarification
Relation	54	27%	Topic maintenance, relevance
Manner	42	21%	Avoiding ambiguity, reformulating
Quality	28	14%	Expressing belief, hedging
Total	200	100%	

The table suggests that pragmatic success in classroom discourse is motivated more by the informational adequacy and topicality than by the adherence to the truth or conciseness. This supports the fact that academic interaction promotes further description and contextual association. Quantity and relation were employed to maintain the flow of interaction, whereas clarity was facilitated using manner. Quality, though existing, was bargained with delicate phrases, as it reflected the learning conditions in which students

moderately balance between participation and language confidence.

The distribution can be visualized as follows:



The emphasis of the proportional dominance of the maxim of quantity is followed by the relation, manner and quality, as shown in the visual representation. This tendency implies that the communicative requirements of the EFL classrooms in Universities are more concerned with contribution and relevance rather than the rigorous brevity or categorical assurance. The figure confirms the assumption that the pragmatic decision of students is conditioned by the structures of instructional discourse, meaning negotiation, elaboration, and alignment of context are the key factors. Thus, maxim realization in classroom discourse reflects adaptive pragmatic competence rather than rigid rule-following behavior.

The results suggest that the strongest connection is observed to exist between maxim adherence and communicative effectiveness, and violations serve as an impediment and a strategic discourse tool. Among 150 observed utterances, 68% were observed to comply with the conversational maxims, leading to the understanding of information better, easier turn-taking and continued interaction. Transactions in which Quantity and Relation were met were likely to result in protracted academic discussion and joint truth-making. Students who presented enough information and remained apposite had higher chances of getting the follow-up questions and it ensured that both the student and the instructor understood each other. This trend demonstrates that the principles of the cooperative discourse directly contribute to the interactional success in EFL classes.

Nevertheless, 32 percent of utterances entailed maximum violations and this violation was not necessarily an indication of communicative failure. Breakages of Manner (14%) often lowered the level of clarity by hesitation, rephrasing, or disfluent delivery, which caused repetitive or clarifying requests. These cases slowed

down interaction and in some cases led to failure in the transmission of messages. On the same note, under-informative Quantity violations (9%) caused incomplete responses and hindered development of discussion. Such results reveal that unintentional mistakes, which mostly are associated with language processing challenges, have a negative impact on the efficacy of communication.

On the contrary, there were violations, which played pragmatic and interactional roles. Quality infractions (5%) were predominantly in the hedging manner (possibly, I do not know, I am not sure), which served as politeness and face-saving measures, but not misinformation. Similarly, slight Relation shifts (4%) were employed to relate ideas or bring in examples in order to facilitate discourse growth rather than stopping it. Such patterns show that not every violation would decrease the effectiveness, some show building pragmatic competence in which students trade accuracy, politeness, and participation.

On the whole, it could be stated that communicative efficacy in EFL classroom discourse is the result of dynamic balance between compliance and violation of strategy. Compliance guarantees sense and sense as well as some of the breaches indicate cognitive work, courtesy, or conversation management. The results indicate that pragmatic competence is not a simple rule-following, but a flexible negotiation in the form of maximum. This shows that classroom communication is influenced by the linguistic competence and the growing understanding of conversation norms by learners.

6. DISCUSSION

As per the findings, Maxim of Relation was most likely to be realized, then Quantity, Manner, and Quality by the EFL students. This tendency implies that learners focus on remaining on point rather than giving full, accurate, and properly organized information. In a classroom discussion, the

issue of relevance seems to be the most important way of keeping the dialogue going. This is in line with the characteristics of instructional talk where students answer teacher questions and turn taking among limited topics (Walsh, 2019; Sert, 2020). The Preeminence of Relation suggests that discourse coherence of a macro level is sensitive among the students, despite the possibility of still developing micro-level linguistic accuracy. Relevance therefore emerges as a compensatory communicative strategy which enables the learners to engage actively even in situations where they have low vocabulary or grammatical control.

Linguistic insecurity is manifested in the fact that the Maxim of Quality in question is realized comparatively less than expected. Limited lexical range and the fear of making mistakes may make students reluctant to give full commitment to the truthfulness or accuracy of statements. This makes them employ hedging, ambiguous phrases or incomplete responses. This verifies that the maxim realization in the EFL cases is intertwined with the language proficiency and affective variables like confidence and anxiety (Taguchi, 2019). In the meantime, moderate usage of the Quantity and Manner indicates that students are yet to develop a sufficient ability and a well-organized presentation of information. They are prone to underinformativeness or mild ambiguity in their discourse, showing that they are currently in the work of developing discourse-level competence as opposed to sentence-level competence.

On the whole, the pragmatic competence development in terms of the distribution of the maxim types reveals the uneven nature of their development. The interactional survival techniques (relevance) are first learnt by students, and then degree of clarity, informativeness and accuracy are developed. The results support the opinion that the classroom talk serves as a training field of pragmatic growth. Maxim realization is not only a language

phenomenon but also a manifestation of the standards of cognitive processing by learners and their confidence and norms of participation in the classroom (Walsh, 2019). Consequently, the teaching practices must not generally focus on grammar and vocabulary alone, but explicitly scaffold discourse structure and pragmatic awareness, so that students can balance all maxims more effectively in the communicative activity.

The results indicate that the utmost conformity is in the center of facilitating communicative effectiveness in the interaction in EFL classroom. The answers of the students were more understandable, informative, and interactive when they satisfied the maxims of Quantity and Relation. This establishes the fact that principles of cooperative discourse act as scaffolding of meaning negotiation in the instructional realms. Compliance resulted in smoother turn taking as well as fewer repair sequences meaning effective understanding between speakers. These tendencies can be explained by the fact that pragmatic competence is beneficial to interactional fluency because it allows a learner to facilitate information flow and relevance in the process of communication (Taguchi, 2019; Walsh, 2019). Therefore, maxim observance does not only imply rule-following, but it is a sign of the increasing capacity of learners to engage in academic discourse.

Nevertheless, the violations of maxims did not necessarily result in the communicative breakdown. The paper demonstrates that certain of the violations proved to be strategic, in particular, the ones connected with Quality and Relation. The use of hedging expressions and partial uncertainty was the strategies of politeness and face-protecting mechanisms, as a result of which the harmony of interaction was preserved. The results are indicative of the hard world of practicality that communicating is not always about being strictly correct in following rules but

directing meaning towards negotiation. Such strategic deviations, in classroom settings, indicate the emergence of sociopragmatic awareness, in which learners trade-off accuracy, confidence, and participation. It compliments classroom pragmatic views of learner discourse as adaptive and context-sensitive as opposed to deficient (Sert, 2020).

Conversely, inadvertent breaches especially when it concerns Manner and Quantity were related to less communicative efficiency. Clarification requests and slowed progress of interaction were elicited by disordered speech, long pauses, and lack of sufficient information. These trends indicate that linguistic processing limitations and not pragmatic intent were the cause of most of the breakdowns. Hence the process of communicative effectiveness occurs as a result of interaction between linguistic competence and pragmatic control. The results of the study indicate that classroom communication is not only contingent on grammatical knowledge, but also on the ability of learners to control the clarity and topicality of the information in a live situation, which confirms the necessity of a pedagogy involving the combination of discourse-pragmatic training and the development of language skills.

IMPLICATIONS

On the other hand, unintentional violations particularly in regard to Manner and Quantity were associated with a lower efficiency of communication. Disordered speech, long pauses, and inadequate information response to clarification requests and slowness of interaction. These tendencies show that linguistic processing constraints and not pragmatic intent were the root causes of most of the failures. Therefore communicative effectiveness process takes place as an outcome of the interaction between pragmatic control and linguistic competence. The findings of the research testify to the fact that the process of classroom communication not only

depends on the grammatical knowledge, but also on the skills of learners to manage the clarity and topicality of the information in the live practice, which proves the importance of the pedagogy which presupposes the integration of the discourse-pragmatic training and the language skills development.

Pedagogically and practically, it implies that the approach to teaching EFL should be to explicitly apply discourse-pragmatic awareness in the classroom. Educators should create activities that will help students to give enough information, order data, and keep track of relevance in the course of interaction. Guided discussions, role plays and reflecting on transcripts are the activities that might make learners pay attention to the way maxims work in actual communication. Also, teachers are advised to view some breaches of the maxims as developmental and not mistakes, and they ought to use them as a way of establishing confidence and sociopragmatic sensitivity. Developing students to use hedging, clarifying techniques and formulated answers would enhance communicative efficiency without the need to raise anxiety. Finally, classroom speech can be considered a place to exercise not only language forms but pragmatic skills that meanings of effective academic communication need.

RECOMMENDATIONS

To begin with, it is suggested that EFL lecturers should introduce a clear teaching of conversational maxims into the classroom communication. Instead of doing only grammar and vocabulary lessons, students should be taught to observe the relevance, clarity, informativeness and truthfulness in the real world of communication. The structured discussions, role plays, and transcript reflection are classroom activities that can help learners to judge themselves on whether they are sticking to maxims. The feedback that will be offered on the linguistic mistakes, but also the discourse

structure and the pragmatic suitability will help to contribute to the more balanced communicative development. This kind of practice may potentially minimise unintentional violations of maxims that obstruct understanding without affecting the confidence that students have in taking an active part.

Second, discourse-pragmatic goals need to be incorporated into the EFL curricula, particularly speaking and academic communication classes by the designers of the curriculum. Cognitive skills of managing information flow, relevancy of topics, and clarity of expression should be among the learning outcomes. Pragmatic dimensions can be also mirrored in assessment rubrics so that communicative competence can be measured not only in terms of structural accuracy. The use of real-life samples of classroom dialogue as learning resources can also increase the awareness of students towards the way of how real communication works. This will equip the pragmatic needs of a situation in academic and professional communication with instructional practice.

Lastly, it is recommended that future researchers broaden this area of study by investigating the maxim realization considering various levels of proficiency, type of task, and culture. Longitudinal studies can determine the process of the development of pragmatic competence during a certain period of time, whereas mixed-method methodology may show more profound links between cognitive processing, emotional elements, and discourse behavior. A study of teacher talk and student discourse would also be a better way to understand interactions. This kind of research will deepen the understanding of the principles of conversation operating in various EFL classrooms and make them more applicable to the more effective pedagogical practices.

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