

**NON-OBSERVANCE OF COOPERATIVE MAXIMS: A STUDY OF  
STUDENTS' GROUP DISCUSSION**

**\*Zuhra Bibi, \*\*Hajra Qayum & \*\*\*Summia**

**Abstract**

Misunderstanding and misinterpretation often occur in our everyday conversations. Paul Grice, a linguist, states that conversation will run smoothly and effectively if the interlocutors are cooperative. To make the conversation effective, the speakers are supposed to follow certain maxims; maxim of quality, quantity, relation and manner. The present study aimed to analyze the types and reasons of “non-observance of cooperative maxims by BS English VIII Semester Students in their group discussion”. The researchers used Grice’s theory to analyze the data. Descriptive qualitative approach was adopted for this study and the data was taken from the utterances of the students through recording, observation and note-taking. The results showed that students flouted, violated and opted out the “Gricean maxims” due to certain reasons such as; by giving more or less information, using hyperbole, idioms and irony, slang language, by being indirect, giving irrelevant answers and uttering different topic. The findings indicated that there were total of 37 utterances in which students did not follow the maxims. They have flouted the maxims in 29 utterances, violated in 6 utterances and opted out in 2 utterances. This study evaluated that flouting of maxim of quantity frequently occurred in students’ group discussion

**Key Words:** Pragmatics, Cooperative Maxims, Implicature, Group discussion.

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\*BS Student, Government Post Graduate College for Girls, Mardan

\*\* BS Student, Government Post Graduate College for Girls, Mardan,

\*\*\* BS Student, Government Post Graduate College for Girls, Mardan

E-mail:saya782267@gmail.com

## **Introduction**

### **Language, a basic communication tool**

Language, a communication tool, issued by people to communicate with each other. People use language to make statements, share opinions, and convey knowledge and to build relations among each other. One's culture, literature, traditions and heritage is reflected through language.

### **Pragmatics**

Pragmatics deal with the principles that study the unusual sentences or utterances that have some implicit meaning. Pragmatics is the use of language in communication in various contexts. According to Joan Cutting (2002) "*conversation tend to occur in strings of related and combined utterances*" (p.24). In this process, the interlocutors share background knowledge and same social context. The communication will be effective, if both the speaker and listener know each other's intention in producing the utterance. To be cooperative means that the conversation should be understood by both the speaker and listener. The conversation will run smoothly and effectively if the speakers follow certain rules and maxims. In linguistics, such maxims of conversation known as "cooperative principle" is introduced by Paul Grice.

### **Cooperative Principle**

“Grice’s cooperative principle” is a well-known concept in pragmatics. Grice (1975) put forward “Gricean cooperative principle” in order to guide the interlocutors to communicate effectively. Grice (1975) states “*Make your conversational contribution such as is required, at the stage at which it takes place, by the accepted purpose or direction of the talk exchange in which you are engaged*” (p. 45). The cooperative principle is considered as a basic Pragmatic rule in conversation.

### **Types of Cooperative Maxims**

The “cooperative principle” is a theory that tell us about how people use the language and four maxims that are distinguished by Paul Grice (Grice, 1975, p.45) are “maxim of quantity, quality, relevancy and manner”.

#### **Maxim of Quantity**

According to this maxim, the speakers are supposed to provide as much information as needed.

#### **Maxims of Quality**

This maxim entails that the interlocutors should say accurate things.

#### **Maxim of Relevance**

According to this maxim, the speakers are supposed to be relevant in the conversation.

#### **Maxim of Manner**

The fourth hand the last maxim is the maxim of manner which requires the speakers to be clear and ordered in their conversation.

### **Non-Observance of Cooperative Maxims**

The participants engaged in a conversation do not always follow the “cooperative maxims”. They may sometimes fail to observe the maxims due to several reasons in various ways. When the interlocutors do not observe the maxims, it will create an implication. (Grice, 1975, p.49).

Followings are the different ways of “non-observance of cooperative maxims”.

#### **Flouting of Maxims**

It is the deliberate breaking of one of the maxims by the speaker with no intention of misleading the listener.

A: When are you coming back?

B: Yeah, take a good care of yourself.

#### **Flouting the Maxim of Quality:**

In this type of flouting of maxim, the speaker intentionally says something that lack adequate evidences and that is untrue. If a student comes late to the class and the teacher says ironically that “you have come very early”, the teacher is flouting the maxim of quality by giving an untrue statement and the hearer gets the implicature that what the teacher meant by this.

#### **Flouting the Maxim of Quantity**

In this type of flouting maxim, the speaker intentionally provides more or less information than is required.

Bob: "Hi Kitty! How are you?"

Kitty: "I am cute."

### **Flouting the maxim of Relevancy**

The maxim of relevance is flouted when the speaker intentionally gives response that is irrelevant to the current topic.

Bob: What were you and Anna talking about? You were looking at me all the time!

Marry: Oh, well...why don't we go get something to drink?

Marry answers Bob question with a suggestion in an obvious attempt to evade it perhaps to avoid hurting Bob's feelings. Hence, she flouts the maxim of relevance. As the rest of the conversation continues, one can notice the reason for this flouting:

### **Flouting the Maxim of Manner**

In this type of flouting of maxim the speaker intentionally says something obscure and ambiguous.

A: "Hey where are you lost?"

B: "I was thinking about an issue..."

### **Violating the Maxim**

It is the intentional breaking of the maxims by the speaker with the purpose of deceiving the listener (Grice, 1975, p.49).

### **Violating the Maxim of Quality**

Speaker is violating the maxim of quality when they intentionally tell a lie in order to mislead the hearer.

Once a husband asked his wife about her affair.

Husband: Is there another man?

Wife: No, there is no other man.

Wife's answer is untrue that she is not having an affair with another man, (in fact, she is having an affair with a woman).

### **Violating the Maxim of Quantity**

Maxim of quantity is violated when speakers deliberately give more or less information with the intention of misleading the hearer.

Asif: where have you been? I searched everywhere for you during the past two months.

Hasan: I was not around. so, what's the big deal.

### **Violating Maxim of Relation**

Maxim of relation is violated when the speaker deliberately gives irrelevant information in order to avoid the situation and mislead the listener.

A: "Would you make a coffee for me, please."

B: "It is very close today"

### **Violating Maxim of Manner**

Maxim of manner is violated when speaker uses unclear, obscure and ambiguous statements. The element of deceiving is involved here.

Bella: "Will you help me in carrying out these boxes?"

John: "oh, I'm studying, you know exams... I will tell Kate..."

### **Infringing**

The maxim is said to be infringed, if the speaker has insufficient knowledge about the language. The speaker here has no intentions of deceiving the listener.

The conversation between fourth class students of school.

A: How do you feel today? B: I am feel dizzy.

### **Opting out**

The speaker tends to break the maxim because he is unwilling to cooperate in the conversation. This unwillingness is shown by the speaker directly in the conversation (Grice, 1975, p49).

Bella: will you invite us to your brother's wedding? Katy: No, I will not.

### **Implicature**

Gricean theory is based on the notion that people are integrally cooperative in conversation. The suggested maxims are expected not only to govern interlocutor's production of messages but also their ability of interpretation because something interesting happens when the maxims are not followed. Implicature arise when the utterances convey something different from the semantic meanings of the word suttered (Szczepanski, 2014, p.8.).

### **Group Discussion**

According to Chomsky, "Rational discussion is useful only when there is a significant base of shared assumption". Group discussion is a beneficial activity that plays an important role in different domains such as business, administration and academics. It is a process through which people express

their feelings, thought and ideas through verbal communication about the topic in an organized way. Students' group discussion is also very useful as it plays a vital role in students' grooming. Group discussion helps the students in developing their critical thinking as well as their communication skills. Joseph Joubert says that "the aim of argument, or of debate, should not be success but progress".

### **Statement of the Problem**

To be cooperative in a conversation, different conversational principles are given by different linguistic philosophers. One significant conversational principle is given by Herbert Paul Grice in 1975 which demands the speakers to be cooperative in their conversation; to give the true and required information and to be clear, concise and relevant in their conversation. These maxims are not always adhered by the speakers. They may sometimes violate, flout, infringe or opt out the maxims. The current research focuses on the "non-observance of cooperative maxims" in student's group discussion in GPGC (W) Mardan. Thus, the aim of the study is to investigate that how and up to what extent students cooperate with each other by analyzing the students' group discussions.

### **Research Questions**

The proposed questions are as follows:

1. What types of "non-observance of Grice's cooperative maxims" occur in students' group discussion?
2. What type of "non-observance of maxims" dominates in students' group discussion?
3. Why are the "Grice's cooperative maxims" not observed by the students in group discussion?



**Significance of the study**

The present study is significant for the researchers, students, teachers and other researchers. This study is significant for the present researchers to expand their knowledge about Pragmatics especially about the “non-observance of cooperative maxims”. The findings of this research will contribute to the already existing knowledge related to “Grice’s cooperative principle”. The present study is useful for the readers, especially for the students of linguistics. This research will improve their understanding of the “non-observance of Grice’s cooperative maxims”. The current study is helpful for both teachers and students to study the application of “Grice’s cooperative maxims” in different domains. The findings of this research is beneficial for other researchers too who want to conduct further researches using “Grice’s cooperative principle” in different domains.

**Delimitations**

A lot of work has been done on the “observance and non-observance of Grice’s cooperative principle” from different perspectives by different researchers. The present study is delimited to analyze the “non-observance of Grice’s cooperative maxims” in students’ Group Discussion. The data is collected only from the 8<sup>th</sup> semester students’ group discussion of English department of Government Post Graduate College for Women Mardan. The results of the present study should not be generalized other than the mentioned setting.

**Literature Review**

Many researchers have worked on the observance and non-observance of Grice’s Cooperative maxims in different contexts such as the Holy Quran, TV talk shows, debates, classroom, courtroom, comedies and movies. This section has introduced briefly the past studies carried out by different researchers by using cooperative principles.

“Pragmatics deals with the contextual meaning as communicated by the speaker and inferred by the listener” (Yule, 1996, p. 3). Speakers usually do not say what they actually want to communicate. They usually mean something different or just the opposite of what they say (Thomas, 1995). Purwanto (2008) analyzed the flouting of “Grice’s cooperative maxims” in the “Titanic movie”. The researcher has observed the different ways, reasons and effects of flouting maxims. This study mainly focused on the non-verbal signs and signals such as face expression, body language, voice and intonation.

The flouting of “Grice conversational maxims” in Pakistani Talk show “Capital Talk” on Geo TV. The Researchers explore that the maxim of Quantity is mostly flouted by the guest (Imran Khan) of the show. The researchers further describe that “the guest flouted the maxims in order to justify his political party and to show his sympathy”. The researcher also examines “the structure and features of the language used by interviewer “Hamid Mir” and interviewee “Imran Khan”(Asifet.al,2009).

Zainab (2015) states “that there are very good examples of flouting of “Gricean Cooperative Maxims” in Holy Quran from gender perspective”. The researcher demonstrated that “in direct way of conversation is widely used and considered as normal than the direct way. Both male and female use it equally in order to be polite”. The researcher further interpreted that flouting of “cooperative maxims” will not pause the conversation between interlocutors rather they will carry on their conversation. According to Ambarsari (2016), the utterances between the speakers sometimes convey different meaning from what is said. The researcher scrutinized and observed the types of “*observance and non- observance of Grice conversational Maxims*”

And factors for the non-observance uttered by the cast of *“The Born Loser”* cartoon strip. The researcher found that the observance of conversational maxims are less in numbers than the non-observance of the Maxims. There are various reasons including face saving, motivating the speakers, insulting the interlocutors and veiling the truth for flouting or violation of the cooperative principle. The researcher recommended that “non-observance of cooperative Maxims” is one of the best ways to make humor. The researcher observed that the purpose of this cartoon strip is to denounce the *“American Dreams”*. The readers are free to depict this strip on the bases of their observation, expertise, background and intelligence. The researcher noticed the *“conversation al implicature”* in the conversations of the cast of *“The Born Loser.”*

The researchers reviewed all the previous works related to the “observance and non-observance of Grice’s cooperative maxims”. The present study will concentrate on the “Non-observance of Grice’s Cooperative maxims in students’ Group Discussion”.

### **Research Methodology**

In order to find out the non-observance of Gricean cooperative maxims in students' group discussion of BS English VIII semester, the researchers used descriptive qualitative method. This method is used to investigate the types of maxims that are not observed by the students and the reasons of that failure to observe the maxims in their utterances.

### **Participants**

The subjects of this study were the students of BS English VIII semester. There were 12 students involved in group discussion. The group discussion was held twice a week over two months (total 16 sessions). Each

session lasted 20 minutes. The researchers provided topics to the students for group discussion. The students were supposed to share their opinions about those topics. The topics discussed by the students in group discussion were the following:

- The important factor that impacts the future of Pakistani youth is access to quality education
- Smart phones: both enablers and disablers of education
- Dowry: a curse or blessing
- Money is honey
- Social media, its pros and cons
- Pardah/Hijab
- Politics
- Currentaffairs
- Women'srights in Islam

### **Data Collection**

Data was gathered from students' performance in group discussion. Sixteen sessions of group discussion were recorded. The researchers recorded conversation of the students in group discussion. The researchers then examined and analyzed the recorded data through in depth observation and note-taking. Later, the data was transcribed and examined in detail.

### **Theoretical Framework**

The present study is based on "Grice's Cooperative principle". In this principle, Grice states; "*Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged*" (Grice,1975, p. 45).

Grice further states; *“A participant in a talk exchange may fail to fulfill a maxim in various ways such as; he may flout, violate, opt out or infringe a maxim”* (Grice,1975, p.49).

The main focus of this research is the “non-observance of Grice’s cooperative maxims”.

### **Data Analysis and Discussion**

In this research the Grice (1975) theory is used to analyze the non-observance of cooperative maxims in students' group discussion of BS English VIII semester. The analysis shows that all the students did not observe some of the cooperative maxim in their discussion (in certain instances). The total non-observed utterance produced by students were 37. The current study focused on the utterances from students' group discussion. The researchers transcribed the utterances from the recorded data of the group discussion. They observed that students followed the cooperative maxims but sometimes they did not observe the cooperative maxims. The data is based on the discussion of the students about general topics. The topics were related to course contents such as Language and Gender, difference between language and dialect, research methodology. It were also related to education, dowry, current affairs, religion, media etc.

This chapter includes three sections:

- (A) : The first section shows the analysis of how Grice's cooperative maxims are not observed by students of VIII semester in group discussion.
- (B) : The second section presents the type of non -observance of cooperative maxims that dominates in group discussion.

(C) : The third section explains the reasons of non-observance of Grice's maxims in group discussion.

**(A): An Analysis of the Non-Observance of Cooperative Maxims in Students' Group Discussion:**

The researchers found that the students in group discussion observed the Gricean maxims but in many instances they did not follow the maxims. The students' non adherence to the Gricean cooperative maxims are as follows:

**Flouting**

In this type of non-observance of cooperative maxims the speakers intentionally break the maxims .In group discussion the students flouted the maxims in the following ways.

**Flouting Maxim of Quantity:**

Maxim of quantity is flouted when the speaker intentionally does not provide the right amount of information and offers either less or more information.

Following are the instances collected from the students' group discussion.

**Example: 1**

R: "What do you guys mean by quality education?"

H: "Education that we being Pakistani unfortunately do not get."

Here "H" has flouted the quantity maxim by providing insufficient information.

**Example: 2**

Z: “ I am not coming college tomorrow.”

W: “Why? Are you going to university? If you are going there please inform us then.

In the above example, “W” has flouted the maxim of quantity by asking too much rather to ask simply “ why”.

**Example: 3**

M: “What an important role smart phone plays in education? ”W: “I think smart phones are playing great roles in education.”

Here “W” has flouted the maxim of quantity by being less informative.

**Example: 4**

Z:“ Is dowry accurse or blessing?”

H:“ Dowry is a curse, not just a curse but I think it is mother of all evil sin society.”

Here "H" has flouted has flouted the maxim of quantity by giving more information than required.

**Example: 5**

Z:“ Is pardah a sign of women oppression?”

S: “No.”

W: “Nope! It is not a sign of women oppression this is women’s dignity.”

“W” has flouted the maxim of quantity by giving more information than required. The required response should be simply “yes” or “No”.

**Example: 6**

H: Is pardah really helpful in securing women? W: "yes, it is helpful."

K: "If one is doing pardah in true sense then yes it is securing women." Here, "K" has flouted the maxim of quantity by giving detailed information.

**Example: 7**

M: "Is anyone has internet facility?"

H: "I have not brought my device today. I have left it at home otherwise I am having it."

In these utterances, "H" has flouted the maxim of Quantity by giving extra detail.

**Example: 8**

H: "Will PM Imran khan complete his tenure?"

W: "yes he will complete because he has the power of army, army is supporting him."

The example shows that "W" flouts the maxim of quantity by giving more information than required.

**Example: 9**

H: "Has PM Imran khan controlled COVID19 better than any other Prime Minister?"

Z: "Yes, he has tried his level best in controlling corona. The rate of growing corona cases was very much high...and the government with little bit support of the public has controlled it in limited time."

In the above example, "Z" has flouted the maxim of quantity by saying much instead of a short and simple reply "yes".



**Example: 10**

S: “Instead of making it centralize the government should make the different policies for private students and government students then it would be a good step.”

H: “Yeah and from the very start, government needs to make the education system same for all. In the days of ETEA, bringing changes in education system is no more than foolishness.

Here “H” has flouted the maxim of quantity by saying too much than is required.

**Example: 11**

R: “What changes Imran has brought in "Naya Pakistan?”

K: “High taxes...poor people are suffering a lot...every sort of item is expensive although I voted him. I voted for the very first time but now I regret. He had done so many good things but there is no support for poor people...rates are increasing day by day rates have been doubled and tripled. Everyone is frustrated due to this PM.”

In this example, W’s answer is more informative than is required.

**Flouting Maxim of Quality**

Maxim of quality is flouted when the speaker intentionally says something untrue or that lack evidences.

**Example: 12**

A: “Taking dowry is not the right of daughter but in-laws think that it is their right.”Z: “Ithink it is their right.”

In the above utterance, “Z” has flouted the maxim of quality by being not sure about her statement.

**Example: 13**

H:” What do you support: Hijab or Niqab? ”Z:“ Niqab”.

W:“I think Niqab is the real pardah.”

In the above utterances “W” has flouted the maxim of quality by being not sure about her statement.

**Flouting Maxim of Relation**

Maxim of relation is flouted when the speaker gives an irrelevant response, changes the topic or fails to continue the topic.

In the following examples, the students were discussing the quality education of Pakistan.

**Example: 14**

H:“Talents are by birth.”

R: “I do not agree with you”. H:“It is a free discussion”.

In the above example“ H” has flouted the maxim of relation and wanted the hearer (R) to look for another meaning. The implied meaning that the speaker (H) here wanted to convey is that it’s ok, if one is not agree with the statement as every one can share their opinions in group discussion.

**Example: 15**

H: “Hey girls! Are you ready for today’s discussion?”W:“ Change your timings.”

She has flouted the maxim of relation by saying “change your timings”. The implied meaning here is that she is not ready for discussion.

**Example: 16**

A: Did we take a class on 6? B: it was off.

Instead of answering directly Yes/No, “B” here has flouted the maxim of relation by giving a different answer. The implied meaning here is that they did not take a class because it was a Holliday.

**Example: 17**

R: “Has the merit list been displayed?”N:“The office is there.”

Here, “N” has flouted the maxim of relation by giving an irrelevant answer. The additional meaning here is that she does not know about the merit list and wants the hearer to confirm it from the office.

**Example: 18**

H:“ Has PM Imran khan controlled COVID19 better than any other Prime Minister?”

S: “Not that much because he extracts the poor public in the light of his strict policies.”

In the mentioned example, “S” has flouted the maxim of relation by giving an irrelevant answer.

**Flouting Maxim of Manner**

Maxim of manner is flouted when the speaker deliberately says something that is obscure, ambiguous, not clear and brief. Shifting a language or being indirect in conversation is also considered as flouting maxim of manner.

**Example: 19**

A: "Ma'am told us that your references come automatically." B: "It happens."

In the above utterances two students were discussing research format where one asked about the pattern of references. Here both interlocutors have flouted the maxim of manner as their utterances are ambiguous and unclear.

**Example: 20**

W: "How dowry is the mother of all evils?" M: "very simple."

In the mentioned utterance, "M" has flouted the maxim of manner by giving an ambiguous statement.

**Example: 21**

S: "We just got the data but did not taste its flavor." W: "Do not taste in bad conditions, just go through."

In the above utterances, the interlocutors have flouted the maxim of manner because the utterances are ambiguous.

**Example: 22**

A: Does plagiarism count in references too?

B: Ma'am had told us.

In this example, "B" has flouted the maxim of manner because the reply of "B" is unclear and ambiguous. B did not explain what ma'am had told them.

**Violating Grice's Conversational Maxims**

It is the deliberate breaking of Gricean maxims with the speaker's intention of misleading the hearer. Students have violated the following maxims in their discussion:

### **Violating Maxim of Quality**

Maxim of quality is violated when speakers intentionally give false information in order to mislead the listeners.

#### **Example: 23**

N: “hey do you know what comes after this line.”H:“I know only that what zuhra said.”

In the above example “H” has violated the maxim of quality by telling lie to “N” as it was actually said by zarafsha not zuhra. The speaker wants to mislead the hearer by not giving the right information.

#### **Example: 24**

M: “Is anyone has internet facility?”W:“No, we do not have.”

Here “W” has violated the maxim of quality by telling lie because she was using her own internet that time and misled the hearer by violating maxim of quality.

### **Violating Maxim of Relation**

Violating maxim of relation includes giving irrelevant responses or changing the topic by the speaker in order to mislead the hearer.

Students have violated maxim of relation by giving irrelevant responses at several places in their discussions.

#### **Example: 25**

M: “What an important role smart phone plays in education?”K:“ How much you will pay me?”

In this utterance, “K” has violated the maxim of relation by ignoring the question because she does not want to co-operate.

**Example: 26**

R: "Smart phones waste lot of our time by making selfies, videos and tik tok."S:"Just sit quietly."

In this example "S" has violated the maxim of relation by changing the topic.

**Example: 27**

H: "This year no increase in salaries, Poor budget for education and health, No jobs, the worst performance of FTS."

W: "I would say that somewhere there is our faults too...for sinful people a cruel will be imposed according to Islam. This is the result of our deeds. May Allah mercy upon us."

Here "W" has violated the maxim of relation by giving an irrelevant answer and has introduced a different topic.

**Opting Out Gricean Maxims**

Gricean maxims are opted out when the speaker shows his/her unwillingness to cooperate in the conversation.

**Example: 28**

W: "How dowry is the mother of all evils?"H:"Think over it."

In the above utterance, "H" has opted out the maxim of relation because she does not want to share (convey) her knowledge and wants the listener to think about it.

**Example: 29**

H:"Hey girls! Are you ready for today's discussion?"

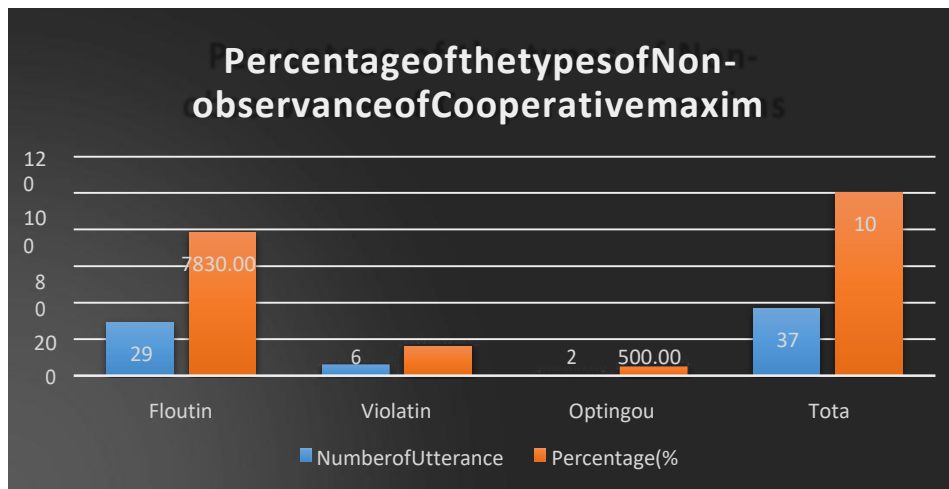
- (1) W: “Not now.
- (2) Z: “Sorry, not really, busy in some work.”

In example 1, by saying “not now”, “W” has opted out the maxim because she has directly expressed her unwillingness to co-operate in the discussion. In example 2, “Z” has also opted out the maxim of manner by saying “some work”. She did not mention clearly which sort of work she is busy in.

**(B) An Analysis of the “Non-Observance of Maxims” that frequently occurred in Students’ Group Discussion:**

After analyzing the data, the researchers found that flouting of “Gricean maxims” occurred frequently in students’ group discussion. Among flouting of maxims, maxim of quantity is flouted the most while maxim of quality is flouted the least by the students in their discussion. Among the types of non-observance of maxims, opting out occurred the least in students’ group discussion.

**Graph1: Percentage of the types of Non-observance of Cooperative maxims**



**(C) To Explore the Reasons of “Non-Observance of Gricean cooperative maxims” in Students’ Group Discussion:**

From data analysis the researchers explored that there are some reasons due to which students’ did not observe “Gricean maxims” in group discussion. The following are the reasons:

**By Using Hyperbole**

Students have flouted the maxim of quality by making not just untrue statements but also used hyperbole.

**Example: 30**

Z: “In today's world money is sweeter than honey.”H:“ Without money life is impossible.”

In above example, inter locutors has flouted the maxim of quality by exaggerating their statements. They have made the use of hyperbole to make their argument convincing.

**By Using Idioms**

By using idiom, students have flouted the maxim of quality.

**Example: 31**

S: “Money is honey”.

Here “S” has used idiom to emphasize on the importance of money. She has used idiom to convince the listener to her point.

**By Using Irony**

In group discussion, students have violated the maxim of quality by using an irony and have misled the listeners.



**Example: 32**

W: “Where are the other research groups?”H:“At home.”

W: “Are they sure about their topics?”H:“Maybe.”

In the second utterance, “W” has violated the maxim of quality by using an irony because by this utterance “W” meant to say that they are that much talented to tackle their researches. She has stated the opposite of what she intended to mean.“H” has also violated the maxim of quality by saying "May be" Which is an ambiguous response.

**By Giving Extra Details (More Information)**

Students have flouted maxim of quantity by providing extra details. As students were involved in group discussion with friends so they were free to share their opinions.

**Example: 33**

S:“In some areas in-laws demand high dowry.”

A: “Usually, in-laws demand for expensive cars, house and even gold jewelry .So, I think it is a curse.”

In this example, "A" has flouted the maxim of quantity by elaborating the statement in order to express her opinion in a good way.

**By Giving Less Information**

In group discussion, the participants have flouted the maxim of quantity by giving less information. They have shared in sufficient information due to their lack of knowledge.

**Example: 34**

H: Why is Imran khan called a “selected PM” rather than “elected one?” Z :  
Both elected and selected.

Here “Z” has flouted the maxim of quantity by being less informative. “Z” did not explain her statement because she didn't have enough knowledge about the topic.

**By Being Not Direct**

Students have flouted the maxim of manner by conveying their opinions in indirect way and thus made their utterances unclear and ambiguous.

**Example: 35**

W: “I do not agree that rape cases are due to pardah.”

A:“ yesterday when I was watching a video in which the anchor asked a “Molvi” type man that why rape cases are too much in our society the man replied “when you wear such type of dresses to aglay ki halat to kharab hogi” means that it is because of dresses.”

In the above example “A” flouts the maxim of manner by being not direct. “A” actually wanted to say that rape cases are due to dresses (pardah) but she has used some very obscure expressions in her statement.

**By Using Slang Language**

Some students have flouted the maxim of manner by using informal and slang language.

**Example: 36**

H: "Has Imran Khan really changed the destiny of Pakistan?"

W: "No he did not change, he was not fulfilling what he said in his speech after his victory."

K: "Just kick him"

H: "These conditions are just because of this nonsense man."

Here "H" has flouted the maxim of manner by using some informal and slang words as she was frustrated because of the current situation of Pakistan.

**By Giving Irrelevant Answer**

By giving irrelevant and inappropriate responses, some of the students have flouted and violated the maxim of relation.

**Example: 37**

R: "Ayesha! The professor..."

N: "she was linguistic professor."

R: "No, I'm saying this professor word itself is sexist."

Here "N" has flouted the maxim of relation by giving an irrelevant answer because she does not have the background knowledge what "R" was asking about.

**By Uttering Different Topic**

Some students have flouted and violated the maxims by changing or uttering a different topic. They have done so in order to ignore the question because sometimes they did not want to answer the question while sometimes they did not have the appropriate knowledge to share.

**Example:**

K:“ Now the ETEA is centralized.”

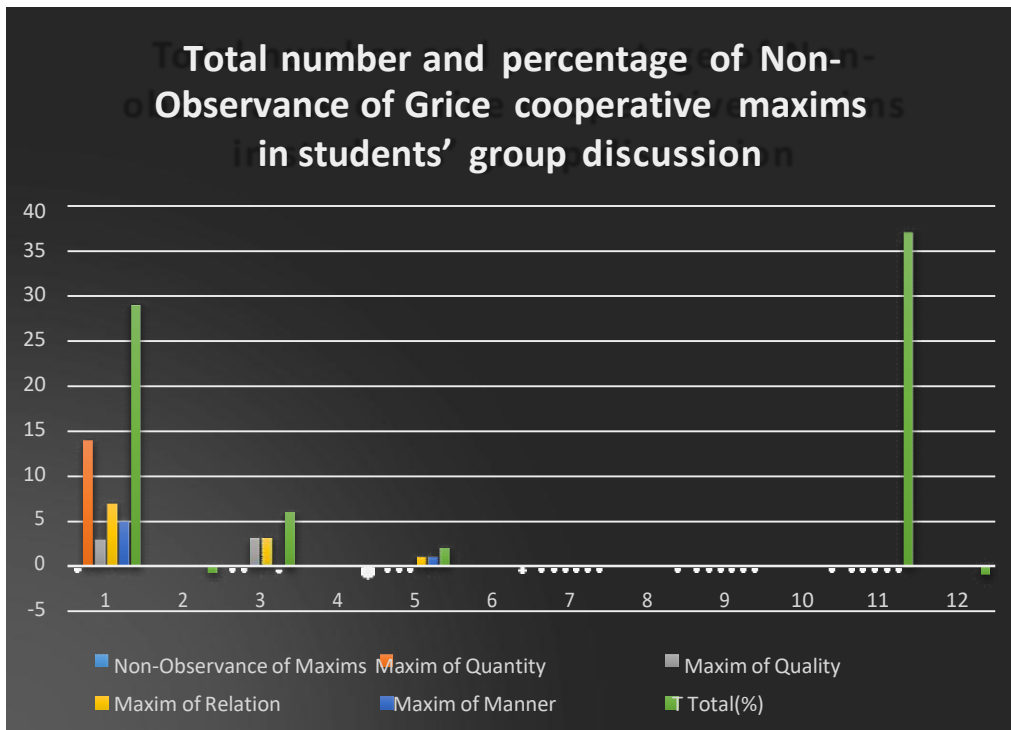
H:“ There is huge difference in federal and provincial education systems.

Here “H” has flouted the maxim of relation by introducing totally a new topic because she wants to avoid the situation as she does not know about the new schedule of Etea.

**Findings**

The findings indicated that most of the students failed to observe cooperative maxims in their group discussion. The present study showed that they flouted, violated and opted out the Gricean maxims. They failed to observe 37 utterances in their group discussion. Among 37 utterances, the maxims were flouted in total of 29 utterances (78.37%), the maxims violated in total of 6 utterances (16.21%), the maxims opted out in total of 2 utterances (5.40%). The students flouted maxim of quality 3 times, maxim of quantity 14 times, maxim of manner 5 times and the maxim of relation 7times. They have violated maxim of quality and relation each 3 times. Only two utterances were opted out by the students which were maxim of relation and manner. The results showed that flouting maxims dominated students' group discussion while opting out was the least non-observance of maxims.

**Graph 2: Total number and percentage of Non-observance of Grice cooperative maxims in students' group discussion**



**Conclusion:**

In students' group discussion, the researchers found 37 utterances in which students did not observe the cooperative maxims. From the above analysis and discussion, it could be concluded that only three types of non-observance of maxims are interpreted; which are flouting, violating and opting out. There are several reasons due to which most of the students failed to observe Grice maxims such as due to lack of knowledge, by giving more or less information, being indirect, giving irrelevant answers, uttering different topics and using slang language. Based on the findings of the study, it could be counted that each conversational maxims has different percentage.

Accordingly, the percentage of each conversational maxims are as follows: flouting of maxims was 78.37%, violating the maxims were 16.21% and opting out was 5.4%. From the results, it was found that the flouting of maxims happened frequently in students' utterances. Most of the students flouted the maxim of quantity the most because they conveyed more information than was required in order to share their opinions successfully. It is revealed from findings that students failed to observe cooperative maxims in order to maintain social relationship with one another.

### **Suggestions:**

The recent study was based on "Grice's cooperative principle". The researchers have analyzed utterances from students' group discussion in the light of non-observance of cooperative principle". This theory can be applied in other contexts such as short story, novel, movie, drama and so on. Other researchers can also use the same domain (students' group discussion) by applying the same theory but in more detail to find out whether the non-observance of "Grice's cooperative maxims" affects students conversation. Students' interaction in group discussion can also be analyzed by using other theories such as conversational analysis, speech act theory, politeness principle and Grice's Implicature theory. The novice researchers may also conduct a research using classroom situation from various aspects such as age, gender and classroom environment.

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