THE ESSENCE OF PAUL GRICE’S (1975) THEORY OF COOPERATIVE PRINCIPLES IN THE CLASSROOM INSTRUCTIONS

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Paul Grice’s (1975) Theory of Cooperative Principles stresses that an effective conversation has taken place when the speaker is engaged in cooperation to achieve mutual conversational ends. This theory contains four maxims that serve as group of norms which expects to produce a helpful conversation. The first maxim is the quality that leads the speaker to tell the truth. It gives sufficient bases and evidences to prove something. The second is the maxim of quantity that provides the amount of helpful information. If the speaker shares a little detail or information, the listener may lead to confusion. Yet, when the speaker initiates too much details, the listener may bore. Thus, the speaker should maintain as informative as possible which uses utterances in no more or no less. The third is the maxim of relation that gives significant response towards the topic of the discussion, and the fourth is the maxim of manner that observes clarity and brevity of the statements. The maxim of manner reflects the importance of avoiding vague and obscure expression.

In the classroom, the level of students’ talking time and teachers’ talking should be the same during instruction when engaging in the manner of quantity. Mayuuf (2019) claimed that the maxim of quantity is pertaining to the quantity of the information being delivered. In the classroom discourse, both the students and teachers should produce an equal or proper amount of expressions in order to breed an interactive and effective discussion. Their contributed information should not too little, nor too much. In addition, maxim of quality should be evident in the discussion so as to ensure accuracy. Stradling (2019) noted that maxim of quality is one of the categories of cooperative principle that the speaker should possess. It is a manner of speaking truthfully that can be proven.
Moreover, when the teacher can elicit some responses coming from the students, it indicates that the utterances are clear and can be understood well. There will be a good exchanges of expression and a good turn taking as the teacher and students will be certain when is their turn to say something. Maxim of manner should also be presented in the instruction to guarantee a well-organized teaching-learning process. As mentioned by Nieves (2019), clarity is essential in the conversation. When the speaker provides clear and comprehensive expression, understanding will occur. There should be an avoidance of ambiguous and obscured expressions in speaking or conversing.

All the utterances will be made in the classroom that are relevant to the teaching may lead to follow a maxim of relation. Hayder (2013) noted that there should be no tangents in conversing that may lead to abrupt change of course. The conversation should be straightforward in order to make it totally connected and relevant to the topic. As the four maxims of Paul Grice’s (1975) Theory of Cooperative Principles are evident in the learning environment, effective teaching and maximum understanding may occur.

References:


