

Cultural Barriers of Implicative Language among Laymen, Children, and Sophisticated Men

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ABSTRACT

This research examines the challenges encountered by rustic individuals in comprehending implicative language. Rustic individuals, characterized by their low levels of education and exposure to sophisticated linguistic nuances, face significant barriers when confronted with implicit communication. Residing in uncomplicated, culturally straightforward environments, these individuals are often unable to grasp the implicit meanings embedded within language, particularly in conversational contexts, which delves into the impediments posed by implicative language for individuals categorized as the "common man and also young children typically characterized by low levels of education and literacy. These individuals reside in uncomplicated, culturally straightforward societies where language usage tends to be explicit and devoid of sophistication. The study explores the challenges faced by individuals who lack awareness of the nuanced rules and philosophical underpinnings of language, particularly regarding the implicit nuances inherent in conversational quotations. Despite extensive research on language learning and the development of new linguistic theories, the obstacles associated with implicit discourse have received limited attention. This study emphasizes the importance of recognizing and addressing these barriers to effective communication between individuals from less educated backgrounds and those proficient in sophisticated language usage. The increasing complexity of language expression, driven by modern education and the proliferation of new terminologies, exacerbates this issue, marginalizing those who lack literary and sophisticated language comprehension.

1. Introduction

Communication is the process of exchanging information, ideas, thoughts, or feelings between individuals or groups through various mediums such as speech, writing, gestures, or signals. Its significance lies in its pivotal role in facilitating understanding, building relationships, and enabling collaboration among individuals and communities. Effective communication fosters clarity, reduces misunderstandings, resolves conflicts, and promotes harmony in personal, social, professional, and cultural contexts. Furthermore, communication serves as a fundamental tool for the transmission of knowledge, culture, and societal norms, contributing to the development and cohesion of societies worldwide. Here it is very important to define good communication according to a scholar (Spitberg,

2000) it consists of identifiable competencies like abilities, skills, techniques, and tactics that can be objectively formulated and taught.

The notion that effective communication necessitates the acquisition of skills and strategies to comprehend implicit modes of expression is intriguing. It underscores the significance of ensuring that even individuals lacking sophistication can grasp the nuanced discourse inherent in implicative communication, which is governed by symbolic principles akin to those elucidated in Grice's theory of discourse. Notably, unlike formal academic environments conducive to language acquisition, ordinary communicators typically cultivate their linguistic acumen within natural settings.

Implicative in pragmatics is an indirect or implicit speech act; what is meant by a speaker's utterance that is not part of what is explicitly said it was introduced by the British Philosopher Paul Grice to show how meaning expressed by the speaker not directly but rather symbolically (Bras defer 1). According to the Stanford Encyclopedia of Philosophy Implicative can be determined by sentence meaning or Conversational Context, and can be Conventional or unconventional. Figures of speech such as metaphor and irony provide. Historical linguistics traces the evolution of conversational implicatures into idioms (Stanford Encyclopedia of Philosophy 2005). Everyone specifically the common man doesn't know metaphors and idioms the effectiveness of the conversation depends on understanding the words and dialogues exchanged between the speaker and the listener. If the listener fails to get a point, the outcomes of communication will not be effective. The clearer the speaker the more effective and effective conversation will be. It has been observed that when the highly qualified and philosophical speaker speaks with rustic speakers, they become puzzled, curious, and tense. And the targets and objectives of the utterances are not achieved.

This minor ineffective communication often results from major issues of misunderstanding conversations among rustic and sophisticated speakers. For example, H.P. Grice introduced the technical notion of a *conversational implicature* in systematizing the phenomenon of meaning one thing by saying something else. In introducing the notion, Grice drew a line between *what is said*, (Tillmann, 2013). Another scholar has also mentioned that (Portagal and Carlos 2020) implicature is one of the most problematic aspects for students to grasp. Besides, not being able to handle it correctly may interfere or even hinder communication. In this critical analysis, the challenge of communication common has been neglected. In this research paper researcher has not mentioned how systemizing phenomena of the meaning and principals of the implicative language will be understood by the rustic people and primary school students in learning the second thing the principles of conversation implicatures as mentioned by many scholars there is a gap in it for whom these principals of implicatures are?. Which he understood as being closely related the results often create confusion and conflicts among the people and even it is more complex for the student's learning process to perceive the lesson. People communicate in two ways with each other either implicit way or an explicit way. Conversational implicature often beyond the literal meaning of the words. Some slow learners find it tough to understand lectures and lessons while learning the method of implied teaching and blurred instructions of teaching, it takes a long time to get the lesson because they start thinking in multiple ways and their attention might be diverted from the targeted objectives of the lesson and in consequence,

they score low grades. As a result, learners became depressed and stop to explore their hidden potential.

2. Literature Review

According to a researcher, conversational implicatures remain a small class of marked cases that cannot be treated as conversational implicatures, and they do require a local pragmatic interpretation (Bart Geruts 2009). This article indicates that in conversation further needs explanation to get the ideas of the speakers. The conversational implicatures not only create confusion between rustic and sophisticated discourse but also create confusion for learners whether it is English or any other course of study According to researchers when English language learners are given listening material despite their competency in vocabulary and sentences, it is harder for them to learn (Wang¹). Implicative teaching methods seem to be a barrier to the learning process. These are the problems with language understanding of English learners. A researcher has dedicated his results to the quantitative method and says that his findings have proved that the explicit group FEEL group performed outstanding over the group of implicit instruction, it clarifies that explicit instructions and learning materials and explicit teaching methodology are enjoyed a lot and greater chance of learning and understanding (Shamila Ziashahabi). Moreover, another research further elaborates and their findings indicate that an explicit way of training and learning improves children's ability to understand implicature even the young children of age seven have the prerequisite for inferring implicature (Guasti). In addition, another research analysis has concluded that implicature in political cartoons was enjoying the activity of learning the English language but it detracted learners from the unexpected and undesired topic of the discussion (Broersma). Implicature is even more difficult to understand and interpret in foreign languages according to a research report Language learners and foreign speakers in implicature learner's language and culture may influence the implicature the explanation and implied meaning may differ cross-culturally (AlSmari¹). Effectiveness is defined as the extent to which a communicator achieves objective(s).

Communication effectiveness is not an uncommon synonym for communication competence (e.g. Parks, 1985). Do infants and young children (two-year-olds) possess an implicit theory of mind that is revealed through their communicative interactions or are they simply treating their interlocutors as objects to manipulate in service to their material ends? Shatz & O'Reilly (1990) criticized a paper by Golinkoff (1986) for claiming that infants were attempting to communicate as opposed to simply manipulating their listeners. In summary, the utilization of implicative language may not effectively facilitate comprehension and goal attainment in conversations, particularly among laypersons and young individuals.

From the perspective of the layperson, bridging linguistic disparities with individuals of lesser sophistication presents greater challenges, rendering it especially arduous for them to grasp the speaker's intentions and respond appropriately. Failure to achieve the conversation's objectives renders it futile and nonsensical. For instance, in a scenario where a sophisticated individual, Person A, communicates with a rustic individual, Person B, within a room setting, Person A expressing feeling dizzy without direct indication of remedy may lead to confusion for Person B. Despite the implicit nature of the conversation, as exemplified in a polite exchange between a customer and a shopkeeper selecting attire,

such indirect communication may not be comprehended by the common man, thereby complicating the transmission and reception of messages. Consequently, the layperson finds themselves in a perplexing situation, as the utilization of implicative language detracts from the primary aim of idea conveyance, necessitating further discussion and potentially delaying message reception and delivery. Therefore, this research endeavours to prompt linguistic scholars to critically assess the inherent limitations and complexities of communicative exchanges, empathizing with the common man's struggle to decipher implicatures and respond accordingly.

The ability to comprehend utterances holds equal significance for both laypersons and sophisticated individuals, as clear and concise communication facilitates the sharing of emotions, desires, and needs. However, a dichotomy exists in literature between the language employed by commoners and nobility, with insufficient attention given by writers, poets, philosophers, and language experts to resolve the issue of implicature usage in communication. Despite its inherent challenges, implicature can also yield positive outcomes, such as aiding understanding in certain contexts, such as customer interactions in retail settings. Nonetheless, when communicating with laypersons, indirect language may hinder comprehension and impede the achievement of desired outcomes, underscoring the importance of clarity in communication. Language serves as a conduit for exchanging information and fostering interpersonal connections, necessitating mutual understanding between speakers and listeners. While language users may opt for implicit communication to convey additional meaning efficiently, the phenomenon of implicature, as conceptualized by Grice, highlights the nuanced nature of linguistic interaction within the field of pragmatics.

George: I am out of the grocery Moon: There is a vegetable market around the corner. Here George needs gas. But Moon assumed he should go around the corner for vegetables. There is a possibility George may not go to buy vegetables at the moment and she might need something else to replace vegetables. Here implicature creates an opaque idea about the situation for the listener how to respond to the remarks. To understand the situation Implicature prior knowledge is needed. Another example is Has Mike come If Speaker A says to the second speaker that there is a green jeep in the driveway, the second speaker may assume something else.

The theory of conversational implicature, a cornerstone of Grice, thinking, aims to capture how language is used in communication to maximum effect while being efficient as possible. Grice's Proposal is a new explanation and more to create other theoretical models of meaning, such as relevance theory. Implicature denotes either the act of meaning or implying one thing by saying something else. The object of that act. Implicature can be determined by sentence meaning or Conversational content and can be Conventional content and conversational in different senses. In literature and conversation figures of speech such as metaphor and irony simile, satire irony provides an example, of loose use and damning with faint praise. HP had developed an influential theory to explain and predict conversational implicature Problems for such principal-based theories include over a generation, lack of determinacy, disputes, and the reality that the speaker frequently has other objectives. They also involve how they develop and are interpreted. A key aspect of linguistic competence is the understanding of sentences in implicature. Consider the possibilities if speakers are unaware of how likely they are to deceive their audience.

Suppose an ignorant Speaker informed the subject's wife that your husband had seen a lady. Without this understanding, listeners are more prone to misinterpret or not comprehend the speaker entirely.

The cooperative principle, states that one shouldn't make a weaker statement than their understanding of the circumstance permits. Since Paul is a linguist and philosopher, it would have implied some sort of conclusion if it hadn't been stated. The result would have shown that context is necessary and that conversational implicature cannot be context-independent. Additionally, broad measures were used to categorize discourse. How it is feasible to understand conversational implicatures in particular? How can a speaker purposefully indicate something that is not a part of their linguistics? what she or he says and how their intended recipient will interpret it. The best answer should be inferred from the context rather than deduced to determine who has been implicated.

Conversational implicature is an inference that describes the implicit meaning that permeates all forms of information by default information that opposes or disputes it. The effectiveness of these inferences, in contrast, is tied to knowledge of extremely specific or special contextual information, which is strongly linked to a specific or unique environment. Meaning seems to be the most obvious feature of language and the most obscure aspect to study. These features seem obvious because people use language to communicate with each other and to transfer "What they mean efficiently and effectively. However, the steps in creating understanding sometimes are obscure because a word may imply more than one meaning. The intended meaning of a given word or phrase can be understood precisely when it is a part of the composition of the sentence or text because communication is not only using words or idioms that stand for beliefs, events, or feelings but the way phrases or words or idioms that stand for beliefs, events or feelings but the way of using the in a particularly situations. Therefore, the gist of particular words or phrases. While conversational implicature plays a vital role in everyday interactions, grasping implied meanings necessitates cultural knowledge, which can pose challenges for second language (L2) learners even after several years of immersion in a second-language environment (Bouton, 1994a, 1994b; Kasper & Rose, 2002). Similarly, Keenan argues that the application of implicature in cross-cultural communication may act as a significant barrier to effective interaction (as cited in Bouton, 1994b, p.159). Nevertheless, research indicates that targeted classroom instruction can significantly enhance the understanding of conversational implicature among learners (Bouton, 1994a, 1999; Kubota, 1995). Bouton (1988), regarded as a pioneer in testing implicature knowledge, explored how an individual's cultural background influences their ability to derive meanings from conversational implicatures in English, similar to native English speakers. He developed a specialized multiple-choice test to measure this ability. The findings revealed that cultural background serves as a reliable predictor of nonnative speakers' (NNS) capacity to interpret implicatures in the same manner as native speakers (NS). Furthermore, it was noted that not only do NNSs often derive different meanings from implicatures compared to NSs, but culturally diverse NNSs also exhibit varying levels of performance.

In line with Bouton's earlier findings, Bouton (1994b) conducted a study to assess whether NNSs could learn to use implicature with minimal or no direct instruction. This research indicated a weak correlation between scores on the Implicature Test (IMPLC) and overall performance on the English Placement Test (EPT) or any of its components.

Taguchi (2002) introduced relevance theory into second language research by measuring L2 learners' inferential abilities to understand conversational implicatures. Analysis of verbal report protocols showed that lower proficiency students had access to similar inferential processes and could identify the relevance of a speaker's implied meanings based on context. The study identified two common inferential strategies: reliance on paralinguistic cues and the adjacency pair rule. Less proficient learners tended to depend more on background knowledge and keyword inferences, while proficient learners were more likely to recognize the speaker's intended meaning when using implicature. Ultimately, both groups of learners successfully comprehended over 70% of the implicature items, with higher proficiency students performing significantly better.

Garcia (2004) compared the pragmatic comprehension of low- and high-proficiency L2 English speakers by examining their capacity to recognize indirect speech acts. The study focused on two types of implicature tests assessing pragmatic comprehension among 16 advanced and 19 beginning English language learners—specific and general implicatures. Garcia found that the high-proficiency group significantly outperformed the low-proficiency group in linguistic comprehension, pragmatic comprehension, and understanding speech acts and conversational implicatures. In research on pragmatic comprehension, Roever (2005) evaluated ESL and EFL learners regarding three pragmatic constructs: comprehension of implicatures, routines, and speech act production. While there was a notable effect of residence abroad on the comprehension of routines, no contextual effect on the comprehension of implicatures or speech acts was observed, although L2 proficiency significantly influenced both. Taguchi (2009) examined the role of proficiency in implicature comprehension in L2 Japanese, concluding that refusals were the easiest to understand, followed by conventional and non-conventional indirect opinions. All non-native speakers comprehended refusals best, with elementary students scoring significantly lower than their advanced and intermediate counterparts; however, the comprehension speed did not differ across groups. In Taguchi's (2011) study, the effects of general proficiency and study-abroad experiences on pragmatic comprehension in second-language English were evaluated. The analysis showed a significant relationship between proficiency and response times, but no influence from study-abroad experience was found. Comprehension accuracy yielded mixed results; while study-abroad experiences benefited students in grasping nonconventional implicatures and routine expressions, they did not aid in understanding indirect refusals. Given that implicatures are integral to everyday interactions and their interpretation requires cultural knowledge (Bouton, 1994a, 1994b; Kasper & Rose, 2002), and considering that textbook conversations often fail to provide adequate pragmatic input (Bardovi-Harlig et al., 1991; Boxer & Pickering, 1995; Gilmore, 2004), it is believed that videotaped materials can effectively simulate and represent real-life situations, offering a closer approximation of authentic interactions within the classroom environment (Birjandi & Derakhshan, 2014; Stempleski & Tomalin, 1990). It is posited that the classroom context is inherently limited compared to the spontaneous interactions that occur outside of it. In naturalistic environments, learners have greater opportunities to authentically assume

various conversational roles across a diverse range of situations. They can engage with proficient speakers of the language who offer expert input and valuable opportunities for practice. Despite these inherent limitations, innovative educators can enhance the socialization experience through their teaching methods and materials (Dufon, 2008). Utilizing creative approaches, teachers can help learners become more aware of both pragma linguistic and sociopragmatic features (Bialystok, 1993; Kasper, 2001; Kasper & Rose, 1999; Nikula, 2008; Thomas, 1983). There is a consensus that language learning encompasses more than just morphology, phonology, syntax, and semantics; it also includes pragmatics. This implies that learners must understand how to appropriately utilize language sociopragmatically and pragmatically in various contexts, influenced by several extralinguistic factors such as the social status of speakers, social and psychological distance, and the degree of imposition or power involved. Effective pragmatic language use involves concepts such as deixis, conversational implicature, presupposition, and speech acts. However, several constraints imposed on both teachers and learners present significant challenges and dilemmas in teaching pragmatic language use, particularly regarding implicature. These challenges can hinder the development of learners' pragmatic competence, making it essential for educators to find effective strategies to address these issues in the classroom. Dufon (2002) notes that while naturalistic interactions with native speakers provide beneficial opportunities for learners to acquire input and practice their language skills, several criticisms have emerged regarding this approach. Firstly, in many foreign language contexts, naturalistic input is not always readily available due to the limited number of native speakers. Secondly, even when such interactions occur, certain pragmatic features may not be sufficiently pronounced for learners to notice them (Schmidt, 1993; Washburn, 2001). Thirdly, native speakers often do not give feedback on specific kinds of pragmatic violations, particularly those considered social rather than simply linguistic (Dufon, 2002). Additionally, learners might be more attuned to corrections regarding pragmatic errors that reflect their understanding of the world, rather than merely their language skills (Thomas, 1983). It is crucial to emphasize that teachers serve as the agents of change, bearing the responsibility for instructing learners on pragmatic aspects of language, such as the comprehension and utilization of implicatures. However, language instructors encounter various dilemmas and challenges (Washburn, 2001; Eslami-Rasekh, 2005). A significant issue is the lack of adequate training and materials, stemming from insufficient focus on pragmatic issues within ESL/EFL teaching methodology courses. Consequently, pragmatic language use often receives little or inconsistent emphasis, as it is frequently relegated to a secondary position within broader course content. Gilmore (2004) highlights this discrepancy by contrasting the discourse features of seven textbook dialogues with those of authentic interactions, revealing significant differences in aspects such as length, turn-taking patterns, lexical density, false starts and repetitions, pauses, hesitation devices, and back-channeling. To enhance learners' pragmatic competence in understanding and performing speech acts and implicatures, providing rich and contextually appropriate input is essential (Bardovi-Harlig, 2002; Kasper, 2001; Kasper & Roeber, 2002; Martínez-Flor & Usó-Juan, 2010a; Rose, 2005). Therefore, the learning context plays a vital role in determining both the quantity and quality of input to which learners are exposed (Barron, 2003). Learners in a second-language community typically enjoy more frequent encounters with the target language, facilitating improvements in their pragmatic skills (Martínez-Flor & Usó-Juan, 2010b). In contrast, learners immersed in a

foreign language setting find themselves in a less advantageous position, relying exclusively on classroom-generated input (Kasper & Roever, 2002). According to Lo Castro (2003), learners in EFL contexts are mainly exposed to three types of input: that from their teachers, the instructional materials, and their peers. Video input has long been recognized as an invaluable resource that enhances the language learning process in classroom settings, as it provides learners with realistic models that improve their audiovisual perception (Sherman, 2003). According to Canning-Wilson (2000), video offers a contextualized view of language, helping students visually grasp words and meanings as well as the social norms and conventions of appropriate language usage. This perspective positions the use of video as an effective alternative to teach pragmatic features within the classroom (Rose, 1994, 1997, 1999, 2001). Consequently, a body of research supports the notion that authentic audiovisual materials offer substantial opportunities to present various aspects of language use across different social and cultural contexts (Alcón, 2005; Fernández-Guerra, 2008; Martínez-Flor, 2007; Rose, 1994, 1997, 1999, 2001; Stempleski & Tomalin, 1990; Swaffar & Vlatten, 1997). Several scholars, including Grant and Starks (2001), Alcón (2005), and Martínez-Flor (2007), assert that authentic audiovisual input provides diverse opportunities to explore language in varied contexts. Koike (1995) further suggests that video prompts can help contextualize language that might be misinterpreted when relying solely on the linguistic code due to first language (L1) interference. Lonergan (1984) notably emphasizes that video facilitates "complete communicative situations" for learners, where the dynamics between speakers and listeners, as well as the interaction context (e.g., home or business), are evident. Swaffar and Vlatten (1997) also highlight that authentic foreign language (FL) videos can illustrate various registers and cultural contexts, concluding that videos offer visual cues alongside auditory materials which enhance both comprehension and engagement with the presented content. Lörcher and Schulze (1988) explain that in English as a Foreign Language (EFL) settings, the variety of speech acts and realization strategies is often limited due to typical interaction patterns, such as Initiation-Response-Feedback (IRF), which restrict pragmatic input and opportunities for practicing discourse organization. Similarly, research indicates that textbook dialogues generally lack sufficient pragmatic input (Bardovi-Harlig et al., 1991; Boxer & Pickering, 1995; Gilmore, 2004). Stempleski and Tomalin (1990) point out that videotaped materials possess numerous advantages, including exposing students to diverse classroom materials and simulating authentic real-life situations, thus making lessons more engaging and motivating (Fluitt Dupuy, 2001). Dufon (2002) further asserts that video resources in the classroom hold benefits over other input forms, such as natural interactions and traditional textbooks. Bardovi-Harlig (1999) advocates for the inclusion of lower-level learners in interlanguage pragmatics studies, emphasizing visual tasks—like video scenarios and cartoons—as essential tools for making these studies more accessible (Rose, 1994). Kasper (1997) suggests that leveraging television and film as rich data sources for language use can effectively address the limitations encountered in foreign language environments, particularly in teacher education contexts. More recently, Jernigan (2012) explored the effectiveness of an output-focused instructional treatment featuring video vignettes in an intensive English program, highlighting the ongoing relevance of audiovisual materials in language instruction. Videotapes demonstrate several advantages over traditional textbooks in language learning. One notable limitation of textbooks is that they often employ language that is decontextualized and, even when contextualized, tends to diverge

from the language used in natural interactions (Bardovi-Harlig et al., 1991; Boxer & Pickering, 1995; Myers Scotten & Bernstein, 1988). In contrast, videotapes provide rich contextual information more efficiently, offering learners an enhanced understanding of interlocutors and their environments. This includes insights into posture, gestures, clothing, and proxemics, all of which contribute to the dynamics of politeness in communication (Gass & Houck, 1999; Stempleksi & Tomalin, 1990). Particularly beneficial for learners with limited experience in the target culture, videotapes enable access to paralinguistic features such as loudness, stress, and intonation, which are crucial for conveying pragmatic and emotional content (Washburn, 2001). As a result of these extra linguistic and paralinguistic elements, videotapes significantly enhance learners' comprehension of discourse (Stempleski & Tomalin, 1990) and allow exposure to authentic language in naturalistic contexts.

In pedagogical terms, there is a pressing need to enhance learners' Intercultural Language Proficiency (ILP), and incorporating pragmatic materials, especially video-driven content, into curricula is advantageous. Language materials developers should include a diverse array of real-life activities that address various implicatures. Given that conversational implicature is a common feature in the everyday interactions of native speakers, it is sensible to integrate its instruction into English as a Foreign Language (EFL) curriculums. Furthermore, introducing idiosyncratic implicatures at an earlier stage is recommended, as they tend to be easier for learners to grasp (Armstrong, 2007). Additional activities may involve comparing conventional expressions across languages, as well as utilizing listening materials from movies and TV dramas when instructing less conventional implicatures. Teachers should encourage students to use contextual information, alongside paralinguistic cues like intonation, tone of voice, pauses, gestures, and facial expressions, to enhance their understanding (Derakhshan, 2014). While most textbooks now incorporate audio materials for listening activities, research into the comparative effectiveness of audio versus video prompts in understanding and producing implicatures is necessary. Another important area of inquiry is the correlation between implicature knowledge, routines, and speech acts. Additionally, the relationship between formulaic-based implicature and idiosyncratic implicature remains underexplored, signaling the need for further studies to address this gap. It is also noted that there is a positive correlation between language proficiency and implicature knowledge (Bouton, 1994a; Taguchi, 2002, 2005, 2011). Therefore, additional research should focus on the intricate interrelationship between these factors to foster a deeper understanding of language proficiency development. Videotapes demonstrate several advantages over traditional textbooks in language learning. One notable limitation of textbooks is that they often employ language that is decontextualized and, even when contextualized, tends to diverge from the language used in natural interactions (Bardovi-Harlig et al., 1991; Boxer & Pickering, 1995; Myers Scotten & Bernstein, 1988). In contrast, videotapes provide rich contextual information more efficiently, offering learners an enhanced understanding of interlocutors and their environments. This includes insights into posture, gestures, clothing, and proxemics, all of which contribute to the dynamics of politeness in communication (Gass & Houck, 1999; Stempleksi & Tomalin, 1990). Particularly beneficial for learners with limited experience in the target culture, videotapes enable access to paralinguistic features such as loudness, stress, and intonation, which are crucial for conveying pragmatic and emotional content (Washburn, 2001). As a result of these extra-linguistic and paralinguistic elements, videotapes significantly enhance learners'

comprehension of discourse (Stempleski & Tomalin, 1990) and allow exposure to authentic language in naturalistic contexts. In pedagogical terms, there is a pressing need to enhance learners' Intercultural Language Proficiency (ILP), and incorporating pragmatic materials, especially video-driven content, into curricula is advantageous. Language materials developers should include a diverse array of real-life activities that address various implicatures. Given that conversational implicature is a common feature in the everyday interactions of native speakers, it is sensible to integrate its instruction into English as a Foreign Language (EFL) curriculums. Furthermore, introducing idiosyncratic implicatures at an earlier stage is recommended, as they tend to be easier for learners to grasp (Armstrong, 2007). Additional activities may involve comparing conventional expressions across languages, as well as utilizing listening materials from movies and TV dramas when instructing less conventional implicatures. Teachers should encourage students to use contextual information, alongside paralinguistic cues like intonation, tone of voice, pauses, gestures, and facial expressions, to enhance their understanding (Derakhshan, 2014). While most textbooks now incorporate audio materials for listening activities, research into the comparative effectiveness of audio versus video prompts in understanding and producing implicatures is necessary. Another important area of inquiry is the correlation between implicature knowledge, routines, and speech acts. Additionally, the relationship between formulaic-based implicature and idiosyncratic implicature remains underexplored, signaling the need for further studies to address this gap. It is also noted that there is a positive correlation between language proficiency and implicature knowledge (Bouton, 1994a; Taguchi, 2002, 2005, 2011). Therefore, additional research should focus on the intricate interrelationship between these factors to foster a deeper understanding of language proficiency development.

3. Research Methodology

3.1 Research Design

This research methodology aims to explore the ways to challenges faced by children in rustic communities in understanding and utilizing the conversational implicature theory of the Grice. Given the complexity involved in pragmatics and the varying linguistic backgrounds of children, a qualitative approach has been adopted to uncover the nuanced difficulties they encounter through analyzing both qualitative and quantitative research articles and papers. But for future linguistic scholars, there is a dire need for critical quantitative research is needed from various cultural backgrounds by focusing on tone, words, and other cultural aspects.

3.2 Data Collections

To investigate the challenges faced by children in rustic communities regarding conversational implicature, a comprehensive data collection strategy utilizing existing research papers, articles, and theses has been employed in this research article. This approach will facilitate the integration of established knowledge with new findings, ensuring a more robust understanding of the subject matter.

3.4 Research Framework

This study adopts Grice's Cooperative Principle (1975) as its theoretical framework, which underpins the analysis of meaningful dialogue. According to Grice, effective communication is rooted in the cooperative efforts of conversational participants, who adhere to specific maxims to ensure clarity, relevance, truthfulness, and informativeness. These maxims form the basis of the Cooperative Principle, which 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 identifies four conversational maxims essential for cooperative communication:

Maxim of Quality: This maxim emphasizes the importance of truthfulness, urging participants not to say anything they believe to be false or lack adequate evidence to support it.

Maxim of Quantity: This maxim advocates for the provision of adequate information, neither too much nor too little, in a conversational exchange.

Maxim of Relation: This maxim stresses the importance of relevance, requiring that contributions remain pertinent to the ongoing conversation.

Maxim of Manner: This maxim ensures that the conversation remains clear, avoiding ambiguity, obscurity, and unnecessary complexity.

While the Cooperative Principle assumes that participants aim to follow these maxims, it acknowledges that deviations may occur. These deviations, or "flouting" of maxims, are often deliberate and serve as a communicative strategy to convey implied meanings, humor, or rhetorical effects. For instance, irony, sarcasm, or indirectness can result from the intentional breach of one or more maxims.

This theoretical framework will guide the analysis of conversational exchanges, examining how adherence to or deviations from Grice's maxims influence the effectiveness, clarity, and purpose of communication. It will also explore the cultural, social, and contextual factors that shape participants' cooperative behavior in dialogue.

By employing the Cooperative Principle, this study aims to deepen the understanding of how interlocutors navigate the balance between cooperation and individual conversational goals, thereby enriching the broader discourse on pragmatics and communication.

Critical Discussion of Grice's Principles in Contexts of Rustic, Unsophisticated, and Illiterate Speakers

Grice's Cooperative Principle and its accompanying conversational maxims of Quality, Quantity, Relation, and Manner provide a structured framework for analyzing communication. However, critics have questioned the universal applicability of these principles, particularly when applied to speakers from rustic, unsophisticated, or illiterate backgrounds, and to children. Such individuals may not intentionally follow or even comprehend Grice's maxims, as their communication style may stem from socio-cultural norms, cognitive development, or lack of exposure to complex linguistic nuances like irony, sarcasm, and symbolic expressions. Furthermore, Grice's framework lacks a clear emphasis on politeness and the role of tone, which are crucial for effective communication across diverse contexts.

4. Results and Discussion

In this discussion this research article quiet disagree with Grice theory and its principals because there isn't any focused is particular addressing the common man and children who not familiar with these theories to be followed. According to the research scholar (Nasser 2021) language users can mean exactly what they mean in their utterances, it is also true that they can have their utterances mean much more than what they say. Speakers of English speak indirectly, and using conversational implicatures is a way to be indirect. And as sentences often express messages above and beyond their literal meanings, Grice's principles, addressing their limitations in accommodating the realities of communication in real rural contexts. Rustic and Unsophisticated Speakers: Linguistic Simplicity and Practical Communication. Rice's maxims assume that all speakers have the cognitive and linguistic sophistication to consciously or unconsciously follow them. However, in rural or rustic settings, communication often prioritizes practical needs over theoretical maxims. For example:

Maxim of Quality (Truthfulness):

Rustic speakers might rely on hyperbole, folklore, or storytelling, which may not align with the principle of truthfulness. Stories in these communities often serve cultural or entertainment purposes, not informational accuracy.

Maxim of Quantity (Providing Adequate Information):

The expectation of providing neither too much nor too little information is subjective. Rustic speakers may focus on what they consider relevant, which might include redundant details or omit context that outsiders deem essential.

Maxim of Relation (Relevance):

Relevance is culturally defined. For example, digressions in rural storytelling might seem irrelevant to an outsider but serve important cultural functions like teaching moral lessons or preserving history.

Maxim of Manner (Clarity):

Rustic speakers might use idiomatic expressions, metaphors, or non-verbal cues that seem ambiguous to non-community members. The clarity Grice emphasizes is thus context-dependent and cannot be universally measured.

Grice's framework overlooks the influence of socio-cultural contexts on communication. Rustic speakers often adapt their communication to community norms rather than an abstract cooperative principle.

4.1. Illiterate Speakers: Navigating Non-Literal and Symbolic Expressions

Illiterate individuals, often marginalized in linguistic analyses, may not fully adhere to or comprehend Gricean principles because their language use is shaped by oral traditions and everyday interactions rather than formal education.

Challenges with Irony and Sarcasm:

Illiterate speakers may find sarcasm or irony difficult to understand, as these require a cognitive awareness of contrasting literal and intended meanings. For instance, sarcastic remarks like "Oh, you're so clever!" might be misinterpreted literally, leading to confusion.

Symbolic and Figurative Language:

Grice's framework does not account for symbolic or ritualistic communication common in oral cultures. For example, proverbs and allegories may flout maxims of relevance and clarity but hold deep cultural significance.

Politeness and Social Norms:

Illiterate speakers often rely on tone, gesture, and context to convey politeness rather than adhering to rigid maxims. This highlights a significant gap in Grice's theory, which lacks a robust discussion of politeness strategies essential for interpersonal harmony.

Grice's omission of non-literal language and socio-cultural contexts limits the applicability of his framework to illiterate speakers.

4.2. Children: Developmental Constraints on Pragmatic Competence

Gricean principles assume a level of cognitive and pragmatic competence that children do not possess. Language acquisition is a developmental process, and children gradually learn to navigate conversational norms through exposure and practice.

Maxim of Quality:

Young children often engage in imaginative play or exaggeration, which violates the maxim of truthfulness. For instance, a child claiming, "I'm the strongest person in the world!" is not being untruthful but rather expressing creativity.

Maxim of Quantity:

Children may provide excessive or insufficient information due to limited awareness of conversational needs. For example, they might narrate a detailed account of an unrelated event, flouting relevance and quantity maxims simultaneously.

Maxim of Relation:

Relevance is a challenging concept for children. They may introduce seemingly unrelated topics based on their immediate interests or emotional states, which adults might perceive as irrelevant.

Maxim of Manner:

Ambiguity and unclear expressions are common in children's speech, as they often struggle to articulate complex thoughts or find appropriate vocabulary.

Grice's principles do not account for the cognitive and linguistic development of children, making them unsuitable for analyzing early childhood communication.

4.3. Politeness and Tone: The Missing Dimension

One of the significant criticisms of Grice's framework is its neglect of politeness and the role of tone. In many cultures, politeness strategies override Gricean maxims, as interpersonal harmony often takes precedence over strict adherence to conversational norms.

Politeness Strategies:

Speakers may flout maxims to avoid offending others or to maintain social harmony. For instance:

Flouting the Maxim of Quality: Saying "That's an interesting idea" instead of outright criticizing someone's suggestion.

Flouting the Maxim of Relation: Changing the subject to avoid uncomfortable topics.

Tone of Speaking:

Tone is a crucial element of communication, particularly in cultures where directness is discouraged. For example, a polite tone can mitigate the perceived violation of the Maxim of Manner (clarity) or Quantity (adequacy of information). Grice's framework does not address how tone and non-verbal cues contribute to conversational meaning.

4.4. Cultural Relativity and Universality of Grice's Principles

Grice's theory assumes universality but is criticized for being rooted in Western, individualistic communication styles. Cultures with collectivist traditions may prioritize group harmony over strict adherence to maxims. For example:

Relevance (Maxim of Relation):

In collectivist cultures, indirectness and ambiguity may be valued over direct relevance. This clashes with the expectation of clear and pertinent contributions.

Clarity (Maxim of Manner): you

In some societies, ambiguity and symbolic language are integral to respectful communication. For instance, indirect refusals are preferred to avoid confrontation, even if they appear ambiguous.

Grice's framework lacks the flexibility to address such cultural differences, limiting its applicability in non-Western contexts.

4.5. Practical Implications and Alternatives

Given these limitations, alternative frameworks like politeness theory (Brown and Levinson, 1987) or Speech Act Theory (Austin, 1962; Searle, 1969) may offer more comprehensive insights into communication. These theories emphasize social norms, cultural contexts, and the performative aspects of language, addressing gaps in Grice's model.

4.5.1 Ethical considerations

Considering that the research is predominantly text-based, the ethical implications are relatively limited. Nevertheless, the study prioritizes a respectful and precise depiction of cultural and religious themes, actively working to prevent any possible misinterpretation or bias. Furthermore, all secondary sources are properly cited to recognize the original contributions and uphold academic integrity.

4.5.2 Limitations

Grice's Cooperative Principle offers valuable insights into communication; however, its principles are not universally applicable, especially when it comes to rustic, unsophisticated, illiterate speakers and children. These individuals tend to communicate instinctively in natural settings, often lacking awareness of cooperative maxims. Their modes of communication are largely influenced by socio-cultural norms, developmental stages, and practical needs, which Grice's maxims do not adequately address. Furthermore, Grice's framework does not sufficiently encompass the importance of politeness and tone, limiting its applicability in various cultural and interpersonal contexts. The nuances of communication can significantly vary depending on the social dynamics and the relationships between speakers and listeners.

To address these limitations, it is essential to incorporate complementary theories that focus on the socio-cultural dynamics of language use. This integration can provide a more comprehensive understanding of communication that reflects the diverse ways individuals interact based on their backgrounds and experiences.

4.5.3 Suggestions

The Limitations of Grice's Theory of Conversational Implicature and the Need for Universal Speech Principles

Communication is a fundamental human need that transcends boundaries of age, gender, culture, and education. It serves as the primary means of expressing thoughts, sharing emotions, and building relationships. While linguistic theories such as Grice's Conversational Implicature provide valuable insights into how meaning is derived in communication, they are often limited in scope and applicability. Grice's maxims—quantity, quality, relation, and manner—assume a shared cultural and educational background among speakers, which may not hold in diverse, global contexts. This raises important questions about the effectiveness of these principles for individuals who lack prior knowledge of these conversational norms. For such cases, universal principles of speech tone and politeness might be more practical and inclusive.

Grice's theory hinges on the Cooperative Principle, which assumes that participants in a conversation share a mutual understanding and intent to cooperate for effective communication. However, this presumption may exclude people from varied linguistic and cultural backgrounds, or those who are less educated. For example, an uneducated farmer from a rural area may not interpret implicatures in the same way as a university professor, simply because they lack exposure to the nuanced subtleties of conversational maxims. Additionally, children or individuals with limited linguistic proficiency may fail to recognize implied meanings, relying instead on direct communication. This exclusion highlights the limitations of Grice's approach and calls for a more universal framework.

A universal principle of speech tone and politeness could address these challenges by fostering inclusivity. Speech tone plays a crucial role in communication, as it conveys the speaker's intentions, emotions, and respect for the listener. Establishing clear guidelines for tone, such as speaking in a calm, respectful, and empathetic manner, could bridge gaps in understanding, especially in multicultural and multilingual settings. Politeness strategies,

such as using positive language, avoiding abruptness, and showing sensitivity to the listener's cultural context, further enhance the accessibility of communication.

For instance, in cultures that prioritize indirectness, Grice's principle of clarity may conflict with local norms of politeness. Conversely, in cultures where directness is valued, failing to adhere to the principle of relevance could lead to misunderstandings. Therefore, speech principles should accommodate varying cultural expectations while ensuring that the core message remains comprehensible. Such principles could include:

Adapting Language and Tone: Tailoring speech to the listener's age, cultural background, and level of understanding.

Emphasizing Politeness: Using inclusive and respectful language that fosters goodwill.

Simplifying Content: Avoiding complex structures or abstract implicatures for audiences unfamiliar with such norms.

Encouraging Feedback: Creating opportunities for listeners to seek clarification, ensuring mutual comprehension.

By integrating these universal principles, communication becomes more inclusive, overcoming the barriers posed by Grice's theoretical framework. While Grice's theory remains a valuable tool for analyzing conversational dynamics among educated speakers, its application should not be seen as a one-size-fits-all solution. Instead, the development of accessible, universally applicable speech principles can create an environment where every individual—regardless of their background—feels heard, understood, and respected

5. Conclusion

The purpose of this article is to determine the effectiveness of explicit communication and Implicative language. Either one is difficult to understand when the listeners are weak in communication specifically common people. Explicit is a way of conversation and communication by which information is infused among individuals/ groups through the straightforward strategy of symbols, signs, or literary terms. In a society, there are different categories of people among them there are common, highly sophisticated, and educated people. Maintaining effective negotiation is of great value and importance, as it leads to creating the desired effect or the required action. However, in today's world where we work across geographies, time zones, and cultures, maintaining a space for effective communication is always a challenge. In light of the above consequences and facts, it is inferred that the implicit way is more complicated for language learners in the learning process than the explicit way. Even though learners learn the theories and principles of language, each element of the language is institutionalized. Despite all these efforts, they are uncomfortable with implicature it consumes maximum time to understand the speaker and in some situations speaker and listener are bound to time limitations like appearing in online and offline interviews, attending conferences and telephone calls, etc. They learn conveniently with the explicit methodology of teaching and conversation. On the other hand, rustic man learns language in the natural way of setting and he is unaware of the rules and principles of the conversational implicature. The rules and principles of language become barriers and confuse the common man forever to achieve his goal of delivering the message and receiving the message. It is an ineffective way of communication for all the speakers as well. It takes time to assume and perceive implicit communication; it detracts

and diverts the attention of the listener from the desired discussion. He starts thinking about multiple dimensions of messages. In consequence delays and clashes of ideas are created among the speakers. Sometimes, speakers and listeners are restricted to time limitations specifically while conversing online through social media, etc. This causes a communication gap among people and this space of conversation results in major problems of the collision of ideas.

Confusion may arise when the implied meaning intended by the speaker or sender is not what is understood by the listener or recipient. There might be several reasons for communication gaps to arise in the workplace and other occasions and situations. It is as important to bridge the communication gap between layman and sophisticated man as it is to maintain effective communication. Thus, identifying how the implicature creates a communication gap emerges in between rustic and literary men taking the necessary steps to maintain effective communication at work and the situation will be of great benefit to understanding the message conveyed by the speaker to a listener to act accordingly. This communication gap is caused by using implicature during meetings or lectures in school, University, and college among rustic and literary men taking the necessary steps to maintain effective communication at work and the situation will greatly benefit in every aspect of life. To understand implicature prior knowledge is needed like knowledge of literary terms. This is beyond the understanding of the layman he or she will not get a clear idea to act accordingly to the speaker. Conversational implicature is inferences based not on a factual basis which can create unclear ideas of conversation.

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