

RESEARCH ARTICLE

# Awareness of Enhancing Pragmatic Competence Via Movies and Effectiveness of Teaching Conversational Implicature Using Films

Wejdan Ammash Alharbi<sup>1</sup>, Jayashree Premkumar Shet<sup>2\*</sup>

<sup>1</sup>College of Science and Arts, An Nabhanya, Qassim University, Buraida, Kingdom of Saudi Arabia.

E-mail: jayashreeprem@gmail.com

<sup>2</sup>English Language & Translation Department, College of Science and Arts, An Nabhanya, Qassim University, Buraida, Saudi Arabia. E-mail: js.sat@qu.edu.sa

Corresponding author: Jayashree Premkumar Shet: js.sat@qu.edu.sa

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## Abstract

Rapid advancements in language technologies have created enormous opportunities for teaching and learning a second language. Using films as an aid is the best teaching method available to support students and also to enable them to study in a purposeful manner with fun and entertainment. Films are one of the infrequently used multimedia technologies. In this light this study focuses on the value of understanding the meaning behind the individual's utterances, the complexity of speech in a language, and the knowledge of teaching and learning conversational implicature through movies. This research investigates the perception of implicature via a questionnaire to EFL learners in Saudi Arabia, where, as in East Asian countries, English is acquired as a foreign language. There were 441 respondents. Also this descriptive qualitative study lists the floutings of Paul Grice's Cooperative Principle (1975) and the implicature in *Plane* Movie. In real life in queer situations if asked a personal question, to which they are reluctant to reply, 66.5% of the respondents chose to opt for flouting Maxim of Relevance, whereas 32.4% opted for flouting to the quality maxim. Their responses to the question of whether language learning can be done through regular classroom studies or movies, or both, came out in favor of both. In contrast to the 22.1% who said they could only acquire the language through studies and the 23.2% who said they could only learn it from movies, 54.7% of respondents said they could learn the language in both situations. The study suggests that in order to teach pragmatic concepts like conversational implicature, English curriculum should also contain visual aids like movies, and language teachers should use them while assigning homework or assignments. This study's findings has significant repercussions that might be advantageous to EFL/ESL students, teachers, and curriculum designers.

**Keywords:** perceptions of Pragmatics; conversational Implicatures; teaching; technology; Films

## Introduction

### Easy on the ear/eye

Education has significance to molding a person's personality as well as their social life.(Khan et al., 2022) Moreover learning and acquiring pragmatics of the second language is found to be hard for students across the Global Scientific Research

globe. Studies by Ateeq & Shet(2023), D'Souza, Kumar et al(2022), Shet & Christy (2022), and Shet, (2021), among others, emphasize on the value of using technology in education and highlight its benefits. Many other recent studies, reinstates that

technology has significantly improved language skills, leading to more effective language learning. Using this method, language learners will be able to comprehend a variety of inputs in varied cultural contexts without the need for the teacher's pointless explanation (Ogasawara, 1994). Additionally, it promotes more effective educational training by allowing language learners to get familiar with the language through media's use in more genuine circumstances. According to Ibe and Abamuche (2019), language learners learn 83% more effectively through sight than through other senses. Specifically, pupils' memories are 50% better after hearing and seeing something

### **Conversational Implicature**

The cooperative principle establishes guidelines for how individuals should communicate in order to collaborate with one another. (Wilson & Sperber, 2022). They are listed as Maxim of Relevance, Maxim of Manner, Maxim of Quality and Maxim of Quantity. (Grice, 1975) Using Gricean Maxims (1975) as a base, Schäfer & Michael (2010) (quoting Fasold and Connor, 2006) and Paltridge (2006) claim that the maxims depend on the assumption of the addressee in order to make virtue of what the speakers say. According to Levinson (1983:100), Grice created the idea of implicature, which is essentially a hypothesis about how individuals use language. The idea of implicature, according to Wardhaugh (2006:292), explains why, when A says something to B, B will interpret A's statements in a particular way because B will realize that A spoke more than was necessary, or made an apparently unimportant reply, or purposefully muddled the subject. A cooperation may be indicated somewhat indirectly by the way B interprets what A says. Therefore, B will need to determine how to include A's statement into their conversation, and B will assume that the statement is cohesive. Implicature, then, are incomplete or comprehensive assertions that don't fully express what the speaker means and must be enriched pragmatically.

To generate an effective communication, the addressee(s)'s assumptions should be reasonable and cooperative. Most of the time, people disregard the maxims. They frequently disregard, disobey, trample, or disregard the maxims. (Shet, 2021) Further, Shet's (2021) study focused on how Jim and Della, the central characters of O. Henry's *The Gift of the Magi*, disregarded maxims. This study employed a descriptive quantitative method to count the number of floutings and attempted to understand the motivations and strategies behind them. The study found that statements were disregarded in 96.87% of cases. Additionally, it discovered that all maxims are false. All the short story's characters disregarded the conversational maxims. So not only to communicate but also to comprehend EFL texts, students should comprehend the conversational implicatures.

Hence, one of the key elements that determines language learners' communicative abilities is obviously pragmatic competence. The pragmatic features of language such as conversational implicatures nevertheless, frequently receive little focus in both study and classroom instruction. The current research looks into how EFL undergraduates in Saudi Arabia, where English is spoken as a second language like in East Asian nations, perceive Conversational implicature that represents major pragmatic components.

Conversational implicatures are inferred meanings that are presented non-verbally during a discussion. They frequently communicate irony or sarcasm. Implied meanings are important in interpersonal interactions and may lend depth and complexity to a discourse. As a result, when we talk about the conversational implicatures It is frequently used by filmmakers in films and television shows to create dramatic tension or a comic effect. Movies regularly employ conversational implicature, a form of indirect communication, among other contexts. Movies can employ conversational implicature to develop characters, provide subtext, and more delicately express

meaning. Movie characters can communicate their thoughts, feelings, and intentions through indirect language instead of speaking them out loud.

To prove that the EFL students lack skills in comprehending implicature in EFL conversations a few studies were done. To cite one, 40 undergraduate students enrolled at Majmaah University's four-year English program were chosen at random by Alharbi (2022). To gather and analyze the data, an exploratory mixed-methods approach was used. The information was gathered using three different tools: a multiple-choice discourse completion exam based on Bouton's (1988, 1994) works, a questionnaire created from and based on Vandergrift's (1997) taxonomy of the implicature of interpretative techniques, and interviews. To take part in this study, the research results showed that EFL students had trouble understanding implicatures. It was also demonstrated that learners have greater difficulty with the following implicatures than they do with the other five types of implicatures: Quantity, Quality, Manner and Relevance Maxims and POPE-Q. Additionally, the results of the survey showed that participants tended to utilize inference, deduction/induction, repetition, and transfer methods more frequently than grouping, elaboration, translation, and summation strategies.

According to Félix-Brasdefer, & Cohen (2012) teachers can and should include pragmatic features in the foreign language curricula. According to Eslami-Rasekh (2005), instructors of language have little concern with pragmatic problems relating to ESL teaching methods; as a result, they confront difficulties with the materials that are utilized for teaching pragmatics. In light of the descriptions above, instructors of English ought to undertake efforts to assist L2 learners in improving their pragmatic ability, including enhancing their conversational implicature awareness. The question is, "How do teachers help students increase their conversational implicature awareness?" Are there any effective ways for assisting L2 learners in increasing their awareness of conversational implicature?

Morrison's (quoting Boersma, 2005) study on whether L2 English learners can learn implicature through explicit teaching demonstrated that it is possible. Authentic texts or authentic materials, according to Lee (quoted in Manowong, 2011), can be useful resource for exposing L2 learners to the language utilized (pragmatics) by native speakers. Hipolito, et al., (2023) also proposes there should be a variety of resources to make the classrooms livelier so as to catch the attention of the learners. Curriculum and textbooks were changed and produced on a regular basis, according to Dawadi (2022), who endorses the use of audio visual aids in the classroom. Novel methods to instruction in the classroom were reviewed, and a concrete instance of how to employ suitable instructional aids and paradigms for teaching was put forward. To meet the instructional goals stated in the new education plan, every institution must have at least an adequate supply of audio visual teaching resources, and instructors are required to be properly prepared and knowledgeable about how to use these tools. The materials could be films which assist learners improve their conversational implicature awareness. (Murray, 2010) Moreover, according to cognitive theory (Bialystok, 1993; Schmidt, 1995), it is critical for input to become intake and for learners to achieve a deeper level of comprehension of a given pragmatic phenomenon—in terms of both form and function. Young Adults L2 learners, in particular, who possess a comprehensive pragmatic mechanism in their L1, are regularly observed to encounter difficulties with the illocutionary force of specific pragmatic characteristics (Taguchi, 2012). By offering detailed instruction and allowing correlations between the L1 and L2 for specific phenomena, learners may be able to gain the deeper degree of knowledge and awareness required to internalise the pragmatic phenomena. Hence, concerning the challenges of instruction and comprehension of conversational implicature, this study presents a questionnaire to help L2 learners enhance their conversational implicature awareness, as well as an investigation to find implicature in a film.

Despite there is a lot of study on the use of audio visual aids, particularly films, and the implications of discussion are crucial for developing dramatic tension and humor in films, there is a dearth of research on using films as teaching aids and learning tools to enhance pragmatic skills and especially to comprehend conversational

implicature and produce utterances with conversational implicature. This study aims to fill the research gap by conducting a Google survey to investigate people's perceptions of conversational implicature in movies and then analyses the conversations to identify implicature in the film *Plane*. Hence the study chose the movie *plane* to check for conversational implicature.

### **The plot of the movie Plane:**

Pilot Brodie Torrance saves passengers from a lightning strike by daring landing on a war-torn island, only to realize that surviving the touchdown was only the beginning. When deadly rebels kidnap the majority of the passengers, Torrance can only rely on Louis Gaspare, an alleged killer being transferred by the FBI, for assistance.

### **Research Questions**

1. Do the respondents acknowledge flouting the maxims?
2. Do the students understand they can learn the language and conversational implicature by watching films?
3. Does the film flout maxims? Are there any implicature in flouting the maxims by the characters?

### **Literature Review**

Lampai, & Sukying, (2023) Aziz, & Sulicha, (2016) Fauziah, Rachmawati, & Misbahudin (2018), Aziz, , Yunus, & Nazmi (2021) studied the significance of Audio Visual aids in EFL classrooms. Aziz, & Sulicha's (2016). study investigated how fifth graders in an elementary school in Banda Aceh were taught vocabulary using cartoon movies as an educational medium, as well as to ascertain the students' reactions to this practice. The sample consisted of two classes, one of which served as the control group (CG) and the other as the experimental group (EG). There were 32 pupils per group. Both quantitative and qualitative methods were used to gather the data. The student's pre- and post-test scores made up the quantitative information. The answers of the questionnaire that was used to gauge how the EG students felt about using animated movies as an audio-visual tool to teach vocabulary were the qualitative data.

According to the quantitative data, the EG's mean post-test scores are 94, while the CG's mean post-test scores are only 66. The result of the t-test is 2.35, whereas the result of the t-table at a level of significance with  $\alpha = 0.05$  and 95% probability is 1.67, according to a comparison of the two scores. This indicates that the students who were taught utilizing cartoons as an audio-visual aid obtained a better outcome than those who were taught using other conventional visual aids, as indicated by the score of  $t_{test} > t_{table}$ . Additionally, the students' reactions to the utilization of the animated movie were overwhelmingly positive. The usage of cartoons as audio-visual media tools had a favorable impact as well.

Lampai, & Sukying's study (2023) study uses audio-visual aids as teaching methods to help Thai EFL students increase their vocabulary knowledge. It is hoped that this study will act as a starting point for students' vocabulary growth and for Thailand's pedagogical advancement. Therefore, the purpose of this study was to investigate how well audio-visual training helped Thai EFL primary school pupils learn vocabulary, with a focus on the relationships between form and meaning. This study also looked into how the students felt that audio-visual input improved their vocabulary knowledge. One experimental group of 51 sixth-graders was included in the investigation. The creation and reception of form-meaning linkages were assessed using the L1-to-L2 Translation Test and the L2-to-L1 Translation Test, respectively. The perceptions of the students on the form-meaning relationships of vocabulary knowledge through audio-visual input were investigated using a questionnaire.

The improved vocabulary had an impact on the pupils' cognitive, emotional, and psycho-motor abilities. According to the results, pupils' ability to learn language using audio-visual input is more advanced than their capacity to do so. Additionally, the input of students' lexical knowledge helps them learn and grow in their understanding.

The purpose of Fauziah, Rachmawati, & Misbahudin's (2018) study was to examine how male and female EFL students perceived the use of audiovisual aids in vocabulary learning. The purpose of this study was to determine how male and female EFL students perceived the use of audio visual aids in vocabulary learning as well as how audio visual aids assisted students in increasing their vocabulary mastery. In one of Ciamis' senior high schools, the participants were 19 kids in the tenth grade. Case studies were one form of qualitative strategy used in this study. Three different tools—a questionnaire, an interview, and observation—were employed by the writer to gather the data. The answer to the first question indicated that male students thought it was a good idea to employ audiovisual aids during the learning process, particularly while acquiring vocabulary. Additionally, the answer to the second question showed that female students believe audiovisual tools could help them study, particularly when it comes to language. The third question's outcome was that audiovisual tools helped pupils in developing their vocabulary mastery. Overall male and female EFL students had favorable opinions on the usage of audiovisual aids when learning vocabulary, and these students' vocabulary knowledge had improved thanks to these aids.

Aziz., Yunus & Nazmi's (2021) study examines how students at Terengganu's Universiti Sultan Zainal Abidin (UniSZA) feel about using animated cartoons to expand their vocabulary understanding of uncommon terms.

The method for gathering qualitative data was a semi-structured interview. Six students who learnt vocabulary through animated cartoons were subjected to semi-structured interviews as part of a qualitative data collection strategy to determine how they felt about the role of these multimedia resources in enhancing their knowledge of uncommon terms in the English language. The findings of semi-structured interviews showed that students preferred animated cartoons as these materials to help them increase their understanding of uncommon terms in English. Conclusion: By highlighting the effects of animated cartoons, which give students the chance to experience a supportive technologically based learning environment, this study adds to the body of knowledge on the learning of uncommon words in English.

Several studies like Nurhidayah, et.al (2021) and Akmal & Yana (2020) identified the conversational implicature in movies. Nurhidayah, et.al., enlisted ten Generalized as well as Particularized conversational implicature whilst Akmal & Yana could identify 20 of them. Also, Putriayu's (2022) descriptive qualitative study aimed to explore the use of maxim violation, maxim opt out, conversational implicature types, and their meaning of occurrence in the *Split* (2016) film. The main theoretical frameworks for data analysis were Grice's (1975) theory on Conversational Implicatures and Yule's (1996) theory on Cooperation and Implicature. The information was obtained from the movie screenplay, which was obtained from the Scripts.com website, and the movie, which was obtained via the streaming-service platform, YouTube Movies. This study discovered that the violations of the maxims of manner, quantity and quality, and particularized conversational implicature were the most frequently utilized in the discussions of the characters in the *Split* film. Conversational Implicature in *Inception* Film Conversation was addressed by Sigalingging and Sinaga (2014). The goals of this research were to identify the most prevalent kinds of Conversational Implicature also the significance of each implicature. This thesis research was carried out utilizing a qualitative descriptive design. The information was obtained from the script of the 2010 film *Inception*. In the methods, the data were analyzed and classified into two forms of conversational implicature: generalized conversational implicature and particularized conversational implicature. There were 36 conversational implicatures in the characters' language from the film *Inception*. There were 21 instances of Generalized Conversational Implicature (58.33%) and 15 instances of Particularized

Conversational Implicature (41.67%), according to the data. The most common sort of conversational implicature, generalized conversational implicature, was employed in the film Inception.

Similar to Aziz, Yunus, & Nazmi's (2021) study this study examines how students perceive learning through audio visual aids but unlike the previously mentioned studies, this study arises the students' awareness of learning conversational implicature via movies, by collecting their perceptions on learning implicature by watching movies. The questionnaire as being typed in both their mother tongue as well as in Arabic would have given an insight in teaching and learning implicature. This present study by investigating the conversational implicature in *Plane* Movie would serve as a model to identify implicature in many other movies, which would serve as authentic materials for teaching implicature.

## Methodology

This Qualitative descriptive study collected data via Google form and analyzing the *Plane* movie.

To probe into the Research Questions 1. Do the respondents acknowledge flouting the maxims?

2. Do the students understand they can learn the language and conversational implicature by watching films?

The questionnaire was used to elicit students' perceptions on flouting and their knowledge of comprehending them in English Films. The students' responses were collected and analyzed and presented as pie charts.

Secondly, this descriptive qualitative method. To analyze the types of conversational implicature and the maxim of violation, the researchers adhered to the theory from P.H. Grice (1975). to investigate the Research question:

3. Does the film *Plane* (2023) flout maxims? Are there any implicature in flouting the maxims by the characters?

The study collected 114 utterances from *Plane* movie and investigated whether they flout the maxims: Maxim of Quantity, Maxim of Quality, Maxim of Relevance and Maxim of Manner and seeks to deduce the implicature behind the floutings.

## Results and Discussions

There were both male and female participants. The respondents were largely between the ages of 18 and 35 and from the central region. Figures 1–3 depict the population.

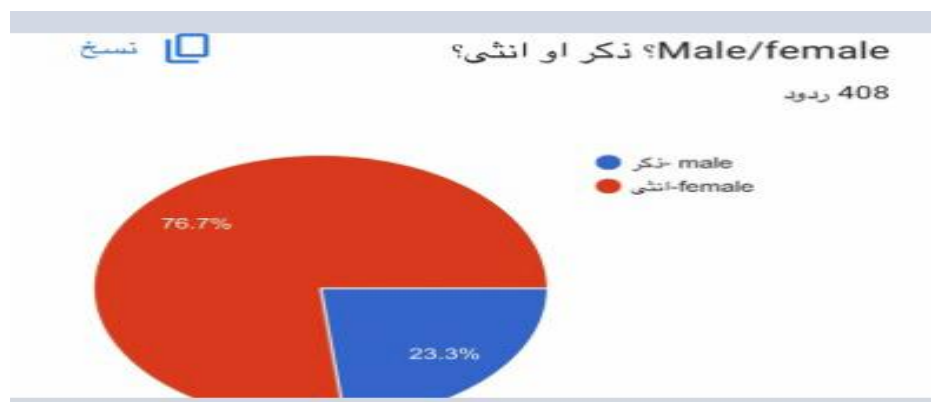


Fig.1 Gender of the Respondents

Fig. 1 shows that the majority of participants (76.7%) were females. Males rank in second with a rate of 23.3%.  
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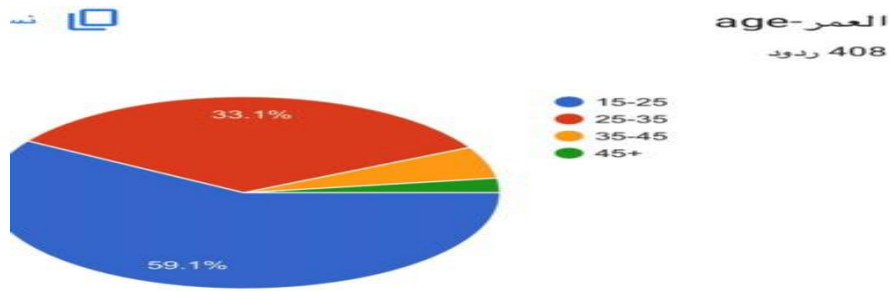


Fig. 2. Respondents Age-wise

Fig.2 demonstrates that the majority of participants were between the ages of 15 and 25, with a percentage of 59.1%, followed by 25-35, with a rate of 33.1%, and 35-45, with a rate of around 5%, and 45+, with a rate that was around 2.8%.

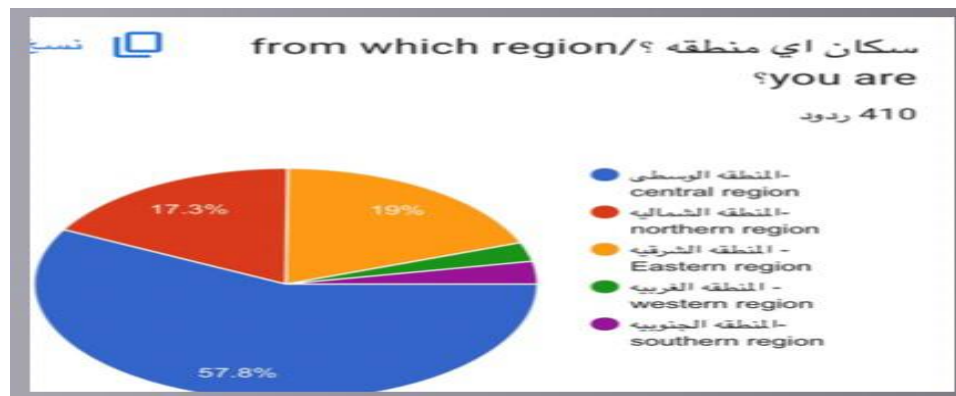


Fig 3 Regionwise Population

As indicated by Fig. 3, the central region had the highest percentage of participation (57.8%), followed by the eastern region (19%), the northern region (17.3%), and the southern region (3.7%). The western region followed by 2.2%.

### Awareness and acceptance of Flouting the Maxims

Fig.4 - Fig. 7 indicate that the respondents do adhere to flouting the maxims and are aware of others flouting the maxims in their day today conversations.

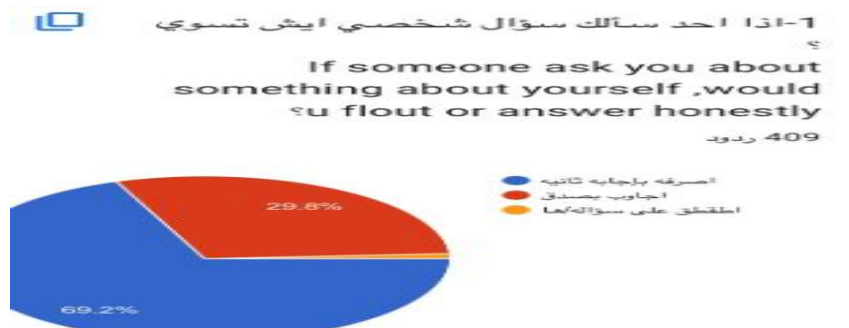


Fig.4 Personal Information & Flouting the Maxims

As Fig.4 shows the majority of participants (69.2%) favored flouting in quality, followed by 29.8% following quality maxims, and the remaining 1% using flouting in relation.

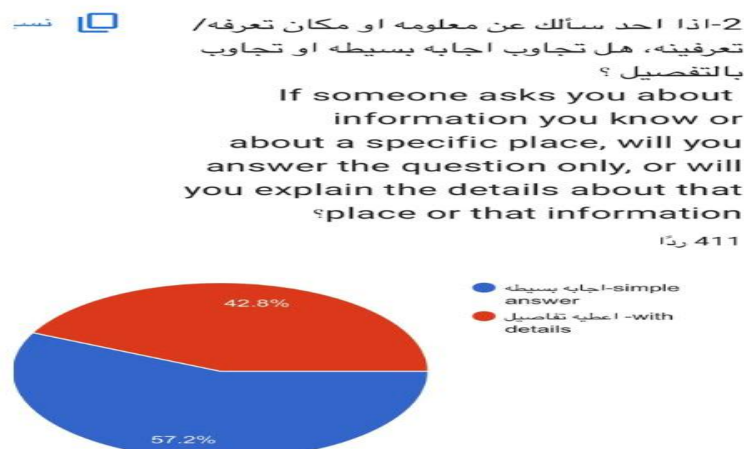


Fig.5 Flouting / Following Paul Grice's Quantity Maxim

As demonstrated by Fig. 5, the majority of participants (57.2%) chose quantity maxim, while 42.8% preferred to flouting it in a situation where a stranger enquires them about a specific place.



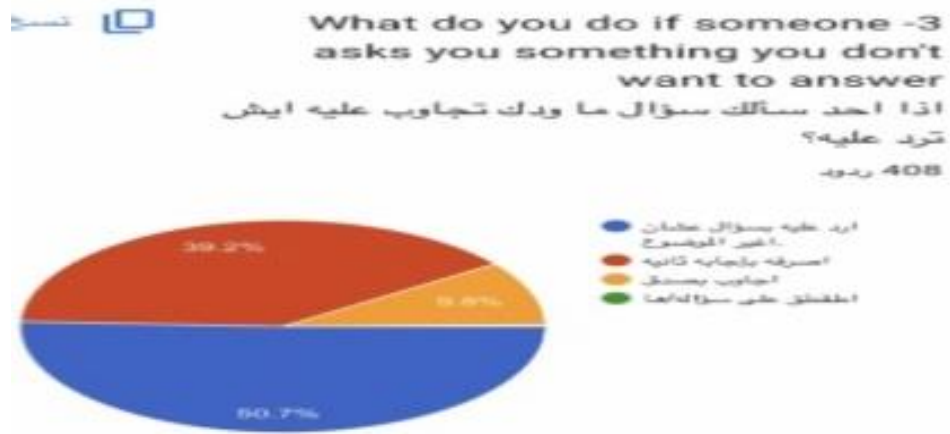


Fig.6. Flouting/ Following Grice's Maxim

As shown in Fig. 6, the majority of participants (50.7%) utilized flouting in relation, followed by flouting in manner (39.2%) and 9.8% of the populace preferred to flout Quality Maxim.

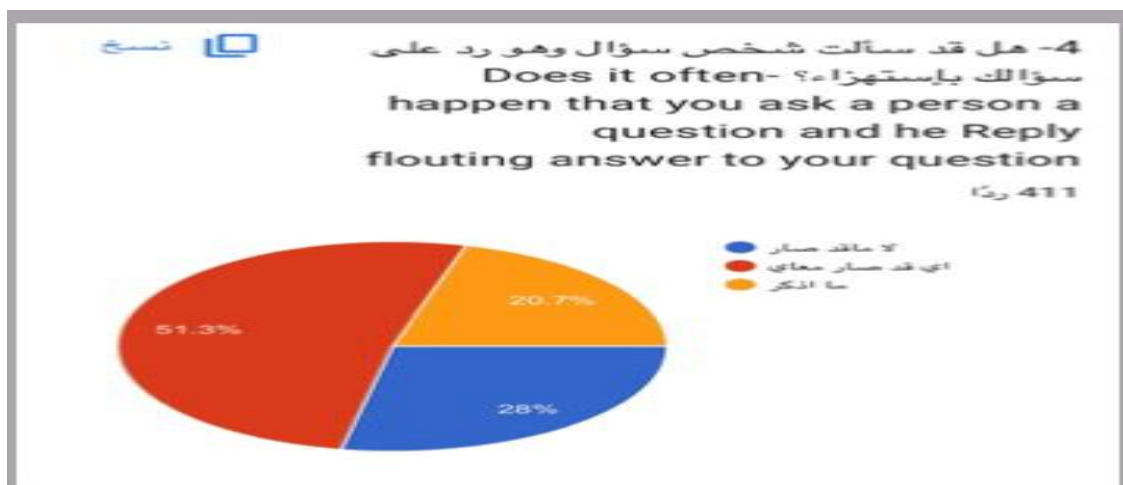


Fig.7 Comprehending Flouting By Others

According to Fig. 7, the majority of participants (50.7%) have seen the others flouting the Maxim of Relation followed by flouting in Manner by 39.2%, and finally quality maxim by 9.8%. Moreover, 51.3%, of the participants said it had happened to them. They are followed by those who said it did not happen to them (28%), and those who said they did not remember any such instances. (20.7%).

### Perceptions about Films and Conversational Implicature

Fig.8 to Fig.14 indicate Respondents' awareness of learning, mastering a language via films.



Fig 8 Do films help in learning the language?

Fig. 8 illustrates the respondents awareness of learning the language via films. To determine if people are aware of the role of films in language learning, respondents were asked whether they could learn only through study, films, or both. With a proportion of 46.2%, the majority of participants said they could learn in both scenarios. Others, at a rate of 27.9%, responded that they can only learn the language via study. With a rate of 25.9%, the lowest option was to learn from watching movies and episodes.



Fig. 9 Acquisition of a Language via. Films

According to Fig. 9, 35% of people have acquired two languages by watching movies. Following that, 33.3% said they have acquired one language, 13% said they learned more than two languages, and 11% said they did not acquire any language by watching movies, while 7.8% said they are not interested in viewing series or movies.



Fig.10 Language Skills acquired via watching Films

As Figure 10. Indicates the respondents acknowledged the usefulness of watching films in acquiring all the basic skills. Speaking helped them the most, according to 50% of those polled, followed by listening (33.3%), reading (12.3%), and writing (4.5%).

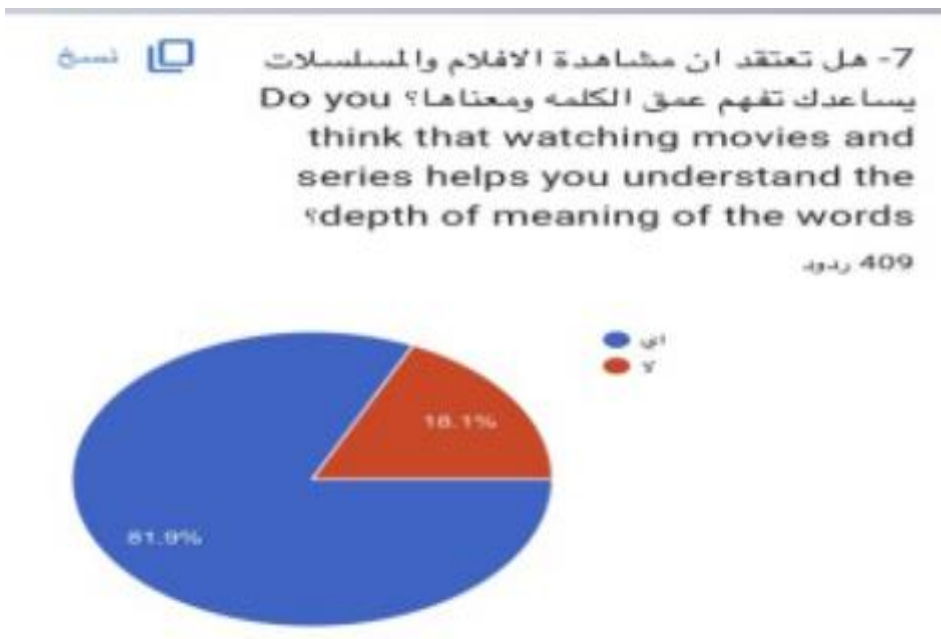


Fig.11. Awareness of Learning Implicature via Movies

As Figure 11 indicates the majority's answer, 81.9%, was yes, while 18.1% answered no. So the EFL learners were well aware of leaning Conversational Implicature via movies.

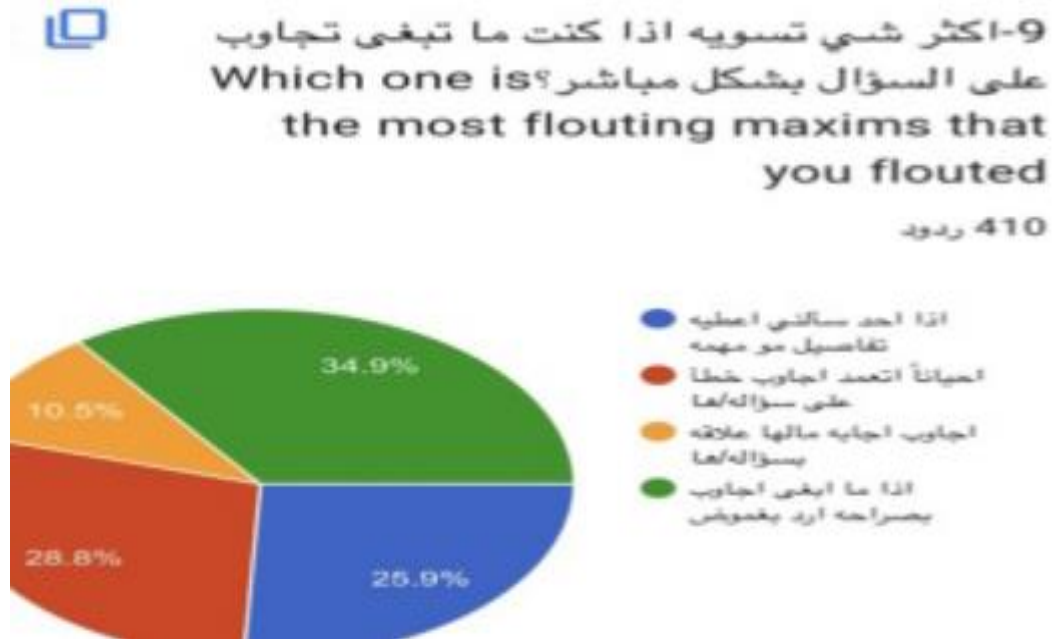


Fig 12. The Most Flouted Maxim

As shown in Fig.12, 34.9% said they defied in manner, 28.8% said they flouted in quality, 25.9% said they flouted in quantity, and 10.5% said they flouted in relevance.

### Flouting of the Maxims and Implicatures in Plane movie.

Movies convey rich meaning through situations, and they may assist us in better understanding how to interpret the conversations we have on a daily basis. The most commonly used maxim in the plane movie is the Quantity maxim, while the most frequently used flouting maxim is flouting the Relevance Maxim. The film was watched carefully and 114 utterances were selected and they were analyzed in a table.

A sample of 15 utterances are provided below.

S.No / MAX IMS	Utterances	Maxim of Quantity	Flouting Maxim of Quantity	Maxim of Quality	Flouting Maxim of Quality	Maxim of Relevance	Flouting Maxim of Relevance	Maxim of Manner	Flouting Maxim of Manner
1	Daniela: You're still in Singapore? Torrence: Well, yes Hawaii is 18 hours behind. And It's just over six hours to Tokyo. Another six to Honolulu. So, I'll be there with plenty of time to spare. New Year's Eve. One delay		v						
2	T: Where are you from? S: Uh, Hong Kong, sir. Did my training at the Civil Aviation Department.		v						
3	S: And you, sir? English, I'm guessing? T: Hell, no. I wouldn't lower myself. Nope. I'm Scottish. Oh Although I did fly RAF Transport years ago. Back then, all the sexy assignments went to the English blokes. I didn't mind, tho		v						
4	T: how many passengers do we have? S: Confirming 14 passengers.			v					
5	T: What if the storm gets worse? What we should do? B: No, will not become			v					
6	S: What if it sits there and stews? T: We can push out east	v		v		v			
7	S: come north over Luzon? T: That adds an hour and 18K in fuel. The flight's nearly empty, so we need to shorten.	v		v		v			
8	T: Do our iPads will control the weather? S: Ohh.. I guess.	v		v		v			
9	T: How can I help you? F,C: Fugitive extradition to Toronto. We'll be with you as far as Tokyo. He'll remain in constraints and be under my constant supervision.	v		v		v			
10	T: Well, is he dangerous? What did he do? F,C: Homicide. 15 years ago.		v						
11	Just keep away from everyone else, please.  Copy that.  Let's go.		v						
12	M1: Did you check the back there? M2: Everything is set back there.	v		v		v		v	
13	T: Isabella How are u?  I: hey ..good T: yeah good ...good	19	v		v				
16	I: What did he do? T: I'm sure the less we know, the better. You know, just keep your interactions with him to a minimum. That's all. Torrence's answer is Flouting in manner								v
84	T1: Have you determined that the plane								v

Table 1 Some Utterances and their falling in/ailing in Conversational Maxims

Table.1 is a sample of the utterances selected from the Plane movie. The symbol “√” indicates the category of the utterances. Out of the 114 utterances taken for the study 55 utterances followed the maxims by honesty, quantity, quality and by manner.

Secondly the study investigated the implicature in flouting of the maxims by the characters in the movie.

S.No	Utterance	Maxim Flouted	Implicature
1	Daniela: You're still in Singapore? Torrence: Well, yes Hawaii is 18 hours behind. And It's just over six hours to Tokyo. Another six to Honolulu. So, I'll be there with plenty of time to spare. New Year's Eve. One delay	Quantity	When Daniela asked if her father was still in Singapore, her father's answer was to calculate the hours he would fly to reach his daughter and celebrate New Year's Eve together.
2	T:Where are you from? S:Uh, Hong Kong, sir.Did my training at the Civil Aviation Department.	Quantity	Samuel's Answer is Flouting In Quantity maxim . The captain asked him where was he from, and Samuel replied Hongkong , "I trained in civil aviation aircraft." samuel information was useless. we can say Samuel flouting in quantity because he gave out so much information.
3	S:And you, sir? English, I'm guessing? T:Hell, no. I wouldn't lower myself. Nope. I'm Scottish.Oh Although I did fly RAF Transport years ago.Back then,all the sexy assignments went to the English blokes.I didn't mind, tho	Quantity	Torrance's Answer is flouting in Quantity maxim. Samuel was asking if Torrance was an Englishman, but Torrance's reply was long since he was eager to impress the captain.
5	T:What if the storm gets worse? What we should do? B:No,will not become	Quality	Bonnie's answer is Flouting in quality maxim. Torrence was worried and asked what they would do if the storm got worse, while the member's answer was that the storm would not get worse, Torrance wanted solutions if the situation got worse, while her answer was inaccurate, false and somewhat short.
10	T:Well, is he dangerous? What did he do? F,C: Homicide. 15 years ago.	Quantity	Torrance replied only one of the queries of the Flight Commander. Since his reply to the second question implies that the criminal was a dangerous one.
13	T: Isabella How are u? I:hey ..good T:yeah good ...good	Quantity & Quality	Isabella's answer is Flouting in quality . Isabella lied when she said she was fine, but she wasn't feeling well because she wasn't going to spend New Year's Eve with her family. It also flouts Quantity Maxim since there is Tautology.
16	I:What did he do? T:I'm sure the less we know, the better. You know, just keep your interactions with him to a minimum. That's all. Torrence's answer is Flouting in manner	Manner	Torrance's answer is Flouting in manner . Torrance did not answer Isabella's question, but his answer was vague and unclear, indicating that he did not want to tell them about Gasper's accusations.
84	T1: Have you determined that the plane has crashed? T2: Uh, no, that's not the assumption.	Manner	T2's answer is Flouting in manner. The second terrorist's answer to the first terrorist's question was not clear and somewhat vague.
105	Raphael spoke to the soldiers and those in the control center. R: Damn, do you see the Torrance sign? David: What sign are you talking about?	Relation	David's answer is flouting in Relation. David replied Terry's question with another question.
106	Gaspere talk Torrance. G: First, let's try to talk to them T:Is this your plan? Do you think it will work? G: Do you have a better plan?	Relation	Gaspere's answer is flouting in Relation. Gasper answered Torrance's question with another question instead of answering it.
107	T: is everybody okay? Bonnie:What is happening ? Why did you come?	Relation	Bonnie's answer is flouting in Relation. Bonnie didn't answer Torrance's question, but instead asked questions that had nothing to do with Torrance's question.
108	Torrance:Can you drive the bus?	Quantity	Katie's answer is Flouting in quantity.

Table. 2. The Implicature Hidden in the Flouted Maxims

Table 2 lists the flouted utterances and the implicature. There were 59 utterances that flouted the maxims. We may be able to better understand how we interpret the meaning of conversations we have on a regular basis by understanding how conversational implicatures are used in movies. An essential component of human communication is conversational implicatures.

Additionally, movies are a powerful instrument for narrative and have a big impact on how we view the world. Investigating the use of conversational implicatures in films can teach us more about how filmmakers use subliminal linguistic clues to affect our perceptions and feelings.

Moreover, movies have a significant influence on how we perceive the world and are an effective storytelling tool. So several researchers are looking into the usage of conversational implicature in films.

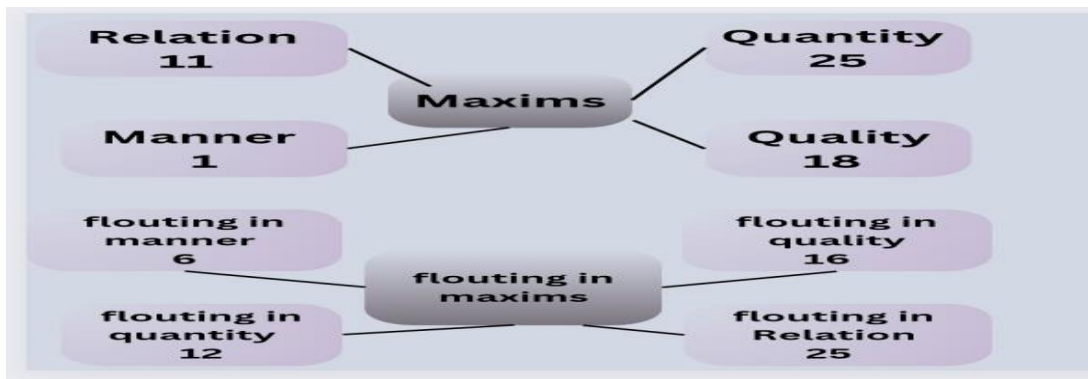


Fig.13 Category wise Floutings and adherence to the Maxims

As Fig.13 depicts 55 utterances followed the maxims whereas 59 utterances flouted the maxims. The most flouted maxim was Maxim of Relevance. The most flouted maxim was the Maxim of Relevance (42.37%), followed by Quality Maxim(27.1%).The least flouted was Maxim of Manner with 10.2% of utterances.

Nurhidayah,et.al (2021) identified 20 utterances flouting the maxims, whereas this study could identify 59 utterances flouting the maxim.The analysis of Nurhidayah,et.al revealed a variety of particularized implicatures that were growing as a result of the quantity maxim being broken in the Gifted movie. It demonstrated how the movie's characters provided either more or less information than was necessary.

Following their analysis of the film Kingdom of Heaven, Akmal & Yana determined that particularized implicatures—which appeared 14 times in the script—were followed by generalized implicatures—which appeared six times. Additionally, it was discovered that 14 out of the 20 total snippets violated the quantity maxim more frequently than the movie script, which only contained three instances of this violation. Both of the study's findings indicated that the speaker assumes they will be in a safe position and then expects the hearer to understand their points even though the speaker did not intentionally manipulate or deceive the hearer. This finding may explain why flouting maxims is more common than violating maxims in conversational implicature. Unlike the script of Kingdom of Heaven, Plane movie characters did not want to hurt, frighten the others and resorted to flout the maxim of relevance. The Plane movie characters also lied and spoke too little and thereby flouted the maxims of Quality and Quantity, as their plight after the mishap was worse and they were anxious to safeguard others in a tensed others.

This study raises the students' awareness about acquiring conversational implicature through movies by analyzing their perceptions of learning implicature through viewing movies. The questionnaire, which was typed in both their mother tongue and Arabic, might have provided information about teaching and learning implicature. The present investigation could be utilized as a paradigm for identifying implicature in many more movies, which

would function as authentic materials for teaching implicature by examining conversational implicature in *Plane Movie*.

## **Conclusion**

Language, in broad terms, is what links people, societies, and countries. Conversational implicature is one of the most vital components of language comprehension. Whilst the implications of speech are vital for producing dramatic tension and humor in films, there has been little research on how directors employ these subtleties to convey meaning because they are sometimes unaware of their kind and distinctions and how such nuances can be incorporated in teaching pragmatics.

This study could identify 59 utterances in the movie *Plane* and thereby would serve as a teaching tool. The probe via questionnaire made the respondents comprehend the conversational maxims, Pedagogically, according to the study, language instructors should teach students about the pragmatic uses of language as well as incorporate these uses within their lessons. They can use films to teach the implicature hidden in the utterances.

Additionally, it is suggested that the English instructors especially while teaching Conversational implicatures as well as while assigning homework on it consider this study as a new approach to presenting a novel issue in the classroom. Additionally, it is advised for students because most find that employing audiovisual aids in the learning process, particularly while learning vocabulary, helps them. The findings of this study can serve as a guide for more researchers who may have diverse interests in the same topic. In short, teaching implicatures through films would be quite easy on the ears and eyes.

## **Declaration**

This is an Original research work done preparing questionnaire and analyzing the responses, watching the film and documenting the implicature and then categorizing them according to the flouting/ violating the Gricean maxims.

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**Authors contribution:** Authors contribution: The First author prepared the questionnaire and published it, watched the movie and drew the implicature from the flouting of the maxims. The second author guided the first author from choosing the title to carrying out the research and also wrote down the all the sections of the research article.

**Data availability:** Google Survey Data as well as the list of Implicature drawn are available and will be provided, if needed.



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