

A DISCOURSE ANALYSIS OF THE “GRICEAN MAXIMS OF CONVERSATION” IN USING ENGLISH AS A SECOND LANGUAGE IN PHILIPPINE TALK SHOWS AND POLITICAL DISCOURSES

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Abstract

This qualitative research used discourse analysis (DA) approach to examine the conversation utterances of guests in 20 selected Philippine talk shows and political discourses/ interviews in the light of adherence to Grice's (1975) co-operative principles, specifically to the four maxims of conversation: quality, quantity, relation, and manner. The interviews with political personalities were further evaluated based on the features of political discourse, which are turn-taking, occurrences of interruptions and equivocations between the two speakers, and the self-presentation of the interviewee (Clayman, 1989; Greatbach, 1988; Heritage, Clayman & Zimmerman, 1988). Outcomes of analysis were hoped to offer substance to reinforce the teaching of English as a second language (ESL) with emphasis on boosting students' skills and confidence in speaking and conversing as a vehicle to make them communicatively competent. Overall findings show that 80% of the utterances adhered to the maxims of conversation; the rest violated the four maxims, some of which went against more than one maxim. Meanwhile, there was smooth turn-taking in all the political discourses with no occurrence of interruption and no instance where clarification was requested from both interlocutors. Of the ten guest-political personalities, only one revealed a sensitive issue about the self; the rest expressed only positive self-presentation. Reasons for the violations were inferred, drawing from language experts' assumptions. The study recommends that lessons on awareness of Grice's co-operative principle and maxims of conversation and the features of political discourses be integrated with ESL courses as a pragmatic way of strengthening students' communicative competence using daily conversation as a down-to-earth springboard.

Keywords: Co-operative principle, maxims of conversation, political discourse, ESL, discourse analysis, communicative competence

INTRODUCTION

*Intelligence, knowledge, or experience are important and might get you a job,
but strong communication skills are what will get you promoted.*

- Mireille Guiliano

The above quotation brings to light the power of strong communication skills, especially in today's highly competition-oriented society. It is a widely accepted truth that of all the life skills, it is the ability to effectively communicate that appears to be most crucial as it is intertwined in everyday living (Littlejohn & Foss, 2011). How important the communication process is among people traces back to the birth of the first human being. As sociologists and psychologists would put it: humans are by nature social beings; they have an innate need to get in touch with others, to be heard and to listen, to send and to receive messages. Even long before spoken languages were created, humans had found ways to reach others using signals like fire, smoke, and noise (such as sticks or drum-beating), proving that humans' basic needs do not just consist of food, clothing, and shelter but also of the need to communicate.

People's communication faculty influences all of their actions from the lightest personal concerns to the most serious endeavors such as decision-making, academic, career, or professional undertakings. This simply implies that this skill plays an integral role in all aspects of life, regardless of status. Each day, for instance, ordinary students interact with family members, classmates, friends, teachers, school administrators, and personnel. Just before reaching school, they may need to converse with public utility vehicle drivers, food vendors, and other members of the community whose services would make them ready for the day's tasks in school. To fully benefit from their interaction with these people, it is but a must that the students' messages be delivered to the receivers properly and carefully to avoid being misunderstood and get the expected results. In the same manner, the students will have to listen attentively to their interlocutors to be able to respond accurately. This practical example of an everyday happening in life illustrates a number of skills that have to be developed among individuals to achieve competence in communicating. As language experts would suggest, this communicative adeptness may only reach its fruition when these five competencies are achieved: semantics, pragmatics, politeness, strategic competence, and sociolinguistic competence.

Baugh and Cable (2002) define semantics as the linguistic description that concerns itself with the meaning of words and the way meanings are developed. In addition, Elder (2004) explained that semantics is divided into lexical (dealing with the meaning of words) and grammatical semantics (how morpheme meanings are combined to create meaning). Accordingly, the function of lexical semantics other than looking for the actual meaning of words is also to distinguish the relationship between words, and this word relationship may pertain to the synonymy (two words with associated meaning), antonymy (opposite meaning);

hyponymy (meaning of one is part of the meaning of another); homonymy (two words with the same form but different meaning); and polysemy (a word that has two or more recognizable meanings).

On the other hand, grammatical semantics refers to the created meaning derived from combining different morphemes. However, there is also an issue with how these meanings combine to form sentences. For example, the sentence "The boy kissed the girl" is different from the sentence "The girl kissed the boy," even if both sentences contain the same morphemes.

To shed more light on this issue, Goldberg (1995) theorized the use of the schema of noun phrase-verb-noun phrase (NP-V-NP) with the specific meaning assigned to the schema. The first noun phrase has the more active role, and the second is the more passive role, and by combining the meanings of the words with the meaning of the schema, the meaning of the entire sentence is arrived at. An example of this is illustrated below.

The girl	kissed	the boy.
first noun phrase	verb	second noun phrase
active role		passive role

The next competency is the knowledge of pragmatics. Radford (2004) defined pragmatics as the practical use or application of a language in day-to-day interaction. It is different from grammar because it does not concern the internal composition of the language, but it is rather focused on how people make use of language in communication in a situational context (Parker & Riley, 2000).

Politeness, another competency, plays an integral part in building and maintaining a positive relationship within the community (Leech, 2014). This communicative competency refers to the process of making the speakers' statement less direct or severe to avoid conflicts or misunderstandings with the receiver (Brown & Levinson, 1999). For example, the sentence "I want some beer" is a direct statement, while the statement "Is it okay to have a beer?" implies the speaker's attempt to be polite.

Next is the strategic competency described in Paribakht (1985) as being concerned with solving communicative problems. This refers to the mutual attempt of the interlocutors to arrive at an agreement about the meaning of a particular situation, most especially when the supposed initial meaning is not understood or delivered. Examples of this competency include paraphrasing (simplifying a given statement using other words), coinage (creating new words), circumlocution (saying something indirectly), and translation (expressing an idea using another language).

Finally, sociolinguistic competency is defined in Wardhaugh (2006) as concerned with studying the relationship between the language and society. It gives emphasis on the effective use of language within the society and how it affects the communication process within that

particular community. For instance, speakers attending a formal conference might say, “*Hello, how are you?*” but if they are meeting a friend in an informal situation, the more appropriate way of approach is to say “*Hi*” or “*Hey, whatcha been doing?*”. The illustration shows how the speakers’ interaction is affected by the society or the place where they are currently at during the discourse.

The issue of whether schools have been successful or not in developing these competencies among students has been a target of research for decades. Much had already been studied and done about curriculum development, innovating classroom practices, and improving language teaching proficiency to mold students to be competent communicators both in oral and written forms, but it is ironic to still find today that institutions and organizations employing graduates would take foremost spot the applicants’ lack of skill in expressing themselves well using the English language in either written or spoken discourse and sometimes in both. The ability to converse using English is considered the business language that sets the applicant apart from others.

Studies show that communication skills ranked first on all of a job candidate’s ‘must possess’ skills and qualifications (National Association of College and Employers, 2010). Hernandez (2015), a columnist of the Philippine Daily Inquirer (PDI), one of the leading newspapers in the Philippines, featured the competitive edge of the Filipinos, in general, being educated and with human resources who speak English fluently even when it is only their second language. Likewise, citing other related articles, Hernandez pointed out the alarming figures that tell about the great number of graduates seeking jobs in global companies who fail to get hired because of their lack of Business English proficiency. This proficiency, he wrote, is much more than language use; it rather covers additional skills such as the ability to do presentations, conduct meetings, and make negotiations and conference calls (Hernandez, 2015).

In relation to this, even in earlier studies, language experts already found that the number of skills required in order to sufficiently say that a person has strong communication ability increases with the advancement of technology and with the emergence of changes in the manner in which people connect with others. For instance, Nunan (2009) cites Richard, Platt, and Weber in describing communication skills as consisting of one’s knowledge in speaking the language appropriately, observing correct grammar, and choosing the right words to accurately send the message. In another work, being able to effectively communicate is termed communicative competence (Yule, 2006) and is defined as one’s overall ability to use a given language in a manner that is accurate, appropriate, and flexible. Accuracy, appropriateness, and flexibility are further treated in Yule (2006) as the essential components of communicative competence: accuracy is gained through having grammatical competence (choice and use of precise words and structure); appropriateness is achieved through one’s sociolinguistics competence (the ability to consciously choose the right statement based on the social and cultural contexts); flexibility is displayed in a person’s strategic competence (the capacity to be flexible in finding suitable ways to organize a message to be able to express

the intended idea or to adjust the style to overcome difficulty in sending such idea in an interaction).

The evolution of the views on communication over time could also be one basis for identifying the required skills for students to achieve communicative competence. For example, before the rise of the alternative models of understanding communication, theorists described it mainly as a process of coding and decoding where the speaker sends ideas through utterances (signals) which hearers try to decode or interpret upon receipt (Ifantidou, 2001). This description points out that learners have to be equipped with coding and decoding to be competent communicators.

In 1967, Grice, a philosopher (cited in Ifantidou, 2001), proposed the inferential model, alternative thinking that views communication as an intentional behavior. Herbert Paul Grice is both a philosopher and a linguist. He is well-known in the field of philosophy and linguistics for the significant contributions of his theory of meaning and communication. Three of his contributions are the nature of communication, the difference between speaker's meaning and linguistic meaning, and the Gricean co-operative principle (Bach, 1994).

For Grice, an utterance is either verbal or non-verbal, from which meaning is inferred by looking at the intentions and the context behind it. This Gricean alternative thought of what communication is connotes an additional ability: the ability to infer meaning by looking at the intentions of the communicator and the context in which the message is delivered (Ifantidou, 20001).

The aforementioned literature just showcased the volume of skills that have to be considered in forming effective communicators out of students posing greater challenges among schools. Timely and appropriate teaching strategies and content need to be provided in schools to achieve said target. Nonetheless, teachers and the schools may find hope and strength in realizing that a real-life everyday activity can serve as a first-rate laboratory to aid them in developing students' communicative competence—this is the practice of conversing—that freely offers rich opportunities for learners to be exposed to spontaneous self-expression. However, students need to be educated and guided on how to take advantage of conversation occasions following ethics and appropriate principles.

Going through the daily interactions of people using social media, one could easily see how different individuals would love to converse and exchange ideas, from the most trivial to the most critical topics. This reality seems to be succinctly captured in the line that goes, "*Life is in many ways a series of conversation*" (cited in Cameron, 2001, p.7). In relation to this, it is said that the most prominent part of human interaction is exemplified in a conversation. Markee and Kasper (2004) explicated conversation or interaction to be in itself an active and reciprocal act that intends to follow different principles. Mostly, it includes raising of topics, exchanges, and discussion of meaning.

It is in this context that Austin (2006) introduced the Speech Acts principle, which states that it is also essential to determine the meaning of the actions of the speakers while they are delivering the message. The principle also looks into the implied meaning of the actions rather than the linguistic meaning of the utterances. The same principle is explored in Marquez (2000), who expounded on the course of delivering a message, and speakers are doing something or asking others to do something through their actions.

To make every utterance and conversation meaningful and enjoyable, experts like Grice offered principles that could make effective communication possible. Grice (1975) advocated that every conversation should be based on a "Principle of Co-operation," or also known as the "Co-operative Principle." This principle warrants speakers to make their conversational contribution as is required, at the stage at which it occurs or is needed, by the accepted intention of the exchange in which speakers are engaged. Kachru and Nelson (2006) added that the co-operative principle presents a general, sociocultural neutral framework for organizing what speakers do when they start a conversation. Yule (2006) said that in this principle, speakers are co-operating with each other in the course of the conversational exchange.

These observed communication compartments are what Grice calls maxims (principles) which speakers should adhere to when communicating: the maxims of quality, quantity, relation, and manner. As per the maxim of quality, the speakers should not say something unless it is based on evidence or what they believe to be true. There should be adequate, valid, and factual information in what the speaker is going to say. There is a high regard for the truthfulness that the speaker is going to convey. Application of these concepts is illustrated in the examples that follow based on Cruse (2000, p.360):

- (1) The mushroom omelet wants his coffee with.
- (2) I married a rat.
- (3) It'll cost the earth, but what the hell!

Analysis: Number 1 wants his coffee served with omelet, number 2 statement is metaphoric, and number 3, the hyperbole of this kind can implicate a relaxed, informal, relationship with interlocutors.

Next, the maxim of quantity speaks of being informative and giving only the needed information for the current point of the exchange.

- (1) I'll look after Samantha for you, don't worry. We'll have a lovely time. Won't we, Sam?
- (2) Great, but if you don't mind, don't offer her any post-prandial concoctions involving super cooled oxide of hydrogen. It usually gives rise to convulsive nausea.

Analysis: The meaning arising from this unnecessary explanation is obvious that number 2 does not want Samantha to know what she's saying.

The maxim of relation is being responsible for preventing random, incoherent conversations lacking continuity. This means that the speaker should only say things that are pertinent or relevant to the discussion or to the exchange at hand.

- (1) I say, did you hear about Mary's . . .
- (2) Yes, well, it rained nearly the whole time we were there.

Analysis: The statement of number 2 is irrelevant to the question of number 1.

Lastly, the maxim of manner that refers to the way the speaker speaks. The message should be clear, brief, and orderly. In other words, this latter maxim simply refers to the clarity of the message that the speaker wishes to deliver (Grice, 1975).

Imagine conversation between mother and daughter:

- (1) Mother: What did you have for lunch today?
- (2) Daughter: baked beans on toast.
- (3) Daughter: Food?
- (4) Daughter: I had 87 warmed-up baked beans, although 8 of them are slightly crushed, served on a slice of toast 12.7cm. By 10.3cm. Which had been unevenly toasted.

Analysis: Number 2 is a normal answer, number 3 is too little information and number 4

De Kuthy (2002) explained the three benefits of using these maxims. The maxims (1) allow the speaker to be brief and concise in a discourse, (2) permit the speaker to utter or say things indirectly to avoid the discomfort which comes from saying unpleasant things directly, and (3) make the speaker present the message accurately.

Meanwhile, there are two types of terminology that should be taken into consideration when it comes to noncompliance to the aforementioned maxims: the "violation" and "flouting" of maxims. Grice (1975) posits that "violation" happens when the speakers intentionally refrain from applying certain maxims in their conversation in order to create misunderstanding on their participants' part or to achieve a hidden personal purpose. Flouting occurs when speakers choose to disobey the maxims to let the receiver of the message think of other possible meanings, which leads to implicatures.

The concept of implicature is all about the meaning delivered by speakers without being part of the actual words or utterances (Horn, 1992). This example may best illustrate this definition. It is possible that even if speakers do not say something directly, there might be an implicated meaning to what they uttered literally, and therefore they are still well-understood by the receivers. Miscommunication happens when the receivers fail to comprehend the implicated meaning (Grice, 1975).

Meanwhile, Levinson (1983) postulated that flouting happens when a speaker intentionally ceases to follow the maxim to convince the listener to understand the hidden meaning of the message that the speakers are trying to convey. Mey (1996), for his part, delivers a more comprehensive definition of flouting, which states that the speaker blatantly shows the breaking of one of the maxims in order to lead the other interlocutor to look for a covert and implied meaning. The following is an example of violating one of the maxims based on Kachru and Nelson (2006, p.53):

Professor A: *What do you think of X's research paper?*

Professor B: *It has a lot of artwork, beautiful graphs, and charts, and it is bound elegantly.*

It is clear that the response of Professor B has violated both the maxim of quantity, that is, the speaker delivers information beyond what is required, while the maxim of relation is violated because the answer of Professor B is not exactly relevant to what Professor A is inquiring about. It is possible that Professor B's answer implies that the research paper does not have much intellectual content. Professor B chose to be polite in answering the question posted just in case that Professor A is in favor of the research paper so as to avoid any misunderstanding or conflict (Kachru & Nelson, 2006).

On matters of adherence or non-adherence to the maxims of conversation, experts theorized that speakers tend to tell lies due to a variety of reasons such as to hide the truth; maintain one's reputation; avoid harmful issues; and even complement the receivers (Tupan & Natalia, 2008). Ironically, more often than not, people fail to adhere to the Gricean maxims

either intentionally or accidentally. Grice (1975) himself observed that speakers do not always comply with the requirements of the four maxims and further explained the assumptions for violating/flouting the maxims.

The first assumption states that speakers may discretely violate a maxim for self-serving purposes. They may choose to violate a maxim in order to gain or hide something. For instance, a late student may choose to say that he is sick instead of admitting that he is just lazy to go to school. The student violated the maxim of quality discretely in order to save himself for the days' school works.

Grice's second assumption explains that speakers may explicitly opt-out to adhere to a maxim. They may deliberately say that they will not cooperate with the other interlocutor for some reasons based on their own decision, i.e., an investigator who asks a series of questions to the witnesses of a crime, the witnesses may choose to remain quiet and simply say that "I don't want to be a witness" instead of answering the given questions.

The third of Grice's assumptions illustrate that speakers may try to fulfill one maxim but at the same time violate another. (For an instance,) An interviewee may choose to be informative as is required by the posted question; s/he may not provide enough evidence to support his/her answer, which may lead to the violation of the maxim of quality. Lastly, the fourth assumption states that speakers may flout a maxim. This means that speakers would like the receiver to think of the implicit meaning of their utterances. For example, a student will ask for feedback about the examination that he missed, and the other student will answer, "I have to pray day and night to pass that exam." This simply means that the latter student finds the examination difficult without frankly expressing it.

In any kind of discourse, whether written or spoken, there is a joint effort involved, and that both the sender and the receiver of the message have to follow certain pragmatic, syntactic, and semantic rules to communicate effectively; there should be a cooperation between the two interlocutors. These maxims appear to be very ordinary and straightforward at first glance. A reader may also think that Grice's maxims are very idealistic and that only a few speakers follow them. In reality, human linguistic and non-linguistic communication is full of misunderstandings, and when such misunderstandings happen, it is obvious that it is generally due to the violation or flouting of one or more of the maxims (Hyland, 2005).

Moreover, a number of scholars and researchers attempted to explore Grice's cooperative principle. Surian (1996) conducted research that aimed to identify if students with autism adhere to the Gricean maxim by comparing their way of conversing with normal students. It was found that those with autism tended to follow the maxims in conversing when compared with normal students. One researcher, Schoolfield (2007), attempted to merge the Gricean theory with a rationality-based theory where one realization pointed at the possible 'non-cooperative principle' that rationalizes the occasional non-adherence to the maxims as long as the message is well-understood by the receiver. A similar conclusion is arrived at in

Partiwi (2008) as a result of the analysis of the conversations made by the characters in the movie "Before Sunset." The study concludes that despite the flouting committed, the conversations worked well since the listeners still got the message behind the utterances. Many other researchers engaged in different fields got interested in pursuing Grice's maxims' applicability in various contexts. Among these studies were those of Dale and Ryde (1996), Warner (2001), Wharton (2002), Zor (2006), Lumsden (2008), Hamidi (2009), and Lee (2010). These latter works were mentioned if only to speak of the richness of the literature that touches on Grice's co-operation principle.

Zeroing into that which relates closely to the present investigation, from among the studies reviewed, it is Zhu's (2009) work that is worth citing. It revealed that there is a connection between the compliance to maxims of conversation to the success of oral English teaching to students. Zhu's findings may play a great role later in the discussion of the discoveries that may emerge in this current undertaking.

Another subject matter that is imperative to be reviewed in relation to the present work is political discourse. It is interesting to note that Grice's maxims were also found to be potent tools in analyzing political discourses. Classic examples of studies were those of Feldman and Landtsheer (1998) and Hamadi and Muhammed (2009), whose common primary aim was to identify the extent to which politicians in political discourses comply with the maxims of conversation.

In this zooming age of technology, televised interviews have become one of the most common means of political discourses. Heritage (1985) stated that at one point, conversation in political discourse is a kind of illusion and that what seems to be a conversation in a confined studio is, in reality, a performance delivered to an audience that is potentially a large population. In studies that analyzed political discourses, special or distinct features of the conversations in such occasions were identified: turn-taking, occurrences of interruptions and equivocations between the two speakers, and the self-presentation of the interviewee. Clayman (1989), Greatbach (1988), Heritage, Clayman, and Zimmerman (1988) were one in their observation that there is a turn-taking pattern in any political discourse. The pattern begins when the interviewer initiates the conversation with a query that the interviewee answers. The interviewer is expected to ask a series of questions to reach the target goal of the conversation, and the interviewee is expected to provide replies to the queries. Clayman (1989) differentiated political discourse from an ordinary conversation by looking at how the interlocutors behave in the course of the conversation. In political discourse, interviewees are not expected to speak unless the interviewer has asked them to do so. This is in contrast to an ordinary conversation that is managed by both speakers, i.e., the interviewer and interviewee.

While turn-taking seems to be a rule of thumb in political discourse, there are experts who nonetheless observed occasional interruptions by either interlocutor. Bull and Meyer (1988) conducted a study to identify the reason why speakers in a political discourse interrupt the conversation. What turned out to be the most frequent reason was to rephrase the

questions, and this further suggested that interruptions might be directly linked to equivocation, which refers to the use of ambiguous or vague language. For example, a politician speaks continuously without answering the question; the interviewer interrupts properly to elicit an appropriate reply.

The last feature of political discourse is self-presentation. Jucker (1986) stated that in political discourse, the interviewee has to maintain a positive face. The term positive face refers to the desire to get the approval of the audience. He further argues that showing a positive face in political discourse is particularly necessary for democratically elected politicians for the reason that their political career depends on the approval of the majority of their constituents.

Alongside the televised political discourse is the field of talk show (TS) that is covered as another important subject matter of the present study. Interestingly, a number of research undertakings dealing with TSs were found to also have explored the Gricean maxim and which are therefore related to the current undertaking. These are the works of Shuwei (2014), Azhari (2012), Martinez (2003), and Ilie (2001). Worth mentioning, first of all, is that of Martinez (2003), illustrating TS to have developed from a chat between the interviewer and the celebrity guest (interviewee) in a show where there was more room for audience discussion. Meanwhile, in Ilie (2001), some of the features of a talk show were discussed. These features were: (1) talk shows (TSs) different target audiences at once: the live studio audience and the television audience; (2) the TS program's emphasis is given on the interchange between the interviewer and the interviewee; (3) the interviewer or also called the show host plays a vital role in guiding and facilitating the conversation; (4) since TSs are considered as episodic shows, there is a different topic in every episode which could be about social, career, or personal matters of the invited guests; (5) most of the time, guests appear to be more open in sharing their personal insights and experiences about the different aspects of life; (6) a TS may be in the form of an interview, narration, debate, game, confession, and testimony; (7) TS programs are inexpensive to produce most especially because they are not part of the prime-time airing or broadcasting; (8) TSs could either be delivered live or recorded in real-time with little editing.

As observed in Ilie (2001) on talk shows, TSs in the Philippines are not usually aired during primetime but nonetheless are still found to create impact among Filipino audiences. This impact is inferred to have been brought about by the Filipino people's natural inquisitiveness, who would find pleasure in getting engaged in conversation. This observation is portrayed in scholarly articles and even in history books. For instance, Nigidula (2012), an online Filipino article writer who spent most of her life abroad, wrote the article "Setting Boundaries in the Filipino," expounding her ideas about the seeming natural inquisitiveness of Filipinos and how this inquisitiveness serves as an advantage and also as a disadvantage. Based on her observation, Filipinos have the natural instinct of asking a lot of questions and even personal ones, even if they are not really acquainted with the person they are talking to.

Instead of discussing their own lives and businesses, they tend to sink toward curiosity which leads them to ask a lot of questions and keep conversations going.

This natural tendency of Filipino conversers to go beyond the necessary information implied the Filipinos' tendency to easily violate or flout the maxims of conversation, especially with the use of English as a second language. Such tendency could be well-observed in a number of videoed or televised interviews with Filipino speakers, from the most ordinary to the most highly respected personalities. Could this be one reason why many Filipino graduates tend to encounter problems with their oral English communication skills, especially when they are interviewed for a job? How does this impact the teaching of English as a second language, particularly in basic education?

With the aforementioned description of Filipino speakers in using the English language in conversations, and with reference to Grice's advocacy as well as with the features of political discourses, a number of realizations ensued that now led to the conceptualization of the present study. First, with the earlier mention of the undeniable importance of conversation in everyday life, a need to make students get educated further on how to be effective conversers comes in as a practical springboard toward making them communicatively competent. Second, a great challenge is now pressed upon the ESL teachers: what steps could be taken to help students become effective communicators who adhere to the maxims of conversations? And third, will the ESL teachers find any support at least in terms of the content, given the present K to 12 Curriculum where the foundation of effective communication is supposed to be laid down? It is observed that in the present K to 12 Curriculum, Grice's co-operative principle is nowhere to be found, at least in explicit terms. With these realizations and initial observations, the present study aims to contribute significantly in bridging whatever gap that may emerge based on the analysis of data. In addition, lessons that may be deduced from the analysis of political discourses and show business talks could be rich sources of practical guidelines in addressing the Filipino students' (and of the Filipinos in general) habit of engagement in careless or tactless conversations, habits that will more likely distort their communicative competence instead of improving it.

A number of studies also attempted to study the adherence of the native speakers of English to the maxims of conversations. The studies of Maynard (1990), Svennivig (2000), and Rundquist (1992) show that even speakers who are using English as their lingua franca do violate or flout the maxims either intentional or unintentional. The premise of this study is to identify the adherence of Filipino speakers to the Gricean maxims of conversation, specifically guests from talk shows and political discourses using English as a second language.

As to its conceptual underpinnings, this paper takes on Grice's co-operative principles (along with his accompanying assumptions) specifically on the four maxims of conversation: quality; quantity; relation; and manner as earlier described extensively in this section, as well as on the features of political discourses which are turn-taking, occurrences of interruptions

and equivocations between the two speakers, and the self-presentation of the interviewee (Clayman, 1989; Greatbach, 1988; Heritage, Clayman & Zimmerman, 1988). In view of these premises, this study took shape with the main purpose of deriving practical insights from the findings in order to recommend steps to intensify the teaching of English as a second language and to pose a challenge among curriculum developers on the potential contribution that the awareness of Grice’s maxims of conversation could make. As a springboard, the present research focuses on conversations of famous political and show business personalities invited in selected Philippine talk shows and televised interviews that used English as the primary medium. Specifically, the study seeks to: (1) describe the guests’ adherence (or possibly non-adherence) to Grice’s co-operative principle or the four maxims of conversation, which are quality, quantity, relation, and manner; and (2) illustrate the observation (or possible non-observation) by the guest-politicians and hosts of the features of political discourses: turn-taking, occurrences of interruptions and equivocations between the two speakers, and the self-presentation of the interviewees.

Findings are hoped to serve as substantive inputs toward the conceptualization and eventual proposing of doable guidelines to reinforce the teaching of English as a second language with emphasis on boosting students’ skills and confidence in speaking and conversing. With extensive highlights on Grice’s co-operative principle and on the features of political discourses provided in this study; it is also hoped that its findings and discoveries could be instrumental in promoting greater awareness among the stakeholders of the teaching and learning process on the importance of being good interlocutors as much as possible in every occasion. This line of thought takes its roots from linguists’ observation that talking or conversing is one activity that most people tend to take for granted (Cameron, 2001). Talking and conversing have become so ordinarily spontaneous that speakers oftentimes tend to be less conscious of their manners and the content of their messages.

The proposed guidelines that this study would compose based on the findings are hoped to augment the existing ESL guide in the K to 12 Curriculum and to eventually bridge the gap between what is theoretically present in the curriculum and what is pragmatically needed in forming students’ communicative competence across curricular levels.

This foreseen possible contribution of the study in the field of teaching may likewise be extended in effecting improved conversational practice among Filipino teachers and students that may later unfurl when they connect in conversations with other members of their respective communities and even around the globe.

METHOD

Classified as qualitative research, this study used Discourse Analysis (DA) as its overarching approach in dealing with the data taken from the conversations in the targeted televised Philippine talk shows and interviews. In the general sense, DA is concerned about determining how speakers and writers use the language beyond the

morphological and sentential levels (that is, beyond the actual words and sentences) to deliver meaning based on social and cultural contexts. Patterns of language are identified in the given spoken or written texts to discover a deeper understanding of what is communicated (Paltridge, 2006).

Harris (1952) introduced DA as a way of analyzing connected speech and writing. There are various approaches to DA. Some approaches give emphasis on the contextualization of the language being used, while others focus on the grammatical aspect and how these grammatical structures function to make meaning within a context (Gee, 2010). There are, in fact, various views on what DA actually is. Mills (1997) said that the term DA has changed from highlighting one aspect of language use to another as well as being used in different ways by different researchers. DA may focus on two views, those who chose to focus on the naturally occurring language and those who chose to reflect on the different means of talking and understanding (Cazden, 1998).

The language construction process is known to be a reflection of the spoken language. There is, in fact, a change from spontaneous spoken discourse (unplanned or semi-planned) to non-spontaneous (semi-scripted or scripted) (Hyland & Paltridge, 2011). Most spoken discourse is considered unplanned for the reason that speakers do not really plan what they are about to say. They simply go with the conversation and respond based on the question, comment, or suggestion posted to them. There is the concept of the unpredictability of the conversation since the speakers are conversing freely. Note how the excerpt below based on Hyland and Paltridge (2011, p.156) shows the unpredictability of the discourses' direction:

Student 1: *Also. I had quite a bad cold last week, and I didn't feel much like going out.*

Student 2: *Feel better now?*

Student 1: *Mm. Yes, the worst was actually in the middle of the week when I was planning to work very hard. Cos em I'd got it over with when I was out without the opportunity to succumb, as it were. So (heh heh) I suppose we were out and about on Saturday afternoon. Actually, I was up at the City Café.*

Student 2: *Mm?*

Student 1: *Heating plates of chips into Julian. They do very good chips actually.*

Student 2: *Where’s that?*

Student 1: *The City Café on Blair Street. Just above Cowgate. You Know, when we go down to Wilkie House.*

Student 2: *Aha.*

Student 1: *Well, the street we go down to the City Café is in that. It’s a nice place. And it’s like the only drinking place in Edinburgh where you can take children.*

Student 2: *And get chips.*

Student 1: *Just so.*

Student 2: *Perfect.*

In this excerpt, Student 1 and Student 2 share knowledge: Student 1 does not have to explain what Wilkie House is or who Julian is. They show feelings (“the worst was actually in the middle of the week”) and make judgments (“They do very good chips there actually,” “perfect”). The conversation between the two is considered unpredictable since the direction of the exchange is unknown at the beginning of the conversation.

There are also spoken discourses that are categorized as semi-planned. This means that the speakers have an idea of what they are going to say before even speaking. Cautious choice of words and manner of delivery are also considered. The excerpt that follows shows an example of a lecture-based on Hyland and Paltridge (2011, p.177):

Because what we are grappling with in this phenomenon of imperialism is a phenomenon that in various forms is as old as the foundation of state systems by human beings. So I’m going to, er, more global perspective. I hope that might be of interest to many of you who have either been subjected to what you consider imperialism or indeed have been part of states and societies that have themselves been imperialistic or are still being so.

This excerpt shows that the less interactive the discourse is, the more control the speaker has over the topic development and direction.

In this research, DA is used to identify how guest speakers in selected talk shows and political discourses adhere to the co-operative principle as discussed in Grice (1975), specifically the maxims of quality, quantity, relation, and manner discussed in detail in the earlier section, and how the features of political discourses of turn-taking, occurrences of interruptions and equivocations between the two speakers, and the self-presentation of the interviewee (Clayman, 1989; Greatbach, 1988; Heritage, Clayman & Zimmerman, 1988) were observed or followed in the course of the conversations between the interviewer (host) and the interviewee-political personality (guest).

Twenty (20) Philippine talk shows that used English as the primary language were selected and downloaded from YouTube; these were aired from January to December 2016. Only those talk shows and political discourses that invited well-known show business and political personalities were included in the study. Specifically, the episodes covered were those with the most number of views and interactions online by the time the video was uploaded.

As YouTube videos are meant for public consumption, consent of the owner who uploaded the video may not be necessary. Cameron (2001) explained that in radio or television talk shows, guests of these shows are made aware to expect that their talk will be heard by an audience or the public. These then are categorized as existing data and are under the "public domain" (p.25). The broadcast media appear to be an easy and convenient source of spoken data, but they should also be approached and handled with great heed since these are also under intellectual property, just like any other printed material. Therefore in using these materials for educational and research purposes, proper citation of the sources of data is observed as in printed texts. Adopting Cameron's stance, the present study adheres to the protocol by citing video sources following the APA format.

To guide data analysis, specific DA steps suggested in Gee (2011) were adhered to in this study. The process began with downloading target talk shows related to the subject matter being studied. The next step consisted of creating a DA data transcription. DA transcription proceeded following these processes: (1) choosing key words, phrases, or clauses in the data set (transcriptions); (2) identifying contextual meanings in the words and phrases implied in the data considering the totality of the context in which the data occurred; and (3) looking closely on the data and identifying what linguistic details show to be more essential.

Gee (2011) further suggested that DA is not simply about listening and typing words from the data; it entails a special way of transcription that is different from ordinary transcription, as reflected in the diagram below based on Suante (2016).

Verbatim Transcription

Male 1: *How – how do you differentiate be – be – between the two verbatim transcription styles?*

Male 2: *We use strict verbatim transcription style for subtitles of videos and shows.*

An intelligent verbatim style is used in court transcription or transcripts that are used in legal proceedings.

Intelligent Transcription

Interviewer: *Did you ever correspond with him at that time?*

Interviewee: *No, I don't recall that. I think I have some letters from him in my file, though, which came some years later.*

Suante (2016) identified verbatim transcription as an art of capturing all the verbal sound in recording it into a text. It means transcribing every word on a recording just the way it is said. On the other hand, the intelligent style of transcription includes creating a clean and print-ready transcript that has undergone an editing process to fix grammatical flaws, paraphrasing, and removing distractions (fillers).

DA transcripts include other elements of speech as they occur in the conversation, and these are enclosed within brackets or parentheses. These elements are shifts in intonation and gestures that aid in interpreting and analyzing the context at which the statements are made and therefore guide the reader in seeing meaning in depth. The **Jefferson Transcription System** was adopted in this study. An example is illustrated below as taken from Paltridge (2006):

- Charlotte:** *you're getting engaged.*
Carrie: *I threw up. I saw the ring, and I threw up (.5). That's not normal.*
Samantha: *that's my reaction to marriage.*
Miranda: *what do you think you might do if he asks.*
Carrie: *I don't know.*
Charlotte: *just say ye;;;s;;;*
Carrie: *Well (.) it hasn't been long enough (.5), has it?*

- Charlotte:** *Trey and I got engaged after only a month=*
Samantha: *=how long before you separated.*
Charlotte: *we're together NOW, and that's what matters. (.) when it's right, you just know.*
Samantha: *Carrie doesn't know.*
Carrie: *Carrie threw up=*
Samantha: *=so it might not be right*

Key

,	shift into an especially high pitch
NOW	especially loud sounds
::	prolongation of the immediately prior sound
(.)	a brief interval within or between utterances
(0.5)	the time elapsed between the end of the utterance and the start of the next utterance in seconds
<u>now</u>	stress
=	latched utterances
?	rising intonation

Ethical consideration: to adhere to ethical principles and to preserve the confidentiality of the sources of statements, the complete interview transcriptions are not displayed in this manuscript; only the excerpts of utterances presented in the findings are given. The names of persons, places, or events are deliberately skipped in directly quoted lines replacing them with "xxx." In addition, the title of the shows, the interviewers, and the guests were coded to conceal identities, as shown in the list below.

Code Table

Source of Data	Interviewer	Guest
Political Discourse 1	PD - I1	PD - G1
Political Discourse 2	PD - I2	PD - G2
Political Discourse 3	PD - I3	PD - G3
Political Discourse 4	PD - I4	PD - G4
Political Discourse 5	PD - I5	PD - G5
Political Discourse 6	PD - I6	PD - G6

Political Discourse 7	PD - I7	PD - G7
Political Discourse 8	PD - I8	PD - G8
Political Discourse 9	PD - I9	PD - G9
Political Discourse 10	PD - I10	PD - G10
Showbusiness Talk Show 1	STS-I1	STS - G1
Showbusiness Talk Show 2	STS-I2	STS - G2
Showbusiness Talk Show 3	STS-I3	STS - G3
Showbusiness Talk Show 4	STS-I4	STS - G4
Showbusiness Talk Show 5	STS-I5	STS - G5
Showbusiness Talk Show 6	STS-I6	STS - G6
Showbusiness Talk Show 7	STS-I7	STS - G7
Showbusiness Talk Show 8	STS-I8	STS - G8
Showbusiness Talk Show 9	STS-I9	STS - G9
Showbusiness Talk Show 10	STS-I10	STS - G10

FINDINGS

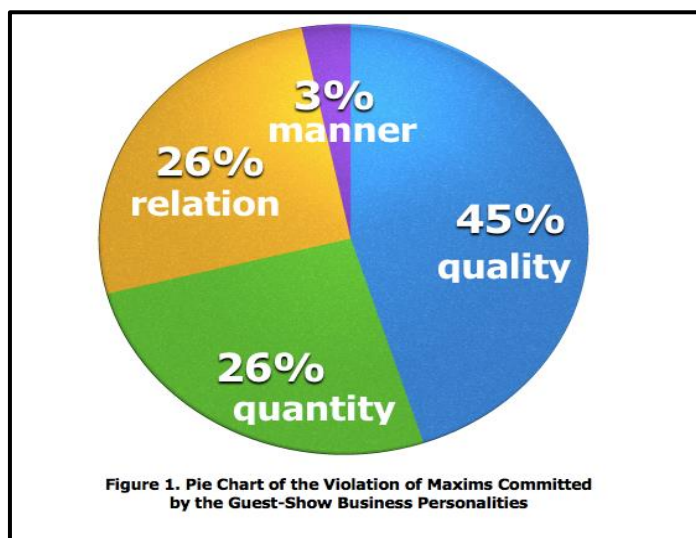
Contained in this section are the findings of the present investigation after going through a discourse analysis of the 20 selected Philippine talk shows, and televised interviews of known show business personalities and politicians, organized following the sequence of the objectives stated in the earlier segment: (1) guests' adherence (or possible non-adherence) to Grice's co-operative principle or the four maxims of conversation which are quality, quantity, relation and manner; and (2) observation (or possible non-observation) by the guest-politicians and hosts of the features of political discourses: turn-taking, occurrences of interruptions and equivocations between the two speakers, and the self-presentation of the interviewees.

Guests' Adherence (or Possible Non-Adherence) to Grice's Co-operative Principle or the Maxims of Conversation

An overview of the findings figured out that 80% of the total number of conversation lines adhered to the four maxims of conversations among all the guests

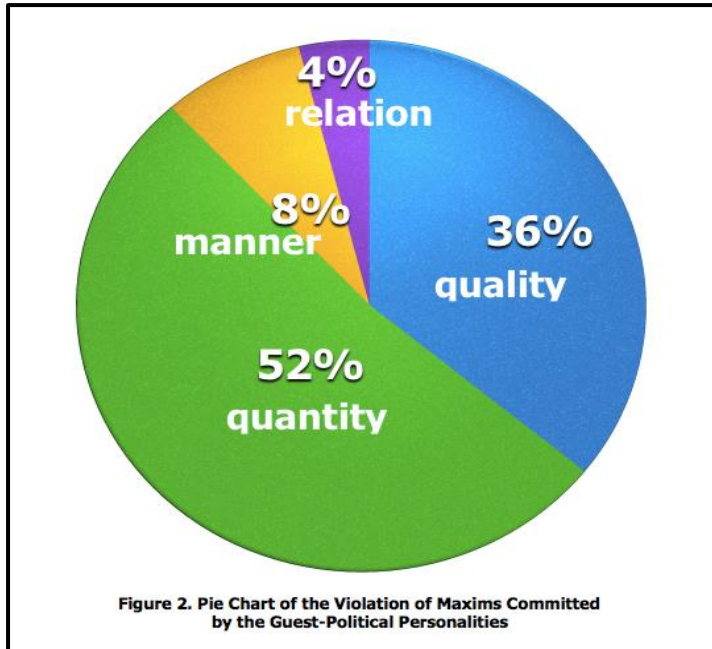
(that is, both the show business personalities and politicians), which conversely pointed out that the remaining percentage speaks of the aggregate violations or flaunting of non-adherence to the four maxims of quality, quantity, relation, and manner. Further analysis of the non-adherence shows that it is possible for one speaker to violate more than one maxim in a single instance, the most number of which is three (3) in the show business talk shows (TSs) and two (2) in political discourses (PDs).

The total number of occurrences of a single violation was counted and consolidated to get the total figure. Within the conversations in the 10 TSs, 14 occurrences were found to be violations of the maxim of quality, eight (8) in each of quantity and relation, and one (1) of manner, for a total of 31 instances. The pie chart in Figure 1 illustrates the percentage distribution (%) of these results in a quantitative blueprint to present in a glance the overall findings of the study.



Meanwhile, in the ten discourses with political personalities, the most number of violations are found to be in the maxim of quantity (13), followed by the non-

adherence of the maxim of quality (9), relation (2), and manner (1), for a total of 25 instances. Figure 2 shows the percentage distribution of the committed violations



Sample Excerpts which Adhere to or Violate the Maxims of Conversation

Excerpts that adhere to the maxims, as well as those that do not, are displayed with the necessary **Jeffersonian transcription notation symbols** using verbatim transcription to provide readers with cues on the non-verbal elements that go with the utterances. These symbols, as found listed with their meaning in the Method section, are intended to give a picture of the emotions expressed, intonation, interruptions, and gestures that are captured from the video-recorded interaction along with the utterances. In this presentation of findings, it is likewise to be noted that immediately after the excerpt that violates the maxims is the corresponding result of the discourse analysis that defines the identified violation. A short topic of the conversation is also included next to the headings of the excerpts for contextualization purposes.

Excerpts from talk shows and political discourses that adhered to the maxims. Following are examples of excerpts from TSs and PDs that adhered to the four maxims of conversation (or those that did not violate any maxim):

Talk Show No.1. (The Journey of Being an Artist)

STS - I1: *Do you have a lot of bashers?*

STS - G1: *Yes. We have a lot of bashers.*

Talk Show No. 3. (Online Posting of a Photo)

STS - I3: *When will you record your album?*

STS - G3: *Well, there was one that kinda sort of came out, just another live album, and I had quite a series of those, but maybe he or she is being specific regards to studio album. Maybe in the next year or two since my schedule with the concert is growing.*

Talk Show No.6. (Preparation for an Event)

STS - I6: *Did you dream of being a volleyball player?*

STS - G6: *I did before ((laughing)).*

Political Discourse No.2. (Stance on Extra-Judicial Killing)

PD - I2: *The president and his supporters say that the justice...many people killed under the previous administration. Is that true?*

PD - G2: *That is not true. If the senator refers to both previous administrations, then we're looking at the period of more than ten years. That's nine years of the first one and six years of the previous. And then we have two months of this administration, and there are a little over two thousand already killed in the name of this war against drugs.*

Political Discourse No.3. (Restriction on Attending Meetings)

PD - I3: *Did you see this coming?*

PD - G3: *No.*

Political Discourse No.5. (New Designation)

PD - I5: *How is it to pacify your colleagues?*

PD - G5: *Well, you do pacify; I did this when I was presiding a hearing, and I said I would not entertain any*

coaching. What I did also is I changed the physical arrangement; I put two microphones side by side, left and right, so nobody could go and finish off the microphone when somebody is speaking.

Excerpts from TSs and PDs that did not adhere to the maxims:

Non-adherence to the maxim of quality. As the previous quantitative data reveal, the most violated maxim in TSs conversations is the **maxim of quality** which is second in the PDs. This maxim is concerned about the **content of the speaker's answer in terms of adequacy, validity, and basis of factual information.** Such violation is found in the given excerpts below.

Talk Show No.2. (The Journey of Being an Artist)

STS - I2: *It's been a year since the (2) series started, right?*

STS - G2: *It's like (2) basically, when this started basi: cally there was no (3), there were no plans at all. No plans at all. This will happen to her; they will meet at this time, all of those decisions were made overnight↑. That's how it is.*

Analysis: Violated the Maxim of Quality

The interviewer was inquiring about the specific number of years of their series show. The guest opted to describe the conceptualization process and the beginning of the show rather than giving a direct answer to the question. Hence, the guest violated the maxim of quality by not having answered the question at all.

Talk Show No.3. (Online Posting of a Photo)

STS - I3: *What's the score behind you in this photo?*

STS - G3: *Oh!↑ That was a TV show I was hosting. Ah (3) xxx (program) on xxx (channel).*

Analysis: Violated the Maxim of Quality

It seems that the guest did not answer the question as expected; there seems to be a misinterpretation of the query by the guest. The interviewer's question "what's the score" is known to be synonymous with the figurative language "what's the catch?", which in plain terms means that the guest was being

asked about his/her real relationship with the other person in the photo shown. The guest instead answered by stating the specific show where the photo was taken.

Talk Show No.4. (New Love Interest)

STS - I4: *As xxx (name) said, she is not ready to have a family; how long can you wait for her?*

STS - G4: *Haha!↑ ((laughing)) Well (3) obviously, those thoughts or those things are far away from our minds. I think ahm (2) she just wanted to reply to all the people asking about the two of us and settling down and all these things, but I think in fact that's the opposite, you know (2) if ever at the beginning of our relationship, that's the time that we can grow and find out about each other. So I think if we do like what we see after a certain period (3), then who knows what the future hold.*

Analysis: Violated the Maxim of Quality

Instead of answering with a specific or tentative number of years that he can wait, the guest chose to answer by defending the statement given by the girl of not getting married soon. He chose to answer in an indirect way by giving possible consequences of their current statuses.

Talk Show No.6. (Preparation for an Event)

STS - I6: *How do you prepare for the xxx (event)?*

STS - G6: *Everything is okay for the pageant here; finally, it's actually happening already, and ah (3) mixed emotions because ahm (2) I'm not gonna lie,↓ I have good days and bad days. Ahm (4) I'm going to miss being xxx (title), I'm going to miss my everyday activities as xxx (title), but I know that ah (3) it's time for a new winner and that there are other things ahead of me.*

Analysis: Violated the Maxim of Quality

The interviewer is clearly inquiring about the preparations that the guest is doing for the upcoming event. The guest opted to share her personal feelings and apprehension about what was to happen rather than answering with the specific activities she did to prepare for the event (pageant).

Talk Show No.7. (Love Team in a Movie)

STS - I7: *What do you tell xxx (name) about xxx (name)?*

STS - G7: *What do I tell xxx (name) about xxx (name)? That he's also part of the movie!↑Hahaha!↑ ((laughing))*

Analysis: Violated the Maxim of Quality

The interviewer is inquiring on how the guest talks about xxx to xxx. The guest's response, followed by his/her laughing about it, appears inadequate and insincere when compared to the straightforwardness and the requirement of the question. Hence, the response discreetly violated the maxim of quality.

Talk Show No.8. (Motherhood Journey)

STS - I8: *What will you do if one of your daughters approaches you (2) and tell you that she has a boyfriend and wants to get married?*

STS - G8: *I do;;n't think that's gonna happen anytime soon because (2) they are only 12 and 13. And I think women today are more independent, you know. I raised them to be strong, to be leaders of their own generation, so I think↓ that will take long. ((shaking of head)) Women are wise.*

Analysis: Violated the Maxim of Quality

The interviewer was asking about the guest's possible action if s/he were told by his/her daughter that she has a boyfriend and wants to get married. The guest began his/her answer by posting the high possibility that his/her daughters will not do such soon since they are still young. Rather than saying what s/he will do if faced with the given hypothetical situation, the guest insisted on telling what s/he currently do to raise them to be like the leaders of their generation—women who are wise. Hence, the specific action required by the question was not provided, which affected the quality of the response.

Talk Show No.10. (New Title as an Artist)

STS - I10: *What do you do when you feel ugly?*

STS - G10: *Red lipstick!↑*

Analysis: Violated the Maxim of Quality

The guest's answer was incomplete. She might mean to say that she makes use of red lipstick when she feels ugly, but she just said "red lipstick" instead of stating the entire idea.

Political Discourse No.1. (Upcoming Election)

PD - I1: *People wanted you to run, but what made you successful in xxx (name of the place)?*

PD - G1: *Well, just ahhh (2) follow the law. So every time there's a question, and there's an issue, a controversy, I just ask you, "What's the LAW? FOLLOW it." So (3) including policies, different policies, and others. Well, maybe, I will just say, "What's the time-honored policy of this institution?" It could be a national office. We honor it.*

Analysis: Violated the Maxim of Quality

The guest did not enumerate the things that he did in xxx (name of the place), which is being asked by the interviewer. Rather, he emphasized the importance of obeying and honoring the law.

Political Discourse No.2. (Stance on Extra-Judicial Killing)

PD - I2: *So (2) that is apparently the wife of a drug trafficker or drug-user, the point is, there is a major drug problem in the Philippines↓. You admit that, right? What is (2) the best way to end this scourge?*

PD - G2: *We just have to really intensify the drive against illegal drugs with the LEAST number of killings. Yes, there is still a lot to fix in our criminal justice system, so let's fix it. Let's fix the law enforcement, let's make it more efficient, let's train more law enforcers in the proper manner, let's ah (2) hire more prosecutors, let's train more prosecutors, and let's reform the criminal justice system. There should be no shortcuts in trying to achieve law and order in our society.*

Analysis: Violated the Maxim of Quality

The guest did not admit that she believes in the major drug problems of the country, but she seems to admit it by giving possible solutions to solve the problem. The question was not directly answered.

Political Discourse No.6. (Stance on the Language used by other Politician)

PD - I6: *Do you think it is appropriate for him to use that kind of language?*

PD - G6: *I think ah (2) he realized that the situation is something foul. But anyway, he apologized, and after that, he realized what he had said.*

Analysis: Violated the Maxim of Quality

It appears that the guest did not directly answer the question; rather, s/he chose to answer it by narrating the action taken by the person being talked about. S/he did not give the information inquired about.

Political Discourse No.7. (Stance on Existing Laws)

PD - I7: *Now, Senator, are you bent on passing the BBL? You, yourself.*

PD - G7: *It's not up to me to decide to pass it or not. What I'm determined to do is to write a version that can be passed in the senate that will, in fact, address the challenges that we are facing now in Mindanao.*

Analysis: Violated the Maxim of Quality

The guest did not give a decision or a stance as inquired about. Instead, s/he tried to point at others for the needed decision to pass the bill, seemingly diverting the attention of the interviewer into what s/he (as a government authority) would opt to do to address the issue on hand.

Political Discourse No.9. (Implementation of a New Law)

PD - I9: *What is your stand in reviving Bataan Nuclear Power Plant?*

PD - G9: *Bad. I know that maybe, my choice would be the extreme left in government because if the government is serious, it is a strategic plan for them. Historically, the strategy for them is the armed struggle, even ideologically. But if they will say that strategic for them is good governance, that's a maybe.*

Analysis: Violated the Maxim of Quality

The answer of the guest did not satisfy the information needed. The guest chose to direct the attention of the topic to the government rather than giving her own stand.

Political Discourse No.9. (Implementation of a New Law)

PD - I9: *Are you open to the nuclear (3) even if not the BNPP?*

PD - G9: *Not at all↓. You know, that's the reason why I became an activist, and even the most passionate and knowledgeable nuclear energy advocates here in the Philippines↓, can't seem to answer the many issues against nuclear energy. The talk about the storage and disposal of waste is taking thousands of years to deteriorate nuclear waste. How can we make it safe? How can we allot funds for it at a time when the alternative of renewable energies as a part of our energy mix is much doable? Why? So it doesn't really make sense↓.*

Analysis: Violated the Maxim of Quality

While the guest gave an explicit "Not at all" answer to the question if s/he is open to the issue on hand, his/her supposed substantiation to his/her stance diverted to some other ensuing issues making the response vague and incoherent.

Non-adherence to the maxim of quantity. An utterance is said to violate this maxim when it contains too much information that is no longer required by the question. This is manifested in the excerpts below:

Talk Show No.1. (The Journey of Being an Artist)

STS - I1: *Did you dream of this?*

STS - G1: *Honestly (3) yes. Before, as a child, it was my dream to be an artist. I called it my ultimate secret dream. But I did not expect that I would get it since, well, I think I don't have a talent, and I don't have what it takes to become an artist. I'm not totally (2) BEAUTIFUL; I'm not (5) that I can't do anything. That's what I thought.*

Analysis: Violated the Maxim of Quantity

It seems that the guest gave too much information than what is required. The guest chose to add a background behind the "yes" answer by adding past experiences of her dreams as well as giving judgments and personal thoughts that she is not good enough to be an artist even if this was not anymore asked by the interviewer.

Talk Show No.4. (New Love Interest)

STS - I4: *What dish do you want xxx (name) to cook for you?*

STS - G4: *Yeah, I know she can cook. Ahm (3) actually I like breakfast a lot↑so xxx (name), actually when we went on a holiday, ahm (2) in Hawaii. We had like pancake challenges, so yeah,↓ xxx's (name) pancake was pretty good. She was like a (2) baker before, and she worked on a hotel, I think even. So, that story was just incredible, and she does pancake ah (3) are good enough. Hahaha!↑ ((laughing))*

Analysis: Violated the Maxim of Quantity

It is apparent that the guest opted to give a short background first about the woman that they were talking about before stating directly the dish that s/he wants. The information given appears too much for the question being asked.

Political Discourse No.1. (Upcoming Election)

PD - I1: *So↓ no qualms about killing killers?*

PD - G1: *Yes, of course. I (3) I must admit that I have killed. They (2.5) are three men. I killed (2) three people.*

Analysis: Violated the Maxim of Quantity

After a direct answer was given, the guest further shared personal and sensitive information on a stand about the killings, even if the shared information was beyond the requirement of the question.

Political Discourse No.2. (Stance on Extra-Judicial Killing)

PD - I2: *xxx (position), I hear you; obviously, you're referring to a special inquiry; this has been opened by that senator whom I will speak to regarding these killings. What do you think your president will say to the president of (country) when they meet at the G20 next week? As I said, xxx (country) has asked*

for the Philippines to respect human rights and international law.

- PD - G2: *Well, no one can really predict what xxx (name) will say. But look what he does. Remember that he has admitted that there are policemen who are into drugs. He has admitted that there are rotten cops, so despite ah (3) he is portraying them, despite how he (3) speaks, he's a man of contradiction. He's a very peaceful man. And Ma'am, may I just communicate this with our friends in xxx (place) and xxx (place)? This is not going to be the norm; the president is a re-set button. It is an offense against the drug lords, it is a clean-up process, and (3) and once everything stabilizes, we can put more money on CCTVS, on drug labs, on crime labs, on paying the police more, on professionalizing all aspects of our governance. You will have the more xxx (country) or xxx (country) type of law enforcement that you want. This is a vigilante killing wherein people are being killed, Ma'am. This is the drug lords cleaning up their own actions so that they won't be brought to court.*

Analysis: Violated the Maxim of Quantity

The guest added information that was not needed in the question.

Political Discourse No.3. (Restriction on Attending Meetings)

- PD - I3: *Did you expect to receive the text to DESIST from attending the cabinet meeting?*
- PD - G3: *No. Actually, that is not the first indication. The first indication actually happened ahm (2) Friday afternoon. Ahm (2) I was in xxx (place), I was on the way to attend the housing (2) housing event. I was on my way back, my chief of staff, he called me up by phone and said ahm, he received a telephone call from the office of the cabinet secretary ahm informing him that ahm (4) that the instruction was for me not to attend ahm (2) the cabinet meeting on Monday. So I asked xxx (name) what the reason was, and he told me no reason was given. So I asked him how did we receive ahm the invitation to join the cabinet meeting, and he said by a formal letter of invitation. So I was telling him (4) can we request that we be informed of my not attending the cabinet meeting in writing also. Because my sense*

is that if I just base my not attending to the telephone call, I might be accused of abandoning my post. Ahm, but the (2) the staff from the office of the cabinet said xxx (name) that ahm (3) it was out of the question for them to send a formal letter informing me ahm (3) not to attend. So I said if I didn't get that formal letter, I would still be attending. And then we received another phone call for me not to attend anymore so as not to aggravate the situation. So I was asking what situation? And no one (2) no one can tell us, so the decision was not for me to attend the cabinet meeting still. But I told my staff already ahm (2) just in case ahm (2) something happens (2) because it was (2) it was a Friday evening already, let's prepare my report. Because one of the items on the agenda was a discussion of the Yolanda rehabilitation, and that was part of the cabinet cluster on Yolanda. So we prepared the report, we were here Saturday, in fact, Saturday I was ah (3) I was still signing 660 certificates of lot awards for a housing project in xxx (place). And then in the afternoon ahm (3) a few minutes before 3 o'clock I received a text message from cabinet secretary informing me to desist from attending all Cabinet meetings starting today. Ahm (2) I tried to reach the president yesterday. I texted xxx (name), I was telling him I just needed confirmation from the xxx (name). There was no reply at all ((shaking her head)). Ahm, so (2) so my sense is that ahm (3) I was not wanted anymore and I didn't have, I would have wanted to still work knowing the anonymity of the problem ahm (3) knowing that we already have a general understanding of what is needed to be done.

Analysis: Violated the Maxim of Quantity

The guest is simply being asked of his/her expectation about the issue, but s/he chose to answer by narrating what s/he was doing and the steps she took after receiving the information, statements that went far beyond the requirement of the question.

Political Discourse No.3. (Restriction on Attending Meetings)

PD - I3: xxx, you know, that sense of being unwanted, did you just feel that after the text message? How were the cabinet meetings in the past? When was the last cabinet meeting you attended?

- PD - G3: *Well, ahm (3) sometime late November. It was in xxx (place) for, the xxx (name) was there, for an xxx (government agency) board meeting. Ahm (2) the Thursday, Thursday after, the day before we received the phone call, I was in xxx (place) in the afternoon for an xxx (name of the program) rehabilitation cluster meeting. I rendered a report ahm (3) nothing seems wrong (2) ahm (2) we have differences in opinion. I have always been very vocal about things that I believe in, and xxx (name) knows about this; and in fact, one time, I told him during a cabinet meeting of the differences of our opinion, and he assured me that it didn't matter. Ahm (2) so (2) so I never had any indication, we had a lot of (2) we had a lot of difficulties in housing, ahm (2) our budget was lashed by more than half ahm (3) they were not a department, we are just a coordinating six agencies.*

Analysis: Violated the Maxim of Quantity

The guest-politician expounded information about a housing project and their having differences in opinions about the project (that is, between the guest and another politician being referred to). However, such was not the focus of the question; the query was about the "unwanted feeling" the interviewee was at about attendance in previous cabinet meetings.

Political Discourse No.5. (New Designation)

- PD - I5: *10 minutes? Am I right?*
- PD - G5: *Yeah. Ten minutes to be allowed for questions, but I will give ah (2) ah (2) you know, addition to the witness to tell and truth and if I feel that they are saying something correctly, that they are doing the cross-examination correctly, I will give them the latitude of a direct examination. I will give them latitude, so the public is able to follow because if everybody is taking part, the public is no longer interested.*

Analysis: Violated the Maxim of Quantity

The interviewer was trying to verify if it were really 10 minutes. Instead of saying "yes," the guest opted to explain the reason behind that 10 minutes rule. The information added appears too much for an answer to the question asked.

Political Discourse No.6. (Stance on the Language used by other Politician)

PD - I6: *So we can't put all the blame on xxx (name)?*

PD - G6: *Yes. Yes. I mean ahm (3) when he announced ahm (2) strongly about the campaign of the (2) illegal drugs, you know, they, the druglords especially like generals involved in drugs, their people, they are killing their people in big officials ahm (2) in the politics. They are killing their people because they want to be ahm (2) ahm (3) clean their name in the media.*

Analysis: Violated the Maxim of Quantity

The guest, after answering the question with a repeated "yes," added pieces of information that are not anymore necessary nor directly relevant to the question.

Political Discourse No.7. (Stance on Existing Laws)

PD - I7: *What do you make of the MILF statement that (2) it did not commit any crime, they will not surrender any of the charged members?*

PD - G7: *Well, I think that it is certainly unhelpful. Hopefully, they have given importance to the findings of NBI and DOJ. The least that they could have done was to say that they would (2) work with the DOJ because, as of now, it's all speculative. They say that there are 90 names that could be charged. So far, we don't know exactly who those people are, what their charges will be. I don't think the DOJ has filed any charges yet. So it would have been more circumspect on the MILF side had they waited as to what DOJ had decided to do. Had they worked together as well with the DOJ, they could have simplified matters. But on the larger scheme, if they are going to be the xxx (name) government, this is the kind of governmental activity that they will have to be involved in. So if at the very beginning we don't see yet that, they are willing to be the partners of the central government, like any LGU is (4) to help the peace and order situation... The difference, they insist on being described as a "revolutionary organization." These can be said to be "political crimes." They are crimes that were committed in the furtherance of their revolutionary*

cause. So under that, they enjoy a certain level of immunity. But I think the DOJ's findings are that these crimes were not committed to helping that revolution – that separatist cause – but really just murder. That takes them outside the realm of, of (2) political crime. The MILF should also understand that the definitions and interpretations may differ slightly between them and what the DOJ interpreted.

Analysis: Violated the Maxim of Quantity

The background information given about the MILF is not necessary or needed as per the question raised.

Political Discourse No.7. (Stance on Existing Laws)

PD - I7: *With the 16th Congress coming to a close, would you consider it a success despite the fact that the Bangsamoro Basic Law did not make it?*

PD - G7: *Yes. You know (3) it's not only with the BBL that we should be judged. This Congress, let's not forget, to my mind, had many firsts. If you recall, if we go back, this is the only Senate where three of our members got jailed - xxx (name), xxx (name), xxx (name). Two of them are still in jail; one of them is out. But the three of them went to jail, got charged with the Anti-Graft Law because of the investigations done in the Senate. We also had an extensive investigation on the corruption charges against xxx (name), resulting in a committee report recommending plunder charges.*

Analysis: Violated the Maxim of Quantity

The examples and explanations given to illustrate the idea are not re needed for the question or inquiry.

Political Discourse No.10. (Experience as a Prosecutor)

PD - I10: *Do you believe that there is such a thing as the xxx (organization)?*

PD - G10: *Most definitely. And it became more evident because of the revelations of xxx (name). So took that. We vetted that contrary to the claims of (2) of my colleagues. We voted it properly. We chalked it properly so that it won't get away with us anymore, just like xxx (name). So, yesterday, during my privilege speech, I presented the other documents that would bolster the credibility of xxx (name).*

Analysis: Violated the Maxim of Quantity

The information added about the process of "vetting" the witness is not needed by the question.

Non-adherence to the maxim of relation. A statement is considered violating this maxim when the answer or response to the question is not in any way relevant to the discussion at hand. Examples of such violations are shown below:

Talk Show No.5. (Preparation for an Event and New Love Interest)

STS - I5: *Are you and xxx (name) together?*

STS - G5: *Yes!↑Hahaha!↑ ((laughing))*

STS - I5: *Hahaha!↑ Nice guy!↑ He's really a nice guy.*

STS - G5: *Yeah, I'm very happy.*

STS - I5: *Yes, we know, and we're so happy for you.*

STS - G5: *Yes.*

Analysis: Violated the Maxim of Relation

The guest's utterance of happiness on her relationship with the person being talked about has nothing to do with the earlier comment of the interviewer that the guy was nice.

Talk Show No.6. (Preparation for an Event)

STS - I6: *Ah (2) you're very sports-oriented?*

STS - G6: *Yes,↑ I love nature↑ , and I love being challenged every day↓.*

Analysis: Violated the Maxim of Relation

Instead of answering with topics related to sports, the guest answered with his/her personal inclination or fascination with nature.

Political Discourse No.8. (Stance on Existing Laws)

PD - I8: *The xxx (position) has all signed these into law?*

PD - G8: *Yes, the xxx (position) has been signed into law. We also passed the law which would create the*

Department of Information and Communication Technology, the DICT. We have passed the law liberalizing the entry of foreign banks. We ratified the Customs Modernization and Tariff Act (4) which has been pending in Congress for several years. So many of these economic reform measures were passed in this 16th Congress, notwithstanding the fact that we had investigations. We, we were able to do our principal job. And by the way, there are a lot of criticisms in the Senate, but surveys will show that the Senate has not been affected as an institution. The SWS and Pulse Asia have consistently shown that the Senate as an institution is performing well in the eyes of the people. We had the highest rating last December, and a little propaganda: This representation, your xxx (position), has been judged as one of the most trusted and judged well in my performance as a senator.

Analysis: Violated the Maxim of Relation

It is apparent that the information added by the guest is no longer required and relevant to the question given by the interviewer.

Non-adherence to the maxim of manner. A violation of this maxim happens when the speaker's message lacks clarity or comprehensibility and brevity, as well as when the speaker reacts emotionally too much than necessary. Below are the examples of this violation:

Talk Show No.8. (Motherhood Journey)

STS - I8: *Is it offensive to be labeled as a cougar?*

STS - G8: *No!↑ Why? I mean, that's actually just (2) whatever, somebody who is really old and wrinkled. I'm still fresh, so why should I react? ((laughing))*

Analysis: Violated the Maxim of Manner

The first answer of "No" should have been exact and enough, but brevity was violated in the guest's giving of further explanation that affected the clarity of the content of the answer.

Political Discourse No.2. (Stance on Extra-Judicial Killing)

PD - I2: *You've heard what the senator told me? That there are no extra-judicial killings and that the numbers are something that the Philippines People actually approved of.*

PD - G2: *How can anyone say that there are no EXTRA-JUDICIAL KILLINGS? We have no more than two thousand ah (3) dead bodies, dead persons, in the name of the SO-CALLED WAR. Many of these are summary killings or extra-judicial killings.↓ We all heard about the (2) official line that out of the seven hundred fifty-six ah (2) persons killed in the course of police operations are allegedly RESISTANT. I DO NOT for a second believe that ((shaking of head)).*

Analysis: Violated the Maxim of Manner

As indicated with the Jeffersonian notations, the guest’s expression of emotion as s/he delivers the answer to the inquiry appears too much for the topic on hand.

Non-adherence to a combination of maxims in a single instance. Findings show that there are speakers who tend to violate two to three maxims in just one utterance. Excerpts that show this type of violations are given below:

Talk Show No. 1. (The Journey of Being an Artist)

STS - I1: *It’s been a year since the (2) series started, right?*

STS - G1: *We just feel so blessed (2), and of course, we will not be here without the people who love and support us.*

Analysis: Violated the Maxim of Quality and Relation

Instead of answering with a “yes” or “no” about the inquired number of years in the business, the guest answered by stating feelings along with an expression of gratitude to those who supported him/her. By not having answered the inquiry is a violation of the maxim of quality; the maxim of relation was not adhered to with the guest’s addition of irrelevant utterances.

Talk Show No. 2. (The Journey of Being an Artist)

STS - I2: *You’ve also been in the business for around quite some time, isn’t it?*

STS - G2: *I’m already five years, and it seems that since I started, I really have this work of not putting the accomplishments that I’ve done on my head. All is in my heart (2) and basically ah (3) I’m here for others, for other people. To inspire, to help them, that’s what keeps me grounded.*

Analysis: Violated the Maxim of Quality and Relation

The inquiry required a yes or a no answer; however, the interviewee opted to directly state the number of years in the business. Such speech act went against the maxim of quality. Meanwhile, the information which the guest added was found not within the context of the question, hence, violated the maxim of relation.

Talk Show No. 3. (Online Posting of a Photo)

STS - I3: *You were so young.*

STS - G3: *Yeah,↓ we were both teenagers. I was... 15? Looking at my fashion and I said, my God!↑ What am I wearing ((shaking of head))?*

Analysis: Violated the Maxim of Quantity and Relation

The guest's answer that describes his/her fashion statement back during their teenage years appears irrelevant and too much for a response as compared to the brevity of the inquiry of the interviewer.

Talk Show No. 6. (Preparation for an Event)

STS - I6: *You prepare for something like that, I guess? Do you read up?*

STS - G6: *Ahm (3) honestly, ahm (2) I always read the newspaper. I sit with my friends and family out of nowhere, so it's like it's really challenging, but it's fun. Back then, ahm (3) I was just an average girl, a simple girl, with ah (2) nothing but a dream of being a volleyball player and then.*

Analysis: Violated the Maxims of Relation, Quantity, and Manner

The guest's answer contains irrelevant and too much information that violated the maxims of relation and quantity, respectively, while the ambiguity of the answer went against the maxim of manner.

Talk Show No. 9. (Resignation from a Position)

STS - I9: *So were you having second thoughts? Before the pageant?*

STS - G9: *There was like (2) as a woman, we are very sensitive with you know, our intuition and everything. Ahm (3),*

our wombs are affected by everything because I'm very spiritual, and I love it. And, it was like I was having second thoughts. Is this really for me? I was just applying everything I've learned from my past, and then continue, continue, continue, and then I realized.

Analysis: Violated the Maxim of Quality, Quantity, and Relation

It is apparent that the guest did not answer the question directly; rather, she chose to give illustrations of how she felt having the "second thoughts" before the event (pageant). She mentioned her spirituality and recall of her learning from past events, information which was not anymore covered by the question.

Talk Show No. 10. (New Title as an Artist)

STS - I10: *One person you would like to spy on?*

STS - G10: *Oh my Gosh!↑ That's difficult!↑ You?*

Analysis: Violated the Maxim of Quality and Manner

The guest gave a judgment about the level of the question by saying that it is "difficult" accompanied by a strong expression. Such speech acts violated the maxim of manner. Meanwhile, the segment of the answer "You?" is insufficient for an answer to the question, and it was an uncertain answer, hence violating the maxim of quality.

Political Discourse No.2. (Stance on Extra-Judicial Killing)

PD - I2: *You've heard what the senator told me? That there are no extra-judicial killings and that the numbers are something that the Philippines People actually approved of.*

PD - G2: *How can anyone say that there are no EXTRA-JUDICIAL KILLINGS? We have no more than two thousand ah (3) dead bodies, dead persons, in the name of the SO-CALLED WAR. Many of these are summary killings or extra-judicial killings.↓ We all heard about the (2) official line that out of the seven hundred fifty-six ah (2) persons killed in the course of police operations are allegedly RESISTANT. I DO NOT for a second believe that ((shaking of head)).*

Analysis: Violated the Maxims of Quality and Quantity

As obviously stated, the guest answered the question with another question instead of answering with a simple "yes" or "no" as required by the question. This is a violation of the maxim of quality. The succeeding units of information appear too much for the question being asked, and such is a non-adherence to the maxim of quantity.

Political Discourse No. 4. (Stance on Extra-Judicial Killing)

PD - I4: *Senator, he said that burn their houses down, shut them down, show them your anger, I mean should it very least (2) that is an insight to violence?*

PD - G4: *The chief of PNP has apologized for that (2) throw that gasoline comment. Thus, the president speaks differently; he speaks in a political and correct way. Yes. But this is what the criminals in the Philippines understand. But is he disregarding the international norms of human rights? No,↑ that is why xxx (name) and xxx (name) have been making accusations left and right (3), and we have been pointing out that they are making faulty generalizations. We have pointed out that every case they have stated has been investigated, has either been (2) it's in the court or is being prosecuted.*

Analysis: Violated the Maxim of Quality and Quantity

The guest apparently gave an uncertain judgment about the left and right accusations which affect the maxim of quality. S/he further added pieces of information that are not needed in the question about violence.

Political Discourse No. 5. (New Designation)

PD - I5: *Do you think the senate SHOULD conduct a similar investigation as what the house is doing?*

PD - G5: *The house is doing their job↓ unless somebody comes to the senate and says, we have some revelation in connection with that, then ((shaking of head)) there's a resolution. I can go to call an investigation. In fact, ah (2) at the moment, I haven't gotten anything yet. Ah (2) there are (2) there are, I should not say this but I will because of transparency, there are people who are coming to me and saying (2) some person in the jail wants to*

talk to me and would reveal certain things. And of course, you know, in this particular case, you don't want to get burned, so when its time to find out, I told him to write the letter and write the things that you gonna reveal and show me how you can (4) how you can sustain it.

Analysis: Violated the Maxim of Quality and Quantity

The guest's information is not the answer to the question, and the answer is too much for the requirement of the question, violating the maxims of quality and quantity, respectively.

Political Discourse No. 10. (Experience as a Prosecutor)

PD - I10: *Did you believe him from the start?*

PD - G10: *During the time that I received that, it was quite... when I faced the audience, it meant that he cleared a few stages of checking out. You know, I'll have to say this, when I was a cadet, I was a member of this honor committee, the cadet honor committee. That's what we do, we investigate, and we prosecute, and we judge the violators. And mainly since we are not restrained by the court processes and court procedures, we base our extract information, and we get witnesses, we investigate at, and we see based on the demeanor of the cadets' delivery. So, that's the instinct. For four years, I was doing that and became the chairman eventually. I can say that I have an eye for such witnesses. And this, I believe xxx (name) is genuine, is really a member of Davao Death Squad. Now, we have to validate all his testimonies one by one. That's what we did, and that's what we're doing because we'll have to factor in his age, his lapses in memory. Remember, killing is a regular thing for him. If since 1988 he's already killing, and let's say a thousand people, so the average once a week, what we see here is the mix-up of people he killed since 1992 and in 1995. So generally, he will just see how they did it; sometimes, they shoot down the head using 38. Other times they abduct, chop-chop, they have such things.*

Analysis: Violated the Maxim of Quantity and Relation

It is apparent that there was no direct answer to the question, and additional information provided did not have relevance to the question on hand. The entire narration seems to be more of a defense on the speaker's ability to analyze possible witnesses rather than as a direct answer to the question.

Observation (or Non-Observation) of the Features of Political Discourses

This analysis was exclusively done among the interviews with political personalities. The conversation between the host and the guest-politicians was examined as to observation or possible non-observation of the features of political discourses, which are turn-taking, occurrences of interruptions and equivocations between the two speakers, and the self-presentation of the interviewees.

Findings show that all political conversations were smoothly facilitated that there was no noted incident of interruption. Turn-taking was observed carefully. There was also no spotted need for any clarification of questions asked or of the answers given that necessitated a break in any part of the interview sessions.

As regards self-presentation, except for a lone politician who revealed a personal and sensitive issue (excerpt is found below) that might cause a negative impact on his/her image, all the others expressed purely positive self-presentation.

Political Discourse No.1. (Upcoming Election)

PD - I1: So↓ no qualms about killing killers?

PD - G1: Yes, of course. I (3) I must admit that I have killed.
They're (2.5) three men. I killed (2) three people.

DISCUSSION

The Introduction section begins with the quote by Mireille Guiliano that goes, "Intelligence, knowledge or experience are important and might get you a job, but strong communication skills are what will get you promoted." This was used to emphasize right at the beginning of this work the inevitability of the need to learn to communicate to survive decently in today's highly competition-conscious society. Communication skills development, as contended in this study, can be founded on initiating in students their ability to be good in the daily practice of conversing. This goes with the pragmatic quote which Cameron (2001) promoted: 'life is in many ways a series of conversations, it makes sense to be good at something we tend to take for granted' (p.7).

This is to say that if students are to be made communicatively competent, they need first to be conversational astute. Hence, the main sources of data used in this study were lines of conversations in Philippine talk shows and political discourses that were analyzed based on Grice's co-operative principle and on the features of political discourses which are theorized to be contributory in making speakers adhere to some forms of necessary ethics in conversations. Talk shows and political discourses have been among the main topics of research, academic debates, and critical investigations (Tolson, 2008). This paper takes advantage of such a trend by using two of the most popular genres of televised conversational shows in its attempt to feature the potential benefits of studying conversations of well-known personalities in enhancing instruction in language learning.

This study further holds on to the premise that students' competence in communication takes shape better and faster when it is founded on the most basic exercise of engaging confidently and appropriately in daily or ordinary conversations using correct English. It is hoped that with the analysis of English conversations of Filipino interviewers and famous Filipino interviewees, this study would be able to provide empirical evidence on the importance of learning to be good in conversing as a big and essential step to achieve communicative competence.

As the study unfolded, the systematic analysis of the utterances of famous Filipino interlocutors in the covered interviews led to the revalidation of some interesting linguistic as well as socio-cultural features of the conversations among Filipinos with the use of English as the primary language in their exchanges. The realizations arrived at are matched with the findings and discoveries of previous studies reviewed in order to bring forth fresh insights which this investigation could

contribute to the study of language, specifically in the field of pragmatics. In a more specific sense, this section intends to unearth deeper meaning from the findings and implications for teaching English as a second language. May it offer substantive inputs for teachers, as well as for curriculum developers, in improving instructional practices and content in the ESL program that will aid in developing students' communicative skills.

The first significant finding is that 80% of the transcribed conversation lines among all the guests (that is, both the show business personalities and politicians) were found adhering to the four maxims of conversations; the rest were found violating at least one maxim of conversation. Understandably, possible reasons for the non-adherence are not explicit in the literal statements, but Grice himself and other language experts offered useful assumptions that could help analysts initially understand why or to do a further inquiry to fully figure out the rationale behind it. In addition, discourse analysis (DA), as an approach used in this paper, aided in exploring ways to identify probable justifications for the speakers' non-adherence to the co-operative principle.

The most number of violations in the conversation lines of the guest-show business personalities fell under the maxim of quantity, and among the politicians, this was the second most violated maxim. This means that the guests' answers were too much for the question on hand. Oftentimes, the guests offer opinions that are not required as per the inquiry, making their statements extra lengthy. Possible reasons behind this violation may be inferred through different lenses.

One set of lenses is founded on DA (discourse analysis), which looks into the speakers' socio-cultural background. Applying DA techniques, the analysis does not solely focus on the violation committed or on the non-cooperation but also on the socio-cultural context, which points to the natural tendency of Filipino speakers to say more than what is required. As captured from the review of related literature (for instance, in Niguidula, 2012), there is the observation among Filipinos of their natural inquisitiveness expressed in their tendency to dwell or form the habit of dwelling into the details that oftentimes leads them to be overly concerned about the nitty-gritty of matters on hand. They may carry with them this mindset when their turn to answer questions sets in. As a result, they speak about more than what is required when they engage in conversations. Hence, excessively lengthy answers ensue.

Other theorists tried postulating possible explanations why conversers disregard adherence to the maxims. Taillard (2004), for example, suggested that the

Gricean maxims cannot be universally applied because of intercultural differences. A much earlier study suggested that consideration should be accorded to the different societal factors where the interlocutors belong when interpreting adherence (or non-adherence) to the maxims (Sarangi & Slembrouck, 1992).

Grice (1975), the proponent of the principle of co-operation, presupposed a set of reasons behind conversers' violation (as well as flouting). He explained that it is possible that speakers discretely violate a maxim for self-serving purposes. Coming from another angle of viewing reasons behind non-adherence to the maxims, specifically related to the maxim of quantity, Blakar (1979) stated that it is impossible for interlocutors to follow the conversational maxims religiously for the reason that language itself has the power to expand to express and interpret the world's reality in various ways; hence, it has the innate power to expand at any given point of the conversation. This could also partly explain the tendency of speakers to narrate answers lengthily, even to the point of going beyond the required information, whether or not such an act is consciously or unconsciously made.

Meanwhile, the more important lesson that could be derived from this part of the discussion is the implication that such finding brings forth for use in the academic setting. In ESL classes or in any English course, for example, it is possible that students, or even teachers, may not be aware of their tendencies to speak or write beyond the real point of the discussion. Sometimes, their lengthy statements are delivered if only to hide a lack of knowledge of content. When students do not know the answer or that they are unsure of their answers to questions raised by the teachers, it is either that they outrightly admit that they do not know the answer or they simply 'beat around the bush' to pretend that they know something. In these mentioned cases, the violation seems to have become deliberate because of hidden personal reasons. At this point, it is equally interesting to note that non-adherence to the maxims may also be due to the interlocutors' 'hunger' for self-expression (Grice, 1975). This is supported in Levinson (1983), where it is said that by violating the Gricean maxims, speakers are given a chance to express themselves, may it be in a humorous, sarcastic, ironic, and metaphoric way. In a much later study, one justification why some speakers violate the maxims is because it enables them to provide more information than when they adhere to the same maxims (Darighgoftar & Ghaffari, 2012).

In the present study, the political personalities interviewed were noted to have the usual tendency to speak about details much more than what is required. Insights from an earlier study (Sifianou, 1999) were found to substantiate the reasons behind

such tendencies of political figures. Sifianou stated that politicians are considered icons as well as proponents of every growth as well as the downfall of a country. Any circumstance that befalls a country, the people are more likely to attribute it to the politicians, who primarily get blamed for whatever good or bad that happens. This may be one possible reason why politicians always explain a lot of things when interviewed. When given a chance, they explain the entire background of their answers to queries not simply to be transparent but to justify their decisions and actions, especially to defend themselves against possible accusations of incompetence, for example. Thus, in their desire to discuss all their actions and decisions, they get to speak so much more than what is needed at the moment. This realization seems to have paved the way to another discovery that it is likewise possible that a speaker may violate the maxim of quantity in favor of another maxim. This latter discovery shall be discussed further in the later segment of this section of the narrative.

In the pragmatic sense, the findings as regards the adherence or non-adherence to the maxim of quantity leads to the recommendation that in order to help students strengthen their communicative competence coupled with adherence to the maxim of quantity, they may be educated on why people tend to violate said maxim, on the importance of adhering to it, and how to specifically adhere to it such as by having lessons and exercises on forming concise and precise statements whether in spoken or written discourse.

Moving on, the constant habit of violating the maxim of quantity may lead to the violation of another maxim, that is, the maxim of quality. Too long answers and too many details given by speakers may lend them to go off course, veering away from the truth and real point of the discussion. When the maxim of quality is violated, utterances turn vague and off-tangent, and receivers of the message may get confused. Misunderstanding, as well as deception, is the most crucial effect of this violation. This is especially critical in political discourses where the quality and truthfulness of the answer or utterances of speakers (politicians or government authorities) influence the decisions that would later benefit or harm constituents.

Truthfulness, as defined in Grice's maxim of quality, comes with it the adequacy of the information delivered and the sufficiency of bases on facts since partial information is tantamount to false information that usually misleads listeners (Dynel, 2011). Hence, when this maxim of quality is violated in conversations, the result is usually fatal. One could just imagine what happens when teachers fail to

adhere to the maxim of quality in discussing subject matters or when students deliberately hide some information to deceive fellow students.

Awareness of the maxim on quality, therefore, is extremely necessary for developing the communicative skills of students. Provision of exercises on verifying information (especially sensitive ones) as to its veracity before believing it may be one basic strategy to consider to help students fortify their adherence to the maxim of quality. As students are exposed to a wide range of information either through face-to-face exchanges or via other mediums (print or non-print), they become vulnerable to misleading information. Thus, the skill of being meticulous about the information received could aid students to be better recipients and carriers of information.

Verifying the truthfulness of the information gathered also entails another oral communication skill of forming correct and clear questions. Oftentimes, inquirers do not get the quality of information they aim to obtain, perhaps because they have posted the wrong question or the question is grammatically flawed or inappropriately worded or may be too high-sounding that the receivers could not get the real point being asked about; hence, an off-tangent or contextually unacceptable answer may be what they give in return. Such a case is illustrated when one interviewer asked a guess-show business personality: "What's the score behind you in this photo?" to which the guest (who seemed to have misinterpreted the question) answered, "Oh!↑ *That was a TV show I was hosting. Ah (3) xxx (program) on xxx (channel)*".

One theory that may explain why the answer is incongruent to the question is that the plain meaning of the figurative phrase "score behind you" was not known to the guest. For the guest, that may be an unfamiliar expression or a high-sounding question. It is also possible that the guest knew its meaning, but because the intention of the interviewer was probably read to be "*making an intrigue or a controversy*" out of the photo, the guest decided to answer it in a pretentious literal way to avoid getting into an uncomfortable occasion of revealing a sensitive truth. Tupan and Natalia (2008) supported this inference in theorizing that speakers tend to lie or to hide the truth to maintain a good reputation or image or to avoid getting exposed to harmful risks.

From the aforementioned discussion, practical inputs for teaching may be drawn: one is the importance of the proper formulation of questions to ask, and the other is clarifying questions before giving answers. When faced with a difficult or unfamiliar question, for example, students may be advised to request for a re-statement of the query for simplification so that they would be able to give an

appropriate answer. Thus, to enhance students' conversational skills, it appears equally necessary that students be provided opportunities to exercise formulating correct questions as well as clarifying a deemed vague question before giving a response. These twin skills are basic to daily communication and thus may need to be established even as early as kindergarten when children begin to formally learn language use.

Unearthing more meaning from the found violations of the maxim of quality, speakers may choose to answer questions indirectly that, when analyzed, utterances point to some implied messages. An example of this is seen in one talk show where an interviewer asked the guest, "As xxx (name) said, she is not ready to have a family, how long can you wait for her?" Here, the question was clearly and plainly stated, inquiring about the extent of waiting time that the guest could afford to allot to wait. But instead of the guest giving a specific or tentative number of years that he can wait, he chose to answer in an indirect way by giving the possible consequences of their current statuses and by attempting to defend the statement given by the girl of not getting married soon.

Haha!↑ ((laughing)) Well (3) obviously, those thoughts or those things are far away from our minds. I think ahm (2) she just wanted to reply to all the people asking about the two of us and settling down and all these things, but I think in fact that's the opposite, you know (2) if ever at the beginning of our relationship, that's the time that we can grow and find out about each other. So I think if we do like what we see after a certain period (3), then who knows what the future hold.

Horn (1992) states that when speakers choose to disobey the maxims to let the receiver of the message get other possible meaning, flouting occurs. In the above example, flouting of the maxim of quality seems to have been illustrated as distinct from a mere violation, resulting in the formation of implicatures. Horn defines the concept implicature as the meaning delivered by speakers without being directly found in the actual words or utterances made. The concept of implicature, therefore, may lead an analyst to see that communication is still possible to happen even when there is flouting or violation of a maxim of conversation so long as the receivers understand the implied message. However, miscommunication ensues when receivers fail to understand the implicated meaning (Grice, 1975).

This concept on implicatures, when introduced to ESL classes, is viewed to require enabling students to read between the lines juxtaposed with the value of being

sensitive to non-verbal cues to obtain the real depth and breadth of a message when engaged in conversations. Sometimes, in a conversation, the unspoken message speaks louder than the verbalized ones, and more often than not, the non-verbal cues substantiate the verbal ones in sending the full message to the other interlocutors. Thus, to achieve communicative competence, it may be said that it is not enough to be fluent speakers of a language; it is equally necessary to read signs and gestures to comprehend messages fully and meaningfully. Roth (2001) elucidated gestures play a vital role in communication across all cultures, and it is a prevalent element of daily human communication. It is further suggested that the study of gestures should be given more emphasis in teaching and learning English as a second language (Harris, 2003).

Meanwhile, when details of answers do not even imply any support to the main message being conveyed, or if the supposed supporting statements given appear to be ironically far from being relevant to the question asked, a violation of another maxim is committed, the maxim of relation. This maxim is responsible for preventing random, incoherent conversations that lack continuity. Speakers who observe this maxim are guided to only say things that are pertinent or relevant to the discussion or to the exchange at hand (Grice, 1975).

In this study, it is found that there is a higher number of violations of the maxim of relation in talk shows than in political discourses; there were eight single occurrences in conversations with show business personalities, while only two were found in political discourses. Analysis of such findings may lead one to look into the nature of each genre of TV interviews. Viewers may note that interviews involving show business personalities appear less formal and more personal when compared with conversations that happen in political discourses, whereas speeches of guest-political personalities seem more structured, stiff, and formal.

It may also be possible that there is a sort of "main scheme" of the entire TV show that guides the host and the guests on how to proceed with the conversation, as normally seen in video clips of film-making or live show organizing where the director holds the script of the entire show to be able to check on the proper sequencing and mastery of the lines of all participants. This inference may find support in the article of Tolson (2008), which cited an academic paper by Nelson (principal author, a sociologist whose research interest is on gender and deviance) and Robinson. In said work, Nelson narrated her experience of being a guest in a TV talk show that discussed the issue of male escorts. Her expert role was rather prescribed than spontaneously banking on her own expertise since she was provided

with the "blueprint" (p. 8) for the entire show; the same with the rest of the participants of the show, each one provided with a script. The paper concluded that the entire show was simply a scripted story being told where participants were playing the characters of the story.

Philippine talk shows may be adopting a similar practice. It is possible that even before the actual interview date, there was a pre-conference or rehearsal done to make sure that the hosts and the guests would not present themselves, contrary to the blueprint of the entire show. Hutchby (2005) illustrated that there are two kinds of language being used in talk shows, the scripted and the unscripted one. The language being used in talk shows is not the usual verbal interaction that people encounter in their day-to-day life; it is a language used in building relationships between the people involved in the show and the audience (De Ocampo, 2011).

As earlier implied, the formality of the ambiance in political discourses could have been a strong factor in why the guests should be prepared thoroughly prior to the actual interview. Questions to be asked could have been pre-given to give time to the interviewees to review the literature and to rehearse their speeches. With such a preparation, it is but expected that there is less violation of the maxim of relation in political discourses. On the other hand, the "free" atmosphere in a talk show with show business personalities could be so 'inviting' that a little question may incite the interviewees to express their thoughts more spontaneously beyond the point of discussion, especially when the response is accompanied by their feelings. Such factors may have been contributing to the vulnerability of the guests in talk shows to commit non-adherence to the maxim of relation.

On implications for teaching, students may be made aware that the violation on the maxim of relation could be avoided when answers to questions or topics to be discussed have been properly reviewed.

With respect to the fourth maxim, i.e., the maxim of manner, violation happens when the speaker's message is beyond comprehensibility, as well as when the speaker reacts emotionally too much than necessary (Scherer, 1995). Analysis of the conversation lines which violated this maxim reveals that this maxim is the least violated, with only a single violation in each of the two genres of talk shows covered. The ambiguity of the answer is observed in the conversation line of the guest-show business personality, while too much emotion was observed in the guest-politician, which appeared to be unnecessary given the context of the discussion. The minimal number of violations under this maxim is quite unexpected since Filipino speakers are

known to have the tendency to be more emotional in expressing reactions to questions.

As to the implications for teaching ESL, students may be taught to adhere to the maxim of the manner by being concise in their answers in both oral and written forms. In oral communication, the cliché that goes: "Less talk, fewer mistakes" could be a good reminder to always be brief but clear and organized (based on Grice's description of adherence to the maxim of manner).

Meanwhile, further scrutiny of the data leads to the verification of Grice's (1975) assumption, which states that when one maxim is violated, it is possible that another one or two go violated. This occurs in both the talk shows and in the political discourses. For instance, in the following lines, the maxims of quality and relation were violated:

Talk Show No. 1. (The Journey of Being an Artist)

STS - I1: *It's been a year since the (2) series started, right?*

STS - G1: *We just feel so blessed (2), and of course, we will not be here without the people who love and support us.*

The analysis pointed out that instead of answering with a plain "yes" or "no," which is what is required, the guest's answer centered on the feelings of being blessed and on expressing gratitude to those who supported him/her. The maxim of quality was therefore violated in not having answered the inquiry, and the maxim of relation, because the succeeding segment of the answer was not related in any way to the question asked. Such twin violations could be treated as the worst because the answer appears totally senseless given the context of the question.

It is likewise possible that one statement may violate both quantity and relation, as found in one of the guests' answers below:

Talk Show No. 3. (Online Posting of a Photo)

STS - I3: *You were so young.*

STS - G3: *Yeah,↓ we were both teenagers. I was... 15? Looking at my fashion and I said, my God!↑ What am I wearing ((shaking of head))?*

The guest's description of his/her fashion statement back during their teenage years appears irrelevant and too much for a response when the simplicity and brevity of the inquiry are considered. As mentioned in the earlier discussion, Filipinos have that tendency to dwell on the details so much to the point of losing their statements' relevance in providing explanations that are no anymore required by the situation.

Meanwhile, three maxims may also be violated at one occurrence. In the example that follows, the guest's statement appeared to have not adhered to the maxims of relation, quantity, and manner.

Talk Show No. 6. (Preparation for an Event)

STS - I6: *You prepare for something like that, I guess? Do you read up?*

STS - G6: *Ahm (3) honestly, ahm (2) I always read the newspaper. I sit with my friends and family out of nowhere, so it's like it's really challenging, but it's fun. Back then, ahm (3) I was just an average girl, a simple girl, with ah (2) nothing but a dream of being a volleyball player and then.*

The analysis showed that the irrelevant and too much information given by the guest violated the maxims of relation and quantity, respectively, while the vagueness of the answer contradicted the maxim of manner.

In almost similar fashion, another guest-show business personality appeared to have violated three maxims (quantity, quality, relation) in a single answer. That appears to have been figured out in the conversation below:

Talk Show No. 9. (Resignation from a Position)

STS - I9: *So were you having second thoughts? Before the pageant?*

STS - G9: *There was like (2) as a woman, we are very sensitive with you know, our intuition and everything. Ahm (3), our wombs are affected by everything because I'm very spiritual, and I love it. And, it was like I was having second thoughts. Is this really for me? I was just applying everything I've learned from my past, and then continue, continue, continue, and then I realized.*

The maxim of quality is apparently violated with the guest's failure to provide a direct answer to the question. Her succeeding statements only made the answer long without adding essence to the sentences because this lacked relevance to the question, hence, violated the maxims of quantity and relation, respectively. The grammatical errors appear to also have affected the entirety of the answer. Were it not for the other sentences that expressed clear ideas, the whole statement could have been a total waste with all the maxims violated. Ford (2009) explained that sending clear ideas in a conversation can save the speaker from a lot of possible troubles and danger. This will allow the receivers to understand fully what the speaker is trying to say without having any conflict or misunderstanding.

Such double or triple violation of the maxims in a single occurrence is found evident in the statements of guest-political personalities despite earlier analysis that describes the more careful management of political discourses. Violation of such kind is found evident in the succeeding examples. The most number of combination of violations is that of quantity and quality. This may be partly explained by the fact that politicians, being public servants, would aim to make lengthy statements to make their advocacies and projects clear, hence their tendency to commit a violation of quantity. On the other hand, their failure to adhere to the maxim of quality may be partly inferred in their tendency to think aloud that instead of first answering the question on hand, they tend to jump off to the implied meaning of the question. This action can highly affect the pragmatic comprehension of both the speaker and the receiver in terms of accuracy. (Taguchi, 2001).

Here is an example of a violation of two maxims in one occurrence:

Political Discourse No.2. (Stance on Extra-Judicial Killing)

PD - I2: *You've heard what the senator told me? That there are no extra-judicial killings and that the numbers are something that the Philippines People actually approved of.*

PD - G2: *How can anyone say that there are no EXTRA-JUDICIAL KILLINGS? We have no more than two thousand ah (3) dead bodies, dead persons, in the name of the SO-CALLED WAR. Many of these are summary killings or extra-judicial killings.↓ We all heard about the (2) official line that out of the seven hundred fifty-six ah (2) persons killed in the course of police operations are allegedly RESISTANT. I DO NOT for a second believe that. ((shaking of head))*

The abovementioned example violated the maxims of quality and quantity. The guest obviously answered the question with another question instead of giving a "yes" or "no" as required by the question, and this violates the maxim of quality. The next units of information may already be too much for the question on hand, and such is a non-adherence to the maxim of quantity.

Since political personalities are susceptible to criticisms, they need to maintain and sustain their good image to the society. Simon-Vandenberg (1996) stated that politicians present themselves in a way that the audience will get to empathize with them and believe in what they will say. They need to keep their integrity and credibility intact, especially if they are to win the votes of the electorates in the succeeding elections. Hence, most, if not all, will have to see to it that when interviewed, they will not project or express words that would put their career down, even to the point of violating a maxim or a number of maxims. An example of this discourse is given below:

Political Discourse No. 10. (Experience as a Prosecutor)

PD - I10: *Did you believe him from the start?*

PD - G10: *During the time that I received that, it was quite... when I faced the audience, it meant that he cleared a few stages of checking out. You know, I'll have to say this, when I was a cadet, I was a member of this honor committee, the cadet honor committee. That's what we do, we investigate, and we prosecute, and we judge the violators. And mainly since we are not restrained by the court processes and court procedures, we base our extract information, and we get witnesses, we investigate at, and we see based on the demeanor of the cadets' delivery. So, that's the instinct. For four years, I was doing that and became the chairman eventually. I can say that I have an eye for such witnesses. And this, I believe xxx (name) is genuine, is really a member of Davao Death Squad. Now, we have to validate all his testimonies one by one. That's what we did, and that's what we're doing because we'll have to factor in his age, his lapses in memory. Remember, killing is a regular thing for him. If since 1988 he's already killing, and let's say a thousand people, so the average once a week, what we see here is the mix-up of people he killed since 1992 and in 1995. So generally, he will just see how they did it;*

*sometimes, they shoot down the head using 38.
Other times they abduct, chop-chop, they have
such things.*

The analysis shows that the guest’s answer violated the maxims of quality, quantity, and relation. Apparently, the answer was too lengthy (violating the maxim of quantity); there was no direct answer given to address the question (violation of the maxim of quality), and additional information provided did not have relevance to the question on hand (violated the maxim of relation). The entire narration seems to be more of a defense on the speaker’s ability to analyze possible witnesses rather than as a direct answer to the question.

Overall, the violation of the maxims may be rationalized with the review of Grice’s (1975) assumptions, particularly that of no. 4 that states: speakers may try to fulfill one maxim but at the same time violate another maxim. It is also very possible that when speakers manifest adherence to another maxim, another maxim gets adhered, too. Attardo (1993) posited that in the desire of speakers to adhere to a specific maxim, they unintentionally sacrifice another maxim. For instance, a politician may try his best to fulfill the maxim of quality at the expense of sacrificing the maxim of quantity and relation. Such violation, most of the time, is unintentional, and the politician may not be aware of the violation at that very moment.

As findings and corresponding analyses clearly illustrated, Grice’s maxims of conversation founded on the co-operative principle could be potential tools in equipping students to be communicatively competent using the English language, starting with being good at doing the most ordinary exchanges of ideas—through conversations. While the present curriculum may not have the explicit inclusion of the co-operative principle and the maxims of conversation, English teachers may still find ways to create opportunities to incorporate these in their lessons. After all, engaging in conversation is a daily activity; it happens freely and spontaneously. Intensifying students’ awareness of the importance of being responsible interlocutors could be a leap to achieve greater heights in being communicatively competent.

Meanwhile, analysis of the interviews with political personalities in terms of observation or non-observation of the features of political discourses showed that there was smooth turn-taking in all the occurrences; there was no instance found where a guest would ask the interviewer to repeat or clear out a question which means that questions asked were clear. Or that again, this may be construed to be a positive consequence of a possible pre-orientation or rehearsals done among the

participants prior to the actual conduct of the interview. Lessons for use in teaching could be derived from such giving of proper orientation to students in terms of turn-taking to prevent unnecessary interruptions to those who do the speaking.

In terms of self-presentation, findings showed that even if there were protocols to be observed in political discourses, it was still possible for one dignitary to reveal a personal and sensitive issue that might cause a negative impact on his/her image, integrity, and credibility as contrary to the choice of all the others who opted to express purely positive self-presentation.

This finding offers an equally meaningful input for teaching: inculcating in classroom discussion the value of keeping a positive self-image, maintaining one's integrity and credibility through engagement in respectful, healthy, and responsible conversation whether it is done in face to face exchanges, in the chat room, via telephone calls, or posting in the social networks. This implies that students should be made aware of being responsible senders, receivers, and carriers of information.

To synthesize all points and suggestions made and to draw the final line, the present study looks back to its overarching aim: to derive practical insights from the findings in order to recommend steps to intensify the teaching of English as a second language and to pose a challenge among curriculum developers on the potential contribution that the awareness of Grice's maxims of conversation could make; and to its specific objectives: (1) describe the guests' adherence (or possibly non-adherence) to Grice's co-operative principle or the four maxims of conversation which are quality, quantity, relation and manner; and (2) illustrate the observation (or possible non-observation) by the guest-politicians and hosts of the features of political discourses: turn-taking, occurrences of interruptions and equivocations between the two speakers, and the self-presentation of the interviewees.

As the findings showed, guests in both genres of TV interviews committed violations of the four maxims of conversation in some of their lines; a number of utterances were even found non-adhering to more than one maxim. Smooth turn-taking with no interruption was observed in all political discourses so that there was no instance spotted for a guest to need clarification of the question, and neither was there a point when an interviewer straightforwardly asked a guest to clarify a seeming vague answer. Lastly, except for one political dignitary, all the other politicians projected positive self-presentation.

Meanwhile, practical insights were drawn from the findings as the basis for intensifying the teaching of ESL and to ultimately challenge curriculum developers in taking a closer look at the existing K to 12 Curriculum as to its focus, continuity of intention, and consistency in improving the communicative competence of learners beginning from the kindergarten stage to the highest curriculum level. These insights, as well as the down-to-earth recommendations, were integrated into the entire Discussion section of this paper that centered on the incorporation of the essence of developing in learners the basic skills of doing good conversation as their pathway to being communicatively competent. This is premised on the concept that experts like Grice and the others have been advocating. Since conversation is a daily activity that all people, regardless of age, do a lot day-in and day-out, it can thus be a sound and practical starting point for teachers to take advantage of in teaching learners effectively how to communicate competently, beginning from situations closest to reality.

At this point of the present study, it is deemed important to recall that prior to the implementation of the K-12 curriculum, the Philippines was one of the only three countries in the world and the only one in Asia that still had only ten years in the basic education level. This was found to be more of a disadvantage for graduates in seeking jobs in the global market. The Southeast Asian Ministers of Education Organization – Innotech (SEAMEO-Innotech) found the previous 10-year educational cycle to be congested, with a 12-year curriculum translated into ten years. As a result, Filipino students have trailed behind students around the world in the areas of Mathematics, Languages, and Science. With the K to 12 Curriculum now enforced, the hope for Filipino graduates to get better equipped to compete in the global society intensifies.

The National Research Council (2012) identified the six key characteristics of the K-12 Basic Education Program: strengthening early childhood education; making the curriculum relevant to the learners; building life-skills; ensuring unified and seamless learning; gearing up for the future; and nurturing the fully developed Filipino. In the field of language, it is found that curriculum developers put an utmost emphasis on the application of the macro-skills: listening, speaking, reading, writing, and viewing. In relation to the discussion of the findings of the present study, it is reiterated that the aforementioned recommendations relevant to the curriculum and instruction are nonetheless intended neither to criticize nor to interfere in whatever way, the implementation of the present K to 12 Curriculum, particularly in the area of language learning. Rather, such recommended actions are offered for the purpose of strengthening or fortifying existing provisions for the development of the learners' communicative competence.

Meanwhile, what curriculum developers may do is to evaluate the present K to 12 Curriculum as to its imminence to real scenarios in the classrooms and to the real and actual needs of the learners, most especially on how the curriculum addresses the needs of both teachers and learners to enhance their communication prowess. The persistent problems of graduates in terms of communication competence and the employers' plea that they are provided with communicatively competent applicants speak of no less than a possible lapse in the curriculum delivered in every classroom. The nobility and the idealism of the K to 12 Curriculum is no doubt a product of brilliant minds in the field of education, and it just deserves a second look as to its practical implication and application. As this study hopes, may its findings and discoveries be instrumental in rethinking the present curriculum, particularly in promoting the communicative competence of all learners. In its original and specific sense, may this undertaking be an eye-opener for both curriculum developers and teachers to really see the gap between expectations of the industries/ the global communities and the produce of schools in terms of communication skills development.

Talking and conversing are simply daily activities that oftentimes are taken for granted and thus may be done without much care and caution. Through this study, may the ordinariness of these activities become a meaningful springboard to bridge the gap between the idealism of Philippine education (as theoretically present in the curriculum) in developing learners' communicative competence and the decades-long and persistent needs of the global world to have communicatively competent citizens. For its most local significance, may the contribution of this study in the field of teaching likewise be extended in effecting improved conversational practice among Filipino teachers and students that may later unfurl when they connect in conversations with other members of their respective communities, and even around the globe.

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