The Influence of the Maxim of Manner in Second Language Acquisition

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ABSTRACT

Conversational communication is an effective approach for developing the Second Language Acquisition (SLA) process, in which effectiveness is affected by the cooperative principle. One principle, the Maxim of Manner, relates to how this conversation is carried out. The clarity, proximity, absurdity, and ambiguity of words used in a conversation will determine the effectiveness. Flaunting the maxim of the manner in communication can be difficult for a non-native learner to develop a second language. Several studies analyze the importance of cooperative principles – the Maxim of Manner. However, little emphasis has been put on how adherence to or flaunting the Maxim of Manner affects SLA. When it is applied by both natives and non-natives, conversational language is a way of stressing out the different word formations and their structures. Therefore, emphasis on clarity and briefness in words used in conversational communication will bring out these differences in structure. Non-natives can understand and efficiently develop the second language when this cooperative principle is followed. With this concept of pragmatics in terms of understanding language use, interpretations from utterances, ways that the speaker can understand the speech acts used, and the relationships in terms of understanding between the speaker and the hearer in conversations.

Keywords: *Second Language Acquisition, Cooperative principle, Maxim of Manner.*

1. INTRODUCTION

Language is important in providing a way for encoding and transmitting ideas from one to another, which requires clear expressions. It provides both symbolic functions in terms of allowing expression of thoughts and ideas, as well as interactive functions while enabling the use of language as an effective way of communication. To understand a Second Language (L2) according to the cognitive linguistic approach entails being able to dissect the cognitive representation presented by the language in terms of grammar and content function through the lexical representation [1]. The morphological analysis from the word formulations and the different structures of the words are also vital in helping the learner infer the meaning of the words and language acquired.

The concept of SLA means that this language learning takes place sometime after the cognition of the first language. Second languages include the widely used languages in the wider communication in various aspects like educational purposes or needs for the workplace, or learning an entire foreign language. Learning L2 can be in classroom-based or informal settings of language learning [2].

According to SLA theories and the cognitive linguistics models, there is a difference between L2 learning and acquisition. While language learning happens in a conscious and formal way, language acquisition is subconscious. Acquisition happens through natural communication, which offers interactions with the second language. Emphasis is put on the speaker's message rather than the grammatical rules to be followed in the language. The hypothesis in language learning is that the speaker subconsciously knows the rules to be followed and corrects the errors made according to the "feel(ing)" [3]. The communication aspect of language acquisition is what based on Grice's conversational implicature in language philosophy. The cooperative principle in this conversational implicature calls for making sure each conversation is contributed as required, at the appropriate stage, with the right purpose and direction [4]. This enables the listeners to infer the meaning from the conversation, thereby acquiring the language. Grice indicates that this cooperative principle has four maxims: quantity, quality, relation, and manner [4]. All highlight the importance of conversational

implicature and the acquisition of language. This paper analyzes the maxim of manner and how it influences SLA.

The Maxim of Manner (TMM) is one of the cooperative principles commonly referred to as the Gricean maxims. It calls for conversations and language used in communication to reduce ambiguity. Maxims are requirements for speakers to ensure conversations are easily understandable by the listeners, in which the words they used do not have overlaying meanings. This maxim relates to conversations emphasizes the way that it is being said. The conversation has to be perspicuous that is clearly expressed to ensure clear understandings between speakers and listeners. The maxim has sub-maxims that call for conversations to be brief and accurate. During conversations, both speakers and listeners are expected to be clear on the contribution that they are making to the conversation. The way the conversation is made should also be within reasonable dispatch to ensure the meaning and intended purposes of the conversation, which are not distorted [4].

2. THE INFLUENCE OF MAXIM OF MANNER IN SECOND LANGUAGE ACQUISITION

L2 acquisition is an application of daily communication using a second language. Therefore, the importance of the maxim of the manner is that it affects this language acquisition. The acquisition is different from learning as it implies that something is picked up subconsciously without any efforts made in mastering it. Communication is the main medium for mastering second language acquisition. Mastery in L2 refers to the level at which the learner can produce explicit grammatical forms that are by the rules of the language being acquired. This is usually compared to achieving 80%-90% of similarity to the native's language competence. The stages of L2 acquisition are not based on a specific target-like structure. Instead, the developments in L2 acquisition are based on notable improvements, which are also noticeable in the learner's conversational techniques using L2. The frequency analysis in L2 notes the improvements in L2 acquisition regarding how the learner can use linguistic devices. These stages are based on the assumptions of the usage-based theories that notable changes and improvements are only as a result of continued uses. Linguistic knowledge in the language acquisition process is gained through exposure and usage [5].

Communication plays an important role in language learning and acquisition. Through communication, the speaker can convey more than the words they speak through how and when they say it. The hearer is also able to invoke the intended meaning from how and what they hear other than the literal meaning of the words used. With time and constant communication in L2, learners can improve their comprehension and understandings of the words and the intended meaning in a conversation. The assumption in conversational implicature of L2 acquisition is that inferences from the conversation are generated automatically during conversations and may be canceled whenever the context needs it. According to psycholinguistics, these meanings and inferences that are programmatically enriched arise by default in the learner with lexical meaning irrespective of the context of the conversation. The implicature focus is on the conversational manner which makes it easy to undo the scalar meanings in words and understand [6]L2 acquisition is improved through the constant negotiation for meaning through conversational communication by both the native speakers and non-native speakers. According to L2 acquisition theory, negotiation for meaning entails identifying and attempting to resolve communication breakdowns due to implication, thereby understanding differences of a language used during conversations. The beneficial changes in L2 acquisition come from the ability to negotiate meaning in language learning to be able to connect the language inputs, the internal capabilities the learner has, and the output produced from the conversation. Speakers who are competent and eloquent in the language can provide and comprehend signals through the comprehension their interlocutors perceive. With this, they can adjust the linguistic forms used, the structure of the conversation, and the content of the message in the whole conversation. Adjustments are made through simplification and elaboration, making sure the conversation is clear with less ambiguous words and used proximity. Learners can grasp conversation inputs that are slightly above their comprehension level, thereby increasing their competence development. Negotiation of meaning in conversation implies that the communication can be modified and restructured through the interlocutors to aid comprehension and understandings [7].

L2 acquisition is different between both children learners and adult learners. The process of acquiring the lexical structures and the grammatical rules to be followed in a conversation is different. For adults, during the early stages of L2 acquisition, they rely on the linguistic knowledge they have on the formulations and producing L2 words. During the early stages of L2 acquisition, the learners are sensitive to grammatical violations. Emphasis is put on understanding and using the correct grammatical rules needed for the L2. As the learning activity progresses, there is a discontinuity in response to these grammar violations. At a stage conducted on the brain's potential response to L2 learning, the results indicate that the arning pattern discontinuity the progress in L2 acquisition. These results were attributed to the argument that in the early stages of acquisition, emphasis is put on memorizing inflicted words as a whole without entirely memorizing them, and they do not decompose the morphological complexity of the words [8]. Instead, the scalar implicature of these

words is evaluated according to the grouped words. This changes as the learner progress in their L2 acquisition process.

The role of social and cultural factors in higher stages of L2 acquisition had better be analyzed using the acculturation model. The model refers to the social and psychological factors which are relevant in L2 acquisition. The distance and proximity of the learner to the social-psychological factors determine the extent of the learners' mastery or nearness to the target in L2 acquisition. L2 acquisition is dependent on the verbal exchange and the extent of the acquisition of the learner. Therefore, acculturations will determine the degree of negotiation of how the learner is canines the target language from the proximity to the social-psychological taxonomy factors. In higher stages of L2 acquisition, the language shock, distance, and proximity to different cultures have worn off. Therefore, factors such as social dominance, attitude, congruence, culture shock have fewer impacts on the learner. This means that the learner can easily denote meaning and scalar implicature from the words without insistence on the maxim of manner. As the L2 acquisition process progresses, the distance and proximity in acculturation are lessened, it is easy to infer the meaning from the verbal interactions. In the early stages, the social and cultural factors are less noticeable. L2 acquisition is based on the communicative function of transmitting referential information to the learner. As it progresses to the integrative stage, the learner is readily adopting the social-cultural factors. The proximity and distance are slowly reducing. The emphasis on the maxim of manner indicates that the scalar implicature is lessened. At the last stage of using L2 for expressive functions, the learner has fully accepted acculturations. Hence, the emphasis is put on the social-cultural implications of the verbal interaction rather than on the maxim of the manner of each conversation [9].

3. ROLE OF MAXIM OF MANNER IN ACQUIRING L2 IN A DIFFERENT MORPHOLOGICAL CATEGORY

Morphological differences in language refer to the various word formation among different languages, including their structure and form. With understanding the morphological differences of words, it is also important to consider their stem and morpheme. In terms of aspects of morphology, infixes, prefixes, and suffixes also vary in different languages. Morphological grammar of each language indicates how prefixes and suffixes change the meaning of the word and how the word formed is acceptable in each language conversation. The morphology category is different from the syntax and phonology in language acquisition, as it indicates the changes in such word formation and in different contexts. That is based on how the word is formed and used in a conversation. Accepting its grammar can be based on its

context. Understanding the differences between morphological categories implies taking apart the word-formation to analyze where each piece came from and how the difference in morpheme changes the meaning of the word depending on the distribution and overlaps [10].

Being aware of the morphological differences in languages is a notable step in vocabulary growth and language acquisition. The English language is fusional, with words having a singular morpheme that denotes several meanings. For a Chinese speaker learning English as a second language, emphasis is put on the analytical language. That is a Chinese analytical speaker the relationship between words to help in developing the vocabulary and understanding the morphemes in it. In L2 acquisition, each complex word that the learner acquires is due to the morphological category and differences that change the formation of the word and its meaning. Therefore, the competence of acquiring L2 is a reflection of understanding the morphological analysis of the words acquired. Understanding morphology in L2 means that the learner can decompose words that sound unfamiliar into categories of familiar words units. For instance, a Chinese analytical speaker learning English fusional language can decompose unfamiliar words into roots, prefixes, and suffixes, thereby understanding the word based on the meaning constructed from the relationships with the other words. It makes it easier for L2 learners to infer the meaning of words through morphological analysis. Chinese analytical speakers can use the meaning from single morphemic words as building blocks for multimorphemic English words [11]. This makes it easier for them to encode and retrieve the meaning of polymorphemic words. Due to this importance in analyzing the morphology of unfamiliar words, morphological differences play an important role in Chinese analytical language speakers' understandings of the English fusional language.

Grammar morphemes, including plurals, tenses, and gender makers are easily notable in a conversation during L2 acquisition. For instance, the Chinese language has no plural marking, which makes it notable for a Chinese speaker learning English to note and analyze plural marking in English grammar. The morphological congruency hypothesis states that grammatical morpheme being present in one language and lacking in another indicates the morphological differences in the languages, thereby setting a stage for understanding and acquiring the language [12]. For Chinese speakers, understanding these morphemic structures in words helps in being able to manipulate and perceive the structures of the word. It forms an important index in understanding the meaning of complex words in the L2. When learners understand the different morphology in words, they formulate compound words in different categories and structures. For instance, compound morphology in the English language is useful to Chinese learners who understand how to combine two or more stem

morphemes. Singular or plural grammatical morphology through the inflectional structures is important to get the difference on how to express such structures in L2. Some words in English fusional language require forming new words by combining morphemes which change the meaning of the words altogether. Hence, it is necessary to understand the need of the derivational structures in morphology [13].

4. DISCUSSION

Pragmatics entails the use of discourse and the interpretation that arises in the real world. This means analyzing how people use and understand the acts of speech and how the sentences are said, thereby influencing the entire communication and the comprehension of the words being said [14]. Maxim of manner requires clear and order in communication to ensure there is no confusion or ambiguity. With the elements of pragmatics analyzing how people interpret and comprehend what is being said based on the utterance, the importance of the maxim of manner is highlighted. L2 acquisition has very few clear target guidelines in a formal setup. Leaners comprehend the target language through their comprehension and understanding of meaning in a communication. Meaning, ambiguous and unclear words make understanding of these words difficult. The maxim of the manner in communication emphasizes how these words are said, hence making it easy in negotiations of meaning. Therefore, the maxim of manner influences L2 acquisition by setting the stage for negotiation of meaning through restructuring and modifications until the learner can comprehend the inputs that were initially above their comprehension and understanding. By understanding the differences in roots, prefixes, and suffixes, learners can denote meaning in analytical language. A clear conversation with different morphology structures helps the learners easily pick out complex words, what makes them complex, and how to perceive and understand meaning based on the structures used in words.

5. CONCLUSION

SLA methods can either be conducted through formal strategies or informal strategies in the form of communication. The Grice cooperative principles analyze how people can easily achieve effective conversational communication. Although these principles do not consider the differences in the mastery of a language, emphasis is put on how listeners and speakers can cooperatively and mutually understand each other through how and what they speak. The maxim of manner principle can help in achieving this by emphasizing clarity in conversational communication. Through this clarity, those with lower levels of L2 comprehension can understand and comprehend people's discourse, thereby developing their second language.

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