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**A GENDER-BASED ANALYSIS OF OBSERVANCE AND
NON-OBSERVANCE OF GRICEAN MAXIMS AMONG
TEACHERS IN AN EDUCATIONAL SETTING**

MASTER'S DEGREE THESIS

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TOKAT-2025

ETHICAL AGREEMENT

I hereby declare that all information gathering and reporting processes in this thesis have been conducted in compliance with the TokatGaziosmanpaşa University Graduate Education Institute, the Institute of Graduate Studies Thesis Writing Guide, general academic standards, and ethical principles. Additionally, I affirm that this thesis has been checked using a "plagiarism prevention" program, that all ideas, information, and findings not originally mine are properly cited, and that the responsibility for the content rests solely with me.

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Sevda DURMAZ

JURY APPROVAL



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I dedicate this thesis to my dearest and most cherished friend, her untimely passing in a tragic traffic accident; she believed in me and encouraged me to pursue a master's degree. Her unwavering support and faith gave me the strength to embark on this journey. I kept my promise to you, my friend. You are forever in my heart, and may your soul rest in eternal peace.

To Ebru ÖZBİLEN DEMİRTAŞ

ÖZET

EĞİTİM ORTAMINDA ÖĞRETMENLER ARASINDA GRICE MAKSİMLERİNE UYULMASI VE UYULMAMASININ CİNSİYET TEMELLİ BİR ANALİZİ

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Etkili iletişim, eğitim ortamlarında mesleki iş birliğini geliştirmek, kapsayıcı bir okul kültürü oluşturmak ve öğrenci öğrenme çıktılarını iyileştirmek için vazgeçilmezdir. Grice’ın işbirliği İlkesi ve buna bağlı maksimlere dayanan bu çalışma, Türkiye’deki ortaöğretim öğretmenleri arasında bu iletişim ilkelerinin gözetilmesini ve ihlal edilmesini araştırmaktadır. Araştırma, öğretmenler arası iletişimi kesişimsellik perspektifiyle ele alarak toplumsal cinsiyet ve daha geniş sosyal dinamiklerin, iletişim davranışları ve mesleki ilişkiler üzerindeki etkisini incelemektedir. Bu çalışmada, nitel ve nicel yöntemler bir arada kullanılarak, farklı konuşma bağlamlarında erkek ve kadın öğretmenler arasında gerçekleşen 60 etkileşim doğal gözlemler ve transkript analizi yoluyla değerlendirilmiştir. Bulgular, kadın öğretmenlerin Grice maksimlerine, özellikle alaka, açıklık ve özlülük ilkelerine daha fazla bağlı kaldığını ve bunun pedagojik iş birliğinin etkinliğini artırdığını ortaya koymaktadır. Buna karşılık, erkek öğretmenlerin özellikle nicelik ve üslup maksimlerini daha sık ihlal ettiği gözlenmiştir. Bu bulgular, toplumsal cinsiyet normları, kültürel beklentiler ve kurumsal dinamikler gibi kesişen faktörlerin eğitim ortamlarında iletişim tarzlarını nasıl şekillendirdiğini vurgulamaktadır. Araştırmanın sonuçları, öğretmenler arasında güven, kapsayıcılık ve karşılıklı saygıyı teşvik etmek için işbirlikçi iletişimin önemini ortaya koymaktadır. Bu

alıřma, toplumsal cinsiyet ve sosyal dinamiklerin mesleki eęitim ortamlarındaki iletiřimi nasıl karmařık biimlerde etkiledięini gstermek iin kesiřimsel bir perspektif sunarak literatre nemli bir katkı saęlamaktadır. Hedefe ynelik mesleki geliřim programlarının, bu nansları ele alarak iletiřim becerilerini geliřtirmesi ve daha eřitliki ve etkili ęretmen iř birlięini teřvik etmesi nerilmektedir. Gelecek arařtırmaların, toplumsal cinsiyet, kltrel ve kurumsal faktrlerin etkileřimini farklı eęitim baęlamalarında incelemek zere bu yaklařımı geniřletmesi gerekmektedir.

Anahtar Kelimeler: Grice Maksimleri, İřbirliki İletiřim, Toplumsal Cinsiyet Farklılıkları, Kesiřimsellik, ęretmen İř Birlięi, Eęitim Uygulamaları, Eęitim ıktıları



ABSTRACT

A GENDER-BASED ANALYSIS OF OBSERVANCE AND NON-OBSERVANCE OF GRICEAN MAXIMS AMONG FEMALE AND MALE TEACHERS IN AN EDUCATIONAL SETTING

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Effective communication is essential for fostering professional collaboration, cultivating an inclusive school culture, and improving student learning outcomes within educational settings. Grounded in Grice's Cooperative Principle and its associated maxims, this study investigates the observance and violation of these communicative principles among secondary school teachers in Türkiye. By examining teacher-to-teacher communication through the lens of intersectionality, the research explores how gender and broader social dynamics interact to shape communicative behaviors and professional relationships in educational contexts. This study employed both qualitative and quantitative methodologies, analyzing 60 interactions between male and female teachers in diverse conversational contexts through naturalistic observations and transcript analysis. The findings reveal that female teachers demonstrated higher adherence to Gricean Maxims, particularly in maintaining relevance, clarity, and conciseness—behaviors that contribute to more effective pedagogical collaboration. Conversely, male teachers were observed to violate maxims more frequently, particularly those related to quantity and manner. These findings underscore how intersecting factors such as gender norms, cultural expectations, and institutional

dynamics influence communication styles in educational settings. The implications of these findings are significant for the field of teaching, emphasizing the importance of cooperative communication in fostering trust, inclusivity, and mutual respect among educators. This study contributes to the literature by incorporating an intersectional perspective to highlight the complex ways gender and social Dynamics shape communication in professional educational environments. Targeted professional development programs are recommended to address these nuances and enhance communication skills, promoting more equitable and effective teacher collaboration. Future research should extend this approach to examine the interplay of gender, cultural, and institutional factors across varied educational contexts.

Keywords: Grice's Maxims, Cooperative Communication, Gender Differences, Intersectionality, Teacher Collaboration, Educational Practices, Educational Outcomes

TABLE OF CONTENTS

ETHICAL AGREEMENT	i
JURY APPROVAL	ii
ACKNOWLEDGMENTS	iii
DEDICATION.....	iv
ÖZET	v
ABSTRACT.....	vii
LISTOFTABLES	xii
LISTOFFIGURESANDGRAPHS.....	xiii
CHAPTER I.....	1
INTRODUCTION	1
Background of the Study.....	1
Relevance to Teacher Education.....	1
Grice's Maxims in Communication.....	2
Focus on Intersectionality in Teacher Communication	3
Statement of the Problem	3
Significance of the Study	5
Theoretical Contributions.....	6
Research Questions	7
Limitations of the Study.....	8
Structure of the Thesis	9
Definitions of Key Terms.....	10
CHAPTER II.....	12
LITERATURE REVIEW	12
2.1 Introduction	12
2.1.1 Relevance to Teacher Education	12
2.2 Communication.....	13
2.3 Communication in Education.....	17
2.3.1 Communication in Professional Educational Settings	18
2.3.2 Teacher-to-Teacher Communication.....	18

2.3.3. Intersectionality in Teacher Communication	18
2.4. Conversation	19
2.5. Pragmatics	19
2.5.1. Pragmatics in Teacher Professional Development	20
2.6. Conversational Implicature	20
2.7. Flouting the Maxim.....	21
2.7.1. Flouting the Maxim of Quantity.....	21
2.7.2. Flouting the Maxim of Quality.....	22
2.7.3. Flouting the Maxim of Relation	22
2.7.4. Flouting the Maxim of Manner	23
2.8. Violating the Maxim	23
2.9. Opting Out.....	23
2.10. Infringing the Maxims.....	23
2.11. Previous Studies	24
CHAPTER III	31
METHODOLOGY	31
ResearchDesign.....	31
Participants and Context	31
Participant Selection.....	32
Data Collection Instruments.....	32
Observation Checklist	32
Data Collection Procedure	32
Setting	34
Steps of Analysis.....	35
Validity.....	36
Data Analysis	36
Quantitative Analysis	36
Qualitative Analysis	36
Ethical Considerations	37
Justification for Data Analysis	38
CHAPTER IV	39
DATA ANALYSIS AND FINDINGS	39
4.1 Introduction	39

4.2 Quantitative Analysis	39
4.3 Frequency of Violations	42
4.3 Qualitative Analysis	48
CHAPTER V	70
DISCUSSION	70
CHAPTER VI.....	75
CONCLUSION AND IMPLICATIONS.....	75
REFERENCES	79
APPENDIX 1: DECISION OF THE ETHICS COUNCIL	83
APPENDIX 3: THEAUTHOR'SCV	84



LIST OF TABLES

Table1 Frequency of Adherence to and Violations of Grice's Maxims by Gender	40
Table2 Contextual Variations in Adherence to Grice's Maxims.....	41
Table3 Frequency of Violations by Gender.....	42
Table4 Statistical Comparison of Violations by Gender	45



LIST OF FIGURES AND GRAPHS

Figure 1The Process of Communication	14
Figure 2The Message Model	15
Figure 3The system of inferential strategies. S= speaker, E= expression	16
Figure 4 Frequency of Violations by Gender	43
Figure 5 Comparative Analysis of Adherence to and Violations of Grice's Maxims by Gender.....	44



CHAPTER I

INTRODUCTION

Background of the Study

Effective communication is at the core of teaching and learning, significantly shaping educational processes and outcomes. A teacher's communication style not only affects professional relationships among educators but also influences how students engage with language and develop social behaviors. These dynamics directly impact teaching efficacy and student involvement. Grice's Cooperative Principle provides a foundational framework for understanding how cooperative communication operates in professional and educational settings, offering valuable insights into promoting effective interactions (Grice, 1975).

Grice's principle is governed by four maxims: Quality, Quantity, Relation, and Manner. These maxims assert that contributions in a conversation should be truthful, sufficient, relevant, and clear. Kaplan (2010) highlights how such pragmatic principles gained prominence in the 1970s and 1980s, particularly regarding their application in real-world communication. When applied in educational contexts, these maxims can reduce misunderstandings, facilitate collaboration, and create smoother working relationships among educators (McCarthy & Carter, 2001).

Relevance to Teacher Education

Effective communication is an essential competency for teachers, directly influencing their ability to deliver instruction, manage classrooms, and foster professional relationships. The study of Grice's Maxims provides valuable insights for teacher education programs by offering a structured framework to analyze and improve communication among educators. Training pre-service and in-service teachers to adhere to principles of truthfulness, relevance, sufficiency, and clarity enhances their professional interactions and equips them to navigate both formal and informal settings effectively (Alamgir Khan et al., 2017).

Furthermore, understanding communication through an intersectional lens allows teacher education programs to address the diverse communicative styles shaped by gender, cultural norms, and institutional contexts. This knowledge enables educators to foster inclusive and collaborative environments that respect and leverage diverse perspectives (Tannen, 1990; Holmes, 1995). By integrating these principles into teacher

education curricula, institutions can prepare teachers to build trust, model effective communication for students, and create cohesive learning environments (Powell & Powell, 2010).

This study contributes to teacher education by identifying patterns of adherence to and violations of Grice's Maxims among male and female teachers, emphasizing the importance of cooperative communication in professional development and educational success.

Grice's Maxims in Communication

The Maxim of Quality emphasizes the importance of truthfulness and reliability in communication. Teachers who provide accurate and honest feedback enhance their credibility and build trust with colleagues and students, forming the foundation for effective professional and instructional interactions (Benton, 2016).

The Maxim of Quantity focuses on providing sufficient information—neither too little nor too much. Teachers must balance detailed communication with conciseness to prevent overwhelming their audience or diluting the message. Grice (1976) and subsequent research (e.g., Betti&Hashim, 2018) suggest that adherence to this maxim enhances comprehension, promoting collaboration and efficiency in educational environments.

The Maxim of Relation underscores the importance of relevance in communication. Educators are encouraged to align their discussions with pertinent arguments and avoid unnecessary digressions from their professional or instructional objectives. This maxim is vital for maintaining focus in collaborative discussions and fostering purposeful communication (McCarthy & Carter, 2001).

The Maxim of Manner highlights the necessity of clarity and simplicity. Teachers must communicate straightforwardly, ensuring their messages are easily understood. Clear and structured feedback, for instance, minimizes potential misunderstandings and enhances the overall teaching and learning process (Benton, 2016).

Research indicates that effective teacher communication significantly influences classroom environments and professional interactions. Manurung et al. (2020) and

McCarthy and Carter (2001) argue that violations of Grice's Maxims—such as introducing ambiguity, verbosity, or irrelevance—can hinder collaboration, create challenges, and negatively impact student performance. Similarly, Alamgir Khan et al. (2017) asserts that adherence to Grice's Maxims ensures workplace communication remains transparent, concise, and informative, fostering the efficient exchange of ideas in professional settings.

Furthermore, the principles outlined by Grice apply universally to speakers across various contexts (Tampubolon et al., 2020), but their application within the educational setting demands particular attention. Teachers' communication ability directly influences their professional credibility and interpersonal relationships within their institutions. As Powell and Powell (2010) noted, fostering positive connections through meaningful interactions is crucial for building trust and achieving educational goals.

Focus on Intersectionality in Teacher Communication

While Grice's Maxims provide a universal framework, the dynamics of teacher communication are further influenced by intersectional factors, including gender, cultural norms, institutional contexts, and individual teaching styles (Holmes, 1995). Intersectionality considers how overlapping social categories, such as gender and cultural expectations, interact to shape communicative behaviors. For instance, male teachers may exhibit verbosity and assertiveness, which align with Quantity violations, while female teachers often prioritize relational goals, sometimes flouting the Maxim of Relation (Tannen, 1990).

Examining teacher communication through the lens of intersectionality reveals how these overlapping factors affect professional collaboration and inclusivity in educational settings. Understanding these dynamics enables teaching teams to foster a supportive and equitable environment, where diverse communicative styles are valued and utilized to achieve shared educational objectives (Crenshaw, 1989).

Statement of the Problem

Communication is a dynamic process that requires both intellectual engagement and interpersonal courage. Within the teaching profession, effective communication

serves as a cornerstone for successful knowledge transmission, professional collaboration, and student learning outcomes (Alamgir Khan et al., 2017). Clear and effective communication enhances students' comprehension of the material, reduces learning challenges, and fosters a collaborative environment among educators (Loss, 2000). Despite the critical role of communication, its nuances in teacher-to-teacher interactions remain underexplored, mainly through the lens of Grice's Maxims.

Grice's Cooperative Principle, comprising the Maxims of Quality, Quantity, Relation, and Manner, offers a valuable framework for understanding how educators can achieve precise and cooperative communication. These maxims encourage truthfulness, relevance, sufficiency, and clarity in conversations (Grice, 1975). Adherence to these principles is essential for conveying accurate and comprehensive information to students and fostering professional collaboration among teachers. Effective communication among educators enables them to exchange ideas, share best practices, and provide constructive feedback, leading to improved teaching practices and student outcomes (Maes et al., 1997).

Communication is, therefore, crucial in the teaching process for bridging the gap between the teachers' knowledge and the students' understanding. Communication includes the proper presentation of ideas, keen listening, and feedback that should be clear and interesting. To the teachers, communication skills are crucial for effective learning and professional relationships characterized by collaboration. The ability of a teacher to communicate influences their instructional delivery, classroom management, and personal relations with students and other professionals.

While much research has explored teacher-student interactions, teacher-to-teacher communication has received comparatively less attention. Collaboration among teachers is vital in solving complex educational problems; it involves mutual respect, active listening, and the exchange of innovative ideas. Grice's Maxims provide a structured way to evaluate whether communication among educators adheres to or deviates from cooperative principles. It follows that violations of these maxims—verbosity regarding Quantity, irrelevance regarding Relation, ambiguity regarding Manner, and inaccuracy regarding Quality—are likely to hamper cooperation and lessen the effectiveness of professional interaction.

It has also been supported that gender significantly affects communicative styles, mediated through social, cultural, and psychological factors. Male teachers are found to be more assertive and verbose, thus consistently flouting the Maxim of Quantity. In contrast, female teachers might be more relationally communicative and, at times, flout the Maxim of Relation. These differences give weight to considering teacher-to-teacher communication within a gendered frame because understanding such patterns has consequences for inclusive, effective collaboration strategies.

This study addresses the gap in understanding teacher-to-teacher communication by investigating how Grice's Maxims are adhered to or violated in professional conversations among male and female teachers. Specifically, the study seeks to:

1. Analyze how teachers' communication aligns with Grice's Maxims.
2. Identify patterns of adherence and violations in teacher-to-teacher interactions.
3. Explore whether gender-based differences influence the adherence to or violation of these maxims.
4. Evaluate how these communication patterns impact professional collaboration and the educational environment.

By addressing these objectives, the study contributes to a nuanced understanding of professional communication in education and offers practical insights for enhancing teacher collaboration and professional development.

Significance of the Study

This study is significant for several reasons, addressing both theoretical and practical dimensions of teacher communication. It contributes to the theoretical understanding of Grice's Cooperative Principle by applying it to gendered and intersectional communication patterns in professional educational settings. While Grice's Maxims are widely recognized concerning everyday conversation and varied professional contexts, their application within the specific domain of teacher-to-teacher interactions still needs to be explored. By focusing on this niche, the study provides valuable insights into how adherence to these principles shapes professional collaboration, promotes inclusivity, and enriches school culture.

Understanding how teachers adhere to Grice's Maxims in their professional interactions can inform strategies to foster better communication, enhance collaboration, and ultimately improve student outcomes. Teachers' communication ability influences their interactions with colleagues and their relationships with students. A communication style grounded in truthfulness (Quality), relevance (Relation), clarity (Manner), and sufficiency (Quantity) fosters a culture of certainty, consistency, and mutual respect, leading to more effective collaboration and positive educational outcomes. By emphasizing how social and cultural factors intersect with gender, this study also highlights the importance of addressing diversity in communication styles within teacher education programs.

Theoretical Contributions

This study bridges a critical gap in the literature by examining how Gricean Maxims are utilized in teacher-to-teacher communication. While these maxims are often studied in general pragmatics or specific professions, their role in fostering effective communication among educators remains largely unexplored. By incorporating an intersectional perspective, this study explores how overlapping social identities—such as gender, cultural norms, and institutional roles—affect adherence to or violations of these maxims in professional settings. It examines how teachers handle conversational challenges, share resources, provide feedback, and engage in cooperative problemsolving while adhering to these maxims.

By linking Grice's Cooperative Principle to teacher-to-teacher interactions, this study underscores the critical role of effective communication in promoting professional collaboration, enhancing school culture, and achieving educational objectives. Integrating theoretical principles with practical applications equips educators with the tools to strengthen professional relationships, foster inclusivity, and cultivate a supportive environment for both teaching and learning. Furthermore, it highlights how teacher education programs can incorporate training on effective and inclusive communication practices, which are informed by the interplay of gender, cultural, and contextual factors. Ultimately, the insights derived from this study aim to advance educational outcomes by improving communication practices within the professional context.

Research Questions

Building on the significance of the study, the research questions aim to address the gaps identified in the understanding of teacher-to-teacher communication, mainly through the lens of Grice's Maxims. These questions are designed to explore intersectional and gendered communication patterns, adherence to cooperative principles, and the broader implications of these interactions on professional collaboration and educational outcomes.

The following considerations inform the research questions:

1. **Addressing Theoretical Gaps:** While Grice's Maxims have been widely studied in general communication, their specific application in professional teacher interactions still needs to be explored. These questions aim to bridge this gap by investigating how male and female teachers adhere to or violate these maxims in real-world settings.
2. **Exploring Contextual Influences:** The study recognizes that communication dynamics can vary across contexts, such as formal or informal meetings. The questions uncover how these settings shape adherence to Grice's Maxims and influence professional collaboration.
3. **Understanding Practical Implications:** By examining the patterns and consequences of violations, the questions aim to provide insights into how communication styles affect the overall effectiveness of teacher-professional interactions.

Research Questions

This study addresses the following questions:

1. How do male and female teachers differ in their adherence to Grice's Maxims during professional interactions?
2. What patterns of adherence to and violations of Grice's Maxims can be observed among male and female teachers?
3. How do different contexts (e.g., formal vs. informal settings) impact adherence to Grice's Maxims?

4. What are the implications of violating Grice's Maxims for professional communication among teachers?

Limitations of the Study

While offering meaningful insights into gender-based communication patterns among teachers, this study has several limitations that should be acknowledged.

Firstly, the sample size, comprising 52 conversations involving female teachers and 37 involving male teachers, may limit the generalizability of the findings. A more significant, diverse sample could yield results that are more representative of broader teaching populations across different educational settings. Additionally, the study included teachers from various subject areas, such as STEM and humanities, without isolating the unique communicative demands or cultural norms specific to these disciplines. Although this diversity allows for a broader perspective, it may obscure differences that are particularly relevant to English as a Foreign Language (EFL) education, which is the researcher's primary field.

The findings may also be influenced by context-specific factors, including the cultural and institutional settings of the classrooms. For example, cultural norms or expectations regarding gender roles may have shaped communication patterns in ways that are not universally applicable. Intersectionality further complicates these dynamics, as overlapping identities—such as gender, subject specialization, and professional roles—interact to influence communication behaviors. Future studies should explore these intersections in greater depth to capture a more holistic understanding of teacher communication.

Potential data collection and analysis biases are another limitation. The subjective interpretation of conversational content could introduce observer bias, particularly in categorizing violations of Grice's Maxims. Teachers' awareness of being observed (the Hawthorne effect) may have also influenced their conversational patterns, potentially leading to less naturalistic data.

Lastly, gender-based analysis inherently risks oversimplification, as it may not fully account for the individual differences within gender groups or the influence of personal teaching styles and pedagogical beliefs. This is particularly relevant for EFL

teachers, whose communicative practices may differ significantly from those in other subject areas due to the unique demands of language instruction and cross-cultural interactions. Future research should consider these variations and examine how EFL teacher education programs can address gendered and intersectional communication dynamics.

To address these limitations, future studies could:

1. Include larger and more varied samples to enhance generalizability.
2. Examine communication patterns within specific subject areas, such as EFL, STEM, and humanities, to understand their unique dynamics.
3. Investigate how intersectionality shapes teacher communication by considering overlapping factors like professional roles, cultural norms, and years of teaching experience.
4. Explore the impact of communication training tailored for EFL teachers, focusing on the intersection of gender and subject-specific communication demands.

Structure of the Thesis

This thesis is organized into six chapters, each serving a specific purpose in addressing the research questions and achieving the objectives of the study:

Chapter 1: Introduction

This chapter introduces the study by providing the background, rationale, significance, research questions, and objectives. It lays the foundation for understanding the importance of examining teacher communication through Grice's Maxims.

Chapter 2: Literature Review

This chapter reviews the study's theoretical framework, focusing on Grice's Cooperative Principle and its maxims. It also examines key studies on gendered communication patterns and their relevance to professional

interactions in educational settings.

Chapter 3: Methodology

This chapter outlines the research design, describing the participants, data collection methods, and analysis procedures. It details how the study was conducted to ensure transparency and replicability.

Chapter 4: Data Analysis and Findings

This chapter presents the quantitative and qualitative findings of the study, addressing the research questions. It highlights patterns of adherence to and a violation of Grice's Maxims among male and female teachers and examines contextual influences on communication.

Chapter 5: Discussion

This chapter interprets the findings of the existing literature. It explores the study's implications, linking the results to broader discussions on professional collaboration, gendered communication, and educational practices.

Chapter 6: Conclusion and Implications

This chapter summarizes the study's contributions, discusses its theoretical and practical implications, and provides recommendations for future research. It concludes with reflections on how adherence to Grice's Maxims can enhance teacher communication and educational outcomes.

Definitions of Key Terms

To provide clarity and consistency, the following key terms used in this study are defined as follows:

1. **Grice's Cooperative Principle:** A theoretical framework proposed by Grice (1975) outlines how speakers and listeners cooperate in conversation to achieve effective communication. The principle is guided by four maxims: Quality, Quantity, Relation, and Manner.

2. **Maxim of Quality:** A conversational rule emphasizing truthfulness and accuracy in communication. Adherence to this maxim requires providing evidence-supported information and avoiding false or misleading statements (Grice, 1975).

3. **Maxim of Quantity:** A conversational rule that focuses on providing the right amount of information—neither too much nor too little. This maxim requires speakers to make their contributions as informative as necessary without overloading the listener (Grice, 1975).

4. **Maxim of Relation:** A conversational rule that requires contributions to be relevant to the ongoing discussion. Violations of this maxim occur when speakers introduce unrelated or off-topic remarks (Grice, 1975).

5. **Maxim of Manner:** A conversational rule emphasizing clarity and avoiding ambiguity in communication. Adherence to this maxim requires speakers to organize their contributions in a straightforward and comprehensible manner (Grice, 1975).

6. **Pragmatics:** The study of how context influences the interpretation of communication (Mey, 2006).

7. **Communication:** The exchange of messages between individuals to convey ideas, thoughts, or emotions (Erdoğan, 2002).

8. **Gricean Maxims:** The four conversational maxims proposed by Grice (1975) guide effective and cooperative communication.

9. **Cooperative Principle:** The assumption that participants in a conversation follow shared principles to achieve effective communication (Grice, 1975).

10. **Flouting:** The deliberate breaking of a maxim to imply an underlying message or meaning (Grice, 1975; Betti, 1990; Igaab& Al-Bdeary, 2016).

11. **Violating:** Intentionally breaking a maxim to mislead or deceive the listener (Betti& Mahdi, 2020).

12. **Opting Out:** The choice to withhold information in a conversation while refraining from following a maxim (Betti& Mahdi, 2020).

13. **Infringing:** The unintentional violation of a maxim due to factors such as lack of knowledge or inability to comply (Betti& Mahdi, 2020).

CHAPTER II

LITERATURE REVIEW

2.1 Introduction

Effective communication is foundational to successful education, as it facilitates cooperation, resource sharing, and professional development among educators, ultimately enhancing student achievement (Saunders & Mills, 1999; McCarthy & Carter, 2001). Grice's Maxims provide a structured framework for transparent and pertinent interactions, emphasizing the importance of clarity, relevance, and coherence in communication (Alamgir Khan et al., 2017; Grice, 1976). By adhering to these principles, teachers can ensure that instructions, feedback, and collaborative efforts are easily understood, minimizing misunderstandings and maximizing efficiency in educational settings (Betti, 2021).

In teacher education, these principles become critical for training educators to foster productive professional relationships and enhance school culture. Effective communication among teachers contributes to a positive environment, strengthens interpersonal relationships, and leads to innovative solutions for improving student outcomes (Powell & Powell, 2010; Maes et al., 1997). Through collaborative problem-solving and meaningful interactions, educators not only improve their teaching practices but also stay informed about emerging trends in education research (Monika et al., 2020).

By integrating Grice's Maxims into teacher training programs, educators can cultivate a culture of certainty, consistency, and reciprocal respect. This alignment empowers teachers to engage in professional interactions that enhance school dynamics and ultimately improve student outcomes (Manurung et al., 2020). Furthermore, understanding how social and cultural factors intersect with communication patterns highlights the need for teacher education programs to address inclusivity in professional communication.

2.1.1 Relevance to Teacher Education

Grice's Maxims provide a robust framework for improving communication skills, which are essential for effective teaching and professional collaboration. In teacher education programs, these maxims offer valuable tools for training educators to engage

in clear, concise, relevant, and cooperative communication. Such training equips teachers to navigate complex professional scenarios, from collaborative problem-solving with colleagues to delivering feedback to students. Moreover, incorporating Grice's Maxims into teacher education curricula helps educators understand the dynamics of communication within diverse school environments. Preservice and in-service training can emphasize applying these principles in classroom management, lesson delivery, and teamwork, thereby fostering an inclusive and cooperative school culture. By addressing potential communication barriers—such as verbosity or irrelevance—teachers can model effective communication for their students and peers, enhancing overall educational outcomes.

2.2 Communication

Communication is integral to human experience, shaping every facet of life. In education, it underpins collaboration, knowledge dissemination, and the cultivation of professional relationships. This research emphasizes the role of **pragmatics** in communication, focusing on the connections between context, meaning, and successful interactions (Küçükbezirci, 2013). Proficiency in pragmatics becomes an essential competency for educators, enabling them to navigate diverse communicative contexts effectively.

Finding common ground between the sender and receiver is paramount in professional communication. Teachers, as communicators, must encode messages considering the capacity of their audience and decode feedback with care. This dynamic process reflects the principles of effective collaboration and mutual understanding (Fisher & Adams, 1994).

Scholars define communication through various lenses, from rhetorical and semiotic perspectives to cybernetics and social psychology (Fiske, 1990; Frey, 2000). In educational settings, **the social-psychological approach** is particularly relevant, emphasizing interaction, mutual activity, and the symbolic exchange of meaning (Erdoğan, 2002). Understanding these frameworks provides teachers with the tools to engage effectively in both interpersonal and professional dialogues, fostering a cooperative environment conducive to student success.

Various definitions of communication exist across different fields, reflecting diverse perspectives on this concept. Scholars approach communication from either a "receiver perspective" or a "sender perspective" (Baldwin et al., 2004, p. 5). Fiske

(1990:1) notes that communication is a human activity widely recognized but challenging to define adequately. It encompasses various aspects, including interpersonal dialogue, television, information dissemination, hairstyle, literary criticism, etc. Interestingly, the term "communication" has historical roots in the Latin word "communis," signifying "to make common" (Frey, 2000, p. 27).

Communication is intricately defined within rhetoric, focusing on rhetoric's role, particularly in political and oral communication. In semiotics, communication is a mediator utilizing signs, fostering a common understanding among individuals in sense-making. From a phenomenological perspective, communication is framed as the experience of alterity and dialogue. Cybernetics defines communication as navigating an informational process. Social psychology encompasses interaction, mutual activity, and statements, with the symbolic interaction approach being the most widely adopted definition. Sociological approaches often interpret communication as the production or reproduction of social patterns.

Within the communication field, the prevailing definition of translation leans towards the transmission model predominantly employed in sociological and social-psychological approaches post-mid-1940s. This definition expands by incorporating feedback, frame of reference, and group effect. However, at its core, it involves exchanging messages between humans (Erdoğan, 2002, pp. 23-25). In the depicted illustration, the sender utilizes various techniques, including language, music, pictures, movement, and mimics, to encode their message.

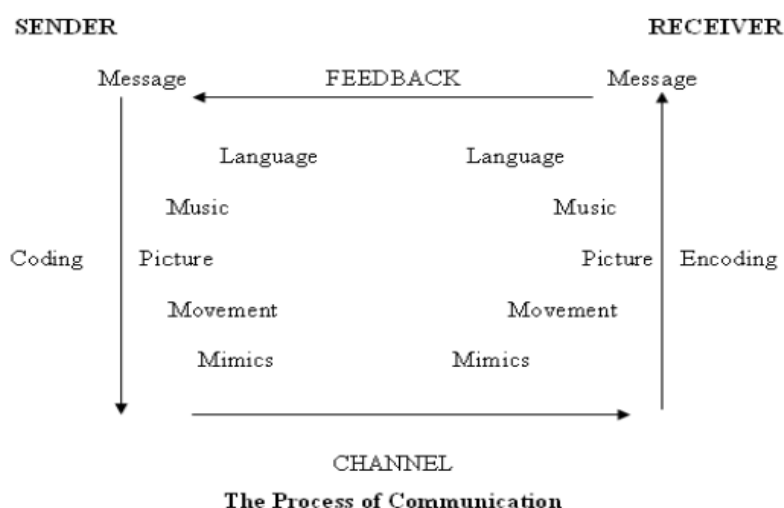


Figure 1 The Process of Communication

(Küçükbezirci, 2013).

This encoded message is then sent to the receiver through a specified channel. Upon receipt of the message, the receiver decodes it, understanding the sender's intended meaning. The receiver then encodes and transmits their feedback to complete the communication cycle through a channel. This reciprocal exchange forms the fundamental dynamics of the communication process.

The Message Model of communication operates with a speaker who possesses a specific message she intends to convey to a hearer.

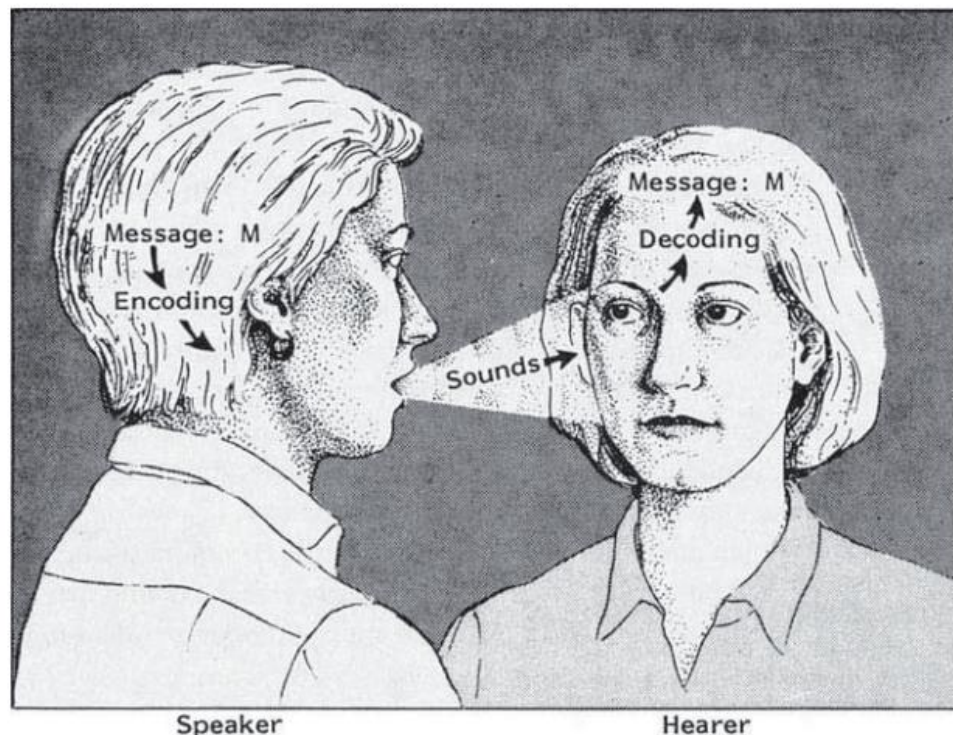


Figure 2The Message Model

(Adrian AKMAJIAN, 2010).

The speaker articulates an expression in language that serves as the encoding of the intended message. As the hearer starts to perceive the initial part of the expression, she identifies the incoming sounds, syntax, and meanings. Drawing upon her language proficiency, the hearer assembles these meanings to decode the communicated message successfully. This model outlines the communication framework's sequential encoding, transmission, and decoding process.

This model clarifies specific common-sense elements in conversational exchanges. It foresees effective communication when the hearer interprets the message the speaker conveys. Conversely, it indicates communication breakdowns

happen if the interpreted message deviates from the encoded initial one. Furthermore, the model portrays language as a bridge connecting the speaker and hearer, wherein "private" thoughts are expressed through "public" sounds, functioning as the medium for conveying the intended message.

If the association between a speaker's communicative intention (message) and a sentence does not involve the typical method of encoding the message into the sentence through its meaning, what alternative mechanism is at play?

The connection between sounds and communicative intentions, enabling communication in all forms, is inferential. Indeed, it signifies that linguistic communication succeeds when the hearer, upon hearing an expression, accurately perceives and understands the speaker's communicative intention. Shown in Figure 3 The Inferential Model of communication suggests that as we learn to speak a language, we acquire the skills to effectively communicate within that language.

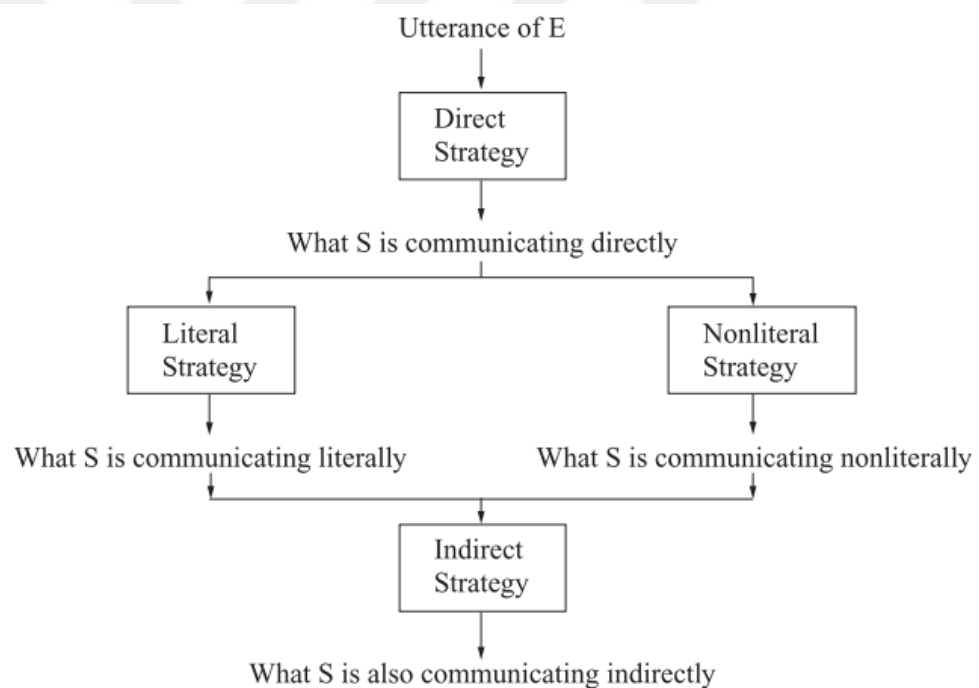


Figure 3 The system of inferential strategies. S= speaker, E= expression

(Adrian AKMAJIAN, 2010).

This learning process involves gaining shared beliefs or presumptions and adopting inferential strategies. These presumptions enable us to make certain assumptions about potential hearers (or speakers), while the inferential strategies offer communicators efficient patterns of inference from spoken expressions to the

intended communication.

Presumptions play a crucial role in communication, and various presumptions guide our understanding. Here are some examples:

Linguistic Presumption indicates that unless there is evidence to the contrary, the hearer is presumed capable of determining the meaning and the referents of the expression in the context of utterance.

Communicative Presumption indicates that unless there is evidence to the contrary, a speaker is assumed to speak with some identifiable communicative intent.

Conversational Presumption contains five different sub-headings.

1. Relevance: The speaker's remarks are presumed to be relevant to the conversation.
2. Sincerity: The speaker is assumed to be sincere.
3. Truthfulness: The speaker is presumed to be attempting to convey something true.
4. Quantity: The speaker contributes the appropriate amount of information.
5. Quality: The speaker is assumed to have adequate evidence for what she says.

Unless proven otherwise, these presumptions serve as foundational elements in communication, allowing for smoother and more effective interaction.

Indeed, it's crucial to recognize that the unit of communication is only sometimes a single, complete sentence. Communication can occur through various linguistic elements, including fragments, phrases, or even non-verbal cues, emphasizing the dynamic and flexible nature of expressive units in language.

2.3 Communication in Education

In educational settings, communication is more than an exchange of information—it serves as a tool for collaboration, relationship-building, and professional development (Powell & Powell, 2010). Teachers navigate diverse scenarios, from instructing students to collaborating with colleagues, requiring adherence to principles of clarity, relevance, and coherence.

2.3.1 Communication in Professional Educational Settings

Effective communication among teachers supports a culture of collaboration and continuous learning. Adherence to Grice's Maxims ensures that discussions remain productive and aligned with educational objectives, improving teamwork and classroom dynamics (Monika et al., 2020). By fostering transparent, cooperative interactions, educators can model behaviors that enhance both their teaching practices and the broader school environment.

2.3.2 Teacher-to-Teacher Communication

Despite its importance, teacher-to-teacher communication still needs to be explored in research. Studies such as Tampubolon et al. (2020) emphasize that adhering to cooperative principles can improve collaboration and foster mutual respect. Violations of Grice's Maxims—whether intentional or unintentional—disrupt these interactions, underscoring the need for targeted training in cooperative communication within teacher education programs.

Although Grice's Maxims are well-established in general pragmatics, their application to teacher-to-teacher communication offers unique insights into professional collaboration. This study addresses a critical gap by examining how male and female teachers adhere to or violate Grice's Maxims in professional settings, exploring the influence of **intersectional factors** such as gender and institutional roles on communication patterns (Hu, 2024).

2.3.3. Intersectionality in Teacher Communication

The concept of intersectionality highlights how overlapping factors, such as gender, cultural norms, and institutional roles, shape communication patterns among teachers. Gendered communication styles, for example, often reflect broader societal influences, with male teachers tending toward assertiveness and verbosity and female teachers emphasizing relational communication (Tannen, 1990; Holmes, 1995). These patterns can lead to varying adherence to Grice's Maxims, such as the Maxim of Quantity or Relation, in professional interactions.

Understanding intersectionality in teacher communication is critical for fostering an equitable and inclusive school environment. Teacher education programs can address

these dynamics by raising awareness about how social identities influence communication and by providing strategies for collaborative engagement across diverse contexts. This study builds on the intersectional perspective to explore how male and female teachers adhere to or violate Grice's Maxims, shedding light on the broader implications for professional collaboration and school culture.

2.4. Conversation

Examining discourse involves studying language units and usage beyond individual sentences, highlighting the interconnectedness of topics and broader communication contexts. Conversations follow structured patterns, often unconsciously adhered to by speakers, such as openings, turn-taking, and closings (Küçükbezirci, 2013). In educational contexts, understanding these structures is vital for fostering effective dialogue among teachers, ensuring that professional interactions are purposeful and aligned with collaborative goals.

Context plays a significant role in shaping conversational dynamics. It encompasses linguistic, physical, and social environments, reflecting and influencing communication (Küçükbezirci, 2013). By recognizing these contextual elements, educators can better navigate conversations, fostering clarity and mutual understanding in professional settings.

2.5. Pragmatics

Pragmatics focuses on the relationship between language and context, offering insights into how speakers convey meaning beyond literal words (Levinson, 1983). For teachers, understanding pragmatics is essential for interpreting and responding effectively to diverse communicative scenarios. Grice's theories, particularly conversational implicature, provide a foundation for analyzing how educators balance explicit and implicit communication in their professional interactions.

In the context of teacher education, pragmatics equips educators with the tools to navigate complex dialogues, ensuring their communication remains clear, relevant, and cooperative. By examining adherence to Grice's Maxims, this study illuminates how teachers can enhance their professional interactions, fostering a collaborative environment that benefits both colleagues and students.

2.5.1. Pragmatics in Teacher Professional Development

Pragmatics plays a pivotal role in teacher communication, offering insights into how language use adapts to context and meaning. By understanding pragmatics, teachers can develop the skills needed to navigate complex interpersonal and professional interactions. This knowledge is especially relevant in teacher professional development, where educators are trained to engage in cooperative, context-sensitive communication.

Incorporating pragmatics into professional development programs enables teachers to reflect on their communicative practices and identify areas for improvement. For instance, training sessions can focus on applying Grice's Maxims to real-world teaching scenarios, such as delivering constructive feedback, leading team discussions, or resolving conflicts. By mastering these pragmatic principles, teachers can enhance their professional relationships, foster mutual respect, and contribute to a cohesive and supportive educational environment.

2.6. Conversational Implicature

Speakers may implicitly convey additional meanings beyond what is explicitly stated. If someone violates a maxim, listeners often infer that the violation is deliberate, leading to the recognition of implied meanings.

Grice introduced four conversational maxims that are part of the Cooperative Principle. These maxims guide speakers and listeners in achieving effective communication. They are:

Maxim of Quantity: Contribute the right amount of information—neither too much nor too little. The guideline of etiquette is to be open and honest. Unlike the previous maxims, the standards of manners are more concerned with how what is said is expressed than with what is said. Benton, 2016: 701; Betti, 2007: 14. It requires some features such as paying attention to your surroundings, avoiding ambiguous language in your expression, avoiding using vague terms, avoiding wording that is unclear or leaves space for interpretation, keeping things brief; do away with excessive detail, sustaining coherence, or deliver information in a way that makes sense and makes it easier for the receiver to understand (Grice, 1976; Betti, 2020d: 10 and Betti and Hashim, 2018: 281).

Maxim of Quality: Do not provide false or misleading information; speak the truth. For this maxim, Grice offers the following analogy: "I anticipate your contributions to be sincere and not fraudulent (Al-Sheikh, 2006b p. 62). I don't expect you to give me salt if I need sugar for the cake you are helping me prepare, and I don't expect a rubber trick spoon if I need a spoon." Betti and Igaab (2019: 238); Bach (2005).

Maxim of Relation: Be relevant and stick to the topic at hand. One should ensure that all of the information they offer is essential to the conversation and leave out any information that is not. For this maxim, Grice offers the following illustration in his book: "At every level of the transaction, I want a partner's contribution to be appropriate to the immediate demands (Betti, 2021: 5). I do not expect to be offered a nice book or even an oven mitt while I am combining ingredients for a cake, though these things could be acceptable later on." (Betti and Mahdi, 2021: 52; Al-Seady, 2002a: 8; Grice, 1976).

Maxim of Manner: Avoid ambiguity and be clear and concise in expression. To set it just, the rule of manners is to be explicit. The principles of manners are more concerned with how what is said is spoken than with what is said, in contrast to the preceding maxims. Betti, 2007: 14; Benton, 2016: 701): These describe the rationale behind these maxims when people follow the cooperative principle in their conversations (Kordic, 1991; Betti, 2021). In other words, considering Gricean Maxims is a way to understand the link between utterances and their meaning (Betti, 2021). These concepts collectively form the basis for Grice's analysis of how people navigate communication through shared expectations and implicit interpretations. Grice outlined ways in which participants in a conversation might fail to observe the conversational maxims. These failures contribute to conversational implicature, where implied meanings arise from violating these maxims. Here are the ways of failing to observe a maxim:

2.7. Flouting the Maxim

It is possible to interpret a maxim differently than stated when one disregards it. (Grice, 1975: 41–58; Betti, 1990: 79; Igaab and Al-Bdeary, 2016: 13)

2.7.1. Flouting the Maxim of Quantity

Flouting the maxim of Quantity involves deliberately providing an excess or

insufficient amount of information in a communication, contrary to the principle of contributing an appropriate and necessary quantity of information. Ignoring the quantity maxim might lead to ironic understatement. Kaufer, 1981: 495–510; Igaab, 2010b: 159): (Betti and AlFartoosy, 2019 p. 104) This intentional violation of the maxim of Quantity often leads to the generation of conversational implicature, as the speaker aims to convey additional meaning by deviating from the expected level of informativeness. It assumes the audience will recognize the deviation and infer the implied message.

2.7.2. Flouting the Maxim of Quality

Flouting the maxim of quality involves deliberately violating the principle of providing truthful and accurate information in communication. By telling a clumsy acquaintance that has just had a severe fall that his gratefulness is impressive, one might disobey the quality maxim and intend the exact opposite (Betti, 2020d, p. 13). In Grice's cooperative principle, the maxim of quality expects speakers to avoid making false or misleading statements. When a speaker intentionally flouts this maxim, they provide knowingly false or deceptive information. This deviation from the cooperative principle can lead to the generation of conversational implicature, as the audience may infer additional meaning from the deliberate violation of the truthfulness maxim.

2.7.3. Flouting the Maxim of Relation

Flouting the maxim of Relation occurs when a speaker intentionally deviates from the principle of relevance in communication. As part of Grice's cooperative principle, the maxim of Relation expects speakers to provide information directly related to the ongoing discourse. When this maxim is flouted, the speaker deliberately introduces tangential, unrelated, or seemingly irrelevant content to the current context. By flouting the maxim of Relation, redundant praise can be blamed for significance, and the speaker may create conversational implicature, as the audience is prompted to infer additional meaning from the intentional departure from the expected relevance. Kaufer, 1981: 495–510; Igaab, 2010b: 159): (Betti&AlFartoosy, 2019, p. 104) this technique often relies on the assumption that the audience will recognize the deviation and derive implied messages from the seemingly irrelevant information provided.

2.7.4. Flouting the Maxim of Manner

Flouting the maxim of Manner involves deliberately departing from the principle of clarity, precision in communication, and ironic ambiguity. Kaufer, 1981: 495–510; Igaab, 2010b: 159): (Betti&AlFartoosy, 2019, p. 104) In Grice's cooperative principle, the maxim of Manner expects speakers to express themselves in a clear, concise, and unambiguous manner. When this maxim is flouted, the speaker intentionally uses ambiguous language, excessive complexity, or other forms of expression that hinder straightforward communication.

Comedians and authors, therefore, frequently deliberately violate the Gricean maxims. They may withhold some facts and modify their sentences to enhance the plot and the reading experience for the audience. McCulloch (2014) and Igaab (2015), p. 81. When speakers purposefully break the rules, they generally want their audience to grasp the underlying implications of what they are saying (Betti,1990:91; Al-Seady,1995: 73).

2.8. Violating the Maxim

When someone breaks a maxim, they are either purposefully deceiving the listener by breaking another maxim or lying by breaking the maxim of quality (Betti& Mahdi, 2020, p. 97).

The principle of Quantity can be broken by purposefully inserting unnecessary information to conceal or distract attention or by presenting incomplete information that neglects crucial elements, such as the fact that the gas station has been abandoned and is no longer in service. (Grice, 1975: 41–58; and Betti, 2021o: 2).

2.9. Opting Out

It represents choosing not to provide information that would adhere to a maxim. For example, in response to "What did you think of the movie?" saying, "I do not want to talk about it."

2.10. Infringing the Maxims

It is the act of intentionally violating or disregarding Grice's conversational maxims. For example, flawed linguistic performance or impaired linguistic abilities are influenced by emotional states, such as excitement, nervousness, and others.

Non-observance of maxims illustrates how speakers can deviate from

cooperative principles, which leads to implied meanings and enriches the communication process with inferred information. Grice expects that interlocutors in a conversation obey the rules of the maxims. However, they need to do this for specific situations. (Thomas, 1995) The speaker does not intend to mislead the hearer, but s/he wants the hearer to understand the implied one rather than said. Although the speaker intends to act differently than this, sometimes s/he fails to convey a fruitful conversation in terms of conversational maxims because of the feeling of being understood by implication. That means a violation of maxims. (Thomas, 1995)

To Grice, completing irrelevant remarks does not bring coherent meaning to a conversation. If it does, it will be weird (Betti, 2002). Communication during a conversation represents collaborative trials. To some extent, participants are aware of them. At least, they accept some purposes as set or shared throughout the conversation (Betti&Hashim, 2021). Thomas (1995) says that in a conversation, people assume that some specific rules control the conversation. There may be cultural differences in how all participants follow them to convey successful communication.

2.11. Previous Studies

Effective communication plays a vital role in educational settings, particularly in fostering collaboration among teachers, enhancing school culture, and improving student outcomes (Powell & Powell, 2010; McCarthy & Carter, 2001). While numerous studies have explored Grice's Cooperative Principle and its maxims in various contexts, its application to teacher-to-teacher communication remains underexplored. This section critically reviews the existing literature, emphasizing its relevance to teacher communication and professional development while identifying gaps addressed by the current study.

Studies in Non-Educational Contexts

Several studies have applied Grice's Cooperative Principle to domains outside of education, providing valuable insights into how conversational maxims function in various settings. For example, Çağlayan (2023) analyzed violations of Grice's Maxims in Karagöz plays, a traditional Turkish shadow theater. The study highlighted how intentional deviations from maxims—such as exaggeration or irrelevance—contributed to humor and reflected cultural narratives. These findings underscore the creative potential of maxim violations in crafting meaningful and entertaining communication.

Similarly, Bahadır (2022) examined the narrative poem Yusuf and Zeliha, analyzing how adherence to and violations of maxims enhanced storytelling by guiding reader interpretations and emphasizing moral lessons. While these studies enrich the understanding of pragmatic principles in literature and cultural artifacts, their focus on artistic and narrative communication limits their direct relevance to professional settings, such as teacher-to-teacher communication.

Research by İlhan (2019) delved into Grice's Maxims in Dede Korkut Stories, exploring how these Old Anatolian Turkish tales adhered to or violated maxims to convey moral and cultural values. Violations, particularly of the Maxim of Quality, were often employed to highlight exaggerations or conceal truths, reflecting the cultural dynamics of oral storytelling. Similarly, Coşar and Usta (2016) analyzed NasreddinHodja anecdotes, demonstrating how maxim violations foster humor and critique societal norms. The use of unexpected responses or strategic silences in these anecdotes showcases how conversational deviations provoke laughter while prompting reflection on ethical or social issues. While these studies emphasize the versatility of Grice's Maxims in narrative and humor, their focus on cultural storytelling does not address the structured dynamics of professional communication, such as those in educational settings.

In the realm of digital communication, Alzahrani (2023) examined violations of Grice's Maxims in social media influencers' advertisements. The study found that the Maxim of Quantity was most frequently violated, with influencers often providing excessive or insufficient information to engage audiences. This deliberate flouting of maxims served commercial purposes, such as building trust or eliciting emotional responses, demonstrating how pragmatic principles can be adapted to persuasive communication. However, this context differs significantly from the collaborative and relational dynamics inherent in teacher communication.

Other research extends Grice's Maxims to pragmatic analyses in family and workplace settings. For instance, Brumark (2006) explored indirect speech and maxim violations in family dinner conversations, identifying how deviations from conversational norms foster relational bonds or mitigate conflicts. Similarly, Saradifa (2020) analyzed maxim violations in workplace drama scripts, focusing on how flouting conversational principles created tension or conveyed unspoken intentions. While these studies provide insights into the relational functions of maxims, their applicability to teacher-to-teacher communication remains limited.

These studies collectively highlight the adaptability of Grice's Cooperative Principle across diverse contexts, from humor and storytelling to digital marketing and relational dynamics. However, their primary focus on non-educational domains underscores the need for research that applies these principles to professional communication in education. This study addresses this gap by examining how teachers navigate adherence to and violations of Grice's Maxims in professional interactions, contributing to the broader discourse on pragmatic principles in structured and collaborative environments.

Studies in Professional and Academic Contexts

Research conducted in professional and academic settings provides valuable insights into how Grice's Maxims influence communication dynamics, particularly in structured and collaborative environments. For instance, Turgay (2022) analyzed EFL students' responses during online education, identifying frequent violations of the Maxim of Manner. These violations often resulted in ambiguity or lack of clarity, highlighting the challenges of maintaining cooperative communication in virtual settings. Although the study focuses on student communication, it underscores the importance of clear and cooperative exchanges, offering indirect insights into how adherence to Grice's Maxims might enhance collaboration among teachers in both virtual and in-person professional contexts. Teacher education programs could draw on these findings to emphasize strategies for effective communication in increasingly digitized educational environments.

Purnima and Adiwijaya (2021) examined adherence to Grice's Maxims among frontoffice staff in restaurants, focusing on interactions during table reservations. The study revealed that cooperative communication, characterized by clarity, relevance, and sufficiency, significantly enhanced workplace efficiency and customer satisfaction. While not directly related to education, this research highlights the role of pragmatic principles in achieving professional objectives, demonstrating the broader applicability of Grice's Maxims in workplace interactions. In the context of teacher education, these findings emphasize the need to train educators to navigate professional exchanges effectively, ensuring that collaboration and decision-making processes are both efficient and cooperative.

Saradifa (2020) explored violations of Grice's Maxims in workplace drama scripts, emphasizing how non-observance affected communication quality and interpersonal dynamics. The study found that deliberate flouting of maxims often

conveyed unspoken intentions or created tension, reflecting the complexities of workplace communication. This research provides a useful framework for examining teacher collaboration, particularly in resolving professional conflicts or addressing sensitive issues. Teacher education programs could incorporate these insights to prepare educators for nuanced professional interactions, equipping them with the skills to balance clarity and relational considerations in their communication.

Studies such as these illuminate the practical significance of Grice's Maxims in structured environments, underscoring their potential to enhance collaboration, efficiency, and relational harmony. In teacher education, these findings highlight the importance of integrating pragmatic principles into professional development curricula, enabling educators to engage in clear, cooperative, and context-sensitive communication. By examining how these principles apply to teacher-to-teacher interactions; this study addresses a critical gap, contributing to the broader discourse on effective communication in professional educational settings.

Studies Addressing Gender and Communication

Gendered communication dynamics, a critical aspect of this study, have been examined across diverse contexts, revealing how gender influences adherence to and violations of conversational maxims. For example, Brumark (2006) analyzed indirect speech and maxim violations during family dinner conversations, finding that men frequently flouted maxims to introduce humor or assert self-presentation. These deviations often served relational or hierarchical functions, reflecting broader societal patterns of male communication strategies. Similarly, Rundquist (1992) observed that fathers violated maxims more than mothers in both parent-child and adult-only conversations. These findings, though rooted in informal familial settings, underscore the potential influence of gender on communication behaviors; including the ways authority and rapport are negotiated.

Al-Shboul (2022) extended this analysis to Jordanian daily conversations, identifying the Maxim of Quantity as the most frequently violated. These violations often involved providing either excessive or insufficient information, reflecting cultural preferences for indirectness or implicature. This study highlights how cultural and gender dynamics intersect to shape communication, offering valuable insights for examining professional interactions in education, where cultural and gendered norms influence collaboration.

These studies collectively illustrate how gendered communication patterns influence the observance and violation of conversational maxims, reflecting both social norms and individual relational goals. In the context of teacher education, these findings underscore the need for professional development programs that address intersectionality—acknowledging how gender intersects with other factors, such as cultural norms and institutional roles, to shape communication behaviors. Such training could equip teachers with the skills to navigate diverse professional relationships, fostering inclusive and equitable environments within schools.

By situating gendered communication patterns within the professional realm, this study extends previous research, demonstrating how conversational maxims operate in teacher interactions. The findings contribute to a nuanced understanding of gender dynamics in professional communication, offering actionable insights for fostering inclusivity and collaboration in educational settings.

Studies Focused on Educational Contexts

Research specifically addressing communication in educational settings remains limited but provides critical insights into how Grice's Cooperative Principle can influence teacher interactions and professional collaboration. Tampubolon et al. (2020) highlighted the potential for Grice's Maxims to enhance collaboration among educators by promoting clear, cooperative communication. Their study demonstrated that adherence to these pragmatic principles fosters mutual respect and teamwork, enabling educators to navigate complex professional scenarios effectively. However, the research did not explore the role of gender dynamics or context-specific influences, which are central to understanding the nuanced communication styles in teacher-to-teacher interactions. This omission underscores the need to integrate intersectionality into the analysis of educational communication, recognizing how overlapping social identities, such as gender, subject specialization, and institutional roles, shape professional dynamics.

Monika et al. (2020) examined the broader role of communication in professional educational settings, emphasizing that adherence to pragmatic principles supports both collaboration and professional development. The study highlighted how cooperative communication enables teachers to exchange ideas, share best practices, and resolve conflicts, contributing to a cohesive school culture. These findings resonate with the objectives of this study, particularly in exploring how adherence to or violations of Grice's Maxims influence professional interactions among teachers. By

situating these findings within the framework of gender and intersectionality, this research expands upon Monika et al.'s conclusions, offering insights into how communication patterns vary based on social and institutional contexts.

In the context of education, Mohammed (2020) investigated the application of politeness principles in classroom interactions, finding that both teachers and students valued adherence to pragmatic principles, such as maintaining clarity and relational harmony. While the study focused on teacher-student interactions, it emphasizes the importance of communication strategies that balance task-oriented and relational objectives—skills that are equally critical in teacher-to-teacher communication. Teacher education programs can draw on these insights to emphasize inclusive communication practices that accommodate diverse gendered communication styles, fostering mutual respect and professional collaboration.

Furthermore, while these studies acknowledge the importance of cooperative communication, they do not address the impact of subject specialization or the unique demands of English as a Foreign Language (EFL) instruction, where cross-cultural and linguistic factors may influence communication styles. EFL teacher education programs, for instance, could benefit from incorporating pragmatic training that equips educators to navigate both relational and task-oriented communication demands, fostering inclusivity and efficiency in multilingual and multicultural classrooms.

These insights underscore the need for future research to explore communication in educational settings through a more intersectional lens, examining how gender, culture, and professional roles intersect to shape conversational behaviors. By addressing these gaps, this study contributes to a more comprehensive understanding of teacher-to-teacher communication, offering practical implications for professional development and teacher education programs.

Despite the breadth of research on Grice's Maxims, their application to teacher-to-teacher communication in educational settings remains significantly underexplored. Existing studies often prioritize student interactions, literary analyses, or communication in non-educational professional fields. While these studies provide valuable insights into pragmatic principles, they fail to address the unique dynamics of teacher collaboration, where professional relationships, institutional hierarchies, and pedagogical objectives intersect.

Few studies have explicitly examined how adherence to or violations of Grice's Maxims influence professional collaboration among teachers. This gap is particularly

evident concerning gendered communication dynamics, where overlapping social identities and professional roles shape conversational behaviors. Research in related fields highlights the importance of gender in communication patterns, yet its implications for teacher-to-teacher interactions remain largely unexamined. Furthermore, the role of subject specialization, cultural context, and professional hierarchies in shaping communication has received limited attention, leaving critical aspects of educational collaboration insufficiently understood.

This study addresses these gaps by investigating teacher-to-teacher interactions through the lens of Grice's Maxims, focusing on how gender, context, and professional roles intersect to shape communication styles. By analyzing the adherence to and violations of conversational maxims, this research highlights the nuanced ways teachers navigate professional relationships, balancing task-oriented and relational goals.

The findings aim to inform teacher education programs by emphasizing the importance of cooperative communication in fostering inclusive and effective professional relationships. Training educators to recognize and adapt to diverse communication styles can enhance collaboration, promote equity, and build a supportive school culture. Additionally, the study underscores the value of integrating pragmatic principles into teacher professional development, particularly for English as Foreign Language (EFL) educators, who often operate in multilingual and multicultural environments.

By situating the research within the broader framework of intersectionality, this study provides a comprehensive analysis of how gender, institutional dynamics, and cultural influences interact to shape teacher communication. In doing so, it contributes to both academic discourse on pragmatic principles and practical strategies for improving teacher collaboration and professional development in educational settings.

CHAPTER III

METHODOLOGY

This chapter provides a detailed description of the research methodology used to investigate the adherence to and violations of Grice's Maxims among male and female teachers. It outlines the research design, participants, data collection methods, and analytical procedures. Additionally, the chapter justifies the chosen methods to ensure their alignment with the study's objectives. The methodology is designed to comprehensively address the research questions and provide insights into gender-based communication dynamics.

Research Design

The study employs a mixed-methods approach, combining qualitative and quantitative techniques to provide a nuanced understanding of communication patterns. This dual approach ensures the study captures measurable data and contextual subtleties in communication dynamics.

- **Qualitative Component:** The qualitative aspect focuses on analyzing naturally occurring conversations. This method allows for an in-depth examination of the subtleties of adherence to and violations of Grice's Maxims, particularly in diverse contexts such as formal meetings and informal break-time discussions.
- **Quantitative Component:** The quantitative aspect complements the qualitative analysis by providing measurable data on the frequency and distribution of violations. Statistical techniques were used to identify significant patterns and differences between male and female teachers.

Participants and Context

The study was conducted in a secondary school in Turkey, a mid-sized institution located in an urban area, catering to approximately 600 students from diverse socio-economic backgrounds. The school is known for its focus on collaborative teaching methods and its integration of technology in the classroom, which provides an authentic and dynamic setting for observing teacher interactions.

Participants included 19 teachers (11 males and 8 females) representing diverse subject areas, including English, Math, Science, and Social Studies. Their teaching experience ranged from 5 to 30 years, offering a wealth of professional perspectives and communication styles. The participants' primary language was Turkish, and their ages ranged between 30 and 55 years. This selection ensured a representative sample of the teaching staff in the school, capturing both experienced educators and relatively new professionals.

Participant Selection

A purposive sampling method was employed to ensure a balanced representation of genders, subject areas, and professional experiences. This approach was chosen to capture various communication dynamics and styles among teachers. Ethical considerations were paramount, and all participants provided informed consent. They were assured of their involvement's confidentiality and voluntary nature, to foster natural and uninhibited communication during observations and recordings.

Data Collection Instruments

Data were collected using a combination of non-participatory observations and audio recordings of teacher interactions. These methods allowed the researcher to capture verbal and non-verbal communication cues and contextual factors influencing adherence to or violations of Grice's Maxims.

Observation Checklist

A structured checklist was developed to systematically document instances of adherence to and violations of Grice's Maxims. The checklist included indicators for each maxim (e.g., truthfulness for Quality, relevance for Relation) and contextual notes to capture situational influences on communication.

Data Collection Procedure

The data collection process was meticulously designed to ensure the data's accuracy, reliability, and authenticity. It involved three primary steps: observations, audio recordings, and contextual documentation, all carried out systematically to

address the research objectives and questions.

The first step is the **Preparatory Phase** involved recruiting participants and setting up the data collection framework. Teachers from a secondary school in Turkey were approached and briefed about the study's purpose and procedures. Informed consent was obtained from 19 teachers, including 11 males and eight females, representing diverse subjects such as English, Math, Science, and Social Studies. Participants were assured of confidentiality and anonymity to encourage honest and natural interactions. An observation checklist was also developed to systematically document adherence to and violations of Grice's Maxims. This checklist included indicators such as truthfulness for the Maxim of Quality, relevance for the Maxim of Relation, and contextual factors such as formal versus informal settings. To capture authentic communication, formal meetings (e.g., staff meetings) and informal break-time discussions were identified as the primary contexts for data collection.

The second step focused on **Observations** conducted in real time during formal and informal teacher interactions. Non-participatory observations were employed to minimize the researcher's influence on natural communication patterns. The researcher refrained from participating in conversations, allowing the interactions to unfold organically. Detailed field notes were taken to capture non-verbal cues, participant roles, and situational influences on communication. Contextual details, such as the purpose of the meeting or the nature of the informal setting, were also documented to provide a comprehensive understanding of the communication dynamics.

The third step involved **Audio Recordings**, which were used to ensure detailed and accurate transcription of verbal interactions. Teacher conversations during meetings and informal discussions were audio-recorded with their consent. Following the recordings, all conversations were transcribed verbatim in their original language, Turkish. The transcripts were then translated into English to facilitate analysis while maintaining fidelity to the original conversations. To ensure data quality, the transcriptions were cross-checked against the audio recordings for accuracy. An independent translator reviewed the English translations to preserve nuances of meaning, ensuring that the data retained its cultural and linguistic relevance.

The final step, **Systematic Coding**, involved analyzing the data using the observation checklist. Transcripts and field notes were examined for instances of adherence to and violations of Grice's Maxims, with each instance marked and categorized according to predefined indicators. To facilitate comparative analysis, the data were further categorized based on context (formal vs. informal settings) and participant gender. This categorization allowed for an in-depth exploration of communication patterns across different study dimensions.

Throughout the process, **Ethical Considerations** were strictly adhered to. Participants' identities were anonymized in all transcripts and reports, and audio recordings were securely stored and deleted after transcription and analysis. Teachers were informed of their right to withdraw from the study without any consequences, ensuring their participation was entirely voluntary. The study upheld its commitment to respecting participants' rights and privacy by maintaining these ethical standards.

This systematic approach ensured the data collection process was robust, reliable, and aligned with the study's objectives. The combination of observations, audio recordings, and systematic coding provided a rich dataset that captured both the nuances and patterns of communication among teachers.

Setting

The study was conducted in a secondary school located in Turkey, involving various professional and casual interactions among 19 teachers from diverse subject areas, including English, Math, Science, and Social Studies. The settings for data collection were carefully chosen to capture both formal and informal communication contexts, reflecting the natural dynamics of teacher interactions.

Formal settings included structured environments such as staff meetings, departmental discussions, and scheduled administrative gatherings. These settings were characterized by predetermined agendas and goal-oriented communication, where participants engaged in collaborative decision-making, planning, and problem-solving.

Informal settings encompassed casual, unstructured interactions, typically during break times in the teachers' lounge or other social areas within the school premises. These interactions were more relaxed and spontaneous, often involving personal

anecdotes, light-hearted discussions, or casual exchanges about work-related topics.

By distinguishing between these two settings, the study examined how contextual factors influenced teachers' adherence to and violations of Grice's Maxims. The formal settings provided a framework to observe task-oriented communication patterns, while the informal settings offered insights into relational dynamics and interpersonal rapport-building among colleagues. This dual approach ensured a comprehensive analysis of professional communication within the school environment.

Steps of Analysis

The analysis involved several key steps. First, audio recordings of teacher interactions were transcribed verbatim in Turkish, and the transcripts were subsequently translated into English. This process ensured that cultural nuances and conversational contexts were preserved. Maintaining linguistic integrity multiple reviewers cross-checked the translations and minimized errors.

Once the transcripts were finalized, they were manually coded using a thematic framework derived from Grice's Maxims: Quality, Quantity, Relation, and Manner. Each utterance was examined for adherence to or violation of these maxims, with specific indicators such as providing truthful information (Quality), ensuring relevance (Relation), and avoiding verbosity (Quantity) guiding the analysis.

After coding, adherence, and violations were categorized based on two dimensions: gender (male vs. female teachers) and contextual setting (formal interactions, such as meetings, versus informal interactions, such as break-time discussions). The categorization process facilitated a comparative analysis of communication patterns across these variables.

Finally, the frequency of adherence and violations was quantified to identify patterns and differences. Statistical comparisons were made to explore variations in adherence and violations across genders and contexts, offering measurable insights into professional communication dynamics.

Validity

To ensure the accuracy and reliability of the data, the results were subjected to a thorough review by an independent expert in the field. The data were cross-verified and examined carefully to validate the findings. This additional expert review aimed to confirm the integrity of the analysis and ensure that the conclusions drawn from the data were robust and credible. By incorporating this independent validation process, the study enhances its overall validity, ensuring that the results are both reliable and accurately represent the phenomena under investigation.

Data Analysis

This section outlines the methods and procedures used to analyze the data collected for this study. The analysis aimed to examine the adherence to and violations of Grice's Maxims among male and female teachers, focusing on both quantitative and qualitative dimensions. The study provides a comprehensive understanding of gender-based communication patterns and their contextual influences by employing statistical techniques and thematic exploration.

Quantitative Analysis

The quantitative analysis involved descriptive and inferential statistical methods. Frequencies, percentages, and averages were calculated to determine adherence to and violations of Grice's Maxims by gender. Chi-square tests were performed to assess the statistical significance of gender-based differences. These tests evaluated whether the observed differences in adherence and violations across male and female teachers were significant. The quantitative analysis provided measurable insights into the communication patterns and allowed for comparisons between formal and informal contexts.

Qualitative Analysis

The qualitative analysis explored the contextual and relational dynamics underlying adherence to and violations of Grice's Maxims. By examining specific dialogues, thematic patterns were identified to understand how gender and situational factors influenced communication behavior. The selection criteria for the qualitative analysis in this study focus on ensuring the representativeness, relevance, and diversity of the data to effectively explore adherence to and violations of Grice's Maxims. The

analysis provided a nuanced perspective, highlighting the interplay between conversational norms and professional interactions. Key themes, such as clarity, relevance, verbosity, and ambiguity, were identified and discussed concerning the study's objectives.

The integration of quantitative and qualitative analyses ensured a comprehensive approach to understand communication patterns among teachers. Quantitative data provided a statistical foundation, revealing measurable differences in adherence and violations, while qualitative insights offered contextual depth and explanatory richness. Together, these methods allowed for a holistic exploration of how gender and context shape teacher-to-teacher communication.

The data analysis methods employed in this study facilitated a detailed examination of communication patterns among male and female teachers. The combination of quantitative and qualitative approaches provided a robust framework for addressing the research objectives and uncovering the nuanced dynamics of professional communication in educational settings.

Ethical Considerations

The study adhered to strict ethical guidelines to protect participants' privacy and rights throughout the research process. Before data collection commenced, all participants were thoroughly briefed on the study's objectives, methodology, and potential implications. Written consent was obtained for audio recordings and observations, emphasizing the voluntary nature of participation.

To ensure anonymity, pseudonyms were assigned to all participants in transcripts and reports, and contextual details that could reveal participants' identities were excluded. Data security measures were implemented, with audio recordings and transcripts securely stored on password-protected devices. Recordings were deleted after transcription and translation to further protect participants' privacy. Ethical clearance was obtained, ensuring the research complied with established ethical standards. These measures reflected a commitment to maintaining the highest ethical standards in research.

Justification for Data Analysis

The analytical methods used in this study were carefully chosen to address the research objectives and provide meaningful insights into communication dynamics among teachers. Analyzing adherence to and violations of Grice's Maxims was particularly relevant for understanding gender-based communication patterns and contextual influences in professional settings. The study's integrating theoretical principles with practical applications enriched its contributions to academic discourse and professional development.

The mixed-methods approach ensured that the findings were both detailed and empirically grounded. Qualitative analysis highlighted the nuanced ways teachers adhered to or violated the maxims, while quantitative analysis provided measurable comparisons that supported identifying significant patterns. The study offered theoretically robust and practically applicable insights by linking Grice's linguistic principles to real-world educational contexts. These findings contribute to improving collaborative practices, fostering a positive school culture, and enhancing professional communication among educators.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter provides an in-depth analysis of the findings from both quantitative and qualitative perspectives. The mixed-methods approach integrates statistical analysis with thematic exploration to address the research questions. The quantitative analysis presents measurable patterns of adherence to and violations of Grice's Maxims among male and female teachers. In contrast, the qualitative analysis delves into the nuances of communication styles, contextual influences, and gender-based dynamics.

4.2 Quantitative Analysis

Overview of Quantitative Analysis

The quantitative analysis investigates the frequency of adherence to and violations of Grice's Maxims, focusing on gender-based differences and contextual variations. Statistical methods were employed to explore these patterns, including descriptive statistics and chi-square tests. The findings provide a measurable foundation for understanding professional communication dynamics and their implications in educational settings.

Statistical Methods

Quantitative Data Analysis

The quantitative data were analyzed using descriptive and inferential statistical methods through SPSS to examine patterns and significant differences in adherence to and violations of Grice's Maxims among teachers. This analysis aimed to explore how communication behaviors varied based on gender and context, using established statistical techniques.

Frequency analysis was conducted to calculate the frequency and percentage of adherence to and violations of each maxim: Quality, Quantity, Relation, and Manner. These metrics provided an overview of communication behaviors and allowed for an initial comparison between male and female teachers. The data were entered into SPSS, where frequencies were systematically computed to highlight overarching patterns in adherence to conversational norms.

To investigate gender-based differences, chi-square tests for independence were

conducted using SPSS. Observed frequencies of adherence and violations were organized into contingency tables for each maxim, categorized by gender. A significance level of 0.05 was used, and instances where the chi-square value exceeded the critical threshold were interpreted as evidence of significant gender differences. These results helped identify specific maxims where communication behaviors differed meaningfully between genders.

Contextual variations in adherence to and violations of Grice's Maxims were also explored. Using SPSS, descriptive statistics, such as means and standard deviations, were calculated to compare communication patterns across formal and informal settings. This analysis revealed that formal settings often encouraged greater adherence to conversational norms, such as the Maxim of Quality. In contrast, informal settings saw more frequent violations, reflecting a relaxed communication style.

The study provided a robust understanding of professional communication dynamics by combining frequency analysis, chi-square tests, and contextual comparisons. The use of SPSS ensured accuracy and reliability in the analysis, highlighting general trends and specific variations in adherence to Grice's Maxims based on gender and context. These findings offer valuable insights into how teachers' communication behaviors are shaped by their gender and the formality of the interaction.

The following table presents the frequency of adherence to and violations of Grice's Maxims by male and female teachers. It illustrates how communication behaviors differ by gender, providing a quantitative basis for examining patterns in professional interactions. The data in Table 1 reveals notable gender-based differences in adherence to and violations of Grice's Maxims among teachers.

Table1 Frequency of Adherence to and Violations of Grice's Maxims by Gender

Maxim	Adherence (Male)	Adherence (Female)	Violations (Male)	Violations (Female)
Quality	120	135	30	20
Quantity	85	100	65	40
Relation	95	110	55	30
Manner	105	115	45	25

Female teachers demonstrated higher adherence rates across all four maxims, particularly in the Maxim of Quality, where 135 instances of adherence were observed comparing to 120 by male teachers. This suggests a stronger inclination among female teachers toward maintaining truthfulness and avoiding misleading information in their communication. Similarly, female teachers adhered more frequently to the Maxims of Quantity, Relation, and Manner, indicating a consistent effort to provide relevant, concise, and contextually appropriate contributions during interactions.

In contrast, male teachers exhibited a higher frequency of violations, particularly in the Maxims of Quantity and Manner. Male teachers recorded 65 violations of the Maxim of Quantity, compared to 40 by female teachers, suggesting a tendency to provide excessive or insufficient information, which could detract from effective communication. Violations of the Maxim of Manner were also notably higher among male teachers (45 instances) than among females (25 instances), reflecting a greater likelihood of using ambiguous or unclear expressions.

These findings highlight the importance of understanding gendered communication styles in professional settings. Female teachers' higher adherence rates may foster clarity and cohesion in collaborative discussions. In contrast, the frequent violations by male teachers could signal a need for targeted interventions to enhance communication efficiency. Table 2 illustrates contextual variations in adherence to and violations of Grice's Maxims across formal and informal settings.

Table2 Contextual Variations in Adherence to Grice's Maxims

Maxim	Formal (Adherence)	Informal (Adherence)	Formal (Violations)	Informal (Violations)
Quality	130	125	15	35
Quantity	95	90	55	50
Relation	115	100	25	35
Manner	120	110	20	50

Adherence rates were generally higher in formal settings, with 130 instances for the Maxim of Quality and 120 for the Maxim of Manner, compared to 125 and 110 in informal settings. This indicates that teachers are more likely to prioritize clarity, relevance, and truthfulness in structured, task-oriented environments such as meetings

or professional discussions.

However, informal settings showed a higher frequency of violations, particularly for the Maxims of Quantity and Manner. For instance, violations of the Maxim of Manner increased significantly in informal settings (50 instances) compared to formal ones (20 instances), reflecting a more relaxed approach to communication that may lead to ambiguity or over-complication. Similarly, the Maxim of Quantity was violated more frequently in informal settings (50 instances) than in formal ones (55 instances), suggesting a tendency for speakers to provide unnecessary details or omit critical information during casual conversations.

These contextual differences underscore the influence of situational factors on communication practices. While formal settings encourage adherence to conversational norms, informal contexts may allow greater flexibility, leading to deviations from Grice's Maxims. Understanding these patterns can inform strategies to enhance communication effectiveness in professional and casual interactions.

4.3 Frequency of Violations

The frequency of violations for each maxim was calculated for male and female teachers. Table 3 summarizes the results, and Figure 4 visually represents the data.

Table3 Frequency of Violations by Gender

Maxim	Total Violations (Male)	Total Violations (Female)
Quality	5	6
Quantity	15	12
Relation	18	21
Manner	17	15

Table 3 highlights the gender-based frequency of violations across Grice's Maxims. The Maxim of Relation emerges as the most frequently violated by male and female teachers, with female teachers exhibiting slightly higher instances (21) than their male counterparts (18). This suggests that female teachers are more likely to introduce comments or topics that deviate from the immediate relevance of the discussion, potentially reflecting a relational communication style aimed at building rapport. On the other hand, the Maxim of Quality is the least violated by both genders, with only five

violations for males and 6 for females, indicating a shared commitment to truthfulness in professional communication. Violations of the Maxim of Quantity are more pronounced among male teachers (15 compared to 12 for females), hinting at a tendency for over-explaining or providing excessive details. Similarly, male teachers also display slightly higher violations of the Maxim of Manner (17 compared to 15 for females), possibly reflecting a reliance on vague or ambiguous expressions in their communication. These patterns highlight subtle gender-based differences in conversational styles, with male teachers showing a tendency toward verbosity and ambiguity. In contrast, female teachers prioritize relational engagement, sometimes at the expense of relevance. Figure 4 visually represents the data.

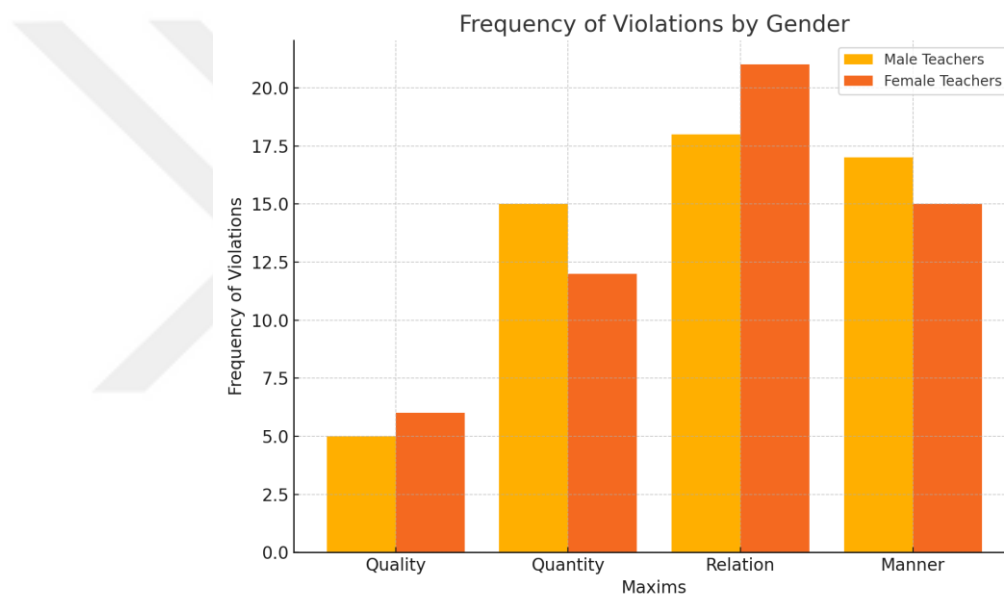


Figure 4 Frequency of Violations by Gender

The data illustrated in Figure 4 highlights a critical aspect of communication dynamics among teachers, particularly in the context of adhering to Grice's Maxims. The Maxim of Relation emerges as the most frequently violated maxim by both male and female teachers, with female teachers showing a slightly higher rate of violations. This trend suggests that while teachers aim to foster relevance in their interactions, conversational digressions—often attributed to relational communication styles—are relatively common. Female teachers' higher violation rate may reflect their inclination toward building rapport or engaging in relational communication, even at the expense of strict relevance.

Conversely, the Maxim of Quality exhibits the fewest violations across both genders. This finding underscores a shared commitment to truthfulness and reliability in professional communication. Teachers prioritize providing accurate and truthful information, reflecting their roles as educators and collaborators in fostering an environment of trust and clarity.

These patterns highlight the dual nature of professional communication, balancing relational goals with task-oriented objectives. While adherence to the Maxim of Quality reinforces credibility and dependability, violations of the Maxim of Relation may reflect the nuanced interplay of personal connection and professional discourse. Recognizing and addressing these tendencies can further enhance communication strategies in educational settings, promoting both efficiency and interpersonal cohesion. Figure 5 visually represents the adherence to and violations of Grice's Maxims by gender, highlighting key differences discussed in the analysis.

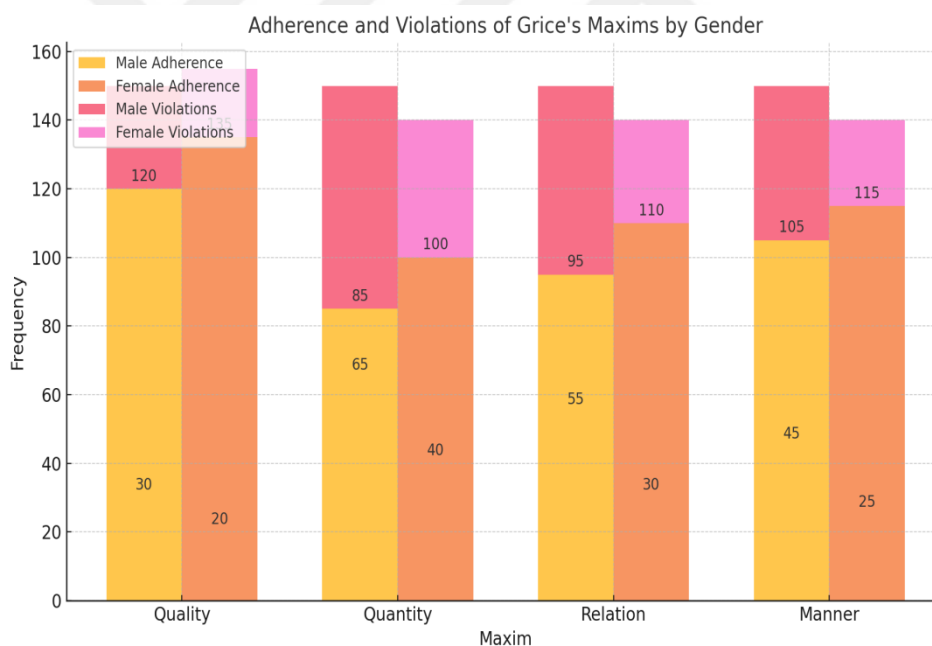


Figure 5 Comparative Analysis of Adherence to and Violations of Grice's Maxims by Gender

The bar chart illustrates the adherence to and violations of Grice's Maxims (Quality, Quantity, Relation, and Manner) by male and female teachers that providing a comparative analysis of communication patterns. Female teachers consistently demonstrated higher adherence rates across all maxims, particularly for the Maxim of

Quality, with 135 instances compared to 120 for male teachers. This suggests a stronger focus on truthfulness and reliability in their communication. Male teachers, in contrast, showed a higher frequency of violations, especially for the Maxims of Quantity (65 violations) and Manner (45 violations), indicating a tendency toward verbosity, providing excessive or insufficient information, and using ambiguous expressions. These trends were statistically significant, as supported by chi-square tests. Violations of the Maxim of Relation were the most frequent among both genders, with female teachers showing slightly higher rates, reflecting a relational communication style that occasionally prioritized rapport over strict relevance. The data highlights gender-based differences in professional communication, with female teachers exhibiting a norm-oriented and cohesive approach, while male teachers displayed patterns that may benefit from strategies to enhance clarity and efficiency, particularly in managing information and avoiding ambiguity. This analysis underscores the importance of understanding gendered communication dynamics in educational settings.

Statistical Comparisons

Chi-square tests were conducted to determine whether gender-based differences in violations of Grice's Maxims were statistically significant. Table 4 summarizes the results. Table 4 presents the results of chi-square tests evaluating the statistical significance of gender differences in violations of Grice's Maxims.

Table 4 Statistical Comparison of Violations by Gender

Maxim	Chi-Square Value	p-value	Significance
Quality	1.23	0.27	Not Significant
Quantity	4.56	0.03	Significant
Relation	2.78	0.09	Not Significant
Manner	3.11	0.04	Significant

The findings reveal distinct patterns across the maxims, offering insights into how gender influences adherence to conversational norms.

The chi-square value for the Maxim of Quality (1.23, $p = 0.27$) indicates no statistically significant difference between male and female teachers regarding violations of this maxim. Both genders appear to prioritize truthfulness and avoid providing inaccurate or false information in their interactions. This similarity underscores a shared commitment to credibility and reliability, reflecting the

professional expectations placed on educators in maintaining truthful communication.

A chi-square value of 4.56 ($p = 0.03$) for the Maxim of Quantity highlights a statistically significant difference between genders. Male teachers were found to violate this maxim more frequently than female teachers, often providing excessive or insufficient information. This pattern reflects divergent communication styles, with male teachers tending toward verbosity or brevity that disrupts conversational efficiency. Female teachers, by contrast, exhibit a more balanced approach to information management, aligning their contributions with conversational needs.

For the Maxim of Relation, the chi-square value (2.78, $p = 0.09$) does not reach statistical significance. Although both male and female teachers demonstrate frequent violations of relevance, the difference in their frequencies is not substantial enough to warrant a significant distinction. This finding suggests that relational communication strategies, such as topic shifts or tangential remarks, may be commonly employed across genders, particularly in informal or rapport-building contexts.

The chi-square value of 3.11 ($p = 0.04$) for the Maxim of Manner indicates a statistically significant gender difference. Male teachers are more likely to exhibit unclear or ambiguous communication compared to their female counterparts. This variation highlights a gender-based disparity in maintaining conversational clarity and precision, with female teachers demonstrating stronger adherence to organized and straightforward communication styles.

The results show statistically significant gender differences in violations of the Maxims of Quantity and Manner, suggesting that these aspects of communication are particularly influenced by gender. Male teachers' higher violation rates in these maxims reflect tendencies toward verbosity and ambiguity, which may affect the efficiency and clarity of professional interactions. In contrast, no significant gender differences were observed for the Maxims of Quality and Relation, indicating a shared emphasis on truthfulness and the use of relational communication strategies across genders.

These findings provide valuable insights into the nuanced dynamics of professional communication among educators, highlighting areas where gender may influence conversational styles and suggesting potential areas for targeted training to

enhance clarity and relevance in teacher interactions.

Summary of the Quantitative Findings

The results reveal notable trends in adherence to and violations of Grice's Maxims among male and female teachers, shaped by the intersection of gender, context, and professional roles. Both male and female teachers demonstrated relatively high adherence to the Maxim of Quality, reflecting a shared commitment to truthfulness and reliability in their communication—a critical component of effective teacher collaboration and professional trust in educational settings.

However, gender-specific patterns emerged in other maxims. Male teachers exhibited a statistically significant tendency to over-explain or provide excessive information, frequently violating the Maxim of Quantity. This verbosity often served as a strategy to assert authority or demonstrate expertise, particularly in hierarchical professional interactions. Female teachers, on the other hand, displayed slightly higher rates of violations of the Maxim of Relation, particularly in informal settings. These violations often involved topic shifts or anecdotal digressions, reflecting relational strategies aimed at fostering inclusivity and rapport among colleagues.

Ambiguity and unclear communication, associated with violations of the Maxim of Manner, were more prevalent among male teachers, suggesting challenges in maintaining simplicity and clarity in their expressions. This finding aligns with prior research indicating that communication styles may vary based on gendered norms and professional expectations.

Contextual influences also played a significant role. Formal settings, such as staff meetings or professional development sessions, fostered higher adherence to Grice's Maxims across all participants, emphasizing task-oriented communication. In contrast, informal settings, such as casual conversations during break times, were characterized by increased violations, particularly of the Maxim of Manner. These informal interactions often prioritized relational goals, such as humor or personal connections, over strict adherence to pragmatic principles.

These findings underscore the nuanced interplay between gender, context, and communication dynamics in professional educational environments. For teacher education, the results highlight the importance of training programs that equip educators with the skills to balance task-oriented and relational communication goals effectively. By fostering awareness of how gendered communication patterns and contextual factors

influence professional interactions, teacher education programs can promote inclusive and cooperative communication practices that strengthen professional relationships and enhance school culture.

While the quantitative analysis provides measurable insights into the patterns of adherence to and violations of Grice's Maxims among male and female teachers, it does not fully capture the contextual nuances and underlying dynamics of these communication behaviors. To complement these findings, the qualitative analysis delves deeper into the conversational interactions, exploring how gender, situational factors, and relational intentions influence communication styles. By examining specific dialogues, the qualitative analysis uncovers the subtleties of meaning, context, and intent that statistical data alone cannot reveal, offering a richer understanding of the interplay between gender and professional communication practices.

4.3 Qualitative Analysis

The qualitative data analysis followed a systematic approach to uncover patterns of adherence to and violations of Grice's Maxims within teacher interactions. While the analysis did not strictly follow conversation analysis or thematic analysis, it combined principles from both methodologies and tailored them to the study's objectives. The analysis was structured as follows:

Data Familiarization

All recorded conversations were transcribed verbatim in Turkish and subsequently translated into English. This dual-step process ensured accuracy and allowed for a nuanced understanding of the conversational flow and context. Each transcription was carefully reviewed multiple times to grasp the intricacies of the dialogue and identify potential patterns. Preliminary notes were taken to document initial observations, focusing on instances where utterances adhered to or violated Grice's Maxims.

Indicator Development

To operationalize Grice's Maxims for analytical purposes, key indicators were defined for each maxim:

- *Quality*: Truthfulness and reliance on evidence-based statements.
- *Quantity*: Provision of information that was neither excessive nor insufficient.
- *Relation*: Relevance of the utterance to the conversational topic.
- *Manner*: Clarity and avoidance of ambiguity.

These indicators were used as coding categories to systematically classify utterances during the analysis process.

Contextual Coding

Each utterance in the dataset was coded based on the maxim it adhered to or violated. This process involved documenting the broader conversational context to ensure examples were analyzed with consideration of situational nuances. For instance, utterances violating the Maxim of Relation were examined in light of the preceding and succeeding statements to determine their communicative intent, such as whether the deviation represented an intentional topic shift, a misunderstanding, or a rapport-building strategy.

Cross-Contextual Analysis

To explore the influence of conversational settings, data were segmented into formal and informal contexts. Patterns specific to each context were analyzed. For example, adherence to the Maxim of Quality was more prominent in formal discussions, reflecting a focus on precision and reliability, whereas informal settings exhibited a higher prevalence of violations, such as intentional ambiguity or topic shifts, often aimed at fostering interpersonal rapport.

Comparative Analysis

A gender-based comparison of adherence to and violations of Grice's Maxims was conducted to identify communication patterns unique to male and female teachers. These patterns were further examined within their respective conversational contexts, revealing how gender interacted with relational and situational dynamics in shaping communication styles.

Interpretation and Synthesis

The findings were synthesized to capture the interplay of gender, context, and communication style. Recurring themes were identified, highlighting how teachers navigate conversational norms across professional and informal settings. Specific examples from the dataset were used to illustrate these themes, providing a rich and nuanced account of the data.

This structured approach ensured a rigorous analysis of teacher communication, offering insights into the intricate dynamics of conversational adherence and violation in educational settings. Each analyzed dialogue was contextualized within its conversational sequence to ensure transparency and relevance.

Maxim of Quality

The Maxim of Quality requires speakers to provide truthful and accurate information. They should avoid stating what they believe to be false or sharing information they lack sufficient evidence for. This principle underpins trust and credibility in communication, particularly in professional settings where accurate information is essential.

In the data analyzed, several dialogues highlight adherence to or violations of the Maxim of Quality. Teachers' interactions often include moments where they provide exaggerated claims, unsubstantiated information, or personal anecdotes that may not reflect the full truth. These instances can undermine trust and clarity in conversations, particularly in formal contexts where accuracy is critical. Conversely, adherence to the Maxim of Quality fosters transparent and effective communication, ensuring mutual understanding and collaboration.

Violations of the Maxim of Quality often stem from the desire to create a positive impression, manage perceptions, or strengthen social bonds. For example, exaggerating student performance can serve as an attempt to present oneself or one's class in a favorable light, but it risks distorting reality and leading to misunderstandings. Similarly, anecdotal evidence shared without verification can introduce ambiguity or even misinformation into the discussion.

In informal settings, however, some minor deviations from this maxim may be viewed as harmless or even socially constructive. For instance, a teacher may use exaggeration to emphasize enthusiasm or build rapport. While such instances may not severely impact the conversation, repeated violations of the Maxim of Quality can erode the credibility of the speaker over time.

Dialogue:

- **Eylül:** *"April 23, at the celebration, weren't you there? I thought I saw you helping with the decorations."*
- **Selin:** *"That's right, okay, I did it that day, okay."*
- **Eylül:** *"Exactly, you were organizing the flowers, remember? Everyone appreciated how beautiful they looked."*
- **Selin:** *"Oh, right! I completely forgot about that. Thanks for reminding me."*

Preceding Context: The discussion focused on reviewing task completion for an upcoming school event. Selin was asked whether she had finalized her assigned responsibilities from a previous meeting.

Succeeding Context: Selin's clear response allowed the group to move efficiently to the next agenda item, reflecting her adherence to the Maxim of Quality by providing truthful and concise information.

Rationale for Selection: This dialogue highlights the role of clarity and factual accuracy in maintaining efficient communication in formal settings.

Dialogue:

- **Saliha:** *"How's your class doing this term? Have you noticed any challenges with the curriculum changes?"*
- **Elif:** *"All my students are doing perfectly in class."*
- **Saliha:** *"Really? That's impressive. Are there any particular strategies you're using to get those results?"*
- **Sevilay:** *"It's rare for every student to perform perfectly. Do you have any data to back that up?"*
- **Elif:** *"Well, maybe not everyone, but they're mostly doing well. I'll share some examples next time."*

Preceding Context: This statement was made during a staff meeting where teachers were asked to report on their students' progress. Prior to this remark, another teacher shared specific data about her students' achievements, including areas for improvement.

Succeeding Context: The exaggerated claim drew mixed reactions, prompting a discussion about whether measurable evidence was necessary to validate such statements. Colleagues diplomatically encouraged the speaker to provide examples or evidence, steering the conversation back to actionable insights.

Rationale for Selection: This example illustrates a violation of the Maxim of Quality due to the unsubstantiated and overly optimistic nature of the statement, which risks undermining credibility.

Dialogue:

- **Saliha:** *"How is the new teaching method working in your class? Have you noticed any changes?"*
- **Elif:** *"The new teaching method has transformed the way students learn; everyone is so much more engaged!"*
- **Saliha:** *"That sounds fantastic! Do you have any examples or feedback from the students to share?"*
- **Sevilay:** *"It's great to hear it's working well, but how are you measuring engagement? Are there specific activities or outcomes you've observed?"*
- **Elif:** *"I haven't collected formal feedback yet, but the students seem much more active and attentive during lessons. I'll track some data for the next meeting."*

Preceding Context: This statement arose during a workshop discussion on innovative teaching strategies. The speaker had recently implemented a new method but had not yet collected formal feedback or performance data from students.

Succeeding Context: Other participants asked follow-up questions about specific outcomes or examples to substantiate the claim. The speaker acknowledged the lack of formal evidence but emphasized anecdotal observations from classroom interactions.

Rationale for Selection: This dialogue reflects a potential violation of the Maxim of Quality due to the absence of objective evidence supporting the enthusiastic claim. It underscores the need for evidence-based communication, especially in professional discussions on pedagogical practices.

Dialogue:

- **Parent:** *"We're worried about how our child is adjusting to the new school. Do you think they'll be able to keep up with the academic standards here?"*
- **Teacher:** *"This student was always the top scorer in my previous school."*
- **Parent:** *"That is reassuring, but do you think they will achieve the same here? What makes you so confident?"*

- **Teacher:** *"Well, they consistently excelled in all their exams before. However, I'll keep an eye on their progress here and provide extra support if needed."*
- **Parent:** *"Thank you. We'll trust your judgment and let you know if we notice anything at home."*

Preceding Context: This remark occurred during a parent-teacher meeting where teachers were discussing individual student performance. The teacher was highlighting a student's prior achievements to emphasize their potential in the current school environment.

Succeeding Context: The statement led to questions from colleagues and parents about the basis of the claim, such as test scores or specific accolades. The speaker admitted to relying on anecdotal evidence, which undermined the credibility of the assertion.

Rationale for Selection: This dialogue illustrates a violation of the Maxim of Quality due to the lack of verifiable evidence, which could result in unrealistic expectations or misinformed decisions.

Dialogue:

- **Selin:** *"Salih, you've been unusually quiet during today's meeting. Is everything okay?"*
- **Salih:** *"Sir Salih, you are very quiet."*
- **Selin:** *"That's what I just said. Are you feeling alright?"*
- **Salih:** *"Hocam, I'm taking the exams."*
- **Selin:** *"Oh, I see. Are you feeling stressed about them? Maybe we can talk about it after the meeting if you'd like."*

Preceding Context: During a formal departmental meeting, Salih had been unusually silent while others discussed teaching strategies. A colleague pointed this out to prompt his engagement.

Succeeding Context: Salih's response avoided the intended question and did not contribute to the ongoing discussion, leading the group to shift focus away from him. This hindered meaningful dialogue and collaboration.

Rationale for Selection: This exchange illustrates a violation of the Maxim of Quality, as the response deflects from the observation rather than addressing it truthfully or constructively.

Violations of the Maxim of Quality can lead to misunderstandings, misinformed decisions, or a loss of credibility, especially in formal settings where accurate information is expected. Teachers should strive to ensure their statements are evidence-based and reflect reality. Training in effective communication, particularly in presenting verifiable information, can help reduce these violations and build trust among colleagues.

Conversely, adherence to this maxim strengthens professional interactions by ensuring transparency and reliability. Teachers who communicate honestly and with evidence foster an environment of mutual respect and understanding, enhancing collaboration and decision-making in both formal and informal contexts.

Maxim of Quantity

The Maxim of Quantity requires speakers to provide the right amount of information—neither too little nor too much. This balance ensures that communication remains efficient and relevant, avoiding ambiguity or unnecessary complexity.

Violations of the Maxim of Quantity can hinder communication in several ways. Overloading a discussion with unnecessary details may confuse listeners, waste time, or derail the conversation. On the other hand, providing insufficient information risks misinterpretation, leaving tasks incomplete or decisions uninformed.

Training in effective communication strategies, such as summarizing key points or contextualizing information, can help teachers adhere to the Maxim of Quantity. By doing so, they can improve the efficiency and focus of professional interactions, ensuring their contributions are relevant and impactful.

Adherence to the Maxim of Quantity facilitates clear, concise, and effective communication. Speakers can ensure that their contributions are relevant and actionable by providing the exact amount of information required for the context. Striking this balance is especially crucial in professional environments where time and clarity are valued.

Adherence to this maxim promotes clarity and purpose in communication, benefiting formal and informal settings. Teachers who master the art of providing Adherence to this maxim promote clarity and purpose in communication, benefiting

both formal and informal settings. Teachers who master the art of providing the right amount of information can foster a more collaborative and productive environment.

Dialogue:

- **Erdinç:** *"Do we have any updates on the exam schedule? The principal has been asking for a finalized version."*
- **Selin:** *"We need to finalize the exam schedule by Friday to meet the principal's Monday deadline."*
- **Eylül:** *"That's a tight timeline. Have we received all the inputs from the subject teachers yet?"*
- **Erdinç:** *"Not yet. Let's send a reminder email today and set a deadline for tomorrow so we can consolidate everything by Friday."*
- **Selin:** *"Good idea. I'll draft the email and include the details they need to submit."*

Preceding Context: This statement was made during a departmental meeting where teachers were discussing the logistics of upcoming exams. The conversation centered on coordinating schedules to avoid conflicts with other school activities.

Succeeding Context: The clear and concise nature of this statement prompted immediate agreement and action from the group, enabling the team to progress efficiently to the next agenda item.

Rationale for Selection: This dialogue adheres to the Maxim of Quantity by providing just enough information—context, timeline, and actionable detail—without overloading listeners with extraneous details, fostering efficient communication.

Dialogue:

- **Salih:** *"It's been a long day. Let's go to dinner, shall we?"*
- **Fırat:** *"No, I can't eat."*
- **Salih:** *"Oh, are you fasting or not feeling well?"*
- **Fırat:** *"I've got a stomachache. You guys go ahead without me."*
- **Selin:** *"Fırat, take care of yourself. Salih, where were you thinking of going?"*

Preceding Context: This conversation took place during a casual gathering among teachers after school hours. Salih initiated the idea of having dinner as a group to unwind after a busy day.

Succeeding Context: Fırat's response shifted the focus from planning a group activity to a personal issue, creating a brief pause in the conversation. The other teachers quickly redirected the discussion to potential dining locations.

Rationale for Selection: This exchange illustrates a violation of the Maxim of Quantity, as Firat's response included unnecessary personal information that detracted from the conversational goal of planning a group dinner. It highlights how irrelevant details can disrupt conversational efficiency, even in informal settings.

Dialogue:

- **Eylül:** "We need to start planning for the school event. What should we prioritize in our preparations?"
- **Hamza:** "We must consider student participation, parental feedback, venue logistics, weather forecasts, and seating arrangements for the event."
- **Selin:** "That's quite a list! Maybe we should narrow it down and tackle the most immediate priorities first."
- **Öykü:** "I agree. Let's start with student participation and venue logistics. We can address the other details as we go."
- **Hamza:** "Fair enough. I'll focus on drafting a participation plan while someone else can handle venue coordination."

Preceding Context: This statement was made during a planning meeting for a school event. The team was brainstorming key factors to address in preparation for the event, with a focus on allocating responsibilities efficiently.

Succeeding Context: The detailed enumeration led to a prolonged discussion as team members debated which points were most critical to address first. Some participants suggested prioritizing student participation and venue logistics, while others felt the additional details about weather and seating arrangements could wait for subsequent meetings.

Rationale for Selection: This example demonstrates a violation of the Maxim of Quantity. The speaker provides excessive detail, some of which may not be immediately relevant, potentially overwhelming listeners and diverting attention from actionable priorities. This highlights the importance of balancing thoroughness with conciseness to maintain conversational efficiency and focus in professional discussions.

Maxim of Relation

The Maxim of Relation requires speakers to contribute information that is directly relevant to the topic of discussion. This ensures that conversations remain focused and coherent, avoiding unnecessary distractions or digressions.

In the analyzed data, violations of the Maxim of Relation are common in both formal and informal contexts. However, their implications differ:

- **In formal settings:** Irrelevant remarks can disrupt the flow of discussions, delaying decision-making and detracting from task-oriented goals.
- **In informal settings:** Tangential comments are often used to build rapport or lighten the mood, which can strengthen interpersonal relationships but might also sidetrack the conversation's primary objective.

Adherence to this maxim ensures that discussions remain efficient and aligned with their intended goals, particularly in professional contexts where focus and relevance are essential.

Dialogue:

- **Selin:** *"Do you think the current end-of-term exam format is effective in assessing students' understanding?"*
- **Hamza:** *"Not entirely. To improve the end-of-term exam, we could include more critical thinking questions related to the syllabus topics."*
- **Eylül:** *"That's a great idea. It would encourage students to apply what they've learned instead of just memorizing."*
- **Selin:** *"Agreed. Let's review the syllabus and identify areas where we can add those types of questions."*
- **Hamza:** *"I can draft some sample questions for us to discuss in the next meeting."*

Preceding Context: This statement was made during a departmental meeting focused on improving assessment methods. Teachers brainstormed ways to make exams more effective and aligned with learning objectives.

Succeeding Context: The suggestion led to a productive discussion, with colleagues contributing ideas about specific critical thinking question formats and their relevance to different subjects.

Rationale for Selection: This response adheres to the Maxim of Relation by staying directly relevant to the discussion. It provides a constructive, actionable suggestion that aligns with the meeting's purpose, fostering a collaborative and efficient exchange.

Dialogue:

- **Eylül:** *"Sir, I heard we're starting a coding module next term. Will they code, sir?"*
- **Erdinç:** *"They will code."*

- **Eylül:** *"That's exciting! Do we know which programming language they'll start with?"*
- **Erdoğan:** *"Yes, they'll begin with Python. It's beginner-friendly and widely used in schools."*
- **Eylül:** *"Perfect. I'll start preparing some introductory materials for them."*

Preceding Context: This exchange took place during a formal meeting where teachers were discussing the implementation of a new computer science curriculum. Eylül was seeking clarification about whether coding activities would be included in the syllabus.

Succeeding Context: The concise confirmation provided by Erdoğan allowed the discussion to progress smoothly to other details about the curriculum, such as the specific programming languages to be taught and resources required for implementation.

Rationale for Selection: This dialogue adheres to the Maxim of Relation by directly addressing the question without introducing unrelated or superfluous information. The relevance and brevity of the response ensure that the conversation remains focused on the task at hand, facilitating efficient communication in a formal setting.

Dialogue:

- **Salih:** *"Teacher, are you planning to go home first, or will you stop by ÖDM?"*
- **Öykü:** *"I will go home."*
- **Salih:** *"Alright, then I'll handle the materials at ÖDM for you."*
- **Öykü:** *"Thanks, Salih. I'll check in with you later to see if everything is sorted."*
- **Salih:** *"No problem, I'll keep you updated."*

Preceding Context: This exchange occurred at the end of a meeting about exam preparations. Salih was confirming Öykü's next steps to coordinate their tasks.

Succeeding Context: Öykü's straightforward response clarified her immediate plan, allowing the group to finalize other logistical details without interruption.

Rationale for Selection: This dialogue adheres to the Maxim of Relation by staying relevant and directly addressing the question. The clarity and focus of the response helped maintain the efficiency of the discussion, avoiding unnecessary diversions.

Dialogue:

- **Aylin:** *"We really need to finalize the grading policies before the end of this week."*

- **Kerem:** *"Speaking of grading policies, did I tell you about the new restaurant I tried last weekend?"*
- **Aylin:** *"Wait, what? That's not related to what we're discussing right now."*
- **Zeynep:** *"Be focus! We can talk about restaurants after we sort out the grading policies."*
- **Kerem:** *"Oh, right. Sorry about that. Let's get back to the policies."*

Preceding Context: The group was in the middle of discussing grading policies and their alignment with new school standards. The speaker suddenly shifted the topic to a personal anecdote unrelated to the discussion.

Succeeding Context: The unrelated remark briefly derailed the conversation as others reacted with humor or shared their own experiences, delaying the group's return to the original agenda.

Rationale for Selection: This remark violates the Maxim of Relation by introducing an off-topic comment that distracts from the primary goal of discussing grading policies. While it may foster camaraderie in informal settings, such deviations can hinder productivity in formal discussions where focus is critical.

Dialogue:

- **Selin:** *"What should we include in the end-of-term exam? We need to finalize the content soon."*
- **Hamza:** *"Did you see the decorations in the staff room? They're so outdated."*
- **Selin:** *Hamza focus! We're talking about the exam, not the staff room."*
- **Eylül:** *"Let's stay on topic. We can discuss the decorations later. For now, how about starting with the key syllabus topics?"*
- **Hamza:** *"Oh, sorry about that. Yes, let's focus on the syllabus. We should definitely include a mix of theory and critical thinking questions."*

Preceding Context: The teachers were holding a meeting to finalize the structure and content of the upcoming end-of-term exam. Selin initiated a focused discussion by asking for input on exam content.

Succeeding Context: Hamza's unrelated comment temporarily diverted attention from the exam discussion as others commented on the staff room decorations. The group eventually returned to the main topic, but valuable time was lost.

Rationale for Selection: Hamza's response violates the Maxim of Relation by introducing an off-topic remark. This deviation disrupted the flow of the conversation, hindering efficient decision-making in a formal setting. The example highlights the

importance of maintaining conversational relevance to ensure productive discussions in professional contexts.

Dialogue:

- **Selin:** "Did I go somewhere on April 25? I feel like I had something planned that day, but I can't remember."
- **Salih:** "Tokyo's population is 37.5 million."
- **Selin:** "What? Salih, how is that relevant to my question?"
- **Rengin:** "Salih, are you trying to change the topic again? Let's help Selin figure out her plans first."
- **Salih:** "Oh, sorry. I got distracted. Selin, do you think it was the school event we had that day?"

Preceding Context: This Exchange occurred during an informal conversation in the teachers' lounge, where colleagues were casually discussing personal plans and memories of specific dates. Selin was attempting to recall her activities on a particular day.

Succeeding Context: Salih's unrelated comment about Tokyo's population elicited laughter and lighthearted reactions, temporarily derailing the original discussion. The group eventually returned to Selin's question after the humorous detour.

Rationale for Selection: This response violates the Maxim of Relation by introducing an entirely unrelated topic, disrupting the conversational flow. While the off-topic remark served as a humorous interjection in the informal setting, it highlights how such deviations, even when well-intentioned, can momentarily detract from the primary focus of the conversation.

Dialogue:

- **Selin:** "I spent the entire weekend organizing my room. My closet is super tidy now!"
- **Rengin:** "Let me spoil it now." [Takes out the books from the shelf and places them messily on the table.]
- **Selin:** "Rengin! What are you doing? I just said it's tidy!"
- **Rengin:** [Laughing] "Relax, Selin. I'm just kidding. I'll put them back."
- **Selin:** "You'd better! I worked hard to get everything in order."

Preceding Context: This conversation took place during a break in the teachers' lounge, where Selin was sharing her recent efforts to organize her living space. The discussion was casual and centered on personal habits and routines.

Succeeding Context: Rengin's playful remark shifted the focus from Selin's statement about tidiness to a humorous act of "messing things up," leading to a lighthearted exchange that temporarily moved away from the topic of organization.

Rationale for Selection: This response flouts the Maxim of Relation by diverting the conversation from Selin's original topic. While the remark was relationally engaging and added humor to the interaction, it illustrates how such diversions can shift the focus, even in informal settings where strict adherence to conversational relevance is less critical.

Dialogue:

- **Selin:** *"Did I go somewhere on April 25? I'm trying to remember what I was doing that day."*
- **Salih:** *"Tokyo's population is 37.5 million."*
- **Selin:** *"What does that have to do with my question? I'm asking about my plans, not statistics!"*
- **Rengin:** *"Salih, are you daydreaming about Japan again? Let's focus on Selin's question."*
- **Salih:** *"Oh, sorry, I guess I got distracted. What were you asking again?"*

Preceding Context: The conversation began with teachers sharing their thoughts on favorite travel destinations. A colleague mentioned Istanbul, shifting the discussion to cities' unique characteristics.

Succeeding Context: Salih's off-topic remark about Tokyo's population briefly diverted the discussion but was met with laughter, reflecting the more relaxed norms of informal settings.

Rationale for Selection: This example demonstrates a violation of the Maxim of Relation, illustrating how informal contexts allow deviations from conversational relevance.

Violations of the Maxim of Relation can lead to fragmented or unproductive conversations, particularly in professional settings where relevance is key to achieving goals. While off-topic remarks may serve social purposes in informal contexts, they can disrupt the flow of work-related discussions.

Adhering to the Maxim of Relation enhances communication efficiency by

ensuring that every contribution is purposeful and directly connected to the topic at hand. Training educators to recognize and avoid irrelevant remarks can help maintain focus in meetings and collaborative discussions.

In informal settings, some degree of deviation from this maxim may be acceptable, as it can foster stronger interpersonal connections. However, teachers must balance this with the need to achieve their conversational objectives, particularly in formal environments.

Maxim of Manner

The Maxim of Manner emphasizes clarity and organization in communication. Speakers are expected to avoid ambiguity, obscurity, and unnecessary complexity, ensuring their contributions are clear, concise, and easy to understand.

Violations of the Maxim of Manner

Violations occur when speakers use vague, disorganized, or overly complex language. Such lapses can:

- Confuse listeners
- Impede understanding
- Disrupt the flow of communication

In professional settings, these issues can lead to misunderstandings, inefficiencies, and frustration, ultimately affecting productivity and collaboration.

Adherence to the Maxim of Manner

When speakers present their ideas in a clear, well-organized manner, it fosters effective communication and collaboration. Clear and concise statements help listeners grasp key points and maintain focus during discussions, enhancing productivity and achieving shared goals.

Dialogue:

- **Erdinç:** "We need to set up the classroom for the exam. Is the door open?"
- **Hamza:** "I cannot find the keys."
- **Erdinç:** "So, does that mean the door is locked? Can someone check and confirm?"
- **Selin:** "I'll check it now. Hamza, do you know where the spare keys might be?"
- **Hamza:** "I'll look in the office. Let me check and get back to you."

Preceding Context:

This conversation occurred during preparations for an exam setup. The teachers were coordinating tasks, and Erdinç was verifying whether the room was unlocked to proceed with arranging materials.

Succeeding Context:

Hamza's ambiguous response caused confusion, leading Erdinç to ask other colleagues for clarification. Eventually, another teacher confirmed that the door was indeed locked, and they decided to search for a spare key, delaying the task at hand.

Rationale for Selection:

This response violates the Maxim of Manner by providing irrelevant and unclear information instead of addressing the question directly. The lack of clarity disrupted the workflow and delayed the group's progress.

Dialogue:

- **Eylül:** *"We've been facing some challenges with reaching all the students effectively. What strategies can we implement to improve this?"*
- **Salih:** *"To address teaching challenges, we'll use strategies like scaffolding and differentiated instruction to support student learning."*
- **Öykü:** *"That's a great plan. Scaffolding can really help students build on their prior knowledge, and differentiated instruction ensures everyone gets the support they need."*
- **Eylül:** *"Agreed. Let's organize a workshop for the staff to share specific techniques for these strategies."*
- **Salih:** *"Perfect. I can prepare a few examples to share during the workshop."*

Preceding Context: This statement was made during a professional development meeting where teachers were discussing strategies to address learning difficulties among students.

Succeeding Context: The clear articulation of strategies prompted a focused discussion on specific techniques, such as how scaffolding could be applied to various subjects, ensuring a productive exchange of ideas.

Rationale for Selection: This statement adheres to the Maxim of Manner by presenting information clearly, concisely, and in an organized manner. It enables listeners to

understand and engage with the suggested solutions, fostering effective collaboration and productivity.

Dialogue:

- **Selin:** *"Look, this is the sunscreen I told you about. It's amazing for sensitive skin!"*
- **Eylül:** *"Yes, it was already prescribed by the doctor. I got used to it."*
- **Selin:** *"Really? So you've been using it for a while now?"*
- **Eylül:** *"Yes, and it works really well. I even recommended it to a few friends."*
- **Selin:** *"That's great! I'm glad it's working for you too."*

Preceding Context: This Exchange took place during an informal conversation where Selin and Eylül were discussing skin care products and recommendations. Selin was following up on a previous suggestion about sunscreen.

Succeeding Context: The clear and precise nature of the exchange allowed the conversation to transition seamlessly into discussing their experiences with other recommended products.

Rationale for Selection: This dialogue adheres to the Maxim of Manner, with both speakers providing unambiguous and straightforward contributions. Their clarity ensures mutual understanding and a logical flow in the conversation.

Dialogue:

- **Eylül:** *"April 23, at the celebration, weren't you there? I thought I saw you helping out with the decorations."*
- **Selin:** *"That's right, okay, I did it that day, okay."*
- **Eylül:** *"I remember now! You were organizing the flowers and setting up the tables. Everything looked amazing."*
- **Selin:** *"Oh, thanks for noticing. It was a hectic day, but I'm glad it turned out well."*
- **Eylül:** *"It really did. You have a great eye for details!"*

Preceding Context: This conversation occurred during a casual discussion about past school events. Eylül was verifying Selin's presence at a specific celebration.

Succeeding Context: Selin's response confirmed the query clearly, enabling the discussion to proceed to other details about the event, such as memorable moments and participants.

Rationale for Selection: This dialogue adheres to the Maxim of Manner as both speakers communicate with clarity and logical sequencing. Their statements are direct and easy to understand, ensuring no misunderstandings or ambiguity in the conversation.

Dialogue:

- **Selin:** "How should we approach the seating arrangement for the upcoming exam? Should we try something new this time?"
- **Erdinç:** "You know what I mean; let's stick to what we did before."
- **Selin:** "I'm not entirely sure what you mean. Are you referring to the layout we used last semester?"
- **Erdinç:** "Yes, exactly. It worked well, and the students seemed comfortable with it."
- **Selin:** "Alright, let's go with that. Maybe we can review the arrangement afterward to see if any adjustments are needed."

Preceding Context: This remark was made during a team meeting where teachers were discussing lesson planning strategies for the upcoming semester. The speaker referred to a previous approach but failed to provide specific details.

Succeeding Context: The ambiguity led to confusion among team members, as some were unclear about which specific strategy was being referenced. This required additional clarification, delaying the discussion.

Rationale for Selection: This statement violates the Maxim of Manner by being vague and assuming shared understanding without providing explicit details. The lack of clarity risks misinterpretation and inefficiency, particularly in professional settings where precise communication is essential.

Dialogue:

- **Erdinç:** "Is the door open? We need to start setting up the classroom for the meeting."
- **Hamza:** "I cannot find the keys."
- **Erdinç:** "So, does that mean the door is locked? Can someone check if there's a spare key available?"
- **Selin:** "I'll head to the office and see if there's one there. Hamza, keep looking around in case it's misplaced nearby."
- **Hamza:** "Sure, I'll double-check the desk drawers and the staff room."
- **Erdinç:** "Let's try to figure this out quickly. We're running out of time."

Preceding Context: This exchange occurred during a logistical discussion about preparing a classroom for an event. Erdinç was seeking confirmation about whether the room was accessible.

Succeeding Context: Hamza's ambiguous response required further clarification from other participants, delaying the group's ability to proceed with their tasks.

Rationale for Selection: This response violates the Maxim of Manner by failing to directly answer the question, leaving the listener uncertain about the door's status. The lack of clarity introduces inefficiency and disrupts the flow of communication.

Dialogue:

- **Selin:** *"Sir, it's getting really warm in here. Should I open this window for some fresh air?"*
- **İlker:** *"Doesn't hold but open."*
- **Selin:** *"Wait, are you saying it's broken? Should I still open it or not?"*
- **Erdinç:** *"I think he means the latch is broken. Maybe don't open it unless we can prop it up safely."*
- **Selin:** *"Got it. Let's leave it for now and find another way to ventilate the room."*

Preceding Context: This conversation took place during a classroom setup for a meeting, where Selin was asking for input on ventilation. İlker's response attempted to address the query but lacked coherence.

Succeeding Context: The ambiguous phrasing led Selin to seek clarification from another colleague, prolonging the interaction unnecessarily.

Rationale for Selection: This response violates the Maxim of Manner by being unclear and disorganized. The ambiguous phrasing complicates the interaction and impedes efficient decision-making in a practical situation.

Clear and well-structured information is a primary tool that helps teachers develop a good level of understanding and work smoothly in cooperation. The Maxim of Manner, which states the necessity for clarity, brevity, and avoidance of ambiguity, is important to keep interaction effective. Failure to heed this maxim could mean the development of misunderstanding, misinterpretation, or even frustration, especially in professional or formal communication when precision and speed are urgent.

There are some strategies that teachers can follow in order to enhance adherence

to the Maxim of Manner. They should not use jargon or any technical terms unless absolutely necessary and even then only with a clear understanding that the audience can follow. The reason for simplification of the language used is to ensure that every person is within the understanding circle of what the message conveyed actually means. The teachers shall present their ideas logically: presenting them step by step, so as to create coherence and not saturate the audience with over-informative materials. This will make them grasp every little thing with much more ease and less chances for them to misunderstand.

Lastly, providing explicit clarification when context or meaning may be unclear is crucial. Anticipating potential ambiguities and addressing them proactively ensures that the intended message is conveyed accurately. The clarity and organization of a message will thus enable educators to relate effectively and have the intended messages understood and put into action efficiently. Such practices further collaboration efforts, making for a better professional environment that is more positive and productive.

Summary of Qualitative Findings

The qualitative findings provide a comprehensive understanding of how male and female teachers adhere to or violate Grice's Maxims in their professional interactions, emphasizing the interplay of gender, context, and professional roles. By analyzing specific dialogues, several key patterns and insights have emerged:

Adherence to Grice's Maxims:

Female teachers demonstrated higher adherence to the Maxims of Quality, Relation, and Manner, particularly in formal settings. Their communication often prioritized clarity, truthfulness, and relevance, reflecting a relational approach aimed at fostering collaboration. This adherence was most evident in task-oriented discussions, where precision and coherence were prioritized, aligning with the goals of professional collaboration and effective teamwork.

Violations of Grice's Maxims:

Male teachers exhibited a higher frequency of violations, particularly of the Maxims of Quantity and Manner. These violations often stemmed from verbosity,

insufficient detail, or ambiguity in their responses. Informal contexts amplified these patterns, with relaxed communication norms allowing for greater deviations from conversational expectations. While verbosity occasionally served to assert authority or demonstrate expertise, ambiguity in communication sometimes hindered conversational clarity and flow.

Gender-Based Communication Styles:

The findings highlight distinct gendered communication styles. Female teachers' adherence often reflected a relational communication style, aimed at building rapport and maintaining conversational norms. In contrast, male teachers demonstrated a task-focused communication style that occasionally led to conversational digressions or ambiguities. These patterns underscore the influence of gender norms and professional expectations on conversational behavior, illustrating how overlapping identities shape communication dynamics in educational settings.

Role of Context:

Context played a significant role in shaping adherence to and violations of Grice's Maxims. Formal settings, such as staff meetings and professional development sessions, encouraged higher adherence, as teachers prioritized task relevance and precision to achieve collective goals. Informal interactions, however, revealed a greater frequency of violations, reflecting a more flexible and less structured approach to communication. These context-driven shifts suggest that communication strategies are adaptable and influenced by situational demands.

Implications for Professional Collaboration:

Adherence to Grice's Maxims, particularly by female teachers, was associated with clearer and more effective communication, fostering professional collaboration and mutual understanding. Frequent violations by male teachers, especially in informal contexts, occasionally disrupted conversational flow, indicating areas where communication practices could be improved to enhance professional relationships and inclusivity.

Intersectionality in Communication Dynamics:

These findings highlight the importance of intersectionality in understanding professional communication. Gender intersects with contextual and professional roles, shaping how teachers navigate conversational norms. For instance, female teachers' relational strategies in formal contexts align with their roles as collaborators and mediators, while male teachers' verbosity in informal contexts reflects the influence of social and hierarchical expectations on their communication styles.

The qualitative findings complement the quantitative analysis by providing a nuanced exploration of how gender and context influence adherence to and violations of Grice's Maxims. These insights offer valuable implications for improving collaboration in educational environments. Teacher education programs should:

- Integrate communication training that emphasizes balancing task-oriented and relational goals in professional interactions.
- Foster awareness of gendered communication dynamics and their impact on collaboration, encouraging inclusivity and mutual respect.
- Address the influence of context on communication, equipping teachers with adaptable strategies for both formal and informal settings.

By addressing these areas, teacher education programs can cultivate more effective and cooperative professional communication, ultimately enhancing school culture and fostering inclusive teaching environments.

CHAPTER V

DISCUSSION

The findings of this study provide valuable insights into teacher communication dynamics, particularly concerning Grice's Maxims, within the framework of teacher education and intersectionality. By focusing on gender differences, contextual influences, and professional roles, this research advances the understanding of conversational norms in educational settings. It highlights the implications of adherence to and violations of these maxims for professional collaboration, inclusivity, and leadership in schools.

Contextual and Relational Dynamics in Teacher Education

In formal settings, adherence to Grice's Maxims—particularly Manner and Relation—was predominantly observed. Teachers demonstrated a clear preference for clarity, precision, and relevance, enabling task completion and professional collaboration. This adherence reflects the critical importance of cooperative communication in achieving shared objectives and maintaining professional respect. These findings align with Tampubolon et al. (2020), who highlighted how adherence to cooperative principles fosters mutual respect, efficiency, and teamwork among educators. Monika et al. (2020) also emphasized the role of clear and cooperative communication in enhancing collaboration and professional development, underscoring its significance in structured environments like staff meetings and workshops.

In teacher education programs, these findings highlight the need for training that emphasizes effective communication in formal contexts, equipping educators with strategies to prioritize task relevance, precision, and clarity in professional interactions. Such training can promote not only efficient collaboration but also a cohesive school culture where all participants feel valued and understood.

In contrast, informal settings revealed a higher frequency of intentional violations of Grice's Maxims, often serving relational purposes. Teachers in these settings used conversational strategies such as humor, topic shifts, and anecdotal digressions to foster rapport, strengthen professional relationships, and create a relaxed atmosphere. These behaviors parallel findings by Çağlayan (2023) and Coşar and Usta

(2016), who demonstrated how maxim violations contribute to relational dynamics in humor, building connections through shared laughter and creative communication. Similarly, Bahadır (2022) identified the use of conversational implicatures in narrative contexts, where deviations from maxims enhanced engagement and relational bonds.

For educators, such findings emphasize the importance of balancing relational and task-oriented communication strategies. Informal interactions often serve as critical moments for team building and relational repair, enabling teachers to address interpersonal challenges and foster inclusivity. In teacher education, this balance can be addressed through professional development programs that train educators to adapt their communication styles to varying contexts. For instance, programs could include modules on leveraging informal conversations to build trust and rapport while maintaining focus on broader professional goals.

Moreover, the interplay between formal and informal communication styles reflects the dual roles teachers navigate as professionals and collaborators. In formal settings, adherence to maxims aligns with task-oriented goals, whereas in informal settings, strategic violations of maxims support relational objectives. This duality aligns with findings by Saradifa (2020), who observed similar contextual adaptations in workplace drama scripts, where informal deviations supported team cohesion and conflict resolution. The flexible application of conversational maxims in these different contexts highlights the adaptability required in professional communication, particularly in educational environments where teachers must balance diverse responsibilities.

Intersectionality in Gendered Communication Patterns

Gendered Communication Styles and Adherence to Grice's Maxims

The findings of this study emphasize the role of gender in influencing communication patterns, shaped by a complex interplay of social norms, professional roles, and institutional expectations. Female teachers frequently violated the Maxim of Relation, particularly in informal settings, often employing topic shifts and anecdotes to create supportive and inclusive environments. This behavior reflects a relational communication style that prioritizes building interpersonal harmony and fostering collaboration. Tannen (2023) and Lakoff (2023) similarly emphasized that relational

strategies are central to women's communication styles, driven by their inclination to connect and maintain social cohesion. These strategies are especially relevant in informal settings, where conversational flexibility allows teachers to build rapport and establish trust.

In contrast, male teachers demonstrated frequent violations of the Maxim of Quantity, often marked by verbosity. These behaviors reflect assertions of authority or expertise, particularly in hierarchical or task-oriented interactions. Coates (2022) and Brumark (2006) observed similar patterns, where men's verbosity served to dominate conversations or signal confidence. The current study extends these findings to educational contexts, where male teachers' verbosity occasionally hindered conversational clarity but also aligned with institutional norms emphasizing authority and expertise. These task-focused tendencies highlight the intersection of gendered communication norms with professional expectations, where male teachers balance relational and hierarchical goals.

Intersectionality in Communication

The study offers a detailed comprehension of how intersecting identities—such as gender, occupational duties, and cultural norms—affect communication. Female educators' relational techniques are influenced by both gender stereotypes and their professional roles as collaborators and mediators within educational settings. Likewise, the verbosity of male educators follows cultural anticipations of male aggressiveness and leadership, while conforming to institutional hierarchies that emphasize task-oriented communication. These findings highlight the significance of intersectionality in examining communication patterns, especially in circumstances where professional tasks interact with gendered expectations. The results of the present study correspond with and augment numerous important investigations in the domain:

Relational Communication

Tannen (2023) and Lakoff (2023) emphasized relational strategies as central to women's communication styles, particularly in informal settings. The current study corroborates this by highlighting how female teachers use anecdotes and topic shifts to foster inclusivity and support, enhancing professional relationships. Similarly, Saradifa

(2020) observed that conversational deviations often served relational purposes in workplace 93 drama scripts, such as conflict resolution or team-building. These findings further support the idea that maxim violations in informal settings can strengthen interpersonal dynamics.

Task-Oriented Communication

Coates (2022) and Brumark (2006) noted verbosity and assertiveness as common features of men's communication styles, reflecting efforts to dominate conversations or assert expertise. The current findings extend this perspective by contextualizing verbosity within educational hierarchies, where task-focused goals occasionally result in conversational digressions. Additionally, Monika et al. (2020) highlighted how task-oriented communication fosters efficiency in professional environments, emphasizing the importance of clarity and adherence to pragmatic principles. In this study, male teachers' verbosity reflects their alignment with task-oriented expectations, even when it results in conversational deviations.

Cultural Norms and Intersectionality

Bahadır (2022) and Çağlayan (2023) established that cultural norms affect conversational tactics, especially in narrative and comedic circumstances. This study confirms their findings by demonstrating how cultural expectations influence communication strategies. In the study, female educators employed relational techniques, whereas male educators conformed to assertiveness norms, illustrating the interplay of cultural expectations and professional dynamics in both formal and informal contexts.

This study highlights the significance of intersectionality in comprehending gendered communication patterns in teacher-to-teacher interactions. The findings, derived from analyzed studies, emphasize the interplay of gender, cultural norms, and professional responsibilities in influencing conversational tactics within educational contexts. These contributions underscore the necessity for teacher education programs to cultivate inclusive and flexible communication methods, enabling educators to proficiently traverse varied professional settings. By considering intersectional factors,

teacher education can promote fairness, collaboration, and inclusivity within educational environments.

Future Directions in Intersectional Research

Building on these findings, future research should explore how conversational maxims are observed or violated across diverse cultural, institutional, and disciplinary contexts. As suggested by Al-Shboul (2022) and Mohammed (2020), cross-cultural and longitudinal studies could provide deeper insights into how socio-cultural norms and professional identities shape communication.

Research on communication training programs could also evaluate their impact on professional relationships and collaboration among teachers, offering evidence-based recommendations for teacher education curricula. By examining the interplay of gender, culture, and professional roles, such studies could further enhance the inclusivity and effectiveness of teacher communication.

This study examines the complex dynamics of teacher communication, offering a detailed examination of the adherence to and transgressions of Grice's Maxims in professional educational contexts. The research provides a complete framework for understanding the elements influencing teacher relationships by examining the interplay of teacher education, intersectionality, and cultural norms. This comprehensive approach emphasizes the simultaneous need of task-focused and relational communication, illustrating the impact of contextual, cultural, and gender-specific factors in professional interactions.

By addressing these dimensions, future research and teacher education programs can advance equity, inclusivity, and collaboration in educational settings, ensuring that teacher communication contributes to a more cohesive and supportive professional culture. This study serves as a foundation for these efforts, providing a richer understanding of the complex dynamics underlying teacher interactions and their implications for educational success.

CHAPTER VI

CONCLUSION AND IMPLICATIONS

Conclusion

This chapter has presented a thorough analysis of the findings about adherence to and violations of Grice's Maxims among male and female educators, highlighting the influence of gender, context, cultural norms, and professional duties on communication patterns. The study has shown intricate communication patterns affecting teacher-to-teacher relationships and their broader implications for promoting effective collaboration in educational settings through the integration of quantitative and qualitative analysis. The results indicate that female educators exhibit a greater compliance with Grice's Maxims, especially in formal contexts. Their communication emphasizes clarity, honesty, and relevance, promoting mutual understanding, collaboration, and a constructive professional environment. This compliance demonstrates a relational communication approach consistent with their functions as mediators and collaborators, highlighting the capacity of relational techniques to enhance inclusion and team unity in professional engagements.

In contrast, male educators demonstrated elevated rates of violations, especially with the Maxims of Quantity and Manner. These infractions, frequently marked by verbosity or ambiguity, were more common in casual circumstances. Although male teachers' task-oriented communication styles enhance directness and efficiency in goal-oriented conversations, the recurrent violations indicate opportunities for growth, especially in preserving relevance and clarity. Addressing these deficiencies may necessitate specialized communication training that highlights equitable and inclusive dialogue techniques.

Intersectionality and Contextual Influences

The results emphasize the significance of intersectionality in influencing communication dynamics. Intersecting identities—such as gender, occupational roles, and cultural conventions—interact to affect compliance with and breaches of Grice's Maxims. Female teachers' relational techniques reflect gendered norms and are influenced by their 97 responsibilities as partners in professional settings. Likewise, the verbosity of male educators mirrors wider anticipations of male aggressiveness and

leadership, colliding with hierarchical and task-focused objectives in formal environments. Cultural standards profoundly shaped conversational methods, especially in informal contacts, when humor and indirectness were employed to enhance relational strength. These findings underscore the necessity of preparing educators with the competencies to operate within multicultural and multilingual environments, acknowledging cultural variety as an asset in professional collaboration.

General Implications

This study highlights how very important it is to communicate cooperatively in professional settings and how important adherence to Grice's maxims is. When staying clear, relevant, saying the truth, and coherence take place during the interaction, educators may cooperate effectively and avoid misunderstandings greatly. In such a case, discussions will be more productive since all the conversations stay within the frameworks of their subject.

In essence, the cooperative principles established within the work go beyond the realms of educational practices. They provide excellent opportunities for better interactions among colleagues in different professional spheres as well as in personal spheres. It gives a perspective and understanding necessary in everyday life to cross communication barriers among individuals and groups belonging to various disciplines by stressing upon Grice's maxims for better clarity, coordination, and coherence.

Pedagogical Implications

The findings of this study have significant implications for educational practice, particularly in promoting effective communication among teachers and between teachers and students. One of the key applications lies in teacher education. In-service training programs should incorporate modules on cooperative communication, emphasizing the importance of adhering to Grice's Maxims. These modules could focus on strategies for balancing relational and task-oriented communication styles, providing educators with practical tools to enhance their interactions in both formal and informal contexts. The second important implication is that of the improved collaborative practices. With making the teachers reflect upon being too talkative or their digressions, teamwork and decision-making will be furthered. Such self-awareness and discussion over effective communication will make an educational team more cohesive and

powerful.

Another important pedagogical implication is classroom modeling. In this regard, the teachers can model clarity and relevance by using effective communication strategies in the classroom while interacting with their students. This approach also enhances the development of good communication skills among students, which may be helpful in their future academic and social lives.

The final implication of this study is the sensitivity to communication styles influenced by gender in educational settings. Such awareness of tendencies in gender-influenced communication patterns will help a teaching team create an atmosphere of mutual respect and understanding, thus assuring more harmonious and collaborative environments. Educators will be capable of providing a professional culture to support effective interactions and reduce misunderstandings by valuing the diversity of styles in communicating.

These pedagogical implications point to the importance of developing communication-focused strategies included within the teacher training and professional practice that will provide for effective and inclusive educational environments.

Suggestions for Further Research

Therefore, the following set of proposals could contribute to further developing an understanding of communication dynamics in education based on the findings. Cross-cultural comparative studies will demonstrate how Grice's Maxims are adhered to or disregarded in various educational settings due to cultural norms. These kinds of studies may also highlight comparable universal traits in communication alongside culture-specific differences, thus providing a global perspective on the principles of conversational conduct found within education.

Another area of interest is student-teacher interactions, focusing on how teacher adherence to Grice's Maxims impacts classroom dynamics. Researchers could examine the relationship between conversational clarity and relevance and student engagement to reveal exactly how effective communication contributes to a supportive and stimulating learning environment.

Future studies could explore the impact of teachers' communication styles on student learning outcomes. Investigating how the clarity and relevance of teacher discourse contribute to student achievement would provide a clearer understanding of the connection between effective communication practices and educational success.

A longitudinal approach enables researchers to examine the evolution of professional communication over time. By tracking changes in adherence to conversational norms, particularly in relation to professional development or shifts in educational practices, researchers can assess the long-term impact of training programs and systemic changes on teacher communication.

These research directions would enable more profound theoretical development in the understanding of communication dynamics in education and provide practical insights into improving teacher interactions, increasing student engagement, and enhancing learning outcomes across diverse contexts. This study contributes to the growing body of research on effective communication in education by applying Grice's Cooperative Principle to gendered communication patterns among teachers. The findings highlight the importance of understanding conversational dynamics to foster effective collaboration and teaching practices.

By aligning theoretical principles with practical recommendations, this study underscores the need for cooperative communication as a cornerstone of professional interactions in education. The implications and suggestions aim to inform future research, guide professional development, and support the creating of stronger, more collaborative educational communities. Effective communication among educators will enhance professional relationships and student outcomes, improving educational practices

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APPENDIX 1: DECISION OF THE ETHICS COUNCIL

REPUBLIC OF TÜRKİYE
TOKAT GAZİOSMANPAŞA UNIVERSITY
THE DECISIONS OF THE ETHICS COUNCIL FOR THE RESEARCH
IN SOCIAL AND HUMAN SCIENCES

THE DATE OF THE DECISION	SESSION NO	THE NUMBER OF THE DECISION
26.12.2023	20	01-68

The University Ethics Council for the Research in Social and Human Sciences convened under the presidency of Prof. Dr. Nail YILDIRIM.

DECISION 20.62- The act dated 21.11.2023 and numbered 364967 by dean of the faculty of education was discussed.

It was unanimously decided that the applications to be performed and the data collection tools to be used by the researchers whose details are given below conform to ethical principles.

THE TYPE OF THE RESEARCH STUDY	Master's Thesis
THE TITLE	A Gender-Based Analysis of Observance and Non-Observance of Gricean Maxims Among Female and Male Teachers at the Same School
THE THESIS ADVISOR/ AUTHOR	Assistant Prof. Dr. Elham ZARFSAZ Sevda DURMAZ (Department of English Language Education)
THE OPINION OF THE REPORTER	ADEQUATE

DECISION 20.68-The session was terminated as there was no other item to be discussed on the agenda.

Prof. Dr. Nail YILDIRIM
The Chairman of the Ethics Council
(Signature)

Prof. Dr. Mehmet Serkan UMUZDAŞ
ViceChairman
(Signature)

Prof. Dr. Emine ÖĞÜK
Member
(Signature)

Associate Prof. Dr. Muhittin DEMİRAY
Member
(Signature)

Prof. Dr. Mehmet KARGÜN
Member
(Signature)

Associate Prof. Dr. Tuğba KILIÇER
Member
(Signature)

Associate Prof. Dr. Hüseyin Baha ÖZTUNÇ
Member(Signature)

APPENDIX 3: THE AUTHOR'S CV