

## **Conversational Implicature and Cooperativeness in D.H Lawrence's *Sons and Lovers***

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### **ABSTRACT**

*This study examines the conversational implicature and the use of cooperative principles in the novel Sons and Lovers (1913) by D.H. Lawrence (Lawrence). Men and women inhabit different worlds, which gives rise to differentiated meanings attached to words. There is a significant interest in the pragmatic variation linked with the speakers in the novel. Research conducted to date in anthropology and education clearly states that conversational implicature and cooperativeness in utterances are important social variables that should be analysed through the most common cultural codes of society, which is its language. The purpose of this study is to identify the types of conversational implicature and the cooperative principles used in various relationships in the text and the reason behind its use during the industrialisation era in the novel. The selected utterances from the novel are analysed using Gricean cooperative maxims which are then related to the social norms during the industrialised era in the novel. This study allows readers to understand the rules governing successful conversational interaction. The findings show that the success of a conversation depends upon the various speakers' approach to the interaction. In the novel, conversational implicature among the characters gives immense meaning with virtually little actual speech.*

**Keywords:** Conversational Implicature, Cooperative principles, Implication, Maxims

### **INTRODUCTION**

#### *Background to the Study*

Grice's theory is predominantly associated with the Cooperative Principle (CP) and the related maxims that coordinate the exchange of information between individuals involved in interactions. Conversational implicature takes place when a speaker says one thing but conveys something else. Conversational implicature is not acquired from semantics alone as one cannot generate the intended meaning of a speaker's utterance by considering the words and their

organisation in isolation. Rather, the context, including a speaker's mutually assumed knowledge, is crucial to determine a speaker's meaning. Grice's framework is noticeably a social psychological model of communication where speakers must mutually assume cooperativeness to be successful in a communication. This study will enable readers, especially academician and students to understand that implicature is a message that is not found in the plain sense of the sentence in the text. Therefore, it is essential for readers to be able to deduce and read between the lines the meaning in the speech, by being perceptive to the convention central to a successful communication. For a conversation to be successful, the various approaches by a speaker to the interaction are vital. In the Gricean pragmatics observation, pragmatically presumed connotation is closely dependent on the context and the maxims or codes that are linked to the progress of the speaker's anticipated meaning (Levinson, 2000).

### *The Cooperative Principle*

Grice's notion of the CP and its four related maxims are regarded as a major contribution to the area of pragmatics as it plays a vital role in the generation of conversational implications and in exposing how human interaction is directed by the principle. Grice's attempt has been to introduce a set of general principles, with the purpose of explicating how language users communicate indirect meanings in daily conversations. A fundamental assumption is made when speakers cooperate with each other to build meaningful conversation. The CP presupposes that speakers implicitly decide to cooperate when they make their inputs as required by the phase of the talk, while observing the four maxims (Grice 1975). When a conversation is taking place, qualitatively the speakers construct their contribution to be truthful. Quantitatively, they provide adequate information. In the maxims of relation and manner, speakers make their contribution relevant and avoid ambiguity respectively. Therefore, speakers attempt to provide meaningful and productive utterances to encourage the conversation to continue. The feedback or response from the listeners is to assume that the conversational partners are doing the same.

### *About D.H Lawrence (1885-1930)*

Lawrence, a well-known novelist, short-story writer, poet and essayist, continues to be popular among the universal reading public, partly because he maintained conventional syntax and grammar and reasonably honest plots in his work. Lawrence's novels are mostly autobiographical in nature as they depict his life experience. The son of a miner and a school-teacher, Lawrence felt himself both fascinated and revolted by his father's working-class way of life. Many of the male protagonists created in his novels, are the sons of the working class who break away from their apparently binding fates and associate themselves with middle or upper-class women with the intention of seeking a better life. Lawrence's handling of the life of the working classes lingers on themes connected to naturalism and his approach to these themes is less distanced and rational. Lawrence is one of the prominent proponents of post Elizabethan English literature. His classical *Sons and Lovers*, depicts a moving description of the conventional activities of people living in a growing industrial society.

### *Summary of Sons and Lovers*

*Sons and Lovers*, published in 1913 narrates the story of the Morel family, living in the industrial era. The main characters, Mr. Morel and Mrs. Morel live in a village in the north of England. Mrs. Morel, who comes from a family of upper class, is an intelligent and a capable character while her working class husband Mr. Morel, is an illiterate coalminer who is an alcoholic and is often violent. Due to class division, both do not understand each other and eventually, Mrs. Morel is extremely miserable. She dedicates all her affection and aspiration to her four children. The eldest son, William marries a girl against his mother's requests. Tragedy strikes and William becomes ill and dies. After William's death, Mrs. Morel's love and expectations fall on Paul, who is talented and artistic. From this stage onwards, the focus of the novel is on the conflict between Paul's love for his mother and his need to grow up. Mrs. Morel does not get along very well with Paul's love interest, Miriam. As time passes by, Paul wishes to leave home but he cannot leave his mother. Eventually, his relationship with Miriam fails and he begins a new relationship with Clara, a more suitable woman. Meanwhile, Mrs. Morel dies of cancer and Paul who is grief-stricken, eventually begins a life anew.

### *Society and Industrialisation in the Novel Sons and Lovers*

Industrialisation has endowed the modern civilization England with rapid and much progress but at the same time it has snatched away the vitality of life. Lawrence's *Sons and Lovers* is an authentic document of the English lower class life in the beginning of the twentieth century. In this novel, the mining people, their mental attitude, modes of life, conducts and the yearnings for domestic pleasures and concerns are depicted in an industrialised society. Industrialisation and its strict moral regulations dominate nature and restricts the needs of the characters. Factory life with its forced limitation and extended working hours segregate the male characters from the natural world. It deeply disturbs the family life of the working people from coal mines as extended families encounter difficulties and relationship is deteriorating. This study aims to demonstrate how industrialisation is becoming a factor leading to disintegration of family bonds as a result of constraints in relationships. To avoid disintegration among the characters, they try to sustain their relationship through the use of the CP.

### *Social Norms and Relationships in Sons and Lovers*

Social norm is related to the conventional and ethical rules that are considered by society to be obligatory for individuals. The basis of what is considered appropriate or acceptable in terms of the society's perceptions about relationship and social norms will be established through the conversation implicatures among the characters in the novels. Conclusions are drawn from the characters' words and actions or where necessary with reference to the existing laws of the industrial era. It is safe to assume that as members of a society, the behaviour of the characters are reflective of the general public, as are the laws governing their lives. The unhappy class distinction marriage between Mr. and Mrs. Morel leads to many problems in their family especially with their four children. The couple could not tolerate their mismatched relationship that destroys all the possibilities of their matrimonial happiness. This incompetence destroys the mental and psychological development of the children as well. They gradually realize that they loathe their father and respect their mother.

### *Rationale for Analysing Grice's Cooperative Principles in Fictional Conversations*

The CP could be applied to analyse naturally occurring conversations as well as to fictional discourse. Natural conversation and fictional conversations may be different in various approaches but there are fictional conventions working together to govern the latter. Particular structural and functional principles regulating fictional conversations, similar to natural conversations, are crucial for readers to recognise and process mentally in order to understand the conversation (Toolan, 1987).

### *Application of Cooperative Principle in Language Learning and Teaching*

Analysing western canon classics from the linguistic perspective offers students learning English the prospect to comprehend, analyse and evaluate language on their own (Law, 2014). Through creative thinking skills, learners will be able to understand the CP of fictional conversations from the perspective of the author and in this case, Lawrence. Besides, recognising conversations through the experiences of characters may allow students to understand people's lives during a different era. Acquiring an extensive view of society, through perception of the author, nurtures thoughtfulness, open-mindedness and empathy as the significance of these dimensions cannot be undervalued in today's world (Law, 2014). Besides, employing the CP in fictional conversations could develop creativity in English Language learning and teaching and may be useful in increasing students' communicative proficiency through studying new vocabularies and recognising various grammatical structures according to their levels.

### *Problem Statement*

A speaker's implication is different from what is uttered and from what the words imply (Grice, 1975). Although there are many articles and books written on Lawrence's life and works, there is no detailed research done to connect his novels to the implied meaning in the utterances of the characters created by Lawrence. Studies done were mainly on analytical survey of the plot structure and the characters without exploring deeper into the characters' conversations. This is especially so within conventions practiced during his era in the early twentieth century. There are other eminent merits in the works of Lawrence, which must be looked into as he is one of the most versatile and influential authors in 20th-century literature. The difference between a speaker's meaning and the linguistic meaning in Lawrence's work is crucial for readers to understand his work more comprehensively. His novel *Sons and Lovers* is significant for the picture it presents of working-class people living in Nottinghamshire, England. Lawrence's loathing with industrialisation is evident in his novel, through the characters' constraints in their utterances.

### *Objectives of the Study*

The study examines the conversational implicature and the use of cooperative principles in the novel *Sons and Lovers* during the early twentieth century. The study focuses on the following objectives:

1. To identify the cooperative principle used in the various relationships in conversations.

2. To analyse the speakers' purpose of using implicatures in their conversations.
3. To find out the characters' response and constraints in dealing with indirect utterances during the era of industrialisation.

### *Significance of the Study*

The CP could be practical to analyse natural conversations in addition to to fictional conversations. Examining the CP helps readers to comprehend the implied meanings which are called *implicatures* in fictional discourse as well as get a glimpse into the communicative purpose of the characters. As social beings, it is a fundamental aspect of language users because "The physiological, mental and even the spiritual needs of the individual remain unsatisfied if he does not agree to cooperate with his fellow members of society" (Sharma and Sharma 1997: 232-33). The theory of CP is significant for English teaching and learning in many ways. The use of CP is one of the main principles which can help students' communicative ability and competence especially in spoken English and reading. The essential information on CP may be useful in guiding the analysis of fictional discourse in teaching and learning. In addition, this study may also serve, as a catalyst for keen researchers who aspire to investigate more into examining conversational implicature during the early twentieth century society of Lawrence's novels or learn more in depth his other novels. From this study, readers may be able to further understand that implicature is a message that is not found in the plain sense of the sentence in the text.

### *Scope of the Study*

The scope of the study is restricted to analysing selected conversations among several characters in the novel *Sons and Lovers*. The selected utterances from the novel are analysed using Gricean cooperative maxims which are then related to the social norms practiced during the industrialised era in the novel. Further analysis includes examining the constraints experienced by the characters during that period of time.

## **LITERATURE REVIEW**

The propositions on Grice's concept for fictional and linguistic theory have only begun to be studied in the last few decades. According to Grice (1989), to have a successful communication, cooperation is vital among the speakers. Grice stressed that there is a limitation to his maxims. The maxims are only suitable for language that is applied for the 'maximally efficient exchange of information', and they can be be *modified* so as to be relevant to other situations (28).

Ladegaard (2008) commends that both the semantic and the pragmatic aspects of an individual's interaction together with the linguistic knowledge that is essential for the discernment and understanding of implication in any communicative conduct, should be examined in any principle of CP. He contends that Grice's notion is limited to the semantic feature of a conversation and is understood to be centered on pragmatics, or related to the context that guide to deduce the speaker's intentions. Ladegaard (2008) mentions that a broader view should be considered in Pragmatics, instead of employing the conventional interpretation to language and communication where human interaction is seen as inherently defective and

challenging. He indicates that Grice is particularly subjective concerning cooperation in speaking. Grice's belief is that a person speaks rationally, and everyone attempts to be "good" speakers. In his analysis, Ladegaard (2008) examined two modes of cooperation associated to a Gricean concept, namely, "social goal-sharing and linguistic goal-sharing". In this analysis, several teachers conducted interview on students concerning their future career. The purpose was to investigate attitude-behaviour relations in language. Ladegaard's results indicate that the students' conversations are not cooperative and not accommodative, and these are the desired discourse strategies employed by them. In short, during the interview sessions, students, preferred to miscommunicate instead of communicating successfully. Ladegaard considers that social and psychological circumstances regulate people's intention to decide whether to choose to cooperate or not to cooperate in a conversation.

In another study, Davies (2007) contends there are conflicting analyses of the "cooperation" concept derived from the divergence between Grice's usage of this term with a technical meaning, and the more general meaning of the word. It is not a term that is recurrent in Grice's understanding, and is not the fundamental force in his examination of the mechanisms of language. When these two interpretations are applied to the same field of study, confusion is created among linguists. It appears that the CP works with a connotation that is closer to the common meaning of "cooperation" (Davies, 2007).

Several researchers assert that Grice's CP and the maxims are used worldwide. Ouliaeinia (2003) in her study asserts that in daily and scientific spoken discourse, speakers have to be precise and direct in order to communicate the information. This is to ensure that information is conveyed swiftly and explicitly as possible. Therefore, the sensible practice of ambiguity in language is not much valued in logical discourse. However, in literary discourse, speaking ambiguously and delaying the perception of the entire meaning are believed to be suitable features and not flaws. The researcher reasons that rationality and cooperativeness are features shared by all speakers worldwide and thus, non-cooperative dialogues should be considered as cooperative bearing in mind more global themes incorporating listener and speaker. Cappella (1995) also states that declining the CP as a rule may lead to incompetent and incomplete interactions. However, Grice did not explicitly state that his concept had universal function so the assumptions may be incorrect among these scholars. In addition, Sarangi and Slembrouck (1992) evaluated the Gricean statement for the regularity of CP. The researchers utilised Gricean pragmatic method to institutional discourse and recommended that Grice's framework should incorporate societal aspects for example the social status of the speakers. They stated that to be able to abide by Gricean notion of CP, institutions would be expected to accept the client's opinion and goal as its own, or act towards negotiating a 'mutually accepted goal'." In another study, Levinson (2000) assumes that the Gricean CP is interpreted as a model for communication. According to the scholar, CP provides stimulating outcome where it provides an explanation on how communication may be accomplished in the nonexistence of any conventional methods to express the anticipated message. A consequence is that it delivers explanation on how more can be communicated when what is actually said is understood. Nevertheless, several strategies can be used appropriately if cooperativeness does not entirely apply (Pratt 1986).

According to Gazdar (1979), Grice's elaboration on modifying the maxims did not take place but his formulation is widely used in literature studies. In non literary utterances however, speakers always communicate in ways which are non-cooperative. Cooper (1977) suggests that the existence of conversational implicature is a variable feature of literary style which can distinguish one literary genre from another. She also relates the writer's development of dialogic plot-description to Grice's second maxim of quantity that is regularly violated.

A number of researchers have doubted or excluded the universality as well as the practicability of Grice's CP. Grice's theory is found to be too prejudiced towards the concept of cooperation in human conversation (Ladegaard, 2008; Davies, 2007; Sarangi & Slembrouck, 1992). Grice did not explain what would happen in situations where people prefer using non-cooperative strategies or how the CP justifies miscommunication. However, studies conducted previously found that the use of CP works better in the analysis of literary studies compared to natural conversations (Gazdar, 1979; Cooper, 1977). Limited studies have been carried out on the appropriateness of CP in relation to literary text. Therefore, analysing fictional conversations is necessary for learners to understand how CP works and it may provide opportunity for learners and future researchers to understand and link the significance of CP to natural conversations.

## **METHODOLOGY**

This study is conducted to analyse Grice's CP and maxims found in selected conversations among salient the characters in Lawrence's *Sons and Lovers*. The focus of the study is to examine the CP and conversational implicature during the characters' conversations. The study is analysed using the qualitative approach in order to explore the characters' use of CP and the maxims. He characters may flout the maxim but the conversations are expected to continue due to cooperation among the speakers. The characters' conversations are rational agents for the study to expose the meaning or the intended message exchanged during the conversation. Grice (1975: 45) proposes "Make your conversational contribution such as it is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchanged in which you are engaged." This is the principle that the conversational partners are expected to observe in this study.

### *Sample and Procedure of the Study*

The sample for this study is taken from Lawrence's novel *Sons and Lovers*. The novel contains two parts (Part one and Part two). Part one is about the early married life of the Morels and their young children. The second part is about their children who have grown up. Seven sets of dialogues from significant main characters and minor characters are extracted from the novel as the research data to analyse the conversational implicatures. The conversations are selected based on a range of characters who are experiencing various issues in their lives. The analysis of the data is carried out by using Grice' model for conversational implicature and discussions are based on how the characters are linked to the social norms during Lawrence's era. Secondary sources are also used as reference for this study.

Conversation is an important aspect in fiction as it performs two crucial functions. The novelist “uses conversation to throw light on character and carry a story forward” (Boulton 1975: 102). The conversation between a speaker and a listener is conducted on the assumption of cooperation to make their messages clear. The CP is separated into four maxims which are known as the *Gricean Maxims*. The maxims describe the precise coherent principles followed by speakers who abide by the cooperative principle. These principles facilitate successful communication. The descriptions of the maxims are given in Table 1.

**Table 1**  
 Gricean Maxims

No.	Maxims	Meaning
1	Quantity	<ul style="list-style-type: none"> <li>• Make your contribution as informative as required. (Don't say too much or too little.)</li> </ul>
2	Quality	<ul style="list-style-type: none"> <li>• Make the strongest statement you can.</li> <li>• Do not say what you believe to be false.</li> <li>• Do not say that for which you lack adequate evidence.</li> </ul>
3	Relation	Be relevant. (Stay on topic.)
4	Manner	Avoid obscurity of expression. <ul style="list-style-type: none"> <li>• Avoid ambiguity.</li> <li>• Be brief (avoid unnecessary prolixity).</li> <li>• Be orderly</li> </ul>

(Johnstone, 2008)

## ANALYSIS AND DISCUSSIONS

The analysis and discussions are based on the four maxims explained in Table 1 and the examination of the maxims is linked to the social norms during the era when the novel was written which is the early twentieth century. The relationships among the characters are important elements that influence the type of utterances made in the study.

### *Analysis of the conversations*

Seven set of utterances are analysed based on various characters and relationships. Each set of extract illustrates dialogues between two characters This is done to show the different ways ideas are understood and figured out when the maxims are flouted and the CP is followed.

Extract 1 represents conversation between a husband and a wife.

**Extract 1**

Mr. Morel: Is there nothing to eat in the house?  
 Mrs. Morel: You know what there is in the house.  
 Mr. Morel: I asked a civil question, and I expect a civil answer.  
 Mrs. Morel: And you got it.

Source: Sons and Lovers 1913:38

**Maxim Violated: Quantity.**



**Why:** There is clash between **quantity** and **quality**. Mr. Morel wants to know if there is dinner at home but Mrs. Morel gives a weaker, less informative statement (hence the quantity violation).

**Maxim Violated: Quality;** knowing that “And you got it” does not, in fact, take the pressure off. Mrs. Morel is saying something obviously untrue.

**Implication:** By uttering information which is apparently untruthful, Mrs. Morel is implying that the *opposite* is true (sarcasm). The accurate value or the serious undertone being put across here is most likely “That actually puts a great deal of stress on me” and possibly, the true meaning is, “Do not put pressure on me.”

Readers could sense that Mr. Morel is not charming anymore and could not capture Mrs. Morel’s attention. The couple’s good old days are gone as Mr. Morel has become sluggish, an alcoholic, a vicious coward and is constantly with bad company and friends. He also neglects his obligation towards the family as a father and husband. The situation between the husband and wife is completely hostile and Mrs. Morel remained harsh in managing her husband. In the circumstances of his intoxication or squandering of money, she adopts a relentless attitude whereas her husband opts for rage and indifference. The episode in which Mr. Morel drives her out of house in the wintry night is an apt revelation of this conversation especially in the light of the fact that she was pregnant. Mrs. Morel’s sarcastic indirect utterances are important during the industrial era to convey implicit meaning but at the same time choose to be cooperative in the communication. Inference is gained with a vital reasoning process. Even if the husband and wife have problem they are in some sense cooperating to tolerate each other for the benefit of the household and their children. The social norms of conventional marriage of the working class during the Industrial era require men and women to marry within the same social status. The constraints in the marriage between Mr. and Mrs. Morel result from marriage between two different social classes.

In Extract 2 the conversation is taking place between Mrs. Morel’s and her son’s lover, Miriam. Miriam went to visit Paul at his home. Mrs. Morel is unhappy with Miriam and Paul’s relationship.

**Extract 2**

- Girl: Is Mr. Morel in?
- Mrs. Morel: My husband is at home.
- Girl: I...I mean young Mr. Morel.
- Mrs. Morel: Which one? There are several.
- Girl: I...I met Mr. Morel...at Ripley.
- Mrs. Morel: Oh...at a dance.
- Girl: Yes
- Mrs. Morel: I don’t approve of the girls my son meets at dances. And he is not at home.

Source: Sons and Lovers 1913:53

**Maxim Violated: Manner;** Mrs. Morel is using unnecessarily complicated and confusing words and construction.

**Implication:** Mrs. Morel does not wish to give an answer to the question.

Miriam asks a question and Mrs. Morel's literal reply is very complicating. At the literal level, Mrs. Morel does not seem to be following the maxim of manner. She could have given a simple reply like *He is not at home*. However, the girl assumes that Mrs. Morel is being cooperative and is following the maxim of manner. Mrs. Morel could have just answered the question directly but she did not, so the extra information must be necessary. Therefore, Mrs. Morel was being as clear and comprehensible as she could be. Due to this reason, Miriam infers that Mrs. Morel's complicated information is somehow important.

Throughout one's lifetime many relationships are established between people that result in either a negative or positive influence on a person. Mrs. Morel's life is unfulfilled so she lives through Paul in a way that is well beyond vicarious in manner. When Miriam asks for Paul, Mrs. Morel's response is indirect and subtle. Mrs. Morel does not approve of all the girls that Paul befriends. This shows her possessiveness and her strong maternal relationship to her son. It is always interesting to compare Mrs. Morel's thoughts on how she thinks should be versus her own actions.

In Extract 3, the conversation is between the mother (Mr. Morel) and her son (Paul).

**Extract 3**

Paul: I've won a prize in a competition, dad.  
Mr. Morel: Have you my boy? What sort of competition?  
Paul: Oh, nothing...about famous women.  
Mr. Morel: And how much is the prize, then, as you've got?  
Paul: It's a book.  
Mr. Morel: Oh, indeed!  
Paul: About birds.  
Mr. Morel: Hm...Hm...!

Source: Sons and Lovers 1913:63

**Maxim Violated: Quality;** Paul is changing the topic.

**Implication:** Either Paul does not want to respond to his father (perhaps he has problems discussing his feelings).

Paul violates the maxim of quality when he says "oh nothing...since he knows his father is not interested in his achievement. The maxim of manner is involved too as Paul is not interested in giving more details about the competition. The implicature here appears that Paul is polite and truthful to his father

**Maxim Violated: Manner;** Mr. Morel is being ambiguous in his response to his son.

**Implication:** Mr. Morel is not interested in his son's prize because it is a book. Paul does not want to respond to his father (perhaps he wanted something expensive).

The maxim of manner is flouted when the father is being ambiguous when he responds to his son's utterance by saying "Oh, indeed!" Conversation is impossible between the father and the son as the impact of industrialisation requires a father to be a dominant figure, but there is still cooperativeness because communication did take place.

Paul's obsession with his mother and the mother's upon him are quietly mutual. When he spends time with his mother, he feels safe and protected. *Sons and Lovers* reveal two quite different kinds of relationships that cannot be separated from each other. The identity of a son points towards a family relationship and this is important for a strong relationship. The conversation above indicates that the father is not much interested in his son's studies and never asks about it initiatively and Paul's answers are brief and unhelpful. Moreover, the indications based on all the questions Mr. Morel asks Paul in the conversation is that Mr. Morel can only think of prizes and rewards which should be in terms of money and learning issues are unimportant to him. Paul experiences constraints when the resistant consciousness on how to deal with the relationships of his father becomes perceptible. Sadly, this consciousness only survives in a few words or phrases. From these words, we know that the conflicts between Paul and his father have become obvious. It is the very relationship which changes Paul's attitude to his father as can be seen in the above extract. During the industrial era, many families were having economic difficulties as they earn too little and they felt that it was unjust to work so long with only a little bit of income. Mr. Morel's constraint is evident when he shows his disappointment with his son's prize

In Extract 4, the conversation is between the mother (Mr. Morel) and her son (Paul).

Extract 4

Mrs. Morel: What's the matter with you?

Paul : Nothing

Mrs. Morel: If you eat no dinner, you're not going to school.

Paul : Why?

Mr. Morel : That's why.

Source: *Sons and Lovers* 1913:65

**Maxim Violated: Relation;** This maxim is not observed when Mrs. Morel's response is not relevant to her son's question.

**Implication:** The answer to Paul's question is indirect. Mrs. Morel conversationally implicates that Paul will have to take his dinner and he will go to school. Hence, the utterances show that there is a relationship between them. Paul's question narrowly restricts the expected relevance of the mother's response. It is fairly easy to see that this expectation warrants the derivation of the implicature, thereby ensuring an inferentially sound interpretation.

To understand the obsessive relationship between Mrs. Morel and her son, it is vital to know what kind of woman Mrs. Morel is. She is a robust character. Throughout the novel, she deals with many problems and goes through a lot of hard times. She has had to deal with her husband Mr. Morel who is an alcoholic, abusive and does not help her in the raising of her children. She tries to make her home a better place by repeatedly trying to restore her relationship with her irresponsible husband. With a little financial aid from Mr. Morel, Mrs. Morel continues to bring up her four children practically by herself. She provides her children the love, self-confidence, and ambition that they require in order to grow and be happy. In the conversation between Paul and her, she has made it clear to her son that she has the final say and implies that their relationship is central in nature. Many children who grew up in the mines developed diseases and probably would not live past their late 40s during the industrial period. Mrs. Morel's constraint is obvious because she loves her son so much that she orders him to eat to avoid getting sick.

In Extract 5, the conversation is between the mother (Mrs. Morel) and her son (Paul).

**Extract 5**

Mrs. Morel: Now, just look at that fuchsia!

Paul : "H'm!" You'd think every second as the flowers was going to fall off, they hang so big and heavy.

Mrs. Morel : And such an abundance!

Paul : And the way they drop downwards with their threads and knots.

Mrs. Morel : Yes! Lovely!

Paul : I wonder who'll buy it!

Mrs. Morel : I wonder! Not us.

Paul : It would die in our parlor.

Mrs. Morel : Yes, beastly cold.

Source: Sons and Lovers  
1913:98

**Maxim Violated: Quality;** Paul is complaining about the flowers being too big and heavy. Mrs. Morel is not telling the truth when she says the flowers would die in the parlour.

**Implication:** Mrs. Morel could not afford to buy the flowers because it is too expensive and Paul understands the situation they are in. When Mrs. Morel says "Not us", she is implying that they will not be able to buy the flowers.

Paul understands his mother by inference and communicates with her effectively in the conversation. His mother always wanted him to go and work in the industry. She feels her dream to achieve her ambition is through her son. Therefore, she goes all the way out for him to go through the interview for his new job. Mrs. Morel lives each moment through Paul because Mr. Morel has failed her. From the above excerpt the cooperative principle is applied when both mother and son construct meaningful sentences and understand the intention implicitly their frustration of being poor. Constraint is evident from the above conversation as Mrs. Morel has to

be careful with the family budget to survive. There was no compensation or laws to support families affected by the terrible working conditions during the Industrial Revolution and this was one of the social norms in the characters' world.

Extract 6 portrays conversation between a couple.

**Extract 6**

Miriam: Has the wind made you tired?

Paul : No, I think not.

Miriam: It must be rough on the road- the wood moans so.

Paul : You can see by the clouds it's a south-west wind; that helps me here.

Miriam: You see. I don't cycle, so I don't understand.

Source: Sons and Lovers 1913:217

**Maxim Violated: Manner;** Miriam is using unnecessarily complicated and confusing words and construction.

**Implication:** Miriam is being sarcastic and Paul understands and is aware of the situation when he mentions how the wind helped him to get to her.

In part two of the novel Paul finds a new life by having a relationship with his new found friend, Miriam. Paul is somewhat fascinated by the new things he learns about Miriam. Miriam's character is very complex. The utterances between Paul and Miriam are complicated but they understand each other well. She is also overpowering, like Paul's mother, which is the main reason why he is attracted to her. This is the reason why she has an effect on Paul. In the utterance "It must be rough on the road- the wood moans so," one cannot follow the sentence because the second sentence contradicts the first sentence. There is no way in which the world could correspond to both sentences simultaneously. However, contradiction does not take place in the characters' utterances and the conversation is mutually consistent. The conversation may leave readers with a captivatingly mysterious question but both the characters understand what is implicated by the utterance. There is a systematic inference where one of the speakers does not try to discourage the other and the other is determined to respond to the utterances.

Miriam is also important to Paul because she is the inspiration to his artwork. Because of her, his artwork is admired by many and the sale is very good. They go on romantic walks together and enjoy nature together as well as inspire each other. They also have serious talks about marriage and life. Miriam learnt French from Paul. Though Miriam is disappointed with Paul because he is influenced by his mother, they still hold on strong to their relationship as understood from the above except. Paul's love for Miriam is strong and renews the strain in the narrative. Man and woman relation attains new growth with a new unconventional love triangle. No matter how angry both Miriam and Paul are they still speak politely and communicate affectively by cooperating with one another in their utterances.

Extract 7 shows relationship between Mrs. Leivers who is Miriam's mother and Clara Dawes, the older, defiant woman with whom Paul is attracted to.

**Extract 7**

Mrs. Leivers: And you find life happier now?  
Clara: Infinitely  
Mrs. Leivers: And you are satisfied?  
Clara: So long as I can be free and independent.  
Mrs. Leivers: And you don't miss anything in your life?  
Clara: I've put all that behind me.

Source: Sons and Lovers 1913:233

**Maxim Violated: Manner;** Mrs. Leivers is using unnecessarily complicated and confusing words and construction.

**Implication:** Mrs. Leivers is expecting more information from Clara but Clara is very brief in her respond to her many questions.

The special reasoning process helps in the idea of inference. The speakers are cooperating in this exchange to make it smoother and beneficial to both. Mrs. Leivers utters the sentence “And you find life happier now?” and in so doing conveys its literal meaning. Clara (in the spirit of cooperation) is being as informative but controls her exchange and Mrs. Leivers (assuming she is being cooperative) believes this. Clara does not give much information about what makes her happy. Since Clara does not give much information, then Mrs. Leivers must know otherwise. So, Mrs. Leivers infers based on what Clara does not say and gives appropriate response and cooperative exchanges take place. The social norm during the industrial setting has taught people to share less information with people who are not family members as gossiping is common then as it is now.

## **DISCUSSIONS BASED ON THE OBJECTIVES**

The main characters in the novel when talking to each other are usually cooperating. This is because they have to make an effort to ensure successful communication. This effort is achieved by following all the **maxims of conversation**. The four maxims flouted or observed in the conversations are: **the maxim of quality** (be truthful), **the maxim of quantity** (do not say less/more than required), **the maxim of relation** (be relevant) and **the maxim of manner** (be perspicuous).

From the above examples, the characters do flout maxims to create implications to get across a message. In the novel, conversational implicatures occur from a blend of language and situation. Comparable utterances insinuated different implications at different situations. The CP has allowed the characters to engage in conversations as a polite way of keeping away from face threatening acts. For instance, if Mr. Morel asks his son to lend him five pounds, the son may find it difficult to refuse politely. If he simply says that he has to walk home, the implicature is he has no money. Here, it can be understood that even if Grice's dissimilarity involving what is uttered and what is implicated is not comprehensive, the theoretical approach obtained from it seeks to decrease the problem on semantics (Bach, 2000; 1994).

## CONCLUSIONS

The issue concerned is whether using Grice in the interpretation of literary discourse can practically guide our reading. On the character-to-character level, the maxim of quality operates in a way analogous to real-life interactions. Characters will lie, or exaggerate, or conceal. The only difference is that, sometimes at least, the reader may know more than the characters, and so be in a better position to arrive at possible implicatures not available to them. As discussed in the above analysis, for many years, people have been trying to understand indirect meanings and abilities. Therefore, the factors influencing conversational implicature, whether it is the linguistic or non-linguistic factors, Grice's maxims of the CP have been significantly attracting people's interest. Grice's conversational implicature theory influences ideas deeply, especially in understanding conversations. In this study, it emphasises using the Grice's Conversational Implicature Theory to guide readers to understand implications and make assumptions. Grice model makes it clear that understanding what the speaker means by an utterance is a matter of inferring his/her communicative intention, and the effort is on the listener to use related information to get at what the speaker intended to communicate.

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