Research on the Effects of Intelligence Participation on Understanding Implication and English Classroom Teaching

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Abstract
Implication is a special speech phenomenon. In social communication, implication is an important part of speech communication. Implication means that the speaker does not speak his original meaning, not only including actual meaning of speech, but also including the additional meaning. However, this additional meaning needs to infer from the form of speech, that is, the hearer's intelligence participation. This article uses speech act theory, conversational implicature and relevance theory of Pragmatics and points that intelligence participation is an inferring ability. The understanding of the form of speech cannot separate from human beings' intelligence participation. And the better understanding of the effect of intelligence participation can benefit the English classroom teaching.

Key words: Implication; Intelligence participation; Meaning; English classroom teaching

INTRODUCTION
Meaning is one of the most difficult questions in Linguistics. And the meaning of speeches is equipped with many levels. Linguistics explores the use of language. And its communicative process is the process of conveying the meaning of conversations, including two aspects, that is, the speaker who conveys the meaning and the listener who understands the meaning. The object of the study on Pragmatics is about different kinds of pragmatic meanings. It is the speaker’s different presupposition-supposed intentions. These redundant meanings are implicit expressions of language use. Implication mainly refers to the explanation of this “potential meaning”.

The developing process of pragmatics (from Speech Act Theory, Cooperative Principle to Relevance Theory) displays great concern about the participation of “human factors”. However, in speech communication, human beings’ participation embodies participation of thought, that is, human beings’ intelligence. People should understand the real meaning of the form of speech from the perspective of the hearer. This paper reflects the trend of dynamic development of pragmatics, that is, factors of human beings’ cognitive psychology in speech communication are not ignored.

The research on this paper is implication and the emphasis of it is intelligence participation. A large number of forms of speech are analyzed in this paper, combined with Grice’s Cooperative Principle and Conversational Implicature, Searle’s Indirect Speech Act Theory and Sperber & Wilson’s Relevance Theory. The aim is to analyze and understand the phenomenon of implication better and arouse some scholars’ interest. At last, it may promote further development of the phenomenon of implication and benefit English teaching.

1. THEORETICAL BACKGROUND
1.1 Grice’s Cooperative Principle and Conversational Implicature
In discussing the Cooperative Principle, Grice subdivides this general principle into more detailed and explicit maxims. There are four maxims: Quantity Maxims,
Quality Maxim, Relation Maxim and Manner Maxim. These four maxims summarize the basic requirements of objective things as reasonable existence (Grice, 1975). It nearly covers all the aspects in people’s communication and has certain representativeness. However, implication which is through violating the four maxims is usually met in actual communication. Grice believes that if the speaker violates cooperative principle apparently in language communication, he may be intentional. The hearer will infer the purpose of violating cooperative principle apparently according to the context, that is to say, understanding implication which produces through violating Cooperative Principle. The examples of this aspect can be seen in some works and papers which talk about cooperative principle. In fact, the important one is not to analyze that the speaker violates some maxim when the hearer infers the implied meaning which the speaker wants to express. “We may summarize conversational implicature as a type of implied meaning, which is deduced on the basis of the conventional meaning of words together with the context, under guidance of the Cooperative Principle and its maxims.” (Hu, 2002)

1.2 Searle’s Indirect Speech Act
The indirect meaning of sentences which Indirect Speech Act involved is quite clear. That is the communicative intention and communicative purpose which sentences are in the context: Context is the prerequisite that sentences express indirect meanings. The meaning which the speaker expresses is not consistent with the corresponding sentence,” “which the speaker refers to not only is the direct meaning he expresses, but also is something that is beyond this meaning.

The problem posed by indirect speech act is the problem how it is possible for the speaker to say one thing and mean something else; or how it is possible for the hearer to understand the indirect speech act when the utterance he hears and understands means something else. This problem is therefore two-dimensional, both on the productive end and on the interpretative end. The solution suggested by Searle is like this: in indirect speech acts, the speaker communicates to the hearer more than he actually says by relying on their mutually shared background information, both linguistics and non-linguistic, together with the general power of rationality and inference on the part of the hearer. In order to explain indirect speech acts, we therefore need to resort to speech act theory, the cooperative principle, and the knowledge of the speaker and the hearer’s shared background information, at the same time taking account of the hearer’s ability to make inferences (He, 2006).

Searle believes that the speaker depends on linguistic knowledge and non-linguistic knowledge to infer implication (Searle, 1975). Understanding the process of indirect speech is an inferring process. The advantage of this kind of inference lies in understanding two levels of the actual meaning: literal meaning and implication. The disadvantage is that it denies the inference of direct speech.

1.3 Sperber & Wilson’s Relevance Theory
Relevance Theory’s development is based on Grice’s theory, the core of which is ostensive-inferential mode. This is a specific pattern of cognitive psychology. That is to say, there are two processes of speech communication: the speaker’s ostensive process and the hearer’s inferential process. Ostensiveness means the hearer infers the implied intention explicitly (Sperber & Wilson, 1986). Inference means the hearer infers the implied intention according to the speaker’s ostentiveness. Every utterance communicates a presumption of its own optimal relevance, which is through speech information and context presumption to find out the strongest context effect and infer the real meaning of the speech. From the hearer’s point of view, understanding direct speech and indirect speech is the continuous, ongoing process of cognitive inference.

The core issue which pragmatics wants to resolve is how to understand and explain “one word, many explanations”. Indirect Speech Act Theory, Cooperative Principle and Relevance Theory have become important theoretical bases when people infer the phenomena, “one word, many explanations” and “speech different from meaning”.

Relevance Theory clearly points that speech communication is an ostensive-inferential process. The hearer using inference to understand implication has become a fact recognized by people. The inferring process necessarily involves participation of factors of cognitive psychology, in line with the contemporary study of pragmatics’ new perspective—a combination of language and psychology. The use of implication is not only a form of expressing the meaning, but also a way of thinking. The research into implication reflects the relationship between language and thinking more specifically.

2. THE EFFECTS OF INTELLIGENCE PARTICIPATION ON UNDERSTANDING IMPLICATION

Language possesses forms and meanings. The decoding of the form of speech of intelligence participation should also explore from these two aspects: forms and meanings. The form of speech of intelligence participation is divided into elliptical forms, redundant forms and latent forms in this paper. Elliptical forms and redundant forms display the analysis of the structure of forms of speech. However, latent form displays the analysis of semanteme. These two forms both pay attention to the combination of form and meanings. Therefore, this paper shows unification of the whole and the part, the dynamic state and static state.

2.1 The Essence of Intelligence Participation
Intelligence participation is an inferring ability. The process of speech understanding can not separate from
human beings’ intelligence participation, which is restricted by certain conditions: language knowledge, world knowledge and context knowledge. However, the decoding of intelligence participation has some limits. This proves that speech communication is equipped with complicated and multifarious characteristics.

2.2 The Fundamental Cause of Implicature is the Variation of the Form of Speech

Forms are less than meanings from structure: The forms of grammatical structure of language are inequivalent of semantic contents. Contents do not change, which is called elliptical forms. Elliptical forms are the result of economic principle of language which is conventional and implicit. The redundant forms refer to forms more than meanings. There are two kinds: absolutely redundant information and relatively redundant information. The former is free and unprepared. Therefore, in speech practice, there is unnecessary redundant information. Absolutely redundant information is conventional and implicit. The latter is the addition of semantic contents. It appears relatively redundant information and displays additional meanings. This kind of forms is unconventional and explicit.

Implicature displays latent forms from semanteme. The difference between ellipsis and latency is that ellipsis depends on meanings. It means that latency expresses some meaning indirectly. Vocabulary latency and grammatical latency shows the additional of vocabulary meaning of the form of speech. There are fixed and implicit. Pragmatic latency consists of conventional latency and unconventional latency. Conventional latency is the conventional usage from one speech disposition indirectly, which is implicit. Unconventional latency means that speech meanings are more than language meanings, which is explicit.

Intelligence participation has strong points and weak points. There are explicit participation and implicit participation. They belong to relative concept.

Speech communication is complicated and the form of speech is various. The phenomena of implicature have changed now and then. To explore implicature from the perspective of intelligence participation is a difficult job. This paper is an attempt. Its aim is to make people communicate successfully and guide English teaching.

3. THE STATE OF ENGLISH

CLASSROOM TEACHING

There are still many problems in modern English teaching. On the one hand, the teaching methods are old. The aim of English teaching is to improve English quality of students and cultivate the ability of practical use of English. The principal function of language is to communicate with people. However, a great many English teachers are still in the same mode: teachers only teach students the language points which are listed on the teaching materials and teaching references. Teachers do not adopt various teaching methods to arouse imagination and creativity of students and cultivate the ability of comprehensive use language. They only pursue the teaching progress and ignore the teaching efficiency.

On the other hand, teachers ignore the initiative of students. Even though teachers dominate classroom teaching, students are the core of it. As we all know, some teachers like teaching English knowledge from the beginning to the end. And students just listen to them mechanically and they lose initiative. Gradually, they are not interested in English and they accept knowledge passively. This kind of teaching is unsuccessful. Teachers should explore new ways to let students take part in the classroom teaching.

3.1 Teachers Using Teaching Instead of Learning

Teachers usually increase class capacity in order to pursue progress. They do not consider students’ practical ability of thinking. Some teachers let students master knowledge through a lot of mechanical trainings. In the class, teachers explain rules and principles of English knowledge and students listen to them and write down what they speak. Some teachers use quantity of teaching to measure teaching efficiency and quality and think that they only plough into the teaching and the students will improve. However, whether the students receive knowledge or not is the most important point to measure the efficiency of teaching.

Teaching is important, but it will not replace students’ learning process. After teaching, teachers should see whether students has already understood and mastered. Therefore, teachers can not only teach in the teaching process and must make eye contact with students and do interaction. For example, let students answer questions or make lectures instead of teachers. And teachers not only complete teaching tasks, students but also learn real knowledge. Any knowledge which is only understood by learners has received its goal. Moreover, teachers need give students directions and infer the whole from a single instance. And students will obtain very good practice. Students are the teaching center. Teaching need consider students’ participation. The teaching method of using teaching instead of learning is not suitable for modern teaching requirements. Therefore, teachers should establish the student-centered teaching mode and do teaching and learning at the same time.

3.2 Students Lack Enthusiasm for Learning

In classroom teaching, teachers teach their contents of syllabus and students listen to them. As we all know, the knowledge which students master only stays on the surface and they do not understand the connotation. At last, they only remember the conclusion mechanically. A lot of thinking methods are implied in it. This kind of learning may make students lack enthusiasm of active thinking and lead to failing to solve problems.
In teaching process, teachers often ask and students answer. Teachers and students are usually in inequivalent positions. Even though students have ideas about certain questions, they do not dare to put forward. Gradually, students can only accept passively. And there are few chances of independent thinking and questioning. The thinking of students is seriously restricted. Therefore, students lack independent participation and there is no efficiency in teaching no matter in classroom study or extracurricular discussion.

We can see that intelligence participation is the key point to realize effective classroom teaching. Modern education believes that teaching is a kind of learning activity which is actively participated by students. Imparting knowledge is not the final purpose of teaching. The ultimate goal of teaching is to use students’ participation as a point of departure and fully mobilize the enthusiasm of students, guide students to participate teaching activities actively, which can make students not only master knowledge, but also learn autonomously.

4. THE INFLUENCE OF INTELLIGENCE PARTICIPATION TO EFFECTIVE ENGLISH CLASSROOM TEACHING

Effective classroom teaching refers to the objective rules which obey to English teaching activities in classroom teaching. According to teaching contents, teachers choose suitable teaching methods and invest the time and energy as little as possible, which will achieve English teaching goals and meet the need of students’ developing. The aim of effective classroom teaching is to improve innovative spirit and the rational level in order to enhance teaching effects. It is the embodiment of both the value of society and the value of individuals. In this kind of classroom teaching, teachers should possess the following characteristics: rich knowledge on the subject, enthusiasm, personal charm, humor, adaptability and flexibility (Berliner, 1996). And the research of Fox shows that effective teachers should be equipped with personal charm and strong expression ability (Naftuline, 1973).

And effective classroom teaching needs intelligence participation of both teachers and students. The acute observation, rich imagination, flexibility of thought, strong memory and creative thinking of teachers have considerable influence on effective classroom teaching. And the intellectual quality of them restricts teaching decisions, choices of methods, wit of solving problems which appears on classes. Therefore, teachers who are equipped with these qualities can master educational chances and transform contradictions. They are able to make decisions and choices according to specific situations. Heuristic mode of teaching pays more attention to building up good environment of participation for students. The degree of participation is high. On the contrary, if teachers are not concerned about building up good environment, the degree of participation is relatively low. In teaching process, teachers may construct good situations and arouse students’ curiosity. And then students produce impulse of solving problems and their degree of participation is improved. Methods of participation are guided by teachers. When students answer questions incompletely, they can do necessary guidance. Teachers can let students look at the subjects carefully and think about them. Through enlightening, teachers help students open their thought and give them confidence. Teachers let students take part in classroom teaching directly and it will strengthen students’ activity and validity of expressions.

Active learning can make students more excited than passive learning. Although excellent students in learning English use different learning methods, they possess strong consciousness of participation. These students are brave in thinking and they are not satisfied with the train of thought of teachers. It is proved that the common students in learning English once have consciousness and habit of active participation and their results will be improved steadily. They will even become excellent students in learning English. Some students whose intelligent level is common usually depend on teachers’ explanations. Without teachers, they do not know how to learn. Gradually, the speed and depth of intelligence participation can not catch up with excellent students and their consciousness and degree of participation will decline. However, the thought of excellent students are active. The consciousness of participation is stronger. At last, it forms a virtuous circle. If there is no active intelligence participation of students, the effective classroom teaching will not be successful (Chen, 2003). Only students, as equal participants, join the learning process and the real learning will exist. And students can form actively emotive attitudes and the quality of autonomous learning.

5. SUGGESTIONS FOR ENGLISH TEACHING AND LEARNING

Implicature is a special speech phenomenon. In social communication, implicature is an important part of speech communication. Implicature means that the speaker does not speak his original meaning, not only the actual meaning of speech, but also the additional meaning, which displays with speech, such as emotion, attitude, evaluation and so on. If the hearer wants to understand the speaker’s implicature, the hearer should have language knowledge, world knowledge and context knowledge. And he also shares language information greatly and infers the real meaning of the speaker.

As we know, the existence of implicature brings many difficulties to language teaching. It embodies that students
are difficult to do comprehension and listening. Although they understand the literal meaning, it is not easy to comprehend implicature. In speech communication, they only understand referring meanings and do not realize the pragmatic meanings. This may lead to communication failure. As language teachers, we should guide students to pay attention to the relationship between language forms and functions in order to improve students’ communicative abilities. At the same time, we should also let students focus on cultural differences, combine with background knowledge and cultivate their ability of mastering implicature through contexts so as not to lead to pragmatic failure.

Grice points that understanding implicature needs the two sides to have common acknowledgement of the conversation: ① implied speech ② the roles of the two sides ③ the context ④ cultural environment of the society. In order to master the intention, attitude and emotion of the speaker, language teaching should construct global ideas. First, we must cultivate the students to be with knowledge of pronunciation, vocabulary, syntax and sentence patterns so as to develop their communicative ability of English, which makes them not only understand the literal meaning, but also master communicative functions of sentences in communication. For example: I am sorry. This common sentence has different communicative functions in different contexts. (1) A: Can you tell me how to solve the problem? B: I’m sorry. I am busy with me homework now. (refusal) (2) A: I heard that he was ill. B: Really? I’m sorry to hear that. (sympathy) (3) I am sorry to say that we have to cancel the plan. (regret)

When the students look at the material, teachers can let students find the orientional reference, that is, the following aspects: ① person relevances-including sex, age, profession, social status, psychological state, personality and other characteristics. ② place relevances-including the place of conversation, the place where the event happened, the referring place and other places. ③ time relevances-including time order of every event and its result. In addition to it, teachers may introduce Speech Act Theory, Conversational Implicature and contexts in teaching in order to analyze the material better. For example:

A: Jackson worked as hard as his roommate.
B: That’s not saying very much.
B indicates that Jackson does not study very hard, which violates quality maxim. Teachers use a large number of materials to give students deep impression and let them do oral practices except introducing some maxims. Doing in this way can cultivate students not only perceptual knowledge but also rational knowledge. This may grasp the importance on the basis of analysis and judges intentions and implicature of the speaker accurately.

Moreover, the common context of the two sides may influence the accuracy of their judgments. Therefore, English teaching must strengthen cultural leading-in. Contexts are the background knowledge which the two sides both have and contribute to understanding speech. He Ziran points that if the implicature of the speaker and the understanding of the hearer are different, it is possible that common language information is not enough or the context is obscure. Sociality of language decides the difference of cultural convention in communication. Different national conventions possess different communicative strategies in different atmospheres. Therefore, people may infer different implicature. As long as people are equipped with necessary background knowledge and know of cultures and conventions of different countries, people can understand implicature which transmits in language information correctly. For example:

A: The light in the dinning room is a little too bright, don’t you think so?
B: It’s perfect for a football stadium.

In addition to helping students understand the literal meaning, teachers may introduce that dinning rooms of western countries are popular with dim lights or candle lighting. However, the football stadium needs bright lights. Having this cultural background knowledge, we can infer that B means this kind of light is not suitable for the dinning room.

CONCLUSION
Analyzing the phenomena of implication cannot separate from the participation of intelligence participation. The nature of speech communication is the process of the speaker transmitting information and the hearer receiving information. If the process can be proceeded successfully, the speaker usually considers the ability of understanding the speech of the hearer. However, in the actual communication, people often use conversational context and some indirect form of speech to express their own ideas. This appears inconsistency of forms and semanteme and contexts and leads to the phenomenon of “implication”. This expressive way makes the hearer know the difference of the literal meaning and the conversational meaning and infer the real meaning of the speech. Intelligence participation of the hearer plays a significant role in this process.

And pragmatic theories should be used in language teaching, which lets students understand the material and master certain pragmatic knowledge and communicative abilities. And the improvement of students’ communicative abilities can cultivate comprehensive abilities of the students, which benefits the English classroom teaching.
REFERENCES


