Syllogism and Relevance: A Pragmatic Analysis of Classroom Discourse

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Abstract

In the recent past, considerable value has been given to pragmatic analysis by numerous linguists to interpret human speech such as Leech (2016), Morini (2016), Steinkrüger (2016) and Martin & Perez (2014). Relevance, an important element of pragmatic inquiry is a universal function of communication. From the Pragmatics view point of relevance, two contributions are worth mentioning; Aristotle's Theory of the syllogism and Gricean maxim of relevance. Aristotle's ideology of logic concentrates on the notion of syllogism: the deduction (Steinkruger, 2015). Grice (1976) proposed the principle to probe relevance through his Maxim of relevance in his Cooperative Principle which suggests that speaker should remain relevant to the topic during conversation. This paper attempts to explore the effectiveness of Aristotle's Theory of the syllogism and Gricean maxim of relevance in determining the relevance in classroom discourse. The findings of the study are based on the data collected through recordings of thirty postgraduate classrooms. The total transcribed data comprised of 126341 words. The study reveals that Gricean maxim of relevance and Aristotle's theory of Syllogism are not pertinent in determining relevance in classroom discourse. Furthermore this research is an effort to determine relevance in classroom discourse by designing a model named as Relative Relevance Model of Communication. Keeping in view the importance of context in pragmatic ideology, this study proposes the idea of direct and relative relevance to determine relevance in classrooms discourse.

1. Introduction

Theme of pragmatic relevance may be seen in relation to Grice's focal claim that the requisite feature of communication (verbal and non-verbal) is the expression and recognition of intention (Winson & Sperber, 2002). To establish his claim, he proposes inferential model of communication which states that speaker provides suitable evidence of her intention to convey message while listener infer meaning on the basis of evidence. Decoding of message is dependent on the inputs provided to non-demonstrative and unclear process of inference that create meaning through inference. So the aim of inferential pragmatics is how the hearer infers meaning on the basis of evidence provided by speaker (Wilson & Carston, 2008). On the other hand, theoretic description of relevance is based on another claim of Grice that utterances naturally create expectations which incline the hearer towards particular meaning. From the perspective of pragmatic relevance, Grice (1976) has presented two extremes of relevance i.e. observance and nonobservance as he views that speaker should observe the maxim of relevance during conversation i.e. he should remain relevant to the topic. The query arises how can a speaker sound irrelevant or oblivious to the maxim of relevance during conversation?

2. Literature Review

Attardo (1993) researched that maxims of cooperative principle are not followed by speakers in natural conversation. This does not mean that they are unaware of them. The flouting may be in action at deeper level. Speaker willingly flouts the maxims to convey more than what is intended (Greenall, 2009) and listener infers meaning and in turn gives response in which speaker is more inclusive (Grice, 1989). Thus, the understanding of meaning in this respect can be relative and perceptual varying from person to person. Kelinke (2010) argues that implicit meanings are extracted by listeners bearing in mind the context, background, purpose, the type of relationship (between listener and speaker), encyclopedic etc.

Moving towards implicature, a famous idea given by Grice, Mooney (2004) says that extensive use of implicature designate them as a part and parcel of communication. Implicature is not "what is said"; rather it is the part of what is communicated. It provides opportunity to a listener to mere correct, review or reconsiders the implicated utterance. Bach (1994) says that there are different points in conversation in which saying one thing may convey a different idea or meaning (intended meaning). It creates a specific pattern and develops the whole argument. If we talk about the perception of meaning, every listener will perceive and interpret utterances differently.

Traditional approach to inquiry of pragmatic relevance contends that Cooperative principle and conversational maxims are believed as a cultural model and quite helpful in understanding the implicit meanings in linguistic structures to elaborate pragmatic implication in everyday communication. Levinson (1983) said that if a speaker tries to violate or deviates from conversational maxims, still he follows cooperative principle. The question arises how far Gricean maxim of relevance is influential in determining the relevance discourses?

2.1 Aristotelian and Modern Perspective of Relevance

Aristotle's logical works comprise of the earliest and scholarly works on logic that are still prevalent in pragmatic ideology of relevance. After Aristotle, many other remarkable scholars have contributed to logical theory, one of them Kant earned reputable acknowledgements who was 'ten times more distant from Aristotle than we are from him', even held that nothing eloquent has been contributed to Aristotle's philosophy during two millennia (Steimkruger, 2015).

Aristotle's ideology of logic concentrates on the notion of syllogism: the deduction. For Aristotle 'a deduction is speech (logos) in which, certain things, having been supposed, something different from those supposed results of necessity, because of their being so'

Despite of vivid generality of Aristotle's view of relevance, the concept is not accurate match for the modern concept of relevance. Steimkruger (2015,p. 1415) has pointed out three main differences which may be significant for this study too.

1. The plural "certain things having been supposed" was taken by some ancient commentators to rule out arguments with only one premise.
2. The force of the qualification "because of their being so" has sometimes been seen as ruling out arguments in which the conclusion is not 'relevant' to the premises, e.g., arguments in which the premises are inconsistent, arguments with conclusions that would follow from any premises whatsoever, or arguments with superfluous premises.

3. Aristotle explicitly said that 'the results of necessity must be different from what is supposed'. This idea ruled out the controversy that conclusion should match with one of the premises. Modern trend of validity regards this concept trivial.

For Aristotle, Syllogism (Sullogismos) is translated as deduction rather than its contemporary English cognate. In modern usage, syllogism means argument of a very specific form. Modern ideology of relevance and validity distinguishes valid syllogism (the conclusions rely on premises) and invalid syllogism (the conclusions do not rely on premises) being part of pragmatic ideology (Evans & Curtis-Holmes, 2005). The later concept (invalid syllogism) is inconsistent according to Aristotelian concept as he believed that a conclusion depends upon the relevance of premises. On the other hand, Grice proposed maxim of relevance which suggests that speakers should remain relevant. He believed that speakers' abrupt change or shift of topic may cause the non-observance of Gricean maxim of relevance. We believed that discourse in natural setting cannot be irrelevant to the premises and logical conclusion can be drawn from the premises; like in academic discourse instructors and students cannot be irrelevant and their ideas and utterances are quite relevant to that particular situation and it is the part of the development of ideas which help in drawing certain conclusion. Taking into account, the ideology of contemporary pragmatic relevance, we proposed *Sequential Relative Relevance Model of Communication*.

3. Sequential Relative Relevance Model of Communication

Classroom communication is crude altercation among instructors following traditional and non-traditional teaching systems in classrooms. Lectures are delivered in a sequence and instructors may follow inductive, deductive or relational sequence. This may be called Classroom sequential communication system. Deductive sequence moves from generalized idea to specific examples or activities while inductive moves from some activities and examples to certain rules and relational sequence relates previous ideas to present ones. In one course, long and detailed topics are not covered in a single discussion so instructors cover these topics in two or more than two lectures and before commencing lecture, they relate previous ideas to the present class to create a relation or link. This is relational sequence. By adapting different strategies, instructors create relevance among different ideas. Keeping in view Aristotelian concept of syllogism, Gricean maxim of relevance and modern philosophy of relevance, we assume that in academic discourse more specifically classroom discourse, instructors and students observe the maxim of relevance; rather the situation favors the idea of relative relevance. Relevance may be "logical or direct" and "relative or indirect"
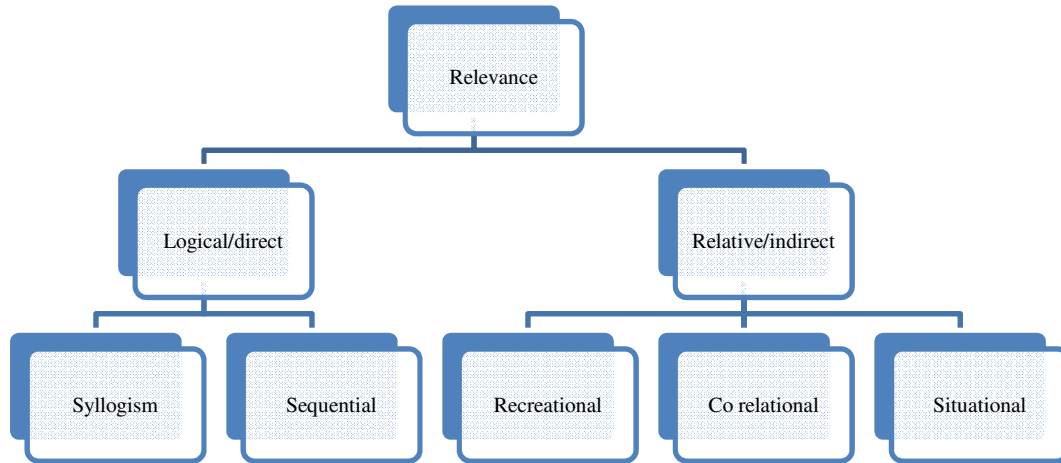
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                                    Relevance


              Logical/direct                        Relative/indirect


       Syllogism      Sequential      Recreational     Co relational    Situational
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Figure 3.1:**Proposed *Sequential Relative Relevance Model of Communication***

3.1 Logical or Direct Relevance
Logical or direct relevance is related to the relationship of straight, objective, analytical, scientific and explicit utterances to the situation. These utterances show direct link to situation and it demands less effort for understanding from (every) listeners as no hidden or implicit ideas are proposed in these utterances.

3.1.1 Syllogism
In Greek, syllogism is a type of logical argument that is drawn from deductive reasoning to deduce conclusion. When Syllogism implies academic discourse, it favors explanation/detailed description of ideas structurally and thematically identical or arranged in a deductive sequence. The listener can easily deduce meanings because ideas are explained through explicit reasoning, argumentation and sagacity.

3.1.2 Sequential
Sometimes ideas are arranged in a sequence, they move gradually from easy to difficult or sometimes instructors provide base for a detailed topic and gradually move to more difficult concepts and these sequential concepts are interlinked. It may be the traditional logical sequence as followed in classrooms and it is expected and pre-determined ideology of the listeners/audience through this study that in classrooms discourse, instructors and students follow logical sequence.

3.2 Relative/ indirect Relevance
 Sometimes ideas presented in utterances are not linked directly to particular discussion or topic (in classrooms or conference) but these particular utterances are contextually connected.

3.2.1 Co relational/Quasi Relational
This shows the interdependence of two variables, two objects or two ideas which may be explained through examples. In addition, sometimes ideas show no link to the relevant topic but they fit into the pragmatic ideology of relevance. Comparison (Elaborating similarities and

elucidating differences) and contrast (describing differences), we assume that both are part of relevance as these are a strategy of describing things/ideas in relation to each other and one thing or idea is dependent on another for its description.

3.2.2 Recreational

Humor, irony, telling jokes or stories etc. serve as a recreation in classrooms. If the duration of the class is long, instructors share jokes or sometimes, students create an element of fun to break monotonous routine of the conversation or it can be a strategy to enhance the interest of the students to keep them active. The humor created in any situation (classrooms) is relevant to that context.

3.2.3 Situational

Discourse is not static rather it should be seen as a process called 'languaging' (Johnstone, 2008). It is the combination of various ideas which can be related to the social identity, aesthetics and social life of human beings. Every individual behaves and reacts in a different way in particular situation. These behaviors depend upon the individuals' own perception of life and this individuality leads to the use of different expressions in any discourse.

4. Dimensions of Relevance

There are different dimensions of relevance which may be brought into consideration in any discourse. These dimensions are societal, religious and content. Societal aspects cover the culture, traditions, language use in everyday life and customs of society. Different religious dimensions are covered in religious aspects while content covers the topic under discussion. The topics may be related to the subjects of Science (Physics, Biology, computer sciences) or Arts (English, Urdu, Islamiat).

5. Methodology

This study is based on qualitative research design. The data for this study has been collected from post graduate classrooms of three public sector universities through convenience sampling. Classroom sessions recordings are used to collect the data. Thirty classroom sessions were audio/video recorded and ten lectures were recorded from each university. For the convenience of the participants, we used both audio and video recordings in this study. Twenty two lectures were video recorded and eight lectures were audio recorded. We transcribed the recorded data; the extracted examples from the data are further used to determine relevance in classroom discourse.

The findings of the study are based on the data collected from postgraduate classroom sessions. Among fifteen female classroom sessions, seven were video recorded and the rest were audio recorded as some female instructors felt hesitation for video recording. For female classroom sessions, almost 755 minutes were recorded and 61507 words were transcribed. Fifteen male classroom sessions were recorded. For male instructors, 765 minutes of classroom sessions have been recorded and transcribed and transcribed words were 64834. So total transcribed data comprised of 126341 words. Some symbols are used in transcribed data like "T" for teacher, "S" for student, /L/ for laugh and ….. for pause. I found that instructors use both Urdu and English language during lecture sessions so for the convenience of readers words that are spoken in Urdu language are written in Bold font, words spoken in English language are written in Times New Roman while the translation of words uttered in Urdu language are written between brackets [ ].

5.1 Research Questions
Q. How far Gricean maxim of relevance and Aristotelian logic of syllogism are effective in determining relevance in classroom discourse?
Q. What is the possible strategy to determine relevance in classrooms discourse?

6. Data Analysis and Discussion
The data generated for the study through recording is analyzed in two sections. The first section deals with expressions that favor the idea of logical and direct relevance while the second sections deals with the idea of relative relevance in classroom discourse.

6.1 Logical or Direct Relevance in Classrooms
Instructors frequently use clear and explicit expressions that favor the idea of direct relevance. In the following example, the instructor is teaching speech articulation as part of IPA in Phonetics course. Students are quite clear about the content of the topic as they are interacting and replying relevantly.

Example 1
T: "Those sounds we will cover in IPA separately right? So right now we are talking about places of articulation. We will just discuss the sounds which are familiar to us and we are going to talk about the pulmonic places of articulation of pulmonic sounds only. Do you remember I told you that in IPA first we deal with pulmonic and then non-pulmonic and then double articulation and vowels. Okay, let's quickly review how many types without looking at your handouts I just want to know what you have done in your... I mean how much time you have given to phonetics. Yes, how many places of articulation?"
S: "Eleven"
T: "eleven? Yes. Can anybody name them?...any one place of articulation. Out of eleven can you recall any one."
S: "Labiodental"
T: "Labiodental, so what do we mean by labiodentals, the contact of, yes I told you that you have to specify the power of the tongue. So labiodental is usually with the…. is it tongue or lips?
S: "Lips"
T: "Ya its lips so its lip and which? Upper lip and teeth and which teeth upper or lower? Yea its upper teeth and lower lip. Can't you just speak and find it I mean why do you recall your memory. Think of a sound which you produce from the labiodental place and produce it and see that who are that (creatures).Yes your name?"

The idea discussed by the instructor in the given examples is structurally and thematically identical i.e. the instructor explained the idea through various examples and gave appropriate logic to support that idea. Initially, the instructor showed some symbol to the students followed by picture description. Furthermore, she explained the production of sounds though the movement of jaws, lips and tongue. *Syllogism* commends the indistinguishable quality of the linguistic structures and theme. The data shows that the structural and thematic correspondence is quite prevalent in the academic discourse.

Example 2

In another example, the instructor is teaching business plan. He discusses different relevant areas of the topic in a sequence. These areas are interlinked and if we see the organization of the lecture, different perspectives are interlinked and sequenced in a way that the later and former ideas are interdependent i.e. the listener cannot get the idea if he does not know the previous idea.

Sequencing is another important and fundamental aspect of the Direct Relevance (as stated in *Sequential Relative Relevance Model of Communication)*. Findings of this study suggest that sequencing in academic discourse is pretty significant in understanding the gist of the lesson. The instructors follow a sequence in unfolding various events where he/she needs to build appropriate arguments or describe everything in a sequence. Sometimes, slight deviation from sequence may result in poor understanding on the part of the students. This example signifies the importance of sequencing in describing various aspects like the discussion moves from easy to difficult concepts and interconnection among various concepts. Furthermore, the instructor did not talk about framing of overall business plan before describing organization plan, partners and deal as the business plan cannot be materialized without knowing the later concepts. Gricean Maxim of relevance deals relevance from two perspectives, observance and non-observance. Unlike Gricean maxim, *Sequential Relative Relevance Model of Communication* reveals that relevance can be created through various strategies i.e. through syllogism and sequencing. So, this example demonstrates the importance of sequencing in classroom discourse.
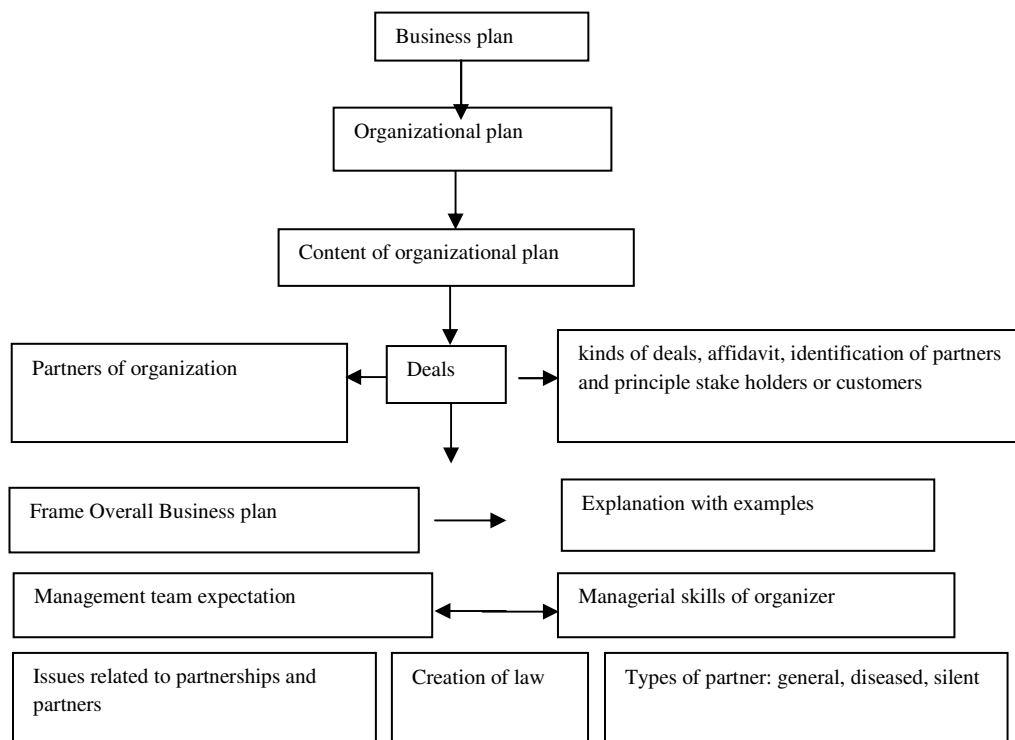

Figure 6.1:**Schematic Structure of Classroom Lecture based on Example 1**

Instructor introduced the topic initially, "I want to discuss the portion of your business plan that is organizational plan." He explained the content of "organizational plan" and the whole lecture based on what he said initially; "I want you to cover different things. Number one, what is the form of ownership? What is the structure of your organization? That is to say how it is structured? Who is the director? And what is the patch level management? The basic rational of providing these details are, the people who are investing in this venture would like to know, who are the people?" He further explained the patterns of organization, claimed that "the pattern of organization cover the top managers, deals, overall terms and conditions and give and take of organization." He interlinked and elaborated all the given points and focused on deals by describing different kinds of deals, affidavit, identification of partners and principle stake holders or customers. He elaborated his listeners, how they can frame overall business plan and said "You try to basify your management team that it becomes a syllable point in terms of how you frame your overall business plan? Right." Afterwards, he moved towards the expectations of management team with specific reference to the managerial skills of the organizer. At last, he mentioned facts and figures led him to make an opinion about the "creation of law" which covers Types of partner: general, diseased, silent and Issues related to partnerships and partners.The relevant terms like "*waqf*", "sole proprietorship" are explained in detail. The lecture concluded with the discussion on different themes and ideas with examples. Overall, lecture is thematically arranged and contents are organized.

Example 3
Scientific spoken academic discourse is different from the Arts and Humanities spoken academic discourse. We observed that science instructors initially tell background of their study or explain hypothesis of the study which may be proved true or false through the description of experiments. Logically, the instructors move forward and explain various phenomena through graph and sometimes they apply formulae to solve equations. Finally, they draw conclusion. This activity is more like a riddle or problem solving activity. In following example, the instructor talks about fractional distillation by using apparatus in laboratory. She uses various scientific terms like vapor pressure, mole, mole fraction, glucose, delta XP, delta P and millimeter. In her own words:

> *"Now consider this case 5.67 grams of glucose is carbon (C), six hydrogen (H) and twelve oxygen (O). This dissolved in twenty five point two grams of water. Now vapor pressure of water is twenty three point eight millimeter of mercury that is PA not. This is the vapor pressure of pure water so you can calculate delta p .Lowering in vapor pressure is PA not into delta XP. Mole fraction of the solution PA not is twenty three point eight and then you convert this into mole fraction. So this comes out to be zero point two two.***Ye ap ne khud karna hy.** [you will do it on your own] **Is pe mole fractions bananihain.** [you have to make mole fraction] **Pechay examples hain mole fractions banany ki.** [You can consult mole fractions] *So this you had to do yourself…………..We calculate the pressure. PA0 is 75mm. PB0 toluene is 22mm.Therefore this is 0.7 and this is 0.3.These are two g zero point zero three four millimeter of mercury. This is the step you had to do yourself. mm of mercury. This is the unit of pressure .mm of mercury is the unit of pressure. Let's take another example. You mix benzene with toluene. Benzene with toluene. This is the mole fraction. In this case you can see that you are not changing the mole fraction. Therefore the pressure*

> *would be the same. Now solvents two liquids which are mix together. Since you can find out PA this is 75xo.5. PB this is 22x0.3.This comes out to be 53mm of mercury."*

In this example, we found direct, logical and scientific relationship between utterances and situation. Due to direct relevance, students can easily understand the scientific concepts and it demands less effort on the part of students because the expressions are implicit. The arguments are logically built through the description of experiments and conclusions are based on logic and deductive reasoning. All the utterances are closely linked to each other in a sequence to explain every point logically. So, according to *Sequential Relative Relevance Model of Communication*, we can observe both syllogism (deductive reasoning) and sequencing in this example.

Example 4

In another classroom session, the instructor discusses about ethics. Session starts with the general introduction to ethics and morality. He asks from the students "what is the purpose/standing of ethics and morality in our society?" The students respond that ethics and morality does not seem "beneficial in this world because one may not get immediate benefits from it". While the instructor responds that "ethics and morality maintains long term benefits". To support his argument, he relates his idea to Islamic perspective of ethics and morality. At this point, the students and instructor start a long discussion. Furthermore, the instructor gives some examples from the life of Holy prophet. The discussion from beginning is relevant to the topic. He further asks from the students about reactivity and proactivity. He (instructor) raises a question "how can we minimize reactivity?" He further relates his point of view to love of God that "everyone should follow the teachings of Islam and Allah will give reward one day because he (Allah) loves human beings 70 times more than their mothers". Moreover, he introduced the concept of free will to the students that human beings are born free… Allah has shown them two paths right and wrong. Now it depends upon them to follow right path".

The general construction of the classroom session shows that there is direct relevance. All the utterances (of students and instructor) are relevant to the topic. The ideas are coherent and explicit. So, according to *Sequential Relative Relevance Model of Communication*, the idea with deductive reasoning and thematic arrangements supports the logic of direct relevance. Figure 3 shows the schematic structure of example 2.

At the end of the classroom session, the instructor asks about the date and time of next session, this is not directly linked to the topic of discussion but it is relevant to the situation. So, according to *Sequential Relative Relevance Model of Communication*, it is relative relevance as it favors the situational and pragmatic ideology of relevance. According to Grice, the speaker does not remain relevant to the topic or idea in conversation, he counts it as non-observance. Unlikely to Gricean concept of non-observance, we presented the idea of relative relevance. Section 6.2 gives detailed description of the idea of relative relevance in classroom sessions.
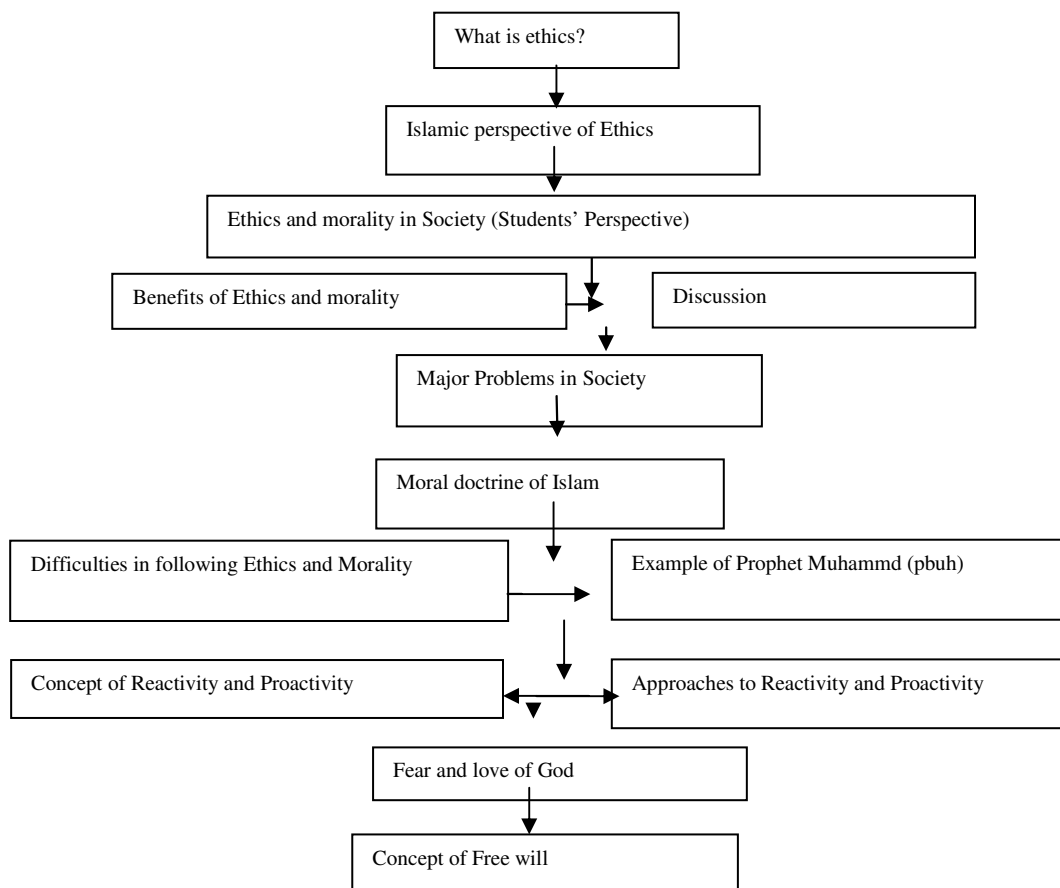
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Figure 6.2:**Schematic Structure of Classroom Lecture based on Example 2**

6.2 Relative Relevance in Classrooms

According to *Sequential Relative Relevance Model of Communication,* relative relevance is divided in three parts co-relational, recreational and situational. The collected data shows more occurrences following direct relevance than relative relevance. Sometimes, these instances are not directly linked to the topic but utterances are contextually relevant to the situation. There can be various reasons for that like one instructor taught during the whole semester of six months and students got familiarity with that particular instructor. So, with the gradual increase in level of familiarity lessen the high level of formality. Close observation of classroom discourse shows that it is not formal or informal in strict sense. We found some instances in collected data where the instructor is not directly relevant to the topic but the utterances (of students and instructors) are relevant to the situation.

Example 1

In the following example, the instructor was asking to look at various websites to fulfill their task. Initially he tried to find that particular website through computer but unable to access that. Then he asked for a smart phone from a guy to explore the specific site, the guy was hesitant and the

instructor said you look a bit confused as there can be some fallacious or personal message may appear on your smart phone screen and in that situation the rest of the class started laughing. The conversation between instructor and students is as follows:

> T: "I want you to look at those studies that will give you an idea how to make your own business plan? OK. Who has the copy of that business plan to which I am talking about? Ok. Let's look at the organizational plan. Now I want to do is, first is the form of ownership which we are going to discuss now. We are going to do different forms of ownership and what type of ownership that you will have? I hope I shall not receive any untoward messages while using your phone. Hnnn…Is this a cause of your concern?"

S: "No Sir, it's not like that"
In this example, the utterances of instructor and students are not the part of the topic but these are related to that particular situation. According the pragmatic doctrine of relevance, these utterances are relevant to the context. Grice revealed relevance from two perspectives, observance and non-observance. The idea of non-observance favors that speaker should not be irrelevant to the topic or idea. The findings of this study reveal that classroom discourse is not always relevant to the topic of discussion. There are some instances, where instructor does not remain relevant to the topic of discussion but his/her utterances remain relevant to the situation. According to the pragmatic ideology of context, the discourse which is linked to the context/situation is meaningful. This idea disapproves the logic behind non-observance in classroom discourse. So, *Sequential Relative Relevance Model of Communication* presents novice idea of relative relevance where this example fits into the second category (Recreational) of relative relevance.

Example 2
Pakistan is a multilingual country. English is not first/native language of Pakistani speakers, although it has been used as a medium of instruction in many Pakistani educational institutes. We observed that sometimes, the instructor explained the whole concept in English language and some students could not understand the concept and asked the instructor to explain it in Urdu language. In the following example, the instructor explained the concept of Convergence of light in English language but some students could not understand the concept and requested the instructor to explain it in Urdu language. Following transcription of spoken data reveals the utterances of student and instructor.

T: "There is no condition between this condition (A) and this condition (B). This is the investigation of convergence in the neighborhood of infinity and this one is saying that our series are with positive terms only. There is no relationship between those conditions. Don't confuse. This test will remind some questions from your mid-term exam so it will be interesting for you."

S: "Sir please in Urdu, Concept samajh nhi aya. [Sir, could you please explain this concept in Urdu?"

In this example, the student's expression is not directly linked to the topic but it is connected to the situation and fits into the contextual ideology of relevance. According to *Sequential Relative*

Relevance Model of Communication, contextual use of language use is meaningful and cannot be counted as non-observance

Example 3

The instructor was discussing the topic of paragraph writing. She told "there is a logical sequence in paragraph writing like how to boil an egg; you have to follow some order otherwise the idea will not be clear to the students". She further talked about Zubaida Aapa who is public figure in Pakistan and famous for telling home remedies (nuskhay) and recipe. Most of the youngsters made fun of Zubaida Apa when the instructor mentioned her name and said that she (Zubaida Aapa) knew everything, the rest of the class started laughing. Although talking about Zubaida Apa has nothing to do with paragraph writing but it seems that the instructor wanted to break the monotonous boring routine of the class. In her own words:

> *"What is the third point? "Interest to read story book". But this will not happen when you will read chemistry book or other. How many of you have interest to read chemistry book like novel or story book? Ok, that leads to another kind of experience ok right logically from beginning to end. Well this is when you are writing the description of event. For example, if you are asked to write paragraph how to boil an egg? what will you do? You need to have that you know the logical order, that comes at end of process here you are describing the process ok so you need to follow order …. Logical order. Zubaidaapa is talking about everything if you listen carefully you don't need any doctor, she is known to talk about everything ok…. /L/ coming back to lesson girls and boys…using active verbs help the reader to visualize."*

Although the description of public figure who is prevalent part of jokes these days is not the part of the academic session directly but instructor tried to make it the part of discussion to avoid the monotonous and boring routine of the classroom session. She created a correlation between the topic and example (How to boil egg?) to elaborate her point of view. The example of *How to boil an egg?* On one hand gave the idea of sequencing in paragraph writing, On the other hand, it collectively gives the description of coherence and cohesion in paragraph writing. So the correlation between two things (paragraph writing and cooking) serves two purposes. Firstly, it maintains the interest of the students. Secondly, it indirectly clarifies the idea that instructor intends to convey. According to Gricean concept of relevance, the occurrence of this situation in classroom is non-observance of Gricean maxim of relevance. While, *Sequential Relative Relevance Model of Communication* gives broader lens to the pragmatic analysis of discourses by introducing relative relevance as in classrooms some events are not linked directly to the topic but these are connected to the context indirectly.

One more interesting event happened in the class when instructor was going to tell the joke to the students but soon realized that we were recording the lecture session and said the students that she would tell them some other day. Although these given examples show that these are not the part of lecture as such but these are part of that situation and fit into the thematic ideology of context in pragmatics.

Example 4
In another example, the instructor lectured on speaking and various models of speaking. At the end of the class, she started discussing the previous trip to Thandyani with the students as they had very good time there. We judged through the conversation that some students hired a car while some students availed university transport to go to trip. The conversation between students and teacher is as follows:

S: We were also there with you on the trip.
T: Yes, You enjoyed a lot.
S: Madam, we went to enjoy.
T: But, you should always take care of yourself. Your parents were not there to see you.
S: Yes, we told them. Weather was so good.
T: You drove so fast.
S: Madam, we went to enjoy. Weather is nice today too. We can go to trip today too.
T: Yes, Weather is good today but I shall not be able to go. OK. Take care. Allah Hafiz. See you in next class.

The above piece of conversation is not directly related to the topic of "Speaking" as such but it is related to the context in conversation. As stated by Grice that if the utterances are not directly linked to the topic, it is non-observance of maxim of relevance but according to *Sequential Relative Relevance Model of Communication,* utterances carry meaning in context that may not directly linked to the main topic but fits into the context. So, these utterances are meaningful.

Aristotle's idea of syllogism concentrates on "results of necessity" which should be different from what is supposed. This idea revokes the altercation that "conclusion should match with one of the supposed premises". It is prominent part of direct relevance but idea of relative relevance does not fully support it. The modern concept of "invalid syllogism" suggests that conclusion can be false while the results of two or more premises are true. On the other hand, Gricean maxim of relevance emphasized that the utterances should be relevant to the specific topic which is under consideration during conversation. It stresses that relevance is the vital part of conversation which directs the conversation to relevant direction (Yule, 1996). This idea withheld the notion of non-observance of maxim of relevance in discourse. In Classroom discourse, if one would employ the notion of non-observance, there will be no communication which is against the idea that discourse is not static. If speaker does not converse on particular topic in classroom discourse, this does not signify the idea that he is irrelevant. He may not be relevant to the particular topic or theme but his utterances are relevant to the context. We named it as relative relevance.

Speakers have ability to speak according to the context and the need of the situation. We named it as *pragmatic relevance of speakers*. During classroom sessions, speakers (instructors and students) do not always converse on subject related areas. Sometimes, they deviate from the topic but the utterances remain relevant to the context due to their pragmatic relevance. *Relative Relevance Model of Communication* highlighted the importance of meaning in context with specific reference to speakers and hearers. Direct relevance favors the idea that utterances should be explicit, straight, objective, analytical, scientific and clearly related to the context. The idea of relative relevance is further divided into syllogism and sequential. Syllogism favors the notion that utterances should be structurally and thematically identical and sequential relevance advocate the

objective of sequence in conversation. Listener can easily decode the message as these are explicit and easily understood and sequential aspect deals with the sequence of utterances that specific moves and utterances are arranged in a way that they can impart the meanings to any conversation easily. So the sequence in a conversation imparts direct-logical idea to any utterance. Relative Relevance can be co-relative, situational and recreational. Correlational relevance is related to the interdependence of two variables, ideas or objects which are apparently look irrelevant to the topic but in depth study of the utterances show that they follow the pragmatic ideology of relevance and it can be the strategy to describe the things in relation to each other. Situational relevance relies on the behavioral aspects of commutation which may be dependent on culture and situation. Recreational relevance is appropriate use of different recreational devices like humor, irony, pun, mockery etc. Discourse is the combination of various ideas which are shared in certain move or utterances and sometimes it shows individuality or sharing of personal ideas, feelings or emotions which are discussed in the situational aspect of utterances. These three dimensions (correlational, situational and recreational) of relative relevance may be interlinked. One interesting aspect of this model is that both direct relevance and relative relevance uphold the idea of context which adhere the ideology of relevance in context. So, the contextual use of language is one of the prominent features of academic discourse and according to the pragmatic ideology of context, meanings cannot be separated from context.

7. Conclusion

This Pragmatic inquiry concentrates on the fact that discourse should not be dealt as static object; rather it should be seen as, according to Johnstone, (2008), a process called 'languaging' which may change its shape and direction through 'co-construction and negotiation among speakers'. So, the idea of 'languaging' supports the contextual use of language. Two extremes of Gricean maxim of relevance (observance and non-observance of maxim of relevance) deny dynamic nature of discourse, to greater extent, as non-observance presenting the speaker irrelevant which may not be true with reference to pragmatic ideology of context. On the other hand, Aristotle's conceptualization of syllogism with reference to relevance concentrates on merger of conclusion with one of the premises. Taking into account of pragmatic ideology of relevance and contextual use of language, we suggest *Relative Relevance Model of Communication* (see Figure 1)which examines language from two dimensions of relevance. These two dimensions include direct relevance and relative relevance promising potential of offering an insight into analyzing relevance in classroom discourse. Direct relevance is further divided into syllogism and sequencing while relative relevance is divided into situational, recreational and correlational. Aristotle's idea of relevance is significant contribution but it does not fully satisfy the soul of relevance. It can be part of relevance in communication; hence, we included Aristotle's idea in *Sequential Relative Relevance Model of Communication* as one strategy of direct relevance. This model through light on relevance in communication from two perspectives and the gist of the discussion negotiates that utterances in context cannot be meaningless. According to pragmatic ideology of relevance, contextual use of language is part and parcel of communication. In classroom discourse, we found that utterances are not directly linked to the topic under discussion but these utterances fit properly into the situation, so convey meanings and meaningful utterances may not come under non-observance.

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