PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
AHMED SALHI UNIVERSITY CENTER OF NAAMA
DEPARTMENT OF FOREIGN LANGUAGES
ENGLISH SECTION

Exploring Classroom Communication Breakdowns in Teacher-Student Interaction: The case of EFL second year Master at Salhi Ahmed Naama University Centre.

Dissertation Submitted to the Department of Foreign Languages in a Partial Fulfillment for the Degree of Master in Linguistics.

Presented by:
BOUCETTA Raquiya Siham

Supervised by:
MERINE Asma

Board of Examiners

President: Mrs. Boussebha Na djia

Supervisor: Ms. MERINE Asma

Examiner: Mrs. Sebbagh Wahida

Academic year: 2017/2018

Dedications

My thanks go to ALLAH who gave me the guidance and assistance.

A special innate feeling of gratitude to my lovely parents, whose words of encouragement and push for tenacity rings in my ears.

To my dearest sweet sister Samah and my brothers Mohamed, Islem and Soufiyane for being there for me and have never left my side throughout the entire process of my life. All of you have been my best cheerleaders.

I dedicate this work affectionately and give deep thanks to Mohamed, Imen, Zouzou, Asma, Hanane, Wassila, Toutou, Kheyrour who provide me with supports and encouragements.

To all my family and those who love me and liven up to my success.

Acknowledgements

I would like to thank Allah for giving me the courage and the determination, as well as guidance in conducting this research study, despite all difficulties.

I also extend my heartfelt gratitude for the most wonderful supervisor miss ASMA MERINE. She made me believe that I had so much strength and courage; she has never ceased an effort to provide insightful comments and advice till the completion of this work.

I would like to acknowledge the efforts of the jury members in reading this work and evaluating it, and for their valuable remarks and advices.

Finally, we would like to give special thanks to all our teachers in particular the EFL' teachers at the English department.

ABSTRACT

The main issue that threats the learning-teaching process at the level of pedagogy is communication breakdowns that encounters students while interacting with their teacher. In this respect, the present work endeavours at investigating the causes of these breakdowns and the consequences to be able to suggest possible pedagogical solutions in order to make the learning-teaching process more efficient which leads to better achievement. To do so, a case of study was conducted at Salhi Ahmed Naama Centre University, dealing with EFL second year Master students. After collecting data, it were analysed quantitatively through students' questionnaire and qualitatively through classroom observation. Through interpreting data, the researcher found out a number of barriers that may hinder classroom interaction. From this standpoint, the general conclusion reached was the part of teachers oversee a central part to fill in the gap between them and their students while interaction to overcome these breakdowns. All through applying and adjusting distinctive methods, creating an appropriate environment, extending communicative competence, which contribute to the enhancement of classroom interaction.

Table of Contents

Dedications ……..……...…….... I

Acknowledgments ……...……... II

Abstract ……..……..……..……..……..... III

Table of Contents ……..……..…….. IV

List of Abbreviations and Acronyms ..…….…..…..VI

List of Tables .....……...……..…….……VII

List of Figures ……..…….……..... VIII

List of Graphs ……..……..... IX

General Introduction …… 1

Chapter One: Review of Literature

1.1. Introduction

1.2. Classroom Interaction

1.2.1. Classroom Interaction Defined

1.2.2. Importance of Classroom Interaction

1.2.3. Aspects of Classroom Interaction

1.2.3.1. Teacher Talk

1.2.3.2. Student Talk

1.3. Communication Breakdown

1.3.1. Misunderstanding

1.3.2. Aspects of Misunderstanding

1.3.3. Major Factors of Misunderstanding

1.3.3.1. Miscommunication

1.3.3.2. Misinterpretation

1.3.3.3. Intercultural Conflicts

1.4. Conclusion

Chapter Two: Practical Part: Data Analysis and Results

2.1. Introduction

2.2. Research Design

2.3. Sample Population

2.3.1. Students' Profile

2.4. Research Tools

2.5. Data Collection Phase

2.5.1. Students' Questionnaire

2.5.2. Classroom Observation

2.6. Data Analysis Phase

2.6.1. Students' Questionnaire Analysis

2.6.2. Classroom Observation Analysis

2.7. Data Interpretation

2.7.1. Teacher's Function in Increasing Classroom Interaction

2.7.2. Originating a Suitable Atmosphere for Better Accomplishment

2.7.3. Developing Classroom Communicative Competence

2.8. Conclusion

General Conclusion

Bibliography

Appendix

List of Abbreviations and Acronyms

EFL: English as a Foreign Language.

ELT: English Language Teaching.

LMD: License Master Doctorate.

List of Tables

Table 2.1: Students' Gender ……. 28

Table 2.2: English Students' Level …….. 28

Table 2.3: The Chance to Interact …… 30

Table 2.4: Developing Communicative Competence …….. 31

Table 2.5: Interactions' Role in Avoiding Communication Breakdowns … 33

List of Figures

Figure 1.1: Classification of Communication Problems (Ardion, 2006) ……. 16

List of Graphs

Graph 2.1: Teacher-Student Relationship …… 29

Graph 2.2: The Preferable Type of Classroom Interaction …….. 29

Graph 2.3: The Initiative to Interaction …… 30

Graph 2.4: The Comprehensibility of Teacher's Input ……. 31

Graph 2.5: Constraints to Classroom Interaction ……. 32

Graph 2.6: Students' Reaction when Misunderstanding Occurs ……. 33

Graph 2.7: Teacher's Attitude toward the Absence of Interaction …….. 34

Graph 2.8: The Motivation to Interact and Overcoming Communication Breakdowns …… 35

General Introduction

General Introduction

The applied linguists consider language pedagogy as one of the primary cognitive linguistic fields, which has much attention. Language pedagogy has to be fundamentally dependable for the diverse introductions created in the language-teaching field. It is the central point in the educational field that had captured and still capture numerous of those who are interested in this crucial field of knowledge.

Teaching language requires receiving compelling strategies and creating suitable and sufficient environment, for the teacher and the student. These latter are the basis in pedagogy thus, the interaction between them should include particular aspects in terms of the educational process. Teaching a second or foreign language does not only mean to speak it. It predates this; the instructor should know how to convey significant, apprehensible and justifiable considerations so that the learner understands his teacher as well. Otherwise, there would be an enormous hole between both of them, which may totally lead the teaching-learning process breakdowns.

Moreover, the relationship between teacher and student will be influenced and indeed deteriorated. Thus, the results drop the education system overall face enormous challenge in enhancing the teaching-learning process, since the advantages of learners and their accomplishment rely upon the legitimacy and the importance of the pedagogical system.

In the classroom, different learners who do not roughly share anything except ’being a learner’ of English as a second or foreign language meet. Thus, it is obvious that every one of those students enter in daily discussions and continuous interactions among themselves and with their teachers. As any other social interactions, classroom interaction can be disturbed and deviated from its real direction and expectation, since misunderstandings naturally walk in parallel with those discourses to make interpersonal gaps and connections disappointment.

General Introduction

In this manner and through this small work, the researcher tries to make legitimate examinations on the teacher-student interaction, as well as the misunderstanding since the region of misunderstanding is as well everlasting, this investigation is limited on one point of the misunderstanding that can show up in 'interaction' and its primary aspects and patterns.

Accordingly, the central aim of this research is to shed light on a very serious problem in teaching and learning a foreign language that is communication breakdowns that occur between the teacher and his students during interaction in EFL classroom in terms of information and lectures. One of its major reasons is the defeat of classroom interaction, in order to make the language learning and teaching process more effective by investigating the causes and the consequences to be able to retrieve possible pedagogical solutions. In order to answer this problematic situation, the researcher strives to answer two research questions:

1- What are the causes that lead teacher-student interaction to communication breakdowns?

2- How can these communication breakdowns be overcome?

The above questions may lead to formulate two hypotheses:

- It can be because of students' luck of communicative competence or the material used does not match with their needs.
- The teacher may create an appropriate climate for the students and may organize pair or group works.

Consequently, this dissertation consists of two main chapters, the first chapter, the theoretical one, reveals some literature reviews about the main issues highlighted. It deals with classroom interaction (teacher, student) and shows communication breakdowns in general and misunderstanding phenomenon in particular. The second chapter, the practical one, is devoted to the methodology where the researcher presents the procedure through, which the work is preceded.

It presents the data analysis, the results, interpretations and the appropriate recommendations and pedagogical implications.

Chapter One
Review of Literature

Chapter One: Review of Literature

1.1. Introduction

1.2. Classroom Interaction

1.2.1. Classroom Interaction Defined

1.2.2. Importance of Classroom Interaction

1.2.3. Aspects of Classroom Interaction

1.2.3.1. Teacher Talk

1.2.3.2. Student Talk

1.3. Communication Breakdown

1.3.1. Misunderstanding

1.3.2. Aspects of Misunderstanding

1.3.3. Major Factors of Misunderstanding

1.3.3.1. Lack of Understanding

1.3.3.2. Miscommunication

1.3.3.3. Misinterpretation

1.3.3.4. Intercultural Conflicts

1.4. Conclusion

1.1. Introduction

The first chapter is dedicated to the theoretical ground of the present case study. It reviews the literature and the associated concepts. It is far divided into three sections: the first offers with lecture room interaction and the maximum vital factors related to it, together with teacher talk and student talk. The second phase presents a few definitions and a kind of description of the verbal exchange breakdowns in popular and the third tackles the reasons that can cause this phenomenon.

1.2. Classroom Interaction

The traditional approach of teaching was adopted by most of the teachers, where the learner used to be dependent only on the lecture presented by the teacher. They were not exposed to enough practice of speaking on their own and hence the interaction among the students in the classroom was almost absent. However, as the education system changed with time so has the teaching methods, education system now demands more of student interaction rather than just listening to the instructor. Hence, classroom interaction is very essential in today's education system.

Wagner (1994: 8) defines interaction as "**reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another"** Therefore, interactions do not happen as it were from one side, there must be a common impact through giving and getting messages in order to accomplish communication.

1.2.1. Classroom Interaction Defined

A few many years of research demonstrate that the student can learn ideal way through communication. CLT (Communicative Language Teaching) confirmation on interaction as individuals utilize language to arrange meaning in

different circumstances since interaction student can utilize all what they have learnt as of now from classroom or from genuine life circumstances.

Biook and Yassmin in 2008 defined **« discourse »** as**« …the organization of language beyond the level of sentence and the individual speaking turn, whereby meaning is negotiated in the process of interaction »** (Ibid : 118). Along these lines, communication requires the transport of a message and the transaction of its significance keeping in mind the end goal to guarantee better comprehension between the sender and the receiver.

> **The word interaction encodes two of our focal factors: context (« inter »). The participants, understood in terms of their roles and statuses as well as their uniqueness as individuals, between whom the discourse is enacted ; and function (« action »), the socially recognized purposes to the fulfillment of which the interaction is directed ; what Gee (1999, p, 13) calls the whos and whats of discourse ". (Davis& Elder, 2004:144)**

The quotation above performs the term "interaction" which is comprised of two morphemes, namely *inter* and *action.* It is a common or mutual action or effect. In English language teaching, interaction is utilised to show the language (or action) used to maintain discussion, educate or associate with members included in educating and learning in the classroom.

1.2.2. Importance of Classroom Interaction

According to Long (1996:413) the most important way input is made comprehensible is through connections alterations. These are the efforts of learners and their discussion helps to overcome comprehension troubles so that unimaginable or incompletely comprehensible input becomes comprehensible through organizing of meaning. So learner learns through dealing of meaning.

1.2.3. Aspects of Classroom Interaction

Classroom learning is a co-operative effort between the instructor and the learners. It focuses to how the educator and the learners connected and how learners associated among themselves, all of which influences language learning. The dominant design of interaction is that of the teacher's question, the learner's response and the teacher's input. Teacher talk not as it were takes up the biggest part of talk but also decides the theme of conversation. It is in this manner an exceptionally vital component of classroom interaction.

1.2.3.1. Teacher Talk

Classroom interaction is one of the stages where any reality approximately classroom phenomena is delivered and can be observed at the same time. Classroom talk is one of the most critical components in the classroom interaction that one would deliver good thought, the teacher talk since it influences the teacher-student interaction.

Tsui(1995) defines teacher's explanation, which is another component that occupies a critical partial of teacher's talk:

> **There are different ways of defining explanation. Some define it very generally as providing information or communicating content, others make a distinction between explanation of procedures and explanation of concepts, vocabulary and grammatical rules. How teachers deal with explanation is very important: inappropriate explanation or over-explanation hinder rather than help students to comprehend (Tsui, 1995:16).**

Moreover, « explanation » as it is mentioned also by Tsui, is defined as **« an important to consider how the problem is explained in relation to the audience »**. (Ibid). Tsui has underlined 'in relation to' which means that the teacher have to pay consideration to different perspectives specifically: the

learner's needs, the learners differences and the learners' distinctive expectations. She continues: **'if the teacher really has explained something to his class, they will understand it, and if they do not understand it despite his efforts, what purported to be an explanation was not an explanation after all' (Ibid).**

Another vital factor in classroom interaction is turn-allocation and turn-taking behaviors. Turn-allocation is one of the administration devices teachers use to make all students involved and to guarantee the cooperation and engagement of all students. Meanwhile either the turn-taking behavior of students, they take turns that are requested by the teacher or start turns by asking questions, making requests or volunteering answers.

What makes for a good teacher conversation is, the suitable questions that start critical thinking, good satisfying explanation that help to clarify what is clouded or ambiguous, and the adjustment of the input from incomprehensible towards comprehensible.

1.2.3.2. Student Talk

According to Tsui (1995), a classroom is where different elements connect. Teachers are ordinarily the ones to set up the designs of such interaction; thus, students are regularly attached to their benefit. Clearly that teachers' behaviors effect on students' chances to express themselves and the students' involvement in classroom interaction. This latter is connected with the questions asked by the teachers themselves, and the psychological perspectives: '**there are many reasons for questions not being responded to, some having to do with the question itself -…-some, however, having to do with the psychological aspects of classroom language learning'** (Ibid: 21).

The students' participation in the classroom is very important in the acquisition of a second language, '**the production of comprehensible output is also essential to the acquisition of the target language'** (Swain, 1985 quoted by Tsui, 1995:81). However, students resort to keep quiet and do not raise questions or comments because of their anxiety, fear and worry or it could be

their method for reacting when we talk about social raisons. Teachers may know how to avoid this problem and make their students speak and express their needs and their thoughts, by giving them opportunities to incorporate in the classroom interaction. Thus, developing their talk from separated sentences toward 'real communication'.

It is teachers' responsibility to know how to deal with their students' anxiety, students' behavior can be influenced by the teachers' humiliation for instance and they cannot dispose of it, and this may cause less results and insufficient participation in class.

1.3. Communication Breakdown

Communication breakdown can be the result of misunderstanding, it emerges when the message or the feedback is not sent or received duly and properly –at least in the way that sender wants- or is not received completely by the involved side. It can also emerge whenever one of communication elements is defective (sender, encoding, medium, decoding, receiver, feedback).

Eunson (2012:9) defined communication breakdown as **'A misunderstanding or failure to communicate'.** A breakdown in communication can fast drive to struggle, when actually, the only problem may be a misunderstanding of another side's intention.

1.3.1. Misunderstanding

Indeed, even ordinary interaction may include wrong communication, yet struggle appears to increase the issue. When two individuals are in disagreement, they frequently make negative doubt approximately about "the other". Subsequently, an explanation that may have appeared harmless when two parties were friends may appear unfriendly when the same parties are in struggle.

While numerous interests have been given to the understanding however, the reasonable harm that can be caused because of a misunderstanding is of a high threat. According to Marcelo (2003), there has been too much of discussions

about the nature of understanding however practically no consideration has been paid so far to misconception, he states that:

> **The most important use of language is for the purpose of communication between human beings-…-but the endeavor to communicate, like any human endeavor of comparable complexity can go wrong or amiss in a variety of ways, misunderstanding is one of these ways (Marcelo, 2003: 293).**

The term misunderstanding has been characterized distinctively as indicated by the diverse scopes existed; Oxford Advanced Learner's dictionary defines misunderstanding as, **'A situation in which comment, an instruction, etc, is not understood correctly' (961).** From this definition, one may comprehend that through people's discussion and keeping in mind that giving directions or making remarks, the listener may not understand the correct message that the speaker needs to pass on, and this may inevitably lead to a misunderstanding.

Misunderstanding is a shape of understanding that is mostly or completely deviant from the expecting message that the speaker intends to transmit, misunderstanding is that when an individual through interaction, considers that really gets the right elucidation of another's message though he does not truly get it as the speaker expects.

Another definition given by Grimshaw, misunderstanding is defined as; **'a two-stage process in which the hearer experiences understanding, the first stage, and then deliberately fails to do (or give evidence of believing), the second stage' (Quoted, Ibid: 19);** thus, a listener may seem to understand the message, however, he cannot actually and he fails to understand. Milroy states that misunderstanding happens in parallel with the contrast between **'the speaker's and the hearer's semantic analysis of a given utterance' (Ibid).**

Researchers and methodologists through decades highlighted the term misunderstanding when talking about the teaching and the learning procedure and the real impact of it that can deviate the relationship between teacher and students; Pierre Et Al (1994: 5) states that:

> **Indeed learning implies acquiring both knowledge, itself and the code of transmission used to convey a particular body of knowledge. The code cannot be learnt except through a progressively unskilled decoding of message.**

From the quotation above, the first thing that we think about is that, learning is past acquiring knowledge, or maybe it is about rather knowing how to use the code to transfer message and to interpret it correctly and skillfully. Decoding messages, translating them and comprehending them is the goal of communication. We can clearly notice that: **'misunderstanding is an erroneous interpretation of a meaning of an utterance- a failure to understand' (Lizette, 2012: IV).**

1.3.2. Aspects of Misunderstanding

When defining the misunderstanding, it is believable to note the viewpoints that may be misunderstood by a given individual and may be caught on at the same time by another individual. Particularly those people do not share the same linguistic repertoire, nor the same deductions, comprehension and insights. All perspectives of linguistics behavior, which have a precise association with clear sorts or highlights of substance can be misunderstood.

The most common sorts of misunderstanding are vocabulary and phonology, where the teacher says something and the student hears something else in light of the fact either that teacher's mispronunciation of utterances or the misperception of the student.

Bodily-communication can be also misunderstood, for example:

> **The interviewer says something that Leandro does not hear. Leandro then tilts his head up and backwards and lifts his eyebrows (for him a signal that he has not heard). The interviewer interprets this as a signal for surprise and continues what he has to say with greater emphasis. (Jens Et Al, 1984: 4).**

The example actually expresses itself, the questioner has confused Leandro's gesture and instead of repeating what he was saying, he kept talking as though his discussion is comprehended, this will make a hole in the discussion rather making connection and engagement between the speaker and the listener.

> **Teachers constantly utilize phrases with double meanings. Although teachers know exactly what they wish their students to do, their inability to articulate these wishes is a primary source of ongoing frustration. Many of these double-speak phrases are easily to identify, and carry with them built in opportunities for misunderstanding (Simpllico, 2002:599).**

Human attitudes, convictions and concepts are not clear and they are not achieved so that can be misunderstood in them; at this level, we cannot cite a list of those perspectives that can be misunderstood, however at level of vocabulary and phonology, we can make such a estimation or classification.

1.3.3. Major Factors of Misunderstanding

There are diverse views concerning the factors behind the misunderstanding phenomenon in common and in the learning procedure in particular. Subsequently the researcher will attempt to take a bit of all, however taking into a huge thought the fundamental focuses so as not to be confused and far away from our main concern in this work; the most important factors are mentioned below:

1.3.3.1. Lack of Understanding

Allwood and Albert call it **'non-understanding…can be attributed to two factors missing relevant information, and missing strategies for relevant connection' (Ardion, 2006:22).** Because of two reasons a person has a lack of understanding; the first is the point at which you do not have any thought regarding a giving data that you have recently received as in input perhaps it is completely unexpected. The second is the point at which you cannot join your first (past) learning that is already put away with the new received one, which is different. In addition, it is here when misunderstanding can grow because of the following states in an individual:

- ✓ The individual has strong assumptions about the represented idea of what is being or done.
- ✓ The individual is not aware of his lack of understanding.
- ✓ The individual is strongly motivated to interpret and understand (Jend Et Al, 1984)

From what is featured over, lack of understanding may be a good reason of the appearance of misunderstanding, if a person has no comprehension about a specific issue at the first point, but he is not conscious of that, having strong will and motivation to understand. This will inevitably lead him to misunderstanding rather than understanding.

1.3.3.2. Miscommunication

Indeed and in spite of the fact that today's students live in a world that offers them immediate incoming to nearly indefinite data, teachers are still the essential source of information. This information cannot be successfully transmitted in the event that teachers and students are incapable to understand each other. It is important that what students hear is what teachers are in fact truly attempting to say using language through communication should be examined and well structured in a way that the speaker and hearer would understand each other. Linguistic repertoire especially our words strong in articulation should without a doubt contain the proper and the correct structure

and meaning as well, especially if we talk from an educational and academic view.

Pierre et Al (1994:05) state that : **'Communication can only be regarded as pedagogical when every effort is made to eliminate the faulty 'signals' inherent in an incomplete knowledge of the code and to transmit the code in the most efficient way '**. Thus, participants in interaction may take the duty and ability to preserve the rightness and the properness of the meaning of their expressions, at that point giving them in the most suitable admitted and esteemed method, instead of wrapping them unskillfully then throwing them.

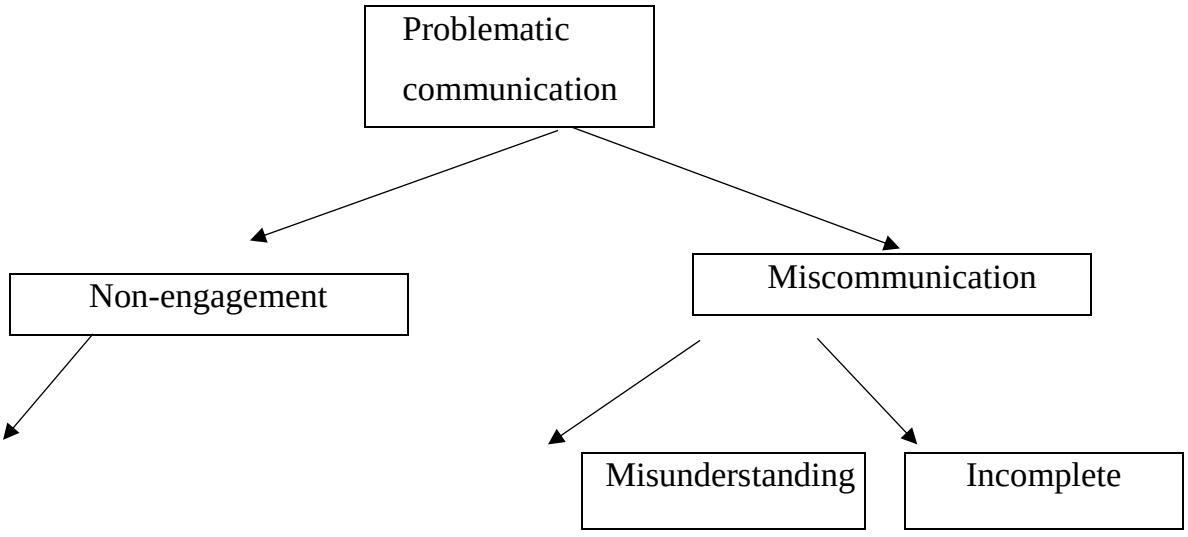
Let us look at some conceptions about miscommunication, there are some who consider it to be a type of misunderstanding, and some who believe that it is among the main factors of misunderstanding; Reilly who says: '**miscommunication is any form of misunderstanding or misinterpretation that ultimately leads to a disruption in the flow of dialogue and to explicit corrective action by the dialogue participants'** (Ardion, 2006:19). From what has been said in the quotation above, the demonstrated idea is that miscommunication is one type of misunderstanding or interpretation encountered all over. So, a person may misconstrue someone else's message and neglects to interpret it effectively; as a result, the communicative act among them may fail, this miscommunication lead to communication breakdown, since it deviate the flow at the interactional domain. Thus, participants paying little attention on who is the responsible should repair what has been broken.

On the other hand, Gass and Varonis offer a rather divergent view **'… As one of the major types of problematic communication (the other being non-engagement), miscommunication can be subcategorized into two: misunderstanding and incomplete understanding'** (quoted, Ardion, 2006:19). Miscommunication here has two deviations; misunderstanding and insufficient comprehension, i.e. participants in interaction do not engage in the communicative act or fail to do so because the speaker's message has not been

interpreted successfully by the listener, this outcomes misunderstanding. Besides, there was no understanding from the beginning, and this result in an incomplete understanding. Consequently miscommunication will occur.

Pride(1985) points out that: **'miscommunication is used for cases where there is raison to believe that what is communicated (perhaps registered and absorbed as knowledge) is somehow false, inadequate, distorted …etc)'** (Quoted Angeliki, 2000 :36). When two diverse minds do not require to meet, in that each has his own points of view and presumptions of a given subject, so each would preserve his particular comprehension and reject the other's, on account of it sometimes falls short for his perspective.

Communication has been given too much consideration, and studies have been made to increase communicative competence and technical strategies. For interactants would have the capacity to send and receive code and translate a specific piece of learning without disregarding the reality of being comprehended or misunderstood. Dascal & Berenstein state that **'It is always our noble goal that whenever we perform a communicative act, we also expect to be understood'** (Quoted, Ardion, 2006:18) he adds: '**the general function of communication must be considered as the function of coming to an understanding**' (Ardion, 2006).



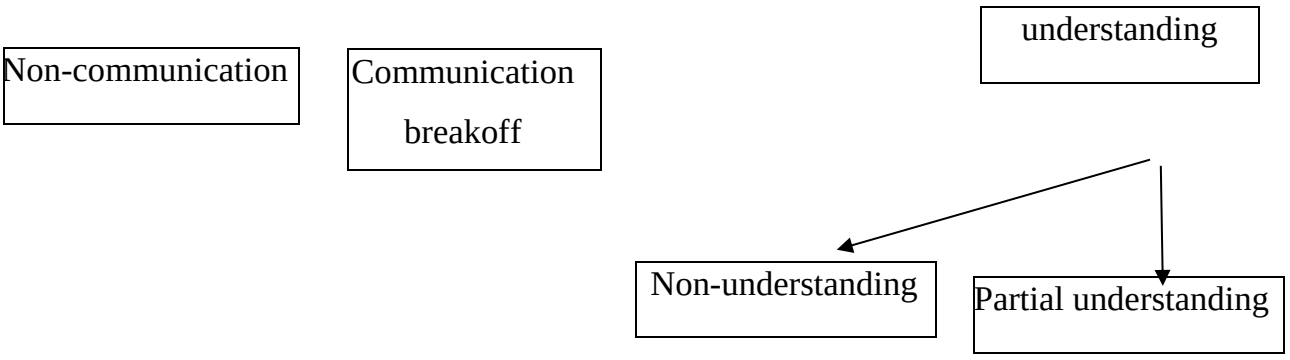


Figure 1.1: Classification of Communication Problems (Ardion, 2006)

Clearly, miscommunication can be a false communicative act, or communication breakdown or **'a dark side of an interpersonal communication'** (Anolli, 2002:6). Miscommunication causes in the misunderstanding if there would not be any chance to repair what has been disturbed between members (in interaction). This miscommunication can lead to breakdowns in teacher-student interactions, and can indeed work to shrink the learning process.

1.3.3.3. Misinterpretation

When somebody demands something but the listener does not understand him, it may cause interpretation since the listener does not understand what the speaker means, this is one picture of what is meant by misinterpretation. It is beyond the elucidation of one's expression in that the listener can comprehend somebody's message regardless of whether the speaker is quiet, this silence can be interpreted as indicated by the standards of a given society, and it may reflect politeness and graciousness for example. However, silence may be confused according to the standards of another speech community, hence it would be considered as a move toward stereotyping and misunderstanding may occur.

To misinterpret is to **'understand wrongly'** according to Oxford Advanced Learner's Dictionary. The teacher may lead his students to disappointment and perplexity when he uses phrases that have distinctive interpretations such as 'Are

there any questions ?', here the students comprehend wrongly what the teacher needed to say and instead of being prepared for questions, students consider this question as a conclusion to the current activity (Simpllico, 2002 :599)

Students pay incredible consideration to the teacher's expressions, and automatically when the teacher frees his first utterance, the students begin to make their inferences and interpretations according to their distinctive capacities and viewpoints. In spite of the fact that it is not simple to translate someone's code as it may appear, '**what may be easier to produce from the speaker's perspectives may become difficult to decode from the perspective of the hearer**' (Hasan Ali, 2008:37). Furthermore, Marcelo (2003: 306) states: **'when B's interpretation of A's utterance is grossly at variance with A's intended interpretation, B's response is likely to be inappropriate, as assessed by A, and a misunderstanding may arise'**. This comes to illuminate the term interpretation in that when the speaker's message as per his own point of view that is unique in relation to the speaker's viewpoint, so there is a great chance for misconception to happen.

1.3.3.4. Intercultural Conflicts

In the classroom, the main interactions happen between students and their peers and amongst students and their teachers. Every teacher shows distinctive directions and teaching techniques, which influence how he instructs to how he deals with a large number of personalities inside the classroom. **'Recognizing cultural and intercultural aspects of identities makes understanding more challenging and misunderstandings more prevalent'** (Mellinda Et Al, 2013:08); that is each one of us when speaking with others from his claim culture who share similar characters may make communication less demanding in any case. When communicating with people from different societies and different cultures, communication will be much more challenging and more difficult. I.e. one cannot keep up the strong connection of the discussion, unless he knows how to deal the communicative act successfully, otherwise misunderstandings emerge. Miscommunication happens when individuals from distinctive cultural

background neglect to participate in an applicable communicative act, and rather than reach a compromise, each one would stick to his attitude, David (2006:77) states that:

> **When individuals from different cultural backgrounds fail to react in an appropriate and deferential manner, miscommunication occurs -…- mutual awareness of cultural differences in interpretation tends to be viewed in slanted attitudinal terms.**

Clearly, every group has its own way of life, culture, standards, rules and costumes, other than those particular esteems make intercultural understanding difficult, and shared engagement impossible sometimes, then again they made intercultural misunderstanding possible.

Houman Et Al (2011:152) state that, **'speakers who use different communication styles may have difficulty communicating effectively, and at time such difficulty may lead to misunderstanding and conflicts'**. As indicated by this, speakers from various cultural background may not communicate successfully, since they do not utilize similar communication style, yet we cannot sum up by saying just people from distinctive cultures may have such an issue, we may likewise discover people from the same cultural background however they cannot communicate with each other by utilizing different communication styles.

The utilization of communication styles varies from culture to another, when discussing about. For instance, culturally different people, not withstanding numerous gestures such as, may not understand the use of silence in the same way: the thumbs-up gesture; may refer to someone from USA saying *'everything is alright'*, however, it may refer to someone who is hitchhiking, but in Nigeria, it is *an insulting gesture*. '**Many intercultural misunderstandings and conflicts have resulted from the use of gestures whose meanings differ significantly from one culture to another**' (Houman Et Al, 2011:162).

In general, intercultural misunderstandings and conflicts are unavoidable particularly in a world with different cultures, concerning a specific group where individuals share a similar culture. Misunderstanding occurs dependably if we can say, however, with less harm that we can discover when diverse societies meet. Helen (2000) refers to various possible reasons that remain behind the intercultural misunderstanding, and the researcher will attempt to give a fitting clarification of them one by one as takes after:

1- '**Inadequate perception** (i.e. the hearer did not listen and/or hear properly)', when the conversationalist did not hear what the speaker wants to say.

2- '**Inappropriate comprehension** to be located at various (and possibly interacting) linguistic level'. At this level, the hearer may hear the speaker's utterance however; he misconceives and makes his own particular inferences according to his point of view.

3- '**Inadequate applicable information of the word with respect to one or both interactants**'. At the point when two interactants enter in an open discussion, both of them may not know the other's backgrounds, or them two may not think about each other's experiences.

4- **'Uncooperativeness with respect to the listener, who may have seen exactly what the speaker had attempted to convey however simply planned to be awkward'**. This implies that there is a shared comprehension between the speaker and the listener however, the listener reacts unhelpfully and displays unawareness.

5- '**Production difficulties i.e. while the listener may have understand and comprehend adequately well and may have been cooperatively – minded, he is not able in the fast-moving discourse to collect an answer that is reasonably anticipated at this specific stage'**. at last and when collaboration achieve the highest point of comprehension with full engagement and

cooperation, the listener neglects to react in a fitting way that suits well the speaker's expectations.

From an educational point, breakdowns communication may have serious impact on the teacher –student relationship and may likewise abuse the engagement between the two of them since it may cause a serious effect on the teaching learning process and the pedagogical goals will be misplaced and not accomplished. At the point when both the teacher and his students share mutual cultural attributes there is a cultural comprehension since they understand each other. Cultural characteristics are common knowledge, communication, values, Tradition, attitudes, and norms. (Irvine, 2003).

The researcher found various other factors remaining behind the event of the misunderstanding. Two causes have been featured, first linguistic means utilized by the speaker are not accurately perceived by the listener, such as phonological segments that may be diverted , then again, cognitive means : habits and deductions, when interlocutors are joined to their own insight of habits, they come to make wrong inferences about the speaker’s linguistic means (Ardion,2006).

1.4. Conclusion

From the conceptions given in this chapter, the researcher comes out with some conclusions. In general, communication breakdowns are unavoidable in our lives, works, public place, universities and everywhere and as long as we use language, regardless of whether in a similar speech community, conflicts are all near. Individuals do not have similar points of view and similar backgrounds even if they live in the same community. One may notice that their interactions are not hidden from the event of misunderstanding, misinterpretations and miscommunications; in any case, one may anticipate and repair this kind of struggle particularly when the members share the same cultural background and concerning misunderstandings that happen between participants from different

backgrounds and different cultures, this can lead to serious communication breakdowns. The next chapter is practical that is designed to describe and analyse the findings obtained through investigating communication breakdowns between student-teacher interactions, and suggest some solutions to avoid this issue at the future in the classroom.

Chapter Two

Practical Part

Chapter Two: Practical Part: Data Analysis and Results

2.1. Introduction
2.2. Research Design
2.3. Sample Population
    2.3.1. Students' Profile
2.4. Research Tools
2.5. Data Collection Phase
    2.5.1. Students' Questionnaire
    2.5.2. Classroom Observation
2.6. Data Analysis Phase
    2.6.1. Students' Questionnaire Analysis
    2.6.2. Classroom Observation Analysis
2.7. Data Interpretation
2.8. Suggestions and Recommendations
    2.8.1. Teacher's Function in Increasing Classroom Interaction
    2.8.2. Originating a Suitable Atmosphere for Better Accomplishment
    2.8.3. Developing Classroom Communicative Competence

2.9. Conclusion

2.1Introduction

This chapter presents data analysis. The results give an interpretation and some considerable suggestions. Recommendations are included at the end of the investigation. On the light of the results and conclusions, some solutions and implications will be suggested that aim at enhancing classroom interaction in order to reduce communication breakdowns.

2.2. Research Design

The research attempts to answer two research questions that are - What are the causes that lead teacher-student of EFL Second year Master at SALHI AHMED, NAAMA university centre interaction to communication breakdowns? And -How can these communication breakdowns be overcome? In order to answer these questions, two hypotheses were formulated about the source of that problem: 1- It can be because of students' lack of communicative competence or

the material used does not match with their needs. 2- The teacher may create an appropriate climate for the students and may organize pair or group works.

In order to keep and attain the objective of this dissertation, the researcher takes a sample of students and examines the present problem using two different measurement tools, which are a questionnaire as quantitative method that supplies the researcher with large amount of data related to the problem that is under investigation.

As far as qualitative method, the classroom observation helped in collecting the needed data directly from the source as Dornei cited (2007: 178): **"… classroom observation provides direct information and it is one of the three basic data sources for empirical research".**

2.3. Sample Population

The participant population of this study is students of EFL Second year Master at SALHI AHMED, NAAMA university centre to answer to the research tool addressed to them.

2.3.1. Students' Profile

One of the main elements of EFL classroom are the students. Their features and satisfying their needs should be one of the teachers' goals, developing interactive classrooms and maintaining efficiency.

The participants of this study are English of EFL Second year Master at SALHI AHMED, NAAMA university centre. A sample of 50 students (males and females) at the door of graduation.

The choice of the students is because of two reasons. First, they will graduate and will be teachers. They have higher consciousness about the role of classroom interaction in dynamic teaching. Second, they spent five years in learning English language. In this respect, Kennedy and Bolitho (1984:13-14) confirm, **"The older a learner is, the more likely to have his own definite ideas on why he is learning English… the utility of learning English is likely to be apparent".**

2.4. Research Tools

Choosing the suitable tool is an important part in investigating a good research work that can be credible and worthy, to answer questions related to EFL learning and teaching issues such as when, who, what, where, why… etc. They facilitate collecting the fitting and needed data for the study. These tools are different in the way of questioning and the participants, which the researchers deal with, such as questionnaire, observation, interviews, and portfolios… etc.

In the present study, two tools were chosen that are questionnaire and classroom observation because they are more successful, facilitate collecting as much as possible data from participants without wasting time.

2.5. Data Collection Phase

Data collection is a systematic collecting of data for a particular objective from different sources. The research instruments used in this work are: classroom observation to describe what really occurs during the lecture and a questionnaire addressed to students to discover which obstacles can face them during interaction with teachers and their opinions about solutions to avoid communication breakdowns.

2.5.1. Students' Questionnaire

In this research instrument, the students were given a task to answer fourteen (14) questions (see appendix); fifty (50) questionnaires were distributed. The questions are brief, comprehensible and simple to be answered. The following questionnaire is structured and both open ended and multiple type questions have been used in this investigation. The questions are the followings:

Question one: Gender.

This question aims at discovering the respondents' concern depending on their gender.

Question two: Students' level in English

The purpose of this question is to discover whether students' level in English enables them to interact with their teachers.

Question three: Teacher-student relationship

This question aims at discovering whether teacher-student relationship influences teacher-student interaction.

Question four: The preferable type of classroom interaction.

This question drives to know which method of learning is better.

Question five: The chance to interact in the classroom.

This question attempts precisely to discover if the students want to participate in the classroom.

Question six: The initiative to interaction.

This question aims at discovering who the beginner of the interaction is, the student or the teacher.

Question seven: Does your teacher always provide comprehensible input that is suitable to your level?

This question attempts to find out the comprehensibility of the teacher.

Question eight: Do you think that your communicative competence develop due to the classroom interaction?

The objective behind this question is to know if students' communicative competence develops while interacting with the teacher or not.

Question nine: Constraint to the classroom interaction.

This question aims to detect the reasons of the lack of classroom interaction.

Question ten: How does the teacher delivers the lecture (the used materials/techniques)?

The objective of this question is to discover if the used material match with students' needs.

Question eleven: When misunderstanding occurs what do you do?

This question tries to discover students' reaction when misunderstanding occurs.

Question twelve: Do you think that interaction helps to avoid misunderstanding?

The goal behind this question is to find out the role of interaction to avoid communication breakdowns.

Question thirteen: When silent covers the classroom, does your teacher make any repairs?

The aim of this question is knowing teachers' attitude toward the absence of interaction.

Question fourteen: Does your teacher motivate you to interact and does he provide a solution when you face problems in interaction?

This question attempts to discover the motivation to interact and overcoming communication breakdowns.

2.5.2. Classroom Observation

It is a very efficient research instrument, as well as in all daily life activities as Biook states in his article:

> **Observation is one of the oldest research instruments. It can be meant to discover and learn new things about our world. From the baby starting at his hand, to the scientists watching over their experiments, everybody is an "observer". The situation is not so simple; we have to discriminate between "observation" as daily routine and as a research tool. (Biook, 2008: 120)**

In classroom context, classroom observation refers to:

> **Classroom observation (CO) is a mean of undertaking research into what occurs in classrooms by attempting systematically to observe and keep records of classroom events. (Johnson and Johnson, 1998: 41).**

One of the major points in using classroom observation is to authorise the researcher to examine the problem in a naturalistic setting and survey the results obtained from the questionnaire directly.

After collecting data from master two classrooms, the researcher assumes observational activity, which attempts to observe all elements of EFL classroom during the academic year 2017/2018. From the setting and environment to the teacher to the learner in order to figure out the factors that help in communication breakdowns in teacher-student interaction, the observation continues for ten lectures period in the first semester. Each lecture lasts for one hour and a half, to validate the obtained results, Mackey and Gass confirm that by saying:

> **Observations are useful in that they provide the researcher with the opportunity to collect large amounts of rich data on the participants' behavior and actions within a particular context. Over time and repeated observations, the researcher can gain a deeper and more multilayered understanding of the participants and their context. (Mackey and Gass (2005: 175-176).**

2.6. Data Analysis Phase

This part is prepared to analyse the results gained from each instrument used during the empirical study, namely: students' questionnaire and classroom observation, which will be examined, analysed quantitatively and qualitatively, interpreted and to be simply explained.

2.6.1. Students' Questionnaire Analysis

Question one: The following table exposes students' gender.

Gender	Male	Female
AF of the students	15	35
RF of the students	30%	70%

AF: Absolute Frequency

RF: Relative Frequency

Table 2.1: Students' Gender

From the above table, it can be noticed that there is a great difference between males and females number, as it is shown, the majority were females (70%) and this is may be due to the fact that they are more interested in learning foreign languages more than males do (30%).

Question two: The table below represents students' level in English.

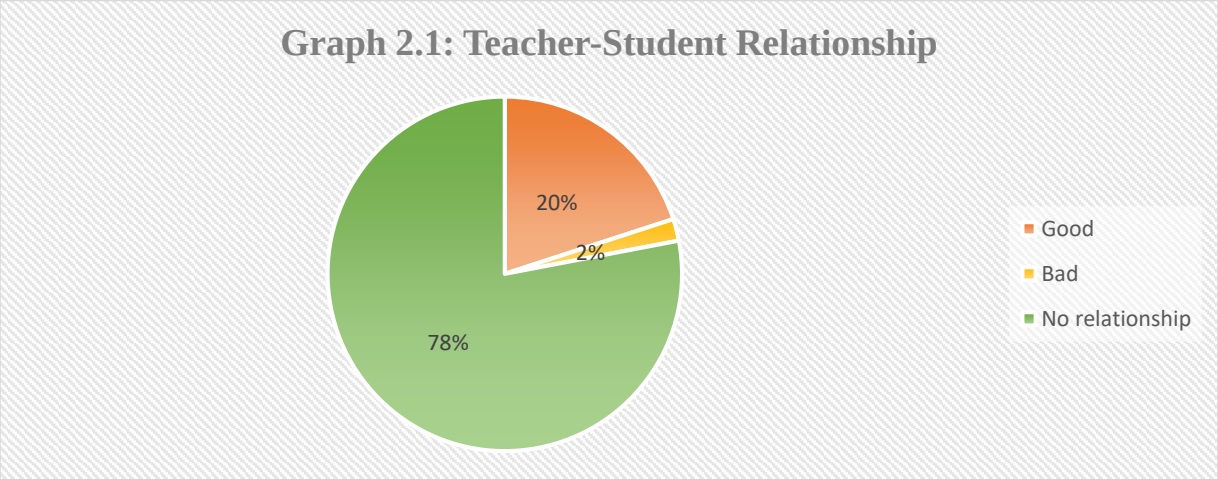
Students' response	Good	Average	Less than average	I do not know
Students' number	22	28	0	0
Percentage	44%	56%	0%	0%

Table 2.2: English Students' Level

The above table shows that the level of students ranges only between good and average, (56%) represents the informants who have an average level, while (44%) said that their level is good. However, four possibilities were given: good, average, less than average and I do not know.

From these results, we can say that, all the students have at least an average level in English that enable them to interact and express themselves effectively.

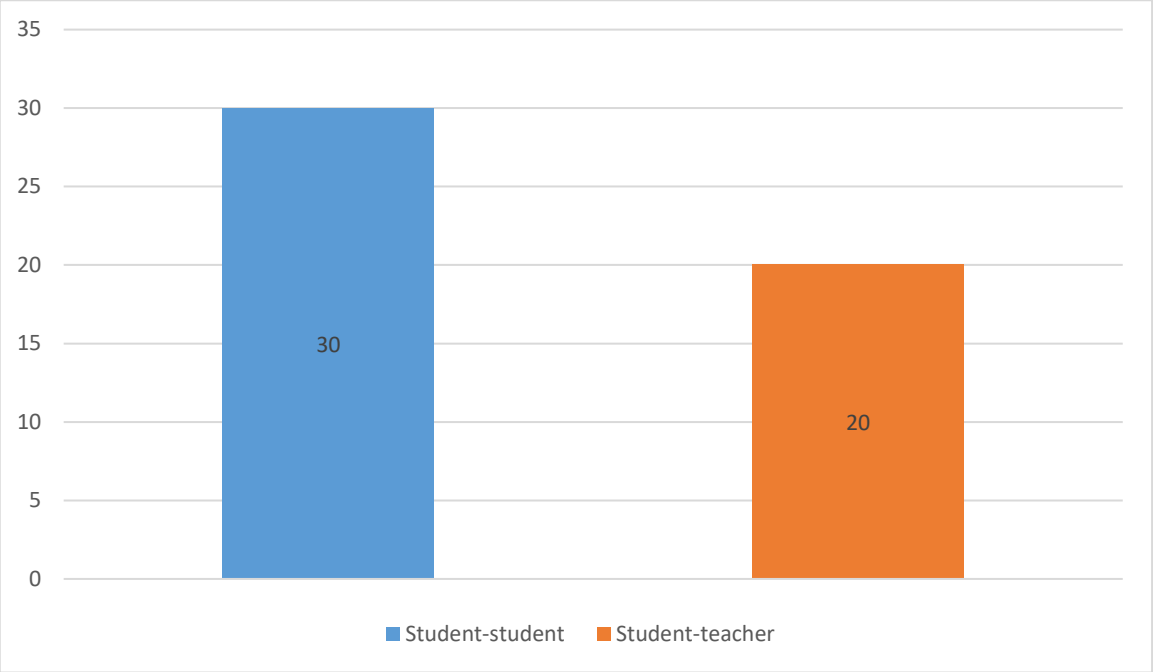
Question three: The pie-chart below represents the teacher-student relationship.



The pie-chart overhead demonstrates that the majority of the students (39) have no relationship with the teacher. While 02 students respond that they have a good relationship with the teacher and only o1 student responds that bad relationship exists with his teacher.

From this data, we can conclude that most of the students have not relationship with the teacher because of the personality of the both of the teacher and the student in order to keep respect, or attitude issues that may influence the amount of classroom interaction. Otherwise, if the students feel more relief with their teachers, their interaction will be more effective, i.e. good relationship between the students and the teacher have to exist, and that what 20% of student respond. While the bad relationship that exists between the teacher and the students can be because of personal issues but this case does not emerge a lot.

Question four: The graphical column below demonstrates the preferable type of interaction.



Graph 2.2: The Preferable Type of Classroom Interaction

In response to this question, 30 students said that they prefer student-student as a type of interaction since they understand better when they feel at ease to express themselves and ask question freely. Otherwise, 20 of them state that they tend more to teacher-student interaction because the teacher is considered as a guide that help them to understand better and facilitate the courses for them.

Question five: The table below represents the chance to interact in the classroom.

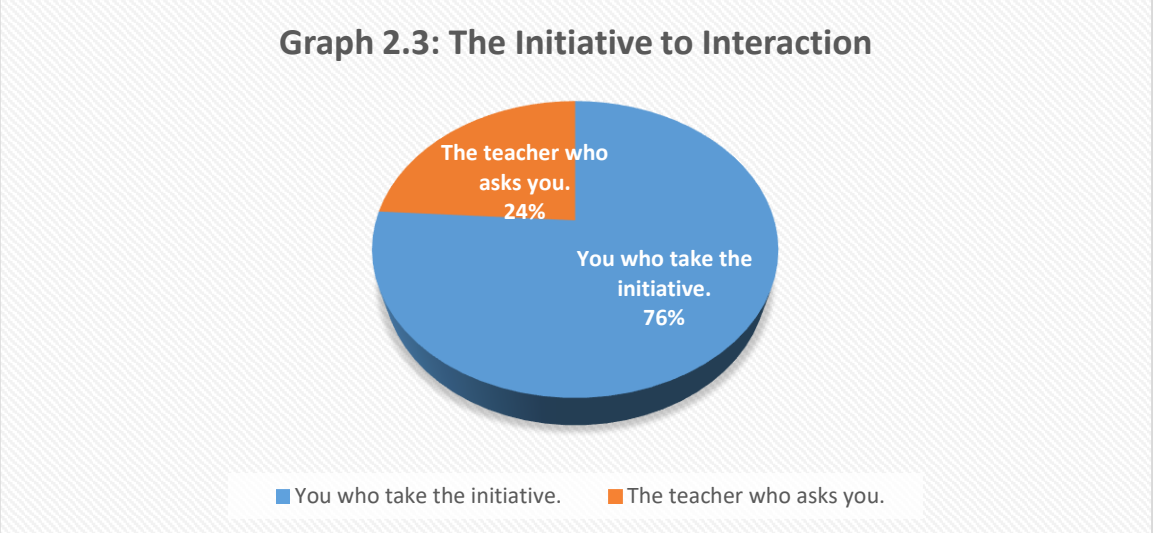
Options	Always	Sometimes	Never
AF of the students	15	30	5
RF of the students	30%	60%	10%

Table 2.3: The Chance to Interact

The table 2.3 displays that from 50 students who are targeted in this work, 30 students (60%) replied that the teacher sometimes gives them the opportunity to interact with him, may be because of time limitation, which prevents him to give the opportunity to everyone. Thus, 15 students (30%) said that their teacher

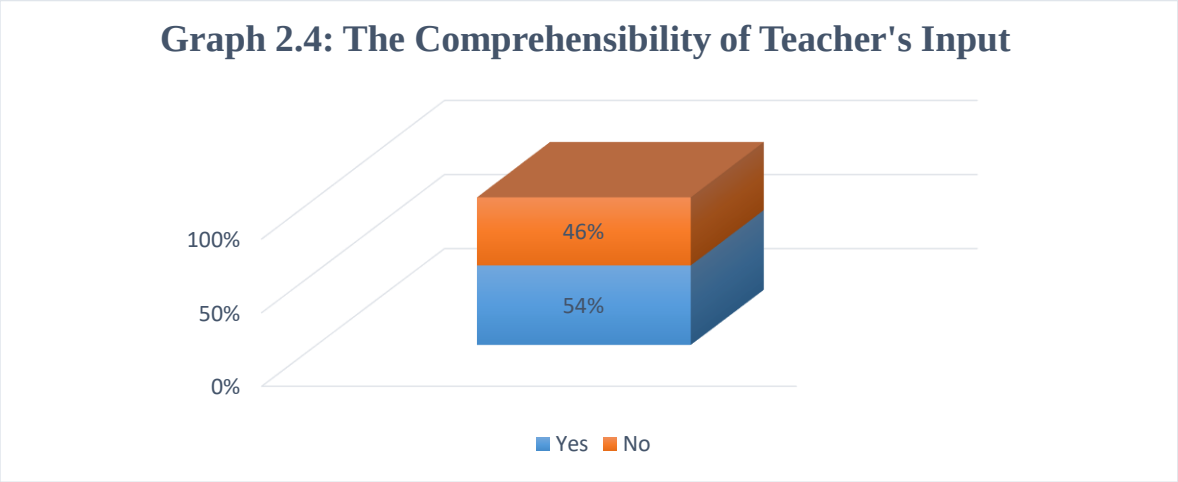
always gives them the opportunity to interact with him maybe because they have good English level and they also have communicative competence. However, only 05 students (10%) never had the opportunity to interact and this is due to either, they do not present at all, or they do not want to interact in the classroom.

Question six: The next pie-chart demonstrates the initiative to interaction.



The results in the above pie-chart show that 38 students wait for their teacher to ask questions or his request to request so we can say that they are pushed to interaction. Otherwise, only 12 students was interacting by themselves who take the initiative. From these answers, we can understand that students require motivation and the will of interaction, which may influence students' understanding and creating uncomfortable learning atmosphere.

Question seven: The graphical column below symbolizes the comprehensibility of teacher's input.



Pertaining to this question, 27 students state that the teacher's inputs are comprehensible and suitable for their level. However, 23 students feel that the teacher's inputs do not fit their level and may be they just need more explanation and further clarification.

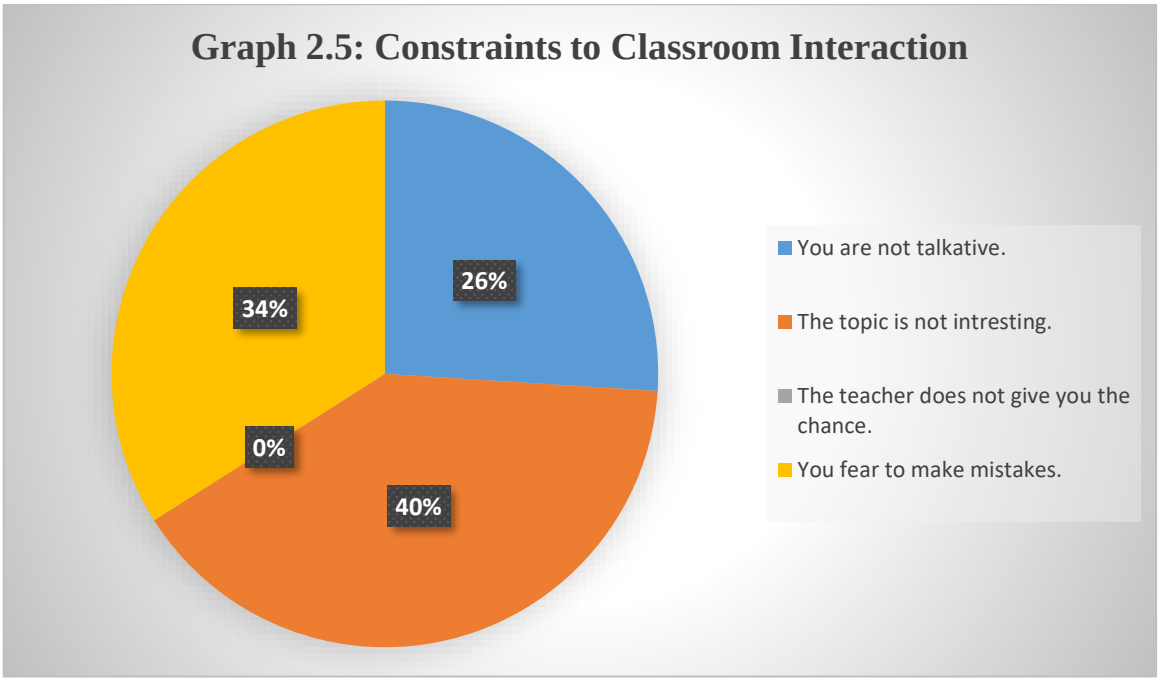
Question eight: The table above illustrates developing of communicative competence.

Options	Yes	No
AF of the students	47	03
RF of the students	94%	06%

Table 2.4: Developing Communicative Competence

In this question, the results indicate that (95%) of the students confirm that due to the classroom interaction, their communicative competence improves. While, only (06%) of them do not believe in that and this depends on each one capacity.

Question nine: The pie-chart downstairs elucidates the constraints to classroom interaction.

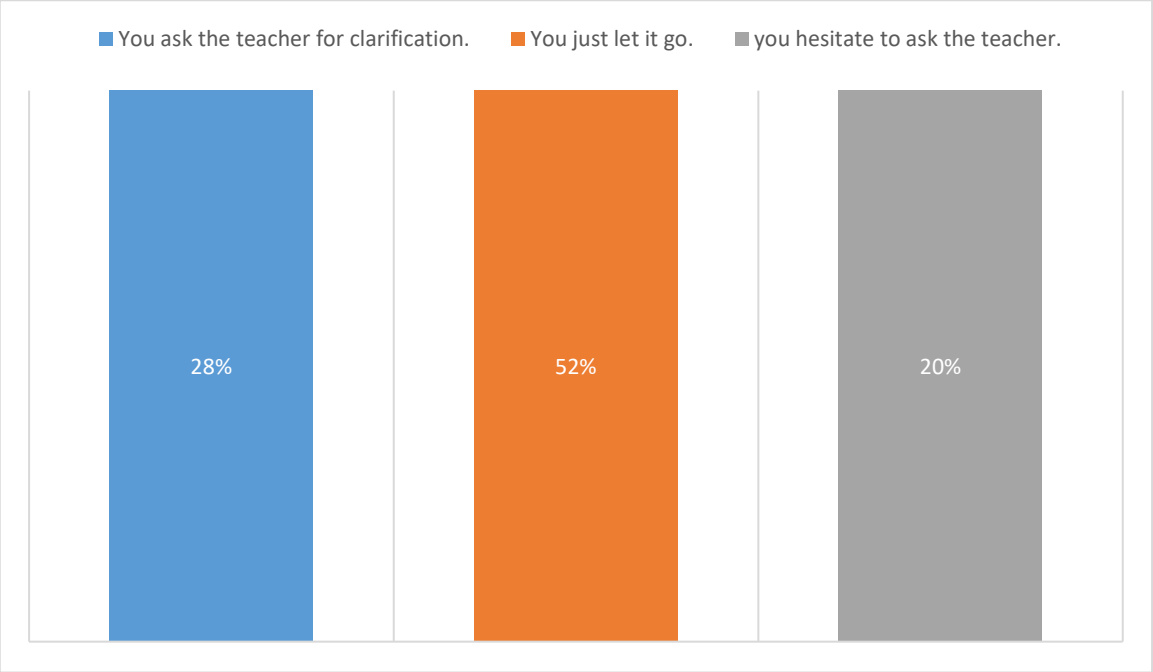


Concerning this question, we can see that 20 students said that because the topic is not interesting, they do not interact. Moreover, 17 students state that fear to make mistakes. While, 13 students are not talkative and this justifies their lack of interaction. However, none responds with the teacher does not give him the chance. We can conclude that concerning the nature of lectures, there is issue that highly influences the interaction, additionally, anxiety that plays a huge role in preventing interaction.

Question ten: How does the teacher deliver the lectures?

The students agreed that ICT tools are used by the teacher such as data-show in presenting the lectures. The teacher uses the techniques of students' presentation in some sessions, in which he requests them to prepare presentations that linked to the programmed lectures and delivers it in front of his classmates.

Question eleven: The graphical column below represents students' reaction when misunderstanding occurs.



Graph 2.6: Students' Reaction When Misunderstanding Occurs

From the results mentioned on the graph 2.6, we can notice that 26 of students do not do anything and just let it go when they do not understand their teacher, which may influences the learning and teaching process. While, 14 of them ask for clarification when misunderstanding occurs. However, 10 of them hesitate to ask the teacher for explanation because of their fear.

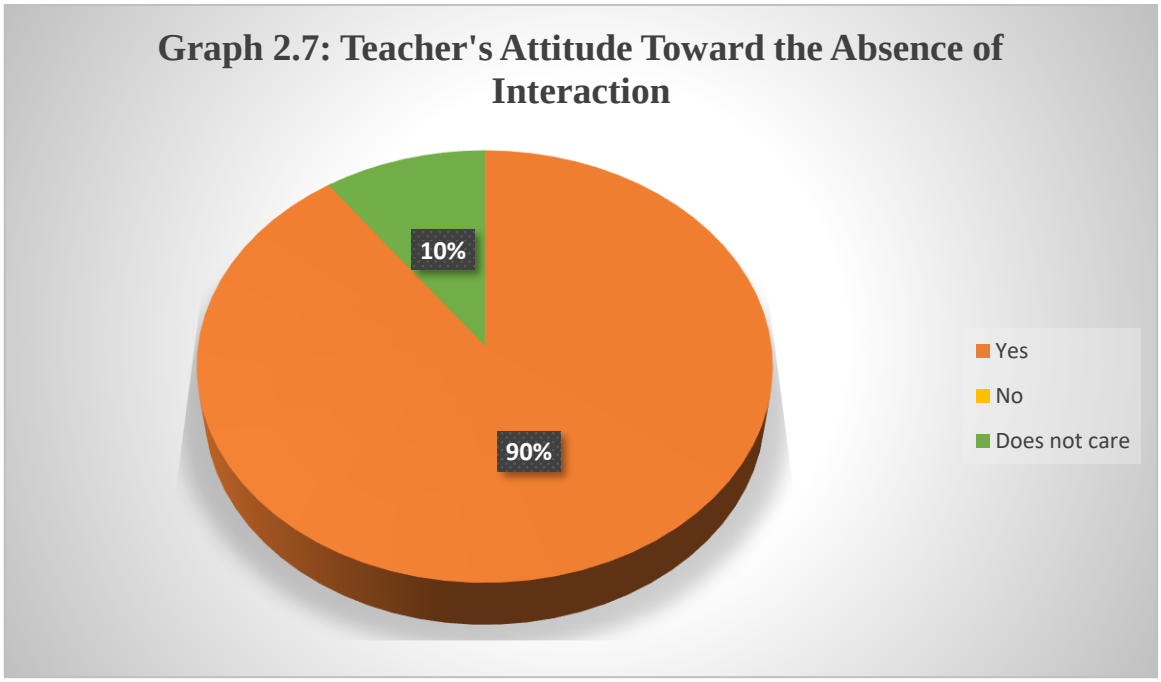
Question twelve: The following table illustrates interaction's role in avoiding communication breakdowns.

Answers	Yes	No
Students' number	50	00
Percentage	100%	00%

Table 2.5: Interactions' Role in Avoiding Communication Breakdowns

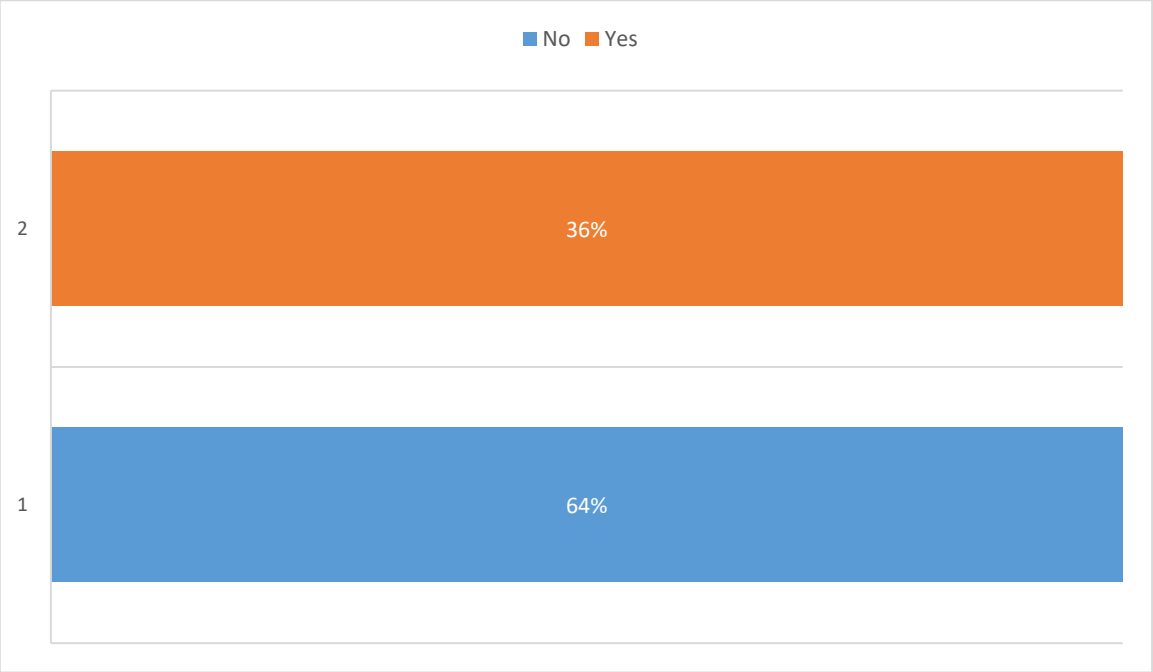
From the table we can notice that all students responds with yes, they believe that the interaction helps them to understand better, increase their critical thinking, ask questions, more explanation and clarification from the teacher's side, which make the learner active instead of being a passive receiver.

Question thirteen: The pie-chart states teacher's attitude toward the absence of interaction.



According to the results of this pie-chart, the majority of the students (45) respond with 'yes' because their teacher tries to ask questions related to the topic or switch to students' presentations, so, we can say that the teacher responds positively when the silence covers the classroom. While the minority (05) respond with 'he does not care'. Otherwise, none said that the teacher does not make any repair.

Question fourteen: The next graphical column elucidates the motivation to interact and overcoming of communication breakdowns.



Graph 2.8: The Motivation to Interact and Overcoming Communication Breakdowns

The results obtained denote that (64%) of the students do not feel motivated to interact. Otherwise, (36%) of the students say that the teacher motivates them to interact with him and with each other also and he supplies real solutions to correct the situation through jokes; however, this complicated issue requires more suitable techniques and methods to overcome communication breakdowns.

2.6.2. Classroom Observation Analysis

After the attendance of different modules with different teachers with students of EFL second year, there were some common strengths and common weaknesses that can be observed.

Among the strengths; firstly, in general, after the presentation of the lecture by using Data-show Via POWERPOINT by most of the teachers, the main points were highlighted and explained since the teacher's talk is the most important element in the whole lecture. Secondly, few voices or a whisper from a shy student were read after the teachers' insistence to participate. Finally, some students were asked to display the next teachers in order to make the class active.

At this point, when the students present, a kind of correlation and collaboration emerge between the presenter and the receivers.

Among the weaknesses, first, during the presentation of the lecture, the students were only focusing on writing and taking notes. Furthermore, the same used material make the majority of the students sleepy, or get bored in spite of the teachers' efforts to awaken and activate them but they neglect to go forward. Finally, students' sitting in the traditional way especially if they are numerous and in a large class, engagement is impossible.

2.7. Data Interpretation

In this section, the researcher will try to interpret the results obtained from students' questionnaire and classroom observation.

The obtained results from students' questionnaire and classroom observation are specially focused on linguistic and psychological factors that cause communication breakdowns, among them lack of self-confidence, stress, lack of vocabulary, shyness, lack of communicative competence and without students' motivation, participation will not be achieved. The tools used to present the lecture can cause students boredom. As an evidence, when the teacher let his students display lectures, engagement and collaboration give the opportunity to students to participate and interact. The classroom seemed much more motivated and active than it was; otherwise, as soon as the teacher came back to his technique (using data-show), the participation disappears. So that, these results may validate the first hypothesis, which stipulates that it can be because of the students' lack of communicative competence or the material used does not match with their needs.

It is assumed from the achieved results of classroom observation that a positive, tolerant, and supportive environment increases student academic achievements and leads to developed self-esteem. Since it is the most effective and powerful tool teachers can use to encourage students' learning such as setting a positive example, using positive reinforcement and building trust. Giving students the opportunity to learn from and teach each other by organizing

pair work and group work, which enhancing social skills and interaction and stimulating a higher

order of thinking. Thus, partly confirms the second hypothesis, which states that the teacher may create an appropriate climate for the students and may organize pair or group works.

2.8. Suggestions and Recommendations

After the fulfilment of our problematic and gaining the anticipated results. In order to develop students' participations that lead them to interact with their teacher without barriers, the researcher tries to propose some recommendations and a number of suggestions to overcome communication breakdowns that face students while interacting with their teacher.

2.8.1. Teacher's Function in Increasing Classroom Interaction

It is mentioned in the review of literature the main characteristics of classroom interaction such as the classroom talk, particularly teacher's talk. This latter is the foremost source of convenient utterances; the teacher has to use the language correctly in terms of coherence and cohesion. For better understanding, the teacher needs to explain and to clarify well. A competent teacher has to be interactive to students' needs.

When the classroom is covered by the silence and there is no participation nor engagement in the classroom, the teacher will need to discover the reasons behind this silence. It can be because of the techniques or the materials used to present the lectures. Thus, in order to avoid boredom, he may change them from time to another for instance, he may organise pair works or group works and even how the teacher asks questions and how he controls them is important in classroom interaction.

2.8.2. Originating a Suitable Atmosphere for Better Accomplishment

Making orders and directions are insufficient for better learning. However, creating a convenient atmosphere has a great importance, **"the classroom climate established by the teacher can have a major impact on pupils' motivation and attitude towards learning" (Chris, 1998:64).** In order to engage in classrooms interaction and to have a good relationship in the classroom, the teacher needs to make a positive environment.

An appropriate atmosphere facilitates learning so that students can be engaged effectively with their teacher, with their peers and the lecture, which leads to the achievement of classroom interaction. Teacher needs to have the art, enough tools and capacities to build up the needed classroom environment for the students to be motivated.

According to Daniel et Al (2011), the most vital aspects in creating good climate is the relationship between teacher and his students. Supportive relationship is considered crucial for the learning-teaching process and the teacher who is comprehensible, beneficial and amiable has been found to enhance students' fulfilment and their effective outcomes.

2.8.3 Developing Classroom Communicative Competence

After the emergence of the communicative approaches, classrooms are assumed to be much more motivated and active, where classroom interaction plays an important role in making the classroom fulfilment of communicative acts and movements rather than being students just passive receivers. Communicative competence has a dominant role in avoiding communication breakdowns; it refers to a learner's ability to use the language to communicate successfully. Canale and Swain (1980) defined it as composing competence in four areas (words and rules, appropriacy, cohesion and coherence and the use of communication strategies).

Classroom communicative competence is important for learning a foreign language and extending it helps the students to participate and make their voices heard.

> **Extending classroom communicative competence is to enable second language students to develop a broader repertoire of linguistic and interactional competencies so that they can successfully participate in a wider range of classroom events (Karen, 1995:167).**

Teachers can increase their students' communicative competence by giving them tasks such as information gap and role-play activities for developing speaking, letters for developing writing, note taking and summarising, which combines developing listening and writing competence.

2.9. Conclusion

Throughout this chapter, the collecting data were analysed quantitatively through students' questionnaire and qualitatively through classroom observation. Furthermore, it was interpreted in order to confirm or rescind the stated

hypotheses. Some implications were suggested that might be possible to solve the problem.

General Conclusion

General Conclusion

Various studies about second or foreign language teaching and students accomplishment and engagement in classroom were devoted, in relation with several parts that can either increase the teaching-learning process, or can decrease or even damages it. Classroom interaction is a large problem and this dissertation is only trying to supply an overview; teacher-student interaction is our major interest since it is fundamental for first, the classroom itself and for the teacher and the student.

The great influence of interaction is on the individuals' interchange of ideas, however, in a conversation it is possible that misunderstandings emerge due to many causes, and consequently participants will be led to communication breakdowns.

From an educational view, communication breakdowns in interaction especially in the classroom is of an actual serious harm, pedagogical solutions should be applied rather than just mentioned in papers and collected in books.

After gaining the results, the researcher noticed that the three hypotheses that have been cited in the introduction have been conformed, some implications are suggested in order to avoid communication breakdowns and thus, the classroom will witness a motivating active climate that leads to better achievement.

The main bonds the researcher faced while conducting the present study were the deficiency of sources concerning classroom communication breakdowns. Because the students did not answer some questions that need explanation, the researcher had some difficulties in analysing data resulted from the questionnaire.