

Communication Breakdown in the Heterogeneous Communication

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Abstract: The article reveals information on communication breakdown between native speakers and EFL speakers. The author highlights the variety of blocking aspects in terms of heterogeneous communication and solving at early stages. The research paper shows how and when breakdown occurs during the communication process and its several stressing sources. Furthermore, creating the communicative competence is stated as the major quality of the non-native speakers to avoid unsuccessful interaction. Intercultural understanding is also discussed as the crucial knowledge to gain by interlocutors. The researcher reckons pragmatic training should be inserted into the curriculum as for its vitality for addressees and also addressers. The knowledge of slangs and English varieties are emphasized as salient components of the competence of EFL speakers as well. As a conclusion, the author suggests to begin cultural and pragmatic training as early as possible considering their importance equally with teaching other language skills: writing, listening, speaking and reading.

Key words: communication, communication breakdown, ungrammaticality, heterogeneous interaction, cross-cultural awareness, pragmatic competence.

Vitality, communication is the fundamental assistant of people who speak different languages to build the bridges of friendship and know the world better. In this juncture, interaction between native speakers and EFL speakers faces numerous breakdowns as interlocutors lack communication competence. Firstly, we should identify the term and its descriptions by luminaries. According to the R. Schmidt's conclusion: "Competence is the implicit system of rules that constitutes a person's knowledge of a language. This includes a person's ability to create and understand sentences, including sentences they have never heard before, knowledge of what are and what are not sentences of a particular language, and the ability to recognize ambiguous and deviant sentences".

Importantly, this concept was scrutinized by so many scholars and naturally provided diverse descriptions. Since 1960s, various models of language competence have emerged, proposed by Hymes, Canale, Swain, Bachman and Brown. One of the devoted linguists Halliday tried to clarify the term:

"Communicative competence is the knowledge of ESL speakers in the field of expression own ideas freely (of course knowing rules, sounds, words and sentence structure) and ability to interpret and whenever demanded negotiation of meaning and consideration of intercultural aspects as well as pragmatic rules respectively. Furthermore, the notion of communicative competence is one of the theories that underlie the communicative approach to foreign language teaching. This is in contrast to previous views in which grammatical competence was commonly given to priority. But nowadays, it is substituted to teaching communicative skills in order our students not to have communication breakdown in the process of communication between native English speakers. If we build our learners communicative competence in our teaching process, then they are able to communicate effectively and smoothly not being in communication difficulty. That is because they know to choose an appropriate code. (All rules in English).

Communication is established on the attempts of both sides. Obviously, native speakers are considered as quick-witted people with no drawbacks in the view of non-native speakers for their fluency. English is not dominant language and it is great challenge to master it not slipping into communication breakdown.

That is why it is complicated to any ESL speaker to possess all of the components. As a proof I can state that, at least one of these sectors has deficient in utilization during the communication process between native speakers. Another example can be helpful: In the non-homogenous interaction, it is quite challenging to achieve the goal by the interruption of auditory incapability.

Another 'headache' for ESL speakers when interacting with native speakers is usage of slang and colloquialisms in the field of varieties of English. Because. In most native English speakers, large numbers of slang and colloquial terms are used in everyday speech. Many learners may find that classroom based English is significantly different from native English is spoken in normal situations. This can often be difficult and confusing for learners with little experience of using English in Anglophonic countries : -Hi!

-Hiya!

-Where do you come from?

-I am from Oz.

-Sorry...?

- Ah! I am from Australia.

-Nice to meet you! Are you enjoying yourself?

-Yeap, so much. Are they your mates?

-Mates? Mates...

-The girls...

-Oh yes, we are friends.

Also slang terms differ greatly between different regions and can change quickly in response to popular culture. What brings communication breakdown? Some phrases can become unintentionally rude if misused. The only solution to these problems is highlighting such features in our curriculum in order to become aware of them. To the top of it, there are different varieties of English which are different in pronunciation, accent, vocabulary and grammar. The thriving communities of English native speakers in countries all over the world also have some noticeable differences. Also our students' constant barriers can be observed in difficulty and confusing items of vocabulary known as 'false' friends. This is known as language interference in verbal intelligence. In modern teaching which is the main objective is communicative training of learners, foreign language teachers must focus on such subconscious aspects of foreign language aptitude. We suggest that, every teacher should have the stable agenda which is devoted to the developing components of foreign language aptitude. That means, we must divide weekdays on the exact purpose like: 'Monday- the Day of vocabulary theatre' or 'Tuesday- the Day of verbal contest' and so on.

Significantly, grammar sensitivity is the most challenging aspect of communicative competence. Irrefutably, the difficulty depends on how the grammar differs from the target language. Crucially, knowledge of grammar is the foundation of our ability to express ourselves. Surprisingly, the grammar which is taught by EFL teachers and considered as standard grammar is used in the terms

of official and formal context. Non-native speakers have difficulty in communicating with native speakers if they do not catch the Englishmen's ungrammaticality. Consequently, it is really true to teach traditional grammar in the classroom. But if we really do not want our learners to come up against communication difficulty, it would be better to teach them linguistic adjustment to the native speakers.

One of the features of English grammar which vastly leads to communication breakdown is the ungrammatical variety of the language when addressing to non-native speakers. That is why, if a native speaker utilizes ungrammatical variety of the dominant language in the homogeneous conversation, there will be no difficulty. Whereas ESL speakers are fazed by such kind of abnormal phenomena which are called foreign talk.

Some of the descriptions of native speakers' speech to English speakers as a second language made it look as if the linguistic environment might prove to be an important area of difference between first and second language. Why communication breakdowns happen so often in the field of grammar? Essentially our non-native speakers pay more attention to the appropriateness of utilization grammar rules and its structure than putting across their thoughts and perspectives in their mind.

We can state that, cause of "foreign talk" or socially conditioned speech generate the inevitable miscommunication. The ungrammaticality is the result of three main processes: omission, expansion and replacement, on the other words, we might name as rearrangement. Examples of omission include the deletion of articles, conjunctions, subject pronouns. Another example of is the insertion of subject pronoun *you* before imperatives:

- You come on at once!
- You do it without butting in!
- You digest the food for thought!

Replacement/rearrangement includes forming negatives with *no* plus the negated item (*no like*), replacing subject with object pronouns (*him go*), converting possessive adjective –plus –noun constructions to noun-object-pronoun (*sister me* instead of *my sister*), and a preference for uninverted question forms.

Normal speech based on grammar rules	Foreign talk equivalent
1. Why did you go?	1. Why you go?
2. Come here at once!	2. You come now.
3. My sister doesn't like the man.	3. Sister me no like man.

Also that kind of frequency of deviant forms in the native speaker's speech tended to reflect the number of errors in ESL speakers.

Due to this fact, ungrammatical speech is by no means confined. Nevertheless, it has become clear that deviant interacting or communicating is not the norm which we and our students accustomed to cope out without any barrier. Consequently, we would like to suggest all foreign language teachers to enclose these features of English grammar. It is also useful to teach students standard grammar rules and its structure as well. Because they are demanded to know it perfectly in the process of doing tests, taking examinations and in other such kind of states. But, as we tried to put across my idea above, it would be better if we create suitable atmosphere to utilize and to share knowledge on this matter for our students. Therefore, they will never come up against communication breakdown based on lack of ungrammatical speech sensitivity. As a solution to the matter, we suggest the

constant utilization of authentic materials made up using all kind of deviant forms of grammar in the process of heterogeneous communication.

In pursuit of our goal, it is worth mentioning that, English is reputed to have a really idiomatic degree of idiomatic usage. For example, the use of different main verb forms in such apparently parallel constructions as:

- EFL speakers always try to learn something worthwhile.
- As a foreign language teacher we help learners pick up new features.
- It is crucial to avoid being in communication vacuum.
- Pupils look forward to seeing the plenipotentiary and extraordinary of the UK.

In the classroom EFL teacher must take into consideration even slight sides which may become the biggest ones when communicating with others.

The nature of phrasal verbs is not obvious which can not be surrounded thoroughly by EFL speakers. They are called also known as multiple-word verbs in English unlike other languages. Phrasal verbs can cause difficulties for many learners because they have several meanings and different syntactic patterns. Furthermore, there are also a number of phrasal verbs differ in American English and British English. We know several types of phrasal verbs that are separable and not separable ones lead directly confusing and making mistakes. Surprisingly, unlike other languages English is not predictable. For example, Indian languages emphasize syllable stress or some Asian languages syllables are the same length. For non-native English speakers, this is another distraction. Additionally, most languages do not have the /the/ sound/. This is an important sound in English and although it may not make the speaker difficult to understand in it, it could be distraction. And whenever there is a distraction, our learners must tend to pay attention to it and try to process it.

Another problematic as well as interesting part of the target language is that, American English has gestures and nonverbal expressions that are completely different from many other countries. What we know as normal or acceptable may have a completely opposite meaning in other countries. For instance, and handshaking differ from country to country in terms of their interpretation and how they are done. One more example can be helpful:

An American girl used bye-bye gesture, and it was misunderstood by a Japanese student in the U.S.A, for that particular gesture is used for “come here” among Japanese people. Having lack of intercultural competence, the boy came towards him and the girl confused for some time. Here we can observe the communication breakdown.

Pragmatic competence is considered as one of the important components of communicative competence as well. The study of pragmatics copes with the ability of language users to use the language appropriately. A pragmatic error may block the good communication between speakers, may make the speaker appear strange in the interaction, or may make the speaker appear rude or uncaring unintentionally and leads a direct breakdown. In accordance with it, as an ESL teacher, we must teach pragmatic rules to our students in the lesson process in the equal rates with grammar rules which dominates our teaching process. That is to say, a learner of high grammatical proficiency will not necessarily show that they can easily communicate with a native English speaker. Because, they do not know how and when to use of the language. Introduction of the pragmatic knowledge to EFL speakers and teach them how to use so that they will never encounter breakdown caused by their pragmatic incompetence. Moreover, teaching of pragmatics aims to

formalize and develop the EFL speakers' ability to find socially appropriate language for the situations they encounter.

Communication- is an extremely complex process involving exchanges of not only scientific purpose, but also it is reckoned as the most essential way of learning other cultures as well as their social life and different leases of life. Therefore, in order to be perfect communicator or not to come up against communication breakdown all EFL speakers are demanded to have Intercultural competence. That is because, if a speaker of English as a second language lacks appropriate cultural attendance or attitude often results in unpleasant incidents, or worse, then such incidences and mistakes of the communicators will be the source of serious miscommunication and misunderstanding. Similarly we have called them communication breakdown caused by intercultural knowledge or unawareness. It is essential that intercultural training begin as early as possible. We must not postpone it until our students are at an advanced language level or have opportunity to be in communication between native speakers.

In conclusion, most EFL teachers try to teach the form and structure of the English language, whereas communication is based on speaking and listening comprehension when interacting with native English speakers avoiding from communication breakdown. Accordingly we must alter the teaching method which hardly depended on grammar teaching to communicative approach respectively. Because most of our students avoid speaking in English in their lessons, which is that the root of potential breakdown in the communication process as well. In this situation, The English teacher's role as a motivator and counselor becomes vital. The teachers need to spend more time and effort to help them to build the communication competence. The special cultural training and lessons for boosting the pragmatic features of the target language should be conducted at early stages of learning. As soon as we tackle such problems leading to communication breakdown then we establish the communicative proficiency of the EFL speakers.

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