

THE PARADIGM OF COMMUNICATION BARRIERS

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Abstract: *Given all the criteria used, it can synthesize the next paradigm of communication barriers: infrastructure barriers; structure barriers; superstructure barriers; system barriers. On the message, which can be identified barriers coincide with the structure of language barriers. Their identification is to optimize the communication process by transforming them into benchmarks of efficiency.*

Key words: *infrastructure barriers; structure barriers; superstructure barriers; system barrier.*

JEL Classification: D83.

1. Introduction

It happens almost always things, phenomena and concepts known to be the most difficult to define. So it is with the communication that is all around us and that is the essence of human relationships. The diversity that has defined this concept does not only increase the variety of areas in light which is addressed: psychological, sociological, pedagogical, organizational, political, administrative etc.

In these circumstances, the question arises: is there anything left unsaid about communication? What area of human activity appears to be harsh trials, regarding this process?

From their own professional activity, which requires a reading specialist in this field, we found that there are still many question marks about teaching effective communication. Each communication situation is unique, which makes it impossible preparation of "recipes best practices" in teaching approach.

Therefore, we decided to initiate this research, which aims to identify the factors, especially linguistic, hindering effective teaching communication, starting from the analysis of concrete educational situations. To achieve this, we start from the structure of classical rhetoric of the speech, after the ancient theorists admit three questions: "is it?", "What?", "How is it?" [Quintilian, *Institutio oratoriae*, III, 5, 6].

There are factors that prevent optimum communication in general?

Suppose they do not exist. It follows that any instance of communication is carried out in perfect conditions, meeting all objectives. Unfortunately, the surrounding reality shows there is ineffective communication situations, most often resulting in unpleasant endings.

In conclusion, we hold that there are certain factors that disturb, damage or partially prevent total communication situation, facts which we will call "communication barriers".

2. Typology of communication barriers

To achieve a typology of communication barriers, we generally use the information we presented in subchapter "State of research" in which we presented classifications identified in the literature published to date.

Given all the criteria used in those classifications, we could synthesize the next paradigm of communication barriers:

Infrastructure barriers (concrete deployment possibilities, the conditions for accepting a communication process):

- Jams education;
- The personal characteristics of speakers;
- The availability heuristic;
- Effect of false consensus;

- Theory perseverance;
- Representativeness heuristic;
- The complexity of the idea.

Structural barriers (reality conducting communication phenomena):

• Language barriers - different communication repertoires (speakers use different words, but they give the same meaning; speakers use the same words but different meanings given to them); transmitter inability to speak properly; absence demonstration and repetition; explanatory distortion; explanatory failure; overcharging; the ambiguity of the intended message; common patterns and differences of that message; incompatible views belonging to source and receiver; abuse of neologisms; the use of jargon elements; excessive simplification of the message; speed of speech; noise (exterior and interior).

- Barriers language - independent: nonverbal; paraverbal.
- Superstructure barriers ("entry barriers"): technical results.
- System barriers:

- At the transmitter: lack of communication skills; during the communication and transmission channel; personal characteristics; dissonant behaviors; attitudes and opinions; beliefs and values; memory and the level of acceptance; uncertainty about the message.

- When the receiver: listening skills; knowledge of the message; semantic problems; concentration; prejudices; receptiveness to new; attitudes; opinions and prejudices; beliefs and values; storage capacity; the level of acceptance; flexibility to change attitudes and behavior; the limited absorption capacity of the message; preconceptions; egotism; emotional baggage; the trend towards polemic; resistance to transformation.

In the message, which can be identified barriers coincide with the language barrier structure. Their identification is to optimize the communication process by transforming them into benchmarks of efficiency.

This phenomenon should be treated in future act Steliana Toma stating the following: "[...] Be able to resolve that problem type offense, either one type optimization, the teacher should not neglect the fact that in the coming period will be faced with potential problems, ie problems that occur after taking a decision" (Thomas, 1994, p.62).

3. Typology of didactic communication barriers

Didactic communication is conducted usually in an organized, institutionalized. We therefore believe that the efficient conduct of the process of teaching communication may possibly be especially disturbed by ergonomic factors, primarily.

Thus, taking classifications teachers and psychologists, we consider also the communication barriers:

- *The arrangement of furniture in the classroom in neergonomic, stiff, he can not be moved.* One solution would be the purchase of a simple furniture, functional, which can be grouped / organized according to the needs of the type of lesson (in (semi) circle, square, groups etc.).

- *The minimum visibility of students who must interact with the teacher and classmates.* This barrier can be the source of confusion both in furniture and in the physical characteristics of students. So, settling them in banks should be based on height and any vision or hearing problems of students.

- *Arrange the classroom inadequate, meaning that information materials are either insufficient or excessive or unrelated information with classroom taking place.*

• *The environment in which takes place in the classroom should be a suitable one group of students, and in terms of information, advocate for arranging cabinets specialized laboratories.*

For example, it is very difficult to motivate and mobilize a classroom to analyze a poem lyrical romantic when the course is conducted in a laboratory chemistry / physics, whose tables are covered with tiles, and the walls illustrates's table Mendeleev and chemical formulas.

Classroom is a social group. At this level, we believe that there may be encountered:

- The large number of students belonging to the group;
- Incompatibility group members, meaning that they can not interact;
- adapting the goals (short term and long term) requirements and particularities of the students;
- Ignorance of these goals by the students;
- Lack of cohesion;
- not identified leaders (formal and informal);
- prompt-solving conflicts;
- Lack of involvement of students in extracurricular activities.

As a reflection in miniature of a company, its construction class is based on some set of rules that will regulate the entire course of daily school work. Without this normative dimension analysis, we can identify communication barriers as the following factors:

- The lack of explicit rules (prescriptive known, clearly stated);
- Lack of knowledge by the teacher and the student has explicit rules.

To mitigate conflicts that may arise therefrom, suggest that the formation of a class of students studying must be accompanied by rules imposed by school rules and negotiating and establishing new internal rules unanimously accepted.

Normative dimension involves the operational dimension, practice. A good example is the divergence between teacher culture, and culture.

A communicational barrier in this area can arise from trying the teacher to exclude pupils culture, attitudes that can generate antischool intent. For its removal, A. Geulen propose the following solution: "[...] The integration of normative culture elements involved in fostering and strengthening explicit normative culture" (Geulen, 1994, p.89).

From the perspective of innovation, it can disrupt the communication process teaching, where the teacher adapts the content and innovative strategies employed in the requirements of society and the students, but also in innovation where students consider the negative influences of the society they live.

Regarding the educational process itself can identify barriers to system level design at the system level teaching-learning-assessment.

In general, the barriers identified in the general communications are also included in the process of teaching communication. For this reason, we will not reiterate this typology.

4. Linguistic communication barriers

What interests us especially in this study were developed at linguistic communication barriers.

Based on the concept of "the communication barrier," whose defining boundaries we have done above, we call "language barrier" communication teaching any linguistic phenomenon that damage or disrupt scholarly discourse of any kind. Thus, we try to realize a typology of this phenomenon, which we will use to further study the corpus of texts.

A first classification criterion is language barriers in view of analyzing speech. From this point of view, there are:

- a) structural-formal language barriers;
- b) logical language barriers;

From a structural viewpoint, language barriers may appear in the: interrogations; explanation; conversation; repetitive structures.

In terms of logic, language barriers are generated by the following phenomena: the ambiguity; ellipse.

The second criterion in the typology of this phenomenon derives from the structure of didactic speech (interrogation/explanation/dialogue etc.) and the structure of language system are identified. Nivelurimului language barriers occur at the following: typologically; compositionally; phonetic; lexico-semantic; morpho-syntactic; rhetoric and style.

Combining the two criteria, we find that language barriers in scholarly discourse are the following phenomena:

❖ **At the typological interrogations:**

- disproportion between standard and nonstandard situations to address the questions. Training in communication, standard situations are the questions of students the teacher in order to fill gaps in a particular field. The teacher asked students questions to verify awareness of emotions characterizing information or creating nonstandard situations.

Characterized interaction, speech DIACT should combine evenly with the nonstandard standard situations to address the questions.

- Exclusive use one kind of question;
- Excessive use one kind of question.

Starting from the question-answer adjacency pairs, it is known that certain types of questions to determine the wording of certain types of answers. Therefore, during the speech, the teacher should use as many types of questions to give students an opportunity to ask questions in turn.

For example, the exclusive use / excessive debt causes formulating answers questions closed, "yes / no", which restrict the operations of thought. The phonetic structure of the interrogative statements leads to the appearance of the following language barriers:

- The emphasis on the word inadequate to the logic of the statement;
- Variations dissonant intonation of the importance of a statement.

Emphasizing a word in a sentence is to attract students' attention to the term. Or, emphasizing random words decoding determines the incorrect message to the learner. In the same way it works and intonation variations which are not adapted to the importance of the statement. At the semantic level of the interrogative statements:

- Unfairness semantics (questions that can not receive a response);
- Failure semantics;

Using speech utterance modalizate teaching can be a language barrier only to the extent that the speaker's opinion thus transmitted influence in formulating their own opinions.

Syntax interrogations generates the next language barriers: connections wrong; excess of subordination; excess parataxis; disagreements logical syntactic relationships; popular topic.

- At the pragmatic level of interrogations: overloading entropic.

We all know that the wording of questions is based on the response that should receive it. When the required response requires a large amount of information presentation, the speaker is forced to choose one that does not fully meet the demand of the inquirer.

Therefore, especially in scholarly discourse, questions should aim at an optimum amount of information.¹

Typology determines explanation identifying the following deviations:

- The disproportion between the explanations given by the students and those of the teacher;
- Exclusive use of a single type of explanation;
- Excessive use of a single type of explanation.

These types of barriers are also found in interrogative statements, which we have presented above.

Compositional analysis of the explanation led to inventory the type of language barriers:

- Absence of explanation;

Didactic communication requires an explanatory approach of scientific truths, which are conducted according to the particular students. Situations may arise when some students do not understand the explanation, acquiring the wrong concepts. In this case, the teacher should intervene resume explanation or further explanation to clarify the information withheld wrong by students. The absence of these moments impair the efficiency of didactic speech.

- Explanation tree, incoherent;
- Illogical structuring content;

Teaching content involves a process of teaching through teacher adapts to the specific scientific truth classroom. The lesson should integrate new information system information already held and this objective can not be achieved without a logical structuring of the content.

- Psychological structuring inappropriate content.

Organizing educational activities shall be in accordance with the collective psychological peculiarities of students, providing teacher capture their attention throughout the lesson.

At the level of phonetic explanation:

- Driving too fast / too little speech throughout the lesson;

Speech rate should vary depending on the importance of the moment in the lesson. Thus, at times explanatory, the teacher must speak less to enable students to understand and retain new information. Instead, at times "connection" speech speed can be higher, providing more vigorously lesson that will not bored students.

- Accelerating the pace inappropriate speech at certain points of the lesson;

Inefficient management of time can lead to the exclusion of certain stages of the lesson. Wishing to carry out all stages, Professor accelerating rhythm of speech in key moments, where should speak slower to allow students to focus.

- The tone and volume of voice misfit;

We all know that "The tone makes the music" and the communication staff, the tone and volume of voice teacher creates educational atmosphere that should arouse students' desire for knowledge. A tone too high can inhibit student participation in the dialogue, while one that is too low may tire auditors.

Lexical-semantic structure of the explanation is the source language barrier:

- Erroneous association of terms.

Morphological and syntactic analysis determines explanation identifying the following types of language barriers: using ambiguous syntactic structures; the absence of specific connectors.

¹ Este aici un alt mod de a vedea respectarea maximelor calit ii i cantit ii din teoria lui P. Grice.

At the level of conversation typological:

- Excessive use of a function.

Depending on the type of lessons, conversation fulfills a main function, but there are steps that are valued and others. Optimal involves combining all functions during a teaching.

The compositional structure of the conversation led to the addition of new types of language barriers. Our typology:

◆ Macrostructure:

- The absence of dialogue moments of standard structure;
Effectiveness of didactic speech implies respect all stages of the standard structure of dialogue.

- The sudden transition from a conversation to another topic.

◆ Microstructure:

- Communication flow interruption offer - satisfaction - rejection - counter - reofertare;

- Excessive use of a particular type of speech act.

At the typological repetitive structures:

- The abundance of involuntary repetitions (hesitation);
- Abundance unconscious repetitions (verbal tics).

Language barriers can be identified from the perspective of logical discourse analysis teaching.

From the point of view of clarity / ambiguity discourse it can be identified following types of language barriers:

- The use of words not found polysemantic that explanation in the context generates lexical ambiguity;
- Using homonyms and grammatical - morphological ambiguity;
- Expressions constituents dual structure determines syntactical ambiguity.

Elliptical expression can generate, in turn, language barriers in the following situations:

- Formulation of proper elliptical utterances;
- Suspension (interruption) complete their sentences until then;
- Suspension unwarranted statements by teacher students.

5. Conclusions

Although these elements are in complementary relationship, we believe that the approach in reverse, the negative pole, will have a much more practical and thus more effective in communication analysis teaching Tampa Bay being addressed both fellow teachers and our students.

In conclusion, the communication barrier is any factor that deteriorates or prevents efficient communication.

So there are many sources that generate bariele language, which we have associated criteria for a typology of which may be identified in the scholarly discourse, especially in the oral, on the assumption that any deviation from the norm influence the effectiveness of interaction communication.

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