Interactive Aspects of Misunderstanding in Net Chatting

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Abstract

A misunderstanding could be defined as a failure to understand something due to the difference in opinions between two interlocutors. There is almost an intrinsic relationship between language comprehension and misunderstanding in which the message is implicitly decoded. However, language comprehension is not simply cognitive according to the fact that there is some interference between emotive acts and comprehension. Understanding the radiant nature of reality gives us insight into the nature of misunderstanding, and consequently, helps us to avoid many of the emotional and logical problems that may weaken our communication. Sender's choice of the certain stimulus increases or reduces or even makes it impossible to access the intended interpretation as there are different presuppositions.

Applying an eclectic model in net chatting is the prime aim of this study. In addition, it aims at examining the reasons behind misunderstanding whether being pragmatic, cultural, or psycholinguistic one and to what extent social variables and psycholinguistic process have an impact on them.

Keywords: Interaction, misunderstanding, figurative language, and net chatting.

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المستخلص

يمكن تعريف سوء الفهم بانه عبارة عن فشل لفهم شيئا ما ويعزى ذلك الى الاختلاف في الاراء بين المتحاورين. توجد علاقة جوهرية بين فهم اللغة وسوء فهمها بصورة تقريبية وذلك بفك تشفير الرسالة ضمنيا. لا يمكن ان يكون فهم اللغة بشيء مدرك وفقا للحقيقة التي تنص على انه يوجد تداخل بين الافعال العاطفية والاستيعابية. ان فهم الطبيعة المتالق للحقيقة يمدنا برؤية في طبيعة سوء الفهم وبناء على ذلك يساعدنا على تفادي العديد من المشكلات العاطفية والمنطقية التي تساهم في اضعاف تواصلنا. ان اختيار المرسل لحوافز محددة قد تزيد او تقلل او تجعل الاقتراب من التفسير المقصود مستحيلا وذلك بسبب اختلاف الافتراضات. تطبيق نموذج انتقائي في حوارات الدردشة الالكترونية هو الهدف الرئيسي من هذه الدراسة. وبالإضافة إلى ذلك، فإنه يهدف إلى دراسة أسباب سوء الفهم سواء كانت واقعية أو ثقافية أو نفسية اللغوية وإلى أي مدى المتغيرات الاجتماعية والعملية اللغوية النفسية لها تأثير عليها

الكلمات الداله: التفاعل،سوء الفهم، اللغة المجازية،المحادثات عبر الانترنت

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1. Introduction

A misunderstanding is a diagnostic tool for analysing the reading process which was developed by Ken Goodman (1969:123) in applied linguistics. The term misunderstanding is mainly used to describe an observed response that differs from the expected response, in the reading process. Taxonomy of cues and miscues is presented to analyses oral reading phenomenon. In fact, it is actually concerned with reading comprehension rather than the isolated decoding of individual words forasmuch as reading and listening are receptive processes.

The main difference between 'misunderstanding' as a term and 'error' or 'mistake' is that there are no value implications. Subsequently, misunderstanding is the process which is concerned with communicatee choice of an interpretation for an utterance which is not intended by the communicator. Inconsistencies and the interference of emotions that occur during comprehension are the results of faulty interpretation.

There are many sources of the misunderstanding. The dialectical misunderstanding which occurs in cross-dialectal communication as proposed by Milroy Ceason (1984:11) is the primal source of the misunderstanding. Furthermore, Blakemore (1989:37) shoulders the addresser's responsibility of the presence of misunderstanding because of the mistaken selection of the message.

Dascal (1985) suggests four causes of misunderstanding:

1. Faulty assignment of reference.

2. Faulty identification of a topic of conversation.

3. Stylistic variation of speech.

4. The dissimilarity between the communicated meaning of the

utterance and the one selected by the interlocutor.

As for the types of the misunderstanding, Yus (1998:84) ascribes them to three

pragmatic continua:

1. Intentional vs. Unintentional continuum

2. Verbal vs. nonverbal continuum

3. Explicit vs. implicit continuum

In the first continuum, the focus is on the communicator and Yus considers a stimulus intentional in case its content is intentionally

intended. On the other hand, the second continuum argues that misunderstanding is possible in both. The third one counts on the degree of contextualization attaching to a stimulus.

2. Theoretical Framework
2.1. Causes of Misunderstanding

A misunderstanding can be triggered by multiple stimuli, in various settings, which almost is considered as a mode of faulty communication or useless one. As long as this thesis studies psycholinguistic aspects of misunderstanding, psycholinguistics should be taken into consideration which is defined by Barrios as " the study of communication behavior". Generally speaking, it is a modern field of psychology invented in 1950. It encompasses both studies and theories, which deal with interaction. The main task of it is to interpret the development and usage of human language (1992:10).

2.2. Misunderstanding Pragmatic Perspectives

The findings state that misunderstanding can be stimulated pragmatically when pragmatic perspective deviated. In order that many scholars studied misunderstanding pragmatically to prove this idea. Mistakes are the outcome of hidden intention adhered to the message by the speaker himself which demands an investigation by the hearer.

That is why Dascal (1985) distinguishes between the meaning of a sentence and the significance of the utterance. The former ascribes to

propositional content of the sentence while the latter views it in terms of other factors which he states to comprise propositional content as well as many other factors: the reason behind the speaker's utterance, the degree of commitment of what the speaker said, the illocutionary force of the speaker's utterance, conversational implicatures that the utterance may or may not deliberately convey, information about the speaker and his beliefs that can be accidentally assembled from the utterance, etc. (442).

Seemingly, any interaction is viewed as a dialogic action game where the misunderstanding is detected and monitored to reach an understanding of it which is part of that game. Moreover, the standard case of misunderstanding views misunderstandings differently from the non-standard case. For standard case, a misunderstanding is one component of understanding but it conveys partially or completely dissimilar meaning of what is meant by the addresser. It is related to the addressee with a reverse aspect of meaning instead of a cognitive event incapability on the side of the listener (Weigand, 1999: 769-70).

Concerning the first case, the standard case of misunderstanding occurs among participants of the same community, such as vertical varieties of language and the cross- gender interaction as well while non-standard case occurs between participants of a different community. On the other hand, basically, non-standard cases involve those cases excluded from the standard case, viz. the cross-cultural case, the deviant or side aspect case, i.e. planned misunderstandings, and miscommunication case. In addition to that, cross- ethnic and cross-

cultural communication where the distinct languages and cultures are shaped results in misunderstanding between native and non-native participants in the interaction. This type of misunderstanding is called the non-standard case. Furthermore, varieties are distinguished horizontally as in "the use of English in South Africa" and vertically as in interaction occurs between experts and laymen which explicate unlike scripts or cultural levels. Misunderstandings may also result from unlike cultural roles in one community (i.e society) such as the case of cross-gender communication. In brief, it is intentionally planned misunderstandings (Ibid: 764-6).

In agreeing with Weigand, Dascal (1999: 757) asserts that these cases are instead utterly quite central and common. Here misunderstanding is more problematic and more persistent due to touch the relational side of the communicators. The present study is widely concerned with standard cases than non-standard cases.

2.3. Types of Misunderstanding

Various classifications have been made for misunderstandings. Each of which has a unique basis that differs from other classifications. Hirst, McRoy, Heeman, Edmonds, and Horton (1994: 2) depend on the basis of the identity of the participant who detects the misunderstanding. They classified misunderstandings into two types:

1. Self-misunderstandings: they are misunderstandings in which the same participant does them and detects them. The occurrence of this type of misunderstandings is when one of the participants realises that his/her utterance is inconsistent with the other's utterances in a discourse besides when someone interprets, in a different way, other's turn.

2. Other misunderstandings: they are misunderstandings in which the participant who detects misunderstanding occurrence is not the same participant who does it. That is, the doer and the detector of that action are distinct participants. They occur when one of the participants (usually the communicator) finds out that the interpretation of his/her utterance by the other participant (usually the communicatee) is inconsistent with the intended meaning of the utterance.

2.4. The Interaction

Communication is the process of informing and transmitting information between people from various ages, social status, communities, and educational background which in its turn, strengthen the unity between friends, family members, and even though the foreigners. Such a process is Latin in origin.

To prove that idea, Berko, Aitken, and Wolvin, (2010:325) define communication as the process of communicating and exchanging the ideas, thoughts, information, and conventions by means of speech or

writing. Interaction, Yule adds, is a shared activity in which each person takes a turn to speak. It is also defined by Yule as hierarchically-organized talk people engage in that each member has to take his turn or have the floor. Thus, men select long turns in comparison to women (2010: 276).

As long as the culture is concerned, communication is the process which indicates the effect of the culture of a society (Burgess & Green, 2009: 168). In each interaction, there are two factors, namely, internal and external ones. Internal factors take into consideration the " amount of imposition or degree of friendliness, which are often negotiated during an interaction" whereas the external factors are concerned with the social distance between participants who are engaged in the interaction (Yule, 1996: 59). Yule concentrates on the fact that in cross-gender interactions men almost always cut on women while in that among women, they stand at attention to the speaker by the use of back-channel as hints such as the words *yeah*, *really*? As well as the sounds *hmm* and *oh* (2010:277).

2.5. The Use of Clues and Cues

Two types of information are needed to interpret the text: clues to interpret the text meaning and speaker's meaning, and cues to differentiate between opacity and indirectness thus the cue for opacity is gap-filling whereas the cue for indirectness is a matter of divergence between information, namely that of utterance and the second channel

data (ibid: 181-182). Meanwhile, the need for clues is when the ambiguous or complex interpretation of the speech is the reason behind restoring to clues as the absolute transparency of the text is imaginary as all texts are 'opaque' (ibid: 180).

Anywise, to determine the indirectness and opaqueness in the text's interpretation is by two ways: fulfillment of the 'missing' element in the text such as 'implicitly deictic expressions' and investigation of the speaker's meaning out of mismatch between computed utterance meaning and second channel information (i.e the utterance meaning is not similar to the intended meaning of the speaker). The text can be at the same time direct and opaque when the text's interpretation depends on the meaning of an utterance is unlike that of the sentence (ibid: 181).The speaker's meaning is indirect only if the sense of the utterance is dissimilar to that of the intended by the addresser depends on a certain criterion (cf. Dascal, 1983:127-138). The main difference between opaqueness and indirectness is that indirectness reinforces a new evaluation in such a way that the addressee should differentiate between mismatches and gaps by reliance on the second channel information.

Ordinarily, the social cue is either verbal or non-verbal included in each social interaction which makes the interlocutor's intention clear, brings up information about the interlocutors or interaction to enhance the intimacy among them, and decreases the ambiguity (Sheth et al, 2011: 435). Regardless communicative cues, the messages viewed on

the screen in accordance with the temporal order in which they are received. Moreover, the lack of audio-visual cues mismanages the conversation (Herring, 1999) all lead to incoherence so it rises misunderstanding.

2.6. Figurative Language

The process of understanding is highly connected to the literal and non-literal meanings relationship. However, non-literal lexical items are familiar in everyday language use. Irony and metaphor are canonical forms of connotative usage of language wherein meanings are implicit (Deutsch, Coleman, and Marcus, 2006: 149). Previous studies- mainly- literary ones such as poetry, novel, short story, and play focused on distinct forms of irony such as tragic, Socratic, fate. The irony is a secondary meaning of the utterance which is connotative or associated one (Gibbs and Colston, 2007: ix).

Meanwhile, the irony is a technical term widely used by people to convey various speech acts implicitly. The purposes of its usage are conveying humour, saving other person's face, and decreasing embarrassment. The Lucariello (1994 cited in Gibbs and Colston, 2007: 17) adds that is a matter of unexpected events such as 'mocking' quality in which what is said is totally contrary to what is normally expected by people. Human fragility' is another aspect of situational irony in which people's expectations are contradictorily violated, such as aspect is commonly used in stories.

From different points of view, irony can be studied from various perspectives, linguistic, philosophical, and psychological theories studied irony. Gibbs and Colston (2007: 30) Harry and Tom have just attended a lecture on Pound which was wonderful. When they saw Anne leaving the lecture, Harry says:

(1). *Harry says to Tom Tedious lecture, wasn't it?*

This utterance is ironic as they were excited about highly educational, scientific, and interesting lecture. Such implicit interpretation depends on common ground they both share.

In a situation where the ironic statement is decoded literally misunderstanding is provoked. Such a situation needs conscious awareness of probable senses of the utterance in all contexts they may be involved in to be interpreted accurately (Deutsch et al, 2006: 149). Consequently, the irony is one way which stimulates misunderstanding due to the fact that it needs mastery of language that non-native speakers lack and shared knowledge of certain society to be involved in. Such terms are ambiguous and implicitly conveyed sense in the psychological point of view. Generally speaking, psychological models of understanding language use are mainly functional as they deal with how irony is processed by the audience in literary studies.

On the other hand, idioms and collocations are also one version of figurative language which may also mislead the reader. According to McCarth and O'Dell (2005: 6) for idioms, they are set to words shaped

by being fixed in order in which their senses are unlike the sense of their individual words. For example; pass the bucket means '' pass responsibility for a problem to another person to avoid dealing with it oneself''. Linguistically speaking, collocations are basically a pair of items that are almost always utilised altogether. As a result of being difficult to be guessed, they should be learnt by non-native speakers. For example; fast cars is a collocation but not quick cars as it depends on the context. So that it is said to be a complex phenomenon. For example; take a photo is fixed collocation while stick to the rules or keep to the rules is open collocation so as to admit substitution.

To interpret the metaphor, the pragmatic approach is needed. Some scholars claim that the metaphor is one part of semantics, that's to say, it can be interpreted literally. According to Levinson, it was highly used in Aristotle's rhetoric to show its connection to other figures of speech of that time. The metaphor is not an only unique notion in poetry or to common language usage, moreover, to the domains whereby the interpretation of dreams and the kernel of patterns in specific thought are apparent (Levinson, 1983: 147).

Ultimately, implicatures cannot give us an adequate interpretation of metaphor unless psychological capacity is involved to be capable of analogical thinking for language usage and formalisation of models (Ibid: 159). The purpose of restoring to the pragmatic approach to explain the metaphor is that the semantic theory is not applicable to give

a short exact meaningful explanation. Metaphors are not accurately paraphrased. It also includes implicit sense and non-denotative meaning which need background knowledge of the world where they are found to explicate it which are not literally understood. The semantic interpretation of metaphorical expressions deals with a literal meaning other than the figurative one on the part of the pragmatic interpretation. There is an intrinsic relation between pragmatics and psychology

2.7. Interaction Situations of Net Chatting

There are two situations by which people chat, they are synchronous and asynchronous. It is not possible for them to coexist in the same interaction as they are not parallel. Among the types of synchronous chatting are internet relay chat and interactive written discourse while e-mail is the prime exponent of asynchronous chatting.

Generally speaking, concerning these two situations, ostensibly, according to Dresner, the form of Internet chat is the Internet Relay Chat in which the reply instantly occurs between two communicators while the chatroom encompasses many of them texting together (2005: 14). Literally speaking, interactive written chatting is synchronous and interactive likewise spoken conversation. That phenomenon whether textual or auditory serves a social and psychological function as it is a medium that brings people together and helps them to share feelings(Dresner, 2005,15-6).

On the reverse situation, in an asynchronous setting, the offline messages are stored in the chat room to be read by another participant, for that reason, users can catch up the discussion at a postponed time. It is identified as a standard technique aims at redelivering the speech of the politicians that was years ago that's why it is the source of embarrassment on their side (Crystal, 2004: 130-5).

In fact, Crystal (ibid: 145) emphasises, the daily conversation is as long as more people participate in the interaction, who initiates a talk is the perpetual rivalry User's interest in a topic, the speaker's personality and other similar factors make the turn-taking in a conversation assumes a wholly different and unpredictable character.

3. Practical Framework
3.1. Sample of the Study

The current case study has been conducted in the English Department of third and fourth years students B.A level; College of Arts; University of Anbar. Forty-six students from this department have been selected with two foreigners; American and British girls. All except two speak Arabic as a native language. However, they are Iraqi except two are from Britain and America. So, such unequal number of students has been chosen due to the fact that two foreigners who have been selected by the students themselves for the purpose of conveying non-standard case of misunderstanding. Generally speaking, a good atmosphere has been provided for students and enough time has been given to them for data collection.

In the interim, the model has been made in such a way to meet the requirements of the psycholinguistic level of proficiency in speech production for students of third and fourth years. Furthermore, data are

1.Gender	Male 24 Female 24
2. Age	20-25 year
3.Nationality	Iraqi U.K. U.S.A.
4.Chatting experience	Yes No
5. Using idioms, collocations, irony, and metaphors previously	Yes No
Total number of participants	48

collected from college students because they have much time and knowledge about chatting, in addition, more modernity to view various cultures and conventions due to using the net.

Table (1) Demographic background of the participants

3.2. Methodology

The model is eclectic one which covers principles of Scovel's and Leech's model. In terms of scovel's model, there are four stages of

language production. They are formulation, conceptualization, articulation, and self-monitoring. The speaker may select a concept which is not suitable in a certain situation, as a result, he causes misunderstanding which must be repaired at self-monitoring. The speaker may also produce slip of the tongue at the formulation of speech which also causes misunderstanding for instance:

(2) .He says "leading list" instead of "reading list".

Another procedure to be adopted on the psycholinguistic level is that of:

(3). Dr. John is a butcher.

This sentence arises suspense as there is no connection between the two jobs. Concerning the domain, the doctor is the target while the butcher is the source because of being the source of local knowledge relation so that the idea cannot be reversed. Each domain has its implication and effect on the other. Depending on nationality, the idea is conceptualised as an image in mind to be shared. Furthermore, this relationship is frozen metaphoric one which shows overlapping between the two distributions.

Leech's model to be adopted is on pragmatic sense as the following:

(4).A.Nice cat! Is it male or female?

B. It is three coloured

A.So what?

B. Never mind. It is a female actually.

This example shows the implicit message. Speakers have to access contextual assumptions in recovering the intended message. However, the model adopted is the eclectic one to cover all aspects of the topic.

In this study, a qualitative approach is adopted which is highly subjective due to the biases on participants' side. It interprets social interactions in which the data used are open-ended responses, interviews, participant observations and reflections. As a result, human behaviour is dynamic, situational, social and personal.

In spite of the fact that all those previous studies dealt with misunderstanding. Yet, no one dealt with misunderstanding in Art College of the University of Anbar. The current thesis tackles misunderstanding done by some selected students. The data were collected through net chatting by those students. However, the data, as well as the aims of this study, differ from of the previous studies.

3.3. Gathering Data and analysis

The following samples are hints to the study which include the data gathered from the students and their analysis pragmatically and psychologically.

Sample (1).

 A. Hello Ayman can you bring coke with you please?

B. Ok but I don't have enough money to buy, I have only 15$

A. What's wrong with you!! Its only 1$

B. Wow!! Its very cheap, but what do you mean by coke?

A. Coke means coca_cola.

B. Oh. That's what you mean. Sorry. I have miss understand[(1)1]

This interaction takes place between two males in which pragmatic misunderstanding is addressed. Meanwhile, in this chatting, a misunderstanding is triggered pragmatically by the hidden intention of the communicator. To be proposed, the speaker has utilised a vague expression (i.e **Coke**) to presume the reader processing effort because of the fact that the expressions involve more relevant implications. The communicator presumes that the *coke* is known by the addressee. As there is no connection between the price and the object, the communicator notices the misinterpreted intention as the addressee fails to infer. Consequently, two meanings of the same word are evoked which need to be solved mainly by reliance on the context (i.e. co-text). To be explicated, this interaction represents a high context communication as the interpretation of such type of chatting depends on the context and background knowledge. Furthermore, co-text refers to

[1] Note: Students' examples are copied with no change. So, the communicator (B) means I have misunderstood.

the surrounding words that determine the utterance meaning as in the word (coke) is a homonym.

Production Failure		Third Year	Total Number
Conceptualization		1	1
Formulation		8	8
Self-monitoring	Fifth Turn	1	1

Table   (2).   Scovel's   model   of   production

In this interaction, however, goof occurs at formulation stage in which the first turn is misunderstood then it is repaired in the fifth turn as a self-repair on the part of the speaker himself. With reference to age, however, this chatting is between two males of the third stage in which their ages are of twenty-two and twenty-three years old.

Sample (2)

A.

B. You remind me of the beautiful Tara

A. Illuminating.. but why?

A.

B. As she was wearing the veil in such manner and the wonderful eyelash

A. That's right.. but not Tara her name is Tamara

A.

B. Oh. One letter leaves off, no problem

A. Hhhhh.. that's right

A misunderstanding is pragmatically stimulated due to wrong identification of the person by the act of reference. Generally speaking, reference is the act of

pointing at people or things in which the communicator points at the person in a wrong way by the fault use of the name so that she says *Tara* instead of *Tamara*. Consequently, misunderstanding of the cognitive mean is the speaker-related source. As long as communication demands nonverbal cues, this interaction includes such smileys to advocate mutual understanding to compensate the nonverbal factors as well as to enhance social presence. Smileys, that's to say graphic features, are the key factors for iconic and static identification of human facial expressions. Furthermore, they add emotional touch.
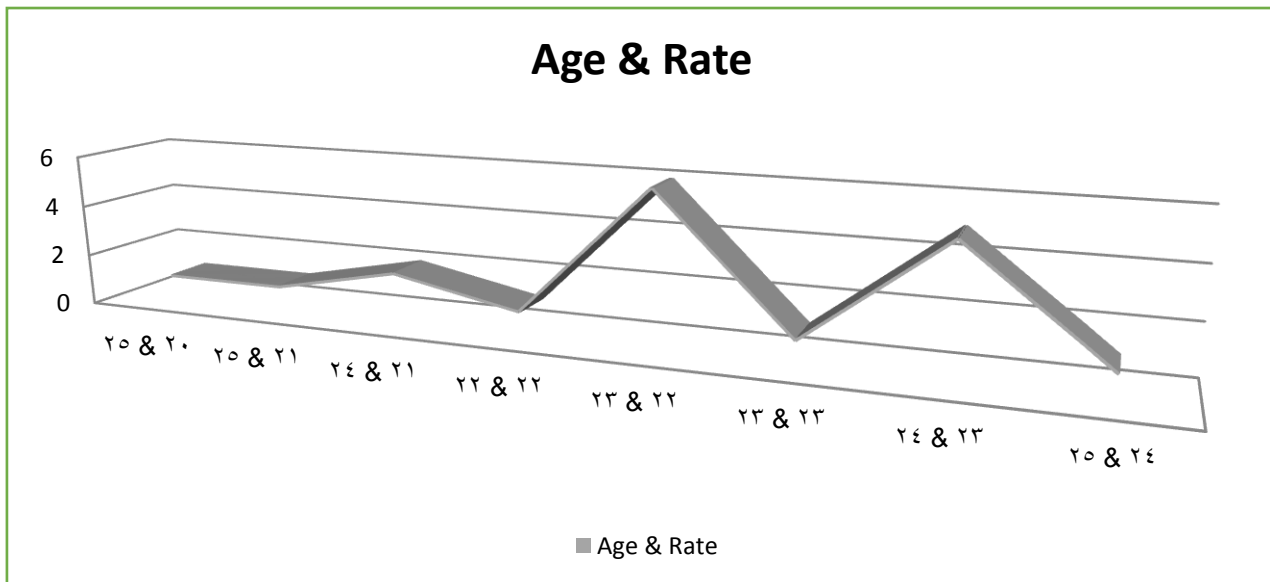
Age & Rate

Chart (1) The Age of the Participants

This chart depicts the collected age of the participants. As it is realised in it, the age of the participants has an intrinsic connection with miscommunication. For two factors; being of the fourth stage and of the same age (i.e twenty-three), a misunderstanding is decreased out of advocated shared knowledge. Consequently, err done at formulation is managed sooner whereby the second turn is misunderstood then the fifth is repaired by others to reflect the idea of cooperation.

Sample (3)

A. Where are you now?

B. Moved to London

B. I'm working in the head office now

A. Oh cool

B. Yeah

B. How is Ahmed?

B. I didn't talk to him scene Dokan vacation

A. I haven't speak to him for months now

B. How is that?

B. He lives three mles away from you

A. No, I told you I get back to Anbar

A. " no place like home"

B. Oh, I thought you still live in Kirkuk but you wish to go home

A. No no

A. I'm home scene the past July

B. Great to hear that

Lack of assumptions and shared knowledge cause misunderstanding which needs inference to be solved. The intention of the communicator should be inferred with reference to certain strategies and notions (i.e pragmatic concern) in such a way Inference is the act of making a correlation between utterance and its significance so that the communicator provides extra information to connect speech flow.

Generally speaking, the communicator allocates referent in mind that's why the interlocutor fails to establish the appropriate reference to that utterance of the city where he lives. This ambiguity, however, is solved pragmatically by reliance on the context (i.e physical one). This interaction is cross-ethnic and cross-cultural communication where distinct languages and cultures shape it so that it almost always results in misunderstanding between native and non-native interlocutors. That's why this misunderstanding is called the non-standard case.
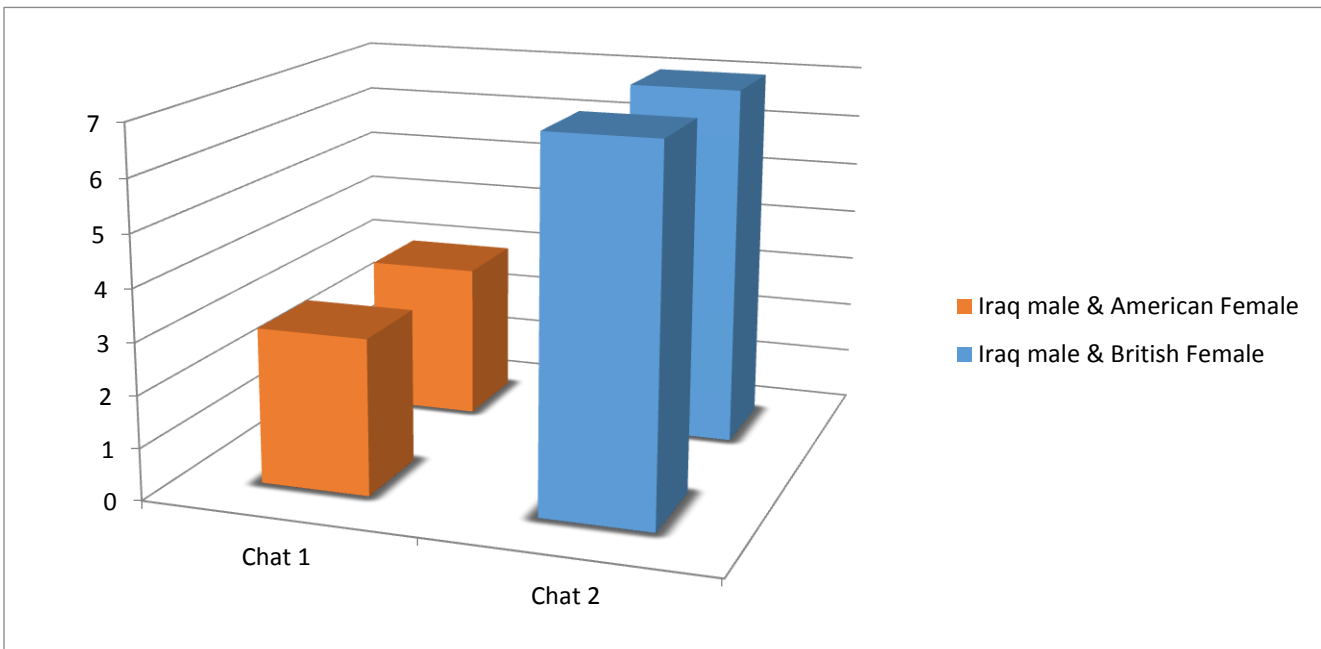

Chart (2). Cultural Misunderstanding

To take cultural differences in consideration, chats, involve Iraqi males chatting with British and American females, are selected to explicate this idea. In the meantime, British female and Iraqi male are

the participants of this interaction whereby speech production failure of Iraqi with the British participant is more than that failure with American participant as British are no more societal persons so that it is difficult to cooperate with.

Meanwhile, the formulation is the most applicable stage for vagueness as participants have a concept in mind but it is arranged in a wrong way. Consequently, the fifth turn is misconceived whereas the seventh is reconceived in which such delay is attributed to being of the third stage. It is considered social restriction for females to converse, a foreigner, for that aim; males are selected as each culture has its own conventions to be unique by nature. As far as age is concerned, the twenty-three and twenty-four (i.e participants' ages) is one of the most measured age for communication breakdown.

Production Failure		Third Year	Total Number
Conceptualization		1	1
Formulation		8	8
Self-monitoring	Third turn	2	9
	Fourth turn	1	
	Fifth Turn	2	
	Seventh Turn	1	
	Eighth Turn	1	
	Ninth Turn	2	

Table (3)Scovel's model of production failure

According to Scovel's model of third stage's participants, the total number of conceptualization deviation is one while the total number of formulation deviation is four. Furthermore, these mistakes are self-monitored at the third, fifth, seventh, eighth, and ninth turns as well.

Sample (4)
A. Hi Ruusl how are you
B. Hi Hind I am not fine

A. Why? What's wrong with u?

B. I miss the boat

A. What! Do u want to go somewhere by a boat?!

B. No! I don't

A. Mmm, so do u want to watch a specific one in somewhere?!

B. No u don't understand what I mean

A. What do you mean so

B. I mean I missed my chance.

A. Oh! But in what u missed it

B. I missed my chance to get job in the company that I dreamt of

A. Oh! Darling I'm sorry for you, don't be upset, I am sure you will get better job in better place

B. I hope so

The source of miscommunication is the use of the idiomatic expression *missed the boat* whose origin is the 1900s so it is antique. Generally speaking, English language encompasses 25,000 idiomatic expressions. These idioms are indispensable components in language due to many reasons, namely, evolving the language, making a language dynamic, being the building blocks of that language and its civilisation. However, they provide an astounding illustration to the letter. They also supply a sense of mystery to make speech flow interesting (cited in Idioms).

More specifically, each idiom is said to be an irreversible sequence on both stratum; the lexemic and the sememic one. On lexemic stratum, such inversion of such idiom is grammatically possible for getting the audience attention, for instance, one can say *the boat missed john* to sense as meaning missing one's chance. On sememic stratum, such inversion is not possible as it is an aid to illusion (Makkai, 1972: 157). However, the misunderstanding is a listener-related source as s/he lacks background knowledge so as to interpret the message in a non-literal manner. So the cognitive mean is not realised accurately.

Misunderstanding occurs at formulation stage whereby the fourth turn is miscommunicated while the tenth is self-monitored. This communication takes place between third year's females whose ages are twenty and twenty-five. So misunderstanding is considered simpler due to be mature enough to repair another interlocutor.

Sample (5)

A. You're like a coin

A.

B. thanks

B. alot

B. this is my value

A. ??!!

A. I mean you've two faces

B. nop

B. Me!!!

All idioms are almost metaphors but not all metaphors are idioms as they are entered into the dictionary to be unique expressions that carry senses by themselves which are totally dissimilar to that of their individual components. Anywise, the use of the idiom *you are like a coin* results in misunderstanding which is pragmatically triggered due to implicitness. Something is implied by the speaker in which both contextual and textual meanings are needed to be determined so that implicature gives an adequate interpretation of idioms when psychological capacity is involved to be capable of analogical thinking. Theoretically speaking, such an utterance is rhetorical as the communicator intends something completely dissimilar to that of the communicatee by extension.

Meanwhile, misunderstanding takes place at formulation stage whereby the first turn is misinterpreted then it is self-monitored at the third one. Regarding their age, namely, twenty-one and twenty-five, a misunderstanding is somehow easy to solve as each is somehow aware of accepted native's language conventions so it is repaired as soon as possible. However, it is a mixed chat which involves male and female of the fourth year interacting with each other. Such a type of chatting is highly restricted to topic's selection to due to cultural borders that limit divergent gender communication. Both are related to the same stage, so the rate is equal out of getting the similar procedure of learning.

Production Failure		Fourth Year	Total Number
Conceptualization		0	0
Formulation		1	1
Self-monitoring	Third Turn	1	1

Table (4) Scovel's model of production

Sample (6)

A. Hello I missed you too

B. Don't think I'm stupid I'm sleeping with your shit u left

A. What??!

B. Yep

B. It smell quite like u. I feel better when I did that

B. Don't leave mi alone anymore

A. If you trying to be funny it's not working

B. OMG   shirt I meant. I gonna kill myself

The misunderstanding arises when the communicator has written shit instead of the shirt in such a way it is totally variant from the intended sense. So each mistake has a psychological value that is presented in how these mistakes are arranged in accord with language rules. As a result of psychological reality, the writer anticipates the *shit* is as similar as *shirt* due to the fact that {r} is non-rhetoric sound , which in certain languages, is not pronounced as it occurs before a consonant and after a vowel in postvocalic environments. Consequently, the trigger of miscomprehension is rhetoric pomological mean because it is concerned with form rather than relation.

Moreover, {r} sound in the *shirt* is postalveolar trill consonant. In addition to, it is allophonic with alveolar tap {r} which increasingly occurs in unstressed positions so it can be misspoken for ease of pronunciation. As far as the manner of articulation is involved, {r} is trill gliding which is shaped by the vibration in such a manner air passes over the tongue. Consequently, vocal cords vibrate as the airstream mechanism involved is pulmonic so that air is pushed slowly by lungs and diaphragm.

The addresser goofs at formulation stage rather than conceptualization which is clarified, he fails at how to represent the

phonological aspect of language. However, he already has a concept in mind about the syntactic thinking of that expression. As far as age is taken into consideration, the participants are of twenty-three and twenty-four-year males of the fourth stage. Meanwhile, the percentage of this age's misunderstanding is a few in number so that older participants produces fewer mistakes. The chart below makes this point clear.
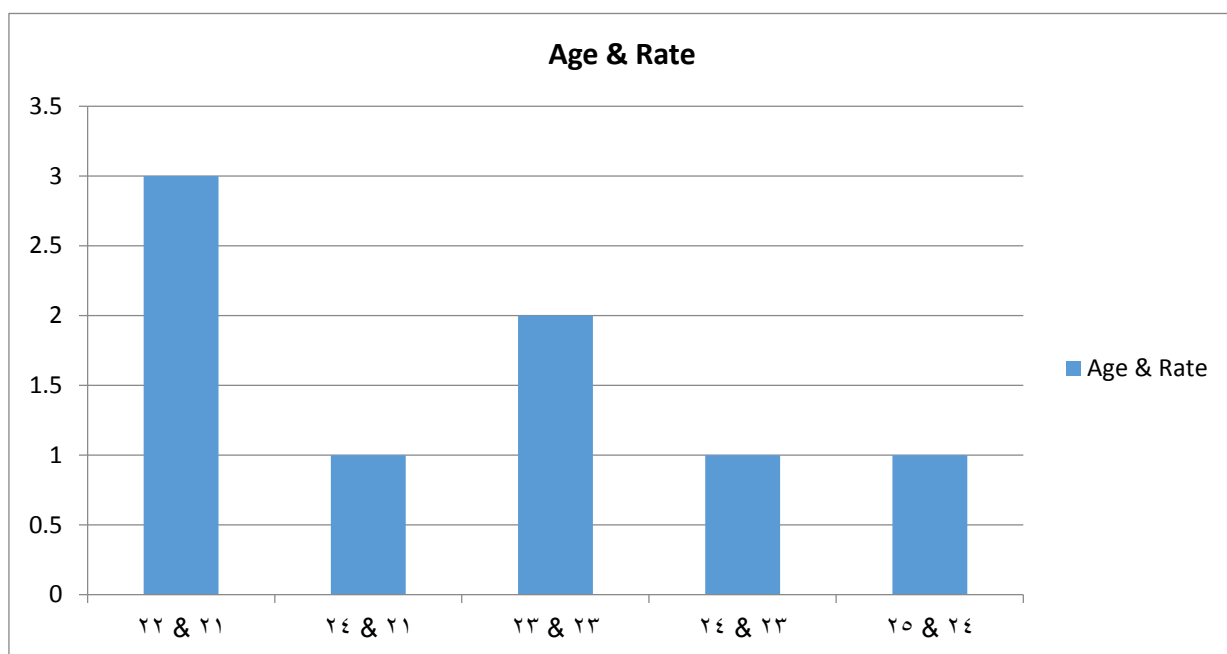

Chart (3) The counted rate of Participant's age

Sample (7)

 A. I think Aya is 800 pound gorilla

B. Omg

A. What?

B. Who said that!!!!

A. I am saying that

B. Aya is animal

B. Why??

A.

A. No no she is not

A. Why do u think

B. Oh

B. She is fill in love

B. She is like a gorilla

B. U just said

B. Why do u insult her

A. Omg, I meant she can complete any other lady in her beauty

B. U are Crazy

B. Hhhhh

A. Haha

B. I think she is like

B. mouse

A. This is an explicit insult

A. She is a late bloomer

Misunderstanding is evoked because of using a metaphor, namely, sentential one in which the literal sense is totally variant from the non-literal one that is mainly presented in the utterance *I think Aya is*

800 pound gorilla. Psychologically, there is no semantic correlation between the source *Gorilla* and the target *Aya* which results in vagueness.

The age has a great influence on misunderstanding when twenty-four and twenty-five female students of the third year interact with each other, the result is less than other due to being aware of the foreign language's conventions. Yet, a misunderstanding is realised at formulation stage whereby the first turn is misinterpreted and the ninth is repaired. However, the following table encompasses psycholinguistic triggers of misunderstanding for third and fourth year and the rate of.

Production deviation		Year		Total	Rate
		Third	Fourth	number	
Conceptualization		0	0	0	
Formulation		5	3	8	
Self-monitoring	Second turn	1	0	8	4
	Sixth turn	1	2		
	Eighth turn	1	1		
	Ninth turn	1	1		

Table (5) Scovel's model for both Years

4. Conclusions.

The following conclusions are the outcome of the current study:

1. Misunderstanding is extended phenomenon in communication.

2. As long as this study is psycholinguistic one, it conveys all aspects of misunderstanding. It encompasses two-sided analysis: pragmatic and psychological one. The former is highly related to pragmatic process while the latter is attributed to psychological aspects of language.

3. The current study demonstrates empirically the relationship between misunderstanding and psycholinguistic phenomenon: speech production, and comprehension.

4. Forming coherent interactions demands inferring the intended meaning by the speaker which are socially derived.

5. Misunderstanding is evoked by both sides; the speaker and the listener.

6. Lack of accuracy and fluency trigger ambiguity when expressing the message.

7. Linguistically, there is an intrinsic relationship between miscue and variation in the syntactic and phonological structure of the utterance.

8. Comprehension deficiencies, whether attached to unaware of foreign language rules and conventions, priming, linguistic means, and interference of sex harmonies are also the factors for ambiguity occurrence.

9. The purpose behind using rhetorical speech is either for public talk or to persuade the hearer. Hence, rhetorical force demands to be ironic and polite as it encompasses cooperative and politeness principles. Practically, implicitness, indirect speech, rhetorical speech carry communicative force which makes the interpretation of the message fault and inappropriate to the context.

10. Non-literal use, namely, figurative language, is the prime trigger of ambiguity in which the literal meaning is completely variant from the connotative sense. However, the interpretation of figurative language is the outcome of the high level of educational background otherwise they keep to literal interpretation. Moreover, it is heavily socio-cultural expression so that it is the rhetorical criterion.

11. Educational background, age, and general variations are modes of variation in expressing thinking which hinders speech production and comprehension.

12. Cultural differences may lead to misunderstanding out of faulty translation of the two languages as each has its own linguistic system. Furthermore, the conventions and behaviour are distinct so that the way of expressing feelings and ideas is also different.

13. Selectivity in interaction is the prime source of ambiguity which enables the communicator to select freely the sense of what is communicated by inferences.

14. Like self-image, other-image may have a bad impact on the meaning establishment.

15. On social media, students express themselves freely without shyness because of not sharing the same situation. Moreover, they enhance solidarity as copresence is psychologically conveyed. Subsequently, they save their faces of embarrassments when being corrected.

16. Synchronous interaction results in radical linguistic innovation in the conventions of writing and speaking interaction. Generally speaking, participants extensively use informal vocabulary.

17. Linguistic features of net chatting: abbreviation, acronyms, slang language, and incorrect sentence's structures all integrate to invade communication. In principle, abbreviations and acronyms are components of graphemes which carry a sense by themselves that differs from being a word by itself.

18. The students interacting fails to express the message emotionally out of the absence of audio-visual clues (i.e nonverbal clues) as the net is a psychological and social domain where people solitude.
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