

CHARACTERISTICS OF OBSCURE UTTERANCES IN THE LECTURER-STUDENT COMMUNICATION

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Abstract: -

This article investigates into characteristics of obscure utterances occurring during lectures. The problem is communication impendence during lectures due to obscure utterances. The research question is "what are the characteristics of obscure utterances that occur in the lecturer-Student Communication?" Inappropriateness and misuse of words are the hypothesis of this article. To verify this hypothesis, classroom observations were used to collect both lecturer's and students' utterances and examine them on the basis of lexical, compositional, and utterance analyses. So, this article aims at finding out the characteristics of obscure expressions during lectures so as to suggest strategies to avoid them. The results revealed 6 characteristics: no relationship between the utterance and the intention, no relationship between the question and the answer, using words and phrases that do not exist, delivering false knowledge, lack of clarity in the use of key word, and poor explanation.

Keywords: - *characteristics, obscure utterance, Lecturer-Student Communication*

1. INTRODUCTION

The oral communication between lecturers and students is based on utterances. These utterances are expressions that both lecturers and students use to communicate their intentions, thoughts and ideas. As a university lecturer, I have noticed that some of the utterances are obscure i.e. the utterances which fail to convey meaning or prevent from grasping/receiving meaning. These obscure utterances impede the communication between lecturers and students. This is the problem that leads to the investigation into the lecturer and students' utterances. This problem is based on the research question "*what are the characteristics of obscure utterances in the Lecturer-Student Communication?*" The hypothesis is that the inappropriateness and misuse of words are the characteristics of the obscure expressions in the Lecturer-Student Communication. This hypothesis is to be verified on the basis of the lexical, compositional, and utterance analyses. The lexical analysis helps grasp the word meaning. The compositional analysis is used to get the sentence meaning. The utterance analysis points out how the context changes the word meaning and sentence meaning. Therefore, the aim of this article is to find out the characteristics of obscure expressions in the Lecturer-Student Communication so as to suggest strategies to avoid them. To reach this aim, classroom observations were used to collect utterances during the lectures in the Department of English Letters and Civilization at the National Pedagogical University in Kinshasa City in the Democratic Republic of Congo.

2. Background

For the success of education, scholars have put much attention on the relationship between teachers and students, teaching methods, teaching techniques, testing, etc. As far as the relationship is concerned, Luz (2015:v) says that "*by having a good relationship with students, teachers can offer to students chances to be motivated and feel engaged in the learning process. Students will be engaged actively in the learning instead of being passive learners*". Nasser and the others (2014:1) add that "*there should be an excellent relationship between a student and teacher in order to facilitate the learning and gain positive attitude. This relationship between teacher and student has vast influence on the learning process of the students*". Regarding the teaching methods, Bunatovich and the others (2020:1064) say that "*in the course of the lesson, the use of advanced pedagogical technologies, as well as modern methods improve the quality and effectiveness of Education, serve the training of competitive personnel*". Considering the teaching techniques Vijayalakshmi (2019:1) supports that "*Modern Teaching Techniques educate children well and make them understand clearly*". About testing, Sheeba (2017:1) shows that "*testing becomes an integral part of teaching because it provides significant information or inputs about the growth and achievement of learner's difficulties, styles of learning, anxiety levels. Effective teaching and effective testing are the two sides of the same coin*".

It is clear to notice that no attention is paid to how meaning of utterance in Lecturer-Student Communication is conveyed and received. In other words, no one of scholars has thought of how meaning is transmitted and received during lectures. Apart from the relationship between lecturers and students, teaching methods, teaching techniques, testing, etc. the communication between lecturers and students should not be neglected. Asrar (2018:33) writes "*communication can either be verbal or non-verbal. Both ways of communication are very important for transferring thoughts. Teachers and students relation stand on the verbal and non-verbal means of communication*". In the same vein, Han, B. et al. (2016:191) show that "*verbal-nonverbal communication behaviors in the classroom are seen to be effective on student's personality and academic success*". Lecturers and students exchange their thoughts and ideas through communication. Therefore both lecturers and students should pay attention to the way they communicate as Pal et al. (2016:104) say "*we communicate ideas, information and expectations in a variety of ways, through spoken and written media and through gestures and other body language. We need to be aware of how we communicate because we may send unintended messages*". Šejtanić (2018:346) argues that "*poor communication can cause many problems and misunderstandings between students and teachers. In order for the communication to be efficient, it is necessary for the students to understand the message sent by the teacher, to be clear and intelligible, democratic and humane, and the good communicative skills that the teacher possesses will enable students to adopt them and to achieve good results in the teaching process, as well as in extracurricular activities*". Ideas and thoughts should be transmitted clearly as Albalawi, H. and M. Nadeem (2020:68) advocate that "*however, as in normal communication, communication between teachers and students entails the decoding of the ideas by the students as transmitted by the teacher*". To support this, TIME project partnership (2016:5) argues that "*communication is the transmission of mental content - that is thinking or feeling, between two or more people who interact with each other. At the same time one of them serves as the sender, and the other(s) as the receiver, while their roles may change during the process*". A good Lecturer-Student Communication is the one which favors the academic success as Khan et al. (2017:18) confirm "*good communication skills of teacher are the basic need of academic success of students, and professional success of life. Teacher communicates more instructions orally in classroom to students. Teacher with poor communication skills may cause failure of students to learn and promote their academics*". But, unfortunately, it is noticed that sometimes both lecturers and students fail to communicate their ideas and thoughts. This is confirmed by Okeke (2020:1) by saying that "*observations on the use of language to communicate have revealed that most participants in various communicative situations lack communicative competence. Communicative competence involves a set of composite skills which include grammatical, sociolinguistic and strategic competence (communication strategies)*".

To have an effective communication, lecturers and students should avoid whatever can impede communication. Duta (2015:625) supports that "*results show that students consider as fundamental barriers: physical discomfort, disinterest due to the lack of teaching materials, excessive verbalism and anxiety*". For Muste (2016: 430), "*effective communication, especially in educational field is based on the ability to express your own ideas and views clearly, with confidence and concisely, permanently adapting your content and style to the class. Interaction between teachers and*

students can contribute to effective communication in the classroom or may be the source of problematic situations". Jahbel (2019:153) supports that "in order to solve students' problems teachers should implement effective communicative strategies and implement modern methods". Rightly, effective communication is based on the successful conveyance and reception of meaning. Iyiola and Emike (2019:1) argue that "in all human languages, meaning is a crucial component" Meaning should be cooperated between lecturers and students. Jorfi (2015: 364) affirms that "one of the ways by which speakers can have efficient and non-problematic conversations is cooperation among them. As far as cooperation is concerned, Grice has suggested the Cooperative Maxims Principles according to which, conversations can be analyzed".

As no scholar has paid attention to how meaning is conveyed and received in the Lecturer-Student Communication, this article fills the gap by investigating into the characteristics of obscure expressions which fail to convey and prevent grasp meaning.

3. Methodology

To answer the research question and confirm or reject the hypothesis mentioned in the introduction, 200 utterances were collected during the classroom observations of different lectures at the undergraduate and graduate levels. Among the utterances containing obscure expressions, the following are mentioned to illustrate the case. Each of the utterances is analyzed three times i.e. at the lexical, compositional, and utterance levels. Some partial results are given so as to justify why the expression is obscure.

"Why did we talk about presupposition?"

a) Lexical Analysis

This utterance has got 6 words: *why, did, we, talk, about, presupposition, and presupposition.*

- Why: a question word used to ask about the reason(s) or cause(s).
- Did: an auxiliary used to indicate the simple past tense in questions and denials when the verb 'be' cannot be used.
- We: the personal pronoun subject indicating the first person plural
- Talk: a verb expressing an action of holding a conversation or an oral exchange between people.
- About: a preposition indicating a reference to something/people/idea, etc.
- Presupposition: the idea that a speaker believes that his/her interlocutor already knows.

b) Compositional Analysis

The utterance "why did we talk about presupposition?" is a question seeking for the reasons or causes of the oral exchange about the presupposition.

c) Utterance Analysis

The utterance "why did we talk about presupposition?" implies that the lecturer wants the students to tell the reasons or causes that motivated them to talk about presupposition. No student gave an answer to this question. This is to say that the students did not know the reasons or causes that motivated the talk about presupposition. After he has realized that no student was able to answer to the question, the lecturer asked this question which is analyzed here below in the next lines: "when can we talk about presupposition? Give an example". This question reveals that the lecturer did not need to know the reasons why they talked about presupposition. This proves that the lecturer asked a question which did not reflect his intention.

d) Partial Result

The question "why did we talk about presupposition?" is an obscure question since it fails to reflect the lecturer's intention.

"When can we talk about presupposition? Give an example"

a) Lexical Analysis

These utterances are made of 9 words: *when, can, we, talk, about, presupposition, give, an, and example.*

- When: a question word used to ask for a moment, day, week, month, year, etc.
- Can: a modal expressing either the ability or the permission
- We: the personal pronoun subject indicating the first person plural
- Talk: a verb expressing an action of holding a conversation or an oral exchange between people.
- About: a preposition indicating a reference to something/people/idea, etc.
- Presupposition: the idea that a speaker believes that his/her interlocutor already knows.
- Give: a verb expressing the action of supplying or transferring
- An: indefinite article indicating that the word is used in the general context.
- Example: an illustration used to clarify the situation so as to make understanding effective.

b) Compositional Analysis

The utterance "when can we talk about presupposition? Give an example" has got two parts. The first part is a question seeking for the moment, day, etc. which is appropriate for the permission or possibility of the exchange of ideas about presupposition. The second part is an order or a command to illustrate the presupposition.

c) Utterance Analysis

The utterances “when can we talk about presupposition? “Give an example” sounds as if the lecturer would like to know the time which is allowed or which is possible to talk about the presupposition. But, his actual need is that his students explain the concept presupposition by illustrating it.

d) Partial Analysis

The answer to this question can be

- Anytime
- By the moment we think of it
- By the time the lecturer wants to talk about it
- Etc.

In reality, these answers are not the ones expected by the lecturer because they do not match the lecturer’s intention which is the explanation of the concept presupposition.

With respect to the different possible answers to this question and no convergence of the lecturer’s intention and his question prove that the lecturer’s question is ambiguous and obscure. It is ambiguous because it offers several possible good or right answers. It is obscure because it does not match the lecturer’s intention. That is, the right answers that the students can give (according to the meaning expressed by the words within the utterance) could be considered as wrong although they were right. Because of the ambiguity and obscurity of this question, no student answered to the question.

“My phone is stolen”

a) Lexical Analysis

This utterance is made of 4 words: *my, phone, is, and stolen.*

- My: a possessive pronoun used to indicate that the first person singular is the possessor or owner.
- Phone: an electronic device used for communicating (mainly orally) with people in long distance.
- Is: the simple present form of the verb ‘be’ used for the third person singular. It indicates the state.
- Stolen: the past participle form of the verb ‘steal’ which indicate the action of the action of taking possession (in a hidden way) of something which does not belong to oneself.

b) Compositional Analysis

The compositional meaning of this utterance is that the possessor or owner is asserting that his/her phone is stolen.

c) Utterance Analysis

The utterance is the student’s answer to the lecturer’s question “when can we talk about presupposition? “Give an example”.

d) Partial Result

The utterance is an obscure answer because it matches neither the question nor the example asked. This utterance is an assertive speech act.

“The sister had a phone”.

a) Lexical Analysis

The utterance is made of 5 words: *the, sister, had, a, and phone.*

- The: definite article used to indicate that the word is used in a specific situation.
- Sister: a word used to express the family or congregation relationship that characterizes a female child toward the family children or congregation members.
- Had: the simple from of the verb ‘have’ indicating the action of possessing. ‘Had’ indicates the possession in the past time.
- A: definite article used to indicate that the word is used in the general context.
- Phone: an electronic device used for communicating (mainly orally) with people in long distance.

b) Compositional Analysis

This utterance is a statement meaning that the sister possessed a phone in the past time.

c) Utterance Analysis

The utterance is an answer that a student gave to the lecturer’s question “what is presupposition” as the opposite of the utterance “the sister’s phone was not stolen”.

d) Partial Result

The utterance is an obscure answer because presupposition is not ‘the sister had a phone’. This fact obscures the meaning of presupposition.

“Why is presupposition important in pragmatics?”

a) Lexical Analysis

This utterance has got 6 words: *why, is, presupposition, and important.*

- Why: a question word used to ask about the reason(s) or cause(s).
- Is: the simple present form of the verb ‘be’ used for the third person singular. It indicates the state.
- Presupposition: the idea that a speaker believes that his/her interlocutor already knows.
- Important: an adjective indicating the crucial or relevant value.
- Pragmatics: one of the branches of linguistics that studies meaning in the context.

b) Compositional Analysis

The utterance is a question seeking for the reasons or causes that make presupposition important in pragmatics.

c) Utterance Analysis

The utterance “why is presupposition important in pragmatics?” is the lecturer’s intention to start a new subject which is the context. But, the student still focused on the presupposition. As consequence, no student answered to the question. The teacher’s intention is revealed in his next question “what’s the main difference between semantics and pragmatics?” and his explanation.

d) Partial Result

The utterance is an obscure question since it does not offer a common ground between the lecturer and the students. This is to say that the lecturer had got the intention of introducing the concept ‘context’ while the students still had the concept ‘presupposition’ in the mind.

“Pragmatics disambiguates semantic sentences”

a) Lexical Analysis

The utterance is made of 4 words: *pragmatics, disambiguates, semantic, and sentences.*

- Pragmatics: one of the branches of linguistics that studies meaning in context.
- Disambiguates: a verb expressing the action of giving much meaning precision to words, phrases, sentences, utterances, etc.
- Semantic: an adjective relating to semantics
- Sentences: plural form of ‘sentence’ which is a string of words arranged according to the syntactic rules of a language.

b) Compositional Analysis

The utterance means that pragmatics gives much meaning precision to sentences related to semantics.

c) Utterance Analysis

The lecturer means that pragmatics clarifies the literal meaning of sentences.

d) Partial Result

The utterance is an obscure sentence because of the presence of the phrase ‘*semantic sentence*’. The phrase ‘semantic sentence’ does not exist. The lecturer would say ‘semantic meaning’ instead of ‘semantic sentence’.

“Literal meaning is semantic”.

a) Lexical Analysis

This utterance has got 4 words: *literal, meaning, is, and semantic.*

- Literal: an adjective indicating exactly the meaning as it is conveyed without any interpretation
- Meaning: the sense that one gets from a word, sentence, utterance, etc.
- Is: the simple present form of the verb ‘be’ used with the third person singular
- Semantic: an adjective indicating a relation to semantics

b) Compositional Analysis

The utterance is a statement meaning that the sense that one gets exactly from a word, phrase, sentence, utterance without any interpretation is related to semantics.

c) Utterance Analysis

This utterance is a statement from the lecturer. The lecturer means that when meaning is interpreted, it is related to semantics. The utterance is clear if the students know exactly what the word ‘literal’ means otherwise the term creates obscurity of meaning. Unfortunately, the lecturer did not explain the word ‘literal’ to the students.

d) Partial Result

The important word ‘literal’ which should clarify the grasp of meaning is not explained. This fact can obscure the meaning of the utterance. So, the lack of clarity about the key word obscures meaning.

“A phrase is a unit”

a) Lexical Analysis

This utterance has got 5 words: *a, phase, is, a, and unit.*

- A: the definite article used to indicate that the word is used in an unspecified situation.
- Phrase: a string of words lacking a subject and a predicate but arranged according to the syntactic rules of a language.
- Is: the simple present form of the verb ‘be’ used with the third person singular. It expresses a state.
- Unit: a whole of something

b) Compositional Analysis

This utterance is a statement asserting that a phrase is a whole of something.

c) Utterance Analysis

This utterance is a student’s answer to the question ‘what is the difference between a phrase and a sentence.

d) Partial Result

This answer is obscure because it is not the difference existing between a phrase and a sentence. Furthermore, it does not much the question asked. The question is seeking for the difference, but not the definition.

“Syntactic unit can be a phrase or a clause”

a) Lexical Analysis

This utterance is made of 9 words: *syntactic, unit, can, be, a, phrase, or, a, and clause.*

- Syntactic: an adjective used to indicate the relation to syntax
- Unit: a whole
- Can: a modal expressing the ability, permission, and possibility.
- Be: a verb used to express a state
- A: the definite article used to indicate that the word is used in an specified situation
- Phrase: a string of words lacking a subject and a predicate but arranged according to the syntactic rules of a language.
- Or: a disjunction used to separate words, phrases, and sentences.
- Clause: a sentence that includes another sentence

b) Compositional Analysis

This utterance is a statement asserting that there is possibility for a syntactic unit to be a phrase or a clause.

c) Utterance Analysis

This utterance is the lecturer’s answer to his own question ‘what does it mean ‘syntactic unit?’’. The lecturer asserts that there is a possibility for a syntactic unit to be either a phrase or a clause.

d) Partial Result

The lecturer’s answer to his own question is obscure because the question was seeking for the meaning of ‘syntactic unit’. But instead, the lecturer provides the students with an answer that relates to what a syntactic unit can be.

“A group of words that can stand alone as syntactic unit within a clause is a phrase”

a) Lexical Analysis

This utterance is made of 17 words: *a, group, of, words, that, can, stand, alone, as, syntactic, unit, within a, and phrase.*

- A: the indefinite article used to indicate that the word is used in an unspecified situation
- Group: a set of people or things
- Of: a preposition showing possession
- Words: a plural form of the term ‘word’ which is a linguistic unit formed of a letter or letters
- That: a relative pronoun
- Can: a modal expressing ability, permission or possibility
- Stand: a verb expressing the action of being upright or of supporting oneself
- Alone: an adjective showing that a person or thing is not with someone else or something else.
- As: an adverb used to introduce an extent or a degree. It is also a conjunction meaning at the same instant that or in the same way
- Syntactic: an adjective showing the relation to syntax
- Unit: a whole
- Within: a preposition used to indicate containment
- Phrase: a string of words lacking a subject and a predicate but arranged according the rules of a language.

b) Compositional Analysis

The utterance is a statement meaning that a group of words that has a possibility to stand alone as a syntactic unit within a clause is a phrase.

c) Utterance Analysis

The lecturer asserts that a group of words that can stand alone as a syntactic unit within a clause is a phrase.

d) Partial Result

This statement is misleading because a sentence also can stand alone as a syntactic unit within a clause. Therefore, this statement obscures meaning of what a phrase is.

“A unit, you can remove it”. “You can change it”.

a) Lexical Analysis

These two utterances are analyzed together because they focus on the same entity which is ‘a unit’. They have got 10 words: *a, unit, you, can, remove, it, you, can, change, and it*. The words which are repeated twice are analyzed once.

- A: the indefinite article used to indicate that the word is used in unspecified situation
- Unit: a whole
- You: a personal pronoun
- Can: a modal expressing the ability, permission, and possibility
- Remove: a verb used to expressing the action of moving something from one place to another one
- It: a personal pronoun subject used with the third person singular. It is used to replace names of things and animals.
- Change: a synonym of the verb ‘modify’

b) Compositional Analysis

This utterance is a statement meaning that a unit has got a possibility to be removed from its place or to be modified.

c) Utterance Analysis

This utterance is the lecturer’s statement asserting that a unit is removable from its place or changeable. But the lecturer’s intention was to mean that a unit can be removed from its place and it can be replaced by another word.

d) Partial Result

This lecturer’s statement is obscure because the lecturer did not use the word ‘replace’ which could clearly express his intention. But he used the word ‘change’ which obscures his intention.

“Figurative language”

a) Lexical Analysis

This utterance is made of 2 words: *figurative* and *language*.

- Figurative: related to figures of speech
- Language: a code used to communicate

b) Compositional Analysis

This utterance is a statement the language is figurative.

c) Utterance Analysis

This utterance is the student’s answer to the lecturer’s questions “Can greeting be white?” and “What is that?”

d) Partial Result

This student’s answer is obscure because it does not match the lecturer’s question since the first question seeks for yes/no a greeting can be white. So the answer should be ‘yes’ or ‘no’. The second question seeks for an explanation.

“What sort of figurative language?”

a) Lexical Analysis

This utterance has got 5 words: *what, sort, of, figurative, and language*.

- What: a question word used to ask a question seeking for an object, name, etc.
- Sort: type
- Of: a preposition used to indicate possession
- Figurative: related to the figures of speech
- Language: a code use to communicate

b) Compositional Analysis

This utterance is a question seeking to know the sort of figurative language.

c) Utterance Analysis

This utterance is the lecturer’s question to the student who gave the answer “figurative language” to the lecturer’s questions “can greeting be white?” and “what is that?” The lecturer wanted to the sort of figurative language it was.

d) Partial Result

The lecturer's answer sounds to clear but, in fact, it is obscure because it is based on the obscure answer that the students gave to the lecturer's questions "can greeting be white?" and "what is that?". By asking the question "what sort of figurative language?", it means that the lecturer agrees with the student's answer. This fact leads to obscurity of meaning because the students keep that wrong answer as the right one.

“The program implementer is the teacher” 15) “The teacher must motivate the learners” 16) “The teacher must know the needs or expectations of the learners”

a) Lexical Analysis

The total number of words in these utterances is 23. These words are *the, program, implementer, is, the, teacher, the, teacher, must, motivate, the, learners, the, teacher, must, know, the, needs, or, expectations, of, the, and learners*. The repeated words are analyzed once.

- The: definite article used to indicate that the word is used in the specified situation or context
- Program: a curriculum or set of structured program
- Implementer: a noun used to indicate a person who implements
- Is: the simple present conjugated for used with the third person singular
- Teacher: a noun used to indicate a person who teaches
- Must: a modal use to indicate obligation or necessity
- Motivate: a verb expressing the action of encouraging someone
- Learners: the plural form of 'learner' which is a noun used to indicate a person who learns
- Know: a verb expressing the action having knowledge
- Needs: the plural form of a noun 'need' which is used to indicate requirement for someone, something, help, etc.
- Or: a disjunction used to separate two words, phrases or sentences
- Expectations: the plural form of 'expectation' which is noun used to indicate what one or people are wait from someone or some people
- Of: a preposition used to indicate possession

b) Compositional Analysis

These utterances are the statements asserting that the teacher is the program implementer, he has an obligation to motivate the learners, and he must know the learners' needs and expectations.

c) Utterance Analysis

These utterances are the lecturers' statements. The lecturer tells the students that the teacher is the program implementer. He adds that the teacher must motivate the learners and know their needs and expectation.

The lecturer intended to say that the teacher must motivate the learner to learn the language, and the teacher must know the learners' needs and expectations about the language they learn.

d) Partial Result

The lecturer' statements are obscure because they lack specification about the teacher motivation and the learners' needs and expectations. For clarity, the lecturer should specify that the teacher must motivate the learners to learn language. As far as the learners' needs and expectations are concerned, the lecturer should specify that these needs and expectations are about the learning.

“Could you think of negative factors?”

a) Lexical Analysis

This utterance has got 6 words: *could, you, think, of, negative, and factors*.

- Could: the past form of 'can' used to politely ask a question or request
- You: a personal pronoun used for the second person singular, the first person plural, and the third person plural
- Think: a verb expressing the action of using the mental mechanism so as to come to the reasoning
- Of: a preposition used to indicate possession
- Negative: an adjective used to indicate what is unacceptable
- Factors: the plural form of 'factor' which is a noun used to indicate an element contributing to a particular effect

b) Compositional Analysis

This utterance is a question seeking for negative factors.

c) Utterance Analysis

This utterance is the lecturer's question to the students. The lecturer wanted the students to think of negative factors. The lecturer intended to ask the students to cite the negative factors in language teaching/learning.

d) *Partial Result*

The lecturer's question is obscure because it does not reflect what the lecturer intended to say. The verb 'think' creates obscurity because it makes the student think rather than to cite. This question could be clear if the lecturer could ask it in this way: "could you cite negative factors in the language teaching/learning process?".

4. Results and Discussion

The above analyses reveal clearly that obscure expressions have the following characteristics:

1. No relationship between the utterance and the intention
2. No relationship between the question and the answer
3. Using words and phrases that do not exist actually
4. Delivering false knowledge
5. Lack of clarity in the use of key word
6. Poor explanation

In the lines below, each of these characteristics is discussed. "*No relationships between the utterance and the intention*" is the fact that the speaker utters words which do not reflect the intention or thought which could actually be expressed. "*No relationship between a question and an answer*" means that the answer does not correspond to the content of the question, but it is considered as a right answer. "*Using words and phrases that do not exist actually*" this characteristic implies that the speaker uses the word or words which do not exist in the language in use. "*Delivering false knowledge*" is the fact that the speaker presents wrong information as right one. "*Lack of clarity in the use of key word*" this characteristic consists in using an inappropriate word instead of an appropriate one. The last, not the least, characteristic is "*poor explanation*". It means that the speaker fails in explaining the fact completely. That is, the explanation lacks important information.

Considering the above results, the following effective strategies are suggested in order to avoid obscure utterances in the Lecturer-Student Communication.

- Both lecturers and students should make sure that the words that they utter match their intentions, thoughts, and ideas.
- Questions should be put as clearly as possible so as to allow the answerer to relate his/her answer to the question asked. In case the question is not clear or it is difficult, it is better for the answerer not answer, but to ask for clarification or to avow that he/she cannot answer. In case the answer is wrong, it is better not to ratify it, but to reject it and deliver the right answer.
- Before using a word or phrase, it is prudent to make sure that that word or phrase exists in the language in use. In case of hesitation, it is preferable to use a right dictionary.
- Lecturers are recommended to prepare their lectures seriously before lectures. This preparation avoids hesitation and ignorance during lectures.
- Much focus should be put on key words during lectures. This fact allows student to pay much attentions to important words and understand them properly.
- Lecturers are recommended to insist on important matters while explaining.

Conclusion

The problem raised in this article was the obscure utterances noticed during lectures impeding communication between lecturers and students. In other words, the utterances that fail to convey meaning or prevent from grasping/receiving meaning. This problem was based on this research question: "*what are the characteristics of obscure expressions in the Lecturer-Student Communication?*" The hypothesis was that the inappropriateness and misuse of words were the characteristics of the obscure utterances in the Lecturer-Student Communication. To answer the research question and confirm or reject the hypothesis, 200 utterances were collected and analyzed on the basis of Lexical, compositional, and utterance analysis. But, few utterances were presented so as to illustrate the case. After the analyses, the results revealed 6 characteristics which are *no relationship between the utterance and the intention*, *no relationship between the question and the answer*, *using words and phrases that do not exist actually*, *delivering false knowledge*, *lack of clarity in the use of key word*, and *poor explanation*. Each of these results was discussed so as to explain in which ways they characterize the obscurity of expressions in the Lecturer-Student Communication. To avoid obscure utterances, effective strategies were suggested. As far as the aim of this article is concerned, the results proved that the aim which was to find out the characteristics of obscure expressions in the Lecturer-Student Communication so as to suggest strategies to avoid them is reached.

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