

UDC: 005.336.5:005.57]:378.4.064.2(497.751):303.62
37.064.2:303.62]:378.4.096:37(497.751)

Review article

STUDENTS VERBAL COMMUNICATION AN EXPRESSIVE SKILLS AT THE FACULTY OF PEDAGOGY

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Abstract

Communication skills help in many aspects of life such as professional, personal, or different unexpected situations in our life. Good communication skills are essential skills for speaking clearly with others, also helps us to avoid different misconceptions that might happen while speaking. Through the years of studying is very important to create situations in or outside the lecture halls for students to use their communication skills for example: group assignments or class presentations. Therefore, the main purpose of this research is to find the factors that interfere the good communication skills, how able are students in verbal communication, to identify the reasons that interrupt them while communicating, what do they do to avoid the difficulties in speaking, and how the professors take part on all this. A sample of this study includes 90 students and 12 professors of the Faculty of Pedagogy of the University of Tetova. The instrument of the study is a self- administrated questionnaire which is done in google forms with 12 items for students and professors. The results show that shame and doubt are two main factors that interrupt students' communication, while professors think that the main factor is fear, but there are also different thoughts behind fear and doubt, also is present the indifference of the students. Students are conscious that professors appreciate the students that are more communicative and active during lectures.

Keywords: communication skills, students, difficulties in communication, verbal communication

1. Introduction

Communication is a very important and necessary process in everyday life. The first step we take when we have to ask for something, judge, argue, advise and much more is to link the words that make up and the sentence and get what we want to achieve. Being aware of the need and facing occasional difficulties among studies in verbal communication, we chose this topic which has 'a lot of room' for researches. Communication is one of the main factors that divide humans from other living species and in this area, we encounter a lot of problems.

This inspired us to research in this field. Assuming that verbal communication skills are essential for university students and for achieving success, in order for them to challenge today's academic environment they must possess not only the pedagogical expertise but also the necessary communicative skills for professional preparation and employment in the future. On one hand the student commitment and also the role of the professor in engaging students in interactive lectures, student motivation, lectures, and collaborations during lectures and exercises, encouraging communication, because in this way we suppose they remove all mistakes or ambiguities in their heads. So later in their careers, communication will not be a 'wall' in their success.

2. Theoretical framework

For the success of a student's future career, communication skills are indispensable. There is a demand for communication skills in today's competitive world of business and it is considered as the most sought-after quality of an educated person. By infusion of a healthy feeling of curiosity and competition in students, the development of communication skills will be possible among them (Khan, 2017).

Both forms of communication are extremely important for complete transfer/understanding of the content yet when it comes to the teaching-learning process, verbal communication plays a much more vital role in the transfer of knowledge (Rawat, 2016, p.3059).

Among these skills, speaking has the bigger degree of importance and usefulness and has a more decisive impact on oral communication with the audience (Khabaz, 2013).

Expression of words vividly and eloquently by the teacher causes the students to listen with dignity and willingness, sum up the facts, and think to solve the problem and supply the teacher's comment without any tensions or boredom. But using biased phrases often raises a sense of stubbornness and humiliation in the trainee, puts them out of the cycle of learning and deep understanding of scientific content completely, and leaves irreparable psychological effects on the students (Mortazavi, 2013).

A successful educator in the field of teaching should be aware of the power of words and their impact on the audience and avoid using words habitually without thinking. Also, the order is one of the conflicts which leads to failure in human interaction. The teacher should express his opinion with proper words and within the defined framework for his comments to be effective penetrating. Therefore, the teacher as the sender of the message, should first determine the framework of his message and then express his expectation of the students frankly with appropriate tone and words (Gholipour, 2007).

According to Sikiti (1998:1), "Communication is a purposeful process of expressing, receiving and understanding messages containing factual information, feelings, ideas, and needs by two or more individuals through common symbols".

Communication has also been defined as sharing and giving meaning at the same time through symbolic interactions (Seiler & Beall, 2005). The capacity to communicate effectively has been considered essential in many areas of existence (McCroskey, 1984). Wiemann (2003) stated that one's social world fundamentally depends on how well that person communicates. Furthermore, communication, as a social skill, is essential to one's welfare and happiness on individual and collective levels. Finally, a growing body of literature shows that there is a positive relationship between effective communication and quality of life (Hargie & Dickson, 2004; Stewart, Zediker, & Witteborn, 2005).

Language remains the main form of communication despite several other symbol systems, such as mathematics or music. As all humans have spoken language, there are several thousand different languages (Katzner, 1995). The review to follow describes the nature of language and theories on how languages are used. Although little is known about the starting point of language, Kiparsky (1976) hypothesized that humans communicated by using complex languages since the earliest times. Language has been defined as a socially obtained usage of meaningful sound patterns, which members of a particular group agree upon (Michener, DeLamater, & Myers, 2004). Fundamental elements of language are: (a) phonemes (i.e., sounds), (b) morphemes (i.e., groupings of sounds), (c) semantics (i.e., word meaning), and (d) syntax or grammar. However, languages such as Morse

code and sign language are deficient in the phonetic component. Nevertheless, both are considered languages since they are comprised of morphemes, semantics, and syntax.

As a university student who is getting ready to start on their chosen career, he or she should take the opportunity in any activities that developed communication skills in a wider and complete aspect so that communication skills can be fully developed. Students need to put in the effort to develop their communication skills to be able to succeed in their chosen profession (Ihmeideh, et al. 2010). There are many types of communication skills, but generally, it involves oral and written skills. Mohd Helmi (2005) proposes that there are essentially three types of communication, which are interpersonal communication, management communication (communication in a group), and public communication (speech-making).

The process of communication generally involves four elements, which are the speaker, the receiver, communication channel, and feedback. A few researchers have defined communication as verbal communication, written communication, non-verbal communication, listening, and giving feedback (Nur'ashiqin Najmuddin, 2010).

At the same time, Rodiah Idris (2010) proposes that communication as a non-verbal skill, giving feedback, presenting ideas verbally and in written form, doing presentations and negotiating to achieve a goal, and getting support/agreement. In our globalized world, university students need to master communication skills in different cultural contexts (Penbek, Yurdakul, & Cerit, 2009). Harlak et al. (2008) propose that university students be exposed to activities that can develop their communication skills starting from their first year at university. Hence, universities must provide many more activities to develop the students' communication skills to meet the challenges of the globalized world. Therefore, this study aimed to investigate the level of communication skills (oral, written, and social skills) among local university students.

3. Methodology

3.1 Research problem

The purpose of this research is to find the factors that interfere students' communication skills, to identify the reasons that interfere in communication, how students deal with difficulties and errors through communication, how professors get involved in this regard.

The research problem arises from the many difficulties we face in lecture halls interacting between teachers and students in order to obtain information, why they do not express their opinion even when it's given the word, what impedes them, what are the main reasons that stop them from expressing their ideas, especially given the choice of profession, that of teaching.

The research purpose is more descriptive because we are looking for some given concepts that we think interfere the communication skills

3.2 Research tasks

In About the research problem, we reviewed the research tasks and formulated as follows:

- To identify factors that interfere in verbal communication.
- To shed light on students' communication and expression issues.
- To gather data to compare attitudes and prior theories.
- Reflect on the importance of communication and potential difficulties.

3.3 The procedure and sample of the study

The research has empirical character and in addition the quantitative method has been used. The research was conducted among the students of the Faculty of Pedagogy and the professors who are lecturers of these students. The sample of this research is composed of: 90 students and 12 professors. The gathered data are analyzed with SPSS program.

3.4 Results of the study

This section of the research presents the results in graphic and table form, analyzes of the mean (M), standard deviation (DS), for students and professors, are the tests applied reliable, is there a correlation between the dimensions of the answers from both sides (by professors and students).

3.1 What prevents you from rejecting interactive communication during lectures or debates in the classroom?

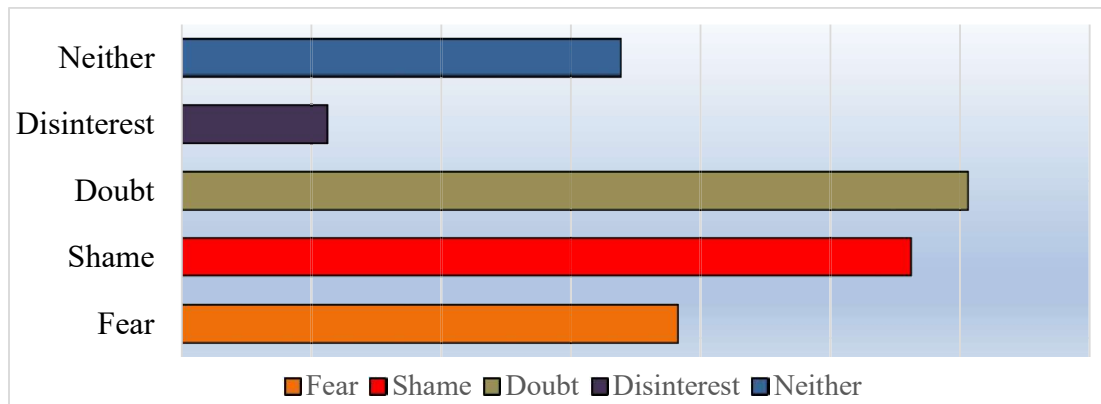


Figure 1. Graphical presentation of student survey

The graphic above shows the results why students reject interactive communication during lectures or debates, clearly with the highest percentage with 30% doubt is the main factor for them to remain silent, followed by shame with 28%, fear with 19%, disinterest with 6% and 17% says that neither any option stops them from feeling freely to share their ideas.

From the results we understand that the percentage of students who communicate freely is very low and we need to engage more in removing emotions, doubts, shame and fear in communication.

3.2 What stops students from rejecting interactive communication?

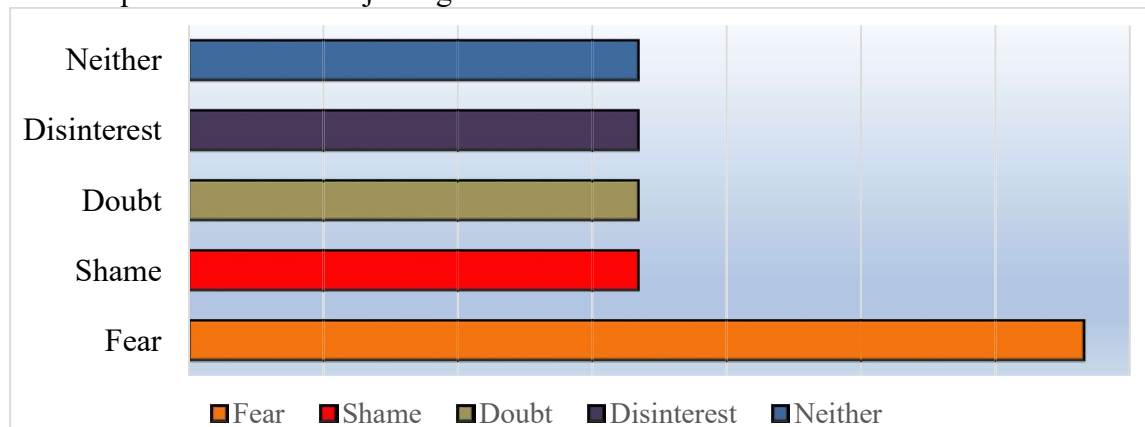


Figure 2. Graphic presentation of the professors' survey

On this question 32 % of the professors says that fear is the main factor that stops students from expressing their ideas, and 17% of professors are balanced in other options.

3.3 Do you think you have good communication and expressive skills during lectures and exercises?

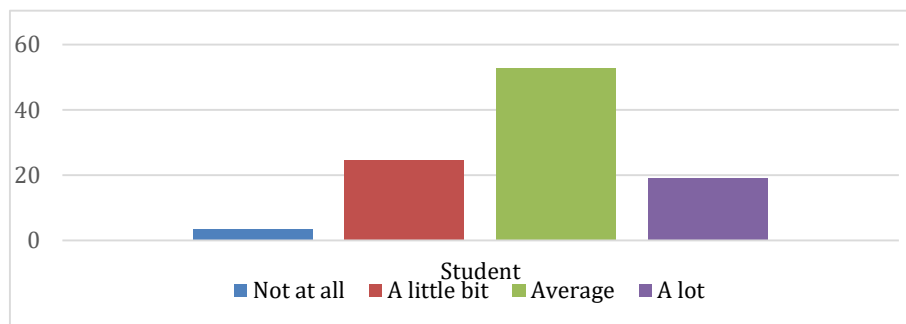


Figure 3. Graphical presentation of student survey results

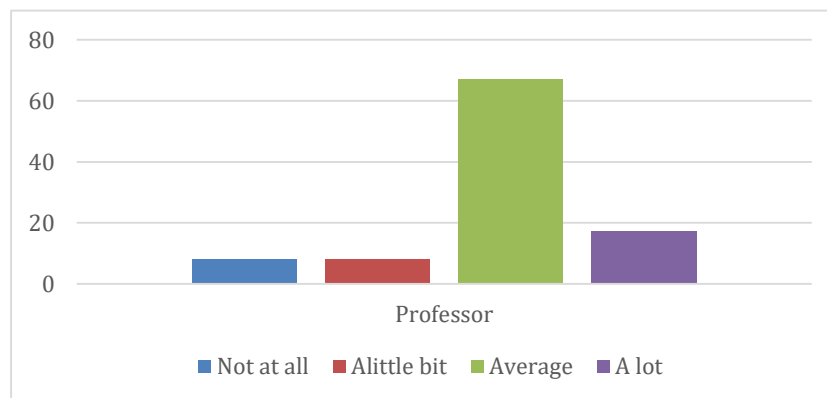
The results above shows that 53% of students think that are in average level in their communication skills, 25% says that are a little bit good in their communication skills, only 19% says they are good enough in their communication skills and 3% not at all good in communication skills.

3.4 Do you think students have good verbal and expressive communication skills?

Statistics		3.3	3.4
N	Valid	90	12
	Missing	0	78
Mean		2.7444	2.9167
Std. Error of Mean		.14094	.43447
Median		3.0000	3.0000
Mode		3.00	1.00 ^a
Std. Deviation		1.33712	1.50504
Minimum		1.00	1.00
Maximum		5.00	5.00
Sum		247.00	35.00

Figure 4. Graphical presentation of professor survey results

In the results in 3.4 question we can see that 8% of professors think that not at all of students have good communication skills, 8% of professors think that a little bit of students have good communication skills, 17% think a lot of students have good communication skills, and 67% think they are average in communication skills.

**Figure 5.** Descriptive results of students and professors for 3.3 and 3.4

The statistical indicators in the table above show that the standard deviation (DS) is DS = 1.33 while the mean is M = 2.74 from the student scores, for professors DS = 1.50 the mean M = 2.91. From this we can see that on both sides we find that on average of students that have satisfactory verbal communication skills.

Reliability Statistics	
Cronbach's Alpha	N of Items
.476	11

Table 1. Reliability of the test (Cronbach's Alpha) - students survey

Based on Table 2, according to Alpha Chronbach's coefficient as the test reliability determinant, the questionnaire used in the research where the students of the Pedagogical Faculty were asked, is considered with average reliability with a value of $\alpha = 0.47$.

Reliability Statistics	
Cronbach's Alpha	N of Items
.493	11

Table 2. Reliability of the test (Cronbach's Alpha) - professors survey

Based on Table 2, according to Alpha Chronbach's coefficient as the test reliability determinant, the questionnaire used in the research for professors is considered as average reliable with a value of $\alpha = 0.49$.

4. Recommendations and conclusions

Based on the results, it is emphasized that shame and doubt are the two main factors that interfere students' verbal communication.

After reviewing the literature and conducting research, the results were interpreted and as a result we have issued some more detailed recommendations as follows.

Based on the data collected from the research, as well as the conclusions drawn, we recommend:

- Introduce a syllabus with practical goals on how to improve verbal communication skills, or debating, and challenging communication skills.
- Encourage others to participate in discussions (especially teamwork) with different ways of motivating them to participate and engage in discussions, defending their position with facts and arguments.
- Identify specific factors that affect effective communication and work to reduce their impact.
- Given the results of this study, future studies are recommended to explore non-verbal communication skills and their effects on deeper and specific teaching and learning.
- We recommend that students should read more in order to gain general knowledge and enrich their vocabulary.

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