القدرة على التواصل بجدارة بين الطلاب ومدى تأثير مادة التواصل بجدارة على مستواهم التعليمي والأكاديمي

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ملخص البحث. مهارات التواصل التربوي بجداره وثقه لدي الطلاب من المجالات الجديدة والنظريات الحديثة في التربية . وهذا البحث يقدم عرضا مفصلا وملخصا من أطروحات وكتابات المختصين في التعليم في موضوع مهارات وكفايات التواصل التربوي بجداره وثقه بشكل عام. كما تقدم هذه الورقة دراسة تؤيد أهمية والتأثير الايجابي لمواد التواصل علي الطلاب في رفع مستواهم ومهاراتهم وتحصيلهم الأكاديمي عندما تدرس لهم ماده بهذا التخصص كما تساهم في رفع مستوى التعليم بشكل عام.

by this making experiment on one group of people by using before and after exam (A1 Assaf 1995, 315).

5. Conclusion

The goal of speech communication instruction is to develop the students' ability to communicate. It is a goal that should result in student growth. To be accountable, we must be able to demonstrate positive changes in our students' ability to speak/perform. And this study shows students attending communication coerces does influence positively their communication skills and their education as a whole

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(1.05 , 2.25) which present the mean of number of student answer the first variable before the course is 1.05 poor and after course 2.25 between good and very good and the correlation coefficient between two samples before course and after course is 0.35 which means that no significant relation between before and after course .

2- (a_2, b_2) is the pair means of the variable "Preparing a speech on basic commu-nication" (1.1, 2.32) which present the mean of number of student answer the second variable before the course is 1.1 poor and after course 2.32 between good and very good and the correlation exits between before course and after course is 0.30 which means that no significant relation coefficient between before and after course.

3- (a_3, b_3) is the pair means of the variable "have no Idea about the art of Communication" (1.07, 2.41) which present the mean of number of student answer the third variable before the course is 1.07 poor and after course 2.41 between good and very good and the correlation between two samples before course and after course is 0.35 which means that no significant relation coefficient exists between before and after course.

4- (a_4, b_4) is the pair means of the variable "overall Speaking ability" (1.05, 2.31) which present the mean of number of student answer the fourth variable before the course is 1.05 poor and after course 2.31 between good and very good and the correlation coefficient between the two samples before course and after course is 0.35 which means that no significant relation exist between before and after course.
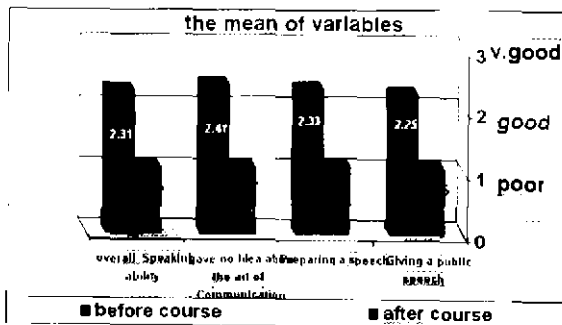
Third T-Test Result

The result about the means of the two populations before course and after course will be used to make final conclusion on the data collected..

Assumptions of T-Test in each variable:

1- the **null** hypothesis H_0: $M_1 = M_2$ (it means that no difference in student opinion between before course and after course)

Where

M_1 is the mean before course for the first variable "Giving a public speech on basic communication".

M_2 is the mean after course for the first variable "Giving a public speech on basic communication".

2- the **alternative** hypothesis H_a: $M_1 < M_2$ (it means the course success to increase the student opinion after course than before course)

From SPSS data result with using significance level 95% we find that:

a) For A_1 we reject H_0: $M_1 = M_2$ (since T statistic = -16.35 < 0.01) and accept

H_a: $M_1 < M_2$ (it means the course success to increase the student opinion after course than before course in "Giving a public speech on basic communication").

b) For A_2 we reject H_0: $M_1 = M_2$ (since T statistic = -16.15 < 0.01) and accept H_a: $M_1 < M_2$ (it means the course success to increase the student opinion after course than before course in "Preparing a speech on basic communication").

c) For A_3 we reject H_0: $M_1 = M_2$ (since T statistic = -17.44 < 0.01) and accept

H_a: $M_1 < M_2$ (it means the course success to increase the student opinion after course than before course in " have no Idea about the art of communication").

d) For A_4 we reject H_0: $M_1 = M_2$ (since T statistic = -17.45 < 0.01) and accept H_a: $M_1 < M_2$ (it means the course success to increase the student opinion after course than before course in "overall Speaking ability").

Table No.
This table shows the differences between means in the examination before and after for the total mark of the thinking phase by using the T-test

	Sample size	Mean	St-Deviation	Freedom degree	Value of T	Sig
Before	40	1.09	0.27	39	18.5	0.018
After	40	2.32	0.44			

It appears from Table above there are differences of statistical significance between the student marks in the before and after exam. This means that there is an affect of the curriculum offered to the students.

Study Curriculum

The researches in this study follow the semi experimental methods of the group design'. It means

## Variable A₁ "Giving a public speech on basic communication"
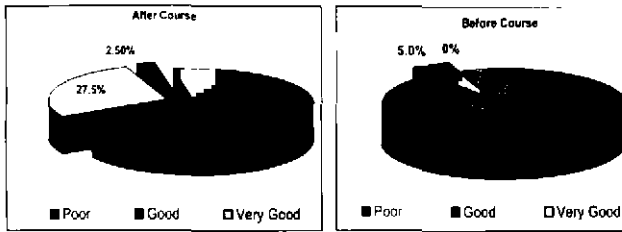
c) After course only one student voted for poor presented 2.5%, 28 students voted for good presented 70% and 11 students voted for very good presented 27.5%.

2- The number of student which answered on variable A₂ & B₂ "Preparing a speech on basic communication".

a) Before course 36 students voted for poor presented 90% and only 4 students voted for good presented 10% and no one of student voted for very good.

on variable A₂ " Preparing a speech on basic communication"
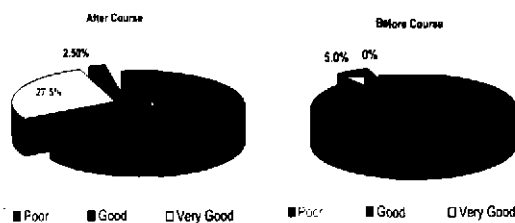
b) After course no one of student voted for poor, 27 students voted for good presented 67.5% and 13 students voted for very good presented 32.5%.

3- The number of student which answered on variable A₃ & B₃ "have no Idea about the art of Communication" 39 student with one missing answered.

a) before course 36 students voted for poor presented 92.3% and only 3 students voted for good presented 7.7% and no one of student voted for very good .

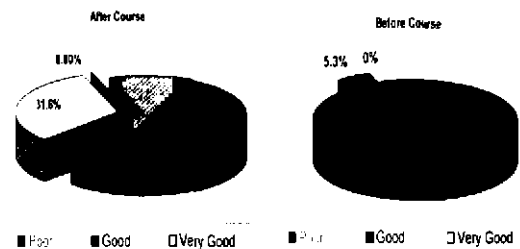## variable A₃ " have no Idea about the art of Communication"

b) After course no one of student voted for poor, 23 students voted for good presented 59% and 16 students voted for very good presented 41%.

4- the number of student which answered on variable A₄ & B₄ "overall Speaking ability " 38 student with tow missing answered

a) before course 36 students voted for poor presented 95% and only 2 students voted for good presented 5% and no one of student voted for very good.

variable A₃ " overall Speaking ability"

After Course	
Poor	0.00%
Good	68.40%
Very Good	31.60%

b) After course no one of student voted for poor, 26 students voted for good presented 68% and 12 students voted for very good presented 32%.

Second Means Analysis and correlation Coefficient
Table ( )
The Mean of Variable Between After & Before Course

Statement	Mean after course	After before course
Giving a public speech	2.25	1.05
Preparing a speech	2.33	1.1
have no Idea about the art of Communication	2.41	1.07
overall Speaking ability	2.31	1.05

Comparing each pair variables (Before course, after course) to judge the effectiveness of the course.

Before Course	
Poor	95%
Good	5%
Very Good	0

1- (a₁ , b1) is the pair means of the variable "Giving a public speech on basic communication"

bias is reduced by the use of a pretest which helps determine the equivalence of the students and university groups at the start of the experiment. This also reduces statistical regression error, that is, increased/ decreased change in pretest-posttest scores due to low/high pretest scores.

- Maturation. The increase in willingness to communicate may occur as a result of the college experience itself, or due to maturation, and not as a result of the course.
- Testing. There is always a danger that respondents are unable to rate themselves objectively. Teachers will be present in the classrooms while students are completing the questionnaires. No questions on the survey will directly evaluate the teachers, and students will be assured that the survey results will not be used for other class purposes. Although students may be hesitant to indicate the items he or she does not know, they will be assured that they are helping the department to identify problem areas in the course that may need special attention by the faculty.
- While it is possible that students may want to impress their instructors in ratings of their communication competencies, which can result in inflated measures of improvement. However, since the course will look at three different aspects of communication competencies - the possibility of inflated ratings between contexts does not seem likely.

External validity:

- In an experiment such as this one, there is always a risk in generalizing results. The key to improving external validity is in choosing a sample that best represents the total population. In this study, the measures that were taken to reduce threats to external validity included the use of a relatively large, yet manageable sample size comprising of students from five different universities and with different academic fields of study.

Statistical Analysis

As usual doing in any course we must measure the successful of this course by voting the student about the subjects of the course and the utility given after this course. To measure the effectiveness of the communication course on students we designed a data sheet to measure the opinion of this student before starting the course and after taking the course. The data sheet had four main subjects (question) on the course:

1- Giving a public speech on basic communication.
2- Preparing a speech on basic communication.
3- Do you have no idea about the art of communication.
4- Overall speaking ability.

Data Sheet before and after taking the course Comm101
- **Course: com 101 basic Comm-unication course**
- **Number of the students is 40 Students.**
- **Each Student have 3 Presentation During the semester**

Before taking the class com 101

Statement	Poor (1)	Good (2)	v.good (3)
Giving a public speech			
Preparing a speech			
have no Idea about the art of Communication			
overall Speaking ability			

After taking the class com 101

Statement	Poor (1)	Good (2)	v.good (3)
Giving a public speech			
Preparing a speech			
have no Idea about the art of Communication			

After data collected this data we found that the number of student which present and voted on this data sheet was 40.

The data was entered the data on SPSS package and the result of it can summarize as follow:

First Ratios Analysis:
1- The number of student which answered on variable A_1 & B_1 "Giving a public speech on basic communication".
a) Before course 38 students voted for poor presented 95% and only 2 students voted for good presented 5% and no one of student voted for very good.
b)

Statement	Mean after course	After before course
Giving a public speech	2.25	1.05
Preparing a speech	2.33	1.1
have no Idea about the art of Communication	2.41	1.07
overall Speaking ability	2.31	1.05

4.2. Course

The communication competencies to be assessed are: Interpersonal, Critical Thinking, Language, Leadership, Reading, Research, Oral Communication, Writing, and Decision Making. Students will therefore graduate with an understanding of what they have learned rather than simply listing the courses they have taken. The course will be entitled "Effective Listening and Speaking". The same textbook will be used by all instructors: "Communicating: A Social and Career Focus (Berko et al., 1989).

4.3. Assessment procedure

A two-stage assessment will be used to instill in students the value of monitoring their own competencies throughout the program. Consistent advising, monitoring, and multiple assessment procedures will be essential in this program. Faculty mentors will aid in supervising and monitoring student progress.

The broad range of competencies cannot be tested by paper-and-pencil tests alone, as communication competence involves both conceptual and experiential knowledge. A combination of testing methods will be used to better determine what a student knows and is able to do in a communication situation

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Pretest

The goal of the pretest will be to select students who have demonstrated basic skills in written and oral communication skills. This will reduce the probablilty of selection bias. Very importantly, the pretest will introduce the students to the learning components of the course, and to determine their levels of competence in each. Two methods will be used here: a departmental pretest, and a portfolio. Students will be required to keep a portfolio as a means of self-evaluation. Material will be added to the portfolios as class assignments.

Course assessments

Standardized assessment forms will be used. Major assignments will include a career information-gathering interview project, a small group project, an informative briefing, a persuasive speech, and exams. Supplemental methods can take different forms, for example, the "one-minute write". At the end of a class session, a student may answer ""What was the most important thing you learned today?". To reduce paperwork while still receiving feedback, the teacher can tell students at the beginning of a class session: "About five minutes before the end of the period, I

will call on a student to give a summary of what she or he has learned today.

Posttest

The goal of the posttest will be to determine the breadth and depth of student learning. This will inform the extent to which students master the various communication competencies. The pretest-posttest design will be used to assess changes in students' perceptions of their context-based communication competencies before and after taking the course.

4.4 measurement

A modified form of a course evaluation instrument developed by Ford and Wolvin (1992) will be used. The instrument contains 24 items representing different communication competencies. Respondents will be instructed to assess their abilities using Likert-type scales ranging from 0 (none) to 7 (great).

4.5 Interpretation of results

1. To determine whether perceived communication competencies changed in the different contexts.
2. To determine whether the degree of change in perceived communication competencies varies depending on the particular context.
3. To determine the context which will benefit most from the communication course.

Mean scores were tabulated for each item on the questionnaires, and results presented in a table as Table 1. Data will be analyzed using repeated measures analysis of variance method. This will be performed separately for each communication context to determine the significance of changes pre-to-post in perceived communication competencies. The interaction between contexts and time (pre, post) will be investigated.

Table 1. Changes in Perceived Comm-unication Competencies

Class Work			Social		
Pre	Post	Pre	Pre	Post	Pre
1. Feeling confident about yourself					
2. Using language appropriately					
3. Conducting an interview					
4. Preparing and organizing speeches					
5. Presenting speeches in front of people					
6. Persuading people					
etc...					

Internal Validity:

• The biggest threat to internal validity in quasi-experimental designs is selection bias. While not completely eliminated in this experiment, selection

When the regular classroom experience is supplemented with and supported by communication instruction, then significant positive gains in willingness to communicate may occur. Some authors however believe that there is a need to question our assumptions about how to teach communication and assess communication competence in the classroom. They argue that artificial criteria included in evaluation forms used in the courses to assess students' communication performances fail to reflect what we know about communication as a transaction and what we know about communication competence.

Strengths in Common:

- The communication courses focused on a wide range of communication topics such as intrapersonal communication, verbal and nonverbal commu-nication, listening, interpersonal communication, interviewing, small-group communication, and public speaking.

- Assessment instruments were direct, inexpensive, reliable, and simple, with relatively minimal measurement error.

- Used well-established statistical methods for data evaluation

- Used self-reports to assess communica-tion competence because perceived communication competence is a primary determinant of individuals' performance in different communication contexts.

- Recognized and admitted certain threats to both internal and external validity and made recommendations for future research.

Weaknesses in Common:

- The increase in willingness to communicate may occur as a result of the college experience itself, or due to maturation, and not as a result of the course.

- There is always a danger that respondents are unable to rate themselves objectively.

- Students may not be able to apply what they learn in the classroom to other contexts.

- There is a need for studies which assess the differential impact of a variety of courses on students' communication competencies in diverse contexts.

- Measurement scales used may be further limiting factors.

3. Objective

The need to question assumptions about how to

teach communication and assess communication competence in the classroom calls for improved methods for assessing student learning in communication programs. The purpose of this study will be to develop and test using a quasi-experimental design, a competency-based assessment program designed to improve effectiveness as student learning. The assessment program will draw from the procedures of Ford and Wolvin (1993), who used a basic communication course, and that of Aitken and Neer (1992) who developed a very detailed, labor-intensive approach involving five core courses to assess communication competencies.

Specific objectives of this study are:

(i) To describe an communication assessment approach that can be easily analyzed and understood.

(ii) To assess the impact of this communication course (independent variable) on students' perceived comm.-unication competencies (dependent variables).

4. Research design

In the planning of this program, the following questions will first be addressed:

(a) What should be assessed?
The students, faculty, and program should be assessed.

(b) What format should be used in assessment?
An integrated, continuous, diverse approach should be used.

(c) How can communication educators devise testing that goes beyond skill or knowledge and is interactional? By using a portfolio approach for the students that is reviewed by faculty mentors, testing can be interactional.

(d) How can instruments be developed that avoid bias? Bias can be avoided by incorporating sensitivity to culture, ethnic background, and gender into one of the major learning competencies.

(e) Who is assessment designed to inform? It is designed to inform the students, department faculty, the college, and by extension, the state.

4.1. Respondents

Respondents were 100 students enrolled in a 1-semester communication course at 5 different universities (20 students per class). All students must have taken a communication course in high school. Students were be selected from different fields of study, and different student majors were e represented. A control group (students not taking the course) were used comprising students from each university.

Structurally, the course utilized a lecture/laboratory instructional model, which means that the regular classroom experience is supplemented with and supported by laboratory involvement in the form of (a) guidance in goal-setting (b) workshops, and (c) report-back sessions. A total of 235 participants were enrolled in the course and assessment of competence was completed in the communication laboratory during entrance and exit interviews. To assure confidentiality and encourage honesty in completing the assessment tool, students were informed that the classroom instructors would not have access to student scores, nor would the scores affect their grades in any way.

Students' willingness to communicate was assessed via McCroskey and Richmond's (1987) Willingness to Communicate scale (WTC), a 20-item probability estimate scale designed to measure an individual's predisposition toward approaching or avoiding the initiation of communication. The data was analyzed using t-tests to determine whether significant decreases existed in WTC scores from pre- to post-tests. Data was analyzed for the whole population as well as by gender and ethnicity. Preliminary results suggested that utilization of a laboratory-supported approach to the teaching of interpersonal communication may increase significantly self-perceived willingness to communicate with others.

A major threat to internal validity in this study is an increase in willingness to communicate as a result of the college experience itself, or due to maturation, and not as a result of the course. Students may have also graded themselves higher than warranted due to a feeling of obligation from just having completed a communication course. Future directions for the interpersonal communication course include refining course content and modifying assessment procedures and testing instruments as appropriate.

3. Competence as a Transactional Process

Hugenberg and Yoder (1994) recognized that most assessments of basic communication courses include evaluating students' communication competence as a measure of course effectiveness. The problem with all this is the belief that we can teach communication competence in one course. Perhaps even a more basic problem is the assumption held that taking a communication course can render students "competent". Whether viewed as a property of the speaker or the listener, the action and reaction approaches lead to inappropriate and/or incomplete criteria for evaluating competence. Focusing on only one element of the communication context in isolation provides a distorted picture of the complexities of communication. Separation of competence into separate behaviors suggests that one person's behavior can be judged apart from another person's reaction. These approaches lead to three common, but problematic, methods for assessing competence: as skills, as goal attainment, and as appropriateness.

The action approach, for example, suggests that competence can be determined by measuring the person's performance of specific communication skills. Such assessment necessarily assumes that an ideal model of competent skills exists. Competence becomes a judgment between a person's behavioral performance and that ideal model of communication behavior. The difficulty is in determining an appropriate model that can be universally applied beyond the specific communicative event. Thus, competence should be viewed as more than just the application of skills. It should be viewed as a shared creation among participants; therefore skills and their applications will change repeatedly during an exchange. The skills approach may actually limit our abilities to teach and research communication competence.

From the "action" approach, competence can also be viewed in terms of "effectiveness" or achievement of goals. Although goals appear inherently measurable, they are not. In many cases, goals are ill-defined, nebulous constructs, which may change over time. Defining competence as the achievement of goals provides little constructive help in determining communication competence. The reaction view suggests that competence is judged by the receiver of the message. The appropriateness criteria places competence in the receiver's skills, knowledge, and acumen rather than the speaker's communicative ability.

Most basic communication text books and communication scholars accede that communication is a transactional process, that is, communication involves the simultaneous sending and receiving of messages by all communication interactants. The transaction approach implies that people mutually create communication through their joint behaviors. According to Hugenberg and Yoder (1994), communication is a mutually created, non-linear, socially constructed event among interdependent interactants.

2.4. Summary of findings

The research consistently finds that students participating in basic speech communication courses demonstrate improved communication competence.

impediments to validity, and are clearly relevant to the skills being assessed (Carpenter, 1986).

2.3 Effectiveness of communication courses

Early research efforts were summarized by Gilkinson (1944), who concluded that "the evidence as it stands is wholly consistent with the theory that favorable changes in speech behavior and social attitudes occur as a result of formal speech instruction. A later review (Basset and Boone, 1983) concluded that "a wide range of verbal and non-verbal skills can be developed, even in individuals with extreme skills deficits". The research consistently finds that students participating in basic speech communication courses demonstrate improved communication competence.

Research on basic course effectiveness have shown that course content, overall, adequately addresses the students' communication needs, while others conclude that faculty who design the content of a basic speech communication course may not be fully aware of students' needs.

Basic course research has also focused on students' perceptions of their ability to apply course content. Ford and Wolvin (1993), for example, found significant positive changes in students' perceptions of their communication competencies during the semester in which they participated in a basic speech communication course. The greatest changes were in areas of presentation skills, communication comfort, and interviewing.

Research on self-reports on communication competence found that self-perceived communication competence was significantly related to several personality-type orientations associated with communication behavior, such as communication apprehension and sociability. Thus, because perceived communication competence may be a primary determinant of individuals' performance in different communication contexts, it is important to assess the impact of a basic speech communication on students' self-perceived communication competencies in various contexts.

1. A basic speech communication course

Ford and Wolvin (1993) conducted a study to determine whether a basic course in speech communication would have a differential impact on students' perceived communication competencies in class, work, and social contexts. Respondents were 344 students in a large public university, with 40 different majors represented. The communication course focused on topics such as intrapersonal communication, verbal and nonverbal communication, listening, interpersonal communication, interviewing, small-group communication, and public speaking. A one-group pretest-posttest design was used to assess changes in students' perceptions of their context-based competencies before and after taking the basic course.

Analysis of pre- and post-survey data revealed that the course did have a differential impact based on communication context. The changes were greater for the class context than for work or social contexts. Why would the course affect students' perceived communication competencies in classrooms than in other contexts? First, students' perceptions of their competencies at the beginning of the semester were much lower for the class context than for the work or social contexts, so there was more room for improvement. Perhaps this is due to a high level of communication apprehension which students tend to experience as they adjust to the new demands of college. Second, while students may be able to quickly transfer knowledge gained from the assignments to other class contexts, they may not see the connection as clearly between what is done in the class context and what may be done in other contexts.

While the findings of this study are significant, results must be interpreted with caution. Several extraneous factors may have affected the outcomes. First, the research design was limited. Using a one-group pretest-posttest design opens the door to a variety of threats to the validity of results. A main concern is the lack of a control group, which prevents us from knowing whether students enrolled in other courses may have derived some of the same benefits as students enrolled in the basic communication course. Studies are needed that assess the differential impact of a variety of courses on students' communication competencies in diverse contexts. A second factor that may have significantly affected results is the method of measurement employed. There is always a danger that respondents are unable to rate themselves objectively. Additionally limiting is the scale used for measurement.

2. A Lab-Supported Approach to Communication Competence

Morreale et al. (1993) described a program that focuses on the assessment of communication competency in the interpersonal communication course. This program is utilized by the Center for Excellence in Oral Communication at the University of Colorado, Colorado Springs. A composite model of competence was used which focused on four dimensions or domains: cognitive, behavioral, affective, and ethical.

(i) to conduct a preliminary literature review on the issue of communication competency, its history and assessment, and

(ii) to develop a research design which will address the importance of communication courses and how positively influence their competencies and their education performance in general

2. Review of the literature

The Literature Review will overview the progress of the Communication Competence Movement and report the significant findings of research on the effectiveness of speech communication.

2.1 The communication compe-tence movement

The Communication Competence Movement has been with us for over 20 years. Backland (1990) briefly reviewed the accomplishments in the general series of efforts to increase communication. In 1975, the terms "competence" and "competency" were not yet widely known. This changed drastically in 1976 and 1977 when the Federal Government and dozens of educational reports called for a move to a "competency-based" education. The Speech Communication Association (SCA) saw this as an opportunity to become more active in public education, and to increase the amount of time devoted to the teaching of speaking and listening skills in the public schools.

In 1978, the federal government included speaking and listening in its definition of basic skills and this act lead to a huge increase in efforts on the part of the states to develop curriculum objectives in speaking and listening. In 1989, a rationale kit containing statements supporting speech communication was published by the SCA. Sources included the National Commission on Excellence in Education, Carnegie Foundation, and the US Department of Education. To date, there has been tremendous development in curriculum guides in speaking and listening.

In terms of assessment of oral communication skills, the SCA sponsored and published a wide range of articles and books however, one of the areas that still need change is the consistency of skills. There exists very few agreed upon definitions of basic skills in oral communication. A universally accepted definition of listening does not exist. This is true, to a lesser extent, for definitions of speaking skills.

2.2. Communication com-petency assessment

Can we effectively measure speech communication skills acquired in the college classroom? As Carpenter (1986) noted, many will say no, after all, the aims of the communication classroom extend far beyond things that can be tested - however the tests are referenced. Any externally developed test is going to have an imperfect fit with the educational goals of a particular teacher or program. On the other hand, it should be recognized that standardized testing is increasing because it serves some important social and educational needs. Keller, Seifrit, and Baldwin were among the pioneers addressing the issue of standardized tests in communication. They reported "there is widespread concern regarding the validity and reliability of proficiency examinations. The purpose and construction of such exams varies with the educational philosophy of the department of speech throughout the country". Carpenter (1986) added that we can and must develop instruments and standardize them to assess the achievement of our students in the vast area of theory.

Donald Rubin, University of Georgia, makes a number of observations regarding speech performance assessment. To be effective, assessment instruments should be direct, inexpensive, reliable, simple, have consistent judgment, and have minimal measurement error. While formal tests for speaking skills are not as well developed as far as other areas of the curriculum, they are available. Two common tests are the Speaking Assessment section of ACT's College Outcome Measures Program, and Communication Competency Assessment Instrument (CCAI). Both of these assessment tools were founded on the premise that impressions of communication competence are based on actual behaviors.

The ACT Speaking Skills Assessment consists of 3 speaking assignments based upon print stimuli material which students read usually a day in advance to allow preparation time. It requires about 15 minutes to administer. Assignments are practical in nature rather than academic. Use of the Speaking Skills Assessment can provide faculties with diagnostic information as well as in comparisons with students at other participating institutions.

The Communication Competency Assessment Instrument (CCAI) is designed to provide a measure of the student's abilities to speak, listen, and relate to others both within the classroom setting and outside classroom contests. CCAI assesses only the ability to communicate through speech - by assessing the skills that are directly observable in the impressions formed of students by others.

Both ACT and CCAI have no inherent

1989; Erickson and Gardner, 1992; Hawkins., 1991) Communication issues also have meaningful applications in social setting as well . Therefore the statement of the problem can be asked how communication courses can influence the Student's Communication Competency.

1.2   Definition of communication competence

According to Hudenberg and Yoder (1994), scholars seem to be in considerable disagreement concerning the definition of communication competence, its theoretical foundations, its behavioral manifestations, and its measurement. Most definitions require the performance of communication skills. Some definitions focus on knowledge as the essential requirement for competence while others require competent communicators to be able to adapt to differing social constraints and communication. Most authors combine both speaking and listening skills as goals in a communication transaction.

Competence is most commonly defined from the action perspective which focuses on the performance of specific communication skills. From the reaction perspective. competence is determined by whether or not the listener perceives the speaker to be competent. Aitken and Neer (1992) categorized an extensive list of communication competencies that are needed by a university graduate into 12 main groups as follows:

1. Interpersonal Competence: Areas needing competence include empathy, social relaxation, assertiveness and expressiveness.
2. Critical Thinking Competence: Includes listening competence and the careful analysis and interpretation of messages.
3. Language Competence: An understanding of the effective use of verbal and nonverbal codes.
4. Leadership Competence: Includes skills appropriate to leadership in personal, business, community, and media contexts.
5. Reading Competence: Appreciation of communication may be enhanced by traditional communication scholarship and classical and contemporary fiction and non-fiction.
6. Research Competence: Intended to guard against unquestioning acceptance of research findings.
7. Oral communication Competence: Effective application of oral communication competence involves the source, the message, the receiver (s), and the context.
8. Cultural Appreciation: An appreciation of the cultural dimensions of communication, including intercultural communication and the history and traditions of the field.

9.   Writing Competence: Contains 4 major elements. Select topic, research adequately, write and express ideas in a well-developed manner.
10. Decision-Making Competence: Ability to determine the most appropriate methods by which to communicate effectively.
11. Theoretical Competence: Ability to acknowledge the functions of theories to organize, explain, and describe experience.
12. Ethical and Philosophical Appreciation: Concern for the moral values of communication in the global community.

1.3 Speech communication instruction

The Association of American Colleges (1985) identified instruction in speaking and listening competency as one of the essential features of a minimum required curriculum for a coherent undergraduate education. The call for communication skills often is answered through the development of a "hybrid" basic course in speech communication, the goal of which is to improve speaking and listening competencies for individuals in interpersonal, interview, small group, and public speaking situations. The basic course assumes an important role in the college and university curriculum.

Empirically, research has consistently related oral competency and communication training and development to academic and professional success (Curtis et al., 1989; Rubin and Graham, 1988; Rubin et al., 1990). Great Britain, where large-scale testing of oral skills has been conducted for some time, provides a valuable example of the impact of oral assessment on learning. The British Certificate of Secondary Education examinations have included some type of speech sample since 1965. While numerous curricular documents stress the importance of instruction on speaking, British educators recognize that the institution of formalized testing lent respectability to speech instruction and shaped the nature of speech communication curriculum (Carpenter, 1986). Communication courses can facilitate the student's personal success and his/her development of the ability to communicate organized thoughts using spoken language (Morreale et al., 1993). However, the danger in assessing communication competence through the application of specific communication skills is in assuming that an ideal model of competence exists (Hardenberg and Yoder, 1994).

1.4. Aim of research paper
The purpose of this paper is:

The Positive Influence of Communication Courses
on the Student's Communication Competency

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Abstract. Communication competencies in education are one important issue in the new age of education theories. This paper presents a qualitative review to the literature subject of communication competencies and reflects on its influences in the education in general. Second this paper examines how teaching a course in communication competences subject can positively add to the qualities of education in general and more important improve the students communication skills and therefore their communication competencies and the qualities of education.

1. Introduction

There is a need to improve student communication competency as our students still need communication skills. Students need to know how to write and speak with clarity, and to read and listen with comprehension (Boyer, 1987). Students need to have the fundamental belief in the power of the spoken word and in their ability to use that power with positive effect (Backlund, 1990). Theoretically, Vygotsky (1986) suggests that educated people must be orally competent, not simply because oral competency is necessary for success in life, but because improved communication competency develops intellectual and reasoning abilities.

Communication apprehension (CA) is "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (McCroskey, 1977). This fear or anxiety, known as stage fright or nervousness, can cause shaking knees, a quivering voice, the inability to speak, nausea, or may lead to a person to completely avoid communication situations. The price apprehensive individuals pay for their inability to communicate is significant, and the consequences of apprehension are well established. Apprehensive students have lower overall grade-point averages and score lower on college entrance examinations; they are considered less competent, composed and attractive than more outgoing individuals; apprehensive individuals are less likely to receive job interviews, and when they are hired, they are less likely to seek career advancements (Robinson, 1997).

Growing trends indicate that academe and society expect graduating majors to demonstrate proficiency in basic communication competencies, basic skills of reading and writing, competencies in career and personal settings, and intercultural communication competence (Hay, 1991; Task Force on Education, 1893; Curtis et al., 1989). In the career context, Bednar and Olney (1987) identified poor listening, lack of conciseness, and poor feedback as particular concerns. Willmington (1989) surveyed employers and found listening variables ("understanding what others are saying" and "paying attention to what others are saying") to be the highest rated communication variables for success. Paralleling this, Sypher et al. (1989) found that effective listeners hold higher level positions and are promoted more often than individuals who are not competent listeners.

1.1 Statement of the problem

In the academic context, Conaway (1982) found listening the most critical factor in academic success; and deficiencies in listening were found to be the major determining factor of failure in the freshman year of college. Other aspects of communication such as communication apprehension, communication courses, and extracurricular communication experiences were found to be strong predictors of college drop-out rates (McCroskey et al,