

THE EFFECTS OF COMMUNICATION SKILLS IN DEVELOPING PREPARATORY YEAR STUDENTS' PERFORMANCE

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Abstract - This study sheds the light on an important factor that all preparatory year are concerned about it. It investigates the importance of communication skills between teachers and students. Moreover, it tries to explore the similarities and differences between active and passive communication which affects students' academic performance. The researchers use classroom observation and semi-structured interview as instruments to clarify the relation between communication skills and students' success. Eight teachers and thirty students participate in this study. The results showed that communication skills are vital to increase students' academic performance. Finally, the researchers state that effective communication increases the effectiveness of students' performance.

Key Words - Communication Skills, Students' Performance, Preparatory Year

I. STUDY BACKGROUND

In the current age, the focus is changed from passive communication to active one which concerns in understanding between teacher and student in the educational context. Effective communication is regarded as a vital matter to strengthen the teacher-student relation (FrymierA, 2007). For example, students can ask their teachers questions about the material that they study, on the contrary, most students at the preparatory year program complained about miscommunication during their lectures which resulted in misunderstanding of the lesson contents. Consequently, teachers should emphasize on the students' need and inquiries. Furthermore, teachers should encourage students to interact during the lecture and motivate them as students should be enthusiastic (Wlodkowski& Ginsberg,2017). Moreover, teachers should give students the feeling of relaxation when they speak to them, which build a solid foundation between teacher and student and students themselves.

Communication skills help students to have a trust, and success in their academic life. So poor communication during the lecture may affect students' academic life, especially students' academic success. (Bee,2012) focused on the importance of communication and its effect on classroom management, and teacher-student interaction. In addition, Ehindero&Ajibade(2000) emphasized in the effective teaching on good communication and good management, and they stated that teachers should have the basic skills of teaching. In addition, teachers need to have different methods of teaching which reflect their relation with the students (Pinter, 2017).

(Loss, 2000) clarified that teachers should understand themselves first and have the ability to convey the message to their students during the lecture which

will reduce the problems such as control students' behavior and reduce the disturbance from students.

II. PURPOSE OF THE STUDY

Study the importance of communication skills on students' performance, which is regarded as the key to the academic success.

III. THE OBJECTIVE OF THE STUDY:

To investigate the role of communication skills in improving students' academic performance.

IV. STUDY QUESTIONS:

What are the effects of communication skills in improving students' academic performance?

V. METHODOLOGY AND PROCEDURE OF THE STUDY:

- Sample of the study:

The study is concerned with the communication skills of preparatory year students and teachers. So the sample consists of preparatory year students at Hai'l university which is around 30 students who are in level one of their studies. And eight teachers who are teaching the same level.

VI. INSTRUMENTS

Semi-structure interview questions and classroom teacher observation were used to investigate the effects of communication skills. The researchers asked the same three questions to students and teachers which are:

1. What is the main obstacle in your relation with your teacher/student?
2. Do you think that your teacher/student can't understand you? In what ways?

3. How many times did you contact your teacher/student regarding academic inquires/ and did you find any problems?

VII. DATA ANALYSIS

Content analysis was used to specify the similarities and differences between students and teachers' responses.

RESULTS AND DISCUSSION

The study results revealed that teachers don't have problems with students who have a good communication with them, especially students who understand the English Language. As these students got higher degrees in their final grades. Furthermore, students who have a good relation with their teachers and communicate in a friendly and clear way got high marks in their course results.

On the other hand, a group of students wasn't comfortable during their classes due to negative communication with their teachers, especially (non-Arab teachers) which affected their academic performance and they got lower grades.

The study results are in line with (Loss, J, 2000) which emphasized that good communication support teacher-student relation. Moreover, good communication is necessary for both teachers and students as (Bee, 2012) and (David Andrade, 2015) studies.

Communication skills are significant in the improving of students' academic performance, consequently, teachers must have different methods of teaching and communication to help students in their academic life. Furthermore, students' communication effectiveness was positively associated with positive learning outcomes.

RECOMMENDATIONS

This study recommended the following recommendations:

1. The Preparatory Year administration should bear in mind, the type of teachers that are teaching students (Native speakers, bilingual) as most students complained about the language that teacher used during their lectures. So the researchers suggested to distribute the teachers as follows:

- A. Assign Arabic native speakers to students who are in the first level, which will train students to understand their teachers at the advanced level and the instructions should be in English as this also will reduce the miscommunication skills with English native speakers.

- B. Train All teachers in how they contact Arab students in and out the class (Training session should be provided to all teachers, especially English native speakers).

2. All departments should provide students with enough orientation, especially in the first week of the study.

3. Teachers should vary their methods of teaching.

4. Teachers should cater individual differences between students by providing students with different exercises at different levels.

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