

A research to measure Chinese students at memorial university's communicative abilities

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ABSTRACT

Students at Chinese Memorial University need to have a wide variety of transferable abilities, and communication skills are one of the most important of them. Students will, during the course of their time at the university, be put in a variety of circumstances, both within and outside of the classrooms, in which they was required to apply their communication skills. Some examples of these scenarios include group projects and oral presentations. In light of this, the purpose of this work is to conduct research on the degree of communication abilities possessed by university students. There were ten aspects of communication abilities that were evaluated using a questionnaire that the individual was responsible for administering to themselves. These aspects included oral, written, and social conduct. Within each component of the overall construct, the reliability of the

questionnaire was satisfactory. According to the findings of this research, university students have reached a level where they have developed strong communication abilities. Depending on the country, a variety of educational programmes revolving around what is variously referred to as language, literacy, and/or communication are available. This paper concentrates on the latter, which has traditionally been linked to vocational education and is sometimes referred to as a "key" or "core" talent that is a component of a more extensive set of life and employability skills. Education has played a crucial role in China's policies and overall growth in recent years, as the country has emerged as a major player in the global economy. The purpose of this study is to investigate how both faculty and students at three Chinese further education vocational colleges reacted to the introduction of a key skills communication course.

KEYWORDS: Communicative Abilities, Academic Pursuits, Knowledge Acquisition, Communicative Language Teaching (CLT).

1. INTRODUCTION:

As a consequence of reform and growing commercial involvement, China's economy, society, and culture have seen profound changes during the last two decades. As Chinese firms and MNCs become more integrated into global markets, they become more worried about the skill level of their staff, prompting some to call for a reassessment of the country's educational curriculum and standards. As stated in the definition, "communication" is "an crucial ability for daily life and professional progress, both social and systematic." Nonetheless, the Occupational Talents Test Authority of China suggests that communication and other once-valuable skills may not be as relevant in today's China. The purpose of this research is to delve into the meaning of "key skills" in the Chinese context, analyse its significance, and determine whether or not pedagogical approaches and curricula are essential to the development of these abilities in China's educational system. Three Chinese vocational schools were the subject of a larger study that led to the development of a communication-oriented core curriculum. The course was required, but it did not count towards the students' final grades or certificates. This article addresses both social and political concerns, since the students' academic pursuits have far-reaching implications for their professional and economic futures. Traditional Chinese pedagogical methods, which place a premium on students' and instructors' "knowledge acquisition and concentrate on learning that is classroom, instructor, and textbook-centered," presented a challenge for everyone involved. This section explains why the debate over whether or not communication is a performance or a talent continues to rage in China. For a Chinese perspective on these issues, check out this document from the American Council on Education's National Council for Teaching English as a Second Language. The study also looks at how enhancing one's communication abilities might improve one's understanding of oneself, one's career prospects, and one's place in society (**Harris, 2015**). Their research on today's university educators reveals that there are three distinct sets of talents that are necessary for success in the field: core competencies, general professional competencies, and specialised competencies. Fundamental skill acquisition requires a strong motivation to learn. The ability to do research, together with the requisite background and expertise, is crucial. The capacity to motivate pupils to put in extra effort in class is an important skill for any educator. Students at the university level are growing more demanding of their professors, making it harder for those educators to meet those demands. Teachers in technical fields have realised they must continuously develop their skills, knowledge, and character traits if they want to be effective educators. In the nations of the North Caucasus, this kind of social link is gaining prominence. Increased instruction in effective communication is needed to prevent a further spread of the ethnic violence now afflicting southern Russia (**Nurzija, 2015**).

2. BACKGROUND OF THE STUDY:

Ideas popularised by the Communicative Approach in the latter half of the twentieth century continue to have an impact on current pedagogical trends. Because the ideas involved may be used in a number of ways, CLT is frequently employed in English language training despite the absence

of an authorised CLT model. In this article, they will examine CLT from the viewpoint of a Chinese university to determine whether or not it is appropriate for use in this setting. The "functional and communicative potential of language" inspired the development of CLT, as was previously noted. A fluent command of the language is not sufficient, and this is one of the most important characteristics to keep in mind. Instead, they should be taught to utilise language effectively to reach their goals in communicating. The primary focus should be on the purpose of communication in general, rather than on the specifics of language structures like syntax and vocabulary. In a class where CLT is being used, the teacher's main role is to "guide and monitor" the students' interactions via language. To ensure that students' understanding, learning, and communication are increased during the activity, the CLT instructor must present appropriate communicative activities tailored to each student's learning requirements and communication proficiency. CLT instructors, who are responsible for monitoring student progress and assisting students in grasping and communicating the target language, should take into consideration students' learning needs and communication ability when designing suitable communicative activities (**Mcintosh, 2016**).

Communicative Language Teaching (CLT) has risen to the pinnacle of English language pedagogy in response to discontent with traditional approaches like the Grammar-Translation and Audio-Lingual Methods (ELT). Due to the absence of guidance provided by these approaches, pupils were unable to speak the target language with the same fluency and ease as native speakers. The goal of the Communicative Approach is to help youngsters learn how to express themselves in a sincere and honest manner while interacting with others. This change is from "grammar competence to knowledge and abilities essential to employ grammar and other components of language correctly for a range of communicative objectives," as put out by Richards. These factors all seem to have contributed to the growth of communicative language instruction: Compatibility of Michael Long's Interaction Hypothesis with Dell Hymes's concept of communicative competence (**Parry, 2020**).

3. PROBLEM STATEMENT:

“Communication has also been defined as sharing and giving meaning occurring at the same time through symbolic interactions and a university student should take the opportunity in any activities that develop communication skills in a wider and complete aspect as it is one of the elements of generic skills that are essential among university students. Effectiveness of communication is sought after rather than merely accuracy or fluency, as most traditional approaches do.”

In the study Sholihah that reported It's too early to tell whether or not the theories put forward in this essay have any sway in the classroom. Study findings might assist China's instructors enhance students' communication skills, resulting in increased interest in this field of study (**Sholihah, 2019**).

4. RESEARCH OBJECTIVES:

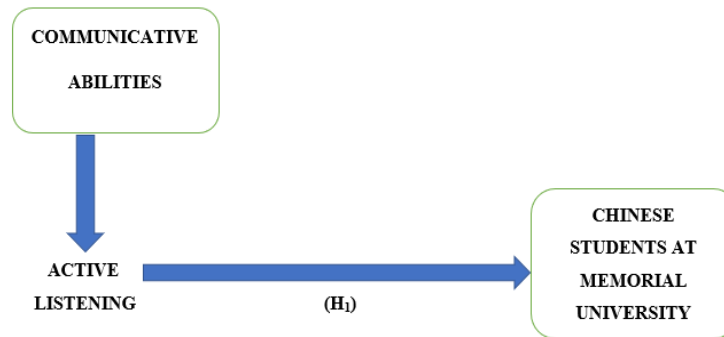
- i. To understand the willingness of Chinese students to communicate with each other in the University.
- ii. To evaluate the ways Chinese students with each other in the University.
- iii. To examine the communication barriers for Chinese university students.
- iv. To define alternate ways to communicate with each other's.

5. LITERATURE REVIEW:

Interaction, perception, and participation are all entwined with the process of information transfer. One's complete character develops as a result of their social skills. It is through conversation that one's "inner world" gets exposed. This means that everyone involved must have their own unique "interior world." Thus, communication may be defined as the act of conveying and receiving ideas, feelings, and other forms of information from another person. The act of communicating with the intent to sway another person's opinion is known as persuasion. The message might be encoded by a combination of verbal and nonverbal signals (such as body language, mime, gestures, and tone). One must learn the necessary decoding skills in order to comprehend the signals sent. As a result, the components of a communication cycle include the actions of both parties. In a conversation, a respondent's remark, inquiry, or reward may all serve to either expose or disguise their true intentions. To understand the context of a discussion, consider the relationships between its participants (**Anatolievna, 2017**).

Writing on competency-based education, despite its focus on the integration of communicative competence with cognate performance, tends to shift the focus away from an assessment of measurable skills and towards an evaluation of behavioural attributes, viewing communication as a set of quantitative abilities. By narrowing down on just one aspect of "performance," this view runs counter to the idea that "performance" is the "complex output of a variety of psychological processes and as a "socially positioned" effort and "cooperative" endeavour in their profession. One definition of communication skills is "a collection of goal-directed, interrelated, circumstance-appropriate social behaviours that can be learned and which are within the individual's control." "Situationally appropriate" highlights the significance of context and interpersonal communication. Price once again emphasised the need of effective communication (**Zhang, 2019**).

6. CONCEPTUAL FRAMEWORK:



7. METHODOLOGY:

Sampling: In this research, a random sample of 1415 students from around the institution served as the participants.

Research Instruments: It was assumed that students would utilise communication methods in order to convey their intended message when they encountered difficulties in communicating owing to language restrictions. As a result, students in this research were given two different types of communication tasks to complete: a role play that required two-way communication and a definition formulation assignment that required one-way communication.

Data Collection Procedures: During the first semester of the 2022 academic year, the data was gathered. Role play and definition formulation were both assigned to the students. First, all pupils with a high level of competence were removed out of the classroom and placed in a waiting area. The researcher made certain that the assignments were administered in a way that the students could understand and know exactly what they had to perform. Role-playing and definition formation were the first two tasks students were required to do. The job was given to each duo in a different room. Students were not permitted to return to the waiting area or the classroom after completing each job, making it impossible for them to share what the tasks were with their fellow classmates. High proficiency students had to wait until a group of low proficiency students were summoned to the room before they could return to the classroom after finishing the assignment. Transcribed every student's performance from videotape.

Statistical Software: MS-Excel and SPSS 25 was used for Statistical analysis.

Statistical tools: The pilot research has four objectives. As a preliminary step, made certain that the role-playing theme and lexical elements employed in the definition formulation exercise weren't too challenging for the students at this level. The second goal was to make sure that the pupils knew what they were supposed to perform and that the instructions were clear. As a third

step, it was necessary to identify any potential issues or challenges that may develop throughout the data collection process in order to prevent them during the primary research. Lastly, the goal was to test out the communication strategy taxonomy that would be utilised in the main research.

8. RESULT:

8.1 Factor Analysis

Factor analysis is often used to verify the latent component structure of a set of measurement items (FA). It is believed that latent (or unseen) factors account for the observed (or measured) scores. Modeling is at the heart of accuracy analysis (FA). It focuses on modelling the interplay of seen occurrences, undiscovered causes, and measurement error. The Kaiser-Meyer-Olkin (KMO) Test may be used to determine whether the data is suitable for factor analysis. Both individual model variables and the whole model are tested to ensure sufficient sampling. Data analysis reveals the extent to which many variables may have some common variance. In most cases, a lower proportion indicates that the data is more amenable to factor analysis. KMO returns values between zero and one. The sample size is adequate if and only if the KMO value is between 0.8 and 1.0. A KMO of less than 0.6 indicates inadequate sampling and calls for adjustment. Some authors utilise the number 0.5 for this purpose; somewhere between 0.5 and 0.6, they'll have to use their discretion.

- KMO If it's close to zero, then means the sum of the correlations is tiny compared to the size of the partial correlations. To restate, large-scale correlations are a significant obstacle to component analysis. Here are Kaiser's minimum and maximum standards: Kaiser's minimum and maximum standards are as follows. Faltering between 0.050 and 0.059.

Below-average (0.60-0.69) In the middle school level, typically, With a quality point value between 0.80 and 0.89. Incredible diversity exists between 0.90 and 1.00.

KMO and Bartlett's Test	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.980
Approx. Chi-Square	3252.968
df	190
Sig.	.000

The first phase of exploratory factor analysis (EFA) involves determining whether or not the data can be used for undertaking factor analysis. In this respect, Kaiser proposed that the KMO (Kaiser-Meyer-Olkin) measure of sampling adequacy coefficient value should be more than 0.5 as a basic minimum for carrying out factor analysis. This is because KMO stands for the Kaiser-Meyer-Olkin measure of sampling adequacy. This research yielded a KMO value of .980 for the data that was

utilised. In addition, the significance level was determined to be 0.00 according to Bartlett's test of sphericity.

8.2 Test for Hypothesis

A hypothesis is a conjecture or assumption that is put out for the purpose of debate and subsequent testing to determine the likelihood that it is correct. Aside from a general survey of relevant prior research, the scientific process begins with the formulation of a hypothesis. The results of investigation was predicted in a hypothesis. An unproven hypothesis is a response to the research question. Depending on the scope of study, may need to develop a series of hypotheses to investigate various facets of research issue.

- **Active Listening**

Active listening is a method of listening to another person that involves reacting to what they say in a manner that increases mutual understanding. It is essential to defuse the situation and look for solutions to difficulties as the initial stage in the process. Students will have the chance to recognise what active listening is and understand it is essential in the context of conflict management via this session.

There is research on how foreign students from character-writing vs non-character writing systems approach active listening to Chinese students. This report gives these conclusions based on questionnaires, interviews, and observations: Listening difficulties are identified as follows: a) students of noncharacter-writing systems find it difficult to pick up on the tone of Chinese; b) students of character-writing systems find it difficult to distinguish the combinations of vowels and consonants; c) in the decoding process, most students from noncharacter-writing systems would process a word through Chinese students' pronunciation, translate it into a media (that is, English), and then arrive at the correct meaning.

H₁: There is a significant relationship between active listening and Chinese students at memorial university.

**A RESEARCH TO MEASURE CHINESE STUDENTS AT MEMORIAL UNIVERSITY'S
COMMUNICATIVE ABILITIES**

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Q1	1415	1	5	5872	4.15	1.351
Q2	1415	1	5	5886	4.16	1.331
Q3	1415	1	5	5915	4.18	1.192
Q4	1415	1	5	5872	4.15	1.282
Q5	1415	1	5	5787	4.09	1.296
Q6	1415	1	5	5957	4.21	1.217
Q7	1415	1	5	5830	4.12	1.174
Q8	1415	1	5	6028	4.26	1.260
Q9	1415	1	5	6042	4.27	1.162
Q10	1415	1	5	5901	4.17	1.231
Q11	1415	1	5	5872	4.15	1.234
Q12	1415	1	5	5844	4.13	1.228
Q13	1415	1	5	5830	4.12	1.174
Q14	1415	1	5	5915	4.18	1.140
Q15	1415	1	5	5957	4.21	1.157
Q16	1415	1	5	6070	4.29	1.166
Q17	1415	1	5	5985	4.23	1.153
Q18	1415	1	5	5858	4.14	1.181
Q19	1415	1	5	5929	4.19	1.203
Q20	1415	1	5	5985	4.23	1.171
Valid N (listwise)	1415					

In the questionnaire used for the study, 20 questions representing Likert scale were used. The detailed response. The table shows the minimum value for the Likert scale which is 1. Similarly, the maximum value of Likert scale in the questionnaire is 5. The mean for all the Likert scale questions is represented in the table and the overall mean for the questions was found to be 4.18. The highest mean among all the 20 questions was for the question 16, i.e., 4.29 and the lowest mean recorded was for question 5, i.e., 4.09.

ANOVA test Descriptives (H₁)

Descriptives								
Sum								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					1.00	119			20.29	.488	.184	19.83	20.74	20	21
1.20	137	22.00	.000	.000	22.00	22.00	22	22
1.40	156	23.00	.	.	.	.	23	23
1.60	172	27.33	2.082	1.202	22.16	32.50	25	29
1.80	69	33.60	4.722	2.112	27.74	39.46	27	38
2.00	142	41.25	1.708	.854	38.53	43.97	39	43
2.20	85	47.00	.	.	.	.	47	47
2.60	57	49.50	3.536	2.500	17.73	81.27	47	52
3.20	33	62.00	9.899	7.000	-26.94	150.94	55	69
3.40	48	67.00	.	.	.	.	67	67

**A RESEARCH TO MEASURE CHINESE STUDENTS AT MEMORIAL UNIVERSITY'S
COMMUNICATIVE ABILITIES**

3.60	29	71.80	6.943	3.105	63.18	80.42	60	78
3.80	41	70.50	12.021	8.500	-37.50	178.50	62	79
4.00	19	76.23	5.974	1.657	72.62	79.84	64	82
4.20	28	82.25	1.893	.946	79.24	85.26	81	85
4.40	44	83.00	.000	.000	83.00	83.00	83	83
4.60	89	88.75	3.862	1.931	82.60	94.90	85	93
4.80	97	95.22	4.466	1.053	93.00	97.44	86	99
5.00	50	99.91	.417	.087	99.73	100.09	98	100
Total	1415	73.97	27.687	2.769	68.48	79.46	20	100

ANOVA test (H₁)

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	74506.320	431	4382.725	259.935	.000
Within Groups	1382.590	983	16.861		
Total	75888.910	1414			

In this study, the result is significant. The value of F is 259.935, which reaches significance with a *p*-value of .000 (which is less than the .05 alpha level). This means the “*H₁: There is a significant relationship between active listening and Chinese students at memorial university.*” is accepted and the null hypothesis is rejected.

9. CONCLUSION:

Instructors and students alike agreed that communication is a crucial skill. In addition, they recognised the worth of a more sophisticated level of communication skill and effectiveness. Both instructors and students understood that growth was a complicated process that could occur only via social contact and exposure to a wide range of experiences. It was determined that this could not be attained using the more conventional method of instruction, which relied mostly on the professor talking at the students. Critical thinking abilities were among the employability skills uncovered in an analysis of the notion of communication and of important talents that emerged from the case studies. Generally speaking, students had a positive view of themselves as social beings with agency. They believed that improving their communication abilities would help them become more flexible and self-assured, as well as more integrated into their respective social and professional networks, resulting in more stimulating and thought-provoking exchanges of ideas. For the first time, they were able to hear and use their voices in a setting that was thought to foster not just their communication but also their social and cultural growth. This resonates in China and agrees with the work of who emphasised the link between effective communication and greater self-awareness, motivation, and value systems. This further emphasises the multifaceted nature of these abilities, which go beyond mere technical know-how or observable proficiencies that may

be mastered by mechanical training procedures. It may be deduced that effective communication has the potential to provide different options and tackle the difficulties associated with social and political shifts, as well as the new requirements of employability and globalisation.

10. LIMITATION:

It is also feasible for them to look at how native and non-native speakers interact with one another in the event that this is something that interests them. Students who are not yet proficient in the language might gain something by being familiar with how native speakers interact with one another. It's possible that in the future, students from both native and non-native countries were researched to discover how they interact with one another. It would be enlightening to learn if students with strong language skills, students with low language abilities, and native students all used the same or different strategies. It would be interesting to do study in this area to learn more about the ways in which students and instructors of English as a foreign language communicate with one another.

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