Assessing Motivation to Communicate

NCA
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Assessing Motivation to Communicate: Willingness to Communicate and Personal Report of Communication Apprehension

2nd Edition

Edited By Sherwyn P. Morreale
University of Colorado at Colorado Springs

National Communication Association
1765 N Street, NW
Washington, D.C., 20036

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Assessing Motivation to Communicate: Willingness to Communicate and Personal Report of Communication Apprehension

This program includes two standardized and tested instruments to be used in assessing motivation to communicate at the higher education level. The instruments were developed and tested by James McCroskey and are included in this program along with reference materials to inform their use. This program and the instruments it contains may be used: (a) to assess two dimensions of the motivational domain of students; (b) for testing-in or testing-out (placement) purposes; (c) as a tool for instructing and advising students; and (d) to generate assessment data for departmental or institutional accountability.

The author/editor acknowledges the contributions to this program of James McCroskey, who developed the instruments contained here, as well as the efforts of many communication scholars who tested and used these instruments over many years. The efforts on the annotated bibliography of research assistant, Robert Hrdlickha, are also gratefully acknowledged. The technological support of Shawn Morgan of the University of Colorado at Colorado Springs provided the electronic versions of the two instruments that are included with this manual. Philip Backlund of Central Washington University, in his role as chair of the NCA Assessment Division, both encouraged and supported the development of this second edition.

NCA Non-Serial Publication Series
Gust Yep, Editor
San Francisco State University

The NCA Non-serial Publications (NSP) Program publishes book-length projects focusing on theoretical and/or pedagogical issues related to the study and practice of human communication in a variety of contexts. Projects grounded in social scientific, interpretive, critical, performance, and rhetorical approaches and methodologies are included. Diverse views of communication ranging from microscopic (e.g., social cognition, affect and emotion in communication) to macroscopic (e.g., public discourse, systems of representation) are also included. Topics that have been central to the history of the discipline as well as those that have been marginalized and excluded in the discipline are included as are projects with an inclusive, interdisciplinary, and social justice agenda.

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I. BACKGROUND

This program contains two self-report instruments, both of which assess the motivational domain of communication, also referred to as the attitudinal or affective domain. In using either of these instruments, it is helpful to understand the important role of motivation in the overall process of communicating competently.

What is motivation as an important part of communication competence?

Communication is competent, which means of high quality, when it is both appropriate and effective for the particular situation (Morreale, Spitzberg, & Barge, 2006). Appropriate communication means that you act in ways suitable to the norms and expectations of the context and situation in which you find yourself. Effective communication means you are able to achieve the most desirable objectives or outcomes in the context.

In order to communicate competently, there are three basic requirements you must meet. First, you must be motivated to communicate competently. Second, you must be knowledgeable about the situation in which you are communicating and the kind of communication expected and needed in that situation. Third, you must be skilled at actually sending and receiving messages in that particular situation. These three requirements or dimensions of competence – motivation, knowledge, and skills – are the foundation of competent communication whether you are in an interpersonal situation, a group, public speaking, or even in a mass communication context such as on television or in a mediated context like using e-mail.

How can motivation be measured?

The motivation requirement/dimension of competent communication suggests that you first must *want* to communicate. Motivation has both a positive side and a negative side. Negative motivation is the experience of anxiety or apprehension about communication, and it discourages you from communicating competently. Positive motivation is based on the perception or expectation of some kind of potential reward from communicating and it encourages you to communicate competently.

According to NCA's *Criteria for Assessment Instruments*, the method of assessment should be consistent with the dimension of oral communication being assessed. Knowledge and attitudes/motivation may be assessed through paper and pencil instruments, but speaking and listening skills must be assessed through actual performance in social settings. The two instruments in this program are paper and pencil assessment instruments, also referred to as self-report tools. The Personal Report of Communication Apprehension focuses on assessing the negative side of motivation and the Willingness to Communicate focuses on assessing the positive side of motivation.

What is "communication apprehension?"

The most common type of negative motivation is called communication apprehension – the fear or anxiety an individual experiences as a result of either real or anticipated communication with another person or persons (Beatty, McCroskey, & Keisel, 1998). Indicators of this apprehension may be a nervous feeling in your stomach, shaky hands, talking too fast or not talking at all.

Some people experience communication apprehension whenever they communicate. But most people only get nervous about communicating in one or two contexts but not in others. This context apprehension about communicating in a particular situation could occur interpersonally, in groups, or when speaking in public. One of the most common forms of context apprehension is public speaking anxiety – a person's fear or anxiety associated with a real or anticipated public speaking event.

What is "willingness to communicate?"

Positive motivation is often demonstrated by a person's willingness to communicate – the individual's tendency to initiate communication. Indicators of this willingness may be approaching a stranger at a party and introducing yourself, making the first suggestion in a group meeting, or raising your hand with a question in a public lecture. Like apprehension, some people are willing to communicate in all contexts, while other people are only willing to communicate in certain situations or contexts and not others. For example, you may be willing to communicate interpersonally or in small groups but not willing to initiate communicate about giving a speech.

Sources:

Beatty, M.J., McCroskey, J.C., & Heisel, A.D. (1998) Communication apprehension as temperamental expression: A communibiological paradigm. *Communication Monographs, 65*, 197-219.

Morreale, S., Spitzberg, B., & Barge, K. (2006). *Human communication: Motivation, knowledge, and skills*. Belmont, CA: Thomson Wadsworth.

II. FACT SHEET ABOUT THIS PROGRAM

Contents of the program and two instruments

This program contains two assessment instruments, the Personal Report of Communication Apprehension (PRCA) and the Willingness to Communicate (WTC). The instruments are presented in hard copy in this manual and on a Web site: http://www.uccs.edu/~webdept/excel/comm_prepost/index.php. As the descriptions of the two instruments below indicate, both are highly reliable and valid for measuring two dimensions of the motivational domain of communication competence.

Personal Report of Communication Apprehension (PRCA-24)

The PRCA-24 is the instrument that is most widely used to measure communication apprehension. It is preferable above all earlier versions of the instrument (PRCA, PRCA10, PRCA-24B, etc.). It is highly reliable (alpha regularly >.90) and has very high predictive validity. It permits one to obtain sub-scores on the contexts of public speaking, dyadic interaction, small groups, and large groups. However, these scores are substantially less reliable than the total PRCA-24 scores because of the reduced number of items. People interested only in public speaking anxiety should consider using the PRPSA rather than the public speaking sub-score drawn from the PRCA-24. It is much more reliable for this purpose.

Willingness to Communicate (WTC)

Willingness to communicate is the most basic orientation toward communication. Almost anyone is likely to respond to a direct question, but many will not continue the conversation or actually initiate an interaction. This instrument measures a person's willingness to initiate communication. The face validity of the instrument is strong, and results of extensive research indicate the predictive validity of the instrument. Alpha reliability estimates for this instrument have ranged from .85 to well above .90. Of the 20 items on the instrument, 8 are used to distract attention from the scored items. The 12 remaining items generate a total score, four context-type scores, and three receiver-type scores. The sub-scores generate lower reliability estimates, but generally high enough to be used in research studies.

History and description of this program

This program, *Assessing Motivation to Communicate*, has been available through the National Communication Association for over 15 years. In its original form, the purchaser received hard copies of the instruments and a packet of articles describing the two instruments and their use in research and pedagogy. In this second edition, the instruments are provided on a Web site to facilitate ease of administration; and, relevant research articles are provided in annotated form so the administrator has easy access to any needed background information about the instruments. While these instruments are available in the public domain, the second edition of this program is intended to provide everything, all in one place, that any administrator or instructor needs to use these tools effortlessly.

Recommendations for using the program

This program and the instruments it contains may be used for several purposes.

(a) Given the importance of motivation as a part of communication competence, these instruments may be used to assess two dimensions of the motivational domain of students – negative (PRCA) and positive motivation (WTC). Either or both instruments could be administered at the beginning of a course to ascertain students' level of motivation; or, at the beginning and end of a course as a pre-post test comparison.

(b) Either or both instruments may be used for testing-in or testing-out (placement) purposes. For example, students with high levels of apprehension or

low levels of willingness to communicate may need remedial training or courses. Conversely, students with low levels of apprehension and high levels of willingness to communicate might be placed in more advanced training situations or courses.

(c) Either or both instruments may be used as a tool for instructing and advising students regarding the importance of the motivational domain of communication. The students would be administered the instruments, followed by a discussion of their scores by comparison to the national norms for each instrument.

(d) Either or both instruments could be used to generate assessment data for departmental or institutional accountability. The instruments could be administered to all students on a campus, for example, as part of a general education assessment program.

Personal Report of Communication Apprehension (PRCA-24)

Directions: This instrument is composed of 24 statements concerning feelings about communicating with others. Please indicate the degree to which each statement applies to you by marking whether you:

Strongly Disagree = 1; Disagree = 2; are Neutral = 3; Agree = 4; Strongly Agree = 5

_____ 1. I dislike participating in group discussions.

_____ 2. Generally, I am comfortable while participating in group discussions.

_____ 3. I am tense and nervous while participating in group discussions.

_____ 4. I like to get involved in group discussions.

_____ 5. Engaging in a group discussion with new people makes me tense and nervous.

_____ 6. I am calm and relaxed while participating in group discussions.

_____ 7. Generally, I am nervous when I have to participate in a meeting.

_____ 8. Usually, I am comfortable when I have to participate in a meeting.

_____ 9. I am very calm and relaxed when I am called upon to express an opinion at a meeting.

_____10. I am afraid to express myself at meetings.

_____11. Communicating at meetings usually makes me uncomfortable.

_____12. I am very relaxed when answering questions at a meeting.

_____13. While participating in a conversation with a new acquaintance, I feel very nervous.

_____14. I have no fear of speaking up in conversations.

_____15. Ordinarily I am very tense and nervous in conversations.

_____16. Ordinarily I am very calm and relaxed in conversations.

_____17. While conversing with a new acquaintance, I feel very relaxed.

_____18. I'm afraid to speak up in conversations.

_____19. I have no fear of giving a speech.

_____20. Certain parts of my body feel very tense and rigid while giving a speech.

_____21. I feel relaxed while giving a speech.

_____22. My thoughts become confused and jumbled when I am giving a speech.

_____23. I face the prospect of giving a speech with confidence.

_____24. While giving a speech, I get so nervous I forget facts I really know.

SCORING:

Group discussion: 18 - (scores for items 2, 4, & 6) + (scores for items 1,3, & 5)

Meetings: 18 - (scores for items 8, 9, & 12) + (scores for items 7, 10, & 11)

Interpersonal: 18 - (scores for items 14, 16, & 17) + (scores for items 13, 15, & 18)

Public Speaking: 18 - (scores for items 19, 21, & 23) + (scores for items 20, 22, &24)

Group Discussion Score: _____

Interpersonal Score: _____

Meetings Score: _____

Public Speaking Score: _____

To obtain your total score for the PRCA, simply add your sub-scores together. _____

Scores can range from 24-120. Scores below 51 represent people who have very low CA. Scores between 51-80 represent people with average CA. Scores above 80 represent people who have high levels of trait CA.

NORMS FOR THE PRCA-24: (based on over 40,000 college students; data from over 3,000 non-student adults in a national sample provided virtually identical norms, within 0.20 for all scores.)

Mean	Standard Deviation	High	Low
Total Score: 65.6	15.3	> 80	< 51
Group: 15.4	4.8	> 20	< 11
Meeting: 16.4	4.2	> 20	< 13
Dyad (Interpersonal): 14.2	3.9	> 18	< 11
Public: 19.3	5.1	> 24	< 14

Source:

McCroskey, J. C. (2005). *An introduction to rhetorical communication* (9th ed). Englewood Cliffs, NJ: Prentice Hall.

Willingness to Communicate (WTC)

Directions: Below are 20 situations in which a person might choose to communicate or not to communicate. Presume you have completely free choice. Indicate the percentage of times you would choose to communicate in each type of situation. Indicate in the space at the left of the item what percent of the time you would choose to communicate. (0 = Never to 100 = Always)

_____ 1. Talk with a service station attendant.

_____ 2. Talk with a physician.

_____ 3. Present a talk to a group of strangers.

_____ 4. Talk with an acquaintance while standing in line.

_____ 5. Talk with a salesperson in a store.

_____ 6. Talk in a large meeting of friends.

_____ 7. Talk with a police officer.

_____ 8. Talk in a small group of strangers.

_____ 9. Talk with a friend while standing in line.

_____10. Talk with a waiter/waitress in a restaurant.

_____11. Talk in a large meeting of acquaintances.

_____12. Talk with a stranger while standing in line.

_____13. Talk with a secretary.

_____14. Present a talk to a group of friends.

_____15. Talk in a small group of acquaintances.

_____16. Talk with a garbage collector.

_____17. Talk in a large meeting of strangers.

_____18. Talk with a spouse (or girl/boyfriend).

_____19. Talk in a small group of friends.

_____20. Present a talk to a group of acquaintances.

Scoring:

Context-type sub-scores--

Group Discussion: Add scores for items 8, 15, & 19; then divide by 3.

Meetings: Add scores for items 6, 11, 17; then divide by 3.

Interpersonal: Add scores for items 4, 9, 12; then divide by 3.

Public Speaking: Add scores for items 3, 14, 20; then divide by 3.

Receiver-type sub-scores--

Stranger: Add scores for items 3, 8, 12, 17; then divide by 4.

Acquaintance: Add scores for items 4, 11, 15, 20; then divide by 4.

Friend: Add scores for items 6, 9, 14, 19; then divide by 4.

To compute the total WTC score, add the sub scores for stranger, acquaintance, and friend. Then divide by 3.

All scores, total and sub-scores, will fall in the range of 0 to 100

Norms for WTC Scores:

Group discussion >89 High WTC, <57 Low WTC

Meetings >80 High WTC, <39 Low WTC

Interpersonal conversations >94 High WTC, <64 Low WTC

Public Speaking >78 High WTC, <33 Low WTC

Stranger >63 High WTC, <18 Low WTC

Acquaintance >92 High WTC, <57 Low WTC

Friend >99 High WTC, <71 Low WTC

Total WTC >82 High Overall WTC, <52 Low Overall WTC

Sources:

McCroskey, J. C. (1992). Reliability and validity of the willingness to communicate scale. *Communication Quarterly, 40,* 16-25.

McCroskey, J. C., & Richmond, V. P. (1987). Willingness to communicate. In J. C. McCroskey & J. A. Daly (Eds.), *Personality and interpersonal communication* (pp. 119-131). Newbury Park, CA: Sage.

IV. LOGISTICS AND ADMINISTRATION OF THE INSTRUMENTS

Using Web-based instruments

Electronic versions of the Personal Report of Communication Apprehension (PRCA-24) and the Willingness to Communicate (WTC) and a software program that automatically scores each of the instruments are available on the Internet at http://www.uccs.edu/~webdept/excel/comm_prepost/index.php. To administer the instruments, send respondents to take the instruments online to this website. Users will type in their e-mail address and name and then click "login" (Don't worry about the class — only one can be chosen — "Assessing Motivation to Communicate"). This will take users to the page where they can choose to take a test (one of two). As soon as the respondent completes each instrument, the program scores and presents the results. The results may be printed out and retained for data analysis purposes by the test administrator. A link at the bottom allows the user to return to the "index" (choice of tests page) where they can then take the other test. The backend stores the data based on email address and name. Each respondent must use a unique e-mail address. Individual item scores, group scores, and totals will be downloaded to an Excel file that will be housed on a server at the University of Colorado at Colorado Springs (UCCS). Should the test administrator require individual items scores, please send an e-mail request to Shawn Morgan (smorgan2@uccs.edu), instructor at UCCS and the system administrator. The request should include all of the e-mail addresses from each respondent.

Providing background to students about the instruments

Before administering the instruments to students, use the information in the BACKGROUND and FACT SHEET sections of this program to explain what the instruments assess and why it is important to learn about one's own motivation to communicate. Include definitions and descriptions of: communication competence as motivation, knowledge, and skills; communication apprehension (and public speaking anxiety if the students are taking a public speaking course); and willingness to communicate.

Creating a "safe environment" for administration of the instruments

When administering these two instruments, it is critical to create a safe and supportive environment in which the students fill out the instruments and learn their scores. Given that some students may score high in communication apprehension or low in willingness to communicate, it is necessary that scores be confidential between the administrator and the student. In addition, students should be advised that there is not a right or wrong score; rather, the scores are diagnostic and serve to highlight aspects of communication motivation that may need some attention and development.

V. ANNOTATED BIBLIOGRAPHY OF RESEARCH ARTICLES

The two assessment instruments contained in this program have been used extensively for years by communication scholars as well as researchers from many other academic disciplines. The following academic articles are annotated here in order to provide the reader with some sense of how the instruments have proven useful to others. The articles are categorized chronologically within three categories. Studies that used the Personal Report of Communication Apprehension are presented first, then those that used the Willingness to Communicate, and then studies that made use of both instruments. Some of the annotated articles used the instruments in research studies while others focus on the development and testing of the psychometric properties of the instruments. The annotations are immediately followed by a copy of the National Communication Association's official guidelines and criteria for the assessment of oral communication.

Personal Report of Communication Apprehension (PRCA)

McCroskey, J., Beatty, M., Kearney, P. & Plax, T. (1985). The content validity of the PRCA-24 as a measure of communication apprehension across communication contexts. *Communication Quarterly, 33*(3).

Research reported by Porter (1981) and Parks (1980) has raised significant reservations concerning the content validity of the items on the early versions of the PRCA. The present study investigated the content validity of the most recent version of the instrument, PRCA-24. The results of this research indicate that the scores generated by the new instrument are relatively independent of the context-based content of the items employed and are capable of substantially predicting apprehension in a context not represented directly in the items on the new form.

Loffredo, D. & Opt, S. (2000). Rethinking communication apprehension: A Myers-Briggs perspective. *Journal of Psychology, 134*(5), 556.

This study is an examination of relationships between Myers-Briggs personality type preferences, based on Jungian theory, and ***communication apprehension***. Results showed that participants who preferred introversion or sensing reported significantly higher levels of ***communication apprehension*** in general and across the group, dyadic, meeting, and public contexts than did participants who preferred extraversion or intuition. In addition, participants who preferred feeling reported higher levels of ***communication*** anxiety in the public context than those who preferred thinking. Findings support the assumption that ***communication apprehension*** is biologically based; suggest that the Myers-Briggs type preference framework offers an alternative way of understanding ***communication apprehension***; and, point out the need for new approaches to understanding the phenomenon of ***communication apprehension***.

Wright, K. (2000). Social support satisfaction online communication apprehension and perceived life stress within computer-mediated support groups. *Communication Research Reports, 17*(2), 139-147.

This study used an on-line questionnaire to examine the relationship between social support satisfaction, online communication time, online ***communication apprehension***, and perceived life stress among members of various online support groups (N = 140). The results indicated that online support satisfaction was predictive of online communication time while online communication apprehension was not related to online communication time. Online ***communication apprehension*** was found to be predictive of online support satisfaction. Online support satisfaction was found to be predictive of perceived life stress. The implications of findings for communication and social support research as well as the limitations of the study are discussed.

Burk, J. (2001). Communication apprehension among master's of business administration students: Investigating a gap in communication education. *Communication Education, 50*(1), 51-58.

Master's of Business Administration students at a large Midwestern university were administered the Personal Report of Communication Apprehension-24. The students also responded to a questionnaire that generated data for six independent variables and were analyzed in relation to the PRCA-24 scores via a multiple regression analysis. The findings indicate that communication apprehension (CA) exists among the MBA students with the average overall score slightly below national average. The students had low dyadic, but high meeting and public speaking apprehension. Undergraduate major and culture significantly predicted the PRCA-24 scores. Students with math-related majors had significantly lower CA than students with business-related or other undergraduate majors. The findings suggest that MBA programs are not addressing CA in their curricula.

Campbell, S. & Neer, M. (2001). The relationship of communication apprehension and interaction involvement to perceptions of computer-mediated communication. *Communication Research Reports, 18*(4), 391-398.

This study investigated how the interpersonal traits of ***communication apprehension*** (CA) and interaction involvement (II) are related to one's attitudes toward and use of computer-mediated communication (CMC). Data were collected by administering a self-report survey to a sample of 133 participants, and results were analyzed with multiple regression. Findings revealed that CA and II failed to predict CMC attitudes. However, each trait predicted communication style during online interaction. Findings are interpreted within the context of current theories of CMC.

Jones-Corley, J. & Messman, S. (2001). Effects of communication environment, immediacy, and communication apprehension on cognitive and affective learning. *Communication Monographs, 68*(2), 391-398.

This study explores relationships among immediacy, ***communication apprehension***, and learning outcomes between two class formats: mixed-size sections (i.e.,

large-lecture/break-out sections) versus self-contained sections. The results indicated that students' cognitive learning outcomes were slightly greater in the mixed-size sections versus self-contained sections. In addition, affective learning decreased for all students from the first day of class, though it decreased slightly more for students in the large-lecture/break-out sections. When the teacher was perceived as highly immediate, however, there was no difference in affective learning due to format.

Toale, M. (2001). Ethnocentrism and trait communication apprehension as predictors of interethnic communication apprehension and use of relational maintenance strategies in interethnic communication. *Communication Quarterly, 49*(1), 70-83.

The first of two studies investigated the differences between reported relational maintenance strategy usage by high and low interethnic communication apprehensives (IECAs). An instrument based on Canary and Stafford's (1992) relational maintenance strategies taxonomy and Neuliep and McCroskey's (1997a) Personal Report of Interethnic Communication Apprehension (PRECA) was employed. The results indicated that individuals who were low IECAs reported utilizing significantly more of the task, network, and positivity strategies.

Differences in openness and assurance strategies followed the same pattern but were not significant. The participant's reported usage and IECA score were inversely related. The second study replicated the first and explored two theoretical explanations for the results. This study revealed significant differences on all of the dimensions and significant negative correlations. This study also examined whether trait communication apprehension {disregarding ethnicity) and/or ethnocentrism the presumed foundational components of IECA) could account for the differences in reports of relational communication behavior. The results of the second study indicated that both trait CA and ethnocentrism contributed to the prediction of IECA and to overall reported strategy usage, and that ethnocentrism was the better predictor.

Behnke, R & Sawyer, C. (2002). Reduction in public speaking state anxiety during performance as a function of sensitization processes. *Communication Quarterly, 50*(1), 112-121.

Recently, scholars have suggested that biological factors, such as temperament, influence human social behavior, particularly in the formation of traits, such as ***communication apprehension***. Despite progress in this area, the relationship between temperament and states, such as speech anxiety, remains unclear. Theories of temperament predict that the rate at which subjects habituate to stress varies inversely with the degree to which they are sensitized during initial confrontation with stress-producing stimuli. The inverse relationship between habituation and sensitization, in the context of public speaking state anxiety, is examined in this report. In two separate studies, using both physiological and psychological measures of state anxiety, the inverse relationship between sensitization and habituation was confirmed. Specifically, sensitization accounted for 69.1% and 50.3% of the variance in physiological and psychological habituation, respectively.

Bline, D., Lowe, D., Meixner, W., & Nouri, H. (2003). Measurement data on commonly used scales to measure oral communication and writing apprehensions. *Journal of Business communication*, 40(4), 266-288.

Curriculum changes and training advances in business ***communication*** have provided students and practitioners with an opportunity to develop and improve ***communication*** skills. Despite such changes, research continues to demonstrate that ***communication apprehension*** can injuriously impede skills attainment. Yet, the measurement properties of instruments used to measure oral and writing ***apprehension*** have received limited attention. In particular, research has not fully explored the impact of question order on the measurement properties of these instruments. This article presents the results of an investigation about the effect of question order randomization on the psychometric properties of two frequently used oral and written ***apprehension*** instruments. Results showed that the measurement properties of these instruments were significantly altered when the question order was randomized.

Bodie, G. & Villaume, W. (2003). Aspects of receiving information: The relationship between listening preferences, communication apprehension, receiver apprehension, and communicator style. *International Journal of Listening, 17*, 47-57.

This study investigated connections between listening preferences and patterns of communicator style and ***apprehension***. An initial discriminant analysis was conducted to test whether six categories of listening styles are systematically discriminated by communicator style, ***communication apprehension***, and receiver ***apprehension***. There was one significant discriminant function, whose interpretation was somewhat questionable. Sub-

sequently, a canonical correlation was conducted to test if four interval level listening preferences are systematically related to communicator style, ***communication apprehension***, and receiver ***apprehension***. The results were highly significant and identified three patterns of association between the set of listening preferences and the set of communicator style and ***apprehension*** variables. One: High people-orientation in listening is systematically associated with lower receiver ***apprehension*** and dyadic ***communication apprehension*** and with a more relationally oriented ***communication*** style that attends to and affirms the other person. Two: The combination of high content- and action-orientations is associated with a precise and attentive style of arguing the issues that leaves a strong impression on other people. Three: The configuration of high time- and action-orientations along with a lack of content-orientation is associated with higher receiver ***apprehension*** but lower dyadic ***communication apprehension***, and also with a dramatic, animated and forceful style that asserts one's goals/concerns and tends to dominate the other person.

Cole, J. & McCroskey, J. (2003). The association of perceived communication apprehension, shyness, and verbal aggression with perceptions of source credibility and affect in organizational and interpersonal contexts. *Communication Quarterly, 51*(1), 101-110.

This is a report of two studies that examined the association of receivers' perceptions of sources' levels of several ***communication*** traits (shyness, ***communication apprehension***, verbal aggressiveness) with the receivers' reported levels of affect for the source (general affect and/or liking) and the receivers' perceptions of the sources' credibility (competence, trustworthiness, goodwill). Study 1 examined employees' perceptions of their supervisor's ***communication*** trait behaviors in the organizational context, while Study 2 examined the students' perceptions of their roommate's ***communication*** trait behaviors in an interpersonal context. As predicted on the basis of previous theory and research, both perceived ***communication apprehension*** and perceived verbal aggressiveness of the source were found to be substantially negatively correlated with credibility and affect and/ or liking reported by the receiver. Contrary to our hypothesis, perceived behavioral shyness was not meaningfully associated with either credibility or affect. It is concluded that these results provide important information for distinguishing between the theoretical constructs of shyness and ***communication apprehension*** and theory in this area in general.

Rancer, A., & Yang, L. (2003). Ethnocentrism, intercultural communication apprehension, intercultural willingness-to-communicate, and intentions to participate in an intercultural dialogue program: Testing a proposed model. *Communication Research Reports, 20*(2), 189-190.

The article focuses on a model on ethnocentrism and intercultural ***communication apprehension***, intercultural willingness-to-communicate (IWTC) and intentions to participate in an intercultural dialogue program. Results of the study suggest that the proposed model refinement. The data suggest a modified model refinement which argues that ethnocentrism and intercultural ***communication apprehension*** are related. It also argues that ethnocentrism and intercultural ***communication apprehension*** are both related to IWTC. Ethnocentrism and IWTC are related to intentions to participate in cultural exchange program. Thus IWTC is influenced by both ethnocentrism and intercultural ***communication apprehension***. Both ethnocentrism and IWTC have a direct influence on individuals' intentions to participate in intercultural dialogue program. The implication of this finding is that if one wants to get an estimate of an individual's intentions to participate in such program or other intercultural encounter, it would be prudent to measure ethnocentrism and IWTC.

Bartoo, H. & Sias, P. (2004). When enough is too much: Communication apprehension and employee information experiences. *Communication Quarterly, 52*(1), 15-26.

This study examines the relationships between supervisor ***communication apprehension***, employee ***communication apprehension***, and employees' reports of information received from their supervisor. Results indicated that supervisor ***communication apprehension*** was negatively related to employees' reports of information received. Employee ***communication apprehension*** and employees' reports of information received from supervisors were not significantly related. Supervisor ***communication apprehension*** was negatively related to the information load reported by employees. Finally, a positive relationship was identified between employee ***communication apprehension*** and the information load reported by employees.

Hsu, C. (2004). Sources of differences in communication apprehension between Chinese in Taiwan and Americans. *Communication Quarterly, 52*(4), 370-389.

This study investigated whether cross-cultural differences in communication apprehension (CA) can be explained with regard to cultural orientations, personality traits and component theory. To this end, a total of 618 undergraduates, studying in Taiwan (n = 298) and the United States (n = 320), participated in this study. Participants filled out the ***Personal Report of Communication Apprehension*** along with Self-Construal Scale, the Revised NEO Personality Inventory, Fear of Negative Evaluation, and Self-Perceived Communication Competence scale. The results indicated that Chinese in Taiwan scored significantly higher in communication apprehension than Americans. The influence of culture on CA was mediated by independence self-construal, neuroticism, extroversion, fear of negative evaluation, and communication competence. The strongest mediating effect was found for self-perception of communication competence. The implications of these findings were further discussed.

Hye, Y. J. & McCroskey, J. (2004). Communication apprehension in a first language and self-perceived competence as predictors of communication apprehension in a second language: A study of speakers of English as a second language. *Communication Quarterly, 52*(2), 170-181.

This study addresses the ***communication apprehension*** of the non-native English speaker in the U.S. Previous studies which have examined the implications of ***communication apprehension*** (CA) for bilingual, nonnative communicators have generated results which indicate that trait-like CA is consistent across first and second language-speaking situations. However, none of these studies have probed the cause of the cross-linguistic consistency of CA. This research is designed to provide a scientific explanation for the etiology of CA by applying the communibiological paradigm to CA theory and research. By selecting the situational constraints of international students, this study tests a theory based on proposition 4 of the communibiological paradigm (Beatty & McCroskey w/Valencia, 2001, p. 128): "Environment or situation' has only a negligible effect on interpersonal behavior.' The results of this study replicate the strong relationship previously observed between CA in a first language and CA in a second language. It also found that the genetic markers employed (Eysenck's Big 3 temperament variables) predicted first and second language CA approximately equally. The results indicate that, although both first and second languages are learned, the CA associated with them most likely is not.

McCroskey, J., Richmond, V., Johnson, A., & Smith, H. (2004). Organizational orientations theory and measurement: Development of measures and preliminary investigations. *Communication Quarterly, 52*(1), 1-14.

Four studies are reported which focus on organizational orientations theory and relevant measuring instruments. An initial study designed to develop measures of the three components believed to constitute organizational orientation (upward mobile, indifferent, and ambivalent) is reported. Since it was believed that valid measures of organizational orientations should be associated with the way workers communicate, a second study designed to determine the association of organizational orientations with ***communication apprehension***, immediacy, assertiveness, responsiveness, and job satisfaction was conducted as a preliminary validity test. Results of the first two studies pointed to both the reliability and the validity of the new measures. A third study was conducted which included new items designed to increase the reliability of the scales. The results generated revised measures with higher reliability. The fourth study was designed to expand the validation of the instruments by testing their associations with temperament, job satisfaction, and subordinates' perceptions of the credibility of their supervisors. Results suggest that the organizational orientations are associated with the "BIG THREE" temperament variables (extraversion, neuroticism, psychoticism) and are predictive of both job satisfaction and perceptions of supervisor credibility. Suggestions for future research and the limitations of the research program at this point are discussed.

Lippert, L., Titsworth, B., & Hunt, S. (2005). The ecology of academic risk: Relationships between communication apprehension, verbal aggression, supportive communication, and students' academic risk status. *Communication Studies, 56* (1), 1-21.

Contemporary research exploring at-risk student populations has generally used the epidemiological model, the constructivist model, or the ecological model to explain processes involved in academic risk. This study applies *communication* constructs to the ecological model of academic risk, which proposes that academic risk is a function of individual, social, and cultural *communication* phenomena. A survey of 232 students found that (a) at-risk students communicated more with friends about school than did regular-admission students, (b) levels of ***communication apprehen-***

sion differed depending on at-risk status and sex, and (c) levels of verbal aggression differed depending on at-risk status. These results are discussed in terms of theoretical and applied implications.

Scott, C. & Timmerman, E. (2005). Relating computer, communication, and computer-mediated communication apprehension to new communication technology used in the workplace. *Communication Research, 32*(6), 683-725.

This study explores three issues regarding the use of multiple workplace ***communication*** technologies: the relationships between distinct forms of ***apprehension*** (computer, ***communication***, and writing) and use, the relative contribution of computer-mediated ***communication*** (CMC) ***apprehension*** for predicting use, and changes in these relationships over time. A trend study, which consisted of the collection of data from two samples (N = 205) separated by a 5-year interval, suggests full or partial support for the hypotheses involving computer and ***communication apprehension***. Although ***apprehension*** levels remain stable, usage frequency changed for several of the technologies examined—resulting in stronger relationships between ***apprehensions*** and those technologies for which use has changed the most in the past 5 years. Most notably, a new measure of CMC ***apprehension*** generally predicts ***communication*** technology use—especially text-based and conferencing tools—more strongly than do more traditional ***apprehension*** types.

Zhang, Q. (2005). Teacher immediacy and classroom communication apprehension: A cross-cultural investigation. *Communication Research, 34*(1/2), 50-64.

The present study investigates classroom ***communication apprehension*** in relation to perceived teacher verbal and nonverbal immediacy in Chinese and U.S. college classrooms. The objectives of this study are three-fold: to compare classroom ***communication apprehension*** and perceived teacher verbal and nonverbal immediacy, and to examine the impact of teacher immediacy on classroom ***communication apprehension*** in Chinese and U.S. college classrooms. This study reports three major findings, including (a) Chinese students have a significantly higher classroom ***communication apprehension*** than their U.S. counterparts, (b) Chinese student perceptions of teacher verbal immediacy are significantly higher than U.S. student perceptions, but their perceptions of teacher nonverbal immediacy are not significantly different, and (c) classroom ***communication apprehension*** is correlated negatively with US student perceptions of teacher nonverbal immediacy, but not with verbal immediacy; classroom ***communication apprehension*** is not correlated negatively with Chinese student perceptions of teacher verbal and nonverbal immediacy.

Zhang, Q. & Zhang J. (2005). Teacher clarity: Effects on classroom communication apprehension, student motivation, and learning Chinese college classrooms. *Communication Research, 34*(3/4), 255-266.

Teacher clarity is central to overall teaching effectiveness and student learning. The purpose of this study is to extend the line of research on teacher clarity from U.S. classrooms to Chinese classrooms. Specifically, it investigates the effects of teacher clarity on classroom ***communication apprehension***, student motivation, and affective and cognitive learning in Chinese college classrooms. Pearson correlation suggests that teacher clarity is associated negatively with classroom ***communication apprehension***, but positively with student motivation to learn and affective and cognitive learning in Chinese classrooms.

Willingness to Communicate (WTC)

McCroskey, J.C. and Richmond, V.P. (1990) "Willingness to communicate: Differing cultural perspectives." *The Southern Communication Journal, 56*(1).

The general tendency to approach or avoid communication has been recognized as an important individual difference among people in a single culture for several decades. Recent research in Australia, Micronesia, Puerto Rico, Sweden, and the United States suggests large differences exist in such tendencies between people in different cultures as well as within a given culture. This research suggests "individual" tendencies may be developed to very different degrees in dissimilar cultures. The view is taken that an understanding of the cultural impact on individual differences should be a vital component in the study of intercultural communication. Examples are drawn from research on general willingness to communicate, introversion, communication apprehension, and self-perceived communication competence in several countries around the world.

McCroskey, J.C. (1992). Reliability and validity of the Willingness to Communicate scale. *Communication Quarterly, 40* (1).

The nature and assumptions underlying the Willingness to Communicate (WTC) scale are outlined and discussed. Data are discussed which relate to the reliability and validity of the instrument. It is concluded that the scale is of sufficient quality to be recommended for research and screening purposes.

Kearne, P. & Waldeck, J., (2001). Teacher e-mail messages strategies and students' willingness to communicate online. *Journal of Applied Communication Research, 29*(1), 54.

In light of the prevalent use of e-mail between teachers and students, researchers have highlighted the need to assess its uses and effects. Relying on the research and thinking of teacher immediacy and extra-class communication, we developed a scale that measures those e-mail message strategies that influence student's willingness to communicate online with their teachers. Next, we isolated those reasons that students use e-mail to interact with their teachers: (1) to clarify course material and procedures, (2) as a means of efficient communication, and (3) for personal/social reasons. Finally, we examined student characteristics such as gender and ethnicity, and history of e-mail use that may (or may not) influence their attitudes toward e-mail exchanges with teachers.

Olaniran, B.& Roach, D. (2001). Intercultural willingness to communicate and communication anxiety in international teaching assistants. *Communication Research Reports, 18*(1), 26-35.

This study addressed patterns and correlates of communication apprehension, intercultural communication apprehension, and intercultural ***willingness to communicate*** in international teaching assistants. Results indicated an inverse relationship between communication apprehension of international TAs and their satisfaction with students, relationship with students, and perceptions of" student ratings of instruction. Similar results were found for ITA state anxiety. Inverse relationships were also found between ITA intercultural communication apprehension and relationship with students and perceptions of student ratings of instruction. International teaching assistant CA and ICA were positively related with ITA state anxiety.

Miller, J., & Morgan, S. (2002). Beyond the organ donor card: The effect of knowledge, attitudes, and values on willingness to communicate about organ donation to family members. *Health Communication, 14*(1), 121-134.

Although numerous studies have examined many of the predictors of signing an organ donor card, including knowledge, attitudes, values, and demographic variables, very few have examined the factors associated with individuals' ***willingness*** to ***communicate*** about organ donation with family members. Because organ donation does not take place without the permission of a person's next-of-kin, government agencies and organ procurement organizations have targeted communication with family members as a primary objective of organ donation campaigns. This study reports the results of a survey of a stratified random sample of adults at 2 local sites of a national employer. Results indicate that knowledge, attitude, and altruism are significantly related to 2 measures of ***willingness*** to ***communicate***: past behavior (whether respondents had already discussed organ donation with family members) and a scale measuring ***willingness*** to ***communicate*** about organ donation in the future. Because the quality of discussions between the potential donor and his or her family will depend on how well the donor is able to address vital issues regarding donation, it is concluded that campaigns seeking to promote communication between family members about organ donation must simultaneously seek to increase knowledge, debunk myths, and bolster positive attitudes about donation.

Yahima, T. (2002). Willingness to communicate in a second language: The Japanese EFL context. *Modern Language Journal, 86*(1), 54.

Willingness to communicate (WTC) is emerging as a concept to account for individuals' first language (L1) and second language (L2) communication. This study examined relations among L2 learning and L2 communication variables in Japanese English as a foreign language context using the WTC model and the socioeducational model as a framework. A L2 communication model was constructed and tested using AMOS version 4.0, with a sample of 297 Japanese university students. In the model, a latent variable, international posture, was hypothesized to capture the general attitude toward the international community and foreign language learning in Japan. From structural equation modeling, it appeared that international posture influences motivation, which, in turn, influences proficiency in English. Motivation affected self-confidence in L2 communication which led to ***willingness to communicate*** in a L2. In addition to this indirect path, a direct path from international posture to WTC in a L2 was significant. The model's fitness to data was good, which indicates the

potential for using the WTC and other constructs to account for L2 communication.

Baker, S., Clement, R., Donavan, L., & MacIntyre, P. (2003). Sex and age effects on willingness to communicate, anxiety perceived competence, and L2 motivation among junior high school French immersion students. *Language Learning, 53*, 137-166.

The students who participate in immersion education are an impressive group. In the present study we looked at students in a junior high school in Nova Scotia. In the local area, English is far and away the dominant language, though there are French-speaking communities within a two-hour drive and Canada is an officially bilingual country. Therefore, the students are not in a "foreign" language-learning environment, but in all probability, they are not likely to encounter spoken French in their daily lives. The students have all the challenges of adolescence to contend with: moving from an elementary to a junior high school in grade 7, the wonders of puberty, growing academic expectations from teachers, demands from school administration to speak only French while at school, and the burgeoning social life of a newly minted teenager. On top of all this, participants in this research are required to give up their well-developed native language, English, and undertake to be educated in a second language, French. Impressive. The present study reports a cross-sectional investigation of second language communication among students in a junior high French late immersion program. The effects of language, sex, and grade on ***willingness* to *communicate*** (WTC), anxiety, perceived communication competence, and frequency of communication in French and on attitude/motivation variables are examined globally and at each grade level. Most of these variables have been widely studied among adult learners, most often at the university level. The present study attempted to look at a much younger group to examine the patterns earlier in the language learning process. We found that students' second language WTC, perceived competence, and frequency of communication in French increased from grades 7 to 8 and that these increases were maintained between grades 8 and 9, despite a drop in motivation between grades 7 and 8 and a steady level of anxiety across the three grades. Gender differences in language anxiety in grade 9. However, the differences between WTC across the first and second language narrowed as students progressed through the program.

Martin, M., Mottet T., & Myers, S. (2003). Relationships among perceived instructor verbal approach and avoidance relational strategies and students' motives for communicating with their instructors. *Communication Education, 53*(1), 116-122.

In light of a new "student engagement" benchmark for teaching and institutional effectiveness in higher education, this study focused on the relationships between perceived instructor use of verbal approach and avoidance relational strategies and students' motives for communicating with their instructors. The data suggest that perceived instructor use of verbal approach relational strategies positively influences students' motivation to engage with their instructors for relational, participatory, excuse-making, and sycophantic reasons. Perceived instructor use of verbal avoidance relational strategies, however, was uncorrelated with students' motives to communicate. The results also failed to confirm previous findings that the functional motive to communicate is more related to task purposes than to relational purposes. Findings of this study do imply that student engagement can be enhanced by instructors more emphatically expressing messages of inclusion, appreciation, willingness to communicate, and the like.

Rancer, A., Sunhee L., & Yang, L. (2003). Ethnocentrism and intercultural willingness to communicate: A cross-cultural comparison between Korean and American college students. *Journal of Intercultural Communication Research, 32*(2), 117-129.

This study is a cross-cultural comparison of ethnocentrism and intercultural ***willingness to communicate*** between Korean and American college students. Two hundred and eighty-two Korean students and 319 American students completed a measure of ethnocentrism and intercultural willingness to communicate. The results revealed that Korean students had significantly lower scores on both ethnocentrism and intercultural ***willingness to communicate*** than American students. In addition, male students reported being more ethnocentric than female students across both cultures, and male students reported being less willing to communicate interculturally than female students in American culture. Implications of these finding are discussed.

Kazuaki Shimuzu, L., Tomoko Yashima, S., & Zenuk-Nishide, L. (2004). The influence of attitudes and affect on willingness to communicate and second language communication. *Language Learning, 54*(1), 119-152.

This article investigates results and antecedents of ***willingness to communicate*** (WTC) in a second lan-

guage (L2) through 2 separate investigations conducted with Japanese adolescent learners of English. In the first investigation, involving 160 students, a model was created based on the hypothesis that WTC results in more frequent communication in the L2 and that the attitudinal construct international posture leads to WTC and communication behavior. This model was tested with structural equation modeling and was found to fit the data well. The second investigation with 60 students who participated in a study-abroad program in the United States confirmed the results of the first. Finally, frequency of communication was shown to correlate with satisfaction in interpersonal relationships during the sojourn.

Kopfman, J., Lindsey, L., Smith, S., & Yoo, J. (2004). Encouraging family discussion on the decision to donate organs: The role of the willingness to communicate scale. *Health Communication, 16*(3), 333-346.

Family discussion of organ donation has been found to double rates of family consent regarding organ donation. Therefore, family discussion is an important communication process to study in the effort to get more people to become organ donors. This investigation concerns the ***willingness to communicate*** about organ donation and its relationship to other variables and processes related to family discussion of organ donation. Previous research on willingness to communicate examined the antecedent variables of knowledge, attitude toward organ donation, and altruism. This research found that being willing to communicate about organ donation with one's family is related to prior thought and intent to sign an organ donor card, to perceiving organ donation messages as credible, and to feeling relatively low anxiety after reading organ donation messages. One week after being presented with the messages, ***willingness to communicate*** was found to be positively associated with worrying about the lack of donors, engaging in family discussion about organ donation, and having an organ donor card witnessed. It was negatively related to feeling personally uneasy about organ donation during the past week.

Miczo, N. (2004). Humor ability, unwillingness to communicate, loneliness, and perceived stress: Testing a security theory. *Communication Studies, 55*(2), 209-226.

The purpose of this study was to develop and test a theory of the laughter-humor link in interpersonal communication. The basic premise of the theory is that a sense of security underlies the ability to encode humor in everyday conversation. It was hypothesized that communication-related security (i.e., ***willingness to communicate***) predicts humor ability, which in turn negatively predicts loneliness and perceived stress. Undergraduates completed a survey including the following scales: Unwillingness-to-Communicate, Humor Orientation, Coping Humor, revised UCLA Loneliness, and Perceived Stress. Regression analyses confirm that willingness to communicate predicted humor orientation, while humor orientation mediated the relationship between willingness to communicate and coping humor. Humor orientation negatively predicted loneliness and perceived stress, although in both cases, ***willingness to communicate*** mediated the relationships. The discussion highlights methodological limitations (e.g., use of self-report) and reiterates the need for interaction- and context-based studies of the laughter-humor relationship.

Rancer, A., Trimbitas, O., & Yang, L.(2005). Ethnocentrism and intercultural-willingness-to-communicate: A cross-cultural comparison between Romanian and US American collage students. *Journal of Intercultural Communication Research, 34*(1/2), 138-151.

Differences on communication traits and predispositions can influence an individual's behavior especially when engaged in intercultural interaction. This study is a cross cultural comparison of ethnocentrism and intercultural-***willingness-to-communicate*** between Romanian and American college students. One hundred and ten Romanian students and 151 American students completed a measure of ethnocentrism and intercultural-willingness-to-communicate. The results revealed that Romanian students had significantly higher scores on ethnocentrism and had significantly lower scores on intercultural-***willingness-to-communicate*** than US American students. Implications of these findings are discussed Discussions of the differences on these two communication predispositions provide information for individuals of the respective cultures to develop more effective strategies to communicate with each other.

Personal Report of Communication Apprehension (PRCA) and Willingness to Communicate (WTC)

Burroughs, N., Marie, V., & McCroskey, J. (2003). Relationships of self-perceived communication competencies and communication apprehension with will-

ingness to communicate: A comparison with first and second languages in Micronesia. *Communication Research Reports, 20*(3), 230-239.

Research involving ***communication apprehension*** (CA) and related constructs such as *self-perceived communication competence* (SPCC) and ***willingness to communicate*** (WTC) has been conducted in a wide variety of cultures. In general, relationships among these variables have been found to be quite similar across cultures, even when substantial mean differences have been observed. An exception to this pattern was an extremely high (r =.80) correlation between SPCC and WTC observed in a study conducted in Micronesia (Burroughs & Marie, 1990). Other relationships observed in the study were generally consistent with those found in other cultures. Since this study involved individuals in a context where they were forced to communicate in a second language much of the time, and the data were collected in that second language, it was suspected this anomaly was what produced the aberrant finding. The present study obtained data from the same population but referenced the participants' first languages and was administered in their first language. Results indicated a relationship between SPCC and WTC consistent with that found in other cultures. It was also observed that, while there was substantially lower perceived ***communication*** competence for the second language than for the first language, there was no such differential for ***communication apprehension***.

Rancer, A., & Yang, L. (2003). Ethnocentrism, intercultural communication apprehension, intercultural willingness-to-communicate, and intentions to participate in an intercultural dialogue program: Testing a proposed model. *Communication Research Reports, 20*(2), 189-190.

The article focuses on a model on ethnocentrism and intercultural ***communication apprehension***, intercultural willingness-to-communicate (IWTC) and intentions to participate in an intercultural dialogue program. Results of the study suggest that the proposed model refinement. The data suggest a modified model refinement that argues that ethnocentrism and intercultural ***communication apprehension*** are related. It also argues that ethnocentrism and intercultural ***communication apprehension*** are both related to IWTC. Ethnocentrism and IWTC are related to intentions to participate in cultural exchange program. Thus IWTC is influenced by both ethnocentrism and intercultural ***communication apprehension***. Both ethnocentrism and IWTC have a direct influence on individuals' intentions to participate in intercultural dialogue program. The implication of this finding is that if one wants to get an estimate of an individual's intentions to participate in such program or other intercultural encounter, it would be prudent to measure ethnocentrism and IWTC.

Donavan, L. & MacIntyre, P. (2004). Age and sex differences in willingness to communicate, communication apprehension, and self-perceived competence. *Communication Research Reports. 21*(4), 420-427.

Age and sex differences in ***willingness to communicate*** (WTC), ***communication apprehension***, and self-perceived communication competence were examined using three age cohorts of participants drawn from junior high, high school, and university student populations. Results indicate that junior high females are higher in WTC than their male counterparts and females at the university level are higher in communication apprehension and lower in self-perceived competence than are male university students. Communication apprehension and self-perceived competence show a consistent negative relationship that does not vary with age or sex in the present sample. The degree to which communication apprehension and self-perceived competence predict WTC varies with age and sex. In all three age cohorts, communication apprehension is a significant predictor of WTC among women. Among men, self-perceived competence emerges as a significant predictor of WTC in all three age groups.

THE NATIONAL COMMUNICATION ASSOCIATION'S CRITERIA FOR THE ASSESSMENT OF ORAL COMMUNICATION

A National Context

Assessment has received increasing attention throughout the 1970s and into the 1990s. Initially appearing in the standards developed by state depart-mints of education, by 1980 over half of the states had adopted statewide student-testing programs. In *Educational Standards in the 50 States:* 1990, the Educational Testing Service reported that by 1985, over 40 states had adopted such programs, and between 1985 and 1990, an additional five states initiated statewide student- testing programs, bringing the number of such program to 47.

During the 1970s and 1980s, the number of different subjects and skills tested has also consistently increased, with additional attention devoted to how assessments are executed. Moreover, during this period, organizations, such as the National Assessment of Educational Progress, intensified and expanded the scope of their assessment procedures as well as extensively publicized the results of their findings nationally and annually.

By the end of 1989, the public recognized the significance of national educational assessments. In the Phi Delta Kappan-Gallup poll reported in the September 1989 issue of *Phi Delta* Kappan, 77 percent of the respondents favored "requiring the public schools in this community to use standardized national testing programs to measure academic achievement of students," and 70 percent favored "requiring the public schools in this community to conform to national achievement standards and goals."

Likewise, towards the end of the 1980s, colleges and universities began to realize that formal assessment issues were to affect them. For example, in its 1989-1990 *Criteria for Accreditation,* the Southern Association of Colleges and Schools--which provides institutional certification for over 800 colleges and universities in the South-held that "complete requirements for an associate or baccalaureate degree must include competence in reading, writing, oral communications and fundamental mathematical skills." They also held that the general education core of colleges and universities "must provide components designed to ensure competence in reading, writing, oral communication and fundamental mathematical skills."

In 1990, a series of reports appeared which suggested that systematic and comprehensive assessment should become a national educational objective. In February 1990, for example, the National Governors' Association, in the context of President George H.W. Bush's set of six educational goals, argued that, "National education goals will be meaningless unless progress toward meeting them is measured accurately and adequately, and reported to the American people." The nation's governors argued that "doing a good job of assessment" requires that "what students need to know must be defined," "it must be determined whether they know it," and "measurements must be accurate, comparable, appropriate, and constructive." In July 1990, President Bush reinforced this line of reasoning in The *National Education Goals: A Report to the Nation's Governors.* And, in September 1990, the National Governors Association extended and elaborated its commitment to assessment in Educating America: *State Strategies for Achieving the National Education Goals: Report of the Task Force on Education.*

Additionally, in 1990, in their report *From Gatekeeper to Gateway: Transforming Testing* in *America,* the National Commission on Testing and Public Policy recommended eight standards for assessment, arguing for more humane and multicultural assessment systems. Among other considerations, they particularly maintained that "testing policies and practices must be reoriented to promote the development of all human talent," that "test scores should be used only when they differentiate on the basis of characteristics relevant to the opportunities being allocated, and that "the more test scores disproportionately deny opportunities to minorities, the greater the need to show that the tests measure characteristics relevant to the opportunities being allocated."

NCA's Assessment Activities

The evaluation and assessment of public address has been of central concern to the discipline of communication since its inception and to the National Communication Association when it was organized in 1914. In 1970, NCA formalized its commitment to assessment when it created the Committee on Assessment and Testing (now known by the acronym CAT) for "NCA members interested in gathering, analyzing and disseminating information about the testing of speech communication

skills." CAT has been one of the most active, consistent, and productive of NCA's various committees and task forces.

Under the guidance of CAT, NCA has published several volumes exploring formal methods for assessing oral communication. These publications began to appear in the 1970s and have continued into the 1990s. In 1978, for example, the National Communication Association published *Assessing Functional Communication,* which was followed in 1984 by two other major publications, *Large Scale Assessment of Oral Communication Skills: Kindergarten through Grade 12* and *Oral Communication Assessment Procedures and Instrument Development in Higher Education.*

In 1979, in *Standards for Effective Oral Communication Programs,* NCA adopted its first set of "standards" for "assessment and evaluation." The first standards called for "school-wide assessment of speaking and listening needs of students," "qualified personnel" to "utilize appropriate evaluation tools," a "variety of data" and "instruments" which "encourage" "students' desire to communicate."

In 1986, in *Criteria for Evaluating Instruments and Procedures for Assessing Speaking and Listening,* NCA adopted an additional 15 "content" and "technical considerations" dealing "primarily with the *substance* of speaking and listening instruments" and "matters such as reliability, validity and information on administration." These criteria included the importance of focusing on *"demonstrated"* speaking skills rather than "reading and writing ability," adopting "assessment instruments and procedures" which are "free of sexual, cultural, racial, and ethnic content and/or stereotyping," employing "familiar situations" which are "important for various communication settings" in test questions, using instruments which "permit a range of acceptable responses" and generate "reliable" outcomes, employing assessments which are consistent with other "results" and have "content validity," and employing "standardized" procedures which "approximate the recognized stress level of oral communication" which are also "practical in terms of cost and time" and "suitable for the developmental level of the individual being tested."

In 1987, at the NCA Wingspread Conference, "conference participants recommended that the chosen instrument conform to NCA guidelines for assessment instrument," and they specifically suggested that "strategies for assessing speaking skills" should be directly linked to the content of oral communication performances and student speaking competencies. Prescribed communication practices were to determine the choice of assessment strategies, with the following content standards guiding formal evaluations: "determine the purpose of oral discourse;" "choose a topic and restrict it according to the purpose and the audience;" "fulfill the purpose" by "formulating a thesis statement," "providing adequate support material," "selecting a suitable organization," "demonstrating careful choice of words," "providing effective transitions," "demonstrating suitable inter-personal skills;" employing "vocal-variety in rate, pitch, and intensity;" "articulate clearly;" "employ the level of American English appropriate to the designated audience;" and "demonstrate nonverbal behavior that supports the verbal message." Additionally, the Wingspread Conference participants considered strategies for assessing listening and for training assessors [see: *Communication Is Life: Essential College Sophomore Speaking and Listening Competencies* (Washington, D.C.: National Communication Association, 1990, pp. 51-74).

In 1988, the NCA Flagstaff Conference generated a series of resolutions calling for a "national conference" and "task force on assessment" because "previous experience in developing standardized assessment has met with problems of validity, reliability, feasibility, ethics, and cultural bias" [in *The Future of Speech Communication Education: Proceedings of the 1988 National Communication Association Flagstaff Conference,* ed. by Pamela J. Cooper and Kathleen M. Galvin (Annandale, VA: National Communication Association, 1989, p. 80)].

In July 1990, a National Conference on Assessment was sponsored by NCA, the NCA Committee on Assessment and Testing or CAT, and the NCA Educational Policies Board (EPB). The conference generated several resolutions regarding assessment.* Some of these resolutions reaffirm existing NCA oral communication assessment policies. Others provide criteria for resolving new issues in assessment. Still others seek to integrate and establish a more coherent relationship among

*The criteria contained in this document were originally adopted as resolutions at the NCA Conference on Assessment in Denver, Colorado, in July 1990. Several of the criteria were authored by the Committee on Assessment and Testing Subcommittee on Criteria for Content, Procedures, and Guidelines for Oral Communication Competencies composed of James W. Crocker-Lakness (Subcommittee Chair), Sandra Manheimer, and Tom E. Scott. The introduction sections, entitled "A National Context" and "NCA's Assessment Activities," were authored by James W. Chesebro, NCA Director of Education Services.

the criteria governing oral communication assessment. The recommended assessment criteria are detailed on the next page.

General Criteria

1. Assessment of oral communication should view competence in oral communication as a gestalt of several interacting dimensions. At a minimum, all assessments of oral communication should include an assessment of knowledge (understanding communication process, comprehension of the elements, rules, and dynamics of a communication event, awareness of what is appropriate in a communication situation), an assessment of skills (the possession of a repertoire of skills and the actual performance of skills), and an evaluation of the individual's attitude toward communication (e.g., value placed on oral communication, apprehension, reticence, willingness to communicate, readiness to communicate).
2. Because oral communication is an interactive and social process, assessment should consider the judgment of a trained assessor as well as the impressions of others involved in the communication act (audience, interviewer, other group members, conversant), and may include the self report of the individual being assessed.
3. Assessment of oral communication should clearly distinguish speaking and listening from reading and writing. While some parts of the assessment process may include reading and writing, a major portion of the assessment of oral communication should require speaking and listening. Directions from the assessor and responses by the individual being assessed should be in the oral/aural mode.
4. Assessment of oral communication should be sensitive to the effects of relevant physical and psychological disabilities on the assessment of competence. (e.g., with appropriate aids in signal reception, a hearing impaired person can be a competent empathic listener.)
5. Assessment of oral communication should be based in art on atomistic/analytic data collected and on a holistic impression.

Criteria for the Content of Assessment

6. Assessment of oral communication for all students should include assessment of both verbal and non-verbal aspects of communication and should consider competence in more than one communication setting. As a minimum assessment should occur in the one-to-many setting (e.g. public s peaking, practical small group discussion) and in the one-to-one setting (e.g., interviews, interpersonal relations).
7. Assessment of speech majors and other oral communication specialists could include in addition assessment in specialized fields appropriate to the course of study followed or the specialty of the person being assessed.

Criteria for Assessment Instruments

8. The method of assessment should be consistent with the dimension of oral communication being assessed. While knowledge and attitude may be assessed in part through paper and pencil instruments, speaking and listening skills must be assessed through actual performance in social settings (speaking before an audience, undergoing an interview, participating in a group discussion, etc.) appropriate to the skill(s) being assessed.
9. Instruments for assessing oral communication should describe degrees of competence. Either/or descriptions such as "competent "or "incompetent" should be avoided as should attempts to diagnose reasons why individuals demonstrate or fail to demonstrate particular degrees of competence.
10. Instruments for assessing each dimension of oral communication competence should clearly identify the range of responses which constitute various degrees of competence. Exam les of such responses should be provided as anchors
11. Assessment instruments should have an acceptable level of reliability, e.g. test /retest reliability, split-half reliability, alternative forms reliability, inter-rater reliability, and internal consistency.
12. Assessment instruments should have appropriate validity: content validity, predictive validity, and concurrent validity.
13. Assessment instruments must meet acceptable standards for freedom from cultural, sexual, ethical, racial, age, and developmental bias.
14. Assessment instruments should be suitable for the developmental level of the individual being assessed.
15. Assessment instruments should be standardized and detailed enough so that individual responses

will not be affected by an administrator's skill in administering the procedures.

Criteria for Assessment Procedures and Administration

16. Assessment procedures should protect the rights of those being assessed in the following ways: administration of assessment instruments and assessment and the uses of assessment results should be kept confidential and be released only to an appropriate institutional office, to the individual assessed, or if a minor, to his or her parent or legal guardian.
17. Use of competence assessment as a basis for procedural decisions concerning an individual should, when feasible, be based on multiple sources of information, including especially a) direct evidence of actual communication performance in school and/or other contexts, b) results of formal competence assessment, and c) measures of individual attitudes toward communication (e.g., value placed on oral communication, apprehension, reticence, willingness to communicate, and readiness to communicate).
18. Individuals administering assessment procedures for oral communication should have received sufficient training by speech communication professionals to make their assessment reliable. Scoring of some standardized assessment instruments in speaking and listening may require specialized training in oral communication on the part of the assessor.

Criteria for Assessment Frequency

Periodic assessment of oral communication competency should occur annually during the educational careers of students. An effective systematic assessment program minimally should occur at educational levels K, 4, 8, 12, 14, and 16.

Criteria for the Use of Assessment Results

The results of student oral communication competency assessment should be used in an ethical, non-discriminatory manner for such purposes as:

19. Diagnosing student strengths and weaknesses;
20. Planning instructional strategies to address student strengths and weaknesses;
21. Certification of student readiness for entry into and exit from programs and institutions;
22. Evaluating and describing overall student achievement;
23. Screening students for programs designed for special populations;
24. Counseling students for academic and career options; and
25. Evaluating the effectiveness of instructional programs.

No single assessment instrument is likely to support all these purposes. Moreover, instruments appropriate to various or multiple purposes typically vary in length, breadth/depth of content, technical rigor, and format.

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1765 N Street, Washington, D.C., 20036
202-464-4622
www.natcom.org

About the Author of the Instruments: James C. McCroskey

James C. McCroskey is a Distinguished Scholar at University of Alabama, Birmingham. For many years, he was a Professor in the Department of Communication Studies at West Virginia University. For 25 years (1972-1997) he served as chair of that department. McCroskey received his bachelor's degree in Speech and English from Southern State (SD) Teachers College, his master's in Speech from the University of South Dakota, and his doctorate from the Pennsylvania State University. Prior to joining the faculty at WVU he held positions at Illinois State University, Michigan State University, Pennsylvania State University, Old Dominion University, and the University of Hawaii. He also taught high school speech and coached debate in Scotland and Watertown, South Dakota.

McCroskey's research and teaching interests have varied over his career, including persuasion and public communication, interpersonal communication, organizational communication, nonverbal communication, instructional communication, intercultural communication, and general communication theory and research. His devotion to programmatic research and the social scientific approach to scholarship has been evident in all of his research programs.

His early research, stemming from his doctoral work, involved experimental studies of the persuasion and attitude change process. Much of his work centered on message variables, particularly evidence, in persuasion. The work in this area for which he is best known is that on ethos and source credibility, the first article on this topic being published in 1966 and the latest was published in *Communication Monographs* in 1999.

Another of his research programs has dealt with communication apprehension and related constructs such as willingness to communicate, shyness, talkaholism, and communication competence. His first work in this area, a study of the use of systematic desensitization for reducing public speaking anxiety, was presented at the Speech Association of America Convention in 1968 and his most recent books in this area, one focusing on communication avoidance and the other on trait perspectives of the communication process, were released in 1997, 1998, and 2001.

Another of his research programs, which has made a substantial impact in this field, as well as other unrelated fields, has been his work on the role of communication in instruction. In conjunction with his colleagues and his students, McCroskey's work on classroom management, immediacy, affinity-seeking, caring, and other topics related to communication and affective learning have provided a whole new perspective on instruction, one that has received numerous awards not only from the communication field but also from such disparate fields as pharmacy and teacher education.

McCroskey is probably best recognized for his prolific scholarship. He has published over 250 articles and book chapters and over 50 books and revisions, as well as over 30 instructionally related books. His first book, "An Introduction to Rhetorical Communication," originally published in 1968, is now one of the oldest continuously published books in the communication discipline.

McCroskey is an active member and present or former officer of numerous professional associations. He has received NCA's Robert J. Kibler Memorial Award, and distinguished service awards from the Eastern Communication Association and the World Communication Association. He is a Fellow of the International Communication Association and both a Teaching Fellow and a Research Fellow of the Eastern Communication Association. He has edited *Human Communication Research*, *Communication Education*, and *Communication Research Reports*, and *Journal of Intercultural Communication*.

While best known nationally for his scholarship, McCroskey does not sacrifice his teaching in the name of research. For 25 years, although serving as department chair and continuing an active research effort, he (on-average) taught seven classes per year. Since stepping down from the chair position, he has taught 12-14 classes each year. He has received West Virginia University's Outstanding Teacher award. In 2003 he received the Mentor Award from the National Communication Association.

For McCroskey, the discipline of communication is also a family affair. His spouse, Dr. Virginia P. Richmond, is a frequent co-author, and professor and chair at University of Alabama, Birmingham.

One of his daughters, Lynda L. McCroskey, who completed her doctorate at the University of Oklahoma, currently is a tenured associate professor teaching communication at California State University, Long Beach.

About the Editors of this Program

Sherwyn Morreale is now a faculty member in the Communication Department at University of Colorado, Colorado Springs, and is engaged in research and teaching in organizational communication, communication theory, instructional communication, public speaking, and the assessment of communication competence. Her undergraduate and master's degrees in communication are from the University of Colorado and her doctorate is from the University of Denver. Recently, and for eight years, she served as Associate Director of External Affairs for the National Communication Association (NCA), the oldest and largest association of professors in the communication discipline in the world. In her position at NCA, she was responsible for communication instruction and research initiatives and outreach on behalf of the communication discipline to funding agencies, policy-makers, and other private and public audiences. She is the author of two communication textbooks and numerous monographs and articles in academic journals.

Shawn Morgan is an instructor in the Communication Department at University of Colorado, Colorado Springs, and now is teaching creative communication, persuasion, oral communication in the workplace, and in the past has taught family and interpersonal communication. He holds an undergraduate and master's degree from University of Colorado, Colorado Springs. He is responsible for facilitating the development of the Web-based versions of the assessment instruments contained in this program. Shawn Morgan acknowledges the contributions to the development process of Craig Decker, Kirk Moore, and Ankur Patwa.

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