



INESJOURNAL

ULUSLARARASI EĞİTİM BİLİMLERİ DERGİSİ
THE JOURNAL OF INTERNATIONAL EDUCATION SCIENCE

Yıl: 4, Sayı: 11, Haziran 2017, s. 124-140

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THE IMPORTANCE OF TEACHER'S COMPETENCE OF COMMUNICATION IN FOREIGN LANGUAGE TEACHING

Abstract

Researches related to language learning have been in progress for many years. The results of these researches generally put forth the relationship between sociocultural and psychological factors of language learning. However, competence of communication in foreign language teaching has taken great attention in recent researches. Especially teacher's communicative competence is noteworthy in the achievement of foreign language learning. In this sense, it is expressed that communicative competence in foreign language learning is not only based on grammar and rules of language, but also sociolinguistic, strategic discourse knowledge competence. In this study, teacher's communicative competence was evaluated by the questionnaire-Communication Competence Scale- developed by Korkut Owen and Bugay which contains 25 items. Participants who agreed to have face to face questionnaire are the students studying English as a foreign language at a university. The results have been evaluated by frequency, factor analysis and t-test. As a result of this study, all the factors were found to be of significance at approximate levels, however the factor of appreciating to be highly accepted. In addition to this, there is no difference while learning a foreign language considering the gender in evaluating teacher's communicative competence.

Key words: communicative competence, foreign language learning, teacher-student interaction, communication skills

YABANCI DİL ÖĞRETİMİNDE ÖĞRETMENİN İLETİŞİM YETERLİLİĞİNİN ÖNEMİ

Özet

Dil öğrenime ilişkin araştırmalar çok uzun yıllardır devam etmektedir. Bu araştırmaların sonuçlarının genellikle dil öğreniminin psikolojik ve sosyokültürel faktörler ile ilişkisini ortaya koyduğu görülmekle birlikte, son yıllarda gerçekleştirilen araştırmalarda dil öğreniminde iletişim yeterliliği kavramı ön plana çıkmaktadır. Özellikle ikinci dil öğreniminde öğretmenin iletişim yeterliliğinin ikinci dil öğreniminde elde edilen başarıdaki önemi dikkat çekmektedir. Bu anlamda ikinci dil öğreniminde iletişim yeterliliğinin gramer ve kurallardan başka, sosyolinguistik, stratejik, söylem bilgisi gerektirdiği ifade edilmektedir. Bu çalışmada öğretmenin sahip olduğu iletişim yeterliliği, Korkut Owen ve Bugay

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tarafından geliştirilen 5 boyut ve 25 maddelik İletişim Becerilerini Değerlendirme Ölçeği kullanılarak ikinci dil eğitimi alan üniversite öğrencileri ile yüz yüze anket yöntemi ile ölçümlenmiş, elde edilen veriler frekans, faktör analizi ve t-testi ile değerlendirilmiştir. Araştırmanın sonucunda öğrencinin ikinci dil öğreniminde öğretmenin iletişim yeterliliklerinden tüm boyutların yaklaşık değerlerde önem taşıdığı, ancak değer verme boyutunun diğerlerine oranla daha fazla kabul gördüğü belirlenmiştir. Bununla birlikte ikinci dil öğrenmede öğretmenin iletişim yeterliliklerini değerlendirmede cinsiyetlere göre bir farklılığın olmadığı ortaya konulmuştur.

Anahtar Sözcükler: iletişim yeterliliği, yabancı dil öğretimi, öğretmen-öğrenci iletişimi, iletişim becerileri

INTRODUCTION

In the 21st century, it is clearly seen that there has been a great change in the paradigms of teaching second language or foreign language. The approaches which consider language teaching as a system of structure are replaced by the approaches which consider the language as a means to the communication. In this sense, communicative approach in foreign language teaching is in the foreground. The main purpose of foreign language learning or teaching is to have a communicative competence. At this point, the fact that the teacher has communicative competence affects the way in which the student learns foreign language and also it means that students are capable of communicating appropriately and effectively in a foreign/ second language (Schmidhofer et.al., 2012).

The term communication competence has been analysed in the field of communication, psychology, marketing, intercultural relations, linguistics and etc. As this concept covers a large area and is related to the various disciplines, it is not easy to reach a common definition (Canale and Swain, 1980; O'Hair and Wright, 1990; Bagaric' and Djigunovic', 2007). The disciplines and theorists who analyse this term have either tried to add new meanings based on the related discipline or redefined the term.

The communicative competence has come in view related to the definition "linguistic competence" made by linguist Noam Chomsky in 1957. In this sense, linguistic competence defines the perfect grammar that speakers and listeners have and it is supposed that language performance is not under the influence of cognitive and situational factors (Chomsky, 1965). Communicative competence was firstly defined by Dell Hymes in 1972. As Hymes mentioned, communicative competence covers the grammar capability related to the use of language; however, Hymes emphasizes it is not enough to have only grammar knowledge to communicate and to speak. As a result, it differs from the concept of linguistic competence. Communicative competence that people possess related to the language use has a close connection with the appropriate environment and context (Kurcz, 2001:6; Richeit et. al, 2008:15). The term "communicative competence" is comprised of two words, the combination of which means "competence to communicate". This simple lexicosemantical analysis uncovers the fact that the central Word in the syntagm "communicative competence" is the word "competence" (Bagaric' and Djigunovic', 2007: 94).

Canale and Swain (1980:20) states communicative competence as an integrative theory of communicative competence and defines as "an integrative theory of communicative competence may be regarded as one in which there is a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social contexts to perform communicative functions and knowledge of how utterances and communicative functions can be combined

according to the principles of discourse”. Cooley and Roach (1984) expresses communication competence as figuring out the knowledge of communication by making use of the most appropriate communication skills. Moreover, psychological and socio/cultural components support Wiemann’s (1977) opinion. Spitzberg (1983) states that the term communication competence depends on the appropriateness and effectiveness of the person’s communication situation.

Communication competence models have come out as a result of defining the term communication competence and expressing the sufficiency or talents that these definitions focus on. The table below indicates that communication competence requires different components which explain communication competence models and features according to Canale and Swain (1980); Canale(1983); Bachman(1990); Bachman and Palmer(1996); Celce-Murcia, Zoltan Dörnyei(1995); CEFR(2001); Uso’- Juan Martinez (2008).

Table 1: Communicative Competence Models

Canale and Swain (1980)	Canale (1983)	Bachman (1990)	Celce-Murcia, Zoltan Dörnyei (1995)	Bachman and Palmer (1996)	The Common European Framework (CEFR) (2001)	Usó-Juan and Martínez-Flor’s (2006)
<p>Grammatical competence: Code related to language covers grammatical rules, vocabulary, spelling etc.</p>	<p>Grammatical competence: Code related to language covers grammatical rules, vocabulary, spelling etc.</p>	<p>Language competence: It conveys specific knowledge components set through communication formed by language.</p>	<p>Linguistic Competence: it is an ability to systemize the morphological inflections and components which form the sentence structure and types in writing or speaking.</p>	<p>Language Knowledge <i>Organization al knowledge</i> It means to understand or produce correct sentences grammatically for a text or to complete the propositional content. It also expresses having a command of grammatical and textual knowledge. Grammatical competence: knowledge of vocabulary, morphology, syntax, and phonology mean skills connected with each other. Textual competence: It is knowledge of the conventions for joining utterances related to a text. It also conveys the production and the understanding</p>	<p>Language competence: the knowledge and the ability To form well-structured messages requires the following components; lexical, grammatical, semantic, phonological competence Sociolinguistic competence: it is a kind of skill to use the language appropriately in a social context.</p>	<p>Linguistic competence: It is a kind of skill regarding to all the elements of the linguistic system (phonology, grammar and vocabulary etc.)</p>

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				of Spoken or written text .		
Strategic competence: The knowledge of verbal and nonverbal communication strategies to perform an effective communication.	Strategic competence: The knowledge of verbal and nonverbal communication strategies to perform an effective communication.	Strategic competence: It characterizes mental capacity which is essential to apply the components of language ability in a context related to the language .	Strategic competence: It is all about how to use communication strategies and knowledge	Pragmatic knowledge Knowing and identifying the linguistic signals during the communication process and also being aware of how to use them. Moreover, understanding the relation between signs and their referents. Functional knowledge: essential knowledge about interpreting the illocutionary power of utterances or discourse Sociocultural knowledge: The use of utterances in the correct way relate to the use of language in certain <i>situation</i>	Pragmatic competence: It comprises the components of discourse competence and functional competence and also it expresses the correct use of interactional and transactional messages to schemata	Pragmatic competence: it comprises the knowledge of the function or illocutionary. It also means the use of contextual factors in an accurate way.
Sociocultural competence: knowledge concerning the appropriate use of sociocultural code in language. (politeness etc.)	Sociocultural competence: knowledge concerning the appropriate use of sociocultural code in language. (politeness etc.)	Psychophysiological mechanisms : It expresses the neurological and psychological processes which are necessary to fulfil the actual needs of language regarding physical phenomenon(sound, light)	Sociocultural competence: making an appropriate comment on the messages that speakers take part in social and cultural context.	Strategic knowledge: It involves metacognitive components. It also covers goal setting, assessment of communicative sources and planning related to the use of language.		Strategic Competence: It covers learning and communication strategies.
	Discourse competence: The ability to combine different types of language structures in cohesive texts .		Actional competence: The ability to realize and conduct the intention of communication based on linguistic form related to interlanguage pragmatics.			Discourse competence: It expresses the ability to choose and use appropriate sentences and utterances matching to particular purpose and situational context .
			Discourse competence:			Intercultural competence:

			It is an ability to choose and arrange the words, sentences, and sentence structures etc.			It expresses how to produce and comment on discourse in a particular sociocultural context. It also requires differences and similarities in cross-cultural communication.
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The focal point of communication competence is using the knowledge and skill in accordance with the situation/condition which requires communication. In this sense, basically, the two features; adaptability and appropriateness come out to focus (Lailawati Mohd, 2008:305). On the other hand, communication competence is closely related not only to the person's talent, desire and having appropriate qualities, but also the person's psychological and cognitive features. Communicative competence also points a feature of inter-subjectivity. Thus to develop an understanding linguistic means and communicative intentions are essential criteria (Lesenciu and Codreanu, 2012: 129-133)

The communicative approach to language teaching considers language as a means of communication. The main purpose of language teaching is to handle the communication basically. Firstly, It should be focused on the use of language in real situations, then rules related to the language should be considered. In this sense, while we feel far away from Chomsky's (1965) linguistic competence, we feel closer to the Hyme's (1972) communicative competence.

There are two aspects in second or foreign language teaching: what to teach and how to teach. While the former to teach gives importance to grammar, or vocabulary; the latter is interested in the improvement of students' skills and knowledge related to the language. Thus, the opportunities which are all about real life situations should be created for the students (Ansarey, 2012). At this point, language is a kind of expression of the meanings and as language gains importance by means of interpersonal communication, considering communicative competence in language teaching shows the necessity to focus on the communicative and functional uses of language in teaching (Richards and Rodgers, 2001).

Council of Europe (2001) considers the importance of communicative competence and also indicates the necessity of the three components; linguistic, sociolinguistic and pragmatic in language learning. "The language teachers in these contexts will face difficulty in choosing what skills are to be thought for students and in identifying the effective methods for developing students' communicative competence" (Huda,1999:30). When a teacher's competence is questioned, basically educational competence, course content competence, and communicative competence are mentioned. A teacher's communication competence covers the abilities such as; knowledge, skill and social interaction. Having a communicative competence is one of the components which shows a teacher's success in the 21st century (Zlatic'a et.al., 2014:606). In other words, it is explained that teacher's success depends on the quality of interaction between teacher and students and also the quality of communication.

Generally a teacher's communication skills in language learning focus on strategic competence. Additionally, the development of student's fluency depends on closely to the teacher's use of communication skills. Strategic competence hardly exists in the books related to the language learning. Students have some difficulties in getting the meaning in foreign language learning as it is not their mother tongue. In this case, student's forming meaning is related to language which depends on teacher's strategic competence (Dörnyei and Thurrel, 1991:17). Savignon (1972) expresses that communication is beyond language. In this sense, pragmatic strategies, which have social and interactional features, are really essential to have an effective communication. At the same time, Widdowson (1978) clarifies that foreign language learning is not restricted only with grammar rules, but it is also in connection with the ability to use the language, which should take place with the base of communication.

As a result of cooperation between American Council for Teachers of Foreign Language (ACTFL) and Partnership for 21st Century skills, the World Language ACTFL P21 Skills Map has been developed. With reference to this, communication strategies take place in the heart of foreign language learning. For all that, "World language teachers work diligently to instruct students on authentic pronunciation, proper grammar and intonation, cultural nuances of the language in order to successfully communicate in the target language" (McKeeman and Ovieda, 2013: 39-40).

METHODOLOGY

The Purpose of the Study

This study aims to identify what the communicative competence skills of a teacher are in foreign language learning and it also aims to identify what features are essential. Accordingly, this study searches for an answer for the following questions:

Q1. What are the teacher's communication skills in foreign language teaching?

Q2. Which factors affect communication skills?

Q3. Are there any differences in the evaluation of teacher's communicative competence in the male and female's point of view?

As part of these questions, the hypothesis of this study are given below:

H1: It is essential for a student to express himself while learning a foreign language.

H2: It is essential for a student to see the appreciating feature of a teacher's communicative competence.

H3: There is no significant difference in the evaluation of teacher's communicative competence in terms of gender.

Participants and Method of the Study

The students who agreed to participate in the research study were asked to complete the survey by using the Simple Random Sampling Technique. Participant students (n=143) have studied English as a foreign language at Dokuz Eylül University, School of Foreign Languages. The age distribution of the students is 18-23. The gender distribution of this study is 44.7% female and 55.3% male students. In this research face-to-face survey technique has been used.

The Evaluation of Communication Skills Scale was re-designed by Korkut Owen and Bugay (2014) which covers 25 items.

The Evaluation of Communication Skills Scale was firstly prepared by Korkut (1996) for high school students. Then it was developed by Korkut (2005) for adults. Later in 2008 it was applied to university students by Karagöz and Kösterelioğlu. Then, in 2014 it was applied to university students in two different groups. As a result of factor analysis-based studies, Korkut Owen and Bugay (2014) limited this survey to 25 items. In this context, this survey is of 25 items and 5 factors. In this regard, the first factor is ability of expressing, which means the teacher's voice tone, the speed of speech, gestures, mimics, understanding and expressing. The second factor is respect which means respect to thought, giving feedback considering the students' ideas, being patient and not using blaming expressions. The third factor is appreciating in which teachers should appreciate the students' ideas, be problem solving, have eye contact and make the students feel precious. The fourth factor is motivation, in which positive group dynamic should be created by the teacher to have effective communication in the classroom. This also includes explaining in details, exemplifying and encouraging students to express themselves. The fifth factor is barriers: giving commands to students, using certain types of "you" language and taking sides among students.

RESULTS

Kaiser-Meyer-Olkin and Bartlett Test was used to check the compatibility of data to factor analysis. The value of KMO test is supposed to be close to 1. In this study, KMO is evaluated as 0,911. When Kaiser criteria and variance explained criteria have been evaluated with related theory, five different factors have been reached. Thus, the results of Bartlett's Test is meaningful as it is $p(\text{sign.})=0,000>0,05$. Accordingly, the data indicates multivariate normal distribution and the analysis show high correlation. (table1)

In the study Cronbach's Alpha was used to verify the reliability of the survey. The internal consistency of the test (Cronbach's Alpha) - 0,901- was considered to be statistically significant (table 2)

Table 2. KMO and Bartlett's Test

<i>KMO and Bartlett's Test</i>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,911
Bartlett's Test	Approx. Chi-Square	1709,338
of Sphericity	df	300
	Sig.	,000

Table 3. Reliability Statistics

<i>Reliability Statistics</i>	
Cronbach's Alpha	N of Items
,901	25

Table 4: Total Variance Explained

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10,551	42,202	42,202	10,551	42,202	42,202	3,619	14,478	14,478
2	1,828	7,312	49,514	1,828	7,312	49,514	3,529	14,116	28,594
3	1,354	5,416	54,930	1,354	5,416	54,930	3,429	13,715	42,309
4	1,204	4,815	59,745	1,204	4,815	59,745	3,204	12,815	55,124
5	1,037	4,149	63,894	1,037	4,149	63,894	2,192	8,770	63,894
6	,912	3,648	67,542						
7	,869	3,476	71,018						
8	,763	3,052	74,070						
9	,713	2,853	76,923						
10	,635	2,541	79,464						
11	,592	2,369	81,834						
12	,501	2,003	83,837						
13	,484	1,935	85,772						
14	,447	1,789	87,561						
15	,433	1,732	89,292						
16	,413	1,650	90,942						
17	,351	1,403	92,345						
18	,337	1,347	93,692						
19	,310	1,241	94,934						
20	,254	1,015	95,949						
21	,247	,989	96,938						
22	,227	,909	97,847						
23	,211	,843	98,690						
24	,175	,701	99,391						
25	,152	,609	100,000						

Extraction Method: Principal Component Analysis.

Table 4 shows when 5 factors were evaluated considering the total variance explained: the first factor is 14.478% of total variance, the second factor is 14,116% of total variance, the third factor is 13,715% of total variance, the fourth factor is 12,815% of total variance and the fifth factor is 8.770% of total variance.

Table 5: Rotated Component Matrix

	Rotated Component Matrix ^a				
	Component				
	1	2	3	4	5
S17	,679				
S16	,601				
S25	,586				
S3	,572				
S18	,560				
S2	,499				
S19	,464				
S13	,457				
S8_reversed		,751			
S4		,626			
S7		,607			
s23_reversed		,602			
S11		,557			
S10		,509			

S21	,800	
S22	,772	
S20	,576	
S9	,521	
S24	,492	
S6	,739	
S14	,607	
S5	,550	
S1		
S12_reversed		,842
s15_reversed		,755

Extraction Method: Principal Component Analysis.
Rotation Method: Equamax with Kaiser Normalization.^a

Table 5 shows the total variance. It also explains the following 5 factors. These factors are the same as those used in Communication Skills Scale. Each factor states a different point: Factor 1(ability of expressing) 2,3,13,16,17,18,1,25; Factor 2(respect) 8,4,7,23,11,10; Factor3(appreciating) 20,21,22,9,24; Factor 4(motivation) 5,6,14; Factor 5(barriers) 12,15.

Table 6: Frequency and Percentage Evaluation of Questions Based on Factors

Factor	question	Frequency					Percent				
		All	Most	Some	A few	None	All	Most	Some	A few	None
Factor 1 Ability of expressing	S 2 gestures and mimics	30	67	38	6	2	21,0	46,9	26,6	4,2	1,4
	S 3 asking a question	51	49	29	14	0	35,7	34,3	20,3	9,8	0
	S13 appreciating	19	63	39	13	8	13,3	44,1	27,3	9,1	5,6
	S16 offering alternatives	51	50	31	5	6	35,7	35,0	21,7	3,5	4,2
	S17 the speed of speech	29	59	38	14	3	20,3	41,3	26,6	9,8	2,1
	S18 communication atmosphere	44	65	19	11	2	30,8	45,5	13,3	7,7	1,4
	S 1 understanding	21	65	39	11	2	14,7	45,5	27,3	7,7	1,4
	S 25 voice tone	33	67	32	8	3	23,1	46,9	22,4	5,6	2,1
Factor 2 Respect	S8blaming expression	1	3	8	49	8	,7	2,1	5,6	34,3	57,3
	S4giving feedback	37	57	33	14	2	25,9	39,9	23,1	9,8	,7
	S7respect to opinion	40	58	28	11	4	28,0	40,6	19,6	7,7	2,8
	S23speech style	1	4	15	49	2	,7	2,8	10,5	34,3	51,0
	S11explaining	65	59	13	5	7	45,5	41,3	9,1	3,5	0
	S10being patient	35	64	31	11	0	24,5	44,8	21,7	7,7	1,4
Factor 3 Appreciating	S20criticizing	36	62	31	10	2	25,2	43,4	21,7	7,0	1,4
	S21greetings	84	41	9	6	2	58,7	28,7	6,3	4,2	1,4
	S22eye-contact	63	59	15	4	2	44,1	41,3	10,5	2,8	1,4
	S9offering	34	61	34	10	1	23,8	42,7	23,8	7,0	,7

	solution S24caring for feedback	25	71	29	14	4	17,5	49,7	20,3	9,8	2,8
Factor 4 Motivation	S5giving time	46	62	25	9	1	32,2	43,4	17,5	6,3	,7
	S6class communication	21	64	35	20	2	14,7	44,8	24,5	14,0	1,4
	S14giving examples	32	66	32	10	2	22,4	46,2	22,4	7,0	1,4
Factor 5 Barriers	S12 taking sides	1	4	14	32	9	,7	2,8	9,8	22,4	64,3
	S15addressing the students	2	1	9	28	2	1,4	,7	6,3	19,6	72,0
						1 0 3					

Table 6 shows the evaluation frequency and percentage levels related to the answers given to the questions according to the factors. These results lead to evaluate the questions and themes which have high values related to certain factors and questions that are different from the others. When the first factor (ability of expressing) was evaluated, it is stated that 44,1% of participants agreed that teachers are expected to appreciate students’ ideas when expressed. 46,9% of the participants indicated that teachers are to use mimics and gestures while speaking. 46,9% of the participants believed that teachers must gather attention using the proper level of intonation. As the second factor (respect) was evaluated, it is stated that 57,3% of participants show their objection to the teacher’s use of blaming expressions towards students by selecting the choice “none”. 51,0% of participants agreed that they never accept the teacher’s commanding expressions. When Factor 3(appreciating) was analysed, 49.7% of participants indicated that getting feedback is important. 43.4% of participants stated that teachers criticize without insulting. While Factor 4(motivation) was evaluated, 46,2% of participants believed that teachers must give vivid and concrete examples while teaching. 44,8% of participants thought that class management is essential. When Factor 5(barriers) was considered, 72,0% of participants indicated that teachers mustn’t take sides in the classroom. 64,3% of participants agreed that teachers are not accepted to call students using nicknames. At this point, the factors respect and barriers are considered to be more important than the others (ability of expressing, appreciation, motivation).

Table 7: Average Value of Factors

	Factor 1 <i>Ability of expressing</i>	Factor 2 <i>Respect</i>	Factor 3 Appreciating	Factor 4 Motivation	Factor 5 Barriers
Mean	2,2025	2,8357	1,9990	2,2051	4,5350
Std. Deviation	,68772	,41371	,71144	,69783	,68343

To identify the essential factors in teacher’s communicative competence, average value based on factors are considered. According to these results, Factor 1- ability of expressing- was evaluated as highly accepted (2,2025) by most of the participants. This means the skill which is about teacher’s ability of expressing is really important in language learning. Factor 2 –respect- was evaluated as good(2,8357) by the participants, which means giving feedback, explaining in detail and etc. are necessary. Factor 3 –appreciating- was also evaluated definitely essential

(1,9990). In the point of effective listening which was accepted by all the participants is an indication of great importance in language learning. Factor 4- motivation- was evaluated as really necessary (2,2051) by the participants in the view of –eager to communicate-. This shows the importance of class management, time management and to the point examples. Factor 5 – barriers- in communication was evaluated as nearly never(4,5350) which means participants agreed that taking sides, nicknaming, etc. are not observed in the classrooms as they damage the learning atmosphere. In this sense, when the hypothesis H1 and H2 were evaluated Factor 3(appreciating) mean 1,9990 was highly accepted compared to the other factors. Factor 1(ability of expressing) mean 2,2025 was also accepted. Factor 4(motivation) mean 2,2051 was also accepted as incredibly essential. Hence, H1 and H2 are accepted. (table 6).

Regarding these factors, when male and female students compared, no significant difference was found in the results of factor 1(0,855) - ability of expressing- and factor 3 (0,226p) appreciating as it is more than 0,05.

Table 8: T-Test results of Female and male students according to the factors

<i>t-test for Equality of Means</i>			
<i>Factor</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
Factor 1 <i>Ability of expressing</i>	-,183	116,996	,855
Factor 2 <i>Respect</i>	1,269	109,662	,207
Factor 3 <i>Appreciation</i>	-1,217	125,450	,226
Factor 4 <i>Motivation</i>	,604	118,366	,547
Factor 5 <i>Barriers</i>	,837	133,121	,404

Table 9: The scores of male and female students according to the factors

<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>Std.Deviation</i>	<i>Std.Error Mean</i>
Factor 1				
FEMALE	63	2,1942	,77408	,09753
MALE	78	2,2161	,61598	,06975
Factor 2				
FEMALE	63	2,8889	,48175	,06069
MALE	78	2,7970	,34829	,03944
Factor 3				
FEMALE	63	1,9270	,75374	,09496
MALE	78	2,0750	,67144	,07603
Factor 4				
FEMALE	63	2,2487	,78109	,09841
MALE	78	2,1752	,63274	,07164
Factor 5	63			
FEMALE	78	4,6032	,63601	,08013
MALE		4,5128	,63947	,07241

There is no significant difference in terms of gender (male and female students) in evaluating the teacher's communicative competence in foreign language teaching. To see this point, the answers of male and female students were analysed in detail. Accordingly, the H3 is highly accepted. (table7)

CONCLUSION

It is seen that communicative approach has come into prominence in language learning in the 21st century. The communicative approach which is based on communication emphasizes the rules of the language in its own society. In this sense, communicative competence has a great importance.

The Communication Skills Assessment Scale (Korkut and Bugay), which has 25 items and conveys 5 factors; ability of expressing, respect, appreciation, motivation and barriers, regards what the teacher's communicative competence skills are. It also focuses on seeing if there are differences between the evaluation of male and female students. This study shows that showing respect is the most essential factor in language teaching. The study also indicates that the factor-barriers- can't be accepted. When teacher's communicative competence considered, ability of expressing and appreciating have almost the same level of importance. In addition to this, no striking difference have been discovered between male and female students in the evaluation of teacher's communicative competence skills.

As a result, it can be clearly expressed that teacher's communicative competence is really essential in foreign language teaching. Besides, in foreign language learning intercultural component is really significant in the point of Agar's (2007:13) "Communication is inseparable from culture." And Uso'- Juan and Marti'nez-Flor's (2006) adding the components of communicative competence to intercultural competence. In fact, while learning a language, inevitably the culture of the language is also acquired. In this sense, a teacher must have this this competence. Thus, the students' success is directly linked to the awareness of the culture of the target language. It is also necessary that a teacher having intercultural competence should transfer the features, values, and attitudes of the related language to students (Dimitrov vd, 2014:89-91). Hence, a student gets the ability of expressing what to say, how to say and write in terms of perceiving his own and different cultures. As a result the student improves his linguistic competence (Byram et.al., 2002). At the same time, Savignon (1972) expresses that having an effective communication depends on pragmatic strategies which is a part of communicative competence. Also Savignon indicates the relation between social and intercultural awareness of language learning. Widdowson(1978) states that language learning can't be limited to grammar. Young and Sachdev (2011) indicates that intercultural awareness is essential in foreign language learning for an effective communication in another words learning a foreign language is a kind of intercultural contact.

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GENİŞ ÖZET

İletişim alanındaki çalışmalarda iletişim yeterliliği konusu "Humpty Dumpty ve "Alice in Wonderland" olarak tanımlanmaktadır (Agbatogun, 2014:108). Bu bağlamda "Humpty Dumpty" ifadesi ile bir kişi bir kelimeyi kullandığında, kelimenin anlamı kullanan kişinin seçtiği anlamda anlaşılması gerektiği açıklanmaktadır İletişim yeterliliği kavramı, yapısal dilbilimci 1957 yılında Noam Chomsky tarafından "dil yeterliliği" ifadesinin kullanılması ile ortaya çıkmış (Chomsky,1965), Dell Hymes tarafından 1972 yılında ilk defa bir dile ilişkin gramer bilgisi yeterliliğini açıklamak amacı ile tanımlanarak kavramsallaştırılmıştır. Bununla birlikte Hymes (1972) bir dili konuşabilmek ya da iletişim kurabilmek için gramer bilgisinin yeterli olmayacağını vurgulamakta, bu anlamda da iletişim yeterliliği kavramı Chomsky'nin kavramından farklılaşmaktadır.

Bu noktada Chomsky, iletişim yeterliliği kavramının kavramının dile ilişkin dil bilgisi ve dilin ortamına göre uygun kullanımına ilişkin performans olmak üzere iki bileşene sahip olduğunu açıklamaktadır. Hymes (1972) kişinin dile ilişkin bilgisi ve dilin uygun kullanımına ilişkin yeteneğinin önemli olduğunu kabul etmekle birlikte, iletişim yeterliliğinin gramer, psikolinguistik, sosyokültürel, probalistik olmak üzere farklı yeterliliklerin bileşimi ile ortaya çıktığını belirtmektedir. Bu noktada en çok her bir iletişim eyleminin sosyo kültürel bir ortamda geçtiği ve kelimelerin anlamının kültür ile ilişkili olduğu için sosyokültürel yeterliliğin önemine dikkat çekmekte, bunu ise konuşmanın etnografisi olarak yorumlamaktadır(Canale and Swain: 1980). Wiemann (1977: 198) iletişim yeterliliği kavramının kişinin içinde bulunduğu durum/koşulda karşılıklı etkileşimi gerçekleştirmesi ve sürdürmesi sürecinde kendi kişilerarası amaçlarını başarılı bir şekilde elde edebilmek için iletişim davranışları arasından en uygun olanı seçme becerisini ifade ettiğini belirtmektedir.

İkinci dil öğrenimi ve iletişim yeterliliği arasındaki ilişki, dil öğreniminde iletişim yaklaşımının öneminin vurgulanması ile dikkat çekmiştir. Dil öğreniminde iletişim yaklaşımı, özünde içerik temelli ve görev temelli öğrenme olmak üzere iki şekilde ele alınmaktadır. İçerik temelli iletişim yaklaşımı, gerçek iletişim durumları (günlük konuşmalar, kitaplar, dergiler vb.) dilin öğrenilmesi ve becerilerin geliştirilmesinde temel alınmaktadır. Diğer yandan görev temelli iletişim yaklaşımında ise, karşılıklı etkileşim ile öğrenmeye motive etmeyi amaçlamakta, bu anlamda da problem çözme, yol tarif etme, aktiviteleri açıklama vb. görevlerin üstlenilmesi ile öğrenmeye davet ve teşvik etmektedir. İkinci dil öğreniminde iletişim yeterliliği, dile ilişkin kuralların bilinmesi ve uygun bir biçimde kullanılabilmesini ifade etmektedir. Bu noktada ikinci dil öğreniminde öğretmen ve öğrenci arasındaki etkileşimin önemine dikkat çekilmektedir.

İkinci dil öğreniminde iletişim yeterliliği açısından odaklanılan diğer bir konu ise, kültürel bilgidir. Her kültürde aynı konu için farklı kelimelerin kullanılması ya da aynı kelimenin farklı anlamlar içermesi söz konusu olabilmekte, bu anlamda da bir dili öğrenmenin temel olarak kültürü algılamak ile yakından ilişkili olduğu görülmektedir. Bu noktada iletişim yeterliliği, dilin ait olduğu kültüre ilişkin bilgi ve becerilere sahip ve kültürlerarası iletişime hakim olmayı gerektirmektedir.

Bu çalışmada öğretmenin sahip olduğu iletişim yeterliliği, Korkut Owen ve Bugay (2014) tarafından geliştirilen İletişim Becerilerini Değerlendirme Ölçeği kullanılarak iletişim yeterliliği ile ilişkili beş boyut (ifade etme yeteneği, saygı, takdir etme, motivasyon, engeller) ikinci dil

eđitimi alan üniversite öğrencileri ile yüz yüze anket yöntemi ile ölçümlenmiştir. Araştırma sonuçları incelendiğinde ikinci dil öğreniminde öğretmenin taktir etme/değer vermesinin önemi, bu noktada öğretmenin geribildirim vermesinin gerekliliđi görölmektedir. Bununla birlikte öğretmenin ifade becerisinin ve motivasyon faktörünün taktir etme/değer verme boyutuna yaklaşık bir değerde dil öğrenmede etkili olduđu sonucuna ulaşılmıştır. Araştırmada ikinci dil öğreniminde, öğretmenin iletişim yeterliliđinin cinsiyet açısından farklılık oluřturmasına ilişkin yapılan değerlendirmede cinsiyetin etkisinin olmadığı belirlenmiştir.

Bu çalışmanın ikinci dil öğreniminde öğretmenlerin iletişim yeterliliđine yönelik gerçekleştirilecek diđer arařtırmalara hangi boyutların etkili olabileceđi noktasında ışık tutacađı umulmaktadır. Ayrıca bu çalışma, gelecekteki arařtırmalar için ikinci dil öğreniminde kültürlerarası iletişim yeterliliđinin etkisinin incelenmesi gerekliliđini de iřaret etmektedir.

EXTENDED SUMMARY

Studies reveal that in the communication field, adequacy is defined as “Humpty Dumpty” and “Alice in Wonderland”(Agbatogun, 2014:108). In this sense, “Humpty Dumpty” means that when a person uses a word, the meaning chosen by the person who uses the meaning of the word should be agreed by the listener. The concept “communication competence” appeared by the use of “language competence” in 1957 by structuralist linguist Naom Chomsky. Communication competence was conceptualized to explain the sufficiency of grammatical knowledge for the first time by Dell Hymes in 1972. In the meantime, Hymes emphasizes that only grammar knowledge is not sufficient to speak a language or to communicate. In this sense, the concept of communication competence differs from Chomsky's concept.

At this point, Chomsky explains that the concept of communication has two components, grammar knowledge and language performance in terms of appropriate use of language in the language environment. Hymes(1972) not only indicates the ability of a person to have the knowledge of the grammar and the proper use of the language but also indicates that communication competence comes forth with the combination of different efficiencies such as; grammar, psycholinguistic, sociocultural and probabilistic features. At this point, most attention is paid to the importance of sociocultural competence, since each communication action takes place in a socio cultural environment and the meaning of the word is related to the culture and this is interpreted as the ethnography of speech.(Canale and Swain:1980). Wieman(1977:198) states that the concept of communication competence expresses the ability to choose the most appropriate way of communicating in order to achieve a successful outcome in the course of realizing and sustaining the reciprocal interaction in the person or situation.

The relationship between foreign language learning and communication competence has drawn attention with emphasis on the importance of communication approach in language learning. On the other hand, in the approach of communication based on language learning is evaluated in two ways: content and task based learning. The communication approach based on content takes a great place in using the language in real communication situations such as daily talks, books, magazines, etc. ; learning a language and developing language skills. On the other hand, task based learning means motivating learning, problem solving, giving directions, explaining activities, and etc. In order to invite and encourage the learners to learn. Communication proficiency in second language learning means using the language properly and

gaining the rules of language. At this point attention is paid to the importance of interaction between teacher and student in foreign language learning.

Another topic that focuses on communication competence in foreign language learning is cultural knowledge. In every culture, the use of different words for the same subject or the same word may have different meanings. In this sense, it seems that language learning is basically related to the perception of culture. At this point, communication competence requires to be dominant on the knowledge and skills related to the culture and intercultural communication

In this study, the communication competence that the teacher possesses was measured by taking the foreign language education (ability of expressing, respect, appreciation, motivation, barriers) related to communication competence by using the communication skills assessment scale developed by Korkut Owen and Bugay(2014). When the results of the communication survey are examined with the students who are studying, it is seen that teacher's appreciation is necessary. At this point, the feedback given by the teacher is also required. However it has been reached that the teacher's expression skill and motivation factor are effective in learning a language at an approximate value to the dimension of appreciation/valuation. It has been determined that there is no gender effect on the assessment of the teacher's ability to make a difference in gender in the foreign language learning .

It is hoped that this study will keep the point where the other researches to be conducted on the communication skills of the participants in the foreign language learning can be effective. In addition, this study also points out the necessity of examining the effect of intercultural communication competence in the foreign language learning for future research.