



## Communication Matters: Effective Communication Skills for Language Teachers<sup>1</sup>

Deren Başak AKMAN YEŞİLEL<sup>2</sup> & Abdülvahit ÇAKIR<sup>3</sup>

### Abstract

Communicating effectively is central to the teaching process. Successful classroom learning and teaching relies on effective communication between the teacher and the students. Despite its significance, communication competence is often overlooked in teacher education programs. Many curricula focus on theoretical knowledge or methodological skills, without systematically addressing how teachers communicate. In language education specifically, communication is not only a medium but the content of instruction. As language teachers aim to develop communicative competence in students, their own mastery of communication skills becomes even more essential. This study proposes a syllabus to develop communication competence of pre-service English language teachers and evaluates its effectiveness through mixed-methods research. For this purpose, the participants were given a list of topics to determine the modules. The findings were reflected in the suggested syllabus, and it was piloted in an ELT undergraduate program for 15 weeks. Quantitative data from pre- and post-tests and qualitative data from reflection journals reveal a significant improvement in communication skills. The results emphasize the importance of incorporating communication-focused courses in language teacher education programs.

**Keywords** Communication competence Instructional communication Interpersonal communication Teacher education

## İletişim Önemlidir: Dil Öğretmenleri İçin Etkili İletişim Becerileri

### Özet

Etkili iletişim, öğretim sürecinin merkezinde yer alır. Başarılı bir sınıf ortamında öğrenme ve öğretme, öğretmen ile öğrenciler arasındaki etkili iletişime bağlıdır. Ancak bu öneme rağmen, iletişim yeterliliği öğretmen yetiştirme programlarında çoğu zaman göz ardı edilmektedir. Pek çok müfredat, teorik bilgiye ya da yöntemsel becerilere odaklanmakta, öğretmenlerin nasıl iletişim kurduğunu sistematik olarak ele almamaktadır. Özellikle dil öğretiminde iletişim sadece bir araç değil, aynı zamanda eğitimin doğrudan içeriğidir. Dil öğretmenleri öğrencilere iletişimsel yeterlik kazandırmayı amaçlarken, kendi iletişim becerilerindeki ustalıkları da hayati önem taşımaktadır. Bu çalışma, İngilizce öğretmeni adaylarının iletişim yeterliliğini geliştirmeyi amaçlayan bir müfredat önermekte ve bu müfredatın etkililiğini karma yöntem araştırması yoluyla değerlendirmektedir. Bu amaç doğrultusunda katılımcılara modüllerin belirlenmesi için konu başlıkları sunulmuştur. Elde edilen bulgular önerilen müfredata yansıtılmış ve bu müfredat, bir İngiliz Dili Eğitimi (ELT) lisans programında 15 hafta boyunca pilot olarak uygulanmıştır. Ön test ve son testlerden elde edilen nicel veriler ile yansıtıcı günlüklerden elde edilen nitel veriler, iletişim becerilerinde anlamlı bir gelişme olduğunu ortaya koymaktadır. Sonuçlar, öğretmen yetiştirme programlarında iletişim odaklı derslere yer verilmesinin önemini vurgulamaktadır.

**Anahtar Kelimeler** İletişim yeterliliği Öğretimsel iletişim Kişilerarası İletişim Öğretmen eğitimi

Article Info Makale Bilgisi	Received / Geliş Tarihi	Reviewed / Kabul Tarihi	Published / Yayın Tarihi	Doi Number / Doi Numarası
	05.08.2025	16.09.2025	30.09.2025	10.29228/ijlet.1758609

**Reference  
Kaynakça** Akman Yeşilel, D. B., & Çakır, A. (2025). Communication matters: Effective communication skills for teachers. *International Journal of Languages' Education and Teaching*, 13(3), 370-389.

<sup>1</sup> This study was derived from a doctoral dissertation conducted in 2012 at Gazi University, Gazi Faculty of Education, Department of English Language Teaching, under the supervision of Prof. Dr. Abdülvahit ÇAKIR.

<sup>2</sup> Dr., Ondokuz Mayıs University, deren.akman@omu.edu.tr, ORCID: 0000-0002-3365-8285

<sup>3</sup> Prof. Dr., Ufuk University, abdulvahit.cakir@ufuk.edu.tr, ORCID: 0000-0001-8563-6830



## Introduction

Education has undergone rapid transformation in recent decades. New modes of learning have been implemented and new communication techniques and strategies are being encouraged as alternative methods to the traditional classroom model. Yet, despite these changes, one constant remains: the central role of communication in teaching and learning. Human communication is not only a medium of instruction but also a determinant of the quality of classroom interactions, student engagement, and learning outcomes (Beebe, Beebe, & Ivy, 2005; Richmond, McCroskey, & Hickson, 2008). As Hurt, Scott, and McCroskey (1978) observed, “there is a difference between knowing and teaching, and that difference is communication in the classroom” (p.3).

Effective communication is fundamental to the teaching process and plays a critical role in the success of educational practices. While instructional content and pedagogical strategies are key, teachers’ ability to convey knowledge clearly, build rapport, and manage interactions often determines whether learning experiences are successful (Hurt et al., 1978; Kearney & McCroskey, 1980; Staton-Spicer & Darling, 1986). Successful classroom learning and teaching relies on communication between the teacher and the students. It is utmost important that the teacher understands the students’ perception and vice versa. Without effective communication, ideas, directions, and thoughts may be lost or misunderstood. Despite its centrality, communication competence remains underemphasized in many teacher education programs (McCroskey, Richmond, & McCroskey, 2002).

Instructional communication has emerged as a vital field exploring how communication processes function in educational settings. Scholars argue that effective teacher-student interaction is not merely about knowledge transmission but about building meaningful relationships through both verbal and nonverbal communication (May, 2004; Staton, 1989). Furthermore, national and international standards in teacher education emphasize communication as a core competency (Higher Education Council [HEC], 2007; New Jersey Department of Education, 2004).

Despite its significance, communication competence is often overlooked in teacher education programs. Many curricula focus on theoretical knowledge or methodological skills, without systematically addressing how teachers communicate with students, colleagues, and the broader school community (McCroskey, Richmond, & McCroskey, 2006; Spitzberg, 1988).

This gap is particularly striking in language education, where communication is not only the vehicle of instruction but also its core content. Language teachers must both model communicative competence and create opportunities for authentic interaction in the target language (Spitzberg, 1988; Wiemann & Backlund, 1980). Recent research further emphasizes the need for communication training that prepares teachers to address digital, intercultural, and relational challenges in modern classrooms (Chen, 2020; Kayi-Aydar & Gok, 2022; Smith & Kearney, 2021).

This study addresses that gap by designing and evaluating an “Effective Communication Skills” course for pre-service English language teachers. The course sought to enhance participants’ verbal, nonverbal, interpersonal, and digital communication skills through structured modules and experiential activities. Using a mixed-methods approach, the study assessed participants’ development through pre- and post-tests, reflection journals, and instructor input. By doing so, it contributes to ongoing discussions about how teacher education can better prepare future educators for the communicative demands of the profession.

---

## Literature Review

Communication in education is a multidimensional process involving verbal, nonverbal, and digital channels through which teachers guide, manage, and engage learners (Adler & Rodman, 2003; Beebe, Beebe, & Ivy, 2005). Communication models—linear, interactional, and transactional—illustrate how messages are constructed and interpreted in classrooms (Berlo, 1960; Foulger, 2004). Effective communication requires not only technical accuracy but also ethical intent, appropriateness, and clarity (Adler & Rodman, 2003). These qualities are particularly crucial in teaching, where the complexity of human interaction is intensified by social, cultural, and institutional dynamics (Civikly, 1997).

Teaching is a balancing act between knowledge and performance. Some teachers cannot impart the knowledge that they have onto their students because they lack effective communication skills. The teacher's ability to communicate effectively with students, parents and colleagues is fundamental to teacher and student success. Teachers must have good communication skills to help their students achieve academic success. Teachers also need good communication skills to further their careers in education. Without good communication skills, teachers disable the learning process as well as their own career mobility (Mayhew, 2011; Murphy, 2011; Stronge, 2002).

Recent studies highlight the growing importance of communication training in teacher education and reaffirm that teachers' communicative behaviors—such as immediacy, clarity, and responsiveness—strongly predict students' motivation, academic performance, and satisfaction (Zhang, 2020; Zheng, 2021). Trust and Whalen (2021) found that emergency remote teaching exposed serious communication challenges, underscoring the need for explicit preparation. Liu and Fan (2024) demonstrated how AI-assisted communication strategies can enhance interaction in online classrooms. MacIntyre and Mercer (2022) emphasized that supportive teacher communication contributes not only to effective instruction but also to teacher well-being. Similarly, Ajani (2023) showed that experiential and reflective learning approaches significantly enhance pre-service teachers' communication competence. These studies confirm the relevance of the present research and situate it within contemporary discussions of digital pedagogy, teacher resilience, and experiential training in ELT.

In short, effective communication is essential for teachers to convey subject knowledge, guide students, and support their academic progress (Banga, 2015). Strong communication fosters student engagement, builds emotional connections, and creates a positive learning environment. Nonverbal cues—such as eye contact, facial expressions, and posture—are key in establishing rapport. Humor can reduce stress and promote collaboration. Reflective communication, including the use of questions, helps teachers adapt to students' needs and manage behavior constructively. Teachers must also integrate technology and communicate effectively with parents to support student success. Poor communication skills can limit a teacher's effectiveness and professional opportunities.

### Instructional Communication

Communication is the heart of teaching-learning process. For over 30 years, researchers in the field of communication have examined teaching and learning as a communication process in which the aim is to enhance student learning and teaching effectiveness. This study area is called "instructional communication" (McCroskey, Richmond & McCroskey, 2002). As one of the subfields of communication studies, instructional communication focuses on how communication processes affect teaching and learning processes and investigates how communication strategies shape educational outcomes. As Houser (2019) asserts it plays a vital role in enhancing student learning by integrating principles of pedagogy, educational psychology, and communication. It puts pedagogy, media effects,

and communication in the classroom in the center. Communication pedagogy includes the study of distance learning or televised instruction, the use of technology in the classroom, and methods of teaching specific communication classes. Communication in the classroom examines various student communication variables (for example, communication apprehension, motivation to learn, and study gender differences), teacher communication behaviors (i.e., immediacy, credibility, and style), and classroom management issues (i.e., teacher power, student resistance).

Instructional communication involves both pedagogical techniques (e.g., discussion, group work) and relational behaviors (e.g., immediacy, credibility). Research consistently shows that relational behaviors, such as teacher immediacy and credibility, enhance student learning outcomes alongside pedagogical strategies (McCroskey, Richmond, & McCroskey, 2002; McCroskey, Richmond, & McCroskey, 2006; Richmond, McCroskey, & Hickson, 2008; Staton-Spicer & Darling, 1986). While early studies focused on classroom interaction, contemporary scholarship has expanded to include online and hybrid learning environments, where digital communication and social presence play crucial roles (Dixon, Greenwell, Rogers-Stacy, Weister, & Lauer, 2017; Martin, Wang, & Sadaf, 2018). This shift highlights the growing need for teachers to develop multimodal communication competence.

However, many teacher education programs do not provide systematic education in instructional communication (Cooper, 1986). Although the ability to communicate effectively is listed among national teaching competencies (HEC, 2007), pre-service teachers frequently enter classrooms without sufficient preparation in how to manage classroom interactions or respond to diverse communicative situations (Boyanton, 2007). Therefore, experts in the field recommend dedicated communication courses tailored to instructional contexts (Hunt, Simonds, & Cooper, 2002).

### **Communication Competence in Language Teaching**

For language teachers, communication competence is essential. One of the basic characteristics of language classrooms is that they are naturally communicative places where teachers become models for language use, scaffold interaction, and address linguistic and cultural diversity (Spitzberg, 1988). Nonverbal behaviors, instructional clarity, and the ability to manage conflict or engage with parents are all part of effective teacher communication (Robinson & Segal, 2011). However, communication skills are often narrowly interpreted as presentation ability, overlooking interpersonal and contextual dimensions. Yet, more recent work emphasizes intercultural competence, digital literacy, and emotional communication as essential for language teachers working in diverse and globalized contexts (Chen, 2020; Kayi-Aydar & Gok, 2022; Raza, Qazi, & Akbar, 2021). Therefore, integrating a holistic approach to communication training in language teacher education can significantly improve teacher performance and learner outcomes (Boyanton, 2007; McCroskey et al., 2006).

Communicative competence is context-dependent; a communication style that proves effective with one group in a particular setting may not be viewed as appropriate or effective with another group in a different context. Adler and Rodman (2003) identify four key characteristics of communication competence:

1. **No Single Ideal Style:** Effective communication varies by context and culture; different styles (serious, humorous) may work in different situations, requiring flexibility.
2. **Situational:** Communication competence depends on the context and audience, so it's better to speak of degrees of competence rather than having or lacking it.
3. **Relational:** What is appropriate in one relationship may not be in another; effectiveness depends on the specific dynamics of each interaction.

- 4. Learnable Skill:** While biology influences communication, competence can be developed through education, observation, and experience, as shown by growth in college students' communication over time.

The concept of communication competence includes cognitive, affective, and behavioral components—teachers need to know what to say, feel confident saying it, and behave appropriately in different contexts (Wiemann & Backlund, 1980). Despite this, many pre-service ELT programs lack explicit communication training. Graduates often struggle with real-life communication challenges, such as dealing with parents, resolving conflicts, or integrating digital communication tools into their practice (Robinson & Segal, 2011). Therefore, a communication-focused syllabus can help fill this critical gap.

### **Gaps in Teacher Education**

Despite its importance, communication training remains underrepresented in teacher education programs worldwide. Pre-service teachers often graduate with strong subject knowledge but insufficient preparation for the communicative demands of real classrooms (Cooper, 1986; Hunt, Simonds, & Cooper, 2002). A growing body of research calls for explicit communication-focused courses that combine theory with practice, reflection, and feedback (Hußner, Lazarides, Symes, et al., 2023; Smith & Kearney, 2021). Such courses have been shown to improve not only pre-service teachers' instructional clarity but also their confidence, adaptability, and professional identity (Bower, Cavanagh, Moloney, & Dao, 2011).

Taken together, the literature suggests that structured communication training is essential for preparing future teachers, particularly in language education. However, systematic implementation of such training remains limited. The present study responds to this gap by designing and evaluating a dedicated communication skills course for pre-service English language teachers.

## **Method**

### **Research Design**

This study adopts a mixed-methods research design, integrating quantitative and qualitative approaches to evaluate the effectiveness of a newly designed communication skills course for pre-service English teachers. A mixed approach was selected to capture both measurable improvements in communication competence and participants' reflective perceptions of their learning experiences (Creswell & Plano Clark, 2018). The course was developed to enhance participants' instructional communication competence and was integrated into the existing curriculum.

### **Participants**

The participants consisted of 25 senior students enrolled in an English Language Teaching (ELT) undergraduate program at a state university in Türkiye. All were native speakers of Turkish. They were chosen through purposive sampling, as they represented the group most directly preparing for professional teaching practice. The participants enrolled in "Effective Communication Skills Course", a required course, three hours each week. The course was offered in English.

### **Data Collection Tools**

This study employed a combination of quantitative and qualitative tools to collect data on pre-service English language teachers' communication competence and their perceptions of the communication skills course. The instruments included a pre- and post-course questionnaire and

weekly reflection journals. All tools were developed or adapted in accordance with previous validated instruments and expert opinion. Informed consent was obtained from all participants.

### 1. Communication Skills Questionnaire

A 36-item questionnaire was developed to measure participants' self-perceived communication competence before and after the course. Items were adapted from validated scales in interpersonal and instructional communication (Ersanlı & Balcı, 1998; Martin & Rubin, 1994; Gerlach, 2009). The instrument was piloted with 133 students, and items with low item-total correlations were removed, resulting in high reliability (Cronbach's  $\alpha = .94$ ). To establish content validity, the instrument was subjected to expert review. Experts in the field assessed the relevance, clarity, and representativeness of the items, ensuring that they reflected the theoretical framework and adequately captured the intended dimensions. The consensus among reviewers confirmed the validity of the content. The items focused on nonverbal communication, listening skills, speaking skills, problem solving and conflict management, using technology, intercultural communication, and general communication skills.

The pre-test measured baseline competence, while the post-test included sections on perceived development and attitudes toward the course.

The questionnaire included three sections:

1. Personal information
2. Student attitudes toward the course and the instructor
3. Self-assessment of communication skills developed during the course

A key structural difference between the versions was the use of grammatical tense: while the pre-test used present tense structures, the post-test employed perfect tense and comparative forms to emphasize perceived improvement over time.

### 2. Reflection Journals

Participants were also asked to keep weekly reflection journals throughout the semester. These journals served both as a pedagogical tool and a qualitative data source. Students were guided by reflective prompts such as:

- What did I learn?
- How did I learn it?
- Was I always involved or disconnected?
- How will this contribute to my future teaching?

Students commented on the lessons, materials, class activities, and their own learning experiences. At the end of the semester, they submitted a final synthesis paper in which they evaluated how the course contributed to their communication skills.

### 3. Instructor Survey

Four instructors who had previously taught communication-focused courses were surveyed regarding essential topics, course structure, and perceived effectiveness. Their input informed the course design and provided triangulation.

### 4. Instructional Communication Topic Survey

Finally, pre-service language teachers were given "Instructional Communication Topic Survey", adapted from May (2004), to determine the tailored course content.

### **Procedure**

Based on survey results and participant needs, a 15-week syllabus was designed, covering verbal and nonverbal communication, active listening, interpersonal competence, conflict management, intercultural communication, and digital communication. Each module combined theoretical readings with interactive activities such as role-plays, simulations, and group discussions.

### **Data Analysis**

Quantitative data were analyzed using SPSS22. A paired samples t-test was used to assess the significance of pre-test and post-test differences. Qualitative data from reflection papers and interviews were analyzed through thematic content analysis to identify recurring patterns and perceptions related to communication development.

The data gathered from the journals were analyzed using content analysis, specifically the conceptual analysis method (Strauss & Corbin, 1990; Yıldırım & Şimşek, 2008). This method involves coding text into meaningful categories based on recurring words and concepts. The analysis followed four systematic steps:

1. Coding the data
2. Identifying emerging themes
3. Organizing codes and themes
4. Interpreting and describing the findings

First, all responses were carefully read to gain familiarity with the content. The data were then coded line by line, and recurring concepts were grouped into preliminary categories. These categories were subsequently refined into broader themes that captured participants' perceptions of communication development. The journal entries were examined in relation to the final research question and categorized under three main themes: reading materials, classroom activities, and the instructor. For each theme, students' positive and negative expressions were counted and documented. This approach allowed for a nuanced understanding of how different aspects of the course impacted on student experiences. To enhance credibility, coding and theme generation were discussed with an expert in qualitative research, and inter-coder agreement was sought to minimize subjective bias.

The combination of these approaches allowed for triangulation of findings across multiple data sources, thereby strengthening the trustworthiness of the analysis.

### **Ethical Committee Approval**

This study is derived from a doctoral dissertation completed in 2012, when formal ethics approval processes were not institutionalized in Türkiye. Nevertheless, all participants were informed of the study's purpose, assured of voluntary participation, and guaranteed anonymity and the right to withdraw.

## **Findings and Discussion**

There are three sources of data gathered from the department. These are: instructors who have already offered the effective communication skills course, pre-service language teachers who have already taken this course, and the subjects to take this course during this study. The findings are discussed below.

### The data gathered from the instructors

Four instructors who offered the effective communication skills course previously were given a survey which consisted of three sections. Three of the instructors had been teaching for 11-15 years, and one of them for 20-25 years. Three of them had no training on effective communication skills during their undergraduate and graduate 76 education. Two of them taught this course twice, whereas it was the first time for the others. Three of them believed in the efficiency of this course and one of them did not totally agree with this idea. Two of them found the course content somehow satisfactory, while one of them said it was satisfactory, and one found it unsatisfactory. They expressed differing views on the ideal semester to offer this course. Half of the instructors found the 1st semester appropriate, whereas one claimed the fourth semester would be better to offer this course, and one said the second semester was OK.

**Table 1.** *Instructor survey results*

	1 <sup>st</sup> instructor	2 <sup>nd</sup> instructor	3 <sup>rd</sup> instructor	4 <sup>th</sup> instructor
<b>Teaching experience</b>	20-25 years	11-15	11-15	11-15
<b>Training in effective communication skills</b>	Yes	No	No	No
<b>How many times the course is offered</b>	2	1	2	1
<b>Believing in the efficiency of the course</b>	Somehow	Yes	Yes	Yes
<b>Satisfactory content</b>	Somehow	Somehow	No	Yes
<b>Appropriate semester for the course</b>	2	1	4	1

In the next section, the instructors were given the same list of instructional topics as the one given to the pre-service language teachers. They were asked to grade the topics that are crucial to increase pre-service language teachers' awareness of communication skills. Moreover, they were asked to put a tick on the topics they had covered in their courses. Here are some of the topics that are thought to be essential to include in this course: listening strategies and feedback, the use of nonverbal behaviors, interpersonal communication, handling student misbehavior and conflict management, communication styles of the teacher, teacher clarity, writing skills, communicating with administrators and parents, and using humor in instruction. The topics the instructors have already covered in their courses are as follows:

**Table 2.** *Topics covered in the effective communication skills course*

	1 <sup>st</sup> instructor	2 <sup>nd</sup> instructor	3 <sup>rd</sup> instructor	4 <sup>th</sup> instructor
The use of nonverbal behaviors to create a feeling of being physically & psychologically connected from the student's perspective (such as touching the shoulder of a student when giving them instructions)	✓	✓	✓	✓
Relationship between student and teacher (interpersonal communication)	✓	✓	✓	✓
The use of verbal behaviors to create a feeling of being physically & psychologically connected from the student's perspective		✓	✓	✓
Communicating with administrators	✓	✓	✓	
Listening strategies	✓	✓		✓
Using humor in instruction	✓			✓
Communication styles	✓			✓
Teacher clarity		✓		

Handling misbehavior & conflict management	✓	
Communication apprehension		✓
Intercultural communication	✓	
Writing Skills- CV, job application, petition, etc.		✓
ICT		✓
Using discussion as an instructional strategy		✓
Communicating with parents	✓	

As seen in the above table, just a few of the topics covered in the syllabus are common to all. This indicates that there is not a consensus among the instructors. Of course, there can be some changes according to the needs and wishes of the students, but the outline of the course should be parallel. It shows that there is a need for a well-defined, sound syllabus.

### Instructional communication topics

134 pre-service language teachers were given seventeen instructional communication topics and asked to grade them in accordance with how concerned they are with these topics, the highest being the most concerned. The following order of the topics was obtained:

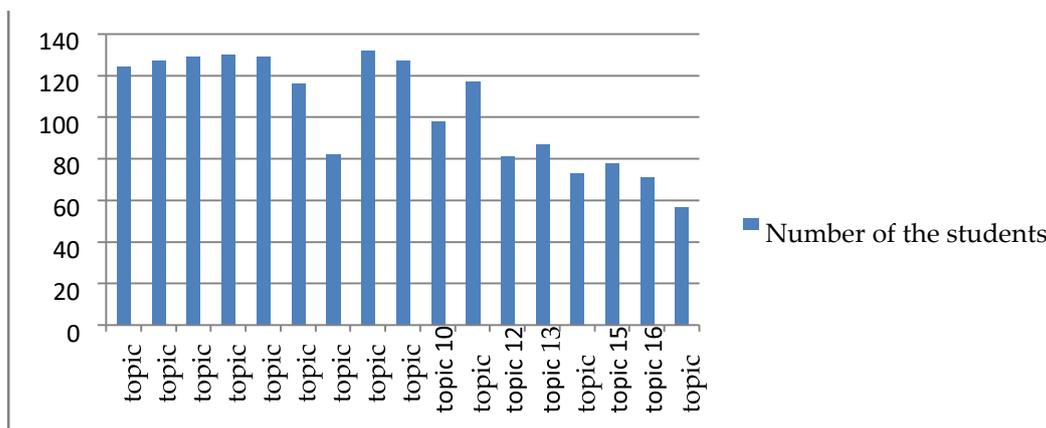


Figure 1. Instructional communication topics

1. The use of nonverbal behaviors to create a feeling of being physically & psychologically connected from the student's perspective
2. Teacher clarity
3. Relationship between student and teacher (interpersonal communication)
4. Communication styles of the teacher (such as being more assertive or responsive)
5. The use of verbal behaviors to create a feeling of being physically & psychologically connected from the student's perspective
6. Handling student misbehavior (classroom management) and conflict management
7. Communication apprehension
8. Using humor in instruction
9. Listening strategies and feedback
10. Intercultural communication
11. Using small groups as an instructional strategy

12. Writing Skills (CV, job application, petition, complaint letter, etc.)
13. Using lecture as an instructional strategy
14. Using computer-mediated communication as an instructional strategy (Information and Communication Technology- ICT)
15. Using discussion as an instructional strategy
16. Communicating with parents
17. Communicating with administrators

Taking the needs and interests of the pre-service teachers into consideration, a 15-week-program was developed. Each module was elaborated, covering some theoretical information followed by practical in-class activities.

### Quantitative Results

The participants were asked to evaluate their own communication skills both before and after the course. The following table presents the results of a paired sample t-test conducted to examine whether there was a statistically significant difference between participants' communication skills before and after the course.

**Table 3.** Independent sample T-test results obtained from the pre-test and post-test

Test	N	Mean ( $\bar{x}$ )	Std. Dev. (SD)	t	p
Pre-test	25	129.72	13.73	-3.689	.001*
Post-test	25	142.32	10.15		

As shown in the table, the comparison of pre-test and post-test scores revealed a statistically significant improvement in participants' self-perceived communication competence following the intervention. The mean communication score increased from 129.72 (SD = 13.73) in the pre-test to 142.32 (SD = 10.15) in the post-test. The t-value is -3.689, and the p-value is .001, which is significant at the  $p < .001$  level. This result indicates that the communication skills course had a significant positive effect on pre-service language teachers' self-perceived communication competence and enhanced their communication skills.

To further validate the intervention, the post-test scores of the experimental group were compared with those of a parallel group who completed the previous version of the course.

**Table 4.** Comparison of the post-test scores

Group	N	Mean ( $\bar{x}$ )	Std. Dev. (SD)	t	P
Experimental	25	95.64	6.75	2.378	.022*
Other	23	88.73	12.69		

The results indicated that the experimental group (M = 95.64, SD = 6.75) outperformed the comparison group significantly (M = 88.73, SD = 12.69) on the post-test measure. The t-value is 2.378, and the p-value is .022, which is statistically significant at the  $p < .05$  level. This result confirms the effectiveness of the redesigned syllabus.

### Qualitative Results

The pre-service language teachers were expected to keep a reflection journal throughout the semester. They submitted these reflections in their portfolios. Each journal was examined three times in detail, and three main themes emerged from the qualitative data: reading materials, activities, and instructor. It is realized that pre-service teachers used both positive and negative statements to express their feelings in the above-mentioned categories. The following tables demonstrate the frequency of the negative and positive attitudes regarding the course.

**Table 5.** Analysis of opinions about reading materials

Number of Distinct Positive Expressions	Number of Ss	Number of Distinct Negative Expressions	Number of Ss
10	(Low overall freq)	10	~32

Most common **positive descriptors**: *Useful, helpful, informative, not long*

Most common **negative descriptors**: *Too long (12), boring (6), a lot of paper to read (6)*

Pre-service teachers generally had a negative perception of the reading materials. While a small number of students acknowledged the materials as informative and beneficial, a larger group found them too long, boring, and excessive in quantity. Time constraints and lack of motivation were also noted. This suggests that the reading load may have been overwhelming or insufficiently engaging, potentially requiring adjustments in content selection or delivery (e.g., using more interactive or multimodal materials). Here are some sample ideas of the participants:

*"I want to do a criticism about the teacher. She has given me a lot of paper to read. They are too much to read. I think students don't want to read like these articles". S9*

*"Our teacher gave us some photocopies about our subject. They were necessary for me, because I can learn subjects better when I follow them from my photocopies". S2*

**Table 6.** Analysis of the opinions about activities

Number of Positive Statements	Approximate Frequency	Number of Negative Statements	Approximate Frequency
~45 unique terms	High (~300+ mentions)	~6 unique negative terms	Very low (~8 mentions)

Most frequently used **positive words**: *Enjoyable (78), Good (55), Funny (44), Effective (30), Useful (32), Interesting (29), Beneficial (16), Entertaining (10)*

**Negative comments** were very few, such as *Sometimes boring, Lost concentration, Not so interesting*

The activities were tremendously perceived positively. Students found them engaging, practical, enjoyable, and even career relevant. This indicates that the course design effectively promoted participation, motivation, and skill development. The fact that students described activities as *amazing, fruitful, exciting, creative, and entertaining* reflects a strong emotional engagement, which is a key factor in meaningful learning. Negative remarks were minimal and appear to be isolated experiences rather than systemic issues.

*"This lesson was very useful to me. I learned some interesting things. Our topic was active listening. It was really entertaining. We practiced and laughed a lot. ... In a nutshell, I liked our last lessons a lot". S23*

*"I think these subjects aren't so interesting, but they are usual things which we aren't aware of". S10*

**Table 7.** *Analysis of opinions about the instructor*

Number of Positive Statements	Frequency	Number of Negative Statements	Frequency
~26 descriptors	~55+	3 descriptors	4

**Positive perceptions** include *Well-prepared (19), effective way of teaching (7), warm-hearted, friendly, considerate, encouraging*

**Few negative comments**, mostly related to speech quantity or technical issues

The instructor was seen as highly competent, approachable, and well-prepared. The qualities mentioned—such as *clear instruction, enthusiasm, friendliness, and responsiveness*—suggest a positive learning climate and strong teacher-student rapport. A few students noted minor issues (e.g., wanting more speaking or distraction), but overall, the feedback indicates that the instructor had a constructive impact on student learning and engagement.

*“Generally, this lesson was good because lecturer was well-prepared for the lesson, and she attained a lot of knowledge from different sources”. S21*

*“The teacher talked more as we were not enthusiastic. We looked at the papers our teacher gave us then got more informed. ... I hope we'll join the lesson more”. S5*

All in all, the content analysis reveals three distinct trends:

1. Reading materials received mixed-to-negative evaluations, indicating the need for more accessible, engaging, or varied formats.
2. Classroom activities were the strongest positive element of the course, significantly contributing to enjoyment, skill development, and motivation.
3. The instructor was viewed very positively, reinforcing the idea that effective teaching behaviors (clarity, empathy, preparedness) play a critical role in instructional communication.

These findings support the conclusion that while the instructional design and delivery were largely successful, modifications to reading assignments could further enhance student satisfaction and learning outcomes.

In the final part of the reflection journals, pre-service language teachers were also asked to evaluate themselves and the course overall. The findings indicated that they developed a positive attitude towards the course. Of course, there were some negative comments on the lesson such as long essays to read, too many topics to learn in a short period of time and need for more activities. However, when they started to participate more, they enjoyed it more. They asserted that they developed themselves, improved their speaking and communication skills. Here are some general comments from the learners on the effectiveness of the course:

*“I have learnt lots of things that I will use my teaching in the future. The lessons were so informative, funny and interesting for me.... We have lots of assignments and notes about effective communication skills. The lessons were sometime so immense that I got bored. However, I think that the activities, assignments and notes were beneficial for us. Every lesson added something to me that I will use them in every field in my life. Thanks to teacher”. S11*

*“Effective communication skills is one of the most useful and informative courses I have taken ... I really enjoyed the lessons, and I believe that I have learnt a great deal of information. .... Visual aids, handouts, games, and act-outs all played important roles in this course. While teaching each topic, our teacher always used different*

*activities and methods according to the content of the lesson. ... The most important point in the course was that it was mostly student oriented, and I think this made us to learn better. ... Moreover, it provided us to develop our skills. For instance, by using the stage frequently we got accustomed to speaking in front of a crowd. It helped us to relieve our tension and nervousness mostly. ... All in all, I am contented with the lessons I had in this course. I liked the topics, the way we learned the lessons, activities we did, responsibilities we took and all the rest". S17*

The results indicate that a structured communication skills course can significantly improve pre-service language teachers' instructional readiness. Quantitative findings provide strong evidence of skill development, while qualitative reflections highlight the mechanisms behind this growth—particularly the value of experiential activities and reflective practice.

These findings align with previous research by showing that teacher clarity, immediacy, and communication training positively influence learning outcomes (Finn et al., 2021; Hunt, Simonds, & Cooper, 2002; McCroskey et al., 2006; Richmond et al., 2008). The findings indicate a link between communication training and instructional effectiveness.

At the same time, the varied responses to course readings indicate that pre-service teachers gain greater benefit from interactive and practice-oriented communication training. This aligns with recent studies highlighting the importance of multimodal and experiential learning in preparing teachers for diverse classroom environments (Martin, Wang, & Sadaf, 2018; Çapan & Paker, 2021). The combination of theoretical knowledge and practical exercises contributed to both cognitive and affective gains. The integration of reflective practice facilitated deeper learning, aligning with experiential learning theories that prioritize self-assessment and personal growth. Given that language teaching is inherently communicative, it is imperative for teacher education programs to allocate explicit time and resources to develop these skills. This current study extends this body of work by demonstrating that communication-focused training can be systematically embedded into teacher education curricula with measurable results. The course not only enhanced communication competence but also fostered positive attitudes toward professional development. These outcomes suggest that communication training should be prioritized as a core component of ELT programs rather than an optional supplement.

In sum, theoretically, this research contributes to instructional communication field by operationalizing a multimodal model that integrates cognitive, affective, and behavioral aspects of competence. Practically, it presents a syllabus adaptable across contexts, addressing current demands for digital and intercultural communication. By aligning with recent calls for adaptability and teacher resilience (Ajani, 2023; MacIntyre & Mercer, 2022) the study underscores communication competence as both a professional skill and a cornerstone of teacher identity and well-being.

## Conclusion

Communication is the ability to share information with people and understand what information and feelings are being conveyed by others. Communicating effectively is the basis of education; therefore, it is central to the teaching process. There are two basic players of the teaching-learning process: teachers and students. It is believed that if both sides use their communication skills effectively in the classroom atmosphere, this process would be more beneficial and successful. There are many studies supporting this view (Arends et al., 1998; Hurt, Scott & McCroskey, 1978; Nacino-Brown et al., 1982).

Teacher educators have studied the classroom environment to find out why some teachers are more effective at getting students to learn than others for years. They have pointed out many factors

that influence teacher effectiveness. Among these factors there are characteristics of teachers such as sympathy, kindness, helpfulness, humor, and creativeness; methods of teaching; managing behavior; knowledge about human development and learning; communicating and so on. Teaching involves effective relations. Arends, Winitzky and Tannenbaum (1998) affirm that effective teachers have positive relationships with their students. Promoting positive attitudes toward learning is one of the primary roles of teachers in classroom learning environment. Kearney and McCroskey (1980) stated that an effective teacher elicits positive orientations for students. Positive teacher communication behaviors serve to enhance learning.

One of the most neglected aspects of teacher training programs is the preparation in the diverse communication skills that are needed by teachers of today's schools. Teaching is 50% knowledge and 50% interpersonal or communication skills. Therefore, teachers should be aware of the importance of communication skills in teaching. A teacher can introduce effective solutions to the problems of students only through effective communication skills. Hence, s/he can enhance the learning process. In the classroom setting, two fields of communication discipline are essential: interpersonal communication and instructional communication. To create an effective classroom atmosphere, prospective teachers are expected to have some training in these fields of communication as indicated in the Higher Education Council teacher competencies document. Therefore, the goal of this course is to teach pre-service language teachers about communication principles in classroom settings to enhance student learning. To this end, pre-service language teachers were first provided with the required knowledge on the subject matter, then were given the chance to practice the principles of communication in their own classroom settings.

In this study, it is also hypothesized that with a well-defined, sound syllabus, it is possible to develop pre-service English language teachers' communication skills. For that reason, a structured "Effective Communication Skills" course was designed, put into practice and evaluated, combining quantitative and qualitative methods. The results confirmed significant gains in communication competence, supported by participants' reflections which highlighted the importance of interactive activities and reflective practices. The findings contribute three key insights:

1. **Curriculum Design:** Dedicated communication courses should be integrated into teacher education curricula, addressing verbal, nonverbal, interpersonal, intercultural, and digital dimensions of communication.
2. **Pedagogical Practice:** Experiential activities such as role-plays, simulations, and reflective journals are particularly effective in fostering competence and confidence.
3. **Professional Development:** Beyond improving classroom interaction, communication training enhances teachers' adaptability, professional identity, and readiness for real-world challenges.

In a nutshell, this study demonstrated that a structured communication skills course significantly enhanced the competence of pre-service English language teachers. Therefore, for the future, it is essential to embed communication training systematically into teacher training programs as a core requirement. Moreover, teacher educators should balance theoretical content with practical and applicable student-centered activities. It is urgent to provide opportunities for reflective and experiential learning. Finally, future studies should adopt longitudinal designs with larger samples to examine the sustainability of communication skills into in-service practice. By addressing communication competence explicitly, teacher education programs can better prepare educators for the complex demands of contemporary classrooms.

**Author Contributions:** The contribution of the first author to this article is 85%, and the contribution of the second author is 15%.

**Conflict of Interest:** There is no conflict of interest between the authors.

## References

- Adler, R. B., & Rodman, G. (2003). *Understanding human communication (8th ed.)*. Oxford University Press.
- Ajani, O. A. (2023). The role of experiential learning in teachers' professional development for enhanced classroom practices. *Journal of Curriculum and Teaching*, 12(4), pp.143-155. doi:10.5430/jct.v12n4p143
- Arends, R. I., Winitzky, N. E., & Tannenbaum, M. D. (1998). *Exploring teaching*. McGraw-Hill.
- Banga, C. L. (2015). Communication skill for teachers: An overview. *International journal of research in social sciences*, 5, 526-536. ISSN: 2249-2496
- Beebe, S. A., Beebe, S. J., & Ivy, D. K. (2005). *Communication: Principles for a lifetime (2nd ed.)*. Allyn & Bacon.
- Berlo, D. K. (1960). *The process of communication*. Holt, Rinehart and Winston.
- Boyanton, D. (2007). *The role of interpersonal communication in student learning: A classroom research perspective*. Doctoral dissertation, University of Virginia, Charlottesville.
- Bower, M., Cavanagh, M., Moloney, R., & Dao, M. (2011). Developing communication competence using an online Video Reflection system: pre-service teachers' experiences. *Asia-Pacific Journal of Teacher Education*, 39(4), 311–326. <https://doi.org/10.1080/1359866X.2011.614685>
- Chen, X. (2020). Digital communication and teacher presence in language classrooms. *Journal of Language Teaching and Research*, 11(5), 745–754. ISSN 1798-4769
- Civikly, J. M. (1997). *Communicating in college classrooms*. Jossey-Bass.
- Cooper, P. J. (1986). Classroom communication: The forgotten curriculum. *Communication Education*, 35(3), 243–246. <https://doi.org/10.1080/03634528609388349>
- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research (3rd ed.)*. Sage.
- Dixon, M., Greenwell, M., Rogers-Stacy, C., Weister, T., & Lauer, S. (2017). Nonverbal immediacy behaviors and online student engagement. *Communication Education*, 66(1), 37–53. <http://dx.doi.org/10.1080/03634523.2016.1209222>
- Ersanlı, C. Y., & Balcı, S. (1998). Sosyal beceri envanterinin üniversite öğrencileri için güvenilirlik ve geçerliği. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 2(10), 25–30. <https://doi.org/10.17066/pdrd.76133>
- Foulger, D. (2004). *Models of the communication process*. <http://davis.foulger.info/research/unifiedModelOfCommunication.htm>
- Gedik Bal, N. & Savaş, P. (2022). Intercultural Language Teaching and Learning: Teachers' Perspectives and Practices. *Participatory Educational Research*, 9(6), pp. 268-285, <https://doi.org/10.17275/per.22.139.9.6>

- Gerlach, J. M. (2009). *A comparison of interpersonal communication competency and teacher efficacy of traditionally and alternatively certified teachers*. Doctoral dissertation, Texas A&M University.
- Hußner, I., Lazarides, R., Symes, W. et al. (2023). Reflect on your teaching experience: systematic reflection of teaching behaviour and changes in student teachers' self-efficacy for reflection. *Z Erziehungswiss* 26, pp. 1301–1320. <https://doi.org/10.1007/s11618-023-01190-8>
- Hyslop, N.B., & Tone, B. (1988). Listening: Are we teaching it, and if so, how? *Business Communication Quarterly*, 52, 45 - 46. ED295132 1988-00-00
- Higher Education Council. (2007). *Standards and accreditation in teacher education in Turkey*. Yükseköğretim Kurulu.
- Houser, M.L. (2019). *Instructional Communication. An Integrated Approach to Communication Theory and Research*. Routledge.
- Hunt, S. K., Simonds, C. J., & Cooper, P. J. (2002). Communication and teacher education: Enhancing teacher effectiveness. *Communication Education*, 51(1), 1–15. <https://doi.org/10.1080/03634520216493>
- Hurt, H. T., Scott, M. D., & McCroskey, J. C. (1978). *Communication in the classroom*. Reading, MA: Addison-Wesley.
- Interpersonal Communication Skills Inventory. (2002). *Interpersonal communication skills inventory* [PDF]. Seattle University. [http://fac-staff.seattleu.edu/thompson/web/communication/communication\\_skills\\_inventory.pdf](http://fac-staff.seattleu.edu/thompson/web/communication/communication_skills_inventory.pdf)
- Kearney, P., & McCroskey, J. C. (1980). Relationships between student perceptions of teacher communication behavior and student learning. *Communication Yearbook*, 4, 495–511.
- Liu, H. & Fan, J. (2024). AI-Mediated Communication in EFL Classrooms: The Role of Technical and Pedagogical Stimuli and the Mediating Effects of AI Literacy and Enjoyment. *European Journal of Education*, 60(2), DOI:10.1111/ejed.12813
- Martin, F., Wang, C., & Sadaf, A. (2018). Student perception of helpfulness of facilitation strategies that enhance instructor presence, connectedness, engagement and learning in online courses. *Internet High. Educ.*, 37, 52-65. DOI:10.1016/j.IHEDUC.2018.01.003
- Martin, M. M., & Rubin, R. B. (1994). A new measure of cognitive flexibility. *Psychological Reports*, 76(2), 623–626. <https://doi.org/10.2466/pr0.1995.76.2.623>
- May, M. (2004). *Instructional communication: Definitions and research domains*. Master's thesis, University of Illinois, Urbana-Champaign.
- Mayhew, R. (2011). The importance of communication in education. *Chron.* <https://work.chron.com/importance-communication-education-14884.html>
- McCroskey, J. C. (1984). Communication competence: The elusive construct. In R. N. Bostrom (Ed.), *Competence in communication* (pp. 259–268). Sage.
- McCroskey, J. C., Richmond, V. P., & McCroskey, L. L. (2002). The role of communication in instruction: The first three decades. *Communication Education*, 51(4), 316–327. <https://doi.org/10.1080/03634520209379260>
- McCroskey, J. C., Richmond, V. P., & McCroskey, L. L. (2006). *An introduction to communication in the classroom: The role of communication in teaching and training*. Allyn & Bacon.

- Murphy, M. (2011). Effective communication skills for teachers. *Bright Hub Education*.  
<https://www.brighthubeducation.com>
- Nacino-Brown, R., Oke, D., & Brown, G. (1982). *Curriculum and instruction: An introduction to methods of teaching*. Macmillan.
- New Jersey Department of Education. (2004). *Professional standards for teachers*.  
<https://www.nj.gov/education/profdev/profstand/>
- Raza, S. A., Qazi, W., & Akbar, R. (2021). Digital competence and teacher effectiveness: Evidence from higher education. *Education and Information Technologies*, 26, 4211–4230.
- Richmond, V. P., McCroskey, J. C., & Hickson, M. (2008). *Nonverbal behavior in interpersonal relations* (6th ed.). Allyn & Bacon.
- Robinson, L., & Segal, J. (2011). Effective communication. *HelpGuide.org*. <https://www.helpguide.org/articles/relationships-communication/effective-communication.htm>
- Smith, R., & Kearney, M. (2021). Communication training for teachers in the digital age. *Teaching Education*, 32(5), 567–582.
- Spitzberg, B. H. (1988). Communication competence: Measures of perceived effectiveness. In C. Tardy (Ed.), *A handbook for the study of human communication* (pp. 67–105). Ablex.
- Staton, A. Q. (1989). Communication in the classroom: An overview. In A. Q. Staton (Ed.), *Communication in the classroom* (pp. 1–12). Prentice Hall.
- Staton-Spicer, A. Q., & Darling, A. L. (1986). *Classroom communication and instructional processes*. Waveland Press.
- Stronge, J. H. (2002). *Qualities of effective teachers*. ASCD.
- Trust, T., & Whalen, J. (2021). Emergency remote teaching with technology during the COVID-19 pandemic: using the whole teacher lens to examine educator's experiences and insights. *Educational Media International*, 58(2), 1-16. DOI:10.1080/09523987.2021.1930479
- Wiemann, J. M., & Backlund, P. (1980). Current theory and research in communication competence. *Review of Educational Research*, 50(1), 185–199. <https://doi.org/10.3102/00346543050001185>
- Yıldırım, A., & Şimşek, H. (2008). *Sosyal bilimlerde nitel araştırma yöntemleri* (6. baskı). Seçkin Yayıncılık.
- Zhang, Q. (2020). Teacher clarity and student outcomes: A meta-analytic review. *Educational Research Review*, 31, 100354. <https://doi.org/10.1016/j.edurev.2020.100354>
- Zheng, J. (2021). A functional review of research on clarity, immediacy, and credibility of teachers and their impacts on motivation and engagement of students. *Frontiers in Psychology*, 12, 712419. <https://doi.org/10.3389/fpsyg.2021.712419>

## Genişletilmiş Özet

### Giriş

Öğretmenler ile öğrenciler arasındaki iletişim, öğretme-öğrenme sürecinin kalbinde yer almaktadır. Eğitim yöntemlerinde, teknolojik araçlarda ve pedagojik yaklaşımlarda önemli dönüşümler yaşansa da sınıf ortamındaki başarının en güçlü belirleyicilerinden biri hâlâ öğretmenin etkili iletişim kurma becerisidir. İletişim yalnızca bilginin aktarılmasını değil, aynı zamanda öğrenme sürecinin niteliğini, öğrencilerin motivasyonunu ve sınıf içi etkileşimlerin sağlıklı biçimde yönetilmesini belirleyen temel bir faktördür. Özellikle dil eğitimi bağlamında iletişimin rolü daha da kritik hâle gelmektedir. Çünkü yabancı dil öğretmenleri bir yandan iletişimsel davranışları modellemekte, diğer yandan öğrencilerin hedef dilde iletişim pratiği yapabilecekleri ortamlar hazırlamaktadır.

Bununla birlikte, öğretmen yetiştirme programlarında iletişim yeterliliği çoğu zaman arka planda kalmaktadır. Çoğu program içerik bilgisi ve öğretim yöntemlerine yoğunlaşmakta; kişilerarası ve öğretimsel iletişim boyutlarını sistematik olarak ele almamaktadır. Bu durum, öğretmen adaylarının mezuniyet sonrasında sınıf içinde karşılaşacakları çok boyutlu iletişimsel gerekliliklere hazırlıksız olmalarına yol açabilmektedir. Bu çalışmanın çıkış noktası da bu eksikliklerdir. Araştırma, İngilizce öğretmeni adaylarının iletişim becerilerini geliştirmeyi hedefleyen yapılandırılmış bir ders tasarlamış ve bu dersin etkililiğini karma yöntemli bir araştırma deseniyle değerlendirmiştir.

### Kuramsal Arka Plan

Öğretimsel iletişim, öğrenme-öğretme sürecinde iletişim davranışlarının işlevini inceleyen önemli bir alt alandır. Bu alan, yalnızca içerik aktarımını değil, öğretmen ile öğrenciler arasındaki ilişki dinamikleri, öğretim stratejilerini ve sözlü-sözsüz mesajların sınıf iklimi üzerindeki etkilerini de kapsar. Öğretmenlerin jest, mimik, beden dili, ses tonu ve sınıf içi açıklık düzeyi gibi sözsüz davranışları öğrencilerin motivasyon ve derse katılımını doğrudan etkileyebilmektedir (Richmond, McCroskey & Hickson, 2008).

Literatürde öğretmenlerin iletişimsel davranışları ile öğrencilerin akademik başarı, motivasyon ve sınıf memnuniyeti arasında güçlü bir korelasyon bulunduğu gösterilmiştir (Zhang, 2020; Zheng, 2021). Bunun yanında, iletişim yeterliliğinin evrensel ve sabit bir beceri olmadığı, bağlama, kültüre ve ilişkiye bağlı olarak değişebildiği de vurgulanmaktadır (Adler & Rodman, 2003). Başka bir deyişle, iletişim becerisi durumsal, ilişki ve öğrenilebilir bir yetkinliktir. Bu nedenle öğretmen adaylarının bu becerileri yalnızca teorik bilgilerle değil, deneyimsel uygulamalar ve yansıtıcı öğrenme süreçleriyle geliştirmeleri önem taşır. Bu kritik öneme rağmen, pek çok öğretmen yetiştirme programı öğretimsel iletişim konusunda sistematik bir eğitim sunmamaktadır (Cooper, 1986; Boyanton, 2007).

### Yöntem

Araştırma, iletişim becerileri dersinin etkililiğini değerlendirmek amacıyla karma yöntemli bir desenle yürütülmüştür. Bu yaklaşım hem ölçülebilir gelişmeleri hem de katılımcıların algılarını ortaya koymayı sağlamıştır.

**Katılımcılar:** Çalışmaya, Türkiye’de bir devlet üniversitesinin İngiliz Dili Eğitimi lisans programına kayıtlı 25 son sınıf öğrencisi katılmıştır. Katılımcılar, doğrudan mesleğe hazırlanan grup oldukları için amaçlı örnekleme yoluyla seçilmiştir.

**Ders Yapısı:** 15 hafta süren ders, her hafta üç saat olarak işlenmiş ve tamamen İngilizce yürütülmüştür. Programda sözlü ve sözsüz iletişim, aktif dinleme, kişilerarası yeterlik, çatışma yönetimi, kültürlerarası iletişim ve dijital iletişim gibi modüller yer almıştır. Her modül kuramsal

okuma parçalarıyla başlamış, ardından rol oynama, grup çalışması, canlandırma ve sınıf içi tartışmalar gibi etkileşimli etkinliklerle desteklenmiştir.

### **Veri Toplama Araçları:**

*İletişim Becerileri Anketi:* 36 maddeden oluşan ölçek, öğrencilerin öznel iletişim yeterliklerini ölçmüştür. Ön-test ve son-test uygulanmış, Cronbach alfa değeri .94 olarak bulunmuştur.

*Yansıtma Günlükleri:* Öğrenciler her hafta “Ne öğrendim?”, “Nasıl öğrendim?”, “Bunu gelecekte nasıl kullanabilirim?” gibi sorulara yanıt vermiştir.

*Öğretim Elemanı Görüşleri:* Daha önce benzer dersler yürütmüş dört öğretim üyesinin görüşleri alınmıştır.

**Veri Analizi:** Nicel veriler SPSS22’de bağımlı örneklem t-testi ile analiz edilmiştir. Nitel veriler ise kavramsal kodlama yöntemiyle içerik analizine tabi tutulmuş, okuma materyalleri, etkinlikler ve öğretim elemanı olmak üzere üç ana tema belirlenmiştir.

### **Bulgular**

#### **Nicel Bulgular**

Ön-test ve son-test karşılaştırmaları, öğrencilerin öznel iletişim yeterliliklerinde anlamlı bir gelişim olduğunu göstermiştir ( $t=-3.689$ ,  $p=.001$ ). Ortalama puan 129.72’den 142.32’ye yükselmiştir. Ayrıca, deney grubunun son-test puanları, dersin eski versiyonunu alan karşılaştırma grubundan anlamlı düzeyde yüksek çıkmıştır ( $t=2.378$ ,  $p=.022$ ).

#### **Nitel Bulgular**

*Okuma materyalleri:* Öğrenciler bu materyalleri faydalı bulmakla birlikte uzun ve yorucu olduklarını belirtmiştir. Bu durum, materyallerin daha görsel, dijital veya interaktif formatlarda sunulması gerekliliğini ortaya koymuştur.

*Etkinlikler:* Öğrenciler etkinlikleri “eğlenceli, yararlı, etkili ve ilgi çekici” olarak tanımlamış, sınıf içi uygulamaların iletişim becerilerini geliştirmede en güçlü unsur olduğunu vurgulamıştır.

*Öğretim elemanı:* Öğrenciler öğretim elemanını hazırlıklı, açık ve destekleyici bulmuştur. Öğretmen-öğrenci etkileşimindeki samimiyet, güven ve açıklık, iletişimsel gelişimin önemli bir itici gücü olmuştur.

Genel olarak bulgular, dersin öğrencilerin hem bilişsel farkındalıklarını hem de uygulamalı iletişim becerilerini geliştirdiğini göstermektedir.

### **Tartışma**

Çalışmanın sonuçları, iletişim becerilerinin sistematik ve yapılandırılmış bir müdahale ile öğretilebileceğini ve geliştirilebileceğini ortaya koymaktadır. Bulgular, öğretimsel iletişim araştırmalarında vurgulanan öğretmen açıklığı, yakınlık ve güvenilirlik gibi değişkenlerin öğrenme çıktıları üzerindeki olumlu etkilerini doğrulamaktadır (McCroskey vd., 2006; Hunt vd., 2002).

Özellikle etkinliklerin öne çıkması, öğretmen adaylarının en fazla uygulamalı ve deneyimsel öğrenmeden fayda sağladıklarını göstermektedir. Bu durum, son yıllarda öne çıkan çok modlu ve deneyimsel öğrenme yaklaşımlarıyla uyumludur (Martin, Wang & Sadaf, 2018; Çapan & Parker, 2021). Ayrıca yansıtma günlükleri, öğretmen adaylarının öz farkındalıklarını artırmış, iletişim kaygılarının azaldığını ve sınıf içi özgüvenlerinin yükseldiğini göstermiştir.

Bu bağlamda çalışma, öğretmen yetiştirme programlarında iletişim eğitiminin yalnızca “ek” bir bileşen olarak değil, profesyonel öğretmenliğin temel dayanağı olarak ele alınması gerektiğini göstermektedir.

### **Sonuç ve Öneriler**

Araştırma, yapılandırılmış bir iletişim becerileri dersinin İngilizce öğretmeni adaylarının iletişim yeterliklerini anlamlı ölçüde geliştirdiğini ortaya koymuştur. Bulgular üç temel sonuca işaret etmektedir:

**Müfredat Tasarımı:** Öğretmen yetiştirme programlarında iletişim odaklı dersler çekirdek müfredata dahil edilmeli, sözlü-sözsüz, kişilerarası, kültürlerarası ve dijital iletişim boyutlarını kapsamalıdır.

**Pedagojik Uygulama:** Rol oynama, simülasyon, grup çalışması ve yansıtıcı günlükler gibi deneyimsel etkinlikler iletişim becerilerini geliştirmede son derece etkilidir.

**Mesleki Gelişim:** İletişim eğitimi yalnızca sınıf içi etkileşimleri değil, öğretmenlerin mesleki kimliklerini, özgüvenlerini ve dayanıklılıklarını da güçlendirmektedir.

Gelecek araştırmalarda daha büyük örneklerle uzunlamasına desenler kullanılmalı, bu becerilerin mezuniyet sonrası hizmet içi uygulamalara ne ölçüde aktarılabildiği incelenmelidir. Ayrıca, kapsayıcı ve çokkültürlü sınıflarda iletişimin rolünü merkeze alan çalışmalar, bu tür programların farklı bağlamlara uyarlanabilirliğini güçlendirecektir.

Sonuç olarak bu çalışma, iletişim yeterliliğinin günümüz öğretmenliği için vazgeçilmez bir bileşen olduğunu bir kez daha ortaya koymakta ve öğretmen yetiştirme programlarına bu boyutun bütüncül biçimde entegre edilmesi gerektiğini vurgulamaktadır.