



**EXAMINATION OF THE COMMUNICATION BETWEEN
LECTURERS AND TEACHER CANDIDATES (AN EXAMPLE OF
ISTANBUL SABAHATTIN ZAIM UNIVERSITY AND BULGARIA
TRAKIA UNIVERSITY)***

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ABSTRACT

This study aims to determine the level of the communication between lecturers and teacher candidates and to understand whether the communication level changes according to some variables. The sample consists of 351 teacher candidates who study at the İstanbul Sabahattin Zaim University Education Faculty in 2014-2015 academic year and 203 teacher candidates who study at Bulgaria Trakia University Education Faculty (total 554). "Communication Skills Rating Scale" developed by Karagöz ve Kösterelioğlu (2008) is used as the data collection tool. The research is organized according to survey model since it aims to determine the existing conditions.

The perceptions of Sabahattin Zaim University students about lecturer communication skills are relatively moderate compared to the overall average scores, in subscales respect, expression skills, values, motivation and democratic attitudes relatively high and in subscale barriers relatively very low. The perceptions of students about lecturer communication skills showed a significant difference in department and class variables and it doesn't show significant difference in gender, age and marital status variable.

The perceptions of Trakia University students about lecturer communication skills are relatively high in general average, respect, expression skills, values, motivation and democratic attitudes and in subscale barriers relatively low. The perceptions of students about lecturer communication skills showed a significant difference in gender and class variables and it doesn't show significant difference in department, age and marital status variable.

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Bu makale Crosscheck sistemi tarafından taranmış ve bu sistem sonuçlarına göre orijinal bir makale olduğu tespit edilmiştir.

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STRUCTURED ABSTRACT

A good lecturer is expected to be knowledgeable of the subject matter they are teaching, to be committed to their work and to establish a good rapport with their students by providing support and showing understanding. These qualities are vital in enabling successful communication and establishing mutual trust in the didactic dialogue between students and their academic professors.

Considering that learning is a personal event, the function of educator should be taking communication as the basic element to help learners, to provide learning opportunities that enables them to learn together in cooperation. The more qualified communication result in a more efficient education and higher will be the reflection of education on the society (Ergün, 2001).

Development and changes taking place in technology and science lead educators to solve tasks to create a comfortable learning environment in terms of psychological and social aspects, establishing positive communication and searching learning environment problems occurring in learning. In this regard the task of teaching staff is to protect and develop the identity of youth, adult, nation and society and to support the adoption of universal values . To achieve this, it is important that the trainers should use scientific and technological facilities and they should be equipped enough to train individuals in cultural, socioeconomic, professional and individual terms as well as it is necessary to have a flexible structure that could establish versatile communication (Güven, 2001).

This study aims to determine the level of the communication between lecturers and teacher candidates and to understand whether the communication level changes according to some variables.

Answers to the following questions were searched:

For the students at the Istanbul Sabahattin Zaim University in the Faculty of Education,

- 1) What is the level of teacher candidates' perceptions about the communication skills of lecturers?
- 2) Do perceptions of teacher candidates' about the communication skills of the lecturers varies according to gender, age, department of education, studying the class and marital status?

For the students at the Bulgaria Trakia University in the Faculty of Education,

- 1) What is the level of teacher candidates' perceptions about the communication skills of lecturers?
- 2) Do perceptions of teacher candidates' about the communication skills of the lecturers varies according to gender, age, department of education, studying the class and marital status?

The research is organized according to survey model since it aims to determine the existing conditions. Survey models would not intervene with the research question, since it deals with case as the way it exists (Karasar, 2002).

Turkish Studies

International Periodical for the Languages, Literature and History of Turkish or Turkic
Volume 10/11 Summer 2015



The universe consists teacher candidates who study at the İstanbul Sabahattin Zaim University (IZU) Education Faculty and Bulgaria Trakia University Education Faculty in 2014-2015 academic year.

The sample consists of 351 teacher candidates who study at the İstanbul Sabahattin Zaim University Education Faculty in 2014-2015 academic year and 203 teacher candidates who study at Bulgaria Trakia University Education Faculty (total 554).

“Communication Skills Rating Scale” is used as the data collection tool at reseach. Scale was developed by Karagöz and Kösterelioğlu (2008) in order to determine the effectiveness of the communication skills of the teaching staff realized the teaching environment.

SPSS 15 (Statistical Package for the Social Sciences) program is used for data analysis. Kolmogorov-Smirnov test was performed to determine that the data is in normal distribution or not and it is observed that data is not normally distributed. For this reason, non-parametric test are applied to data respectively; the arithmetic mean, Mann-Whitney and Kruskal-Wallis are calculated. The results obtained are set out in the results section.

According to findings obtained in the research the following conclusions are reached:

The perceptions of Sabahattin Zaim University students about lecturer communication skills are relatively middle level to the overall average scores, in subscales respect, expression skills, values, motivation and democratic attitudes are relatively high and in subscale barriers are relatively very low level.

The perceptions of of Sabahattin Zaim University students about lecturer communication skills showed a significant difference in department and class variables and it doesn't show significant difference in gender, age and marital status variable.

The perceptions of Trakia University students about lecturer communication skills are relatively high level in general average, in subscales respect, expression skills, values, motivation and democratic attitudes and in subscale barriers are relatively low level.

The perceptions of Trakia University students about lecturer communication skills showed a significant difference in gender and class variables and it doesn't show significant difference in department, age and marital status variable.

According to findings obtained in this study following recommendations are made:

Research can be repeated on an expanded sample and on different faculties.

Perceptions of teacher candidates' about the communication skills of the lecturers can be evaluated in terms of different variables.

The relationship between the lecturers' communication skills and teacher candidates' interest to against lesson and their motivation can be investigated.

Key Words: teacher candidate, lecturer, communication, communication skill, Communication Skills Rating Scale

Turkish Studies

International Periodical for the Languages, Literature and History of Turkish or Turkic
Volume 10/11 Summer 2015



ÖĞRETMEN ADAYLARI İLE ÖĞRETİM ÜYELERİ ARASINDAKİ İLETİŞİMİN İNCELENMESİ (İSTANBUL SABAHATTİN ZAİM ÜNİVERSİTESİ VE BULGARİSTAN TRAKİA ÜNİVERSİTESİ ÖRNEĞİ)

ÖZET

Bu çalışmanın amacı öğretmen adayları ile öğretim üyeleri arasındaki iletişimin ne düzeyde olduğu ve bazı değişkenlere göre farklılaşıp farklılaşmadığını belirlemektir. Araştırmanın örneklemini 2014-2015 akademik yılında İstanbul Sabahattin Zaim Üniversitesi Eğitim Fakültesi öğrenimine devam eden 351 ve Bulgaristan Trakia Üniversitesi Eğitim Fakültesinde öğrenimine devam eden 203 öğretmen adayı oluşturmaktadır. Araştırmada veri toplama aracı olarak Karagöz ve Kösterelioğlu (2008) tarafından geliştirilen “İletişim Becerilerini Değerlendirme Ölçeği” kullanılmıştır. Araştırma var olan durumu belirlemeye yönelik olduğu için tarama modeline uygun olarak düzenlenmiştir.

İstanbul Sabahattin Zaim Üniversitesi Eğitim Fakültesi’nde öğrenim gören öğretmen adaylarının öğretim üyelerinin iletişim becerileri ile ilgili algıları genel ortalama puanlarına göre göreceli olarak orta düzeyde; saygı, ifade becerisi, değer, motivasyon ve demokratik tutum alt boyutlarına göre göreceli olarak yüksek düzeyde; engeller alt boyutuna göre göreceli olarak çok düşük düzeydedir. Öğretmen adaylarının öğretim üyelerinin iletişim becerileri ile ilgili algıları bölüm ve sınıf değişkenine göre anlamlı bir farklılık gösterirken; cinsiyet, yaş ve medeni duruma göre anlamlı bir farklılık göstermemektedir. İstanbul Sabahattin Zaim Üniversitesi Eğitim Fakültesi Türkçe Öğretmenliği bölümünde okuyan öğretmen adaylarının öğretim üyelerinin iletişim becerileri ile ilgili algıları okul öncesi öğretmenliği, İngilizce öğretmenliği ve rehberlik ve psikolojik danışmanlık bölümünde okuyan öğrencilerin algılarından daha yüksek olduğu bulunmuştur. Eğitim fakültesinde öğrenim gören birinci sınıf öğretmen adaylarının öğretim üyelerinin iletişim becerileri ile ilgili algıları ikinci sınıf, üçüncü sınıf ve dördüncü sınıf öğrencilerinin algılarından daha yüksek olduğu bulunmuştur.

Bulgaristan Trakia Üniversitesi Eğitim Fakültesi’nde öğrenim gören öğretmen adaylarının öğretim üyelerinin iletişim becerileri ile ilgili algıları genel ortalama, saygı, ifade becerisi, değer, motivasyon ve demokratik tutum alt boyutlarına göre göreceli olarak yüksek düzeyde; engeller alt boyutuna göre göreceli olarak düşük düzeydedir. Öğretmen adaylarının öğretim üyelerinin iletişim becerileri ile ilgili algıları cinsiyet ve sınıf değişkenine göre anlamlı bir farklılık gösterirken; bölüm, yaş ve medeni duruma göre anlamlı bir farklılık göstermemektedir. Bulgaristan Trakia Üniversitesi’nde öğrenim gören birinci sınıf öğretmen adaylarının öğretim üyelerinin iletişim becerileri ile ilgili algıları ikinci sınıf, üçüncü sınıf ve dördüncü sınıf öğrencilerinin algılarından daha yüksek olduğu bulunmuştur.

Anahtar Kelimeler: Öğretmen adayı, öğretim üyesi, iletişim, ile

Turkish Studies

International Periodical for the Languages, Literature and History of Turkish or Turkic
Volume 10/11 Summer 2015



Introduction

Interpersonal communication is the communication that takes place between individuals. It is the sending, receiving and decoding of messages between interlocutors or, in other words, the exchange of information. Communication is the essence of social life since it is the process by means of which people (whether adults or children) communicate their feelings, emotions, knowledge, experiences, etc.

Since prehistoric times human beings have been in need of a medium to successfully communicate with each other in the exchange of goods, in protecting their home land, in conquering new territories or simply in the establishment of social contacts. And in the course of their evolutionary development humans, unlike any other animals, turned to be the only biological species capable of producing speech, in other words - of making meaningful, coherent utterances through which we can share our ideas and experiences with others (Kramsch, 1993). Thus, language has evolved into a significant and powerful medium of communication, though not the only one. In our everyday life we also use our face, body and voice for delivering messages, as well as our senses of smell, touch and hearing for receiving them (Petrie, 1997). Relying on that sophisticated system we not only participate in the interactional process but also form our own concepts, attitudes and expectations of others. The same principles apply to classroom interaction which involves both peer interaction and the didactic dialogues between a teacher (lecturer) on the one hand and students on the other. The specific social context in which classroom interaction occurs, as well as the speech acts of the various agents falls in the scope of discourse studies. This is a fast growing interdisciplinary field incorporating knowledge and methods from linguistics, sociology and psychology. What is more, when concerned with higher education evaluation, discourse analysis has been attracting scientific interest in terms of educational quality, students' achievements and motivation and their overall perception of the campus environment.

Unarguably, students with a more positive attitude towards their professors and new surroundings tend to perform better because they adapt easily and experience fewer frustrations feeling part of a supportive environment.

According to Dettmer, Thurston, and Dyck (1996), West and Cannon (1988), and Rogers (1962) communication is among the most important skills for educators to possess. The role of communication is emphasized also by Lunenburg & Ornstein (1996, p. 176) as: "Communication is the lifeblood of the school; it is a process that links the individual, the group, and the organization".

It is obvious that both students and lecturers differ in terms of their learning and teaching styles respectively. Besides, each of the individuals involved bring their own social experience, personal qualities and cultural background to the academic setting, thus, contributing to classroom diversity (Chepchieng et al, 2006). In addition, other factors such as cognitive skills, intrinsic or extrinsic motivation, emotional intelligence, previous knowledge or pre-formed attitudes towards the subject matter or the topic discussed may have a significant impact on the student-lecturer interaction and the overall outcome of students' learning achievements. Of all the above factors it is the professor (lecturer) who is claimed to exert the greatest influence on students (Ruggeri et al (2008) in Kazar (2014)). Other researchers have pointed out that having a positive attitude towards academic lecturers is not only beneficial for students' academic adjustment, but also significant in terms of their social and academic competence (Pianta 1999, Birch and Ladd 1997, Ryan and Grolnick, 1986). A survey conducted by Hayon (1989) claims that the teachers who possess professional and interpersonal skills are much more effective in terms of student's behavior, positive attitude and better achievement (in Maina, 2013).

Turkish Studies

International Periodical for the Languages, Literature and History of Turkish or Turkic
Volume 10/11 Summer 2015



A good lecturer is expected to be knowledgeable of the subject matter they are teaching, to be committed to their work and to establish a good rapport with their students by providing support and showing understanding. These qualities are vital in enabling successful communication and establishing mutual trust in the didactic dialogue between students and their academic professors.

Considering that learning is a personal event, the function of educator should be taking communication as the basic element to help learners, to provide learning opportunities that enables them to learn together in cooperation. The more qualified communication result in a more efficient education and higher will be the reflection of education on the society (Ergün, 2001).

Development and changes taking place in technology and science lead educators to solve tasks to create a comfortable learning environment in terms of psychological and social aspects, establishing positive communication and searching learning environment problems occurring in learning. In this regard the task of teaching staff is to protect and develop the identity of youth, adult, nation and society and to support the adoption of universal values . To achieve this, it is important that the trainers should use scientific and technological facilities and they should be equipped enough to train individuals in cultural, socioeconomic, professional and individual terms as well as it is necessary to have a flexible structure that could establish versatile communication (Güven, 2001).

In the following paper we make an attempt at evaluating students' perceptions of their lecturers mode of teaching, behaviour and attitude towards students in order to better understand what lies in the core of successful interpersonal communication in an academic setting. Such a survey is necessitated by the common assumption that students' attitudinal behaviour as well as their study habits are indispensable from how good they are at their academic work (Ansari and Chowdhri, 1990). By evaluating students' responses we hope to arrive at a better understanding of classroom interaction and the underlying principles that determine students performance at academic level. In addition, we believe that this evaluation survey will provide valuable data to be used for the improvement of the quality of teaching in both partner universities in Istanbul and Stara Zagora where the survey was conducted.

The aim of the research

This study aims to determine the level of the communication between lecturers and teacher candidates and to understand whether the communication level changes according to some variables.

Answers to the following questions were searched:

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1) What is the level of teacher candidates' perceptions about the communication skills of lecturers?

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Turkish Studies

International Periodical for the Languages, Literature and History of Turkish or Turkic
Volume 10/11 Summer 2015



METHOD

Model of Research

The research is organized according to survey model since it aims to determine the existing conditions. Survey models would not intervene with the research question, since it deals with case as the way it exists (Karasar, 2002).

Universe and Sample

The universe consists teacher candidates who study at the İstanbul Sabahattin Zaim University (IZU) Education Faculty and Bulgaria Trakia University Education Faculty in 2014-2015 academic year.

The sample consists of 351 teacher candidates who study at the İstanbul Sabahattin Zaim University Education Faculty in 2014-2015 academic year and 203 teacher candidates who study at Bulgaria Trakia University Education Faculty (total 554).

Data Collection Tool Communication Skills Rating Scale

“Communication Skills Rating Scale” is used as the data collection tool at reseach. Scale was developed by Karagöz and Kösterelioğlu (2008) in order to determine the effectiveness of the communication skills of the teaching staff realized the teaching environment.

Reliability coefficient Cronbach alpha of scale was determined to be 0.775. Firstly, scale trial developed with 51 items. Scale was reduced to 25 items, as a result of factor analysis. Items which factor load is below 0.45 was removed from the scale. Scale was applied to the expert opinion to ensure the validity of content.

Scale is arranged Likert-type. It was scored as 5- All of them, 4- Most of them, 3- Some of them, 2- A few of them, 1- None of them

According to validity and reliability analysis results “Communication Skills Rating Scale consists of six subscales and 25 items. Subscales are: “Respect Dimension”, “Expression Skill Dimension”, “Value Dimension”, “Barriers Dimension”, “Motivation Dimension” and “Democratic Attitude Dimension”

The scores obtained from the scale were evaluated as follows: 1,00-1,80: very low; 1,81-2,60: low; 2,61-3,40: middle; 3,41-4,20: high; 4,21-5,00: very high

Data Collection Tool Personal Information Form

Informations are collected about teacher candidates’s gender, age, marital status, department and class.

Analysis of Data

SPSS 15 (Statistical Package for the Social Sciences) program is used for data analysis. Kolmogorov-Smirnov test was performed to determine that the data is in normal distribution or not and it is observed that data is not normally distributed. For this reason, non-parametric test are applied to data respectively; the arithmetic mean, Mann-Whitney and Kruskal-Wallis are calculated. The results obtained are set out in the results section.

RESULTS

Table 1: İZU (İstanbul Sabahattin Zaim University) Teacher Candidates Perceptions of Lecturers Communication Skills Level Averages

<i>Subscale</i>	<i>Item</i>	<i>N</i>	<i>X</i>
Respect	5	351	3,54
Expression skills	5	351	3,60
Value	4	351	3,51
Barriers	4	351	1,75
Motivation	4	351	3,81
Democratic attitude	3	351	3,71
Total point	25	351	3,33

According to table 1,, teacher candidates perceptions of lecturers communication skills general averages are relatively middle level with $X=3.33$ point.

It is observed that “Respect” dimension average is $X=3.54$; “Value” dimension average is $X=3.51$; “Expression skill” dimension average is $X=3.60$; “Motivation” dimension average is $X=3.81$ and “Democratic attitude” dimension average is $X=3.71$ which are relatively high level. “Barriers” dimension average is $X=1.75$ which are relatively low level.

Table 2: Bulgaria Trakia University Teacher Candidates Perceptions of Lecturers Communication Skills Level Averages

<i>Subscale</i>	<i>Item</i>	<i>N</i>	<i>X</i>
Respect	5	203	3,87
Expression skills	5	203	3,98
Value	4	203	3,74
Barriers	4	203	1,95
Motivation	4	203	4,03
Democratic attitude	3	203	3,80
Total point	25	203	3,58

According to table 2, teacher candidates perceptions of lecturers communication skills averages are relatively high level with $X=3.58$ point.

It is observed that “Respect” dimension average is $X=3.87$; “Value” dimension average is $X=3.74$; “Expression skill” dimension average is $X=3.98$; “Motivation” dimension average is $X=4.03$ and “Democratic attitude” dimension average is $X=3.80$ which are relatively high level. “Barriers” dimension average is $X=1.95$ which are relatively low level.

Table 3: Result of Mann-Whitney U Test of İZU Teacher Candidates Perceptions About Lecturers Communication Skills According to Student's Gender

<i>Communication Skills</i>	<i>Gender</i>	<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>	<i>U</i>	<i>p</i>
Respect	Female	307	171.59	52679.50	5401.50	.051
	Male	44	206.74	9096.50		
Expression skills	Female	307	175.13	53765.50	6487.50	.671
	Male	44	182.06	8010.50		
Value	Female	307	172.45	52943.00	5665.00	.082
	Male	44	200.75	8833.00		
Barriers	Female	307	177.60	54523.00	6263.00	.428

Turkish Studies

International Periodical for the Languages, Literature and History of Turkish or Turkic
Volume 10/11 Summer 2015



Motivation	Male	44	164.84	7253.00	6215.50	.389
	Female	307	174.25	53493.50		
Democratic attitude	Male	44	188.24	8282.50	5811.00	.130
	Female	307	172.93	53089.00		
Total points	Male	44	197.43	8687.00	5811.00	.166
	Female	307	173.16	53159.50		
	Male	44	195.83	8616.50		

According to table 3, there isn't a significant difference for teacher candidates perceptions about lecturers communication skills according to student's gender.

Table 4: Result of Mann-Whitney U Test of İZU Teacher Candidates Perceptions About Lecturers Communication Skills According to Student's Marital Status

Communication Skills	Marital Status	N	Mean Rank	Sum of Ranks	U	p
Respect	Single	338	177.01	59828.50	1856.500	.341
	Married	13	149.81	1947.50		
Expression skills	Single	338	177.65	60047.00	1638.00	.118
	Married	13	133.00	1729.00		
Value	Single	338	177.22	59902.00	1783.00	.247
	Married	13	144.15	1874.00		
Barriers	Single	338	175.29	59246.50	1955.50	.495
	Married	13	194.58	2529.50		
Motivation	Single	338	177.55	60013.00	1672.00	.141
	Married	13	135.62	1763.00		
Democratic attitude	Single	338	177.04	59840.50	1844.50	.321
	Married	13	148.88	1935.50		
Total points	Single	338	177.26	59913.50	1771.50	.236
	Married	13	143.27	1862.50		

According to table 4, there isn't a significant difference for teacher candidates perceptions about lecturers communication skills according to student's marital status.

Table 5: Result of Kruskal Wallis Test of İZU Teacher Candidates Perceptions About Lecturers Communication Skills According to Student's Department

Communication Skills	Department	N	Mean Rank	df	X²	p
Respect	Preschool	169	174.07	3	15.213	.002
	Turkish teaching	35	232.66			
	English	47	183.24			
	Psychological counseling	100	156.02			
Expression skills	Preschool	169	166.06	3	16.324	.001
	Turkish teaching	35	221.13			
	English	47	210.45			
	Psychological counseling	100	160.82			
Value	Preschool	169	167.67	3	11.634	.009
	Turkish teaching	35	227.04			
	English	47	188.04			
	Psychological counseling	100	166.55			
Barriers	Preschool	169	183.48	3	16.275	.001
	Turkish teaching	35	111.41			
	English	47	185.24			

Turkish Studies

International Periodical for the Languages, Literature and History of Turkish or Turkic
Volume 10/11 Summer 2015



Motivation	psychological counseling	100	181.63	3	18.688	.000
	Preschool	169	163.68			
	Turkish teaching	35	235.10			
	English	47	200.67			
Democratic attitude	psychological counseling	100	164.55	3	10,989	.012
	Preschool	169	177.24			
	Turkish teaching	35	215.73			
	English	47	188.53			
Total point	psychological counseling	100	154.11	3	16,321	.001
	Preschool	169	171.53			
	Turkish teaching	35	226.30			
	English	47	200.79			
	Psychological counseling	100	154.29			

According to table 5, there is a significant difference for teacher candidates perceptions about lecturers communication skills according to student's department. The Turkish teacher education students have relatively high scores with respect to preschool, English teacher education and guidance and psychological counseling departments.

Table 6: Result of Kruskal Wallis Test of İZU Teacher Candidates Perceptions about Lecturers Communication Skills According to Student's Age

<i>Communication skills</i>	<i>Age</i>	<i>N</i>	<i>Mean Rank</i>	<i>Sd</i>	<i>X²</i>	<i>p</i>
Respect	18-22	288	179.49	3	2.677	.444
	23-27	49	165.62			
	28-32	12	144.00			
	33-37	2	120.00			
Expression skills	18-22	288	179.50	3	3.631	.304
	23-27	49	166.33			
	28-32	12	127.75			
	33-37	2	199.00			
Value	18-22	288	181.15	3	4.316	.229
	23-27	49	153.36			
	28-32	12	153.17			
	33-37	2	126.00			
Barriers	18-22	288	174.59	3	3.483	.323
	23-27	49	171.69			
	28-32	12	228.63			
	33-37	2	169.25			
Motivation	18-22	288	179.61	3	4.457	.216
	23-27	49	168.38			
	28-32	12	119.33			
	33-37	2	183.00			
Democratic attitude	18-22	288	179.31	3	1.963	.580
	23-27	49	162.29			
	28-32	12	151.33			
	33-37	2	184.00			
Total point	18-22	288	179.61	3	2.000	.573
	23-27	49	168.38			
	28-32	12	119.33			
	33-37	2	183.00			

Turkish Studies

International Periodical for the Languages, Literature and History of Turkish or Turkic
Volume 10/11 Summer 2015



According to table 6, there isn't a significant difference for teacher candidates perceptions about lecturers communication skills according to student's age.

Table 7: Result of Kruskal Wallis Test of İZU Teacher Candidates Perceptions about Lecturers Communication Skills According to Student's Class

<i>Communication skills</i>	<i>Class</i>	<i>N</i>	<i>Mean Rank</i>	<i>df</i>	<i>X²</i>	<i>p</i>
Respect	1	96	204.54	3	22.399	.000
	2	88	195.06			
	3	88	152.59			
	4	79	146.16			
Expression skills	1	96	214.95	3	29.214	.000
	2	88	188.35			
	3	88	147.57			
	4	79	146.59			
Value	1	96	216.21	3	34.209	.000
	2	88	192.59			
	3	88	144.20			
	4	79	144.08			
Barriers	1	96	156.87	3	7.972	.047
	2	88	171.48			
	3	88	181.07			
	4	79	198.63			
Motivation	1	96	218.11	3	42.296	.000
	2	88	198.20			
	3	88	138.94			
	4	79	141.38			
Democratic attitude	1	96	201.99	3	14.192	.003
	2	88	186.21			
	3	88	155.06			
	4	79	156.36			
Total point	1	96	214.92	3	34.908	.000
	2	88	195.69			
	3	88	141.61			
	4	79	145.08			

According to table 7, there is a significant difference for İZU teacher candidates perceptions about lecturers communication skills according to student's class in total points. First year class students have relatively high scores with respect to second, third and fourth class students.

Bulgaria Trakia University Education Faculty Teacher Candidates' Perceptions About Lecturers Communication Skills

Table 8: Result of Kruskal Wallis Test of Bulgaria Trakia University Teacher Candidates Perceptions about Lecturers Communication Skills According to Student's Class

<i>Communication skills</i>	<i>Class</i>	<i>N</i>	<i>Mean Rank</i>	<i>df</i>	<i>X²</i>	<i>p</i>
Respect	1	63	118.86	3	8.344	.039
	2	56	99.70			
	3	45	90.30			
	4	39	91.58			
Expression skills	1	63	128.21	3	20.841	.000
	2	56	99.72			
	3	45	84.48			
	4	39	83.14			

Turkish Studies

Value	1	63	131.25	3	26.319	.000
	2	56	98.73			
	3	45	76.96			
	4	39	88.33			
Barriers	1	63	95.59	3	4.890	.180
	2	56	116.27			
	3	45	94.50			
	4	39	100.53			
Motivation	1	63	114.77	3	9.089	.028
	2	56	100.82			
	3	45	81.17			
	4	39	107.10			
Democratic attitude	1	63	121.80	3	14.846	.002
	2	56	105.55			
	3	45	84.62			
	4	39	84.96			
Total point	1	63	125.95	3	20.575	.000
	2	56	104.64			
	3	45	78.04			
	4	39	87.15			

According to table 8, there is a significant difference for Bulgaria Trakia University teacher candidates perceptions about lecturers communication skills according to student's class in total points. First year class students have relatively high scores with respect to second, third and fourth class students.

Table 9: Result of Mann Whitney U Test of Bulgaria Trakia University Teacher Candidates Perceptions about Lecturers Communication Skills According to Student's Gender

<i>Communication Skills</i>	<i>Gender</i>	<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>	<i>U</i>	<i>p</i>
Respect	Female	188	100.40	18876.00	1110.000	.169
	Male	15	122.00	1830.00		
Expression skills	Female	188	100.03	18805.00	1039.000	.089
	Male	15	126.73	1901.00		
Value	Female	188	98.45	18509.00	743.000	.002
	Male	15	146.47	2197.00		
Barriers	Female	188	102.43	19256.50	1329.500	.711
	Male	15	96.63	1449.50		
Motivation	Female	188	100.13	18823.50	1057.500	.105
	Male	15	125.50	1882.50		
Democratic attitude	Female	188	99.94	18788.50	1022.500	.074
	Male	15	127.83	1917.50		
Total points	Female	188	99.34	18676.00	910.000	.022
	Male	15	135.33	2030.00		

According to table 9, there is a significant difference for Bulgaria Trakia University teacher candidates perceptions about lecturers communication skills according to student's gender in value dimension and total points. Male teacher candidates perceptions about lecturers communication skills are relatively high scores with respect to female teacher candidates.

Turkish Studies

International Periodical for the Languages, Literature and History of Turkish or Turkic
Volume 10/11 Summer 2015



Table 10: Result of Mann-Whitney U Test of Bulgaria Trakia University Teacher Candidates Perceptions about Lecturers Communication Skills According to Student's Marital Status

<i>Communication Skills</i>	<i>Marital Status</i>	<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>	<i>U</i>	<i>p</i>
Respect	Single	184	102.74	18904.00	1612.000	.576
	Married	19	94.84	1802.00		
Expression skills	Single	184	101.17	18616.00	1596.000	.531
	Married	19	110.00	2090.00		
Value	Single	184	100.92	18569.50	1549.500	.413
	Married	19	112.45	2136.50		
Barriers	Single	184	103.71	19082.00	1434.000	.194
	Married	19	85.47	1624.00		
Motivation	Single	184	101.89	18747.00	1727.000	.931
	Married	19	103.11	1959.00		
Democratic attitude	Single	184	101.52	18679.50	1659.500	.714
	Married	19	106.66	2026.50		
Total points	Single	184	102.03	18773.00	1743.000	.984
	Married	19	101.74	1933.00		

According to table 10, there isn't a significant difference for Bulgaria Trakia University teacher candidates perceptions about lecturers communication skills according to student's marital status.

Table 11: Result of Kruskal Wallis Test of Bulgaria Trakia University Teacher Candidates Perceptions About Lecturers Communication Skills According to Student's Age

<i>Communication skills</i>	<i>Age</i>	<i>N</i>	<i>Mean Rank</i>	<i>Sd</i>	<i>X²</i>	<i>p</i>
Respect	18-22	129	104.68	3	7.496	.058
	23-27	47	83.06			
	28-32	16	117.19			
	33-37	10	122.05			
	33-37	10	122.05			
Expression skills	18-22	129	105.34	3	13.065	.054
	23-27	47	81.46			
	28-32	16	99.19			
	33-37	10	149.85			
	33-37	10	149.85			
Value	18-22	129	102.97	3	5.732	.125
	23-27	47	87.41			
	28-32	16	114.19			
	33-37	10	128.40			
	33-37	10	128.40			
Barriers	18-22	129	105.13	3	6.075	.108
	23-27	47	103.12			
	28-32	16	93.72			
	33-37	10	59.50			
	33-37	10	59.50			
Motivation	18-22	129	102.52	3	1.353	.717
	23-27	47	95.45			
	28-32	16	100.78			
	33-37	10	117.90			
	33-37	10	117.90			
Democratic attitude	18-22	129	105.10	3	5.370	.144
	23-27	47	85.60			
	28-32	16	106.63			
	33-37	10	121.60			
	33-37	10	121.60			
Total point	18-22	129	105.64	3	5.724	.126
	23-27	47	84.49			
	28-32	16	106.75			
	28-32	16	106.75			

Turkish Studies

International Periodical for the Languages, Literature and History of Turkish or Turkic
Volume 10/11 Summer 2015



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According to table 11, there isn't a significant difference for Bulgaria Trakia University teacher candidates perceptions about lecturers communication skills according to student's age.

Table 12: Result of Kruskal Wallis Test of Bulgaria Trakia University Teacher Candidates Perceptions About Lecturers Communication Skills According to Student's Department

<i>Communication skills</i>	<i>Department</i>	<i>N</i>	<i>Mean Rank</i>	<i>Sd</i>	<i>X²</i>	<i>p</i>
Respect	Pre-school and Primary school education	50	115.45	3	3.519	.318
	Primary school education with a foreign language	31	98.56			
	Social pedagogy	73	97.72			
	Special Needs pedagogy	49	96.83			
Expression skills	Pre-school and Primary school education	50	110.86	3	3.802	.284
	Primary school education with a foreign language	31	97.79			
	Social pedagogy	73	105.96			
	Special Needs pedagogy	49	89.72			
Value	Pre-school and Primary school education	50	110.12	3	2.284	.516
	Primary school education with a foreign language	31	99.23			
	Social pedagogy	73	103.73			
	Special Needs pedagogy	49	92.90			
Barriers	Pre-school and Primary school education	50	80.53	3	22.619	.052
	Primary school education with a foreign language	31	82.34			
	Social pedagogy	73	125.90			
	Special Needs pedagogy	49	100.73			
Motivation	Pre-school and Primary school education	50	109.74	3	1.307	.728
	Primary school education with a foreign language	31	102.32			
	Social pedagogy	73	99.66			

Turkish Studies

International Periodical for the Languages, Literature and History of Turkish or Turkic
Volume 10/11 Summer 2015



	Special Needs pedagogy	49	97.39			
Democratic attitude	Pre-school and Primary school education	50	110.62	3	6.556	.087
	Primary school education with a foreign language	31	106.42			
	Social pedagogy	73	106.51			
	Special Needs pedagogy	49	83.69			
Total point	Pre-school and Primary school education	50	107.99	3	3.935	.269
	Primary school education with a foreign language	31	95.58			
	Social pedagogy	73	108.75			
	Special Needs pedagogy	49	89.90			

According to table 12, there isn't a significant difference for Bulgaria Trakia University teacher candidates perceptions about lecturers communication skills according to student's department.

CONCLUSION, DISCUSSION and RECOMMENDATIONS

According to findings obtained in the research the following conclusions are reached:

The perceptions of Sabahattin Zaim University students about lecturer communication skills *are relatively middle level* to the overall average scores, in subscales respect, expression skills, values, motivation and democratic attitudes are relatively high and in subscale barriers are relatively very low level.

The perceptions of of Sabahattin Zaim University students about lecturer communication skills showed a significant difference in department and class variables and it doesn't show significant difference in gender, age and marital status variable.

The perceptions of Trakia University students about lecturer communication skills are relatively high level in general average, in subscales respect, expression skills, values, motivation and democratic attitudes and in subscale barriers are relatively low level.

The perceptions of Trakia University students about lecturer communication skills showed a significant difference in gender and class variables and it doesn't show significant difference in department, age and marital status variable.

Other research made in this area which shows similar and different results with our research are discussed below.

The research conducted by Petrova (2010) is about the communication between school teachers and students (grade 9-12). It studies students' perceptions of their interaction with teachers in terms of receiving enough encouragement from the teacher, being criticized and respected enough and finally – non formal communication. No significant differences were found as far as gender is concerned. The only significant difference is the age factor. Younger students (9th grade) seem to be more appreciative and positive in their evaluation and think that teachers do provide them with enough encouragement.

Turkish Studies

International Periodical for the Languages, Literature and History of Turkish or Turkic
Volume 10/11 Summer 2015



In the research “The teacher-student relationship as an interpersonal relationship” two studies were conducted by Frymier and Houser (2000). Study one found that students reported referential skill, ego support, and conflict management as being most important to effective teaching. Study two found referential skill, ego support, and immediacy to have a strong relationship with student learning and motivation. Some gender differences also were found and explored in both study one and two.

The research conducted by Vatansever Bayraktar and Doğan (2014) aims to determine the level of the fifth grade students communication with their teachers and wheather the communication with the teacher differs according to the gender. Since this study aimed to determine the existing situation, it is organized according to general screening model. The research was conducted in the 2011-2012 academic year. The universe of the study consists of fifth grade students studying at primary schools located on the European side of Istanbul. The research sample is determined through proportional cluster sampling. The research sample consists of 469 fifth grade students studying in government schools in districts of Bakırköy representing the upper socio-cultural level, Bahçelievler the middle socio-cultural level and Bağcılar the lower sociocultural level. In the study, "Scale for Assessment of Communication Between Teacher and Child" is used for data gathering. According to the "Scale for Assessment of Communication Between Teacher and Child" scores the students have relatively high communication level with their teachers. It is observed that in the "Scale for Assessment of Communication Between Teacher and Child" sub dimensions "Respect", "Effectiveness" and "Expression Skills" the students have obtained relatively high average scores. The girls have higher scores then boy students at "Scale for Assessment of Communication Between Teacher and Child" in total and also higher scores at "Respect" and "Expression Skills" subscales. "In the Effectiveness" subscale scores of "Communication Between Teacher and Students Assessment Scale", there is no significant difference between girls and boys.

The purpose of study made by Yalman and Hamidi (2014) is trying to examine communication skills regarded as an important building block in sharing information was to determine foreign language preservice teachers' views about communication skills. The research sample included 369 foreign language preservice teachers attending an education faculty. In terms of the participants' department (German Language Teaching, English Language Teaching and French Language Teaching), a significant difference was found between their communication skills. In addition, no significant difference was found between the participants' views about communication skills with respect to their class grades. Also, in relation to their class grades, the highest attitude mean score was, though with a slight difference, in favor of the freshman students participating in the study.

Ergin and Geçer (1999) conducted a survey to demonstrate how students perceive instructors communication styles. Research was carried out based on the feedback collected from the Kocaeli University Technical Education, Arts and Sciences - Engineering, Economics and Administrative Sciences, Medicine and the Faculty of Law students.

"Our instructors have difficulty defending themselves" and "our instructors looked into our eyes while talking" items get the most positive responses from the studensts while "Our teaching staff communicate with their students as equal individuals" and "Our instructors put themselves in our place when needed" items get the least positive responses. Also, "Our faculty allows us to really know him"and "Our instructors takes into account in the conversation with students not only what they say but also what they don't say" items get less positive responses.

According to the results obtained from faculty members assessment inventory; "Our faculty members presents subjects in an interesting way" "the courses provides an effective way to achieve

Turkish Studies

International Periodical for the Languages, Literature and History of Turkish or Turkic
Volume 10/11 Summer 2015



the objectives", "since our instructor are open in their ideas students express themselves easily" items have got the lowest scores.

The behaviors students' most agree has been "exam questions are related to the topic in the course". Students think that in general all the behaviors in the inventory are realized in a medium level.

Students perceive the lecturers middle level in terms of being transparent, being comfortable in social situations and dealing with students. Students perceive the lecturers low level in terms of the respect for the instructors' students and level of effective management.

The characteristics of effective teaching by lecturers in training institutions have been investigated by Şen and Erişen (2002). The result of the study showed that there is significant difference at the .05 level the theacher candidates give more negative evaluation in all dimensions comparing with lecturer responses. While the lecturers consider themselves sufficient in the general culture, teaching-learning strategies, communication and measurement-assesment dimensions the teacher candidates evaluate them insufficient.

Teacher candidates think that some of the lecturers (in other words partially) realised these behaviours: "using Turkish properly", "being clear in expression and statements", "using verbal language and body language effectively", "listening to students with interest,", "addressing students by name", "respecting for the views of students", "creating a common language with the students to ensure effective communication "

Teacher candidates stated that these behaviors are done by very few of the instructors: "Being open to criticism, offering constructive criticism ", "using effective communication skills for student development and knowledge sharing, ", "being a model for students for developing effective writing and speaking language skills", "creating opportunities to enable students to communicate frequently with each other and teachers", "being sensitive to feedback from students and benefiting from the feedbacks", "establishing good relations with students and being responsible for their healthy and balanced personality development", "being accessible outside of class".

The study conducted by Erdoğan (2001), is aimed to investigate the level of the positive relationships between the teachers teaching in the high schools and the students attending to the third classes in the high schools and to get the answer of the question " Is there a positive teacher-student relationship in the classroom?". This study is in the form of descriptive research. The questionnaire, "Positive teacher-student relationships in the high school", formed by the researcher was used as the means of data collection. The data of the study was formed from the answers given by 112 teachers working in different high schools and 356 third class students attending to different high schools in Edirne city center and the towns in Edirne in the first semester of 2000-2001. The teachers' and students' perceptions were compared and as a result of comparison, the existence of a positive teacher-student relationship in the classroom was determined according to the teachers' perceptions. When the students' perceptions were compared within the group, meaningful differences were determined according to the educational levels of the students' parents and the montly incomes of the students' families. But, no meaningful differences related with the students' perceptions according to their gender and parents' occupations, and related with the teachers' perceptions according to their gender, ages, working period and the educational organizations they graduated from regarding positive teacher-student relationships were found out. These findings justify the fact that the educational and income levels are the dominant aspects of one's future life.

The other research's aim investigated by Yılmaz, Yoncalık and Çimen (2010) is to present the relationship between physical education and sport instructors' communication and teaching skills according to the student perceptions. The participants of the research are 458 students from the

Turkish Studies

International Periodical for the Languages, Literature and History of Turkish or Turkic
Volume 10/11 Summer 2015



Physical Education and Sport Departments/Vocational Schools in Ahi Evran, Karadeniz Technical, Atatürk and Muğla Universities. The questionnaires, “Instructors’ Communication Skills” and “Instructor Evaluation”, designed by Blatt and Carolyn (1993) and applied to the Turkish contexts by Ergin and Geçer (1999), are used to collect data. As a result of the statistical analysis of the data in this descriptive study, it is found that the instructors have effective communication skills but they should improve their communication abilities. Furthermore, it is understood that there is a meaningful relationship between physical education and sport instructors’ communication and teaching skills in the positive way.

According to research findings conducted by Arslan (2011), the following results are obtained: Students, approve that academic staff has a successful communication except time to time being boring speeches and using commentable sentences. Students, approve that most of the academic staff are unsuccessful in using gestures and close contact with students but they approve that they are successful in other areas of the nonverbal communication. Students, approve that academic staff are successful except time to time unnecessary repetitions in their articles and messages over the readers level of proficiency. Students, approve that academic staff are weak on listening as to the other areas. According to the students most of the academic staff are oftenly unsuccessful in feedback and emphatic listening. The average prevalence of academic staff on communication judgements to student perceptions do not differ according to the student’s gender, type of high school graduation, place of residence, father’s education level, mother’s employment status and monthly family income levels but it differs according to the class, educational program, the level of satisfaction, his mother’s educational level and faculty preference reason. The average frequency of communication in the implementation of judgements in student perceptions do not differ according to the student’s gender, level of satisfaction of the section, the type of high school graduation, place of residence, mother’s education level, father’s education level, mother’s employment status and monthly family income levels but it differs according to the class, educational program and faculty preference reason.

The research’s aim investigated by Günay (2003) is to evaluate the teachers’ perception of their communication skills in classroom. The perceptions of the communication skills of the teachers teaching in high SEL (socio-economic level) schools were positive when compared with the teachers teaching in low SEL schools and in the meantime the perceptions of the communication skills of the teachers teaching in middle SEL schools were also positive when compared with the teachers teaching in low SEL schools. The teachers’ perceptions about their communication skills had a direct proportion with the socio-economical levels of the schools they teach in; that is, the higher socio-economical levels of the schools led to more positive perceptions. No significant differences were found in the teachers’ perceptions about their communication skills in terms of the class levels they teach in. the teachers’ perceptions about their communications skills in terms of the class level did not differ but were similar.

The research conducted by Silku (2002) deals with student lecturer communication. The research findings have shown that the communication levels of the university students and the academicians both with each other and their administrators are rather low, and there are some statistically-significant variations between both groups’ views about the "Academician-Student Communication" and the "Student-Academician Communication", and about the "Academician-Administrator Communication" and the "Student- Administrator Communication".

The research conducted by Deryakulu (1992) deals with communication barriers between students and lecturers. According to the results derived from questionnaires the main causes to stop teachers from showing the required behavior during classes proved to be crowding of classes and undemocratic behavior of teachers. Furthermore, teachers’ lack of self assurance, the nature of

Turkish Studies

International Periodical for the Languages, Literature and History of Turkish or Turkic
Volume 10/11 Summer 2015



student groups, the difference of personalities of teachers and inability of some, are indicated as factors preventing the required behavior of teachers.

Bolat (1990)'s research shows that students can't establish comfortable communication with the lecturers and the students are shy to talk with lecturers. The outcomes of the research indicate that the majority of the students (% 70) agree on the following topics as barriers of communication: instructors do not encourage the students to ask questions, to express their own ideas, to communicate in extra-curricular activities; they do not respect and discriminate their students, and do not spare their time to communicate with the students; disturb the democratic classroom atmosphere by using an obscure language in teaching and prevent students to express their ideas which contradict to that of instructors'. On the other "hand, the majority of the instructors (% 75) claim that they do not regard the above stated points on barriers of communication. It became evident that, the viewpoint of the students did not vary according to their grade and sex, in general, whereas it varied to certain extent, according to their departments.

According to Samsa (2005)'s study, students think (although not fully meet the expectations) that lecturers are successful in communication. The purpose of this study was to determine the students perceptions and expectations towards communication skills and behaviors of academic staff working for Pamukkale University. After analyzing the data collected, the following findings have been reached: By evaluating the perceptions of the students towards the types of communication of the lecturers in the university, it was reached that nonverbal communication had the highest arithmetic mean point and listening behaviour had the lowest arithmetic mean point. By evaluating the expectations of the students towards the types of communication of the lecturers in the university, it was reached that listening behaviour had the highest arithmetic mean point and nonverbal communication had the lowest arithmetic mean point. There is a significant difference between the perceptions of the university students towards the types of communication of the lecturers in the university according to the students gender, department, studying department pleasure or not variables. But there is no any significant difference according to class variable. There is a significant difference between the expectations of the university students towards the types of communication of the lecturers in the university according to the students gender, class, department variables. But there is no any significant difference according to studying department pleasure or not variable. There is a significant difference between the perceptions and expectations of the students towards the types of communication of the lecturers in the university.

The other research conducted by Erdem and Gözel (2013) aims to investigate the communication transparency skills of the teaching staff at Education Faculty of Pamukkale University by prospective teachers' opinions at the 4th grade students. The data was obtained through the scale for "The teachers' communication skills" which was developed by Canan Çetinkanat and the communication transparency characteristics of the scale were used in the research. The population of the study was comprised of the 4th year students at the Education Faculty of Pamukkale University. Because it was almost impossible to reach the whole population of the study, the prospective teachers at the 4th year and the teaching staff were made up through rational sampling method. As a result of the application, the Cronbach's Alpha consistency co-efficient was found as $r = 0,88$. As with the communication transparency level of the teaching staff at Pamukkale University Education Faculty, opinions of the prospective teachers at the 4th year grade are "mostly" with 48.9%. As with the same subject, concerning opinions of the teaching staff at the Education Faculty of Pamukkale University are "almost always" and "always" with 45,0 %. According to the findings of the study, prospective teachers and the academic staff give the lowest participation "description of the exam questions after the exam". Therefore, the academic staff in the education faculty should consider more importantly to "description of the exam questions after the exam".

Turkish Studies

International Periodical for the Languages, Literature and History of Turkish or Turkic
Volume 10/11 Summer 2015



The other research conducted by Yavuz and Yüce (2010), using descriptive scanning aimed to determine the students' perceptions and expectations toward the lecturers communication skills and behaviors. The study focuses on the respect of providing some clues in establishing an efficient communication for the academic staff during learning and teaching period determining what types of communication used by the academic staff are. This study consist of students attending Economic and Administrative faculty of Ordu University during 2008-2009 academic year and a sample of 200 students were selected randomly. Data, which was collected through questionnaires, was analyzed and interpreted by descriptive statistics, ANOVA and t test metods. According to the findings, the university student towards the types of communicatin of the lecturers in the university according to the students gender, class, department, studing department pleasure or not variables there is a significant difference between the perceptions of verbal, nonverbal and written communication dimension. But there is no any significant difference according to listening communication dimension. Also, there is no any significant difference between the expectations of the university student.

The other research conducted by Geçer and Deryakulu (2004), examines the relationships between teacher immediacy and students' success, attitude and motivation. Participants were a total of 1820 students from primary, secondary and higher education institutions. To obtain related data, the teacher immediacy behavior scales, attitude and motivation scales were administered. Results showed that primary, secondary and higher education teachers have shown a medium level teacher immediacy behavior; that teacher immediacy behavior has been perceived better by students throughout the verbal courses such as social studies and foreign language than the numeral courses such as science and mathematics. It has been observed that teacher immediacy behavior has had a low correlation with students' success, and a medium correlation with the students' attitude and motivation. Finally, it has also been observed that the teacher immediacy is a statistically significant predictor of students' attitude and motivation for primary, secondary and higher education level and perceived teacher immediacy has varied according to students' gender, class size, teacher's age, gender, graduation and whether the teacher had taken a communications course.

According to findings obtained in this study following recommendations are made:

Research can be repeated on an expanded sample and on different faculties.

Perceptions of teacher candidates' about the communication skills of the lecturers can be evaluated in terms of different variables.

The relationship between the lecturers' communication skills and teacher candidates' interest to against lesson and their motivation can be investigated.

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Turkish Studies

International Periodical for the Languages, Literature and History of Turkish or Turkic
Volume 10/11 Summer 2015



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Turkish Studies

International Periodical for the Languages, Literature and History of Turkish or Turkic
Volume 10/11 Summer 2015

