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Exploring Pedagogical Communication Patterns in German Language Teaching at the University Level

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ABSTRACT

This study investigates the communication patterns employed by lecturers in teaching German language competencies at the university level. Focusing on the four core skills; reading (*Lesen*), listening (*Hören*), writing (*Schreiben*), and speaking (*Sprechen*), the research was conducted in the German Language Education Study Program, Faculty of Language and Literature, during the even semester of the 2020/2021 academic year. The participants included all students from Class A in the fourth semester and their lecturers. Data were collected using observations, interviews, and documentation, and analyzed through Miles and Huberman's interactive model, comprising data collection, data reduction, data display, and conclusion drawing. The findings revealed a total of 291 communication patterns, categorized as follows: primary (31%), secondary (24%), circular (21%), linear (17%), and interpersonal (7%). Among these, primary communication patterns—both verbal and nonverbal—were the most frequently used. The study highlights the strategic role of diverse communication approaches in fostering effective German language instruction, emphasizing the need for lecturers to integrate varied patterns to enhance student engagement and comprehension.

Keywords: Communication, patterns of communication, lecturer, teaching language, German competence

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INTRODUCTION

German is recognized as one of the most widely studied foreign languages globally, driven by its strategic economic, educational, and cultural significance. According to data presented by Michelle Müntefering, then German Foreign Minister, at a conference in Berlin and published by Deutsche Welle, the number of German language learners worldwide peaked at 15.4 million in mid-2020. The distribution includes 11,227,917 learners in Europe, 812,225 in the Americas, 1,639,340 in Africa, and 1,773,750 in Asia. This global interest is closely linked to Germany's appeal as a destination for career advancement and academic pursuits through structured programs such as *AuPair*, *Ausbildung*, *Freiwilliges Soziales Jahr* (FSJ), and *Bundesfreiwilligendienst* (BFD), as well as its internationally renowned higher education institutions.

In Indonesia, German is offered both as an elective subject in high schools—integrated into the 2013 Curriculum—and as a university-level program within the fields of language, education, and

the humanities. The German Language Education Study Program at Makassar State University (UNM), under the Faculty of Language and Literature, is one of the few institutions in Eastern Indonesia that provides structured German language training aligned with the Indonesian Qualification Framework (KKNI). The curriculum is designed to develop language competencies across four major skill areas: reading (*Lesen*), listening (*Hören*), writing (*Schreiben*), and speaking (*Sprechen*), through courses such as *Sprachbeherrschung*, *Strukturen und Wortschatz*, *Übersetzung*, *Dolmetschen*, *schriftlicher Ausdruck*, and *freier Vortrag*.

Despite the comprehensive curriculum, empirical observations and experience-based insights from lecturers indicate a concerning trend: students' German language competencies tend to decline in higher semesters. This is especially evident in advanced courses like *schriftlicher Ausdruck* and *freier Vortrag*, which are designed to consolidate competencies at the A1–B1 proficiency levels. Many students demonstrate a lack of confidence in applying their language skills independently, relying instead on machine translation tools for tasks such as writing research abstracts in German. This decline suggests that current instructional approaches may not be adequately addressing deeper communicative or affective challenges in the learning process.

Extensive efforts have been made to address this issue through varied pedagogical strategies, methods, and media. However, the persistent gap in student performance raises questions about other underlying factors, particularly those related to classroom interaction and communication. The learning process is inherently dialogic and social, with the communication patterns of lecturers playing a critical role in facilitating or hindering the acquisition of foreign language skills (Lillge & Knowles, 2020; Ortega et al., 2020). As noted by Liberali et al. (2018), effective communication strategies are essential not only for content delivery but also for achieving pedagogical goals and fostering student engagement.

Given these challenges, this study aims to examine the communication patterns employed by lecturers in the German Language Education Study Program at UNM. It seeks to identify how different communication strategies—verbal, nonverbal, linear, circular, interpersonal, and mediated—are used in teaching German competencies and how they may influence learning outcomes. By exploring these interactional dynamics, the study hopes to provide empirical insights that can inform future instructional improvements and better support students in achieving sustained language proficiency.

Literature Review

Communication Patterns

Patterns are models, examples, guidelines (designs), and work bases. A pattern is a form or model (or, more abstractly, a set of rules) commonly used to create or produce a part of a resulting

pattern. It has one type. For an archetype observed where something is said to exhibit a pattern, archetypal detection is referred to as pattern recognition. Permatasari (2013) also suggested that patterns serve as references and procedures for carrying out an activity. This communication pattern refers to the workings of a group or individual in communicating based on communication theories, conveying messages or influencing communicants. Barna & Barna (2012) note that communication patterns are a significant approach to creating a conducive climate of interaction and can affect one another.

Communication patterns are a model of the communication process, so with various communication models and parts of the communication process, patterns are suitable and easy to use in communicating. Ortega et al. (2020) also noted that communication patterns are analogous to the communication process, as they involve a series of activities to convey messages. It is illustrated that feedback from the recipient of the announcement, as part of the communication process, will arise in patterns, models, shapes, and small parts that are closely related to the communication process.

An understanding of this pattern helps us determine when to make clothes. When a person creates clothes, they will design a pattern or create a design. This pattern is flexible and easy to change. For example, this pattern determines the shape and design of a shirt, and after undergoing several processes, the sweater will ultimately take on its final appearance and form.

It will be noticeable from this illusion that communication patterns can be understood as flexible and easily changed. Moreover, the particular group's language symbols strongly influence this pattern and the agreement with them. So, communication patterns are a dynamic of interactions carried out individually and in groups that aim to get feedback from communicants. Therefore, it can be concluded that communication patterns are a dynamic of interactions carried out individually and in groups that aim to get feedback from communicants. The educators implement several communication patterns in the class, such as primary, secondary, linear, circular, and interpersonal.

The primary communication

The primary communication pattern conveys thoughts from communicators to communicants through the use of a symbol as a medium or channel. This pattern is divided into two types of symbols: verbal and nonverbal. A verbal symbol is a language, and it is the most widely used because it allows the communicator to express their thoughts. Nonverbal symbols are symbols used in communication that are not part of a language, but instead signs made with the limbs, including the eyes, head, lips, and hands. Nonverbal symbols used in communicating are not language signs with limbs, including eyes, head, lips, and hands. In addition, the image also serves as a symbol of nonverbal communication, so combining the two will make the communication process with this

pattern more effective. This communication pattern is valued as a classic model since it is a novice model developed by Aristotle.

Chiper (2013) describes how Aristotle lived during a time when rhetoric was significantly developed as a form of communication in Greece. The skill of people making defence speeches before courts attended by the public made the message or opinion they uttered more appreciated by the crowd. Based on that experience, Aristotle developed his idea to formulate a communication model based on the communicator, message, and communicant. Aristotle's model still emphasises straightforward communication because it does not incorporate elements of the media and does not address the nonverbal aspects of persuasion. Admittedly, during Aristotle's lifetime, the skill of communicating with rhetoric was indeed prevalent, so it is not surprising that communication was simple. In this primary communication process, language symbols and limbs convey messages or respond to them.

Regarding the use of language in this communication pattern, Saud and Asri (2017) assert that language is the primary determinant of the success of communication and interaction. With this language, we can also convey and know information from others in the form of speech. Therefore, language is fundamental in communicating between people because it enables the expression of specific intentions and ideas. In addition, language can also give rise to two kinds of understandings: denotative meanings, which refer to literal meanings, and connotative meanings, which have multiple meanings and are sometimes emotional or evaluative in a negative direction. Therefore, if someone communicates in a language or with a meaning different from your own, it is best to use words that have a clear denotative meaning, ensuring there are no misunderstandings.

Nonverbal cues are used in the process of communication through the use of limbs, including the lips, head, and hands. For example, Chiper (2015), in a theoretical study, explained that Ray L. Birdwhistell, in Onong Uchjana Effendy, analysed the introduction of "Body Communication," which involves providing codes for body movements (a comprehensive coding scheme) so that responses can be understood. Additionally, nonverbal symbols can include images, charts, and tables to convey messages. However, the disadvantage of this approach is that the coat of arms serves only as a nonverbal aid, so it has not been effectively achieved. According to the previous description, it can be concluded that the primary communication pattern is a dynamic interaction between communicators and communicants who convey messages through specific media using both verbal and nonverbal language.

Secondary communication

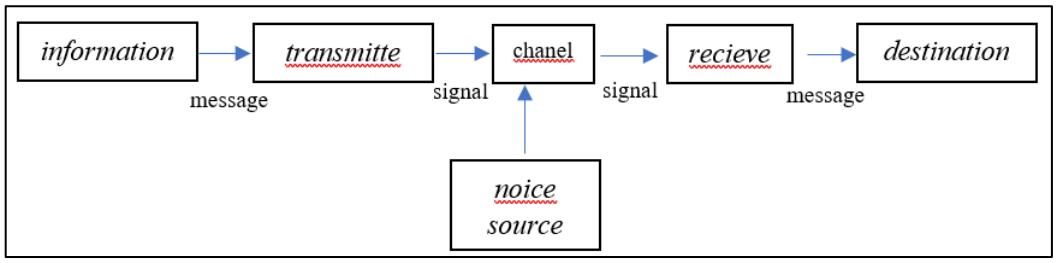
Secondary communication patterns are a dynamic of interaction that involves communicators, messages, media, and communicants and involves the consequences or effects of interaction. Liberali

et al. (2018) suggest that this secondary communication process will be more effective and efficient because increasingly sophisticated communication technologies support it. This communication pattern was based on a simple model created by Aristotle, which influenced Harold D. Lasswell, an American political scholar who later developed the communication model known as the Lasswell formula in 1948.

In his model, the communication process always affects and influences the audience, thus ignoring the counter-response factor or its effect. In the Lasswell formula, five elements are discussed: who, what, through whom, to whom, and the consequences. This element recognises that this communication process involves the individual specifically conveying the message or providing information, which is referred to as the communicator. Lasswell's model is often applied in mass communication. The model hints that more than one channel can carry messages. Some figures and practitioners of communication criticised the model, as it seemed to hint at the presence of communicators and purposeful messages. This model is also considered to oversimplify the problem, but its advantages focus on the essential aspects of communication. The type of communication that uses this pattern is mass communication, as it prioritises channels as a means of conveying messages. Additionally, media communication, including both print and electronic media, is also suitable for use with this pattern because it utilises channels. In organisational communication, the corner pattern is part of this secondary pattern because it facilitates open communication, allowing for efficient interaction with various kinds of hierarchies within the organisation. In conclusion, it can be noted that secondary communication patterns are a dynamic of interaction that involves communicators, messages, media, and communicants, and encompasses the consequences or effects of interaction.

Linear communication

The word "linear" has a straightforward meaning, referring to a journey from one point to another, which conveys a direct path. This concept is also applied to the delivery of a message from the communicator to the communicant, where the message is received as the ultimate point of contact. So in the process of communication, this usually occurs in face-to-face communication (face to face), but sometimes in media communication. In this communication process, the message conveyed will be practical if there is planning before it is carried out. Mokel & Canty (2020) describe how Shannon and Weaver (1949) applied the human communication process, rooted in mathematical Theory, to engineering communication. The mathematical model describes communication as a linear process.

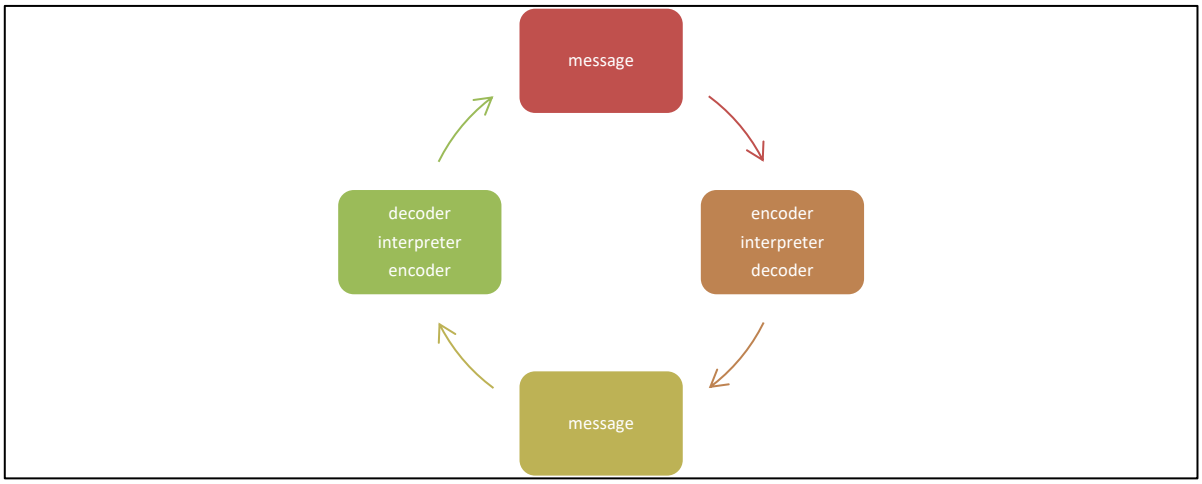


Fifure 1. Shannon and Weaver's communication model

That figure illustrates that the information source generates a message to convey, and then the transmitter converts the message into a suitable signal for the channel. In this channel, the signal is conveyed from the transmitter to the receiver. The destination is a journey of the message. The transmission perspective views communication as a transfer of information from the source to the recipient. The linear (one-way) model used here involves movement from one place to another. The perspective of transmission puts pressure on the role of the media and the time used in channelling information. Indeed, it must be acknowledged that linear communication, in practice, primarily exists in the context of media communication. Still, it can also be practised in face-to-face communication, provided the communicator is passive. For example, a father scolds his child, and the child remains silent. So, it can be concluded that linear communication patterns are one-way interaction dynamics that allow interference with receiving messages through the use of media.

Circular communication

One of the patterns used to describe the communication process is the circular pattern created by Osgood and Schramm. These two figures focus on using sources and receivers as the primary actors in communication. This pattern describes communication as a dynamic process in which messages are transmitted through a process of encoding and decoding. Encoding is a translation performed by the source over a message, and decoding is a translation performed by the recipient against a message coming from the source. The relationship between encoding and decoding is the relationship between the source and receiver stimulus, which affect each other, as shown below:



Picture 2. Osgood and Shramm's communication model

Suppose, in the mathematical communication pattern, Shannon and Weaver view the communication process as ending after the message arrives at the destination, then in a circular pattern. In that case, Osgood and Schramm see the source and receiver's communication process in this pattern as having the same position because communication can begin and end anywhere and at any time.

German Competence Teaching

Competence is a capability used as one of the benchmarks of one's intelligence in various situations. Mitchell et al. (2019) describe ability as a capability acquired through various things learned through instruction. This aligns with Müller et al.'s (2020) review, which suggests that the ability is an attempt to follow a condition with productivity, ultimately reducing to a concept of understanding as a form of intelligence. Language competence is one of the essential competencies required in social life, as it enables people to communicate effectively and convey information to others accurately and clearly. Sergeeva (2014) "*language competence is a subject of communication abilities used to build up the social environment.*" Language competence is an essential element of communication skills that serves as the key to navigating all social life situations. El-Hmoudova and Tejklova (2016) also concluded, based on a literature review, that language competence is the ability to process and convey information. Corella (2020) added that language competence refers to a person's language skills, acquired through formal and non-formal educational institutions.

Language never escapes its role in the communication process. Fontes & Tishelman (2016) describe language competence as an applicative form of speech as one of the actual intrusions in the communication process. Therefore, in their study, Beltrán-Planques and Querol-Julián (2018) described language competence as comprising two main components: receptive and productive. German consists of four main competencies: reading, listening, writing, and speaking. Reading is a process of understanding the main idea, supporting sentences, and visualising the meaning of reading.

Listening is the process of obtaining information, understanding the content or message, and recognising the importance of communication delivered orally. Writing is an instructional process that facilitates learners in skillfully expressing ideas while adhering to the rules of writing and using appropriate and correct language. Finally, speaking is a productive ability to communicate their ideas, thoughts, and feelings orally to speech partners.

METHODS

This research, a qualitative study, aims to understand a social condition in depth, finding patterns and hypotheses related to the communication patterns of lecturers in German teaching. This research was conducted in early April 2021 at the German Language Education Study Program of the Foreign Language Education Department at the FBS UNM in Makassar. The objects of this study are the lecturers and all students of Class A from the 2020/2021 school year, specifically those in Semester IV, totalling 25 individuals. The data in this study were collected through observation and documentation, and then analysed using Miles and Huberman's model of data analysis, which consists of four main stages: data collection, data reduction, data presentation, and conclusion drawing/verification.

FINDINGS AND DISCUSSION

This study employs qualitative descriptive research to examine the communication patterns used by lecturers in Sprachbeherrschung learning. These communication patterns include primary communication patterns (verbal and nonverbal), secondary communication patterns (IT and non-IT), interpersonal communication patterns, linear communication patterns, and circular communication patterns. These five communication patterns are used as the primary reference in this study.

The research data were obtained through participatory observation during four meetings at German competence teaching lectures to determine the communication patterns used by lecturers in German competence teaching. The learning was mastered by Mr. Nursalam, S. Pd., M. Pd., and was conducted online using the SYAM-OK platform, a leading e-learning platform, with support from Zoom and Google Meet as virtual meeting mediums. The textbook used by German-language learners is Netzwerk B1. It consists of twelve themes (*Einheit*), but the communication patterns of the lecturers studied are in the language of the first theme, "*Gute Reise*," and the second theme, "*Alles neu*!".

Derived from the results of the analysis of data obtained from participatory observations, the data obtained from the communication patterns of lecturers in German competence teaching are as follows:

Table 1. Result of the lecturer's communication pattern analysis used
In German competence teaching

Communication Patterns	Them 1	Them 2
Primary		
Verbal	37	32
Non-verbal	14	8
Sum	**51**	**40**
Secondary		
IT	37	32
Non-IT	0	0
Sum	**37**	**32**
Interpersonal	18	2
Linear	20	29
Circular	31	31
Total	**157**	**134**
Jumlah Total	**291**	

The table shows that the total number of communication patterns used by lecturers in Sprachbeherrschung learning in the first them as many as 157 communication patterns with details: primary communication patterns as many as 51 (verbal as many as 37 and nonverbal as many as 14), secondary communication patterns as many as 37, interpersonal communication patterns as many as 18, linear communication patterns as many as 20, and circular communication patterns as many as 31.

The lecturer's communication patterns analysis results in the second are as many as 134 details. Primary communication patterns include verbal (as many as 32) and nonverbal (as many as 8); secondary communication patterns are 32; interpersonal communication patterns are 2; linear communication patterns are 29, and circular communication patterns are as many as 31. The description concluded that the total number of lecturer communication patterns in German competence teaching was 291.

Based on the table's data, lecturers' most dominant communication pattern in German language teaching is the primary communication pattern (31%). Additionally, two consecutive communication patterns, ranked second and third, were secondary communication patterns (24%) and circular communication patterns (21%). Lecturers use linear communication patterns with frequency level presentations of 17%. Meanwhile, interpersonal communication patterns are patterns whose use rate in learning is in the lowest category at 7%. The frequency of use of communication patterns in German competence teaching, from the most to the least, is primary communication patterns, secondary communication patterns, circular communication patterns, linear communication patterns, and interpersonal communication patterns.

The primary communication pattern used by lecturers in German language learning, utilising Netzwerk B1 as a coursebook, focuses on instructions that lecturers convey to students, accompanied by hand gestures, facial expressions, voice intonation, and the display of supporting images related to

the learning theme. This communication pattern is the most widely used in the learning process because almost all instruction in the coursebook starts from the primary communication pattern.

Primary communication patterns are found in Netzwerk's book, page 8. On the clue (1a) "S*ehen Sie die Fotos an. Wohin würden Sie gern fahren? Warum? Wählen Sie ein Foto und erzählen Sie!*" In this instruction, the lecturer's activities demonstrate and explain some of the pictures on Netzwerk pages 8-9, connecting them to the theme "*Gute Reise.*" The lecturer asks students where their vacation destinations are and why they want to vacation in those places. Please select a photo from the available images and then flick the photo. The instructions and statements delivered by the lecturer are primarily in the form of words (verbal), orally. In addition, lecturers also use hand gestures, curious facial expressions when asking questions, images, and symbols (nonverbal).

Clue (6c) "*Für welchen Urlaub entscheiden sich Anna und Paula? Sprechen Sie im Kurs über ihre Vermutungen. Hören Sie dann das Ende des Gespräch. War ihre Vermutungen richtig?*" The lecturer emphasised the importance of the holiday for Germans, assigned students to listen to the text, and asked students about the Urlaub that Anna and Paula had chosen. Next, guide students to convey Anna and Paula's reasons and choose a vacation spot. Further information was provided by the lecturer so that students would pay close attention to the end of the dialogue they had listened to and then match the students' allegations with Anna and Paula's statements in the text.

Another instruction of textbook in which we can find the implementation of primary communication pattern used the lecturer on teaching is the clue (13b) "*Liz reist durch Deutschland und hört verschiedene Durchsagen.*" The lecturer conveyed information and heard several announcements that often take place in the Bahnhof. Clues (14a) "*Lesen Sie den Blog von Timo, welches Photos past zum Text?*" The lecturer explained some vocabulary in the text that students did not yet understand. Hint (14b) "*Lesen Sie den Blog noch einmal und kreuzen an: sind die Aussagen richtig oder falsch?*" The lecturer explained the statement to choose from. Clue (14c) "*Können Sie sich auch vorstellen, im Urlaub zu arbeiten? Kennen Sie ähnliche Angebote in Ihrem Land? Sprechen Sie Kleingruppen.*" In this section the lecturer invited students to introduce urlaub offers in their country, directing the formation of small groups.

The previous description indicates that the primary communication pattern is verbal and nonverbal communication, which utilises these as the most critical instruments. Concerning primary communication patterns as styles of verbal and nonverbal communication, De la Torre et al. (2021) argued that communication styles are behaviours that consistently occur in one's verbal, nonverbal, and paraverbal interactions to signal to others how literal meaning should be taken, interpreted, filtered, or understood.

Teaching German in pandemic times is closely related to virtual learning activities. One supporting virtual learning approach applied by lecturers to enhance achievement competence is the

use of SYAM-OK as the leading learning platform. To facilitate face-to-face interactions, lecturers and students can use Google Meet and Zoom. Using digital media in German language learning is a significant feature of the secondary communication patterns used by lecturers in teaching. The media illustrates this communication pattern as a support for communication in teaching and learning.

The implementation of digital media as a feature of IT-based German language learning is a unique strategy that lecturers use to support the process of student interaction in response to instructions contained in the coursebook or delivered by lecturers. Thus, it can be assumed that the exchange or response of students embodies the interpersonal communication patterns used by lecturers in German language learning. This communication pattern does have a minor frequency. Still, it is beneficial for students to find ideas that can be conveyed orally or in writing when they see images or videos related to the learning theme.

Secondary communication patterns are characterised by a communication style that utilises both technology-based and non-technological learning as the primary media during the teaching process. IT-based learning is a general learning approach and has spearheaded online learning during the pandemic. Al-smadi et al. (2022) determine that E-learning is one of the essential modern educational tools, where classroom lessons and methodological information are transferred through technological means from the academic institution to the student. Many instructions in the B1 German course book, both individually and in groups, are implemented through technological learning platforms, such as Google Classroom, Quizizz, YouTube, and SYAM OK, the particular e-learning platform of Makassar State University.

The frequency of linear communication patterns used by lecturers in learning this second theme is 29. Here are some primary communication patterns carried out by lecturers in German competence learning:

Instruction (1c): "*Hören sie die Interviews. Was benutzen die Personen? Was kann man damit machen? Warum ist das den Personen wichtig? Ergänzen Sie noch mehr Informationen in der Tabelle aus 1b*" The lecturer instructed the students in this section to listen to the interview on audio and then complete the available table.

Instruction (2b): "*Was machen Sie mit Ihrem Handy? Welche anderen Gerät ersetzt Ihr Handy? Sammeln Sie.*" The lecturer instructs to answer questions and collect some vocabulary related to the equipment (Geräte)

Instruction (5b): "*Handy-probleme. Hören Sie das Gespräch und machen Sie Notizen zu den Fragen.*" The lecturer instructs students to listen to dialogues and take notes on questions.

Instruction (8a): "*Sehen Sie das Foto an. Was können Häuser und Wohnungen in der Zukunft? Sammeln Sie Ihre Vorstellungen und Ideen.*" In this section, the student is instructed by the lecturer to pay attention to the available photos and say their opinion about the place of residence (Wohnung).

Instruction (10a): "*Lesen Sie Kommentare im Gästebuch. Welche sind positive, welche kritisch?*" The lecturer instructs students to read the guest book (Gästebuch) and determine the positives and negatives.

Instruction (12a): "*Welche andere gute Werbung kennen Sie? Bringen Sie sie mit oder machen Sie ein Foto davon und stellen Sie sie vor. Warum gefällt sie Ihnen? Erzählen Sie.*" In this section, the lecturer instructs students to mention some advertisements and put forward reasons about advertisements that are liked and not liked.

Instructions in the coursebook include one-way instruction and instruction requiring students' feedback. The results showed that 17% of lecturer communication pattern activities in German language learning use linear learning patterns. This pattern is a one-way communication pattern as the primary instruction. It does not have to be responded to using verbal language. Still, students can directly act on the instructions as a form of their understanding of the instructions conveyed by lecturers.

Giving instructions is a technique used by lecturers to elicit a student's response. That response is a hallmark of circular communication patterns. However, the design applies to lecturers and students in its implementation and communication between students. This communication pattern is the third-highest percentage rate (21%) used by lecturers in German language learning. Activities reflect this communication pattern, such as when students discuss pairs of their fellow citizens in a group. Additionally, this pattern can also be observed in students' actions when conveying ideas orally and in writing after they have understood the instructions provided by lecturers.

Based on the findings of this study, several types of communication patterns used by lecturers in teaching German competencies can be identified and defined according to the results of data analysis. Primary communication patterns refer to the fundamental ways lecturers interact with students, relying heavily on both verbal expressions—such as spoken instructions and explanations—and nonverbal cues, including gestures, eye contact, and facial expressions. These patterns are essential in facilitating clarity and immediacy in classroom communication. Secondary communication patterns are characterized by the utilization of media or technological tools that assist in the delivery and evaluation of learning outcomes. These include both online and offline platforms, such as digital presentations, learning management systems, or printed handouts, which play a supportive role in reinforcing the instructional process and assessing student progress.

Interpersonal communication patterns involve the exchange of information, thoughts, emotions, and ideas between individuals. In the context of the classroom, this pattern manifests through interactive dialogues, consultations, and personalized feedback, fostering mutual understanding and relational connection between lecturers and students.

Linear communication patterns describe a one-way transmission of messages where the lecturer acts as the sole sender of information, directing instructions or content to students without

expecting immediate response. This model often appears in lecture-based formats where the flow of communication is predominantly top-down.

In contrast, circular communication patterns denote a more interactive, two-way process where feedback is continuously exchanged between the lecturer and students. This pattern emphasizes mutual responsiveness and engagement, allowing for clarification, confirmation, and elaboration, which are crucial for developing deeper comprehension and active participation in language learning.

CONCLUSIONS

This study highlights the diverse communication patterns employed by lecturers in the teaching of German language competencies at the university level. A total of 291 communication instances were identified and categorized into five main types: primary, secondary, circular, linear, and interpersonal patterns. The dominant use of primary communication patterns (31%) underscores the importance of direct verbal and nonverbal interaction in conveying instructional content. The significant presence of secondary communication patterns (24%) also indicates the increasing role of instructional media in supporting language acquisition. Meanwhile, the use of circular patterns (21%) reflects an encouraging shift toward dialogic and interactive teaching practices that foster student engagement.

However, the relatively lower frequency of linear (17%) and especially interpersonal communication patterns (7%) reveals areas that could benefit from further pedagogical attention. The minimal use of interpersonal strategies suggests that individual learner needs and personalized support may not be fully addressed in the current instructional approach.

Overall, the findings suggest that while lecturers make effective use of fundamental and mediated communication, there remains a need to expand interactive and relational approaches in German language teaching. Enhancing circular and interpersonal communication could contribute to more inclusive, responsive, and student-centered learning environments, ultimately supporting stronger and more sustained language competency development among students.

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