

Developing Strategic-Regulatory Skills in Future Teachers' Oral Communication

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Abstract: The article examines the development of strategic-regulatory skills in future teachers' oral communication as an integral dimension of pedagogical communicative readiness. Strategic-regulatory skills are interpreted as the ability to plan an oral communicative action, select an appropriate strategy, monitor the course of interaction, respond to interlocutor feedback, and modify speech behaviour when the communicative situation changes. The study employs theoretical analysis, pedagogical modelling, functional classification, and criterion-based interpretation of oral communication activities. Five recurrent pedagogical communicative situations are used as the functional context of strategic regulation: instructional explanation, interactive pedagogical communication, management of question-and-answer interaction, pedagogical feedback, and reflective communication. The analysis identifies four interrelated regulatory operations planning, monitoring, strategic management, and corrective adjustment and shows their relationship with fluency, speech accuracy, pragmatic appropriateness, and sociocultural mediation. The proposed framework shifts the focus from reproduction of prepared speech patterns to adaptive management of oral communication. It can be used in teacher education courses to design context-based speaking tasks, reflective activities, and feedback procedures aimed at developing autonomous and situationally responsive oral performance.

Keywords: Future teachers, oral communication, strategic-regulatory skills, communicative strategies, speech planning, monitoring, self-correction, pedagogical communication, adaptive feedback, reflective regulation.

Introduction: Oral communication is one of the central instruments through which a teacher explains subject matter, organizes interaction, asks and reformulates questions, provides feedback, manages misunderstanding, and reflects on the results of pedagogical communication. For this reason, the quality of a future teacher's oral performance cannot be reduced to grammatical correctness, vocabulary range, or pronunciation alone. In real classroom interaction, a speaker must continuously coordinate linguistic resources with communicative purpose, audience characteristics, the dynamics of the situation, and the response of interlocutors. This requirement brings the strategic-regulatory dimension of oral communication to the foreground. Communicative competence research has long recognized that

successful communication requires more than knowledge of language forms. Canale and Swain identified strategic competence as an important component of communicative competence, particularly in relation to compensating for breakdowns and maintaining communication. Later strategy-oriented research expanded this perspective by emphasizing planning, monitoring, evaluation, self-management, and the conscious selection of procedures appropriate to a task. O'Malley and Chamot conceptualized metacognitive strategies through planning, monitoring, and evaluation, while Oxford described metacognitive, social, affective, and compensation strategies as resources that support purposeful language use. These perspectives are especially relevant to teacher education because pedagogical communication is dynamic and requires

rapid adjustment rather than the mechanical reproduction of previously prepared utterances.

The contemporary action-oriented understanding of communication also places emphasis on interaction, mediation, and strategic language use. The Common European Framework of Reference for Languages: Companion Volume distinguishes production, interaction, and mediation strategies and treats the language user as a social agent who mobilizes available resources to accomplish communicative tasks. Although the CEFR was not designed specifically as a model of teacher talk, its emphasis on adapting language, managing interaction, facilitating understanding, and mediating concepts provides a productive conceptual background for examining strategic regulation in pedagogical oral communication. In future teacher education, however, speaking activities may still privilege the final verbal product over the process through which the speaker plans, monitors, adapts, and corrects oral performance. A student may produce a formally correct explanation but fail to reformulate it when learners do not understand; similarly, a student may ask an appropriate question but be unable to manage an unexpected answer or provide pedagogically constructive feedback. Such situations indicate a methodological need to treat strategic regulation as an observable and developable dimension of oral communication. Accordingly, the purpose of this study is to clarify the structure and pedagogical functions of strategic-regulatory skills in future teachers' oral communication and to propose a methodological framework for their development in recurrent pedagogical communicative situations. The study addresses three questions: which regulatory operations constitute strategic management of oral communication; in which pedagogical communicative situations can these operations be systematically developed; and how can strategic regulation be connected with observable qualities of oral performance without reducing it to a single linguistic indicator?

METHODS

The study is conceptual-methodological in design. It synthesizes established research on communicative competence, metacognition, language-learning strategies, classroom interaction, and mediation with

the pedagogical requirements of future teacher education. No new numerical effect sizes or statistical significance claims are introduced in this article; the analytical focus is on constructing and substantiating a functional framework that can guide subsequent pedagogical intervention and empirical assessment. Four complementary methods were employed. First, theoretical analysis was used to identify concepts associated with strategic competence, metacognitive regulation, interaction management, and reflective control. Second, functional modelling was applied to represent oral communication as a regulated sequence of communicative actions rather than a finished speech product. Third, pedagogical situation analysis was used to determine recurrent contexts in which future teachers need to regulate oral performance. Fourth, criterion-based interpretation was used to relate regulatory operations to observable characteristics of speech performance. The functional unit of analysis was a pedagogical communicative action. Such an action was interpreted as a purposeful oral act performed under specific contextual conditions and subject to modification in response to communicative feedback. The analytical sequence was formulated as: communicative situation speech planning strategy selection oral performance monitoring communicative feedback corrective adjustment. The sequence is not strictly linear; monitoring and correction may occur repeatedly during the same interaction. Five pedagogical communicative situations were selected as the principal contexts for methodological modelling: instructional explanation, interactive pedagogical communication, management of question-and-answer interaction, pedagogical feedback, and reflective communication. These situations were chosen because together they represent major functions of teacher oral communication: explaining, interacting, directing, responding, and reflecting.

Strategic-regulatory performance was interpreted through four operations: planning, monitoring, strategic management, and corrective adjustment. Planning concerns anticipation of purpose, audience, content, and possible communicative difficulties. Monitoring refers to continuous observation of one's own speech and the interlocutor's response. Strategic management concerns the selection or replacement of communicative procedures during interaction.

Corrective adjustment involves reformulation, clarification, modification of pace or wording, and other changes introduced when the initial communicative action does not produce the intended result. To prevent a mechanical one-to-one relationship between a regulatory operation and a single speech quality, the framework also considers four diagnostic dimensions of oral performance: speech fluency, speech accuracy, pragmatic appropriateness, and sociocultural mediation. These dimensions are treated as interrelated manifestations of oral performance rather than isolated equivalents of planning, monitoring, management, or correction.

RESULTS

The analysis resulted in a functional model of strategic-regulatory skills in which oral communication is managed through a cycle of anticipatory, concurrent,

and retrospective regulation. Strategic-regulatory competence is therefore not understood as an additional speech component operating after linguistic production; rather, it organizes the use of linguistic, pragmatic, and sociocultural resources throughout the communicative act. At the anticipatory level, the future teacher determines the communicative objective, predicts the needs of the audience, selects relevant content, and chooses an initial form of verbal presentation. At the concurrent level, the speaker monitors comprehensibility, coherence, pace, interlocutor reactions, and the adequacy of the selected strategy. At the corrective level, the speaker modifies the utterance, changes the strategy, clarifies meaning, or reorganizes interaction. Reflection then provides information for subsequent communicative planning. Thus, regulation forms a recursive cycle rather than a fixed sequence.

Regulatory operation	Core function	Observable oral actions	Expected performance dimensions
Planning	Anticipating purpose, audience and communicative conditions	Structuring an explanation; selecting key points; anticipating questions; choosing an initial strategy	Fluency, accuracy, pragmatic appropriateness
Monitoring	Tracking speech and interaction while communication is taking place	Checking comprehensibility; observing reactions; identifying hesitation, ambiguity or mismatch	Fluency, accuracy, pragmatic appropriateness
Strategic management	Selecting and modifying procedures for achieving the communicative goal	Rephrasing; changing the type of question; simplifying or elaborating an explanation; redirecting interaction	Pragmatic appropriateness, fluency, sociocultural mediation

Corrective adjustment	Restoring or improving communication after a mismatch is detected	Clarifying; reformulating; modifying tone, pace or wording; providing an alternative explanation	Accuracy, pragmatic appropriateness, sociocultural mediation
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Table 1 demonstrates that strategic-regulatory operations are functionally connected with several dimensions of oral performance at the same time. For example, reformulation may simultaneously improve accuracy, pragmatic appropriateness, and fluency; monitoring an interlocutor's reaction may lead to both strategic modification and sociocultural adaptation. Consequently, strategic regulation should be assessed through integrated communicative tasks rather than decontextualized questions about strategy knowledge.

The first pedagogical context, instructional explanation, requires the speaker to transform subject content into an audience-appropriate oral form. Strategic regulation becomes visible when the future teacher determines what information is essential, sequences ideas, checks whether the explanation is being understood, and reformulates complex content when necessary. The regulatory focus therefore moves from merely 'speaking correctly' to managing comprehensibility and pedagogical purpose. In interactive pedagogical communication, regulation is distributed across turns. The speaker must respond to contributions, maintain thematic continuity, invite participation, and adapt language to emerging meanings. Monitoring is directed not only toward one's own utterance but also toward the interactional state of the group. This makes turn management, clarification, responsive reformulation, and the selection of supportive communicative moves central strategic actions. Management of question-and-answer interaction provides a particularly clear context for strategic regulation. A planned question may generate an incomplete, unexpected, or incorrect response. The future teacher must then decide whether to repeat, simplify, reformulate, probe, redirect, or provide additional scaffolding. The quality of the interaction depends on the ability to select a

response strategy in real time rather than on the formal correctness of the original question alone. Pedagogical feedback requires the coordination of evaluative content with communicative sensitivity. Effective feedback should indicate the relevant aspect of performance, communicate the required correction or recommendation, and preserve the conditions for continued interaction. Strategic regulation in this context includes choosing an appropriate feedback form, monitoring the learner's response, and modifying the message when the initial feedback is misunderstood or produces an unintended communicative effect. Reflective communication extends regulation beyond immediate interaction. After a communicative episode, future teachers analyze the relationship between intention, strategy, oral realization, interlocutor response, and outcome. This retrospective analysis supports self-evaluation and the formulation of alternative speech solutions. Reflection therefore feeds back into planning and makes strategic-regulatory development cumulative. On the basis of these results, a pedagogical cycle for developing strategic-regulatory skills can be formulated as follows: contextualize the communicative task; require explicit or implicit planning; perform the oral action; introduce interactional variability; prompt monitoring of interlocutor response; require strategic adaptation; and conclude with reflective analysis. Such a cycle allows speaking tasks to function not only as opportunities for oral production but also as structured environments for learning how to regulate communication.

DISCUSSION

The proposed framework is consistent with the broader shift from viewing communicative ability as possession of linguistic knowledge to viewing

communication as purposeful action. Canale and Swain's treatment of strategic competence established an important conceptual basis for understanding how speakers cope with communicative demands. In teacher education, however, strategic regulation needs to be interpreted more broadly than compensation for linguistic deficiency. A teacher may possess adequate linguistic resources and still need to alter an explanation, redirect an interaction, or reformulate feedback because the pedagogical situation has changed. This broader interpretation is supported by metacognitive strategy research. O'Malley and Chamot's emphasis on planning, monitoring, and evaluation provides a useful cognitive architecture for regulated performance. In the present framework, these operations are transferred from the general management of learning to the immediate management of pedagogical oral communication. The shift is important: the object of regulation is not only the learning process but also the speaker's communicative action in relation to an audience and a pedagogical objective. Oxford's strategy framework similarly demonstrates that strategic behaviour is multidimensional and may involve metacognitive, social, affective, cognitive, and compensatory resources. For future teachers, this implies that strategic-regulatory development should not be taught as a list of isolated techniques. A communicative task should require students to recognize when a strategy is needed, select it, observe its effect, and replace or modify it if the interaction demands a different response.

The action-oriented and mediation perspectives represented in the CEFR Companion Volume further reinforce the importance of adaptive language use. Strategies for interaction and mediation, including adapting language, facilitating understanding, and managing communication, are particularly relevant to pedagogical contexts. Nevertheless, teacher education requires a domain-specific reinterpretation because classroom oral communication includes instructional and regulatory purposes that are not fully captured by general language proficiency descriptors. The framework also clarifies the relationship between strategic-regulatory skills and observable speech indicators. Fluency and accuracy are necessary but insufficient indicators of regulated communication. A

fluent response may be pragmatically inappropriate, while an accurate explanation may fail to account for the learner's level of understanding. Pragmatic appropriateness and sociocultural mediation therefore extend assessment toward the relation between speech, purpose, audience, and interactional conditions. Methodologically, the findings suggest that strategic-regulatory skills are best developed through variable, context-based tasks. If every speaking task has a predetermined script and predictable response, there is little need for genuine regulation. By contrast, tasks that introduce a change in audience, an unexpected answer, misunderstanding, conflicting interpretations, or the need to provide adaptive feedback create conditions in which planning, monitoring, strategic management, and correction become functionally necessary.

Three methodological mechanisms are especially relevant to this process. A reflective-analytical mechanism supports analysis of the oral result, self-evaluation, and reorganization of expression. A strategic-regulatory mechanism supports planning, continuous monitoring, strategic management, and corrective action. An adaptive feedback mechanism supports timely response, situational appropriateness, and adjustment to the interlocutor's reaction. These mechanisms should operate in coordination rather than as separate instructional blocks. From an assessment perspective, strategic-regulatory skills should be evaluated through performance-based tasks. Students can be asked to explain the same content to different audiences, respond to an unexpected learner answer, provide feedback after an error, or analyze and improve their own recorded oral performance. Rubrics should record not only the final linguistic quality of speech but also evidence of purposeful adaptation, monitoring, and correction. Such assessment better reflects the dynamic nature of pedagogical communication. The present study has limitations. It offers a conceptual and methodological framework and does not report newly calculated inferential statistics for the effectiveness of a specific intervention. Further empirical research should operationalize the proposed regulatory operations in observable descriptors, examine inter-rater reliability, and compare developmental changes across experimental and control groups. It would also be useful to investigate

how strategic-regulatory skills interact with subject knowledge, teaching experience, and different pedagogical communication settings.

CONCLUSION

Strategic-regulatory skills constitute an essential dimension of future teachers' oral communication because pedagogical interaction requires continuous coordination between communicative intention, verbal expression, contextual conditions, and interlocutor response. These skills are manifested through planning, monitoring, strategic management, and corrective adjustment and operate across instructional explanation, interactive pedagogical communication, question-and-answer management, pedagogical feedback, and reflective communication. The study shows that strategic regulation should not be reduced to compensation for linguistic gaps or to retrospective self-evaluation. It is a dynamic mechanism that organizes oral performance before, during, and after interaction. Its development requires pedagogical tasks in which communicative conditions can change and students are required to make justified strategic decisions. For teacher education, the practical implication is that oral communication training should combine contextualized speaking, interactional variability, adaptive feedback, and reflective analysis. Assessment should integrate fluency and accuracy with pragmatic appropriateness and sociocultural mediation. Such an approach enables oral communication to be treated as a consciously regulated pedagogical activity rather than as the reproduction of prepared speech.

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