

Reconstructing Teachers' Communication Styles in Teaching Generation Z: A Digital Pedagogy Perspective

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ABSTRACT

The rapid advancement of digital technology has transformed the educational landscape, particularly in how teachers communicate with students belonging to Generation Z digital natives who demand interactive, personalized, and responsive learning environments. This study aims to examine how teachers reconstruct their communication styles to align with the learning characteristics and expectations of Generation Z students from the perspective of digital pedagogy. Employing a qualitative approach, this research uses classroom observations and in-depth interviews with high school teachers and students to explore the dynamics of teacher-student communication in digitally mediated classrooms. The findings reveal that effective communication with Generation Z requires a shift from traditional, directive styles toward more dialogic, empathetic, and technology-integrated interactions. Teachers who adopt multimodal communication strategies, facilitate two-way engagement, and demonstrate authenticity tend to foster higher levels of student motivation and participation. Additionally, the research highlights the importance of emotional presence and immediacy in maintaining attention and building trust with Generation Z learners. These insights underscore the necessity for educators to continuously adapt their communicative practices in response to evolving digital contexts. The study concludes that reconstructing communication styles is not merely a pedagogical adjustment but a strategic imperative to enhance educational relevance and effectiveness in the 21st-century classroom. The research contributes to the discourse on digital pedagogy by offering practical and theoretical implications for teacher training, classroom interaction design, and the broader transformation of educational communication in the digital age.

1. Introduction

The rapid advancement of digital technology has significantly transformed the educational landscape, particularly in the way teachers communicate with students¹. Traditional classroom communication, which once relied heavily on verbal instruction and printed materials, is now

¹ Siyabonga Mhlongo and others, 'Challenges, Opportunities, and Prospects of Adopting and Using Smart Digital Technologies in Learning Environments: An Iterative Review', *Heliyon*, 9.6 (2023), doi:10.1016/j.heliyon.2023.e16348.

mediated by digital platforms, visual media, and interactive tools. This evolution has challenged conventional pedagogical approaches and prompted educators to rethink their communicative roles. As a result, communication in education today extends beyond the delivery of content and into the domain of relational and multimodal engagement². This shift is especially critical in the context of teaching Generation Z students.

Generation Z, born between 1997 and 2012, is a digital native who has been immersed in technology since early childhood³. They are accustomed to instant information, interactive environments, and personalized digital experiences. These characteristics shape their communication preferences and influence their engagement in educational settings. Unlike previous generations, they value authenticity, responsiveness, and mutual respect in their teacher interactions. Such expectations require educators to reconfigure their communication styles to remain practical and relevant.

Educators are increasingly confronted with bridging generational communication gaps in the classroom. The lecture-based, teacher-centred communication model often fails to resonate with Generation Z learners. Instead, these students respond better to dialogic, participatory, and visually enriched communication. Thus, the ability to shift from monologic to interactive modes of communication has become essential for teachers. However, this transformation demands more than the adoption of digital tools; it requires a fundamental change in communicative disposition.

Several scholars have examined the learning traits of Generation Z and their implications for teaching strategies. Kirschner & De Bruyckere⁴ introduced the concept of "digital natives," emphasizing the need for educational reform aligned with technological fluency. Seemiller and Grace⁵ further explored the values of Generation Z, noting their preference for practical, purpose-driven learning. While these works highlight important generational attributes, they do not directly address the role of teacher communication styles. Consequently, the communicative aspect of pedagogy remains an underexplored yet crucial dimension in contemporary educational research.

Recent studies have begun to consider how communication in digital classrooms must evolve. For instance, Wu et al.,⁶ investigated digital feedback and its effects on student engagement. Their findings underscore the importance of immediacy and clarity in teacher-student interactions. Much of the literature focuses on technological adoption rather than communicative transformation. The question of how teachers' communication styles are reconstructed in response to generational shifts remains insufficiently answered.

This study addresses that gap by shifting attention from tools to pedagogy, specifically, how teachers communicate meaningfully with Generation Z students. As distinct from mere content delivery, communication style shapes classroom atmosphere, student motivation, and engagement. Teachers must now become subject-matter experts and adaptive communicators in digitally mediated environments. The communicative relationship between teacher and

² Rosa García-Ruiz and Ana Pérez-Escoda, 'Communication and Education in a Digital Connected World. Presentation', *Icono14*, 18.2 (2020), doi:10.7195/RI14.V18I2.1580.

³ María Dolores Benítez-Márquez and others, 'Generation Z Within the Workforce and in the Workplace: A Bibliometric Analysis', *Frontiers in Psychology*, 2022, doi:10.3389/fpsyg.2021.736820.

⁴ 'The Myths of the Digital Native and the Multitasker', *Teaching and Teacher Education*, 2017, doi:10.1016/j.tate.2017.06.001.

⁵ *Generation Z : A Century in the Making*, Routledge, 2019.

⁶ 'Using Digital Board Games for Genuine Communication in EFL Classrooms', *Educational Technology Research and Development*, 62.2 (2014), doi:10.1007/s11423-013-9329-y.

student thus becomes central to effective pedagogy. Understanding how this relationship is shaped and reshaped in the digital era is essential.

This research is positioned within the theoretical framework of digital pedagogy, which views teaching as a dynamic interplay between technology, content, and communication. Digital pedagogy emphasizes the humanistic use of technology to support active learning and interaction. Within this framework, communication is not a peripheral skill but a central pedagogical practice. As such, the reconstruction of communication styles is both a response to and a product of digital transformation in education. This study contributes to that discourse by exploring communication as a site of pedagogical innovation.

Teachers today are expected to master a range of communication strategies that are emotionally resonant, multimodally rich, and technologically integrated. This expectation is particularly evident in secondary education, where student attention spans and engagement patterns rapidly evolve. Educators must learn to navigate complex digital platforms while maintaining human connection and pedagogical intentionality. Communication styles that were effective for previous generations may now be perceived as distant or authoritarian. Therefore, reconstructing communication is not optional; it is a necessity.

The study also takes a sociocultural perspective on communication, recognizing that interaction is shaped by the broader cultural and technological contexts in which learning occurs. Teachers operate within these contexts and must respond to their students' changing norms and values. Generation Z learners prioritize equity, voice, and authenticity in communication⁷. As such, hierarchical and impersonal styles are increasingly at odds with student expectations. This cultural shift places new demands on teachers' professional identity and communicative competence.

The reconstruction of communication styles refers to a deliberate and reflective process of modifying language, tone, medium, and approach to meet student needs⁸. It includes the capacity to listen actively, engage dialogically, and leverage digital tools to enhance understanding. Teachers who develop these capacities are better equipped to build trust, foster collaboration, and promote critical thinking. Communication becomes not just a means of instruction but a medium of relationship and co-creation. Such a view redefines teaching as an interactive, communicative act.

This research identifies communicative adaptability as a core professional competency in 21st-century teaching. Adaptability entails shifting communication strategies based on context, audience, and platform. For Generation Z learners, this means using platforms they are familiar with, adopting language that resonates, and responding to feedback in real time. However, current teacher training programs often lack emphasis on these dynamic communicative skills. This research advocates for a stronger integration of communication literacy in teacher education.

The study contributes to understanding pedagogical effectiveness by situating communication at its centre. While curriculum design and assessment practices are frequently updated, communication style remains unexamined. However, through communication, content is made meaningful and relationships are built. The affective and relational dimensions of

⁷ Elizelle Juanee Cilliers, 'Reflecting on Social Learning Tools to Enhance the Teaching-Learning Experience of Generation Z Learners', *Frontiers in Education*, 5 (2021), doi:10.3389/feduc.2020.606533.

⁸ Alejandro Llorente and others, 'Social Media Fingerprints of Unemployment', *PLoS ONE*, 10.5 (2015), doi:10.1371/journal.pone.0128692.

teaching are increasingly recognised as vital to student success. This study addresses a fundamental but neglected pedagogy component by focusing on communication style.

This inquiry also responds to calls for more inclusive and student-centred teaching practices. Generation Z learners are not passive recipients of information; they seek dialogue, relevance, and engagement. A communicative style that invites participation and respects student agency aligns more closely with these values⁹. Such a style also promotes a sense of belonging and psychological safety in the classroom. The findings of this study are intended to support educators in cultivating these outcomes through communication.

From a policy perspective, there is growing recognition of the need to reform teacher professional development. National education standards increasingly mention the importance of digital skills, but rarely specify communicative competencies in digital contexts. This gap hinders teachers' ability to engage effectively with Generation Z students. Adapting communication style into professional standards would provide more explicit guidance and targeted training. This study supports such reforms through its empirical insights.

The study addresses a timely and urgent issue: the need to reconstruct teachers' communication styles in response to the learning preferences of Generation Z. By exploring how communication evolves in digitally enriched classrooms, the study seeks to advance both scholarship and practice in digital pedagogy. The central aim is to understand the most effective communicative strategies for engaging Generation Z learners and why. The urgency lies in ensuring teachers remain pedagogically relevant in an era of rapid technological and generational change. The core research problem of this study is: How do teachers reconstruct their communication styles to effectively teach Generation Z learners within the framework of digital pedagogy?

2. Research Method

This study employed a qualitative design to explore teachers' communication styles in digital classrooms. Qualitative methods are intended to provide rich, detailed descriptions of social phenomena using non-numerical data. Grounded theory was chosen as the specific approach, since it systematically constructs theory from participants' experiences¹⁰. A purposive sample of classroom teachers (and their Generation Z students) was recruited to capture diverse perspectives. Data collection and analysis proceeded iteratively in a grounded theory fashion, with coding refined at each stage until no new themes emerged (theoretical saturation). This rigorous, emergent methodology helps ensure the resulting communication style model is firmly grounded in the data.

Data were gathered through multiple qualitative methods. In-depth semi-structured interviews were conducted with participating teachers (and parallel interviews with students) to elicit perceptions of digital teaching communication. Structured classroom observations were conducted to document teacher–student interactions in situ. Key instructional documents (e.g. lesson plans, digital messaging logs, and course materials) were also collected for analysis. The study employed methodological triangulation by combining interviews, observations, and document analysis. Triangulation of these independent sources (teachers, students, and artefacts) allowed patterns to be verified across data types, thereby enhancing the credibility of the findings.

⁹ Jonathan Culpeper and Kan Qian, 'Communicative Styles, Rapport, and Student Engagement: An Online Peer Mentoring Scheme', *Applied Linguistics*, 41.5 (2020), doi:10.1093/applin/amz035.

¹⁰ Ylona Chun Tie, Melanie Birks, and Karen Francis, 'Grounded Theory Research: A Design Framework for Novice Researchers', *SAGE Open Medicine*, 7 (2019), doi:10.1177/2050312118822927.

All audio recordings and field notes were transcribed and imported into NVivo software for coding¹¹. Analysis followed grounded-theory procedures: the researcher performed open coding on the transcripts, creating NVivo “nodes” to label emergent concepts. These codes were iteratively compared and aggregated into higher-level categories using the constant-comparison method. Coding continued until theoretical saturation was achieved, meaning additional data yielded no new thematic insights. NVivo’s tools (queries, models and memos) were used to organise codes and visualise relationships, and the software inherently provided an audit trail of all coding decisions. Together, these systematic analytic procedures including team-based review and reflexive memoing align with established trustworthiness criteria (credibility, dependability and confirmability), thereby supporting confidence in the study’s conclusions.

3. Results and Discussion

3.1. Emergent Patterns of Teachers' Communication Styles in Digital Classrooms

The study found that teachers working with Generation Z learners increasingly adopt dialogical, student-centred communication approaches. Rather than emphasizing top-down content delivery, teachers reframe their roles as facilitators who initiate two-way interaction, both synchronously and asynchronously¹². This shift aligns with the generational preference for participatory learning environments and communication that feels personal and immediate. As one teacher noted, "I try not to lecture too much it's more like guiding a conversation, even if it's through a screen."

Classroom observations revealed that many teachers employed interactive platforms such as Edmodo, Quizzes, and Zoom to support dynamic exchanges¹³. These tools allowed students to express opinions anonymously, lowering communication anxiety and increasing participation. A high school English teacher explained, "Sometimes the shyest students are the most expressive in the chat box. It's a different kind of voice they're comfortable using." This suggests that digital affordances can reshape power relations in the classroom, allowing for more egalitarian communication.

Another prominent pattern was visual-verbal integration, where teachers combined speech with images, videos, memes, and emojis to enhance clarity and relatability. Generation Z students, highly visual learners, responded more positively to multimodal content than purely verbal instruction. A student remarked, "When a teacher uses memes or short clips, it makes the lesson feel less like a task and more like a conversation." This underscores the importance of cultural resonance and media fluency in constructing effective digital communication.

Teachers also displayed a heightened sensitivity to emotional tone and feedback cues. In video conferencing, they frequently monitored nonverbal signs such as facial expressions, emoji reactions, or sudden silences. One science teacher shared, "When I see black screens or no response, I check in with students one-on-one. Sometimes silence means confusion, sometimes

¹¹ F. C. Zamawe, 'The Implication of Using NVivo Software in Qualitative Data Analysis: Evidence-Based Reflections', *Malawi Medical Journal*, 27.1 (2015), doi:10.4314/mmj.v27i1.4.

¹² Fiona D.H. Tan and others, 'Students' Perception of Teachers' Two-Way Feedback Interactions That Impact Learning', *Social Psychology of Education*, 22.1 (2019), doi:10.1007/s11218-018-9473-7.

¹³ Irmawaty Natsir and others, 'Implementation Online Lectures in Covid-19 Pandemic: A Student Perception', in *ACM International Conference Proceeding Series*, 2020, doi:10.1145/3452144.3452203.

disinterest, I have to read between the lines." This interpretive effort illustrates the shift toward emotional presence as an essential component of digital pedagogy¹⁴.

Responsive communication was another recurring theme, especially in asynchronous formats like discussion boards or messaging apps. Teachers who answered questions promptly and acknowledged students' contributions built greater trust and engagement. A student shared, "I like that my teacher replies quickly, even outside class hours. It feels like she really wants us to succeed." Such responsiveness reflects the temporal expectations of Generation Z, who are accustomed to instant messaging cultures and rapid feedback loops.

Flexibility in language style also characterized the reconstructed communication approach. Teachers intentionally used conversational, even informal, language to reduce perceived hierarchy and promote psychological safety. "I don't mind using slang or emojis occasionally it's part of speaking their language," said a social studies teacher. This adaptation reveals the teacher's strategic use of relational cues to foster connection without undermining professional authority.

The findings indicate that effective teachers move fluidly between instructional and relational communication modes¹⁵. At times, they emphasize content clarity and structure; at other times, they prioritize empathy, humour, or encouragement. This fluidity demonstrates communicative agility, a key capability in managing diverse learner needs within hybrid or digital contexts. "There is a balance between being a mentor and being a friend," one teacher reflected. "And that balance keeps evolving."

Digital communication styles were also co-shaped by student responses. Teachers sometimes adjusted their tempo, modality, or phrasing based on real-time feedback. A student commented, "When I don't get something, I type a question and the teacher tries again, sometimes with a video or drawing." This dialogic pattern supports grounded theory's emphasis on the emergent and co-constructed nature of social meaning, particularly in digitally mediated spaces.

The study identified moments of miscommunication and repair. Teachers occasionally misinterpreted students' silence or emoji use, requiring clarification and renegotiation of meaning. One teacher recalled, "At first, I thought the thumbs-up emoji meant 'okay,' but it turned out some students used it sarcastically. So now I always double-check." These episodes reveal the evolving semiotics of digital communication and the need for shared norms in virtual learning spaces¹⁶.

The emergent styles reflected a hybridized model of communication blending pedagogical intent with digital social norms. Teachers who were most successful in engaging Generation Z students were not necessarily the most tech-savvy but were willing to adapt communicatively. This suggests that digital pedagogy is less about mastering tools and more about mastering relationships in a transformed communicative landscape. These findings lay the groundwork for theorizing teacher-student communication as a dynamic, generationally informed, and technologically embedded practice.

¹⁴ Janne Olavi Väättäjä and Heli Ruokamo, 'Conceptualizing Dimensions and a Model for Digital Pedagogy', *Journal of Pacific Rim Psychology*, 2021, doi:10.1177/1834490921995395.

¹⁵ Renata, Dessy Wardiah, and Muhammad Kristiawan, 'The Influence of Headmaster's Supervision and Achievement Motivation on Effective Teachers', *International Journal of Scientific and Technology Research*, 7.6 (2018).

¹⁶ Albin Wagener, 'Hypertextuality, Storytelling, and the Relativity of Truth: Digital Semiotics of Communication and Interaction', *Postdigital Science and Education*, 2.1 (2020), doi:10.1007/s42438-019-00066-7.

Table 1. Teachers' Communication with Generation Z

Theme	Participant Quote	Interpretation / Code
Dialogic Communication	"I try not to lecture too much—it's more like guiding a conversation, even if it's through a screen."	Student-centered dialogue
Interactive Tools	"Sometimes the shyest students are the most expressive in the chat box. It's a different kind of voice..."	Anonymous participation; safe digital expression
Multimodal Communication	"When a teacher uses memes or short clips, it makes the lesson feel less like a task and more like a conversation."	Visual-verbal integration; cultural resonance
Emotional Sensitivity	"When I see black screens or no response, I check in with students one-on-one... I have to read between the lines."	Monitoring emotional cues
Responsiveness	"I like that my teacher replies quickly, even outside class hours. It feels like she really wants us to succeed."	Prompt feedback; engagement
Informal Language Use	"I don't mind using slang or emojis occasionally—it's part of speaking their language."	Flexible tone; relational approach
Communicative Agility	"There's a balance between being a mentor and being a friend. And that balance keeps evolving."	Switching between relational/instructional modes
Student Feedback Adaptation	"When I don't get something, I type a question and the teacher tries again, sometimes with a video or drawing."	Responsive adaptation; co-construction
Miscommunication Awareness	"At first, I thought the thumbs-up emoji meant 'okay,' but it turned out some students used it sarcastically."	Emoji ambiguity; repair effort

3.2. Implications for Digital Pedagogy and Communicative Adaptation

The findings of this study hold significant implications for the field of digital pedagogy, particularly in terms of adapting communication strategies for teaching Generation Z. The evolving communication patterns observed in this study suggest that teachers must move beyond traditional pedagogical approaches and embrace more dynamic, flexible communication styles¹⁷. Teachers who effectively adapt their communication to accommodate their students' digital preferences and technological fluency foster a more engaging and productive learning environment. A high school teacher commented, "When I realized my students engage better with interactive posts than with static slides, I started building my lessons around those interactions."

The study highlights that digital pedagogy requires educators to cultivate technical and relational communication skills¹⁸. Successful teaching in digital environments is not simply about using digital tools but about understanding how these tools shape interaction and create new modes of expression. Teachers who integrate multimedia, maintain responsiveness, and adapt their tone, language, and pacing based on student needs demonstrate a high level of pedagogical adaptability. This relational and technical competence is key to effective digital teaching. One teacher noted, "The way I approach communication has changed; it is about being fluid with technology and how students react to it."

¹⁷ Vian Ahmed and Alex Opoku, 'Technology Supported Learning and Pedagogy in Times of Crisis: The Case of COVID-19 Pandemic', *Education and Information Technologies*, 27.1 (2022), doi:10.1007/s10639-021-10706-w.

¹⁸ Elaine C. Meyer and others, 'Difficult Conversations: Improving Communication Skills and Relational Abilities in Health Care', *Pediatric Critical Care Medicine*, 10.3 (2009), doi:10.1097/PCC.0b013e3181a3183a.

Another critical finding is the role of emotional intelligence in teaching Generation Z¹⁹. Digital learners are highly responsive to emotional cues from their peers and instructors. Teachers who can accurately read and respond to students' emotional states through digital emoji or verbal cues can build a stronger rapport, which in turn enhances the learning experience. This was exemplified by a student who stated, "When a teacher notices I am struggling and asks privately if I need help, it makes me feel like they care." The findings emphasise the necessity of emotional presence in digital teaching, which has traditionally been overlooked in favour of more cognitive-focused instructional strategies.

This study underscores the importance of creating inclusive, low-anxiety communication environments²⁰. Generation Z students often prefer informal, conversational exchanges over formal lectures. This preference for less rigid communication reflects their exposure to social media platforms where interaction is more fluid and immediate. Teachers who can provide a space for informal interaction, such as through chatrooms or social media-inspired platforms, help alleviate students' stress in traditional classroom settings. One teacher observed, "Students are more willing to open up in a forum rather than face-to-face. The pressure is off them."

These changes in communication style also reflect a shift in power dynamics within the classroom. Traditionally, teachers maintained an authoritative role as knowledge holders. In the digital classroom, however, the teacher's role as a facilitator of knowledge co-construction becomes paramount. The use of interactive tools and the encouragement of peer-to-peer collaboration illustrate this shift, where students receive information and contribute to its creation and dissemination. "Now, I ask my students to teach parts of the lesson to each other through the platform, which empowers them," explained one teacher. This participatory approach democratises the classroom and aligns with digital pedagogy's emphasis on student-centred learning.

The findings also suggest that digital pedagogical frameworks must be responsive to technological affordances. While platforms like Zoom or Google Classroom provide robust interaction features, their effectiveness depends on how teachers harness these tools to align with their students' preferences and needs. Some teachers noted that specific tools like group chats may enhance communication but require careful management to avoid distractions. One educator reflected, "Sometimes, the chat is flooded with off-topic comments, so I need to set clear guidelines while also letting students express themselves freely."

Digital literacy is a key component of effective communication in the digital classroom²¹. Teachers must possess the technical skills to navigate digital tools and understand how to cultivate these skills in their students. In this context, media literacy becomes critical for both teachers and students. For example, teachers who used video-based teaching materials engaged students better and helped them develop media literacy skills that are increasingly important in the digital age. A teacher remarked, "I do not just show videos; I ask students to analyse them, compare, and create their content."

¹⁹ Junjun Chen and Wei Guo, 'Emotional Intelligence Can Make a Difference: The Impact of Principals' Emotional Intelligence on Teaching Strategy Mediated by Instructional Leadership', *Educational Management Administration and Leadership*, 48.1 (2020), doi:10.1177/1741143218781066.

²⁰ Simple Arora, Priya Chaudhary, and Reetesh Kr Singh, 'Impact of Coronavirus and Online Exam Anxiety on Self-Efficacy: The Moderating Role of Coping Strategy', *Interactive Technology and Smart Education*, 18.3 (2021), doi:10.1108/ITSE-08-2020-0158.

²¹ Pritika Reddy, Bibhya Sharma, and Kaylash Chaudhary, 'Digital Literacy: A Review of Literature', *International Journal of Technoethics*, 2020, doi:10.4018/IJT.20200701.0a1.

Teachers in this study reported incorporating peer assessments and digital feedback mechanisms to enhance engagement and feedback quality²². Teachers lighten their workload by allowing students to evaluate each other's contributions and promote critical thinking and self-reflection. This approach encourages a more holistic evaluation process beyond traditional testing, aligning with modern educational philosophies that emphasize formative assessments over summative ones.

These findings have profound implications for teacher professional development²³. Educators must be provided with ongoing training on digital tools and communication strategies to navigate the complexities of teaching Generation Z. One teacher expressed, "We need more workshops on how to communicate effectively in a digital classroom, not just on using the tools." Teacher preparation programs must include digital pedagogy as a core component, emphasizing the integration of technological fluency with effective communication practices²⁴.

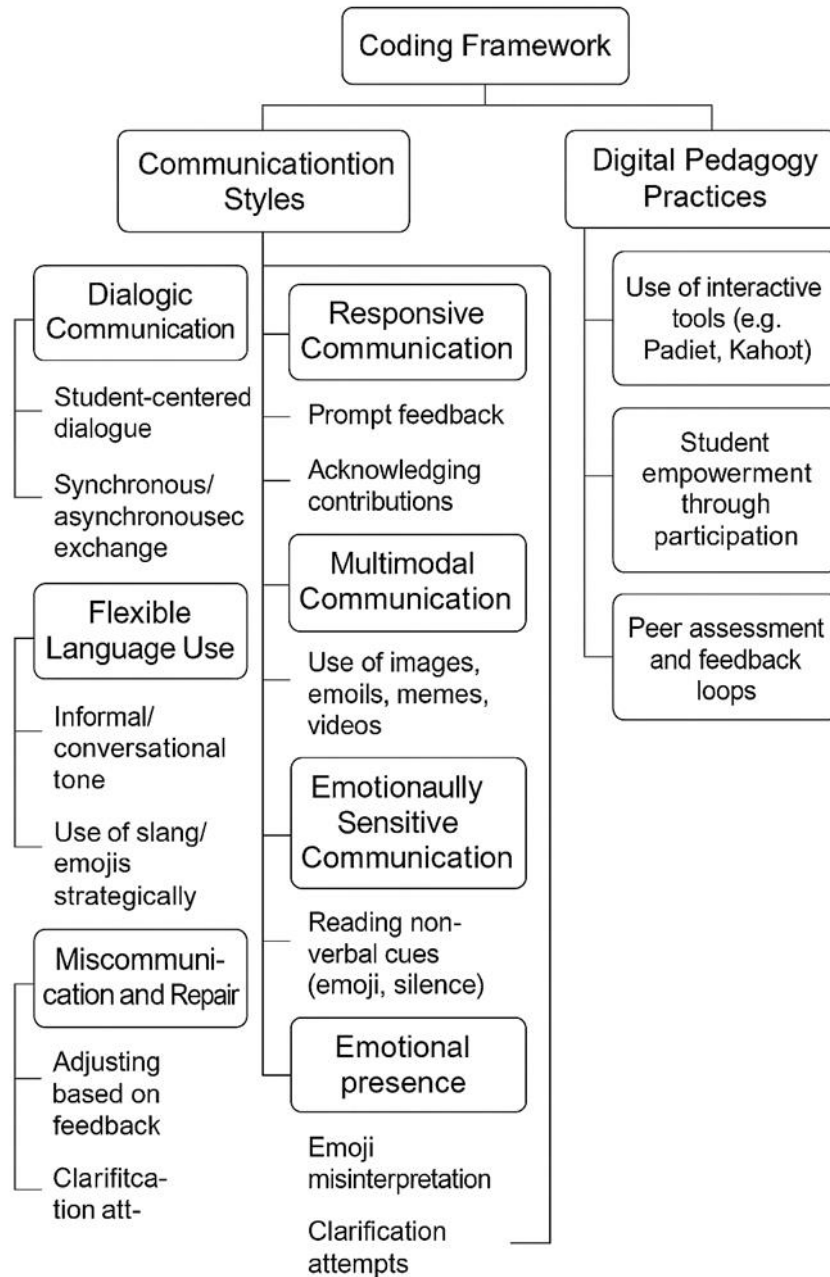
The study's findings point to a need for continued research into the intersection of communication styles and digital pedagogy. Although this study sheds light on the evolving dynamics of teacher-student interaction in digital environments, future research should examine the long-term effects of these practices on student learning outcomes. Further investigation into how different communication strategies influence various subjects and grade levels will also provide deeper insights into the nuances of digital pedagogy²⁵.

²² Chih Ming Chen, Liang Chun Chen, and Wei Jiun Horng, 'A Collaborative Reading Annotation System with Formative Assessment and Feedback Mechanisms to Promote Digital Reading Performance', *Interactive Learning Environments*, 29.5 (2021), doi:10.1080/10494820.2019.1636091.

²³ Beatrice Avalos, 'Teacher Professional Development in Teaching and Teacher Education over Ten Years', *Teaching and Teacher Education*, 2011, doi:10.1016/j.tate.2010.08.007.

²⁴ Hélia Jacinto and Susana Carreira, 'Digital Tools and Paper-and-Pencil in Solving-and-Expressing: How Technology Expands a Student's Conceptual Model of a Covariation Problem', *Journal on Mathematics Education*, 12.1 (2021), doi:10.22342/JME.12.1.12940.113-132.

²⁵ Nickola C. Overall and others, 'Regulating Partners in Intimate Relationships: The Costs and Benefits of Different Communication Strategies', *Journal of Personality and Social Psychology*, 96.3 (2009), doi:10.1037/a0012961.

Figure 1. Teachers' Communication Styles and Digital Pedagogy Framework.

4. Conclusion

This study demonstrates that reconstructing teachers' communication styles is a critical response to Generation Z's evolving learning characteristics and communicative preferences. Traditionally, one-way, teacher-centred communication has proven ineffective in meeting the needs of a digitally native generation that values participation, authenticity, and visual interaction. In the context of digital pedagogy, effective teachers adapt their communicative practices to be more dialogical, multimodal, and emotionally responsive. This transformation extends beyond

technology; it requires a fundamental shift toward more inclusive and relational communicative attitudes.

The findings underscore that adaptive communication competence has become a core dimension of 21st-century teacher professionalism. Teachers who interpret digital non-verbal cues, respond promptly, and use friendly, relatable language tend to foster more open and supportive learning environments. Furthermore, visual media, two-way interactions, and collaborative approaches significantly enhance student engagement. These patterns indicate that successful educational communication in digital settings depends more on interpersonal sensitivity and relational flexibility than technological mastery alone.

These insights carry important implications for educational policy and teacher professional development. Teacher training curricula must explicitly incorporate digital communication literacy and emotional intelligence as essential competencies. Education can shift toward a more humanistic and generationally relevant approach by understanding communication as a primary pedagogical practice, not merely a channel for content delivery. Amid accelerating digital transformation, teachers' ability to build meaningful communicative relationships with students is a foundational pillar of effective learning in the digital age.

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