

BUILDING ADAPTIVE AND MULTIMODAL COMMUNICATIVE COMPETENCE IN FUTURE TEACHERS OF FOREIGN LANGUAGES

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Abstract: *This study examines the growing teacher shortage, highlighting the Republic of Moldova and the role of communication competence in making the teaching profession more attractive and effective. Findings from a survey with 12th-grade students revealed that, beyond low salary and heavy workload, challenging communication with pupils and their parents strongly discourages young people from pursuing teaching careers. At the same time, students emphasized the need for a change in the way teachers communicate. It was found that adaptive, multimodal communication skills that integrate dialogue, cultural responsiveness, feedback literacy, and digital/AI skills could be efficient for future teachers. Built on problem-based and value-oriented pedagogical strategies, the study proposes a multi-stage training strategy for future teachers, aimed at strengthening dialogic, intercultural, feedback-rich, and digitally enhanced communication. The results highlight the link between improved teacher communication, student engagement, and teacher well-being, suggesting that communication training in teacher education can stimulate both career attractiveness and professional resilience.*

Keywords: *teachers' education; communicative competence; dialogic communication; intercultural competence; problem-based learning; value-oriented strategies; digital literacy.*

Introduction

All across the world, educational systems are experiencing a growing teacher shortage, and the Republic of Moldova is no exception. This challenge is present in the field of foreign language education, too. Teachers are expected not only to improve linguistic and cultural knowledge but also to have advanced communication skills that respond to fast-changing educational needs.

In the 21st century, the success of education no longer depends only on the transfer of knowledge. It relies increasingly on effective communication (effective, purposeful, and inclusive communication) between teachers, students, and parents. For future teachers, communication is not simply an interpersonal skill; it is a pedagogical tool that directly influences students' engagement, motivation, and achievement of curriculum outcomes.

The need for stronger communication competences has intensified due to several global shifts: an increasing emphasis on learner autonomy, the integration of artificial intelligence into educational processes, and the need to

develop students' soft skills and transferable learning competences. At the same time, teachers must adapt to *diverse, multilingual, and multicultural classrooms*, design *constructive dialogue* with parents and communities, and maintain their own professional well-being in contexts of continuous educational changes.

In this context, future foreign language teachers face the *dual challenge* of mastering their subject linguistic and didactic competences while developing high-level communication strategies that empower learners, foster collaboration, and ensure curriculum outcomes in an era of digitalization, diversity, and change.

Problem Statement

Research shows that teachers are very crucial for quality education, but the profession has lost much of its appeal in recent years. Many of the European studies confirm the fact that fewer young people choose to become teachers, and the system is losing experienced staff, which has led to shortages across Europe (Eurydice, 2021). This trend has become especially alarming over the last 10–15 years. Understanding why so many high school graduates choose not to become teachers is therefore important. As mentioned, teachers play a central role in shaping future generations, yet education systems worldwide, including Moldova, are facing a serious shortage of teachers. In 2023, the dropout rate among young teachers during the first three years of work was 35%, out of which 34% left in the first year, 14% in the second year, and 52% upon completing a three-year term. At the same time, education has been declared a national priority in Moldova's National Development Strategy “European Moldova 2030”. In response, the government has adopted more legislative measures to facilitate the positive changes in our education system. Young teachers who work at least five years in public schools get considerable financial support, while additional funding has been allocated for teacher development and training, both serving as incentives and retention strategies. More than this, more projects, including the *Education Quality Improvement Project (P179363)*, have been launched to make the teaching profession more attractive.

Researchers note that teacher shortages may vary in type and cause. They can be long-term or short-term, and they can affect the whole system or specific subjects, age groups, regions, or types of schools. Each type of shortage may require different solutions, so it is essential to clarify which specific problems policies are designed to address (Gorard, Ledger, See, and Morris, 2024).

In this study, the focus is less on classifying shortages and more on exploring the changes that can make teaching foreign languages more attractive, especially how to equip future teachers with specific

communicative skills that make them overcome real career challenges, and how communication can support teachers' well-being and retention.

At the same time, the nature of teaching is changing. Future teachers of foreign languages can no longer depend on traditional, one-way communication. They must learn to use new ways of interacting (*dialogical, inclusive, and multimodal approaches*) that support both students' learning progress and their social and emotional well-being, while also protecting their own professional satisfaction and resilience.

Effective teacher communication today needs to be responsive to learner agency, include digital and AI-mediated tools, and focus on soft skills and lifelong learning competences.

The dual challenge, therefore, is:

-Redesigning teacher communication practices to build inclusive, supportive, and dialogical relationships with students and parents;

-Identifying and addressing the reasons why young people are reluctant to join the teaching profession, particularly in the case of foreign language teachers, who are in especially short supply.

Without addressing both of these, the transformation of teacher communication and the lack of new entrants in the education system risk losing their ability to achieve curriculum outcomes and to provide students with the academic and emotional support they need to succeed in the 21st century.

Research Questions

The research questions that have guided and inspired us in this study are:

How do future teachers need to change the way they communicate with students and parents to promote academic growth and emotional well-being? What are the strategies that can facilitate the development of new ways of interacting (dialogical, inclusive, and multimodal approaches) in future teachers' communication? How can improved communication practices contribute not only to students' development but also to teachers' professional satisfaction?

The hypothesis of the study assumes that future teachers who adopt dialogical, inclusive, and learner-centered communication will be more effective in supporting both students' academic achievement and emotional well-being. *The development of adaptive multimodal communicative competence in future teachers can be successfully developed through problem-based and value-oriented pedagogical strategies.* As a result, teachers' well-being and job satisfaction are improved when they use modern, adaptive communication practices.

Literature review

Teacher shortages are reported in many countries, with researchers seeking to identify the underlying factors and propose policies that might address issues of teacher well-being, job satisfaction, and reforms in teacher education strategies. As Toropova, Myrberg, and Johansson (2021) emphasize, these shortages are tied not only to structural and policy-related challenges but also to the attraction of the teaching profession itself.

Similarly, Gorard, Ledger, See, and Morris (2024); Marín Blanco and Bostedt (2023), and Pauwels (2022) identify key predictors of international teacher shortages and underline the urgent need for system-wide solutions to ensure teacher recruitment and retention.

One of the most important professional skills for future teachers—particularly in the field of foreign language education, is *communicative competence*. Foundational models such as Canale and Swain's (1980) Communicative Competence Framework and Byram's (1997) Intercultural Communicative Competence (ICC) Model conceptualize it as a multidimensional construct integrating linguistic, sociolinguistic, discourse, and intercultural components. Multicultural knowledge's impact on communicative competence is outlined by Young (2011), and its multimodality is discussed by Coccetta (2018). Based on the above studies ***multimodal approach of communicative competence*** focuses on *real-life communication, learner interaction, meaning over form, and intercultural competence*. Based on 21st-century education demands, it becomes multimodal, involving verbal, visual, aural, gestural/kinesthetic, and digital aspects (AI chatbots, online simulations, virtual reality, multimedia platforms). In teaching, this means learners get information through various channels, which aligns well with the communicative approach because communication is naturally multimodal.

In the Moldovan context, scholars such as A. Solcan, N. Silistraru, A. Afanas, and S. Burea highlight communicative competence as central to delivering and interpreting coherent messages in educational interactions. Solcan (2007) further argues that efficiency in communication arises when teachers can switch effortlessly from everyday, problematized discourse to didactic discourse, thereby equipping students with cognitive tools for meaningful, constructive learning. This being said, the development of this competence is considered an important component of teacher preparation, as it reinforces effective interaction in classrooms and with parents. Future teachers must therefore cultivate *adaptive communicative competence*, which includes the ability to engage in culturally responsive communication with students, colleagues, and parents. Such communication practices reduce conflict, foster trust, and enhance the respect and social recognition of the teacher's role.

Foreign language teachers are often positioned as *mediators of meaning across languages and cultures*. The *Common European Framework of Reference for Languages, Companion Volume* (CEFR-CV 2020) has expanded this role by adding descriptors for mediation and online interaction, both of which directly reflect the adaptive, relational, and soft-skill-rich forms of communication that are central to teacher effectiveness.

Theoretical contributions such as Burdujan's (2010) model of developing intercultural competence through literature, Șoitu's (1996), and Slama-Cazacu's guidelines for efficient communication (2000) provide the conceptual foundation for these developments. Together, they emphasize that language teachers must integrate linguistic proficiency, with intercultural awareness and the ability to mediate between diverse perspectives.

Recent conceptual and empirical work has demonstrated that adaptive communicative competence, defined as dialogic, culturally responsive, feedback-rich, and digitally or AI-literate, has a measurable impact on both students' academic performance and teachers' own emotional well-being. For example, Solcan (2007), Kachak and Blyznyuk (2023) found that future teachers improved their ability to interact effectively with students, parents, and colleagues after structured training interactive *dialogues* (e.g., simulated teacher-student or teacher-parent conversations focusing on conflict resolution and cooperation), *role-play scenarios* (e.g., students practicing different real life scenarios like classroom management situations in a safe environment), and *academic rhetoric exercises* (e.g., preparing and delivering short persuasive speeches or debates on educational topics). Their findings highlight that *dialogic and interactive communication* are essential descriptors of communicative competence for future educators.

Another key dimension of communicative competence is *culturally responsive and plurilingual communication*. The CEFR-CV (2020) and FL Curriculum from Moldova explicitly frames mediation as a core communicative means, describing it as the process of making meaning and facilitating communication across linguistic and cultural borders, often through collaborative dialogue. This perspective reinforces the view of teachers as *facilitators of understanding* who help learners navigate diversity in multilingual and multicultural classrooms. Researchers such as Nurhaliza and Fauzi (2024) further demonstrate that when teachers adopt culturally responsive practices, they not only address bias and inequity but also develop asset-based mindsets that promote inclusive multicultural learning environments. Moreover, inclusive pedagogies such as *Universal Design for Learning (UDL)* and *Social-Emotional Learning (SEL)* connect communication practices to *equity, empathy, and learner agency*, highlighting the role of teachers in shaping both academic and emotional well-being, notes Aslan (2021).

A third dimension is *feedback-rich communication*, which emphasizes dialogic and reflective practices. Boud and Dawson (2023) conceptualize teacher *feedback literacy* as the ability to design and sustain feedback processes that go beyond unidirectional error correction. Instead, effective teachers cultivate two-way communication loops, guiding students to interpret, apply, and reflect on feedback as part of their learning process. This approach situates feedback as a *continuous dialogue* that strengthens student agency and engagement.

The rapid digitalization of education has also made *digital communicative competence* an essential aspect of teacher preparation. Paksuniemi (2021) shows that digital platforms such as Microsoft Teams can enhance supervision and reflection for future teachers, fostering dialogic and collaborative learning experiences online. At the same time, the rise of artificial intelligence in education has added new layers to communicative competence. UNESCO's *AI Competency Framework for Teachers* (2022/2024) stresses the need for educators to acquire the knowledge, skills, and values necessary to guide AI integration in classrooms. These include not only technical proficiency but also the ability to maintain *ethical, human-centered communication* in AI-mediated learning environments.

Taken together, these studies point out that the period 2020–2024 has been marked by a strong push toward *rethinking communicative competence* in teacher education. For future teachers, communicative competence is no longer limited to linguistic proficiency or basic classroom interaction. It now includes dialogic and culturally responsive practices, feedback-rich communication, and digital/AI literacies, all aligned with the CEFR's vision of teachers as mediators in diverse and technologically enhanced learning contexts.

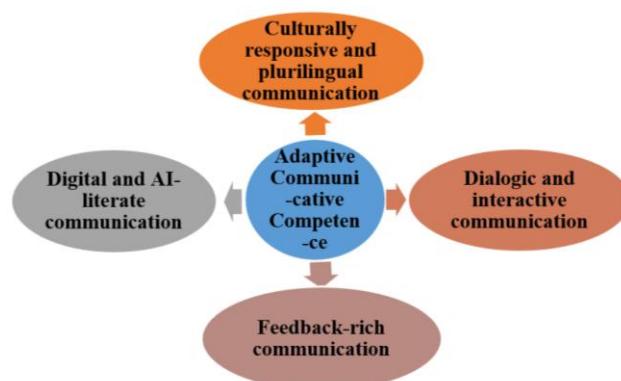


Figure 1: Interrelated Descriptors of Adaptive Multimodal Communicative Competence of Future Teachers

Methodology

As part of the quantitative phase of the study, a **short survey was administered to grade-12 students**. The main purpose of this survey was to explore the reasons why young people are reluctant to choose teaching as a career, with a particular focus on the role of communication between teachers, students, and parents.

The instrument consisted of **five core sections**, designed to find out both the general level of interest in becoming a teacher and the main worries identified by students. The questions were structured as follows:

Career Intention: a Likert-scale item measuring students' level of interest in becoming a teacher.

Perceived Limits: a list of potential discouraging factors (salary, workload, low status, communication with students, communication with parents, digital/AI demands, lack of support) rated on a 5-point scale.

Perceptions of School Communication Climate: a single item asking students to evaluate whether teachers' current communication with students and parents makes teaching seem like an attractive career.

Motivational Changes: a multiple-choice question asking students to identify the two main changes that could make teaching more appealing (e.g., better salary, training in adaptive communication, smaller classes, mentoring, AI/digital support, improved status).

The fifth section focused on the 21st-century teacher communication competence. The section is designed to identify the specific communication qualities and skills that students believe are essential for teachers to be successful in a modern education setting. The question offers a list of key communicative competencies-such as *active listening, empathy, clarity of expression, cultural awareness, conflict resolution, digital and AI literacy, and the ability to inspire and motivate learners*-reflecting the multidimensional nature of modern teaching.

Students are asked to select up to three skills or add their own suggestions, enabling researchers to capture both priority areas and emerging perspectives on the communication practices that can enhance teaching effectiveness, inclusivity, and professional respect.

The survey was intentionally short to encourage full participation and to avoid survey fatigue, requiring approximately **20 minutes** to complete. It was piloted beforehand to ensure clarity and reliability.

A total of **32 grade-12 students from Lyceum “Mihai Marinciuc” Chișinău and Lyceum “Mihai Eminescu”, Strășeni**, participated in this phase of the study. These students represented a mix of urban and rural schools. The diverse sample provided an initial insight into the perceptions of high school students in Moldova regarding teaching as a profession.

The **aim of the survey** was twofold:

- to identify the most common reasons why students hesitate to consider teaching as a career, and
- to understand how **communication practices** (teacher-student and teacher-parent) influence these perceptions and what the key communicative competence descriptors of future teachers of foreign languages are.

The data collected served as a foundation for the subsequent qualitative phase, where a smaller group of students and pre-service teachers were interviewed in greater depth to better understand the survey findings and link them with the concept of **adaptive multimodal communicative competence**.

Survey Results. The short survey answers given by students revealed several important insights into why young people are reluctant to choose teaching as a career. As expected, low salary and heavy workload were among the most frequently mentioned deterrents. However, what stood out strongly in the findings was the role of communication. Many students indicated that difficult communication with pupils (for example, lack of motivation, frequent conflicts, or challenges in maintaining classroom dialogue) and challenging communication with parents (complaints, low trust, or pressure on teachers) were major reasons for their reluctance. In fact, communication was seen not only as a practical difficulty but also as a factor that could **lower teachers' professional satisfaction** and make the job less appealing compared to other careers.

At the same time, when asked what might increase their interest in teaching, several students selected the option of *training in adaptive communication skills* (dialogue, conflict resolution, and partnership with families). This shows that while communication is perceived as a challenge, it is also an area where *better preparation and support could change perceptions* of teaching in a positive direction.

Warning Factor	% of students rating it as “high deterrent” (4–5 on scale)	Rank
Low salary/limited career growth	81%	1
Heavy workload/stress	75%	2
Communication with parents	66%	3
Communication with pupils/students	62%	4
Low social respect/status of teachers	56%	5
Lack of digital/AI readiness	41%	6
Lack of mentoring/support	38%	7

Analyzing the obtained data, we see that *Financial and workload barriers* remain the strongest deterrents. A significant number of students

(81%) cite low salary and limited career advancement opportunities as major reasons for hesitating to enter teaching. Similarly, 75% point to the heavy workload and high stress levels as significant obstacles. These economic and professional challenges clearly play a crucial role in students' career decisions. Interestingly, *Communication-related challenges* rank surprisingly high in deterring potential teachers. About 66% of students highlighted difficulties in communicating with parents, and 62% noted challenges in interacting with students. These percentages even exceed concerns about low social respect (56%). This data suggests that teaching is more than just instructional work. It involves complex emotional and interpersonal skills, including managing conflicts, negotiating relationships, and building partnerships with families.

The study also revealed that students are seeking training in adaptive communication skills, such as effective dialogue, conflict resolution, and family engagement. Regarding changing educational demands, students noted emerging challenges like technological unpreparedness (41%) and lack of mentoring support (38%).

These findings suggest that teacher education programs must modernize, focusing on developing technological skills and creating structured mentoring systems to support new educators entering the profession.

By integrating advanced communication skills-including digital literacy, intercultural understanding, constructive feedback techniques, and interpersonal dialogue-educational institutions can address practical challenges and help shape a more positive professional identity for teachers.

In short, the survey confirmed that while financial and workload concerns remain strong deterrents, *communication with students and parents is a central factor shaping young people's attitudes toward the teaching profession.*

The results of the **fifth stage question** of the survey clearly highlight the shift toward a modern view of teachers' communicative competence. The top skills selected by students were:

The most frequently selected skills-cultural awareness (16 mentions), active listening and empathy (15 mentions), two-way feedback (13 mentions), motivating communication (11 mentions), and digital and AI communication skills (10 mentions), indicate that modern teachers are expected to combine emotional intelligence, intercultural sensitivity, and technological literacy with interactive and student-centered communication strategies.

These findings suggest that students envision 21st-century teachers as not only knowledgeable but also empathetic, culturally aware, interactive, and digitally competent professionals who can maintain dialogue and foster meaningful relationships in diverse classrooms.

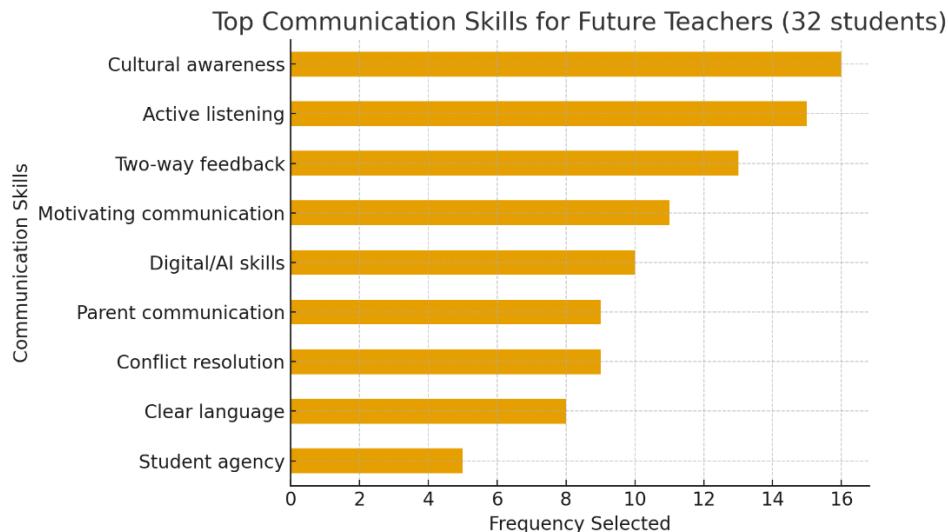


Figure 2: Main Communication Skills for Future Teachers

Taken together, these findings underscore the need for teacher education reforms that integrate adaptive, multimodal, and culturally responsive communication training into pre-service and in-service programs. By addressing both structural barriers (e.g., salary, workload) and professional competencies (e.g., dialogue, inclusivity, digital skills), educational policymakers and institutions can enhance not only the attractiveness of the teaching profession but also its effectiveness in meeting the needs of diverse, digital, and emotionally complex 21st-century classrooms.

Strategies for Developing Adaptive, Multimodal Communicative Competence in Future Teachers

The study findings highlighted that communication with pupils and parents is one of the key factors discouraging young people from choosing teaching as a career. At the same time, high schools recognized that improved preparation in communication could make teaching more effective and attractive.

As a result, in the future preparation of future teachers, specific strategies will be designed and implemented in line with the descriptors of adaptive communicative competence:

- Dialogic and interactive communication based on problem-solving and value-oriented
- Culturally responsive and plurilingual communication
- Feedback-rich communication and reflective practice
- Digital and AI-literate communication based on an ethical approach

These strategies will serve as practical recommendations to teacher education programs, ensuring that pre-service teachers are better prepared to manage dialogue with pupils, build constructive relationships with parents, provide motivating feedback, and integrate digital/AI tools responsibly. In this way, the study not only identifies the reasons for students' reluctance to pursue teaching but also offers a pathway for strengthening teacher education and improving both student outcomes and teacher well-being.

Guided by the research hypothesis that future teachers adopting dialogic, inclusive, and learner-centered communication will foster better student engagement, well-being, and professional satisfaction, the methodology builds on A. Solcan's principles of *Problem-Based Learning*, *Gradual Competence Development*, and *Cognitive-Affective Integration*. In line with these principles, the methodology proposes a *multi-stage, problem-based, and value-oriented training designed to cultivate adaptive, multimodal communicative competence in future teachers*:

1. *Problem-Based Dialogic Communication*. Future teachers will participate in simulated *problematic situations* involving conflicts, low motivation, or parent-teacher misunderstandings. Through structured debates, case studies, and role-playing, they will practice *interactive, solution-oriented dialogue* that encourages negotiation, empathy, and cooperation.

2. *Culturally Responsive and Plurilingual Communication*. Building on CEFR descriptors for mediation and intercultural competence, future teachers will learn to *navigate diverse linguistic and cultural contexts*, ensuring inclusivity, respect for diversity, and the ability to mediate meaning across languages and cultures (using inclusive language and behavior).

3. *Feedback-Rich Communication and Reflective Practice*. Inspired by Boud and Dawson's (2023) *feedback literacy* framework, training will *integrate two-way feedback circles* where teachers and students co-construct understanding, enhancing *critical thinking, metacognition, and learner agency*.

4. *Digital and AI-Literate Communication with Ethical Orientation*. Recognizing the rise of *AI and digital tools in education*, future teachers will engage in *AI-mediated communication tasks*, online collaborative projects, and digital conflict-resolution simulations, guided by *ethical principles and human-centered pedagogy*.

5. *Gradual Competence Development and Cognitive-Affective Balance*. The methodology adopts a *progressive model*, starting with basic communication exercises, advancing to *interactive problem-solving tasks*, and culminating in *open, reflective, and emotionally intelligent dialogue practices* that balance *rational analysis with empathy and care*. These pedagogical strategies may be embedded in *teacher education programs as practical, evidence-based modules*, ensuring that students acquire *the full spectrum of*

communicative competences-dialogic, intercultural, feedback-rich, and digitally enhanced-needed for 21st-century classrooms.

Let us analyze some factors influencing communicative competence development. According to Solcan (2008), communicative competence does not emerge in isolation but is shaped by a complex interaction of *psychological, linguistic, intercultural, and situational factors*. From a psychological perspective, motivation, self-confidence, and attitudes form the inner foundation of a teacher's ability to communicate effectively. Teachers with strong intrinsic motivation approach interactions with energy and openness, while those with higher self-confidence demonstrate greater clarity, assertiveness, and empathy in challenging classroom dialogues. Conversely, negative attitudes or low emotional resilience can hinder meaningful communication, leading to misunderstandings, conflicts, or disengagement on the part of students and parents.

Linguistic factors further complicate this picture. Interference between languages, particularly in multilingual classrooms, requires teachers to possess not only linguistic proficiency but also strategies for mediation and code-switching that respect students' diverse linguistic repertoires. Moreover, cognitive load—the mental effort required to process complex content while simultaneously managing classroom dynamics—often influences communicative clarity and emotional tone. Teachers facing high workload stress may struggle to maintain fluency, patience, and constructive dialogue with students and parents.

In today's educational landscape, intercultural and emotional dimensions are equally crucial. Classrooms are increasingly diverse, requiring teachers to interpret verbal and nonverbal cues across cultural contexts and respond with cultural sensitivity and emotional intelligence. At the same time, the pressures of assessment demands, parental expectations, and institutional accountability create emotional strain that can affect the teacher's ability to sustain open, empathetic communication. Addressing these challenges calls for teacher education programs that integrate psychological preparation, linguistic adaptability, intercultural competence, and stress-management strategies into communicative competence training.

To translate these insights into practical teacher education outcomes, are proposes specific descriptors and evaluation criteria for communicative competence in problem-based learning contexts. These criteria provide a multidimensional framework that can be adapted to 21st-century teaching requirements:

Understanding and framing the problem:

Teachers must demonstrate the ability to listen actively, identify key issues, and reframe problems in ways that invite dialogue rather than conflict. This involves clarity of perception, empathetic interpretation of students' or

parents' concerns, and the skill to transform tense situations into opportunities for collaborative problem-solving.

Pertinence and clarity of arguments:

Effective communication requires structured, evidence-based, and audience-appropriate arguments. Future teachers need to express ideas concisely yet comprehensively, aligning language use with learners' cognitive levels, cultural backgrounds, and emotional needs.

Appropriate linguistic and cultural mediation:

In multilingual, multicultural settings, teachers act as mediators of meaning between diverse perspectives. This descriptor highlights the ability to translate complex ideas into accessible language, bridge cultural differences, and maintain respect for all interlocutors, thereby fostering inclusive learning environments.

Ability to sustain interaction and cooperation:

Communication in education extends beyond information delivery; it involves maintaining dialogue, encouraging participation, and building trust. Teachers must be able to facilitate two-way exchanges, guide group discussions, and nurture collaborative relationships with both students and parents.

When adapted to the realities of modern classrooms-marked by digitalization, cultural diversity, and emotional complexity-these descriptors can inform a new generation of teacher education standards. They provide measurable indicators for designing training modules, assessing pre-service teachers' progress, and ensuring that graduates enter the profession equipped with the dialogic, intercultural, reflective, and technologically enhanced communication skills essential for 21st-century education.

By aligning problem-based learning with adaptive, multimodal approaches, the methodology provides a concrete pathway to strengthen teacher preparation, improve **student outcomes**, and enhance **teacher well-being and professional identity**.

Conclusion

This study addressed the pressing issue of the teacher shortage, which is being felt worldwide and is particularly visible in Moldova. Findings confirmed that while salary and workload remain strong deterrents, communication with pupils and parents emerged as a critical factor influencing young people's reluctance to consider teaching as a career.

Students reported that difficulties in maintaining dialogue, managing conflicts, and responding to parental expectations can lower teachers' satisfaction and make the profession appear less attractive.

At the same time, reflections with pre-service foreign language teachers revealed the importance of building adaptive communicative competence

during teacher education. This competence, described through four key dimensions-dialogic and interactive communication, culturally responsive and plurilingual communication, feedback-rich communication, and digital/AI-literate communication-was seen as central to supporting both student learning and teacher well-being.

The research therefore, concludes that addressing teacher shortages requires not only policy changes but also a renewed focus on preparing teachers with the communication skills needed in 21st-century classrooms. By implementing strategies based on the descriptors of adaptive multimodal communicative competence, teacher education programs can strengthen future teachers' ability to foster trust, manage dialogue effectively, and navigate digital and multicultural learning environments.

To conclude, improving communication practices has the potential to achieve two vital outcomes: enhancing students' academic growth and well-being, and raising the professional satisfaction and status of teachers. Together, these outcomes may help make the profession more appealing to the next generation, providing a sustainable response to the teacher shortage challenge.

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