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Investigating the Communicativeness of Teacher-learner Interaction by
Focusing on Teacher Talk in a Turkish University English Preparatory
Classroom Context in North Cyprus.

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This paper reports a study on the nature of the interaction between the learners
and the teachers with close reference to teacher talk in a Turkish University classroom
context in North Cyprus specifically at Middle East Technical University Northern
Cyprus Campus. It attempts to investigate the extent to which the interaction in the
classroom is genuine, and whether teachers initiate student interaction and
participation in the lessons by modifying their own talk. In fact, this is a well-
discussed and still an increasingly developed area of interest for many scholars but is
a relatively unsearched area for the Turkish Cypriot context. Consequently, the results
of this research are in all respects significant to understand the present situation and
promote future research. It is a small scale research conducted with two teachers and
their English classes.

The study employed both qualitative and quantitative data collection tools
including in-class observations, voice-recordings and questionnaires, the results of
which revealed both classes to be highly teacher-centred with very little interaction
and a high percentage of non-communicative features of teacher talk. These features
included an excessive number of display questions, frequent feedback on accuracy,
correcting language errors immediately after they occur, insufficient wait time for
learner response, and excessive teacher talking time. The results suggest that English language teachers (ELTs) in North Cyprus still value traditional teaching methods.

Based on these findings, some implications such as encouraging more learner participation by asking more referential questions to learners, giving feedback on the content, encouraging self-correction besides improving teacher wait time and the quality of teacher talk are suggested in order to have a more communicative teaching and learning environment in the ELT classrooms.