

A Comparative Study of Classroom Processes in Iranian High School and Private English Institute

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ABSTRACT

Task-based and form-based are of interest to many scholars in the field of teaching. Their verbal interaction process characteristics are either different or the same. The main purpose of this study was to illustrate these two sets of verbal interaction processes, in Iranian high schools and private English institutes, to find out similarities and differences between them in terms of the number of occurrences of (1) explicit and implicit error correction (2) referential and display questions (3) turn regulating by the teacher and students (4) teacher-turn and student-turn (5) teacher-talk and student-talk. Using a descriptive observational design, three elementary classes in high schools and three in private English institutes with different teachers were selected. Four sessions of each class were recorded. In total, twenty four sessions were recorded by an MP3 player. After collecting data, the verbal interaction between teachers and students were transcribed and identified to find out the occasions in which these verbal interaction process characteristics occurred. Findings revealed that high schools and institutes were similar in using these five interaction process characteristics, but there are differences in the degree of using these characteristics, i.e. the degree of using task-based verbal interaction process characteristics in Iranian private English institutes was higher than that of high schools. This study hopes to attract teacher trainers' attentions to train teachers on how to manage effective classroom processes.

KEY WORDS: Referential Question, Display Question, Turn Taking, Explicit Error Correction, Implicit Error Correction, Interaction.

1. INTRODUCTION

English has played an important role in the daily lives of Iranian people for many years because of its influence on education, careers and also economics. Focusing on the significance and value of English, it has been placed in the curriculum from guidance school to high school. After studying English language for years in Iranian schools, learners can not use English language in conversation, since as Valizadeh and Eslami-rasekhi (2004) stated, the culture of teaching is basically teacher-centered in Iran, and teachers' main focus is on teaching grammar and vocabulary. However, Talebinezhad and Aliakhbare (2002) believe that by rapid growth of private English institutes, the opportunities for English language learning have greatly improved. Pianta and Hamre (2008) pointed out that classroom processes are implicated as "significant moderators of treatment effects" in highly control experimental work (p. 8). As a result, for increasing the benefits of education, the focus of research should be on classroom processes that could account for such benefits. Central to classroom process is teacher-student interaction. Chaudron (1988) pointed out, "conversation and instructional exchanges between teachers and students provide the best opportunities for the learners to exercise target language skills" (p. 118).

2- THEORETICAL FRAMEWORK

Ellis, Basturkmen, and Leowen (2002) found out that there are two kinds of form-focused instruction. The first one is focus-on-formS and the second type is focus-on-form. Focus-on-formS involves the "pre-selection of specific features based on a linguistic syllabus and the intensive and systematic treatment of those features" (p. 420). According to Long (1991), focus-on-formS is nothing but the "traditional structural syllabus in which linguistic forms are isolated in order to be taught and tested one at a time (as cited in Farrokhi, Rahimpour & Papi, 2011, p. 151).

El-dali (2010) stated that in the 1970s, a new pedagogy of communicative language teaching (CLT) and a new theoretical view of second language acquisition (SLA) emphasized the importance of language development that takes

place while learners are engaged in meaning-focused activities. One type of CLT that has become especially widespread is focus-on-form instruction in which “the primary focus is on meaning and the attention to form arises out of meaning-centered activities via performance of a communicative task” (Ellis, Basturkmen & Leowen, 2002, p.420).

2.1. Shifting focus from FFI to TBI

In 1988, Long’s research revealed that the traditional pedagogy of teaching and testing isolated linguistic items, a procedure based on behaviorist psychology and structural linguistic, is outmoded and ineffective. Long (1988) suggested that “The emerging grammar systems of language learning were characterized by complex, gradual, and inter-related development paths, so teaching grammatical forms in isolation usually fails to develop the ability of learners to use forms communicatively unless they are “psycholinguistically” ready to acquire them anyway (as cited in Fotos 1998, p. 302). It is believed that the main purpose of language learning is communication. However, based on the criticisms of “immersion programme”, purely communicative syllabuses were inadequate because they neglect grammar instruction (Schmitt, Celce-Murica, 2002, p. 7). As a result, Long (1988) suggested focus-on-form in which the communicative language use would combine with instruction on grammar forms in context. This format, he suggested, was particularly characteristic of task-based language instruction (as cited in Fotos, 1998). As a result, a number of important research findings, changed the course of EFL language teaching pedagogy in the 20th century. Finch (2006) summarized them as follows:

1. Language learning, even in a classroom seems to develop instruction independency.
2. Teaching does not and can not determine the way that the learners’ language will develop (as Cited in Skehan, 1996).
3. Learners do not necessarily learn what teachers teach (as Cited in Allwright, 1984).
4. Learners do not first acquire language as a structural system and then learn how to use this system in communication, but rather actually discover the system itself in the process of learning how to communicate (as cited in Ellis, 2003, p. 14; Wills, 2004, p. 6 ; Finch, 2006, p. 4).

The implication of such findings caused revolution in the traditional teacher-centered classrooms which were based on PPP, “the linear paradigm” (Finch, 2006). In addition to these findings, psycholinguistic and socio-linguistic researches have shown that collaboration is more effective than competition as a means of promoting effective learning (Kohn, 1992). Also, learners learn more in groups than individually (Vygotsky, 1989, p. 61). These and other related findings gave rise, in the latter half of the 20th century, to Task-Based Instruction (TBI), ‘a learner-centered approaches’, in which (in its strong form) students discover the target language through task-based and group investigation. According to this perspective, language learning is a process that requires opportunities for learners to participate in communication, where making meaning is mainly under focus (Finch, 2006).

Concerning advantages of TBI, Ellis (2003) and Frost (2005) stated that: First, it is premised on the theoretical view that instruction needs to be compatible with the cognitive processes involved in second language acquisition. Second, the importance of learners’ engagement is emphasized. Third, a task serves as a suitable unit to specify learners’ needs and can be used to design the specific purpose of courses. Moreover, Ruso (2007) emphasizes interaction on an individual level and also within group work, as a one of advantages of TBI. Elsewhere, Finch (2006) concluded that linguistic improvement can most effectively be achieved by attending to personal, and social development, and that task-based instruction (TBI) is extremely effective in this context, and meaningful learning could occur, and could be perceived (by the students) to occur, even in this restrictive classroom environment by performing the interactive format of the task-based supplementary activities, by which students can become involved in the learning process, and benefited from an improved awareness of what they were learning and why they were learning it.

2.2. Interaction

Central to classroom teaching is teacher-student interaction. As Chaudron (1988) pointed out, “conversation and instructional exchanges between teachers and students provide the best opportunities for the learners to exercise target language skills” (p. 118). Teacher talk, giving feedback on students’ performance and directing questions to the students, form the basics of classroom discourse and interaction in the classroom. In addition, Sanchez (2004) proposed that “(1) interaction, (2) the negotiation of meaning, (3) the building of a personal learning path and (4) the importance of meaning versus linguistic form are the skeleton of TBI” (p. 12). The concept of interaction as skeleton of TBI, has gained increased recognition over the past decades. TBI has a strong basis in applied linguistic theory

and empirical research, and its primary roots are in cognitive approaches in SLA, especially in the Interaction Hypothesis (Long, 1983).

According to Interaction Hypothesis, a crucial factor for language development is interaction between learners and other speakers (Long, 1997). Particularly, the negotiation of meaning that can occur more or less predictably in certain interactions is important, for example, according to the kinds of tasks in which speakers are engaged and the prevailing task conditions. Interaction Hypothesis provides the theoretical basis for focus-on-form as an important aspect of language learning (Nunan, 2004, p. 9). A pioneer in this area is Long (1983), who stated in his Interaction Hypothesis that opportunities to attend to form during negotiated interaction are conducive to language learning.

2.3. Characteristics of verbal interaction process in TBI and FFI

The verbal interaction process characteristics in FFI and TBI can be the same or different, i.e. the way teachers and students interact with each other, types of questions, and the way teacher corrects errors and etc. can be different in these two set of processes. Ellis (2003, p. 253) contrasts two set of classroom processes within FFI and TBI (Table.1). According to Ellis (2003), attitude towards language learning ranges from dependent (i.e. teacher-directed) to independent (i.e. learner-directed). It is believed that the language learner could be functioning at any point on this learning continuum and that a learner, who is closer to the end of ‘dependent’, is under the support of the teacher while a learner who is closer to the end of ‘independent’ is more autonomous. It should be mentioned that these two sets of interaction process characteristics are major moderators of this continuum. The related literature of these verbal interaction characteristics, TBI and FFI, will be reviewed to find out effects and role of them in verbal interaction processes.

Table 1.classroom processes of FFI and TBI

A Traditional form-focused pedagogy	B Task-based pedagogy
1. Students are placed in responding role and perform a limited range of language functions. 2. Teacher controls topic development 3.Using Display questions 4. Little need or opportunity to negotiate Meaning. 5. Turn-taking is regulated by the teacher	1. Students function in both initiating and responding roles and perform a wide range of language functions. 2. Students able to control topic development 3. Using referential questions 4. Opportunities to negotiate meaning when communication problems arise. 5. turn-taking is regulated by the same rules that govern everyday conversation

2.3.1. Display questions vs. referential questions

Display questions vs. referential question terminology seems to have been introduced in a study by Long and Sato (1983), (as cited in Chaudron, 1988, p. 127; Nunan, 1991, p. 194; Suter, 2001, p. 4; Nunan, 1991, p. 194). Considering display and referential questions as a factor for deciding on the types of interaction processes in the classroom was discussed by Ellis (2003). He argued that in task-based instruction teachers make use of referential questions, while traditional form-based classes use more display questions. Suter (2001) argued this classification categorizes a question by considering whether the teacher already knows the answer to it: “Is the learner expected to display information or knowledge previously acquired or is genuine information to be communicated?” (p. 3).

Wragy and Brown (2001) believed that a teacher’s purposes for asking question in the classrooms are different from everyday conversation. Ho (2005) supported this argument and concluded that display-type questions can be purposeful and effective in terms of instructional goals. In some classrooms over half of the class time is taken up with question and answer exchanges (as cited in Ellis, 2008). The majority of the questions that teachers ask in these exchanges are display questions (Ozcan& Gall, 1984; Long & Sato, 1983; Thornbury, 1996). Display questions are questions to which the teacher already knows the answers and teachers often ask these questions to check what the learners know (Lightbown&Spada, 1999). In general, language teachers prefer closed display questions and these types of questions are more common than referential questions (Ellis, 2008; White &Lightbown, 1984; Early, 1985; Ramirez, et al., 1986; White, 1992).Parallel research conducted by Long and Sato (1984) also revealed that the ESL teachers in their study asked more display than referential questions (476 as opposed to 128).This contrasted with native-speaker behavior outside the classroom where referential questions predominate (999 as opposed to 2) display questions in the sample they studied. They concluded that ESL teachers continue to emphasize form over meaning and accuracy over communication (as cited in Ellis, 2008).

Referential questions are genuine or real questions for which the teacher does not know the answer in advanced and they seek new information (Ellis, 1994; lynch, 1996; Thompson, 1997).Thompson (1997) revealed that referential questions enrich classroom discourse and allow the learners to have some “degree of control over the

input, which may lead to increase motivation and more investment by the learners in the learning process” (p. 101). Concerning the length of responses, Brock (1986) revealed that responses to referential questions were significantly longer than those for display questions (as cited in Ellis, 1994).

2.3.2. Explicit vs. implicit error correction

Farrokhi (2005) points out that error correction can be either explicit or implicit. In explicit error correction, “the teacher supplies the correct form and clearly indicates that what the student said was incorrect”. However in implicit error correction or recasts, the teacher “implicitly reformulates all or parts of the student’s utterance, without explicitly saying that the students’ utterance is wrong”; so implicit error correction involves providing feedback on learners’ use of the targeted feature in a manner that maintains the “meaning-centeredness of the task” (p. 62).

In a descriptive study, Lyster and Ranta (1997) investigated how teachers handled “non-target-like forms in classroom contexts” (p. 69). They studied four teachers in French immersion classes in Canada with students at primary level. Eighteen hours of classroom interaction were audio-recorded. In these classes main focus was on subject-matter content and meaning. They found out that 55% of teachers’ error corrections were implicit and 7% were explicit correction. They asserted that teachers use implicit error correction 5 times more than implicit one (as Cited in Farrokhi, 2005). Farrokhi (2007) found out that there is a cost to pay for each decision about the effectiveness and appropriate feedback types, particularly in fluency contexts. “The most highly effective feedback types may impede communication and slow down the conversation, likewise, the most appropriate feedback types may not be so effective in terms of changing the students’ productions of the target structure” (p. 91). For example, explicit correction deal with the students’ “erroneous utterances” at greater length and according to teachers, these types of error correction are the most effective ones. However, they may impede communication and slowdown the conversation in fluency contexts. Likewise, implicit error corrections are the most appropriate feedback types in fluency contexts according to teachers because they are short, quick, less time-consuming and less face-threatening. However, there is a danger that they might be not so effective in terms of changing the student’s productions of the target structures.

2.3.3. Turn-taking

There are differences between turn-taking in natural and classroom settings. McHoul (1978), for instance, showed that in the classroom, there is a “strict allocation of turns in order to cope with potential transition” and that who speaks to whom at what time is firmly controlled. As a result, there is less “turn-by-turn negotiation and student initiatives are discouraged” (as cited in Ellis, 2008, p. 790). Lorsch (1986) pointed out that turns are almost invariably allocated by the teacher, the right to speak returned to the teacher when a student turn was completed. And the teacher has the right to interrupt or stop a student turn. He continued that these rules are determined by the nature of the school as a public institution and also by the teaching-learning process (as cited in Ellis, 2008).

Interest in the turn-taking mechanisms found in classroom discourse has continued over years. Markee (2000, as Cited in Ellis, 2008, p. 791) identified the following general characteristics of turn-taking in classroom talk:

- the pre-allocation of different kinds of turns to teachers and learners
- the frequent production by learners of turns in chorus
- the frequent production of long turns by the teacher and short turns by the student
- the requirement that learners produce elaborated sentence-length turns in order to “display knowledge”
- pre-determined topics

Markee (2000) referred to turn-taking of this kind as a “reflection of unequal power speech exchange systems”. In contrast to Markee’s generalized account; Seedhouse (2004) argued that there is no single speech exchange system in L2 classrooms, and it depends on whether the context is “form and accuracy” or “meaning and fluency”. Seedhouse (2004) emphasized the “reflexive relationship between the pedagogical focus of the interaction and the organization of turn-taking and sequence” (as cited in Ellis, 2008, p. 791).

2.3.4. Teacher talk and student talk

There has been considerable interest over the recent years in the effects of interaction in classroom (Shortall & Garrett 2002). Especially, the importance of teacher talk for language acquisition has been widely acknowledged in L2 classroom research (see Ellis 1994; Chaudron 1988).

As becoming a noticeable focus of classroom-centered research, studies of teacher talk have been carried out to investigate teachers’ verbal behavior in the classroom; i.e. to examine the various aspects of the linguistic input provided by the teacher in the classroom setting, like the amount of teacher talk, the phonological, lexical, syntactic,

or discorsal features of teacher talk, and the relationships between features of teacher talk and students interaction and outcomes.

Some of the studies that attempted to examine the nature of classroom language, and more specifically "teacher-talk", were directed to investigate quantitative aspects of teacher talk, like the amount of teacher talk in the classroom in contrast to pupil talk, etc. These studies of teacher talk show that teacher talk constitutes between half and three quarters of the total talking time in class. Research in first language classrooms has proved that teachers tend to do most of the talking. An early and well-known research of this kind was Bellack et al.'s (1966). Their research aimed at describing and analyzing the linguistic behavior of 15 teachers and 345 learners in high school social studies classes. The data of this research were tape recordings. Findings show that teacher talk constituted most of the classroom discourse (between 60%-70%), mostly as soliciting and reacting. In the similar study, Chaudron (1988) provided a comprehensive survey of the teacher talk studies. Chaudron discovered that in general teacher takes up about two-thirds of the total talking time (see also Legaretta 1977; Bialystok et al. 1978; Ramirez et al. 1986). Ellis (2008) stated that there have been few studies of teacher talk since Chaudron's review. In one study, Consolo (2000) compared functional aspects of the teacher talk of native and non-native speaking teachers in Brazilian private language schools and saw no differences, because of the fact that both sets of teachers were constrained to use standardized patterns of interaction. The above mentioned literature related to teacher and student talk revealed gaps among studies and there is no study comparing amount of teacher and student talk in TBI and FFI. Since no researcher has attempted to investigate characteristics of task-based and form-based instructed classes, in addition there is disagreement among scholars in the effect of these characteristics; this study hopes to fulfill the gap among them.

3. METHOD

3.1. Research questions

The questions raised by the researcher in this study consist of:

RQ1: Are there any similarities and differences between Iranian high schools and private English institutes in terms of verbal interaction process characteristics? If yes, what are they?

For answering the second part of the research question, the researcher should answer following questions one by one:

RQ2: What are the similarities and differences between high schools and private English institutes in terms of error corrections?

RQ3: What are the similarities and differences between high schools and private English institutes in terms of question types?

RQ4: What are the similarities and differences between high schools and private English institutes in terms of turn regulating?

RQ5: What are the similarities and differences between high schools and private English institutes in terms of teacher-turn and student-turn?

RQ6: What are the similarities and differences between high schools and private English institutes in terms of amount of teacher-talk and student-talk?

3.2. Participants

The participants of this study were 101 students and six EFL teachers. Six classes, three in high schools and three in private English institutes, at elementary level were selected with the number of students ranging from 14 to 21 in each class. 55 students in high schools and 46 students in the private English institutes participated in the present study. The basis for their being homogeneous was a TOEFL Test given to them before data collection, so they were roughly at the same proficiency level. All the students were female and had an age rang of 16 to 23. The teachers were both male and female and all of them were experienced. Table 2 shows the background information for each teacher. It gives details of their age, sex, years in TEFL and their qualification.

Table 2. Teachers in the study

Classes	Teachers	Sex	Age	Years in TEFL	TEFL qualification
High school	Teacher 1	Male	30	5	B.A.
	Teacher 2	Female	37	15	B.A.
	Teacher 3	Female	32	12	B.A.
Private English Institute	Teacher 4	Male	35	12	B.A.
	Teacher 5	Female	28	6	B.A.
	Teacher 6	Female	33	10	B.A.

3.3. Procedures

For the present study, the researcher chose six classes of different teachers, three in high schools and three in private English institute. Four sessions of each class were audio-recorded by Mp3 player. In total, twelve sessions in high schools and twelve sessions in private English institutes were recorded. After collecting data, the verbal interaction between teachers and students were transcribed and identified to find out the occasions in which these verbal interaction process characteristics occurred. The next stage was accounting the frequencies and percentages of these options. In the present study five sets of these process characteristics were under the focus; (1) explicit and implicit error correction; (2) display and referential questions; (3) turn regulating by the teacher and by the students; (4) amount of teacher turn and student turn; (5) amount of teacher talk and students talk.

4. RESULTS

After identifying verbal interaction process characteristics in high schools and English private institutes, the frequencies and percentages of them were accounted in the whole 24 sessions. Table 3 shows the frequencies and percentages of total high school and private English institute classes

Table 3.Total high school and private English institute classes

		F	P		F	P		F	P		F	P		F	P
High school	Teacher talk	952	84	Referential question	10	4.9	Explicit error correction	6	40	Teacher turn	249	66	Turn regulated by teacher	69	93.2
	Student talk	181	16	Display question	197	96.1	Implicit error correction	9	60	Student turn	127	34	Turn regulated by student	5	6.8
	total	1133	100	total	207	100	total	15	100	total	376	100	total	74	100
Institute	Teacher talk	11576	75	Referential question	306	65	Explicit error correction	9	13.2	Teacher turn	1063	58	Turn regulated by teacher	176	77
	Student talk	3915	25	Display question	165	35	Implicit error correction	59	86.8	Student turn	783	43	Turn regulated by student	53	23
	total	15491	100	total	471	100	total	68	100	total	1846	100	total	229	100

f stands for the frequency & p for %

1. Error correction

As table 3 shows, the frequency of total error corrections in the high schools are 15 in which 6 of them are explicit and 9 implicit corrections; rather in institute, frequency of explicit one is 9 and the implicit error correction, is 59 out of 68 error corrections.

2. Question types

In the high schools, 10 out of 207 questions used in the classroom are referential questions, and 197 of questions are display questions. However, in the private English institutes total frequency of d questions are 471 in which 306 of them are referential questions and 165 of them are display questions.

3. Turn taking regulation

In the high school, total frequency of turn taking is 74 in which 69 of them are regulated by the teacher, and only 5 of total turn taking are regulated by the students; but in institute out of 229 turn regulation, 176 times, the teachers regulated the turns, and 53 times students regulated the turn.

4. Teacher- turn and student-turn

In the case of high schools, the total frequency of turns are 376, in which 249 times teacher started to talk, i.e. the teacher turn, and 127 times, students started to talk in the classroom; however the total frequency of turns in institutes are 1846 in which 1063 of them are teacher-turn, and 783 of them are student-turn.

5. Amount of teacher talk and student talk

Overall amount of talk in English per word in high schools are 1133 in which the amount of teacher talk is 952, and the amount of student talk in English per word is 181; but in the case of institute, the amount of total talk in English per word is 15491 in which 11576 English words are used by the teachers, and students used 3915 English words in the classroom.

5. DISCUSSION AND CONCLUSIONS

These means differences can be more clearly illustrated in the following five figures.

Figure 1. Mean differences of explicit and implicit error correction in high school and private English institute

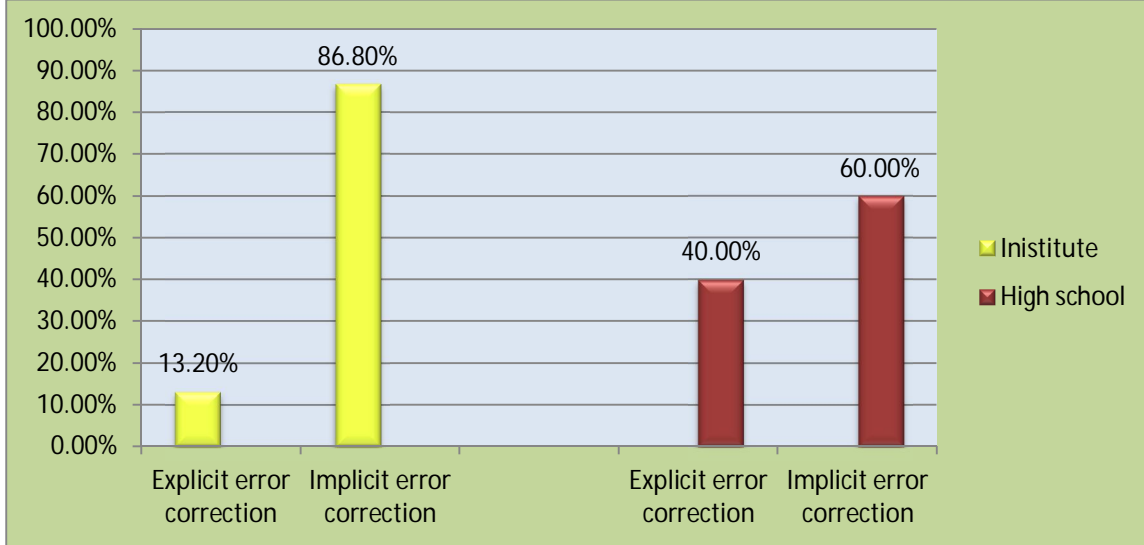


Figure 1 illustrates the mean differences of explicit and implicit error correction in high school and private English institute. It has been found out that in institute classes, implicit error correction occurs more than that of high school classes. In other word, in the institutes communication and fluency are mainly under the focus. As a result, in institutes “the degrees of shift of focus to form and interrupting the flow of communication” are lower than that of high schools (Farrokhi, 2007, p. 125). Putting it in other word, in institutes fluency and communication are mainly under the focus. That is, the method of teaching in private English institutes, not completely but partially, is TBI. It should be reminded that “all types of error correction necessarily involve shift of focus from meaning to form. However, it is the degree of shift which distinguishes error correction types from each other” (Farrokhi, 2007. P. 125).

Figure 2. Mean differences of referential and display questions in high school and private English institute

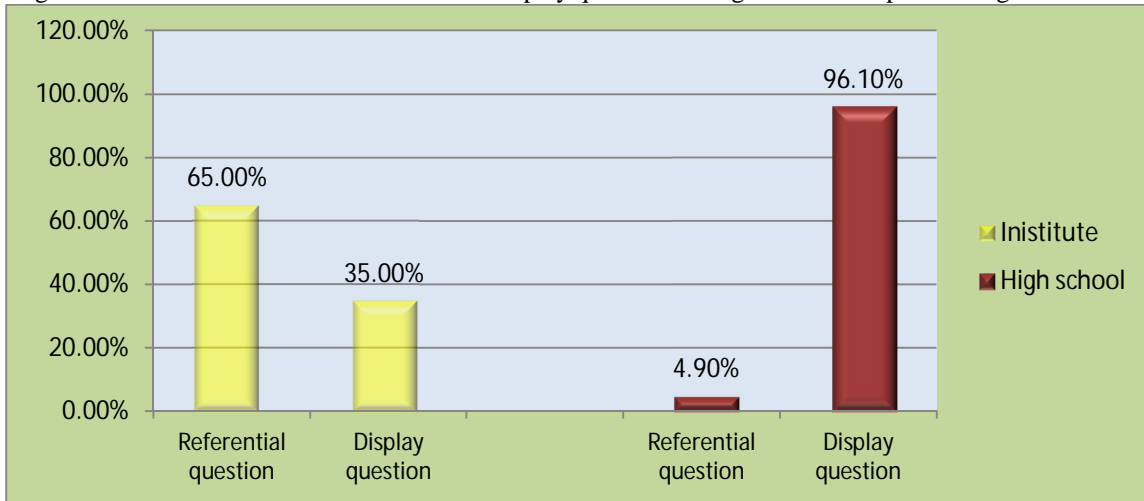


Figure 2 shows the mean differences of referential and display questions in high school and private English institute. As it has been shown in the figure, we have more referential question in institute and more display questions in high school. Thus, in private English institutes, students are involved more in the interaction processes and act as a ‘language user’ which is characteristic of task-based language learning.

Figure 3. Mean differences of turn regulating by teacher and students in high school and private English institute

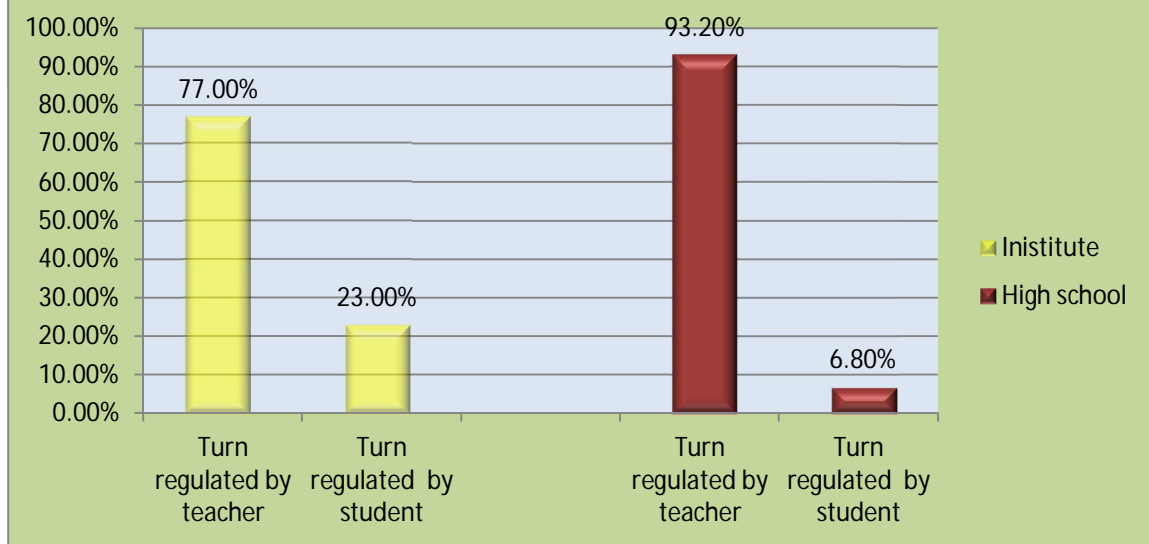


Figure 3 compares the means of turn regulating by the teacher and student in both cases of high school and institute. Following the figure, it can be concluded that teachers have more control over the interaction processes in high school classes, i.e., these classes are more teacher-centered. It is clear that because of the rules of teaching – learning processes, most of the regulations are done by teachers in both high school and private English institute. However, the degree of turn regulating by the teachers in high school is higher than that of private English institute. Based on this finding, it can be concluded that high school classes are been managed by the traditional form-based instruction in which teachers control the topic development and students’ role as non-participant in the classroom process is only receiving information from the teacher.

Figure 4. Mean differences of teacher –turn and student-turn in high school and private English institute

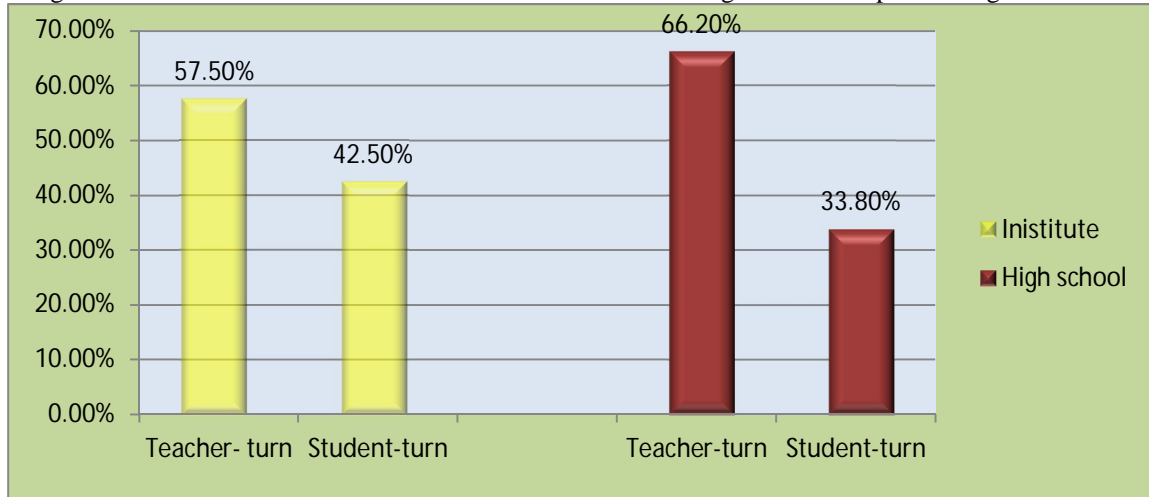
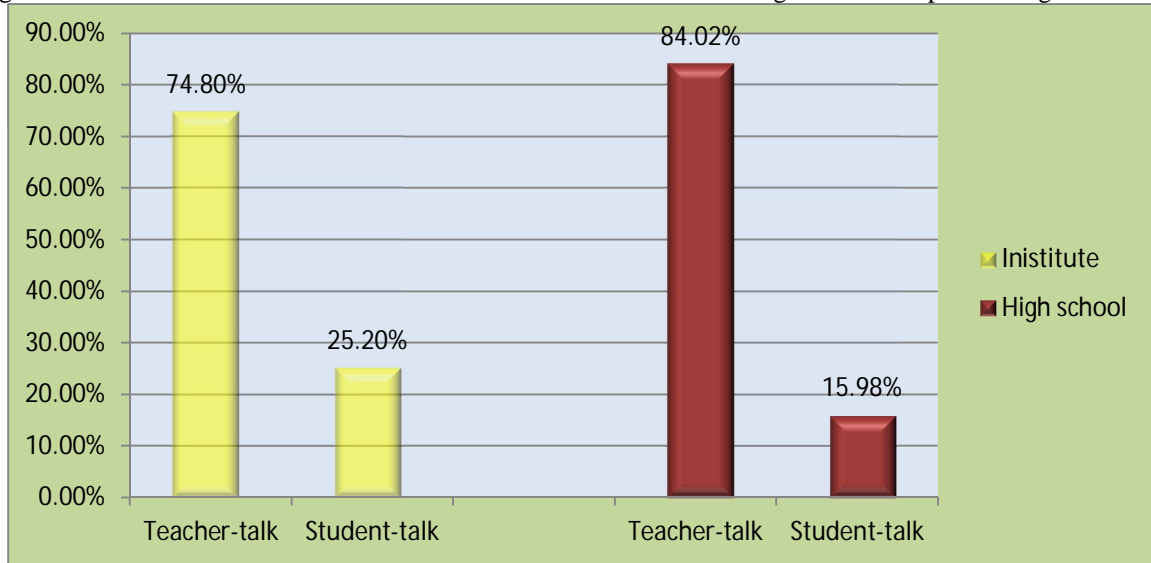


Figure 4 again compares the means, but this time the mean differences of teacher-turn and student-turn in high school and institute classes. The figure shows that institute classes are more learner-centered than that of high school classes. Thus, it can be concluded that in institute, the degree of negation of meaning and communication are higher than that of high school, and verbal interaction processes in institute are close to the task-based instruction classroom process stated by Ellis (2003).

Figure5. Mean differences of amount of teacher –talk and student-talk in high school and private English institute



In Figure 5, the mean differences of teacher-talk and student-talk per word in high school and institute classes have been illustrated. As the figure shows, students speak more in private English classes than that of high school classes. As a result, in institute students are motivated to speak because the main focus is on interaction and use of language not learning grammar and elements of language in isolation as it is current in high school.

It can be concluded that in high school, teachers have the central role and they decide what to teach and how to teach. Learners are considered as receivers of information, listeners, and imitators. However, the researcher’s main purpose for conducting this study was only comparing interaction processes in high school and private English institute to find out the similarities and differences among them, not discovering which method is appropriate because it depends on our objectives of learning English. In the case of Iran, if our purpose is passing the university entrance exam (Konkour) which is a ‘high-stake’ multiple choices, the traditional method, used in high schools, will be appropriate. Since, According to Solak et al, 2010, you can acquire massive information in a short time with traditional teaching method without need to be able to use the language in a functional way (e.g. speaking or writing). However, if communicative aspect of learning English and using language for interaction were under focus, private English institute would be so useful because based on the findings of the present study, the main focus in private English institutes is using language for communication.

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Samples of collected data

1.1. Explicit error correction

S: *I am agree with...*

T: *I agree, not I am agree with...*

Or

S: *In the future we can drive a car without gas.*

T: *You say, will be able not can. Yes, ok.*

1.2. Implicit error correction

S: *we give him 300,000 at month.*

T: *In a month. Thank you.*

Or

S: *I listen to music to have relax.*

T: *To relax.*

2. Question types

2.1. Referential question

T: *salva, can you explain your personality?*

S2: *Yes I'm calm and kind and*

Or

T: *Do you like kebab?*

S3: *Yes I like.*

2.2. Display question

T: *What is the meaning of discover?*

S5: *Understand.*

Or

T: *Ok, What are the tag questions?*

S9: *for example weather is good, isn't it.*

3. Turn regulation:

By the student:

S: *Can I answer?*

T: *You have two marks and it is good.*

Or

S: *excuse me, most or should?*

T: *Both of them you can use.*

By the teacher:

T: *and, fatemeh, do you listen to music?*

S6: *yes*

Or

T: *Mina, what about you?*

S: *Never*

4. Teacher-turn and student-turn

S: *Attractive*

T: *Yes, she should be attractive. Why?*

S: *She can... (Silence)...*

T: *attract*

S: *she can attract people.*

5. Teacher and student talk

T: *Ailar, would you like to have Carl's life style and work routine? Why? Why not?*

S: *Yes, I don't like to rest a lot. I want to reach my bull during my life.*