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The Effect of Explicit and Recast Feedback on the Intermediate EFL Learners' Listening Self-efficacy

Samane Naderi
Islamic Azad University
Torbat-e-Heidarie Branch, Iran

Abstract. In this quasi-experimental study, the effect of two types of Corrective Feedback on the Intermediate EFL Learners' Listening Self-efficacy Beliefs was investigated. Forty four subjects were selected out of fifty six EFL learners. They were randomly divided into two experimental groups one with explicit and the other with recast feedback and one control group with no feedback. To investigate the pre-existing listening self-efficacy differences among participants, a listening self-efficacy questionnaire was administered at the beginning of the term. After the treatment was fulfilled for each group during a term, the very listening self-efficacy questionnaire was applied in order to measure the effectiveness of the feedbacks in listening self-efficacy of each group. The results of the one-way ANOVA indicated the effectiveness of both Corrective Feedback types in listening self-efficacy; moreover, it was concluded that between two Corrective Feedback types the explicit one was more effective in improving learners' listening self-efficacy. The results of this study can be useful for teachers in teaching methodology related to error correction and it can be beneficial for teacher trainers in pre-service and in-service courses.

Key words: corrective feedback (CF), explicit, recast feedback, listening self-efficacy.

Introduction

In the recent years, increasing interest has developed in the corrective feedback domain. Many studies have been carried out about different types of corrective feedback and their contribution to the language learning (Leeman, 2003; Ellis, Loewen, and Erlam, 2006; Mackey, 2006; Lyster, and Ranta, 1997; Lyster, 2004; Havranek and Cesnik, 2003; Kim and Mathes, 2001). In addition, a large amount of study has been conducted about self-efficacy beliefs (Multon, Brown, and Lent, 1991 Pajares, 2000; Gore, 2006; Fahim and Nasrollahi, 2013; Barkley, 2006). Although the amount of study about listening self-efficacy and this variable with corrective feedback is limited (Rahimi and Abedini, 2009; Day, 2006; Renzhi, 2012).

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Corrective feedback is a controversial issue among researchers and educators. On the one hand, many scholars consider the errors as sin and according them, they should be corrected immediately by teacher (Larsen-Freeman, 2000; Brown, 2007) on the other hand; many other educators believe that correcting learners' errors can disappoint the learners in learning process and should be avoided (Truscott, 1999; Krashen, 1981a). However some others view the errors as the sign of learning which should be left uncorrected in some situations and it is needed to be corrected in some other situations (Long, 1996; Russell, 2009).

In spite of several decades' researches about error correction and teaching methodology, some general questions about error correction still bewilder both language researchers and practitioners. The questions such as: 1. Should learners' errors be corrected? 2. When should they be corrected? 3. How should they be corrected? 4. Which kinds of errors should be corrected? 5. Who should correct them? (Lyster & Ranta, 1997) and some specific questions about error correction like: 6. Does the correction affect the learners' feelings? 7. How should appropriate corrective feedback be given in learners' listening comprehension errors? 8. Does the corrective feedback in these kinds of errors affect the learners' feelings and self-beliefs? All these kinds of questions made the researcher interested in conducting the present study to investigate the effect of explicit and recast feedback on the intermediate EFL learners' listening self-efficacy in the Iranian context and on the three groups of participants.

Back Ground

Corrective Feedback

According to Chaudron (1988) the meaning of the corrective feedback is different in various situations, it can be considered as any kind of teacher's behavior that follows learner's error which minimally tries to make learner aware of his error, the CF may not be obvious to the learner in terms of the response which it makes to be elicited, or it may be an obvious effort for eliciting learner's revised response.

Bitchener (2008) argues that Corrective feedback can improve learners' skills. He believes that feedback from teacher is an important part of learning process and it can help learners to remove learning gaps and ambiguities. Ashwell (2000) points out the nature of teacher's feedback in classroom. In Ashwell's view, teacher's feedback is considered as the teacher's response to learners' performance and on the one hand, it can help teachers to transfer the information to the learners. On the other hand, it can help the learners to understand and construct the meaning and to improve their different skills.

Before referring to the different types of the corrective feedback, the main question in error correction and corrective feedback is whether the learners' errors should be corrected or not. Actually researchers have different ideas about error correction for example, Truscott (1999) is one of the opponents of error correction; he believes that giving corrective feedback results in some bad feeling such as: "embarrassment, anger, inhibition, and feelings of inferiority" (p. 441). On the other hand, according to Hendrickson (1978), all errors should be corrected, the global errors should be corrected more than local errors and correcting should be happened in systematic and consistent way. In recent

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researches, error correction and CF are considered as essential factors in educational setting (Long, 1996; Saxton, 1997; Lyster, 2004).

Different types of corrective feedback (CF)

Lyster and Ranta (1997) point out six types of CF:

- ***Explicit feedback*** which refers to providing correct form explicitly. When the teacher points out the correct form and obviously shows the learners' error.
- ***Recast feedback*** involves the reformulation of all or part of the learners' utterance, subtracting their errors.
- *Clarification request* shows the learners that their utterance was misunderstood or it is ill-formed in some way and needs reformulation.
- ***Metalinguistic Feedback*** includes some comments, providing some information, or questions relevant to the leaner's utterance not providing the correct form of utterance explicitly.
- ***Elicitation feedback*** by providing the learners with an opportunity to complete or correct their utterances, using some questions to elicit the correct forms or asking them to reformulate their utterances.
- ***Repetition*** refers to the teacher's repetition of learner's ill-formed utterance; mostly the teachers highlight the learner's error by the use of appropriate intonation.

They believe that it is possible to incorporate two different types of CF for example, the combination of explicit feedback and metalinguistic feedback is called *multiple feedback.*

Among these types of corrective feedback, the researchers selected explicit and recast
feedback to investigate their effect on the Intermediate EFL Learners' listening self-efficacy beliefs.

Explicit feedback

Loewen and Philp (2006) consider CF as learners' effort to apply the target language. They argue that CF is different in the degree of explicitness and attempts to recognize the problems of accuracy in interaction and communication. In this range of explicitness explicit feedback is trying to make learners aware of their errors directly.

Explicit feedback is defined as "any feedback that overtly states that a learner's output was not part of the language-to- be-learned" (Carroll and Swain, 1993, p. 361). Lyster and Ranta (1997) argue that explicit feedback is happened when it is clearly expressed that an error has been made and the correct form is provided for learners.

Ellis (2005) points out some effects of the self-processing that accompanied with explicit feedback, in fact, through explicit feedback, learners are given a chance to identify their errors which need to be corrected in the direct way.

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Recast feedback

Loewen and Philp (2006) define Recast feedback as the teacher's reformulation of all or part of a learner utterance, minus their errors. This can help learners know that their utterances included some errors. They define recast feedback by providing three characteristics:

- "Recasts are generally provided incidentally in the course of focus-on-meaning interaction in response to non target-like utterances.
- Recasts retain the central meaning of the learner's utterance while changing the lexical, morphosyntactic, or phonological form.
- Recasts provide positive evidence and negative feedback rather than providing overt correction" (p. 537).

They believe that recast feedback keeps the focus-on-meaning and also let the teacher maintain the control of the class.

Self-Efficacy Beliefs

Self-efficacy is defined by Delcourt and Kinzie (1993) as "perceived self-efficacy reflects an individual's confidence in his or her ability to perform the behavior required to produce specific outcomes" (p. 36).

Self-efficacy as individuals' beliefs in their capabilities to perform a task proves to be an important variable in predicting learners' performance in doing a task (Bandura, 1986).

Bandura (1986) believes that self-efficacy refers to "people's judgment of their capabilities to organize and execute courses of action required attaining designated types of performance. It is concerned not with the skills one has but with the judgments of what one can do with whatever skills one possesses" (p. 391).

Wu (2006) believes that learners' beliefs of their own ability to learn a foreign or second language determine their learning process quality and their tolerance in learning; therefore, these beliefs of self-efficacy influence language-learning success.

Literature Review

Firstly, some studies carried out on feedback will be reviewed and afterwards the result of some studies which done on self-efficacy-beliefs will be presented.

The effectiveness of CF has been examined in several ways. Muranoi (2000) applied indefinite articles as the treatment for 114 participants of Japanese first-year college students. The study had two experimental groups one received recasts in communicative tasks, requests for repetition, and explicit grammar explanation. The other experimental group received focus-on-meaning sessions. The control group received no feedback. The results of post-test revealed that both experimental groups outperformed the control group on the posttest.

Also Sanz (2003) conducted another study with 28 participants of first-year university students of Spanish studying pronouns between the object and verb. In this study, two groups were involved. Group one received metalinguistic feedback and group two received implicit feedback. The results of sentence completion and written video retelling showed that both groups' ability to apply the target structure developed with no difference between the groups.

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DeKeyser (1993) examined morphosyntactic features with explicit corrective feedback. The participants of the study were 25 Dutch high school seniors learning L2 French. They were tested with three oral communication tasks and fill-in-the-blank tests. Based on the results, the researcher did not find enough of a significant difference between the two groups.
Ammar and Spada (2006) in a quasi-experimental study investigated the effects of recasts and prompts on L2 learners' written and oral ability with different levels of proficiency. The results revealed that prompts were more effective than recasts and that the effectiveness of recasts was sensitive to the learners' level of proficiency. In fact, the learners with high level of proficiency benefited equally from both prompts and recasts, but the learners with low level of proficiency significantly benefited from prompts more than recasts.

In a recent correlational study, Fahim and Nasrollahi (2013) investigated the relationship between Iranian students' self -efficacy and their critical thinking ability. They believed that the way in which learners recognize their language learning capabilities and their ability to control the way of thinking may have a significant effect on their learning achievement. For this study they randomly selected 50 university students in the major of English teaching to fill out the two questionnaires on Self-efficacy and Critical thinking skills. The results showed that there are a strong significant and positive relationship between Iranian students' critical thinking ability and self-efficacy. It means that "the higher the students' self efficacy, the higher their critical thinking ability. Generally, the finding provides empirical support that self-efficacy should be considered for developing learners' critical thinking skills" (p. 538**)**

In another study related to self-efficacy and L2 achievement, which was carried out by Barkley (2006), it was investigated whether learner's self-efficacy beliefs were predictors of their reading comprehension achievement. For this study, 400 students of a middle school were selected. A state standardized reading comprehension test was applied to measure the students' reading comprehension. The findings revealed that there are significant and positive relationship between learners' self-efficacy beliefs and their reading comprehension achievement.

Research Questions

To fulfill the aim of the present study, the following research questions were raised:

1. Does the application of corrective feedback (i.e. explicit and recast feedback) for listening comprehension have any significant effect on the listening self-efficacy of the intermediate Iranian EFL learners?
2. Which type of corrective feedback is more effective in learners' listening self-efficacy, explicit or recast feedback?

Method

Participants

The researcher selected forty four participants out of fifty six intermediate EFL learners by the use of a placement test from Khorasan Foreign Language Institute. These Forty four participants were randomly divided into two

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experimental groups each group consists of 15 learners and one control group comprising of 14 learners. Their age varied from 13 to 32, and their educational levels varied from high school to Bachelor degree.

Instrumentations

Placement test. To homogenize the subjects the Interchange/Passages Objective Placement Test for the intermediate (Lesly, Hasen & Zukowski, 2005) was administered. This test is a kind multiple choice evaluation package consisted of 70 items in 3 parts: listening 20 items (15 minutes), reading 20 items (20 minutes), and language use 30 items (15 minutes). According to the guidelines of the proficiency the learners whose scores were between 37 and 49 were considered as the intermediate level EFL learners.

Listening self-efficacy questionnaire. Learners' listening self-efficacy belief was measured before and after using corrective feedback (explicit and recast) for listening by the questionnaire, which has been constructed, by Rahimi and Abedini (2009). This questionnaire was designed based on three other questionnaires of "Beliefs About Language Learning (BALLI) developed by Hortwiz (1985), Persian Adaptation of the General Self-efficacy Scale constructed by Nezami, Schwarzer and Jerusalem (1996) and Morgan-Links Student Efficacy Scale (MJSES) made by Jinks and Morgan (1999)" (Rahimi & Abedini, 2009, p. 18). All items in the questionnaire were adapted to the five-interval Likert scale responses. Rahimi and Abedini (2009) had tested the reliability of the questionnaire and its Cronbach alpha was 0.69.

Procedure

The present study was carried out at the Khorasan Foreign Language Institute in Mashhad. To homogenize the subjects the Interchange/Passages Objective Placement Test for the intermediate (Lesly, Hasen & Zukowski, 2005) was administered. Forty four participants out of fifty six EFL learners were selected for the purpose of this study. These Forty four participants were randomly divided into two experimental groups one with explicit feedback and the other one with recast feedback each comprising of fifty participants and one control group without any feedback comprising of 14 participants. To investigate the pre-existing differences among participants in listening self-efficacy a listening self-efficacy questionnaire was given to the participants at the beginning of the term. During the term, which took 20 sessions two types of corrective feedback (explicit and recast feedback) for listening, were fulfilled as the treatments. For this purpose, the participants were assigned to do some related listening comprehension tasks and exercises in each session. The participants of the experimental group with explicit feedback received feedback on their errors overtly. In the experimental group with the recast feedback the learners' errors were corrected indirectly through the teacher's reformulation of all or part of learners' answers and finally the participants of the control group did not receive any feedback on their listening comprehension errors. After the treatments were fulfilled for each group, the very listening self-efficacy questionnaire was given to learners in order to measure the effectiveness of the feedbacks in listening self-efficacy of each group.

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6. Results

To answer the research questions of this study data gathered through the posttest. In order to answer the research questions, the following statistical procedures were conducted. To ensure the normality of the distribution, descriptive statistics was run. To see the difference of the mean scores among the three groups on pretest, posttest and the difference between pre-test and post-test (gain scores), a one-way ANOVA was conducted to the data.

Table-1: ***Descriptive Statistics of the Experimental and Control Groups in Listening Self-Efficacy at the Pre-Test.***

						95%Confidence Interval for Mean			
		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Min	Max
Pre-test self efficacy	Explicit	15	54.06	8.76	2.26	49.21	58.91	42	68
	Recast	15	54.86	11.32	2.92	48.59	61.13	38	71
	Control	14	54.07	10.16	2.71	48.20	59.93	39	74

To compare the mean scores of the three groups at the pre-test, a one-way ANOVA was run. The *F*-observed value and p-value were .058 and .944, respectively. This amount of *F*-value at 2 and 41 degrees of freedom was lower than the critical value of F and p-value was higher than the significance level of 05 (see Table 2).

Table-2: ***One-Way ANOVA on the Three Groups at Pretest.***

	Sum of squares	df	mean square	F	sig.	
Between groups	11.28	2	5.639	.058	.944	
Within groups	4007.881	41	97.753			
Total	4019.159	43				

Therefore, it can be concluded that there was no significant difference between the mean scores of the three groups at pre-test (F (2, 41) = .058, p> .05) and these groups are appropriate ones for the study.

The result of the Levene's test of homogeneity of variance indicated that the three groups enjoyed homogenous variance; therefore, there was not any significant difference between the variance of the three groups. Thus, the results of the one-way ANOVA were reliable (F (2, 41) = .058, p> .05) (see Table 2).The descriptive statistics for the three groups at the post-test are illustrated in Table 3.

Table-3: ***Descriptive Statistics of the Experimental and Control Groups in Listening Self-Efficacy at the Post-Test.***

						95%Confidence Interval for Mean			
		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Min	Max
Post-test self efficacy	Explicit	15	77.400	5.11	1.31	74.57	80.2	62	83
	Recast	15	64.46	11.01	2.84	58.36	70.56	42	82
	Control	14	53.28	9.50	2.54	47.79	58.77	40	70

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The mean of explicit group at the post-test is higher than the other two.

To compare the mean scores of the three groups at the post-test, a one-way ANOVA was conducted. The F-observed value and p-value were 26.762 and 0.000 respectively. This amount of F-value at 2 and 41 degrees of freedom was higher than the critical value of F, and p-value was lower than the significance level of .05 (F (2, 41) = 26.762, p< .05((see Table 4):

Table-4: ***One-Way ANOVA on the Three Groups at Post-Test.***

	Sum of squares	df	mean square	F	sig.
Between groups	4226.355	2	2113.677	26.762	.000
Within groups	3238.190	41	78.980		
Total	7465.545	43			

Thus, it can be concluded that there is a significant difference between the mean scores of the three groups on post-test. The effect size, calculated via eta squared, was found to be 0.56. This indicates the degree of association between the dependent (post-test scores) and independent (two types of CF) variable, which is a large size (Dornyei, 2007).

The result of the Leven's test of homogeneity of variance demonstrated that the three groups had homogenous variance (F (2, 41) = 26.762, p> .05); therefore, the results of the one-way ANOVA were reliable, that is, there was not any significant difference between the variance of the three groups.

ANOVA analysis indicated that somewhere among the means there is a difference, but the exact place of differences is not obvious. To determine the precise location of differences, a post hoc comparison of the means was run. Accordingly, a Scheffe's test was applied. The results of the post-hoc Scheffe's test revealed that there was significant difference between all three groups of Control, Explicit and Recast at the level of 0.05 (see Table 5).

Table-5: ***Scheffe's Test for the Comparison of Post-Test Means of the Three Groups***

					95% Confidence Interval	
(I) group	(J) group	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
explicit	recast	12.93333*	3.24510	.001	4.6909	21.1757
	control	24.11429*	3.30254	.000	15.7260	32.5026
recast	explicit	-12.93333*	3.24510	.001	-21.1757	-4.6909
	control	11.18095*	3.30254	.006	2.7926	19.5693
control	explicit	-24.11429*	3.30254	.000	-32.5026	-15.7260
	recast	-11.18095*	3.30254	.006	-19.5693	-2.7926

*. The mean difference is significant at the 0.05 level.

To investigate the effect of two types of CF on the learner's listening self-efficacy more exactly, the difference of scores at pre-test and post-test was calculated (gain scores) and the related statistical analyses were used for them. The descriptive statistics for gain scores for the three groups are shown in Table 6.

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Table-6: ***Descriptive Statistics of the Experimental and Control Groups in Listening Self-Efficacy at the Gain Scores.***

		N	Mean	Std. Deviation	Std. Error	95%Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
Post-test self efficacy	Explicit	15	23.33	6.91	1.78	19.50	27.16	15	
	Recast	15	9.60	6.609	1.70	5.93	13.26	38	
	Control	14	1.35	1.90	.50	.256	2.456	1 -1	22 6

The mean of explicit group at the gain scores is higher than the other two.

To compare the mean scores of the difference at pre-test and post-test for the three groups, a one-way ANOVA was applied. The F-observed value was 55.469. This amount of F-value at 2 and 41 degrees of freedom was higher that the critical value of F (see Table 7).

Table-7: ***One-Way ANOVA on the Three Groups at Gain Scores***

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3593.739	2	1796.869	55.469	.000
Within Groups	1328.148	41	32.394		
Total	4921.886	43			

Therefore, there is a significant difference between the mean scores of the difference at gain scores for the three groups ($F(2, 41) = 55.469$, $p < .05$). The effect size, calculated via eta squared, was found to be 0.73. It indicates the degree of relation between the dependent (gain score) and independent (two types of CF) variable, which is a large size (Dornyei, 2007). The result of the Levene's test of homogeneity of variance indicated that the three groups possess homogenous variance; as a result, the one-way ANOVA were reliable. The *F*-value of 55.469 at 2 and 41 degrees of freedom was lower than the critical value. Therefore, the underlying assumption of one-way ANOVA was fulfilled, namely, there was not any significant difference between the variance of the three groups ($F(2, 41) = 55.469$, $p > .05$).

To determine the precise location of differences, a Scheffe's test was applied. The results revealed that, at the level of 0.05, there was significant difference between all the three groups of Control, Explicit and Recast (see Table 8).

Table-8: ***Sceffe's Test for the Comparison of Gain Scores for the Three Groups***

(I) group	(J) group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
explicit	recast	13.73333*	2.07826	.000	8.4546	19.0120
	control	21.97619*	2.11505	.000	16.6041	27.3483
recast	explicit	-13.73333*	2.07826	.000	-19.0120	-8.4546
	control	8.24286*	2.11505	.002	2.8707	13.6150
control	explicit	-21.97619*	2.11505	.000	-27.3483	-16.6041
	recast	-8.24286*	2.11505	.002	-13.6150	-2.8707

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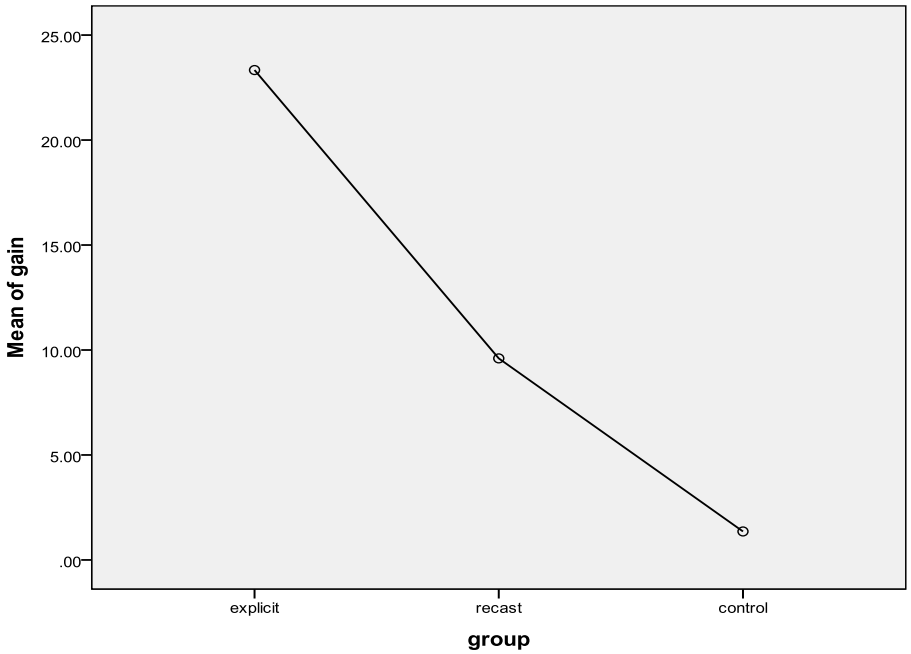
*. The mean difference is significant at the 0.05 level.

The mean of G1, G2, and G3 are displayed in the figure 1 below.



As the figure indicates, the mean of explicit group is higher than the other two. This result can be concluded from table 3, 5, 6, and 8 too. We can conclude that explicit feedback is significantly more advantageous over recast in improving learner's listening self-efficacy.

Discussion

There are many researches which investigated the effect of CF on the different aspects of language (e.g. Ellis, Loewen, & Erlam, 2006; Bitchener and Knoch, 2008; Gass, Mackey, & Ross-Feldman, 2005). This study investigated the effect of two types of Corrective Feedback (explicit and recast feedback) on the Intermediate EFL Learners' Listening Self-efficacy Beliefs. As was perspicuous at pretest, there was no significant difference between the three groups but at the post-test a significant difference between groups emerged. A one-way ANOVA was performed to find out the effect of explicit and recast feedback on the Intermediate EFL Learners' Listening Self-efficacy Beliefs. ANOVA for post-test scores showed that, with $F(2, 41) = 26.762$, $p = .000$, there were significant differences in the mean scores among the three groups. Similarly, ANOVA for gain scores (the difference of scores at pre-test and post-test) showed, with $F(2, 41) = 55.469$, $p = .000$, significant differences among the three groups. The results implied that the application of explicit and recast feedback has a significant effect on the learners' listening self-efficacy.

Scheffé post hoc tests were conducted for the purpose of locating the differences. The results revealed significant differences among the three groups in the post-test and Scheffé post hoc tests for gain scores also showed significant difference among the three groups.

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Finally, based on the results of the present study, considering Scheffé post hoc tests for post-test and gain scores and comparison of three groups' mean scores it can be concluded that the experimental groups with two kinds of feedback outperformed the control group and between two experimental groups, the explicit group outperformed the recast group at posttest which signifies that explicit feedback helped learners to improve their listening self-efficacy better than recast feedback.

Conclusion

In this paper some aspects of corrective feedback (CF) was discussed. Although some researchers such as Truscott (1999) believe that errors should not be corrected, many others consider CF as an essential factor in learning process (Long, 1996; Hendrickson, 1978; Saxton, 1997; and Lyster, 2004). As previously mentioned, the aim of this study was to find out whether explicit and recast feedback has significant effect on the Intermediate EFL learners' listening self-efficacy beliefs and which type is more effective. The results indicate that the experimental groups with two kinds of feedback outperformed the control group and between two experimental groups, the explicit group outperformed the recast group at posttest which signifies that explicit feedback helped learners to improve their listening self-efficacy better than recast feedback. The findings can be beneficial for teachers and teacher trainers to allocate some space to error correction techniques in learning process.

Pedagogical Implications

This study has some implications for EFL teachers, teacher trainers, material developers and curriculum designers as the main stakeholders.

1. Teachers should be aware of beneficial characteristics of corrective feedback in teaching process.
2. Self-efficacy is considered as a significant source of motivation for learners (Fahim and Nasrollahi, 2013). Therefore, teachers should be familiar with various techniques which develop learners' self-efficacy in different areas. They should help learners believe in their capabilities have enough self-confidence in learning process.
3. The study offers some important implications for material developers and curriculum designers. They can take into account the learners' self-beliefs especially their self-efficacy in designing the materials and related curriculum. As Arnold and Brown (1999) mention Decision-making learning process can provide more chances for learners to promote their capabilities. In language learning process the learners learn taking responsibility, appropriate skills for negotiating and evaluation of themselves in addition to merely learning the language content. All these processes result in development of self-efficacy (Arnold and Brown, 1999). Thus, the material developers and curriculum designers can help learners to foster their potentialities and self-beliefs by providing the appropriate materials and programs.
4. The findings of this study can also be beneficial for teacher trainers to include suitable practices for instructing. They should make the EFL teachers familiar with the different error correction techniques and

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different types of feedback, make the teachers aware that when they can correct errors, how they should be corrected and which types of corrective feedback should be used.

Suggestions for Further Studies

1. This study was conducted in a foreign language institute and it can be replicated in other educational setting such as universities and high schools.
2. In this study the effect of explicit and recast feedback was investigated on the learners' listening comprehension ability. In other studies the effect of these types of feedback can be examined on the other language skills and components.
3. Also, the effect of other types of corrective feedback can be investigated on this skill or other ones.
4. The study can be carried out with different ages and levels of proficiency.

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