



THE EFFECT OF EXPLICIT AND RECAST FEEDBACK ON EFL LEARNERS' LISTENING COMPREHENSION ABILITY

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Abstract

This study investigated the effect of two types of Corrective Feedback on the Intermediate EFL Learners' Listening Comprehension ability. Forty four female participants were selected out of fifty six female EFL learners who were randomly divided into two experimental groups one with explicit feedback and the other one with recast feedback each comprising of fifteen participants and one control group without any feedback comprising of fourteen participants. A researcher-made listening comprehension test was applied as a pretest. After fulfilling the explicit and recast feedbacks for the experimental groups during the term, the very researcher-made listening test was administered in order to measure the effectiveness of the feedbacks in each group. The results of the one-way ANOVA and Scheffé post hoc tests revealed that both Corrective feedback types were effective in listening comprehension ability; in addition, between two Corrective feedback types which were fulfilled during the term explicit feedback was more effective than recast one.

Key Words: Corrective feedback (CF); explicit; recast feedback; listening comprehension ability.

Introduction

There are a large amount of research and a growing interest in the area of corrective feedback (CF) (Mcaro, 2006; Leeman, 2003; Ellis, Loewen, and Erlam, 2006; Mackey, 2006; Rahi, (2013); Lyster, 2004; Havranek and Cesnik, 2003; Kim and Mathes, 2001). In addition, many studies have been carried out in the domain of listening comprehension ability in language learning (Chen, 2005; Murphy, 1985; Rost and Ross, 1991; Bahrami, 2010; Rasouli, Mollakhan and Karbalaeei, 2013; Sadeghi and Heidaryan, 2012; Mohamadkhani, Farokhi and Farokhi, 2013; Jannejad, Shokouhi and Haghghi, 2012; Yekta, Jahandar and Khodabandehlou, 2013; Kurita, 2012; Mira and Schwanenflugel, 2013). In spite of the studies in these areas, the amount of research on the effectiveness of corrective feedback to the learners' listening comprehension ability is limited (Lee, Su, and Lee, 2012; Smith and Shen 1992).

Although recently many researchers are interested in investigating the role of CF in language teaching, many questions are posed in applying CF. Ellis (2006) proposes two questions: 1) Is the CF should be implicit or explicit and 2) Is the CF should be based on the input or output. He mentions that implicit feedback is given indirectly and explicit feedback involves direct correction and explanation. Moreover, Ellis (2007) mentions several other questions about providing CF: 1) Is the CF helpful in L2 acquisition, 2) Which types of errors should be corrected? 3) Should the teacher correct the errors or learners themselves? 4) Which is the most helpful type of CF? and 5) When should they be corrected? Such kinds of questions encourage the researcher to investigate the effect of explicit and recast feedback on the intermediate EFL learners' listening comprehension ability in the Iranian context and on the three groups of participants.

Background

Corrective Feedback

Corrective feedback was defined by Lightbown and Spada (1999) as:

Any indication to the learners that their use of the target language is incorrect. This includes various responses that the learners receive. When a language learner says, 'He go to school every day', corrective feedback can be explicit, for example, 'no, you should say goes, not go' or implicit 'yes he goes to school every day', and may or may not include metalinguistic information, for example, 'Don't forget to make the verb agree with the subject' (p. 171-172).

Nassaji and Swain (2000) believe that CF is necessary for learners to refuse the wrong hypotheses for specific item and it is helpful for impeding special types of over-generalisation which can affect the interlanguage of L2 learners. Moreover, interaction hypothesis of Long (1996) mentions that corrective feedback is caught through interaction which develops learner's interlanguage (IL) since interaction relate input, internal abilities of the learners, specially "selective attention", and output in the "productive" manner (Long, 1996, pp. 451-452).

According to Bitchener (2008), Corrective feedback can improve learners' skills. He argues that feedback from teacher is an important part of learning process and it can help learners to remove learning gaps and ambiguities. On the one hand, if the correct form is presented to learners they have the opportunities to compare their own form with the provided one. In such case, corrective feedback is like hypothesis testing. On the other hand, if the corrective feedback does not present the correct form, it can encourage the learners to use their own resources in reformulating of the incorrect form. In both ways, corrective feedback can help L2 development (Ohta, 2001).

Different types of corrective feedback (CF)

Lyster and Ranta (1997) mention six types of corrective feedback:

- **Explicit feedback.** In this kind of feedback, the correct form is provided explicitly. The teacher obviously shows the learners' error and points out the correct form.
- **Recast feedback.** It refers to reformulation of all or part of the learners' utterance or answer subtracting their errors.
- **Clarification request.** This feedback makes the learners aware that their utterance was misunderstood or it is ill-formed in some ways and needs reformulation.
- **Metalinguistic feedback.** it provides some comments, information, or questions relevant to the learner's utterance not providing the correct form of utterance explicitly.
- **Elicitation.** It involves 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.** It is teacher's repetition of learner's ill-formed utterance; in most situations the teacher by the use of appropriate intonation, marks the learner's error.

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

Explicit feedback

According to Loewen and Philp (2006) CF is considered as learners' effort to use 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.

Recast feedback

Loewen and Philp (2006) define recast feedback as the teacher's reformulation of all or part of an utterance, minus their errors. This can make learners aware of their utterances or answers included some errors. They provide three characteristics for recast feedback:

- "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).

Listening Comprehension Ability

Rubin (1995) defined listening comprehension as "an active process in which a listener selects and interprets information which comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express" (p. 151). Krashen (1985) considered the listening comprehension as a channel for comprehensible input. River (1966) states that listening comprehension of a foreign language involves two levels of activity. The first level is the recognition level, in which listener identifies the words and phrases in the structures and identifies sequences of the time, words and phrases which are used for modifying, and phrases which do not add something important to the idea of the message and are almost redundant. The second level is the selection level in which listener tries to get the main idea of the message.

According to Morley (2001), however, recently Listening comprehension considered as an essential skill in language learning, in both theory and practice it still needed to work.

History of listening comprehension ability

According to Mendelsohn (as cited in Osada 2004), in comparison with speaking, reading, and writing, which have received direct attention by teachers and learners in educational setting, listening has been neglected in the terms of both theory and practice and teachers usually expect learners to improve their listening comprehension ability without especial help and gradually. Osada (2004) states that according to Audiolingual method, learners can improve their listening comprehension ability by experiencing and listening to target language the entire day. He mentions that in behavioristic view listening comprehension ability is considered as "an enabling skill for production-oriented activities" and is improved through "practice and imitation" (p. 54). River (1966) claims that in the 1960s more attention was paid to some problems of discrimination of sounds, pitch and stress but these factors are not enough for comprehending a message. He mentions some other factors which, are involved in understanding of a message such as familiarity with "syntactic relationships, sequences of words and combinations of sounds of high frequency, clichés, conversational tags and formulae" as well as "body movements, facial expressions, slight changes in breathing, length of pauses and degrees of emphasis". These elements are known as kinesics and paralinguage elements, which are usually different from a language community to another language community, or even within one language community (pp. 197,198).

In the 1970s, listening comprehension skill changed into an active skill and especial importance has been given to this skill in educational setting (Osada, 2004).

Gradually more researchers became interested in discovering different dimensions of this skill, until throughout the 1980s and 1990s, listening comprehension skill found its place in language teaching and learning contexts includes second or foreign language acquisition settings (Osada, 2004). Berne (1998) conducted a survey of language teachers

whose results showed the gaps between listening educational theory and practice, and even the gaps between L2 listening research and practice.

Osada (2004) believes that however recently listening comprehension skill is well known as an essential factor of language teaching and learning, there are many dimensions of this skill, which are not well recognized and are worthy to be studied. One essential dimension of this skill is the way of providing corrective feedback to improve learners' listening comprehension ability and to avoid making them disappointed in this area.

Related Studies on Corrective Feedback and Listening Comprehension

There are many studies in the domain of corrective feedbacks some of which were illustrated in this part. In a study which carried out by Ferris and Roberts (2001) the effects of two different feedbacks (errors with codes, errors which are underlined) were investigated. The results revealed that both experimental groups with error feedback significantly outperformed the control group with no feedback. In addition, it was found that there was no significant difference between two experimental groups, one with codes and one without codes. Dabaghi and Basturkmen (2009) compared the effectiveness of explicit and implicit feedbacks in morphological and syntactical features. The results indicated that explicit feedback on the whole was more effective than implicit one. And it was concluded that explicit feedback is more effective for morphological features in comparison with syntactical ones. Falhasiri, Tavakoli, Hasiri and Mohammadzadeh (2011) conducted a study in which the effectiveness of explicit and implicit corrective feedback on interlingual errors of students' compositions was investigated. The results revealed that interlingual errors happened more than others ones (71%). It also showed that explicit feedback was more effective than implicit one. 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. Rahi (2013) investigated the effects of strategy instruction and explicit feedback on the Iranian learners' use of language learning strategies. The effect of gender on strategy use and the provision of explicit feedback was also investigated. The results indicated that learners more frequently used the strategies when were given explicit feedback. It was also concluded that there were no significant differences between gender on strategy use and the effectiveness of explicit feedback for them.

Some studies on listening comprehension are reviewed in this part.

Chen (2005) investigated the difficulties or barriers confronted by the EFL learners while acquiring listening comprehension strategies during a training program. The results revealed that some internal factors such as affective factors, habits of listening, abilities for information processing, level of proficiency, and the belief about listening activities affected listening comprehension ability. Other obstacles were related listening strategies and the materials which were used for listening comprehension. Rasouli, Mollakhan and Karbalaei (2013) carried out a study for investigating the effect of metacognitive listening strategy training on listening comprehension in Iranian EFL context. The results indicated that metacognitive strategy training can promote Iranian EFL learners from the elementary level to a higher level of listening comprehension. Sadeghi and Heidaryan (2012) in their study investigated the effect of teaching pragmatic discourse markers on EFL learners' listening comprehension. The findings showed that the learners of experimental group outperformed the learners of control group. Mohamadkhani, Farokhi and Farokhi (2013) examined the effect of using audio files on improving listening comprehension. It was concluded that using audio files had positive significant effect on improving listening comprehension.

Additionally, there are limited studies on the effectiveness of corrective feedback to the learners' listening comprehension ability, two of which are discussed in the following part.

Lee, Su, and Lee (2012) conducted a study in which the effect of computer-based immediate feedback on foreign language listening comprehension and test-associated anxiety was investigated. The results indicated that immediate feedback during testing provoked significantly higher anxiety and caused significantly higher listening scores than in the control group, with no feedback. However, repeated feedback did not affect the test anxiety and listening scores. Computer-based immediate feedback improved students' intrapersonal stress-like anxiety and enhanced their attention during listening tests. Computer-based tests with immediate feedback may facilitate raising the attention of EFL learners in foreign language listening comprehension. Smith and Shen (1992) also investigated the effects of knowledge of results feedback of captioning on listening comprehension of English as a second language in interactive videodisc systems. The findings revealed that learners with captioning treatment in experimental group gained a significantly higher score on the treatment content-specific listening comprehension test but there was no significant difference between experimental and control groups on the TOEFL listening comprehension test that measures general comprehension skills. Moreover, the results showed that English reading skill had a significant effect on listening comprehension performance. It was concluded that using captioning for specific content will enhance the learner listening comprehension within that content.

Recent attention to apply different strategies and techniques of error correction in teaching and learning process, has made the researcher interested in the topic of investigating the effect of explicit and recast feedback on EFL learners' listening comprehension ability

To investigate whether the explicit and recast feedback can affect the listening comprehension ability of the intermediate Iranian EFL learners, the following research questions were proposed:

1. Does the application of explicit and recast feedback for listening comprehension have any significant effect on the listening comprehension ability of the intermediate Iranian EFL learners?
2. Which type of these feedbacks (explicit or recast) is more effective in learners' listening comprehension ability?

5. Methodology

Participants

Forty four female participants were selected out of fifty six female EFL learners by the use of a placement test in Khorasan Foreign Language Institute in Mashhad. Their ages varied from 13 to 32, and their educational levels varied from high school to Bachelor degree.

Instrumentations

In order 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). Based on the guidelines of the proficiency the learners whose scores were between 37 and 49 were considered as the intermediate level EFL learners.

To find the pre-existing differences in listening comprehension ability among participants, the researcher designed a listening test by the use of some parts of the *Listen In*, book 3 (David Nunan, 2003). This test includes eight parts with different kinds of tasks such as information transfer tasks, editing tasks, note taking tasks, filling the blanks, true or false items, and multiple choice comprehension items. Its validity was proven by two experts. It was piloted among 20 intermediate EFL learners in Mashhad and its reliability was calculated through Cronbach's alpha (0.762).

Procedure

The study was conducted at Khorasan Foreign Language Institute in Mashhad. At first, to homogenize the subjects the Interchange/Passages Objective Placement Test for the intermediate (Lesly, Hasen & Zukowski, 2005) was administered. Out of fifty six, forty four female participants were picked for the purpose of this study. The 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 comprehension ability, the researcher-made listening comprehension test was administered at the beginning of the term. During the term, which took 20 sessions two types of corrective feedback (explicit and recast feedback) for listening comprehension, were fulfilled as the treatments for the learners of the experimental groups. For this purpose, the teacher in the group with explicit feedback directly and obviously pointed out the learners' error in doing the listening comprehension tasks or exercises and she herself indicated the correct form immediately. On the other hand, the teacher in the group with recast feedback restated or reformulated the learners' answers in performing the listening comprehension tasks or exercises without mentioning their errors and she let themselves find out their errors. In contrast, the teacher in the control group with no feedback did not provide any kinds feedback for the learners; it means that the learners just performed the related listening comprehension tasks and exercises without receiving any feedback on their errors. After the treatments were fulfilled for each group, the very researcher-made listening comprehension test was administered for the participants of three groups in order to measure the effectiveness of the feedbacks in their listening comprehension ability.

Results

To address the research questions of the study, data collected through the posttest and pre-test and following statistical procedures were conducted to the data. Firstly, to ensure the normality of the distribution, descriptive statistics were applied.

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

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
Pre-test listening	Explicit	15	16.40	2.720	.7023	14.89	17.90	12	21
	Recast	15	16.80	1.971	.508	15.70	17.89	14	22
	Control	14	16.50	2.821	.754	14.87	18.129	12	20

To evaluate whether there is any significant differences in listening comprehension ability of the learners of three groups' and whether they are appropriate for the study, the mean scores of the three groups at the pre-test were compared by the use of a one-way ANOVA. The *F*-observed value and *p*-value were .102 and .904, 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 Listening Pretest.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.295	2	.648	.102	.904
Within Groups	261.500	41	6.378		
Total	262.795	43			

Therefore, it can be concluded that there was no significant difference between the mean scores of the three groups at pre-test ($F(2, 41) = .102, p > .05$) and these groups are appropriate ones for the study.

According to the result of the Levene's test of homogeneity of variance it was concluded that the three groups possess homogenous variance; it means that, there was not any significant difference between the variance of the three groups. Therefore, the results of the one-way ANOVA were reliable ($F(2, 41) = .102, p > .05$) (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 comprehension at the Post-Test.

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean			
						Lower Bound	Upper Bound	Min	Max
Post-test listening	Explicit	15	22.66	3.109	.802	20.94	24.38	18	28
	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

The mean of explicit group at the post-test is higher than the other two. To see whether the treatments cause any differences the mean scores of the three groups at the post-test were compared by the use of a one-way ANOVA. The F-observed value and p-value were 13.852 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 ($F(2, 41) = 13.852, p < .05$) (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	269.184	2	134.592	13.852	.000
Within Groups	398.362	41	9.716		
Total	667.545	43			

Therefore, it was found 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 0.40. This figure shows 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 Leven's test of homogeneity of variance indicates that the three groups had homogenous variance ($F(2, 41) = 26.762, p > .05$); as a result, the results of the one-way ANOVA were reliable, namely, there was not any significant difference between the variance of the three groups.

The result of one-way ANOVA revealed that there is a difference among the means, but its exact place was not determined. To show the precise place of differences, a post hoc comparison of the means was applied. Therefore, a Scheffe's test was utilized and the results show 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

(I) grouplisting	(J) grouplisting	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
explicit	recast	3.06667*	1.13819	.035	.1757	5.9576
	control	6.09524*	1.15834	.000	3.1531	9.0374
recast	explicit	-3.06667*	1.13819	.035	-5.9576	-.1757
	control	3.02857*	1.15834	.042	.0864	5.9707
control	explicit	-6.09524*	1.15834	.000	-9.0374	-3.1531
	recast	-3.02857*	1.15834	.042	-5.9707	-.0864

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

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

Table-6: Descriptive Statistics of the Experimental and Control Groups in Listening Comprehension ability at the Gain Scores.

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean			
						Lower Bound	Upper Bound	Min	Max
Post-test self efficacy	Explicit	15	23.33	6.91	1.78	19.50	27.16	15	38
	Recast	15	9.60	6.609	1.70	5.93	13.26	1	22
	Control	14	1.35	1.90	.50	.256	2.456	-1	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 used. The F-observed value was 40.373. This amount of F-value at 2 and 41 degrees of freedom was higher than 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	280.170	2	140.085	40.373	.000
Within Groups	142.262	41	3.470		
Total	422.432	43			

According to table 7, there is a significant difference between the mean scores of the gain scores for the three groups ($F(2, 41) = 40.373, p < .05$). The effect size, calculated via eta squared, was found to be 0.66. This effect size determines the degree of association between the dependent (gain score) and independent (two types of CF) variable, which is a large size (Dornyei, 2007). The Levene's test of homogeneity of variance showed that the three groups had homogenous variance; therefore, the results of the one-way ANOVA were reliable. The F -value of 40.373 at 2 and 41 degrees of freedom was lower than the critical value. As a result, the underlying assumption of one-way ANOVA was fulfilled, it means that, there was not any significant difference between the variance of the three groups ($F(2, 41) = 40.373, p > .05$).

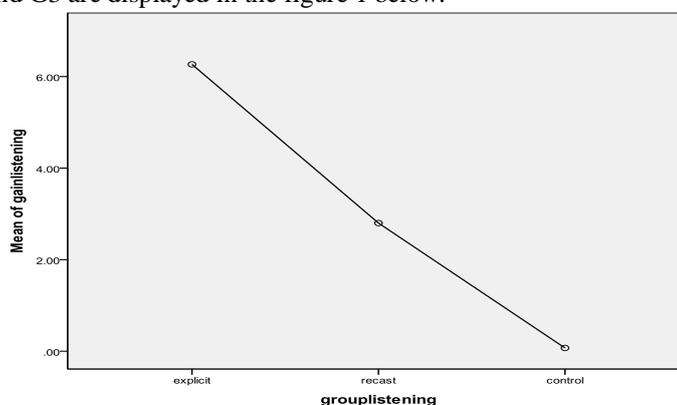
To recognize the place of differences, a Scheffe's test was used. The results revealed that, at the level of 0.05, there was significant difference between all the three groups of Control, Explicit and Recast (see Table 8).

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

(I) group listening	(J) group listening	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
explicit	recast	3.06667*	1.13819	.035	.1757	5.9576
	control	6.09524*	1.15834	.000	3.1531	9.0374
recast	explicit	-3.06667*	1.13819	.035	-5.9576	-.1757
	control	3.02857*	1.15834	.042	.0864	5.9707
control	explicit	-6.09524*	1.15834	.000	-9.0374	-3.1531
	recast	-3.02857*	1.15834	.042	-5.9707	-.0864

*. 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 shows, the mean of explicit group is higher than the other two. This result can also be concluded from table 3, 5, 6, and 8. We can conclude that explicit feedback is significantly more advantageous over recast in improving learner's listening comprehension ability.

Discussion

The purpose of this study was examining the effect of two types of Corrective Feedback (explicit and recast feedback) on the Intermediate EFL Learners' Listening comprehension ability. According to the results of the one-way ANOVA and Scheffé post hoc tests it can be concluded that both Corrective feedback types were effective in the improvement of EFL learners' listening comprehension ability; in addition, it was revealed that between two Corrective feedback types which were fulfilled during the term explicit feedback was more effective than recast one. The reason of this result can be explained according to Nassaji and Swain (2000) who believe that CF is necessary for learners to refuse the wrong hypotheses for specific item and it is helpful for impeding special types of over-generalisation which can affect the interlanguage of L2 learners. Moreover, 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. The findings of the present study corroborated the previous researches on the effectiveness of corrective feedback (Ferris and Roberts, 2001; Dabaghi and Basturkmen, 2009; Ellis, Loewen, and Erlam, 2006; Mackey, 2006; Rahi, (2013); Lyster, 2004; Havranek and Cesnik, 2003; Kim and Mathes, 2001). For example the result of a study carried out by Ferris and Roberts (2001) revealed that both experimental groups, one with feedback by the use of codes and the other with underlining feedback, significantly outperformed the control group with no feedback. In addition, Dabaghi and Basturkmen (2009) compared the effectiveness of explicit and implicit feedbacks in morphological and syntactical features. The results showed that explicit feedback was more effective than implicit one. Also it was indicated that explicit feedback is more effective for morphological features in comparison with syntactical ones.

Conclusion

The results of the present study revealed 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 and gain scores. It means that the explicit feedback helped learners to enhance their listening comprehension ability better than recast feedback.

The findings provide some pedagogical implications for teachers to apply the corrective feedbacks for listening comprehension appropriately and correctly, for teacher trainers in making EFL teachers familiar with influential corrective feedbacks in learning process generally and listening comprehension specifically, for curriculum developer,

syllabus designers and the ones who are responsible for providing materials to include necessary and enough opportunities for using different types of feedbacks in learning process.

The present study investigated the effect of two types of Corrective Feedback on the Intermediate EFL Learners' Listening Comprehension ability; therefore, some studies can be conducted to investigate the effect of these and other types of corrective feedback on the other language skills and components. In addition, this study can be replicated in high school and university to compare the achieved findings. Other researchers can also carry out this study with different ages and levels of proficiency.

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