

## THE ROLE OF TEACHERS' FEEDBACK IN IMPROVING YOUNG LEARNERS' LANGUAGE SKILLS

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<https://doi.org/10.5281/zenodo.20085294>

### Annotation

This study explores the role of teachers' feedback in enhancing young learners' language skills, including vocabulary, grammar, pronunciation, and oral communication. Using a mixed-method approach involving classroom observations, student assessments, and teacher interviews, the research identifies the types, timing, and strategies of feedback that most effectively support language development. Results indicate that timely, specific, and constructive feedback significantly improves students' linguistic competence and confidence. The study underscores the importance of integrating corrective, formative, and motivational feedback into daily teaching practices to foster active participation, experimentation, and long-term language proficiency. Implications for educators highlight the need for deliberate feedback strategies tailored to young learners' developmental needs.

**Keywords:** Teachers' feedback, language skills, young learners, formative assessment, corrective feedback, language development, classroom strategies

### Annotatsiya

Ushbu tadqiqot o'qituvchilarning yosh o'quvchilarning til ko'nikmalarini, jumladan, lug'at, grammatikani, talaffuz va og'zaki muloqot qobiliyatlarini rivojlantirishdagi rolini o'rganadi. Sinf kuzatuvlari, o'quvchi testlari va o'qituvchi intervyularini o'z ichiga olgan aralash metodika yordamida tadqiqot samarali til rivojlanishini qo'llab-quvvatlaydigan fikr-mulohaza turlari, vaqti va strategiyalarini aniqlaydi. Natijalar shuni ko'rsatadiki, o'z vaqtida, aniq va konstruktiv fikr-mulohaza o'quvchilarning lingvistik qobiliyatlari va o'ziga bo'lgan ishonchini sezilarli darajada oshiradi. Tadqiqot, yosh o'quvchilarning rivojlanish ehtiyojlariga mos keladigan tuzatilgan, shakllantiruvchi va rag'batlantiruvchi fikr-mulohazalarni kundalik o'qitish amaliyotiga integratsiya qilishning muhimligini ta'kidlaydi.

**Kalit so'zlar:** O'qituvchi fikr-mulohazasi, til ko'nikmalari, yosh o'quvchilar, shakllantiruvchi baholash, tuzatish fikr-mulohazasi, til rivojlanishi, sinf strategiyalari

### Аннотация

В данном исследовании рассматривается роль обратной связи учителей в развитии языковых навыков у младших учеников, включая словарный запас, грамматику, произношение и устную речь. С использованием смешанного метода, включающего наблюдения в классе, оценку учеников и интервью с учителями, исследование выявляет типы, время и стратегии обратной связи, которые наиболее эффективно поддерживают языковое развитие. Результаты показывают, что своевременная, конкретная и конструктивная обратная связь значительно повышает языковую компетентность и уверенность учеников. Исследование подчеркивает важность интеграции корректирующей, формирующей и мотивирующей обратной связи в повседневную

педагогическую практику для активного участия, экспериментирования и долгосрочного овладения языком. Для педагогов выделяется необходимость применения целенаправленных стратегий обратной связи, учитывающих возрастные и когнитивные особенности учащихся.

**Ключевые слова:** Обратная связь учителя, языковые навыки, младшие школьники, формирующее оценивание, корректирующая обратная связь, языковое развитие, стратегии в классе

### **Introduction**

Language acquisition is a fundamental aspect of a child's cognitive and social development. In early education, the role of teachers extends beyond merely delivering lessons to actively guiding students through the learning process. One crucial mechanism through which teachers influence young learners' language skills is feedback. Feedback provides students with specific information about their performance, highlighting strengths and identifying areas for improvement. It serves not only as a corrective tool but also as a motivational strategy, fostering confidence and engagement in language learning. Particularly for young learners, whose cognitive and linguistic abilities are still developing, timely and appropriate feedback can significantly impact their vocabulary growth, grammar accuracy, pronunciation, and overall communication competence. The importance of teacher feedback has been widely acknowledged in educational research, as it mediates the interaction between teaching methods and learning outcomes. This article examines how teachers' feedback contributes to enhancing young learners' language skills, aiming to provide practical insights for educators seeking to optimize classroom strategies for effective language development.

### **Literature Review**

The impact of teachers' feedback on language learning has been extensively explored in recent educational research. Hattie and Timperley emphasize that effective feedback should be clear, specific, and focused on learning goals, as it bridges the gap between current and desired performance [1; 115]. In language learning, feedback can be classified into various forms, including corrective feedback, evaluative feedback, and formative feedback. Corrective feedback addresses errors in grammar, vocabulary, or pronunciation, guiding learners toward accuracy. Studies by Lyster and Ranta highlight that explicit corrective feedback is particularly effective for young learners, as it provides immediate guidance while still encouraging experimentation with language [2; 89]. Evaluative feedback, such as grades or praise, plays a motivational role but is less effective in addressing specific linguistic challenges. Formative feedback, often embedded within classroom interaction, is recognized for its ongoing support, allowing teachers to adjust instruction to meet individual learner needs. Research also indicates that the timing and mode of feedback influence its effectiveness. For instance, oral feedback during communicative activities promotes natural language use, while written feedback supports reflection and self-correction. Vygotsky's sociocultural theory further underlines the role of feedback as scaffolding, helping learners progress from their current linguistic competence to higher levels of proficiency [4; 150]. Moreover, teacher attitudes and feedback strategies significantly shape learners' engagement. Studies reveal that positive, constructive feedback encourages risk-taking and experimentation, which are essential for developing fluency and expressive language skills [3; 56]. Conversely, negative or unclear feedback may create anxiety and hinder language development. Overall, the literature

underscores that teacher feedback is not merely corrective but also developmental, serving as a critical mechanism for improving the linguistic, cognitive, and social skills of young learners.

### **Methodology**

This study employed a mixed-method approach to investigate the role of teachers' feedback in improving young learners' language skills. The participants included 60 primary school students aged 6 to 8 years from three public schools and six language teachers with at least five years of teaching experience. Data collection involved classroom observations, student assessments, and teacher interviews. Observations focused on the types and frequency of feedback provided during language activities such as storytelling, reading, and writing exercises. Student language skills were assessed through pre-tests and post-tests measuring vocabulary, grammar, pronunciation, and oral communication. Teacher interviews explored feedback strategies, perceived challenges, and methods for motivating students. Quantitative data from assessments were analyzed using descriptive statistics and paired t-tests to determine improvements in language performance. Qualitative data from observations and interviews were thematically analyzed to identify patterns in feedback delivery and its perceived impact on student learning. Ethical considerations, including parental consent and student anonymity, were strictly maintained. This methodology allowed for a comprehensive understanding of how teachers' feedback functions in real classroom settings and its measurable effects on young learners' language development.

### **Results**

The study revealed a significant improvement in students' language skills following consistent teacher feedback. Post-test scores showed increased vocabulary retention, improved grammar accuracy, and enhanced pronunciation compared to pre-test results. Observational data indicated that teachers who provided immediate, specific, and constructive feedback facilitated higher levels of student engagement during language activities. Interviews with teachers highlighted that strategies such as modeling correct language use, encouraging self-correction, and giving positive reinforcement contributed to more confident and motivated learners. Students responded positively to feedback, often repeating corrected phrases and attempting more complex sentences in oral tasks. The results suggest that feedback is not only effective in addressing linguistic errors but also in promoting active participation and language experimentation.

### **Discussion**

The findings confirm that teachers' feedback plays a critical role in improving young learners' language skills. The combination of corrective, formative, and motivational feedback supports both accuracy and fluency, aligning with theoretical perspectives such as Vygotsky's scaffolding and Hattie and Timperley's feedback model. Immediate and clear feedback helps learners internalize linguistic rules, while positive reinforcement fosters confidence and encourages risk-taking in language use. The study also highlights that feedback effectiveness depends on its delivery; personalized and contextually relevant feedback is more impactful than generic comments. Moreover, the integration of feedback into interactive activities enhances communicative competence and practical language application. These findings underscore the need for teacher training programs to focus not only on content delivery but also on effective feedback strategies that cater to young learners' developmental needs. Limitations of this study include the small sample size and the short duration of observation,

which suggest that longitudinal studies could provide deeper insights into the long-term impact of feedback on language proficiency.

### **Conclusion**

Teachers' feedback is a pivotal component of young learners' language development, influencing vocabulary acquisition, grammar accuracy, pronunciation, and overall communication skills. The study demonstrates that feedback, when delivered effectively, promotes not only correction of errors but also confidence, engagement, and a willingness to experiment with language. By incorporating timely, specific, and motivational feedback into daily classroom practice, educators can foster a supportive learning environment that nurtures linguistic growth. Future research should explore diverse educational contexts and longitudinal outcomes to further validate the role of feedback in enhancing language proficiency. Ultimately, effective teacher feedback is both a corrective and developmental tool, essential for guiding young learners toward successful language acquisition.

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