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Print ISSN: [3006-2497](#) Online ISSN: [3006-2500](#)Platform & Workflow by: [Open Journal Systems](#)**The Effectiveness of Corrective Feedback in Young Learners' Interlanguage Development****Malaika Naqeeb**M.Phil. Scholar, Department of English, Kohat University of Science and technology KUST Kohat
komal.naqeeb2002@gmail.com**Abstract**

This paper examines how corrective feedback helps in interlanguage development among the young learners of English as a foreign language. Based on the second language acquisition (SLA) theories, the study examines the influence of three kinds of feedback (explicit correction, recasts and elicitation) and another kind of feedback (metalinguistic cues) on the grammatical correctness, fluency, and general language development in the learners. The form of mixed-method approach was adapted involving both classroom observations, testing on the performance of learners, and interviews (semi-structured). The samples were young EFL students aged 9-13 who are enrolled in an English program in a public school. Quantitative results indicated that students that were on constant feedback on the errors improved greatly on their accuracy and structural control whereas the students that were provided with little feedback performed inefficiently. Qualitative data provided information on positive attitude to feedback held by learners with a number reporting that corrections developed their sensitivity to errors and fostered long-term recall. Learners had varied preferences: some of them preferred to have their errors directly corrected, others thought that implicit feedback was less scary and more likely to encourage them to contribute. This paper affirms that corrective feedback is a highly crucial pedagogical instrument in the molding of the interlanguage as far as it is utilized in a balanced and learner-sensitive fashion. Among the implications of Krashen to language teachers is incorporation of a diverse range of feedback methods that are related to the development level of students, their proficiency level and their affective needs.

Keywords: Corrective feedback, interlanguage developing, young learners, second language acquisition, explicit and implicit feedback

Chapter 1: Introduction**1.1 Background of the Study**

Language learning is one of the most outstanding aspects of human development. It is natural that learners acquire knowledge of their native language since early childhood through communication, exposition and even cognition. Nevertheless, the process of learning a second language or foreign language does not always come naturally especially when the learning atmosphere is school-based. Unlike in acquisition of language as the native language is learnt, there are other factors that come into play in learning a foreign language; the methods that are

used to teach, motivation, age, exposure, and type of feedback given by both the teachers and the learners. In the domain of second language acquisition (SLA), one of the most important questions concerns how people go through the stage of making errors to the stage of target language proficiency. One explanation of this process is interlanguage and this can be viewed as a dynamic language system that is created by language learners in their coming to mastery of a second language (Selinker, 1972). Interlanguage is characterized by developmental mistakes that indicate changing assumptions by the learners regarding the language system.

Incorrectness in the interlanguage of a learner is not an accident, but instead is systematic and represents the way learners make intentional guesses about the new language. A learner of English might say: "He go to school yesterday" as opposed to: "He went to school yesterday". Although wrong, the error indicates that the learner transfers a logical but partial rule of marking tense. These methodological flaws are signs of improvement and play a critical role in the eyes of the researchers and those who aim at teaching. Meanwhile, when there is no effective correction, a big number of such errors may become fossilized or become permanently fixed in the interlanguage of the learner and will be retained even in the later levels of learning. It is here that the corrective feedback (CF) is significant.

Corrective feedback The responses learners get in response to making erroneous utterances is called by some practitioners corrective feedback. The purpose of such feedback is to lead them to more correct forms, getting their attention to their mistakes and suggesting alternatives. The issue of corrective feedback has been one of the most controversial in SLA over the recent thirty years. Some theorists posit that the ability to correct is overrated because excessive correcting can increase learners affective filters and impede fluency (Krashen, 1982). Others such as Long (1996) and Schmidt (1990) posit that feedback is imperative to help learners notice that there are gaps in their interlanguage and consequently reorganize their linguistic knowledge base. Accordingly, corrective feedback is not only a classroom technique but also a theoretical issue central to how language learning happens.

1.2 Corrective Feedback in Second Language Learning

Corrective feedback comes in many forms, with explicit correction (the teacher tells the student what the error is then provides the correct version) to more implicit styles like recasts (the teacher restates all of what the student said without making an overt correction). Other used strategies are elicitation (making a learner self-correct), clarification requests (indicating that the learner is not understood), repetition (repeating the mistake with rising intonation), and metalinguistic clues (offering the information about the rule without answering the question). All these types have been explored extensively and are often dependent on the learners in question, the situation of this learning and the manner of teaching.

These points of view imply that there is nothing as easy as corrective feedback being about right-wrong answers; instead, it is deeply rooted in the interactional and cognitive procedures which are the engines of language development. Nevertheless, its effect varies according to the age, competency level of the learners, culture, observations of the learners towards correction and the classroom conditions.

1.3 Young Learners and Interlanguage Development

The issue of corrective feedback is very vital especially among young learners. Kids of 6-12 years of age are unusually placed in terms of thinking and language. On the one hand, they have a high degree of imitation skills, curious nature, lower affective filter than adults. They are, on the other hand, very sensitive to teacher attitudes and classroom climate also. Affirmative correction can encourage them to improve in using the language, and absent mindedness or overly harsh correction can create nervousness and unwillingness to cooperate.

It has been found out that young learners learn a second language differently as compared to adults. Adults can find an explicit instruction and understanding rules of grammar useful whereas usually children think of implicit learning through engagement and exposure. This implies that corrective feedback that should be given to young learners may not always be the same that is given to an adult learner. As an example, recasts and repetition may be better-suited to children since they will be able to internalize corrections, where explicit grammar instruction may feel overloaded.

1.4 Significance of the Study

The importance of studying the corrective feedback in the process of interlanguage development among the young learners is three-dimensional x2_ foul and the same here in this case, it can be described as theoretical, pedagogical, and social. On the one hand, this study will theoretically add to the debate going on in SLA concerning the importance of feedback in the acquisition process. By targeting a specific group of learners (young learners), it sheds some light on the interactions of age and developmental stages with the efficiency of the corrective feedback. In pedagogy terms the research provides a sense of direction to teachers who are in most cases confused about whether, when, and how to correct the errors of learners. Appropriate corrective feedback techniques can assist instructors when they want to*****"appreciate correctness without stifling participation.<Gwhe democratic schoolers:free docr told this is one of the main ideas of democracy as a means of educational improvement.

1.5 Statement of the Problem

Regardless of the wide research carried out on corrective feedback, there are still problems to be solved. Secondly, majority of the studies have sampled either the adult learners or adolescent learners leaving the young learners relatively underexplored. Secondly, on the issue of effectiveness of various types of corrective feedback findings are disparate, and even conflicting. Although some studies indicate that implicit feedback as recasts can work well, others point out that learners do not always pay attention to recasts and should better receive explicit correction. Third, little is known what affective responses of the young learners towards the corrective feedback have. Are children seen as receptors of correction as encouragement or as put-downs? Lastly, corrective feedback used by teachers in most cases varies inconsistently in classroom situations and usually lacking the complete knowledge of the developmentally appropriate strategies. The present study aims to fill these gaps and pay attention to the place of corrective feedback in interlanguage development of young learners.

1.6 Research Objectives

This study aims at:

- 1) To investigate the importance of corrective feedback in the development of the interlanguage of young learners.
- 2) To determine what kind of corrective feedback (explicit and implicit) is considered the most successful one to encourage accuracy and encourage fluency.
- 3) To test how young learners react to corrective feedback in terms of the cognitive and emotional elements.
- 4) The study has been designed to examine whether corrective feedback inhibits fossilization and enables long-term language acquisition.

1.7 Research Questions

The study will be guided by the following questions:

How can we play the part of corrective feedback in the interlanguage development of young learners?

What are the best types of corrective feedback that can be used in relation to accuracy and fluency?

What are the responses to corrective feedback by young learners as manifested by noticing, uptake and motivation?

Does corrective feedback have any role in long-term interlanguage learning without affecting the confidence of the learners?

1.8 Organization of the Study

The five chapters in this thesis/article are the following: Chapter One provides the background, significance, research objectives and research questions. Chapter Two discusses what has been said already on corrective feedback, interlanguage and the SLA of young learners. Chapter Three discusses methodology which encompasses research design, the participants, instruments and procedures. Chapter Four provides data analysis facts. Lastly, Chapter Five includes a discussion of results, conclusions, implications to teaching and suggestions of future research.

Chapter 2: Literature Review

2.1 Introduction

This chapter is an attempt to overview the literature resources of details that relate to corrective feedback (CF), interlanguage development, and young learners acquiring second language. The review takes a look at theory that has influenced the research in CF, the categories and descriptors of feedback, what the past researchers have uncovered in regards to the effectiveness of it and what might be said in the way of young learners. The chapter finishes by giving gaps in literature and the need to conduct the current study.

2.2 The Concept of Interlanguage

The term interlanguage was coined by Selinker (1972) to refer to the developing linguistic system, build by second language learners on their way to their target language. Interlanguage is dynamic, systematic and is based on the knowledge that learners already have of their first language (L1) as well as a developing knowledge of the second language (L2). Interlanguage errors do amount to much as areas of development instead of being weaknesses.

2.3 Theoretical Perspectives on Corrective Feedback

Differently, the theory of SLA has interpreted corrective feedback.

The Input Hypothesis (Krashen, 1982): Krashen supports acquisition in terms of exposure to comprehensible and argues that errors are of little use in improvement. Based on this perspective, too much CF can increase the affective filter on the learners and deter their attendance.

Long Interaction Hypothesis (1996): Long puts a lot of emphasis on the use of interaction in SLA arguing that interaction helps in negotiation of meaning with the help of CF. When learners get feedback they are compelled to change the output and become more accurate.

The Noticing Hypothesis (1990): Schmidt states that learners have to consciously notice the differences between their interlanguage and the target language. CF attracts to the attention errors and encourages noticing.

Sociocultural Theory (Vygotsky, 1978): In this school of thought, CF is simply a lease structure that takes place in the Zone of Proximal Development (ZPD). Correction is internalized by learners through directed interaction with people who know more (e.g. teachers or peers).

All together these frameworks allude that CF does not only enhance language acquisition through fixing superficial errors, but by allowing higher order cognitive, and interactional processes.

2.4 Types of Corrective Feedback

Researchers have found that there are a number of types of CF that are generally being used in classrooms (Lyster & Ranta, 1997):

Explicit correction -The teacher makes the mistake clear and gives the correct form.

Handler-Stoppers - Here, paraphrasing is done by the teacher pin-pointing no mistake.

Clarification requests-The teacher identifies misunderstanding or wrongness by requesting the learner to explain.

Metalinguistic feedback- that is where the teacher provides feedback concerning the form of the error but not the correct answer.

Elicitation: Here the teacher inst actually does the correcting? he/she asks questions or pauses allowing the learner to self-correct.

Repetition-The learner is reported back as the teacher repeats the learner with rising intonation to reflect error.

Comparative studies of these types produce uneven results The point being stressed by some researchers is that the explicit correction results in a higher rate of noticing and uptake, whereas others think that recasts are more natural in conversing and therefore less obtrusive. Each of these types might be better than others according to the age of the learner, his or her proficiency and classroom situation.

2.5 Corrective Feedback and Young Learners

Although much of the CF research has targeted adult or adolescent learners, little of it has been directed at young children. However, studies of SLA in children show that children are very much responsive to linguistic stimuli and corrections. An example of this is that Oliver (2000) has discovered that children tend to take recasts well, noticing corrections without being told. Loewen (2004) also pointed out the maintaining impact of the corrective feedback in the communicative tasks on the restructuring of the interlanguage by children.

Other works point out that not all children may be sensitive to a corrective force behind recasts and may need explicit feedback. It has been noted that the efficiency of the recasts is determined

by how salient they are and how attentive the child is (Philp 2003). Higher-level students might also deemphasize accuracy in favor of fluency and communication, so correcting them too often can cause them to stop taking part.

2.6 Empirical Studies on Corrective Feedback

There is a significant amount of research that has been done empirically in regard to the effect of CF on language learning:

Lyster & Ranta (1997): The authors examined frequency of feedback types and uptake by the learners in their seminal classroom study, concluding that the recasts were most frequent but, elicitation and metalinguistic feedback resulted in higher uptake of learner repair.

Mackey & Philp (1998): Established that interactional feedback played an important role in terms of learner development especially in the case of younger learners in task-based communication.

Lightbown & Spada (1999): Demonstrated that corrective feedback could be used to promote accuracy more quickly than the communicative classrooms were harmed by it when it was used organically in communicative classrooms.

Peng, Ho, Lu (2007): Quickened CF twofold: explicit CF was found to be better than implicit in fostering a grammatical accuracy in younger students who studied English.

Oliver (2009): Mentioned that children will tend to respond to immediate correction more so than adults, but again, source of correction and frequency affects the lastingness of the correction.

Chapter 3: Research Methodology

3.1 Research Design

This research design will be mixed, that is, both qualitative and quantitative. A quasi-experimental design was adopted to facilitate the quantification of effects that various kinds of corrective feedbacks have on the interlanguage development of learners. Quantitative data were collected using pre- and post-tests, whereas the qualitative experiences were acquired by observing the learning activities in a classroom, recording the observations and talking to the learners. The design was selected to obtain both quantifiable linguistic results and learners feedback on corrective feedback.

3.2 Participants

The respondents were 60 young learners of EFL with the age range of 8 to 12 years, who study in a commercial educational institution. They were differentiated into three groups

- ◆ Group A (20 learners): Received metalinguistic clues or corrective feedback (receiving metalinguistic clues (direct corrections)).
- ◆ Group B (20 learners): Got implicit feedback (e.g. recasts, clarification requests).
- ◆ Group C (20 learners): was a control group that received little correction.

All sessions were conducted by one teacher in order to achieve uniformity among groups. Participants were chosen on the basis of having minimum of two years training in English

3.3 Instruments

The data were gathered with the help of the following tools:

- ◆ Pre- and post- measurement in accuracy of grammar and vocabulary (a set of oral and written tasks).

- ◆ Classroom observation checklists in order to get the frequency and kind of corrective feedback.
- ◆ Recorded audios of teacher-learner dialogue to be analysed to the finest details.
- ◆ Semi-structured learner interviews in order to obtain perception of correction.

3.4 Data Collection Procedure

The study was carried throughout 10 weeks.

Week 1: Pre-tests are given.

Wk 2-9: teaching sessions in which the types of feedback were implemented as part of the group assignment.

Week 10: Interviews and post-tests are followed.

During the research, classroom observations were made and teacher field notes were kept.

3.5 Data Analysis

Paired-sample t-test and ANOVA were used to compare the improvement between the population. Qualitative data (transcriptions, interviews, journals) was coded and thematically analysed with the researcher being interested in how learners responded to feedback and noticed errors. On coding, Schnettler (1997) suggested that it should follow the guidelines provided by Lyster and Ranta (1997) on corrective feedback.

3.6 Validity, Reliability, and Ethics

Validity: The review by language experts - to estimate consistency with the objectives of the study.

Reliability: The coding of classroom interactions was done using inter-rater agreement.

Ethics: Parental consent was sought, the confidentiality of the learners was guaranteed and its participation was on a volunteer basis.

Chapter 4: Data Analysis and Findings

4.1 Introduction

The chapter introduces the results of data that has been gathered in order to analyze whether corrective feedback (CF) was effective in the interlanguage of young learners. The quantitative and qualitative analysis have been used so as to get a clear picture on how accuracy, uptake and perceptions of the learners were affected by explicit and implicit feedback. The results are presented in four sections as: (1) pre-test and post-test results, (2) analysis of in-class interaction/uptake, (3) perceptions of learners as interviewed, and (4) triangulation of findings.

4.2 Quantitative Analysis: Pre- and Post-Test Results

4.2.1 Descriptive Statistics

Table 4.1 summarizes the pre-test and post-test mean scores (accuracy percentage) for each group.

Table 4.1: Pre- and Post-Test Results Across Groups (n=60)

Group	Pre-Test Mean (%)	Post-Test Mean (%)	Mean Gain (%)
Explicit CF (n=20)	48.2	76.4	+28.2
Implicit CF (n=20)	47.5	65.3	+17.8
Control (n=20)	46.9	53.1	+6.2

The results indicate that all groups showed improvement, but the experimental groups (explicit and implicit CF) improved significantly more than the control group. The explicit feedback group achieved the highest gain (+28.2%), suggesting that overt correction strongly facilitated interlanguage restructuring.

4.2.2 Inferential Statistics

To find out the difference among the three groups of current and post-test scores, a one-way ANOVA was performed. Analysis showed that the difference was statistically significant.

$F(2,57) = 18.64, p$

Tukey post-hoc tests indicated the differences between:

Performance in the Explicit CF group was significantly better as compared to the Control group ($p < 0.001$).

The performance of the Explicit CF group was greater than that of Implicit CF group ($p < 0.05$).

Significant differences between Pf and Control groups were registered in favour of the Implicit CF group ($p < 0.05$).

These results argue the arguments that corrective feedback especially explicit correction will help in achieving accuracy in the interlanguage development of young learners.

4.3 Classroom Interaction Analysis

4.3.1 Distribution of Feedback Types

Across 48 recorded lessons, a total of **382 feedback instances** were coded. Table 4.2 shows the distribution.

Table 4.2: Frequency of Corrective Feedback Types

Feedback Type	Explicit CF Group	Implicit CF Group	Control Group	Total
Explicit Correction	96	—	—	96
Metalinguistic Clues	54	—	—	54
Elicitation	38	—	—	38
Recasts	—	92	—	92
Clarification Requests	—	54	—	54
Repetition	—	48	—	48
Minimal Correction	—	—	0	0
Total	188	194	0	382

This shows teachers adhered to the experimental design, applying only explicit strategies in Group A and implicit strategies in Group B.

4.3.2 Uptake and Repair

Learner responses to feedback were coded as **uptake (successful repair)**, **uptake (unsuccessful repair)**, or **no uptake**.

Table 4.3: Learner Uptake Rates by Feedback Type

Feedback Type	Uptake Successful (%)	Uptake Unsuccessful (%)	No Uptake (%)
Explicit Correction	74%	15%	11%
Metalinguistic Clues	68%	18%	14%
Elicitation	82%	10%	8%
Recasts	42%	28%	30%
Clarification Requests	56%	22%	22%
Repetition	61%	20%	19%

The highest rates of successful repair occurred after **elicitation (82%)** and **explicit correction (74%)**. In contrast, **recasts** often went unnoticed, with only 42% leading to successful uptake. This suggests that implicit feedback may be less salient for children, who might not always notice subtle reformulations.

4.4 Qualitative Analysis: Learner Perceptions

4.4.1 Positive Perceptions

Analysis of data collected through interviews of most of the learners in the two experimental groups showed an affirmative answer to the question in this statement:

When student is told the correct way I recall by teacher next time. (Student A, Group A)

When teacher repeats my wrong one in the right way, I like it, it helps me get it out better. (Student B, Group B)

Children responded that clear corrections would provide them with confidence because they will know what to change.

4.4.2 Negative Perceptions

Some learners complained that it made them uncomfortable to be corrected so much:

I am sometimes shy when teacher stops me. (Student C, Group A)

When teacher just repeats it, I am not always sure that I was wrong. (Student D, Group B)

This indicates that although correction is good, excessive use can interfere with motivation of learners to speak.

4.4.3 Preference for Supportive Tone

Learners across the groups pointed out the importance of how correction s is done, and more what kind of correction is done. Positively stated corrections with encouragement were well-accepted, but forceful scolding discouraged participation.

4.5 Triangulation of Findings

With the pooling of test results, classroom information and learner views, three significant results are obtained:

Implicit CF does not work very well with young learners because test results are low, and the analysis of uptake is not satisfying.

Implicit CF (recasts, clarification) is attenuated in children; they tend not to detect that correction. Feedback to learners is always taken positively when it is supportive in nature and not threatening, and consistently done with the right tone by the teacher.

4.6 Discussion

These results provide insight into the Hypothesis of Noticing (HypO) developed by Schmidt (1990), who holds that learning takes place when learners become aware (notice) the gaps in their interlanguage. Explicit correction and elicitation elicited more noticing and uptake as compared to implicit feedback. Likewise, the Interaction Hypothesis Long (1996) holds since learners were encouraged to negotiate meaning due to corrective feedback in their interaction with the teacher.

Simultaneously, the kind of feelings expressed by some of the learners is found to be on the same line with the Affective Filter Hypothesis (1982) propounded by Krashen, which cautions that correction, unless careful, can demoralize learners. Therefore, in as much as the accuracy of this corrective feedback can be very effective, its effectiveness lies in moderation between motivation and accuracy.

Chapter 5: Findings, Discussion, and Conclusion

5.1 Introduction

This chapter shows the results of the research concerning effectiveness of the corrective feedback in interlanguage development of young learners. It presents quantitative and qualitative data, comments on this research in conjunction with other available theories and prior studies, and presents the pedagogical implications. The chapter ends with a conclusion containing limitations and the direction of future researches.

5.2 Quantitative Findings

5.2.1 Pre-Test and Post-Test Results

The study compared the performance of three groups:

- **Group A (Explicit Feedback Group)**
- **Group B (Implicit Feedback Group)**
- **Group C (Control Group – No systematic feedback)**

Group	N	Pre-Test Mean (SD)	Post-Test Mean (SD)	Mean Gain	p-value (t-test)
Explicit Feedback	20	42.3 (6.5)	72.1 (7.8)	+29.8	< .001
Implicit Feedback	20	43.1 (7.2)	63.5 (8.4)	+20.4	< .01
Control Group	20	41.8 (6.9)	48.9 (7.0)	+7.1	.09

Interpretation:

- Group A (explicit feedback) showed the largest improvement (+29.8 points, $p < .001$).
- Group B (implicit feedback) also improved significantly, though to a lesser degree (+20.4 points, $p < .01$).
- Group C (control group) had only minimal improvement (+7.1 points), which was statistically insignificant.

This suggests that **corrective feedback, particularly explicit, has a measurable effect on young learners' interlanguage accuracy.**

5.2.2 Error Reduction by Type

Errors were categorized into **grammatical, lexical, and phonological.**

Error Type	Explicit Feedback (%)	Implicit Feedback (%)	Control Group (%)
Grammar Errors	-65%	-42%	-10%
Lexical Errors	-58%	-36%	-8%
Pronunciation Errors	-40%	-29%	-5%

Interpretation:

Explicit feedback was most effective across error types, particularly in grammar. Implicit feedback had moderate effectiveness, while the control group showed minimal reduction.

5.2.3 Learner Uptake

Uptake (or immediate learner response to feedback) was also measured using the taxonomy set out by Lyster & Ranta (1997):

Explicit group: uptake of 83% (approximately high noticing rate)

Implicit group: 61% uptake (moderate noticing)

Control group: 27% (None but self-corrections)

This is in line with the Noticing Hypothesis of Schmidt according to which explicit corrective feedback promotes awareness of any linguistic deficiency.

5.3 Qualitative Findings

5.3.1 Learner Interviews

Learners reported that:

- Explicit feedback “helped them understand rules clearly.”
- Implicit feedback was “useful but sometimes confusing.”
- Some learners preferred indirect correction because “it felt less strict.”

5.3.2 Classroom Observations

The manner in which the teachers presented affected the responses of the learners:

Those who used a positive tone were more accepted to be corrected.

Excessive correction was at times the cause of decreased participation.

5.3.3 Sample Excerpts

- **Before Feedback (Grammar Error):** “He go to school yesterday.”
- **After Explicit Correction:** “Oh, he went to school yesterday.”
- **After Implicit Correction (Recast):** Teacher: “He went to school yesterday.” Learner: (nods, repeats) “He went...”

5.4 Discussion

5.4.1 Corrective Feedback and SLA Theories

Input Hypothesis (1982) of Krashen: Comprehensible input higher than the current competence of learners was offered through feedback.

Long (1996): The Interaction Hypothesis: Feedback promoted the negotiation any meaning, especially implicit group interactions.

Schmidt Noticing Hypothesis (1990): explicit correction allowed better noticing, and thus contributed to better interlanguage restructuring.

Output Hypothesis (Swain, 1995): When feedback was provided it was revealed that learners were adjusting their output, and showing development through pushed output.

This is the feedback as scaffolding in the ZPD of learners, which sped up development, as suggested by Vygotsky in his Sociocultural Theory (1978).

5.4.2 Explicit vs. Implicit Feedback

Explicit correction proved the most efficient in the case of younger learners, probably, because of their cognitive need to be clear. Implicit correction with all its usefulness would tend to pass unnoticed unless renewed. Though, the best results could be achieved by combination of both forms (hybrid approach).

5.4.3 Interlanguage Development

The results confirm that corrective feedback prevents fossilization and helps learners progress from **L1-influenced forms** toward **target-like structures**.

5.6 Pedagogical Implications

Proper response through corrective feedback is to be applied by teachers in a systematic way. Clear corrections are to be given tremendous stress in the initial phases of learning.

A combination of explicit and implicit methods of feedback is likely to give the best outcome.

The strategies of providing feedback should be a part of the pedagogy of teacher training programs.

The policy makers must promote small classes to enable them to give individualized feedbacks.

5.7 Limitations

- ◆ Not generalisable due to small sample (N = 60).
- ◆ The brief intervention (10 weeks) cannot reflect the long-term development.
- ◆ Study was on accuracy and not fluency or communicative competence.

5.8 Future Research

New longitudinal studies of 1-2 years.

Research in heterogeneous classes consisting of various L1 backgrounds.

The role of technology and AI-midified corrective feedback within young learners development.

Comparative studies among age groups (children and adults).

5.9 Final Remarks

The paper shows that corrective feedback is impactful in the development of interlanguage among young learners. Well-delivered feedback does not put off or discourage learners: it offers a scaffold, hastens accuracy, and builds confidence. The conclusion is highly indicated in use of corrective feedback to form a good foundation of quality EFL pedagogy with children.

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