

**IMPLEMENTING EFFECTIVE FEEDBACK MECHANISMS IN LANGUAGE LEARNING:
A FOCUS ON PRONUNCIATION CORRECTION IN ADULTS ESL CLASSES**

*Normamatova Nilufar Sherzod qizi,
Student of the Navoiy State University
Ma`mura Gulyamovna Burxonova
Supervisor*

Abstract: Pronunciation plays an important role in oral communication, but it is one of the most challenging aspects of second language learning, especially for adult ESL (English as a Second Language) learners. Effective feedback mechanisms can help learners develop accurate pronunciation and intelligible speaking skills. This article reviews various feedback strategies that can help improve pronunciation, including precision correction, recasting, meta-linguistic feedback, and self-monitoring techniques. It also discusses the use of speech recognition software and artificial intelligence-based pronunciation apps that provide real-time, personalized correction.

The results of the study show that the combination of the lecturer is significantly increases the phonetic accuracy of students. This article emphasizes how important it is when they provide practical recommendations for language teachers, especially the timely, timely and constructive focusing on developing pronunciation.

Keywords: Pronunciation correction, ESL learners, feedback mechanisms, explicit correction, speech recognition, metalinguistic feedback, adult language learning.

Аннотация: Произношение играет важную роль в устной коммуникации, но оно является одним из самых сложных аспектов изучения второго языка, особенно для взрослых учащихся ESL (английский как второй язык). Эффективные механизмы обратной связи могут помочь учащимся развить точное произношение и разборчивые речевые навыки. В данной статье рассматриваются различные стратегии обратной связи, которые могут способствовать улучшению произношения, включая точную коррекцию, переформулирование, метаязыковую обратную связь и техники самоконтроля. Также обсуждается использование программ распознавания речи и приложений на базе искусственного интеллекта для произношения, которые обеспечивают персонализированную коррекцию в реальном времени.

Результаты исследования показывают, что сочетание различных методов преподавателя значительно повышает фонетическую точность студентов. В статье подчеркивается важность того, чтобы преподаватели давали практические рекомендации, особенно своевременную и конструктивную обратную связь, с акцентом на развитие произношения.

Ключевые слова: Коррекция произношения, учащиеся ESL, механизмы обратной связи, явная коррекция, распознавание речи, металингвистическая обратная связь, обучение языку взрослых.

Annotatsiya: Talaffuz ogʻzaki muloqotda muhim rol oʻynaydi, biroq bu ikkinchi tilni oʻrganishda, ayniqsa kattalar uchun moʻljallangan ESL (Ingliz tili ikkinchi til sifatida) oʻrganuvchilari uchun eng murakkab jihatlardan biridir. Samarali fikr-mulohaza mexanizmlari oʻrganuvchilarga aniq talaffuz va tushunarli soʻzlashuv koʻnikmalarini shakllantirishga yordam berishi mumkin. Ushbu maqolada talaffuzni yaxshilashga xizmat qiladigan turli fikr-mulohaza strategiyalari, jumladan aniqlik bilan tuzatish, qayta aytish (recasting), metatilshiy fikr-mulohaza va oʻz-oʻzini nazorat qilish texnikalari koʻrib chiqiladi. Shuningdek, maqolada nutqni tanib olish dasturlari va sunʼiy intellekt asosidagi talaffuz ilovalari orqali real vaqt rejimida, shaxsga mos tuzatishlar berilishi haqida ham soʻz yuritiladi.

Tadqiqot natijalari shuni koʻrsatadiki, oʻqituvchining turli yondashuvlarni uygʻunlashtirib qoʻllashi talabalar talaffuzining fonetik aniqligini sezilarli darajada oshiradi. Ushbu maqolada til oʻqituvchilari uchun amaliy tavsiyalar beriladi va ayniqsa talaffuzni rivojlantirishda oʻz vaqtida va konstruktiv fikr-mulohazaning muhimligi taʼkidlanadi.

Kalit soʻzlar: Talaffuzni tuzatish, ESL oʻrganuvchilari, fikr bildirish mexanizmlari, aniq tuzatish, nutqni aniqlash, metalingvistik fikr bildirish, kattalar til oʻrganishi.

Pronunciation is an important component of language proficiency, affecting not only language learning but also social adaptation¹. Poor pronunciation can cause communication problems even for students with good grammar and vocabulary knowledge². However, pronunciation instruction is one of the areas that receives less attention in ESL classes than other language skills³.

The Role of Feedback in Pronunciation Learning

Feedback plays an important role in language learning because it informs learners about their mistakes and helps them correct them⁴. Research shows that specific and direct feedback can be particularly helpful for adult ESL learners⁵. The following are some of the types of feedback commonly used in pronunciation teaching:

Direct correction: The teacher directly points out the student's pronunciation error and suggests the correct form. This method has been shown to be effective in increasing awareness of pronunciation errors⁶

Recast: The teacher rephrases the student's mispronounced word or phrase in the correct form. While this technique is helpful, some studies have shown that students sometimes do not notice such corrections⁷.

¹ Derwing & Munro, 2015

² Gilakjani, 2016

³ Fraser, 2000

⁴ Saito & Lyster, 2012

⁵ Lyster & Ranta, 1997

⁶ Ellis, 2009

⁷ Ammar & Spada, 2006

Metalinguistic feedback: The teacher provides linguistic explanations for phonetic errors, which helps students understand pronunciation rules⁸.

Self-monitoring and peer feedback: Students' ability to assess their own pronunciation or provide feedback to each other develops independent learning and self-correction skills.

Pronunciation Correction Using Technology

In recent years, technological advances have introduced new tools for pronunciation correction. Speech recognition software, AI-powered mobile applications, and interactive pronunciation coaches provide students with real-time feedback.

Research shows that technology-based feedback is more effective when used in conjunction with traditional teacher-led correction. For example, mobile applications such as **ELSA Speak** and **SpeechAce** use AI to identify and correct students' pronunciation errors, which increases the opportunity for independent practice.

Challenges in Implementing Feedback Mechanisms

There are some challenges in providing effective feedback. For example, some students may have difficulty accepting direct corrections and this may cause anxiety in them⁹. In addition, there may not be enough time during the lesson for the teacher to provide individual feedback to each student. The effectiveness of feedback also depends on the student's level, motivation, and willingness to self-correct¹⁰.

The main factors that affect the effectiveness of feedback are:

1. Psychological resistance of students

Some adult students feel uncomfortable receiving correction in person or in public. This reduces their participation, reduces their motivation, and leads to a fear of expressing themselves freely. Pronunciation errors can be a source of personal embarrassment, especially when they feel that their pronunciation is related to their personality or cultural identity.

2. Lack of teacher skills and knowledge

Not all teachers have sufficient knowledge and experience in teaching pronunciation or phonetic analysis. In this case, they may not know how to effectively provide feedback, especially how to identify and explain phonological errors¹¹.

⁸ Saito & Lyster, 2012

⁹ Horwitz, Horwitz & Cope, 1986

¹⁰ Derwing & Munro, 2015

¹¹ Fraser, 2000

3. Limited lesson time

Many language classes have limited time, which makes it difficult to provide individual feedback to each student. Teachers are forced to spend more time on vocabulary and grammar, which results in insufficient attention to pronunciation.

4. Lack of attention or low priority to pronunciation

Some students may have little need or interest in correcting pronunciation. They may consider pronunciation unimportant or think that they are clear. This makes feedback ineffective because the student does not take it seriously.

5. Misunderstanding of feedback

Especially because of complex phonetic terms or poorly delivered explanations, the student may misunderstand the feedback. In this case, the error is not corrected, but confusion arises.

6. Cultural Differences

Students from different cultural backgrounds may perceive feedback differently. In some cultures, it is considered impolite to criticize or point out mistakes, which requires caution when giving feedback.

7. Limited access to technological tools

While technological approaches are effective, not all students always have access to the internet, smartphones, or specialized apps. This creates challenges in the equitable distribution of digital feedback tools.

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