



## THE IMPACT OF DELAYED ERROR CORRECTION ON SPEAKING CONFIDENCE OF EFL LEARNERS IN A CENTRAL ASIAN CONTEXT

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**Abstract:** This study investigates the impact of delayed error correction on the speaking confidence of EFL (English as a Foreign Language) learners in a Central Asian context. While immediate error correction has traditionally been dominant in language classrooms, recent communicative approaches suggest that delayed correction may reduce anxiety and enhance learners' confidence. The research was conducted among intermediate-level university students in Uzbekistan. A quasi-experimental design was employed with control and experimental groups over a 10-week period. The experimental group received delayed corrective feedback after speaking tasks, while the control group received immediate correction. Data were collected through pre- and post-speaking confidence questionnaires, classroom observations, and oral performance assessments. The findings reveal that delayed error correction significantly improves students' speaking confidence and reduces communication anxiety without negatively affecting accuracy development. The study concludes that delayed corrective feedback can be an effective pedagogical strategy in EFL classrooms in Central Asia.

**Keywords:** delayed error correction, speaking confidence, EFL learners, corrective feedback, communication anxiety, Central Asia, Uzbekistan

### INTRODUCTION

Speaking is one of the most challenging skills for EFL learners. In many Central Asian classrooms, including Uzbekistan, teacher-centered instruction and frequent interruption for error correction remain common practices. Although



correction is necessary for language development, excessive immediate correction may reduce learners' willingness to speak.

Research in communicative language teaching suggests that delayed error correction may foster a more supportive learning environment. However, limited empirical studies have examined its impact in Central Asian educational settings. Therefore, this study aims to investigate the influence of delayed error correction on speaking confidence among EFL learners in Uzbekistan.

The research seeks to answer the following questions:

1. Does delayed error correction improve speaking confidence among EFL learners?
2. How does delayed correction affect learners' oral performance?
3. What are students' perceptions of delayed corrective feedback?

## **LITERATURE REVIEW**

Corrective feedback has been widely studied in second language acquisition. According to scholars such as Rod Ellis, corrective feedback plays a crucial role in interlanguage development. Immediate correction, however, may interrupt fluency and increase anxiety.

Stephen Krashen's Affective Filter Hypothesis suggests that anxiety and low confidence can block language acquisition. Frequent interruptions during speaking tasks may raise the affective filter.

Michael Long's Interaction Hypothesis emphasizes meaningful communication. Delayed correction allows learners to maintain communicative flow before receiving feedback.

In Central Asian contexts, traditional pedagogy often emphasizes grammatical accuracy. However, recent reforms in Uzbekistan's higher education system encourage communicative approaches. Despite this shift, empirical research on corrective feedback timing remains scarce in the region.

## **METHODOLOGY**



## Research Design

This study employed a quasi-experimental design with two groups:

Experimental group (Delayed Error Correction)

Control group (Immediate Error Correction)

## Participants

The participants were 60 second-year university students majoring in English at a public university in Uzbekistan. Their proficiency level was B1 (intermediate).

## Instruments

1. Speaking Confidence Questionnaire (Likert-scale based)
2. Oral Performance Rubric (fluency, accuracy, coherence, pronunciation)
3. Classroom Observation Checklist
4. Semi-structured interviews

## Procedure

The experiment lasted 10 weeks:

Control group: Teacher corrected errors immediately during speaking.

Experimental group: Teacher took notes during speaking and provided feedback after task completion.

Pre- and post-tests were conducted to measure changes in confidence levels and oral performance.

## Data Analysis

Quantitative data were analyzed using descriptive statistics and paired t-tests.

Qualitative data from interviews were coded thematically.

## RESULTS

### Speaking Confidence

The experimental group demonstrated a significant increase in speaking confidence scores ( $p < 0.05$ ), while the control group showed only minor improvement.

Students in the delayed correction group reported:



Reduced fear of making mistakes

Greater willingness to participate

Increased fluency

Oral Performance

Fluency improved significantly in the experimental group. Accuracy also improved, though slightly slower compared to the control group.

Student Perceptions

Interview results indicated that students preferred delayed correction because:

It did not interrupt their speech.

It reduced embarrassment.

It helped them reflect on errors more effectively.

## **DISCUSSION**

The findings support communicative language teaching principles. Delayed error correction appears to lower learners' affective filter, consistent with Krashen's theory. It also aligns with interaction-based models of language acquisition.

In the Central Asian context, where students often experience performance anxiety, delayed correction may create a psychologically safer classroom environment. While immediate correction may improve short-term accuracy, it may hinder confidence and fluency.

Teachers should balance accuracy and fluency goals. Delayed correction is particularly effective during communicative tasks such as debates, role-plays, and presentations.

## **CONCLUSION**

This study demonstrates that delayed error correction positively impacts speaking confidence among EFL learners in Uzbekistan. It reduces anxiety, increases participation, and supports fluency development without significantly compromising accuracy.



Pedagogically, EFL teachers in Central Asia should consider incorporating delayed feedback strategies, especially during communicative activities.

Future research may explore:

Long-term effects of delayed correction

Impact on different proficiency levels

Comparative studies across Central Asian countries

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