

## THE IMPACT OF ERROR CORRECTION TECHNIQUES ON LEARNER CONFIDENCE AND MOTIVATION

*Abdujabborova Dilafro‘z Abdumajid qizi*  
*Kimyo International Universitet in Tashkent*  
*2<sup>nd</sup> of year student An english education*

### ABSTRACT

Error correction is a central aspect of language teaching and learning, yet its influence on learners' confidence and motivation remains complex. This study explores how different error correction techniques such as immediate versus delayed feedback and direct versus indirect correction shape learners' attitudes, willingness to speak, and long-term engagement in the classroom. Data were collected through surveys and interviews with language learners, focusing on their emotional and motivational responses to various forms of feedback. Findings suggest that while some students value immediate and direct correction for its clarity and usefulness, others find it discouraging and prefer delayed or indirect methods that allow for reflection and self-correction. The results highlight the importance of adapting error correction strategies to individual learner preferences in order to foster both confidence and motivation in language learning.

**Keywords:** *error correction, learner confidence, learner motivation, immediate feedback, delayed feedback, direct correction, indirect correction, willingness to speak.*

### INTRODUCTION

Error correction has long been recognized as a key component of language teaching, but its role in shaping learner confidence and motivation remains a matter of debate. While many teachers view corrective feedback as essential for helping students notice and overcome mistakes, the way in which errors are corrected can strongly influence how learners feel about their progress and participation.

For some students, correction builds accuracy and clarity, but for others it may create anxiety, reduce their willingness to speak, and negatively affect their overall motivation.

Different correction techniques can lead to very different learner reactions. Immediate correction, for example, provides clarity and ensures that errors are addressed before they become habitual, yet it may interrupt the flow of communication and make learners more self-conscious. Delayed correction allows learners to express themselves more freely but risks losing the connection between the error and its correction. Similarly, direct correction gives students the exact answer, which can be

efficient but may limit deeper learning, while indirect correction encourages learners to reflect and self-correct, promoting autonomy but sometimes causing uncertainty.

Given these contrasting effects, understanding how error correction impacts learners emotionally and motivationally is crucial. Learners' perceptions of correction methods influence not only their accuracy but also their willingness to take risks in speaking and their long-term engagement with the language. This study therefore examines how different error correction strategies affect learner confidence and motivation, with the aim of identifying approaches that support both linguistic development and a positive classroom environment.

### **MAIN BODY**

In classroom practice, the way a teacher corrects errors can strongly influence how students feel about speaking. When a teacher chooses immediate correction, learners often appreciate the quick feedback because it helps them notice mistakes right away. For example, if a student misuses a verb tense during a conversation, the teacher gently reformulates the sentence on the spot. Some learners feel supported by this approach and gain confidence knowing they are learning correctly in the moment. Others, however, may become nervous, fearing that every small slip will be interrupted, which can make them less willing to participate in open discussions.

Delayed correction, on the other hand, allows the conversation to flow naturally.

A teacher might take notes during group activities and provide feedback at the end of the task. This method often reduces anxiety because learners are not stopped mid-sentence, giving them the chance to express ideas freely. Many students report feeling more motivated in such situations, as they can focus on communication first and accuracy later. Yet, a few learners might forget the context of the mistake by the time correction arrives, which can reduce the effectiveness of the feedback.

Direct correction can be very clear and practical. For instance, a teacher immediately provides the correct word or phrase when a learner makes a mistake. Students who prefer clear guidance often find this reassuring and believe it saves time. They feel motivated because they leave the class with the "right answer." However, some learners may find direct correction discouraging, since it highlights their error too obviously and limits the chance to think through the problem themselves.

Indirect correction offers learners the opportunity to self-correct. A teacher might signal the mistake with a facial expression, a pause, or by underlining the error in written work without providing the exact answer. This approach encourages learners to reflect and take responsibility for their learning. Many students enjoy the sense of achievement when they can correct themselves, which boosts both motivation and confidence. Still, some learners may feel uncertain or frustrated if they cannot find the correct form on their own, leading to hesitation in speaking activities.

Across these practices, students’ reactions show that no single correction technique works for everyone. Learners’ confidence grows when correction feels supportive rather than judgmental, and their motivation increases when they believe the feedback helps them progress without discouraging their willingness to take risks in communication.

**Immediate and Direct Correction.** During a classroom storytelling activity, a learner says, “He go to school every day.” The teacher immediately interrupts with a smile and says, “He goes to school every day.” The learner repeats the corrected version right away. This quick feedback helps the learner remember the rule, but another student in the group becomes more hesitant to speak because they fear being corrected in front of everyone.

**Immediate and Indirect Correction.** In a pair dialogue, a student says, “She don’t like apples.” Instead of giving the correct form, the teacher raises an eyebrow and repeats with rising intonation, “She... don’t like apples?” The learner pauses, thinks for a moment, and then corrects themselves, “Oh, she doesn’t like apples.”

This approach makes the learner feel clever for noticing the error without being directly told.

**Delayed and Direct Correction.** After a group discussion about hobbies, the teacher writes several sentences from the students’ speech on the board: “I am like football,” “She play piano,” “We goes to park.” The teacher then corrects them one by one in front of the class, explaining the right forms. Learners see their mistakes clearly and note them down, but some feel slightly embarrassed recognizing their own sentences on the board.

**Delayed and Indirect Correction.** During a role-play about shopping, the teacher listens carefully and takes notes without interrupting. At the end of the activity, the teacher says, “I heard some interesting sentences. For example: ‘He don’t has money.’ What do you think anything wrong there?” The students discuss in pairs, realize the mistake, and suggest the correct version, “He doesn’t have money.” This method gives learners time to reflect together, and they feel more relaxed because the correction is shared, not individual.

Correction Type	Main Difference	Creative, Complex Example on English Learning Platforms	Learner Reaction
Immediate Correction	Feedback given during the task, without delay.	On Duolingo Speaking Challenge, a learner says: “If I will have time tomorrow, I will go to the cinema.” The app instantly flags it and plays a native audio version: “If I have time tomorrow, I will go to the cinema.” The student must immediately repeat	The learner quickly internalizes the correct grammar, but some feel pressured because they cannot finish the exercise until they perfectly repeat the model.

Correction Type	Main Difference	Creative, Complex Example on English Learning Platforms	Learner Reaction
		the corrected version before moving on.	
Delayed Correction	Feedback given after the task is finished.	In a Zoom debate activity, students argue about climate change. The teacher takes detailed notes but does not interrupt. After the debate, the teacher shares a Google Doc with highlighted extracts such as: “Governments should provides more supports” and “People is not aware.” The group collaboratively edits the sentences together.	Learners appreciate the uninterrupted flow of discussion and feel empowered by correcting collaboratively, but some lose track of the exact moment when they made the mistake.
Direct Correction	The exact correct form is provided immediately.	On Grammarly Premium, a learner writes an essay: “The company expand its business last year.” Grammarly underlines “expand” and directly replaces it with “expanded.” The platform also gives an explanation about past tense consistency.	Learners feel reassured because they see the precise fix instantly, though some may become dependent on the tool instead of thinking critically about the grammar rule.
Indirect Correction	Only a hint or signal is given; learners must self-correct.	On Google Classroom, a student uploads a reflective journal. The teacher highlights the sentence “She suggested me to join the course” and comments: “Check verb + object + infinitive pattern.” The learner researches, discovers the correct form “She suggested that I join the course,” and revises the text.	The learner feels a sense of accomplishment after solving the error through guided discovery, but weaker students may struggle if they cannot decode the hint.

### CONCLUSION

The exploration of error correction techniques highlights that the way teachers provide feedback can significantly shape learners’ confidence, motivation, and willingness to engage in communication. Immediate correction may ensure accuracy at the moment but sometimes risks interrupting fluency, while delayed correction allows reflection but may reduce the impact of feedback.

Direct correction provides clear guidance and supports accuracy, whereas indirect correction fosters learner autonomy and encourages critical thinking. What emerges is that there is no universal “best” method; rather, effectiveness depends on how well the approach aligns with learners’ proficiency levels, learning goals, and classroom context.

In technology-enhanced platforms such as Duolingo, Grammarly, or online discussion forums, the choice of correction style becomes even more crucial, as it can either empower learners to experiment with language or discourage them from participation. Therefore, a balanced and context-sensitive use of immediate vs. delayed and direct vs. indirect correction is essential to maintain learner confidence while promoting long-term motivation and language growth.

### **REFERENCES**

1. Ellis, R. (2009). Corrective feedback and teacher development. *L2 Journal*, 1(1), 3–18.
2. Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*, 19(1), 37–66.
3. Truscott, J. (1999). The case for “The case against grammar correction in L2 writing classes”: A response to Ferris. *Journal of Second Language Writing*, 8(2), 111–122.
4. Bitchener, J., & Ferris, D. R. (2012). *Written corrective feedback in second language acquisition and writing*. New York: Routledge.
5. Hyland, K., & Hyland, F. (2006). Feedback on second language students’ writing. *Language Teaching*, 39(2), 83–101.