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# A Visualization Analysis of Oral Corrective Feedback Research in China

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**Abstract**

This study analyzes literature on oral corrective feedback (OCF) published in CNKI from 2004 to 2024, employing bibliometric analysis to examine the overall development trends, research hotspots, and future directions in this field. Utilizing CiteSpace for information visualization, the study constructs scientific knowledge maps related to OCF research. The findings reveal that the research on OCF has experienced an initial rise followed by a decline. Key research hotspots include error correction strategies, recasts, effectiveness, and influencing factors. Future research is expected to focus on the diversity of feedback agents, the integrated application of feedback strategies, the adoption of multiple research methodologies, and further exploration of a wide range of individual influencing factors and their complex interactions.

Keywords: Oral Corrective Feedback; Visualization Analysis; Development Trends; Research Hotspots; Future Directions

## Introduction

"Corrective feedback" refers to feedback that corrects errors in a learner's language use (e.g., Sheen, 2007), and it includes both written corrective feedback and oral corrective feedback. Research on oral corrective feedback emerged in the late 20th century and has gradually become a critical research topic in the field of language education with the development of second language acquisition theories. Early studies were mainly focused on the role of oral corrective feedback in regulating language input comprehension and language output, grounding in the input hypothesis and output hypothesis. Subsequently, supported by the interaction hypothesis, noticing hypothesis, and sociocultural theory, research on oral corrective feedback has shifted attention to the guiding role of peer feedback in interaction and cooperative learning, and explored whether oral corrective feedback can promote learners' language awareness and self-correction, thereby helping them produce correct target language forms.

The research on oral corrective feedback in China started relatively late, but it has developed rapidly in recent years. Empirical research continues to emerge with diverse subjects and methods, resulting in increasingly abundant research outcomes, alongside an increase in review articles. Currently, Chinese researchers have examined both international (e.g., Fan and Xu, 2016) and domestic studies. However, existing reviews on oral corrective feedback in China remains fragmented either focusing either on specific feedback types (e.g., Wang, 2017); or isolated individual difference factors and oral corrective feedback (e.g., Jiang, 2017); or purely rely on traditional qualitative approaches (e.g., Chen, 2020), without quantitative evidences, and thus failing to present a comprehensive view of China's research.

This study employs CiteSpace to analyze the research on oral corrective feedback in China over the past 20 years, aiming to help scholars better understand the research dynamics and development trends in this field and to explore future research directions.

**Data Sources and Processing**

The data for this study were sourced from the China National Knowledge Infrastructure (CNKI), with the search period set from 2004 to 2024. In advanced searches, the following terms were used as keywords for sequential retrieval: "oral corrective feedback", "corrective feedback", "classroom correction", "oral correction", "correction feedback", "teacher feedback", "feedback language", "elicitation", "recast", "rephrasing", "induction", "prompt", "explicit feedback", and "implicit feedback". The language chosen was Chinese, and the search type was set to journal articles. After manually excluding irrelevant literature, a total of 463 relevant articles published between 2004 and 2024 were retrieved. The sample data were exported in Refworks format via the literature management center of CNKI. The database was last updated on December 25, 2024. This study employs bibliometric methods and utilizes CiteSpace 6.3.1 to analyze the sample literature on oral corrective feedback from 2004 to 2024.

**Results**

The volume of publications in a particular field reflects the level of attention scholars give to that field (Zhao and Feng, 2023).

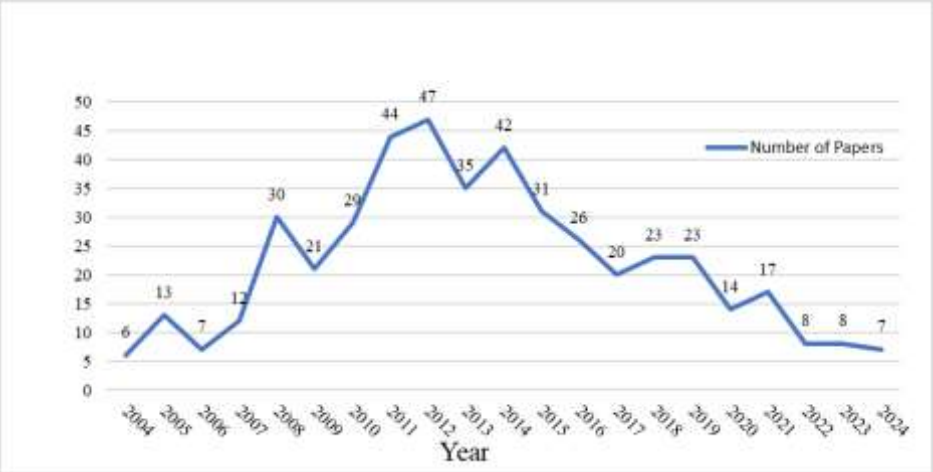


Figure 1: Annual Distribution and Number of Publications.

Figure 1 illustrates the publication trends in the field of oral corrective feedback from 2004 to 2024. As shown in the figure, research on oral corrective feedback in China can be roughly divided into three stages: (1) Initial Phase (2004–2007): Research developed slowly, with an average annual publication volume of about 9 papers; (2) Rapid Growth

Phase (2008–2014): Output peaked at 47 articles in 2012Although there was a slight decline in the volume of publications the following year, another relative peak (42 articles) occurred in 2014, indicating heightened attention from the Chinese academic community towards oral corrective feedback during this period, along with abundant research outcomes. The significant growth in publications during this stage also aligns with the increased international attention to classroom interaction and feedback effects in the same period; (3) Maturation Phase (2015–2024): It shows an overall declining trend, indicating that research on oral corrective feedback in China is gradually maturing, with some fundamental issues resolved, although there remains room for in-depth exploration. In summary, research on oral corrective feedback in the field of second language acquisition in China still requires in-depth exploration and innovation by scholars.

**Analysis of High-Cited Literature**

Highly cited literature is typically widely recognized in the field, providing theoretical foundations for subsequent research while reflecting the key trends and developmental directions to some extent. Table 1 lists the top ten highly cited papers on oral corrective feedback in China, as retrieved from the CNKI database. These papers can be categorized into four main themes based on their research content: 1. Types and characteristics of feedback in different second language classrooms; 2. The relationship between learners' second language proficiency and types/characteristics of feedback; 3. The relationship between error types and corrective strategies; 4. The effectiveness of corrective feedback.

Table 1: High Cited Literature.

| No. | Title | Authors, Year | Citations |
|---|---|---|---|
| 1 | A Study of Teacher Feedback Types and Characteristics in Middle School English Classes | Lin Zhengjun & Zhou Sha, 2011 | 527 |
| 2 | A Corpus-Based Study of Teachers' Corrective Feedback in English Classroom Interaction | Zhao Chen, 2005 | 315 |
| 3 | Corrective Feedback in EFL Classrooms: Teachers' Practice and Learners' Uptake | Shi Guang, 2005 | 239 |
| 4 | Corrective Feedback in EFL Teaching: The Relationship Between Teachers'/Learners' Perceptions and Effectiveness | Shi Guang & Liu Xuehui, 2008 | 218 |
| 5 | Theories, Methods and Strategies of Error Analysis in Language Learning | Hu Jian, 2004 | 214 |
| 6 | Corrective Feedback in Classrooms: A Contrastive Study of Teacher Behavior and Student Needs | Hu Yuezhu, 2009 | 155 |
| 7 | Corrective Feedback in Chinese Language Classrooms | Zu Xiaomei, 2008 | 153 |
| 8 | Classification of Linguistic Errors and Error Correction Strategies | Mu Jinjiang, 2004 | 145 |
| 9 | Impact of Corrective Feedback on Language Acquisition in Chinese L2 Classroom Interaction | Lu Xiwen & Gao Liqun, 2015 | 134 |

The first theme focuses on the types and characteristics of feedback across L2 classrooms. The studies conducted by Lin & Zhou (2011) and Zu (2008) demonstrate both complementary and distinctive features. Primarily, Lin and Zhou's research transcends the traditional frameworks of feedback classification by incorporating contextual factors such as classroom interaction patterns and teacher roles into their analytical dimensions. In contrast, Zu's research established the centrality of explicit corrective feedback and recast feedback—a phenomenon closely related to Chinese as an analytic language, which has advanced research on oral corrective feedback in Chinese language teaching.

The second theme examines how learners' L2 proficiency influences feedback patterns. Zhao's (2005) corpus-based study differentiated language error types, deepening cognitive understanding, and established learner proficiency as a key variable in grammatical feedback. It also validated the effectiveness of negotiation feedback, supporting the interaction hypothesis.

The third theme addresses the relationship between error types and corrective strategies. Hu (2004) and Mou (2004) first discuss the theoretical aspects of errors and then explore how to effectively handle students' language learning errors to enhance teaching effectiveness and promote language development. Both of them are descriptive studies, providing a foundation for subsequent research.

The fourth theme is the effectiveness of corrective feedback. This type of research primarily validates its effectiveness from three perspectives: (1) Teachers' feedback behavior and students' needs and uptakes. Shi (2005) revealed the effects of different correction strategies on various types of errors, providing teachers with a reference for selecting appropriate corrective methods in teaching practice. Hu (2009) emphasized the importance of matching teachers' corrective behavior with students' needs, proposing that the degree of matching influences second language acquisition. By combining teacher behaviors with student needs, the study provides a new perspective on the effectiveness of corrective feedback, highlighting a student-centered teaching philosophy. (2) Teachers' and students' attitudes toward feedback and the effectiveness of correction. Shi and Liu (2008) identified that different preferences for corrective strategies among students and teachers influence the success of teaching to some extent. This focus is important for creating a harmonious teaching environment and improving teaching effectiveness. However, it lacks quantitative assessments of actual improvements in students' language abilities. It also does not consider the impact of cultural factors (such as the concept of face among Asian students) on preference formation. (3) Direct impact of feedback on acquisition. Lu and Gao (2015) indicated that corrective feedback promotes second language acquisition both in the short term and long term. This study examined the effects of corrective feedback from a long-term perspective, addressing the gap in research that only focuses on short-term effects and emphasizing its sustained value in the process of second language acquisition. Zhang and Zhang (2010) found that corrective feedback on specific language forms is beneficial for second language acquisition, with the combination of recasts and clarification requests being the most effective.

The above-mentioned literature enriches the views on oral corrective feedback research in China, providing significant

references for theoretical frameworks and research designs in subsequent studies, thereby holding high analytical value.

**Core Areas of Oral Corrective Feedback Research in China**

Keywords are a high-level abstraction of the content of an article, often considered a condensation and presentation of the core ideas and themes. The information in keyword clustering diagrams can reflect focal points within the research field. This article uses CiteSpace software to visualize the analysis of keywords in 463 relevant papers to obtain a keyword clustering diagram of oral corrective feedback research, as shown in Figure 2.

Figure 2: Keyword Clustering Visualization of Oral Corrective Feedback Research.

The modularity value Q of the keyword clustering diagram is 0.8287, greater than 0.3; the average silhouette value S is 0.9593, greater than 0.5, indicating a relatively reasonable clustering. Figure 2 consists of 14 clusters, with smaller cluster numbers indicating clusters with more related keywords. The most representative keywords become cluster labels, revealing research themes. The 15 clusters span the core areas of oral corrective feedback research from 2004 to 2024, listed in order from smallest to largest as follows: error correction feedback, feedback, English teaching, teacher feedback, error correction, correction strategies, teaching Chinese as a foreign language, correction, recasts, feedback methods, effectiveness, college English, errors, influencing factors, and corrective feedback.

Due to the core meanings of the labels correction strategies (#5) and feedback methods (#9) being similar, and the close relationship between errors (#12) and correction strategies (#5), all related keywords are merged under correction strategies (#5). English teaching (#2), teaching Chinese as a foreign language (#6), and college English (#11) are application areas of oral corrective feedback research and are overly broad in concept, thus not discussed in this study. Keyword clusters that are also search terms, such as error correction feedback (#0), feedback (#1), teacher feedback (#3), error correction (#4), correction (#7), and corrective feedback (#14), are also excluded from the discussion. The following sections will focus on analyzing four core areas: correction strategies, recasts, effectiveness, and influencing factors.

*Correction Strategies.*

Scholars have primarily investigated corrective strategies by focusing on three aspects: types and characteristics of corrective methods, the relationship between corrective methods and error types, and the timing of corrections. China's literature has supplemented Lyster & Ranta's (1997) classification of oral corrective feedback, addressing aspects such as the number of feedback types (e.g., Lin, Zhou, 2011), and the focus of feedback (e.g., Liu, 2009). Zhuang (2012) further classified explicit and implicit correction. There is no fixed classification criterion for corrective feedback in academia, and research findings may vary due to differing

classification criteria. Thus, due to differences in cultural backgrounds, subsequent research can also explore classification suitable for Chinese classrooms.

Multiple studies have suggested that the type of errors influences the way teachers correct. For phonological errors, teachers tend to use recasts (e.g., Shi, 2005; Zu, 2008; Hong, 2013; Duan & Sun, 2015; Wu & Chen, 2018); for lexical errors, negotiation of form is most common (e.g., Hong, 2013; Wu & Chen, 2018); for grammatical errors, the frequency of different feedback methods does not vary significantly (e.g., Duan & Sun, 2015). These findings align with Lyster's (1998a) viewpoint that teachers choose different feedback strategies based on the type of error. However, these studies are mostly descriptive and lack an in-depth exploration of the motivations behind teachers' choices of different strategies. Future research needs to further investigate how teachers weigh and select error correction methods in different contexts.

Regarding the timing of feedback, no consensus has been reached in past studies on selecting the appropriate timing. Wang (2019) argued that feedback timing does not significantly impact the learning of certain pronunciations; Zhang and Wang (2017) emphasized the advantage of immediate feedback in improving speaking accuracy, while Man (2012) suggested providing delayed feedback in form-focused instruction to reduce student anxiety. The diversity of these studies indicates that the choice of feedback timing may need to be adjusted according to specific teaching objectives, learning content, and student psychological state, rather than being universally applied. Thus, it suggests that future research needs to establish multi-dimensional models of moderating variables, particularly focusing on the different language items (e.g., phonetics vs. grammar) to feedback timing.

*Recasts.*

Recasts are one of the most commonly used oral corrective feedback methods, receiving substantial attention from the academic community (Wu & Wang, 2021). Relevant studies focus on three main areas: the use of recasts in the classroom, students' attitudes towards recasts, and the effectiveness of recasts. Among these, the discussion on effectiveness is more prevalent but has not reached a unified conclusion. Some scholars, such as Liu & Zhu (2010), Deng (2011), and Guo (2014), have experimentally verified and affirmed the effectiveness of recasts. However, other scholars have questioned its effectiveness (e.g., Yang & Lin, 2012; Wang & Wu, 2021). Zhang (2012) pointed out that differences in assessment criteria, usage methods, contexts, language forms, second language proficiency levels, classroom environments, and various other variables may influence the effectiveness of recasts. Therefore, considering these variables comprehensively through more in-depth and holistic analyses is necessary to better explain the effectiveness of recasts. For example, learner proficiency levels (e.g., Yang & Yu, 2016), and working memory (e.g., Zhang, 2018; Su & Jiang, 2020), among others, are gradually attracting attention.

*Influencing Factors.*

Besides the different correction feedback methods, various factors influence oral corrective feedback and its effectiveness, including learner factors, teacher factors, classroom environment factors, and language form factors.

Learner factors include affective, cognitive, and proficiency dimensions. Learners' learning psychology is closely related to foreign language learning outcomes, so affective factors should be considered important. Some scholars explored the relationship between learners' anxiety levels and teachers' oral corrective feedback methods (Hei, 2006; Zhong, 2011; Li & Yang, 2015)). They

found that high anxiety can hinder some learners from successfully self-correcting when receiving OCF. Besides anxiety, students exhibit a range of emotional states when comprehending and responding to oral feedback, including feelings of pleasure and gratitude upon receiving corrections (Roothooft & Breeze, 2016), a sense of accomplishment and confidence through self-correction (Yoshida, 2008), and feelings of fear and confusion due to a lack of sufficient metalinguistic explanations from teachers (Yoshida, 2010). In the future, China could investigate the impact of these different emotions on oral corrective feedback.

Working memory (WM) is a platform for processing and storing information, closely related to language processing and output. As an important cognitive factor, it has also received significant attention in research on oral corrective feedback. Differences in students' working memory have been shown to affect their attention to and retention when oral corrective feedback (CF) be provided. (e.g., Chen, 2019; Su & Jiang, 2020; Zhang, 2021). Chen (2019) found higher working memory levels are more likely to notice feedback and achieve better acquisition of target language forms. This may be attributed to the fact that students with higher WM "have gleaned more data to process and consolidated this over time, compared to low WM capacity learners who could not 'hold on' to data with great accuracy" (Mackey et al., p. 204).

In terms of second language learner proficiency, Sun (2014) highlighted that higher-achieving students benefit more from oral corrective feedback. Other studies have explored the effects of specific types of error correction methods on students of different levels (Hong, 2013; Yang, 2013). Second language proficiency may be an important factor affecting students' understanding and uptake of oral feedback. Lower-level learners need clearer prompt feedback to specifically identify errors in their target language (Chen & Zhang, 2008). Lower-level students may lack sensitivity to notice discrepancies between their interlanguage and the target second language forms. Therefore, they tend to respond better to explicit feedback, as explicit correction makes it easier for them to notice their inaccurate expressions. In contrast, higher-level students are more capable of recognizing the corrective function of implicit feedback and can self-correct accordingly.

Regarding teacher factors, teachers have always been the organizers of classroom activities and the main agents of corrective feedback in the classroom. Their beliefs about oral corrective feedback play a crucial guiding role in instructional practices (Lyster, 1997). Wu (2020) pointed the length of teaching experience affects the way teachers correct errors. Teachers with longer teaching experience are more likely to use more explicit error correction methods and emphasize that all mistakes must be addressed. In other words, experienced teachers are more confident in organizing classroom activities and anticipating students' responses. They have stronger classroom management skills and can return to the normal teaching track after correcting errors. Teachers' feedback behaviors are significantly influenced by various factors such as politics, culture, school systems, and personal attitudes (other than beliefs), which can be further studied.

Classroom environment factors and language form factors have also been examined. Liu & Zhu (2010) found through empirical research that the effectiveness of recasts is influenced by the classroom context and the significance of language knowledge. Chen et al. (2024) discovered that in the acquisition of explicit and implicit knowledge of rules of varying difficulty within the English passive voice, metalinguistic feedback and recasts play differing roles in promoting learning.

However, these studies mostly focus on single variables and lack an exploration of the interactions among multiple variables. Future research needs to further investigate the effects

of interactions between different variables on the effectiveness of oral corrective feedback.

*Effectiveness.*

The focus of research on oral corrective feedback lies in its impact on second language acquisition, with the core issue being which correction feedback strategies are most effective (e.g., Zu, 2014). Researchers often evaluate corrective feedback effectiveness through uptake rates and learning outcomes.

Regarding uptake, researchers often explore through classroom observations. Most studies have found that although recasts are most frequently used in classroom corrections, often yield limited learner uptake or self-repair (e.g., Zu, 2008; Gu & Wang, 2008; Zhong, 2009; Zhang & Pan, 2015). Conversely, Liu & Zhu (2010) reported a high acceptance rate of recasts at 76%. Zhao (2005) noted that negotiation is more conducive to prompting students' uptakes. Hong (2013) observed that repetition and clarification requests have the highest rates of uptake. Some scholars have further refined the study of uptake. They explored which type of corrective feedback corresponds to which error type to achieve a higher rate of uptake (Shi, 2005). Additionally, other research found that using a mix of feedback methods can facilitate students' uptakes to some extent (Deng, 2011). Although no consensus currently exists on which specific feedback method elicits the highest uptake rate, it's important to note that student acceptance behavior is random. Some learners may understand a teacher's feedback without showing uptake, while others may exhibit uptake without truly understanding the feedback content. Therefore, uptake alone cannot be a sole measure of feedback effectiveness (e.g., Ellis et al., 2001).

In studies evaluating the effectiveness of oral corrective feedback based on learning outcomes, experiments are commonly utilized. Due to the differences in research designs, there is no consensus on which type of feedback is more effective. Cao & Mou's (2013) experimental study found that in Chinese L2 interactions, language corrections following elicitation more sustainably promote language acquisition than those following recasts. In contrast, Lu & Gao's (2015) experiments showed that corrective feedback aids second language learning, with recasts having a particularly significant impact on phonological acquisition. The discrepancy between the two results could be due to differences in the target languages studied, or possibly because Lu & Gao's article focuses specifically on phonological error. Zhang & Zhang (2010) divided subjects into different groups to test the effects of recasts, clarification requests, and a combination of both on learning the English subjunctive mood. The results indicated that all three correction methods were effective, with the combined approach yielding the most significant results. Wang (2016) utilized meta-analysis to systematically analyze the effects of different feedback types, concluding that explicit correction is more effective than recasts, and recasts perform better than metalinguistic feedback. These varying results highlight the complexity of feedback (e.g., Zhao & Yu, 2022). However, research on the effectiveness of oral feedback should not be limited to measuring learning outcomes but should also focus more on the impact of oral feedback on learning motivation, learning strategies, and other learning processes. Additionally, current research predominantly focuses on investigating the immediate effects of corrective feedback, which requires future longitudinal studies.

**Research Trends**

Burst keywords are words whose usage frequency has significantly increased over a short period, reflecting the active research hotspots at a certain stage and indicating changes and developments in research focus within the field. This study analyzed related literature using CiteSpace, extracting burst keywords data for China's research on oral corrective feedback from 2004 to 2024, and

generated a burst keyword graph map (see Figure 2).

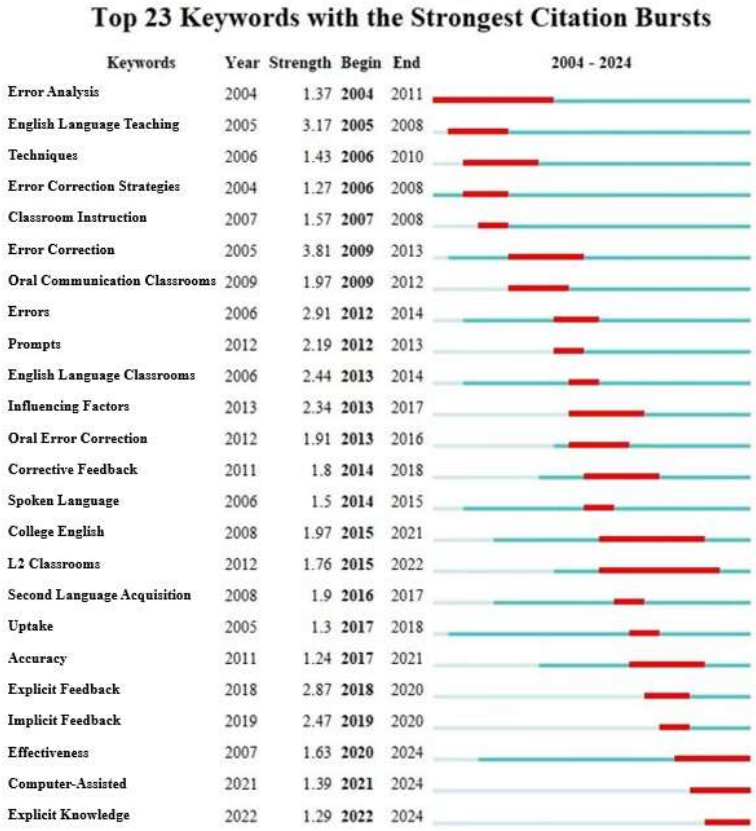


Figure 3: Keywords with the Strongest Citation Bursts in Chinese Oral Corrective Feedback Research(2004-2024).

Figure 3 illustrates that burst keywords prior to 2005 predominantly centered on foundational research areas such as "error analysis" and "English language teaching," characterized by prolonged burst durations. This indicates a focus on theoretical exploration, identification, and correction of language learning errors during this period, laying the foundational groundwork for subsequent research in the field of corrective feedback. From 2005 onwards, the emergence of keywords like "techniques" and "error correction strategies" reflects a growing emphasis on practical teaching applications, with scholars beginning to explore specific implementation methods and instructional strategies for corrective feedback.

Notably, "influencing factors" emerged in 2013 and persisted until 2017, indicating that researchers began to pay more attention to both external and internal conditions affecting the implementation of corrective feedback, such as learner individual differences, classroom environment, and teacher feedback methods. This trend reveals an evolving understanding of the complexity of corrective feedback, shifting focus from merely the forms of feedback to its contextual application. Keywords such as "college English" and "second language classroom" starting from 2015 suggest a more defined research focus on feedback strategies within college students' second language learning contexts.

In 2017, the emergence and persistence of the keyword "uptake" until 2018 highlight a shift towards investigating learners' attitudes and acceptance of corrective feedback, with the

influence of the student-centered educational philosophy. This period also sees a spotlight on learners' emotional responses to feedback and its impact on language production, particularly in oral language teaching. Additionally, "explicit feedback" and "implicit feedback" have become research hotspots since 2018, indicating a concentrated focus on comparing and analyzing the effectiveness of these feedback forms, particularly regarding their roles in the development of language accuracy and fluency.

The emergence of the keyword "effectiveness" from 2020 onwards underscores a heightened scholarly focus on the practical efficacy of feedback within various teaching contexts and the relationship between feedback and learning outcomes. "Computer-mediated" has emerged since 2021 and continues to be a hot topic in recent years. Education technology advancements have driven the development of feedback research. The rapid development of information technology has provided numerous possibilities for the integration of second language teaching and educational technology. Moreover, the appearance of "explicit knowledge" in 2022 suggests an expansion of research from feedback implementation to an in-depth exploration of learners' knowledge systems, highlighting the need to effectively promote the integration and transformation of explicit and implicit knowledge through feedback in future studies.

**Changes in Research Hotspots and Future Directions**

High-frequency keywords are used to identify hot topics in a specific discipline or research area. Given the lengthy timeframe of this study, we analyze keywords from the most recent decade (2015-2024), ranking them by frequency and selecting the top 8 keywords per year to represent the annual research hotspots in oral corrective feedback, thus revealing evolving trends and providing a basis for future research directions.

Table 2 shows that error correction strategies, particularly recasts, have consistently been a research hotspot over the past decade in China. In 2015, research focused on, "effectiveness," "uptake," "individual factors," and "error types". In 2016, other "influencing factors", including individual factors, began to receive attention. By 2017, "working memory", "meta-analysis", and "feedback timing" emerged as research hotspots. The topics of "error correction strategies" and "individual factors" remained significant in 2018. In 2019, the application of oral corrective feedback in teaching Chinese as a foreign language garnered attention. By 2020, student and teacher beliefs about error correction became a key focus, along with scaffolded feedback within the sociocultural theory framework. The topic of corrective feedback effectiveness continued to be prominent in 2021, and the emergence of keywords such as "English listening and speaking" indicated a focus on the application of corrective feedback in specific courses and addressing student needs. In 2022, the impact of oral corrective feedback on explicit and implicit knowledge became a research hotspot, with studies exploring the differences in the effects of computer-mediated and face-to-face recasting on English learning. The combined use of correction strategies and peer feedback, along with continued interest in meta-analysis, were highlights of 2023. Research in 2024 is expected to see increasing diversification of individual factors, with a new focus on the relationship between learning engagement and oral corrective feedback. The interaction between explicit knowledge, implicit knowledge, and metalinguistic awareness offers new perspectives for researchers.

Table 2: Thematic Evolution in Chinese Oral Corrective Feedback Research (2015-2024).

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2015 | Corrective Feedback | Corrective Strategies | Recast | Effectiveness | Uptake | Individual Factors | Oral Corrective Feedback | Error Types |
| 2016 | Recast | Corrective Feedback | Corrective Strategies | College English | Influencing Factors | Second Language Acquisition | Junior High Classroom | Learning Motivation |
| 2017 | Second Language Acquisition | Corrective Feedback | Recast | Uptake | Influencing Factors | Working Memory | Meta-analysis | Timing of Feedback |
| 2018 | Recast | Corrective Feedback | Prompt | Error | Individual Factors | Uptake | Explicit Feedback | L2 Classroom |
| 2019 | Corrective Feedback | Recast | Implicit Feedback | Explicit Feedback | Corrective Strategies | Chinese as a Foreign Language | Working Memory | Feedback Frequency |
| 2020 | Corrective Feedback | Beliefs | Implicit Feedback | Explicit Feedback | College English | Working Memory | Scaffolding | Effectiveness |
| 2021 | Corrective Feedback | Effectiveness | College English | Classroom Observation | Feedback Types | English Listening-Speaking | Learner Needs | Second Language Acquisition |
| 2022 | Corrective Feedback | L2 Classroom | Timing of Feedback | Recast | Computer-Mediated | Effectiveness | Corrective Strategies | Explicit Knowledge |
| 2023 | Corrective Feedback | English Teaching | Integrated Application | Corrective Strategies | Effectiveness | Peer Interaction | Explicit-Implicit | Meta-analysis |
| 2024 | Learning Engagement | Interpreting Instruction | Corrective Feedback | Recast | Explicit Knowledge | Implicit Knowledge | Metalinguistic | English Teaching |

**Implications**

Through the analysis of hotspot changes and development trends, this study offers the following insights for the future research directions of oral corrective feedback:

First, diversifying the source of feedback. Under the influence of Confucian cultural traditions in China, teachers are regarded as authority figures, and students seldom exhibit critical thinking by questioning teachers, which is deemed unacceptable. As a result, corrective feedback is often seen as primarily the teachers' responsibility. Additionally, under the constraints of large class sizes in China, there is limited time allocated for peer feedback, most teachers have not yet adopted this approach, and data collection is particularly challenging. Consequently, existing studies have predominantly focused on teacher feedback, lacking empirical research on feedback from the perspective of peer interaction (e.g., Wei, 2017). With the rise of learner-centered educational philosophies and the increasing influence of sociocultural theory on language learning, the importance of learner interaction in language acquisition has been emphasized. Peer feedback, as a form of interaction, is believed to help students collaboratively construct language knowledge. Since 2023, emerging attention has been paid to OCF from peers, yet substantive research in this domain remains underdeveloped. Future research should focus more on peer feedback and its application effectiveness in classroom settings to foster intercultural communicative competence.

As science and technology advance, information technology has provided new mediums for feedback. With the widespread application of online teaching and AI-assisted learning tools, the interaction patterns between teachers and students have changed. In these new scenarios, the application methods and approaches of OCF need to be re-examined. Current research on computer-assisted feedback is conducted in the classroom and primarily targets phonetic errors (Liao et al., 2022; Shi, 2024). In traditional second language teaching, most corrections could only occur in the classroom and relied heavily on teachers.

Computer-assisted feedback allows students to receive native speaker-like corrective feedback anytime and anywhere. In the future, the scenarios for computer-assisted feedback correction can extend from the classroom to outside the classroom. Moreover, computer-assisted feedback corrections could expand beyond just phonetic errors to include vocabulary, grammar, and pragmatic errors.

Second, integrating multiple feedback strategies. Most studies comparing the effectiveness of explicit and implicit feedback. Although these findings suggest the overall effectiveness of explicit feedback, little is known about the extent to which combined feedback incorporating both explicit and implicit elements might be effective. It is important to compare the effects of combined feedback (containing both explicit and implicit feedback) with feedback treatments containing only one type, as this could shed light on the degree to which explicit feedback is required to invoke the necessary level of salience and whether the salience of explicit feedback can help learners interpret preceding implicit feedback more effectively (e.g., Ke, 2023). A single feedback strategy may not fully meet the diverse needs of complex language learning environments. Combining multiple feedback strategies could potentially produce a synergistic effect, enhancing learning outcomes. Future research could explore the combined use of two corrective feedback strategies such as recasts and metalinguistic feedback through experimental designs controlling for variables, analyzing the role of different feedback combinations in promoting language acquisition and identifying the most effective combinations.

Third, expansion of influencing factors. From Table 2, "working memory" and "learner engagement" have become popular in recent years. It can be seen that research on influencing factors of OCF has gradually focused on learners' individual factors and shifted from affective factors to cognitive factors. The effectiveness of feedback not only depends on teachers' input but also on how the learners receive, process, and utilize the feedback. This involves their autonomy and dynamic adjustment capability. Learners with strong self-agency actively seek feedback and use it to adjust their learning strategies. This continuous process of self-monitoring and regulation helps them deeply analyze and process the learning content, enhancing their cognitive engagement. So future research can delve deeper into the impact of learners' self-agency.

Cultural background is a factor highly correlated with oral feedback (Schultz, 1996, 2001; Sheen, 2004). However, very few studies in China have examined how cultural factors influence OCF. Compared with students from Asian countries influenced by Confucian culture, such as Japan and Korea, students from Western countries lack a proper understanding of Chinese culture and may prefer metalinguistic feedback (Yang, 2016). Additionally, influenced by the concept of 'face,' Chinese teachers may prefer to use implicit error correction methods, however, this conclusion requires further verification. Therefore, more extensive and in-depth research is needed to clarify the impact of these factors on OCF.

Besides, previous researchers have typically studied the isolated factor on OCF, whereas empirical studies that simultaneously consider both student and environmental mediating variables to examine the relationship between feedback type and learning outcomes are scarce. Given the complexity of oral corrective feedback, an important direction for future research is to investigate multiple variables and their interactions.

Fourth, methodological innovation. Current research on oral corrective feedback predominantly consists of cross-sectional studies, lacking long-term tracking investigations. Longitudinal studies could help determine whether the effects of corrective feedback persist over extended periods, thereby

assessing its practical value. While explicit feedback demonstrates superior short-term effects compared to implicit feedback, the latter may yield better long-term outcomes (Mackey & Goo, 2007). Furthermore, tracking language development through longitudinal research can reveal the dynamic relationship between corrective feedback and language proficiency development. For example, learners' absorption of feedback may undergo changes of "noticing-reconstructing-automatizing" (Ha et al., 2022), which can only be captured through long-term observation. In the future, more longitudinal studies will be needed.

Meta-analysis, widely used in foreign research, has only recently been applied in China's studies. It is recommended to use meta-analysis when integrating data, verifying experimental consistency, and estimating the effect size of specific variables. Given the current state of diverse and conflicting empirical findings in the OCF research field (see section 3.3), conducting meta-analyses can to some extent consolidate results from different studies, thereby yielding more reliable conclusions. The meta-analytic study of corrective feedback research exhibits continuity and contrast, which better reveals the systematic development characteristics of the research field (Shen & Zhang, 2020). This approach not only helps validate the reliability of existing research results but also reveals potential influencing factors and their significance.

**Discussion**

Through the analysis of hotspot changes and development trends, this study offers the following insights for the future research directions of oral corrective feedback:

First, diversifying the source of feedback. Under the influence of Confucian cultural traditions in China, teachers are regarded as authority figures, and students seldom exhibit critical thinking by questioning teachers, which is deemed unacceptable. As a result, corrective feedback is often seen as primarily the teachers' responsibility. Additionally, under the constraints of large class sizes in China, there is limited time allocated for peer feedback, most teachers have not yet adopted this approach, and data collection is particularly challenging. Consequently, existing studies have predominantly focused on teacher feedback, lacking empirical research on feedback from the perspective of peer interaction (e.g., Wei, 2017). With the rise of learner-centered educational philosophies and the increasing influence of sociocultural theory on language learning, the importance of learner interaction in language acquisition has been emphasized. Peer feedback, as a form of interaction, is believed to help students collaboratively construct language knowledge. Since 2023, emerging attention has been paid to OCF from peers, yet substantive research in this domain remains underdeveloped. Future research should focus more on peer feedback and its application effectiveness in classroom settings to foster intercultural communicative competence.

As science and technology advance, information technology has provided new mediums for feedback. With the widespread application of online teaching and AI-assisted learning tools, the interaction patterns between teachers and students have changed. In these new scenarios, the application methods and approaches of OCF need to be re-examined. Current research on computer-assisted feedback is conducted in the classroom and primarily targets phonetic errors (Liao et al., 2022; Shi, 2024). In traditional second language teaching, most corrections could only occur in the classroom and relied heavily on teachers. Computer-assisted feedback allows students to receive native speaker-like corrective feedback anytime and anywhere. In the future, the scenarios for computer-assisted feedback correction can extend from the classroom to outside the classroom. Moreover, computer-assisted feedback corrections could expand

beyond just phonetic errors to include vocabulary, grammar, and pragmatic errors.

Second, integrating multiple feedback strategies. Most studies comparing the effectiveness of explicit and implicit feedback. Although these findings suggest the overall effectiveness of explicit feedback, little is known about the extent to which combined feedback incorporating both explicit and implicit elements might be effective. It is important to compare the effects of combined feedback (containing both explicit and implicit feedback) with feedback treatments containing only one type, as this could shed light on the degree to which explicit feedback is required to invoke the necessary level of salience and whether the salience of explicit feedback can help learners interpret preceding implicit feedback more effectively (e.g., Ke, 2023). A single feedback strategy may not fully meet the diverse needs of complex language learning environments. Combining multiple feedback strategies could potentially produce a synergistic effect, enhancing learning outcomes. Future research could explore the combined use of two corrective feedback strategies such as recasts and metalinguistic feedback through experimental designs controlling for variables, analyzing the role of different feedback combinations in promoting language acquisition and identifying the most effective combinations.

Third, expansion of influencing factors. From Table 2, "working memory" and "learner engagement" have become popular in recent years. It can be seen that research on influencing factors of OCF has gradually focused on learners' individual factors and shifted from affective factors to cognitive factors. The effectiveness of feedback not only depends on teachers' input but also on how the learners receive, process, and utilize the feedback. This involves their autonomy and dynamic adjustment capability. Learners with strong self-agency actively seek feedback and use it to adjust their learning strategies. This continuous process of self-monitoring and regulation helps them deeply analyze and process the learning content, enhancing their cognitive engagement. So future research can delve deeper into the impact of learners' self-agency.

Cultural background is a factor highly correlated with oral feedback (Schultz, 1996, 2001; Sheen, 2004). However, very few studies in China have examined how cultural factors influence OCF. Compared with students from Asian countries influenced by Confucian culture, such as Japan and Korea, students from Western countries lack a proper understanding of Chinese culture and may prefer metalinguistic feedback (Yang, 2016). Additionally, influenced by the concept of 'face,' Chinese teachers may prefer to use implicit error correction methods, however, this conclusion requires further verification. Therefore, more extensive and in-depth research is needed to clarify the impact of these factors on OCF.

Besides, previous researchers have typically studied the isolated factor on OCF, whereas empirical studies that simultaneously consider both student and environmental mediating variables to examine the relationship between feedback type and learning outcomes are scarce. Given the complexity of oral corrective feedback, an important direction for future research is to investigate multiple variables and their interactions.

Fourth, methodological innovation. Current research on oral corrective feedback predominantly consists of cross-sectional studies, lacking long-term tracking investigations. Longitudinal studies could help determine whether the effects of corrective feedback persist over extended periods, thereby assessing its practical value. While explicit feedback demonstrates superior short-term effects compared to implicit feedback, the latter may yield better long-term outcomes (Mackey & Goo, 2007). Furthermore, tracking language development through longitudinal research can reveal the dynamic relationship between

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Meta-analysis, widely used in foreign research, has only recently been applied in China's studies. It is recommended to use meta-analysis when integrating data, verifying experimental consistency, and estimating the effect size of specific variables. Given the current state of diverse and conflicting empirical findings in the OCF research field (see section 3.3), conducting meta-analyses can to some extent consolidate results from different studies, thereby yielding more reliable conclusions. The meta-analytic study of corrective feedback research exhibits continuity and contrast, which better reveals the systematic development characteristics of the research field (Shen & Zhang, 2020). This approach not only helps validate the reliability of existing research results but also reveals potential influencing factors and their significance.

**Conclusion**

This study systematically reviews journal articles related to oral corrective feedback research on CNKI from 2004 to 2024 by employing CiteSpace. It analyses publication trends, research hotspots, and development trends in this field. The findings indicate fluctuating increases in publications, peaking and then gradually declining; the focus areas are predominantly on correction strategies, recasts, influencing factors, and effectiveness. Chinese scholars are gradually deepening their research on oral corrective feedback, with diversification in individual difference factors, shifting from teacher feedback to peer and computer-mediated feedback, moving from describing single feedback types to examining the comprehensive application of multiple feedback types, and emphasizing the application of feedback strategies in varying classroom environments.

It is evident that future research trends will focus on peer feedback, computer-mediated oral corrective feedback in second language classrooms, and exploring diverse feedback strategies and related influencing factors. This study aims to aid scholars and educators in staying informed about the latest research trends and provide references for future studies.

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