

The Current Research Situation and Hotspots of English Teaching under the Background of “Internet Plus”

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Abstract

Nowadays, English Teaching comes into an new era, the trend of which is the Internet era. Based on the CNKI literature platform and using the methods of bibliometric analysis and knowledge mapping, the paper first analyzes the current research situation of English teaching under the “Internet plus” background, then presents the research hotspots by co-existing network graph, and finally analyzes the researchers' typical research results in the teaching modes, the teaching resources and the teaching devices in China. It is hoped to provide some useful ideas and implementation paths for college English teaching.

Keywords

Internet plus, English teaching, current research situation, research hotspots, teaching modes.

1. Introduction

With the development of the times, the Internet affects all aspects of our lives, the impact on education without exception. In recent years, the college students enrolled are the aborigines of the Internet age. They are the generation growing up together with the Internet. They can acquire various knowledge from the Internet. Therefore, their teaching methods are quite different from those of the last century. English teaching, as one of teachings, should also be changed in varying degrees, otherwise it is difficult to adapt to the needs of contemporary college students. Therefore, Based on the CNKI literature platform and using the methods of bibliometric analysis and knowledge mapping, the paper analyzes the current research situation of English Teaching under the “Internet plus” background and presents the research hotspots by co-existing network graph, aiming to provide ideas for English teaching in China and the practical implementation path of College English teaching.

2. Research Methods and Data Sources

Based on the CNKI as the retrieval platform and using the methods of bibliometric analysis and knowledge mapping, the paper selects the academic journals, the doctoral dissertations, the conference papers and newspapers as the source databases to carry out the subject retrieval, with “Internet plus” and “English teaching” as the retrieval conditions, and up to August 30, 2019. There are 1827 English teaching related literatures under the “Internet plus” background, and a total of 1820 articles after deleting repetitive and invalid papers. Among the 1820 articles, 1749 are journal papers, 40 are conference papers, 25 are doctoral dissertations and 6 are newspaper articles.

3. Bibliometric Analysis

The overall research trend is shown in Figure 1. From the chart, we can see that the domestic research on "Internet plus" English teaching first appeared in 1998, but it had been making slow progress since then. Until 2015, there has been a trend of geometric growth, the reason of which is the network technology and the mobile intelligent terminals have got great development in the recent 10 years. The application of various Internet technologies in English teaching has risen in an all-round way and Chinese scholars have carried out extensive and in-depth research in the disciplines of language, education and business economy.

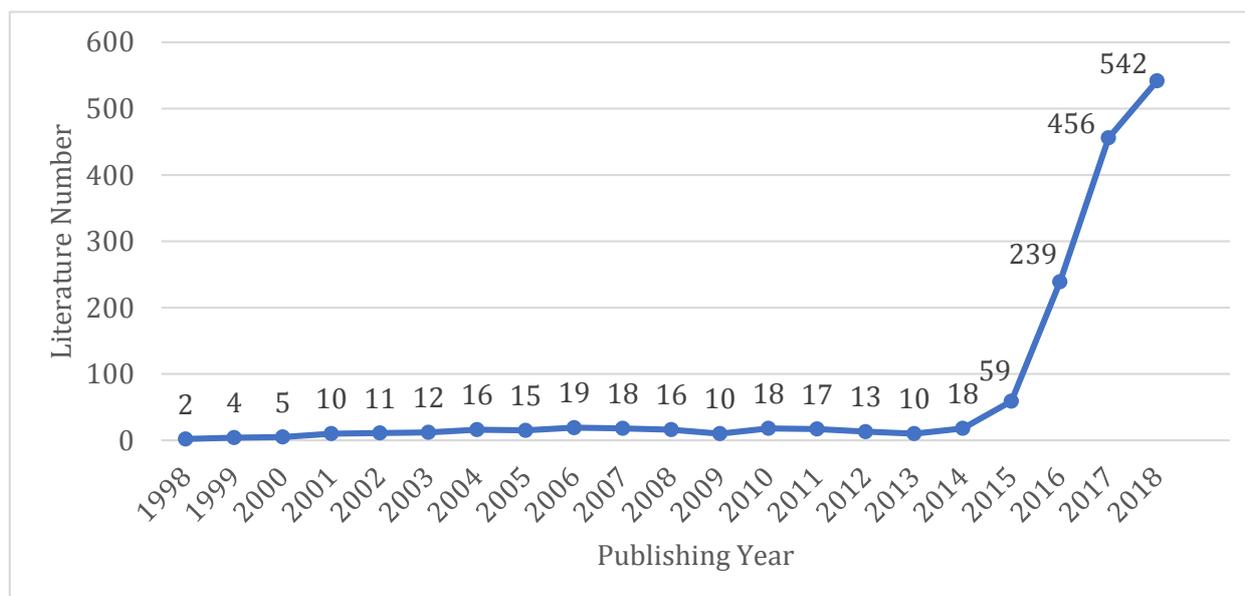


Fig 1. Overall research trend map

Among the 1749 journal papers, the related research mainly related to the basic education (950), the secondary vocational education (232), the higher education (188), and other related research. Since more than 90% articles were published as Journal papers, we further analyze the journals. All journal papers were distributed in 474 journals, which showed the research was relatively scattered. The top 20 journals, as shown in Table 1, account for 37.5% of the total literature. It can be seen from the table that five journals, such as Overseas English, English Square, Course Education Research, Ability and Wisdom and Journal of Jiamusi Vocational Institute, are among the first echelons of the research, with more than 50 articles published.

Using the keywords to draw a network map, we can see the connection between them. Figure 2 is a network map with keywords appearing more than or equal to 10 times in the 1820 articles. The nodes in the figure represent the corresponding keywords, the lines between the nodes represent the co-occurrence relationship, and the numbers on the nodes represent the frequency of citation. The larger the circle that the keywords are in, the stronger the "centrality" of the keywords is. It indicates that English Teaching under the "Internet plus" background is centered on the "Internet", and has become a research hotspot in the aspects of teaching mode, teaching reform, teaching resources and Micro-class/ Massive Open Online Course (MOOC).

Table 1. Distribution table of the journals

Journal	Number	Journal	Number
Overseas English	82	Data of Cultur and Education	24
English Square	67	Western China Quality Education	23
Course Education Research	58	Comparative Study of Cultural Innovation	21
Ability and Wisdom	55	Learning Weekly	21
Journal of Jiamusi Vocational Institute	51	Education Teaching Forum	19
English Teachers	38	Contemporary Education Research and Teaching Practice	16
Education Modernization	34	Crazy English	16
Modern Communication	31	Journal of Heihe University	16
Think Tank Era	31	Heilongjiang Science	14
Journal of Hubei Open Vocational College	26	Education for Chinese After-school	14

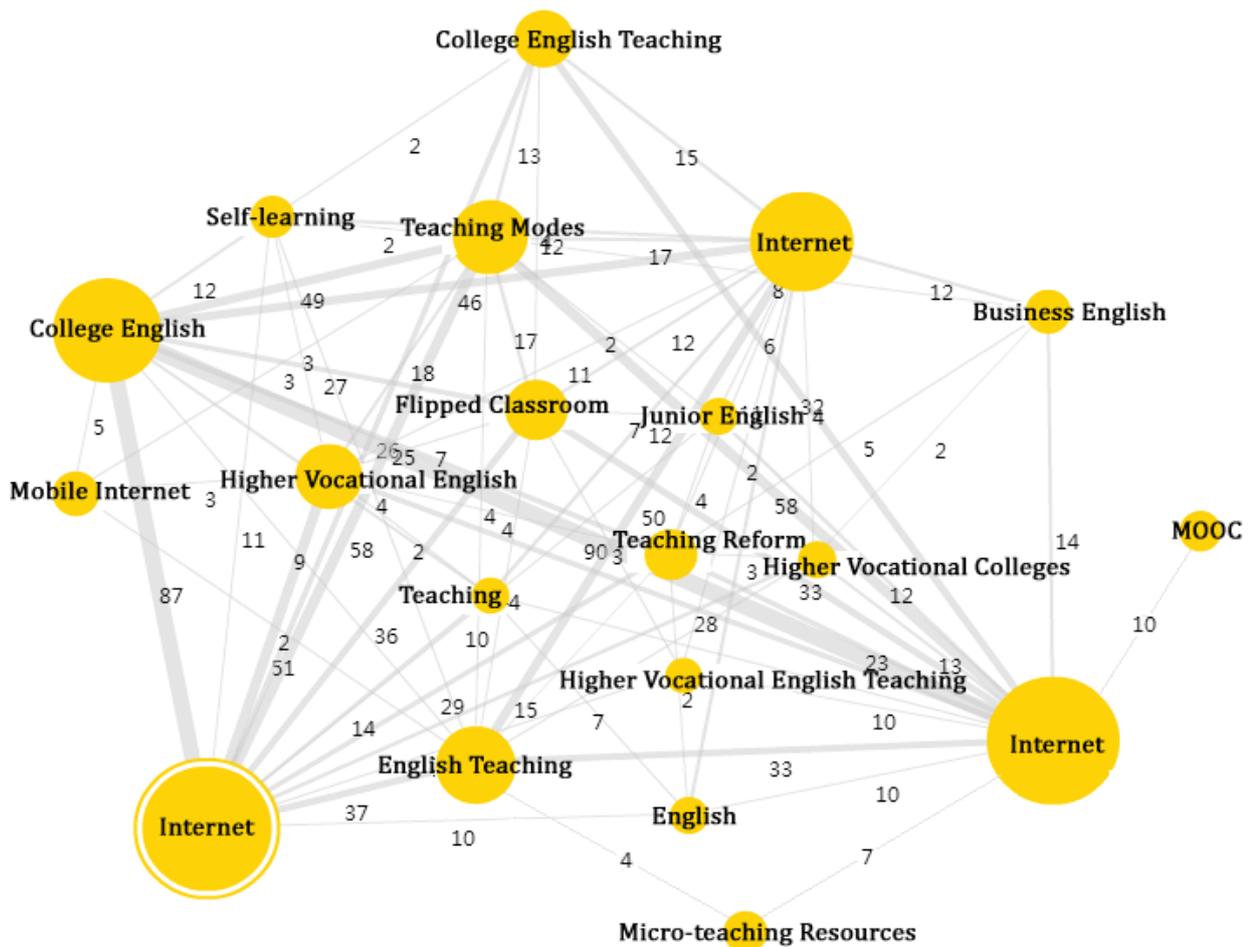


Fig 2. Keyword co-occurrence network graph

4. Analysis of Research Hotspots

After further refinement of keyword co-occurrence network and the research topics, it can be found that Chinese scholars mainly did research in the areas of teaching modes, teaching resources and teaching devices under the "Internet plus" background.

4.1. Teaching Modes

Teaching under the "Internet plus" background first requires the change of teaching modes. There are 766 relevant research papers, the subject words of which are teaching mode, English teaching mode, College English teaching mode, mixed teaching mode, flipped classroom, etc. Lili Wang of Harbin Engineering University (2015) proposed to construct a multi-mixed teaching mode of "MOOC + Micro-class + Flipped classroom" and a multi-interactive learning environment based on "WeChat + Mobile network" with the support of modern information technology such as the Internet and some intelligent devices. Different scholars construct various teaching models to promote students' individualized learning and to improve the quality of English teaching. Shumei Liao of Guangdong College of Industry and Commerce (2016) proposed to develop resources such as micro-courses, micro-courseware, micro-videos, micro-exercises, and so on. With the learning task sheets, micro-videos watching, online discussion and testing as the devices of pre-class self-learning, students internalized the knowledge in course by independent inquiry, group cooperation, and results sharing, and a new college English flipped classroom teaching mode was constructed from three dimensions. Haitao Peng of Qingdao Technical College (2016) proposed that the flipped classroom based on micro-lessons overthrew the status of teachers as knowledge imparters in traditional classroom, and that classroom teaching should become an interactive classroom for teachers and students to discuss and answer questions. Extracurricular learning based on mobile network English teaching platform on campus and mobile English APP platform built a convenient and self-learning environment for students.

4.2. Teaching Resources

A good teaching mode needs corresponding teaching resources to match it. There are 385 relevant research papers. The related subject words are teaching resources, Internet, MOOC teaching, Micro-class teaching, mobile Internet and so on. Shaohua of Nanjing Forestry University (2014) created a seamless ubiquitous learning environment based on the satellite communication, Internet, telecommunication network and the cable TV network, and constructed a ubiquitous-learning-resources platform to share the "three-plus" College English excellent courses. Ying Zhou of Jinling Institute of Technology (2016) proposed the construction of ecological classroom, specifically to improve the school-based characteristic curriculum settings and to develop personalized curriculum system. She put forward that the Internet teaching resources should be rationally utilized, the applied skills teaching groups should be established, the cultivation of students' autonomous learning ability should be emphasized, the external monitoring should be strengthened, the multiple evaluation should be realized, and local advantages should be fully played to build a new teaching resources platform. Relying on the Internet and establishing superior resources, we can make full and reasonable use of them in English teaching to stimulate students' interests in learning and cultivate students' English application ability.

4.3. Teaching Devices

English teaching in the Internet age also needs more suitable teaching methods. There are 205 relevant research papers. The related subject words are teaching devices, College English teaching reform, teaching modes, educational innovation, smart phones and so on. Ye Zhou of Leshan Normal University (2018) integrated teaching hardware Fi F oral training system with

the teaching mode, the autonomous learning strategy, the evaluation strategy and other teaching software, which ensured the sustainable development of ecological foreign language teaching by establishing positive interaction and harmonious symbiosis between teachers and students. Ying Zheng of Yichun University (2019) proposed that with the help of smart phones, teachers could create personalized language learning environment based on mobile phone courseware, and could provide guidance, learning promotion services and support to learners in many ways and in anytime and anywhere, which ultimately improved learners' learning engagement and satisfaction.

5. Conclusion

This paper studies the current research situation of English Teaching under the "Internet plus" background by means of literature analysis and knowledge mapping. Using the research hotspots by co-existing network graph analysis, it can be found that Chinese scholars have carried out extensive and in-depth research in the teaching mode, the teaching resources and the teaching devices. Meanwhile, they have made full use of the Internet to play a role in English teaching. Good teaching effect promotes the overall growth and the improvement of students' comprehensive abilities.

Acknowledgements

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