

# Hot Spots in Domestic Study and Social Culture Research

## -- Take CNKI Database As An Example

Side Zhang, Maomao Zhang

Tianjin University of Technology and Education, Tianjin 300350, China

### Abstract

Using citespace software, we made a quantitative analysis of 385 learning research documents in the CNKI database from 2000 to 2020 under the social and cultural background. Results: 1. Localization of basic theories, focusing on the localization of foreign theories; 2. Combination of culture and competence, focusing on the cultivation of learners' information literacy, intercultural communication ability and cultural judgment; 3. Related disciplines, second language acquisition and English learning. Conclusion: In the future, it is necessary to strengthen the localization research of other theories on learning and social culture in addition to sociocultural theory and activity theory. The cultivation of learners' abilities in the socio-cultural context also needs to be further deepened, and the scope and objects of research need to be expanded, not limited to the field of second language learning.

### Keywords

Social culture; Second language learning; Citespace, Constructivism.

## 1. Introduction

In 2020, the United Nations Educational, Scientific and Cultural Organization released the latest report Embrace a Culture of Lifelong Learning. This report proposes to build a lifelong learning society and form a culture of lifelong learning before 2050. However, to establish a culture of lifelong learning, we need to understand the relationship between learning and culture, and what kind of impact culture will have on our learning.

Learning is a relatively permanent change in behavior, which is caused by experience. Social culture is a general term for cultural phenomena and activities that are part of culture and are created by grassroots people and have a wide impact on the world of social groups. Scholars have long studied learning and social culture. For example, languages in different social cultures show different characteristics such as word formation and pronunciation, which also indirectly leads to the dilemma of second language learning. There are also some internal influences caused by cultural differences, such as social culture can affect conceptual classification. It can be seen that the influence of social culture on learning is both external and internal, covering our entire learning process. How are the research hotspots in this field distributed? In this study, citespace software is used to analyze the research in this field, in order to get the distribution of research hotspots in this field.

## 2. Research Tools, Methods and Data Collection

### 2.1. Research Tools

Citespace is an information visualization software developed based on the computer Java language. It uses the literature in a specific field as the analysis material for quantitative analysis to find the research hotspot and its evolution period in this research field <sup>[1]</sup>.

## 2.2. Data Collection

This research uses CNKI database literature as the source data. The retrieval time is June 6, 2021. The retrieval theme is "learning" and the theme is "social culture". The time span is "2000-2020". The source category was set as "Peking University Core, CSSCI". A total of 642 documents were retrieved. After removing the documents irrelevant to the theme such as conferences, 385 documents were obtained for analysis.

## 3. Cluster Analysis

Clustering is to gather keywords with the same or similar meanings into a category and form a collection, which can reflect the research focus of learning in social culture. Remove the clusters that are too small to get the top six clusters.

In the past two decades, the study of learning under the social and cultural background can be roughly divided into three aspects: the localization of basic theories, the study of personal abilities, and the study of related disciplines.

(1) The localization of basic theories includes # 0 social and cultural theories, # 1 constructivism and # 6 learning scenarios.

Constructivism is a school of learning theory that rose in the 1980s. This school emphasizes learners' initiative in the learning process, and emphasizes the importance of meaning construction and social cultural interaction in learning. Constructivism points out that students' learning outlook develops from objectivism to constructivism, and will be affected by social and cultural factors [2]. We should further use constructivism to guide our curriculum reform and teaching innovation, such as reforming and innovating our teaching based on social constructivism education ideas.

The representative theories of constructivism include socio-cultural theory, which was proposed by Vygotsky, a former Soviet psychologist. He believes that learning is the result of social and cultural internalization, and emphasizes that social and cultural factors play a central role in the development of human cognitive function[3]. When quoting foreign educational theories and policies to study China's education, we need to consider the applicability of the theory. It also lays a foundation for future research in China by discussing the philosophical roots of social and cultural theories and their disciplinary attributes, research paradigms and methods. In China's research, socio-cultural theory and language learning theory are generally integrated to study the feasibility of second language research under socio-cultural theory, providing a solid theoretical basis for second language learning research in China. But in addition to the second language research in the context of sociocultural theory, Chinese researchers have also begun to pay attention to other research directions, such as adult learning. Some researchers proposed to organically combine adult learning theory with social and cultural theory to improve the quality of post service teacher training programs.

The localization of theories on learning and social culture tends to mature. Chinese researchers turn their attention to the model construction of learning situations, which is based on the activity theory and focuses on second language acquisition. Some researchers focus on the establishment of motivation and teaching model. The activity theory and motivation self system can be combined to establish the motivation model of college English learning through the triangular demonstration method. The activity theory is used as the framework to construct the multi system model of conceptual teaching, and the most fundamental social and cultural cognitive intermediary is conceptual knowledge. Some researchers also focus on the field of second language writing. The process of students' achieving their learning goals takes place in a specific social culture, which is used as a basis for building an automatic evaluation system model of second language writing process activities. Based on the activity theory, a systematic model of second language writing feedback is constructed, and the differences and integration

between teacher feedback and peer feedback are discussed. Then a model of second language writing feedback system based on peer feedback is established. In addition to activity theory, researchers also studied task-based English teaching from the perspective of socio-cultural learning theory, and concluded that it should be a cooperative learning process. They should pay attention to the design of learning situations and make full use of various cultural tools.

The integration of foreign educational policies and ideas into China's social culture is facing many challenges. If some researchers discuss the similarities and differences between the basic principles of formative assessment and Chinese cultural values, they can reveal the applicability, misappropriation process and development feasibility of formative assessment in China. The above clusters together reflect a theme, which is the combination of constructivism and its representative theory with Chinese culture, so as to supplement the theoretical basis of learning under the social and cultural background of China. At the same time, it constructs a learning and teaching model suitable for our social culture. In general, the spread of constructivism in China has indeed made outstanding contributions to China's educational research. It is also necessary to face up to the fact that we should combine the constructivism theory with our social culture, flexibly apply it, avoid falling into a stereotype, and achieve the localization of foreign theories in order to harvest research results that are more suitable for our current situation.

(2) The research on the combination of culture and ability includes: # 2 information literacy.

Information literacy was proposed by Zekowski, president of the American Information Industry Association in 1974. He described it as a kind of ability, which was interpreted as the ability of individuals to use information resources and tools to solve problems at work [4].

In the current social environment of normalization of epidemic prevention and control, online courses have become particularly important[5], which requires teachers and students to have good information literacy, so as to ensure the achievement of personal learning goals in the process of combining online and offline classes. The combination of social cultural theory and information literacy education should focus on cooperation and negotiation at the stage, contextualization of content and interaction of information[6]. In this cluster, college students are mainly taken as the research object to analyze their abilities and deeply analyze the problems about college students' learning, which involve the way of thinking, innovation ability and peer relations. One aspect of cultivating college students' intercultural communication ability is to enrich their social and cultural knowledge. College students' cultural judgment needs to explore strategies from three aspects: teachers, students and educational environment. Higher vocational education is also a part of higher education, and the research on the ability of higher vocational students can not be ignored. Through the research on the cultivation of their English language foundation and application ability, three cultivation paths are obtained: highlighting the applicability of English teaching, cultivating students' language application skills, and strengthening the cultural connotation of English teaching. Chinese researchers put the promotion of personal ability under a certain cultural background, from which we can see that the cultivation of personal ability is closely related to the social and cultural background.

(3) Related discipline research includes # 3 College English and # 5 Second Language Acquisition.

Second language acquisition (sla) is a study of individual learning of a second language[7], which started in the 1960s and has developed rapidly. In recent years, the social cognitive basis has attracted more and more attention in second language acquisition[8]. It advocates the combination of individual internal cognitive model and external social environment to study second language acquisition, and provides a reasonable explanation for second language acquisition from three aspects of social culture, language and cognition. Later, some researchers refined the relationship between second language acquisition and social cognitive

theory, and believed that social cognitive theory has important implications for second language learning in terms of learning, teaching, teacher development and scientific research. The above research shows that social cognitive theory provides theoretical support for the learning and teaching of second language acquisition. In addition to individual cognitive basis, second language acquisition should also consider the impact of social and cultural environment. Some researchers have also elaborated the relationship between second language acquisition and social culture from a micro perspective. Communication ethnography, language socialization and relativity all emphasize the importance of context and culture in language learning.

The main research of second language acquisition focuses on English. As an international language, English learning has become more and more important with the development of globalization[9]. According to social and cultural theories, language learning cannot be separated from the specific cultural background in which it is learned. It is more and more important to combine language learning with the corresponding social and cultural background. Chinese researchers have done a lot of research on the combination of English teaching and social culture, and believe that culture teaching plays a very important role in language teaching. There are three relationships between language and culture teaching: subordination, parallelism and integration. The combination of language and culture can help students deepen their understanding of language and cultivate their communicative competence. The above research shows that language learning cannot be separated from the corresponding social and cultural background. With the rapid development of society and the continuous development of the Internet, online courses have become more and more popular[10]. Chinese researchers have begun to study foreign language learning from the perspective of the Internet and mobile technology. Using mobile technology to build a hybrid learning environment is conducive to improving learning efficiency. In addition to written language, computer mediated communication and interaction can promote the ability of second language learning, especially second language oral learning. Some researchers have established the network model based on the perspective of social culture, which is mainly divided into four aspects: creating the network platform, establishing the culture of the learning community, carrying out cooperation and establishing specific learning situations.

In general, language learning and social culture are inseparable. Social and cultural factors must be taken into account when studying subject English or the wider field of second language acquisition. Only by studying second language acquisition based on a certain social and cultural background can we draw a conclusion that the theoretical basis and practical significance of foreign language learning in accordance with the social environment. Culture teaching, network and mobile technology play a role in promoting language teaching. Our society is now in a normal epidemic prevention and control environment, and online courses are becoming more and more important. Therefore, in-depth research on network and mobile technology has a far-reaching impact on foreign language teaching.

#### 4. Conclusion

Citespace software was used to analyze 385 pieces of data from "Peking University Core" and "CSSCI" in CNKI database. It can be concluded that research hotspots in the field of learning and social culture mainly focus on three directions.

First, the localization of basic theories. While absorbing foreign social cultures and theories, we also need to refer to the social and cultural background of our country, so as to select the essence and discard the dross, so as to improve the quality and efficiency of learning.

Second, the study of the combination of culture and ability. Learning is based on learners. Learning ability is closely related to the achievement of learning goals, and the cultivation of learners' personal ability cannot be separated from their social and cultural background.

Third, related disciplines mainly focus on the research of second language acquisition and subject English. As an international language, English plays an immeasurable role in the context of the world integration. The presentation and development of social cognitive theory provide a strong theoretical support for second language acquisition, which means that learning a second language requires understanding the corresponding social culture and playing its own initiative.

## References

- [1] Chaomei C , Zhigang H , Shengbo L , et al.:Emerging trends in regenerative medicine: a scientometric analysis in CiteSpace, Expert opinion on biological therapy, Vol.12(2012)No.5,p.593-608.
- [2] Greene J A , Costa L J , Robertson J , et al.:Exploring relations among college students' prior knowledge, implicit theories of intelligence, and self-regulated learning in a hypermedia environment,Computers & Education, Vol.55(2010)No.3,p.1027-1043.
- [3] Ohta A S:Applying Sociocultural Theory to an Analysis of Learner Discourse: Learner-Learner Collaborative Interaction in the Zone of Proximal Development, Issues in Applied Linguistics, Vol.6(1995)No.2,p.1-5.
- [4] Agosto D E:Information literacy: Essential skills for the information age,Journal of the American Society for Information Science & Technology, Vol.56(2005)No.9,p.1008-1009.
- [5] Suleman M , Tabassum A , Ali S , et al.:Medical Student's Performance and Satisfaction with Online Theory Exams during the Covid-19 Pandemic,Medical Forum Monthly,Vol.31(2020)No.10,p.172-176.
- [6] Lloyd, A:Information literacy as a socially enacted practice: Sensitising themes for an emerging perspective of people-in-practice,The Journal of Documentation, Vol.68(2013)No.6,p.772-783.
- [7] Moloi J T , Adegiorolu E T: The Transformative Methodology: Expository Study of Teaching English as the Second Language Acquisition,Research in Social Sciences and Technology, Vol.6(2021)No.2,p.219-232.
- [8] LARSEN-FREEMAN, DIANE:Reflecting on the Cognitive-Social Debate in Second Language Acquisition,Modern Language Journal,Vol.91(2007),p.773-787.
- [9] Xia Z , Guowei W:The Importance of English and Chinese Culture in the Vocational College English Teaching,Journal of Shanxi Radio & TV University, Vol.3(2021),p.59-60.
- [10] Teghe D , Knight B A:Neo-liberal higher education policy and its effects on the development of online courses,Campus-Wide Information Systems,Vol.21(2004)No.4,p.151-156.