Research Hotspots and Evolution of the Teaching of College English Listening in China

Visualized Analysis of Related Literature Based on CNKI Database (1994-2018)

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Abstract—The research on the teaching of college English listening is a very important part of college English teaching. The teaching of college English listening in China has experienced rapid development for more than 20 years. In this paper, CiteSpace, the information visualization software, is used to analyze the relevant researches on the teaching of college English listening included in CNKI database (1994-2018). Through visual analysis of relevant studies, this paper shows the research hotspots and evolution of the teaching of college English listening in China, and predicts the research trend of the teaching of college English listening in China.

Keywords—college English; listening teaching; visualized analysis

I. INTRODUCTION

In July 2007, the Ministry of Education issued the newly revised "Requirements for College English Teaching" as the main basis for the colleges and universities to organize the English teaching for non-English major undergraduates. It has clearly pointed out that the teaching of college English has changed from reading in the past to listening and speaking. Therefore, the focus of college English teaching research has changed substantially. Lynch once pointed out that among the four skills of listening, speaking, reading and writing, people pay little attention to the process, teaching and testing of second language listening. This paper will use CiteSpace, the information visualization software, to visualize and analyze the relevant research on the teaching of college English listening included in CNKI database (1994-2018). It will show the research hotspots and evolution of the teaching of college English listening in China, and predict the research trend of the teaching of college English listening in China.

II. RESEARCH DESIGN

A. Data Acquisition and Processing

In this paper, CNKI database is used as the data source, and the specific operation is as follows. In the "advanced retrieval" of "journals", the "1994-2018" is used as the time period, and the input retrieval conditions are "subject" or "keyword" or "title" as "the teaching of college English listening". In order to ensure the authority of journals, selecting "core journals" and "CSSCI" for searching, 215 journal documents were obtained. After manually eliminating some non-academic articles such as textbook evaluation, teaching design, and news and so on, a total of 200 documents were effectively recorded.

B. Research Methods

The latest 5.3 R4 version of CiteSpace V software is used to draw the knowledge map of the research on the teaching of college English listening in China. Document information is processed by bibliometrics and scientific knowledge map analysis techniques. At the same time, the contribution of relevant keywords is analyzed to gain insight into its research hotspots and development trends.

III. STATISTICS AND ANALYSIS OF THE LITERATURE RELEVANT TO THE TEACHING OF COLLEGE ENGLISH LISTENING

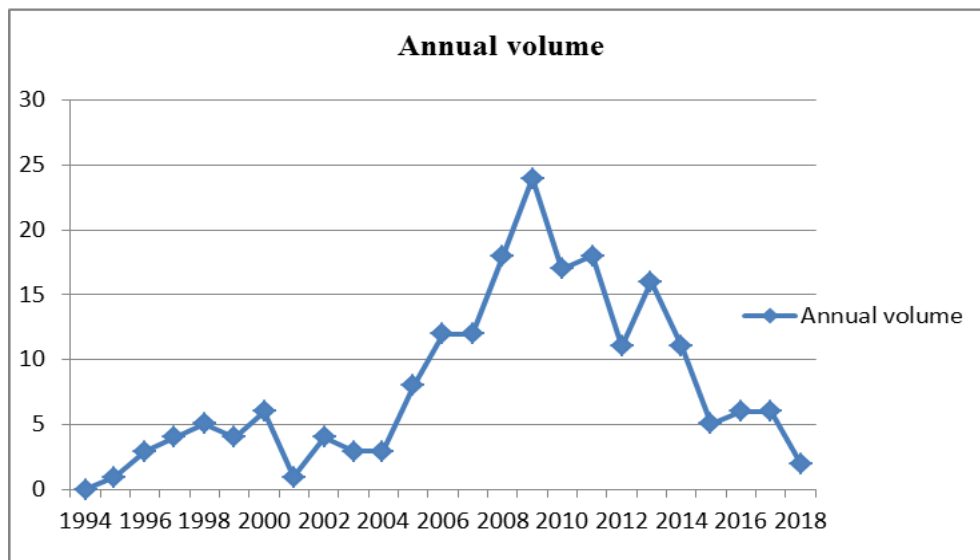The annual distribution curve of 200 articles is shown in "Fig. 1".

Fig. 1. Distribution of the number of papers.

Since the end of the 1980s, the CET-4 and CET-6 have been set up in China, and listening has also been included in the CET-4 and CET-6. Since then, the trend of going abroad has also led to the emphasis on the listening and speaking ability of English. Therefore, it can be seen from "Fig. 1" that since 1995, the research on listening teaching of college English has been on the rise year by year. In 2004, the Ministry of Education promulgated the "Requirements for the Teaching of College English Curriculum (Trial Implementation)", which pushed all aspects of college English teaching research to a climax. Then, in July 2007, the Ministry of Education issued the newly revised "Requirements for the Teaching of College English Curriculum" as the main basis for colleges and universities to organize English teaching for non-English major undergraduates, clearly pointing out the college English teaching has changed from reading to listening and speaking, which has made the focus of college English teaching research change essentially. In 2013, the research on the teaching of college English listening reached a minor climax, which is closely related to the start of the development of "College English Teaching Guidelines". Compared with

"Requirements College English Teaching", it emphasizes the importance of English from the perspective of national strategic needs, and more clearly defines the aims of college English teaching, which aims at enabling the students to use English effectively in their study, life, social interaction and future work. And their listening and speaking abilities have been improved again.

TABLE I.   DISTRIBUTION OF PUBLISHED JOURNALS

Journal name	The number of papers	Percentage
Computer-assisted Foreign Language Education	20	10%
Education and Vocation	12	6%
China Adult Education	10	5%
Heilongjiang Researches on Higher Education	9	4.5%
Foreign Language World	8	4%

As can be seen from the "Table I", the number of papers published in Computer-assisted Foreign Language Education is the largest, accounting for about 10% of the total.

TABLE II.   DISTRIBUTION AND ANALYSIS OF AUTHORS OF THE PUBLISHED PAPERS

Author Name	Number of papers	Total Cites	Total download frequency	Year of first publication
Jiang Suqin	2	74	4277	2010
Zhu Xiaoshen	2	66	3163	2006
Liang Huijuan	2	11	690	2008
Nong Tongliang	2	4	426	2004
You Yi	1	0	123	2017

By means of econometric analysis, it is found that there are only two articles published on the teaching of college English listening, which shows that the research group in this field is not large enough to form a centripetal research group. Jiang Suqin's papers have been cited and downloaded the most frequently, with the earliest article published in 2010. In recent years, the study in this field has not been followed up (as shown in "Table II").

IV. VISUALIZED ANALYSIS ON RESEARCH HOTPOINTS OF RELEVANT LITERATURE OF THE TEACHING OF COLLEGE ENGLISH LISTENING

Keyword is the soul of a document, and it is very important to explore the hotspot trend of research in a field, the frequency and centrality of keywords. In this paper, CiteSpace software is used to map the scientific knowledge

of the keywords in the relevant literature of the teaching of college English listening for reasons. Through the analysis of the contribution of keywords, the changes of hotspots in this field are observed and its development trend is analyzed.

By using CiteSpace software, the time threshold is set: 1994-2018. With a one-year interval and keywords as nodes, the clustering knowledge map of the relevant literature on the teaching of college English listening is obtained, which contains 454 keywords and 1 148 connecting lines, and the overall density of the network is 0.0112.

It can clearly observe the key areas of the research on the teaching of college English listening. Each node corresponds

to the corresponding keywords. The larger the node is, the more frequent it appears.

In addition, centrality is also worth our attention. As shown in "Fig. 2", the greater the centrality is, the greater the central role played by this keyword and the greater the impact on other keywords will be. This paper chooses symbolic keywords, and the author manually combines such keywords as: college English, listening teaching, listening, English teaching, listening course, strategies and other words with similar meanings. Through further analysis based on the time sequence map of keywords (as shown in "Table III"), the research stage of the teaching of college English listening can be divided into:
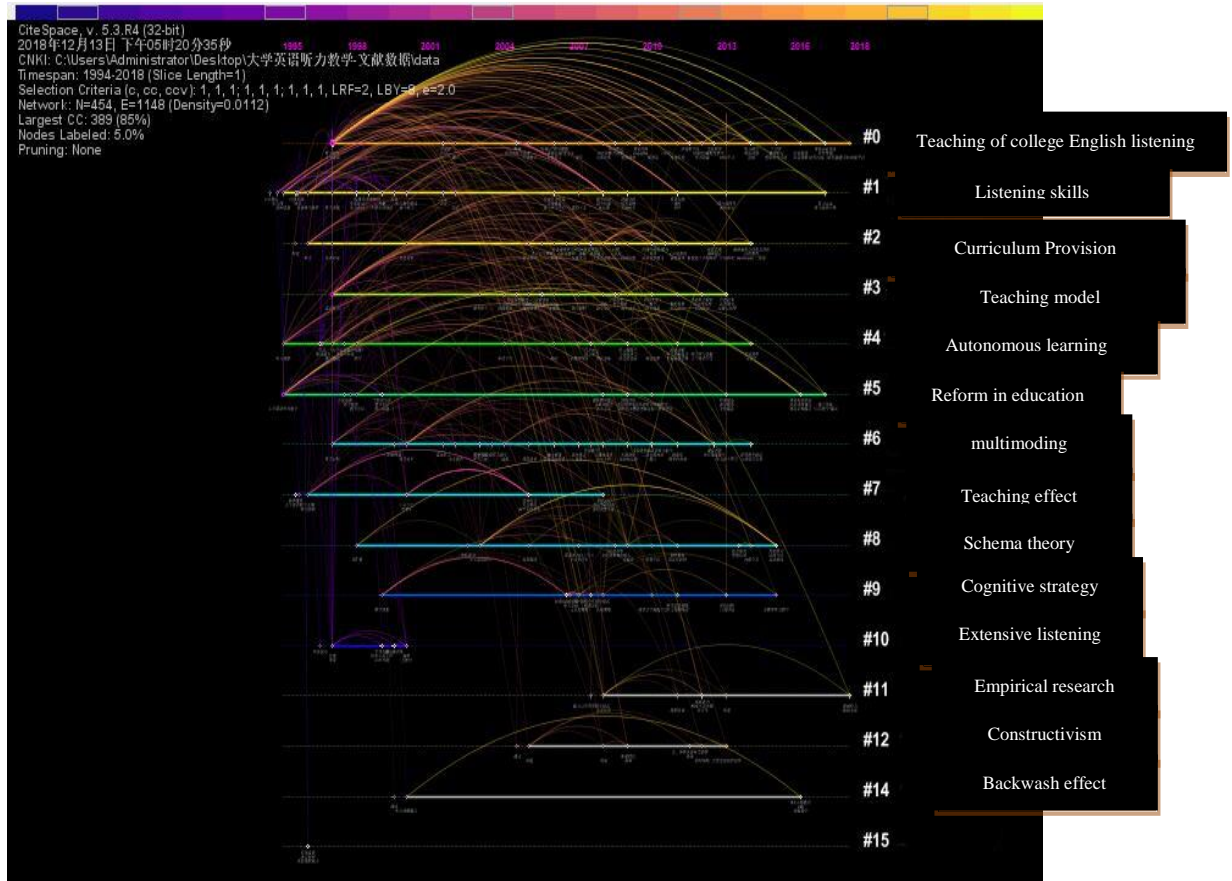

Fig. 2. The centrality.

A. Infancy Stage

In infancy stage, scholars' research on the teaching of college English listening focused on the study of English or listening, such as the selection of listening materials, the combination of intensive listening and extensive listening, listening skills, and the assessment of students' listening level. This is in line with the conclusion put forward by Ke Yinggen and Dong Yan. The research in this period is mainly limited to qualitative research, which is characterized by the introduction of descriptive experience or methods, and learning from advanced western listening teaching research methods, teaching models and theories. The quantitative research is less, and it is still in its infancy. The depth and breadth of research are not enough.

TABLE III.   THE SEQUENTIAL GRAPH OF KEYWORDS

Serial Number	Keywords	Frequency	Centrality	Year
1	Teaching of college English listening	166	0.21	1997
2	Listening skills	65	0.08	1995
3	Cognitive strategy	15	0.03	2002

Serial Number	Keywords	Frequency	Centrality	Year
4	Multimedia network	12	0.01	2006
5	Curriculum provision	10	0.04	1995
6	Teaching model	9	0.08	1997
7	Autonomous learning	8	0.03	2005
8	Multimoding	6	0.04	2009
9	Schema theory	5	0.05	2008
10	Empirical research	5	0.05	2008
11	Teaching effect	5	0.02	1999
12	Reform in education	4	0.05	2009
13	Constructivism	3	0.01	2007
14	Backwash effect	3	0.01	2007

B. Development Stage

Since the 21st century, more and more scholars have combined the latest linguistic theories with the research on the teaching of college English listening. More and more articles on the quantitative research have been published. The perspective and scope of the research have become more and more complete. There are some research directions such as metacognitive strategies, multimodality, schema theory, etc. Wang Yuwen (2009) explored the design of autonomous learning of multi-modal English listening and the monitoring measures under the network environment. Empirical studies have proved that the autonomous learning of multi-modal English listening can effectively improve autonomous learning ability of the listening. Yang Jianding (2003) once proposed that the effective way to improve listening comprehension ability was to train students in strategies. Su Yuanlian (2003) confirmed the teachability of listening strategies in Chinese foreign language classroom environment. Zhou Dandan (2003) found that there was a correlation between the use of affective strategies and listening performance. He Zujia (2005) confirmed that metacognitive strategy training in teaching is helpful to improve students' listening comprehension. Long Yufei and Zhao Pu (2009) introduced multi-modal learning model and metacognitive strategy into the teaching of college English listening. Combining the two can promote listening comprehension better than using metacognitive strategy or multi-modal strategy alone. As Han Jiying, Yu Shulin and Chen Wei (2012) put forward, the study of listening strategies not only provides strategies for the cultivation of learners' listening ability, but also verifies the relevant research methods and theories of foreign language learning strategies in a more detailed way, enriching the research results of foreign language learning strategies.

C. Innovation Stage

In less than ten years, due to the rise of the electronic age, how to use new technologies, such as multimedia network, and to combine with the teaching of college English listening, enable students to learn more scientifically, and also enable teachers to teach more quickly and effectively, so as to achieve the best teaching effect and create the new era of teaching and research of college English listening. The autonomous learning mode of listening based on network and multimedia (Huang Yuanmei, 2005; Shi Weixuan, Li Caichun, 2007; Zhang Lingli, 2009) and the reform of listening teaching mode (Jiang Suqin, 2010; Li Jie, 2005; Liu

Aijun, 2009) have attracted much attention, making the research on the teaching of college English listening more authoritative and comprehensive. For example, Jiang Suqin (2010) compared the listening test scores of students in the multimedia experimental class with those in the traditional control class. At the same time, a questionnaire survey was conducted on the teaching of multimedia-assisted English listening in the experimental class. The results show that the teaching of multimedia-assisted English listening is more effective than the traditional listening teaching method, and the teaching of multimedia-assisted English listening can effectively improve learners' listening ability. Zhang Lingli (2009) proposed a new autonomous learning model of the listening based on the theory of goal-oriented learning and conducted a one-year teaching experiment under the network environment. Through qualitative research and quantitative data analysis, it was proved that the autonomous learning model can not only significantly improve students' listening ability and comprehensive English application ability. At the same time, it is conducive to arousing students' enthusiasm for learning and cultivating their autonomous learning ability. Zhang Fake and Zhao Ting (2007) proposed to make full use of network resources to build a learning website of English listening test. Han Shaojie and Zhou Kexin (2006) proposed to make full use of the network teaching system of English news listening in the teaching of college English listening. Cui Ling (2006) proposed to make full use of network VOA news resources and so on. As Han Jiying, Yu Shulin and Chen Wei (2012) put forward, the wide application of modern technology represented by multimedia and network in English listening research and teaching has broadened researchers' horizons, and the research conclusions are of great significance to the reform and innovation of the teaching time and teaching mode of college English listening.

V. CONCLUSION

Through quantitative statistics and visualized analysis, it can be seen that the research group on the teaching of college English listening is not large enough, and the emphasis on this field is not high enough, which basically corresponds to the conclusions of Ke Yinggen and Dong Yan (2014). At present, Chinese scholars mainly focus on listening vocabulary, discourse understanding, teaching skills and method introduction, teaching theory and application, network multimedia, teaching mode, testing and review. Vandergrift (2007) pointed out that the listening research of foreign languages overseas mainly focuses on cognitive factors, pragmatic and emotional factors, listening teaching,

multimedia environment, listening assessment, academic report and language forms. This shows that the depth and breadth of Chinese research still need to be improved. However, in 2018, the Ministry of Education promulgated the latest standards for English teaching at the basic and advanced stages, and the implementation of English Competence Scale in China has enhanced the importance of English education in colleges and universities, as well as the emphasis on the practical use of listening and speaking ability.

In today's era, there are some problems to be further studied by the vast number of researchers, such as, how to combine the research on the teaching of college English listening with more advanced theories and disciplines, such as cognitive science and neurology; how to jump out of teaching and learning to seek more comprehensive research; how to teach students in accordance with their aptitude so as to achieve the best learning effect for different students; and how to combine the listening skill with other English skills effectively to promote each other and so on.

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