

Analysis of Research Hotspots of Flipped Class for College English and Outlook: Based on Visualization Analysis of Co-Words in Related Literature Extracted From CNKI

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Abstract

In order to show the present situation and research hotspots of the flipped-classroom model for college English, this paper does a quantitative analysis of related literature in the past 5 years extracted from CNKI according to the theories and methods of co-word analysis and visualization of data. The research results show that the hotspots of research on the flipped-classroom model for college English roughly cover four fields which mainly focus on the development and application of the newly emerging flipped-classroom model in college English teaching. In order to employ the flipped-classroom model more effectively in college English teaching, we need to accurately grasp the objective laws and tendency of its development, which will promote teaching innovation, improve classroom efficiency and cultivate students' interest and ability in independent learning. Therefore, the findings of this study may inject new vitality into the reform and development of College English teaching.

Key words: College English; Flipped class; Visualization of co-words; Research hotspots; Outlook

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INTRODUCTION

The rapid progress of information technology bring a historic change for education. As a kind of innovative teaching mode produced by modern information technologies, flipped class teaching model has been making a major breakthrough. Flipped class, also known as reverse class, refers to the “based on reverse arrangement for knowledge internalization, changing the roles between teachers and students in the traditional teaching and the plan of class time to realize the innovation of traditional teaching mode.” (Zhang, 2012) While setting the new college English teaching guidelines (draft), higher school university foreign language teaching steering committee of ministry of education emphasize the important role and current position of flipped class teaching mode based on information technology support in college English teaching to promote the comprehensive reform of education mode and information technology application in the field of education (Ministry of Education, 2014). As a new teaching mode having a great potential for development, flipped class has become a hot research topic in the field of college English informational teaching now and many researchers pay attention to it from different angles. Although present study results have formed the direction of the practical application and have quite guiding significance to first-line teaching, the present situation is that most of the researchers studies based on subjective idea with strong personal bias.

1. DATA SOURCES AND METHODS

1.1 Sources of Data

The research data was selected from the CNKI Journal Network, including academic papers published between 2013 to April 2017. We resort to advanced

search methods to do the retrieval. We set the theme of the search as “keyword ‘college English’ including ‘flipped class’, or article entitled ‘college English’ including ‘flipped class’”, and we got a total of 781 relevant articles. In order to ensure the effectiveness and representativeness of the sample for our study, further screening was done on the basis of the literature obtained from the preliminary search: we deleted 12 articles of irrelevant content, with no keywords or repeatedly published, and finally selected 769 valid articles as the sample for this study.

1.2 Tools and Methods

The main tools used in this study are the Bicomb co-word analysis software system and the SPSS19.0 statistical software. The specific research procedures are as follows: Firstly, the key words of the 769 valid documents selected for this study are extracted by using the Bicomb text-mining system software, and the year, journal name, authors, units and keywords of the literature are obtained. Secondly, we extract relevant statistic data for further study, including the authors’ work units, number of articles published in

the journals and high-frequency keywords. Then, we apply the co-word analysis function of the Bicomb software to derive the co-occurrence matrix and similarity matrix of the high-frequency keywords. Finally, the word matrix is introduced into the SPSS19.0 software, and the clustering tree is obtained by system clustering.

2. DATA PROCESSING AND RESULT ANALYSIS

To find relevant literature on the topics concerned, we use the Bicomb software to do the survey, and get 769 valid journal articles as our research sample. In the following, we will do detailed analysis of the 769 published papers in terms of authors’ work units, distribution of journals, etc.

2.1 Research Overview and Keyword Confirmation

2.1.1 Year Distribution of the Literature

The year distribution of the literature is shown in Figure 1.

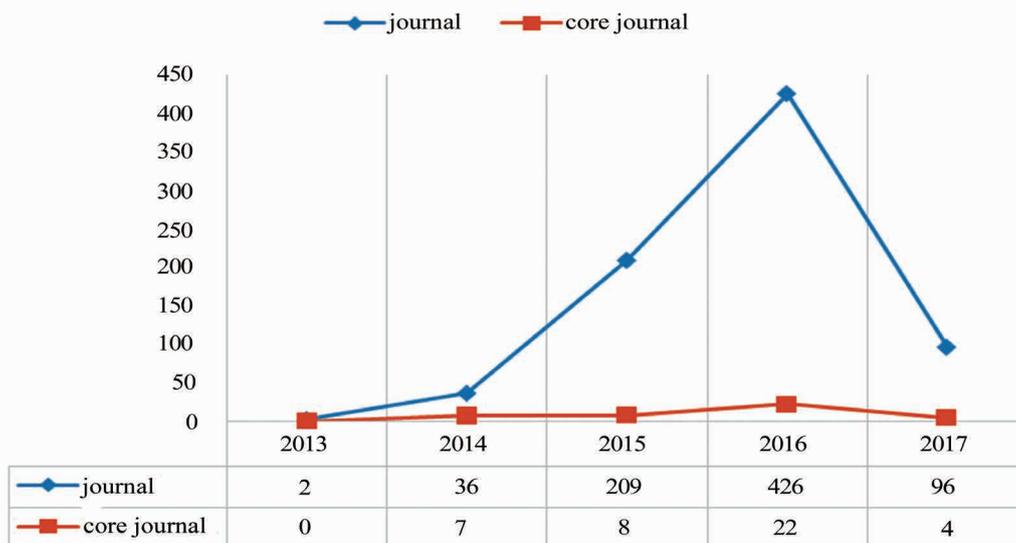


Figure 1
Curve of the Published Papers on College English Flipped Class in 2013-2017

The publication volume of journals can indicate the theoretical level and development situation of academic research in the field. In order to evaluate the research situation of college English flipped class more directly, and predict the trend of its future development, the curve graph showing the publication volume of the corresponding literature is drawn. It can be seen from the curve that the volume of published literature on college English flipped class is generally on the rise. Referring to the line chart, we see the amount of the published

literature fluctuates slightly from 2013 to 2014, but a sharp rise has manifested since 2014. In 2016 it maintains a high momentum of growth, but in 2017 there signals a drop, which is actually due to insufficiency of data collection. But we can predict that the amount of literature on college English flipped class in 2017 as a whole will still be increasing. We also see that among all these articles, those published in core journals account for a very small proportion, which means the poor quality of articles and studies overall.

2.1.2 Unit Distribution of Authors

Table 1
Units of the Authors With Articles on College English Flipped Class From 2013 to 2017

Number	Author's unit	Article number	Percentage (%)
1	Shenyang Normal University	9	1.1704
2	Harbin University of Science and Technology	9	1.1704
3	Foreign Studies College of Guangxi Normal University	9	1.1704
4	Gansu Political Science and Law Institute	8	1.0403
5	Foreign Studies School of University of Science & Technology Beijing	7	0.9103
6	Foreign Languages Department of Jining Teachers College	7	0.9103
7	Jincheng College of Sichuan University	6	0.7802
8	Foreign Languages School of Hubei Business College	6	0.7802
9	Foreign Languages College of Pingdingshan University	6	0.7802
10	Jiangxi University of Traditional Chinese Medicine	5	0.6502
11	Foreign Languages Department of Qufu Normal University	5	0.6502
12	Foreign Languages Department of Xijing University	5	0.6502
13	Foreign Languages Department of Jinlin Medical College	5	0.6502
14	Hunan Institute of Technology	5	0.6502

According to the unit distribution of authors in the selected sample (as shown in Table 1), it can be observed that Shenyang Normal University, Harbin University of Science and Technology and Foreign Studies College of Guangxi Normal University enjoy the highest frequency of article publication together, which is 9, with a ratio of 1.1704%. The frequency of publication of Gansu Political Science and Law Institute is 8, accounting for 1.0403%. Both Foreign Studies School of University of Science & Technology Beijing and Foreign Languages Department of Jining Teachers College have a frequency of 7, accounting for 0.9103%. The frequency of Jincheng College of Sichuan University, Foreign

Languages School of Hubei Business College and Foreign Languages College of Pingdingshan University is 6, accounting for 0.7802%. The frequency of Jiangxi University of Traditional Chinese Medicine and other schools is 5, accounting for 0.6502%. There are 5 Comprehensive Universities, 4 Normal Universities, 2 science and technology universities, 2 medical colleges and 1 institute of political science and law in the list. Researchers in flipped class of college English are widely distributed, from different units in the field of teaching, which fully illustrates that flipped class is grabbing all the college English teaching researchers' attention.

2.1.3 Number of Published Articles on Flipped Class in the Journals

Table 2
Journals With Articles on College English Flipped Class 2013 to 2017

Number	Journal	Article number	Percentage (%)
1	<i>Overseas English</i>	52	6.762
2	<i>Journal of Jiamusi Vocational Institute</i>	34	4.4213
3	<i>English Square</i>	34	4.4213
4	<i>Asia Pacific Education</i>	30	3.901%
5	<i>Journal of Higher Education</i>	20	2.6008
6	<i>English Teacher</i>	20	2.6008
7	<i>Journal of Hubei Correspondence University</i>	18	2.3407
8	<i>Modern Communication</i>	14	1.8205
9	<i>Intelligence</i>	12	1.5605
10	<i>Education Forum</i>	11	1.4304
11	<i>Contemporary Education Research and Teaching</i>	11	1.4304
12	<i>Science & Technology Vision</i>	10	1.3004
13	<i>The Science Education Article Collects</i>	9	1.1704
14	<i>* Modern Educational Technology</i>	9	1.1704

Note. "*" marks the core academic journals in China.

According to the research findings (as shown in Table 2), the 769 papers on college English flipped class are published in about 282 journals, and by dividing the number of articles by the number of journals, we get the ratio 2.73. The table shows that related research

findings have come out in source journals of English education, including *Overseas English* (52; 6.7620%), *English Square* (34; 4.4213%), and *English Teacher* (20; 2.6008%). Some are published in source journals of comprehensive education studies, such as "*Asia Pacific*

Education (30; 3.9010%), *Journal of Higher Education* (20; 2.6008%), *Education Forum* (11; 1.4304%) and *Contemporary Education Research and Teaching* (11; 1.4304%). Relevant articles are also published in comprehensive university journals: *Journal of Jiamusi Vocational Institute* (34; 4.4213%), and *Journal of Hubei Correspondence University* (18; 2.3407%). The number of articles published in science and education source journals is *Modern Communication* (14; 1.8205%), and *Intelligence* (12; 1.5605%). The number of articles in Science & Technology Vision is 10, accounting for 1.9608%, and another 9 in *The Science Education Article Collects*, making up 1.1704%.

From the ratio of article numbers divided by journal numbers, we see that the publication of articles on college English flipped class relatively concentrates on journals of several fields, esp. journals in the field of English education. In addition, some source journals of English language studies have also published a large number of articles on comprehensive university journals, but far less are published in science and education source journals. On the other hand, as the sole source of CSSCI (with * journal), the modern education technology has little article quantity, which means it to some extent suggests that the level of domestic studies in this field is not advanced.

2.1.4 Analysis of High Frequency Keywords

Table 3
Keywords of the Articles on College English Flipped Class From 2013 to 2017

Number	Keywords	Article number	Number	Keywords	Article number
1	Flipped class	758	13	Feasibility analysis	23
2	College English	749	14	Blending Learning	12
3	Micro-lesson	100	15	Model of teaching	11
4	Content of courses	64	16	Teacher's role	10
5	Teaching design	55	17	High professional college English	9
6	MOOC	53	18	Mobile learning	9
7	Autonomous learning	48	19	Constructivism	8
8	Knowledge Internalization	43	20	Empirical research	8
9	Teaching practice	38	21	Graded teaching	6
10	Teaching effect	29	22	Translation teaching	6
11	Internet plus	27	23	SPOC	5
12	Transformation of education	24	24	Meta-cognition	5

After doing statistics of the literature, we get 2,828 keywords of the 769 valid articles. In order to make the statistical results more representative, the author deletes some obviously erroneous key words or those of too broad meaning, and combines keywords of the same or similar meaning. Then according to the boundary integral formula of high and low frequency words derived from Zipf's law that is proposed by Donohue, $[-1+(8)^{(0.5)*11}]$ (11 is the number of key words whose word frequency is 1, and T is the lowest frequency number of the high frequency

words) (Sun, 1992). Considering the representativeness of the statistical data, we set the number of high frequency and low frequency threshold to be 24, and eventually get 12 high frequency key words (see Table 3). Key words function as the summary of literature, so the higher quantized value the key word gets, the more attention it receives from researchers. From the 12 high frequency key words as shown in Table 3, we can roughly learn the hotspot issues in the current studies of college English flipped class.

2.2 Similarity Matrix Analysis

Table 4
Similarity Matrix of High-Frequency Keywords in Researches on College English Flipped Class

	Flipped class	College English	Micro-lesson	Content of courses	Teaching design	MOOC	Autonomous learning	Knowledge internalization	Teaching practice	Teaching effect	Internet plus	Transformation of education
Flipped class	1.000											
College English	.875	1.000										
Micro-lesson	.360	.298	1.000									
Content of courses	.284	.193	.063	1.000								

To be continued

Continued

	Flipped class	College English	Micro-lesson	Content of courses	Teaching design	MOOC	Autonomous learning	Knowledge internalization	Teaching practice	Teaching effect	Internet plus	Transformation of education
Teaching design	.239	.180	.028	.071	1.000							
MOOC	.259	.215	.069	.052	.058	1.000						
Autonomous learning	.241	.192	.058	.036	.081	.040	1.000					
Knowledge Internalization	.227	.172	.061	.019	.085	0.000	.044	1.000				
Teaching practice	.199	.178	.035	.022	0.000	.024	0.000	.027	1.000			
Teaching effect	.182	.112	.056	.047	.026	.051	.027	0.000	.098	1.000		
Internet plus	.167	.161	0.000	.050	.084	.055	.087	.061	0.000	0.000	1.000	
Transformation of education	.167	.134	.042	.079	.029	0.000	0.000	0.000	0.000	.039	0.000	1.000

The ratio shows the close to distant relationship of the pair of keywords. If the value is close to 1, then the two key words are similar and related to each other. If the value tends to zero, then the two key words are less similar, or not connected to each other. From the table, we can see the similarity of “flipped class” and other high-frequency key words. Ranked in order

of closeness to distance, the key words are college English (0.875), Micro-lesson (0.360), content of courses (0.279), MOOC (0.259), autonomous learning (0.259), etc. The data reveal the correlation between these words and researches on college English flipped class, from which we detect the focus of this research in China.

2.3 Clustering Tree Analysis

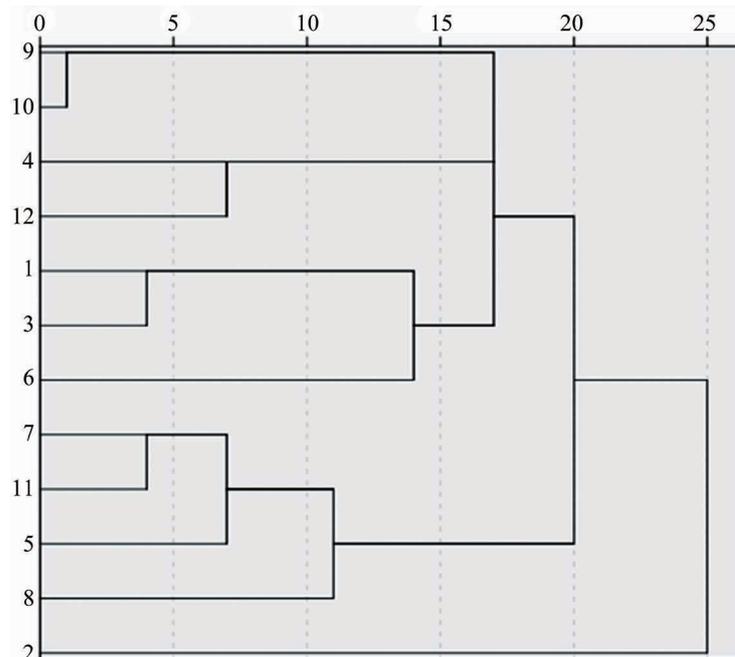


Figure 2
Dendrogram Using Average Linkage (Between Groups) Cluster Merging by Distance Readjustment
 Note.

- 1: flipped class 2: college English 3: Micro-lesson
- 4: content of courses 5: teaching design 6: MOOC 7: autonomous learning
- 8: Knowledge Internalization 9: teaching practice 10: teaching effect
- 11: Internet plus 12: transformation of education

According to the clustering tree analysis of high frequency key words in researches on college English flipped class, we consider the correlation degree and the clustering process of the key words to summarize the condition of current studies on college English flipped class and reach an understanding of the high-frequency keywords in the mainstream academic researches on this subject including their correlation structure, level of correlation and field constitution. Thus, we classify the high-frequency keywords obtained into four broad categories: first, overall research of college English flipped class; second, instructional design research of college English flipped class; third, the teaching practice research of college English flipped class; fourth, new educational mode study of MOOC and Micro-lesson.

3. RESEARCH STATUS AND PROBLEMS

The flipped class is an innovative pedagogical approach that focuses on learner-centered instruction (Mary, 2015). Previous research has shown that the flipped class model can motivate students towards active learning, can improve their higher-order thinking skills, and can improve their collaborative learning skills (Long, 2016). At present stage, flipped class model is experimentally used in college English teaching, whose essential meaning is to realize the change to the innovation phase of English teaching and improve the quality of English teaching and students' English level. Therefore, as a kind of innovative teaching mode, flipped class causes more English teaching worker's attention and favor with its unique advantages. Many scholars began to diversify to carry out the research connected with college English flipped class and a number of journal articles formed are contributing to improve the innovative applications.

3.1 Overall Research of College English Flipped Class

Flipped class, originated in the United States, is a kind of brand-new concept and method which innovates traditional teaching mode. As the innovation hot spot of the world education, flipped class is leading a teaching reform in the field of college English teaching now. Related overall research mainly focused on the following aspects.

First, many scholars summarize and analyze flipped class mode in the macroscopic Angle. For example, Cheng (2015) summarizes the history and development trend of flipped class in the teaching of college English. And Cui (2014) makes the accurate interpretation and analysis of the definition of flipped class and its application in college English, playing a unique role in facilitating just that framing. Deng (2016) reviews the development and theoretical support of flipped class in details, summarizing the specific process and task characteristics when flipped class mode is implemented in college English teaching in China. This research set up the new theory system, from

the historical development to the concept definition to the characteristics of implementation, indicating the direction for practical applications.

Second, some researches link up the theory with the practice and review the feasibility, the necessary condition and related strategies of flipped class. Such as Sun (2016) and Zheng (2015) further demonstrates the feasibility of using flipped class model in our college English teaching from the perspective of the specific concept and characteristics of flipped class and measure it through the teachers' innovative thinking, students' autonomous learning ability and hardware condition. And Wei (2014), from the perspectives of role transformation, discusses the key elements of using flipped class model in college English teaching are: the video made before class, the organization of class activities, the teacher's role. Strategies of implementing flipped class: changing teaching ideas and teacher's role, making high quality video before class and conduct various forms of classroom activities. These provide quite a significant reference for the application of the flipped class.

Third, to explore the advantage and promoting effect of flipped class. Su (2016) analyzed the specific advantages of the application of flipped class in college English teaching is sharing resource, helping to train the students' English language ability, cultivating the students' innovation consciousness and ability and promoting students' comprehensive qualities. Li (2017) argues that mobilizing students' subjective initiative in preparation and independent learning stages is the most advantage of the flipped class.

These papers summarizes the introduction, application scope, advantages and key elements of the flipped class in the field of college English teaching on the whole and give some deep thought on the basis of summarizing. These are helpful to understand the overall status and characteristics of college English flipped class mode. But the overall research is not comprehensive and is still defective.

3.2 Instructional Design Research of College English Flipped Class

As the important part through college English teaching process, teaching design often affects the establishment of the teaching plan and the settings of teaching task.

First, the discussion for teaching model of college English flipped class. For example, Li (2015) explains flip class concept by constructing a set of college English teaching process, mainly including before class and classroom learning. Organize students watching teaching video and test by themselves before the class; encourage students to form the personalized collaborative learning team to realize the knowledge internalization by solving the focus problem efficiently. Wang (2016) argues that phase in class is the most important stage that students show learning outcomes and practice language communication ability. It can be divided into three parts:

knowledge internalization, mission implementation and task reporting. Different teaching models provide strong theoretical support to teaching practice to further.

Second, to establish teaching design based on different teaching ideas. Some scholars explore teaching design based on all kinds of advanced ideas. These ideas are explained from different angles such as the learning objectives, learning platform and learning strategies. Based on the concept of metacognitive, Dai (2016) perfects teaching design whose goal is to promote students' autonomous learning ability. Metacognition is about personal understanding of their cognitive process, it contains two aspects: One is understanding their own state of mind, ability to learn and learning strategies; the second is the direction, planning, evaluation and regulation mode of the cognitive learning activity itself. Using Moodle as its Internet platform, this model was applied to stimulate students to employ meta-cognitive strategies in the areas of study plan, learning profiles, online-study plus classroom study, and double-tiered assessment, which can help to enhance students' ability of automatic learning, self-management competence, performance and confidence. In addition, exploring the teaching process based on the concept of knowledge internalization, Zhao (2014) thinks fundamental principles of flipped class are knowledge transfer in advance and optimal knowledge construction which is caused by the flow reform of classroom learning and teaching. Learners acquire knowledge in flipped class mainly through flipping teaching and learning flow which reduces the difficulty and increases chances of knowledge construction. In the form of flipped class, Shi (2016) focuses on building all-round learning platform based on mobile learning, including resources platform: English course website, English learning reference site, APP and also include exchange platform: The QQ group, WeChat group of, etc.

In conclusion, we can see these studies contain a variety of collision and bold try for the concept of teaching design research. The coverage of current research in teaching design is not rich, the research direction is not balanced and the degree is not deep. The researchers may be too keen to problems about teaching design based on some theory, such as the Internet oriented theory. The researchers also may ignore some important ideas, such as constructivism, the theory core of flipped class.

3.3 The Teaching Practice Research of College English Flipped Class

The teaching practice research of college English flipped class is most important.

First, the key of the teaching reform is to make up for the inadequacy of traditional teaching mode. Wan (2015) puts forward that the traditional teaching model has three aspects of problems. In the teachers' aspect, the old teaching idea leads to that the teachers' knowledge structure don't meet practical social development demand

and teaching skills and methods are so backward that the teaching effects are difficult to guarantee. In the students' aspect, old teaching model makes study motive limited and study intends single, which lead to students' poor innovative thinking and practical application ability. In the teaching management aspect, teaching resources and demand do not match; teaching facilities update slowly; teaching environment construction is bad. Based on the above problems, the multi-level teaching reform needs implement in a wide range of areas.

Second, teaching reform closely link to the teaching practice, including teaching examples, and the evaluation of the teaching effect. For example, Pan (2014) uses the concept of "flipping" and Baidu cloud network platform, regard self-made Popular Spoken English as extracurricular learning resource and tries Flipped class in the course of "field spoken English". On the basis of the *IELTS English 2* teaching experiment, Li (2016) thinks: Flipped class model can make students pay more attention to the learning process and help the development of intelligence, can cause the conversion of extrinsic motivation and intrinsic motivation, can improve the students' intrinsic interest in learning materials, can enhance their confidence to discover and explore questions and can help to enhance memory. In teaching effect evaluation aspect, Zhai (2014) selected 158 undergraduate students among 17 majors, from the Anhui Jianzhu University and Hefei Normal University, as the study sample object, meanwhile selecting College English Course as the teaching sampling program to measure 34 FCM satisfaction questionnaire items, and factor analysis was carried out to obtain three common factors. Regression analysis showed that learners' satisfaction in FCM learning was affected and evaluated by learners' expectation, perceived quality, perceived value, which provides the mechanism of the effect of each common factor. These supplies relative data support and reference for the FCM practice and theory model construction in Higher Education in China.

The research content is detailed and reliable with original standpoints, which is the essence of related research and can reflect the goals and requirements of educational reform frontier. But with education perspective be given priority to, focusing on aspects such as experimental teaching simply is not enough. Flipped class is not only an education problem, but also a technical problem. Its production promotion can't depart from the support of technology. Therefore, domestic research about flipped class teaching practices need integration of education and technology.

3.4 Application Research of New Education Mode, Micro Lesson and MOOC, in the Related Field

As two extremely characteristic new education pattern, micro lesson and MOOC play a unique role in flipped

class teaching. "Micro-lesson" refers to the short and complete teaching activities based on micro video showcases around certain knowledge. These informatization instructional videos are often carefully designed in order to improve the learners' autonomous learning and make them get the best effect. The teaching contents are short and concentrate on points of discipline knowledge or skills. Micro-lesson has the characteristics of resource capacity smaller, teaching design exquisite and demonstration cases classic. It can better meet students' personalized requirements, inspire students' thinking, develop the students' learning areas and improve students' academic level. On the other hand, MOOC, massive open online course, is an online course aimed at unlimited participation and open access via the web. In addition to traditional course materials such as filmed lectures, readings, and problem sets, many MOOCs provide interactive user forums to support community interactions among students, professors, and teaching assistants. In college English teaching aspect, when combining micro lesson and flipped class, let researchers and educators have found the depth fusion opportunity and excitement point of information technology and course teaching.

First, in the micro lesson aspect, Lu (2014) analyzes the feasibility of applying micro-class based "flipped-classroom" mode in our college English teaching by studying the concepts of "micro-class" and "flipped-classroom", the characteristics of the college English teachers and students, the present college English teaching mode, as well as the teaching environment. She thinks that college English teachers have certain language knowledge and some degree of information technology application ability. Already having strong ability of autonomous learning, college students able to complete micro course of study. Computer, electronic reading room and independent learning platform has been very popular, which can satisfy the necessary hardware condition.

Second, in the MOOC aspect, Gu (2017) argue that MOOC help English course teaching extend and consolidate. She explains that the strategy of hybrid teaching mode from several aspects, which is the combination of MOOC and flipped class. She points out that the hybrid teaching mode has certain theoretical basis and the environment. The raise of the hybrid teaching mode can provide theoretical support for the applications of college English flipped class mode.

The above research is an emerging research for college English flipped class mode to explore new direction and path. In the guiding application aspect, however, these findings lack revealing and practicality. Combining with the teaching status and carrying out the practice will be the development direction of this aspect.

4. REFLECTIONS AND PROSPECTS

Recent years, the research about college English flipped class appears a gradual upward trend, but the content of the research is often limited to small-scale application practice and basic theory of teaching. Research about the promotion of teaching theory and practice, the mutual roles change between teachers and students and teaching technology innovation are still in groping. These aspects are not only in the forefront of reform and practice, but also are the specific direction of the future development.

4.1 Enrich Research Methods and Improve the Strength of Attention

At present, in the study form aspect, the methods most researchers used are relatively simple and summary of the theory is relatively more while detailed statistics and empirical research are less. Research results based on the personal experience are in the majority, which are failed to fully using quantitative analysis method and subjective. Another part of the study tend to the introduction of the new theory and research level is relatively low. Most quantitative analysis complete through the questionnaire surveys form, whose content is relatively simple. These problems make the quality of published research papers is relatively low. It is recommended that researchers take more diversified approach to improve the quality of research, such as literature method, experimental method, case method and anthropology research method, etc. On the other hand, core journals' attention for research related with college English flipped class is still relatively absent and there are few article published. So English teaching core journals are recommended to strengthen the support by adding flipped class study column and special subjects to promote our country's college English teaching reform and improve the teaching quality (Bu, 2016).

4.2 Open Research View and Promote the Technology Ecological

At present, China's research turn on college English flipped class is mainly from the perspective of teachers and the object of study is the teaching subject, teachers and students. But management of education workers, technicians and other related groups have less attention. Flipped class education system is a complete ecological system composed by learners, teachers and technical. Therefore, we should open research view of college English flipped class. First, in the education aspect, pay attention to the collaboration between teachers and students to make the shift from "students listen to the teacher" to the collaboration between teachers and students to solve common problems in classroom teaching. Second, in the technical aspect, advocate the research idea of collaboration between education and technology. Pay more attention for practical application

problems in technology and improve quality of the teaching video production to promote the long-term development of flipped class.

4.3 Adapt to the Need of the Localization, Grasp the Characteristics of the College Students' Learning

Chinese scholars' theoretical basis of flipped class study is mostly from western countries. Their advanced education concept and systematic theory are worth learning from. However, college English is a strong Chinese characteristics of the discipline, which need to meet the actual demands of Chinese students. The practicability of research is based on the combination of foreign advanced concept and the status quo of the college students learning English. Simply applying foreign theory directly will restrict our flipped class practice development. China's current traditional teaching concept and language application environment are not fully fit flipped class development. The traditional teaching model has been occupying the core position, the way of indoctrinate English teaching is still the mainstream. In the flipped class teaching has been carried out, teaching workers tend to lack the thorough understanding, unknown to the advantages of flipped class. Therefore the teaching effect is not ideal. In the students' aspect, because of the habit of passive learning English and poor language practical application abilities, some students do not adapt to flipped class teaching.

These problems make that flipped class English teaching without the localization are lack of operability and guiding significance to the practical level. Therefore, more research should consider China's cultural background, the learning environment and learning characteristics of college students as the important influencing factor affecting college English flipped class study.

CONCLUSION

Through the analysis of the above aspects, the research status of college English flipped class in recent years in our country can be summarized as follows: In the amount of the published literature, it can be seen that the volume of published literature on college English flipped class is generally on the rise and we can predict that the amount of literature in future will still be increasing. In the journals aspect, the results show that related research findings mainly have come out in source journals of English education but few in core journals. In clustering tree analysis aspect, results show that main research hot spots include: first, overall research of college English flipped class; second, instructional design research of college English flipped class; third, the teaching practice research of college English flipped class; forth, new educational

mode study of MOOC and Micro-lesson. In view of the current research focus and development trend, researchers should strengthen the academic research methods, broaden the research view and deepen the research on localization in the future.

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