

A Review of Domestic Research Areas on Structured Knowledge in English--CiteSpace-based Data Visualisation Analysis

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Abstract

With the promulgation of the latest version of the English curriculum standard(ECS), Chinese education has fully entered the era of core competence. The traditional fragmented teaching of knowledge cuts off the knowledge system and students cannot see and understand the intrinsic connections between knowledge, making it difficult to form core competence. However, the basic structured knowledge is the root and condition for students to form core competence, which is an important aspect that teachers must pay attention to. Therefore, this study uses the CiteSpace Scientific Knowledge Graph to analyse 55 research papers on structured knowledge in English published in the CNKI core database during the period of 2018-2024, mainly in terms of the number of papers, keywords, research institutions, regions where the research institutions are located, hot trends in research and research topics. The study revealed that the focus on English structured knowledge in China has been increasing annually, leading to the emergence of several significant research clusters, including "junior high school English", "knowledge construction", "transfer", and "primary school English". However, despite this growth, the overall attention remains relatively limited, with research predominantly focusing on the practical aspects. Additionally, the establishment of a robust research organizational collaborative body and a comprehensive scientific evaluation system has not yet been found. It is hoped that this study will provide a foundation for future explorations of structured knowledge in English.

Keywords

Structured knowledge; knowledge construction; core competence; transfer; CiteSpace.

1. Introduction

Following the promulgation and implementation of the general senior high school ECS (2017 edition revised in 2020) and the new edition of the ECS for compulsory education (2022 edition), the terms 'structured knowledge', 'English structured knowledge', 'theme-based structured knowledge' and other related keywords have frequently appeared in the vision of front line teachers and university researchers. The standard points out that the construction of structured knowledge enables students to apply the framework of structured knowledge to solve problems in unfamiliar environments and new contexts in a creative manner, thereby facilitating deep learning and the conversion of competence to literacy. (Ministry of Education, 2020: 63). In the context of a growing emphasis on activity-based approaches to English learning, there is a corresponding focus on the design of activities that encourage students to focus on the theme, rely on the discourse, and engage in language practice activities that reflect logical associations such as experience, imitation, comprehension, application, and so forth. Additionally, activities should facilitate the construction of structured knowledge based on the theme with the help of visual graphics. (Ministry of Education, 2022: 36). This leads us to the question of what exactly is meant by the term 'structured knowledge'? What is the current state of research on English structured knowledge by front line English teachers and teaching

researchers? In order to remain informed about the latest developments in research on English structured knowledge and to direct the attention of educators to its construction, this study aims to provide teachers with a comprehensive understanding of its current state research in China by reviewing the existing literature in order to shed light on future research.

2. Definition of Structured Knowledge

Bruner, a pioneer of the Western school of structuralism, pointed out that mastery of core principles and concepts is the key to effective 'transfer of learning'. Seeing things as special cases of something broader - understanding the significance of a more fundamental principle or structure - means that we learn not only about the specific thing, but also about a pattern that helps us to make sense of other, similar things that we might encounter (Bruner, 1989: 36-37). Regardless of which subject is taught, students should be able to grasp its basic framework, which is a reflection of the completeness of knowledge and the universal connections between things, and it is only through a deeper understanding of the basic structure of the subject that students may be able to see the connections between subject knowledge and similar things in new contexts (Zhou Changfeng, 2023). A comprehensive understanding of the intricacies of knowledge facilitates the transfer, creation and promotion of students' cognitive abilities, including critical thinking and problem-solving. By combing through the literature, some scholars have defined structured knowledge as a conceptual structure formed after the sorting, organizing and integration of textual information. This structure is characterized by the establishment of logical connections between knowledge. (Zhang Qiuhui & Wang Qiang, 2016). In other words, 'structured knowledge' is a whole structure formed by the interconnection of knowledge under a specific topic, with the characteristics of abstraction, correlation and wholeness (Wang Hua & Yang Liangxiong, 2023). Zhao Lianjie posits that English structured knowledge is an integrated form of knowledge, which encompasses disparate aspects of language, cognition, and culture. Its construction is constrained by the internal logic and cultural connotations of the discourse, as well as the discourse interpreter's background knowledge and cognitive schemes. Structured knowledge of English serves as scaffolding in the exploration of thematic meaning, without which it is challenging for teachers and students to discern the underlying thematic meanings embedded in the discourse. (Zhao Lianjie, 2020).

3. Research Method

3.1. Data Sources

The research data presented in this paper is based on the literature source CNKI. In conducting the advanced search, the search scope was set to encompass all data, the search condition was "Topic (Structured Knowledge) OR Topic (Structured Knowledge Construction) AND (English)," the search time frame was set to 2018-2024, and the date of data download was 6 June 2024. The final search result was 87 articles. To guarantee the reliability of the data, 55 significant studies were ultimately selected as the focus of this research, following a thorough manual and rigorous screening process to exclude studies that were not directly relevant to the topic under investigation. The 55 documents were subsequently exported in RefWorks format as the initial data set for CiteSpace analysis.

3.2. Research Tools

In this paper, we employ the literature visualization software CiteSpace to quantify and examine the screened literature. CiteSpace is a literature visualisation and analysis software based on the Java language, developed by Chiu-Mei Chen, a Chinese American scholar. In this paper, the latest version of the software, 6.3.R1 (64-bit), was selected for the purposes of data analysis. Due to the restricted scope of the literature, the analysis node is configured as

Keyword and Institution. The time slicing is set to one year, and the resulting outputs are a keyword co-occurrence knowledge map, centrality analysis map, timeline map, cluster analysis map, keyword emergence map and research institution co-occurrence map.

Furthermore, the Excel office processing software in WPS was employed for the purpose of counting the number of documents issued in each year during the period 2018-2024.

4. Overview of Research on Structured Knowledge in English

4.1. Quantitative Analysis of the Publication Volume

Figure 1 displays the year-by-year trend of the number of articles published over the years in order to analyze the output of domestic research on English structured knowledge. The number of research articles on English structured knowledge in China has grown annually since the General High School ECS's 2017 version was promulgated and put into effect in January 2018. However, the growth in the number of papers published prior to 2021 has been comparatively flat, which is related to the context of the era in which the 17th edition of the English language standard was published and the importance attached to it by researchers. Since the last edition of the ECS for General High Schools (2003 Edition) was released more than ten years ago, the curriculum concept has undergone numerous iterations and updates, and many of the guiding principles of the previous version of the curriculum standard are no longer applicable to the quickly evolving times. "Taking fostering virtue through education and cultivating people as the fundamental task of education" was first proposed at the 18th CPC National Congress in 2012. "Core competence" was first proposed in the "Opinions on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Task of Forstering Morality and Cultivating People" in 2014 (Cheng Xiaotang, 2022: 4).

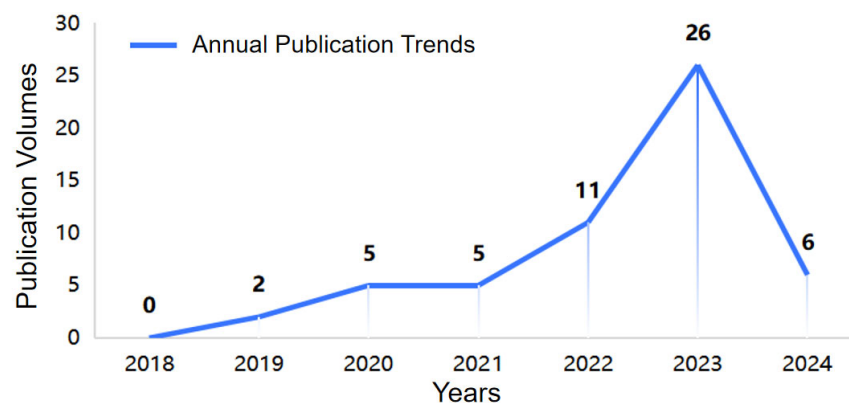


Figure 1. Publication volumes in each year from 2018 to 2024

Under the echo and demand of the times, the 17th edition of the curriculum standard came into being. Nevertheless, the research focus at this stage was on subject core competence, the six components of the curriculum content, and the activity-based approach to English learning. There was insufficient attention paid to the English structured knowledge. From 2021 onwards, there has been a notable surge in the growth rate of publications on structured knowledge in English. This may be attributed to the substantial expansion of online educational resources during the pandemic and the heightened fragmentation of knowledge. The growing demand from researchers for integrated knowledge has contributed to the study of structured knowledge in English. Following the publication of the revised Compulsory Education ECS in 2022, research output on structured knowledge in English entered a new phase of growth. The number of publications increased markedly, reaching a peak in 2023 with 26 articles published.

This is associated with an expansion in the researcher community, extending from high school and university to elementary and middle school. As the download period for the literature is scheduled for June 2024, the statistics for the number of publications in 2024 are not yet complete. However, it can be predicted that the overall research publications are on an upward trend, indicating a positive development momentum and substantial research space. Hence, teachers and researchers can continue to explore and innovate in this research field.

4.2. Keyword Analysis

The keywords of the paper refer to the use of words with strong centrality and high frequency in the literature, which can reflect the main theme content of the paper. By examining the literature's keywords, we can gain some insight into the development trends and research hotspots of the field during that time. Every node in the graph represents a keyword, and the size of each node indicates how frequently the keyword appears in the database. The line connecting the nodes shows the co-occurrence relationship between the keywords; the thicker the line, the higher the co-occurrence frequency. Node colour shades can also indicate time proximity.

4.2.1. Keyword Co-occurrence Analysis

As illustrated in Figure 2, there are 48 keyword nodes (N), 66 inter-node lines (E), and the network density is 0.0585. From an analysis of the node size, node colour and line thickness in the graph, it can be seen that the high-frequency keywords in the field of English structured knowledge research are as follows: 'structured', 'high school English', 'big ideas', 'unit-based perspective', 'unit', 'thematic meaning', 'knowledge construction', 'middle school English', 'writing instruction', 'core competence', 'elementary English' and 'integrating of reading and writing'. In addition, the keywords with a betweenness centrality of greater than zero and their frequency of occurrence are presented in Table 1. The centrality and citation frequency of the keywords in the literature are positively correlated with the research intensity in the field. This suggests that the more centrality and citations a keyword receives, the more attention it receives, and vice versa. The significance of a term node can be shown through a comparison of centrality.



Figure 2. Keyword co-occurrence map

Combining the keyword co-occurrence mapping in Figure 2 and the core keyword centrality and frequency statistics in Table 1, it can be found that: firstly, there is an obvious academic segmentation in the research on structured knowledge in English, in which the structured knowledge of English is valued more in junior and senior high school English teaching than in primary school English teaching. Secondly, according to the different colors of the keyword links, it can be seen that the research on structured knowledge in high school English is earlier than that in junior high school and primary school. Thirdly, the different colors of the node circle represent the time when the keywords have appeared, and the width of the different colors of the circle represents the number of articles posted in the time corresponding to that colour. From this, it can be seen that junior high and primary schools have increased their attention to structured knowledge of English in recent years, and the number of posted articles has increased. Fourthly, the betweenness centrality of a node is ≥ 0.1 , indicating that this node has greater influence in this research area. In addition to the words of the educational stage with high centrality and the search terms 'structuring' and 'knowledge construction', the centrality of the words 'core competence', 'thematic meaning', 'unit-based perspective' and 'unit' reaches 0.24, 0.34, 0.12 and 0.28 respectively, which indicates that researchers tend to approach structured knowledge in English from a more macro level. It shows that researchers tend to approach the study of structured knowledge in English from a more macro level, which is aligned with the concepts of 'unit teaching', 'big idea', 'big concept', 'core competence' and other related terms that have been advocated in the English language curriculum standard in recent years. Fifthly, this study also found that the centrality of the words "writing instruction" and "integrating of reading and writing" were all greater than 0.1, while no centrality of "reading" was found in Table 1, indicating that structured knowledge has been studied more in the area of writing, which is inconsistent with the perception that it is more relevant to the teaching of reading in previous experiences.

Table 1. Core keyword centrality and frequency statistics

number	core keyword	centrality	frequency
1	middle school English	0.38	10
2	high school English	0.46	6
3	knowledge construction	0.24	5
4	structured	0.48	4
5	primary school English	0.19	4
6	writing instruction	0.13	4
7	core competence	0.24	3
8	thematic meaning	0.34	3
9	integrating of reading and writing	0.29	2
10	big ideas	0.06	2
11	unit-based perspective	0.12	2
12	unit	0.28	2

4.2.2. Keyword Cluster Analysis

Keyword clustering is the formation of interconnected network clusters of keywords with similar research topics in the research field. As shown in Figure 3: the co-occurring network structure and the effect of presenting clustering can be measured by the Q value (Modularity Q, i.e., clustering module value) and S value (Mean Silhouette, i.e., clustering silhouette mean value). In general, the Q value is proportional to the clustering effect of the network, and when

$Q > 0.3$, it indicates a good clustering effect; the S value reflects the similarity within the clusters, and when $S > 0.5$, it indicates that the clustering structure drawn is reasonable, and when $S > 0.7$, it indicates a good and plausible clustering structure (Ren Yu, Wang Beibei & Huang Zuhui, 2022). $Q = 0.6755$, $S = 0.9078$ in Figure 3, which indicates that this cluster has high homogeneity, reasonable clustering, good structure and high reliability. According to Figure 3, there are four cluster labels in the graph, which are '# 0 junior middle school English', '# 1 knowledge construction', '# 2 transfer', '# 3 primary school English'. Each cluster tag also contains a number of keywords, the smaller the number of clusters means that it contains more keywords.

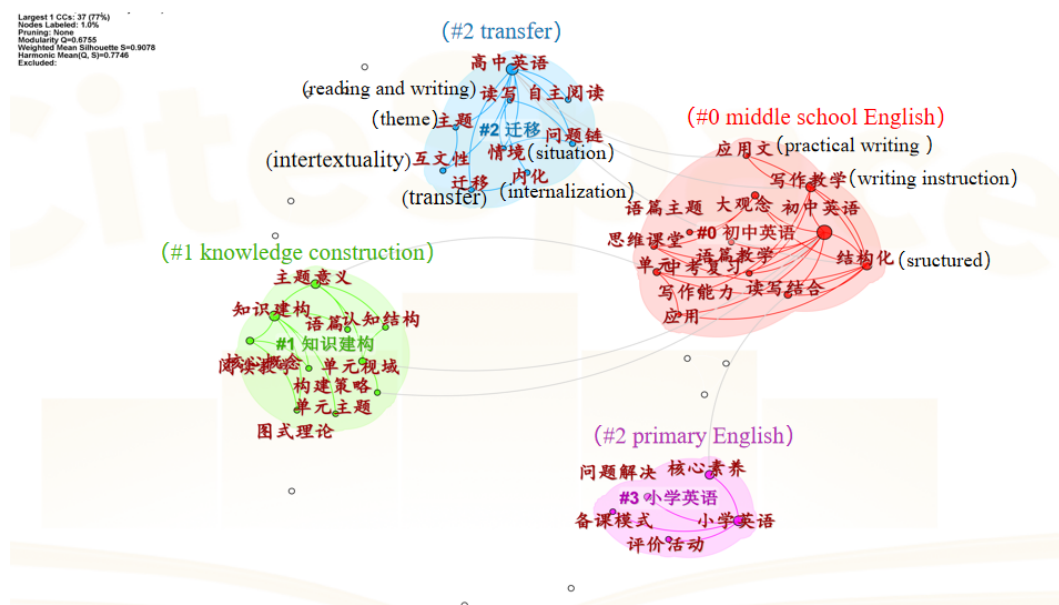


Figure 3. Keyword cluster

Combining Figure 3 and the above analyses, the following conclusions can be drawn: firstly, overall, the themes of the clusters in Figure 3 are relatively scattered, forming relatively independent small areas, indicating that there is not a high degree of closeness between the different research themes on structured knowledge in English, and there is very little cross-cluster connectivity, especially between '#1 knowledge construction' and '#2 transfer', suggesting that the degree of co-citation between these two research directions is very low. Secondly, the main keywords included in the cluster of '#2 transfer' are 'situation', 'internalization', 'theme', 'reading and writing', 'intertextuality', 'transfer', etc. This suggests that the study of structured knowledge in English should be able to guide students to construct theme-based structured knowledge under the relevant themes and promote the internalization of knowledge, so that they can transfer the structured knowledge framework to new contexts and solve problems creatively. Thirdly, the main cross-cluster links in figure 3 are between '#2 transfer' and '#0 junior high school English in terms of 'structuring', 'practical writing' and 'writing teaching', which further highlights the high degree of attention to English structured knowledge in the field of writing teaching. The teaching of writing based on structured knowledge can build a framework for students' writing and promote the transfer of knowledge and the improvement of students' problem-solving ability. Under the guidance of the activity-based approach to English learning, the structured knowledge built around the theme serves as a reference map for students' formal writing, which greatly contributes to the enhancement of students' writing ability (Wang, Xuepeng & Bao, Minfang & Chen, Yike, 2023).

4.2.3. Keywords Timeline Map and Burst Map Analysis

The keyword timeline map can reflect the historical span of a specific cluster. When combined with the keyword burst statistics, it can be employed to analyse the hotspots of research in the field of English structured knowledge research across different periods of time, thereby enabling the prediction of future research trends. Figure 4 depicts the overall trend of research on English structured knowledge in China. The results demonstrate the existence of four clusters of research on structured knowledge of English in China, which are '#0 junior high school English', '#1 knowledge construction', '#2 transfer' and '#3 primary school English'. From the perspective of time distribution, the research of '# 2 transfer' and '# 1 knowledge construction' clustering is an earlier topic that scholars pay attention to, and it lasts a long time, although the research on '# 0 junior high school English' cluster started later than the former two, the research on these three clusters is still hot and will continue in the future. The cluster study of '# 3 primary English' continued until the end of the 2023, and then began to cool down. Figure 5 shows the first appearance and duration of keywords in this research area. Through the analysis, we can see that the research hotspots and trends in the field of English structured knowledge in recent years are "core competence", "integration of reading and writing", "big idea", "reading instruction", etc. , this has something to do with the large-concept teaching, interdisciplinary theme teaching and the gradual popularization of the new college entrance examination question type "continuation writing".

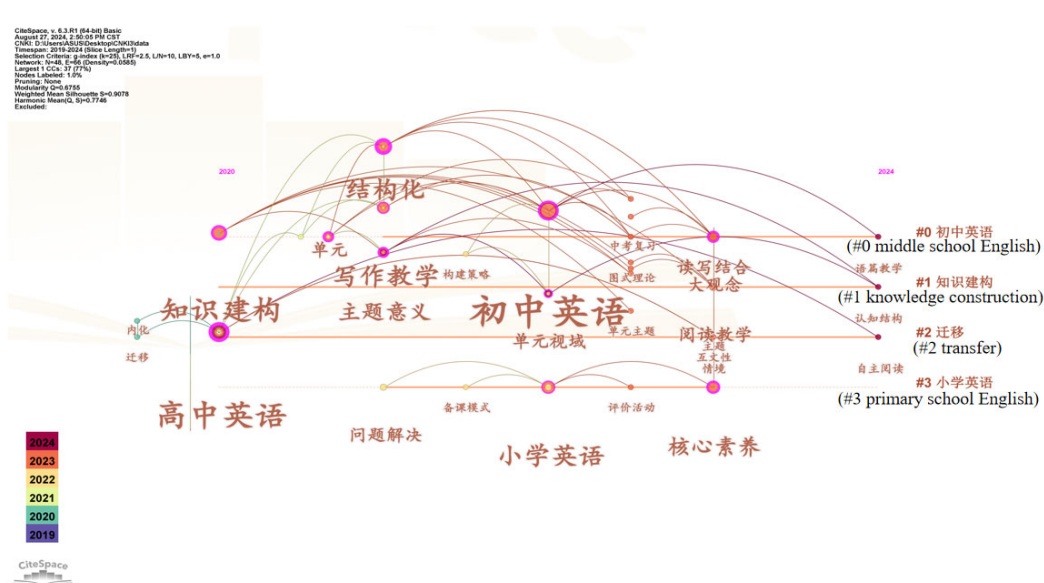


Figure 4. Keyword timeline map

4.3. Research Institution Analysis

In order to find out the core academic groups and institutions of English structured knowledge research in China, as well as the regional distribution of the institutions, we have counted the number of publications of each research unit under this research theme, and the number of publications in the region where the research institution on the theme is located. A total of 52 research institutions were involved in the study, of which those with more than one article published are shown in Figure 6. The largest number of articles was four, produced by the School of Teacher Education of Capital Normal University. This was followed by three articles from Shijingshan Experimental Middle School in Beijing, and then two each from the Research on Humanities and Foreign Language Education of Beijing Institute of Education and Beijing Institute of Education. Judging from the top-ranking research institutions in terms of the

number of articles posted, research on structured knowledge of English mainly appeared in the more developed areas of education in the capital city of Beijing.

Top 25 Keywords with the Strongest Citation Bursts

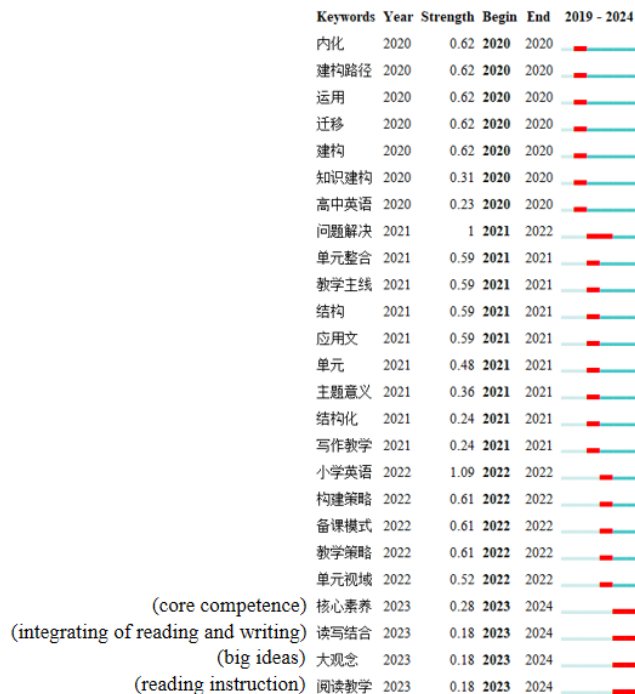


Figure 5. Keyword burst map

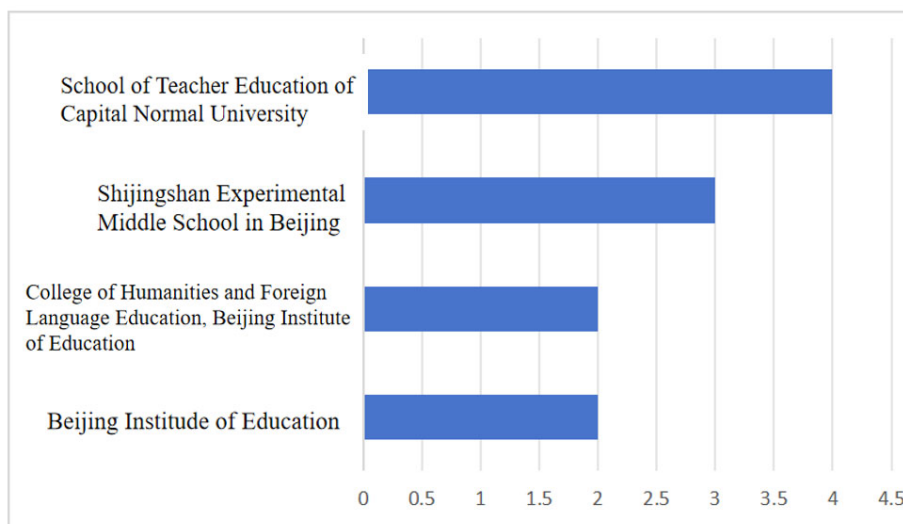


Figure 6. Publication volume of research institutes

Figure 7 presents a statistical overview of the number of articles published on the subject of English structured knowledge in the region where the research institutes are based. The six most prolific regions in terms of the number of publications are Jiangsu, Beijing, Zhejiang, Guangdong, Shanghai and Chengdu, in that order. As can be seen from the bar chart of the statistics, the research institutions of English structured knowledge are concentrated in the more developed areas such as Beijing, Shanghai, Guangdong and coastal areas. Although Chengdu is an inland city in the southwest of China, it has a high number of published articles because of its well-developed education and its close adherence to the orientation of the new

ECS. In particular, 16 articles were published in Jiangsu, 15 in Beijing, 7 in Zhejiang, 4 in Guangdong, and 3 in each of Shanghai and Chengdu. Professor Wang Chuming of the Guangdong University of Foreign Studies initially proposed the 'continuation writing' model, proposing that the proximity of language comprehension and language output is directly proportional to the efficacy of language learning(Wang Chuming, 2014). Additionally, he posited that 'continuation writing' is closely related to the study of English structured knowledge, which is reflected in the higher number of articles on English structured knowledge in Guangdong compared to other regions. At the same time, Zhejiang province is the pilot area for the new college entrance examination reform, and also the province that first used“continuation writing” as the question type of college entrance examination, it is not difficult to understand that the research output of English structured knowledge in Jiangsu and Zhejiang areas can be ranked in the top 3.

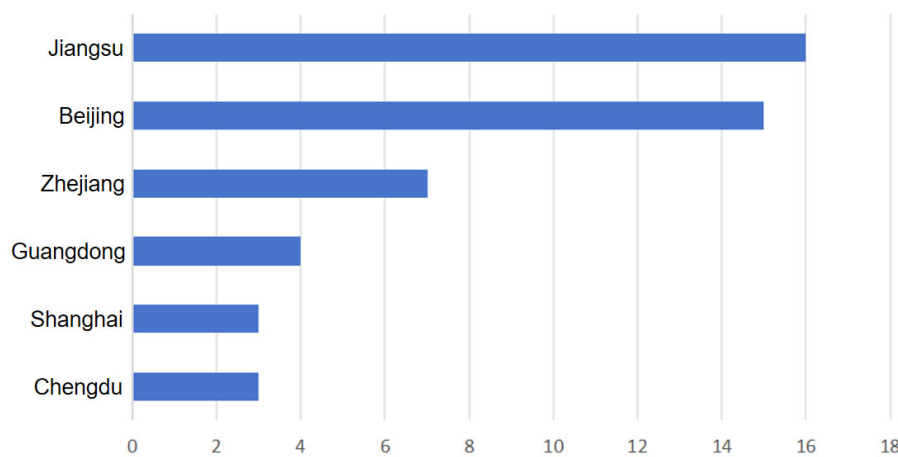


Figure 7. Publication volumes of the regions where each research institute is located

Figure 8 is a spectrum of institutional collaboration, showing that the network has 10 edges, $E = 10$, and the overall density of the network is as low as 0.0075. This shows that our research groups on English structured knowledge are scattered and have not formed a good cooperative relationship. Most of the existing 10 edges also appear in various research institutions in Beijing.



Figure 8. Spectrum of institutional collaboration

5. Conclusion

After six years of research (2018-2024), the study of English structured knowledge has become an important area of concern for scholars, with a general trend of growth in the number of papers published on this theme, and a gradual emergence of co-operation between issuing institutions begin to appear. The research focuses on basic education, especially junior and senior high school English, and is centred on the 'core competence', 'big ideas', 'units', 'unit perspective', 'integrating of reading and writing', etc, advocated by the new curriculum. The research theme focuses on the necessity, the value and the method of constructing English structured knowledge. Overall, the research is developing well. Nevertheless, the research on structured knowledge in English is still in its initial stages of development, exhibiting the following major deficiencies: firstly, in terms of the total number of articles published in recent years, front-line teachers and scholars have not devoted sufficient attention to the research on this topic. However, fragmented knowledge makes it challenging to develop core competence. The formation of core competence hinges on the establishment of a robust foundation of structured basic knowledge, so it is necessary for teachers and scholars to pay sustained attention to this research area (Guo Yuanxiang, 2020). Secondly, there is a lack of theoretical studies on the construction of structured knowledge in English. The majority of studies in this field focus on methodological approaches to construction, the exploration and application of teaching examples, and the implication of teaching. Moreover, the majority of extant studies are grounded in the insights derived from teachers' own pedagogical experiences, with a deficiency in systematic scientific theoretical support. Thirdly, a large-scale and stable research community on English structured knowledge has yet been formed, and the level of collaboration among research institutions remains low. Fourthly, there is a current absence of an evaluation mechanism to assess the reasonableness of the construction of English structured knowledge. This is not conducive to teachers' teaching reflection and students' self-learning evaluation.

Therefore, in the future, research should be strengthened in the following aspects: firstly, to intensify the attention to and research on English structured knowledge. The construction of English structured knowledge represents the foundation of a lesson, which can help students to link up scattered fragmented knowledge and cultivate their thematic awareness, as well as reduce the burden of memorization on students and promote their learning efficiency; Secondly, research at the theoretical level of English structured knowledge construction should be enhanced. In addition to their teaching duties, novice teachers are also also face pressures from various teaching and research activities, lesson preparation and competitions. Conversely, veteran teachers often lack the motivation to pursue further research. Nevertheless, any research should not be confined to the voice of experience. Theory provides the foundation and initial driving forces for research, serving as a pivotal motivating factor for educators engaged in research activities. It is only by fully acknowledging the vital role of structured knowledge in fostering students' core competencies that educators and researchers will be genuinely motivated to invest their energy and time in it; Thirdly, to promote co-operation and exchange between different research institutions. There are no effective methods and strategies on constructing English structured knowledge. It would be beneficial for research institutes in different regions to collaborate in order to share the burden of research and facilitate collective progress. Furthermore, frontline teachers and university researchers can also co-operate in research, so that they can have theoretical support, understand teachers' needs and be closely connected with actual teaching; Fourthly, it is essential to establish a scientific and effective evaluation system for structured knowledge construction in English. The efficacy of a given method, regardless of its scientific standing, can only be ascertained through empirical testing. Once teachers have facilitated students' acquisition of English structured knowledge for a

period of time, they can evaluate students' participation in the classroom, their note records, the composition structure of their continuation writing, and their ability to transfer relevant themes outside the classroom.

The advancement of a teaching approach requires a multifaceted and sustained commitment. It is hoped that teachers and scholars will devote more attention to the study of structured knowledge in English.

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