

Investigation on Research Knowledge Map and Frontier Development of College Spoken English in China based on CiteSpace Analyses of Literature

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Abstract

With the help of CiteSpace, this study analyzed the knowledge base, research hotspots, research frontiers and development trends of EFL (English as a Foreign Language) speaking research in China from the aspects of cited literature and cited author, key words, bursts and co-author. In terms of knowledge base, the studies of cited authors such as Wen Qiufang represent classic work, namely CSP teaching. Frontier development has changed from the theoretical basis to the empirical research, that is, from oral teaching to ability training, and then to technical assistance, ability evaluation and so on. The newer frontier is the measurement and evaluation of Spoken English, especially for College spoken English (CSP). However, there are still some problems in the research including insufficient attention from scholars, short duration of research, and weak cooperative relationship. The improvement in these aspects will greatly promote the development of relevant research in the direction of depth and breadth.

Keywords

EFL Speaking; CiteSpace; Co-cited Literature; Bursts; Co-author.

1. Introduction

With the increasing of China's comprehensive national strength, China's role in the world stage is becoming more and more important. In the fierce international competition, the importance of voice power is self-evident. Since entering the new era, Chinese colleges and universities have taken the enhancement of students' ability of spoken English as an important index to train international talents in the new century. At the same time as the national reform of English teaching, many colleges and universities have also carried out the reform of English curriculum system accordingly. Teachers not only make deep exploration on teaching mode, but also carry out more detailed research on ability assessment to improve the level of CSP of college students, so the cultivation of oral ability is to meet the needs of international talents in the new era.

1.1. A Brief Introduction of CSP Research in China

Since the resumption of the college entrance examination in 1977, English has become a compulsory basic course. For more than 30 years, the scores of the four and six levels of English examination have become the standard of measuring college students' English ability. Many colleges and universities also regard the passing rate of English grades 4 and 6 as the criterion for evaluating the effect of English teaching. Therefore, in the course of the study of English teaching reform, scholars have been exploring new models and methods, and trying to push the effect of English teaching to a new height. At the same time, the study of spoken English has attracted the attention of many experts and scholars. Especially in the past 20 years, with the increasing breadth and depth of English level 4 and 6 spoken English examination, scholars

have been more deeply and meticulously studying CSP teaching. At the end of the 20th century and the beginning of the 21st century, when the corpus is favored by linguists, the emergence of the colloquial corpus in our country provides abundant resources for oral research. Therefore, the study of Chinese learners' oral corpus of Wei Naixing (2004, 2005, 2008) [1] [2] [3], the role of Chinese spoken corpus of Chen Lu (2005) [4], and the monograph "Chinese Students' Oral Corpus of Chinese Students" by Wen Qiufang, Wang Lifei (2005, 2007) [5] [6], etc., have become the most important research of Chinese spoken corpus. Then, using corpus as a tool, the research on CSP from various angles is quite rich, such as: Zhen Fengchao (2009) [7] [8] uses the corpus to study the relevance of oral fluency and accuracy and oral communication ability; Yao Jianpeng (2005, 2008) [9] [10] uses the colloquial corpus to analyze the "meta-understanding of self-repair" of students' spoken conversation; Chen Liping (2007) [1] also studies "self-correction" in oral language on the basis of corpus. Li Bingbing (2009) [12] Scholars use the colloquium to analyze the errors of CSP.

With the continuous advancement of college English teaching reform, the cultivation of learners' spoken language ability has been paid more and more attention by the academic circles. The study of oral language tends to be the teaching mode and teaching design. For example, Li Youliang (2011) [13] put forward that the design of oral courseware should emphasize teaching, operability, practicability and interaction, and emphasize the teaching idea of "taking students as the main body, teaching in music, and learning in happiness". Liang fang (2015) [14] discusses the teaching design of college spoken language from the perspective of input and output theory. Qi Qian (2015) [15] found that "lexical block teaching method" can effectively improve the effect of oral teaching. At the same time, the Output-Oriented Method (POA) of Wen Qiufang (2015) has become a hot topic for Chinese CSP teaching scholars, and its teaching idea is not only applied to the teaching mode of English major, but also praised by non-English majors. Such as Qi ping (2016) [17], using the concept of POA, designed the English Audiovisual Speech course to improve the teaching effect. Tao Jifen (2021) [18] uses POA theory to design oral teaching design for non-English majors. Wan Zaimin (2020) [19] studies the teaching model of CSP in college from the concept of "output-oriented method".

Scholars' research on the cultivation of oral ability not only carry on empirical research on oral teaching from theory and concept, but also from teaching environment and teaching tools. For example, there is also abundant empirical research on improving learners' oral ability using the Internet or modern information technology. For example, Zeng Jianmin and others (2010) [20] think that the construction of network and multimedia environment can promote the effect of CSP teaching. Zhang Yanyan (2015)[21] uses the theory of computer schema to analyze and study CSP teaching mode; Li Xiaodong et al (2013) [22] used the cloud environment to establish the students' electronic files to study the CSP teaching mode, Zhou Chenrui (2015) [23] and so on to study the students' CSP learning effect from the aspect of mobile social network. These results show that scholars have devoted themselves to the study of the improvement of Chinese learners' spoken English ability by using various modern techniques from different perspectives.

1.2. Principle and Function of CiteSpace

CiteSpace developed by Professor Chen Chaomei is a literature analysis software. Professor Chen believes that the scientific citation itself reflects the researchers' choice of existing literature, which itself provides valuable information. Scientific citations are divided into three types, one is classics, which are constantly quoted; One is ephemeral literature, quickly forgotten by scholars; The third is the key literature, its emergence, scientific research has made a leap, leaving a clear mark on people's understanding of science. The CiteSpace is designed to provide learners and anyone interested in the development of scientific knowledge with a tool for self-help analysis of the literature required by them (Chaos Chen 2004, 2006) [24] [25] to

find the classic and key literature in the relevant scientific literature and the leading edge of this scientific field.

CiteSpace is able to present a visual view through analysis of the literature.

The main functions of this software are: (1) It can analyze the seminal and iconic literature in a certain field. (2) Literature that plays a key role in the development of a field can be analyzed. (3) Analyze the literature related to the subject. (4) Literature relating to different fields was analyzed. (5) How research on a certain knowledge base has evolved.

However, in the CSSCI (Chinese Social Sciences Citation Index) database, what are the characteristics of CSP studies? So, what's the relationship? What are the representative studies? What are the frontiers of research? Few scholars seem to have done this. There are few scholars to explore the study of CSP in China in recent decades, which categories can be divided into? Which study view and aspects do scholars study from? Are there any correlation among these studies? This study explores these problems with the help of CitSpace tool.

2. Research Design

2.1. Research Questions

Based on the deficiency of the research described above and the principle and function of CiteSpace, this study mainly explores the following aspects:

- (1) From 1998 to now, Chinese scholars 'research on spoken English can be divided into several categories. What are the key words that scholars study?
- (2) Is there a relationship between scholars 'research, and how is the relationship between cooperation and co-occurrence?
- (3) In a certain period of time, scholars in what aspects of the study, and what is its impact?
- (4) What are the characteristics of the basic and frontier of CSP research?

2.2. Data Collection

In Chinese Social Science Index CSSCI, 140 articles were obtained with CSP as the subject and other search types as default. Then the key word is "spoken English", and the search type is "all fields" again, and 221 documents are obtained. The documents searched are from January 1998 to December 2021.

Firstly, 221 records of CSSCI are converted to the default data format of CiteSpace by CiteSpace, format converter. Create a new project and set up the data parameters for the project. Then in the project preprocessing interface, the selected time period is 1/1998-12/2021, Time Slice is 1 year. When selecting the "bibliometric standard type", the label was selected as "TOP", which means analyzing the top N literature, where the N value is 100. When selecting the algorithm of the strength of each node link, the default algorithm "Cosin" and the link range "Within Slice" are selected, and the default values are selected for other settings. After selecting the above item processing parameters, the researchers performed the following types of analyses.

2.3. Graphics of CSP Studies

Clustering analysis is a kind of knowledge map. It can show the different categories, aspects and perspectives of CSP research in China, as well as the links between them. Different clustering algorithms show slightly different categories. And the depth of color shows the research of different periods, the thickness of the line shows the strength of the literature relationship. The specific clustering operation of this study is as follows:

2.3.1. Clustering Atlas of Co-cited Networks

The co-cited network composed of reference documents can reveal the "prior knowledge" of a research topic, that is, we can get the knowledge base of a research topic through the co-cited network of reference documents.

This study selects the first classes with more nodes. When clustering with the statistical algorithm of "log-likelihood ratio Log-Likelihood Ratio, LLR", the graph obtained is as shown in Figure 1.

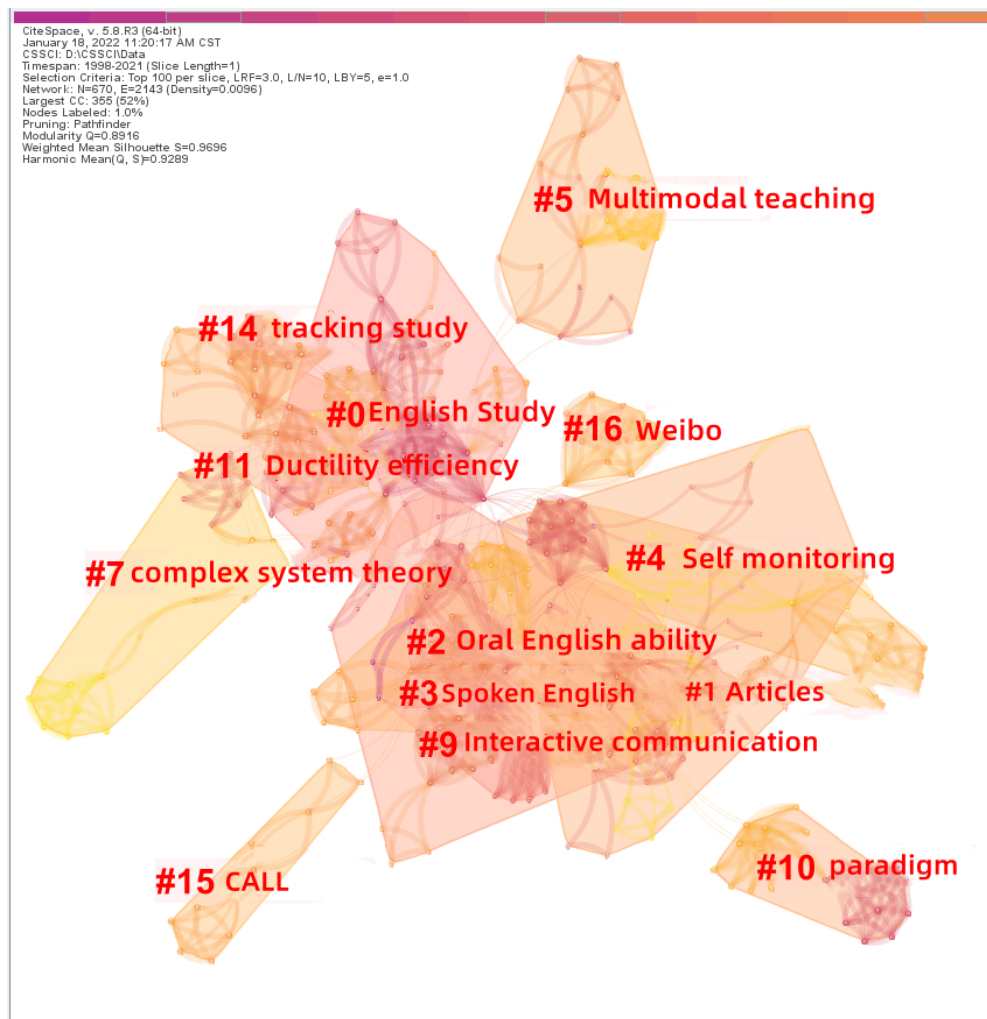


Fig 1. Logarithmic Likelihood) Algorithm Clustering Diagram of Cited Literature

Among these categories, the number of citations is the most, and the number of nodes is the most, but the clustering number #2, #3 and #9 overlaps more, indicating that the citations with the class names of "spoken English", "spoken English" and "interactive interaction" are highly correlated. This kind of clustering is based on extracting the keywords of the title in the cited article

2.3.2. Keyword Visualization

The key words of a paper represent the focus of this paper and reflect the subject structure of this paper to a certain extent. Using keyword co-occurrence network, the discipline structure of the data is clearly displayed. Each node represents a document, and the larger the node, the greater the frequency of the keyword, the greater the correlation with the subject.

The keyword timeline of CiteSpace can show the trend of the study of CSP in recent decades, and the timeline clearly shows the key words or concerns of scholars in CSP research from 1998 to 2021. The white dots on the time axis represent the key word of the study, namely node. Click

on the node and the keywords associated with it appear. If clicking on the second node on the #1 "College English" timeline, the related keywords appear on the respective time axis, connecting them with arcs. The length of the line indicates the frequency of its common occurrence, and the numbers in brackets indicate 12 articles with "College English" as the key word, see Figure 2.

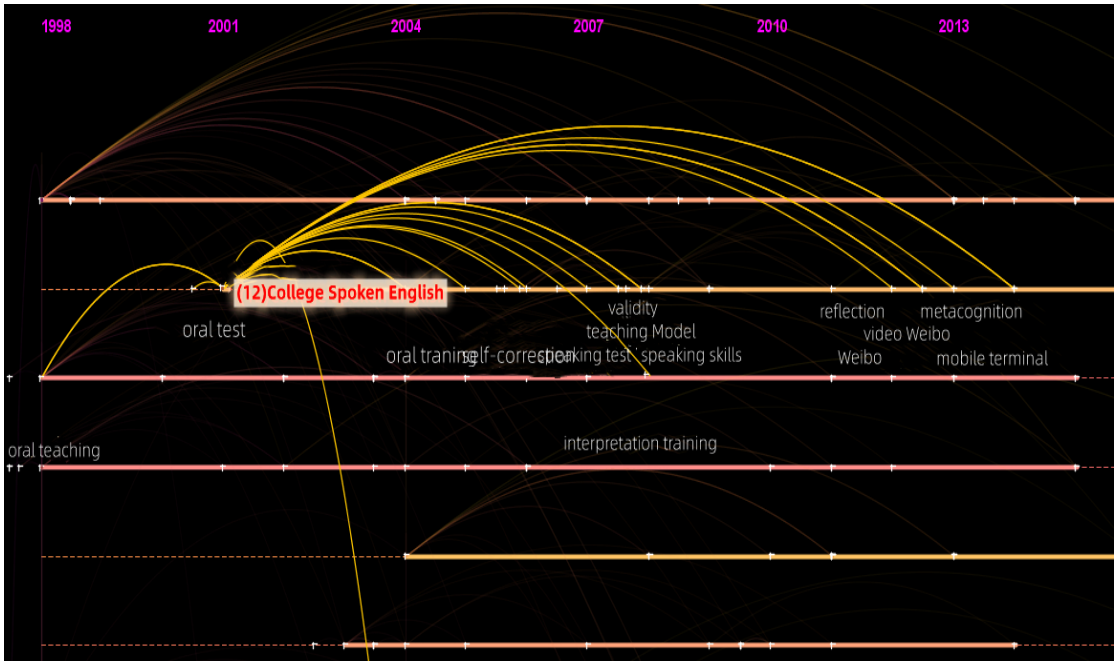


Fig 2. Keyword timeline associated with College English

Accordingly, select the node and click the right mouse button, and the detailed history and documentation of this node will also appear. From the time axis, we can analyze the trend of CSP research in China. We can also learn from the time axis that scholars have studied CSP in the same year or the same time period from which aspects and from which angles.

2.3.3. Research Frontier Analysis

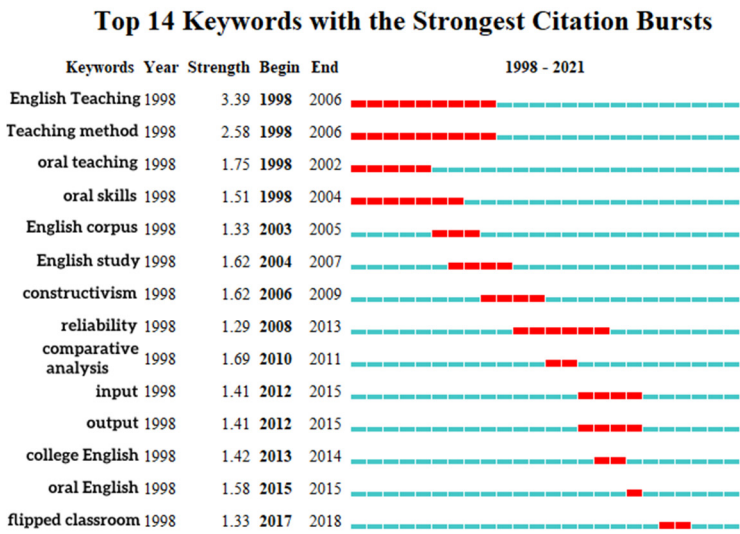


Fig 3. 14 Bursts

The visual map of clustering clearly shows the key author, knowledge base and subject structure of oral research. The timeline shows how scholars have studied from different perspectives in different years. However, to know the research frontier for a certain period of time and the change of focus, we need to use the CiteSpace burst (burst) analysis. In the detection model of protruding words, as shown in FIG. 3.

From the above analysis of protruding words, it can be seen that the hot research on spoken English has developed from the original teaching aspect, to the language theory aspect and the application of new technology.

2.3.4. Author's Cooperation Map

The connection between the authors is thick and thin, which shows the strength of the cooperation between the authors.Liu Qin and Pan Mingwei, Zhang Junfeng, Wang Li, Miao Yan and other published papers, but she and Pan Mingwei cooperation more closely. When clicking the right mouse button, select the details of the node (Node details), You Can check the history of Liu Qin's post and the detailed letter of the post. In addition, the names appearing in Figure 4 are authors with at least two or more texts either alone or in collaboration.



Fig 4. Liu Qin’s co-authors

3. Results of the Literature Analysis

3.1. Results of Co-citation Analysis

From Figure 1-2, we can see that the study of CSP in China is large and related, and the data of the higher frequency of cited authors are shown in the table below.

From the above table, we can see that the literature cited by the author can be divided into 13 aspects. The most commonly cited types are oral learning for students, followed by articles, competence, self-monitoring, etc. Among them, the lighter names are "Complex Dynamic System Theory", "Weibo" and "Computer Aided", which indicates that scholars pay more attention to the research from these perspectives recently. Moreover, it can be seen from Figure 2 that Wen Qiufang's name appears around the cluster # 1, which indicates that in the study of oral articles, there are more researchers who cite Wen Qiufang's thesis, and the authors with higher frequency are Wang Lifei (12) and Wei Naixing (10). Figure 3-4 shows the history of the cited author and details of the cited papers, such as the cited time, number of papers, title of cited papers, author, etc.

Table 1. Cited Clustering Names and Cited Authors and Cited Frequency Statistics

Cluster number	Clustering Name	Cited author	Induced frequency
#0	Foreign language learning	Wen Qiufang	18

#1	Article	Wang Lifei	12
#2	Spoken English ability	Wei Naixing	10
#3	CSP	Cai Jigang	8
#4	Self-monitoring	Wang Chuming	7
#5	Multimodal teaching	Jinyan	7
#7	Theory of complex dynamic system	Liu Qin	7
#9	Interactive communication	Zhang Wenzhong	5
#10	Normal form	Cai Jinting	5
#11	Ductility efficiency	Yang Huizhong	5
#14	Tracking study	Qiu Donglin	4
#15	Computer aided	Zhang Delu	4
#16	Weibo	Wang Shouren	4

3.2. Analysis Results of Discipline Structure

The key word analysis can show the general classification and historical process of CSP research in China, and explore the perspective and direction of the research in this field at some time. Figure 5-8 shows the clustering diagram and the time axis diagram of 221 research papers with "keywords" as nodes. The results are shown in the following table:

Table 2. Clustering Names and Occurrence Frequency Statistics of Keywords

Cluster number	Cluster name	The year the keyword started to appear	Keyword	Cumulative occurrence frequency
#0	CSP	1998	CSP	60
#1	College English	1998	Oral teaching	17
#2	Oral teaching	2001	College English	12
#3	Communication strategy	1998	English Teaching	11
#4	Spoken language	2004	Spoken language	9
#5	Corpus	2003	Corpus	9
#6	English learning	1998	Teaching method	7
#7	Fluency	1998	Communicative ability	6
#8	Communicative ability	2008	Reliability	5
#9	Culture system	2006	Oral test	5

From the above table, we can see that the key words in 1998-2002 are mainly related to oral teaching and learning. From 2003, the research on "corpus" was started, from 2006 to 2006,

and from 2008 to 2008. According to the frequency of keywords, "spoken English" frequency is up to 60 times, followed by "spoken English teaching" (17), "college English" (12), "English teaching" (11), "spoken English" (9), "corpus" (9) and so on.

Table 3. Statistics of keyword frequency in recent 7 years

Reverse year	Key words that have emerged in recent years	The frequency of each word.
2021	WeChat/Diagnostic Evaluation/Demand Analysis	1
2020	Oral Second Language/Peer Feedback/Cognitive Pragmatics	1
2019	Task characteristics/docking research/standard setting/automatic evaluation	1
2018	Use Feature/Nominal Collocation/Academic Oral Language	1
2017	Flip Classroom/Second Language Development/Complex Theory/Academic English	1
2016	Dynamic Context/	1
2015	Understanding/Schema Theory/Perception Evaluation/Courses Design/Validity/Fluency/Idea/Social Software/Mobile Learning/Self-Evaluation/Paradigm/Video Capture	1

In Table 3, the key words about CSP research in recent years are listed. It can be seen that the research in recent years has focused on oral ability, such as ability assessment, ability training, ability evaluation, etc.. The most key words were in 2015, and the related research on spoken language emphasizes the subject structure of spoken language research by "paradigm", "intelligent technology application", "evaluation" and "basic theory".

3.3. Results of Research Frontier Analysis

In the analysis of emergent words, the decline or rise of a subject and key word can test the emerging trend and sudden change of the subject development. Figure 9 shows the change of keywords in spoken language research over a period of time. For example, "English teaching" rose in 1998 and declined in 2006, which reflects that in the early period, "English teaching" was paid great attention by scholars, with a strength of 3.39, but after 2006, it was rarely paid attention by scholars. Next is "teaching method", "oral teaching" and so on. The theme "Flip Classroom" rose in 2017, but by 2018 it was also left out by scholars, with only 1.33. However. Therefore, from 1998 to 2006, the research on oral language in China is mainly on teaching, and after this, especially from 2008, the research on oral ability has gradually become the focus of scholars. For example, "constructivism", "reliability", "input", "output" and other protruding words, all reflect the changes of scholars' interest in hot spots and the research frontier.

3.4. Analysis Results of Cooperative Networks

CiteSpace shows the number of articles published by the author and the relationship between the author's cooperation in 221 articles. According to the atlas, the research finds the corresponding articles, statistics the author and their co-authors' information, summarizes the research direction or angle of view of their thesis, the analysis results are shown in the table below.

In Table 4, the author's cooperation is close to Wen Qiufang and Zhu Ye Qiu. The second author of the three articles by Zhu Ye Qiufa is Wen Qiufang. Of 221 articles, 34 articles were published by more than 2 authors and with other authors, accounting for 15.4% of the total. More than 2 articles accounted for 24.4% of the total. The number of papers published by the author is 75.6% of the total.

Table 4. Direction and Perspective of Research on Some Documents with Two or More Papers Published by First Author

Serial number	First author	Volume of text	Year	Direction and View
1	Wen Fangqiu	6	2005/2004/1999	Oral Vocabulary/Oral Examination/Style Features
2	Liu Qin	6	2011/2010	Oral Corpus Construction/Oral Level, Capability Assessment/Oral
3	Caulis Chinensis	3	2008	Oral article
4	Li Yanfang	3	2010/2009/2008	Children's CSP
5	Zhou Gang	3	2015/2014	Teaching Effectiveness/Third Person Use
6	Qi Qian	3	2015/2011	Spoken word block
7	Li Mengtao	2	2010/2008	Oral test
8				
	Total	54		

4. Discussion and Conclusion

4.1. Discussion of Research Question

Based on the above research content and analysis results, the answer to the research questions raised in the paper.

(1) From 1998 to now, Chinese scholars 'research on spoken English can be divided into some categories. What are the key words?

According to the results of clustering names produced in the visual clustering graph (see Figure 1), the first few types of nodes with more nodes are: foreign language learning, articles, spoken English ability, spoken English, self-monitoring, multimodal teaching, complex dynamic theory, interactive communication, etc.

From these clustering, we can extract the research on CSP in China, which can be divided into oral teaching, ability test, oral communication, basic language theory and so on.

From the network analysis of "keywords", we can see that the most researched keywords are "CSP", "college English", "oral teaching" and "communication strategy".

From the color of the line in the cluster, it can be seen that the study of spoken language ability has been the hot in recent years. Among them, the improvement of modern technology assistant ability is paid more attention by more scholars, such as the retrieval of spoken language from corpus, the promotion of spoken language training from mobile tools, the testing of spoken language by modern technology (comparing machine and manual score), and the improvement of online and offline mixed teaching mode (multi-modal teaching).

(2) Is there a relationship between scholars research, and how is the relationship between cooperation and co-occurrence research?

For the study of a certain field, scholars have some relation. In the study of CSP in China, the amount of papers of Wen Qiufang is 10 (among them, 3 are the first author of Zhu Yeqiu and 1 is the first author of Ma Guanghui). Among these 10 articles, she has written in collaboration with other authors in seven. In these seven documents, more keywords are spoken English. This also shows that the authors are studying in the same direction, about oral teaching. Similarly, scholar Liu Qin, with 6 articles published and 5 articles cooperated with others. It can also be seen from the author's joint graph (Figure 4) that in the CSP study, Chinese scholars mainly focus on individual research, but less co-writing. However, scholars with a large amount of papers have more cooperation with other scholars. This phenomenon also shows that the cooperation between scholars is not very close in this field, and the cooperative research needs to be strengthened to enrich the research results of CSP in China.

(3) In a certain period of time, what aspects did scholars study? What are the hot spots? What is the impact?

In 1998, 1999 and 2001, scholars mainly studied oral teaching, such as improving vocabulary level and enhancing communication ability. In 2000, we mainly studied the spoken language and grammatical features, such as international sports, foreign trade English, English coarse language, language scene, etc. In 2002, from the aspect of individual demand of spoken language, from the aspects of corpus, interlanguage and timeliness, from 2004 to 2013, scholars have studied quite a lot of research, from the aspects of oral teaching, empirical research, influence factors, oral test, ability enhancement, constructivism, language input and output theory, statistical analysis, linguistics, information technology assistance, learner anxiety, grammar, phonology, etc. This period is a prosperous period of spoken language research, with a rapid increase in the number of texts and authors, with an annual average of more than 15. After 2013, the volume of texts has been declining, as shown in figure 11 below, but the methods and means studied are consistent with the requirements of the age.

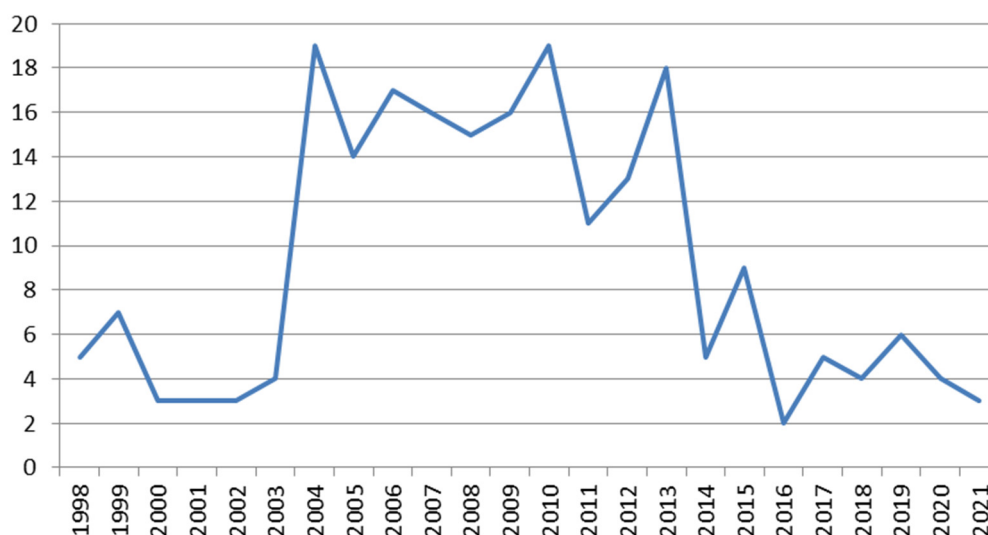


Fig 5. Published Article Amount During 1998-2021

Figure 11 shows that in recent years, the number of papers published with spoken English as the key word is in single digits, which may be related to the decrease of scholars' attention in this field. Another reason, perhaps, is that in scholars' research, "spoken English" is rarely used as the key word, so the literature detected in CSSCI is less. However, in recent years, scholars have changed from single classroom teaching mode to multi-modal and mobile teaching direction to study oral teaching mode. This paves the way for the effective development of online teaching during the epidemic period. Moreover, the glossary shows that the hot spots of scholars' attention affect the further extension and enrichment of oral study.

(4) The Basic and Developing Trend of CSP Research in China

This study discusses the basis and trend of CSP research in China in the past 20 years from the analysis of co-citation, co-occurrence of network keywords and emergent words.

First, from the common cited literature and author, the oral teaching literature is cited more, such as Wen Qiufang's articles are cited more, up to 18 times. Liu Qin was cited seven times (see Table 1). Some authors, although not much of their texts, are cited more times, such as Wei Naixing (10), Wang Lifei (12), Jin Yan (7). Among them, Wei Naixing and Wang Lifei are well known for their research on corpus. The frequency of their citation also indicates that many scholars are interested in using the corpus to study spoken English (Liu Qin, Pan Minwei, 2010); Wang Lifei, Zhou Dandan, 2002, 2004; Zhang Junying, 2006; Gui Qingyang, 2009; Xu Jiajin, Xu Zongrui, 2007; Qi Yong, 2010; Yu Bing, 2006; Panchi, 2013; Chen Caifen, 2010). Jin Yan's research focuses on the English proficiency scale (Jin Yan, 2020, 2017) [36] [37]. Therefore, the research of Wen Qiufang, Wang Lifei and Wei Naixing represent the knowledge base in this field.

From the perspective of quotation, we can see that the basic research of CSP is oral teaching, corpus and ability measurement. Scholars based on these three types of studies on other aspects.

According to the amount of text published by the scholars, the first is Wen Qiufang (10), the second is Liu Qin (6), Zhu Ye Qiufang (3), and Wen Qiufang is also mainly engaged in English teaching, the articles published are also related to oral teaching. Liu Qin's research on CSP began in 2008, and her research tends to be on the assessment of CSP ability with modern technology. Zhu Ye Qiu's research began in 2008 and tended to study oral grammar, such as the application of articles in spoken language. The first two authors are one of the most influential scholars in oral study. The cooperation between Zhu Ye Qiu and Wen Qiufang is close, and the amount of cooperation is more. Therefore, from the author's volume of text analysis, also from the oral teaching, ability evaluation to research.

Secondly, from the point of view of key words, there are 60 articles with CSP as the key word, followed by oral teaching (17), college English (12), English teaching (11), CSP (9), corpus (9) and so on (see Table 2). According to the frequency of keywords, scholars' research on spoken English is mainly on teaching, and scholars have never stopped from 1998 to now. This also explains the importance of spoken language to Chinese learners. To improve learners' ability of CSP expression is the need of international talents in colleges and universities.

At last, we can see from CiteSpace analysis that the study of oral language in China has gone from classroom teaching to the study of basic language theory, such as English teaching, teaching methods and communication ability from 1998 to 2006. For example, in 2003-2005, corpus became the focus of research. From 2006 to 2009, constructivism deprived scholars of their eyeballs (Tsai Li, 2006); Wei Junmei, 2009); From 2012 to 2015, the theory of language input and output was favored by more scholars. Starting in 2017, flipping classes and mobile learning became the focus again. Therefore, the research hotspots that scholars pay attention to are constantly changing over time. In recent years, more and more scholars tend to study the theoretical basis of language and oral measurement.

4.2. The Insufficiency of CSP Research in China

According to the literature analysis, scholars have less research on spoken English than other aspects of English, which indicates that scholars have less attention to this field. However, five aspects of English competence, listening, speaking, reading, writing and translation, are the primary abilities to be cultivated. Therefore, how to improve the attention of spoken English research is a topic worthy of discussion.

In addition, according to 221 documents, Chinese scholars are less cooperative research, cooperation relationship is not very close, and there are fewer scholars continuously studying in this field. For example, in Table 4, there are only 20 scholars with more than two texts, accounting for 24.4% of the total, and the number of scholars continuously studying is only single digits (4 persons). Therefore, the improvement of these aspects will greatly promote the development of CSP research in depth and breadth.

4.3. Conclusion

In conclusion, this study uses CiteSpace to analyze 221 documents derived from CSSCI library. Through co-citation analysis and co-occurrence network analysis, we analyze the research course of CSP in China over 20 years, and the research direction and perspective of each stage. The conclusion is drawn that the knowledge base of CSP research in China is oral teaching, corpus, and ability assessment. In the subject structure, the research angle is very different, mainly from the lexical application, the application of corpus, the application of modern technology, and so on to study and cultivate learners' spoken language ability. From the analysis of the research front, we can conclude that the course of our CSP research is from the theory, the empirical to the theory and the empirical. From the classroom teaching to the extracurricular online teaching; From the theory system of language ability training to the ability evaluation system. However, the general research direction is still carried out from two major aspects: oral teaching and ability measurement.

In addition, the limitations of this study are that the number of literature available is not large, and the number of projective words obtained is insufficient, the most recent year was 2018, to reflect the research frontier after 2019 (see Figure 9). However, in the network analysis (see Table 3), from 2019-2021, the focus of the research is related to the evaluation of spoken ability, so the establishment of spoken language ability assessment system may be the hot spot in future research.

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