

The Application of Sports Integrated Psychological Regulation in College English Teaching

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Abstract

Objective: In order to understand the application of psychological regulation in college English teaching, the author proposes a research on the application of sports integrated psychological regulation in college English teaching. The participants in this project are actually two non-English major classes A and B in Level 21, each with 50 students from the School of Sports Business, the final grades of the two classes in the semester before the experiment are equivalent. This experiment used a combination of test paper testing, questionnaire survey, and individual interviews for quantitative and qualitative analysis. Integrating positive psychological intervention into college English teaching can not only improve students' mental health status, at the same time, it also has some help in improving students' English grades. English teachers studying psychology while studying English teaching can help them understand students' psychological factors when learning a foreign language, avoid negative emotions and psychological interference such as boredom and fear towards English, and induce students' positive psychological factors to stimulate their internal motivation for learning. Combining psychological principles with college English teaching can open up new prospects for foreign language teaching and provide effective psychological basis for foreign language teaching work.

Keywords: Sports Integration; College English; Psychological Regulation.

Introduction

In recent years, Chinese universities have increasingly attached importance to the ideological and political education of college students. Big The mainstream of students' mental state is healthy, stable, and positive, but due to the influence of the market Due to various factors such as market economy, a small number of students have varying degrees of political influence Confused belief, distorted value orientation, indifferent sense of integrity, lack of social responsibility The problems of poor academic quality have posed challenges to ideological and political work in universities. Long Since then, many people have believed that the ideological and political work of students is mainly carried out by the student line (such as the Youth League Committee The student affairs office, counselors, homeroom teachers, etc. are responsible, and teachers should be good at teaching Relevant courses are sufficient, and at most, ideological and political teachers have some relationship with students' ideological and political work. But The fact is that although the workers in the student line are familiar with psychology, they cannot take care of every one Individual; Teachers, especially college English teachers, spend more time in contact with students, contact students for 4-6 class hours per week, which is crucial for college English teaching and student ideological and political education The combination of

work provides favorable conditions. College English, as a humanities course, is widely used in science and engineering colleges bear the heavy responsibility of humanities education, which is to "provide the purpose for the educated" Promoting the improvement of their human nature, shaping their ideal personality, and realizing their personal and social values The essence of education is human nature education, and its core is to cultivate humanistic spirit. This spirit the cultivation of character generally requires multiple ways, including the nourishment of extensive cultural knowledge and the cultivation of elegance The cultivation of cultural atmosphere, the influence of excellent cultural traditions, and profound life practice experience. This is precisely the same goal as the ideological and political work. This topic selects the heart of college students The starting point is health management, because mental health is closely related to a person's success The foundation for the success of college students; At the same time, mental health also requires college students to master cultural and scientific knowledge Understanding is an important guarantee. With a healthy mindset, not only can one achieve good learning outcomes, but also Beneficial to its lifelong development. Therefore, in the process of college English teaching, it is important to integrate positive thinking psychological intervention factors should not only improve students' mental health, but also Help them

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improve their English grades.

In recent years, the importance of emotions and emotions in language teaching and learning has received increasing attention. Many foreign language teachers and second language teachers share the same sentiment. We have always discussed emotions and emotions as a unified psychological process, but there are differences in the basis and characteristics of their generation. Firstly, emotions appear earlier and are often associated with human physiological needs; Emotions appear relatively late and are often associated with people's social needs. Secondly, emotions are situational and temporary; Emotions have profundity and stability. Emotions are often caused by things around them, and often change with changes in situations and changes in people and events. So, some people's emotional performance is often unpredictable and difficult to sustain. Emotion can be said to be a stable attitude experience formed on the basis of multiple emotional experiences, such as love and respect for a person, which may remain unchanged throughout a lifetime. Finally, emotions have impulsiveness and obvious external manifestations; Emotions are relatively implicit. People often cannot control themselves under the influence of emotions. They dance and dance when happy, droop when depressed, and become furious when angry. Emotions are more about inner experiences, deep and distant, and not easily expressed. Focusing on emotional factors, overcoming the problems caused by negative emotions, and striving to create more positive emotional factors can make our foreign language teaching and learning more effective. This can also help students grow comprehensively, with rich knowledge and a healthy spirit. Universities are placing greater emphasis on the ideological and political education of college students. The mainstream of college students' mental state is healthy, stable, and positive, however, due to various factors such as the market economy, a small number of students have varying degrees of confusion in political beliefs, distorted value orientations, lack of integrity awareness, lack of social responsibility, and poor psychological quality, these all-pose challenges to ideological and political work in universities. For a long time, many people have believed that the ideological and political work of students is mainly handled by the student line (such as the Youth League Committee, Student Affairs Office, counselors, homeroom teachers, etc.), and teachers only need to attend relevant courses well. At most, ideological and political teachers have some relationship with students' ideological and political work. But the fact is that although students are familiar with psychology, it is impossible for teachers to take care of every individual and have longer contact with

students, especially college English teachers who have 4 to 6 hours of contact with students every week, this provides favorable conditions for the combination of college English teaching and student ideological and political work. College English, as a humanities course, bears the heavy responsibility of humanities education in universities of science and engineering, which aims to promote the improvement of students' human nature, shaping their ideal personality, and realizing their personal and social values, its essence is human nature education, and its core is to cultivate humanistic spirit. The cultivation of this spirit generally requires multiple channels, including the nourishment of extensive cultural knowledge, the cultivation of an elegant cultural atmosphere, the influence of excellent cultural traditions, and profound life practice experiences. This is precisely the same goal as the ideological and political work. This topic chooses the psychological health of college students as the starting point because psychological health is closely related to a person's success and serves as the foundation for their success; At the same time, mental health is an important guarantee for college students to master cultural and scientific knowledge, with a healthy mindset, not only can they achieve good learning outcomes, but also benefit their lifelong development. Therefore, incorporating positive psychological intervention factors into college English teaching should not only improve students' mental health, but also help them improve their English grades (Ma & Gan, 2023). This study designed corresponding teaching experiments, and the experimental results confirmed this hypothesis. This is a beneficial attempt to combine English teaching with research on students' ideological and political work, maximizing the advantages of ideological and political workers and teaching workers, and complementing each other. As shown in Figure 1:

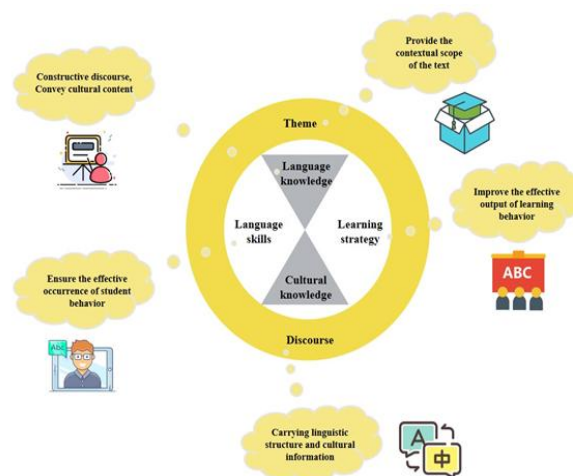


Figure 1: Application of Psychological Regulation in College English Teaching.

Literature Review

In English classes, once Teachers integrate their rich emotions into tense classroom teaching It will create a lively, relaxed and enjoyable classroom atmosphere. Teacher Facing students with active emotions and a strong thirst for knowledge, welcoming them Expectations, trust, and reverence will also experience the speed of teaching Joy and enthusiasm will also rise accordingly. So, the entire classroom will be filled with A positive and harmonious atmosphere. Therefore, teachers should try their best to control Control your own emotions, do not vent anger or impatience, and avoid using negation Negatively evaluate and strive to create a safe and harmonious classroom psychological atmosphere. Most students believe that, The more sense of achievement they have in foreign language learning, the more motivation they have for learning. Because The teaching task designed by the teacher should be based on the students' efforts What can be accomplished should enable students to enjoy success in teaching activities Just feel it. Generally speaking, difficult tasks can easily make students angry. Disappointment, loss of confidence; On the contrary, effortless teaching tasks will not have a sense of achievement, and it is difficult to motivate them to challenge new tasks Force. Therefore, as a teacher, it is important to accurately estimate students' abilities Force, in order to assign students tasks with appropriate difficulty levels for them to taste to the joy of success achieved through hard work A sense of achievement helps motivate students to achieve greater success.

From the perspective of educational psychology, one of the main factors that affect the learning effect in the learning process is the emotional factor of the learning subject. The emotional factor is an important aspect that distinguishes foreign language learning from infant's mother tongue acquisition. Babies learning their mother tongue is a natural acquisition process, while foreign language learning involves many personal and social psychological factors, which become the first filter of language and have a significant impact on foreign language learners. Chen, S. et al Discussed positive psychology Questions related to content, methods, and basic structure of Question. After hard work, I finally determined my positivity The Three Pillars of Scientific Research: The First Pillar It is a study of positive subjective experiences, mainly including Happiness, joy, gratitude, and achievement; second The main pillar is to study positive personal traits, Mainly including personal strength, talent, and interests And value; The third pillar is actively researching institutions, mainly including families, schools Business institutions, communities, and society (Chen, 2021).

Research Methods

Experimental subjects

The participants in this project are actually two non-English major classes A and B at Level 21, with 50 students each. Both classes come from the Sports Business School, and their final grades in the semester before the experiment are comparable.

Experimental Design

Experimental Purpose

This experiment investigates whether the application of positive psychological regulation in the integration of sports in college English teaching can improve students' mental health while also improving their English proficiency (Li & Xie, 2021).

Experimental Methods

This experiment used a combination of test paper testing, questionnaire survey, and individual interviews for quantitative and qualitative analysis. Our research group conducted a psychological status questionnaire survey (using the "College Student Mental Health Survey Questionnaire" as the measurement tool) in all 21st level classes at the School of Sports Business, based on the previous semester's English grades, two classes with similar psychological conditions and similar English scores were selected as the research subjects, among them, one is the control class and the other is the experimental class. Teaching college English in the control class still follows the traditional teaching method; In the experimental class, active psychological intervention was carried out while practicing college English teaching, using psychological counseling, psychotherapy, psychological training, and psychological education methods, provide cognitive or behavioral adjustments and corrections to individuals with psychological problems, providing them with support, guidance, comfort, and encouragement, in order to alleviate and eliminate psychological problems and stress symptoms. Especially for students who show outstanding psychological problems in the questionnaire survey, our research group will conduct individual consultations and counseling; At the same time, the concept of health is permeated throughout the entire teaching practice, helping students establish a correct outlook on life, thereby loving life and learning. After one academic year, a psychological status questionnaire survey will be conducted again, with reference to the English grades of two semesters. If the results show that the psychological health status of the experimental class has improved and the English grades have improved, it indicates that the method proposed by our research group is

feasible (Shehu & ŞEN, 2022).

Experimental Measures

Conduct a questionnaire survey to determine the experimental subjects

Our research group called out the "College Student Mental

Table 1

Comparison of Psychological Conditions

	Of The Same Class	Class II	Three Classes of Initials
experimental group	14.26%	20%	68%
control group	14.36%	19.03%	67.47%

According to the evaluation and classification of UPI results, the first type of students may have serious psychological problems and need to receive consultation and guidance as soon as possible; Students in the second category may have certain psychological problems, which should be of concern; The third category of students has a good mental health status. After conducting student interviews, it was learned that the main problems faced by students with psychological problems are: After entering university, there is a lack of goals, a lack of exploration of suitable learning methods, inability to take care of oneself in daily life, and inadequate interpersonal relationships (Tao, 2021).

Conduct Psychological Interviews and Provide Psychological Counseling

For students with severe psychological problems in the experimental class, establish a sound psychological file, fully grasp their basic situation, closely monitor, and achieve early initiation, detection, and prevention of psychological problems, as well as early detection and intervention of psychological crises. At the same time, effective counseling should be provided to address students' psychological confusion; In order to help students evaluate themselves correctly and adjust themselves in a timely manner; Actively adjust mindset and overcome negative emotions; Reconstruct life goals and reposition oneself; Fully utilize learning resources and learn research-based learning; Learn to manage oneself, including one's daily necessities and emotions; Learn to get along with others and enhance interpersonal skills (Tianhua Zhang, 2021).

Creating Successful Experiences and Tapping Into Students' Potential

This project created a relaxed, cheerful, positive, tolerant, and vibrant mental health education environment in the experimental class. This environment is very helpful for students' mental health and growth. Meanwhile, when conducting college English teaching, our research group adopted a task-based teaching method. Teachers design clear, specific, and actionable tasks around specific

Health Survey Questionnaire" for all classes in the 21st grade of the Sports Business School and identified two classes as the subjects of this experiment, one as the experimental group and the other as the control group. The comparison of psychological status is shown in Table 1:

communication and language projects; Students complete tasks through various forms of language activities such as expression, inquiry, communication, negotiation, and negotiation to achieve the goal of learning and mastering the language. The task-based teaching method can elevate students' acquisition of the target language culture from a cognitive level to an understanding level, and effectively utilize the relevant target language culture in communication scenarios. Task based teaching aims to make language teaching more authentic and socialize the classroom. The so-called "task" refers to purposeful communication activities or the process of students engaging in communication activities to achieve a specific goal. In this process, learners are always in a positive and proactive learning psychological state, and they form interactive relationships by participating in tasks. In order to complete tasks, learners focus on meaning and use various linguistic and nonverbal resources to construct meaning, in order to achieve the goal of solving certain communication problems. Traditional teaching has a strong indoctrination but a weak inspiration, leaving students in a passive state of acceptance. Adopting a task-based model, teachers set tasks first to enable learners to learn language and related culture during the process of completing tasks. This model emphasizes the initiative of learners in cultural learning and ability development, enhances the inspiration of cultural knowledge infusion, and allows students to independently learn language and cultural knowledge in the process of completing tasks.

Our research group has designed various tasks based on the characteristics of the learned content: If the learned text has a strong plot, students can adapt it into dialogues, interviews, scenario simulations, and role-playing based on the text content, in order to cultivate students' oral and written expression abilities and tap into their performance talents; If the text is an explanatory text, students can design various experiments and then state or demonstrate the experiment, which can not only unleash their imagination but also exercise their logical thinking and expression abilities; If the

text focuses on reasoning and argumentation, students can apply this argumentative technique to speeches and debates to cultivate their critical thinking ability. Of course, there are many other forms of tasks that will not be elaborated on here. It is important to make tasks and their completion a norm in English classrooms, allowing students to showcase their achievements on stage, and teachers to actively acknowledge and provide sincere suggestions (Yao, 2021). Over time, after the professor consciously created successful experiences for students, their courage and confidence were greatly improved, their English grades improved, and more importantly, their

Table 2

Questionnaire on Psychological Health of College Students

	Of The Same Class	Class II	Three Classes of Initials
experimental group	6.07%	9.07%	84.86%
control group	12.14%	15.23%	73.42%

By comparing the data before the experiment, it can be seen that the psychological status of both classes has improved, but the experimental class has a more significant improvement. At the same time, our research

Table 3

Students' Subjective Feelings

	It is necessary to incorporate psychological counseling elements into English teaching	Believing that English teachers have adopted positive psychological incentives in their teaching	Believing it is helpful for your mental health	I think it will be helpful for your English grades
experimental group	85.86%	85.45%	76.14%	73.14%
control group	70.71%	69.71%	64.36%	63.65%

From the data in this table, it can be seen that the students in the experimental class have a stronger sense of identification with psychological intervention (Linfei Zhang, 2021).

The teaching experiments conducted by our research group have shown that incorporating positive psychological intervention into college English teaching can not only improve students' mental health, but also contribute to improving their English grades. This is a beneficial attempt to combine English teaching with student ideological and political research, as well as an exploration of teaching concepts and models. However, our research group also realizes that there are still shortcomings in this experiment, such as the risk of only selecting two classes as the experimental subjects being biased, the possibility that psychological intervention may not be the only independent variable in improving students' mental health, and whether there is an absolute positive correlation between mental health and academic

own potential was stimulated, leading to a more positive understanding of themselves.

Research Results

After the one-year experiment, our research group compared the final English grades of two classes, and the results showed that the experimental class was higher than the control class. At the same time, another survey was conducted on the "College Student Mental Health Survey Questionnaire", and the results are shown in Table 2.

group also added four questions related to this experiment to the questionnaire to understand the students' subjective feelings. The data are shown in Table 3 below.

performance, all of these require further exploration (Hakim et al., 2021).

Discussion

Emotions that Affect English Learning

When students enter the university stage through the experience of the college entrance examination, their emotional development is more difficult. During this period, almost all students experienced a phenomenon of low confidence and high self-awareness. In college English classrooms with a large number of students, it is often found that the classroom atmosphere is dull and students' enthusiasm for participating in classroom teaching activities is generally not high. Anger, depression, anxiety, fear, and other emotions can consume students' energy, which should be spent on thinking about problems or memorizing English words. These emotions do not appear singly, but often interweave in clusters. So as a college English teacher, one should have an understanding of

these emotions in order to strive to create a happy learning atmosphere and help students overcome negative emotions in the classroom to develop good emotional habits (Hu, 2022).

We all know what anxiety is and have experienced feelings of unease, but it is difficult to define anxiety as "a state of anxiety, a mysterious fear" in simple sentences. What is the relationship between anxiety and language learning? Any complex work we are doing has factors that can lead to anxiety, as we doubt our abilities and worry about whether we will truly succeed. Second language learning also includes a series of complex tasks, which are easily influenced by anxiety. Anxiety can be divided into trait anxiety and situational anxiety. The former is one of the personality traits with persistence, making it easy to suffer from anxiety; The latter varies depending on the situation and is only temporary, such as exam anxiety. In college English classrooms, students generally experience anxiety, it is necessary to distinguish whether students' anxiety in class is trait anxiety or situational anxiety, so that teachers can take corresponding measures. Depending on the level of anxiety, anxiety can also be divided into debilitating anxiety and facilitative anxiety. The former will lead learners to avoid learning tasks to avoid the emergence of anxiety, while the latter will provide learners with motivation to challenge learning tasks and encourage them to work hard to overcome the threat of anxiety. Therefore, a highly anxious learning environment is unfavorable for learners, while a moderately anxious learning atmosphere is helpful for learners and can keep them alert during class (Pardede, 2021).

Melancholy is another emotion that affects language learning, when depressed, people often feel lethargic and lack confidence in what they are doing, the whole person seems to be immersed in a cloud of sadness and mist, as if they have exhausted their strength, so they don't want to work hard on everything. In the process of language learning, learners will try their hand in various aspects, making mistakes inevitable. However, sometimes making mistakes can lead to criticism and satire. Due to fear of making mistakes, some learners adopt a retreat approach to protect themselves, avoiding language activities that would otherwise be beneficial for language mastery. Therefore, creating a relaxed learning atmosphere and reducing students' melancholic emotions is crucial for the effectiveness of language learning (Gao, 2021).

Emotional and Psychological Regulation in College English Classroom

In college English teaching, students actively participate in language thinking, language communication, and language practice, which are the key to ensuring classroom

effectiveness. Therefore, activating the classroom and cultivating students' enhanced emotions through classroom teaching is one of the important links in modern teaching. Therefore, some attempts were made to regulate students' emotions in the introduction, process, and end of the class (Yang & Feng, 2021).

Emotional preparation before classroom teaching, which includes the teacher's enthusiasm for teaching and the students' enthusiasm for learning. There is a strong emotional interaction between teachers and students in the classroom, which is also an important factor in teaching effectiveness. Emotion, as a situational attitude experience, can have a significant impact on students. Therefore, before classroom teaching, teachers should not only prepare for the lesson, but also be emotionally prepared (Susanto & Kardena, 2021). Teachers should have confidence and also bring it to students. The teacher's confidence will lift students' emotions and boost their spirits. Teachers should have good expectations for their students. Teachers should also respect students' thoughts, so as to make their emotions positive and create a harmonious and positive atmosphere in the classroom. Students' emotional preparation before class can allow them to take turns focusing on the topic of classroom teaching, and prepare a 3-5 minute class report before each English class (Du, 2021). In this way, students are familiar with the theme of the classroom, easy to enter the teaching, and have positive emotions (Zhao, 2021).

On the one hand, classroom teaching introduces the "Brainstorming" method, which allows students to collectively solve problems and unleash sparks of thought in everyone's minds without the need to evaluate right and wrong. At this point, students' anxiety is lost, their depression is reduced, and their thinking is often very focused. For example, when explaining word usage, students can loudly say how to translate example sentences together, and then the teacher can provide the correct answer (Hu & Su, 2021). Then, students can recite the correct translation together. On the other hand, encouraging students to take the initiative to stand up and answer questions, instilling in them that any idea is a good idea, encouraging them to overcome themselves, laziness, shyness, fear, introversion, and all other barriers that hinder success. The ending of the classroom is as important as the beginning, and a wonderful ending can serve as a finishing touch and elevate students' emotions. Therefore, at the end of the classroom, teachers should strengthen the effectiveness of emotional infection (Shuner, 2021).

By applying these methods of emotional regulation in the classroom, I have achieved some results in teaching practice:

Students actively speak twice as many times in class as other classes, and the quality of their speeches is higher; Cultivated students' interest in learning English, and students generally enjoy taking English classes. In the survey, 90% of students stated that they enjoy taking English classes the most. Effectively improving the quality of classroom teaching, promoting students' language thinking, language communication ability, and significantly improving students' grades (Wang & Wang, 2021).

Students are constantly developing and progressing, and the teaching work of English teachers is also not being able to defend the countryside and stagnate. In English teaching, teachers apply educational psychology Mastering the classroom with learned knowledge is not an illusion. English teachers are studying English Studying Educational psychology while teaching can help teachers understand students' psychological factors in learning a foreign language to avoid students becoming bored and fearful of English Fear and other negative emotions can induce students' positive psychological factors and stimulate their learning The intrinsic motivation for learning. Only in this way can our English teaching work A hundred-foot pole head, further progress. Integrating Psychological Principles with College English Teaching Cooperation can open up a new situation in foreign language teaching and provide opportunities for foreign language teaching work The psychological basis for effectiveness.

Conclusion

We should take students' mental health as the starting point, give them more care, and carefully care for their

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- souls, this is beneficial for eliminating the negative learning quality caused by negative psychological health factors. Someone once said, 'Teacher's In one sentence, it may lead to the emergence of a miracle; The teacher's gaze and attitude may wipe out a talent Appears. We should integrate with students and engage in more communication and communication on mental health. Teachers should Accurately grasp the characteristics of each student, especially the mental health and ideological dynamics of potential students, and enter the hearts of students Ling, think about what they think and mobilize their learning enthusiasm. In addition, it is necessary to help them in their learning, improve teaching methods in a timely manner, motivate them to participate in teaching activities, increase their interest in learning, and eliminate various obstacles in learning. At the same time, regular guidance and consolidation exercises for potential students should be strengthened to stabilize their mental health and prevent them from embarking on a career path. In English teaching, teachers use the knowledge of educational psychology to control the classroom. English teachers study educational psychology while studying English teaching, so that teachers can understand students' psychological factors in learning foreign languages, avoid students' boredom, fear and other negative emotions in English, induce students' positive psychological factors, and stimulate students' internal motivation in learning. And further illustrate the application of emotional psychological regulation in college English teaching and learning by comparing the relationship between emotion and cognition. Only in this way can our English teaching work achieve great success and further progress.

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