A Review of "Golden Curriculum" Research Based on CNKI Scholar Using CiteSpace

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Abstract

The study aims to uncover the general trends of published researches undertaken in the field of College English teaching in the context of "Golden Curriculum" reform in China. To this end, journals with a "Golden Curriculum" title and keywords were scanned through CNKI scholar and analysed through the metrological software CiteSpace. In the study, 1,645 articles published between the years of 2018 to 2021 were suitable for scope of research and were analysed and classified in the study. In the analysis of the data, descriptive statistics such as frequency and centrality are utilized. It was found that most articles within the scope of the study were based on prescriptive analysis on Golden Curriculum highlighting the importance of blended teaching mostly in public compulsory courses such as College English course in higher education. It is acknowledgeable that there is a shared view on quality teaching and learning highlighting Advanced-Creative-Challenging Golden Curriculum in College English teaching field.

Keywords: Golden Curriculum, college English, blended teaching, concurrence keywords

1. Introduction

21st century education highlights a combination of knowledge, specific skills, information literacy, problem solving, flexibility and adaptability, accountability, and proficiency in 4Cs (critical thinking, collaboration, creativity, and communication), which will equip undergraduates with global competitiveness in work and life (Menggo, Suastra, Budiarsa & Padmadewi, 2019). Major skills needed in the 21st century have been identified by organizations and projects such as the Partnership for 21st Century Skills (P21), the Assessment and Teaching of 21st Century Skills (ATC21S) (Fandiño, 2013), and China Education Innovation Institute of Beijing Normal University (Wei, et al., 2020)

Responding to the 21st century skills, curriculum and instruction need to be supportive to lead to students' 21st century outcomes today for tomorrow's society. The Golden Curriculum can be seen as China's initiative to incorporate 21st century skills into curriculum with the focus on higher order skills in an Advanced, Creative and Challenging (ACC) classroom. The concept of "Golden Curriculum" was firstly proposed in June 2018 and written into government document of *Accelerating the Construction of High-level Undergraduate Education and Comprehensively Improving Talent Cultivation Ability* (No.2 [2018] of the Ministry of Education) aiming at improving teaching quality by comprehensively eliminating the old curriculum which has been watered-down and implementing "Golden Curriculum" with the characteristics of being Advanced, Creative and Challenging (Yu, 2020). Considering the proposal of "Eliminating the old curriculum which was watered-down (i.e. obsolete contents and inadequate teaching methods) and implementing Golden Curriculum (featured with being Advanced, Creative and Challenging)" for the development of quality undergraduate programs and curriculums, the term "Golden Curriculum" has then triggered a heated discussion centering on its rationale and significance in higher institutions, especially among university EFL teaching community (Cai, 2018; Lu, 2018; Wu, 2018).

Since courses are sets of organizational learning experiences within a field of study, offered over a specified period for which the student ordinarily receives academic credit (Glatthorn, 2019), it can be said that the general aim of

college courses is to solve the most fundamental question in education: training talents (Wu, 2018). However, there has long been a common problem related to courses among Chinese universities dubbed as "water courses", such as courses with outdated teaching content, spoon-feeding courses, and easy-to-pass courses, which have become the "bottleneck" of quality curriculum development (Wu, 2018; Li, 2018). Besides, this "Golden Curriculum" proposal is out of the tertiary education tendency of stepping into mass education from elite education with an emphasis on quality over quantality, which targets the "water course" to guarantee high-quality talents cultivation in China (Wang, Hao, & Qian, 2019).

2. Objectives for Golden Curriculum Research

There have been plenty of studies regarding "Golden Curriculum", such as the interpretation of "Golden Curriculum" characteristics in general and their specific application to various subjects, a contrast with "water course", Golden Curriculum planning and development, Golden Curriculum management and teacher appraisal. The study carries out the automatically generated narratives based on CiteSpace 5.7. R5 (64-bit) W developed by Chaomei Chen, to highlight the top ranked item by centrality. Also, the interpretation of "Golden Curriculum" characteristics (Wu, 2018; Lu, 2018); the current situation, problems and countermeasures related to the current college course quality (Qin, 2019); five types of Golden Curriculums, i.e., online course (Jiang, 2019), offline course (Yu, Song, & Ding, 2019), blended course (Zhang, 2021); virtual simulation course (Wang & Ren, 2019) and social practice course (Feng, 2020) are to examined respectively. In addition, in the context of college English teaching field, objectives, learning outcomes and characteristics (Li, Li, & Liu, 2019), selecting and organizing teaching and learning modes (Qu & Zhou, 2020), curriculum implementation (Zhang, 2021; Li, et al., 2019), curriculum assessment (Li & Yang, 2020) and teacher appraisal (Lv, 2020) are observed to in the form of the synthesis matrix of literature based on the authors, years of study, objectives, conclusions. It may indicate the current trend and focus of Golden Curriculum study and those potential understudied areas as well for further research in the field of teaching English as a foreign language.

This present research was undertaken to review the current literature on Golden Curriculum by CiteSpace 5.7.R5 to highlight the top-ranked item by centrality to indicate the focus and trend of Golden Curriculum study. Hence, the research questions of the study were formulated as follows:

1) What are the most frequently studied keywords in research articles titled in "Golden Curriculum"?

2) What are the characteristics and types of Golden Curriculum distributed in the articles?

3) What are the keyword clusters related to curriculum and subjects?

4) What is the status quo and research trends related to Golden Curriculum construction in the context of college English teaching field?

3. Method

A critical review aims to demonstrate researched literature and critically evaluate its quality in order to identify most significant items in a certain field according to contribution (Grant & Booth, 2009). The present study was conducted via a descriptive and critical analysis based on the publication classification form adopted by Yavuz (2021) with some revisions. The classification form consisted of (1) author(s) and year of study, (2) title of the articles, (3) focus of study and (4) conclusion.

The chosen articles were published in the journals indexed in China National Knowledge Internet Scholar (CNKI Scholar), the most commonly-used platform mostly in Chinese. The time interval was chosen as four years between 2018 and 2021 since "Golden Curriculum" proposal was initiated in 2018 and the retrieval data was collected on July 19, 2021. A total of 1,645 articles were obtained by searching "jinke" (Golden Curriculum) by title and keywords, and 14 articles were found eligible to conduct a critical review within the scope of the TEFL (Teaching English as a Foreign Language) study, most of which were CSSCI (Chinese Social Sciences Citation Index) articles (the total number is 92). Moreover, adapted to the curriculum framework of Marsh (2004), the focus of the 14 published articles in terms of 5 aspects of the curriculum is revealed, which shows the understudied area for further research. Therefore, a critical analysis on college English Golden Curriculum in terms of objectives and characteristics, teaching and learning modes, Golden Curriculum implementation, assessment and teacher appraisal are observed to reveal the phase of Golden Curriculum implementation, the research hotspots, and trends. The searching steps are as follows:

1) Search keywords "*jinke*" (Golden Curriculum) in CNKI Scholar between the year 2018 and 2021.

2) Export the searching results in the form of Refworks and convert the format in CiteSpace 5.7. R5, a literature metrological software.

3) Import converted references into CiteSpace 5.7. R5 with Time Slicing between 2018 and 2021, ticking Keywords for Term Source and Node Types.

4) Generate keyword concurrence map for further analysis.

4. Results

4.1 Keywords on Golden Curriculum Based on CiteSpace

In this section, the key concepts related to "Golden Curriculum" in 1,645 articles published between 2018-2021 were analysed with the help of CiteSpace software. As shown in Figure 1 below, 339 nodes were generated which means a total number of 339 keywords identified with a density of 0.0248. The Modularity Q=0.3743, larger than 0.3, which means a significant clustering structure; the Weighted Mean Silhouette S=0.69, larger than 0.5, which means a reasonable clustering (See Figure 1).

The top 29 keywords with frequencies 20 and above are listed in Table 1 below. With a frequency of 886, "Golden Curriculum" ranked the first, followed by teaching reform, blended teaching, curriculum construction, "Golden Curriculum" construction, flipped classroom, teaching mode, online-offline, ideological, and political elements in course, occupational school, and college English each of which occurred more than 40 times.
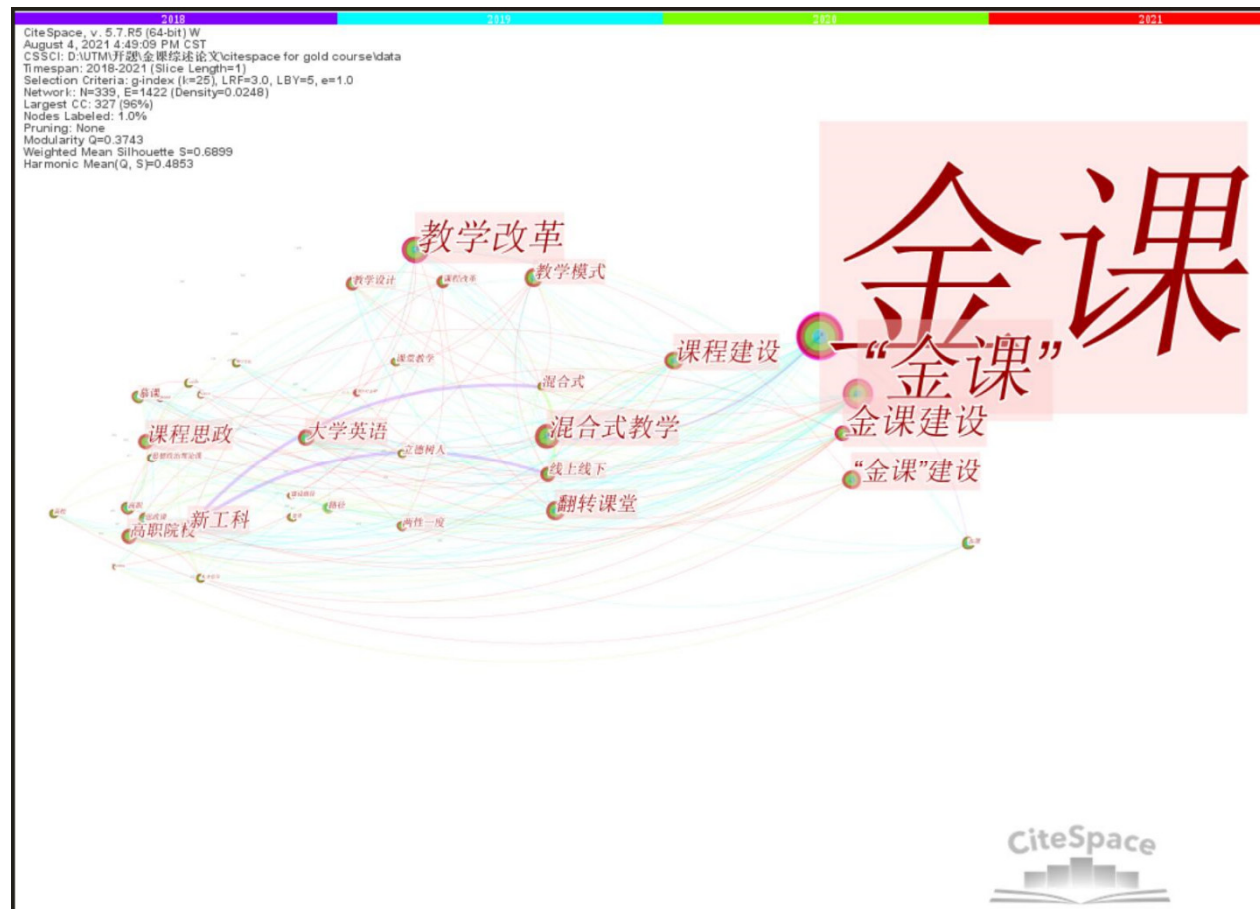
Figure 1. Keywords Related to "Golden Curriculum" Concurrence Map Examined in Articles

However, there are overlapping keywords such as Golden Curriculum (886) and "Golden Curriculum" (215) with a distinction of quotation marks shown in italics in Table 1. These two keywords must be merged, like *Golden Curriculum construction* and *"Golden Curriculum" construction*. Besides, keywords in Chinese with the similar

meaning of "blended learning", such as the bold-letter words "online-offline", "blended Golden Curriculum," "blended" are also merged into one as "blended learning". Inconsistent terms related to the same course of College English, i.e., foreign language Golden Curriculum, public English, English Golden Curriculum, are also classified as "college English".

Table 1. Keywords with Frequencies 20 and Above

Rank	Count	Centrality	Year	Keywords
1	886	0.7	2018	Golden Curriculum
2	215	0.24	2019	"Golden Curriculum"
3	129	0.12	2018	teaching reform
4	114	0.09	2018	blended teaching
5	79	0.09	2019	curriculum construction
6	66	0.09	2019	"Golden Curriculum" construction
7	60	0.12	2019	Golden Curriculum construction
8	57	0.07	2019	flipped classroom
9	52	0.06	2019	teaching mode
10	50	0.05	2018	online-offline
11	50	0.07	2019	ideological and political elements in course
12	44	0.06	2019	vocational colleges
13	44	0.07	2019	college English
14	37	0.07	2018	new engineering
15	35	0.03	2019	curriculum reform
16	35	0.02	2018	water course
17	35	0.04	2019	MOOC
18	32	0.04	2019	teaching design
19	31	0.02	2019	ideological and political course
20	29	0.02	2019	vocational
21	25	0.02	2019	higher institutions
22	24	0.03	2019	classroom teaching
23	24	0.04	2019	Advanced, Creative and Challenging
24	22	0.02	2019	construction
25	22	0.01	2019	talents training
26	22	0.03	2019	path
27	21	0.02	2019	ideological and political theoretical course
28	20	0.03	2019	strengthen moral education and cultivate people
29	20	0.05	2018	blended

Therefore, a revised Table 2 is shown as follows with 40 keywords after merging similar keywords with frequencies of more than 10. As shown in Table 2, the top ten keywords following "Golden Curriculum" (1108) are blended teaching (224), Golden Curriculum construction (174), teaching reform (129), higher institutions (117), MOOC (111), vocational colleges (87), curriculum construction (79), college English (66) and Ideological and Political Education Course (63).

Among these top ten keywords, "blended teaching" ranks the second as the most frequently mentioned teaching mode related to "Golden Curriculum". Together with "MOOC", the massive opening online courses as the sixth hot word, it can be argued that the current research on Golden Curriculum study focus more on the improvement of the teaching mode by integrating information technology into teaching to make teaching reform happen. Since both "higher institutions" and "vocational colleges" are top ranking keywords, the Golden Curriculum construction is mostly initiated in higher education. As can be seen from the two keywords "college English" and "Ideological and Political Education Course", these two heatedly-discussed public compulsory courses may indicate the urgency of curriculum reform on quality teaching for compulsory courses for all college students.

Table 2. Keywords with Frequencies Above 10 (See Notes for the acronyms of the terms)

Rank	Keywords	Count	Rank	Keywords	Count
1	Golden Curriculum	1108	21	teaching design	32
2	blended teaching	224	22	internet	31
3	GC construction	174	23	classroom teaching	31
4	teaching reform	129	24	OBE	30
5	higher institutions	117	25	teaching quality	28
6	MOOC	111	26	Being Creative	21
7	vocational colleges	87	27	SMECP	20
8	curriculum construction	79	28	IECS	17
9	College English	66	29	teachers	16
10	IPEC	63	30	teaching methods	16
11	S/TT	62	31	virtual simulation	16
12	IPEIC	61	32	curriculum	14
13	flipped classroom	57	33	Being Advanced	13
14	teaching mode	57	34	problems	13
15	solution	49	35	IPE	12
16	water course	47	36	teaching	12
17	new engineering	39	37	assessment	11
18	ACC	36	38	Being Challenging	11
19	curriculum reform	35	39	curriculum system/cluster	11
20	double first-class	35	40	information technology	11

4.2 Golden Curriculum Characteristics Distributed by Keywords

In order to improve college teaching quality, "Golden Curriculums" was proposed to eliminate "water courses" with the characteristics of outdated content, easier pass both teachers and students are criticized due to inadequate efforts. Hence, the "Golden Curriculum" characteristics summarized as ACC, that is, being advanced, creative, and challenging are resisting "water course" to guarantee quality teaching and learning. The three characteristics are interpreted by Wu (2018) as follows: an advanced course is the integration of knowledge, ability and attitude, aiming at fostering comprehensive ability of solving complex problems and high-order thinking; a creative course is represented in three perspectives, namely, the content is new and recent, the teaching method is advanced and interactive, and the learning outcomes are explorative and individualized; a challenging course requires both the teacher and students to spend time and effort. The following figure 2 shows the distribution of the three characteristics studied in the articles.
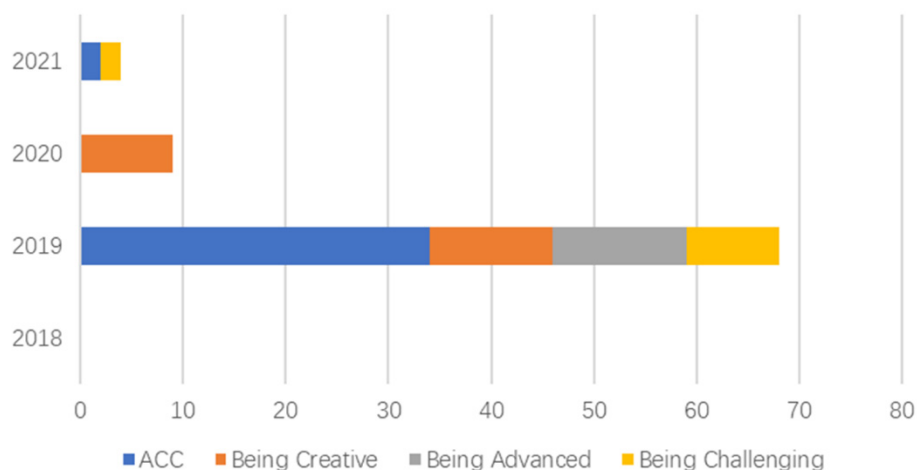

Figure 2. Golden Curriculum Characteristics as Keywords Shown in Articles

As shown in Figure 2, the three characteristics were frequently mentioned in 2019 as a holistic concept as ACC since the first article on "Golden Curriculum construction" published in the CSSCI journal Chinese University Teaching in December, 2018. Each characteristic was discussed individually mainly in 2019 with the characteristics of being creative mentioned more than another two characteristics, which may indicate the importance of creativity assess the Golden Curriculum. Since the data only cover half of year 2021, there was less articles on the characteristics of Golden Curriculum compared with the year before. However, we can see there seems to be a focus changing from creativity in 2020 to the characteristic of challenging in 2021, together with a focus on ACC in general in 2021.

4.3 Five Types of Golden Curriculum Distributed by Keywords

There are five types of Golden Curriculums to be built within three years starting in 2019, namely, offline Golden Curriculum, online Golden Curriculum, blended course, virtual simulation course and social practice course. Figure 3 is the distribution of the five types of Golden Curriculums as keywords in the articles examined. The blended Golden Curriculum ranked the first with 34 occurrences (blended Golden Curriculum is chosen from blended teaching category to focus on "course" rather than concept), followed by virtual simulation (16), online Golden Curriculums (5) and offline Golden Curriculum (3), and social practice Golden Curriculum was none.
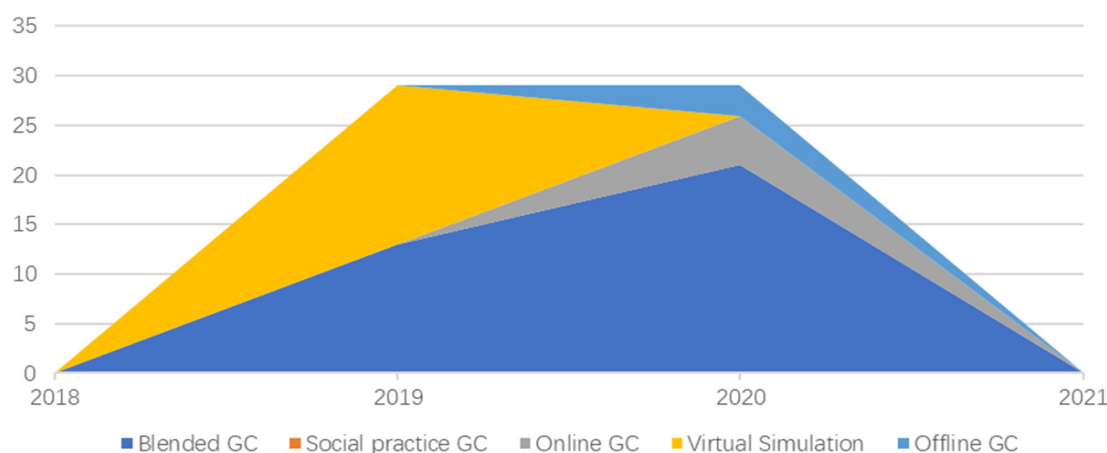

Figure 3. Five Types of Golden Curriculum as Keywords in Articles

As can be shown in Figure 3, more attention was paid to technology-aided courses such as blended teaching and virtual simulation courses, which is another sign of the influence of technology empowering education. However, there were no independent keywords related to social practice Golden Curriculum, which may suggest further research in this type of Golden Curriculum. Moreover, as the "main battlefield and major channel" (Wu, 2018), offline Golden Curriculum, or classroom teaching is mentioned only 3 times, which may infer the tendency of integrating internet and information technology into classroom teaching to promote blended Golden Curriculum in classroom teaching on a regular basis.

4.4 Golden Curriculum vs. Curriculum Clusters Shown by Keywords

Golden Curriculum can be referred to any subject offered or prescribed as the "curriculum" of the university. Since the definition of "curriculum" is no easy matter, there are hundreds of definitions, which can be defined as a plan for achieving goals or dealing with learner's experiences (Ornstein & Hunkins, 2018). Curriculum expert Goodlad contended that an analysis of definitions is a useful starting point for examining the field of curriculum (Marsh, 2004). According to Marsh (2004), there are divergent views about the nature and definition of curriculum, therefore, trying to clarify central concepts by proposing definitions for such concepts can be one way to define Golden Curriculum in the context of tertiary education. The following figure 4 tries to show the occurrence map of Golden Curriculum and curriculum (*kecheng* in Chinese). Certain keywords related to *kecheng* are presented to discover research interests of the articles to identify the research spot area and predict the under researched perspective related to curriculum.
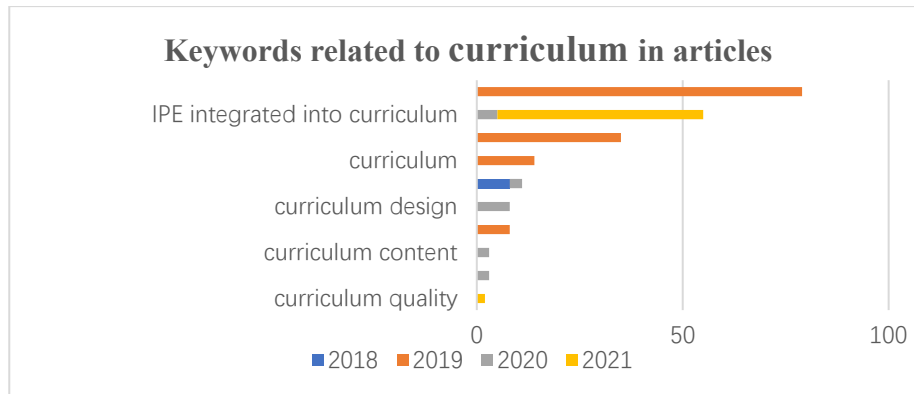
Figure 4. Keywords Related to Curriculum in Articles

Figure 4 has listed the keywords related to curriculum in the articles examined with "curriculum construction" ranking the first, indicating Golden Curriculum can be an indispensable part of curriculum construction. Ideological and Political Education (IPE) integrated into curriculum is a new concept aiming at guiding students to meet the expectations of the society requirement by integrating the mode and method of ideological and political education into college subjects to involve the whole student population (He, 2019). Unlike Ideological and Political Education course, an independent subject like any other courses which will be mentioned in Figure 5, IPE integration into curriculum is supposed to be a component of any subjects to highlight the importance of moral education in the context of collectivism featured by core values of Chinese socialism.

Therefore, there seems to be an ongoing curriculum reform from many aspects apart from moral education, such as curriculum design, building curriculum clusters, curriculum and instruction. There are less keywords related to curriculum content, standards, and quality, which could be explored further in future studies.

4.5 Golden Curriculum vs. Subjects Shown by Keywords
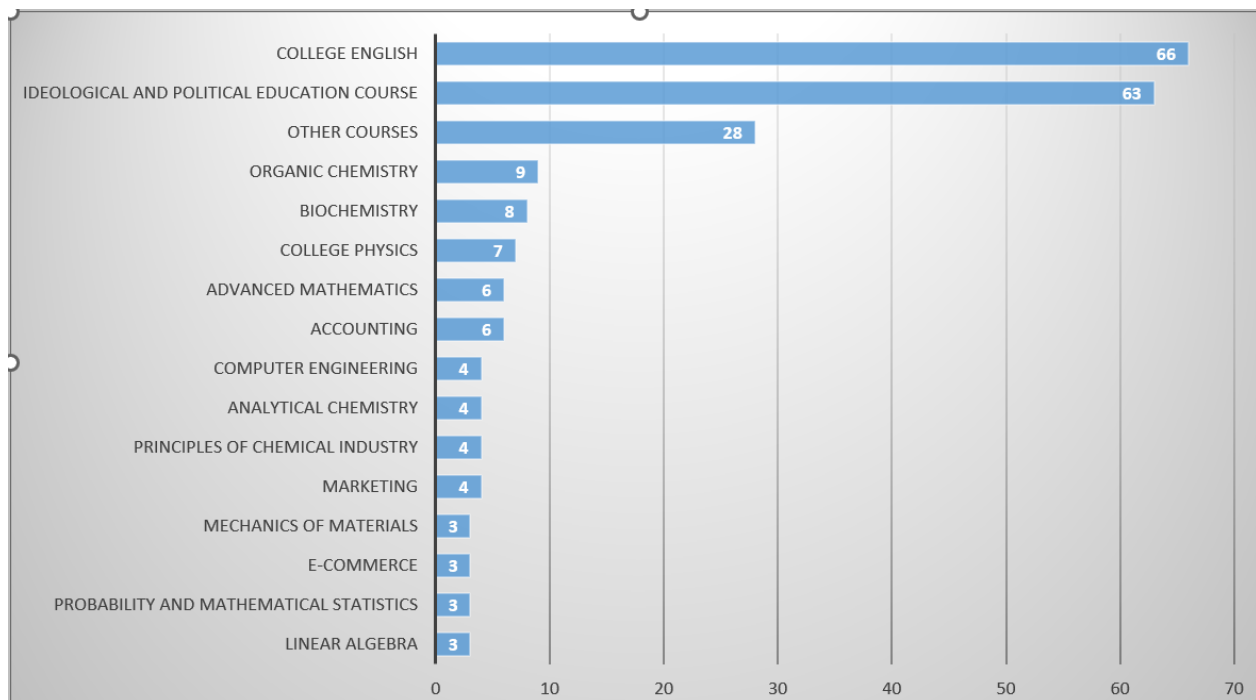
Figure 5. Specific Courses as Keywords in Articles

Golden Curriculum construction has much to do with each specific subjects offered by universities and colleges. Based on the articles examined, there are 29 subjects with a total occurrence of 221, among which College English and Ideological and Political Education course take up more than 57.9% and those 14 subjects occurred less than 3 times account for 28%.

As the 15 subjects shown in Figure 5, the top 2 subjects are open to all student population (expect that college English is open to all non-English major students) as public compulsory course. The severe shrinking scale of college English course, while most universities have cut it by half, results in an awkward situation for college English teachers as well as a decreased interest in learning English for students (Zhu, 2017). A possible solution may lie in Golden Curriculum implementation to meet the requirements of quality college English course.

As for Ideological and Political Education course with a large classroom capacity of more than 120 students, the course quality is the major concern of the researchers since this compulsory subject has been considered as "passive learning" which results in "low head-raising rate" (students are playing smartphones in class without paying attention to the teacher) (Sun & Li, 2019).

According to Figure 5, the higher ranking a subject is, the possible problem related to curriculum quality is more serious. It should be noted that most of the subjects are public compulsory courses apart from the above two subjects, i.e., College Physics (7), Advanced Mathematics (6) (including Probability and Mathematical Statistics (3), and Linear Algebra (3)) and Computer Engineering (4). This can be argued that public compulsory Golden Curriculum construction is the top concern of the researchers to implement effectively. Besides these public courses with a massive student population, courses related to chemistry are also highlighted, such as organic chemistry (9), biochemistry (8) and analytical chemistry (4), which is almost the third most frequently occurred discipline. Subjects like accounting, marketing and e-commerce are open to students in Schools of Economics and Management.

To sum up, it could be argued that several factors contributing to the high frequencies of the subjects mentioned above:

1) As public compulsory courses, such as college English and Ideological and Political Education, students may not take it out of interest or identify their necessity and importance;

2) Some subjects are quite difficult for students to understand, such as Advance Mathematics;

3) A large classroom capacity is the obstacle of quality teaching.

Therefore, to improve the quality of curriculum, students' interest and motivation need to be increased for public compulsory courses; teachers may improve teaching by adhering to the three characteristics of Golden Curriculum; and blended teaching may be a clue for courses with a large classroom capacity.

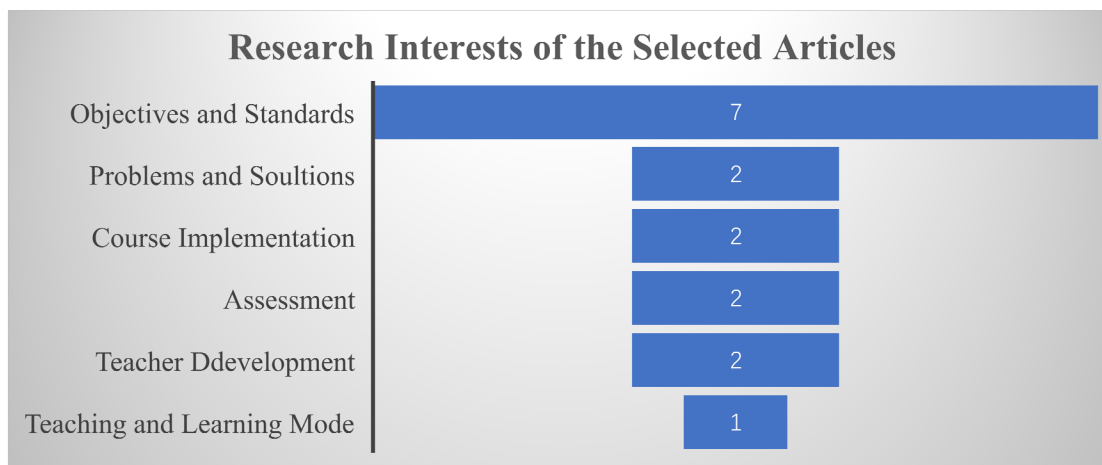*4.6 Golden Curriculum Research in College English Course*

Since college English is a major concern of researchers in Golden Curriculum implementation in China, a literature matrix has been performed in the articles titled "*jinke*" for English teaching. According to variable such as author (s), year of study, research purpose and results, a total number of 14 articles are eligible to be chosen from the 2018–2021 time interval shown in Table A1 in the Appendix A.

According to Table A1, most Golden Curriculum related to research topics are studied in the field of foreign language community in terms of the interpretation of Golden Curriculum and its characteristics, objectives and learning outcomes, teaching and learning modes, implementation, assessment and teacher appraisal. As shown in Figure 6, 50% of the 14 articles studied the interpretation and characteristics of Golden Curriculum in the context of foreign language community. Feng (2020) and Cai (2018) expounds on the background of constructing high-quality foreign language courses to analyze the connotations, classifications, and characteristics, while Wen (2019) sorts out the connotations from a historical view, and distinguishing Excellent Course with Golden Curriculum.

Within the foreign language community, English courses are differed in terms of student majors. For English majors, there are an independent English program for the application of Golden Curriculum characteristics (Guo, 2019). For non-English majors, English for Academic Purposes (EAP studies and research) adopting Golden Curriculum characteristics is promoted to equip students in college English teaching context (Cai, 2019); Wang and Ren (2019) focus on the Golden Curriculum characteristic application to business English, an important English for Occupational Purposes (EOP), with both EAP and EOP focusing on English for Specific purposes in the context of college English teaching for the majority of the student population of tertiary education (Wang & Ren, 2019).

Other than curriculum characteristics and connotations of Golden Curriculum, the studies on the current problems and solutions focus on the opportunities and challenges college English teachers focusing on building advances, creative and challenging course, with suggestions of integrating information technology into classroom teaching in the ear of wisdom and "human-computer interaction" (Qin, 2019).

Research Interests of the Selected Articles

Research Interest	Count
Objectives and Standards	7
Problems and Soultions	2
Course Implementation	2
Assessment	2
Teacher Ddevelopment	2
Teaching and Learning Mode	1

Figure 6. Research Interests of Selected Articles in Marsh's Model

Note: Feng (2020) with both the criteria and the assessment and Wen (2019) with criteria and teacher development counted twice.

Zhang (2021) and Feng (2020) focus on the construction of Golden Curriculum in college English teaching, with Zhang (2021) focusing on blended course theoretical framework construction, Feng (2020) identifies the important factors to guarantee the system working when implementing characteristics in actual classroom teaching.

Li and Yang (2020) and Chen and Wu (2019) focus on the evaluation of Golden Curriculum with a model of quality evaluation system developed by the former and a combination of static and dynamic evaluation proposal by the latter.

As for the most important element in course implementation, teacher's role is crucial, which is identified by Zhou and Jiang (2020) and Wen (2019). Teachers' self-efficacy status in terms of TPACK (Technological Pedagogical and Content Knowledge) is studied by Zhou and Jiang (2020) to highlight the importance of technological integration expertise for teacher's professional development. Wen (2019) suggests a gold team of foreign language teachers is the key for Golden Curriculum implementation.

It can be argued that most of the papers on Golden Curriculum is centered on the interpretation of Golden Curriculum and its characteristics, the application in foreign language teaching from a macro view. There is only one article by Qu and Zhang (2020) takes a case study on the curriculum design of Golden Curriculum to focus on teaching mode, which shows that the Golden Curriculum study is on the initial stage of theoretical discussion and curriculum planning. Therefore, future studies could focus on specific course design, teaching and learning mode, instructional skills which demonstrate the 3 characteristics of being innovative, advanced, and challenging.

5. Discussion

A critical analysis was conducted in accordance with Golden Curriculum studies published in the last four years in the field of curriculum and instruction with the help of a metrological software CiteSpace. The Golden Curriculum characteristics are fully explored in the articles examined with a focus of ACC in 2019 to prove a heated discussion in the academic community. Being innovative is frequently mentioned to show the importance of improvement in teaching content, teaching method, and learning outcomes embedded in these characteristics. As for the distribution of 5 types of Golden Curriculum in articles, blended learning and virtual simulation course are the preferred type than social practice and offline course (classroom teaching), which shows the tendency of developing Golden Curriculum with an integration of information technology into daily classroom teaching. Since technology works as means rather than ends, Golden Curriculum does not necessarily equal to technology-enhanced one. Therefore, the actual implementation of ACC characteristics applied to Golden Curriculum may indicate a comprehensive development of the five types of Golden Curriculums in order to carry out a successful curriculum reform.

In order to identify Golden Curriculum position in the context of curriculum and construction field, the relationship of Golden Curriculum with curriculum is explored as well as with subjects. According to the concurrence keyword map, Golden Curriculum studies focus on the ideological and political education in all courses to highlight the

importance of comprehensive ability of the college students rather than knowledge study only. Besides, curriculum design and building curriculum clusters are considered important in Golden Curriculum development. However, curriculum content, characteristics and quality are under studied so far which could be explored further.

With an eye on successful Golden Curriculum implementation, what happens in real classrooms matter more than theoretical justification. Afterall, subjects are the realization of the concept of Golden Curriculum. Based on the study of subjects, we discover that public compulsory courses are the main concerns of researchers to improve the efficiency and effects of teaching and learning, especially for college English course, Ideological and Political Education course and Advance Mathematics (including subjects followed AM such as Linear Algebra and Probability and Mathematical Statistics). Moreover, disciplines of chemistry and economics administration are also the areas of concern for researchers. Inspired by Golden Curriculum characteristics, it is high time for teachers and students as well as administrators to improve the quality of teaching and learning paying attention to the innovative course design and content, challenging and intriguing tasks, high-order thinking, and individualized learning to carry out the satisfactory quality course implementation.

6. Conclusion

According to the results of the critical review, it was found that majority of the articles within the scope of the study were based on prescriptive analysis on Golden Curriculum construction highlighting the importance of blended teaching mostly in public compulsory courses such as College English course and Ideological and Political Education course in higher education. Similarly, concurrence keywords generated by CiteSpace presented the tendency of an increasing role of information technology played in Golden Curriculum with top ranked keywords like blended teaching, MOOC, flipped classroom, virtual simulation, and information technology. In regard to curriculum and instruction, curriculum construction and reform, teaching mode, teaching method, teaching design, classroom teaching, teaching quality, teachers, assessment, and curriculum system/clusters are ranked top 40.

Based on the literature matrix of Golden Curriculum in foreign language teaching community, it can be assumed that there have comprehensive studies in the research on the connotation and characteristics interpretation. Considering the number of articles on Golden Curriculum connotation in a holistic view, it is acknowledgeable that there seems to be a shared view on implementing quality teaching and learning with the reference of the 3 characteristics of Golden Curriculum. The following suggestions can be put forward: 1) Specific researches on various elements of curriculum and instruction integrating Golden Curriculum characteristics could be the future areas of concern to further the study of quality curriculum in the field of higher education. 2) Teacher's perspective and learner's perspective may offer a new angle to study Golden Curriculum in China. 3) More quantitative, and mixed methods can be applied in the field of Golden Curriculum study.

Due to limited to articles accessed via the CNKI Scholar. Diverse databases and articles in journals with different indexes can be addressed in future studies, and research on teachers' competency in Golden Curriculum implementation in China can be presented from a more systematic perspective. The analysis mainly focuses on Chinese articles on Golden Curriculum; therefore, future research may be studied taking the international journals into consideration.

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Notes

Notes for Table 2:

blended teaching: blended teaching, online-offline, blended Golden Curriculum, blended

GC construction: Golden Curriculum construction

S/TT: student-centred, talent training

IPEC: Ideological and Political Education Courses

IPEIC: Ideological and Political Education Integrated into Curriculums

solution: path problem, countermeasure, construction path, implementation

ACC: Advanced, Creative, and Challenging (Golden Curriculum characteristics)

SMECP: strengthen moral education and cultivate people

IECS: innovation and entrepreneurship of college students

IPE: integration of production and education

Appendix A

Table A1. Information on the articles studied gold course in the context of foreign language teaching

Auth./Year	Title	Focus	Conclusion
Qu and Zhou (2020)	The Design and Application of Multi-modal Technology in College English as Good Course under Internet+	Case study, analyses the design and application of multi-modal technology	further optimize the teaching mode and inspire the new curriculum reform of college English.
Zhou and Jiang (2020)	Gold Course Facilitating Foreign Language Teachers' Professional Development in Application-oriented Universities	Self-efficacy status of the foreign language teachers TPACK	A flexible method to improve the professional ability of foreign language teachers with technological integration expertise.
Li and Yang (2020)	Evaluation of "Golden Course" construction for College English	Grounded theory	3 static indexes, 3 dynamic indexes
		in-depth interviews and focus-group interviews of College English teachers	Reference for evaluation
		builds a model of quality evaluation system	
Zhang (2021)	Construction and Application of a Blended Golden Course Framework of College English	Construct the blended course theoretical framework in the classroom	Verified the online and offline golden course theoretical framework
Cai (2018)	The Construction of High-quality Courses in Tertiary Foreign Language Teaching: Criteria and Contents	the distance between the contents of various programs and the standards of the high-quality programs and courses	examine in the needs of the new era, and work hard to build the "golden courses".
Cai (2019)	Equipping Students with English for Academic Studies and Research: On the "Golden Courses" Standards of Tertiary English	equipping students with the ability to use English for their academic studies and research is the ultimate purpose of teaching English	The critical transformation of the TE orientation necessitates the enactment of a top-down policy and the creation of the new needs of students.

Qin (2019)	Foreign Language MOOCs in China: Current Situation, Problems and Countermeasures	The current situation, construction, and problems of the 44 National Level Foreign Language MOOCs in China.	Countermeasures are to fit in with the learning mode in the era of wisdom and "human-computer interaction".
Hao (2019)	Foreign Language Gold Course Construction in the Context of Educational Informationization	The opportunities and challenges of college English teachers focusing on building advanced, creative, and challenging course.	Teachers need to improve teaching quality by integrating information technology into classroom teaching.
Guo (2019)	On the English Program's "Golden Courses" and Their Standards	The status quo and development touching on the construction of the "Golden Courses" under the new situation, explore and justify the characteristics of "Golden Courses" and discover difficulties and offer counter measurements.	Gold course construction is a severe challenge for teachers of English majors. Therefore, teachers need to improve teaching quality by adhering gold course characteristics.
Wang and Ren (2019)	The "Golden Courses" Standards of Business English and Their Features	3 principles, 6 characteristics and 6 features should be implemented and maintained in the development of Business English "Golden Courses".	The proposals have valuable implications and references for the ongoing construction of double first-rate universities and disciplines in China.
Chen and Wu (2019)	On the Criteria and Evaluation of Golden Course of College English	combination of static "golden course" criteria and dynamic "golden class" evaluation is a guarantee for high-quality courses.	The comprehensive quality criteria from Curriculum Theory aiming to provide a guide of practice for the improvement of college English course and classroom teaching.
Wen (2019)	Design gold courses of foreign languages by gold teams of foreign language teachers	explicate the criteria and types for the gold courses and the difference between the gold courses and the excellent courses.	A systematic plan with a global perspective, and developing a gold team of foreign language teachers.
Li (2019)	The Construction of Foreign Language Gold Courses Against the Background of Informationization	connotations and forms of stages in national-level quality courses transform the excellent courses to the "golden courses" based on ACC	Accelerate the electronation of quality courses explore new teaching models and build high-quality online "golden courses" teaching teams develop "golden course group/cluster" focusing on the innovation of the teaching model and learning effect
Feng (2020)	Foreign Language Gold Course Connotation and Construction Strategy in China	the background, connotations, classifications, characteristics, significance, and strategies of building high-quality foreign language courses	study the assessment standards build excellent teaching team and establish guarantee system and mechanism.