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# Analysis of the Current Situation of English Majors' Oral English Class: A Case Study of Xiamen University Tan Kah Kee College

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**Abstract:** In the context of reform and opening up and the requirements of the new era, foreign language teaching has always been an important part of cultivating high-quality talents in China, especially English teaching. However, there is still a traditional way of education in the college oral English classroom. Teachers focus on the output of English knowledge, while students need more opportunities to practice speaking English. Thus, there is still room for improvement in the content and form of oral English classes in colleges and universities, which has some research value. In order to improve the oral English classes in today's colleges and universities, this study takes the English majors' Oral English class at Xiamen University Tan Kah Kee College as the research object. Based on the interview of the oral English teacher and the observation and analysis of the classroom, the strengths and weaknesses of the classroom are discussed, alongside feasible suggestions and reflections. Meanwhile, it can provide some reference for foreign teachers and other majors in teaching English as a foreign language and provide practical suggestions for improving the content and form of the speaking class in the future to improve students' language skills and communicative abilities in an absolute sense.

**Keywords:** English Major; Oral English Class; Teaching Methods.

## 1. Introduction

### 1.1. Background of the Analysis

In the context of growing internationalization, there are frequent exchanges between countries. As a language tool, English plays a key role in this process. At the same time, society's demand for English talents is rising, and more and more attention is being paid to cultivating English communicative awareness and ability among college students. Language use and communication are core aspects; teaching spoken English in colleges and universities is a significant component of English education. Good oral English involves a nice tone, proper use of words, correct grammar, and apparent fluency. However, many college students struggle to express themselves fluently after years of English learning [1]. Li'na Zhao and Xinyu Dong mentioned that students take good notes in class and seldom have the opportunity to discuss topics [2]. The phenomenon of "Emphasizing text reading and neglecting oral expression; Emphasizing the testing skills and ignoring practical use" is an important reason for "dumb English" [3], which not only affects the oral English teaching process but also makes students have an aversion to oral English learning.

In early 2004, Department of Higher Education Organizations stipulated College English curriculum objectives are "to develop students' English language proficiency, especially in speaking and listening aspects so that they can use English effectively in oral and written information exchange in the reality" [4]. Nowadays, how to improve students' communicative competence is one of the key points in English education. After the implementation of the Double Reduction Policy, the teaching goal of developing students' comprehensive ability has been emphasized, and the teaching process is more inclined to guide students' knowledge output, which coincides with the teaching goal of oral English classes in colleges and universities, that is, to cultivate students' comprehensive language useability.

From this, it can be seen that more and more colleges and universities are realizing the importance of students' oral English skills and trying to improve them. However, based on the current situation of oral English classes in colleges and universities, a good atmosphere for practicing speaking cannot be created because students need more opportunities to speak English. The best opportunity for them to practice speaking is in the oral English class. Therefore, focusing on improving oral English classes in colleges and universities has developmental significance for improving individual students' English quality skills and the leap in quality of English talents.

### 1.2. Research Questions and Significance of This Study

This research addresses the following questions:

1). What are the features of an Oral English class for English majors in Xiamen University Tan Kah Kee College?

2). What are the positive aspects of the Oral English course for English majors in Xiamen University Tan Kah Kee College?

3). What are the problems with the Oral English course for English majors at Xiamen University Tan Kah Kee College, and what solutions or suggestions can be provided?

Through the thinking and research of the above three questions, this study can not only provide practical suggestions for the improvement of oral English classes in today's universities but also provide some reference for foreign teachers and other majors in English teaching to improve students' language useability and communicative ability in a real sense with developmental significance. Literature References.

# 2. Literature Review

## 2.1. Theories on Speaking Competence

Communicative competence usually refers to the knowledge of the language and how to use it appropriately in communicative situations [5]. It can be separated into five main components: linguistic competence, discourse competence, pragmatic competence, strategic competence, and fluency. For communicative competence, using the language appropriately in any situation is essential; as Hymes said: "Rules of use without which the rules of grammar would be useless." [6]. Communicative competence can be described as what to say, where, when, how, and to whom [5].

In English speaking, oral English mainly involves pronunciation and expression. Pronunciation is different from accent. English has only one kind of pronunciation, while accents can have a lot with different countries and regions. Oral English is broadly divided into speaking for going abroad, interviews, business, etc. To speak authentic English, the entire sentence's rhythm is crucial, including rising intonation, falling intonation, stress, and linking sound. There are also four important parameters of oral English competence: fluency, accuracy, complexity, and diversity [7].

## 2.2. Research on Oral English and Communicative Competence

The communicative teaching method is important to improve students' communicative competencies effectively. The core goal of oral language teaching is to study language and help students practice it. Generally, teachers overly dominate oral English teaching, and students' learning is often passive, which is consistent with the current situation of English classrooms in universities mentioned in this study. Therefore, it was suggested that teachers should create authentic contexts in oral English teaching, immerse students in them, guide them in practical communication and promote their interactive learning, which is similar to the English classrooms and teacher interviews observed in this study, where teachers need to strengthen the use of communicative teaching methods to guide students to use English to practice in simulated scenarios.

From Ning Fang's point of view, teachers should raise students' awareness and use the communicative strategy to help them increase their oral competence effectively. Games can create a nearly authentic language environment for students. In this study's classroom observation part, students showed higher interest in the English game activities and had chances to use different kinds of words and expressions. Besides, Ning Fang thinks that teachers can use modern teaching methods like free Apps so that students can put themselves into various virtual communications.

## 2.3. Pedagogical Aspects

The core of the communicative approach is "learning with language" and "learning to use language", not just "learning about language". The ultimate goal of language teaching is for students to acquire adequate language skills and communicative competence to use the language in their works or lives. Adopting the communicative approach can combine classroom language teaching with real-life language use. In the classroom, the teacher puts students in a specific "communicative" situation and helps them acquire knowledge and communicative competence through specific actions such as listening, speaking, reading, and writing. In oral English teaching, there are some principles that teachers should be aware of, such as balancing accuracy-based with fluency-based practices, contextualizing practice, personalizing practice, maximizing meaningful interactions, etc. [5]. During teaching encouraging students to speak up is the first step and essential task for English teachers. The English teacher should design suitable speaking tasks for students and guide students to use the language to communicate with others.

There are a good number of methods. The scenario-based teaching method is based on reading and storytelling and is widely used in foreign language teaching in the United States. The method uses cases or scenarios to guide students' independent inquiry-based learning to improve their ability to analyze and solve practical problems and to help them improve their overall comprehensive language learning ability. The teacher purposefully introduces or creates image-based vivid and concrete scenarios to help students understand the material and to enable them to develop themselves psychologically.

Task-based approaches have been widely used in oral English classes. The pedagogical principle of the task-based approach is to integrate students' learning activities with tasks or problems, in which they can master the content and learn by examples through the tasks. During the teaching activities, the teacher designs specific and actionable tasks, and students complete them through various forms of language activities such as expressing, communicating, explaining, and asking questions to learn and master the language.

# 3. Research Design

## 3.1. Research Subjects

This study focuses on the English primary Oral English class at Xiamen University Tan Kah Kee College, which is taught by the foreign teacher S, who was born and raised in Texas, USA. He earned a bachelor's degree from the University of Texas at Austin in 1989 and a doctorate from the University of Michigan in 1995. Professor S has taught oral English for 8-9 years. There are usually 20-35 students in an Oral English class, with more females than males.

While exploring the Oral English class, the study focuses on the following aspects to collect data to address the aforementioned research questions.

1). About the teacher: The establishment of classroom objectives, the setting of classroom activity content, the creation of classroom atmosphere, the use of pedagogy, etc.

2). About the Oral English class: Classroom activities and teaching methods used by the foreign teacher.

3). About the students: Students' performances and feedback of the oral English class.

## 3.2. Instruments

### 3.2.1. Interview

First of all, an interview with the foreign teacher was conducted, and the content of this interview was basically about the teacher's experiences and perceptions of oral English teaching. The interview questions are listed as follows:

1) . How many years have you taught the course of Oral English? In your opinion, what would be this course's main purpose(s)?

2). What is your class like? How would you describe it, like the teaching methods, activities, and class atmosphere you'd

like to create?

3). How do you see and evaluate students' performances, and how do you usually give feedback?

4). What's your opinion about English and Oral English classes in China? In other words, what would be the advantages and, if any, disadvantages of the teaching of your Oral English compared with other Chinese English teachers?

#### 3.2.2. Classroom Observation

During the classroom observation to collect data, photography and memo records were mainly used to record the course content, student performance, etc. The data collection focused on classroom activities, teaching methods used by the foreign teacher S, and students' speeches and performances. Also, the classroom atmosphere and student-teacher interaction, as a primary focus of the research, were essential for data collection. Observing various classroom activities makes it possible to infer visually what kind of teaching activities could invite more activeness and concentration from students. Class features and existing problems can also be somehow deduced through class observation.

#### 3.2.3. Questionnaires

The questionnaire was open to all English major students from the grades of 2019-2022. All items were set according to a timeline of the Oral English class. Its specific content is listed in the appendix.

In addition to basic personal information, it is important to know students' level of oral English before they attend a class, which will affect their performances and feedback in future classes. Therefore, questionnaire items were designed to investigate students' performance, preferences for activities, feedback on classroom activities, etc., which are the most important information in the teaching process. In addition, some other items also include information about what the students have learned, how difficult they rated this course, and why they found it difficult, through which the course can be improved. In addition, the questionnaire includes feedback from the students on the teaching of the foreign teacher S, which can point out potential problems in the teacher-student interaction.

### 3.3. Data Collection Procedure

First, the Oral English classroom was observed once a week for three weeks in total. The duration of each class was 100 minutes. At each time, the course contents differed: individual speaking activities, English games, and role-playing.

Meanwhile, the questionnaire survey was sent out to English majors of different grades within two weeks. The questionnaire was finished online by scanning the QR code. 100 English majors responded to the questionnaire.

The results of the questionnaire data would be analyzed after the questionnaire was finished. The interview with the foreign teacher S was conducted on WeChat in a documented Q&A format and took about one hour.

## 4. Data Analysis

### 4.1. Analysis of the Interview with the Foreign Teacher

Regarding the Oral English class, Professor S usually encourages first-year students to speak as much as possible in the target language. He often uses pragmatic, experiential, communicative, and Socratic (Q&A driven) teaching methods during the teaching process. A combination of different teaching methods will give better results.

The Oral English class is like an eclectic mix of communicative approaches and is usually topic-centered. According to his introduction, the classroom activities can be various: individual, pair, and group speaking activities; formal and informal presentations and speeches; impromptu and prepared responses to Q&A or a given topic; role-playing or dramatization. From this, the class atmosphere is usually reflective, engaging, encouraging, and fun, yet profound.

Students' formal evaluations are based on two formal speeches (midterm & final), which are evaluated according to the following criteria: pronunciation, enunciation, diction, grammar, fluidity or naturalness of expression, familiarization concerning the material, body language, and non-verbal cues. In this way, students can be evaluated comprehensively and made aware of their shortcomings in English speaking skills.

Formal feedback on such matters is provided by a marked rubric based on said criteria. Informal speaking activities are viewed in situ, and feedback—individual or group, specific or general—is given orally during class meetings. Caution is given not to provide excessive or acute feedback, as encouraging students to speak is paramount. Professor S thinks that sometimes too much feedback is not helpful. He said, "Just enough to cover some rough edges suffices and keeps the ball rolling."

Compared to those Chinese English teachers, Professor S thinks that advantages for foreign English teachers would be like this: native proficiency, cultural awareness of the Anglophonic world, international and multicultural experience, and willingness to experiment and explore various educational approaches, which can play an independent role in language input. At the same time, disadvantages would be like this: the lack of deep linguistic and cultural understanding of students' native background and experience and the potential miscommunication and misunderstanding resulting from such.

From Professor S's perspective, college and university oral English is necessary in China to fill in the deficit that students face before entering college—the deficit of speaking practice and development. English, incredibly communicative English, is a valuable skill in a globalized world whose lingua franca is English. He said, "I believe many Chinese students and educators recognize such a thing and strive to support the development of English language studies in China. However, given class size and traditional educational practices, the oral component is often left by the wayside. So, I regard Oral English as needing further development in China, and I seek to contribute to that end. I feel that my efforts are highly valued here. So, it is a good match."

### 4.2. Analysis of the Observed Oral English Classes

As for the individual speaking activity, the teacher had some cards in a box, each with one question. The teacher handed out those question cards to students randomly, and each of the students was asked to give an informal speech on the question, such as "If you have a chance to start over, you will choose to go to school?" and "When was it most difficult to persevere when you wanted to quit?" After 3-4 minutes of preparation, the teacher asked students to exchange the question card with their friends and express their opinions,

which can let students exchange their ideas and get inspired. Then, students gave their informal speeches one by one. Most students could express their ideas during the observation, although some answered briefly and were nervous.

The atmosphere peaked when the teacher was carrying out an English game in the class. The teacher told students to brainstorm a story in their heads. Those stories might be different. Then, the teacher started with the word "The", asking each student to say one word to complete the story. Each student was highly focused and presented the sentence content interestingly, like "The fish is celebrating Friday." In this process, students need to focus not only on sentence completeness and grammatical correctness but also on listening to the content of the sentences spoken by other students.

In the role-playing, students were needed to create a dialogue on a given scenario, like "When you and your boyfriend/girlfriend meet your ex-boyfriend/ex-girlfriend in the mall…", "The phone is ringing…". In the end, each group needed to come to the front and present it to the whole class. After their performances, the teacher would comment on them individually, including dialogue content, body movements, story integrity, etc. The students were very excited during this session, and all actively performed in the front. Their performance was usually funny and innovative, and the students in their seats laughed out loud. The atmosphere was always lively from the beginning to the end of the role-playing.

## 4.3. Analysis of the Questionnaire

This questionnaire aims to obtain data on students' performance, attitudes, and feedback about the oral English classroom, and 100 questionnaire sheets were collected.

Of the 100 students who filled out the questionnaire, 27 were male and 73 were female, with 24%, 32%, 29%, and 15% of the grades 2019-2022 respectively.

Regarding the students' own oral English level, 13 students thought they were proficient in communicating with their foreign teacher, 56 students were able to carry out daily general conversations, 31 students thought they struggled to communicate with their foreign teacher, and one of them thought he could not express complete sentences. Thus, the students' oral English level seems moderate to low.

**Table 1.** Oral English Proficiency

| Students' own oral English level | Percentage |
|---|---|
| Skilled | 13% |
| Moderate | 56% |
| Low | 31% |

Regarding the content of the English course, 22 students felt that the course was boring. Seventy-seven students preferred activities such as English games, and about the same number of students preferred individual sharing, impromptu conversations, and role-playing. As a result, the number of sessions that increase teacher-student interaction, such as English games, can be increased appropriately to maintain the interactivity of classroom activities.

Regarding students' performance in speaking classes, 49 felt nervous about answering questions and were afraid to speak alone, and nine students were easily distracted and did not participate in class activities. In the section "Why do you find it difficult to listen to the class", three students felt that they did not understand the class content, and six were introverted. They had no self-confidence; seven students were afraid to ask questions individually, and five were afraid of making mistakes in their answers.

**Table 2.** Student Performances in Class

| Student Performances | Percentage |
|---|---|
| Actively expressing opinions | 39% |
| Actively participating in discussions | 44% |
| Afraid to speak alone | 49% |
| Easily distracted | 9% |

Regarding the feedback on Professor S's teaching, most students thought the teacher's lectures were lively, practical, and informative. The number of students who chose "The instructor was patient in answering my questions after class" was 35, which shows that the teacher could increase the contact with students after class.

Regarding the difficulty level of the course, 4 students found it very easy, 25 students found it easy, 60 students found it moderately tricky, 10 students found it difficult, and one student found it very difficult, which shows that the difficulty of the course is acceptable to most students.

Regarding the improvement of the Oral English class, three students suggested that they would like to have more interaction and communication with the teacher; five students hoped that the teacher would increase the teaching of English intonation and authentic English expressions; one student hoped that activities such as "scenario simulation" and "role play" could be conducted more often. For example, in the "restaurant" scenario, students could be waiters and customers. Students can learn authentic everyday conversations in such sessions rather than limiting their language learning to written form.

## 4.4. Analysis of the Current Situation of Oral English Class

### 4.4.1. Features of the Oral English Class

From the above analyses, three features of the Oral English class can be identified. First, the class is taught by a foreign teacher with 20-35 students per class. Students have access to many foreign native websites, videos, and other English learning materials. They can also be exposed to authentic accents and expressions during the class. Besides, the difficulty of this course is acceptable to most students.

Second, class activities are varied and innovative, with a variety of student presentations, and activities like English games and role-playing are popular with students. Students can improve their creativity and communicative skills in such an environment, and their interest in learning oral English will also be significantly enhanced. The foreign teacher, S, usually uses plenty of props in lessons, which adds interest to the class.

Third, the classroom atmosphere is primarily relaxed, active, engaging, and fun yet serious, with many cooperative activities among students, greatly enhancing their communicative skills and stimulating students' interest and active participation in the course. Meanwhile, the classroom seating is in small groups. Students can increase their confidence and eliminate their nervousness during face-to-face communication, thus making the classroom atmosphere more harmonious.

### 4.4.2. Advantages of the Oral English Class

The greatest strength of an oral English class with a foreign teacher is the teacher's perfect language, namely native

proficiency, which is difficult for Chinese English teachers to reach to some extent. Students are exposed to native accents and natural expressions. According to the interview with the foreign teacher, cultural awareness of the Anglophonic world and international and multicultural experiences are also unique advantages that can help students learn culture and improve their communicative ability, bringing a more authentic and detailed language system to students.

Classroom activities are rich and varied in content. In the interview, Professor S mentioned that classroom activities are various, which include individual, pair, and group speaking activities, role-playing or dramatization, etc. As such, the class atmosphere is usually comfortable, reflective, and engaging, which can also bring interactive activities into classrooms and stimulate students' interest and active participation in the course.

Classroom seating is in small groups. At present, the classroom seating in Oral English classes is based on small groups, with groups of five students facing each other in a circle. In a traditional classroom, the teacher is at the podium; the seats are distributed in rows, where students face the teacher uniformly, which tends to form a teacher-dominated situation. Compared to traditional classrooms, this seating pattern increases student communication, brings them closer together, and makes them more engaged. In this situation, teachers can design activities for students to share their learning experiences and discuss their difficulties in small groups to establish a learning atmosphere of mutual help [8]. Students who speak well and have cheerful personalities can serve as models and help other students gradually build their confidence and participate more actively in speaking activities [9]. Therefore, this model can promote cooperative learning among students and make oral learning more enjoyable, which teachers can follow to assign group tasks and make it easier to communicate and instruct.

#### 4.4.3. Existing Problems

First, there are no textbooks or paper materials used in the classroom. The use of textbooks differs between home and abroad. Most foreign colleges and universities do not prescribe textbooks; teachers usually specify the teaching content. However, Chinese students are accustomed to using textbooks in class, and in foreign teachers' classes, they feel that the teaching content needs to be more systematic and more organized, and they feel unfocused and clueless.

Second, it is more difficult for students in China to adapt to the classroom model in a Western education system. The Chinese and Western cultural backgrounds have created different educational systems. In Western classrooms, teachers emphasize students' independent inquiry, self-learning, and problem-finding and encourage students to ask questions and discuss problems with them. In the Chinese classroom, based on the traditional background of exam-oriented education, teachers dominate the classroom too much, and generally speaking, teachers talk and students listen. When the focus of the classroom changes, students can adapt slowly, and only some will speak actively in English. Thus, there will be more and more silence in the classroom, resulting in foreign teachers speaking and students listening, which cannot improve students' speaking.

Third, there is a lack of deep linguistic and cultural understanding of students' native background and experience, and students' character is neglected. According to Krashen's Affective Filter Hypothesis, learners' emotional barriers, such as motivation, self-esteem, and anxiety, restrict their effectiveness. In the current English learning of most students, foreign language anxiety is common in their oral practice because they are afraid of not expressing themselves fluently enough, resulting in negative emotions of tension and lack of confidence, and they cannot have extra space to accept comprehensible input [10]. This foreign language anxiety affects students' oral expression and classroom performance. Based on the analysis of the questionnaire results, students' different speaking levels and personality traits affect their performance in class. For students with good speaking ability, standard teaching contents and tasks only help a little to improve their oral English. Conversely, when the task is far more complex than the student's ability, it tends to make the student lose confidence and interest in the exercise. For students with introverted personalities, classroom activities such as individual speaking and individual presentation easily lead to anxiety, fear, or even aversion to learning. At the same time, students' interest in speaking English and the frequency of their exposure to English in their lives also affect their motivation in class. Teachers mainly focus on the whole class during the lesson and do not handle different types of students differently.

# 5. Feasible Suggestions and Conclusion

## 5.1. Summary of the Major Findings

Through the data analyses, compared with the Chinese English teacher, the foreign teacher S is experienced uses a combination of different teaching methods and has native proficiency. However, the lack of deep linguistic and cultural understanding of students' native background and experience can be a central problem in oral English teaching. Potential miscommunication and misunderstanding are also barriers between foreign teachers and Chinese students. According to the questionnaire, Professor S is good at organizing and managing classroom teaching, but the contact between teacher and students after class needs to be improved.

The Oral English class here is topic-centered with an eclectic mix of communicative approaches. Various classroom activities like English games and role-playing are popular with students. The atmosphere is relaxed and active, immensely stimulating students' interest and active participation in the course. The difficulty level of this course is acceptable to most students. Besides, the classroom seating is in small groups, making students more engaged. However, the teaching content needs to be more systematic and more random, which can result in students feeling unfocused and clueless.

Before students attend the class, their oral English level is moderate to low. Students' speaking levels and personality affect their performance in class. Some of the students feel nervous about answering questions and are afraid to speak alone. Due to the traditional background of exam-oriented education, Chinese students need help quickly adapting to the type of Western classroom, which can also affect teaching efficiency.

## 5.2. Suggestions

According to the analyses of research results and the current situation of oral English classes, some feasible suggestions are put forward in order to improve the Oral English course's content and structure.

First, prepare an appropriate number of materials before class. Such teaching materials or textbooks can guide the

teachers when delivering the teaching contents and present necessary input through various explanations and activities [11]. The teacher can present the content to be learned in the lesson, the tasks to be completed, etc., in the form of keywords and phrases on paper and distribute them to the students before the lesson. At the same time, the materials can include various forms of pictures and videos that are related to the lessons. Students will be able to have clear concepts and frameworks during the lesson and be more systematic. They are also able to take notes on the paper, summarize their new knowledge points efficiently, and focus more in class.

Second, using communicative teaching methods should enhance students' communicative competence. Teachers should focus on facilitating students' active learning role in the classroom with the intention of motivating students to engage in oral communication. To address the problem of students' reluctance to speak, teachers can increase classroom interaction, create authentic contexts, and design various communicative activities based on students' interests. For example, scenarios include being late for class, seeing a doctor in the hospital, and ordering food in the restaurant. Students can interact with each other in a group during the class with a complete loop of conversation [12]. In this way, students will better utilize their expertise in conversational strategies and create a virtual environment for communicative functions where they can genuinely and fully use what they have learned.

Third, teachers should teach in a targeted manner and establish a close relationship with students. Teachers should understand students' speaking ability and personality characteristics in advance, and communicate with them frequently to eliminate the distance between them. For students who are good at speaking, teachers can assign creative assignments or discuss deeper topics with them to exercise their thinking skills. These topics can be the economic crisis, climate change, and other hot topics at home and abroad. Teachers can demand both expression and depth of thought from these students. For introverted students, teachers can use motivational teaching methods to increase their motivation. The stronger the student's learning motivation, the higher the degree of active learning, and the higher the knowledge internalization [13]. In the process of teaching, the teacher's attitude is essential. Praise and appreciation can go a long way in reversing the situation of passive students, such as praise in verbal language, nodding and smiling, and thumbs up in body language, which can help students build and improve self-esteem, attributing students' progress in oral English to their efforts and listening carefully in class.

The development and improvement of language practice skills can only be achieved with the use of language. Students are the masters of the oral English class, and teachers are no longer the only source of knowledge; they should guide and facilitate students' learning [8]. A good oral English class cannot be achieved without a teacher's varied teaching methods, clear teaching objectives, students' active interaction, and the teaching concept of "input + output". Only when all the components cooperate with each other can students improve their spoken English skills, become interested in it, and learn to use it in real life.

## 5.3. Limitations of the Research

This research object is the English majors' Oral English class at Xiamen University Tan Kah Kee College. Through the observation and analysis of the classroom, the study has identified the strengths and weaknesses of the classroom and provided appropriate suggestions and reflections on the problematic parts. However, due to the research conditions and my subjective reasons, this study has some limitations.

First, this study only observed the current situation of the foreign teacher S' Oral English room, not the Chinese English teacher's classroom. There may be differences between the two in teaching contents and methods, and students' feedback will also be different, after which a comparative study can be conducted on Chinese English teachers' and foreign teachers' oral English classes.

Second, although the questionnaire of this research is open to all English majors, the Oral English course is only available in first and second years, which means that junior and senior students need to fill out the questionnaire by recollection, and non-freshman students may have improved their oral English to different degrees after the course, and there are uncertainties and subjective reasons in filling out the questionnaire. After that, it is suggested that the study be conducted specifically for a particular grade.

Third, in the classroom observation session, this study only observed the classroom situation of students in Class 1 of 2022, which is somewhat limited, and the classrooms of different classes in different grades can be observed in future studies. The number of observations is also limited, but this could be increased so as to enrich the classroom observation data and make the research more trustworthy.

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