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Survey on Spoken English Ability of Middle School Students in Townships

-- Taking a Junior Middle School in Hanzhong as an Example

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Abstract: Middle school is an essential basic period for students to learn English. For a long time, some townships and small and medium-sized cities in China still do not pay enough attention to the teaching of oral English, which to a certain extent constrains the improvement of the overall level of students' English and hinders the development of students' English proficiency. This paper takes the current situation of students' English proficiency in a secondary school as an example to investigate, analyze the issues that appear in teachers' training and students' learning, and put forward some suggestions to solve the problems. The author uses literature research and questionnaires as the main ways to integrate theory and practice throughout the research process. This provides a certain reference for spoken English teaching in township middle schools.

Keywords: Spoken English Ability; Township Junior Middle School; Spoken English Teaching and Learning.

1. Introduction

With economic growth and the need for international communication, the significance of speaking English has increased, and with junior high school students' overall English proficiency now so weak, there is an imperative need to improve students' ability to express and speak English effectively. What's more, the teaching of spoken English has a significant role to play in middle school. The development of students' oral English skills at the middle school level is highly effective, and students are able to apply what they have learned to real life, thus maintaining their interest in learning English. By focusing on the training of spoken English, it can promote the development of English teaching and provide a solid foundation for further learning and using English. This study can help teachers and students of middle school in towns and villages to understand the relevant contents of spoken English, strengthen the teachers' and students' attention to spoken English and improve their English level to some extent.

2. Literature Review

This chapter is mainly about the literature review of domestic and foreign studies on spoken English and the relevant theoretical basis.

2.1. Theoretical Basis of the Research

The theoretical basis is the guarantee of the research. The theories involved in this chapter include Input hypothesis theory and constructivist theory.

2.1.1. Input Hypothesis Theory

Beginning in the late 1970s, the American linguist Krashen proposed the theory of the input hypothesis. He argued that the only way humans acquire language is through the understanding of information, that is, through the acquisition of linguistic knowledge by absorbing comprehensible input. People's attention is focused on the input itself, not on the linguistic form. The information entered should be neither too difficult nor too easy, and Krashen uses "i+1" to represent it.[1] The simultaneous input hypothesis also holds that more input is more conducive to the formation of language skills. For learners, a sufficient amount of input for listening and reading should be ensured in the first place in order to have an output for speaking and writing.

2.1.2. Constructivist Theory

Constructivist theory is a branch of the cognitive psychology school. The main representative figure is Piaget, who is one of the most influential psychologists in the field of cognitive development. Constructivist theory is rich in content, but the core can be summarized as: student-centered, with an emphasis on active student exploration of knowledge and active construction of the meaning of what is learned. Rather than simply transferring knowledge through the teacher to the student's notebook. As the learning environment required by constructivism is strongly supported by the latest contemporary information technology achievements, it has become increasingly integrated with the teaching practice of teachers in general, thus becoming a guiding idea for deepening teaching reform in schools at home and abroad.

2.2. Abroad Research

In foreign countries, The initial interest in speaking originated in the late 18th century, and the grammatical translation method is the oldest teaching method in the history of second language teaching. But its excessive focus on reading and writing skills has neglected oral teaching. By the middle of the 19th century, in order to strengthen cooperation and exchange, Western European countries began to focus on oral education, training a large number of oral talents. Foreign countries have a certain impact on the research and development of oral English teaching, and have given a lot of insight to the oral English teaching in our country.

Dimin Luo pointed out that spoken English teaching in middle schools plays a crucial role in English learning. First, he conducted a qualitative and quantitative analysis of middle school teachers and students, and how much students know about Western culture in teaching, then he proposed solutions to these problems.[2]

Yuanyuan Gao and Dawei Zhang pointed out the factors affecting spoken English learning, namely, accent, time and attitude, and put forward the effective solution. They hope to help Chinese English learners speak fluent English and improve their spoken English by imitating standard English pronunciation, using their spare time and making them erect correct English learning attitude.[3]

Mark Payne pointed out that Stephen Krashen's theory is attractive to language teachers, and krashen mentioned in the input hypothesis that the only way for human beings to acquire language is to learn a second language by absorbing understandable input, emphasizing the input of information and accepting knowledge based on understanding. And, he suggested a clear path for his classroom teaching. Based on a small exploratory research data in northern England, Elena demonstrated krashen's "i +1" principle, and the conclusion was that krashen's theory seemed reasonable. But it has been proven through practice to be somewhat defective and incoherent and should be applied in real language classrooms.

Muhammad Rahimi and Lawrence Jun Zhang hold that teachers' cognitive style influences classroom practice, and teachers' cognition is influenced by teachers' experience. This study is to explore the cognitive differences of non-native English teachers in spoken English teaching. Through a questionnaire survey and interviews, collected from 20 new teachers and 20 experienced teachers' information. The results show that teachers' personal experience affects their cognition in classroom teaching and cooperation.[4]

Foreign research on oral language teaching has mainly focused on the evolution of pedagogy, providing theoretical support and guidance on the definition of oral language and the development of oral language skills. However, since the research is mainly aimed at classrooms and teachers, and there is not much research on students, there is a need to coordinate the various aspects that reinforce each other to improve the teaching of oral language.

2.3. Domestic Research

During the era of reform and opening up, a team of foreign language learning researchers in China started to investigate spoken language education and obtained some achievements. From the existing literature, it can be found that there is a lot of research on spoken English in our country, but the majority of research has concentrated on the study of spoken English among college students, while the study of the teaching of spoken English in primary and secondary schools is relatively rare.

Chen Jie investigated English classroom anxiety and made a statistical analysis of the results after years of foreign language teaching observation. Through a questionnaire survey and related research, he found that classroom anxiety was divided into two categories, namely, personality anxiety and environmental anxiety, which were positively correlated with each other and negatively correlated with students' oral English level. Through the statistical analysis, environmental anxiety is more meaningful to students, and teachers are an important factor affecting classroom anxiety. The results of the analysis can help teachers deepen their understanding of the factors of a classroom environment and create a more favorable teaching environment for students.[5]

Kang Zhifeng analyzed the overall situation of spoken English in China, and pointed out the problems of teachers' quality, students' psychological barriers, speech environment, and teaching materials in spoken English teaching, he thus proposed corresponding solutions to solve these problems. In terms of teaching methods, the comprehensive teaching method combining direct method and communicative method not only promotes the initiative of teachers but also the creativity of students.[6]

Sun Yan and Wang Dawei discussed the elements of input and output that influence the development of spoken English. Their research found that both input and output play important roles in spoken English development, but to different degrees. In cases where the impact of input and output on language development is too controversial to be conclusive, unnatural input is a form of input that uses vocabulary and phrases as the core, allowing students to improve their language skills by memorizing a large number of understandable words, phrases and sentence patterns. The author adopted a comparative teaching method, using unnatural input for oral teaching on the one hand, and intensive output for oral teaching on the other. This paper aims to show that the input effect on spoken English is the first, the output is the second, and the unnatural input can get good results in spoken English teaching. But only one or two teaching practices can't fully prove the correctness of the theory; more practices are necessary.[7]

Zhang Jian took the phenomenon of dumb English in English teaching as the starting point, He, combined spoken English teaching theory with, practice and method. and put forward three specific measures centering on the introverted characteristics of Chinese students and the current situation of English teaching in China. This paper holds that speaking good English is one of the important symbols of mastering English. The teaching of English should be based on listening and speaking, supplemented by reading and writing.[8]

Wang Jiali summarized the enlightenment of teaching spoken English from the perspective of the theory of second language acquisition. she pointed out that the application of second language learning to the teaching of spoken English classroom to better utilize the students' language communication skills. A good classroom environment is conducive to the acquisition of students' spoken English fluency, and the diversification of language input can enrich oral English content. Teachers should make full use of the role of output in second language acquisition, to output knowledge effectively, and encourage the enthusiasm of students to speak English.[9]

Gu Jinzhi, Qin Feng and Li Daobai pointed out that the problems of spoken English teaching in rural areas have their particularity in China, and the performances and causes of the problems are historical and regional. To improve and solve these problems, schools should start from their own specific situation, get to the root of the problem theoretically and gradually change the unfavorable situation of oral English teaching. They identified the problems of teachers and students in the teaching of spoken English, such as students' lack of self-confidence and the use of grammar teaching methods by most teachers, and proposed corresponding solutions in terms of students, teachers and the environment, which will benefit the development of rural spoken English. [10]

To sum up, although the domestic studies on spoken English have increased since 1995, the corpus of spoken English is more difficult to obtain, record, and evaluate compared to the written corpus, and thus the domestic and foreign studies on spoken English are relatively weak. Although the study of spoken English in our country has made

great progress, there is still much room for further development in both depth and breadth. And for some towns and small and medium-sized cities concerning, the improvement of students' spoken English ability further investigation and research are still needed.

3. Research Method

This chapter consists of four parts, namely, research subject, research instrument, data collection and data analysis.

3.1. Subject

The subjects of this study are grade eight students from four classes in a town middle school in Hanzhong city, this middle school is located between the city and the countryside, with one-third of the students from an enterprise and the rest are township students. Most students begin to learn English in primary school and already have a basic knowledge of English. However, as the difficulty of the junior high school English curriculum deepens and the content of the texts becomes more difficult, students' interest in learning English gradually decreases, resulting in a large gap in their English proficiency. some students' English ability has gradually improved, while the other students' English ability weakened, and the learning confidence also slowly disappeared.[11]

3.2. Instrument

The main research tools are questionnaire and interview.

3.2.1. Questionnaire

This questionnaire survey is mainly conducted on the students of grade two in a township middle school in Hanzhong city. It investigates the problems existing in middle school students' spoken English through statistics and analysis and proposes effective solutions. The questionnaire survey is mainly focused on the following aspects: (1). The teachers' spoken English teaching situation; (2). The Students' spoken English learning situation; (3). The students' spoken English learning attitude, method and difficulty.

3.2.2. Interview

In this study, the author will interview grade eight English teachers to investigate the status and issues of spoken English teaching. And the whole process of the interview was recorded for further transcription and analysis. The interview is mainly conducted from the following aspects: (1). English teaching methods. (2). Teachers' speaking skills. (3). Learning environment and teaching facilities.

3.3. Data Collection

In this study, the questionnaires were conducted on the web. The collected questionnaires were sorted out and the data were analyzed, and then the relevant data was obtained. There were 108 questionnaires collected in this survey, and 100 valid questionnaires were obtained after checking and screening. Then, During the internship, the author participated in three English teaching seminars organized by the school. Exchange and discussion with ten middle school teachers. The interview mainly focused on the following questions: 1. Do you think your school takes the teaching of spoken English seriously? 2. Do you think spoken English should be started at an early age? 3. How often do you use multi-media for teaching? 4. Do you think what effective measures should be taken to spoken English teaching? 5. What do you think of your spoken English? The author made the relevant records and finally summarized and analyzed.

3.4. Data Analysis

The data analysis mainly consists of two parts. The first part is the analysis of students' oral English questionnaire, and the second part is the interview analysis of teachers.

3.4.1. Questionnaire Data Analysis

In order to understand the students' learning situation and the problems in spoken English, a total of 100 junior middle school students have carried on the questionnaire survey.

Table 1. Gender statistics

Question	Option	Percentage
1.What is your gender?	Male	46%
	Female	54%
	Total	100%

In this questionnaire, 46% of the students were male and 54% were female. The ratio of men to women is relatively equal.

Table 2. English-loving statistics

Question	Option	Percentage
2.Do you like English?	Like	51%
	Generally like	38%
	Dislike	11%
	Total	100%

In the second question, whether you like English or not, it can be found that 51% of students choose to like it, 38% generally like it, and 11% dislike it. It can be seen that half of the students like English and a few of them hate it. But the overall level of liking for English is optimistic.

Table 3. English Speaking Importance Statistics

Question	Option	Percentage
3.Do you think spoken English is important?	Important	83%
	General important	14%
	Not important	3%
	Total	100%

The third question is how students think of the importance of spoken English. In this analysis, it is found that 83% of students think oral English in their English learning plays an important role, and 14% of them think it's not so important, while there were still 3% of the students don't care so much about spoken English, suggesting their indifferent attitude toward spoken English learning.

Table 4. Time to Learn English Statistics

Question	Option	Percentage
4. When did you start learning English?	Kindergarten	11%
	Primary school	83%
	Middle school	6%
	Total	100%

The fourth question is to investigate when students began to learn English. As can be seen from the table, the author found that 83% of students began in elementary school and a few began in kindergarten or secondary school. From the analysis, it can be found that students begin to learn English at the same time, there is no big gap in the starting point, and

the learning time is the same. They have been learning English for several years. Therefore, for the majority of students, English is not a novel topic.

Table 5. Reasons to learn English Statistics

Question	Option	Percentage
5.Why did you learn English?	Interest	30%
	Exam needs	63%
	Teacher and parent demands.	7%
	Total	100%

The fifth question is "why did you learn English?" The survey found that 63% of the students chose the test need, which accounted for the majority. 30% of students learn English because they are interested in it, and a few others just want to meet the requirements of their teachers and parents. Research shows that the attitudes of students are still more passive and purposeful about English learning. In today's English education, many students continue to learn English for the purpose of getting a high score and coping with exams, but they don't pay enough attention to the actual communication, which will lead to the failure of students' spoken communication ability. Therefore, students should study English with a proper attitude, not only for exams, but also for future communication. Because language is for communication, dumb English is a big problem that we need to change.

Table 6. Teaching Method Statistics

Question	Option	Percentage
6.What is the teacher's teaching method?	Whole English teaching	1%
	Mostly in Chinese	65%
	Mostly in English	31%
	Whole Chinese teaching	3%
	Total	100%

The sixth question is how the teacher teaches. From the table, the data shows that in the current English classes, most classes are taught in Chinese, accounting for 65%. most classes are taught in English, accounting for 31%. And whole English teaching and whole Chinese teaching only a small part. This shows that the teachers' classroom teaching language is till Chinese, accouting for parts. and only a few teachers are able to teach in English. A large part of this needs to be improved, because the teacher's language and teaching environment are very helpful to the students' English learning, so the teacher also needs to try to enhance the level of speaking, create a good atmosphere for the students to learn English and be an excellent role model.

Table 7. Teachers' Value of Spoken Language Statistics

Question	Option	Percentage
7.Did your teachers focus on oral training?	Valued	28%
	Little attention	52%
	Unvalued	20%
	Total	100%

In answering the seventh question, the data shows that most teachers' emphasis on oral English training is far from enough. Twenty percent of the students believe that their teacher does not give enough importance to the teaching of spoken English, and only 28 percent of the students believe that their teacher gives enough attention to the teaching of spoken English, and half of the students believe that their teacher pays little attention to spoken English. The reason for this phenomenon is that mostly some schools and teachers still focus their attention on the test, namely their English teaching is still test-oriented, but oral test is not included in the test. Therefore, many students care more about their grades, and teachers are also bent on hoping that students get high marks. Most of teachers pay much attention to the aspects of reading, writing, and grammar, thus, the so-called dumb English has emerged in the teaching of English in our country.

Table 8. English Learning Confidence Statistics

Question	Option	Percentage
8. Do you have confidence in learning English well?	Yes	36%
	Sometimes yes, Sometimes no.	52%
	No	11%
	Total	100%

The question of the eighth survey is whether the students have confidence in learning English well. The results of the survey suggest that about half of the learners' confidence in their ability to learn English is a sometimes good and sometimes bad attitude, followed by 36% who believe they can learn English well, showing an optimistic spirit of learning. But a minority of students are unconfident in their ability to learn English well. This suggests that the self-confidence of the students is linked to the teachers and the environment in which they learn, and there are many drawbacks and limitations in the process of acquiring knowledge compared to urban students.

Table 9. Students' Participation in English Extra-curricular Activities Statistics

Question	Option	Percentage
9. Have you participated in any English competitions or other extracurricular activities related to English?	Often	6%
	Seldom	57%
	Never	37%
	Total	100%

The ninth question is how often students take part in English competitions. The survey found that students rarely participate in extracurricular activities in English beyond their daily English classroom studies, with 57% of students occasionally participating in extracurricular activities and 37% of students never participating. and only 6% of the students attend after-class English contests or activities frequently. That is to say, most of the students seldom take part in the after-class activities, so that they may not have more opportunities to practice their oral English ability. It also shows that they are lack of initiative to speak English.

Table 10. Extracurricular Oral English Practice Time Statistics

Question	Option	Percentage
10. How much time do students spend practicing spoken English outside of their daily English lessons?	Over 30 minutes	20%
	15-30 minutes	36%
	Less than 15 minutes	44%
	Total	100%

The tenth question is about how much time students spend practicing spoken English in addition to their daily English classes. The results of the survey found that students practice their spoken English for a very little amount of time. Only 20% of the students spend more than half an hour practicing spoken English every day, and about 80% of the students spend less than 30 minutes or even no time practicing spoken English. As a result, students have little time to learn English and not enough time to practice themselves, therefore, their spoken English level has not been greatly improved.

Table 11. English Extracurricular Books Statistics

Question	Option	Percentage
11.How many English extracurricular books do you have?	Above three books	18%
	Two books	30%
	One book	18%
	None	34%
	Total	100%

The eleventh question is about students' extracurricular English reading. The study found that nearly half of the students had only one or two books, 18% had more than three, and 34% had none. This survey shows that students actually have little contact with English reading materials in their spare time, and most of the knowledge they receive comes from textbooks, which makes students have a great limitation in contacting with English and unable to acquire more knowledge.

Table 12. Learning Difficulties Statistics

Question	Option	Percentage
12. What is the biggest difficulty that you encountered in the process of learning spoken English?	Not dare to speak, and afraid of mistakes.	66%
	Can't find the right way to learn.	58%
	No learning environment.	69%
	Not interested.	19%

The twelfth question is a multiple-choice question that investigates what are the biggest difficulties students encounter in the study of spoken English. The results show that in the process of spoken English study, the first three accounts for most of the proportion, (1), not dare to speak, and afraid of mistakes; (2), can't find the right way to study; (3), there is no learning environment. These are the three key factors that influence students to study spoken English. Of course, there are a minority of students uninterested in spoken English.

Table 13. Chinese and Western Cultural Differences Statistics

Question	Option	Percentage
13. Do you pay attention to the cultural differences between China and the West during the English learning process?	Always be conscious.	16%
	Notice when others mention it.	54%
	Little noticed.	22%
	Never noticed.	8%
	Total	100%

The thirteenth question is about whether students are aware of cultural diversity between East and West when learning English. The data shows that more than half of the students only noticed when a teacher or someone else mentioned it, only 16 percent of them noticed it consciously, and about 30 percent of them paid little or no attention. It can be seen that students are mostly passive in the process of learning and rarely take the initiative to understand the differences in Western culture, which is not beneficial to their English learning.

Table 14. Students' Speaking Level Statistics

Question	Option	Percentage
14. What do you think your level of spoken English is?	Very well	5%
	Not too bad	53%
	Bad	35%
	Very bad	7%
	Total	100%

In question fourteen, it is an evaluation of the students' own level. The result of the survey found that just 5% of the students were able to express their ideas easily. Most students are only able to communicate briefly in their daily interactions. Moreover, there were many barriers to express themselves. and even a few students can't communicate in English. It can be seen that the students' speaking skills are still far from satisfactory and there is a lot of space for further improvement.

Table 15. Teachers' Speaking Level Statistics

Question	Option	Percentage
15. What do you think of the English teacher's speaking level?	Standard	35%
	General level	50%
	Non-standard	15%
	Total	100%

The fifteenth question is a survey about the students' views on how well their English teachers spoken English. The survey found that half of the teachers' spoken English was at an average level, the standard level of spoken English also accounted for about 35%, only a few of the teacher's pronunciation is not standard, with regional accents.

3.4.2. Interview Analysis

Then the author conducted online interviews with grade 8

English teachers to learn about the current situation and problems of oral English teaching. The first question in the interview is whether the teacher considers that the school places a high value on the teaching of spoken English. From the interview, it is found that schools did not place much emphasis on spoken English, but more on test results. The second question is whether teachers think spoken English should be started from childhood? The results of the survey found that most teachers believe that spoken English should be improved step by step along with the process of English learning, from easy to difficult, spiraling forward. The third question is whether teachers use multimedia regularly in their teaching? The survey found that the current multimedia teaching is widely accepted in-class teachers, facilities are complete, the schools in this area have improved a lot compared to before. The fourth question is what effective measures should be taken to spoken English teaching teachers think? Teachers generally agree that a good learning environment is crucial, not only in the classroom, but also for students to participate more in extracurricular activities such as English competitions and so on. The fifth question is how teachers think of their spoken English? Most teachers believe that their spoken English needs to be further improved, their pronunciation and fluency need to be strengthened constantly.

4. Results and Discussion

This chapter is mainly about the problems found in the thesis, mainly including three parts, namely, teachers, students and environment.

4.1. Problems from the Perspective of Students' Learning

Students play an important role in oral English learning. Their psychology, learning interest, and learning attitude have a strong influence on their English learning. Therefore, in the process of learning English, students need to build confidence and develop interest in studying English. Through their own efforts and the guidance of their teachers, students can gradually enhance their English-speaking skills.

4.1.1. Psychological Quality

In the process of learning English, due to the Chinese people's own introverted and reserved nature, there are some difficulties that can lead to a feeling of fear. For poor learners, not being able to understand what the teacher is saying and getting poor grades can cause them to gradually lose their confidence in learning English. Krashen, in his affective filtering hypothesis, says that sometimes the input is not absorbed by the learner during the learning process, and second language classroom learning is always more input than absorption.[2] This is due to the fact that human emotions filter the input, such as motivation to learn, self-confidence in learning the language, learning anxiety, etc. [12]

4.1.2. Lack of Listening and Speaking Training

Although students start learning English at an early age, the results are not satisfactory. In the long-term test-taking education, many students believe that the purpose of learning English is to get a high score on the test, not to apply it in practice. Therefore, in English classroom learning process, the teaching materials are mainly reading and writing, lacking oral training. Students put the emphasis on ease of reading, grammar, writing, etc., and the monotonous and stereotypical pattern of oral practice with little time for practice results in a less relaxed and authentic communicative and language environment.[13]

4.2. Problems from the Perspective of Teachers' Teaching

Teachers in the process of English teaching are not only an imparter but as a guider.[14] Teachers should change in the teaching of traditional attitudes and give students more initiative. They should, take students as the center, and let students express and communicate more.

4.2.1. Traditional Teaching Mode

The traditional teaching mode has a strong sense of purpose and teachers always follow the principle of imparting knowledge. The goal of knowledge teaching is everywhere, and every link and every step are moving towards the direction of teaching goals. Although knowledge achievement plays a certain role in guiding and motivating teaching, in essence, this teaching mode only takes knowledge as the center and ignores students' inner experience. In the process of English learning, students can only accept passively, and cannot think and innovate independently. This kind of teaching mode makes classroom teaching mechanized and lifeless.[15] However, through the survey, we can find that this traditional model has been gradually changing, teachers began to use multimedia teaching, and let students participate in the classroom. Although it is still a teacher-oriented, student-assisted model, compared with the past, there has been a certain improvement.[16]

4.2.2. Teacher's Oral English Level

In the survey of teachers and students, we can find that there is a certain gap between the spoken English level of the teachers in the township middle schools and the teachers in the urban middle schools, of course, most of the teachers' spoken English is still standard, only a small part having some problems such as inaccurate pronunciation and a local accent.[17]This shows that teachers' attitude towards spoken English has changed a lot, but due to the limited spoken English level of the township middle school teachers and insufficient teacher training, it still needs to be further improved, and for students in spoken English attitude also needs to be further strengthened. Teachers should not only teach them knowledge, but more importantly to teach them to communicate.

4.3. Problems from the Perspective of Learning Environment

A good learning environment plays a fundamental factor in the learning process of spoken English. Because in a Chinese language environment, it is hard to have a full English communication environment. This requires teachers and students to establish a positive learning environment together.

4.3.1. Lack of Language Environment

A language has an environment in which it exists and is used. In our country, where English as a second language lacks a realistic language environment, students' learning of English is often limited to a short 45-minute class.[18] At present, many schools do not have a separate speaking class, so most students practice speaking English by reading the text aloud and reciting it mechanically. And with large numbers of students in each class, there is limited interaction between students and teachers to create a truly effective language environment.

4.3.2. Lack of Western Cultural Knowledge

In the questionnaire, the author found that students did not

know much about Western culture, and few of their peers would notice the differences between China and the West. In cross-cultural communication, the commonalities between the two cultures are conducive to the understanding of both languages, and the differences may lead to errors in the understanding and use of language and create barriers due to cultural differences. In general, people are educated in their mother tongue culture from birth and are likely to continue to do so. Particularly in a monocultural environment, the mindset and superiority of the mother culture often develop, which indirectly leads to prejudice and misunderstanding of Western culture.

5. Strategies to Improve Student's Oral English Ability

This chapter process corresponding solutions to the above problems, so as to provide help for local English teaching.

5.1. Creating a Good Learning Environment

In the classroom, teachers should try their best to achieve whole English teaching, to create a relaxed classroom environment, reduce students' environmental anxiety, as well as, students' personality anxiety, Then, they should encourage students to participate in communication, letting students speak English consciously. In the input information, teacher try to provide comprehensible input to enable students to better absorb knowledge. Outside the classroom, teachers should organize students to take an active part in spoken English activities, such as speech contest, English corner, English contest and so on. At the same time, in spoken English practice, teachers should encourage students to, develop their self-confidence, and help them speak English boldly.[19]

5.2. Improving Teacher's Teaching Quality and Oral English Level

Teachers should adopt a correct attitude in English teaching. English is not only for dealing with exams but also for communicating with others.[20] In the process of English teaching, it is better for teachers to teach in English, since using English to express not only can drive the minds of students but also can let the teacher get exercise and improve continuously. For township middle school students, the whole English teaching approach will be unaccustomed to them, teachers can slow down appropriately, with body language to help the students understand. Therefore, for teachers, their speaking ability is crucial, which will directly affect students' learning effect. In teaching, the teacher is not only a teacher but also a guide, give the initiative to the students, as far as possible to stimulate the potential of students, help them improve the level of spoken English.

5.3. Attaching Importance to Students' Learning Motivation

In English classroom teaching, teachers should adopt a variety of ways to stimulate students' interest in learning. In the process of teaching, teachers should properly introduce new teaching methods to make the classroom more colorful. For example, classroom teaching in English can set off the atmosphere, and put students in an English environment, by using English pronunciation, intonation to arouse students' interest in learning English, increase students' thirst for knowledge.[21]Besides, under appropriate circumstances, teachers can consciously integrate the culture and customs of western countries into classroom teaching, which not only cultivates their cross-cultural awareness but also satisfies their thirst for knowledge and curiosity. When one's own culture is compared with western culture, learning is often full of fun.

6. Conclusion

Spoken English plays an important role in the teaching of English. Students can only learn and master English by listening more, speaking more, and practicing more. In this survey, the author learned about the current situation of oral English teaching in township secondary schools, and found that teachers and schools do not pay enough attention to oral English, and students rarely use English to communicate. The author proposes three ways to solve the problems: first, the English learning environment needs to be improved, second, the teachers' speaking level needs to be enhanced, and third, the students' own speaking needs to be worked on. The teaching of oral English in junior high school is a gradual and differentiated process, and teachers can teach according to the characteristics of different students and create a good teaching atmosphere, so as to improve students' oral English. Although there are still many shortcomings and deficiencies in the current oral English teaching, and there is still a gap between urban and rural English teaching, we should strive to increase the efforts of rural secondary schools to improve students' oral English proficiency in every aspect of teaching, environment and so on. as long as we persevere, students' spoken English ability will gradually improve. Due to the limited level of knowledge, this study is not in-depth enough, there are still many deficiencies, but it also reflects some of the problems, and hopefully can provide some help to the local English oral teaching.

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