

Investigating Oral English Teaching Practices: A Case Study of A Middle School English Teacher

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Abstract: *In the information age, mastery of English as a global language is essential. During an internship at Lanchi School, it was evident that oral English skills were underdeveloped among students, who primarily focused on rote learning rather than speaking practice. This study focuses on a seventh-grade English teacher, exploring her approaches to oral English teaching through interviews and classroom observations. The analysis highlights issues such as pronunciation, teaching methods, and professional development constraints. The study concludes with recommendations for enhancing oral English education at both individual and institutional levels.*

Keywords: Oral English teaching; Middle school; Communicative approach.

1. INTRODUCTION

As a vital international language, English is a commonly used language, through which people from all over the world are closely connected and become members of one big family. English plays a crucial role in our society. It is because of English that multinational transactions are possible, and people from different countries get to know each other's cultures. Therefore, it is imperative for us to speak English fluently and appropriately. Furthermore, speaking is one of the four fundamental skills that students must master, respectively, listening, speaking, reading and writing. Hence, speaking is of great significance. Under this circumstance, learning how to speak English is imperative for middle school students, and good oral skills enable students to have a promising future.

As an observer, the author has experienced different English teachers' classes in Lanchi school and found that in most cases, most teachers tend to pay attention to cultivating students' writing skills rather than their speaking. They hold such a view that examination scores are extremely important, so they teach mainly for students' scores, ignoring the significance of oral English and daily communication. In terms of personal development or national conditions, spoken English means to communicate with others, get our meaning across, and express our feelings in a direct way, which is indeed an indispensable skill for us to survive better in the world.

In the foreseeable future, internationalization will continue to take great strides forward, so the importance of the four fundamental English skills is self-evident. The continuous development of economy and technology makes it possible for spoken English to express its own value. In view of the current situation of English teaching, the author believes that students' oral English deserves more attention. For students, learning English is not only a process of learning theoretical knowledge, but a process of communicating with others. Therefore, teachers should not only focus on teaching students exam-oriented knowledge, but aim at improving their oral English ability.

2. THE PRESENTATION OF ORAL LANGUAGE TEACHING

On the basis of the current teaching situation, the application of communicative method has broken the stereotype of traditional oral English practice in junior middle schools, and realized the significance of oral English teaching. As a result, teachers begin to pay more attention to students' learning condition and growth, create communicative situations and lay a solid foundation for students' growth (Chen 42). In this case, cultivating students' oral English learning ability has become one of the key goals of English teaching in junior middle school.

Some students show weak oral English ability in the process of learning, which can be attributed to few opportunities for oral communication, the lack of thinking mode native English speakers, and not being exposed to the target-language environment. As a result, there are certain new requirements put forward for teachers to analyze the actual situation and students' basic abilities in detail, appropriately adopt diversified teaching strategies,

design perfect teaching programs to cultivate students' oral English communication ability, and lay a good foundation for improving students' comprehensive English level (Wang 112). Only in this way can students be motivated and ready to learn spoken English.

2.1 The Value of Communicative Approach in Middle School English Teaching

Communicative approach is an approach to foreign or second language teaching, which emphasizes that the goal of language learning is communicative competence. It involves the creation of communicative situations, the construction of communicative dialogues, and the improvement of expression and comprehension in English class. When it comes to traditional English teaching, the first thing that comes to mind is spoon-feeding method of teaching to improve students' scores, in which teachers directly impart knowledge to students neglecting the real purpose of teaching English and even not considering students' own motivation to explore knowledge. Therefore, "communication", namely, oral communication ability, should be placed in a significant place in language teaching. Communicative approach fits the bill. During the daily English teaching, communication method combines relatively dry theoretical knowledge with specific contexts, engaging students in oral communication and stimulating their imagination and creativity. On one hand, it mobilizes the initiative and enthusiasm of students in learning English. On the other hand, teachers and students can learn from each other and make progress together, students thus internalizing English knowledge through communication in such a harmonious and equal classroom atmosphere (Chen 108). This paper expounds the definition and principles of communicative teaching method, and points out the way to combine the two. Given the current trend of neglecting grammar or separating grammar teaching from communication (Liang 270), communicative teaching method is somewhat indispensable to oral English teaching, but how to use it flexibly remains a long way to go.

2.2 The Principles of Effective Oral English Teaching

Besides mastering the linguistic features of a language such as grammar, vocabulary and pronunciation, the goal of learning English is to constantly improve our language ability to communicate with the native speakers of that language (Zhao 62). In order to achieve the above goals, teachers should observe the following principles in their teaching.

The first is the principle of integrity, which means teachers in charge of oral English teaching are supposed to follow the principle of integrity, and treat all students equally, whether they have a good knowledge base or a weak one. Only by facing all the students can teachers improve their oral English ability to varying degrees (Li 119).

The next is the principle of incentive. Students' oral English ability is usually improved in a gradual process in which students will inevitably encounter numerous obstacles that prevent them from improving their oral English ability. In order to guide students to overcome those difficulties, teachers need to actively encourage them and fully mobilize their enthusiasm for learning, so that they can improve their oral English in a more relaxed and pleasant environment (Li 119).

The last one is the principle of difference. English teachers who want to carry out more effective oral English teaching must take the gap between their students into account before setting teaching objectives, particularly, different knowledge base and learning abilities. Therefore, it is necessary for teachers to follow the principle of difference, through which they can fully grasp each student's English learning situation, wisely design teaching objectives, and constantly narrow the gap in students' English proficiency (Li 119).

3. THE PROBLEMS WITH THE TEACHER'S ORAL ENGLISH TEACHING

This study was conducted on a seven-grade English teacher from Lanchi middle school. The researcher found a lot of problems with teacher W's teaching by virtue of a variety of research techniques such as face-to-face communication, telephone interviews, classroom recording and personal questionnaire. The teacher's problems can be divided into spoken language problems and teaching methods problems which will be detailed below.

3.1 Teacher's Pronunciation Problems

She said in the interview, "In Lanchi school, almost all the students are not good at speaking English. In my English classes, they prefer to express themselves in Chinese rather than English mainly because they are not confident enough to speak English. Besides, I rarely ask them to practice their speaking. Emm... because... my

spoken English is not good either. (Hahahaha) I am not sure how to guide my students to achieve their communicative goals with English." From these words, the author found that teacher W lacks professional speaking competence, and her oral English is insufficient to teach students well.

Teacher W said, "My English pronunciation is not standard. More than thirty years ago, when I was a middle school student, my English teacher, having not received professional training, she often made some serious pronunciation mistakes. Unfortunately, I did not know anything about it at the time, so I firmly believed that what the teacher said must be right. Like everyone else, I had been studying my teacher's way of pronunciation without questioning her. With the changes of times, English pronunciation in our country will be more and more standardized. Some people can gradually change their previous incorrect pronunciation, but certain wrong pronunciation has been deeply rooted in our minds so that it is quite difficult for us to change." From what teacher W said, the author found that her English pronunciation is not very standard. She did not receive a good education in English pronunciation when she was young. The bad pronunciation habits deepened over the years so that those habits have already been ingrained. And now she is affecting the new generations with what she has learned in the past.

Nowadays, English is widely used all over the world, so there is no doubt how important it is. English teaching aims at guiding students to obtain basic English knowledge and acquire the ability to apply the knowledge to communication through the practice of listening, speaking, reading and writing. In middle school, oral English is usually neglected by both teachers and students (Zhou 56).

3.2 Teacher's Expression Ability Problems

The level of teacher W's oral English is not satisfactory. In order to make her teaching easier, teacher W usually does not bother to ask her students to practice speaking. Hence, there is no need for her to improve her own oral English. All she needs to do is simply teach students some words, sentence patterns and dialogues on the textbooks. Under this circumstance, her oral English development grinds to a halt. Therefore, teacher W's problem is that she is not good at oral English.

In addition, when translating a sentence or a paragraph, teachers are often influenced by Chinese way of thinking and language habits, which is called the problem of sinicizing. So teacher W also has the problem of Chinesization.

3.3 Teacher's Method Selection

In the interview, the author asked teacher W, "Do you know what the communicative approach is?" Teacher W just gave a vague answer and replied in an uncertain voice, "Emm... I think... communicative approach is a kind of teaching method adopted by teachers to encourage communication among students in class." The author then asked, "Did your teacher teach you in depth how to use communication techniques?" She responded, "No!" After that, the author asked her if she often use communicative approach in English classes. She replied that she rarely did. According to the extensive content of textbooks and tight curriculum arrangement, she prefers task-based teaching method in her English classes. It is hard enough for her to do regular teaching tasks, let alone do extra work." Analyzing what she said above, the author found the following potential problems.

3.3.1 Use Single Teaching Method

The teaching method teacher W uses is relatively monotonous in that she did not try to combine the task-based teaching method with communicative approach, but selected one of the two to carry out teaching activities. In particular, she tends to impart knowledge directly to students without teacher-student interaction that deepens students' comprehension of what they have learned.

3.3.2 The Cognition and Application of Communicative Method

Teacher W did not have a deep grasp of communicative approach, that is, she could not apply it well in her classes. When she was a student, her teachers focus not on teaching methods which encourage students to participate more in class activities, but on those what are called the cramming method, through which they can present as much knowledge to their students as possible. Also, she had little contact with communicative approach when she was in college. Hence, she seldom uses communicative approach in her classes. Without professional training, she did not

realize the importance of flexible use of various teaching methods. As a result, she prioritizes task-based teaching method no matter what type of class she takes.

3.4 Teacher's Professional Literacy

In the interview, teacher W pointed out the external and internal factors that affect students' English learning. On one hand, the students in her school are all from the countryside where education is not valued, especially English learning, so they have little access to English. In this case, it is not surprising that those students have a poor foundation. On the other hand, students themselves are not aware of the importance of foreign languages. Particularly, when learning English, they just want to finish the tasks assigned by their teacher. For them, English is just some theoretical knowledge that can not be used in their daily life. Therefore, they are unwilling to learn English, let alone spoken English. The teaching problems found in teacher W's answers are explained in detail below.

The first one is the lack of teaching enthusiasm. Teacher W does not have full enthusiasm for teaching. For a long time, she has been deeply affected by the depressed learning state of students, so that her enthusiasm for teaching gradually wanes.

The next is the inaccurate evaluation for students. Teacher W does not think highly of her students, believing that they may have lower learning ability because they live in rural areas. Based on the evaluation, teacher W tends to reduce her demands on students.

In addition, teacher W murmured, "I will soon be fifty years old, and I have been an English teacher for more than thirty years now. When I first became a teacher, I was full of enthusiasm. No matter in class or after class, I tried my best to do well in every class. Before class, I spent plenty of time preparing lessons, while after class, I flexibly adjusted my teaching according to students' reactions in class to prepare for next class, and gave them after-class tutoring. As time goes on, my enthusiasm for teaching begin to decline. I do not think I have enough energy to design various teaching tasks and activities. Moreover, my teaching methods have already been set in stone. I do not want to get stuck in a rut, but it is really hard to innovate. Every day I just complete the school tasks step by step, and teach students the knowledge on the textbooks without expanding. And I do not care as much about students' grades as I used to. Most of the time, I only care about my classes."

From the above words, the author found a third problem, the lack of self-promotion consciousness, which is manifested in teacher W's satisfaction with the current situation and her reluctance to break out of her comfort zone. In other words, she lacks the motivation to keep learning and believes that her current knowledge is adequate for teaching in junior high school, thus stopping absorbing new knowledge.

The fourth problem is teacher's job burnout. Teacher W suffers from job burnout, and there is no new content in her teaching mode. After working for decades, she gets bored with her profession, and is not as enthusiastic as a novice teacher anymore. After years of teaching, her professional development grinds to a halt, so she no longer has the motivation to continue learning after becoming a veteran teacher.

Generally, teacher W does not have high requirements for her students' oral English, and has no awareness of improving students' oral communication ability. During the interview, the author clearly realized that she only requires students to master the knowledge on the textbooks, instead of paying much attention to students' oral training in everyday classes.

4. THE ANALYSIS OF THE PROBLEMS WITH THE TEACHER

The author traced the causes of the problems identified above and divided them into three classifications. There are several different reasons in each.

4.1 The Reasons for the Problems in Pronunciation

Teacher W's poor pronunciation stems from her academic career. Her English teacher's pronunciation is not standard, which leads to her pronunciation problems. The bad pronunciation habits are very difficult to correct once they are formed. In the fifties and sixties, the requirements for the professional quality of teachers were generally low. However, the professional knowledge never comes to an end, so that some knowledge old teachers

taught before has been overthrown today. Therefore, certain knowledge which was regarded as truth in the past is now found to be false. So it is easy for teacher W to inadvertently teach the next generation what she acquired in the past that is outdated or even wrong today.

In teacher W's English classes, the author noticed many pronunciation mistakes teacher W committed. For instance, the words including "understand", "think", "about", "speech", "clear", "read", "interesting" are all mispronounced. Her students did not know what the correct pronunciation is and firmly believed that their teacher was teaching correctly. Hence, they were deeply affected by the wrong pronunciation. The survey results on spoken pronunciation errors are shown below.

Table 1: Statistical table of errors in spoken pronunciation

Intonation Problem	Time	Students Following Rate	Phonetic Problem	Time	Students Following Rate
understand	8	100%	school	2	80%
think	6	30%	speech	3	65%
choose	2	50%	clear	7	100%
about	9	80%	read	6	50%
two	5	10%	word	6	60%
must	3	20%	interesting	3	90%

Teachers' pronunciation will have a profound and lasting effect on students. In this case, students' English pronunciation is not standard, which may make students constantly doubt their own pronunciation. Thus, they are likely not to speak English to avoid making mistakes, which is not conducive to students' oral English. Meanwhile, middle school students who are in adolescence are very sensitive and rebellious, and are also susceptible to various temptations and influences from the outside world. Hence, they may not be that interested in learning oral English. At this time, teacher W should take active measures to stimulate students' interest in practicing oral English.

4.2 The Reasons for the Problems in Expression Ability

The teacher's poor expression ability can be attributed to her lack of professional ability and self - improvement awareness.

This paper will first discuss the reasons for teacher W's lack of professional ability. Generally, a teacher is expected to have a wide range of knowledge, not to focus only on what can be applied to his or her teaching. In the beginning, teacher W was able to answer all kinds of questions from the students with ease. However, as time went by, she gradually forgot some of the less commonly used knowledge. Therefore, she appears to be inarticulate when trying to use those unfamiliar knowledge. Meanwhile, students today have a much stronger sense of critical thinking and desire for knowledge than previous students, which means that today's teachers face greater challenges in teaching. In addition, junior high school pays more attention to students' exam ability than their oral English, so teacher W's oral English level also gradually declines. For instance, Lanchi School is a typical example. There are no decent oral English classes in Lanchi School. Also, the school has certain requirements for what teachers need to teach so that teacher W can only teach the sentence patterns and dialogues from textbooks without a chance to improvise. Both teachers and students here tend to convey meaning in Chinese in English classes, and only use English when reading words or sentences in the textbooks.

Moreover, Lanchi School does not often organize teaching skills competitions and does not encourage teachers to attend seminars, so that those teachers rarely have the opportunity to contact with new educational ideas and concepts, only to teach their students with outdated methods. Therefore, after many years of teaching, knowledgeable teachers including teacher W are likely to limit themselves to what they need to teach, so they may find it difficult to improve themselves. The following is the statistics of teacher W's pet phrases, through which her poor expression ability can be shown to some extent.

Table 2: Statistics on the occurrence of pet phrases

		Time			Time		Time	
Praise	Very good.	11	Summary	Let's summarize.	2	Evaluate	Is he/she right?	8
	Great!	5		Now let's review.	3		No, we can't say that.	3
	Ok, well done.	4		Ok, now look at the blackboard.	5		No, it's wrong.	4

Through the integration and analysis of teacher W's pet phrases in class, the author found that teacher W often made serious expression mistakes in teaching, which undoubtedly exerted a great impact on students' English expression ability.

In addition, the paper tries to find out why teacher W has low self-improvement awareness in oral expression. Above all, the students in Lanchi school are all from nearby villages with poor foundation and learning autonomy. Next, most parents do not value education so that few of them will push their children to study. After understanding the basic situation, teacher W made a comprehensive evaluation of the students and gave an unsatisfactory result. Teacher W is influenced by a common stereotype that rural students are not expected to achieve high academic standards. Face many challenges, she does not have enough confidence in her students, so she sets relatively low standards for her students and thinks that it is enough for them to master the basic knowledge of textbooks, making no extra effort to strengthen their oral communication ability. Due to the above reasons, teacher W develops a low sense of self-improvement in oral expression.

4.3 The Reasons for the Problems with Method Selection

The reasons for the problems in method selection can be divided into two parts: teacher W's inadequate understanding of communicative approach; negative feedback of communicative approach from her classes.

On one hand, teacher W only understands the definition of communicative approach without in-depth study of it. She says, "I know the principles of Communicative Language Teaching. First, the communication principle means engaging students in real communication to facilitate their learning. Next, task principle refers to carrying out various tasks to promote students' learning. Besides, meaningful principle is that teachers stimulate students' interest in learning through humorous language and flexible teaching skills." Though teacher W knows the theoretical knowledge about communication approach, she can not flexibly apply it to her teaching. In this way, she does not give full play to the role of communicative approach, which leads to the failure to stimulate students' desire to learn, explicitly present knowledge and carry out interesting classroom activities.

On the other hand, after teaching a class of seven graders by using communicative approach, teacher W in Lanchi School got a negative feedback. She pointed out that a large number of students do not have a solid foundation. Therefore, when using the communicative approach in class, she found that students generally have difficulty in understanding what she said and getting their own meaning across. Only a few students can keep up with her, which is not good for the whole class. For rural children, teacher W usually adopts a relatively traditional teaching mode, while communicative approach with flexible communication is not appropriate. Therefore, in order to take care of most students, teacher W seldom uses communication method to teaching. In addition, the author also interviewed the seventh grade students. Instead of interacting with teachers, students prefer to learn by listening to what teachers say and taking notes. From what students said, the author realized that their learning style is rigid. In particular, they only mechanically take notes, instead of consciously summarizing what they learn. Moreover, they lack sense of creativity and critical thinking. That is why it is difficult for teacher W to teach with communicative approach in her classes.

4.4 The Reasons for the Problems in Professional Literacy

Professional literacy refers to teachers' enthusiasm, teachers' bias against students, teachers' concept of lifelong learning, and teachers' career bottleneck.

The paper tries to figure out why teacher W lacks enthusiasm for work. Above all, Lanchi School has been established for less than two years, so some of the school's work arrangements are not mature enough, particularly, the curriculum arrangement and new textbooks to which teachers usually do not adapt well. Then, the new school is short of teachers so that most teachers might have to do multiple jobs. Teacher W has conveyed that though the school is actively publicizing its own and recruiting new teachers, the teachers in the school still bear a heavy burden and are often overloaded. Teacher W is a typical example. Next, the school often assigns extra work to teachers, such as cleaning the windows and writing school brochures, which means that it is not enough for teachers to focus only on teaching, but also on the miscellaneous tasks assigned. Therefore, it is more likely to increase the burden on teachers and reduce their enthusiasm for work. Moreover, the principal takes teacher mistakes very seriously. Once they make mistakes, the headmaster will criticize them severely rather than giving them incentives to help them be more productive. Over time, teachers will develop negative feelings towards their work, which will have a negative impact on students. In addition, teacher W has revealed that teachers in their

school are paid less than their counterparts in other schools. Without enough material incentives, it is difficult for people to arouse enthusiasm for work. Besides, the remote location of the school and long working hours make teachers leave home early and come back late. Some teachers choose to rent an apartment near their school to avoid a long commute, but the rent takes up more than half of their salary. All the above factors exert a serious influence on teachers' working state. Thus, teachers' enthusiasm wanes over time.

In this part, the author discusses why teacher W is prejudiced against her students. One reason is that parents do not attach importance to education and cooperate with teachers' work. Unlike their urban counterparts, students in Lanchi School come from the countryside and are heavily influenced by their families who have not received a good education and even do not know how to educate the next generation and how to ease their children's psychological problems. Therefore, parents usually have such low expectations for their children that they are not expected to have a good academic performance, but to stay out of trouble in school. Particularly, parents show an uncooperative attitude when teachers tell them that their children are not doing well in school, which seriously discourages teachers. Therefore, teacher W are biased against students. The other is that, junior high school students in adolescence are rebellious and often deliberately hold opposing views from their parents or teachers. During this period, many external factors will distract students from learning, which will lead to the decline of students' self-control. These problems make teacher W exhausted, so she gives an unsatisfactory evaluation of her students and lower her expectations for them.

In addition, teacher W lacks the awareness of lifelong learning. The author asked teacher W in the interview, "Do you think teaching gets harder every year? Do you think you are constantly learning new knowledge during your teaching career?" She responded, "Generally, the teaching content does not change much from year to year. Moreover, students are more inclined to focus on what I say than to actively ask questions." The above words conveys the fact that teacher W lacks self-promotion consciousness. She holds the view that there is no need to update teaching methods and contents. This kind of thinking is not responsible for the students, even for herself. Teacher W should enhance the awareness of lifelong learning, develop good learning habits, and drive students to learn together. Many teaching methods used in the past are obsolete and can not be used to solve new problems. Therefore, it is quite imperative for English teachers to improve their awareness of lifelong learning. Once they give up lifelong learning, they will fall behind others. Besides, it is obviously inappropriate to teach the new generations outdated knowledge. In a word, in order to set an outstanding learning example for students, teachers need to constantly learn, keep updating their knowledge, arouse their enthusiasm for work.

The last one is that teacher W in Lanchi School is approaching a career bottleneck. To some extent, the job burnout and bottleneck in teaching innovation of teachers represented by teacher W is related to their teaching years. The average age of those teachers is 40, and some of them are reaching retirement age, which leads them into a period of career burnout. As a result, the teachers are far less enthusiastic about their work than they were when they were novice teachers. Also, they do not have the same positive and serious attitude towards their work that novice teachers do today. Some veteran teachers are in a state of stagnation in professional development. Therefore, they only require students to master the theoretical knowledge in the textbooks, which is the basis of their lesson preparation, ignoring the need for students to exercise critical thinking and creativity in the era of rapid global development. Obviously, the knowledge mastered by those veteran teachers is not enough to answer the questions raised by students in junior high school. Furthermore, those teachers, whether in their teaching methods or in the breadth and depth of their thinking, have entered a bottleneck period. Hence, it is quite urgent for veteran teachers like teacher W to abandon wrong learning thoughts, embrace new ideas, and help expand the breadth and depth of their students' thinking, rather than advocating that students ought to accept everything teachers say.

5. SOLUTIONS TO THE PROBLEMS

In this study, the author carries out a comprehensive analysis to teacher W's teaching by virtue of a variety of research techniques, including face-to-face communication, classroom recording, telephone interview, data search, etc. On the basis of her choice of teaching method and problems in oral English teaching, the author traces the origin of the problems, and puts forward corresponding countermeasures which is detailed below.

5.1 Solutions for Teacher

In view of the problems found in teaching methods, professional capacity, pronunciation skills and so on, some corresponding solutions are put forward.

5.1.1 Teacher W should flexibly choose various teaching methods according to the class content and situation.

For instance, combining traditional teaching method with communicative teaching method, so as to avoid dull teaching that makes students' learning desire to decrease. Also, she can try to teach with different methods and analyze the advantages and disadvantages of different methods. Which teaching method can be often used in class depends on the feedback students give during and after class. Besides, design teaching various activities that can stimulate students' desire to learn, rather than those that simply focus on mechanical recitation and repetition.

5.1.2 Teachers are supposed to guide students to pay attention to speaking.

Therefore, teacher W should carefully design the teaching tasks or activities which can promote students' oral English. For example, she can guide students to carry out extensive discussions on a topic closely related to their daily life. In this way, the students are given an opportunity to express their own ideas and actively explore knowledge under the guidance of their teacher instead of passively receiving knowledge taught. In the teaching process, it is necessary to create a relaxed and harmonious atmosphere for students to improve their oral English, and what teacher W must bear in mind is not to repeatedly correct students' grammar before they have a chance to convey their meaning. In these ways, students will gradually change their attitudes towards oral English learning.

5.1.3 Teacher W must be a lifelong learner who needs to embrace new ideas and concepts without being complacent about their qualifications.

Language is always changing, so the professional competence of English teachers does not seem to have an end. Therefore, it is necessary for teacher W to continue learning. In thought, teacher W should not be afraid of losing face and not cling to outdated knowledge, but to actively learn new ideas. In schools, it is essential for her to attend teacher vocational training and seminars for the purpose of improving her own professional competence. Besides, teacher W can regularly exchange teaching experience with her colleagues after class and learn from each other. In spare time, teacher W needs to take the initiative to learn novel teaching methods by watching the online courses of famous teachers.

5.1.4 Teacher W needs to focus more on her pronunciation.

Generally, pronunciation is learned by imitating others. In English class, the students mainly learn the pronunciation of words by imitating their teacher, so it is urgent for teacher W to improve her pronunciation. For herself, teacher W can consciously correct her pronunciation by watching pronunciation classes on the Internet. For students, teacher W must pay attention to whether students pronounce correctly and guide them to learn pronunciation in an English environment through playing English related tapes, videos or songs.

5.2 Solutions for School

Above all, Lanchi School should organize theoretical study for teachers to update their educational ideas. In the context of today's new curriculum reform, the school is supposed to guide teachers to change their understanding of curriculum, their role in teaching, the way they teach, their attitude towards students and the way they evaluate students. It is necessary to guide teachers to create a relaxed and harmonious learning atmosphere for students, encourage them to actively explore knowledge, and pay attention to formative assessment instead of simply evaluating students according to their academic performance. Therefore, the school should provide enough on-the-job training for teachers, promote them to attend seminars to keep abreast of current educational events. Besides, experts and outstanding teachers can be invited to give academic lectures covering analyzing teaching materials, giving some suggestions on the selection of teaching methods for specific cases, and answering questions raised on the spot.

Then, Lanchi School should often organize teaching skills competitions within the school or in conjunction with other schools, so that new and old teachers can observe and learn from each other, which helps deepen the understanding of teaching methods in teaching practice. Through competitions, veteran teachers are encouraged to learn new teaching ideas and methods from novice teachers, and young teachers can also learn accurate grasp of the important and difficult points of teaching, teaching techniques of combining learning with fun, and humorous teaching styles from experienced teachers. Meanwhile, for teachers, teacher skills competition is a competition with themselves in the past. During the process of competing, teachers' desire for learning can be greatly stimulated, which is beneficial for their improvement of professional competence.

Besides, Lanchi School needs to take active measures to enhance teachers' happiness. Only teachers with happiness and enthusiasm for work can better promote the development of school education. Therefore, it is imperative to give teachers a sense of well-being and belonging.

Firstly, the school should arrange teachers' work reasonably and free them from complicated tasks unrelated to teaching, which makes that they devote themselves to teaching.

Secondly, the school should provide teachers with extensive opportunities for promotion and generous salaries. Only when material conditions are satisfied can teachers focus on how to realize self - value.

Thirdly, treat teachers as equals. Reasonable suggestions from teachers should be taken seriously, and teachers' reasonable additions or deletions to English courses should also be respected.

Fourthly, Lanchi School should deepen teachers' recognition of their profession and encourage them to focus on the all-round development of their students. Every progress a student makes will give teachers a sense of achievement.

Finally, the school should improve its infrastructure. To support teachers' teaching, it should provide a variety of teaching AIDS and electronic equipment for them.

At last, Lanchi School should adjust the curriculum arrangement appropriately by deleting the outdated courses and adding diversified courses that meet the teaching objectives of the new curriculum reform. In view of students' poor oral English, special oral courses should be set up to maximize students' oral English output, train students' pronunciation, and promote their communicative competence and other abilities.

6. CONCLUSION

Nowadays, people do not pay much attention to English, especially oral English, so there will be a lot of problems in teachers' English teaching. Therefore, in this study, the author first introduces the problems found in teacher W's oral English teaching one by one, which covers pronunciation problems, expression ability problems, method selection, and professional literacy. Then the author traces the origin of those problems, and puts forward corresponding countermeasures. The solutions provided can be divided into two aspects: solutions for the teacher and solutions for the school. This research is carried out on the basis of the author's previous internship experience, which lasts for four months. During that time, the author learned a lot of valuable teaching experience and managerial knowledge from many different English teachers. With the in-depth observation and understanding of them, the author finds that teachers including teacher W have many teaching problems. Taking teacher W as the research object, the author observes and analyzes her teaching through face-to-face communication, questionnaire survey, classroom recording, and others. As a result, the author finds that those teaching problems perceived are not unique to teacher W, but common to teachers nowadays. Why the author chooses a personal case analysis is to reflect the common problems of teachers in middle schools. The whole research is carried out strictly according to such procedures: observe teacher W's teaching, find problems, analyze the factors leading to the problems, and solve the problems.

This research is of great significance to teachers, students, and even schools. For teachers, this paper enables teachers to find out their teaching problems and solve those problems with the solutions put forward. Meanwhile, students' oral English will be effectively improved, if teachers adopt the suggestions given in this paper. Besides, schools find out what they need to do to improve the quality of school education. With the advance of globalization, spoken English is bound to receive more and more attention from people. Therefore, in the teaching process, teachers can not be complacent, but be a lifelong learner absorbing new knowledge and ideas.

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