A STUDY OF CHALLENGES OF CHINESE UNDERGRADUATE STUDENTS AND CHINESE ENGLISH TEACHERS IN ENGLISH LANGUAGE CLASSROOMS

BY

FAN LI

A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION IN
BILINGUAL EDUCATION
SURYADHEP TEACHERS COLLEGE

GRADUATE SCHOOL, RANGSIT UNIVERSITY
ACADEMIC YEAR 2020

Thesis entitled

A STUDY OF CHALLENGES OF CHINESE UNDERGRADUATE STUDENTS AND CHINESE ENGLISH TEACHERS IN ENGLISH LANGUAGE CLASSROOMS

by

FAN LI

was submitted in partial fulfillment of the requirements

for the degree of Master of Education in Bilingual Education

Rangsit University

Academic Year 2020

---   ---

Asst. Prof. Kittitouch Soontornwipast, Ed.D.   Asst. Prof. Noparat Tananuraksakul, Ph.D.

Examination Committee Chairperson   Member

Asst. Prof. Ratchaporn Rattanaphumma, Ph.D.

Member and Advisor

Approved by Graduate School

(Asst. Prof. Plt. Off. Vannee Sooksatra, D.Eng.)

Dean of Graduate School

November 16, 2020

Acknowledgements

I would like to express my heartfelt thanks to the following people who have made tremendous contributions and help me completed this paper in many ways. First, I would like to express my heartfelt thanks to my supervisor, Asst. Prof. Dr. Ratchaporn Rattanaphumma, who provided valuable help and continuous encouragement throughout the research process. I couldn't complete this research without her. She gave me great support. I am honored and grateful to be her student. This was the greatest happiness of my two-year master's graduate life. She was not the one who told us the answer, but she would guide us on how to find the solution. She wanted everyone to enjoy the process of thinking and made us love thinking.

Second, I would like to thank my thesis committee, Asst. Prof. Dr. Kittitouch Soontornwipast, and I owe great appreciation to the three experts: Asst. Prof. Dr. Noparat Tananuraksakul, Asst. Prof. Tanisaya Jiriyasin and Dr. Suthee Khamkaew. Their expert guidance and feedback enabled the improvement and completion of my work.

Third, I appreciated all Chinese undergraduate students and Chinese English teachers at Oxbridge College, Kunming University of Science and Technology, Yunnan Province, China, for their exceptional contributions. They worked hard to cooperate with my research work, and they provided friendly and helpful answers to the questionnaires and interviews. Special thanks to all classmates and family members who have supported me throughout the course work.

FAN LI

Researcher

6105832	:	Fan Li
Thesis Title	:	A Study of Challenges of Chinese Undergraduate Students and Chinese English Teachers in English Language Classrooms
Program	:	Master of Education in Bilingual Education
Thesis Advisor	:	Asst. Prof. Ratchaporn Rattanaphumma, Ph.D.

Abstract

The objectives of the study were to investigate the challenges of Chinese undergraduate students and Chinese English teachers in English language classrooms. The research employed a mixed-methods approach to collect quantitative and qualitative data. Data were collected through questionnaires and semi-structured interviews. The participants consisted of 147 Chinese undergraduate students and 31 Chinese English teachers from a Chinese university in Yunnan province. Data analysis was performed using mean and standard deviation, and the qualitative analysis was conducted through the content analysis method. The results showed that textbooks were the most difficult challenges for students, while the information communication and technology (ICT) was the most difficult challenge for teachers in English language classrooms. The findings indicated that the development of textbooks should be adjusted to fit into the reality of students' needs. Furthermore, teachers should master not only pedagogical knowledge but also information communication and technology (ICT) skills. The semi-structured interview data provided detailed explanations to support the findings of the data from the questionnaires. The results revealed the significance of language challenges for enhancing foreign language learning and teaching toward non-native learners and teachers. It provided some possible pathways on policies and teaching methods to administrators and teachers.

(Total 137 pages)

Keywords: Challenges, Chinese English teachers, Chinese undergraduate students, English language classrooms

Student's Signature _____ Thesis Advisor's Signature _____

Table of Contents

Table of Contents (continued)

Table of Contents (continued)

List of Tables

List of Figures

Abbreviations

Abbreviations	Meaning
MOE	Ministry of Education
CET-4	College English Test-4
CET-6	College English Test-6
ICT	Information and Communication Technology
CAI	Computer-Aided Instruction
CAL	Computer-Aided Learning
ITCI	Information Technology and Curriculum Integration
CE	College English
WTO	World Trade Organization
HE	Higher Education
TEM-4	Test for English Majors-Band 4
TEM-8	Test for English Majors-Band 8
IOC	Item Objective Congruence
SD	Standard Deviation
SPSS	Statistical Package for Social Science
NNES	Non-Native English-Speaking
NNEST	Non-Native English-Speaking Teachers

Chapter 1

Introduction

This chapter contained (1) background and significance of the problem, (2) statement of the problem, (3) research questions, (4) research objective, (5) definitions of terms, (6) scope of the study, (7) limitation of the study, (8) conceptual framework and (9) summary.

1.1 Background and Significance of the Problem

Globalization can be defined as "the interconnected of the global economy, political, cultural and environmental processes that constantly change the current situation" (Steger, 2017). Globalization has promoted global English learning and teaching. Oder & Eisenschmidt (2018) clarified the importance of learning English as an acquisition tool for acquiring new knowledge and opportunities on a global scale.

Moreover, the number of global English learners has increased dramatically. It is estimated that English is currently "spoken by about 1.75 billion people at a useful level."–A quarter of the world's population" (British Council, 2013). Therefore, the English learning environment and usage are dominant topics in many research fields of language education and applied linguistics (Ushioda, 2017).

A study of 20 English usage survey concluded: "the large-scale commercial, industrial, technical and banking world is an international world, no matter how to build and protect local culture, good English is almost all parts of the main language, and identity can also be another language" (Fishman, 1996; Bamgboe, 2001). Globalization has always been a driving force for strengthening the status of English as a global language. Finally, it could be said that many countries have been working hard to promote English education to participate deeper in international events.

China has a long history of learning English. English education in China began in the early 19th century in a missionary school run by foreign missionaries. These missionary schools were mainly concentrated in coastal areas. In 1862, the Jingshi Tongwen library was established in Beijing, marking the official beginning of English education in China (Adamson, 2002; Lam, 2002). After the founding of the People's Republic of China, education began to receive due attention. Compared with the past, English education in this period was characterized by the large scale of schools, high-quality teaching staff, and rapid development of research on teaching theories and methods (Li, 2001). China's reform and opening-up in 1980 placed English education on the right track, making English majors one of the most popular majors (Zheng, 2015). In addition, the number of people studying English in China is also growing. In 2017, 8 million Chinese students graduated from universities. Since 1979, this number has increased by more than 10 times (Stapleton, 2017). China's progress in English education owes much to the government's firm belief that English proficiency, as well as computer skills, are essential for the young generation of the 21st century.

As Feng (2002) pointed out: "English is becoming the language of the world, and people are paying ever more attention to English at all levels of education in China." According to Gamlam (2016), some schools in big cities in China offer English courses from the first grade to students under 6 years old. English education covers elementary, junior high, high school, and university students from 4 to 16 years old. In addition, from September 2001, all higher learning institutions under the Ministry of Education were required to use English as the primary language of instruction in information technology, foreign trade, and law (Nunan, 2003). Therefore, English became a compulsory course in the national university curriculum.

In China's education system, most Chinese children go to kindergarten when they are 3 to 6 years old, followed by six years in primary school from the ages of 6 to 11. Then, they will spend three years in junior high school and three years in senior high school. They can also opt for vocational secondary schools as alternatives. After high school, students may enter university (Cortazzi & Jin, 1996; Ji, 2012). English education is given at all these levels of education. After entering university, each student has to

study English for at least one year. There are two types of English education. One is for English majors and the other for non-English major students (Cortazzi & Jin, 1996; Wen, 2012). Statistics from the Ministry of Education show that in 2012, 810,846 undergraduates studied foreign languages, although the specific numbers of English learners and English major and non-English major students were not provided (Ministry of Education, 2012).

By the beginning of the 20th century, Chinese universities had had more than 300 English majors (Cheng & Wang, 2012). English major students studied English for the entire four-year program, and they typically had around 20 teaching hours per week at a comprehensive university (Wang, 1999; Yao, 1993). Other types of universities adopted similar models. At the same time, English majors in standard universities offered teaching method courses to prepare students for English teaching roles (Cheng & Wang, 2012). The Department of Higher Education of the Ministry of Education required that the College English Language Program focuses on bringing up students who can communicate in spoken and written English after graduation (Cheng & Wang, 2012).

The English course for Non-English majors is called college English, and its requirements are looser than those for English majors (Wang, 1999). According to College English Course Requirements 2017, English language education must account for 10% in undergraduate credits (Feng, 2009). Students can attend English classes for up to four hours a week (Wen, 2012). Students can also choose to take CET-4 and CET-6 to increase their chances of taking high-paying jobs in large Chinese companies, joint ventures, foreign companies, or government agencies (Feng, 2009; Lee, 2011; Yao, 1993; Wang, 1999).

As one of the current environments of English as a foreign language (EFL), Chinese English Language Teaching (ELT) has a long history. To answer the growing demand for talents in the new era and keep pace with China's internationalization and globalization, China planned to carry out a new reform of the College English curriculum since 2002. College English course requirements (hereinafter referred to as

"requirements") were developed in 2004 and released in the final version of the 2007 final conditions (Han & Yin, 2016). Since 2002, the College English curriculum's reform has the following characteristics: to strengthen teaching objectives. With the development of the College English curriculum, it is crucial to cultivate students' reading capability. However, in requirements 2007, the dominant focus on developing reading skills has shifted. The goal in 2007 is to "fully develop students' English capability" so that they can communicate effectively in future learning and professional and social interaction while enhancing their independent learning capability and overall cultural awareness (Ministry of Education, 2007).

Kachru (1985) provided a model for dividing English into three groups or circles in different parts of the world. Native English speakers come from the inner world, including the United States, the United Kingdom, Australia, New Zealand, and Canada (Kachru, 1985). Most of the people born and educated in these countries learn English as their mother tongue. Chomsky (1965) pointed out: "the inner teacher is the English speaker. In theoretical linguistics, the native speaker is the grammatical authority of his or her native language, and he knows what language is and what is not." Non-native speakers of English come from India, the Philippines, Singapore, Ghana, and other peripheral countries. Most of these countries use English as another language. Although the foreign language is the mother tongue, peripheral English has official status in the country and used for essential functions. It can be said that most English teachers are non-native English speakers, and a certain percentage of NNES teach English around the world. The countries/regions in the expansion circle include many countries/regions in the world, such as Brazil, China, Japan, Thailand, Etc.

Braine (1999, as cited in Chun, 2014) stated that a native speaker—not English in a specific context, will serve as a better teacher than a non-native speaker. An English teacher faces challenges both in language skills and teaching skills (Faez & Valeo, 2012). Therefore, Chinese students and English teachers, as non-native English learners and teachers, are faced with many challenges in the process of learning and teaching. One of the challenges for Chinese English learners and teachers is to use information technology in curriculum design. The use of information technology provides rich

content for English class. The 21st century is an era of information. The purpose of English learning is to enable people to communicate effectively in English. By making full use of modern information technology, students can obtain extracurricular knowledge based on classroom knowledge. At the same time, teachers should create an environment for students to practice oral English, improve their capability to remember and way of thinking, and enhance communication skills. For example, when asking students to remember the following words-light night fight, teachers could integrate the concepts through search rules, and demonstrate them through video to deepen students' memory and improve the quality and efficiency of classroom teaching (Wang, S & Wang, H., 2011). Chinese English teachers are capable of computer and information technology, but IT penetration in China's English teaching is still lower than international standards (He, Pan & Liu, 2015).

Another challenge for Chinese English learners and teachers comes from textbooks. Dejene (2017) talked about the vital role of textbooks in English teaching. Allwright (1982) made a scathing comment on the use of textbooks in ELT classrooms. He believes that textbooks are too rigid. They often reflect only the author's teaching, and the author's psychological and linguistic preferences tend to conflict with teachers' teaching concepts. Also, the educational methods advocated by textbooks will indirectly impose external language goals and learning components on students and may affect teachers who use them. Paradigms can transform the classroom environment, and these outdated teaching principles may be inconsistent with teachers' concepts, bringing challenges to English teaching. Many stereotyped textbook language models and dialogues are unnatural because they do not provide adequate pronunciation preparation for students and are unsuitable for daily communication or language teaching. This has brought challenges to teachers, because now they need to explain that native English speakers do not speak like that in real life, creating a burden for teachers.

Apart from textbooks, there are also English language challenges in English classrooms, with a wide range of content. The English elements in this study mainly include grammar, vocabulary, and pronunciation. To speak a language, one needs to have 100% phonetic knowledge, 50% to 90% grammatical knowledge, and 10%

vocabulary (Gimson, 1980). Therefore, grammar, vocabulary, and pronunciation are essential in language learning. English grammar contains many rules and each is used in a specific time and situation. Therefore, non-native English speakers should obey grammatical rules when they speak because incorrect grammar may lead to misunderstanding. English has a complex system of grammatical rules. The complexity of grammar makes it difficult for non-native English speakers to use and generate correct grammatical tenses and sentences. Morphology changes the meaning of communication, so non-native speakers are required to follow the proper grammar rules. Even for native English speakers, English grammar can sometimes be challenging.

Similarly, foreign language learners do not have the same level of language sensitivity as local users, but they still need to choose the most appropriate words for effective communication. The English language has a large vocabulary. It is difficult for non-native English speakers to master too many concepts. At the same time, an English word may have multiple meanings, which makes the learning process even more challenging. Because many English words have different uses in separate terms (Hayat Al-khatib, 2009), it cannot be easy for non-native English speakers to understand all these meanings. Compared with native English speakers, most Chinese English speakers have strong accents (Gao, 2006). In recent research, some speech software has been used to aid English pronunciation teaching (Meng, 2014; Kong & Yue, 2014). However, in the four years of learning English, Chinese English speakers did not reduce their accent by improving their English level (Chen, 2013). Generally, there is no practical way to improve the English pronunciation and intonation of Chinese English learners (Hu, 2017). These problems still exist among Chinese English learners.

This research may help Chinese undergraduate students and Chinese English teachers better cope with the English classroom challenges to promote English language teaching and learning. Besides, teacher training institutions can study the challenges in English learning and teaching, and adjust teaching methods to meet the needs of English classroom learners. This research on teachers' and students' challenges would be conducive to teachers' self-examination and help students better participate in English

teaching activities. It could also enable students to evaluate their English level and understand what has caused the challenges they face in learning English.

1.2 Statement of Problem

As the international status of English improved, more and more countries began to learn English, especially China. However, some researchers found that non-native English learners and teachers faced many challenges in actual learning or teaching. According to Demir (2017), non-native English learners had the challenge of attitude issues, because learners did not show enough interest and motivation toward English classes. At the same time, non-native English teachers had the challenge of inadequate classroom management and teaching experience. Based on Hasanah & Utami's (2020) study, non-native English-speaking teachers faced the following three challenges: learning materials that could not cover the needs of students, oversize classroom and school environment, and students' low motivation. Therefore, based on the challenges faced by non-native English learners and teachers, this study investigated the challenges of Chinese undergraduate students' and Chinese English teachers' in English language classrooms. Overall, this research could help Chinese undergraduate students better meet classroom challenges. As non-native English teachers, Chinese English teachers could better deal with classroom challenges and carry out English classroom teaching more effectively.

1.3 Objectives of the Study

1.3.1 To explore Chinese undergraduate students' challenges in English language classrooms.

1.3.2 To explore Chinese English teachers' challenges in English language classrooms.

1.4 Research Questions

1.4.1 What challenges do Chinese undergraduate students experience in English language classrooms?

1.4.2 What challenges do Chinese English teachers experience in English language classrooms?

1.5 Definition of Terms

Chinese English teachers referred to full-time lecturers from the Faculty of Language and Culture at Oxbridge college, Kunming University of Science and Technology, China, and they were Chinese. They mainly teach English or any subject related to English. English was also used as the medium instruction.

Undergraduate students referred to Chinese students who were in the first grade, coming from Faculty of Language and Culture, at Oxbridge college, Kunming University of Science and Technology, China.

The level of challenges referred to the level of difficulty Chinese undergraduate students and Chinese English teachers have in the use of ICT, textbooks, and English elements in English language classrooms. ICT was the use of computers and application software among Chinese undergraduate students and Chinese English teachers. Textbooks were first-year college English materials. English elements refer to grammar, vocabulary, and pronunciation.

English language classroom referred to the classroom where English was used as a medium of instruction at the Faculty of Language and Culture, Oxbridge College, Kunming University of Science and Technology.

1.6 Scope of the Study

1.6.1 The main study was conducted online in May 2020 in the Oxbridge College, Kunming University of Science and Technology in China. The collection time lasted for one month.

1.6.2 The participants were 147 Chinese undergraduate students in the first grade of the Faculty of Language and Culture, and 31 Chinese English teachers at the college.

1.6.3 The study employed a mixed-methods approach to collect quantitative and qualitative use of two instruments. One was a questionnaire for 147 students and 31 English teachers, and the other was the semi-structured interviews for 6 students and 4 teachers.

1.7 Limitations of the Study

The purpose of this study was to investigate the challenges of the freshmen and teachers of Oxbridge College, Kunming University of Science and Technology in China in the English language classrooms. The results may not represent students and teachers of other grades and different departments of the university, nor do represent English-speaking students and teachers in China and the expanding countries. The study only focused on the teachers and students of Oxbridge College, Kunming University of Science and Technology, China.

1.8 Conceptual Framework

The ELT conceptual framework was shown in Figure 1.1.
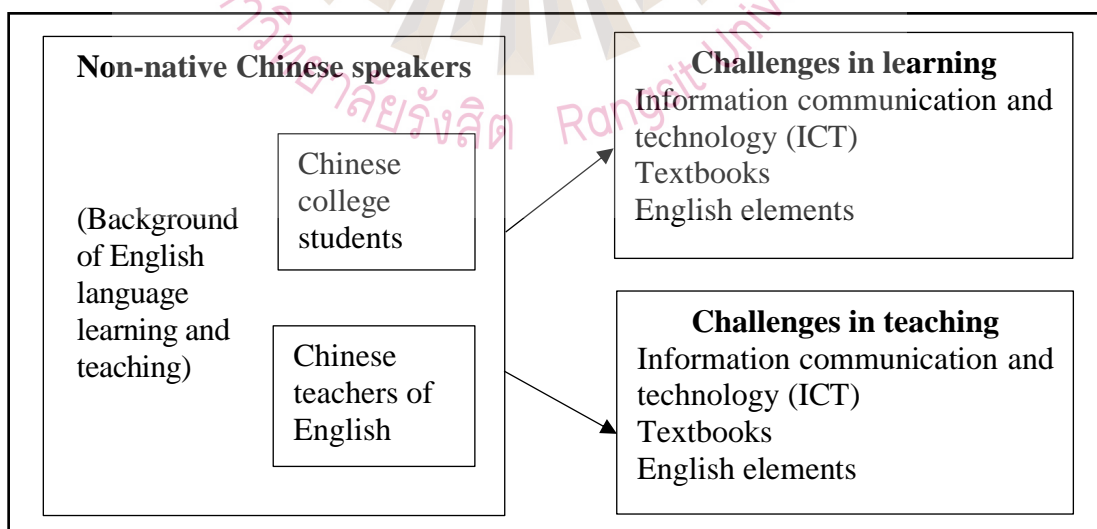
Figure 1.1 Illustration of the ELT Conceptual Framework

In the context of global English language teaching, Chinese undergraduate students and Chinese English teachers who are non-native English learners and non-native English teachers face some challenges in learning and teaching. The challenges in this thesis mainly include ICT challenges, textbooks challenges, and English element challenges.

1.9 Hypothesis

1.9.1 It is hypothesized that the Chinese undergraduate students' level of challenges in low.

1.9.2 It is hypothesized that the Chinese English teachers' level of challenges in low.

1.10 Chapter Summary

In summary, this section introduced the current Chinese ELT situation in English as a global language. Chinese undergraduate students and Chinese English teachers as non-native English learners and non-native English teachers use ICT, textbooks, and English elements' challenges in the English language classrooms. Data obtained from the survey of teachers and students be analyzed and interpreted to serve ELT.

Chapter 2

Literature Review

This chapter reviewed the literature in four main areas: (1) the situation of English education (2) non-native English speakers (3) challenges in the English language classrooms (4) related previous studies.

2.1 The situation of English education

This era is witnessing widespread English on a global scale. The number of people using English as a second language has exceeded that of native English speakers (Jenkins, 2006; Mckay, 2003). Widdowson (1997) declared "English has spread into an international language" and the current discourse on the value of learning languages (especially English as a global language) reflects the "emphasis on human capital development" in today globalized knowledge economy (Kubota, 2016, p. 469). Of course, the value of language education is reflected in the marketization process of higher education, that is, taking students as consumers (Molesworth, Scullion & Nixon, 2010) an increased emphasis on employable and transferable skills of graduates at the workplace. As this communication continues, the value of English as the most used language in global political, cultural, and economic exchanges becomes more apparent. English education has been conducted from different perspectives in the context of accelerated globalization. Vogel (2001) emphasized the necessity of foreign language training in higher education and described ways of structuring foreign language programs in Europe.

When talking about the expansion of English, researchers always mention Kachru's three English concentric circles (Kachru, 1985, 1996). Bhatt (2001) claimed that Kachru's model encompasses many elements that influence English communication,

including history, everyday language, acquisition, and literary factors. Given that the model has been widely accepted, Kachru discusses the characteristics of diaspora English as the main message for dealing with the theme. Kachru (1996) divided the development of English into several stages. At the first stage of the 16th and 17th centuries, the English language expanded to include wales, Scotland and Ireland. In the second stage, English developed in North America, Australia, and New Zealand. The geographic expansion is brought by the migration of English-speaking populations. Kachru pointed out that the third stage has the most significant impact on English's sociolinguistic aspects. It was at this stage that English spread to areas that previously had no English-speaking communities, such as Southeast Asia. According to Kachru, this contributed to the rise of primary cross-linguistic and cross-cultural attributes, which together led to a change in the image of English as a polycentric language. He asserted that this multi-centeredness" is not only a matter of demographics but also the culture of English, the reincarnation of language and literature." (Kachru, 1996).

Bhatt (2001) responded to this view and pointed out that the expansion of "regional contact variants of English" stems from its exposure to different languages, social and cultural backgrounds. He went further to say that this stage of diaspora "created an up-to-date English teaching ecology consisting of language input, methodology, specifications, and characteristics..." (Bhatt, 2001). These factors have a significant impact on the ELT paradigm shift.

2.2 The situation of English education in Asia

The globalization of English and English teaching in Asia has become a hot topic in recent years. Foreign language programs have been launched in schools as a result of internationalization. Moreover, current research on the trend of foreign language courses shows that English is the main foreign language taught in local universities around the world (Doiz, Lasagabaster, and Sierra, 2013). Most Asian countries attach great importance to English education. As Zou and Zhang (2011) correctly described, "English knowledge has an impact on one's future learning and career. It penetrates many aspects of social life."

In recent years, the requirements for English learning have become higher and higher. Many governments in East Asia have introduced English in elementary schools, and even children generally learn, and they also mandate teaching time. For example, in Japan, one of the main goals and changes to the basic level set by the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) for 2020 is to require mandatory teaching time (35) (for grades 3 and grades 4), and designate English as the official assessment subject for grades 5 and 6, and extend the teaching time to 105 hours per year (MEXT, 2015). According to the 2013 new MEXT guidelines, improving communication skills is the goal of foreign language education from elementary school to high school (Noguchi, 2015).

Although most Asian countries attach great significance to English education, there are still problems with current teaching. The main causes are:

1) A lack of appropriate teaching materials,

2) Insufficient number of qualified teachers in terms of English proficiency and information technology literacy,

3) The communication gap between the Ministry of Education and schools (Kam and Wong, 2003, Robertson, 2015).

2.3 The situation of English education in China

Thanks to globalization, English is spreading rapidly as an international language. As Crystal (1997) pointed out, "no communication has ever had so many speakers playing such a wide range of roles both locally and internationally." In the past decade, Chinese people have been keen on learning English. After China joined the WTO in 2001, English became not only a subject but also a medium for people to communicate in daily life and work (He, 2005). ELT has enjoyed unprecedented growth in China since the 2008 Beijing Olympics. Never before in China's history have attitudes towards English been so positive, and the number of people learning English in China is likely to surpass those in the US and the UK. Today, English is seen as the most critical tool for the country's modernization drive (Kirkpatrick, 2012).

Since the opening-up policy was adopted in 1978, English has seen great enthusiasm in China. There is no doubt that the excitement and enthusiasm for learning English may have something to do with the potential benefits for learners. At the national level, English is considered a language in international communication. It plays a vital role in the modernization and development of the country. Personally, English is the passport to career development and personal prosperity. People use English to improve social mobility, university opportunities, career development, and opportunities to study English abroad (Liu, 2015).

Because of its unique status and prospects, individuals and officials have invested a lot of energy and resources in English teaching. As the leading force for Chinese development, all undergraduates (Non-English majors) are required to study English for at least one year (Wen, 2012). In undergraduate courses, non-English majors are required to pass the College English Test (CET) before graduation (Yang & Liu, 2016), although this is changing. All undergraduate English courses for non-English majors are called College English (CE). In a word, this is the basic course that all students care about and should pay attention to, and it determines whether they can obtain their diploma and hence their future progress. Apart from the efforts of students, Chinese English teachers also play a pivot role. For Chinese teachers who are not native English speakers, there are many challenges in the process of teaching English.

There is an urgent need for a new English teaching model in college English classes. According to the survey on college students' English learning in 2010, many college English teachers still adopt the traditional teaching concept in teaching and have a weak awareness of the modern education concept. Besides, the classroom teaching effect in most higher education institutions is not ideal. Because the obsolete teaching method cannot meet the needs of contemporary college students, there is a low-class attendance rate. Many teachers' classroom teaching mode of many teachers consists only of "a book" "a pen" and "a word". Students are passive receivers with no opportunity to interact, thus contradicting the communicative nature of language (Wang, 2005).

Colleges and universities invest less in English teaching and have fewer teachers. With the rapid increase in the number of college students, most college English teachers have increased their teaching time. Usually, each academic year consists of two 17-week semesters. The teaching time required for college English is 240 to 270 per year, and the weekly variation is 8 to 16 hours (Ma, 2012). The lack of college English teaching staff grows increasingly prominent. Especially in some local regular institutions of higher learning, there is a grave shortage of teaching resources. The status quo leads to a lower and lower threshold of college English teachers. Large class size teaching seems to be the only way out (Wang, 2007). Teachers have to undertake dozens of teaching tasks every week, which makes it struggling for them to improve their professional ability and theoretical level (Xia, 2006).

The purpose of college English teaching is limited to passing CET-4 and CET-6. The implementation of CET-4 and CET-6 has played a critical role in improving college students' English level and has further improved English teaching in China. In the past two decades, the implementation of examinations has had a profound impact on English teaching in colleges and universities (Jin, 2004). However, with the institutionalization of CET-4, many college students study only for the test, and teachers work only for students' passing rate. Students recite the CET-4, CET-6 vocabulary as if to master the CET-4, CET-6 vocabulary is to master English. Exam-oriented education forces parents, teachers, and students to take the test as the sole priority. Such a situation will lead to silent learning in English class. Students will be unwilling to speak and hence influence the atmosphere of the English class. This will create significant challenges to college English teaching (Liu, 2007).

Jin (2004), chairman of the national college English examination committee, conducted research on CET-4. She reported vast regional differences: 187.5 for the coast, 150.7 for the interior, 123.6 for the midlands, and 123.6 for the interior. As is shown above, college English teaching in China is off-balance across regions (Hu, 2005). Given the current level of development in China, socio-economic differences between regions will continue to exist, and the imbalance in college English proficiency will persist.

2.4 Non-native English speakers

2.4.1 Define the native and non-native speakers' terms

Davies (2004) listed the underlying ideology of "nativeness" as follows: children's language acquisition, idiomatic understanding, and the creation of various forms of language, recalling social and regional changes in language production it revolves around fluent comprehension and spontaneous discourse. For all these reasons, it can be strongly disagreed that the only constant difference between non-native speakers and native speakers is childhood mastery of language. However, non-native speakers and native speakers' differences are ordinary in ELT ideology. However, the use of these terms is not intended to give authenticity, and authenticity may be considered ineffective in constructing words. Medgyes (1992) claimed that it could be easy for non-native English speakers to acquire the ability of native English speakers because they may never be creative and original as whom they learn from. Similarly, Cook (1999) asserted that only one-half of non-native speakers can surpass native speakers.

Chomsky (1985) saw everyone as a native speaker in a particular language system, and this language system has grown up in his brain. He further asserted that this position is purely a linguistic perspective and does not help conduct a social background investigation on the issue. In general, due to the acquisition of language, the distinction between non-mother-tongue instructors and mother-tongue teachers are completely indisputable and non-developmental. This leads to a weak discriminatory basis between the two types of speakers.

2.4.2 Strengths of non-native English speakers

In China, a non-native English speaking country, Chinese English learners, and English teachers have faced many challenges and disadvantages. However, in actual English teaching, as non-native English speakers, Chinese English teachers also have some advantages. In general, native speakers have an advantage in language proficiency,

which is often a definite asset for language teachers. Teachers with lower language skills are less efficient. However, as Medgyes (1992) pointed out, the language "defects" of non-native speakers have many hidden advantages:

a. Only Non-NESTS can use as an imitation model for people who successfully learn English.

b. Non-NESTS can teach learning strategies more effectively.

c. Non-NESTS can provide learners with more information about English.

d. Non-NESTS is more able to foresee language difficulties.

e. Non-NESTS can better understand the needs and problems of their learners.

Brown & Lee (2015) stated that one of the advantages of NNEST is that they can provide useful explanations about the target form, meaning, and purpose. Students mentioned that NNEST could explain grammar clearly. When students feel confused or misread specific rules, NNEST can use L1 to explain grammatical points. According to Luo & Gajaseni (2018), NNESTs are more familiar with the local education system. Furthermore, they understand the frustrations and difficulties of students in Chinese exams. According to students, Chinese teachers can provide materials to help students adapt to the format of the test and familiarize themselves with key concepts in national tests.

Brown & Lee (2015) also pointed out that NNESTs can adopt appropriate teaching methods and use materials that meet local requirements. Although compared with NEST, NNEST rarely provides activities, but they are more focused on basic knowledge. Students often express gratitude to NNEST because they believe that basic knowledge is the key to a better understanding of the target language. In addition, NNESTs understand the frustration of students. This may be because NNESTs usually come from the same language background as their students. Moreover, as cited by Ma (2012), as NNESTs have experienced the same difficulties students face, they have strong empathy.

2.4.3 Weaknesses of non-native English speakers

In actual teaching, non-native English teachers also have some disadvantages, which are as follows. As Cenoz and Gorter (2011) commented, in the school environment, non-native speakers are still generally regarded as "people with insufficient communication," which leads to the inevitable failure and incompleteness of second language learners. The poor image of non-native teachers has encouraged research on the differences between native and non-native teachers, especially in English teaching. In an international survey of English-speaking EFL or ESL teachers (Reves & Medgyes, 1994), three aspects of teaching behavior were explored: the use of English, general teaching methods, and specific language teaching methods. Non-native English teachers report that they have encountered difficulties in the proper use of English. They also have a limited understanding of the context and tend to teach a strange language in a context-poor environment or isolation (Chacón, 2002; Shim, 2001). Whether they are well-founded or unfounded, non-native teachers often have a sense of insecurity about their language skills and can undermine their performance (Medgyes, 1992).

According to Luo & Gajaseni (2018), non-native English teachers focus more on the information provided in textbooks, using textbook exercises as common language exercises. The materials in the class are relatively monopolous and straightforward. Liaw (2012) also found that in the courses taught by NNESTs, more attention is given to examination and research. Therefore, when studying with non-native teachers, the classroom atmosphere is stiff and low.

As Amin (1997) explained, students' prejudice towards non-native teachers often aggravates these negative images: when students send messages, they think that teachers speak English is not their native language, so they cannot effectively negotiate the identity of teachers in the English sense. Due to the negative perceptions of non-native teachers, non-native speakers often feel that they have to spend more time focusing on their English accents. Hiding their accents or additional ways to make them sound like native speakers are not conducive for teachers to focus on teaching methods (Canagarajah, 1999).

2.5 Challenges of students in learning English

2.5.1 Challenges of information and communication technology (ICT)

The growth of modern information communication technology (ICT) has provided new and effective communication tool between teachers and students (Dawes, 2001). The use of ICT has consistently been shown to have positive effects on language skills. In addition to the improvement of skills, integrating ICT in language classrooms has been shown to increase learners' motivation to practice their target languages (Blake, 2009; Shang, 2007), their motivation (e.g., Shang, 2007), and their intercultural awareness (e.g., Lee, 2011). Toumi (2015) pointed out that, with visual aids, participation will increase. Thanks to ICT, learners can feel more relaxed and learn the language in a more life-like setting (Kitao, 1998; Grant, Moss & Epps, 2010).

The development of ICT plays a critical role in language learning. The Chinese government has been committed to promoting ICT development and applying it to language learning and teaching. A series of policies have been issued to support the development of ICT in education. The "Tenth Five-Year Plan for Educational ICT" and the "National Educational ICT Development Plan (2011-2020)" have clarified the main challenges and development strategies that need to be solved. The support of ICT at all levels of the education system aims to cope with the global competition in the comprehensive development of ICT and meet the urgent needs of China's education reform. The overall goal by 2020 is to establish an ICT-supported learning environment at the advanced international level (Ministry of Education, 2002; Ministry of Education, 2011).

Although there are national policies to support the development of ICT, the distribution of higher education resources between different regions of China is not balanced, and the opportunities for higher education among different social groups have been uneven. This poses challenges for students to use ICT in remote areas where many of the students do not have access to ICT equipment. Based on per capita GDP, the regions can be divided into four groups. The first group includes a few economically

developed cities, such as Shanghai, Beijing, and Shenzhen. The second group is some large and medium-sized cities along with coastal areas in Guangdong, Jiangsu, Fujian, and Liaoning provinces. The third group includes the northern and northeastern regions of China. The last one includes impoverished areas in western and central China, ethnic minority areas, remote areas, and rural areas. Differences in regional economic conditions will lead to unequal conditions for the development of higher education and hinder education development in disadvantaged areas (Cai, 2013). It also impedes the application of ICT in learning English.

2.5.2 Challenges of textbooks

Wang (2007) found that Chinese Non-English majors from eight universities did not perform well in English. Many factors affect the success of students' language learning, one of which is textbooks. Teachers use books to plan and teach, and students rely on them to acquire language content and models (Cunningsworth, 1995). McGrath (2013) believed that the advantages of textbooks include: reducing lesson preparation time; providing a coherent work plan; providing convenient resources for learners, making standardized teaching possible. In addition to the above advantages, Ahmed (2016) also put forward the advantages of textbooks; teachers can obtain a detailed teaching guide that offers not only lesson plans but also suggestions and alternative methods. The adoption of new textbooks provides a great stimulus for the development of methodology. In China, English textbooks include three types of content according to their sources (Shi, 2014). The first type is written by the textbook authors to teach grammar rules. They appear in textbooks at the primary school level. The second is the translation of Chinese texts extracted from journals and books into English. The third category is text and poetry from English journals or books. The latter two are found more in intermediate and advanced English textbooks. In terms of content, there are texts about daily life, such as weekly greetings, how things are displayed, and so on. There are also stories of heroes and great leaders. In English textbooks, content about science and technology takes up a high proportion. This is especially true for college students as many of them may find science and technology a dominant topic in their English textbooks.

For students, the textbook challenge came from the obsolescence of the textbooks' content and a lack of confidence. Wang and Meng (2011) found that students' view of textbooks is that the content of textbooks is too tedious, and the reading materials are too complicated to arouse students' interest in reading. One solution is to introduce articles that use popular topics to help students remember them better. Foreign language learning requires self-confidence as support; self-confidence can enhance the capability and motivation to learn. Akagündüz (2006) divided self-confidence into two subcategories of self-confidence: inner self-confidence and external confidence. Inner self-confidence is related to thoughts and emotions about personal reconciliation or satisfaction with oneself; External confidence is about the behavior and attitude towards others. The components of external self-confidence are communication and emotion control. Al-Hebaish (2012) showed that there is a positive correlation between general self-confidence and achievement.

2.5.3 Challenges of language elements

For students, the challenge of English elements also came from a lack of motivation. Wang (1989) acknowledged that motivation is considered an essential factor affecting foreign language learning. Ruan, Duan, & Du (2015) showed that in the initial stage of foreign language learning, learner's emotional and learning situation factors must be considered. These factors can enhance the learner's internal motivation, especially in foreign language learning. For Chinese students, instrumental motivation is the primary type of English foreign language learning. Hua (1998) study pointed out that nearly 80% of students' motivation is to obtain certain certificates. It was concluded in studies (Hua, 2000; Shi, 2000) that integration motivation is not very important in the Chinese context. While "certificate motivation" is the primary type, it can be inferred that for Chinese English learners, certificate motivation is considered as a tool motivation more critical than integrated motivation. Learning is to obtain a certificate but not to pursue knowledge or practical skills.

2.5.3.1 Vocabulary learning

Vocabulary learning is an indispensable part of foreign language learning because the meanings of new words are often emphasized in both books and classes. It is also vital for language teaching. Hasan (2016) pointed out that one of the most challenging tasks students encounter in mastering vocabulary is insufficient vocabulary. Similarly, according to Meara (1996), "vocabulary competence is the core of communicative competence." Maruyama (1996), cited by Hoa and Mai (2016), pointed out the reasons for students' lack of vocabulary are "students think they do not need words because they are not common or rarely used in daily life, so they have no motivation to learn the worlds." Besides, Dewi and Jimmi (2018) pointed out that students who lack vocabulary suffer from insufficient confidence when they want to interact with people.

To some extent, the vocabulary competence of an English learner determines his or her level of English proficiency. Also, vocabulary knowledge is related to other aspects of English learning. Baumann, Kame'enui & Ash (2003) argued that "the relationship between word knowledge and understanding is clear." Good vocabulary knowledge can promote learning in other aspects of English. Based on the above, we can conclude that consciousness plays a crucial role in communication and other aspects of language learning. Useful vocabulary is a prerequisite for the development of students' English language.

2.5.3.2 Grammar learning

Khan (2011) also pointed out that problems in pronunciation, form, grammar, and spelling are "specific problems related to pronunciation, stress, and intonation become students' problems." Another problem with language is the mother tongue or mother tongue interference. Teachers and students often speak in their mother tongue, which will unconsciously affect their English performance (Fatiloro, 2015), and make students lack the motivation to practice the target language. Grammar is a common problem when students want to speak in English because they worry they will make

mistakes when speaking (Abrar, Mukminin, Habibi, Asyrafi, & Marzulina, 2018). Bao and Sun (2010) pointed out, Chinese students hold a negative view of grammar learning. Many students believe that grammar teaching has little effect on students' actual ability to use English, and they think that the expression and interpretation of grammatical rules in the classroom are tedious and insufficiently motivating.

2.5.3.3 Pronunciation learning

According to Hu (2013), Chinese English learners still have many problems with articulation. English pronunciation still has a strong Chinese accent and even a dialect accent. The main issues in learning Chinese and English pronunciation are as follows.

1) Weak English rhythm. First, a common problem for Chinese EFL learners is that they cannot distinguish stressed syllables and unstressed syllables. The result is that they pronounce each syllable with the same force. In fact, this is the result of a shift in Chinese rhythm. The beauty of the English rhythm is destroyed.

2) Monotone. Usually, students tend to read every declarative sentence in the sound, while music is typically a problem. Stable and rising tones are rarely used in sentences. This dulls the tone and loses the intonation.

3) Lack of connection. One of the most critical phonetic phenomena in English pronunciation is that certain sounds vary according to their phonetic environment. As a result, in fluent spoken English, connection, loss of motivation, assimilation, and reduction are common phenomena. Chinese English learners rarely follow the sound changing rule. As a result, they pronounced each syllable and word. But they make it difficult for native English speakers to understand.

2.6 Challenges of teachers in teaching English

The most common challenge worldwide is large size class teaching (Ho, 2003; Shamim, 2012; Wedgwood, 2007), leading teachers to believe that learner-centered

teaching is difficult and incomplete. For example, they cannot closely monitor the language use of students (Li, 1998). Related issues are control and discipline issues (Butler, 2007; Littlewood, 2004). Carless (2004) believed that when locals prefer quiet and orderly classrooms, the noise generated in speech activities may become a problem. Motivating students in language learning can also become difficult.

2.6.1 Challenges of information and communication technology (ICT)

Despite policy support, China's ICT development still faces obstacles and challenges. More and more researchers realized that there are three categories of obstacles to teachers' ICT integration work: Balanskat, Blamire, & Kefala (2006); the first category is micro-level barriers, including barriers in teachers' attitudes and methods towards ICT. The second category is at the meso level including barriers related to the institutional background. The third category is at the macro-level (system-level obstacles) and is related to the broader educational framework.

Xie and Wang (2004) surveyed the ICT education status of rural junior high schools in six regions of China (i.e., Northeast, North China, Central China, Northwest, Southwest, and minority regions). It was found that most teachers use ICT as a presentation tool rather than a learning or cognitive tool. Bingimlas (2009) also found that even though many teachers strongly hope to integrate ICT into teaching, they have encountered significant obstacles, such as lack of confidence and ability, or negative attitudes, and internal resistance.

Computer English teaching in China has gone through the stages of computer-aided instruction (CAI) and computer-aided learning (CAL). The information technology and curriculum integration (ITCI) is ongoing, but English teachers' computer or information ability is far below the standard of cultural organizations (He et al., 2015). Technology cannot replace teachers, but teachers with computer technology skills will replace those without. The status of college English teachers' computer abilities remains a big problem. There is a shortage of training and attention to the significance of ICT

training. Changing teachers' perceptions so that they are willing to keep pace with the times is still a severe challenge.

China's basic education system faces unique obstacles under its specific cultural background. The entire Chinese education system is based on Confucius' philosophy, emphasizing "group-based, teacher-led, and centrally-organized teaching culture" (Zhang, 2008). Lin and Gorrell (2001) found that Chinese teachers expressed more doubts about using ICT applications in cooperation, independent learning, and autonomous learning. Besides, compared with western teachers, Chinese teachers see themselves as authoritative. Authority hindered the interactive use of information and communication technology because it was inconsistent with traditional formal education (Zhu, Valcke, & Schellens, 2010). So far, the dominant teaching methods in China's basic education system are still teacher-centered and heavily reply on memorizing. Especially in most suburban and rural areas, teachers and students are not adequately prepared to adopt student-centered teaching methods with information and communication technologies. They are very "traditional" because they are not keen on learning ICT skills. They also tend to show higher levels of anxiety about learning ICT skills and are less convinced of the relevance and value of computers. When it comes to integrating ICT, the typical answer is, "I do not see how ICT can help students learn better." However, the application of ICT in language teaching can help Chinese teachers recognize the benefits of ICT. Technology can aid teachers' careers by improving their teaching performance (Janet, 2003).

Dörnyei and Ushioda (2009) believed that motivation is one of the essential concepts in psychology and language education and is usually used to explain learners' success and failure in learning. Compared with teachers, students are more interested and motivated in the use of ICT. Furthermore, the computer level of students tends to be higher. The new generation, also known as millennials, is more skilled at using technology than their teachers. In this case, students and teachers will have different ways of thinking and communicating, learning concepts, controlling needs, and even personal and social values. For example, students in the new millennium regard multitasking in ICT as a normal social habit. Nevertheless, the development of students'

ICT skills will also bring challenges to teachers because it will make teachers feel stressed. Consequently, as the use of ICT continues to grow and teachers' ICT skills continue to develop, teachers continue to experience "social pressure" in the teaching process (Gu, Zhu, & Guo, 2013).

2.6.2 Challenges of textbooks

For a long time, cultural learning has been an essential part of the ELT classroom. Target culture is integrated into the English classroom for several reasons. First, learning about the target culture will strengthen students' motivation and develop their attitudes towards language learning (McKay, 2003). EFL textbooks in China lack a humanistic spirit, which poses a significant challenge to Chinese English teachers. How to combine the content of the textbooks with the humanistic spirit so that students can better understand the culture while learning the language. Indeed, the training of language skills in EFL teaching is essential, but we should also consider that education is more than just providing knowledge (Wang and Meng, 2011). EFL textbooks lack national culture. Chinese English teachers should pay attention to this. Even if there is no national culture content in textbooks, teachers should supplement it in the teaching process so that students can understand the national culture and enhance cultural confidence. Incorporating Chinese elements into ELT can arouse students' curiosity and interest in learning and show them the power of language and culture, and encourage students to better understand and compare the similarities and differences between Chinese and western cultures. With cultural soil related to one's own culture, one can learn the English language and culture more deeply. ELT teachers have the responsibility to show students the power of speech (Wang and Meng, 2011).

According to Pande (2013), the teachers who participated in the survey stated that they have been looking for suitable teaching materials and methods to solve students' challenges in learning English. Teachers expect to access appropriate teaching facilities in practical teaching, including space, books, and teaching aids to match students' proficiency and learning status. Matching student levels and learning environments can be accomplished through lesson plans (Roberts, 2007). All

participants admitted that they made some changes to the lesson plan. According to the results of the questionnaire, all English teachers tend to choose textbooks suitable for students, and they will mark simple explanations next to the article for students' ease of understanding.

2.6.3 Challenges of English elements

According to Gimson's (1980) research, people need to have 100% phonetic knowledge, 50% to 90% grammar knowledge, and 10% vocabulary to speak a language. Therefore, knowledge of vocabulary, pronunciation, and grammar is essential for language learning. Therefore, this research has conducted a specific study on the vocabulary, pronunciation, and grammar of English elements to look at the main challenges in these three aspects of English teaching.

2.6.3.1 Vocabulary teaching

Vocabulary learning plays a vital role in English learning, therefore, how to carry out vocabulary teaching is a massive challenge for Chinese English teachers. Recent research has shown that teaching vocabulary may be problematic because many teachers have no confidence in doing best practices. Sometimes they do not know where to start with vocabulary teaching (Berne & Blachowicz, 2008). Huang (2015) studied the current situation of vocabulary teaching and interviewed Chinese English teachers on the challenges they face in vocabulary teaching. Teacher A thinks words with similar forms and meanings are challenging, so she uses diagrams and situation deduction to help students distinguish synonyms and homonyms. Teacher B believes that the dialogue between the students is challenging for her. She cannot confirm that the students can correctly read and understand the meaning of the words. She needs to break down the words in the long dialogue, let the students understand the Chinese of a single word in other ways, then connect the long conversations and understand the whole sentence. Teacher C did not mention any challenges in vocabulary teaching. She stressed the importance of helping each student find appropriate strategies to understand and remember vocabulary.

2.6.3.2 Grammar teaching

Marianne (1985) maintained that there is convincing evidence that teaching without grammar will lead to clumsy and inappropriate foreign language output, which means that grammar teaching plays a critical role in language teaching. In the process of grammar teaching in China, there are mainly four stages: a) presentation; b) isolation and interpretation; c) practice; d) testing.

1) Presentation. The purpose of the performance is to enable learners to perceive language and language structure (form and meaning) and incorporate them into short-term memory (Ur, 1996). The teacher often tasks the students to read aloud the text in the textbook and asks them to use the methods they have learned to make sentences.

2) Isolation and interpretation. Ur (1996) believed that the goal is to make learners understand these structural aspects. It mainly focuses on grammatical structure.

3) Practice. The practice aims to make the learner fully absorb the structure. Or to put it another way, transfer what they know from short-term memory to long-term memory (Ur, 1996). At this stage, the teacher designs a series of exercises for classroom exercises or homework so that learners can absorb the complete grammar rules. Slowly, students will imitate sentences and then learn to write sentences of this type.

4) Testing. The primary purpose of testing in the teaching curriculum is to provide feedback. Without feedback, teachers and learners will not be able to make significant progress. Testing is a suitable learning method to check whether students fully grasp grammar rules, and it is also an evaluation of teachers' work (Ur, 1996).

Although grammar teaching is critical in language teaching, there are still some problems in grammar teaching that brings challenges to non-native English teachers. First, grammar teaching objectives, which is enabling students to communicate in the target language, cannot be achieved in class (Larsen-Freeman, 2000). In the actual classroom, the teaching goal is to help students get high marks. Second, after the rise of

communicative language teaching, some linguists have neglected grammar teaching because they think it is unnecessary to teach grammar. Too many teachers have skipped teaching grammar. The result is that students' oral and listening progress is fast, but their written English is not accurate. Third, the current textbooks are inconsistent with the actual teaching situation. The new curriculum standard shifts the focus of textbooks to communication skills, but grammar is still a leading theme in actual classroom teaching. Finally, students hold a negative attitude towards grammar learning. They think that grammar teaching has little influence on the ability to use English in practice, especially in listening and speaking (Marianne, 1985).

2.6.3.3 Pronunciation teaching

EFL phonetic teaching has attracted extensive attention from EFL researchers in China. EFL teachers have made great efforts in teaching English pronunciation, but there is no guarantee of effect. Most Chinese English learners have strong accents, which are different from those of English speakers (Gao, 2006). Phonetic software has been used in recent studies to help with English pronunciation teaching (Meng, 2014; Kong & Yue, 2014). However, during the four years of learning English, despite the improvement in the overall English level, Chinese English learners do not slow down the speed of pronunciation. (Chen, 2013). Often, there is no practical way to improve the pronunciation and intonation of Chinese English learners.

Chinese researchers and English teachers have proposed many methods to teach English pronunciation. For example, based on pronunciation teaching, English pronunciation teaching mainly adopts correction, imitation, and comparison methods to form the habit of pronouncing English words and sentences (Gao, 2011). Researchers and teachers have made immense efforts to improve the pronunciation of Chinese EFL learners. The phonological acquisition is based on language speech perception (Chen, 2013). Because of the charm, rhythm, rhythm, intonation, and inheritance of English sounds, it is considered beautiful. Therefore, Hu (2017) proposed that in English phonetics teaching, EFL teachers should appreciate the beauty of English phonetics, and focus on cultivating learners' awareness of the beauty of English pronunciation and

intonation, to improve their aesthetic understanding and competence in English phonetics.

In traditional English pronunciation teaching classes, teachers will spend a lot of time correcting English pronunciation. And students will be nervous, anxious, and embarrassed because their pronunciation will be corrected repeatedly. In the process of learning English pronunciation and intonation, students often feel frustrated and may gradually lose interest in learning English pronunciation. Therefore, in phonetics teaching, teachers should spend more time immersing students in the beauty of English rhythm and intonation to perceive the beauty of English pronunciation. In short, the teaching process of English pronunciation is a process not of correcting errors, but perceiving and enjoying the beauty of English pronunciation.

When teaching English pronunciation in China, apart from the trouble of dialect pronunciation, there is also a lack of time to practice English pronunciation. Teachers are required to complete the tasks specified in the syllabus, giving students limited opportunities to practice their pronunciation. Siriwisut (1994) and Serttikul (2005) regarded language experience as the opportunity to use English daily. This study shows that students with poor pronunciation (perceived as having less experience) have more language transfer problems than students with good pronunciation. Therefore, students with proper pronunciation are more likely to make progress than those with poor pronunciation. The success of English learning and teaching depends on students' ability and understanding of the target language. When students have enough time to practice pronunciation, their pronunciation ability can be improved (Brown, 1992).

All in all, EFL learners in China have not mastered natural and standard English pronunciation and intonation. However, the current state of teaching and learning is not satisfactory. Chinese researchers and English teachers are working to bridge the gap.

2.7 Related previous studies

In a previous study, Akbari (2016) found that most students believe they need to learn English to read textbooks and articles in professional journals, surf the Internet, listen to conversations on general topics, and write papers for oral presentations. However, most students are dissatisfied with their literature and grammatical knowledge, and English learning is challenging for them. A familiar feeling among students is that because they are not fluent or proficient in English when they encounter problems in the English class, they will produce negative perceptions.

Torres (2013) studied the changes and challenges faced by Chinese English teachers in the ELF reform. In China, the role of English in Chinese culture is limited, and the autonomy of textbooks and exams is limited, which exacerbates the challenge of learning English. In the classroom, the English used by teachers is limited to vocabulary in textbooks and often used as a hedge by Chinese. For students, the use of English is limited to conversational exercises. As far as the study of Chinese culture is concerned, good teachers make unremitting efforts to use textbooks correctly, thus proving themselves to be successful teachers through examination results. Often, this means following the best teaching practices from the training program. Outside the classroom, English usually does not affect the lives of students and teachers. Meetings and other collaborative methods are limited and typically conducted in Chinese. English is mainly used for occasions such as exams, short speeches, or English contests. Therefore, it is not straightforward for Chinese-English learners to improve their English.

Besides, Hui (2015) pointed out that among all the challenges Chinese and English teachers face, the most prominent one is the demand for professional knowledge of college English teachers. Among the various definitions of professional skills of Chinese English teachers, English proficiency and subject knowledge are generally regarded as essential. On the one hand, they need to have relevant subject knowledge and continuously update their information. On the other hand, they must pay attention to their teaching methods and skills. According to a recent survey of 428 universities in

China, the average teaching load is 13.5 hours per week. It is challenging to have time to improve one's professional and theoretical capability (Wang, S., & Wang, H., 2011). Chinese English teachers must strengthen their professional knowledge and improve their work efficiency.

According to Hasanah and Utami (2020), English teaching in non-English speaking countries has seen new challenges. It is found that teaching English teachers in non-English-speaking countries (China, Japan, Thailand, Senegal, Mongolia, Cambodia, and Laos) is faced with three challenges: learning materials that cannot meet the needs of students, too large classroom size, and school environment, and students' low motivation. English textbooks cannot meet students' learning needs, and it is necessary to revise appropriate English textbooks for students. There are too many students in the classroom, and teaching cannot be conducted well. The effective teaching of English cannot meet the requirements. Students' lack of motivation for English study can easily affect the quality and progress of teachers' teaching.

According to Demir (2017), non-native English learners face the challenge of attitude issues because students do not show enough interest and motivation toward English lessons. At the same time, non-native English teachers fall victim to a lack of classroom management and teaching experience. To deal with disciplinary issues, non-native English teachers have implemented coping strategies, including condemnation, yelling, rearranging seats, assigning extra homework, and driving students out of class, to no avail. Non-native English teachers also pointed out that in addition to the lack of professional experience and teaching knowledge, they also suffer from burnout.

Previous research showed that both students and teachers in non-English speaking countries faced some challenges in English classes. Students' challenges usually came from their low English proficiency and other external factors, such as textbooks. English teachers' challenges also stemmed from students in addition to teacher factors and other external factors. For example, the lack of students' motivation to learn English and the uneven level of students would bring challenges to non-native English teachers' teaching. Unlike previous studies, this study only surveyed and

analyzed Chinese undergraduate students and English teachers on the three challenges of ICT, textbooks, and English elements to explore the situation of non-native English classroom challenges.

2.8 Chapter Summary

In this chapter, the researchers reviewed relevant literature on the current English language teaching and the challenges that non-native English learners and non-native English teachers faced in education. This study continued to explore the significance of English teaching in China. The researchers elucidated the strengths and weaknesses of non-native English teachers. Besides, non-native English learners and non-native English teachers faced challenges in textbooks, ICT, and language elements. Finally, this chapter also included research on ELT perspectives in China and other countries.

Chapter 3

Research Methodology

This chapter explained the research methodology including (1) the design of the research, (2) context of the study, (3) population and sample, (4) research instrument, (5) validity and reliability (6) data collection, (7) data analysis, (8) ethical consideration and (9) summary.

3.1 Research Design

This research was a survey research based on a mixed method of quantitative and qualitative methods. Survey research was a unique way of collecting information from a large number of similar people. The justification for using survey research was that it includes a large population and therefore has higher statistical power, the ability to collect large amounts of information, and the availability of proven models (Jones, Baxter, & Khanduja, 2013).

Compared with other methods (direct observation, experiment), the survey data was obtained through analysis and citation. Besides, correlation methods were relatively simple, and the problem was easy to manage and faster. However, the investigation was also controversial because it was less flexible. The surveys used management methods cannot change throughout the data collection process, even though the survey research was some weaknesses (Sarah, 2012).

The survey mixed-method research of this study was not carried out at the same time but was designed according to the sequential mixed-method design. The sequential design method means linear data collection and analysis, realizing quantitative and qualitative data collection and analysis in sequence. The justification for using the sequential design method was to be able to conduct qualitative research on larger

samples; to have a deeper understanding of the findings of quantitative research; the sequential design was more comfortable to implement, describe and report (Creswell & Plano Clark, 2011). First, to conduct quantitative surveys and then collected qualitative data based on the quantitative data results. The research design was shown in Figure 3.1.
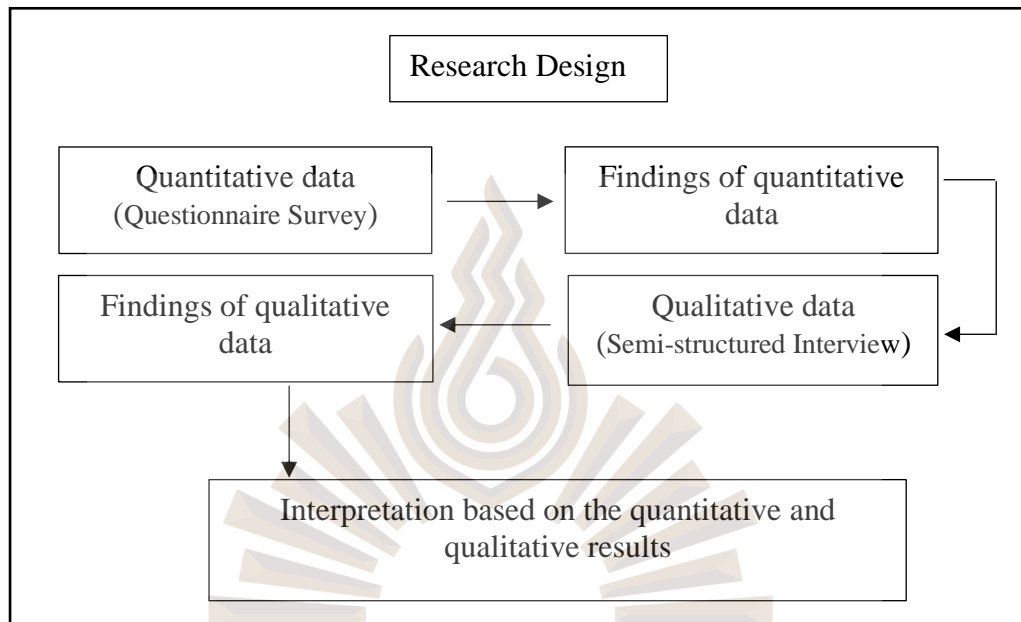
Figure 3.1 Illustration step of the research design

3.2 Context of the Study

This study was conducted at Oxbridge College, Kunming University of Science and Technology in China as it had a sound institution and a completed teaching system. Moreover, Oxbridge College, Kunming University of Science and Technology, had close exchanges with international universities, focusing on exchanges and cooperation with internationally renowned universities and international educational institutions and providing a platform for students to connect with the world. The university's students and teachers were communicative with global platforms and should have more deepen some understanding of English learning and teaching. Therefore, students and teachers of the university selected for research and investigation.

3.3 Population and Sample

3.3.1 Population

The study population was 233 freshman and 31 teachers at the Faculty of Language and Culture, Oxbridge College, Kunming University of Science and Technology. The Faculty of Language and Culture participated in the survey included 233 students from different majors, English majors, and non-English majors. They all had many years of English learning or non-native English teaching experience. Therefore, they were a more in-depth understanding of the challenges faced by non-native English learners and non-native English teachers in the English language classroom.

3.3.2 Sample

In this study, a stratified random sampling method was used for students who participated in quantitative research. The justification for using stratified random sampling techniques was to select the most apparent and similar features in each sample population. The use of stratified random sampling ensures sample representativeness (Brown, 2001). Israel (2013) pointed out, using a census for a small population one approach is to use the entire population as the sample, so the sample size of teachers was 31.

The sample size for students was calculated based on "Yamane's formula" (Yamane, 1967).

$$n = \frac{N}{1+Ne^2} \qquad (3\text{-}1)$$

Where, n=The sample
N=The size of the population
e=The error of 5 percentage point (0.05)

According to Yamane's (1967) study, it was calculated that the sample size of students was 147. Since the population of each major was different, used the following formula to calculate the stratified sample size:

$$ni = (Ni / N) * n \qquad\qquad (3\text{-}2)$$

Where:

ni= sample size

n = required sample size

Ni= the number of the participants

N = the total population

The sample size of English major students was 57, and the sample size of non-English major students was 90. The stratified random sampling method was shown in Figure 3.2.
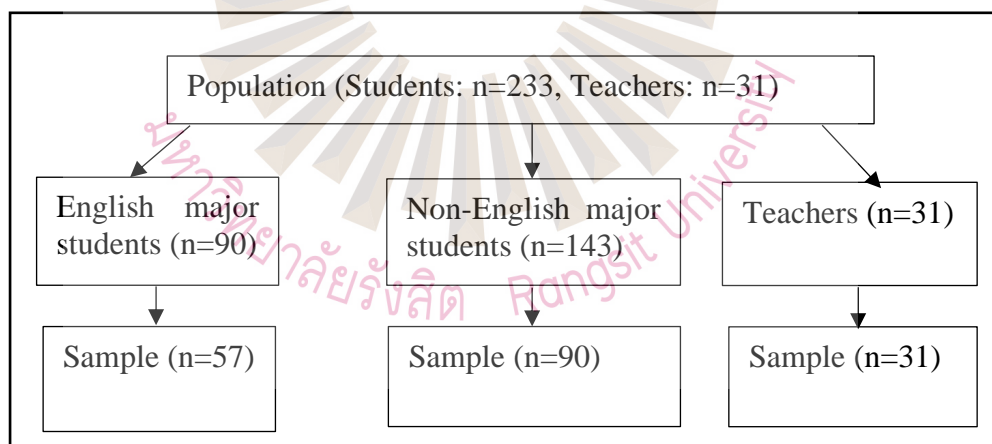
Figure 3.2 Illustration of stratified random sampling method

For students in qualitative research, the researcher used a simple random sampling method. Furthermore, for teachers in qualitative research, the researcher decided on a purposive sampling method. A simple random sampling method was used because a random sample makes all individuals in the population was an equal chance to be included in the sample. Simple random sampling methods were the easiest to apply

to all probability plans, and random sampling was considered to be the least biased sampling method (Jawale, 2012). Purposive sampling group participants according to pre-selected criteria related to a particular research question (Jawale, 2012). This sampling was for capturing rich data. Purposive sampling was a non-probability sampling method. The study's specific criteria for selecting teachers were as follows:

(1) All teachers of the Faculty of Language and Culture

(2) Both taught English majors and non-English majors

(3) Have more than three years of English teaching experience

(4) Hold a master's degree

(5) Willing to participate in this research

In the end, the study randomly selected 6 students from 233 students as samples and purposive selected 4 teachers from 31 teachers as samples to participate in semi-structured interviews.

3.4 Research Instruments

Two types of research instruments, namely questionnaires and interviews, were employed in this study. The questionnaire was designed as a quantitative instrument and interview as a qualitative instrument. Dörnyei (2007) mentioned that using these two instruments as a mixed-method would support the study for validity.

3.4.1 Questionnaire construction

The justification for using the Likert Scale was one of the most basic and most commonly used psychological measurement tools in education and social science research (Joshi, Kale, Chandel, & Pal, 2015). Therefore, this study was chosen to use the 5-Likert Scale. There were two questionnaires in this study, which were the students' questionnaires and teachers' questionnaires. The questionnaires covered three main components: demographic information, degree of challenges, and additional comments.

Table 3.1 The construction of the questionnaire

Construction of the questionnaire	
Part 1	Background Information (gender, age, major)
Part 2	ICT: the use of computers and network software by Chinese undergraduate students and Chinese English teachers in English language classrooms. Such as the operation of video, PowerPoint. Textbooks: how students and teachers use textbooks in the classroom to deal with conflicts between textbooks and actual learning or teaching. (E.g. how to faced when the textbook content is outdated) English elements: the vocabulary, grammar, and pronunciation of Chinese undergraduate students and Chinese English teachers during the learning or teaching process difficult.
Part 3	Additional comments

This study was based on Chinese undergraduate students and Chinese teachers' challenges of ICT, textbooks, and English elements in the English language classrooms, to understand Chinese undergraduate students and Chinese English teachers' degree of challenges. Since English elements contain tremendous content, the three symbolic elements were chosen, namely vocabulary, grammar, and pronunciation. The questionnaires were adapted from studies by Al-Omrani (2008), Cheung & Braine (2007), Fook & Sidhu (2009), Alrawashdeh & Al-zayed (2017), Narayan (2017) (See Appendix C). The questionnaire was created in English and then translated into Chinese to prevent language barriers during the data collection process. Translation inspections and reviews by Chinese experts who graduated from Yunnan Normal University in China had a master's degree.

3.4.2 Interview

The justification for using semi-structured interviews was with benefits as qualitative research interviews (Dörnyei, 2007). According to the Flick (2011), open-ended questions were called "semi-structured" questions, preparing some questions to attempt to

cover the expected scope of the interview. The student and teacher interviewees could extend their ideas and opinions so that a more in-depth analysis of students' and teachers' challenges in the English language classroom could be made. The data was drawn from a semi-structured interview in this study in which 6 student participants were randomly selected, and 4 English teacher participants were selected through purposive sampling methods. The interview served to confirm and enhance the data obtained from the questionnaire. The students' specific interview questions were as follows: 1) Of these three challenges (ICT, Textbooks, and English elements), which challenges do you think is the most difficult? Why? 2) What do you think of the ICT challenge in English language classrooms? 3) What do you do when you find the textbooks' content is outdated in English learning? 4) What will you do when your perception differs from the textbooks? 5) Is combining digital textbooks and paper textbooks, learning English a challenge for you? 6) Which aspect of the English elements (vocabulary, grammar, and pronunciation) is the most challenging for you? 7) In the English language classroom, what else do you think challenges you?

The teacher's specific interview questions were as follows: 1) Of these three challenges (ICT, Textbooks, and English elements), which challenges do you think is the most difficult? Why? 2) What do you think of the ICT challenge in English language classrooms? 3) What should you do when the student's opinion differs from the textbook? 4) What do you think of the challenge of the English elements in English language classrooms? 5) In your classroom teaching, what else do you think challenges you? The interview (See Appendix F) was equipped with open-ended questions, in which the prepared questions covered the area that the study aimed to investigate. Additionally, the interview framework could be divided into three themes challenges of ICT, textbooks challenges, and English elements challenges.

3.5 Validity and Reliability

3.5.1 Validity

Validity essentially means "measure what is intended to be measured" (Field, 2005). The students' and teachers' questionnaire used in this study was an adapted version of Al-Omrani (2008), Cheung & Braine (2007), Fook & Sidhu (2009), Alrawashdeh & Al-zayed (2017), Narayan (2017) (See Appendix C). Although the questionnaire in the challenges field was proven to be feasible by more researchers, it was still necessary to ensure the validity of the content. Therefore, the adapted questionnaire was sent to three external experts who had the expertise to investigate the consistency between the study objectives and the questionnaire statement. The questionnaire items were then evaluated using Index-Objective Congruence (IOC) based on a scale of -1 to 1(Turner & Carlson, 2003).

The score = 1, if the expert is sure that this item measure the attribute.

The score = -1, if the expert is sure that this item does not measure the attribute.

The score = 0, if the expert is not sure that the item does measure or does not measure the expected attribute.

Then the researchers calculated the IOC Index means of expert scores. The mean of qualified items must be higher than or above 0.67 (Turner & Carlson, 2003). If this was not met, it needs to be modified or deleted.

Before the validity establishment, there were 21 statements in students' questionnaires and 23 statements in teachers' questionnaires. After checked the IOC by 3 experts, the researcher calculated the students' questionnaire's validity score was 0.85, and the teachers' questionnaire was 0.97, which were both acceptable.

3.5.2 Reliability

To ensure the reliability of the questionnaire and after IOC approval was obtained, the researchers conducted a pilot test at the university (Business School of Yunnan Normal University) of the same teaching level as the main study university in Yunnan province, China. There were 33 freshman student participants, and 30 English teacher participants conducted a pilot test. Reliability testing was significant because it involved the consistency of various parts of the measuring instrument (Huck, 2007). In this study, the researchers by using the Alpha coefficient (Cronbach's alpha) to measure internal consistency. The results of the reliability of students' and teachers' questionnaires were shown in Table 3.2 and Table 3.3.

Table 3.2 Reliability of students' questionnaires

Reliability of students' questionnaires	
Cronbach's Alpha	Number of items
0.910	20

Table 3.3 Reliability of teachers' questionnaires

Reliability of teachers' questionnaires	
Cronbach's Alpha	Number of items
0.891	15

According to data of George and Mallery (2010), the alpha value of the questionnaire must be greater than 0.7 considered to be reliable. The resulted from Table 3.2 and Table 3.3 showed that the questionnaire items were with Cronbach's alpha 0.910 and 0.891. That means the questionnaire was greater than 0.7. Therefore, students' questionnaires and teachers' questionnaires were both reliable.

3.6 Data Collection

3.6.1 Questionnaire Data Collection

The data collection for this study was conducted in May 2020, and the informed consent form (See Appendix A) was sent to the sample university the second week before a distributed online questionnaire. With the college's valuable help and permission, the questionnaires were distributed to each group of samples (Chinese undergraduate students and Chinese English teachers) online. In the questionnaire online, the participants were provided with an explanation of the purpose of the study and the meaning of the challenges in English and Chinese. To alleviate participants' concerns about honest answers and ensure accurate results, the researchers informed participants that these responses would not affect their performance. Besides, the data were kept strictly confidential, and participants were then asked to fill out the online questionnaires and complete them as early as possible. In addition, the questionnaire took approximately 5 minutes to complete. Due to the excellent cooperation of investigate participants, the percentage of online questionnaires returned was 98%.

3.6.2 Interview Data Collection

The data collection of the interview was sequential after the questionnaire survey was completed in the academic year 2020 at the Faculty of language and culture. Six respondents from the students' group of the samples were randomly selected to interview, and four respondents from the teachers' group of the samples were purposively selected. All interviewees expressed their willingness to participate in the interview. The interviews produced data on each respondent's personal world to understand their experience and working conditions (Patton, 2002). Due to the impact of COVID-19, face-to-faced data collection could not be carried out, so used WeChat software (an instant messaging software developed in China) to collect online interview data. To ensure the anonymity of respondents, all respondents were a pseudonym. All of these responses were recorded by audio equipment and then transcribed into text and categorized by challenges themes. Each interview took about 10-15 minutes.

3.7 Data Analysis

3.7.1 Questionnaires

The quantitative data collected from the survey were analyzed using Excel, and the Statistical Package for Social Science (SPSS 25.0) program. Results were analyzed using the t-test, standard deviation, and mean to obtain Chinese undergraduate students' and Chinese English teachers' challenges in the English language classroom. Therefore, the statistical analysis was interpreted and analyzed based on Vagias's (2006) study. Since this study was on investigation challenges and the questionnaire items' statement was a positive description, this research modified the questionnaire's evaluation criteria to make it more consistent with the study. The evaluation criteria were shown in Table 3.4.

Table 3.4 5-Likert scale range explanation questionnaire

Mean Score	Interpretation
4.51-5.00	denote the very low level of challenge for participants
3.51-4.50	denote the low level of challenge for participants
2.51-3.50	denote the moderate level of challenge for the participants
1.51-2.50	denote the high level of challenge for the participants
1.00-1.50	denote the very high level of challenge for the participants

The first research question in this study was the challenges of Chinese undergraduate students in English classes, but it was found that Chinese undergraduate students mainly stemmed from English majors and non-English majors. Based on the two majors, the t-test was used. To use the t-test to examine whether there were significant differences in the challenge of Chinese undergraduate English majors and non-English majors. In addition, the results were listed and introduced according to the attributes of the three main fields (ICT, textbooks, and English elements) to compare whether there were significant differences in the degree of challenge of students of different majors.

3.7.2 Interview

The interview language was Chinese, and the responses of all the interview questions were transcribed in verbatim English and presented in the thesis, all of which categorized under four different themes for the content analysis. According to the Bista (2016), after analyzed the semi-structured interviews, the researcher got a list of themes that may cover some key issues. After finished the interviews with students and teacher respondents, the interview data were classified according to challenges themes, and the themes that denoted the same were grouped, and the corresponding sub-themes were summarized. The challenges themes were divided into four parts, ICT challenges, textbooks challenges, English elements challenges, and other challenges. Two experts then conducted an evaluation and checked inter-coder content validity to ensure the rigor and trustworthiness of qualitative data and results. The researcher analyzed the participants' interview information, did the analysis to find the reasons, and collected the details about the challenges. The following table was a presentation of the data collection and analysis of the research question.

Table 3.5 Illustration of the research collection and analysis

Research questions	Data collection	Data analysis
1. What challenges do Chinese undergraduate students experience in English language classrooms?	Questionnaire Semi-structured interviews	T-test, SD, Mean Content analysis
2. What challenges do Chinese English teachers experience in English language classrooms?	Questionnaire Semi-structured interviews	SD, Mean Content analysis

3.8 Ethical Consideration

"Research ethics is important in our daily life research endeavors and requires that researchers should protect the dignity of their subjects and publish well the information that is researched" (Fouka & Mantzorou, 2011). Before the researchers distributed the online questionnaires, the research participants obtained a consent form to ensure their legal and moral rights. This study was conducted in a Chinese university, and therefore a permit from a Chinese university (See Appendix B). All information and data were kept confidential, and the identity of participants be kept confidential.

3.9 Chapter Summary

This chapter explained and summarized the researchers' research methods and specific steps and showed them through flowcharts. Illustrates the justification why researchers choose to use a combination of quantitative and qualitative investigations given. Questionnaires and semi-structured interviews were the primary tools for collecting data to achieve research goals. Data analysis also discussed, and the method of data analysis and the reason for choosing it explained. The results presented in the next chapter.

Chapter 4

Research Results

This chapter presented the results obtained from the quantitative method to provide answers for two research questions, followed by the presentation of qualitative data. The findings, according to the research questions addressed in chapters one and three. In this study, the statistical analysis included descriptive statistics, independent sample test. Moreover, all of these data were analyzed by the Statistical Package for Social Science (SPSS 25.0) program.

4.1 Presentation of Quantitative Data (Questionnaire)

4.1.1 Research Question 1: What challenges do Chinese undergraduate students experience in English language classrooms?

Table 4.1 Demographic Information of Students

Details		N	Percentage
Gender	Male	41	28%
	Female	106	72%
Major	English	57	39%
	Non-English	90	61%
Years of learning English	5-8 years	66	45%
	9-12 years	51	35%
	More than 12 years	30	20%

Table 4.1 Demographic Information of Students (cont.)

Details		N	Percentage
Feelings of English learning	Hard	60	41%
	Annoying	29	20%
	Easy	11	7%
	Interesting	47	32%
	Others	1	0.7%
Read English books every day	Yes	26	18%
	No	121	82%

Table 4.1 showed the details of the demographic data of Chinese undergraduate students. The questionnaire was online distributed to 147 undergraduate students from the faculty of language and culture in China comprising 41 male students (28%) and 106 female students (72%). Because the faculty of language and culture belongs to the college of liberal arts, the proportion of females was relatively high. Among them, 57 English major students accounted for 39% and 90 Non-English major students, accounting for 61%. Among the 147 students, 66 students have studied English for 5-8 years (45%); 51 students have studied English for 9-12 years(35%); 30 students have been studying English for the longest time more than 12 years, it accounts for 20%. 60 students think that learning English was hard (41%); 29 students feel that learning English was annoying (20%); 11 students think that learning English was easy (7%), and 47 students think learning English was interesting (32%). Whether to read English books every day, 121 students will not read English every day (82%). Only 26 students read English books every day, accounting for 18%.

This analytical phase was to calculate the descriptive statistics for the ratings of three challenges of English language classrooms by the students: ICT, Textbooks, English elements. The tables presented below reveal the mean values, standard deviations, and degree of the challenge by survey respondents who are the sample group of Chinese undergraduate students.

Table 4.2 Chinese undergraduate students' challenges in English language classrooms
 (n=147)

Descriptions	Mean	S.D.	Level of challenge
1. I can use a variety of ICT software for learning in English. (e.g. Email, Facebook, YouTube)	3.88	0.77	Low
2. I can use ICT to evaluate and feedback on the course.	3.79	0.71	Low
3. I can create presentations with videos or audio clips.	3.73	0.90	Low
4. I can download or upload course resources from the websites or learning platforms.	3.98	0.69	Low
5. I can create or edit a questionnaire online.	3.85	0.79	Low
6. I can make and edit digital photos, movies, or other images.	3.73	0.86	Low
7. I can learn from both digital and paper textbooks	4.03	0.80	Low
8. I can add new content when the content of the textbooks is outdated.	3.63	0.92	Low
9. I can independently complete the assignment in the textbooks.	3.67	0.80	Low
10. I can find reading materials that match my interests and reading level.	3.80	0.80	Low
11. I can challenge the opinions expressed in the textbooks and put forward my ideas.	3.42	0.89	Moderate
12. I can use multiple perspectives to analyze the content in the textbooks.	3.56	0.88	Low
13. I can read aloud to improve my pronunciation.	3.75	0.88	Low
14. When I write or speak in English, I can use vocabulary and structures that have recently learned.	3.72	0.80	Low
15. When I read or listen to English, I pay attention to new vocabulary or structures.	3.73	0.75	Low
16. On my own initiative, I look up dictionaries and textbooks to learn new vocabulary and sentences.	3.81	0.80	Low

Table 4.2 Chinese undergraduate students' challenges in English language classrooms
　　　　(n=147) (Cont.)

Descriptions	Mean	S.D.	Level of challenge
17. When I speak, I pay attention to the grammar I use.	3.61	0.82	Low
18. I can remember vocabulary, expressions, and sentences from songs, movies, readings, etc.	3.61	0.88	Low
19. I can write down the vocabulary as it sounds or makes some annotations to remember its pronunciation.	3.76	0.76	Low
20. I can memorize the example sentences to remember some grammar points.	3.78	0.71	Low
Overall	3.74	0.58	Low

　　　　Table 4.2 showed that the students' overall level of challenge in English language classrooms was low (Mean: 3.74, SD: 0.58), which means that ICT, textbooks, and the English element's challenges were not difficult for the students. Therefore, the hypothesis to be accepted. However, in comparison, the mean value of item 7, "I can learn from both digital and paper textbooks," was the highest, which was 4.03. It means that item 7 was the lowest level of challenge contrasted with the other challenges. The mean value of item 12 was lowest (Mean: 3.42, SD: 0.89), which gained a moderate evaluation from the students. The following separately analyzes the mean, standard deviations, and level of challenge of every item.

Table 4.3 Chinese undergraduate students' in ICT challenges (n=147)

Descriptions (ICT)	Mean	S.D.	Level of challenge
1. I can use a variety of ICT software for learning in English. (e.g. Email, Facebook, YouTube)	3.88	0.77	Low
2. I can use ICT to evaluate and feedback on the course.	3.79	0.71	Low
3. I can create presentations with videos or audio clips.	3.73	0.90	Low

Table 4.3 Chinese undergraduate students' in ICT challenges (n=147) (Cont.)

Descriptions (ICT)	Mean	S.D.	Level of challenge
4. I can download or upload course resources from the websites or learning platforms.	3.98	0.69	Low
5. I can create or edit a questionnaire online.	3.85	0.79	Low
6. I can make and edit digital photos, movies, or other images.	3.73	0.86	Low
Overall	3.83	0.61	Low

The result of Table 4.3 showed that the students' ICT level of challenge in English language classrooms was low (Mean: 3.83, SD: 0.61); that means ICT challenges were not difficult for the students. Besides, Item 4, "I can download or upload course resources from the websites or learning platforms," was gained the highest mean score of 3.98 in ICT challenges. The mean value of item 3 and item 6 was lowest, and both were 3.73.

Table 4.4 Chinese undergraduate students' in textbooks challenges (n=147)

Descriptions (Textbooks)	Mean	S.D.	Level of challenge
7. I can learn from both digital and paper textbooks	4.03	0.80	Low
8. I can add new content when the content of the textbooks is outdated.	3.63	0.92	Low
9. I can independently complete the assignment in the textbooks.	3.67	0.80	Low
10. I can find reading materials that match my interests and reading level.	3.80	0.80	Low
11. I can challenge the opinions expressed in the textbooks and put forward my ideas.	3.42	0.89	Moderate
12. I can use multiple perspectives to analyse the content in the textbooks.	3.56	0.88	Low
Overall	3.69	0.63	Low

Table 4.4 showed that the students' textbooks level of challenge in English language classrooms was low (Mean: 3.69, SD: 0.63), which means that textbooks' challenges were tended not to be difficult for students. Item 7, "I can learn from both digital and paper textbooks," was the highest mean score of 4.03. In contrast, item 11 was the lowest mean value of 3.42, which means that item 11 was the highest level of challenge for students compared with the other items.

Table 4.5 Chinese undergraduate students' in English elements challenge (n=147)

Descriptions (English elements)	Mean	S.D.	Level of challenge
13. I can read aloud to improve my pronunciation.	3.75	0.88	Low
14. When I write or speak in English, I can use vocabulary and structures that have recently learned.	3.72	0.80	Low
15. When I read or listen to English, I pay attention to new vocabulary or structures.	3.73	0.75	Low
16. On my own initiative, I look up dictionaries and textbooks to learn new vocabulary and sentences.	3.81	0.80	Low
17. When I speak, I pay attention to the grammar I use.	3.61	0.82	Low
18. I can remember vocabulary, expressions, and sentences from songs, movies, readings, etc.	3.61	0.88	Low
19. I can write down the vocabulary as it sounds or makes some annotations to remember its pronunciation.	3.76	0.76	Low
20. I can memorize the example sentences to remember some grammar points.	3.78	0.71	Low
Overall	3.72	0.63	Low

The result of Table 4.5 showed that the students' English elements level of challenge in English language classrooms was low (Mean: 3.72, SD: 0.63); it means that the challenge of the English elements tended not to be difficult for students. Item 16, "On my initiative, I look up dictionaries and textbooks to learn new vocabulary and

sentences," gained the highest mean score of 3.81, the mean value of item 17 and item 18 was the lowest both were 3.61.

Table 4.6 Degree of the overall three challenges

Parts	Items	Mean	S.D.	Level of challenge
ICT	6	3.83	0.61	Low
Textbooks	6	3.67	0.65	Low
English elements	8	3.70	0.63	Low

Table 4.6 showed that the students' ICT, textbooks, and English elements level of challenge in English language classrooms was low; it means that the three challenges were not difficult for the students. However, in comparison, the ICT challenge was the highest mean score of 3.83, which means it shows the lowest level of challenge compared with the other two challenges. The English elements ranked second with its mean value lower than the ICT challenge. Besides, the mean value of textbook challenges was the lowest among all, which means that it was the highest level of challenge compared with other challenges. Finally, the mean score summary indicates that ICT, textbooks, and English elements tend not to be difficult for students. The following separately analyzes and shows that students of English majors and Non-English majors the mean, standard deviations, and level of challenge of every item.

Table 4.7 Independent samples test for students' challenges in English language classrooms

Independent Samples Test for Students						
Items	English major(n=57)		Non-English major(n=90)		t	P
	Mean	S.D.	Mean	S.D.		
ICT	3.76	0.60	3.87	0.63	-1.051	0.295
Textbooks	3.64	0.57	3.75	0.68	-1.013	0.313
English elements	3.65	0.56	3.76	0.68	-1.067	0.288

Note: Significant (0.01<p<0.05) is marked with*, strongly significant (0.001< p<0.01) is marked with**, very strongly significant (p≤0.001) is marked with***.

Table 4.7 showed that students of English majors and Non-English majors did not significantly differ (p>0.05) in the challenges of ICT, textbooks, and English elements; it means that the students of English major and Non-English major challenges in English language classrooms were easy. Although the degree of challenges of different major students was not significantly different, the mean score was some differences in English majors and Non-English majors. Nevertheless, the mean score of Non-English majors was higher than that of English majors. The mean score of English majors was 3.76, 3.64, and 3.65, and the mean of non-English majors was 3.87, 3.75, and 3.76.

4.1.2 Research Question 2: What challenges do Chinese English teachers experience in English language classrooms?

Table 4.8 Demographic Information of Teachers

Details		N	Percentage
Gender	Male	6	19%
	Female	25	81%
Highest degree	Master D	30	97%
	Ph. D.	1	3%
Current position	Principal	0	0%
	Vice Principal	0	0%
	Head of Department	2	6%
	Teacher Assistant	4	13%
	Teacher	25	81%
The years of teaching experience	1-5 years	11	36%
	6-10 years	15	48%
	11-15 years	5	16%
	16 years or more	0	0%
What languages you speak	Chinese	0	0%
	Chinese, English	20	65%
	Chinese, English, Japanese	11	35%

Table 4.8 showed the details of the demographic data of Chinese English teachers. The questionnaires distributed online to 31 Chinese English teachers from the faculty of language and culture in China comprising 6 male teachers (19%) and 25 female teachers (81%). Among them, the highest degree was Master's degree has 30 teachers, accounting for 97%, and 1 teacher is Ph.D., accounting for 3%. About the current position, 2 teachers were head of the department, accounting for 6%, 4 teachers are teacher assistants, accounting for 13%, 15 teachers are teachers, accounting for 81%. Among the 31 teachers, 11 teachers have taught English experience of 1-5 years(36%); 15 teachers have taught English experience of 6-10 years(48%); 5 teachers have taught English experience of 11-15 years(16%). 20 teachers could speak Chinese and English, accounting for 65%, 11 teachers could speak Chinese, English, and Japanese, accounting for 35%. In the training stage of English teachers, in addition to English, the second foreign language of English teachers was usually Japanese in China.

This analytical phase was to calculate the descriptive statistics for the ratings of three challenges of English language classrooms by the teachers: ICT, Textbooks, English elements. The tables presented below reveal the mean values, standard deviations, and level of challenge by survey respondents who are the sample group of Chinese English teachers.

Table 4.9 Chinese English teachers' challenges in English classrooms (n=31)

Descriptions	Mean	S.D.	Level of challenge
1. I can use ICT to assign homework.	4.19	0.75	Low
2. I can use ICT to make students evaluate and feedback on the course.	4.10	0.65	Low
3. I can create presentations with audio and video clips.	4.00	0.58	Low
4. I can download or upload course resources from websites or learning platforms for students to use.	4.26	0.45	Low

Table 4.9 Chinese English teachers' challenges in English classrooms (n=31) (Cont.)

Descriptions	Mean	S.D.	Level of challenge
5. I can use live webcast to teach.	4.23	0.50	Low
6. I can create or edit questionnaires online.	3.71	0.78	Low
7. I can make and edit digital photos, movies, or other images.	4.10	0.54	Low
8. I usually update my course content when it is outdated.	4.26	0.51	Low
9. I can provide reading materials that match the students' interests and reading level.	4.23	0.50	Low
10. I can encourage students to challenge the ideas expressed in the textbooks.	4.42	0.56	Low
11. I can use a variety of perspectives to explain the content in the textbooks so that students can deepen their understanding.	4.19	0.40	Low
12. On my initiative, I write the translation next to the vocabulary I would like to teach.	4.06	0.57	Low
13. I can write and explain the vocabulary and sentences correctly.	4.16	0.45	Low
14. I can use English movies and songs make students exercise pronunciation.	4.10	0.30	Low
15. I can relate the vocabulary in English with an image, a drawing, or a scheme.	4.35	0.49	Low
Overall	4.16	0.30	Low

Table 4.9 showed that the teachers' overall level of challenge in English language classrooms was low (Mean: 4.16, SD: 0.30), which means that ICT, textbooks, and English elements challenges tend not to be difficult for teachers. Therefore, the hypothesis to be accepted. Item 10, "I can encourage students to challenge the ideas expressed in the textbooks," was the highest mean value of 4.42. The mean value of item 6, "I can create or

edit questionnaires online," was the lowest mean score of 3.71. The following separately analyzed the mean and standard deviations of each part of the item and the level of challenge.

Table 4.10 Chinese English teachers' in ICT challenges (n=31)

Descriptions	Mean	S.D.	Level of challenge
1. I can use ICT to assign homework.	4.19	0.75	Low
2. I can use ICT to make students evaluate and feedback on the course.	4.10	0.65	Low
3. I can create presentations with audio and video clips.	4.00	0.58	Low
4. I can download or upload course resources from websites or learning platforms for students to use.	4.26	0.45	Low
5. I can use live webcast to teach.	4.23	0.50	Low
6. I can create or edit questionnaires online.	3.71	0.78	Low
7. I can make and edit digital photos, movies, or other images.	4.10	0.54	Low
Overall	4.08	0.40	Low

Table 4.10 showed that the teachers' ICT level of challenge in English language classrooms was low (Mean: 4.08, SD: 0.40), which means the ICT challenges tend not to be difficult for teachers. In detail, item 4, "I can download or upload course resources from websites or learning platforms for students to use," gained the highest mean values of 4.26. The mean value of item 6, "I can create or edit questionnaires online," was the lowest, 3.71. The following Table 11 displayed the detailed evaluation of textbooks challenges in the English language classroom by Chinese English teachers.

Table 4.11 Chinese English teachers' in textbooks challenges (n=31)

Descriptions (Textbooks)	Mean	S.D.	Level of challenge
8. I usually update my course content when it is outdated.	4.26	0.51	Low
9. I can provide reading materials that match the students' interests and reading level.	4.23	0.50	Low
10. I can encourage students to challenge the ideas expressed in the textbooks.	4.42	0.56	Low
11. I can use a variety of perspectives to explain the content in the textbooks so that students can deepen their understanding.	4.19	0.40	Low
Overall	4.28	0.34	Low

Table 4.11 showed that the teachers' textbooks level of challenge in English language classrooms was low (Mean: 4.28, SD: 0.34), which means the textbooks' challenges tend not to be difficult for teachers. Item 10, "I can encourage students to challenge the ideas expressed in the textbooks," the highest mean score of 4.42 gained. Item 11, "I can use a variety of perspectives to explain the content in the textbooks so that students can deepen their understanding," the lowest mean score of 4.19. Table 12 below showed the statistical data on the challenges of English elements.

Table 4.12 Chinese English teachers' in English elements challenges (n=31)

Descriptions (English elements)	Mean	S.D.	Level of challenge
12. On my initiative, I write the translation next to the vocabulary I would like to teach.	4.06	0.57	Low
13. I can write and explain the vocabulary and sentences correctly.	4.16	0.45	Low
14. I can use English movies and songs make students exercise pronunciation.	4.10	0.30	Low

Table 4.12 Chinese English teachers' in English elements challenges (n=31) (Cont.)

Descriptions (English elements)	Mean	S.D.	Level of challenge
15. I can relate the vocabulary in English with an image, a drawing, or a scheme.	4.35	0.49	Low
Overall	4.17	0.33	Low

Table 4.12 showed that the level of teachers' English elements' challenge in English language classrooms was low (Mean: 4.17, SD: 0.33), which means English elements' challenges tend not to be difficult for teachers. Moreover, the highest mean value was item 15, "I can relate the vocabulary in English with an image, a drawing, or a scheme" mean score was 4.35. The mean value of item 14, "I can use English movies and songs make students exercise pronunciation," was the lowest was 4.10.

Table 4.13 Degree of the overall of the three challenges (n=31)

Parts	Items	Mean	S.D.	Level of challenge
ICT	7	4.08	0.40	Low
Textbooks	4	4.28	0.34	Low
English elements	4	4.17	0.33	Low

Table 4.13 showed that the level challenge of teachers' ICT, textbooks, and English elements in the English language classroom was low; it means that three challenges tend not to be difficult for the teachers. However, in comparison, the textbooks challenge was the highest mean score of 4.27, which means that it was the lowest level of challenge compared with the other two challenges. The English elements ranked second with its mean value lower than the ICT challenge. The ICT challenge's mean score was the lowest among the three challenges, which means that it was the highest level of challenge among the three. Finally, the summary of the mean score induced the researchers that the challenges of Chinese English teachers in ICT, textbooks, and English elements were low, but in comparison, the highest level of challenge was ICT compared with the other challenges, and the lowest level of challenge was textbooks.

4.2 Presentation of Qualitative Data (Semi-Structured Interview and Comment)

Based on quantitative data analysis, the researcher raised some questions and conducted semi-structured interviews with students and teachers. The following section presents the Chinese undergraduate students' and Chinese English teachers' data concerning challenges in the English class.

4.2.1 Research Question 1: What challenges do students experience in English language classrooms?

Theme 1: Challenges in ICT

All students who responded below obviously indicated that the interviewees think used ICT learning English tends not to be difficult. Ample evidence from the interview data also showed that the interviewees delighted to use ICT software for English learning. Besides, some interviewees hoped that universities able to use virtual reality (VR) for English learning and teaching in the future, which would feel great. This corresponds to the results of the questionnaire. The mean score of ICT was the highest among the three challenges, which means this was the lowest level of challenge among the three challenges.

1.1: Easy use of ICT

"Using ICT for English learning not challenges for me, it provides me with many ways to learn English. For example, English dubbing software can Learn English in a dubbed form and practice pronunciation. And there were many options for using ICT for English learning. For instance, I can use English pronunciation software or American English pronunciation software for English learning." (Interviewee 1, 4, 5, Personal communication, 6 June, 2020)

"Using ICT to learn English was easy for me. I have a lot of software on my iPad that I use to learn English. I hope that schools will be able to use virtual reality

(VR) for English learning in the future, which will feel great. And it can help me learn English better." (Interviewee 2, 3, Personal communication, 6 June, 2020)

Theme 2: Challenges in textbooks

In the below reflections, all interviewees showed, combining digital textbooks with paper textbooks to find information, data, and articles were very easy used since their teachers have taught them how to used and searched. Some interviewees stressed that it was a skill that needs to be mastered.

Regarding item 11, most of the interviewees indicated that they were reluctant to express their different views in the English class. And they think that the opinions in the textbook were authoritative and have been reviewed by a professional person, so they were unwilling to put forward different views from the textbook. In contrast, some interviewees think it was brave to express their opinions; they were willing to express their views, although their views were sometimes wrong.

2.1: Combining digital and paper textbooks learning

"For me, combined using digital textbooks and paper textbooks was very easy for English learning. I often do this in language learning. Teachers in our class taught us how to use and find digital textbooks and combine them with paper textbooks for language learning. And in the course of our class, teachers often use digital textbooks for class. I think this was also a skill that each of us should master because very helpful for data collection and data integration." (Interviewee 1, 2, 3, 4, 5, 6, Personal communication, 6 June, 2020)

2.2: Willing to express different opinions

"I will express my views bravely although different perceptions from the textbook. Sometimes my point of view was often pointed out by the teacher to be wrong, I am still willing to try to make my point of view and maybe I have new ideas in communication with the teacher" (Interviewee 1, 3, Personal communication, 6 June, 2020)

2.3: Reluctant to express different opinions

"I will follow the textbooks' perspectives and contents because they were published after professional review and were more authoritative. There may be a problem with my way of thinking if my views differ from those in the textbooks. I will reflect on myself. " (Interviewee 2, 4, 5, 6, Personal communication, 6 June, 2020)

Theme 3: Challenges in English elements

All students who responded below obviously indicated that most interviewees thought the English elements were difficult in the three challenges in comparison. They talked about the specific difficulties of learning vocabulary, grammar, and pronunciation. Respondents said that some of their reasons would hinder them from learning vocabulary, grammar, and pronunciation. Some interviewees believed that vocabulary was the foundation of English learning. Remembering vocabulary made it much more comfortable in English listening, speaking, reading, and writing.

3.1: Learning pronunciation

"I think the English elements were challenging for me, especially the pronunciation in the English elements. Both grammar and vocabulary can improve my skill and memorization, but pronunciation needs practice, and I am not particularly confident in myself because I have an accent." (Interviewee 1, 3, Personal communication, 7 June, 2020)

3.2: Learning vocabulary

"English element was a challenge—especially a vocabulary. Because there were so many vocabularies, you need to remember the usage and match. Remembering vocabulary makes it much more comfortable in English listening, speaking, reading, and writing. It can say that the learning of vocabulary was a foundation of English." (Interviewee 4, Personal communication, 7 June, 2020)

3.3: Learning grammar

"Ugh. I think English elements were the most difficult challenges in these three aspect challenges, In particular, grammar learning. It was easier to get confused

if it was not sorting out. My memory was not very good, so I often don't remember the rules of grammar. I often get grammatical errors in sentences." (Interviewee 6, Personal communication, 7 June, 2020)

Theme 4: Other challenges

According to the responses of the interviewees below, they also faced challenges in English reading, listening, and translation. If future researchers wanted to study-related issues, it could increase the challenges in these aspects. This may provide some teaching methods and opinions for language learning and teaching of non-native English learners and teachers.

4.1: English reading

"I think reading English was a big challenge because it was difficult to understand English journals, English articles, and English classics. Can't catch the focus and inner meaning of the material." (Interviewee 2, 3, Personal communication, 7 June, 2020)

4.2: English listening

"English listening was a challenge for me. When the teacher conducts English listening training, I sometimes cannot understand the listening content. I may need to play it slowly to know the listening content, and the efficiency of listening is low." (Interviewee 1, 4, Personal communication, 7 June, 2020)

4.3: Translation

"Chinese-English translation. Because the sentence I translated was not beautiful, not up to meet the translation requirements of faithfulness, expressiveness, and elegance. I can't meet the translation requirements and standards of the teachers, so particularly distressed." (Interviewee 5, 6, Personal communication, 7 June, 2020)

4.2.2 Research Question 2: What challenges do Chinese English teachers experience in English language classrooms?

Theme 5: Teachers challenges in ICT

All responses below indicated that the interviewees' difficulties in ICT. Interviewees cited difficulties in edited and created questionnaires online, difficulties in the inserted video in PowerPoint, and difficulties in taught live webcasts. This corresponds to the results of the questionnaire. The mean score of the ICT challenge part of the interviewee was the lowest among the three challenges, indicated that it was the highest level of challenge among the three challenges. Some interviewees stressed that the reason for their low mean score of item 6 was that they did not edit and create a questionnaire online, which was the challenge for them.

5.1: Difficult use of questionnaire online

"I have a hard time creating and editing the questionnaire online since I did not edit and create a questionnaire online. Besides, the college has a teaching assistant responsible for collecting evaluation feedback. Generally, students filled out by issuing paper questionnaires. Rarely were online questionnaires for students to fill out. So it was difficult for me to edit and created the questionnaire online." (Interviewee 1, 3, Personal communication, 10 June, 2020)

5.2: Difficult in PowerPoint

"In ICT, I think inserting video in PowerPoint was very challenging for me because, in my teaching, I usually don't add video in PowerPoint, but directly open the video website to play video." (Interviewee 2, Personal communication, 10 June, 2020)

5.3: Difficult live-stream classes

"Because of the outbreak of the COVID-19, we had to live broadcast to teach, and I am not familiar with this form of the live broadcast. I have not tried it before, and I will feel awkward. Also, the live broadcast was prone to poor signal conditions. I think that webcast has made me farther away from students. My body language was not well expressed, and the visual effects were not so sound. Using webcast teaching, I feel unaccustomed to it, and because it was impossible

to manage students, and it wasn't easy to know the students' mastery of English."
(Interviewee 4, Personal communication, 10 June, 2020)

Comments

Some English teachers put forward their views on the application of ICT. They said that it is inevitable for ICT technology to enter the teaching field under the current international situation. Now that the webcast has promoted, they believed virtual reality (VR) teaching popularize shortly. The teaching methods are becoming more and more abundant, so teachers of colleges and universities realize their shortcomings. They hold a welcome view of ICT technology entering the teaching field, but teachers' technical ability to use ICT has not been able to keep pace with society. School-level is also aware of this problem; the school will organize young teachers to learn ICT technology.

English teachers also mentioned that in the era of media prevalence, more and more people began to transfer and share knowledge through some ICT social software. They also hope that college teachers should spread understanding through social media and share knowledge with the public. Pass on professional expertise and bring correct guidance to the public. Because some publishers who post videos may not be very professional, it is easy to mislead students.

Theme 6: Teachers challenges in textbooks

All responses below indicated that the interviewees encouraged students to expressed different opinions from textbooks; they stressed that it was a manifestation of self-confidence and courage, and it is necessary to cultivate the point of view that students dare to question. This corresponds to the high mean value of questionnaire item 10.

6.1: Encourage expression

"I will encourage students to express their different views from textbooks, and everyone will discuss right and wrong or whether it was feasible. According to the actual situation, I particularly encourage them to express their different opinions. This was a desire for knowledge, and I welcome them to interrupt my teaching at any time to put forward their opinions." (Interviewee 2, 4, Personal communication, 10 June, 2020)

"...I think this was a manifestation of courage and confidence. Regardless of right or wrong, we must cultivate the ability of students to dare to question textbooks. However, whether this view was feasible still needs to be discussed with students. And ask students about the origin of perceptions and whether there were evidence and reasons to support his views." (Interviewee 1, 3, Personal communication, 10 June, 2020)

Theme 7: Teachers challenges in English elements

Based on the responses of the interviewees below, most of the interviewees showed that they deemed that they could have the ability to solve the English element's challenge because they had many years of English teaching experience. This was consistent with the results of the questionnaire, and the challenge of the English element mean score was high. One interviewee indicated that there were difficulties in vocabulary teaching, and the insufficient vocabulary of students would affect after the lesson.

7.1: Ability to English elements challenges

"I think I can cope with the challenge of English elements teaching; it was not difficult. In teaching, I am satisfied with my pronunciation, grammar, vocabulary teaching, because I have many years of English teaching experience." (Interviewee 1, 2, 3, Personal communication, 10 June, 2020)

7.2: Challenges of English elements

"I think there might be a challenge in vocabulary teaching because, in the teaching, I found that the students' vocabulary could not keep up, let them read English classics, they would feel difficult, which affected my teaching." (Interviewee 4, Personal communication, 10 June, 2020)

Theme 8: Other challenges

The interviewees' responses below, faced challenges that had an uneven level of students and linguistics curriculum structure a few problems. If future researchers want to study the related issues, it can increase investigative the challenges in these areas.

8.1: Challenges of teaching different levels of students

"The uneven level of students will affect my daily teaching. There is no way to take care of students of different levels at the same time..." (Interviewee 4, Personal communication, 10 June, 2020)

"Although the students have entered the university stage, I still found that their essential ability is weak in English learning, and there are specific problems in listening and speaking..." (Interviewee 1, 3, Personal communication, 10 June, 2020)

8.2: Challenges of linguistics curriculum structure

"At present, there are quite a few problems in the overall structure of the commonly used linguistics courses. Initially, English linguistics is a subject with more abstract and complicated knowledge points. If the content of the tutorial itself lacks structure and context, the teacher's teaching and the student's learning will also have a certain degree of confusion, because the progress of the teaching is usually the program is determined by the tutorial." (Interviewee 2, Personal communication, 10 June, 2020)

As far as students were concerned, students thought that their challenges more from stemmed from textbooks and English elements, consistent with the results of the questionnaire. The mean value of textbooks and English elements was lower than ICT. Most of them expressed their reluctance to put forward different perceptions from the textbooks, believing that the textbooks represent authority, their views were incorrect, and they lack confidence. Besides, they showed great interest in the use of ICT. They believed that the application of ICT to English learning provided them with new ways to learn English in many ways. For teachers, the teachers thought that classroom challenges mainly came from ICT. When they created and edited an online questionnaire, they have difficulties. Because they rarely need to do this job, therefore, Chinese English teachers were unfamiliar with online questionnaires created by ICT and had problems with their use.

4.3 Chapter Summary

This chapter presented the results obtained from the quantitative method and qualitative method to answers two research questions.

1) The ICT challenge level was low, a moderate level of challenges was English elements. A high level of challenge was textbooks contrasted with other challenges. The three challenges were not difficult for the students.

2) The level of textbooks of the challenge was low, a moderate level of challenges was English elements; a high level of challenge was ICT among these three challenges. The three challenges were tended to not difficult for the teachers.

3) The quantitative data results showed the students' and teachers' level of the challenge was low, which proves simultaneously the research hypothesis fails to be rejected.
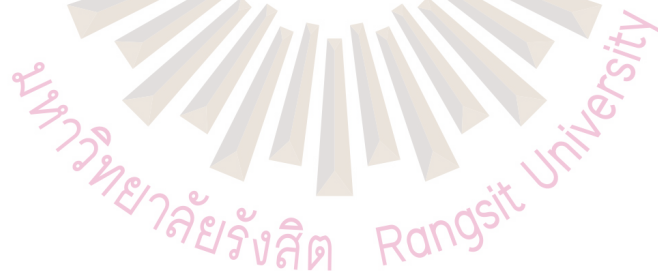
Chapter 5

Conclusion

This chapter consisted of four parts. Firstly, the investigation results in the challenges of Chinese undergraduate students and Chinese English teachers were summarized. Secondly, were discussed some findings from chapter 4. Thirdly, the practical implications concerning challenges in English language classrooms provided. Fourthly, the recommendations for the future elucidated in the final section.

5.1 Summary of the Findings

This study set out to explore the challenges of Chinese undergraduate students and Chinese English teachers in English language classrooms.

5.1.1 Chinese undergraduate students' challenges in the English language classrooms

With the use of questionnaire adaptation with 5-Likert Scales, researchers evaluated Chinese undergraduate students' three challenges in the English language classroom. Based on findings revealed that textbooks (Mean: 3.69) were the highest level of challenge for students compared with the other challenges, and the ICT level of challenge was the lowest (Mean: 3.83). The mean score of the English element challenge was between ICT and textbooks. In detail, students had the highest mean score in the ICT section, especially in the use of ICT software, created or edited a questionnaire online, and downloaded or uploaded course resources from learning platforms items. In contrast, among the 20 items, only item 11, "I can challenge the opinions expressed in the textbooks and put forward my ideas," gained the lowest mean score, it showed that students think item 11 was the highest level of challenge among the 20 items.

In order to obtain more data, a semi-structured interview method was used in the challenge survey. The results showed that all 6 student respondents indicated that they faced challenges in these three aspects of English learning. The semi-structured interview data provided detailed explanations to support the findings of the questionnaire data.

5.1.2 Chinese English teachers' challenges in the English language classroom

The results obtained from the administration of the questionnaire with Chinese English teachers were much in some different pictures from those of Chinese undergraduate students. The findings revealed that information communication and technology (ICT) was the highest level of challenge among these three challenges for teachers in English language classrooms (Mean: 4.08), and textbooks were the lowest level of challenge (Mean: 4.28). The mean scores of the English element challenge were between ICT and textbooks. The findings indicated that teachers should master not only pedagogical knowledge but also information communication and technology (ICT) skills. In this way, teachers could become more professional in English teaching.

Later, through semi-structured interviews, it was found that English teachers had not created and edited questionnaires online experiences. Because there were teaching assistants who did this work, they did not need to do this work, so they were not good at this technology, so item 6 was the highest level of challenge among the other items. The interviewed teachers also put forward their opinions and suggestions on the entry of ICT into the teaching field, and have some opinions of the live broadcast teaching in the current situation.

5.2 Discussion

5.2.1 Research question 1: Chinese undergraduate students' challenges in the English language classrooms

The results of students' ICT challenges indicated students that were willing to attempt new forms of ICT tools or software for English learning. The interviewees N1, 4, 5

in this study believed that "Using ICT for English learning is not a challenge for me; it provides me with many ways to learn English. Based on the responses of student respondents, they had a motivation to use ICT and tend to attempt new tools for language learning. Dörnyei & Ushioda, (2009) believes that motivation is one of the essential concepts in psychology and language education, and is usually used to explain learners' success and failure in learning. According to Toumi's (2015) research, with the help of visual aids, participation will increase. Thanks to ICT use, learners can feel more relaxed and learn the language more realistically (Kitao, 1998; Grant et al., 2010). The use of ICT has consistently been shown to have positive effects on language skills, including listening (e.g., Ducate & Lomicka, 2009), speaking (e.g., Sun, 2009), reading (e.g., Lan, Sung, & Chang, 2007), and writing (e.g., Bloch, 2007). In addition to improvement of these skills, integrating ICT in language classrooms has been shown to increase learners' motivation to practice their target languages (Blake, 2009; Shang, 2007), their motivation (e.g., Shang, 2007), and their intercultural awareness (e.g., Lee, 2011).

Besides, it was also related to China's policy. Excellent policy support to better promote the application of ICT in education. The "Tenth Five-Year Plan for ICT" and the "National ICT Development Plan (2011-2020)" clarify the main challenges and development strategies that ICT needs to support in education systems at all levels to address information. The global competition in the comprehensive development of communication technology meets the urgent needs of China's education reform. The overall goal by 2020 is to establish an ICT-supported learning environment at the advanced international level (Ministry of Education, 2002; Ministry of Education, 2011). Policy support has established an excellent ICT learning environment for students to use ICT technology for English learning.

The use of ICT by students was also related to the era. Their generation is a new generation, also known as millennials, who are more skilled at using technology than their teachers. In this case, students and teachers will have different ways of thinking and communicating, learning concepts, controlling needs, and even personal and social values. For example, students in the new millennium regard ICT multitasking as a normal social habit. (Gu et al., 2013).

The challenges faced by students' textbooks were related to the authenticity of the textbooks. According to the qualitative data, most of the interviewees said that the textbook content is outdated, and the textbook's content was tedious and cannot arouse the interest of students in reading, which was a challenge for their English learning. This was consistent with previous research. Wang and Meng (2011) found that students' view of textbooks is that the content of textbooks is too tedious, and the reading materials are too complicated to arouse students' interest in reading. So put forward articles that use popular topics to make students remember them better.

Also, the students' textbooks challenge was related to the students' confidence. Foreign language learning requires self-confidence as support; self-confidence can enhance the learning power and motivation of learners. Al-Hebaish (2012) showed that there is a positive correlation between general self-confidence and achievement. Akagündüz (2006) divides self-confidence into two subcategories of inner self-confidence and outer self-confidence: inner self-confidence is about thoughts and emotions about personal reconciliation or satisfaction with oneself. External confidence is also the behavior and attitude towards others. The components of external self-confidence are communication and emotion control. Based on the student interviewees' responses to this study and found that most of the interviewees indicated that they were reluctant to express their different views in the English class. Furthermore, they think that the opinions in the textbook were authoritative and have reviewed by a professional person, so they were unwilling to put forward different views from the textbook.

The students' English elements challenges was related to students' motivation to learn English. The challenge of textbooks corresponds to the exam, and the exam corresponds to getting a diploma. The learning of English elements focused on learning English skills and practical applications. Chinese students were inclined to get the choice of graduation certificate, so the result is that the textbooks' challenges were more difficult than the English element challenges. Wang (1989) acknowledged that motivation considered to be one of the essential factors affecting foreign language learning. For Chinese students, instrumental motivation is the primary type of English foreign language learning. Hua (1998) study pointed out that nearly 80% of students' motivation

is certificate motivation and concluded in some studies (Hua, 2000; Shi, 2000) that integration motivation is not very important in the Chinese context. While "certificate motivation" is the primary type, it inferred that for Chinese English learners, certificate motivation is considered a tool motivation more critical than an integrated motivation.

Besides, the challenge of the English elements was related to students' English knowledge. Hasan (2016) pointed out that insufficient vocabulary is one of the most challenging tasks students encounter in mastering vocabulary. Maruyama (1996), cited by Hoa and Mai (2016), pointed out the reasons for students' lack of vocabulary, that is, "students think they do not need words because they are not common or rarely used in daily life, so they have no motivation to learn." Besides, Dewi and Jimmi (2018) pointed out that students who lack vocabulary have an impact on themselves when they want to interact with people and have insufficient confidence.

Khan (2011) also pointed out that problems in pronunciation, form, grammar, and spelling are "specific problems related to pronunciation, stress, and intonation become students' problems." Another problem with language is the mother tongue or mother tongue interference. Teachers and students often speak in their mother tongue, which will unconsciously affect their English performance (Fatiloro, 2015), and make students lack the motivation to practice the target language. Grammar is a common problem when students want to speak in English because they worry that they will make mistakes when speaking (Abrar et al., 2018).

The study showed that English majors and Non-English majors do not show significant differences in challenges in ICT, textbooks, English elements. However, the mean score has some differences in English majors and Non-English majors; the mean score of Non-English majors was higher than that of English majors. The results of mean score differences, it is related to professional training requirements. English majors learn English for the entire four-year degree program. Typically, English majors have approximately 20 teaching hours per week at a comprehensive university (Wang, 1999; Yao, 1993). The Department of Higher Education of the Ministry of Education requires that the College English Language Program focuses on cultivating students

who can communicate in spoken and written English after graduation (Cheng & Wang, 2012). Students need to take TEM-4 (Test for English Majors-Band 4) and TEM-8 (Test for English Majors-Band 8).

The English course for Non-English majors was called college English (CE), .and its requirements are looser than those for English majors (Wang, 1999). According to the College English Course Requirements passed in 2007, English language education must account for 10% of the total undergraduate credits (Feng, 2009) and can attend English classes for up to four hours a week (Wen, 2012). Students need to take CET-4 (Chinese English test-4) and CET-6 (Chinese English test-6). (Feng, 2009; Yao, 1993; Wang, 1999). Lower difficulty than the TEM (Test for English Majors-Band) exam. This could be said that English majors receive more professional curriculum education, different textbooks, and different examination requirements. So they have a deeper understanding of the learning English challenges, which likely produce the reason for English major students to think English challenges difficult than a non-English major students' English challenge.

5.2.2 Research question 2: Chinese English teachers' challenges in the English language classrooms

The results of teachers' ICT challenges indicate teachers that possible not willing to try new forms of ICT tools or software for English teaching. More and more researchers have realized that there are three categories of obstacles to teachers' ICT integration work: Balanskat et al. (2006); the first category is micro-level barriers, including barriers related to teachers' attitudes and methods towards ICT. The second category is barriers at the meso level, including barriers related to the institutional background. The third category is called the macro-level (system-level obstacles) and includes obstacles related to the broader educational framework.

Besides, the challenge of ICT was related to teachers' attitudes, and they pay less attention to ICT's role in learning. Xie and Wang (2004) surveyed the ICT education status of rural junior high schools in six regions of China (i.e., Northeast, North China,

Central China, Northwest, Southwest, and minority regions). It is found that most teachers use ICT as a presentation tool rather than a learning or cognitive tool. Bingimlas (2009) also found that even many teachers strongly hope to integrate ICT into teaching, but they have encountered significant obstacles, such as lack of confidence and ability, or negative attitudes, and internal resistance.

Not only will teachers' negative attitudes create obstacles, but students also challenge the ICT integration process. The new generation, also known as millennial, are more skilled and skilled at using technology than their teachers. In this case, students and teachers will have different ways of thinking and communicating, learning concepts, controlling needs, and even personal and social values. For example, students in the new millennium regard multitasking in ICT as a normal social habit. As a result, as the use of ICT continues to grow, and teachers' ICT skills continue to develop, teachers continue to experience a "social pressure" in the teaching process (Gu et al., 2013).

In addition, the results of ICT challenges was also related to the lack of professional ICT training. Computer English teaching in China has gone through the stages of computer-aided instruction (CAI) and computer-aided learning (CAL). It is undergoing information technology and curriculum integration (ITCI), but English teachers' computer or information ability is far below the standard Cultural organizations (He et al., 2015). Technology cannot replace teachers, but teachers with computer technology will replace teachers without computer technology. The current status of college English teachers' computer abilities is still a big problem. Lacking sufficient training, and are very pay less attention to the significance of ICT training.

China's basic education system faced unique obstacles caused by cultural background. The entire Chinese education system was based on Confucius' philosophy, emphasizing "group-based, teacher-led, and centrally-organized teaching culture" (Zhang, 2007). Lin and Gorrell (2001) found that Chinese teachers expressed more doubts about using ICT applications in cooperation, independent learning, and autonomous learning. Besides, compared with western teachers, Chinese teachers value themselves as authoritative. Authoritative persons hindered the interactive use of

information and communication technology because it was inconsistent with traditional formal education (Zhu et al., 2010).

Textbooks' challenges were the lowest level of challenge among the three challenges for teachers. The interviewees' responses to this study found that they do not think that textbooks pose a challenge to them. They were very willing to encourage students to challenge their opinions in the textbooks and came up with different views and suggestions. They thought it was a performance of courage and confidence. According to the Pande (2013), the teachers who participated in the survey stated that they have been looking for suitable teaching materials and methods to solve the students' challenges in learning English. Teachers will get appropriate teaching facilities in practical teaching, including space, books, and teaching aids. Match students' proficiency and learning status. Ways to match student levels and learning environments can accomplish through lesson plans (Roberts, 2007). All participants admitted that they made some changes to the lesson plan. According to the results of the questionnaire, all English teachers tend to choose textbooks suitable for students to apply to English teaching, and during teaching, simple explanations will mark next to the article, which is convenient for students to understand.

5.3 Implications of the Findings

Stemmed from the findings of the current study, the researchers summarized three pedagogical implications that focused on administrators, teachers, and students. The specific three aspects of the implications were as follows:

5.3.1 Administrators

1) Governments and schools should make every effort to support the teaching process and introduce new teaching methods to better integrate ICT into the classroom. To date, the number of ICT facilities and the number of qualified teachers still cannot support ICT development in China's primary education. Both the rural and urban areas require investment and financial support from the Chinese government.

2) Improve the quality and quantity of online education resources by establishing a resource sharing platform. Without readily available online resources and resource sharing platforms, ICT integration is impossible. By building a resource platform and sharing online learning resources, teachers can access the internet to obtain high-quality teaching materials, such as videos, pictures, and course descriptions.

3) The selection and revision of textbooks should keep pace with the times. The content of textbooks should be diversified, not just focusing on exams and gaining a degree, but leaning towards skill learning and practical application. The exam is only a part of education, and more importantly, it should communicate and use it in real life—no more "dumb" English of students.

4) Regular seminars and lectures should be held to improve teachers' professional knowledge and ICT skills and to update teachers' information on the latest developments in research fields and foreign language education at home and abroad. The establishment of a practical community among teachers should be encouraged to carry out activities related to teaching and research to help teachers learn and cooperate. Regular training courses for ICT projects allow teachers to fully understand the advantages of ICT applications and encourage them to try a variety of different ICT tools in the classroom for teaching.

5.3.2 Teachers

1) Judging from the challenges that teachers have in ICT, teachers need to re-perceptions information technology, improve their understanding of information and communication technology, and understand the latest teaching theories. Since many studies have shown that teachers' negative attitudes and lack of confidence will bring challenges to ICT integration, teacher education should be conducted in a favorable and less threatening environment. This will enable teachers to confident use ICT for teaching and learning (Teo, 2008).

2) From the results, students dare not put forward their different views from textbooks, which shows that teachers need to encourage students frequently and stimulate their self-confidence, making them more willing to learn English. In teaching, teachers should add content that students are interested in textbook content. It enhanced students' motivation to learn English, and it will also promote teachers' English teaching.

3) College English teachers should cultivate lifelong education and self-oriented development consciousness. Because this is an era full of change, if you cannot enhance your knowledge, you will eventually be abandoned (Li, 2016). Therefore, college English teachers should constantly remind themselves to study and improve themselves comprehensively. Self-directed development consciousness is a responsible attitude and the driving force for personal, professional development. With this awareness, English teachers will better cope with the challenges in the classroom. The earlier college English teachers develop this awareness, the more motivated they will become and will be more willing to invest time and energy in self-development.

5.3.3 Students

Students should strengthen their knowledge and skills in learning English elements. In English learning, they should enhance their knowledge of English learning fundamentally. Students should increase their self-confidence and believe that they can learn the language well, whether it is a practical application or written writing. Because self-confidence is a kind of willingness to socialize and active learning, it will make language learning achieve twice the result with half the effort. Therefore, it is necessary to enhance students' self-confidence.

5.4 Recommendations for Future Research

Based on the findings and conclusions of this study, the following were made for future research.

Future research should include different groups in the sample. In this study, the respondents only came from a single university and one faculty. Different samples from other universities may provide different results. More specifically, students from various departments may also hold different perceptions. Therefore, further research should conduct different kinds of samples. Moreover, in this study, only 31 samples of English teacher participants were investigated. Furthermore, the number of females in the students and English teacher group in this study was large. It is recommended that using a large sample to improve the reliability and generalizability of the result.

The challenges of this study include only three challenges, ICT, textbooks, and English elements. To understand the classroom challenges of non-native English students and teachers more clearly, it is recommended that future research include more types of challenges because the challenges are not limited to these the three aspects in the English classroom.

The current study had not brought the demographic data of students and teachers into focus; it may be interesting to study whether demographic variables such as age, gender, educational level, and cultural background were related to the challenges students and teachers in the classroom.

5.5 Chapter Summary

This chapter consisted of four parts, summarized the findings of the study, discussion, implication, and recommendations for the future. The discussion mainly started with research questions, and the challenges of students and teachers were discussed. The researchers put forward some pedagogical implications from three aspects: administrators, teachers, and students. Finally, some recommendations for future researchers were put forward.

References

Adamson, B. (2002). Barbarian as a foreign language: English in China's schools. *World Englishes*, *21*(2), 231-243.

Abrar, M., Mukminin, A., Habibi, A., Asyrafi, F., & Marzulina, L. (2018). "If our English isn't a language, what is it?" Indonesian EFL Student Teachers' Challenges Speaking English. *Qualitative Report*, *23*(1).

Ahmed, S. (2016). An evaluation of effective communication skills coursebook. *Advances in Language and Literary Studies*, *7*(3), 57-70.

Akagündüz, N. (2006). *İnsan yaşamında özgüven kavramı.* İstanbul: Ümraniye Rehberlik ve Araştırma Merkezi Müdürlüğü Yayınları.

Akbari, Z. (2016). The study of EFL students' perceptions of their problems, needs and concerns over learning English: The case of MA paramedical students. *Procedia-Social and Behavioral Sciences*, *232*(2), 24-34.

Al-Hebaish, S. M. (2012). The Correlation between General Self-Confidence and Academic Achievement in the Oral Presentation Course. *Theory & Practice in Language Studies, 2*(1).

Allwright, R. L. (1982). What do we want teaching materials for? *ELT journal*, *36*(1), 5-18.

Al-Omrani, A. H. (2008). *Perceptions and attitudes of Saudi ESL and EFL students toward native and nonnative English-speaking teachers.* (Doctoral dissertation, Indiana University of Pennsylvania). Retrieved from http://gradworks.umi.com/33/03/3303340.html

Alrawashdeh, A. I., & Al-zayed, N. N. (2017). Difficulties That English Teachers Encounter While Teaching Listening Comprehension and Their Attitudes towards Them. *English Language Teaching*, *10*(5), 167-178.

Amin, N. (1997). Race and the identity of the nonnative ESL teacher. *TESOL quarterly*, *31*(3), 580-583.

Balanskat, A., Blamire, R., & Kefala, S. (2006). *The ICT impact report: A review of studies of ICT impact on schools in Europe*. European Communities.

Bamgboe, A. (2001). World Englishes and globalization. *World Englishes*, *20*(3), 357-363.

References (Cont.)

Bao, J., & Sun, J. (2010). English Grammatical Problems of Chinese Undergraduate Students. *English Language Teaching*, *3*(2), 48-53.

Baumann, J. F., Kame'enui, E. J., & Ash, G. E. (2003). Research on vocabulary instruction: Voltaire redux. In J. Flood, D. Lapp, J. R. Squire, & J. M. Jensen (Eds.), *Handbook of research on teaching the English language arts* (2nd ed., pp. 752–785). Mahwah, NJ: Lawrence Erlbaum Associates.

Berne, J. I., & Blachowich, C. L. Z. (2008). What reading teachers say about vocabulary instruction: Voices from the classroom. *The Reading Teacher*, *62*(4), 314–323.

Bhatt, R. M. (2001). World Englishes. *Annual review of anthropology*, *30*(1), 527-550.

Bingimlas, K. A. (2009). Barriers to the Successful Integration of ICT in Teaching and Learning Environments: A Review of the Literature. *Eurasia Journal of Mathematics, Science and Technology Education*, *5*(3), 235-245.

Bista, K. (2016) Examining the Research on International Students: Where Are WTday? University of Louisiana at Monroe (USA). *Journal of International Students, 6*(2), pp. I-X.

Blake, R. J. (2009). The use of technology for second language distance learning. *The Modern Language Journal*, *93*(s1), 822–835.

Bloch, J. (2007). Abdullah's blogging: A generation 1.5 student enters the blogosphere. *Language Learning & Technology*, *11*(2), 128–141.

Braine, G. (Ed.). (1999). *Non-native educators in English language teaching*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

British Council. (2013). *The English effect*. Retrieved March 22, 2015, from https://www.britishcouncil.org/sites/default/files/english-effect-reportv2.pdf.

Brown, A. (ed.). (1992). *Approaches to Pronunciation Teaching*. London and Basingstoke: Macmillan Publishers.

Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy*. Upper Saddle River, NJ: Pearson.

Brown, J. D. (2001). *Using surveys in language programs*. Cambridge university press.

Butler, Y. G. (2007). How are nonnative-English-speaking teachers perceived by young learners? *Tesol Quarterly, 41*(4), 731-755.

References (Cont.)

Cai, Y. (2013). Chinese higher education: The changes in the past two decades and reform tendencies up to 2020. *China and Brazil: Challenges and opportunities,* 91-118.

Canagarajah, A. S. (1999). Interrogating the "native speaker fallacy": non-linguistic roots, non-pedagogical results. In G. Braine (ed.), *Non-native educators in English language teaching* (pp. 77-92). Mahwah, NJ: Erlbaum.

Carless, D. (2004). Issues in teachers' reinterpretation of a task-based innovation in primary schools. *TESOL Quarterly, 38*, 639–662. doi:10.2307/3588283

Cenoz, J., & Gorter, D. (2011). A holistic approach to multilingual education: Introduction. *The Modern Language Journal*, *95*(3), 339-343.

Chacón, C. T. (2002). *Teachers' sense of efficacy and selected characteristics of selected English as a foreign language Venezuelan middle school teachers* (Doctoral dissertation). Retrieved from https://etd.ohiolink.edu/!etd.send_fileaccession=osu1486461246815146&disposition=inline

Chen, S. C. (2012). Research on English teaching and learning: Taiwan (2004-2008). *Language Technology*, *45*(2), 180-201.

Chen, W. K. (2013). Second language phonological acquisition: an aesthetic approach. *Shandong Foreign Language Teaching Journal*, 156.5, 52-55.

Cheng, A., & Wang, Q. (2012). English language teaching in higher education in China: A historical and social overview. In J. Ruan, & C. B. Leung (Eds.), *Perspectives on teaching and learning English literacy in China* (pp. 19-33). Springer, Dordrecht.

Cheung, Y. L., & Braine, G. (2007). The attitudes of university students towards non-native speaker English teachers in Hong Kong. *RECL Journal*, *38*(3), 257-277.

Chomsky, N. (1965). *Aspects of the Theory of Syntax*, Cambridge, Massachusetts: MIT Press. Cambridge, Massachusets.

Chomsky, N. (1985). *Linguistics and Cognitive Science: Problems and Mysteries*. Oxford: Blackwell.

Chun, S. Y. (2014). EFL learners' beliefs about native and non-native English-speaking teachers: Perceived strengths, weaknesses, and preferences. *Journal of Multilingual and Multicultural Development, 35*, 563–579.

References (Cont.)

Cook, V. (1999). Going beyond the native speaker in language teaching. *TESOL quarterly*, *33*(2), 185-209.

Cortazzi, M., & Jin, L. (1996). English teaching and learning in China. *Language teaching*, *29*(2), 61-80.

Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and Conducting Mixed Methods Research* (2nd ed.). London: Sage Publications Ltd.

Crystal, D. (1997). *English as a Global Language*. Cambridge: Cambridge University Press.

Cunningsworth, A. (1995). *Choosing your Coursebook*. Oxford University Press.

Davies, A. (2004). The native speaker in applied linguistics. In Davies, A. & Elder, C. (eds.), *The handbook of applied linguistics.* Oxford: Blackwell.

Dawes, L. (2001). What stops teachers using new technology. *Issues in teaching using ICT*, *61*.

Dejene, W. (2017). Assessing Ethiopian Primary School Second Cycle Social Studies Textbooks for Adequate Reflections of Multiculturalism. *Journal of Education and Practice*, *8*(10), 117-126.

Demir, Y. (2017). What, How and Why? A Multi-Dimensional Case Analysis of the Challenges Facing Native and Non-Native EFL Teachers. *PASAA: Journal of Language Teaching and Learning in Thailand*, *54*, 141-176.

Dewi, N., & Jimmi, J. (2018). The Correlation Between Vocabulary Mastery And Self Esteem On Students' Speaking Skill. *Wanastra: Journal Bahasa dan Sastra, 10*(1), 78-83.

Doiz, A., Lasagabaster, D., & Sierra, J. (2013). Globalisation, internationalisation, multilingualism and linguistic strains in higher education. *Studies in higher education*, *38*(9), 1407-1421.

Dörnyei, Z. (2007). *Research Methods in Applied Linguistics.* Oxford: Oxford University Press.

Dörnyei, Z., & Ushioda, E. (2009). *Motivation, Language Identity and the L2 Self. Buffalo*, NY: Multilingual Matters.

References (Cont.)

Ducate, L., & Lomicka, L. (2009). Podcasting: An effective tool for honing language students' pronunciation? *Language Learning & Technology*, *13*(3), 66.

Faez, F., & Valeo, A. (2012). TESOL teacher education: Novice teachers' perceptions of their preparedness and efficacy in the classroom. *TESOL Quarterly*, *46*(3), 450-471.

Fatiloro, O. F. (2015). Tackling the challenges of teaching English language as second language (ESL) in Nigeria. *IOSR journal of research & method in education*, *5*(2), 26-30.

Feng, A. (2009). English in China: Convergence and divergence in policy and practice. *AILA Review*, *22*(1), 85-102.

Feng, Z. (2002). *WTO and Chinese Education*. Guangzhou: Zhongshan University Press.

Field, A. P. (2005) *Discovering Statistics Using SPSS* (2nd Edition). Sage Publications, London.

Fishman, J. A. (1996). The new linguistic order. In P. O'Meara, H. D. Mehlinger, & M. Krain (eds.), *Globalization and the challenges of a new century: A reader* (pp. 435–442). Bloomington, IN: Indiana University Press.

Flick, U. (2011). *Introducing Research Methodology*. London: SAGE Publications Ltd. London: SAGE Publications Ltd.

Fook, C. Y., & Sidhu, G. K. (2009). Integrating information and communication technology (ICT) into university teaching and learning: A case study. *Asean Journal University of Education, 5*(1), 71-94.

Fouka G. & Mantzorou M. (2011). What are the major ethical issues in conducting research? Is there a conflict between the research ethics and the nature of nursing? *Health Science Journal, 5*(1), 3-14.

Gamlam, R. (2016). How the ESL industry in China is changing. *Go Overseas. Go Overseas*, *1*.

Gao, L. (2011). A review of English phonetic acquisition of Chinese learners, *Journal of Donghua*, *11*(1), 31-35.

References (Cont.)

Gao, X. (2006). A study of Chinese EFL learners' oral reading miscues. *Journal of PLA University of Foreign Languages*, *29*(5), 53-58.

George, D., & Mallery, M. (2010). *SPSS for Windows Step by Step: A Simple Guide and Reference*, 17.0 update (10a ed.), Boston: Pearson.

Gimson, A. C. (1980). *An introduction to the pronunciation of English*. London: Edward Arnold.

Grant, J., Moss, J., & Epps, C. (2010). Using video-facilitated feedback to improve student performance following high-fidelity simulation. *Clinical Simulation in Nursing*, *6*(5), 177-184.

Gu, X., Zhu, Y., & Guo, X. (2013). Meeting the" Digital Natives": Understanding the Acceptance of Technology in Classrooms. *Educational Technology & Society*, *16*(1), 392-402.

Han, J., & Yin, H. (2016). College English curriculum reform in Mainland China: Contexts, contents and changes. *Asian Education Studies, 1*(1), 1.

Hasan, L.-N. K. (2016). The effect of lack of vocabulary on English language learners' performance with reference to English departments students at Salahaddin University-Erbil. *Zanco Journal of Humanity Sciences, 20*(2).

Hasanah, N., & Utami, P. T. (2020). Emerging Challenges of Teaching English in Non-native English-Speaking Countries: Teachers' View. *English Language Teaching Educational Journal*, *2*(3), 112-120.

Hayat Al-Khatib, M. A. (2009). *Difficulties that Arab Students face in Learning English Language*. Lebanon: Arab Open University.

He, A. E. (2005). Learning and teaching English in the People's Republic of China. *Teaching English to the world: History, curriculum, and practice*, 11-21.

He, C., Pan, C., & Liu, L. (2015). An Investigation into university foreign language teachers' information competence and the study into the strategies of its cultivation. *Journal of Daqing Normal University, 35*(3), 132-137.

References (Cont.)

Ho, W. K. (2003). English language teaching in Asia today: An overview. In W. K. Ho & R. Y. L. Wong (Eds.), *English language teaching in east Asia today: Changing policies and practices* (pp. 1– 32). Singapore: Eastern Universities Press.

Hoa, N. T., & Mai, P. T. (2016). Challenges in teaching English for specific purposes: Empirical study at Vietnam Universities. *Canadian Center of Science and Education*, 154-161.

Hu, F. (2017). A study on Chinese EFL learning of English pronunciation from the perspective of aesthetic linguistics. *Theory and Practice in Language Studies*, *7*(7), 579-584.

Hu, F. H. (2013). Analysis on non-English majors' pronunciation learning and approaches to improve their pronunciation proficiency. *Overseas English 252*(21), 260-261.

Hu, G. (2005). English language education in China: Policies, progress, and problems. *Language policy*, *4*(1), 5-24.

Hua, H. F. (1998). Discussion on the Study of the Motivation and Strategies of Learning English. *Journal of the Foreign Language World, 3*.

Hua, H. F. (2000). A Study on the Motivation and Strategies of Learning English. *Journal of the Foreign Language World, 3*, 44-47.

Huang, S. (2015). Mixed-method research on learning vocabulary through technology reveals vocabulary growth in second-grade students. *Reading Psychology*, *36*(1), 1-30.

Huck, S. W. (2007). *Reading Statistics and Research*. United States of America: Allyn & Bacon.

Hui, P. (2015). 'Teachers Fail to Make the Grade in Language Tests', *South China Morning Post*, 19 December: 1.

Israel, G. D. (2013) *Determining Sample Size.* Institute of Food and Agricultural Science (IFAS), University of Florida, PEOD-6.

Janet, C. E. (2003). *The phonology and morphology of Arabic.* Oxford: Oxford University Press.

References (Cont.)

Jawale, K. V. (2012). Methods of sampling design in the legal research: Advantages and disadvantages. *Online International Interdisciplinary Research Journal, 2*(6), 183-190.

Jenkins, J. (2006). Current perspectives on teaching world Englishes and English as a lingua franca. *TESOL quarterly*, *40*(1), 157-181.

Ji, X. (2012). Interaction and development of Chinese education and the Chinese economy. In E. C. Grivoyannis (Ed.), *The new Chinese economy: Dynamic transitions into the future* (pp. 93–103). New York: Palgrave Macmillan.

Jin, Y. (2004). CET4 and CET6 in reform. *Foreign Languages in China*, *1*, 27-29.

Jones, T. L., Baxter, M. A. J., & Khanduja, V. (2013). A quick guide to survey research. *Annals of the Royal College of Surgeons of England, 95*(1), 5-7. https://doi.org/10.1308/003588413X13511609956372

Joshi, A., Kale, S., Chandel, S., & Pal, D. K. (2015). Likert Scale: Explored and Explained. *Current Journal of Applied Science and Technology*, *7*(4), 396-403. https://doi.org/10.9734/BJAST/2015/14975

Kachru, B. B. (1985). Standards, codification and sociolinguistic realism: the English language in the outer circle. In R. Quirk and H.G. Widdowson (ed.), *English in the world: Teaching and learning the language and literature* (pp. 11-30). Cambridge: Cambridge University Press.

Kachru, B. B. (1996). World Englishes: agony and ecstasy. *Journal of aesthetic education*, *30*(2), 135-155.

Kam, H. W, & Wong R. Y. L. (2003). *English Language Teaching in East Asia Today: Changing Policies and Practices.* Singapore: Time Academic Press.

Khan, I. A. (2011). Challenges of teaching/learning English and management. *Global Journal of Human Social Science,* Vol. 11, 68-79.

Kirkpatrick, A. (2012). English as an international language in Asia: Implications for language education. In *English as an international language in Asia: Implications for language education* (pp. 29-44). Springer, Dordrecht.

Kitao, K. (1998). *Internet Resources: ELT, Linguistics, and Communications*. Eichosha, Japan.

References (Cont.)

Kong, H. Y., & Li, Y. (2014). An experimental study on Praat-aided learning English rhythm. *Journal of Shandong University of Technology (Social Science) 30*(3), 109-112.

Kubota, R. (2016). Neoliberal paradoxes of language learning: Xenophobia and international communication. Journal of Multilingual and Multicultural Development, 37, 467– 480.

Lan, Y.-J., Sung, Y.-T., & Chang, K.-E. (2007). A mobile-device-supported peer-assisted learning system for collaborative early EFL reading. *Language Learning & Technology, 11*(3), 130–151.

Lam, A. (2002). English in education in China: Policy changes and learners' experiences. *World Englishes*, *21*(2), 245-256.

Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford University.

Lee, L. (2011). Blogging: Promoting learner autonomy and intercultural competence through study abroad. *Language Learning & Technology, 15*(3), 87–109.

Li, D. (1998). It's always more difficult than you plan and imagine: Teachers' perceived difficulties in introducing the communicative approach in South Korea. *TESOL Quarterly*, 32(4), 677-696.

Li, H. Y. (2016). On guidelines for College English teaching and challenges for College English teachers. *English language teaching, 9*(1), 77-87. Retrieved from https://doi.org/10.5539/elt.v9n1p77

Li, J. (2001). Kaishe yingyu kecheng jiaoyubu xishuo duanxiang. [MOE briefing on primary ELT.]. *Zhongguo Jiaoyubao*, *3*.

Liaw, E. C. (2012). Learning to Teach: A Descriptive Study of Student Language Teachers in Taiwan. *English Language Teaching*, *5*(12), 152-162.

Lin, H. L., & Gorrell, J. (2001). Exploratory analysis of pre-service teacher efficacy in Taiwan. *Teaching and Teacher Education*, *17*(5), 623-635.

Littlewood, W. (2004). The task-based approach: Some questions and suggestions. *ELT Journal*, *58*(4), 319–326.

References (Cont.)

Liu, M. (2007). Chinese students' motivation to learn English at the tertiary level. *Asian EFL Journal, 9*(1), 126-146.

Liu, X. (2015). The Challenges and Opportunities for Chinese Overseas Postgraduates in English Speaking Universities. *Higher Education Studies*, *5*(3), 45-57.

Luo, J. Y., & Gajaseni, C. (2018). A Study of Students' Preferences towards Native and Non-Native English Teachers at Guangxi University of Finance and Economics, China. *Journal of Language Education and Acquisition Research Network, 11*(2), 134-147.

Ma, W. (2012). *Factors affecting the motivation of TEFL academics in higher education in China.* Shanghai: Fudan University Press.

Marianne. C (1985). *The Grammar Book: an ESL/EFL Teacher's Course.* Rowley, MA: Newbury House.

Maruyama, H. (1996). Difficulties in teaching technical English in Japan. *Revista de Lenguas para Fines Especificos, 3*, 216–231.

McGrath, I. (2013). *Teaching materials and the roles of EFL/ESL teachers: Practice and theory*. A&C Black.

McKay, S. (2003). Teaching English as an International Language: the Chilean context. *ELT Journal, 57*(2), 139-148.

Meara, (1996). *Vocabulary and Applied Linguistics*. London: Macmillan. 1992.

Medgyes, P. (1992). Native or nonnative: who's worth more? *ELT Journal, 46*(4), 340-349.

Meng, L. L. (2014). An experimental study on Praat-aided Chinese EFL learning of English liaison. *Journal of Chongqing University of Education, 27*(2), 164-166.

Ministry of Education. (2002). *Facilitating education informatization for teachers: Suggestions from MOE.* Retrieved from http://www.moe.edu.cn/edoas/website 18/00/info5600.htm

Ministry of Education. (2007). *College English curriculum requirements*. Beijing: Foreign Language teaching & research Press.

References (Cont.)

Ministry of Education, (2011). *Notice of the Ministry of Education on Printing and Distributing the Ten-Year Development Plan for Education Informatization (2011-2020) Ministry of Education Portal_MOE.GOV.CN. (nd)*. Retrieved from http://www.moe.gov.cn/publicfiles/business/htmlfiles/moe/s3342/201203/xxgk_1 33322.html

Ministry of Education. (2012). *English curriculum standards*. Beijing: Beijing Normal University Publishing Group.

Ministry of Education, Culture, Sports, Science and Technology, Japan. (2015). *Project for establishing university network for internationalization—Global 30*. Retrieved fromhttp://www.mext.go.jp/a_menu/kokusai/gaikokugo/_icsFiles/afieldfile/2 014/01/31/1343704_01.pdf.

Molesworth, M., Scullion, R., & Nixon, E. (Eds.). (2010). *The marketisation of higher education*. Routledge.

Narayan, R. (2017). Challenges of Non-Native Teacher's of English in English as Second Language (ESL) Classrooms-A Case Study of Selected High Schools in Lautoka, Fiji. *International Journal of Humanities and Cultural Studies (IJHCS) ISSN 2356-5926*, *4*(1), 135-173.

Noguchi, J. (2015). Secondary English education in Japan. In B. Spolsky and K. Sung (eds.). *Secondary School English Education in Asia* (pp. 33-46). London, UK: Routledge.

Nunan, D. (2003). *Second Language Teaching & Learning*. Heinle & Heinle Publishers, 7625 Empire Dr., Florence, KY 41042-2978.

Oder, T., & Eisenschmidt, E. (2018). Teachers' perceptions of school climate as an indicator of their beliefs of effective teaching. *Cambridge Journal of Education*, *48*(1), 3-20.

Pande, V. B. (2013). Problems and remedies in teaching English as a second language. *The Confluence Journal*, *3*, 416-21.

Patton, M. Q. (2002). Qualitative interviewing. *Qualitative research and evaluation methods*, *3*(1), 344-347.

References (Cont.)

Reves, T., & Medgyes, P. (1994). The non-native English speaking EFL/ESL teacher's self-image: An international survey. *System*, *22*(3), 353-367.

Roberts, M. (2007). *Teaching in the multilevel classroom*. Retrieved from http://www.pearsonlongman.com/ae/download/adulted/multilevel_monograph. pdf/(date of access: 09.02. 2017).

Robertson, Z., (2015). Setting in the bar high: Micro-level perceptions of MEXT's elementary school EFL policy. *The Language Teacher, 39*(3), 3-8.

Ruan, Y., Duan, X., & Du, X.Y. (2015). Tasks and learner motivation in learning Chinese as a foreign language. *Language, Culture and Curriculum, 28*(2), 170-190. Retrieved from https://doi.org/10.1080/07908318.2015.1032303

Sarah, M. S. (2012, March 18). *Advantages and Disadvantages of Surveys*. Retrieved from https://explorable.com/advantages-and-disadvantages-of-surveys

Serttikul, S. (2005). *The production of final /-l/ in English words in Thai and English contexts by Thai speakers with different English-language experience.* (Unpublished Master's thesis). Chulalongkorn University, Thailand.

Shang, H. F. (2007). An exploratory study of e-mail application on FL writing performance. *Computer Assisted Language Learning*, *20*(1), 79-96.

Shamim, F. (2012). Teaching large classes. In A. Burns & J. C. Richards (Eds.), *The Cambridge guide to pedagogy and practice in second language teaching* (pp. 95–102). New York, NY: Cambridge University Press.

Shi, M. (2014). How Japanese teachers of English perceive non-native assistant English teachers. *System*, *38*, 124-133.

Shi, Y. Z. (2000). A Survey of College Students' Learning English. *Foreign Language Teaching, 4,* 8-11.

Shim, J. W. (2001). *The teacher efficacy beliefs of Korean teachers of English as a foreign language* (Doctoral dissertation). Retrieved from https://etd.ohiolink.edu/! etd.send_fileaccession=osu1486474078047909&disposition=inline

References (Cont.)

Siriwisut, S. (1994). *The variation of final /l/ in English words in Thai by Thai speakers with different English-language experience* (Unpublished Master's thesis). Chulalongkorn University, Thailand.

Stapleton, K. (2017). Inside the world's largest higher education boom. *The Conversation.* Retrieved from https://theconversation.cominside-the-worlds-largest-higher-education-boom-74789

Steger, M. B. (2017). *Globalization: A very short introduction* (Vol. 86). Oxford University Press.

Sun, Y.-C. (2009). Voice blog: An exploratory study of language learning. *Language Learning & Technology, 13*(2), 88–103.

Teo, T. (2008). Pre-service teachers' attitudes towards computer use: A Singapore survey. *Australasian Journal of Educational Technology*, *24*(4).

Turner, R. C., & Carlson, L. (2003). Indexes of item-objective congruence for multidimensional items. *International journal of testing*, *3*(2), 163-171.

Torres, C. L. (2013). *Chinese English language teachers, inner circle specialists, and professional development: Changes and challenges within a Chinese culture of learning* (Doctoral dissertation). Available from PreQuest Dissertation and Thesis database. (PreQuest No. 3592139).

Toumi, M. (2015). *Integrating ICTs to Improve EFL Learners' Speaking Skill* (Doctoral dissertation). Retrieved from http://www.univ-bejaia.dz/jspui/bitstream/ 123456789/5747/1/The%20Impact%20of%20Using%20Information%20and %20Communication%20Technology%20%28ICT%29%20on%20EFL%20 Learners%20%E2%80%98Motivation.pdf

Ur, P. (1996). *A course in language teaching: Practice and theory*. Ernst Klett Sprachen.

Ushioda, E. (2017). The impact of global English on motivation to learn other languages: Toward an ideal multilingual self. *The Modern Language Journal*, *101*(3), 469-482.

Vagias, W. M. (2006). Likert-type scale response anchors. *Clemson International Institute for Tourism & Research Development, Department of Parks, Recreation and Tourism Management.* Clemson University.

References (Cont.)

Vogel, T. (2001). Internationalization, interculturality, and the role of foreign languages in higher education. *Higher education in Europe*, *26*(3), 381-389.

Wang, C. M. (1989). Chinese Students' Learning Patterns of Foreign Languages. *Foreign Language Teaching and Research, 4.*

Wang, G. (2005). Revisiting the goal of EFL pronunciation teaching in the Chinese context. *Foreign Language in China, 2*(6), 18-23.

Wang, J. J. (2007). Review of studies on L2 writing processes: cognitive and psychological perspectives, *Foreign language World*, *5*, 2-9.

Wang, S., & Wang, H. (2011). On the state of college English teaching in China and its future development. *Foreign Languages in China*, *5*(4-11), 17.

Wang, X., & Meng, X. (2011). Research on college English textbooks and suggestions. *Theory and Practice in Language Studies*, *1*(4), 395-399.

Wang, Y. (1999). College English in China. *English Today, 15*(1), 45–51.

Wedgwood, R. (2007). Education and poverty reduction in Tanzania. *International Journal of Educational Development, 27*, 383–396.

Wen, Q. (2012). Teaching English as an international language in mainland China. *English as an international language in Asia: Implications for language education*, *1*, 79.

Widdowson, H. G. (1997). EIL, ESL, EFL: Global issues and local interests. *World englishes*, *16*(1), 135-146.

Xia, C. (2006). Migrant children and the right to compulsory education in China. *Asia-Pacific Journal on Human Rights and the Law, 7*(2), 29–74. Retrieved from https://doi.org/10.1163/157181506779891465

Xie, Y. G., & Wang, D. M. (2004). The status of ICT in education in rural areas: A survey research. *Information Technology Education*, *5*, 6–8.

Yang, Q. & Liu, J. X. (2016). Chinese college students' views on native English and non-native English in EFL classrooms. *Advances in Language and Literary Studies, 7*(4), 84-94. doi:10.7575/aiac.alls.v.7n.4p.84.

Yamane, T. (1967). *Problems to accompany "Statistics, an introductory analysis"* (2nd Edition). New York, Harper and Row.

References (Cont.)

Yao, X. (1993). Foreign languages in China's higher education. *Language Learning Journal, 7*, 74–77.

Zhang, W. (2008). Conceptions of lifelong learning in Confucian culture: Their impact on adult learners. *International Journal of Lifelong Education*, *27*(5), 551-557.

Zheng, H. (2015). *Teacher beliefs as a complex system: English language teachers in China*. Basel: Springer International Publishing.

Zhu, C., Valcke, M., & Schellens, T. (2010). A cross-cultural study of teacher perspectives on teacher roles and adoption of online collaborative learning in higher education. *European Journal of Teacher Education*, *33*(2), 147-165.

Zou, W. C., & Zhang, S. L. (2011). Family background and English learning at compulsory stage in Shanghai. In A. Feng (Ed.), *English language education across greater China* (pp. 189-211). Bristol, UK: Multilingual M.

APPENDICES

APPENDIX A

CONSENT FORM

Consent Form

Date: 06/04/2020

Dear Deputy Dean for Administration,

Faculty of Language and Culture, Oxbridge College, Kunming University of Science and Technology, China

I am Fan Li ID: 6105832, a Master's degree student in Suryadhep Teachers College at Rangsit University. As part of my course, I am undertaking a research study entitled "A study of perceptions of Chinese undergraduate students and Chinese English teachers on challenges in English language classrooms." The objectives of this study are to:

- To explore Chinese undergraduate students' perceptions of the challenges in English language classrooms.
- To explore Chinese English teachers' perceptions of the challenges in English language classrooms.

Prior to undertaking the study, I require your approval to approach all the Chinese students and English teachers in your department to take part in the questionnaire, which is aimed to take place within May 2020 through online platforms. I can assure you that data collected will be kept confidential. Your assistance is highly appreciated.

My research is supervised by Asst.Prof.Dr. Ratchaporn Rattanaphumma, a lecturer in Graduate Program of Bilingual Education, Rangsit University.

For any further concerns or inquiries, please do not hesitate contact me at lifan.rsu@gmail.com or 0905969059, or contact my supervisor at ratchaporn.r@rsu.ac.th.

Yours sincerely,

(Ms. Fan Li)
Signature of Student

(Asst.Prof.Dr.Ratchaporn Rattanaphumma)
Signature of Supervisor

(Assoc.Prof.Dr.Usaporn Swekwi)
Signature of Dean

APPENDIX B

CONFIRMATION LETTER FROM THE RESEARCH SCHOOL

邕州理工大学津桥学院
Oxbridge College,Kunming University of Science and Technology
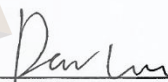
Permission Form

Date:14/05/2020

Re:

FAN LI

This is to certify that you are allowed to collect research data from the Faculty of Language and Culture, Oxbridge College, Kunming University of Science and Technology, China.

For clarification please contact the Faculty of Language and Culture, Oxbridge College, Kunming University of Science and Technology. Email: office@oxbridge.edu.cn Telephone: +86 0871-68321951.

Deputy Dean of
Faculty of Language and Culture

APPENDIX C

QUESTIONNAIRE

Questionnaire

A study of challenges of Chinese undergraduate students and Chinese English teachers in English language classrooms

Dear Respondents,

    I am Fan Li ID: 6105832, a Master's degree student from Suryadhep Teachers College at the Rangsit University of Thailand. This questionnaire is a partial thesis study for the requirement of a Master's Degree in Education, the purpose of the questionnaire is to investigate the challenges of Chinese undergraduate students' and Chinese English teachers in English language classrooms. The English language classrooms' challenges in this study mainly refer to the three aspects of ICT, textbooks, and English elements.

    I would be much thankful for your participation in the questionnaire. By filling out the questionnaire, you will not only help me but also contribute to the current research on non-native English learning and teaching. All responses will be analyzed anonymously. There is no standard answer to this questionnaire, and there is no right or wrong. Please fill in truthfully, thank you very much for your participation.

    You are welcome to email me at lifan.rsu@gmail.com if you would like to discuss any issues relating to the questions.

<div align="right">

Yours sincerely,

Fan Li

Researcher

</div>

Questionnaire for the Students

The questionnaire is divided into three parts:

Part I Background information

Part II Chinese undergraduate students' challenges in the English language classrooms

Part III Additional comments

_____

According to the definition of key terms of this study, "ICT" refers to the use of computer and network software by Chinese undergraduate students and Chinese English teachers in China.

"Textbooks" refers to the first-year college English textbooks.

"English elements" refers to three aspects in this present study: vocabulary, grammar, and pronunciation.

Part I Background Information

Directions: Please indicate your choice with a " √ " and fill in the blank required.

1. Gender: ☐ Male ☐ Female

2. Major: _____

3. How long have you been learning English?

☐ 5-8 years ☐ 9-12 years ☐ more than 12 years

☐ Others (Please specify) _____

4. How do you feel about English subject?

☐ Easy ☐ Hard ☐ Annoying

☐ Interesting ☐ Others (Please specify) _____

5. Do you read any type of English book every day?

☐ Yes ☐ No

6. What is the name of the English book that you have read recently?

(Please fill in)_____

Part II Chinese undergraduate students' challenges in the English language classrooms

Please tick in the appropriate box.

1 = Strongly Disagree, 2 = Disagree, 3 =Neutral 4= Agree, 5 = Strongly Agree

Item statements	Scale				
	1	**2**	**3**	**4**	**5**
ICT (*Information and communications technology*)					
1. I can use a variety of ICT software for learning in English. (e.g. Email, Facebook, YouTube)					
2. I can use ICT to evaluate and feedback on the course.					
3. I can create presentations with videos or audio clips.					
4. I can download or upload course resources from the websites or learning platforms.					
5. I can create or edit a questionnaire online.					
6. I can make and edit digital photos, movies, or other images.					
Textbooks					
7. I can learn from both digital and paper textbooks					
8. I can add new content when the content of the textbooks is outdated.					
9. I can independently complete the assignment in the textbooks.					
10. I can find reading materials that match my interests and reading level.					
11. I can challenge the opinions expressed in the textbooks and put forward my ideas.					
12. I can use multiple perspectives to analyze the content in the textbooks.					

Item statements	Scale				
	1	2	3	4	5
English elements					
13. I can read aloud to improve my pronunciation.					
14. When I write or speak in English, I can use vocabulary and structures that have recently learned.					
15. When I read or listen to English, I pay attention to new vocabulary or structures.					
16. On my own initiative, I look up dictionaries and textbooks to learn new vocabulary and sentences.					
17. When I speak, I pay attention to the grammar I use.					
18. I can remember vocabulary, expressions, and sentences from songs, movies, readings, etc.					
19. I can write down the vocabulary as it sounds or makes some annotations to remember its pronunciation.					
20. I can memorize the example sentences to remember some grammar points.					

Part III. Additional comments

_____

_____

_____

Thank you for your kind cooperation

Questionnaire for the Teachers

The questionnaire is divided into three parts:

Part I Background information

Part II Chinese English teachers' challenges in the English language classrooms

Part III Additional comments

According to the definition of key terms of this study, "ICT" refers to the use of computer and network software by Chinese undergraduate students and Chinese English teachers in China.

"Textbooks" refers to the first-year college English textbooks.

"English elements" refers to three aspects in this present study: vocabulary, grammar, and pronunciation.

Part I Background Information

Directions: Please indicate your choice with a " √ " and fill in the blank required.

1. Gender: ☐ Male ☐ Female

2. Highest degree: ☐ Master D ☐ Ph. D

☐ Others (Please specify)_____

3. Current position:

☐ Principal ☐ Vice Principal ☐ Head of Department

☐ Teacher Assistant ☐ Teacher ☐ Others (Please specify) _____

4. Years of teaching experience: (Please fill in) _____

5. How many languages do you speak?

☐ 1 ☐ 2 ☐ 3 ☐ 4 or more

Part II Chinese English teachers' challenges in the English language classrooms

Please tick in the appropriate box.

1 = Strongly Disagree, 2 = Disagree, 3 =Neutral 4= Agree, 5 = Strongly Agree

Item statements	Scale				
	1	2	3	4	5
ICT (*Information and communications technology*)					
1. I can use ICT to assign homework.					
2. I can use ICT to make students evaluate and feedback on the course.					
3. I can create presentations with audio and video clips.					
4. I can download or upload course resources from websites or learning platforms for students to use.					
5. I can use live webcast to teach.					
6. I can create or edit questionnaires online.					
7. I can make and edit digital photos, movies, or other images.					
Textbooks (The first-year college English textbooks)					
8. I usually update my course content when it is outdated.					
9. I can provide reading materials that match the students' interests and reading level.					
10. I can encourage students to challenge the ideas expressed in the textbooks.					
11. I can use a variety of perspectives to explain the content in the textbooks so that students can deepen their understanding.					

Item statements	Scale				
	1	**2**	**3**	**4**	**5**
English elements					
12. On my initiative, I write the translation next to the vocabulary I would like to teach.					
13. I can write and explain the vocabulary and sentences correctly.					
14. I can use English movies and songs make students exercise pronunciation.					
15. I can relate the vocabulary in English with an image, a drawing, or a scheme.					

Part III. Additional comments

Thank you for your kind cooperation

APPENDIX D

IOC FOR THE QUESTIONNAIRE

The Item Objective Congruence Index (IOC) Form by Experts

Part 1: Chinese Undergraduate Students' Challenges in English Language Classrooms.

Directions: Please tick (✓) that correspond to your opinion towards content validity

Rate +1, if the item clearly matches the stated objectives.

Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.

Rate -1, if the item does not match the stated objectives.

Objectives: To explore the challenges of Chinese undergraduate students in English language classrooms. The class challenges include three aspects: ICT, textbooks, and English elements.

According to the definition of key terms of this study, "ICT" refers to the use of computer and network software by Chinese undergraduate students and Chinese English teachers in China.

"Textbooks" refers to the first-year college English textbooks.

"English elements" refers to three aspects in this present study: vocabulary, grammar, and pronunciation.

Response format: 5-Likert Scale

Adopted from: Al-Omrani (2008), Chueng & Braine (2007), Fook & Sidhu (2009), Alrawashdeh & Al-zayed (2017).

Background Information

*Please write or circle **only one** answer in the questions below.*

1. Gender: ☐ Male ☐ Female

2. Age: _____

3. Major: _____

4. How long have you been learning English?

☐ 0-4 years   ☐ 5-8 years   ☐ 9-12 years

☐ more than 12 years   ☐ others

5. How do you feel about English subject?

☐ Easy   ☐ Hard   ☐ Annoying

☐ Interesting   ☐ others

6. Do you read any type of English book every day?

☐ Yes   ☐ No

What to be measured	Item Statements	Score of content validity		
		+1	0	-1
ICT *(*Information and communications technology *)*	1. I can use ICT software to submit an assignment.			
	2. I can use a variety of ICT software for learning in English. (e.g. email, Facebook, YouTube)			
	3. I can use ICT to evaluate and feedback on the course.			
	4. I can create presentations with video or audio clips.			
	5. I can download or upload course resources from the website or learning platform.			
	6. I can create or edit a questionnaire online.			
	7. I can make and edit digital photos, movies, or other images.			

What to be measured	Item Statements	Score of content validity		
		+1	**0**	**-1**
Textbooks	8. I can flexibly combine digital textbooks with paper textbooks to learn.			
	9. I can add new content when the content of the textbook is outdated.			
	10. I can independently complete the prescribed exercises in the textbook.			
	11. I can find reading materials that match my interests and reading level.			
	12. I can challenge the opinions expressed in the textbook and put forward my ideas.			
	13. I can use multiple perspectives to analyze the content in the textbook.			
English elements	14. I can read aloud to improve my pronunciation.			
	15. When I write or speak in English, I can use vocabulary and structures that have recently learned.			
	16. When I read or listen to English, I pay attention to new vocabulary or structures.			
	17. On my own initiative, I look up dictionaries and textbooks to learn new vocabulary and sentences.			
	18. When I speak, I pay attention to the grammar I use.			
	19. I can remember vocabulary, expressions, and sentences from songs, movies, readings, etc.			
	20. I can write down the vocabulary as it sounds or makes some annotations to remember its pronunciation.			
	21. I can memorize the example sentences to remember some grammar points.			

Additional comments

_____

_____

_____

PART 2 Chinese English Teachers' Challenges in English Language Classrooms.

Objectives: To explore the challenges of Chinese English teachers in English language classrooms. The class challenges including three aspects: ICT, textbooks, and English elements.

Response format: 5-Likert Scale

Adopted from: Al-Omrani (2008), Chueng & Braine (2007), Fook & Sidhu (2009), Narayan (2017).

Background Information

Please write or circle **only one** answer in the questions below.

1. Highest degree _____

2. Gender: ☐ Male ☐ Female

3. Years of service to date: (Please fill in) _____

4. How many languages do you speak?

☐ 1 ☐ 2 ☐ 3 ☐ 4 or more

5. Current position:

☐ Principal ☐ Vice Principal ☐ Assistant Principal

☐ Head of Department ☐ Assistant Teacher ☐ Others

Direction: Please tick (✓) that correspond to your opinion towards content validity

Rate +1, if the item clearly matches the stated objectives.

Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.

Rate -1, if the item does not match the stated objectives.

What to be measured	Item Statements	Score of content validity		
		+1	0	-1
ICT *(*Information and communications technology *)*	1. As an English teacher, I can use ICT to assign homework.			
	2. As an English teacher, I can use a variety of ICT software to teach in English classes. (E.g., email, Facebook, YouTube)			
	3. As an English teacher, I can use ICT to make students evaluate and feedback on the course.			
	4. As an English teacher, I can create presentations with audio and video clips.			
	5. As an English teacher, I can download or upload course resources from websites or learning platforms for students to use.			
	6. As an English teacher, I can use live webcast to teach.			
	7. As an English teacher, I can create or edit questionnaires online.			
	8. As an English teacher, I can make and edit digital photos, movies, or other images.			

What to be measured	Item Statements	Score of content validity		
		+1	**0**	**-1**
Textbooks	9. In classroom teaching, I can flexibly combine electronic textbooks with paper textbooks.			
	10. In classroom teaching, I can complete the content specified in the textbooks within the prescribed class hours.			
	11. In classroom teaching, I can add new content to keep up with the times when the content of the textbooks is outdated.			
	12. In classroom teaching, I can classify the material in the textbooks.			
	13. In classroom teaching, I can provide reading materials that match the students' interests and reading level.			
	14. In classroom teaching, I can encourage students to challenge the ideas expressed in the textbooks.			
	15. In classroom teaching, I can use a variety of perspectives to explain the content in the textbooks so that students can deepen their understanding.			

What to be measured	Item Statements	Score of content validity		
		+1	**0**	**-1**
English elements	16. In classroom teaching, I can read aloud to improve my pronunciation.			
	17. In classroom teaching, on my initiative, I write the translation next to the vocabulary I would like to teach.			
	18. In classroom teaching, I can write and explain vocabulary and sentences correctly.			
	19. In classroom teaching, I can accurately interpret the meaning of vocabulary and grammatical rules.			
	20. In classroom teaching, I can use contextual teaching to teach vocabulary and grammar.			
	21. In classroom teaching, I can use body language to assist in teaching pronunciation.			
	22. In classroom teaching, I can use English movies and songs to exercise pronunciation.			
	23. In classroom teaching, I can relate the vocabulary in English with an image, a drawing, or a scheme.			

Additional comments

_____

_____

_____

Thanks for your comments

APPENDIX E

EXPERTS WHO VALIDITY THE INSTRUMENTS

Details of Experts in IOC/Inter-Coder Interview Validity

Expert A (IOC and Inter-Coder Interview Validity)

Name: Asst. Prof. Dr. Noparat Tananuraksakul

Affiliation: Suryadhep teachers college, Rangsit University, Thailand.

Email: noparat.t@rsu.ac.th

Expert B (IOC)

Name: Asst. Prof. Dr. Tanisaya Jiriyasin

Affiliation: University of the Thai Chamber, Thailand

Email: tanisaya@gmail.com

Expert C (IOC and Inter-Coder Interview Validity)

Name: Dr. Suthee Khamkaw

Affiliation: An English Lecturer, Phranakhon Rajabhat University, Thailand

Email: ajansuthee@hotmail.com

APPENDIX F

SEMI-STRUCTURED INTERVIEW

SEMI-STRUCTURED INTERVIEWS (STUDENTS)

1. Of these three challenges (ICT, Textbooks, and English elements), which challenges do you think is the most difficult? Why?

   _____

2. What do you think of the ICT challenge in English language classrooms?

   _____

   _____

3. What do you do when you find the content of the textbooks is outdated in English learning?

   _____

   _____

4. What will you do when your perception differs from the textbooks?

   _____

   _____

5. Is combining digital textbooks and paper textbooks, learning English a challenge for you?

   _____

   _____

6. Which aspect of the English elements (vocabulary, grammar, and pronunciation) are the most challenges for you?

   _____

   _____

7. In the English language classroom, what else do you think challenges you?

   _____

   _____

Thank you for your participation!

SEMI-STRUCTURED INTERVIEWS (TEACHERS)

1. Of these three challenges (ICT, Textbooks, and English elements), which challenges do you think is the most difficult? Why?

_____

_____

2. What do you think of the ICT challenge in English language classrooms?

_____

_____

3. What should you do when the student's opinion differs from the textbook?

_____

_____

4. What do you think of the challenge of the English elements in English language classrooms?

_____

_____

5. In your classroom teaching, what else do you think challenges you?

_____

_____

Thank you for your participation!

APPENDIX G

INTER-CODER VALIDITY FOR THE INTERVIEW

Evaluation Form of Inter-Coder Validity for Expert

Directions: Please tick (✓) that corresponds to your opinion. Please analyze the following excerpts taken from the interview data and tick if each of them fits into the appropriate or correct themes/categorization.
Note: N means the pseudonym of the interviewee.

Structure of Inter-Coders of interviewees' excerpts
Research question 1: What challenges do Chinese undergraduate students experience in English language classrooms?

Theme	Sub-theme
1. Challenge in ICT Refers to the difficulties of using the computer and network software by Chinese undergraduate students in China	1.1 Ability to ICT challenge 1.2 Inability to ICT challenge
2. Challenge in textbooks Refers to the difficulties of using first-year college English textbooks	2.1 Agree to update content 2.2 Willing to express different opinions 2.3 Reluctant to express different opinions 2.4 Combining digital and paper textbooks learning
3. Challenge in English elements Refers to the difficulties of learning vocabulary, grammar, and pronunciation	3.1 Learning pronunciation 3.2 Learning vocabulary 3.3 Learning grammar
4. Other challenges Refers to challenges of English reading, English listening, and English translation.	4.1 Challenge in English reading 4.2 Challenge in English listening 4.3 Challenge in translation

Research question 2: What challenges do Chinese English teachers experience in English language classrooms?

Theme	Sub-theme
5. Challenge in ICT Refers to the difficulties of using the computer and network software by Chinese English teachers in China	**5.1 Difficult to make a questionnaire online** 5.2 Difficult in PowerPoint 5.3 Difficult live-stream classes
6. Challenge in textbooks Refers to the difficulties of using first-year college English textbooks	6.1 Encourage expression
7. Challenge in English elements Refers to the difficulties of teaching vocabulary,	7.1 Ability to English elements challenge

grammar, and pronunciation	7.2 Challenges of English elements
8. Other challenges Refers to challenges of teaching different levels of students, and linguistics curriculum structure	8.1 Challenges of teaching different level of students 8.2 Challenges of structure

Research question 1: What challenges do students experience in English language classrooms?

Interview question for students:

1. What do you think of the ICT challenge in English language classrooms?

1. Challenges in ICT: Refers to the difficulties of using computer and network software by Chinese undergraduate students in English language classrooms	**Agree**	**Dis-agree**	**Ques-tionable**
Sub-theme 1.1: Ability to ICT challenge: The ability to operating the computer and network software in English language classrooms. 1) "Using ICT for English learning not challenges for me, it provides me with many ways to learn English. For example, English dubbing software can Learn English in a dubbed form and practice pronunciation. And there are many options for using ICT for English learning. For instance, I can use English pronunciation software or American English pronunciation software for English learning." (N1, 4, 5)			
Suggestions:			
2) "Using ICT to learn English is easy for me. I have a lot of software on my iPad that I use to learn English. I hope that schools will be able to use *virtual reality* (VR) for English learning in the future, which will feel great. Moreover, it can help me learn English better." (N2, N3)			
Suggestions:			
Sub-theme 1.2: Inability to ICT challenge: Refers to difficulties operating the computer and network software in English language classrooms. 3) "Using ICT to learn English is difficult for me. I am not very interested in electronic devices, and I have no curiosity to explore new things, so many ICT devices are complicated for me. Generally, Usually, I use the software and applications that my teacher requires." (N6)			

Overall suggestions:

_____

_____

Interview question for students:

2. What do you do when you find the content of the textbooks is outdated in English learning?

3. What will you do when your perception differs from the textbooks?

4. Is combining digital textbooks and paper textbooks, learning English a challenge for you?

2. Challenges in textbooks: Refers to the difficulties of using first-year college English textbooks.	**Agree**	**Dis-agree**	**Ques-tionable**
Sub-theme: 2.1 Agree to update content: When the textbook content is outdated, it should be adding new content. 1) "I very much agree that the textbook should supplement new content when it becomes outdated. The textbook's content should keep up to date, but I may not take the initiative to add, I hope that the teacher will add it during class. "(N1, 2, 4, 5)			
Suggestions:			
2) "I agree with the supplementary content. I will choose to add some new material, of course, the teacher can add it during class. But for me, I think that the content I added will be more impressive and memorable. Compared to searching for book supplements, I prefer to use ICT electronic software to query and increase." (N3, 6)			
Suggestions:			
Sub-theme 2.2: Willing to express different opinions: Refers to dare to express different views in English class. 3) "I will express my views bravely although different perceptions from the textbook. Sometimes my point of view is often pointed out by the teacher to be wrong. I am still willing to try to make my point of view." (N1,3)			
Suggestions:			

Sub-theme 2.3: Reluctant to express different opinions: Refers to reluctant to express different ideas when the point of view is different from the textbooks. 4) "I will follow the textbooks' perspectives and contents because they are published after professional review and are more authoritative. There may be a problem with my way of thinking if my views differ from those in the books. I will reflect on myself." (N2, 4, 5, 6)			
Suggestions:			
Sub-theme 2.4: Combining digital and paper textbooks learning: Ability to connect digital textbooks and paper textbooks to learning English. 5) "There is no challenge for me combining digital textbooks and paper textbooks learning; I often do this in language learning. Teachers in our class taught us how to use and find digital textbooks and combine them with paper textbooks for language learning. And in the course of our class, teachers often use digital textbooks for class." (N1, 4)			
Suggestions:			
6) "This is easy, and it is also very convenient for combining digital textbooks and paper textbooks, which will significantly improve the efficiency of learning. I also enjoy the joy of finding information, primarily through different channels and ways to find information. I think this is also a skill that each of us should master, then classify and summarize to learn." (N2, 3, 5)			
Suggestions:			
7) "For me, using digital textbooks and paper textbooks is very easy for English learning. Both of them have advantages and disadvantages. Using them together can help me learn English better." (N6)			
Suggestions:			

Overall suggestions:

Interview question for students:

5. Which aspect of the English elements (vocabulary, grammar, and pronunciation) are the most challenges for you?

3. Challenges in English elements: Refers to the difficulties of learning vocabulary, grammar, and pronunciation.	**Agree**	**Dis-agree**	**Ques-tionable**
Sub-theme 3.1: Learning pronunciation: Difficulties in learning the sound and stress patterns of a syllable, word, phrase, etc. 1) "I think the English elements are challenging for me, especially the pronunciation in the English elements. Pronunciation needs practice, and I am not particularly confident in myself because I have an accent." (N1,3)			
Suggestions:			
Sub-theme 3.2: Learning vocabulary: Difficulties of learning and remembering the vocabulary of a language. 2) "I think it is a challenge—especially a vocabulary. Because there is so much vocabulary, you need to remember. Remembering vocabulary makes it much more comfortable in English listening, speaking, reading, and writing. It can say that the learning of words is a foundation of English." (N2,4)			
Suggestions:			
Sub-theme 3.3: Learning grammar: Difficulties of learning the way the sentences of a language are constructed. 3) "Ugh. I think is the grammar learning is a challenge. My memory is not very good, so I often don't remember the rules of grammar. I often get grammatical errors in sentences." (N5,6)			
Suggestions:			

Overall suggestions:

Interview question for students:

6. In the English language classroom, what else do you think challenges you?

4. Other challenges: Refers to challenges of English reading, English listening, and English translation.	**Agree**	**Dis-agree**	**Ques-tionable**
Sub-theme 4.1: English reading: Difficulties in the process of looking at a series of written English books, journals, articles, and classics from them, able not to understand the meaning of them. 1) "I think reading English is a big challenge for me because it is difficult to understand the meaning of English journals, English articles, and English classics. Can't catch the focus and inner meaning of the material."(N2, 3)			
Suggestions:			
Sub-theme 4.2: English listening: In the process of English listening, able not to understand the meaning of listening content, conversation, and dialogue. 2) "English listening is a challenge for me. When the teacher conducts English listening training, I sometimes cannot understand the listening content. I may need to listen to it slowly to know the listening content, and the efficiency of listening is low."(N1, 4)			
Suggestions:			
Sub-theme 4.3: Translation: The process of translating difficult from Chinese to English or English to Chinese. 3) "Chinese-English translation. Because the sentence I translated was not beautiful, I can't meet the teachers' translation requirements and standards, so particularly distressed."(N5, 6)			
Suggestions:			

Overall suggestions:

Research question 2: What challenges do Chinese English teachers experience in English language classrooms?

Interview question for teachers:

7. What do you think of the ICT challenge in English language classrooms?

5. Challenges in ICT: Refers to the difficulties of using the computer and network software by Chinese English teachers in China.	**Agree**	**Dis-agree**	**Ques-tionable**
Sub-theme 5.1: Difficult use of questionnaires online: Challenging to create and edit the questionnaire online in English teaching. 1) "I have a hard time creating and editing the questionnaire online because the faculty has an assistant responsible for collecting evaluation feedback. So, I did not try it; maybe it is difficult for me to do." (N1, 3)			
Suggestions:			
Sub-theme 5.2: Difficult in PowerPoint: Difficult to inserting video in PowerPoint in English teaching. 2) "It is not a challenge for me to create and edit questionnaires online, as they often used. In ICT, I think inserting video in PowerPoint is very challenging for me because, in my teaching, I usually don't add video in PowerPoint, but directly open the video website to play video."(N2)			
Suggestions:			
Sub-theme 5.3: Difficult live-stream classes: Difficulties in live-stream courses, such as unfamiliarity, discomfort, and dissatisfaction with the form of live teaching. 3) Because of the outbreak of the COVID-19, we had to live broadcast to teach, and I am not familiar with this form of the live broadcast. I have not tried it before, and I will feel awkward. Also, the live broadcast is prone to poor signal conditions. I think that webcast has made me farther away from students.			

My body language is not well expressed, and the visual effects are not so sound. Using webcast teaching, I will feel unaccustomed to it because it is impossible to manage students, and it isn't easy to know the students' mastery of English. (N4)			
Suggestions:			

Overall suggestions:

_____

_____

Interview question for teachers:

8. What should you do when the student's opinion differs from the textbook?

6. Challenges in textbooks: Refers to the difficulties of using of first-year college English textbooks.	**Agree**	**Dis-agree**	**Ques-tionable**
Sub-theme 6.1: Encourage expression: Encourage students to express they are differing views in the English language classroom 1) "I will encourage students to express their views, and everyone will discuss right and wrong or whether it is feasible. According to the actual situation, I particularly encourage them to express their opinions. This is a desire for knowledge, and I welcome them to interrupt my teaching at any time to put forward their opinions." (N2,4)			
Suggestions:			
2) "I encourage students to express their opinions. I think this is a manifestation of courage and confidence. Regardless of right or wrong, we must cultivate the ability of students to dare to question. However, whether this view is feasible still needs to be discussed with students. And ask students about the origin of perceptions and whether there are evidence and reasons to support his views." (N1,3)			
Suggestions:			

Overall suggestions:

_____

_____

Interview question for teachers:

9. What do you think of the challenge of the English elements in English language classrooms?

7. Challenges in English elements: Refers to the difficulties of teaching vocabulary, grammar, and pronunciation.	**Agree**	**Dis-agree**	**Ques-tionable**
Sub-theme 7.1: Ability to English elements challenges: Ability to solved teaching English vocabulary, grammar, and pronunciation problems. 1) "I think there is no challenge for me in English elements. In teaching, I am satisfied with my pronunciation, grammar, vocabulary teaching, because I have many years of English teaching experience."(N1, 2, 3, 5)			
Suggestions:			
Sub-theme 7.2: Challenges of English elements: Inability of solved difficulties of teaching vocabulary, grammar, and pronunciation teaching problems. 2) "I think there might be a challenge in vocabulary because, in the teaching, I found that the students' vocabulary could not keep up, let them read English classics, they would feel difficult, which affected my teaching." (N4, 6)			
Suggestions:			

Overall suggestions:

Interview question for teachers:

10. In your classroom teaching, what else do you think challenges you?

8. Other challenges: Refers to challenges of teaching different levels of students, and linguistics curriculum structure	**Agree**	**Dis-agre e**	**Ques-tionable**
Sub-theme 8.1: Challenges of teaching different levels of students: The imbalance of students' level and different foundations affect the quality of teaching. 1) "The uneven level of students will affect my daily teaching. There is no way to take care of students of different levels at the same time, and low-level students are prone to lose their interest in learning, so I need to stop in time to supervise them, but high-level students will think that the learning progress is too slow. Therefore, it is a challenge for me to balance the teaching level of different students." (N4)			
Suggestions:			
2) "Although the students have entered the university stage, I still found that their essential ability is weak in the process of English learning, and there are specific problems in listening and speaking. Moreover, regular communication cannot conduct in English, and it is often necessary to construct a real language environment to allow students to adapt to the scene communication." (N1, 3)			
Suggestions:			

Sub-theme 8.2: Challenges of linguistics curriculum structure: Difficulties of linguistics curriculum structure lacking structure and context. 3) "At present, there are quite a few problems in the overall structure of the commonly used linguistics courses. Initially, English linguistics is a subject with more abstract and complicated knowledge points. If the content of the tutorial itself lacks structure and context, the teacher's teaching and the student's learning will also have a certain degree of confusion, because the progress of the teaching is usually the program is determined by the tutorial. For example, in the linguistics tutorials currently used, although the summary chapters prepared at the end of the book, there is a lack of chapters that lead the book in the first part of the tutorial. As a result, it is difficult for students to grasp the overall learning context at the beginning of the study, and the entire course is uncontrollable." (N2)		

Overall suggestions:

_____

_____

_____

_____

APPENDIX H

THE STATISTICAL ANALYSIS OF DESCRIPTION AND T-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I can use a variety of ICT software for learning in English. (e.g. Email, Facebook, YouTube)	147	2	5	3.88	.772
I can use ICT to evaluate and feedback on the course.	147	2	5	3.79	.714
I can create presentations with videos or audio clips.	147	1	5	3.73	.903
I can download or upload course resources from the websites or learning platforms.	147	2	5	3.98	.687
I can create or edit a questionnaire online.	147	1	5	3.85	.788
I can make and edit digital photos, movies, or other images.	147	1	5	3.73	.863
I can learn from both digital and paper textbooks	147	1	5	4.03	.797
I can add new content when the content of the textbooks is outdated.	147	1	5	3.63	.915
I can independently complete the assignment in the textbooks.	147	2	5	3.67	.797
I can find reading materials that match my interests and reading level.	147	2	5	3.80	.791
I can challenge the opinions expressed in the textbooks and put forward my ideas.	147	1	5	3.42	.883
I can use multiple perspectives to analyze the content in the textbooks.	147	1	5	3.56	.884
I can read aloud to improve my pronunciation.	147	1	5	3.75	.875
When I write or speak in English, I can use vocabulary and structures that have recently learned.	147	2	5	3.72	.801
When I read or listen to English, I pay attention to new vocabulary or structures.	147	2	5	3.73	.752
On my own initiative, I look up dictionaries and textbooks to learn new vocabulary and sentences.	147	1	5	3.81	.797
When I speak, I pay attention to the grammar I use.	147	1	5	3.61	.815
I can remember vocabulary, expressions, and sentences from songs, movies, readings, etc.	147	1	5	3.61	.880
I can write down the vocabulary as it sounds or makes some annotations to remember its pronunciation.	147	1	5	3.76	.762
I can memorize the example sentences to remember some grammar points.	147	2	5	3.78	.707
Valid N (listwise)	147				

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
I can use a variety of ICT software for learning in English. (e.g. Email, Facebook, YouTube)	Equal variances assumed	.100	.752	-1.633	145	.105	-.212	.130	-.469	.045
	Equal variances not assumed			-1.638	120.265	.104	-.212	.130	-.469	.044
I can use ICT to evaluate and feedback on the course.	Equal variances assumed	.335	.564	-.943	145	.347	-.114	.121	-.353	.125
	Equal variances not assumed			-.937	116.954	.351	-.114	.122	-.355	.127
I can create presentations with videos or audio clips.	Equal variances assumed	.011	.917	-.278	145	.781	-.043	.153	-.346	.260
	Equal variances not assumed			-.278	119.366	.781	-.043	.153	-.346	.261
I can download or upload course resources from the websites or learning platforms.	Equal variances assumed	.198	.657	-1.695	145	.092	-.196	.116	-.424	.033
	Equal variances not assumed			-1.686	117.163	.094	-.196	.116	-.426	.034
I can create or edit a questionnaire online.	Equal variances assumed	.952	.331	-.529	145	.598	-.071	.134	-.335	.194
	Equal variances not assumed			-.560	138.996	.577	-.071	.126	-.321	.179
I can make and edit digital photos, movies, or other images.	Equal variances assumed	.630	.429	-.172	145	.864	-.025	.147	-.315	.264
	Equal variances not assumed			-.177	130.377	.860	-.025	.142	-.307	.256
I can learn from both digital and paper textbooks	Equal variances assumed	4.027	.047	-.199	145	.843	-.027	.135	-.295	.241
	Equal variances not assumed			-.208	136.584	.835	-.027	.129	-.282	.228
I can add new content when the content of the textbooks is outdated.	Equal variances assumed	2.447	.120	-.196	145	.845	-.030	.155	-.337	.277
	Equal variances not assumed			-.204	133.872	.839	-.030	.149	-.326	.265
I can independently complete the assignment in the textbooks.	Equal variances assumed	.645	.423	-.849	145	.397	-.115	.135	-.381	.152
	Equal variances not assumed			-.876	131.202	.383	-.115	.131	-.373	.144
I can find reading materials that match my interests and reading level.	Equal variances assumed	.156	.693	-1.452	145	.149	-.194	.133	-.457	.070
	Equal variances not assumed			-1.455	120.190	.148	-.194	.133	-.457	.070
I can challenge the opinions expressed in the textbooks and put forward my ideas.	Equal variances assumed	.248	.619	-1.159	145	.248	-.173	.149	-.468	.122
	Equal variances not assumed			-1.166	121.372	.246	-.173	.149	-.467	.121
I can use multiple perspectives to analyze the content in the textbooks.	Equal variances assumed	2.239	.137	-.800	145	.425	-.120	.150	-.416	.176
	Equal variances not assumed			-.834	134.848	.405	-.120	.144	-.404	.164
I can read aloud to improve my pronunciation.	Equal variances assumed	3.300	.071	-.512	145	.609	-.076	.148	-.369	.217
	Equal variances not assumed			-.538	137.265	.591	-.076	.141	-.355	.203
When I write or speak in English, I can use vocabulary and structures that have recently learned.	Equal variances assumed	1.908	.169	-.867	145	.388	-.118	.136	-.386	.151
	Equal variances not assumed			-.899	133.139	.370	-.118	.131	-.376	.141
When I read or listen to English, I pay attention to new vocabulary or structures.	Equal variances assumed	.150	.699	-.872	145	.385	-.111	.127	-.363	.141
	Equal variances not assumed			-.888	126.355	.376	-.111	.125	-.359	.137
On my own initiative, I look up dictionaries and textbooks to learn new vocabulary and sentences.	Equal variances assumed	.323	.571	-.454	145	.650	-.061	.135	-.329	.206
	Equal variances not assumed			-.468	130.793	.641	-.061	.131	-.321	.198
When I speak, I pay attention to the grammar I use.	Equal variances assumed	.355	.552	-.809	145	.420	-.112	.138	-.385	.161
	Equal variances not assumed			-.830	129.224	.408	-.112	.135	-.378	.154
I can remember vocabulary, expressions, and sentences from songs, movies, readings, etc.	Equal variances assumed	1.011	.316	-1.450	145	.149	-.215	.148	-.509	.078
	Equal variances not assumed			-1.494	130.760	.138	-.215	.144	-.500	.070
I can write down the vocabulary as it sounds or makes some annotations to remember its pronunciation.	Equal variances assumed	2.528	.114	-.539	145	.591	-.070	.129	-.325	.186
	Equal variances not assumed			-.576	141.617	.566	-.070	.121	-.308	.169
I can memorize the example sentences to remember some grammar points.	Equal variances assumed	.503	.479	-1.342	145	.182	-.160	.119	-.396	.076
	Equal variances not assumed			-1.356	123.319	.178	-.160	.118	-.394	.074

Independent Samples Test for Students

Items	Major 1 (n=57)		Major 2 (n=90)		t	P
	Mean	S.D.	Mean	S.D.		
ICT	3.76	0.60	3.87	0.63	-1.051	0.295
Textbooks	3.64	0.57	3.75	0.68	-1.013	0.313
English elements	3.65	0.56	3.76	0.68	-1.067	0.288

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I can use ICT to assign homework.	31	1	5	4.19	.749
I can use ICT to make students evaluate and feedback on the course.	31	2	5	4.10	.651
I can create presentations with audio and video clips.	31	2	5	4.00	.577
I can download or upload course resources from websites or learning platforms for students to use.	31	4	5	4.26	.445
I can use live webcast to teach.	31	3	5	4.23	.497
I can create or edit questionnaires online.	31	2	5	3.71	.783
I can make and edit digital photos, movies, or other images.	31	3	5	4.10	.539
I usually update my course content when it is outdated.	31	3	5	4.26	.514
I can provide reading materials that match the students' interests and reading level.	31	3	5	4.23	.497
I can encourage students to challenge the ideas expressed in the textbooks.	31	3	5	4.42	.564
I can use a variety of perspectives to explain the content in the textbooks so that students can deepen their understanding.	31	4	5	4.19	.402
On my initiative, I write the translation next to the vocabulary I would like to teach.	31	3	5	4.06	.574
I can write and explain the vocabulary and sentences correctly.	31	3	5	4.16	.454
I can use English movies and songs make students exercise pronunciation.	31	4	5	4.10	.301
I can relate the vocabulary in English with an image, a drawing, or a scheme.	31	4	5	4.35	.486
Valid N (listwise)	31				

Biography

Name	Fan Li
Date of Birth	August 22, 1995
Place of Birth	Sichuan, China
Institution Attended	Oxbridge College, Kunming University of Science and Technology, China
	Bachelor of Art, 2018
	Rangsit University, Thailand
	Master of Education in Bilingual Education, 2020
Address	Shenzhen, Guangdong
	lifan.rsu@gmail.com