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RESEARCH EVOLUTION AND FUTURE PROSPECTS OF FOREIGN LANGUAGE ORAL PROFICIENCY IN CHINA: A VISUAL ANALYSIS BASED ON CITESPACE

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ABSTRACT
Against the backdrop of accelerating globalization and intensified cross-cultural communication, foreign language oral proficiency, a core component of linguistic communication, has gained growing prominence. Based on the CNKI database, this study adopts CiteSpace for visual analysis of Chinese literature on foreign language oral proficiency published between 2004 and 2024, aiming to explore the field's research evolution, cutting-edge hotspots, and future prospects. The findings reveal that the number of publications has entered a normalized phase after rapid growth but remains unstable overall. While a few core authors and research teams have emerged in the academic collaboration network, large-scale, high-yield, and high-impact cooperation teams are yet to be formed. Research hotspots center on English oral proficiency and its enhancement, dimensions of oral expression, and the cultivation of expressive competence. The research trajectory has evolved through three phases: "concept definition—ability expansion—quality deepening". In recent years, information technology and artificial intelligence have exerted a notable influence on this field. Accordingly, this study contends that future research on Chinese foreign language oral proficiency should undergo corresponding transformations.

Keywords: Oral expressive ability; CiteSpace; Knowledge graph; Research hotspots; Evolution context.

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1. INTRODUCTION
Against the background of the deep integration of globalization and educational informatization, foreign language oral proficiency, as an important part of an individual's core competencies, has become increasingly significant [1]. Foreign language oral proficiency is not only related to effective communication of individuals in international exchanges but also an important indicator to measure a country's educational level and the overall quality of its citizens. To systematically grasp the development trend, hot topics, and evolution process of research on oral expressive ability in China from 2004 to 2024, this study uses CiteSpace software to conduct a visual analysis of relevant literature in the CNKI database. By drawing

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scientific knowledge graphs, it intuitively presents the research overview of this field and provides directional references for subsequent research.

2.DATA SOURCES AND RESEARCH METHODS

2.1 Data Sources

This study takes CNKI (China National Knowledge Infrastructure) as the data source, adopts the advanced search mode, uses keywords such as "oral expression," "oral production," "oral output," "verbal presentation," "verbal expression," and "speech generation," sets the search type as "academic journals," and the time range from January 2004 to December 2024. Among the search results, doctoral and master's theses, book reviews, and literature with low relevance are excluded, and finally 393 valid sample literatures are obtained.

2.2 Research Methods

This study uses the latest version of Citespace 6.3.R 1 (64-bit) Basic to draw scientific knowledge graphs, intuitively showing the information panorama of the field of foreign language oral proficiency, and revealing research hotspots, cutting-edge evolution paths, research groups, etc., in this field. The tool provides a variety of visual icons to convert complex data analysis results into intuitive and specific graph forms, helping people intuitively understand foreign language oral proficiency, discover the interdependence and correlation between relevant knowledge, and thus promote scientific development and innovation.

3.CURRENT STATUS OF RESEARCH ON FOREIGN LANGUAGE ORAL PROFICIENCY

3.1 Analysis of the Number of Publications

The dynamic changes in the number of publications can reflect the overall development and evolution trend of research hotspots in a specific research field or theme [2]. This study uses Excel to conduct statistical analysis of the sample literature, and four development stages are obtained according to the analysis of Figure 1: (1) Initial growth period (2004-2011). It increased continuously from 9 articles in 2004 to 41 articles in 2011, which is the fastest growing stage in the whole cycle. The fluctuation of the number of literatures in this field during this stage indicates that attention to foreign language oral proficiency has gradually increased. Especially in foreign language teaching, oral expressive ability has been included in the core competency category, driving scholars to carry out research. (2) Fluctuation adjustment period (2012-2013). It decreased to 34 articles in 2012 and rebounded slightly to 36 articles in 2013. Most of the research in the previous stage was status surveys and theoretical introductions. After 2012, the research gradually turned to empirical and refined research, which required a longer cycle, leading to a slight decline in the number of publications. (3) Sustained decline period (2014-2019). The number of publications continued to decrease from 36 articles in 2013 to 9 articles in 2019. The downward trend was clear and continuous during this period, and the scale of literature output shrank significantly. (4) Volatile decline period (2020-2024). It rebounded briefly to 19 articles in 2020, but dropped rapidly to 7 articles in 2021, and continued to decrease to 3 articles from 2022 to 2024. This stage was affected by the outbreak of the COVID-19 pandemic, offline teaching was converted to online, and research on online oral teaching became an urgent research topic. However, as the upsurge of online teaching faded, the research focus further shifted to artificial intelligence and language learning. These new themes belong to technology-enabled oral learning, not traditional oral

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expression or oral production. Therefore, the number of publications on traditional themes has continued to decline since 2021.

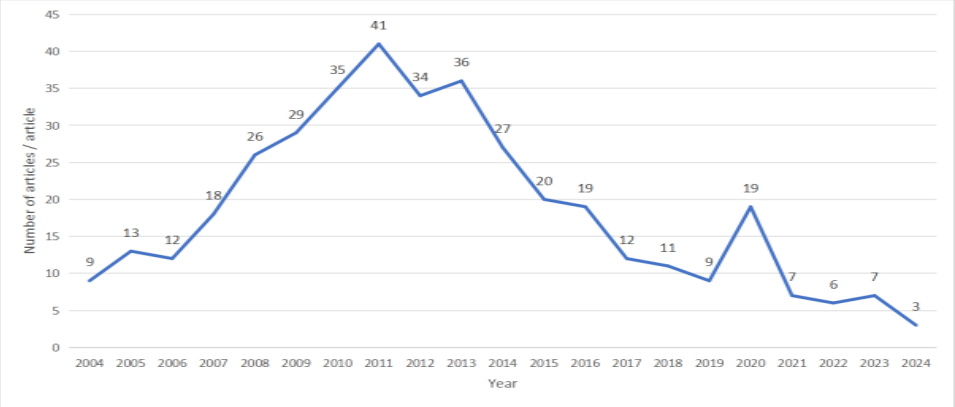

Figure 1. Publication Trend Chart (2004-2024)

3.2 Analysis of Scientific Research Cooperation Network

In the author cooperation network graph, a high number of publications indicates that the author has a certain influence in the research field; at the same time, the visual graph can reveal the cooperative relationship between authors. This study sets the node type as "author" and other parameters as default to generate the author cooperation network (Figure 2), and sorts out the data to obtain the statistics of high-yield authors in the literature samples (Table 1). The size and number of nodes in the graph reflect the co-occurrence frequency of core authors, and the number and thickness of lines reveal the closeness of cooperation and the strength of cooperative relations between different authors. The larger the node, the higher the citation frequency of the author; the thicker the line, the closer the cooperative connection between relevant authors. It can be seen from Table 1 that Tong Shuhua has the largest number of publications in the literature samples, with 3 articles focusing on foreign language oral proficiency. Other authors with outstanding achievements include Zhu Xiumei, Yang Hong, Du Juan, Qi Congni, Yi Hongbo, etc., who constitute the core force in the research of foreign language oral proficiency in China. Combined with Figure 2, it can be seen that the research on foreign language oral proficiency has formed a cooperation network represented by Tong Shuhua, Zhu Xiumei, Luo Qixin, Wang Jing, Pei Xuemei, etc., which has strong influence in this field. According to Price's Law formula: $M=0.749\sqrt{N_{max}}$ (N_{max} represents the number of publications of the author with the largest number of publications in the field) (Derek, 1963), the threshold for high-yield authors is 1.297. Therefore, authors with more than or equal to 1 publication are high-yield authors. Statistics show that high-yield authors have published 194 articles, accounting for 49.36%. This indicates that the cooperative research in this field is relatively weak. Although a few core authors and research teams have been formed, large-scale, high-yield, and high-impact scientific research cooperation teams have not yet emerged.

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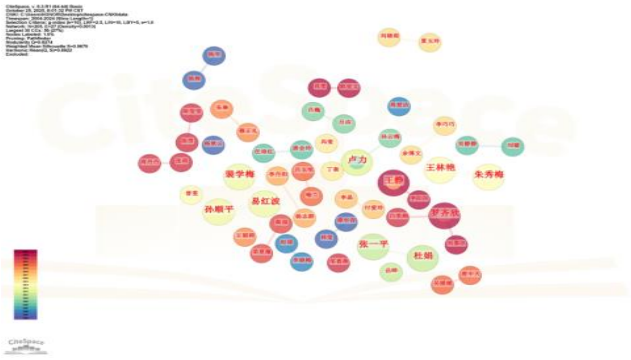

Figure 2. Author Cooperation Network

Table 1 Statistics of High-yield Authors (Top 10)

Author	Number of Papers	Year
Tong Shuhua	3	2010
Zhu Xiumei	2	2014
Yang Hong	2	2009
Du Juan	2	2011
Qi Congni	2	2020
Yi Hongbo	2	2013
Chen Ling	2	2024
Luo Qixin	2	2022
Yao Yanmei	2	2012
Ren Jingjing	2	2011

3.3 Keyword Co-occurrence Analysis

The keyword co-occurrence knowledge graph has the ability to present high-frequency keywords and their co-occurrence relationships in a specific research field, and with the help of this graph, the hot topics in the relevant research field can be deeply explored[3]. High-frequency keyword co-occurrence analysis can effectively reveal the research hotspots in this field. The study uses Citespace to process the literature data and generates a keyword co-occurrence graph containing 157 keyword nodes with a network density of 0.013 (Figure 3). The size of the keyword node represents its occurrence frequency in the literature; the larger the node, the higher the frequency, and vice versa. In Figure 3, key nodes such as "English oral English," "oral expression," and "oral output" are particularly prominent and form a close connection network with other nodes, indicating the high-frequency co-occurrence characteristics and mediating role of these keywords in relevant literature. This study sorts out the top 20 high-frequency keywords (Table 2). "English oral English" has the highest occurrence frequency of 66 times, and its betweenness centrality is also the highest, showing its important bridging role in this field. In addition, "oral expression," "oral language," "oral output," "oral production," and "expressive ability" all have more than 20 occurrences, indicating that each sub-dimension of oral ability (expression, output, production, etc.) has received widespread attention from researchers, and the research on the improvement of oral ability, related influencing factors, and mechanism of action is relatively concentrated and in-depth. Using the keyword co-occurrence graph generated by Citespace and the table of top 20

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high-frequency keywords, the research hotspots in this field can be summarized into the following three aspects: (1) English oral proficiency and its improvement. Relevant research may involve strategies and methods of oral English teaching, as well as how to improve students' oral English proficiency through different approaches. For example, researchers may explore the impact of classroom interaction and technology-assisted teaching on the improvement of oral English proficiency. (2) Various aspects of oral expression. Research may focus on the accuracy, fluency, complexity, and other aspects of oral expression, and explore the factors affecting oral expression and improvement strategies. For example, researchers may analyze the impact of language environment, learning motivation, cognitive style, and other factors on oral expression, and propose corresponding training methods and teaching strategies [4]. (3) Expressive ability and its cultivation. Academic circles mainly focus on the definition and evaluation criteria of expressive ability, as well as how to cultivate students' expressive ability through teaching activities and curriculum design. For example, researchers may explore the role of teaching activities such as classroom discussions, role-plays, and speeches in improving expressive ability, and how to design personalized training programs according to students' individual differences [5].

Figure 3 Keyword Co-occurrence Graph

Table 2 High-frequency Keywords (Top 20)

Serial Number	Keyword	Frequency	Centrality	Serial Number	Keyword	Frequency
1	English Oral	66	0.035	11	Strategy	10
2	Oral Expression	40	0.068	12	College English	7
3	Oral Language	33	0.022	13	Vocabulary	6
4	Oral Output	32	0.038	14	Training	6
5	Oral Production	28	0.029	15	Sinology	6
6	Expressive Ability	24	0.017	16	Curriculum	6
7	English	12	0.015	17	Fluency	6
8	Communicative Competence	12	0.040	18	Expression	6
9	Oral Teaching	11	0.019	19	Oral Teaching	5
10	Oral Training	10	0.010	20	Task Repetition	5

3.4 Keyword Clustering Analysis

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To intuitively present the knowledge structure of research hotspots in foreign language oral proficiency, this study conducts keyword clustering analysis of the literature and obtains a keyword clustering visualization graph in Citespace software (Figure 4). The modularity Q value of the clustering analysis is 0.8274, and the average silhouette S value is 0.9679. A Q value greater than 0.3 indicates a significant clustering structure; an S value greater than 0.7 indicates that the clustering result is convincing (Chen Yue et al., 2014). According to the similar knowledge structure, this study summarizes the keyword clustering results in Figure 4 into three major research categories, namely, oral ability characteristics research, oral expression and production research, and oral communication and application research. These categories not only summarize the main research hotspots in the graph but also reflect the depth and breadth of foreign language oral proficiency research.

Figure. 4. Keyword Clustering Graph

3.4.1 Research on Oral Ability Characteristics

Cluster I is the research on the characteristics of foreign language oral proficiency, including the accuracy, fluency, complexity, and other aspects of oral language, aiming to deeply understand and evaluate the composition of oral ability. The research is mainly problem-oriented, focusing on core issues such as the essential characteristics of oral ability, evaluation methods, the relationship between characteristics, and influencing factors, which are reflected in the keywords "oral ability" and "accuracy" in the cluster. In response to problems such as vague operational definitions of accuracy, fluency, and other characteristics in oral ability evaluation and simplistic quantitative indicators, the academic circle's early reflection on the evaluation construct was relatively weak. Wen Qiufang (2009) first systematically reflected on the subjectivity of accuracy scoring standards in domestic oral tests and the limitations of fluency measured only by speech rate, calling for the construction of a multi-dimensional dynamic evaluation framework. To solve problems such as unclear interactive relationships between characteristic dimensions and insufficient localized research on influencing factors, Wang Lifei and Wen Qiufang (2007) quantitatively verified the negative correlation between accuracy and complexity through empirical analysis of college students' oral English corpora, and found that task familiarity is a key influencing factor regulating this relationship, providing local data support for the weight distribution of evaluation tools. Current research shows a trend from single characteristic description to multi-dimensional collaborative mechanism exploration, and from static scoring to dynamic process evaluation, promoting the transformation of oral ability evaluation from empirical judgment to evidence-driven, and

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providing theoretical basis and practical guidance for the balanced cultivation of "accuracy-fluency-complexity" in college English teaching in China.

3.4.2 Research on Oral Expression and Production

Cluster II is the research on oral expression and production of foreign language oral proficiency. This category focuses on the process of oral language from thinking to expression, including how to effectively convert ideas into oral production, and the factors affecting this process, such as language environment and personal expressive ability. The core keywords are reflected in "oral expression," "oral production," and "expressive ability." Academic circles mainly carry out research from three perspectives: first, the perspective of optimizing teaching practice. For example, Wen Qiufang (2015) proposed an "output-oriented task-based teaching model," and verified the adaptation relationship between "language complexity" and "task difficulty" in oral production by designing differentiated tasks; Wang Lifei (2006) empirically proved the role of "chunk teaching" in improving expression fluency, pointing out that the automatic extraction of high-frequency chunks can significantly reduce pauses in production. Second, the localized perspective of cognitive psychological mechanisms. Based on the Levelt model, Zhang Shujing (2015) found that the "conceptualization delay" in Chinese students' oral expression is mainly caused by the interference of mother tongue thinking on the formalization stage of the target language, and then proposed cross-linguistic cognitive contrast training strategies; Cai Jinting (2015) proved through experiments that "form-focused" grammatical corrective feedback (such as metalinguistic feedback) can effectively improve the accuracy of using complex sentence patterns. Third, the perspective of sociocultural context adaptation. Combining relevant curriculum teaching practice, Gao Yihong (2008) proposed to cultivate learners' cross-cultural awareness and self-reflection ability through contextualized tasks based on sociocultural theory, and link communication confidence and classroom participation to improve cross-cultural communication competence; Zhang Wenzhong and Liu Jia (2018) found through comparative research that "cooperative peer interaction" can better promote learners to actively correct errors and improve the complexity and appropriateness of production than competitive tasks.

3.4.3 Research on Oral Communication and Application

Cluster III is the research on oral communication and application of foreign language oral proficiency. This category focuses on the application of oral language in actual communication, including the use of oral language in scenarios such as cross-cultural communication, daily conversations, and academic discussions, as well as how to achieve effective communication through oral output, which is reflected in the cluster words such as communicative competence and English oral English. Academic research mainly focuses on three directions: first, the localized exploration of the constituent dimensions of communicative competence. Liu Runqing and Dai Manchun (2004) applied the Bachman model to the oral evaluation of Chinese college students, pointing out that the weight of pragmatic competence should be higher than that of linguistic competence in cross-cultural scenarios; Jia Yuxin (2004) proposed a three-dimensional model of cross-cultural oral communicative competence, and found through the analysis of international student conflict cases that cultural presupposition differences are the primary communication barrier factors. Second, oral application in specific scenarios. In promoting the mobile phone Internet oral training camp, Peng Pu (2020) used the platform "Douyin" to provide English learners at different stages with their own learning content in the form of situational short videos and maintain their interest in learning. Wang Jimei (2018) explored the implementation strategies of introducing multimodal discourse

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analysis into foreign trade oral English teaching by formulating a multimodal discourse analysis implementation plan for the "Foreign Trade Oral English" course and conducting research on the combination of multimodal discourse analysis scenario resources for foreign trade oral English. Third, research on cross-cultural communication barriers and interventions. Focusing on the multimodal learning mechanism, Gu Yueguo (2007) proposed that the collaborative use of multimodal symbols can break through the limitations of single language learning. His view provides solutions to communication barriers caused by the "lack of non-verbal communication cues" in online cross-cultural communication, advocating to strengthen the integrity of communication through multimodal output training and improve cross-cultural communication competence in virtual scenarios; Song Yulong (2023) compared Chinese and English conversation corpora, revealed that communication between people from different cultural backgrounds is likely to cause misunderstandings among native speakers, and proposed the "contrastive pragmatic teaching method." Current research shows a trend from general competence to contextualized competence deepening, and from a single linguistic dimension to the integration of language-culture-technology multi-dimensions, promoting the transformation of oral teaching from "decontextualized practice to contextualized application, and providing empirical basis for the design of college oral English courses.

4.ANALYSIS OF RESEARCH EVOLUTION AND FRONTIERS

4.1 Research Evolution

To reveal the development context and evolution of foreign language oral proficiency research and predict its future research trends, this study uses the timeline graph of Citespace software to draw the evolution process of research hotspots (Figure 5). The evolution of foreign language oral proficiency research can be divided into three stages. Each stage takes core keywords as the clustering center, showing a development logic from basic concepts to ability dimensions and then to quality deepening. The first stage is the early exploration period (2004-2010), with English oral English, oral expression, and oral output as the core clusters, focusing on the definition of basic concepts and teaching practice frameworks. For example, Liu Runqing (2004) pointed out that oral output is a "direct way to test the effect of acquisition," and Zhang Zhengdong (2005) summarized basic teaching links such as topic discussions and situational simulations through classroom observations, jointly building the early conceptual framework of oral ability research. The second stage is the ability expansion period (2011-2017), with the core clusters shifting to oral production, communicative competence, and expressive ability. The research focus shifted from static output to dynamic processes and comprehensive ability dimensions. Scholars began to pay attention to the cognitive mechanism of oral production, the pragmatic links in communicative competence, and the evaluation system of expressive ability. Zhang Jingbo (2012) proposed that "task-based teaching should combine oral training with real situations," Xu Zhiya (2013) found through empirical research that the weak link in college students' oral expression lies in "pragmatic failure," and Jin Xia (2014) revealed the "planning-monitoring-adjustment" cognitive process of oral production through oral test experiments, promoting the deepening of ability training paths. The third stage is the quality deepening period (2018-2024), with accuracy and oral ability as the core clusters, focusing on the multi-dimensional improvement of oral quality and comprehensive literacy orientation. Research shifted from "quantitative output" to "qualitative optimization," involving the balanced evaluation of accuracy, fluency, and complexity, as well as the empowerment of new technologies for oral correction. Zhang Xiaoqi (2020) confirmed that intelligent systems can provide real-time feedback on speech accuracy, while Wang Hu (2023) emphasized that "cross-cultural oral communication ability" is the core of literacy in the new era, marking the research

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moving towards higher-level quality and literacy goals. In summary, the research on foreign language oral proficiency has gone through the evolution path of "concept definition—ability expansion—quality deepening," and will further develop in the direction of interdisciplinary integration, technology empowerment, and literacy orientation in the future.

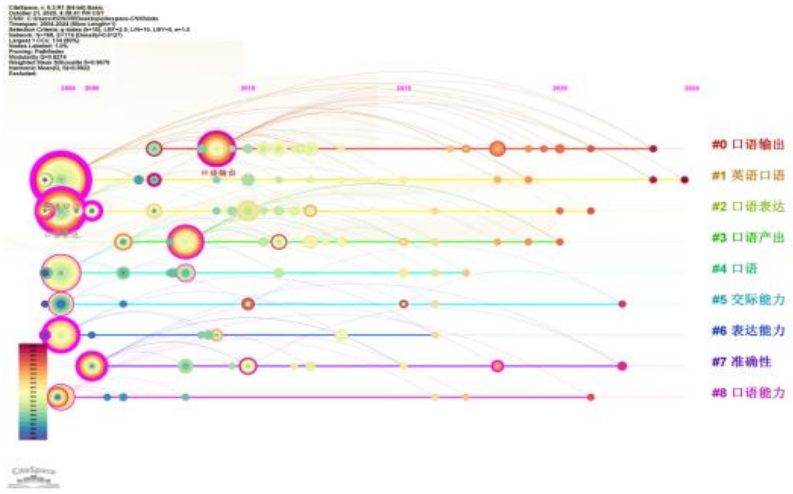

Figure 5. Time Zone Graph

4.2 Research Frontiers

This study uses the burst keyword detection algorithm in Citespace software to obtain the burst keyword graph of foreign language oral proficiency (Figure 6). In Citespace, the more burst nodes a cluster contains, the more active the field is or becomes an emerging research trend (Li Jie, Chen Chaomei, 2017). Keywords with a long-time span indicate continuous attention and are regarded as key research directions. The graph shows 10 burst keywords, among which "English" has the highest intensity (4.25), while the intensity distribution of other burst keywords is relatively average, indicating that "English" has become a highly concerned frontier issue and an important theoretical basis for research in this field. From the perspective of the temporal evolution of research hotspots, it can be specifically divided into three stages: (1) Basic ability exploration stage (2004-2010): focusing on core abilities and training logic. As the starting point of research, the first batch of burst keywords in 2004 focused on the nature and training paths of oral ability. Among them, "communicative competence" (2004-2009) directly points to the core function of oral language, clarifying the theoretical basis of oral ability oriented by communication; "cultivation" (2004-2007) responds to the needs of teaching practice and explores the basic paths for improving oral ability; "oral expression" (2009-2010) in 2009 further refines the specific forms of ability, marking the initial extension of research from abstract concepts to specific behaviors. (2) Research deepening stage (2011-2015): strategy methods and language focus. During this stage, research shifted from "what is it" to "how to do it," and formed a clear language orientation. The emergence of "strategy" (2010-2012) in 2010 reflects the systematic exploration of methods for improving oral ability; while "English" (2014-2016) in 2014 became the core frontier with the highest burst intensity (4.25), marking the shift of research from general foreign language to English as a specific language, laying a practical anchor for subsequent research; the continuous attention to "expressive ability" (2013-2018) in the same period deepened the research on the ability attributes of the core link of oral language (expression). (3) Practice implementation stage (2016-2021):

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dynamic links and contextualized application. Research further sank into teaching practice, focusing on specific links and specific groups. The emergence of "oral output" (2016-2021) in 2016 shifted the focus from static ability to dynamic application process; the follow-up of "primary school English" (2018-2021) in 2018 marked the extension of research to young groups in the basic education stage, reflecting the precise implementation of foreign language oral ability cultivation in practical scenarios. Figure 6 Keyword Burst Graph

5.CONCLUSION AND PROSPECTS

Through the visual analysis of the literature in the field of foreign language oral proficiency from 2004 to 2024, the study finds that: first, in terms of the number of publications, it has experienced an initial growth period (2004-2011), increasing continuously from 9 articles in 2004 to 41 articles in 2011; a fluctuation adjustment period (2012-2013), with a slight decline in the number of publications; a sustained decline period (2014-2019), with a significant shrinkage in the scale of literature output; and a volatile decline period (2020-2024), with a continuous decline in the number of publications on traditional themes. Second, in terms of the scientific research network, although a few core authors and research teams have been formed, large-scale, high-yield, and high-impact scientific research cooperation teams have not yet emerged. Third, in terms of research hotspots, they mainly focus on three aspects: English oral proficiency and its improvement, various aspects of oral expression, and expressive ability and its cultivation. Fourth, in terms of the research path, it has gone through the evolution path of "concept definition—ability expansion—quality deepening." In recent years, information technology and artificial intelligence have exerted a significant impact on foreign language oral proficiency. Based on the above analysis results, this study argues that future research on foreign language oral proficiency in China should undergo the following four transformations:

(1) Transformation from traditional research themes to technology-enabled oral learning research. In the past research on foreign language oral proficiency, traditional themes mostly focused on oral teaching strategies and methods, as well as the basic composition of oral expressive ability. With the development of the times, traditional research themes have gradually shown limitations in meeting new learning needs and scenarios, and it is difficult to meet learners' needs for diversified and personalized learning. To adapt to the development of the times and improve the effect and quality of oral learning, future research needs to transform from traditional research themes to technology-enabled oral learning research. Further research on how to better use technical means to optimize the oral teaching process, explore the in-depth integration mode of technology and oral learning, and develop more innovative and practical oral learning tools and resources to meet the increasingly diverse learning needs of learners.

(2) Transformation from single linguistic dimension research to language-culture-technology multi-dimensional integration research. Previous research on foreign language oral proficiency mostly focused on the language itself, such as pronunciation, intonation, vocabulary, and grammar, focusing on the accuracy and fluency of oral expression. However, this single linguistic dimension research ignores the cultural factors and technical influences in oral communication. In cross-cultural communication, cultural differences will lead to differences in language expression and communication habits. Studying oral ability only from the linguistic perspective cannot fully explain and solve the problems in actual communication. At the same time, the rapid development of technology has also had a profound impact on oral learning and use, and single linguistic dimension research is difficult to cover these new changes. Future research should strengthen the integrated research of language, culture, and technology. Further explore the impact of cultural factors on oral expression and communication, and integrate cultural teaching into oral teaching; at the same time, pay attention to how technology changes

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the way of oral learning and communication, and study how to use technology to promote the exchange and dissemination of language and culture. Through multi-dimensional integration research, provide more comprehensive and scientific guidance for the teaching and practice of foreign language oral proficiency.

(3) Deepening transformation from general ability research to contextualized ability research. Traditional research on foreign language oral proficiency often focuses on the cultivation of general abilities, that is, cultivating learners' basic oral expressive ability in various situations. Although this research method can provide learners with a certain oral foundation, in actual communication, different scenarios have different requirements for oral ability. Future research needs to further deepen contextualized ability research. On the one hand, it is necessary to expand the scope of research scenarios to cover more life, learning, and work scenarios; on the other hand, it is necessary to further study the constituent elements and training methods of oral ability in different scenarios, and develop oral teaching resources and courses suitable for different scenarios. Through contextualized ability research, improve learners' oral communication ability and adaptability in actual scenarios.

(4) Transformation from empirical judgment evaluation to evidence-driven evaluation. In the past evaluation of foreign language oral proficiency, empirical judgment evaluation has dominated. This evaluation method mainly relies on teachers' subjective experience and impressions, lacking objective and unified standards and methods. Different teachers may have different evaluations of the same learner's oral performance, leading to strong subjectivity and randomness of evaluation results. In addition, empirical judgment evaluation is difficult to fully and accurately reflect learners' oral proficiency level and progress, which is not conducive to teaching feedback and learners' self-improvement. To realize the transformation from empirical judgment evaluation to evidence-driven evaluation, future research needs to strengthen the development and research of evaluation methods and tools. On the one hand, it is necessary to learn from advanced evaluation theories and methods at home and abroad, and establish an oral proficiency evaluation system suitable for Chinese learners combined with the actual situation of foreign language teaching in China; on the other hand, it is necessary to use modern information technology to develop intelligent and automated oral evaluation tools to improve the efficiency and accuracy of evaluation. Through evidence-driven evaluation, provide a more scientific and reliable basis for the teaching and evaluation of foreign language oral proficiency.

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