



Problems and Proposed Enhancement Strategies of Traditional English Teaching and Learning System at Xilin Nationality High School in Guangxi, China

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Abstract

This research aimed to: 1) identify the specific problems of Traditional English Teaching and Learning System at Xilin Nationality High School, and 2) develop effective enhancement strategies based on these problems. The respondents were 356 students and 144 teachers from Xilin Nationality High School, selected through the Stratified Random Sampling Method. Two main research instruments employed in this research included: 1) a questionnaire employed for the investigation of English listening problems, and 2) a set of questions for a focus group discussion meeting for the approval of the enhancement strategies. The collected data and information were analyzed and presented in terms of frequency count, percentage, mean and standard deviation. In addition, the comments towards the correctness and suitability of the enhancement strategies were collected and analyzed through the Content Analysis Method. The findings indicated that: 1) The problems of Traditional English Teaching and Learning System were rated in the highest level ($\bar{x} = 4.66$, S.D.=0.22), 2) Based on the research results, the enhancement strategies were constructed. The strategies were divided into 5 chapters; namely, 1) About learners, 2) About Instructors, 3) About Teaching-Learning Materials 4), About teaching-learning Facilities and 5) About Teaching-Learning Evaluation. Each chapter was approved by the 3 specialists in terms of the correctness and suitability. This means the constructed strategies are considered suitable for using as guidelines to enhance the English learning skill of the students.

Keywords: Problems, Enhancement Strategies, Traditional English Teaching and Learning System, Xilin Nationality High School in Guangxi

1. Introduction

As China's education modernization process advances, the importance of English as a basic subject has become increasingly prominent. However, in ethnic minority areas such as Xilin, Guangxi, the traditional English teaching system faces unique challenges. As the main ethnic minority middle school in the area, Xilin National High School has a majority of students from the Zhuang ethnic group and a multi-ethnic cultural background. In the process of learning English, this group not only bears the academic requirements of the national unified curriculum standards, but is also influenced by the local language and culture, educational resource allocation, and social concepts. Limitations of the traditional English teaching system, The

"input-output" model is rigid: the classroom is centered on textbooks, lacks the creation of real context, and it is difficult for students to connect English with life experience. For example, cultural resources such as ethnic festivals and local folk customs have not been effectively integrated into English teaching. The evaluation system is single: over-reliance on the college entrance examination English test standards, ignoring students' personalized needs (such as oral expression and cross-cultural communication skills). The survey shows that students in Xilin Nationality High School have low participation in English classes, especially their interest in listening and speaking activities is significantly lower than reading and writing.

For these reasons, the researcher was interested in the investigation of Problems of Traditional English Teaching and Learning System at Xilin Nationality High School in Guangxi China and the construction of Proposed Enhancement Strategies to solve the problems.

Conceptual framework of the research

The research title is "Problems and Proposed Enhancement Strategies of Traditional English Teaching and Learning System for the English Learning Skill of the High school Students at Xilin Nationality High School". The objectives are: 1) to investigate problems of traditional English Learning system of Xilin nationality high school in Guangxi, 2) to construct strategies for the enhancement of English teaching and learning system of Xilin nationality high school in Guangxi. The Conceptual Framework is as follows:

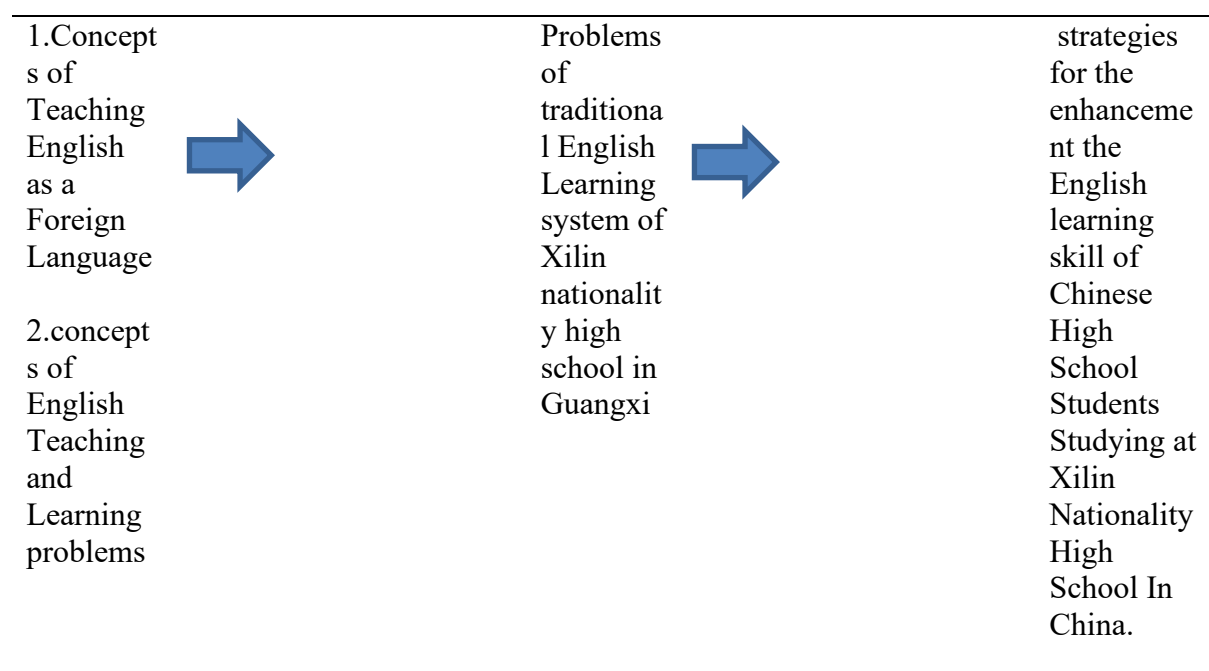


Figure 1: Conceptual framework of the research

2. Research Objectives

1. To investigate problems of traditional English Learning system of Xilin nationality high school in Guangxi
2. To construct strategies for the enhancement of English teaching and learning system of Xilin nationality high school in Guangxi

3. Literature Review

English is a crucial international language for communication, business, education, and globalization. With approximately 375 million people speaking English as their first language and 750 million as a second language, it is essential for effective communication and

understanding of various cultures (Kayi, H., 2006: 65). English is also used for business and education, providing opportunities for all levels of working and working in various communities. English is an international language, and mastering it is crucial for communication, especially in the academic field. Teachers and instructors emphasize the importance of speaking skills in learning and teaching foreign languages (Angwattanakul, S., 1994: 69). In Thailand, English is used as a foreign language, with students using it only in classrooms and some aptitude tests. The ASEAN Socio-Cultural Community's Blueprint promotes the use of English and information and communications technology (ICT) for interstate communication and education, particularly in underserved communities. Public and private organizations in Thailand require employees who excel in English to enhance their companies' regional and global competitiveness (Bailey, K. M. & Savage, L., 1994: 28). A good command of spoken and written English is necessary for individuals to pursue a well-paid profession and contribute to the global community. Thai government officials and employees in various industries are required to develop their English communication skills, including speaking (Brown, H. D., 1994: 42). The Ministry of Education of Thailand has stated that a basic teaching of English should include four skills in both primary and secondary levels, with a good performance of the English language required for all levels until graduation. However, many students face difficulties in speaking English, such as psychological problems, linguistic problems, and environmental problems (Brown, H. Douglas, 2004: 80). Students often struggle with speaking English (Harmer, J., 2007), even after studying English from kindergarten to senior high school and taking courses for English study. They also struggle with paying attention in class, lack interest in learning, and difficulty expressing ideas with proper vocabulary and grammatical form. Speaking skills are essential for learning English and are an indicator of success in careers and life (Carlos Lenin Alvarez Llerena, 2023: 61). To apply these skills effectively in real-life situations, it is related to teachers, students, and teaching and learning of English. Some teachers focus on grammar teaching instead of exposing learners to language learning, leading to negative impressions. The study "English Speaking Problems and Models Used to Solve Problems Between Thai and Foreign Students in the Education Faculty at Mahachulalongkornrajavidyalaya University" and limited opportunities for students to use English under different situations (Carroll, B. J., 1964: 69). To improve speaking skills, Thai education should focus on reading and grammar rather than speaking (Chanoknat Chinsorn, 2018: 57). Students may have low speaking competence due to not realizing the importance of speaking English, fearing making mistakes, not knowing what to speak, having limited practice opportunities, and using their mother tongue instead of English. (Howatt, A.P.R. & Widdowson, H.G., 2004: 69) Good attitudes towards studying English are crucial for students' learning achievement, and students' attitudes are more important in developing speaking skills than other language skills (Chastain, K., 1971: 37). By addressing these issues, Thai students can improve their English communication skills and achieve success in their careers and beyond. The study focuses on the English-speaking problems and models used to solve problems between Thai and foreign students in the Education Faculty at Mahachulalongkornrajavidyalaya University. The research found that students often lack the opportunity to use English in their daily lives, (Downey, Ryan, 2008: 18), and teachers play a crucial role in their success. Teachers must improve their English skills, content, and teaching methodology, as well as provide students with opportunities to practice using English for communication (Fauziati, 2004: 87). The speaking approach is a popular teaching method that emphasizes speaking abilities and helps students use language appropriately in different situations. It involves activities that encourage students to speak with and listen to others, break down barriers, talk about themselves and others, and learn about cultures. There are four benefits of using speaking activities: more exposure to the target language, authentic opportunities, enjoyable and engaging activities, and authentic materials.

However, there are five challenges: teacher needing to offer support, assessment challenges, learners being resistant, small class sizes, and accurate language use (Harmer, J., 2007). The study also highlights the challenges faced by M.A. Teaching English students at Mahachulalongkornrajavidyalaya University, who struggle with speaking English fluently and correctly. The goal of students is to improve their ability to speak English, but they struggle with communication and rarely speak English in real life. Some students may be worried about not having good potential for learning, which could contribute to their difficulties. The Faculty of Education should focus on developing students' abilities and encouraging them to use English speaking in daily dialogue as their first language. The study aims to help students develop their English-speaking abilities and reach their goals. The core issue of the traditional Chinese learning system lies in the "score-oriented" evaluation logic, which has led to a serious deviation of educational goals, processes and results from the essence of "nurturing people". Schools and teachers conduct "exam-oriented" teaching around the examination syllabus, prioritizing "covering examination points" in knowledge imparting and neglecting the cultivation of students' interests, creativity and practical abilities - classrooms are mostly one-way indoctrination, with students passively memorizing and lacking active thinking and exploration; the evaluation system solely relies on examination scores, simplifying individual differences, learning processes and comprehensive qualities into "rankings", and students' learning motivation has been distorted from "seeking knowledge" to "improving scores", and even getting trapped in mechanical repetition (such as "sea of questions tactics") for score improvement; long-term high-pressure competition further squeezes the space for mental health, with anxiety and burnout being common; ultimately, although students can cope with exams, they often lack the ability to solve practical problems (such as communication and innovation), and have difficulty adapting to society's demands for "complete personality" and "comprehensive quality".

4. Research Methodology

Research Respondents

In this research project, the Xilin nationality high school located in Guangxi, China, was employed as a case study. The population in this research project were divided into two groups, namely, 1) 3,200 Chinese students and 2) 225 teachers from Xilin nationality high school in Academic Year 2025, (Guangxi Xilin nationality high school, Class of 2025).

Research instrument

The main research instrument included a questionnaire and a set of questions for 1 focus group discussion meeting for the approval of the strategies. The preparation and implementation of the questionnaire mainly went through the following five stages: First, the dimensions of the questionnaire were designed and discussed with the researcher's advisor to determine the purpose and direction of the questionnaire. Second, the questionnaires were prepared and revised based on the situation of the respondents and the opinions of the researcher's advisor. Third, the questionnaire was evaluated for the Index of Congruence Scores (IOC scores) which were found 0.66-1.00 by the three specialists to examine the effectiveness of the questions. After modifying the unreasonable places in the questionnaire, it was formally distributed to the respondents. Finally, the collection of the questionnaires and analysis of the questionnaire survey results. In addition, the Likert's Five Scale Method was the main concept of the formation of the questionnaire, and the options are respectively "highest", "high", "moderate", "low" and "lowest", five options respectively with 1-5 value to indicate problems of traditional English teaching and learning system in Xilin Nationality High school. In this research project, a questionnaire was employed for the data collection. The questionnaire was divided into 3 sections; namely, 1) general information, 2) problems of English teaching

and learning system in Xilin Nationality High school 3) strategies for the enhancement of English teaching and learning system in Xilin Nationality High school. The questionnaire was evaluated for the Index of Congruence Scores (IOC scores) by the three specialists. Each question in the questionnaire must be evaluated at the range of IOC 0.66 to 1.00 so that it can be employed in the questionnaire. In the part of constructing strategies for the enhancement of traditional English teaching and learning system in Xilin Nationality High school, a set of questions were employed for the focus group discussion. The 3 specialists were invited to participate in the focus group discussion meetings. The 3 specialists gave comments and suggestions as well as the approval of the proposed strategies for the enhancement of traditional English teaching and learning system in Xilin Nationality High school

Data Collection

For this research project, the researcher personally collected the data and information from the sample groups. The sample groups were informed of the purposes of the data collection, then made an appointment with the researcher. The researcher sent a letter of permission signed by the researcher's advisor to the high school in advance to ask for permission to collect the data. In addition, the comments from the three specialists towards the correctness and suitability of the enhancement strategies were collected from the focus group discussion meeting.

Data Analysis

1.The data and information collected by the questionnaires were analyzed, interpreted, and presented in terms of frequency count, percentage, mean($\bar{x}$), standard deviation (S.D.).

The Likert rating scales are as follows:

- 4.21-5.00 = the highest level of problems
- 3.41-4.20= the high level of problems
- 2.61-3.40= the moderate level of problems
- 1.81-2.60= the low level of problems
- 1.00-1.80= the lowest level of problems

2.For the focus group meeting, the data and information and the comments from the specialists concerning the strategies were analyzed through content analysis techniques

5. Research Results

Objective 1. to investigate problems of traditional English Learning system of Xilin nationality high school in Guangxi

Table1: problems of traditional English Learning system of Xilin nationality high school in Guangxi (Students)

Items	n=356		Level of problems
	$\bar{x}$	SD	
1) The speed and difficulty of listening materials do not match my proficiency level.	4.63	0.18	Highest
2) The academic vocabulary in listening materials is too advanced, making it hard to identify key information.	4.61	0.17	Highest

3) I need more authentic Learning resources (e.g., videos, podcasts) in real-life contexts.	4.61	0.22	Highest
4) Classroom Learning practice time is insufficient to meet exam requirements.	4.58	0.21	Highest
5) Teachers do not provide targeted guidance for common Learning barriers faced by Chinese students.	4.56	0.14	Highest
6) I lack systematic Learning strategies (e.g., prediction, note-taking), which affects my learning outcomes.	4.52	0.14	Highest
7) Cultural differences hinder my understanding of implied meanings in materials.	4.51	0.15	Highest
8) My ability to recognize connected speech (e.g., linking, weak forms) is insufficient for comprehension.	4.31	0.13	Highest
9) I lack interest in English learning and perceive it as less practical.	4.31	0.16	Highest
10) I often struggle to understand English Learning materials due to accent differences English.	4.21	0.15	Highest
Total	4.54	0.18	Highest

According to table 1, it is indicated that the students rated the problems of English Learning skill at the highest level at the range of $\bar{X}$ 4.31(SD=0.16) – $\bar{X}$ 4.66 (SD=0.22) .

Table2: Problems of traditional English Learning system of Xilin nationality high school in Guangxi (Teachers)

Items	n=144		Level of problems
	$\bar{X}$	SD	
1) Teachers do not provide targeted guidance for common Learning barriers faced by Chinese students.	4.46	0.15	Highest
2) The academic vocabulary in Learning materials is too advanced, making it hard to identify key information.	4.45	0.18	Highest
3) Cultural differences hinder my understanding of implied meanings in materials.	4.45	0.19	Highest
4) Your students need more authentic Learning resources (e.g., videos, podcasts) in real-life contexts.	4.44	0.21	Highest
5) Your students lack systematic Learning strategies (e.g., prediction, note-taking), which affects my learning outcomes.	4.41	0.15	Highest
6) Classroom Learning practice time is insufficient to meet exam requirements.	4.41	0.21	Highest

7) Your students lack interest in English learning and perceive it as less practical.	4.41	0.16	Highest
8) My ability to recognize connected speech (e.g., linking, weak forms) is insufficient for comprehension.	4.32	0.14	Highest
9) The speed and difficulty of Learning materials do not match my proficiency level.	4.31	0.17	Highest
10) Your students often struggle to understand English Learning materials due to accent differences English.	4.22	0.13	Highest
Total	4.41	0.16	Highest

According to table 2, it is indicated that the teachers rated the problems of English Learning skill at the highest level at the range of $\bar{X}$ 4.22 (SD=0.13) – $\bar{X}$ 4.51 (SD=0.17) .

Objective 2: To construct strategies for the enhancement of English teaching and learning system of Xilin nationality high school in Guangxi

The Enhancement Strategies of Learning Skill of Chinese High School Students is composed of 5 chapters; namely, chapter 1: About Learners, chapter 2: About Instructors, Chapter 3: About teaching materials, chapter 4: About Teaching-learning Facilities, and chapter 5: About Teaching-Learning Evaluation. All five chapters were approved by the three specialists (one Thai professor and two English native speakers) in terms of correctness and suitability of the contents meaning the constructed Enhancement Strategies of Learning Skill of Chinese High school Students was accepted and approved by the 3 specialists, then it could be used as a guideline for the enhancement of English learning skills of Xilin Nationality High School students in China.

6. Discussion

1. Problems of traditional English Learning system of Xilin nationality high school in Guangxi

The results align with critiques of China's traditional exam-oriented education (Jiang, Y., 2021). The social context for implementing IBL is under the influence of rigid, traditional language learning approaches like rote learning. As a result, many Chinese secondary school EFL learners lose interest in English learning and do not consider it fun or helpful. Many of these secondary school students spend most of their language learning time on the memorization of vocabulary, grammar rules, and phrases to deal with English tests. However, they have few opportunities to use English as a powerful tool to help them. which prioritizes standardized metrics over holistic competency development. In ethnic minority contexts like Xilin County, this system creates a huge challenge: exam orientation distorts teaching priorities: The pressure to “cover exam content” leads to mechanical, decontextualized instruction (e.g., isolated vocabulary drills, template-based essays). This approach ignores language's communicative purpose, leaving students ill-equipped for real-world tasks (e.g., describing local traditions in English). As one teacher noted: “We know students need to speak, but the exam doesn't test it—so we focus on what's graded.” Wang, M., & Chinokul, S.. (2023) The results of the semi-structured interviews revealed that the learner-related factors were the most significant, followed by teacher-related factors. The emerging results of qualitative data from the perspectives of students, parents, and teachers in relation to English anxiety-reducing strategies were found; i.e., improving English learning skills, increasing self-regulated learning

in English, using effective instructional approach, providing comments and feedbacks to support the students in learning English, and avoiding placing undue focus on English test results. evaluation systems perpetuate the cycle: By rewarding grammatical accuracy over meaningful communication, exams reinforce the idea that English is a “test subject” rather than a tool for self-expression or cross-cultural exchange. This mindset discourages students from investing in skills like creative writing or oral storytelling, which are critical for holistic language development. Research shows that Chinese students lack learning autonomy and motivation when learning English as a second foreign language. Jianfeng, C., Sagaya Raj, G., & Tan Tjin Ai, J. (2018). Due to university students’ poor English language proficiency in mainland China and the fact that many English educators ascribe this issue to learners’ weak autonomy and learning motivation. Students with different English proficiency levels have different attitudes towards learning English, so the traditional English teaching model cannot be applied to all students. Yuhan, M., & Chinokul, S. (2025). such as watching English movies and listening to English music, while participation in interactive activities, like English corners or online conversations, remains notably low. High-English proficiency students displayed greater confidence and independently utilized a variety of resources to enhance their learning. Conversely, low-English proficiency students struggled with comprehension difficulties and showed limited motivation to participate actively. The study suggests that providing more accessible, engaging, and student-centered interactive activities could significantly support second language acquisition and boost students’ engagement across all English proficiency levels, fostering improved English learning outcomes.

2. Strategies for the enhancement of English teaching and learning system of Xilin nationality high school in Guangxi

The constructed “Enhancement Strategies of Learning Skill of Chinese High School Students” is composed of five chapters; namely, chapter 1: About Learners, chapter 2: About Instructors, Chapter 3: About teaching materials, chapter 4: About Teaching-learning Facilities, and chapter 5: About Teaching-Learning Evaluation. The constructed Enhancement Strategies of Learning Skill of Chinese High School Students was accepted and approved by the three specialists, then it could be used as a guideline for the enhancement of English Learning skill of Chinese high school students in China. Students with different English proficiency levels have different attitudes towards learning English, so the traditional English teaching model cannot be applied to all students. The constructed Enhancement Strategies of learning Skill were found corresponding with Jianfeng, C., Sagaya Raj, G., & Tan Tjin Ai, J. (2018). Cluster sampling method was used to select 458 non-English major students from one university in Henan province, China as research subjects. English Learning Motivation Questionnaire (ELMQ) and Learner Autonomy Questionnaire (LAQ) were adopted to investigate the participants’ learning motivation and learner autonomy respectively. The participants’ language proficiency was measured by their CET-4 scores. Results of the Pearson correlation analysis showed that learning motivation and autonomy were significantly and positively correlated with each other, and both of them had significant positive relationships with language proficiency. The results of path analysis indicated that learning motivations could better predict the variance in language proficiency when compared with learner autonomy. Pedagogical suggestions are offered to English teachers in assisting their students with regards to the improvement of language proficiency.

7.Recommendation

1.For the application of the findings into practice, the two key findings, including 1) problems of traditional English Learning system of Xilin nationality high school in Guangxi and 2) Strategies for the enhancement of English teaching and learning system of Xilin

nationality high school in Guangxi should be reported to the school administrators so that they may help implement it in practice, especially by incorporating it into the English teaching and learning system of the school.

2. For further studies, 1) A research on the investigation of problems of English speaking, reading, and writing skills of Chinese high school students at Xilin Nationality High School in China is suggested to be conducted, and 2) The enhancement strategies for English speaking, reading, and writing skills and learning motivation of Chinese high school students at Xilin Nationality High School in China are suggested to be constructed.

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