

Кыргызский государственный университет им. Жусупа Баласагына
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Гуань Вэньи
Guan Wenyi

**CHARACTERISTICS OF FOREIGN LANGUAGE TEACHING
METHODS IN HIGH SCHOOLS**

Абстракт диссертации на соискание ученой степени доктора PhD в
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Научный руководитель:
д.ф.н., доцент Нарынбаева Б.Б.

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General Characters of the Research

The research focus is on the study of EFL (English as a Foreign Language) teaching methods in applied linguistics.

In an era of globalized world economy and culture, the research on foreign language teaching methods, especially English teaching methods, is of remarkable significance. Examining the characteristics of foreign language teaching methods by comprehensively considering various related factors such as students' learning motivation, social requirements, and teachers' proficiency is one of the basic tasks to improve the effectiveness of foreign language teaching. The above is **Relevance of the thesis topic**.

Connection of the topic of the dissertation with major scientific programs, main research works carried out by the scientific institution. This research topic is included in the topic plan of the Kyrgyz-Chinese Institute of Kyrgyzstan National University named after J. Balasagyn.

This thesis combs the main schools and characteristics of middle school foreign language teaching methods from a synchronic and diachronic perspective. Taking middle school English teaching in Kyrgyzstan and China as examples and based on investigations, it discusses the development process of English teaching methods in these two countries. The focus of this research is to conduct a practical discussion by combining foreign language teaching methods with various elements in the teaching system, pointing out the advantages and disadvantages of popular foreign language teaching methods at present, and putting forward strategic suggestions for the continuous development of teaching methods.

Research aims: This research is to investigate, analyze and summarize the characteristics of different schools of foreign language teaching methods. To achieve this goal, this research is committed to solving **the following points**:

1) Determine the terminology system and research object according to relevant research literature;

2) Construct the theoretical basis of this research through literature analysis and sorting;

3) Sort out and describe the development history and current situation of foreign language teaching methods, especially English teaching methods;

4) Through questionnaires and interviews, understand the current status of mainstream English teaching methods in Kyrgyzstan and China and conduct analysis;

Investigation objectives: Several key elements of the junior high school English teaching system in Kyrgyzstan and China, such as teachers, students and social needs.

Research topic: characteristics of teaching methods in junior high schools English teaching and the strategies for developing them.

Research innovation: the innovative points lying in this research are:

1) This research combines the characteristics of teaching methods with various elements of the teaching system for discussion. These elements vary in different countries and regions.

2) In order to discover the characteristics of middle school English teaching methods, this research has carried out questionnaires and interviews for teachers, students and students' parents. On this basis, it explores the practical problems existing in current foreign language teaching.

The research significance of this study lies in the possibility of applying the research results to foreign language teaching method research, language teaching method theory, middle school foreign language teaching practice, and curriculum design improvement for better outcomes.

Discuss the existing problems, reasons and countermeasures in the current middle school English teaching methods as a foreign language rather than a second language.

Key points of the thesis submitted for defense.

1. Cultivating students' core qualities is the goal that modern foreign language teaching should adhere to.

2. Foreign language teaching methods and second language teaching methods are two fields that are both independent and interrelated. Different countries and regions should conduct theoretical exploration of foreign language teaching methods by combining the general laws of foreign language teaching and local actual conditions, such as teacher quality, student foundation, learning motivation and desire, social needs, cultural background, available resources, and other influencing factors.

3. The research on foreign language teaching methods should be completed by an expert team with considerable theoretical level and practical experience.

4. The exploration and practice of foreign language teaching methods should be the result of the collaborative work of the whole society.

The applicant's personal contributions include literature collection and sorting, constructing the research methods of this study, and conducting questionnaire surveys and interviews for various elements in the foreign language teaching system such as teachers, students and students' parents.

Theoretical significance

Each new teaching method is often developed in response to perceived shortcomings in previous methods, yet fails to fully address its own limitations. As a result, isolating any one method makes it difficult to understand its origins, what is innovative, and what aspects are inherited or developed. By evaluating various methods and approaches through both diachronic and synchronic lenses, their strengths and weaknesses become clearer. This research, grounded in China's unique cultural context, systematically explores the origins, features, and development of English teaching methods. Through targeted study, it aims to enrich the theoretical research of English teaching methodologies, provide a framework with distinct Chinese characteristics, and enhance the overall level of foreign language teaching research in China.

Using the *English Curriculum Standards for Compulsory Education*(2022) as a

starting point, this study systematically examines theories and learning methods that are suitable for English teaching in China. It considers the current educational landscape in China and integrates traditional Western foreign language teaching theories, aiming to identify strategies and methods that are most effective for the local context. Since foreign language education was introduced into China, especially after China's reform and opening-up, many thoughtful scholars have contributed to the formation of localized teaching approaches. This research into local teaching methods, based on the realities of foreign language education in China, seeks to contribute to the integration and development of Chinese and Western teaching theories, offering insights for the future of foreign language education.

Practical Significance

There is an old Chinese saying, "There is no fixed method." Over the years, numerous teaching methods have emerged globally, often overwhelming teachers who struggle to grasp their essential characteristics. This research aims not only to organize, analyze, and summarize past teaching methods from both China and the West but also to offer practical guidance to frontline teachers. By conducting extensive surveys, this study will explore which teaching methods, or combinations thereof, are best suited to current foreign language education in China. It will examine the discrepancies between students' language learning needs and foreign language teaching goals proposed by the Ministry of Education, suggesting strategies to bridge these gaps. In doing so, it seeks to chart a course for the future development of foreign language teaching in China at a practical level.

Verification of research results. The relevant results of this research were presented at the following conferences: The Science and Practice Conference "Testing the Research Results of Foreign Doctoral Students at Bishkek National University" (Bishkek, 2023) ;The International Science and Practice Academic Conference in Celebration of the 50 - year Scientific Career and the 70th Birthday of Kyrgyz Linguist Syrtbay Zholdosovich (Bishkek, 2024).

Relevant research results publication: During the period of this research, a total of four papers related to the research topic were published, three of which were published in journals indexed by the Scopus citation database.

1. Hong D, Guan WY, Shi K, Asel Toksonalieva, Madina Valimamedova. An analysis of Chinese college student's lexical collocation errors in their English writing(2024) Dragoman Journal of Translation Studies, 14(16) pp:61-81
2. Guan WY, Hong D, Zhao LH, Bermet Ibraeva, Bermet Ryskulova. GTM in new era: A reflection on its development and integration with other teaching methods. Sci Herald Uzhhorod Univ Ser Phys. 2024;(55):2777-2785. DOI: 10.54919/physics/55.2024.277ud7
3. Guan WY, Narynbaeva B. Human relations in phraseological units. Science, new technologies and innovations of Kyrgyzstan. 2023(10):58-61. DOI:10.26104/NNTIK.2023.60.47.015

The research framework corresponds to the aims and objectives of the research work. The thesis consists of an introduction, three chapters followed by a conclusion, a list of references, and appendices. The book has a total of 145 pages (excluding the attachments). 68 references were employed.