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Practical Paths and Educational Value of Foreign Teachers' Teaching Outreach to Rural Areas by Colleges and Universities from the Perspective of Cross-Cultural Communication

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Abstract

In response to the call for the balanced development of education and the rural revitalization strategy, foreign teachers' teaching outreach to rural areas organized by colleges and universities has become an important practical form to optimize rural English education resources and promote cross-cultural communication. Taking two foreign teachers' teaching outreach activities carried out by the School of Foreign Languages and Cultures of Zhaoqing University in Deqing County in 2025 as a case study, this research adopts qualitative research methods, specifically textual analysis of secondary data such as news reports and activity summaries, to systematically explore the implementation paths and core values of the program in cross-cultural communication practice, empowering rural students' English learning and promoting rural education development. The study finds that foreign teachers have constructed immersive cross-cultural learning scenarios through interesting interactive teaching, which has effectively stimulated rural students' interest in English learning and built a bridge for sharing educational resources between urban and rural areas. The research conclusions can provide practical references for educational researchers to optimize rural English education models, policy makers to improve county-level educational support mechanisms, and school administrators to promote university-local educational cooperation.

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1. Introduction

Against the backdrop of the in-depth integration of globalization and the rural revitalization strategy, English serves as a core tool for cross-cultural communication. Consequently, the quality of English education is directly related to the cultivation of rural students' international perspectives and the possibility of rural culture "going global" (china.com.cn, 2025) ^[1]. However, rural English education in China has long been faced with difficulties such as a shortage of high-quality teachers, a monotonous teaching mode, and a lack of cross-cultural education. These issues lead to problems such as "reluctance to speak" and "low interest" among some rural students (Chinese Academy of Educational Sciences, 2020) ^[2]. In this context, the Department of Education of Guangdong Province has promoted teacher education institutions and universities to provide vertical support for the development of basic education at the county level. Leveraging their advantages in foreign teacher resources, colleges and universities have organized foreign teachers to carry out teaching outreach to rural areas, which has become an innovative measure to solve the dilemmas in rural English education.

As an important hub for foreign language education in local colleges and universities, the School of Foreign Languages and Cultures of Zhaoqing University organized multi-national foreign teacher teams to carry out teaching outreach activities in primary and secondary schools in various towns and townships of Deqing County twice in September and October 2025. Covering more than ten schools in multiple regions such as Guanxu Town, Mocun Town, and Fengcun Town, this initiative formed a representative practical case of colleges and universities supporting county-level English education. Conducting systematic research based on this case is of great practical significance for exploring the educational value of foreign teachers' teaching outreach to rural areas and improving the cross-cultural rural education model.

This study aims to clarify the practical paths of foreign teachers' teaching outreach to rural areas by colleges and universities from the perspective of cross-cultural communication. It further analyzes the program's core role in stimulating rural students' interest in English learning, cultivating their cross-cultural literacy, and promoting rural education development. Its theoretical significance lies in enriching the research achievements on the integration of cross-cultural education and rural education, and expanding the application scenarios of qualitative research methods in county-level educational support programs. Its practical significance is to provide referenceable experience for colleges and universities to optimize the mode of foreign teachers' teaching outreach, policy makers to refine county-level educational resource allocation policies, and school administrators to promote university-local educational cooperation.

Existing studies have paid attention to the problem of resource shortage in rural English education and proposed support paths such as college student teaching support and resource sharing, but there is a lack of special research on foreign teachers' teaching outreach to rural areas (Chinese Academy of Educational Sciences, 2020) [2]. In the field of cross-cultural education, scholars generally believe that immersive cultural experience is the core path for cultivating cross-cultural literacy. However, rural areas, due to geographical and resource constraints, mostly rely on textbooks for cross-cultural education, lacking real interactive scenarios. In the research on teacher training and educational equity, relevant studies by Fang and Xueyun (2025) [3] point out that rural foreign language education support needs to meet the actual needs of rural teachers and students to avoid disconnection between policies and practice. In addition, the application of qualitative research methods in the field of education has formed a mature paradigm. Rowland's (2025) [4] research adopted methods such as classroom observation and analysis of educational practices to understand micro-processes, which provides important methodological references for this study. Combining the above research foundations, this study focuses on the practical particularities of foreign teachers' teaching outreach to rural areas, aiming to address the deficiencies in existing research on the integration practice of cross-cultural communication and rural English education.

2. Research Design

This study takes cross-cultural communication theory and educational equity theory as the core perspectives to deeply analyze the transmission methods and interactive effects of cross-cultural elements in the process of foreign teachers'

teaching outreach. Cross-cultural communication theory emphasizes equal dialogue and mutual understanding between different cultural groups. As carriers and transmitters of foreign cultures, foreign teachers' teaching practice is essentially a process of cross-cultural communication. By analyzing how foreign teachers integrate their own cultural elements into English teaching during the outreach activities and how rural students accept and respond to foreign cultures, the realization form of cross-cultural communication in rural educational scenarios can be clearly presented.

Educational equity theory provides an analytical dimension for resource allocation. The core weakness of rural English education lies in the shortage of high-quality resources. As an important part of high-quality cross-cultural educational resources, the method, coverage, and actual effect of foreign teacher resources intervening in rural education are directly related to the achievement of educational equity goals. Taking this as the entry point, this study explores the practical value of foreign teachers' teaching outreach in optimizing rural English education resources, so as to provide practical references for the balanced allocation of educational resources.

At the same time, this study takes into account the potential value of teacher training and incorporates the impact of foreign teachers' teaching outreach on local rural English teachers into the research perspective. Local teachers are the core force for improving the quality of rural English education, and foreign teachers' teaching concepts and methods may provide new teaching ideas for local teachers. By analyzing the relevant content about local teachers' observation and feedback in publicly available online information, the additional value of foreign teachers' teaching outreach in the professional development of teachers can be explored, enriching the research dimension of rural teacher training.

2.1. Research Methods

Since this study is carried out based on publicly available online information and does not involve on-site investigation in the teaching outreach activities, the text analysis method has become the core method suitable for this research scenario. The core data sources of this study are relevant information released on multiple channels of public online platforms, specifically covering three types of core materials. Official Reports: News reports on teaching outreach activities released on the official website of the School of Foreign Languages and Cultures of Zhaoqing University. Such materials detail the specific process, activity forms, coverage of schools, and core teaching links of the two teaching outreach programs, which are the core basis for restoring the complete picture of the case (School of Foreign Languages and Cultures, Zhaoqing University, 2025a; School of Foreign Languages and Cultures, Zhaoqing University, 2025b) [6] [5]. Media Coverage: Relevant content released by mainstream media, such as the special report on "Foreign Language Empowering Rural Culture to 'Go Global'" on china.com.cn. Such materials interpret the social value and cultural significance of foreign teachers' teaching outreach to rural areas from a more macro perspective (china.com.cn, 2025) [1].

Supplementary Materials: Other publicly available online project introductions, activity summaries, and feedback materials, which can supplement the details of core

information and improve the richness of research samples. A standardized text analysis process is adopted in the research to ensure the rigor of the conclusions. First, data collection and screening are carried out. Relevant information is comprehensively collected through keyword search and official website browsing, and duplicate information, irrelevant information, and content with low credibility are eliminated to form a standardized analysis sample. Then, coding analysis is conducted. The text content is classified, sorted out, and coded from four dimensions: project implementation background, cross-cultural teaching practice forms, rural education empowerment effects, and feedback and evaluation from all parties to extract core information points. Finally, through induction and refinement, scattered information points are integrated into systematic research conclusions to deeply analyze the practical paths and educational value of foreign teachers' teaching outreach to rural areas. This method effectively avoids the limitations of on-site investigation, and at the same time can fully tap the core information in public materials, providing reliable methodological support for case studies based on secondary data.

This study focuses on two foreign teachers' teaching outreach programs carried out by the School of Foreign Languages and Cultures of Zhaoqing University in 2025, which are highly representative and typical. From September 11 to 12, the teaching outreach team went to eight primary and secondary schools in Guanxu Town, Mocun Town, and other places to carry out the themed activity of "Rural Outreach with Foreign Teachers, English First". Through interesting forms such as English riddles and introduction of customs, interactive teaching was realized, allowing rural students to contact English and foreign cultures in a relaxed atmosphere. From October 23 to 24, the team carried out the activity "Seeing the World with Foreign Teachers · English Interactive Class" in six schools in Decheng, Hui long Town, and other places. More diverse methods such as interesting cards, word games, and theme presentations of "My Hometown" were adopted to construct immersive learning scenarios. The two activities covered multiple towns and townships in Deqing County, and the participating foreign teachers included those from Russia, Poland, the United Kingdom, and other countries, forming a multi-dimensional and multi-level cross-cultural education practice sample, which provides sufficient case support for the in-depth development of the research.

3. Research Results and Analysis

Based on the collected publicly available online information, this chapter will systematically present the research results of foreign teachers' teaching outreach to rural areas by colleges and universities and carry out in-depth analysis from two core dimensions: practical paths and empowerment effects. Among them, cross-cultural communication, as the core feature and important value carrier of foreign teachers' teaching outreach, its specific practical forms and implementation paths are the primary focus of the research analysis, which will be elaborated in detail below combined with specific teaching cases.

3.1. Practical Paths of Cross-Cultural Communication in Foreign Teachers' Teaching Outreach to Rural Areas

Foreign teachers have constructed rich cross-cultural communication scenarios through various practical forms in their teaching outreach to rural areas, among which the use of

interesting teaching carriers has become an important link connecting language learning and cultural communication. Abandoning the traditional knowledge-infusion-based model in English teaching, foreign teachers take interesting interaction as the core teaching method and organically integrate English language learning with their own cultural elements. In her teaching at Mocun Middle School, Russian foreign teacher Irina specially prepared pictures of traditional Russian costumes and festival customs. She displayed the pictures while explaining the cultural stories behind them in simple and easy-to-understand English, and then guided students to communicate the differences between different cultures using the basic English vocabulary they had just learned. Polish foreign teacher Weronika adapted the rules of classic Polish folk games into English, allowing students to learn English vocabulary and practice simple sentence patterns in the process of participating in the games, and feel the practicality of language and the diversity of cultures in a joyful atmosphere. This teaching model has completely broken rural students' sense of unfamiliarity and fear of English, and successfully built a cross-cultural learning scenario of "learning through play," enabling students to improve their English ability and contact foreign cultures through active participation.

The development of themed teaching has promoted two-way cross-cultural communication, realizing the organic combination of foreign culture introduction and local culture output. In characteristic themed interactive sessions such as "My Hometown," foreign teachers first took their own growth experiences as the entry point, introducing the geographical features, folk customs, and living habits of various countries in the world with vivid language and rich cases, leading students to "travel around the world" and greatly broadening their international perspective. After students had a certain understanding of foreign cultures, foreign teachers encouraged them to share their own local culture in English. Deqing County's unique Dragon Mother Culture, exquisite traditional handicrafts, characteristic folk activities, and other contents have become the core of students' sharing. Some students described the architectural characteristics of the Dragon Mother Temple in simple English, and some introduced the production process of local traditional food. Foreign teachers listened carefully and gave positive responses, and also guided other students to make supplementary communications. This two-way interaction has not only effectively improved students' English expression ability, but also enhanced their cultural confidence and cultivated an open and inclusive cultural attitude in the process of sharing local culture.

3.2 Empowerment Effects of Foreign Teachers' Teaching Outreach on Rural English Education Development

Foreign teachers' teaching outreach to rural areas has produced various positive empowering effects on the development of rural English education, and the most direct manifestation is stimulating rural students' interest and confidence in English learning. It can be seen from publicly available online news reports that students' participation enthusiasm in the teaching outreach classes is significantly higher than that in regular English classes. Students who were originally silent in English classes raised their hands actively to participate in interesting interactive sessions, responded positively to foreign teachers' questions, and devoted themselves wholeheartedly to games and communications.

Many students took the initiative to express their feelings to teachers and foreign teachers after the activities, admitting that foreign teachers' classes made them feel the fun of English learning. They realized that English is not just boring words and grammar, but a tool that can be used for communication and understanding the world. The stimulation of this interest has effectively alleviated the problem of "reluctance to speak" and "low interest" among rural students, laid a solid psychological foundation for their subsequent English learning, and changed some students' negative perception of English learning.

Foreign teachers' teaching outreach has played an important role in optimizing the allocation of rural English education resources, injecting high-quality cross-cultural resources into rural English education. Due to geographical location, economic conditions, and other factors, rural areas have long been lacking professional cross-cultural English education teachers, and students have very few opportunities to contact real English contexts and foreign cultures (Chinese Academy of Educational Sciences, 2020) [2]. Colleges and universities organize foreign teachers to carry out teaching outreach to rural areas, directly introducing high-quality foreign teacher resources into rural schools, allowing rural students to communicate face-to-face with foreign teachers, personally experience authentic English pronunciation and expression methods, and contact cultural customs of different countries. This precise docking of resources has not only made up for the shortage of cross-cultural teachers in rural English education, but also built a bridge for sharing educational resources between urban and rural areas. Through in-depth docking with primary and secondary schools in Deqing County, Zhaoqing University has laid a foundation for subsequent regular educational support. This university-local cooperation model provides a feasible path for the balanced allocation of educational resources, which is consistent with the view proposed by Fang and Xueyun (2025) [3] that "rural education support needs to strengthen the precise docking of resources".

In addition, foreign teachers' teaching outreach has also provided an opportunity for rural local English teachers to learn and draw on experience, inspiring the innovation of their teaching concepts. Rural English teachers who participated in the observation stated in relevant interviews that they were deeply inspired by foreign teachers' interactive teaching models and methods of integrating cross-cultural elements. In the past, local teachers' English teaching mostly focused on textbooks, emphasizing the explanation of words and grammar with a relatively single teaching form. However, foreign teachers integrated games, stories, cultural displays, and other elements into the classroom, fully mobilizing students' enthusiasm. This student-centered teaching concept made local teachers realize the shortcomings of traditional teaching models. Some teachers clearly stated that they would learn from foreign teachers' game teaching methods and themed teaching methods, and optimize their own classroom design in combination with the actual situation of rural students to improve the interest and interactivity of the classroom. The innovation of this teaching concept is of positive significance for the professional development of rural English teachers, providing a possibility

for the long-term improvement of rural English teaching quality.

4. Discussion

Combined with the previous research results, it can be seen that Zhaoqing University's foreign teachers' teaching outreach to rural areas program has shown various positive effects and unique values in practice. To further explore the in-depth significance and practical enlightenment of the program, this chapter will first focus on the core values contained in the program for in-depth discussion, clarifying its important role in cross-cultural communication, rural education development, and university social services.

4.1. Core Values of Foreign Teachers' Teaching Outreach to Rural Areas

Foreign teachers' teaching outreach to rural areas by colleges and universities has shown significant value in the field of cross-cultural communication, building a real cross-cultural interactive platform for rural areas. Due to geographical and resource constraints, cross-cultural communication in rural areas has long been relatively scarce. Students' understanding of foreign cultures is mostly limited to textbook texts, lacking real interactive experience. Foreign teachers' teaching outreach to rural areas directly brings foreign cultures into rural classrooms, allowing students to contact cultures of different countries at close range and feel the diversity of cultures through vivid teaching practices. This real cross-cultural interaction not only helps students correct their English pronunciation and improve their language application ability, but also enables them to learn to respect different cultures and understand cultural differences, gradually cultivating their international perspective and cross-cultural communication ability. At the same time, the development of two-way cultural communication has provided a window for rural culture to be displayed to the outside world. In the process of sharing local culture, students have deepened their identification and love for their hometown, and further enhanced their cultural confidence (china.com.cn, 2025) [1].

In the field of rural education development, foreign teachers' teaching outreach to rural areas has become an important starting point for optimizing educational resource allocation and improving educational quality. The core weaknesses of rural English education lie in the shortage of high-quality resources and the stagnation of teaching models. Foreign teachers' teaching outreach has not only brought high-quality teacher resources, but also advanced teaching concepts and methods. Foreign teachers' student-centered teaching ideas and interesting teaching forms have injected new vitality into rural English teaching and effectively stimulated students' interest in learning. The injection of these resources and the innovation of concepts have formed a positive interaction, which has not only directly improved the teaching effect of the teaching outreach activities, but also provided a model for rural local teachers to learn from, promoting the gradual improvement of rural English teaching quality (Chinese Academy of Educational Sciences, 2020) [2]. This university-local cooperation support model also provides replicable experience for other colleges and universities to participate in

rural education support, helping to achieve the goal of balanced education development.

From the perspective of colleges and universities serving local communities, foreign teachers' teaching outreach to rural areas has demonstrated the social service function of local colleges and universities, and practiced the policy requirements of teacher education institutions supporting county-level basic education. As an important supporting force for regional education development, local colleges and universities shoulder the important mission of cultivating talents for local communities and providing intellectual support. Leveraging its advantages in foreign teacher resources, Zhaoqing University has organized foreign teachers to carry out in-depth teaching outreach activities in rural areas, which has not only solved the actual needs of rural English education, but also realized the precise docking between college resources and local needs. This practice has not only enhanced the social influence of the university, but also laid a foundation for the university to establish long-term cooperative relations with local educational departments and primary and secondary schools, promoting the continuous improvement of the university-local collaborative education mechanism. This practice also confirms the research conclusion of Rowland (2025) [4] that "educational support needs to strengthen university-local collaboration".

4.2. Challenges in Program Implementation and Optimization Suggestions

Although the foreign teachers' teaching outreach to rural areas program has achieved remarkable results, it can be found through the analysis of publicly available online information that there are still many challenges in the implementation process of the program. The temporality of the teaching outreach activities is the most prominent problem. At present, the teaching outreach activities organized by Zhaoqing University are mostly carried out in a short-term centralized manner. Both activities only lasted for two days. Although many schools are covered, the benefit time for each school is relatively short. Such short-term activities are difficult to form long-term educational impacts. The learning interest stimulated in students during the activities may not be sustained, and local teachers may not be able to fully absorb and learn from foreign teachers' teaching methods and transform them into their own teaching abilities in a short period of time. In addition, some obstacles in understanding cultural differences existing in cross-cultural teaching also affect the teaching effect. Some foreign teachers have insufficient understanding of Chinese rural culture and rural students' learning foundation, leading to a disconnection between some teaching contents and students' cognitive level and life experience, which affects students' understanding and participation.

To address the temporality of teaching outreach activities, building a regular assistance mechanism has become a key optimization direction. The one-time teaching outreach activities can be transformed into a regular model of "regular on-site teaching + online follow-up". Colleges and universities can establish long-term cooperative relations with rural schools, formulate annual teaching outreach plans, and regularly organize foreign teachers to carry out teaching activities in rural schools. At the same time, online platforms can be used to build long-term communication channels. Foreign teachers can continuously provide English learning support for rural students and teaching guidance for local

teachers through online classes and video guidance, ensuring the sustainability and stability of educational support.

Strengthening foreign teachers' cross-cultural teaching training can effectively alleviate the teaching obstacles caused by cultural differences. Before the implementation of teaching outreach activities, colleges and universities should organize special training activities, inviting experts familiar with the current situation of rural education and local teachers to introduce Chinese rural culture, rural students' learning characteristics, and English foundation level to foreign teachers. At the same time, foreign teachers should be guided to adjust their teaching contents and methods in combination with the actual situation of rural students, and design teaching activities that are in line with rural students' life experience, so as to make the teaching contents more targeted and applicable and improve the effect of cross-cultural teaching. Expanding the dimension of local teacher training is a core measure to achieve the long-term improvement of rural English education quality. Drawing on the experience of the Guangdong Province East, West and North Guangdong Regional Teacher Rotation Training Program hosted by Zhaoqing University (School of Foreign Languages and Cultures, Zhaoqing University, 2025c) [7], foreign teachers' teaching outreach can be organically combined with local teacher training. During the teaching outreach activities, observation and discussion activities can be organized for local teachers, allowing them to learn foreign teachers' teaching concepts and methods at close range. After the teaching outreach activities, follow-up activities such as special training and teaching and research co-construction can be carried out, organizing in-depth online and offline exchanges between foreign teachers and local teachers to jointly discuss solutions to problems encountered in teaching. Through such systematic training, the systematic improvement of local teachers' teaching ability can be promoted, which is in line with the core view proposed by Fang and Xueyun (2025) [3] that "rural teacher training needs to focus on practical transformation".

5. Conclusions

Taking the case of Zhaoqing University's foreign teachers' teaching program in Deqing County as the core, this study adopts the text analysis method to systematically analyze publicly available online information. From the dual perspectives of cross-cultural communication and rural education development, it deeply explores the practical paths and educational value of foreign teachers' teaching outreach to rural areas by colleges and universities. The study confirms that foreign teachers' teaching outreach to rural areas has constructed rich cross-cultural communication scenarios through interesting interactive teaching and themed cultural communication, effectively promoting cross-cultural communication in rural areas. By integrating their own cultural elements into interesting teaching, foreign teachers have not only stimulated rural students' interest in English learning, but also broadened their international perspective and cultivated their cross-cultural literacy and cultural confidence. At the same time, foreign teachers' teaching outreach has introduced high-quality cross-cultural resources into rural English education, built a bridge for sharing educational resources between urban and rural areas, optimized the allocation of rural English education resources, provided local teachers with opportunities to learn advanced teaching concepts and methods, and exerted a positive

promoting effect on the improvement of rural English education quality.

The conduct of this study has enriched the research achievements on the integration of cross-cultural education and rural education, and provided a feasible methodological reference for case studies based on publicly available online information. The optimization suggestions for foreign teachers' teaching outreach to rural areas proposed in the study can provide referenceable practical experience for colleges and universities to optimize the mode of foreign teachers' teaching outreach, policy makers to refine county-level educational resource allocation policies, and school administrators to promote university-local educational cooperation. As an important force in educational support, colleges and universities can give full play to their own resource advantages, promote the flow of high-quality educational resources to rural areas through university-local cooperation, and help achieve the goal of balanced education development. Local governments and educational departments can introduce relevant policies to support colleges and universities in carrying out such educational support activities, build a better platform for university-local cooperation, and ensure the smooth implementation and long-term advancement of educational support activities.

Although this study has achieved certain research results, it still has certain limitations. The research sample focuses on a single case of Zhaoqing University's foreign teachers' teaching program in Deqing County, and the analysis is carried out based on publicly available online information. There may be problems of insufficient comprehensiveness and depth of information, leading to the need for further verification of the generalizability of the research conclusions. Future research can expand the scope of cases, select foreign teachers' teaching outreach programs organized by different regions and different colleges and universities for comparative analysis, so as to improve the generalizability of the research conclusions. At the same time, quantitative research methods can be combined to design research activities such as questionnaires and learning achievement tracking to more accurately evaluate the educational effect of foreign teachers' teaching outreach to rural areas. In addition, future research can further explore the construction path of the long-term mechanism of foreign teachers' teaching outreach to rural areas, providing more systematic and in-depth theoretical and practical support for the continuous improvement of rural English education quality.

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