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Research on the Training of Foreign Language Teaching Skills in Local Universities

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Abstract:

To explore effective paths for the training of foreign language teaching skills in local universities, this study takes the School of Foreign Languages at Zhaoqing University as a case study. Employing case study and text analysis methods within qualitative research, it systematically reviews the practical measures taken in teacher skill training, including four core links: competition-driven initiatives, internship reinforcement, characteristic practices, and curriculum support. Based on textual data such as the school's official news reports, talent training schemes, and related academic results, the study deeply analyzes the operating mechanisms and implementation effectiveness of each training link. The results indicate that the training system constructed by the school, characterized by "promoting practice through competitions, promoting teaching through practice, and empowerment through practice", has effectively enhanced the teaching practice abilities and comprehensive literacy of student teachers, though it still faces potential challenges such as insufficient integration of practical resources. This study provides practical references for the reform of foreign language teacher education in local application-oriented universities and possesses reference value for educational researchers and school administrators.

Keywords: Local universities; Foreign language teacher education; Skill training; Practice-oriented; Qualitative research

1. Introduction

Against the dual background of the deepening reform of teacher education in the new era and the comprehensive implementation of core literacy-oriented foreign language teaching reforms in basic education, there is an increasingly urgent demand in the field of basic education for high-quality foreign language teachers who possess solid language foundations, systematic teaching skills, and diverse comprehensive literacy. This demand is particularly prominent at the level of local basic education—primary and secondary schools in counties and townships generally face practical dilemmas such as insufficient professional competence of foreign language teachers, traditional teaching methods, and weak cross-cultural teaching abilities. In this macro context, the *Teaching Guide for Undergraduate Foreign Language and Literature Majors in Regular Institutions of Higher Education* released by the Ministry of Education explicitly establishes "strengthening practical teaching and improving core teaching skills" as the core orientation for the construction of foreign language teacher education majors in local universities. It not only requires institutions to build a talent training system that precisely aligns with the practical needs of basic education but also details seven core skill modules that foreign language student teachers must possess, covering instructional design,

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classroom implementation, analysis of learner characteristics, teaching evaluation, cross-cultural communication, information-based teaching, and professional reflective abilities (Sun, 2020). This requirement not only deeply aligns with the overall goal of "improving quality, increasing efficiency, and connotative development" in China's teacher education but also points out a clear practical direction for the reform of foreign language teacher education in local application-oriented universities, compelling local institutions to break the shackles of traditional teacher education models. As a typical local application-oriented undergraduate university in Guangdong Province, Zhaoqing University has always adhered to the educational philosophy of "rooted in the local area, serving basic education". Its School of Foreign Languages, as one of the core positions of the university's teacher education, not only possesses a provincial-level characteristic major construction point (English Teacher Education, approved in 2019) but also successfully passed the second-level certification for teacher education majors by the Ministry of Education in 2022, marking that its quality of teacher talent training has received authoritative recognition (Zhaoqing University, 2025a). In its long-term educational practice, the school has closely combined the development needs of basic education in Zhaoqing and surrounding areas, especially the characteristics of the demand for composite foreign language teachers in local primary and secondary schools. It has explored and formed a foreign language teacher skill training path covering multiple carriers such as competition training, internship practice, characteristic activities, and curriculum support, accumulating rich localized practical experience—measures developed such as the "School-Local Collaborative Internship Model" and the "Local Culture Foreign Language Communication Practice Project" have already shown effectiveness in enhancing students' practical abilities (Peng, 2023). Judging from the current status of research, the academic discussion on foreign language teacher skill training shows a clear tendency of "emphasizing macro over micro" and "emphasizing key universities over local universities": most studies focus on the macro-model construction of foreign language teacher skill training, the interpretation of national training standards, or the summary of training experiences of key normal universities. For instance, Sun (2020) focused on the macro strategies for the construction of first-class courses for foreign language and literature majors, and Wang (2018) focused on the training paths for interdisciplinary foreign language talents in key universities, neither of which fully paid attention to the uniqueness of local application-oriented universities. Research targeting the specific group of local application-oriented universities is relatively weak, especially lacking in micro-deconstruction and effectiveness analysis of the training system of a single institution, making it difficult to reveal the practical logic of skill training in local universities under resource constraints. More critically, existing related studies mostly rely on secondary literature or questionnaire survey data; questionnaires have inherent defects such as sample bias and subjective information, while qualitative inquiries based on primary sources such as official institutional news reports, talent training schemes, records of practical activities, and summaries of teaching reforms are scarce. This leads to difficulties in accurately revealing the true operating logic, the synergy mechanism of various links, and the deep-seated problems of foreign language teacher skill training in local universities.

Driven by the triple impetus of the aforementioned policy orientation, practical needs, and research gaps, this study selects the School of Foreign Languages at Zhaoqing University as a single case to conduct a focused qualitative study, aiming to fill the relevant research gap by deeply analyzing its skill training practices. The core research questions are clearly defined as: (1) To improve the core skills of foreign language student teachers, what core practical links has the School of Foreign Languages at Zhaoqing University included in its training system? What are the specific implementation measures, organizational models, and operational processes of each link? What are the differences in participation mechanisms and training focuses for student teachers of different grades in each link? (2) What is the internal operating logic of each practical link in this training system? Is there a synergistic effect among the four major links of curriculum support, competition drive, internship reinforcement, and characteristic practice? What are the realization paths and

constraints of the synergistic effect? In what specific dimensions is its implementation effectiveness reflected in terms of improving student teachers' teaching skills and adapting to the needs of local basic education? To systematically answer the above questions, this study strictly follows the methodological principles of qualitative research, adopting a combined research path of "case study method + text analysis method" to ensure the depth and objectivity of the research conclusions. Among them, the case study method, as a classic method in qualitative research for deep dissection of a single case, can achieve a panoramic presentation and multi-dimensional mining of the training practices of a specific institution, making it particularly suitable for analyzing the operating logic and practical effectiveness of complex systems (Yin, 2018). The selection of the School of Foreign Languages at Zhaoqing University as a case in this study is based on the adaptability of this method—compared with the derivation of universal conclusions in quantitative research, the case study method can more accurately capture the localized characteristics of teacher skill training in local universities, the internal connections of various links, and practical innovations under resource constraints, perfectly fitting the core need of this study for micro-deconstruction and deep excavation of effectiveness regarding the school's training system. The text analysis method takes relevant news reports published on the Zhaoqing University official website and the School of Foreign Languages' official WeChat account (6 articles, covering core scenarios such as competition hosting, internship investigation, and characteristic practices), the school's 2020 version of the foreign language teacher education major talent training scheme (School of Foreign Languages, Zhaoqing University, 2023), provincial teaching competition participation records and preparation training plans, educational internship survey summary reports, and relevant academic research results published by school teachers as core primary source analysis objects. Through systematic sorting, coding, classification, and interpretation, subjective bias in the research process is avoided to ensure the objectivity and authenticity of the research conclusions. To improve research reliability, this study also adopts a multi-source text triangulation strategy, verifying the consistency of core information through cross-comparison of different types of texts. The core goal of this study is clearly defined as: by deeply analyzing the practical experience of the School of Foreign Languages at Zhaoqing University, to excavate the localized paths and internal laws of foreign language teacher skill training in local application-oriented universities, and to refine a replicable and scalable "practice-oriented" training model. The research results will have multiple clear practical values and theoretical significance: for educational researchers, it can fill the gap in micro-empirical research on foreign language teacher skill training in local application-oriented universities and enrich the localized connotation of practice-oriented teacher education theory; for administrators of local universities, it can provide direct reference bases and operational examples for optimizing teacher education major training schemes, improving practical education systems, and enhancing talent training quality; for teacher education policymakers, the problems revealed by the study, such as the dilemma of integrating practical resources in local universities and the difficulty of normalizing characteristic practices, can provide empirical evidence for formulating differentiated support policies for teacher education in local universities, helping to promote the high-quality development of local teacher education.

2. Research Design

This study employs the literature analysis method (with content analysis as the core), with the core path being "qualitative analysis based on news texts and official documents". Combined with the research objectives and data availability, relevant news reports officially published by Zhaoqing University and the School of Foreign Languages are selected as the core objects of analysis,

supplemented by public documents such as the school's public talent training schemes, teaching reform summaries, and competition result announcements, forming a complete research data set. During the research process, the collected news texts and various official documents are first systematically sorted to eliminate information irrelevant to foreign language teacher skill training; then, core information is classified and summarized, focusing on the four key links of competition drive, internship reinforcement, characteristic practice, and curriculum support, to organize the specific implementation measures of each link; finally, through a comprehensive analysis of the operation status and effectiveness feedback of each link, the core paths and practical laws of foreign language teacher skill training in the school are summarized and refined to form research conclusions.

2.1 Research Object

The core research object of this study is the foreign language teacher skill training practice system constructed by the School of Foreign Languages at Zhaoqing University. This system is not a simple superposition of single links but an organic linkage and complete educational system formed by multiple dimensions including curriculum teaching, practical training, competition cultivation, and school-local cooperation, with "adapting to local basic education needs and improving student teachers' core teaching abilities" as the core orientation. Among them, curriculum teaching lays a solid theoretical foundation for skill training, practical training provides scenario support for ability transformation, competition cultivation builds a platform for the improvement of elite abilities, and school-local cooperation broadens channels for resource integration; the four permeate each other and work synergistically, constituting a complete educational closed loop of "theoretical input—practical transformation—ability progression—demand adaptation". Selecting this research object for focused study has sufficient typicality and representativeness, mainly based on three core rationales: First, the department has a clear educational positioning and profound heritage in teacher education. As a provincial local application-oriented undergraduate university in Guangdong, Zhaoqing University has always taken "rooted in the local area, serving basic education" as its core educational philosophy. Teacher education is its traditional dominant field accumulated over decades, and the School of Foreign Languages, as one of the earliest departments established by the university, has been deeply cultivating the field of foreign language teacher education since its inception. It has accumulated decades of mature experience in teacher talent training, forming an educational tradition that combines disciplinary characteristics with local adaptability. Its English Teacher Education major was approved as a provincial characteristic major construction point in 2019, focusing on core links such as curriculum system optimization and practical teaching reinforcement during the construction period, forming multiple landmark achievements; in 2022, it successfully passed the Ministry of Education's second-level certification for teacher education majors. During the certification process, its core indicators such as training schemes, teaching staff, practical teaching, and quality assurance all met the basic national requirements for teacher education, marking that its teacher talent training quality has received authoritative recognition and has high industry recognition and social influence in the field of local foreign language teacher education in western Guangdong (Zhaoqing University, 2025a). This profound accumulation of teacher education provides a solid guarantee for the systemic nature and maturity of the training system and provides a rich practical foundation for the deep analysis of the research. Second, the training practice measures are rich and have complete systematicity. The school precisely benchmarks the requirements for the seven core skills of foreign language student teachers in the *Teaching Guide for Undergraduate Foreign Language and Literature Majors in Regular Institutions of Higher Education* of the Ministry of Education around the core goal of foreign language teacher skill training, constructing a diversified educational system covering "curriculum support-competition drive-internship reinforcement-characteristic practice", with standardized operating processes and characteristic implementation models formed for each link. In terms of competition cultivation, a three-level cultivation system of "school-level selection—provincial competition—national contest" has been constructed, supported by a three-dimensional training model of "pre-competition centralized special training + daily group drills + one-on-one tutor guidance". In

recent years, it has won more than 30 awards at the provincial level or above in teaching skill competitions for student teachers. Among them, in 2025, Zhong Haixin, a 2022 English major student, won the second prize in the "Tianjiabing Cup" National Normal College Student Teacher Teaching Skills Competition, becoming a landmark achievement of competition education effectiveness; in terms of internship reinforcement, it has deeply cultivated the local education cooperation network, establishing long-term and stable school-local cooperation internship bases with more than 20 primary and secondary schools in Guangning County, Sihui City, and other areas within Zhaoqing City jurisdiction, covering English teaching scenarios in both primary and junior high school stages, and constructing a "resource expansion-process control-quality assessment" three-in-one internship education management model to ensure internship quality; in terms of characteristic practice, it deeply excavates local cultural resources in Zhaoqing, developing practical activities such as "Yan Yun Sihui · Foreign Language Empowerment", achieving deep integration of professional skill training and local service. These rich and systematic training practices have formed sufficient practical materials that can be mined and analyzed, perfectly fitting the core needs of qualitative research for case depth, detail richness, and system completeness. Third, the representativeness of the research object is highly consistent with the core goal of this study. As a typical representative of foreign language teacher education departments in local application-oriented universities, the core problems faced by the school in the process of running the school, such as the integration of practical resources, optimization of training models, and adaptation to local needs, share a high degree of commonality with similar local universities nationwide—for example, all need to achieve the improvement of teacher skill training quality under limited resource conditions, all need to precisely align with the demand of regional basic education for composite foreign language teachers, and all need to crack the traditional problem of "disconnection between theory and practice". The diversified educational model explored and formed by the school in long-term practice is a targeted response to these common problems. Taking it as a research object can deeply mine the practical logic of skill training in local universities under resource constraints. The refined training experience and optimization paths can avoid the adaptability limitations of training models in key universities, providing replicable and scalable practical references for foreign language teacher education reform in local universities nationwide, precisely fitting the core goal of this study to "excavate localized training paths and serve the reform of similar institutions". In addition, the school has attached great importance to teacher education reform and achievement publicity in recent years, publishing a large amount of text materials on training scheme revision details, practical activity organization processes, competition result summaries, and internship quality assessment reports through various channels such as the university website, department WeChat account, and teaching achievement compilations. These primary sources possess authenticity, completeness, and pertinence, providing sufficient and high-quality data support for this text analysis-based qualitative study, effectively guaranteeing the objectivity and credibility of the research conclusions.

2.2 Data Collection and Analysis

The core data of this study are all derived from public and authoritative official channels, ensuring the authenticity and pertinence of the research materials. Specifically, they cover three categories of core content: First, the core analysis carrier—news reports, focusing on relevant content published in the "Department Dynamics" column of the Zhaoqing University website and the official WeChat account of the School of Foreign Languages, totaling 6 articles, covering key scenarios such as teaching competition hosting and awards, educational internship investigations, and the development of local characteristic practices. Such texts take factuality as a core feature, detailing the implementation process, participating subjects, and phased results of various training measures, and are the core basis for capturing the dynamic practice of foreign language teacher skill training in the school; second, core guidance documents—the 2020 version of the foreign language teacher education major talent training scheme published by the school, which clarifies top-level design contents such as curriculum system settings, practical link credit requirements, and training objectives, providing a direct programmatic

basis for analyzing the logical framework of the "curriculum support" link; third, supplementary supporting materials, including provincial teaching competition award public notices (such as award information for the "Tianjiabing Cup" National Student Teacher Teaching Skills Competition) and school-local cooperation internship summary reports (such as feedback from the Guangning County internship site). Such materials can form cross-verification with news reports, further strengthening the credibility of core information. In the data processing stage, a progressive process of "sorting—classification—induction—analysis" is strictly followed: first, a systematic sorting of all collected data is conducted to identify and eliminate information irrelevant to the theme of foreign language teacher skill training one by one, ensuring the relevance of the data; subsequently, effective data are classified and archived according to the four core research links of "competition drive, internship reinforcement, characteristic practice, curriculum support", forming scattered information into a structured material system; finally, based on the classified data, a comprehensive analysis is conducted focusing on the specific implementation measures, operational details, and effectiveness feedback of each link, precisely refining the core paths and practical laws of foreign language teacher skill training in the school, providing solid and comprehensive empirical support for the formation of research conclusions, and fully fitting the core research logic of this study: "drawing conclusions by analyzing news and organizing summary materials".

3. Core Practical Links of Foreign Language Teacher Skill Training in the School of Foreign Languages at Zhaoqing University

Based on the research design above, this chapter will focus on the specific practices of foreign language teacher skill training in the School of Foreign Languages at Zhaoqing University, deeply analyzing the diversified practice system constructed to improve the core teaching abilities of student teachers. Based on the positioning of a local application-oriented university, combined with the needs of regional basic education and local resource advantages, the school has gradually formed a skill training model covering four core dimensions: competitions, internships, characteristic activities, and curriculum teaching. The dimensions support each other and work synergistically, constituting a complete educational closed loop. The following will dismantle the operating mechanisms, implementation measures, and educational effectiveness of each core practical link one by one, clearly presenting the practical logic of foreign language teacher skill training in the school.

3.1 Competition Drive: Constructing a Skill Enhancement Mechanism of "Promoting Practice through Competitions"

The School of Foreign Languages at Zhaoqing University views teaching skill competitions as a core carrier and key path for empowering the improvement of student teachers' practical abilities, constructing a tiered and progressive three-level teaching skill competition cultivation system of "school-level selection—provincial competition—national contest" (School of Foreign Languages, Zhaoqing University, 2018). In 2018, the school successfully hosted the 6th Guangdong Provincial Undergraduate University English Student Teacher Teaching Skills Competition, attracting 24 outstanding contestants from 15 universities across the province to compete on the same stage. Taking this opportunity, the school carefully organized its own student teachers to participate deeply in the whole process, including event preparation, on-site observation, and pre-competition simulated teaching. This not only allowed student teachers to intuitively appreciate the teaching style of peers in the province but also significantly improved their own core skills such as classroom teaching design, teaching interaction organization, and emergency teaching handling through actual combat training (School of Foreign Languages, Zhaoqing University, 2018). On this basis, the school further deepened the competition education model, building a three-dimensional competition special training model of "pre-competition centralized special training + daily group drills + one-on-one tutor guidance". Benefiting from this systematic cultivation, in 2025, Zhong Haixin, a 2022 English major student, won the second prize in the "Tianjiabing Cup" National Normal College Student Teacher Teaching Skills

Competition. This achievement is not only a manifestation of individual ability but also fully verifies the practical effectiveness of the school's training model of "promoting practice through competitions, promoting learning through competitions, and promoting reform through competitions" (Zhaoqing University, 2025a).

The core operating logic of this "promoting practice through competitions" mechanism lies in taking the evaluation standards of high-level competitions as a guide, deeply embedding the evaluation indicators and training requirements of core foreign language teaching skills into daily teaching and skill training links. This forces student teachers to proactively focus on the systematic polishing of core skill modules such as the scientific nature of instructional design, the effectiveness of classroom management, and the standardization of teaching language (Zhaoqing University, 2025a). It is worth noting that the comprehensive modules specifically added in this competition system, such as impromptu speeches and reviews of educational hotspots, break through the limitations of traditional single-skill training. They emphasize strengthening student teachers' ability to interpret educational policies and industry hotspots, logical thinking ability, and impromptu language expression ability, precisely fitting the comprehensive literacy standards required for foreign language teachers in the new era of basic education (School of Foreign Languages, Zhaoqing University, 2018).

3.2 Internship Reinforcement: Building a "School-Local Collaborative" Practical Education Platform

As a key hub connecting teacher education theory learning and basic education practice, educational internship is the core link for tempering the classroom practical operation ability and professional literacy of foreign language student teachers. The School of Foreign Languages at Zhaoqing University has always placed it at the core of the teacher talent training system, initially constructing a "resource expansion-process control-quality assessment" three-in-one internship education management model. In terms of internship resource expansion, the school has deeply cultivated the local education cooperation network and has established long-term and stable school-local cooperation internship bases with more than 20 primary and secondary schools within the jurisdiction of Zhaoqing City, such as Jiangtun Town Central Primary School in Guangning County and Beishi Town Junior High School, covering English teaching scenarios in both primary and junior high school stages, providing diversified internship position choices for student teachers of different grades and training directions (School of Foreign Languages, Zhaoqing University, 2024). To precisely control internship quality, the school established a strict internship process control mechanism: in May 2024, Guo Meihua, Vice Dean of the school, led a special investigation team composed of the director of the teaching office and backbone teachers of the English Education Department to conduct field inspections at various internship sites in Guangning County. Through forms such as attending lectures and evaluating lessons, reviewing interns' lesson plans and teaching reflection logs, and holding multiple symposiums with internship school principals, guiding teachers, and intern representatives, the investigation team comprehensively grasped the practical performance of interns in classroom teaching design, teaching method application, student management, and home-school communication. Simultaneously, they systematically collected evaluation opinions and improvement suggestions from employers regarding the professional knowledge reserves, teaching skill levels, and professional attitudes of the school's student teachers, forming a detailed internship survey report to provide a direct practical basis for the dynamic revision of subsequent talent training schemes and the optimized adjustment of course content (School of Foreign Languages, Zhaoqing University, 2024).

This two-way interaction model of "internship practice landing + survey feedback optimization" effectively breaks some barriers of "disconnection between theory and practice" in traditional teacher education, laying a foundation for achieving precise alignment between the talent training process and

the needs of employers in basic education. From the dimension of intern growth, in the real teaching context of internship bases, student teachers must independently complete the whole process of teaching work, including lesson preparation, lecturing, assignment grading, and learner analysis, adjust teaching strategies for student groups with different cognitive levels, and deal with unexpected classroom problems. This process not only allows them to transform knowledge such as linguistic theory and foreign language teaching methods learned during university into actual teaching abilities but also deepens their cognition and identification with the teaching profession in practice, significantly improving classroom practical operation ability and professional adaptability. From the dimension of talent training optimization, the school systematically organizes the feedback information collected from internship surveys. In response to problems raised by employers such as "student teachers' interdisciplinary teaching ability needs strengthening" and "proficiency in using information-based teaching tools is insufficient", the school timely added elective course modules such as "Integration of Foreign Language Teaching and Information Technology" and "Interdisciplinary Instructional Design" to the talent training scheme. Simultaneously, it strengthened the training of information-based teaching skills in the micro-teaching link, forming a preliminary closed-loop educational logic of "practice output-problem feedback-system optimization-re-practice" (School of Foreign Languages, Zhaoqing University, 2024). This school-local collaborative internship education model is highly consistent with relevant research conclusions in academia—local universities can provide an immersive practical growth environment for student teachers by establishing deep collaborative internship cooperation mechanisms with basic education schools, effectively compensating for the core dilemma of insufficient practical experience accumulation in traditional classroom teaching, and laying a solid foundation for student teachers to smoothly transition to professional positions.

3.3 Characteristic Practice: Expanding "Local Empowerment" Skill Application Scenarios

As a department of a local application-oriented university rooted in the local area, the School of Foreign Languages at Zhaoqing University is deeply aware of the unique value of local cultural resources in teacher skill training. Adhering to the educational philosophy of "integrating professional practice with local service", it actively excavates cultural resources in Zhaoqing and surrounding areas to develop short-term teacher practice activities with distinct local characteristics, thereby breaking the boundary limitations of traditional classrooms and building diversified skill application scenarios for student teachers. Sihui City, as a county-level city administered by Zhaoqing, not only possesses a profound jade culture heritage but its museum also houses a large number of precious exhibits reflecting local historical evolution and folk customs, making it a high-quality carrier for carrying out local culture communication and foreign language practice. Based on this, in July 2025, the school carefully organized the "Yan Yun Sihui · Foreign Language Empowerment" summer social practice commando team. The team was led by 3 backbone teachers from the English Education Department of the school, selecting more than 20 outstanding English teacher education students to participate, and went deep into the Sihui City Museum to carry out a two-week summer short-term practice activity for bilingual little docent special training (Zhaoqing University, 2025b). During the implementation of the activity, the team constructed a whole-process practice model of "preliminary research-content development-skill training-outcome output": In the early stage, through discussions with museum staff and consulting local literature, the cultural connotation and explanation key points of the collection exhibits were precisely sorted out; subsequently, combining the professional specialties of student teachers, they jointly compiled a bilingual training syllabus covering exhibit introduction, historical background interpretation, and interactive Q&A design, wherein the English explanation draft fully took into account both linguistic standardization and the popularity of cultural dissemination; in the

graded training link, students were divided into junior and intermediate groups based on language expression ability and explanation foundation. The junior group focused on bilingual transformation of basic explanation scripts and pronunciation standardization training, while the intermediate group focused on explanation rhythm control, cross-cultural communication skills, and emergency problem-handling ability cultivation, with one-on-one targeted guidance provided by guiding teachers; finally, the team not only completed bilingual explanation training for exhibits in more than 10 core exhibition areas of the museum but also carefully produced a series of English cultural tourism short videos, vividly displaying the characteristic exhibits and local cultural charm of Sihui City Museum. The short videos were simultaneously released through the school website, WeChat official account, and the official platform of the Sihui Bureau of Culture, Radio, Television, Tourism, and Sports, achieving a whole-chain practice output of "translation-training-explanation-publicity" (Zhaoqing University, 2025b). The empowering effect of this practical activity on the improvement of student teachers' skills is extremely significant: at the language application level, it effectively strengthened their oral expression and written translation abilities in professional English, especially improving the precise transmission ability of culture-loaded vocabulary; at the teaching practice level, by assuming the role of trainers for little docents, student teachers' core teaching skills such as instructional design, stratified teaching, and classroom interaction organization were tempered in actual combat; at the cultural literacy level, deep participation in the process of local culture mining and dissemination significantly enhanced their local cultural identity and cross-cultural communication awareness, perfectly fitting the cross-cultural educational goal of "equal emphasis on language ability and cultural literacy" in foreign language teacher education in the new era.

The core value of such characteristic practice activities lies not only in providing student teachers with immersive practice scenarios detached from traditional classrooms but also in constructing an educational closed loop deeply integrating "teacher skill training-local culture inheritance-social service output", completely breaking the limitations of "disconnection between theoretical learning and practical application, and separation between professional training and local needs" in traditional teacher education. Traditional classroom teaching is mostly based on theoretical lectures and simulated drills, making it difficult for student teachers to truly contact real service objects and complex practical scenarios. However, practice activities like "Yan Yun Sihui · Foreign Language Empowerment" place the tempering of teacher skills within the real needs of serving local cultural development. In the process of providing bilingual explanations, cultural tourism publicity, and other services for the locality, student teachers not only achieved effective improvement of teaching skills but also deepened their cognition of the social value of the teaching profession while solving practical problems and gaining social recognition, achieving the dual educational goal of skill improvement and value identification (Zhaoqing University, 2025b). More importantly, this "practice + local" characteristic training model provides a highly referential innovative path for foreign language teacher skill training in local universities: on the one hand, it offers an operable practical example for how local universities can excavate and utilize local resources to crack the dilemma of insufficient practical teaching resources; on the other hand, it constructs a mechanism for positive interaction between professional education and local development, so that foreign language teacher education is no longer limited to skill training within the campus but actively integrates into the process of local cultural construction and social development. This enhances both the pertinence and effectiveness of talent training and the ability of local universities to serve regional development, providing important path references and practical implications for similar institutions to optimize teacher skill training systems and achieve differentiated development.

3.4 Curriculum Support: Perfecting the "Theory-Practice" Integrated Curriculum System

Practice-oriented foreign language teacher skill training is by no means an accumulation of isolated practical activities but requires a scientifically perfect and clearly tiered curriculum system as core support. Only by achieving deep coupling between theoretical teaching and practical training can a solid foundation be laid for student teachers' skill improvement. The School of Foreign Languages at Zhaoqing University strictly benchmarks the requirements for the curriculum construction of teacher education majors in the *Teaching Guide for Undergraduate Foreign Language and Literature Majors in Regular Institutions of Higher Education* of the Ministry of Education. Combined with the reform trends of English teaching in basic education in Guangdong Province and the school's own educational positioning, it systematically revised the 2020 version of the talent training scheme, finally constructing a "theoretical course + practical course" integrated curriculum system covering three levels: "basic theory-professional core-practical training", achieving whole-chain coverage of skill training from theoretical input to practical output (Peng, 2023). At the theoretical course level, in addition to retaining core basic courses of foreign language and literature such as *English Linguistics* and *British and American Literature*, the adaptability of education-related theoretical courses is emphasized, with courses such as *Psychology of Foreign Language Education* and *Interpretation of English Curriculum Standards for Basic Education* added to help student teachers consolidate their educational theoretical foundation and precisely grasp the goals and requirements of English teaching in basic education; at the practical course level, a progressive module of "basic training-special enhancement-comprehensive application" is constructed. In addition to core courses like micro-teaching and instructional design, sub-modules such as teaching observation, simulated lecturing, teaching reflection and diagnosis, and information-based teaching skill training are systematically set up. Among them, the micro-teaching course adopts a teaching model of "group drill + video replay review + tutor comment", focusing on targeted training for key teaching links such as classroom introduction, breakthrough of difficult points, and interaction design. The instructional design course, combined with real primary and secondary school English textbook units, requires student teachers to complete the writing and presentation of a whole-process scheme from learner analysis and goal setting to evaluation design. More critically, the school breaks the barriers between theoretical courses and practical courses, deeply integrating teacher skill training into the teaching of professional core courses. For example, a simulated classroom training link is embedded in the *English Teaching Methods* course, requiring students to design teaching plans and conduct actual combat drills combining the teaching methods learned; a teaching case analysis module is added to the *Introduction to Linguistics* course, guiding students to combine linguistic theories with practical problems in primary and secondary school English teaching, achieving effective transformation of theoretical knowledge into practical ability (School of Foreign Languages, Zhaoqing University, 2023). Peng (2023) clearly pointed out in her special study on the school's curriculum system that this system not only firmly grasps the disciplinary attributes of foreign language and literature, ensuring the solidity of student teachers' language foundation, but also deeply highlights school-based characteristics—by integrating local basic education teaching cases and inviting outstanding local primary and secondary school English teachers to participate in curriculum teaching, the adaptability of the curriculum to local teaching practice is strengthened, ultimately effectively supporting the systematic development of student teachers' core teaching skills.

4. Discussion

The "competition drive-internship reinforcement-characteristic practice-curriculum support" four-in-one foreign language teacher skill training system constructed by the School of Foreign Languages at Zhaoqing University deeply aligns with the core talent training positioning of "rooted in the local area, serving the region" of local application-oriented universities. Its differentiated training advantages have been fully demonstrated in practice, and the various advantage dimensions support each other to form a resultant force. Specifically, the core advantages are reflected in three levels: First, the multi-

scene fusion mechanism with practice as the core orientation achieves whole-chain coverage and precise empowerment of skill training. The system does not limit skill training to a single link but provides high-intensity, high-standard skill training scenarios through competitions to help student teachers quickly focus on core teaching ability shortcomings; builds real basic education teaching contexts through educational internships to achieve the transformation of theoretical knowledge into practical ability; expands skill application boundaries through local characteristic practices to strengthen cross-scenario service capabilities; and provides systematic theoretical support and basic training through the curriculum system to lay a solid foundation for skill improvement. This multi-scene collaborative training model effectively avoids the drawbacks of "emphasizing theory over practice" and "emphasizing single training over comprehensive application" in traditional teacher education, significantly improving the pertinence and effectiveness of skill training (School of Foreign Languages, Zhaoqing University, 2024; Peng, 2023). Second, the deep integration of school-local collaboration and local empowerment constructs a precise docking channel between skill training and local needs. On one hand, by establishing stable internship bases with more than 20 local primary and secondary schools such as Jiangtun Town Central Primary School in Guangning County, the school precisely docks with the demand for English teachers in local basic education, ensuring that student teachers' skill training always revolves around local teaching realities; on the other hand, through characteristic practice activities such as "Yan Yun Sihui · Foreign Language Empowerment", skill training is combined with local cultural inheritance and social service needs. This allows student teachers to temper their skills while serving the locality and enables foreign language teacher education to actively integrate into the local development process, achieving a two-way win-win of "education" and "service". Third, the closed-loop educational mechanism of "practice-feedback-optimization" provides a core guarantee for the dynamic perfection of the training system. The school optimizes course modules specifically by collecting employer feedback through internship surveys; feeds back into training models by analyzing competition results; and perfects activity designs by summarizing characteristic practice experiences. For example, in response to the problem of "insufficient information-based teaching skills" raised by internship units, relevant training was timely strengthened in the curriculum. This continuous optimization based on practical feedback ensures that the training system is always adapted to the reform trends of basic education and the growth needs of student teachers.

While affirming the practical effectiveness of this training system, the analysis of text materials also reveals that its operation still faces two potential challenges, which have a certain universality in foreign language teacher education in local universities. First, the integration of practical resources needs to be strengthened, and there is insufficient deep fusion between different practical links. Although the school has initially constructed diversified practice scenarios, there is still a certain segmentation in resource allocation and content connection among various links: for example, the synchronization between practical training content in the curriculum system and competition preparation/internship needs is insufficient, and some micro-teaching cases deviate from real teaching contexts in local primary and secondary schools; competition training focuses on the elite cultivation of a few outstanding students, showing an imbalance in resource allocation compared to internship and course training oriented towards all student teachers; resources for characteristic practice activities and internship base resources have not yet formed an effective linkage, failing to maximize resource benefits. Second, the normalization of characteristic practice activities lacks a long-term mechanism, making it difficult to benefit more student teachers. Taking the "Yan Yun Sihui · Foreign Language Empowerment" summer short-term practice activity as an example, although the activity has achieved significant results, it is currently still carried out in the form of summer special practice. Limited by factors such as funding budget, teacher energy, and cooperation cycles with local units, a long-term model of "daily implementation, full coverage, and credit recognition" has not yet been formed,

resulting in the inability of most student teachers to participate, and the educational value of characteristic practice has not been fully released (Zhaoqing University, 2025b). Addressing the above challenges, this study proposes targeted optimization suggestions: First, strengthen the overall integration of practical resources and establish a cross-link linkage mechanism. It is suggested that the school establish a special coordination group for teacher skill training to coordinate resource allocation and content connection across links such as course teaching, competition training, internship practice, and characteristic activities. For example, incorporate real teaching cases from local primary and secondary schools into the material library for course training and competition preparation, promote guiding teachers from internship bases to participate in course teaching and competition training, achieving resource sharing and content synchronization; simultaneously, optimize the resource allocation model to expand the coverage of competition training and characteristic practice while ensuring the cultivation of top students, ensuring that all student teachers can obtain sufficient practical opportunities. Second, perfect the normalized operation mechanism of characteristic practice activities. It is suggested that the school increase funding for characteristic practices, actively expand long-term cooperation with local cultural and tourism departments, primary and secondary schools, and communities to co-build stable characteristic practice bases; form a special guidance team composed of professional teachers and local industry backbones to ensure the professionalism and continuity of activities; incorporate characteristic practice into the compulsory practice credit system for student teachers, formulate standardized activity processes and evaluation standards, and promote the transformation of characteristic practice from "short-term special projects" to "daily compulsory courses", realizing the maximization of educational benefits.

The theoretical contribution of this study is mainly reflected in two core levels: On one hand, it fills the gap in micro-empirical research on foreign language teacher skill training in local application-oriented universities. Existing academic research on foreign language teacher skill training mostly focuses on macro-model construction or summaries of experiences from key universities, with insufficient attention to the group of local universities, and research data mostly rely on questionnaires or secondary literature. This study takes the School of Foreign Languages at Zhaoqing University as a single case and conducts qualitative analysis based on primary text materials such as official institutional news reports and talent training schemes, deeply deconstructing the operating logic and effectiveness of its "four-in-one" training system, providing a vivid empirical sample for academia to understand the true practice of foreign language teacher skill training in local universities. On the other hand, it enriches the localized connotation of practice-oriented teacher education theory. The core mechanisms refined in this study, such as "multi-scene fusion", "school-local collaborative empowerment", and "closed-loop dynamic optimization", combine practice-oriented theory with the educational positioning and local needs of local universities, deepening the cognition of the operating laws of practice-oriented training models in local university scenarios, and providing a new perspective for the localized development of this theory. The practical implications of this study have clear pertinence and universality: for administrators of local application-oriented universities, they should base themselves on the core positioning of "serving the local area", break the barriers between theory and practice and between inside and outside the school in traditional teacher education, build a multi-link collaborative skill training system, and simultaneously establish a dynamic optimization mechanism based on practical feedback to ensure precise alignment of the training system with local needs and student growth needs; for educational researchers, the qualitative research method based on institutional primary text materials adopted in this study provides a referential research path for

subsequent research on teacher education in local universities. Future research can be expanded to multi-case comparative studies to further refine the common laws and differentiated paths of foreign language teacher skill training in local universities; for teacher education policymakers, the problems revealed by the study, such as insufficient integration of practical resources and difficulties in normalizing characteristic practices in local universities, provide empirical evidence for formulating differentiated teacher education support policies. It is suggested to increase funding and resource support for practical teaching in local universities and promote the institutional construction of school-local collaborative education mechanisms.

5. Conclusion

Based on primary text materials such as official news reports, talent training schemes, and academic research results of the School of Foreign Languages at Zhaoqing University from 2018 to 2025, this study conducted a deep qualitative analysis of its foreign language teacher skill training practice through the systematic application of case study and text analysis methods. The research clearly found that the "competition drive-internship reinforcement-characteristic practice-curriculum support" four-in-one training system constructed by the school has formed a skill education closed loop with synergistic force and progressive layers across all links, and has achieved significant results in practice: the competition drive mechanism effectively tempered student teachers' core teaching skills and comprehensive literacy through a three-level competition system and three-dimensional training model, giving birth to national competition award-winning achievements; the school-local collaborative internship platform achieved precise alignment between theory and practice through the dual guarantee of resource expansion and process control, improving student teachers' classroom practical operation ability and professional adaptability; local characteristic practice activities expanded skill application scenarios, strengthening student teachers' cultural communication awareness and cross-scenario service capabilities; the integrated curriculum system, as core support, laid a solid theoretical foundation for skill improvement. The three core practical experiences of "promoting practice through competitions", "school-local collaboration", and "local empowerment" contained in this training system not only fit Zhaoqing University's positioning as a local application-oriented university but also have important reference value for similar local universities—they can provide operable practical examples for cracking common problems in foreign language teacher education such as "disconnection between theory and practice" and "insufficient resource integration", and can also provide vivid empirical references for educational researchers to conduct related research on teacher skill training in local universities. In summary, the study fully shows that foreign language teacher skill training in local universities must firmly adhere to the core principle of practice orientation, based on the development needs of regional basic education and local cultural resource advantages. Only through the organic fusion and synergistic promotion of diversified practical links can the comprehensive improvement of student teachers' teaching skills, professional literacy, and cultural literacy be achieved, cultivating high-quality foreign language teachers adapted to the needs of local basic education.

At the same time, this study also has obvious limitations, which point out the direction for future research. From the perspective of data sources, the analysis texts of this study mainly focus on the school's official news reports, public talent training schemes, and a small number of academic results. Such materials mostly present positive results and introduce macro measures, lacking in-depth interview data from individual student teachers and frontline guiding teachers. This limitation in data acquisition makes it difficult for the study to capture the micro-experiences and deep-seated problems in the training process—for example, the true feelings of student teachers when participating in different practical links, the specific difficulties and bottlenecks encountered, the teaching pressure and resource constraints faced by guiding teachers in the skill training process, and the hidden

contradictions in the actual operation of the training system. This affects the comprehensiveness and depth of the research conclusions to a certain extent. Based on this, future research can be expanded and deepened from multiple dimensions: in terms of research methods, a combination of in-depth interviews and participant observation can be adopted, selecting student teachers of different grades and practical experiences, as well as school guiding teachers and internship base teachers as interview subjects, to deeply excavate the micro-dynamics and individual experiences in the training process; in terms of research content, focus can be further placed on the collaborative optimization path of each link in the training system, exploring how to improve the integration efficiency of practical resources and perfect the normalized operation mechanism of characteristic practice activities; longitudinal tracking research can also be conducted to analyze the skill improvement trajectory of student teachers from enrollment to graduation and the long-term impact of the training system on their career development; in addition, multi-case comparative research can be introduced, selecting local universities in different regions and educational levels as research objects, refining the common laws and differentiated paths of foreign language teacher skill training, providing more universally applicable theoretical support and practical guidance for foreign language teacher education reform in local universities, thereby more precisely promoting the optimization and perfection of the training system.

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