



Exploring the Practice of “Dual-Teacher English Classroom” in Rural Small-Scale Schools — Taking a Township Primary School in Hengyang City as an Example

He Wenjuan^[1] Peng Huimin^[2] Lin Yesheng^[3]

^{[1][2]}College of Foreign Languages, Hengyang Normal University, Hengyang, China, 421002

^[3]Faculty of Education and Human Development, Education University of HongKong, Hongkong, China, 999077
295960360@qq.com; 1366349985@qq.com, leolinlu@126.com

Abstract: This study examined the application of the dual-teacher English classroom model in rural small-scale schools. Dual-teacher classroom, as an innovative educational model, combines online and offline teaching resources, which effectively made up for the shortcomings of insufficient teachers and resources in rural small-scale schools. The model was characterized by distinctive features, which not only enriched the teaching content and methods, but also stimulated students' enthusiasm for learning through the collaborative teaching of urban and rural teachers. However, in practice, it also faces challenges such as insufficient teachers and lack of teacher-student communication. To cope with these problems, this study proposed targeted improvement strategies, such as optimizing the training system and creating opportunities for teacher-student dialogues, with a view to promote the better development of dual-teacher English classrooms in rural areas. Through this study, we firmly believe that the dual-teacher classroom model is of great significance in improving the quality of rural education and promoting the overall development of students, and is worthy of being widely promoted and applied.

Keywords: dual-teacher English classroom; rural small-scale schools; teaching model

I. Preface

With the widening gap between urban and rural education, the educational predicament of small-scale rural schools, particularly the teaching of English, has become a focus of social attention. Limited by lagging economic development and inconvenient transportation, these schools have long faced a severe shortage of English teachers. They not only struggle to attract and retain qualified English teachers but also often cannot even meet basic teacher allocation requirements. The existing teachers' teaching levels and abilities are relatively limited, making it difficult to meet the students' growing learning needs. This weakness in the teaching force directly results in many small-scale rural schools being unable to fully offer English courses, or even if they do, the teaching quality is difficult to guarantee (Li Ran, Song Zhengli, Jin Minghua, 2021: 52-57). This situation not only restricts the development of rural students' English proficiency but also seriously affects the balanced development of students' comprehensive qualities in basic education, thus hindering the equity of basic education and the improvement of overall education quality in my country. Therefore, strengthening the construction of the English teacher team in small-scale rural schools and improving the overall quality and teaching ability of English teachers has become an important issue that urgently needs to be addressed, and it has profound significance for promoting educational equity and achieving balanced development of basic education. In 2023, the General Office of the CPC Central Committee and the General Office of the State Council issued the “Opinions on Building a High-Quality and Balanced Basic Public Education Service System.” Tian Zuyin, Director of the Department of Basic Education of the Ministry of Education, clearly pointed out at the meeting that in order to promote fairness and justice in education, it is essential to focus on promoting the integration of urban and rural education and accelerating the narrowing of the urban-rural education gap within counties. In rural areas, the educational problems of small-scale schools have become an important issue that we must face squarely and strive to solve. The “Dual-Teacher English Classroom,” as an innovative educational model, integrates online renowned teachers with offline tutoring, building a knowledge bridge for rural students. Online, students directly access high-quality English education resources, experience diverse cultures, and stimulate their interest in learning; offline, teachers provide personalized tutoring to ensure learning effectiveness. This model not only fills the gap in rural English education resources but also significantly improves teaching quality, allowing students to master English through interaction and practice, enjoy the same learning opportunities as urban students, and move towards a broader future.

II. Core Concepts

2.1 “Dual-Teacher English Classroom”

“Dual-teacher classroom,” as the name suggests, is a teaching model in which two teachers collaborate in a classroom setting, one online and one offline. The online teacher is typically an excellent English teacher from an urban school with abundant educational resources, while the offline teacher is an ordinary English teacher from a rural area with limited educational resources. Compared to offline teachers, online teachers have more experience in grasping the key points and



difficulties of the teaching content, and in applying teaching methods and strategies, resulting in more engaging teaching processes and better teaching outcomes. However, because they are not in the same time and space as the learners, online teachers cannot observe students' responses or take targeted interventions based on those responses, making it difficult to establish effective teacher-student interaction (Zhou Fangmiao, He Xiangyang, 2020:45-49). Due to limited school resources, offline teachers are often at a disadvantage in terms of professional titles and academic qualifications, lacking experience in grasping the key points and difficulties of the teaching content, and in applying teaching methods and strategies. Their teaching effectiveness often fails to meet teaching needs, and some English teachers themselves are not even familiar with the teaching content, making it impossible to effectively complete the English course teaching tasks. However, offline teachers are in the same time and space as the learners, allowing for convenient interaction and communication.

Based on the complementary strengths and weaknesses of online and offline teachers, we explored and established a “dual-teacher classroom” online teacher resource sharing model during our practice. This model combines high-quality online English teacher resources with local offline English teacher resources through information technology, optimizing the allocation of high-quality teacher resources and addressing the shortage of such resources in rural areas. In implementation, online teachers fully utilize their subject-matter and practical knowledge to create short teaching videos, reducing each lesson from 40 minutes to 10-15 minutes, and including blank spaces for interaction. Offline teachers, for content they find difficult to explain clearly, teach the knowledge points by playing the videos and interacting with students in the blank spaces of the videos. The combination of online and offline teachers forms a complete English classroom teaching activity.

2.2 “Rural Small-Scale Schools”

In the current field of education, there is no consensus in academia regarding the definition of small-scale rural schools. However, a comprehensive analysis of the research findings of several scholars reveals that these definitions generally focus on several key elements: the school's geographical location is usually in rural, remote, or economically underdeveloped areas; the number of students is relatively small; and the teaching staff is relatively weak. For example, Lei Wanpeng (2014) uses the number of students and school type as the criteria for judging small-scale rural schools, considering rural teaching points, incomplete primary schools, and partially complete primary schools with fewer than 100 students as small-scale rural schools. Similarly, Wei Miao (2016) also defines village primary schools and teaching points located in remote rural areas with fewer than 100 students as small-scale rural schools, which typically suffer from insufficient teachers, limited teaching equipment, and funding shortages, lagging far behind urban schools (Jin Huiying, 2021).

Although a broad consensus has not yet been reached on specific defining criteria, a specific size category based on the number of students as its basic characteristic has been generally accepted. Through in-depth research and analysis, we found that defining small-scale schools solely by the number of students is too simplistic, as even rural schools with 100 to 120 students face the common problem of scarce teaching resources. Given this reality, to more accurately explore the practical application and far-reaching significance of the innovative “dual-teacher English classroom” teaching model in small-scale rural schools, this study focused on rural primary schools with no more than 200 students.

III. Case Study on the Implementation of “Dual-Teacher English Classroom”

3.1 Background Introduction

This study takes XX Primary School in a township in Hengyang City as an example. The school currently has 200 students, spread across six classes in six grades. However, the school faces numerous challenges in English teaching. In terms of teacher allocation, the entire school has only two English teachers responsible for all English teaching tasks, a number far below the average for similar schools. More seriously, one of these two teachers is over 45 years old. This not only means a slow turnover of the teaching staff but may also lead to outdated teaching philosophies, making it difficult to keep pace with the rapid development of modern English teaching. Furthermore, due to limited resources, these teachers have relatively few opportunities for professional training and further education, limiting their professional development and directly impacting teaching quality. Regarding student foundation, the school only offers English courses in the three upper grades (fourth to sixth grade), a later start compared to urban schools where English teaching generally begins in first grade. Even more worrying is that due to insufficient teachers and a lack of prior instruction, these upper-grade students generally have a weak foundation in English, exhibiting limited vocabulary, weak grammar knowledge, and poor listening and speaking skills. This weak foundation undoubtedly creates obstacles for subsequent English learning.

In summary, XX Primary School has significant weaknesses in both English teaching staff and students' basic English skills. Faced with this challenge, the school began actively exploring the introduction of a “dual-teacher English classroom” model in 2023, hoping to effectively improve the quality of English teaching, compensate for the shortage of teachers, stimulate students' interest in learning, and lay a solid foundation for their English proficiency through this innovative approach.

Researchers investigated the English scores of 96 students in three classes offering English courses at the school. After collecting and organizing the 2023 test papers, the average pre-test scores for fourth, fifth, and sixth grade students were calculated. After implementing the “dual-teacher English classroom” for one semester, the average final exam scores for fourth, fifth, and sixth grade students in 2023 were collected and organized, and the average scores before and after the test were analyzed and compared. Specific figures are shown in Table 1.

Table1 Comparison of results before and after the implementation of the “Dual-Teacher English Classroom”

	Grade4	Grade5	Grade6
Pre-test Average Score	39.28	45.62	53.72
Post-test Average Score	54.56	62.50	64.97
Average Improvement Score	15.28	16.88	11.25

3.2 Research Methods

This study explored the effectiveness and existing problems of the “Dual-Teacher English Classroom” in small-scale rural schools through face-to-face and online interviews. The research subjects included students, teachers, and school leaders participating in the “Dual-Teacher English Classroom.” Interview content focused on student learning outcomes, changes in teachers' teaching methods, improvements in teaching quality, and challenges encountered during implementation. This approach improved the flexibility of the interviews while ensuring the efficiency and quality of the research, and also broadened the sample size.

After collecting rich data from interviews conducted between March and May 2024, the researchers adopted a systematic data analysis strategy. First, all interview transcripts were meticulously organized and transcribed to ensure that the views and experiences of each interviewee were accurately recorded. Subsequently, qualitative and quantitative analysis methods were combined: qualitatively, content analysis was used to delve into key information, themes, and concepts, revealing patterns and trends in the interviews; quantitatively, frequency statistics and other quantitative methods were used to enhance the accuracy of the analysis and assess the universality and importance of specific themes or viewpoints. This process aims to comprehensively and accurately reveal the deeper meaning and patterns behind the interview data.

To facilitate in-depth analysis of the research subjects, Table 2 provides an overview of some of the interview transcripts conducted by the researchers between March and May 2024, showcasing the specific details of data collection.

Table2 Interview Transcripts

	Date of Interview	Interview Content (Implementation Effectiveness)	Interview Content (Existing Problems)	Interview Method
First Interview (Student A)	March 9, 2024	Through the dual-teacher English classroom, my learning effectiveness has significantly improved, and my English grades have increased.	I feel that the teaching staff is still insufficient, and sometimes questions cannot be resolved in time.	Face-to-face interview
Second Interview (Student B)	March 10, 2024	The dual-teacher model has made me more willing to try new learning methods and ideas, and my innovation ability has been cultivated.	At the beginning of each class, I feel a bit nervous because I have to quickly switch between two teaching styles. However, as time goes by, I find myself gradually adapting to this rhythm.	Face-to-face interview
Third Interview (Student C)	March 16, 2024	The dual-teacher English classroom has increased my interest and enthusiasm in learning, and I am now more willing to learn actively.	I hope there can be more offline interactions and practical activities.	Face-to-face interview
Fourth Interview (Student D)	March 17, 2024	The teachers have rich teaching resources, and the learning effect has significantly improved.	There is a lack of emotional communication, and sometimes I feel neglected in class. I hope to receive more attention.	Face-to-face interview
Fifth Interview (Student E)	March 23, 2024	The dual-teacher English classroom has broadened my knowledge horizon and cultivated my innovation ability.	There is little interaction among students, and I feel lonely and isolated.	Face-to-face interview
Sixth Interview (Student F)	March 30, 2024	Through the dual-teacher English classroom, I have learned how to learn independently and solve problems, and I feel that I have grown a lot.	Sometimes I feel that the online teacher does not understand our actual situation and needs well.	Face-to-face interview
Seventh Interview (Student G)	April 13, 2024	The dual-teacher model makes our classroom more lively and interesting, and I like this teaching method.	I hope the school can organize more group activities and communication opportunities to promote interaction among students.	Face-to-face interview
Eighth Interview (Parent H)	April 14, 2024	Since my child participated in the dual-teacher English classroom,	I hope there can be more opportunities to communicate	Online interview

	Date of Interview	Interview Content (Implementation Effectiveness)	Interview Content (Existing Problems)	Interview Method
Ninth Interview (Parent I)	April 20, 2024	their academic performance has significantly improved. Thank you for this model. Through the dual-teacher English classroom, the interaction between teachers and students has increased, and teachers are more aware of students' needs and problems.	face-to-face with teachers to understand my child's learning situation. I hope the school can strengthen teacher training and support to improve their teaching level.	Face-to-face interview
Tenth Interview (Parent J)	April 21, 2024	The dual-teacher English classroom has broken the development dilemma of rural basic education, allowing our rural children to receive high-quality education.	Sometimes I worry about the unstable quality of online teaching and hope for better assurance.	Online interview
Eleventh Interview (Tutor Teacher K)	April 27, 2024	The dual-teacher model has given me more teaching resources and platforms, and my teaching level has also improved.	I hope the school can provide more technical support and training to help me better carry out online teaching.	Face-to-face interview
Twelfth Interview (Main Teacher L)	April 28, 2024	I think the dual-teacher English classroom is very helpful for the growth of teachers in rural small-scale schools, and they are now more confident.	Sometimes I feel that the connection between online and offline is not smooth enough, and communication and collaboration need to be strengthened.	Online interview
Thirteenth Interview (Leader M)	May 6, 2024	The dual-teacher English classroom is of great significance to rural education and has promoted the balanced development of education.	There is a need to strengthen technical support to ensure the smooth progress of online teaching.	Face-to-face interview
Fourteenth Interview (Leader N)	May 7, 2024	The dual-teacher English classroom is one of the effective ways to break the development dilemma of rural basic education, and we will continue to promote and support this model.	There is a need to continue to focus on the construction of teaching staff to ensure teaching quality.	Online interview

3.3 The effectiveness of the “Dual-Teacher English Classroom” in small-scale rural schools.

Through our investigation and research on the “Dual-Teacher English Classroom”, we are pleased to find that this innovative teaching model has achieved certain results, mainly reflected in improving students’ learning outcomes, promoting teachers’ professional growth and the balanced development of urban and rural education (as shown in Table 3).

Table 3 Results of the “Dual-Teacher English Classroom” Implementation

Dimension	Implementation Outcomes	Case Demonstration
Student Learning Outcomes	Significant improvement in learning performance and increased classroom engagement.	Case 1: Student A is a fifth-grade student at XX Primary School. English used to be a challenge for him. Since the introduction of the “Dual-Teacher English Classroom,” he found classes more interesting. The lively explanations and interactive games from the online teacher greatly increased his interest, and he actively raised his hand to participate in every class. After one semester, Student A's English performance improved significantly. He transformed from being afraid of English to enjoying it, surprising both teachers and classmates. Now, Student A has become a little English star in the class, confidently sharing his learning experiences.
Teacher Professional Development	Rural English teachers have shown a positive shift in teaching attitude, actively	Case 2: At XX Primary School, Ms. Li had long felt powerless facing students with weak English foundations and limited teaching resources. Last year, the introduction of the “Dual-Teacher English Classroom” brought a turning point in her teaching career. Online resources made her classes more dynamic

Dimension	Implementation Outcomes	Case Demonstration
Urban-Rural Education Balance	integrated teaching methods, and improved their teaching quality.	and increased student enthusiasm. Ms. Li integrated online resources with her own experience and innovated teaching methods, such as project-based learning and group collaboration, to enhance students' language application skills. Her teaching quality significantly improved, the classroom atmosphere became more active, student performance increased, and teacher-student relationships became more harmonious. Now, Ms. Li has become a key teacher in the “Dual-Teacher Classroom,” and her growth has inspired more rural teachers to embrace change and improve their teaching abilities.
	High-quality educational resources have been introduced, allowing rural children to access quality education.	Case 3: XX Primary School once faced the challenge of student attrition. However, after the introduction of the “Dual-Teacher English Classroom,” 10 students who had planned to transfer decided to stay after seeing the results. At the same time, the school successfully attracted several outstanding urban teachers to give lectures, and rural teachers also gained more opportunities for external training. These measures not only improved teaching quality but also attracted more students to return. The school has taken on a new look and become a new highlight in rural education.

These remarkable achievements have not only brought new vitality to students' learning and laid a solid foundation for teachers' development, but also taken an important step in promoting the integration of urban and rural education.

3.3.1 Improved Student Learning Outcomes

Teaching in rural primary schools is limited by traditional educational models, with classroom teaching primarily relying on teacher lectures. Learners typically acquire knowledge passively. This model fails to deliver effective learning outcomes and hinders the development of cognitive abilities and overall competence. The dual-teacher classroom model, however, has brought about a transformation in rural schools. This model allows students to experience online classes taught by renowned teachers, reducing learning difficulty for most students, increasing their interest, and bridging the gap between teachers and students (Jiang Chao, Guo Lin, 2023: 32-34).

Case 1: After introducing the “dual-teacher English classroom,” Student A's English learning experience underwent a fundamental transformation, shifting from fear to enthusiasm. Their grades improved significantly, and they became a top student in the class, vividly illustrating the positive impact of this teaching model on student learning interest and outcomes.

This growth is not merely an accumulation of knowledge, but a comprehensive improvement in abilities and qualities. The dual-teacher classroom has also demonstrated its advantages in actual teaching results. After introducing the dual-teacher classroom model, not only did students' grades improve significantly, but their enthusiasm and attitude towards learning also underwent positive changes. Students enjoyed learning more and were more engaged in class. Teachers, in turn, felt the students' enthusiasm and became more invested in their lessons. This positive teacher-student interaction laid a solid foundation for creating a harmonious and positive learning atmosphere.

The emergence of the dual-teacher classroom, a new teaching model, has greatly promoted communication and interaction between rural primary school teachers and students. Under this model, teachers can more accurately grasp students' learning progress. Whether through real-time online classroom interaction or subsequent analysis using classroom replays, teachers can promptly identify students' problems and weaknesses. Even more encouragingly, through individualized guidance and refined tutoring, teachers can provide more targeted assistance to students, making the learning process more efficient and engaging.

Case 2: Student B stated, “The dual-teacher model makes me more willing to try new learning methods and ideas, and my innovative abilities have been cultivated.” Student E also expressed his feelings, mentioning that “the dual-teacher English classroom not only greatly broadened his knowledge horizon but also significantly improved his innovative abilities.” These genuine feedbacks further confirm the positive role of the dual-teacher classroom in stimulating students' potential and cultivating their comprehensive qualities.

Of course, the implementation of the “dual-teacher English classroom” also places higher demands on teachers. In this teaching model, teachers need to provide precise guidance, targeted enrichment, and differentiated instruction to address each student's weaknesses, ensuring that every student receives tangible help and improvement in the classroom. This requires teachers not only to possess solid professional knowledge and skills, but also to have a strong sense of responsibility and mission, and to continuously improve their comprehensive qualities and teaching abilities (Fang Xu, 2024).

3.3.2 Promoted the Professional Development of Teachers in Small Rural Schools

Teachers are key to the development of rural education. The Party and the State have always attached great importance to the construction of the rural teacher workforce, investing significant funds and effort through a series of policies and

measures to actively promote the continuous improvement of teacher training and workforce development. The dual-teacher classroom model was initially designed to address the shortage of teachers in small rural schools. In practical application, it has not only effectively improved teaching quality but also provided teachers with supportive training.

Case 3: L, the lead teacher, remarked with deep feeling, “I think the dual-teacher English classroom has greatly helped the professional development of teachers in small rural schools; they are now more confident.”

L's personal experience also tells us that by integrating online resources with offline teaching, not only are teaching methods greatly enriched, but teachers' individual teaching abilities are also significantly improved, leading to a double leap in students' academic performance and classroom participation. Therefore, it is evident that dual-teacher teaching not only benefits rural students but also brings tangible benefits to rural English teachers. It not only improves teachers' English teaching level but also enhances their self-confidence and professional identity, injecting new vitality into the sustainable development of rural education. This evaluation fully demonstrates the positive role of the dual-teacher classroom model in promoting teacher development. As Zhang Tingting (2019) proposed in her research, in the dual-teacher teaching model, online and offline teachers collaborate in teaching. Online teachers have a subtle influence on offline teachers; their teaching philosophies and methods become models for offline teachers to emulate. Over time, offline teachers, who are not specialized in this field, gradually acquire basic professional knowledge and teaching methods. When online teachers are unable to teach or when there are power outages or internet interruptions during class, offline teachers are not helpless but can successfully complete a lesson independently. This flexibility and adaptability undoubtedly enhances the ability of small-scale rural schools to cope with various challenges. Therefore, the dual-teacher teaching model is a “mentor-apprentice” training method, a new way to accompany teachers' professional growth through direct instruction and example. Furthermore, this teacher training method is characterized by high efficiency and low cost. One online teacher can teach multiple students in multiple schools and multiple classes while simultaneously training multiple offline teachers, enabling more rural teachers to benefit from this advanced teaching model.

3.3.3 Breaking the Dilemma of Rural Basic Education Development

The dual-teacher classroom, an innovative crystallization of the new era's education model, is gradually demonstrating its core driving force role in rural education development. Like a breath of fresh air, it sweeps across the vast fields of rural education, bringing unprecedented vitality and dynamism. In in-depth research on rural education reform, many education leaders expressed positive evaluations of the “dual-teacher English classroom” model.

Case 4: Leader M, in an interview, highly praised its importance to rural education, believing that its “position in rural education is irreplaceable, and it has played a significant role in promoting balanced educational development.” This viewpoint highlights the important role of the “dual-teacher English classroom” in narrowing the urban-rural education gap and improving the quality of rural teaching. Indeed, the dual-teacher classroom, with its unique advantages, cleverly introduces high-quality urban educational resources, opening a door to a treasure trove of knowledge for rural children. Through this model, rural students can receive the same high-quality education as urban children locally, greatly broadening their horizons and enriching their learning resources. This novel learning experience not only stimulated their interest in learning but also subtly improved their overall quality.

Case 5: Leader N also highly praised the dual-teacher classroom: “The dual-teacher English classroom is undoubtedly one of the effective ways to solve the development dilemma of rural basic education. We will continue to increase our promotion and support for it.” XX Primary School once faced a student attrition crisis, but after introducing the “dual-teacher English classroom,” 10 students who wanted to transfer decided to stay after seeing the positive results. At the same time, the school successfully attracted many excellent urban teachers to give lectures, and rural teachers also gained more opportunities to study outside the school. These measures not only improved teaching quality but also attracted more students back, giving the school a completely new look and becoming a new highlight of rural education. Sun Caixia (2020) also mentioned in her research that retaining students in small-scale rural schools is one of the implementation paths to solve the dilemma of small-scale rural schools.

With the widespread promotion and application of this model, the educational gap between urban and rural areas has been effectively narrowed, and rural children have more opportunities to change their destiny. They no longer need to travel far away to obtain a better education but can receive high-quality education in their own hometowns. It can be said that the application of the “dual-teacher English classroom” in rural education has achieved remarkable results. It has injected strong momentum into the revitalization of rural education and allowed rural children to see a brighter future.

IV. Problems and Coping Strategies in the Practice of “Dual-Teacher English Classrooms”

The vibrant practice of “Dual-Teacher English Classrooms” has showcased remarkable educational innovation. However, like any new development, it has encountered challenges during its implementation. These problems not only concern the maturity of technology application but also touch upon teaching philosophy, teacher collaboration, and student adaptability. Therefore, facing and deeply analyzing these problems, and proposing targeted and highly operable coping strategies, is crucial for promoting the continuous optimization and widespread application of “Dual-Teacher English Classrooms.” Next, we will analyze these problems one by one and explore corresponding solutions, hoping to contribute to building a more efficient and harmonious English learning environment.

4.1 Existing Problems

Despite the many advantages of dual-teacher classrooms, some problems exist in their actual operation.

4.1.1 Insufficient Teacher Resources

In implementing “Dual-Teacher English Classrooms,” researchers have found that the problem of insufficient teacher resources cannot be ignored, whether in offline or online environments.

Firstly, there is an insufficient number of offline teachers. Taking XX Primary School in a township of Hengyang City as an example, a deep analysis of its current English teaching situation reveals that the entire school's English teaching tasks are undertaken by only two English teachers. They not only have to cope with the heavy daily teaching load of their classes but also need to be prepared to deal with various emergencies and additional teaching needs at any time. This overloaded work situation undoubtedly poses a huge challenge to the teachers' physical and mental health and makes it difficult to ensure that each student receives sufficient personalized guidance. In the long run, the quality of teaching will inevitably be affected.

Secondly, the age structure of the offline teachers is unreasonable. One of the two English teachers is over 45 years old, highlighting the lagging generational transition in the school's English teaching team. Although older teachers have accumulated rich teaching experience, their adaptability and innovation may be limited in the face of rapidly changing educational philosophies and the ever-evolving English teaching technologies, making it difficult to fully meet the diversified needs of modern English teaching.

Furthermore, the quality of online English teachers varies greatly. The professional competence and teaching quality of online teachers directly affect the effectiveness of classroom teaching. However, the quality of online English teachers in the current market varies significantly, making it difficult to guarantee that every teacher possesses solid English teaching skills and rich teaching experience. This situation not only increases the difficulty of teaching management but may also adversely affect students' learning experience and outcomes.

4.1.2 The Challenge of Students' Closed Mental State

When discussing the implementation effect of the dual-teacher English classroom, student B's statement that "I feel a little nervous at the beginning of each class because I have to quickly switch between two teaching styles," and student E's reflection on the lack of interaction and loneliness, together reveal a significant obstacle to the promotion of this teaching model—students' closed mental state.

Student B's experience reveals the profound impact of psychological inertia on the transformation of learning methods. For a long time, traditional offline classrooms, with their face-to-face communication, immediate feedback learning environment, and stable class community structure, have built a familiar and relied-upon learning ecosystem for students. When this ecosystem is disrupted by emerging virtual teaching elements, such as online teachers and digital teaching platforms introduced in the dual-teacher classroom, students need to quickly adapt to two completely different teaching styles and management models. This rapid switching not only tests students' cognitive flexibility but also places higher demands on their psychological adaptability. Without an effective transition mechanism and support system, students are prone to confusion and anxiety, which in turn affects learning outcomes and participation, and may ultimately lead to resistance to the dual-teacher classroom model. Li Ran et al. (2021) also verified this in their research. Student E's expression of "few interactions among students, feeling lonely and isolated" directly points to the shortcomings of the dual-teacher English classroom in promoting students' socio-emotional development. In traditional classrooms, student interaction is not only an important means of knowledge exchange but also a key element in building friendships and forming a sense of belonging. However, in the "dual-teacher English classroom," especially when the online-offline hybrid teaching model is dominant, the physical separation may reduce opportunities for face-to-face communication, making some students feel isolated and unable to integrate into the learning group. This sense of loneliness and isolation not only affects students' mental health but also inhibits their learning motivation and creativity, as the lack of social support and learning partners often leads to a lack of sustained motivation for learning.

Therefore, students' closed-off mentality is one of the most pressing issues to be addressed in the implementation of the dual-teacher English classroom. It stems from the psychological inertia and adaptation barriers brought about by the transition from traditional to emerging teaching models, as well as the imperfections in the interaction mechanisms during the online-offline integration process.

4.1.3 Lack of Teacher-Student Communication and Emotional Exchange

In the "Dual-Teacher English Classroom" teaching process, the "online teacher" simultaneously faces numerous students from rural schools in the input class. Due to the large number of students and time constraints, the "online teacher" cannot pay attention to the emotional and attitudinal changes of each student during live teaching, nor can they communicate with each student in real time. After the class, rural students have even less opportunity to engage in emotional communication with teachers from the urban mentoring schools. This creates a disconnect between students' knowledge acquisition and emotional exchange. Education is a high-level psychological activity unique to humans, distinguishing them from other organisms. Educational activities cannot be separated from the overall participation of human cognition and emotion. However, educational informatization has changed the relationship between teaching and learning from synchronous to asynchronous, and the teaching environment from real to virtual. Teachers and students are completely separated in time and space. The new teaching model results in a lack of emotional connection in education, and this problem is more prominent the younger the students are (Yi Juan & Ma Fei, 2019). As one teacher reflected in an interview, "Students can't ask too many questions in class. During the interaction, the 'online teacher' also has to operate some equipment. If the equipment at their school malfunctions, it will cause further delays, so the interaction between teachers and students is quite limited." Several students also mentioned in the interviews that they were "a little afraid of online teachers because of the language barrier, fewer opportunities for communication, and sometimes they couldn't understand the questions, which made them nervous during class."

From a humanistic educational perspective, a current teaching method tends to overemphasize students' cognitive development—that is, the transmission and understanding of knowledge—while relatively neglecting the integration and experience of students' emotional factors. Humanistic education advocates that the teaching process should not only focus

on students' knowledge acquisition and skill improvement but also emphasize the holistic development of their emotions, attitudes, values, and individual experiences. If educators focus too much on students' cognitive level and use a single lecture method, ignoring students' emotional needs and participation, then such a teaching method will fail to touch students' intrinsic learning motivation and effectively stimulate their learning enthusiasm and initiative. If this continues, students may develop a passive attitude toward receiving knowledge rather than actively exploring, discovering, and constructing it.

4.2 Coping Strategies

Faced with the problems exposed in the practice of “dual-teacher English classrooms,” such as insufficient teacher resources, students' psychological adaptation barriers, and lack of teacher-student interaction, we must take proactive measures, starting from the source, and adopting a multi-pronged approach to build a comprehensive and multi-dimensional solution framework.

4.2.1 Optimizing the Training System and Strengthening Teacher

Communication and Cooperation Establishing and improving a training system specifically for dual-teacher classrooms aims to comprehensively enhance teachers' quality and abilities. This not only profoundly implements the forward-looking insights of scholars such as Li Zhengtao (2023), but is also a key strategy for addressing the challenges of educational modernization, especially the shortage of teachers in dual-teacher classrooms. Faced with the current situation of uneven distribution of teacher resources and a shortage of excellent teachers in “dual-teacher English classrooms,” this training system, through diversified content design, covers both cutting-edge knowledge of technical operations and in-depth innovation in teaching concepts and psychological counseling techniques. It aims to cultivate a composite teaching force that understands both technology and education, and can deeply understand and practice humanistic educational concepts. Such teachers can not only skillfully use modern teaching methods, but also pay attention to students' emotions and growth, effectively stimulating students' learning motivation, thereby improving teaching quality. Gu Xiaoqing (2022) emphasized that teacher exchange and cooperation provides another effective way to solve the problem of teacher shortage. By building online and offline exchange platforms to promote knowledge sharing and experience transfer among teachers, the pressure of a shortage of high-quality teachers can be effectively alleviated. At the same time, this cooperative mechanism can also stimulate teachers' innovative thinking and teamwork abilities, jointly developing more teaching resources and methods adapted to the needs of rural students, and improving the efficiency and quality of the entire education system.

Furthermore, a scientific incentive mechanism and government policy support are also key to attracting and retaining excellent teachers. Establishing a clear reward system and promotion channels can stimulate teachers' sense of professional belonging and accomplishment, encouraging them to devote themselves to rural education in the long term. Strong government support, such as improving teachers' salaries and establishing special funds to support teacher training and research, provides a solid backing for the sustainable and healthy development of the dual-teacher classroom, helping to attract more outstanding talents dedicated to rural education to join this cause and jointly contribute to improving the level of rural education in my country.

4.2.2 Expanding the Scope of the “Dual-Teacher Classroom” Curriculum

The successful implementation of the “Dual-Teacher English Classroom” at XX Primary School demonstrates the remarkable achievements of the deep integration of traditional teaching models and modern technology in the era of educational informatization. This innovative practice not only greatly enhanced students' enthusiasm for learning English but also effectively stimulated their learning motivation and potential by strengthening classroom interaction and personalized teaching, directly reflected in the steady improvement of students' English scores. This significant achievement not only directly proves the effectiveness of the dual-teacher classroom model but also provides strong support and inspiration for its application in a wider range of disciplines. Scholar Wu Di (2018)'s insightful observations further strengthen our understanding of the potential of the dual-teacher classroom. He points out that information-based teaching models such as the dual-teacher classroom are not merely technological innovations but also fundamental changes in educational philosophy and teaching methods. It breaks the spatial and temporal limitations of traditional classrooms, realizes the sharing and optimized allocation of high-quality educational resources, and creates a richer and more diverse learning environment for students.

Extending the concept of the dual-teacher classroom to other subjects such as mathematics, Chinese, and music is undoubtedly an important attempt to deeply explore the potential of this model. Each subject possesses its unique charm and teaching methods. Therefore, in implementing this approach, it's crucial to consider the characteristics of each subject and design distinctive teaching plans. For example, in mathematics classes, virtual reality technology can be introduced, allowing students to explore the mysteries of geometry in three-dimensional space and enhance their spatial imagination. In language arts classes, multimedia tools can be used to recreate historical scenes, allowing students to experience the charm of literary works firsthand. Music classes can facilitate one-on-one guidance and exchange with professional musicians via remote connections, inspiring students' musical creativity.

In my view, the widespread application and continuous optimization of the dual-teacher classroom model will be an important direction for future educational development. It can not only effectively alleviate the shortage of high-quality teachers in some areas but also promote both educational equity and quality improvement through cross-regional and cross-disciplinary resource sharing. The successful practice of the “dual-teacher English classroom” at XX Primary School demonstrates a new path to educational innovation and quality improvement. In the future, we should continue to explore and improve this model, extending it to more subjects and regions to contribute to cultivating more high-quality talents with innovative spirit and practical abilities.

4.2.3 Building a Platform for Teacher-Student Interaction to Foster Teacher-Student Relationships

In the field of education, the construction of mental health and interpersonal relationships is considered a crucial cornerstone for promoting students' self-actualization. Psychologists generally emphasize that a well-rounded individual (i.e., a “whole person”) should not only possess solid cognitive abilities but also a healthy and rich emotional world. Rogers (2004) theoretically points out that individuals, when experiencing unconditional positive regard, can unleash their inner potential, express themselves more freely, and thus promote personal growth and self-actualization. In a face-to-face interview, student D expressed feelings of being neglected and a desire for more attention. Upon learning this, the teacher immediately adjusted their teaching strategy, giving him more attention in subsequent English classes. This change made student D feel respected and valued, directly stimulating his learning motivation and making him more active and engaged in class. This reminds us that students' emotional development is equally important in the educational process. In distance learning, to avoid students' emotional deficiencies, we need to create an interpersonal environment of mutual respect and understanding for students. As a new educational model, the dual-teacher classroom should build an equal and open teaching platform to facilitate easier communication between teachers and students, ensure students feel respected during learning, and shorten the distance between teachers and students.

To ensure the effective implementation of the dual-teacher classroom model, education departments should develop practical teacher training programs tailored to the characteristics of rural teaching. While improving rural teachers' information technology application skills, it is even more important to guide them to recognize the unique value of emotional care in distance education and learn how to effectively convey this care in virtual space. Furthermore, more opportunities should be created to promote direct communication between students and “online teachers” to bridge the emotional gap that may arise from remote interaction. Post-class emotional support is equally indispensable. “Offline teachers” should act as emotional mentors, listening to students' concerns and answering their questions to compensate for the emotional deficiencies caused by insufficient communication with “online teachers.” This continuous emotional attention will help students build a stable emotional support network, promoting their comprehensive and healthy development.

V. Conclusion

This study explored the importance and significance of the dual-teacher classroom in small-scale rural schools. It is not only an important attempt at equitable distribution of educational resources but also a key means to improve the quality of rural education. However, in its implementation, we also face challenges such as insufficient teachers and a lack of teacher-student communication. Therefore, we recommend further strengthening teacher training, creating opportunities for teacher-student dialogue, and improving the operational mechanism of the dual-teacher classroom. Looking to the future, we firmly believe that the dual-teacher classroom will continue to play a significant role in promoting educational equity and improving the quality of education in rural areas, opening up broader horizons for children.

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About the Author: HE Wenjuan (b. 1979) is a professor in the School of Foreign Languages at Hengyang Normal University, Hunan Province. Her primary research interests include the pre-service and in-service professional development of English teachers in rural areas, action research, and second language acquisition.

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