

Conference Name: 2026 EdTec – International Conference on Education & Learning Technology, 05-06 May, Kuala Lumpur

Conference Dates: 05-May- 2026 to 06-May- 2026

Conference Venue: Hotel Capitol, Bukit Bintang, Kuala Lumpur, Malaysia

Appears in: PUPIL: International Journal of Teaching, Education and Learning (ISSN 2457-0648)

Publication year: 2026

Xin Zhang, 2026

Volume 2026, pp.162-163

DOI- <https://doi.org/10.20319/ictel.2026.162163>

This paper can be cited as: Zhang, X. (2026). Exploring Multimedia-Assisted Practices for Educators' Professional Development in English Language Teaching in Rural Higher Institutions in China. 2026 EdTec – International Conference on Education & Learning Technology, 05-06 May, Kuala Lumpur. Proceedings of Teaching & Education Research Association (TERA), 2026, 162-163

EXPLORING MULTIMEDIA-ASSISTED PRACTICES FOR EDUCATORS' PROFESSIONAL DEVELOPMENT IN ENGLISH LANGUAGE TEACHING IN RURAL HIGHER INSTITUTIONS IN CHINA

Xin Zhang

Institute of Advanced Study, University of Malaya, Malaysia

15734998889@163.com

Abstract

The digital transformation of higher education has increased expectations for English as a Foreign Language (EFL) educators to engage in technology-assisted professional development (PD). In rural higher education institutions in China, however, multimedia-assisted PD is often constrained by limited infrastructure, fragmented training opportunities, and institutional support. This study examines how rural EFL educators perceive, use, and adapt multimedia-assisted practices for professional development. Using a pragmatic mixed-methods design, the study integrates questionnaire data from 303 educators with semi-structured interview data. The findings show high perceived need and value with persistent structural and multimedia-specific barriers. Qualitative evidence further indicates that educators respond through adaptive and peer-supported practices, including selective resource use, pedagogical recontextualization, and informal learning networks. Based on the integrated findings, the study proposes a context-sensitive support-constraint framework that explains how institutional conditions and teacher agency interact to shape multimedia-assisted

PD. The study contributes empirical insights for ELT teacher development in rural higher education environment.

Keywords:

EFL Teacher Professional Development, Multimedia-Assisted Practices, Rural Higher Education, Mixed Methods, Teacher Agency, China