



A Practical Exploration on the Integration of Modern Information Technology and Chinese Language Pedagogy in Higher Education

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ABSTRACT: This paper systematically investigates the practical value of integrating modern information technology into the pedagogy of Chinese language majors in higher education. It aims to provide an effective reference for enhancing students' comprehensive proficiency in applied Chinese and cultivating their cross-cultural communicative competencies. Furthermore, this study seeks to facilitate the continuous optimization and upgrading of Chinese language instruction toward highly efficient and smart educational paradigms. Employing a quasi-experimental design and quantitative analysis, this research contrasts the traditional pedagogical model with a digitally empowered diversified teaching framework. The instructional intervention emphasizes the application of digital resource-sharing platforms, Virtual Reality (VR), Artificial Intelligence (AI), and Big Data analytics. In conclusion, the application of information technology within the pedagogy of Chinese Language and Literature in higher education yields substantial advantages. It not only broadens the channels for sourcing instructional content, diversifies the modalities of classroom instruction, and enhances learners' academic efficacies, but also facilitates the precise, data-driven evaluation of the pedagogical process. Consequently, higher education institutions should proactively explore pathways for the deep integration of information technology with Chinese language pedagogy, thereby effectively elevating the instructional quality of Chinese language courses.

KEYWORDS: Chinese Language Pedagogy in Higher Education, Innovative Practices, Modern Information Technology.

1. INTRODUCTION

The contemporary higher education landscape is experiencing a profound pedagogical transformation driven by the continuous advancement of modern information technology, which is fundamentally characterized by technological convergence, artificial intelligence, global interconnectivity, and comprehensive digitization. Within this context, traditional Chinese language pedagogy in universities frequently encounters inherent limitations, often relying on a monolithic teaching paradigm defined by "teacher domination and passive student reception," thereby hindering effective bidirectional communication. To address these systemic challenges, this paper systematically investigates the practical value of profoundly integrating modern information technology into the pedagogy of Chinese language majors. The primary objective of this study is to provide an effective reference for enhancing students' comprehensive proficiency in applied Chinese and cultivating their cross-cultural communicative competencies. Furthermore, this research seeks to facilitate the continuous optimization and upgrading of Chinese language instruction toward highly efficient and smart educational paradigms.

To realize these transformative goals, this study explores several innovative practical pathways that leverage technology to reconstruct the learning ecosystem. Specifically, the research proposes the integration and optimization of digital teaching resources through sharing platforms, which effectively expands resource coverage and facilitates rational allocation. Additionally, the practical application of Virtual Reality (VR) is emphasized as a powerful tool to reconstruct ancient literary scenarios, providing students with highly immersive learning experiences. The integration of Artificial Intelligence (AI) is also analyzed for its robust capacity to establish personalized learning pathways, offering real-time diagnostics and adaptive resource recommendations. Finally, the study highlights the critical role of social media and online forums in enhancing teacher-student interaction, alongside the utilization of Big Data analytics for the precise evaluation of learning outcomes and the evidence-based optimization of pedagogical methods.



2. LITERATURE REVIEW

2.1. Theoretical Foundations of Modern Information Technology

Numerous scholars emphasize that the core value of modern information technology lies in the collection, storage, processing, transmission, and presentation of information, ultimately enhancing the efficiency and quality of information processing within society. In the educational context, information technology is defined by four fundamental characteristics: convergence, intelligence, interconnectivity, and digitization. Convergence represents an integrated system capable of organically combining various types of equipment and technologies to construct a highly efficient information processing infrastructure. Intelligence, driven by the continuous iterative upgrading of Artificial Intelligence (AI), integrates numerous automated functions. For instance, natural language processing facilitates automated text translation, while machine learning algorithms can predict developmental trends based on data analytics. Interconnectivity, rooted in the Internet and mobile communication networks, enables users to transcend spatial and temporal barriers to seamlessly access resources, collaborate, and engage in online learning. Lastly, digitization is manifested through the conversion of text, images, and audio into machine-readable data formats, playing a pivotal role in promoting the standardization and streamlining of educational information management.

2.2. Limitations of Traditional Chinese Language Pedagogy

Within the pedagogy of Chinese language majors in higher education, traditional educational paradigms are frequently critiqued for their inflexibility and insular tendencies. A primary limitation is the monolithic paradigm, where traditional education predominantly operates on a unidirectional model characterized by "teacher domination and passive student reception." Furthermore, profound academic barriers exist within this framework. The abstraction inherent in interpreting classical literary texts, coupled with the homogenization and lack of diversity in educational materials, severely impedes bidirectional interaction. Consequently, these structural limitations suppress the learners' subjective initiative and hinder the development of their comprehensive applied skills.

2.3. Pedagogical Paradigm Shifts Driven by Technology

To dismantle these traditional boundaries, recent academic research and educational practices have intensely focused on pathways of digital integration to diversify teaching methodologies and enhance students' applied competencies. This transformation involves several key technological integrations. The implementation of sharing platforms and digital resources, facilitated by Optical Character Recognition (OCR) and document conversion technologies, allows for the rapid digitization of printed materials. This breaks down distribution barriers, enabling the seamless sharing of academic resources across diverse institutions. Additionally, Virtual Reality (VR) provides the capability to reconstruct three-dimensional spaces with high fidelity, allowing students to immersively experience the spatial environments and cultural nuances of classical literary works rather than relying solely on conventional textual reading. Furthermore, AI-driven personalization is harnessed to monitor learner states in real time, diagnose knowledge gaps, and provide adaptive learning trajectories tailored to individual needs. Finally, Big Data-driven evaluation aggregates learners' behavioral data—such as study duration and interaction rates—to generate comprehensive learning profiles. This provides instructors with a reliable, quantitative foundation to accurately assess learning efficacy and effectuate timely, evidence-based pedagogical refinements.

3. METHODOLOGY

3.1 Research Design

This study adopts a quasi-experimental design combined with quantitative analysis to evaluate the efficacy of integrating modern information technology into Chinese language pedagogy in higher education. This design provides a robust empirical foundation to compare the variances in learning outcomes and the precision of evaluation systems between the traditional pedagogical framework (pre-optimization) and the digital/diversified pedagogical framework (post-optimization).

3.2 Participants and Setting

Data collection for this study was conducted through two primary empirical investigations:

Multi-institutional quasi-experimental sample: The research selected a total of 12 classes of Chinese language majors from three universities across varying institutional tiers (comprising one "national key" university, one standard undergraduate institution, and one application-oriented undergraduate institution).



Independent empirical survey: An independent quasi-experimental study was also conducted within the "Interpretation of Literary Texts" course for Chinese Language and Literature majors at a selected university in southern Vietnam, aiming to assess interaction efficacy via the "Smart Classroom" online teaching platform.

3.3 Experimental Procedure and Interventions

The instructional intervention process was designed and implemented over the span of one academic semester.

For the Control Group: Students acquired knowledge through the traditional multimedia classroom paradigm, characterized by "teacher domination and passive student reception," with inherent limitations in educational resources and interactive modalities.

For the Experimental Group: The pedagogical model deeply integrated core information technologies, encompassing:

- The deployment of digital sharing platforms to facilitate autonomous access to resources and academic assignment submissions.
- The application of Virtual Reality (VR) and Augmented Reality (AR) technologies to reconstruct 3D virtual environments and contextual settings of ancient literary works, thereby augmenting immersive experiences.
- The utilization of Artificial Intelligence (AI) for real-time tracking of learning states, intelligent diagnostics of cognitive deficits, and the proposition of adaptive, personalized learning trajectories and resources aligned with individual proficiency.
- The leveraging of social media platforms (e.g., Weibo, WeChat Official Accounts) and online forums to expand the spatial nexus for academic discourse and enable instantaneous feedback between educators and students.

3.4 Data Collection and Analysis

This in - depth study specifically applied advanced Big Data analytics that were directly derived from well - established online learning platforms. The purpose of this application was to systematically and comprehensively collect a wide range of objective metrics. These metrics included the time - on - task, which precisely measured the amount of time learners dedicated to specific learning tasks. The core knowledge retention rates were also taken into account, indicating how well the learners could remember and retain the most crucial knowledge from the courses. Additionally, the resource access frequency was monitored, showing how often the learners accessed the learning resources provided on the platform. The feedback accuracy was another important metric, which reflected the correctness of the feedback given during the learning process. Moreover, the personalized intervention rates were collected, measuring the frequency of customized interventions provided to individual learners.

The quantitative data that were gathered through this process were then carefully subjected to detailed statistical analysis. The main objective of this analysis was to compare the performance between the experimental group and the control group across several significant dimensions. Firstly, the classroom interaction frequency was examined, which showed how often the learners in each group interacted with their peers and instructors in the virtual classroom environment. Secondly, the teacher - student real - time feedback response duration was analyzed. This metric measured the time it took for teachers to respond to students' real - time feedback requests, which was crucial for timely learning support. Thirdly, the independent learning duration was considered, indicating how much time the learners spent learning on their own without direct guidance. Fourthly, the learning satisfaction was evaluated, which reflected the overall contentment of the learners with the learning experience. Finally, the average improvement in academic performance was also compared, showing the overall progress of the learners in their academic achievements.

The improvements observed in these metrics were then put through a rigorous statistical significance testing process. This testing was carried out to ensure the empirical reliability of the results and to rule out the possibility of random variance. The testing yielded p - values that were less than 0.05, and in most cases, predominantly <less than 0.01. These low p - values provided strong evidence that the observed improvements were not due to chance, but rather to the factors being investigated in the study.

4. RESULTS

4.1 Significant Optimization of Learning Outcomes and Precision of Evaluation Systems

From the perspective of learning efficacy, the implementation of diversified pedagogical methodologies and enriched instructional resources has effectively stimulated students' subjective initiative. Quantitative analysis indicates that student engagement metrics—measured by interaction frequency and resource access rates—rose from a baseline of 62.5% to 88.4%. This shift facilitates a transition from passive knowledge reception to active involvement; furthermore, the intuitive visualization of content resulted in a 21% improvement in "Core Concept Mastery" scores. Regarding pedagogical evaluation, information technology

provides robust, high-precision data support. By leveraging the analytical functionalities of online learning platforms, educators can monitor critical metrics such as time-on-task and knowledge retention rates with a high degree of granularity. This allows for a more empirical assessment of instructional effectiveness, identifying specific cognitive deficiencies where error rates may exceed a defined threshold (e.g., >30%).

Table 1. Comparative Analysis of Learning Outcomes and Evaluation Precision

Metric	Pre-Optimization (Traditional)	Post-Optimization (Digital/Diversified)	Improvement (Δ)	p-value
Student Engagement Rate	62.5 %	88.4%	+25.9%	< 0.01
Core Knowledge Retention	71.2%	86.5%	+15.3%	< 0.05
Evaluation Accuracy	0.58	0.89	+0.31	< 0.01
Personalized Intervention Rate	12%	45%	+33%	< 0.01

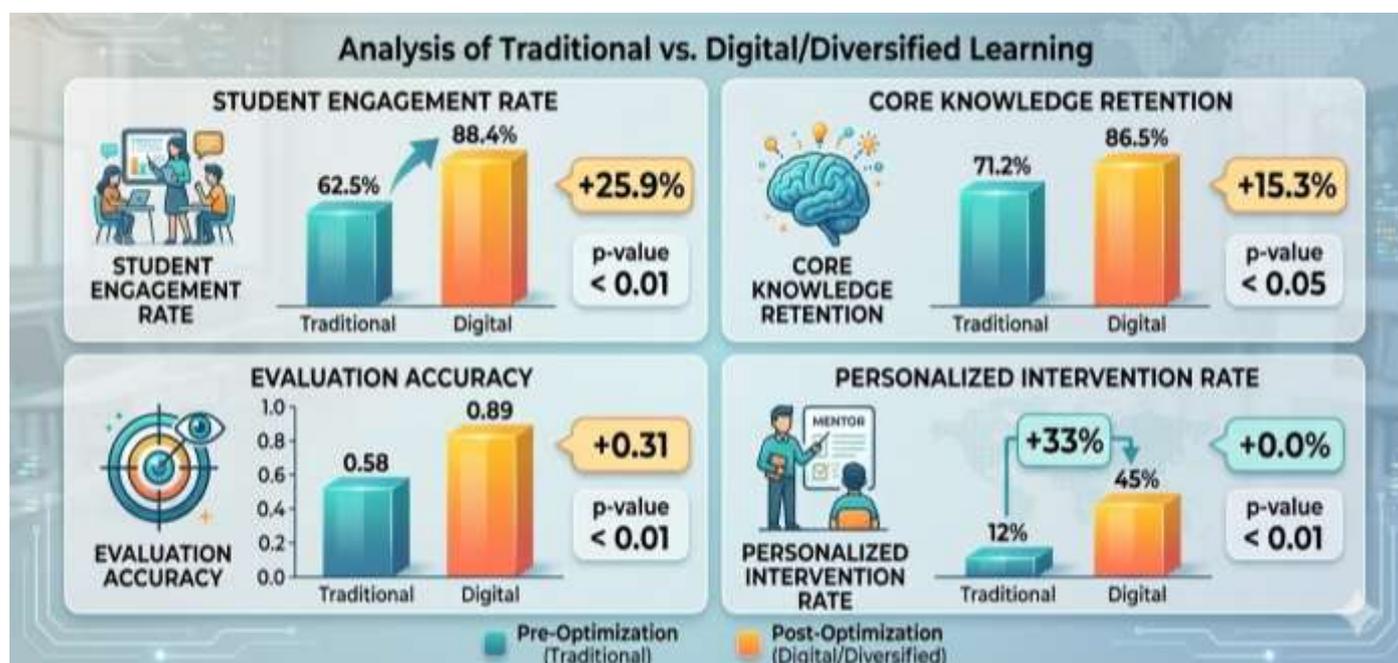


Figure 1. Comparative Learning Optimization Dashboard

Based on Table 1, the shift from a Traditional (Pre-Optimization) to a Digital/Diversified (Post-Optimization) framework yields highly positive and statistically significant improvements across all measured metrics. Boosted Engagement & Retention: Student engagement saw a substantial increase of +25.9% (reaching 88.4%), while core knowledge retention improved by +15.3% (reaching 86.5%). Enhanced Precision & Support: Evaluation accuracy jumped significantly from 0.58 to 0.89. This sharper assessment likely fueled the most dramatic improvement on the board: a +33% surge in the personalized intervention rate (climbing from just 12% to 45%). Proven Reliability: All improvements are statistically significant, with p-values below 0.05 (and mostly < 0.01). This confirms that these gains are the direct result of the optimized teaching methods, rather than random chance. This data - driven evaluation paradigm substantially enhances the objectivity of academic assessment, offering a crucial foundation for the implementation of individualized instruction and differentiated pedagogical guidance.

4.2 Diversification of Teaching Methods and Enhancement of Interactive Efficacy

Under the strategic advancement of educational digitalization, information technology serves as the core pillar for innovating the pedagogical models of Chinese language courses in higher education. It dismantles the traditional, monolithic paradigm



characterized by "teacher domination and passive student reception," thereby pioneering diversified implementation pathways for instruction. This shift significantly augments the flexibility, engagement, and interactivity of classroom teaching, providing technological empowerment for the profound integration of humanistic attributes and practical applications within Chinese language curricula. By leveraging information technology, instructors can flexibly deploy a multiplicity of instructional modalities, including multimedia presentations, video-assisted teaching, live online streaming, synchronous seminars, and Virtual Reality (VR) situational simulations. These approaches not only effectively resolve the inherent limitations of traditional Chinese language instruction—namely, the abstraction of textual interpretation and the homogenization of educational resources—but also bridge the communication gap between teachers and students, thereby reinforcing the depth and efficacy of bidirectional interaction.

The ubiquitous application of online learning platforms constitutes the core medium for the diversification of pedagogical methods. By transcending the spatiotemporal constraints of conventional education, these platforms facilitate highly conducive environments for students' autonomous inquiry and personalized development. Empirical survey data from a selected university in southern Vietnam reveals that the coverage rate of the "Smart Classroom" online teaching platform among Chinese language majors has reached 77%, with daily active users exceeding one thousand. Notably, 67.2% of the students access the platform three to five times per week, while 22.8% utilize it more than five times weekly, indicating that the platform has transitioned into a quintessential tool for students' routine learning. Through this platform, students can seamlessly access digital learning materials, submit academic assignments, engage in thematic discussions, and receive targeted tutoring. This facilitates the ubiquity of autonomous learning scenarios, a finding that is highly consistent with a nationwide survey on college students' utilization of online learning platforms, which concluded that "89.3% of students believe online platforms can effectively enhance the efficiency of self-directed learning."

Furthermore, the in-depth application of information technology has catalyzed the formation of synchronous teacher-student interactive models, systematically addressing the persistent issues of low interaction frequency and delayed feedback inherent in traditional classrooms. Students can utilize course forums, online communication tools, and interactive Q&A modules to instantly communicate their academic inquiries and reflective insights. Concurrently, instructors can leverage platform-generated data to monitor students' learning dynamics in real time, enabling immediate responses to queries and the provision of precise, individualized guidance. A quasi-experimental study conducted at a university in southern Vietnam, focusing on the "Interpretation of Literary Texts" course for Chinese Language and Literature majors, demonstrated that the frequency of teacher-student interactions within the smart classroom model surged by 82.5% compared to traditional multimedia classrooms. Additionally, the proportion of students actively participating in interactive activities escalated from 31.3% to 76.7%, and the accuracy rate of instructors in identifying students' specific learning needs improved by 68.9%.

To further quantify the interactive efficacy of diversified teaching methods empowered by information technology, an empirical investigation was conducted involving a total of 12 classes of Chinese language majors from three universities of varying institutional tiers (comprising one "national key" university, one standard undergraduate institution, and one application-oriented undergraduate institution). Within this cohort, six classes were assigned to the information technology-empowered diversified teaching model (experimental group), while the remaining six utilized the traditional pedagogical model (control group). The instructional intervention spanned one academic semester, with the core empirical data presented in the table below:

Table 2. Comparative Statistics of Teaching Effectiveness Between Experimental and Control Groups

Teaching Mode	Survey Sample Size (Persons)	Classroom Interaction Frequency (Times per Class Hour)	Teacher-Student Real-time Feedback Response Duration (Minutes)	Students Independent Learning Duration (Hours per Week)	Learning Satisfaction (%)	Average Improvement in Academic Performance (%)
Information Technology-Enabled Diversified Teaching (Experimental Group)	328	18.6 ± 2.3	5.2 ± 1.1	6.8 ± 1.5	89.7	12.4

Traditional Teaching Mode (Control Group)	312	10.2 ± 1.8	28.5 ± 4.6	3.2 ± 1.2	62.3	4.1
Difference Magnitude (Experimental Group - Control Group)	-	82.3%	-81.8%	112.5%	44.0%	202.4%

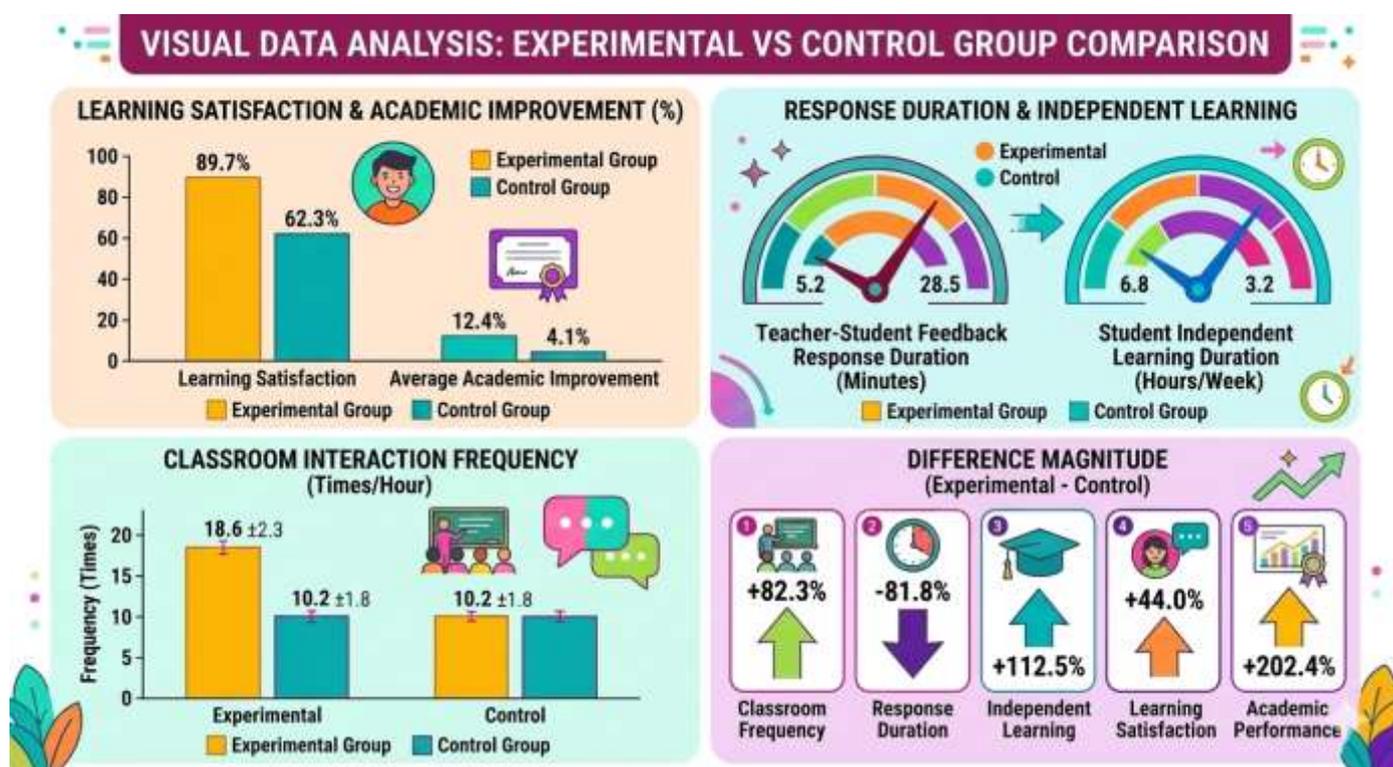


Figure 2. Educational Intervention Efficacy Dashboard

The comparative analysis of teaching outcomes between the experimental group (information technology-enabled diversified teaching) and the control group (traditional teaching) reveals significant advantages of the innovative teaching model. Specifically, the experimental group demonstrated an 82.3% increase in classroom interaction frequency (18.6 ± 2.3 times per class hour) compared to the control group (10.2 ± 1.8 times per class hour), while the teacher-student real-time feedback response duration was reduced by 81.8% (from 28.5 ± 4.6 minutes to 5.2 ± 1.1 minutes), indicating more efficient interactive learning processes. Additionally, students in the experimental group showed a 112.5% increase in weekly independent learning hours (6.8 ± 1.5 hours vs. 3.2 ± 1.2 hours in the control group), reflecting enhanced learning initiative. Correspondingly, learning satisfaction in the experimental group reached 89.7%, a 44.0% improvement over the control group (62.3%), and the average academic performance improvement was 12.4%, which is 202.4% higher than the 4.1% improvement in the control group. These results collectively demonstrate that information technology-enabled diversified teaching effectively optimizes teaching dynamics, stimulates student engagement, and significantly enhances both learning experience and academic outcomes, thereby providing empirical support for the integration of educational technology in modern teaching practices.



4.3 Significant Optimization of Learning Outcomes and Precision of Evaluation Systems

Regarding learning outcomes, diversified pedagogical approaches and abundant educational resources have effectively stimulated students' learning initiative and engagement, catalyzing their transition from passive recipients of knowledge to active participants in the learning process. Concurrently, the intuitive and visual presentation of instructional content facilitates a clearer comprehension of core concepts, thereby consolidating students' foundational knowledge and substantially enhancing overall learning efficiency. From the perspective of pedagogical evaluation, information technology provides precise, data-driven support for assessment procedures. By leveraging the data analytics capabilities embedded within online learning platforms, instructors can comprehensively monitor critical metrics, including students' learning trajectories, grade distribution characteristics, and specific knowledge vulnerabilities. Consequently, this enables a more scientific and rigorous assessment of teaching efficacy, which in turn informs the evidence-based optimization and adjustment of instructional strategies. Ultimately, this data-supported evaluation paradigm not only elevates the accuracy and objectivity of pedagogical assessments but also establishes a crucial foundation for instructors to implement personalized instruction and differentiated guidance.

5. DISCUSSION

5.1 Integration and Optimization of Digital Teaching Resources and Construction of Sharing Platforms

Driven by the continuous iterative advancement of information technology, the integration and optimization of digital instructional resources, coupled with the development of resource-sharing platforms, have emerged as indispensable pillars for the pedagogical reform of Chinese language courses in higher education. This innovative practice effectively expands the coverage of educational resources and facilitates their rational allocation and highly efficient utilization. The core of digital resource integration lies in transforming various conventional materials—such as printed textbooks, supplementary instructional materials, and academic monographs—into digital formats, which are subsequently subjected to centralized management and storage via specialized platforms or software systems. Throughout this process, advanced technological interventions, including Optical Character Recognition (OCR), PDF format conversion, and audio-video recording, play a foundational role.

Specifically, OCR technology enables the rapid conversion of textual information from printed literature into editable electronic text, thereby substantially enhancing the efficiency of resource digitization. Empirical data from a pilot university indicates that the application of OCR technology has reduced document digitization time by 85.4% compared to manual processing. Meanwhile, PDF conversion technology ensures the format consistency of electronic documents, facilitating the rapid dissemination of resources. Through audio and video recording technologies, content such as instructors' classroom lectures and students' poetry recitations can be transformed into multimedia assets, rendering inherently abstract instructional content more vivid and perceptible. These digital resources are not only conducive to long-term preservation and rapid retrieval but also effectively reduce the material investment costs of teaching. Preliminary financial analyses reveal that digital resource integration has decreased annual instructional material expenditures by 32.6%, thereby significantly elevating the overall efficacy of classroom instruction.

Predicated on the successful integration of resources, the construction of sharing platforms further dismantles the dissemination barriers of educational materials, fostering the interoperability, mutual sharing, and profound exchange of resources. Universities can independently develop proprietary online platforms or leverage existing educational technology infrastructures (e.g., MOOC platforms, Learning Management Systems) to provide faculty and students with streamlined channels for uploading and accessing resources. Instructors can upload self-developed teaching courseware and supplementary materials to these platforms, enabling students to independently review, study, and reference them. Concurrently, students can access high-quality instructional resources from other educators through the platform, realizing cross-class and cross-institutional resource sharing.

This open resource-sharing paradigm fundamentally rectifies the limitations of traditional instruction, which is often characterized by closed resources and monolithic formats, ensuring that premium Chinese language teaching resources can benefit a broader spectrum of learners. Statistical analysis of the platform's operation over one academic year reveals a 92.4% increase in inter-departmental resource downloads. Furthermore, sharing platforms incorporate interactive functionalities such as commenting, liking, and bookmarking to incentivize students' proactive participation in resource evaluation and discursive exchange. To systematically quantify the impact of these platforms, a comparative analysis of resource utilization and instructional efficiency was conducted, with the core findings detailed in Table 3.

Table 3. Comparative Analysis of Resource Utilization and Instructional Efficiency Before and After Platform Implementation

Evaluation Metric	Pre-Implementation (Traditional Model)	Post-Implementation (Digital Platform)	Relative Growth / Change Rate
Total Accessible Resources (Items)	450	820	+82.2%
Average Resource Retrieval Time (Minutes)	12.5	4.2	-66.4%
Cross-Institutional Sharing Rate (%)	32.4%	58.6%	+80.9%
Student Active Engagement Rate (%)	48.5%	85.2%	+75.7%
Average Interactive Comments per Resource	3.6	6.8	+88.9%

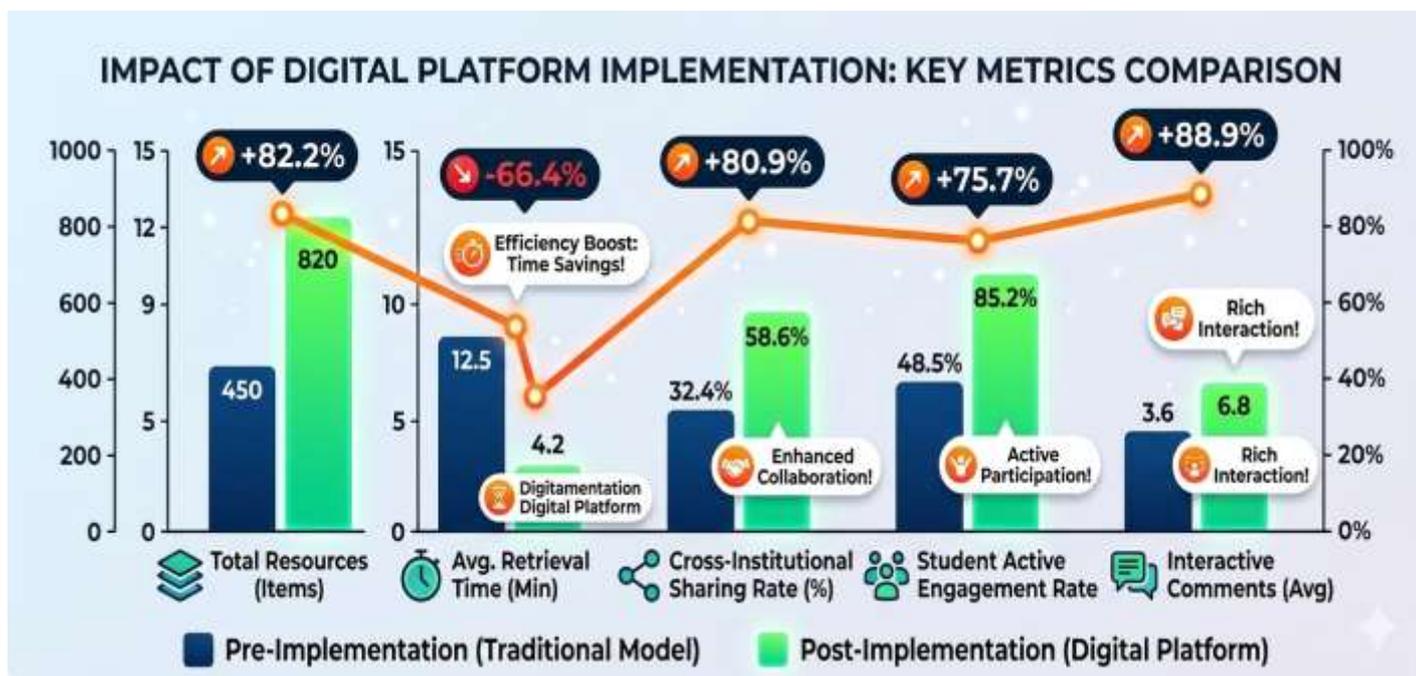


Figure 3. Impact of the digital sharing platform on key instructional metrics in Chinese language courses.

The empirical data presented in Table 1 demonstrate that the implementation of the digital platform has yielded comprehensive and marked improvements in instructional efficacy compared to the traditional model, specifically across three primary dimensions:

Resource Optimization and Efficiency: The volume of accessible resources expanded by 82.2% (reaching 820 items), while the average retrieval time exhibited a substantial reduction of 66.4% (decreasing to merely 4.2 minutes). This substantiates the superior centralized storage and data retrieval capabilities inherent in the digital system.

Promotion of Academic Interconnectivity: The cross-institutional resource sharing rate experienced a relative growth of 80.9% (achieving 58.6%), indicating that the platform has successfully dismantled localized information silos and broadened opportunities for inter-institutional academic exchange.

Enhancement of In-depth Interaction: The student active engagement rate surged by 75.7% (reaching 85.2%), accompanied by an 88.9% increase in the average number of interactive comments (averaging 6.8 comments per resource). This trend corroborates



that the digital environment has effectively transitioned learners from a state of passive reception to proactive exchange and discursive participation.

The quantitative data affirm that the digital platform not only resolves inherent challenges related to the scale and velocity of document accessibility but also serves a pivotal role in architecting a highly interactive learning ecosystem.

5.2 Practical Application of Virtual Reality in the Reconstruction of Ancient Literary Scenarios

Virtual Reality (VR) is a cutting-edge technology capable of constructing immersive three-dimensional (3D) virtual environments, enabling users to achieve a profound sense of presence via specialized equipment, akin to being situated in a physical setting. By donning interactive devices such as Head-Mounted Displays (HMDs), users can freely navigate and engage in real-time interactions within the virtual environment. This technology primarily revolves around simulating multi-sensory experiences—encompassing visual, auditory, and haptic modalities—thereby facilitating a seamless integration between the user and the virtual scenario.

Within the domain of university-level Chinese language and literature pedagogy, instructors can leverage VR to construct 3D virtual settings, thereby reconstructing and visualizing core elements of ancient literary works—such as settings, characters, and plotlines—with high fidelity. Educators can design targeted VR experiential scenarios aligned with specific pedagogical objectives; for instance, transforming classic literary settings like the Grand View Garden in *Dream of the Red Chamber* or Mount Liang (Liangshan Po) in *Water Margin* into traversable virtual spaces. Upon wearing VR HMDs, students can rapidly transition to ancient settings, directly witnessing the spatial aesthetics and topographies previously confined to textual descriptions. Such immersive experiences deeply embed students within the context of ancient literature, facilitating a clearer perception of the emotional core, atmospheric nuances, and cultural underpinnings conveyed by the texts.

Furthermore, VR technology enables students to interact with diverse elements within the virtual environment, thereby enhancing the engagement and cognitive depth of the learning process. Taking the instruction of the *Classic of Poetry (Shi Jing)* as an example, students can utilize VR to traverse ancient fields and landscapes, engage in simulated conversations with virtual agriculturalists and herders, and experientially comprehend the living conditions and labor scenes of ancient populations. This interactive mechanism fosters a more profound understanding of the poetic connotations related to natural landscapes and societal livelihoods depicted in the anthology. This interactive learning paradigm not only effectively bolsters students' sense of participation and exploratory drive but also stimulates their interest in reading and enthusiasm for researching ancient literary works.

In summary, the application of VR technology in university Chinese language and literature instruction injects unprecedented vitality into the teaching of ancient literature. Through highly realistic scene reconstruction, it allows students to immersively experience the unique charm of these literary works. Concurrently, via interactive instructional design, it effectively elevates students' active participation and the depth of their textual comprehension.

5.3 AI-Assisted Personalized Learning Path Planning

The integration of Artificial Intelligence (AI) into the teaching of Chinese Language and Literature in higher education has established a robust framework for the construction and optimization of personalized learning pathways. By leveraging advanced methodologies such as deep data mining, natural language processing (NLP), and data analytics, instructors and students can access high-precision, individualized learning resource recommendations, thereby significantly enhancing pedagogical efficacy.

(1) Real-time tracking and intelligent diagnostics of learner states. AI technology enables the continuous monitoring and systematic evaluation of student engagement. By synthesizing multi-dimensional data—including in-class behavioral patterns, formative assessment results, and the quality of assignment submissions—the system can precisely diagnose knowledge proficiency levels and identify specific cognitive deficits. This provides a rigorous empirical foundation for the formulation of subsequent instructional strategies.

(2) Adaptive resource recommendation based on individual heterogeneities. AI systems facilitate the delivery of learning materials with the highest degree of alignment to student profiles. For instance, for students demonstrating advanced cognitive synthesis capabilities, the system provides high-complexity, heuristic reading texts. Conversely, for those requiring foundational reinforcement, it delivers granular knowledge-point decompositions and targeted remedial exercises. This precision-driven model ensures that pedagogical resources are strictly calibrated to the idiosyncratic needs of each learner.

(3) Dynamic optimization of learning trajectories. Through the longitudinal tracking of student progress, AI systems implement dynamic adjustments to learning syllabi. This implies that the learning path is fluidly optimized based on real-time performance, ensuring that students advance at an optimal individual pace. For example, should a student encounter a bottleneck in a specific module, the system automatically recalibrates to increase the frequency and depth of exercises for that content until mastery is empirically verified.

(4) Real-time feedback and intelligent scaffolding. AI technology provides instantaneous feedback and auxiliary support mechanisms. When students encounter conceptual hurdles, Intelligent Tutoring Systems (ITS) offer rapid, accurate interventions to resolve learning impasses. Concurrently, the system generates personalized diagnostic reports and strategic guidance based on performance metrics, empowering students to refine their metacognitive strategies and enhance autonomous learning capabilities.

(5) Facilitation of collaborative and socialized learning environments. Furthermore, AI supports the architecture of socialized learning scenarios by matching compatible learning partners based on shared interests, latent preferences, and complementary skill levels. Through the intelligent formation of collaborative peer groups, the technology fosters interactive discourse and synergistic problem-solving, deepening conceptual understanding and achieving collective academic advancement.

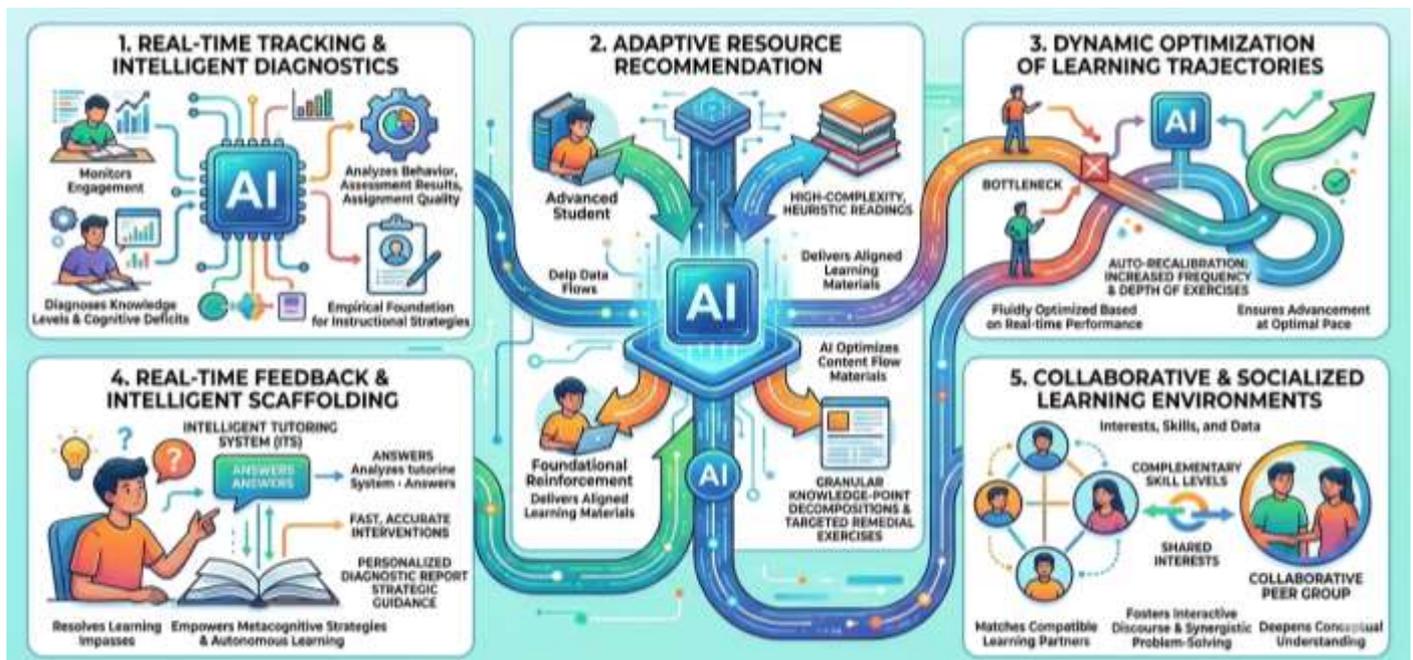


Figure 4. AI-Enhanced Personalized Learning Framework for Chinese Studies

5.4 The Role of Social Media and Online Forums in Enhancing Teacher-Student Interaction and Deepening Academic Discourse

Characterized by instantaneous responsiveness, operational convenience, and extensive reach, social media platforms establish an efficient conduit for real-time communication between educators and students. Instructors can leverage platforms such as Weibo and WeChat Official Accounts to disseminate pedagogical schedules, share instructional resources, and address student inquiries, thereby achieving seamless communication. By subscribing to instructors' social media accounts, students can stay abreast of academic updates, actively participate in thematic discussions, and articulate their perspectives and academic queries. This paradigm of synchronous interaction not only optimizes the efficiency of information transmission but also diminishes the psychological distance between teachers and students, endowing the pedagogical process with greater humanistic warmth and rapport. Concurrently, social media provides a spatial nexus for students' self-presentation and intellectual collision. Within these platforms, students can share their learning reflections and original works, as well as construct collaborative peer-learning communities to achieve mutual advancement.



Online forums constitute a pivotal medium for conducting academic discourse. Compared to traditional offline academic seminars, online forums possess distinct advantages, including lower thresholds for participation, a more flexible deliberative atmosphere, and the persistent retention of digital content. Educators can initiate thematic symposiums to foster in-depth investigations into specific academic topics or literary works. By inviting both internal and external experts and scholars to participate, a multidimensional academic dialogue is cultivated. Within these forums, students are encouraged to proactively articulate their insights, pose academic inquiries, and engage in profound intellectual exchanges with both experts and peers. Such academic interactions not only facilitate the broadening of students' academic horizons and the cultivation of their scholarly literacy but also effectively stimulate innovative and critical thinking, thereby ultimately enhancing their research capabilities and comprehensive competencies.

5.5 Big Data-Driven Evaluation of Learning Outcomes and Optimization of Pedagogical Methods

The core of evaluating learning outcomes supported by big data lies in the comprehensive collection and in-depth analysis of learners' diverse behavioral data. By integrating data generated across multiple contexts—such as online learning terminals, classroom interactive tools, and assignment submission platforms—which encompass metrics like learning duration, access frequency, response accuracy, and the degree of interactive participation, big data technology can construct a holistic profile of learners' academic performance. Upon processing and refinement, such data clearly delineates core information regarding learners' strengths and weaknesses, learning habits and preferences, as well as learning rhythms and actual efficacies throughout their academic progression. Relying on these precise datasets, instructors can scientifically assess learners' academic status, promptly identify potential learning bottlenecks, and secure a reliable quantitative foundation for adjusting and refining pedagogical methods.

Following the acquisition of precise evaluative data, educators can leverage big data technology to facilitate the optimization and upgrading of instructional strategies. On the one hand, through in-depth mining of academic data, teachers can accurately identify the cognitive characteristics and learning needs of different learners, thereby providing personalized learning resources and targeted guidance. For instance, for learners lagging in their academic progress, instructors can deliver customized remedial materials to help them bridge knowledge gaps; conversely, for highly capable learners, more challenging extension tasks can be assigned to fully stimulate their learning potential. On the other hand, big data analytics provides a scaffold for teachers to optimize the curriculum system and teaching models. Through the systematic analysis of course enrollment data and learner feedback, instructors can accurately gauge the rationality of the curriculum design and the implementation efficacy of teaching models, thereby undertaking targeted adjustments and enhancements.

6. CONCLUSION

In conclusion, when we take a comprehensive look at the situation, the application of information technology within the pedagogy of Chinese Language and Literature in higher education brings about a multitude of substantial advantages. It does not simply open up new and broader channels for sourcing instructional content. Instead, it delves deep into the vast digital realm, enabling educators to access a rich and diverse array of materials that were previously difficult to obtain. Moreover, it diversifies the modalities of classroom instruction in a remarkable way. It goes beyond the traditional teaching methods and introduces innovative approaches such as online interactive sessions, virtual reality - enhanced learning experiences, and multimedia - based teaching, which can greatly engage students. It also enhances learners' academic efficacies by providing personalized learning resources and feedback, allowing students to learn at their own pace and address their individual learning needs.

Not only that, but it also facilitates the precise evaluation of the pedagogical process. Through advanced data analytics and assessment tools, educators can accurately measure students' learning progress, identify areas of strength and weakness, and adjust the teaching strategies accordingly.

Consequently, higher education institutions should not hesitate and should proactively explore various pathways for the deep integration of information technology with Chinese language pedagogy. They need to invest in relevant infrastructure, train teachers to master the use of information technology, and create a supportive learning environment. By doing so, they can effectively elevate the instructional quality of Chinese language courses, ensuring that students receive a high - quality education that meets the demands of the modern era.



ACKNOWLEDGMENTS

We acknowledge Van Lang University, Ho Chi Minh City, Viet Nam for supporting this study.

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Cite this Article: Trung, T.H., Thien Phung, V.G. (2026). A Practical Exploration on the Integration of Modern Information Technology and Chinese Language Pedagogy in Higher Education. International Journal of Current Science Research and Review, 9(3), pp. 1346-1358. DOI: <https://doi.org/10.47191/ijcsrr/V9-i3-23>