

*International Journal of Learning, Teaching and Educational Research*  
Vol. 24, No. 5, pp. 753-769, May 2025  
<https://doi.org/10.26803/ijlter.24.5.38>  
Received Mar 28, 2025; Revised May 3, 2025; Accepted May 6, 2025


# The Effect of WeChat on Promoting Foreign Students' Chinese Language Learning: A Systematic Literature Review

Yan Cao 

Universiti Teknologi Malaysia,  
South China Business College, Guangdong University of Foreign Studies, China

Mohd Nihra Haruzuan Mohamad Said\* , and Mohd Fadzil Abdul Hanid 

Faculty of Educational Sciences and Technology,  
Universiti Teknologi Malaysia, Malaysia

Rong Zhu 

National University of Defence Technology, China

**Abstract.** Online learning has emerged as a significant focus in the field of educational technology, particularly within the context of blended learning, which integrates both traditional classroom teaching and online resources. Studies have demonstrated that blended learning approaches are more effective than relying solely on online or face-to-face methods. Among the various tools for online learning, WeChat stands out as a notable application for teaching Chinese as a foreign language. Initially known as a social communication platform, WeChat has evolved to include various learning functions that support language acquisition, making it a valuable tool for Chinese language learners. This Systematic Literature Review aimed to investigate the strengths and weaknesses of using WeChat as a tool for foreign students learning the Chinese language. The study delved into how WeChat can enhance the blended learning experience, exploring its impact on students' learning processes and overall effectiveness. The effects of this educational model on student engagement, motivation, and academic progress in Chinese language learning were investigated using an SLR research method. The ultimate goal was to provide a comprehensive analysis of the role that WeChat plays in facilitating the learning of the Chinese language while also identifying the challenges and potential future developments for its use in educational settings. It is hoped that this study will contribute to a more profound understanding of how digital tools like WeChat can shape Chinese language learning in the contemporary educational landscape.

---

\*Corresponding author: Mohd Nihra Haruzuan Mohamad Said; mohdfadzilabdulhanid@utm.my

**Keywords:** blended learning; Chinese language learning; systematic literature review; WeChat

## 1. Introduction

In recent years, online learning has played an increasingly prominent role in education as an innovative learning mode (Coman et al., 2020). Educational technology has applications in many fields and can help to teach and learn (Tuma, 2021). Suppose students can grasp the latest developments and trends in the theories and technologies in the field of educational technology in time. In that case, they can improve their ability to apply technology to the field of education (Haleem et al., 2022). Notably, mastering the latest theories and trends in educational technology can help teachers make more effective use of social media, such as WeChat, to conduct interactive teaching and enhance foreign students' interest and initiative in learning Chinese. This, in turn, improves learning outcomes and facilitates cultural exchange. This is particularly crucial in learning Chinese as a foreign language (Gong et al., 2020). Furthermore, affected by COVID-19 in the past few years, the main position of learning has gradually shifted from "offline" to "online." This has brought new changes to learning Chinese as a foreign language. As such, mobile learning software is a way of learning in the current environment and a notable means to supplement "offline" learning. As the most used mobile terminal intelligent software and a disseminator of network information resources, WeChat uses it as an "intermediary" in the mobile learning activities of Chinese as a foreign language (Li et al., 2016). Although WeChat is mainly a social software, the learning method as a learning aid cannot be ignored (Luo et al., 2021). Therefore, this paper intends to analyze the advantages and disadvantages of WeChat as software for learning Chinese as a foreign language. This is achieved by studying the demand, current situation, and application of mobile learning software for Chinese as a foreign language and looking forward to its development direction, making better use of mobile learning software to promote the Chinese language to the world.

## 2. Problem Statement

According to Timmermann et al. (2023), blended learning, also known as mixed-mode learning, is a form of education that combines face-to-face instruction with online learning opportunities. Blended learning can inspire higher student engagement and motivation levels than traditional classroom instruction. In addition, the online component provides adaptive pathways, self-paced learning, and differentiated instruction that caters to the diverse abilities and interests of students. It particularly benefits students in remote areas or with limited mobility (Catthoor, 2023).

In the Chinese community, WeChat is widely utilized as a social media platform for second language acquisition (Suppiah et al., 2022). WeChat offers group chats, video calls, text and voice messaging, and multimedia-sharing features that help to enhance learner engagement and interaction (Wang, 2017). Notably, by communicating with native speakers, WeChat provides opportunities for language learning and language exchange or practice groups that help learners develop conversational skills and cultural understanding (Zhou, 2023). In line

with this, research has demonstrated that introducing WeChat as a blended learning tool into traditional classroom teaching can improve the effectiveness and efficiency of Chinese language learning (Luo & Yang, 2016).

According to Huang et al. (2023), WeChat integration makes language learning in blended learning programs more dynamic and engaging. WeChat's multimedia features and instant messaging capabilities allow students to practice the Chinese language in an authentic environment, learn collaboratively, and access rich resources to improve language proficiency and cultural understanding. Moreover, students' active participation in language activities and connection with native speakers on a familiar platform helps to improve motivation and learning outcomes (Akbari et al., 2016). Building on this, developing intercultural communication skills is crucial in today's interconnected world, promoting deep cultural understanding, respect, and effective communication (Ahmad & Ebele, 2024).

### **3. Research Questions**

In order to highlight the benefits of WeChat as a blended learning technique for Chinese language learning, this analysis provided a methodical approach to synthesizing existing research and identifying the primary ways to use WeChat for Chinese language learning. This paper specifically sought to address the following research questions:

- 1) Does WeChat significantly improve foreign students' Chinese language learning?
- 2) How can WeChat's Artificial Intelligence (AI)-driven adaptive learning and personalized features be optimized to support foreign students' Chinese language learning and autonomy?
- 3) What are the current research methods in the literature on the effectiveness of WeChat in facilitating foreign students' Chinese language learning? What is the validity of the results?

### **4. Methodology**

An internationally standardized guideline for reporting systematic reviews and meta-analyses, Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA), placed a strong emphasis on reproducibility of the research process, transparency in the literature screening process, and clarity in the inclusion criteria. It is proposed by Liberati et al. (2009) to ensure transparency and rigor in the systematic review process and to clearly demonstrate the specific steps of searching, screening, inclusion, and exclusion of articles during the literature screening process in order to increase the credibility and reproducibility of the study. The entire procedure, from study design and data collecting to result interpretation, was covered by the 27-item checklist. In order to minimize bias and improve the study's scientific validity and credibility, PRISMA used a standardized flowchart to display the findings of the literature screening (Dashti et al., 2025).

**Table 1: Search strings used for the systematic review process**

Database	Boolean Operator Used
Web of Science	(TS=(blended learning) AND TS=(Chinese learning) AND TS=(WeChat)) AND (DT=="ARTICLE") blended AND learning AND Chinese AND language AND WeChat AND "English language" AND (LIMIT-TO (SUBJAREA,"SOC")) AND (LIMIT-TO (LANGUAGE, "English")) AND (LIMIT-TO (SRCTYPE,"j")) AND (LIMIT-TO (OA,"all"))
Scopus	(TS=(blended learning) AND TS=(Chinese learning) AND TS=(WeChat)) AND (DT=="ARTICLE") blended AND learning AND Chinese AND language AND WeChat AND "English language" AND (LIMIT-TO (SUBJAREA,"SOC")) AND (LIMIT-TO (LANGUAGE, "English")) AND (LIMIT-TO (SRCTYPE,"j")) AND (LIMIT-TO (OA,"all"))

The study's purpose was to ascertain the effects of WeChat on Chinese language learning. The database search used the following keywords: WeChat, Chinese language, and blended learning. Scopus and Web of Science were the search engines used. Only 12 of the 18,008 results from the search were deemed pertinent based on the following criteria: (1) the study had to be related to WeChat, (2) it had to be published between 2019 and 2024, and (3) it had to be related to learning the Chinese language. Table I summarizes the research following analysis through a Systematic Literature Review based on a methodology modified by Liberati et al. (2009).

By adopting this approach of Liberati et al., the literature was analyzed in detail. Key information about each piece of literature was extracted, including research design, target population, and key findings, and data coding and categorization were conducted to ensure that information was systematically collated. Furthermore, the validity and limitations of the research methodology were analyzed in focus, examining factors such as sample size and data collection methods. By comparing the results of different studies, the prospect of WeChat's application in Chinese language learning was inferred. The methodology ensures the scientificity and accuracy of the data collection and analysis and provides a solid foundation for the subsequent discussion.

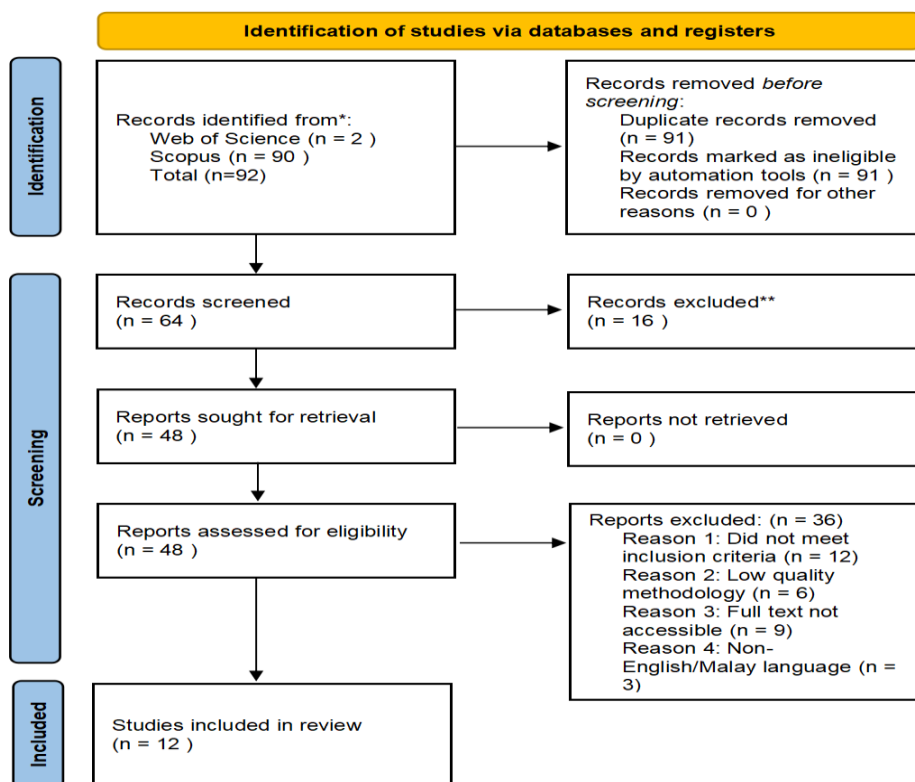


Figure 1: The flow diagram of the study (adapted from Moher et al., 2020)

Table 2: Findings of the Study

Study	TL; DR	Main Findings	Methods Used	Learning Strategies
Dimov and Mutti (2023)	It focuses on the Marco Polo-Turandot Project. Distance learning impacted evaluation and testing methods significantly.	WeChat was effective for communication and coordination with students. Cultural tests contributed to overall exam scores.	Surveys were conducted for feedback on testing methods. Digital tools are utilized for communication and coordination.	Students engage with Italian culture through various modules. WeChat is utilized for effective student interaction.
Chen et al. (2023)	The study investigates the flipped classroom's impact on language anxiety.	The flipped classroom approach reduced foreign language classroom anxiety.	A quasi-experimental design was employed.	The flipped classroom promotes active learning and student engagement.

Study	TL; DR	Main Findings	Methods Used	Learning Strategies
Mohammadi et al. (2024)	Study examines computer-mediated communication's impact on learning.	Multimodal Computer-Mediated Communication (CMC) engaged students in global and content-related LREs.	Collaborative online writing performance analysis of 30 learners.	Learning strategies involve planning, executing, and monitoring tasks.
Duan et al. (2024)	The study explores the O-AMAS teaching model in nursing education.	Nursing students' Self-Directed Learning (SDL) ability significantly improved post-teaching.	Lectured-Based Learning (LBL).	The study employs diverse teaching methods for effective learning.
Zhang et al. (2024)	Study examines autonomous check-in behavior in LMOOCs.	Only 6.2% of learners engaged in check-in behavior.	Learning analytics to study check-in behavior.	Check-in behavior reflects and facilitates autonomous online language learning.
Gamage et al. (2022)	COVID-19 impacted higher education's transition to online learning.	COVID-19 significantly impacted student engagement in higher education.	A non-experimental research design was employed.	The provided contexts do not contain specific information regarding learning strategies.
Cao et al. (2023)	The study investigates 'Internet plus' flipped classroom pedagogy in lemmology.	The observation group scored higher in theory tests.	The study involved two groups: observation and control.	'Internet plus' flipped classroom enhances learning engagement.
Li (2023)	The study explores WeChat's use in English vocabulary learning.	Participants supported using the WeChat-Assisted Lexical Learning (WALL) program for vocabulary learning.	Semi-structured interviews were conducted with participants.	Daily practice enhances vocabulary-learning outcomes through spaced repetition.

Study	TL; DR	Main Findings	Methods Used	Learning Strategies
Yang et al. (2020)	The paper studies Rain Classroom's application in blended teaching.	Rain Classroom enhances student learning interest and engagement.	Application of the Rain Classroom big data tool.	Rain Classroom enhances autonomous learning through real-time feedback.
Gu et al. (2022)	The paper examines Augmented Reality (AR) picture books in German teaching.	AR picture books increase students' interest in learning German.	Surveys were conducted with college students in China and Taiwan.	Teachers should evaluate and iterate teaching methods regularly.
Liu et al. (2023)	Study investigates college students' mobile reading engagement in China.	College students have diverse motivational needs for mobile reading.	A qualitative research method was applied.	Students applied various strategies for mobile reading engagement.
Zhang et al. (2023)	The study explores the telecollaboration tool preferences of Chinese international students.	Chinese international students prefer QQ for communication.	A mixed-method approach was utilized for data collection.	The provided contexts do not contain information specifically related to learning strategies.

## 5. Results And Discussion

An integrated analysis of the results of 12 empirical studies revealed that WeChat-assisted teaching generally positively impacts foreign students' Chinese language learning. In existing studies, WeChat, as a platform for Chinese language learning, works through several key functions. This includes WeChat groups for information dissemination and teacher-student interactions, WeChat public numbers for pushing learning resources and cultural content, applets and punch cards for task management and progress tracking, voice and video functions for real-time communication and speaking training, and multimedia resource sharing for enriching language input and learning experience (Cao et al., 2023). Additionally, the sharing of multimedia resources enriches language input and learning experience. Together, these components build an open, interactive, and flexible learning environment that provides multi-dimensional support for Chinese language learning. Moreover, WeChat has also significantly contributed to language skill development, learning interactions, and cultural acquisition (Dimov & Mutti, 2023).

Several studies have reported that the introduction of WeChat can enhance vocabulary acquisition, increase interaction inside and outside the classroom, and improve learners' performance and test scores to a certain extent. Meanwhile, as a digital social platform, WeChat also helps alleviate anxiety in foreign language learning and stimulates learners' sense of active participation. A study by Dimov and Mutti (2023) stated that WeChat facilitated student-teacher communication and improved cultural test scores in distance learning. Meanwhile, Chen et al. (2023) asserted that WeChat effectively reduced students' language learning anxiety and enhanced their self-directed learning in a flipped classroom. Similarly, Mohammadi et al. (2024) mentioned that WeChat, combined with CMC, facilitated students' global collaboration and task management and enhanced learning motivation. At the same time, Li (2023) discovered that the WALL program effectively improved English vocabulary-learning outcomes through spaced repetition. Collectively, these studies suggest that WeChat enhances classroom interaction and improves students' performance and independent learning through personalized learning features. Despite the overall positive findings, the researcher also noted that WeChat-assisted teaching faces some limitations that need attention and overcoming in practice.

### **5.1 Impact of WeChat on Language Interaction and Vocabulary Acquisition**

Firstly, WeChat facilitates language interaction, communication, and collaboration. According to Dimov and Mutti (2023), WeChat-based class groups create an active and collaborative learning community for learners. Accordingly, students can interact more frequently in Chinese and gain opportunities for pragmatic practice and timely feedback. Such high-frequency interactions strengthened students' memory of learned vocabulary and sentence patterns and enhanced their confidence and ability to use Chinese in real-life contexts. Meanwhile, the WALL program developed by Li (2023) focused on vocabulary learning by providing vocabulary exercises and quizzes through the use of WeChat groups and applets. The study revealed that students participating in the program significantly improved their vocabulary memory, and their acquisition and long-term retention of new words were better than those of traditional methods. This, ultimately, reflects the facilitating effect of the rich practice resources and peer support on vocabulary acquisition on the WeChat platform.

### **5.2 Role of WeChat in Cultural Learning and Multimodal Instruction**

Secondly, WeChat also presents unique cultural content learning and multimodal teaching advantages. WeChat can be used to integrate text, audio, video, and AR into teaching. This ensures that Chinese language learning is no longer limited to the language itself (Li, 2023). In particular, in a teaching design that integrates AR technology into WeChat's picture book and culture module, students scan the Quick Response code to enter the AR interface and experience relevant cultural elements while enjoying the Chinese picture book. The results demonstrated that this kind of multimodal learning, incorporating the WeChat platform, greatly stimulated students' interest and participation, and the learning atmosphere inside and outside the classroom was more intense. As a result, students memorized vocabulary and sentences and gained a deeper understanding of the cultural connotations behind the Chinese language. For example, Yang et al. (2020) reported that discussions and tasks on cultural topics via WeChat created an

immersive cultural learning environment, and students' understanding and appreciation of Chinese culture increased significantly. This implies that WeChat is a language practice tool and a bridge connecting language and culture. Simultaneously, the multimodal presentation enriches the learning experience and helps students build an integrated understanding of the Chinese language-culture context.

### **5.3 Integration of WeChat into Flipped Classroom Teaching**

Once again, the role of WeChat in flipped classroom teaching has attracted much attention. The flipped classroom emphasizes independent learning before class and interactive applications during class, and WeChat provides an ideal platform for this purpose. Chen et al. (2023) discovered that the introduction of WeChat into the flipped classroom model can effectively reduce foreign students' anxiety in the Chinese classroom. Specifically, the teacher releases pre-study materials, video explanations, and practice tasks to students in advance through WeChat. Correspondingly, students are able to familiarize themselves with the new knowledge and communicate with classmates and the teacher about what they do not understand in the WeChat group before class. This kind of pre-course preparation makes students feel more confident when they actually enter the classroom and less anxious when speaking in Chinese. More importantly, WeChat builds a platform for continuous learning and communication outside the classroom. That is, students can still ask questions and have discussions through the WeChat group after class, and the teacher can offer timely feedback. This combination of inside and outside the classroom flipped mode promotes active learning. Consequently, students have increased from passive acceptance to active exploration, classroom participation, and practice commitment. Thus, it can be observed that WeChat is an information transfer tool in the flipped classroom and an enabler that buffers students' anxiety and promotes a positive learning mindset (Chen et al., 2023).

### **5.4 Promoting Independent Learning and Self-Regulation Through WeChat**

WeChat technology also supports the development of learners' independent learning and self-regulation skills. Researchers have attempted to utilize WeChat's features to design punch-card check-in and real-time feedback mechanisms to help students develop regular study habits and correct errors promptly. For example, in a study, Zhang et al. (2024) asked students to complete daily English learning punch-card tasks on WeChat apps, including vocabulary practice and sentence imitation and received automatic scores and feedback immediately. Conversely, Yang et al.'s (2020) study also highlighted that such instant feedback and progress records on WeChat could help strengthen students' self-monitoring and urge them to persist in daily practice. In terms of overall effectiveness, the WeChat-assisted self-directed learning model provides students with more flexible learning time and space, and learners can use fragmented time to practice the Chinese language at their own pace. Meanwhile, WeChat's reminder and statistics functions enable students to clearly understand their learning frequency and effectiveness, making it convenient for them to adjust their learning plans. However, it should be noted that the effectiveness of independent learning depends on students' self-discipline, and the above WeChat clocking mechanism does not work equally well for all students. As reflected in

the follow-up study, its effectiveness varies according to differences in student self-regulation. Therefore, this literature does not use it as a recommended strategy but rather discusses it as an example of the uneven effectiveness of current technology applications (Zhang et al., 2024).

### **5.5 Facilitating Collaborative and Analytical Language Learning Activities**

WeChat has also been demonstrated to support collaborative and analytical language learning activities. With WeChat's group chat and file-sharing features, teachers can organize learners in different locations to work together on language tasks, directing their attention to the linguistic forms themselves, triggering Language-Related Episodes (LREs). Mohammadi et al. (2024) stated that when students collaborate on tasks via WeChat, LREs such as discussions and corrections of vocabulary usage and grammatical structures frequently occur in group conversations. This suggests that the communication platform provided by WeChat prompts learners to engage in meta-linguistic reflection in collaboration. This, in turn, deepens their understanding of language rules and helps to improve the accuracy of language use. Similarly, in terms of writing instruction, Zhang et al. (2023) integrated WeChat into a university Chinese language writing course, requiring students to use WeChat groups for peer writing and mutual feedback. The results reported that compared to the traditional independent writing mode, collaborative writing on the WeChat platform enabled students to discuss essay structure and word expression and suggest revisions to each other more actively. Hence, this interactive writing exercise improved students' writing quality and developed their ability to analyze and extrapolate language. In addition, it can be observed that as a collaborative tool, WeChat creates a social space for learners to explore language issues and practice writing skills, effectively promoting higher-level language learning activities. For example, Mohammadi et al.'s (2024) study explored the use of CMC in learning. The research noted that through multimodal platforms such as WeChat, students actively engaged in global and content-related LREs in collaborative online writing. During the interactive writing process, students improved their writing quality and developed their linguistic analysis and reasoning skills through negotiation, discussion, and revision. This process fully embodies the function of WeChat as a collaborative platform that allows learners to explore language issues together, practice writing skills, and facilitate higher-order linguistic cognitive activities.

### **5.6 Improved Learning Outcomes in Flipped and Blended Classrooms**

In addition, several studies have reported evidence that WeChat enhances learning outcomes in flipped classrooms and blended learning environments, particularly in terms of exam performance. Cao et al. (2023) compared the differences between flipped classrooms using WeChat-assisted instruction with traditional teaching modes. They mentioned that students in the former group scored significantly higher on their final exams in the Chinese language than those in the latter. This implies that integrating WeChat into pre-class, pre-study, and post-class practice can help students grasp the course content more firmly and thus perform better in the assessment of the Chinese language. Similarly, Yang et al. (2020) explored a blended teaching model combining online WeChat activities with offline face-to-face teaching to comparatively analyze students' learning performance. The study results noted that the blended teaching class integrating

WeChat outperformed the purely offline teaching class in terms of Chinese language knowledge acquisition and application ability. In addition, the students achieved higher scores in the stage tests and on Chinese language comprehensive exams. At the same time, these students were more satisfied and engaged with the course and believed that the additional practice and interactive opportunities provided by WeChat helped their Chinese language learning substantially. These findings provide further evidence of the effectiveness of WeChat-assisted teaching from an outcome-oriented perspective. It suggests that properly integrating online WeChat activities with offline classes can complement each other and significantly improve Chinese language learning output.

### **5.7 Limitations and Improvement Strategies of WeChat-Assisted Chinese Language Teaching**

However, the potential problems exposed in WeChat-assisted Chinese language teaching must be viewed dialectically. First, some studies revealed that the lack of learner initiative may undermine the role of WeChat in teaching. For example, in the aforementioned study by Zhang et al. (2024) on WeChat punch cards, although daily tasks and feedback mechanisms were designed, only about 6.2% of the students persisted in completing the punch cards daily. The majority of students failed to make full use of the independent practice opportunities provided by WeChat, resulting in the expected learning effect not being fully realized. This suggests that a technological platform alone is insufficient to ensure learning outcomes. Learner motivation and self-discipline are key factors. In addition, differences in technological literacy and access conditions limit the effectiveness of WeChat-assisted learning. In some cases, students may be unable to participate in all online activities since they are unfamiliar with certain features of WeChat or are affected by factors such as unstable networks and device limitations. These technical barriers reduce the convenience and inclusiveness of WeChat's teaching activities to a certain extent, especially when the teaching audience is across geographical boundaries or has varying technological conditions. Thus, although WeChat provides a new path for language teaching, its efficacy still depends on cultivating good learning habits and reliable technological safeguards.

In order to enhance the effectiveness of WeChat-assisted Chinese language teaching, we should start from three aspects: learning motivation, technical support, and teaching design. In particular, teachers can motivate students to form good learning habits through point rewards and learning reminders and provide necessary technical training to help students familiarize themselves with the platform's functions. At the same time, the learning module design of WeChat is optimized to adapt to different network and equipment conditions and improve the universality of the platform. Teachers should also strengthen post-course interaction and feedback to enhance learning coherence and engagement. Together, these measures help to overcome technical and autonomy barriers and realize the effective application of WeChat in Chinese language learning.

## 5.8 The Validity of the Research Methodology and Results of WeChat in Foreign Students' Chinese Language Learning

Current research methods on the effectiveness of WeChat in facilitating foreign students' Chinese language learning include questionnaires and interviews, experimental design, case study and comprehensive evaluation, and learning behavior analysis. For example, many studies have collected feedback from students and teachers through questionnaires and interviews to assess the effectiveness of WeChat as a learning tool. For instance, Li (2023) studied the use of WeChat in vocabulary learning through semi-structured interviews. Some studies also employed quasi-experimental designs comparing experimental and control groups to assess the role of WeChat in the flipped classroom. For example, Chen et al. (2023) asserted that WeChat effectively reduced foreign language learning anxiety and promoted active learning. In addition, some studies assessed the effectiveness of WeChat in specific teaching contexts through case studies and learning behavior analysis, such as those by Dimov and Mutti (2023) and Zhang et al. (2023). Although these studies provide valuable insights, limitations include small sample sizes, lack of long-term follow-up studies, and inconsistencies in measurement tools and evaluation criteria. All these may affect the validity and reliability of the results. Nonetheless, these studies provide strong empirical support for the use of WeChat in Chinese language learning. Therefore, future research can improve the validity and generalizability of the results by expanding the sample size, improving the research design, and using more diverse assessment methods.

In summary, the core findings of this analysis highlight the great potential and application value of WeChat as a Chinese language teaching aid. Under appropriate instructional design, WeChat can be a useful online supplement to traditional classroom teaching, helping build a more open and interactive learning ecology. For teachers, WeChat can be integrated into the curriculum to stimulate students' interest in learning and enhance their participation and language use opportunities through rich multimodal resources (e.g., graphic, audio, video, and AR content) and collaborative learning activities. At the same time, WeChat connects inside and outside the classroom by providing students with extended support in pre-class pre-study, post-class revision, and independent practice. It helps develop their independent and lifelong learning abilities. However, to make full use of the long-term effects of WeChat-assisted teaching, teachers also need to pay attention to learners' continuous motivation, keep abreast of and encourage students to actively participate in online learning activities. Based on the research insights, future teaching practice should closely integrate social media tools like WeChat with teaching objectives and continuously optimize task design and feedback mechanisms to ensure the deep integration of technology and teaching. Only by overcoming the limitations of WeChat while taking advantage of its strengths can it maximize the effectiveness of teaching the Chinese language as a foreign language and help foreign students master the language and its culture more efficiently and engagingly.

Although this study has systematically analyzed the use of WeChat in promoting Chinese language learning among foreign students through an SLR, there are still some limitations. Firstly, the amount of literature included is relatively limited

and concentrated within the last five years. Hence, it may not cover all relevant research results. Second, there is some heterogeneity in the research methods used in different literatures, such as different sample sizes, experimental designs, and data collection methods, which affects the consistency and comparability of the findings to some extent. In addition, this study relies on data from existing literature and lacks first-hand empirical investigations. Thus, the recommendations for teaching practice are mainly based on literature generalization, which has yet to be verified for their feasibility and effectiveness through practical application. Finally, as this study focuses on WeChat as a specific platform, there may be some limitations on the applicability of the findings when generalizing to other social media-assisted teaching environments. Nonetheless, based on the analysis of the existing literature and critical reflection, this paper further proposes the following specific recommendations for pedagogical practice and subsequent research.

## **6. Future Suggestions**

Based on the analysis of this study, the researcher believes that the role of WeChat in promoting foreign students' Chinese language learning can be further enhanced in teaching practice in the future in several ways. First, the WeChat platform can incorporate more AI personalization technologies to enhance teaching effectiveness. For example, combining intelligent dialogue bots to assist in speaking practice and quizzes, speech recognition technology for pronunciation correction, learning behavior analysis to achieve personalized reminders and interventions, dynamic assessment systems to adjust learning content based on student performance, and generative AI to provide reading or writing materials that match the language level. The above features help enhance the interactivity, relevance, and self-regulation of learning, further enhancing the value of WeChat's application in Chinese language learning. Second, in order to further enhance interactivity and learning immersion, we can explore combining the WeChat platform with Virtual Reality, voice interaction, or task-based interactive applets to develop learning scenarios with contextual simulation features, such as "ordering food in Chinese," "asking for directions on the subway," and other real-language environment simulations. Moreover, the development of learning scenarios with contextual simulation functions, such as "ordering food in Chinese," "asking for directions on the subway," and other real-language environment simulations, enhances students' language application skills and cultural understanding. In addition, in response to the current lack of learner autonomy, mechanisms such as gamification elements, learning progress tracking, and automatic reminders can be combined in the future to incentivize students. This ensures more active participation in learning and enhances their self-regulation.

Future research should focus on the development of more language exchange programs and cultural discussion groups to help learners interact with native Chinese language speakers on a deeper level. This improves language proficiency and enhances cultural understanding. The WeChat platform should also be incorporated into blended learning models in different cultural, linguistic, and socio-economic contexts. This includes customized support for learners with

limited technological access to ensure its widespread use in different educational settings across the globe. In addition, future research should conduct longitudinal studies to assess the effectiveness of WeChat in long-term learning, especially the lasting impact on language skills and cultural competence. Simultaneously, attention should be paid to learners' motivational factors to optimize the learning experience and overcome low participation rates through surveys and feedback mechanisms. In summary, WeChat as a Chinese language learning tool demonstrates great potential in the context of globalization. Hence, by further optimizing personalized learning, supporting self-directed learning, and enhancing cross-cultural communication, WeChat can become a more efficient platform for foreign language learning. It can also provide richer learning experiences and educational opportunities for students worldwide.

Meanwhile, future research should encourage teachers to integrate WeChat functions into Chinese as a foreign language teaching in a more systematic way for the Chinese language education system. It is also recommended that they improve their understanding of digital media tools and their teaching and application skills to effectively use the platform's advantages. Moreover, education systems in other countries or regions can learn from the experience of using WeChat for language learning and combine it with locally available social media platforms. This aims to explore feasible ways of integrating social technologies and language teaching and promote the construction of multimodal and interactive learning environments. Nevertheless, these suggestions are beyond the scope of the literature used in this study. However, they help expand the research findings' relevance and provide direction for subsequent studies.

## **7. Conclusion**

This literature review highlighted WeChat's potential to enhance foreign students' Chinese language learning. WeChat has effectively acquired vocabulary, interactive learning, and cultural understanding. Notably, WeChat effectively promotes the consolidation of vocabulary memory, enhances communication and interaction inside and outside the classroom through its group function and applets, and helps reduce anxiety in language learning, thus motivating students to actively participate. Furthermore, by integrating multimedia resources, such as AR and video, WeChat provides a more immersive learning experience and enhances students' cultural understanding. The use of WeChat has also demonstrated its positive effects in Chinese language courses, effectively reducing student anxiety and promoting active learning by providing pre-course materials and facilitating real-time teacher-student communication. In addition, WeChat supports self-directed learning by providing features such as daily check-ins and real-time feedback. This helps students develop regular study habits and self-monitor their progress. However, issues of learner autonomy and technology access remain. Despite the availability of relevant tools, many students failed to fully engage, highlighting the significance of intrinsic motivation and the technical barriers that need to be addressed. In line with this, developing more interactive multimodal resources and facilitating cross-cultural communication will further enrich the learning experience. In conclusion, WeChat has great potential to enhance Chinese language learning for foreign language learners.

Therefore, by further optimizing its personalization, self-regulation, and cross-cultural communication features, WeChat can become a more efficient language learning tool to help students master language skills and understand their cultural context.

For the impact aspect, WeChat significantly positively influences foreign students' learning of the Chinese language. Firstly, it breaks the limitations of the traditional classroom through its social features, enabling learners to maintain interactions with their teachers and classmates even outside the classroom. This instant communication and feedback enhance students' motivation to learn and enable them to continue learning even in an informal setting. In addition, the applets and group functions on WeChat provide students with diverse learning resources, such as vocabulary exercises, grammar tests, and cultural content. All these help students improve their language skills through relaxed and social interaction. Another significant impact of WeChat is that it reduces anxiety in the process of learning the Chinese language. For many foreign students, the Chinese language is challenging, especially in terms of pronunciation and character writing. Through real-time interaction and feedback, WeChat enables students to gradually improve their self-confidence without pressure. At the same time, the multimedia features on the WeChat platform, such as videos and voice messages, also enable students to improve their language skills comprehensively through listening, speaking, reading, and writing. Additionally, the role of WeChat in promoting cultural exchange should not be overlooked. Through WeChat, students can learn the language and gain a more profound understanding of Chinese culture, customs, and social dynamics. This is crucial for learning a language since language and culture are closely linked. Overall, WeChat provides students with a flexible and interactive learning platform, greatly enhancing their learning effectiveness and interest through its personalized and convenient features. Therefore, by optimizing these features, WeChat has the potential to become an even more powerful tool for promoting Chinese language learning and cross-cultural communication.

## 8. References

- Ahmad, W., & Ebele, N. J. (2024). Intercultural communication and mutual appreciation of civilizations. *Migration Letters*, 21(S14), 814–834.  
<https://migrationletters.com/index.php/ml/article/view/11539>
- Akbari, E., Naderi, A., Simons, R. J., & Pilot, A. (2016). Student engagement and foreign language learning through online social networks. *Asian-Pacific Journal of Second and Foreign Language Education*, 1(1). <https://doi.org/10.1186/s40862-016-0006-7>
- Cao, Y.-X., Xia, S.-L., Zhu, Z.-Y., Zeng, F.-R., Li, H.-N., Zhang, T.-T., & Liu, Y.-J. (2023). Exploring lemology teaching with “internet plus” flipped classroom pedagogy. *BMC Medical Education*, 23(1). <https://doi.org/10.1186/s12909-023-04309-x>
- Catthoor, L. (2023). *The future of hybrid and blended learning: A literature and empirical study in high schools in east-Flanders* [Unpublished master's thesis]. Ghent University.  
[https://libstore.ugent.be/fulltxt/RUG01/003/158/025/RUG01-003158025\\_2023\\_0001\\_AC.pdf](https://libstore.ugent.be/fulltxt/RUG01/003/158/025/RUG01-003158025_2023_0001_AC.pdf)
- Chen, W., Baharom, S. B., & Yassin, S. B. M. (2023). Does flipped classroom approach impact on foreign language classroom anxiety of first-year Chinese urban-rural pre-service teachers? *World Journal of English Language*, 13(7), 430–443.  
<https://doi.org/10.5430/WJEL.V13N7P430>

- Coman, C., Țiru, L. G., Meseșan-Schmitz, L., Stanciu, C., & Bularca, M. C. (2020). Online teaching and learning in higher education during the coronavirus pandemic: Students' perspective. *Sustainability (Switzerland)*, *12*(24), 1–22. <https://doi.org/10.3390/su122410367>
- Dashti, M., Azimi, T., Khosraviani, F., Azimian, S., Bahanan, L., Zahmatkesh, H., Ashi, H., & Khurshid, Z. (2025). Systematic review and meta-analysis on the accuracy of artificial intelligence algorithms in individuals gender detection using orthopantomograms. *International Dental Journal*. <https://doi.org/10.1016/j.identj.2024.12.018>
- Dimov, D., & Mutti, M. (2023). Evaluation and new technologies in the context of the Marco Polo - Turandot Project. *Languages Cultures Mediation*, *10*(1), 139–159. <https://doi.org/10.7358/lcm-2023-001-dimu>
- Duan, A., Jiang, F., Li, L., Li, Q., & Chen, W. (2024). Design and practice of blended teaching of internal medicine nursing based on O-AMAS effective teaching model. *BMC Medical Education*, *24*(1). <https://doi.org/10.1186/s12909-024-05588-8>
- Gamage, K. A. A., Gamage, A., & Dehideniya, S. C. P. (2022). Online and hybrid teaching and learning: Enhance effective student engagement and experience. *Education Sciences*, *12*(10). <https://doi.org/10.3390/educsci12100651>
- Gong, Y., Lai, C., & Gao, X. (2020). The teaching and learning of Chinese as a second or foreign language: The current situation and future directions. In *Frontiers of Education in China*, *15*(1). <https://doi.org/10.1007/s11516-020-0001-0>
- Gu, C., Chen, J., Yang, C., Wei, W., Jiang, Q., Jiang, L., Wu, Q., Lin, S.-Y., & Yang, Y. (2022). Effects of AR Picture Books on German Teaching in Universities. *Journal of Intelligence*, *10*(1). <https://doi.org/10.3390/jintelligence10010013>
- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, *3*, 275–285. <https://doi.org/10.1016/j.susoc.2022.05.004>
- Huang, L., Wang, K., Li, S., & Guo, J. (2023). Using WeChat as an educational tool in MOOC-based flipped classroom: What can we learn from students' learning experience? *Frontiers in Psychology*, *13*. <https://doi.org/10.3389/fpsyg.2022.1098585>
- Li, F. (2023). Student and language teacher perceptions of using a WeChat-based MALL program during the COVID-19 pandemic at a Chinese University. *Education Sciences*, *13*(3). <https://doi.org/10.3390/educsci13030236>
- Li, W., Han, L. Q., Guo, Y. J., & Sun, J. (2016). Using WeChat official accounts to improve malaria health literacy among Chinese expatriates in Niger: An intervention study. *Malaria Journal*, *15*(1), 1–13. <https://doi.org/10.1186/s12936-016-1621-y>
- Liberati, A., Altman, D. G., Tetzlaff, J., Mulrow, C., Gøtzsche, P. C., Ioannidis, J. P. A., Clarke, M., Devereaux, P. J., Kleijnen, J., & Moher, D. (2009). The PRISMA statement for reporting systematic reviews and meta-analyses of studies that evaluate healthcare interventions: Explanation and elaboration. *BMJ (Clinical Research Ed.)*, *339*. <https://doi.org/10.1136/bmj.b2700>
- Liu, T., Li, Y., Feng, M., Chen, Y., & Zhang, T. (2023). Understanding college students' engagement in mobile reading for sustainability in education: A case study from China. *Sustainability (Switzerland)*, *15*(3). <https://doi.org/10.3390/su15032848>
- Luo, H., & Yang, C. (2016). Using WeChat in teaching L2 Chinese: An exploratory study (微信在中文教学中的应用：低年级教学活动初探). *Journal of Technology and Chinese Language Teaching*, *7*(2), 82–96. <http://www.tclt.us/journal/2016v7n2/luoyang.pdfpp.82-96>
- Luo, P., Pang, W., Wang, Y., Liu, M., Zhou, S., Liu, S., Zhang, X., Liu, L., Liu, Y., & Zhou, F. (2021). WeChat as a platform for problem-based learning among

- haematological postgraduates: Feasibility and acceptability study. *Journal of Medical Internet Research*, 23(5). <https://doi.org/10.2196/16463>
- Mohammadi Zenouzagh, Z., Admiraal, W., & Saab, N. (2024). Potential of computer-mediated communications in directing communication repair, co-regulation patterns and student engagement. *Journal of Computer Assisted Learning*, 40(5), 2124–2134. <https://doi.org/10.1111/jcal.13010>
- Suppiah, P. C., Kaur, K., Arumugam, N., & Idham, M. (2022). Social media in ESL classroom: WeChat. *International Journal of Academic Research in Business and Social Sciences*, 12(8). <https://doi.org/10.6007/ijarbss/v12-i8/14667>
- Timmermann, C., Prinds, C., Hvidt, E. A., Hvidt, N. C., Lau, M. E., & Ammentorp, J. (2023). Stimulating existential communication – first steps towards enhancing health professionals’ reflective skills through blended learning. *PEC Innovation*, 2. <https://doi.org/10.1016/j.pecinn.2023.100121>
- Tuma, F. (2021). The use of educational technology for interactive teaching in lectures. *Annals of Medicine and Surgery*, 62, 231–235. <https://doi.org/10.1016/j.amsu.2021.01.051>
- Wang, K. (2017). Status quo and prospective of WeChat in improving Chinese English learners’ pronunciation. *English Language Teaching*, 10(4), 140. <https://doi.org/10.5539/elt.v10n4p140>
- Yang, C., Huan, S., & Yang, Y. (2020). Application of big data technology in blended teaching of college students: A case study on rain classroom. *International Journal of Emerging Technologies in Learning*, 15(11), 4–16. <https://doi.org/10.3991/IJET.V15I11.14519>
- Zhang, B., Goodman, L., & Gu, X. (2023). Telecollaboration tool preferences for online intercultural learning in higher education: Perspectives of Chinese international students. *SAGE Open*, 13(2). <https://doi.org/10.1177/21582440231180087>
- Zhang, Y., Yang, F., Yang, H., & Han, S. (2024). Does checking-in help? Understanding L2 learners’ autonomous check-in behavior in an English-language MOOC through learning analytics. *ReCALL*, 36(3), 343–358. <https://doi.org/10.1017/S0958344024000144>
- Zhou, A. (2023). Investigating the impact of online language exchanges on second language speaking and willingness to communicate of Chinese EFL learners: A mixed methods study. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1177922>