Economics & Business Management
ISSN Print: 3079-5214
ISSN Online: 3079-5222
https://doi.org/10.63313/EBM.9202

Digital Literacy Enhancement Strategies for International Chinese Education Students Empowered by Cross-Border E-Commerce Training Platforms

Yiran Liu
Anhui University of Finance and Economics, Bengbu 233030, China
Email: 2781708089@qq.com

How to cite this paper: Liu, Y. (2026). Digital literacy enhancement strategies for international Chinese education students empowered by cross-border e-commerce training platforms. Economics & Business Management, 6(1), 108–114. ISSN Print: 3079-5214, ISSN Online: 3079-5222.
https://doi.org/10.63313/EBM.9202
Published: 2026-06-30

Copyright © 2026 by author(s) and Erytis Publishing Limited.
This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).
http://creativecommons.org/licenses/by/4.0/



Abstract

Digital literacy has become a foundational competency for everyone in the digital age. International Chinese education is currently at a critical stage of transitioning from traditional to digital teaching. This study takes cross-border e-commerce training platforms as an entry point to explore feasible pathways for enhancing the digital literacy of students majoring in International Chinese Education. Through literature review and theoretical analysis, the study proposes a basic framework for integrating such platforms into the training of these students, and examines the relationships among platform functions, teaching activities, and literacy development. The findings indicate that these platforms can provide a near-real business environment, where students can practice digital tool usage, cross-cultural communication, and data analysis through task completion. On this basis, the study offers specific recommendations from five aspects: curriculum design, platform optimization, teaching methods, teacher development, and evaluation mechanisms. The findings may serve as a reference for talent cultivation in International Chinese Education at finance and economics universities.

Keywords

Cross-border E-commerce Training Platform; International Chinese Education; Digital Literacy; Integrated Training

1. Introduction

In recent years, China has placed increasing emphasis on digital development, issuing policies such as the Overall Plan for Digital China Construction and the AI+ Action to promote digital transformation across various sectors. The education sector is no exception. In 2022, the Ministry of Education released the industry standard Teacher Digital Literacy, which clearly defines the digital competencies expected of educators. In the current era, the ability to use digital tools and to work

and learn effectively in digital environments is critical to individual development. The field of International Chinese Education is also undergoing significant change. Previously, teaching Chinese relied mainly on classroom instruction, but now an increasing number of teaching activities are conducted online. Moreover, as Chinese enterprises expand globally, there is a growing demand for talents who are proficient in Chinese and knowledgeable about business. This shift imposes new requirements on students of International Chinese Education: they must not only be able to teach Chinese but also use various digital tools, engage in cross-cultural communication online, and even acquire basic knowledge of cross-border e-commerce.

Anhui University of Finance and Economics has established a cross-border e-commerce training platform. Business students use this platform for practical training with positive results. However, the platform is currently used primarily by business majors, and students in International Chinese Education have little opportunity to access it. In fact, if properly designed, this platform could also help Chinese-learning students enhance their digital literacy. Nevertheless, research in this area is scarce, and there has been no systematic analysis of how to implement it or what effects it might yield. Given this context, the present study aims to address the following questions: What is the current level of digital literacy among International Chinese Education students? Can the cross-border e-commerce training platform help improve their digital literacy? If so, how should it be designed to achieve optimal outcomes ?

2. Literature Review

2.1. Research on Digital Literacy

The concept of digital literacy has been discussed for decades, but it has gained widespread attention only in recent years. Scholars hold varying interpretations of digital literacy—some emphasize technical operational skills, while others focus on information evaluation and critical thinking. In domestic research, Xiao Anna et al. proposed a four-dimensional evaluation framework covering digital knowledge and skills, digital safety and responsibility, digital awareness and attitude, and digital thinking and behavior, which encompasses both technical and cognitive aspects. Liu Lusha conducted a study on continuing education teachers and developed a three-layer, four-dimensional, three-driver competency framework, emphasizing that competence develops progressively in stages.

These studies suggest that digital literacy is not a single ability but a comprehensive set of multiple components. Therefore, when designing training programs, attention should be paid not only to technical operations but also to the cultivation of attitudes, awareness, and thinking patterns.

2.2. Research on Digitalization in International Chinese Education

The integration of digital technologies into International Chinese Education has been widely discussed in recent years. Yuan Yaxing et al. adopted the theory of embodied cognition to design an intelligent teaching system aimed at addressing issues such as insufficient interaction and personalized service in online teaching. Xun Endong approached from a different angle, proposing the construction of a large-scale corpus that includes native language materials, learner interlanguage, and teaching materials as foundational resources for digital instruction. Wang Hui discussed the overall pathways for the digital transformation of International Chinese Education.

These studies primarily focus on teaching techniques and resource development, with relatively less attention paid to the digital literacy that students themselves need and how to cultivate it. Moreover, these discussions are confined to digitalization within language teaching and rarely consider the possibility of borrowing practical training resources from other fields.

2.3. Research on Cross-Border E-Commerce Education

Cross-border e-commerce education has developed rapidly in recent years, accompanied by a growing body of research. Chen Weizhi et al., through surveys, identified two prominent problems: a gap between what is taught in schools and what enterprises actually need, and insufficient practical opportunities for students. In response, they recommended strengthening school-enterprise cooperation and adjusting curriculum content. Du Yanhong conducted similar research, emphasizing the need to develop students' abilities through real projects and proposing measures such as integrating courses, enhancing practical teaching, and building off-campus bases.

Although these studies focus on talent cultivation for cross-border e-commerce majors, they are valuable references for the present study. They demonstrate that for a training platform to be truly effective, it must be driven by authentic tasks and aligned with industry demands, rather than being a mere formality.

2.4. Gaps in Existing Research

Overall, the current literature has several deficiencies. First, research on digital literacy has mainly targeted teachers and science/engineering students, with insufficient attention to humanities students, particularly those in International Chinese Education. Second, studies on digitalization in International Chinese Education are more concerned with technical tools and resource construction, lacking systematic exploration of student literacy cultivation. Third, research on cross-border e-commerce education and language education has largely proceeded along separate tracks, with few attempts to link cross-border e-commerce training platforms with the training of International Chinese Education students. This study aims to make some progress in these areas.

3. Research Design

3.1. Research Framework

The basic research framework is as follows: first, through a literature review, we clarify the components of digital literacy, the current progress of digitalization in International Chinese Education, and the capabilities of cross-border e-commerce training platforms. Based on this, we propose a preliminary analytical framework. Then, using questionnaires and interviews, we investigate the current digital literacy levels of students, existing problems, and platform usage. Finally, combining theoretical analysis with practical conditions, we propose a set of enhancement strategies.

3.2. Research Methods

Three main methods are employed. The literature research method is used to review previous studies, define core concepts, and identify the entry point of this research. The questionnaire survey method collects data on students' digital literacy status and platform usage. The questionnaire is designed mainly based on Xiao Anna's four-dimensional framework, adjusted to the specific characteristics of the major, with a planned distribution of 150–200 copies. The interview method gathers in-depth information from 10–15 front-line teachers and 5–8 enterprise personnel, focusing on their evaluations of students' digital literacy, difficulties encountered in teaching or work, and suggestions for platform use.

3.3. Research Subjects

The subjects are divided into four categories. For students, we select postgraduates of International Chinese Education at different grade levels, covering various stages from coursework to internship practice. For teachers, we include those teaching courses such as Business Chinese and Intercultural Communication, as well as instructors responsible for managing the training platform. For enterprises, we target managers in cross-border e-commerce operations and online education. In addition, we plan to investigate 2–3 universities that have already implemented similar integrated teaching to learn from their experiences.

4. Findings and Problem Analysis

4.1. Current Status of Students' Digital Literacy

According to the questionnaire data, the overall digital literacy of International Chinese Education students is at a below-average level, with uneven development across dimensions. Specifically, most students have little difficulty using common office software, with an average score of around 4 (out of 5). However, for cross-border e-commerce platform operations, the average score is only 2.78, and many students had never been exposed to such platforms before. The problem is

even more pronounced in data analysis and interpretation, with an average of only 2.35, as most students do not know how to analyze data tables.

Notably, digital literacy does not necessarily correlate positively with grade level; some senior students score no higher than junior students. Conversely, those who have participated in practical training projects or internships score significantly higher across all dimensions. This suggests that practical experience contributes more to digital literacy enhancement than classroom teaching time.

4.2. Problems in Platform Usage

The survey shows that the utilization rate of the cross-border e-commerce training platform among International Chinese Education students is very low—less than a quarter have used it. Among those who have, the functions used are quite limited; most only perform basic product listing and order processing, while functions more relevant to International Chinese Education, such as cross-cultural case studies and multilingual communication simulations, are rarely used.

Interviews with teachers reveal two major issues. First, the platform's functional design is primarily tailored to business students, lacking modules needed for language teaching, so even if teachers want to use it, they cannot. Second, many teachers themselves are unfamiliar with the platform and lack experience in integrating platform operations with language instruction, resulting in a shortage of instructional design expertise.

4.3. Gap Between Industry Demands and University Training

Enterprise interviews indicate that employers' expectations of international Chinese talents differ from what universities currently emphasize. The three most valued abilities by enterprises are: (1) using cross-border e-commerce platforms for product operations and customer communication, (2) adapting marketing content to different cultural backgrounds, and (3) interpreting platform data and making informed decisions. However, the current curriculum covers these contents inadequately. Enterprises report that new graduates generally require a long adaptation period, highlighting a pronounced disconnection between education and industry needs.

5. Strategic Recommendations

5.1. Curriculum Adjustment

It is recommended to add integrative courses to the existing training program. Three courses are proposed: (1) Cross-border E-commerce Platform Operations and Business Chinese, which combines language training with platform tasks, allowing students to practice writing and speaking while completing real tasks; (2) Cross-cultural Digital Communication, focusing on intercultural understanding and expression in digital environments; and (3) Foundations of Educational Data

Analysis, to help students develop data awareness and basic analytical skills. The course design should be progressive, moving from simple operations to complex projects.

5.2. Platform Function Enhancement

To address the platform's insufficient support for language teaching, three functional supplements are suggested: (1) a business Chinese terminology database and communication template library for students to consult during operations; (2) a cross-cultural case library containing real business communication cases from different cultural backgrounds for analysis and discussion; and (3) a learning behavior recording function that logs students' operational processes and data, which can serve both as feedback for teaching and as material for research on learning patterns. These additions are not technically complex but can significantly improve the platform's applicability to International Chinese Education.

5.3. Teaching Methodology Improvement

Project-based learning is recommended, where students work in groups to complete a full cross-border e-commerce start-up project—from market research, product selection, and copywriting to promotion planning—all carried out on the platform, culminating in a business plan presentation. This approach offers authentic tasks and a complete cycle, during which students naturally use various digital tools and develop multiple competencies. Additionally, virtual simulation scenarios such as international trade fairs and business negotiations can be designed for practice in simulated contexts.

5.4. Teacher Training

Teachers are key to strategy implementation. Two approaches are suggested: first, organize platform operation training to familiarize teachers with the functions so that they can guide students effectively; second, hold instructional design workshops where experienced teachers share how to transform platform tasks into language teaching tasks. Where possible, arrange short-term enterprise placements for teachers to gain firsthand industry experience, which will enhance the relevance of their teaching.

5.5. Evaluation Reform

Assessment methods should be diversified, moving beyond a single final exam. It is recommended to include platform operation records, project completion processes, and group collaboration performance as part of the overall grade. For the final assessment, a portfolio review can be adopted, where students submit a comprehensive project report and give a presentation, evaluated jointly by teachers and industry professionals. This approach tests both practical skills and

presentation abilities. Evaluation criteria should be communicated to students in advance to clarify expectations.

6. Conclusion

This study explores how cross-border e-commerce training platforms can help enhance the digital literacy of students majoring in International Chinese Education. The findings suggest that this direction is feasible: such platforms can provide a near-real business environment, and with proper curriculum design, students can indeed develop various digital competencies through completing business tasks. The recommendations proposed in five areas—curriculum, platform, teaching, faculty, and evaluation—may serve as a reference for similar institutions.

Naturally, this study has limitations. Due to time and resource constraints, the proposed strategies have not been tested on a large scale in practice, and their actual effects require further validation. If conditions permit in the future, pilot implementations could be conducted in selected courses, with data and feedback collected for continuous refinement. Moreover, institutional contexts vary, and specific implementation should be tailored to each university's actual situation.

Acknowledgements

This work was supported by the Undergraduate Scientific Research Innovation Fund of Anhui University of Finance and Economics (Grant No. XSKY26247).

References

[1] Xiao, A.N., et al. (2026) Construction of a Multidimensional Evaluation System for College Students' Digital Literacy. Modern Educational Technology, 36(3), 45-53.

[2] Liu, L.S. (2026) Construction of a Digital Literacy Competency Framework for Continuing Education Teachers. Chinese Adult Education, 42(5), 23-31.

[3] Li, Y.M. (2026) Connotation and Cultivation of Civic Digital Literacy in the Digital Age. Language Strategic Studies, 11(2), 1-10.

[4] Yuan, Y.X., et al. (2026) Design of an Intelligent System for International Chinese Education from the Perspective of Embodied Cognition. Language Teaching and Linguistic Studies, 47(1), 67-78.

[5] Xun, E.D. (2026) Corpus Construction and Digitalization of International Chinese Education. World Chinese Teaching, 40(2), 156-168.

[6] Wang, H. (2026) Pathways for Digital Transformation of International Chinese Education. Educational Research, 47(4), 89-101.

[7] Chen, W.Z., et al. (2025) Problems and Countermeasures in Cultivating Cross-border E-commerce Talents. China Vocational and Technical Education, 41(12), 34-42.

[8] Du, Y.H. (2023) Construction of a Practical Teaching System for Cross-border E-commerce. Education and Vocation, 45(8), 56-63.

[9] Ministry of Education of China (2022) Industry Standard for Teacher Digital Literacy. Higher Education Press, Beijing.