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Enhancing Digital Teaching Quality in College Foreign Language Courses: A Case Study of Chongqing College of Mobile Communication

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Abstract: With the deepening of the digital transformation of education, digitalized teaching has become a key direction for the reform of foreign language courses in higher education. However, the quality of digitalized teaching in such courses still faces a number of practical challenges, including insufficient digital literacy among teachers, limited adaptability of teaching tools, and a lack of student initiative in learning.

Taking Chongqing College of Mobile Communication as a case study, this research systematically examines the current state and major issues of digitalized teaching in university foreign language courses and explores effective strategies for improving teaching quality. Overall, this research aims to provide practical insights for similar higher education institutions seeking to advance the digital transformation of foreign language teaching, thereby contributing to the overall enhancement of teaching quality.

Keywords: Teaching quality; digital evaluation; College Foreign Language Courses

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1. Introduction

1.1. Research Background

In recent years, with the rapid iteration and widespread application of information technology, digitalized teaching has become a major direction for the reform of foreign language courses in higher education. At the national level, a series of policy documents have been successively issued, providing clear guidance for the digital transformation of foreign language education in universities.

In July 2021, six ministries including the Ministry of Education jointly issued the Guiding Opinions on Promoting the Construction of New Educational Infrastructure and Building a High-Quality Education Support System to comprehensively implement the Party's educational policy, advance new educational infrastructure, foster new drivers of growth, meet emerging demands, and support high-quality educational development[1].

As an integral part of higher education, universities should take proactive measures to comprehensively promote the digital transformation of foreign language education. This includes building high-quality course resources, deepening

innovation in teaching models, and enhancing teachers' ability to apply digital technologies, thereby creating a new ecosystem for foreign language education characterized by new environments, new resources, new teaching models, new training mechanisms, and new evaluation systems.

1.2. Research Questions and Objectives

Although digitalized teaching has been widely applied in foreign language courses in universities and has demonstrated great potential in flexibility, interactivity, and personalization, many practical challenges remain in improving its teaching quality.

First, foreign language teachers' digital literacy and teaching philosophies have not yet fully adapted to the requirements of digital teaching. Some teachers lack sufficient technical competence and find it difficult to effectively utilize digital tools to design meaningful instructional activities. Second, although there is a wide variety of digital teaching platforms and tools available on the market, not all are suitable for foreign language teaching. Teachers often face difficulties in selecting and applying tools that align with the specific characteristics of language instruction. In addition, students' learning attitudes and habits directly affect the effectiveness of digital teaching. Some students lack initiative in participating in digital learning activities and fail to fully utilize resources such as online courses and language-learning applications.

Based on the above issues, this study takes Chongqing College of Mobile Communication as a case and focuses on the following key questions: What is the current state of digital teaching quality in university foreign language courses? What are the key factors influencing this quality? How can teaching reform and practice improve digital teaching quality?

2. Literature Review

2.1. Definition of Key Concepts

Digital teaching quality refers to a data-driven process in which intelligent monitoring systems and big data analytics—such as learning analytics and AI-assisted evaluation—enable a shift from experience-based judgment to precision-oriented decision-making in teaching. Its core lies in the real-time tracking of learners' behaviors through digital monitoring technologies, thereby enhancing the accuracy and timeliness of instructional management[2].

The digital transformation of foreign language courses denotes the deep integration of digital technologies into the ecosystem of language education. This transformation reshapes teachers' roles from knowledge transmitters to facilitators and instructional designers, while students shift from passive recipients to active and collaborative participants[3].

2.2. International Research

A substantial body of international research has examined the pedagogical impact of digital tools in language education. Studies indicate that the effective use of technologies such as virtual reality (VR) and mobile learning can significantly enhance student interaction, engagement, and the development of critical thinking skills[4]. These tools facilitate immersive and learner-centered environments, which are particularly conducive to language acquisition.

In terms of evaluation, there has been a notable shift toward multidimensional assessment frameworks. The Kirkpatrick Model has been widely discussed in international contexts, emphasizing four levels of evaluation: reaction, learning, behavior, and results. This model provides a comprehensive framework for assessing teaching quality in digital environments, moving beyond traditional outcome-based measures to include process-oriented and behavioral indicators[5].

2.3. Domestic Research

In China, universities have actively integrated digital platforms such as MOOCs and cloud-based learning systems into foreign language teaching. Additionally, quantitative evaluation models, including the Fuzzy Analytic Hierarchy Process, have been applied to assess teaching quality, reflecting a growing emphasis on data-driven evaluation approaches[6].

Additionally, recent studies have increasingly focused on the development of digital quality assurance systems. Leveraging the "Internet + supervision" model, researchers advocate for the establishment of dynamic monitoring systems based on the PDCA Cycle[7]. This approach enables continuous improvement and intelligent supervision of teaching quality through iterative cycles of planning, implementation, evaluation, and refinement.

3. Existing Problems in the Quality Management of Digital Teaching in University Foreign Language Courses: A Case Study

3.1. Insufficient Integration Between Teaching Content and Digital Tools

At present, the application of digital tools in university foreign language courses largely remains at a superficial level, revealing a clear "adaptation gap." On the one hand, many teachers use digital tools merely as substitutes for traditional blackboards—primarily for displaying PowerPoint slides, playing audio-visual materials, or distributing electronic handouts—without fully leveraging their strengths in interactivity, personalization, and scenario-based simulation. On the other hand, the application of advanced technologies such as virtual simulation, augmented reality, and AI-driven dialogue remains limited in language teaching. Such a "tool substitution" rather than "pedagogical reconstruction" model prevents digital technologies from being embedded into the core teaching process, thereby hindering the deep integration of technology and instructional content.

3.2. Teaching Quality Management Models Lag Behind the Requirements of Digital Transformation

Traditional quality management primarily relies on summative assessments, focusing on end-of-term results while neglecting the collection and analysis of real-time process data. Specifically, process-oriented data—such as students' frequency of online interactions, time spent on specific knowledge points, task completion paths, and distributions of error types on digital platforms—have not yet been effectively incorporated into the teaching quality monitoring system. This results in significant delays in feedback, making it difficult for teachers to promptly identify students' learning difficulties or to implement timely interventions and instructional adjustments.

3.3. Mismatch Between Teachers' and Students' Digital Literacy and Practical Teaching Needs

In the context of digital transformation, foreign language education demands higher levels of digital literacy from both teachers and students. However, there exists a noticeable mismatch between their current competencies and the actual requirements of digital teaching.

From the teachers' perspective, some lack proficiency in data analysis tools such as Mathematica and SPSS, which limits their ability to analyze learning data generated by digital platforms for instructional diagnosis and improvement. Moreover, many teachers lack the skills to design digital training activities, such as virtual simulation tasks or AI-based conversational scenarios, thereby constraining the effective integration of technology into pedagogy.

From the students' perspective, although contemporary university students are generally familiar with digital technologies, their competencies are often confined to social entertainment and basic information retrieval. Many students remain passive recipients of digital resources, rather than actively engaging in independent inquiry, collaborative learning, or knowledge construction through technological means. This disconnect between technical skills and educational application significantly reduces the utilization efficiency and transformative potential of digital teaching resources, making it difficult to achieve the intended goal of "technology-enhanced learning."

3.4. Evaluation Systems Fail to Reflect the Characteristics of Digital Teaching

The current evaluation system for teaching quality in university foreign language courses largely follows traditional paradigms and fails to capture the process-oriented and multidimensional nature of digital teaching. For example, important process indicators—such as students' contributions to online discussions, the quality of peer assessments, and

the completion of self-directed learning tasks—have not yet been systematically incorporated into formal evaluation frameworks.

At the same time, there is a lack of effective measures to evaluate teachers' input and output in digital teaching. Key indicators—such as the quantity and quality of digital teaching resources developed by teachers, the effectiveness of online interactive activities they design, and their ability to analyze and utilize student learning data—are insufficiently reflected in current evaluation systems. Consequently, it has become a critical bottleneck constraining the improvement of teaching quality.

4. Optimization Strategies for Teaching Quality Management of University Foreign Language Courses in the Context of Digital Transformation

In response to the issues identified in Chapter 3, this section proposes systematic optimization strategies from four dimensions.

4.1. Deepening the Integration of Teaching Content and Digital Tools

To overcome the current challenges of superficial digital application and poor adaptability, universities should reconstruct the content system of foreign language courses based on the principle of integrating "fundamental theory + digital practice." While maintaining the systematic nature of language knowledge instruction, digital tools should be deeply embedded into core teaching processes to achieve a meaningful integration of theory and technology.

First, the development of visualized teaching resources is essential to move beyond passive, technology-mediated content delivery. For abstract linguistic concepts—such as pragmatic strategies, and cultural differences—teachers can employ technologies such as dynamic simulation, and virtual reality to transform them into intuitive and interactive learning objects.

Second, artificial intelligence technologies should be leveraged to achieve deeper integration between theory and practice. Through tools such as intelligent speech recognition and AI-powered conversational agents, students can receive personalized and real-time feedback on language output. In addition, institutions should encourage the co-construction and sharing of digital teaching resources,which can help avoid redundant development and improve resource utilization efficiency.

4.2. Establishing a Dynamic and Precision-Oriented Teaching Quality Management Mechanism

To address the limitations of the traditional "static closed-loop" management model and delayed feedback, universities should build an integrated teaching quality management platform based on the PDCA Cycle. This approach enables a dynamic closed loop of "monitoring–improvement–re-monitoring."

First, a comprehensive system for data collection and monitoring throughout the entire teaching process should be established. By utilizing learning management systems and online teaching platforms, process data—such as students' interaction frequency, time spent on specific knowledge points, and assignment submission records—can be collected in real time to form detailed digital learning profiles. These data not only support dynamic evaluation of teaching quality but also provide an empirical basis for instructional decision-making.

Second, a data-driven intelligent early warning and intervention mechanism should be developed. When the system detects learning deviations—such as persistently low accuracy rates or insufficient study time—it can automatically trigger alerts and push targeted learning resources (e.g., micro-lectures, and error analyses) to students.

Third, a regular reporting system for teaching quality analysis should be implemented. At the end of each semester or instructional cycle, data-based reports should be generated, covering dimensions such as overall teaching effectiveness, distribution of weak areas, and student satisfaction. These reports can inform subsequent rounds of instructional improvement.

4.3. Systematically Enhancing Digital Literacy and Instructional Adaptability of Teachers and Students

Digital literacy among teachers and students constitutes the foundational guarantee for successful digital transformation. To address the mismatch between existing competencies and practical teaching needs, universities should adopt differentiated strategies targeting both groups.

At the teacher level, a tiered training system should be implemented. Based on their digital competence, teachers can be categorized into basic, intermediate, and advanced levels, with corresponding training programs. Basic-level training should focus on commonly used teaching tools (e.g., online surveys, and learning platforms); intermediate-level training should emphasize data analysis tools (e.g., Excel pivot tables, statistical software) and virtual simulation design; advanced-level training should encourage exploration of cutting-edge applications such as AI-assisted teaching and intelligent assessment systems.

At the student level, a "Introduction to Digital Learning" module should be incorporated into the foreign language curriculum. This module should include training in the use of digital learning tools (e.g., online dictionaries and learning management systems), information filtering and critical thinking, as well as basic data modeling and analysis.

In addition, universities should foster teacher–student digital learning communities, encouraging collaborative exploration of emerging technologies and creating a supportive environment for mutual learning.

4.4. Improving a Multi-Dimensional Evaluation System for Digital Teaching

Traditional summative evaluation models are no longer adequate for the requirements of digital teaching. Universities should develop a multi-dimensional evaluation system that reflects the characteristics of digital learning, including diversified evaluation subjects, process-oriented content, and competency-based dimensions.

First, evaluation subjects should be diversified. The conventional model of "teacher evaluating students" or "supervisors evaluating teachers" should be expanded to include student self-assessment, peer evaluation, teacher evaluation, supervisory evaluation, and industry expert evaluation. For practice-oriented courses such as oral communication and intercultural competence, participation from industry professionals or corporate mentors can enhance the relevance and professional orientation of evaluation.

Second, evaluation content should be process-oriented. Students' learning behaviors on digital platforms—such as the quality and contribution of online discussions, participation in collaborative learning, completion of digital assignments, and proficiency in software use—should be incorporated into the evaluation system. These indicators provide a more authentic reflection of students' engagement and developmental progress, complementing the limitations of one-time final examinations.

Third, evaluation dimensions should focus on competencies. Emphasis should be placed on assessing students' digital practical abilities rather than mere knowledge retention. In addition, a feedback and improvement mechanism based on evaluation results should be established. Evaluation outcomes should be presented in the form of visualized reports to both students and teachers, clearly identifying strengths and areas for improvement while offering actionable recommendations. These results should also inform curriculum optimization and teaching reform, forming a virtuous cycle of "evaluation–feedback–improvement."

5. Conclusion

Digital transformation represents an inevitable pathway toward high-quality development in higher education and serves as a critical means of enhancing the teaching quality of foreign language courses. Taking Chongqing College of Mobile Communication as a case study, this research systematically examined the key challenges in digital foreign language teaching and proposed targeted optimization strategies. Looking ahead, with the continuous advancement of technologies such as artificial intelligence, big data, and virtual reality, digital teaching in university foreign language courses will enter

a new stage characterized by the integration of data and intelligence. In conclusion, digital transformation is not merely a technological upgrade achieved overnight, but a systemic reform involving educational philosophy, teaching models, and management mechanisms. Only by adhering to a problem-oriented, data-driven, and continuously improving approach can universities truly enhance the quality of foreign language teaching and cultivate high-quality talents with global vision and intercultural competence.

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