

The Specific Application of Internet Resources in the Learning Process of Chinese International High School Students

Chitchun Wei¹, Yunkun Song^{2*}

¹*Guangzhou Foreign Language School, Guangzhou, China*

²*Sendelta International Academy, Shenzhen, China*

**Corresponding Author. Email: 3152482377@qq.com*

Abstract: This study discusses the integration of internet resources into the learning process of Chinese international high school students, emphasizing their reliance, perceptions, and challenges in digital learning environments. Through an investigation of 536 students, the research reveals that 73.69% of respondents utilize internet resources daily, with social media (28.63%), educational videos (27.02%), and academic papers (25.4%) serving as primary tools. While 77.8% of participants acknowledge the significant positive impact of online resources on learning outcomes, persistent technical issues (reported by 290 respondents) and concerns over content quality (357 respondents) hinder optimal utilization. Notably, attitudes toward replacing traditional methods remain divided, with 46.08% supporting online alternatives and 40.67% expressing skepticism. The findings underscore an "information literacy imbalance," where students heavily access non-academic platforms but lack strategic evaluation skills. The study advocates for improved technical infrastructure, curated content systems, and targeted digital literacy training to address gaps in accessibility and efficacy. These calls aim to foster inclusive, cross-cultural educational environments that align with evolving technological demands, ultimately bridging the divide between resource availability and effective pedagogical integration.

Keywords: The internet resources, Chinese international high school students, internet

1. Introduction

As international high school students in China prepare to enter the world of higher education, the need to build a culture of learning that stimulates students becomes increasingly critical, and the Internet plays an important role in their learning. Students use research data bases, online websites, and interactive platforms to go beyond the classroom concept, outside the teacher. As a result, international students in China who are accustomed to multicultural settings and less advanced in digital literacy confront both benefits and hindrances which the Internet tends to offer. This knowledge would be beneficial in optimizing their learning outcomes as well as increasing the proportion of students who pursued an academic higher education and making their learning experience more inclusive and supportive.

It is not rare for international students in China to be caught unprepared for new curriculums, pedagogies, supporting cultures, and even physical infrastructures. Due to non existing physical

academic support, those students begin seeking help through Google Scholar, online video tutorials, academic databases, by using wechat and etc. Having the Internet means you have instant access not only to academic resources, but also to peers / tutors / professors and various tools they provide like email, forums, online collaborative tools. But not all students have the same level of digital literacy, information evaluation skills or access to legitimate academic resources, severely limiting their ability to successfully utilise the Internet.

2. Literature reviews

The role of the Internet in higher education has been widely researched, particularly the experiences of various types of learners. Academic research reveals that continue students abundant visiting online resources, but the effective support of these resources contains a large dependency on the students' capabilities to access and use digital tools and analyze and assimilate information [1]. For example Hughes examined international learners in Australian universities using online resources. Most students search using Google search and Wikipedia as opposed to academic databases," she said [2]. However, taken separately, though these learners have basic searching skills, they have no or little capability to apply evaluation and strategic information techniques, and thus create an "information literacy imbalance," precisely that learners can access information in abundance, but do not know how to use it effectively. The results highlight the need of information literacy conversation with an academic search intention.

3. Methodology

Although has been a large amount of existing research on the analysis of internet usages in higher education, scholars have shown little attention on how these dynamics carry into high school contexts among international its student populations [3-7]. While previous scholarship has noted imbalances with regard information literacy among university students, this investigation aims to address whether similar trends exist amongst high schoolers as well as other salient factors such as developmental issues, curricular differences, and the unique technological challenges that international students confront in Chinese schools. It captures both the trajectory of existing trends alongside new contextual variables—providing a more textured look at digital learning behaviors across the educational life course. Through the questionnaires, we want to know how frequently the students use different internet resources, the main channels for them the impact of their use on the learning outcomes and the difficulties and expectations they face during use. The questionnaire includes multidimensional aspects such as gender, usage frequency, resource types, learning outcome, and self-management to thoroughly represent the current level of international high school students' perceptions and attitudes towards internet learning resources. The results of this research are expected to serve as references for teachers and curriculum developers to better allocate and utilize their learning resources.

4. Results

In this survey, male participants accounted for 54.48%, while female participants made up 45.52%. This result indicates a relatively higher level of engagement among males, which may be attributed to the appeal of the survey topic or related activities.

The survey results reveal that 73.69% of respondents reported using internet resources for learning on a daily basis. This underscores the fact that the internet has become a primary tool in the learning process, highlighting the high level of dependency on internet resources among respondents.

Frequency of using Internet Resources in learning among research people

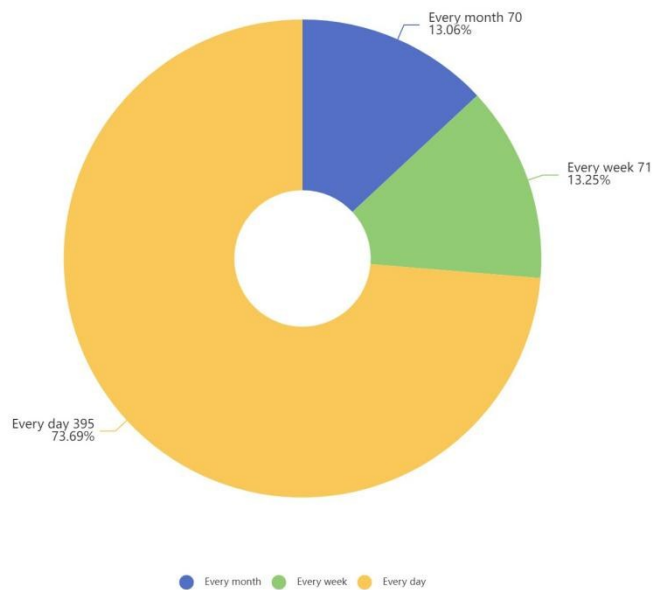


Figure 1: Frequency of using internet resources in learning among research people

The survey reveals that 28.63% of respondents selected social media as their learning resource, closely followed by 27.02% who opted for educational videos and 25.4% who opted for academic papers. This indicates that modern learners tend to leverage social platforms, video content and academic papers for knowledge acquisition.

Main approaches to learn via internet resources among study participants

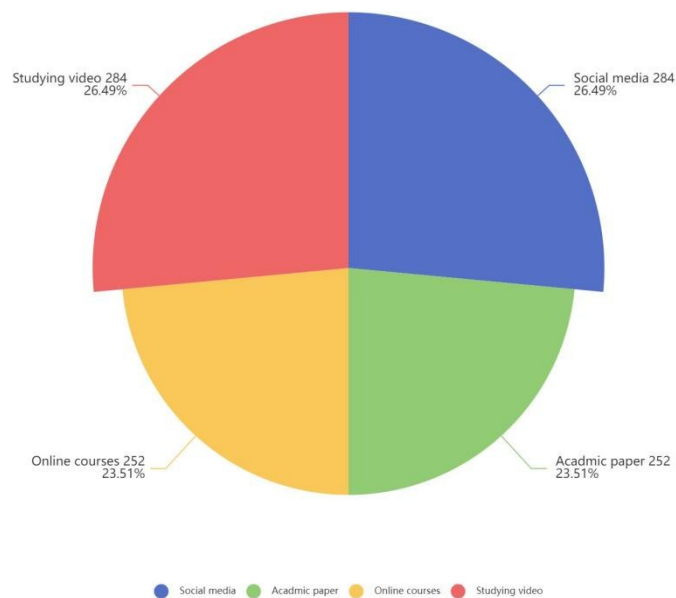


Figure 2: Main approaches to learn via internet resources among study participants

The percentage of use of the "significant" option for the internet resources were also the largest hitting the 55.22% according to the survey results, prove itself as one of the important factors of the

learning outcome improvement. Also 22.58% of respondents felt that the impact was, "Very Significant," which leads us to 77.80% of the respondents believe that the online resources have a very prominent positive effect on learning.

The extent to which the survey subjects believe internet resources impact their learning effectiveness

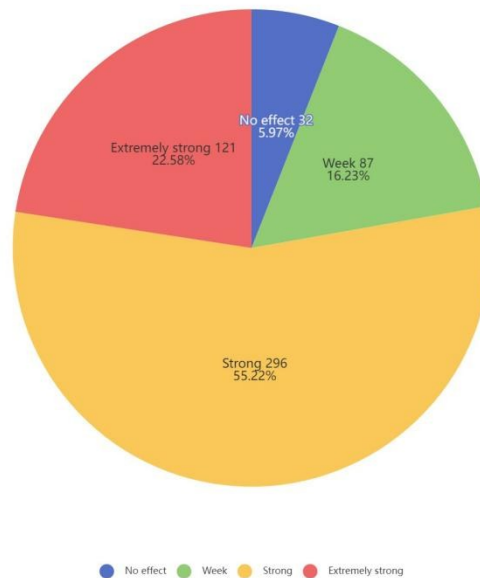


Figure 3: The extent to which the survey subjects believe internet resources impact their learning effectiveness

In the survey, 290 respondents reported encountering technical issues most frequently when using internet resources, highlighting the significant impact of these obstacles on user experience. Addressing these technical challenges could substantially improve the efficiency of users' internet utilization.

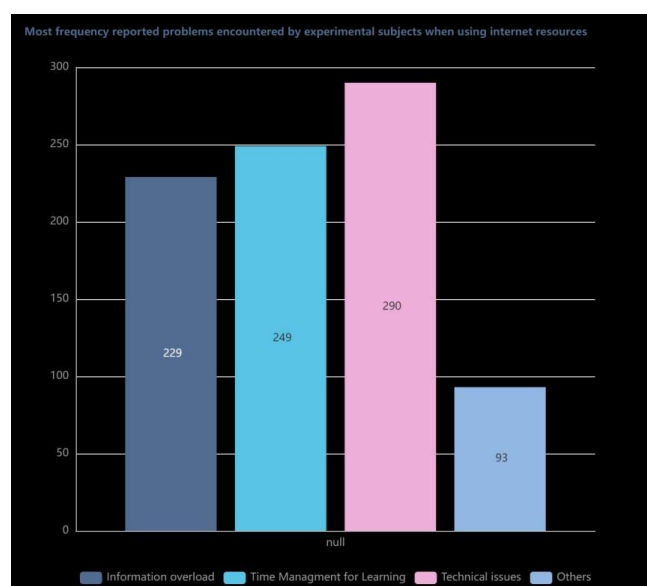


Figure 4: Most frequency reported problems encountered by experimental subjects when using internet resources

In the survey, 46.08% of respondents believed that internet resources could replace traditional learning methods, reflecting a positive attitude toward online learning. In contrast, 40.67% of respondents held a negative view, indicating that while traditional learning methods remain valued, the advantages of internet resources are gradually gaining recognition.

Experimental subjects' perspective on whether internet resources can substitute traditional learning methods

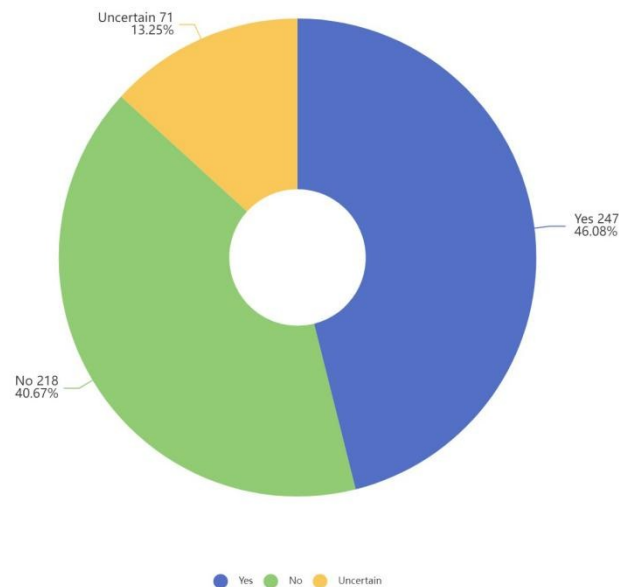


Figure 5: Experimental subjects' perspective on whether internet resources can substitute traditional learning methods

When using internet resources for learning, 357 respondents identified content quality as a significant factor, and 326 respondents thought update frequency as an important factor. This indicates that learners have high expectations for the depth, the accuracy of learning materials, and the update frequency of the resources.

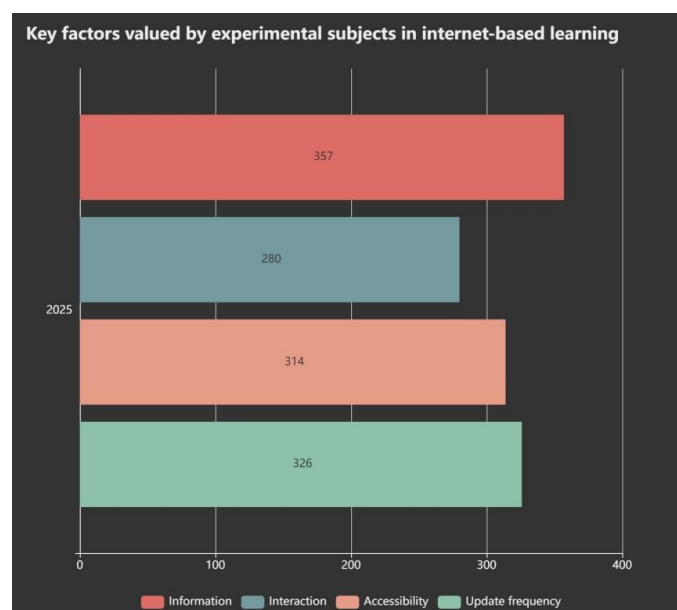


Figure 6: Key factors valued by experimental subjects in internet-based learning

5. Discussion

Focusing on the usage of internet resources in the learning implementations of Chinese international high school students, this study analyzes 536 responses to the questionnaire. Results show 73.69% of students use the internet tools for learning on a daily basis, this is reflected, for example in social media (28.63%), educational videos (27.02%), or academic papers (25.4%). Outputs •Internet Resources: 77.8% respondents perceive Internet resources (what they consider the most important) to be important for the learning outcomes. But—first and foremost—technical challenges were reported as the most common hindrance (indicated by 290 participants), directly impacting efficiency. Highlighting high expectations about content quality (357 respondents) and update frequency (326 respondents), indicating demands for accuracy and timeliness. When it came to replacing traditional teaching methods, opinions were almost evenly split, with 46.08% in favor of online alternatives, compared to 40.67% of respondents who still voiced skepticism — suggesting that while digital trends have gained popularity, traditional methods still hold significance. There were no significant differences between genders (males: 54.48%, females: 45.52%) that could be attributed to the attractiveness of survey subjects. They say they have identified an 'information literacy imbalance', where knowledge is predominantly gained through non-academic platforms.

6. Conclusion

The recommendations focus on technical infrastructure development, information curation systems, and targeted digital literacy training.

In summary, these findings contribute to the establishment of evidence-based pathways that can guide the overall adaptation of the internet to cross-cultural educational settings, leading to the creation of more inclusive and effective online learning environments.

References

- [1] Hughes, H. E. (2009). *International students using online information resources to learn* (Doctoral dissertation, Queensland University of Technology).
- [2] Hughes, H. (2013). *International students using online information resources to learn: Complex experience and learning needs*. *Journal of Further and Higher Education*, 37(1), 126-146.
- [3] Al-Taai, S. H. H., Kanber, H. A., & Al-Dulaimi, W. A. M. (2023). *The importance of using the internet of things in education*. *Int. J. Emerg. Technol. Learn.*, 18(1), 19-39.
- [4] Shaqrah, A., & Almars, A. (2022). *Examining the internet of educational things adoption using an extended unified theory of acceptance and use of technology*. *Internet of Things*, 19, 100558.
- [5] Szymkowiak, A., Melović, B., Dabić, M., Jeganathan, K., & Kundi, G. S. (2021). *Information technology and Gen Z: The role of teachers, the internet, and technology in the education of young people*. *Technology in society*, 65, 101565.
- [6] Finkelhor, D., Walsh, K., Jones, L., Mitchell, K., & Collier, A. (2021). *Youth internet safety education: Aligning programs with the evidence base*. *Trauma, violence, & abuse*, 22(5), 1233-1247.
- [7] Felicia, A., Wong, W. K., Loh, W. N., & Juwono, F. H. (2021, July). *Increasing role of IoT in education sector: A review of Internet of educational things (IoEdT)*. In *2021 international conference on green energy, computing and sustainable technology (GECOST)* (pp. 1-6). IEEE.