

FOREIGN LANGUAGES AND VIETNAMESE

THE IMPACT OF LESSON PLAN DESIGN ON TEACHING CHINESE CHARACTERS IN THE DIGITAL AGE**NGUYEN THUY LINH* - NGUYEN THI TRUNG THU****

ABSTRACT: Chinese characters serve as the written form of the Chinese language, functioning as a medium for conveying information and an integral component of the cultural system of the Han people. Learning Chinese characters has always been a challenging aspect for students of the Chinese language, manifesting in two primary difficulties: first, learners often struggle to recall the pronunciation of Chinese characters; second, they encounter difficulties in memorizing character writing. These challenges may lead Vietnamese learners to develop an aversion to writing and gradually lose interest in learning Chinese.

The primary task of Chinese language instructors in the digital age is to create a learning environment that integrates modern technology to provide learners with more profound and lasting impressions of the structure of individual Chinese characters through vivid and visual representations, thereby enhancing their ability to memorize the characters more quickly and retain them longer. We believe that achieving better teaching outcomes in the classroom largely depends on the lesson plans designed by teachers before instruction. In this study, we designed two types of lesson plans for teaching the same content of Chinese character: one based on the traditional methods and the other incorporating modern teaching methods and technological tools. Drawing from research findings, this study evaluates digital integration in Chinese language instruction and provides technological recommendations for character teaching.

KEY WORDS: lesson plan design; digital technology; Chinese character instruction; learning effectiveness.

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1. Introduction

The Fourth Industrial Revolution (Industry 4.0) has been directly influencing all aspects of social life, including foreign languages education. Foreign language pedagogy requires fundamental and comprehensive changes to keep pace with the advancements of Industry 4.0. Resolution No. 29-NQ/TW (November 4, 2013), on comprehensive educational renewal for industrialization, modernization, and international integration mandates: “Strongly shift the educational process from mainly imparting knowledge to developing learners’ comprehensive competencies and qualities” and “Focus on teaching how to learn and think, encourage self-learning, and create a foundation for learners to continuously update and innovate their knowledge, skills, and capabilities.”¹ The achievements of Industry 4.0, such as the Internet of Things (IoT), big data, artificial intelligence (AI), and the increasing application of information technology devices, pose higher requirements for education in general and foreign language teaching in particular. Given the multifaceted impact of the digital revolution, innovating teaching methods through the integration of information technology, digital technology, and artificial intelligence into teaching practices - especially in lesson planning - has become a top priority.

Chinese is a language with distinct characteristics, particularly in its writing system - Chinese characters. For Vietnamese students, whose native language alphabets belong to the Latin system, Chinese characters present a significant challenge for two primary reasons. First, unlike Latin-based

¹ The Communist Party of Vietnam, Resolution No. 29-NQ/TW, dated November 4, 2013, at the 8th Central Committee Conference, XI tenure, on fundamental and comprehensive reform of education and training.

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scripts, Chinese characters cannot be directly spelled out from strokes or radicals, making them harder to remember. Second, Vietnamese students who are new to learning Chinese are accustomed to the Pinyin phonetic system. When introduced to the logographic writing system of Chinese characters, they often struggle to memorize their written forms. Therefore, helping students recognize, accurately write Chinese characters, and guiding them to use their knowledge of characters to expand their vocabulary is a crucial task for Chinese language instructors. Achieving effective teaching outcomes in the classroom largely depends on pre-instructional planning and design.

Regarding designing lesson plans, each teacher may have different perspectives and approaches. Professor Wu Yong Yi (2019) once stated: “A lesson plan is not omnipotent, but without a lesson plan, countless things become impossible to accomplish.”. We support this viewpoint, emphasizing that pedagogical design must be prepared before teaching, underscoring that instructional design and lesson planning constitute fundamental prerequisites for effective teaching practice. These preparations vary depending on different textbooks, teaching methodologies, and instructional tools. Consequently, each teacher’s lesson plan differs basing on these factors. Additionally, differences arise from students’ knowledge foundations, class hours, educational objectives, comprehension abilities, and individual learning styles. Even when the same instructor teaches the same subject, the lesson plan must be adjusted to fit different student groups. Similarly, even if two teachers teach the same subject with similar content, variations in their teaching styles and expertise result in varied pedagogical approaches. Moreover, a single teacher’s lesson plans may evolve over time due to changes in teaching experience and pedagogical advancements. It is evident that lesson plan design significantly influences teaching effectiveness. Therefore, understanding how it affects Chinese character instruction is an issue worthy of in-depth exploration.

2. Theoretical Foundations

Chinese characters are formed based on six principles known as “Liu Shu” (六书), which include four character formation methods: pictographs, ideographs, compound ideographs, and phono-semantic compounds, along with two character usage methods: loan characters and derivative cognates. Elementary-level characters primarily consist of pictographs, ideographs, and phono-semantic compounds, which convey meaning through visual representation but require separate pronunciation memorization. Additionally, as a logographic script rather than a phonetic one, Chinese characters provide no direct pronunciation cues, necessitating the rote memorization of individual character pronunciations. This makes remembering character pronunciations particularly challenging for learners.

Another reason why Chinese characters are difficult to write lies in their structural complexity. They can be categorized into two major structural types: single-component characters and compound characters, the latter of which can be further classified into left-right, top-bottom, semi-enclosed, and fully enclosed structures. As a square-shaped script, Chinese characters have intricate internal structures, composed of various strokes and radicals (semantic and phonetic components). The number of strokes in Chinese characters is relatively high, and the formation of characters involves complex radicals, requiring adherence to specific writing rules. There are seven primary and nine supplementary stroke order rules², making the memorization process extensive and time-consuming. As a result, acquiring proficiency in writing Chinese characters necessitates a long-term learning process and accumulated practice.

Our teaching method for elementary-level Chinese primarily adopts a parallel approach to listening, speaking, reading, and writing skills, with particular emphasis on Chinese character instruction, requiring simultaneous reading and writing proficiency. In comprehensive lessons, students must not only recognize, read, and write characters from vocabulary lists but also memorize their meanings and usage. For example, in volumes 1 and 2 of “Chinese Language Textbook” by Yang Jizhou, students are

² Li Datsui, *Systematic Study of Chinese Characters*, Beijing Language and Culture University Press, 2005.

expected to learn an average of 20 to 30 new words per lesson. Memorizing and accurately writing new vocabulary at the elementary level is indeed challenging for learners.

To explore the role and impact of lesson plan design in the digital era, we created two lesson plans for teaching Lesson 18 in the “Chinese Language Textbook.”³ The first lesson plan applies traditional teaching methods, utilizing chalk, a blackboard, and a simple PowerPoint presentation. The second lesson plan integrates additional teaching tools such as detailed PowerPoint slides, audio files, demonstrating the stroke order of Chinese characters websites⁴ and digital platforms like Kahoot and Quizlet to reinforce character recognition and memory. These lesson plans were designed for Lesson 18, which was delivered over four 50-minute periods, divided into two sessions. The same teacher conducted all periods. The first session followed the first lesson plan, and the second session followed the second. We conducted an experiment with two student groups (46 and 44 students respectively), using these lesson plans and assessing their learning outcomes. The results of this study will provide insights into the effectiveness of integrating digital technology into Chinese character instruction.

3. Survey Results and Analysis

In the first task, students were asked to respond based on their actual learning experiences. **Question**

1: What do you find most difficult in learning Chinese? (你认为汉语中最难的是什么?)

The results from Question 1 were as follows:

Table 1. Students' Perceptions of the Difficult Aspects of the Chinese Language

Answer	Class 1		Class 2		Total	
	Quantity	Percentage (%)	Quantity	Percentage (%)	Quantity	Percentage (%)
a. Phonetics	3	3.3%	2	2.2%	5	5.5%
b. Grammar	10	11.1%	14	15.6%	24	26.7%
c. Chinese characters	28	31.1 %	17	18.9%	45	50%
d. Word usage	5	5.6%	11	12.2%	16	17.8%
Total	46		44		90	100%

From Table (1) above, it can be observed that the number of students who identified Chinese characters as the most challenging aspect of learning Chinese accounted for 50% (a total of 45 students). Among them, students from Class 1 (taught using the traditional lesson plan) constituted 31.1% (28 students), whereas 18.9% (17 students) from Class 2 (taught using the new lesson plan) found Chinese characters difficult. The results are illustrated in Chart (1) below:

³ Chinese Language Textbook, *Volume 1 (Upper Part)*, Vietnam National University Press, 2012.

⁴ <http://www.zhihuishan.com>; <http://www.Hanziwu.com>

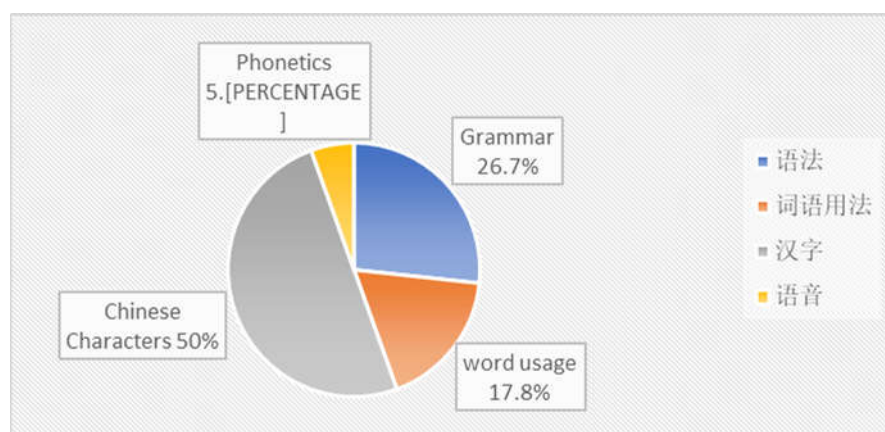


Diagram 1. Students' Perceptions of the Difficulty of Chinese Language

For the second question, we conducted a survey on students' preferences regarding teaching methods and instructional tools. The results showed that a total of 10 students (accounting for 11.1%) preferred lectures using the blackboard and chalk, while 80 students (accounting for 89%) favored lectures incorporating PowerPoint presentations, visual illustrations, and various technological tools. Regardless of whether they belonged to Class 1 or Class 2, students overwhelmingly preferred modern teaching methods and digital instructional tools. This indicates that the new lesson plan was highly favored by the students.

Questions 3 to 5 of Section 1 respectively surveyed students' attention to the radicals of Chinese characters, the structural composition of Chinese characters, and the methods of character formation. The survey results were as follows:

Table 2. The situation of students' attention to Chinese characters

Question Answer	Class 1 (46 students)			Class 2 (44 students)		
	Question 3 (Radicals)	Question 4 (Structure of Chinese Characters)	Question 5 (Character Construction Method)	(Bộ thủ) Question 3 (Radicals)	Question 4 (Structure of Chinese Characters)	Question 5 (Character Construction Method)
a. Not paying attention	5	14	18	0	1	9
b. Sometimes paying attention	26	16	24	15	16	19
c. Frequently paying attention	13	13	4	23	19	13
d. Always paying attention	2	3	0	6	8	3

From Table 2 above, it can be observed that 5 students (5.6%) reported “not paying attention” to the radicals of Chinese characters, while 41 students (45.6%) stated that they “occasionally pay attention” to radicals. Additionally, 36 students (40%) indicated that they “frequently pay attention” to radicals, and 8 students (8.9%) reported that they “always pay attention” to radicals. Among them, the number of students who frequently paid attention to radicals was higher in Class 2 (23 students) compared to Class 1 (13 students). This suggests that when teachers emphasize the design of instructional content related to radicals in lesson plans, it enhances students' interest and awareness of radicals.

From the survey data on whether students paid attention to the structure of Chinese characters (Question 4), the results were as follows:

In Class 2, all students paid attention to the structure of Chinese characters, with no students selecting "not paying attention." A total of 16 students (17.8%) chose "occasionally paying attention," 19 students (21.1%) selected "frequently paying attention," and 8 students (8.9%) reported "always paying attention."

In contrast, in Class 1, 14 students (15.6%) indicated that they did not pay attention to the structure of Chinese characters. The number of students who chose "occasionally paying attention" was 16 (17.8%), while 13 students (14.4%) selected "frequently paying attention," and only 3 students (3.3%) reported "always paying attention" to the structure of Chinese characters.

Based on the actual situation, Question 5 surveyed whether students paid attention to the formation methods and evolution of Chinese characters. The results were as follows:

In Class 1, a total of 18 students (20%) selected "not paying attention," while 24 students (26.7%) chose "occasionally paying attention." Only 4 students (4.4%) selected "frequently paying attention," and no students chose "always paying attention."

In contrast, the results for Class 2 showed that 9 students (10%) indicated "not paying attention" to the formation methods of Chinese characters. A total of 19 students (21.1%) chose "occasionally paying attention," 13 students (14.4%) selected "frequently paying attention," and 3 students (3.3%) chose "always paying attention."

Regarding the character "买", performance analysis revealed that 32 students in Class 1 demonstrated correct responses, constituting 69.6% of the cohort, compared to 40 students in Class 2 who achieved accuracy, representing 90.9% of their respective group.

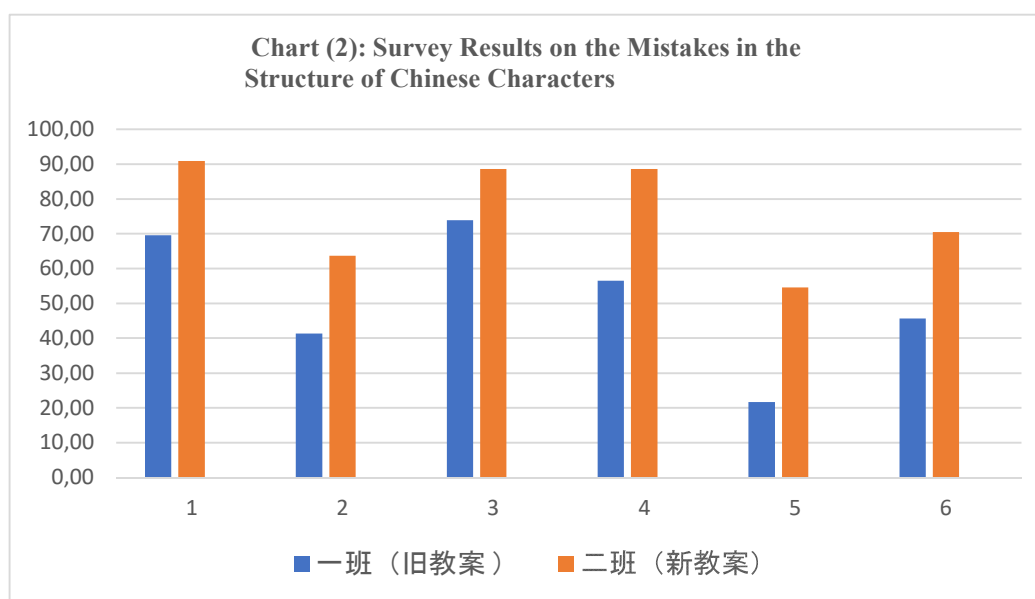
For the character "还", assessment results indicated that 19 students in Class 1 provided accurate answers, corresponding to 41.3% of the class population, while 28 students in Class 2 demonstrated correct comprehension, accounting for 64% of their cohort.

Concerning the character "块", data analysis showed that 34 students in Class 1 exhibited correct responses, representing 73.9% of the class, whereas 39 students in Class 2 achieved accuracy, constituting 88.6% of their group.

With respect to the character "团", performance evaluation revealed that 26 students in Class 1 answered correctly, comprising 56.5% of the class, while 39 students in Class 2 demonstrated accurate understanding, representing 88.6% of their cohort.

For the character "两", assessment outcomes indicated that 10 students in Class 1 provided correct responses, accounting for 21.7% of the class population, compared to 24 students in Class 2 who achieved accuracy, constituting 54.5% of their group.

Finally, regarding the character "帮", results demonstrated that 21 students in Class 1 answered correctly, representing 45.7% of the cohort, while 31 students in Class 2 exhibited accurate comprehension, comprising 70.5% of their respective class.



Exercise 3 surveyed students' ability to recognize Chinese characters with the same radical (偏旁). The results showed that students in Class 2 achieved a higher accuracy rate in categorizing characters with the same radical compared to students in Class 1.

Exercise 4 examined students' ability to observe images and perform dictation. The results are presented in Table (3) below.

Table 3. Survey results on the situation of errors in listening and writing Chinese characters

Lesson Plan	Results Obtained	Frequency	Percentage %	Total
Class 1 (Old Lesson Plan)	Incorrect Writing	107	23.3%	460
	Correct Writing	299	65%	
	Left Blank	54	11.7%	
Class 2 (New Lesson Plan)	Incorrect Writing	46	10.5%	440
	Correct Writing	383	87%	
	Left Blank	11	2.5%	

In question 5, we surveyed the ability to combine Chinese characters with *thiên bàng* (a component of Chinese characters) to form new Chinese characters, obtaining different survey results from the two classes. The ability to combine Chinese characters of students in Class 2 was much better than that of Class 1 students: 12 students in Class 1 left blanks and could not combine Chinese characters with the left-right structure, and 15 of them could not combine Chinese characters with the top-bottom structure, while Class 2 students experienced no such difficulties.

Based on the statistical survey results, it can be seen that, within the same amount of class time, the same learning content, the same instructor, and the same group of learners, Lesson Plan 2 had a more positive impact, helping students learn more effectively, enjoy the lessons more, and remember Chinese characters better.

3.1. Analysis of errors in writing Chinese characters by Vietnamese students:

Writing errors: Stroke order errors are errors that students make when they do not follow the writing rules. Some students in both classes made this error.

Stroke errors: During the writing process, students made various errors that distorted character shapes, including missing strokes, incorrect strokes, and extra strokes. For example, in the word

“橘子”, some students add an extra horizontal stroke below “橘”, some wrote the horizontal stroke in the character “苹” as a comma, and some added an extra stroke below the character “苹”.



Missing strokes

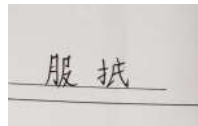


Extra strokes

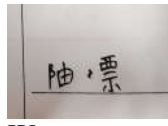
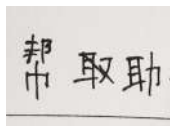


Altered character shape

Writing the wrong radical: This error occurs when learners write incorrect radicals, substitute one radical for another, or omit radicals entirely. For example, some students wrote the character “报” (newspaper) in the word “报纸” (newspaper) as “服” (fu), wrote the radical 扌 (to pluck) as the radical 月 (to crush); some people wrote the radical 扌 (to pluck) in the word “纸” as the radical 扌 (to pluck), and some students wrote the radical 扌 (to pluck) in the word “邮” in the wrong position. Please see the illustration below:



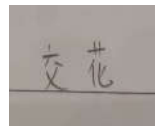
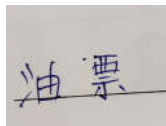
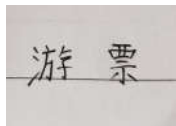
Wrong radical

Wrong
positionWriting
radicals

without

Structural errors: Structural errors refer to the type of errors students make when writing compound Chinese characters. In the survey results, we found that students often confuse the top-bottom structure, left-right structure, and semi-enclosing structure. Specific examples have been analyzed above.

Errors in confusing homophones: In the writing process, learners substitute Chinese characters with others having identical or similar pronunciations. For example, some students write the character “邮” in 邮局 as “由” (reason), some write it as “游” (travel) or “油” (oil); some write the character “浇” in “浇花” as “交” (submit).



3.2. Causes of errors

(1) Chinese characters integrate sound, shape, and meaning, with closely related form and pronunciation, while meaning requires separate memorization. In addition, there are many polysyllabic characters in Chinese characters, different sounds have different semantics, which makes it even more difficult for learners to remember the pronunciation. At the same time, Chinese characters' numerous strokes and complex component combinations require adherence to specific writing rules, demanding extensive memorization and long-term practice. Therefore, it is understandable that elementary students of Chinese language major at Thang Long University, who are used to writing Latin letters, have difficulties when switching to writing Chinese characters.

(2) Learners demonstrate low active engagement with Chinese character acquisition. At the beginning of the elementary stage, students must master extensive knowledge beyond character memorization and writing rules, including pronunciation, transcription, tones, semantics, radicals, and usage, etc. Some students, however, lack clear learning objectives or sufficient effort, failing to review after class or actively engage with Chinese character learning. When encountering difficult characters,

they often abandon writing practice and focus solely on listening and speaking, hindering overall Chinese proficiency. In other cases, even though learners might be interested in Chinese characters, their ineffective learning methods affect the learning results. For example: when writing, learners only think about memorizing, neglecting other factors such as Chinese character structure, radicals, tian peng, cultural connotation, etc.

(3) Inadequate Chinese character teaching plans also greatly affect students' interest and learning efficiency. For example, traditional lesson plans typically include brief review activities where teachers select few students to write vocabulary or discuss previous lessons. Limited class time forces teachers to only pay attention to introducing word types, pronunciation, meanings and usage of words while ignoring character structure, character formation method, origin and cultural connotation of Chinese characters. Moreover, Chinese character instruction without multimedia integration fails to enhance student engagement with characters.

To sum up, Chinese character writing errors stem from three primary causes: first, the inherent complexity of Chinese characters; second, learners' passive methods and attitudes; and third, inadequate lesson plan design (including lesson plan content, teaching procedures, teaching methods, and strict requirements of teachers, etc.) If the third reason is well overcome, then the following two reasons can also be adjusted accordingly.

4. The influence of lesson plan design on teaching Chinese characters

4.1. The influence of lesson plan design on teachers

Thorough lesson plan preparation represents both a crucial process for improving teaching skills and an effective professional development strategy.

(1) Update more knowledge and skills so that the advanced level is synchronized with the capacity

In the process of preparing lesson plans, teachers need to deeply understand the knowledge of specialized theories, teaching content, teaching methods, and teaching aids, etc. Therefore, to develop effective lesson plans, teachers must proactively integrate knowledge and supporting software into instruction, thus being able to achieve teaching objectives, and improve their own professional qualifications.

(2) Learn to exploit teaching resources

Lesson plan preparation requires teachers to utilize diverse teaching resources and develop methods for resource exploitation, particularly for Chinese character instruction. Teachers must accumulate practical resources including sample lesson plans, methodological documents, and analyses of unsuccessful lessons to build experience and improve teaching outcomes

(3) Study scientific research, improve self-study ability

Lesson plan development helps teachers apply theoretical knowledge to practice. Even well-designed lesson plans have shortcomings and may encounter problems during implementation. Teachers who recognize this limitation can use scientific research and information technology to address practical teaching challenges, thereby improving their expertise.

(4) Learn to reflect on teaching activities and continuously optimize the teaching process

Teaching reflection is an integral part of lesson plan design and the most effective strategy for promoting teacher professionalism. Responsible teachers should actively reflect on each lesson by reviewing textbook and materials usage, teaching language, learners' engagement, tasks organization, questions design, and teaching time allocation in a reasonable and scientific manner. At the same time, by recording teaching diaries, teachers can improve their teaching methods for subsequent lessons, which helps teachers develop their own abilities and professional competence.

4.2. The impact of lesson plan design on learners

Designing teaching activities or compiling lesson plans is one of the most important steps to transform the concepts in the curriculum into teaching practice. Effective instructional design improves learning efficiency and helps students better grasp and apply knowledge through comprehensive, detailed content. With lesson plans incorporating communication methods, learners can interact and

cooperate with teachers in class to improve their language skills as well as their ability to communicate in Chinese, thereby improving learning efficiency.

Through the analysis of the survey results, we believe that effective lesson plan design is beneficial for learners to grasp knowledge comprehensively, helping learners realize the importance of writing skills, thereby stimulating their ability to remember and arouse their interest. Especially, when lesson plans are designed using modern technology software, they will be even more attractive and draw more students' attention.

Develop meaningful contexts that foster learners' intrinsic motivation by designing lesson plans that incorporate concrete objects, visual materials, or real-world scenarios to create authentic language-learning situations. These contexts can also be constructed by establishing clear connections between students' existing knowledge and new concepts being introduced. Regardless of the approach chosen, ensure that learning situations possess three key characteristics: they should be intuitive and easily understood, authentic and relevant to real-world applications, and open-ended to encourage exploration and discovery. Strive to create immersive environments where learning opportunities are embedded throughout the experience, enabling every student to actively engage with the material. This approach not only promotes active participation but also enhances and enriches each learner's educational experience by making abstract concepts tangible and personally meaningful. The goal is to transform passive reception of information into dynamic, interactive learning that resonates with students' lived experiences and curiosity.

Establishing pedagogical frameworks that support learner autonomy and self-regulation is essential in contemporary education. Effective instructional design is grounded in learner-centered principles, employing diverse methodologies that offer students meaningful opportunities for active engagement. Such a pedagogical orientation nurtures autonomous learning skills, cultivates critical thinking, encourages active learning behaviors, and ultimately contributes to improved academic performance.

4.3. Some recommendations for teaching Chinese characters

4.3.1. Recommendations for Chinese learners

The analysis of the survey results indicates that most learners of Chinese perceive pronunciation and grammar as relatively manageable, whereas Chinese characters are considered particularly challenging. Two common difficulties emerge in the process of learning Chinese characters. The first involves issues with memory and recognition—learners often forget characters, find them difficult to recognize, pronounce, and write. The second relates to writing errors, which frequently stem from a lack of attention to character structure and component radicals. Many learners fail to establish connections between semantics, phonetics, and the structural composition of characters, relying instead on rote memorization without a systematic basis for writing. As a result, they struggle to retain new vocabulary, and their learning becomes passive and lacks motivation. In light of these findings, the following recommendations are proposed:

(1) Chinese learners must have an effective learning method that enable them to actively grasp the pronunciation, characters and meanings of Chinese characters. It is also critical to analyze new Chinese characters from a structural perspective to grasp the components and elements in Chinese characters, and memorize Chinese characters through the method of character structure. This not only helps learners memorize Chinese characters, but also facilitate pronunciation, semantics and shape, so that learners can understand the cognitive patterns and cultural characteristics of the Han people.

(2) When learning Chinese, one must follow the rule from easy to difficult, from simple to complex. For freshmen, one must first grasp the basic strokes, then the radicals. When learning the radicals of Chinese characters, one must pay attention to how to write the radicals, the meanings of the radicals, and their pronunciations. In particular, the radicals can independently form separate Chinese characters such as “斤 马”、“口”、“化”... Through understanding the radicals and the tianbang, one must point out which radicals represent the sounds and which radicals represent the meanings in order to understand complex Chinese characters (such as Chinese characters with two or more radicals

combined together). This connection also helps learners to learn new Chinese characters based on the Chinese characters they have learned. For example, the character “新” can be divided into individual characters such as “立”、“亲”、“斤”、“木”, learning the character “新” can be related to four related Chinese characters.

(3) Chinese learners in Vietnam also need to proactively learn and improve their ability to observe and detect problems. When learning Chinese characters, in addition to understanding the reading, Sino-Vietnamese pronunciation, meaning and usage of new words in the lesson, they also need to proactively make connections between the sounds, meanings and shapes of new Chinese characters. Actively learning and using software to increase the ability to memorize Chinese characters, downloading some Chinese learning applications on mobile phones such as Hello Chinese, ChineseSkill to review outside of class is also a very good supplementary method.

4.3.2. Recommendations for teachers

Based on the results of the investigation, the actual teaching situation of Chinese characters at Thang Long University, and on the results of previous research by experts, we would like to make some recommendations to Chinese language teachers as follows:

Strengthen the design of specialized lesson plans for teaching Chinese characters and promote the role of teachers in guiding. Teachers need to proactively refer to relevant information, learn from rich experiences of their predecessors, prepare lessons carefully, teach well, promote the role of teachers in guiding, and guide students to be interested in learning. Organize more interesting activities such as guessing Chinese characters, combining sets to create many Chinese characters, and writing beautiful Chinese characters and reward students's effort and achievement to encourage students to learn and use Chinese characters.

Select or write high-quality teaching materials to enrich the forms of Chinese characters teaching and visual aids. Supplement relevant materials on Chinese characters teaching. Along with cultural teaching, stories and scripts can be used to explain Chinese characters to help learners understand the origin and form the connection between the shape, pronunciation and meaning of Chinese characters. Teachers can also use rich teaching aids such as pictures, character cards, videos, etc. to help students understand the development of Chinese characters.

When teaching the stroke order, it is necessary to rely on the structure of Chinese characters, taking the basic radical as the unit, not the basic strokes as the teaching unit. In the process of teaching Chinese characters, teaching the radical plays a very important role. For example, the radical “口” (mouth) can appear on top as in the character 呆 (ngai), can appear on the bottom as in the character 杏 (Apricot), can appear on the left as in the character 唱 (sing), can also appear on the right as in the character 和 (harmony), can be inside as in the character 回 (return), etc. At the same time, distinguish it from the radical 口 (the radical indicates a limited scope, can contain other components inside, while the radical mouth does not), ... In addition to introducing the newly appeared radicals, the radical, and the heavenly peng, teachers should also pay attention to using exercises to combine the radical into words for learners to practice. Take advantage of learning support software to create exercises to separate letters, combine letters, and reverse the order of letter components to test and consolidate knowledge before starting a new lesson.

Lecturers can use Chinese writing master 4.0 software, such as Ezpinyin Chinese phonetic teaching, animation software, and educational platforms such as: Kahoot!, Quizizz, Padlet, Quizlet... to design games that enable students to recognize structures, find Chinese characters, practice phonetics... These activities will create excitement to help students pay more attention to Chinese characters.

5. Conclusion

Through the analysis of teaching results and experimental investigation, it can be seen that the influence of lesson plan design on Chinese character teaching is particularly obvious. In the current digital age, lesson plan design utilizing information technology with the support of many applications,

software, and AI technology plays an important role in teaching and learning Chinese. We believe that thoroughly designed lessons are extremely important, because a good lesson plan is not only beneficial to teaching Chinese characters but also can arouse interest, promote learners' attention to Chinese characters in particular and Chinese language in general, thereby improving the quality of teaching.

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Ảnh hưởng của thiết kế giáo án đối với việc giảng dạy chữ Hán trong thời đại công nghệ số

Tóm tắt: Chữ Hán là hình thức viết của ngôn ngữ Trung Quốc, là văn tự truyền tải thông tin và cũng là một phần quan trọng trong hệ thống văn hóa của người dân tộc Hán. Chữ Hán luôn là vấn đề khó của người học tiếng Trung Quốc, thể hiện ở hai khía cạnh: thứ nhất, người học thường không nhớ được cách phát âm của chữ Hán, thứ hai người học gặp khó khăn trong việc ghi nhớ chữ viết. Những tình huống này có thể khiến người học tại Việt Nam trở nên ngại viết và dần mất hứng thú với việc học tiếng Trung Quốc. Chính vì vậy, nhiệm vụ của giáo viên giảng dạy tiếng Trung Quốc trong thời đại công nghệ số đó là: xây dựng môi trường học tập áp dụng được công nghệ hiện đại để tạo ấn tượng sâu sắc hơn cho người học về cấu tạo từng chữ Hán bằng trực quan sinh động, từ đó hỗ trợ người học ghi nhớ chữ Hán nhanh hơn và lâu hơn. Chúng tôi tin rằng để đạt được kết quả giảng dạy tốt hơn trong lớp học, phần lớn phụ thuộc vào giáo án do giáo viên thiết kế trước khi lên lớp. Chúng tôi thiết kế hai loại giáo án cho cùng một nội dung giảng dạy chữ Hán, một giáo án dựa trên phương pháp giảng dạy và công cụ giảng dạy truyền thống, và giáo án thứ hai dựa trên phương pháp giảng dạy và công cụ giảng dạy hiện đại. Dựa trên kết quả điều tra, nghiên cứu này phân tích và tóm tắt quan điểm của tác giả về ảnh hưởng của việc soạn giáo án trong thời đại công nghệ số, đồng thời đưa ra một số gợi ý cho giáo viên tiếng Trung trong việc thiết kế giáo án và giảng dạy chữ Hán.

Từ khóa: thiết kế giáo án; công nghệ số; dạy chữ Hán; hiệu quả học tập.