

THE EFFECTIVENESS OF INSTRUCTIONAL MODEL FOR DEVELOPING OF INSTRUCTIONAL ABILITY OF UNIVERSITY STUDENTS AT GUANGXI



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Received: September 20, 2023; **Revised:** November 25, 2023; **Accepted:** December 1, 2023

Abstract

The Objective of this research were: 1) To examine the factors affecting instructional ability of teaching Chinese as foreign language of the University students in Guangxi Province, 2) To develop Instructional model based-on constructivist and autonomous-learning theory for improving instructional ability of university students of Guangxi University of Science and Technology, and 3) To study the effectiveness of the developed Instructional Model based-on constructivist theory and autonomous-learning theory of university students' instructional ability of Guangxi University of Science and Technology. The Population are the total of 37 students who enroll in Teaching Chinese as a foreign language skills training course at Teaching Chinese as a foreign language Department, School of Foreign Languages, Guangxi University of Science and Technology in the 1st Semester of academic year 2023. The instrument of the research used to collect data was the 5 rating-scale the questionnaire for students and the interview for the teachers. Research process to do the questionnaire for students. Data Analysis by Descriptive Statistics i.e., Frequency, mean, and Standard Deviation.

The results of this research were found the factors influencing the instructional proficiency of Teaching Chinese as a Foreign Language for undergraduate students can be categorized into internal and external aspects. 1) Internal Factors: Physical Aspects: Lecturers stress the necessity of active student involvement in teaching processes. They highlight that practical activities and exercises are integral for enhancing the teaching capabilities of Chinese as a foreign language. Approaches such as group collaboration, situational exercises, observations, discussions, and teaching competitions foster comprehensive development and instructional prowess. Psychological Aspects: Lecturers underscore the significance of student interest and active participation in bolstering instructional abilities. Effective teaching arrangements, challenging tasks, and a conducive learning atmosphere are emphasized. Creating an engaging learning environment, utilizing diverse methods, and promoting self-driven learning are vital prerequisites for improving instructional abilities, and 2) External Factors: Social Environment: Lecturers acknowledge the external impact on student learning. A serene classroom ambiance is deemed essential for focused learning. Disciplined classroom management and positive teacher-student relationships are highlighted. A friendly and supportive atmosphere, employing humor, and addressing students' concerns contribute to an

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engaging classroom environment. Materials: Teaching models, textbooks, and methodologies significantly influence teaching efficacy. Varied teaching techniques, like interactive communication and practical exercises, are encouraged. Updating teaching approaches, embracing constructivism, and aligning content with real-life relevance enhance students' participation and creativity. Teaching Methods: Apt teaching methodologies kindle student interest and initiative. Leveraging methods like collaborative learning, self-directed study, and task-based approaches fosters active participation and skills development. Evaluation: All lecturers emphasize the value of timely evaluation. Reflecting on teaching methods, content, student participation, and learning outcomes enhances course effectiveness and optimizes instructional strategies.

In conclusion, student engagement and proactive attitudes are pivotal internal factors shaping instructional proficiency. Effective teaching methods, appropriate materials, and a conducive environment are also vital contributors. Both internal and external factors, encompassing classroom dynamics and teacher-student rapport, play integral roles in enhancing instructional abilities in Teaching Chinese as a Foreign Language.

Keywords: development, educational effectiveness, instructional model, instructional ability

Introduction

The teaching of Chinese as a foreign language is the teaching of Chinese for foreigners, because the "area" policy of China and ASEAN cooperation strategy, China and southeast Asian countries in politics, economy, culture and so on various aspects wide-range, deeper exchanges and cooperation with developing constantly, more and more people are learning Chinese in Southeast Asian Countries, their need for Chinese teachers is therefore becoming more and more urgent. As the proponent of "ASEAN" and "One Belt and One Road", China has the responsibility and obligation to undertake the task of cultivating and exporting Chinese teaching talents in the face of the urgent need for a large number of Chinese teachers worldwide. In this case, teaching Chinese as a foreign Language has become a very important major.

The main goal of teaching Chinese as a foreign language is to train excellent international Chinese teachers. There is no doubt that instructional ability is the most important part of the teaching content in the teaching process of cultivating professionals of Chinese as a foreign language. The instructional ability of teaching Chinese as a foreign language is shown in the following aspects: lesson preparation skills, classroom teaching skills, classroom management skills, oral expression skills, communication skills, and activity organization skills (Liu, 2020) . In order to cultivate students' ability of teaching Chinese as a foreign language, the setting of relevant courses is very important. Therefore, "Teaching Chinese as a Foreign Language skills training" has become a very important course for this major.

The researcher is a teacher from Guangxi University of Science and Technology. During the course of Teaching Chinese as a Foreign Language Skills Training, researcher found some problems, namely, the effect of traditional teaching methods is not good enough. There are many problems in students' Chinese as a foreign language instructional ability, and many students' performance in Chinese as a foreign language classroom is very poor. In order to improve the teaching of courses and enhance students' ability of teaching Chinese as a foreign language, the researcher conducted a study on the teaching of relevant courses in several schools in Guangxi, and also conducted a survey and interview with the students and teachers of this major in these schools, and found that the same situation existed. These common problems are 1) The preparation before class is insufficient, the teaching is not effectively handled, and the teaching plan is not practical; 2) The teaching method is rigid and the explanation of vocabulary and grammar is unclear; 3) Poor classroom management.

In order to solve these problems, improve the teaching efficiency of the course, and improve the students' ability of teaching Chinese as a foreign language, researcher had

consulted a lot of materials. In the process of consulting, researcher found that many scholars and experts used constructivism teaching theory and autonomous learning theory to build a new teaching model, and had achieved good results.

Constructivism theory is student-centered, and everything starts from the goal of students benefiting students' learning. It solves students' difficulties in cognition and memory of knowledge, enhances students' familiarity and freshness of knowledge, changes the passive position of students in classroom learning, improves the vividness of classroom teaching, and increases students' interest in learning and motivation (Piaget,1966; D.J. Cunnighan,1991).

Autonomous learning theory believes that the current situation that curriculum implementation overemphasizes learning, rote memorization, and mechanical training should be changed, and students should be encouraged to participate actively, be willing to explore, and be diligent in hands-on activities (Zimmerman ,1989).

Li (2010), Lv. (2019) used the theory of constructivism to reform teaching methods, improved learning efficiency significantly. Luo (2019), Jin (2021) believed that to improve students' teaching skills and teaching adaptability, students' autonomous learning ability must be brought into play, and teachers should give guidance under the concept of autonomous learning.

Hu & Lin. (2015) advocated that, in order to improve students' teaching ability, relevant courses must be learner-centered under the guidance of teachers, which not only emphasized the role of learners' subject autonomous cognition, but also did not ignore the role of teachers' guidance, and applied constructivism and autonomous learning theory.

To sum up, the researcher thought in teaching Chinese as a foreign language skills training course, we could use the theoretical basis of constructivism and the theory of autonomous learning, to construct a new teaching mode, to improve the effect of classroom teaching, improved the students' learning enthusiasm and innovation, so as to improve students' ability in Chinese teaching, to solve the problem of shortage of teaching Chinese as a foreign language professional students' ability. The study was so valuable and meaningful that the researchers decided to do it.

Objectives

1. To examine the factors affecting instructional ability of teaching Chinese as foreign language of the University students in Guangxi Province.
2. To develop Instructional model based-on constructivist and autonomous-learning theory for improving instructional ability of university students of Guangxi University of Science and Technology.
3. To study the effectiveness of the developed Instructional Model based-on constructivist theory and autonomous-learning theory of university students' instructional ability of Guangxi University of Science and Technology.

Material and Method

Literature review

In the study of “The Effectiveness of Instructional Model for Developing the Instructional Ability of University Students in Guangxi Province”, the researcher studied the literatures and researches documents concerning related to this study, are followed.

Development of constructivist theory and autonomous-learning theory Instructional Model

1. A developed instructional model with 5 components: 1) Principle & Rationale, 2) Objectives, 3) Contents, 4) Methods of teaching & Materials and 5) Evaluation, is

confirmed by the experts in 4 aspects: 1) Utility Standard, 2) Feasibility Standard, 3) Propriety Standard and 4) Accuracy Standard (Stufflebeam and Social Impact, 2012) as the follows:

Utility Standard are intended to ensure that the developed instructional model will serve the information needs of intended users.

Feasibility Standard are intended to ensure that the developed instructional model will be realistic, prudent, flexible, and frugal.

Propriety Standard are intended to ensure that the developed instructional model will be conducted in conformity to teaching principles and provide positive results.

Accuracy Standard are intended to ensure that the developed instructional model shows a measure of closeness to a true value.

2. The concept of teaching and learning to be highly effective by constructivist theory and autonomous-learning theory instructional models

Using constructivism theory and autonomous learning theory to solve the teaching and learning problems encountered in curriculum teaching is a method supported by many researchers.

Constructivism is a further development of learning theory from behaviorism to cognitivism. The constructivist view originated from the cognitive constructive learning theory of the famous Swiss psychologist Jean Piaget (1955). Piaget believes that children's cognitive structure is gradually constructed through the process of assimilation and adaptation, and is continuously enriched and developed in the cycle of "balance-unbalance-new balance". After Piaget, educational theorists conducted in-depth research and discussion on the nature of cognitive structure, the developmental conditions of cognitive structure, and the key role of individual initiative in constructing cognitive structure. In the late 1970s, American educator Jerome Bruner (1984) introduced the social constructivism theory of Soviet educational psychologist Vygotsky (Lev, 1962) into the United States, which had a great impact on the development of constructivist theory. a huge boost. Vygotsky emphasized the role of social and cultural history in the development of psychology, especially the prominent role of activities and social interactions in the development of people's advanced psychological mechanisms. In the mid-1980s, constructivists represented by Von Glasersfeld (1989) clearly put forward the theory of constructivism. The theory of constructivism has not only had a specific impact on science, philosophy, sociology, history, and even social politics, but also has an important impact on the in-depth study of learning psychology, which has also prompted people to have a strong understanding of traditional teaching concepts and teaching processes. Constructivism theory believes that teachers are helpers, facilitators and knowledge-navigators of meaning construction, and play a leading and guiding role in teaching; they are the organizers of teaching, not the imparters and instillers of knowledge. Teachers should become helpers of students' construction of meaning, stimulate students' interest and enthusiasm in learning, and help students form learning motivation. Teachers' teaching goals should include cognitive goals and emotional goals, and should pay attention to the emotional field of students. The teaching process is a process of gradually reducing external control and gradually increasing students' self-controlled learning; it creates a good learning environment for students, by creating scenarios that meet the requirements of teaching content and prompting connection clues between old and new knowledge; While learning assimilation, let students understand that learning activities are mainly "adaptation", which is a repeated cycle process of "balance-unbalance-new balance" between "assimilation" and "adaptation", helping them to continuously enrich their knowledge, Construct the meaning (system and content) of the current knowledge; focus on cultivating students' ability to analyze problems, solve problems and creative thinking in the process of teaching and learning; organize collaborative learning, design different collaborative methods, and guide collaboration according to different teaching objectives The learning process makes it develop in a direction conducive to meaning construction (Fan &Zhang, 2003).

In general, the basic teaching steps of constructivism can be summarized as follows: 1) Analyze the teaching objectives, analyze the teaching objectives of the entire course and each teaching unit, and determine the subject of the current knowledge. 2) Create situations, create situations that are as realistic as possible related to the current learning topic. 3) Information resource design, determine the types of information resources required for learning this topic and the role each resource plays in the process of learning this topic. 4) Self-directed learning design, the commonly used teaching methods are "scaffold teaching method", "anchored teaching method" and "random entry teaching method". 5) Collaborative learning environment design, on the basis of individual self-learning, through group discussion and negotiation, to further improve and deepen the construction of the meaning of the theme. 6) Learning effect evaluation design, including group evaluation of individuals and self-evaluation of students themselves. 7) Intensive exercise design, according to the results of group evaluation and self-evaluation, a set of optional and targeted supplementary learning materials and intensive exercises are designed for students. (Ju & Liu, 2004).

Many experts had applied constructivism theory to their own teaching and achieved good results, so they considered constructivism teaching mode is an effective teaching mode. Qin (2010) believed that the constructivism theory can solve the problem that teachers talk too much and students learn too little in teaching. Ju & Liu (2004) believed that the application of constructivism in teaching could improve students' learning initiative and enthusiasm, because students were the subjects of learning, and the learning process is a process of cognition. Constructivism made a profound analysis of the relationship between subjects and cognition, that is, students and learning: "Knowledge is actively constructed by the subject, rather than passively absorbed from the outside, that is, knowledge has initiative; In the process of cognition, subjects do not discover the knowledge world independent of their minds, but recombine and construct a new cognitive structure through the previous personal experience world, and cognition is constructive" (Ju & Liu, 2004, p.224).

3. Applying theoretical concepts of constructivist theory and autonomous-learning theory instructional models to create teaching styles

At present, under the influence of constructivism theory and autonomous learning theory, the relatively mature teaching models include scaffolding teaching model, anchored instructional model and random entry teaching model. All these instructional models emphasize the importance of "situational creation", "collaborative learning" and "self-learning" (Wu, 2006). The instructional model is applicable to many of the classroom teaching reform, in the teaching model applied to classroom teaching Chinese as a foreign language, experts say, teachers should focus on how to use proper learning activities, creating problem situation, give full play to students' initiative and independent consciousness, truly reflects the "student-centered", To enable students to "explore freely", "learn independently", and effectively use a variety of tools and resources.

4. The step to teach the constructivism theory and autonomous learning theory instructional model

To sum up, these studies have constructed a variety of teaching models and proposed different construction ideas and methods.

Summarizing the results of previous research and experiments, it can be seen that the teaching model based on the theory of constructivism and autonomous learning generally has the following steps:

- step1) The teacher gives the established teaching objectives and teaching content.
- step2) Students find partners to form groups in accordance with the principle of freedom, and conduct self-study and group discussions within the specified time.
- step3) Students present their learning outcomes and ask difficult questions to teachers. Teacher answers the questions, and after the joint review of the teachers and students, puts forward revision suggestions on the students' learning results.

Step4) Students revise their learning outcomes, and teachers make final evaluations. At the same time, teachers reflect on the teaching process to ensure the teaching effect. This model can play a good role in the problems existing in the course practice teaching.

5. The effectiveness monitoring of constructivist theory and autonomous-learning theory instructional models

Compared with the traditional theory, the teaching model based on the framework of constructivism theory and autonomous learning theory has achieved better teaching quality in teaching practice.

From the teaching practice of previous researchers, their teaching model emphasizes that teachers should not only directly impart knowledge to students, but also teach students how to learn knowledge. Through teaching, students can improve their ability to acquire knowledge and cooperate with others, so that they can construct knowledge in academic and social fields. In the constructivism theory and the teaching model based on autonomous learning, the center of teaching, the roles of teachers and students, and the tasks of teachers and students have all changed. In the traditional teaching mode, teaching center is a teacher, the teacher's role is the imparter of knowledge, the teacher's mission is to instill knowledge, the role of students is the recipient of knowledge, student's task is to accept knowledge, in the new teaching mode, teacher's role becomes knowledge construction of helper, become the task of teachers to help students, promote the construction of knowledge, The role of students has become the active constructors of knowledge, and their tasks have become information processing and active construction. Students' initiative has been given full play, and attention has been paid to it, thus improving the quality of teaching (Wang & Fang, 2018).

To sum up, researchers believe that the teaching model constructed by constructivism and autonomous learning theory has been tested in years of teaching practice, which proves that the construction of teaching model supported by this theory is effective and its quality is guaranteed. Classroom teaching in this mode emphasizes constructive, active, reflective, cooperative and exploratory learning. It can not only ensure the guidance of professional teachers, but also focus on the learner, which can improve the teaching effect and improve the enthusiasm of students.

Material and Method

This research used Mixed Method of Research. This research is divided into 3 phases.

Phase 1 was conducted to answer research **objective 1**: To study the factors affecting instructional ability of the University students in Guangxi Province

Population

Group 1: The former students of teaching Chinese as a Foreign Language Skills training course, semester 1 on academic year 2022 from 3 universities in Guangxi Province

- 1) 36 students from Guangxi Minzu University
- 2) 28 students from Liuzhou Institute of Technology
- 3) 36 students from Guangxi University of Science and Technology

Group 2: The lecturers who are teaching teaching Chinese as a Foreign Language Skills course course from 3 colleges in Guangxi Province

- 1) 1 Lecturer from Guangxi Minzu University
- 2) 1 Lecturer from Liuzhou Institute of Technology
- 3) 1 Lecturer from Guangxi University of Science and Technology

Research Instruments:

1. The Questionnaires for students
2. The In-depth Interview for the lecturers

Designing instrument 1

1. Study teaching Chinese as a Foreign Language Skills training course and factors affecting instructional ability of the University students in Guangxi Province.

2. Design a questionnaire on factors to improve instructional ability of the University students in Guangxi Province.

3. To present the draft of questionnaire to the advisors for checking correctness and completion.

4. Assess the validity of questionnaire on factors to improve instructional ability for the students in Guangxi Province by 5 experts through Index of Item-Objective Congruence (IOC)

5. Design Likert 5-point rating scale questionnaire

Data Collection

1. Ask for permission for data collection.

2. Collect data from the assigned students using the developed questionnaire.

Data Analysis

Descriptive Statistics i.e., Frequency, MEAN (\bar{x}), Standard Deviation (S.D.)

Designing instrument 2

1. Study literature on instructional model based on Constructivist theory and autonomous-learning theory , improve of instructional ability of the University students in Guangxi province, and factors affecting instructional ability of teaching Chinese as foreign language of the undergraduate students in Guangxi province.

2. Design the draft of open-ended interview on factors affecting instructional ability of teaching Chinese as foreign language of the undergraduate students in Guangxi province.

3. Present the draft of open-ended interview to the advisors for checking correctness and completion.

4. Assess the validity of open-end interview on factors affecting instructional Ability of teaching Chinese as foreign language of the undergraduate students in Guangxi province by 5 experts through Item-Objective Congruence (IOC)

Data Collection

1. Ask for permission for data collection.

2. Collect data from the assigned lecturers using the developed interview.

Data Analysis

Content analysis

Expected Output Phase 1

Factors affecting affecting instructional ability of teaching Chinese as foreign language of the undergraduate students in Guangxi province are Obtained and used as a basis for creating the Instructional model based on Constructivist theory and autonomous-learning theory.

Phase 2 was conducted to answer research objective 2: To develop Instructional models based-on constructivist theory and autonomous-learning theory for improving instructional ability of university students of Guangxi University of Science and Technology.

Research instrument

Conformity Assessment Form of constructivist theory Instructional and autonomous-learning theory Model in terms of accuracy standard, propriety standard, feasibility standard, and utility standard.

Designing instrument

1. Study related concepts, principles, process about developing instructional model, including results in terms of factors affecting instructional ability of teaching Chinese as foreign language of the undergraduate students in Guangxi province from research objective 1.

2. Design handout of constructivist theory and autonomous-learning theory instructional model.

3. Design a questionnaire on confirming the appropriateness of the instructional model in terms of accuracy standard, propriety standard, feasibility standard, and utility standard.

4. Present the draft of open-ended interview to the advisors for checking correctness and completion.

5. Assess the validity of the questionnaire on confirming the appropriateness of the instructional model by 5 experts through Item-Objective Congruence (IOC).

6. Design the conformity assessment form of constructivist theory and autonomous-learning theory instructional model.

Data Collection

1. Ask for permission of data collection

2. Collect appropriateness of the instructional model in terms of accuracy standard, propriety standard, feasibility standard, and utility standard from the 5 experts using the developed conformity assessment form of constructivist theory and autonomous-learning theory instructional model.

Data Analysis

Descriptive analysis i.e. frequency and percentage. The acceptable items must not be less than 100%.

Expected Output Phase 2

Constructivist theory and autonomous-learning theory instructional model the appropriateness of which is confirmed by experts for further implementation

Phase 3 was conducted to answer research objective 3: To study the effectiveness of the developed Instructional Model based-on constructivist theory and autonomous-learning theory of university students' instructional ability of Guangxi University of Science and Technology.

Population

37 students who enrolled in Teaching Chinese as a foreign language skills training course at Teaching Chinese as a foreign language Department, School of Foreign Languages, Guangxi University of Science and Technology in the 1st Semester of academic year 2023.

Research Instruments:

1. Lesson plan using constructivist theory and autonomous-learning theory instructional model.

2. Rubric scoring form

Designing instrument 1

1. Study contents, objectives, methods of teaching, materials, evaluation

2. Design lesson plans by format given.

3. Present the lesson plan to the advisors for checking correctness, completion and improvement.

4. Assess the validity of the designed lesson plans by 5 experts through Item-Objective Congruence (IOC)

5. Conduct a try-out of the developed lessons plans with another group of samples for further improvements and implementation with the sample group.

6. Assess the validity of the designed rubric scoring criteria by 5 experts through Item-Objective Congruence (IOC)

Data Collection

1. Ask for permission of data collection

2. Collect students' performance by using rubric scoring before assessment by external raters.

Data Analysis

Categorize students' performance according to rubric scoring criteria into their levels descriptor.

Expected Output Phase 3 (Rubric Scoring Criteria)

Results of implementing constructivist theory and autonomous-learning theory instructional model – students' performance according to rubric scoring criteria into their levels descriptor.

Results

In the study of “The Effectiveness of Instructional Model for Developing the Instructional Ability of University Students in Guangxi Province”, the researcher studied the data concerning the following.

There are 3 parts to present analysis results serving objective 1 using table and description in terms of MEAN, standard deviation, interpretation (Level of Attitude), and ranking of all factors in overview. After that, items of all factors are presented likewise.

Present Study Participants

Group 1: The 100 former students who majoring in Teaching Chinese as a Foreign Language, enrolled teaching Chinese as a Foreign Language Skills training course, semester 1 on academic year 2022 from 3 universities in Guangxi Province. Those sections involve the following.

- 1) 36 students from Guangxi Minzu University
- 2) 28 students from Liuzhou Institute of Technology
- 3) 36 students from Guangxi University of Science and Technology

Group 2: 3 lecturers who are teaching Chinese as a Foreign Language Skills training course from 3 University in Guangxi Province.

Present Results of the Survey

- 1) 1 Lecturer from Guangxi Minzu University
- 2) 1 Lecturer from Liuzhou Institute of Technology
- 3) 1 Lecturer from Guangxi University of Science and Technology

The Common data of the respondent in overall (N=100)

The common data of the respondent in overall the most gender is female, 86%. The most age is 18-25 years, 93%

The result of questionnaire from students in overview (N=100)

The Indicates that all internal factors affecting instructional ability of teaching Chinese as foreign language of the University students in Guangxi Province are generally found at a high level ($\mu=3.12$). Considering each one item, it was found that No.10 Students found that there is valuable time to study this subject are the highest mean ($\mu= 3.41$), follow by No.7 Students always attend class on time except for accidental cases ($\mu= 3.37$), and the lowest mean is No.11 Students feel bored to study this subject but they need to study because it is pre-requisite subject ($\mu=2.53$).

For external factors affecting instructional ability of teaching Chinese as foreign language of the University students in Guangxi Province are also generally found at a high level ($\mu=2.90$). Considering each one item, it was found that No.22 Classroom environment affects students' learning enthusiasm is the highest mean ($\mu= 3.21$), follow by No.17 Teacher always use traditional teaching model which is boring and uninteresting ($\mu=3.16$), and the fewest mean is Factor No.20 Fixed learning places affect learning interest ($\mu=2.65$).

The Common data of the respondent in A. Guangxi Minzu University (N=36)

The common data of the respondent in A. Guangxi Minzu University. The most gender is Female, 80.56%. There are 36 students from A. Guangxi Minzu University. The most age is 18-25 yrs., 94.44%

The result of questionnaire from students in in A. Guangxi Minzu University (N=36)

Indicates that all internal factors affecting instructional ability of teaching Chinese as foreign language of the University students in Guangxi Minzu University are generally found at a high level ($\mu=3.04$). Considering each one item, it was found that No.7 Students always attend class on time except for accidental cases is the highest mean ($\mu= 3.31$), follow by No.10 Students found that there is valuable time to study this subject ($\mu= 3.28$), and the lowest mean is No.15 Students feel unsure that this subject can apply in their daily life ($\mu=2.69$).

For external factors affecting instructional ability of teaching Chinese as foreign language of the University students in Guangxi Minzu University are also generally found at a high level ($\mu=2.84$). Considering each one item, it was found that No.17 Teacher always uses traditional teaching model which is boring and uninteresting is the highest mean ($\mu=3.06$), follow by No.22 Classroom environment affects students' learning enthusiasm ($\mu=3.00$), and the fewest mean is Factor No.16 Students can understand content clearly through this teaching model ($\mu=2.50$).

The Common data of the respondent in B. Liuzhou Institute of Technology (N=28)

The common data of the respondent in B. Liuzhou Institute of Technology. The most gender is Female, 92.86%. There are 28 students from B. Liuzhou Institute of Technology The most age is 18-25 yrs., 100%.

The Common data of the respondent in B. Liuzhou Institute of Technology. (N=28)

Indicates that all internal factors affecting instructional ability of teaching Chinese as foreign language of the University students in Liuzhou Institute of Technology are generally found at a high level ($\mu=3.32$). Considering each one item, it was found that No.10 Students found that there is valuable time to study this subject are the highest mean ($\mu= 3.79$), follow by No.7 Students always attend class on time except for accidental cases ($\mu= 3.78$), and the lowest mean is No.12 Students aware of studying this subject is useless ($\mu=2.14$).

For external factors affecting instructional ability of teaching Chinese as foreign language of the University students in Liuzhou Institute of Technology are also generally found at a high level ($\mu=2.92$). Considering each one item, it was found that No.16 Students can understand content clearly through this teaching model is the highest mean ($\mu=3.46$), follow by No.17 Teacher always use traditional teaching model which is boring and uninteresting ($\mu=3.06$), and the fewest mean is Factor No.20 Fixed learning places affect learning interest ($\mu=2.58$).

The Common data of the respondent in C. Guangxi University of Science and Technology (N=36)

The common data of the respondent in C. Guangxi University of Science and Technology. The most gender is Female, 86.11%. There are 36 students from C. Guangxi University of Science and Technology, the most age is 18-25 yrs., 94.44%

The Common data of the respondent in C. Guangxi University of Science and Technology (N=36)

The Indicates that all internal factors affecting instructional ability of teaching Chinese as foreign language of Guangxi University of Science and Technology are generally found at a high level ($\mu=3.03$). Considering each one item, it was found that No.5 Students are industrious in their learning (Assignments, Projects, Participation, etc.) with the highest potential themselves had the highest mean ($\mu= 3.42$), follow by No.10 Students found that there is valuable time to study this subject ($\mu= 3.25$), and the lowest mean is No.11 Students feel bored to study this subject but they need to study because it is pre-requisite subject ($\mu=2.39$).

For external factors affecting instructional ability of teaching Chinese as foreign language of Guangxi University of Science and Technology are also generally found at a high level ($\mu=2.87$). Considering each one item, it was found that No.22 Classroom environment affects students' learning enthusiasm had the highest mean ($\mu=3.28$), follow by No.17 Teacher

always use traditional teaching model which is boring and uninteresting ($\mu=3.27$), and the fewest mean is Factor No.28 Viral communication about uncomplicated lesson and unstick teacher persuades many students to enroll in this subject ($\mu=2.28$).

The Lecturers Interview analysis results

1 lecturer, Guangxi Minzu University

1 lecturer Liuzhou Institute of Technology

1 lecturer, Guangxi University of Science and Technology

After questionnaire and interviews with 3 lecturers, the factors that affect the instructional ability of Teaching Chinese as Foreign Language for undergraduate students are summarized as follows.

Internal factors

Physics: All three lecturers hope that students can actively participate in teaching. Based on their experience, without active participation or appropriate practical teaching activities and exercises, students' ability to teach Chinese as a foreign language will not be improved. In teaching, various methods such as group cooperation, situational exercises, observation exercises, discussions, and teaching competitions can be used to encourage students to participate in various teaching activities, comprehensively cultivate students' qualities and abilities, and improve their comprehensive qualities and instructional abilities.

Psychology: All three lecturers emphasize that students' interest and active participation are important factors in improving their instructional ability of Teaching Chinese as Foreign Language. Therefore, in teaching, it is necessary to make good teaching arrangements, design challenging tasks, allow students to exert subjective initiative, participate in practical activities, and stimulate learning motivation. Teachers should use internal and external factors to create a positive and effective learning atmosphere, and use various means to stimulate students' active participation. This is the primary factor in students' awareness of autonomous learning and a prerequisite for improving their instructional ability of Teaching Chinese as Foreign Language.

External factor

Social environment: All three lecturers emphasized the impact of external environment on students' learning. If the classroom environment is too noisy, it is difficult for students to concentrate on learning and thinking, so a quiet classroom atmosphere is necessary. Teachers should pay attention to strengthening the management of classroom discipline in class and creating a quiet and studious classroom environment. The classroom environment also includes the relationship between teachers and students. During the teaching process, if teachers and students are in a friendly, happy, and relaxed state, they can make students enjoy the class, are willing to learn, and actively participate in classroom activities. Therefore, experienced lecturer B and lecture C both emphasized using humorous language and a friendly attitude to communicate and communicate with students, care for students, and timely answer and solve the difficulties they encounter in participating in activities, provide encouragement to students, make them feel that the classroom atmosphere is happy and interesting, and teaching Chinese as a foreign language skills are interesting, so as to actively learn and improve their instructional ability of Teaching Chinese as Foreign Language.

Materials: The lecturers unanimously believe that teaching models, textbooks, and methods are important factors that affect students' ability to teach Chinese as a foreign language. Lecturer A believes that teachers' diverse choices of teaching methods are beneficial for improving students' ability to teach Chinese as a foreign language. In classroom teaching, traditional teacher lectures - students' listening methods cannot be used, which does not allow students to participate and enhance their desire for learning and exploration. Lecturer B believes that constantly updating teaching models and finding new and effective teaching models are essential in education and teaching. Constructivism and self-learning theory can effectively strengthen students' participation, unleash their subjective initiative and creativity, and are both suitable for the reform of teaching Chinese as a foreign language. Teacher C

believes that it is necessary to choose appropriate teaching content for teaching, keep up with the times, and make students feel that they can use it in their daily lives after learning the content of the textbook.

Teaching methods: All the lecturers believe that appropriate teaching methods can stimulate students' interest. Stimulating students' learning initiative is an important purpose of using teaching methods. Lecturer A suggests that according to the characteristics of teaching Chinese as a foreign language, various teaching methods such as learning communication, observation practice, and situational exercises can be adopted in the construction of the course teaching method to meet students' learning, knowledge internalization, and skill training needs. Lecturer B suggests that arranging more teaching activities such as group collaboration, self-directed learning, task design and practice, and classroom performances in the classroom can help improve students' participation and activity.

Evaluation: In terms of evaluation, all three lecturers believe that timely teaching evaluation is very important. After each classroom teaching is completed, teachers should reflect on the effectiveness of the day's classroom teaching in a timely manner, reflecting on teaching methods, teaching steps, teaching content, student participation effects, student learning effects, etc., analyzing failed lessons and successful experiences, improving the teaching effectiveness of the course, and continuously optimizing the teaching mode.

Through the above analysis, it is found that among the factors that affect instructional ability of Teaching Chinese as Foreign Language, students' attitude of actively participating about problems is an important factor. At the same time, appropriate teaching methods, models, and practical textbooks can better stimulate students' learning enthusiasm and help them improve their ability to teach Chinese as a foreign language. At the same time, the environment in which students live, including the external environment of the classroom, the internal environment of the classroom, and the harmonious teacher-student relationship, are also important factors that affect students' learning and improving their instructional ability of Teaching Chinese as Foreign Language.

Advantages

1. For students: To know and understand how constructivist theory and autonomous-learning theory instructional models can enhance their Instructional Ability of Teaching Chinese as Foreign Language.

2. For teachers: To make better use of the said instructional models in performing better teaching strategies and performances and for them to be able to realize the of integrating different instructional models to their teaching strategies for the academic growth and development of students.

3. For school Administrators: To give assistance to the teachers and professors in forming better academic growth and classroom performances for the students.

4. For university: To be able to know the importance of integrating the said instructional models, thus use it in order to build morale for the faculty and students by being able to use it and understand its importance in gaining knowledge.

5. For future Researchers: Future researchers could utilize this study as a basis or foundation for the study that they will be conducted in line with this topic theme.

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