Development of an Instructional Model Using Constructivist Learning Theory and Task-Based Learning Approach to Enhance Chinese Language Teaching Competence of Preservice Teachers in Sichuan Province, China

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Abstract

This study aimed to develop an instructional model based on constructivist learning theory and the task-based learning approach to enhance the Chinese language teaching competence of preservice teachers in Sichuan Province, China. A qualitative research methodology was employed. The informants were divided into two groups: (1) five curriculum specialists and five experienced Chinese language pedagogy instructors from Sichuan Minzu College, selected through purposive sampling, and (2) 350 graduates from the Early Childhood Education program (academic years 2020–2023) from the same institution. The research instruments included semi-structured interviews and a questionnaire, both validated by five experts with an Index of Item-Objective Congruence (IOC) ranging from 0.80 to 1.00. The interview data were analyzed using content analysis, while the questionnaire data were analyzed using descriptive statistics, including mean and standard deviation.

Findings from experts and graduates highlighted the need for a student-centered instructional model with clear task orientation and practical application. The created instructional model has six main components: 1) model introduction, 2) theoretical foundation, 3) key tenets, 4) instructional objectives, 5) instructional steps, and 6) evaluation. The five stages of instructional steps are learning, practicing, evaluating, reflecting, and re-practicing. Experts' assessment of the model's overall appropriateness gave it an average score of 4.47 (S.D. = 0.09), indicating that the

instructional model is suitable for enhancing the Chinese language teaching competence of preservice teachers in the context of Sichuan Province.

Keywords: Constructivist learning theory; Task–based learning approach; Chinese language teaching competence; Instructional model development

Introduction

Preservice teachers at normal universities play important role in improving the quality of basic education in China. The government places a strong focus on development of professional teaching skills and instructional competence. These efforts aim to meet the challenges of 21st–century education and align with the Ministry of Education's policy, which positions teachers at the center of educational quality reform (Zhu, 2019). However, research shows that teacher education in China, particularly in remote or under–resourced areas, still overemphasizes theoretical content and lacks effective alignment with real classroom situations. Li, Shi and Xue (2020) found that rural teachers in deep poverty areas, such as Liangshan Prefecture in Sichuan Province, face structural shortages, limited training opportunities, and weak instructional capacities, all of which hinder their professional development and classroom effectiveness.

Additionally, Qiu et al. (2022) found that preservice teachers of Chinese as a second language in mainland China have a problem in integrating technological pedagogical content knowledge into their instruction. The study indicated that they often lack confidence in using digital tools, especially in using technology with pedagogical and content knowledge, which leads to continued dependence on lecture–based methods and reduces student engagement. International studies also show the persistent "theory–practice gap" in preservice teacher preparation, especially when new teachers enter real–world classroom contexts that demand analytical thinking and practical classroom management skills (Korthagen, 2017). Furthermore, Gartziarena and Villabona (2022) emphasized that preservice teachers' beliefs and attitudes significantly influence their adoption of multilingual and Task–Based Learning Approach instructional approaches. While Chinese preservice and in–service teachers often show favorable views toward Task–Based Learning Approach, challenges for examples large class sizes and inadequate practicum experiences limit their confidence and competence in applying such methods.

Given these mismatches between curriculum content and classroom realities, and the unpreparedness of preservice teachers to effectively implement TBL and digital learning tools, it is essential to develop an instructional model that integrates Constructivist Learning Theory with

Task–Based Learning Approach. Such a model could bridge the gap between theory and practice and enhance the Chinese Language Teaching competence of preservice teachers in preparation for their professional roles.

Therefore, the objective of this research is to develop an instructional model based on Constructivist Learning Theory and Task–Based Learning Approach to enhance the Chinese Language Teaching competence of preservice teachers in Sichuan Province, China.

Research Objectives

To develop an instructional model based on constructivist learning theory and the task–based learning approach to enhance the Chinese language teaching competence of preservice teachers in Sichuan Province, China.

Literature Review

The researchers reviewed the relevant literature, which demonstrate the "knowledge gap" that has yet to be addressed as follows:

Constructivism Learning Theory

The constructivist learning theory is a philosophy of learning in which an emphasis is placed on how learners construct knowledge through their interactions with their environment. By encouraging students to build on their previous knowledge, collaborate with classmates and get involved in stimulating activities, learner–focused teaching is what this notion advocates in learning the target language. A teacher as facilitator, provides support for problem–solving, learning in context, and self–study. This theory, from the perspective of fostering self–learning and higher order thinking, has also proven that it can heighten the teaching of Chinese language more efficiently (Liu, Jansrisukot & Wanpen, 2024). It also teaches preservice teachers the ability to manage a classroom, organize a lesson, and teach in ways that prioritize the student.

Task–Based Learning Approach

The task–based learning approach is a learner–centered instructional approach where teachers serve as facilitators and encourage both individual and group inquiry. Learning activities comprise of three stages: pre–task, during–task, and post–task. These stages helps learners systematically develop their lesson planning, management of classroom, and assessment skills (Ogilvie & Dunn, 2010). This integrated approach has been found to effectively improve the Chinese language teaching competence of preservice teachers at regular universities when

combined with constructivist learning theory, which allows learners to develop their own knowledge through real-life circumstances. It fits very nicely with the requirements of contemporary education.

Teaching competency (Chinese Language Teaching Competence)

Teaching competence involves a combination of knowledge, skills and attitudes necessary to plan and implement effective lessons, handle classrooms, evaluate learning progress of students, and change the ways of teaching according to different situations. It includes both content and pedagogical knowledge which are needed to support student-centered learning. Rural teachers in China have long been confronted with classroom management and assessment problems, and this is partly due to insufficient in-service training and too much theory instruction during preservice education (Li et al., 2020).

Chinese instructors' proficiency with digital tools and target-oriented methods is another aspect of their 21st-century teaching competency. But according to Qiu et al. (2022), preservice Chinese as a second language teachers frequently have problems putting their pedagogical and technology knowledge to use in authentic classroom settings. The "theory–practice gap," which is a common problem in teacher education, is reflected in this.

Effective teacher preparation should address this by integrating practice-based approaches to learning with theoretical knowledge. Developing competent Chinese language teachers who can adapt to the needs of contemporary education requires strengthening teaching competence using principles from constructivist learning theory and task-based learning approach.

Conceptual Framework

As illustrated in Figure 1, the research proposed a conceptual framework based on constructivist learning theory and task-based learning approach to enhance the Chinese Language teaching competence of preservice teachers in Sichuan Province, China.

The framework addresses the current issues in Chinese language teaching competence by combining both theoretical and practical elements into an instructional model, which consists of six main components: 1) model introduction, 2) theoretical foundation, 3) key tenets, 4) instructional objectives, 5) instructional steps, and 6) evaluation. The five stages of instructional steps are learning, practicing, evaluating, reflecting, and re-practicing.

The model was created with systematic development, validation, and application in consideration. Lesson planning, classroom management, and the use of student-centered

instructional strategies are a few of the elements that support the research objectives and the objective of combining theory and practice to enhance practical teaching competencies.

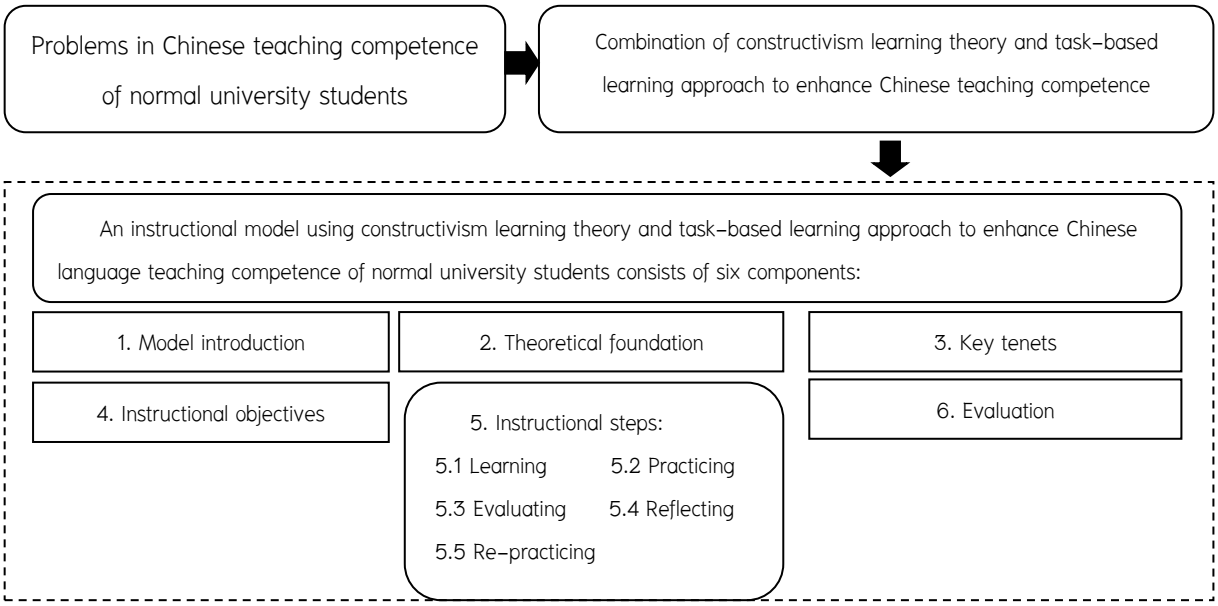

Figure 1 Conceptual framework

Research Methodology

Informants

This study involved of two groups of informants as follows:

Group 1 consisted of five curriculum specialists (or heads of the Early Childhood Education program) and five Chinese language teacher educators, totaling ten participants. They were selected through purposive sampling from universities in Sichuan Province that offer early childhood education programs. A semi-structured interviews were conducted to explore their perspectives on the current state of Chinese language teaching competence and the requirement for developing an instructional model that fits to the context.

Group 2 included 350 graduates from the Early Childhood Education program at Sichuan, Minzu College University between the academic years 2020-2023. These participants were selected through simple random sampling from a total population of 3,500 graduates. Data were collected using a questionnaire regarding Chinese language teaching, needs, and suggestions for improving the instructional model.

Research Instruments

Three research instruments were employed in this study. First, a semi-structured interview protocol was designed to collect data from curriculum experts and experienced Chinese language pedagogy instructors. It comprises of 17 questions categorized into three key aspects: 1) Chinese language teaching competence, 2) shortcomings of current instructional practices, and 3) the necessity for developing an instructional model based on constructivist learning theory and task-based learning approach. The protocol was validated by five field experts, with the Index of Item-Objective Congruence (IOC) values ranging from 0.80 to 1.00, indicating high content validity.

Second, a structured questionnaire was given to 350 graduates of the Early Childhood Education program at Sichuan Minzu College between 2020 and 2023 to assess their views on 1) Chinese language teaching competence, 2) limitations of current instructional models, and 3) the perceived need for a new model using constructivist learning theory and the task-based learning approach. Responses were rated using a 5-point Likert scale (5 = Strongly Agree to 1 = Strongly Disagree). Five experts also validated this instrument, giving IOC scores ranging from 0.80–1.00, showing high validity.

Third, an instructional model evaluation form was used to assess the appropriateness of the developed instructional model, which consisted of six components: 1) model introduction, 2) theoretical foundation, 3) key tenets, 4) instructional objectives, 5) instructional steps, and 6) evaluation. The form was assessed by five curriculum and instruction experts using a 5-point Likert scale (1 = least appropriate to 5 = most appropriate). Evaluation results revealed that all components were rated as highly appropriate (Mean = 4.24, S.D. = 0.43), and the overall model was rated very appropriate with an average score of 4.47 (S.D. = 0.09), therefore validating its effectiveness in enhancing Chinese language teaching competence of preservice teachers in Sichuan Province.

Data Collection

1. The interviews of expert and instructor were conducted online from August 2–6, 2024, with each session lasting 20–30 minutes. The interviews were audio recorded for analysis, and each participant gave their informed permission.

2. Questionnaires were distributed to 350 graduates from August 8–17, 2024, using an online platform.

3. The expert evaluation of the instructional model was conducted from August 23–25, 2024.

4. The evaluation of the appropriateness of the components and instructional model by experts was conducted from August 23 to 25, 2024.

5. The revision of the instructional model according to the experts' recommendations was carried out from August 26 to 28, 2024.

Data Analysis

1. The data from the interviews were analyzed using content analysis to examine the problems and needs in enhancing Chinese language teaching competence.

2. The data from the questionnaire and evaluation of the instructional model were analyzed using descriptive statistics, including mean and standard deviation, to examined learner perspectives and assess the overall appropriateness of the model.

Research Results

Table 1 shows the results of interviews with five experts and five teachers on the evolution of Chinese Language Teaching competence.

Table 1 Results of interviews with experts and teachers

Dimension	Coded Themes	Keywords
1. Findings on Chinese Language Teaching competence of normal university students		
Teaching design ability	Inadequate ability in teaching design	Unclear goals, flat organization of teaching materials, unreasonable program pace, unitary teaching methods, limited attention to learner diversity, lack of innovative activity design, difficulty applying theory to practice, and insufficient hands-on training
	Inadequate teaching implementation	Poor classroom management, failure to grasp to students' thoughts, lack of classroom inflexibility, failure to plan classroom activities, one-size-fits-all classroom management approach, failure to inspire learners, and failure to address student individual differences properly
	Inadequate ability in teaching evaluation	Significant reliance on traditional testing, a lack of diverse assessment methods, irregular processes in assessment, failure to record and analysis data, difficulty interpreting results, and a lack of specific improvement measures
	Inadequate ability in teaching reflection	Insufficiently specific approach to reflection, lack of detailed records, unclear improvement measures

Dimension	Coded Themes	Keywords
2. Findings on the shortcomings of the current instructional model		
Problems with the current instructional model	Student-centered approach not implemented	Students' passive acceptance of knowledge, lack of opportunities for active participation and hands-on practice
	Fragmented instructional activities	Lack of overall planning of teaching and learning activities, fragmentation of teaching and learning activities
	Insufficient setting of learning contexts	Lack of contexts related to real teaching and learning, training, and applying of knowledge
	Limited co-operation and communication among students	Lack of tasks and activities based on group work, fewer opportunities for interaction and discussion among students
	Insufficient independent learning ability of students	Lack of self-directed learning environment, lack of active learning ability, lack of self-directed practice, and lack of opportunities to express their personal ideas and views
	Insufficient opportunities for students to participate in constructing knowledge	Students are knowledge receivers rather than knowledge constructors.
3. Findings on the need to develop an instructional model by using Constructivist Learning Theory and Task-Based Learning Approach		
The needs to develop an instructional model by using Constructivist Learning Theory and Task-Based Learning Approach	Enhances Active Student Participation and Expression	Contributes to the enhancement of students' ability to integrate knowledge and advocates the promotion of students' understanding and mastery of knowledge through social interactions
	Clarifies Task Orientation and Ensures Systematic and Coherent Learning	Makes learning activities clear, supports goal-directed learning, and develops structured knowledge acquisition
	Creates Authentic Teaching Situations and Enhances Practical Application Skills	Links knowledge to real-world satiation, supports simulated teaching experiences, and develops problem-solving abilities
	Promotes Interaction and Discussion Among Students	Encourages peer exchange and builds meaningful social interaction

Dimension	Coded Themes	Keywords
	Develops Independent Learning Skills and Provides Opportunities for Practice	Strengthens students' self-directed learning abilities and creates space for hands-on practice
	Breaks the Limitations of Teacher-Centered Teaching and Stimulates Student Initiative	Sparks creativity, fosters intrinsic motivation, and cultivates ownership of learning

As shown in Table 1, the interviews with five experts and five instructors uncovered key issues within the Chinese teaching competence of preservice teachers. These issues are especially apparent in four areas: design ability, usage capacity, assessment ability, and reflection ability. Understudies were found to need clear guidelines arranging, viable classroom administration, shifted appraisal techniques, and orderly reflection hones.

Moreover, the consider distinguished a few shortcomings of the current model, counting the need of a student-centered approach, divided and ambiguous learning exercises, deficiently real-life learning settings, restricted peer interaction and gather collaboration, immature self-directed learning abilities, and negligible openings for understudies to build their possess information.

These findings emphasize the need for a model that supports active student participation, defines the introduction of assignments within a logical framework, provides real-world learning environments, encourages peer interaction, strengthens self-directed learning, and restricts teacher-directed methods. Preservice teachers' competence in teaching Chinese will be greatly enhanced by this development, which will also promote more efficient and important learning results.

Table 2 displays the findings of the questionnaire analysis conducted among 350 Sichuan Minzu College Early Childhood Education program graduates in the 2020–2023 academic year with reference to the development of Chinese language teaching competence.

Table 2 Results of the questionnaire on the development of Chinese Language Teaching competence

Dimension		Questions	Mean	S.D.	Interpretation
I	**II**				
Teaching Competence	Teaching Design Ability	What do you think is the level of teaching design competence of Normal University Students?	2.85	0.34	Medium
	Teaching implementation Ability	What do you think is the level of Teaching implementation Ability of Normal University Students?	2.92	0.30	Medium
	Teaching Evaluation Ability	What do you think is the level of competence of Normal University Students in assessing teaching and learning?	2.78	0.37	Medium
	Teaching Reflection Ability	What do you think is the level of competence of Normal University Students in reflecting on teaching and learning?	2.80	0.35	Medium
Total			**2.84**	**0.06**	**Medium**
Shortcomings of the current instructional model	Student center not implemented	Do you think the current instructional model has a failure to implement student–centeredness?	4.20	0.60	High
	Fragmented teaching and learning activities	Do you think the current instructional model has fragmented teaching activities?	4.00	0.55	High
	Insufficient setting of learning contexts	Do you think the current instructional model has insufficient learning contexts?	4.30	0.50	High
	Little co–operation and communication among students	Do you think that the current instructional model has a low level of student co–operation and communication?	4.10	0.58	High
	Insufficient independent learning ability of students	Do you think the current instructional model has insufficient students' independent learning ability?	4.40	0.53	High

Dimension		Questions	Mean	S.D.	Interpretation
I	II				
	Insufficient opportunities for students to participate in knowledge construction	Do you think the current instructional model has insufficient opportunities for students to participate in the construction of knowledge?	4.20	0.57	High
Total			**4.20**	**0.14**	**High**
The need to develop an instructional model using Constructivist Learning Theory and a Task–Based Learning Approach	Helps to enhance opportunities for active student participation and expression	Do you think is the role of developing an instructional model using Constructivist Learning Theory and Task–Based Learning Approach in enhancing opportunities for active student participation and expression?	4.60	0.48	Very High
	Helps to clarify task orientation and enhance systematicity and coherence	Do you think that the use of Constructivist Learning Theory and Task–Based Learning Approach in developing instructional model is useful in clarifying the task orientation and enhancing the systematic and coherent nature of the learning tasks?	4.40	0.52	High
	Helps to set up authentic teaching situations and enhance practical application skills	Do you think is the role of developing an instructional model using Constructivist Learning Theory and Task–Based Learning Approach in enhancing the opportunities for students' active participation and expression?	4.70	0.43	Very High
	Helps to promote interaction and discussion among students	Do you think that the use of Constructivist Learning Theory and Task–Based Learning Approach in developing	4.50	0.50	Very High

Dimension I	Dimension II	Questions	Mean	S.D.	Interpretation
		instructional model is useful in setting up authentic teaching situations and enhancing practical application skills?			
	Helps to develop independent learning skills and provide opportunities for practice	Do you think is the role of developing an instructional model using Constructivist Learning Theory and Task–Based Learning Approach in fostering self–directed learning and providing opportunities for practice?	4.60	0.47	Very High
	Helps break the constraints of teacher–centered teaching and stimulate students' initiative	Do you think the use of Constructivist Learning Theory to break the limitation of teacher–centered teaching and to stimulate students 'initiative and the Task–Based Learning Approach method to develop instructional model to enhance students' active participation and expression opportunities?	4.30	0.55	High
Total			**4.68**	**0.43**	**Very High**

As shown in Table 2, the results of the questionnaires reveal that normal university students still have moderate limitations in their Chinese teaching competence. Furthermore, the current instructional model has several shortcomings, especially the lack of student–centered learning, insufficient setting of learning contexts, limited co–operation and communication among students, insufficient independent learning ability of students, and insufficient opportunities for students to participate in constructing knowledge.

As a result, a new instructional model by using constructivism theory and task–based learning approach is urgently needed, and the research findings strongly support this proposal. This development aims to help students enhance their Chinese language teaching competence.

Drafting the instructional model

To enhance the Chinese language teaching competence of preservice teachers in Sichuan Province, an instructional model was developed based on constructivist learning theory and task-based learning approach. Evidently, the researchers used the data that were gathers from the interviews and questionnaires in the initial stage to create the instructional model, which has six components: 1) model introduction, which outlines the rationale, objectives, and significance of the instructional model; 2) theoretical foundation, which combines the principles of constructivist learning theory and task-based learning approach; 3) key tenets, which focuses on an experiential learning and reflective knowledge construction; 4) instructional objectives, which states the teaching competencies expected of preservice teachers; 5) instructional steps, which consists of five stages: learning, practicing, evaluating, reflecting, and re-practicing; and 6) Evaluation, which includes both quantitative and qualitative ways such as satisfaction questionnaires and assessments of learning outcomes to determine the effectiveness and appropriateness of the instructional model.

The components of the instructional model were submitted to the five experts in curriculum and instruction for an evaluation of the appropriateness using a 5-point Likert scale. The results of the evaluation for each component revealed a mean score of 4.24 with a standard deviation of 0.43 (Mean = 4.24, S.D. = 0.43), which is considered to be at a "highly appropriate" level.

Instructional steps of the instructional model using constructivist learning theory and task-based learning approach

According to constructivist learning theory and task-based learning approach, the entire instructional process should be based on students' prior knowledge. To foster independent learning behavior and self-assessment, this instructional model emphasizes self-directed learning prior to classroom instructional. The instructional steps are as follows: Step 1: Learning, where students explore foundational content independently; Step 2: Practicing, where they apply knowledge through meaningful tasks; Step 3: Evaluating, which involves assessing learning outcomes; Step 4: Reflecting, encouraging students to think critically about their performance; and Step 5: Re-practicing, which reinforces understanding through continued application and refinement.

Evaluation of the drafted instructional model

Five experts evaluated the draft instructional model, and the results showed a high degree of appropriateness, with an average score of 4.47 (S.D. = 0.09). The experts additionally provided some beneficial recommendations for the enhancement, highlighting the necessity of improving the

continuity between instructional steps, especially when moving from evaluating to reflecting and re-practicing, in order ensure a systematic learning process.

Additionally, they recommended making the tenets of the instructional model more flexible so that some elements of the five instructional steps could be changed better fit instructional contexts, institutional curricula, and student progress. In order to encourage increased student engagement and active participation, the experts also suggested encouraging the student-centered learning approach by incorporating collaborative learning and certain strategies, like problem-solving exercises, group discussions, and technology-enhanced learning.

Refinement of the instructional model

In order to improve its effectiveness and make sure it meets the needs of students, the researcher considered input from experts and teachers when refining the six instructional steps, which are shown in Table 3.

Table 3 Summary of modifications and rationales for changes

Category	Original Version	Revised Version	Rational for Changes
Learning	Predetermined pre-class assignments	More flexible pre-class assignments	To accommodate different learning needs and promote student autonomy.
Practice	Standardized teaching simulations	Added real-world teaching challenges	To increase classroom adaptability for pre-service teachers.
Evaluation	General feedback from teachers	More personalized feedback from teachers	To provide specific recommendations for students' development.

Discussions

This instructional model consists of six components: introduction model, theoretical foundations, tenets, objectives, instructional steps, and evaluation. The instructional steps are learning, practicing, evaluating, reflecting, and re-practicing.

The results from interviews with five experts and five experienced teachers (Table 1) revealed that preservice teachers encounter challenges in four main dimensions: teaching design, teaching implementation, teaching evaluation, and teaching reflection. These include problems including unclear learning objectives, one-size-fits-all teaching strategies, a dearth of diversity in assessments, and shallow reflection. They also outlined the weaknesses in the existing instructional model, including the lack of student-centeredness, the fragmented nature of the activities,

absence of real-world learning settings, the lack of peer interaction, and the limited chances for students to create their own knowledge.

The results of the questionnaire in Table 2 stated that preservice teachers' Chinese teaching competency stayed at a reasonable level overall (Mean = 2.84). Participants expressed serious worries about the current instructional model's weaknesses (Mean = 4.20), especially with regard to the low level of student involvement and the absence of worthwhile learning opportunities. The majority of responses (Mean = 4.68) were positive about the need to innovate an instructional model based on constructivist learning theory and task-based learning approach, especially in terms of improving interaction (M = 4.50), student engagement (M = 4.60), and application (M = 4.70).

After the first draft, that instructional model was assessed by the experts rating of high appropriateness (Mean = 4.24, S.D. = 0.43). They gave recommendations for enhancements, including improved transitions between the stages of evaluation and reflection and adaptability in modifying instructional steps to suit various requirements of students and learning environments. To address the lack of contextual learning and practical experience noted in prior findings, for instance, pre-class learning tasks were made more flexible to encourage independence, and standardized practice activities were updated to include real-world teaching challenges (Tables 1-2).

The results of Hejrati et al. (2017), who investigated the application of task-based learning and discovered that it improved reading comprehension when compared to traditional ways, are consistent with this instructional model. Their results support the value of structured, real-world task engagement, which also serves as the foundation for the instructional processes in the current paradigm. Chuang (2021) also examined the use of constructivist learning theory and sociocultural concepts in adult education, emphasizing social contact and meaningful tasks to learn, which mirrored this model's focus on peer learning, reflection, and practical experience.

Knowledge from Research

According to the developed instructional model in this study, constructivist learning theory emphasizes learner independence, real-world contextual learning, interaction, and construction of knowledge through meaningful experiences. Task-based learning approach is structured into three phases: pre-course, in-class, and post-course tasks that support the development of teaching competence via active problem-solving activities.

The instructional model consists of six components: model introduction, theoretical foundation, tenets, objectives, instructional steps, and evaluation. It comprises of five instructional steps: learning, practicing, evaluating, reflecting, and re-practicing. The steps support active learning and continuous development, equipping pre-service teachers with both theoretical knowledge and practical teaching competence. Figure 2 summarizes the concept of the instructional model that merged constructivist learning theory and task-based learning approach.

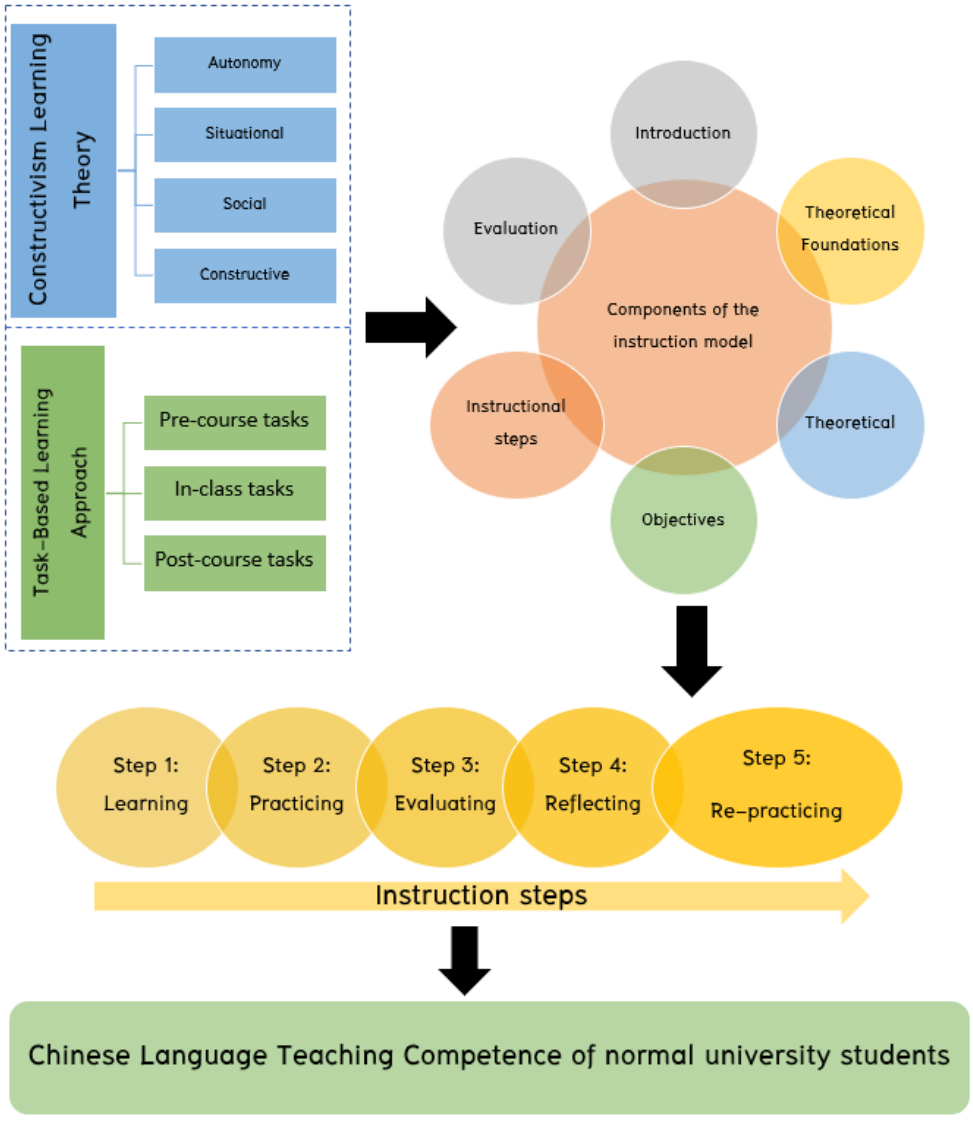

Figure 2 The concept of the development an instructional model

Conclusion

The instructional model using constructivist theory and task–based learning approach comprises of six components: model introduction, theoretical foundation, tenets, objectives, instructional steps, and evaluation. The instructional steps are learning, practicing, evaluating, reflecting, and re–practicing.

The instructional model was developed using insights from five curriculum experts and five experienced instructors, alongside questionnaire data collected from 350 graduates of the Elementary Education program (2020–2023). Expert validation showed high appropriateness for all components (Mean = 4.24, S.D. = 0.43), with an overall rating of 4.47 (S.D. = 0.09). These findings support the model's potential to fill the gap between theory and practice, providing an appropriate way forward for enhancing teacher preparation in Chinese language education.

Suggestions

From the research results the researcher has the following suggestions:

Suggestions for application

The research findings indicate that there are still issues that need to be resolved in order to become more competent in teaching Chinese language. Extending rehearsal sessions, adding complex classroom situations, and offering real–time teacher guidance are some of the main suggestions for expanding the amount of time and opportunities for teaching practice. Additionally, improving teaching resources, teaching manuals, and demonstration videos can assist students in better organizing and carrying out their lessons. Therefore, one of the most important ways to improve teaching competency in line with the needs of modern education is to combine constructivist learning theory with task–based learning approach.

Suggestion for future research

To determine how well the instructional model and teaching process work, researchers should use normal university students to examine the developed model and instructional steps, which are based on constructivist learning theory and task–based learning approach. This will help improve and enhance the quality of the instructional model. Furthermore, it is crucial to research the difficulties and needs for developing an instructional model that corresponds with the Chinese language teaching competence of normal university students. Finding the right instruments to ensure thorough and efficient data collection for future development of an instructional model, and enhancement should be the primary objective for researchers.

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