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DEVELOPMENT OF A CLASSROOM ACTIVITY- BASED INSTRUCTIONAL DESIGN MODEL FOR TEACHERS IN TEACHING CHINESE AS A FOREIGN LANGUAGE AT BEIJING UNIVERSITIES



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LIU LIFEI

SULTAN IDRIS EDUCATION UNIVERSITY

2025



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LIU LIFEI

THESIS RESEARCH TO QUALIFY FOR A DOCTOR OF PHILOSOPHY

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SULTAN IDRIS EDUCATION UNIVERSITY

2025



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ABSTRACT

This study aims to develop a Classroom Activity-Based Instructional Design (CAID) Model to support teachers in teaching Chinese as a Foreign Language (TCFL) through activity-based teaching in universities in Beijing. The research was conducted in three phases. In Phase I, a need analysis was carried out with 285 TCFL teachers through an online survey, and the data were analyzed using descriptive statistics of mean scores and standard deviations. The findings revealed issues in activity design, implementation, and evaluation, highlighting the need for a systematic CAID model to guide teachers. In Phase II, the design stage involved semi-structured interviews with five experts, who confirmed the proposed components and elements while suggesting three additional elements. In the development stage, 19 experts validated the model using the Fuzzy Delphi Method (FDM), and the results confirmed that all components and elements were accepted with expert consensus exceeding 75%, threshold values (d) below 0.2, and α -cut values above 0.5, after which elements were prioritized under each component. In Phase III, the Modified Nominal Group Technique (MNGT) was employed to evaluate the usability of the model, with findings showing that all components, elements, priority rankings, and the overall usability of the model achieved scores above 70%, reflecting strong expert consensus. In conclusion, the study confirms that the CAID model is highly usable and provides practical instructional guidance for TCFL teachers. The model contributes by offering a structured framework that emphasizes usability, ensuring that teachers can systematically implement classroom activity-based teaching in teaching Chinese as a foreign language within the university context.



PEMBANGUNAN MODEL REKA BENTUK INSTRUKSIONAL BERASASKAN AKTIVITI BILIK DARJAH UNTUK GURU DALAM PENGAJARAN BAHASA CINA SEBAGAI BAHASA ASING DI UNIVERSITI BEIJING

ABSTRAK

Kajian ini bertujuan membangunkan Model Reka Bentuk Pengajaran Berasaskan Aktiviti Bilik Darjah (CAID) bagi menyokong guru dalam pengajaran Bahasa Cina sebagai Bahasa Asing (TCFL) melalui pengajaran berasaskan aktiviti di universiti-universiti di Beijing. Kajian ini dilaksanakan melalui tiga fasa. Fasa I melibatkan analisis keperluan dengan penyertaan 285 orang guru TCFL melalui soal selidik dalam talian. Data dianalisis menggunakan statistik deskriptif melibatkan skor min dan sisihan piawai. Dapatan menunjukkan wujud kelemahan dalam reka bentuk, pelaksanaan, dan penilaian aktiviti, sekali gus menegaskan keperluan kepada pembangunan model CAID yang sistematik sebagai panduan pengajaran. Fasa II merangkumi reka bentuk dan pembangunan. Dalam peringkat reka bentuk, temu bual separa berstruktur dengan lima orang pakar mengesahkan komponen dan elemen yang dicadangkan serta mencadangkan tiga elemen tambahan. Seterusnya, dalam peringkat pembangunan, 19 orang pakar mengesahkan model menggunakan Kaedah *Fuzzy Delphi* (FDM). Hasil analisis menunjukkan semua komponen dan elemen diterima dengan konsensus pakar melebihi 75%, nilai *threshold* (d) kurang daripada 0.2, dan nilai α -cut melebihi 0.5. Elemen-elemen tersebut kemudiannya disusun mengikut keutamaan di bawah setiap komponen. Fasa III menumpukan pada penilaian kebolegunaan model menggunakan Teknik Kumpulan Nominal yang Diubah Suai (MNGT). Dapatan menunjukkan semua komponen, elemen, susunan keutamaan, serta peratusan kebolegunaan keseluruhan model melebihi 70%, mencerminkan persetujuan kukuh dalam kalangan pakar. Kesimpulannya, kajian ini mengesahkan bahawa model CAID mempunyai tahap kebolegunaan yang tinggi dan menyediakan panduan pengajaran yang praktikal kepada guru TCFL. Model ini menyumbang dengan menawarkan rangka kerja berstruktur yang menekankan kebolegunaan, membolehkan guru melaksanakan pendekatan pengajaran berasaskan aktiviti bilik darjah secara sistematik dalam pengajaran Bahasa Cina sebagai bahasa asing di peringkat universiti.





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LIST OF ABBREVIATIONS

A	Analysis
CAID	Classroom Activity-based Instructional Design
DA	Design Activity
DC	Design Content
DDR	Design And Development Research
DE	Design Expert
DPE	Development Expert
DTA	Develop Teaching Aids
E	Evaluate
FDM	Fuzzy Delphi Method
I	Implement
IE	Implementation Expert
MNGT	Modified Nominal Group Techniques
NGT	Nominal Group Techniques
SIO	Set Instructional Objective
TCFL	Teaching Chinese As a Foreign Language



LIST OF APPENDICES

- A Questionnaire on Need Analysis for Developing a Classroom Activity-Based Instructional Design Model
- B The Protocol of the Classroom Activity-Based Instructional Design (CAID) Model
- C Fuzzy Delphi Questionnaire
- D Nominal Group Technique Survey Questionnaire
- E Need Analysis the Validation of Survey Questionnaire
- F Ethics Review Report

CHAPTER 1

INTRODUCTION

1.1 Introduction

Activity-based teaching is a method that involves imparting new knowledge to students through engaging activities, as well as reviewing and consolidating previously learned material. This approach can enhance students' initiative and enthusiasm, helping them achieve language teaching objectives more effectively. With the rapid increase of overseas students in China, the demand for teaching Chinese as a foreign language is expanding. Classroom activities play a crucial role in this educational process. However, teachers of Chinese as a foreign language face numerous challenges when conducting classroom activities, which to some extent limit the effectiveness of teaching. Therefore, it is particularly necessary to develop a

systematic and operable activity-based instructional design model. This model can not only provide clear teaching guidance for teachers, enhance the effectiveness of classroom activities and student participation, but also enrich the research on teaching Chinese as a foreign language at the theoretical level. However, the instructional design models in existing research have not adopted systematic DDR method for develop and evaluate, lacking expert validation and usability evaluation, resulting in insufficient reliability and practicality of these instructional design models. Based on this, this study intends to develop a classroom activity-based instructional design model using the DDR method, in response to the existing issues in current classroom activities and to fill the methodological gap. In this chapter, the researcher will discuss the research background, which includes the significance of activity-based teaching and the current status of activity-based teaching of Chinese as a foreign language in China. Additionally, the researcher will address the problem statement, research objectives, research questions, theoretical framework, operational definitions, research limitations, and research significance.



1.2 Background Research

1.2.1 Activity-Based Teaching

Educators around the world are facing the important challenge of preparing competitive and passionate students for the job market. In order to achieve this, decision makers are currently exploring various strategies to motivate students to develop creative solutions for the challenges they encounter, moving beyond passive knowledge acquisition (Zafar & Akhtar, 2021). Students in the classroom can learn actively or passively. Passive learning involves being receptacles of knowledge without an active role. On the other hand, active learning requires students to participate in the learning process, not just passively listen because sitting passively in class can lead to a loss of concentration. Mehmood and Kanwal (2021) point out students can be actively involved through various strategies such as games, role play, simple question and answer exercises, quick brainstorming, concept mapping, group discussion, experiments and presentations. Educators can integrate these activities into the classroom to ensure that students acquire the basic knowledge necessary to prepare for the real world. Meanwhile, according to Anwer's (2019) research, one of the most effective teaching methods is activity-based teaching.





Activity-based teaching is a teaching method that focuses on providing interactive tasks in the classroom environment. It emphasizes a learning process that encourages active student participation (Başer, 2020). Singal et al. (2018) described activity-based teaching as student-centered, aimed at providing students with challenging, engaging, and adaptive learning tasks. This method aims to provide support for students, helping them deepen their understanding and memory of knowledge, while cultivating their critical thinking, problem-solving skills, and collaborative spirit (Anver, 2019).



1.2.2 Activity-based teaching of Chinese as a foreign language in china

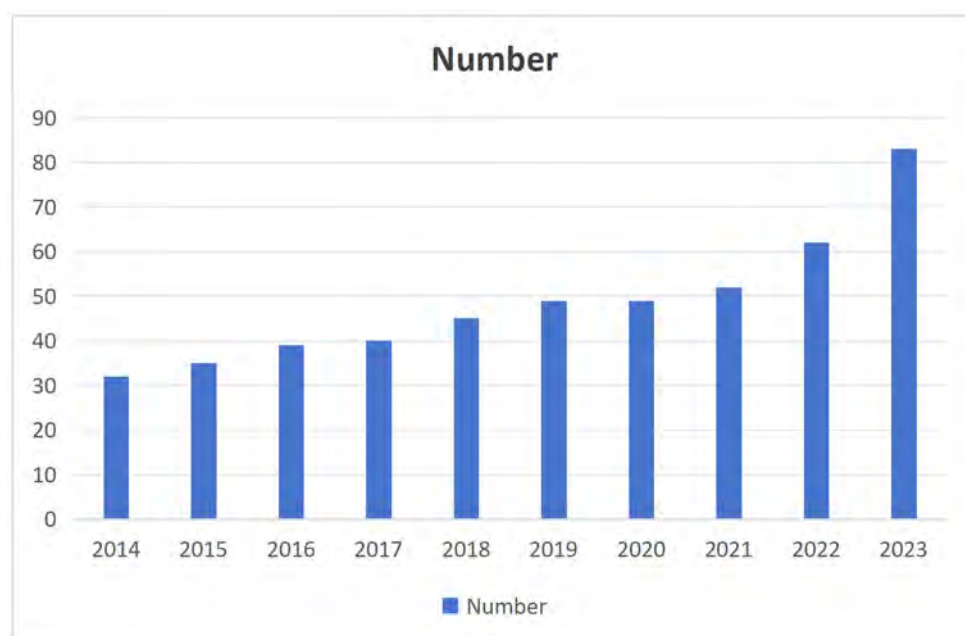
Xun (2021) also highlighted that activity-based teaching has become a crucial strategy for promoting quality education and deepening the implementation of the new curriculum. It has also become the focal point of China's education reform in the 21st century. It is worth noting that the education of studying abroad in China is an important part of China's education. The policy of opening education to the outside world under the new situation has effectively promoted the rapid development of the cause of studying abroad in China (Xun, 2021). According to statistics released by the Ministry of Education, the number of international students has been increasing year by year since 2020. The number of international students was 490000 in 2020,



520000 in 2021, 620000 in 2022, and 830000 in 2023 (see Figure 1.1) , coming from 196 countries and regions around the world, and studying in Chinese universities, scientific research institutes, and other institutions (Ministry of Education, 2024). The total number of international students in China will increase by 34% compared with 2022. In recent years, the number of international students studying in China has been continuously increasing and China has become the largest destination country for studying abroad in Asia (Jing, 2022). With the increasing number of international students learning Chinese, teaching Chinese as a foreign language faces a more diversified learning group and complex teaching demands(Bao, 2021). The traditional teaching mode, which is mainly based on lectures, shows certain limitations in meeting the communicative needs and classroom participation of a large number of students, which has led to an increasing focus on more efficient and interactive teaching methods in the teaching(Bao, 2021).

Figure 1. 1

Number of international students coming to China from 2014 to 2023



Xun (2021) pointed out that activity-based teaching can effectively promote learners' language proficiency and classroom participation in teaching Chinese as a foreign language. In recent years, research on activity-based teaching has become increasingly active. Many scholars have proposed the concept, principles, challenges, and significance of activity-based teaching in teaching Chinese as a foreign language. However, these studies have not proposed specific teaching steps of classroom activity. To solve this problem, many scholars have also designed specific teaching steps, but due to the lack of systematic research methods, these teaching steps lack validation and usability evaluation, which may result in unreliable research results. Furthermore, Ruo (2020) pointed out that the competence of TCFL teachers in activity-based



teaching is poor. Teaching concepts and methods are lagging behind the times, failing to meet the needs of teaching Chinese as a foreign language and to help students acquire a second language through classroom activity (Ruo, 2020).

1.3 Problem Statement

As the number of international students in China increases each year, the demand for teaching Chinese as a foreign language is also growing. The organization of activities is an important aspect of teaching Chinese as a foreign language. By assigning language tasks to students, involving them in language games, or creating communicative activities in the classroom, students can effectively learn the language through these activities (Yakubov, 2022). However, currently, teachers' ability to implement activity-based teaching is inadequate, and there are numerous issues in classroom activity-based teaching of Chinese as a foreign language that do not meet the requirements of effective teaching (Ruo, 2020).

1.3.1 Issues

The issues of classroom activity-based teaching of teaching Chinese as a foreign language are mainly introduced from the aspects of activity design, activity





implementation and activity evaluation.

1.3.1.1 The Issues of Activity Design

Activity design is closely tied to activity-based teaching. A well-designed activity can assist teachers in achieving their teaching objectives (Sonmez, 2019). However, many TCFL teachers struggle on how to design classroom activities. This is primarily due to the fact that their expertise lies in foreign languages or other subjects, rather than specifically in Chinese as a foreign language. As a result, they may lack an understanding of activity form and content, struggle to generate ideas when designing activities, and may not have received relevant training, leading to a poor ability to design activities (Shan, 2020). Additionally, scholars have highlighted specific issues related to activity design. For instance, activities may not align with the age characteristics and knowledge level of the students. It is crucial for teachers to consider the difficulty level of activities based on the age characteristics and knowledge level of their students (Ya, 2019). However, through classroom observation, Shan (2020) found that TCFL teachers lack the analysis of student, so the selected activities do not match the age characteristics and knowledge level of the students, resulting in the activities being either too difficult or too easy to execute.





Secondly, the activities lack authenticity. In classroom activities, teachers should connect language learning with real-life situations to help students engage in activities and enhance their language communication skills.(Negoescu et al., 2019). In a study on teaching Chinese as a foreign language, Xiang (2018) pointed out that many teachers try their best to create various activity scenarios in order to seek novelty. However, some created scenarios are detached from real-life, resulting in a decrease in students' enthusiasm for participation and difficulty in cultivating language communication skills. Meanwhile, Ying (2021) conducted a survey questionnaire and found that 42% of students expressed unfamiliarity with the roles they played in role-play activities, detached from their real-life.



Thirdly, the activity format is single and does not match students' preferences. Mehmood & Kanwal (2021) suggested that various forms of activities can improve students' interests and meet their needs. However, Shan (2020) discovered that many teachers of teaching Chinese as a foreign language often organize repetitive game activities, as they are more familiar and easier to implement. But this can result in students participating excessively in one particular classroom activity, which in turn diminishes their interest in it. In addition, Samperio (2017) also found that 82% of the activities commonly used by teachers did not match students' preferences, leading to a decrease in students' interest in learning.





Fourth, Classroom activities do not align with teaching objectives. When designing classroom activities, teachers need to effectively incorporate essential knowledge points in classroom activity so that students can achieve learning objectives (Shu, 2022). However, Shan (2020) pointed out that 50% of teachers reported that language knowledge points were not effectively integrated into the design of classroom activities. Therefore, these activities deviate from the expected teaching objectives, making it difficult for students to master the relevant knowledge and achieve the expected learning outcomes.



1.3.1.2 The Issues of Activity Implementation

The class activity is student-centered, and the teacher plays a leading role (Harris & Jones, 2019). However, the ability of TCFL teachers to implement classroom activities is poor (Bai, 2021). This is mainly because the TCFL major has only begun to develop rapidly in the past decade with the improvement of China's national strength, which has led to the current situation where most teachers are very young and lack teaching experience, resulting in poor classroom activity implementation and management abilities of TCFL teachers (Jie, 2021). Many scholars also conduct a lot of research on specific activity implementation issues. First of all, teachers need to manage classroom time, which can help them complete teaching tasks (Wade, 2020).





In many Chinese as a foreign language classes, Shan (2020) found through a survey questionnaire that 52.5% of TCFL teachers were unable to complete activity tasks due to poor classroom time management skill. Cong (2018) also pointed out that due to various unexpected situations, a lot of time was wasted during the implementation of classroom activities. However, under the premise of wasting time, the teacher did not pay attention to the remaining time and did not timely adjust the time allocation for the next activity links, resulting in the inability to complete the teaching tasks (Cong, 2018).

Secondly, teachers do not establish rules that students must follow when carrying out classroom activities. Establishing classroom rules helps teachers maintain classroom routines and expectations for student behavior (Alter & Haydon, 2017). Kardenia (2019) found through classroom observations that teachers did not provide detailed information about activity rules and did not address any impact when students violated the rules. The teachers only informed us of the tasks that should be completed. Therefore, students were unaware that they must obey these rules, and they developed their own rules. This directly affects the progress and quality of work. Wei (2018) supported Kardenia's viewpoint, as he found through a survey questionnaire that 56% of students stated that the TCFL teacher did not establish rules when carrying out classroom activities.





Thirdly, the characteristics of most classrooms are that desks and chairs are filled with the whole classroom, resulting in students only carrying out small activities in narrow aisles or podiums, and the scope of activities is limited (Kariippanon et al., 2019). Most TCFL teachers think it is laborious and time-consuming to rearrange tables and chairs, so they let students carry out activities in a narrow activity space, which seriously affects the effect of activities (Jiao, 2022). Kardena's (2019) viewpoint was consistent with Jiao's viewpoint. The transcription of the interview revealed the ignorance of teachers on seating arrangement and their failure to realize its influence on their control over students' progress.



1.3.1.3 The Issues of Activity Evaluation

Evaluation is the process of determining whether a training program meets its goals. Additionally, evaluating the course helps determine which learners can transfer the skills and knowledge learned into real-world job performance (Levent & Ertok, 2022). However, Gui (2019) found that there was a lack of formative evaluation in teaching Chinese as a foreign language through classroom observation. Teachers did not delve into students' activities during the process, did not fully inquire and solve students' problems, and did not provide timely evaluations. Yang (2022) also pointed out that 60% of teachers lack formative evaluation in activity-based teaching. They





completely hand over the classroom to the students and act as "bystanders" (Yang, 2022). At the same time, Wan (2018) pointed out that the effectiveness of classroom summative testing was poor. In the test preparation phase, there were no experienced teachers to set and review questions or to analyze the content validity of the test. After the test, teachers did not analyze the test data and provide feedback to students in a timely manner. This will delay students' assessment of their mastery level and make it difficult for teachers to effectively evaluate this lesson (Menéndez et al., 2019).

1.3.2 Gap In The Research



Due to the increasing importance of classroom activities, many scholars have studied the concept, example, principle, and significance of activity-based teaching. Activity-based teaching can adopt all kinds of useful activities such as role-playing, group discussions, dramatisation, concept mapping, gamification, brainstorming, etc. (Azuka, 2013; Agbenyeku, 2017; Zafar & Akhtar, 2021; Mehmood & Kanwal, 2021). Engaging in these activities allows students to take an active role in their learning process and enhance their abilities, understanding, and grasp of the subject matter.

Teaching Chinese as a foreign language has also conducted various studies on classroom activities. As far as published articles are concerned, many scholars proposed concept, principle, suggest, challenge, and significant of classroom activities





for teaching Chinese as a foreign language from a broad perspective, without providing specific teaching steps, resulting in a lack of specific practical guidance. To address this problem, some scholars also have studied the specific teaching steps of classroom activities. For example, Cong (2018) conducted research on TCFL classroom activities in Thailand and proposed a three-step process: preparation, implementation, and summary. However, these teaching steps have not been validated by experts and effectively evaluated for usability. Similarly, Mei (2015) studied the application of TCFL classroom activities in Shenzhen and outlined five phases: introduction, pre-performance, learning, activity, and evaluation, based on a literature review. Yet, like Cong's steps, these were not validated by experts and effectively evaluated for usability. Additionally, Ruo (2021) proposed a three-phase process involving design, implementation, and reflection for TCFL classroom activities in South Korea, which also lacked expert validation and usability evaluation. Therefore, the above research proves that scholars only designed these teaching steps, but the validation and usability evaluation of the teaching steps have not yet been carried out. Hasbullah, Fabil, Yusoff and Azmi (2022) stated that the development phase was very important as it could validate the effectiveness of a new model. Evaluation is also important in determining whether the designed and developed model is capable and suitable for the achievement of model manufacturing objectives (Milano & Ullius, 1998). Therefore, the researcher believes that these research methods not be systematic, and the research results may not be reliable, leading to a lack of a reliable





teaching step for TCFL teachers to guide activity-based teaching and various teaching issues arising in class. In order to fill the methodology gap and better guide teachers of Chinese as a foreign language to carry out activity-based teaching, this study plans to use the Design and Development Research (DDR) method to develop a Classroom Activity-Based Instructional Design (CAID) model. Because DDR as the systematic study of design, development, and evaluation processes with the aim of establishing the creation of instructional and non-instructional products and tools and new model (Richey & Klein, 2014). It can not only integrate theoretical foundations in the design phase, validate models in the development phase, but also evaluate the usefulness of models in the evaluation phase, effectively filling the methodological gap in activity-based instructional design model. At the same time, the teaching steps designed in the above research did not target the Beijing area. In this study, the researcher focus on universities in the Beijing area to fill the geographical gap.

Anyway, in recent years, the demand for teaching Chinese as a foreign language has been growing, especially with more and more foreign students studying in China. Meanwhile, activity-based teaching plays a significant role in teaching Chinese as a foreign language. However, there are many issues in the activity design, implementation, and evaluation of TCFL activity-based teaching, which are not accidental but run through the entire TCFL teaching process. In this context, relying solely on experience to improve or partially correct is not enough to fundamentally



solve the problem. Meanwhile, from a methodological perspective, although a few previous studies have proposed activity-based instructional design models, most of them have not adopted systematic DDR method for develop and evaluate, lacking expert validation and usability evaluation, resulting in insufficient reliability and practicality of these models. Therefore, this also reflects a core issue: TCFL activity-based teaching lack a systematic instructional design model that can be scientifically integrated into design, implementation, and evaluation. Therefore, it is necessary to develop a systematic classroom activity-based instructional design model using the DDR method to provide clear and scientific guidance for TCFL teachers.

1.4 Research Objectives

The overall goal of this study is to develop a Classroom Activity-based Instructional Design (CAID) Model to support TCFL teachers through systematic guidance in planning, carrying out, and assessing classroom activity.

Phase one:

To identify the need to develop a Classroom Activity-based Instructional Design (CAID) Model based on the view of teacher.

1.1 To identify the issues that involve teachers in the classroom activity-based teaching.

1.2 To identify the need of instructional design model to improve activity-based teaching of teaching Chinese as a foreign language.

Phase two:

Design and develop a Classroom Activity-based Instructional Design (CAID) Model to guide teachers on how to carry out activity-based teaching through the expert consultation.

2.1 To design and develop the components of the Classroom Activity-based Instructional Design (CAID) Model.

2.2 To design and develop the elements of the Classroom Activity-based Instructional Design (CAID) Model.

2.3 To design and develop the priority sequence of the elements in the components of the Classroom Activity-based Instructional Design (CAID) Model.

Phase three:

To evaluate the usability of Classroom Activity-based Instructional Design (CAID) through the opinion of teacher of teaching Chinese as a foreign language.

3.1 To evaluate the usability of the components in the Classroom Activity-based Instructional Design (CAID) Model.

3.2 To evaluate the usability of the elements in the Classroom Activity-based Instructional Design (CAID) Model.

3.3 To evaluate the usability of the priority of the elements in the components of the Classroom Activity-based Instructional Design (CAID) Model.

3.4 To evaluate overall usability of the Classroom Activity-based Instructional Design (CAID) Model.

1.5 Research Questions

The development of the Classroom Activity-based Instructional Design (CAID) of teaching Chinese as a foreign language involves three main phases, namely, needs analysis, design and development, and model evaluation. Therefore, this study is expected to answer the following questions:

Phase one: need analysis

1.1 What is the situation of the issues that involve teachers in the classroom activity-based teaching?

1.2 Is there a need to develop the instructional design model to improve the activity-based teaching of Chinese as a foreign language?

Phase two: design and development

2.1 What is the experts' views on the components that should be included in the Classroom Activity-based Instructional Design (CAID)?

2.2 What is the experts' views on the elements that should be included in the Classroom Activity-based Instructional Design (CAID) Model?

2.3 What is the experts' views on the priority sequence of the elements in the components that should be arranged in the Classroom Activity-based Instructional Design (CAID) Model?

Phase three: model evaluation

3.1 What is the consensus of teachers of teaching Chinese as a foreign language on the usability of the components in the Classroom Activity-based Instructional Design (CAID)?

3.2 What is the consensus of teachers of teaching Chinese as a foreign language on the usability of the elements in the Classroom Activity-based Instructional Design (CAID) Model?

3.3 What is the consensus of teachers of teaching Chinese as a foreign language on the usability of the priority of the elements in the components of the Classroom Activity-based Instructional Design (CAID) Model.

3.4 What is the consensus of teachers of teaching Chinese as a foreign language on the overall usability of the Classroom Activity-based Instructional Design (CAID) Model?



1.6 Theoretical Framework

The purpose of this study is to guide teachers' activity-based teaching by developing the Classroom Activity-based Instructional Design (CAID) Model. In order to promote the development of the Classroom Activity-based Instructional Design (CAID) Model, we adopt the following theory as the guiding theory. Firstly, this study adopts Activity Theory (Engeström, 1987), which describes the six elements of activities, including subject, object, community, tools, rules, and division of labor. The principles of Activity Theory provide a theoretical foundation for activity-based teaching in the classroom. TCFL Teachers should incorporate these six elements when designing classroom activities.



Secondly, Krashen's Second Language Acquisition Theory (Krashen, 1977) can help student acquire a second language, including 5 hypotheses. This study only used 4 hypotheses, namely The Acquisition Learning Hypothesis, The Natural Order Hypothesis, Input Assumptions, and The Effective Filter Hypothesis. The principles of Krashen's Second Language Acquisition Theory provide a theoretical foundation for the research. In activity-based teaching of Chinese as a foreign language, it is imperative for teachers to establish a simulated real language environment that encourages natural communication among students. Additionally, TCFL teachers should carefully select activities that cater to students' interests and enjoyment, thereby reducing emotional barriers, and provide understandable language





input based on students' knowledge level. Furthermore, adherence to a structured grammar learning order is essential for effective language acquisition.

Thirdly, Constructivism Theory (Piaget, 1960s) views the learning process as an active participation in knowledge, rather than passive acceptance. Emphasize interaction in this process, students can gradually form and build their knowledge system through interaction with the surrounding environment. The principles of Constructivism Theory provide a theoretical foundation for the research. In activity-based teaching, TCFL teachers should ensure that all students can participate in the activities, and improve the sufficient interaction between students and the surrounding environment in the process of classroom activity, which can help students better build Chinese knowledge.

Finally, this study adopts OTIL Model (O-Online, T-Task-based, I-Interactive, L-Listening), TABA Model, and ASIE Model (A-Analyze, S-Strategies, I-Implement, E-Evaluate) to select appropriate components and elements for the Classroom Activity-based Instructional Design (CAID) Model. The OTIL Model prioritizes learner-centeredness and interactive learning (Tian & Suppasetserree, 2013). The rationale for choosing this model is its alignment with the principles of student focus, interaction, and the incorporation of multimedia-assisted teaching tools, which are also essential to a classroom activity-based teaching model. The TABA model is



selected because it offers flexibility in teaching, allowing educators to tailor their approaches to the needs and interests of students. It is essential for TCFL teachers to design various classroom activities based on their students' needs. The ASIE model is notable for its user interactivity, integration in content planning, specificity in the planning process, and its constructive approach to organizing components (Zain & Campus, 2017). The model is chosen for its interactive, prescriptive, and constructive qualities, which are vital to activity-based teaching model.

1.7 Definition of Terms

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Kampus Sultan Abdul Jalil Shah
  PustakaTBainun
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The following are definitions of the terms described in this study.

Activities: In this thesis, "activities" refers to activities in the perspective of "activity theory", rather than activities in a universal sense. Under the framework of activity theory, the word "activity" has a special meaning. In daily life, activity refers to a form of life for people and animals; However, in the theoretical framework of activity theory, activity is viewed as a social practice that is centered around an object, characterized by a specific structure, and influenced by cultural and historical factors (Engeström, 1999). In this research, activities refer to various activities carried out in classroom teaching, including games, role play, simple question and answer exercises, quick brainstorming, concept mapping, group discussion etc.



Activity-based teaching: It is a method used by teachers to emphasize their teaching through engaging activities, which help students learn more effectively (Razia & Rana, 2019). In this research, teachers are urged to use various activities to achieve instructional objectives in the classroom, thereby enabling students to acquire a language more effectively and quickly.

Teaching Chinese as a Foreign Language: It refers to the instruction of the Chinese language to individuals whose native language is not Chinese (Quan, 2019). In the context of this research, it specifically pertains to the teaching of Chinese to foreign students attending universities in China. Chinese language instruction is mandatory for international students studying in China.

Teacher of teaching Chinese as a foreign language: Teachers of Chinese as a Foreign Language refer to professionals who teach Chinese language knowledge, language skills, and Chinese culture to learners whose native language is not Chinese, with Chinese as the teaching medium(Xun, 2000). In the context of this research, it specifically refers to native Chinese-speaking teachers who teach Chinese to international students at universities in Beijing.



Model: It is a type of teaching design that outlines the teaching process and creates specific learning conditions. It aims to encourage students to interact in a way that leads to behavioral changes (Joyce, 1986). In this research, the model is defined as a set of organized steps and procedures (components and elements) that will be used by TCFL teachers to guide them in implementing activity-based teaching.

Instructional design: It is part of pre-active teaching, and can be seen as a subset or type of planning. This type of planning involves a distinctive mode of thought and set of tools and methods (Goodyear, 2015). In this research, instructional design as a plan refers to guiding TCFL teachers in carrying out classroom activities.

This includes pre-class analysis and design, classroom implementation, and post-class evaluation.

1.8 Study Limitations

This study focuses on developing the Classroom Activity-based Instructional Design (CAID) Model to guide TCFL teachers in implementing activity-based teaching. The research is conducted in Beijing, targeting university-level TCFL teachers, and spans three stages: need analysis, model development, and evaluation. Data collection involves semi-structured interviews, the Fuzzy Delphi Method (FDM), and the Modified Nominal Group Technique (MNGT). Despite its contributions, the study has



certain limitations. First, the geographical scope is restricted to Beijing, and all participants are university teachers in this region. Differences in education systems, classroom environments, and student demographics mean the findings may not generalize to other regions, such as TCFL courses outside Beijing.

Secondly, the study's reliance on university teachers limits its applicability to other educational levels, such as primary or secondary schools. Future research should consider expanding the participant pool to include educators from different regions and institutions to validate the CAID model's broader relevance.



Thirdly, the elements of the instructional design model based on TCFL classroom activities are currently insufficient. Although this study designed and developed the elements of the CAID model through a review of existing literature, expert interviews and FDM, there may still be additional elements yet to be discovered. The ever-changing national education environment, the diversity of features of activity-based teaching, and the complex relationship between teachers and international students all influence the CAID model. Consequently, accurately identifying the essential elements of the CAID model remains a challenge that requires ongoing exploration by scholars.





1.9 Significance of Research

First of all, the research can enhance the effectiveness of activity-based teaching since effectiveness is the basic pursuit of activity-based teaching. The key to judge the effectiveness of activity-based teaching is through the methods used in the process and whether the teaching objectives are achieved. It is not effective to enrich and develop the activity-based teaching only from a theoretical perspective because the development of a theory can only be improved through continuous tests and practices. Therefore, without an effective activity-based model, it is impossible to promote the effectiveness of activity-based teaching.



Second, developing an activity-based instructional design model is of great significance to students, as it can promote language acquisition and the development of comprehensive abilities. TCFL Teachers can practise this model in their classrooms to activate students' participation. Through cleverly designed classroom activities, students are not only able to master a second language with ease and joy, but also promote their comprehensive ability development, which is of great importance for their future academic and career development.

Third, teaching will be more effective through this activity-based teaching model especially when students are proactive and teachers act as facilitators. In a word, adopting an effective teaching model can break the traditional classroom





teaching method of "teacher centered" and enhance the academic role of teachers as facilitators of learning.

Fourth, this research can cultivate a group of high-quality innovative teachers with new concepts of modern education, basic methods of activity-based teaching, and the ability of scientific research in activity-based teaching. Teachers who regard teaching as a creative career will experience the happiness of teaching and constantly enrich and improve themselves in the process, so as to develop together with students.

Fifth, other researchers can use the CAID model to design and develop other modules for TCFL class to support students' language communication needs. In addition, the methods used in the study can be used by other researchers to design and develop models in other disciplines.

Finally, although existing research has focused on the value of TCFL activity-based teaching, there is a lack of a systematic instructional design model, especially the DDR method has not been used to develop and validate the model, resulting in deficiencies in both methodology and practice. This study constructs the Classroom Activity-Based Instructional Design (CAID) Model using the DDR method. It not only integrates relevant theories and elements in the design phase, invites experts for verification in the development phase, and invites TCFL teachers





for usability evaluation in the evaluation phase. This fills the gaps in existing research at the methodological level and provides a systematic instructional design model for TCFL teachers in practice.

1.10 Thesis Structure

This section provides an overview of the first to seventh chapters of this thesis. The first chapter mainly introduces the problem statement, research objectives, and research questions. Chapter 2 provides a literature review on activity-based teaching and TCFL activity-based teaching. In addition, the researcher provided a detailed introduction to the theoretical and conceptual framework of this thesis. Chapter 3 introduces the DDR research method of this study, which is mainly divided into three phases: the first phase is need analysis, in which the researcher uses a survey questionnaire method; The second phase is design and development, where the researcher uses semi-structured interviews and Fuzzy Delphi Method (FDM); The third phase is evaluation, and the researcher adopts the Modified Nominal Group Techniques (MNGT). Chapters four to six respectively introduce the research results of the three phases of DDR. Chapter 7 is the discussion phase, in which the researcher further demonstrates the results of this study through previous scholars' research.

1.11 Summary

This chapter elaborates the importance of developing activity-based teaching in teaching Chinese as a foreign language. For this reason, researcher attempts to establish a Classroom Activity-based Instructional Design (CAID) Model to improve teachers' activity-based teaching ability. The basic theory proves that the development of this model is reasonable. On this basis, the research objectives and problems are constructed to guide the development of the model systematically. In addition, OTIL Model (O-Online, T-Task-based, I-Interactive, L-Listening), TABA Model, and ASIE Model (A-Analyze, S-Strategies, I-Implement, E-Evaluate) help the Classroom Activity-based Instructional Design (CAID) Model to select appropriate components and elements.