

Research on the impact of TPR teaching method on international children's Chinese learning in a cross-cultural environment

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Abstracts

This study aims to study the influence of Total Physical Response (TPR) teaching on Chinese learning in an intercultural context. By combining literature review, case analysis and field investigation, we are committed to providing a comprehensive understanding of the practical application of TPR pedagogy in Chinese teaching and its potential effects on infant language acquisition in an international context. The research approach include collecting and analyzing the learning experiences of international young children from diverse cultural backgrounds. We will focus on how TPR teaching method promotes Chinese vocabulary accumulation and grammar understanding by combining body movements and language. In addition, we will gain insight into the challenges and advantages of adopting the TPR pedagogy through faculty and parent interviews in intercultural education. Through this study, we not only expect to provide new theoretical perspectives for the field of cross-cultural language education, but also provide practical teaching strategies for the international preschool teaching of Chinese as a second language. The results of the study will facilitate a better understanding of the applicability of TPR pedagogy in different cultural contexts and provide a useful reference for language education practice and policy making. Finally, by deeply studying the role of TPR teaching method in international Chinese learning for young children, this study aims to provide new insights and inspirations for language education in the context of globalization.

Keywords: international Chinese teaching, TPR teaching method,preschool education,one to one tutoring

Introduction

In today's global world, language education is not only a subject, but also a bridge connecting different cultures and promoting international understanding. Especially in early childhood, language acquisition is not only crucial to individual cognitive development, but also the cornerstone of successful communication in a future multicultural society. In this context, we focus on a unique language pedagogy, ——Total Physical Response (TPR), and study in depth its potential impact on international Chinese learning for young children in a cross-cultural context. TPR teaching method is characterized by the close combination of body movements and language, and injects a vitality into language learning by imitating the natural way of mother language acquisition. In the context of international children's Chinese learning, TPR teaching method may provide a more vivid and intuitive learning experience, stimulate children's strong interest in Chinese, and then promote the acquisition of language. This study uses empirical research methods to deeply understand the practical application of TPR teaching method in cross-cultural environments. By extensively collecting and analyzing the learning experiences of international young children from different cultural backgrounds, we will examine the potential effects of TPR pedagogy on Chinese vocabulary and grammar

acquisition in young children. At the same time, through the participation of teachers and parents, we will have a deep understanding of the challenges and advantages gained by adopting the TPR teaching method in practical educational scenarios. Through the in-depth study of the role of TPR teaching method in the Chinese learning of international children, this study aims to provide a new theoretical perspective for the field of global language education, provide practical guidance for the preschool teaching of Chinese as a second language, and then provide useful enlightenment for the comprehensive development of international children.

Literature review

2.1 Research status of TPR teaching method

Since the TPR teaching method was proposed and applied by the Asher in the 1960s, this teaching method is very popular in the education field. And in foreign countries already have a lot of TPR teaching practice foundation. Asher The TPR method is also applied to second language teaching, including Spanish, English and French. Since the TPR teaching method was first used in foreign countries, compared with foreign countries, there is less research on this teaching method in China. This teaching method was only introduced into the domestic teaching in the late 20th century, and it was first used in the learning of English as a second language. After a long time of teaching practice, the domestic education circle has also had a certain research on the TPR teaching method. Yu Zhenyou (1999) introduced the TPR teaching method earlier. He believed that the main purpose of this teaching method is to practice the learners' ability to understand the second language. When learners learn the second language, they can achieve the understanding and memory of the input language through the correlation between body movements and language. After Zhong Jing (2002) applied TPR teaching method to primary school English education, learners' love for English was greatly increased, and they were no longer afraid to express themselves in English. learners devoted themselves to an active English learning atmosphere, which opened a good start for future English learning. Liang Sanyun (2005) pointed out that the advantage of TPR teaching method is that it allows students to learn foreign languages in a relaxed and happy environment, which helps to cultivate their non-intellectual factors and thus improve the teaching effect. However, this teaching method also requires teachers to have good quality. When students master certain words, teachers need to use what they have learned to combine them with actual actions, so as to create more meaningful teaching content and ensure the smooth progress of teaching. TPR teaching method is mostly applied to English teaching in domestic education, and the application of this teaching method in international Chinese education also needs to be further improved. In 1969, American psychologist James Asher invented the TPR teaching method. Through the study of 30 to 40 experiments, he found that through the application of complex language environment, or in unfamiliar language environment, it enabled students to master the second language in an efficient and fast way. Nevertheless, Asher still believes that for those students who can actively show themselves in a practical way, whether actively or in the perspective of onlookers, they can ultimately make progress in language learning, the most important thing is to enable them to show themselves in a practical way. "Command struction" is widely recognized by Krashen (1989) and Ellis (2008). this method is considered as a more effective way of language learning. He can help students to better understand and master the second language, and can help them acquire language knowledge. The two of them emphasize that in the early stage of language learning, if there is no effective teaching method, the learners should follow the teacher's instructions to learn. Then it can not achieve good learning results.

The language one body " learning mode was found by Asher, which can effectively improve the adult's second language learning ability, just like the language ability shown by children in learning the second language. Asher (2009) is the opposite of children's perception that children learn better than adults. Asher It points out that children do not have the potential language learning ability, and they need a good learning environment to master the second language. In contrast, adults often learn a second language in a boring learning environment and have little opportunity to be physically active. Asher Experiments show that even for adults, as long as learners have the opportunity to learn the language through body movements, they can also perform well, even better than children of other ages. In recent years, TPRS (the ability to read and tell stories) has become a widely watched teaching approach, which was first proposed by Blame Ray, a Spanish teacher in California. But as time went on, people found that even if the learners could complete the complete story performance, they needed to use the whole-body movements of TPR to achieve the desired effect. TPRS method is a new kind of teaching method, it borrows the advantages of traditional teaching mode, and through innovative design and effective application to solve the problems of the teaching practice, Blame Ray this method proves that through the careful study of TPR theory, we can apply the teaching method to more English knowledge and content learning, and achieve good learning effect.

2.2 Overview of online international Chinese teaching related research

Ding Xin (2001) pointed out the teaching status quo, the new teaching mode and the pilot situation of Tsinghua University and the pilot situation of Southeast University. This paper summarizes the achievements of distance teaching in China, and puts forward some targeted suggestions to solve the existing teaching difficulties and difficulties. This paper systematically describes the current situation of network education, which also lays a solid foundation for the network teaching in China. This article has made a detailed research and introduction on the teaching management, teaching building concept and network education technology of network education, and there is a lack of research on the use of teaching method in network education, so we need to further study. Zheng Yanqun (2004) provided a complete perspective of Tutorial Chinese distance teaching mode in Waseda University, explaining how to improve the practicality and practicability of Chinese through various methods, how to help students improve the ability of Chinese language expression by encouraging thinking and guidance; how to improve the practicality and practicability of Chinese by establishing a good cross-cultural communication channel and using the latest distance education technology. In addition, Huang Rongrong (2005) through the Tutorial Chinese distance teaching mode of teaching in-depth study, found that the Chinese distance teaching model can better guide our Chinese teaching, to improve our teaching results, promote our communication and cooperation with other schools through the construction of the virtual classroom, course theme, the implementation of practical activities, and effective measures to correct mistakes, can bring the teachers more practical experience, so as to better promote the development of the education model. The above two articles all comprehensively introduce the Tutorial remote Chinese teaching mode, classroom teaching organization form, classroom topic and the design of teaching platform of Waseda University. However, in the process of distance Chinese education, the article almost never mentions the teaching methods used in the teaching, which needs to be further explored.

The online Chinese courses proposed by Li Danmeng (2017) in *The Application of Chinese Teaching in Chinese International Education* have various modes, including one-to-one, recording, live broadcasting and O2O mode (online to offline). Li Danmeng also explains the advantages and disadvantages of different modes through specific cases. In addition, Wang Ruifeng (2020) proposed in *Analysis of Online Teaching Mode of Chinese Skills Course during Epidemic Prevention and Control* that three main methods of online Chinese skills course are live teaching mode, recording teaching mode and the teaching mode of recording and live broadcasting. These three learning modes can effectively help learners to master Chinese skills. Rui-feng wang advocates the construction of recorded broadcast live education platform, the author thinks that this kind of teaching mode can provide interactive Chinese platform construction provides more valuable inspiration, among them, live teaching mode can improve the learning efficiency of learners, help teachers to solve students' learning questions and the interaction between teachers and learners is more efficient. In addition, the teaching mode more focuses on after-class review and consolidation to help learners in their spare time.

Reviewing the content of the class is a good way to review. Both papers introduced the online Chinese teaching mode in detail, and the two authors also pointed out that the most direct and effective teaching mode for learning Chinese should be live teaching. And in this model, the interaction between teachers and students is also the best. Research on online teaching method of Chinese, Cai Jing jing (2011) in the task-based teaching method in the middle school remote Chinese teaching of article, through the task-based teaching method applied to the university of Kansas Confucius institute students can effectively solve the remote teaching environment management difficulties, teaching single boring and students learning atmosphere is not enough strong problem, so as to improve the students' learning effect. Through the "poor information, view, memory guess, list" and the real life study of teaching situation, the author puts forward a new principle of remote Chinese teaching task design, it can better inspire students to use purpose language, the author also took some interesting methods, such as role-playing, games and scene simulation, in order to help students better understand the content of the learning. Because the international Chinese education online teaching used in the teaching method is relatively few. This paper also formally proposed the use of task-based teaching method in the online Chinese teaching process. However, so far, there is still little research and teaching practice on this teaching method, which we need to further expand.

To sum up, when teachers use the task-based teaching method in the online teaching of international Chinese education, the learners' classroom participation and learning atmosphere are better than those of the traditional teaching method. However, due to the small number of studies in task-based teaching methods, we need to be further expanded and studied.

Research Methods

3.1 Research ideas

In this paper, the author will discuss the research status of TPR teaching, its purpose and significance in the first chapter. In the second chapter, the TPR teaching method is comprehensively summarized and summarized. The author will discuss the theoretical basis, implementation strategy and implementation process of TPR teaching method, so as to bring a more comprehensive understanding to readers. At the same time, the paper also introduces the application of the teaching method in the Wukong Chinese education platform. The third

chapter is a practical case of TPR teaching method in online one-to-one teaching. In this chapter, we first make a comprehensive summary and summary of the teaching situation of Wukong Chinese and Chinese. TPR teaching was used as a practice case for young children in different language environments. It lays a foundation for studying the feasibility of this teaching method. The fourth chapter is a feasibility analysis of the TPR method to online teaching of young students. In addition, questionnaires were distributed to teachers of Wukong Chinese teaching platform, data on the online use, feasibility and teaching effectiveness of TPR teaching method were collected, and some effective information was collected through interviews with students. The author also made a comparative analysis between the experimental group and the reference group to further demonstrate the feasibility of the teaching method. Finally, the teaching effect of TPR teaching method online. The fifth chapter first expounds the advantages and disadvantages of TPR teaching method, thinks about the shortcomings, and puts forward the corresponding teaching suggestions. We hope to provide help to online Chinese teachers speaking as a foreign language and improve the online Chinese teaching method. The sixth chapter is the conclusion and outlook, which summarizes the full text.

3.2 Study Methods

According to the research results of linguistics, psychology, pedagogy and teaching method, this paper seeks truth from facts in the research process, starts from the reality, finds the problems and puts forward the methods to solve the problems. In the specific operation process, the following research methods are proposed to be adopted: first, the literature review method. Based on the collection and arrangement of TPR teaching method reference materials, the author makes a deep discussion on the development trend of this teaching method in online international Chinese teaching. On this basis, the author's teaching experience has put forward a series of new ideas, in order to provide more reference for TPR teaching method.

Second, the classroom observation method. The online teaching platform has a recording mode. In addition to directly observing the learning state of learners through the live teaching mode, the author can also make more detailed observations of learners through the mode of recording and playback. It includes the detailed exploration and analysis of the interaction between teachers and students, the facial expressions of teachers and students, and the activity of students in the class. After carefully combing the teaching process, combined with the teaching method used, this paper discusses the teaching effect of the teaching method applied to online teaching. This provides the basis for the successful conducting of the comparative experiments. In addition, students' performance in Chinese class can be determined by observing the daily preferences of students' interest and personality characteristics, so as to understand whether the whole body reaction method can help students to learn Chinese.

Third, the comparative method. By comparing the use of "TPR teaching method" with the use of traditional teaching method, the difference is found out, the advantages and disadvantages are analyzed and summarized, the applicability of TPR teaching method is demonstrated, its limitations are reflected, and feasible references and suggestions are put forward to help students learn Chinese well.

Fourth, the case analysis method. The author is engaged in online teaching Chinese as a foreign language for two years, the professor of students on age, language background and learning Chinese motivation is different, by showing online Chinese as a foreign language class using TPR teaching case, on how to better develop Chinese classroom on the network to put forward specific opinions.

Fifth, the questionnaire survey method. Through the author conducted interviews with the students in the teaching case, and combined with the characteristics of the online use of TPR teaching method. Finally, a questionnaire survey was conducted on the teachers in the form of questionnaire survey, and the use effect and application method of TPR teaching method were collected. And analyze the effective information of the questionnaire, and get the real data, which lays the foundation for verifying the teaching results of this teaching method.

Empirical result and data analysis

4.1 Feedback of TPR teaching method

Through the online practice of international Chinese education, the author conducted the application of TPR teaching method to the learners I taught and interviewed them, and analyzed the feasibility of TPR teaching method in online class from different perspectives. Secondly, the author conducted a questionnaire about the use of TPR teaching method and the teaching effect of Wukong Chinese online Chinese teachers, and determined the teaching effect of the online teaching method through the research and data analysis of the questionnaire.

4.1.1 Evaluation of the TPR teaching method by using the interview method

The first is the analysis of the teaching objects, The author investigated the case students have different age distribution, The youngest of them is age 4, The student's Chinese proficiency is relatively low, Therefore, the author interviewed three students on the TPR method, The author conducted one-to-one interviews with the students through the temporary classroom of the Classin teaching platform, Due to the low Chinese proficiency of the students, So the author's design question for the interview content is relatively simple, Some questions were also prepared in the English version, Convenient for students to accurately understand the content of the interview, The author can also get a more real and objective feedback, Provide objective data support for the online application of TPR teaching method. Secondly, the author investigates and analyzes the application of TPR teaching method in classroom teaching, saying " Do you like to make corresponding actions while speaking words?"For the first question, the results of the interview show that 4-year-old Roger and Olivia, 6 like TPR method very much, and 9-year-old Zhe Xuan likes this method, which shows that most students are very aware of the use of TPR method in online teaching.

Later, the author interviewed the teaching effect of TPR teaching method. Four-year-old Roger believed that this teaching method is of great help to Chinese learning, especially in the understanding of words. Six-year-old Olivia believes that the teaching method is helpful for Chinese learning, and that she will use the TPR teaching method to help her deepen her Chinese memory. Nine-year-old Zhe Xuan thinks that this teaching method is helpful for his Chinese learning. According to the interview results, most students think that TPR teaching method is helpful for Chinese learning, and no student has denied the role of this teaching method.

Finally the author is TPR teaching method for the understanding and memory made the interview, from the results of the interview, 4, Roger and 6 Olivia, think can through TPR teaching method all understand the meaning and to remember the words, nine, zhe xuan said the teaching method can help him remember some vocabulary is not easy to understand. Therefore, TPR teaching method is relatively successful both in terms of understanding effect and memory of words.

The author through the interview method of investigating the practice case three students for TPR teaching evaluation, interview results, for primary Chinese learners, online teaching using TPR teaching method, most students are very recognized the teaching method, the

teaching method is loved by primary learners, in the process of use can stimulate learners' learning interest, active classroom atmosphere, improve the enthusiasm of learners to learn Chinese. In terms of teaching effect, after learners use the TPR teaching method, they can quickly understand and remember the learned Chinese vocabulary, which greatly improves the learning efficiency of learners, increases the confidence of learners in learning Chinese, and thus obtains a virtuous circle. To sum up, online interviews can show that the TPR teaching method is not only popular with learners, but also the teaching effect after using the teaching method is very good.

4.1.2 Evaluation of the TPR pedagogy by questionnaire survey

First is the design of the questionnaire, the author in order to understand the empty Chinese Chinese teachers for the application of TPR method, and understand the practical problems encountered when teachers using TPR method, therefore, targeted for the wukong Chinese online Chinese teachers designed a questionnaire, the author wants to through the questionnaire survey data preliminary verify the author's idea, for online Chinese teachers use TPR method to solve related teaching problems. In addition, in terms of teaching suggestions, questionnaires can also provide more comprehensive and objective data support. The respondents of this questionnaire are Wukong Chinese online Chinese teachers, who often use TPR teaching method in their teaching, and are relatively familiar with this teaching method, so the feedback obtained through their questionnaire survey is of great reference value.

The questionnaire (see appendix 3) is about children's Chinese teachers online usage of TPR teaching method, questionnaire content mainly contains two parts, a total of ten questions, the first part has three questions, is a basic situation of teachers teach students, the second part has seven questions, is the TPR teaching method online usage survey.

In the first part of the questionnaire, there are three questions. According to the information collected, most of the students taught by the teachers are between 5 and 10 years old, and the students' Chinese proficiency is uneven. Most of the students are in the primary stage of Chinese, while a few students belong to the stage of Chinese enlightenment. In general, the teaching objects of Wukong Chinese are mainly primary Chinese learners, and the ages of students are mostly distributed between 5 and 10 years old. The frequency of teachers 'use of medium language in class is adjusted according to the students' Chinese level.

The second part of the questionnaire is mainly to understand the application of TPR teaching method in the online classroom and how the teaching effect of the teaching method is. According to the analysis of the survey data, all teachers use TPR method in each class, but the duration and frequency of use are based on the students' own situation. Teachers of TPR teaching method evaluation and feedback, most teachers for TPR teaching evaluation, they think that TPR teaching method is suitable for a pair of line teaching classroom, this not only can improve the students' learning efficiency, also can active classroom atmosphere, help teachers to complete the completion of the teaching goal, through the use of TPR teaching method, for the classroom to learn words have a certain repetition rate, to help students improve the efficiency of memory.

According to students' Chinese level, teachers will make corresponding adjustments when using TPR teaching method. The lower the Chinese level, the higher the frequency of TPR teaching method in the classroom. Conversely, the higher the Chinese level, the lower the use of TPR teaching method. Similarly, the age of students and the frequency of TPR teaching method are also inseparable, and teachers use less TPR teaching method as students age.

4.2 Comparative analysis of the experimental group and the reference group

In order to better analyze the teaching effect of TPR teaching method, the author divided the learners into two groups for teaching practice. The first group was the experimental group, with a total of ten students, aged between 4 and 9 years old. These ten students all used TPR teaching method to learn Chinese in class. The second group is the reference group, with a total of ten students, also aged between 4 and 9 years old. For the students in the reference group, the traditional teaching method is used in the Chinese class. For two groups of students organize classroom teaching, and through the classroom teaching records and teaching observation of the important factors affecting Chinese learning, students' oral expression ability and learning effect has carried on the comparative analysis, further proves that the TPR teaching method in the international Chinese online teaching feasibility and superiority, but also for the following analysis of TPR online teaching method of the advantages and limitations provides the objective basis.

4.2.1 Comparative analysis of important factors affecting Chinese learning

The author through the analysis of two groups of students 'classroom teaching records found that online teaching, classroom atmosphere and teacher's teaching way has a great influence on learners 'learning, in addition, the learners' interest in Chinese learning and the content of learning Chinese also has part of their Chinese learning (as shown in table 4-2). First of all, students in the process of class is facing the "no temperature" computer, learners are easy to distract attention, this time the teacher's teaching method is particularly important, how to let learners into the whole class, so that learners become the main body of the classroom. TPR teaching method is a good solution to this problem. In the process of teaching in the experimental group, learners' attention is obviously more concentrated than that of the reference group, which is mainly reflected in the question answer and the response speed. The learners in the reference group were not as positive as those in the experimental group, and the correct rate was relatively low.

Secondly, the classroom atmosphere in the teaching process is also one of the important factors affecting learners to learn Chinese. In using TPR teaching method of experiment group, learners in the whole class interact with teachers, all kinds of games and all kinds of body movements attracts the attention of learners, classroom atmosphere is built very active, make them difficult from classroom teaching, therefore, experiment group of learners in the process of classroom teaching are very input. The reference group uses the traditional teaching method. In the process of teaching, teachers can obviously feel that the way of course presentation is boring, and it is difficult for learners to maintain a highly concentrated learning in such a teaching environment for a long time.

The author through the comparative analysis of two groups of teaching found that learners for Chinese learning online, active classroom atmosphere and teachers' teaching methods can largely affect the learners of Chinese learning, online classroom using TPR teaching method can better show these two aspects, laid a foundation for learners to learn Chinese.

4.2.2 Comparative analysis of students' oral expression ability

The teaching method advocated by TPR teaching method is to promote learners to speak Chinese through a series of interactions between teachers and students, so that learners can master the Chinese language and actively export Chinese under repeated practice. Through the analysis and comparison of classroom records, the author found that the proportion of learners in the experimental group who took their initiative to express Chinese was very high, and no learners were unwilling to express Chinese. In the classroom, learners in the experimental

group, through body movements, games, painting, story telling and performance, found that the number of learners opening their mouth is gradually increasing, and learners' desire to express is also constantly increasing. Although in the process of oral expression, learners may not express 100 percent of their Chinese meaning clearly, but it is the first step of the brave oral expression, which is a rare and valuable progress, and then teachers can make appropriate adjustments to their oral expression.

Compared with the experimental class, the oral output of the learners in the reference group is lower than that of the experimental group. During the whole class, the learners' Chinese expression is basically kept within the scope of what the teacher asks, what the students answer, and reading the text with the teacher. Some students even do not want to speak Chinese at all. To sum up, in the teaching process of the reference group, few learners actively output Chinese.

	Active opening expression	Passive opening expression	Don't want to speak
experimental group	80%	20%	0
anchoring group	50%	40%	10%

4.2.3 Comparative analysis of learning effect

TPR teaching method is mainly to improve Chinese ability through the process of "action-expression", in order to learn

To analyze the feasibility of TPR teaching method, the author designed a set of papers and divided the students into two groups for comparative analysis.

According to the results of the test results of the two groups (see Table 4-4), the results of the experimental group are generally high. For example, it can fully reflect the teaching effect of TPR teaching method and analyze its feasibility. In the test questions, the author divided them into listening, the words and the sentences. In addition, the words in these three parts are all some words representing action. TPR teaching method is used when the teacher tells these verbs in class. According to the test statistics, students can understand and remember the verbs taught by the teaching method. In the second part of the test, most of the learners could not fully express some action words completely, so the results were not ideal compared with the experimental group. However, the learners in the reference group have an overall good listening performance in the first part, indicating that the learners themselves understand these verbs, but lack of oral expression training, so the accuracy rate in the second and third parts is low. According to the data, the experimental class of "action-expression" test combined with the TPR teaching method is relatively good, while the reference class using the traditional teaching method is not as good of "action-expression" as the experimental class. It can be seen that the use of TPR teaching method in international Chinese teaching can effectively improve students' oral expression ability, enhance students' self-confidence, promote students' Chinese learning ability, and form a virtuous circle of learning Chinese.

	experimental group		anchoring group	
	Accuracy	Error rate	Accuracy	Error rate
hearing	93%	7%	86%	14%
Look at the picture and say the words	95%	5%	81%	19%
Look at the picture and say the sentence	93%	7%	80%	20%

Conclusion and Recommendations

5.1 Advantages of TPR teaching method in online Chinese language teaching

The author uses TPR teaching method and traditional teaching method in online teaching practice, compared and analyzed that TPR teaching method is of a great help for learners to learn Chinese, which is mainly reflected in three aspects: the improvement of classroom interest, the enhancement of learners' participation in class and the improvement of learners' listening and speaking ability.

5.1.1 Make the class more fun

With the case of Wukong Chinese online Chinese teaching and the questionnaire analysis as the support, the author summarizes the advantages of TPR teaching method in online teaching. First of all, TPR teaching method can effectively mobilize students' sensory involved in learning, the use of the teaching method is the first student language material input, and the teacher make the corresponding body movements, to build the "listen" and "action" interconnected bridge, inspired the learners a variety of sensory organs involved in the process of learning. (As shown in Figure 5-1) The teacher shows the two words "flower" and "rabbit" to the students through body movements, and the students imitate the words and practice the words. Therefore, to a certain extent, it can avoid the boredom of a single sensory input. Through the input of a large number of language materials, and constantly accumulate and strengthen the language materials, students can gradually output the language, which greatly increases the interest of learners in the classroom experience.

Wang Anqi (2022) believes that through online teaching, teachers and students are displayed on the side of the screen, generally showing the upper half of the body, and the information conveyed by teachers' faces and gestures during teaching becomes more important. It is through this "window" that learners interact with teachers. The information conveyed by teachers using TPR teaching method is the bridge of interaction between learners and teachers. Through a series of games, body movements and performances, the interest of Chinese classroom is increased, which affects the learning effect of learners in a subtle way.

5.1.2 Enhance learners' participation in class

In the process of classroom teaching, learners are the main body, and the teacher is a guide, teaching around the learners. In the teaching practice, the author found that the use of TPR teaching method in the classroom can quickly activate the classroom atmosphere, so that learners can really integrate into the classroom teaching, and also improve the participation of learners in the classroom. In online teaching, teachers and students can not really "face to face", but the Chinese classroom realized through the Internet will be more or less "cold". Online education can not fully express or release teachers' enthusiasm for teaching, so it is very

necessary to use TPR teaching method in online teaching. Teachers can show some movements, or use some props to assist the teaching, so that the classroom becomes "hot" and active, and attract learners to participate in the learning of the classroom course.

For some young learners, they are characterized by being active in class, and their attention is difficult to concentrate for a long time, so the use of TPR teaching method will also help learners to focus their attention in the classroom. Teachers as a guide, the main body of the classroom is learners, through the teachers use TPR teaching method constantly learning content to learners, with interaction and complete the teaching task, achieve teaching objectives, not only increase the learners' classroom participation, but also improve the learning efficiency of learners, improve the interest in learning Chinese, at the same time, also will close the distance between the teachers and students. The advantage of TPR teaching method is that it enables teachers and students to discuss and practice together, so as to better help students to understand and master the Chinese language. This way can make learners more active and more effectively achieve their learning goals, so as to better promote the communication and cooperation between students and teachers.

5.1.3 Improve the listening and speaking ability of learners

By using TPR teaching method in teaching practice, the author found that this teaching method can improve the Chinese learning effect of learners, especially the learners' listening and speaking ability. The TPR teaching method combines running, jumping, drawing, doing and singing, which helps to strengthen the students' understanding to a certain extent. Once the students understand the input language materials and become familiar with the vocabulary and sentences, they will gradually begin to output the language. Student-centered, through TPR teaching method to strengthen the understanding of language materials, patiently guide students, make students overcome the fear of difficulties, but also avoid the adverse factors such as boring exercises and forced expression in class.

On the other hand, the author learned from a series of teaching practices and comparative analysis that after TPR teaching, learners will actively use TPR to show themselves, and some can even express their ideas while doing actions (as shown in Figure 5-3). Through the use of TPR teaching method, it can create a relaxed and free learning environment for students, which can increase students' confidence, students' interest in learning is improved, the desire for learning is strong, and the number of opening expressions will gradually increase. It can be seen that the use of TPR teaching method in teaching can effectively improve learners' listening and speaking ability.

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