Application of TPRS Teaching Method in Chinese Teaching in Mea Fah Luang Middle School of Thailand

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ABSTRACT. *The purpose of TPRS teaching method is to encourage teachers to create situations through a large number of questions and improve their own stories. This paper takes the students of grade two in the second grade of Mea Fah Luang Middle School in Thailand as the research object. Starting from the research situation of TPRS teaching method at home and abroad, this paper shows the application of TPRS teaching method in Chinese teaching, designs teaching plans and carries out practical feedback, summarizes the advantages and disadvantages of TPRS teaching method applied in Thai primary Chinese classroom, and gives corresponding optimization suggestions, so as to explore the application way of TPRS teaching method in Chinese classroom of Thailand.*

KEYWORDS: *TPRS teaching method, Thai chinese teaching: application introduction*

1. Introduction

With the improvement of China's cultural soft power and China's economic and political status, Chinese has gradually become one of the minority languages that foreigners prefer to learn. In order to meet the needs of learning Chinese in different regions, China has launched a volunteer program for Chinese teachers, which aims to select excellent teachers of Chinese as a foreign language and send them to various countries in the world to teach Chinese. The complex and changeable teaching environment in Thailand puts forward higher requirements for the teaching level and teaching methods of Chinese teachers. At the same time, the low enthusiasm and loose discipline of Thai students also make the traditional teaching method of Chinese as a foreign language difficult to work. Therefore, the author tries to replace the traditional teaching method with TPRS teaching method. Practice has proved that TPRS teaching method can better activate the classroom atmosphere and stimulate students' learning enthusiasm. It can help the vast majority of students to actively participate in the structure of the classroom story.

2. Research Status of TPRS Teaching Method

TPRS teaching method is a selective integration of the whole body reaction method, situational method and natural teaching method. It is suitable for teaching Chinese vocabulary, reading, grammar and text. It is a comprehensive teaching method of Chinese as a foreign language. The application of TPRS teaching method is generally divided into three steps. The first is the construction of meaning; the teacher is responsible for the introduction of the words related to the story. This stage is to lay the lexical foundation for the unfolding of the story. The second is the cyclic questioning, in which the teacher helps students establish sentence awareness by asking the key information. The last is constructing the specific story, in which the performance method can be used to carry on the language. It can let the students practice the core sentence patterns in the interesting role play.[1]

Bryan Lei (2004) summarized the teaching practice experience of various TPRS teaching methods, designed corresponding teaching principles, and put forward guidance suggestions on how to maximize language acquisition in the game. He stressed that the purpose of TPRS teaching is to develop students' thinking, to encourage students to ask about the development of stories, and to guide students to construct and supplement the plot of self-made stories in class.

Catherine Leon (2004) adjusted the application strategy of TPRS, and proposed that in the primary level class. Once the story is over, the teacher should ask questions and repeat the story content separately for the weak students. At the same time, each student needs to share relevant language stories periodically.[2]

Based on the theory of TPRS teaching method, Mao Yanling (2011) reviewed its development process and characteristics, focusing on the application skills of TPRS teaching method in Chinese classroom. In teaching cases and analysis has achieved very good results, to provide important information for the further study of this paper. This paper investigates and collects the feedback of Chinese teachers using TPRS teaching method, and proves the feasibility and superiority of TPRS teaching method with specific teaching cases.

3. TPRS Teaching Examples and Feedback

3.1 Teaching Examples

The author selects two Chinese parallel classes of Grade 1 and Class 2 of Grade 2 to implement the case. The other two Chinese parallel classes adopt the traditional teaching method. Through the comparison of the test results after class, it shows the real application of TPRS teaching method.

The teaching material is *Talking About Health* in the second lesson of *Experiencing Chinese* in Volume 4 of primary school. The theme is close to the life of students, which is convenient for topic expansion and story structure. Classroom learning is as follows:

The first step is to show new words: eyes, ears, nose, mouth, head, hands, arms, stomach, legs, feet, pain, and doctor.

The second step is to ask questions circularly. "What's wrong with you / her / he?" "I have pain." "Go to see a doctor." The teacher first reaches out his hands and asks the students what this is. After getting the answer from the students, the teacher presses the left hand with the right hand to show the feeling of pain, to guide the students to say "pain" in Thai with body language. On this basis, the teacher guides students to say "pain" in Chinese. The main purpose of this step is to help students to establish a sense of sentence and establish a relationship between words and sentences.

The third step is to construct a specific story. Teachers create specific and guide students to construct stories. At the same time, the students are invited to play the role of "the doctor" on the stage to describe the pain. The teacher asks, "what's the matter with you?" The student replies, "the arm hurts." The teacher continues to ask, "whose arm hurts?" (lead the students to say the complete sentence); then, the student answers "my arm hurts." It can guide students to make arm pain action at the same time. The teacher makes the action of supporting and says: "go to see a doctor." Teachers and students ask each other, and students ask each other. It can help students structure the overall story.[3]

The fourth step is to test in the classroom. The pictures of "hand, arm, stomach, leg, foot and doctor" are displayed. The corresponding pinyin and Chinese characters are matched by connecting lines, and the correct rate is counted.

3.2 Feedback Results

The TPRS teaching method is applied to Class 1 and Class 2 of Grade 2, and the traditional teaching method is applied to Class 3 and Class 4 of Grade 2. The new teaching is also conducted for 50 minutes. Five minutes before class, the statistics of connection questions and classroom teaching questions are carried out for four classes. Among them, 6 questions are excellent; 4 to 5 questions are good; 1 to 3 questions are pass, and all errors are unqualified below: the excellent rate of answering questions in Class 1 and Class 2 of Grade 2 is 60.00% and 60.00% respectively, while that of Class 3 and 4 is 32.00% and 33.33% respectively. In the survey on the liking degree of this class, Class 1 and Class 2 are both more than 80%, while class 3 and class 4 are less than 40%.

3.3 Advantages and Disadvantages of TPRS Teaching Method

From the above statistical data, it can be seen that the excellent rate of answering questions in Class 1 and Class 2 of Grade 2 using TPRS teaching method is far higher than that of students using traditional teaching method. At the same time, Class 1 and Class 2 of Grade 2 who use TPRS teaching method express their great love for this class, which shows that the form of teaching by constructing stories is recognized by students. In terms of classroom activity, the author gives high

evaluation to Class 1 and Class 2 of Grade 2 through classroom observation, mainly from the aspects of students' answers and active participation in performances.[4]

On the whole, TPRS teaching method can stimulate students' learning enthusiasm and interest, strengthen the interaction between teachers and students, and activate the classroom atmosphere. Storytelling and circular questioning can also help students deepen their memory and consolidate their knowledge. At the same time, students' oral, listening and reading abilities have been trained.

Through classroom observation, the author finds that the use of TPRS teaching method in Class 2 (1) and Class 2 (2) of junior high school has to interrupt teaching several times to maintain discipline, which affects the fluency of class because of the reasons of active participation, raising hands and even shouting. At the same time, the process of building a story framework undoubtedly increases the burden of Chinese teachers in preparing lessons, and not every text has the conditions to construct a story. In addition, it is easy to make students feel boring by asking questions repeatedly, so TPRS teaching method still has limitations.

4. Suggestions on the Application of TPRS Teaching Method in Thai Primary Chinese Class

On the basis of practice, we can draw the conclusion that TPRS teaching method is conducive to the primary classroom teaching of Chinese as a foreign language in Thailand. However, due to the complex and changeable teaching environment in Thailand, it still faces some challenges. Therefore, the following two suggestions are put forward.

4.1 To Enrich the Content of Teaching Materials and Grasp the "Level" of Teaching

At present, there are many teaching materials suitable for TPRS teaching in the market, but the quantity and types are not enough to meet the teaching needs of different grades and different levels of Chinese. For the application of TPRS in Thai primary Chinese class, the teaching materials should be rich and fresh, and the corpus should be vivid and interesting. It is impossible to attract Thai students who are naturally lively in nature. Teachers should also pay attention to observe students' learning state and emotional state in class, and grasp the "level" of TPRS teaching.[5]

4.2 To Improve the Feedback System of Students' Opinions

TPRS teaching method is not a one-way teaching method; it is also a two-way teaching method. During the use of TPRS teaching method, Chinese teachers should listen to students' feedback on the story structure after class in time, and think about the improper points, so as to avoid it in the next design of story framework.

5. Conclusion

TPRS teaching method is feasible and effective in Thai primary Chinese class, but no one teaching method can always be applied to the same foreign language classroom. Teachers should clearly focus on students' learning experience, constantly enrich their own teaching methods, and make changes at appropriate time.

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