THE APPLICATION AND INFLUENCE OF TPR TEACHING METHODS IN ONLINE ENGLISH ENLIGHTMENT COURSES FOR CHILDREN AGES TWO TO EIGHT

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Paper Advisor

Suggested content descriptor keywords:

TPR teaching methods
Online English courses
Young children, ages 2-8
Time Period of Optimal Language Acquisition in Children
Language Acquisition Device (LAD)
THE APPLICATION AND INFLUENCE OF TPR TEACHING METHODS IN ONLINE ENGLISH ENLIGHTMENT COURSES FOR CHILDREN AGES 2-8

A Seminar Paper
Presented to
The Graduate Faculty
University of Wisconsin-Platteville

In Partial Fulfillment
Of the Requirement for the Degree
Master of Science in Education
English Education

By
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2021
ACKNOWLEDGMENTS

First and foremost, I would like to show my deepest gratitude to my supervisor, Dr. Madelon Köhler-Busch, a respectable, responsible and resourceful scholar, who has provided me with valuable guidance in every stage of the writing of this thesis. Without her informative instruction, impressive kindness, and patience, I could not have completed my thesis. Her keen and vigorous academic observation enlightens me not only in this thesis but also in my future study. I shall extend my thanks to Dr. Madelon for all her kindness and help. I would also like to thank all my teachers who have helped me to develop the fundamental and essential academic competence. My sincere appreciation also goes to the teachers and students from cohort 16 at South-Central University of Nationalities and University of Wisconsin-Platteville, who participated in this study with great cooperation.
Abstract

THE APPLICATION AND INFLUENCE OF TPR TEACHING METHODS IN ONLINE ENGLISH ENLIGHTMENT COURSES FOR CHILDREN AGED TWO TO EIGHT

Liu Jiayi

Under the supervision of Dr. Madelon Köhler-Busch, the writer will discuss the application and the influence of TPR teaching methods in online English instruction of children ages 2 to 8. The TPR method, Total Physical Response teaching method, was proposed in the 1960s by James Asher, a professor of psychology at San Jose State University in California. This practical teaching method is widely used in English classes of all types. Under the general trend of online class instruction, language learning is not limited to traditional learning methods. The interactions between teachers and students have become more diverse. The TPR teaching method is not only widely used in traditional on-site classrooms (offline in the remainder of this paper), but is also an indispensable part of teaching methodology in online classrooms.

There are two main forms of online class instruction: one is the live broadcasted class, during which teachers can interact with students in real time, offering immediate feedback. Except for the inability to conduct intuitive physical interaction, there is no difference from the offline interactive form. The second form of online class instruction is the recorded class, which is a prerecorded video. For the latter form, TPR teaching method used by teachers will need to be emphasized. This article will focus on the application of the TPR teaching method in the recorded course. This article will mainly discuss the following issues:
1. What are the main applicable steps of the TPR teaching methods for recorded video pedagogy?

2. What contents are suitable for children between the ages of 2 and 8?

3. What are the performance and theoretical basis of the specific methods?

4. What improved forms of TPR teaching methods can be explored in the recorded course in the future?
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Chapter 1  Introduction

1.1 Statement of the Problem

Currently, children who need to learn more than one language are more likely to have choose bilingual instruction for them, and Chinese parents will choose English courses to create a distinctive environment for their children. However, for children who have never been exposed to English, the dissimilar pronunciation can make them feel awkward and apprehensive about learning English and the path of learning English is not always smooth for children. At the same time, the emergence of English courses in various content areas marks the internationalization of domestic teaching of English for children. Language learning needs to be used to demonstrate the effectiveness of teaching content areas in English. This means that English curriculum can and should match the cognitive developmental stages of children at different ability levels. In addition, such classes should meet the different interests of children to tap into intrinsic motivation to learn English. But what kind of teaching method can facilitate an environment for children during the time period of optimal language acquisition in children to fully activate their enthusiasm for learning English and also produce a fertile environment for teacher-student interactions when they are exposed to English learning?
1.2 Definition of Terms

The TPR teaching method has been widely used by language educators in foreign language (FL) courses of all ages. A large number of studies have proven that this is a very practical and effective language learning teaching method. The TPR teaching method stands for “the Total Physical Response method”. It was proposed by James Asher, a US-American psychology professor, in the 1960s. TPR is a teaching method that links language with motion and teaches foreign languages through body movements. A foundational understanding for the TPR method is that children use both “listening”, which is information input, and “speaking”, which is information output, in the process of language acquisition. It is also called ‘the method of comprehension’.

1.3 Purpose of the Study

The purpose of early childhood English education is to cultivate children's interest in English and in learning English, and it has become more and more important in the field of education in recent years. In China, there are various forms of English language acquisition for young children. During these unprecedented times, affected by the COVID 19 pandemic, online English courses have become a major trend, which is mainly divided into recording and live broadcast types. Early childhood English education is a field which requires a highly practical application. Theoretical research focuses on the intersection of children’s cognitive development, cognitive psychology and child developmental psychology, which ensure that the development of children’s English education practice activities is more scientific, more standardized and reasonable. Practical research focuses on early childhood English teaching methods. However, because early childhood education is not in the Chinese compulsory education system, the
methods of early childhood English teaching are not perfect, and English teachers cannot directly apply teaching models of other learning stages to this stage. The purpose of English education and the characteristics of children's time period of optimal English acquisition are researched and considered, so as to promote and improve children's enthusiasm for English learning and effectiveness.

1.4 Significance of the Study

Early childhood English education and teaching have become a hot topic in Chinese society, and related research in this field should keep pace with the times and correspond to the requirements of a new era and society. From the perspective of educational research requirements, online early childhood English education has uncovered various new problems with regards to preschool education research, and there is little pedagogical research done in this field at this stage. Therefore, studying the teaching methods of online preschool English education can expand the field of preschool education research, promoting and perfecting the development of preschool education.

1.5 Methodology

This section outlines the research methodology adopted in this study. Section 1.5.1 describes the focus of the research. The research questions and the information collected to answer the proposed research questions are outlined in the Section 1.5.2.
1.5.1 The focus and the questions of the research

The focus of this research is on the application and impact of TPR teaching method used in online courses for kids. It mainly discusses two aspects. First, because the time table of online courses are not as long as offline courses, there is the need to reduce all five steps of the TPR teaching method for the limited time allotted, so the author will explore which steps are necessary, and which steps can be omitted, and guide students to take the omitted ones to finish after class meetings. Second, in online courses, what is the different effect of using the TPR teaching method in the form of video to assist the recording courses compared with the ones without the auxiliary?

1.5.2 What the author does

There is little research about online course video-assisted teaching in the literature at home and abroad, but there are many scholars’ studies on the use of TPR teaching method in children's English education, and these will be used as references for this article. At the same time, the author will also combine actual data obtained through the questionnaire. The data collected comes from those who have experience teaching with TPR instructional video assistance and those who have taught without the assistance.
Chapter 2  Review of Literature

The author will firstly discuss the application methods, practical cases and application effects of the TPR teaching method in domestic preschool curriculum, and briefly introduce the English learning mode in the online education courses for children between the ages of two and eight in China. Lastly, introduce the online course format and the teachers’ assistance to use the TPR teaching method through videos.

2.1 The TPR Teaching Method

The full name of the TPR systemic response method is Total Physical Response, which is also called direct communication teaching method, and complete physiological response theory. The US-American psychologist Dr. James J. Asher, in the 1960s, after lengthy research into language acquisition mechanisms and second language teaching methods, proposed the “TPR teaching method”. The theoretical basis of this method is: during childhood we learn language through listening and speaking which promotes the ability for spoken and written language expression. When the input of listening and speaking information completes the process of quantitative change to qualitative change, children can use language naturally, so as to express what they want. For children, learning English through the TPR teaching method, the body reaction will appear for the first time, and then learn to use language to respond, and when the body reaction is connected with the spoken language response, it will be easier to understand the English they are learning.

The basic principles of TPR teaching method are as follows:

(1) Let the second language enter the right hemisphere of the students’ brain
James Asher believes that the right brain is silent and non-verbal, but it can express itself through instructions to make corresponding actions. By allowing the language to enter the right hemisphere to cause behavioral changes, the language code can be quickly understood by the students. When the basic structure of the target language and its meaning are understood by the students, the students are ready to output.

(2) Take “listening-doing” as the main teaching organization form

In the learning process, the teachers issue instructions in the target language, first act these instructions by themselves, they model the desired movements. After the students observe and understand, the students themselves complete the movements, and then speak and act themselves. Let students do movements together, so that students can understand the relationship between instructions and expected actions, and accurately make corresponding movements. At first, the instruction is relatively simple, often a single action, and then several consecutive action instructions. At this time, it is necessary to fully mobilize the beginner's interest in learning.

(3) The language form of the instructor is mainly imperative sentences, from which other sentence patterns can develop

Instructional languages can only be imperative sentences. In addition to verbs, the same is true for teaching nouns, prepositions, and adjectives. After completing the teaching of new vocabulary, students can use the new vocabulary they just learned to issue instructions in pair work or group form, such as: “Jack, turn left.” This way students can learn without pressure. Quickly understand and master the learning content and increase the corresponding long-term memory.

(4) Treat students’ mistakes with tolerance

In the teaching process of more traditional teaching methods, teachers are accustomed to correcting students’ mistakes. If there are mistakes, they must be corrected. As a result, students
tend to be afraid of making mistakes and do not dare to speak. They just follow their reading habitually and mechanically. In the TPR teaching method, the teacher is very tolerant of students’ mistakes, and only corrects some of the more obvious mistakes, and when correcting them, they will also use artistic attention to methods, so that students can learn without pressure.

2.2 Phonics teaching method

Phonics is aimed at children's cognitive abilities. It is a phonetic system suitable for children to learn English pronunciation. Its core is to establish the correspondence between letters and sounds, without the help of international phonetic symbols, but according to the pronunciation rules of letter combinations, prompting children to be able to read the combination of letters. The pronunciation of words is used to solve the problem that children in non-native English countries cannot read or spell English words. Using the Phonics teaching method, students read simple words according to the spelling rules and they can read simple stories or short essays with the help of pictures, and develop reading strategies according to the meaning group. The pictures and story types are conducive to cultivating their learning interest and sense of language. This phonics teaching method is conducive to cultivating children's ability to communicate in English, improving thinking and cognitive ability. After children are familiar with the rules of spelling, they can guess the spelling of the word according to the pronunciation, so that they can read the word and write the word by listening.

The effect of the phonics teaching method on children's English teaching is manifested in five aspects. Firstly, it can establish a direct relationship between letters and their natural pronunciation; secondly, students then are able to successfully spell vowels plus consonants (consonants plus vowels), such as l-e, e-t and etc., thirdly, they can successfully spell consonants
plus vowels plus consonants, such as: l-e-t; then students are able to successfully spell a two-
syllable or multi-syllabic word, such as: l-ea-th-er; and finally students are able to recognize the
word by listening, that is, the word can be spelled out by hearing the pronunciation of the word.

In addition, in teaching spelling letters or letter combinations, the number of words is greatly
expanded through natural acquisition, so as to achieve the teaching effect of enabling children to
read English sentences and simple essays, and to stimulate reading and writing skills.

The pronunciation and reading of young children can be understood as decoding the image
material according to the sound rules of the spoken language, and the sounds of the language
should be mastered before reading.

The essence of language ability is “sound thinking and voice communication.” Letters and
sounds are closely related, and some languages can have a one-to-one correspondence between
letters and sounds. Although English letters and pronunciation do not achieve “one-to-one
 correspondence”, they have a high degree of relationship. By strengthening the training of
children, so that they can subconsciously master this one-to-one correspondence through repeated
listening, reading, seeing, and practice, children can easily learn to read words.

According to the stage theory of children’s cognitive development, due to differences in the
age groups applicable to phonics and phonetic teaching methods, the teaching strategies and
methods used in teaching should also be different. The phonics teaching method is aimed at young
children at a relatively low age group, and the direct and interesting characteristics of commonly
used teaching activities are relatively well-known, such as games, songs, and graphics. The
implementation of the phonics teaching method is full of fun and possessing of implicit influence
from beginning to end. This is the most direct and interesting way for children of preschool age to
consciously create knowledge.
The combination of Phonics and TPR teaching method can be widely used in common letter teaching scenarios. Teachers combine natural spelling and TPR teaching methods, use the body and limbs to demonstrate each letter, and teach the pronunciation of the letters to students through a combination of actions and sounds, such as the chant for teaching the alphabet: A ---a, /æ//æ//æ/, A is for apple, /æ//æ//æ/, at the same time, the teachers could use the limbs and gestures to pose uppercase A and lowercase a, and take out a real apple or a picture of apple to show to the students. In this process, the whole body of the student is moving, from the brain to the limbs, repeatedly practicing the letter sounds and letter shapes. After the students are proficient in this catchy practice process, the teacher could use the TPR method to point to the letter A, thus the students would immediately respond to the performance and pronunciation of the action.

Although the TPR teaching method can arouse students’ interest in interaction, the vocabulary teaching in traditional Chinese classrooms is slightly boring, which shows to be multiplying, lack of comprehension, however, the Phonics teaching method could solve this problem from the regular pattern of phonetics. By gradually being taught how to spell words and pronunciation, students learn to read, listen and write in a more relaxed and active environment over time. The combination of these two methods can also alleviate students’ fear of memorizing words to a certain extent, reduce the expectation of learning difficulty, and truly improve students’ interest and confidence in second language acquisition. Through the combination of natural spelling and TPR teaching method, with the accumulation of words, students’ reading ability will also be improved.
2.3 Domestic and international research concerning children's English enlightenment methods

2.3.1 China-based research

While researching teaching methods for early childhood education, Wang, in 2011, discussed the feasibility of using the TPR teaching method in early childhood English education, confirming the practicability of the method for these three aspects: creating an English learning environment, adapting to children’s cognitive development and teacher preparedness, and giving practical, applicable advice. Wang also suggested a pattern of TPR teaching activities for toddlers, where teachers use instructional sentences to guide children to understand situations such as “going to the toy store to buy toys”. There are two stages to developing such a lesson plan. The first is to determine the instructions for the activity and clarify the demonstrated movements, including the five required movements, discussed in this example. The second is to set-up the scene, to prepare the props, and to decorate the classroom to resemble a toy store. The teacher thus creates a language environment that allows the children to understand the instructions. Initially, the teacher performs the role of the customer, as well as the corresponding instructions with each specific action. The whole process of buying a toy will be modelled, and the child then is asked to perform this process several times. During the next phase, the teacher asks a child to perform the action according to the teacher's instruction. Lastly, the child speaks the instructions, while the teacher and other children perform the movement sequences. As the children acquire the movement and language sequence, their enthusiasm for learning English is cultivated, and the children are prepared to experience in real life what they have learned in simulated life scenarios.

This description shows that the use of the TPR teaching method can be more than a beneficial component, it can be the most crucial ESL method for a classroom with small children. However,
there are differences between online classes and in-person classes. For in-person classes, the number of children in a class and the degree of interaction between the children can be instantly evaluated, and the teacher can engage in immediate and comprehension assessment. By contrast, using asynchronous, online video recordings, teachers cannot simulate specific scenes, due to time and scene limitations. For example, if the lesson of the day involves story scenes, teachers can use picture books to describe the scene and guide young children to associate with special scenes. Moreover, to reduce instructional language, children should practice everyday situations outside the classroom. This requires children and also their parents to cooperate with the teacher and send feedback, as well as the learning results, to teachers via video conferencing.

In Chen and Zeng’s experimental research (2013) on teaching methods, the TPR teaching method is one of the sample methods. For the research two groups were used – the test group and the control group, where traditional teaching was employed. The control group used classroom activities which are recognized to aide children’s mastery of English vocabulary, for example, reading and speaking simple sentences. The experiment showed that the use of the TPR teaching method resulted in a higher learning curve than the use of traditional teaching methods. On the other hand, due to different teaching content, the experiment’s findings on teaching methods is not significant. The test set-up was somewhat simplistic in terms of both the test subjects and its content, for example, the authors did not measure the English proficiency and attitude toward English of children of different age groups. Therefore, the process of this experiment should be adjusted and the experiment repeated.

Shao’s research on the TPR teaching method (2015) shows a clear understanding of the theoretical basis of the TPR teaching method and the practical application of TPR teaching for children’s English pedagogy. The author showcased seven variations of this teaching method, i.e.
the game teaching method, the painting teaching method, the music teaching method, the situation teaching method, the action performance teaching method, the cardboard teaching method, and the intuitive imitation teaching method.

In online teaching, teachers tend to combine several methods, such as games, music, painting, cardboard and action performances, but they utilize predominantly the music teaching method. In 2013, Liu suggests in her research several ways to use English nursery rhymes and songs for the purpose of stimulating children's interest in English learning. Children's songs often have simple a melody, repeated lyrics, a strong sense of rhythm and even prescribed movement, which makes the nursery rhymes lively and interesting. Liu also adapts teaching methods which incorporate English nursery rhymes from the book *Children’s English Educational Activities Design and Practice*, written by Qianchun Ouyang. In her book, Ouyang designs and details sample lessons and provides simulated teaching activities. She includes a database for children’s English education activity content; included are letters, rhythmic children's songs, games, stories, classroom conversations and daily conversations. A large number of children's songs have been developed into sample lesson plans. These provide a library of three-dimensional teaching for children.

2.3.2 Internationally based research

In 1984, Schneider conducted a study, an experiment actually, on learning Spanish as a foreign language in elementary school. In this experiment, the author applied the famous second language acquisition theory proposed by Krashen, the language silence period. Based on this language learning theory, the author designed a 15-week Spanish learning cycle and recorded the performance and assessments of the children’s Spanish acquisition each week. In the classroom, the teachers had utilized the TPR teaching method, giving complete access to children's physical
reactions when learning a second language while adhering to instructions. The teachers chose the vocabulary for the thematic segment of “from me to the world”. In the early stage of the course, the teacher used simple English-Spanish instructions. At this time, students would repeat spontaneously and they were introduced to puppet roles. Pantomime role-playing is then introduced in the teaching process, the teacher would not encourage or prohibit students from using a specific language when singing, or explanation, or during the pantomime performance. From the fifth week on, the teachers adopt a complete TPR class room for the students to learn colors, musical instruments and body parts. Students would spontaneously output English or Spanish in the class and outside the classroom. Such style of output was not forced by anyone, it was not to be encouraged, nor to be banned. From the seventh week on, the teachers encouraged students to use Spanish to answer questions posed in the classroom. In the following weeks, the teacher would perform pantomime performances with the students, and found that during the output process, most of the students were able to follow the teacher’s prompt or even without a prompt. In the last six weeks of the teaching plan, in addition to short-term command exercises, new content was extracted from the newly practiced pantomimes every week, including occupations, body parts, props used, food, and so on. It can be seen that such a teaching plan is based on scientific findings and that it is successful. The author of the study has a deep understanding of Krashen’s natural theory language environment, which holds that imitating and practicing in the teaching process should be avoided, but communicative language should be used in the language class, because this method involves telling someone to do things in a normal, natural way; it underscores habitual and dramatic communication. Throughout this experiment, the TPR teaching method was used to focus on the two-way responses in the learning process, which emphasizes understanding in a natural
language environment. Also, teachers created a joyful, humorous and imaginative communication environment for their students.

Speaking of second language acquisition, the language acquisition device, LAD in short, proposed by the famous linguist Noam Chomsky, should be mentioned. Chomsky proposed in the 1950s that children know the sentence structure at birth, like the subject, the predicate, the object and the modifier. Although children rarely speak perfect grammar in the early stages, the LAD theory believes that through sentence fragments, and following the sentences of ordinary human language and the natural general grammatical rules, children can enrich their mother tongue in a few years. Children will not only repeat words and phrases meaninglessly, but also observe grammatical changes and supplementary rules to construct new and changeable sentence structures. However, this theory has not been confirmed so far. Chomsky could not deny the effect of acquired environment on children’s language acquisition, but he believes that this effect is very small and only triggers the work of LAD. He even believes that children who have not been specially taught could learn the language by themselves, these views expose the flaws of the theory to a certain extent. We know that in the process of language acquisition, children summarize a series of rules on the basis of inputting “intelligible words”. Cognitive ability is the prerequisite of language ability. The reason why children can speak many sentences with the limited grammatical rules they have learned is because they have obtained language materials before this.

How do we analyze different stages of adaptive education based on children's cognitive development process? The Swiss child psychologist Jean Piaget answered the question throughout his life. Piaget’s thoughts on the reconstruction and development of the intellectual structure have an instructive influence on preschool education. According to Piaget's theory, the structure of children's cognitive development involves four concepts: schema, assimilation, adaptation and
balance. Schema is Piaget's core concept of cognitive structure. Piaget believed that schema is the composition or organization of actions, which enables the subject of the activity to process, sort, classify and reform the information from the object. The schema originally came from the innate, and then changed and enriched continuously in the activities. In other words, the lower-level schemas are assimilated, adapted, and balanced, so as to gradually construct higher-level schemas to adapt to the ever-changing environment. The maturing internal organization interacts with the external environment to promote the continuous development of cognitive structure through dynamic balance.

Piaget divided the development of children’s psychology into four essentially different stages: the perceptual movement stage (birth to 2 years old), the pre-calculation stage (2 years old to 7 or 8 years old), and the specific calculation stage (7 or 8 years old to 11 years old), the formal computing stage (11 years old to 15 years old). Piaget pointed out that the process of psychological development is continuous, so the arrangement of the curriculum must be in line with the level of children's psychological development and the spiraling process of cognitive construction. The educator needs to make the teaching individualized according to the actual level and interest needs of the students. Therefore, educators must understand the children’s age and cognitive structure, give them appropriate stimulation, create problem situations, and help children generate the most appropriate new cognitive conflicts, thereby stimulating children's motivation and intrinsic learning interest. At the same time, Piaget also pointed out that play is an inherent requirement of children’s psychological development, which is of great significance to the development of children’s intellectual development and the entire psychological construction development.
2.4 Teachers' Orientation in English Online Courses

As an online educator, the author uses the developed course software (online teaching software) in work. The learning communities are divided into five age groups, according to chronological ages. From stage 1 through stage 5, the ideal age stage for language acquisition is during the ages between three and eight years. The daily content segments are divided into 6-7 distinct sessions. Each video session is a cartoon arranged to include real people and animated characters. The episodes of animation from Monday through Thursday are connected to one whole story, telling the kids about Who, Where, What, Why and How. There are also word sessions which are accompanied by interactive pictures, texts and audio. These word sessions, which each show three to six key vocabulary items, are embedded in a story which is shown in a picture book. Speaking practice is picture book follow-up reading, according to different levels, the following reading content is mainly words or sentences, and a final quiz includes interactive answering questions. The learning assessment is in the form of a report showing learning results which are discussed during phone or video calls between foreign teacher and user.

The main teaching responsibility of Chinese teachers is to explain key words and picture book stories in the form of recorded video. Therefore, Chinese teachers need to know the average age, average cognitive level, average learning ability and etc. of users at different stages in advance, preparing course content and teaching aids, writing video scripts, designing the teaching process, and using the appropriate TPR teaching methods to explain the content. In the video, China teachers should adjust the proportion of Chinese and English based on different levels of language acquisition. It should be noted that each video segment is from five to eight minutes long, and the content that the Chinese teacher can explain is very limited. In a weekly learning cycle, for example, Stage 1 has only one key word for daily learning. The teacher
simulates the use of words in the instructional video, and explains the story of the picture book by using mud, building blocks, dolls, etc., so that children can have a maximum understanding of words and their use while combining the use of course software. For example, kids in Stage 1 need to learn the shapes of the alphabets, the teacher will demonstrate in the video how to use clay to squeeze the shapes of the subtitles, how to use building blocks to make the shapes, show which actual objects are shaped like the specific letters, and try to use fingers and body parts to show the shape of the letters, usually on Wednesday or Thursday’s video, the teacher would ask the children to find or create the corresponding letters with their parents. However, this request will not receive an immediate response since the video is recorded, and only a few users who have watched the video would complete the task.

In the upper grades, which usually refers to users of Stage 3 and above, teachers are required to use over 60% of English to complete the video in each teaching segment, but this does not fit well with the learning expectations of every high-level user. Teachers cannot use a lot of Chinese explanations when explaining word usage scenarios in Chinese in videos, which makes some users unable to fully understand the video content. At the same time, there are more high-level picture book stories available, which means that the proportion of English explanations is higher. In order to solve this problem, the teachers introduce more pictures and sounds in videos, to promote children’s understanding of nouns, using coordinated actions and scenario simulations to promote the understanding of verbs, prepositions and adjectives. However, there are still some words which are difficult to explain, such as words around the concept of emotions.

In addition, TPR teaching methods are also used by the teachers to sing and teach the children’s songs in the course software, which reflects best TPR practices. The weekly
curriculum is divided into three stages. From Monday to Wednesday, new contents are introduced, with one to six new words and sentences introduced per day (only appearing at Stage 2 and above). Thursday’s lesson plans focus on reviewing the weekly lessons so far; here key words and sentences reading practice are included. Fridays are interactive TV days.

The teacher connects with class users every two weeks to answer any questions which may arise, but mainly to communicate about learning methods, including, for example, how to guide the young children to pronounce English, how to look at and learn about sentences and how to read sentences for learners above Stage 3. For high-level learners, teachers need to teach them how to split sentences, and how to split words in combination with the rules of natural spelling rules.

At this time, teachers’ education-related knowledge reserves are essential. In the face of participating in the language learning process of young learners, teachers need to explain the process of children’s cognitive development, language learning ability, and even knowledge related to child psychology to parents who are new at the foreign language acquisition processes. This holds true even if the teacher has no experience in raising children themselves.

2.5 Summary

In the above description, the teachers record videos as an aid for Chinese children to learn English in courses to help children who are new to English learning to promote understanding. The main content in the course platform is informed by themes in which children are interested, such as cartoons and interactive Q&A, always interesting for children to watch. When children participate in the course content, two of their senses for input, sight and hearing, are engaged. Children may be able to receive language input through these two senses, yet there could indeed
be some problems here. For example, as mentioned above, even with the addition of graphic action assistance, it is hard even for some of the high-level children to understand the relatively large ratio of English explanations. Integrating such high levels of English explanations would require a higher level of English ability then attained by most Stage 3 learners, a potentially stress producing situation. Krashen addresses such a situation with the concept of affective filtering hypothesis which admonishes educators to learn about the relationship between anxiety and language acquisition (1985). In addition, there are also very young children who do not know any English. For them the content of the course platform is nearly impossible to understand, while at the same time the teacher’s video is not updated synchronously with the children’s lessons. This time delay causes a decrease in effectiveness during the best of circumstances. From the perspective of course software, the most frequent TPR teaching method is from the video part. The foreign language teacher and the animated characters work together to perform exaggerated situational themes. The instruction sentences are simple and are repeated many times throughout a given segment. The actions corresponding to the themed situations can allow children to perform and to imitate. The interactions during the interactive TV segments are more like a task-based interaction, which allows children to proceed smoothly through clicking and recording.
Chapter 3  Conclusions and Recommendations

This thesis is the result of an investigation into the relative importance of the use of the TPR teaching method for online teaching courses. In particular, the thesis concentrates on the interactivity between online teachers and students. When reviewing the literature, most of the research for online education is about higher education. The author found very little research concerning children’s online education. Research concerning second language acquisition in children in offline classrooms is plentiful and became an entry point for research references. At the same time, the author combined the empirical knowledge and training content at work, including child cognitive psychology, and second language acquisition theory. The author found several well-known linguists who developed theories and worked with methods and applications of second language acquisition, which also confirmed the feasibility and theoretical basis of the TPR teaching method implemented in the online classroom.

Due to the time lag in material delivery and feedback and the limited sensory input, the language acquisition achieved through online classrooms is somewhat different from that of offline classrooms. Technologies and teachers are combined in the online class, which potentially saves teaching resources. Large number of TPR teaching methods are written into the video scripts of foreign language teachers and cartoon characters, to enhance deductive learning. Secondly, the advantages of Chinese teachers include their ability to assess the learning characteristics and cognitive levels of children of different ages. This way teachers can adjust the Chinese to English ratio, and therewith enhance the learners' understanding of the course content. A final benefit is an enhanced intimacy between teachers and students, promoting improved teaching quality.
As an online teacher with limited video time, content as well as instructional information, which can be included in the synchronous courses, cannot be fully included. In order to utilize the full potential of the TPR teaching method, the teaching requirements and teaching objects of different levels and of various content areas must be well understood in advance. If multi age groups are in class together certain challenges present themselves. For example, in classes with unified learning progress, if the age gap between the students is too large, or the cognitive level, the ability to understand, and acceptance of the course learning is varied, teachers need to make detailed adjustments to their teaching methods. The author concurrently taught two classes with similar progress. Looking at the ages of the users, it was found that one class had most children between two to three years of age, and in the second class most children were three to five years of age. In this case, the video shooting had to be different for each class. The language silence period is more likely present in the first class, while the children in the second class will be in a different developmental phase when skills of self-expression are more developed, that is to say, output requirements through simple instructions for these children are pedagogically prudent.

The research approach employed for this study provided new insights into the application of TPR teaching method in online classes even though it limited the generalizability of findings. This thesis only analyzes in detail the application and theoretical basis of TPR teaching method in children's second language acquisition; there is no sufficient methodology and experience summary for the practical application in real online classrooms. This also shows that the development of online education has just begun, and there relevant research is needed. In the era of rapid information dissemination and high resource sharing, online education not only makes educational resources more equitable, it also makes the scope of educational method research and language learning research more extensive and profound.
I hope that in the future, after standardized development and supervision, more online education practitioners will see the research in this field. This is not only a reflection on the content of the work, but also the insight that a good language learning method can be more widely applied through practice.
References


