

Received: 5 Mar. 2020 | Revised: 12 Apr. 2020 | Accepted: 11 May. 2020 | Published online: 21 Jun. 2020

Contemporary Education and Teaching Research
2020, Volume.1(1)1-4
DOI: [10.47852/bonview/CETR2020010101](https://doi.org/10.47852/bonview/CETR2020010101)



RESEARCH ARTICLE

A Reflection Study on the Teaching of College English Online Course Based on Teaching Existence

Gong Yan^{1,*}

*¹College of Humanities, Jiangxi University of Traditional Chinese
Medicine Nanchang, Jiangxi province 330004*

Abstract: At present, online teaching is booming, and “teaching existence” is an important problem in distance education teaching. Good online teaching effect depends on enough “teaching existence “. The author first defines the concept of teaching existence, takes the course of College English Reading and Writing as an example, investigates the present situation of teaching existence in this course, and finds that there are some problems in teaching organization and design, discussion promotion, direct teaching and so on.

Key words: pedagogy; pedagogical strategie; online teaching; teaching existence

I. Introduction

In recent years, with the deep integration of information technology and curriculum, online courses have risen on a large scale in China, and because of the epidemic situation, teaching activities are generally transferred to the line, a new educational and teaching experiment-online teaching is carried out at home and abroad. Online teaching is different from traditional classroom teaching and has its own teaching law. Therefore, teaching methods and strategies should be different from traditional classroom teaching. Some scholars at home and abroad have carried on the multi-angle exploration to the online teaching, takes the inquiry community theory as the mainstream. In this theoretical framework, teaching existence is one of the pillars of forming inquiry community and has the core position. Studies at home and abroad confirm that teaching must There is a certain sense of existence,

Corresponding Author: Gong Yan.College of Humanities, Jiangxi University of Traditional Chinese.Email:252457910@qq.com

©The Author(s) 2022. Published by BON VIEW PUBLISHING PTE. LTD. This is an open access article under the CC BY

License(<https://creativecommons.org/licenses/by/4.0/>).

in order to ensure the quality of teaching. In reality, because teachers and students can not see each other in the online teaching environment, teachers and students generally feel that teachers are “talking to themselves “,” arrogant” and “helpless “. ^[1] in other words, the sense of teaching is easy to be inadequate. In distance education, how to establish a sense of teaching existence and make students feel the meticulous teaching arrangement and support of teachers everywhere like offline classroom is an urgent problem to be solved. It is of great significance to improve the effectiveness of online teaching. (Wang Qiong ,2020)

II. The Concept of Teaching Existence

The concept of “teaching presence “(teaching presence) is also translated as” teaching presence “, which was first proposed by the Anderson team of the Canadian Institute of distance Education. During the study of the framework of learning community (COL), it is pointed out that teaching field is one of the three pillars of learning community juxtaposed with social field and cognitive field. They define “the sense of teaching being” as “the design, promotion and guidance of cognitive and social processes in order to achieve learning outcomes that are meaningful and educational to individuals” (Anderson et al., 2001) 。 ^[2]

Different scholars explain the concept of “teaching existence” differently. It can be divided into two categories: one is the sense of existence between teachers and students, the other is the sense of existence of single-finger teaching.

Rogers definition includes a sense of existence between teachers and students, arguing that teaching existence is “a state in which individuals or groups can consciously perceive, accept and maintain mental, emotional and physical activity connectivity in a teaching situation, and the ability to take targeted responses based on perception “.

And most are similar to Anderson teams, only in terms of dimensions, or definitions are simplified. Basically used the definition of Anderson team. Such as “teaching sense of existence” is “a means for teachers to establish a sense of authority in the learning space “(Mulder,2019),” the degree to which teachers are involved in virtual learning environment “(Mahmoudi et al.,2019),” the degree to which teachers in online courses are considered teachers “(Woods,2015),” The degree to which teachers interact in the online learning environment “(Lunsfo). The rd et al.,2019), and is “the way online teachers use to create high-quality teaching experiences, support and sustain productive inquiry communities “.

It is not difficult to see from the above definition that although the definitions of each group are different, they all think that the existence of teaching involves the attention and intention of teachers

who students feel about teaching. As a result, this paper continues to follow the definition of Anderson team, trying to seek the improvement strategy of online teaching from this point of view.

(1) A Survey of the Teaching Existence of Online English Courses

Taking the college English reading and writing course as an example, this paper investigates the teaching existence of the online course in order to understand the present situation of the teaching in the online course, and puts forward the teaching improvement strategies for the problems.

1) Questionnaire survey

180 students were randomly selected for questionnaire survey. Based on “teaching presence white paper 》” as a template, the questionnaire measures the existence of teaching from three dimensions: curriculum design and organization, dialogue promotion and guidance, and direct guidance. [3] also referred to the domestic scholars’ teaching existence scale, formulated the questionnaire of this study, the questionnaire altogether 13 questions, presents in the form of the Litley five-level scale.

2) Interviews

An interview outline of three questions was designed, and a student was randomly selected from excellent, good, passing and failing grades by stratified sampling.

3) Results and analysis

From the data of the questionnaire, the teaching is at a general level as a whole. Teaching design and organization, online discussion are relatively weak, while direct guidance scores are higher. In terms of teaching design and organization, students scored low on the item “detailed description of the subject, learning objectives and evaluation methods of the courses studied”, and online discussion was the lowest score, especially “asking questions from teachers and encouraging me to express my opinions boldly”. “Teachers’ encouragement and recognition of their peers can stimulate my enthusiasm for participation”, the two scores were low. Direct instruction, although with a high score, is one of the The provision of teaching resources is relatively low.

Combined with the interview data, students generally think that the distance between teachers and students in online teaching is far away. Learning questions can not be answered in time, classroom discussion atmosphere is not enough, participation enthusiasm is not high, teachers’ explanation is not attractive enough. Students expect to feel more about teachers’ attention and influence.

(2) Teaching improvement strategy based on teaching existence.

1) Strengthen online course design and organization. Send a course reminder in the form of an email, such as writing a welcome letter at the beginning of the course. Welcome to the xx” course! We are now officially informed that you can log on to the course platform to learn, Web site: xx, user name: and other auxiliary learning communication group, qq group, WeChat group, enterprise WeChat and so

on. [4] continue to pay attention to and encourage students in the course, such as recording the students' learning behavior, counting the students' posting rate to give praise or special title to the large number of posts and the speed, and sending it to the group chat area in the form of praise letter. Posted at the end of the course Check the list. Practice after class not only individual feedback, but also in the form of letters feedback to group chat. There should be reminders before the deadline for homework and so on. In this way, students feel more teachers around, teaching sense of existence must be strengthened.

2) The combination of recording screen and live broadcast. Both are in the form of video, but live broadcast can bring students a sense of teacher presence, but also real-time interaction. In the first class of the course, it is best to introduce the general situation of the course in the form of live broadcast or meeting, or to set aside time for each class to broadcast the key points or difficulties of the study.

3) In the discussion link, the teacher should pay attention to create the safe trust atmosphere, grasps the direction. In the process, strategies to promote discussion are adopted, such as restating students' unclear views and questioning students' views to stimulate different opinions. Equal participation in discussions, sharing their own experiences and views, summing up views, looking for consensus.

III. Conclusion

Teaching sense of existence is one of the three pillars of online teaching. Its related research broadens the research perspective of online teaching and provides a grasp for effective teaching. Teachers should pay attention to teaching reflection, online teaching and offline classroom teaching characteristics are different, have a unique teaching law, good at improving teaching from the aspect of teaching sense of existence, improve the quality of online teaching.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

References

[1] Wang Qiong. "Teaching sense of existence" and realization path discrimination. *Research on Modern Distance Education*, 2020, 32(2)

[2] Anderson, T., Rourke, L., & Garrison, D. R. et al. (2001). Assessing Teaching Presence in a Computer Conferencing Context[J]. *Journal of Asynchronous Learning Networks*, 5(2):1-17.

[3] Li Huili, Jiang Guozhen (2009). On-line Teaching Experience Assessment —— A Case Study of the Online Course of Distance Education Research Methodology *Distance Education in China*, (12):44-47,79-80.

[4] Guo Shuai. How to Improve the Efficiency of Online Tutoring from the Perspective of Establishing Four Sense of Provenance [J] *Journal of Higher Education*, 9 issues of 2017