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**Challenges that Teachers Face during Online
Teaching/Tutoring**

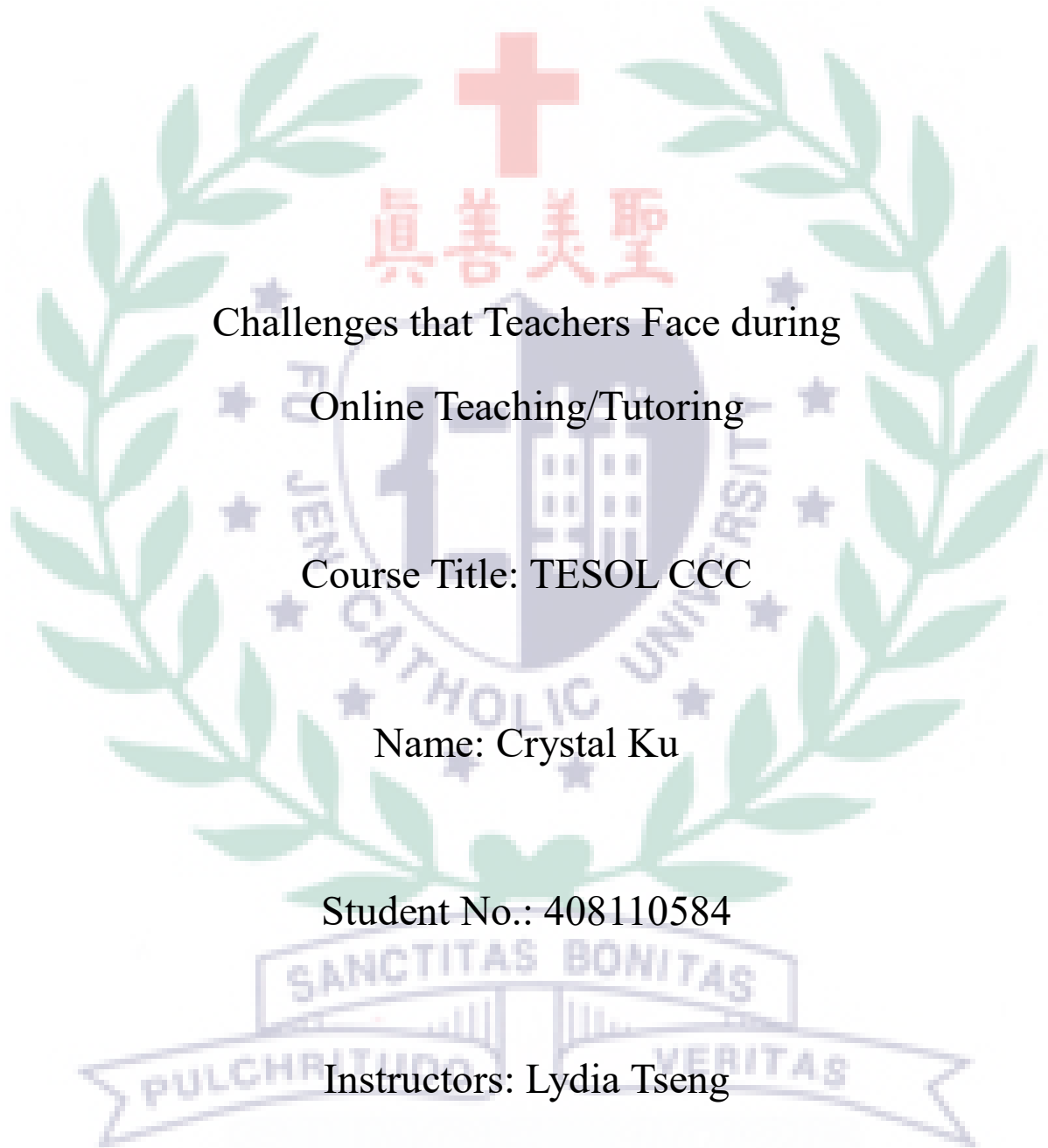
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Challenges that Teachers Face during
Online Teaching/Tutoring

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LOD Report
2022 TESOL & CCC Project

Outline: Challenges that Teachers Face during Online Teaching/Tutoring

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In conclusion, there are challenges found in the three projects for teachers and tutors who teach online, including students' attention and some other limitations.



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Outline: Challenges that Teachers Face during Online Teaching/Tutoring

In the course TESOL and Cross-Cultural Communication (CCC), there were three main project implemented, including Tai-Ping Online Tutoring Project, Guo-Tai Online Teaching Demo, and Guo-Tai Camp Project. In Tai-Ping Online Tutoring Project, we were divided into pairs to design and teach two students for six times. Since our students were indigenous people, my partner and I decided to teach them more about their culture first and tried to introduce Chinese and Japanese culture in the following weeks to make them learn not only English but also cultural differences. For Guo-Tai Online Teaching Demo, we prepared 40-minute course based on SDGs and nutrition relating to health education for first grade students. To have more interactions with the students taking our online class, we also prepared interaction activities and song for students to make gestures with us. Last but not least, in Guo-Tai Camp Project was held the end of the semester. Different from the other projects, the camp adopted mixed way to divide us into two teaching mode: online teaching and face-to-face teaching. Moreover, there were eight members in each team to design morning classes and afternoon interaction activities. With every member's effort, we accomplished a whole-day camp.

Since the three main projects in the course were all related to online teaching and tutoring, I found some challenges not only during the process of designing lesson plans but also during online teaching classes. Furthermore, I also experienced face-to-face teaching class in Guo-Tai Camp Project, so the camp made me think and experience more difference between online teaching/tutoring and classes in person. Tai-Ping Project was the first time for me to teach online as a tutor. In the process of preparing and teaching, I started to think more about how to ensure students' attention and learning outcomes because losing attention is one of the challenges that teachers teach online may face. Teachers and students are not in the same space, so it is not easy for teachers to notice and control students' movements. To make our teaching process become more interesting and interactive, in Tai-Ping Project and Guo-Tai Teaching Demo, we tried to add some games and songs which are related to our topics. However, even though we could use some online website to help our teaching can become more interactive, what we could do in online teaching was still limited. In both Guo-Tai Teaching Domo and Guo-Tai Camp, I also found that online teaching would be very difficult to conduct if students do not have individual devices. Without the helps from the teachers in the real classrooms, it is not possible for teachers to teach online with students using the same devices.

In Joubert and Snyman's survey, the participants were asked to answer the challenges that they had experienced as an e-tutor. "54.8% of the participants were of the view that

student participation is the main challenge they experience.” Moreover, “16.13% of the participants were also of the view that students are not committed and 9.7% indicated that the students prefer to communicate directly (133).” The research shows that it is difficult for students to participate as much as face-to-face teaching. Moreover, Escobar and Morrison’s quantitative data showed that “the most predominant downside of the online teaching experience was the lack of direct interaction with school learners”, which caused the teachers do not know what their students’ learning styles are and if they are suitable for the teachers’ teaching ways. In addition, the teachers also expressed “the lack of a live teaching experience”, which shows that the limitation of online teaching (597). In Hassan’s journal, he provided the fact that students during the pandemic lost the opportunities to have experiences of visiting labs, tutorials and workshops. The point also shows the limitation of online teaching. Moreover, Hassen mentioned that “a very important part of the education process is the assessment”. However, during the pandemic, it was difficult for teachers to design online exams. Therefore, Hassan thought the kind online examination “is more susceptible to fraud,” which implies that teachers may not know student’s real learning situations from their scores (45).

To face the challenges that teachers meet in their online teaching and tutoring, there are three articles providing teachers some ideas to improve the quality of their online teaching. Atmojo and Nugroho thought that “planning and preparation should inevitably be done for

better online learning in the future since online learning requires more time than face-to-face class to be well-prepared and ready.” In addition, teachers who has to teach online must be well-trained to make teachers can “integrate technology in language learning” (72). Feng, et al. focused on “the critical role of the tutor in online learning and the importance of scaffolding for online tutoring”. In their study, students’ social, teaching, and cognitive presence can be improved by “suitable and appropriate levels of scaffolds”, which shows that with teacher’s sufficient and appropriate help, the quality of online teaching can be improved (180). In Joubert and Snyman’s survey, they provided the idea about “Award Marks for Online Participation.” They thought incentives could make students become more willing to participate in the class activities, such as marks or gifts (Challenges 137). The idea shows that small gifts can become one of the solution to make students become more concentrated and participate more in online classes.

To analyze the three major projects, content and communication from 4Cs would be used in this part. In Tai-Ping Online Tutoring Project, the contents my group focused on was legends from indigenous, Japanese, and also Chinese people. We usually arranged a warm-up activity relating to the legends we would like to focus on first. Following the warm-up activities, we would play videos for students to understand the contents of the legends easily and clearly. And after watching the short video clip, students would answer our discussion questions and started to learn the vocabulary words which were related to the main points of

the videos. Since it is easy for students to lose attention from the teachers when taking online tutoring, in this project, we tried to use video clips to make the story become more interesting and also catch their attention. I think the video actually helped students to learn and remember because they could answer the discussion questions in a short time. As for communication, we usually use common classroom English such as “repeat after me” to make them speak English more. There were also some questions relating to the contents we taught them, and they were generally based on 5w1h. Since our students were fifth grade elementary students, we usually asked them in English and encouraged them to answer no matter in English or Chinese. Generally, they could answer our questions in a short time, so I think our communication way was fine for them.

In Guo-Tai Online Teaching Demo, my group focused on the topic about food and nutrition. Therefore, we started from the concept of balanced diet and four kinds of nutrition with related videos and interaction activities to make students have better understanding. Afterwards, we used a song to ask them to sing and use their hands to make gestures with us to have more interactions with them. At the end of the class, we also connected our topic to zero hunger in SDGs to teach how they can do to cherish food. I think the content of the project was fine because we tried to have more interactions with students even through an online way. However, it was a little bit difficult for us to know the student’s reactions because the whole class used the same device, which may relate to the students’ age. They were only

in first grade, it would be difficult for teachers to control the situation. I think the project also expresses the limitation of online teaching because it is not suitable for younger learners and too many learners using the same device. In terms of communication, we also used classroom English and the sentence patterns “Are you hungry? Yes, I am.” appearing in the song. With the assistance from the teachers in the classroom, I think this part was improved because we could know students’ reactions.

In the morning section of Guo-Tai Camp Project, the content was mainly about creation of the world. We started our class from the warm-up activity, which we provided three hints of each item for students to guess. We played video clip for students to watch afterwards and discussed the details with our students. Vocabulary words and sentence patterns were also taught in the following sections. In the afternoon section, my group prepared two interaction activities with the students. The aim of the first one was to make sure that vocabulary words we taught in the morning they could remember and use. The other one was designed to encourage students to draw down on the papers what they would like to bring in different natural environments, which was the part that we hoped they can try to use their imaginations and creativity. As for the communication, except for basic classroom English, our group taught them use “I am/ You are/ He or She is a...” to create sentences relating to different common occupations and also made them to act out for their classmates to guess. Therefore, I think this part was more interesting and different from the other two projects. Moreover, in

this camp, some of us were in the real classrooms. I think those who are in the presence can make sure the students' attention and control the situation; therefore, it was a better way than online teaching. However, when it comes to the part that our group members online was responsible for, I think the interactions between the students and online teachers was not so good, especially when students used tablets to take courses. Since they were elementary students, the electronic devices would be more attractive to them.

In conclusion, there are challenges found in the three projects for teachers and tutors who teach online, including students' attention and some other limitations. Although the challenges made both students and teachers need to consider more or even change their teaching ways when designing their lesson plans, there are still some solutions and suggestions provided in the literature review, including planning in advance, giving sufficient and appropriate assistance to different levels of learners, and even preparing for some small prizes for students. Therefore, even though challenges actually exist in online teaching, there are still solutions to solve this problems and make online learning become a more suitable teaching way to both teachers and students.

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