

## **Field Series Notebook: Data Collection and Memo**

Lei Wang

Syracuse University

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Feedback to Learner

7/7/20 4:43 PM

Interesting interviews, Lei. Your data from two interviews and observations are rich and informative. I particularly enjoyed reading your OCs. and memos. You did a great job with reflecting on the fieldwork, and moving onto the next one with new ideas and well-informed questions.

For the interview transcript, I'd suggest that you review the samples in Bogdan and Biklen's textbook; try transcribing each and every word as you hear them. Summarizing certain portions of the interview is ok, esp. those portions that are not the essential part, such as sharing receipts to establish rapport, etc. but I am not sure how useful or effective the narrative would be to you when you advance to the stage of data analysis and interpretation. Ask your peers from the class to take a look at their interview transcripts.

I understand the amount of work involved in conducting qualitative research, esp. if the interview is conducted in a different language other than English. Translating and transcribing is labor intensive and I really appreciate the time and effort you put into the construction of this notebook.

I hope you will continue with this interesting project, and have a positive experience at grad school.

I have enjoyed getting to know you throughout the semester.

Submitted to:

Yuan Dickerson, Ph.D.

Course Instructor

EDU603— Introduction to Qualitative Research

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## In-Class Observation Fieldnotes

**Date:** May 27

**Site:** EDU 603 online class (The third Zoom meeting)

**Activity:** Small Group Discussions on our proposals

**Participants:** X (Xiaoyu), T(Thomas ), B( Brian ) and L( Lei )

**Length of observation:** 6:26PM-6:59PM (33 minutes)

**Summary:** In approximate 30 minutes, a group of four students, who enrolled in EDU603 were assigned to a group to discuss the progress of their own project proposals. T and L volunteered to be researchers/participant observers. X and B were participants. During the discussion, three of them completed the descriptions of their progress of the proposals.

**Narrative:** In order to create a scenario for us to complete in-class observation assignment, our instructor (Yuan) employed Zoom Breakout Room to randomly assign us to small groups.

At 6:26 PM, I joined in Breakout Room 1. I first saw X, who is a young Chinese girl with a pair of big round glasses. She was wearing Air Pods. She tossed her hair tight back and created a ponytail. She was wearing a grey t-shirt, which made her flawless skin shimmering against the lights in the kitchen. She was sitting in a big living room. The boxes, books, plastics bags piled up on the tables, in the kitchen, and on the sofa. There were ultra-thin, wall-mounted television sets behind her. She was staring at the screen seriously. T was the second young student who entered our room. He is American. He is in the comparatively small but neat bedroom, behind him were some posters and a small two-tier shelf nailed to the wall. There were some crafts on it. He wore a black t-shirt. Lastly B came in, smiling. He is a bit older than X and T. He has dark brown skin and has a little moustache. He nodded his head wearing a big headphone. Behind him there was a strong bulb that lit up the room. He wore a bright long-sleeve shirt without buttoning the first button. He was sitting in the dining hall. Behind him, on the kitchen table, there was a microwave oven, wiggled wires, and a plant. We finally formed a group of four.

**O.C.:** I feel quite excited to enter the Breakout Room to meet different students. In small group discussion, I feel closely connected to the folks.

We gazed at each other for several seconds, and nobody talked. I started the conversation and said, “Hi, everyone!” Then I saw smiles on their faces. X continued to say hi to everyone. B said: “Hello!” simply and moved his body forward to the screen. We then became silent for a while, B asked T, “T, how are you?” T answered quickly, “I am good, thank you! How are you?” B laughed and showed thumb up, “I am good!” We were all affected by him and everybody smiled again. Then X began to clarify the task that our instructor gave, she said, “Are we going to talk about...like the researcher and participants?” She then lifted her white mug and took a mouthful of water. She didn’t drink the water immediately, the water was freezing in her mouth for a while, and she opened her eyes even bigger and moved her head closer to the screen. I volunteered to be an observer. B continued to push our conversation a bit forward and said that we would talk about who would share what. T didn’t answer B’s question but chose the role to be the other observer and defended his opinion by stating “since we have two observers in one group.”

**O.C.:** I feel we have never had a chance to work in a group, so we felt uncomfortable in the beginning and just waited for others. Once small talks started, everyone was relaxed, and we were

connected. B was very liberal, and considerate. He checked in T's wellness and showed his optimism. The behavior affected all of us and we felt cozy. I think T is very smart although he didn't talk a lot. His intention to be an observer is logical and hard to fault.

X and B hesitated for a while, and then X said, "OK!" B asked X, "Would you like to share your project or do you want me to share?" X didn't answer the question, but she said she was confused about who would like to talk about our project. T said immediately, "I think four of us are supposed to talk about our projects and two of us are taking notes." X then asked B if he would like to share or she went first. B laughed and said: "You can go first." X laughed loudly and said she would go first. Then she started to talk about her project. Her project was about grandmothers' perspectives of playing their roles of taking care of their grandchildren and their satisfaction and challenged in China. She paused for a while and thought about the details. All of us were watching at her meticulously. She planned to observe and interview some grandparents by using Skype. The topic seemed interesting to her because one child policy has changed to two child policy. The childcare arrangement is challenging because more mothers go to work and childcare centers are expensive in China as well. The grandparents become the valuable resources for the adult parents because they are retired and have time to take care of kids. In the Chinese context, the parents are also the mainstream in taking care of the kids. She would like to probe into the phenomenon how grandparents perceive their roles in such kind of childcare, what challenges they see, their motivations in this kind of role to help their adult children. Then suddenly B interrupted her talking and asked X a question: "Can you explain to me what you mean one child policy and two child policy?" X explained she didn't remember the year that the policy was changed, maybe 2015. Before that year every family can only have one child. After that year, every family can have two children. The change of the policies can make the childcare arrangement more challenging, especially for the young parents. B continued to ask questions that confused him. He said, "Then a lot of grandparents are addressed to take care of the children when their children went to work." X agreed and explained that many adult parents in the cities that might be far from their adult children and had to move to the young parents' cities to take care of their grandchildren. She said she was also interested in the three generations living together and how that experience was. B was excited when he heard three generations living together. As he described the scene, he thought a lot and sometimes stopped. He thought for a while and said, "Who is responsible for the whole family?" B used his arm to lift his left side of his body and leaned forward to hearing the answer. X thought for a while and said she was also interested in this. She was trying to look into this phenomenon. X said from her perspective, the grandparents not only took care of their grandkids but also did all the housework, like cooking, cleaning, and so forth. She said she would like to know what the reality was because she thought it was hard to separate them. Then, I asked her if she would like to see from the mother's mother's perspectives or father's mother's perspectives. X said it would depend on the grandparents, who would be taking the responsibility. She didn't know the norm in China. B smiled and asked if this is the culture thing. X looked up and thought for a while and said the differences between Chinese culture and Western culture. In China, more and more old people said they should take the child raising responsibilities. While in the Western countries, when the old people are retired, they can go wherever they like. She also added that was the reason why she liked this topic. She also thought there should be some conflicts there in the families. She then gazed at the ceiling for a while and said there would be interesting to see the methods to raise up kids and how they used them to deal with such kinds of things. Then I asked for the research questions because she talked a large amount of questions she would like to

investigate, and they sounded too broad to me. She thought for a while and then used the mouse to scroll up and down to find the research questions in the laptop. After a while, she said: “My research question is too broad now. My research question is how grandmother perceive their own roles of health providers for their adult children and how this role will fit in their expectations of life after they retired. B felt relieved and said: “Oh, you focused on the grandmothers, right?” X said, “Yes, because I thought in China, most of the time, grandmothers would take care of the grandchildren. I would like to kind of narrow down.” She waited for a while and folded her iPad, then asked us if we had any other questions. X smiled but others looked serious. B then asked, “Okay, are we supposed to share ours in 20 minutes?” X looked curiously at him while he was talking. X replied, “Yes, I feel like everyone should share their progress of proposals.” B said humorously, “Who would like to take the advantage of 20 minutes to talk about our projects? Is it me? No, maybe Lei would like to go.” Everyone started to laugh. Since I am an observer, I said, “You can go first.” B felt reluctant and asked if T meant that as well. T didn’t listen and waited for a while and found all of us stared at him, and he said, “en? Thank you, B! We are observers. You can get started.” B answered, “Yeah, that makes sense.”

**O.C.:** I feel not everyone is clear about what he/she is going to do in this small discussion. T is attentive and he also has the advantage of being a native speaker and loves to share with others. X seemed not too sure about talking about her project and would like to encourage B to go first. However, B seemed that he was not ready and pushed the opportunity back to X. There are some techniques that should be considered when discussing projects with outsiders. What seems easy to me might seem difficult to others, like the policies in China. The reasons why B kept asking questions were because he was not familiar with the content and he could ask questions to make sure he understood the questions or he might waste time if he kept listening to something he didn’t understand. I thought it was quite different when young parents live with mother’s mother and the way they live with father’s mother, so I asked the question for clarification about a smaller orientation for her research. Students who didn’t present and who did look obviously different. Students who didn’t talk about the research looked a little uneasy.

B continued to talk about his project. He turned to a side and sighed, then he started, “Right now the topic is I was trying to conduct a qualitative study on strategies to teach undergraduate students mathematics courses in online setting. I am focused on mathematics students who have smart phones, tablets, laptops. As technology advances too fast, I was trying to find out how technology conceptualize the trends. I was trying to look at the literature on this topic. I designed my study because most of the teachers were teaching face to face but it’s not easy for them to teach online. Students are from different locations. I would like to conduct some interviews with some undergraduate instructors, and I have found two graduate students who conducted statistics courses before and still currently teaching statistics courses in summer. I am trying to conduct the interview and they also accepted that. I can gain different perspectives on how they teach online. They had never taught online classes and this interview would be valuable for them to see as a reference. That’s pretty much what I was trying to do.” He stopped saying and waited for the others’ responses, but nobody answered. Everybody was busy organizing his/her ideas and lowered their heads. B then asked, “I don’t know if you have any questions.” X raised her head but said nothing. She was holding a pen and thought about any questions she might ask. Then I asked him his plans to conduct his qualitative research, he mentioned he would like to use the sources, classes available, try to get lots of data from the field, he would like to participant in the classroom. He said he loved

his notes and followed it to see the observations and interviews. He would like to see what worked well in their plans. He then asked me, “Did I answer your question?” I agreed and we were all silent for 1 minute or so. Then X broke the silence by asking a question: “So what would be the difficulties and differences in mathematics classes? I took a math class this spring semester, except the bad internet connections, everything was quite the same. The instructor can write on the iPad and it’s kind of clear. I feel pretty much like online version. What kinds of difficulties are you expecting?” B looked seriously and said, “I have known some professors, who said to me, they have taught for 10 years and they were imagining what would make sense to students because they have never done that. The things I have found from the literature is that teachers were reporting disconnections and students prefer to have face to face human interactions. If the instructors ask students to watch videos and another challenge is giving students feedback. Most of the time students prefer to go to the classroom and have interactions with professors or go to the professor’s office in office hours. The activities the students have in class are based on the exercises and having feedback from the instructor instantly.” X added, “It’s an interesting topic.” Then I shared my research proposal and then I saw the reminder that our discussion would be over, and we would be back to the main session in less than one minute, I stopped. B said, “Woo, I don’t think we have time to interact with you.” Everybody didn’t know what to say in such a short time. X said, “I feel like this is an interesting topic to me. I kind of focus on how parents self-regulate their children, things like that. Teachers also have some influence on students.” We all said sorry to T for not having sufficient time to learn from T.

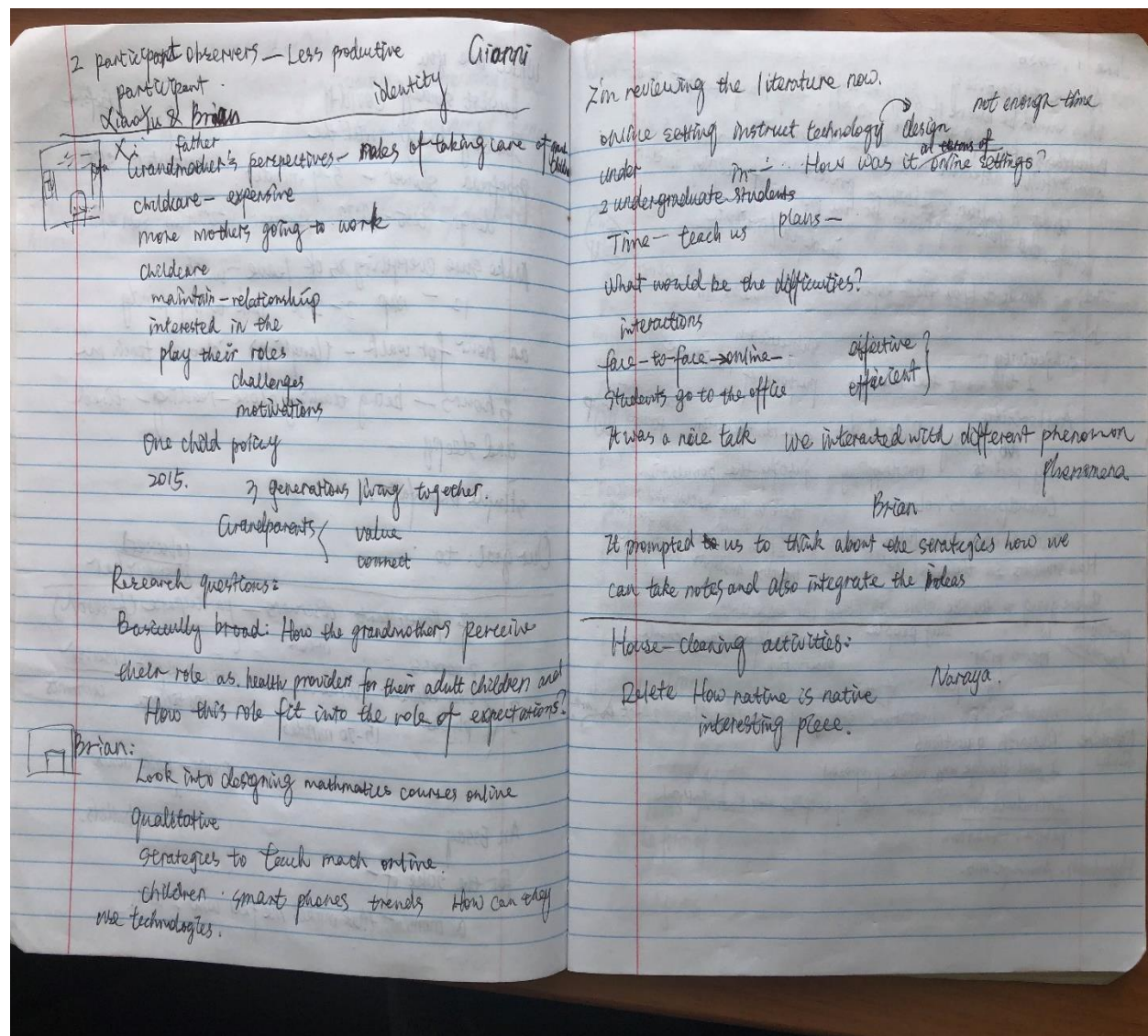
**O.C.:** I feel we are so quiet in B’s presentation. One reason for me is he has a strong accent that made me hard to understand. I had to listen thoroughly and wrote quickly. Everyone was very nice, gave comments and sometimes sought for clarifications. T is a quiet listener and he keeps taking notes all the time.

### **Questions about people or behaviors at the site for future investigation**

This is my first time to take notes as well as plays a role of participant in the discussion. I would like to focus more on informants’ facial expressions and body languages in the discussion. For my future investigation, I am wondering if there are more avenues available for communication. How can researchers acknowledge positionality to investigate interactions and reactions in the discussion? I also would like to look into how many differences in jotting down notes and turning them into fieldnotes between the inexperienced researcher like me and experienced researchers.



## Hand-written fieldnotes





### **Analytic memos on the observation fieldnotes in class**

The exercise went way way difficult than what I thought. Playing the role of a participant as well as an observer, I was busy and alert. Maybe I was too concentrated, and I felt the time went so fast than what I assumed. I thought we just talked for about ten minutes or so. Half an hour seems insufficient for all of us to talk about our projects. Since before we didn't know what roles we would play in the conversation, we were not well prepared. Additionally, this is the first time for us to meet and talk about our projects. We were not familiar with each other and We did waste some time to think about questions and how we could proceed in this small discussion. However, we respect each other and later I think we know more with each other and created an appropriate atmosphere. As observers, we didn't affect the site because we also played another role as participants.

Lowling my head down and writing with a physical pen and paper as soon as possible, I felt like I couldn't meet my expectations in this activity. It's essential for me to master some skills and techniques to practice so that I won't struggle with the imperfect fieldnotes. I think I still need reminders before I start to jot down notes to remind myself about what I saw, felt, observed, and interpreted for myself, especially for the informants with strong accents. I will leave space of additions/corrections to observations next time so that I can modify when possible.

In our group we had co-researchers, but we didn't communicate with each other. I would really like to see the degree and collaboration between us next time, the differences in our fieldnotes and this will give me some insights to deepen my understanding.

## Participant observation #1

**Date:** June 9, 2020

**Site:** A recorded online class on February 26, 2020

**Activity:** Teach the students the topic “traveling” in Grade 7 textbook

**Participants:** Sun (Xiaoyan Chen)

**Length of observation:** 36 minutes

**Summary:** In approximate 40 minutes, Ms. Sun taught the students the topic “Traveling”

**Narrative:** I was so excited to receive Sun’s recorded online class during the coronavirus pandemic in China because I was so much curious about how Chinese teachers use online platforms to teach students. In Spring 2020, I conducted a survey design about how teachers’ perceptions of using Dingting to teach students. I know some of them did very well, but I don’t know how they made it. This assignment provided me with this invaluable opportunity to look inside of online classes to see how teachers develop self-regulated learners in English lessons in quarantine. According to Bogdan & Biklen (2007), “In studies that rely predominantly on interviewing, the subject is usually a stranger. (It is common in studies that involve long-term interviewing with one or very few subjects, however, for the researcher to be acquainted with the subject before the research begins.) A good part of the work involves building a relationship, getting to know each other, and putting the subject at ease (Whyte, 1984, esp. Ch. 6)”. Since my former principle introduced her to me, I attempted to send her several messages by WeChat to get acquainted with her and see if there are abundant artifacts and the behaviors and language of my subject in the field.

She was so worried in the beginning because of the ethical issues. She asked me whether I got IRB approval or not and how I am going to do with the interview and her recorded class. I promised that all the data I collected from our interview and class are only used for my class assignments for EDU603. I would send her a copy after I complete the assignments. I know it’s essential to build an intimate relationship so that I can obtain a high quality of data. I promised to protect her confidentiality while collecting and analyzing the data. I used a code number instead of her real name. Her questions kept me thinking about any applicable plans I should have to minimize any harmful consequences to her or the other male participant.

At 5:32 AM, I opened her video. She shared with me with Baidu cloud disk, which is easy for me to get access to it. When I opened it, I looked at the time span, it was 36:29 minutes long. The opening screen was eye-opening and professional. She used the blue as the screen background. In the corners, there are some flowers, dewy grass, ladybugs, clouds, butterflies, which makes the screen lively and vivid. She used a black rectangle in the middle of the blue background. It looks like a blackboard in the traditional classroom. In the virtual blackboard, she used WordArt to make the rainbow word “Travelling”. Below that, we can see her school and name. In the right bottom corner, the school name and the website link were listed. She is of medium height and she is in a very good shape. She has short black hair and she is very cute with the bangs. She has two big eyes and a high nose. Her mouth is small. She looks very natural and friendly. She is wearing formal clothes, a black shirt and an orange coat. She pegged the microphone to her coat, and she is holding the PPT control, which helped her review the slides easily.

**O.C.:** I was attracted by the screen at the first sight. I felt like that Sun is very experienced although

she is very young. She knows how to design an eye-catching coloration to attract her seventh graders as well as reduce distractions. I like her opening screen a lot.

She seemed to look at the signal from the person who was recording her class. When she realized it was ready, she began to smile, and said immediately, “Hello, everyone! How are you today? We are going to talk about travelling.” She said slowly and when she talked about the topic, she looked at the screen to draw the students’ attention to the topic. Then she continued, “Do you like this topic, maybe you have a lot to say because I know you enjoy it a lot when we travel around. And what I am going to talk about today is three sections. Section 1: Where would you like to visit? Section 2 Travelling tips and Section 3 Travel in Beijing. Maybe you will wonder what the travelling tips are.” Then she explained the new words in that class. She explained the meaning of tips in Chinese. After that, she said, “So it’s time to learn Section 1. Where would you like to visit?”

She created a scenario to engage the student. She said, “I asked some of my friends and they told me the following places. The first one: I would like to visit Tian’an Men Square. Because it’s very educational. Look at the word ‘educational’.” As she said, she underlined the word using an electronic pen, then she looked at the camera, she said slowly, “You might know education, right? Education 教育.” She explained the definition in Chinese. Then she explained the meaning of the word educational 有教育意义的 in Chinese. She translated the sentences in Chinese. She continued to talk about the second example, she said, “I would like to visit Amazon Jungle. Because it is very dangerous.” She did the same thing to underline the adjective dangerous and expounded the meaning of the sentence in Chinese. She continued to talk about the third example, she showed the picture of Florida beach and described the sentences on the screen. She said, “I would like to visit Florida beach. Because it is very relaxing. Look at the word relaxing. Relaxing means 放松的.” She translated the sentence in an emotional speech.

**O.C.:** She started with a conversation, which is related to students’ life. She set the learning objectives and goals for students to help them to self-regulate their learning. She used multiple images to explicit the new words in that class. I think she did an excellent job in activating their prior knowledge and help students learn new words. She used some cognitive strategies in the beginning, like decoding, selective attention, design an action plan, mental representation of learning goals. She related the topic to students’ real life. She also showed strong beliefs in teaching the content well.

She then slowed down her pace and said, “So two of my students their travel plan. Let’s try to read their dialogue and know where they are going and why. In this conversation, a boy named Sam and a girl named Gina. Let’s read together. Look at those travel posters. I’d love to go on a vacation. Where would you like to go, Sam? I’d love to go trekking in the Amazon jungle in Brazil. You would? Sure. I like exciting vacations.” She read fluently and happily. Then she used the same way to underline the expressions in this conversation, go trekking means 远足. She then explained Amazon Jungle is in Brazil. She went on reading the conversation, “Wouldn’t that be dangerous? No, not really. How about you, Gina? Where would you like to go? Oh, I am stressed out. I’d just like to relax on a beach... You know, a beautiful beach in Florida. That sounds peaceful.” She explained some expressions in the conversation. She said, “Let’s see this expression, be stressed

out. ” She told the meaning immediately. In the same vein, she translated another adjective--- peaceful.

**O.C.:** I really like the way she explained the expressions and new words. She seemed very familiar with the content. She is still young; I think she might practice lots of times before she taught or she worked very hard. Her voice is very engaging, and she is always smiling. What she taught is very clear to me and she created a harmony learning environment, which motivated students to have a learning intention.

She clicked the PPT control and looked at the next slide carefully. She asked students to fill in the blanks. She said, “Where would Sam and Gina like to go on vacation? Why?” She paused and then read the following 2 exercises: “Sam would like to go to\_\_\_\_, because\_\_\_\_. Gina would like to go to\_\_\_\_, because\_\_\_\_.” 1 minute later, she showed students answers on the screen: Sam would like to go to Brazil because he likes exciting vacations. Gina would like to go to Florida, because she has been stressed out. She read out the answers and asked students; “Have you got everything correct?”

She looked at the camera for 30 seconds and then she said, “Okay, so next we are going to talk about other kinds of places. Sometimes we would like to visit some places that are really beautiful, or tiring. You know tiring? 非常累人的, 这里的累人是指比较有挑战性。It’s not like tiring work, right? Educational, 有教育意义的, like Tian’an Men Square, which we just talked about. Maybe you can go to some museums. 他们也是有教育意义的。Next one, fun, 有趣的, for example, you can go to some amusement parks. Next one, thrilling, 刺激的, 令人惊恐的。Where is thrilling? Maybe some hunting houses. People will go to hunting houses in Halloween, right?” She translated the sentence into Chinese, as she looked at the camera. She then turned to the screen and looked at other adjectives used to describe trips. She said, “next one, quiet, 很安静的。Where is a quiet place? Maybe a park. You can go to a park to enjoy a very peaceful life. Next one, relaxing. You know, one of my students would like to go to Florida beach because it’s very relaxing. Next one, dangerous. Where is a dangerous place? Amazon jungle. Next one, peaceful, 安详的, 祥和的。It’s similar to quiet. For peaceful places, you can go to church. Interesting, 有趣的。Boring, 无聊的。Maybe we don’t like to go to boring places but when we talk about places, we may talk about boring places. Boring! Exciting, 令人兴奋的。Magnificent, 宏伟的, 壮观的。When we go to famous mountains, we will see how magnificent they are!” They she nodded her head and said, “Okay, now read after me.”

She read all the words on the screen. She read all the words she explained twice. She read clearly and slowly. She paused for several seconds after reading each word. She concluded with a sentence, “You can use these words to talk about different places.”

**O.C.:** For this activity, she talked about different adjectives to describe places. She emphasized some difficult words by using some examples and Chinese to talk about. She used cognitive strategies like elaborating and proceduralizing skills to support students in learning adjectives in this unit. I really like the pace she demonstrated in the class.

Then she moved to the second section. She clicked the PPT control and showed a picture of Tibet.

Against the unbroken wall-like white mountains, a queue of Tibetans who was wearing traditional costumes walked toward the high mountain. She said, “For our second part, we are going to travel in Tibet, and I would like to tell you the travelling tips in Tibet. MS. Sun has been there and taught students there for two weeks. That is a really special place. If you don’t know any travelling tips, you will feel really bad in Tibet. What are the tips for travelling there? You can know the answer for a phone call from Ms. Sun and her students.” She proposed a task for the students, “After reading our phone call transcripts, you will have to answer the five questions. No. 1 Who called Ms. Sun? No.2 How does Ms. Sun think of Lhasa? You know Lhasa, the capital city of Tibet. No.3 How is the weather in Tibet? No. 4 What do the students want to do? And No.5 What will Ms. Sun do for her students? Are you ready to read our dialogue through our phone call? Okay, let’s read together.”

She opened the next slide, and read the dialogue, “Hello, is that Ms. Sun? Yes, speaking. Who’s that? This is Mary. How are you, Ms. Sun? Fine. I’m in Lhasa. It’s really a beautiful and charming place. Oh, really? I heard that people would feel headache or catch cold when they first came to Tibet. Well, you are right. Most people will feel uncomfortable for the first few days. But you can take medicine and breathe more oxygen. And you can always get help from Tibetan people. They are so kind and nice. That’s great! How’s the weather there? Oh, wonderful. The sky is blue, and the air is clean. And there’s always bright sunshine!”

She underlined some key sentences and added the translation to the new words in the conversation. Wow, some of the classmates’ plan to travel together; I think we can go to Tibet. What a nice idea! But would you please find us good tourist guides? Of course. I think the students here would like to help. I can ask them about that. Ok, thanks, Ms. Sun. You can call back when you make everything ready. All right. Bye. Bye.” She smiles and asked if they were clear about everything. She had an idea to read the conversation again and explained something to the students.

She started with the common mistakes, which she assumed in making phone calls. She clarified that when we made phone calls, we couldn’t start with “Are you Ms. Sun? or I am Mary. We can only say: Is that Ms. Sun? Then who is that? And also, this is Mary. Mary would like to know whether Ms. Sun was there.” Next, she explained the new word “charming” and translate the word into Chinese. She explained in Chinese about the experience living in Tibet, people might feel uncomfortable, like headache or cold. She continued to translate and emphasized the underlined sentences. You will learn from this dialogue if you would like to visit Tibet. She translated the underlined sentence. When talking about medicine, she mentioned a real medicine name, Hongjingtian and explained the reasons why it could be prepared for a visit to Tibet. She said Hongjingtian is one kind of medicine to get more oxygen and also you can find some oxygen to breath in. You can also ask Tibetan people for help. They don’t close the doors when they sleep. She then explained them in Chinese.

She continued to continue explaining the rest of the conversation and share this conversation was her real experience. She then read the rest of the conversation. Lastly, she underlined the sentence “What a nice idea!” and explained when you agreed with something, you said what a nice idea. She usually read two to three times when she met new expressions. She concluded she would like to make everything ready and contact Mary.



**O.C.:** Sun included all the students in the conversation. She invited the students to join the trip to visit Tibet and asked them to read the phone call together. Sun generalized questions before they read the conversation and maintain the action plan to learn the new conversation. Her positive attitude would push students pay more effort to complete tasks. The unique part of this conversation is she revised the conversation and made it really authentic. She built the strategy beliefs towards learning the travel tips. She used structuring to develop students' lesson interest. I was surprised she could anticipate students' questions or learning obstacles, so she knew how to use different time spans in different parts.

She moved to the next slide, and asked students to answer the questions before she read the phone call. She read the same questions again and she said, "I thought most of you have got the answers. Now let's check it." She answered the questions and showed the answers on the screen as well. She said, "The girl who called Ms. Sun was Mary." For the second question, she provided more answers and mentioned the standard and best answer from the conversation and mentioned why this sentence was the best. She underlined the new adjective again and repeated the word, while watching the camera. She continued to talk about No. 3, she said, "The weather in Tibet is... The sky is blue, and the air is clean. Also, there is always bright sunshine." She then read the fourth question and said, "You must know the answer. They want to come to Tibet. And the next part, what will Ms. Sun do for her students? Ms. Sun will find tourist guides for them." She added, "Maybe the students in Tibet can be the tour guide as well because they know Tibet so much, right? After you listened to the conversations between Mary and Ms. Sun, I would like to ask you to give suggestions. For example, you must remember the sentence like this: But you can take medicine and breathe more oxygen." She underlined "you can" and continued to read, "And you can always get help from Tibetan people. They are so kind and nice. And I told you that if you want to travel to Tibet, you will really have to take some medicine to ensure that your blood can produce enough oxygen. And also, sometimes it helps you to breath in some more oxygen."

She translated the sentences and emphasized the sentence structure "You can...". She spoke English again; I would like to tell you more ways beside "You can..." She then translated the sentence. She read slowly, "Why don't you...? It is the same as Why not...? What about doing sth.? For example, after class, you can suggest your classmate going shopping with you. Then you can say: What about going shopping? Next one, you'd better... It's the short forms of you had better... It's a good idea to do sth. For example, it's a good idea to run every day. It helps you lose weight every day, right? You can use them to give suggestions or you just understand questions from other people. You will be very friendly or kind to others. Knowing these phrases is really important. Remember them and you can do something." She repeated the sentence structures again.

**O.C.:** Sun gave students time to answer the pre-read questions. She monitored students' progress and evaluate goal achievement by using questions. She used cognitive strategy repair to find the rule to give suggestions. It's a very natural way to deliver the key content and avoid too much pressure of learning the new sentence patterns on the students.

She turned to the next slide and said, "All right, there are some problems, we meet in Tibet. Would you like to give me some suggestions by using the sentence patterns as I told you? No.1 We lose our way in Lhasa. No. 2 We feel headache. It's common to have a headache in Tibet. No.3 We want to buy souvenir. No.4 We want to know more about Tibetan culture. No.5 We want to learn



Tibetan language.” She translated after she read the sentences. She then showed another slide, which contained examples of giving suggestions. She said, “I would like to show you some examples and I want to hear more examples from you. For No.1, my suggestion is: You can take a taxi because the taxi drivers in Lhasa knows the way and you don’t need the way to go there. Next one, why don’t you take medicine. Maybe some medicine may relieve your pain and the medicine can help you produce more oxygen in your blood.”

For the sentence with the new words, she translated the sentence into Chinese first and then she led the students to the way to give suggestions, and said, “How about going to big shops?” For the last two questions, she started translation first and then read out the answers in English. She said, “It’s a good idea to find a good guide. You’d better find a Tibetan teacher if the Tibetan teacher can speak Tibetan language. You can learn the language.” She used some transition sentences to make sure students understand the reasons why we should give suggestions like those. She waited for 30 seconds, and said, “All right, we have learned so much for giving suggestions and the examples. You may have more ideas about suggestions, especially when people are going to travel in your cities, but again, you should remember the sentence patterns: You can...; Why don’t you...? =Why not...? What about doing...? You’d better...; It’s a good idea to do sth. Just as I said, you can give suggestions to your place, right? Maybe you don’t know too much about Tibet, you should know more about your own place. For example, which is the best way to travel to Beijing? Can I take a plane, a train, or take a bus? Or maybe I can drive there?

The second one, the best time, which is the best time to visit there? For example, my home city is Harbin, so I only suggest you traveling in Harbin in winter because you will see the land covered with ice. And the next one, for accommodation, it’s very important. You can read after me about the word accommodation. It means the place to live in if I go to your city. Maybe you will say, “Why not live in my home? I will be really glad if I can do so. Next one, tourist attractions.” She explained in Chinese that any traveler would like to know the places to visit when they get to a new place. She emphasized the phase is really important. She repeated the expression for several times. She continued to talk about the next word on the screen, delicacy. She asked, “You know the word delicacy, right? For example, the delicacy in Beijing is Beijing roasted duck.” She then translated the sentences into Chinese.

Lastly, she talked about souvenir. She said, “Of course, we will travel to a place, after going back home, your friends, relatives may ask you for souvenir, then can you bring food to your relatives or friends?” She translated the sentences into Chinese and went over the sentence patterns to give suggestions.

**O.C.:** Sun designed the exercise to link the students’ problem-solving abilities to progression of the learning content. She used the same format to demonstrate the content in a good alignment, which makes me feel concentrated and easy to follow. She was aware of task difficulty. She has a good perception of task difficulty and broke down the tasks and used strategies to manage motivation and affect.

She lowered her head and click the button in the PPT control. A new slide appeared. On the screen we can see Bird’s nest and the Great Wall. She turned to the camera, and said, “You know I have been living in Beijing for many years. Today I can be your tour guide. On the screen you can see

two pictures, right? One is called the Bird's Nest, and the second one is the Great Wall. I will tell you more about more places in Beijing.” She went forward and showed five places in the screen, the first one is Tian'an Men Square. Every morning there are many people standing on Tian'an Men Square. You know why? Because they just want to watch the national flag rising up. So Tian'an Men Square is really an educational place, especially for young people.

The second place is the Summer Palace. It means 颐和园 and it's a really beautiful garden. Before the emperors and their family members went there to have some time during summer cause it's really cool there. No. 3 Forbidden City. In Chinese, 紫禁城. Why is it called Forbidden City? Because in the past, only the emperors and other important people can go inside the palace. The ordinary people are forbidden to go there.” She translated the description of Forbidden City into Chinese. She also suggested if you go to Tian'an Men Square, you can go to Forbidden City. Nowadays it's not forbidden anymore. All the people can visit it. And for No.4, Beijing National Stadium, it's also called Bird's Nest. You can also visit it, sometimes some games are played there, so you can visit games there. No. 5 The Ming Dynasty Tombs, which is in the suburb of Beijing. You can visit there by taking some long distances of bus. It might take you about one hour to take you there from downtown Beijing, but it's really a worth trip there.” She translated the sentences in Chinese.

She lowered her head again and push the button, then another slide was on the screen. She said, “No.6 Peking Man Site at Zhoukoudian.” She translated the name of this place into Chinese. She continued to introduce No.7 Bell Tower and Drum Tower. She translated it into Chinese and then she said it was located in Beijing, just in the center of Beijing. Some people went there every day because there were many shops outside and people would like to visit. Next one, Historic Hutongs and Siheyuans in many older neighborhoods. She translated it after telling students their English names. She pointed at No.9 and said, “Lugou Bridge, which is also called Marco Polo Bridge and the Wanping Fortress. It's also in the suburb of Beijing. It's far but it's worth for you to take a trip there. No. 10 Prince Gong's Mansion. Can you guess the Chinese meaning of this one? Yes, it's 恭王府. It's also in the center of Beijing. It's very convenient for you to travel there. I just introduced the ten famous places and tourist attractions. If you have a chance to travel to these places, I would like to be your tour guide. And today I also prepared an article, which is about Beijing to share with you.”

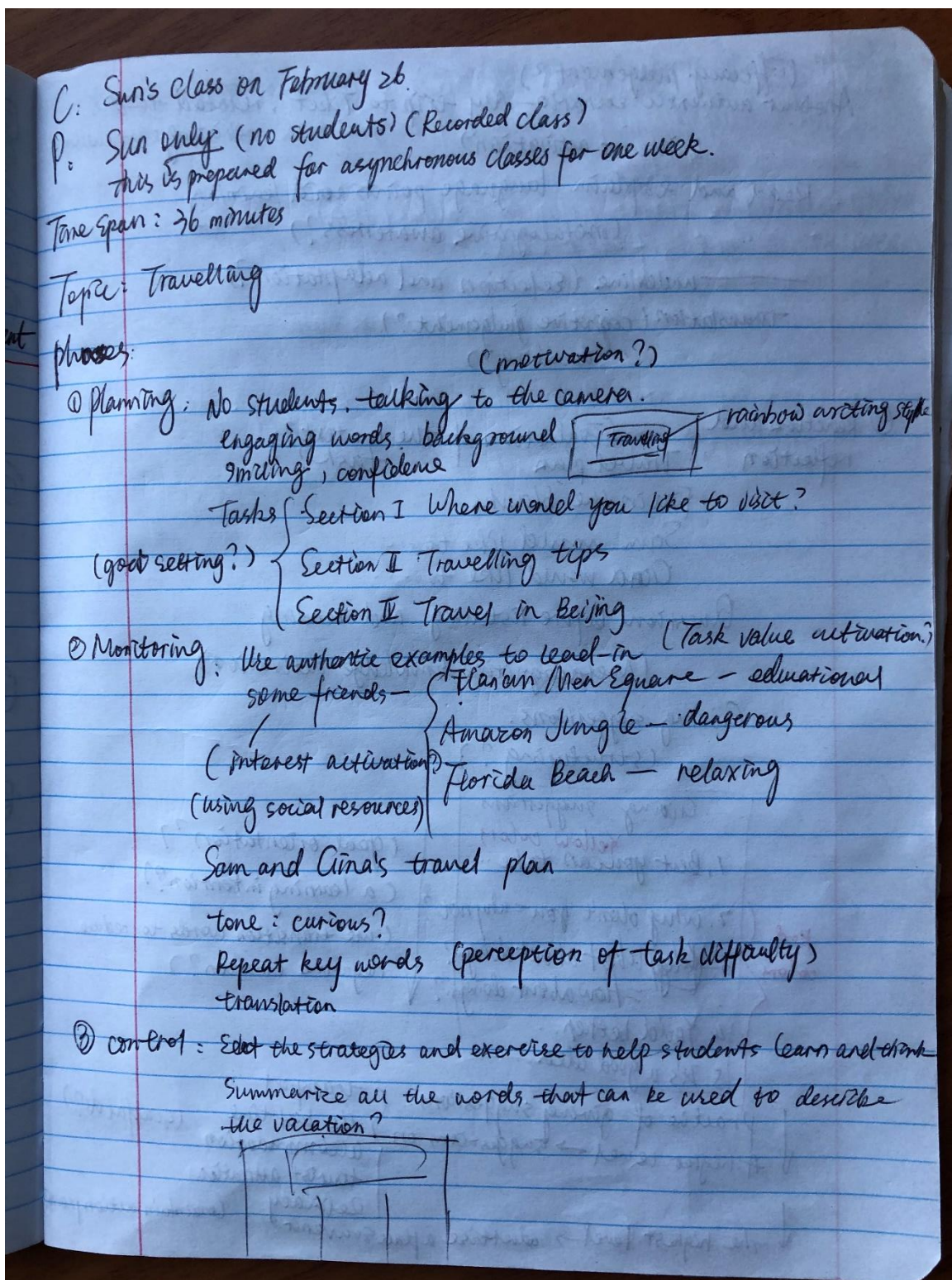
She read the whole article named Beijing Tour: “China's capital city, Beijing, is a must-see. As one of the world's great ancient capitals, it is home to some of the finest remnants of China's imperial past. The most popular tour packages are shown below. Beijing has many places of historic interest, including: the Forbidden City, the largest and best preserved ancient palace in the world; the Temple of Heaven, where Ming and Qing emperors performed solemn rituals for good harvests; the Summer Palace, the emperors' garden; the Ming Tombs, the majestic tombs of 13 Ming Dynasty emperors; and the world famous Badaling section of the Great Wall. Beijing's cultural heritage has drawn millions of visitors every year for the past three decades, but travelling around Beijing, one is struck by the city's modern buildings, and the super-modern Olympic Village, with the Bird's Nest stadium and Water Cube. You'll for sure have an unforgettable holiday in Beijing. She translated the paragraph in Chinese.”

She summarized, “So today we have talked about so much about travelling and cities for travelling.

I would like to give an easy but interesting assignment. Just advertise for a city, which can make people eager to visit it after reading what you write! Okay? So much for today! Thanks for your listening! See you next time!

**O.C.:** This is the last part of this lesson but also the difficult part of it. Compared to previous tasks, this part, she designed more variety of tasks and contexts with online learning's flexible and autonomous nature. She used self-regulatory strategies in the teaching process and built the relationships with students' academic performance in different levels. She knew how to draw students' attention and clarified understanding of the tasks in each progressive steps. This class is quite inclusive because she designed the activities for different levels of students.

### Hand-written fieldnotes





(Efficacy judgement?)  
Another authentic scenario - My trip to Tibet, related to the existing curriculum  
(interest activation?)  
Read and explain language points and learning  
(metacognitive awareness?)  
underline (selection and adaptation?)  
translation (cognitive judgement?)  
(decoding?)

② Reaction and reflection (Evaluation of the context? task?)  
Travel plan  
Far in the blanks  
Sam would like to...  
Cora would like to...  
Questions before listening and reading  
(Metacognitive knowledge activation)  
Giving suggestions.  
(structuring?)

Giving suggestions		
1. But you can take...	(goal orientation?)	
2. Why don't you - why not?	(a learning intention?)	
3. <del>Why</del> What about doing... = How about doing...?	(use transition words to reduce negative emotion?)	
4. You'd better...		
5. It's a good idea...		

↓ Practice of giving suggestions.  
A higher level → suggestions on { transport  
the best time  
accommodation (scaffold do?)  
tourist attraction  
Refinely  
advertise a place souvenir (maintain action plan)

↓ The highest level →

### **Analytic memos on the recorded class #1**

This class was quite unusual from other classes I observed. This was the first time for me to observe a class that no students participated. I suppose that's really hard if you want to anticipate the questions students have and desire a class that meets different students' needs. As Sun told me, this was recorded during the COVID-19 pandemic. The COVID-19 resulted in schools shut all across China just all at a sudden. She didn't even have a chance to go back to her office to pack reference books back home. Although due to the serious air pollution in Beijing, they had some online classes, but these classes were different. They were synchronous classes for asking and answering questions. Since education changed dramatically for a short period of time, she was worried and had no ideas to teach the students. She finally created the vivid online class with her husband and school colleagues' help. This was her first attempt to teach students online for several months. Her teaching was undertaken remotely and on digital platform called Dingding.

I watched the videos as well as my transcripts for several times. I was attracted by her teaching. I was trying to find the areas for self-regulation in her class. I believe teaching without students should have used more self-regulatory strategies so that she could teach so well.

I especially focused on how she expressed herself in teaching students as a teacher and director by monologues and how she predicted how students would express themselves when they learn the topic. I also reviewed my research questions and Boekaerts' model. I would use her model as the basis when watching the class.

I broke the observed class period into 4 phases: Planning, monitoring, controlling and reaction. I was trying to use the observation data to find the gaps in teacher knowledge, beliefs and practices of SRL. Planning consisted of both mental representation of learning goals and design of action



plan. Sun set clear task goals in the beginning and broke them into 3 sections. Sun provided a clear guideline for the content for the students to learn. I might focus on her goal setting in the interview. I am curious about how she developed the understanding of what she wanted students to learn after class and how she determined what students really needed to learn to meet her teaching goals. How would she use the goal in the rest of the class? Was that important? Is the goal setting effective?

As for the monitoring part, Sun were aware of motivation and affect. I was surprised about her perception of task difficulty and how she used selective attention, decoding, elaboration, structuring and clarified understanding the expressions, sentence patterns and learn from her to proceduralize skills for next stage.

In terms of controlling phase, I think she did an excellent job in monitoring and change the types of sentence patterns and apply selection of strategies for managing motivation and affect. This is related to the last phase, reaction or reflection. She used several self-assessments in the middle of teaching. I was most impressed by the strategy used in the class. She used repeated and modified expressions for subsequent relative tasks throughout the course. She also maintained action plan in the face of obstacles and competing action tendencies.

I must confess that I really enjoyed her class and would like to revisit the class again before I interviewed someone who is in this field or some time in the future.

## Semi-structured interview #1

**Date:** June 11, 2020

**Activity:** Interview with Sun

**Participants:** Sun (Xiaoyan Chen)

**Length of interview:** 120 minutes

**Summary:** In approximate 120 minutes, Ms. Sun and I talked about the recorded class I watched and my questions about her beliefs, knowledge and practices in her teaching.

**Narrative:** I scheduled several times with her. She was busy and asked me twice if I could interview her during the break in the daytime. I wish I could have agreed. However, I anticipated this would be about two-hour interview. I thought if we broke this interview into several chunks and every time we might be in a hurry in the interview and she might have concerns if the school responsibilities stopped her. She wouldn't be in a good state. I am also very busy at night taking care of my daughter and due to the 12 hours of time difference, I might have no time to sleep. I asked her to do me a favor to schedule a consistent two-hour meeting either in the morning from 5 to 12 or at night from 5 to 10 in her time zone. She thought for a while and replied to me by using WeChat message to accept my interview during the night. I appreciated her support. I sent her a zoom link, but she said she couldn't open it. Then we scheduled a WeChat video meeting at 8:30 pm in her time zone after she finished dinner and had a bath for her 4-year-old son. I thought it was so hard to arrange such an intensive interview, but she sacrificed a lot to support my study.

Before I sent her message to confirm our interview. I reviewed what Bogdan and Biklen have said about what a good interview was. Good interviews are those in which the subjects are at ease and talk freely about their points of view. Good interviews produce rich data filled with words that reveal the respondents' perspectives. Transcripts are filled with details and examples. Good interviewers communicate personal interest and attention to subjects by being attentive, nodding their heads, and using appropriate facial expressions to communicate (Bogdan and Biklen, 2007, p105)

Reflecting back, this is my first formal interview. In my career, I never thought I would be on the other side of the interviewing table. I still remember my own interview. I was nervous, literally butterflies in the tummy, as I didn't know what my fate would be. But here I am today, on the other side of the table, asking the questions and observing my subjects.

As scheduled, I sent her a message to see if we could start at 8:30 PM in her time zone. She agreed and we started our conversation. I asked her: "How are you doing?" She answered, "I am good, just too busy. What kinds of languages would you use for this interview? Can I use Mandarin? If so, we can start." She was not very patient and glanced at her son. "Yes, don't worry. We can use Mandarin. I will translate later and ask you to take a look whether I translated correctly or not. I agree to start our interview now. I am interested in finding out more about how middle school English teachers perceive self-regulated learning, what knowledge they have already known about SRL, what influence them to develop or implement, and how SRL is being taught in their classes...

Ms. Liu suggested that you might be a good person to talk to. Right now, this is for a class I am taking but I am very interested in the topic and will probably will go on to do my dissertation on it. I don't know exactly what my focus will be yet, and I'm hoping I'll learn more about that from

talking with you. Later, I'm going to ask you about very specific questions related to your instructional practices, but I'd like to start by asking you to tell me about your class you shared with me.

I watched your recorded class, it was fantastic. I was attracted by your effective teaching. How did you come up with the idea of creating the authentic environment for your students?" I asked questions immediately. She answered confidently, "well, you know, we had never had a chance before this pandemic. Students study at home for a short period. I was trying to make a virtual learning environment for students to seriously consider taking my class. Without paying attention to the class, we can't imagine how learning outcome will be." I smiled and nodded my head. She continued, "All my classes might have different virtual background in the presentation but all of them are very formal. I was trying to push them to master what I teach them as much as possible. We also have synchronous classes for discussion after they watch the videos and finish the exercises. I do hope they can self-regulate their learning when they study at home at their own pace. They can learn as much knowledge as they can."

**O.C.:** I was so excited when she talked about the goal of her design of the classes. I couldn't wait to ask her questions related to self-regulated learning. I also thought about she might gained some knowledge in self-regulation. She might have some concerns about this long interview. I have to think about some ways to engage her.

I looked at her video background. It seemed that she was at home. I asked her, "Were you at home?" She smiled and said, "Yes!" I asked her, "I guess you are in your kid's bedroom. I saw the bunk beds behind you. Is this your son's room?" She said, "Yes! I bought it for my son. I am in his room." She became very excited and showed me what his son had in the room. I commented on the bed and said I had one in China and it was very convenient to sleep, especially when we have visitors in the house. I also appraised that they had a big bedroom.

**O.C.:** I felt silly after I asked about where she was. It was so late, obviously she was. She answered my question very concisely in the beginning. I thought she might have no interest in my interview. By talking with her more about her house, I feel like we have built the real rapport.

"Now I would like to ask you 15 questions. The first question, what educational programs involving self-regulated learning have you participated?" I asked, following my interview protocol. What do you know about self-regulated learning?

"Self-regulation? en, I participated." She thought for a while and answered.

"How often do you participate in the training related to self-regulated learning? I said.

"I only participated once." She said.

"When did you participate?" I asked.

"Last year, in October." She said.

"Did you participate any training before you worked?" I asked.

“No, just last year. I took the training for about one month. The school organized this training and required all the teachers to participate. For this year, the school asked us to participate the training in June.” She said.

“Are you going to participate in this year’s?” I asked.

“Yes, she said, “Every year! It’s required.”

“What is the training about Self-regulation?” I asked.

“A lot, including the theories, examples, practices...” She said.

“My second question is: what do you know about self-regulated learning?”

“Wow, I can’t recall exactly what I have learned from the training, but I can tell you my understanding of self-regulated learning.” She thought for a while and she said, “Within a specific context, students have to keep asking themselves the specific questions and they have to generate their goal. And too and I know in, in lessons, it’s the teacher’s goal, but it can become the children’s goal, it will morph, if the teacher’s enthusiastic enough... but I guess if self-regulating I would tell them that they’re their own check points and they’ll determine if they’re ready to move on, with the teacher’s help of course. The goals are very important in the learning process, like when you sail, you have the direction in mind. Students can focus on the goals in the following learning process, they think about some strategies they know and choose the ones they are quite familiar with and work toward the goals, finally they achieved what they wanted. This is cool if we can use it well in the teaching process. Teachers should develop their own learning goals, even language points. Is this correct?” She said.

“Don’t worry. There are no right or wrong answers. Just tell me what you think of these questions. Talk freely about what your perspectives are.” I noticed that she would like to confirm whether her answer is correct or not, I added.

“Oh, she answered, but you know, although I learned but nobody monitors me when I apply those strategies in my teaching. I don’t think I used a lot in the past. I had great difficulty in controlling the students in the real-time teaching. Sometimes I would like to give them some topics to do some research, but we don’t have resources, iPads and cell phones were prohibited. Without using online resources, students might think the work was not challenging or appealing. I think high school teachers could have tried; their students have high self-control abilities.” She said and smiled.

**O.C.:** I think she is a perfectionist. She is also very modest. She would like to give a perfect answer, but she struggled to explain the construct. I was surprised somehow, because she gave me the information, which covered almost most of the phases of the self-regulation learning theory. I can tell what she told me is real. She did participate in the training and she learned a lot in the training. Recalling her class, she emphasized the goals in the teaching process. That proved how she perceive self-regulated learning and applied the theory in her teaching. I was looking forward to knowing another participant’s answer and see the differences between the two teachers from the same school.

“My third question is : How would you describe self-regulated learning to your students? I asked.

“I think I am a novice in this field. I dare not design something new, I would imitate what advanced research has taught me, I might combine their examples and my learning content to go how the design influences the students’ learning outcomes. I would use what I have from my training program to explain to my students how they should self-regulate their study. Sometimes we might have the same content and I would apply it to my teaching. I might write some notes on the blackboard.” She said.

“My next question is: How do you activate your students’ stored information?” I asked.

“I might use the pictures and show students’ examples to stimulate them to reflect and apply the existing knowledge to the new context. I used a lot of colorful picture books.” She said.

I nodded my head.

“My fifth question: What techniques might you employ in the classroom to encourage self-control (self-instruction, imagery, attention focusing, specific task strategies) of learning for your students? I continued.

“I would prefer to use group work. I would like to choose a group of students who can demonstrate higher competency in speaking English and act out the conversation. Sometimes they will read the text and vocabulary. I use pictures and videos to engage students in the beginning. Sometimes I use students’ photos and their school activity photos to include everyone in the discussion. Students can focus on the new lesson for a longer time. I would carefully schedule the time used for class activities, use top students’ exemplars as models for other groups’ learning outcomes. Sometimes I use visual representations of concepts (e.g., graphic organizers).

“My sixth question is : How might you use goal setting in your own teaching?? I asked.

“I would say out the learning objectives verbally before a task. Hmm... see how might I use goal setting in my teaching? I guess at some point I realized in my own learning that if there's something that I don't know about that I want to know about to teach students and so I just go to do research that I need to do and try things out and see how it works and go back and do it again and tweak it and see what was successful and what wasn't. Teacher reference book is normally I use for guiding my research on learning objectives.”

**O.C.:** I think she is very cautious when teaching students. Maybe it's related to her teaching experience. Key aspects of goal setting for a learning task Ms. Sun mentioned are developing an understanding of what she wants to teach and then determining what she needs to do to meet her learning goal.

“My seventh question: How would you encourage students to plan for a learning task?” I said.

“I normally change the sentence patterns from the textbook into questions for my seventh graders. These questions will guide them in the next learning task. For some stories, I would choose some pictures to scaffold them.” She said.

“My eighth question: How would you monitor the progress in the learning process of achieving a goal?” I said.

“I always use assessment, sometimes we do role plays. Students love to act out conversations. I often ask them questions to check the achievements they are making in the process.” She answered.

“My tenth question: What are your beliefs towards the way students complete the tasks you assign? I asked.

“I can tell their learning conditions. I have the belief that they can do it because I scaffold their learning in the process. For example, I have very consistent strategies to support them in every activity they have in class. I observe their facial expressions and correct or give some of them more support in the individual time so everyone can catch up with others.” She answered.

“Next question is: How do you evaluate your intuitive beliefs on self-regulation teaching, identify misapprehension, and replace them with new proper action?” I asked.

“I think I am comfortable about my self-regulated teaching. By taking the training programs, I can develop self-regulated learners. I have the belief. My students like to speak English with me, even sometimes we don’t have the environment that everybody speaks English. My students are fluent in everyday English. Some conversations are quite common among me and my students, like: how are you doing? How was your study? What’s the weather like today? And some other small talk when students wait for the food in the dining hall or in some meetings. However, I still want to increase their interest in learning English, I would like to use more strategies to replace the old ineffective ones.” She said.

“Wow, that’s really nice. Better than me. Every day I was thinking if I can speak Chinese here in the US with my professors. I will be very fluent...” I laughed.

She laughed as well.

**O.C.:** I think she is creating a wonderful learning environment for her students. Being her students would be very luckily. I can feel her deep love in them. She is also very humble. She was trying to apply different strategies but was not sure whether they were applicable or not. She demonstrated a range of knowledge of self-regulated learning processes in the planning and monitoring stages.

“Now I would like to ask you another question. No. 12: If your students encounter difficulty, how would you reduce their negative emotion?” I asked.

“I often reduce the degree of the difficulty. The use of visual representation of some topics ,such as graphic organizer is very helpful. Students are supposed to describe what actions they should take in the classroom and students can monitor their own learning. I like speaking English, and I am very outgoing. Maybe these reasons influence my students and they seem to have very little negative emotion. I seldom scold them. Sometimes some bottom students are very shy and dare not speak English. I just encourage and praise him/ her as much as I can. Oh, another way, I remember, I ask my students to write journals, journals connect us and we share stories and they know what I expect and they don’t have the pressure from me and I build their confidence by increasing their grades.” She said with confidence.

“That’s really impressive!” I said.



“The thirteenth question: How would you create a learning intention lead to a more efficient collaboration between students in class?” I continued.

“In my class, we have fixed groups. First of all, I would like to talk with group leaders. I would like to choose outgoing and responsible students. Sometimes some students complain to me about the group members’ problems. I just smile and ask them to find the advantages of having him/her in their groups. I like using questions to guide students in the discussion. Sometimes we have competition and I buy gifts or give them privilege to choose homework they can work on. They are really excited about this.” She said.

“Question 14, what is your students’ process of competing action tendencies till a goal is accomplished?” I asked her.

“I would say the process is full of scaffolds. I don’t know how exactly they can start a learning task and adjust their learning process, choose proper strategies and finally evaluate their learning outcomes. I usually play that part.” She said.

“Our last question: How do you scaffold your students maintain action plans in the face of obstacles and competing action tendencies?” I asked him.

“I always walk around between groups. I paid greater attention to speaking, although all my colleagues agree with me. I talk with them and laugh with them. I give students different cards to privately support my students in learning. I consisted on training my students’ speaking abilities since I started working. I always want to create the motivated learning environment so that they immerse in the English world. Facing obstacles and competing action tendencies, I pretty much ask the students to talk with other group members and absorb ideas first. Most of the time, they can solve them. When they can’t solve them, they commonly come together to me and ask me. I would like to ask them another similar question to see whether they have learned well or not. Hints are also applied in my teaching. I sometimes send them notes, pictures and cards to make them feel less stressful. Additionally, I like to question them to prompt them to think.” She said.

“What if your students don’t know your answers? They would feel embarrassed.” I smiled and asked her.

“There are many possibilities. If students didn’t pay attention and know what I asked, I would be patient and repeat my question. If students are bottom students, I would encourage them to speak aloud or follow some examples to imitate. I would definitely give my students some positive reinforcement. If students’ voices are too low, I would say, speak louder, see if I will be blown out by you. I like to be humorous and build intimacy.” She laughed.

“What if your students laugh at others, what do you do to protect the vulnerable students?” I asked her.

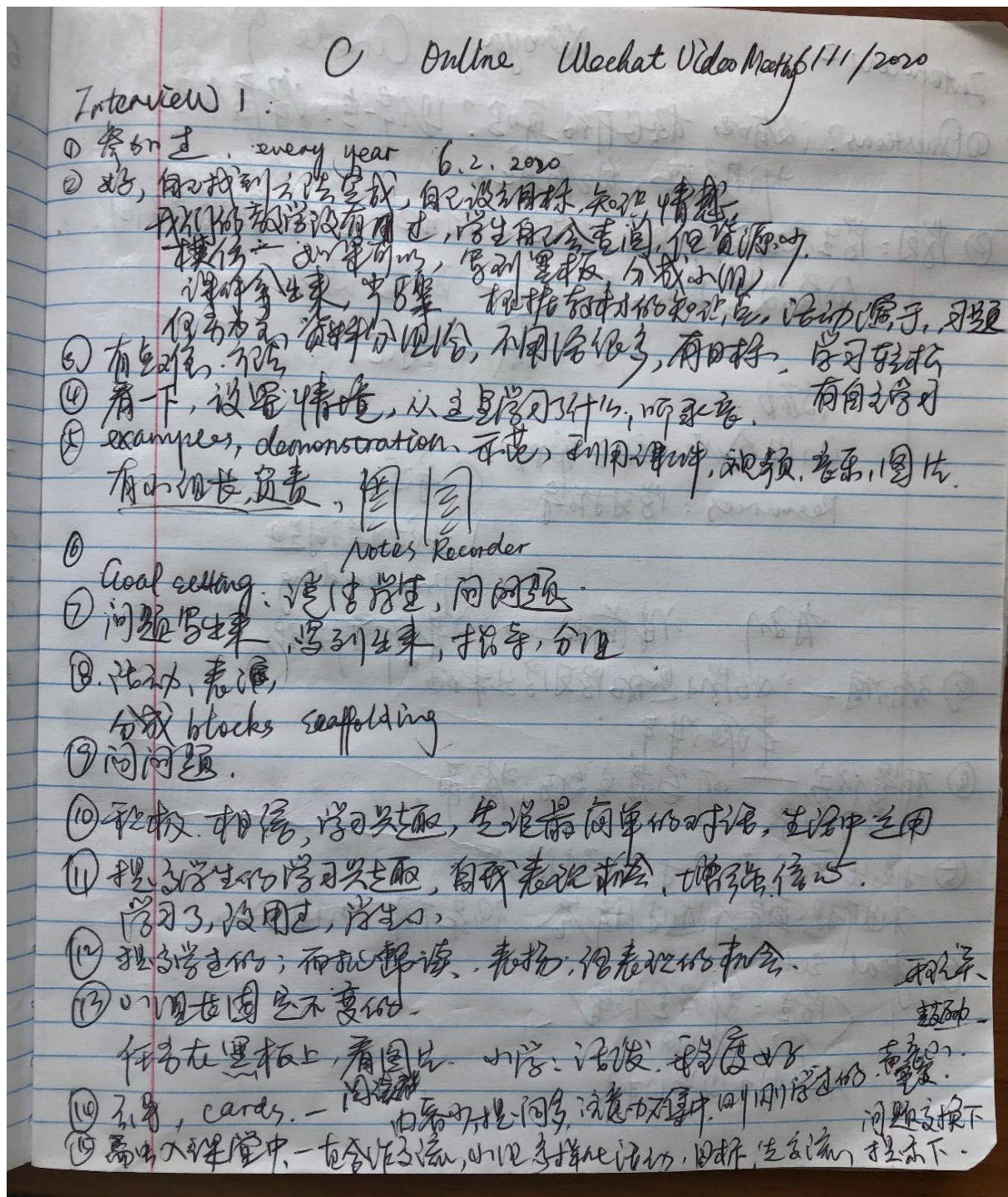
“I just stared at him/her for a while and then they will change their bad behavior.”

“Great, thank you! I have learned a lot from you.” I would like to revive him.

**O.C.:** I think this conversation brought me a picture of how she tries her best day by day to engage

her students in the development of self-regulation. She provided different explanations of the whole learning and teaching process. She generally exhibited greater knowledge of learning strategies for controlling and monitoring than for evaluation or goal settings.

# Hand-written fieldnotes



### **Analytic memos on semi-structured interview #1**

I had a very amazing conversation with Ms. Sun after I watched her class. I interviewed her for 2 hours. In the beginning she didn't want to have a small talk with me and asked me to start the interview. I felt she was a little indifferent. I was supposed to talk about her class and then used my interview protocol to interview her. When I realized she had the intention to start early, I changed my ideas. I used my interview protocol to interview her immediately. I didn't know her before the interview and I occupied her leisure time for such a long time, would she take the interview seriously? Why was she impatient even before I started? I had some questions but I had to start without answers.

The questions I actually asked her were grouped by phase. She was first asked to talk about the questions I generated from Category 1 based on the conceptual framework of SRL (Boekaerts, 1996b). The data would be coded based upon these categories. The categories reflect her descriptions and explanations of self-regulated learning strategy use.

In the conversation, she mentioned several times about her positive beliefs about the role of self-regulated learning in the classroom. She believed her students are capable of self-regulation so she keeps trying to incorporate opportunities to initiate activities to offer students' the opportunities to practice self-regulated learning. I can tell the training program related to self-regulated learning emitted the effects in many directions. She was able to describe in detail and actions to be taken at each step, although she was very humble and told me she was not sure about the strategies and definition of self-regulated learning. She also expressed some use of self-regulated learning strategies in her teaching and her students' learning, though not all were able to explain what those strategies were.

She set goals for her students' learning, either based on information she wanted to acquire, or as part of the course to give students a clear direction. She also demonstrated her knowledge of self-regulated learning process in her description of the connection between setting goals and student motivation.

She demonstrated knowledge of monitoring during a learning event. In her conversation, she used self-questioning, self-instruction, like group research or use of supplemental texts( cards, notes or pictures provided by Ms. Sun), teacher's feedback, and conversations with classmates. What is missing from Ms. Sun's response is an explicit connection between what she provides her students (e.g. structure and visual representations of reading material), an explanation to her students about why she employs these methods, and how they might help them to regulate their learning.

In response to questions regarding evaluation after a learning event, Ms. Sun recognized the value of reflection and evaluation, but she didn't tell me detailed indicators, like, their feelings, sense of pride, accomplishment or stress, except feedback.

When she finally told me the reasons why she would finish the meeting earlier, I was moved and I appreciated all her support. Beside providing me with deeper insight into my study, she also arouses me in the interest of what teachers' characteristics can influence students' self-regulated learning.



## Semi-structured interview #2

**Date:** June 12, 2020

**Activity:** Interview with Jianlin Wu

**Participants:** Ya (Jianlin Wu) and his students

**Length of interview:** 120 minutes

**Summary:** In approximate 120 minutes, Mr. Ya and I talked about the questions about her beliefs, knowledge and practices in her teaching based on the interview protocol.

**Narrative:** I scheduled a meeting with Mr. Ya without difficulty. I guess probably that's because he is a gentleman and understands how difficult my life is as a working mum. I think I am really lucky that I can interview a male teacher who is at my similar age. I had technical problems to get access to his video. I interviewed him first.

Before I sent him message to confirm our interview. I reviewed what Bogdan and Biklen have said about what a good interview was again. Good interviews are those in which the subjects are at ease and talk freely about their points of view. Good interviews produce rich data filled with words that reveal the respondents' perspectives. Transcripts are filled with details and examples. Good interviewers communicate personal interest and attention to subjects by being attentive, nodding their heads, and using appropriate facial expressions to communicate (Bogdan and Biklen, 2007, p105)

Based on the experience I gained yesterday, I felt much confident to interview another participant. As scheduled, I sent him a message to see if we could start at 8:30 PM in his time zone. He agreed immediately and we started our conversation at the exact time.

I followed the procedure I conducted the day before and greeted him first. He was a 38-year-old man with short hair. He was wearing glasses. He was elegant, smiling and looking at me. He sat in the black sofa and I could only see his head because he sat very closer to the screen. Then I expressed my gratitude. I appreciate his support in this difficult time and I have to finish this assignment in two weeks. He smiled and told me he would try his best to answer my questions. He said he couldn't answer my questions either in English or in Chinese. If I had told him questions and answers earlier, he would prepare better and tell me more about my questions. He was humorous. I laughed and said, "Yeah, I wish I could. Thank you for your support and don't be stressed out. Just tell me what you know and how you understand the questions. There won't be right or wrong answers. Which language would you prefer to accept my interview?" I asked him. "To be easier, we can use Mandarin." He answered. I told him I would translate later and asked him to take a look whether I translated correctly or not.

I started our interview. "I am interested in finding out more about how middle school English teachers perceive self-regulated learning, what knowledge they have already known about SRL, what influence them to develop or implement, and how SRL is being taught in their classes..." I said.

"Ms. Liu suggested that you might be a good person to talk to. Right now this is for a class I am taking but I am very interested in the topic and will probably will go on to do my dissertation on



it. I don't know exactly what my focus will be yet, and I'm hoping I'll learn more about that from talking with you. Later, I'm going to ask you about very specific questions related to your instructional practices, but I'd like to start by asking you 15 questions one by one.

**O.C.:** I felt so lucky I could interview him. He was very supportive. I am sure he will provide me with many my desired answers because he has rich experience in teaching.

“The first question, what educational programs involving self-regulated learning have you participated?” I asked, following my interview protocol. What do you know about self-regulated learning?

“Self-regulation? En, what is it?” He thought for a while but didn’t give me an answer.

“Self-regulated learning incorporates planning strategies for a particular learning task. Let me give you some hints. Students can choose One such planning strategy is goal setting. Before engaging in a task, students set goals for what they hope to accomplish during a learning event. The types of goals set are influenced by a person's goal orientation. A learning orientation reflects striving for competence rather than performing to protect competence perceptions in comparison to others. Another aspect of task analysis is strategic planning, which refers to anticipatory actions taken to attain goals that include managing the environment and selecting effective learning strategies. Planning is influenced by self-motivational beliefs. A student with a high sense of self-efficacy, outcome expectations, and task interest are motivated to successfully complete an academic task.”

“Wow, this sounds very effective. I think I didn’t take any training.” He said.

“Really?” I questioned to doublecheck his answer.

“Will the principal’s meeting be considered into the training?” He asked.

“It depends. What is the meeting about?” I asked him.

“He always asked us to guide students to self-regulate their learning. Haha... He said students need deep learning.” He laughed.

“How can students learn deeper?” I asked.

“He always said we shouldn’t give a lecture; students need time to learn by themselves. Teachers shouldn’t teach a lot. They should ask students to ask teachers questions.”

“My second question is: what do you know about self-regulated learning?”

“Wow, um, self-regulated learning? Well, it would be the um, it would be keeping track of your project, I mean, your own inquiry, you've made an inquiry you want to learn something ...set the task forward ... I don’t know exactly!!! Some plans should be created by students. I just remembered what principals told me, if I keep talking in class, students will learn nothing. Haha...Teachers should only answer questions asked by students.” He laughed and asked me to provide him with the list of questions so he can answer them.

**O.C.:** Mr. Ya failed to describe what “setting a task forward” would entail for the planning of a learning event. He referenced monitoring during a learning task but without sharing any specific strategies, instead simply saying, “...keeping track of your project.”

“My third question is: How would you describe self-regulated learning to your students? I asked.

“I think this is an effective way to increase students’ abilities. Students can decide their learning pace. Students should develop the ability to self-regulate their own learning process. I emphasized self-regulated learning is very important. I believe students can use reference books to improve themselves. They can learn very well without my help. Reference books are like teachers to guide them in each step. I even created my own specialized reference books to guide my students in different categories.” He said.

“My next question is: How do you activate your students’ stored information?” I asked.

“I might use tasks. I set some tasks to evaluate their prior knowledge. I have used different tasks to activate their stored information, like reading a passage that covered previous knowledge, dictation of the vocabulary, paragraphs, etc.” He said.

“My fifth question: What techniques might you employ in the classroom to encourage self-control (self-instruction, imagery, attention focusing, specific task strategies) of learning for your students? I continued.

“I would prefer to use the management tool generated by the school student office. I use discipline to regulate students to develop their self-control abilities. Students will lose points if they can’t self-control themselves in class. This is a very effective way. If students lose 25 points, they will have to go back home. If I gave them a specific task, I would go around the classroom and joined the other group and evaluate their process and answer the questions they might have. Usually in the group discussion, students play different roles and they have different tasks.

**O.C.:** Mr. Ya seemed that he is very capable in managing the students in the learning process and delivering effective and efficient learning outcomes.

“My sixth question is: How might you use goal setting in your own teaching?? I asked.

“I would set different goals for different levels of students. I used the reference books a lot. For example, for the smarter students, they might have more tasks compared to the students at a lower level, they set goals of developing some basic skills, like memory of vocabulary. My class is only focused on the students at a comparatively higher level. I used the reference books a lot. They can guide the students before we start new tasks.

I used the goals from the reference books and typed them in PowerPoint. I set a class objective to begin a learning event. I told my students I’m not asking you because I’m crazy, we have a very specific goal in mind in Grade 9. I want you to all um, get a 90 or above on our end of the year English test. So yeah, goals are very handy, because my students know that I’m not filling their time. That I’m actively teaching them towards something that I wish them to accomplish and it becomes, it’s extrinsic at first because we’ll talk about, um, it’s all tied to focus and behavior in the student management system. If you learn this then you get a star on you chart and you get

treats, blah, blah, blah, but as we push towards um, the sense of test, it's them testing themselves, how much do they remember, what do they know and then that's the goal, feeling pride in themselves ...”

“Why? Why not aim at all the students?” I said.

“The Senior High School Entrance Exam is coming.” He said.

**O.C.:** Mr. Ya showed me many strategies from his daily teaching experience. Not like the other participant, he didn't take any formal training related to self-regulated learning. The national curricular demands dictated much of the goal setting in her classes. I also appreciated she explained that these goals need to be explicitly understood by the students and used as motivation for learning.

“My seventh question: How would you encourage students to plan for a learning task?” I asked.

“I think it all depends on my guideline. I have to post some questions on the PowerPoint. My students might not think about planning for learning tasks. They just follow me. The students are facing the exams. I think they follow me in planning, they will easily master the test contents.” He answered.

“My eighth question: How would you monitor the progress in the learning process of achieving a goal?” I asked.

“I would keep the progress of the exercise to support students to complete the ultimate goal. For example, I share some of the basic sentence patterns in the beginning to help them think about how they can give opinions on a phenomenon. This is the way to lower the difficulty.” He said.

“My ninth question: In what ways do you use to evaluate your students' goal achievement?” I asked.

“I would use other groups to evaluate the group who demonstrate the learning outcomes first so that everyone is listening and should be ready to share. The group later will talk about themselves and reflect what they have done. I will finally give comments to guide them in other activities in the future.” He said.

“My tenth question: What are your beliefs towards the way students complete the tasks you assign?” I asked.

“I definitely believe my students will complete the tasks I have assigned because I designed the lesson based on their learning abilities and I scaffold them in the learning process step by step. I change some strategies when I see my students have some obstacles.” He said.

“Next question is: How do you evaluate your intuitive beliefs on self-regulation teaching, identify misapprehension, and replace them with new proper action?” I asked.

“I always hold the belief that self-regulated learning and teaching benefit us a lot. Sometimes I feel like I have so many students, I don't think I monitor them so well. I think maybe I am not

equipped well with self-regulated learning theories, methods or training programs. I don't have an exemplar to follow and I have difficulty identifying my misapprehension. There is no need to say the new proper action. The district provides the self-regulation learning training program every year but it's not required for senior teachers. However, after I talk with you, I might think I should take the program this year to clarify my application of self-regulated learning. In practice, I will feel more comfortable to identify misapprehension and replace them with new proper action. Strategies are very important to me. For example, I always set goals aiming at top students, which is not proper for all the students I teach. This is one of my misapprehensions. However, I actually don't know how I can set goals to meet all my students' needs. I always encourage my students; these are my compensation for the bottom students? I don't know. I am so struggling..." He scratched his head and said.

**O.C.:** Mr. Ya didn't take any formal training, but I can tell he understands his students very well. He might be blanking about some of the questions and struggling to articulate what he did to monitor his students' learning. I can envision his responsibility as an English teacher and

"No. 12: If your students encounter difficulty, how would you reduce their negative emotion?" I asked.

"encounter difficulty? Emm...I might think about what kinds of difficulty it is. I will divide the difficulty into different categories. For example, some students know limited vocabulary. I will introduce my style of remembering words and check his/her process day by day to see how his/her emotions change. If students don't know how to make sentences, I would ask them to review the 5 basic types of sentences. Then one sentence after another. I believe I can teach them to make sentences and learn grammar well. Sometimes for the introverted students, I will ask them to ask me at least 5 questions a week. Sometimes I feel like students don't like learning at all, I just chat with them to see how I can help. Everybody has the moments that they feel down. It's normal. We sometimes do as well. I play sports with them and tell them my stories, haha..." He said and he yawned.

"Lei, hurry, it's getting too late... I have to be in school by 7:10 tomorrow morning." He continued.

"We have 3 questions left. Thank you so much. The thirteenth question: How would you create a learning intention lead to a more efficient collaboration between students in class?" I cheered him up.

"In my class, we have a regulation. Everyone should contribute to the discussion group. No one is exceptional. If you think you are not good at this topic or you are not well prepared, you can say something less than other students, but you can't do this every time. I still use the student management tool to control and motivate them to actively participate in the discussion. I am pretty sure about their learning abilities and I know how much effort they put in the discussion group. My students always know what I require them to do and never hide in the discussion. Developing the habits when you teach them in the first few weeks is very important." He said.

"Question 14, what is your students' process of competing action tendencies till a goal is accomplished?" I asked him.

“I can say the students’ process is part of my teaching process. Without my scaffolds, I don’t think my students can complete it. In China, this is quite common, especially 9<sup>th</sup> graders. They have limited time. As a teacher, I always suppose they have limited time, I have to make every minute count to help them succeed. For each step of students’ learning process, I am with them. They receive the orders from me to start a task, I monitor their learning and give them feedback and I evaluate their learning outcomes using different assessments.” He said.

“Our last question: How do you scaffold your students maintain action plans in the face of obstacles and competing action tendencies?” I asked him.

“The most frequent ways I used to positive words to encourage them to keep up the good work. Therefore, the communications are very important. I also used some summarized rules and techniques to help them learn the content better.” He said.

“Thank you, I have to let you go. It’s 10: 30 PM now, I am sorry I make you sleep so late.” I smiled.

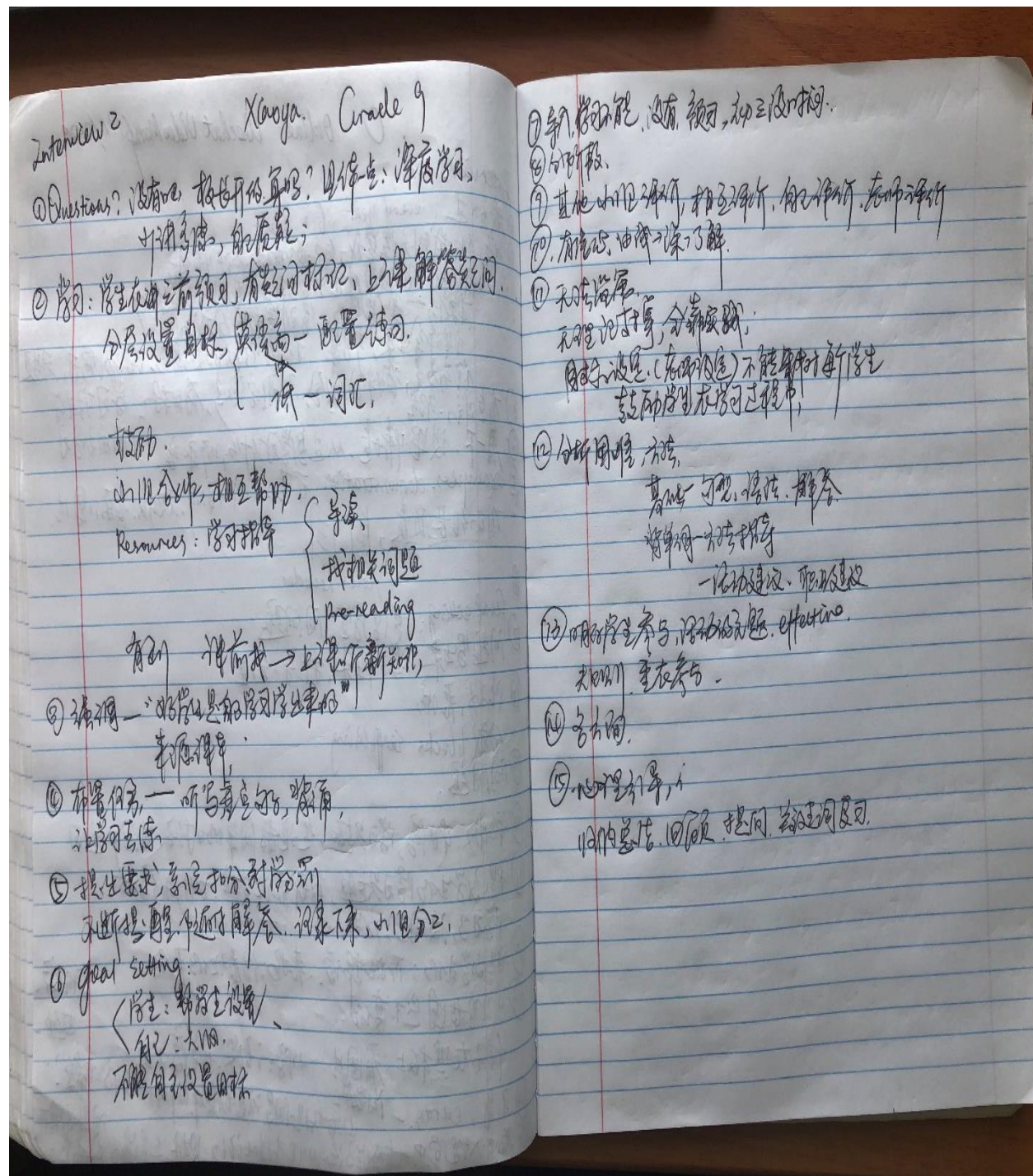
“My pleasure. You know, my son will take a test tomorrow and my mum came here to see a doctor. Both of them will leave before 7:00 AM. I think maybe we can talk more in the afternoon before 4. I have no class. Please tell me early so I can prepare well. I feel ashamed after finishing the interview. You even recorded the interview.” He laughed.

“Haha...Don’t worry. Nobody will watch the video except me. I will keep it as a secret.” I would like to revive him.

**O.C.:** Mr. Ya is very humorous. I bet although he is strict, students will love him. No matter what questions I asked him, he would like to break them down and find ways that can solve the problems. He supplied some information and I would tell he quantifies students’ learning process. He can determine what strategies he could use and determine if students are ready to move on, with Mr. Ya’s help or not.



# Hand-written fieldnotes



## **Analytic memos on semi-structured interview #2**

I had a quite relaxing conversation with Mr. Ya because he is very humorous. Due to scheduling constraints, our interview was conducted prior to my observation of his class. I interviewed him one day later than my interview of the other participant. I was quite comfortable to interview him since I gained some experience from previous interview.

I was not surprised that he didn't participate in the training related to self-regulated learning because in China, senior teachers have autonomy to skip some training. They have privilege because of their rich experience. He didn't speak much of planning or evaluating the learning process in his description of self-regulated learning. However, he was aware of self-monitoring process. He carried out actions encouraging student self-regulation and metacognition most frequently in the monitoring stage of activities. Examples of actions encouraging monitoring include attention focusing or checking progress towards task goals by using time schedule and student management tool provided by the school as a prompt.

In many instances he clarified student knowledge of the task or content by questioning, encouraging students to consider for themselves what they knew or did not know. When students were unable to answer the question, he asked a follow-up question. He also frequently used questioning to assess task understanding. He questioned his students as they moved through an activity. I have a kind of feeling that between teaching and learning, he moved to and fro without effort. I can't wait to observe his class.

One thing I'd like to add, next time, I would prefer to interview them in their daytime so that I won't bother their families and they will have a good night's rest.

## Participant observation #2

**Date:** June 20, 2020

**Site:** A recorded online class on October 18, 2019

**Activity:** Teach the students the topic “Weddings” in Unit 3, Grade 9 textbook

**Participants:** Ya (Jianlin Wu and his students)

**Length of observation:** 45 minutes

**Summary:** In approximate 45 minutes, Mr. Ya taught his students the topic “Weddings”, chosen from the textbook.

**Narrative:** I received his video very late due to the technical issues. On June 11, he sent me a video, but I didn’t open it. Later when I opened it, it only lasted for 12 minutes. I contacted him later to ask for a whole class. He tried his best to contact the school computer center and got a copy of one class, which he took part in a teaching competition. He and his other colleagues taught the same content but used different designs in the district.

At 10:42 AM I opened his video. I was not surprised to see he skillfully sort out the handouts at the teacher’s desk. In front of him, there were about 60 students sitting there. All of them wore school uniforms and two students were giving out the handout that Mr. Ya gave them. They were wearing blue jacket and the sleeves were in grey. Most of the students sat quietly. Only 3 or 4 students were turning around and talked with other students. Some of the students were just staring at the teacher, doing nothing. In the last row, I saw some adults, who were talking and looking at the students.

On the long green rectangle blackboard, there was a word, but I couldn’t see clearly. In the middle of the blackboard, there was a screen. I could see a wedding picture and the title of the lesson: “Unit 3 Lesson 3 Weddings”

Suddenly, he said, “OK, Class begins!”

Students stand up altogether and said, “Good morning, Mr. Ya!” Then they bowed.

Mr. Ya bowed and then the students sat down. He said, “In previous class, you have learned different festivals, right? Let’s have a check to see what you have learned. Okay? Let’s see the first picture.” He looked down and read his handouts.

He had a dictation and he went around to see how students were doing. Students were doing the dictation quietly. On the screen, it is said, “Dictation” and its translation. When he went around, he saw some students kept the books open, he kindly reminded them to close. It took about 4 minutes. When he saw some students completed them, he praised them in time.

Then he said, “Have you finished? I know most of you have finished them, but some of you still can’t complete them. After class, please hand it in to your group leader Then we see what words you didn’t master, and you might need to pay more effort to grasp them.”

“Now let’s have a check, he turned to the screen and looked at the exercises. Let’s check the answers.”

Students checked the answers by themselves. He then took out one student's dictation and showed it to the other students and encourage all the students to learn from him.

**O.C.:** I was so excited to observe his class. Luckily this class is different from the other participant's class. He is teaching students synchronously and I can observe their interactions. I love students' uniforms, although they are different from the RDFZ school uniforms. I guess he might use the students provided by other schools in Chaoyang District.

"Now Q&A time. Do you have any questions?" He asked.

The students were silent in the beginning but later a student in the third row asked questions about Question 10, 11 and 12.

He explained the main problem is not the spelling of vocabulary but how to use them in the correct forms. He talked about the adjective form of occasion and the strategies of doing these kinds of exercises when we complete the exercises. He said, "We have to observe the location of the blanks and the relationships between the answer and the words next to them. Remember some rules, adverbs are used to modify verbs and adjectives. Please feel free to ask me any questions you have. That's all for the pre-check on our previous lesson."

**O.C.:** I love his strategy to ask students to question and only solve the common problems they did wrong.

He went to the blackboard and turned to the next slide and said: "Today we will learn a new lesson. What is our topic today?" "Weddings." Students answered together. As Mr. Ya started to write the title on the blackboard, students opened their books. He then turned back to the students, and asked them, "Have you ever been to a wedding party?" Students answered: "Yeah!" Then Mr. Ya asked, "Who got married?" Nobody answered. Mr. Ya picked one student and the student said that his uncle got married. Mr. Ya would like to probe deeper and asked him to say more about the wedding. The student didn't say anything. Mr. Ya said, "Maybe it's a long time ago. It doesn't matter. Sit down." He went to another student, who is a girl and asked the same question. The girl said she went to her brother's wedding. Mr. Ya asked him to describe more scenes about the wedding. The girl said, "The wedding was big and I saw lots of my relatives. My brother was very handsome, and I felt so happy for the new couple."

"Thank you, Mr. Ya said, today we will take a look at some pictures together. Okay?"

Students were excited and cheered up. The students broke the silence and talked about the celebrities on the screen. They called their names and were very excited. He taught the students how to call the new couple. He mentioned bridegroom and bride and encouraged students to talk about the picture. He used the same way to introduce more glossary like best man, bridesmaid, entrance, wedding ceremony, crown.

He showed another picture and use different celebrities to check their understanding and complete the blanks.

1. Zhang Ziyi attended their wedding c\_\_\_\_\_ at the end of October.
2. They are holding a big r\_\_\_\_\_ to celebrate the wedding.
3. This is the e\_\_\_\_\_ to the wedding ceremony.



4. She is wearing a \_\_\_\_\_ on her head.

Mr. Ya was very satisfied with the students' answers. She smiled and turned to the next slide. She said, "Well, we just talked about the celebrities' weddings. Would you like to know the weddings in foreign countries?"

**O.C.:** The design of this activity aligned well with my interview. He used visual representations to motivate students and link their learning intention to action plans. I love these pictures and students were crazy about the celebrities. By evaluation, they could learn them very well.

She showed more pictures and asked students to describe the pictures, like Indonesian Weddings, Greek weddings. She asked students if they would like to know more about the weddings. Students said, "Yes."

"Now let's turn to Page 40 and we would like to know detailed information about the two weddings." She quickly turned to new slide.

"First, I would like to ask you to read in 30 second. Try to match the title with the main ideas." She said.

"Okay, time's up. Now tell me your answer." She said.

"Students told her answers together.

"Good! Now I would like to give you a more difficult task. Please read the passage as carefully as possible, try to find more detailed information." She said.

She posted the question on the screen: Read the first passage carefully and find out the information about what to do and what not to do in Indonesian weddings.

Students were reading and he went around to check the progress of their learning.

They checked the answers together. He guided the students to look at the screen. He listed the answers separately below.

What to do in Indonesian weddings:

- I can go without an invitation.
- I can attend the reception after the ceremony.
- I ought to put money into the box at the entrance to the reception.

What not to do:

- I ought not to go to the ceremony without asking first.
- Indonesian women don't have to cover their heads.
- I don't have to contribute a lot of money.
- I can't drink alcohol at the wedding reception.

He also asked the students to find the details about the Greek weddings. They checked answers together.

Before the wedding ceremony

- The bridegroom has to ask the bride's father for his daughter's hand in marriage.

During the wedding ceremony

- The best man should help put crowns made of flowers on the heads of the couple.
- A long silk ribbon should link the crowns which is a symbol of a long and happy life for the couple.



After the wedding ceremony

- The guests can attend a wedding reception.
- The party can last through the night.
- Guests can throw dishes on the floor and put money on the bride's dress for good luck.

Lastly, he asked students to close books and answered the questions. They checked the answers together. He also asked them to argue with him.

1. Indonesian families only invite people they have known for a long time.
2. The reception is before the wedding.
3. Guests usually give money as a present.
4. In Greek culture, the bridegroom has to ask for the bride's hand in marriage.
5. The bride and bridegroom's wedding crowns are made of gold.
6. A piece of ribbon links the wedding crowns together.

After the passage-related reading analysis, Mr. Ya asked the students to think about Chinese wedding ceremony. He provided some key expressions to support them in talking about the wedding customs, like can/ can't, ought to/ ought not to; have to/ don't have to; things before the ceremony; things during the ceremony and things after the ceremony.

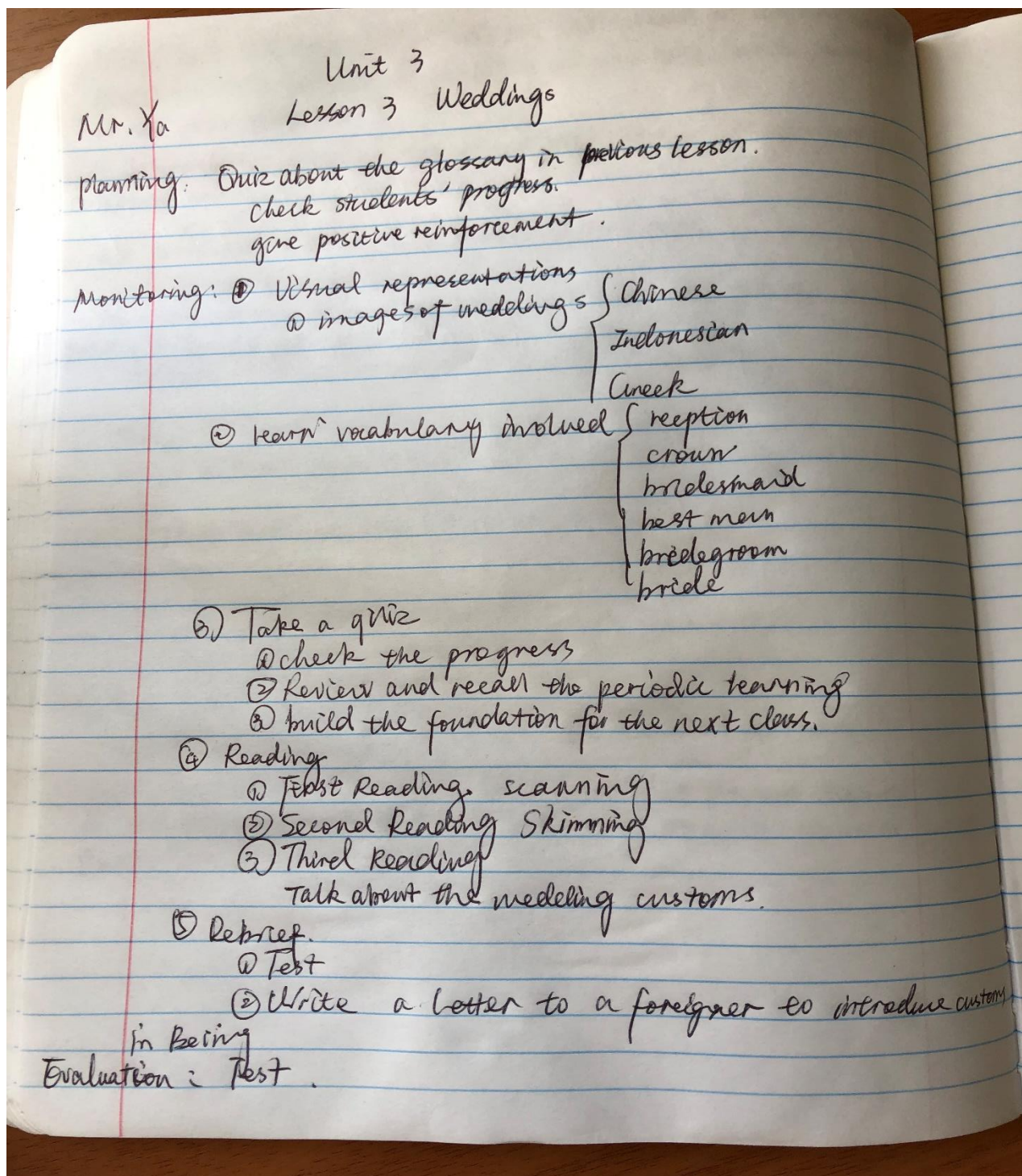
They talked about the Chinese customs and learned other expressions. She made a debrief by using the famous adage "When in Rome, do as Romans do."

After that, he asked the students turn to the back of the dictation worksheet and asked them to do a reading comprehension to improve their reading ability. Later they checked answers together.

When the bell rang. Mr. Ya said, "Class is over." They said goodbye to each other and bowed again.

**O.C.:** He applied the traditional reading strategies to his teaching. He used the questions to direct the students to the passage and ask students to seek information and self-instruct themselves. After that, Mr. Ya clarify their understanding of the content and evaluate their progress towards goals step by step.

### Hand-written fieldnotes



## **Analytic memos on participant observation #2**

This is another brilliant lesson. It recalled my past days when I was sitting at the back of the classroom because I was required to observe other colleagues' classes and write down the notes as a teacher. After studying in instructional design for almost 2 years, I feel I am more comfortable to analyze their rich data. Equipped with learning theories and principles, I can identify good work products in many ways.

I could tell he was an experienced English teacher at the first sight of his video. For ninth graders, the students are facing the High School Entrance Examination. He is pushing them to self-check their learning process and tried to keep consistency with the previous lesson.

Throughout the years of teaching, Mr. Ya has developed his own way of teaching, he didn't write the learning objectives or goals on the slides, but he verbally articulated each goal related to students' prior content knowledge, their past experience, value students' accomplishments after they reach one goal after another.

I am also impressed by the strategy he used for reaction and reflection. He skillfully guide students self-reflect on how well they did in accomplishing their subgoals and the reasons for their emotional reactions to the outcomes. Students also developed the abilities to self-evaluate how effective the task was for accomplishing their subgoals.

If possible, I would like to schedule another meeting to talk with him about how he choose cognitive strategies for different learning content and how he decide the effort on different kinds of tasks.

### **Follow-up semi-structured interview #3**

I was supposed to interview my subjects to have follow-up interviews. However, during our small talk, both of them told me they were exhausted with a fresh outbreak of coronavirus infections tied to Xinfadi market in Beijing. Schools have been shut down again. The students didn't have a chance to go back and pack their stuff. All the teachers helped students pack everything and moved the stuff to the school gate. The teaching building has 5 stories and there was lots of work to move all the stuff to the first floor and then moved to the gate. They have more than 2000 students. Some of them cried and said they would like to see their students soon. They would experience another round of limits on their lives. I have to postpone my interview. I hope things will get better soon and all of them can stay healthy and safe.