<p style="text-align:center">**Participant observation #1**</p>

Date: June 9, 2020
Site: A recorded online class on February 26
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 of online platforms to teach students. In Spring 2020, I conducted a survey design about how teachers' perceptions of using Dinging 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."

Commented [D2]: Excellent. Again, break down into multiple paragraphs for easy coding.

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 ca 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!"

Start a new paragraph. 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 when we make 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.

Commented [D3]: I'd use OC here. I see this as YOUR analysis of her teaching.

Commented [D4]: Excellent OC. You can generate questions here to prepare for a follow-up interview with this teacher, asking for accuracy of your speculations of what you thought she was doing, etc.

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.

Commented [D5]: Good summary of her teaching strategies.

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. "

New paragraph. 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

5

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 have 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?

> **Commented [D6]:** Excellent OC. Keep inserting OCs like this. You will find coding and analysis easier with more analytical OCs throughout the text such as this one.

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.

> Commented [D7]: Where did this quotation end?

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 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.

> Commented [D8]: Is this how she would categorize her teaching?

> Commented [D9]: What are your cues for this conclusion? This could be a code for analysis.