AN ANALYSIS OF PEDAGOGIC ACTIVITIES
IN AN ONLINE CHINESE LANGUAGE CLASS

Melysa Martha Auliasari

Ilmu Linguistik, Fakultas Ilmu Pengetahuan Budaya, Universitas Indonesia

Abstrak

Due to the pandemic, students are continuing their school from home by attending online classes. Online learning system implementation is in line with the emergency remote teaching concept, defined as the relocation of face-to-face learning at school to an online learning system. Despite allowing teaching flexibility, online teaching is perceived as ineffective and prone to failure. This academic paper will elucidate a case of an effective online Chinese language class for a primary school student. The class activity is analysed by pedagogical register theory with pedagogical activities emphasis, used to examine class conduct and effectiveness. Two questions enquired by this paper are the interactions between the teacher and the student and how new vocabularies are introduced to the student. A qualitative method is employed for the analysis. The analysis revealed systematic pattern is employed in the class with an intensive "move" interaction between the teacher and the student. New vocabularies are taught by a word list, with a simple introduction followed by reading exercises. The teacher acts as a facilitator to assist students only when the student encounters any difficulties. This interaction enhances student independence and incentivises the student to memorise words after actively participating in class activities.

Kata Kunci: online learning, pedagogic activities, Chinese language.

INTRODUCTION

During the COVID-19 pandemic, teaching and learning activities are carried out from their respective homes by the distanced learning method. The use of technology in language learning has grown rapidly in line with technological advances. Distanced learning courses normally utilizes teleconference applications such as Zoom, Google Meet, or Microsoft teams. Distanced learning method is carried out to help students continue their learning amidst the pandemic. The implementation of the distanced learning system is in line with the concept of emergency remote teaching. The concept of emergency remote teaching is defined as the shift from face-to-face learning instructions to online media that can allow the flexibility of teaching and learning anywhere, anytime.

Online learning could not completely replace the face-to-face offline learning. Harnani (2020) stated that the current distanced learning exhibited that face-to-face learning is proven to be more effective than online learning and proving that teacher's role in offline school cannot be replaced by technology. Online learning tends to be less interactive and teachers must develop learning methods and exercises to make the class run more smoothly and encourage students-teacher interaction.

To cope with online learning struggle, teachers would conceive lesson plan and designing class activities to ensure smooth online class activities. However, there are also some cases where online learning produced positive results. Distanced learning method is challenging, particularly for learning foreign language, such as Chinese Language.

Chinese Language has a distinct pronunciation and tones that must be properly taught when the teacher provides reading or pronouncing drills, and students tend to understand the learning material more easily if they listen to the teacher directly in an online class scheme. This raises a concern that online learning is ineffective for language learning.

During this pandemic, teachers are required to design creative and effective learning models so that children can still understand the material well despite only attending class through online means. This article investigates case study of a beginner-level Chinese Language tutoring class for an elementary school student. The student attending the tutoring class has a good Chinese Language scores in their school, either on exams and daily oral and written tasks. The tutoring class has been run for around a year from 2020 until 2021, and takes place on Zoom online teleconference application. This academic paper would focus on vocabulary learning sessions, and recordings are provided to assess how the teacher taught Chinese vocabularies to the student on the online class. Students attending the tutoring sessions has their Chinese Language scores in their school improving, evident on their feedback and attained scores. This academic paper looks at what learning method is utilised to ensure the online class to have a positive result in terms of pedagogic activities theory.

This article contains two research questions:

1. How does the teacher interacts with the student in the online classroom?
2. What method employed by the teacher to taught Chinese vocabularies for the student in the online classroom?

Pedagogic Register

Pedagogical discourse or class discourse is a type of language that is actually used in classroom situations by teachers and students. The dialogue between students and teachers that

occurs in the classroom is a pedagogical discourse. Rose (2018) expands and clarifies discourse analysis of pedagogy as a register system. The pedagogic register is part of the overall potential of culture for fields, tenors, and fashions. These things consist of pedagogical activities that are negotiated in the pedagogical relationship between teachers and students. According to Rose, the pedagogical register consists of pedagogic relations, pedagogic activities and pedagogic modalities. Class analysis in this article focuses on pedagogic activities. Pedagogic activities dictated the design of effective pedagogical practices, especially in scaffolding reading. Pedagogic activities analysis aims to find out how learning activities in the classroom are implemented and organized to see whether the learning has been effective and systematic or not. In analyzing pedagogic activities there are several labels on each utterance.

The following is an explanation of some of the labels on the pedagogic activities of the pedagogic register theory (Rose: 2018):

Table 1. Pedagogic Activities label explanation

Roles	Phase	Matter
dk1 : Questions asked by the teacher.	Focus: Activities to begin learning the topic.	Metalanguage: Topic in the form of language terms.
k1: Answer or explanation from the teacher.	Prepare: Activities before discussing learning topics.	Evaluate: Affirmative ot negative response from the teacher to student.
k2: Answers from students.	Evaluate: Teacher's response to students' answers	Activity: Explanation of activities in learning.
da1: Action requests from teachers for students.	Identify: Students' answers are based on their previous knowledge.	Part: Partial and incomplete explanation.
a1: Action from the teacher.	Elaborate: Explanation from the teacher.	Wording: Words connecting students' explanations and answers.
a2: Action from the student.	Praise: Praise to students.	Affirm: Confirm student answers.
ch: When students don't respond.	Propose: Students' answers reflecting that the information is new for them.	Text: Explanation relative to the class topic.

Emergency Remote Teaching and E-learning

Face-to-face learning through online media such as Zoom and Google meet is a form of emergency remote teaching. Hodges et.al dubbed the current distanced learning method as Emergency Remote Teaching (ETR), defined as a learning system carried out in emergency conditions.

Learning activities under this condition usually has human and time constraints, therefore, the preparations for the class activities are usually hastened and the implementation is carried out swiftly. In the opposite, the e-learning system requires months of planning, implementation, and evaluation. Hodges et.al argues that ETR cannot be equated with e-learning because ETR is temporary and not for long-term learning. This is in line with the online learning method that has been carried out in Indonesia during the pandemic.

The online learning method in Indonesia is carried out swiftly and is considered a form of short-term solution for learning during the pandemic. However, there are many institutions that are properly preparing for their online classes, such as making detailed and measurable Instructional Designs (IDs), preparing an easy to be used

Learning Management System (LMS), filling the LMS with quality, interactive and interesting content for the students, implementing an appropriate learning evaluation system with emphasis on quality, and other measures considered as long-term solutions to deal with the COVID-19 restrictions.

In essence, not all learning system during a pandemic could be called ETR, as the e-learning system enable a proper and detailed learning medium preparation. In this article, the tutoring sessions would be analysed under Emergency Remote Teaching (ETR) learning method, because the teacher only uses the Zoom application to teach the class, without preparing a planned learning system as the long-term measure.

RESEARCH METHOD

The research method used is a qualitative method then the data is described descriptively. Data was obtained from Zoom recordings when learning activities were carried out. The lessons recorded in the video are learning Chinese vocabulary with the topic of buying and selling. The participant of this study was a 6th grade elementary school student who regularly took online Mandarin classes for 1 year.

Results and Discussion

Based on the attached transcript, the teacher started the lesson by asking students to read the vocabulary first before moving on to read the dialogue. In the middle of reading vocabulary, students ask things they don't understand about the vocabulary they read. In addition, at the same time the teacher is also giving an explanation to the students. After reading the vocabulary, the teacher asks students to read the dialogue and then interpret it. In the session interpreting the dialogue students fluently interpret and answer the teacher's questions.

Teacher and student interaction in the tutoring session

The following is an explanation of some of the interaction *move* between students and teachers that show the implementation of learning activities:

Table 2. interaction between teacher and student in opening session.

Speaker	Exchange	Roles	Pedagogic Activities	
			Phase	Matter
T	Ok…	dk1	Focus	Whole activity
	Let's talk about chapter 8	k1	Prepare	Part
	Before reading the dialogue	k1	Prepare	Activity
	Read the vocabulary first	da1	Prepare	Activity
S	Ok	a2	Prepare	Activity
	This one? Which one?	tr	Identify	Atribute
T	Starting from number 14	rtr	Evaluate	Atribute

Based on this interaction, the teacher starts with a *move* focus which intends to start learning and give a signal to students that they will discuss the subject matter soon. After that, a *move prepare* appears with a *matter part* and *activity* which shows that the teacher is preparing for class activities, namely discussing chapter 8. Some of these *moves* that appear can be seen that there is an opening session in this class learning *activity* to encourage students to be ready to learn and know what material is being taught will be studied. This statement is in line with the book *"Hal-Hal yang Perlu Diperhatikan Dalam Melaksanakan Pembelajaran"* (Masrinawatie: 2013) which states that the opening at the beginning of learning activities is important because it prepares students mentally and raises students' attention. Although the opening activity in the interaction above

is not so long, it can still be categorized as an opening activity because the teacher continues to provide direction before the learning activity begins.

Table 3. Interaction of vocabulary reading session.

Speaker	Exchange	Roles	Pedagogic Activities	
			Phase	Matter
S	多少 (Duōshǎo)	=k2	Identify	Metalanguage
	块元 (kuài yuán) (incorrect tone)	=k2	Identify	Metalanguage
	块元？(kuài yuán)	=k2	Identify	Metalanguage
T	块元 (Correct tone given)	k1	Evaluate	Metalanguage
S	块元 (kuài yuán)	k2	Identify	Metalanguage
	毛 (máo)	=k2	Identify	Metalanguage
	Is that ju? or jú?	=k2	Identify	Metalanguage
T	Jú	k1	Evaluate	Metalanguage
S	橘子 (júzi)	k2	Propose	Metalanguage
	怎么 (zěnme)	=k2	Identify	Metalanguage
	Is it correct?	=k2	Identify	Wording
T	It is	k1	Evaluate	Affirm
	怎么 (zěnme)	=k1	Evaluate	Metalanguage
S	多少 (Duōshǎo)	k2	Identify	Metalanguage
	How much	=k2	Identify	Metalanguage
T	So far, we already know that 多少 (Duōshǎo) itu how much	k1	Elaborate	Text
	If you want to ask price, just add the number behind	=k1	Elaborate	Text

Based on the explanation of some of the *moves* above, the most common *phases* are *identify* and *propose* from the students. *Identify* is student knowledge that has been known previously while propose is a new knowledge by students. From the explanation of the *move*, it can be seen that students actively convey their knowledge. This is because the teacher has prepared a vocabulary reading session by the students at the beginning of the lesson. Some vocabularies have been known by students and there are some new vocabularies known to students. *Matter* that appears a lot is *metalanguage* in the form of vocabulary. In addition, in the vocabulary reading session the teacher also provides an explanation of the use of one of the vocabulary words. The *moves* that appear are elaborate and matter in the form of text. In this session, students read more vocabulary and occasionally ask the teacher.

Table 4. Reading dialogue session.

Speaker	Exchange	Roles	Pedagogic Activities	
			Phase	Matter
T	Let's discuss what it means	k1	Prepare	Activity
	我买水果，苹果一斤多少钱？(wǒ mǎi shuǐguǒ, píngguǒ yījīn duōshǎo qián?)	=dk1	Focus	Metalanguage
S	I bought fruit, apples....	k2	Propose	Metalanguage
	how much is that?	=k2	Identify	Metalanguage
T	Then guess how much is a 斤 (jīn) ?	dk1	Focus	Metalanguage
S	Uh, half of 公斤 (gōngjīn)	k2	Identify	Metalanguage
T	Yes.... right	k1	Evaluate	Affirm
	So, how is it ?	=dk1	Focus	Wording
S	I bought fruit, half a kilo of apples, how much does it cost?	k2	Identify	Metalanguage
T	Ok	k1	Evaluate	Affirm

In this third presentation, learning activities enter the discussion of the dialogue that has been read by student. In this session, the question and answer session between the teacher and students looks very interactive. When the teacher asked the students immediately answered. This is evidenced by the emergence of *move focus* with *role* dk1 by the teacher and the emergence of *move identify* or *propose* with *role* k2 by students. In this session the performance

of the students looked very good and mastered the material. In addition, students never show a *role challenge* (ch) to the teacher. Even though there are answers that look doubtful, the students still give k2 to the teacher. The method of throwing questions back at students in addition to making the class look active can also make students remember and understand the topic asked better. In the article entitled *"Pembelajaran Aktif, Kreatif, Inovatif, Efektif Dan Menyenangkan (Paikem)"* (Mulyatiningsih: 2010) Questions are used when the teacher asks questions to find out the students' understanding of a problem. There are several types of questions, one of which is a focused question, which is a question that is only used to determine the attention or understanding of students on the topic being studied. This type of question is asked by the teacher clearly and explicitly. As in the interaction above, the question "Let's discuss what it means, 我买水果，苹果一斤多少钱? *(wǒ mǎi shuǐguǒ, píngguǒ yī jīn duōshǎo qián?)*" is a form of focused question because the teacher directly asks students to translate the sentence into Indonesian.

Based on the interpretation of some of the data above, it can be seen that the performance of students when learning Mandarin in this private tutoring class is very good. The student has good knowledge and remembers a lot of vocabulary he has learned before. Even though the students' performance was good, the teacher still gave an explanation about the use of vocabulary. In addition, the teacher also throws questions to trigger students to remember the meaning of vocabulary. This classroom learning looks interactive because the questions and answers between students and teachers run smoothly. The learning activities applied in this class are arranged systematically. First, the teacher opens the class by telling students at the meeting what material will be discussed. Then the teacher explains the learning instructions, starting with reading vocabulary, then reading the dialogue and discussing the meaning of the dialogue. This learning activity does not focus on the teacher (Teacher centered) but students are required to play an active role in learning. The role of the teacher here is only as a facilitator who helps students when they have difficulty or need an explanation of the material discussed. In the article entitled *"English Teachers' Conceptual Knowledge And Pedagogical Practices On Student-Centered Learning In Primary School In Denpasar Municipality"* (Dewi et.al : 2019) mentions that teachers who act as facilitators will form an active class because the teacher acts as a manager who manages student behavior and learning activities in the classroom. Therefore, what can determine the success or failure of learning in this class is shown through student performance.

Learning Chinese vocabulary

Vocabulary is the smallest elements in language, therefore knowledge of vocabulary must be mastered before moving on to learn grammar and sentences. In learning Chinese vocabulary, we can use strategies that can support the learning process, such as association strategies, sentence production strategies, and so on. Handoko and Angela (2019) argue that the association strategy is the most suitable strategy to be used in the beginner's vocabulary learning process. The association strategy in question is to create a relationship between the new vocabulary and the vocabulary we already have before.

Based on the attached transcript, vocabulary learning is done through reading dialogues. Before reading the students' dialogue, the teacher is invited to read one by one the vocabulary in the

shengci (new vocabulary) list. Each vocabulary is presented with its meaning in English. If the students already know the vocabulary or the students do not have questions the teacher did not provide a detailed explanation of the vocabulary. The teacher will tend to ask students to continue reading vocabulary one by one. The following is the interaction between the teacher and students which shows that the teacher does not provide an explanation of the vocabulary that has been known or not asked by the students:

Table 5. Vocabulary learning session (1)

Speaker	Exchange	Roles	Pedagogic Activities	
			Phase	Matter
T	Start from number 14	rtr	Evaluate	Part
S	多少 (Duōshǎo)	=k2	Identify	Metalanguage
	块元 (kuài yuán) (Incorrect tone)	=k2	Identify	Metalanguage
	块元? (kuài yuán)	=k2	Identify	Metalanguage
T	块元 (Correct tone given)	k1	Evaluate	Metalanguage
S	块元 (kuài yuán)	k2	Identify	Metalanguage
	毛 (máo)	=k2	Identify	Metalanguage
	Is that ju? or jú?	=k2	Identify	Metalanguage
T	Jú	k1	Evaluate	Metalanguage
S	橘子 (júzi)	k2	Propose	Metalanguage
	怎么 (zěnme)	=k2	Identify	Metalanguage
	Is it correct?	=k2	Identify	Wording
T	It is	k1	Evaluate	Affirm
	怎么 (zěnme)	=k1	Evaluate	Metalanguage

Based on the interaction attached above, it can be seen that if there are no questions about vocabulary from students, the teacher tends to only correct their reading, especially on tone. If vocabulary has just recently known to students, the teacher will provide a detailed explanation of the vocabulary, such as discussing its meaning, how to use it, the difference with similar vocabulary and so on. The following is

the interaction between teacher and students when the session discusses new vocabulary:

Table 6. Vocabulary learning session (2)

Speaker	Exchange	Roles	Pedagogic Activities	
			Phase	Matter
S	多少 (Duōshǎo)	k2	Identify	Metalanguage
	How much	k2	Identify	Metalanguage
T	So far, we already know that 多少 (Duōshǎo) is how much	k1	Elaborate	Text
	If you ask the price, just add the word money behind it	=k1	Elaborate	Text
	多少钱 (duōshǎo qián)	=k1	Elaborate	Metalanguage
	That's it	=k1	Elaborate	Wording
S	Ok	k2	Identify	Activity
	If 块元? (kuài yuán)	=k2	Propose	Metalanguage
T	We called the Chinese currency "Yen" in Indonesian, right	k1	Elaborate	Text
	The Chinese word is 元 (yuán)	=k1	Elaborate	Text
	Or 块 (kuài)	=k1	Elaborate	Text
S	Ok	k2	Identify	Activity

Based on the interactions above, it can be seen that the teacher gives an explanation to the students about the meaning, usage examples and vocabulary that is almost similar to that vocabulary. In these interactions, students are not only passively receiving explanations from the teacher, but students also have an active attitude shown by asking questions to the teacher first. Through this interaction, students can understand vocabulary well. After reading the vocabulary on the *shengci* (new vocabulary) list students are asked to read the dialogue then the teacher will discuss the meaning of the dialogue that has been read. The following is the interaction between teacher and students after reading the dialogue:

Table 7. Vocabulary learning session (3)

Speaker	Exchange	Roles	Pedagogic Activities	
			Phase	Matter
S	(Reading a dialogue)	a2	Prepare	Activity
T	Let's discuss what it means	k1	Prepare	Acivity
	我买水果，苹果一斤多少钱? *(wǒ mǎi shuǐguǒ, píngguǒ yī jīn duōshǎo qián?)*	=dk1	Focus	Metalanguage
S	I bought fruit, apples....	k2	Propose	Metalanguage
	how much is that?	=k2	Identify	Metalanguage
T	Then guess how much is a 斤 *(jīn)*	dk1	Focus	Metalanguage
S	Uh, half of 公斤 *(gōngjīn)*	k2	Identify	Metalanguage
T	Yes.....right	k1	Evaluate	Affirm
	So, how is it?	=dk1	Focus	Wording
S	I bought fruit, half a kilo of apples how much does it cost?	k2	Identify	Metalanguage
T	Ok	k1	Evaluate	Affirm
	三块? *(sān kuài?)*	=dk1	Focus	Metalanguage
S	Three kuai	k2	Identify	Metalanguage
T	还要别的吗? *(hái yào bié de ma?)*	=dk1	Focus	Metalanguage
S	There is more?	k2	Identify	Metalanguage
	I mean, is there anything else you want to buy?	=k2	Identify	Metalanguage
T	Good.....	k1	Praise	Evaluate

After the students read the vocabulary, the teacher asked the students to read the dialogue and then interpret it. When discussing the meaning of the dialogue, when students do not know one of the meanings of the vocabulary the teacher does not immediately tell the meaning of the vocabulary, but gives students the opportunity to recall the meaning of the vocabulary they do not know. It's the same as when reading vocabulary, in interpreting the dialogue the teacher only acts as a facilitator who only helps students when they feel difficult. Things like this can practice independence and make students more focused in remembering vocabulary because they are not left passively to only hear explanations from the teacher.

CONCLUSIONS

The student in this tutoring session always gets good grades in Chinese subjects. This paper analyzes in terms of interactions between teachers and students in private tutoring classes. This class is analyzed using pedagogic activities which aim to see what forms of learning activities in online classes are applied by the teacher. Online learning in this study is in line with the concept of Emergency Remote Teaching (ERT) because it transfers face-to-face learning instructions to online media without a long and detailed preparation as if the teacher employs LMS method. The findings and interpretation of the data indicate that the learning activities are arranged systematically starting with the opening session, then reading vocabulary, reading the dialogue and then discussing the meaning of the dialogue that has been read. In the opening session there is a *move focus* and *prepare* which aims to provide direction to students to focus their attention because learning will begin soon. In the reading session, the vocabulary *moves* that often appear are *identify* and *propose* from students. Identify is knowledge that has been known by students, while propose is knowledge that has just been known to students. In this session, students seemed to be more likely to convey their knowledge. Then in the dialogue translating session, students and teachers looked very interactive because the form of learning was in the form of questions and answers. The *roles* that often appear are dk1 from the teacher and k2 from students. *Move* that appears in the form of *focus* from the teacher, and *identify* from the student. In this session, the performance of the students was seen to be very active in answering the teacher's questions. Overall, the learning activities for this private tutoring class are arranged systematically and the good performance of the students supports the smooth

learning in this class. In addition, the Chinese Language vocabulary learning in this class is done by reading dialogues. From the dialogue, the teacher conducts questions and answers with students about the meaning of the vocabulary words in the dialogue.

REFERENCES

Amin dan Sundari. 2020. Studies in English Language and Education. Vol 7, No 2. EFL students' preferences on digital platforms during emergency remote teaching: Video Conference, LMS, or Messenger Application? .

Dewi, et. al. 2009. English Teachers' Conceptual Knowledge And Pedagogical Practices On Student-Centered Learning In Primary School In Denpasar Municipality.

Handoko dan Angela. 2019. Journal of Chinese Language, Literature and Culture. Vol 7,

Strategi Pembelajaran Kosa Kata Bahasa Mandarin Pada Aplikasi Pembelajaran Chineseskill (2019).

Harnani, Sri. 2020. Efektivitas Pembelajaran Daring Di Masa Pandemi Covid-19.

Hodges et.al. 2020. The Difference Between Emergency Remote Teaching and Online Learning .

Masrinawatie. 2013. Hal-Hal yang Perlu Diperhatikan Dalam Melaksanakan Pembelajaran.

Mulyatiningsih. 2010. Pembelajaran Aktif, Kreatif, Inovatif, Efektif Dan Menyenangkan (Paikem).

Nugraha, Dwi. 2020. Pelatihan Jarak Jauh Saat Covid-19 : eLearning atau Emergency Remote Teaching ?.

Nugroho, Arif et.al. 2021. VELES Voices of English Language Education Society. Vol 5, No 1 . Emergency Remote Teaching amidst Global Pandemic: Voices of Indonesian EFL Teachers .

Rose, David. 2018. Pedagogic Register Analysis: Mapping Choices in Teaching and Learning