

Journal II

1) Student reactions to what occurred in the classroom or to what you or your mentor teacher did; When a professor assists, the emotions are supportive rather than criticized allowing for the student to use more accurate lexical items. Cultural expectations between students' concept of relationships between people.

2) Something that went well in the classroom and why; Show and tell in 481 typically is an excellent way for students to express themselves and practice new lexical items in context with the support of a professor.

3) Something that did not go well in the classroom and why; Sometimes the grammar is not perfect, however it is understandable. The tact of the 481 professor prefers accurate roots than the suffixes in the language, and this may be a good for a lexical approach, but the morphemes, pre-post positions may not be acquired proficiently

4) Your own feelings or attitudes about your teaching, the activities, and/or student participation; The classroom does not present any feelings of angst or break of the illusion(I suppose that one would experience in a theater) in this case under the veil of expecting Russian language. This may be the feeling of immersion that each student needs to submerge themselves into.

5) How students seem to have benefited from your lesson; I have noticed that students have reused lexical items from the previous course again—however there is no evidence that they are taking the grammars obtains from the novel words and are using them in newer context.

6) What in your lesson went as expected and/or what surprised you; The students are using different materials from the course in order to better themselves. In a European approach this is expected, however even when it is less encouraged here, it is still occurring—proving that there are times where the student is making an investment in the education. So, what is encouraging this behavior?

7) What ways the lesson confirmed and/or changed your belief about L2 learning and/or teaching; Usually I prefer pronunciation and grammars, however it's more noticeable when a student accurately uses lexical variants. Whereas this is normally the student's choice to choose what they prefer to take from a class, a balance of these is necessary to a degree.

8) How a classroom experience relates to theory; the naturalist theory accounts for the steady flow of the information to be obtained from a speaker, and then applied from their own study. The professor in 481 is much more fluid in her speech instead of switching languages in the other classes. When a student is exposed grammatically to text, they are limited to exceptions and extra-grammatical materials compared to the teaching style where one focuses on lexical items. Unless the items are used in isolation, the grammar, in the situation would be present in the context of the Russian language.

10) How a classroom experience suggests a way to improve future teaching: when I've taught before, I've never considered how effective "show and tell" tends to be. It's efficient and will be implemented in my next course. It allows every student to be involved and potentially allow other interactions with students. These tend to be more effective for the naturalist to take advantage of the lexical items that interests them and exercise their aural and oral language ability.