

- 1) Student reactions to what occurred in the classroom or to what you or your mentor teacher did; 311: there was a conflict with a gloss in the text and the teacher(native) needed some morphological support her reasoning. The students were struck between a conflict of pragmatic use and the conservative morphological interpretation.
- 2) Something that went well in the classroom and why; 311: students are showing mutual respect for one-another, different from other classroom experiences. No egos are encouraged or challenged in the professors' methodology. In the Wed class of 311 and 481, continued from Mon, there have been more criticisms of a student being louder and seemingly less cohesive with the others
- 3) Something that did not go well in the classroom and why. In a presentation, the elder and non-credit students were burdened with more strenuous tasks in the target language.
- 4) Your own feelings or attitudes about your teaching, the activities, and/or student participation. Monday 311, students gave a presentation on the upcoming reading in English and Russian. I made the mistake of outing a student (and friend) for asking when an assignment is due—the professor shared this information, and this was initially my fault for not asking on my own behalf. Privacy matters in the case of a student looking onto their own education. That is, when a student needs to feel secure, it's in the hands of the professor as much as it is the students' own determination.
- 5) How students seem to have benefited from your lesson; 311: Students were able to warm up in their native language to conceptualize the text and then immersed into the target language text. 311 This Wednesday lesson particularly had some complicated items that they could not finger out and it became a collective-diagnostic discussion.
- 6) What in your lesson went as expected and/or what surprised you; 311: Students are comfortable arguing points in the target language due to the lax power differentials in the classroom. So far this has not occurred in the higher and lower classes. In 481, the professor introduces and promotes argument across students after presenting her own opinion, none of which occurs in 201. Some texts in Russian are not completely translated—the notion of translating works has become noted more frequently, almost competitive.
- 7) What ways the lesson confirmed and/or changed your belief about L2 learning and/or teaching; Power-distance between the instructor and their students decreases as the year-level of language increases. This department needs a class on the theoretical linguistics of the language and well as phonology/phonetics.
- 8) How a classroom experience relates to theory; The professor prefers the Lexical approach, from which I model. Historical terms are repeated to describe phenomena culturally relevant- expressed in literature, or mass media. That is, the media often takes these key terms and stresses some other lexical parameters. Students are advised to take these items and describe them with their current inventory, similar to what occurs in show and tell.
- 9) How a classroom experience relates to journal entries posted by you or another student; Some other students are focusing on phonetic accuracy. Normally this is something that I focus on and now I believe that as long as the difference from the native-like phone is comprehensible or somehow is between 1-.3 on the intelligibility scale referenced [I can't remember the reference] there is a level of acceptability that gives a gradation of phones. When the TL is not the superstrate language, prosody of TL contrasts and provides a par which students can meet. In the case of Russian (and Finnic) prosody in the NL is referred to as "music." The music of language is significant in acquisition, as much as articulation accuracy.

- 10) How a classroom experience suggests a way to improve future teaching. Appropriate tasks for the students that target where they could improve—this is the responsibility of the professor secondarily to instruction. The teacher is relaxed, which shows vulnerability to the students. However this may be seen as a weakness, that vulnerability is respected by the power distance just enough that when the professor needs to put her foot down, the students do not contest it.