

- 1) Student reactions to what occurred in the classroom or to what you or your mentor teacher did; Some questions came up about the onomatopoeic “huh” as “oi!” and how it is relevant in different cultures. 481. A discussion on multilingualism, students were very engaging—sadly no multilingual theory was involved aside from the differences between different state examples.
- 2) Something that went well in the classroom and why; 201: some students pay attention to the support others need and the reactions of some students. Students are finding where others need help—some are taking notes, and others outright ask their peers or confront the teacher. Perhaps this reflects their own learning method most advantageous to themselves. ; One of the students spoke out about the inconsistency of Nominative and Accusative cases in the language—it’s inspiring and impressive.
- 3) Something that did not go well in the classroom and why (Be tactful please! See etiquette handout); 201: some of the technology was laggy because the videos were online. I’m not one to use electronic tools unless absolutely necessary. I think this takes away from the lessons, and it’s something the student can do on their own time, and it’s more fun for them. 481: heritage and natural speakers will speak Russian with English code-switching—this shows that they are reasonably proficient with less effort, but ‘should’ be held to a standard that betters growth all-around rather than
- 4) Your own feelings or attitudes about your teaching, the activities, and/or student participation; 201: all the students held genuine interest adespite shortcomings. It was very positive. 481: The activity was about multilingualism for Russian speakers in post-Soviet states and Pre-Baltic states—this was controversial by culture.
- 5) How students seem to have benefited from your lesson; 201: the students are able to repeat tests and homework. It is advantageous to allow students to understand their mistakes and put more effort where necessary. In many ways this allows for students to be able to specialize in their own misunderstandings and they can come from different backgrounds and varieties of skill in the TL and meet the standards.
- 6) What in your lesson went as expected and/or what surprised you; 201 Parts of the natural speech partially violate the teachings of prescribed teachers. Unfortunately, this is something that should be addressed in education. In this case it’s the infamous conflict of variable syntax. The lesson went off track in a positive direction, with a good justification—my students moved the discussion interactively under the impression that they could learn more about the TL (Russian) morphology. The lesson dipped into morphology and the relatedness of other languages. I went on about a lecture after the allotted time, with the support of the supervising professor connecting the relatedness of

Russian or Slavic morphosyntax and contact languages of a different genus, the Finnic-Uralic languages (Finnish and Estonian). My passion from teaching these lectures left me on a natural high with fatigue. It was beautiful.

MONDAY, MARCH 2<sup>nd</sup> 2020 RUSS 311 & RUSS 481

( 15-20 minute lesson) On morphological interpretation and reduction

Students will be instructed on the modification of different words, what the modifications mean and the vast usefulness of word flexibility in a sentence. Different sentences of the same words in different construction will be presented—the students will determine the difference between the sentences (nothing semantic). This is a lesson on how unknown words can be recognized and understood based on context and morphology.

Tools for this instruction will be minimal: the assigned textbook, a marker and a whiteboard.

THURSDAY, MARCH 5<sup>th</sup> RUSS 201

( 15-20 minute lesson) On the Genitive Plural

Students will be instructed on the versatility of the Russian Genitive case, the *Roditilnii Padezh*. Graphs from my personal collection of the case systems will be given to every student to identify the different changes between cases. Some of the different contexts include case-specific pronouns, prepositions, verbs and quantifiers. If the lesson goes well, there will be some extra linguistic terminology added into the lesson, epenthesis, for example.

Tools for this instruction will be minimal: the assigned textbook, a marker and a whiteboard. The textbook for the class will be used for design for the less. Handouts are from the archives of the Moscow State University, Philological Faculty.

7) What ways the lesson confirmed and/or changed your belief about L2 learning and/or teaching; in 201: in the media, because syntax is not addressed, there may be some unmet expectations in speech. For Russian, this reinforces that relaxed casual speech is necessary to be learned in the classroom.

- 8) How a classroom experience relates to theory; Multilingual theory—language acquisition in from languages more lexically and morphologically proximal are known items and pieces of words to unknown words. At what distance can these be recognized?
- 10) How a classroom experience suggests a way to improve future teaching: 201 the whiteboard could be better utilized. // in the second part of the lesson, the whiteboard was used well.