

1) Student reactions to what occurred in the classroom or to what you or your mentor teacher did; In this week she has been a lot more emotionally comforting and encourages students to be visually active. In 311 and 481, all of the students were vigilant to speak during their turns in class, whether it be spontaneous speech or elicited readings.

2) Something that went well in the classroom and why; Some of the students are contacting the class from remote places in the States. It seemed that some students were travelling and stopped on the road—this simply shows that distance permits some connections that were unexpected. Students are able to at least keep up with the minimal requirements of the assignments.

3) Something that did not go well in the classroom and why (Be tactful please! See etiquette handout); Sometimes, and this is not a new event, the conversation would deviate from the instruction to something culturally relevant. However this is advantageous to understanding culture, the discussion would be irrelevant as if some of the students are taking about their personal lives. This would be encouraged in a class over 3 hours and the discussions were considered a break. However, these classes are 1.5 hours at most and the time is not expendable. In the informal setting, it looks like the class tends to permit more code switching and anaptyxis.

5) How students seem to have benefited from your lesson; Students learned that there is a difference between colloquial grammar made for efficient speaking—I suggest that even Russian wants OT minimal clusters where necessary and certain phonemes become others for efficient fast speech. I suggest further that, as for phonology, that students make their articulation accurate over structure of the lexicon. Often I will switch on these opinions.

6) What in your lesson went as expected and/or what surprised you; When the students ask a question in response to a lesson that requires some near-native knowledge. One wonders if one form of a modifier is as acceptable than another. That is zamyotnyi, being the simplified adjective form and the verbal-adjectival form zamyershyi may be considered. It looks like one form doesn't actually exist, and the later is more formal.

7) What ways the lesson confirmed and/or changed your belief about L2 learning and/or teaching; Again, the ability for the teacher to gather students and effectively teach is astounding, and the students have the resources to create questions and prepare questions for

class.

8) How a classroom experience relates to theory; Like the previous week, the inquiries about language were stretched due to the environment. As predicted, the students are able to keep up to an extent—dare I say that it is even more advantageous because the students realise how to take most from their opportunities.

10) How a classroom experience suggests a way to improve future teaching; because the students are taking advantage of their time, this can be taken a step further where they could, “say something smart” about the text. Some of the comments were very well put and insightful.