

1) Student reactions to what occurred in the classroom or to what you or your mentor teacher did; One of the students feels that because he is spending more time outside of the classroom to be able to focus on the works in such a way that there is significantly more intellectual stimulation. Students are saying that the literature is more relatable – this may be because the class has turned into a book-club style. (311)

2) Something that went well in the classroom and why; There was a lot of cooperation between the students, and I think they have settled into the comfort of distance learning. Before it seemed that Robert's rules was less valued, but it's clear that once the structure is established, as I've noticed in other linguistics courses, then the students are able to make the communication quite efficient. (311)

3) Something that did not go well in the classroom and why? Nothing else—if there is any criticism, the students are comparing their own understanding of the language to the annotations – the students that their collective information and test it in translations from Yandex or Google, and they have stated that the glosses between the book and the dictionaries are somewhat erroneous. (311)

4) Your own feelings or attitudes about your teaching, the activities, and/or student participation; (311) I feel the students are making more progress than expected because they are embracing new techniques of learning given a stressful environment. Given that the students have been forced to change environment and acquisition method, it's impressive that the students are able to contribute so much concisely.

5) How students seem to have benefited from your lesson; The elders in my lesson require a different style of teaching where they need to compare from only the knowledge of their native language and avoid new 'too abstract' concepts. Some of the linguistic concepts, the morphosyntax of Russian has proven to be somewhat too abstract without a linguistic variant. However, when the structure of some phrases are said, there seems to be hope that there is a way to teach advanced concepts to any willing, and non-resistant person.

6) What in your lesson went as expected and/or what surprised you; I was mildly surprised that the students needed much more, slower, attention. I have underestimated the disparity of my knowledge on the subject and their grasp on language. These students, as stated in my submitted videos in the portfolio are between 70 and 90 and monolingual.

7) What ways the lesson confirmed and/or changed your belief about L2 learning and/or teaching; In some ways this has made me consider some ways the critical period is relevant to the teaching method, but I think there are other cultural conditions that shape their own approach to any target language.

8) How a classroom experience relates to theory; The ‘necessity’ to compare language is relevant where it’s otherwise not and I will need to see which theory is relevant here aside from other SLA theories. I think this approach is not so much a problem when the students want some recognition in the language to know some phrases, construction, and reading ability; they aren’t hoping to be somewhat native. I wonder when I come from the top down to give the scope of the whole chapter (Genitive case for example) and when we have little lessons that show where the potential of the lesson can relate to the whole case system or other types of case theory.

10) How a classroom experience suggests a way to improve future teaching; I need to be much more organized and recognize goals in a lesson. Although the lessons I gave were tentative, they ended up being somewhere around an hour when they intended to be 20-30 minutes. It would be beneficial to the students if they could keep the goals of the lesson in mind.