

1) Student reactions to what occurred in the classroom or to what you or your mentor teacher did; The professor keeps a very relaxed atmosphere in the class. The students are responding to her certainty and determinate rhetoric, different from before. All of this can be attributed to stress and uncertainty—all these things considered, the progress of the class is impressive (481)

2) Something that went well in the classroom and why; All the students were 10 minutes early to the online lesson. The students in the class are ready to present their objects and stories, seems like they are more prepared than when they were in person. The positive energy of the students is reflecting on each other. (481)

3) Something that did not go well in the classroom and why (Be tactful please! See etiquette handout); Some of the students have not preset their mic settings, so sometimes there is a <5min period of figuring out why there is feedback and noise. Even so, it seems like that ‘some’ students are seeking attention where it is not needed and I wonder whose responsibility to give them something instead of full satisfaction once this is recognized. (481)

4) Your own feelings or attitudes about your teaching, the activities, and/or student participation; The method of this class is relaxed conversation, and the students are doing a ‘show and tell’ exercise where everyone brings in something to research and practice new lexical items. The students followed this exercise with a round of “news updates,” where the students find something in media and present it to others with their own input.

5) How students seem to have benefited from your lesson; My elder students received a beginners lesson on how to read Cyrillic with a bit of history on the alphabet. The students were able to write their names, and learned how some sounds were approximated into other sounds “with a Russian accent.” The students learned some linguistic terms such as velarization and palatalization.

6) What in your lesson went as expected and/or what surprised you; The students were able to grasp the reading of the characters and why they were written in such a way. They were excited to know that the language had an “easy” alphabet in that each letter has 1 sound.

7) What ways the lesson confirmed and/or changed your belief about L2 learning and/or teaching; For this age group it’s easier to assume that language exploration is “easier” while they can explore and reflect on their own language. Dare I say that the people in this group are

more motivated to explore their lexical and phonetic inventory because they have less strong of a concept of where they could use these skills.

8) How a classroom experience relates to theory; I'm opposed to the critical period in itself, but the factors of interest among age groups contribute to the ability of acquisition well. Students acquire languages best based on necessity and passion.

10) How a classroom experience suggests a way to improve future teaching. I truly appreciate the techniques of casual speech and self-exploration. The purpose of these courses is to be able to sustain some acquisition with some fluency beyond academia. It's also important to note that the opinion of elder students have been that they are motivated to learn in reluctance to let their minds from slowing down, that in any way they are looking for challenging way to keep intellectually stimulated. Note that these students are also participating in the University of Richmond's program for continuing education.