

Final Action research Report 2011

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1 Title : Students can express their own ideas in English.

2 Context

- (1) Information about the class: 2-5 Class (33 students)
- (2) Subject: English(3 Lessons a week, 50 minutes for each class)
- (3) Level : Junior high school 2nd year students.
- (4) Textbook : Sunshine English Course (KAIYUDO)
- (5) Problem

There are 3 problems.

- ① is student's mistake.
- ② is student's level
- ③ is Collaboration with ALT.

3 Goal : All students enjoy to write about what they want to express their own ideas and read the essay and talk about it each other.

4 What I did :

I made some questions at the work sheet and students answer for them. After that they will make an essay what they want to express. During the writing activity, ALT helps the students to write an essay. Also low level students can ask higher level students when they have some problems. After they finished writing about an essay, they make a group and read the each essay and choose the best speaker of the group. The best reader of each group will read in front of the class.

After that I collected the student's work sheet and correct mistakes. But it is not enough. Because my correcting is not perfect and also there are some mistakes. So ALT also checks the sheet.

Then I made a question of essay at the term test. I decided the criterion like as below.

- 5 point : Write the essay more than 7 sentences and there are no mistakes.
- 4 point : Write the essay more than 7 sentences and there are some mistakes.
- 3 point : Write the essay 4 ~ 6 sentences.
- 2 point : Write the essay less than 3 sentences.
- 1 point : Write the essay less than 3sentences but there are some mistakes.

It is important to make such a criterion. Because there are 2 or 3 teachers judge the test.

5 What happened :

Students concentrate to solve the questions. After that they make an essay through their answering the questions. During their writing, ALT and JTE look around the class and all students can ask what they want to write. Also they can ask upper level students.

In a group activity, almost all the students enjoy reading and asking about an essay. After that they choose the best speaker of their group. Each delegate speakers read in front of the class and other students enjoyed listening.

At the term test they concentrated to memorize the essay. Almost all the students answer the questions clearly. Through this activity, the students have improved not only their speaking ability but also writing ability.

6 What I learned :

During the grading, I found there were many middle or lower level students who have only a few mistakes. Because they only memorize the sentences and write it for the test. But higher students try to write more detail things and sometimes they lose the point. It is not fair. So to assess the essay is very difficult but we have to concern about content of an essay.

It is natural to make a mistake when student are writing an essay. If they want to express the essay more clearly, they will face the grammatical problem what they have not learned.

So there are many mistakes who want to express many things in their essay. I have to take care about assessment of those students. Because there are many mistakes when students have high motivation and also they have high ability of expression. I talked about it to my colleague. I said "The most important thing is their originality. So if there are some small mistakes but the content is good, we have to give the 5 points." But sometimes there are some opinions and they deny my opinion. So we need opinion of ALT. If the native speaker will judge the essay, student can have the clear comprehension.

7 Future issues:

Concern about students' mistake

Except for grading, I found some kind of mistakes, the tense, the function words and the arrange of the sentences.

After they wrote the essay, I corrected the sentences. This is the basic instruction but sometimes we forget this task. It is important for the students to take the correction. If they can't take the correction, they can't understand their mistakes.

For example we can see many mistakes from the student's answers.

- I'm listen music.
- I'm like kendo.
- I'm birthday July 9.

- She likes sports Kendo. • She likes singer “Ikiminogakari.”
- She don't have pets.

These mistakes are often seen in many junior high school students. It is not strange for me. Because they want to express many things in their essay. And also there are many sentences which they haven't already learned. Students ask me “How do you say this situation in English?” There are many unknown words and unknown grammatical sentences in their textbook. But through these activities they can improve their originality and ability of English conversation. This year I want to focus on these theme from now on.

Concern about how to show the example.

When we do the writing task I think it is important to show some example sentences. But there are some problems. If I show the example, students only imitate the sentence and there is no originality. Of course it is hard for junior high school students to make an essay. Only higher students can write the essay without the example.

If I showed more than 2 sentences they would choose the example and they could write more variety of essay.

So I made 2 examples for the 2nd year students. The theme is “Let's introduce your friend!” Students ask 10 questions but they don't have to write the answer. They only memorize the content of interview. After that they write about their friends through the note. And this moment they can read 2 types of example essay. They can pick up the sentences to make their essay.

This year I let the students to make some essays. I found it is important to show example and prepare the words which is involved the theme. And during they are making the essay they need accurate advice. Because I think they feel anxiety when they have finished writing. Also this is the important moment to give a confidence and interest. I want to give an accurate advice and praise the students when they make a nice sentence. If I can do this well student will have high motivation not only writing English but also speaking English.

How to connect with term test with writing task.

Writing an essay is good way to assess the originality of the students. But before that we have to decide the criterion of allotment of marks. Because 3 teachers judge the same term test. I prepared 3 types criterion of allotment of marks. Each criterion have good aspect but I want to hear about what is the good criterion for such a term test.

How to collaborate with ALT.

We did the writing task before the test. At this time, ALT gives the students many advice. Thanks to his advice, students improve their writing skill. Also when I check the essay of the students, there are many things I can't understand. I can ask him the

problem. He is very kind and good ALT.

But sometimes I hear the problem about collaboration with ALT. Some English teachers only use ALT for reading text book. It is a big problem. Of course before the term test we have to finish text book. But if we have enough time we have to collaborate to make communicative English class.

Lesson Plan PROGRAM 7

1. Level: Second year junior high school students.
 2. Class size : 33 students
 3. Time : 50minutes
 4. Text book [Sunshine English Course] (KAIRYUDO) PROGRAM 7
 5. Objectives
 - (1) Students can do listening and speaking and writing tasks.
 - (2) Students can introduce their friends.
 - (3) Students can read their essay in front of their friends.
 6. Procedure
 - (1)Day one :Understanding the whole program.
 - (2)Day two : Section 1 Understanding the usage of “gerund”.
 - (3)Day three : Section 2 Understanding of the usage of “become ~ “.
 - (4)Day four : Section 3 Understanding of the usage of “If ~ ,”
 - (5)Day five : Let’s Practice and Let’s communicate
 - (6)Day six : Speaking and writing task
 7. Activity6.Activity
 - (1) Answer the 3 questions.
 - Q1 What do you want to be in the future?
 - Q2 Why do you think so?
 - Q3 What do you have to do for your dream?
 - (2) Through the answer, students write the essay about their friends.
 - (3) Students will make a group and give a presentation.
 8. Assessment (Day six)

[writing]

 - A : Write the essay more than 7 sentences
 - B : Write the essay 4 ~ 6 sentences
 - C : Write the essay less than 3 sentences

[Speaking]

 - A : Don’t look at the manuscript and correct pronunciation
 - B : Look at the manuscript and correct pronunciation
 - C : Look at the manuscript and incorrect pronunciation
- 7 Think of a problem I face in my class.
- I focused on 3 things this year.
- ① Students mistake

② Students level

③ Collaboration with ALT

① After I collected the student's essay there are many mistakes. For example, "I thinked it is very hard." "I'll give they are note to say thank you." "It was very happy to watched the chef while he design it." and so on.

It is usual students will have the mistakes when they write an essay. I can safely say those student will improve the ability of writing and they have many chances to know the grammatical rule. Mistakes grow the student's ability. Of course teachers have to correct the mistake sentence.

② This year we have the students from Philippine. She learned English as a second language in Philippine. And there are many high level students. So when I do this activity I make a group. Because High level students can teach how to write an essay. And group activity is more interesting than individual one for the students.

Also I wrote many example sentences the reverse of the sheet. It is hard for the students to write an essay. So it is important to show the example sentences.

③ Last year I did alone this activity. But this year I did with ALT. It made things smooth. Because when students are writing the essay, there are many things to ask. Sometimes I have rush hour to answer the question. So it is good for the students and also JTE to have ALT when they are writing an essay. Also I can ask more correct expression through ALT. I think collaboration with ALT like this way is not only improve the students grammatical rule but also improve their originality.