

Name:

## Monthly Action Research Report Explanation

### **Feedback Focus**

Please list one or two things you would like your group to give you feedback on after your presentation

1.

2.

### **Overall Teaching Goal**

Through my AR this semester, I am working on this overall teaching goal:

Write your overall teaching goal. This is long-term goal that you hope to achieve over time and is unlikely to change during the semester.

Complete the following sections to report on your recent AR:

#### **1. Teaching Context**

Level: (junior high, senior high, university, other)

Class size: (number of students in the class or classes.)

Textbook: (title of your textbook)

#### **2. Your AR Teaching Goal**

For this, *refer to your original AR Plan for the year*. Unless you formally change your goal on your AR Plan for your AR, this should stay the same during the semester.

#### **3. Your Clear and Measurable Objectives**

You should design these to help you reach your AR teaching goal. These will probably change each month as you make changes to your teaching. Consider this question when making these objectives: What do you want to see change? An objective might be “My students will be able to use three conversation strategies in their warm up conversations.” This is a clear, measurable goal.

#### **4. Lesson plan**

A list of classes in this cycle (Day 1, Day 2, etc.) with a brief description of each day’s content. Mark the lesson focused on in this report “Today’s Lesson.” If collecting data, how and when did you collect it?

#### **5. Today’s Lesson Plan**

A detailed description of the sequence, procedures, and interaction patterns with timing of the activities for each part of your lesson. You *must* use the provided lesson plan template and calculate the interaction time at the end of the table.

#### **6. What Happened**

A description of what you observed during the lesson, for instance, students’ behavior during activities, which activities you thought went well and which you thought did not with explanations of why you have those opinions. Support your observations with specific examples like in the following:

“Students were confused during the activity. I don’t think I gave good instructions because I heard quite a few students saying, “I don’t understand how to do this” and “What are we supposed to be doing” to their group members.”

## **7. What I Learned/Plans for Next Time**

*Considering the objectives above and what happened*, what you learned and what you are considering doing differently next time. This section includes a description of what your observations taught you and based on that learning, what you could do differently next time. Some sample questions you might consider when preparing this section are:

- How can I improve the activities that did not go well?
- Were my instructions clear?
- Did the order of the activities work well?
- What is the ratio of teacher talk and student talk time? Who talked more?
- Did students have enough time for unscripted pair conversations?
- Was there at least one personalized communicative task?
- Was the topic interesting and suitably challenging for your students?

## **8. New Source (from your readings)**

Somewhere in your report, include a citation with its reference for one or more sources you read over the last month. Then, add the reference here with a relevant topic such as Conversation Strategies, Writing Rubrics, Extensive Reading, and the like. Some examples are below. Be sure you use the appropriate APA format. For details on APA style, you may consult various sources including APA Style <[apastyle.org](http://apastyle.org)> and the free, easy-to-access Purdue Online Writing Lab <[owl.english.purdue.edu](http://owl.english.purdue.edu)>.

Peer Teaching:

Bradford-Watts, K. (2011). Students teaching students? Peer teaching in the EFL classroom in Japan. *The Language Teacher*, 35(5), 32-35.

Language Assessment:

Brown, H. D., & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices*. White Plains, NY: Pearson Education.

Learner Beliefs:

Kartchava, E., & Ammar, A. (2014). Learners' beliefs as mediators of what is noticed and learned in the language classroom. *TESOL Quarterly*, 48(1), 86-109.

**Notes:** Please attach your lesson plan completed **using Monthly Lesson Plan Template** (be sure to calculate the interaction times at the bottom of that chart), and other activities or materials that you distributed to students during the class.

If possible, please provide samples of **your handouts and** your students' work related to your research with names removed for privacy.

When formatting your report, please do the following.

- Use 1.15 line spacing
- Use Times New Roman font
- Title the form like this:  
Your first Name ARR Month Year → Stacy ARR May 2018
- Upload an MS word file of your report to Moodle. If you have copies of materials, they can be pdfs or other types of files.
- When printing, please double side whenever possible.