

English Teaching Reflection — *Wh- Questions* (Observation Lesson)

Teaching Reflection: Wh- Question Words

This lesson focused on introducing and practicing *wh- question words* such as *who*, *what*, *where*, *when*, *why*, and *how*. As it was an observed lesson, I placed special emphasis on clear scaffolding, student engagement, and interactive practice.

At the beginning of the lesson, I used a simple warm-up activity where students matched question words with their typical answers (e.g., *where* → *a place*), which successfully activated prior knowledge and clarified the function of each word. I then presented examples through short, relatable dialogues, helping students see how question words work in real-life conversations.

One highlight of the lesson was the group task, where students created and answered their own *wh-* questions based on images I provided. This activity not only encouraged communication but also revealed students' strengths and misconceptions—for example, some confused *what* and *which*, or used incorrect word order in questions.

A key reflection is that while many students were able to form basic *wh-* questions, they needed more support with subject-verb inversion and auxiliary verbs. In future lessons, I plan to provide sentence frames and more controlled drills before moving to freer production tasks.

Overall, the lesson went smoothly, and I appreciated the feedback from observing colleagues, especially regarding pacing and student talk time. It reminded me that even in a simple grammar topic, interaction and meaningful context are crucial for deeper learning.