教學反思

Reflection on Teaching

In this lesson, I implemented inquiry-based learning to encourage students to become more active and engaged learners. I began by introducing the K-W-L chart, asking students to make predictions before we started reading. After each paragraph, we discussed whether we had identified the key words we were curious about and whether our questions had been answered. Throughout the reading, I posed questions at varying difficulty levels to assess students' understanding. Lower-achieving students responded to multiple-choice and true-or-false questions, while higher-achievers were encouraged to answer in full sentences and analyze the text more deeply. This approach helped students not only find the answers within the context but also reflect on how they arrived at those answers.

During the lesson, I noticed that many students struggled with the new approach. Since this method was unfamiliar to them and they heavily rely on translation, they had difficulty finding the answers. Even when they did, most students found it challenging to express their thoughts in English. Despite these struggles, I was impressed by their willingness to participate. Rather than staying silent, they showed courage by offering random guesses. Although the answers were often far from correct, with a few hints, they were eventually able to find the right ones. I plan to continue using this method in future lessons, providing more scaffolding and guidance. Over time, I believe the students will develop the ability to inquire and learn independently.

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