

No.	Observation Aspects	Based on	Yes/ No	Notes
1.	Does the teacher appear to struggle with maintaining student motivation and engagement?	Based on Curran's Humanistic Approach. The teacher acts as a facilitator and counselor, guiding students through the learning process and addressing their individual needs [1]	Yes	It was appeared the teacher did encounter some challenges in maintaining student motivation and engagement. There were moments when some students seem distracted or off.
2.	Does the teacher struggle to implement interactive activities, leading to minimal student-to-student talk time?	Based on Vygotsky's Socio-Cultural Theory. Teacher emphasizes the crucial role of social interaction and culture in cognitive development [2].	No	The teacher did not appear to struggle with implementing interactive activities. The teacher incorporated a variety of methods that encourage active participation.
3.	Does the teacher struggle to provide timely, specific, and constructive feedback to students?	Based on Vygotsky's Socio-Cultural Theory. Teacher provides support and guidance to help students learn new concepts and skills [2].	Yes	The teacher primarily used generic phrases like "very good" and "good job". While these words are positive, they do not give students a clear understanding of what they did well.
4.	Does the teacher struggle to connect lesson materials and activities to students' real-world needs or interests?	Based on Task-Based Language Teaching (TBLT). Teacher provides meaningful, real-world tasks [3].	Yes	The teacher did struggle to consistently connect lesson materials and activities to students' real-world needs or interests since it needs more time to do it.
5.	Does the teacher struggle to clearly communicate the lesson's learning objectives or the purpose of activities to students?	Task-Based Language Teaching (TBLT). Teacher provides clear and concise instructions on what students need to do [3].	No	The teacher typically wrote the objective on the board or say it clearly, ensuring students know the specific goal they are working toward. Though the teacher explain it in their native language.
6.	Does the teacher struggle to establish a safe, supportive, or low-anxiety classroom environment?	Based on Curran's Humanistic Approaches. Teacher creates a supportive environment, such as fostering trust, empathy among students and between students and teachers [1].	No	I have observed the teacher's tone to be consistently calm and encouraging, which helps to reduce moments of frustration.
7.	Does the teacher rarely or never incorporate authentic English materials (real-life texts, audio, and video) into lessons?	Based on Communicative Language Teaching (CLT). Teacher uses real-world materials like newspaper articles,	Yes	The teacher's lessons are based on textbook. These materials are specifically designed

		brochures, or videos helps learners engage with the language in meaningful contexts [3].		for language learners. The materials used seem to be created for the purpose of teaching a specific grammar or vocabulary.
8.	Does the teacher struggle to adapt activities or provide varied support for students with different learning styles or proficiency levels?	Based on Vygotsky's Socio-Cultural Theory. Teacher as a guide to bridge the gap between what students can do independently and what they can achieve with guidance [2].	Yes	The teacher primarily used uniform materials, such as textbook activities, for the entire class. There was no adjusting the difficulty level of a task or providing different types of resources (a video for a visual learner or a song for an auditory learner) to accommodate diverse learning styles.
9.	Does the teacher primarily lecture or dominate the classroom discussion, rather than serving as a facilitator who facilitates student discovery?	Based on Vygotsky's Socio-Cultural Theory. Teacher provides support and guidance to help students learn new concepts and skills [2].	Yes	The majority of class time is spent with the teacher talking at the front of the room. Though there may be some attempts at interactive activities, they are often brief and quick.
10.	Does teacher struggle with classroom management, resulting in ongoing disruptions and disorganization?	Based on Curran's Humanistic Approaches. Teacher create a supportive environment: Such as fostering trust, empathy among students and between students and teachers [1].	No	Some students may create minor disturbances. The teacher's classroom management skills are strong enough to prevent these behaviors from causing ongoing disruptions or disorganization.

References

- [1] S. Abdullayeva, "Humanistic approaches in language teaching," *Sci. Bull.*, vol. 2, no. 50, pp. 60–63, 2020, doi: 10.54414/qnhg8693.
- [2] S. Kozulin, Alex. Gindis, Boris. Ageyev, Vladimir. Miller, *Vygotsky's Educational Theory in Cultural Context*, vol. Cambridge University Press, 2003.
- [3] M. East, *Foundational Principles of Task-Based Language Teaching*. 2021. doi: 10.4324/9781003039709.