



























	core activity.		learning goals.
<b>Demands on learners</b>	<p>3: the level of difficulty is challenging applying the principle of <math>i+1</math> and meets the learners' interest. It may include some reviews, brain storming, or free speaking.</p> <p>1: the level of difficulty is not challenging because of not applying te principle of <math>i+1</math> since the support is too much or even no supports at all.</p>	<p>3: the level of difficulty moves to the harder one. It is match to the objectives and learners' ability. It requires problem-solving skill.</p> <p>2: the level of difficulty moves to the harder one but it does not involve learners in problem-solving.</p> <p>1: the level of difficulty moves directly to the hardest so learners are not able to complete it.</p>	<p>3: the level of difficulty has to be about learners performing what they have got from learning and how far they acquire the language. The performance must be the continuation of the core activity by exposing productive skills.</p> <p>2: the performance is the continuation of the core activity but it does not expose any acquisition.</p> <p>1: the performance does not expose any acquisition at all because learners just read or directly submit their work.</p>
<b>Support for learning</b>	3: the use of suitable media/aids, giving clear instructions, teacher's modeling, using appropriate intonation.	3: the use of the same or different related media/aids to be more functional and help learners acquire the language	3: the use of additional related media/aids to develop learners' vocabulary and understanding to the topic, peer







		of the learning objectives may be done to meet the learners' need in learning.
6.	Which kind of media did you use more often to support your learners in learning (visual aids, auditory, or kinesthetic)?	This question is to identify the student-teacher's awareness and sensitivity of different learning style of the learners which potentially influence the use of variety supports of media.
7.	What did you consider in deciding media to use?	The decision of what media to use shows how much the student- teachers support their learners among the diversity of the learning style and their attention the appropriateness of the materials and the support.
8.	Did you lecture your learners? Why?	Most of either student-teachers or the school teachers themselves cannot avoid lecturing during teaching. But this question is asked to reveal how much time the student-teachers spent for lecturing, because if they lectured all the time it means they put the class into teacher-centered learning which is acceptable as traditional teaching method.
9.	Where did you get the source of your material and task?	This question is to emphasize the focus on using the workbook and even the coursebook to avoid 'teaching the book' habit and bias.
10.	One or some of your learners got difficulty in completing the task because they do not understand the content. What would you do? Would you use immersion?	The researcher wants to evaluate how the student-teachers handle the learners who did not understand the content and see how many of them used immersion to re-explain instead of elicitation.
11.	What did you usually do to prepare your lerners doing	This question is to justify the activity that the student-teachers conducted in the



	a task/activity?	very first step of teaching regarding to the learners' preparation to learn the material on that day.
12.	How did you organize the activity for your learners during learning?	Organization of teaching, or scaffolding, is justified because this signifies the flow of teaching and influences the knowledge association easiness and understanding. The organization should flow naturally so the learners learned in fun way and kept away from any pressure.
13.	What do you think about the media you provided for your learners? Was it relevant and helpful enough for them?	This question is a reflection and evaluation about the relevancy and appropriateness of the media provided by the student-teachers.
14.	How did you start you teaching? Did you directly tell your learners about the definition of a term or invite them to find the definition together by analyzing examples?	This is to find out how the student-teachers conveyed their material to the learners. Here the researcher reveals whether they use teacher-centered or learner-centered.
15.	In time of doing a task, did you find your learners still confused about what to do? Why do you think it happened?	This question is to criticize the technique of giving instruction that the student-teachers use for their learners because the confusion of what to do is about technical strategy.
16.	Did you use bilingualism in your teaching? What language did you use most?	This is to assess how the student-teachers maximize the practice and application of target language and how much they use the first language during teaching.
17.	How do you know that your learners had achieved the learning objective?	The researcher wants to criticisize the activity chosen by the student-teachers to confirm their learners understanding through this question.
18.	Did all your learners	This question is to find out how the



2.	Did the student-teachers teach based on their lesson plan?		
3.	Was the teaching stage started from something that learners familiar with / something they have known / something they are interested in?		
4.	Did the student-teachers carefully set manageable activities to get into the learning objectives?		
5.	Were modeling and questioning used to lead learners to a natural sequence of thought and language?		
6.	Did the student-teachers 'teach the book'?		
7.	Did the student-teacher only fulfill the demand of next page material?		
8.	Did the learning objective clearly stated?		
9.	Was the pacing about right?		
10.	Was the instruction clear?		
11.	Were the separated activities clear in purpose to contribute to the whole task?		
12.	Did the student-teachers collaborate learners' previous knowledge with the today's lesson?		
13.	Was the media used relevant and appropriate to the material?		
14.	Was the provided media interrelated in each activity to build learners' knowledge of the lesson?		
15.	Did the worksheet or handout help learners to achieve learning objectives?		



