

Instructor's Name: _____

School: _____



Instructor's Name: _____ Program: _____

School: _____ Course Code & Title: _____

Lesson Topic: _____ Year of Students: _____ No. of Students _____

Observer: _____ Observation Date & Time: _____

Part I: Percentage of English Used in Class

Note: The Review Items are Meant to be Suggestive, not Evaluative.

Activity	% of English Used					Additional Comments
	0-25%	25-50%	50-80%	>80%	NA	
Teacher talking time						
Teacher to student(s) interaction						
Student to student interaction						

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Part II: Pedagogical Approach

Directions for Observer: Please consider the details under each strand below and check ✓ for each review item using the scale of 1, 2, 3, 4 or 5.

1 = Fundamental Awareness (Understands basic techniques and concepts)

2 = Novice (Has limited experience)

3 = Intermediate (Practical application. Able to successfully complete tasks in this competency)

4 = Advanced (Applies theory and demonstrates proficiency in application)

5 = Expert (Recognized authority. Demonstrates consistent excellence in competency)

Review Items	1	2	3	4	5	Additional Comments
Strand 1: Pre-Class Preparation, Instruction and Resources						
1.1 Provides handouts or study guides, pre-reading or pre-listening questions to help develop schema and focus on key points.						
1.2 Reviews the previous lesson / assignment.						
1.3 Provides instructions in written and oral form to make sure the students understand them and can refer to them later.						
1.4 Highlights the most important details when the instructions are written.						
Review Items	1	2	3	4	5	Additional Comments
Strand 2: Vocabulary Support						
2.1 Provides important vocabulary (e.g., terms, keywords, concepts).						
2.2 Pre-teaches subject-specific vocabulary and technical terms.						
2.3 Supports vocabulary development (definitions, synonyms, mind maps, realia, diagram.)						
2.4 Uses language within the students' vocabulary range and simplifies complex content.						

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Review Items	1	2	3	4	5	Additional Comments
Strand 3: Student Support and Interaction						
3.1 Relates new concepts to students' experiences.						
3.2 Repeats and summarizes the most important details to make sure the students remember them.						
3.3 Asks questions directly connected to the content instead of vague questions (e.g., Do you understand it?).						
3.4 Asks concept-checking or comprehension questions to confirm students' understanding, such as asking them to paraphrase or summarize the instruction.						
3.5 Encourages students to ask questions or express their opinions in relation to the learning instruction.						
Review Items	1	2	3	4	5	Additional Comments
Strand 4: Clarity and Organization of Demonstration						
4.1 Clearly sets out the aims and objectives of the session.						
4.2 Signposts the lesson: • Starts by telling the students what they will do in the session. • Outlines the topics clearly. • Clearly transitions between topics (internal summary/internal preview/key phrase). • Summarizes what has been covered.						
4.3 Breaks the lesson into different parts and explains the objectives.						
4.4 Topics are organized in a logical order.						

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Review Items	1	2	3	4	5	Additional Comments
Strand 5: Delivery and Presentation						
5.1 Avoids reading from lecture notes / projector screen.						
5.2 Speech: • Speaks clearly (no voice drop-off or raised intonation at the end of sentences). • Rate of speech is clear (not too slow or too fast). • Avoids distracting filters, such as “hmm”, “ok”, “so”, etc., and mid-sentence digressions. • Uses intonation and stress to highlight the most important details.						
5.3 Uses body language effectively: • Eye contact • Gestures • Avoids sitting at the teacher's desk.						
5.4 Uses examples, anecdotes, or humor to which students can relate to spice up the lecture.						
Review Items	1	2	3	4	5	Additional Comments
Strand 6: Use of Visuals/Technology						
6.1 The use of visuals/technology is appropriate and facilitates learning (not used for sake of it).						
6.2 Controls the timing of visual presentation to synchronize with the verbal delivery.						
6.3 Visual information is clear: • Effective use of color • Effective use of white space • Easy-to-read type face and size • Animation (if used) is beneficial rather than a distraction.						

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Recommendation to attend relevant workshops for further improvement

- ☐ English Pronunciation
- ☐ Classroom Discourse Strategies:
- Content and Language Support for Students
 - The Language of Different Disciplines
 - Classroom Language
 - Functional Phrases & Collocations
- ☐ Lesson Planning for Flipped Classroom
- ☐ All of the above

Additional Comments or Suggestions:

Sources:

EMI Handbook: TAEC Erasmus+ project (2017-2020)

https://cip.ku.dk/english/projects-and-collaborations/taec/TAEC_Handbook_FEB_2020_NoEdit.pdf

Oxford EMI Training

https://best.twaea.org.tw/video/2._Oxford_EMI_-_Stage_3_Workshop_4_-_Self-Assessment_Tool.pdf

https://emi.nptu.edu.tw/var/file/100/1100/img/EMIlessonobservationevaluationform_EMI@NPTU.pdf

<https://www.cm.nsysu.edu.tw/app/index.php?Action=downloadfile&file=WVhSMFIXTm9MeIE1TDNCMFIWOHhOamN6TIRkZk5EZzJOakExTkY4NU9EY3dOeTV3WkdZPQ=&fname=QO54GHTSYW10110050POIGXWPK302534RKFGDCNPCC05004034A4A054CCOKOKGHSSCCGGMPA4NOLOYWMOMOQL00>