【Section 1】 Guidelines for Classroom Observation

These guidelines are intended for observers of EMI (English as a Medium of Instruction) and ESAP (English for Specific Academic Purposes) courses. They aim to provide a structured framework for classroom observation and offer professional guidance for giving constructive feedback.

* Preparation before the observation：

Review the lesson plan provided by the instructor.

Confirm the observation schedule.

Familiarize yourself with the students’ backgrounds and language proficiency.

* Recommended focuses during observation：

1.**Percentage of English used in class**: Do the instructor and students effectively use English in lectures and interactions? Does the instructor encourage students to express themselves in English?

2.**Instructional Design and Appropriateness**: Do teaching activities align with learning objectives? Is the use of time managed effectively? Do activities serve their intended purpose?

3.**Student Participation and Interaction**: **Do students have opportunities to express their ideas, ask questions, engage in discussions, or give presentations?** **To what extent do students participate actively?**

4.**Classroom Climate and Cultural Diversity**: Does the instructor encourage students to take initiative and explore new ideas? Is respect for linguistic and cultural diversity fostered in the classroom?

5.**Overall Teaching Performance**: Does the instructor respond to students’ needs, adapt instructional strategies, and provide effective support for learning?

【Section 2】 Suggestions for Writing Observation Feedback

Key Points for Writing：

* **Goal-setting**: Focus on teaching improvement by providing concrete observations, and describe them objectively.
* **Specific**: Avoid overly general comments. For example, instead of “Increase interaction,” suggest “Consider adding 1–2 summary questions after a presentation slide to engage students.”
* **Practical**: Recommend possible adjustments that take into account the course content and students’ proficiency levels.
* Positive: Begin by highlighting strengths, then offer constructive suggestions for improvement.

【Section 1】Basic Information

Course Type：□ EMI course □ ESAP course
Course Title：
Instructor：
Class Time：
Place：
Observer’s Name：

Observer’s Role：□ Faculty Community Peer □ Advisory Committee Member

□Others: \_\_\_\_\_\_\_\_\_

【Section 2】Evaluation Items(Please check the appropriate box and provide additional notes if needed)

Rating scale：
4=Excellent、3=Proficient、2=Needs improvement、1=Clearly insufficient performance、N/A=Not applicable / no observation evidence

| Dimension | Evaluation Item | 1 | 2 | 3 | 4 | N/A | Notes |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Instructional Design | The instructor clearly communicates the course objectives and designs activities aligned with them. | □ | □ | □ | □ | □ |  |
| Lesson Organization | The lesson is well- -organized, and time is allocated appropriately. | □ | □ | □ | □ | □ |  |
| Use of Materials | The instructor effectively uses materials and tools (slides, multimedia, board, etc.). | □ | □ | □ | □ | □ |  |
| Language Appropriateness | Language is used appropriately for students’ proficiency levels and encourages active English communication. | □ | □ | □ | □ | □ |  |
| Student Participation | Students are encouraged to ask questions, engage in discussions, or participate in learning tasks. | □ | □ | □ | □ | □ |  |
| Instructor’s Response | The instructor responds promptly and appropriately to student input and questions, offering guidance as needed. | □ | □ | □ | □ | □ |  |
| Classroom Climate | The classroom interactions are natural, fostering a respectful, inclusive, and open learning environment. | □ | □ | □ | □ | □ |  |

【Section 3】Teaching Activities and Language Use Percentage(Observe a single 50-minute class period)

| Teaching Activity | Percentage (%) | Percentage of English Use (please tick) |
| --- | --- | --- |
| Instructor’s Lecture |  | □ 0–25% □ 25–50% □ 50–70% □ >70% |
| Teacher–Student Interaction |  | □ 0–25% □ 25–50% □ 50–70% □ >70% |
| Student–Student Interaction |  | □ 0–25% □ 25–50% □ 50–70% □ >70% |
| Others |  | □ 0–25% □ 25–50% □ 50–70% □ >70% |
| 總計Total | 100% |  |

【Section 4】Overall Observation Feedback

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| --- |
| 1. Teaching Highlights and Strengths：
 |
| 1. Areas for Improvement (please provide specific suggestions)：
 |
| 1. Other Observations and Recommendations：
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