## **Appendix 3 NCHU Multidisciplinary Peer Observation Form**

1. Course Type：□ EMI □ ESAP
2. Course Title：
3. Lecturer：
4. Observer Name（in block letters）：

**Course Definition and Description**

**Using the tables below, taking as reference the working definitions of EMI** **（English as Medium of Instruction） /ESAP** **（English for Specific Academic Purposes） according to which:**

|  |  |
| --- | --- |
| **【EMI】**  **English as**  **Medium of**  **Instruction** | 1. For EMI courses, the delivery of content, whole-class interaction, the learning materials, and the demonstration and assessment of learning outcomes （such as oral presentation, assignments, or tests） should be in English （a universal language）.  2. In certain situations （such as group discussions）, students enrolled in the course may interact with each other using their native language （such as Mandarin, Taiwanese, Hakka, Indonesian, French, etc.） to facilitate creative thinking or consensus building. However, students should be asked to present their discussion outcomes in English.  3. Ideally, professional subject courses conducted using EMI （English as a Medium of Instruction） teaching methods should encourage the students to engage in English speaking and writing as much as possible. |
| **【ESAP】**  **English for Specific Academic Purposes** | In ESAP classrooms, instructions and activities are taken place alternatively in dual language （e.g., Mandarin and English） for students to reach good understanding.  The course constitutes a general introduction to terminology, topics and contexts that are relevant to one/certain academic discipline（s）. Learning outcomes and course assessments align with the aim of the course. An ESAP course is to prepare students with sufficient skills, knowledge to meet eligibility requirements for an English as a Medium of Instruction （EMI） course. |

**Pedagogical approach: A lecture period （15 min）**

**Interaction in the classroom.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | | **Amount** | **Describe your observation or insert your comment here**, **if applicable.** |
| 1 | Teacher talking time （information delivery） | % |  |
| 2 | Teacher – student(s) interaction | % |
| 3 | Student - student interaction | % |
| 4 | Other  （class admin, quiet time etc.） | % |
| **Total** | | **100%** |

**Pedagogical approach: Percentage of English used in class - please tick ☑ the most appropriate box**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **% of English used** | | | |
| **0-25%** | **25-50%** | **50-70%** | **>70%** |
| Teacher talking time （information delivery） |  |  |  |  |
| Teacher - student（s） interaction |  |  |  |  |
| Student - student interaction |  |  |  |  |
| Other（class admin, quiet time etc.） |  |  |  |  |

|  |
| --- |
| **Agree or disagree：Is language the main barrier of disciplinary content learning？ （Please tick ☑ the most appropriate box and insert your response in the answer blank）** |
| □ Strongly Disagree □ Somewhat Disagree  □ Neither Agree nor Disagree □ Somewhat Agree □ Strongly Agree |
| *[Please insert your response here*, *if applicable.]* |