# Appendix 1: Class Observation Form

**Working definition of EMI**

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.

Other languages may be used in a principled and limited way in specific circumstances, for example, student-to-student and teacher-to-student interaction during pair work and group work may sometimes take place in languages other than English to aid mutual comprehension and idea generation. However, students should be asked to present their discussion outcomes in English and lecturers should ensure that at least 70% of class communication takes place in English. Good EMI course practice should encourage the students to engage in English speaking and writing as much as possible.

**Alignment with working definition of EMI**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Class subject** |  | **Fully**  **met** | **Partially**  **met** | **Not**  **met** | **Comments:** |
|  | Class meets the BEST project definition of EMI in teaching and learning |  |  |  |  |

**Pedagogical approach: Interaction in the classroom** (see guidelines below)

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | | **Amount** | **Comment on the balance and quality of activities** |
| 1 | Teacher talking time (information delivery) | **%** |  |
| 2 | Teacher student(s) interaction | **%** |
| 3 | Student student interaction | **%** |
| 4 | Other (class admin, quiet time etc.) | **%** |
| **Total** | | **100%** |

**Guidelines for observer**

1. Teacher talking time

This is when the teacher is explaining content to the students, who are listening.

1. Teacher student(s) interaction

This is when questions are being asked in the class. These could be questions from the teacher to the class or an individual or questions from a student to the teacher. Ideally, we should see both in an EMI class. Things to keep in mind when commenting are the following:

* How often do students ask the teacher questions?
* How often does the teacher ask the students questions?
* How many students respond to the teacher’s questions?
* Does the teacher get good evidence of ***whole-class*** comprehension before continuing?

1. Student student interaction

This is when students are asked to discuss something together or complete a task together in pairs or groups.

* Do students work in pairs or groups throughout the class?
* Are students appropriately grouped to maximise the chances of English being used?
* Are all students participating actively in the class?

**Pedagogical approach: Percentage of English used in class**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **% of English used** | | | |
| **0-25%** | **25-50%** | **50-70%** | **>70%** |
| Teacher talking time |  |  |  |  |
| Teacher student(s) interaction |  |  |  |  |
| Student student interaction |  |  |  |  |