

Chinese Teacher Program
Embry-Riddle Aeronautical University

Course Title	ERAU Upgrading Language Programs for High School Students
Course Length	<ul style="list-style-type: none"> ▪ 2 weeks ▪ 80 contact hours
Credit Received	No credit received
Program Type	Non-residential

Curriculum, Materials & Assessments

Foundation Work: Topics	<ul style="list-style-type: none"> ▪ Both professional and pedagogical knowledge and practice in SLA ▪ Professional ethics ▪ Professional and field-specific standards, Arizona Educator Proficiency Assessment Test Objectives, and avenues for obtaining state teacher certificates ▪ Differences between high-school and college teaching ▪ Learner diversity (including students with special needs) and learning strategies ▪ Ways of helping different students with different skill sets, learning styles, motivations, and proficiency levels ▪ Use of technology to accommodate different learning styles and levels of proficiency ▪ Analysis of syllabi, course outlines, lessons, tasks, and assessment plans against Arizona Department of Education Standards ▪ Difference between authentic and inauthentic activities ▪ Materials selection ▪ Basic psycholinguistic theories pertaining to language learning (e.g., the critical age hypothesis and fossilization) ▪ Assessment goals and methods (including needs, formative, and summative assessments and low- and high-risk assessment techniques)
Observation and Practice	<ul style="list-style-type: none"> ▪ Observations of experienced teachers teaching Chinese to high school students ▪ Observations of trainees' peers' teaching demonstrations ▪ Teaching demonstrations (followed by debriefing and revision of lesson plans)

<p>Assessment and Evaluation</p>	<ul style="list-style-type: none"> ▪ Pre-program-needs assessment ▪ Formative assessment <ol style="list-style-type: none"> 1. An open-ended group interview at the end of each class meeting 2. A daily dialogue journal 3. A draft lesson plan 4. A revised draft of the lesson plan (to be used during each teacher trainee’s teaching demonstration) 5. An observation form used by the teacher trainees during observations and by the teacher trainers/program administrator during observations of each trainee’s teaching demonstration ▪ Summative assessment <ol style="list-style-type: none"> 1. An oral debriefing of the teacher trainee by the teacher trainers/program administrator after each trainee’s teaching demonstration 2. A second revised draft of the lesson plan to be revised by the teacher trainees in response to the oral debriefing 3. A written “can do” list/student reflection on the knowledge and skills teacher trainees acquired 4. A written program evaluation, collected from both teacher trainees and teacher trainers/program administrator
<p>Textbooks and Materials</p>	<p>Articles from various sources</p>