

Interdisciplinary Teaching to Facilitate Students Learning Content Knowledge in an Intensive Study Abroad Program

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Abstract

This presentation provides a practical example to demonstrate how a 6-week intensive study abroad program adopted an interdisciplinary teaching approach to facilitate American college students' learning of geography in Taiwan. In order for students to develop the desired language competencies, foreign language teachers must create a new pedagogical approach that takes into account how target language, content, and ways of thinking about content can be co-developed in an interdisciplinary context. This presentation will share step-by-step procedures specifying how the language instructor and content instructors taught two interdisciplinary courses through integration in course planning, content sequence, teaching, and evaluation (Davis, 1995). Lessons learned from this tag-team teaching and suggestions for future practices will also be provided.

Bio

Dr. Hong Zhan is a professor of Chinese at Embry-Riddle Aeronautical University, Prescott, Arizona. Dr. Zhan's research interests include technology applications in teaching and learning foreign languages, teacher training, and foreign language proficiency development via virtual environments. Dr. Zhan is currently serving on the editorial boards for the SITE (Society of Information Technology and Teacher Education) Year Book and Technology and the Journal of Chinese Language Teaching (TCLT).