

Specialist Certificate in Chinese Language Teaching



The Specialist Certificate in Chinese Language Teaching aims to provide the fundamentals of specifically Chinese language teacher education. It targets the specific learning challenges that Chinese presents to English speaking secondary and late primary school learners, taking into account the needs of both native speaker and non-native speaker teachers.

This unique course has been developed in response to the Australian government's requirement for more linguistically and culturally knowledgeable citizens, capable of dealing with both work and social situations in Chinese. Graduates of this program will become leading teachers in their field not only in Australia, but also in the rest of the English speaking world.

Program Objectives

The Specialist Certificate in Chinese Language Teaching aims for participants to develop the theoretical and professional knowledge, skills and understanding to enable them to:

- demonstrate a deep understanding of Chinese language and culture in its spoken and written forms
- demonstrate a deep understanding of the learning demands placed on students when being taught Chinese language and culture
- plan for sound, rich student learning in Chinese language and culture, spoken and written, using a range of innovative, evidence-based practices
- develop creative, methodical paths of learning for all students
- make use of a wide range of literary and social resources in a full range of media in their teaching
- engage in vigorous discussion with colleagues and become accustomed to giving and receiving professional critique and support.

The program will draw upon a strong intellectual base with constant and explicit links made between cutting edge theories of language learning and analysis of Chinese language, and actual work with students.

Program structure

The Specialist Certificate in Chinese Language Teaching totals 25 credit points which includes four subjects, three of which are compulsory (C) and a further one elective (E). Each subject has an expected 12 hours of instructional time commitment, and will be delivered online through sophisticated technology aimed to maximise online learning. The total time commitment for each subject is approximately 54 hours which includes online instruction, research, online discussions, assessment preparations, etc. The subject structure is provided below.

	Subject	Status	Points
1	Culture and Language in Teaching Chinese	C	6.25
2	Developing Oral Skills in Chinese	C	6.25
3	Developing Literacy Skills in Chinese	C	6.25
4	Using ICT in Chinese Language Teaching	E	6.25
5	Teaching Chinese in Primary School	E	6.25

Participants are required to complete subjects 1-3 in the order and prior to completing an elective subjects.

Subject Overview

1: Culture and Language in Teaching Chinese

This subject introduces specialist knowledge of traditional and modern Chinese culture in the domains of literature, the performing arts, the visual arts, society, history, the art of living, and beliefs. It shows how teaching these enriches and supports learning of the language.

2: Developing Oral Skills in Chinese

The subject introduces the fundamental phonological features of spoken Chinese and discusses their nature, their interrelationships, and the demands they make on English speaking second language learners, in light of contemporary psycholinguistic research. Guided practice is given in identifying these features in a variety of discourse types and in their preparation and teaching using innovative and effective methods to enable students to produce accurate, fluent spoken Chinese.

3: Developing Literacy Skills in Chinese

This subject provides an introduction to issues in literacy development, theories of reading and metalinguistic awareness development, and research into Chinese first and second language learning, and presents recommendations for metalinguistic awareness and literacy development in the Chinese classroom. It provides opportunities to explore concepts related to the ways character forms (components) relate to meanings, and how these are used to make characters and words, and the consequent implications for learners and for teaching practice.

4: Using ICT in Chinese Language Teaching

The subject introduces the range and purposes of ICT in modern languages education and requires particular engagement with applications which assist Chinese language teachers to produce material of their own; to open computer based language learning resources including the Web to their students so they can spend more time on Chinese independently; and to develop social networking among teachers and among students, here and in China.

5: Teaching Chinese in Primary School

The subject provides a sound rationale for teaching modern languages in Primary school and sets out the contextual and learning requirements for developing a successful Chinese program in the upper primary years. It presents and engages students with the theoretical foundations from current psycholinguistic research and the actual practices of innovative primary programs in Australia and abroad that have shown significant success over time, which include use of kinesic support for learning and interactive electronic technologies.

Pathways

The 25 credit point Specialist Certificate may be taken as a stand alone qualification. Alternatively it may also be taken as elective subjects to contribute towards higher qualifications including the:

- Post Graduate Certificate in Education or Post Graduate Certificate in Modern Languages Education (50 cps); or
- Master of Education or Master of Modern Languages Education (100 cps)

Assessment

The subjects comprise sound evidence-based knowledge and scaffolded sets of exercises, activities and tasks which develop meta-cognitive abilities and flexibility in perspective. Assessments will be varied across the subjects and will include participation in weekly discussion forums and activities, written assignments and research reports.

Delivery

The Specialist Certificate is a wholly online qualification that is designed to be suitable for working professionals. Subjects will be delivered by online distance learning modules of 6 weeks duration. Students will be required to complete work in their own time and to participate in weekly online forums and discussions. Please note that broadband internet will be required in order to enable sufficient internet access.

Coursework (by distance)

Content: Four subjects in total (three compulsory and one elective) Each subject involves 12 hours of contact time and individual assessment pieces.

Commencement: March 2014

Fees: Australian Fee and Commonwealth Supported Places (CSP) are offered, with CSP subject to availability.

Entry Requirements: An undergraduate degree and a fourth-year level teaching qualification, or equivalent, or a four year teaching degree or equivalent, which include method and practice teaching Chinese at either primary or secondary level, or equivalent.

This is a specialist teacher education course, intended for those who have mastered the basics of teaching languages in theory and practice. It develops this by providing the fundamentals of specifically Chinese language teacher education.

Enquiries: Calling from Australia: 13 MELB (13 6352)

Calling from outside Australia: +61 3 9035 5511

or visit the CTTC website www.education.unimelb.edu.au/cttc

