

POSTGRADUATE DIPLOMA IN TEACHING CHINESE TO SPEAKERS OF OTHER LANGUAGES

Overview

NFQ Level 9, Major Award

Exit Award only

Candidates on the MA (Teaching Chinese to Speakers of Other Language) programme (<https://ucc-ie-public.courseleaf.com/programmes/match/>) who pass at least 60 credits of taught modules may elect to exit the programme and be awarded a Postgraduate Diploma in Teaching Chinese to Speakers of Other Languages.

Programme Requirements

For information about modules, module choice, options and credit weightings, please go to Programme Requirements (p. 1).

Programme Requirements

Code	Title	Credits
#match:Part I		
Total Credits		0

Examinations

Full details and regulations governing Examinations for each programme will be contained in the *Marks and Standards Book* and for each module in the *Book of Modules*.

Programme Learning Outcomes

Programme Learning Outcomes for Postgraduate Diploma in Teaching Chinese to Speakers of Other Languages (NFQ Level 9, Major Award)

On successful completion of this programme, students should be able to:

- Critically outline the challenges facing students learning Chinese (referencing both teacher and learner perspectives) and discuss issues arising in the teaching of Chinese with those in other languages;
- Demonstrate improvement in personal language learning as required (Chinese or English);
- Situate their own and others' pedagogical practice within a broad framework of language learning and teaching theories;
- Plan schemes of work and lessons and materials for set classes, teach effectively and take part in post-class discussions with the teacher, students, peers and programme leaders;
- Reflect on their own teaching and document the reflections in a teaching and learning portfolio;
- Communicate understandings and insights related to teaching Chinese to speakers of other languages to peers, teaching staff and students in oral presentations;
- Create and develop a range of teaching and ancillary learning materials;

- Critically evaluate the role of portfolio-based approaches in teaching languages specifically drawing on the European Language Portfolio and its implication for the teaching of Chinese.