



## CERTIFICATION EXAMINATION FOR TEACHING CHINESE AS A FOREIGN LANGUAGE

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### Abstract

As the number of Chinese language learners continues to grow worldwide, increasing attention has been paid to the quality of Teaching Chinese as a Foreign Language (TCFL/TCFL). To ensure that teachers possess both theoretical knowledge and practical competence in Chinese language instruction, the Ministry of Education has implemented the Certification Examination for Teaching Chinese as a Foreign Language as part of a professional certification system. This article examines the background, content, and outcomes of the certification examination and discusses its impact on the professional development of Chinese language teachers. The findings indicate that the core competencies assessed by the examination help enhance teachers' employability and serve as important criteria for the selection of Chinese language teaching professionals. However, there is still room for improvement in areas such as intercultural communication competence, the integration of digital teaching technologies, and the design of diversified assessment methods.

Keywords: Chinese language, quality of teaching, teacher certification, professional development.

### Introduction

In the early 2000s, Taiwan's Ministry of Education established policy coordination mechanisms to promote

Chinese as a foreign language. These initiatives were further developed through subsequent working groups and administrative structures in the following years. Together, these early efforts laid the foundation for later national-level programs for international Mandarin education.

A major policy initiative emerged during this period in response to the growing global demand for Chinese language learning. This initiative aimed to strengthen Taiwan's position in Chinese language education, cultivate qualified Chinese language teaching professionals, expand the international market for Mandarin education, and enhance Taiwan's influence in global Chinese language education.

#### Background of Taiwan's Policy

In the last two decades, Taiwan's Ministry of Education began developing a comprehensive policy framework to integrate national resources and promote Chinese language education more systematically.

The mid-2000s, the Executive Yuan established a national-level coordinating mechanism to oversee policy planning

for Teaching Chinese as a Foreign Language (Li, 2019). During this period, a major national policy initiative was launched to guide the development of Taiwan's Chinese language education strategy. This initiative served as a strategic blueprint for strengthening institutional capacity and promoting the internationalization of Mandarin education in Taiwan.

#### Objectives of the National Action Plan

In response to the rapid growth in global demand for Chinese language learning, the Taiwanese government has actively promoted strategies for the development of Teaching Chinese as a Foreign Language.

This policy initiative prioritized the enhancement of teaching quality, the professional development of Chinese language educators, the expansion of international outreach, and the strengthening of Taiwan's position in global Mandarin education.

#### *Establishment of the Professional Certification System for Chinese Language Teachers*

In Taiwan, the introduction of a

national certification examination system is closely related to policies promoting the internationalization of Chinese language education. The Ministry of Education designed the certification mechanism to assess teachers' competencies in Chinese linguistics, pedagogy, educational psychology, practical teaching skills, and cross-cultural communication.

The certification system provides a standardized framework for evaluating teacher qualifications, offers an objective benchmark for recruitment, and encourages continuous professional development among prospective teachers.

In addition, the certification mechanism contributes to the professional identity and social recognition of Chinese language teachers by defining clear qualification standards and reinforcing teaching as a specialized profession.

However, the system continues to face challenges due to evolving educational environments. The rise of digital learning, increasing learner diversity, and the importance of intercultural competence highlight the need for ongoing updates to certification standards, particularly in areas such as digital literacy and online teaching skills.

In conclusion, the national certification mechanism has played a crucial role in improving teaching quality and supporting the international development of Chinese language education. Continuous refinement of its standards will be essential to maintain its relevance and effectiveness.

#### *Enhancement of the Professional Status of Chinese Language Teachers and Improvement of Teaching Quality*

Based on the above discussion, the establishment of professional standards, certification systems, and continuous professional development mechanisms has become an integral component of language education policy. Professional status refers to the level of recognition and respect accorded to teachers within both society and the educational community. In the past, Chinese language teaching was often regarded as an extension of native language proficiency. However, with the increasing complexity of language acquisition and the growing demands in curriculum design (Liu, 2017; Zhang, 2016), assessment, and intercultural communication, the importance of specialized pedagogical knowledge and competence has become increasingly

evident.

A central strategy for strengthening professional status lies in the implementation of teacher certification mechanisms. The establishment of such mechanisms requires clear standards that serve as an objective basis for evaluating teacher qualifications. At present, Taiwan's Ministry of Education has initiated the implementation of a certification system to assess teachers' competencies in areas including Chinese linguistics, language pedagogy, educational psychology, instructional practice, and intercultural communication.

The improvement of teaching quality can be achieved through training, teaching practicums, workshops, and further education, thereby enhancing teachers' instructional skills and enabling them to design effective learning activities, ultimately improving overall learning outcomes.

In addition, the integration of educational technology has reshaped Chinese language teaching models. Teachers are increasingly expected to incorporate digital tools, online learning platforms, multimedia resources, emerging artificial intelligence technologies, and

intercultural communication into their instructional practice in Chinese language education.

### *Cultivation of Chinese Language Teaching Professionals*

Cultivation of Chinese Language Teaching Professionals refers to the systematic development of qualified educators in Chinese language teaching through professional training, certification systems, and continuous education, aimed at enhancing teaching quality and meeting the growing global demand for Chinese language instruction.

### *Encouraging Universities to Establish Departments and Programs Related to Teaching Chinese as a Foreign Language*

The cultivation of professional Chinese language teaching personnel is an integral component of the sustainable development of Chinese language education. As global demand for Chinese language learning continues to increase, educational institutions are required not only to ensure teachers' advanced language proficiency, but also to equip them with knowledge and competencies in language acquisition, pedagogy,

curriculum design, and intercultural communication. In response to this need, governments and educational authorities have actively encouraged universities to establish programs in Teaching Chinese as a Foreign Language (TCSL/TCFL; Ministry of Education, 2015).

#### *Establishment of a Chinese Language Teacher Education and Training System*

The establishment of a comprehensive Chinese language teacher education and training system is crucial for cultivating qualified professional teachers and supporting the long-term development of Chinese language education. With the increasing global demand for Chinese language learning, teachers are required not only to possess strong Chinese language proficiency but also to master expertise in pedagogy, curriculum design, assessment methods, educational technology, and intercultural communication.

An effective educational system should integrate pre-service education, teaching practicum, certification, and in-service professional development. Pre-service training programs in universities provide knowledge in linguistics, second language acquisition, teaching

methodology, educational psychology, curriculum design, assessment, and intercultural communication.

Teaching practicum experiences, including classroom observation, micro-teaching, and internship activities, help teacher candidates apply theoretical knowledge in real teaching contexts, thereby enhancing their teaching abilities and classroom management skills.

Certification systems ensure standardized professional competence and promote consistency in teaching quality. In-service professional development allows teachers to continuously update their knowledge and skills through workshops, courses, and research activities.

#### *Promotion of Taiwan's Chinese Language Education Brand*

The promotion of Taiwan's Chinese language education brand plays a significant role in enhancing its international visibility and competitiveness in the global Chinese learning market. By leveraging its strengths in traditional Chinese characters, Mandarin proficiency, and culturally rich teaching environments, Taiwan has the potential to

distinguish itself as a high-quality destination for Chinese language education.

*Development of Chinese Language Teaching Materials with Taiwanese Characteristics*

The development of Chinese language teaching materials with Taiwanese characteristics has long been an important strategy for promoting Taiwan's Chinese language education brand and enhancing its competitiveness in the global Chinese language education market. As international demand for Chinese language learning continues to grow, Taiwan's educational authorities and academic institutions have been committed to developing teaching materials that reflect Taiwan's linguistic features, cultural diversity, democratic values, and contemporary society. These efforts aim to give educational products distinctive regional characteristics and to shape a uniquely Taiwanese model of Chinese language teaching.

The primary goal of developing localized teaching materials is to provide students with authentic learning experiences. This approach differs from traditional standardized Chinese language textbooks that emphasize fixed cultural

content. Students not only learn Mandarin as used in Taiwan but also engage with various aspects of Taiwanese society, including its history, customs, festivals, multicultural heritage, and contemporary lifestyles.

In addition to linguistic content, Chinese language teaching materials also place strong emphasis on cultural education. These materials often cover topics such as traditional and modern culture, Indigenous peoples, local customs, democratic development, environmental sustainability, and social diversity.

The development of these teaching materials is typically carried out through collaboration among linguists, subject-matter experts, curriculum designers, and government institutions. Such interdisciplinary cooperation helps ensure that the materials are both scientifically sound and culturally appropriate, while also responding to the diverse needs of learners.

*Enhancing the International Visibility of Taiwan's Chinese Language Education*

Enhancing the international visibility of Taiwan's Chinese language education is a key strategy for promoting

Taiwan's Chinese language education brand. In the context of the globalization and rapid development of Chinese language education, scholars and practitioners around the world continue to build influence in this field. Against this backdrop, the Taiwanese government has consistently developed high-quality Chinese language education programs, provided distinctive teaching resources, and expanded international cooperation networks in order to increase global visibility.

One of the main approaches to enhancing international visibility is the establishment and expansion of overseas Chinese language education centers, as well as the development of partnerships with foreign educational institutions. Through collaboration with overseas universities, secondary schools, primary schools, and cultural organizations, Taiwan is able to offer Chinese language courses, teacher training programs, and cultural exchange activities in various regions.

The recruitment of international students also plays an important role in promoting the internationalization of Chinese language education in Taiwan. Universities and language centers in

Taiwan actively recruit students from different countries by offering structured Chinese language programs, scholarships, and supportive learning environments. The presence of international students not only promotes cross-cultural interaction on campus but also enables Taiwan's Chinese language education model to spread globally as graduates return to their home countries.

In addition, participation in international education fairs, academic conferences, and professional academic networks, along with the development of distinctive teaching materials and pedagogical approaches, all contribute to enhancing Taiwan's visibility in the global Chinese language education community. Based on its linguistic characteristics, cultural diversity, and teaching philosophy, Taiwan further strengthens its competitiveness in the international Chinese language education market.

#### *Expanding the Overseas Chinese Language Education Market*

Expanding the overseas Chinese language education market is a key strategy to meet the growing global demand for Mandarin learning. It involves strengthening international partnerships,

establishing overseas teaching centers, and using digital platforms to broaden access. Developing localized curricula and improving teacher training are also essential to ensure effective instruction for diverse learners.

Overall, this expansion enhances global Chinese language learning and promotes cross-cultural exchange and international educational cooperation.

#### *Dispatching Chinese Language Teachers to Teach Overseas*

The dispatch of Chinese language teachers overseas is a key strategy for expanding global Chinese language education and addressing teacher shortages. Teachers support instruction, materials development, and curriculum implementation in foreign institutions, improving teaching quality while gaining intercultural and professional experience.

These programs also function as educational diplomacy, enhancing international visibility and cultural exchange. However, challenges such as diverse teaching contexts and adaptation issues require stronger training and support systems.

Overall, teacher dispatch integrates

education, professional development, and cultural exchange, contributing to the global expansion of Chinese language education.

#### *Establishment of Overseas Chinese Language Education Centers*

Overseas Chinese language education centers are a key strategy for expanding global Chinese language education. Established through Taiwan–local partnerships, they provide structured instruction, standardized curricula, and teaching resources to ensure consistent quality.

They also function as cultural and academic exchange hubs, supporting teacher training and strengthening intercultural understanding. Strategically, these centers enhance Taiwan’s international educational visibility and influence.

However, their effectiveness depends on stable funding, qualified personnel, and alignment with local systems. Overall, they play an important role in advancing global Chinese language education and Taiwan’s international engagement.

### *Establishment of the Chinese Language Proficiency Assessment System*

The establishment of a Chinese language proficiency assessment system is essential for standardizing learner evaluation and promoting the professionalization of Chinese language education. Such a system provides clear benchmarks for measuring learners' listening, speaking, reading, and writing abilities, ensuring consistency and fairness across different educational contexts. It also supports curriculum design and instructional planning by aligning teaching objectives with measurable proficiency levels.

### *Development of Taiwan's Chinese Language Proficiency Test (TOCFL)*

The development of the Test of Chinese as a Foreign Language (TOCFL; Huang, 2021) is a key component in establishing a standardized system for Chinese language proficiency assessment. It provides a structured and internationally recognized framework for evaluating non-native speakers' listening, reading, speaking, and writing skills across multiple proficiency levels.

TOCFL (Huang, 2021) contributes

to the internationalization of Taiwan's Chinese language education by serving as a benchmark for academic admission, certification, and employment. It also informs curriculum design by aligning instructional objectives with standardized proficiency levels, thereby ensuring greater coherence between teaching and assessment practices.

Moreover, the global implementation of TOCFL (Huang, 2021) through overseas testing centers has enhanced Taiwan's international visibility in Chinese language education. However, it also faces challenges, including competition from other proficiency tests and the need for continuous validation and adaptation to evolving language use.

Overall, TOCFL (Huang, 2021) plays a vital role in standardizing Chinese language assessment and advancing the global development of Taiwan's Chinese language education system.

### *Establishment of an Internationally Recognized Chinese Language Proficiency Assessment System*

The establishment of an internationally recognized Chinese language proficiency assessment system is

essential for the standardization and globalization of Chinese language education. It provides a reliable framework for evaluating learners' listening, speaking, reading, and writing skills, ensuring transparency, consistency, and comparability across different educational contexts.

Such a system supports academic placement, admissions, scholarships, and employment by offering clear proficiency benchmarks. In Taiwan, the Test of Chinese as a Foreign Language (TOCFL; Huang, 2021) serves as a key initiative in this development, gaining increasing international recognition through continuous refinement and alignment with global testing standards.

Its internationalization relies on overseas testing centers, institutional cooperation, and participation in global education networks, which enhance its visibility and credibility. It also guides curriculum design by aligning teaching objectives and assessment practices with standardized proficiency levels.

However, challenges remain, including competition from other proficiency tests, regional differences in standards, and the evolving nature of

language use. Continuous validation and international collaboration are therefore necessary.

Overall, an internationally recognized assessment system is fundamental to improving the quality, comparability, and global impact of Chinese language education.

#### *Establishment of the Certification System for Teaching Chinese as a Foreign Language*

In 2006, the Ministry of Education promulgated the Regulations Governing the Certification of Teaching Chinese as a Foreign Language and conducted the first Certification Examination for Teaching Chinese as a Foreign Language (Li, 2019) in the same year, officially establishing a national-level certification system for Chinese language teachers. The establishment of this system was intended to implement the First National Action Plan for Teaching Chinese as a Foreign Language, enhance the teaching competencies of Chinese language instructors, and establish their professional status.

This certification system marked an important transition in Taiwan's Chinese

language education, transforming Chinese language teaching from a practice mainly based on language proficiency or personal teaching experience into a professional field requiring theoretical foundations, pedagogical knowledge, practical skills, and standardized qualifications. Through the national certification examination, the Ministry of Education evaluates teachers' professional competencies in linguistic knowledge, teaching methodologies, cultural understanding, and instructional practices, providing an important reference for educational institutions in recruiting qualified Chinese language teachers.

The Certification Examination for Teaching Chinese as a Foreign Language currently covers the following major domains:

a. Teaching Chinese as a Foreign Language

This domain evaluates candidates' understanding of Chinese language teaching theories and practices, including language acquisition theories, teaching methodologies, curriculum design, instructional materials, classroom activities, and assessment.

b. Chinese Linguistics

This domain assesses candidates'

knowledge of the Chinese language system, including phonetics, vocabulary, grammar, Chinese characters, semantics, and pragmatics. Such knowledge enables teachers to analyze learners' difficulties and apply appropriate teaching strategies.

c. Chinese Language, Society, and Culture

This domain focuses on candidates' understanding of Chinese language and cultural contexts, including Taiwanese and Chinese social development, cultural characteristics, social issues, and intercultural communication. It enables teachers to integrate cultural perspectives into language instruction.

d. Practical Teaching Competence

This domain emphasizes teachers' actual teaching abilities, including lesson planning, classroom activities, instructional techniques, learner interaction, and reflective teaching practices.

Through practical assessment, the certification ensures that teachers possess both theoretical knowledge and the ability to apply it effectively in classroom contexts.

Overall, the establishment of the Certification System for Teaching

Chinese as a Foreign Language represents a significant milestone in the professionalization of Chinese language education in Taiwan. Through clear competency standards and a national certification mechanism, the system has enhanced teachers' professional identity, improved teaching quality, and strengthened Taiwan's competitiveness in international Chinese language education. Nevertheless, future development of the certification system should incorporate emerging competencies, including digital teaching skills, intercultural communication abilities, and diversified assessment design, in order to prepare Chinese language teachers for the changing demands of global education.

- a. Chinese
- b. Chinese Linguistics
- c. Teaching Chinese as a Foreign Language
- d. Chinese Society and Culture
- e. Oral Chinese Proficiency and Expression

Candidates who successfully pass all examination subjects and meet the required foreign language proficiency standards are awarded the Certificate of Teaching Chinese as a Foreign Language issued by the Ministry of Education.

### Major Achievements for Teaching Chinese as a Foreign Language

Academic perspectives on the major achievements of Teaching Chinese as a Foreign Language include:

- a. Establishment of a national certification system for Chinese language teachers
- b. Advancement of the professionalization of Chinese language teaching
- c. Development and expansion of university-based Chinese language programs
- d. Establishment of the Test of Chinese as a Foreign Language (TOCFL)
- e. Expansion of overseas Chinese language teacher deployment programs
- f. Enhancement of Taiwan's international visibility and educational brand in Chinese language education

### Applicants Who Meet One of the Following Qualifications are Eligible to Register for the Examination

Applicants may register for the examination if they meet one of the following requirements, ensuring they have the necessary academic background, language ability, or professional training for

certification.

Applicants are eligible if they meet one of the following requirements:

Graduates of domestic universities or independent colleges approved by the Ministry of Education, or graduates of foreign universities recognized under official regulations, holding a bachelor's degree.

Individuals who have at least three years of experience teaching Chinese as a foreign language at accredited foreign institutions or overseas compatriot schools registered with the Overseas Community Affairs Council, with at least 200 teaching hours, relevant certification, and verification by a Taiwan diplomatic mission or authorized office.

The examination includes Chinese Linguistics, Chinese Language Teaching, Chinese Society and Culture, Chinese Language, and Oral Expression in Chinese. Any changes will be announced at least six months in advance.

Written exams are scored out of 100, with 60 as the passing score. Oral Expression is assessed on a six-level scale, with Level 4 or above required.

All subjects must be passed, though partial passes may be retained for up to three years.

Approved Chinese language teaching programs may apply for evaluation by the Ministry of Education. Graduates of approved programs may be exempt from certain subjects.

Fraud, including false identity or forged documents, will result in disqualification or cancellation of certification.

A tiered certification system may be implemented if necessary.

The certificate only confirms teaching competence and does not guarantee employment assistance.

### Certification Examination for Teaching Chinese as a Foreign Language The Shying of Certification Chinese Language

In the 21st century, the global number of Chinese speakers and learners has grown rapidly, reaching over 1.3 billion speakers and more than 30 million learners. Chinese is now taught in approximately 2,500 universities across 100 countries, and the global Chinese language education market continues to expand, showing strong long-term growth

potential.

Chinese language learning is also increasing at the secondary education level. For example, in the United States, Advanced Placement (AP) Chinese courses have been widely implemented since 2006 to promote early language acquisition.

In response to this global trend, Taiwan has actively promoted Chinese language education by encouraging universities to establish related academic programs and by launching the Certification Examination for Teaching Chinese as a Foreign Language in 2006 to professionalize teacher training (\*\*).

Universities have also developed specialized programs to prepare students as qualified Chinese language teachers, thereby strengthening their teaching competence and expanding career opportunities in the field.

#### Purpose of this Paper

The purpose of this paper is to develop students' fundamental Chinese skills in listening, speaking, reading, and writing; prepare them for Chinese language teaching certification; enhance

their understanding of Chinese society, literature, and culture; and promote Chinese culture.

#### Teaching Objectives

The teaching objectives are to deepen students' understanding of Chinese culture, develop knowledge and skills in teaching Chinese as a foreign language, improve foreign language proficiency and global perspectives, train qualified Chinese language teachers who can promote Chinese culture internationally, and prepare students for the Ministry of Education's certification examination.

#### Implementation Measures

The program establishes a multidisciplinary competency framework for Teaching Chinese as a Foreign Language, administered by a committee chaired by the Department of Chinese Language and Literature. It is open to undergraduate and graduate students within the specified study period and requires formal application to the department.

As a cross-departmental program, credit transfer (up to 10 credits) is

permitted, subject to committee approval. Course offerings depend on minimum enrollment, and total credits must comply with university regulations. Credit recognition is determined by individual departments or institutes.

To obtain certification, students must complete the required credits and meet a foreign language requirement (via examination or coursework). Eligible students may apply with academic records and supporting documents for committee approval and university certification.

All program matters are governed by the committee, with implementation and amendments subject to approval by the academic affairs meeting and the university president.

### Curriculum Plan

The curriculum is designed in alignment with the Ministry of Education's Certification Examination for Teaching Chinese as a Foreign Language (TCFL) and its related exemption and recognition guidelines.

The TCFL curriculum shown in Table 1 is aligned with the Ministry of

Education's Certification Examination requirements and related exemption guidelines. It typically consists of 10 credits of core courses, including 4 credits in Chinese linguistics, 4 credits in Chinese language pedagogy, and 2 credits in Chinese society and culture, along with elective courses with no fixed credit requirement.

In accordance with Ministry of Education regulations, this program undergoes annual evaluation and accreditation as a TCFL program. Upon approval, graduates who take the MOE certification exam may be exempted from three subjects, requiring only Chinese Language Proficiency and Oral Expression.

Students who complete the program but do not meet the English proficiency requirement or 10 credits of foreign language courses will receive a Program Completion Certificate. Program credits may also count departmental elective requirements.

### Conclusions

The Certification Examination for Teaching Chinese as a Foreign Language plays a crucial role in standardizing teacher qualifications and promoting the

professionalization of Chinese language education. By establishing clear competency benchmarks, the examination ensures that teachers possess essential knowledge of Chinese linguistics, pedagogy, culture, and communicative competence. Moreover, it supports the internationalization of Chinese language education by enhancing the credibility and recognition of teaching qualifications across different educational contexts. Overall, the certification system contributes significantly to improving teaching quality and strengthening the global development of Chinese language education.

#### Recommendations

It is recommended that the certification system continue to be regularly reviewed and updated to reflect evolving teaching needs and global trends in language education. Greater emphasis should be placed on practical teaching competence, digital literacy, and intercultural communication skills. In addition, expanding international cooperation and recognition of the certification would further enhance its global impact.

Finally, strengthening preservice training and in-service professional

development would help ensure that certified teachers maintain high professional standards throughout their careers.

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Table 1. Curriculum Plan for the Teaching Chinese as a Foreign Language (TCFL) Program.

Course Type	Taking Course Conditions	Course Name		Credits Hours	Note
Core courses	Must take all 5 courses	Introduction of Linguistics	Required	2	All 5 courses are required
		Phonetics of Mandarin	Required	2	
		Syntax	Required	2	
		Introduction to TCSL	Required	2	
		Teaching Materials and Methods of Chinese	Required	2	
Chinese Linguistics	Must take 2 courses or more	Lexicography	Elective	2	Select at least 2 out of 4 courses
		Etymology	Elective	2	
		Semantics	Elective	2	
		Pragmatics	Elective	2	
Teaching Chinese as a Foreign Language		Language Testing and Assessment of Chinese	Elective	2	Select at least 2 out of 3 courses
		Language Acquisition	Elective	2	
		Multimedia and Computer-Assisted Instruction in TCSL	Elective	2	
Chinese Society and Culture	Must take 1 course or more	Chinese Society and	Elective	2	Select at least 1 out of 4 courses
		Introduction to Culture	Elective	2	
		Language and Culture	Elective	2	
		Sociolinguistics	Elective	2	
Optional Courses	No limitations	Spoken Chinese and	Optional	2	All items are optional
		The Appreciation of	Optional	2	
		Chinese Writing	Optional	2	
		Comprehension on Chi-	Optional	2	
		GEPT(Intermediate)	Optional	2	
		GEPT (Higher-interme-	Optional	2	
		Practicum of TCSL	Optional	2	

