



Some Explorations in Teacher Training of Bilingual Education in the Chinese L2 Context

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Abstract

Since the issue of the document which stipulated that universities provide 5% to 10% of bilingual courses at the undergraduate level in five years (Ministry of Education of China, 2001), the percentage of bilingual education has been increasing in China. This paper attempts to discuss some explorations in training teachers who will offer courses bilingually for the students of science subjects in Chinese universities. The paper mainly consists of two sections. In the first part we looked at the question of how the data of a needs analysis can be used to design an effective teacher training course of bilingual education. The second section deals with the conduction of the training course. A presentation-discussion-production teaching module was adopted. Presentation consists of two parts: lecture and demonstration. Presentation is the period where the trainees were trained to put theory into practice. Discussion included the following learning-centered approaches: group work, workshops, and seminars. Production is divided into microteaching and macroteaching. This is mainly the teaching practice phase, which is seen as a central element in the learning process, involving two tasks, one to be done in peer groups and one in the actual class. The trainees practiced using the authentic textbooks in English by foreign universities, which is really an extension of what is acquired in the presentation and discussion. The result indicated that the key seemed to lie in the way to focus on formal instruction by creating a need for it, therefore making the practice progress successfully. We argued that bilingual teacher training course design process could be much more dynamic and interactive if a theory and teaching practice should alternate. We are sure that more classroom data can be collected to get our bilingual teacher-trainers to reflect on our research findings further in China.