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Case Studies of Bilingual Teaching in Chinese Universities

Yanling LIANG

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Introduction

Entering the 21st century, two most strikingly coherent changes are taking place in Chinese higher education. One is the realization of massification of higher education; the other is the internationalization and globalization of higher education. Both have implications for most other contemporary reforms in higher education and contribute to similar pressures shared by institutions.

As a consequence of massification, the classification of institutions of higher education is in the process of incremental and distinct change. These changes affect the administrative system and teaching mode as well. Moreover budget cuts combined with increased off-campus influence and controls, intensify the competitions for resources between institutions. So, the need for reform is evident, especially for reform of teaching. Up to now, the outstanding influence of internationalization of higher education has been construction of top-level world-class universities. From 2001, a few prestigious universities have shelved plans to continue expanding admissions, to hold numbers at their present levels, and to move to construct world-class universities. Aiming for high quality rather than quantity, international competency rather than local proficiency, the new strategy is a far-reaching response to the challenges from internationalization and globalization of higher education. Whatever they aim to achieve and whether it can be realized, the fundamental decision is how the plan can be implemented. This is directly correlated with complex decisions about teaching. So now, more than ever, the reform of teaching becomes significant.

In fact, as early as 1994, teaching reform in higher education had started with a number of achievements that placed more emphasis on the teaching methods, modes and contents. The revival of this topic affirms not only its close link with universities' strategies for internationalization but also with the context of massification. In this new era, a shifting emphasis on diversification and characteristics can be observed. Contemporary topics on teaching reform are moving gradually from discussion on identification of those competencies which help students to be successful national and international citizens and to contribute to local and global work environments, to strategies for individual reform. All these discussions and practices emphasize the status and importance of foreign language teaching and learning in institutions. At the same time, the few established bilingual teaching (BT) programs in few institutions continue to develop steadily. A radical change of the practice of BT in China dates, accurately, from 2001, when it became a common issue.

A strong influence from the Ministry of Education (MOE) has been the stimulus to encourage practice

* Associate Professor, Department of Management Science, Weinan Teachers College, China

Doctoral Student, the Research Institute of Education Science, Huazhong University of Science and Technology, China

of BT among institutions. This derives especially from a proclamation on teaching reform in institutions of higher education in 2001. This requires all institutions with undergraduate programs, especially those in high-tech fields, to establish BT. In specialties of finance, law, biological and information technology, 5%-10% of the total courses should be delivered in foreign languages within 3 years (MOE: A Notice on issuing “*Decisions on Strengthening Institutional Teaching and Improving Teaching Quality*”, August 28, 2001). Arguments resulting from the document were exacerbated by the heated discussion of a draft for personnel reform in Beijing University in the high summer of 2003, which required all professors and associate professors to teach at least one course completely in a foreign language in every term. These proposals made BT a very sensitive topic at that time. Finally, a further announcement by MOE in 2004 put an end to the arguments by declaring that BT will be a factor in quality evaluation of undergraduate teaching in institutions. The evaluation is to be undertaken by a temporary committee of specialists from different fields by using random samples. As the result has a direct and important influence on the following year’s enrollment plans, every institution is making great efforts to implement BT.

Compared with the now widespread practice of BT in institutions, critically systematic researches on the topic are far fewer than are needed. Furthermore most of the literature is so closely related to individual practices that its value is reduced both generally and in other locations. In fact, some researches rooted in foreign experiences and theories, over-emphasize the difficulties and imply pessimism about the future of BT in Chinese institutions.

A complete study of BT in Chinese universities is much more urgent and significant than ever.

The Meaning of BT

BT is a popular term in China. To catch its meaning, we had better start from the definition of bilingual. In the Webster’s New World College Dictionary, bilingual means:

- (i) *Of or in two languages;*
- (ii) *Using or capable of using two languages, esp. with equal or nearly equal facility;*
- (iii) *Designating a method of education in which students who are not yet fluent in the language of the country where they live are taught in their native language.*

From the widely accepted categorization of bilingual education by Colin Baker (Baker & Jones, 1998), and his research paper “The Foundation of Bilingual Education and Bilingualism” in 1993, the similar aspects of the term are clarified. Thus, the term “bilingual” is used for those programs under a multicultural background and for those persons with a mastery of two languages nearly at the same degree. The term implies:

- *A multicultural background;*
- *An ability to use two languages, especially with equal or nearly equal facility;*
- *Special education methods and programs.*

So, what does it mean when it is combined with teaching? First, we should remember bilingual teaching

has not achieved international popularity as bilingual education, or something else. Second, the term may just plausibly explain a special phenomenon in China.

In China, BT is widely used for minority education in autonomous regions, and is therefore a major issue. In recent decades, especially after entering WTO, expansion of international exchange of trade and personnel, and the emergence of trans-national education, BT is attracting more attention and practical application in primary and high schools, even at kindergarten level (Zhang & Zhao, 2003; Pan, 2003).

In China, BT usually means teaching non-language courses in a foreign language, mainly aimed at increasing students' proficiencies of the foreign language. The use of BT in Chinese institutions of higher education is a little different.

In the MOE's document, there are mentioned at least two kinds of BT. One is teaching in a foreign language, the other is teaching in both a foreign language and Chinese together. A gradual transfer is also proposed considering the difficulties found in some institutions. Most institutions extrapolate the proposal to consider the proportion of foreign language and Chinese used during the teaching process as a fundamental factor to determine the kind of the teaching (Ying, 2003).

In Huazhong University of Science and Technology (HUST), two types of teaching are being introduced, teaching completely in English and BT (Division of Teaching Affairs of HUST. *Decisions on Teaching Completely by English (BT) of HUST*. February, 2003).

As indicated above, in practice there are mainly two kinds of BT.

- (i) Complete BT: besides original foreign textbooks, instruction, teaching and reading materials, experiment reports, the work after class and the final examination, all should be presented in the same foreign language.
- (ii) Incomplete BT: by using original foreign textbooks, instruction in Chinese and the foreign language jointly, teaching and reading materials, experiment reports, the work after class and the final examination, all should be presented in the same foreign language.

This classification plausibly identifies the structure of BT in Chinese universities.

The special climate of BT in Chinese universities may be compared with European University's Viadrina experiences (Vogel, 2001). BT in this study is about teaching non-language courses both in a foreign language and in a native language together. The aim of improving the specialty knowledge and international communicative ability, should be included as one of the purposes of BT. That means there is a difference between popular BT and institutional BT in China in that the latter seeks to achieve professional improvement, and not only improvement in language capability. Further it should be noted that the main concern of this study is undergraduate teaching programs for Chinese students not for foreign students.

Analytical Framework

The purpose of this study is to delineate BT practice in Chinese institutional campuses by identifying the

current situation and its difficulties and problems; and to offer suggestions for its improvement in the near future. As a tentative study on BT in institutions, its significance lies not only in its innovation but also the completeness of its analytical framework derived from a review of the literature.

In China, BT has previously been discussed in relation to minority education. Over the past decade, many researchers have become increasingly aware of the significance of the issue and accordingly an abundance of research literature has been published. A review of this literature as well as the practice of BT in institutions over those years reveals that most authors have generally used a similar typology of approaches. Two patterns are recognizable.

Activity approach. By reflecting the individual process and experience, the discussion seeks to identify a general model to define and characterise BT (Zheng, 1994). Less attention has been paid to its administration, which constitutes a significant omission especially at a stage of accelerating development of BT.

Resource approach. Here the emphasis always is on analysis of the support system for BT. The importance of faculty, students and textbooks, and so on, are stressed. (Wu, 2002; Lan & Ye, 2002). Yet by identifying the unique background of internationalization provided by institutional campus cultures and other essential supports, these researches fail to identify the features that characterize BT across campuses.

Recognising these limitations, this paper seeks to stress the characteristic background for internationalization and administration, and to develop an applied analytical framework for case study of BT combining the activity approach: programs, administration; with a resources approach: faculty, students, teaching materials, background of internationalization.

Cases studies provide an available and valuable access to the necessary data of BT in the present climate. For this study, we chose two universities. In both of them, creation of a world-class comprehensive university is highly central to their work and permeates every aspects of their institutional life. BT, for them, is a responsive and inherent action not a constrained and obliged choice. That is a strong justification for studying them: only by such means can we develop a real prospective picture of BT in Chinese universities.

Tsinghua University (Tsinghua)

From its special history, Tsinghua is always a first choice when referring to BT in universities in China. The university was established in 1911, first as a preparatory school for those students who were sent by the government to study in the United States. In 1925, a university section was established, and in 1928, the name was changed to “National Tsinghua University”. Now it is a comprehensive university with diversified branches. Its establishment and development, in a certain perspective, is a testimony to the BT program in universities in China. During the preparatory school period, the teaching language was mainly English, except for the curriculum of Chinese traditional culture delivered in Chinese. In Tsinghua, a first priority was given to English, consequently, even the administrative staff should and could speak a little English so as to perform their work effectively. At that time, not only were the teaching faculty in the BT program all native speakers, but also the textbooks and the teaching equipment also kept in step with those in the United States

(The Editing Group of History of Tsinghua University, 1981). Later, a distinct change took place: more and more Chinese staff participated in BT programs, especially in the natural sciences and engineering disciplines, though most of them had got their degrees abroad and possessed absolutely excellent ability in speaking, reading and writing freely in foreign languages. The tradition was maintained after the establishment of the university, with no break even during or after the wars. With the aim of constructing world-class universities established in the new era, BT once again attracts a lot of attention. In 2001, 54 courses of a total of 1440 courses in that year were taught in English in Tsinghua (*China Reading Daily*, December 19, 2001).

With top scholars as faculty, the best students, and increased research funding, in addition to her long history with BT, Tsinghua is a certain first choice for the study.

Huazhong University of Science & Technology (HUST)

HUST is the second and notable for the first reintroduction of BT after the introduction of the policy of opening-up. Founded in 1953, with a history of only half a century, its faculty and students attracted honor with great achievements in their academic and teaching spheres. By a combination of the former HUST, Tongji Medical University and two other institutions, the new HUST was created in 2000. It is striving to be an international, comprehensive and first-grade university. Thanks to the then president's deep insight into higher education development and his experience of the benefits available from BT during his own campus life, from the early 1980's, BT was proposed and encouraged in HUST. This represented a reintroduction following the opening-up policy in Chinese institutions of higher education. A group of faculty has practiced such teaching for several decades since then, including those in relevant exchange activities and programs (Zheng, 1994). From 2001, some special BT programs were started at institutional level. Without including study of HUST, there is no doubt that the research would be lower significance and reliability.

Last but not least, both institutions grew from multidisciplinary polytechnic universities with an emphasis on training engineers to become comprehensive universities. They have many similarities in the curriculums they organize for their four-year undergraduate programs. The first two years' liberal education or general education lays foundation for the subsequent basic courses of natural, humane and social sciences and the relevant

Teaching Reforms in Recent Years at Tsinghua

Topic	Starting Date	Content
EFL reform	2002	Transforming of teaching modes; Developing teaching software; Building a teaching database.
Undergraduate teaching reform	2001	Credit and curriculum cut; Freshmen-seminars; Curriculum restructuring; Establishment of research-oriented teaching modes.

Source: Tsinghua News. <http://news.cic.tsinghua.edu.cn/new/news.php?id=1941>

specialized courses. In the context of systematic teaching reforms of undergraduate programs, the importance and urgency of BT has been proved. As an essential constitution of the reform, BT obtains necessary support from the other relevant programs.

In Tsinghua, the basic principle of teaching reform is to establish a research-oriented teaching mode, more freedom and flexibility for students. In HUST, a trial of a complete credit system is ongoing. Both of them are exemplary institutions selected by MOE for the reform of institutional English teaching from 2003.

Aims of BT in the Universities

In the two universities, the development of BT is not an end in itself but a means towards developing the appropriate competencies in students and faculty. Both share the following aims of BT.

- (i) To develop new and talented graduates with sufficient capabilities to participate in global competition as well as with the creativity and international understanding of academic specialisms, who can perform competently in changing social, economic, political, and cultural contexts.
- (ii) To establish a world-class university with world-class students, faculty and programs, striving for world academic leadership.
- (iii) To respond to the challenges of internationalization and globalization in higher education. BT will help open the door widely for natives as well as foreigners.

These are our empirical subjects; each is fascinating in its own right. To them we apply our general perspectives, and from them we attempt to gain insight and generalizations that may apply in other places, and to other universities.

Activity Approach

Program

(1) Tsinghua

- (i) *Intensive English course*. In Tsinghua, during the summer holiday, there are some special English classes for freshmen directed by relevant departments.
- (ii) *Faculty-training program*. The international English training center of Tsinghua founded in 2003, takes responsibility for training the teachers for BT from non-English disciplines in institutions. Another training program has sent abroad, nearly 100 teachers over two years, who are expected to become capable of teaching on BT programs in the future (*Beijing Youth Daily*, December 5, 2001).
- (iii) *Special professorships and seminar professorships*. Of the 28 special professors appointed at Tsinghua in 2002, 11 were recruited by the Economics Management School as special professors and seminar professors (*China Education Daily*, October 28, 2002). These professors all have outstanding achievements in their research fields and long teaching experience in the prestigious universities overseas with doctoral programs. They will contribute substantially to the development of BT in Tsinghua, by

their active involvement in teaching and research programs. Each year everyone will teach at least one course and spend certain time in Tsinghua according to their contracts with the university. Their teaching in Tsinghua will keep pace with their teaching abroad.

- (iv) *An innovative English studying program.* For the first time, there were nearly 3300 freshmen and hundreds of teachers, including 70 native speakers, participating in an innovative English study program in the summer of 2004. This program in Tsinghua lasted for one month.
- (v) *Joint program.* A joint masters program between Tsinghua and RWTH-Aachen (Rheinisch-Westfälisch Technische Hochschule Aachen) started in 2001. Up to the present time, according to the program, there have been 11 courses delivered in English in related departments; in the following term there will be 7 more.

(2) HUST

Similar, yet somewhat different, BT efforts have been implemented at HUST.

- (i) *Experimental classes.* In 2001, 6 classes in 5 specialties, involving nearly 300 freshmen students selected through a hard test including English and related special courses, have been taking part in a BT experiment. All their courses are delivered in English and throughout the whole teaching process, only the one language is used. If students are unable to continue studying in the class, they are allowed freely to drop out and have their credits from the bilingual class transferred. The specialties are financial management; nursing; clinical medicine (Division of Teaching Affairs of HUST. *Decisions on Teaching Completely by English (BT) of HUST*, February, 2003).
- (ii) *Summer English Camp.* From 2000 on, there has been a summer English camp for freshmen, which gets a special budget from the university of about 3 million RMB every year. Half of the advisers for the camp are native speakers recruited specially by the university. The camp has proved valuable to improve the students' speaking and listening abilities.
- (iii) *English training center.* Mainly for teachers in non-English disciplines, its main target is training those who wish to participate in BT programs.

Another form of activity is the exemplary software schools. From 2001, with a joint permit from MOE and the former State Development Planning Commission, exemplary software schools have been set up in 35 universities, staffed by foreign specialists and native speakers and with an emphasis on BT. Tsinghua and HUST are included among the 35 universities. Under a special training program established by MOE, a lot of young teachers from these universities are sent abroad to study at prestigious universities so as to become better equipped for BT.

Administration

No special administrative organizations are set up for BT in the two universities. As normal, it is the Division of Teaching Affairs that assumes the responsibility. On this topic, HUST can tell us more.

A special temporary academic committee has been established for the evaluation of the capabilities of faculty and the courses for BT. Its responsibilities are to examine the proficiencies of applicants for complete BT, and the direction of BT at institutional-level. If students are able to convince the committee that a course is proving inadequate the committee has the power to recommend that it be suspended.

The regular procedure to get approval for a complete BT course is: first, to fill in an application form from the Division of Teaching Affairs, next, to demonstrate the ability to provide the course taking an examination organized by the Division, demonstrating teaching skills and language proficiencies and conducting a trial teaching class in which students take part; the students take part in the final decision. If the necessary standards are achieved, permission is granted. The faculty for complete BT, is recruited by the institution from among native and foreign applicants. For teachers to participate in BT, the application process is a little different. Generally, they should have an evaluation mainly provided by the Department Academic Committee (not at institutional level) with a report of their decisions sent to the Division (Division of Teaching Affairs of HUST. *Decisions on Teaching Completely by English (BT) of HUST*, February, 2003).

In HUST, the departments involved in the BT experiment, establish a special committee with the responsibility of the program, mostly composed of members of the academic committee. To assure the quality, the regulations for BT are determined by the Division of Teaching Affairs. The regulations require that the specified foreign textbooks should be the latest ones editions as used in foreign world-class universities; that teachers should introduce the most recent developments in research fields through reading materials or other means; that lists of new words and phrases should be edited and distributed to students before class; that use be made of teaching software and media technologies; that teaching methods should be such as to develop students' innovative thinking; that there should be examinations in English, and so forth. Further, regular scrutiny by the committee and feed-back from the students play an important role in the regular evaluation of BT courses, which is conducted once a term (*Decisions on Implementation of complete BT in HUST*, February 18, 2003).

In HUST, there are special budgets for the teachers participating complete BT (BT) programs.

In Tsinghua, there are two main means to enhance BT. One is by focusing on the general education courses, basic technology and basic discipline courses, which always have substantial impact on students for their required characteristics. The other is strengthening BT in specialized courses. Examples of the practice identify its value. Although at present overall statistics about the total numbers of BT courses are not available, we can estimate its impact from data for individual departments in Tsinghua.

Fig.1 BT in Biology Dept. in Tsinghua (2003)

Type of Course	Total	Required Credits
BSC	15	38
SC		16
BC	4	12

Note: BSC, basic discipline courses; SC, specialized courses; BC, bilingual courses.

Fig.2 BT in Economics Dept. in Tsinghua (2004)

	B.S.	M.S.	Ph.D.
Required credits	73 ^a	25 ^b	12 ^c
Bilingual courses	5	7	12
Bilingual credits	16	21	36

Notes: a : Required credits for disciplinary basic and specialized courses, undergraduate program;
 b : Required credits for specialized course, masters' program;
 c : Required credits for specialized courses, doctors' program, all in the Economics Department, Tsinghua University.

In the Department of Industrial Engineering, which is aiming to be a world-class leader in Industrial Engineering research and education, all the specialized courses have established BT. In their undergraduate program, there are 9 specialized courses of 20 credits (<http://www.ie.tsinghua.edu.cn/education/undergraduate.htm>).

Resources Approaches

Faculty Members

Faculty has inevitably been a core issue in diverse BT discussions and practices. Data on the numbers and qualifications of members of faculty in departments are given in Figures 3, 4, 5 for Tsinghua, and in Figure 6 for HUST.

Fig.3 Faculty in Economics Dept., Tsinghua (2004)

	Total	Ph.D.	Ph.D. aboard
Full-time faculty	19	12	3
Special Prof.	15	15	15
Part-time Prof.	2	2	2

Source: Economics Dept., Tsinghua University.

Fig.4 Faculty in Biology Dept., Tsinghua (2003)

	Total	Ph.D.	Ph.D. aboard
Full-time faculty	49	31	26
Seminar Prof.	3	3	3

Source: Biology Dept., Tsinghua University.

Fig.5 Faculty in Industrial Engineering Dept., Tsinghua (2004)

	Total	Ph.D.	Ph.D. aboard	Learn or research aboard
Full-time faculty	17	13	13	13
Seminar Prof.	4	4	4	4

Source: Industrial Engineering Dept., Tsinghua University.

Fig.6 Faculty in Management Science & Information Management Dept., HUST (2003)

	Total	Ph.D.	Ph.D. aboard	Research or learn aboard
Full-time faculty	19	12	1	6

Source: Management Science & Information Management Dept., HUST.

Up to 2004, the total number of faculty involved in BT in HUST is about 150, all of them Chinese except three foreigners, of whom two are from Singapore. Most of those involved in BT have study and research experiences abroad.

Students

From the perspective of institutional growth, students not faculty constitute the decisive element for the fulfillment of the educational aims. For students, not only confidence and interest in BT are necessary but also adequate abilities in academic studies and language proficiency. Foreign language teaching in institutions has always been inadequate. In spite of many faculty members and expenditure of nearly half of the time on campus, the communicative capability of most students is unsatisfactory (Huang & Shao, 1998 from Chen, 2002). In 2002, an institutional-level examination in Tsinghua found that even those students have passed CET 6 (Certificate of English Test mainly for college students in China), have many difficulties in reading professional materials and in communicating (*China Reading Daily*, May 22, 2002 from Wang, 2003).

In Tsinghua, an experiment of BT of physics for students from the electronics, automation, computer and engineering specialties found a surprising problem of declining attendance from 130 at the start to 102 students two weeks later. Those who dropped out stated that they could not keep up with the teaching and felt it difficult to listen to and understand the special material in English.

BT programs have had varied success in tackling these age-old problems. All students in Tsinghua are certainly first-grade in most academic perspectives. Although faced with some problems at the start, they quickly got used to the new teaching design. Students in Industrial Engineering Department believe that benefits from BT include improved specialty study and better development of group collaboration. These values are substantial and far-reaching (<http://www.ie.tsinghua.edu.cn/intro/intro.htm>).

Teaching Materials

Even before the relevant decision of MOE, several publishers had introduced hundreds of foreign books. From 2001 on, a number of publishers extended their introductions of foreign textbooks. Tsinghua Publishing House alone introduced 43 business books in 2001; and following the first introduction of 20 famous foreign textbooks in 2001, 46 more were published by higher education press in 2003 (<http://www.hep.edu.cn/books/computer/photocopy/index.html>).

In recent years, popular foreign textbooks have always been those from the United States and European countries. With attractive prices, as low as almost 10% of the original editions, foreign textbooks get priority for BT. At the same time, there are also some English editions of excellent Chinese textbooks on the market

published by the Higher Education Press and Science Press (Wang, 2002).

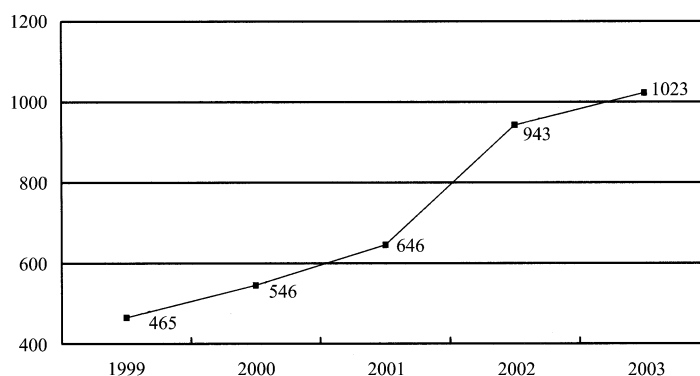
Internationalization Background

Tsinghua & HUST have developed their own unique models of BT by identifying their unique history, indigenous culture, resources, etc. which constitutes of the background for internationalization of BT.

The Background to Internationalization in Tsinghua

Content	Numbers (Year)
Students and faculty sent aboard	1650 (2003)
Overseas scholars invited for academic exchange	451 (2003)
Special Prof. and Seminar Prof. groups	28+11 (2002)
Foreign students on campus	1023 (2003)

Foreign Students in Tsinghua (1999-2003)



Source: Office of International Cooperation and Exchange, Tsinghua University.

The Background to Internationalization in HUST (2003)

Content	Number (period)
Overseas scholars recruited	392
Foreign students on campus	325
Faculty sent aboard	500 (2001-04)

Source: International Exchange Center, HUST.

According to the most recent statistics, in 2001, there were 61,869 foreign students in 363 higher education institutions across China (China Education Yearbook, 2002); by 2003, the number had risen to 77,715 foreign students in 353 campuses. In the two universities studied, the number of foreign students is all far greater than the average. They are making great efforts to develop a background for internationalization, and to provide a foundation for the enhancement of BT (<http://www.csc.edu.cn/gb/readarticle/readarticle.asp?articleid=1338>).

Discussion

Before drawing conclusions, the strengths and weaknesses of the practice of BT identified by the study should be discussed.

Its strengths include:

- (i) proficiency in a foreign language and improvement of specialty knowledge;
- (ii) introduction of new teaching ideas and technologies;
- (iii) enhancement of international communication on the campus.

Weaknesses also exist. Nowhere is practice is perfect. The practice of BT in the two universities manifests a number of either real or potential weaknesses and they have to be taken into account although in a context of an overall favorable judgment.

- (i) A tendency to misunderstand BT as another kind of foreign language teaching. The aim of BT in Chinese universities is for proficiency in a foreign language, not to substitute it for the native language. But unfortunately a few people misunderstand it as another kind of foreign language teaching. The reasons are mainly shortages of competent faculty, for the developing background for internationalization, and of students with sufficient linguistic and cultural preparation of in the foreign language, so a danger does exist. Without proper consideration, BT would be declined into another kind of foreign language teaching. It is this false interpretation that leads to public disagreement.
- (ii) Quality. From interviews with students and other reports, the quality of BT is a critical issue because of the great gaps between courses and programs.

The most commonly quoted reason is the quality of faculty. From a historical view, recruiting native speakers has been a general choice at the beginning of BT practice. This, however, always costs much more money and time, even faces a contradiction of cultures. After all, the backbone of BT is the native faculty resource, so the quality issue is mutually related to issues of resources.

- (iii) “English only”. In the BT programs in both universities, BT is equivalent to teaching in English or English and Chinese together; the exceptions are for some BT courses in the Industrial Engineering Department of Tsinghua University. “English only” runs counter to the aim of BT for the internationalization of higher education.
- (iv) Potential indifference to native academic research. Accompanying the flood of foreign textbooks, and the priority of foreign languages and literature, worries about the status of the native language and research are reasonable. In fact, indifference to native academic research was noticeable even before the introduction of BT though it has become observed increasingly subsequently.

Conclusions

The study has found:

- All students and faculty involved benefit from BT;
- For good student achievement, effective teaching methods must be applied by well-prepared faculty;
- BT proves helpful and valuable in enhancing a background of internationalization.

We believe BT in Tsinghua and HUST is appropriate and should be encouraged, particularly if the universities develop, as seems likely, into top-level world-class comprehensive universities, responding to national as well as international responsibilities. With the present strength of the faculty and the potential for the future, the practice will become outstanding.

The two universities studied in the paper are representatives of the top-level universities in China. But for other institutions, the situation may be completely different. Compared with the two key universities, they have less access to available funds and resources, which will lead to more difficulties in implementing the practice. Nevertheless, the experiences of the two universities indicate a prospective direction.

Further research in the future to consider the experiences of the two universities will clearly be significant.

• *Sufficient resources*

The foremost challenge generated by BT is provision of sufficient resources, especially given the existing situation in the campuses of Chinese institutions. Apparently there is a critical shortage of faculty who can work successfully with BT. Additional faculty resources are never provided: they need to be found from within each institution. Acceptance of the Ministry's recommendation that those teaching BT must be qualified to give instruction in the whole of it, implies that the teaching staff must consist of highly mature and unusually well-equipped members of faculty. To the question of how such a select group of teachers is to be found, both universities have given some thought. By establishing training programs, it is believed that such a group of staff can be slowly developed at the university through continued association and hard work.

Students are another factor. As a result of flawed foreign language teaching and the changing demographic characteristics generated by massification of higher education, students are now less likely to be prepared for BT than before. This has meant adaptation of the curriculum and the provision of more and better support services for students. Research to document effective methods for recruitment, training and support of such resources would be significant.

• *Enhancing the quality of BT in universities*

Differing from bilingual teaching programs in foreign universities, in China BT depends mainly on instruction by foreign speakers not native speakers. As teaching is an application of diversified skills and capabilities, this issue is a real point for implementation of quality BT.

• *A detailed strategy in agreement with systematic teaching reform on campus*

A question facing many institutions is how to translate what seems to be a strong commitment to BT into a comprehensive and practical strategy. Only if students and faculty are well prepared linguistically and culturally, can BT achieve its goals. This means developing a harmony in division of faculty and relevant resources on the basis of a fully developed background of internationalization.

During practice of BT, we are forced to search for a changing series points of balance between foreign language learning and native language learning; foreign language learning and specialized learning; internationalization and localization. Considering the reality of the drastic differences from campus to campus, this study is just a tentative one. With the practices already implemented, discussions will surely continue.

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中国の大学におけるバイリンガル・ティーチングの ケース・スタディー

梁 燕 玲*

歴史的に見ると、中国の大学におけるバイリンガル・ティーチング(BT)は新しい取組みではない。しかしながら、中国教育部(MOE)の直接的な影響の下、2001年にBTが再び登場したことは重要であり、多くの論議を呼んだ。本稿の目的は、具体的に2つの大学をケース・スタディーとして取り上げ、現在中国の大学で行われているBTの実践の概要を述べるとともに、その実践において持ち上がった問題を明らかにすることである。本稿の結論は、BTがその顕著な発展にもかかわらず、複合的教育手段としては依然成熟段階に達していないという点である。本稿は最後に、近い将来におけるBTについて若干の提案を行っている。今後のさらなる展開に向けて、継続的な提携と取組みによって十分な資源を獲得すること、BTの質の向上を図ること、大学内の体系的な教育改革に沿った詳細な戦略を構築することが必要である。

* 謂南師範学院管理科学系助教授、華中科技大学教育科学研究院博士課程後期