

前言

一个外语教师为什么要研究课程发展问题呢？我从事外语教育多年，教过各种语言技能课和语言知识课；做过教研组长，进行过本科基础写作课程改革的尝试；做过外语系副主任，负责教学管理和教学计划的修订工作；参与过教育部基础教育课程改革《英语课程标准》的研制工作。其实，一直在做与课程发展有关的事情。

但是，我得承认，虽然与课程问题频繁接触，但是自己对课程和课程发展与建设的基本理论和知识十分匮乏，更加不了解课程研究的基本方法。于是想要在这方面进行研究。北师大裴蒂娜教授对我的研究意向给予了支持和鼓励。在我的导师，加拿大籍应用语言学家Jane Jackson教授的指导下，我对高等外语教师教育课程发展与建设进行了潜心研究。同时得到英文系的Joseph Hung教授的指导。我的研究还得到了香港中文大学教育学院课程与教学系两位教授SHEK CHUN Ka-wai, Cecilia和MAN Yee-fun, Evelyn的悉心指教。博士论文于2005年完成，顺利通过答辩。

我的研究涉及英语教师知识结构与职业能力、课程理论、课程发展研究，应该算是跨学科了。能够跨出英语语言教学，对课程有所理解，是自己博士研究的主要收获之一。香港中文大学（CUHK）的图书馆系统，包括大学图书馆、崇基图书馆、新亚图书馆和联合图书馆是我博士研究的重要依赖。这里的图书收藏中西兼顾，不仅丰富，而且新书上架快。记得2005年的一本题为*Developing the Curriculum*的书，2004年底

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CHAPTER 1

INTRODUCTION

Teacher training has long been a concern for the government and the general public in China, where over one thousand teacher education institutions (including secondary and tertiary education) are committed to teacher preparation and development. Greater importance has been attached to teacher education since the start of curriculum innovations in elementary and secondary schools at the turn of the 21st century. This reform in all primary and secondary school subjects has challenged the present teacher education programs. There is a pressing need for educational researchers to scrutinize the present programs particularly in relation to the socio-economic development of the country, because the quality of the prospective teachers will directly affect the quality of education and the success of curriculum reform in elementary and secondary schools.

1.1 The Research Problem

This research focused on the curriculum planning process for BA/TEFL (Bachelor of Art in Teaching English as a Foreign Language) programs at normal universities in China. It aimed at examining the procedures that

planning and development of BA/TEFL programs in order to offer concrete suggestions for improvement.

1.2 Background

The system of formal teacher education, which came into being in China at the turn of the 19th century (Hu, 1997), has obtained remarkable achievements over the past 50 years. It plays a major role in the production of teachers for the nation's elementary and secondary education, the largest educational system in the world. With a student/pupil population of about one billion, the total number of teachers in the teaching force, according to official statistics, was over 10 million (Zhongguo Jiaoyu Bao, 2004). The nation's endeavor to implement nine-year compulsory education as well as the curriculum innovations started in the 1990s cannot be successful without the support of the primary and secondary school teachers across the country.

There were six forms of teacher education in China at the time of the present study (Chen, 1999): teacher education universities, certificate teacher colleges, secondary teacher schools, colleges of education, teacher continuing education schools and teacher education programs run by other universities. The teacher education (TE) institutions provided teacher education programs at three levels—secondary education level, certificate level (2–3 years' learning, post secondary education) and higher education level (4-year learning, tertiary education). As all primary school teachers were to have post secondary education and secondary school teachers to have tertiary education by the year 2010 (Yuan, 2003), changes were taking place in the system of institutions of teacher education at the time of the present study. Teacher education began to emphasize university education. Consequently, the number of normal universities has been on the increase while all the other kinds of teacher education institutions have decreased since the 1990s (Liu, 1994; Yu, 2002), as shown by the statistics in Table 1.1.

Table 1.1 Changes in the system of TE institutions since the 1990s

Type of TE institutions	Number of TE institutions		
	1990	1995	2001
4-year normal universities	73	76	109
2-3-year teacher colleges	187	160	101
Secondary teachers' schools	1 059	897	570
In-service teacher education colleges	216	242	138
Local teacher training schools	2 099	2 031	1 866

The teacher education universities, or “normal universities” as they are called in China, were responsible for the preparation of preservice teachers for the vast number of schools in the country. Geographically, there was at least one normal university in each province, depending on the degree of economic development, and cultural and educational traditions. These institutions enrolled senior-high school graduates, who passed the National Matriculation Tests, and had no teaching experience. The normal universities provided 4-year tertiary level teacher education programs in subjects corresponding to all those that were taught at elementary and secondary schools.

English was one of the four major school subjects—the other three being Chinese, mathematics and science, and it was a required course of study for all students in colleges and universities. In most parts of the country, pupils started to learn English from Elementary Three, while those from the more economically developed areas may start their English lessons in Year One and those from less developed areas may start as late as the beginning of junior secondary school. The number of teachers of English in the secondary schools was around half a million (FLTS, 1997).

As teacher qualities and their performance in the classroom had far-reaching effects on the development of school children, it is always important to pay special attention to teacher education. The study of preservice EFL teacher education in the Chinese context entailed several major areas: teacher education, EFL teacher preparation and curriculum design and development.

and has remained largely the same” (Hu, 2000). Wang (2003) pointed out that the curriculum used in the normal universities did not put emphasis on teacher professionalism. It was poorly organized and lacked content that would enable the student teachers to obtain knowledge and skills for the teaching profession.

Traditionally, foreign language teacher education has been under the overall framework of higher foreign language education. There was no national curriculum specially designed for foreign language teacher education. There were also no standard statements indicating what qualities and professional competencies should be expected of graduates from the BA/TEFL programs. Curriculum decisions were basically made at various teacher education institutions according to the National English Curriculum for College English Majors (MOE, 1985, 2000). The program curricula, therefore, were often strict replications of the curricula used at foreign language colleges and universities whose graduates were more likely to become diplomats or translators.

A review of the literature showed that language teacher education in Western countries such as the US and the UK started to attract much research interest in the 1980s (Freeman, 2001), along with research and development in applied linguistics. Many scholars in the field pointed out that language teacher development needed more than TEFL methodology. Freeman (1991, 1993, 1994) suggested the development of professional discourse for language teachers in order to enable them to participate in academic discussions in relation to language teaching. The knowledge-transmission approach should give way to knowledge construction in the process of teacher development. At an International Conference of Second Language Acquisition and Teacher Education held in Hong Kong in 1991, language educators as well as applied linguists discussed essential issues such as language teacher knowledge, TE program curriculum decisions, along with the training of teaching skills (Flowerdew, Brock & Hsia, 1992). Some suggested that the education of language teachers go “beyond methodology” (Bardovi-Harlig & Hartford, 1997) and “beyond training” (Richards, 1998). “Beyond methodology” was the key point that Bardovi-Harlig and the fellow linguists and applied linguists tried to make in their joint efforts.

1.4 Definition of Terms

As the key terms employed in the study will be defined in more detail in subsequent chapters, the following is aimed to provide an overview:

- 1) **BA/TEFL**: Acronym for a Bachelor of Art program in Teaching English as a Foreign Language, a four-year program at the tertiary level. It enrolls student teachers from secondary school graduates who have passed the National Matriculation Tests.
- 2) **Normal university**: A kind of university in China that specializes in the preparation of preservice teachers for all school subjects.
- 3) **EFL**: Acronym standing for English as a Foreign Language, which denotes the status of English in China. It is one of the four major subjects in all levels of education, the other three being the Chinese language, mathematics, and science. EFL also indicates that it is very much limited to the formal, classroom environment. Students have very little exposure to the target language outside the classroom.
- 4) **Stakeholders**: People directly related to the BA/TEFL program under study, including: program heads, teacher educators, student teachers, past graduates and end-users. In terms of the basic functions they perform in relation to the preservice EFL teacher education programs, the program heads and teacher educators are program providers, whereas the student teachers, past graduates and end-users are program recipients.
- 5) **End-users**: People who hire BA/TEFL program graduates for EFL teaching posts in secondary schools. They can be school principals, head teachers for the division of English language teaching in the school, or panel teachers in the school district. In performing their administrative roles, they monitor and guide the teaching performance of the EFL teachers in the secondary educational system.

Richards, Ho & Giblin, 1989; Anderson, 1995; Richards, 1998; Schulz, 2000; Klapper, 2001). Teaching was seen as a craft or an art in the first few decades of the last century in the United States (Schulz, 2000). While this point of view may have recognized the creative nature of the profession, the effective teacher was regarded mostly as relying on his/her born talents. By the end of the 20th century, however, “teaching is no longer seen exclusively as an art, as it was during the early part of the century” and that there are principles, processes, skills, behaviors, techniques, strategies, beliefs, and attitudes that impact on teaching and learning and that can be empirically studied and ‘taught’” (Schulz, 2000, p.516). Research in EFL teacher education in the last two decades of the previous century moved from identifying teachers’ discrete behaviors and routines, to identifying efforts to interpret teachers’ use of their knowledge within specific educational contexts (Freeman & Johnson, 1998). From the 1990s onwards, more attention has been given to research on teacher learning, the teaching process and teacher beliefs (Freeman & Johnson, 1998; Roberts, 1998).

Issues related to teacher education also derive from discussions of problems with teacher education systems or the organization of teacher education programs (Pepper & Hare, 1999; Schulz, 2000; Tatto, 2002). The lack of research about the impact of various factors on TE and the nature of teacher preparation curricula is probably the biggest problem (Shultz, 2000). There is also a shortage of knowledge about the impact of teacher education on education innovations (Tatto, 2002). Schulz (2000) expressed disappointment about the small progress made in FL teacher education in spite of the discussion and studies going on for about a century. He indicated over 10 problem areas with the profession; some are related to the present research, i.e. the relationship between theory and practice, the linguistic proficiency of prospective teachers, and the integration of foreign language teacher education programs (pp. 516–517).

2.1.3 Teacher Knowledge Base and Competencies

It is generally agreed that teachers should be knowledgeable. What

16 knowledge does a teacher need? Researchers have suggested different approaches and models of defining or categorizing teacher knowledge, from philosophical or anthropological perspectives. Teacher knowledge is described as “personal, practical, and tacit knowledge developed in the course of engaging in the teaching act and responding to the context of situation” (Tsui, 2003, p.42). Teacher knowledge was often specific to the particular education context. Teacher knowledge was also seen as composed of different and sometimes overlapping components, such as *subject matter knowledge*, *pedagogical knowledge*, and *knowledge of the curriculum* (Shulman 1987; Grossman, 1988).

Scholars in psychology and education have made various suggestions about teacher knowledge structure (Vygotsky, 1926, translated by Silverman, 1997; Shulman, 1987; Gimmestad & Hall, 1995; Richards, 1998; Freeman & Johnson, 1998). Vygotsky believed that pedagogic is of primary importance in teacher knowledge. “The first condition we impose on the teacher is that he or she be a scientifically trained professional, that he or she be a true teacher before he is a mathematician, or a teacher of literature, or whatever” (Vygotsky, 1997, p.344). Other researchers have attempted to identify a full range of teacher knowledge. Of the various versions of recommendation for teachers’ knowledge base, the most influential are Shulman’s categories, which are composed of *content knowledge*, *general pedagogical knowledge*, *curriculum content knowledge*, *pedagogical content knowledge*, *knowledge of learners and their characteristics*, *knowledge of educational context*, and *knowledge of educational ends* (Shulman, 1987, p.8).

Shulman (1987) suggests that besides *content knowledge*, teachers should know how learning takes place, what makes learners learn, and what constraints the educational environment may pose upon teaching, as education is a social activity. Grossman (1988) echoed Shulman in the categorization of a teacher knowledge base in general but she collapsed the seven categories into four, i.e. *subject matter knowledge*, *general pedagogical knowledge*, *pedagogical content knowledge* and *context knowledge* (pp.8–23). Roberts (1998), in the context of language teacher education, made a similar move by combining the last three of Shulman’s list into *pedagogical content knowledge* and *general pedagogical knowledge* (p.105).

The term *pedagogical content knowledge* is a special contribution made by Shulman (1987) to understand and define teacher knowledge. Grossman and Richert (1988) explained it as the subject matter knowledge for teaching. Gimmestad and Hall (1995) elaborated and described the pedagogical content knowledge (PCK) as a concept that “represents more than a simple combination of general knowledge, content knowledge, and pedagogical knowledge. While it is an amalgam of these, it is also a representation of additional knowledge and skills that expert teachers possess. PCK entails having knowledge of and the ability to draw upon powerful analogies; illustrations, examples, explanations, and demonstrations that will make sense to specific students. It also includes knowledge of the background of experiences and culture that students bring to the learning of specific subject-matter concepts and principles” (p.551).

Bransford, Brown and Cocking (1999) explained the concept of *pedagogical content knowledge* from the perspective of effective and expert teachers. They believed that expert teachers have “knowledge about how to teach in particular disciplines, which is different from knowledge of general teaching methods”. They “know the structure of their disciplines and this provides them with cognitive roadmaps that guide the assignments they give to students, the assessments they use to gauge students’ progress, and the questions they ask in the give and take of classroom life” (p.xviii).

Richards (1998) suggested six domains of teacher knowledge, suitable to use as goals for foreign language teacher education programs. They include *theories of teaching, teaching skills, communication skills, subject matter knowledge, pedagogical reasoning and decision-making, and contextual knowledge*. *Communication skills* entail both sociolinguistic entities and fluency in the target language as well as in the mother tongue, which is necessary to sustain communication (p.15).

The concept of *subject matter knowledge* can be defined, in a simple way, as the content knowledge a teacher is supposed to teach. But Grossman, Wilson and Shulman (1988) defined the concept in a more elaborate manner. They suggested that a teacher’s subject matter knowledge should consist of four dimensions: *content knowledge, substantive knowledge, syntactic knowledge and beliefs about the subject matter* (pp.27–29). Teachers should not only know the facts

about their discipline, but also know how to explain, make informed inquiries, and share them with other teachers working in the same disciplinary area.

18 Richards (1998) simplified the definition slightly by suggesting that subject matter knowledge “refers to what teachers need to know about what they teach, and constitutes knowledge that would not be shared with teachers of other subject areas, or indeed with non-teachers”. For English language teachers, the subject matter knowledge is made up of two components; the first component is knowledge about the target language, namely phonetics and phonology, English syntax, second language acquisition, curriculum and syllabus design, discourse analysis, sociolinguistics, analysis of TESOL methods, and testing and evaluation. The second component of subject matter knowledge is professional discourse, or register that language teachers talk about their discipline (pp.8–9). The present research uses the term *subject matter knowledge* in the sense suggested by Richards (1998).

Numerous studies have found a positive relationship between teachers’ level of subject matter knowledge and students’ achievements (Darling-Hammond, 2000). From the standpoint of an applied linguist and language teacher educator, Tsui (2003) stated that:

In interactive teaching, teachers who had better subject matter knowledge were observed to be able to help students make conceptual connections, provide appropriate and varied representations, and construct active and meaningful dialogs with students. Teachers with limited knowledge were found to present the subject as a collection of static facts. Their subject representations consisted of impoverished or inappropriate examples and analogies. They tend to emphasize seat work assignment and routinized student input as opposed to meaningful dialog (p.54).

It is therefore necessary for teacher preparation programs to provide adequate support for student teachers in the target language enhancement courses to obtain the *subject matter knowledge* needed for their future profession.

Teacher competencies, according to Wagner (1989), are the expectations that teachers should live up to, including general responsibilities, handling various tasks, maintaining sufficient understanding of children, and learning

the years and in different educational contexts. There have been models such as traditional approaches, the craft-knowledge model, competency-based teacher education (CBTE) approach, the reflective practice, the micro and macro approaches to foreign language teacher education, and various innovative ideas leading to the development of new models.

Traditional approaches

In this category, student teachers are typically required to complete compulsory language courses, and courses in the content area, pedagogy and in school experience. The *apprenticeship approach* (Klapper, 2001) or *craft model* (Wallace, 1991), which was influenced by behaviorism, is a form of traditional approach. The student teacher is assigned to a mentor or “master” practitioner in Wallace’s terms. He/she learns about teaching from observing the master’s classes and gets specific help with his own teaching. *The applied science model* of teacher education is again categorized as traditional and is still widely in use (Wallace, 1991).

Competency-based teacher education (CBTE)

A *competency-based approach* to teacher education views effective teaching as the result of the teacher’s application of various strategies drawn from his/her skills or competencies repertoire (Richards & Nunan, 1990; Klapper, 2001). “This approach is seen as a way to link more effectively the theory of teaching with classroom practice” (Klapper, 2001, p.17). The assumption in this approach is that “the effective teacher differs from the ineffective one primarily in [having] command of a large repertoire of competencies—skills, abilities, knowledge, and so forth—that contribute to effective teaching” (Medley, 1979, cited in Richards and Nunan, 1990, p.7). Teacher educators, therefore, should strive to help student teachers obtain these competencies. This model of teacher education is said to be prevalent in the United States and is considered to be the trend of development in the United Kingdom (Klapper, 2001). Undoubtedly, categories of teacher knowledge described in teacher standards or credential requirements have an important role to play in the CBTE model.

The reflective model

The *reflective model* for teachers, otherwise termed as the *reflective practice*, is rooted in a teaching theory that advocates the practice of reflecting on their

Researcher(s)	Research topic/focus	Methods	Place / Year
Penington & Urmston	The teaching orientation of graduating students on a BATESL course in Hong Kong: a comparison with first-year students	Case study	Hong Kong SAR/ 1998
Spezzini & Oxford	Perspectives of preservice foreign language teachers	Quantitative + qualitative	US/1998
Nam & Oxford	Portrait of a future teacher: case study of learning styles, strategies, and language disabilities	Case study (extreme-case)	US/1998
Golombek	A study of language teachers' personal practical knowledge	Case study	US/1998
Miller & Aldred	Student teachers' perceptions about communicative language teaching methods	Qualitative	Hong Kong SAR/ 1998
Schlaoui	Developing cross-cultural communicative competence in preservice ESL/EFL teachers: a critical perspective	Case study	US/2001
Ruiz-Funes	On teaching foreign languages—linking theory to practice	Qualitative	US/2002

It should be noted that a qualitative study method prevails in the research surveyed and that the proportion of the studies using case methods takes up over 50%. An important aspect of language teacher education research is that some research has been carried out on program planning or curriculum organization, which will be dealt with later in the thesis, as it is the major concern of this study.

2.3 EFL Teacher Education in China

It is deemed useful to begin the review of EFL teacher education in China by briefly examining the general situation of teacher education as a whole, because it has a great influence on the EFL teacher education system.

to reform the teacher education system was felt by the educationists (Zhou, 2000; Liang & Luo, 2000; Guan & Shan, 2003; Han & Wang, 2004) as well as by the government (Ma, 2002; Yuan, 2003; Guan, 2004).

2.3.1.2 Historical Account and Present Situation

For over one hundred years since its establishment in 1889, China's teacher preparation system has developed into a multi-channel, multi-level and multi-format teacher education system (Hu, 1998; Tan, Zhang & Wendel, 2003). It plays a major role in the production of teachers for the country's basic education, the largest educational system in the world (Wang, 1997). Institutions that produced teachers are called normal universities (usually 4-year tertiary education), teachers colleges (3-year or 4-year special courses) and teacher training schools (2-year secondary vocational education). There were over 220 normal universities in China at the time of the study (Li & Chen, 2002). Currently the majority of the primary and secondary school teachers are prepared in this way, although it has been officially documented that graduates from non-teacher-education universities could also apply for teaching positions upon obtaining a teaching certification (MOE, 1993; Teacher Qualification Requirements, 1995). According to an official estimate (Li & Chen, 2002), about 137,000 new teachers with a bachelor's degree would be needed in the country's secondary schools between the year 2001 and 2005; and 132,000 between the year 2006 and 2010. As English language education is one of the four major school subjects along with Chinese, mathematics and science, roughly over 60,000 secondary EFL teachers would come into the teaching force between the year 2001 to 2010 (Li & Chen, 2002, p.137).

The present teacher education system in China has been under serious scrutiny by teacher educators in the past decade. A salient feature of this examination was that most of the discussion pointed to problems in teacher education. Generally speaking, it was believed that TE institutions lacked clear goals of education and curriculum objectives (Xin, Shen & Lin, 1999; Zhou, 2002; Wang, 2002). Some of these institutions had even diverted from their educational goals and objectives and isolated themselves from the reality of secondary education (Hu, 2000). Other problems relevant to this study

are concerned with the curriculum and teacher educators. The curriculum content, organization and instruction, which still had the ex-Soviet Union influence, were behind the development of economical system of the country (Bai, 1997; Hu, 1998; Liu, 2002). Development of knowledge gained from research and studies did not come into the classrooms (Hu, 2000). Besides, the general quality of teacher educators was low, probably due to the overall shortage of postgraduate degree holders and the small number of professors. As a result, graduates from TE institutions were often considered weak not only in their academic achievements, but also in application of the knowledge they had learnt in teaching (Hu, 2000; Wang, 2002).

2.3.1.3 Theoretical Issues and Models of Teacher Education

The literature review has found a scarcity of discussions about EFL teacher education theories or ideologies, even though issues about the importance and meaning of preservice EFL teacher education began to emerge in the late 1990s. A major issue was concerned with the professionalization of teaching, which greatly affected the setting of educational goals of teacher education programs (Bai, 1997; Hu, 1998; Xin, Shen & Lin, 1999; Huang, 2001; Wang & Qiu, 2001; Zhong, 2001; Wang, 2002; Zhu, 2002). The lack of recognition of teaching as an irreplaceable profession would lead to a heavy burden of academic content in the curriculum, assuming that possession of knowledge alone in a particular area is a qualification adequate for teaching. Teacher educators were unanimous in the opinion that this tendency should be corrected (Sang, 1998; Wang, 2002; Sun, 2003, etc.).

Ever since the establishment of a formal teacher preparation system, i.e. three levels of preservice preparation with degree education, certificate preparation and secondary professional training, discussions and debates over a more suitable teacher education model is prevalent among educationists (Hu, 1998; Ge, 2000; Hu, 2000; Ma, 2002; Liu, 2002; Zhu, 2002). These discussions and debates have been trying to justify whether a *closed model*, an *open model* or an *integrated model* would be right for China.

The *Closed Model* refers to the training of teachers in the normal universities relatively independent of comprehensive or research universities

34 Shen & Lin, 1999; Shen & Li, 2001; Li & Mi, 2002; Lin, 2002; Guan & Shan, 2003; Liu, 2003; Qin, 2003, Wang, 2003; etc.). The literature review has found little consensus about teacher quality taxonomies amongst the discussions.

There have been studies that were conducted to investigate the knowledge structure of elementary and secondary school teachers (Li, 1999; Shen & Li, 2001). Li (1999) investigated teacher qualities of elementary and secondary school teachers from a sample of over 500 teachers in Shenzhen, (a city in south China) and made suggestions for reform in teacher education based on his findings. Close to half of the teachers in his study thought they lacked knowledge in education, psychology, teaching materials and methodology, teaching techniques, teaching research, teaching experiment and teaching management. The ability to teach research was perceived to be in urgent need of improvement. Li pointed out that teachers needed to have teaching competencies such as skills in interpersonal relationships, ability in information processing and verbal ability. He stressed the urgency for teacher education to strengthen the pedagogy component of teacher professional preparation. Li's study shed light on preservice teacher preparation as well as in-service teacher development.

Shen and Li (2001) attempted to address similar questions as those addressed by Li (1999). They conducted a survey of 97 elementary mathematics teachers in Beijing with three questionnaires focusing respectively on subject matter knowledge, knowledge of educational psychology and practical knowledge. They found that schoolteachers had problems in understanding the educational psychology. Teachers knew little about learner variations, learning and teaching theories, instructional methods and strategies, interaction between teachers and pupils, and learner achievement assessment techniques. The researchers suggested that teacher education institutions should improve the instruction of professional knowledge and skills in their programs. They pointed out three problems with the professional preparation component in the curriculum of TE institutions, which included: 1) the imbalance of academic and teacher professional preparation components in the curriculum; 2) the isolation of course content from school reality; 3) the lack of time in teaching practice.

2.3.2 EFL Teacher Education and Research

2.3.2.1 EFL Teacher Preparation in Universities

Unlike the case in many other countries, the Chinese EFL teacher preparation programs in the teacher education (TE) institutions were invariably housed in the department or school of foreign languages. After six to nine years of learning English in elementary and secondary schools, students enter BA/TEFL programs with only a basic knowledge of the English grammar equipped with a vocabulary size of not more than 2,000 words, and a very limited capability of oral communication (MOE, 1993). Most students barely reached the threshold of language proficiency before they were in Year Three in the program (MOE, 2000).

China's teacher preparation system may have existed for a very long time, but a suggested national syllabus for normal university English majors did not appear until 1979 (Li, 1993), and it has not been finalized until now. The non-existence of a national curriculum or curriculum guidelines specially designed for EFL teacher education caused curriculum decisions to be made at various TE institutions on the basis of the National English Curriculum for College English Majors (MOE, 1985; MOE, 2000). The major difference between English major programs and BA/TEFL programs was the inclusion of three courses: psychology, pedagogy and methodology (Hu, 2000; Li & Chen, 2002).

EFL teacher preparation was largely the study of the English language skills plus a very limited amount of general pedagogy and teaching practicum, according to the requirements of the 1979 National Syllabus (Li, 1993) and the National Syllabus for University English Majors (MOE, 2000). Typically, student teachers were first of all required to enhance their English language skills, which usually consumed the first two years of the four-year program and a large part of the time from the remaining two years. The third and fourth year of the program usually contained courses in literature and linguistics, and a teaching methodology course. The teaching practicum typically took place in