

Reforming Preschool Bilingual Teacher Education: Findings From Ethnic Qinghai-Tibet Region in China

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From the perspective of culturology, anthropology, and pedagogy, we propose that bilingual teachers should have “dual culture” literacy. We use interviews, questionnaires, classroom observation, text analysis to study the current preschool Tibetan Bilingual Teacher Education curriculum from the supply side and audience side and constructs preschool bilingual teachers education curriculum system from the curriculum goal, curriculum content, curriculum implementation and curriculum evaluation. Our findings indicate that preschool bilingual teacher education dual culture curriculum should develop qualitative assessment, mainly based on portfolio and recording methods, and conduct a pluralistic evaluation based on project research.

Keywords: Qinghai-Tibet region, Normal University, preschool education, Tibetan and Chinese bilingual dual culture curriculum

INTRODUCTION

Minority Preschool Bilingual Education

For minority children it is important for them to use both native language and Chinese before they are receiving the formative education. It means that teachers in kindergarten should use bilingual language to teach them consciously and it is good for children to adapt two language in all the activities during the preschool education. Sun and others (2008) considered that minority students often accept the bilingual education when they were in childhood. All their teaching activities during preschool education required to using native language and Chinese. Zhang and others (2008) think that children have their own age characteristics, they stay in the condition which is filled with language, they have to understand their native language. Based on this, teachers should create a good teaching environment to motivating children’s interests on language learning, and train their oral speaking ability. Finally, this can reach the comprehensive developing goal. Feng and others (2010) considered that there are differences between the bilingual teaching mode and the bilingual education, many teachers use bilingual language to teach

students, but they pay no attention on the influence of native culture, this doesn't conform to children's development characteristics. In sum, minority preschool bilingual education not only point to the bilingual language teaching but also pay more attention on native culture. It means teachers have to be an instructor, guide and supporter in every activity during the whole day in kindergarten, and cultivating the habit and interests to understanding the native culture. In this way, students can develop in an all-round way.

The Tibetan-Chinese Preschool Bilingual Teacher

Gu (2006) pointed that bilingual teacher can use two different languages native language and foreign language not only in teaching but also in writing, speaking, reading and listening.

Ha and others (2001) considered that bilingual teacher should learn theories and methods of bilingual education based on their bilingual languages and their teaching qualities. At the same time, they also must be a trans-cultural teacher who is familiar with the native culture and the second language native culture.

Lin and others described preschool teacher as people who teach class , who care for children and who work in the kindergarten.

Above all, the preschool teach contains the teacher who teach class for children and the nurse person who care for children's healthy and daily life. The participants involved in this study are the preschool bilingual teachers and other person related to children's development in kindergarten. They can not only speak two languages, but also understand two culture well, based on this practice, they can integrate these teaching mediums in children's learning activities and daily life in kindergarten.

Rationale and Purpose of the Study

China is a nation made up of different ethnic groups and various cultures. Each ethnic minority has their own unique culture. Each group member is responsible to inherit, protect, develop and innovate their own ethnic culture, which is also the foundation for all the ethnic groups to develop in harmony. School education shoulders the mission of individual socialization and inheritance of human culture. As an important part of our national educational system, preschool education should also take on this responsibility.

Preschool education is at the beginning of a student's academic career. It is one of the core contents of the education system in China. Government document called "The Guidelines of the National Program for Medium-Term and Long-Term Educational Reform and Development" clearly proposing to "enhance preschool bilingual education in ethnic regions comprehensively" and "propelling bilingual education intensively and support the ethnic regions to use the traditional language teaching students." During this document Chinese preschool education for rural preschool and the undeveloped area needs attention. In China, most ethnic regions are in rural and poor areas, where the development of preschool education is relatively delayed. Due to the unique "bi-cultural" issue in ethnic regions, preschool education development in those areas has hit a plateau. The mission of preschool bilingual education is not only to learn another language in addition to their own, but also to inherit ethnic and regional cultures loaded in the language.

One Chinese scholar studying trans-cultural teachers mentioned "the teacher is not related to the nationality, with the ethnicity. They inherit the cultural concept, so for the ethnic region, the "bi-cultural" teachers are the basic requirement and they also required possessing the multicultural educational concept (Wang, 2002). The scholars in China pointed that minority bilingual teachers is a special group, they face more challenges on teaching. During their teaching process, they have to cultivate the trans-cultural adaptability consciously and try to adapt to the culture blending, in this way, they can form their own advantages and promote the teaching. The outside teaching environment and teachers' own ability are both important to achieve the reformation of bilingual education. (Wang et al., 2008) The scholars in China interview the teachers in 23 Tibetan kindergartens and investigate their Tibetan-Chinese bilingual ability, the present situation, and their attitude. Researchers find that teachers with different ethnic have different motivation to use two languages. The Tibetan teacher's wish to promote the ethnic fusion the

Han teachers use two languages like a work tool. But, whether their respect is same or not, they all support to enhance the Tibetan-Chinese bilingual ability. They mentioned that enhancing children's Tibetan-Chinese bilingual education is very important. Based on the good learning methods, children will form the healthy attitude on the Tibetan-Chinese bilingual language. (CAI Et Al., 2016).

The purpose of this study is to develop preschool bilingual education in ethnic regions.

Theoretical Framework

This study proceeds from the perspective of culturology, anthropology, pedagogy, describes the cultural connotation of bilingual education by discussing the relationship between bilingual education and mainstream culture, minority cultural; depicts the connotation of "bi-culture", "bi-cultural people" through analyzing the "double cultural phenomenon", "bilingual people"; proposes that bilingual teachers should have "dual culture" literacy through the analysis of bilingual teachers and the structure of teaching ability of bilingual teachers. This study suggests that preschool bilingual teachers should have "double cultural literacy", which is the attitude and concept on the ethnic culture education, possess Tibet Chinese cultural knowledge, and the implementation of Tibetan and Chinese national culture education ability. This study suggests that the preschool teacher education curriculum is the key element to cultivate "double cultural literacy" preschool bilingual teachers, and it is necessary to construct dual culture curriculum system for cultivating preschool bilingual teachers, cultural literacy to promote the growth of bilingual teachers promote and bilingual education in minority regions.

Methods of Data Collection and Analysis

This study explores interviews, questionnaires, classroom observation, text analysis to study the current preschool Tibetan Bilingual Teacher Education curriculum from the supply and audience side.

Selecting the teachers and students of the preschool education in Q University in Qinghai Province as the research object. Firstly, we use literature survey to build the theory foundation, the literature mainly focused the foreign bilingual teachers, the teacher education under the culturology perspectives and the multicultural education. Secondly, we prepared the questionnaire for bilingual teacher in order to measure their multicultural teaching level, it contains the key literacy and the way to form. Thirdly, we use the method of text analysis to analyze the training program of preschool bilingual teachers education, and the method of classroom observation to observe preschool bilingual teachers classroom teaching in Q University. Then, we use interviews to interview the preschool bilingual teachers and currently students enrolled in pre-school education in Q University. Selecting the teachers of preschool education institutions in two Tibetan Autonomous Prefecture of Qinghai as the object of study, and questionnaires and interviews were explored to investigate the teachers' dual cultural literacy.

From the supply side: The study found that the training target of preschool bilingual teachers pay few attentions on national cultural factors, the curriculum emphasis on tools and technical values, students' life culture was neglected in classroom teaching. The whole training program has few "bi-culture" curriculum.

From the audience side: The preschool bilingual teachers had an insufficient understanding of the impact of two kinds of Tibetan and Chinese culture to the local children's development. It was difficult to transform the cultural knowledge to the teaching activities and teachers lack the dual cultural practice ability. Teachers cannot choose appropriate teaching methods and tactics for students who have different cultural background and provide multicultural identification in different activity. In class, the core way is teaching and few activity, there's no interaction and communication for multicultural idea. This study considered that the key to cultivating bilingual literacy of Tibetan Chinese bilingual teachers is to construct the teacher education curriculum with dual culture characteristics.

CONCLUSION

- **The Tibetan-Chinese preschool bilingual teacher's bilateral-cultural role: Bi-cultural reflection practitioners.**

Bilingual teacher is considered as the important person which influences young people through teaching and interacting in daily life. They must be a bi-cultural reflection practitioners. For culture bilingual teacher must possess the basic competency for being a good teacher and have the reflective awareness and the researching ability on social development and education reforming. Based on these ability, they can integrate the multi-culture into all the classes.

For education, bilingual teacher should be patient and opening, when they meet different students who have the different cultural background, different characteristics and different personality, they must chose different teaching methods, material and give different guidance, in this way students will be respected and understood.

- **The Tibetan-Chinese preschool bilingual teacher's bilateral-cultural competency**

Bilingual teacher have to possess two attitude and concept of two national cultural education, and to be familiar with cultural knowledge, different learning characteristics of multiple learners and educational practical ability. According to their own cultural awareness, they must also respect other person's culture background, listening and understanding. In this way, they can promote students' multicultural harmonious symbiosis consciousness through teaching and interacting.

- **The Tibetan-Chinese preschool bilingual teacher's bilateral-cultural curriculum**

The value of preschool bilingual teacher education is to inherit the national culture and promote the professional development of bilingual teachers, the bilingual education curriculum for preschool Tibetan Chinese teachers should embody the dual cultural connotations. This study shows how preschool bilingual teachers education double culture curriculum system from the curriculum goal, curriculum content, curriculum implementation and curriculum evaluation, put forward the implementation of dual culture course based on the form of the project inquiry, set double culture problem situation in classroom teaching to explore the theme as a way of teaching organization. This also shows how the preschool bilingual teacher education dual culture curriculum can be used as a qualitative assessment, mainly based on portfolio and recording methods, and conduct a pluralistic evaluation of dual culture curriculum based on project research.

This study is basis on the present situation investigation, preliminary construction of the Qinghai-Tibetan region Tibetan-Chinese double culture in institutions of higher learning pre-school professional courses, researchers in combination with the Tibetan district preschool teacher education practice, in the "countries - preschool teacher culture plan from the project team of the rural teacher training research and 2017 district preschool teachers training team replacement off-job training project", try to implement the dual culture courses.

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