Building on the curricular development work done by the National Institute of Education (NIE) of the Nanyang Technological University in Singapore during a multi-year consultation with the Ministry of Education of Bahrain, the international faculty members of the Bahrain Teachers’ College (BTC) are now adapting the program to reflect the needs of pre-service teachers in Bahrain. The *English for Educators* module (Ellis & Pillai, 2009a) was developed to equip pre-service teachers with academic reading, writing and oral skills.

The learning needs of these pre-service teachers were best met when BTC introduced bilingual team-teaching, i.e. Arabic and English language teachers co-teaching the module. Pre-service teachers and instructors were able to instruct and participate in a bilingual context providing pre-service teachers with the necessary skills to bridge their content and pedagogical knowledge between the two languages. It was also observed that when both Arabic and English language teachers were in the same classroom, there was an increase in the level of participation from pre-service teachers.

Both staff and pre-service teachers benefited from the mutual cross-cultural exchange of pedagogy and teaching practices. This chapter provides an overview of the module and its implementation. From a broader perspective, this chapter will also provide recommendations for curriculum planners developing English language course materials for pre-service teacher training in other Gulf States.