

# 摘要

自 1949 年新中国成立以来,随着我国政治、经济、外交发展的需要,我国对不同语种人才的需求在不同历史时期出现了三次高潮:第一次是新中国成立后需要大批俄语翻译人才;第二次是改革开放后,需要以英语、日语等语种为主的复合型人才;第三次是“一带一路”倡议、参与全球治理、构建人类命运共同体、加强国际传播能力等方针提出后,需要非通用语种和懂外语的国际化高端人才。高校作为国家多语种教育规划的中观层面,其任务是服务国家宏观战略,因地制宜地制定相应的多语种人才培养规划并实施。其中,高校的多语种课程政策是落实国家多语种人才培养规划的核心和最重要的途径。课程政策的科学性和有效性最终体现人才培养的质量。理论上,无论在教育学还是在语言教育规划领域,课程政策是其中十分重要的一环,课程政策的目标、主体、结构与内容、载体、客体等要素决定了课程体系的质量。鉴于此,本论文旨在回答以下三个问题:(1) 新中国成立以来我国的多语种教育规划是如何演变的?(2) 不同类型高校的多语种课程政策是如何演变的?是否与同一时期的国家多语种教育规划具有一致性?(3) 影响不同类型高校多语种课程政策的因素有哪些?这些因素是如何互动的?

本研究以历时视角审视我国高校的多语种教育规划,结合公共政策理论、语言教育规划理论和课程政策理论,形成研究的理论和分析框架。研究方法上以质性研究为主,数据的收集采用访谈法和文献法,数据的分析采用文本分析法和多个案研究法。

为了进行有效的研究和阐述,本论文共分为七章,前四章分别为绪论、文献综述、理论基础和研究设计。第五章起,阐述新中国成立以来,我国不同时期的多语种教育规划的演变与特点,之后以我国颁布的各类多语种教育政策文本为语料,分析政策主体、教育制度、权力分配、课程政策的变迁。第六章为个案研究,包括个案内研究和跨个案研究。个案内研究以四所高校为例,阐述其课程政策的演变过程、分析多语种发展的历史和动因。跨个案研究对半结构访谈所收集的语料进行变量取相分析,并结合各高校的政策文本与史料进一步加以归纳总结。在此基础上,第七章对我国的多语种教育规划包括课程政策提出建议。

经研究，有以下发现：针对研究问题 1，我国多语种教育规划长期以来与我国政治、经济、外交等关系密切，政策主体从多个主体演变为以教育部为主的单一主体，但仍然是自上而下的集权管理。多语种教育规划服务国家需求、社会发展和经济建设的导向一直存在，从分散性地颁布针对不同语种的教育政策演变为颁布融合多语种在内的指导性纲要，课程大纲逐渐规范化和标准化。

针对问题 2，四所高校的多语种课程政策均与同一时期的国家多语种教育规划具有一致性。外语类高校的多语种课程政策的发展注重国家导向和发挥其优势学科。综合性高校的多语种课程政策打破学科壁垒、体现多元发展观。师范类高校的多语种课程政策在坚守英语教育传统的同时，又拓展非通用语种教育。理工类高校的多语种课程政策兼顾学校特色和国家需求，在积极探索中。

针对问题 3，四所不同类型高校的课程政策在主体、目标、结构与内容、客体和载体上既有共性又有差异：高校的多语种发展和课程政策受国家教育政策和课程大纲的影响，课程政策的主体主要为学院管理者，但有时地方政府及校方会产生决定性影响。课程政策的主体和客体均呈现了多极性，体现了权力博弈的复杂性和动态性；课程政策的目标具有校本特色，对不同高校来说，影响课程政策目标的主要因素各不相同；在课程政策的结构和内容方面，外语类、综合类和理工类高校均体现了“全人”的教育理念，师范类院校体现“专才”教育理念；课程政策的载体向高水平大学和强势学科倾斜。

鉴于以上发现，为了合理规划不同类型高校的多语种教育，本研究首先从宏观层面对我国的多语种教育规划提出了具体建议。然后，针对高校提出建立多元化的多语种课程政策体系，阐述课程政策各要素需遵循的主要原则以及不同类型高校的多语种课程政策字母模型。

论文的七个章节为一个有机整体，各章节既可以独立成篇，又与其他章节构成逻辑上的内在联系，对我国高校的多语种教育规划进行了纵向和横向，全面而透彻的研究与探讨。论文结合公共政策理论、语言教育规划理论和教育学理论，综合使用多种研究方法，拓展了语言教育规划领域研究的理论空间，丰富了质性研究的内涵。本研究将多语种教育作为整体，探究我国社会发展进程中的语言教育规划、特别是课程政策的变迁和特点，在当前我国参与全球治理、提升国家语

言能力背景下,该研究结果对于课程政策的理论研究以及合理规划我国高校的多语种教育,培养适应时代发展和国家需要的外语人才具有积极地推动意义。

**关键词:** 教育规划; 多语种教育; 课程政策

## Abstract

Since 1949, when the People's Republic of China (PRC) was founded, new China's politics, economy and diplomacy have experienced sustained transformation, thus sparking off a huge demand for talents speaking different languages. Historically, there have been three periods of time when there was a surge of demand for foreign language talents: the time immediately after the establishment of the PRC, when China was in great demand of Russian language translators, the time after China's reform and opening up, when the country was short of talents of English, Japanese and other languages equipped with their professional knowledge, and recently, the third period beginning with China's introduction of the Belt and Road Initiative, when participation in global governance and the construction of a community with a shared future for mankind has given rise to an acute shortage of high-end talents with a good command of non-common languages and those serving international organizations. Universities, at the meso level of the national foreign languages education planning, have their mission to formulate and implement their own corresponding foreign language talent cultivation planning by conforming to the national macro strategy and foreign language education plan as well as considering local needs. Foreign language education planning at the tertiary level is an essential stage on the way towards the implementation of the national foreign language syllabus. Whether a curriculum policy is scientific and effective determines the quality of language talent training. In the theory of education and language planning, curriculum policy is also an integral part, its objectives embedded in the curriculum policy, contents, carriers, objects and so on all determine the quality of the curriculum system. With this in mind, this study aims to answer the following three questions: (1) How has China's foreign language education policy evolved since the founding of the PRC? (2) How have the curriculum policies of different types of colleges and universities evolved in their history? Has the change been consistent with the national foreign language education policy in the same period?

(3) What are the factors influencing the foreign language curriculum policy in different types of institutions of higher learning?

This paper mainly studies foreign language education planning in Chinese colleges and universities from a diachronic perspective, combining public policy theory, language education planning theory and curriculum policy theory to generate the theoretical and analytical framework of the research. Qualitative research is the main method. Specifically, the methods of data collection are interviews and literature research and the methods of data analysis are text analysis and multiple cases study.

In order to carry out effective research and discussion, this dissertation covers seven chapters, the first four of which are introduction, literature review, theoretical basis and research design. Beginning with Chapter Five, the thesis embarks on a detailed discussion of the evolution and characteristics of foreign language education planning in different periods of China since the founding of the PRC. Then, based on various foreign language education policy texts issued by China, it analyzes the changes of policy subjects, systems, power distribution and ever-changing curriculum policies. The sixth chapter is a case study composed of both in-case study and cross case study. With four universities as the focus of this research, it analyzes the evolution of their curriculum policies coupled with an insight into the history and motivation of their foreign language policy development. Cross-case study is carried out based on the corpus collected in semi-structured interviews through variable-oriented analysis, and further summarized together with policy texts and historic materials of the cases. On the basis of this, Chapter 7 puts forward suggestions and corresponding strategies of foreign language education planning in China.

Based on the above research questions, the findings are as follows: for question (1), foreign language education planning in China has long been closely related to politics, economy, and diplomacy. The subjects of policy have evolved from multiple ones to one subject, i.e., the Ministry of Education and the language management features top-down, centralized administration with the intention of serving the national need and socio-economic development. The enactment of foreign language education

policy has changed from focusing only on one language to providing one guiding policy of different languages and the curriculum syllabus is gradually standardized.

For question (2), the curriculum policies of the four different types of universities have been consistent with the national foreign language education planning in the same period. The development of foreign language curriculum policy at foreign studies universities pays attention to national orientation and its advantageous disciplines as well. The foreign language curriculum policy of comprehensive universities breaks the discipline barriers and embodies the educational concept of diverse development. The foreign language curriculum policy in normal universities adheres to the tradition of English education and also extends to less commonly taught foreign language education. And finally, the foreign language curriculum policy of science and engineering universities is actively experimenting with the combination of school characteristics and national needs.

For question (3), the four different types of universities have both similarities and differences in subjects, objectives, structures and contents, objects and carriers of curriculum policy: the subjects at various levels of curriculum policy reflects the complexity and dynamics of power game. For different universities, their objectives of curriculum policy have their own characteristics, and the main influential factors of which are various. In terms of the structure and content of curriculum policy, foreign language universities, comprehensive universities and science and engineering universities all embody the educational concept of “whole person”. The objects the foreign language curriculum policy in universities demonstrate the feature of multipolarity in that it is mainly affected by the national education policy and national syllabus and the major subjects of a college foreign language curriculum policy are mainly staff members responsible for college and school management, but sometimes the local government and university authorities will have a decisive impact. The carriers of a curriculum policy favours high-level universities and strength disciplines.

The foreign language curriculum policy of universities is mainly affected by the national education policy and national syllabus. The major subjects of a college foreign language curriculum policy are mainly college administrators responsible for college

and school management, but sometimes the local government and university authorities will have a decisive impact.

Based on the above findings, in order to effectively plan foreign language education at different types of colleges and universities, this study firstly puts forward suggestions for both the central government in terms of foreign language education planning. Then it proposes a diversified foreign language curriculum policy, and further explains the principles of the five elements of curriculum policy and the letter model of foreign language curriculum policy models of different types of universities.

As a diachronic and synchronic comprehensive research, this paper combines the theory of public policy, language education planning and pedagogy, and comprehensively uses various research methods to expand the theoretical space of language education planning and enrich the connotation of qualitative research in the field. This study takes multiple foreign languages as a whole to explore the changes and characteristics of language education planning in the process of social development in China, especially the changes and characteristics of curriculum policies. Against the background of China's participation in global governance and the improvement of national language competence, the findings of this paper are of positive significance for the rational and effective planning of foreign language education in the hope of cultivating high-end language talents for social and national development.

**Key words:** education planning; foreign language education; curriculum policy