

摘要

改革开放以来,我国的外语教育政策为实现国家现代化和推进国际化进程做出重要贡献。回顾我国的外语教育规划过程,尽管以自上而下的规划路径为主导,但社会调查和征求民意也是其中重要的规划活动;同时,外语教育规划也激发国人对外语教育的复杂的情感。然而,当前的研究很少探讨外语教育政策应如何回应公众意见和感受,提高公众的满意度。随着互联网和新媒体的发展,公民的话语空间发生改变,公众意见表达异常活跃,社会舆情成为公共政策的重要影响因素。因此,本研究以舆情为研究视角,探索外语教育政策的回应性。

高考英语是我国重大的外语教育政策,外语教育规划与高考英语政策变迁息息相关。本研究以高考英语的政策变迁为主线,并选取其中四个关键节点为经验案例,探究高考英语舆情与政策回应性的关系。本研究分析认为,政策回应性受制于制度语境、外部环境和由公众意见与媒介话语构成的社会舆情。为探究舆情与政策回应性的一般关系,本研究提出三个具体研究问题:(1)高考英语舆情特征如何?(2)高考英语舆情与政策回应性关系如何?(3)舆情与政策回应性关系的影响因素有哪些?

本研究在理论视角上,借鉴政治学、公共政策学、新闻传播学相关的舆情-政策关系分析理论,以话语制度主义作为一种综合的理论视角审视高考外语政策变迁过程,构建出政策回应性的分析框架。在研究方法上,本研究以质性研究为主,融合量化分析方法对三种来源数据进行分析:(1)政策文本、历史研究文献和智库研究报告;(2)慧科新闻数据库和中国期刊网;(3)新浪微博,其中数据采用第三方爬虫软件采集获得。在研究路径上从总体和特定节点两个方面探究外语教育政策回应性。

论文共分七章。前三章阐述了研究现状和基础概念与理论,论文第四章从总体上考察了高考英语政策变迁的制度文化语境。高考英语政策主要体现在科目地位、命题方式、考试内容和方式等方面。改革开放以来的高考英语政策变迁可分为三个阶段,即稳定上升期、调整变化期和巩固发展期,政策的变化可视为对外部政治经济文化条件和社会舆情的积极回应。

论文第五章分析了高考英语舆情的总体特征。本章从报纸媒体、社交媒体和学术期刊三种媒体描述高考英语舆情的时空分布特征、舆情主题和热点事件。舆

情分析表明,在高考英语政策调整变化时期,公众舆论对待英语的态度比较复杂,一方面认可英语作为国际化和现代化的工具性特征,另一方面要求弱化高考英语的科目地位、减少高考英语考试的社会功能比较强烈。新一轮高考改革启动以来,社会舆论聚焦在一年两考和中外文化冲突方面,容易引发成社会热点事件。高考英语听力是最为频繁的高考突发性事件,地方政策回应方式不一,但随着新高考改革的推进,回应的重点是加强考试管理,稳妥推进高考英语听说考试。

接下来的论文第六章通过高考英语政策变迁的关键节点的探究高考英语舆情与政策回应性的关系。研究表明,尽管1999年以来国家高考制度改革政策突出高考内容和形式的改革,但是公众舆论的焦点在科目分值、计分方式和考试方式上。1984年第一次高考改革后高考英语确立了和语文、数学同等的统考科目地位和分值权重,并在实际中得到强化。新世纪以来公众对英语热开始反思,弱化英语的呼声比较强烈,2006年江苏省通过对民意的积极回应和协商,首次降低了高考英语分值。2013年北京高考改革迎合社会舆论,提出降低高考英语分值的方案,但是公众意见中专业话语发挥了重要影响,维持了高考英语地位。2017年以来为克服一考定终身的弊端,新高考改革试点省份高考英语“一年两考”,虽然降低了高考英语听力事故的风险,但是测试技术的要求和地方政府的政策执行能力成为“一年两考”的制约因素。

论文第七章为启示和结论部分,将舆情的政策回应总结为四种模式,即主动咨询型、积极协商型、消极协商型和压力回应型,从三个方面提出回应性外语教育政策发展的可能路径,即正确认识观念性冲突、合理运用舆情调查、做好舆论环境建设。

本论文的研究创新主要体现在理论基础、研究方法和研究应用三个方面:首先在理论上,以多学科知识为基础建构外语教育政策回应性的理论内涵,为外语教育规划探索符合现代治理理念的科学路径;其次是在研究方法上的创新,将质性探究与媒介框架分析和政策叙事相结合,拓展了质性研究的内涵;最后是本研究的应用创新,政策回应性为当前的高考改革和外语教育规划提供新的分析视角。

关键词: 舆情; 政策回应性; 外语教育政策; 高考英语

Abstract

Since the reform and opening up, China's foreign language education policy has made an important contribution to the realization of national modernization and the advancement of internationalization. Looking back on the process of foreign language education planning in China, although the top-down planning path is the leading one, social survey and public opinion solicitation are also important planning activities. At the same time, foreign language education planning also stimulates people's complex feelings on foreign language education. However, the current research rarely discusses how foreign language education policy should respond to public opinions and feelings and improve public satisfaction. With the development of the Internet and new media, the discourse space of citizens has changed, and the expression of public opinion is very active. Public opinion has become an important influencing factor of public policy. Therefore, this study aims to explore the responsiveness of foreign language education policy under the perspective of public opinion.

NMET is an important foreign language education policy in China, and foreign language education planning closely related to the changes of NMET policy. This study takes the policy changes of NMET as the main line, and selects four key nodes as empirical cases to explore the relationship between public opinion and policy responsiveness in NMET. According to the analysis of this study, policy responsiveness is subject to institutional context, external environment and social public opinion composed of public sentiments and media discourse. In order to explore the general relationship between public opinion and policy responsiveness, three specific research questions are put forward in this study: (1) what are the characteristics of public opinion in NMET? (2) What is the relationship between public opinion on NMET and policy responsiveness? (3) What are the influencing factors of the relationship between public opinion and policy responsiveness?

The theoretical basis of this study stems from the theory of politics, public policy and news communication, which are related to the opinion-policy nexus analysis, and discourse institutionalism is taken as a comprehensive theoretical perspective to examine the process of foreign language policy change in college entrance examination, and thus constructs a responsive analysis framework. In terms of research methods, this study mainly focuses on qualitative research integrated with quantitative analysis methods to analyze three sources of data: (1) policy text, historical research literature

and the research report from think tank; (2) Huike News Database and China Journal Network; (3) Sina Weibo data, in which data are collected by the third-party crawler software. The whole approach to explore the responsiveness of foreign language education policy goes with two aspects: overall analysis and the specific nodes' analysis.

The paper consists of seven chapters. The first three chapters describe the research status and basic concepts and theories. The fourth chapter reviews the institutional and cultural context of the policy changes of the NMET policy. The NMET policy is mainly reflected in subject status, proposition mode, testing contents and formats. Since the reform and opening up, the changes of NMET policy can be divided into three stages, namely, the stable rise period, the adjustment period and the consolidation development period. The change of policy can be regarded as a positive response to the external political, economic and cultural conditions and social public opinion.

Then in the fifth chapter, the author analyzes the general characteristics of public opinion on NMET. This chapter describes the temporal and spatial distribution characteristics, public opinion themes and hot events of NMET public opinion from three media: newspaper media, social media and academic journals. The analysis of public opinion shows that in the period of adjustment and change of NMET policy, the attitude of public opinion towards English is more complex. On the one hand, it recognizes English as a tool of internationalization and modernization, on the other hand, it requires weakening the subject status of NMET and reducing the social function of NMET. Since the launch of the new round of college entrance examination reform, public opinion has focused on the two examinations in one year and the cultural conflict between China and foreign countries, which is likely to cause social hot events. NMET listening is the most frequent college entrance examination emergencies, and there are different ways of local policy response. However, with the promotion of the new college entrance examination reform, the focus of response is to strengthen the management of the examination, and steadily promote the listening and speaking test in college entrance examination.

The sixth chapter explores the relationship between public opinion and policy responsiveness through the key nodes of NMET policy changes. The research shows that although the reform policy of the national college entrance examination system highlights the reform of the content and form of the college entrance examination since 1999, the focus of public opinion is on the subject score, scoring method and examination method. After the reform of the first college entrance examination in 1984,

NMET has established the same subject status and score weight as Chinese and mathematics, and has been strengthened in practice. Since the new century, the public began to reflect on the English Craze, and the voice of weakening English is strong. In 2006, Jiangsu Province reduced the score of NMET for the first time through the positive response and consultation to the public opinion. In 2013, the reform of the college entrance examination in Beijing catered to the public opinion and proposed a plan to reduce the score of NMET. However, professional discourse played an important role in the public opinion and maintained the status of NMET. Since 2017, in order to overcome the drawback of "one test for life", the "Two Tests in One Year" of NMET in the pilot provinces of the new reform of college entrance examination has reduced the risk of English listening accidents in college entrance examination, but the requirements of test technology and the policy implementation ability of local governments have become the constraint factors of "Two Tests in One Year".

The seventh chapter is the implication and conclusion part, which summarizes the policy response to public opinion into four modes: active consultation, active negotiation, passive consultation and pressure response. It puts forward the possible path for the development of responsive foreign language education policy from three aspects, namely, correct understanding of ideological conflict, rational use of public opinion survey, and the construction of good public opinion environment.

The research innovation of this thesis is mainly embodied in three aspects: theoretical basis, research methods and research application: firstly, the theoretical connotation of foreign language education policy responsiveness is constructed on the basis of multi-disciplinary knowledge, and the scientific path to responsive foreign language planning in line with modern governance ideology is explored; secondly, as to the research method innovation, the integration of qualitative exploration, media framework analysis and policy narratives expands the connotation of qualitative research; finally, the application innovation of this study is that policy responsiveness provides a new perspective for the current college entrance examination reform and foreign language education planning.

Key words: public opinion; policy responsiveness; foreign language education policy; NMET