

## 摘要

为更好服务中华民族伟大复兴战略全局、科学应对世界百年未有之大变局，国别和区域研究近年来在我国倍受重视并得以蓬勃开展，但总体上与国家和社会期待尚有不小差距，语言能力不足是影响因素之一。2013年，国务院学位委员会将“国别与区域研究”列为外国语言文学一级学科涵盖的五大研究领域之一，正是为了解决语言短板对相关领域发展的制约。然而，外语学科尚未真正走进该领域，学界对语言和国别区域研究间的关系亦尚未完全理顺，行动方略因此不甚明了。

因此，本研究聚焦于国别和区域研究领域的语言需求及其解决路径，提出以下三个研究问题：（1）语言和国别区域研究之间存在何种关系？（2）国别和区域研究领域的语言需求包含哪些内容？（3）如何在该领域中开展语言规划以解决语言需求问题？

本研究将国别和区域研究看作是一种特殊的语言实践活动，以国别和区域研究活动和主体为研究对象，以社会语言学中语言资源理论提供的概念框架和需求分析理论提供的需求分析三角为分析框架，采用质性研究范式，通过访谈法、观察法、实物收集等手段搜集一手研究素材，以类属分析、情境分析和描述性统计分析等方法，结合深度个案研究寻找问题的答案。

研究发现：（1）语言在国别和区域研究中的作用必要但不充分，语言在不同类型和层次研究中的重要性和功能有所差异，需要辩证地看待语言在该领域中的地位。语言在国别和区域研究中发挥着信息和情感两大功能。（2）国别和区域研究领域的语言需求包括多语需求和单一语言的交际需求，前者包括学术语言、信息源语言等内容，后者包括语言学能力、社会语言学能力、话语能力和策略能力等内容，该领域的语言需求呈现复杂性、层次性、动态性、实用性等特点；我国在该领域语言使用现状问题有多语（特别是非通用语种）资源明显不足、交际能力认识和建设滞后、语言和研究相分离等。（3）典范机构浙师大非洲研究院主要通过不断丰富机构的各类语言资源、采用资源管理的协同模式解决语言需求；和国外同类机构相比，浙师大非洲研究院的个案具有中国特

色。我国在国别和区域研究领域的语言规划应以充分认识该领域的语言需求为前提，科学整合与管理语言资源，并在语言资源建设和应用上有所创新，最终解决该领域的语言需求。

基于以上发现，本研究提出：（1）从国别区域研究和语言之间的关系出发，国别和区域研究领域的的能力结构是“研究+语言”，即从具体研究活动需要出发思考语言问题，而在外语学科开展国别和区域研究则需要走“语言+研究”的路径，将语言能力与相关学科知识有机结合起来。（2）面向国别和区域研究的外语教育规划应在语言资源管理的视阈下，做好外语专业教育和国别区域研究领域的衔接规划，促进语言和研究的一步融合；也应意识到开展外语教育规划只是解决国别和区域研究领域语言需求的路径之一，该领域语言需求的最终解决更大程度上取决于对语言资源的综合建设、整合与配置。（3）外语学科开展国别与区域研究一方面通过“外语+学科知识”逐步找到研究的领域和话题，另一方面应发挥语言优势，在构建对外话语体系和世界共享知识体系中发挥外语学科的重要作用。

**关键词：**国别和区域研究；语言规划；语言需求；语言资源；语言能力

## Abstract

To better serve the strategy of the rejuvenation of the Chinese nation and scientifically deal with the “great changes unseen in a century of the world”, Area Studies (hereafter “AS”) has attracted much attention and flourished in recent years in China. There exists, however, a disparity for AS to live up to the expectations of the country and society, with language capabilities one of its deficiencies. In 2013, AS was listed as one of the five major fields under the Discipline of Foreign Languages and Literature (hereafter “DFLL”) by the Academic Degrees Committee of the State Council, just to remedy the defect on language for AS. However, DFLL has not entered this field substantially, and the relationship between language and AS has not been fully straightened out, so the action plan for is not very clear.

In this context, this study focuses on language needs and their solutions in AS, and puts forward the following research questions: (1) what is the relationship between language and AS? (2) What are included in the language needs of AS? (3) How to carry out language planning to solve the language needs of AS?

This study regards AS as a special practice for language use and takes the conceptual framework provided by theories of linguistic resources in sociolinguistics and the needs analysis triangle as analytical framework. Adopting a qualitative paradigm, the data of the study are collected by means of interview, observation, material collecting and processed by category, situational and statistical analysis. Combined with an in-depth case study, the study explores language planning for AS.

The findings are as follows: (1) The role of language in AS is “necessary” but not “sufficient”; the importance of language vary in different types and levels of AS and the status of language in AS needs to be viewed dialectically; language functions both informationally and emotionally in AS. (2) The language needs of AS include multilingual and communication (monolingual) needs. The former includes academic language and information-source language, and the latter includes linguistic,

sociolinguistic, discourse and strategic competence. Language needs in AS are characterized by complexity, hierarchy, dynamicity, and pragmatism. AS in China is currently in shortage of multilingual (especially less-commonly-taught languages, LCTLs) resources, lagging behind in the building of communicative repertoires, and is in separation with language, etc. (3) The Institute of African Studies Zhejiang Normal University (IASZNU), an exemplary AS institution, mainly solves language needs by enriching various language resources while managing them collaboratively and innovatively; Compared with its counterparts abroad, the case of IASZNU has Chinese characteristics. Language planning for AS should be based on analysis of language needs, scientifically coordinate language resources in every relevant aspect and innovate in the building and utilization of language resources to finally solve the language needs in AS and better serve the national strategy and social development.

Based on the above findings, this study proposes: (1) in terms of the relationship between AS and language, the route of “AS + language” is appropriate for the discipline of AS, which means the needs for language should be based on specific AS activities, while the route of “language + AS” is for AS in DFLL, namely “foreign language + disciplinary knowledge”. (2) Foreign language education planning for AS should be carried out within the scope of language resource management, emphasizing the interrelationship between foreign language education and AS to promote the integration of “language” and “AS”. On the one hand, it is advised to admit that foreign language education planning is but only one of the solutions for language needs in AS, which lies more on the overall building, concordance and deploying of linguistic resources. (3) To develop AS in DFLL, it is advised that research fields and topics be gradually found through the path of “foreign language +” and full play be given to the unique role of DFLL (namely the strengths in language capabilities) in the building of systems of international discourse and world-shared knowledge.

**Key words:** area studies; language planning; language needs; linguistic resources;  
language capacities