

摘要

改革开放以来,我国高等外语教育实现了由培养单一的外语技能型人才向培养复合型外语人才的转型,相关政策从提出到广泛实施,至今已有 30 余年历史,但关于政策演进的研究还十分缺乏。本研究以全国外语院校中最早开设非外语类专业的上海外国语大学为典型案例进行深入研究,试图回答以下问题:(1)为什么会发生从培养单一的外语技能型人才向培养复合型外语人才的转型?(2)复合型外语人才培养从单一学校的实践到成为全国外语教育界的共识,经历了什么样的过程?(3)上述变化对我国外语教育政策产生了什么影响?

研究以政策过程模型为主要理论框架,融入语言政策进程分析、多源流分析、支持联盟框架等相关理论和分析框架,结合中国国情对其中的要素进行适当改编,使用质性研究方法,以多学科视角对复合型外语人才培养的政策演进动因、过程和影响进行多维度的研究。

研究从国情环境、社会需求、政策问题、政策建议、国家战略等方面分析了从培养单一的外语技能型人才向培养复合型外语人才转型的原因。研究发现,“复合型外语人才”的表述出现于 20 世纪 80 年代末 90 年代初,在此之前使用的术语是“新型外语人才”。从“新型外语人才”到“复合型外语人才”表述的变化,反映了外语界对这一类人才的界定经历了从模糊到清晰的过程。与此同时,随着从“涉外文科类专业”“涉外应用文科专业”“涉外应用学科专业”到“复合型专业”名称的变化,反映出复合型专业的两个发展趋势:一是对专业的界定逐渐清晰,专业名称的内涵不断深化;二是被复合学科范围的扩大,被复合的学科专业不再局限于涉外类学科,也不再局限于应用学科,新术语的使用为复合型专业带来了更广阔的发展前景。政策话语的演进反映出复合型外语人才的培养规格不断提升,主要表现在对外语能力要求的提高、对专业领域知识与技能要求的提高、对能力和素质要求的提高。上外外语人才培养模式的演进反映出复合型专业的拓展和复合型人才培养的多元化发展:一是从“外语+专业”到“专业+外语”的变化体现了复合型专业的形成和发展过程;二是复合型人才的培养模式不断丰富;三是“复合型”表述的淡化和“方向型”内涵的丰富体现了复合型人才培养的多元化发展趋势。

研究认为,复合型外语人才培养改革的意义和贡献主要表现在对国家发展和社会进步的贡献、对人才成长发展的贡献、对外语学科发展的贡献。复合型外语人才培养的政策演进对我国外语教育政策的影响在于:上外的改革实践为国家层面的政策制定起到先期试点作用;首次明确了外语专业培养复合型人才的目标;确立了外语教育为市场经济服务的价值取向。研究建议未来的复合型外语人才培养应进一步明确外语专业定位,加强人文教育;落实立德树人根本任务,促进学生全面发展;强化外语专业核心竞争力,提高人才培养质量。研究建议今后外语教育政策的制定注重调查研究,以扎实的需求分析为基础,增强政策制定过程中的双向互动;解放思想、先行先试,大胆进行政策试点;加强政策阐释,引导政策援用,及时评价政策成效。研究还结合国外一流外国语大学外语人才培养向区域国别转型发展的趋势和特点,建议我国外语专业的人才培养积极推动向培养区域国别研究人才的转型发展。

关键词: 复合型外语人才培养; 政策演进; 外语教育

Abstract

Since the reform and opening up, China's higher foreign language education has realized the transformation from cultivating single foreign language skilled talents to cultivating interdisciplinary foreign language talents. The relevant policies have been put forward and widely implemented for more than 30 years, but there is still a lack of research on the evolution of policies. This study takes Shanghai International Studies University (SISU), which is the first foreign language university in China to offer non-foreign language majors, as a typical case, and tries to answer the following questions : (1) Why did the transition from the cultivation of single foreign language skilled talents to the cultivation of interdisciplinary foreign language talents occur? (2) What kind of process has the cultivation of interdisciplinary foreign language talents gone through from the practice of a single university to the consensus of foreign language education all over the country? (3) What is the impact of these changes on China's foreign language education policy?

The study takes the policy process model as the main theoretical framework, integrating the language policy process analysis, multiple-streams analysis, the advocacy coalition framework and other relevant theoretical and analytical frameworks, adapting the elements of them appropriately in the light of China's national conditions, and uses qualitative research methods to analyze the policy evolution motivation, process and influence of the cultivation of interdisciplinary foreign language talents from a multi-disciplinary perspective.

From the aspects of national conditions, social needs, policy issues, policy suggestions and national strategies, the paper analyzes the reasons for the transformation from cultivating single foreign language skilled talents to cultivating interdisciplinary foreign language talents. It is found that the expression of "interdisciplinary foreign language talents" appeared in the late 1980s and early 1990s, before which the term "new foreign language talents" was used. The change of expression from "new foreign language talents" to "interdisciplinary foreign language talents" reflects that the definition of this kind of talents has gone through the process

from fuzzy to clear. At the same time, with the change of the terms from "foreign-related liberal arts major", "foreign-related applied liberal arts major", "foreign-related applied discipline major" to "interdisciplinary foreign language (composite) major", it reflects two development trends of composite major: first, the definition of major is gradually clear, and the connotation of major name is constantly deepening; The second is the expansion of the scope of interdisciplinary subjects. The interdisciplinary subjects are no longer limited to foreign-related subjects or applied subjects. The use of new terms has brought broader development prospects for interdisciplinary subjects. The evolution of policy discourse reflects the continuous improvement of the cultivating standard of interdisciplinary foreign language talents, which is mainly reflected in the improvement of foreign language ability, professional knowledge and skills, capacity and quality. The evolution of the cultivating mode of foreign language talents of SISU reflects the expansion of interdisciplinary majors and the diversified development of the cultivating of interdisciplinary talents. First, the change from "foreign language + major" to "major + foreign language" reflects the formation and development process of interdisciplinary majors; second, the cultivating mode of interdisciplinary talents is constantly enriched; thirdly, the reduced use of the term "composite type" and the enrichment of the connotation of "multi-direction" reflect the diversified development trend of the cultivation of interdisciplinary talents.

It is concluded that the significance and contribution of the reform of the cultivation of interdisciplinary foreign language talents are mainly reflected in the contribution to the national development and social progress, to the growth and development of talents, and to the development of foreign language subjects. The influence of the policy evolution of the cultivation of interdisciplinary foreign language talents on China's foreign language education policy lies in the following aspects: the reform practice of SISU plays an early pilot role in the policy formulation at the national level; the goal of cultivating interdisciplinary talents in foreign language major is clarified for the first time; the value orientation that foreign language education should serve the market economy is established. The study suggests that the future interdisciplinary foreign language talents cultivation should further clarify the

orientation of foreign language majors and strengthen humanistic education, implement the basic task of cultivating people by virtue and promote the all-round development of students, strengthen the core competence of foreign language majors and improve the quality of cultivation. It is suggested that the formulation of foreign language education policies should pay more attention to investigation and research in the future, and strengthen the two-way interaction in the process of policy making based on solid needs analysis; boldly carry out policy pilot; strengthen policy interpretation, guide policy implementation, and evaluate policy effectiveness in a timely manner. Based on the trend and characteristics of foreign language talent cultivation in top foreign language universities abroad, it is suggested that the cultivation of foreign language talents in China should actively promote the development of regional and country studies.

Keywords: cultivation of interdisciplinary foreign language talents; policy evolution; foreign language education