

## 摘要

外语教育政策研究是新时代多元文化背景下语言教育政策研究中的一个重要课题，也是世界各国及地区“国际行走”的重要语言战略规划，其发展已经逐渐成为不少国家外语战略研究的核心命题。新时代背景下，作为传播文化和宣传价值观的重要手段，外语教育的“外向型”价值取向属性越来越受到重视，并逐渐成为体现国家软实力的一项重要组成部分。目前的外语教育政策在区域性、地域性方面的相关规划还比较欠缺，“一刀切”式的政策模式难免会引起外语教育发展不均衡，甚至有可能造成因为外语问题导致的社会不公平现象的发生。在政策规划的主体方面，目前大多从政府决策或专家论证的视角进行，而从公众参与的视角对教育政策进行规划的相关研究还有待进一步的挖掘和探究。民族地区的外语教育属于语言政策与规划在教育领域的一个分支，关涉三语教育问题，需要观照民族学生在外语学习中认知和文化发展方面的现实困境，以及教师作为教育者在教育政策规划中的能动作用（educator acting as policy maker）。

本论文基于外语教育政策研究的“新时代”背景以及民族地区基础外语教育政策规划的现实困境，采用量化研究与质化研究相结合的混合研究设计，通过问卷调查、深度访谈及政策文本分析等研究方法，从公众参与（即教师、学生及其他利益相关者）的视角考察民族地区基础外语教育政策规划问题：贵州民族地区基础外语教育在政策内容规划、政策过程规划及政策价值规划方面具有哪些特征？这些特征与国家基础阶段的教育政策对应衔接情况如何？从公众参与的视角如何规划民族地区基础外语教育政策？论文参考教育政策研究的内容、过程及价值模型，把民族地区的外语教育政策研究视为一个“动静结合”的系统，既有静态的政策文本及背景分析，也有关于政策制定、执行及评价的动态发展过程考察，从发展的角度规划基础外语教育政策。通过实证研究，主要发现包括：

政策内容方面，绝大多数外语教师都认为有课程实施方案的指导会更有利于自己教学工作的开展，当前民族地区的外语教材中民族文化的内容比较缺乏，民族外语教师大多表示希望能有机会参加高级别的外语教育培训以拓展自己的专业知识，民族地区的英语教学更应该与信息技术进行整合，部分教师认为自己能够根据民族地区学生的实际情况来制定相应的教学工作计划。政策过程方面，工

作年限在 11-20 年之间的外语教师表现出了在政策制定中积极参与的意愿。当前国家的外语教育政策在民族地区基础阶段的教育实践中执行情况不容乐观,如教育理念及教学内容与考试导向的矛盾和冲突。超过半数的外语教师会在自己的外语教学活动中融入本民族文化的相关内容,但限于外语课时安排及教师考核等条件,这项工作的开展并不顺利。从政策价值的维度来看,民族地区外语教育的公共价值属性得到了普遍认同,多数教师认为需要关注民族学生的不同特点及个体差异,外语教育是传承传播本民族文化的方式和途径,应该秉持“以学生为中心”的理念,培养其自主学习的意识和能力。

本论文在研究方法上通过自下而上的实地调研来收集研究数据。在田野调查的过程中与教育部门的主管领导、基础阶段的外语教师和学生都进行了较为广泛的接触和交流,批判性的听取了相关行政领导的意见和建议,提出了相对客观的外语教育政策规划措施。在研究视角上,立足于外语教育政策研究的新时代背景及民族地区基础外语教育政策规划的现实困境,从公众参与的视角,结合教育学、公共政策学等学科理论来研究民族地区基础外语教育政策规划问题,从政策内容规划、政策过程规划及政策价值规划三个维度,考察民族地区基础外语教育中的课程实施方案、教师教育、政策制定、公共价值追求等,为新时代民族地区基础阶段学生的外语教育提供政策上的支持和保障。在研究选题上,关注民族地区基础阶段的外语教育政策规划问题,与现有研究形成互补。本研究建议,在政策过程规划中主张多元政策规划主体共同参与。将政府决策与公众参与的政策规划模式对应衔接,充分发挥教师作为政策主体在政策规划中的能动作用。在政策内容规划中凸显地方性与校本层面的特色,在政策价值规划方面观照教育公平与民族学生的全面发展。

本研究的样本来源涵盖了贵州民族地区基础教育的所有学段,但初、高中部的样本较多,小学部分较少,样本不够均衡是本研究的局限之一。此外,本研究的文本分析均是通过人工归并分析的方式来完成,在资料的深度挖掘和分析技术方面也有待进一步的提高和完善。今后的研究可尝试借助一些质性分析软件如 Nvivo 来帮助质性数据的分析,确保研究材料分析的客观性和科学性。

**关键词: 公众参与; 贵州民族地区; 外语教育政策规划; 基础教育**

## Abstract

The study of foreign language education policy (FLEP) is of paramount importance in the study of language education policy under the multi-cultural background of the new era. It is also a significant language strategic plan of “international connection” in various countries and regions of the world, the development of which has gradually become the core proposition of foreign language strategy research in many countries. In the new era, as a key means of disseminating culture and values, the export-oriented value orientation in foreign language education has attracted much attention, and has gradually become an important part in reflecting the soft power of the country. The “one-size-fits-all” policy model will inevitably lead to the uneven development of foreign language education. At present, the main agent of policy planning mostly involves government decision-making or expert argumentation, while the micro strand of public participation needs further exploration. FLEP in ethnic minority areas (EMA) is viewed as a branch of our country's language policy and planning (LPP) in the field of education, which belongs to a “special” field of language planning. It concerns the problem of trilingual education, and therefore, it is necessary to take into account the realistic dilemma of ethnic students' cognitive and cultural development in foreign language learning, and the agency of teachers as educators in educational policy planning.

Based on the “new era” background of FLEP research and the realistic predicament of basic foreign language education policy planning (BFLEPP) in EMA, this study adopts a mixed-research design which includes quantification and is supplemented by qualitative analysis. Questionnaires, in-depth interviews and policy text analysis are employed to investigate BFLEPP of EMA from the perspective of public participation (i.e., teachers, students and other stakeholders), with focus on policy content (PC), policy process (PP) and policy value (PV) under the background of the new curriculum standard. How do these characteristics correspond to the relevant educational policy texts? How to plan BFLEPP in EMA from the lens of public participation? This research regards FLEP in EMA as a “dynamic and static combination” system, which includes

static policy text and background analysis, as well as dynamic development process of policy formulation, implementation and evaluation, the main findings are as follows:

In terms of PC, the vast majority of foreign language teachers believe that the guidance of curriculum implementation scheme will be more conducive to their own teaching work. At present, the content of national culture in foreign language textbooks in EMA is relatively scarce. Most of the aforementioned teachers reveal the aspiration to participate in high-level trainings to enrich their professional knowledge, English teaching in EMA should be integrated with information technology. Some teachers believe that they can make corresponding teaching plans according to the actual situation of students in minority areas. In terms of PP, foreign language teachers with 11 to 20 years' working experience have shown their willingness to participate in policy making actively. At present, the implementation of the national FLEP in the basic stage of education practice in EMA is far away from satisfaction, such as the contradiction and conflict between educational concept and teaching content and examination orientation. More than half of foreign language teachers will incorporate the relevant contents of their own culture into their foreign language teaching activities, but which is not carried out smoothly due to the limitation of class period arrangement and teacher assessment. As to PV, the public value attributes of foreign language education in EMA have been generally recognized. Most teachers believe that much attention should be paid to the different characteristics and individual differences of ethnic students. Foreign language education is regarded as a way and platform to inherit and disseminate their own ethnic cultures. The student-centered concept should be upheld to cultivate students' self-learning consciousness and ability.

The main innovations of this study are as follows: At first, the research data are collected through bottom-up field study concerning the quantitative research and qualitative research. In the process of field work, extensive contacts and exchanges are carried out, involving the administrative leaders, English teachers and students at the basic stage. The opinions and suggestions from relevant administrative leaders are also viewed as references to the planning of BFLEP in EMA. Secondly, based on the new era background of FLEP research and the realistic predicament of BFLEPP in minority

areas, the dissertation explores the BFLEPP in EMA from the perspectives of public participation, combining pedagogy, public policy and other disciplines, breaking through the limitations of existing literature focusing on government decision-making and expert argumentation. Ranging from curriculum implementation plan, teacher education, policy formulation to public value pursuit in regional BFLE, the study serves policy support and guarantee for students' foreign language education in EMA in the new era. In the third place, this study concerning the planning of FLEP at the basic stage in EMA complements existing research. At present, most of the literature on foreign language education focus on that of Han nationality areas, and much more attention is paid to policy planning in higher education stage. There are few studies on policy planning of basic foreign language education from the perspective of policy discipline. This study holds that multi-stakeholder participation should be advocated in policy process planning. Government decision-making should be combined with public participation, and the teachers' agency as policy makers should be strengthened in policy process planning. As to policy content planning, local and school-based characteristics of FLEP should be highlighted. With regard to policy value planning, educational equity and the overall development of ethnic students should not be ignored.

In terms of sampling, this study covers the stages of basic education period in three EMA of Guizhou province, but there are more samples in junior and senior middle schools and fewer in primary schools, so the unbalance of the segments is one of the limitations. In addition, the text analysis of this study is conducted by manual merging and analyzing, the technology of data mining and explaining needs to be further improved and elaborated. Some qualitative analysis instruments such as Nvivo can be utilized in future research to process qualitative data for the sake of the objectivity and scientificity in material analyzing.

**Keywords: Public Participation; EMA of Guizhou; FLEPP; Basic Education**