

摘要

外语是所有中国学生在基础教育阶段的必修课程，覆盖小学、初中和高中三个学段，课程设置的语种布局由国家统一规划。作为一种社会资源，外语在社会生活中的活跃程度越来越高，社会的信息化、智能化特征使得外语生活呈现出多语种、多模态、超文本的时代面貌，外语的社会功能被进一步深化。

党的“十八大”以来，中国特色社会主义进入“新时代”，面向未来的外语教育要培育学生的核心素养，发挥在国际理解教育主阵地作用，并以发展国家语言能力建设为目标，促进我国从“本土型”国家向“国际型”国家转变。进入“新时代”的基础外语教育立足语言资源观，以科学性、时代性和民族性为基本原则，进行了科学的外语语种规划：改革后的中学外语课程调整了外语规划语种，学生可在英、日、俄、德、法、西六种外语中自主选择第一外语进行学习、参加高考，基础外语教育自此开启了多语种并举的新篇章。

本文以基础教育的“外语语种规划”为切入点，应用多源流政策理论模型，充分运用历史文献法、质性访谈法和话语分析，回顾了我国自晚清时起不同历史时期基础教育外语语种规划的变迁脉络，深度解析了“新时代”背景下基础教育外语语种规划的政策议程。

研究发现，我国自进入“新时代”时起同欧盟、法国、德国确立了高级别人文交流机制，此举促进了德语、法语、西班牙语在中国的推广，已成为我国推动双边、多边关系发展的重要支柱之一。基础教育外语语种规划驱动因素主要包括三个维度：其中，世界“四化”新格局凸显出的多语种语言价值、我国加强基础教育国际化发展是推动改革的“问题源流”；“两会”代表与专家学者的建言献策、地方学校积极开展多语种教学实践是促进改革的“政策源流”；我国对外开放的进一步深入、“立德树人”指导国际理解教育，以及智能时代发展国家语言能力的需求是促进语种增加的“政治源流”；而指向“学生核心素养”的新一轮基础外语教育改革，则为各源流耦合提供了“机会之窗”。德语、法语、西班牙语在人文外交、经济建设、知识传播、信息空间安全等方面所发挥出的社会功能，成为了我国政策决策者增加其进入基础教育国家课程的重要因素。

关键词：外语政策；多语种；多源流理论；中国基础外语教育

Abstract

Foreign language is a compulsory course that all the students among primary, junior and senior schools must take in China. This thesis is concerned with foreign languages planning at primary and secondary levels within China's official regulatory frameworks. The author focuses on different foreign languages provided as compulsory courses and core curriculum options in basic education of China. As a kind of social resource, foreign languages are becoming more and more widely used in social life. Informatization and intelligentization make foreign languages take on a multilingual, multimodal, and hypertextual appearance in worldwide language situation.

The future-oriented education of foreign languages should cultivate the key competency of students and give play to the leading role of the main position of international understanding education, aiming to develop the national language capacity (NLC) as well as China's transformation into an internationalize society. Therefore, foreign language planning should be conducted on a scientific, modern and national track within a language-as-resource orientation during the *China's New Era*. The Ministry of Education of China started to compile the national curriculum standards for six languages including English, Japanese, Russian, German, French and Spanish in the schools of secondary levels and began to implement. Students in secondary schools can choose the first foreign language freely from the languages above to study and take the examination of *Gaokao* or NMT (National Matriculation Test) in Chinese mainland. Since then, China's basic foreign language education has opened a new chapter of multilingual ecology.

The author collected a wealth of literature data from the Qing Dynasty to the present and interviewed several experts of language planning who were the chief drafters of the national curriculum standards of foreign languages. Under the guidance of Multi-Streams Theory, this study adopts qualitative research paradigm and analyzes the policy agenda of language planning in the *China's New Era*.

It is found that China has established several mechanisms of High-Level People-to-People Dialogue with EU, France and Germany to further improve the two-way cooperation in education as well as in language and culture. There are three streams of driving factors to prioritized languages in basic foreign language education of China. The advantages of multilingualism highlighted by the multi-polarization in politics and globalization in economics, the further deepening of internationalization of China's basic education form the "problem stream" for foreign language planning. The "policy stream" contain the suggestions raised by the representatives of the "two sessions", experts and scholars of foreign languages, and the active practice of multilingual teaching from local schools. The construction of NLC and the trend of international understanding education under the guide of "Strengthening Morality in Education", which have contributed to promote the development of multilingualism in China's basic foreign language education. The value and functions of Germany, French and Spanish in cultural diplomacy, economic construction, knowledge dissemination, and information security, which are the fundamental considerations of language choice by China's foreign-language-policy makers.

Keywords: foreign language policy; multilingualism; Multi-Streams Theory; basic foreign language education of China