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World Language
Education
and
Talents Cultivation

APEC

区域语言教育与高端人才培养

李宇明 主编



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
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主 编：李宇明

副主编：方 军 杨 军 Adriana de Kanter 赵 旻



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国际合作，语言先行

——《区域语言教育与高端人才培养》序

[中国] 李宇明

展现在读者面前的这部文集，是2012年在北京语言大学举办的首届亚太经合组织（APEC）教育论坛的成果汇编。

亚太经合组织成立于1989年，经20余年发展，已成为亚太地区最重要的经济合作论坛，也是本地区最高级别的政府间经济合作组织。其成立之初衷，是建立成员间经济上相互依存、合作开放的多边贸易体制，减少贸易及投资壁垒，推动本地区经济成长，维护本地区共同的经济利益。事实证明，它在促进亚太地区经济合作和贸易发展上，确实做出了一定的贡献。

亚太经合组织不同于其他经由条约而确立的政府间组织，其运作是通过非约束性承诺和成员自愿来完成的。它强调开放性对话，平等对待各成员意见。从传统的区域联盟视角看，它显得有些松散、低效，但从另一角度看，这也保证了它的协商性与平等性，在这里更易听到不同国家和地区的不同诉求。

亚太经合组织是一个经济论坛，其主题当然是经贸合作。但当亚太地区领导人坐在一起，共同探讨经济合作问题时，他们立刻意识到，优秀人才培养是经贸交流的基础，进而认识到，文化交流相对于经济交流有着更为深远的意义。于是，论题自然地人文领域延伸，衍生出APEC教育论坛。

APEC 教育论坛,致力扩大成员间的人文交流,分享教育发展改革成果,进而达成教育理念上的共识。作为一个不可阻挡的世界潮流,全球化与区域合作对教育领域的影响极为深刻,教育应具有国际化心态,置身于全球化大环境下及时进行自我调节。早在 2008 年 11 月,在秘鲁举行的亚太经合组织教育部长会议上,各成员体就一致认为:21 世纪的学生必须掌握一些核心能力和技能,包括批判性思维、创新能力、分析和解决问题的能力、终身学习、团队合作、自我管理和自学能力等。获取这些能力,必须进行教育体制改革,转变学习观念,整合知识,提高教育技术水平。亦是在这次教育部长会议上,确立了教育的四个重点领域:数学与科学教育、语言尤其是外语学习、职业和技术教育、信息通信技术与教育体制改革,并就各领域的重点和举措进行了实证研究和政策比较研究。

正如后来所看到的那样,APEC 教育论坛最终把教育交流和人才培养的重点放在了语言上。在新的时代背景下,语言已不仅仅是交际工具,更是一种资源。语言能力和跨文化交流能力,成为各经济体实力的重要组成部分。每个经济体,都需要分享其他经济体的知识和经验,这就要求每一经济体的“经济人”,必须拥有较强的语言沟通能力,才能跨越地域的局限,突破“语言的囚笼”,完成亚太地区真正的交流与合作。在经济全球化、教育国际化和文化多元化浪潮的推动下,亚太经合组织成员之间多层面、多目标、多方式的经贸和文化交往空前广泛,对既熟悉专业又熟练掌握外语的高级复合型人才需求越来越大,这正是高端人才培养的方向所在。

由智利和中国台北牵头进行的研究表明,亚太经合组织成员都面临一个共同问题,即如何有效培养能够使用两种以上语言、顺畅进行跨文化交流的公民。相对而言,东方经济体越来越重视英语教育,低年级就引入英语教学,强调应用能力。而母语为英语的经济体,则较难激发学生学习外语的动机,也缺乏合格的外语师资。为此,亚太经合组织工作组提出了“相互学习语言”的建议。该建议呼吁,编制各经济体共同的英语和其他语言的教学标准,提高外语教师的专业能力,并配置以相应的语言教育政策。自 2004 年开始,亚太经合组织就把成员间相互学习语言定为各经济体教育的首要任务。2008 年举行的第四届 APEC 教育部长会议,把语言教育确定为 2008—2012 年教育合作的优先领域。

正是在此背景下，2012年9月10日—11日，首届“区域语言教育与高端人才培养——亚太经合组织教育论坛”在北京语言大学成功举办。论坛得到了美国、中国、韩国、泰国等国的教育官员、教育专家和语言学家的大力支持，参会的境外人员有87位，其中发展中地区经济体代表14位，发达地区经济体代表8位，自主报名并通过经济体认可的境外参会人员6位，大学校长和相关领域知名专家等59位。

论坛围绕“面向21世纪的区域语言教育与高端人才培养”这一主题，通过大会发言、分论坛交流等多种形式，对外语教育政策与规划、外语教育标准、外语师资培养、外语教学模式以及外语高端人才培养等多个话题进行了探讨。中国、澳大利亚、文莱、加拿大、日本、韩国、马来西亚、墨西哥、秘鲁、菲律宾、中国台北、泰国、美国、越南等14个APEC经济体的教育官员及外语教育领域的知名专家做了大会发言，发表了诸多高见。在“语言教育政策和标准”分论坛上，各成员的教育官员提供了各经济体独特的经验、策略、方法和智慧。在“文化视角下的语言教育与合作”分论坛上，从区域语言教育的课程标准与课程设置，到区域语言高端人才的培养模式，各位专家都贡献了他们的研究心得。

本论坛有助于各成员体了解其他国家和地区的教育理念和教育技术的发展，分享教育实践经验，进一步推动区域语言教育的交流与合作。以此论坛为基础和契机，可以搭建一个国际化的教育研究与合作平台，使亚太地区语言教育与人才培养的交流常态化，提升APEC在外语教育及高端人才培养方面的国际影响力，推动亚太地区经济、社会与文化、教育等方面的合作与发展。

这部文集从语言教育政策与人才培养、跨境/跨文化视角下的语言教育与合作、语言教师的职业发展、信息技术与语言教育项目等方面，探讨了区域语言教育的重要性、可行性以及未来的发展，从一个侧面展示了论坛的多元文化交流与合作的盛况。作为论坛的承办方，我们对论文的作者、出席会议的各位嘉宾和支持、服务会议的各界人士，表示由衷的感谢，并期待本文集能给关心亚太地区经贸、文化、教育交流的读者以有益的启示。

Language Paving the Way for International Cooperation

[People's Republic of China] Li Yuming

The proceedings are based on the first APEC (Asia-Pacific Economic Cooperation) Education Forum held at Beijing Language and Culture University (BLCU) in 2012.

Since its establishment in 1989, after more than two decades of development, APEC has gradually emerged as both the most important economic cooperation forum in the Asia-Pacific Region and a top-level intergovernmental economic cooperation organization in the region. APEC was initiated to set up a multilateral trade mechanism for interdependent economic cooperation and liberalization, removing trade and investment barriers, promoting regional economic growth, and safeguarding the common economic interests of the peoples in this region. It has been proven by facts that APEC has made significant contributions to economic cooperation and trade growth in the Asia-Pacific Region.

Different from other intergovernmental organizations ratified by treaties, APEC functions through non-binding promises and members' free will. APEC emphasizes open dialogs and respect for members' stance on an equal footing. Judged by a conventional regional league, APEC seems a bit loose and inefficient,

but observed from a different perspective, it guarantees negotiation and equality so that different demands can be more easily voiced by different countries and regions.

Starting as an economic forum, APEC has concentrated its topics on economic and trade cooperation. During their meetings on economic cooperation, the leaders of the economy came to the natural realization that the training of excellent personnel actually constitutes the basis for economic exchanges, which led to the revelation that cultural exchanges can produce much farther-reaching significance than mere economic exchanges. The APEC topics, consequently, are extended to humanities, giving birth to the APEC Education Forum.

The APEC Education Forum is committed to expanding the people-to-people exchanges between members, sharing the achievements of educational development and reform, and reaching consensus in educational philosophy. As an unstoppable trend, globalization and regional cooperation exert a profound impact on education, requiring every member to be equipped with an international vision to exercise self-adjustment against economic and cultural globalization. As early as November 2008, during the APEC conference of education ministers in Peru, each economy came to the following unanimous understanding: that students in the 21st century must master certain core abilities and skills, including critical thinking, creativity, and the ability to analyze and solve problems, and pursue life-long learning, team spirit, self management and self learning, etc. The attainment of these abilities should entail educational system reform, learning concept transformation, knowledge integration, and technology enhancement. Also during the conference, APEC identified four priorities for education: mathematics and science, language (world language in particular), vocational and technical education, ICT and educational system reform. Empirical studies and contrastive policy research about key issues and action programs in the aforementioned areas have been conducted.

As demonstrated, the APEC Education Forum has always viewed language as the focal point in educational exchanges and personnel training. In this new era of economic globalization, language is more than a communication instrument;

rather, it is a kind of resource. Language ability and cross-cultural communication ability have become important elements of every economy. Every economy finds it necessary to share with other economies knowledge and experience. This requires every “economic man” in every economy to possess strong language communication abilities to reach beyond borders between nations and regions, thus breaking free from the “cage of language”, and fulfilling real exchanges and cooperation in the Asia-Pacific Region. With the trend of economic globalization, educational internationalization and cultural diversification, unprecedented extensive economic, trade and cultural cooperation among APEC economies has been going on in a multi-level, multi-purpose and multi-approach manner, creating an increasing demand for top interdisciplinary talents with both specialized skills and proficient world language ability. This is the goal of top talents training.

As shown by the language research led by Chile and Chinese Taipei, all APEC members face a common problem: how to effectively train people who can conduct cross-cultural exchanges by using more than two languages. Relatively speaking, the Eastern economies are attaching increasing importance to English teaching, stressing the inclusion of world language education at early stages, especially the practical application of English. The economies where English is the mother tongue, however, find it hard to motivate their students to learn a world language, resulting in an inadequate supply of teachers of world languages. To address the problem, APEC working groups proposed “mutual language learning” which advocated that a standard of the teaching of English and other languages shared by all the economies be worked out so that teachers’ professional competence can be improved in world language teaching and language education policy can be improved. From 2004 on, APEC has given first priority to encouraging its members to learn each other’s languages. The fourth APEC education ministers’ conference in 2008 identified language education as a priority in educational cooperation for the period of 2008 to 2012.

Against this backdrop, the first World Language Education and Talents Cultivation—APEC Education Forum was held at BLCU from September 10 to 11, 2012. The forum attracted educational officials, experts and linguists from

countries and regions such as the United States, China, South Korea and Thailand, with the total number of foreign representatives reaching 87, including 14 from developing economies, eight from developed economies, six volunteer participants who have been approved by other economies, and 59 Presidents of foreign universities and renowned experts in relevant fields.

Centering on the theme “world language education and talents cultivation geared towards the 21st century”, the forum, by way of plenary speeches and sub-forum discussions, facilitated explorations into world language education in the following subjects: language policy and planning, educational standards, teacher training, teaching models, and talents cultivation. During the plenary speeches, 14 educational officials and renowned experts in world language education from China, Australia, Brunei Darussalam, Canada, Japan, South Korea, Malaysia, Mexico, Peru, the Philippines, Chinese Taipei, Thailand, the United States, and Vietnam respectively offered their insights and ideas. In the sub-forum on language education policy and standards, educational officials from different economies introduced their unique experience, strategies, methods and wisdom. In the sub-forum on language education and cooperation with a cultural perspective, experts shared their research findings in terms of curriculum standards and setting, and the training model of talents cultivation in world language education.

It is evident that the forum contributed to the understanding of other economies’ educational theories and technologies, sharing each other’s practical experience and advanced concepts, and further promoting the exchange and cooperation of world language education. This forum served as an opportunity for us to establish an international platform for educational research and cooperation, so that regular research and cooperation in language education and personnel training can be launched in the Asia-Pacific Region to further boost APEC’s influence on world language education and talents cultivation, ultimately promoting the economic, social, cultural and educational cooperation and development in this region.

This book covers the importance, feasibility and future of world language education in four specific areas: language education policy and talents cultivation;

Language education and cooperation from a cross-cultural perspective; professional development for language teachers; and information technology and language education project. These fully demonstrate the spectacular exchanges and cooperation of diverse cultures in this forum. We, as the host of this forum, would like to extend our sincere gratitude to the authors, guests and all those who have given support and service to the forum. It is our sincere hope that the proceedings can shed some light to all those who are interested in China and the economic, cultural and educational exchanges in the Asia-Pacific Region.

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区域语言教育与高端人才培养 ——APEC 教育国际研讨会开幕式致辞

[中国] 杨 军

尊敬的崔希亮校长、各位 APEC 经济体的代表、各位嘉宾：

大家上午好！

在这秋高气爽的季节，区域语言教育与高端人才培养——亚太经合组织（APEC）教育国际研讨会在北京语言大学隆重开幕。首先，请允许我代表中国教育部国际合作与交流司，对各位远道而来的嘉宾表示诚挚的欢迎！

APEC 是亚太地区机制最完善、层级最高的经济合作官方论坛。自 1991 年加入以来，中国一直积极参与 APEC 教育领域的各项工作，为促进各经济体的教育交流合作，分享各成员优秀教育实践和先进理念，以及巩固和加强 APEC 各成员之间的友好团结发挥了积极的作用。

多年来，语言教育的研究一直是 APEC 教育合作领域支持关注的重点之一。此次会议是 APEC 首次在中国高校召开的以语言教育为主题的会议，其重要性不言而喻。会议以“面向 21 世纪的区域语言教育与高端人才培养”为主题，分设“语言教育政策和标准”和“跨文化视角下的语言教育与合作”两大议题。在一天半的时间里，来自 APEC 12 个经济体的教育官员及语言教育领域的专家将从多个角度交流各经济体在语言教育与高端人才培养方面的现状和存在的问题，分享成功的实践经验，并探讨共同培养 APEC 区域语言人才的合作方式。我相信，本次会议不仅可以帮助各经济体完善 APEC 高

端语言人才培养的政策与标准，还能进一步推动 APEC 区域语言教育的交流与合作，从而搭建起一个全方位、多元化的 APEC 区域语言教育研究的新平台。

语言是沟通的工具，是文化的载体，也是合作的桥梁。语言教育应置身于经济和文化全球化的大环境，具有国际化的特征。本着开放的态度，中国政府十分重视学习他国语言。英语已进入中国国民教育体系，成为各级各类学校的必修课程。在中学阶段，我们开办了一些诸如外语中学的特色学校，开设了除英语之外的其他外国语言课程。一些有条件的中小学还鼓励学生学习除英语之外的第二外语。在大学阶段，我们开办了像北京语言大学一样的以语言学习为主要课程的特色大学。我们还支持中国学生到国外学习。1978 年以来，中国赴海外留学的人数已经超过 200 万人。截至 2011 年年底，中国在外留学人员总数已达 142 万。仅 2011 年，中国学生赴海外学习的人数就达近 34 万人，使得近三年年均出国留学人数增长达 23%。中国成为世界上最大的留学生生源国。我们也注重引进海外优质教育资源。目前，中外合作办学机构和项目总数已近 1600 个，数万名中国学生不出国门享受着国外优质教育资源，用他国语言学习专业知识。

同时，随着中国经济的发展和影响力增大，世界各国了解中国的愿望日益增强。为顺应这种趋势，汉语也正在加快走向世界的步伐。越来越多的孔子学院在世界各地建立。截至 2011 年年底，中国的高校与它们的外国合作者已经在 105 个国家建成了 358 所孔子学院和 500 个孔子课堂，带动全球 5000 万人学习汉语，42 个国家和地区将汉语教学纳入了国民教育体系。来华学习的各国留学生也逐年递增，2011 年达到 29 万多人。我们期待着在这次会议上与各位参会代表分享中国的政策、经验和做法，共同探讨语言教学的合作。

此次会议的召开适逢北京语言大学 50 周年校庆，因此意义非同寻常。北京语言大学是一所以语言教学与研究为特色和优势的多科大学，是中国唯一一所把来华留学生的汉语和中华文化教育作为主要任务的国际型大学，每年都有超过一万名来自世界各地的留学生来校学习，因而有“小联合国”的美誉。目前北京语言大学已成为中国中外语言、文化研究的重要学术基地和培养涉外高级人才的摇篮。这也是我们选择在这里举行此次会议的主要原因之一。

最后，再次感谢各位来宾的出席，预祝会议取得圆满成功，同时也希望各位代表此次北京之行顺利愉快。