

河南省高等教育教学成果奖附件材料

成果名称 “一带一路”背景下高校“外语+”国际化
专门人才培养模式创新与实践

第一完成单位 河南师范大学

主要完成人 赵扬 李学志 陈运香 张军民 董海 王君健 焦克非

推荐序号 □□□□

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河南省高等教育教学成果奖成果报告

“一带一路”背景下高校“外语+”国际化专门人才培养 模式创新与实践

随着新时代经济的全球化和我国高等教育现代化的发展战略，国际化专门人才成为服务“一带一路”建设、推动社会发展的急需人才，本成果坚持以问题为导向，通过调研分析，针对服务“一带一路”建设的“外语+专业”专门人才短缺、高校外语教育与专业培养存在“两张皮”、校园国际化氛围不够浓厚，合作平台和交流渠道单一等问题，以“外语+”国际化专门人才作为培养新时代人才目标，在不断创新、实践与完善中，建立起以构建一套“外语+专业”的“2+2”非专业外语教学课程体系、培养一支“外语+专业”的双师型教师队伍、搭建一批高层次的合作交流平台和项目、创新一套全程育人教育教学方法为基础的四个“一”人才培养模式。

经过近4年在本校外3所高校的推广应用，在学校国际化师资队伍建设和高层次国际合作交流平台搭建、国际化建设、国际化人才的培养质量提升方面有显著的实施和应用推广效果。学校的国际化水平得到很大提升，人才培养成效明显，得到了国内央视新闻客户端、光明日报、河南日报客户端及巴基斯坦外媒体的广泛关注，省委外办、省友协多次发函感谢我校师生的优秀表现，中俄文化艺术大学联盟秘书处发函致谢我校学生在中俄高校文艺展中的优秀表现；法国驻华大

使馆文化、教育与科学事务公使衔参赞 Mikaël Hautchamp（高明）代表法国驻华大使馆致信我国教育部国际合作与交流司，高度赞扬了我校与法国佩皮尼昂大学合作举办的法语专业本科教育项目实施近五年来取得的成绩，表达了对于该项目的支持。学校多次在国家及省引智、留学基金项目、合作办学等工作上做典型发言。

一、成果主要内容

（一）“外语+专业”理念的“2+2”非专业外语课程体系的构建

通过在大学一年级的 2 个学期设置基础英语通识课程群，主要涉及到通用英语基础课程，聚焦于学生语言基本技能的训练，尤其是听力和口语表达能力，大学二年级的 2 个学期设置为通用学术英语和专门学术英语课程群，主要围绕“外语+学科”设计课程体系，主要内容是教会学生掌握所学专业的理论和知识是如何用语言构建和交流的，如实验报告或期刊文章等语类采用什么样的语篇结构、修辞手段和句法特征。分段教学模式——前两年重点培养学生听力、口语、翻译等语言技能，打牢语言基础；后两年主要开展专业的双语教学或者外语教学，培养学生用外语思考，解决专业问题的能力。这种“外语+专业”融合的专门人才培养模式，培养出既精通专业知识、又懂得专业领域内的话语传统和话语方式的国际化专门人才，从而提升学生在人才市场中的竞争力。上述课程体系的设计总体归纳为三大类，即语言技能类、外语+专业类、人文素质类。

从本科人才培养方案设计出发，学校根据当下国际化人才培养需求，在博约通识课程体系中，设置博约经典课程、博约核心课程、博

约百花课程，其中核心课程中，设置有国际视野类课程群，开设英语国家国别研究、现当代国际关系、国别与区域研究专题、法国社会与文化、国际关系导论等多样化课程，课程设置贯穿 1-8 学期，为学生提供广泛选择，有力支撑学生国际视野的扩宽、跨文化交际能力的提升等方面的培养；在博约百花课程板块，设置有英语史、社会语言学、英美电影赏析、西方思想经典导读、中国思想经典导读、英语演讲与辩论、语言研究方法论、学术英语基础、学术英语进阶等，将学生知识、思想、精神和人格培养结合起来。

（二）搭建一批高层次合作交流平台

学校在“绿色化学与电源材料”学科创新引智基地的基础上，2019 年再获“肺纤维化过程及防控”高校学科创新引智基地，除郑州大学以外，获批数位居河南省高校第一。此外近三年，我校还获批国家级和省级高端外国专家引进计划项目、平台近 30 个、涵盖 6 大学科门类，由 12 个学院承担。新建巴基斯坦萨戈达大学孔子学院、巴基斯坦千禧孔子课堂、泰国醒民孔子课堂各 1 个。这些高层次的合作平台及交流项目为人才培养提供的强有力的支撑。

通过与国外合作院校的通力合作，我校举办有 1 个与法国佩皮尼昂大学教育部中外合作办学项目，1 个河南省教育厅中外本科课程引进项目，共招收全日制本科生 700 余人。自项目获批以来，已有 74 名我校学生在法国进行联合培养并攻读硕士研究生，其中近 40 名学生已在法获得硕士学位，而我方参与项目的教师团队已有 6 篇文章被 SSCI 收录。

（三）培养一支“外语+”国际化专门人才培养复合型教师队伍

为适应复合型国际化专业人才的培养，外语教师队伍的素质与能力提高是关键。建设复合型师资队伍需要“引进来、走出去”。从校外、国外引进人才，同时立足各高校实际，培养既拥有外语能力又精通专业领域知识的“双师型”教师，这是创新过程中的关键问题。

积极推进教师培养国际化工程。通过组织骨干教师申请国家公派高级研究学者、访问学者、博士后项目，“创新型人才国际合作”培养项目等，赴教育、科技发达国家的知名院校、科研院所、实验室等机构研修，培养创新型、紧缺型、复合型国际化师资队伍。此外通过组织赴俄乌白专业人才培养计划及艺术体育类项目、高校专业课程教师出国研修项目，高等教育教学法出国研修项目等，服务教师专业视野扩宽、英语水平提高、能力提升，提高国际化人才培养水平。同时组织选派教师参加高等教育行政管理人员出国研修，遴选 1-2 名行政管理人员赴加拿大阿尔伯塔大学等国际知名院校研修学习，提升我校国际化管理与服务水平，推动高等教育事业的发展。

学校新申请获批国家留学基金创新子项目 1 个，设立校 ESI 激励专项留学基金，100 余人次获批留学项目，赴海外英国剑桥大学、杜伦大学、加拿大不列颠哥伦比亚大学参加学术交流活动达。拓宽了专业教师的学术视野和育人能力，已逐步建构起一支“外语+”国际化专门人才培养复合型教师队伍，有力支撑起人才培养的育人任务。

同时，不断加大对优秀人才的引进力度，大力引进海外高层次专家和高水平专家团队。近三年，我校引进、邀请包括瑞典皇家科学院

院士、加拿大皇家科学院及工程院院士、白俄罗斯国家科学院院士等在内的高层次外籍专家开展教学、科研合作交流 400 余人次。

双语和全英课程建设是国际化专门人才培养复合型教师队伍建设的重要成果。随着越来越多的老师成长为既拥有外语能力又精通专业领域知识的“双师型”教师，我校的双语和全英课程建设也取得了重大突破。截至目前，我校共面向非英语专业本科生、研究生在化学化工、材料、电子、商务、历史、经济、法律、旅游等专业双语课程 58 门，全英课程 50 门，涵盖了化学、材料学、计算机科学、环境工程、电气工程、数学、政治学、声乐、管理学、旅游管理、历史学等多个学科和专业，为我校学校的双语学习和研究能力的培养提供了坚实保障。

（四）创新一套“外语+”国际化专门人才培养的教育教学方法

在教学方法上，精心设计基于任务、项目等活动，通过小组协作式学习、建构式学习，以课堂展示、讨论等形式，提高学生的语言应用能力、协作交流能力和思辨创新能力。现代信息技术与专业教学工作进行融合用以支撑教学改革与师范生学习方式转变，为配合外语语言技能培养，专门购置了多种外语教学辅助平台，包括批改网英语作文网上自动批改系统，Achieve3000 蓝思英语分级阅读教学系统和 Peerceptive 同伴互评写作系统等网络学习系统等，有力提升国际化专门人才培养能力。

加强学生自主学习，同时引入在线辅助评价系统，鼓励学生参与在线同伴评价，进行自我诊断性评价。发挥校内网络学习平台作用，

优化移动辅助学习手段，促进线上线下学习结合。

在合作办学经济学专业，引进法方 8 门优质特色专业核心课程，聘请法国政府最高荣誉金棕榈统帅勋章获得者、中国海洋大学李志清教授为我校特聘教授，每学期为项目学生进行专题报告。为提高学生的法语能力，法方每年选派专任教师来我校进行法语教学，主要讲授《法语口语》，培养学生的法语口语表达能力。

在经济学专业选拔优秀学生，开设以出国留学与外语提升为目标的法语实验班。为进一步调动经济学专业学生法语学习的积极性，固化法语学习的阶段性成果，实现小语种复合人才培养的正循环，学校于 2021 年初成功申报了大学法语四级考点，并于 6 月 12 日举办了历史上首次法语四级考试。首批 14 名学生报名参加公共法语四级考试，其中 6 名学生合格，通过率 42.9%。

（五）营造国际化校园氛围、多渠道开展学生交流活动

充分利用网络、印刷品、电子媒体、音像出版物等手段，宣传学校的优势和特色，提升学校的海外知名度。定期发布、更新学校对外交流合作与国际化建设的政策、措施、项目及其进展情况，营造广大师生了解国际化、重视国际化、支持国际化、参与国际化的良好氛围。

通过举办 HNUer 观世界-国际文化教育交流周活动，国家留学基金委研究生奖学金说明会，国际汉语教师、汉语志愿者培训、2020 “甲骨文杯国际学生我与汉字”演讲比赛、来“乡”聚 再起航——“走进中原·感知中国”2021 国际留学生河南行活动、组织留学生、外籍教师座谈会、中国文化体验活动，启动“国际组织实习计划”、

依托“国际关系协会”等学生社团，积极开展国际组织相关的讲座和实践活动。通过与法国佩皮尼昂大学、布雷斯特高等商学院、日本皇学馆大学、韩国汉阳大学等高校联合培养本科生、硕士生近60人，6名学生开展线上国际组织培训学习及实习工作。

二、成果的特色与创新性

（一）理念先进。学校充分发挥国际合作与交流的职能，将国际化人才培养贯穿到人才培养的整个过程。成果与当下高等教育改革的使命高度契合，不仅服务于新时代经济的全球化和我国高等教育现代化的发展战略，服务于“一带一路”建设、推动社会发展的急需国际化专门人才培养需求，对高校国际化人才培养具有较强的指导意义。

（二）内容创新。聚焦于高校外语教学改革中亟需的通识英语课程体系建设、通用学术英语课程体系建设和专门用途英语课程体系建设，以外部视角调查不同学科背景大学生的外语学习需求和外语师资现状，以内部视角探究“专业+外语”课程体系中的关键要素，包括课程结构关系、课程时序和课程内容，为构建崭新的高校外语课程理论模型提供全新的内容基础。

（三）实用性针对性强。构建的四个“一”人才培养模式，即构建一套“外语+专业”的“2+2”非专业外语教学课程体系、培养一支“外语+专业”的双师型教师队伍、搭建一批高层次的合作交流平台 and 项目、创新一套全程育人教育教学方法，实用性针对性强，具有很强的推广应用价值。成果直接服务于新时期高校创新型国际

化人才培养需求，着力提升大学生运用多种外语进行前沿学术信息挖掘、开展高水平学术对话、争取学术话语主动权的能力，服务于一流专业建设的大局和国家人才战略所需。研究着眼点在于当下高校教育教学改革中人才培养中的关键问题，涵盖课程结构、体系、内容、方式方法创新，，具有很强的推广应用价值。

三、成果推广效果

2018年，“四个一”人才培养模式首先在河南师范大学外国语学院英语、法语专业、国际教育学院中外合作办学项目专业实施，后来逐步推广至全校24个学院。目前各个学院已通过搭建合作平台，引育国际化师资，开设国际化课程等方面开展全方位国际化育人模式。比如，化学化工学院通过国家“111计划”引智基地，聘请加拿大科学院院士、美国科学院院士等国际有重要影响的专家13人，专家来校工作达50余人次，联合培养青年教师和研究生，为在校生开设讲座、授课以及学术报告。现已联合培养的中青年教师23人，获得国家杰出青年基金、国家优秀青年基金、国家万人计划领军人才等3人，联合培养硕士研究生60人、博士生和博士后人员27人，选送到国外联合培养博士后、博士生和硕士研究生15人。

2020年在全校实施实践的基础上，信阳师范学院、河南财政金融学院2所省内高校学习借鉴本成果，为两个学校的国际化建设、国际化人才培养工作提供了切实可行的模式，方法和途径，得到普遍好评。北京语言大学、山西师范大学、湖南师范大学及省内兄弟院校到校学习交流国际化人才培养经验，项目成果多次在“中俄文化艺术大

学联盟”全体会议、在国家及省引智、留学基金项目、合作办学等工作上做典型发言。

河南省教育厅

教高〔2021〕449号

河南省教育厅 关于公布 2021 年河南省高等教育教学改革 研究与实践项目鉴定名单的通知

各高等学校：

根据我厅《关于开展河南省高等教育教学改革研究与实践项目鉴定工作的通知》（教办高〔2021〕232号）要求，各高校高度重视，经学校鉴定、教育厅复评、结果公示，897项高等教育教学改革研究项目通过省级鉴定，现将结果予以公布（见附件）。

各高校要坚持以提高人才培养质量为核心，深化教育教学改革，突出实践性和创新性。高度重视教育教学改革研究与实践，以教改项目鉴定为契机，认真分析项目鉴定过程中发现的新情况和新问题，总结完善项目研究成果，加强成果应用、交流和推广，

不断提高教学水平和人才培养质量。

附件：2021年河南省高等教育教学改革研究与实践项目鉴定
通过名单

2021年12月2日

附件

2021年河南省高等教育教学改革研究与实践项目鉴定通过名单

一、本科高等教育

序号	项目名称	主持人	主要成员	完成单位	类别	证书编号
1	区块链技术支持下的人才培养理念构建与治理创新实践	刘炯天	王忠勇、王飞、赵军、陈红杰、田权魁、王晓川、魏海深、宋玉、岳伟丽、朱亚琼、钱慎一、潘恒、王红利、杨德仕、刘芳华	郑州大学、河南财政金融学院、郑州轻工业大学、中原工学院	重大项目 A类*	豫教〔2021〕49971
2	以立德树人为导向的课程思政教育教学改革研究与实践	贾少鑫	厉励、祁秀香、冯军芳、费昕、赵冉、李萍萍、乔石豪、曹玉涛、禄德安、吴胜锋、谭宇、郑荣军、田江太、刘冉	郑州大学、河南大学、华北水利水电大学、洛阳师范学院	重大项目 A类	豫教〔2021〕49972
3	新时代地方本科高校基层教学组织改革研究—基于河南高校落实立德树人根本任务推进基层教学组织改革建立书院制的实践探索	宋伟	孟艳、张利杰、杨志敏、李捷、王星霞、夏雁兵、王方、穆云超、王军胜、张炳林、卢娜、纠永志、杨雪梅、段丹阳、张会娜、梅梦迎	河南大学、中原工学院、郑州航空工业管理学院、黄河科技学院	重大项目 A类*	豫教〔2021〕49973
4	基于智慧化管理的大学体育教学综合改革模式构建与实践研究	卢志文	钱文军、孔冲、白云庆、张振东、齐曙光、孙利伟、郭素艳、张华、邓凤莲、李爱菊、姚洁、高晓娟、唐洪渊、袁林、金仓、李永辉、付子禾、黄慧、杨帅	南阳师范学院、黄河科技学院、郑州大学、河南省体育科学研究所、上海昱泓教育科技有限公司	重大项目 A类	豫教〔2021〕49974
5	基于立德树人的“以学习者为中心”大学内部教育生态建构与实践	司林胜	冯蔚、贾丽、常忠伟、徐华伟、张彤、孟现志、姚润田、赵好、杜永青、张凯	商丘师范学院、中原科技学院	重大项目 A类	豫教〔2021〕49975

序号	项目名称	主持人	主要成员	完成单位	类别	证书编号
56	优势特色学科支持下一流本科专业人才培养能力提升路径研究与实践	程 钢	魏峰远、杨 杰、赫晓慧、景海涛、王 磊、王宏涛、李 伟、聂小军、蔡来良、葛小三、殷 楠、王海江、李明秋	河南理工大学、郑州大学、焦作地理信息产业园	重点项目	豫教〔2021〕50026
57	河南省普通高校本科专业建设质量评价体系的研究与实践	卢兴光	谷存昌、郑利霞、温 荣、符建华、柴 幸、张秀丽、陈虹杉、张宏图	河南理工大学、河南工业大学、河南财政金融学院	重点项目*	豫教〔2021〕50027
58	“双一流”背景下理工类高校通用学术英语的教学生态体系研究与实践	王 静	孙 莉、王雷霞、娄红立、何 菲、陈丽娜、贾慧敏、冉玉体	河南理工大学	重点项目	豫教〔2021〕50028
59	“一流课程”建设背景下《弹性力学》国家金课持续建设及混合应用研究与实践	王钦亭	陈亚娟、潘夏辉、张振华、王文贞、褚怀保、闫安志、杨大方	河南理工大学	重点项目	豫教〔2021〕50029
60	教学研究型高校引导教师潜心育人机制构建与实践	李学志	罗红艳、徐久成、卢兴光、郑 云、张顺利、苗 雨、孔祥会、董亚杰、陈士杰	河南师范大学、河南理工大学、信阳师范学院	重点项目	豫教〔2021〕50030
61	高师音乐专业中华优秀传统文化传承人才培养模式的研究与实践	赵塔里木	赵为民、王晓坤、李鸣镝、师玉丽、赵 君、刘俊娜、吉 莉、周宝全、陈 静、廉玉柱	河南师范大学、河南艺术职业学院	重点项目	豫教〔2021〕50031
62	“一带一路”背景下高校“外语+”国际化专门人才培养模式创新与实践	赵 扬	李学志、陈运香、张军民、董 海、王君健、焦克非	河南师范大学	重点项目	豫教〔2021〕50032
63	产教融合背景下软件人才培养模式改革研究	袁培燕	王 川、王亚丽、刘 萍、段德全、阮 宁	河南师范大学	重点项目	豫教〔2021〕50033
64	高校青年教师教学技能竞赛与教学能力全面提升的联动机制研究	杨玉珍	任太增、张良悦、乔俊峰、彭傲天、李荣华、刘葳葳、周 芳、李佳璇、宋跃刚、李 巍	河南师范大学、安阳师范学院	重点项目	豫教〔2021〕50034





2021年河南省高等学校教学名师公示 50人入选

河南省人民政府门户网站 www.henan.gov.cn 时间：2021-05-28 17:16 来源：河南政府网

分享：

5月28日，河南省教育厅对2021年度河南省高等学校教学名师评审结果进行公示。根据河南省教育厅《关于开展2021年度本科高等学校教学名师申报工作的通知》（教高〔2021〕134号）要求，经各高校申报、专家评审、现场说课及答辩，拟确定郑州大学潘志峰等50名教师为河南省高等学校教学名师。（文/李瑞）

附：

2021年河南省高等学校教学名师评审结果

序号	学校名称	姓名
1	郑州大学	潘志峰
2	郑州大学	李学相
3	郑州大学	汤克勇
4	郑州大学	罗荣辉
5	郑州大学	王海杰
6	河南大学	岳亚平
7	河南大学	翟秋敏
8	河南大学	白慧玲
9	河南农业大学	熊淑萍
10	河南农业大学	陈洁
11	河南师范大学	赵扬
12	河南师范大学	陈鹏
13	河南师范大学	唐超智
14	河南理工大学	李东印
15	河南科技大学	徐红玉
16	河南科技大学	巩晓阳
17	河南工业大学	赵玉娟
18	河南工业大学	慕运动
19	河南工业大学	雷兵
20	华北水利水电大学	刘法贵
21	华北水利水电大学	郝用兴
22	华北水利水电大学	唐克东
23	河南中医药大学	曹珊
24	河南中医药大学	高爱社
25	河南财经政法大学	郝秀琴
26	河南财经政法大学	郭宏
27	郑州轻工业大学	王永强
28	郑州轻工业大学	金保华
29	中原工学院	刘风华
30	新乡医学院	杨慈清
31	信阳师范学院	涂友超
32	信阳师范学院	何俊杰
33	郑州航空工业管理学院	郝伟斌
34	郑州航空工业管理学院	余建国
35	安阳师范学院	郭翠菊
36	洛阳师范学院	程金龙
37	许昌学院	杜根远
38	周口师范学院	徐艳伟
39	河南城建学院	周恒涛
40	南阳理工学院	卞华
41	平顶山学院	段纳
42	洛阳理工学院	侯丙舜
43	新乡学院	马光华
44	郑州师范学院	贾志娟
45	河南牧业经济学院	于晓胜
46	信阳农林学院	杨俊杰
47	河南财政金融学院	张晶
48	郑州工程技术学院	郭琰
49	黄河科技学院	王正霞
50	郑州升达经贸管理学院	沈定军

责任编辑：袁婷婷

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河南省高等学校教学名师 证书

河南师范大学 赵扬

在教学和人才培养工作中取得成绩，
经学校申报、专家评审和结果公示被评为
2021年度河南省高等学校教学名师。

特发此证，以资鼓励。



文件号：教高〔2021〕232号 证书号：豫教〔2021〕24899

教育部关于公布首批国家级一流本科课程 认定结果的通知

教高函〔2020〕8号

各省、自治区、直辖市教育厅（教委），新疆生产建设兵团教育局，有关部门（单位）教育司（局），部属各高等学校，部省合建各高等学校，有关课程平台单位：

根据《教育部关于一流本科课程建设的实施意见》（教高〔2019〕8号）精神和有关通知要求，经省级教育行政部门、有关部门（单位）教育司（局）、部属高等学校申报推荐，并经专家评议与公示，认定5118门课程为首批国家级一流本科课程（含1559门在促进信息技术与教育教学深度融合，特别是在应对新冠肺炎疫情期间实施的大规模在线教学中作出了重要贡献的原2017年、2018年国家精品在线开放课程和国家虚拟仿真实验教学项目）。其中，线上一流课程1875门，虚拟仿真实验教学一流课程728门，线下一流课程1463门，线上线下混合式一流课程868门，社会实践一流课程184门。现予以公布。

各省级教育行政部门、高等学校要将国家级和省级一流本科课程建设纳入“十四五”高等教育发展规划，加快建设与新时代人才培养需求相适应、与新技术相融合、与教育教学方式方法改革相配套的教育教学管理政策和机制，注重一流本科课程建设与应用优秀案例的推广，以“学习革命”推动“质量革命”向纵深发展。

中央部门所属高校要在中央高校教育教学改革专项中对国家级一流本科课程建设予以支持，省级教育行政部门和地方有关高校也应采取相应支持措施，积极推动广大教师和学生投身新时代教与学变革实践。课程平台单位要按照人才培养规律要求，继续做好各种类型课程的技术服务设计、运营、服务支持和网络安全保障，持续推动课程平台技术与模式、教育教学工具的再创新再提升再优化。

教育部将通过使用评价、定期检查等方式，对国家级一流本科课程继续建设进行跟踪监督和管理。自公布之日起5年内，未能按照各类课程要求开放共享或持续建设的课程，将取消国家级一流本科课程资格。

附件：[首批国家级一流本科课程名单](#)

教育部

... 2020年11月24日

附件

首批国家级一流本科课程公示名单

一、线上一流课程（717门）

序号	课程名称	课程负责人	课程团队其他主要成员	主要建设单位	主要开课平台
1	改进合作学习	汪琼	缪静敏、王宇、刘玉、李雪言	北京大学	爱课程(中国大学 MOOC)
2	教你如何做 MOOC	冯菲	王宇、范逸洲、缪静敏、汪琼	北京大学	爱课程(中国大学 MOOC)
3	悖论：思维的魔方	陈波		北京大学	爱课程(中国大学 MOOC)
4	国际市场营销学	吴侨玲		北京大学	学堂在线
5	中国近现代史纲要	王久高	史春风、冯雅新、赵诺、路宽	北京大学	爱课程(中国大学 MOOC)
6	马克思主义基本原理概论	孙熙国	魏波、刘军、陈培永、宋朝龙	北京大学	爱课程(中国大学 MOOC)
7	毛泽东思想和中国特色社会主义理论体系概论	孙蚌珠	程美东、黄俊立、孙代尧、陈培永	北京大学	爱课程(中国大学 MOOC)
8	思想道德修养与法律基础	宇文利	张会峰、杨柳新、李健	北京大学	爱课程(中国大学 MOOC)
9	形势与政策	燕继荣、王海军	秦宣、张海荣、方长平	北京大学、中国人民大学	智慧树网
10	微积分基础	王冠香	冯雪松	北京大学	爱课程(中国大学 MOOC)
11	热学	欧阳颀	穆良柱、高原宁、张海君	北京大学	爱课程(中国大学 MOOC)
12	魅力机器人	谢广明	王晨	北京大学	爱课程(中国大学 MOOC)
13	人工智能与信息社会	陈斌	陈旭、袁泽、陈天翔、张赖和	北京大学	爱课程(中国大学 MOOC)
14	人工智能实践：Tensorflow 笔记	曹健		北京大学	爱课程(中国大学 MOOC)
15	软件工程	孙艳春	黄罡、刘譞哲	北京大学	爱课程(中国大学 MOOC)
16	病理生理学	吴立玲	杨吉春、徐海、向若兰	北京大学	学堂在线
17	儿童口腔医学	葛立宏	秦满、邹静、汪俊、王小竞	北京大学	人卫社 MOOC
18	大学生健康教育	王登峰	马军、云虹、林丹华、马迎华	北京大学	智慧树网
19	护理研究方法	王志稳	路潜、吴雪、李楠	北京大学	学堂在线

二、虚拟仿真实验教学一流课程（327门）

序号	课程名称	课程负责人	课程团队其他主要成员	主要建设单位	所属专业类
1	清官式大木作虚拟仿真教学实验	张剑葳	吴煜楠、彭明浩、王一臻、尚劲宇	北京大学	历史学类
2	BSL-2 实验室中流感病毒分离鉴定虚拟仿真实验	彭宜红	李彤、邹清华、向宽辉、杨恩策	北京大学	基础医学类
3	重大主题融媒体报道与公共决策支持虚拟仿真实验教学项目	胡百精	周勇、张辉锋、蔡雯、罗雪蕾	中国人民大学	文学类
4	地籍测量与管理三维虚拟仿真实验教学项目	严金明	夏方舟、丰雷、张占录、张秀智	中国人民大学	经济管理类
5	光媒设计虚拟仿真实验教学项目	顾亚奇	葛勇、甘华、刘明才、段天然	中国人民大学	艺术学类
6	隧道典型施工工法虚拟仿真	张顶立	杨娜、房倩、陈曦、周墨臻	北京交通大学	土木类
7	空调风系统管网设计与调试虚拟仿真互动式实验项目	王伟	孙育英、逢秀锋、严海蓉、全贞花	北京工业大学	土木类
8	基于AFM的物质表面微观结构及力学性质表征仿真实验	李英姿	钱建强、陈彦、董国波、李华	北京航空航天大学	物理学类
9	飞行器空天交会运动虚拟仿真实验	陈万春	刘小明、周浩、师鹏、杨良	北京航空航天大学	航空航天类
10	重走长征路——理想信念虚拟仿真实验教学	王立群	李林英、杨才林、刘左元、辛子俊	北京理工大学	马克思主义理论类
11	坦克装甲车辆机动性虚拟仿真实验	闫清东	李忠新、韩立金、李宏才、吕唯唯	北京理工大学	兵器类
12	反坦克聚能战斗部设计与威力性能虚拟仿真实验	王海福	王芳、余庆波、郑元枫、张建国	北京理工大学	兵器类
13	金属矿绿色开采膏体充填虚拟仿真实验	吴爱祥	宋卫东、王洪江、张延凯、谭玉叶	北京科技大学	矿业类
14	多情景无时限股票交易虚拟仿真实验	王立民	王维才、闫相斌、王未卿、徐迎迎	北京科技大学	经济管理类
15	无人驾驶车人工智能与创新设计的虚拟仿真实践教学	覃京燕	王雪皎、王晓慧、郭馨蔚、李亦芒	北京科技大学	艺术学类

序号	课程名称	课程负责人	课程团队其他主要成员	主要建设单位	所属专业类
218	高效可逆捕获二氧化碳的离子液体设计及性能测试	赵扬	王慧勇、张西军、王元宝、李志勇	河南师范大学	化学类
219	肺纤维化小鼠模型构建、诊断及治疗虚拟仿真实验	余国营	王兰、杨钧棠、唐超智、张春艳	河南师范大学	动物类
220	货物运输路径规划虚拟仿真实验	付廷臣	鲍春生、慈教进、吴远、牛亚丽	南阳师范学院	经济管理类
221	国际航空货运出口通关虚拟仿真实验教学项目	郭宏	张斌、仝如琼、姚阳迪、孙春艳	河南财经政法大学	经济管理类
222	面向航空制造业的仓储系统虚拟仿真实验项目	刘源	寇晓菲、卢红奇、谢本凯、张诗青	郑州航空工业管理学院	经济管理类
223	康普顿散射虚拟仿真实验	吴奕初	刘海林、杨智慧、王晓峰、陈志权	武汉大学	物理学类
224	1000kV 特高压变电站继电保护设计虚拟仿真实验	龚庆武	乔卉、徐箭、杨军、丁涛	武汉大学	电气学类
225	网络大数据搜索引擎虚拟仿真实验	陆伟	杨志峰、胡吉明、程齐凯、黄永	武汉大学	经济管理类
226	历史街区空间认知与评估实验	谭刚毅	黄涛、王振、沈伊瓦、陈国栋	华中科技大学	建筑类
227	同种异体造血干细胞移植后免疫重建检查技术	尹丙姣	郑芳、谭政、翁秀芳、朱慧芬	华中科技大学	基础医学类
228	食源性疾病现场调查与处理虚拟仿真实验	刘烈刚	姚平、魏晟、杨雪锋、唐玉涵	华中科技大学	公共卫生与预防医学类
229	探究癫痫模型小鼠认知功能障碍的行为学虚拟实验	任伯绪	钱锋、黄江荣、余万桂、陈晓光	长江大学	基础医学类
230	高校智慧建筑节能管理仿真实验	杨霞	丁文斌、李君、李翔、向碧华	湖北工业大学	经济管理类
231	甜柿建园与栽培管理技术虚拟仿真实验	罗正荣	徐莉清、张青林、郭大勇、刘继红	华中农业大学	植物类
232	标准地调查与树干解析	梅莉	周志翔、王鹏程、佘袁勇、周靖靖	华中农业大学	植物类
233	动物学专业核心技能综合训练虚拟仿真项目	齐智利	周锐、任竹青、李世军、马云龙	华中农业大学	动物类



您好, 今天是2021年09月25日, 欢迎访问中共河南省委高校工委、河南省教育厅网站!

新乡 18°C 阴

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分享:

河南省教育厅关于2021年度河南省一流本科专业建设点拟立项名单的公示

2021-09-24 09:19 【浏览字号: 大 中 小】 来源: 教育厅办公室

各本科高等学校:

根据《教育部办公厅关于实施一流本科专业建设“双万计划”的通知》(教高厅函〔2019〕18号)和《河南省教育厅关于实施河南省一流本科专业建设计划的通知》(教高〔2019〕475号)精神,按照《河南省教育厅办公室关于2021年度省级一流本科专业建设点申报工作的通知》(教办高〔2021〕110号)要求,经高校申报、资格审查、网络和会议评审,拟确定郑州大学经济统计学等201个专业点为2021年度河南省一流本科专业建设点,现将评审结果予以公示(见附件)。

自发布之日起10日内,任何单位和个人对评选结果持有异议,可以书面形式向我厅高教处提出。单位提出的异议,须在异议材料上加盖本单位公章,并写明联系人、工作单位、通讯地址和电话;个人提出的异议,须在异议材料上签署真实姓名,并写明本人工作单位、通讯地址和电话。我厅对提出异议的单位与个人信息予以保密,并认真组织调查、核实和处理。不符合上述要求的异议,不予受理。

联系人: 白威涛

电话: 0371-69691868

地址: 郑州市正光路11号

邮编: 450018

附件: [2021年度河南省一流本科专业建设点拟立项名单](#)

2021年9月24日

[打印](#)[关闭](#)

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[许昌市教育局:“一核五驱”助推体育美育特色发展](#)

2021-09-24

[我省各地推行优质课后服务 办人民满意的教育](#)

2021-09-24

[开封市落实“双减”政策 优化教育生态](#)

2021-09-24

[开封市:多措并举 多点发力 努力实现体教融合新突破](#)

2021-09-24

[周口市教体局党组印发通知 组织开展向张鹏程同志学习活动](#)

2021-09-24

附 件

2021 年度河南省一流本科专业建设点 拟立项名单

序号	学校名称	专业代码	专业名称
1	郑州大学	020102	经济统计学
2	河南大学	020102	经济统计学
3	河南农业大学	020101	经济学
4	河南工业大学	020201K	财政学
5	河南财政金融学院	020201K	财政学
6	河南财经政法大学	020302	金融工程
7	河南师范大学	020304	投资学
8	郑州财经学院	020304	投资学
9	河南大学	020305T	金融数学
10	郑州大学	020401	国际经济与贸易
11	河南大学	020401	国际经济与贸易
12	河南师范大学	020401	国际经济与贸易
13	河南财经政法大学	020402	贸易经济
14	华北水利水电大学	030101K	法学
15	郑州轻工业大学	030101K	法学
16	河南师范大学	030202	国际政治
17	河南大学	030302	社会工作
18	河南财经政法大学	030302	社会工作

序号	学校名称	专业代码	专业名称
40	郑州大学	050202	俄语
41	郑州大学	050203	德语
42	河南师范大学	050204	法语
43	河南大学	050207	日语
44	洛阳师范学院	050301	新闻学
45	河南财经政法大学	050302	广播电视学
46	河南科技大学	060101	历史学
47	南阳师范学院	060101	历史学
48	商丘师范学院	060101	历史学
49	河南大学	060103	考古学
50	郑州轻工业大学	070101	数学与应用数学
51	周口师范学院	070101	数学与应用数学
52	黄淮学院	070101	数学与应用数学
53	华北水利水电大学	070102	信息与计算科学
54	信阳师范学院	070102	信息与计算科学
55	河南工程学院	070102	信息与计算科学
56	南阳师范学院	070201	物理学
57	周口师范学院	070201	物理学
58	河南工业大学	070301	化学
59	郑州轻工业大学	070301	化学
60	周口师范学院	070301	化学



河南省第二批一流本科课程名单公示

河南省人民政府门户网站 www.henan.gov.cn 时间：2021-05-12 11:24 来源：河南政府网

分享：

5月11日，河南省教育厅对第二批省级一流本科课程认定名单进行公示。

根据《河南省教育厅办公室关于开展2020年省级一流本科课程认定工作的通知》安排，经高校申报、资格审查、网络评审、会议评审，拟认定郑州大学《信息技术及教育应用》等1238门省级一流本科课程。（文/李瑞）

附：[河南省第二批一流本科课程公示名单](#)

责任编辑：袁婷婷

扫一扫在手机打开当前页



附件

河南省第二批一流本科课程公示名单

一、线上课程（287门）

序号	申报学校	课程名称	负责人	主要成员	课程类别
1	华北水利水电大学	中华水文化	毕雪燕	朱伟利、慎泽明、孙梦青、罗玲谊	线上课程
2	河南大学	外国教育史	杨捷	王立、段晓明、王献玲、王永波	线上课程
3	洛阳理工学院	基础素描	韦晓坚	黄杰、程远、刘迪、王慧	线上课程
4	河南大学	生物化学	季少平	葛振英、张维娟、厉永强、刘广超	线上课程
5	郑州轻工业大学	自动控制原理	姜素霞	娄泰山、王妍、陈虎、王晓东	线上课程
6	华北水利水电大学	思想道德修养与法律基础	张梅	贾兵强、袁进霞、耿进昂、卢保娣	线上课程
7	平顶山学院	唐诗与中州文化	何梅琴	闫真真、罗浩刚、程丽娜、赵星	线上课程
8	郑州轻工业大学	基础英语写作	陈文凯	郭歌 翟文婧 刘星 王鑫	线上课程
9	河南大学	新闻编辑学	严励	杨萌芽、于春生、杨利娟、段乐川	线上课程
10	郑州轻工业大学	JSP 程序设计技术	邓璐娟	谷培培、郑倩、张王卫、李璞	线上课程
11	河南大学	电影概论	张霁月	王宏林、裴萱、李钦彤、燕俊	线上课程
12	河南大学	中国古都文化	程遂营	刘春迎、李竞艳、张野、滕亚秋	线上课程
13	河南理工大学	英语话中国传统节日	冉玉体	娄红立、温俊毅、刘秀敏、王静	线上课程
14	河南大学	健康评估	王强	靳艳、窦东梅、陶志敏、桂影	线上课程
15	信阳师范学院	奥尔夫音乐教育	周骏	张帆、朱欲晓、朱桂琴、李丹丹、牛媛媛、梅胧文	线上课程
16	河南大学	莎士比亚在近现代中国的接受	李伟昉	孙彩霞 陈会亮 王鹏	线上课程

102	河南警察学院	痕迹检验	王向阳	李磊 左琦 黄小波 朱家成	线下课程
103	河南城建学院	基础英语（三）	杨妍	王妍、白国芳、许理化、 李冰	线下课程
104	郑州大学	经济法	王玉辉	张素伦、张彬、杨妮娜、 金香爱	线下课程
105	河南理工大学	人因工程	兰建义	曾强、马金山、宋红娜、 郭景霞	线下课程
106	河南师范大学	抽象代数	赵先鹤	董乐、杜蛟、化小会、 左红亮	线下课程
107	洛阳理工学院	学前教育研究方法	赵学义	任占国、赵传兵、温颖、 张霖	线下课程
108	河南师范大学	形势与政策	王君健	范彬 李京桦 张锋 郑 蓓	线下课程
109	河南工业大学	基础工程	曾长女	冯永，李勇泉，杨博	线下课程
110	河南师范大学	大学英语 I	张军民	程磊 白宇镜 朱眉霖 马玉梅	线下课程
111	郑州升达经贸管理学院	大学英语 IV	权宇	贺光辉，张庆凯，刘昕 子，朱明元	线下课程
112	安阳工学院	微生物学	刘玉玲	卢全伟，彭仁海，韦洋 洋，李鹏涛	线下课程
113	河南警察学院	治安案件查处	张红晓	司仲鹏 周依苒 安政 马风涛	线下课程
114	河南师范大学	中学物理学科课程 标准与教材研究	陈运保	侯新杰，靳来鹏，杜爱 慧	线下课程
115	河南工业大学	粮食法学	穆中杰	李耀跃、李文江、张道 许、单奕铭	线下课程
116	郑州大学	沙盘模拟	念延辉	王伟、刘艳琨、张延彬、 张磊磊	线下课程
117	中原工学院	暗房传统工艺	张振亚	于露、杨晓楠、李楠、 芦甲川	线下课程
118	河南师范大学	写意山水临摹	陈巍	赵运虎、吕瑛、徐智川、 张喆	线下课程
119	信阳师范学院	中国现当代文学	徐洪军	吕东亮 禹权恒	线下课程
120	河南财政金融学院	数学建模与实验	闫德明	赵自强 孔波 牧少伯 杨宪立	线下课程
121	郑州轻工业大学	中国近现代史纲要	黄天弘	陈开颖、高颖飞、陈亮、 丁泽丽	线下课程
122	郑州大学	学校体育学	张秀丽	赵子建、董翠香、岳新 坡、叶新江	线下课程
123	河南大学	中国古典文献学	岳淑珍	白金，焦体检，侯佳	线下课程



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专题子站

您好, 今天是2022年01月06日, 欢迎访问中共河南省委高校工委、河南省教育厅网站!

新乡 2°C 阴

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分享:

河南省教育厅关于公布2021年河南省教师教育教学成果奖获奖项目的通知

教师〔2021〕486号

2021-12-29 11:42 【浏览字号: 大 中 小】 来源: 教育厅办公室

各有关高等学校:

根据《河南省教育厅关于开展2021年河南省教师教育教学成果奖评审工作的通知》(教师〔2021〕136号)精神,经个人申报、高等学校初评推荐、省教育厅组织专家委员会评审和结果公示,河南大学刘志军申报的《“一体四式”卓越中学教师培养体系建构与实践创新》等75项成果被评为2021年河南省教师教育教学成果奖,现予公布(具体名单见附件)。

持续开展教师教育教学成果评选,对深化新时代教师队伍建设改革,推动教师教育振兴发展具有重要意义。各高等学校要充分认识做好教师教育工作的重要性,把振兴教师教育作为贯彻落实全国、全省教育大会精神,深化新时代教师队伍建设改革的重要举措,摆在优先发展的位置,努力建设一支高素质专业化创新型教师队伍。要加快教学成果奖的应用推广,及时将成果转换应用到师范生培养和在职教师培训中,全面提高人才培养质量。希望获奖的高校和个人珍惜荣誉、戒骄戒躁,不忘初心、牢记使命,砥砺前行、再创佳绩。

附件: [2021年河南省教师教育教学成果奖获奖项目名单](#)

2021年12月22日

序号	成果名称	成果完成者 (主持人)	成果完成者 (参与者)	完成单位	获奖等级	奖励证书编号
33	基于 OBE 理念的数学师范生教学实践能力培养模式研究	王振平	王爱玲、王 允、谢 林、谷晓凯、侯学萍	河南师范大学	二等奖	豫教〔2021〕58520
34	河南省师范类院校语文教师教育课程的设置与优化研究	赵黎波	曹书文、原雅丽、李园园、赵丽艳	河南师范大学	二等奖	豫教〔2021〕58521
35	新时代以实践能力提升为导向的卓越中学化学师资培养模式改革与实践	王海霞	曹 锴、袁腾飞、袁振东、张 龙、王会宣	河南师范大学	二等奖	豫教〔2021〕58522
36	核心素养视域下英语专业师范生教学胜任力培养模式构建与实证研究	张军民	刘 霞、姜 菲、刘国兵、徐 瑾、咎亚娟	河南师范大学	二等奖	豫教〔2021〕58523
37	基于国际文化交流背景下的高师音乐专业教学模式创新实践与研究	别松梅	杜元媛、罗 强、张丽丹、马颖辉、迟 磊	河南师范大学	二等奖	豫教〔2021〕58524
38	河南省中学校本课程现状调查及改革对策	李占伟	侯 芳、季艳茹、都温中、王青山、程洛佳	河南师范大学	二等奖	豫教〔2021〕58525
39	指向深度学习的教学改革：基于问题提出的数学教学实践探索	朱亚丽	李怀军、侯学萍、董 乐、史海兰、卢彦超	河南师范大学	二等奖	豫教〔2021〕58526
40	“国培计划”“省培计划”等培训项目可持续发展研究与实践	郝二军	王菲菲、李 苞、郑灵灵、贾 丽	河南师范大学	二等奖	豫教〔2021〕58527
41	师范专业认证背景下高师院校本科教学	李 宁	刘勇华、路振国、周青山、刘 欣、	安阳师范学院	二等奖	豫教〔2021〕58528

中外语言交流合作中心函件

2021 年国际中文教育研究课题 立项通知书

河南师范大学 赵扬：

你申报的《“一带一路”背景下巴基斯坦本土中文教师“一体化”创新培养机制研究》课题，经专家评审、公示、立项，获准为 2021 年国际中文教育研究课题重点项目。项目批准号：21YH18B；项目完成时间：2022 年 12 月底前；批准经费：10 万元，首期拨付 60%，余款将在鉴定结项通过后拨付，经费将由我中心拨付你校。

国际中文教育研究课题由教育部中外语言交流合作中心与世界汉语教学学会联合发布，建议报请学校将本课题纳入省级或部级纵向课题序列管理。

根据《国际中文教育课题管理办法（试行）》，本课题所有出版或发表的项目研究成果，须在显著位置注明“2021 年国际中文教育研究课题重点项目资助”字样和项目批准号，如涉及敏感内容，视情报我中心审核。

教育部中外语言交流合作中心 世界汉语教学学会

2021 年 12 月 2 日

抄送：河南省教育厅



国家留学基金管理委员会函件

留金项（2019）84号

关于确定 2019 年西部地区人才培养特别项目、地方合作项目地方创新子项目 获资助项目的通知

有关单位：

经专家评审，国家留学基金管理委员会（以下简称国家留学基金委）现确定 2019 年西部地区人才培养特别项目、地方合作项目地方创新子项目获资助项目名单（见附件 1）。现将有关事项通知如下：

一、关于获资助项目

1. 获资助项目执行期暂定三年（2019-2021 年），选派专业、选派规模、留学身份、具体规模、留学期限、留学国别及留学单位等以本通知为准，执行期内不再调整。

2. 请制定具体工作计划，确保项目顺利执行。在实际执行中，须严格按照批准的方案进行，不得变更项目目标、培养模式、选拔专业及标准等；确需调整的，按程序申报下一年度项目，原项目停止执行。

3. 各单位须对获资助项目逐一进行年度总结并迟于次年项目人员申报前提交至国家留学基金委。国家留学基金委评估后确定下一年度是否继续资助。凡未提交年度总结、连续两年未派出留学人员、执行工作中出现较大问题以及因其它原因未通过评

估的项目，将停止资助。

4. 项目执行三年期满时，各单位须提交项目执行工作总结。

二、关于人员选拔录取工作

1. 项目派出人员由各省级教育主管部门进行选拔推荐，国家留学基金委审核录取。请根据《2019年西部地区人才培养特别项目、地方合作项目地方创新子项目实施办法》，结合本地区实际，研究制定具体人员选拔办法，包括人选条件、评审标准与办法、工作流程等，保证选拔工作公正、公平、公开。

所有被推荐人员的确定须通过专家评审，选派办法及选拔结果均须进行公示，公示期应不少于3个工作日。

凡当年申请过其它国家公派出国留学项目人员，同一年度内不得推荐。

2. 时间安排

网上报名时间为：2019年10月9日-11日

各单位须与国外合作方做好前期沟通，务必在上述日期前取得正式邀请信。接此函后即可着手人员选拔工作并统一组织被推荐人员在规定时间内登录国家公派留学管理信息平台（<http://apply.csc.edu.cn>）进行网上报名：受理单位选择各省/直辖市教育厅/委，项目名称选择“西部地区人才培养特别项目/地方合作项目”，可利用合作渠道选择“地方创新子项目”。

请各受理单位于10月18日前将相关材料寄（送）至国家留学基金委合作项目部。

3. 被推荐人选需在网上填写、上传的主要材料

(1) 《国家公派出国留学申请表》（非学生类）；

- (2) 国外单位正式邀请信;
- (3) 外语水平证明;
- (4) 外方合作者简历 (由其本人签字);
- (5) 职称证书、最高学历、学位证书复印件;
- (6) 有效身份证 (双面, 扫描在 1 张 A4 纸上);
- (7) 申请高级研究学者应提交符合高级研究学者录取条件的有关证明。

4. 受理单位需提交的材料

- (1) 单位推荐公函 (纸质版, 须包含人员选拔、评审、推荐及公示情况等);
- (2) 《初选名单一览表》 (纸质版, 信息平台自动生成并打印);
- (3) 《单位推荐意见表》 (线上提交, 信息平台自动生成);
- (4) 《专家评审意见表》 (线上提交, 附件 2)。

联系人: 李晔

电话: 010-66093973 传真: 010-66093581

电子邮件: xbfd@csc.edu.cn

- 附件: 1. 2019 年获资助项目一览表
2. 专家评审意见表

国家留学基金管理委员会

2019 年 8 月 5 日



附件：2019年获资助项目一览表



项目实施单位	项目名称	留学专业	年度选派规模 (人)	留学身份、规模及期限	留学国别及留学院校
河南省教育厅	基于河南省双一流学科建设背景下 的临医化培养项目	医学、生物学	8	高级研究者 1人 6个月/人 访问学者 4人 12个月/人 博士后 3人 24个月/人	美国：爱因斯坦医学院、亚利桑那大学、莱 斯格大学、克莱姆森大学、纽约城市大学、罗 格斯大学、阿克伦大学、密西西比州立大学 英国：玛丽女王伦敦大学 澳大利亚：麦考瑞大学、埃迪斯科文大学 韩国：韩国国立癌症中心 埃及：艾斯尤特大学 波兰：西波莫瑞工业大学 匈牙利：圣伊斯特万大学 波兰：波兹南生命科学大学 哈萨克斯坦：塞弗林农业技术大学 瑞典：瑞典隆德大学、乌普萨拉大学 加拿大：滑铁卢大学、达尔豪斯大学 美国：加州大学Irvine分校、怀俄明大学、堪萨斯州 州立大学、内布拉斯加林肯大学、印第安纳大学普渡大 学 韩国：汉阳大学 丹麦：奥胡斯大学 俄罗斯：托木斯克理工大学 澳大利亚：昆士兰大学、伍伦贡大学 日本：冈山大学 英国：雷丁大学
河南省教育厅	河南省“三区一群”国家战 略发展急需人才国际合作培养 项目	国家粮食安全、城 乡绿色发展、绿色 化学与电源材料、智能 装备制造	14	高级研究者 2人 3-6个月/人 访问学者 10人 12个月/人 博士后 2人 12-24个月/人	

2019年西部地区人才培养特别项目、地方合作项目 地方创新子项目专家评审意见表

学号：□□□□□□□□□□□□□□□□ 申请人姓名：_____

申请留学身份：高级研究学者 访问学者 博士后

-----以下由专家填写-----

A	1	对申请者学术、业务水平、科研能力和发展潜力的评价	低	1 2 3 4 5 6 7 8 9 10	高
	2	对申请者外语水平和能力的评价	低	1 2 3 4 5 6 7 8 9 10	高
	3	对出国学习/研修目标和计划的总体评价	无明确目标和可行计划	1 2 3 4 5 6 7 8 9 10	目标明确 合理可行
B	4	出国学习/研修内容在国内水平如何	空白或刚起步	1 2 3 4 5 6 7 8 9 10	处于世界 领先水平
	5	留学专业与获资助项目的契合度	低	1 2 3 4 5 6 7 8 9 10	高
	6	国外导师在该学科专业的水平	低	1 2 3 4 5 6 7 8 9 10	高
	7	所在单位在该学科专业上的科研条件	差	1 2 3 4 5 6 7 8 9 10	好
	8	对申请者依托教学科研项目和课题研究工作的评价	低	1 2 3 4 5 6 7 8 9 10	高
	9	申请者研修内容对本地区学科发展起到的作用	没有	1 2 3 4 5 6 7 8 9 10	非常大
C	10	政治思想、品行学风及心理素质等	差	1 2 3 4 5 6 7 8 9 10	好
D	总分（满分100分）				

专家组评语：（请从申请人专业素养/以往研究成果/拟留学情况/研修计划与依托在研项目（课题）紧密度等方面评价。此项应认真填写，如不填或填写内容不符，将视为评审无效。）

专家1：工作单位（部门/院系）：_____ 专业：_____ 职称：_____

对申请人从事学科专业的熟悉程度：非常熟悉 熟悉 不太熟悉

专家签字：_____ 年 月 日

专家2：工作单位（部门/院系）：_____ 专业：_____ 职称：_____

对申请人从事学科专业的熟悉程度：非常熟悉 熟悉 不太熟悉

专家签字：_____ 年 月 日

专家3：工作单位（部门/院系）：_____ 专业：_____ 职称：_____

对申请人从事学科专业的熟悉程度：非常熟悉 熟悉 不太熟悉

专家签字：_____ 年 月 日

单位名称（盖章）：_____

河南省教育厅

河南省教育厅 人文社会科学研究项目立项通知书

河南师范大学：

你单位申报的下列课题，经河南省教育厅组织专家评审，批准列入 2020 年度人文社会科学研究项目计划，请通知课题组按照《河南省教育厅关于下达 2020 年度人文社会科学研究一般项目立项计划的通知》（教社科〔2019〕370 号）的相关要求（具体详见附件），按时完成研究任务。

项目名称：“一带一路”背景下河南省高校来华留学生培养模式创新研究

项目负责人：陈运香

项目批准号：2020-ZZJH-212

项目类别：资助性计划项目

结项形式：研究报告或论文

资助经费：20000 元

完成时限：1-2 年

省财政直供经费学校的立项资助经费由省教育厅拨付，非直供经费学校的立项资助经费由本校解决。



资助性计划项目结项时应达到以下要求：

成果形式为著作的项目，其成果已经出版。

成果形式为论文的项目，要求课题组成员在公开学术刊物发表论文 2 篇以上，其中负责人作为第一署名人在中文核心期刊至少发表论文 1 篇。

成果形式为研究报告的项目，一般要求研究报告不少于 1 万字，检测查重率低于 30%，且有实际应用部门的采纳证明（注明采纳内容和价值）。采纳证明单位包括高等学校（非项目承担单位，不含院系和校行政部门）、县级以上人民政府、地厅级以上行政部门或大中型企业。同时，课题组负责人作为第一署名至少要在公开学术刊物发表论文 1 篇。

结项证书

经专家组评审鉴定，河南省教育国际交流协会秘书处审核，对验收合格的河南省教育国际交流协会国际教育课题颁发此证书。

课题名称：“一带一路”背景下来华留学教育发展趋势与策略研究

课题类别：重点

立项编号：HNEAIE-ZDI-4

结项编号：2020-07

承担单位：河南师范大学

课题负责人：陈运香

课题参加者共 柒 名

赵 扬 李美艳 田月红 王素敬
师 蕾 赵换方

发证日期：2020 年 10 月

河南省教育国际交流协会



河南省一级期刊

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2021

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新时代“外语+”国际化人才培养途径的探索与实践

——以河南师范大学中外合作办学项目为例

◆ 陈运香, 赵扬

(河南师范大学, 河南 新乡 453007)

摘要: 中外合作办学作为国际化办学的方式之一, 逐渐成为高等教育发展的新趋势。本研究以河南师范大学中外合作办学项目的实践为例, 分析了中外合作办学“外语+”专业人才培养的现状, 提出了培养模式存在的外语与国际化人才培养的契合、专业课程引进的学习两个问题, 并提出了相应的对策, 以期为“外语+”国际化人才培养提供借鉴。

关键词: “外语+”; 国际化人才; 培养途径; 中外合作办学

随着我国高校“双一流”建设的不断推进, 高等教育国际化已经成为高校重要的发展战略之一。与国外优秀高校合作, 引进国外优质的教育资源, 培养“外语+”国际化专业人才, 是中外合作办学的初心。如何坚守初心, 充分利用中外合作办学的平台优势, 加强国际化人才的培养, 已经成为中外合作办学发展的重点和焦点。笔者以河南师范大学中外合作办学项目的实践为例, 针对中外合作办学“外语+”专业人才培养的现状、培养模式存在的问题, 结合河南师范大学中外合作办学实际, 对国际化人才的培养途径进行了研究和实践探索。

一、问题的提出

(一) 中外合作办学对“外语+”国际化人才培养有何优势

《中华人民共和国中外合作办学条例》第三条对中外合作办学的性质和特点进行了明确界定: 中外合作办学属于公益性事业, 是中国教育事业的组成部分。鉴于人才培养考虑, 国家鼓励合作办学的专业, 一般都是合作双方强势专业, 从学科的基础、师资、资源和高等教育、职业教育领域开展中外合作办学, 鼓励中国高等教育机构与外国知名的高等教育机构合作办学, 鼓励引进外国优质教育资源。中外合作办学是高等教育的重要组成部分, 在国际化人才培养方面的优势主要体现在以下四个方面: 第一, 专业优势。中外合作办学发展前景、就业等方面都具有显著优势。学生在接触、了解外国优秀的院校和专业后, 可以选择到国外合作院校继

续深造。第二, 培养模式优势。双方基于相互专业优势和学科特点共同制订培养方案, 使培养模式更加优化。第三, 课程优势。总课程和专业核心课程中三分之一引进外方课程或者共同开发新的课程, 为学生提供了大量优质课程资源。第四, 师资优势。双方均选派优秀的教师为学生授课, 学生可以体验中外双方不同的教学理念和教学方法。

(二) 如何在中外合作办学中实现“外语+”与国际化培养的有机统一

2018年, 习近平总书记在全国教育大会上指出, 高校要大力培养掌握党和国家方针政策、具有全球视野、通晓国际规则、熟练运用外语、精通中外谈判和沟通的国际化人才。中外合作办学是高校培养国际化人才的重要途径之一。中外合作培养国际化专业人才包括两个方面: 一是培养学生的外语能力, 二是提升学生的专业水平。换言之, 中外合作办学的重点是“外语+”国际化专门人才培养, 即培养基于专业化人才需要的多样化语言知识和技能, 以达到熟练运用外语、胜任中外沟通任务的国际化标准的专业人才。两个方面有机统一, 既不同又相互联系。

针对中外合作办学中“外语+”国际化人才培养的现状、存在的问题, 以及如何构建中外合作办学中“外语+”国际化人才的培养途径, 笔者通过问卷调查、访谈和实践案例三种方法开展了研究。问卷调查共有8个问题, 主要对“外语+”国际化人才培养现状、存在的主要问题进行调查; 访谈对

基金项目: 2020年度河南省重点教改项目“‘一带一路’背景下‘外语+’国际化专门人才培养体系创新与实践”(编号: 2019SJGLX065)

作者简介: 陈运香(1963—), 女, 河南师范大学教授, 研究方向为应用语言学与外语教学、中外合作办学理论与实践、高等教育研究; 赵扬(1975—), 女, 河南师范大学教授, 研究方向为绿色化学、高等教育国际化。

Do contextual factors matter? Evidence from Chinese hotel productivity with heterogeneity

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Hai Dong

Henan Normal University, China

Nicolas Peypoch 

University of Perpignan, France

Linjia Zhang

Xi'an Jiaotong-Liverpool University, China

Abstract

In this article, an assessment of efficiency and productivity of Chinese hotels at the provincial level in relation to their star rating is proposed. This heterogeneity is considered by using a hierarchical structure. The drivers of productivity and its components are studied through various and innovative environmental and contextual factors. This study shows that Chinese star-rated hotels experienced a slight productivity deterioration in the last decade. Furthermore, several contextual and environmental factors explain significant differences in productivity rankings of the Chinese provinces. These findings reveal important patterns that are useful for both hotel managers and policymakers.

Keywords

China, efficiency, heterogeneity, hierarchical Malmquist productivity index, star-rated hotels

Introduction

Since the reform and opening up, China's hospitality industry has experienced a rapid expansion of scale. However, as market competition has intensified, the risk of simply relying on expanding investment scale to obtain new benefits is increasing. According to Ministry of Culture and

Corresponding author:

Nicolas Peypoch, University of Perpignan, Institute of Business Administration, 52 Avenue Aduy, Perpignan F-66860, France.

Email: peypoch@univ-perp.fr

Tourism of China (2017), the total fixed asset in hospitality industry in China constantly rose in the past decade (from US\$64.9 billion in 2009 to US\$76.44 billion in 2017), while the total profits have fluctuated a lot. The whole industry even operates under deficit for certain years (2009, 2013, 2014, and 2015). Comparing to its volatile earnings with growing investments, it is obvious that hotels in China do not perform satisfyingly during those periods. Meanwhile, a particularity of the Chinese hotel sector is the dominance of the star-rated hotels. The performance of star rating hotels can accurately reflect the development of hotel sectors as well as the tourism industry (Walheer and Zhang, 2018). At the same time, several problems for star-rated hotels, such as insufficient new products, excess capacity, mismatched supply and demand, interference with institutional mechanisms, knowledge management-related issues, vicious price competition, slow technical progress, weak technical spillovers, and high investments with relatively low occupancy rate have been pointed out by previous studies (Mao and Yang, 2016; Pan, 2017; Walheer and Zhang, 2018; Wong et al., 2016; Yang and Cai, 2016; Yang et al., 2017). As such, techniques for performance measurement of tourism, specifically the hospitality sector, received much attention from the literature at the international level (Assaf et al., 2012; Ohe and Peypoch, 2016; Zhang et al., 2016). However, applications to the Chinese sector are restricted to few (Huang et al., 2012) and the recent contributions only differ mainly in sample choices, methodology, and their attempts to explain hotel efficiency by means of different specific determinants (Chaabouni, 2019; Liu and Tsai, 2018; Walheer and Zhang, 2018; Yang et al., 2017). Furthermore, "hotel development is heavily dependent on local factors" (Yang et al., 2017: 12). Then, it is recommended to analyze the hotel performance by including these local factors that may have influence on hotel productivity.

In this article, our research focuses on two dimensions of the performance of star-rated hotels in China: make a hierarchical analysis by considering hotels' heterogeneity to identify technological advancement in this sector and study the drivers of the productivity improvement through various and innovative environmental and contextual factors.¹ Indeed, the number of stars is directly connected to the hotel investor profile, ownership status, and the technologies they dispose (Mao and Yang, 2016; Pranic et al., 2012; Zhu, 2014), which leads them to make distinct production choices for even the same output. As a result, their performance should be measured with different technological frontiers. In this article, the heterogeneity of star-rated hotels in Chinese provinces is incorporated in the analysis via the hierarchical category structure proposed by Tone (1997) in the data envelopment analysis (DEA) framework. This contribution differs from the study by Yang et al. (2017) where star-rated hotels were treated separately and where all external factors were included in the production technology. By using a hierarchical structure, this article adopts an alternative way in order to account for heterogeneity.

In studies devoted to tourism efficiency and productivity analysis, the environmental variables are ignored (Assaf and Josiassen, 2012). For instance, the determinants of hotel performance, such as destination characteristics, should also be included in the research (Assaf et al., 2017). In this article, we aim to extend this stream of research by examining the impact of several environmental variables on regional hotel productivity. In our knowledge, most of these variables are used for the first time in the tourism context.

The rest of this article unfolds as follows. The second section is devoted to the literature review about tourism efficiency and productivity in China. In the third section, the methodology in two stages is presented. The findings of this study are presented in the fourth section. The fifth section proposes a discussion of the policy implications of these findings. Finally, the last section concludes the article.

Research gaps in tourism efficiency and productivity literature in China

Scholars around the world have done investigations in hotel benchmarking to evaluate the overall hotel market performance at a micro and/or a macro level. Seminal works started in the nineties with studies devoted to the United States by Morey and Dittman (1995) and Anderson et al. (1999). During the two last decades, many contributions can be found in the literature and different literature reviews are available on hospitality performance. In this article, we refer the reader to Assaf et al. (2012) and Assaf and Josiassen (2016) for complete literature reviews of contributions applied to different regions around the world and we focus with a specific look on papers applied to mainland China.

Chaabouni (2019) analyzed 31 Chinese provinces from 2008 to 2013 by using a two-stage DEA method (DEA at each time period and bootstrap for contextual variables). This study reveals that eastern provinces are relatively more efficient and that trade, climate, and competition contribute positively to efficiency. Walheer and Zhang (2018) applied profit Luenberger and Malmquist-Luenberger indexes from 2005 to 2015 on 30 Chinese provinces. The main findings are star-rated hotels present better performances over time in China, but not for every activity they offered. Liu and Tsai (2018) studied the total factor productivity growth (TFP) of Chinese provinces with the Hicks-Moorsteen index approach. They found that TFP is mainly due to growth in operational efficiency. Yang et al. (2017) focused on Chinese provinces for the year 2012 to study the star-rated hotel performance with a superefficiency version of the slacks-based measure (SBM) model. They find mixed findings depending on the regions and hotel segments. Zhou et al. (2008) analyzed 31 Chinese provinces for the year 2005 and find that western regions are relatively more efficient. Tsai (2009) evaluated the cross-efficiency of the 31 Chinese provinces from 2002 to 2006 and showed the interest of DEA based on multi-output production technologies compared to single productivity indicators. Huang et al. (2012) used a window DEA model to the 31 Chinese provinces from 2001 to 2006 with a dynamic Tobit regression in second-stage analysis. They obtained a high average efficiency with a significant impact of several macro socioeconomic factors on efficiency. Luo et al. (2014) analyzed hospitality in major Chinese cities from 2001 to 2011. By using a Malmquist productivity index (MPI) and regression analysis in second stage, they find that productivity changes are mainly due to efficiency variations and that governance is a driver of efficiency change (EFFCH).

A detailed look on both tourism efficiency and productivity literature and specific contributions to China shows that several aspects seem to have been neglected by most of the research.

First, it has been stated in the literature (Assaf et al., 2012) that there are limited studies focusing on dynamic analysis of hotel benchmarking. Intertemporal and dynamic analysis of efficiency and productivity is useful in order to identify the evolution of the hotel industry through the time. However, there is inadequate investigation relevant to the dynamic analysis of hospitality benchmarking in mainland China. Most of the literature on this topic investigates only EFFCHs over the time (Chaabouni, 2019) without considering productivity changes and its decompositions.

Second, another important factor that has been neglected in the literature is the heterogeneity problem in the tourism and hospitality sector. Recently, Assaf and Tsionas (2018: 133) stated that: "It would be hard to believe that the technology used to produce tourism in different tourism destinations is the same. If it differs the frontier technology of best practices, simply does not exist." Hotels with different star rating have different production processes and then distinct production technologies. As a consequence, heterogeneity issue arises that hotels with different stars may have different efficient frontiers and should be measured separately (Corne, 2015). By following Assaf and Agbola (2011), technical efficiency would grow as the number of stars increases. Therefore, when measuring hotel efficiency, it is necessary to include this heterogeneity

in the analysis. However, few tourism scholars investigated this issue about heterogeneity (Assaf and Tsonas, 2018).

Third, the understanding and the explanation of the efficiency level and its sources is also missed in the main research stream of hospitality performance measurement. Indeed, most of the studies don't include a second-stage analysis into the DEA framework. Few studies have been made to investigate the influence of environmental variables on EFFCHs in this sector (Assaf and Josiassen, 2012; Sellers-Rubio and Casado-Díaz, 2018; Yang et al., 2017). Assaf and Josiassen (2012: 395) concluded that: "Undoubtedly, future studies might... include and test if possible other determinants of tourism performance."

Finally, regarding the specific case of mainland China, except Luo et al. (2014) for the first decade of the 21th century, none of the studies have considered an overall performance analysis with both intertemporal aspect and environmental variables as explaining factors.

Therefore, this article is trying to fill these gaps in the literature. This study proposes an intertemporal productivity evaluation of star-rated hotels in Chinese provinces by considering heterogeneity and new contextual factors.

Methodology

Hierarchical MPI

The methodology used in this article comes from different sources into the DEA framework. First, an intertemporal analysis is proposed by using the MPI (Färe et al., 1994). In order to take into account the heterogeneity due to the differences in star-rated hotels, a hierarchical structure by category (Tone, 1997) is adopted. It is important to note that, in our knowledge, such hierarchical structure has been used only in the basic DEA context with one time period but not in the case of productivity changes across different time periods. In the DEA framework, the hierarchical category DEA model introduced by Tone (1997) has been applied in tourism (Corne, 2015) and education (Guironnet and Peypoch, 2018).

The production technology transforms inputs x in outputs y . Let $x = (x_1, \dots, x_n) \in \mathbb{R}_+^n$ an input vector and $y = (y_1, \dots, y_p) \in \mathbb{R}_+^p$ an output vector.

The production technology GR is

$$GR = \{(x, y) \in \mathbb{R}_+^{n+p} : x \text{ can produce } y\} \quad (1)$$

According to production frontier theory, GR satisfies different axioms (see Färe and Grosskopf, 1996). In the rest of this section, we denote the input-output vector $z_t = (x_t, y_t)$, where t represents a given time period.

By following Varian (1984) and Banker and Maindiratta (1988), the nonparametric technology at the time period t is

$$GR^t = \left\{ z_t \in \mathbb{R}_+^{n+p} : x_t \geq \sum_i^k \lambda_i x_{it}, y_t \leq \sum_i^k \lambda_i y_{it}, \lambda_i \geq 0, i = 1 \dots k \right\} \quad (2)$$

The choices regarding the use of production frontier theory are the following. On the one hand, this study supposes constant returns to scale (CRS) for the production technology. This choice is motivated by the fact that the competition in the Chinese hospitality sector is growing and that the heterogeneity from the star rating will be characterized by a hierarchical structure by category (Tone, 1997). On the other hand, in tourism efficiency and productivity analysis, the models are generally output oriented (Assaf and Josiassen, 2016; Peypoch and Solonandrasana, 2006). This

article follows this assumption as the objective is to deploy the resources endowment from an efficient way in order to maximize the results.

At the time period t , the output distance function (Shephard, 1970) $D_o^t : \mathbb{R}_+^n \times \mathbb{R}_+^p \rightarrow \mathbb{R}_+ \cup \{\infty\}$ is defined by

$$D_o^t(x_t, y_t) = \inf_{\theta} \{ \theta : (x_t, y_t/\theta) \in \text{GR}^t \} \tag{3}$$

The output distance function is the inverse of the Farrell's (1957) measure. Under weak free disposability, the output distance function permits a full characterization of the production technology

$$\text{GR}^t = \{ z_t : D_o^t(z_t) \leq 1 \} \tag{4}$$

The MPI (Färe et al., 1994) can be defined as follows

$$M_o(z_t, z_{t+1}) = \left[\frac{D_o^{t+1}(z_{t+1})}{D_o^{t+1}(z_t)} \cdot \frac{D_o^t(z_{t+1})}{D_o^t(z_t)} \right]^{1/2} \tag{5}$$

A key benefit of the MPI is its decomposition into two components which are, respectively, EFFCH and technological change (TECH)

$$M_o(z_t, z_{t+1}) = \frac{D_o^{t+1}(z_{t+1})}{D_o^t(z_t)} \cdot \left(\frac{D_o^t(z_{t+1})}{D_o^{t+1}(z_{t+1})} \cdot \frac{D_o^t(z_t)}{D_o^{t+1}(z_t)} \right)^{1/2} \tag{6}$$

The first component (EFFCH) represents the changes in resources management, whereas the second component (TECH) characterizes shifts in technology due for instance to investments or innovations.

Each distance function is calculated by linear programming (LP). For instance, the LP for $D_o^t(z_t)$ is given by

$$\begin{aligned} D_o^t(z_t) &= \min \theta \\ x_i^t &\geq \sum_{i=1}^k \lambda_i x_i^t \\ (1/\theta)y_i^t &\leq \sum_{i=1}^k \lambda_i y_i^t \\ \lambda_i &\geq 0, i = 1 \dots k \end{aligned} \tag{7}$$

This article considers also the possible scale effects in the productivity changes. Then, the decomposition suggested by Ray and Desli (1997) and recently applied for the first time in the hotel sector by Cordero and Tzeremes (2017) is adopted. The MPI can be rewritten as (Cooper et al., 2006: 215)

$$\begin{aligned} M_o(z_t, z_{t+1}) &= \frac{D_{o,v}^{t+1}(z_{t+1})}{D_{o,v}^t(z_t)} \cdot \left(\frac{D_{o,v}^t(z_{t+1})}{D_{o,v}^{t+1}(z_{t+1})} \cdot \frac{D_{o,v}^t(z_t)}{D_{o,v}^{t+1}(z_t)} \right)^{1/2} \\ &\cdot \left(\frac{D_{o,c}^t(z_{t+1})}{D_{o,v}^t(z_{t+1})} \cdot \frac{D_{o,v}^t(z_t)}{D_{o,c}^t(z_t)} \cdot \frac{D_{o,c}^{t+1}(z_{t+1})}{D_{o,v}^{t+1}(z_{t+1})} \cdot \frac{D_{o,v}^{t+1}(z_t)}{D_{o,c}^{t+1}(z_t)} \right)^{1/2} \end{aligned} \tag{8}$$

where the subscripts c and v indicate, respectively, CRS and variable returns to scale (VRS).

The two first components are, respectively, the pure efficiency change (PEFFCH) and the pure technological change (PTECH). The last component is the scale change factor (SCH) and is the geometric mean of scale EFFCHs (Cooper et al., 2006: 216).

In order to consider the hierarchical structure introduced by Tone (1997) in the DEA framework, a step-by-step procedure is implemented. We suppose that the two-star hotels are the less advantaged. This assumption is in line with previous works that clearly indicate that for hotels, the performance is an increasing function of the category or star rating (Corne, 2015: 92). Furthermore, two-star hotels are the basic layer for different reasons. Firstly, the number of low-end hotels dropped rapidly while, at the meantime, an intense construction of high-end hotels was observed (Yang et al., 2017). Secondly, high-end hotels are, in general, associated with higher service quality and better managerial skills which make that two-star hotels are the least technologically advantaged (Subramanian et al., 2016). Then two-star hotels are evaluated separately, only within the same category. After that the three-star hotels are added in the sample with the two-star hotels for the estimation but only the productivity scores of the three-star hotels are extracted. The procedure continues until the most advantaged hotels are the five-star hotels in this study. Compared to a virtual analysis with the whole sample, the results for each hotel category cannot be worse. The heterogeneity characterized by the star rating effect is lessened.

Analysis of contextual factors on productivity

For the second-stage analysis, we check whether there is a statistical dependence relationship between a group effect and the ranking in terms of productivity. The Mann–Whitney test (1947), which is a nonparametric test based on rank order, is adopted for this purpose when two groups are considered. The null hypothesis is:

H0: The productivity change of the hospitality industry in China at provincial level is independent to a group effect.

By following Cooper et al.' study (2006: 235), the statistic T follows a standard normal distribution and is defined by

$$T = \frac{S - m(m + q + 1)/2}{(mq(m + q + 1)/12)^{1/2}} \quad (9)$$

where m and q are the size of the two groups or categories and S is the sum of the ranks of the first group. At a given level of confidence, the null hypothesis is rejected if $|T|$ is greater than the tabled value from the standard normal distribution. The Mann–Whitney test is useful for such analysis when two groups are considered. In this article, for each research hypothesis, the two groups are formed according to the value of the Chinese province in the corresponding index compared to the median, a technique used by Guironnet and Peypoch (2018) in the context of higher education.

For the research hypotheses which require more than two groups, the Kruskal–Wallis test (1952) is adopted (Corne, 2015; Goncalves, 2013). The statistic H is calculated by

$$H = \frac{12}{k(k + 1)} \sum_{i=1}^l \frac{R_i^2}{k_i} - 3(k + 1) \quad (10)$$

where k is the number of units. k_i is the number of units of each group i , R_i^2 is the square of the sum of the ranks of each group i , and l is the number of groups or categories. The null hypothesis is rejected if $|H|$ is greater than χ^2 tabled value with $(l - 1)$ degrees of freedom for a given level of confidence.

Data and results

In this article, we have applied the hierarchical analysis to star-rated hotels in China. Chinese hotels are officially classified from one to five stars corresponding to their size, facilities, and other characteristics. This study is in line with the work by Yang and Cai (2016) and excludes one-star hotels from the analysis due to a poor documentation. Then, only two-, three-, four-, and five-star hotels will be considered. Due to data availability, 30 Chinese provinces in the mainland are considered for each star rating over the period 2009–2015.² By following Tone's study (1997), the estimation with a hierarchical structure is the following. Performance evaluation of the two-star hotels is obtained from a sample of 30 units. Performance evaluation of the three-star hotels is extracted from a sample of 60 units (the sample contains two- and three-star hotels for the 30 provinces). By following the same procedure step by step, performance evaluation of the four-star hotels is obtained from a sample of 90 units and the findings for the five-star hotels come from a sample of 119 units. Also, as mentioned before, contextual factors (regional specific environmental variables) can indeed influence hotels' performance. Next, we will introduce these variables to investigate their influence on the productivity, efficiency, and technology changes for star-rated hotels in China.

In what follows, we first discuss the specificities of the data set used. Subsequently, we present the results of our empirical analysis.

Data and variables selection

The choice of inputs and outputs in tourism production technologies follows recent studies on this topic (Assaf et al., 2012; Assaf and Josiassen, 2016) and the constraint of data availability. Furthermore, the recommendation by Olesen et al. (2017) is also considered which means that proportion data are not used in the production technology. Then, the variables selected are the following. The number of rooms sold and total revenue, which are common measures of hotel profitability, have been selected as the outputs. As for the inputs side, three variables will be considered: number of employees, number of rooms, and total fixed asset. The number of employees is used as the indispensable labor factor in the service production of the hotels; the number of rooms and total fixed assets represent capital factors of the hotels and are related to capacity and investment.

The data for the inputs and the outputs are extracted from the Wind Database and Supplement of China Tourism Statistic Year Books. A sample of 30 Chinese provinces in mainland China is considered and the data cover a period from 2009 to 2015. Descriptive statistics of variables used in the first step are represented in Table 1.

Regarding the contextual factors for the second-stage analysis, extensive literature reviews are available and derived from the seminal contribution by Ritchie and Crouch (2003). At the international level, recent contributions on this topic can be found in Assaf and Josiassen (2012) and Assaf et al. (2015, 2017). Yang and Cai (2016) propose an interesting focus on China. By following these previous works and according to data availability, five exogenous variables are selected:

Table 1. Statistical description of input and output variables 2009–2015.

Category	Type	Variables	N	Mean	Min	Max	Std
Two star	Input	Employed person	210	4807.01	79	23624	3747.14
		Rooms	210	7296.91	318	36856	5586.30
		Total fixed asset	210	79736.24	885.4	490103.69	69266.34
	Output	Rooms sold	210	4139	141	22246	3386.66
		Total revenue	210	45261.59	385.17	256727.35	38386.69
Three star	Input	Employed person	210	18665.57	1528	75574	13737.54
		Rooms	210	20360.07	3591	67003	12654.68
		Total fixed asset	210	400993.93	48990.59	3861317.58	378309.26
	Output	Rooms sold	210	11720	1771	37287	7605.92
		Total revenue	210	201592.65	22088.95	743897.42	166863.77
Four star	Input	Employed person	210	16517.70	1561	56503	12028.48
		Rooms	210	14508.41	1544	39446	9610.92
		Total fixed asset	210	544855.45	34495.75	2512056.6	471286.84
	Output	Rooms sold	210	8539	728	23750	5849.01
		Total revenue	210	244814.04	18608.2	1104757.85	228360.02
Five star	Input	Employed person	203	10465.59	355	54346	11226.60
		Rooms	203	8075.38	316	40924	8722.01
		Total fixed asset	203	592077.18	14726	3151018.1	707702.23
	Output	Rooms sold	203	4670	122	22418	5157.94
		Total revenue	203	238806.00	6246.75	1277601.6	308761.92
Total	Input	Employed person	833	12632.02	79	75574	12144.08
		Rooms	833	12597.88	316	67003	10860.58
		Total fixed asset	833	402838.71	885.4	3861317.58	504706.98
	Output	Rooms sold	833	7289	122	37287	6480.25
		Total revenue	833	182146.41	385.17	1277601.6	224075.03

- 1) Marketization Degree Index: The index is derived from the seminal contribution by Fan et al. (2003) and is collected and calculated by the National Economic Research Institute, aiming at evaluating the overall progress and also progresses in different aspects of the market-oriented reform in China's provinces, autonomous regions, and municipalities (hereinafter referred to as the provinces directly under the Central Government). It reflects the relative ranking of marketization for the 30 Chinese provinces analyzed between 2009 and 2015. The larger the index is, the less the local government's intervention there is, the greater the role the market plays in the economy.
- 2) Internet Index: The index is developed by scholars in Peking University. The missing years are filled with trend analysis. The larger the Internet Index is, the more developed it is in terms of transaction, coverage, frequency, breadth, depth, convenience, and credit reporting.
- 3) Law Index: The index is also developed by the National Economic Research Institute (see Fan et al., 2003). It measures the development of market intermediary organizations and the legal environment of the market. The larger this index is, the better the legal system is in the province.
- 4) Openness: It is a measurement of trade openness (TO) for each province calculated by the following formula: $\frac{\text{Import} + \text{Export}}{\text{GDP}}$. Such measure was previously used by Huang et al. (2012) and Chaabouni (2019).

Table 2. Statistical description of exogenous variables.

Variables	Mean	Min	Max	Std
Marketization Degree Index	2.89	0.10	4.54	0.99
Internet Index	195.97	32.54	378.11	91.29
Openness	0.30	0.04	1.55	0.35
Law Index	5.95	0.38	19.32	3.85

Table 3. Average performance of Chinese star-rated hotels.

	MPI	EFFCH	TECH	PEFFCH	PTECH	SCH
2 Star	0.99 (0.9898)	0.9982 (0.999)	0.9918 (0.9944)	0.9993 (0.9989)	0.9803 (0.9883)	1.0106 (1.0026)
3 Star	0.9861 (0.9849)	0.9837 (0.9827)	1.0025 (1.0037)	0.9993 (0.9989)	0.9884 (0.9933)	0.9984 (0.9927)
4 Star	0.9834 (0.983)	0.9783 (0.9794)	1.0052 (1.0054)	0.9845 (0.9866)	0.999 (0.999)	0.9999 (0.9973)
5 Star	1.0062 (1.0044)	1.0028 (1.0087)	1.0034 (0.999)	0.9907 (0.9993)	1.0135 (1.0088)	1.0021 (0.9963)
Global	0.9914 (0.9905)	0.9907 (0.9924)	1.0007 (1.0006)	0.9934 (0.9959)	0.9952 (0.9973)	1.0027 (0.9972)

Note: MPI: Malmquist productivity index; EFFCH: efficiency change; TECH: technological change; PEFFCH: pure efficiency change; PTECH: pure technological change; SCH: scale change factor. Values are geometric means. (.) indicate the corrected values from bootstrapping.

- 5) Location: The effects of factors related to location on tourism performance have been studied in various forms. Geographical aspects can be considered as city size (Corne, 2015), sea and mountains (Barros et al., 2011), or other qualitative locational (Assaf et al., 2015). This study follows a recent contribution by Liu and Tsai (2018) and considers the possible relationship between the regional aspects of China (eastern, central, and western regions) and the productivity of star-rated hotels.

Table 2 illustrates the data descriptions of the contextual variables used in second stage. Concerning the research hypothesis about location, the three regions are divided by following Liu and Tsai (2018).

Results

The findings of the MPI with a hierarchical structure to the provincial data in Chinese hotels are presented in Table 3. In order to ensure the robustness of our findings, all the productivity scores and their components are bootstrapped by following the procedure by Simar and Wilson (1999) with 2000 iterations. To avoid repetition, we refer the reader to Simar and Wilson (1999) for the detailed procedure or Tortosa-Ausina et al. (2008) for an example of application to the bank sector. The first analysis investigates the performance distinction between hotels with different stars and will be mainly devoted on the MPI and its decompositions: EFFCH and TECH under CRS, PEFFCH, PTECH, and SCH under VRS. The second analysis will focus on the study of the influence of environmental variables on hotels' performance. In the following subsections, the empirical results will be presented.

Intertemporal productivity of Chinese hotels

Table 3 shows the overall performance of star-rated hotels in China over the period from 2009 to 2015. The bias corrected results for the indexes in Table 3 generally support the statements made by the initial estimation. Concerning the global productivity, the MPI is smaller than unity, showing a productivity regression over time for the whole hospitality industry in China. But we have noticed that in average, the overall productivity change stays relatively neutral with a decrease less than 1% over the period analyzed. The decline in productivity was mainly caused by the decline in efficiency (-0.76%), whereas TECH was positive ($+0.06\%$). However, the pattern for the growth is different for different star hotels. With the catch-up effect (EFFCH) greater than unity, but frontier effect (TECH) smaller than unity, the bias corrected results show that five-star hotels actually depend on efficiency improvement to keep its productivity progress, while they are suffering from a slight technological deterioration. Meanwhile, all the other three hotel categories (two-, three-, and four-star hotels) are showing a backslide of productivity, and all of them are showing a decline in resources management, while three- and four-star hotels are showing some technological progresses. The possible explanation is that China is experiencing a new booming of tourists. Along with the improvement of living standard, the tourism attitude had changed for residents. As a new consumption trend, tourism industry is experiencing an extending market in the economic level. There by, the high-end hotels started to attract enormous investigation. By learning the management skill from foreign hotel groups, even though five-star hotels show a deterioration in its TECH, three- and four-star hotels are benefiting from technological improvement. Concerning the two-star hotels, Chinese domestic hotel groups expanded their scales and emerged loads of large hotel chain. They are providing the similar services to a relatively fixed customer base. Thus, the competition they are facing is mainly based on the improvement of efficiency. Regarding the findings under VRS, the overall scores suggest that the decline in PEFFCH, pure technical change, as well as sale change factor together drove the productivity deterioration of the Chinese hotel sector. However, once again, different star-rated hotels show different patterns. The SCH component reflects a positive contribution of scale efficiencies for the two-star hotels, since these hotels have to optimize their operating scale considering the fierce competition they face in this submarket.

In order to check the significance of the MPI and its components, the recent permutation tests proposed by Asmild et al. (2018) are used.³ The results of these tests over the period analyzed reveal that the productivity change (MPI) between 2009 and 2015 is significant at 5% level for the three-star hotels (Prob = 0.0311) and at 1% level for the four- and five-star hotels (respectively, Prob = 0.0005 and Prob = 0.0004). Productivity change is nonsignificant for the two-star hotels. However, for all the hotel categories, none of the components are significant. Hence, the tests are unable to indicate the sources of productivity change.

Turning to the dynamic analysis, the bias corrected results once again generally support statements made by the initial estimation. Table 4 illustrates the dynamics and the decompositions of the productivity growth over the period analyzed. After 2011, the whole industry, except two-star hotels, experienced a decline of the productivity growth. In most of the cases, the main reason is the obvious efficiency deterioration which can be observed under both CRS and VRS assumptions. On the one hand, this is due to the global and Chinese economic slowdown. And in the meantime, the Chinese government has also implemented diligence and thrift. In 2012, Chinese government has introduced “Eight-point rules” and “Six bans restricting” and restricted “Three public expenses” (buy and use government cars, official receptions, official

Table 4. MPI decompositions of economic hotels from 2009 to 2015.

	MPI	EFFCH	TECH	PEFFCH	PTECH	SCH
2 Star						
2010	0.9352 (0.9475)	1.0905 (1.1433)	0.8576 (0.8325)	1.0471 (1.0788)	0.9015 (0.9802)	0.9906 (0.9867)
2011	0.9757 (0.9732)	0.9894 (0.9893)	0.9861 (0.9857)	0.9806 (0.9716)	0.9883 (1.0043)	1.0067 (0.997)
2012	1.0098 (1.0099)	0.9991 (1.0014)	1.0106 (1.0102)	1.0065 (1.0108)	1.0074 (1.0021)	0.9959 (0.9971)
2013	1.0361 (1.0281)	0.9616 (0.9446)	1.0775 (1.0915)	0.9706 (0.9525)	1.0334 (1.0569)	1.033 (1.0212)
2014	1.0034 (0.9987)	0.9756 (0.9638)	1.0285 (1.0407)	1.0096 (1.0085)	1.0048 (1.0142)	0.9891 (0.9764)
2015	0.9827 (0.9836)	0.9781 (0.964)	1.0047 (1.0268)	0.9833 (0.9759)	0.9522 (0.9702)	1.0496 (1.0389)
3 Star						
2010	0.9977 (1.0005)	1.0432 (1.0710)	0.9564 (0.9355)	1.0131 (1.0304)	0.9715 (0.9642)	1.0138 (1.0069)
2011	1.0444 (1.0397)	1.0152 (1.0066)	1.0288 (1.0339)	1.0064 (1.0026)	1.0358 (1.0406)	1.0019 (0.9965)
2012	0.9994 (0.9948)	0.9694 (0.9601)	1.0309 (1.0375)	0.9773 (0.9698)	1.0203 (1.0308)	1.0022 (0.9952)
2013	0.9465 (0.948)	0.9567 (0.9541)	0.9893 (0.9948)	0.9869 (0.9805)	0.9721 (0.9806)	0.9866 (0.9858)
2014	0.9504 (0.9534)	0.9576 (0.9556)	0.9925 (0.9994)	0.9899 (0.9953)	0.9698 (0.973)	0.99 (0.9844)
2015	0.9816 (0.9758)	0.9632 (0.9541)	1.0192 (1.025)	1.0232 (1.0157)	0.9632 (0.9731)	0.996 (0.9873)
4 Star						
2010	1.0157 (1.0155)	0.9580 (0.9782)	1.0602 (1.0403)	0.9541 (0.9752)	1.0629 (1.0423)	1.0015 (0.9991)
2011	1.0348 (1.0273)	1.0245 (1.0139)	1.0101 (1.0144)	1.0254 (1.0186)	1.009 (1.0118)	1.0002 (0.9968)
2012	0.9859 (0.9815)	0.9998 (0.9965)	0.9862 (0.9865)	1.0025 (0.9999)	0.9822 (0.9805)	1.0013 (1.0011)
2013	0.9306 (0.9316)	0.9636 (0.954)	0.9657 (0.978)	0.9706 (0.9627)	0.9567 (0.97)	1.0021 (0.9977)
2014	0.9429 (0.9521)	0.9441 (0.9539)	0.9988 (0.9999)	0.9472 (0.9533)	0.9933 (0.9963)	1.0022 (1.0024)
2015	0.9946 (0.9933)	0.9820 (0.9813)	1.0128 (1.0145)	1.0096 (1.0118)	0.9931 (0.9949)	0.992 (0.9868)
5 Star						
2010	1.1042 (1.0925)	1.0668 (1.1134)	1.0351 (0.9846)	1.0147 (1.0611)	1.1008 (1.0594)	0.9885 (0.9719)
2011	1.0555 (1.044)	1.0395 (1.0277)	1.0155 (1.018)	1.031 (1.0177)	1.0157 (1.0230)	1.0079 (1.0027)
2012	0.976 (0.9723)	0.9248 (0.9121)	1.0554 (1.069)	0.9362 (0.9199)	1.0393 (1.0583)	1.0031 (0.9987)
2013	0.9241 (0.9256)	0.9692 (0.955)	0.9535 (0.9727)	0.9478 (0.945)	0.9599 (0.9684)	1.0157 (1.0115)
2014	0.9824 (0.9891)	1.0169 (1.0467)	0.9661 (0.9489)	1.0249 (1.0529)	0.9604 (0.9408)	0.998 (0.9985)
2015	1.0051 (1.011)	1.0061 (1.0095)	0.999 (1.0048)	0.9936 (1.0077)	1.0119 (1.0085)	0.9997 (0.9948)

Note: MPI: Malmquist productivity index; EFFCH: efficiency change; TECH: technological change; PEFFCH: pure efficiency change; PTECH: pure technological change; SCH: scale change factor. Values are geometric means. (.) indicate the corrected values from bootstrapping.

trips). Those policies limited government expenditures in luxury hotels, which result in changes in the domestic market structure. On the other hand, in Chinese hotel market, domestic-funded hotels occupy a dominant position in the field of budget hotels. Those budget hotels have benefited from the technology spillover from the foreign investments that has been made to the four- and five-star hotels. With economic recovering, policies have been implemented to boost the hospitality sector, specifically the luxury hotels (Walheer and Zhang, 2018), and we have noticed a productivity growth for five-star hotels after 2014. All in all, as the income of Chinese consumers continues to increase, the number and frequency of tourists are gradually increasing. But at this stage, most domestic tourists still choose budget hotels, which leads to the migration of consumers from high-end to low-end hotels. As a consequence, the whole industry shows a decline in terms of productivity change. Regarding the findings of the SCH, two observations can be made. First, the bias corrected results are more contradictory compared to initial estimation

Table 5. MPI by province for different star-rated hotels.

	Two-star	Three-star	Four-star	Five-star
<i>High revenue</i>				
Anhui	0.9783 (0.9771)	0.9816 (0.9776)	0.9894 (0.988)	0.9426 (0.9723)
Beijing	1.1194 (1.1128)	1.0618 (1.0571)	1.0424 (1.0037)	1.0698 (1.0561)
Fujian	1.0076 (1.0071)	0.9834 (0.9732)	0.9626 (0.9521)	1.0164 (1.0049)
Guangdong	1.0432 (1.0278)	1.0142 (1.01)	1.005 (1)	1.0102 (0.9943)
Hebei	0.9817 (0.9849)	0.9578 (0.9537)	0.9477 (0.9493)	1.0229 (1.0227)
Henan	0.8571 (0.8786)	0.9329 (0.9499)	0.9525 (0.9548)	1.0011 (1.0037)
Hubei	1.0106 (1.0144)	0.9985 (1.0028)	0.9999 (1.0008)	1.012 (1.0134)
Hunan	0.9313 (0.9458)	0.9828 (0.9868)	0.9814 (0.9865)	1.0069 (1.0099)
Jiangsu	1.0257 (1.0164)	1.0334 (1.0301)	0.998 (0.9913)	1.0213 (1.0199)
Liaoning	0.9609 (0.959)	0.9636 (0.9531)	0.9741 (0.9746)	0.979 (0.9687)
Shandong	0.9707 (0.9705)	0.9636 (0.962)	0.9658 (0.9722)	0.979 (0.9979)
Shanghai	1.0905 (1.0873)	1.0848 (1.0824)	1.0721 (1.058)	1.0507 (1.0445)
Sichuan	1.023 (1.0245)	0.9953 (0.9964)	0.9891 (0.9948)	0.9934 (0.9937)
Yunnan	0.9788 (0.9749)	0.9756 (0.9808)	0.9852 (0.9876)	0.9828 (0.9926)
Zhejiang	0.9958 (0.9911)	1.0049 (1.0051)	0.9926 (0.9766)	0.9942 (0.9866)
<i>Low revenue</i>				
Chongqin	1.0317 (1.0351)	1.0183 (1.0116)	0.997 (1.0011)	0.981 (0.9841)
Gansu	1.007 (1.0046)	0.9952 (0.9942)	1.0021 (1.0056)	1.0572 (1.0365)
Guangxi	0.995 (0.9962)	1.0007 (1.0039)	1.0057 (1.0089)	1.005 (1.0077)
Guizhou	0.9596 (0.9614)	0.9767 (0.9825)	0.9985 (0.9969)	1.04 (1.0399)
Hainan	1.0262 (1.0116)	0.9962 (0.9958)	0.9782 (0.9731)	1.0205 (1.0051)
Heilongjiang	0.9396 (0.94)	1.0017 (0.9949)	0.9764 (0.9716)	1.0029 (0.9669)
Inner Mongolia	0.9676 (0.967)	0.9593 (0.9506)	0.9543 (0.9562)	0.9829 (0.9836)
Jiangxi	1.0159 (1.017)	0.9779 (0.9746)	0.9704 (0.9673)	0.9828 (0.9851)
Jilin	0.9442 (0.9497)	0.9829 (0.98)	0.9331 (0.9375)	1.0353 (1.0328)
Ningxia	1.0203 (1.0346)	0.9445 (0.9425)	0.9775 (0.9862)	–
Qinghai	0.926 (0.9372)	0.9198 (0.9207)	0.9169 (0.9205)	1.0283 (1.0277)
Shaanxi	0.9773 (0.9637)	0.978 (0.9789)	0.9884 (0.9879)	1.0203 (1.0197)
Shanxi	0.9462 (0.934)	0.9662 (0.9583)	0.9462 (0.9477)	0.8814 (0.8877)
Tianjin	0.9475 (0.9502)	0.9837 (0.9975)	1.0232 (1.0334)	1.0367 (1.0436)
Xinjiang	1.0602 (1.055)	0.9649 (0.9551)	0.9902 (0.988)	1.044 (1.0409)

Note: MPI: Malmquist productivity index; EFFCH: efficiency change; TECH: technological change; PEFFCH: pure efficiency change; PTECH: pure technological change; SCH: scale change factor. Values are geometric means. (.) indicate the corrected values from bootstrapping.

than for the other components and indexes. Second, most of the findings are very close to the unity, then the scale effect seems neutral. From a methodological viewpoint, a possible explanation is the hierarchical structure adopted in the estimation but more research is needed on this aspect.

Regional development of hotel efficiency during the period

Based on average amount of hotel revenue, the 30 provinces are divided into two groups: high revenue provinces and low revenue provinces. Table 5 illustrates the performance of the star-rated

Table 6. Second-stage results.

Contextual factor	MPI	EFFCH	TECH	PEFFCH	PTECH	SCH
Mann–Whitney test						
Marketization Degree Index	$T = 1.26$	$T = 0.07$	$T = 2.85^{***}$	$T = 0.77$	$T = 1.57$	$T = -0.41$
Internet Index	$T = 2.02^{**}$	$T = 1.24$	$T = 1.25$	$T = 0.5$	$T = 1.65$	$T = 0.14$
Law Index	$T = 2.83^{***}$	$T = 0.54$	$T = 3.45^{***}$	$T = 0.44$	$T = 3.94^{***}$	$T = -1.35$
Openness	$T = 3.24^{***}$	$T = 0.88$	$T = 3.7^{***}$	$T = 2.03^{**}$	$T = 2.26^{**}$	$T = -0.98$
Kruskal–Wallis test						
Location	$H = 8.53^{**}$	$H = 2.69$	$H = 11.51^{***}$	$H = 1.17$	$H = 9.68^{***}$	$H = 1.1$

Note: MPI: Malmquist productivity index; EFFCH: efficiency change; TECH: technological change; PEFFCH: pure efficiency change; PTECH: pure technological change; SCH: scale change factor. Tests are implemented by using the corrected values from bootstrapping for the indexes.

*, **, ***Significance at 10, 5, and 1% level, respectively.

hotels for each income group during the period 2009–2015. The bias corrected results are generally consistent with the initial estimation. The only exception is for certain provinces. For instance, for Guangdong and Heilongjiang provinces, the high-end hotels have showed a deterioration in their productivity instead of an improvement. It is shown that in both income groups, five-star-rated hotels performed better with a higher MPI. However, the productivity growth rate denotes different features with respect to the income groups. Except for five-star-rated hotels, all the other hotels perform better in high revenue provinces. The reason is that the economy in the high revenue provinces is already more developed with accumulated wealth. In 2017, their gross domestic product was US\$9.52 trillion, accounting for 75.85% of the country. The more developed level of economy provides a relatively complete macro environment for the development of the hotels industry, which may significantly enhanced hotel's ability to use and transform resources. Also, tourists who visit these areas have a more adequate budget. Therefore, the expansion from the demand enormously helps the development of local hotel industry. As for the low revenue provinces, the hospitality industry is still in the form of extensive capital investment growth mode. Some economically underdeveloped provinces regard the introduction of five-star-rated hotels as one of the main means of attracting foreign investment to develop the local tourism industry. Therefore, the local government provides many policy advantages to help these hotels settle down in the region (Walheer and Zhang, 2018), which help the productivity growth of five-star-rated hotels in these provinces.

Analysis of contextual factors on productivity

The results of the second-stage analysis are presented in Table 6. By following Goncalves (2013), the possible dependence between the contextual factor and the ranking is tested for the MPI and its components.

For the overall productivity change (MPI), the results of the Mann–Whitney test indicate that the null hypothesis is rejected for three contextual factors. The productivity change is linked to law index and openness trade (significant at the 1% level) and the internet index (significant at the 5% level). However, the marketization degree index has no effect on productivity. The Kruskal–Wallis rejects also the null hypothesis at a 5% level which means that location affects productivity. This

means the maturity of the market itself has no significant impact on the overall productivity for China's tourism industry. However, the impact of Internet infrastructure, legal norms, and market openness is remarkable. An explanation is that, up to now, the planning and use of tourism resources are still mainly following a government-led schema in China. Although market-oriented operation mechanism is gradually introduced, the degree of market-oriented marketing is not high in this industry.

The tests on the components EFFCH and TECH provide useful insights. The Marketization Degree Index, Law Index, Openness, and Location all contribute to the TECH for the tourism industry. However, the EFFCH seems not be related to these contextual factors. This means firstly that the contextual factors don't involve the resource management in the industry. Secondly, even if the maturity of the market has no influence on productivity, it contributes to the technical advancement. This finding cannot be confirmed regarding the component PTECH under VRS. Then, more research is needed in order to clearly establish the link between the market mechanism in the TECH in the tourism industry in China. However, the findings are similar for the contextual factors related to the law index, openness, and location. Concerning the resources management, the results of the tests for PEFFCH confirm that there is no link with the contextual factors except for the openness. Finally, SCH is not linked to the contextual factors. Again a possible explanation is that scale efficiencies are captured by the hierarchical structure of the model in the estimation.

Discussion and policy implications

The results of this study underline complementarities and differences regarding the existing empirical literature.

The use of the hierarchical MPI shows that tourism productivity increased in China over the period 2009–2015. This result is innovative because even if tourism performance in China is largely investigated, few contributions focus on productivity changes. Another key result is that the slight productivity deterioration is compensated by the technological improvement. This component of productivity reflects investment and innovation and underlines the Chinese tourism policy strategies. The EFFCH was stable and relatively weak which is conforms to a recent result by Chaabouni (2019).

Regarding the determinants of productivity, the analysis of contextual factors provides useful insights. By using another methodology, this study is in line with a result by Yang and Cai (2016) where the authors also confirm that TO plays an important role on tourism performance. More precisely, their results reveal that there is a relationship between a high level of TO in the Chinese provinces and the productivity change, EFFCH, and TECH. This finding is in line with both international literature and those devoted to tourism in China (Chaabouni, 2019). The present findings are interesting and innovative because they are derived with an intertemporal dimension. In most of the studies devoted to the Chinese tourism and hospitality sectors, the second-stage analysis was restricted to the efficiency measurement in the DEA framework year by year. Furthermore, this study encompasses previous contributions on the same topic where the results were controversial. For instance, Chaabouni (2019) found a positive and significant impact of TO on hospitality efficiency in Chinese provinces on a year-by-year study from 2008 to 2013. Huang et al. (2012) showed that this contextual factor had a negative and nonsignificant impact on the same sector over the period 2001–2006. However, it is difficult to compare directly these two studies for two reasons. First, the DEA model used is different. Huang et al. (2012) used a window DEA model and Chaabouni (2019) the standard DEA model. Second, the methods used for the second-

stage analysis also differ, dynamic Tobit for the former, and a bootstrap truncated for the latter. Given the current debate about second-stage regression in the DEA framework (Simar and Wilson, 2011), this study adopts and recommends the use of more flexible tools like the nonparametric statistical tests based on the ranks.

The Internet index contributes to productivity changes, confirming that digital tools are a determinant of tourism performance in China (Zhang and Cai, 2016), while it's not the case for all destinations (Assaf et al., 2015). However, our finding regarding the marketization degree index contradicts the literature about international destinations (Assaf et al., 2015).

Besides empirical contributions, our findings have rich policy implications as well. The policy recommendations can be summarized in three main points: First, data show that generally, policymakers could be tempted to focus their policy implementations on high-end hotels only (Zhang and Gao, 2017). Our results show that the intense capital investment made on five-star hotels seems worthwhile. Only five-star hotels show a productivity improvement over the period, while two-, three-, and four-star hotels present a slow performance regression. However, productivity change pattern is different among the hotels. More resource managerial skill is needed for three- and four-star hotels, while more technological innovation is also needed for two-star hotels. Thus, policy implementations should be designed for the sector in general, while taking the specificities of each hotel category into consideration. Second, the performance of different star-rated hotels in different regions is not the same. Provinces with higher revenue have high maturity in the development of the hospitality industry. In the future, they can concentrate on high-end leisure and holiday hotel products. At the same time, they can also cooperate with foreign investment to provide a convenient, high-quality economic chain hotel product and focus on development strategies. As for the provinces with low revenue, they can learn from the advanced technology from other regions, effectively improve the utilization rate of existing capital, nature, and other resources. Third, the protection of a well-run legal system, the use of the Internet, and the effect of other environmental variables on the Chinese hotel industry have become more prominent. Indeed, a mature market operation mechanism with a sound legal system can guarantee the healthy competition and development of the hospitality industry. Furthermore, in 2015, Premier Li Keqiang first included "Internet +" concept in the government work report. Since then, the tourism hotel industry has gradually embarked on a development model combining with the Internet. Therefore, we suggest that policymakers should further open up the hotel industry market and seize the development opportunities in the context of the "Internet +" era. They can make full use of the Internet technology platform, welcome and guide consumers to actualize the rational allocation of supply and demand, thereby improving the management efficiency and realizing the transformation and innovation of the hotel industry.

Conclusion

This article proposed a productivity analysis of the Chinese hospitality industry at the provincial level for the period 2009–2015. The contributions of this study are multiple. First, heterogeneity of the hotels on their star rating basis is considered in the analysis by using an MPI with a hierarchical structure (Tone, 1997). Second, the determinants of productivity and its components are studied by considering innovative contextual factors related to the tourism economic theory and the specificity of the Chinese market. Third, the main finding is that Chinese productivity experienced a slight deterioration. Under CRS, a compensation between a negative change in efficiency and a positive TECH is observed whereas, under VRS, these changes are negative. This provides a new

insight in this literature devoted to Chinese tourism performance. Furthermore, this study underlines mixed results concerning the contextual factors. Marketization does not show a direct impact on the industry's performance. However, TO and law system clearly contribute to the productivity change of star-rated hotels in China. The role and nature of the TECH in the Chinese tourism productivity has been largely ignored by scholars and this study recommends to further investigate this point. More research is needed about the impact of investments and innovation in the Chinese hospitality industry. Finally, policy and economic recommendations suggest that decision makers should pay attention to the entire sector as well as the digitalization of the hospitality industry.

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ORCID iD

Nicolas Peypoch  <https://orcid.org/0000-0002-9187-4744>

Notes

1. According to the literature about the determinants of performance, the terms “contextual factors” or “environmental variables” are used indifferently.
2. The data for five-star hotels of the Ningxia province in 2009 were unavailable. Then, this unit was excluded from the sample in order to have a reliable data set. Hence, each year, there are 119 units.
3. These tests are implemented by using the R codes provided in Asmild et al. (2018: 20–21).

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Author biographies

Hai Dong is an Assistant Professor at Henan Normal University, China. His research interests include tourism economics, tourist behavior, and cultural tourism.

Nicolas Peypoch is a Professor at the University of Perpignan, CRESEM (EA 7397), France. His research interests include tourism economics, efficiency and productivity analysis, and destination competitiveness.

Linjia Zhang is currently an Assistant Professor at International Business School Suzhou, Xi'an Jiaotong-Liverpool University, China. He was awarded a PhD degree in Lille 1, University of Science and Technology in French. His current research projects include nonparametric efficiency analysis, performance index, and cluster life cycle, with applications to the tourism, finance, and other sectors.

Developing Intercultural Competence in a Third Space^(*)

Zhang Junmin

(Graduate School Shanghai International Studies University ,
Shanghai 200083)

Abstract: From the perspective of the Third Space Theory (TST), this study explores eighteen international students' experiences and perceptions of their intercultural interactions on a university campus in Shanghai, the People's Republic of China (PRC). The study employs an open-ended questionnaire and two focus group interviews to collect qualitative data. The research findings reveal that participants make creative use of their third space to different degrees and in certain forms. Furthermore, the research findings identify several factors influencing their intercultural growth, including the lack of meaningful learning in intercultural interaction and students' discrepant motives. The conclusion supports the claim that to better improve international students' intercultural competence, it is of great importance for both students and faculty members to co-develop intercultural awareness and skills.

Key words: intercultural competence; the Third Space Theory; cultural diversity

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I. Introduction

Student mobility in higher education (HE) has recently gained many attentions in terms of its global and intercultural phenomenon.⁽¹⁾ Responding to this trend, HE institutions prioritize their exchanging activities with overseas counterparts. Social or cultural motivations lead to the development of programs which enhance international

About the author: Zhang Junmin is a doctoral candidate of Shanghai International Studies University and Associate Professor at Henan Normal University.

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students' intercultural development. It is clear that internationalizing home campuses is a recognized aspect of internationalization while student diversity is regarded as a potential resource to promote intercultural development by creating environments through cultural understanding.

China has embraced a rapid development in education internationalization in the past few years. According to the statistics released by the Ministry of Education (MoE) of PRC , more than 442 000 international students came to China to study in 829 different universities in 2016. There is clear evidence in the literature that during study abroad students have difficulty in acculturating as well as getting involved in an active relation with people from other cultures. ⁽²⁾ According to a recent report , it pointed out that learning within mixed ethnical groups , international students were often faced with cultural problems when they intended to communicate with their multilingual peers from different cultures , and , consequently , it was natural that two - thirds of international students had difficulty communicating with , or interacting with Chinese students and faculty members. ⁽³⁾

According to Martyn Barrett , intercultural competence is an attribute required in the field of higher education , which can be broadly understood as a set of values , attitudes , knowledge , skills and behaviors required for understanding and interacting appropriately and effectively with those who are culturally different. Meanwhile , it enables individuals to develop positive and constructive relationships with those who are culturally different. ⁽⁴⁾ Although HE institutions are more and more aware of the intercultural impetus , it is still widely discussed that the challenges of interacting across cultures particularly between home and international students. Some relevant research studies of intercultural development hold that individuals must gradually adapt their attitudes to the their new learning environment so as to develop their communicating skills interculturally. ⁽⁵⁾ Therefore , it is wise for international students to learn how to gain their in - depth understandings of diverse cultural and linguistic elements so that they might get fully engaged in their meaningful learning. There have been rich findings of the benefits of studying abroad for students' improvement of cross - cultural understanding and competence. ⁽⁶⁾ Meanwhile , possible factors are identified to explain this growth. Naka finds that international students in her study were more willing to interact with those from diverse cultures and showed growing cultural competence in customs , perspectives and communication styles. ⁽⁷⁾ The competence growth results from the social interaction that happens between the study - abroad students with the host culture. "Making connections to locals seems to be of interest and benefit to participants as it affords social interaction , leading to cultural awareness". ⁽⁸⁾ It is obvious that while studying abroad , students try their every possible means to get involved in the host communities for the purpose of improving their intercultural knowledge.

Thus , students' experiences of intercultural encounters can be better understood under the theoretical guidance of such concepts as the Third Space Theory. By proposing this theory , American scholar Claire Kramsch holds the view that two parties

in intercultural communication adopt an equal and multiple vision to build a third space for communication according to a specific cultural context.⁽⁹⁾ According to the Third Space Theory, students are confronted with unfamiliar situations when getting involved in foreign language learning or studying abroad. In a multicultural context, individuals tend to build up a third space derived from the home culture and target culture. The purpose of building up such a space is to get rid of limitation of the cultural differences and to communicate freely.⁽¹⁰⁾ It is not a compromise between different cultures, but an innovation rather. In a third space, individuals usually employ both their home and their target culture to create informal spaces so as to achieve the so called equal communication. From this perspective, it seems to be an explicit feature of intercultural competence which enables individuals to become accustomed to the changing political and cultural exchanges.

According to the implications drawn from the above review, international students attempt to make their intercultural exploration and negotiation, and even innovatively try to build an intermediate zone where it seems that people from different cultural backgrounds might communicate in a more comfortable way. Evidence provided by Tomomi Naka suggests that those studying abroad on internationally diverse campuses experience a variety of cultural challenges and cultural contacts.⁽¹¹⁾ Nevertheless, doubts still exist as for whether intercultural competence develops through these cultural contacts. In fact, thus far, the issues of whether international students on university campuses could develop their prominent intercultural competence through ethical group contact have not yet well addressed. This paper attempts to explore eighteen international students' experiences and perceptions of their intercultural interaction on a university campus in Shanghai, PRC.

II. Research Design

Based on the theoretical framework mentioned above, this study addresses the following questions:

1. To what extent do international students create a third space to achieve successful intercultural communication?
2. What factors influence the development of their intercultural competence?

In order to answer these two research questions, the research study employs an open-ended questionnaire survey and two focus group interviews to collect data. The participants are eighteen international students from 3 different countries. When participating in this study, they were studying Chinese as a second language at a prestigious university in Shanghai from October to December of 2016. Among them, ten come from East Asia and eight from Australia. An open-ended questionnaire was used to collect their personal information and experience of contacting with other people while studying in China. The focus group interviews were taken with the two groups from different cultures to understand their perceptions about intercultural development over 12-week-long stay in China.

Content analysis is used to interpret the qualitative data so as to sort out the relevant themes which could provide a clear identification of factors influencing the par-

ticipants' intercultural development.⁽¹²⁾ Through the perspective of TST, the discussion is presented with the qualitative data to achieve a better understanding of intercultural exchanging activities in an internationalizing and multicultural era.

III. Results and Discussion

This section will first present the major findings of the research study, then sets out to the general discussion. As this study focuses on international students' experiences and perceptions of their intercultural interaction on a university campus, two key findings will be presented below.

First, a general category of those international students' personal intercultural experiences emerged from the database. The analysis of coded responses provides a descriptive evidence of their intercultural growth. In this study, the participants reported their experience of intercultural contact within and outside of campus. Thirteen out of the eighteen participants reported having limited intercultural contact experiences. Six mentioned that they once tried to approach their personal areas for development or a "third space", which refers to the informal space that fosters personal learning, enjoyment and development through friendships, social activities and wider support networks.⁽¹³⁾ The types of activities they tried to approach inside and outside the campus included participating in sports clubs, Chinese Language Corner and free tours. With this creative use of the "third space", they tried to seek purposeful social interaction with people from other cultures. But these daily activities did not prove to bring them in an educational intercultural experience. As for regional differences, students from Asian countries reported having less direct contact with their counterparts from the host country or other cultural background.

Second, sixteen participants reported more positive feelings related to their intercultural experiences. Despite high levels of contact and building friendships with those from other cultures and positive feeling towards interaction, most did not noticeably improve their intercultural competence. One more theme emerging from the group interview data is that students' interest in the host country's customs lessens after their abroad life becomes stable. Only four participants actively reported that they "enjoyed the moments spending with new friends in the new campus" and have established a good friendship with people from other cultures. In contrast, ten participants expressed their tendency to spend time with people from the same culture. Staying in the "comfort zone" seems to reduce their anxiety but it is not beneficial to their intercultural growth as they failed to make "effective communication and interaction across cultures and contexts".⁽¹⁴⁾

The aim of this study, however, is to understand to what extent and how an academic sojourn abroad fosters the international students' intercultural development. The results presented above seem to be in accord with the statement that the short-term study abroad experience does not certainly produce intercultural growth.⁽¹⁵⁾ According to TST, the limited development of intercultural competence may be rooted in the failure of creating a shared space in which international students share cultural understandings and interact positively with others.

Based on the analyzed data mentioned above , several factors are identified as possible influencing forces to their intercultural growth. The first possible explanation is that the intercultural interaction is not transmitted into intrinsic abilities and has little chance to promote students' intercultural competence development. As mentioned above , the participants reported frequent and positive interaction experience , but it needs a longitudinal survey to find out how meaningful their intercultural experiences actually were. Students have to do more than just be in the presence of cultural differences in order to learn. Undoubtedly , it is difficult to explain why intercultural experience does not guarantee the development of competence. Whether the intergroup contact has effects is decided by the complicated interaction process , the communication context and the frequency and extensiveness of contact relationships.⁽¹⁶⁾ Learning requires positive reflection and understanding in the process. While the participants in this study were certainly in the presence of cultural differences , interview data from this study suggest that perhaps they might have missed opportunities for reflective learning.

The second factor influencing students' intercultural competence development may come from their learning motives. There is a distinction between students who are truly open to and interested in cultural difference and those who could be described more as cultural tourists , simply collecting unusual experiences. Some may treat the experience as a means to achieve career goals. For example , those from Austria mentioned that the experience in China may provide them a better chance of landing a better job. Such kinds of motives are not really supportive of intercultural competence development. Meanwhile , both Australian and East Asian participants in this study reported that their intercultural interaction produced positive feelings. More than half reported they made close friends and regular interaction with those from other cultures. Only seven students (39%) stated that they realized cultural challenges in the interaction process inside and outside the campus.

The third factor influencing students' intercultural development may be stress. The interview data show that for most participants , this was the first time to have been living away from home. The transition from home to a different country requires a variety of personal adjustments as they have to adapt to new living situations and build relations with new peers. Even greater adjustments are required of international students who find themselves in a new culture creating another set of challenges such as studying in a foreign language or experiencing culture shock. The sense of stress may have impacted their ability to learn from their cultural experiences.

As is shown above , it is argued that different institutional activities with academic motivations lead to a focus on developing international collaborations and recruiting large numbers of international students. Nevertheless , studying abroad does not mean that students will automatically gain intercultural competence. Some international students may travel to another country and never have meaningful intercultural engagement. It clearly reveals that developing intercultural competence requires both administrative staff and international students to make an effort to overcome the obstacles

when students are engaged in their on – campus activities , language – exchange programs in particular. Consequently , the findings from this study suggest that it is very necessary to create a third space which can serve as an effective way to promote the process of international students’ intercultural growth.

IV. Conclusion

This study investigates the international students’ perceptions and experiences of their intercultural interaction development in a third space in the Chinese university context. The findings from this study provide clear evidence for these claims suggesting that students do not necessarily achieve a noticeable development of intercultural competence , especially for the those who engage in shorter academic programs. Furthermore ,the research findings identify several factors influencing their intercultural growth , including the lack of meaningful learning in intercultural interaction and students’ discrepant motives. In line with such evidence , a key suggestion for educational administrators is to recognize that if international students are to enhance their intercultural competence , educational institutes may need to do more to support it in practice. The results presented in this paper suggest that the significant development of intercultural competence may not be achieved only by recruiting students from a variety of cultures on an internationalized campus. Even students who had friends from other cultures and had more positive intercultural experiences still did not enhance their intercultural competence.

Internationalization is perceived as the most revolutionary development in higher education in the twenty – first century. It has been claimed that in the contemporary era of globalization , when technological transformation has increased the speed of global flows of people , information and images , investments , policies , and knowledge at an unprecedented pace and scale ,broadening and deepening the international and global connectivity of higher education has become a necessity instead of an option. Intercultural competence is a complex concept involving a variety of components such as adaptability , flexibility , empathy , self – awareness , openness , curiosity. ⁽¹⁷⁾ Problems may arise when international students encounter intercultural situations. Language barriers , anxiety , academic concerns often cause troubles in students’ interaction with others.

Additionally , this study suggests the need to consider the way whether the conditions for intercultural communication are conducive or helpful in universities and departments as a means to enhance education quality. Mere exposure to different cultures , by living and studying abroad for example , does not definitely result in intercultural competence development. To become interculturally competent , students need a strong sense of the willingness to contact with those from diverse cultures , skills to mediate between cultures and actions to explore the third space.

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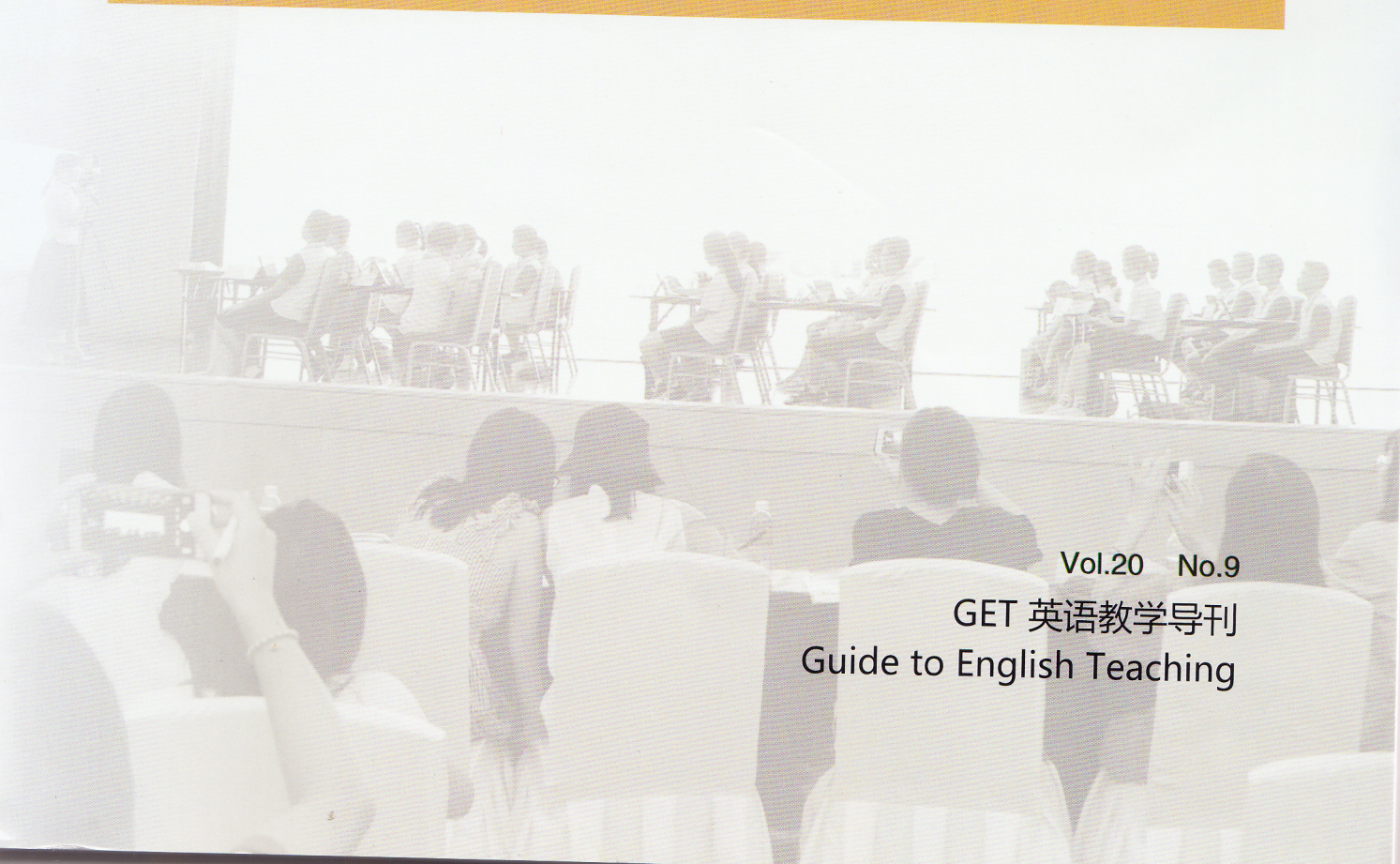
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ENGLISH TEACHERS



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学科核心素养视角下高中英语教学的优化路径研究

张军民 李景艳

【摘要】基于高中英语教学管理因素现状,结合2019年高考英语全国I卷试题特征,从宏观层面提出英语学科核心素养视角下高中英语相关教学管理因素优化的调整策略,包括测试题目关注真实性和开放性、考试评价关注形成性和多样性及课堂管理模式关注层次性及差异性;从阅读、语法和写作课堂教学的微观层面探析学科核心素养视角下高中英语课堂教学优化的实践策略,具体包括教学方法多样化,注重阅读微技能,营造宽松氛围,关注语法系统性,读写结合搭支架,关注文化语境。

【关键词】英语学科核心素养;教学管理因素;课堂教学实践;高中英语

引言

随着《普通高中英语课程标准(2017年版)》(以下简称《课程标准》)的推行,英语学科课程目标从综合语言运用能力转向英语学科核心素养,即语言能力、文化意识、思维品质和学习能力四个方面。目前,学者对英语学科核心素养的内涵进行了阐述和研究,为一线教师提供了大量的理论依据,但学科核心素养在高中英语课堂教学实践层面仍需进一步探索。现实教学中仍存在诸多制约学生英语学科核心素养培养的问题。在班级规模上,人数过多导致难以使学生充分参与课堂活动;在分班形式上,大多数学校以平行班分班形式为主,导致在实际教学中教师难以照顾到学生的个体差异;在考试题型上,阅读题目所占比重较大,书面表达能力考查维度较为固定,听、说方面较少涉及,目前的“一年两考”、增设新题型和听说考试改革正在试点,后续需要继续完善(乔辉 2018);在教学内容上,以词汇、语法知识为主,不注重语篇意识的培养和思维发展;在教学方式上,知识讲解模式化、表层化、碎片化,情感、态度、价值观培养贴标签;在学习方式上,以接受性学习为主,注重知识点训练和记忆,缺乏在真实语境下的语言实践活动。《课程标准》指出,英语学业水平考试和高考都应该在考查学生英语运用能力的同时,渗透对文化品格、思维品质和学习能力的考量(教育部 2018)。然而,在教学实践中,部分高中英语教师未能深刻理解高考与英语学

科核心素养之间的关系,且难以运用合理的课堂教学策略提升学生的英语学科核心素养。通过对高中英语相关教学管理因素现状的分析,结合对2019年高考英语全国I卷的解读,探讨学科核心素养视角下高中英语教学的优化路径。具体而言,学科核心素养视角下的高中英语教学优化路径主要从宏观和微观两个层面展开分析,其中宏观层面考虑相关教学管理因素的调整策略,微观层面针对课堂教学优化的实践策略。

一、学科核心素养视角下高中英语相关教学管理因素的调整策略

作为英语学科核心素养落实的基础,教学管理因素在很大程度上对教学实践有引领与规范作用。高中英语教学管理因素主要从测试题目、考试评价和课堂管理模式三个方面展开讨论。

(一)测试题目关注真实性和开放性

“真实性”主要指的是语篇的选择,“开放性”主要针对书面表达的考查。按照《课程标准》的要求,高中英语教学倡导践行“英语学习活动观”,引导学生“在做中学”。基于此,测试题目的内容除了要来自目标语国家,还要注意完整性,避免语境不准确。程晓堂(2017)指出目前各类英语考试虽然尽量采用来自英语国家的语言素材,但这些语篇大多是节选的250—300词篇幅的段落,在内容和结构上不够完整,不利于考查学生整体把握语篇进行分析、评价和阐释的能力。这一方面启发命题专家应尽量

保持命题语篇的完整性;另一方面启发教师在课堂教学中要注重文化背景知识的补充,关注语言环境的真实性。此外,通过梳理近几年高考英语全国卷书面表达题目发现,书面表达的考查维度较为固定,缺乏开放性,学生只需翻译出给定的汉语要点,再加上一些模板句型,就能基本完成整篇作文。虽然书面表达题目近几年注重结合中西方习俗和中国传统文化等话题,但由于学生关于话题的发挥空间有限,缺乏智力挑战,导致对相关话题的重视程度仍有所不足,对应的语言能力、文化意识和思维品质也难以充分培养。目前,高考英语增设了概要写作和读后续写新题型,可以进一步提高书面表达题目的开放性,如书面表达每年随机选择具体命题形式,包括看图写作、半命题议论文、改写、仿写和读后续写等形式,这样的命题设置有利于指导教师在平时教学中有意识地注重学生思维的开放性、发散性的培养,全方位提高他们的写作能力,培养其英语学科核心素养。

(二) 考试评价关注形成性和多样性

“形成性”主要针对目前的“一年两考”政策,“多样性”指的是增设听说考试。目前,针对高中英语评价方面,“一年两考”和增设新题型及听说考试改革试点工作正在进行,新的改革在试点地区对英语教学起到了较好的反拨作用,然而应试教育影响依然存在(乔辉 2018)。李小宁(2014)分析了英语“一年多考”的利弊,指出该措施能分散学生的考试压力,更真实地反映他们的真实水平等,同时又提出“一年多考”存在占用社会资源、打乱复习节奏的问题。新的改革自然会面临诸多问题,且考试改革对于课堂教学具有反拨效应,再加上英语科目的特殊性,及高考改革的复杂性,均导致英语考试改革需要逐步试行、完善和推广。因此,鉴于高考英语客观题目所占比重较大,可以在每学期期中单独增设一次听说考试,将其成绩加权计入高考英语成绩,这有利于兼顾形成性、多样性评价,降低改革难度,且可以促使教师注重学生平时的口语输出和沟通能力,提升他们英语学习的参与度,激发其兴趣和信心。

(三) 课堂管理模式关注层次性及差异性

目前,教学分班大多是随机分配产生的平行

班,学生水平参差不齐。面对同样的教学内容,教师难以照顾到学生的个体差异。学校可以考虑采用按层次分班的方法,即水平程度有明显差异的学生可以分在不同进度、不同教学材料的班级,以满足学生的差异化及国家培养不同类型人才的要求。考虑到这种分班方式的复杂性,现阶段学校可以按层次分组,即“分层教学”。余兴明(2018)通过将学生分层、目标分层、学习任务分层、提问分层、作业分层、评价分层等手段,在高中英语教学中采用“分层递进教学法”,取得了较好的效果。在高中英语教学中,教师可以将一个班的学生分为学习小组和作业小组。学习小组按学生的英语层次、性别及性格均匀分配,作业小组按英语层次分配。对于学习小组,各小组之间为竞争关系,小组内成员为合作关系,如果有合适的材料和充足的时间,教师可以采用“Jigsaw”的模式,即“拼图”教学(教师提前将学习任务拆分,原始小组内每个成员负责一项任务,然后所有小组负责同一项任务的成员组成“专家组”进行交流,之后把整合的更完善的信息分享给原始小组的成员),这样可充分调动学生的积极性。作业小组是按英语层次分配的,差异较小,有利于教师关注学生的“最近发展区”,给各小组分配作业。另外,作业小组可以根据学生的进步情况进行调整,如果学生英语层次随着学习浮动明显,教师就可以为其调换小组。此外,学生接受程度不均也明显体现在男、女学生接受程度的差异上,教师应注重因材施教,充分考虑性别差异设置学习任务。除了分配学习小组时尽可能将男女生均匀分组,提问、评价时也要注意性别差异。

二、学科核心素养视角下高中英语课堂教学实践的优化策略

在课堂教学层面,高考考评体系有着较强的导向作用。教育部考试中心(2019)在《立足全面发展育人导向 引导基础教育英语教学》中指出:“2019年高考英语试题落实构建德、智、体、美、劳全面培养教育体系,依据高考评价体系的总体要求,在选材上以巩固德育、坚守智育的考试内容改革为基础,加强对健康意识、审美情趣、劳动精神的考查和引导,突出交际、思辨和学习的学科素养导向。”教

师的课堂教学实践直接关系英语学科核心素养培养的落实。下面将通过对 2019 年高考英语全国 I 卷中阅读、语法、写作三个方面题型的分析,从课堂教学的微观层面探析培养学生英语学科核心素养的优化策略。

(一)教学方法多样化,注重阅读微技能

在现行高考英语考试体系中,对学生阅读能力的考查始终是重中之重。阅读题目在高考英语中所占比重最大,满分为 120 分(除听力 30 分外),阅读题目占 40 分。除书面表达外,其他题型都基于语篇理解,只是侧重点不同,所以语篇分析尤为重要。然而,学生反映部分英语教师在常态阅读课上以讲解语法知识点和单词为主,把语篇当作语法知识和单词的载体,上课模式化,即讲生词—分析语法点—归纳文章大意—找细节—作推理。这种教学方法不利于激发学生的学习兴趣,难以让他们深度参与课堂活动。学生如果在平时没有掌握各项阅读微技能,如扫读、跳读、精读、归纳大意、猜测词义、找段落主题句、推测作者意图等,没有形成语篇意识,没有对熟词新义、新词旧义、一词多义和词性转化的敏感性,在遇到篇幅较长或者生词较多的文章时就会产生畏难情绪,逐渐对英语学科失去兴趣。葛炳芳、洪莉(2018)在《指向思维品质提升的英语阅读教学研究》中特别阐述了在阅读教学中“思辨缺席”的严重性,提出关注阅读的育人目标和关注思维的创新目标,以创建基于理解文本内容和感知运用语言的思维课堂。

在英语阅读方面,《2019 年普通高等学校招生全国统一考试大纲》“要求考生应能根据上下文推断单词和短语句的含义,理解文章结构,作者的意图、观点和态度等”(教育部 2018)。2019 年高考英语全国 I 卷中的阅读理解语篇涉及大量单词的灵活运用,需要学生运用猜测词义的阅读微技能,如 run 的熟词新义为“经营”,fall 的熟词新义为“秋天”,position 的熟词新义为“工作”,favor 用作动词意为“有利于”,select 用作形容词意为“仔细挑选的”,rip 的引申义为“讲话磕巴”,market 用作动词意为“推销”,派生词 commercialize 意为“使商业化”等。七选五题目难度较大,主要体现在文章中大量

出现派生词和合成词,相关的单词有 rosy,likable,clinical,dishonorable,well-explored,enviable,adjustment 等。完形填空也存在大量的熟词新义和根据语境灵活翻译的词块。此类阅读容易引起学生误读,需要他们建立新、旧知识之间的联系。为了培养学生的知识迁移能力,教师需要在前期备课时多换位思考,在课堂教学中将学生置于语篇文化背景中,引导他们活跃思维,表达观点,提高语言能力,提升学习能力。针对课堂教学方法,教师可以将传统的语法翻译法和任务型教学法、交际教学法等理念或方法相结合,充当教学的组织者或促进者,让学生感知英语学习的趣味性,产生参与感和成就感,从而提升学习兴趣和效率。

(二)营造宽松氛围,关注语法系统性

语法对于大多数学生来说并非难题,而是兴趣较低。高中英语语法知识包括时态语态、非谓动词、从句、虚拟语气、特殊句型等,较少考查初中阶段学习的冠词、名词、代词、连词、形容词和副词等。相比初中阶段的语法知识,高中阶段的语法知识更加系统。在高考英语试卷中,语法填空和短文改错是基于一定主题意义的语篇让学生灵活运用语法知识。这对于学生来说比较困难。对此,刘超(2019)建议学生牢固掌握语言基础知识,加强语篇教学训练,扩大阅读量,建议教师的教学形式应多样化。在高中英语教学中,学生如果能在教师的引导下在具体语篇的主题语境中归纳目标语法点,且独立发现问题、解决问题,那么在目标语法点复现达到一定次数后就能顺利理解并掌握它们了。此外,教师在讲解语法知识时应加入一定的高阶思维活动,让学生通过有逻辑地逐层分析,“想通”语法。在此过程中,学生有可能犯错,对此教师应持有宽容的态度,营造宽松的教學氛围。只有亲历犯错的过程,学生才能学会独立思考,逐渐改正错误。根据二语习得理论,教师在教学中不应盲目纠错,应科学地将错误进行归类,然后有针对性地反馈和解决。

通过分析 2019 年高考英语全国 I 卷中的语法填空和短文改错题,整理出该试卷中各语法点考查数分布如下页表所示:

2019年 高考英语全国 I 卷语法填空和短文改错题目语法点考查数分布表

考点	语法填空考查数	短文改错考查数	总计
名词	0	2	2
代词	0	1	1
冠词	1	1	2
介词	1	0	1
形容词	1	1	2
副词	0	2	2
词性转换	2	0	2
谓语动词	2	0	2
非谓语动词	2	1	3
定语从句	0	1	1
名词性从句	1	0	1

从两个题型语法点考查数的分布情况来看,各语法点的考查均有涉及。在考试中,要求学生在语篇背景下根据有限的单词提示从诸多语法点中选择正确的填空是有一定难度的,因为学生除了需要准确理解语篇,还需要正确运用语法知识点。因此,在高中英语课堂教学中,教师要关注语法知识的系统性,让他们学会对语法进行联想,从而融会贯通。例如,学习时态知识时,要关注谓语部分,联想助动词和实义动词,以及非谓语动词。再如,学习现在完成时时,除了关注该语法中的助动词 have,还要联想 have 的其他用法:表示所属关系、搭配三餐意为“吃”。总之,通过联想,能锻炼学生的思维品质,使其语法知识逐渐系统化。

(三)读写结合搭支架,关注文化语境

高考英语书面表达的应用文部分通常为邀请信、道歉信、申请信、通知等,这些内容通常包含一定的文化背景知识。韩甲祥(2019)通过对 2015 年到 2019 年高考英语全国卷分析得出结论:高考英语越来越体现文化意识。例如,2019 年高考英语全国 I 卷的书面表达题目要求学生给一个将举办中国画展览的美术馆写信,申请当一名志愿者。该题目是以中国传统文化为背景的,需要学生具备一定的文化意识。但是在教学实践中,教师往往发现学生欠缺文化背景知识,文化意识淡薄。《课程标准》强调要培养高中生的文化意识。“文化意识指对中外文化的理解和对优秀文化的认同,是学生在全球

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化背景下表现出的跨文化认知、态度和行为取向。文化意识体现英语学科核心素养的价值取向。”(教育部 2018)随着全球化程度的不断加深,国家越来越需要有世界眼光、国际视野、跨文化沟通能力和传播中国优秀文化能力的人才。基于此,在高中英语教学中,教师应有意识地强调文化意识的重要性,并在平时的课堂上讲解文化知识,培养学生的文化意识,提高其语言表达能力。

教材是最重要的学习资料,高中英语教材中有许多关于文化主题的单元。在高中英语教学中,教师应充分、准确地研读教材,理解单元主题,灵活安排和补充教学材料,组织以读促写、以读促说、以说促写等活动,引导学生积累语言知识,分析段落结构和行文逻辑,并进行读后续写。另外,教师应根据“最近发展区”理论,为学生搭建语言支架、思维支架和情感支架等,帮助他们逐步进入情境,提高学习能力。

结语

高中生英语学科核心素养的培养,需要不断调整教学管理因素和优化课堂教学实践。在教学管理调整方面,由于实际教学情况比较复杂,需要逐步探索出具有本土化特色的教育改革路径。第一,教师应结合教学管理因素,不断探索、优化教学实践,以落实学生英语学科核心素养的培养,并通过加强师生互动,引领学生提高语言运用能力,促进其思维发展。第二,教师应深刻领会英语课程的本质,认识到英语课程教学既是学生通过英语学习

和实践活动,逐步掌握英语知识和技能,提高语言实际运用能力的过程,又是他们磨炼意志、发展思维、拓宽视野、丰富生活经验、发展个性和提高人文素养的过程(王蕾 2015)。在教学实践方面,教师应不断学习,丰富教学理论知识,探索更加符合学生差异化学习和心理认知特征的教学活动。

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作者信息:453000,河南新乡,河南师范大学外国语学院

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作者信息:430068,湖北武汉,湖北工业大学外国语学院

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HENANSHENG KUAJING JIAOYU BAOGAO

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AN ANALYSIS OF
CLIFFORD GEERTZ'S
THE INTERPRETATION
OF CULTURES


解析
克利福德·格尔茨
《文化的解释》

Abena Dadze-Arthur © 著 陈运香 © 译



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解析克利福德·格尔茨

《文化的解释》

AN ANALYSIS OF

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本书批判性思维“PACIER模式”与剑桥大学合作开发，
全面培养读者六种批判性思维技能。



🔑 | 解析克利福德·格尔茨《文化的解释》

克利福德·格尔茨开始人类学研究时，人类学家不管在世界上哪个地方考察，都将他们自己的价值观系统带入他们的研究，这样，他们把当地文化判定为各方面落后，从而让西方列强能够以“教化”的名义为其殖民行为找到正当性。

到了20世纪后半叶，学者们开始质疑文化研究中这种赤裸裸的歧视。《文化的解释》（1973）使格尔茨成为人类学“象征思潮”的主要代言人，这一思潮认为应从当地人的角度解读其文化。这部著作让人类学重新确立了其作为一门科学的地位，使其在当今仍有现实意义。

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Pékin, le 26 mai 2021

*Le Ministre Conseiller des affaires culturelles,
éducatives et scientifiques*

Objet : Lettre de soutien au programme de coopération en Licence entre l'Université de Perpignan et l'Université normale du Henan

Madame,

L'Université de Perpignan et l'Université normale du Henan (HNU) ont créé un programme de coopération universitaire de niveau licence en langue française en 2017 qui permet de former chaque année 100 étudiants chinois de la HNU, avec l'aide des compétences professorales des deux universités.

Il est à ce stade l'unique programme de coopération universitaire franco-chinoise dans la province du Henan accrédité par le Ministère de l'Education. Cette coopération s'appuie sur une dizaine d'années d'expériences d'échanges interuniversitaires entre les deux universités, notamment dans le programme de formation conjointe « 3+3 » lancé en 2014 qui, jusqu'en mars 2021, a permis à plus de 70 étudiants de HNU de poursuivre leurs études de master à l'Université de Perpignan.

Grâce à cette base solide de coopération, nous sommes persuadés que ce programme de coopération franco-chinois contribuera à former les futurs talents pour le développement du centre de la Chine, et ouvrira de nouvelles perspectives de coopération universitaire franco-chinoise.

Le Service de Coopération et d'Action Culturelle de l'Ambassade de France à Pékin se réjouit de cette coopération et appuie sans réserve les projets actuels et d'avenir de partenariat entre l'Université normale du Henan et les universités françaises.

Je vous prie d'agréer, Madame, l'expression de mes salutations distinguées.

Mikaël Hautchamp



Mme LIU Jin
Directrice de la coopération et des échanges internationaux ;
Ministère de l'Education de la République populaire de Chine ;

(参考译文)

致：中国教育部国际合作与交流司刘锦司长

事宜：关于河南师范大学与法国佩皮尼昂大学法语专业本科教育合作办学项目的支持信

尊敬的刘锦司长：

河南师范大学与法国佩皮尼昂大学于 2017 年开始，合作开展法语专业本科教育合作办学项目，利用双方大学的师资力量，每年为河南师范大学培养 100 名中国学生。

此项目是目前河南省唯一一个得到教育部审批设立的中法合作办学项目。它以双方大学十多年来的校级交流关系为基础，尤其依托于 2014 年启动的“3+3”合作培养项目。在该培养项目框架下，到 2021 年 3 月为止，已有七十余名中国学生前往佩皮尼昂大学继续硕士学业。

双方这样稳固的合作基础，让我们相信，该法语专业本科教育合作办学项目将为中国中部地区的发展培养优秀的人才，并为中法高等教育未来的合作开启新前景。

法国驻华大使馆文化教育合作处为两所院校的合作感到高兴，并毫无保留地支持河南师范大学与法国大学之间现行的和未来的合作项目。

顺致最诚挚的问候。



2021 年 5 月 26 日于北京

中共河南省委外事工作委员会办公室文件

豫外委办〔2021〕21号



关于对全省外事系统工作成效突出单位 进行表扬的通报

各省辖市、济源示范区、省直管县（市）外办，省直各有关单位，省管各有关企业和高等院校，机关各处室、各直属单位：

近年来，全省外事工作坚持以习近平新时代中国特色社会主义思想特别是习近平外交思想为指导，全面贯彻党的十九大和十九届二中、三中、四中、五中全会精神，认真落实党中央、国务院对外工作决策部署，统筹各项涉外事业改革发展，团结进取、迎难而上、担当作为、创先争优，扎实推进各领域对外交流合作，为服务国家总体外交和全省经济社

会高质量发展做出了积极贡献，涌现了一批工作突出、成效显著的单位。为表扬先进、激励创新，进一步推动全省外事工作高质量发展，经研究，现对全省出国管理服务、涉外案（事）件处置、国际友城、“翻译河南”工程、信息等工作突出的单位予以通报表扬（名单附后）。

希望受到表扬的单位珍惜荣誉、戒骄戒躁，再接再厉、再创佳绩。全省各级外事部门要以受到表扬的单位为榜样，不忘初心、牢记使命，勇于担当、积极作为，锤炼作风、砥砺前行，积极践行新发展理念，准确把握新形势新要求，在构建新发展格局中展现新作为，为打造内陆对外开放新高地、建设社会主义现代化河南和全省外事工作跨越发展作出积极贡献，以优异成绩庆祝建党100周年。

附件：全省外事系统工作成效突出单位名单

中共河南省委外事工作委员会办公室

2021年4月19日

新乡市委外办

平顶山市委外办

鹤壁市委外办

济源示范区党工委外办

四、“翻译河南”工程工作

安阳市委外办

郑州市委外办

开封市委外办

洛阳市委外办

平顶山市委外办

焦作市委外办

郑州大学外国语与国际关系学院

河南师范大学外国语学院

河南工业大学外语学院

华北水利水电大学外国语学院

五、信息工作

郑州市委外办

开封市委外办

许昌市委外办

漯河市委外办

周口市委外办

焦作市委外办

感谢信

河南师范大学:

近日，由中国人民对外友好协会主办、人民网承办、河南省人民政府支持，人民网承办、河南省人民政府外事办公室、河南省人民对外友好协会等单位协办，以“和合”为主题的2020“甲骨文杯”国际学生“我与汉字”演讲比赛，于11月17日在河南郑州举办，并获得圆满成功。此次活动的圆满完成离不开各方努力，更离不开河南师范大学的大力支持与配合，谨在此向贵校表示衷心感谢！

在“我与汉字”演讲比赛过程中，贵校在积极做好参赛的同时，大力协助主办方开展各项工作，贵校国际合作与交流处、国际教育学院勇挑重担、甘于奉献，展示了优秀的团队合作精神。贵校积极组织学校留学生参与此项比赛，对参赛选手进行了精益求精的全方位辅导，为贵校留学生的参赛并取得优异成绩奠定了坚实的基础。贵校柬埔寨籍留学生科森通过层层选拔，在比赛中过关斩将，获得决赛第二名，勇夺全国一等奖，很好地展现了贵校留学生学子的精神风貌。同时，贵校从音乐舞蹈学院精选出高质量、高水平的单簧管

中共河南省委外事工作委员会办公室

感 谢 信

河南师范大学：

近日，“走进中原·感知中国”—2021国际留学生河南行活动成功举办，取得积极成效。本次活动最后一站到访新乡并在贵校举办结班联谊活动。贵校对此次活动高度重视，刘玉芳副校长站在推进全省国际传播能力建设的高度，亲自协调，组织校党委宣传部、党委保卫部、校长办公室、国际合作与交流处、音乐舞蹈学院、生命科学学院、国际教育学院等多单位共同参与，使在贵校举办的校园参观、中外学生联谊会等活动取得良好成效，不仅确保了整体活动圆满落幕，也有力展示了贵校深厚的人文底蕴和对外开放氛围。

我办谨对贵校给与的大力支持表示诚挚感谢！同时也对遭受特大暴雨内涝灾害影响的全体师生表示诚挚慰问！愿与贵校继续携手，积极推进我省开放高地建设取得更多丰硕成果。

中共河南省委外事工作委员会办公室

2021年8月2日



感谢以下为此活动成功举办付出辛勤劳动的全体师生：

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外方留学生：PULATOV AKBAR PULATOV BAHODIR

CHET SONA MEY SOROMNEA PHAL EMY

荣誉证书

陈运香同志

经个人申请、单位推荐和专家评审，
被评为河南省教师教育专家。

文件编号：教师〔2015〕890号



河南省教育厅

二〇一五年十月

荣誉证书

河南师范大学国际教育学院 陈运香 在2018年度全省教育系统“两创两争”先进集体和先进个人评选活动中，表现突出，被评为“河南省文明教师”。

特发此证，以资鼓励。

中共河南省委高校工委 河南省教育厅

二〇一八年十一月

文件编号：教思政〔2018〕944号

三、新闻媒体报道

序号	报道标题	媒体名称	级别	报道时间
1	Chinese and Pakistani students paint Sino-Pak friendship of new era (中巴学生绘出新时代中巴友谊)	中国经济网	国家级	2021-12-15
2	Pak, Chinese students display bilateral ties at exhibition (中巴学生在艺术展上展现双边友谊)	The Nation	国家级 (巴基斯坦)	2021-12-18
3	Award Ceremony of Drawing Contest for Chinese & Pakistani teens held online (中巴青少年绘画大赛颁奖仪式在线举行)	中国经济网	国家级	2021-05-08
4	巴基斯坦千禧孔子课堂“欢乐春节”暨中巴建交 70 周年庆祝活动 巴基斯坦中学生标准的中文致辞震惊全场	国际在线	国家级	2021-02-17
5	河南师范大学留学生勇夺“我与汉字”演讲赛全国一等奖	河南日报客户端	省级	2020-11-23
6	Sargodha University gets specific plaque of Confucius Institute (萨戈达大学获得孔子学院铭牌)	Daily Times	国家级 (巴基斯坦)	2020-04-30
7	河师大获批承办巴基斯坦萨戈达大学孔子学院	河南日报	省级	2021-04-09
8	抗“疫”之战“巴铁”同心	人民网	国家级	2021-02-14
9	UoS works out formalities for Confucius Institute with Chinese counterparts (萨戈达大学和中国大学共建孔子学院)	The News	国家级 (巴基斯坦)	2019-12-23

10	第13届不动点理论及其应用国际会议在河师大召开	映象网	省级	2019-07-12
11	做中外播种友谊的使者——2021国际留学生河南行活动圆满举行	河南日报	省级	2021-07-20

1. 中国经济网

Insight

Chinese and Pakistani students paint Sino-Pak friendship of new era

Last Updated: 2021-12-15 16:05 | CE.cn

by Wang Xiaotong

XINXIANG, Dec. 15 (China Economic Net) - 2021 is the 70th year since China and Pakistan established diplomatic ties. Students from both countries depict the precious friendship in their heart via a great many paintings at the 'Art Exhibition of Chinese-Pakistani Students for Celebrating the 70th Anniversary of China-Pakistan Diplomatic Relations'.



2. The Nation



THE NATION

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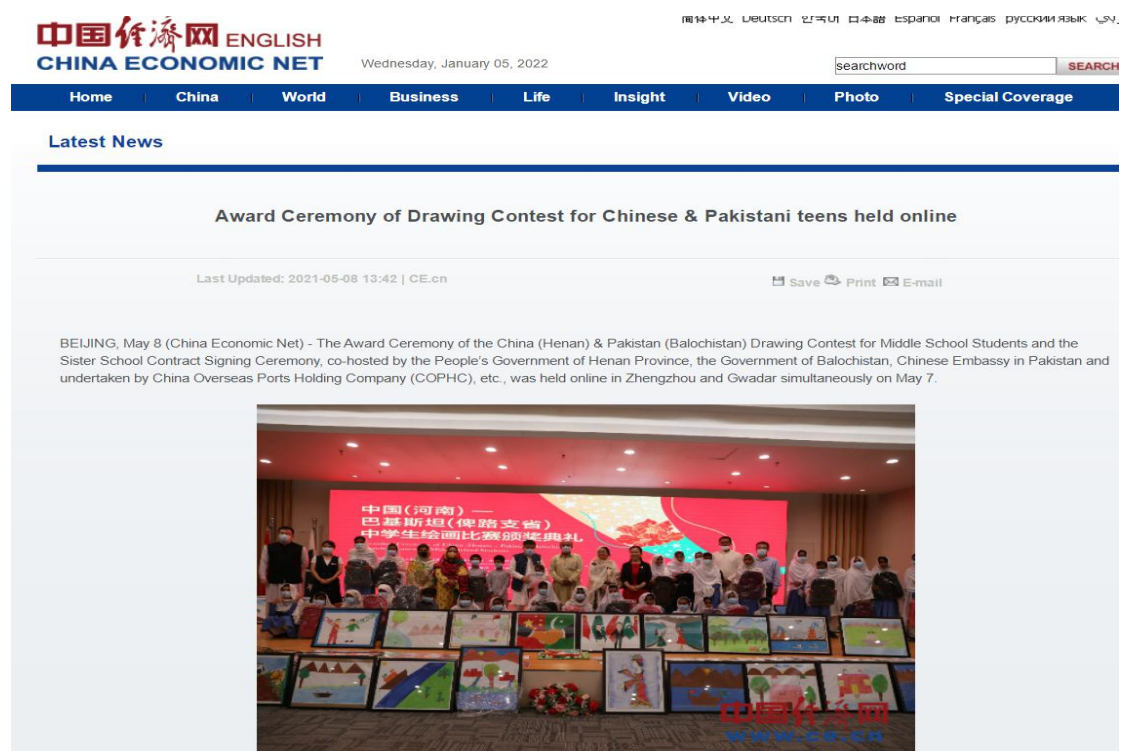
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INP
December 18, 2021

ISLAMABAD - Chinese and Pakistani students arranged a paintings exhibition on the Sino-Pak friendship of new era, which pulled a large number of visitors, China Economic Net reported on Thursday.

The year 2021 is the 70th year since China and Pakistan established diplomatic ties. Students from both countries depicted the precious friendship in their heart via a many great paintings at the 'Art Exhibition of Chinese-Pakistani Students for Celebrating the 70th Anniversary of China-Pakistan Diplomatic Relations' held in Beijing.

3. 中国经济网



中国新闻网 ENGLISH
CHINA ECONOMIC NET

Wednesday, January 05, 2022


Home China World Business Life Insight Video Photo Special Coverage

Award Ceremony of Drawing Contest for Chinese & Pakistani teens held online

Last Updated: 2021-05-08 13:42 | CE.cn

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BEIJING, May 8 (China Economic Net) - The Award Ceremony of the China (Henan) & Pakistan (Balochistan) Drawing Contest for Middle School Students and the Sister School Contract Signing Ceremony, co-hosted by the People's Government of Henan Province, the Government of Balochistan, Chinese Embassy in Pakistan and undertaken by China Overseas Ports Holding Company (COPHC), etc., was held online in Zhengzhou and Gwadar simultaneously on May 7.



中国新闻网
WWW.CE.CN

4. 国际在线

首页 > 滚动 > 正文

巴基斯坦千禧孔子课堂“欢乐春节”暨中巴建交70周年庆祝活动 巴基斯坦中学生标准的中文致辞震惊全场

2021-02-17 08:08:12 | 来源：中央广电总台国际在线 | 编辑：杨玉国

国际在线报道（记者 刘畅）：16号，巴基斯坦千禧孔子课堂“欢乐春节”暨中巴建交70周年庆祝活动在巴基斯坦根基千禧学校举行。中国驻巴基斯坦大使农融和文化参赞张和清应邀参加本次活动，以连线的形式与千禧孔子课堂师生们在“云”端一起欢度新春佳节，共叙中巴友谊。



孔子课堂学生苏哈用中文朗读写给中国朋友的一封信

苏哈：“在此新春佳节，辞旧迎新之际，我首先恭祝大家新春快乐，牛年吉祥。”

5. 河南日报客户端

河南师范大学留学生勇夺“我与汉字”演讲赛全国一等奖

河南日报客户端 2020.11.23 11:46

河南日报客户端记者 李树华 通讯员 蒋玮

11月17日，河南师范大学柬埔寨籍留学生科森通过层层选拔，在名校云集、高手如云的2020“甲骨文杯国际学生我与汉字”演讲比赛中过关斩将，勇夺一等奖。这是河南师范大学留学生首次参加全国性比赛并取得优异成绩。



6. Daily Times

7. 河南日报



The screenshot shows the Henan Daily website (www.henandaily.cn) with a navigation menu including '首页', '时政', '经济', '文化', '社会', '学习', '民情', '天下', and '业'. A prominent banner reads '河南主流新媒体 中原政经第一端' and '河南客户'. The main article is titled '河师大获批承办巴基斯坦萨戈达大学孔子学院' (Henan Normal University Approved to Operate Confucius Institute at Sateen University in Pakistan). The article, dated 2020.04.09, reports that Henan Normal University has received approval to establish a Confucius Institute at Sateen University in Pakistan. It highlights the university's long history and its commitment to international education, particularly in the field of Chinese language and culture. The article also mentions the university's efforts to promote the Belt and Road Initiative through such initiatives.

8. 人民网



The screenshot shows the People's Daily website (people.cn) with a navigation menu including '首页', '党政', '要闻', '观点', '互动', '可视化', '地方', '举报专区', '多语言', and '合作网站'. The main article is titled '抗“疫”之战“巴铁”同心' (The Battle Against the Epidemic: 'Iron Brother' United). The article, dated 2020年02月14日09:02, reports that the Confucius Institute at Sateen University in Pakistan has organized a video recording to support China. The video features several individuals holding signs that read '春', '暖', '武', and '汉', which together mean 'Spring is warm, Wuhan is safe'. The article also mentions the institute's efforts to promote the Belt and Road Initiative through such initiatives.

9. The News

January 05, 2022
paper

INTERNATIONAL
THE NEWS

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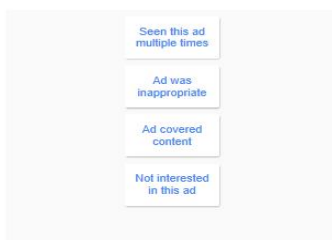
Home Latest National Sports World Business Entertainment Technology Health Oped Magazines

National

UoS works out formalities for Confucius Institute with Chinese counterparts

By APP | December 23, 2019

SARGODHA: Following the signing of MoU between University of Sargodha and Hanban (Confucius Institute Headquarters) in Beijing in the presence of PM Imran Khan and Chinese premier Le Keqiang on October 8, 2019, Vice Chancellor Dr Ishtiaq Ahmad and Pakistan Institute of China Studies Director Dr Fazlur Rahman participated in the 2019 International Chinese Language Conference held at Changsha, China.



On the sidelines of the conference, Hanban organised a meeting among the three stakeholders of CI at Sargodha University to work out the details of Implementing Agreement between SU and Hanban.

The high level meeting was attended by Prof Ma Jianfei, Deputy Chief Executive of Hanban, Prof Zhao Guoxiang, Chairman of the Council at HNU, Vice Chancellor SU, Dr Ishtiaq Ahmad, Mr Zhong Heqing and officials of the Provincial Education Ministry of Henan Province and the International Department of the Henan Normal University.

Prof Jianfei welcomed the SU entry into the community of global CIs. He explained the key objectives of the CI and hoped that the fifth CI in Pakistan would play a pivotal role in developing deeper understanding of Chinese language and culture in Pakistan to bring the people of two brotherly countries closer.

Dr Ahmad thanked Hanban, HNU and the Chinese Embassy for creating this exceptionally significant opportunity for SU, which would help Pakistani youth to acquire language skills, develop deep understanding of Chinese culture and civilisation to become

10. 映象网



第13届不动点理论及其应用国际会议在河师大召开

2019-07-12 来源: 映象网

映象网新乡讯 (记者 崔学庆 通讯员 常睿 崔芸菲) 7月9日, 第十三届不动点理论及其应用国际会议 (简称ICFPTA 2019) 在河师大开幕, 来自美国、加拿大、德国、西班牙、波兰、澳大利亚、日本、印度、韩国、泰国、尼日利亚、博兹瓦纳、台湾、香港等21个国家和地区的国际著名数学家、专家学者逾200人齐聚一堂, 共同探讨不动点理论及数学领域国际前沿学术问题。



今日

长

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精品

11. 河南日报

河南日报 电子版

做中外播种友谊的使者

——2021国际留学生河南行活动圆满举行

《河南日报》(2021年07月20日 第04版)

□本报记者 陈小平

7月12日至16日,来自16个国家的22名在华留学生,参加了省政府外办、省教育厅、华北水利水电大学联合主办的“走进中原·感知中国”2021国际留学生河南行活动。郑州、汝州、新乡……美丽的河南打开了留学生们感知中国的大门,也架起了沟通世界的桥梁。

走进河南博物院,一件件珍贵的文物,记录了这片沃土悠久历史与深厚的文化积淀。留学生们纷纷拿出手机、相机拍个不停,记录着每一个精彩瞬间。

闻名世界的少林寺,无疑是留学生们最期待的一站。虎虎生威的少林功夫,让留学生们兴奋不已。来自乌兹别克斯坦的纳祖拉耶夫·沙佐说:“我小时候就看过很多功夫电影,想着有朝一日能来少林寺,现在我的梦想终于实现了。”

打卡郑州地标“大玉米”看美丽夜景,到河南省中医药大学学习健身功法八段锦,在汝瓷文化园体验汝瓷手工拉坯技艺……古老厚重的河南引人入胜,活力现代的河南同样魅力无穷。




走进中铁工程装备集团有限公司,了解中国盾构机,感受科技发展的日新月异;到宇通客车节能与新能源基地,看新能源客车的“诞生”过程,感受全球最大的新能源客车生产基地的魅力;进入郑州航空港经济综合实验区智能终端产业园,了解移动终端设备的发展史,体验未来智能家居的真实情境……留学生们直呼“叹为观止”。

来自坦桑尼亚的黑克玛说,能参观这些优秀的河南企业,见证河南的快速发展真的太幸运了。“庞大的盾构机让我真正见识到科技创新的强大力量。宇通客车特别棒,我们坦桑尼亚现在运行着1000多辆宇通客车,改善了我们的出行方式。”

在卫辉市唐庄镇,唐公山上吴金印带领群众以蚂蚁啃骨头的韧劲打造600多万个鱼鳞坑植树造林染绿荒山,让留学生们纷纷用“震撼”来形容自己的感受。他们也亲手种下一片“友谊林”。来自俄罗斯的安娜说,她非常喜欢中国的农村,这里的人不辞辛苦,用双手摆脱贫困走向富裕,是非常振奋人心的故事。“希望我们种下的树,不仅能见证我们的友谊,也能为这里的造林出一份力。”



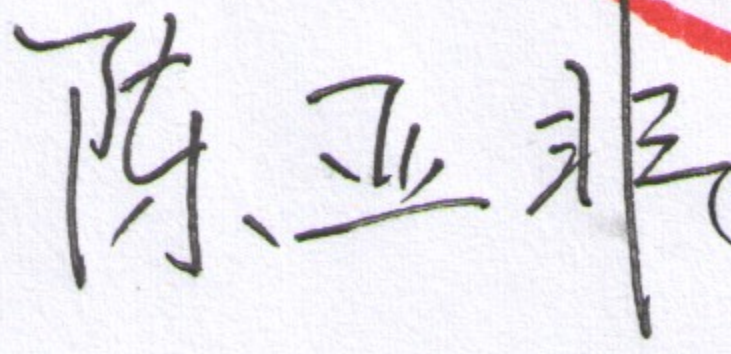
附件 4

教学成果校外推广应用及效果证明

成果名称：《“一带一路”背景下高校“外语+”国际化专门人才培养模式创新与实践》		
成果应用单位：国际交流合作处、国际教育学院		
面向对象及受益人数	<input checked="" type="checkbox"/> 教师	50
	<input checked="" type="checkbox"/> 学生	2000
成果应用效果（应用后所取得的成效、应用前后对比等）		
<p>河南师范大学赵扬教授主持完成的河南高等教育教学改革研究与实践项目《“一带一路”背景下高校“外语+”国际化专门人才培养模式创新与实践》自 2020 年 9 月开始在我校进行推广应用。</p> <p>我校将该研究成果运用于国际化人才培养的实践中，取得了较为显著的效果。第一，厘清了人才培养要求，对人才培养目标进行明确定位。第二，加强外语教学，注重外语与专业的融合培养。第三，加强国际化师资队伍建设，提高教师的“外语+”专业水平。学校加大了对教师的专业外语的培训，鼓励开设专业英语课程，尝试了多门专业课程的双语教学，取得了良好效果。</p> <p>总之，该研究成果源于实践探索，对高校国际化人才培养具有较强的指导意义，值得在高校国际化人才培养方面进行广泛推广。</p>		
二级单位负责人签字：	 李峰 (盖章)	
	 （学校盖章）	2022年 1 月 20 日

附件 4

教学成果校外推广应用及效果证明

成果名称：《“一带一路”背景下高校“外语+”国际化专门人才培养模式创新与实践》		
成果应用单位：外事处、国际教育学院、外国语学院等		
面向对象及受益人数	 教师	50
	 学生	1500
成果应用效果（应用后所取得的成效、应用前后对比等）		
<p>河南师范大学赵扬教授主持完成的河南高等教育教学改革研究与实践项目《“一带一路”背景下高校“外语+”国际化专门人才培养模式创新与实践》自 2021 年 3 月开始在我校进行推广应用。</p> <p>我校将该研究成果运用于国际化人才培养的实践中，取得了较为显著的效果。该成果对于国际化人才培养目标进行了明确定位，构建了外语与专业融合式的课程体系，加强双语及多语种学习课程内容建设；搭建国际化的教学、科研及交流合作平台；开展了复合型师资队伍建设等，全面促进了国际化人才培养。</p> <p>该成果在我校取得了良好的应用效果，对于国际化人才培养具有较强的指导意义，具有较强的推广应用价值。</p>		
二级单位负责人签字：  (盖章)		
(学校盖章)		
年 月 日		





北京语言大学国际合作与交流处一行到我校考察交流

发布日期: 2021-07-08 浏览次数: 755



7月6日下午,北京语言大学国际合作与交流处处长马铁石一行到我校考察交流,座谈会在校政研第一会议室举行,校党委常委、副校长刘玉芳出席座谈会,国际合作与交流处、美术学院和音乐舞蹈学院负责人参加座谈,座谈会由国际合作与交流处处长赵拯主持。

刘玉芳对马铁石一行的到来表示欢迎,对北京语言大学在中俄高校交流、孔子学院建设方面对我校的大力支持和帮助表示感谢,他高度评价了北京语言大学作为中俄文化艺术高校联盟中方牵头高校、中国国际中文教育基金会发起单位之一所发挥的积极作用,简要介绍了我校的办学历史、办学特色、学科优势、社会服务及学校国际化办学工作的进程与成效,希望两校加强交流、深化合作、相互学习、相互借鉴,实现共同发展。

马铁石对我校作为“中俄文化艺术高校联盟”发起单位对我校的大力支持表示感谢,他介绍了北京语言大学的办学现状,以及在学科发展、境外办

激活 Windows
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北京语言大学国际合作与交流处一行到我校考察交流

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刘玉芳应邀出席“中俄文化艺术高校联盟”第二次全体大会

发布日期: 2021-08-27 浏览次数: 585



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李学志参加中国文化艺术大学联盟2019年大会暨中德人文教育交流研讨会

发布日期：2019-06-20 09:00:00 1127



6月16日至18日，“中国文化艺术大学联盟2019年大会暨中德人文教育交流研讨会”在北京语言大学召开，党委书记李学志和来自联盟10所高校的代表参加会议。会议由北京语言大学副校长张宝钧主持。

中国文化艺术大学联盟2019年大会执行主席、北京语言大学校长刘利致开幕词。莫斯科国立化学学院副院长谢尔盖·依波利托夫、阿尔泰国立化学学院院长费利克斯·布耶维奇、圣彼得堡国立化学学院院长亚历山大·福科夫和李学志分别作大会主旨报告。李学志在“优势互补，推进中德高等教育深度合作”报告中，介绍了我校的办学历史、办学成就、办学现状以及我校在推进国际化进程中取得的成就，对中国文化艺术大学联盟成员之间的合作领域和合

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