



墨尔本大学，亚洲研究院
Asia Institute, University of Melbourne

《亚洲之声》播客
Ear to Asia podcast

澳大利亚有多重视亚洲语言的学习？

How seriously does Australia take the learning of Asian languages?

译者：蔡泽森 (Zesen Cai)、刘柯岑 (Kelsey Liu)、李欣羲 (Alison Li)、
盛苏晨 (Suchen Sheng)、陈卿 (Qing Chen)、周丹丹 (Dandan Zhou)、丛
雅竹 (Yazhu Cong)、王品涵 (Pin-Han Wang)、薛如霖含 (Rulinhan
Xue)、杨佳翰 (Chia-Han Yang)

翻译审校与音频编辑：魏安天博士 (Dr Anthony Williams)

配音人员：

阿里·摩尔 (Ali Moore) [主持人]:	薛如霖含 (Rulinhan Xue)
梅丽莎·克劳奇讲席教授 (Professor Melissa Crouch):	丛雅竹 (Yazhu Cong)
路易斯·梅奥 (Dr Lewis Mayo):	蔡泽森 (Zesen Cai)
格雷塔·坎宁安 (Greta Cunningham):	王品涵 (Pin-Han Wang)
安德鲁·戈德温 (Andrew Godwin):	杨佳翰 (Chia-Han Yang)

The following is the transcript of a translated *Ear to Asia* podcast, originally in English. The translation and audio recreation into Chinese were undertaken by students of the [Master of Translation and Interpreting](#) from the Asia Institute at the University of Melbourne. All voices in the accompanying Chinese audio recording are of the student translators and not the original speakers. This work has been guided and overseen by Dr Anthony Williams from the Asia Institute, the University of Melbourne.

本文为《亚洲之声》(Ear to Asia) 播客中文版的逐字稿, 原版为英文, 由墨尔本大学亚洲研究院笔译与口译硕士生制作中文译文与译配音频, 音频中所有人声均由学生译者配音, 而非原版参与者。相关的翻译与录制工作在墨尔本大学亚洲研究院教师魏安天博士 (Dr Anthony Williams) 的指导下完成。

英文原版播客: <https://melbourneasiareview.edu.au/podcasts/how-seriously-does-australia-take-the-learning-of-asian-languages/>

Description: For Australia, proficiency in the languages of its major Asian trading partners can yield important insights into what makes those societies and economies tick. But does Australia possess the linguistic skills for deep engagement with the region? And what will it take to get more Australians to take up Asian languages? Professor Melissa Crouch and Dr Lewis Mayo join presenter Ali Moore to examine the opportunities and challenges in learning the languages of Asia.

简介: 对澳大利亚来说, 熟练掌握亚洲主要贸易伙伴的语言可以为了解这些贸易伙伴的社会和经济的运行机制提供重要的见解。但澳大利亚是否具备与这些地区深入接触的语言技能? 要付出什么样的努力才能让更多的澳大利亚人学习亚洲语言? 梅丽莎·克劳奇讲席教授 (Professor Melissa Crouch) 和路易斯·梅奥博士 (Dr Lewis Mayo) 将与主持人阿里·摩尔 (Ali Moore) 一起探讨分析学习亚洲语言所带来的机会和挑战。

Ali Moore | 阿里·摩尔:

Hello, I'm Ali Moore. This is *Ear to Asia*.

大家好, 我是阿里·摩尔, 欢迎收听《亚洲之声》。

Lewis Mayo | 路易斯·梅奥:

As the structure of Australia's population changes, we'll have a population that is more disposed to the learning of Asian languages. But people ask the question "Well, what sort of a job will it get me?" And so we're faced with the broader problem of how to integrate the study of Asian languages and societies into people's cultural world view.

随着澳大利亚人口结构的变化, 我们未来会有更多人倾向于学习亚洲语言。但很多人还是会问: "那学了之后能找到什么工作呢?" 所以更大的问题是, 我们该怎么把学习亚洲语言和理解亚洲社会, 融入大家的文化世界观里。

Melissa Crouch | 梅丽莎·克劳奇：

More broadly there is the benefits to Australia as a society and our place in the world and the region. I think we get taken more seriously when we can show that we have taken time to really understand another language and culture. So I think that's also part of the value of learning a language too.

从更广的层面来看，学习亚洲语言有利于整个澳大利亚社会，以及帮助我们在世界和亚太地区扩大影响力。我觉得，当我们展现出自己花时间认真去理解另一种语言和文化时，外界也会更认真看待我们。所以我觉得这也是学习语言的价值之一。

Ali Moore | 阿里·摩尔：

In this episode, how seriously does Australia take the learning of Asian languages. *Ear to Asia* is the podcast from Asia Institute, the Asia research specialists at the University of Melbourne. Even taking into account the toll of the COVID-19 pandemic, there's little doubt we live in the so called Asian century with the dramatic rise of a number of Asian economies.

本期节目我们要探讨的问题是：澳大利亚到底有多重视亚洲语言的学习？本播客《亚洲之声》由墨尔本大学亚洲研究院制作，这里汇聚了亚洲研究领域的专家学者。即使考虑到新冠疫情带来的影响，但毫无疑问，我们正身处所谓的“亚洲世纪”——越来越多亚洲经济体正在迅速崛起。

So you'd think countries like Australia, whose economic well being depends on growing trade ties with China along with India, Indonesia and other regional giants would take the task of understanding what makes their Asian trading partners tick very seriously. Such Asia literacy means coming to grips with the often complex histories, cultures and politics of Asia, and that often requires a degree of proficiency in the languages of Asia.

所以你可能会觉得，像澳大利亚这样的国家，它的经济高度依赖与中国、印度、印度尼西亚以及其他地区大国不断增长的贸易往来，自然会非常重视理解这些亚洲贸易伙伴的思维方式。要真正地了解亚洲，就要具备一定的亚洲语言能力，这样才能深入理解亚洲那些复杂多元的历史、文化和政治背景。

So is Australia sufficiently skilled to meet the linguistic demands of deep engagement with the region? How does learning Asian languages fit with Australia's national interest? And how committed is the government to encouraging language proficiency? And what would it take to get more Australians to take up Asian languages?

那么澳大利亚是否具备足够的语言能力来与亚洲地区进行深入交流？学习亚洲语言如何关系到澳大利亚的国家利益？政府在推动语言能力这件事上，到底有多尽心尽力？要让更多澳大利亚人学习亚洲语言，又需要付出什么样的努力？

Joining me to discuss these questions via Zoom are Asia legal scholar Melissa Crouch, Professor and Associate Dean of Research at the University of New South Wales law school, and Asia historian Dr. Lewis Mayo of Asia Institute at the University of Melbourne. Welcome to *Ear to Asia*, Melissa, and welcome back Lewis.

今天，通过视频会议跟我一起探讨这些问题的嘉宾有：亚洲法律学者、新南威尔士大学法学院[讲席]教授兼研究副院长 Melissa Crouch 和墨尔本大学亚洲研究院的亚洲历史学者 Lewis Mayo 博士。Melissa，欢迎来到《亚洲之声》；Lewis，欢迎你再次做客。

Melissa Crouch | 梅丽莎·克劳奇：

Thanks.

谢谢。

Lewis Mayo | 路易斯·梅奥：

Thanks Ali.

谢谢你，Ali。

Ali Moore | 阿里·摩尔：

When I was growing up in Australia, in secondary school in the late '70s, and early '80s, and I know I'm showing my age here, languages like Japanese and Indonesian were really growing in popularity. If we fast forward now to 2021. Can you draw us a picture of how healthy or otherwise Asian language programs are in Australia? Melissa if I start with you?

我从小在澳大利亚长大，在七十年代末到八十年代初读中学，我知道这样说有点暴露年龄了，那时候像日语、印尼语这些语言在学校里真的越来越受欢迎。那如果我们快进到 2021 年，澳大利亚的亚洲语言课程目前大概是怎样的情况呢？是发展良好，还是有点不景气？Melissa，你能不能给我们简单描述一下呢？

Melissa Crouch | 梅丽莎·克劳奇：

Sure. And let me take the example of Indonesian language programs. There's a couple of ways we can look at it. One, I guess, is to think about how many universities in Australia teach Indonesian? How's that compared to the past? If we go back to the early 1990s, we know there were about 22 universities in Australia that taught Indonesian. Today, there are perhaps less than 12 universities that still offer Indonesian language programs. So at the university level, there are far fewer universities now compared to 30 years ago, that offer the possibility of studying Indonesian. And as a result, the number of students overall who are studying per year has declined.

当然可以，那我就拿印尼语课程来举个例子吧。我们可以从几个角度来看这个问题。一个是看现在澳大利亚有多少所大学开设印尼语课程，跟以前相比有什么变化？如果回到 1990 年代初，当时全澳大概有 22 所大学教授印尼语。而现在呢，大概只有不到 12 所大学还提供这个课程。所以从大学层面来看，开设印尼语课程的大学比 30 年前少了很多。这导致每年学这门语言的学生总数也在减少。

Ali Moore | 阿里·摩尔：

And what about other languages, particularly Chinese? For example, Lewis, can you give us a picture of what's happening with other language programs?

那其他语言呢？特别是中文？Lewis，你能跟我们介绍一下其他亚洲语言课程的情况吗？

Lewis Mayo | 路易斯·梅奥：

So with Chinese, there's been a growth over the long term in the number of students taking these languages. But that is directly related, I guess to the large growth of what we call heritage learners, that is people of Chinese cultural descent, who are interested in learning the language because of their connections with it. I would say that the number of people from non-heritage backgrounds that is people educated in Australia who were not of Chinese background, that relative to the amount of promotion of the Chinese language, I would say that the uptake is quite small still.

中文的话，从长期来看，学习中文的学生人数的确是变多了。但我认为，这与所谓的“母语背景学生”的大幅增长有直接关系，也就是那些有中华文化背景的人，他们因为这种文化联系而对学习中文感兴趣。但如果说到那些没有中文背景、在澳大利亚接受教育的“非母语背景”学生，虽然中文课程的推广力度很大，但他们中的学习人数还是相对比较少的。

Ali Moore | 阿里·摩尔：

Can I just explore that for a minute in terms of those with a heritage background studying, is it right that in a major university in Sydney, or Melbourne, a Chinese language program will largely have students who are Australians of Chinese background or indeed students from China itself?

我能不能深入问一下关于“母语背景”学习者的问题？在悉尼或墨尔本的一流大学里，中文课程的学生是不是大多数是有中文背景的澳大利亚人，或者就是来自中国的学生？

Lewis Mayo | 路易斯·梅奥：

Well, it's an extremely varied population in terms of linguistic profile, you'll have Chinese Australians who've grown up speaking nothing but English and having their education entirely in English, who may have familial connections to China, but not particular levels of linguistic proficiency, that's one group. Then you'll get people who may have had a small amount of their education in China before moving here and who have moderate competence but need help with their literacy because as you know, literacy issues in Chinese – character-based languages are quite serious because it takes a lot of time to learn to read and write Chinese even for native speakers.

从语言背景来看，这个群体是非常多样的，你可以看到一些华裔澳大利亚人从小到大只说英语，他们所接受的教育也是全英教育，他们的家族可能来自中国，但是中文说得不是很流利。这是其中的一部分人。还有另一部分人，他们可能在搬来澳大利亚前，在中国接受过一点教育，这部分人具备一定的中文水平，但是在中文读写方面仍然需要帮助，毕竟中文是表意文字，识字是挺难的，即便是中文母语者，学习汉字读写也是需要花费大量时间的。

I can give the example of my own family in New Zealand, I have two nieces who are native speakers of Chinese because their mother is a Chinese speaker, and they've grown up speaking Chinese with her and with her grandparents, but neither of them would have what I would call comfortable literacy in Chinese, because they haven't had a Chinese education. That means that catering to the needs of those Australians that, that very varied group is significant. And it is right for the universities to be engaged with that population.

我可以拿我在新西兰的家人举个例子，我有两个侄女，她们都是中文母语者，因为她们的母亲讲中文，且她们从小到大跟着母亲和外祖父母说中文，但是她们两个都谈不上能够轻松读写中文，因为她们并没有接受过中文教育。这也就意味着，满足澳大利亚这类背景多元的群体的需求，是一件重要的事情。同时，各所大学对这些群体给予关心和回应也是应该的。

And I would say that the universities have reasonably well calibrated programs that distinguish between a big range of different kinds of learners, and that for students who actually take the language and persist through to second or third year, the levels of satisfaction with the subject are quite substantial.

而且我认为各所大学的课程设置还是很合理的，能够区分出不同类型的学习者并作出针对性调整，而且对于那些真正选修了语言课程，并坚持到第二或第三年的学生来说，他们对课程的满意度还是非常高的。

But I guess the issue is how many people are taking the language as a total fraction of the Australian population, and also how many people are taking the language relative to its global importance. With Japanese, of course, you have a much smaller percentage of students who have a heritage profile. And Japanese programs tend to be large, but there are substantial numbers of students taking Japanese at university who have reasonable competence in Chinese, and who therefore can draw on their knowledge of Chinese characters and Chinese vocabulary to learn Japanese.

但是我想问题在于，学习这门语言的人在澳大利亚总人口中的比例是多少，以及有多少人是冲着这门语言在全球的重要性而去学习的。就比如日语，有日语背景的学生占比就非常小了。而且日语课程规模通常都比较大，但是在大学里，有很多学生本身就具备一定的中文能力，因此才选修日语课程，这样他们就可以利用自己所掌握的汉字和中文词汇来学习日语。

Ali Moore | 阿里·摩尔：

Melissa you've given us the picture of Indonesian, and Lewis, you've given us the picture of Chinese and touching on Japanese. But Melissa I know it's not as easy to quantify as we might think it would be but what about other language programs? I note that the Swinburne University of Technology in Melbourne has recently closed its Chinese and its Japanese language program. La Trobe has decided to close its Indonesian program. Just generally, is it that maybe some programs are closing, others are opening? What's this sort of overall picture?

Melissa, 你为我们介绍了一下印尼语的情况, 而 Lewis, 你则是给我们介绍了一下中文的情况, 也提到了一点日语。不过, Melissa, 我知道量化这个可能没我们想得那么容易, 但是其它语言课程的情况又是怎么样的呢? 我注意到墨尔本的斯威本科技大学最近已经停办了它的中文课程和日语课程。拉筹伯大学¹也已经打算停办它的印尼语课程。那么从整体来看, 是不是有一些课程正在停办, 而又有另一些正在开设? 整体情况大概是怎样的?

¹ 现称“乐卓博大学”

Melissa Crouch | 梅丽莎·克劳奇：

I think at the moment sort of post COVID or during COVID, the picture is one of programs closing. Some claim that on the basis of sort of financial issues, but others appear to have no correlation with the financial viability of the program. So for example, we know at Swinburne that the university leadership there said it didn't really have anything to do with the financial viability of the program that rather Swinburne University was sort of refocusing on the STEM disciplines. 我认为不管是新冠疫情期间还是之后, 整体情况就是越来越多的语言课程关闭了。有的说是因为经济问题而关闭的, 但另一些则看起来跟课程的经济状况并没有关系。比如, 我们知道斯威本科技大学曾表示过, 语言课程停办的原因其实与课程的经济状况没什么关系, 而是因为斯威本大学正在将重心转移到科学、技术、工程和数学学科, 也就是 STEM 上面。

And so I think it is part of the broader challenge of championing the HASS disciplines of humanities and social sciences in Australia is also one of the reasons why language programs are under threat. And you're right that the other universities, so Western Sydney University, I believe is in the process of closing its Indonesian program and La Trobe also its Indonesian program. The Hindi program at La Trobe was also under threat. Although I understand at this point in time, they have still managed to keep it open for now.

所以我认为, 这就是在澳大利亚支持人文社科学科发展所要面临的更大的难题之一, 而这也是语言课程面临威胁的原因之一。而且你说得对, 其它的一些大学, 比如西悉尼大学, 据我了解, 也正在关闭他们的印尼语课程, 拉筹伯大学也是一样, 印尼语课程也被停办了。而且拉筹伯大学的印地语课程也一度面临停办的风险。虽然我知道这门课暂时还是保留下来了。

And then other universities like Murdoch University, again had a consultation around potentially closing their Indonesian program but again, have for now decided to keep it, though in many ways, I think we would expect that some of these programs where they might be smaller at universities will potentially be subject to review in the future and remain under pressure.

然后还有其它一些大学，比如莫道克大学，之前同样开会讨论过要不要关闭印尼语课程，不过他们也暂时决定保留这门课程。不过从很多方面来看，我觉得像大学里这种规模较小的语言课程，未来可能会重新进行评估，也还会持续面临被停办的压力。

Ali Moore | 阿里·摩尔：

And Melissa, do we know – this is obviously very much a tertiary education picture – do we know what the picture is like at the secondary school level, even the primary school level? Because Is it fair to say that it would be unusual for someone to pick up a language with absolutely no connection to that language prior to entering university?

Melissa, 我们上面说的那些情况主要是发生在高等教育阶段，那中学阶段，甚至是小学阶段的情况又是怎么样的呢？因为一个人在上大学之前完全没有接触过一门语言，进入大学才开始学，这种情况可以说是比较少见的吧？

Melissa Crouch | 梅丽莎·克劳奇：

Yes, so the picture, the level of states and territories is diverse. Professor Joe Lo Bianco from the University of Melbourne actually did an excellent study on Victoria, where he found actually that enrollments in languages had actually been improving to some extent, contrary perhaps, to opinion in primary and secondary schools, and perhaps in part because of state government support. But that's certainly not the case, in other states across Australia, and so it is quite varied and diverse.

是的，澳大利亚各州和领地的语言教育情况各不相同。实际上，墨尔本大学的 Joe Lo Bianco 教授之前专门研究过维多利亚州的情况，他发现语言课程的注册人数在一定程度上其实是在增长的，这一点可能和人们对小学和中学阶段的普遍看法不太一样，也可能部分归功于州政府。但在澳大利亚的其他州显然不是这种情况，因此整体上是相当多样化的，差异很明显。

There is the Western Australian government I understand is putting in support and funding to boost the numbers of students who study Asian languages, particularly Indonesian at primary and secondary schools with the hope that, that would then flow on to universities. And you're right that at the university level in Australia, but I guess particularly for Australian students, that they are most likely to continue advancing their language skills that they started in secondary school, rather than sort of simply suddenly pick up a new language.

据我了解，西澳政府正在投入资源和经费，来鼓励更多学生学习亚洲语言，尤其是在小学和中学阶段推广印尼语，并且希望这种学习趋势能够延续到大学阶段。你说得对，在澳大利亚的大学阶段，尤其是对本地学生来说，他们更有可能继续学习自己在中学阶段就开始学习的语言，而不是突然从头学习一门新语言。

And so that's one reason why that pipeline from secondary school, in particular, is really important. And particularly for languages like Indonesian it's more often the case that a student will start learning it in high school and then decide to advance it at university rather than sort of simply pick it up cold at the university level.

所以这也是为什么中学阶段的衔接尤其重要。特别是像印尼语这种，学生往往是从高中开始学习，然后决定在大学里继续学习，而不是在大学阶段才临时起意，从零开始学。

Ali Moore | 阿里·摩尔：

And Lewis, of the Asian languages that we do teach and that are being learned, do we have any sense of which ones are the most popular and what's driving that?

Lewis, 在目前教授和学习的亚洲语言中，最受欢迎的有哪些？而它们受欢迎的原因又是什么？

Lewis Mayo | 路易斯·梅奥：

Oh, well, I think there's no question that the three large east Asian languages, Chinese, Japanese and Korean are the core of that. And they have different profiles, in terms of what student uptake and as I say, we have the contrast between heritage learners or non-heritage learners. In the case of both Japanese and Korean, I think the appeal to non-heritage learners is a lot to do with things like popular culture.

嗯，我觉得毫无疑问，东亚三大核心语言：中文、日语和韩语。学生学这几门语言的情况也不太一样，就像我之前说的，有母语背景的学习者，也有非母语背景的学习者，我们可以从中看到差别。就日语和韩语来说，我认为它们对非母语背景学生的吸引力很大程度来自流行文化。

And in the case of Korean a very concerted strategy of promotion of Korean culture by the South Korean government running back into the late 1990s has been quite decisive in I suppose what we might call shaping Blackpink and BTS learners of Korean and creating a demand for that, which is a very interesting phenomenon in world terms. We've seen that very recently with BTS's success in the global pop music scene.

就韩语而言，很大一部分也得益于韩国政府从上世纪 90 年代末开始就有意识地推广韩流文化，所以才会出现像“Blackpink 式”和“BTS 式”的韩语学习者，也由此带动了对韩语的学习需求。这是一个很有趣的全球性现象，最近 BTS 在全球流行音乐界的成功就是一个例子。

Ali Moore | 阿里·摩尔：

For those who don't know BTS being the world's biggest band.

给不太关注这个的听众朋友介绍一下，BTS 可以说是目前全球最火的乐队。

Lewis Mayo | 路易斯·梅奥：

Yes. Thanks. And whereas in the case of Chinese, of course, you've got a complex set of issues. One being that everyone recognises that China is enormously important and influential, but because of the stances that the Chinese state takes in a number of issues, I guess, for people who are of non-Chinese background, there is a degree of what might be called caution in relationship to the learning of that language.

对，谢谢补充。而中文的情况当然更复杂。一方面，大家都知道中国极其重要，影响力巨大；但另一方面，我觉得因为中国政府在许多问题上的立场，对于非华裔背景的人来说，在学习中文这件事上，多少会带有一种可以说是“谨慎”的态度。

And indeed, I think more broadly, caution about engagement with Chinese society and culture as a whole, which is often very sad, because the Chinese state itself manipulates this sort of Sinophobia in support of its claim that it is an unjustly treated entity in the world system. So there are some complex issues relating to politics in terms of uptake of languages and people's perceptions of who the languages belong to, if you like.

而且我觉得，说得更广泛一点，人们对于接触中国社会和文化这件事也保持谨慎态度，这其实挺让人难受的。因为中国政府本身就在利用这种排华情绪，来支撑他们在国际体系中遭受不公平待遇这个说法。所以，对某些语言的学习情况以及对这些语言的“属于谁”的认知，确实牵涉到一些复杂的政治问题。

Ali Moore | 阿里·摩尔：

Given Australia's economic reliance on Asia, and particularly China, and our geographic position, a little bit of context about why it matters, why language proficiency is important, Lewis. How do you answer that question?

考虑到澳大利亚在经济上对亚洲，特别是对中国的依赖，再加上我们的地理位置，能不能解释一下这个为什么这么重要？以及为什么语言能力很关键？Lewis，你会怎么回答这些问题？

Lewis Mayo | 路易斯·梅奥：

Well, I mean, a very simple way of answering it in relationship to Chinese and Japanese, of course, is that a tiny fraction of what is written in Chinese is translated into English. And although a larger body of material that's written in Japanese is translated into English, then is that the case with Chinese, that means that overwhelmingly, people are reliant on mediated contact with that culture, which is an extremely unsatisfactory situation to be in.

嗯，用一个非常简单的方式来回答，拿中文和日语来说，就是：中文写作内容，只有极少一部分被翻译成英文。尽管日文写作内容被翻译成英文的比例更高，但总的来说，人们仍主要依赖“信息中介”，也就是翻译，来接触这些文化，这种状态非常不理想。

I mean, if you imagined what it would be like if one's relationship with the United States involved no knowledge of English, and was entirely reliant on translations of American cultural products into say Spanish, the sense of engagement with what's going on in the United States would be shallow. I think that's certainly the case with people who are engaged with China, even those living there who don't have even a small command of the Chinese language, let alone something approaching literacy. I mean, that's a very easy point to make that you simply don't know, if you don't speak the language.

我的意思是，你想象一下，如果一个人要与美国打交道，但完全不会英语，只能依赖美国文化产品被翻译成，比如西班牙语，来了解美国，那这个人对美国的认知就会非常肤浅。我觉得那些与中国打交道的人也是这样的情况，哪怕是那些生活在中国的人，如果一点点中文都不懂，更不用说达到识字的程度，那他们对中国的了解就非常有限。说白了，一个非常简单的道理：如果你不会一门语言，你就不能真正地了解这个国家。

Ali Moore | 阿里·摩尔：

Melissa, it's so true, isn't it? There is so much nuance, there's so much around a language that goes far beyond just a simple word.

Melissa, 真的是这样，一种语言里有太多微妙的地方，不是一个单词的表面意思就能概括的。

Melissa Crouch | 梅丽莎·克劳奇：

Yes, that's right. Look, I think for the individual, there is intrinsic value in learning a language, I think to spend your life monolingual is to, in many ways, limit your curiosity and capacity to understand the world. If you're a curious person, and engaged in a lifelong learning process. I think, the process of learning a language really opens you up to different ways of thinking about the world, different ways of understanding and conceptualising the world.

是的，没错。我认为对个人而言，学习一门语言本身就具有内在价值。如果一个人一生都只掌握一种语言，在很多方面上其实是在限制自己的好奇心和理解世界的能力。如果你是一个充满好奇心、并致力于终身学习的人，学习一门语言的过程确实能让你以不同的方式去思考这个世界，理解世界，并构建世界的概念。

And really, I guess, seeing the world through different eyes, if you like. Obviously there's also the kind of career advantages that sometimes get a more prominent place if you like when we're talking about the value of learning in Asian language for an individual. You know, if you're a student who is keen to apply for a graduate position with DFAT, Department of Foreign Affairs, it is a huge advantage for you as a candidate to have a language particularly ones like Indonesian that are crucial to our bilateral relations with our neighbours.

当然了，如果你愿意这样理解的话，学习一门语言其实就是通过另一双眼睛来看待这个世界。显然，我们在谈论学习亚洲语言对于个人的价值时，职业优势有时也会被放在更突出的位置。要知道，如果你是一名热衷于申请澳大利亚外交贸易部毕业生项目的学生，那么掌握一门语言，对于作为候选人的你来说，绝对是一个巨大的优势，尤其是像印尼语这样对澳大利亚与邻国的双边关系至关重要的语言。

And you know, it's my understanding that DFAT is actually finding that the number of applicants that they're getting for their graduate programs who have proficiency in an Asian language is actually, and particularly Indonesian, is declining. I guess then more broadly, there is the benefits to you know, Australia as a society in our place in the world and the region, I think we get taken more seriously when we can show that we have taken time to really understand another language and culture. So I think that's also part of the value of learning a language too.

据我所知，澳大利亚外交贸易部发现，在申请其毕业生项目中的人中，具备亚洲语言能力，特别是掌握印尼语的人数，正在减少。我想，从更广泛的层面来看，学习语言对澳大利亚整个社会是有好处的，有利于提高我们在世界和亚太地区的地位。我认为，当我们能够展现出我们曾花时间真正去理解另一种语言和文化时，我们就会受到其他国家更多的重视。因此，这也是学习语言的价值之一。

Ali Moore | 阿里·摩尔：

And indeed on that and particularly on, I suppose the personal and the professional impact of knowing a language we thought that we'd bring to our listeners, the personal stories of a couple of Melbourne based professionals. So here's Greta Cunningham, and she's closely followed by Andrew Godwin.

确实，正是在这一点上，特别是关于语言能力在个人成长和职业发展中的影响，我们想与听众分享几位墨尔本专业人士的亲身经历。所以接下来，让我们听听 Greta Cunningham 和 Andrew Godwin 的分享。

Greta Cunningham | 格雷塔·坎宁安：

My name is Greta Cunningham, I am currently working for the Victorian Government and have worked in government for about 15 years as well as with the United Nations and with Asia link at the University of Melbourne. I have had a bit of a long standing general obsession with all-things Asia, and I guess I chose Indonesian given that it's our largest neighbour to the north, and highly populous, but I really didn't know what I was getting myself into.

我是 Greta Cunningham，目前在维多利亚州政府工作，在政府部门已经工作了大概 15 年，此前也曾和联合国以及墨尔本大学的联亚部门有工作往来。我长期以来一直对亚洲的一切事物非常痴迷。至于我为什么选择学习印尼语，大概是因为印度尼西亚是我们北边最大的邻国，人口众多。但说实话，当初我其实并不知道自己将会踏上一段怎样的旅程。

And I really wanted to travel, to live, to study and to work in Indonesia. And the more I learned, the more I wanted to spend time there. And I guess what I really understood is that while there are Indonesians who speak some English being able to communicate in Indonesian, it really allows for a far deeper connection, and of course, that's true for any language.

我非常想去印度尼西亚旅行、生活、学习和工作。随着我学到的越来越多，我也越来越想在那里待更长时间。我想我真正理解的是，尽管有些印尼人会讲一些英语，但能和他们用印尼语交流，确实能建立更深层次的联系。当然，这对于任何语言来说都是如此。

And what I understood more than anything about language is it's never about just the language but it's about gaining a deeper insight into a culture, a psyche, politics and economy. And I really can't state strongly enough how important that has been for me. In my work for government, I have used Indonesian quite directly when I was working for the Premier's department for the state government of Victoria and working in international relations I worked quite closely with, for example, the consulate, Indonesian consulate here on Victoria's relationship with Indonesia and the language enabled me to build a much deeper rapport and trust than I would have been able to do without language.

对于语言，我最深的理解是，它不仅仅是语言，而是对一种文化、心理、政治和经济的深入了解。这一点对我有多么重要，我真的无法用语言来表达。在政府工作期间，我曾直接使用印尼语，特别是在我为维多利亚州政府首席部长办公室工作时，参与国际关系的工作中，我与印度尼西亚总领事馆密切合作，处理维州维多利亚州与印度尼西亚的关系。比起其他语言，使用印尼语更容易建立深厚的联系与信任。

I've also used Indonesian directly when I was working for the United Nations in Jakarta in Indonesia on refugee issues. Learning Indonesian for me has been as much about understanding the language as it has been about understanding the experience of being a migrant, refugee, or visitor here in Australia, and indeed, the broader experience of being other or different. Really, it's helped me develop a strong passion for social justice and equity.

我也曾在联合国驻印度尼西亚雅加达办事处工作，处理与难民相关的事务，在那段时间我也直接使用印尼语。对我来说，学习印尼语既是为了了解一门语言，也是为了了解作为移民、难民或游客在澳大利亚的经历，也就是作为主流群体之外，其他群体所体验到的一种更广泛的经历。实际上，这段经历帮助我培养了对社会正义和平等的强烈热情。

Andrew Godwin | 安德鲁·戈德温：

I'm Andrew Godwin. I've been an academic at Melbourne Law school for the past 16 years. Prior to that I was in practice for 15 years, 10 of which was spent as a foreign lawyer in Shanghai. My decision to learn Chinese goes all the way back to secondary school, I attended a school that taught us Chinese, I had a number of Asian friends. It also helped that I had a bit of a photographic memory. So learning the characters was relatively easy for me. I then continued my studies at University where I majored in Chinese as part of my Arts degree.

我是 Andrew Godwin，过去 16 年我一直在墨尔本大学法学院担任教师。在此之前，我从事律师工作已有 15 年，其中 10 年是在上海当外籍律师。我学习中文的决定可以追溯到中学时期，当时我所在的学校教授中文，我也有不少亚洲朋友。再加上我记忆力特别好，这也让我在学习汉字方面相对轻松。后来，我进入大学继续深造，在攻读文学学位时主修了中文。

And what the language did for me was give me a window into Chinese history, Chinese culture, and it opened up a whole new world for me, and that world has had a huge impact on me since then. It's been an important part of my professional life. I spent 10 years in China, 10 years in Shanghai, where I practiced as a foreign lawyer.

这门语言为我打开了一扇窗，让我看见中国的历史与文化，也带我进入了一个全新的世界。从那时起，这个世界就对我产生了很大的影响。它是我职业生涯中一个重要的部分。我在中国待了 10 年，10 年都在上海从事外籍律师的工作。

And without my Chinese language skills, I wouldn't have been able to do the work that I had to do, I wouldn't have been able to review the laws in Chinese, I wouldn't have been able to communicate in Chinese. It was an incredibly important tool for me during my professional career in practice, after I finished in practice in 2006, I came back to Melbourne and continued in academia, and Chinese has continued to be an important tool for me, particularly in my research.

如果我不具备中文语言能力，我根本无法完成那时的工作。我审查不了中文写的法律，也没办法用中文沟通。在我从事律师工作的职业生涯中，中文对我来说是一个极其重要的工具。2006 年，在结束律师职业生涯之后，我回到墨尔本并继续从事学术工作。中文依然是我重要的工具，尤其是在我的研究中。

Ali Moore | 阿里·摩尔：

So that was Andrew Godwin there and before him Greta Cunningham, two Melbourne based professionals with their personal stories about the importance of having learned a language and I suppose, Melissa and Lewis, for me, Greta's point that it's never just about the language but gaining a deeper insight and Andrew echoing that with language being a window into history and culture. Melissa, what do you think you'd miss if you don't speak the language?

刚才就是 Andrew Godwin 的分享，在他之前的是 Greta Cunningham，两位来自墨尔本的专业人士，他们讲述了学习语言的重要性，并分享了自己的亲身经历。Melissa、Lewis，我想，对于我来说，Greta 的观点是这从来不只是为了掌握一门语言，更是为了获得更深的理解，并且 Andrew 的观点也呼应了这一点，认为语言是了解历史和文化的一扇窗。Melissa，如果你不会这门语言，你觉得自己会失去什么呢？

Melissa Crouch | 梅丽莎·克劳奇：

Certainly from the experiences of my students, some of whom I supervise for research projects, I think, what they miss if they are studying a country or a system, but don't have the skills to read sources in that language is they are entirely reliant on secondary sources and what other people are saying about the country in English. And so, as Lewis mentioned before, I think there is a huge dimension that they miss. And in many respects particular at the university level where we would really be wanting students to go deep in their knowledge. I think that's really, really difficult.

当然，从我学生的经历来看，其中一些是我指导研究项目的学生，我认为，如果他们研究一个国家或体系，却没有能力阅读该语言的资料，只能完全依赖二手资料和别人用英语所描述的该国情况，他们会错过什么呢？并且，就像 Lewis 之前提到的，我认为他们错过了一个重要的层面。在许多方面，特别是在大学阶段，我们真切地希望学生能够深入地掌握知识。但我认为这真的非常、非常困难。

Ali Moore | 阿里·摩尔：

And Lewis that was the point that you were making earlier about mediated contact, you will always to a certain extent your connections, if you don't speak the language, will always be through the filter of someone else.

Lewis, 这正是你之前提到的关于“信息中介”那个观点。如果你不会这门语言，你和那种文化的联系在某种程度上永远都是透过别人的滤镜来建立的。

Lewis Mayo | 路易斯·梅奥：

That's exactly right. And one of the things I'd like to add in response to the sound grabs that we've just heard is that different individuals who learn a language that is not related to their own society will engage in radically different ways with that society. You might get people who's interest in sport for example, and whose competence in Chinese or Korean permits a deeper engagement with golfers, for example. Or you might find scientists whose work on say environmental issues is enormously enhanced by their capacity to engage with on the ground situations, which you can't do if you don't know that language.

没错，我想补充一点，来回应我们刚才听到的那几段嘉宾讲述自身经历的音频，也就是在学习一门与自己社会背景毫无关联的语言过程中，会以截然不同的方式与那门语言背后的社会建立联系。比如，有的人可能对体育感兴趣，并且他们掌握中文或韩语的能力，使他们能够更深入地与高尔夫球手互动。或者你会发现科学家在研究环境问题时，由于具备接触当地实际情况的能力而受益匪浅，但如果你不懂那门语言，这是做不到的。

And when you think about the incredible diversity of different contexts in which Chinese Australians are engaged with different parts of Australian society, you would think, well, we would want those of different community backgrounds to be as engaged with societies like Indonesia, and China and Japan in as big a way as is possible. And it's not simply about people with high levels of aptitude for learning languages, I cite myself as an example, think of myself as an extremely average language learner. But I'm incredibly persistent, you don't have to have a photographic memory to succeed with Chinese, you simply just have to spend the time. And you'll get there, it's a very much a skill which combines intellectual propensities and capabilities and willingness to repeat enough to be able to become competent. And that is a time issue as much as a skill issue, and I think that question of when it is that people give up with a language that has to be addressed in terms of strategy for language planning.

当你考虑到澳大利亚华裔在澳大利亚社会的不同领域中参与各种不同的情境时,你也许会认为,我们应该希望来自不同社会背景的人能够尽可能在很大程度上与像印度尼西亚、中国和日本这样的社会进行互动。这不仅仅是对于那些语言学习能力很强的人来说,我以自己为例,我觉得我是一个极为普通的语言学习者。但是我非常有毅力,你不一定要有好的记忆力才能学好中文,你只要愿意花时间就能学好。这是一项非常需要结合智力水平、能力和大量重复练习,才能熟练掌握的技能。这既是时间问题,也是能力问题,我认为人们何时放弃学习一门语言这个问题,必须从语言规划策略的角度来解决。

Ali Moore | 阿里·摩尔:

You're listening to *Ear to Asia*, from Asia Institute at the University of Melbourne. And just a reminder to listeners about Asia Institute's online publication on Asia, and its society's politics and cultures. It's called the *Melbourne Asia Review*, it's free to read and it's open access at melbourneasiareview.edu.au. You'll find articles by some of our regular *Ear to Asia* guests and by many others. Plus, you can catch recent episodes of *Ear to Asia* at the *Melbourne Asia Review* website, which again, you can find at melbourneasiareview.edu.au.

您正在收听由墨尔本大学亚洲研究院推出的《亚洲之声》播客。我们也提醒各位听众关注亚洲研究院关于亚洲及其社会、政治与文化的线上出版物——《墨尔本亚洲评论》。您可以在 melbourneasiareview.edu.au 免费在线阅读并自由访问。这里有来自《亚洲之声》播客的常客以及其他许多作者的文章。此外,您还可以在该网站上收听《亚洲之声》的最新播客,网址依然是 melbourneasiareview.edu.au。

I'm Ali Moore and I'm joined by Asia researchers and educators Melissa Crouch, professor and associate dean of research at the UNSW Law School, and Dr. Lewis Mayo of Asia Institute at the University of Melbourne. We're talking about Australia's commitment to Asian language proficiency. Given the enormous benefits that you've both just talked about of having proficiency in another language, and particularly given the topic of this podcast, Asian languages, let's turn to that very cool question of why the decline in the numbers and the popularity of Asian language programs. Lewis, do you have a, I'm sure there's a myriad of reasons, do you have a sense of what is the overwhelming reason.

我是 Ali Moore，今天我们的嘉宾是亚洲研究学者及教育工作者、新南威尔士大学法学院教授兼研究副院长 Melissa Crouch，以及墨尔本大学亚洲研究院的 Lewis Mayo 博士。本次话题是澳大利亚对亚洲语言能力的重视程度。两位刚刚谈论了掌握另一门语言能够带来的巨大益处，尤其是我们这次播客的话题——亚洲语言所能带来的益处，那我们来聊一个重要问题：亚洲语言课程的数量和热度为什么会下降？Lewis，我知道原因有很多，你认为最主要的原因是什么呢？

Lewis Mayo | 路易斯·梅奥：

Part of it is just to do with the demands of early study, and the disillusionment that people experience when confronted with something that is hard to acquire. Often, one of the problems is that learners come in with perhaps unrealistic expectations of how quickly they will acquire competence. And when those expectations are frustrated, then there's a high dropout rate.

其中一部分原因和学习初期的需求有关，也和人们遇到难以掌握的知识时所产生的失落感有关。通常其中一个问题在于，初学者在开始学习时，也许会抱有不切实际的期望，认为自己可以很快就掌握语言技能。当这些期望落空时，就会产生很高的退课率。

And we know that if you're learning a related language, you're going to acquire it much more quickly, because you've got a vocabulary, and a grammar repertoire that you can draw upon. And so when you come to say, the distance between East Asian languages and English, you're looking at fairly long term investment if you're going to get any kind of return. And I think that's a practical reason why people give up.

正如我们所知，如果你学的语言和母语属于同一语系，那么因为已经拥有了可以借鉴的词汇和语法知识，你可以更快地掌握这门语言。而当涉及东亚语言和英语这样差异较大的语言时，想要获得回报就需要长期投入。我认为这就是人们放弃学习的一个现实原因。

Ali Moore | 阿里·摩尔：

Lewis do you think that also in that context, that there's a part of giving up because, especially when we look at, for example, Chinese language programs, if you have a number of people in the course who are of Chinese heritage, those who are not think, "Well, it's really hard, and there's no way I'm ever going to be able to match the proficiency of my fellow students."

Lewis，你觉得同样情况下，是否有一部分人放弃的原因是，比如，尤其在中文课程中，假如班上有一些是以中文为母语的学生，那些非母语者可能会觉得：“这太难了，我永远不可能赶上同学们的语言水平。”

Lewis Mayo | 路易斯·梅奥：

That's true. I think that certainly at tertiary level, the programs, and certainly our program at Melbourne, the programs are very careful to ensure that, that inappropriate grouping of students doesn't occur, I would suggest that there's a broader problem of perception, which is that in contrast to countries in which language learning is taken for granted is something that you have to do. And an example of that would be Finland. Finnish and English have nothing in common, it's as hard for a Fin to learn English, as it is for an English person to learn Finnish.

确实。我认为高等教育水平的课程，比如我们墨尔本大学的课程，十分注重确保学生间的合理分组。我想说还有一个更普遍的认知问题，就是不同国家之间存在相反的情况，一些国家将语言学习当作是必须的、理所当然之事。芬兰就是这样一个例子。芬兰语跟英语毫无相似之处，芬兰人学英语和英语母语者学芬兰语一样困难。

But we know that the Finnish education system is extremely successful at producing very high levels of bilingualism, as well as very, very successful outcomes that there is in Australian society and in New Zealand and Canada and in the United States. In other words, in the broad white dominated Anglophone societies, there is a general sense that language learning is not something that you really need to learn to do.

但是我们知道，芬兰的教育系统在培养高水平双语者方面有非常，非常优秀的成果。但在澳大利亚社会、新西兰、加拿大和美国这样，普遍以白人占主导地位的英语社会中，人们普遍认为语言学习并非必需品。

And this situation contrasts with the very high levels of bilingualism found in most other parts of the world, throughout Africa, throughout Asia, in Latin America, and indeed in much of continental Europe. So there is a kind of cultural problem that I think is specific to the white Anglosphere, language learning is simultaneously too hard and unnecessary.

这种情况和世界上大多数其它拥有高双语水平的地区形成了鲜明对比，如非洲、亚洲、拉丁美洲，以及实际上欧洲大陆的许多地区。因此，我认为白人英语圈存在一种特有的文化问题，即认为语言学习既困难又没有必要。

And I think that quite a lot of work has to be done to overcome that perception. You know language learning is considered to be something that's done by people with a talent for languages. And I think this is a mistaken view, language learning should be seen as essentially something like driving, something that any adult can actually accomplish.

我认为应当进行一系列工作来改变这种认知。你知道的，人们认为语言学习是拥有语言天赋的人才会去做的事。我觉得这种观点是不正确的，语言学习本质上应该被看作是和开车一样的，任何成年人都能够掌握的技能。

Ali Moore | 阿里·摩尔：

Melissa, do you agree with this, I suppose, this perception of 'too hard and not necessary'? And if you do, I wonder to what extent that need for a greater appreciation of the importance of Asian languages is something that is driven by government policy, by funding policies?

Melissa, 你同意有这种太难又没有必要的看法吗？如果你同意，我想知道，提升人们对亚洲语言重要性的认识在何种程度上，需要依赖政府政策或资金支持？

Melissa Crouch | 梅丽莎·克劳奇：

Yes. So I'm reminded of something that I, for some reason frequently hear my students say now, which is, "Well, if I don't know the answer or how to a translate it, I'll just use Google Translate."

我同意。这让我想起，因为某些原因，我常常听见我的学生说：“如果我不知道问题的答案或者不知道该怎么翻译，用谷歌翻译就行了。”

And of course, we kind of cringed at that. Because while Google Translate may be helpful in some circumstances, it's not necessarily always accurate, or it's not something you can rely on if you're wanting to be precise, necessarily, depending on the language and what you're translating.

当然，这种说法让我们有些担忧。因为虽然谷歌翻译在某些情况下或许可以提供帮助，但它并不总是准确的。或者说，如果你想要精确的翻译，谷歌翻译并不可靠，当然，这取决于具体语言以及你的翻译内容。

Ali Moore | 阿里·摩尔：

Gosh, that could end up with some very, very difficult situations, I'd imagine, if you relied on Google Translate.

天啊，我可以想象，依赖谷歌翻译可能会导致非常棘手的情况。

Melissa Crouch | 梅丽莎·克劳奇：

Yes. So I guess one thing I want to say, first of all, is the role of the media. A number of years ago, when I was teaching Bahasa Indonesia in primary schools and a little bit in high schools, I was really struck by what students had heard about Indonesia from the Australian media. And at that time, it was all about things like the Bali bombings and terrorism. And they were hearing all these negative things about Indonesia. And sometimes they'd even say, "My parents told me this."

是的，没错。所以，我想说的一件事是，首先是媒体的作用。几年前，我在小学教印尼语，也在高中教过一点，那个时候我真的被学生们在澳大利亚媒体中听到关于印度尼西亚的内容震惊到了。因为，在那个时候，全都是关于巴厘岛爆炸案和恐怖主义的事情。他们听到的全都是这些有关于印度尼西亚的负面消息。有时他们甚至会说：“这是我父母告诉我的。”

It was frustrating, because one of the things that you often say, as a language teacher is, well it's good to learn this language, because one day you might go to Bali or Indonesia for a holiday. 这挺让人郁闷的，因为作为一个教语言的老师，经常说的一句话就是，学习这门语言很好，因为也许有一天你会去巴厘岛或印度尼西亚别的城市度假。

And my students will go, "Well, no, we don't really want to go, we've heard this country's like this from the media." And so it was really hard to, as a language teacher, I think you're often confronting some of the negative perceptions that the Australian media might have about a country like Indonesia, or at least a very distorted perception that only picks up on one aspect of something that's happening in that country, rather than the whole range of things that many of which are much more positive about our relationship with Indonesia.

然后我的学生们就会说，不，我们不是很想去，我们已经从媒体上听说这个国家是这样的。作为一个语言老师，真的很艰难。因为，我认为你经常要面对澳大利亚媒体对于像印度尼西亚这样的国家的一些负面看法，或者，至少是一种非常扭曲的看法，这种看法只关注在那个国家发生的某些事情的单个方面，而并非全部的，其中许多被忽略的部分，其实都展现了我们与印度尼西亚关系更积极一面。

Ali Moore | 阿里·摩尔：

Which reflects the political side of the debate and the caution that Lewis was talking about earlier. 这反映了辩论中的政治层面，以及 Lewis 刚刚谈到需要“保持谨慎态度”的方面。

Melissa Crouch | 梅丽莎·克劳奇：

That's right. Yeah, yeah. The other thing I just want to say was around I guess incentives and access. And again, let me just give you an example from my own experience. While I studied Indonesian in high school and university, I did want to study Burmese. Now obviously it's a slightly rarer language, or one that's less common. But it was literally, it was impossible for me to do it as part of my degree so it wasn't offered at the university I was at.

对对对，我想说的另一件事是关于鼓励机制和学习途径。进一步说，让我用我自己的经历给你举一个例子。我在高中和大学学习印尼语的时候，我确实想学习缅甸语，很显然，缅甸语是一门略微少见的语言，或者说是一门不太常见的语言。但是，实际上，对我来说，它甚至不可能成为我学位的一部分，因为我所在的大学并没有开设这门课程。

Only in more recent years has it been offered ANU. But again, I think it's the only University in Australia that offers it. And so I sort of came to the end of my degree, and it took a while because I really, one I had to find funding and then I had to find a way to study this language, which is I think harder for many of these smaller languages where materials are maybe harder to come by. 直到最近几年澳大利亚国立大学才开设了这个课程，但是，另外，我认为这是在澳大利亚唯一提供缅甸语课程的大学。我在某种程度上终于快要完成我的学位了，我花了挺久的时间，因为我真的，首先，必须寻求资金支持，然后我需要找到学习这门语言的方法，我认为这一点对于许多小语种来说更加困难，因为找到学习资料可能是一件更难的事情。

It's harder to find courses and the access issue is much more difficult. So I think having structures and courses in place where it's easy for students to pick up a language is really important. And then I guess the other thing related to that is just kind of the incentives. So again, I recall in my year 11, and 12 there were incentives at that time in Victoria to study a language as part of year 11 and 12 studies and there was some sort of benefits to doing that. I think you got some sort of extra marks and students knew that.

而课程则更难寻找，并且学习途径的问题也很难解决。所以，我认为有完善的结构和课程，对于让学生轻易的接触到一门语言来说，是非常重要的。然后，我想与此相关的另一件事就是鼓励机制。再者，我记得在我十一年级和十二年级的时候，维多利亚州鼓励学生在十一年级和十二年级的学习中学习一门语言，这样做对于学生是有一定好处的。我想你可以由此得到一些额外分数，并且学生们都知道这一点。

And again, I think at the university level, there are smart ways that universities can think about making languages easier and more attractive to students, particularly from STEM disciplines where there might sort of traditionally be less students from STEM disciplines taking languages simply because it often adds a year to their degree. You know if they have to add a whole diploma course to their program, you're then looking at a six-year degree rather than a five-year degree.

并且，我认为在大学层面，可以考虑一些聪明的方法，让语言对学生来说更容易，也更有吸引力，尤其是来自 STEM 学科的学生，因为传统上，STEM 学科选修语言的学生可能较少，单纯是因为这通常会给他们的学位增加一年的学习时间。要知道，如果他们必须在课程大纲中增加一整门文凭课程，那么你就会看到一个六年制的学位，而不是五年制的学位。

Whereas if, as I understand at Melbourne, and maybe Lewis can correct me on this is some universities where there are breadth degrees to start with for the undergraduate degree, there is actually strong encouragement for a science student, for example, to take courses outside of science and one of that could be a language. So I think those kinds of structural incentives are really important for students.

相比之下，也许 Lewis 可以在这一方面纠正我，据我了解，在一些大学，比如墨尔本大学，本科学位阶段设有跨学科课程体系，这实际上是在强烈鼓励理科生，比如说，让他们选修理科科目以外的其它课程，语言是可供他们选择的科目之一。所以，我认为这些结构性的鼓励机制对学生来说非常重要。

Ali Moore | 阿里·摩尔：

Lewis, that's obviously incentive for students but what about incentives for institutions to offer courses, and that's particularly relevant given when we go back to the point that a number of Australian universities have recently cancelled Asian language programs. And I know that a number of years ago, the Australian government committed to promoting national strategic languages, to what extent has government support waxed and waned over the years, and where are we now?

Lewis, 这显然是对学生的鼓励机制，但对学校开设语言课程的鼓励机制是什么呢？这个问题尤其重要，因为回到我们先提出的一点，澳大利亚一些大学最近取消了亚洲语言的课程。我知道在几年前，澳大利亚政府承诺要推广国家战略语言，那么，这些年来政府的支持在多大程度上有所起伏，以及我们目前又处于什么样的阶段？

Lewis Mayo | 路易斯·梅奥：

It's been erratic. I think that's the broad view of it. I don't think that any working language teacher at tertiary level in the Asian language field feels that we are adequately supported in our endeavours. When the government mouths platitudes about commitment to the study of Asian languages, we're often left wondering, "Well, how do we get access to that support?"

我认为整体来说，政府的支持一直都不固定，不认为任何在高等教育机构中教授亚洲语言的语言老师有感受到我们的努力有得到足够的支持。当政府口口声声承诺投入亚洲语言研究，我们常想“嗯，那我们如何取得支持呢？”

We tend to be in a situation where Asian language knowledge is a specialised, field rather than something that is general across the university. That means that it's fairly rare for senior university administrators to have an understanding of what is involved in the learning of Asian languages and what resources need to be committed to the learning of those subjects. And so we're very much prey to the shifting whims of internal administration. And it's extremely hard to get any kind of long-term security in terms of planning and the recent closures of Asian language programs across the country are signs of that instability. And I'm sure we're going to be looking at a situation in five to six years time where people will say, "Well, how did that all happen?" And there'll be another tidal wave of, maybe that's too large, tsunami of interest in Asian languages, and then it will fade away. This is something that those of us that have been in the system for a while are used to having experienced.

我们常陷入一个情况，那就是亚洲语言知识是一个专业领域，而非在大学中普遍常见的知识领域。也就是说，几乎没有资深大学行政人员了解学习亚洲语言包含什么，和学习这些科目需要投入什么样的资源。而我们就像食物链的下层，受制于内部行政人员举棋不定的政策。而且，在课程设计方面，任何形式上都很难有长期的稳定性，近期亚洲语言课程的停办就反映出了这个不稳定性。而我很确定，我们在未来的五六年都会面临这样的情况，大家可能会说“那，怎么会这样？”我们会面临另一波海啸，以海啸形容可能太大了，或者说热潮，对学习亚洲语言有兴趣的另一波热潮，然后又会平息。这就是我们这些在体制内一阵子的人很习以为常的事。

Ali Moore | 阿里·摩尔：

And Melissa, let me ask you, I wonder how that ad hoc and that lack of consistency in policy sits with one thing that is consistent in government policy, regardless of the political leanings of the government, is the rhetoric about the vital importance of Asia. So on the one hand, all sides of politics acknowledge our position in the region, but then it doesn't seem to flow through on a consistent basis to the need to be proficient in regional languages.

Melissa, 问题回到你这边，不论政府的政党倾向，政府政策中唯一维持不变的事情，是不断强调亚洲至关重要的角色，我想知道变动和不一致的那些政策是如何与这个政策核心互相配合。所以，一方面来说，各方政党都认知到我们在这个区域中的位置，但这似乎并没有与精通区域性语言的需求一致地同步并行。

Melissa Crouch | 梅丽莎·克劳奇：

Yeah, I think in the past, Australia was certainly looked to by others around the world as a centre of Asian Studies and was really a leader in the field. I think that comes under threat when many of the core pillars of that language programs, in particular, are shrinking in many respects. I think the government while it has had, for example, these national languages and strategic priorities, if you like, and in the Asian Century White Paper of 2013, that included Arabic, Indonesian, Chinese, Hindi, Japanese and Korean, although it potentially included other languages over time.

是的，我认为在过去，澳大利亚在国际上被认为是亚洲研究的中心，也确实是这个领域的领头羊。我认为这个地位已受到威胁，尤其是，多方面来说，许多语言课程的重要支柱都正在减少。举例来说，我认为政府过去有设定国家语言和战略优先目标，如同我们所知，在 2013 年的亚洲世纪白皮书中，这些语言包括阿拉伯语、印尼语、中文、印度语、日语、韩语，虽可能随着时间增加其他语言。

While those statements are there in the past, and in policy, it hasn't necessarily flowed through into the funding agreements that governments have with Australian universities. And one of the things that was most disappointing this year is that even that language around national strategic languages appears to have been taken out of the Commonwealth funding agreements with the universities and replaced with just sort of a broader reference to languages, which we're not quite sure what that means.

但那些目标就只存在过去，而在政策上，这些承诺并没有反映在政府与大学的资助合同上。今年最失望的其中一件事是，就连“国家战略语言”这个用词似乎都被从联邦政府与大学的资助合同中移除，取而代之的是“语言”这个更广泛的概念，我们并不确定这代表什么。

And so I think the overall effect of that is, whereas in the past, a university would have to advise the minister that they were planning to, for example, close a language program. And presumably there would be some sort of discussion at the government level about that closure. Now it seems much, much easier for a university to simply be able to close a program and there's very little government pushback on these efforts.

而我认为这整体的影响是，举例来说，在过去，大学可能需要向校长提出停办一个语言课程的打算。而照理来说，会需要与政府层级进行某种程度上的关于停办课程的讨论。现在，看来似乎更加更加的容易让大学直接停办一个语言课程，且政府对此几乎是没有反对的。

Ali Moore | 阿里·摩尔：

Melissa, at the same time though, we do have now in Australia, this job-ready graduates package, and it's interesting that, that actually discounts the cost of a language major to students. So on the one hand you would think that would make a big difference. But I note that it also discounts the cost of other courses, for example, psychologists, other professions that the government deems we're going to need in the future and that's received quite a bit of publicity but it's hard to find a headline about the discount of a language program.

Melissa, 与此同时，我们澳大利亚现在有这个毕业生就业准备计划，很有趣的是，这个方案提供语言专业的学生折扣的价格。所以就这方面来说，你会认为这是很大的改变。但我注意到，其他课程也有折扣的价格，例如，心理学，和其他政府认定我们未来会需要的其他专业，而且关注度很高，但我们似乎很难注意到语言课程的折扣。

Melissa Crouch | 梅丽莎·克劳奇：

Yes. So on one hand fantastic, that language is now, appear to cost students less than they did in the past. I think the challenge is, is that's not necessarily well known by students. So while the government may say, "Well, this is an incentive for students," if students don't know about it, then it can't be an incentive. So I think there's work to be done both by the government and universities, if they do want to use this policy change as an incentive for students to take a language, they need to tell students about it.

没错，语言现在让学生花费少于过去，就这方面来说非常好。我认为难题是，这件事情并不见得被很多学生知道。虽然政府可能会说“哦，这是给学生的鼓励机制”，但如果学生根本不知道，那就不算是鼓励机制。因此我认为，政府和大学都要做的事情是，如果他们想以这个政策改变作为让学生学习一门语言的鼓励机制，他们就需要告诉学生们这个消息。

I think more broadly, though the challenge is also that the job ready graduates package appears to sort of divorce language learning from some of the broader humanities and social sciences subjects. For example, it's usually common for a student who's learning a language to also take some courses perhaps on, for example, if you're doing Indonesian, Indonesian media or Indonesian politics or Indonesian culture. But the job-ready graduates package, as I understand it, sort of differentiates between those two groups of subjects, and the student would be paying more to study Indonesian history as opposed to studying Indonesian language, whereas really, we should see those as two kind of interconnected areas of study. And in many ways, your language learning is enhanced by, at the same time, learning about its history and its politics.

我认为从更广泛的角度上来讲，挑战还在于毕业生就业准备计划似乎将语言学习和一些更广泛的人文和社会科学科目割裂开来了。例如，学习一门语言的学生，通常也会同时选修一些其他的相关课程，比如，如果你学的是印尼语，那么你可能还会选修印尼媒体、印尼政治或者印尼文化。但据我了解，毕业生就业准备计划将这两类科目区分开来了，学生学习印尼历史的学费，可能会比学习印尼语的要高。而实际上，我们应该将这两类科目视为相互关联的学习领域。从很多方面来讲，语言学习本身也会因为你同时学习相关的历史和政治内容而得到提升。

Ali Moore | 阿里·摩尔：

So Lewis, as we draw this podcast to a close, and we look ahead, how do you think that we get this greater appreciation of the need for language proficiency? I mean, it's obvious in terms of where our economic interests lie in terms of our geopolitical interests, given our physical location in the region. What do you think we need to do to get a greater appreciation.

那么 Lewis，随着我们即将结束本期播客，现在来展望一下未来，你认为我们应如何提升人们对于语言能力重要性的认识？我的意思是，从我们的经济利益、地缘政治利益以及我们所在地区的地理位置来看，这一点其实是显而易见的。那你觉得，我们应该怎么做，才能让人们真正地意识到这一点？

Lewis Mayo | 路易斯·梅奥：

This debate has been going on for decades. And so there's obviously no quick fix. And I think it's one where you sit down in a meeting room full of people, and they say, "Well, learning an Asian language is very important," everyone will nod and say, yes, that's quite true. And then they will go away, and none of them will think about actually sitting down and trying to do it.

这场关于语言学习的辩论已经持续几十年了，所以显然没法快速解决。我觉得这种情况通常是这样的：当你走进一个会议室，里面坐满了人，他们会说，“学习一门亚洲语言非常重要”，之后每个人都点头称是，认为这句话确实有道理。但等他们散会离开之后，没有一个人真正地考虑要坐下来，认真地去学一下试试。

So I guess, what we need is a broader culture that acknowledges the importance of the learning of Asian languages. In particular, I suspect that there will be as the structure of Australia's population changes, we'll have a population that for various reasons is more disposed to the learning of Asian languages as it becomes, in a sense, less dominated by Anglo-Celtic and European background people. And of course in Western Europe, Asian languages, were of minority specialised interests rather than things that are part and parcel of everyday life.

所以我觉得，我们得有一种更普遍的文化认同，就是大家都意识到学亚洲语言的重要性。特别是，我推测，随着澳大利亚人口结构的变化，我们的社会将在多种因素的推动下，变得更加倾向于学习亚洲语言。换句话说，随着以英裔凯尔特人和欧洲背景为主导的人口比例逐渐减少，这种倾向会逐步增强。当然，在西欧，亚洲语言以前一直被视为少数人感兴趣的专业领域，而不是日常生活的一部分。

And of course, the connections between Australia in the North Atlantic world are substantial, and so moving away from that will take some time. But the problem is, as Melissa alluded to earlier, that the approach to Asian languages and studies of Asian societies and cultures has been extremely instrumentalist. People ask the question, well, what sort of job will it get me. And so we're faced with a broader problem of how to integrate the study of Asian languages and societies into people's cultural worldview.

再当然，澳大利亚与北大西洋世界之间的联系依然非常紧密，因此，要逐步转变这一现状还需要时间。但问题在于，正如 Melissa 之前提到的，人们对亚洲语言和亚洲社会及文化研究的态度太过于功利。很多人一开口就问：“我学这个能帮我找到什么样的工作？”所以我们面临的是一个更深层次的问题：如何把学习亚洲语言和了解亚洲社会，真正地融进人们的文化世界观之中。

And this is something that involves a lot of work, and I don't get the sense that there's really commitment to engagement in that work. And we, as overworked professionals in this field, are expected to do this. And we simply don't have the time and resources to do the teaching, and promote the subjects at the same time.

这是一项需要投入大量精力的工作，而我并不认为当前社会对此真的有足够的重视和投入。我们这些在这个领域工作的专业人士本就负担沉重，却还被期望去承担这项任务。但现实是，我们根本没有足够的时间和资源来做到既要教学，同时又要去推广。

So one important example of this is the field of Asian Studies, which doesn't involve Asian language acquisition, it's supplementary to it, has no backup in the high school system. So enrollments in Asian Studies remain small, simply because people don't have that as an area of inquiry at high school level. And that means, of course, that you don't follow the path that I myself followed, which is basically from interest in Asian histories and cultures and societies into the learning of Asian languages.

一个重要的例子就是亚洲研究这一领域。它本身并不等同于亚洲语言的学习，而是对语言学习的补充。但高中里根本没有这个方面的课程，因此大学选修亚洲研究的人数始终偏少，原因很简单：学生在高中阶段根本没有接触过这个领域，自然不会产生兴趣。这意味着，他们当然不会像我自己那样，从对亚洲的历史、文化、社会感兴趣，慢慢发展到去学亚洲语言。

So you know, that's one area that I think needs discussion, and I think it's also very important to think about different constituencies in Australian society and their interests and needs as far as learning Asian languages are concerned. For instance, I don't think people think about people in rural areas who are actually very practically engaged with Asian economic and cultural worlds, as a constituency that might be targeted in terms of the promotion of Asian languages.

所以你知道，我认为这是一个值得深入探讨的领域。同时，我认为，认真思考澳大利亚社会中不同群体在学习亚洲语言方面的兴趣与需求，也是一件非常重要的事情。比如，我觉得人们往往忽视了处于乡村地区的人群，尽管他们在实际工作中与亚洲的经济和文化有着紧密的联系，但却未被视为可能进行亚洲语言推广的目标群体。

Ali Moore | 阿里·摩尔：

I suppose if we're talking about how to generate a greater appreciation of language proficiency, Melissa, that need to really inspire people at a very young age, to provide a pathway, to provide access? That's pretty key, isn't it?

我想，如果我们在谈论如何提高人们对语言能力的重视，Melissa，那么关键在于从很小的年龄就开始激发人们的兴趣，为他们铺路，提供学习途径吧？这确实非常关键，不是吗？

Melissa Crouch | 梅丽莎·克劳奇：

Yeah, that's right. I think that there definitely needs to be a holistic focus. And to be honest, I think many of the answers we know, a lot of it comes down to political will and will at the university level. If we take, I guess, four areas, business, state governments, federal governments and universities, from the business sector I think we know that there are many in the business sector who are on board with wanting to see more graduates who have linguistic skills and skills in appreciating and understanding Asian cultures and societies at a very deep level, they know the business arguments for that.

你说得很对。我认为在语言能力方面确实需要一个整体性的关注。说实话，我们其实知道很多问题的答案，大多都归结于政治意愿和大学层面的意愿。如果我们从商界、州政府、联邦政府和大学这四个领域来看，在商界，我们知道许多业内人士都希望看到更多具备语言技能、并能深刻欣赏和理解亚洲文化和社会的毕业生，他们知道其中的商业道理。

You know, at the state level, I think while we do have some good or perhaps emerging examples in Victoria and Western Australia, certainly more can be done. I think other states can learn from that. But I think there's a lot to do for states to then be working with the federal government and for the federal government to really put its money where its mouth is, I think it talks a lot about the Indo-Pacific region. But we don't really see that translate into concrete support and funding for Asian languages.

你知道，在州政府层面，虽然我们在维州和西澳看到了一些不错的，或者说是正在成形的案例，但我们肯定还可以做得更多。我认为其他州也可以从中学习。不过，还有很多工作需要州政府与联邦政府合作，而联邦政府也应该做出实际行动。我认为政府总是在谈论印太地区，但我们却看不到政府在亚洲语言上的具体支持与资助。

And then you have universities, and again I think there is a symbiotic relationship between the federal government and universities. I think universities in Australia need to see themselves and their leadership role in the region. And I think language programs and supporting students to learn languages is a key part of that role. As Lewis mentioned before, I think we do need to see vice chancellors and other university management leaders, who have come through Asian language programs, Asian Studies programs, who have an appreciation for the persistence that it takes, as Lewis talked about, but also just the real benefits that it brings to the individual and to society.

接下来是大学层面，我认为联邦政府和大学之间存在着一种共生关系。我觉得澳洲的大学需要认识到他们自身及其在该地区所担任的领导角色，而语言课程与支持学生学习语言，则是其中非常关键的一部分。正如 Lewis 之前提过，我认为我们确实需要看到校长和其他大学管理层领导，本身是学习亚洲语言课程或亚洲研究课程出身的。他们对学习亚洲语言所需要的坚持有所体会，如同 Lewis 所说，同时也明白学习语言为个人和社会带来的真正益处。

Ali Moore | 阿里·摩尔：

I think both of you have given us a very good picture of those benefits. Before I let you go Melissa, can I ask if listeners want to hear more of your thoughts and look at your research? Where can they find you? You're active on social media?

我想两位已经充分地为我们展示了这些益处。Melissa，在你离开前，如果有听众想要进一步了解你的想法和研究，他们可以在哪里找到你的资讯？你有在使用什么社交媒体吗？

Melissa Crouch | 梅丽莎·克劳奇：

Yes, you can find me on Twitter. My Twitter handle is “melissaacrouch”, C-R-O-U-C-H. There’s web pages, I’m sure if you search my name, you can find it. But I would also recommend the Asian Studies Association of Australia. That is one of the academic associations that does try to advocate for Asian Studies and the study of Asian language programs in particular.

有的，你可以在推特上找到我。我的推特帐号是“melissaacrouch”，C-R-O-U-C-H。如果你搜寻我的名字，相信你也能找到我。我也推荐大家关注“澳大利亚亚洲研究协会”这是一个致力于倡导亚洲研究，特别是亚洲语言课程的学术协会。

Ali Moore | 阿里·摩尔：

And Lewis is there any way you would point people to go to?

那 Lewis，听众要如何找到你呢？

Lewis Mayo | 路易斯·梅奥：

I’m extremely unactive on social media, I spend most of my time learning languages at home, so you can look for me on the Asia Institute website.

我几乎不用社交媒体，大部分时间都在家里学习语言。不过你可以在亚洲研究院的网站上找到我。

Ali Moore | 阿里·摩尔：

Terrific. Thank you both so much for, well your commitment to Asian language proficiency, but also for explaining to us why it is so important and some of the challenges involved. Thank you very much for talking to *Ear to Asia*.

太棒了。非常感谢你们两位，不仅是对亚洲语言能力的付出，也感谢你们向我们解释了它为何如此重要以及所涉及的一些挑战。非常感谢你们接受《亚洲之声》的采访。

Melissa Crouch | 梅丽莎·克劳奇：

Thanks Ali.

谢谢你 Ali。

Lewis Mayo | 路易斯·梅奥：

Thanks Ali, a pleasure as always.

谢谢你 Ali，很荣幸参与访谈。

Ali Moore | 阿里·摩尔:

Our guests have been Asia legal scholar Melissa Crouch, Professor and Associate Dean of Research at the UNSW Law School, and Asia historian Dr Lewis Mayo of Asia Institute at the University of Melbourne. *Ear to Asia* is brought to you by Asia Institute, you can find more information about this and all our other episodes at the Asia Institute website. If you liked the show, please help us by spreading the word on social media. *Ear to Asia* is licenced under Creative Commons copyright 2021 the University of Melbourne. I'm Ali Moore, thanks for your company.

今天的来宾是亚洲法律学者、新南威尔士大学法学院教授兼研究副院长 Melissa Crouch 教授，还有墨尔本大学亚洲研究院的亚洲历史学者 Lewis Mayo 博士。《亚洲之声》是由亚洲研究院制作的播客，您可以在亚洲研究院的网站上找到更多关于这集和其他节目的资讯。如果您喜欢我们的节目，请帮忙在社交媒体上分享。《亚洲之声》由墨尔本大学享有版权，并依据 2021 年创用 CC 授权。我是 Ali Moore，感谢各位的陪伴。