"This collection of papers presented at the conference hosted by Ateneo de Manila University on August 17-18, 2012 cover mostly Chinese Language education in Chinese heritage schools within ethnic Chinese communities in ASEAN countries. Like many conference proceedings, there is no overarching coherent theme or focus among the papers other than the catch-all theme of Chinese Language education in ASEAN countries. But they do give readers good information on a wide range of problems and issues facing Chinese education in Southeast Asia."

"With China now the No. 1 trading partner of Southeast Asian countries, which in turn have a long history of Chinese heritage schools, ASEAN countries are in a good position to capitalize on this asset and use them to help build a solid foundation for Chinese Language education in the mainstream schools. Rather than viewing the Chinese heritage schools in ASEAN countries as liabilities, they should be viewed as indispensable assets for preparing ASEAN citizens of all races and nationalities with trilingual ability and cross-cultural skills necessary to play leading roles at home and in the world. Instead of curbing these schools and undermining their ambition to excel and expand, they should be supported by policies and financial incentives to compete in training top notch students. Instead of viewing these Chinese heritage schools as a threat to national security and nation-building, they should be viewed and treated as vanguards for the quest of educational excellence and trainers of future leaders in ASEAN countries. These schools should be encouraged and supported by government, industry, and businesses to strengthen their curriculum and resources, upgrade their facilities and teaching personnel, and increase their recruitment and enrollment of indigenous students. They could also be used as resources and technical assistance centers for local public and private schools interested in developing Chinese Language education and Chinese studies. The success and benefits of these schools, in other words, should be shared by students of all races, religions, classes, and nationalities."

L. Ling-chi Wang, Ph.D.
from "Introduction: Chinese Language Education in ASEAN Countries and the World"
in Chinese Language Teaching and Education in a Globalizing Southeast Asia
Chinese Language Teaching and Education in a Globalizing Southeast Asia

Proceedings of the conference on "Chinese Language Teaching and Education in a Globalizing Southeast Asia," August 17 and 18, 2012 at Crowne Plaza Hotel, Manila
In Memoriam

JOAN S.H. WANG (王秀惠)
1960-2012
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in getting the best of both worlds. Experiences gained from the several
decades of social and educational development in Singapore have shown
that most people can really master one language well and acquire another
language only at "a working knowledge" level. Therefore, recognizing that
only a minority of people, at most 15% of the population, "have the IQ and
the aptitude to master two languages equally well" and "even fewer can
think in more than one language," the government may have decided that
it would not be too meaningful to maintain a demanding standard for the
second language to be learned by all students in schools. On the other
hand, it also recognizes that the country needs to nurture a critical mass
of people who have the substantial literacy foundation in Chinese language
and culture to serve as the cultural ballast of the community. There is even
more reason for it to do so in view of the fact that the regional and interna-
tional geo-political environment have increasingly been shaped by the
factor of the "rise of China." Of course, it remains to be seen if the mea-
ures "to strengthen the teaching and learning" of Chinese in schools imple-
ted since 1999 will successfully achieve their objectives. A question
worth pondering is that will these measures also undeliberately produce
two groups of Chinese students demarcated by their attached or detached
orientation toward Chinese language and culture? That could be a topic
worth pursuing.

26 "Ministerial Statement by DPM Lee Hsien Loong on Chinese Language in Schools", op. cit., p. 3.
后2008年政治海啸与政治博弈下的马来西亚
华文教育发展机遇和挑战分析，2008-2011

机家丰博士

论文摘要

马来西亚独立至今已是五十年，但其依然面对国族构建之困扰。独
立初期掌权的联盟政府实施由三大民族组的协合式民主体制，以协商
方式分享政权。但马来西亚自1969年发生流血的种族冲突事件后，其他
政体已由巫统政党所掌控，并衍变成政治学者所谓的种族威权民主国
家。在此体系下，以马来民族主义为纲的巫统推行了一系列以马来人
为优先的政策。因此华人族群的政经文教权益日渐萎缩而使他们面临
了各种困境。有鉴于政府实施单元的国民教育政策以形塑出马来族为主
导的国族，所以华文教育面对了一系列的国家教育政策与法令的冲击。
马来西亚的华文教育长期面对各种不利其发展的束缚，但其得到华社
的尽力支持而能存活下来。

于2008年举行的马来西亚第十二届大选所掀起的政治海啸和格局
展示了其政治发展又来到了一个分水岭。它催生了华社期盼已久的两线
制。308政治海啸不只打破了巫统与国阵霸权的格局，尤为重要的是它
促成了另一股势力雄厚并可与国阵抗衡甚至取代它的阵线，即人民联盟
（民联）。这个替代阵线能在该届大选中成形主要是因为华裔与印裔选
民大量支持反对党。308政治海啸所形成的新政治格局更进一步激化了华
裔选民的政治意识因为它次的剧变使他们真正感受到手中一票的力量。
民联以人民主权和跨种族的政治理念吸引了众多华人的支持和拥护。由
民联执政的州属实施了一系列公平均等政策以及华人群体的政策。
另一方面，国阵政府为了赢回华裔选票而实施了数项惠及华人的举
措并向华社发放政治糖果。有鉴于此，久受边缘化的华文教育发展亦因
此有了发展的契机。

两线制的出现使得许多华教和政党领袖纷纷赞同。但华教发展的道路
平坦了吗？虽然由民联执政的州属在308政治海啸后实施了一系列惠及华
教的措施，但总体来说华教的发展依然面对严峻的挑战。本论文着重于
探讨2008年后马来西亚华文教育所面对的问题、机遇和挑战。作者亦分
析华教在两线制下的发展前景。

关键词：政治海啸、两线制、华小、华教运动、单元教育政策