An Investigation into the Differing Perceptions of Mandarin Language Programs in Macau

李曉玲、倪淑芳

ABSTRACT

Macau is a multi-lingual and multi-cultural city because of its special history and geographic environment. Before 1999, Chinese, Portuguese and English were the three main languages spoken in Macau. These three languages have been used in different periods of time in Macau's history. After 1999, Mandarin has been gradually considered as the official language by Macau's government. Macau's Mandarin language education has been carried out for ten years. There are about 1,000 people learning Mandarin language per year in Macau because people believe that learning Mandarin will unite Macau's people and Chinese people. Learning Mandarin has become more and more popular in Macau's society since 1999 when Macau became a special administrative region of the People's Republic of China (PRC). Therefore, Mandarin is now a required subject in many schools in Macau. This study aims to examine the potential problems and the practicability of the Mandarin language education practiced in Macau by using the questionnaire. The purpose of this study was to investigate qualified teachers' different perceptions on: attitudes towards the MLEP, understandings of the MLEP, the willingness of becoming the ML teachers, views about the course arrangement and teaching materials for the current ML courses, evaluation for the government's MLEP, and students performance in ML classes. However, not every aspect of the language planning was covered. The questionnaire focused on teachers' views toward the Mandarin language education in Macau. It is hoped that the findings of this thesis will contribute to the refinement of this policy. The results from ANOVA and descriptive statistics showed that most of the teachers had good attitudes toward the MLEP, sufficient understanding of the MLEP, high willingness of becoming ML teachers, positive attitudes toward course arrangement and teaching materials offered by Macau's government, good evaluation on the government's implementation of MLEP, and positive evaluation on students' performance in ML classes. The results indicated that the MLEP has been implemented successfully so far in Macau. Therefore, Macau's government has good promotion about the MLEP at school.

Keywords : Mandarin ; Mandarin language education ; Language-in-education planning ; Language Attitudes ; Macau
Table 4.18.4 The Percentages, Means and Standard Deviations of the Teachers’ Views toward the Current Mandarin Chinese Language’s Studying Hours in Schools Everyday

Table 4.18.3 The Percentage, Mean and Standard Deviation of the Teachers’ Views about the Current Mandarin Chinese Language Should Be When to Begin to Study

Table 4.18.2 The Percentages, Means and Standard Deviation of the Teachers’ Attitudes toward the Mandarin Language Policy  

Table 4.17 Test of the Effect of Age and Gender on Teachers’ Attitudes toward MLEP

Table 4.16 Means and Standard Deviation of Teachers’ Attitudes toward MLEP of Different Gender

Table 4.15 Means and Standard Deviation of Teachers’ Understanding toward the MLEP of Different Age

Table 4.14 One-Way ANOVA’s Result of the Policy Understanding

Table 4.13 Means and SDs of Willingness of Becoming Mandarin Teachers

Table 4.12 Means and SDs of Students’ Performance in Classes at Different Levels of School

Table 4.11 One-Way ANOVA’s Result of the Policy of Government’s Implementation of MLEP at Different Levels of School

Table 4.10 Means and SDs of Evaluation of the Teachers’ Understanding toward the MLEP at Different Levels of School

Table 4.9 Scheffe’s Test of Willingness of Becoming Mandarin Teachers at Different Levels of School

Table 4.8 One-Way ANOVA’s Result of the Willingness of Becoming Mandarin Teachers at Different Levels of School

Table 4.7 Means and SDs of Willingness of Becoming Mandarin Teachers of Different Levels of School

Table 4.6 Scheffe’s Test of Teachers’ Understanding toward the MLEP of Different Age

Table 4.5 One-Way ANOVA’s Result of the Attitudes toward the MLEP

Table 4.4 Means and SDs of Understandings of MLEP at Different Levels of School

Table 4.3 Means and SDs of Attitudes toward MLEP at Different Levels of School

Table 4.2 Summary of the Descriptive Statistics

Table 4.1 Summary of the Comparison with the Shih’s Questionnaire in Section 6

Table 3.8 The Meaning of Range of Alpha

Table 3.7 The Comparison with the Shih’s Questionnaire in Section 5

Table 3.6 The Comparison with the Shih’s Questionnaire in Section 4

Table 3.5 The Comparison with the Shih’s Questionnaire in Section 3

Table 3.4 The Comparison with the Shih’s Questionnaire in Section 2

Table 3.3 The Comparison with the Shih’s Questionnaire in Section 1

Table 3.2 The Comparison with the Shih’s Questionnaire in Section 2

Table 3.1 List of Schools for Data Collection

Table 3.0 The Comparison with the Shih’s Questionnaire in Section 1

Table 1.10 Means of Willingness of Becoming Mandarin Teachers between Gender and Age

Table 1.09 One-Way ANOVA’s Result of the Willingness of Becoming Mandarin Teachers

Table 1.08 Means and SDs of Attitudes toward the MLEP of Different Gender

Table 1.07 One-Way ANOVA’s Result of the Attitudes toward the MLEP

Table 1.06 Means and SDs of Understandings of MLEP of Different Gender

Table 1.05 One-Way ANOVA’s Result of the Policy Understanding

Table 1.04 Scheffe’s Test of Teachers’ Understanding toward the MLEP of Different Gender

Table 1.03 Means and SDs of Teachers’ Understanding toward the MLEP of Different Age

Table 1.02 One-Way ANOVA’s Result of the Policy Understanding

Table 1.01 Scheffe’s Test of Willingness of Becoming Mandarin Teachers at Different Gender

Table 1.0 Means and SDs of Willingness of Becoming Mandarin Teachers

Table 0.9 One-Way ANOVA’s Result of the Willingness of Becoming Mandarin Teachers

Table 0.8 Means and SDs of Teachers’ Understanding toward the MLEP

Table 0.7 One-Way ANOVA’s Result of the Attitudes toward the MLEP

Table 0.6 Means and SDs of Understandings of MLEP

Table 0.5 One-Way ANOVA’s Result of the Policy Understanding

Table 0.4 Scheffe’s Test of Willingness of Becoming Mandarin Teachers

Table 0.3 Means and SDs of Willingness of Becoming Mandarin Teachers

Table 0.2 One-Way ANOVA’s Result of the Attitudes toward the MLEP

Table 0.1 Means and SDs of Understandings of MLEP

Figure 4.4 Distribution of Respondents’ Language to 2003

Figure 4.3 Distribution of Respondents’ Native Languages

Figure 4.2 Distribution of Respondents’ Gender and Level of School Teaching

Figure 4.1 Distribution of Respondents’ Language

Figure 2.3 Basic Language Planning Model

Figure 2.2 Map of the Yue-speaking Region of Guangdong and Guangxi Provinces

Figure 2.1 The Map of Macau

Figure 1.3 The Number of Students in Macau from 1983 to 2003

Figure 1.2 The Number of Students in Macau from 1983 to 2003

Figure 1.1 The Number of Schools in Macau from 1983 to 2003

List of Figures

List of Tables

Suggestions for Future Research and Limitations of the Study

5.1.5 Evaluation of the Government’s Mandarin Language Policy

5.1.4 Students’ Performance

5.1.3 Conclusion

5.1.2 One-Way ANOVA’s Result of the Policy Understanding

5.1.1 One-Way ANOVA’s Result of the Attitudes toward the MLEP

5.0 Conclusion

4.2 Means and SDs of Teachers’ Understanding toward the MLEP

4.1 Means and SDs of Attitudes toward the MLEP

4.0 The Situations Involving the Execution of the MLEP

3.9 The Summary of the Reliability Analysis

3.8 The Meaning of Range of Alpha

3.7 The Comparison with the Shih’s Questionnaire in Section 5

3.6 The Comparison with the Shih’s Questionnaire in Section 4

3.5 The Comparison with the Shih’s Questionnaire in Section 3

3.4 The Comparison with the Shih’s Questionnaire in Section 2

3.3 The Comparison with the Shih’s Questionnaire in Section 1

3.2 The Comparison with the Shih’s Questionnaire in Section 2

3.1 List of Schools for Data Collection

2.10 Description of Linguistic Situation and Political Status in Macau

2.9 Haugen’s Revised Language Planning Model with Additions

2.8 Population Figures by Major Dialect Groups

2.7 Schools by Medium of Instruction and Enrollment, Macau, 2002/03

2.6 Institutions by Level and Their Learning Offered by Schools

2.5 Number of Schools, Macau 1997/98

2.4 Type of Schools Established at Different Era

2.3 Schools and Student Figures by Level, Macau, 2002/03

2.2 Description of Linguistic Situation and Political Status in Macau

2.1 Language Used and Language Course in Different School Type

1.12 Evaluation of the Government’s Implementation of MLEP

1.11 One-Way ANOVA’s Result of the Policy Understanding

1.10 Scheffe’s Test of Teachers’ Understanding toward the MLEP

1.9 Means and SDs of Teachers’ Understanding toward the MLEP

1.8 One-Way ANOVA’s Result of the Attitudes toward the MLEP

1.7 Means and SDs of Teachers’ Attitudes toward MLEP

1.6 One-Way ANOVA’s Result of the Willingness of Becoming Mandarin Teachers

1.5 Means and SDs of Willingness of Becoming Mandarin Teachers

1.4 One-Way ANOVA’s Result of the Policy

1.3 Scheffe’s Test of Teachers’ Understanding toward the MLEP

1.2 Means and SDs of Teachers’ Understanding toward the MLEP

1.1 Means and SDs of Students’ Performance in Classes at Different Levels of School

1.0 One-Way ANOVA’s Result of the Policy

Appendix 1b. Questionnaire (English Version)

Appendix 1a. Questionnaire (Chinese Version)


