

澳門普通話教育之調查

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摘要

澳門是一個典型的多語言、多元文化的城市。回歸前廣東話、葡文、英文是最主要的溝通工具，這三種語言在澳門不同的歷史時期扮演著不同的角色，這幾種語言都是人們日常生活中不可缺少的溝通工具。回歸後，普通話變成法定的語言，在行政、立法、司法方面必須使用這種語言。澳門的普通話學習與推廣規模是在回歸前後的10多年的時間裏形成的。平均每年有1000多人學習普通話，因為學習普通話讓澳門人在語言上可以讓澳門人和中國人更有認同感和融入感。澳門作為中國的一個特別行政區，使用普通話的機率增多，又加上許多場合都需要用到普通話，所以加強普通話的教學是必須的。此論文主要是藉由問卷來分析澳門政府在推行普通話教育的可行性，並檢視澳門當前所推行的普通話教育問題。然而，並非所有關於語言計劃的範疇都包括在此研究之中。此研究主要是針對澳門不同層級的老師們的意見調查表來作為推行此政策效率的象徵性指標，所以本論文主要目的是調查124位不同層級合格的老師們的意見，意見調查表共分七個部份：老師們的個人資料、老師對普通話教育的態度、老師對普通話教育的了解程度、對成為普通話老師的意願度、對普通話課程安排和教材的滿意度、對政府現階段推行的普通話教育總體評鑑、學校老師對學生在普通話課程的表現評量等來調查。希望這一本論文，能夠對澳門的普通話教育提供一個較為完整的普通話教育方案。從研究結果得知，大部份老師們對實施普通話教育的態度是正向的、對普通話教育了解程度很高、對成為普通話老師的意願度很高、對課程安排和教材的認同度很高、對政府現階段的普通話教育總體評鑑很好、學校老師對學生在普通話課程的表現評量都是滿意的，由此可知，政府推行澳門普通話教育課程是成功的。

關鍵詞：普通話；澳門；普通話語言教育；語言教育計劃；語言態度

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