



Por mesma razão, se não promovermos a capacidade de aprender línguas estrangeiras entre o nosso povo, teremos mais dificuldades em destacar-se no mundo competitivo da Globalização. De facto, o povo tem tido um nível superior da língua estrangeira nas grandes cidades, como Pequim e Shanghai, tanto mais que há mais finalistas que se graduam nas universidades dos estudos estrangeiros. Os cidadãos da classe básica não têm uma boa educação, porém podem melhorar a sua capacidade numa língua estrangeira através do processo de trabalhar, por ter mais oportunidade de usar a língua.

Portanto, é bom que Macau fique na oitava posição na competitividade da China. Entretanto, se não melhorar este aspecto, a distância com as cidades anteriores ficará maior e, ao mesmo tempo, outras cidades posteriores a ultrapassarão.

A capacidade da língua abrange muitos factores, como transmitir a mensagem claramente tem a ver com a habilidade de comunicação, isto é, hababilidade da comunicação humana. Em relação ao modo tradicional da educação em Macau, a capacidade da língua é apenas vista como a capacidade de ouvir, falar, ler e escrever na língua chinesa e inglesa, todavia, o que é mais importante, a habilidade de comunicação é mesmo ignorada. Em vista disso, muitas questões de reformar e melhorar a aprendizagem da língua estrangeira surgem, por exemplo, como prestar mais atenção a esta habilidade na educação básica? Como integrar esta habilidade em todas as disciplinas? Como elevar a capacidade dos alunos através do ensino-aprendizagem e concepção das actividades? As questões estão por investigar profundamente, e nós, temos um longo caminho a percorrer.

Wong Iat Hang da “Escola Luso-chinesa Técnico-profissional”
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02 Language · Ability

If you want to give a detailed list of abilities which students in the new era must have, you are able to list more than a hundred items. However, amongst these is one ability which is of most importance that is “Language ability”.

Changes in industrial structure

At the present time, most of the regions of the world have entered into the age of information. In the recent two decades, some of the more advanced and developed countries have undergone dramatic changes in their industrial structure. Among them, the proportion of tertiary industry of the developed countries basically accounts for more than 70%. We take Macao as an example; in the year 2009, Macao’s tertiary industry accounted for nearly 90% of its total production.

As we all know, the changes in industrial structure have a profound impact on the needs of manpower of a region. Skills of human resources required in the industrial age are difficult to meet the current needs of present society. For example, in the 1980s and early 1990s, Macao benefited from mainland China’s reform and opening and economic development factors etc. The majority of human resources was in secondary industry. Most of them engaged in labor-intensive industries such as toy manufacturing, electronic parts assembly, as well as garment further processing etc. This situation continued until the past decade when, due to the northward movement of the above types of industries and the impact from the policy of importing foreign workers, the number of local residents engaged in the above-mentioned industries decreased substantially. On the other hand, after the handover of Macao to China, Macao depended heavily on the rapid development of tourist industry and thus its industrial structure changed rapidly. The development of tertiary industry has become Macao’s major economic pillar.

Due to the structural change in human resources, people who originally engaged in secondary industry needed to undergo re-training. Otherwise they would face the so-called structural unemployment.

According to the interpretation from Wikipedia (2011), the tertiary industry refers to:

“It does not produce material goods and is the industry which obtains payment through acts and production of services i.e. the service industry. Now service industry accounts for more than 70% of the total production in developed countries and about 55-65% in some developing countries. Service industry mainly includes: trade, hotels and catering, public passenger transport, warehousing and logistics, convention and exhibition, finance, insurance, real estate agents, business consultants, public services, civil defense, personal service, community service, social work and telecommunications industries etc.”

From the list given in the above interpretation on tertiary industry, you can see that the important characteristic of tertiary industry is to take high regards on interpersonal communication. Whether you are engaged in trade, restaurants, convention, or real estate agents, insurance, the top priority is nothing but interpersonal communication skills. This is the greatest difference in the skill requirements for human resource between secondary and tertiary industries.

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In the past, whether you were engaged in garment processing or electronic assembly works, your working object was non-speaking thing. At that time, interpersonal communication ability did not affect the working efficiency of workers. At that time it needed skillful workers only. But now we require the building of relationship with others and taking high regards on communication. Therefore, we can say with certainty that language ability is the basic requirement for people to survive in the workplace today.

The intensification of globalization

In addition, the level of globalization is one of the indicators used to gauge the competitiveness of Macao and other Asian regions.

The “Chinese Provincial Economic Competitiveness Report (2009-2010)” of the National Academy of Social Sciences revealed that the competitiveness of our neighbor region, Hong Kong was in the first place and then followed by Taiwan, Shanghai, Beijing, Jiangsu, Guangdong, Zhejiang, Tianjin, Macao and Shandong.

In fact it cannot be denied that foreign language skills are absolutely important in a globalized world of today. In recent years, in the whole world learning Chinese has caught on. European countries and America began to add Chinese as a selective subject in their foundation education curriculum. The proportion of Japanese and Korean speaking Chinese is increasing rapidly. It reflects the importance of the role of China in international trade.

Similarly, if we do not promote and improve the foreign language skills of our people, it is difficult to stand out in the above global competition. In fact, in Beijing, Shanghai and other big cities, residents of foreign language proficiency have increased substantially. That is so for foreign language university graduates. Although the educational level of grassroots is low, they are able to improve their foreign language skill gradually through contact with others in their work.

It is fortunate that Macao is still ranked the eighth in competitiveness. Macao will soon lag behind and be caught up by the cities behind if it does not speed up in this respect.

Language ability includes many elements. How to convey a message clearly includes communication skills i.e. the so-called interpersonal communication skills. Macao’s traditional education model tends to define language ability narrowly as including listening, speaking, reading and writing ability in Chinese and English while neglecting the more important aspect of communication skills. How to invest more concern of this part into the basic education? How to reflect it into different subjects? How to improve the language skills of students through teaching and activities design? Besides, we have problems on the optimization of foreign language learning environment and innovative improvement of foreign language learning. All these require in-depth analysis. It seems that we still have a long way to go!

Wong Yat Hang (Escola Luso-Chinesa Técnico-Profissional)
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03

社会参与重在“行”

踏出第一步

从个人立场去看社会参与的定义，无论你是“关心讨论型”或“付诸行动型”，不管你参与的社会事务是公益性质，如义工、筹款卖旗及捐献、捐血，以及关注社会事务；或者是政治性质，如投票、选民登记、论政或参选等，都是社会事务。当你参与其中，就代表你关心社会。回想从年轻时

候至今，我参与过许多不同的社会事务。记得大学毕业后，初出茅芦，年轻人充满雄心壮志，对社会充满了期盼，特别有兴趣参与不同的社会事务。最初参与的活动多数是联谊性质的，如加入青年篮球队。起初我是受训者，转眼间已踏入中年，我还是成员之一，只是由受训变成为培训。在参与社会事务的过程中，我获得了丰富的人生经验，充实了我的人生。

2001年，我有机会于母校任教，由于是年轻教师，被学校推荐参与中华教育会担任教育学科研究组的工作，跟着许多澳门教育界资深的前辈共同探讨教育和社会问题。作为年轻教师，能获前分享丰富的教育经验，是多么难得的机会。2002年更有机会参与讨论“非高等教育制度纲要法”的谘询工作。作为教育工作者，参与教育法规的讨论工作，运用教育专业于澳门教育事业的发展，能有学以致用用的机会，实在是难能可贵。在出席“非高等教育制度纲要法”谘询工作会议时，我更明白到法律的修订对整个社会发展有着重要的意义，影响深远。对我这个教育界的新人而言，有关教育或法律的知识是十分薄弱的，幸好学校安排我主要任教公民教育科，我亦有机会参与教育社团的教育研究工作，掌握了有关澳门教育的数据资料、发展历史和现况，弥补了我的不足，让我更明白何谓“法”。一个文明、进步的社会，法律是根基，所有的政策的基础始于法律的制订。参与社会事务丰富了我的知识，拓展了我对社会的认识，最重要是我的参与可以影响政府的政策，为社会未来的教育发展作出贡献。因此，我建议年青人多参与社会事务，这有助于个人以及专业的成长。

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