

# 語言課程的意識型態 —— 以92課綱的「國語文」與97課綱的 「華語文」為例

蔡藍儐\*、葉鴻楨\*\*

## 摘 要

本文旨在說明語言課程名稱變遷背後所承載的意識型態，首先說明2003～2008年語文（國語文）課綱微調的源由與內容。接著透過九年國教實施後國語名稱的歷史沿革發展趨勢分析國語文課程名稱的異動，以瞭解潛藏於這些課程名稱、組織機構的預設及價值體系。最後希冀以語言課程名稱做為公共論述的議題以助於縮小「實然」與「應然」的鴻溝，並發揮適應與重建社會的功能。

關鍵字：國語文、華語文、語言課程

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\* 蔡藍儐：國立東華大學國民教育研究所博士候選人、宜蘭縣公正國小教師

\*\* 葉鴻楨（通訊作者）：宜蘭縣羅東國小教師

電子郵件：lanpin@gmail.com

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## **On the Ideology of Curriculum Terms: Taking ‘Mandarin’ in the 92 Curriculum Guidelines and ‘Chinese’ in the 97 Curriculum Guidelines as Examples**

Lan-Pin Tsai\* Hong-Zhen Ye\*\*

### **Abstract**

This essay will explore the ideology behind the ‘terms’ used when discussing national language/Mandarin/Chinese curriculum guidelines in Taiwan. Firstly, I will explain the short story of the adjustment made to the curriculum guidelines in 2003 and 2008 (or years 92 and 97 when using the ROC calendar) and the changes between them. Secondly, by reviewing the ‘terms’ applied to identify national language/Mandarin/Chinese in the development of the 9-year alignment curriculum, I will discover/unveil the presumptions and the ideology underneath these ‘terms’. Lastly, I wish the decision makers, when it comes to the making or changing of educational policy, would adhere to the principle of academic autonomy and consider the education system as the priority instead of following the pendulum of the attentions of the political parties.

**Keywords:** Mandarin, Chinese, curriculum terms

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\* Lan-Pin Tsai: Ph.D. Program of Multicultural Education, Department of Curriculum Design and Human Potentials Development, National Dong Hwa University; Teacher, Yilan Gong-Jheng Elementary School

\*\* Hong-Zhen Ye (Corresponding Author): Teacher, Yilan Luo- Dong Elementary School

E-mail: lanpin@gmail.com

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