

International Activity Reports, NUU 聯大國際活動報



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Inaugural statement

文 / Nan-Kuang Chen (研發處國際組陳南光組長 / 光電系副教授)

The "International Activity Reports, NUU" is a biannual and bilingual journal published by the National United University (NUU). Excitingly, this is an inaugural issue of the journal reporting the international activities and events that we

the way to the promised land. Our main goal is to ignite the students' enthusiasm and build up their confidence to launch NUU toward internationalization. Comfortingly, dawn is breaking and NUU is on the way.

Look back to this time last year, a student group called International Volunteers (IV) was founded (Fig. 1). To update,

Carnival Festival (ICF) with many brilliant performances and interesting competitions (Figs. 3 and 4) on Nov. 21, 2013. Due to the big success of the first ICF, we decided to expand the activity to cover a whole week in early May this year. For the ICF in 2015, we will go further to a more international step to invite several of our sister universities to attend the event with 1st United Cup International Basketball Competition. The foreign basketball players will also climb a mountain (馬拉邦山) with our students. The IV is now proposing a loud call to recruit student English cheerleaders for the basketball competition. We deeply appreciate Director of the Physical Education Office (體育室蔡豐任主任) for his great help to co-organize this anticipated event.

In the second half of 2013, we created a team of 13 youth ambassadors (YA). They were chosen from student volunteers with good English proficiency. The purpose of founding this team is to find out and to extensively train prominent students who are aggressive in exploring the world to promote NUU at our sister universities. We think it would be more convincing to foreigners when NUU is introduced by YAs. The first mission was to visit Chu-Hai College of Higher Education (珠海學院) in Hong Kong around the middle of January this year (Fig. 5). They went there to promote NUU and to consolidate our partnership successfully. The YAs were well-trained to introduce NUU and to communicate with students at sister universities in fluent English. By doing so, they have established solid friendship with the HK students and have kept in touch with them through Facebook. This team has also impressed our new sister universities quite a lot when international professors came over to NUU since YA was founded. We firmly believe that with the help from our IVs and YAs, we could be more resourceful and efficiently push forward on the many international works on our list. On the other hand, it is also an internal driving force to inspire the students to strengthen their international competitiveness and global mobility.



Fig. 1 Inaugural meeting for the IVs.

have done since the Division of International Affairs, Office of Research and Development was founded on Aug. 1, 2013. I would say that the day was definitely breath-taking with the birth of the division. The underlying meaning was that we began to be aware of the significance of the influence of internationalization on students and NUU itself. Since then, we have learned that it is not an easy task to come up with other universities in Taiwan that have put lots of efforts into international affairs for many years. Explicitly, we have to create the appropriate atmosphere on campus and encourage our students to be confident and aggressive in participating in international activities in a more efficient and strategic way. Thank God, we got full support from our President (許銘熙校長), Deans of R&D (韓欽銓研發長), Teaching Affairs (劉鳳錦教務長), Student Affairs (張建成學務長), General Affairs (鄧慰先總務長), School of EE (電資吳有基院長), and School of ES (理工楊希文院長) to keep us moving forward at double-quick speed. Several department heads like 材料系吳芳賓主任, 華語系何修仁主任, 經管系黃浩良主任, 工設系周永平主任, 機械系鄧琴書主任, 能源系薛康琳主任, 土木系柳文成主任及王承德主任 and many others have also teamed up with us to help lead our students on

we have more than 100 students registered to help out with the international affairs at NUU. They designed a special logo (Fig. 2) on splendid eye-catching pink T-shirts as a uniform for participating in all activities in IVs.

They helped host the international visitors including the airport pick-up service and spent much precious time hanging out with international students on campus to promote Taiwanese culture and NUU spirit, even in the night time, without taking any stipend. To realize the true spirit of volunteer service in practice, they are planning a mission to Malaysia to help local poor people this summer. In addition, some of them will also go to our new sister universities in Vietnam to teach Mandarin and promote Chinese culture this August. In addition, the IVs also served as staff for international conferences and other events like IEET authentication for NUU. For the first time on campus, they initiated the International



Fig. 2 Logo of IVs.



Fig. 3 Belly dance show at 1st ICF.

From early last year till now, based on lots of crucial help from the president, deans and department heads mentioned above, IVs and YAs, many international works have been done as listed below:

- (1) NUU has added 24 new sister universities: from Japan (x1), Korea (x2), China (x1), HK (x1), Indonesia (x1), France (x13), Vietnam (x4, paperwork in progress) and India (x1, paperwork in progress).
- (2) More than 70 visits by professors and students from Japan, HK, Indonesia, the USA, New Zealand, Germany, and China have been hosted at NUU.
- (3) NUU had also held three international conferences with more than 750 attendees in total. The organizers were the Department of Civil and Disaster Prevention Engineering, Chinese Language Center, and Optoelectronic Research Center. One of the conferences is the IEEE-series conference, which could be helpful to significantly promote NUU's academic status in the world.
- (4) One American doctoral teacher (Dr. Glen Porter) opened two all-English medium courses (Introduction to Optical Materials and English Technical Writing) in summer school. The hosted department was Department of Materials Science and Engineering and School of EE, respectively.
- (5) More than 300 students

attended the International Carnival Festival organized by the IVs on Nov. 21, 2013.

(6) 6 renowned professors from the USA, New Zealand, Germany, Japan, and Hong Kong have lectured at NUU.

(7) 27 students from the Department of Chinese Language and Literature went abroad for summer internships.

(8) More than 55 students obtained financial support from NUU or the government to attend international conferences.

(9) In 2013, two students obtained financial support from the Ministry of Education to study at Frosburg University in US for one year. In 2014, two students will head to Kisarazu National College of Technology while another two students will go to Aichi University of Education.

(10) In 2013, president Hsu established a cooperation platform for students to pursue master's degrees in 13 prestigious French universities. This is a dual degree program and is now open for students' applications. For more information, one can contact Dr. Eric Wang (王儀登) or Ms. Xin-Shu Chen (陳欣舒), Division of International Affairs at the extension number 1213 or 1709.

As for confirmed future activities in 2014,

- (1) 工設系徐義權教授 is now taking 5 students from



Fig. 4 Group photo of the IVs at 1st ICF.

Department of Industrial Design and Mechanical Engineering to attend Concours Lépine (巴黎發明展)。
(2) International Carnival Festival is going to be held over the whole first week of May. This is organized by IV and YA.
(3) The school of EE will hold the International Golden Brain Award Competition on May 30.
(4) The application for founding the International Master's Program on Intelligent and Green Technology will be submitted to Ministry of Education by the end of June.
(5) Three international conferences will be held from Jun.

22 to 24, all at the Ba-Jia campus.
(6) 5-10 students will go to Kisarazu National College of Technology for summer internships from late June to around the middle of July.
(7) The Department of Civil and Disaster Prevention Engineering will host summer school in July this year. The teacher will be a professor from Chu-Hai College of Higher Education.
(8) The schools of EE and ES will hold freshman English camp together by the end of August.
(9) Hopefully, we will have more than 20 new international students enroll for NUU this autumn semester.

At the end of this inaugural statement, I will say the next few months will be very hectic for international affairs. I am so delighted with the fruitful results of the past year based on many contributions from our president, deans, department heads, and students. Special thanks also go to my lovely colleagues 江緣貴教授, 江莉琦教授, 陳玉明老師, 邱淑媛專員, 王儀登博士, 陳慧珍小姐, 楊曉莉小姐, 陳欣舒小姐, 侯文翊同學 for their visionary ideas, impeccable hard work, and great efforts. With this



Fig. 5 A mission of youth ambassadors to visit Chu-Hai College of Higher Education in Hong Kong in January 2014.

help, we can assure everyone that internalization for NUU will be blossoming and benefit students and professors very soon.

Welcome the students from Kisarazu National College of Technology for internship

木更津學生來校實習



第一天到來的歡迎宴 welcome party 圖/侯文翊

文/侯文翊

來自日本千葉縣木更津高專的十名高三、高二生,在本校除了到系所進行實習課程之外,

同時在「華語文學系」也上了三個禮拜的中文課。這些來自日本的高中生,在華文系老師以及課輔人員們的細心教導下,

從原本零基礎的中文,進步到能寫簡短的自我介紹以及簡單的日常會話應用。

The students from Kisarazu National College of Technology in Chiba in Japan didn't only intern in NUU, but also attend the Chinese classes which Chinese Literature of Language hold. Originally, they are from basics. With CLL teacher's and after-school students' teaching care, those senior high school students from Japan became people who can write Chinese simple self-introduction and use common communication sentences.

而在臺灣生活體驗以及輔導方面,研發處的「國際事務志

工團」也克己盡責。除了帶他們體驗夜市之外,也一起進行火鍋、巧克力DIY等活動。讓這些日本學生有賓至如歸的感覺。

And the part of observing and learning from Taiwan, The NUU International Volunteers do their duty very well. Not only bring them to night market, but also do the chocolate and cook the hot-pot together. They make those foreign feel at home.

這次木更津高專來訪,無論是在學習、課業方面,或是在臺灣文化的體驗,都有充分的知識與好感度的提升。這批來自日本的高中生們,在離開臺灣的那一天,都依依不捨地送

給老師和輔導員們禮物及卡片,有些人甚至流下眼淚,並約定若有機會,必定再來聯大和臺灣。

This time Kisarazu National College of Technology in Chiba came. No matter the part of studying or sightseeing, they increased knowledge and favorable impression of Taiwan. They were sorrow and gave presents, cards to teacher and after-school students, even some Japanese students tear during the last one day in Taiwan. They promised if there a chance they will come NUU, Taiwan again.

2014 國際週

2014 INTERNATIONAL CARNIVAL AT NATIONAL UNITED UNIVERSITY

國際志工團

熱心!熱情!活力!得體!創意!責任心!是我們志工團的幾個大項!動靜皆宜,無論是辦大型活動抑或是招待外國貴賓、學生,志工們都能完成任務。

每年團內更自行規劃出國擔任志工的行程。不須透過仲介公司,一切由自己來。

如果你想體驗擔任國外志工、在校接觸到不同國家的人事物,或是學習課業外的特殊技能,甚至代表學校出訪姐妹校等,均請務必考慮加入本社團。

大學生活不糜爛!玩樂以外學技能!多國文化交匯處!精彩四年在志工!

Enthusiastic! Passion! Dynamic! Graceful! Creative! Responsible!

Those are our subjects. We can in charge of anything. No matter what we need to face, major activities or being a receptionist.

We will make a plan for going other countries to be volunteers.

Everything of the plan is done by ourselves, without the any agency.

If you want to be a International volunteer, contact with foreigners, learning something different from schoolwork, even represent school to our sister school which in foreign, you should be join our association!

文物展

看膩了有固定主題的展覽了嗎?想看看不同於藝文中心的展覽品嗎?想看看來自不同國家的「泰迪」嗎?想見識其他國家有哪些特別、特殊的物品嗎?

這些漂洋過海來臺灣的異國風情,等你來細細品味!不用出國就能看到各國的展覽品!還在等什麼!快來看看不同國家的泰迪、英國皇家瓷盤、特殊的英國雨傘等新奇物品吧!研發處國際志工團,誠摯邀請您的參觀!

Tired of watching an exhibition of the same topic? Have you ever seen "Teddy" from different countries? Are you interested in special things from other countries? Do you want to see something cool that you cannot find in the Art Center?

Those foreign things are all in our school! We are waiting for your visit. You don't need to fly to other countries, You will see a variety of foreign articles here. What are you waiting for? Just join us and enjoy the exotic atmosphere! We sincerely welcome you to visit. The NUU International Volunteers.

國際嘉聯華

一年一度的國際週來囉~還記得去年首次舉辦的國際嘉年華嗎?汽球升空給人希望的繽紛結尾!

這次將由國際志工團與聯大僑外社聯手策畫好玩有趣的各國關卡,還有還有令人食指大動,一眨眼就搶光的美食賞鮮,嘖嘖稱奇、豐富且充滿「驚奇」的摸彩活動、跳蚤市場.....等。

上次錯過的朋友,別忘了邀請你的伙伴,一同來挑戰!

The annual International Week is coming soon~ Do you remember the first International Carnival last year? We laid our hope in balloons floating so high, which marks a perfect ending for the night. This time the International Volunteer Group and the Overseas Chinese Students Association will make a breakthrough in the activity and offer delicious foreign food~(yummy...) We also prepare a plenty of amazing and surprising lottery!! Don't forget to invite your friends!

FUN 趣潑水節

潑水節也稱宋干節(泰語:สงกรานต์, 寮文:ສະຄຣາງ, Songkran),是泰語民族和東南亞地區最盛大的傳統節日,傣語稱此節日為「比邁」,意即「新年」用純淨的清水相互

潑灑,祈求洗去過去一年的不順,新的一年重新出發。

玩家PK賽前20名將跟關主對進行對抗賽,最終優勝者將獲酷炫獎品一份!

Songkran is also known as สงกรานต์ in Thai and ສະຄຣາງ in Laos. It is the biggest traditional festival of the Thai nation and the Southeast Asia. This festival is called "BiMai" in Thai, which means "New Year". People splash pure water to each other as a symbol of washing away the bad luck of the past year and restart a new year.

The first 20 winners in the PK game will have a tournament with the keepers, and the final winner will receive a cool prize!

謎 Puzzle

「一時歡樂一時愁,想起千般不對頭。如若想得千般到,自解憂來自解愁。」這首詩就是一個謎語,它的謎底正是「猜謎」。「猜燈謎」又叫「打燈謎」、「燈虎」、「文虎」,意思是猜謎遊如射虎一般困難。是元宵節後增的一項活動,燈謎最早是由謎語發展而來的,起源於春秋戰國時期。它是一種富有譏諷、規戒、詼諧、笑謔的文藝遊戲。謎語懸之於燈,供人猜射,開始於南宋。

關主們共準備將近300道謎

語,分成六個路線散佈在二坪校園,並採個人計分制,前10名優勝者可獲精美禮物一份!

Sometimes happiness and sometimes sadness; think hard but cannot figure out. If you want it eagerly, solve it and your sadness will disappear. This poem is a lantern riddle, and the answer is exactly "guessing", "Guessing lantern riddles" also known as "playing riddles", and "light tiger", which means guessing is as difficult as shooting a tiger. It is an activity developed after the Lantern Festival, and it is evolved from riddles, originated in the Spring and Autumn Period. It is rich in cleverness, precepts, humor, and satire's literary game. Began in the Southern Song Dynasty, lantern riddle is hanging in the lantern for people to guess.

Keepers will prepare nearly 300 riddles, separated into 6 routes spreading in the 1st campus. We adopt individual scoring system, and each of the top 10 winners may receive a delicate gift!

主辦單位:國立聯合大學研發處、國際事務志工團、青年大使
協辦單位:聯大僑外聯誼社
The organizer: The Office of Research and Development of National United University, the International Volunteer Group, and the Youth Ambassadors.
The co-organizer: The Overseas Chinese Students Association.

國立聯合大學華語文學系澳洲總實習報告

Chinese language and literature, NLU. Australia's internship report

文／張翊庭

澳洲實習時間為 2013 年 8 月 5 日至 23 日，實習時數共 53 個小時，地點為澳洲南岸中文學校。這次真的很榮幸能到澳洲實習，知道這是個艱難的挑戰，但是告訴自己要出去闖一闖，我相信只要盡力去完成所有事情就能有美好的成果和收穫。

The Australian internship time was August 5 to August 23, 2013. Teaching time totaled 53 hours at the Australian South Coast Chinese School. It was really an honor to go to Australia to intern, and I knew this would be a difficult challenge, but I told myself that I must try it. I believed that as long as I complete all tasks with my best efforts, and work diligently, I could have a beneficial and fruitful result.

多門課程，但是從來沒有真正面對學生的經驗，來到澳洲之後，才發現面對學生是一門很大的學問，與在臺灣學校學習如何教中文有相當大的不同，遇到不同的年齡層、中文程度、教育模式的學生，都需要不一樣的教材和教授方式，所以在澳洲學到很多很多的東西，每天的觀課和實務教學，都讓我受益良多。三週的行程安排都非常充實，每週我們的指導老師，同時也是南岸中文學校負責人，會分配課程和行程表給我們，每週一會開一次會，主要討論我們接下來的教學與教案分析，還有教學後的檢討等等，每天會到一兩所的學校觀課和進行實務教學（包含文化課程），週末則是休息時間。

I have studied many courses at the university, but I had no direct experience with students. After arriving in Australia, I realized that facing students is a very big challenge. In Taiwan I had practiced teaching Chinese and met students with different ages, Chinese levels, and education patterns, therefore all must use dissimilar teaching materials. I studied many things in Australia, but also learned a lot from the

daily observation class and the practical teaching. The three week itinerary was very substantial. The South Coast Chinese School Principal, Mr. Chen was in charge. Principal Chen assigned the curriculum and the traveling schedule each week. Every Monday we held a meeting, mainly about teaching and lesson plan analysis and discussion, but also self-criticism of teaching and insufficient facilities and so on. Every day included one or two observation or practice teaching classes which contained cultural curriculum. We had weekends off for relaxation time.

澳洲學校分為公立和私立學校，公立學校的學生很乖巧，有較嚴格的管理制度；私立學校的學生，相對較難掌控一些，不同的教育制度和體系會有很大的差別，其中 TIGS 是高級私立學校，設備和教室都比較好，有獨立的語言教室，對於培養語言人才是非常優良的環境。另外，蒙特梭利學校更是特別，開放式的教育風格，學生可以自己決定要不要聽課，也可以隨意隨在課堂中走動，讓學生自由發展自我的人格。我們還去了成人班，成人班的學生大多喜歡學習中文，師生間的感情很緊密、溫馨，大家的相處很融洽，這裡是我覺得在澳洲充滿溫暖和人情味的地方。

Australian schools are divided into publicly and privately established. The public school students are very clever. The public schools have a quite strict control system. The private school students are quite difficult to control. The different educational systems can make a big difference. TIGS are the high-quality private schools. The equipment and the classrooms are all good. Moreover, Montessori schools are special. It has an open style of education. The students can decide to attend a lecture or not, also can walk around in class. This allows the students to develop their own

personality. We also had adult classes. The adult classes' students mostly like studying Chinese, Everybody was very harmonious, and sentiments between teachers and students felt very close and warm.

在實務教學、文化課的課程中，學到很多平常接觸不到的事物，也賺取了很多經驗，因為自己上臺做教學，那段時間就是屬於你自己的時間，自己準備好要給學生什麼，自己管理教室的秩序，自己控制學生的專注力，自己掌控教學時間，做完教學後會發現自己還有許多不足的地方，還要好好加強，包含文化課程、實務教學中的課程內容、小組活動與討論，以及課堂中的小活動，每個細節和臨時狀況都要靠臨場反應和累積的經驗來克服問題。課堂經營方面是一門很重要的學問，學生在課堂上的規範好不好，影響著整個學習成效和學習風氣，所以在這方面，一定要更有方法，有了更多經驗後，才能有好的課堂經營。

I learned things which usually cannot be acquired without an internship. In the literacy class curriculum I gained many experiences, because I needed to teach in front of the class. The period of time belongs to you. I managed to keep order in the classroom, and motivated students' dedication. After, I completed the internship, I discovered that I had many insufficiencies, and wanted to improve myself. I realized that each detail and temporary condition all depend on being on site to respond and accumulating experience helps. Classroom management is a very important skill. Students' standards affect study results and the entire study atmosphere, therefore, in this aspect, I will certainly get better with these methods after I have more experience with good classroom management.

澳洲的風景和建築物好美，海邊風景美得像一幅畫，波光粼



學生學習成果展現 student's handmade work presentation
圖／張翊庭

粼的海面看得我如癡如醉，坐在海邊是人生的一大享受啊！一邊吃美食一邊看風景的經驗實在難得，回到臺灣後也還會懷念這美麗的海景。第一次去植物園和花花草草、大樹拍了很多照片；Symbio 野生動物園很特別，不同於臺灣的動物園，我們可以跟動物無距離的接觸，餵袋鼠們吃草、摸摸可愛的無尾熊，還有小馬、駝鳥、鸚鵡、孔雀等等，我們還去了雪梨，看到雪梨歌劇院、海港大橋、雪梨塔等經典指標性建築物。

Australia's scenery and architecture is good. The seashore scenery is beautiful. It looks like a painting. Eating and enjoying the scenery is a rare experience. I will never forget the beautiful seascape. The SYMBIO wild zoo is very special, and is different from Taiwan's zoo. We can get close to the animals, and feed the kangaroos, to touch the lovable koalas, ostriches, and ponies. We went to Sydney, saw the Sydney Opera House, the Harbor Bridge, the Sydney Tower and other iconic buildings.

這趟實習的日子裡，不僅在華語文教學上學習到很多，也讓我變得獨立和大膽。因為我們人生地不熟，很多地方就算看了 Google Map 或導覽介紹，仍有不知道要去哪裡的疑惑，但是為了到達目的地，我們膽量都變大了，很感謝所有被我們問路的路人，有你們的熱心

回答，我們才能順利地到達目的地，沒遇到任何危險的人、事、物，我們真是太幸運了，很感謝所有的人。

During my stay in Australia, we not only studied a great deal of Chinese culture and education-related material, but also became more independent. Because we are unfamiliar with the people and the place, we didn't know where to go. We are grateful to those who gave us directions so that we could arrive at the destination easily. We did not meet any danger to our persons or property, so we were very lucky. I am grateful to all.

最後還是要特別謝謝澳洲南岸中文學校的陳素蓮校長，謝謝校長的指導，謝謝校長慷慨地接受我們來澳洲實習，有陳校長的帶領和照顧，我們才能順利完成實習，才能有今天這些美好的回憶和收穫，謝謝您，您辛苦了。

Finally, we especially thank Australian Southbank Chinese School Principal Chen. We are grateful for his instruction, his leadership and his generosity for receiving us in Australia to practice so we can complete the internship smoothly. Therefore, we have happy memories. Thank you for your hard work Principal Chen.

海外華語教學實習經驗



林芳瑩等三人與當地老師合影 our students and local teacher's photo
圖／林芳瑩

文／林芳瑩

99 級華文四甲的同學，我、許良禎、巫明儒同學，於 2013

年 8 月 10 日前往泰國中華國際學校 (Thai-Chinese International School TCIS) 實習，此學校是由

臺灣、美國、泰國投資設立的國際學校，包含了幼兒教育、中小學教育與高中教育，學生多為華裔，其中中文教育以注音符號為基礎學習；為期四週的海外實習由現任中文部謝忠安主任及中文部陳品老師帶領。

99 Chinese Language and Literature Department students, Liang Chen, Ming Ru, and I went to the Thai-Chinese International School (TCIS) internship on August 10, 2013. This school is a funded international school established by Taiwan, the United States, and Thailand that serves early childhood, primary, secondary and high school education. The students of TCIS are mostly ethnic Chinese who learn Chinese using phonetic symbols. Chinese Department teacher Vivi Chen and Chinese program director Tony Xie lead us in the four-week

泰美好 忘不了

AN UNFORGETTABLE INTERNSHIP EXPERIENCE TEACHING CHINESE OVERSEAS

overseas internship.

海外實體觀摩 感觸良多

Inspiration by observation of Mandarin class overseas

陳品老師分別帶領兩班母語為泰語的五年級以及母語為中文的六年級、母語為泰語的七年級，這四個班級也分別讓我們帶領四週，首先第一週，觀摩海外第一線老師授課的過程，讓我們大開眼界，原來在海外的華語教育如此的活潑，陳品老師在課堂結束前 10 分鐘會進行小遊戲，不管是為了讓學生安靜或者提升學生的學習力，都非常有趣，像是利用「巧拼」拼成六塊，上面分別黏貼放入課文單字卡的資料夾，開始來個「身體口香糖」的小遊戲，

老師一唸單字，學生便要立即用身體的某個部位碰觸字卡，第二週帶領我們玩有趣又有教育性的繞口令，也讓學生們了解發音的重要性，我也特別利用繪畫圖卡的方式，讓學生們進入狀況，良禎、明儒同學則透過獎勵的方式引起學生們的學習動機，陳品老師提到此所學校的學生特別喜愛「飛壘口香糖」、「王子麵」當做獎勵，五年級至十三年級都適用，更覺得這些學生特別可愛。

Teacher Chen Ping leads two classes of fifth-graders which were native Thai language speakers and native Chinese language speakers respectively, as well as a class of seventh graders who were native Thailanguage speakers as well.

We had to teach classes for four weeks in succession. During the first week, we watched overseas teachers teach the course. It was an eye opener because the overseas Chinese education method was so lively, whether it was how they brought the students to attention or enhanced their learning ability. It was definitely a very interesting way to teach students. For example, Vivi Chen used mat, which pasted above folder, and then she made it up to six. She then put a vocabulary card into the folder. When she spoke some word the students would touch the corresponding vocabulary. In the second week, we led the students in singing a Chinese song, which helped the students discover the importance of pronunciation. I used special painting cards to help students realize what the lyrics were. In addition, Liang Chen and Ming Ru motivated students to learn through a system of reward. It's said that TCIS students enjoy gifts of Lei Fei gum and Prince, and that such gifts are applicable from fifth grade to Year 13. It's so cute for students!

運用巧思與創意 提昇學生學習動機

Increasing study motivation with various way

第三週利用課餘的時間教學生唱中文歌，學生們非常喜愛「寶貝」這首歌曲，幾乎能琅琅上口，我們也分別選了「花好月圓」、「梁山伯與茱麗葉」教唱，歌曲簡單又易懂，此外教室內備有電腦與投影機設備，在學習與教學上非常便利，陳品老師教授歌曲時，會先列印歌詞給學生，大略帶過歌詞並解釋整首歌曲的涵義，太過難懂的單字之後解釋，因此學生學習起來也特別快速。另外，由陳老師提議的任務型教學 QR Code 闖關遊戲，此遊戲內容由我們為五年級到七年級學生所設計，總共六個關卡，可以在圖書館、操場四周尋找題目的答案，並將答案填寫在自己的學習單上，只要完成每個題目，就會拿到一張字卡，最後一題的字卡在陳老師教室的書籍裡，最後必須將六個字卡排列出正確的句子，學生不僅可以認識問題，也可以培養團隊合作精神，學生們玩得不亦樂乎也能從遊戲中獲得知識。

For the third week of spare time we continued teaching students

to sing Chinese songs, we taught the students other popular songs in Chinese, including the almost catchy “baby”, “Elixir of Love”, and “Romeo and Juliet”. Our aim was to teach songs that were simple and easy to understand. Utilizing the facilities of the entire classroom, with its computer and projector equipment that make learning and teaching very convenient, Chen Ping teaches lyrics to the students first through print media, then at great length by playing the entire song over and explaining its meaning. Interpretation is too difficult for students to understand at first, but by going over the words together, the class learns the song particularly fast. In addition, Chen proposed an invented task-based QR Code teaching game, with content designed for fifth to seventh grade students. The game is worth a total of six points, and you can find answers to topics around the library and playground, filling in the answers on your own worksheets. As soon as you complete each topic, you will get a word card, and you must use the last of these six cards to arrange

a correct sentence. The game not only teaches students to recognize problems, but also helps develop a strong team spirit, ultimately benefiting all the students with knowledge and fun.

文化課最好配合課堂主題

Culture courses match different class themes

不知不覺已經進入第四週，這些學生也漸漸與我們建立良好的關係，已經習慣他們「老師！老師！」的喊著，我們這週需要準備文化課，陳老師希望此文化課程與學生課本上學習的單元有關，因此我們分別準備「環保筆筒」、「書法」、「年年有餘」三個主題的文化課程，讓學生們做中學、學中做，完成自己最獨特的作品。

Unknowningly entering our fourth week, students have gradually established a good relationship with us. They have become accustomed to shouting “Teacher! Teacher!” We need to prepare for a cultural course during the fourth week, and Chen hopes that we can prepare the course to relate to the unit students are covering in their textbooks. With this in mind, we prepared three themes

of cultural courses: “green pen holder”, “calligraphy”, and “every year more than” Students will learn by doing, learning to do, and completing these most distinctive works.

此次最開心的是獲得陳品老師實際教學上的豐富經驗，課堂的經營相當的重要，要如何穩定班級的秩序、了解學生的學習心理、展現活潑的華語教學、展現新的想法與教育理想都是新一輩的華語教師需要克服與充實的目標，最後相當感謝泰國中華國際學校給我們一個美好的學習經驗，也豐富了華語教學。

It was most enjoyable to get experienced teacher Chen's guide on teaching, the importance of classroom operation, how to stabilize the order of classes, and how students learn and understand psychologically. To show lively Chinese teaching and the new ideas and ideals of education to a new generation of Chinese language teachers who need to match the substantial goals was a wonderful learning experience that also enriched Chinese teaching.



楊校長給予我們和當地大學生互動的機會，並分享文化課 It was a chance that Principle Yang gave us to interact with collage students, and we took a picture with her. 圖／翁瑞汎

文／翁瑞汎

行程安排

Schedule

當我得知 2013 年暑假即將前往墨西哥實習，除了行前準備之外，更在教材與教學內容上用心著墨。行前的蒐集教材、撰寫教案，與當地華語中心的校長、主任和老師聯絡後，一切就緒準備出發。

When I found out that I would be going to Mexico for an internship this summer, I began busily preparing teaching materials and put more emphasis on developing Chinese culture courses. I got started with learning Chinese culture, working on teaching plans, and connecting with Principle Yang, Director Shen and teachers of the Chinese Learning Center in Mexico before everything was set.

海外當地教學現況

Situation of TCSL

我在華語教學中心擔任文化實習教師的身分，並在 Queensbury 中小學、Filadelfia 小學的家長課授課。墨西哥當地的學生相較於臺灣的更為活潑，上課的學習風氣也不同，因此第一堂課面臨的挑戰，就是課堂管理。前期，和學生的互動較多，是建立起良好關係的開始，讓自己可以順利地操作課程，同時也能夠得到學生的配合。後期則多讓學生參與活動，例如：文化課的歌曲帶動，完成個人作品之餘還可以學習到中文歌曲。課堂中也有需要付出較多關心的學生，一但覺得沒有興趣，就開始吵鬧、打亂秩序，此時便需要即時制止學生，同時也需要讓課程得

墨城華遊 Chinese lives in Mexico

以繼續進行。這次的實習過程中，除了安排中小學的課程外，也隨同其他老師到幼稚園進行幼兒華語教學。另外，藉由校長的安排，也讓自己有機會到州立大學的語言中心，擔任兩堂課的華語文化課實習教師。在短短 39 天的實習中，從學齡前階段的學生、中小學學生、大學生到家長的課程教學，面對不同年齡層的學生，即使同一門文化課，也需要適度地調整教學法與技巧，進而達到學生學習上的需求。

I went to the Chinese Learning Center as a culture teacher, and was assigned to the local school of Queensbury for teaching classes for primary students, and Philadelphia for classes for parents. I found that the first challenge of teaching a class is classroom management, especially since the students are more active than those in Taiwan. As a result, I had to emphasize establishing a relationship between me and the students at the beginning of every class. In those classes, students learned about Chinese paper-folding culture, making paper projects weekly according to the themes of the class. For example, in one class session I had them cut colored paper and then fold and shape them to be a fish to correspond with a lesson teaching them that the fish is like a symbol of many, referencing the

Chinese idiom “nián nián yǒu yú”. Besides paper projects, students also learned Chinese songs and sang to the public in the Chinese Culture event in their school. In short, I led classes, facing students ranging in academic level from kindergarten to college students and adults, and took advantage of good opportunities to learn how to fit in as a teacher with classes of various ages.

感想心得與自我充實的方向

Impression and experiences

整體而言，墨西哥的實習對我來說是個非常不一樣的經驗。首先，墨西哥屬於西語系國家，自然擔心語言溝通成為問題，但基本上在教學課堂中會以簡易的英文與學生溝通，並且達到講解課程的效果。實習時，我們不但得克服在教學前線發生的種種困難，還有教學後的成效檢討，或是課前備課與教材的製作等，一再的考驗著華語教師的能力。而我認為，身為一個華語教師，除了自身的教學技能外，更需要擁有文化容忍能力與適應能力，在不同國家進行華語為第二外語的教學，是語言教學也是文化教學，是與學生的雙向交流，同時也是擴大華語教師的眼界與學習。

Being in Mexico was a special experience for me. First of all, Spanish is the official language in Mexico, so there comes a natural problem in communication.

Fortunately, I was able to speak English to my students during classes if I needed to explain something they didn't know. Secondly, as a Chinese teacher abroad, I had to ensure students would learn a lot from the class, not only in terms of the Chinese language, but also in terms of Chinese culture. At the same time, I had to be patient and attentive with students, and make sure I showed my enthusiasm. However, these are all important difficulties to conquer that would happen naturally in the course of teaching.

啓示與感謝

Revelation and appreciation

對學生而言，需要感謝安排此次實習的舒兆民老師、何修仁主任、墨西哥文成華語教育中心的楊瑞環校長、沈建興主任，以及當地的老師們，也謝謝家人給予我的支持跟鼓勵，讓我帶著成就與成長後的愉悅滿載而歸。

To me, going abroad for an internship was a challenging event, and I want to convey my gratitude to Professor Shu, Zhao-Min, Director He, Xiu-Ren of CLL, and Principle Yang, Director Shen of the Chinese Learning Center. Also I want to thank my parents and anyone who ever helped me. All of you helped me with my achievement!

休士頓實習記

PRACTICAL TRAINING IN HOUSTON

文／游琇芳

2013 年 6 月 10 號開始為期三

週由星談計畫 (Star Talk) 展開的休士頓實習生活，實習地點是休士頓 River Oaks Elementary School，對象是小學 1、2 年級零起點的學生，主要工作是負責擔任老師的助手。

I began my three-week practical training in Houston, Texas on June 10, 2013. The training was

held by the Star Talk program. River Oaks Elementary School is where I was stationed. My work was as a teacher's assistant, and my students were first and second grade students.

這三週以寄宿家庭的方式住在負責我們實習的老師家，和老師關係緊密，白天一起上課，

放學回家後，一起準備隔天上課需要用到的教材、簡報，除了從老師身上學習到很多之外，也因此培養出了好感情，非常謝謝寄宿老師對我的照顧及包容。更重要的是，能夠有此次實習的機會，非常感激系上老師們的聯繫及幫忙，讓我們不僅有機會能夠實習，並且順利

地完成實習。

During those three weeks, I stayed at the home of my teacher, Mrs. Wang. We went to school together, and after school we prepared teaching material for the next day. We were together all day long so we became very close. During this time, I was very thankful for Mrs. Wang's help. Most importantly, I had an opportunity for practical training in Houston. Needless to say, I must thank all my teachers in the department, because without them I wouldn't have had the chance to finish my practical training in such a good manner.

還記得第一天踏入教室的情景，親自面對完全零起點的小朋友難免緊張，但看到老師居然能將完全沒有中文基礎，師生也完全互相不認識的情況下，吸引同學目光，並將學生管理的非常有秩序，而這也是我首先上到的第一課—教室的課堂管理，而老師最注重的剛好也是課堂管理，她認為，一個班級一旦沒有秩序，同學根本學不進去任何東西，而我做不好的地方是，有時候老師離開留

下我一人管理班級，我就無法像老師一樣將班級管理的井然有序，有些調皮的同學就會因此搗亂，這是我需要多多加強的地方。

I remember the first day I stepped into the classroom. I felt so nervous, but Mrs. Wang was different. She controlled the whole classroom and the students behaved well. The interaction was so good that when I saw this it make me admire her. From that I learned my first lesson, classroom management. Classroom management is the most important part of Mrs. Wang's technique that I learned to follow. She thinks that once that class order is out of control, students can't learn well. What I couldn't do is control classroom order. I need to improve this.

我學到的第二件事，是零起點又年紀小的學生，需要很多有創意又活潑的課堂活動。因此，在活動設計上不能死板，又要學到東西，在這方面，很感謝老師總是帶著我一起想活動，交流彼此意見，藉此讓我思考、學習。另外，小道具或

小獎品的運用也很重要，不僅扮演吸引小朋友的注意力，更能提高小朋友的學習力。第三，每天的課程都有一項文化課，扯鈴、舞獅、功夫等等，雖然只是基礎，但充實文化課的技能是必要的，畢竟有好多活動連自己都沒體驗過，要怎麼和小朋友一起上課呢？不管是手作課、舞蹈、功夫等等，應要多加學習，讓自己懂得更多。第四，外語能力的提升。在海外教學，可能面對來自世界各地的學生，外語的使用無可避免，這次也深刻體會到外語能力的重要，不管是在生活或是教學方面。

The second thing that I learned is that course and curriculum should be interesting, especially for those students who are too young and have never learned Chinese. In this part Mrs. Wang often brainstormed with me, communicating with each other. It taught me a lot. Besides, prizes can be used to promote or encourage practical learning. The third thing that that I learned is to improve my cultural skills. We have culture class every day, for example, Chinese Yo-Yo,

Lion dance, Kung-fu and so on. If we need to teach students about Chinese culture, as a teacher, we have to realize our culture is heartfelt and intriguing to Westerners, who do not understand Chinese culture. The fourth thing is that I learned to promote good foreign language ability. As a teacher, we would be in touch with different students from around the world, so improvement in my foreign language ability is what I need, after my practical training.



在課程的最後一天，與全員拍照留念 After class finished, everyone get together and take a picture. 圖／游琇芳

冠軍中文夏令營所見



文化課教中國新年與學生合照 Take pictures with students in the cultural class about Chinese New Year. 圖／謝麒樺

文／謝麒樺

這次的實習我來到美國康州的冠軍中文學院。

I went to Champion Chinese Language Institute in August, 2013.

一開始，我想像中的班級是一班約十人，學生坐在座位上，看著講台上的老師進行教學，但是一看到學校教室後，我才發現我想得太簡單了。這裡有學生可以圍圈圍坐下的大教室、充滿教材的小教室、適合進階班的圓桌教室，還有不同用途的遊戲間，琳琅滿目的教材等等，光是這些就可以想見佩佩老師為了這間學校，付出多大的心血與努力。

At first, I thought the classroom could only contain 10 students, and the students would listen in the class, watching the teacher. However, I was totally wrong. I found Teacher Pei-Pei (students called her "Pei-Pei Lao-Shi") makes a big effort to create a wonderful learning environment for children, including the classroom for medium-level students, the playroom for children, and a classroom with lots of teaching materials.

觀察學生的喜好，並從微小

的細節中收集了許多能夠吸引學生的玩具，同時也能當成教具，達到寓教於樂的效果。有哪些老師能真正的考量到這些面向來辦一個學校呢？多數的老師總是在臺上講解，偶爾穿插一些生動的小遊戲，但真的能因此吸引學生抓住學生的注意力嗎？在混合年齡層的課堂教學，如何同時讓小孩靜下心，又能讓青少年專注在課堂學習中呢？同時我也經常思考，如何將美工設計與華語教學相結合，讓學生能藉由圖像的記憶達到學習的效果。

Teacher Pei-Pei noticed what students like and, as a result, she collects lots of toys to attract students. Besides, toys can also be used as teaching material, therefore, students can enjoy a game while learning. How many teachers can really consider these aspects and run a school like this? Most of the teachers just teach and stand on the podium, but do they really attract the attention of the students? How to make children calm down while making teenagers focus on the class in an mixed-age class? Meanwhile, I always think about how to combine art design with Chinese

teaching, so that students can remember things by the images.

我們在為期三週的暑期華語夏令營實習，屬於混齡式的課程，每天的上午先進行團體 circle time，下午的課程則分為兩類，一是兒童在二樓由二位實習生進行教學，二是青少年在一樓由佩佩老師進行書法教學，另有兩位實習生在旁觀課。許多事情都讓我大開眼界，也才知道身為一個華語老師，真的要十八般武藝樣樣精通，除了精通，還要懂得活用，佩佩老師讓我看到，她將這些「武藝」活用到極致，營造一個能讓學生快樂學習，也真的能夠學到東西的華語環境。佩佩老師以獨特的方式將 37 個注音符號分類，並利用自製的圖卡搭配注音符號與漢拼的結合，加強學生的印象，增加學習效果。

We did the internship in a three-week Chinese Summer Camp, which was a mixed-age class. We did the circle time at 9 o'clock every day, and in the afternoon we had two classes. One was children's class, taught by two intern student-teachers and the other was a teenagers' class, learning calligraphy from Teacher Pei-Pei. At the same time, two intern student-teacher should watch how Teacher Pei-Pei taught Chinese and took notes. There are many thing that surprised me, letting me know that a teacher needs to know many things and understand how to use them to be a Chinese teacher. Teacher Pei-Pei uses these things proficiently in order to build a Chinese environment which makes students learn without pressure. Teacher Pei-Pei classifies the 37 Bo-Po-Mo-Fo symbols by herself, using self-made diagrams that combine the Bo-Po-Mo-Fo symbols with pictures, as a result, students can more easily memorize them and improve their learning.

我是第一次見到這樣的教學

What I learn in the Champion Chinese Summer Camp

方法，在臺灣，教注音符號的方式，通常是老師要求學生將 37 個注音符號依序背下，接著抽考，在沒有理解的狀況下透過死背的方式記住注音符號。然而在佩佩老師的學校裡，沒有所謂的死背，只有透過圖像和故事，讓學生從故事中瞭解注音符號，並以圖像記憶來增加印象。

That was the first time I experienced this kind of teaching method. In Taiwan, it seems that teachers just ask students to recite the order of the Bo-Po-Mo-Fo symbols, and then take a test. In the long run, students remember the Bo-Po-Mo-Fo symbols without realizing it. As time goes by, students just can't understand what the Bo-Po-Mo-Fo symbols stand for.

佩佩老師的課堂中，經常可以聽到佩佩老師與學生在唱歌。並不是像流行歌一樣唱一整首，而是利用多數人可以朗朗上口的童謠或民謠加以改編，甚至佩佩老師也會自己編曲，歌曲中加入課程所教的重點，不斷重複旋律也不斷重複著單字的過程中，許多學生往往可以很快地將單字記在腦海裡。

In Teacher Pei-Pei's class, usually one can hear students and her singing some songs which are adapted from famous ballads, putting some words we were going to teach into the songs. By repeating the rhythm and the words, many students can keep this vocabulary in mind.

在實習之前，我一直希望自己能夠真正地學到東西，不管我有沒有走上教學這條路，我都會記住這次所學到的寶貴經驗，真的很開心能得到這麼難得的實習經驗，也對於所學所見感到興奮，在這裡得到的，不只是華語教學上的知識，還有教學上所需要的小細節，所要付出的心力絕對不比任何人少。傳承也是非常重要的一環，這讓我有種使命感，儘管

此次實習讓我深感自己所學的不足以及在教學經驗上的不熟練，即便如此，仍是一個很寶貴的經驗，回來後要更加努力，充實自我。

I learned a lot from this practical training, and increased my practical experience, although my performance was not particularly exemplary, it is still an invaluable experience for me.

未來沒有走上華語教學這條路，也要將佩佩老師為華語教學、注音符號推行的熱情謹記在心，不管遇到多少挫折都不要忘記這份使命，我們就是佩佩老師的種子，而我們一定要努力，將之撒落各地，開花結果。

I always hoped that I could learn some applied teaching skills from this internship, and use them in the future. No matter whether I will be a Chinese teacher or not, I absolutely will keep those valuable experiences in mind. I'm glad that I can receive such uncommon intern experience, and feel excited by what I see and what I learn. What I learn here is not just the knowledge of Chinese teaching, but all the little details of teaching. Therefore, it makes me feel that although I won't be a Chinese teacher in the future, I also need to keep Teacher Pei-Pei's heartfelt effort to promote Chinese teaching to the world in mind. Most important of all, I know we can't forget the mission, even if we might face many kinds of trouble, we need to make efforts to make her dream come true.



佩佩老師和學生與學生課堂成品合照。Pei-Pei Lao Shi taking picture with two students with their work. 圖／謝麒樺

102 暑期實習 印尼亞齊

2013 PRACTICAL TRAINING IN INDONESIA

文／許筱涵

102 聯合大學華語文學系暑期實習，印尼團實習日期：8 月 19 日至 9 月 6 日；地點：印尼亞齊 Syiah Kuala University 秘書系。

The students of the department of Chinese Language and literature in National United University had practical training at Syiah Kuala University in Banda Aceh, Indonesia from August 13, 2013 to September 6, 2013.

今年印尼團的實習生包含華語文學系學生許筱涵等 8 人，加上研究生輔導員陳信豪、梁春霞，一共 10 人，分別來自國立聯合大學、國立臺東大學以及國立臺南大學。由於本團實習生分別來自三所不同的大學，因此在出發前四個月，在臺南、苗栗、臺東陸續舉辦了數場的行前培訓，從最基本的課室管理、漢語拼音、正音與口語表達、教材教法等等的培訓課程。培訓的師資陣容堅強，包括國立聯合大學舒兆民老師、陳玉

明老師與成大華語中心滕紹瑜老師等，為我們三年的大學學習內容，做一個最完善的實習行前總複習，使本團在印尼實習教學的過程非常順利。

This year, there were eight interns and two counselors on the Indonesian team. They came from National United University, National Tainan University and National Taitung University. This team held several training classes before they went abroad for practical training in Banda Aceh. They had good teachers and detailed classes. It helped the interns to teach well in the Mandarin camp.

本團實習生在亞齊實習期間均住在 Syiah Kuala University 的外國人招待所，每日步行約 15 分鐘到秘書系系館進行教學。

During this period of practical training, all the interns stayed in the hostel on campus of Syiah Kuala University. They went to the classroom by foot, taking fifteen

minutes walking every day. This Mandarin camp lasted for three weeks, with six hours of class per day. There were conversation class, culture class, martial arts and Chinese character class. They did their best to use the limited time to teach the students as much as they could, and the students learned a lot in these three weeks.

此次短期班的學生分為：基礎 AB 班、零起點 ABC 班。基礎班以曾參加 101 年短期班的學生為主，具備漢語拼音能力及基本對話能力；零起點班則以首次參與的學生為主。第一週的主要活動為破冰活動、漢語拼音、日常對話教學以及華語歌曲教學。第二週的主要活動為印尼當地文化華語教學、欣賞華語電影—《陣頭》、華人武術教學、文化課—臉譜製作、戶外觀光教學。第三週的主要活動為認識漢字結構及演變、變調教學（一、不）、文化課—天燈吊飾、剪紙、課程總複習、結業總測驗、結業式成果發表。

During this period of practical training, all the interns were living in the hostel on campus of Syiah Kuala University. They went to the classroom by walk for 15 minutes every day. This Mandarin camping was last for three weeks, every 6 hours a day. There were conversation class, culture class, martial art and Chinese character class. They did their best to use the limited time to teach the students as more as they can, and the students learned a lot from this



華語短期班學生領取結業證書 Closing Ceremony

圖／許筱涵

three weeks.

雖然此次短期班只有為期三週，每天六小時的課程，本團實習生依然努力地準備課程，讓學生能在最短的時間內學會教師所準備的課程內容，並利用團康活動及競賽方式提高學生的學習慾望，下課後也和學生用華語對話，加強學生的口語能力和拉近師生間的距離，並且實習生們定期的課後檢討，互相討論教學心得與課堂中遇到的問題。在最後的結業總測驗中，學生們的測驗結果顯示本次短期班的學習成效很好，在口說、聽力及寫作方面皆有不錯的成績。

Students were divided to 2 classes. During 3-week courses, they learned Pinyin, daily conversation and some Chinese songs, saw Taiwanese movie, tried martial art...etc. They all studied very hard and did improve their Chinese in the end.

實習是一個檢視學習成效的途徑，也能讓實習生了解自己是否真的適合在這個領域發展，尤其是海外實習更能知道不同國家的文化、生活環境與教育

制度，實習生是否能適應當地生活、克服文化的差異順利進行教學。本系 97 級畢業學姐謝綾真曾說：「沒有親身體驗，就無法真正了解華語教學。」實習生們深深體會這句話的意義，尚未進行實習前，只是在課堂上學習，其實並沒有辦法預料真正上場教學時會遇到的狀況，或是自己具備的能力到底足不足夠等等。雖然到一個人生地不熟的地方，難免遇到生活上的不適應以及種種問題，但仍然非常建議系上的學弟妹們，可藉由海外實習來確認自己是否具有教學熱忱以及從事華語教學的能力。

“Without experience, you can not really understand Mandarin teaching.” If you got a chance to have practice training in other countries, you need to seize this chance. It is different from studying in the classroom. Though there may be lots of difficulties going abroad to teach, it definitely worths to struggle for your future.



全體印尼團實習教師合照 All the practice teachers of Mandarin camp

圖／許筱涵

美國洛杉磯佛光西來中文學校實習心得

The experience of teaching Mandarin in Los Angeles



與中文課學生合照 Took the photo with students in the Chinese class.

圖／趙小嫻

文／趙小嫻

我很開心能夠到「美國洛杉磯佛光西來中文學校」當華語實習教師。

I'm glad that I can be a trainee Chinese teacher at Buddha's Light Hsi Lai School in Los Angeles.

這次參加的是佛光西來中文學校舉辦的「三好兒童夏令營」，學生年紀主要是五歲到十三歲，共分成八個班級，一班約十五人左右。我負責的課程是美術、書法、中國結以及中文第一冊的課程內容。上課時間是週一至週五，週末我們可以安排自己的行程，去自己想去的的地方。

I joined the summer camp that held by Buddha's Light Hsi Lai School. The camp was called

“Three Acts of Goodness” Summer Camp. Students' ages were five to thirteen years old. There were eight classes with about fifteen students per class. I taught painting, Calligraphy, Chinese knotting and Chinese language. We had classes from Monday to Friday. We could do as we wish on weekends.

在美國進行華語教學是個特別的經驗，美國的小朋友很可愛，但他們的個性和臺灣小孩完全不同，他們的創意天馬行空，而且實事求是，責罵他們之前，要先告訴他們為什麼挨罵，必須要用「理」馴服他們。第一次安排教學內容，第一次面對課室管理、掌握班級氣氛、學生反應，對我們而言

很新鮮，每一堂課都是種學習。課後，我們也針對每一堂課進行檢討並且改進，讓我們往後的課程能夠更加順利。

Teaching Chinese in the US was a special experience. The students are good and cute. They have a lot of imagination. They are different from the students in Taiwan. If you want to punish for them making mistakes, you have to give them a clear reason. We arranged the course, controlled the class and helped the students to learn Chinese. It was a good educational opportunity. After every classes, we discussed how to improve them. We hoped to make the classes better.

還記得，最後一週充滿著濃厚的離別感，小朋友喊著：「老師，你不要回臺灣啦。」、「老師，你明年還會再來嗎？」、「老師，我會很想你的。」小朋友的每一句話和擁抱，我都深深地記在心裡，這是我最大的收穫。最後一天的結業表演更是充滿了感動！看著每一個作品，記錄著小朋友兩個月來的學習，看著小朋友唱著中文歌、念著唐詩的表演，他們在臺上發光發熱，那種感覺是無與倫比的快樂和感動！一路陪著他們兩個月，一起玩樂、健行、上課等時光，是最美麗也

最難以忘記的回憶。還記得，上臺領實習證書的那一刻，全場充滿著小朋友的歡呼聲和家長的掌聲，站在臺上，聽到他們喊著自己的名字，剎那間，我的淚水再也止不住了，真的好感動。

In the final week, we were just too sad to say good-bye. The students always told me, “Teacher, I will miss you very much”, and “Teacher, will you come back next year?”. The hugs from the students touched my heart. In the final performance, the students did the performance well. I was proud of them and very glad that I could have the chance to teach them at Buddha's Light Hsi Lai School.

感謝自己能夠來到這個地方，認識這麼多可愛的小朋友以及給予我們許多幫助的師父和老師。在這裡的每一天，都是我向前動力。感謝聯合大學華語文學系的老師們為我們安排實習的機會，讓我們能夠看到不一樣的世界，學到不一樣的事物。這趟實習生活真的很棒很充實，受益良多！

Thanks to everyone who helped us and took care of us. Thanks to the teachers from the department of Chinese language and literature in National United University. It was a wonderful and unforgettable experience.



和當地老師合照 Took the photo with Hsi Lai school's teacher.

圖／趙小嫻