



UNIVERSITY OF HAWAII AT MĀNOA (UHM)

CENTER FOR CHINESE LANGUAGE EDUCATION

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OPENING CEREMONY

Words from Dr. Shih-Chang Hsin of the International Intercollegiate Ph.D. Program)

On behalf of National Tsing Hua University, I would like to extend a warm welcome to all the students joining us in Taiwan. Two years ago, we embarked on a collaboration with the University of Hawai'i and successfully conducted the "UHM-NTHU Chinese Flagship Summer Program" twice in the summers of 2022 and 2023. This year, as always, the various institutes of National Tsing Hua University are fully supporting our program. To enhance the diversity and richness of the experience, we are offering an eight-week course in both Taipei and Hsinchu.

The first two weeks will take place in Taipei, the capital city, known for its rich historical and cultural sites, vibrant districts, and abundant natural scenery. During these two weeks, we have scheduled visits to some cultural sites on weekday afternoons, including the National Palace Museum, Tamsui, Jiufen, Dadaocheng and etc.

The remaining six weeks of the course will be held in Hsinchu, known as the "Silicon Valley of Taiwan." National Tsing Hua University is the

cradle of talent for the Hsinchu Science Park. In addition to the academic program, we will arrange visits to well-known local attractions in Hsinchu, such as the TSMC Museum of Innovation and Hsinchu's indigenous cultural sites. Furthermore, we will organize a trip to visit the famous Sun Moon Lake in central Taiwan and learn about the history of Taiwan's only landlocked county.

We hope that this eight-week program will significantly enhance the students' language skills and cultural understanding.



(Front row, left to right) Chen Laoshi (Coordinator), Jiang Laoshi (Director), Wang Laoshi (CHN 303 Teaching Assistant), Hsu Laoshi (CHN 204 Teaching Assistant), Chang Laoshi (CHN 204 Lead Lecturer), Tzeng Laoshi (CHN 303 Lead Lecturer), Lai Laoshi (CHN 405 Lead Lecturer), Hsin Laoshi (International Collegiate Ph.D. Program). (Middle row, left to right) Yan Laoshi (CHN 405 Teaching Assistant), Ripley (UHM), Megan (UHM), Samantha (WKU), Hannah (UHM), Katherine (UHM), Jen (UHM), Bang-Lun Huang Laoshi (CHN 303 Teaching Assistant). (Back row) Lillian (UHM), Ryan (UO), Kayla (UNG), Kailyn (ASU), Malia (UHM)



The UHM in Taiwan 2024 cohort take a photo behind the NTHU sign on their first day of arrival at the NTHU campus during the campus tour



Group photo at Chung Tai World Museum, Nantou

PROGRAM DESIGN

Words from Min-Qi Chen (Program Coordinator)

Our program stands on a solid foundation of success, and the accomplishments we have achieved in previous years have endowed us with invaluable insights. Our goal is to provide students with diverse opportunities to explore Taiwan's vibrant culture and rich history. By selecting two prominent cities, Taipei and Hsinchu, as our main locations, we offer unique insights into Taiwanese society, blending traditional heritage with modern innovation.

As the program coordinator, I am delighted to share the highlights of our program. First, to ensure students' comfort, we have secured accommodations in two hotels in Taipei and Hsinchu. In Taipei, we have arranged housing close to the Jiantan MRT and Shilin Night Market allowing students to explore the area, sample local cuisine, and enjoy the energetic atmosphere after school. In Hsinchu, where accommodations are limited, we have managed to secure space for students on campus. Our dedicated efforts focus on creating an environment that is not only conducive to productive studying but also offers an exceptional level of comfort and rest, a rarity among programs in Taiwan.

Moreover, we have organized a variety of language and cultural exploration activities to fully immerse students in Taiwan. The arrangements differ based on the characteristics of each city. In Taipei, we have purposely arranged cultural activities involving MRT, public buses, and railways, with teachers accompanying students to immerse themselves in the local lifestyle. In Hsinchu, the excursions take longer, so we schedule them on weekends. The topics and issues we address include traditional Chinese heritage culture, indigenous culture, Hakka culture, different foreign historical phases in Taiwan, and contemporary issues such as insights into TSMC, a prominent technological player in the region, and environmental issues highlighted in the Chi Po-lin Museum.

Our dedicated efforts in organizing comprehensive cultural activities and well-designed courses serve as a precursor to visiting sites. During

these activities, we focus on interactive, hands-on experiences to motivate students. This year, we have put more effort into creating opportunities for students to engage with local communities. For example, in the traditional market, students bought ingredients and worked together to create a Taiwanese traditional cuisine called Rùnbǐng (潤餅). In a village that was originally a Juàncūn (眷村), students not only learned about Taiwan's 1950s cultural background but also worked with a local volunteer group, contributing their ideas and efforts to community projects. Through these activities, students were able to personally experience the splendor and depth of Taiwan's cultural history, enhancing their understanding and enriching their overall experience.

In addition to the curriculum, we held the Chinese Table once a week, where students and teachers came together to enjoy 'Biàndāng (便當)', Bubble Milk Tea, and rice hamburgers. They also interacted with students from NTHU's cooking club and made dumplings together. Additionally, we organized birthday events and introduced them to traditional celebrations such as Guāiguāi Tǒng (乖乖桶), Shòutáo (壽桃), Hóngdàn (紅蛋), and āng-kū-kué (紅龜粿).

This year, we have expanded on the foundation laid in past years to develop a more comprehensive curriculum. However, our pursuit of perfection does not stop here. We have learned from our experiences and, after careful reflection, are determined to developing an even more polished program for the following year.



(Left to right) Chen Laoshi, Ryan, and Samantha on the way to Tamsui by MRT



The cohort takes a photo at one of the many traditional structures that can be seen at the National Palace Museum



Megan's birthday celebration with tradition bun Shoutao

CORE COURSES



CHN 204

Lead Lecturer: Chia-Ning Chang
Teaching Assistant: Pei-Ning Hsu

I am Ms. Chia-Ning Chang, the Lead Lecturer for CHN 204. I received my teaching certificate from the Ministry of Education in Taiwan for English teachers, and an International Baccalaureate certification for Chinese teaching. The training from these two programs has shaped me into a qualified language instructor, skilled in student-centered methodology and task-based teaching. I have been teaching Chinese for about five years, instructing students from beginner to advanced levels. My experience from teaching at the American Institute in Taiwan (AIT), and the Taipei American School (TAS), enables me to gain deeper insights into cross-cultural communication skills.

The curriculum of CHN 204 is designed for students in their second year of studying Chinese. The class uses the textbook “Integrated Chinese 3&4.” Each chapter contains dialogues between friends and focuses on specific topics, such as part-time work, dating, and choosing classes. The course serves as a bridge from intermediate to advanced levels. Therefore, it is crucial for students to establish a solid foundation in this stage. They need to master grammar, expand their vocabulary, and develop effective communication strategies to succeed in practical interactions.



CHN 204 Lead Lecturer, Chia-Ning Chang Laoshi, conducting class

To provide substantial input and implement this solid foundation, I insist on having students practice character handwriting and teaching them Chinese using Chinese. Although it may be stressful for them at the beginning of the immersion class, I have observed significant improvement within the first month. They are able to comprehend Chinese and read much faster than students who do not practice writing.

My goal is to connect the lessons to their daily lives in a practical way. For example, I teach how to compliment, apologize, or comfort people in Chinese. Because these pragmatic language skills are essential for successful communication and building positive relationships. This helps students communicate with the locals effectively and avoid offending people by relying solely on textbook knowledge rather than real-life usage.

However, students must still overcome challenges. The biggest one is that each student struggles in a different area of learning. Some struggle to catch details in listening, while the others have difficulty producing well-structured sentences. Instead of simply translating the text, I apply different teaching methods by teaching comprehension strategies. In Book 3 Lesson 7: Computers and the Internet, I use strategies such as predicting, graphic and semantic organizers, and critical thinking. Before delving into the lesson's theme, making predictions about the text enables them to activate their prior knowledge. I often ask background questions so that students can use clues from the text in combination with their own experiences, such as: “對你來說，網路有什麼好處？” (What are some advantages of the Internet for you?). This approach not only assists them to engage with the usage of “對N來說” and “有...好處,” but also prepares their minds for reading.

As for the complex texts, I break them into smaller parts and guide students through a detailed analysis. Using graphic organizers to visualize the content helps students construct the overall logic of the reading, which



Teaching assistant, Pei-Ning Hsu Laoshi (standing), and her students during class

aids in long-term retention. For students struggling with output, I provide patterns for them to mimic, which they can then use to complete their writing assignments.

Building on my teaching methods, this year I was awarded a Fulbright scholarship and will spend an academic year in the United States. Participating in the Flagship Program at National Tsing Hua University represents a significant milestone in my career. It allows me to explore new ventures, connect with American college students, professors, and continue my journey of growth in the field of language education.



(Left to right) Chang Laoshi, Ripley, Ryan, Malia, Hannah, Jen, Haidan Wang Laoshi and Hsin Laoshi in Amei Teahouse, Jiufen



CHN 303

Lead Lecturer: Ho-Chin (Echo) Tzeng

Teaching Assistants: Tzu-Chun Wang, Bang-Lun Huang

I am Ho-Chin (Echo) Tzeng, a fourth-year Ph.D. student in Teaching Chinese as a Second Language at National Taiwan Normal University. I have experience in teaching Mandarin in Hawai'i and Taiwan, and I have had the privilege of teaching at Leeward Community College, the Chinese Flagship Program at the University of Hawai'i at Mānoa, and the Flagship Program in Taiwan. I have also taught at prestigious institutions like National Tsing Hua University and National Dong Hwa University in Taiwan. I have developed a unique perspective on language acquisition and can tailor my teaching methods to students from a variety of backgrounds based on these diverse experiences. I firmly believe that learning Chinese should be a rewarding and meaningful journey, and I am committed to helping my students reach their potential.

Course Overview

Welcome to CHN303, an intermediate-level Chinese course designed for students who have completed approximately two-year studies of Mandarin Chinese. This summer, our class is made up of six motivated students from Oregon, Georgia, and Hawai'i.

Within eight weeks, our primary goal is to help students progress from an intermediate-mid to an intermediate-high/advanced-low level of proficiency in Chinese. This intensive course focused on elevating students' language skills through a combination of immersive learning and targeted instruction.



CHN 303 Lead Lecturer, Ho-Chin Tzeng Laoshi, conducting class



Teaching assistant, Tzu-Chun Wang Laoshi (right), and her student Hannah in a one-on-one tutoring session reviewing the lesson

Teaching Methodology

My teaching approach is centered on inquiry-based and task-based learning, encouraging students to ask thought-provoking questions, explore new concepts, and engage in meaningful discussions. My aim is to enhance students' cognitive processing, pragmatic strategies, and cross-cultural communication skills. I also place a strong emphasis on developing reading comprehension skills by working with longer texts, setting clear reading goals, and learning strategies for understanding (e.g. identifying discourse markers, main ideas, as well as structures) and analyzing complex written materials.

To make learning more engaging and accessible, I incorporate authentic materials, use customized teaching supplements, and utilize aids and interactive activities. I also use physical gestures and vocal cues to facilitate understanding and create a dynamic learning environment. Additionally, I include tasks and assignments related to the students' personal goals and inspirations, enabling them to see relevance and meaningful applications of their language learning in real-world contexts.

Reflection

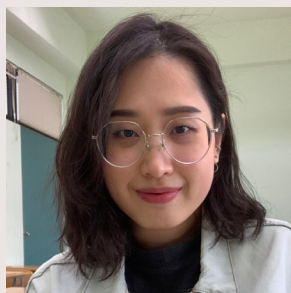
This summer course was an incredible journey for our students, immersing them in the rich tapestry of Chinese language and culture. The intensive pace and challenging coursework pushed them to their limits, accelerating their language acquisition in ways they never thought possible. As they grappled with increasingly complex texts and real-life language scenarios, they honed their learning strategies and became more confident communicators.

My vision of teaching this course went far beyond just taking care of language skills. We delved into Chinese culture, history, and society, connecting language learning to real-world contexts and personal interests. This not only deepened students' understanding and appreciation of Chinese culture but also ignited their curiosity and passion for exploration. Moreover, the course encouraged them to reflect on their own life goals and aspirations, making their learning experience even more meaningful and transformative.

This summer, we had an unforgettable adventure, exploring the beauty and complexity of the Chinese language and culture.



Teaching assistant, Bang-Lun Huang Laoshi (rightmost), discusses with his student Ripley and Katherine during the practice class



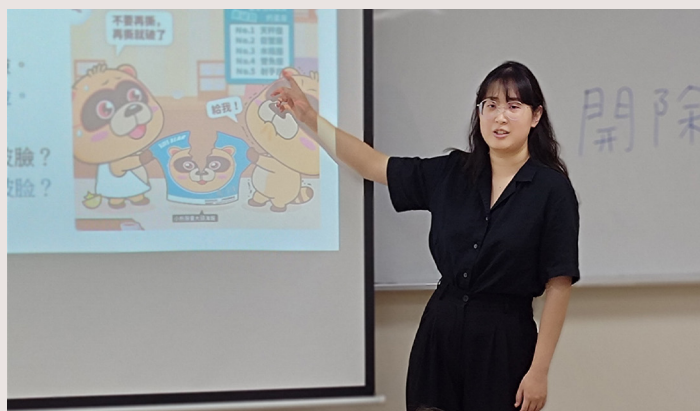
CHN 405

Lead Lecturer: Ke-Ru Lai
Teaching Assistant: Si-Hao Yan

In this program, the goal of the 405 course is to enhance students' Mandarin listening, speaking, reading, and writing skills, aiming for them to reach the Advanced Mid/High or Superior levels according to ACTFL/ETS standards. The course is focused on Business Chinese, utilizing the textbook "Advanced Business Chinese" (各行各業說中文) Volumes 1. It covers vocabulary and expressions relevant to various professions and workplace scenarios, including expressing work experience, resolving workplace conflicts, complimenting superiors and colleagues, and thanking others for their assistance at work. The course design emphasizes content that can be integrated with personal life and work experience, extending into practical exercises to ensure the relevance and applicability of the learning material.

In the 405 classes, each lesson's theme introduces relevant vocabulary and grammar, accompanied by reading exercises and discussion activities. Following these classes, practice sessions use activities like cloze tests, vocabulary guessing, role-playing, and meaning matching to review the day's content. Listening and reading practice sessions are designed according to each lesson's theme, with listening materials primarily consisting of news or interview content. In response to students expressing a desire to strengthen their listening skills during exams, we have specifically adjusted and increased the number of listening practice sessions to better meet their needs and provide targeted support.

My teaching philosophy has always been to tailor instruction to individual needs. Although students are assigned to the same level, there are differences in their backgrounds and proficiency. Therefore, I strive to provide courses that cater to each student's life experience and learning background. In this course, students hope to learn practical vocabulary and improve their reading, listening, and speaking skills. Thus, we have designed various practice activities in the classroom to ensure balanced practice and enhancement of different abilities.



CHN 405 Lead Lecturer, Ke-Ru Lai Laoshi, conducting class



(Left to right) Jeno, Lai Laoshi, and Ripley on the way to Jiufen by train

The biggest challenge of this program is providing students with the necessary practice and appropriate homework outside of class without overwhelming them. Students have classes from Monday to Friday, including cultural courses that require field visits, in addition to regular classes. They also need to invest significant time and effort in PBL. However, through the program's design, requiring students to provide feedback on the course via a "Journal" has allowed me to gain a better understanding of their individual needs and thoughts. I believe that the "Journal" not only helps me confirm the overall course direction but also hope to continue this approach in future teaching.

Last year, I also participated in this program in different roles, and I deeply understood that both teaching staff and administrative personnel are indispensable and crucial parts of the program, regardless of its size. Every job has its necessity and importance, and harmonious collaboration among all members to work hard for the program's success is no small feat. I am very grateful to be a part of this program, and I will carry the valuable experiences and lessons gained here to continue my efforts in the future.



Lai Laoshi (center) explains the Hakka Culture in the Beipu street



Teaching assistant, Si-Hao Yan Laoshi (second right), and his students in the revision class

PROJECT-BASED LANGUAGE LEARNING (PBLL)

Zhongyang Market in Hsinchu

Presented by Ryan Hinton, Kailyn Kalfayan, Kayla McManus, Lillian Richter, Hannah White

Led by Bang-Lun Huang Laoshi and Si-Hao Yan Laoshi

Project Outline

Our group's theme is the Central Business District (CBD), which includes the Zhongyang Market and Mall. Once the heart of Hsinchu City's shopping area, it was a place where people could find everything they needed. However, with the rise of department stores and online shopping, consumer habits changed, leading to the CBD's decline. Despite this, there's a dedicated group working to revitalize the area, aiming to attract more young people. Our PBLL goal is to raise awareness about the CBD's history and culture and highlight ongoing revitalization efforts.

We collected data through two main methods: online research and field interviews. Initially, we two teachers gathered existing online information to give students a foundational understanding of the CBD's history and culture. We then discussed what content to showcase in our project, selected interviewees, and designed questions to gain a deeper and more comprehensive understanding of the current situation and potential future developments. Our final products were an introductory video about the CBD and a brochure.

During discussions, students were highly engaged and sharing ideas. Everyone had clear roles and responsibilities, and we completed the final product step by step. Through the process, students gained practical insights into market culture in Chinese society and understood the challenges of revitalizing a declining business area. In four field visits and interviews, they also learned interview techniques in Chinese and shared their experiences, fostering an exchange between Taiwanese and American perspectives.

Leading students in this PBLL project underscored the importance of clear goals and plans. As our discussions progressed, our objectives became more defined, and our plans more detailed, making our discussions increasingly efficient. Since we had no prior experience with interviews, we learned how to contact interviewees and film interview videos as we went along. The students were learning, and so were we, the teachers.

About the Interviewees

Mr. Zhengxiang Lü (Photo 1) was born in Hsinchu City's Central Market in Taiwan. In 2019, he became the chairman of the Central Image Business District Promotion Association, hoping to revitalize the area. Although the market still has some foot traffic, the products and business methods lack innovation and fail to attract young people. He believes that the business district needs to create a new commercial atmosphere. Every month, he organizes the 'Long Table Market' in the Central Mall, inviting vendors of handmade and small farm products to participate, hoping to attract more people.

Mr. Wenrong Ke (Photo 2), the second-generation owner of Ke Fangmei Incense Shop.

After graduating from university, Mr. Ke entered the finance industry and later worked in China for several years. Seven years ago, he returned to Taiwan to take over the family incense business. Initially, upon returning to Taiwan, he worked in environmental protection and green energy sectors. Mr. Ke's awareness of environmental issues somewhat conflicted with the incense business, but the shop represented the lifelong efforts of his elders and the place where he grew up. For Mr. Ke, taking over the incense shop was a way to show gratitude and ensure its legacy. He saw his father's generation's efforts and believed that taking over the incense shop, remembering the source of the water while drinking it, was his deepest appreciation for the incense shop.



Kayla (left) and Ryan (right) posing with the incense shop owner, Mr. Wenrong Ke (middle)



Mr. Zhengxiang Lu (center) tells students his childhood life in the Zhongyang Mall



Students pose for a photo with bookstore owner, Ms. Lu (second left)

Li Ting Lu, the owner of "Think, Do Bookstore" (Photo 3) is currently studying at the Graduate Institute of Mass Communication at National Taiwan Normal University. The marketplace is where she grew up, and this geographical connection and bond are the reasons she chose to open her bookstore there. The transformation and decline of the market served as an opportunity to start a new chapter. She hopes to bring more diverse elements to this place, introduce more changes, and encourage more people to step into the market.

In 2020, Mr. Yaoting Wang (Photo 4) returned to Hsinchu City, Taiwan, from mainland China and opened a comic store and a café. These two stores are in an increasingly declining old mall, but he emphasizes the distinction between vintage and shabby, hoping the mall can retain its historical feel without appearing rundown. He hopes that more and more young people will settle in this old mall, bringing new vitality to the area.



Lillian (right) interviewing Mr. Yaoting Wang (middle), the owner of POW!CON store



Jeno (middle) and Megan (right) interview Rick (left), the founder of the General Village revitalization organization



Samantha (leftmost), Katherine (middle left), and Ripley (rightmost) interview the tour guide and member of the organization, Si-Ting Huang (middle right)

About the Interviewees

Rick (Photo 1) is the founder of “瘋城部落” in Hsinchu’s General Village. This organization is a volunteer group that has been established for six years. The purpose of establishing this organization is to train a group of passionate volunteers who have a basic understanding of General Village to serve as tour guides. The organization offers bilingual tours in Chinese and English, allowing people from different backgrounds to visit. Therefore, visitors here are not just Chinese speakers. This also provides an opportunity for more foreigners to come and learn more about the unique history and culture of General Village.

As a guide for the Fengcheng Tribe team, Si-Ting Huang (Photo 2) is a dedicated and responsible individual committed to providing better explanations for visitors. She comes here every week to offer tours, sharing stories about the buildings, plants, and past lives in General Village. Her love for General Village drives her to introduce it to more people to it. She has many ideas for tailoring her tours to different types of visitors and hopes to implement them, bringing more vitality to the tour activities of General Village.

General Village in Hsinchu

Presented by Jeno Calara, Samantha Gerdes, Malia Goodwin, Megan Ibara, Katherine Kaw, Ripley Paulino

Led by Wang Tzu Chun Laoshi and Pei-Ning Hsu Laoshi

Project Outline

Our PBL theme focuses on the General Village in Hsinchu. The teachers first gained a thorough understanding of the history and culture of this place by visiting this place and listening to a guided tour. We learned about the different appearances of the past and present, as well as the architectural features. Then, we designed worksheets based on our knowledge to give students an initial background understanding of this place. This prompts students to think: “After gaining so much knowledge from this place, can we also make a small effort to give back to this place?”

We designed the worksheets in two stages. In the first stage, students learn what military dependents’ villages are and their cultural impact on Taiwan. Then, through related videos and a second text about General Village, students can proactively discover the differences between typical military dependents’ villages and General Village. This also helps students grasp key vocabulary related to these villages, enabling them to accurately express their ideas in Chinese when creating their final projects and discussing with each other.

This activity is quite challenging for the students, but I am very touched to see them gradually gaining a deeper understanding of General Village and proactively thinking about how they can leave something meaningful for this place before they leave Taiwan.

Because we hope the results can contribute to Jiangjun Village and encourage students to think more deeply about how to integrate culture and history through field investigations, we took the students to Jiangjun Village. There, they observed the village closely and gained more cultural knowledge through guided tours. Besides the tours, interviews also prompted students to consider what contributions they could make. After multiple discussions, the students decided to create a learning worksheet that combines a map and simple Q&A. This worksheet also includes historical introductions of both the military dependents’ villages and Jiangjun Village, aiming to achieve educational and entertaining purposes.

During the process of producing the results, we provided as much help as possible to the students, from finding background information, conceptualizing the results, to assisting the students in completing the Chinese parts of the worksheet. For us, it was also a very valuable experience.



A group photo of the PBL team and the interviewee, Rick

STUDENT REFLECTIONS

An Outstanding and Highly Immersive Learning Environment

Malia Morales Goodwin (University of Hawai'i at Mānoa)

Coming into this program, I was very anxious about how I would do in class, what the excursions would be like, and if I could adapt to the challenging requirements of the program. My first week was a lot of quickly learning and adapting to the new environment and fast-paced nature of the classes. I was a bit overwhelmed by how completely immersed I was in the language, and it took some time to transition into it. But over time, I could carry out casual conversations, order food, and do everything in Mandarin – something I was scared of and nervous about before.

Throughout the summer, I was involved in culturally rich and deeply educational excursions with hands-on learning activities that solidified my language abilities, intellectually challenging language courses, and experienced daily life in a foreign country. The program is challenging and requires a lot from its students, but the payoff is insanely rewarding. In just a short span of time, I've been able to not only acquire over 100+ new Mandarin words, grammar patterns, and day-to-day phrases but also use them in everyday life, solidifying their meaning and importance rather than just doing them in a textbook.

The immersion in the program has allowed me to advance my language skills at an accelerated rate in an environment that would be difficult to navigate without the guidance of the outstanding professors and program faculty. Through every hardship and success I faced, the program faculty was always there to support me in every way possible. I greatly appreciate and admire all of their hard work and dedication to making this program an absolute success. They cared about every single student attending and did everything in their power to create an outstanding learning environment.

Reflecting back on this summer, I was honored to have the opportunity to attend this program and humbled to take part in this once-in-a-lifetime experience.



Malia (left), Hannah (middle), and Ryan (right) ground the tea, making Lei Cha

Creating Lasting Memories, An Unforgettable Journey

Jeno Calara (University of Hawai'i at Mānoa)

The UHM Chinese Flagship program provided an exceptional opportunity for me to enhance my Mandarin proficiency. Before arriving in Taiwan, my learning took place in a (mostly) English-speaking environment, making the transition to an immersive Mandarin-speaking setting the most significant challenge of the program. For the summer program, I am enrolled in CHN 204, which is about a year of Mandarin language courses at UHM.

Initially, I struggled to keep up with the pace of the class and in grasping the vocabulary and grammar. However with each passing week, my Mandarin skills steadily improved. Despite the challenges, I found great satisfaction

in attending classes. The professors fostered a supportive learning environment conducive to both learning and practicing Mandarin. Additionally, they offered invaluable assistance in adjusting to life in Taiwan. My class provided me with vocabulary and grammar relevant to real-world scenarios, such as ordering food, which I often used at Taiwan's many world-famous night markets. Although my class was the smallest, I appreciated the personalized learning experience it afforded, with teachers being able to focus on individual student needs and provide targeted support.

Participating in this program has been a privilege, allowing me to create lasting memories while significantly advancing my language skills. Above all, this program helped me recognize my desire to further study and enhance my Mandarin skills, fueled with the hopes of returning to Taiwan one day. Lastly, I would like to thank all the professors and new friends who made this journey unforgettable.



Jeno (right) and Lillian (middle) trying out the VR experience at TSMC



An Opportunity I Cannot Understate

Lillian Richter (University of Hawai'i at Mānoa)

My time in Taiwan has been an incredibly enriching experience, filled with memorable highlights, personal growth, and overcoming challenges. One of the highlights of the program was being able to immerse myself in Taiwanese culture. Exploring bustling night markets like Shilin and visiting new cafes became my favorite pastime, where I not only could savor local delicacies, but also practice my Mandarin.

Academically speaking, navigating the intensive language classes presented initial challenges. When I first started classes in Taiwan, I was overwhelmed with the amount of Chinese I needed to learn. But as time went on, I became more familiar with the language. Through perseverance, and by seeking help from classmates and teachers, I gradually gained confidence in my reading, writing, speaking, and listening skills.

Some of my other highlights included driving through the hills, experiencing the diverse scenery, and visiting the different temples in Sun Moon Lake. I participated in many cultural activities and events, including pounding mochi, discovering the Shilin night market, and experiencing tea ceremonies. Just experiencing everyday life here in Taiwan has created life-lasting memories.

I recommend this program to others seeking linguistic and cultural immersion. The supportive environment, coupled with Taiwan's rich heritage and dynamic learning opportunities offers an unparalleled experience for language enthusiasts. Although, I wish we were given more freedom and free time to explore and interact with Taiwan and Taiwanese locals. This was an opportunity given to me that I cannot understate. And I honestly hope more students will have the chance to experience (and even excel from) a program like this.



Lillian (left), Kailyn (middle), and Megan (right) showing their hard work making pineapple cakes at Guo Yuan Yi Pastry Museum



Building Confidence in Chinese

Kayla McManus (University of North Georgia)

During my time at UHM in Taiwan, I was able to experience countless new experiences and learn more and more about Chinese. Some of my favorite experiences that the program provided were getting to meet two native tribes in Taiwan, as well as spending a day experiencing their culture. I also enjoyed our trips to different cities throughout Taiwan, and getting to see how the lifestyle and culture changed between different locations.

While studying abroad does come with its own set of challenges, such as struggles learning the language, culture shock, and more, I felt that my teachers were incredibly supportive and always helped mitigate the stress that came with the new environment. Not only were the teachers helpful, but I believe they helped my daily spoken Chinese improve in several areas, helping me become a more confident speaker.



(Left to right) Megan, Lillian, Lai Laoshi, Samantha, Katherine, Kayla, and Kailyn enjoying the Amei Teahouse at Jiufen

While learning Chinese was the main purpose of this trip, this program has also introduced me to some amazing people, and I have genuinely enjoyed getting to know everyone and getting to learn about how other people pursued studying Chinese. If you want a chance to study in an amazing country while learning Chinese, along with talented professors and coordinators, I'd recommend this program for you!



Lessons for a Lifetime

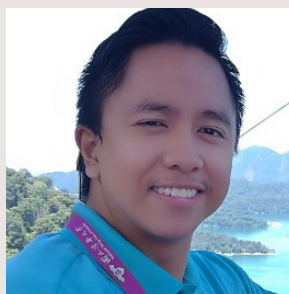
Kailyn Kalfayan (Arizona State University)

In truth, this program was a little difficult for me. The content of the class I took was not necessarily hard, but the mental strain of attending class for long hours every day was very stressful. I am not a very sociable person, so being around people for extended hours every day was exhausting. However, there were parts of the program I found enjoyable. The first two weeks we spent in Taipei are the best memories I made of this trip. I liked going to specialty cafes in Taipei on the weekends. My favorites were a meerkat cafe and a limited-time anime-themed cafe. I also really liked going to the night market in Shilin. Not only was the food delicious, but also you could buy good quality clothes for a low price.

I also learned quite a bit not only in terms of the Chinese language but also in terms of teamwork. It is only natural that one's language skills would improve throughout an eight-week program, so this was not a shocking result to me. However, what did shock me was the amount of teamwork skills I gained from this experience. I am the type of person who would rather take on the responsibility of an entire project than ask other people for help, so when it was initially announced we would have a huge group project due at the end of the term, I was a bit nervous. After going through this program, I have learned it is okay to rely on others and that not everything has to be endured alone.



Students show off the handmade silk prints they made while at Dadaocheng



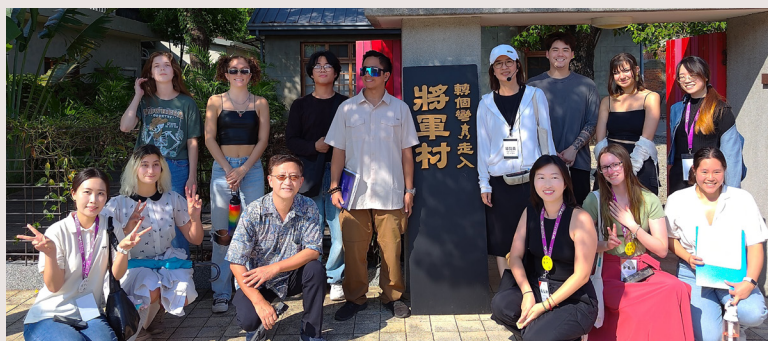
Language-Immersion Intensity at Its Best

Ripley Paulino (University of Hawai'i at Mānoa)

Before applying and participating in what has now become an academically jam-packed, yet ultimately satisfying program, I told myself that I will do whatever it takes to apply the language in any way possible, under any circumstances. I did not expect to be fluent, but I did however expect to make progress, no matter how big or small.

At the beginning, all of us pledged to use Mandarin Chinese as much as possible, minimizing our English usage. I like that type of intensity, because from my experience, when 90-97% of the time is in the target language, one's ability can be raised geometrically. Of course, the initial language pledge was not without its challenges; I remembered times when my speaking ability was "shaky" in terms of word choice and grammar, either when speaking with my main teacher/tutors, or when walking about in the city, talking with other native speakers. My listening ability also needed improvement, since there were moments that I misunderstood something (although I might be familiar with a word(s) in a written context). And we would receive a copious amount of homework, in addition to the written assignments for every field trip we chose to participate in. Avoiding English at times also proved tricky to avoid.

Despite those challenges, I took great pleasure in the language-immersion intensity. I considered every field trip a reward for me, that somehow my efforts paid off during self-study, and now I can apply the language under different circumstances. I could even say that this program itself is also a reward for me, personally; prior studying and preparation allowed me to turn this summer opportunity into a one-of-a-kind intellectual odyssey that I could wholeheartedly throw myself into, and I'm not going to regret how I did it.



The cohort and the tour guide (standing, fourth from the right) in General Village



Taking a Chance Abroad

Samantha Gerdes (Western Kentucky University)

When I first decided to attend this program, I was very nervous because no one else from my school had attended in the past. I am a very nervous person, which makes it hard for me to make friends. But because everyone in the program was so welcoming, it made it easy for me to

warm up to my classmates. This program had several different cultural activities that allowed us to practice our Chinese while also improving our understanding of the culture. I wanted to make the most out of my time abroad, so I made sure to attend all of these activities and often explored the area with my classmates once the activity had ended.

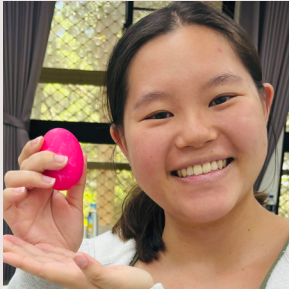
One of my favorite activities was when we went to Tamsui for the day. I feel like I learned a lot during this outing. When the activity ended, I stayed back with a couple of my classmates to look around the area. We all had so much fun that day exploring the area and getting to know



Students smile in delight while posing beside the bear statue located at the Former British Consular Residence in Tamsui

more about each other. Another activity that I really enjoyed was making pineapple cakes at the Kuo Yuan Ye Museum of Cake and Pastry. Despite the fact that I am allergic to pineapple, this activity became one of my favorite memories of this program. The people there were really nice and helped me participate as much as I could. I also had the chance to wear traditional Chinese clothing.

I feel like my Chinese has improved a lot since the start of this program. My listening and speaking skills have improved from talking to local store owners. I can have deeper conversations with people about various topics that I could not have done before. My confidence has also grown, which not only has helped my Chinese abilities improve, but has also contributed to other parts of my life.



An Enriching and Fun Summer

Megan Ibara (University of Hawai'i at Mānoa)

My favorite places I visited during my time in Taiwan are Jiufen and Sun Moon Lake. I had fun in Jiufen and got to learn how to pour tea properly. I also got to see the iconic scene of the A-Mei Teahouse at night with its beautiful lanterns. At Sun Moon Lake, I had a lot of fun getting to explore the area and learning about the history and culture of Sun Moon Lake and Yuchi County. Overall, the activities offered by the summer program were memorable and I enjoyed learning about the history of the different areas of Taiwan.

There were a lot of challenges throughout my learning journey, but the teachers (老师们) have all been very helpful and are always willing to take the time to explain a concept. The teachers put in a lot of work to ensure we understand

the class content, especially because courses in the program are fast-paced. I appreciate them taking the time to help me, either during the one-to-one sessions or during office hours. The teachers also take feedback very seriously and do their best to adapt to the class's needs. I also liked getting to know my teachers and classmates through the cultural excursions. We all bonded through these activities and it made me enjoy the cultural excursions even more!

Some of my favorite memories are hanging out with my new friends at these cultural excursions. During our Sun Moon Lake excursion, I had fun hiking with my friends, even though I don't particularly like hiking. It was nice seeing the view at the top together. I also enjoyed the cable car ride with everyone. Even though it was hot inside, we enjoyed the view and took many photos with each other. We had a lot of laughs trying to get the other cable cars that passed by to wave back at us.

My overall experience in Taiwan has been exciting and enriching. I feel that my language skills have gotten better and I feel a little more confident in my skills. I got to learn so much about Taiwan and it has made me more interested in learning about Taiwan, its history, and culture.



(Left to right) Katherine, Kailyn, Megan, Samatha, and Malia wearing traditional clothing



A Taste of Atayal Culture

Katherine Kaw (University of Hawai'i at Mānoa)

During our two-month study in Taiwan, we have gone on various excursions to learn about Taiwan's diverse culture. One of my most memorable excursions was visiting the Yamai Tribe Hunter School (雅麥部落) to learn about Atayal (泰雅) culture, traditions, and lifestyle. The Atayal are one of Taiwan's aboriginal peoples and the Yamai Tribe seeks to educate people about their culture through interactive activities such as crafting, food preparation, and song and dance.

The experience at the Yamai Tribe is similar to that of Hawai'i's Polynesian Cultural Center in that visitors get to learn about the culture and lifestyles of indigenous peoples. However, the Yamai Tribe takes the learning experience to the

next level by integrating hands-on activities for all visitors to participate in. By contrast, the Polynesian Cultural Center is more of a visual spectacle for visitors to simply observe. At the Yamai Tribe, we had to put in the hard work and effort! Whether it was weaving bags out of twine or pounding our own mochi, the fruits of our labor felt much more significant and rewarding. It not only allowed me to reflect on the comfort and convenience of modernity in my own everyday life, but also acknowledge and praise those that, despite an ever-changing world, continue to perpetuate these traditional practices.

The Atayal have cultural practices that are, in my opinion, reminiscent of that of the Chinese, Japanese, Hawaiians, and other Polynesian peoples. I always find it fascinating to compare 'new' cultures with those that I am already familiar with, and I am so grateful to have experienced a taste of Atayal culture through the Yamai Tribe! I hope to eventually learn about all the different cultural groups in Taiwan!



(Left to right) Katherine, Megan, Kailyn, Samantha, and Ripley making the Hunter's food during their field trip to the Yamai Tribe

CLOSING CEREMONY

Words from Dr. Song Jiang (Program Director)

As we conclude on August 2nd, the University of Hawai'i at Mānoa (UHM)'s Mandarin Chinese Summer Immersive Program at National Tsing Hua University (NTHU) wraps up the scheduled eight weeks of intensive study. The scenes from the past eight weeks seem as though they occurred just yesterday. The students' graduation presentations offered a glimpse into their learning achievements, reflecting the progress and growth each has made. I believe this eight-week study abroad program will be a deeply rewarding and unforgettable experience for all participants.

The UHM-NTHU Chinese Summer Program places stringent demands on students' ultimate language proficiency and intercultural communication skills. This year, our program welcomed students from four different universities including the University of Hawai'i at Mānoa, Western Kentucky University (WKU), the University of Oregon, and the University of North Georgia. Despite varying levels of Chinese language proficiency, all students set clear learning objectives from the onset. The intensity of this program is unparalleled for many, and their classroom performances, examination results, oral presentations, and research projects clearly demonstrate substantial progress in language skills, cultural understanding, critical thinking, and research capabilities using Chinese as a medium.

Over these eight weeks, students also made significant strides in their personal and intellectual development. They faced challenges and difficulties, yet also celebrated successes in overcoming these hurdles. I am genuinely impressed by the bravery students have shown on this journey of personal growth. It is heartening to see students from different institutions living harmoniously, making new friends, and forging deep friendships.



The success of completing this eight-week program could not have been achieved without the dedicated efforts of our seven distinguished teachers. Our teaching team, primarily comprised of master's and doctoral students in Chinese language teaching, began with an online training and program preparation session led by a University of Hawai'i at Mānoa professor two weeks before the program's start. Throughout the program, continuous class observations, feedback sessions, and coordinated lesson planning among the teaching team proved effective in achieving our educational objectives and ensuring the quality of each lesson. The teachers also benefited from a mini-workshop led by Professor Ke Peng, Director of the Chinese Flagship at WKU during her brief visit to our program. I believe these eight weeks have also been a period of growth for our teachers, who not only had the opportunity to implement their teaching philosophies, but also gained firsthand experience in Chinese language instruction and a deep understanding of the professional standards expected of Chinese language teachers.

The smooth implementation of the program could not have been possible without the significant support from the NTHU's Global Office. Their efforts facilitated the formal sister school exchange agreement signed three years ago, which also led to the establishment of the Huayu BEST Program. On behalf of the University of Hawaii, I express our gratitude to the Global Office for their efforts in fostering inter-university exchanges. As NTHU's collaborator, we are committed to continuing our efforts and deepening our cooperation.

I extend my sincere thanks to the two pivotal figures who enabled the smooth planning and successful completion of this program: Professor Hsin Shih-chang and Program Coordinator Ms. Chen Min-Qi. As the local organizer for the program, Professor Hsin actively coordinates with various school departments to ensure the program's success. The Coordinator Chen Min-Qi, who has been the indispensable project manager for the past three years, continued her outstanding work in project planning, teacher management, cultural visits, course advancement, student life management, and organizing the opening and closing ceremonies. The role Min-Qi plays has been irreplaceable.

Furthermore, the program is grateful for the Alice & JP Wang Scholarship from UH Foundation and Flagship Scholarships from IIE for providing funding for all students who participated in this summer's program.

This year marks the third successive and fruitful attempt of the UHM-NTHU Summer Program since 2022, with further enhancements and improvements in all aspects of the program. After the program concludes, we will collaborate with NTHU, the Center for Chinese Language Center at UHM, and other participating institutions to review our experiences and evaluate the outcomes. We look forward to further refining this program and continuing to deepen the collaboration between UHM and NTHU.



Students gather at the Shuishhe Wharf of Sun Moon Lake, ready to embark on a scenic lake cruise



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Join us bi-weekly on Mondays at the University of Hawai'i at Mānoa Biomedical Sciences Building (Room T111) for a taste of Chinese culture at our staff-led Chinese Corner events!

This edition of the UHM CCLE Snapshot Bulletin newsletter was edited by Angela Chen