

UHM CHINESE FLAGSHIP SNAPSHOT BULLETIN

Taiwan Edition



THE LANGUAGE FLAGSHIP

Creating Global Professionals



Summer 2022 Issue 4

CLOSING CEREMONY

The closing ceremony for the 8-week intensive summer Chinese program was held on August 5 at NTHU. The attendees include Dr. Shih-Chang Hsin, Vice-President of NTHU; Dr. Hsiang Yu Wang Angie Wang, Associate Vice-President of Global Affairs; and Dr. Shi-Long Luo, the Director of Chinese Language Center (CLC); and Dr. Song Jiang, the Director of CLFC at UHM. The closing ceremony was organized

collectively by both our cohort and the chief officers at NTHU. Six groups of UHM Chinese Flagship students first presented their studies to the audience, followed by the feedback from CLC instructors, and a thank-you speech by the student representative, Maysa Segovia. The ceremony concluded with speeches from Dr. Song Jiang and Dr. Shih-Chang Hsin.



Group photo of the cohort, instructional team, and NTHU team



Student representative, Maysa, giving the thank you speech

THANK YOU DELIVERED BY MAYSA ON BEHALF OF THE COHORT

The completion of the 8-week summer intensive program not only marks the impossibility achieved by our perseverant cohort but also paves the steady path for their future endeavor in the Chinese Flagship Program. Together, our cohort, program staff from UHM and and program staff from NTHU put a period

to the final chapter we wrote in Taiwan. Eight weeks of heat, hard work, crying, and laughing jointly shaped the memory we share of this unforgettable journey. We appreciate the opportunity offered by NTHU to advance our Chinese proficiency in Taiwan and treasure every encounter we made on this beautiful island. Thank you!



Instructor of the Mandarin Learning Center at NTHU, Ms. Ju-Feng Li, providing feedback to the cohort on their PBL presentation



The Vice-President of NTHU, Dr. Shih-Chang Hsin, giving encouraging words to the cohort at the closing ceremony



The UHM CLFC Director, Dr. Song Jiang, delivering his closing remarks for the 8-week intensive Chinese language summer program at NTHU

WORDS FROM THE UHM CLFC DIRECTOR

The UHM CLFC Intensive Chinese Language Summer Program concluded the eight-week program on August 5, 2022. Scenes from the eight-week experience documented at the End-of-Program Ceremony intermission video seemed like it just happened yesterday. The students' final speeches during the Project-Based Language Learning (PBL) not only showcase their language-learning achievements but also reflect the significant progress each student has made with their language-learning foundation. I believe this eight-week study abroad experience will be an unforgettable memory for all our students.

During the eight weeks of study abroad experience, students have improved their Chinese language ability and gained psychological and philosophical growth. Many of our students began their undergraduate studies at the start of the epidemic, spending more than two years isolated at home in front of their computers. Many took the giant leap to study abroad after only four months of hybrid campus life, with social distancing remaining intact during the Spring 2022 semester. Throughout the eight weeks, the students experienced different challenges and difficulties while also gaining the success and joy of stretching themselves to further heights. I truly admire the students for bravely persevering through these eight weeks of personal growth.

In the past eight weeks, the students have experienced quarantining at the Beitou SweetMe Hot Spring Hotel, the self-management at the Taipei 4-star hotel, Palais de Chine Hotel, with an in-depth tour of Taipei, and the intensive student life at the National Tsing Hua University campus for six weeks. On June 20, we experienced an earthquake of 6.0 magnitude in Hualien, calmly continuing our online courses in shaking rooms on the 11th and 12th floors of the Palais de Chine Hotel. On July 25, we experienced the air defense exercise. During the last few remaining days of the experience, we saw the impact of international affairs and international relations unwrapping before our eyes. I think that as a pioneering student who will one day serve as a global professional and cultural ambassador between the United States and Greater China in the future, this study abroad experience will undoubtedly make the Flagship students more aware of their mission and responsibility.



Dr. Song Jiang and the cohort with their program certificate at the closing ceremony



Dr. Shih-Chang Hsin and the cohort with their program certificate at the closing ceremony



Dr. Song Jiang giving UHM pennant to Dr. Hsiang-Yu Angie Wang, NTHU Associate Vice-President of Global Affairs

STUDENT'S FINAL PRESENTATION

Per the program structure, each student has to participate in a group Project-Based Language Learning (PBL) project and present the completed study at the end of the summer program. The project was designed and carried out by each student group and was supported by one instructor to provide guidance as well as facilitate the production of the textual materials and the execution of the presentation.



Eva introducing the demographics of the indigenous groups in Taiwan

INDIGENOUS CULTURE IN HAWAI'I AND TAIWAN: A CASE OF AMIS

Students: Alysa & Eva; Instructor: Wei-Ting Yang

Adopting document analysis and interviews, this study seeks to discuss and compare the differences in lifestyles and cultures between the indigenous people in Hawai'i and Taiwan. The interviewees are Amis people in Hualien. We hope the result of this study can bring more attention to the dilemma that indigenous people are facing and prompt reflection on correspondent measures.

INSTRUCTOR'S COMMENT

Despite the considerable gap in proficiency between Eva and Alysa, this group still put together a well-constructed presentation. Eva accurately expressed her ideas in the abstract description, and Alysa used appropriate language throughout the presentation without a script.

A COMPARISON OF ONLINE AND IN-PERSON CLASSES IN THE POST-PANDEMIC ERA

Students: Anna & Michelle; Instructor: Hsin-Chen Chang

This study discusses teaching in Taiwan in the post-pandemic era and compares how students and teachers view online and in-person instructions, respectively. With pandemic-related policies as the framework and supported by information gathered in interviews, we offer our analysis of the pros and cons of online and in-person teachings.

INSTRUCTOR'S COMMENT

Though Anna and Michelle were dependent on the word-by-word script at the beginning, I am glad that they managed to memorize all the content in the final presentation. The project reached a professional level and exceeded my expectations.



Anna presenting the different mentalities that teachers and students have before and after COVID-19

ANALYZING THE DIFFERENCES BETWEEN TAIWAN AND CHINA: A PERSPECTIVE FROM COLLEGE ENTRANCE EXAMINATIONS

Students: Molly & Paul; Instructor: Jui-Yang Ting

Despite Taiwan and China share the same root of culture and language, the discrepancies among the cross-strait area after being separated for more than a hundred years are worth exploring. This study focuses on synonyms with different characters and the similar-but-not-identical education systems. Through this study, we seek to unveil more differences in vocabulary use and college entrance examinations between Taiwan and China.

INSTRUCTOR'S COMMENT

This is a well-organized presentation with concise, highlighted information from Molly and refined text from Paul. Some room for improvement is pronunciation and word choice. But overall, this is a very informative and well-executed presentation.



Molly compared the different examination systems of Taiwan and China

TAIWANESE PEOPLE'S ATTITUDE TOWARDS JAPANESE ARCHITECTURES IN TAIWAN

Students: Kai, Megan, & Yi Lin; Instructor: Yi-An Chen

Colonized by Japan, Taiwanese people's opinions towards the Period of Japanese Rule in Taiwan have always been highly polarized. Through the interview, this study seeks to unveil Taiwanese people's attitude on whether or not we should preserve the architecture constructed during that period. By analyzing the distribution of interviewees' attitudes and age groups, we discuss if these historical entanglements will perish or be inherited over generations. Furthermore, with collected information regarding the geographical distribution, usages, and building materials of the existing Japanese historical architectures from the interviewees, we offer suggestions on how to preserve these historical architectures.

INSTRUCTOR'S COMMENT

Megan actively participated in the project and devoted significant effort to prepare for the final presentation. Yi Lin's contribution to visual arts and textual arrangement is also crucial to the project's success. Though always on time for group meetings, Kai's peer communication and commitment improvements are desired.



Yi Lin and Megan presenting their study on Japanese architectures in Taiwan

THE INFLUENCE OF TIK TOK ON DIFFERENT AGE GROUPS

Students: Cara, Maysa & Noelani; Instructor: Yi-Xiu Lin

With the constant development of media and technology, many people seek to present themselves via online platforms. TikTok is one of the most popular platforms. We observed that many people spend a significant amount of time watching or creating TikTok videos; some are even addicted to it. Thus, through interviews, this study seeks to explore the perception of TikTok by people in different age groups as well as its popularity in society. Finally, we offer suggestions for the potential issues raised in the study and our reflection on the phenomenon identified.

INSTRUCTOR'S COMMENT

Cara, Maysa, and Noelani put a lot effort into this project. They demonstrated excellent teamwork, from designing the questionnaire to the final presentation. They also found that there is still room for improvement in their pronunciation through the interviewing process.



Noelani and Cara getting ready to introduce their presentation to the audience

LOCALIZED STREET FOODS IN TAIWAN NIGHT MARKETS AND THE ISSUES OF HEALTH AWARENESS AMONG YOUNGER GENERATION

Students: Le Yi & Monica; Instructor: Xinjie Xiang

Night markets have long been a pivotal part of Taiwanese culture. As time moves on, the constant development of street foods in night markets significantly influences people's daily lives. However, many people in Taiwan have limited knowledge of the backgrounds of these street foods. This study explores the origins and historical development of common street foods in night markets. Furthermore, in hopes of promoting Taiwanese street food culture

to foreigners and offering locals a new perspective on the localization of street food in Taiwan, we also look into the interaction between street foods and Taiwanese people's dietary habits.

INSTRUCTOR'S COMMENT

Despite the occasional delay in the project timeline, Monica and Le Yi put forward a study incorporating a well-designed survey to explore the interface between Taiwanese people and the famous street culture. I have witnessed their progress in proficiency over time and am genuinely proud of the final product.



Monica and Le Yi presenting their research on Taiwanese night market culture

SITE VISITS AND WORKING LUNCH

THURSDAY 7/7 VISIT TO CHINESE LANGUAGE FLAGSHIP CAPSTONE PROGRAM AT THE NATIONAL YANG MING CHIAO TUNG UNIVERSITY BEITOU CAMPUS

On Thursday, July 7th, Dr. Song Jiang, UHM Chinese Flagship Program Director, and Vivian Li, Academic Support, made a trip from Hsinchu to Taipei to attend the Spring 2022 Capstone student's end-of-the-semester domain presentations and talk with the students, teachers, and staff at the National Yang

Ming Chiao Tung University's Taipei campus. Through this visit, the Program Director and Academic Support had the opportunity to learn more about how the Capstone Program in Taiwan operates and the effort the teachers and staff put in to ensure students meet the Flagship proficiency goals.



Lauren getting ready to give her presentation on media



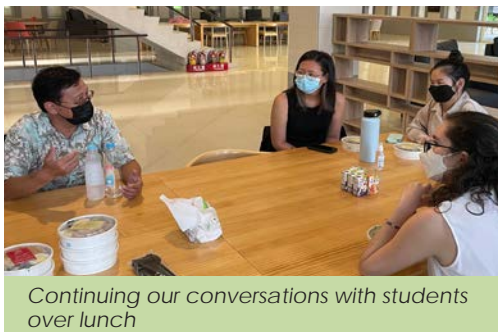
Stella in front of the podium for her presentation

During the visit, we had the opportunity to mingle with the Spring 2022 Capstone cohort to learn more about their experience and how they overcame challenges, as well as navigate through this experience under the impact of the pandemic.

Of the many final presentations, our own UHM students, Lauren O'Connell and Stella Jones, presented on "The Relationship Between Media Diplomacy and Fake News" and "Taking Personal Privacy into Account When Using Big Data Marketing", respectively. We wish Stella and Lauren the best in their internship experience at the Digital Education Institute and Taiwan NextGen Foundation, respectively. (Vivian)



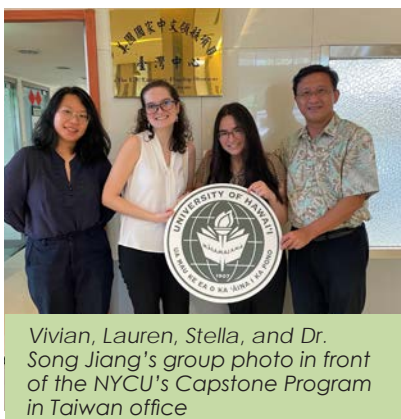
Conversation with the teachers at NYCU's Capstone Program in Taiwan



Continuing our conversations with students over lunch



Informal conversation with students after they gave their presentation



Vivian, Lauren, Stella, and Dr. Song Jiang's group photo in front of the NYCU's Capstone Program in Taiwan office

SATURDAY 7/16 WORKING LUNCH WITH NATIONAL TAIWAN NORMAL UNIVERSITY

The following week on Saturday, July 16th, we had a working luncheon with the Executive Vice-President, Dr. Yao-Ting Sung, and Dr. Jia-Fei Hong from the National Taiwan Normal University (NTNU), where both teachers and Dr. Song Jiang informally shared their experiences in Chinese education and teachings with the attending teachers who are currently teaching at the UHM CLFC Summer Intensive Program hosted by the NTHU. In addition, further collaborative projects were discussed, specifically looking at arranging more professional development opportunities for Chinese language teaching community members. (Vivian)

FRIDAY 7/20 VISIT TO THE NATIONAL TAIWAN NORMAL UNIVERSITY'S (NTNU) MANDARIN TRAINING CENTER (MTC)

After the first visit back to Taipei to visit our Hawaii students at other institutions, another trip was made on Friday, July 20th by Dr. Song Jiang and Vivian Li to see Leila Worman, who is attending the Flagship Summer Program at the Mandarin Training Center (MTC) at the NTNU. MTC kindly organized meetings with different administrators to learn more about how they operate and tour their facilities. We also had the opportunity to sit in Leila's classes to see what she was learning, as well as one of her one-on-one tutoring sessions. We met with the I-Fang Wang (Secretary to NTNU Vice-President Dr. Yao-Ting Sung), Dr. Chao-Mei Tu (Associate Executive Director of MTC), Dr. Jia-Fei Hong (Associate Professor, Department of Chinese as a Second Language), and Yi-Ju Chen (Administrative Secretary of MTC's Division of Academic Affairs) whom shared in detailed how they operate the Flagship Summer Program, especially about their curriculum design and division of students based on their internal placement assessment. We also got a chance to check-out their newly renovated kitchen facility that could hold about 20 students for cultural activities. (Vivian)



Group photo with NTNU's Dr. Yao-Ting Sung, and Dr. Jia-Fei Hong after lunch



Group photo with Yi-Ju Chen, Vivian Li, Dr. Song Jiang, Dr. Chao-Mei Tu, Dr. Jia-Fei Hong, and I-Fang Wang in front of Mandarin Training Center (left to right)



Photo of Leila Worman during her one-on-one tutoring session



Group picture of Noelani, Cara, Noelani, and Eva in front of an mirrored art piece near the General 2 Bldg

Photo Credit: Anna Backus



Students waiting around the benches in the hallway before the next class starts



Photo of some of the students and teachers at the very first Chinese Table for lunch

STUDENT'S FEEDBACK

To better accommodate our students' needs, we collected feedback from the cohort via pre-and post-survey. The pre-survey centers on students' self-understandings of their language proficiency as well as their expectations of this program. The post-survey focuses on students' evaluations, comments, and suggestions for the program. Below are the responses excerpted from the surveys.

PRE-PROGRAM SURVEY

What are your goals and expectations for this program?

My goals and expectations are to see a shift in my learning curve and be able to retain more grammar, vocabulary, improve my listening and writing skills.

I want to speak Chinese more fluently without mixing English words in my Chinese.

What role do you believe the study abroad program might play in reaching your Flagship requirements?

I believe this study abroad program will help me to put myself in a place where I can practice Chinese everyday and become better in all aspects.

This experience will increase my proficiency, build a strong Chinese foundation and prepare me for Capstone.



Last photo of Dr. Song Jiang (far-right) and the cohort at the Taoyuan International Airport before heading back to the United States

POST-PROGRAM SURVEY

What do you like the most about the program?

Not only did the program allow us to study Chinese in-depth daily, but it also incorporated many cultural visits and learning excursions. I enjoyed the learning set-up of large and small classes (大班课, 小班课), drills, and one-on-one sessions, and I really liked the teachers (and their teaching style) who worked with me. During this program, Chinese was my only class, and I enjoyed being able to entirely focus on it rather than have other summer classes (that didn't involve Chinese). This allowed me to learn as much as possible in such a short amount of time.

What I enjoyed was meeting new people, being immersed in the environment, and having great teachers who care about the students and want to help them improve their Chinese skills. The teachers were all great and friendly and provided a welcoming atmosphere for the students. I enjoyed going on explorations (such as Hualien) and learning more about Taiwan's culture.

What was the most enjoyable part of this experience?

Getting to meet new people and interacting with the locals to improve my Chinese.

The one-on-one sessions and some of the cultural tours that we had in Taipei, especially those events with DIY sessions.

How do you assess your current proficiency level in comparison to the beginning of the program?

My understanding of certain Chinese knowledge increased, and my Chinese vocabulary bank has enlarged. I can utilize a higher vocabulary and express myself more efficiently in Chinese.

I have made progress since the beginning of this program and can handle some basic situations in Chinese on my own (with guidance from teachers, etc.). I definitely feel that this program boosted my level more than if I had taken a class in the U.S.

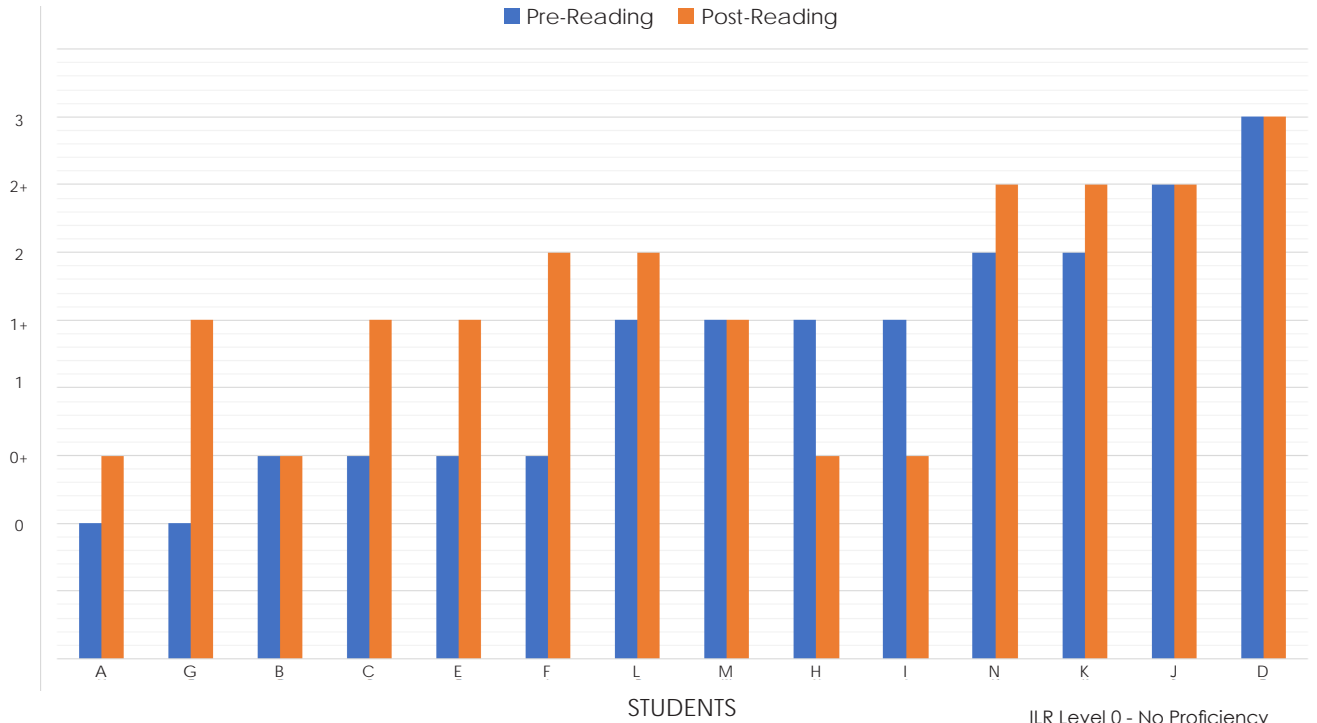
What suggestions do you have to improve any future Flagship study abroad experiences, activities, learning outcomes, and etc.?

The schedule could be improved to lessen the load of constant fatigue. Students should also be given more free time instead of being constricted by the long hours of class.

I would suggest shorter classess so students can go out and practice in real-world settings while also having time to relax.

STUDENTS' BYU ADAPTIVE PRE AND POST-ASSESSMENT RESULTS

BYU Reading Adaptive Assessment



ILR Level 0 - No Proficiency
 ILR Level 1 - Elementary Proficiency
 ILR Level 2 - Limited Working Proficiency
 ILR Level 3 - Professional Working Proficiency
 ILR Level 4 - Full Professional Proficiency
 ILR Level 5 - Native or Bilingual Proficiency

BYU Listening Adaptive Assessment

