

UHM CHINESE FLAGSHIP SNAPSHOT BULLETIN



THE LANGUAGE FLAGSHIP
Creating Global Professionals



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CLOSING CEREMONY



A group photo of the cohort and their esteemed guests at the UHM in Taiwan program's Closing Ceremony

The Closing Ceremony for the 8-week intensive summer Chinese program – hosted in Chinese by four students including Anne from Oregon State University along with Emily, Kimberly, and Maysa from the University of Hawaii at Manoa – was held August 5, 2023 at National Tsing Hua University (NTHU). All the program participants collectively celebrated their accomplishments over the past eight weeks of intensive Chinese study at NTHU while highlighting group project work and fostering Taiwanese and American cross-cultural exchange, all in an immersive language learning setting.

To kick things off, the hosts welcomed the students and the professors present– including Dr. Song Jiang, the Director of Chinese Language Flagship Center at UHM; Dr. Shih-Lung Lo, the Director of Chinese Language Center (CLC); Dr. Shih-Chang Hsin, International Intercollegiate Ph.D. Program; Dr. Yea-Fen Chen, Director of the Chinese Flagship Center at Indiana University Bloomington, and Dr. John Shanahan, DePaul University Professor, as well as all the students in attendance.

Next, each student groups presented the results of their Project-Based Language Learning (PBL) group work to the audience in Chinese. The students proudly showcased

results of their usage of cultural resources and sites available in the host city and knowledge gathered from interactions with locals using the target language. Each group's research provided valuable cross-cultural insight for their fellow students and future cohorts as well. The first group compared Taipei and American public transportation systems. The second group presented on traditional Chinese medicine dietary supplement practices. The third group examined differences between Taiwanese and American convenience stores. The fourth group investigated the perceptions of exotic foods among Taiwanese and American students. The fifth group presented on Taiwanese people's perspectives on the use of Taiwan's Hokkien language. The final group shed light on what American women face in terms of Taiwanese workplaces dynamics. Each presentation was followed by feedback and insights from their instructors.

Following the presentations, awards were distributed to students and certificates were presented to the instructors in recognition of their hard work. The ceremony concluded with speeches from Dr. Song Jiang and Dr. Shih-Chang Hsin. The ceremony ended with the presentation of the University of Hawaii's pennant to NTHU as a symbol of cooperation followed by group photos.

WORDS FROM THE UHM CLFC DIRECTOR

In the blink of an eye, the 2023 UHM in Taiwan program, jointly run by National Tsing Hua University (NTHU) and the University of Hawai'i at Mānoa (UHM) for eight weeks, comes to a close. Everything we have experienced feels like it happened yesterday. The graduation speeches given by the students showcased their achievements academically while reflecting each student's progress and growth. It is my belief that these past eight weeks of studying abroad has been a rewarding and unforgettable experience for these students.

This is the first time our summer program was open to all 13 Chinese Flagship Centers across the United States. The students in this jointly-run UHM and NTHU summer program come from five Flagship institutions, including the University of Hawai'i at Mānoa (UHM), Arizona State University (ASU), Indiana University (IU), University of Oregon (UO), San Francisco State University (SFSU), as well as one non-Flagship institution, DePaul University. Despite coming from different schools with different levels of Chinese proficiency, our student team members all set clear learning goals for themselves at the start of the program. From the students' classroom performances, exam results, oral presentations, essay reports, and research projects, we can clearly see the significant progress they have made in terms of language proficiency, cultural awareness, critical thinking, language and culture exploration, and research abilities using Chinese as a medium. We were also delighted to see students from different schools getting along so harmoniously, making so many friends, and establishing deep friendships with one another. I hope the students can bring these friendships back home to the United States, keep in touch, and continue to encourage each other and to progress together in their future Flagship studies. Congratulations to the students for successfully completing the eight-week study program and congratulations to you on the progress you made. You all have worked so hard!



Dr. Song Jiang, Director of CLFC at UHM, giving his address to the students at the ceremony

The successful completion of these eight weeks of study by the students would not have been possible without the hard work of the ten specially-appointed instructors, including four large class teachers and six small class teachers. These instructors are a young team mainly consisting of master's and doctoral students from NTHU, with the inclusion of one full-time instructor from National Tamkang University. For the teachers, I believe these past eight weeks were also a period of growth. Not only did they have the opportunity to try out their teaching concepts and gain first-hand experience in teaching Flagship coursework, but they also gained a deeper understanding of the professional norms that Chinese language teachers should all possess. Your dedication, vitality, creativity, and commitment contributed to the achievements of your students, making this program a success and providing valuable experience for the development of new Flagship study abroad models. On



Director of CLFC at UH Manoa, Dr. Song Jiang (top left quadrant), Director of the NTHU Chinese Language Center, Dr. Shih-Lung Lo (top right quadrant), and Dr. Shih-Chang Hsin from the international Intercollegiate Ph.D. Program (bottom left and right quadrants) sending off the students with their completion certificates at the end of the program



Director of CLFC at UHM posing for a group photo with the teaching team

behalf of the rest of our summer program team, I would like to express heartfelt thanks to all the teachers for their hard work.

The successful implementation of the UHM in Taiwan Program at NTHU would also not have been possible without the strong support of Vice Chancellor Wang and her Assistant Ruo Ying. Thanks to the efforts of the Office of Global Affairs, NTHU and UHM formally signed a sister school-level exchange partnership agreement last fall while establishing the jointly-run Huayu Best Language Program. Without the sister school agreement and the establishment of the Huayu Best Language Program, today's UHM in Taiwan Program at NTHU would not have been possible. On behalf of the University of Hawai'i at Mānoa, I would like to express my gratitude to the Office of Global Affairs for their efforts in developing exchanges between our two institutions.

I would also like to thank two specific offices who hosted this program, the NTHU Chinese Language Center and the International Intercollegiate Ph.D. Program, for their support. Thank you to Director Shih-Lung Lo for all your great help. To meet our needs, the International Intercollegiate Ph.D. Program and the Chinese Language Center provided us with very complete support in classroom allocation, instructional staffing, and accommodation arrangements. I can say that the accommodation conditions for our Summer Program are probably the best among all American university Chinese-language summer programs in Taiwan this summer.

Finally, I would like to express my sincere gratitude to the two key figures at NTHU who contributed to the smooth planning and successful completion of the UHM in Taiwan Program, Professor Shan-Chang Hsin and Project Manager Min-Qi Chen. Professor Hsin has been an important guiding hand behind the establishment of the UHM-NTHU sister school relationship and the You Hua Language Program at NTHU. Without Professor Hsin's introduction and promotion, there would be no cooperation between our two institutions. His multiple visits to the students during the program deeply moved the students and me alike. During his visits, he would participate in activities such as the Chinese Table and cultural

excursions. I also want to especially thank Local Program Coordinator Min-Qi Chen for her outstanding and irreplaceable work in project planning, instructional staffing, cultural excursions, language class progress, rehearsals for the opening and closing ceremonies, and more. Especially, I want to thank her for ensuring the quality of the large class teachers. Min-Qi not only was responsible for program coordination, but she also served as a full-time large class teacher. Min-Qi taught this Summer Program's highest-level Chinese Business course, CHN 405. I can see in Min-Qi the same quality and abilities as the Chinese language doctoral students at NTHU, and I am grateful to have had her as both Local Program Coordinator and large class teacher for this program. Thank you, Professor Hsin and Ms. Min-Qi.

Furthermore, I would like to take this opportunity to thank our University of Hawai'i at Mānoa Chinese Flagship Academic Support, Vivian Li, for these past two summers with the UHM in Taiwan Program. Both years, Vivian took on the tasks of admissions, travel preparation, and pre-departure orientation, then provided students with guidance for psychological and physical health as well as daily life throughout the program. Vivian was instrumental in helping our students smoothly overcome cultural shock by providing personalized and meticulous assistance, ensuring the achievement of learning goals. The counseling experience as well as best practices and precautionary measures she has accumulated will continue to play a role in the smooth implementation of future UHM in Taiwan programs.

This summer was our second successful attempt in running the UHM in Taiwan Program, and all aspects of the program have seen enhanced improvement from last year. At the end of the program, together with the Office of Global Affairs and the Chinese Language Center, we will concentrate on reporting and program evaluation. We look forward to continuing to improve this program and deepen cooperation between the University of Hawai'i at Mānoa Chinese Flagship Program and National Tsing Hua University. Thank you everyone. (Song Jiang, Director of CLFC at UHM)



Dr. John Shanahan (DePaul University), Dr. Shih-Chang Hsin (International Intercollegiate Ph.D. Program), Dr. Yea-Fen Chen (Director of the Chinese Flagship Center at Indiana University Bloomington), and Dr. Song Jiang (Director of CLFC at UHM) asking questions to student presenters

STUDENT FINAL PRESENTATIONS (PBLL)

Per the program structure, each student has to participate in a group Project-Based Language Learning (PBLL) 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 a(n) instructor(s) to provide guidance as well as facilitate the production of the textual materials and the execution of the presentation.

Challenges and Considerations for American Women Professionals in the Taiwanese Workplace

Presented by Kimberly Batson, Precious Mitchell, Jane Kwan, and Charyse Padgett
Led by Lead Lecturer Leeming Chen and Wen Hsin Chen

Through this report, the aim is to assist American women in adapting to the Taiwanese workplace culture, enabling them to better comprehend potential issues and hurdles. Ultimately, their objective is to equip women with enhanced preparedness, fostering confidence and successful career development within the new professional environment. The data collection predominantly relied on online resources and interviews, primarily engaging eight Taiwanese women currently employed in diverse fields in Taiwan's job market. Their exploration commenced from the perspective of Taiwanese women, dissecting the potential challenges and points of attention that American women might encounter in Taiwan's professional landscape.

Instructor's Comment

Being bilingual in both Chinese and English, the students sought to delve deep into Taiwan's workplace culture during their time in the country, broadening their prospects for future career paths. They actively engaged in discussions with interviewees and peers, dissecting the dissimilarities between Taiwanese and American workplace cultures. During their oral presentations, the students effectively conveyed their one-month research findings and outcomes through internalized interviews and online resources, employing visual aids such as images, narratives, and examples to captivate their audience. Drawing from firsthand research and interviews, the students confidently

addressed their audience, elucidating the examples and insights they had gathered while referencing visuals displayed on their presentation slides. Ultimately, the findings were presented to the audience through formats like presentations, bilingual booklets, and posters.



The students present on their topic on "Challenges and Considerations for American Women Professionals in the Taiwanese Workplace"

The Significance of NTHU 7-11 for NTHU Students

Presented by Maysa Segovia, Cecelia Unger, Kailey Moreno, and Kaylee To
Led by Lead Lecturer Yu-An Lee and Teaching Assistant Chia-Yu Chiang

The students observed that convenience stores in Taiwan are often located in densely populated areas, making them extremely convenient, even ranking among the highest in the world in convenience. They wondered why Taiwan's

convenience stores can be so closely integrated into people's daily lives. What sets Taiwan's 7-Eleven apart from those in the United States? How can 7-Eleven offer such a diverse range of services? What difficulties might foreign students encounter in Taiwan's convenience stores? And what importance does the 7-Eleven on the campus hold for students?



Students who worked on the report for "The Significance of NTHU 7-11 for NTHU Students" share their findings

Instructor's Comment

Throughout the PBLL project, I witnessed the dedication of my students. From brainstorming the topic, creating presentations, collecting data, to the final product presentation and sharing, the students displayed a high level of engagement in their work. Despite differences in their language proficiency, they supported each other and even voluntarily completed tasks without teacher's guidance. In addition, the oral presentation at the end was particularly impressive. While initially some students struggled to express their ideas and went over time, after intensive practice for two or three days, they gained confidence and successfully expressed their thoughts during the final presentation. Their transformation is truly commendable.

Taipei Transportation Guide

Presented by Anne Koontz, DaNia Stevenson, Marisa Van Duyne, and Asia Nunez
Led by Lead Lecturer Min-Qi Chen and Teaching Assistant Wen Ting Wang



Students present their thoughts on the Taipei transportation system

Taipei has a reputation for having an efficient and comfortable public transportation system. However, for foreign visitors with different geographic and cultural backgrounds, the variety of transportation options can be overwhelming. The team set out with the ambitious goal of developing a comprehensive transportation guide that would help ease the chaos and provide a seamless urban travel experience. They crafted an all-inclusive transportation guide that includes detailed information on Taipei's Mass Rapid Transit (MRT), extensive bus network, readily available taxis, and the popular YouBike system.

Instructor's Comment

Outside of class, students used their free time to practice, hone their presentation skills, and fine-tune aspects of the guide. As such, I believe their oral presentations will leave a lasting impact on the audience, effectively communicating the importance and benefits of well-crafted traffic directions. In the end, the students accomplished their mission with aplomb and delivered an excellent presentation, demonstrating the results of team effort and dedication.

A Taiwanese Food Supplements Guide for Americans

Presented by students Alexandra Hitrik, Noelle Fong, and Madeleine Lynch
Led by Lead Lecturer Hsin-Chen Chang and Teaching Assistant Yiping Hu

Taiwan is known as a food paradise with a rich culture of incorporating traditional Chinese medicine into food for health benefits. This research aims to explore Taiwanese perspectives on food supplements and traditional Chinese medicine, while also introducing the unique aspects of using Chinese herbs in daily health practices to a broader American audience.

Instructor's Comment

After multiple discussions, the students selected the research directions and formulated research questions. The research methods comprised online data gathering, interviews, and Google Forms surveys. They memorized their speeches in a short time and delivered commendable performances on stage.



Students share their research regarding Taiwanese food supplements

A Study of the History and Usage of Taiwanese in Taiwan

Presented by Nicole Ou, Ori Duque, and Fiona Fredell
Led by Lead Lecturer Min-Qi Chen and Teaching Assistant Ke-Ru Lai



Students Nicole Ou (UHM) and Ori Duque (DePaul) present the different usages of Taiwanese in Taiwan

After arriving in Taiwan, the students noticed that the language used by Taiwanese people was not only Mandarin Chinese but also included the usage of Taiwanese. This intrigued the students, prompting them to investigate how Taiwanese Hokkien developed, spread, and is used in Taiwan. They also aimed to understand the perspectives of Taiwanese people towards Taiwanese, hence choosing this topic.

Instructor's Comment

Due to time constraints, analyzing the substantial amount of data consumed a considerable amount of time. Consequently, not all analyzable content could be included in the final paper. Nevertheless, the students arrived at targeted conclusions, mainly that regardless

of the interviewees' backgrounds, most people believed that Taiwanese Hokkien genuinely represents an important aspect of modern Taiwanese culture and communication. Because of this limited time, they were unable to perform at their usual standards and produce a perfectly flawless report. Nevertheless, they are still a commendable group. It is believed that after this PBL experience, the students

have learned and progressed significantly, whether in understanding Taiwanese culture, communicating with native speakers, or presenting their own research. Through this experience, it is also hoped that they will gain a different perspective on viewing the world and continue to explore and understand the world from various angles in the future.

Unique and Unusual Food in American's and Taiwanese's Eyes

Presented by students Emily Hsu, Iwalani Campbell, and Alisa Ardt
Led by Lead Lecturer Leeming Chen and Teaching Assistant You-Syuan Lin

The topic of this group is "Unique" and "Unusual" Food in American's and Taiwanese' Eyes. The students chose this topic because they were interested in the food in Taiwan. They thought Taiwanese food was quite different from the food in the States and it tasted good. At first, they wanted to find both Taiwanese and foreigners to be the participants, but it turned out that the range of "foreigners" is too broad. They then narrowed it down to Taiwanese and "Americans." After choosing the participants, the students came up with the interview questions, made the board for the interview, and interviewed people. They randomly picked people on NTHU campus and asked if they were willing to be recorded and participate in the project. Through the interviews, the students got to know people's thoughts.

Instructor's Comment

In the end, my students interviewed 11 Taiwanese and 11 Americans in total and recorded 2 hours of footage. They designed a pamphlet and made a highlight video for the interviews. I really like their product and I think the video serves as a precious record of their hard work. During preparation, all three students put a lot of effort into the discussion. They carefully designed the research questions, determined feasibility, and evaluated potential outcomes prudently. They ensured the effectiveness and value of the project so the results would be more meaningful and applicable.



Students Iwalani Campbell (UHM) and Emily Hsu (UHM) present their image board and the findings from their interviews

STUDENT JOURNAL ENTRIES

CHN 204: Intermediate Chinese

My listening has improved, but it's still difficult to recognize tones. My reading and writing skills have improved a little. I can recognize some traditional characters. I have a tendency to translate words or phrases literally, so it's hard for me to guess what a new word might be, even if I know the pinyin. I don't think my speaking has improved as much as I hoped. It is difficult for me to speak in Chinese because I easily forget basic words/phrases when trying to say them out loud. It's a lot easier for me to type or write instead, because I can think about what I am going to say and edit or adjust it as needed. I also fall back on English words a lot.

I found it helpful when the teacher goes through the text with us and chops it up into smaller bits so it's easier to understand. The teacher is really understanding, adds humor to the lessons so it's entertaining, adaptable, and strives to improve her teaching method if it doesn't seem to be effective. I think a great part about the class experience was having a smaller class size than the other levels, but also being able to casually speak with the teacher about whatever topic we were learning. It helped to not only improve my casual Chinese, but to learn about the lesson as well. The area I feel I have improved the most is speaking. I am much more confident in my ability to strike up a conversation now. (Asia Nunez, UHM)

My learning progress would be constantly improved as I was placed in an environment where I constantly had to use Chinese. In the first weeks, it definitely was a struggle getting used to speaking in Chinese with practically everyone. There were definitely times when I felt like I was not making progress, but I was reminded that learning comes naturally and at its own pace for each student. Although I may not see immediate improvement or progress in the future, I will look back at these moments and see that I have made progress, whether big or small.

The teachers were very firm in their way of teaching, but also cared for our well-being. They were compassionate and were always willing to help. They never gave us the answers, but instead helped us find the answers on our own. The teachers gave us very useful resources, study tips, and tools to test and retain what we learned (i.e., Pleco, Quizlet, the pomodoro study method, etc).

I think I've grown in how I create relationships with other people by improving the way that I think and communicate. These eight weeks were an extremely intensive program and I think it made it a lot harder to balance studying and going out to explore the culture. It was hard but a lot more fun way of learning a new language. (Noelle Fong, UHM)

CHN 303: Intermediate Chinese

Among the teacher's teaching methods, the ones that helped me the most are thoroughly going over the characters, grammar, and lesson text together. For the lesson text in particular, the teacher encourages us to do our best at summarizing the text and asking deeper questions. This helps us learn how to grasp the main points of a paragraph without needing to understand each character.

I think the aspect that I have grown the most in is reading. Before, I wasn't even able to comprehend full essays, but after practicing these last two months I can mostly grasp the main ideas. I've also found myself being able to understand various signs while exploring Taiwan. In addition, I've also gained some confidence in my speaking abilities. The Chinese courses I took these past eight weeks have been drastically different from any previous learning experience. For example, back in Hawaii, Chinese would not be my only class. But here, I spend the whole school day studying Chinese. Also, previous teachers would use a lot of English when explaining things, while here the teachers will only use Chinese. This would help me constantly practice and improve greatly.

Overall, I'm very grateful for the teachers for being understanding and eager to help us learn during this experience. (Jane Kwan, UHM)

CHN 404: Advanced Chinese

Before I came to this program, I have been focusing on my listening skills. Coming into this program, I wanted to focus on my reading and character recognition. I can proudly say that all the areas improved in different ways. I am able to recognize more characters including traditional characters; I am able to listen to faster paces and understand the content; I am more aware of tones than I was before, specifically when speaking. I would like to say that my reading has improved the most, but I feel that my listening skills have improved more.

I think that my Chinese language level has immensely grown from the beginning of this program. I think specifically my reading and listening skills have gotten so much better. At the beginning of the semester, I was not confident in speaking Chinese with others, but now I am definitely a lot more confident and able. I have found that my speaking is not as good as I thought it was, specifically because of my tones. However, I have started working on my tones more than I ever have so that I can increase my speaking ability as well. (Charyse Padgett, ASU)

My teacher is always open to helping me improve whether she is asking me to come to her office hours, asking me if I

My experience in the past 8 weeks has definitely been unlike any other language learning experiences I have had. I am very grateful to have been assigned the teachers and classmates I was put with, and I feel I learned a lot from each of them. Regarding my teacher's most helpful teaching methods/points where she excelled, I was always especially impressed with my big class teacher's ability to teach me new things without English in a way I could still understand at my level. I have not been in a Chinese learning environment that was taught completely in Chinese before coming here, so being able to practice the skill of hearing how someone can use words I know to explain words I don't yet know was very helpful for me. I am very fortunate that my program back home also consists of a tight-knit group of classmates who all get along, but having that here as well was definitely another important aspect of what made my time here feel successful.

I think that I have also shortened the amount of time it takes me to think of how to say things before I say them. This is something I struggle with even in English, so it is especially hard for me in Chinese. I still awkwardly stand around and think of how to say things, but I think the growth aspect of where I was 2 months ago relative to where I am now is important to note. Thank you, Ms. Chen! (Nicole Ou, UHM)

understand something, and making sure I have the materials I need for class the next day.

I have to say that I really enjoyed the teachers that I had during this program. I honestly would not have wanted any other teachers teaching me, they are great teachers and I hope the best in your teaching careers and I thank you for helping me on my Chinese language learning studies. (Precious Mitchell, ASU)

CHN 405: Chinese for Business & Professionals

I feel like my reading aspect has improved the most. In terms of difference in study experience, I focused a lot more on reading and writing, which I seemed to struggle the most in. I feel the most helpful method was having us make our own sentences using vocab and grammar. Everything the teachers did was helpful, from always explaining, talking with us, everything. The most helpful thing was all the extra practice and sometimes making things hard so we push ourselves to be better. (Maysa Segovia, UHM)

STUDENT AWARDS

The closing ceremony for the 8-week intensive summer Chinese program represented the culmination of weeks of hard work and dedication on the parts of both students and instructors. Students, having undergone an intensive Chinese language program aimed at maximally improving their Chinese language abilities in a short time frame, and instructors, having expertly taught lessons that were both engaging and meticulously detailed, were each recognized for their endeavors.

Instructors demonstrated their ingenuity in their creation of

twelve awards, some of which add a particular idiomatic flavor in their description of student achievements, and all of which recognized a particular student for a unique brand of excellence.

The students, visibly pleased with their awards, and the instructors, gratified at the immense progress achieved by the students, exuded an atmosphere of determination and joy. Closing remarks by Dr. Song Jiang and Dr. Shih-Chang Hsin – exuding very much the same atmosphere and sentiments – soon followed. (Maxwell Koenen)

Award Name	Description	Student Winners
突飛猛進獎 Rising Star Award	Conferred upon the student who displayed the greatest tangible progress from the beginning of the program to the end	Charyse Padgett (ASU) DaNia Stevenson (SFSU)
字正腔圓獎 Artful Articulation Award	Granted to the student who demonstrated an ability to articulate him or herself using Chinese in a manner resembling a native speaker as closely as possible	Ori Duque (DePaul)
行雲流水獎 Flawless Fluency Award	Given to the student who exemplified fluency in Chinese vis-à-vis his or her peers	Kaylee To (ASU)
能說善道獎 Gift of Gab Award	Given to the student who best exemplified the ability to speak Chinese fluently and the disposition to take a "nothing ventured, nothing gained" attitude when it came to speaking Chinese, regardless of the complexity of what was being spoken	Alexandra Hitrik (IU)
勤學苦練獎 Dedicated and Diligent Award	Conferred upon the student who best exemplified the drive to knuckle down and accomplish the tasks ahead of him or her	Kailey Moreno (ASU)
活絡氣氛獎 Active and Animated Award	Conferred upon the student who exuded the greatest enthusiasm towards learning	Iwalani Campbell (UHM)
入鄉隨俗獎 When in the Country Award	Given to the student who committed most tangibly to integrating into the environment in Taiwan	Madeleine Lynch (UHM)
領導卓越獎 Excellence in Leadership Award	Conferred upon the student who best represented a drive to help others in their studies and guide them to complete the tasks they were given	Nicole Ou (UHM) Maysa Segovia (UHM)
古道熱腸獎 Master of Magnanimity Award	Given to the student who exuded kindness, humility, and a willingness to assist others in their learning journey	Emily Hsu (UHM) Anne Koonitz (UO) Marisa Van Duyne (UHM)
挑戰自我獎 Challenger Award	Conferred upon the student who best exemplified the drive to improve past what was required of him or her	Cecelia Unger (UHM) Precious Mitchell (ASU)
孜孜不倦獎 Non-Slacker Award	Conferred upon the student who exemplified characteristics starkly contrasting with those of a slacker, instead choosing to work hard and master difficult concepts	Jane Kwan (UHM) Kimberly Batson (UHM)
堅持不懈獎 Indefatigability Award	Conferred upon the student who demonstrated a willingness to strive for excellence despite having faced difficulties in learning Chinese	Asia Nunez (UHM)
身體力行獎 Hands-On Award	Conferred upon the student who best exemplified the drive to find practical uses for Chinese outside of the classroom environment	Noelle Fong (UHM)
全勤獎 Perfect Attendance Award	Conferred upon the student who, regardless of circumstances, attended class on-time and showed up to every session	Asia Nunez (UHM) Jane Kwan (UHM) Nicole Ou (UHM)



The cohort and teachers Yu-An Lee and Leeming Chen (middle) posing for photos with the students and their hard-earned awards

REFLECTIONS FROM PROJECT COORDINATOR

Min-Qi Chen, National Tsing-Hua University

For a prolonged period, travel constraints have hindered our ability to explore new horizons and have limited our opportunities to immerse ourselves in local environments to gain exposure to the target language. This year, Taiwan has opened its doors to students, giving rise to a diverse array of Chinese Flagship Programs that are flourishing across the country. Among these programs, ours is dedicated to relentlessly exploring new possibilities in order to offer a more thoughtfully crafted and designed experience.

Furthermore, our program stands on a solid foundation of success, a testament to the challenges we conquered triumphantly last year, especially with the inaugural UHM-NTHU program. By drawing comparisons with these established programs, the accomplishments we achieved in the previous year have endowed us with invaluable insights, particularly in the realms of program location, accommodation, cultural activities, and our dedicated work team.

Speaking of program location, by maintaining our choice of Taipei and Hsinchu as primary locations, we've built on the triumphs of the past year. However, we have taken our program design a step further this year. Students spent three weeks in Taipei and five weeks in Hsinchu, affording them more time to deeply engage with the blend of traditional heritage and modern innovation that Taipei offers. Upon transitioning back to Hsinchu, we are dedicated to highlighting not only the local indigenous and Hakka cultures but also delving into the rich history of Hsinchu. Additionally, we aimed to address contemporary issues, including insights into TSMC, a prominent technological player in the region.

Undoubtedly, accommodation plays a pivotal role, particularly when students are under the pressure of an intensive program. To ensure students' comfort, we have secured accommodations in two hotels in Taipei and Hsinchu. Even in Hsinchu, where accommodations are limited, we've managed to secure space for students at

Tsinghua Guesthouse. Our dedicated efforts are focused 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.

Emphasizing the significance of cultural activities, our program recognizes the value of immersing students in local culture and heritage. Our dedicated efforts in organizing comprehensive cultural activities and well-designed courses serve as a precursor to visiting historic sites. This approach not only enhances students' understanding but also enriches their experience.

Finally, we have implemented a more streamlined workflow as compared to last year, resulting in heightened overall work efficiency aimed at delivering an enhanced service for our students. Our program's design, workforce, and teacher training have all undergone improvements, placing us significantly ahead of last year's achievements. Collaboratively, our lecturers and teaching assistants closely monitor each student's progress, ensuring individual attention. Moreover, we have devoted additional time to comprehensive teacher training. Throughout the program's duration, we have established a framework for timely feedback to our lecturers, allowing them to tailor their teaching methods to better suit our students' needs. This iterative feedback loop helps optimize the learning experience.

In conclusion, this year we built upon the foundation established in the previous year to create a more profound program. However, our pursuit of excellence does not end here. We have diligently learned from our experiences this time, and through meticulous introspection, we are committed to crafting an even more refined program for the next year.



STUDENT FEEDBACK

"I liked the excursions where we were doing activities and not just walking around. Also, the weekend full day activities were too long. I would recommend starting them later."

"Even though it is excruciatingly hot I liked when we went outside for the activities. I also really liked the activities where I can interact and talk with my classmates. I liked the Beipu old street activity because we had some time to explore by ourselves after. I think a lot of the activities should include that so students have more freedom to look at what they want."

"In my class specifically, we made an effort to learn slang and learn new vocabulary on our own. I now actively use the words we learned together in my daily life."

"I used new words because these were words that I constantly heard and somehow I also implemented them into my vocabulary."

"I really enjoyed this program and would definitely recommend to other students."

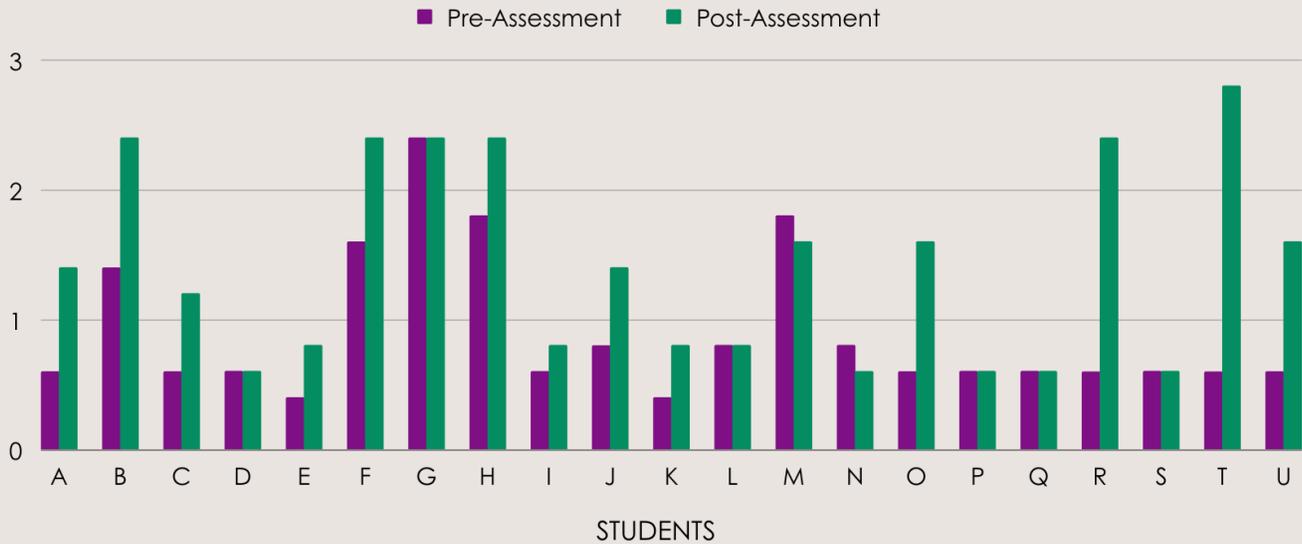
"I would recommend this course to my peers as I have met many wonderful people and have experienced many things that I would not have otherwise in the States."

"I would recommend this program to others because in the end it has helped me improve drastically in all aspects of learning Chinese."

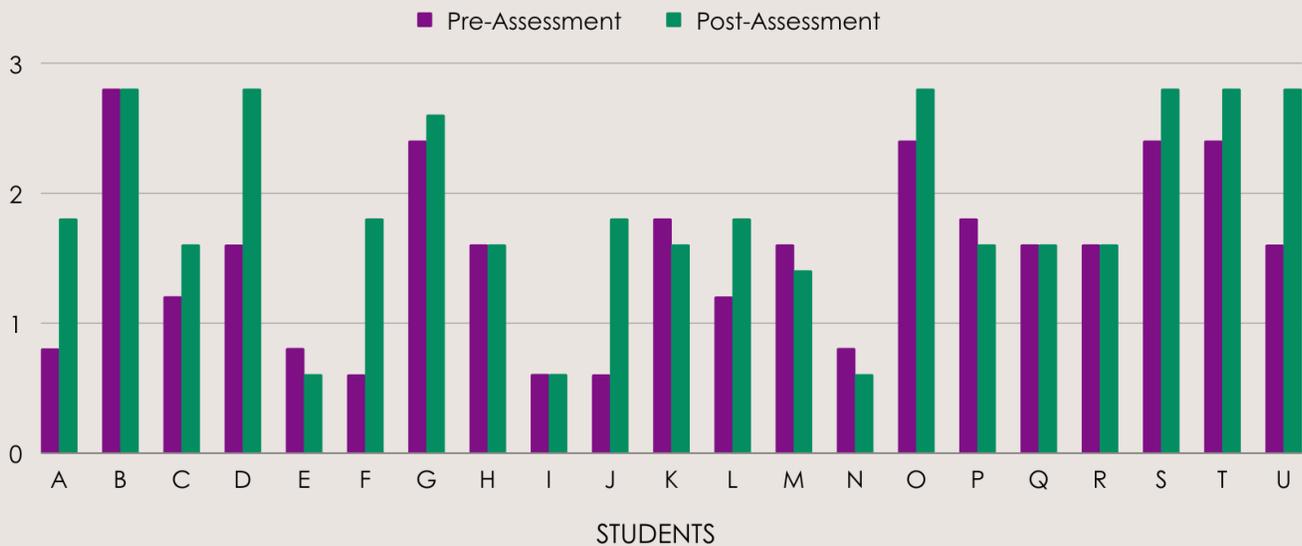
STUDENT BYU ASSESSMENT RESULTS

ILR Level 0 - No Proficiency
 ILR Level 1 - Elementary Proficiency
 ILR Level 2 - Limited Working Proficiency
 ILR Level 3 - Professional Working Proficiency

BYU Reading Adaptive Assessment



BYU Listening Adaptive Assessment



UHM Chinese Language Flagship Center

1960 East-West Road
 Biomedical Sciences Building T111
 Honolulu, HI 96822

☎ 1-808-956-8499
 ✉ chnflag@hawaii.edu
 📱 @hichineseflagship

