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特色發展計畫：

華語教學師資培育之實施成果與反思

*Featured Development Program:  
Implementation outcomes and reflections  
on Chinese language teacher training*

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海報論文發表

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## 特色發展計畫：華語教學師資培育之實施成果與反思

### Featured Development Program: Implementation outcomes and reflections on Chinese language teacher training

關鍵字：華語文教學師資培育、文化導入、教學實務

Chinese language teacher training, cultural integration, teaching practice

#### 論文摘要：

本文旨在分享「特色計畫：發展具前瞻性及實驗性特色師資培育課程-華語教學」(計畫起訖時間 113 年 1 月 1 日至 117 年 12 月 31 日)的實施歷程、成效與反思。該計畫是由屏東大學華語教學中心規劃、執行，為期五年的專案，其內容則是針對校內儲備教師和師資生進行專業知能培訓、教學觀摩及實習規畫。計畫實施第一年，相關課程及活動設計聚焦在透過華語文師資專業知能學理養成、現場教學活動參與和課輔實習等方式，強化師培學員的學理知識，累積實務經驗和提升跨文化溝通能力。

此次培訓有 21 位學員參與，課程內容包括：華語文教學概論、華人社會與文化、漢語語言學概論、第二外語習得理論、華語語法教學、中國語文概論和華語正音，共計 30 小時。結訓後，由中心協助安排學員入班參與各類對外華語教學課室活動，並協助輔導校內華語生與國際生，以期能將教學理論實際應用於教學。以「華人社會與文化」為例，學員學習中華文化脈絡與思維後，在課室觀摩時將書法、臺灣茶藝、象棋和夜市遊戲等活動導入語言教學課堂，並結合實際語境設計融入式的教學活動。正如方麗娜（2017）所主張，華語教學不僅要教授語言（詞彙、語法、語用等）的基本知識，還應融入文化內容和溝通交際的成分，以實現跨文化教學效果。此外，為協助儲備華語文教師融入教學現場，中心規劃具教學經驗的資深教師與儲備教師共組教師傳習團隊，藉由問

題導向的討論方式來創造對談議題，增益學員華語文教學的素養。最後，通過參與活動的華語生、國際生及師培成員的反饋，發現師培學員在語法講解和教學活動設計等方面有顯著進步。

計畫課程及課後搭配活動執行順利，然而實施過程中遭遇三項挑戰：第一、部分受訓學員未能完整參與課程、觀摩和實習；第二、實境化教學環境的侷限；第三、教學活動難以涵蓋臺灣多元文化。本文除介紹計畫內容與執行成效外，亦反思實行成效，參考本次經驗，提出相應之對策，包括：一、提早辦理宣傳、說明活動，並明訂學員培訓流程及結業成效評核機制。二、安排實境參訪或文化走讀活動，擴大教學場域。三、在未來師培計畫中，將依次融入閩南、客家、原住民族等主題文化，協助師培學員和華語生建立文化互參的比較精神。

總上所述，華語教學師資培育特色發展計畫的推動歷程尚具有自我成長的機會，本文的探討與反思，為有志從事華語文教學者提供寶貴的經驗和啟示，亦可資未來培訓計畫的優化和發展參考。

This paper aims to share the implementation process, outcomes, and reflections of the "Featured Program: Developing a forward-looking and experimental teacher training curriculum for Chinese language teaching" (duration from January 1, 2024, to December 31, 2028). Planned and executed by the Chinese Language Center at Pingtung University, this five-year project focuses on professional knowledge training, teaching observation, and internship planning for in-house reserve teachers and teacher trainees. In the first year of the project, course and activity designs centered on strengthening theoretical knowledge, accumulating practical experience, and enhancing cross-cultural communication skills through professional theoretical training, participation in on-site teaching activities, and tutoring internships.

Twenty-one trainees participated in the training, which included courses such as Introduction to Chinese Language Teaching, Chinese Society and Culture, Introduction to Chinese Linguistics, Second Language Acquisition Theory, Chinese Grammar

Teaching, Introduction to Chinese Literature, and Chinese Phonetics, totaling 30 hours. After completing the training, the Center assisted in arranging classroom participation in various Mandarin Chinese teaching activities and mentoring Mandarin and international students to apply teaching theories in practice. For instance, in the “Chinese Society and Culture” course, trainees learned about Chinese cultural contexts and thinking and then integrated activities such as calligraphy, Taiwanese tea art, Chinese chess, and night market games into language teaching classrooms, designing immersive teaching activities combined with real contexts. As advocated by Fang (2017), Chinese language teaching should not only impart basic knowledge of the language (vocabulary, grammar, pragmatics, etc.) but also incorporate cultural content and communication elements to achieve cross-cultural teaching effects. In addition, to help reserve Chinese teachers integrate into teaching environments, the Center formed a teacher mentoring team with experienced teachers and reserve teachers, using problem-oriented discussions to create dialogue topics and enhance the trainees’ Chinese teaching literacy. Feedback from participating Mandarin and international students indicates that teacher trainees have made significant progress in grammar explanation and teaching activity design.

While the course and after-class activities were executed smoothly, three challenges were encountered: 1) some trainees could not fully participate in the courses, observations, and internships; 2) limitations of the realistic teaching environment; 3) difficulty in covering Taiwan’s diverse cultures in teaching activities. This paper proposes corresponding countermeasures: 1) organize early publicity and briefing activities, and clearly define the trainee training process and completion evaluation mechanism; 2) arrange field visits or cultural exploration activities to expand teaching venues; 3) in future training programs, successively incorporate themes from Hokkien, Hakka, and indigenous cultures to help trainees and Mandarin learners establish a comparative spirit of cultural mutual reference.

In summary, the implementation process of the Featured Development Program for Chinese language teacher training presents opportunities for self-growth. The discussion and reflections in this paper provide valuable experience and insights for individuals who aspire to engage in Chinese language teaching and can serve as a reference for optimizing and developing future training programs.



- 圖 1：華語文師資培訓課程
- Figure 1: Chinese language teacher training courses



- 圖 2：華語師資生課輔實習
- Figure 2: Chinese language teacher trainees tutoring session



- 圖 3：華語師資生融入象棋文化體驗活動

- Figure 3: Chinese language teacher trainees participating Chinese Chess cultural experience activities



- 圖 4：華語師資生融入夜市遊戲教學活動

- Figure 4: Chinese language teacher trainees participating night market games teaching activities





- 圖 5：華語師資生與校內國際生交流

- Figure 5: Chinese language teacher trainees interacting with international students on campus



- 圖 6：西班牙籍華語生書法練習

- Figure 6: Spanish Chinese language learners practicing calligraphy



- 圖 7：泰籍交換生體驗臺灣茶藝活動

- Figure 7: Thai exchange students experiencing Taiwanese tea art activities



- 圖 8：從課室活動至實際語境

- Figure 8: From classroom activities to real language contexts

