



工欲善其事 必先利其器  
**跨文化溝通能力培訓的利器**

**中文領航跨文化學習計畫**

Chinese Flagship Culture Initiative, CFCI



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# 目錄

CATALOG

01

計畫簡介  
BACKGROUND

研究過程與成果  
RESEARCH PROCESS &  
PRODUCTS

02

03

總結  
CONCLUSION

THE PROJECT

THE APP

ROUNDTABLES

# FLAGSHIP CULTURE

## INITIATIVE

01

## 計畫簡介 INTRODUCTION

Flagship Culture Initiative (FCI) is a collaborative, inter-institutional, international and cross-language initiative to provide U.S. Language Flagship students of Arabic, Brazilian Portuguese and Russian with

opportunities for articulated intercultural learning in both domestic and overseas contexts.

LEARN MORE



# 跨文化訓練研究計畫

Chinese Flagship Culture Initiative



THE LANGUAGE FLAGSHIP  
CULTURE INITIATIVE

Scenario-Based Intercultural  
Learning for U.S. Students  
of Languages



## 指導單位

美國國防語言與國家安全教育辦公室

The Defense Language and National Security Education Office

美國國家語言領航計畫

The Language Flagship

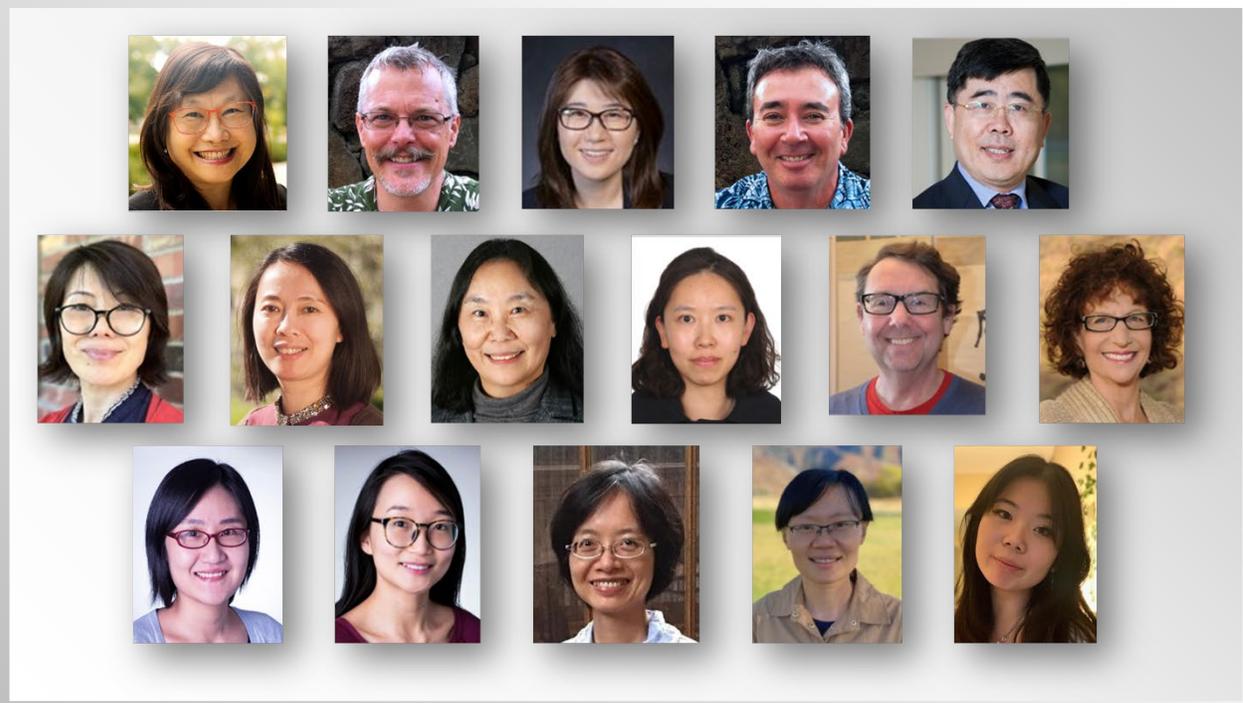
## 計畫目標

- 針對中級到高級語言水平
- 開發文化學習材料
- 發展跨文化溝通能力（ICC）



# 團隊成員

Our Team



Our team consists of colleagues from **7 Chinese Language Flagship Programs, the Language Flagship Innovation Center, the Taipei Capstone Center, and Kenyon College.**



跨語言



跨文化



跨領域



# 跨文化溝通能力

Intercultural Communicative Competence (ICC)



## 跨文化認知能力

**Investigate** products and practices to understand cultural perspectives.

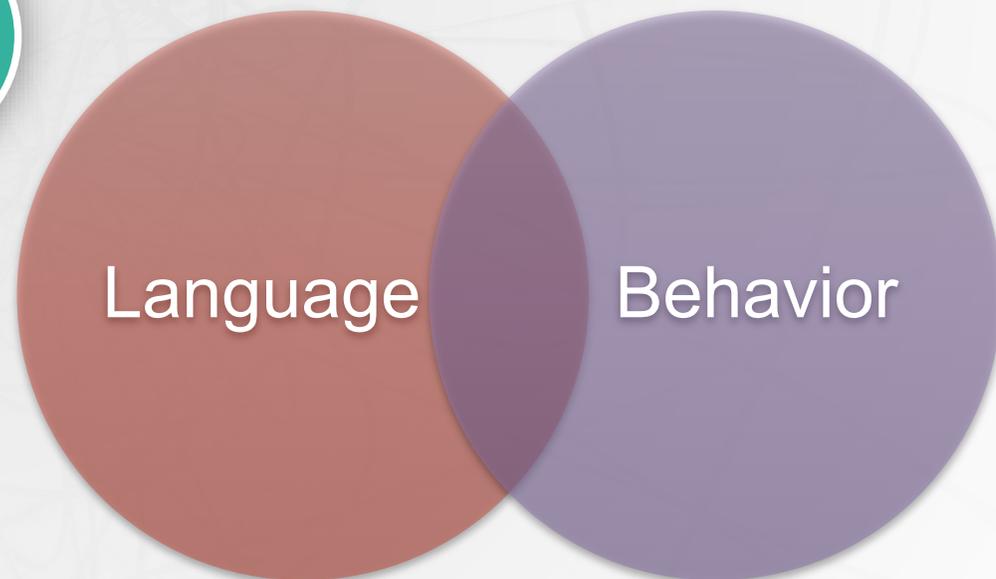


AND



## 跨文化互動能力

**Interact** with others in and from another culture.



02

# 研究過程與成果

## RESEARCH PROCESS & Products



# 研究過程 Research Process



**需求調查**  
Needs Survey



**需求分析與評估**  
Needs Analysis &  
Assessment



**學習材料設計**  
Content Design



**研究成果**  
Products



# 需求調查

Needs Survey

## 領航校友

- 需要加強的知識或技能

問卷調查  
一

問卷調查  
二

播客訪談

實地訪談

## 領航校友

- 在海外生活遇到的挑戰

## 海外接待者

- 跨文化溝通能力
- 留學/海外實習之準備

## 學習與實習單位

- 適應能力
- 行為舉止得體性
- 跨文化知識



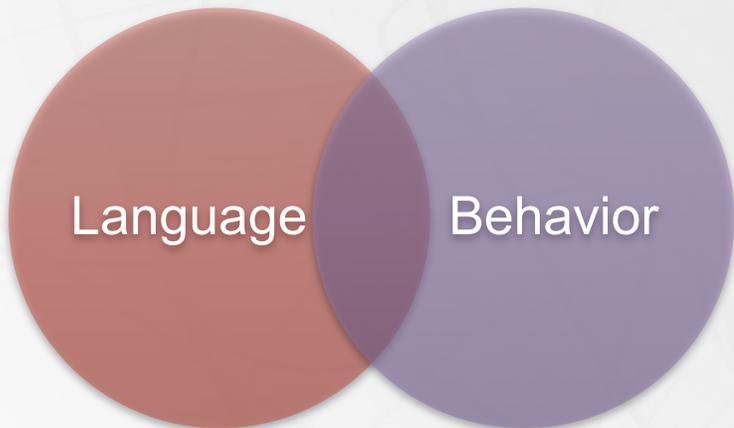
# 研究成果

CFCI Products

## 針對跨文化行為

Culture Scenarios

**ICC: Interact** with others in and from another culture.



AND

## 針對跨文化知識

Preparing for Studying Abroad

**ICC: Investigate** products and practices to understand cultural perspectives.



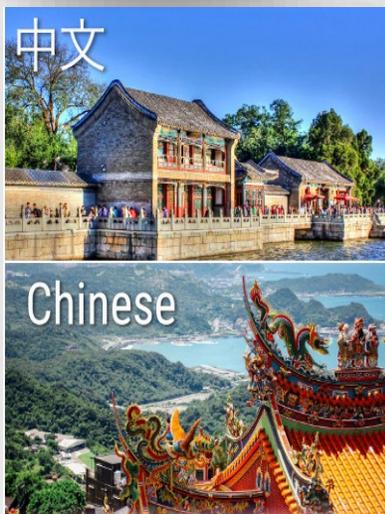


# 研究成果

CFCI Products

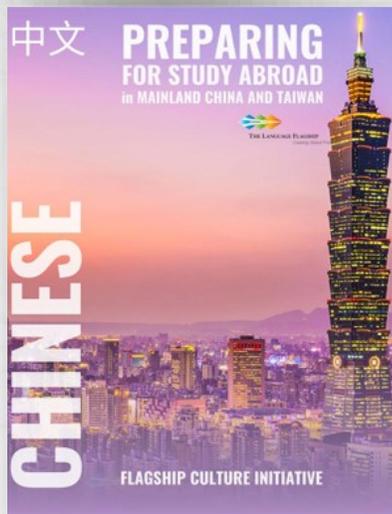
Culture APP

1



Resource Pages

2



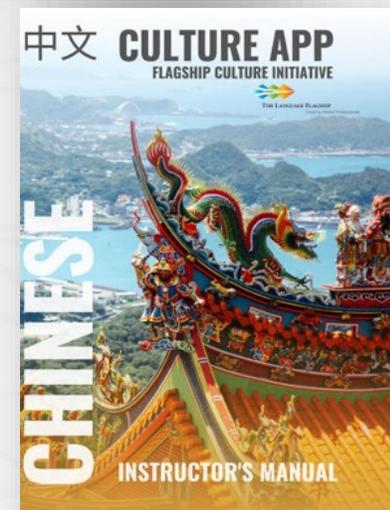
Podcasts

3



Instructor's Manual

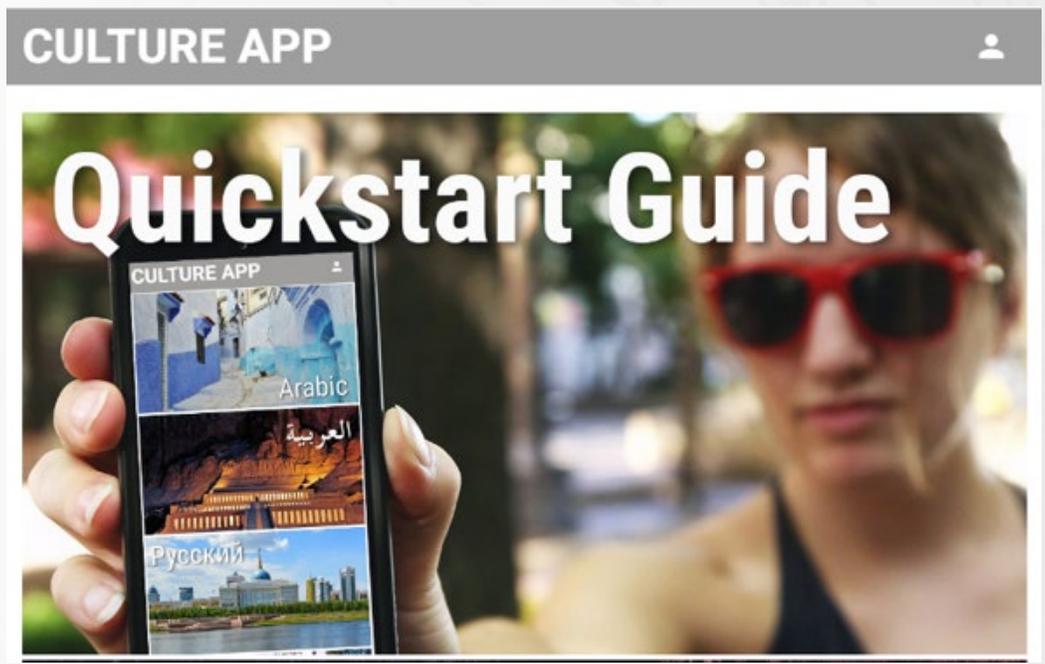
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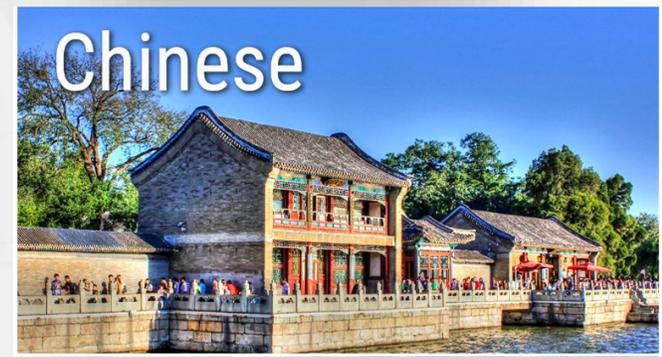
# 研究成果一：文化學習應用程式

Culture App



● 中文版

● 英文版



6個單元	• 6 modules
19個主題	• 19 topics
42個場景	• 42 scenarios



# 研究成果一：文化學習應用程式

## Culture App

### ■ Module 1: 飲食禮儀與主客關係

- 餐桌禮儀
- 飲食與人之間的關係

### ■ Module 2: 親疏感：朋友、陌生人、戀人

- 友誼與愛情之間的分界線
- 朋友之間的分寸邊界
- 對陌生人保持適當距離

### ■ Module 3: 工作、學習環境中的人際關係

- 自行決定 vs 聽從安排
- 對於工作日程表的不同態度
- 對老師表示尊重
- 工作態度自我評價
- 姓名與稱呼

### ■ Module 4: 在公共場所

- 公交禮儀
- 台灣餐飲文化
- 如何向路人尋求幫助

### ■ Module 5: 人情禮儀

- 學術環境中的人情禮儀
- 社會禮義—友情的界限
- 特定情境下的語言使用
- 與接待家庭相處

### ■ Module 6: 技術與媒體

- 社交媒體上的語言使用
- 社交平台上的慣常做法



# 解鎖文化學習應用程式

Exploring the Culture App

CULTURE APP

Sign in

Username:  
|

Password:  
|

SIGN IN >

[Click here if you need to create an account](#)

[Click here if you need to create an account](#)

[Click here if you need to reset your password](#)

1. **Create an account** → 提供email → 忽略臨時密碼，回到註冊頁面
2. **Reset your password** → 提供email → 收取更改密碼的連結 → 點擊連結 → 更改密碼並記住 → 回到註冊頁面
3. **Sign in** → 輸入email & 自設密碼 → 開始使用

## 註冊&登入

<https://lftic.lll.hawaii.edu/culture/mod/C/>





# 單元與主題

## Module & Topic Examples



### 饮食礼仪与主客关系

Food, Hosts and Relationships

Consider cultural interactions with food and during dining situations

MORE

### 亲疏感: 朋友、陌生人、恋人

Boundaries - Between Friends and Strangers

Explore cultural differences in what it means to be a "friend" and "stranger" and reflect upon how

MORE

### 工作、学习环境中的的人际关系

Working In and With Hierarchical Systems

Examine how to function in relationships with co-workers, authority figures, and other situations

MORE

### 在公共场所

Behavior in Public Spaces

## 饮食礼仪与主客关系

Food, Hosts and Relationships

Consider cultural interactions with food and during dining situations

LESS

This module introduces students to the topic of food, specifically as a springboard for, and key component of, many different kinds of intercultural endeavors. Food is crucial for any intercultural endeavor.

### Learning Objectives

Completing this module will help sensitize students to the ways in which food and dining situations can affect relationships and cultural interactions.

1. Different surroundings and participants can affect one's dining experience.
2. Food can be culturally inappropriate, or culturally necessary.
3. Etiquette and expectations surrounding food can change across cultures.
4. One's own cultural attitudes towards food can be appropriate or inappropriate.

### 饮食礼仪与主客关系 Topics

餐桌礼仪 · Table Etiquette

饮食与人之间的关系 · Food and Relationships

### 亲疏感: 朋友、陌生人、恋人

Boundaries - Between Friends and Strangers

Explore cultural differences in what it means to be a "friend" and "stranger" and reflect upon how

MORE



饮食礼仪与主客关系

## 饮食与人之间的关系 · Food and Relationships

In your own experience, how does food help build relationships between you and those around you? Are there any events or places you can think of where eating might be considered rude? What about places where the contrary is true, and not eating, or not eating very much, might offend others?

### Situations

- 8 你要不要吃? · Would you like a bite?
- 7 在教室里吃东西 · Eating in a Classroom
- 7 不同的晚餐期待 · Criss-crossed Dinner Expectations



# 场景

## Scenario Example

饮食礼仪与主客关系 > 饮食与人之间的关系

### 在教室里吃东西 • Eating in a Classroom

**SITUATION**

Michael感到很困惑，他的行为有什么问题？

Context

- Place: A Chinese university
- Time: During class
- Participants: An American student and a Chinese teacher
- Relationship: Teacher and student

Michael是一名美国大学生，这个学期除了中文课以外，他还选修了一门中文课。他参加海外学习项目也一直是他的爱好。在中国的时间真的比美国大学早多了，Michael总是坐在教室的高老师最近的位置，把自己的文具放在桌子上，一边吃零食等老师来上课。有时候，他也会趁机吃一点。虽然他有点不好意思，但是每当他吃东西的时候，老师总是皱眉。

**TASK**

Michael感到困惑，他的行为有什么问题？

Michael一边吃零食一边看书，会把书挪到右边，不同意则挪到左边。

Michael在教室里吃零食，甚至当着老师的面吃。

Michael在和同学练习的时候还吃零食。

Michael在教室里吃零食，甚至当着老师的面吃。

Michael在和同学练习的时候还吃零食。

Michael桌子上的东西太多，太乱，老师总是皱眉。

**SUBMIT**

You

Reference

这个解释不准确，只要学生不乱不乱，一般大学老师不会在意。

Michael在教室里吃零食，甚至当着老师的面吃。

You

Reference

这是最可能的答案，因为在课堂上不可以当着老师的面吃东西。

Michael在和同学练习的时候还吃零食。

You

Reference

这是一个可能的答案，老师可

**NEXT**

饮食礼仪与主客关系 > 饮食与人之间的关系 · Food and Relationships

### 在教室里吃东西 • Eating in a Classroom

**Culture Note**

即使老师说她能理解因为课太早开始而学生可能没时间吃早餐，但是像Michael在课堂上吃东西还是会让老师对美国学生产生不良印象。要知道的是，中国学生（以及亚洲国家的学生）都不会在课堂上吃东西。

**Reflection task for "在教室里吃东西 • Eating in a Classroom"**

Reflect on how and when eating might be frowned upon in a Chinese cultural context. Think of any other specific places or situations where it might be inappropriate to snack, or even eat. What is it about these situations that makes eating offensive or inappropriate?

Other situations in topic "饮食与人之间的关系 · Food and Relationships"



## 研究成果二：文化知識資源庫

Resource Pages



# 研究成果二：文化知識資源庫

## Resource Pages

### Travel & Settling in

Explore the basics about [packing and traveling](#), [taking public transport](#), [obtaining medical services](#), and [getting set up with banking, a cell phone, and essential smartphone apps.](#)



01



02

### Personal Interactions

Get some guidelines regarding [social taboos and expected behaviors as a guest in Taiwan and Mainland China.](#)



04



03

### Social & Linguistic Diversity

Learn about [how language varies within Mainland China and Taiwan as well as across the Taiwan Strait.](#) Gain insight into ethnic diversity.

### Nations, Regions, Societies

Survey essential knowledge about [the history, politics, religion, demographics, sociology, education, environment, cultural products, and family structures of Mainland China and Taiwan.](#)



# 解鎖文化知識資源庫

Exploring the Resource Pages



**主題簡介**  
Introduction



**相關詞彙**  
Useful Words



**小主題&測驗**  
Chapters &  
Quizzes



**學習記錄摘要**  
Summary



# 文化知識

## Resource Page



# TRAVEL



The metro ticketing machine only accepts cash in small bills. Service desk at the Arrival Hall. Or you can use a credit card to buy metro tickets. (Mass Rapid Transit) closes at 11:00pm on most nights. If MRT is not available in Taipei. The first is to take a taxi to your destination. A taxi from the airport costs around NTS140 and take longer than the express train. The other option is to take a bus to the destination. The bus line runs every 15-20 minutes and costs around NTS140.

(Content adapted based on <https://www.topchinatravel.com/shanghai-pudong-airport.htm>)

### Further readings and resources:

- 1) [Transport and driving in china](#)

True or False: The MRT in Taiwan is

True

False

Check



### Summary

19 / 19

- FS Chinese Programs - ...
- Get Ready...
- Useful Wo...
- Packing
- Getting Re...
- First days:...
- First days:...
- Taking pu...
- Buying wh...
- Banking s...
- Banking s...
- Medical se...
- Medical se...

**Total score**

**1 / 18**

1 of 16 interactions

**Book progress**

**11%**

2 of 18 pages

**Interactions progress**

**6%**

1 of 16 interactions

Restart

### Summary

All interactions

Get Ready and Go!	<input type="radio"/>	Score
0 of 1 interactions completed		
Example quiz	<input type="radio"/>	0 / 2
Useful Words for Travel and Settling In	<input checked="" type="radio"/>	Score
No interactions		
Packing	<input type="radio"/>	Score
0 of 2 interactions completed		
Carry-on items	<input type="radio"/>	0 / 1



# 研究成果三：播客

Podcast

## 健康與安全

## 飲食




**Health & Safety**

Health & Saf...

0:05 21:57



**Food**

Food

25:14

## 實習

## 認同

## 交友

# 入鄉隨俗



**The Internship**

The Internship

20:49



**Identity**

Identity

37:32



**Making Friends**

Making Friends

24:29



# 研究成果四：教師手冊與教學指引

Instructor's Manual & Pedagogical Guide

## 應用程式與其內容

App內容架構、設計理念與特點、目標使用者、長度與語言程度

1

## 教學使用建議

場景選擇方法、學習帶領者、課內課外使用方式、討論時間安排.....

2

## 「婉拒」教學綱要

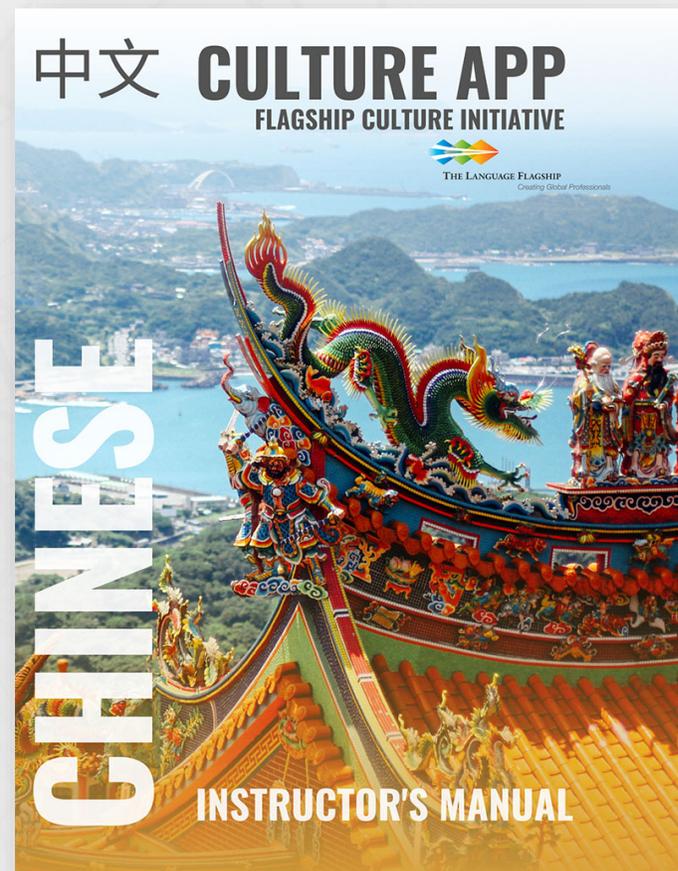
3

## IC 3與App場景對應

4

## 示範教案

5



03

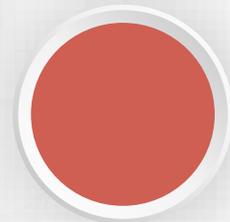
總結  
CONCLUSION & INVITATION

入

鄉

問

俗





# 研究成果

## CFCI Products

### Culture APP

1



<https://lftic.ll.hawaii.edu/culture/>

### Resource Pages

2



<https://thelanguageflagship.tech/fci/cfc-study-abroad/>

### Podcasts

3



<https://thelanguageflagship.tech/fci/cfc-study-abroad/podcast/>

### Instructor's Manual

4



<https://reurl.cc/mrqd7j>  
<https://thelanguageflagship.tech/fci-chinese/pedagogical-guide/>



# 聯絡方式

Contact Us



## 計畫與技術問題

Language Flagship Technology Innovation Center

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## 內容問題、建議

計畫主持人

[veafen@iu.edu](mailto:veafen@iu.edu)



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