

華教新藍海 印度華文熱

Taiwanese Educators Ride India's "Mandarin Wave"

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曾以外交官身分派駐印度，現為清華大學助理教授方天賜說：「印度原本不熱中學習華語文，但隨著中國崛起，基於經貿及國安需求，印度近年來也興起華語熱。」

22歲就去印度打拼的媒體工作者尤芷薇指出，「台灣在國際上很少有成為『最佳解』的機會，但（在印度）中文教學卻成為我們獨一無二的優勢。」

在印度漸興的華文熱潮中，台灣官方、民間都沒缺席，這不僅是展現台灣軟實力的機會，更是台印創造雙邊共贏的絕佳契機。

"In the past, Indians were not keen on learning Chinese," says Fang Tien-Sze, once a diplomat stationed in India, now an assistant professor at National Tsing Hua University. "But with China's rise and the resulting needs in terms of trade and national security, India has experienced a 'Mandarin wave' in recent years."

"Taiwan rarely has a chance to play the role of 'optimal solution provider' on the international stage," says journalist Yu Chih Wei, who left for India to earn a living at just 22.

"But teaching Chinese has become our big selling point."

As Mandarin's star has risen, neither Taiwanese citizens nor their government have failed to make their presence felt. This is not simply a chance to showcase Taiwan's soft power; it is also an excellent opportunity for Taiwan and India to create a win-win situation.

臺灣華語教育中心提供印度學生在歐美語系外另一個選項。
The Mandarin option: Taiwan Education Centers offer a refreshing alternative to studying European languages.



華語教師李香君正在印度金德爾全球大學的臺灣華語教育中心上課。我們原本只在一旁觀摩，卻在李香君「問問題」的指令下，成了課堂的焦點。一時間，印度學生的問題此起彼落：「你幾歲？」「你喜歡印度菜還是台灣菜？」「今天天氣怎麼樣？」「你有狗嗎？」各式各樣、五花八門的問題差點讓人招架不住。看著一張張輪廓深邃的異國臉孔，說著不甚標準的華語，他們絞盡腦汁搜尋學過的單字、句型，熱烈地參與課堂討論，讓我們印象深刻。

華語教育扎根印度

印度第一個臺灣華語教育中心成立於2011年，設在德里北方約1.5小時車程的金德爾全

金德爾全球大學國際關係學院院長Dr. Chaulia認為，臺灣華語教育中心是台灣很明智的投資。
In the eyes of Dr. Sreeram Sundar Chaulia, dean of the Jindal School of International Affairs, the Taiwan Education Centers represent a wise investment on Taiwan's part.

球大學。該校國際關係學院院長Dr. Sreeram Sundar Chaulia聊起台印合作的契機，台灣原本屬意與印度公立學校合作，但囿於諸多因素，進展緩慢。而當時校方也正思索學校的定位、尋求關鍵策略，建立學校在國際上的認可與知名度。聽聞台灣的需求，旋即與駐印度台北經濟文化中心接觸表達意願，台印雙方迅速達成協議，成立印度臺灣華語教育中心——金德爾全球大學辦公室（TEC-JGU），由台灣教育部支助，自台灣派遣華語文師資駐校，提供學生另一種語言修習及了解台灣的選項。

台灣接續也順利於多所大學，如亞米堤大學、國立伊斯蘭大學、尼赫魯大學、蘭馬斯瓦米紀念大學、印度理工學院孟買分校、印度理工學院馬德拉斯分校，迄今共設立了7所臺灣華語教育中心，多所學校也正洽談中。但對金德爾全球大學來說，設立臺灣華語教育中心是一個里程碑，這是該校首間由國外資助成立的機構，更可讓印度各界看見校方的突破與創新。



Sabrina Li currently teaches Mandarin at the Taiwan Education Center on the campus of O. P. Jindal Global University (JGU), some 40 kilometers north of New Delhi. Originally just observing the class, we become the focal point when Li encourages students to “ask questions!” A flurry of queries follows: “How old are you?” “Do you prefer Indian or Chinese cooking?” “How’s the weather today?” “Do you own a dog?” As we watch these students rack their brains to recall vocabulary and sentence patterns and take part in the heated class discussion, albeit in not terribly standard Mandarin, we are left deeply impressed.

Taiwan Education Centers take root in India

Founded in 2011, India’s first Taiwan Education Center is located on the JGU campus. Dr. Sreeram Chaulia, dean of the Jindal School of International Affairs, chatted with us about the origins of this collaboration between Taiwan and India. At the time, the university was contemplating the questions of positioning, key strategies, and how to establish its international reputation. Having learned of Taiwan’s needs, the school made a proposal to the Taipei

◇ 來自台灣的優秀師資，用貼近生活的生動教學，
◇ 化解印度學生對華語的恐懼。
◇ With their practical and lively approach, Taiwan's
talented language instructors help students
overcome their misgivings about learning Mandarin.

Economic and Cultural Center in India, and an agreement was quickly reached to jointly establish the “Taiwan Education Center – Jindal Global University.” Supported by Taiwan’s Ministry of Education, which stations teachers at JGU, the center provides a channel for Indian students to study Chinese and learn about Taiwan.

Taiwan Education Centers were subsequently located within six further Indian tertiary institutions: Amity University, Jamia Millia Islamia, Jawaharlal Nehru University, the SRM Institute of Science and Technology, the Indian Institute of Technology Mumbai, and the Indian Institute of Technology Madras. For JGU, the establishment of its center stands as a milestone, since it was the university’s first foreign-invested body and highlights JGU’s





金德爾全球大學是一間年輕有朝氣的新興大學，圖為校園一隅。
A view of part of the campus at OP Jindal Global University, a young and vibrant Indian school.

Dr. Chaulia解釋，印度學生長期以來偏好學習歐洲語言，如法文、西班牙文，畢業後赴歐洲深造也是多數學生的首選；但是，情勢悄悄改變中。越來越多的中國與台灣企業投資印度，使得華語溝通與翻譯人才需求大增；再者，由於中印的邊界爭議，印度的軍事與外交人員亦需借助華語，協助中印邊界事務，也使印度華語學習風氣漸興；惟印度對中國的孔子學院有所戒心，使校方更樂於接受台灣的華語教育中心進駐。

來自台灣的優秀師資，用貼近生活的生動教學，化解印度學生對華語的恐懼。同時，台灣官方支助的台灣獎學金、華語獎學金，更讓印度的年輕學子有機會親赴台灣、體驗台灣。

此外，Dr. Chaulia也希望藉由莫迪政府提出的東行政策，逐步調整學生的歐洲中心主義，試著面向東方，踏出舒適圈，了解不一樣的文化，這是

印度亟需踏出的下一步。而臺灣華語文教育中心的成立，讓印度學生在歐美語系外多一個選項，也是促成未來轉變的重要角色。

華語教學外一章

現在金德爾大學共有3位華語老師。李香君，曾在愛爾蘭、印度亞米堤大學教過華語。學生形容她像是一隻歌唱的鳥兒，在課堂中永遠那麼精力充沛、興致昂揚。林少揚擁有豐富的華語教學經驗，在清華大學就讀時，曾參與校方與美國大學的華語教學計畫，也曾駐泰北教授華語。剛到任不久的林育德，因為對印度的諸多好奇讓他踏上南亞最大的國度，想親身了解印度人如何跟其他國家不一樣。

談到教學經驗，3人不約而同地說印度學生「太過聰明」、「上課像鬥智」、「愛挑戰規則」的特性。

innovative spirit to people throughout India. Dr. Chaulia explained that Indian students have long preferred to learn European languages, such as French and Spanish, and that further study in Europe is the first choice for most; but the situation is quietly evolving. More and more Chinese and Taiwanese firms are investing in India, fueling a tremendous rise in demand for personnel who can translate or communicate directly in Mandarin. Recent border disputes between China and India require Chinese-speaking military and diplomatic personnel, but given India's wariness toward China's Confucius Institutes, JGU is even more pleased to welcome the stationing of Taiwanese teachers at the Taiwan Education Center.

Outstanding instructors from Taiwan employ their vivid, practically oriented teaching to overcome Indian students' wary attitudes towards Mandarin. At the same time, Taiwan Scholarships and Huayu Enrichment Scholarships funded by the Taiwan government make it possible for young Indians to experience Taiwan in person.

In addition, Dr. Chaulia hopes to take advantage of the Modi administration's "Act East Policy" to gradually dilute the Eurocentric bias prevalent among Indian students, and encourage them to leave their comfort zone for a move in the direction of the East. The establishment of the Taiwan Education Center gives students an additional option beyond European languages, and is playing an important role in shaping change in the future.

Mandarin instruction: A new chapter

JGU currently hosts three Chinese-language instructors. Described by her students as a songbird, Sabrina Li is always high-spirited and full of energy in the classroom. Lin Shiao Yang has extensive experience teaching Mandarin, including a spell in northern Thailand. Newcomer Lin Yu Te came out of a desire to see for himself what distinguishes Indians from people of other countries.

When asked about their experiences teaching at JGU, they unanimously agree that Indian students characteristically "are too smart for their own good," "treat class like a battle of wits," and "love to challenge the rules." Via a little game played once in class, Lin Yu Te discovered that his students are capable of swiftly decoding the unwritten rules that govern a game, in order to obtain the optimal score. They are uninhibited debaters, but can sometimes be too clever by half, and are quick to figure out loopholes in the rules, which forces Lin Shiao Yang to spend much time keeping classroom order or matching wits with her students. For example, talking is forbidden during exams, and anyone who is warned three times will receive a "zero." "That means I can break the rule twice!" retorted one student, a response which both annoyed and tickled the teacher. Sabrina Li feels similarly conflicted when students cite 101 bizarre reasons for missing class. Their talent for "sharing" their work is also a headache.

Li observes that Indians hold a positive and open

印度學生在課堂上討論踴躍、反應熱絡。
Class snapshot: Indian students engaged in lively discussion.





◆ 臺灣華語教育中心成為金德爾全球大學校園中特殊的風景。
◆ Spring couplets in Chinese: A touch of the exotic at O. P. Jindal Global University's Taiwan Education Center.
◆

林育德從一個小遊戲就發現，印度學生能在短時間就找出破解遊戲規則、求取高分的方法。印度人辯才無礙、愛耍小聰明、善於掌握規矩漏洞，讓林少揚得花很多時間管秩序、與學生鬥智；她舉例說，規定學生考試時不准交談，被警告三次則視同零分，竟有學生反問她說：「那我可以犯規兩次囉！」聽到這對話讓人氣結又好笑。李香君總為學生千奇百怪的缺課理由又氣又笑，她告訴我們：守好自己的底線，別讓學生跨越了分際，是到印度的華語老師必修的一門課。而印度學生總是很善於「分享」，包括分數，這也讓老師們很頭大。

李香君還觀察到，或許同是文明古國，印度對於正體字抱持接受、開放的正面態度，學生們都樂於學習文字。而這一點也從Dr. Chaulia的看法得到佐證，他認為，聽、說華語的能力對學生未來的事業更形重要，在口語中，台灣的華文和中國大陸的普通話差異不大，而且轉換正體與簡體華語的適應問題不大，兩者可並行不悖。

「其實臺灣華語教育中心的任務不只是教中文，而是讓他們喜歡台灣，這比教華語更重要。」林少揚引述前輩鄒宛育的話。確實，印度學生對台灣的認識尚一知半解，台灣若能善用此平台，可為台印之間創造更多延伸的合作。因此，李香君上課時，常帶入台灣的流行歌曲，在教材中用周杰倫、蔡依林當例子；告訴學生台灣除了3C產業，在醫療和科技領域也十分先進。林少揚則會依據時事跟學生們聊台灣的民主、自由，如日前台灣社會的婚姻平權議題，她跟學生分享，台灣有可能成為亞洲第一個接受同性婚姻的國家，這讓印度學生們感到意外，也對台灣的民主進步印象深刻。還有學生隨即反應，婚姻平權後，那華語裡的家族稱謂該怎麼辦？



attitude toward traditional Chinese characters. This is evidenced by Dr. Chaulia's opinion that there is little difference between the Chinese spoken in Taiwan and on the mainland, and that oral and aural skills are more important to students' careers. Moreover, adapting to switching between traditional and simplified scripts is not a big problem, so the two need not conflict.

"In fact, the Taiwan Education Center's mission is not simply to teach Chinese," says Lin Shiao Yang, quoting Tsou Woan-yuh, a senior instructor with the Taiwan Education Center at the SRM Institute of Science and Technology in Chennai. "It's to help them appreciate Taiwan. This is more important than teaching the language." Indeed, Indian students' understanding of Taiwan is still spotty. If Taiwan can make good use of this platform, it could create more opportunities for collaboration between the two nations. For this reason, Sabrina Li often includes Taiwan pop songs when teaching, and course materials refer to singers Jay Chou and Jolin Tsai. She



華語教師的生活日常。
A scene from the daily life
of Mandarin instructors.

林少揚的學生在她循循善誘下，願意開口說中文，建立自信心。研讀政治與國際關係的Mr. Atharva Deshmukh 和Mr. Kartikeya Dwivedi未來都有意到台灣和中國大陸深造。

Ms. Megha Gupta認為華語雖然很難，但在李香君的引導下，學習華語變成一件有趣的事，是她最喜歡的學科。Mr. Viswas Viswanath說，華語老師教給他們的不只是語言，更多是對台灣的認識與台印文化的討論。

我們喜見這樣的交流互動與多元討論，也樂見藉由臺灣華語教育中心的連結，台印的交流正一步步邁開。

到漢你，學華語

位在南德里的「漢你中文」，是閔幼林在2012年才落腳的基地。2006年，閔幼林從貿易起步，卻以華語教學站穩腳步，成立「漢你中文」，在印度人開設的華文補習班中，以華文母語教學做為市場區隔。

早些年，她的學生多是商務人士，但在五、六年前，學生背景轉向多元，除了CEO、高階經理人、外商企業的語言培訓外，外國駐印

度的使館外交官，為了下一任期可能派駐在台灣或中國而預先學習華語，也是客群之一。如今，學生中有逾六十歲的商人，有想當中文導遊的年輕人，也有企業家二代、才十多歲的兄妹，足以說明華語在印度發展的前景。

印度人學華語的罩門，多在聲調，閔幼林接收了許多從其他補習班轉過來的學生，問題多在四聲不清和不懂斷句。因此她在課程中重視領讀，她說領讀才能讓學生聲音記憶，知道怎麼斷句。課程設計也針對不同對象需求，利用周末上課的商務華語著重在口說練習及商業用語；全年制的成員則多是19-22歲的學生，課程偏重在日常對話與認字。

台印的文化差異更要費神解釋，閔幼林自編教材，為了要跟學生解釋什麼是包子，她買來路邊攤的點心「饅饅」（Momo），跟學生說明，包子就像饅饅的放大版，既活潑又好理解。閔幼林更重視文化傳承，時常舉辦寫書法、寫春聯、學用筷子等文化活動，讓學生親身體驗中華文化。而她的印籍合夥人姜艾倫，會以過來人的身分提供印度學生諮詢，包括學習華語對未來就業的助益及過程可能遇到的瓶頸。

points out to her class that Taiwan is very advanced in fields such as medical treatment and the sciences, as well as the consumer electronics they are familiar with.

Lin Shiao Yang chats with her students about the status of democracy and freedoms in Taiwan. For example, the issue of marriage equality is currently being discussed in Taiwan, so she mentioned that her homeland may become the first Asian country to accept same-sex marriage. This surprised her class, deeply impressing her listeners with Taiwan's progressive democracy. It is a pleasure to see such interaction and discussions in an environment where a healthy variety of viewpoints can be expressed. Thanks to the bridge provided by the Taiwan Education Centers, Taiwan-India exchanges are moving forward step by step.

Study Mandarin at "Han You"

"Han You Chinese" is located in South Delhi, where Cannie Min set up shop in 2012. She began as an import-export trader in 2006, but it was thanks to Mandarin instruction and founding Han You Chinese that her feet took firm root in Indian soil. In contrast to Chinese lan-

guage training schools opened by locals, what makes her school stand out is its emphasis on instructors whose mother tongue is Chinese.

When Min arrived in India a decade ago, the majority of the students she tutored were businesspeople, but in the last five or six years, backgrounds have diversified. Now there are businesspeople in their sixties, young people who want to be Chinese-speaking guides, second-generation entrepreneurs, foreign diplomats, and even boys and girls in their early teens, which illustrates the prospects for Mandarin in India.

Indian learners' main weak points in Chinese are unclear pronunciation of the tones, and difficulty in phrasing sentences correctly. Min emphasizes reading aloud in her courses, because only by voicing the text

◇ 漢你中文的課堂上總充滿歡笑和學生的突發奇想。
◇ At Han You Chinese, the classroom is often filled with
◇ the sound of laughter and students' imaginative efforts to
◇ express themselves in a new tongue.





隨著企業擴展，閔幼林想著下一步該如何踏出。先前華語師資主要來自印度的台灣留學生和國內大學建教合作的實習生。2014年她藉回台灣

的機會，開始舉辦分享會，一方面分享她個人的印度經驗，同時招募有志到印度教書、體驗的華語老師。以半年為期，一邊教書，一邊體驗印度生活。閔幼林僅要求想赴印度教學的老師至少完成60個小時華語師資培訓、基本英文溝通能力，和一顆包容開放的心，一如她當初不帶有色眼鏡就到印度闖蕩一般。

去（2017）年8月初，閔幼林和剛結束印度教學回國的兩位華語老師一起舉辦經驗分享會。剛大學畢業的邱于誠，為了去印度跟家裡進行一場抗爭，她說：「適時的不乖，才能學會如何對自己負責。」吳靜芬則說：「旅行是生命改變的過程。」從印度回台後，她以印度奶茶創業，開啓人生新的一頁。她們人生的一場壯遊給了印度，想必印度也回饋她們更多無形的資產。大花和伊登是去年8月剛抵達印度的華語教師，為期半年的教學生活與印度體驗，正等著她們經歷探索。

互利雙贏的好投資

閔幼林在印度看見了新藍海，她早早搭上了船，成為初期的拓荒者，多年來的耕耘，她更是台印交流的橋梁，教會印度人開口說華語，藉由語言認識台灣。

迄今，已有六千多人次修習過印度臺灣華語教育中心開設的華語課程。Dr. Chaulia認為，臺灣華語教育中心是台灣很明智的投資，雖然囿於政治因素，台印無法有太多官方的交流，但是藉由臺灣華語教育中心，印度對台灣有更多的認識與合作，民間的交流互動也在台印之間增長。

不只是語言教學而已，從語言連結到商務、文化、教育各層面的深化，更是台灣能一展所長的軟實力，進一步創造互利雙贏的局勢，文化的力量當是我們能躍升國際的關鍵。 □

can students commit the sounds to memory, and identify where to pause between phrases. The curriculum is designed to target the needs of distinct learner types. For students who attend business Chinese class on weekends, the focus is on oral practice and business terminology; the full-year curriculum emphasizes everyday dialogue and recognizing Chinese characters.

Explaining differences between Taiwanese and Indian culture can be challenging. To illustrate what a *baozi* is in a lively, easy-to-grasp way, on the way to class Min buys a *momo*, a steamed bun with stuffing that is popular in South Asia, and explains that a *baozi* is like a larger version of a *momo*. Her Indian business partner, Arun Jaswal, draws on his own experience learning Chinese to counsel Indian students, including the benefits of learning Mandarin for one's future career, and identifying potential barriers to mastery.

As her enterprise expands, Min has begun to contemplate how to move up to the next level of success. In 2014 she took advantage of a trip back to Taiwan to organize sharing sessions. On the one hand she conveyed her own impressions of India, and at the same time she recruited Mandarin teachers keen to experience teaching in India. Her sole requirements are completion of at least 60 hours of Mandarin instructor training, and possession of basic English communication skills and an inclusive and open heart—one like hers, free of preconceived notions when she came looking for adventure.

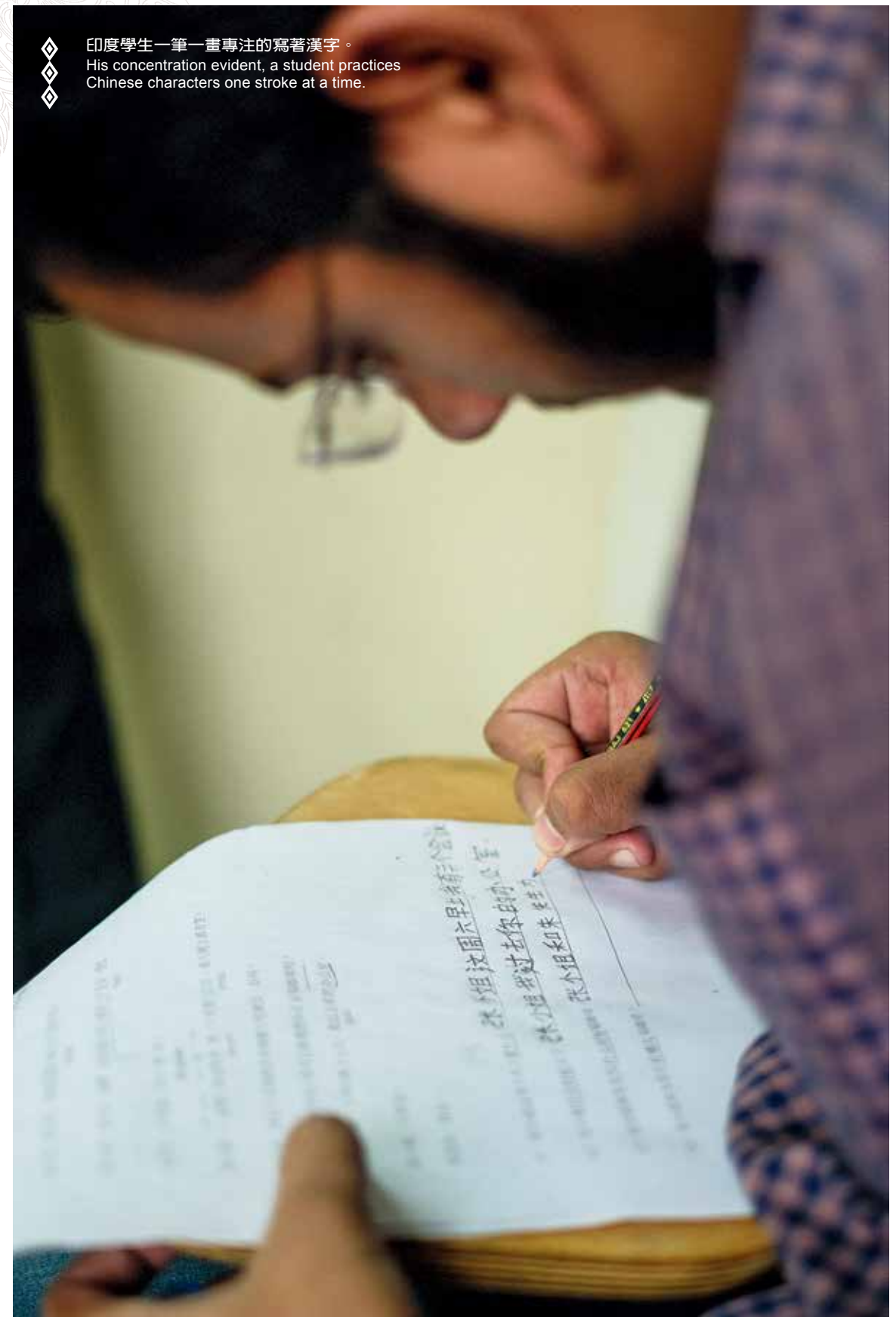
A smart win-win investment

In India, Min recognized a new blue ocean. She was quick to board the boat, becoming an early pioneer who by now has acquired years of navigation experience. Even more, she is a bridge between Taiwan and India, teaching Indians to speak Mandarin and become familiar with Taiwan along the way.

To date, more than 6000 people have attended Mandarin courses provided by Taiwan Education Centers in India. The centers are a very wise investment on Taiwan's part, in Dr. Chaulia's eyes.

This is not merely about language instruction. Exploiting language to deepen connections at every level—be it in commerce, culture or education—is a mode of soft power at which Taiwan has the potential to excel. Cultural strength can be instrumental to achieving breakthroughs and creating win-win outcomes for Taiwan's international exchanges. □

(Cathy Teng/photos by Chuang Kung-jul
tr. by Bruce Humes)



印度學生一筆一畫專注的寫著漢字。
His concentration evident, a student practices
Chinese characters one stroke at a time.