

# 文藻外語大學東南亞碩士碩士班

## 研究發現摘要

### Research Findings Note

研訪者姓名 Name	蔡宜璋		
學號 Student No.	1107623004		
班級 Year/Class	東南亞碩士班		
完成研究方式 Research finding methods	<input type="checkbox"/> 實習 internship <input type="checkbox"/> 交換 exchange <input type="checkbox"/> 田野調查 field study <input checked="" type="checkbox"/> 研討會發表 conference presentation <input type="checkbox"/> 其他 other _____		
實習 internship 交換 exchange 田野調查 field study	研訪國家 Country		
	研訪時間 Duration		
	研訪天數 Days		
	累積天數 Accumulated Days		
研討會發表 conference presentation	研討會名稱 Conference Name : 2020 Wenzao intl. conference on Southeast Asian Studies 研討會日期 Conference Date : Oct.23,2020 發表主題 Presentation Topic : 東南亞籍婚姻移民對台灣多元文化教育的影響:以108課綱納入「新住民語文」課程為例		
東南亞田野調查研究發現 ( 研究問題、每日研究行程、具體研究發現並附至少三張研究照片 ) Southeast Asia Field Research Findings (research question, daily research schedule, research findings and at least 3 research photos) ※研討會發表不必填寫。If you choose the conference presentation as the research finding, you don't need to fill in this chart.			

對日後想來該國/機構研訪的研究生建議 (如: 研訪行程安排注意事項、文化禁忌、健康注意事項等) Suggestions to other MSEAS students who plan to visit the same country or institutions (ex. tips for scheduling, cultural taboo, health recommendation, etc)

※研討會發表不必填寫。If you choose the conference presentation as the research finding, you don't need to fill in this chart.

出訪證明 ( 請提供護照入出境照片 , 以供計算累積天數 )

Evidence of research duration (Please provide the photo of Entry Stamp, in order to count the accumulated days)

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## Certificate of Participation

October 23, 2020

This is to certify that Yi Chang Tsai has successfully completed the 2020 Wenzao International Conference on Southeast Asian Studies: Junior Researchers Forum on October 23<sup>rd</sup> (total of 8 hours) held by Wenzao Ursuline University of Languages.

Topic: 東南亞婚姻移民對台灣多元文化教育之影響：以 108 課綱納入「新住民語文」課程為例

The Influence of Southeast Asian Marriage Migrants on Taiwan's Multicultural Education: The Case of the New Curriculum Guidelines

*Wen Pin Lin*

Dr. Wen Pin Lin  
Director, Dept. of Southeast Asian Studies  
Director, Master in Southeast Asia Studies  
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Kaohsiung, Taiwan



完成後請直接將檔案轉成 pdf 後，寄送至東南亞學系碩士班 seas@mail.wzu.edu.tw，即可作為完成報告。

Please change this note to a pdf file and send it to MSEAS ([seas@mail.wzu.edu.tw](mailto:seas@mail.wzu.edu.tw)) to fulfill the research finding requirement.

# 文藻外語大學 東南亞碩士碩士班

## 研究發現摘要

### Research Findings Note

研訪者姓名 Name		魏廷如	
學號 Student No.		1107623008	
班級 Year/Class		MSEA2	
完成研究方式 Research finding methods		<input type="checkbox"/> 實習 internship <input type="checkbox"/> 交換 exchange <input type="checkbox"/> 田野調查 field study <input checked="" type="checkbox"/> 研討會發表 conference presentation <input type="checkbox"/> 其他 other _____	
實習 internship 交換 exchange 田野調查 field study	研訪國家 Country		
	研訪時間 Duration		
	研訪天數 Days		
	累積天數 Accumulated Days		
研討會發表 conference presentation		研討會名稱 Conference Name : 2020文藻東南亞國際學術會議-青年學者論壇 研討會日期 Conference Date : 10/23 發表主題 Presentation Topic : 觀光旅遊短片及目的地意象對台灣青年的旅遊意願之影響-以印尼觀光為例	
東南亞田野調查研究發現 (研究問題、每日研究行程、具體研究發現並附至少三張研究照片) Southeast Asia Field Research Findings (research question, daily research schedule, research findings and at least 3 research photos) ※研討會發表不必填寫。If you choose the conference presentation as the research finding, you don't need to fill in this chart.			
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scheduling, cultural taboo, health recommendation, etc)

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出訪證明（請提供護照入出境照片，以供計算累積天數）

Evidence of research duration (Please provide the photo of Entry Stamp, in order to count the accumulated days)

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# 文藻外語大學 東南亞碩士碩士班

## 研究發現摘要

## Research Findings Note

研訪者姓名 Name		郭純鳳
學號 Student No.		1108623003
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完成研究方式 Research finding methods		<input type="checkbox"/> 實習 internship <input type="checkbox"/> 交換 exchange <input type="checkbox"/> 田野調查 field study <input checked="" type="checkbox"/> 研討會發表 conference presentation <input type="checkbox"/> 其他 other _____
實習 internship 交換 exchange 田野調查 field study	研訪國家 Country	
	研訪時間 Duration	
	研訪天數 Days	
	累積天數 Accumulated Days	
研討會發表 conference presentation		研討會名稱 Conference Name : 東南亞國際研討會：青年學者論壇 研討會日期 Conference Date : 2020年10月23日 發表主題 Presentation Topic : 新南向，好嗎？台商與台幹在越南的跨文化適應
東南亞田野調查研究發現（研究問題、每日研究行程、具體研究發現並附至少三張研究照片） Southeast Asia Field Research Findings (research question, daily research schedule, research findings and at least 3 research photos) ※研討會發表不必填寫。If you choose the conference presentation as the research finding, you don't need to fill in this chart.		
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出訪證明（請提供護照入出境照片，以供計算累積天數） Evidence of research duration (Please provide the photo of Entry Stamp, in order to count the accumulated days)		

※研討會發表請提供發表證書（拍照或掃描貼於下欄）。By the conference presentation, please provide the presentation certificate below (photo or scanned).



## Certificate of Participation

October 23, 2020

This is to certify that Chun Feng Kuo has successfully completed the 2020 Wenzao International Conference on Southeast Asian Studies: Junior Researchers Forum on October 23<sup>rd</sup> (total of 8 hours) held by Wenzao Ursuline University of Languages.

Topic: 新南向，好嗎？台商與台幹在越南的跨文化適應  
Is New Southbound Policy Good? Cross Culture Adaptation of Taiwanese Businessmen in Vietnam

*Wen Pin Lin*

Dr. Wen Pin Lin  
Director, Dept. of Southeast Asian Studies  
Director, Master in Southeast Asia Studies  
Wenzao Ursuline University of Languages  
Kaohsiung, Taiwan



完成後請直接將檔案轉成 pdf 後，寄送至東南亞學系  
碩士班 seas@mail.wzu.edu.tw，即可作為完成報告。

Please change this note to a pdf file and send it to  
MSEAS ([seas@mail.wzu.edu.tw](mailto:seas@mail.wzu.edu.tw)) to fulfill the research  
finding requirement.

# 文藻外語大學 東南亞碩士碩士班

## 研究發現摘要

### Research Findings Note

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班級Year/Class	二 A		
完成研究方式 Research finding methods	<input type="checkbox"/> 實習internship <input type="checkbox"/> 交換exchange <input checked="" type="checkbox"/> 田野調查field study <input type="checkbox"/> 研討會發表conference presentation <input type="checkbox"/> 其他other _____		
實習 internship 交換 exchange 田野調查 field study	研訪國家Country	Thailand	
	研訪時間Duration	2/21/2023~4/21/2023	
	研訪天數Days		
	累積天數 Accumulated Days	60	
研討會發表conference presentation	研討會名稱Conference Name :  研討會日期Conference Date :  發表主題Presentation Topic :		
東南亞田野調查研究發現（研究問題、每日研究行程、具體研究發現並附至少三張研究照片） Southeast Asia Field Research Findings (research question, daily research schedule, research findings and at least 3 research photos) ※研討會發表不必填寫。If you choose the conference presentation as the research finding, you don't need to fill in this chart.			
<p>Previous to the arrival in Thailand, the research was aimed to tackle two main aspects, one linked to a prospective thesis topic, wanted to try and investigate the reasoning behind ASEAN students choosing a regional destination for an academic mobility and in which way the guidelines proposed by the ASEAN governments were influencing them, and the other one was to gain a better understanding of the overall international environment and functioning of thai university to try and point out the efficiency or inefficiency of previously cited ASEAN guidelines.</p> <p>After the first month of my research it became clear that the first part of my research, which relied heavily on a questionnaire, wouldn't be able to bring the expected results because of three main reasons:</p>			

- The low number of individuals which could be included in the target group of the research;
- The lack of funds to make the questionnaire more attractive to the target group;
- Privacy regulations that didn't allow the researcher to directly contact the students but had to rely on offices and individuals' good faith.

Two conclusions were therefore met, firstly the topic chosen for a thesis would eventually had to be changed or at least revised once returned to Taiwan, and secondly in order to maintain the research integrity it would have to be based on the second aspect without relying on obtaining results on the first one.

### Timeline of research

The timeframe of my research spanned from the end of February to late April. As I had just started a remote job, the time available for my research, all along the two months, was influenced by my working hours, meetings and any work related issue that had to be put first.

The early part of my stay in Thailand was based in Bangkok, where I first resided for around ten days. This first period of time was for me to get used to the new environment, organize my research plan and take care of all bureaucracy linked to my stay. It was also during these days when I first contacted my friends in Bangkok to schedule meetings and discuss any possible help they could provide to assist in my research. In February I was therefore able to confirm my contact at Chulalongkorn University and get them to secure cooperation with the university, as this person would take care of contacting the office and pass on my info, I had to wait until being reached out to, which happened quite quickly in the first week of March.

While in Bangkok I also paid a visit to Thammasat University as their office was not being responsive to emails or phone calls, I first took a trip to their Tha Prachan campus where I was informed by staff that due to renovation works the office of international affairs was allegedly not functional there. I therefore scheduled a day to visit the second campus of Rangsit which is situated outside of Bangkok, the campus area was quite large and not well equipped with maps. Thankfully the good knowledge of Thai language of my classmates who accompanied me in the visit, made it possible to find the office. I was there informed that the division taking care of exchange students was indeed the one in Tha Prachan campus and I had previously been provided with incorrect information about their non-operativeness.

By that time it was however too late for me to pay another visit because of my impending departure from Bangkok.

In early March I moved my base to Chiang Mai in order to contact Chiang Mai University as it was one of my target partners for this research project. Unfortunately I hadn't taken into consideration the circumstances northern Thailand finds itself to face every year around the months of March and April and therefore came to find myself immersed in haze plagued areas. As my stay was completely self-founded and my accommodation in the city had already been paid for a month, my resources were too short to drastically change my plans. I thus had to embrace the situation at my best. The air pollution

levels were however so high that it was recommended by authority to stay home if possible and restrain from any outdoor activities. As my body was showing signs of irritation from the smoke and ashes, I had to force myself to stay inside, which had a great impact on the opportunities for any in person activity or visit. Trying to make the best out of this period of time, I took the opportunity to first perfect and finish my questionnaire and later on, considering the slow reply of the university, enroll in a short term Thai language course in the mornings. During this month I was also able to schedule an online meeting with Chulalongkorn University which was successfully carried out in the first half of March, and get contacts of students in the student body to have a chat about initiatives organized for international students in the institution. During the month of March I paid visit to Chiang Mai University three times, getting in touch with the International Affairs division office as well as having a friend showing me around the campus and its facilities and having some informal meetings with international students (degree seeking) at the institution.

At the beginning of April I moved south again to rejoin my classmates at that time on exchange at Srinakharinwirot University, Bangkok. Thanks to their presence in the city I was able, during the conclusive part of my research, to participate in some activities at their host University as well as meeting with the Teacher responsible for their exchange and getting in touch with international students at their institution. Moreover I was finally able to schedule an interview with the officials at Chiang Mai University as well as locate the Office of International Affairs of Thammasat University, have a meeting with their officials and be provided with further contacts of departments and previous exchange students, to continue with my research.

#### Collected data and information from individual HEIs

The main aspects which my research has been inquiring about are the following:

1. Scholarships opportunities for exchange students;
2. Local language and language of instruction;
3. Credit transfer;
4. HEIs environment and initiatives towards exchange students.

Originally it was my intention to also get a better understanding about visa processes and motivation of intra-ASEAN students, however due to the difficulties encountered during my research, I wasn't able to access enough reliable information to include the aspect into my findings.

Similarly, during the early stage of my research I had put much effort into creating a questionnaire to hopefully gather information from exchange students to be able to gain a better understanding about the reasoning behind their choices of mobility destination, however the questionnaire only gathered two answers which are clearly insufficient to be taken into analysis, this situation was partly due to the fact that two universities didn't have any student which was consistent with the target group and the only institution which did have eligible candidates, wasn't able to directly put me into contact with these individuals following their privacy policy. The office of International Affairs did help me circulate the

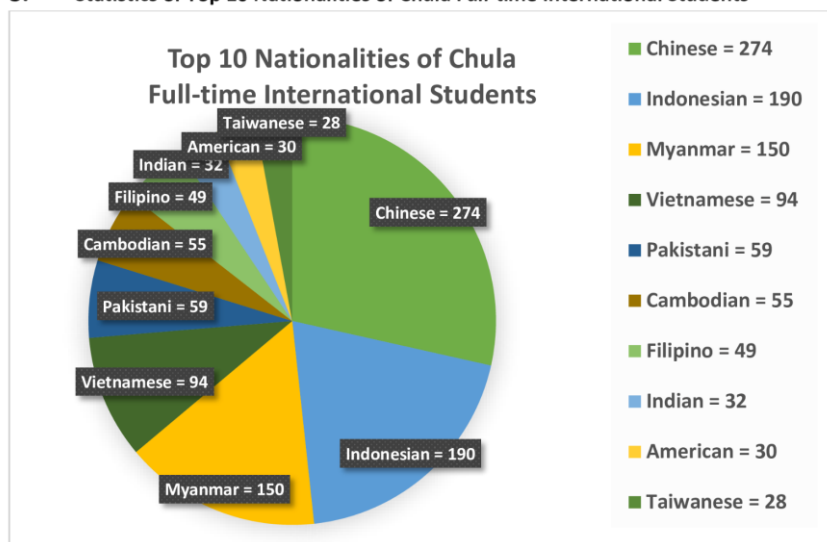


questionnaire but as stated above the result was disappointing and not relevant enough to be taken into consideration.

### Chulalongkorn University:

Chulalongkorn University is generally regarded as the top institution in Thailand, scoring the first place of national rankings and therefore being an attractive destination for both local and foreign students. Since the school year was still ongoing they were not able to provide the latest statistics and therefore referred to those of the previous school year, however it was estimated that the total number of exchange students in the institution between 2020 and 2022 would be close to 1000 individuals (all nationalities). The Institution has a very elevated number of international students which are however degree-seeking individuals and therefore not linked to any exchange programs but enrolled as full time students. Among these international students, the percentage of those holding an ASEAN member country nationality is high. The second most present nationality after China is in fact Indonesia followed by Myanmar, Vietnam and, just a few positions after, Cambodia and the Philippines. According to these numbers, more than 55% of international degree students enrolled at Chulalongkorn University in the academic year 2021, are from ASEAN countries.

**3. Statistics of Top 10 Nationalities of Chula Full-time International Students**



Nationalities	No. of students
Chinese	274
Indonesian	190
Myanmar	150
Vietnamese	94
Pakistani	59

Graph and data provided by the Office of International Affairs of Chulalongkorn University.

Chulalongkorn University has a total of more than 600 academic agreements with HEIs all around the world, and therefore before the changes caused by the pandemic emergency, were constantly receiving international exchange students as well as sending a considerable number of students abroad. While the agreements include ASEAN countries, most of the local students deciding to leave for a mobility project tend to flow to European countries or English speaking ones, those choosing an ASEAN

country as their destination are evidently low in number.

While the institution cannot enforce an intra-regional exchange destination to students, they try to promote ASEAN countries by dedicated scholarship programs such as the one linked to the AIMS program (ASEAN International Mobility for Students), covering airfare and accommodation of the students, at the time of the interview it was reported that only five local students were in this program. Another scholarship opportunity offered is the AUN program which also sponsored five local students for the ongoing year but usually see a higher number of students joining especially those choosing Singapore as their mobility destination, the country was indicated as the ASEAN member most active in both receiving outbound Thai students as well as sending inbound exchange students to Chulalongkorn University.

**4. Statistics of Inbound Exchange Students AY 2021 [only via university level agreement]**

Semester & Academic Level

Semester	Total	Undergraduate	Postgraduate
Fall (Aug-Dec)	42	31	11
Spring (Jan-May)	9	7	2
Grand Total	51	38	13

Inbound Exchange Students by Country

Country	Total	%
Germany	12	23%
Japan	11	21%
France	9	18%
China	5	10%
United Kingdom	3	6%
Lithuania	2	4%
Taiwan	2	4%
Austria	1	2%
Hong Kong	1	2%
Italy	1	2%
Malaysia	1	2%
South Korea	1	2%
Switzerland	1	2%
United States	1	2%

Graph and data provided by the Office of International Affairs of Chulalongkorn University.

Incoming exchange students at Chulalongkorn University integrates normal classes alongside with local students, however every student is assigned to a department by their program and can therefore only attend classes provided by the department of belonging, moreover exchange students aren't allowed to join Thai taught classes unless they apply to study in the "Department of Thai Studies".

In order to smoothly take care of the credit transfer process, outbound students have to get in contact with their coordinators and with the university offices providing a complete list of courses they will be attending at the partner university, this gives the staff time to review the choice and assign the translated credit score to the selected classes. In the case of inbound exchange students the institution will only provide the partner university with the individual's score reports and the home university will bear the responsibility of taking care of credit transfer. At Chulalongkorn University credits are calculated on

the basis of contact hours, as the time spent attending a theory-based lecture or a lab demonstration, and self study hours. One credit therefore equals one contact hour per week plus two additional self study hours.

Having numerous international students, the institution organizes various activities such as crafts and cultural activities, semestral orientation for new students (held annually online during the pandemics), support on life struggles such as accommodation and medical care. These aspects are taken care of by the office of Students affairs as well as the individual departments that often offer buddies activities for better integration.

### Thammasat University

As illustrated in previous sections, contacting with the staff of Thammasat was more challenging, they were not able to provide the numbers and statistics regarding exchange and international students in the institution, however I was informed that in the present semester the University wasn't hosting any exchange students from ASEAN countries but I was put in contact with two Indonesian nationals who had just completed their mobility in the previous term. I was also told that most of the incoming exchange students at Thammasat University are from Europe, the US and Japan (this last country was cited as the most copious) however, no tangible data was provided to support these statements.

Thammasat University offers more than 200 partner HEIs all over the world, being however mostly concentrated in Asia (132 institutions) of which 68 only in Japan. Out of these Universities only 18 are found in ASEAN countries.

While it seems the University is currently counting on other geographic areas to bring in mobility students, they are part of the AIMS program and therefore local students choosing an ASEAN destination for mobility can apply for scholarship with the same perks stated in the section of "Chulalongkorn University". The Institution is also part of the Erasmus+ project and the ISEP, both offering competitive scholarships to outbound students.

Incoming exchange students at Thammasat University can enroll in both Thai and English taught courses however each department has more precise guidelines on the subject. The students can select courses at the level of study or lower than the one they're attending at the home university, moreover they are required to obtain at least 9 credits (3 courses) in their major discipline and can then select up to 9 additional more from crossing ones.

No Thai course is required, however students who have an interest can decide to apply to extra language classes if allowed by the department office.

Credit transfer process is taken care of by home Universities and an official report of credits and score will be sent directly to the home university offices around two months after the completion of the mobility. Allocation of credits depends on the schedule adopted by the department that can be either over two semesters or three trimesters, and the type of course (Theory-based, laboratory based, fieldwork...). In the case of Theory-based courses one credit corresponds to one hour every week or a minimum of 15 hours a semester and 12 over a trimester.

In Thammasat University is the Office of International Affairs which is mainly responsible to support

the international and exchange students during their stay, they also take care of organizing events and activities as well as providing a buddy system. The activities take place every month and start even before the beginning of the semester with organized housing tours, orientation and free visits to Bangkok's iconic landmarks. It has to be noted that most of these activities had to be canceled in the last years in order to comply with the pandemics prevention guidelines.

### ChiangMai University

ChiangMai University is the point of reference of students in the Northern and North-eastern provinces of Thailand. Being ranked in the top three universities in the country. Because of the geographical proximity it was reported that the University hosts a considerably high number of students from Myanmar and China seeking to further their education in Thailand (no precise data was available). While collecting information about various HEIs, Chiang Mai University seemed to be the institution that provided the most opportunities for international students, both at a degree level and exchange level, to obtain a scholarship. It is my supposition that this factor is also crucial for the high international environment of the university. Exact data was not provided however it was reported that the University sees around 8000 new students every year of which approximately 200 international and second generation thai individuals.

Chiang Mai University has partnerships with HEIs in 38 countries all over the world, at the time of the interview the institution wasn't hosting any exchange student from ASEAN countries as pandemics prevention regulations had just recently been completely lifted and the overall circumstances hadn't gone back to normal yet, however in the period before the global pandemics (year 2018 as a reference) the University was hosting as many as 100 exchange students coming from the region.

Similarly to the other studied institutions, ChiangMai University is member of AUN and AIMS programs, however it also takes part in the University Mobility in Asia and Pacific network (UMAP) as well as in collaboration with European and international HEIs through Erasmus Mundus, the ASEAN-European Academic University Network (ASEAN-UNINET) and the Asia-Europe Meeting (ASEM-DUO) Fellowship Program. Something to note is that the University is promoting inter-regional mobility and cooperation through the Faculty and Student Exchange Programs between Thailand and Neighboring Countries (THAI-ASEAN), these programs ensure agreements and aids exclusively addressed to ASEAN staff and students.

Incoming exchange students are demanded an English proficiency certificate with requirements changing depending on the department enrolled, in case of native speakers of special cases previously discussed with the staff, this condition can be waived. Students are free to enroll in both English and Thai taught courses both from their department and other departments. The minimum required credits per semester are 9, credits are calculated on hours per semester with one credit being 15 hours of course ( indicatively one hour per week). ChiangMai University officials will provide the students' home university with

International and exchange students are free to join Thai language courses which are however not compulsory, knowing that depending on the individual departments and programs regulations, credits

might not be counted towards graduation. The institution is home to a Thai language center which periodically offers courses and organizes activities for international students, to be noted that all fees related to these courses are not included in the tuition nor scholarship and is therefore a voluntary expense eventually sustained by the individual student. International and exchange students are provided help with finding accommodation with both on campus and off-campus options. The International Relations Division takes care of most mobility related issues, however department offices and the Student Council, take care of academic and social aspects.

### Conclusion

After conducting my research in these months and elaborating the material and information I've obtained from it, I want to introduce the overall findings and considerations on it. While at the beginning my hope was to be able to come back with relevant information from current ASEAN exchange students in the institutions, this has proven to be harder than I thought, if not impossible. I've therefore had to shift my attention to the overall university's environment and experiences from extra-ASEAN exchange students or current international students in the institutions.

The overall picture shown by the research is that of higher institutions that are connected on the paper but fail to reflect their cooperation efforts into tangible results. At the time of my research many universities were not hosting any ASEAN exchange student and while it was evident that the situation had indeed been influenced by the global pandemic and the situation of isolation that lasted longer in Thai institutions than in their counterparts in other countries, the general panorama before wasn't as significantly different as to attribute the responsibility of lack of academic exchange to this circumstances. It became clear that the majority of ASEAN students present at the universities were individuals who had decided to seek their whole degree in Thailand, therefore staying there for longer periods of time and possibly being influenced by a different set of variables from those I had based my study on. It was confirmed that, as previous researchers suggested, the prevalent trend among Thai students is to complete a mobility project in a foreign continent and similarly, for the HEIs to welcome a more copious influx of incoming exchange students from these countries.

The three universities included in this research were found to have some similarities and differences on an organizational level. Firstly, while the Office of International Affairs (or corresponding office) is the main organ taking care of mobility and administrative affairs, there seems to be a high degree of decentralization visible from the delegation of tasks and responsibilities to other offices and to the departments themselves. Differently from our institution (Wenzao Ursuline University of Languages) they seem to be lacking an organized volunteer or student body especially focused on Exchange students or international students, in some cases there is the presence of a Student Body which however takes responsibilities for the overall students initiatives and not only specifically those of international students, moreover this kind of initiatives are mostly under the supervision of the office of students affairs and not of the one of international affairs (or corresponding). None of the HEIs presented a volunteer body solely dedicated to foreign students.

The activities organized by the universities and primarily addressed to international students include

orientation for new students hosted either yearly or at the start of every semester, buddy initiative to implement the integration of local and international students and cultural events with the aim of introducing Thai customs and traditions through visits, performances and cultural classes.

Another interesting aspect that emerged from the research is that Thai HEIS don't seem to put any particular emphasis on the study of Thai language itself, regulations on the language of instruction vary depending on the institution but in no case Thai language classes have been reported to be compulsory for exchange students (or international students). Students willing to get a deeper understanding of the language are however offered optional classes which are however not always covered by the bilateral agreements and therefore might require an additional expense from the students. Income exchange students in the institutions are encouraged to choose classes taught in English but, with some exceptions ( Chulalongkorn University), allowed to enroll Thai taught classes in cases where their language competences are adequate to efficiently follow the courses.

Regarding the credits transfer system it seems the norm in Thai universities not to provide exchange students with converted results but letting their home university deal with the process of equivalence, similarly the universities' offices will deal with returning students' score and credits reports.

Lastly, I have not come to know about any internal scholarship of the institutions included in my research addressed to incoming exchange students; however, some institutions do have specific scholarships for outbound exchange students displacing towards a destination in the ASEAN region. For international students, the scholarship opportunities are more abundant as various aids from the government, the universities or even the individual departments are available for outstanding individuals.

All in all it seems that despite trying to become more and more regionally connected through the following of ASEAN guidelines such as those of implementing scholarships opportunities, expanding and promoting English-taught courses and programs and creating ASEAN dedicated mobility opportunities, the process has still not shown its effects. It could be argued that since the newest guidelines were redacted only briefly before the boost of the COVID-19 pandemics, we will have to wait until circumstances completely restore the status quo in order to give a more precise appreciation to the improvements of mobility connectivity between Southeast Asian countries. It is however important not to forget that there is indeed a copious flow of ASEAN students enrolling Thai institutions annually even during the pandemics, the absence of exchange students shouldn't therefore be looked at as a complete loss of the intra-institutional southeast Asian network but should be pointed out as an area that requires more attention and, I would dare to say a new approach to make these opportunities blow.



Meeting with Professor Ratchaniya at Srinakharinwirot University



Meeting with international students at Srinakharinwirot University.





Cultural activity to introduce Thai culture to international students.

對日後想來該國/機構研訪的研究生建議 (如: 研訪行程安排注意事項、文化禁忌、健康注意事項等) Suggestions to other MSEAS students who plan to visit the same country or institutions (ex. tips for scheduling, cultural taboo, health recommendation, etc)

※研討會發表不必填寫。If you choose the conference presentation as the research finding, you don't need to fill in this chart.

During the process of conducting my study in Thailand, I have encountered various obstacles, some of which linked to Thai culture and environment. I therefore hope that sharing my observations, experiences and tips will be of help for those future students deciding to take on a similar path of research especially if seeking for cooperation from Thai universities.

First of all it is essential to understand how rooted into Thai society the culture of connections is. Having someone who can introduce you to the right offices and people and put pressure on them to facilitate the dialogue is the key in obtaining information and overall collaboration from offices. It could easily be said that networking and knowing the right people might significantly impact the success of one's project in Thailand.

As an example of what just stated I will illustrate my personal experience of these past months. The importance of having an insider has been very evident to me when trying to contact different Higher Education Institutions in the country, I coincidentally happened to have a close contact in the higher positions at Chulalongkorn university whom, as soon as I mentioned my research plans took matters into their hands to put me in touch with the right office and have them schedule a meeting. Thanks to the intervention of this person, the whole process took just slightly over one week and I was able to attend an online meeting fairly quickly as well as being provided with written documents containing all the information I had asked for redacted by the University office.

On the other hand, when I tried to go through the same process with Chiang Mai University, it took me five sent emails, three trips to the on campus office over one month just to have them finally reach out to me to schedule a meeting date.



Seen the circumstances it is therefore my suggestion to make sure to have some inside support even before leaving to Thailand, your contact people might be friends who work in the sector, teachers who can push you through the attention of local colleagues etc...

Pertinent to contacting Thai offices, I have noticed that the response time of Universities' offices tend to be very slow if not nonexistent, especially when contacted by email. While finding officers' contact methods is fairly easy as they often stated on the University's official website, hearing back from them is quite uncommon and when it has happened was only after sending multiple emails. Therefore, I recommend being ready to go to the offices directly in person. However, you should be prepared to have to visit more than once to pressure them into taking your requests into consideration and scheduling a meeting time or interview. Additionally, it should be noted that despite voting in person the offices no one agreed to an "in person meeting" but only online ones, it is unclear to me if this behavior has been dictated by the recent pandemic influence or has to be attributed to cultural preferences.

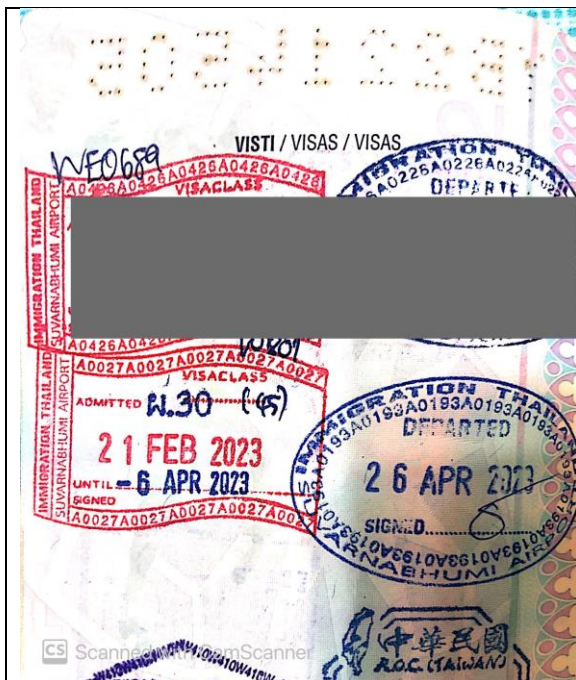
Jumping into more trivial tips I want to mention that the cost of living in Thailand (especially in Bangkok) is increasing rapidly, finding affordable short-time accommodation close to public transport or anyways in a strategically located district can be highly challenging. I would recommend students to do some early research on costs as to be sure to have enough money saved up (as of the period of my stay in Bangkok short-term accommodation could be found for no lower than 10000~11000 thousand baht a month for a room unless willing to live in a hostel shared dorm). I'd also like to point out that finding food suitable for people with dietary special needs might be quite challenging. As a vegetarian there were very few low-cost options, most restaurants that offer vegetarian food are big chains in shopping centers which tend to be on the expensive side. I'd therefore recommend choosing the area to reside by taking into consideration nearby food options as commuting is considerably pricey.

Last point to notice is the haze season in Thailand. I happened to be in the North of Thailand during March which is the worst month of the burning season. This means that not only you won't be able to admire the beauty of the country but also the quality of air is so bad that walking around can be challenging on the worst days. The situation affects most of the country except for the south (when I arrived back in Bangkok at the beginning of April I found the air to be consistently cleaner than in the north even though still polluted). I discourage anyone from going to these regions during the burning season as it is a very unhealthy environment not suitable to conduct research.

出訪證明（請提供護照入出境照片，以供計算累積天數）

Evidence of research duration (Please provide the photo of Entry Stamp, in order to count the accumulated days)

※研討會發表請提供發表證書（拍照或掃描貼於下欄）。By the conference presentation, please provide the presentation certificate below (photo or scanned).



完成後請直接將檔案轉成pdf後， 寄送至東南亞學系  
碩士班seas@mail.wzu.edu.tw， 即可作為完成報告。  
Please change this note to a pdf file and send it to  
MSEAS ([seas@mail.wzu.edu.tw](mailto:seas@mail.wzu.edu.tw)) to fulfill the research  
finding requirement.

# 文藻外語大學 東南亞學系碩士班

## 東南亞專題研習 Southeast Asian Project Study

### 研究發現 Research Findings Note

研訪者姓名 Name		陶湘蕎
學號 Student No.		1112624503
班級 Year/Class		MASEA1
完成研究方式 Research finding methods		<input type="checkbox"/> 實習 internship <input type="checkbox"/> 交換 exchange <input checked="" type="checkbox"/> 田野調查 field study <input type="checkbox"/> 研討會發表 conference presentation <input type="checkbox"/> 其他 other _____
實習 internship 交換 exchange 田野調查 field study	研訪國家 Country	越南
	研訪時間 Duration	1/11/2025-3/11/2025
	研訪天數 Days	60 天
	累積天數 Accumulated Days	60天
研討會發表 conference presentation		研討會名稱 Conference Name :  研討會日期 Conference Date :  發表主題 Presentation Topic :
東南亞田野調查研究發現（研究問題、每日研究行程、具體研究發現並附至少三張研究照片） Southeast Asia Field Research Findings (research question, daily research schedule, research findings and at least 3 research photos) ※研討會發表不必填寫。If you choose the conference presentation as the research finding, you don't need to fill in this chart.		
<b>東南亞田野調查研究發現 Southeast Asia Field Research Findings</b> <b>研究問題 (Research Questions)</b> ◇ 潼毛華人年輕人選擇臺灣的原因？ ◇ 影響因素包括臺灣的教育體系、文化相似性，以及政府對華人社群的支持政策（如獎學金、工作機會）。 ◇ 潼毛華人社群的歷史背景與文化遺產如何發展？ ◇ 探討華人在潼毛的歷史演變、文化傳承及語言維護狀況。 ◇ 潼毛華人年輕人在臺灣的適應與認同問題？他們是否面臨語言、文化或社交挑戰？ ◇ 臺灣華人社群與政府政策如何協助他們融入？		

## 每日研究行程 (Daily Research Schedule)

日期	研究活動	訪談對象/地點	研究內容
第1-2週	田野調查準備	潼毛當地資料蒐集	蒐集潼毛華人社群歷史與人口資料
第3週	訪談華人家庭	華人社區居民	討論文化傳承與語言使用
第4-5週	觀察宗教活動	潼毛觀音廟	參與華人社群的傳統慶典
第6週	用問卷來調查年輕人	曾赴臺留學/工作者	探討留學與工作的動機與經驗
第7週	分析臺灣政策	臺灣移民與教育政策	評估臺灣對華人社群的影響
第8週	整理研究資料	進行數據分析與研究總結	具體研究發現

## 研究發現(Research Findings)

### 壹、 潼毛華人社群的歷史發展

#### 一、 社群起源與族群構成

潼毛華人社群主要由來自中國南部的多個族群組成，包括: (Tsín Lầu) 秦佬、客家人 (Ngái, Hakka)、山只族 (Sán Chi)、岱依族 (Tày)、瑤族 (Mán)、苗族 (Mèo) 等等。這些族群原本居住於中國雲南、廣西與越南邊境地區，歷史上經歷多次遷徙，形成了一個多元民族的聚落。

##### (一) 秦佬 (Tsín Lầu)

秦佬族群的起源較為特殊，他們與廣西的部分壯族群體有淵源，也受到漢文化影響。根據當地口述歷史，秦佬人最早可能是在明清時期因戰亂而南遷至越南，部分人進一步遷移到潼毛。雖然他們有自己的語言與習俗，但在與華人社群長期共存的過程中，逐漸受到漢文化的影響。

##### (二) 客家人 (Ngái, Hakka)

客家人是潼毛華人社群的重要組成部分，他們來自廣東、江西與福建的客家地區，並在不同時期遷移至越南。客家人以其強烈的宗族觀念與靈活的經商能力聞名，早期主要從事農業、採礦與貿易。與其他華人族群相比，客家人通常更容易與當地社群融合，但仍然保持獨特的語言（客家話）與文化傳統。

##### (三) 山只族 (Sán Chi)

山只族原本居住於中國廣西與越南北部山區，他們屬於壯侗語系民族，語言與壯語、侗語有相似之處。隨著貿易與移民潮流，部分山只族遷移到潼毛，與當地的華人社群共同生活。他們的傳統文化包括獨特的服飾、山區農業技術，以及以口頭傳承的民族故事與歌曲。

#### (四) 岱依族 (Tày)

岱依族是越南人口數量最多的少數民族之一，主要分布於越南北部與中國邊境地區。岱依族擅長水稻種植，並且有豐富的民間音樂與舞蹈傳統。部分岱依族群體在歷史遷徙過程中來到潼毛，並與當地華人社群進行文化與經濟上的交流。

#### (五) 瑤族 (Mán)

瑤族的歷史可以追溯到中國南部地區，他們的祖先在幾個世紀前因戰爭、政治壓迫與經濟原因而遷徙至越南。瑤族以其精美的刺繡、草藥知識與宗教儀式而聞名。他們的信仰受到道教影響，並且擁有獨特的宗教儀式，如「度戒」儀式，這是一種成人儀式，象徵男子正式進入社群。

#### (六) 苗族 (Mèo)

苗族是一個歷史悠久的民族，主要分布在中國貴州、雲南與越南北部地區。他們以傳統的銀飾、刺繡與手工藝品聞名，並且保有獨特的語言與信仰體系。苗族人在遷徙至潼毛後，與當地華人社群建立聯繫，在商業、農業與手工藝產業上互相合作。

### 二、法屬印度支那時期的自治發展

#### (一) 19世紀至20世紀初：法國殖民統治下的華人社群

1884年，越南正式成為法國的殖民地，被納入「法屬印度支那聯邦」(Union Indochinoise)<sup>1</sup>。在這段時期，法國殖民政府利用華人社群來促進貿易與經濟發展，特別是在南部地區，華人逐漸掌控當地商業與農業生產。

然而，由於法國殖民政府的高壓統治，部分華人與少數民族開始尋求自治，這導致了1948年「海寧族群自治區」的成立。

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<sup>1</sup> 法屬印度支那聯邦(1887-1954)是法國在東南亞建立的殖民統治區，包括越南、寮國和柬埔寨。



**Đại Tá Vòng-A-Sáng  
Thủ Lãnh Khu Tự Trị Nùng Hải-Ninh  
Thượng Nghị Sĩ Việt-Nam Cộng-Hòa**

黃亞生 上校 (圖片：Nung People)

## (二)「海寧族群自治區」的成立與發展

1948年，在法國殖民政府的支持下，黃亞生（Vòng A Sáng）建立了「海寧族群自治區」（Territoire Autonome Nùng, Khu Tự Trị Hải Ninh），範圍涵蓋了今日越南廣寧省（Quảng Ninh）內的九個縣。該區的主要居民包括：

- 華人（特別是客家人、秦佬族）
- 越南北部的少數民族（壯族、岱依族、苗族、瑤族）

這個自治區名義上屬於當時的越南國（Bảo Đại 政府），但實際上由法國軍方控制，其主要目的在於防止越盟（越南共產黨）擴張。

## 三、1954年後的大規模南遷與南越軍事參與

### （一）《日內瓦協定》與大規模南遷

1954年，《日內瓦協定》（Geneva Accords）簽訂<sup>2</sup>，越南正式分裂為北越與南越。由於共產黨在北越掌權，許多不願接受共產統治的華人社群開始大規模南遷，其中包括潼毛華人。

這次遷徙導致超過30,000名華人與少數民族成員遷往越南南方。他們大多集中在西貢（今日胡志明市）、邊和（Biên Hòa）、美湫（Mỹ Tho）等地，並繼續發展商業與農業。

### （二）軍事參與：「第六高地師」的建立

1950-1960年代，許多來自北部的華人與少數民族成員加入南越軍隊，其中最具代表性的部隊是「第六高地師」（Sư đoàn 6 Sơn cước）。

- 最初，該部隊是法國軍方支持的少數民族武裝部隊，負責對抗越共游擊隊。
- 1955年後，法國勢力撤出，該部隊轉而效忠南越政府，成為南越軍隊的一部分。
- 1960年代，第六高地師被整編為南越陸軍「第五步兵師」（Sư đoàn 5 Bộ binh），參與了多場戰役。

這些來自華人與少數民族的士兵在南越軍隊中擔任關鍵角色，特別是在南部與高地地區，負責對抗北越軍隊與游擊隊。然而，由於南越政府對外來群體抱持戒心，他們在軍隊內的地位雖高，但仍受限制。

### 四、越戰結束後的變遷（1975年後）

1975年，南越政府垮台，北越統一全國，成立越南社會主義共和國。由於華人社群曾與南越政府合作，並參與軍事活動，許多華人受到政治清算，部分人被迫逃往香港、臺灣、美國、澳洲、法國等地。這導致了一波新的華人移民潮，特別是在1978-1979年的「越南船民危機」期間，大量華人離開越南。

（根據資料，1975年西貢陷落前後，共有超過30萬人離開越南，主要前往法國、美國、澳大利亞等工業化國家和地區。然而，這些數據並未細分其中華人的比例。此外，1975年至1991年間，約有數以千計至十萬計的越南難民逃往美國，但其中華人的具體人數仍不明確。）

潼毛的華人社群也受到影響，許多華人家庭被迫改變經濟模式，部分人轉向漁業與小規模商業活動，逐漸適應社會主義體制。今日，潼毛華人社群的歷史被視為越南華人歷史中一個獨特的案例，涉及跨國遷徙、軍事參與與政治變遷。

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<sup>2</sup> 《日內瓦協定》（Geneva Accords, 1954）是為了解決第一次印度支那戰爭（1946-1954）而簽訂的和平協議，主要由法國、越南民主共和國（北越）、越南國（南越）、中國、蘇聯、美國等國代表參與談判。





研究生（陶湘蕎-女）進行與潼毛華人訪談



## 貳、 潼毛華人的文化傳承與語言使用

### 一、 語言傳承靠家庭，華語是身份象徵

以前潼毛地區曾經有華語學校，讓很多華人小孩能在學校裡學到中文。不過現在這些學校已經不存在了，學華語的環境也變少了。雖然如此，很多家庭還是會在家裡繼續用華語溝通，尤其是長輩和小孩之間，這變成了一種很自然的傳承方式。

受訪者普遍表示，在家裡講華語已經是習慣，不只是為了溝通，更像是一種文化認同。會講華語讓他們覺得自己還和祖先的文化有連結。不過，也有一些年輕人因為學校和社會環境都是用越語長大，中文變得不太流利，有些甚至只聽得懂但說不出來。儘管如此，還是有一些家庭很努力地將華語教給下一代，讓這個語言可以繼續留下來。



1975 年以前在潼毛的華文學校。



海寧華文普及學校（潼毛 2002-2012）

## 二、 華文學校是文化傳承的關鍵

華文學校曾是文化傳承的重要關鍵。過去這些學校不只是教語言，還教授中國歷史、傳統文化，並舉辦

像春節、中秋節等節慶活動，讓學生更深入了解自己的文化背景。這些學校的經費大多來自當地華人社區的捐款，許多海外華僑也會提供資助，希望能延續華語教育。儘管當時的教育環境有限，華文學校仍堅持使用繁體字，強調傳統價值，對維護社群的文化特色曾經扮演非常重要的角色。

## 三、 社區文化活動讓傳統更有活力

除了學校，過去華人社區也會舉辦各種文化活動，比如書法比賽、傳統舞蹈、棋藝比賽等，讓年輕人透過興趣接觸文化，而不只是靠讀書來學習。許多社區組織，包括宗教信仰中心、商會、慈善團體等，都會出力支持這些活動，確保華人文化能夠一代一代傳承下去。這些活動不只是讓孩子學文化，對大人來說，也是凝聚社區、增進感情的重要方式。





海寧學校舉辦 中秋節活動



中秋節活動 (圖片：Tuổi trẻ Hải Ninh)





舉辦中越文化交流音樂表演活動



#### 四、 語言流失的危機

潼毛華人後代因長期在越南語環境中成長，日常生活主要使用越南語，越來越少使用華語，導致華語能力逐漸弱化，也影響到文化認同。許多受訪者表示，語言的流失其實是文化消失的第一步，因為語言不只是溝通工具，更包含了族群的價值觀與思維方式。一旦不再使用華語，那些與語言連結的文化記憶也會慢慢被淡忘。雖然現在已經沒有正式的華文學校，但仍有一些長輩或老師在家中自行開班教華語，靠著私人教學方式，希望能延續語言的生命力，讓華語繼續存在於日常生活之中。

#### 參、 潼毛觀音廟的傳統慶典

這次的研究活動，研究者的重點是在潼毛觀音廟觀察和參與華人社群的傳統慶典，特別是觀音菩薩的千秋寶誕。每年農曆二月，潼毛地區都會依照慣例舉辦盛大的慶典，這不僅是為了紀念觀音菩薩的誕生，也是社區聚集的好時機。今年的活動更加熱鬧，來自世界各地的華僑以及國內的華人朋友，都非常熱心地參與捐款支持這個慶典。大家的捐款可以說是像涓滴成海、積沙成塔，讓這個活動順利進行。

在這些慶典中，有很多精彩的活動。像是舞龍舞獅，真的是氣勢十足！還有歌唱舞蹈表演、籃球比賽、燒花炮，讓整個廟會現場非常熱鬧。最特別的是，潼毛觀音廟理事會還舉行了迎接「觀音菩薩」回來的遊行活動，大家祈求他保佑一整年的平安與發財，這也成為每年的傳統習俗。

另外，每年農曆一月過年時，觀音廟也是熱鬧非凡。這個時候，很多華人信徒會來廟裡拜拜，進行「還福」和「喜福」<sup>3</sup>的習俗。所謂「還福」<sup>4</sup>，其實就是將過去一年裡不順利、不開心的事情通通交給觀音菩薩，求菩薩幫忙化解，讓新的一年可以平安順利。而「喜福」則是感謝觀音菩薩過去一年的庇佑，並希望來年能夠有更多的幸福、健康和順利的事情發生。這些習俗對於信徒來說，不只是宗教儀式，更是一種心靈的寄託，也能讓他們在新的一年裡有更多希望和動力。

雖然我個人並沒有捐款，但我看到許多來自海外的華僑和國內的華人都積極捐款支持這次的活動。這不僅讓我感受到大家對傳統的重視，也看到了社區的凝聚力。透過這樣的捐款和支持，這些活動得以順利完成，並且能夠在大家心中留下深刻的印象。

這次的研究讓我對潼毛觀音廟的宗教活動有了更多了解，也讓我看到華人社群如何透過這些傳統慶典，增強彼此之間的聯繫和文化認同。無論是這些傳統習俗，還是大家對活動的支持，都顯示出華人社會對家庭、社區和信仰的重視。這樣的活動，無論是對信徒還是對參與者，都有著深遠的影響。透過這次的觀察，我更加了解這些傳統如何塑造華人社會的共同體意識，也見證了它們如何代代相傳，成為每年必不可少的文化盛事。我很期待進一步探索這些活動對華人社群的長期影響，無論是對信仰的堅持，還是對社會關係的促進，都值得我們深入了解。

<sup>3</sup> 指的是對神明的祈求，希望得到吉祥、幸福和順利。

<sup>4</sup> 這通常是指在得到神明的保佑後，感恩並回報神明的恩惠。





潼毛觀音護國廟



研究生（陶湘蕎-白色上衣）與潼毛觀音廟理事會進行訪談



進行訪談





## 研究生進行調查



理事會聯絡方式





春節過年慶典活動



## 觀音菩薩的千秋寶誕

Xin chân thành gửi lời cảm ơn đến các mạnh thường quân. kiều bào trong và ngoài nước đã quyên góp Cho ngày Lễ Phật Bà Quan Âm (SM). Buổi Lễ Cúng Phật Bà sẽ được diễn ra vào 8 giờ sáng Ngày 18/2 (AL) xin kính chúc các mạnh thường quân sức khỏe dồi dào.vạn sự như ý và an khang thịnh vượng.

♥ CÔNG ĐỨC VÔ LƯỢNG ♥

Đây là số tiền chúng tôi quyên góp được và tất cả số tiền đã được đổi thành VIỆT NAM ĐỒNG.

USD: 11.420 X 2550 = 291.210.000

UK: 1.200 X 3235 = 38.820.000

TW: 34.000 X 763 = 25.942.000

AU: 500 X 1620 = 8.100.000

CA : 200 X 1750 = 3.500.000

VND: 92.500.000

Tổng Cộng Số Tiền là: 460.072.000



來自各地的善心人士與海外華僑在觀音菩薩誕節期間為觀音廟捐款，總金額為 460,072,000 越南盾（圖片取自 Facebook 帳號 Vay Ung）。



公元二〇二五年。二月十七日

農曆乙巳。二月十八日

欣逢乙巳新春恭祝名國各界地方鄉親社團殷商慈善熱心人士

新親愉快闔府均安。事業有成百業亨通。家門昌勝。萬事如意

故鄉海寧社潼毛護國觀音廟一年一度慶祝觀音娘娘千秋寶誕。發起舉辦組成共捐資籌辦金豬清供菓品蘇花蛋糕。發包大香燭金良寶等儀一筵共愿誠心禮佛敬奉神恩惟神福蔭四境吉祥家家吉慶戶戶安康福有攸歸。籌辦發起人美國羅嘉欣-台灣鄭偉絹-如各方人士誠心雅興敬請參加。

Nhân dịp lễ đàn sinh Phật Bà Miếu Quan

Âm ngày 18/2/2025 (AL) nhằm ngày

17/3/2025 năm ất tỵ

Mọi Năm như thường lệ Tôi: Wendy Lo

và năm nay có thêm Trịnh Mỹ Quyên có tổ chức  
quyên góp kinh phí về Miếu Quan Âm SÔNG MAO để  
cúng Phật Bà Trong đó cúng dường gồm có: heo  
quay, hoa quả, bánh thợ, bánh bông lan, bánh ngọt và  
nhang, nến ..v.v...Chúng tôi xin chân thành cảm ơn  
đến tất cả các kiều bào Trong và ngoài nước nhiệt  
tình ủng hộ. Kính chúc tất cả mọi người Dồi dào sức  
khỏe. Vạn sự như ý. An khang và thịnh vượng !

Xem bản dịch



Sông Mao 2025 農曆乙巳年二月十八日

慶賀潼毛觀音娘娘千秋寶誕 lễ hội Phật bà Quan âm, 2  
位美國信仕羅嘉雪- 羅嘉欣 讚助 80 套服裝共早餐咖啡給  
本團所用

Hai vị nhà hảo tâm mỹ Jenny Lee và Wendy Lo ủng  
hộ 80 bộ trang phục -4 giá sắt và cà phê điểm tâm  
phục vụ trong đoàn Wendy Lo, vào sáng 17/3/2025  
nhằm ngày 18/2/2025 ÂL

Vía Phật bà Quan âm. Trân trọng kính mời

Xem bản dịch



此外，還捐贈了許多服裝、食物以及舉辦慶典所需的各種器材（圖片取自 Facebook 帳號 Vay Ung）。





舞龍舞獅







歌唱 舞蹈表演



籃球比賽





遊行活動



「喜福」與「還福」活動



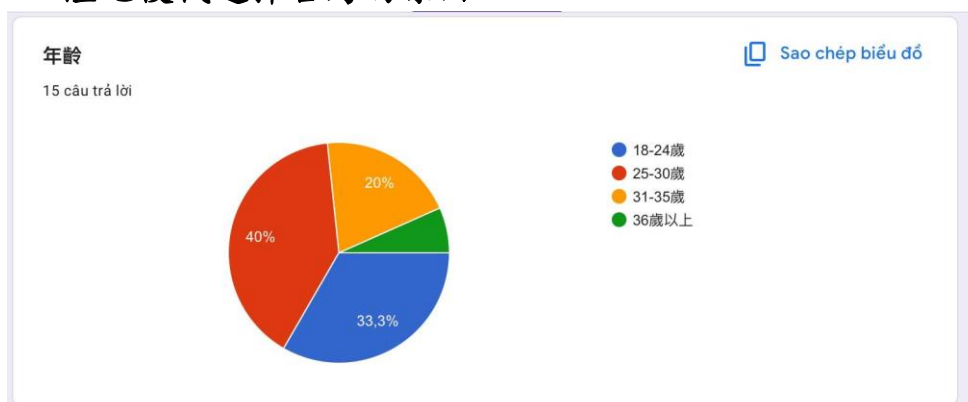
研究生體驗「喜福」





觀音廟管理人負責幫信徒寫祈福信

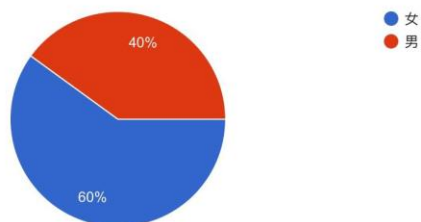
#### 肆、 潼毛後代選擇台灣的原因



## 性別

15 câu trả lời

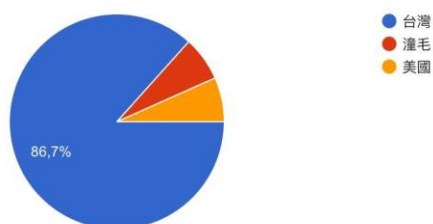
Sao chép biểu đồ



## 目前的居住地

15 câu trả lời

Sao chép biểu đồ

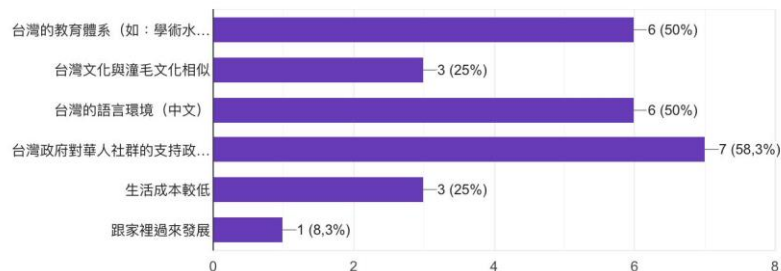


## 選擇台灣的原因

您為何選擇台灣作為您的留學目的地？（針對留學者的問題，請回答此題。可複選）

Sao chép biểu đồ

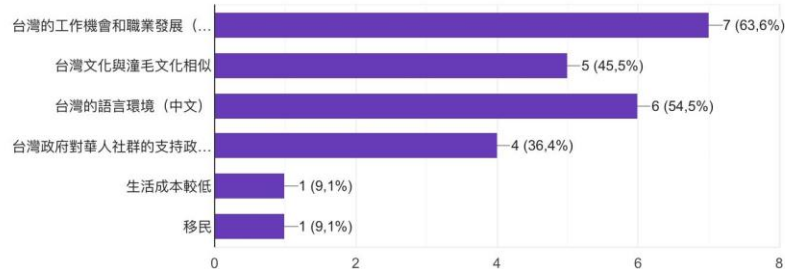
12 câu trả lời



您為何選擇台灣作為您的工作地點？（針對工作者的問題，請回答此題。可複選）

Sao chép biểu đồ

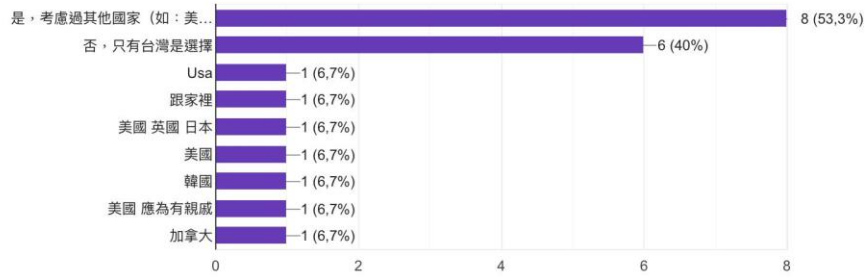
11 câu trả lời



您在選擇台灣之前，考慮過其他國家或地區嗎？如果有，為什麼最終選擇台灣？

Sao chép biểu đồ

15 câu trả lời

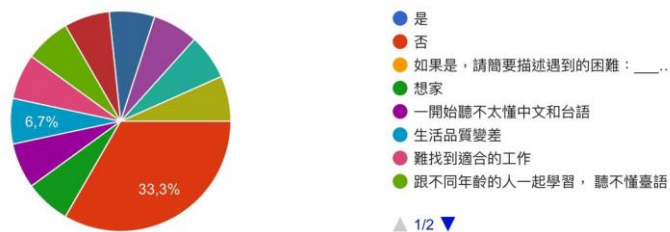


## 台灣的生活與文化適應

您來到台灣後，是否遇到過語言或文化適應的困難？

Sao chép biểu đồ

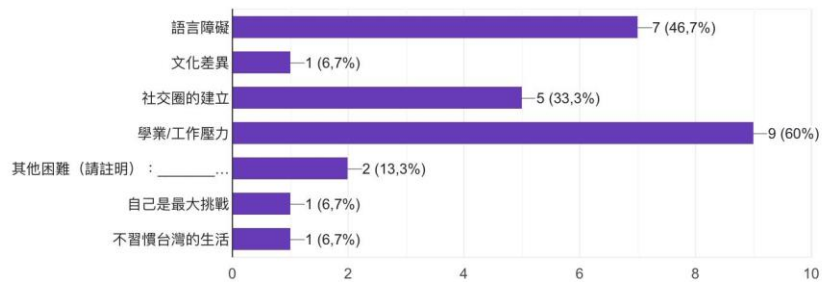
15 câu trả lời



在台灣的生活，您最常遇到的挑戰是什麼？（可複選）

Sao chép biểu đồ

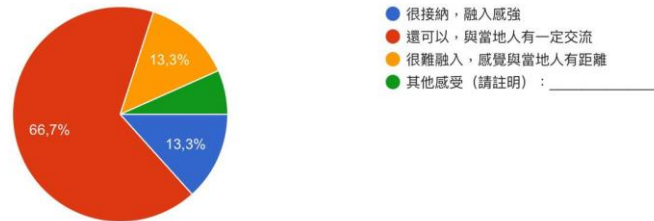
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### 台灣社會如何接納您？

Sao chép biểu đồ

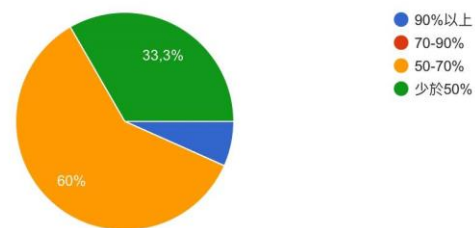
15 câu trả lời



### 在台灣，您有多少比例的朋友是當地台灣人？

Sao chép biểu đồ

15 câu trả lời

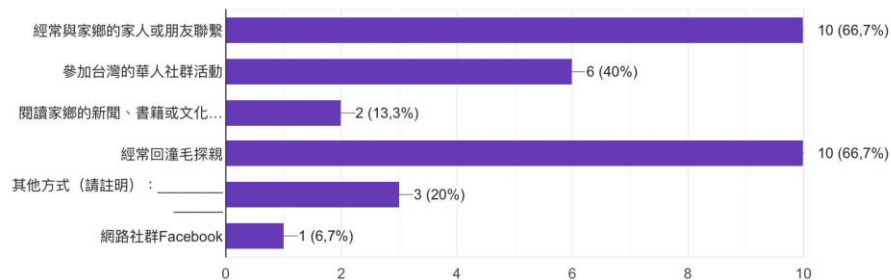


### 文化認同與家鄉文化延續

#### 在台灣的生活，您如何保持與滬毛華人社群的聯繫？（可複選）

Sao chép biểu đồ

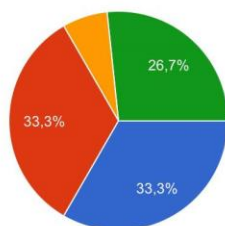
15 câu trả lời



您是否會在台灣的生活，主動參與華人文化活動（如：節慶、宗教儀式等）？

Sao chép biểu đồ

15 câu trả lời

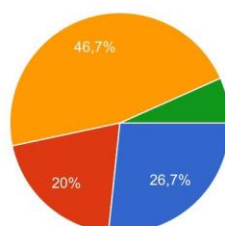


- 會，並積極參與
- 會，但參與較少
- 不會，因為文化差異較大
- 不會，因為我對這些活動不感興趣

您如何看待潼毛華人社群在全球化中的文化保護與創新？

Sao chép biểu đồ

15 câu trả lời

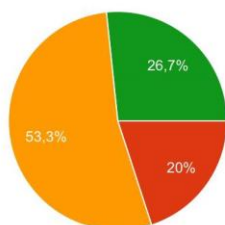


- 我認為應該努力保護傳統文化
- 我認為應該積極創新，使文化更符合現...
- 我認為應該平衡傳統與現代化的融合
- 其他看法（請註明）：

你對未來的文化身份有什麼想法？你覺得自己會比較屬於台灣的文化，還是潼毛的文化？

Sao chép biểu đồ

15 câu trả lời



- 我比較屬於台灣的文化
- 我比較屬於潼毛的文化
- 我兩者都屬於，台灣和潼毛的文化對我...
- 我還不確定，正在找尋自己的文化身份

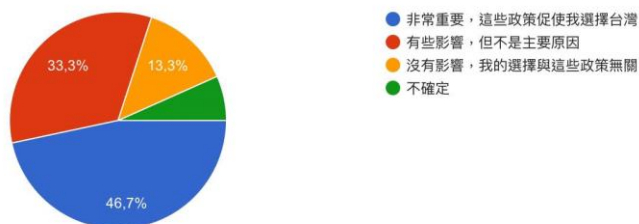


## 台灣移民政策的影響

台灣政府對華人社群（包括獎學金、就業機會等）的支持政策，對您來台的決定有何影響？

Sao chép biểu đồ

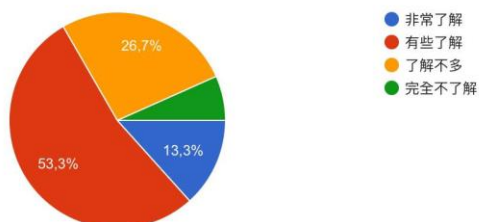
15 câu trả lời



您是否了解台灣政府對東南亞華人社群的各項支持措施（如：語言課程、工作簽證等）？

Sao chép biểu đồ

15 câu trả lời

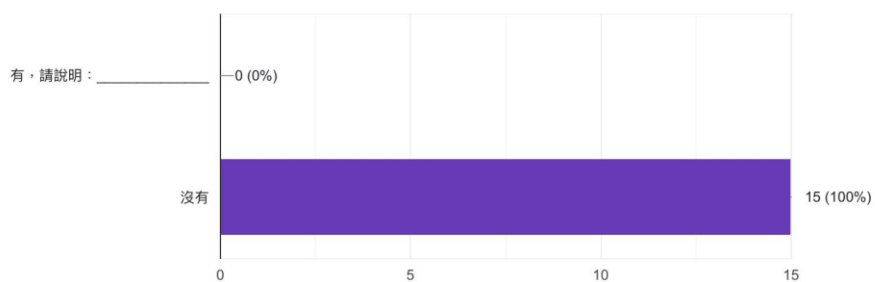


## 其他

您對台灣有任何其他的想法或建議嗎？

Sao chép biểu đồ

15 câu trả lời



根據問卷的結果，潼毛華人選擇台灣的主要原因可以歸結為以下幾個方面：

- ✧ **文化與語言的相似性：**問卷結果顯示，臺灣的文化背景與潼毛相似，這讓潼毛年輕人在適應台灣生活時感覺比較輕鬆。他們不需要過多地調整自己的文化背景，這對他們來說是一大優

勢。此外，潼毛許多家庭仍使用中文，這使得語言上不會有太大障礙，潼毛年輕人能夠順利與台灣社會進行交流。

- ◇ **台灣的獎學金與工作機會：**問卷結果指出，臺灣提供了許多吸引潼毛年輕人的政策，如專為華人設立的獎學金和工作機會。這些政策不僅能減輕留學負擔，也讓他們有機會在臺灣工作，進一步拓展自己的職業生涯，這也是潼毛年輕人選擇來台的重要原因之一。
- ◇ **兩岸關係與移民政策：**問卷中提到，兩岸的文化與語言聯繫，使得潼毛華人對台灣有天然的親切感。尤其在兩岸關係與移民政策方面，臺灣對東南亞華人提供比較友善的移民環境，讓他們能夠更容易融入台灣社會。這種政策上的支持也使得潼毛華人對台灣的認同感進一步增強。

## 伍、 台灣的影響與潼毛華人的適應

根據問卷結果，來到臺灣後，大部分潼毛華人能夠順利適應，但也有一些人仍然面臨挑戰。以下是幾個主要觀察：

- ◇ **大部分人適應良好：**問卷中顯示，大多數潼毛華人在台灣的適應情況是積極的。他們在文化、語言、生活等方面並未遇到太多困難，能夠很快融入台灣的學校和社會。台灣的社會環境、生活設施和教育資源等，都為他們提供了很大的支持。
- ◇ **部分人面臨社交與文化差異：**儘管大多數潼毛華人適應良好，但也有一小部分人反映，仍然在社交和文化差異方面遇到了一些挑戰。比如，有些潼毛華人可能在台灣的社交圈中不易融入，或是在某些文化習慣上感到不習慣。這些問題可能在初期比較明顯，但隨著時間的推移，大多數人能夠逐步克服。
- ◇ **台灣的社會支持系統：**問卷結果提到，台灣的華人社群、學校和政府政策對潼毛華人的適應過程發揮了積極作用。例如，台灣的學校提供針對外來學生的課程，協助他們學習語言和了解台灣文化；而政府也有一系列的措施，幫助外來華人融入台灣社會。這些支持措施幫助潼毛華人順利過渡並適應新的生活環境。
- ◇ **留學後選擇留在台灣工作的比例較高：**許多潼毛華人在完成學業後選擇繼續留在臺灣工作。這反映出臺灣對東南亞華人的吸引力，無論是在職業發展、生活質量還是社會保障等方面，潼毛華人都覺得在臺灣有更多的機會。臺灣的工作市場和生活環境為潼毛華人提供了穩定的生活基礎，這也是他們選擇長期留在臺灣的重要原因。總結來說，根據問卷的結果，潼毛華人選擇臺灣的原因主要來自於文化相似、語言優勢、臺灣的獎學金與工作機會以及兩岸關係等因素。來到臺灣後，絕大多數潼毛華人能夠順利適應並找到自己的一席之地，少數人可能會遇到一些社交或文化上的挑戰，但整體而言，臺灣提供的社會支持和融入機制對他們的適應過程有很大的幫助，並且許多潼毛華人選擇留在臺灣工作，顯示出臺灣對他們有很強的吸引力。

對日後想來該國/機構研訪的研究生建議(如: 研訪行程安排注意事項、文化禁忌、健康注意事項

等) Suggestions to other MSEAS students who plan to visit the same country or institutions (ex. tips for scheduling, cultural taboo, health recommendation, etc)

※研討會發表不必填寫。If you choose the conference presentation as the research finding, you don't need to fill in this chart.

## **行程安排、文化注意事項、健康與安全建議**

### **1. 田調行程安排 & 事前準備**

#### **提前聯繫當地人士**

- 聯繫寺廟人員：

“潼毛觀音廟”是當地重要的佛教場所之一，廟內的管理人、住持和信徒都是你的關鍵訪談對象。來之前一定要提前聯繫廟方，說明你的研究目的，這樣才能更順利進行訪談。

如果可以的話，找當地的佛教團體或學者協助引薦，這樣更容易獲得信任。

- 研究許可與社群互動：

若你的研究涉及宗教或文化，建議先了解越南的宗教法規，確保你的研究內容不會引起誤解。 - 在廟裡待久了，當地人會把你當成朋友，這是好事，但也要保持適當的專業距離，不要打擾寺廟的日常運作。

### **2. 時間規劃**

- 選擇合適的季節：

平順省屬於熱帶氣候，乾季（11月-4月）天氣較為涼爽，適合田調。 -

避免雨季（5月-10月），因為這時候交通不便，泥濘的路可能讓你難以前往寺廟或其他田調地點。

- 留足時間適應環境：

剛到的前幾天先觀察，而不是馬上開始訪談。這樣可以讓你更熟悉寺廟的氛圍，知道何時適合訪談，何時應該安靜觀察。

佛教節慶時廟裡很忙，如農曆初一、十五，或大型法會期間，管理人和信徒可能沒時間接受訪談，所以要避開這些日子。

### **2. 文化習俗 & 寺廟禁忌**

#### **尊重宗教習俗**

進入寺廟時穿著得體：

避免穿短褲、短裙、無袖上衣，最好穿素色、寬鬆的衣服，表示對宗教場所的尊重。

#### **拍攝與訪談禮儀**

- 先徵求同意再拍照，錄音或錄影特別是在法會、禪修、誦經等場合，拍攝可能會被視為干擾宗教活動。
- 訪談前先寒暄幾句，不要直接進入正式問題，越南文化強調人際關係的建立，先聊一些生活話題，對方會更願意分享。

### **3. 健康與安全建議**

#### **飲食與環境適應**

- 飲水安全：

只喝瓶裝水或煮過的水，不要直接喝生水，避免腸胃不適。

有些寺廟提供茶水，但如果你腸胃敏感，還是選擇自己準備的水比較安全。

- 食物選擇：

潼毛的當地市場有許多越南小吃，建議選擇乾淨、人多的攤位，避免腸胃問題。

#### 醫療準備

- 帶上基本藥品，如腸胃藥、感冒藥、止痛藥，因為小鎮的藥局選擇有限。
- 防蚊措施：平順省有登革熱風險，務必帶防蚊液，特別是在雨季或黃昏時段。

#### 4. 語言與社交技巧

##### 學一些基本越南語

潼毛是一個小鎮，當地人不一定會說英語或中文，學一些基本越南語，會讓你的田調更順利！

- \*Xin chào!\* (你好！)
- \*Cảm ơn!\* (謝謝！)
- \*Tôi là sinh viên nghiên cứu từ Đài Loan.\* (我是來自台灣的研究生。)
- \*Tôi muốn hỏi một chút về...\* (我想請問一下關於...)
- \*Xin phép được phỏng vấn một chút.\* (請問我可以訪談一下嗎？)

##### 建立當地人脈

- 多和廟裡的信徒聊天，他們通常對外來研究者很好奇，願意分享故事。

#### 5. 交通與住宿\*

- 機車是當地主要交通工具：

如果你不會騎機車，可以用 Grab, Xanh SM (類似 Uber)，但潼毛的 Grab 可能不普及，建議找當地人幫忙叫車。

騎機車記得戴安全帽，越南交通比較混亂，安全第一！

- 住宿選擇：

- 潼毛當地的住宿選擇不多，建議住在附近（如左樓 Cho Lau），再通勤過來。

出訪證明（請提供護照入出境照片，以供計算累積天數）

Evidence of research duration (Please provide the photo of Entry Stamp, in order to count the accumulated days)

※研討會發表請提供發表證書（拍照或掃描貼於下欄）。By the conference presentation, please provide the presentation certificate below (photo or scanned).



從高雄飛到越南（新山一機場-胡志明市）2025/01/11



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