繕打**中文及英文**心得報告，應包含下列項目

（**中文至少 1,000 字+英文至少 500 字。**赴中國交換者不需撰寫英文心得。）

A. 學校簡介

首爾大學作為韓國最優秀、資源最多的大學之一，課程很注重理論，每堂課也能夠更深入針對它的主題。由於我在兩個學期中都修習建議本系三、四年級學生修課的課程，課堂中能夠一起討論的同學都對文學有高度興趣與認識，因此更能夠談論非常抽象、理論的文學命題。

B. 國外研修之課程學習（課內），推薦受益最多/最喜歡的課程

兩個學期中我共修習了六堂課：「18 世紀英國小說」、「應用語音學」、「女性作家與傳統」、「英語言談分析」、「19 世紀英國小說」，以及「小說理論與傳統」。其中除了應用語音學是語言學系的課程，其餘皆是英文系開設的。這些英文語言、文學課程與中山大學外文系的文學課程差異不大，都是集中深入閱讀文本，輔以相關理論補充與課堂討論，少數顯著的差別是理論的比重以及學生整體的文學知識。

18 與 19 世紀英國小說的課程聚焦在兩、三本具有時代代表性的作品，例如 *Robinson Crusoe*、*Pride and Prejudice*，並補充當代文化背景與文學理論。女性作家與傳統特別選讀了許多較不知名的女性作家的作品，例如 James Tiptree Jr.的”The Screwfly Solution”和 Sara Ahmed 的 *Living a Feminist Life*。小說裡崙與傳統也選讀了 *Northanger Abbey* 與 *Kindred* 兩本小說內容用於回應時代文化議題的文本。

其中受益最多的就是「小說理論與傳統」。比起其他課程，這門課很扎實地選讀了許多小說家與理論家的散文，並透過不同文章與流派探討的問題接觸文本（*Northanger Abbey* & *Kindred*）。

C. 國外研修之生活學習（課外）

有別於台灣的環境，首爾大學的學生在快遲到時都會用跑的去教室，也不會在課堂上吃東西（雖然人文學院的教授通常不介意）。在這樣相較緊繃的學習氣氛的另一方面，由於首爾大學敷地很大，也有很多經費做建設，在空堂時間會有很多學生躺在中央草地廣場旁，草地上也準備很多懶骨頭讓人在草

地上休息，同時也常常看到學生自己帶野餐墊在廣場野餐。學生會也常常整理宣傳室內的讀書休息空間。

D. 交換/研修之具體效益（請條列式列舉）

我認為到國外交換最大的效益是(1)擴展人脈與學術遠見。尤其是在世界排名很前面的首爾大學，不僅能(2)學到在本校教授專業領域以外的理論，也能(3)跟很多教授、學生有交流。

E. 海外生活期間是否曾遭遇困境，及是否解決問題? 如是，請說明如何解決問題;如未解決，請說明事件最大的啟發及思考未來可以怎麼解決?

其實同在東北亞社會，在韓國生活一直沒有太困擾的問題，唯一稍微煩惱的只是食價高，外食份量又很大等等吃的問題。但很方便的是宿舍有很基本但設備好的廚房，所以比起外食，偶爾到生鮮超市買食材，就可以用兩三餐的錢吃差不多一週份量的飯。也可以煮出台灣的味道，我還趁寒假回台灣的時候買了半年份的鍋燒麵條和湯底回韓國。

F. 海外生活期間是否曾遭遇文化衝擊，您如何去面對及適應?

唯一讓我很驚訝，到韓國讀書才知道的事情是韓國的大學生不會在課堂上吃東西。在我得知這件事之前我邊上課邊撕開我的早餐都會覺得很尷尬，因為沒有人也在吃（雖然我看過有同學上課啃蘋果）。但我覺得吃飯是人之常情，教授也沒有制止，所以我還是繼續在課堂上吃早餐。

G. 海外生活歷練是否為您人生帶來不一樣的改變或者個人特質上的轉變，最大的成長是什麼?

我覺得我獨自生活的能力變好了。生活上的大小事都要自己處理或是自己詢問，所以比較不會爛散，因為我自己不用沒有其他人會用。

H. 感想與建議

能到資源更豐富的學校學習是很有幫助的事情。

I. 英文心得(包含學校簡介、課程學習、生活學習、具體效益、心得感想等等) 500 字以上

赴中國交換者免填英文心得

During my exchange at Seoul National University (SNU), I had the opportunity to experience firsthand what it' s like to study at one of the most prestigious and well-resourced universities in South Korea. I was particularly impressed by how theory-oriented the curriculum was. Each class dove deeply into its subject, and because I enrolled in upper-level courses designed for third- and fourth-year English majors, the students around me were all highly engaged and knowledgeable. This created a space where we could have rich, abstract discussions about literary theory and interpretation—something I rarely experienced to the same degree at my home university.

Over the course of two semesters, I took six classes: *18th Century British Novel*, *Applied Phonetics*, *Women Writers and Tradition*, *Discourse Analysis in English*, *19th Century British Novel*, and *Theory and Tradition in the Novel*. Apart from *Applied Phonetics*, which was offered by the linguistics department, all the other classes were part of the English department. In terms of structure, these courses weren' t too different from the literature classes I' d taken at National Sun Yat-sen University—they were centered around close reading of texts, supported by theoretical material and in-class discussions. However, one key difference stood out: the weight given to theory and the depth of literary knowledge among SNU students were notably higher.

For instance, the courses on *18th* and *19th Century British Novels* focused on a small number of representative works, like *Robinson Crusoe* and *Pride and Prejudice*, and integrated historical and cultural context alongside theoretical readings. In *Women Writers and Tradition*, we read many

lesser-known authors such as James Tiptree Jr. (*The Screwfly Solution*) and Sara Ahmed (*Living a Feminist Life*). *Theory and Tradition in the Novel* was particularly eye-opening—we read *Northanger Abbey* and *Kindred* and used them to examine cultural and theoretical issues, engaging with a range of critical essays. This class was especially rewarding because it introduced me to many different schools of thought and made me approach novels through a more rigorous theoretical lens.

Outside the classroom, I also noticed cultural differences. At SNU, students take their academic responsibilities very seriously—some even ran to class if they were at risk of being late. It was also rare to see anyone eating during lectures, though most humanities professors didn't seem to mind it in theory. Despite this intense academic atmosphere, there was a surprisingly relaxed side to campus life. SNU's large campus and abundant funding meant that between classes, many students would lounge on the central lawn. The university provided bean bags, and it wasn't unusual to see students having picnics on their own mats. The student council also maintained cozy indoor reading and resting spaces.

For me, the greatest benefits of studying abroad were (1) expanding my academic network and gaining broader perspectives, especially at a top-ranked university like SNU, (2) learning theoretical frameworks not covered in my home university's curriculum, and (3) connecting with professors and students from different backgrounds. Being able to study in such a well-supported environment was not only intellectually enriching but also personally inspiring.