

那些經歷、記憶，以及擔任助教的日子



အတွေ့အကြီး အမှတ်တရများစွန်း TA ကာလများ

Experiences, memories, and TA periods.

胡騰勝

The Unexpected TA Journey: My Self-Discovery in the Classroom

My Journey from the Sidelines

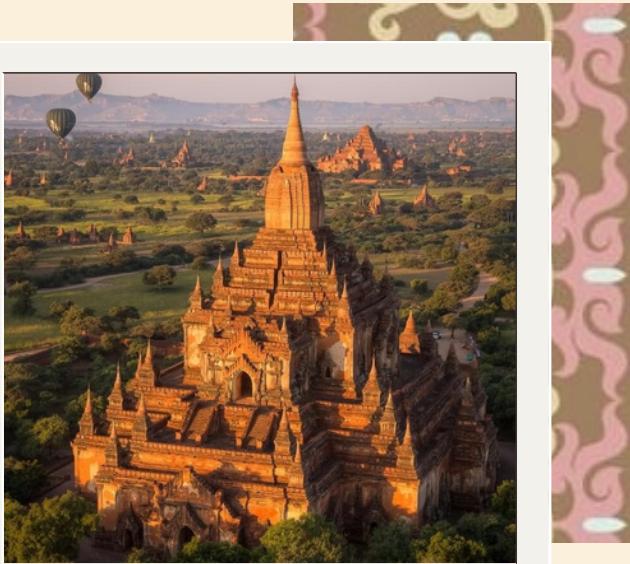
My name is Lin Htet Aung, though my friends call me Max, and my Chinese name is 胡騰勝. I'm currently in my third year, second semester, as a foreign student at Chinese Culture University (CCU), studying Global Business. My primary language is Burmese, my native tongue, and English is my strong second language; I've also been actively learning Chinese since I arrived.



中國文化大學
CHINESE CULTURE UNIVERSITY

When I first started my studies here at CCU, I was definitely an introvert. Honestly, I was pretty afraid of public speaking and usually just tried to stay quiet in class. I rarely joined school activities because I simply didn't have much social energy to spare.

But nearly at the end of my first year, things started to change.



I saw an announcement online for a Teaching Assistant (TA) position in the LTLC, and something about it caught my interest. Later, the department held a seminar to explain the duties, responsibilities, and all the details. I remember

seeing how many other students showed up that day, and I immediately thought there was no way I would get the post.



Fortunately, when the results came out, I was completely surprised. Not only did I get the job, but I was assigned the maximum number of classes a TA can take in one semester—four! It was a total shock and a huge step outside my comfort zone, but it became the start of a completely new chapter for me.

Facing the Classroom



While I did have some teaching experience back in my home country—I used to be a study guide for high school students preparing for their matriculation exam—I had zero experience handling a large college classroom. I was nervous and constantly wondered if I had made a huge mistake.

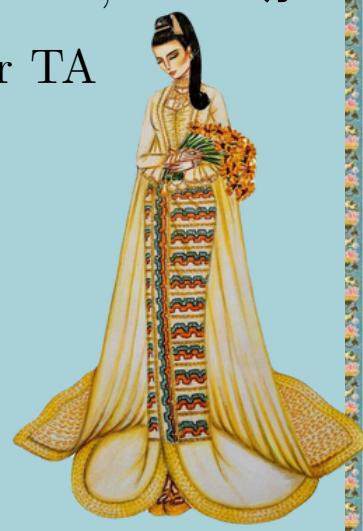
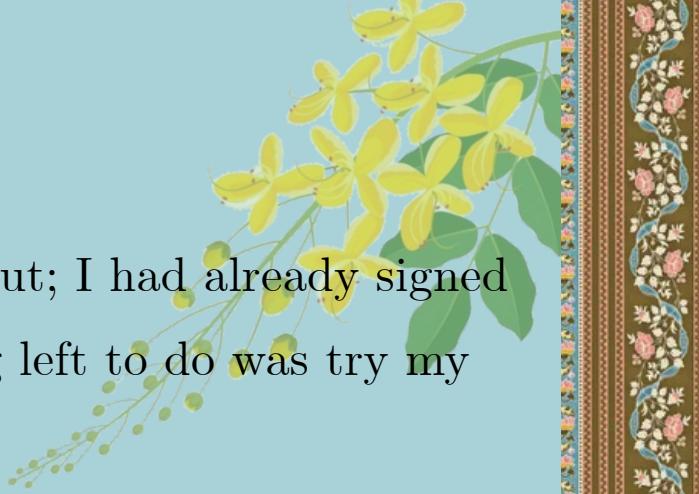
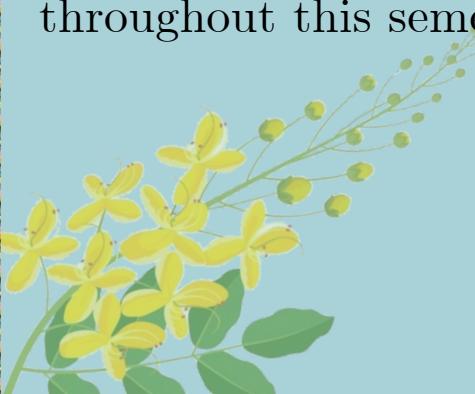
However, it was too late to back out; I had already signed the paperwork, and the only thing left to do was try my absolute best.

The fear of public speaking was intense, and I had to keep encouraging myself with internal pep talks, like, "You can do it, Max!" over and over.



Then, the first day of TA class finally arrived. The first class period was actually easy; I didn't have to lead the third hour since it was just the course introduction.

But the professor asked me to introduce myself to the class. It was my first time meeting the students, and I completely stuttered in front of the classroom. With a shaky voice and words constantly catching in my throat, the only thing I could manage to say was: "Hello, I am 胡騰勝, but you can call me Max. I will be your TA throughout this semester."





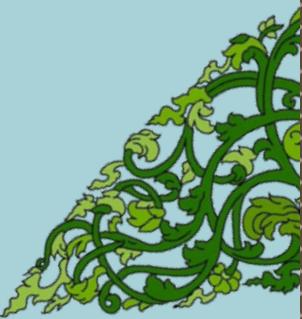
I knew immediately that this wasn't a language problem; it was classic stage fright. From that moment on, I realized that taking this TA job meant I had to face and solve this deep-seated problem head-on.

Solving the Problem, Step by Step

My first instinct was to figure out the root of the problem. I asked myself: Was I afraid of the people? No. Did I dislike teaching or guiding? Definitely not. The only issue was the paralyzing fear of performing in front of a whole group.



I realized that my strength was not teaching the whole class, but giving individual, study-guide-style support. So, I decided to change my approach completely: I would divide the students into small groups and handle each group one by one, like a personal tutor.





To manage my stage fright and prevent stuttering, I knew I had to plan meticulously. I started making detailed lesson plans and, for some key discussion points, I even had to write scripts for myself—which is definitely the most unusual and necessary part of my preparation!



Luckily, the professors I worked with were incredibly nice. They encouraged me a lot and helped me plan my

lessons. I followed my duties to lead parts of the class and, for certain lessons, I would discuss the content with the professor in advance, plan everything ahead, and prepare those essential scripts. This small-group approach and detailed preparation gave me the confidence I needed to slowly overcome my anxiety.





Halfway Through the Semester

Halfway through the semester, after about six or seven weeks of leading classes, I finally started to feel genuine confidence speaking in front of the students.

This new confidence had a huge, positive effect on my own classes too! I was no longer afraid to jump into classroom discussions, and my presentation skills improved dramatically. I learned to use gestures and adopted a style where I wasn't just staring at the screen, which is a great habit to have. I wouldn't say I became an extrovert, but I definitely felt much more confident stepping forward and talking to people.

In the TA classroom, lesson planning became easier, and I eventually didn't even need my scripts anymore. I built a strong connection with both the students and the professors.

The most rewarding part was seeing that nearly all the students in my TA classes wanted to participate in the lessons. I think this was related to my supportive approach; I tried to comfort them and give them the confidence to speak English.

My main motto in all classes was:

"Just speak out. Don't be afraid of making mistakes—I will correct them, don't worry."



Even though they were shy for the first one or two lessons, they eventually became happy to talk with me. I didn't want them to feel like they were being taught

lessons; I wanted them to feel like they were communicating with me. At that point, I truly felt like, "Wow, I like this job," and the feeling of dread I had at the start of the semester completely disappeared.

The Final Review and Lasting Connections

The semester came to an end after the sixteenth week, and we finished up with the final exams. I already knew I wouldn't be able to continue as a TA next semester because I had to take the maximum load of 24 credits for my Global Business major.

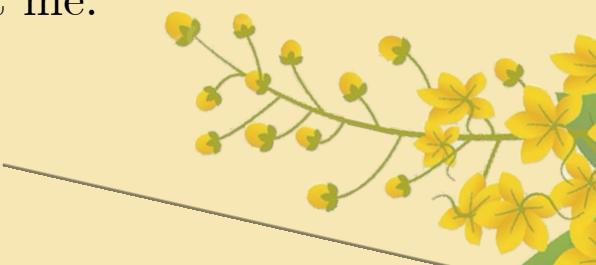
On the last day, I had the chance to get feedback from one of my classes—a Level A class, which meant their reviews would be very honest and detailed. Most of them gave me great feedback. Some comments were really sweet, and some offered constructive suggestions, like one person who mentioned, "You have an accent, so sometimes we have to take a moment to figure out what you're saying."

I completely accepted that; I have my Burmese accent, but I always tried my best to explain clearly. The person giving the feedback understood that too, and he/she finished by writing:



"Thank you for the interesting topics you brought up in class. It was really interesting and we gained a lot of knowledge from you."

That message truly hit me.



Another student wrote, "Thank you, Max, for being our TA. We had a good time learning a lot from you." At that moment, I really wished I could be their TA again.

However, the best part is that many students from those classes still remember me, even though I was only their TA for one semester. They often stop to talk to me whenever they see me on campus. It's been truly memorable, and I gained some genuine friends from the experience.



Changes in Myself (Current Year)

For this year, I again had the opportunity to work as a TA and was assigned the maximum number of classes. But unlike last year, I am now full of confidence and actively trying to help my students as much as I can. I have encountered very few difficulties this year.



I can build a good connection in the classroom from Day 1, and I can lead the classes very well without hesitation. This success has spilled over into my own studies, giving me confidence to step up and become a class leader in some of my major courses. I've received great feedback from my professors regarding my presentation skills, and I feel I have improved so much as a



person. I have no regrets about taking on this position, and if I had the chance, I would definitely choose to do it again.

Sincerely, Max (胡騰勝)

意想不到的助教之旅：我在教室裡的自我發現

從旁觀者到參與者的旅程

我叫 Lin Htet Aung，朋友都叫我 Max，我的中文名字是胡騰勝。我是一名外籍學生，目前在中國文化大學 (CCU) 攻讀國際企業學系三年級下學期。我的母語是緬甸語，英語是我的強項第二語言；來到這裡之後，我也一直積極學習中文。

剛開始在文化大學讀書時，我絕對是個內向的人。說實話，我非常害怕公開演講，在課堂上通常只是盡量保持安靜。我很少參加學校活動，因為我實在沒有多餘的社交精力。

但在我大一快結束的時候，情況開始發生了變化。



我在網上看到了一則語文中心的教學助理 (TA) 職位公告，不知為何，它引起了我的興趣。後來，系上舉辦了一場講座，說明TA的工作、責任和所有細節。我記得那天看到很多其他同學也來參加，心頭浮現的想法是，我根本不可能得到這個職位。



但幸運的是，當結果公布時，我徹底驚呆了。我不僅得到了這份工作，而且還被分配了教學助理每學期所能負責班級數的極限——四個！這完全出乎我的意料，不僅讓我在脫離舒適圈上邁了一大步，也成為了我生活全新篇章的開始。

面對課堂

我雖在家鄉曾有一些教學經驗—指導準備高考的高中生—但我完全沒有處理班級人數較多的大學課程的經驗。我很緊張，不斷懷疑自己是否犯了一個巨大的錯誤。然而，後悔也來不及了；我已經簽了文件，唯一能做的就是盡我所能。

我對公開演講的恐懼極其強烈，讓我不得不一遍又一遍地在心裡為自己打氣，例如：「Max，你可以做到！」

終於，到了擔任英文教學助理的第一天。第一天的課程其實很輕鬆；因為只是課程介紹，所以我不需要如課程規劃帶領第三小時的課。但教授要求我向全班同學介紹自己。這是我第一次見到這些學生，我在教室前完全結巴了。聲音顫抖，話語不斷哽在喉嚨裡，我唯一能說出來的只有：

「大家好，我是胡騰勝，你們可以叫我 Max。我將是你們這個學期的助教。」

我立刻意識到這不是語言問題；這是典型的怯場。

從那一刻起，我明白接受這份助教工作，也意味著我必須正視並解決這個根深蒂固的問題。



一步步解決問題



我第一個直覺是要找出問題的根源。我問自己：我害怕人群嗎？不。那，我不喜歡教學或指導嗎？絕對不是。唯一的問題，是在一群人之前表現時那種使人癱瘓的恐懼。

我意識到，我的強項不是教導整個班級，而是給予學生個人化的、學習指導式的支持。因此，我決定徹底改變我的方法：我將學生分成不同小組，以個人家教的方式，一組一組地處理。

同時為了控制我的怯場並防止結巴，我知道我必須周密地計畫。所以我開始制定詳細的課程計畫，對於一些關鍵的討論點，甚至為自己寫下詳細的腳本—這絕對是我準備過程中最不一般但卻最必要的一部分！

非常幸運的，我所合作的教授們都非常難以想像的和藹。他們給了我很多鼓勵，並幫助我規劃課程。在我執行了部分課程後，對於某些課程，我也會提前與教授討論內容，提前規劃好一切，並準備好那些必要的腳本。這種小組教學方法和詳盡的準備給了我所需的信心，讓我能慢慢克服焦慮。



學期過半



學期過半，大約經過六、七週的帶課後，我終於開始在學生面前講話時感受到真正的信心。

這種自信，對我自己的課程也有巨大的正面效益！我不再害怕主動參與課堂討論，我的簡報技巧也戲劇性地提高了。我學會了使用手勢，並採用了一種不會只是盯著螢幕的風格，這是一個很好的習慣。我不會說自己變成了一個外向的人，但我絕對感到更有信心站出來與人交談。

在我擔任教學助理的教室裡，課程規劃變得更容易了，最終我不再需要我的腳本了，而我與學生和教授也都建立了堅實的聯繫。最值得欣慰的是看到我所負責的班級，幾乎所有的學生都想參與課程。我認為這與我給予支持的方法有關；我試著安慰他們，給他們說英語的信心。

我在所有課程中的主要座右銘是：「儘管說出來。不要害怕犯錯 — 我會糾正它們，不用擔心。」

儘管他們在前一兩節課會害羞，但他們最終都樂於與我交談。我不想讓他們覺得自己是在被教導；我希望他們覺得自己是在與我溝通。在那一刻，我真切地感覺到：「哇，我喜歡這份工作」，學期開始時的那種份恐懼完全消失了。

期末回顧與持久的聯繫



學期在第十六週結束，我們完成了期末考試。我已經知道下個學期我無法繼續擔任助教，因為我的國際企業主修必須修滿 24 個學分的最高上限。

在最後一天，我有機會從其中一個班級得到回饋，是一個 A 級的班級，這意味著他們的評



價。有些評論非常暖心，有些則提供了建設性的建議，比如有人提到：「你有口音，所以我們有時需要花點時間來弄清楚你在說什麼。」我完全接受了這一點；我有我的緬甸口音，但我總是盡力解釋清楚。給予回饋的人也理解這一點，他/她最後寫道：「謝謝你帶來的有趣話題。它們真的很有趣，我們從你這裡獲得了很多知識。」那條訊息真的觸動了我。

另一位學生寫道：「謝謝你，Max，擔任我們的教學助理。我們從你這裡學到很多，度過了一段美好的時光。」在那一刻，我真的希望我能再次成為他們的教學助理。然而，最棒的部分是，許多來自那些班級的學生仍然記得我，即使我只擔任了他們一個學期的助教。他們在校園裡看到我時，經常會停下來和我說話。這段經歷真的很難忘，我也從中結識了一些真誠的朋友。

我自己的變化（本學年）



今年，我再次有機會擔任助教，並再次被分配了四個班級。但與去年不同的是，我現在充滿了自信，並盡我所能地積極幫助我的學生。今年我遇到的困難很少。

我從第一天起就能在教室裡建立良好的聯繫，並且可以毫不猶豫地很好地帶領課程。這種成果也延伸到了我自己的學習中，使我有信心在一些主修課程中站出來擔任班級領導者。我收到了教授對我簡報技巧的極佳回饋，我自認為自己有很大的進步。我絕不後悔接受這個職位，如果有機會，我也絕對會再次做此選擇。

誠摯地， Max (胡騰勝)

