

語言學習經驗分享

My Journey of Language Learning

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前言 Preface

在當今全球化的社會中，語言能力（尤其是英語）變得愈加重要。不僅能為個人帶來更多發展機會，還能打開通往不同文化的大門。近年來，我有幸接觸一套備受專家學者推崇的語言學習模式，進而大幅提升了自已的英語能力，不僅讓我得以涉獵各種原文資訊，也幫助我把握了出國進修的機會。可以說，這套學習模式大大豐富我的人生經歷。希望藉此機會分享我的語言學習的心路歷程，期望能提供同樣渴望提升語言能力或也正在這條道路上努力的人們當作參考。

In an increasingly globalized world, proficiency in languages, particularly English, has become more important than ever. It not only provides access to broader career prospects but also enables deeper engagement with different cultures. In recent years, I have been fortunate to engage with a language learning method highly recommended by experts and scholars, which has significantly enhanced my English proficiency, enabling me to access a wide range of original content and seize opportunities for studying abroad. This learning approach has profoundly enriched my life experiences, and I

would like to share my journey in language learning with the hope that it may serve as a valuable reference for those who are equally eager to enhance their language skills or are already on this path.

學習的各階段

The Different Stages of Learning

我的英語學習歷程大致可以分為三個階段。第一階段涵蓋了我在國、高中及大學的時期，這段期間我透過學校必修的英文課程進行被動式學習。當時，我並未發現任何特別有效的學習方法，只是按部就班地跟隨課程進度，最終取得了稍高於同儕的成績。儘管這段學習過程相對枯燥乏味，但也為我日後摸索自學方法打下重要的基礎。

My English learning journey can be broadly categorized into three phases. The first phase includes my high school and university years, during which I undertook passive learning through mandatory English courses. At that time, I did not encounter any particularly effective learning methods but simply followed the curriculum systematically, resulting in slightly better outcomes

than my peers. Although this period of study was relatively tedious and unengaging, it laid an essential foundation for my subsequent exploration of self-directed learning approaches.

第二階段開始於大學四年級，正值YouTube等影音平台崛起。我開始沉浸於利用這些平台搜尋自己感興趣的內容。得益於第一階段積累的英語能力，並且在興趣驅動下，我開始嘗試結合中、英文字幕的輔助觀看英文影片，隨著反覆觀看，我開始不自覺地進入了許多學者推崇的「可理解輸入」學習模式。這種模式的學習逐漸成為我的習慣，形成一種良性循環，隨著時間推移對我英語程度的進步產生極大的助力。在這一階段，我最大的里程碑是通過托福考試，並成功爭取赴美進修的機會。然而，這種學習方式並未隨著達到這項里程碑而停止。事實上，直至今日，我仍透過這種方式持續提升英語能力。

The second phase of my learning began in my senior year of university coinciding with the rise of video platforms such as YouTube, through which I started to immerse myself in contents that interested me. Building on the English proficiency developed in the first phase and driven by my interests, I began to watch English-language videos with English or Mandarin subtitles. Over time, this practice led me to unintentionally adopt the “comprehensible input” approach to language learning, which is highly regarded by scholars. This approach then became part of my routine, creating a virtuous cycle that greatly expedited my progress in English learning. A key milestone during this phase was passing the TOEFL exam and securing an opportunity to study in the United States. However, this learning approach did not end with this milestone. In fact, I continue to enhance my English proficiency through

this method to this day.

第三階段則是赴美求學期間，這段時期可說是我積累多年英語能力的最終驗收。不僅需要在全英文的學術環境中學習，還需使用英語處理日常生活的大小事務。在此之前，我的學習重心主要放在聽力和閱讀等輸入式技能上，但由於論文寫作和小組報告等學術需求，我不得不加強口語和寫作能力。這些實戰考驗促使我在先前積累的基礎上強迫自己進一步精進，最終也得以順利完成學業取得學位。

The third phase of my learning took place during my studies in the United States, representing the ultimate test of the English proficiency I had accumulated over the years. In addition to navigating a fully English-speaking academic environment, I was also required to handle various aspects of daily life in English. Prior to this period, my learning had primarily focused on input-oriented skills, such as listening and reading. However, due to academic demands, such as thesis writing and group presentations, I was compelled to enhance my speaking and writing abilities. These practical challenges pushed me to further refine my language skills on the foundation I had previously built, ultimately allowing me to successfully complete my studies and acquire my degree.

回顧整個英語學習歷程，真正讓我取得突破性進展的，無疑是第二階段影音賞析。在興趣的驅動下，我擺脫傳統學習模式的限制，並實現持續性自主學習，這使我的語言能力得到最顯著的提升。因此，接下來我將深入分享這段自主學習的經歷，並探討這一階段如何成為我語言進步的關鍵轉折點。

Reflecting on my entire journey of English language learning, it was undoubtedly the second

phase that marked a breakthrough in my progress. Driven by intrinsic motivation, I transcended from the limitations of conventional learning methods and adopted a continuous, self-directed approach led to the most substantial improvement in my language proficiency. I will now elaborate this experience of autonomous learning in detail and analyze how this phase became the turning point in my linguistic development.

自主學習歷程

Self-directed Learning Journey

在大學時期，我無意間在YouTube上發現美國單口喜劇（Stand-up comedy），並迅速對這種表演形式產生濃厚的興趣。閒暇時，我經常會搜尋許多著名喜劇演員的片段，反覆觀看他們的表演。然而，當時的網路資源不像現在這麼豐富，能找到的相關影片相對有限。而且，由於當時我的英語能力不足，我仍需依賴中文字幕的輔助，這使得可觀看的影片範圍更加受限。即便如此，我依然樂此不疲，經常重複觀看同一片段數十次。由於反覆觀看，這些片段的內容我早已熟記於心。逐漸地，我不再只依賴字幕，而是開始專注於喜劇演員的臺詞、語氣以及語調的變化。

During my university years, I discovered American stand-up comedy shows on YouTube and quickly developed a deep interest in this performance genre. In my free time, I frequently searched for clips of well-known comedians, watching their performances repeatedly. However, at that time, online resources were not as abundant as they are today, and the availability of relevant videos was relatively limited. Moreover, due to my insufficient

English proficiency at the time, I still relied heavily on Mandarin subtitles, further restricting the range of content I could access. Despite these limitations, I remained deeply engaged, often rewatching the same clips dozens of times. Through this repetition, I became thoroughly familiar with the content, and gradually, I began to shift my focus away from the subtitles, paying more attention to the comedians' dialogue, tone, and vocal inflections.

在這樣一次次的反覆觀看中，我的理解力也隨之提高。起初，我大約只能聽懂30%的內容，但隨著反覆的觀看，理解程度逐漸提升到50%、70%，最終達到了90%。剩下的10%，通常是一些較為艱深的單字或用法，但隨著重複接觸，我也能夠慢慢將它們內化為自己的知識。

With each repeated viewing, my comprehension steadily improved. Initially, I could only understand about 30% of the content, but through continuous repetition, this increased to 50%, then 70% overtime, and eventually reached 90%. The remaining 10% typically consisted of more advanced vocabulary or expressions. However, through repeated exposure, I was able to internalize these elements and incorporate them into my own knowledge base.

日積月累下，我從原本必須依賴中文字幕才能順暢的理解內容，逐漸進步到只憑聽力便能掌握每個笑點與橋段。這個過程不僅提升我對母語人士語感及語速的掌握，也讓我學會許多課堂上不會教的生活用語和俚語。一兩年後，那些我已經反覆看過幾十次的片段開始無法再滿足我的興趣，我開始嘗試接觸這些演員的其他表演片段，這些片段都因為沒有中文翻譯字幕讓以前的我認為遙不可及。令我驚訝的是，僅配合英文字幕輔助，我竟然已可以理解大約60%到70%的內容和

笑點，這相較於剛開始接觸單口喜劇的我已有明顯的進步。而這種程度的理解能力足以讓我在觀看中享受樂趣，一旦能夠獲得樂趣，我便可再次進入「重複觀看」、「記住內容」、「內化艱澀內容」的循環。

Through consistent accumulation over time, I progressed from relying on Mandarin subtitles, to being able to understand each punchline and nuance solely by listening. This process not only enhanced my comprehension of native speakers' speech patterns but also enabled me to acquire a wide range of everyday expressions and slang that are rarely taught in a formal classroom. After a year or two, the clips I had rewatched dozens of times no longer satisfied my interest. I began exploring other performances by these comedians—content that I had previously considered incomprehensible due to the lack of Mandarin subtitles. To my surprise, with only the aid of English subtitles, I was able to comprehend approximately 60% to 70% of the context. This marked a considerable improvement from when I first started engaging with stand-up comedy. Moreover, this level of comprehension was sufficient to allow me to appreciate the content. Once I could find enjoyment, I re-entered the cycle of "repeated viewing," "memorizing," and "internalizing."

與之前不同的是，英文字幕讓我更精確地掌握演員們說每一個詞句，即使遇到不懂的詞彙，我也能通過前後文和觀眾反應大致推論其含義。更重要的是，當我不再侷限於有中文字幕的影片後，能接觸的內容隨之大幅增長。這段時間，我接觸了許多此前不認識的喜劇演員，並逐漸熟悉了他們各自獨特的表演風格和對社會的諷刺，這種進步都讓我興奮不已，並成為讓我更願意學習的正向反饋。

Unlike before, the use of English subtitles allowed me to follow the comedians' speech word by word, and even when I encountered unfamiliar vocabulary, I could often infer its meaning through contexts and audience reactions. More importantly, by no longer restricting myself to videos with Mandarin subtitles, the range of content available to me expanded enormously. During this period, I was introduced to numerous comedians previously unknown to me and gradually became familiar with their unique performance styles and societal critiques. This improvement filled me with excitement and provided positive reinforcement, further motivating my desire to continue learning.

在我發現全英文的影片並非如此高不可攀，並且其豐富程度遠遠超過限縮在中文圈內的資源後，我逐漸嘗試以英文搜尋所有我感興趣的主題，無論是體育、遊戲、旅遊還是音樂。由於這些主題都符合我的興趣，學習過程一直都非常愉快，更讓我自發性的持續投入。事實上，大部分的時候我都不會意識到自己正在學習語言，而僅僅是單純的在興趣的大海中徜徉。這種模式持續至今，我已能在沒有字幕的情況下，聽懂絕大部分我感興趣的內容，題材從較為簡單喜劇、體育、遊戲等，拓展到更加艱澀的太空物理、腦神經科學等，形式也從有字幕及畫面輔助的影片，延伸到僅有聲音的Podcast等，而聽力這項能力也逐漸成為我英語能力中最強的一環。

As I came to realize that English videos were not as challenging as they seemed to be, and that their depth and diversity far surpassed the limited resources available within the Mandarin-speaking community, I began to seek out content on a wider range of topics in English—whether it be sports, gaming, travel, or music. Because these subjects

echoed with my personal interests, the learning process was consistently enjoyable, fostering a sustained, self-motivated engagement. In fact, I often found myself unaware that I was actively learning a language, as I was simply immersing myself in areas that fascinated me. This approach has continued to the present day. I am now able to understand the vast majority of content that interests me without the aid of subtitles. The scope of topics has expanded from relatively simple subjects like comedy, sports, and gaming, to more complex areas such as astrophysics and neuroscience. Furthermore, the mediums I consume have evolved from subtitled videos with visual aids to audio-only formats such as podcasts. As a result, my listening skills have become the strongest aspect of my English proficiency.

學者觀點

Scholarly Perspectives

近年來，我接觸到一些語言學習的理論，尤其是史蒂芬·克拉申（Stephen Krashen）的「輸入假說」對我的學習歷程產生深刻的共鳴。他強調「可理解輸入」（Comprehensible Input）與「引人入勝的輸入」（Compelling Input）的重要性。克拉申認為語言學習的基礎是輸入，即聽和讀，而在這過程中，「聽」是最優先應該培養的能力。就像我們學習母語的過程一樣，從聽懂父母的話語開始，在這種無壓力的輸入中逐漸成長。克拉申提到，學習者應該接觸略高於自身水平的材料，理解60%到80%的內容最為理想，這正是他所稱的「可理解輸入」；而當學習者因為自發性的興趣去涉獵這些資訊時，學習成效更

佳，持之以恆的可能性也更高，這就是「引人入勝的輸入」。

In recent years, I have encountered several language acquisition theories, with Stephen Krashen's "Input Hypothesis" resonating deeply with my own learning experience. Krashen emphasizes the importance of "Comprehensible Input" and "Compelling Input" in language learning. According to him, the foundation of language acquisition lies in input—namely, listening and reading—and within this process, listening should be prioritized. He compares it to the way we learn our first language, starting with understanding our parents' speech and gradually developing through stress-free exposure to input. Krashen argues that learners should engage with material that is slightly above their current proficiency level, ideally understanding 60% to 80% of the content. This is what he refers to as "Comprehensible Input." Moreover, when learners are driven by genuine interest, the learning process becomes more effective and sustainable, a concept he identifies as "Compelling Input."

另一位學者史蒂夫·考夫曼（Steve Kaufmann）的經驗則進一步補充克拉申的理論。他特別強調重複吸收相同資訊的重要性。他會將幾則故事反覆聽數十甚至上百次，透過這樣的重複過程，他逐漸掌握文法、發音及單字的細節，認為這樣的學習方式比聽取大量不同故事來得更有效。

The experience of another scholar, Steve Kaufmann, further complements Krashen's theories. Kaufmann particularly emphasizes the importance of repeatedly absorbing the same material. He would listen to the same stories dozens, or even

hundreds, of times. He internalizes the details of grammar, pronunciation, and vocabulary through this repetitive process, which he considers as a more effective mean than consuming a large quantity of diverse stories.

在讀過這些理論後，我驚訝的發現這些年來我的英語學習歷程竟然完全符合上述學者的理論。一開始驅使我去搜尋影片的動力正是興趣，這完全符合「引人入勝」的要點；同時，我也具備國高中英文課程打下的基礎，這使得我能夠逐漸透過中英字幕、講者的肢體語言及觀眾反應來輔理解影片內容，達到「可理解輸入」的效果；再者，當時可供我選擇的影片資源有限，這反而促使我不斷重複觀看相同的片段，從中進行「重複吸收」。我的學習過程於是自然地進入到「主動搜尋感興趣的內容」—「借助字幕理解」—「反覆觀看並吸收」—「提升英文能力」—「探索更廣泛有趣的內容」的良性循環中。而這一切非但不是我刻意設計的學習計畫，反而是在輕鬆愉快的氛圍中自然完成的。

After studying these theories proposed by these scholars, I was surprised to discover that my English learning journey over the years had aligned with them. What initially drove me to search for videos was interest, which aligns perfectly with the principle of "compelling input." At the same time, I had a foundational knowledge of English from my high school courses, enabling me to understand video content through English or Mandarin subtitles, the speaker's body language, and audience reactions—therefore achieving "comprehensible input." Moreover, the limited availability of video resources at the time forced me to repeatedly watch the same clips, implementing "repetitive absorption." My learning process naturally evolved

into a virtuous cycle of "actively seeking content," "comprehension through subtitles," "repeated exposure," "improving proficiency," and "exploring more." Remarkably, all of this was accomplished in an enjoyable and relaxed way, rather than through a deliberately structured learning plan.

數年後，在一次和家人一起看電視時，我發現自己的英文能力已有顯著提升，即便不看畫面，也能完全聽懂節目旁白所說的每一個單字。這讓我意識到自己已能完全跟上母語者的語速，字彙量也足以涵蓋大多數的主題，也給了我挑戰托福考試的信心。最終，我順利通過測驗並獲得赴美留學的機會，步入我下一階段的成長歷程。我將這一切成就歸功於當初能夠幸運地找到一個結合興趣與語言學習的模式，並且還符合學者們高效學習的理論，讓我能在不知不覺中進行自主而愉快的學習。因此，我期許每位將學習視為目標的人，都能透過自己感興趣的題材跟我一樣踏上這條輕鬆且高效的學習之路。

Several years later, I realized the significant improvement in my English skills during an unexpected moment while watching television with my family. I found that I could fully comprehend the narrator's speech word by word without even looking at the screen. This moment made me aware that I had not only become capable of keeping pace with native speakers' speed of speech but also developed a vocabulary extensive enough to navigate most situations. This realization gave me the confidence to take the challenge of the TOEFL exam. Ultimately, I successfully passed the test and secured an opportunity to study in the United States, initiating the next phase in my personal and academic growth. I attribute this achievement to my fortunate discovery of a learning approach

that seamlessly blends my interests with language acquisition and aligns with the principles of effective learning proposed by scholars. It allows me to engage in self-directed and enjoyable learning almost unconsciously. Therefore, I encourage anyone committed to learning to pursue topics that interest them, hoping they, too, can embark on this rewarding and efficient path to mastering a new language.

結語 Conclusion

我相較於許多人更幸運的地方在於，學生時期已按部就班的打下一定基礎，並且很長一段時間內可以沒有時間和進度壓力的自主學習，最終在藉助這套模式提升英語能力後，才需要面對檢定和國外求學等考驗，而我也瞭解這套模式對於很多人而言存在著許多不可忽視的侷限性。我總結以下幾點限制：

Compared to many others, I consider myself fortunate in several ways. During my student years, I systematically built a solid foundation in English and, for an extended period, engaged in self-directed learning without the pressure of time and progress. It was only after significantly improving my language skills through this method that I faced the challenges of standardized testing and studying abroad. However, I acknowledge that this approach has some limitations that many individuals cannot ignore. Based on my experience, I have identified the following key constraints:

基礎能力的門檻 Threshold of Foundational Skills

如果基礎文法和詞彙量尚未足夠，利用這套

模式學習會比較困難。例如，我最近因工作需要開始學習法文，對於我這樣的初學者，若想複製英語學習的經驗尋找能夠聽懂60%至80%內容的法文題材，得到的多為我不太感興趣的幼兒卡通，從而無法使我進入持續學習的良性循環。因此，我仍必須先通過較為枯燥和制式化的學習來建立基礎，待基礎夠穩固後，才能嘗試應用更輕鬆的自主學習模式。

If one's understanding of basic grammar and vocabulary is insufficient, employing this method of learning can be quite challenging. For instance, I recently began studying French due to work requirements. As a beginner, if I wanted to replicate my English learning experience, the French materials that allowed me to understand 60% to 80% of the content were primarily children's cartoons which could not arouse my interest, thus preventing me from entering the virtuous cycle of sustainable learning. As a result, I had to first build a solid foundation through more tedious and structured learning methods. Only after establishing a solid foundation could I attempt to apply the more relaxed, self-directed learning approach.

進步速度難以掌握 Unpredictable Progression Rate

這套學習模式依賴興趣推動，讓自己沉浸在外語環境中。進步的速度取決於內容的難度和接觸的頻率。儘管長期來看，語言能力必定會有所提升，但對於有短期明確目標的人（如一年內提高多益成績200分），較為枯燥且系統化的學習方式可能更為有效。因此在這種期況下，此模式更適合作為閒暇時間的輔助學習手段。

This learning approach relies on interest-driven immersion in a foreign language environment.

The pace of improvement largely depends on the difficulty of the content and the frequency of exposure. While language skills will undoubtedly improve over time, this method may not be ideal for individuals with short-term, specific goals—such as increasing a TOEIC score by 200 points within a year. In such cases, more structured and systematic learning strategies, though less engaging, might be more effective. Therefore, this approach is better suited as a supplementary learning method during leisure time in this scenario.

側重於聽力的培養 Emphasis on Listening Skills

語言學家普遍認為「輸入」是學習語言的基礎，其中又以聽力為最優先，而根據我的經驗，大量的聽力練習長久下來確實對詞彙量、閱讀和口說能力皆有正面影響。然而，由於主要依賴聽力學習，聽力的提升仍會優先於其他能力。考慮到主流語言檢定對文法、閱讀、詞彙量和口說能力的高要求，若以通過檢定為學習目標，仍需另外強化相關技能，尤其是口語表達部分，才能取得較為平衡的成績表現。

Linguists generally agree that "input" forms the foundation of language acquisition, with listening being the primary focus. Based on my experience, extensive listening practice over time does indeed have positive effects on vocabulary acquisition, reading comprehension, and speaking abilities. However, since this method relies heavily on listening, progress in listening skills will often outpace other language competencies. Given that standardized language exams typically place great emphasis on grammar, reading, vocabulary, and speaking, learners aiming for such assessments will

need to supplement this approach with relevant practice in those areas—particularly in speaking—in order to achieve more balanced results.

儘管存在著上述限制，且我自己的英語水平與母語人士相比，仍存在不少進步空間，如口語表達不夠流利及閱讀速度過慢等問題。但透過這套模式，我已達到學生時期曾認為永無法迄及的高度。這不僅為我提供出國進修和國外工作的機會，也讓我能夠透過另一種語言的視角與這個世界交流。更加重要的是，這種語言學習模式使我在進步過程中幾乎未曾感到痛苦，反而帶來熱情和喜悅，使我的人生更加豐富多彩。我希望我的分享能夠幫助那些在語言學習道路上遇到挫折的人，在狀況符合這套學習模式的前提下，能跟我一樣實現語言程度的飛躍，進而探索人生更多的可能性。

Despite the abovementioned limitations and the fact that my own English proficiency still has room for improvement compared to native speakers—such as lacking fluency in speaking and slower reading speed—this approach has enabled me to reach a level that I once believed was unachievable as a student. It has not only provided me opportunities to study and work abroad in the future, but also allowed me to see the world with the lens of another language. More importantly, this method of language learning has allowed me to progress with little to no frustration, instead filling the process with passion and joy, enriching my life in multiple ways. I hope that by sharing my experience, I can offer encouragement to those who face challenges in their language learning journey. If the circumstances align with this method, I believe they can also achieve the same breakthroughs I experienced, exploring greater possibilities in life.