

## 114 年大專生/研究生赴印尼專業華教實習計畫甄選（一號公告） 110824

1. 赴印尼日期：2025 年 7 月中至 8 月中（確切日期待公布）
2. 實習工作日：扣除國際、當地往返交通日，需實際工作達 30 天（以上）
3. 實習地點/名額：（該校有兩校區，每位學生全程實習待一定點校，確切校區於入選後公布）  
印尼棉蘭市 Batari 三語國際學校（3-4 名，寄宿單位僅收女生）<https://batari.sch.id/>
4. 實習內容：該校沉浸式課程華語教學助理（須能中英雙語授課及教授簡體字）
5. 住宿方式：實習單位提供之學校宿舍
6. 甄選資格：需具台灣大專(以上)學籍，操行 75 分(含)以上及學業成績總平均 80 分(含)以上，通過英語檢定，非應英系者**也可提及應英輔系記錄等**，最好服務學習已完成。
7. 收件截止日期：2025 年 1 月 25 日（許多資料準備耗時請及早著手。英檢成績可趕 3 月初補交）

### 注意事項

- A. 本案於寒假期間完成甄選先送校審（2 月中），之後方送部審，2025 年 5 月底通知補助結果。
- B. 系上正努力幫入選的學生爭取公費補助，但所有補助項目依教育部年度補助津貼表計算（依教育部核定金額撥付，獲補助之機票需有學校抬頭與統編）。
- C. 學生需自付機票、海外平安保險，印尼電子簽證 eVOA、及當地私人行程之花費。寄宿學校宿舍期間食宿免。
- D. 即日起請儘速將甄選資料備妥：**甄選資料可參考本檔第 3 頁起趙學姐美西實習申請檔案但(5)(6)為新項目（甄選資料首頁請自行修正為 114 赴印尼專業實習甄選）**
  - (1) 電子檔寄銘傳大學胡依嘉老師 [yeech@mail.mcu.edu.tw](mailto:yeech@mail.mcu.edu.tw) 主旨欄及檔案名稱 兩處請一律寫成：**你的學號姓名+114 印尼實習甄選資料**。（標示有誤將不予處理）
  - (2) 中英履歷表內請務必註明**英文能力（成績單掃描檔）與擅長之文化才藝項目佐證並請依擅長程度排序**（如 1 摺紙、2 扯鈴、3 琵琶等，即表示你最會的是摺紙，依此類推）。
  - (3) 歷年成績單、語言檢定考成績單掃描檔。
  - (4) 繳交**中/英文華語教學教案**(教案對象為:印尼國際學校中/低年級小學生為主)。**除交本系評選老師過目外，檔案也將送印尼方實習單位備查。**
  - (5) 確認自己可獨當一面之「**語言文化才藝活動表**」（包括每週所需道具、時數、一次可教人數、材料份數、教學步驟/成效等）。**請注意實習單位會依入選實習生專屬項目置入其招生文案中。**
  - (6) 「個資宣告」注意事項(請見次頁)
- E. 合格學生之條件，亦影響本案通過與否。故甄選將綜合所有評選項目（請同學繳交資料要清楚、充分，但不需長篇大論）。**所有通過本系甄選之學生需以遠距視訊接受實習單位面試。**
- F. 甄選資料隨到隨審。**資料收到後，通過初步書面審查會通知候選人準備試教影帶等複選資料。**
- G. 實習日至少 30 天。實際工作日需以實習學校營隊結束日期為準。由於印尼那邊課程等事宜還在進行，實際實習日因此未定。不需團進團出。
- H. 本案若通過公家補助，將有一名帶團老師。印尼當地外交領事單位亦將被知會，必要時支援。
- I. 錄取者須參與 113-2 學期培訓，出發前亦有說明會使之熟悉實習單位活動內容。
- J. 此計畫符合銘傳大學華教系校外實習畢業門檻或大四實習課程抵免。
- K. 根據「銘傳大學華語文教學系海內外實習獎學金辦法」，凡本院申請者通過甄選及多益類英檢考試等各項甄選達標，本系將獎勵每位達標者 5 千-1 萬元。（達標獎勵細則於收到申請者郵件後告

知)

※本計畫依教育部最新公告辦理，如有停辦或異動之情形，將即時公告。

(FYI) 由於本案為第一次與印尼方合作，故無過往實習經歷影片，請參考 108 教育部學海築夢銘傳大學美西成發影片連結

<https://www.youtube.com/watch?v=Njao3NwOsdc&feature=youtu.be>

#### 114 年大專生赴印尼專業實習計畫甄選「個資宣告」注意事項

基於個資法，請所有申請海外實習者，於履歷最後一頁貼上以下中英文字再寄出系上胡依嘉老師（有此文字者之文件才會被進一步處理）謝謝。

本表單蒐集之個人資料，僅限於學海補助計畫申請目的存續期間所需之必要範圍與地區內，供業務相關人員處理及利用。您將享有個資法第 3 條規定的五項權利，並可至「銘傳大學個人資料保護專區」(<http://pims.mcu.edu.tw>)進一步瞭解本校的個資管理政策、法規與個資連絡窗口。

\*The information collected on this form is only used in the range and region required for the purposes of holding administrative processing and data analysis for MOE study abroad application; the period of keeping the information on file is based upon the activity. You will have rights in accordance with Item 5, Article 3 of Personal Information Protection Act. Please refer to MCU Guidelines for Personal Information Protection Management and MCU Personal Information Management System at URL (<http://pims.mcu.edu.tw>) for further understanding of MCU personal information management policy, regulations and contact information.

銘傳大學

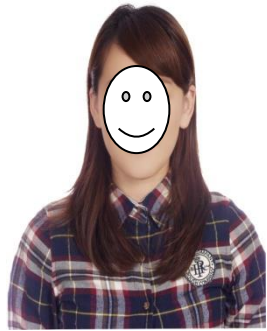
# 103 大專生赴美專業 實習徵選

中英文履歷 英文成績 歷年成績 活動證明 才藝證明 中英文教案

9945XXXX 華教 X 乙 趙○萱


2014/1/10

# 中文簡歷

<b>基本資料</b>	姓名	趙○萱	性別	女	
	生日	19XX 年 XX 月 XX 日	手機	0933-XXXXX	
	住址	XXXXXXXXXXXX			
	E-mail	XXXXXXXXXX			
<b>學歷</b>	就讀學校：私立銘傳大學				
	系所：華語文教學系				
<b>英語能力</b>	多益成績 XXX				
<b>社團經歷</b>	2009 花蓮女中康輔社---活動長		2011 銘傳大學熱舞社----公關		
	1 設計團康 2 主持、企劃 3 POP 書寫 4 舞蹈編排 5 教育部原住民部落文化與傳統技藝研習營三天兩夜隊輔。		1 舉辦比賽 2 成果發表 3 迎新 4 評鑑 5 校內外溝通協調 6 舞蹈教學		
<b>實習與工作經歷</b>	2013 聯合報 教育事業部委派作文老師 2013 聯合報 瘋華語夏令營儲備老師(教授文化課)兼康輔員 2013 鶯歌陶瓷博物館實習導覽員 2012 @LIVE 艾樂弗活動團隊 公關 2011 校內實習 tutor 滿 20 小時以上 2011 壽山國小課後輔導舞蹈教師				
<b>文化才藝</b>	緞帶編織: 吉祥魚、鳳梨  繡球製作: 喜帖繡球、塑膠條編織繡球  橡皮篆刻: 陰刻、陽刻  傳統技藝: 毬子  中國結: 太陽花  傳統舞蹈/流行街舞: 編排、教學				

# RESUME

## Base Information

Name	趙○萱	
English Name	Axxx	
Gender	Female	
Date of Birth	XXXXXXXX	
Nationality	Taiwan	
Phone number	0933- XXXXXXXX	
E-mail	XXXXXXXX	

## Education

2010- Ming Chuang University Teaching Chinese As Second Language Department
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## Language proficiency

TOEIC XXX
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## Extracurricular Activities

SCHOOL	2009 Hualian Senior High School	2011 Ming Chuang University
CLUB	Srvice-Oriented Club	Dance Club
POSITION	Lead of Activity Group	Public Relations


## Working and practice teaching experience

2013 UDN educational work group composition writing teacher
2013 UDN educational work group FUN Mandarin Summer Camp practice teacher (teaching culture course)and counselor
2013 Ying- Ge ceramics museum practice tour guide
2012 @LIVE activity group public relation
2011 tutor in school for 20 hour
2011 Shou-Shan elementary school after class dance teacher

## Culture-activity Skills

Ribbon knit : auspicious fish 、 pineapple
A ball made of a wedding invitation and plastic stripe
Seal cutting
Shuttlecock
Chinese knot : sun flower
Traditional dance/street dance : arrange and teaching



	趙 萱 <b>CHAO</b> [REDACTED] N Name	<b>LISTENING</b> Your Score [REDACTED] 5 ————— 495	<b>TOTAL SCORE</b> [REDACTED]
	199 [REDACTED] Date of Birth (yyyy/mm/dd)		
	1361 [REDACTED]      2013/12/14 Registration Number      Test Date (yyyy/mm/dd)		
	English Language Center,MCU Client		

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Detach here >

LISTENING	
Your scaled score is between 300 and 400. Test takers who score around 300 typically have the following strengths:	
<ul style="list-style-type: none"> <li>• They can sometimes infer the central idea, purpose, and basic context of short spoken exchanges, especially when the vocabulary is not difficult.</li> <li>• They can understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by repetition or paraphrase.</li> <li>• They can understand details in short spoken exchanges when easy or medium-level vocabulary is used.</li> <li>• They can understand details in extended spoken texts when the information is supported by repetition and when the requested information comes at the beginning or end of the spoken text. They can understand details when the information is slightly paraphrased.</li> </ul>	
To see weaknesses typical of test takers who score around 300, see the *Proficiency Description Table. If your performance is closer to 400, you should also review the descriptors for test takers who score around 400.	
ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED —Your Percentage—
Can infer gist, purpose, and basic context based on information that is explicitly stated in short spoken texts	100 0% ————— 100%
Can infer gist, purpose, and basic context based on information that is explicitly stated in extended spoken texts	70 0% ————— 100%
Can understand details in short spoken texts	82 0% ————— 100%
Can understand details in extended spoken texts	65 0% ————— 100%

READING	
Your scaled score is close to 250. Test takers who score around 250 typically have the following strengths:	
<ul style="list-style-type: none"> <li>• They can make simple inferences based on a limited amount of text.</li> <li>• They can locate the correct answer to a factual question when the language of the text matches the information that is required. They can sometimes answer a factual question when the answer is a simple paraphrase of the information in the text.</li> <li>• They can sometimes connect information within one or two sentences.</li> <li>• They can understand easy vocabulary, and they can sometimes understand medium-level vocabulary.</li> <li>• They can understand common, rule-based grammatical structures. They can make correct grammatical choices, even when other features of language, such as difficult vocabulary or the need to connect information, are present.</li> </ul>	
To see weaknesses typical of test takers who score around 250, see the *Proficiency Description Table.	
ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED —Your Percentage—
Can make inferences based on information in written texts	52 0% ————— 100%
Can locate and understand specific information in written texts	37 0% ————— 100%
Can connect information across multiple sentences in a single written text and across texts	37 0% ————— 100%
Can understand vocabulary in written texts	67 0% ————— 100%
Can understand grammar in written texts	69 0% ————— 100%

※ HOW TO READ YOUR SCORE REPORT:

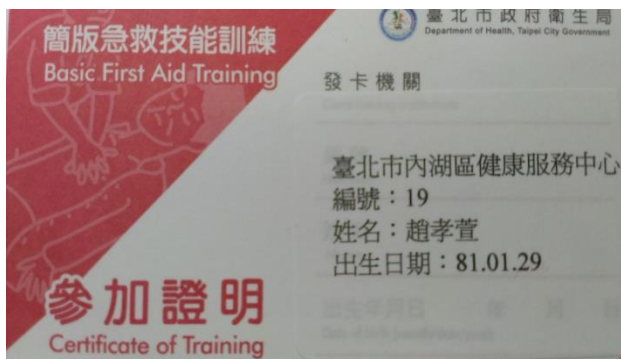
**Percent Correct of Abilities Measured:**  
 Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

HOW TO APPLY YOUR CERTIFICATE:

Please go online at "www.toeic.com.tw" for more information.



# 活動參加證明





企業人才技能合格證書

TECHFICIENCY QUOTIENT CERTIFICATION

TQC-0A 辦公軟體應用類 OFFICE APPLICATION

姓名 NAME	趙子 [REDACTED] SUAN
身分證號碼 I.D. NO.	H224165035
認證項目 EXAM. ITEM	PowerPoint 2010
認證級別 LEVEL	實用級 Primary

LICENSE ID : 11213050006620

ISSUE DATE 2013/04/27

電腦技術基金會  
COMPUTER SKILLS FOUNDATION



TQCERTIFIED

任清雄 C.S.Ho  
董事長 President

文化才藝成果







教案

學習主題	我有什麼?	設計:趙○萱			
語文領域	華文	Axxx Zhao			
教學人數	10人				
教學時間	五十分鐘				
使用教材	自編教材(附件一,二) (參考:IQ Chinese G0200)				
教學對象	初級華文程度之美國中小學學生				
學生已具備的華語能力	1. 學過漢語拼音的學生。 2. 已有基礎中文表達能力及基本中文聽力能力。				
相關學習領域	學校與生活				
教學目標	認知方面	情意方面	技能方面		
	1. 能了解課文中的情節 2. 能記得單字與量詞的配對。 3. 能完成練習的活動	4. 能夠與他人談論【我有什麼?】【我沒有什麼?】	5. 能正確地使用量詞去描述或詢問教過的物件的數量 6. 正確使用”來/去”“問”		
教學活動			教學資源	時間	評量方式
課程內容(一) 1. 暖身:破冰活動 自我介紹與課室規則 2. 同學提供課文圖片中他們在哪裡?正在做什麼? 教室裏頭有什麼?(中文英文都可以)			講義 筆 ppt 糖果	2' , 5' ,	能回答問題
➤ 設計理念:藉由和學生一問一答的互動,帶領學生進入課程的情境當中,並且引發學生學習動機。					
課程內容(二) 1. 慢慢地敘述圖片中對話(中文)並帶入單字(附件一) 2. 由老師點學生問題(交叉問問題)【XXX 你有幾枝筆? 有幾張紙?.....】 3. 請學生分組模擬練習課本情境 ex:我有一枝筆。教室裡有一台電腦。.....				10' , 5' , 10'	能認真聽講 能夠回答問題 能夠互相問問題。
➤ 設計理念:現場學現場使用,由老師先問問題,讓他們知道怎麼問再請他們做互相,加深他們的們的印象以及知道他們是否真的學會,現學的量詞					能認真聽講 能與老師做

<p><b>課程內容(三)</b></p> <ol style="list-style-type: none"> <li>1. 講義第三部分”問問題” 講述圖片中學生去問老師問題，以及同學互相幫忙的圖”我來回答你的問題”。</li> <li>2. 老師問全班東西在哪裡?也帶入補充”上(面)、下(面)、左(邊)、右(邊)”方位詞概念。</li> <li>3. 活動(任務型):請學生玩猜拳，贏的要跟輸的說”你去問老師問題”，輸的要來問我一個問題。例如:【老師，你有幾枝筆?】贏的要說:【我來幫老師數一數】然後一起回答【老師有(五)枝筆】</li> <li>4. 達成的有鼓勵:發糖果</li> <li>5. 下課</li> </ol>		<p>8”</p> <p>5”</p> <p>10”</p>	<p>互動練習</p> <p>分組能互動</p>
<p>➤ <b>設計理念:</b>因為小朋友的注意力時間很短所以講解時候時間要盡量縮短。活動部份是要他們感覺可以馬上用得到。並用糖果鼓勵完成任務</p>			



Lesson plan

Topic	What do I have?	Design:		
Domain	Chinese	Axxx Zhao		
Student number	10 people			
Period	50"			
Teaching materials	Myself teaching materials reference: IQ Chinese GO200 (enclosure)			
subject	Basic Chinese level elementary school or junior high school student			
Student background	1. student who has already learned HanYu pinyin. 2. student have basic ability to speak and hear Chinese °			
Relative domain	School and life			
Teaching Goal	Learning objectives			
	7. Can understand the plot in teaching material 8. remember vocabulary and match measure word 9. can complete the practice activity	10. can talk with others 【what do I have?】 【what do I don't have】	11. can accurately able to use measure word to describe or ask the number of objects 12. accurately to use "來 / 去" "問"	
Teaching procedure		Teaching aids	time	Expected outcome
<b>Teaching activities1</b> 3. Warm up: break the ice self-introduction and class manner 4. Discussing what are they doing? where are they? And what are they have? in the picture ➤ <b>Design purpose</b> : by teacher and student's interaction to lead student enter the course context, and inspire student's learning motivation.		loose-leaf materials issued to students  pen  ppt  candy	2" 5"	Can answer the question by any Chinese or English  Can take the lecture seriously, and able to answer the question.
<b>Teaching activities2</b> 4. Describe the picture and narrate the dialogue slowly, and to add new vocabulary. 5. Teacher choose student to ask question(alternately) 【XXX 你有幾枝筆? 有幾張紙?.....】 6. Divide into groups to simulate the context in the picture. ex: 我有一枝筆。教室裡有一台電腦。.....			10" 5" 10"	

<p>➤ <b>Design purpose</b> : learning and using immediately , teacher ask question first , let them know “how to ask?” and practice with each other. Except for impress the text, also can understand whether the real learned.</p>			
<p><b>Teaching activities3</b></p> <p>6. The third part “ask question” describing the picture which is student go and ask teacher a question. And the other is student help each other</p> <p>7. Teacher ask the whole class “where is ___?” and resupply the noun of locality 上(面)、下(面)、左(邊)、右(邊)</p> <p>8. Mission activity: playing paper, scissors, rock , winner says to the looser”你去問老師問題” , and th looser asks me 。 For example: 【老師，你有幾枝筆?】 the winner says: 【我來幫老師數一數】 and they answer together 【老師有(五)枝筆】</p> <p>9. achieve: give candise</p> <p>10. it’s the end of the class</p>		<p>8”</p> <p>5”</p> <p>10”</p>	<p>Can take the lecture seriously</p> <p>Can do the interactions with teacher, the groups</p>
<p>➤ <b>Design purpose</b> : children’ s attention is really short , so I have to brief my narrate. Activity is let them feel the sentence just learned is use ful , and use candies to be the reward.</p>			

## vocabulary

	單字	漢語拼音	詞性	英文解釋	例句/例詞
1	張	zhāng	Mw		一張紙
2	本	běn	Mw		一本書
3	枝	zhī	Mw		三枝筆
4	台	tái	Mw		兩台電腦
5	筆	bǐ	N.	pen	自動筆
6	問	wèn tí	v.	ask	發問
7	問題	wèn tí	N.	question	問問題
8	回答	huí dá	V.	answer	回答問題
9	裡	lǐ	Prep.	in	在花園裡
10	杯子	bēi zi	N.	cup	一個杯子
11	電腦	diàn nǎo	N.	computer	兩台電腦

## Sentence pattern

“有幾(枝).....”
你有幾枝筆?
我有時枝筆。 / 我沒有筆。

“來/去”

我去問老師問題。

我來回答你的問題。

“問”

我問老師一個問題。

“。”和“，”的用法

我的書包裡有兩枝筆，還有七張紙。