

國立澎湖科技大學應用外語系

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海外實習課程可彌補學習代溝：加或減？

**Overseas Internship Programs to Fill in a
Learning Gap: Plus or Minus?**

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摘要

實習一直是一個全球性的趨勢來連接教學和學習專門英語代溝與差異。簡單來說，實習在價值上是職業生涯探索的寶貴手法。這份研究中共有 150 個參與者（男 42，女 108）為研究對象。問卷調查了這一百五十位在海外實習的學生。本問卷採用 5 刻度李克氏量表，其問卷回收率為 75%。而調查結果顯示，有實習生的參與者對於他們在海外實習機構學習和成果有積極的態度與溫和的典型相關（ $r = 0.776$ 和 0.455 ）。回歸模型說明了，良好的工作環境（ $\beta = 0.163$ ， $T = 3.750$ ， $P < 0.05$ ），同事在工作問題中幫助他們的（ $\beta = 0.129$ ， $T = 2.595$ ， $P < 0.05$ ），和有明確的管理機構（ $\beta = 0.164$ ， $T = 3.845$ ， $P < 0.05$ ，並且藉由觀察別人來改善自己的表現（ $\beta = 3.565$ ， $T = 3.565$ ， $P < 0.05$ ）可以清楚的了解確定實習生在海外實習機構的工作是否有學習成果。此外，實習生有工作經驗一兩年可能在工作中比任何其他不到一年以及於沒有工作經驗實習生比較與同事有密切的互動關係。這意味著薪水較高的實習生都比較滿意自己的工作並且表現出較好的學生學習自主性。因此，結果顯示，實習生有 1 至 2 年或者有過工作經驗的實習生比那些沒有任何工作經驗的實習生較有統計上之顯著性。這也強調了他們在海外的實習經歷也有助於他們對未來職業生涯一個重要經驗，而海外實習也增加了他們的英語能力。海外實習生在海外實習期間之學習與學習成果有高度相關，因 $r = 0.756$ 。海外實習的優點可以幫助學生獲得更多經驗以及更好的想法，他們的海外實習經驗讓他們在未來的職業生涯上申請新工作可能的跳板。寶貴的海外實習經驗也使多國合作企業考慮雇用這些學生作為一個優先的考量。海外實習經驗的課程使學生在許多領域之間建構產學合作與學術之間的橋樑，藉由他們的海外實習機構的正面態度，實習生的思想也更加成熟。在這項研究中，他們海外實習經驗的優勢多於劣勢，並且對於外來的職業生活中是一個好的幫助。

關鍵字：海外實習、發展技能、生涯探索、學習代溝、學習成果

Overseas Internship Programs to Fill in a Learning Gap:

Plus or Minus?

Abstract

Internship has been a global trend to link the learning gap between teaching and learning English for Specific Purposes. Naturally, internships abroad can be valuable means for their career exploration. There were 150 participants (42 males; 108 females) in this study. Questionnaire was administered to 150 interns who worked in overseas countries. The questionnaire used 5-point Likert Scales. The response rate was 75%. The results show that there was positively mild canonical correlation ($r=.776$ and $.455$) between the interns' attitudes towards their overseas internship institutions and learning outcome. The regression model indicated that good working environment ($\beta=.163$, $t=3.750$, $p<.05$), their colleagues' helping them with problems at work ($\beta=.129$, $t=2.595$, $p<.05$), and clear understanding of management for the institutions ($\beta=.164$, $t=3.845$, $p<.05$), and observing others to improve their performance ($\beta=3.565$, $t= 3.565$, $p<.05$) could determine whether the interns had learning outcome to work in overseas internship institutions. Besides, the interns had previous working experience for one and two years could have a closer relationship with colleagues at work than any other intern with less than 1 year and no working experience due to $p\text{-value}<.05$. This implies that the interns with the highest salary were satisfied with their jobs and showed highest autonomy and independent learning. Moreover, the result indicated that the interns' past working experience with less than one year and 1-2 years had more statistical significance than those who did not any working experience and above 2 years. This highlighted an important fact that their overseas internship experience could be helpful to their future careers. The overseas internship also increased their English language proficiency. There was positively high correlation between the interns' learning during the overseas internship programs and their learning outcome due to $r=0.756$. The benefit of overseas internship could help students get a solid and better idea that their overseas internship

experience might be a jumping board to their future career for them to apply for a new job. The invaluable overseas internship might make multinational joint companies consider recruiting them as their first priority. The overseas internship experience is a key element of curriculum for students in many fields to bridge academia and workplaces. Through positive attitudes towards their overseas internship institutions, the interns have become mature. In this study, they felt that the advantages outweighed the disadvantages of the international internship programs in terms of their future career benefits.

Keywords: overseas internship, skill development, career exploration, learning gap, learning outcome

