

朝陽科大應用英語系碩士論文格式和範例

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3. Power of Attorney	8. Acknowledgments	13. References
4. Verification Letter from the Oral Examination Committee (Chinese)	9. Table of Contents	14. Appendixes
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(1) 期刊

曾榮祥 (民 89)。有效推動學校行政革新 - 「轉化領導」在學校行政中應用之歷程與策略。《學校行政》，6，59-70。

Martin, L., & Kragler, S. (1999). Creating a culture for teachers' professional growth. *Journal of School Leadership*, 9(4), 311-320.

(2) 書籍

林義男、王文科 (民 87)。《教育社會學》。台北：五南。

Burns, J. M. (1978). *Leadership*. Harper and Row.

Rabinowitz, F. E. (2019). *Deepening group psychotherapy with men: Stories and insights for the journey*. American Psychological Association.

<https://doi.org/10.1037/0000132-000>

(3) 論文集

曾榮祥 (民 89)。「學校本位教師專業發展整合模式」內涵與實施歷程之探討。發表於「教師專業發展與師資培育- 九年一貫課程革新的回應與挑戰學術研討會」，淡江大學主辦，台北，民 89，5 月。

Miringoff, M. L., & Miringoff, M. (1995). *Context and connection in social indicators: Enhancing what we measure and monitor*. Paper presented at Indicators of Child Well-Being Conference, Bethesda, MD, November 1995.

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王保進 (民 82)。《高等教育表現指標之研究》。國立政治大學教育研究所博士論文。

Lesney, J. J. (1977). Perceptions of transformational leadership behaviors in selected successful elementary principals. Doctoral Dissertation, University of Pittsburgh.

(5) 研究報告

陳瑞慶 (民 90)。《師資培育行政運作之省思與重建 - 企業管理觀點 (I)》。行政院國家科學委員會專題研究計畫成果報告。

U.S. Federal Interagency Forum on Child and Family Statistics. (1995). *America's children: Key national indicators of well-being*. Washington, DC: U.S. Government Printing Office.

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英語聽力學習的影響

The Effects of Lyrics Training on Listening Achievement
in a University EFL Classroom

指導教授：○○○ (English name)

advisor's name (font size 16)

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Table of Contents

摘要	i
Abstract.....	ii
Acknowledgments	iii
Table of Contents.....	iiii
List of Tables	x
List of Figures	xi
Chapter 1: Introduction	1
Background of the Study	5
Purpose of the Study	9
References	50
Appendix A: Questionnaire.....	60

List of Tables

Table 1. Multiple Intelligences Theory by Gardner.....	23
Table 2. Paired Sample t-test Analysis of Pre- and Post-Test Scores	65

List of Figures

Figure 1. Flow Chart of the Study Procedure	32
Figure 2. Lyrics Tap Performance Weekly.....	35

摘要

音樂已經被證明可用於創造一個愉快，輕鬆和激勵的學習氣氛，讓英語作為外語學習者（EFL）降低學習壓力且能讓學習變得更有效率。而透過英文歌詞學習英語有助於擴大詞彙量，提升聽力，打破文化障礙，減少外口音壓力和學習英文片語。因此，本研究的目的是在於探討運用歌詞訓練手機應用程式“Lyrics Tap”做為英語學習的工具，是否能有效提升大學生的聽力、單字的學習及學習動機。研究對象來自台灣中部一所大學的 34 名大一學生，研究期間為一個學期，運用混合研究方法。由多個資料來源收集數據，其中包括：聽力前後測、單字前後測、學生每週歌詞訓練成績、研究人員的課堂觀察記錄及學期末課程評估調查。

關鍵字： 行動學習、EFL(英語為外國語言)、語言學習、手機應用程式、歌詞訓練

Abstract

It has been proven that music can create a pleasant, relaxing and motivating atmosphere that allows English as a Foreign Language (EFL) learners feel less stressful and consequently, learn more effectively. Learning EFL through lyrics helps expand vocabulary, advance listening ability, break culture barriers, reduce difficulty in understanding foreign-sounding accents, and acquire essential conversational English phrases. The purpose of this study was to investigate the effectiveness of lyrics training as an alternative learning tool for EFL listening. This study was conducted with 34 freshmen students from one university in central Taiwan as participants.

Keywords: M-Learning, EFL, Language Learning, mobile applications, lyrics training

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Chapter 1

Introduction (Level 1)

Background of the Study (Level 2)

According to this study, having songs as a part of language experience can make a great contribution to language learning if it is integrated into classroom teachings. By virtue of its musical elements, students are able to assimilate vocabulary with their emotional and contextual symbols.

M-Learning for EFL Students (Level 3)

Lee (2014) addressed that a musical teaching approach can both stimulate learners' learning motivation and improve learning performance.

University Level. (Level 4)

This learning process significantly improved the students' listening ability. The researcher concluded that songs from social media such as "YouTube" combined with mobile phones were a successful instrument for ubiquitous learning.

High School Level. (Level 5)

References

Appendix A: Questionnaire

Table 1

Paired Samples t-test Analysis of Pre- and Post- Listening Test Scores

Variable	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>	<i>P</i>
Pre-test	28	13	93	59.61	22.389	
Post-test	28	28	99	65.79	15.922	.026*

Note. * $p < .05$

Figure 1

Lyrics Tap Performance Weekly

