

國立政治大學英國語文學系碩博士班
論文計畫書/論文格式
(英語教學組)

國立政治大學英國語文學系碩博士班
中華民國 109 年 09 月

(僅供參考。因細節多且繁瑣，無法詳備，各項細節主要是參考APA 第六版與圖書館規定。當有衝突時，以圖書館為主，因論文是要交給圖書館收藏的。)

國立政治大學英國語文學系碩博士班(英語教學組)

論文計劃書與論文格式

計劃書的 ABC 計劃書的概念是一個小論文，**不分章**的，各部分連貫/連續呈現。簡單裝訂。

- A. 計劃書中文封面 (Cover Page)。單頁印。見附件十一。
- B. 正文，不分章，雙頁印。(According to *NCCU Department of English Regulation for Completion of the Master Program* (TESOL Division) dated 2011.11.17, “the thesis proposal should be written in English, maximum 6000 words (including references). The content of the proposal should include: (1) Introduction (2) Literature Review (3) Research Questions (4) Research Methods (5) Expected Findings and (6) References.”)

- C. Appendixes (選項)。雙頁印。

論文的(1)(2)(3)：論文是書，要分章，包括：(1)前文(Preliminaries/Front Matters) (2)正文(Text) (3)參考資料(Reference Materials)。口試本簡單裝訂，最終版請根據學校統一格式規定處理。

- (1) 前文(Preliminaries/Front Matters) 包含以下部份(依次序排列，都單頁印刷)。

中文封面(Cover Page)見附件一。

標題頁(Title Page) (以頁 i 起算，但不打出)見附件二。

簽名頁(Signature or Approval Page) 見附件三(不打出頁碼)。

題獻(Dedication Page) 見附件四(可省略)(頁碼：iii)。

誌謝頁(Acknowledgement) 見附件五(可省略)(頁碼：iv，如無題獻頁，則頁碼為 iii)。

目錄頁(Table of Contents) 見附件六(頁碼：v，如無題獻頁，則頁碼為 iv，下類推)。

中文摘要(Chinese Abstract) 見附件七(頁碼：vi)，以不超過 500 字為原則。關鍵字 3-5 個。

英文摘要(English Abstract) 見附件八(頁碼：vii)，以不超過 500 字為原則。3-5 Keywords.

- (2) 正文(Body Text)，論文之正文要分章的。雙頁印刷。每一章第一頁須在單數頁，全部頁碼置於頁底中間，見附件九。未盡之處，一律請參考 APA Publication Manual (目前 2020 年 5 月是依據第六版)。

- (3) 參考資料(Reference Materials)頁碼接正文，包含以下部份(雙頁印刷，依此次序排列)。

書目或參考資料(References)只列出文中提過之書目，書目格式一律參考 APA Publication Manual。(目前 2020 年 5 月是依據第六版)。

附錄 (Appendix) 見附件十 (可省略)。如有附錄，正文適當地方要寫，「請見附錄」。如：(See Appendix A for interview questions.)。

打字及列印規定 (樣例見附件十二)：

1. 計畫書或論文一律都以雷射印表機印，正文雙面、Front Matters 單面印。
2. 每頁打字或列印，上下各空一英吋，單數頁右邊空一英吋，左邊空一英吋半，雙數頁左邊空一英吋，右邊空一英吋半，以利裝訂。
3. 論文字體以 Times/ Times New Roman(12 characters to an inch)為主。每頁列印 23-26 行(double-spaced)。左邊文字對齊，右邊不切齊。

封面文字 上下留空的高度相同、文字左右置中對齊 2.54cm

【附件一】

國立政治大學英國語文學系
碩士（博士）學位論文

18 號字，標楷

論文中文題名

20 號字，標楷體

論文英文題名

16 號字 Times
New Roman

指導教授：○○○ 博士

18 號字，標楷

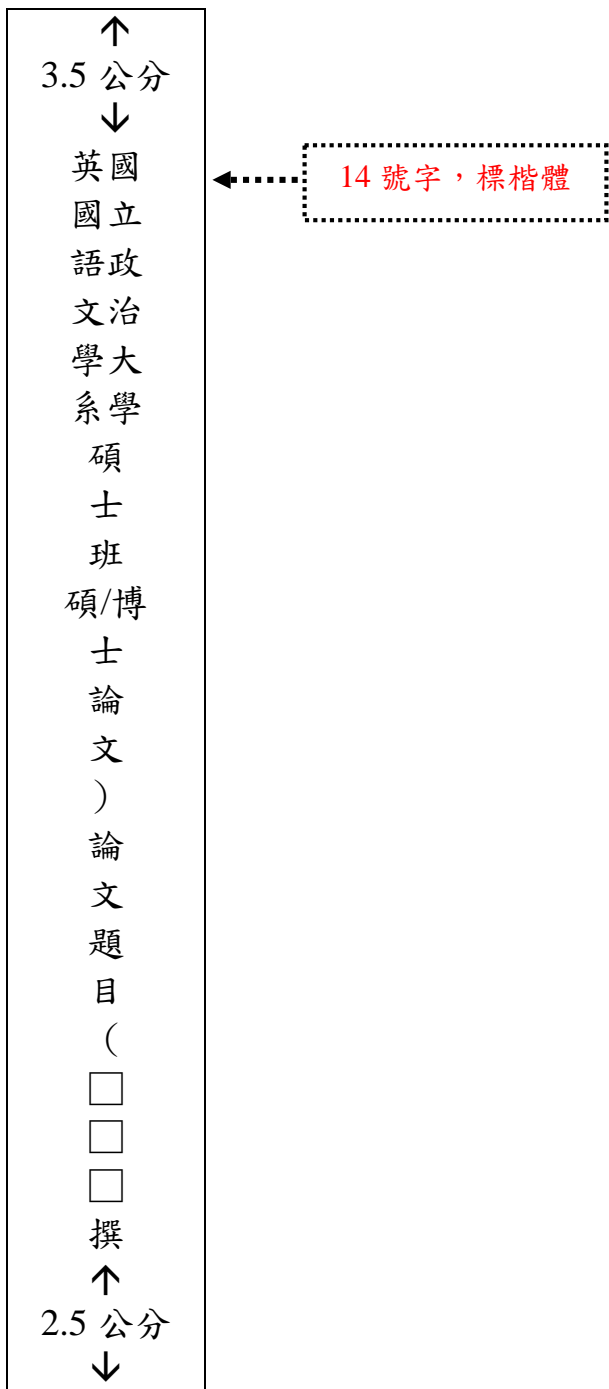
研究生：○○○ 撰

18 號字，標楷

中華民國 ○○○ 年 ○

18 號字，標楷

封面文字 上下留空的高度相同、文字左右置中對齊 2.54cm



教育部建議之學位論文標題格式——橫式、書脊請使用 A4 規格紙

附件二
標題頁(Title Page)

(計畫書免)

↑
(2 inches)
TITLE OF THESIS↓
(DOUBLE SPACE THE TITLE)
↑
(2 inches)
↓
A Master's Thesis (A Dissertation)
Presented to
Department of English,
National Chengchi University

(3 inches)

In Partial Fulfillment
of the Requirements for the Degree of
Master of Arts (Doctor of Philosophy)

by
Name
Month, Year
↑
(1 inch)

*黑框代表 A4 紙

附件三
碩士班簽名頁(Signature or Approval Page)
(計畫書免)

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↓

The members of the Committee approve the thesis of (student's name)
defended on (date defended).

(Typed Name)

Professor Directing Dissertation

(Typed Name)

Committee Member

(Typed Name)

Committee Member

Approved:

(Name of Chair,) Chair, Department of English

博士班簽名頁(Signature or Approval Page)

(計畫書免)

↑

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↓

The members of the Committee approve the thesis of (student's name)
defended on (date defended).

(Typed Name)

Professor Directing Dissertation

(Typed Name)

Committee Member

(Typed Name)

Committee Member

(Typed Name)

Committee Member

(Typed Name)

Committee Member

Approved:

(Name of Chair,) Chair, Department of English

附件四
題獻(Dedication Page)(可略)
(計畫書免)

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To My Parents

獻給我的父母親

(頁碼)

附件五

誌謝頁(可省略)

(註：這是 *optional*. 請別只是照抄。千篇一律，實在沒誠意，不如就不寫吧。)

(計畫書免)

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←*1 inch*→

ACKNOWLEDGEMENT

My warmest thanks go to Dr. John Smith, Chair of the Department of English, National Chengchi University, for his inspiring guidance and encouragement throughout my research for this work. For their reading of the manuscript and for helpful suggestions and other support, I want to thank Dr. Eric Wong, Dr. Anne White, and Dr. Leo Cheng. My gratitude is also extended to Dr. Karen Yeh, Dr. Gardner Yu, and Dr. Mary Lin for their instruction during my study at National Chengchi University.

Finally, I would like to extend my heart-felt thanks to my family. My parents' support and encouragement. Last but not least, my husband's love and efficient management of our home have made this work possible.

(頁碼)

附件六

目錄頁

Note: Make sure to create/update your table of contents using WORD's functions.

不要手動處理，一定要讓 WORD 自動生成

(計畫書免)

↑
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TABLE OF CONTENTS
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ACKNOWLEDGEMENTS.....
CHINESE ABSTRACT.....
ABSTRACT.....
CHAPTER ONE: INTRODUCTION
CHAPTER TWO: LITERATURE REVIEW
(topic 1)
(topic 2)
(topic 3)
CHAPTER THREE: METHODOLOGY.....
Research Design.....
Context and Participant(s).....
Data Collection
Data Analysis
CHAPTER FOUR: FINDINGS (or RESULTS)
CHAPTER FIVE: DISCUSSION.....
CHAPTER SIX: CONCLUSION.....
REFERENCES.....
APPENDIX A: INTERVIEW PROTOCOLS.....
(頁碼)

附件七

中文摘要與關鍵字

(註：此處所有文字皆出自莫哈妮碩論，2019，特別感謝!)

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國立政治大學英國語文學系碩士班(博士班)

碩士(博士)論文提要

論文名稱: XXXX

指導教授: XXXX 博士

研究生: XXX

論文提要內容：

出國留、遊學是許多學生期待的經歷。然而，他們可能沒有意識到這種跨文化經驗有可能對自身文化認同和群際關係帶來重大改變。儘管已有研究探討旅居者在海外交換經驗中可能面臨的過程和轉變，但針對英語教學所碩士生同時身為語言學習者及未來教師雙重身分的交換經驗，則尚未得到充分的關注與研究。本研究以社會認同理論(SIT)的角度，探討一位台灣英語教學所碩士生如何在美國交換期間應對她的跨文化遭遇，以及研究這樣的經歷對她作為英語學習者和教師身份的影響。研究資料來源包含四次深入性的訪談、研究參與者的日記以及其部落格內容。研究結果凸顯社會認同理論中的兩個面向：(略)。針對英語教學所碩士生參與國際交換，文後並提供建議，期對學生出國留、遊學前，能增加對此趟旅程的可能經歷的認識，以期能從交流經驗中獲益。

關鍵字：社會認同理論、出國交換經驗、個案研究

附件八

英文摘要與關鍵字

(註：此處所有文字皆出自莫哈妮碩論，2019，特別感謝!)

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ABSTRACT

Studying abroad is an experience that many students look forward to. However, they may not be aware that this cross-cultural experience could involve major transition and change in cultural identity and intergroup relations. Although research has been done on the process and transitions sojourners might face during the exchange experience, the TESOL graduate student's experience as both a language learner and future teacher has not been fully addressed. This study investigates how a Taiwanese TESOL graduate student coped with her intercultural encounters during exchange in the U.S. from the eye of the Social Identity Theory (SIT), and the impact such experience had on her identity as an English learner and teacher. The data was collected through three extended and in-depth interviews, as well as the participant's diary and blogs. Two aspects are highlighted within the theory, the first being the role of social categorization and social comparison in relation to self-esteem, coupled with in-group favoritism and out-group derogation (Tajfel & Turner 1986), and the second is the varied effects of specific cross-cultural diversity. This sort of development has made her become more confident as a competent English teacher as she broke off the anxiety that emerged from not being a native speaker and accepted herself as a Taiwanese and a bilingual. Suggestions are provided to help TESOL students benefit from exchange experiences by raising awareness to what to expect before study-abroad trips.

Keywords: Social Identity Theory (SIT), Study-abroad Experience, Case Study

附件九
正文(Body Text: 1.5 Line Space)

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CHAPTER 3 Methods (Level 1)	
Research Design (Level 2)	
Context (Level 2)	
Participants (Level 2)	
Teachers. (Level 3)	
<i>Teachers from formal contexts.</i> (Level 4)	
<i>Teachers from informal contexts.</i> (Level 4)	
Students. (Level 3)	
Data Collection (Level 2)	
Data Analysis (Level 3)	

(頁碼)

附件十

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APPENDIX A Interview Protocols	
(頁碼)	

附件十一

計畫書封面(Cover Page for the Proposal)(格式請比照附件一)

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國立政治大學英國語文學系碩/博士班碩士論文計畫書

指導教授：□□□博士

Advisor: OOOO, Ph.D.

論文中文題名

Title in English

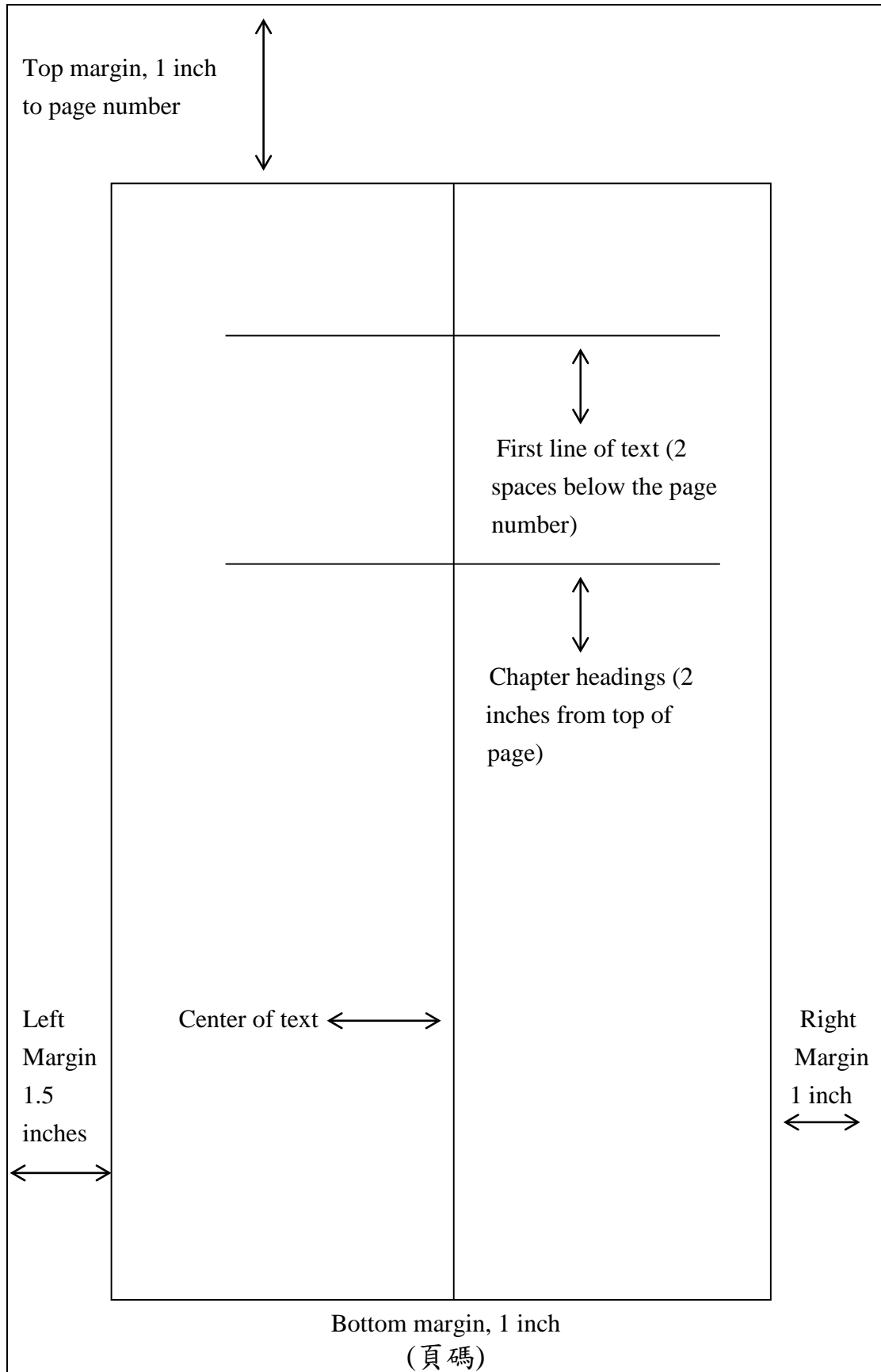
研究生：□□□ 撰

Name: (in English)

中華民國 年 月

July, 2020

附件十二之一
打字及列印規定 (單數頁)



附件十二之二

打字及列印規定 (雙數頁)

