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UNIVERSITY OF NORTHERN COLORADO

Greeley, Colorado

The Graduate School

ATTITUDES TOWARD MULTIMEDIA (KARAOKE) AND POPULAR CULTURE
WHEN LEARNING ENGLISH AS A FOREIGN LANGUAGE IN TAIWAN

A Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy

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College of Education and Behavioral Sciences
School of Educational Research, Leadership, and Technology
Educational Technology

May, 2011

This Dissertation by Chen-Yin Lee

Entitled: *Attitudes Toward Multimedia (Karaoke) and Popular Culture When Learning English as a Foreign Language in Taiwan*

has been approved as meeting the requirement for the Degree of Doctor of Philosophy in College of Education and Behavioral Sciences in School of Educational Research, Leadership and Technology, Department of Educational Technology

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ABSTRACT

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The purpose of this study was to investigate if learners' motivation improved when popular songs as authentic material and karaoke as an authentic environment were introduced to the process of learning English as a foreign language. Learners' perceived value of the classroom activity was also examined. Participants were 97 college students enrolled in English courses at a private university located in Taipei. Two intact classes were randomly assigned to either Chinese or English discussion/writing groups, and ten collaborative teams were organized in each class. Each team selected a preferred popular English language song to teach to the rest of the class. This karaoke activity was designed to promote listening, reading, speaking, and writing skills through the English lyrics. One class discussed and wrote in English, and the other class discussed and wrote in Chinese. Both the classroom use of popular songs as authentic material and karaoke as an authentic environment were motivating to learners and perceived as valuable. This has implications for educators as they design teaching strategies for effective outcomes. Recommendations were provided for further research.

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TABLE OF CONTENTS

CHAPTER		Page
I.	INTRODUCTION	1
	Background.....	1
	Statement of the Problem.....	2
	Rationale	4
	Purpose of the Study	8
	Research Questions.....	8
	Significance of the Research.....	9
	Definition of Terms.....	9
II.	REVIEW OF LITERATURE.....	13
	Motivation and Learning.....	13
	Second Language Theories and Methods	16
	Theories of Technology Use in Education.....	27
	Authentic Materials in Second Language Learning.....	32
	English Education in Taiwan	38
	Karaoke Culture	41
	The Use of Popular Songs in EFL Classroom	46
III.	METHODOLOGY.....	49
	Participants and Setting.....	49
	Sampling	50
	Variables.....	51
	Instrumentation and Materials	51
	Procedures.....	56
	Research Design.....	59
IV.	RESULTS.....	65
	Results	65
	Additional Results	73
V.	DISCUSSION.....	80

Overall Perceptions of Karaoke	80
Suggestions for English Language Learning in Taiwan	87
Recommendations for Future Research	90
Summary	93
REFERENCES	95
APPENDIX A.	115
APPENDIX B.	118
APPENDIX C.	123
APPENDIX D.	130
APPENDIX E.	135
APPENDIX F.	137

LIST OF TABLES

Table	Page
1. Comparison of Acquisition and Learning	17
2. Procedure Summary	58
3. Examination of Reliability	61
4. Analysis Summary	63
5. Perceived Value by Gender and Discussion/Writing Language	66
6. ANOVA Summary Table for Perceived Value	68
7. IMMS Motivation by Gender and Discussion/Writing Language	69
8. ANOVA Summary Table for IMMS ARCS	71
9. General Motivation by Occasion and Item	72
10. Univariate ANOVA Repeated Measurement	73
11. Participant's Reported Use of English Resources	74
12. Participant's Reasons for Studying English	75
13. Self-report on How Much Karaoke Activity Helped	76
14. Repeated Measures ANOVA of Listening, Reading, Speaking, and Writing	77
15. Self-report on How Much KTV Trip Helped	78
16. Repeated Measures ANOVA of Listening, Reading, Speaking, and Writing	79

LIST OF FIGURES

Figure	Page
1. Dale, E. (1969) Audio-Visual Methods in Teaching (3 rd Edition)	29
2. KTV Images.....	55
3. Perceived Value by Gender and Discussion/Writing Language	67
4. IMMS motivation by Gender and Discussion/Writing Language	69
5. General Motivation by Occasion	72
6. Self-Report on How Much Karaoke Activity Helped.....	76
7. Self-Report on How Much KTV Trip Helped.....	78

CHAPTER I

INTRODUCTION

Background

There are 70 countries with English as an official language, and over 100 countries that consider English as a Second Language (ESL) or English as a Foreign Language (EFL) (Crystal, 2003). Many modern countries take English proficiency very seriously, and Taiwan is no exception. The Taiwanese government has modified their educational policy in order to enhance people's English ability, so people can communicate with others all over the world and become more competitive. For example, The Taiwanese government moved beginning English instruction from 7th grade to 5th grade in 2001, and from 5th grade to 3rd grade in 2004 (Ministry of Education, 2009).

In Taiwan, governments, schools, educators, parents, and most companies put considerable effort into enhancing people's English ability (Chang, Chang, and Yan, 2001). Numerous parents send their children to learn English in kindergarten or even younger in order to be more competitive (Chang, Chang, & Lin, 2002). In Taiwanese school, the credit hours for Chinese, English, and Mathematics are greater than for other subjects. In college entrance examinations, Chinese, English, and Mathematic are also the dominant subjects. Most companies are willing to pay tuition for employees to improve English. Because there is an imperative need for English ability, English cram schools for

all age ranges can be found easily in every city of Taiwan. These cram schools are after-class, academic-enrichment programs (Lin & Tsao, 1999). There are 18,081 registered cram schools with 5,300 targeting learning languages (Ministry of Education, 2009).

Statement of the Problem

Similar to other Asian countries, in Taiwan, English is regarded as a score-oriented (examination-oriented) subject. In order to achieve higher scores, students tend to memorize vocabulary, grammar rules, and frequently appearing test questions. As a result, instructors in cram schools will teach students tips regarding how to take the examinations and obtaining better scores. However, many students are still far from comfortable in using English as a communication tool. Taiwanese students who graduate with college degrees have studied English for at least 10 years, but often their English ability is still not very strong. According to reports by the International English Language Test System (IELTS)(2008), overall Taiwanese academic English performance ranked 31st out of 40 ESL countries. That is, even though the educational system is diligent in enhancing learners' English ability, Taiwanese students are still struggling with their performance. Therefore, there is still a need to find additional approaches to increase the efficacy of learning English.

Taiwanese students often stay in school from 7 a.m. to at least 5 p.m. or even as late as 9 p.m.. Listening to formal lectures and taking examinations are the predominant activities, and English is a core subject. Most students who leave their regular school at 5 p.m. will often go to a cram school from 6 to 9 p.m.. Students who leave at 9 p.m. will then go to a cram school on weekends. Students in Taiwan are clearly exposed to a

stressful educational environment. Paris and Turner (1994) indicated that the learning activities and environment designed by the instructor can affect learners' motivation. Creating an informal learning environment that provides less stress might be a better way to learn English.

The way that Taiwanese students learn English is generally passive, which is reinforced by the stressful environment and negative prior experiences. A major reason that Taiwanese students learn English is that they are required to learn it and have no other choice.

In view of this, it is essential for teachers to reconsider their teaching styles and teaching materials. In EFL learning environments, teachers are often the dominant factor for learners to connect with the target language and culture. How teachers present or interpret the material has a significant influence in learners' engagement in the learning process (Chen & Chen, 2009). Accordingly, the Taiwanese government developed "The White Paper on Creative Education" in 2002 to encourage teachers to adopt more creative approaches in developing lesson plans in all disciplines. Warrington and Jeffrey (2005) stated that when students did not like how they were taught, they had less motivation and more passivity in learning English. That is, when they were forced to learn English, English was less likely to be an interesting subject and learners had less motivation to learn. Therefore, students will not learn as well if the motivation is missing in the process of learning English regardless of how much effort government and instructors have put into it.

According to Cheung (2001), popular culture can provide a relevant and concrete way for effective teaching and learning English. He believed that popular culture has a

significant impact on young people's attitudes and lives. For Asian students, western movies and popular songs are considered authentic materials and can be used for increasing their interest in learning English, and can assist long-term learning. Popular culture embraces rich authentic materials and can be a bridge between informal and formal English learning. Authentic materials develop learning based on daily life experiences, personal values and attitudes.

Cheung (2001) mentioned that "instead of blaming popular culture for the negative influence it often has on people, it may be better for us to keep pace with the wheels of life, and see life as it is" (p. 57). This is one of the reasons why popular culture appeals to people in that it tells a real world story. The linkage between popular culture and learning can result in positive emotions that help human beings to envision goals the challenges they provide (Pekrun, 2002). In Cheung's study, he found that Asian students do not prefer formal English learning environments (2001). When students are restricted to formal lecture all day, it is hard for them to keep a state of positive emotions. They might learn better when they have stronger motivation from an authentic informal learning environment. Popular culture can appeal to students and motivate them to become responsive and active learners. Popular songs are an important element of popular culture (Cheung, 2001). If learners are under pressure, they cannot learn English well, even when there is plenty of information (Krashen, 1982).

Rationale

Gardner and Lambert (1972) stated that motivation is the primary factor toward the success of learning a second language. They believed that two conditions are crucial

for learners to have high motivation. First, learners agree with the culture of the language and try to be a part of the culture. Second, learners consider language as a communication medium. When these two factors are combined, learners will perform better when they are engaged in a motivating learning environment.

One way to utilize popular culture in language learning is the use of popular music. The purpose of learning by singing a popular English song is to gain a learners' attention, reduce anxiety, and increase enjoyment, which is very similar to the usage of simulations in learning. Simulations and singing popular songs both combine formal and informal learning in order to motivate students to learn. In addition, learning English by singing popular English songs may reduce anxiety and increase the enjoyment of the classroom environment (Huyen & Nga, 2003; Krashen, 1982). By providing this learning environment, learners can have fun while learning informal English and feel like they are closer to both popular culture and real American culture.

It is very likely that learners' motivation will be increased in a learning environment where they are learning and singing a popular song. Learning does not confine itself to areas full of examinations and pressure. But instead, learning can be joyful. Moreover, popular songs are played everywhere, so students may hear a song again and again and become immersed in the learning unintentionally. Thus, it is possible to increase learners' long-term memory of specific vocabulary as its repeated in lyrics (Peretz, Radeau, & Arguin, 2004). When students are outside of school, they might hear a song when they are walking, shopping, driving, eating, and so on. If people are familiar with a melody, it is already known and they can focus on the words. In addition, people can hear popular songs on many occasions including convenience stores that appear on

almost every block in Taiwan, shopping centers, restaurants, and on radio. That is, people can listen to popular songs almost anytime, anywhere. Therefore, learning English via popular songs may also be considered an instructional strategy that allows students to review content everywhere.

Burstall (1975) stated the motivation stimulated by a sense of achievement in learning language is much more intensive. The motivation that is generated in the process of learning will often affect the learning outcome. In addition, Ellis (1995) suggested that language instructors should choose instructional activities that fit students very carefully. These activities should be designed in such a way that students can experience success while increasing their interest and active learning. Therefore, the learning motivation will be enhanced accordingly and, thus, would result in an effective learning experience. Additionally, it is well known that motivation contributes to success in learning, especially in EFL achievement.

In Taiwan, textbooks serve as the main and often only resource for learning English. Limited exposure for the learners to the target language could reduce student motivation. Learners often cannot find personal benefits related to what they have learned in English textbooks. Most students learn English for extrinsic reasons, e.g., teachers' stringent rules or parents' encouragement. Most of them are forced to learn English because they are told that, in the future, they will definitely benefit from learning English. Thus, even though learners have studied English for several years, they still may not be interested in learning English. For them, English is just a subject at school, not a relevant part of their life.

Furthermore, in Taiwan, English is not a second language, but a foreign language. Therefore, there is a lack of a natural English communication environment. Although when teaching using a second language throughout the instruction process seems to provide a less artificial environment for learners, research has shown that when learners generate meaning of the material by skipping the translation step, increased frustration can result. Also, it may be difficult in practice for instructors to ensure that the generated meaning represents what it should be purely through second language discussion (Liu & Shi, 2007; Coady & Huckin, 1997.) Thus, the language used in discussion for Taiwanese students learning English may affect motivation.

Moreover, research has shown that in addition to different types of teaching strategy, other factors, such as gender can impact motivation (Oxford, 1989). Green and Oxford (1995) suggest that female learners often adopt more learning strategies than males. Lee (1994) found that females utilized certain strategies more frequently than males in a study of middle school students from Korea. Gender differences have been found regarding the motivation and learning achievement for EFL learners (Oxford et al., 1993). According to some researchers, males appear to have less motivation than females in a second language (Rosenthal, 1999; Williams, Burden & Lanvers, 2002; Kissau, 2006). However, gender effects reported in the literature are not consistent. For instance, Kim (1995) and Oh (1996) indicate that there was no difference the selection of learning strategies by gender in Korea. In addition to the inconsistent findings regarding gender in second language learning, there is limited research focusing on the differences in motivation for second language learning in Taiwan. Gender should be considered as one factor that might affect motivation.

Purpose of Study

When students' motivation increases, they will be more likely to pursue learning opportunities. Students can learn better when they have higher motivation; therefore, this study will focus on learners' motivation. Many researchers suggest that motivation can be enhanced when English songs are used for learning English (Daniele, Maud, Sylvain, Mireille, Isabelle, & Regine, 2008), but few experimental studies have considered the use of popular songs in a multimedia format.

Therefore, the purpose of this study is to investigate whether learners' motivation improves when authentic popular songs are introduced in the process of learning English as a foreign language. In addition, students' perceived value of the popular songs learning activity will be considered.

Research Questions

The following questions will be investigated in this study:

- Q1 Does the language used in discussion/writing (Chinese or English) have an impact on perceived value of studying English after the classroom karaoke activity?
- Q2 Does gender have an impact on perceived value of studying English after the classroom karaoke activity?
- Q3 Is there an interaction between language and gender on perceived value after the classroom karaoke activity?
- Q4 Does the language used in classroom discussion and writing (Chinese and English) have an impact on students' motivation (attention, relevance, confidence, and satisfaction) after the classroom karaoke activity?
- Q5 Does gender have an impact on students' motivation after the classroom karaoke activity?
- Q6 Is there an interaction between language and gender on motivation after the classroom karaoke activity?

Q7 Does motivation of studying English change over the course of the research?

Significance of the Research

Several studies have been conducted regarding the learning effect in EFL of listening to songs or watching videos (Huyen & Nga, 2003; Vethamani & Keong, 2008). However, there is a limited research that investigates how motivation is influenced when EFL is learned with authentic popular songs in a karaoke format. This research also examines how authentic environments (in this case, KTV) can motivate learners. The findings of this study will provide EFL instructors with more options in selecting proper authentic teaching materials and designing classroom environments. Furthermore, instructors will better understand if the usage of a native language or English in the EFL classroom affects the motivation and perceived value of these activities. If popular songs are effective in the classroom, a wider array of cultural material could be used by educators in the future. Moreover, instructors could modify their teaching methods and materials to include more motivating content.

Definition of Terms

ARCS Model is “a system for improving the motivational appeal of instructional materials, of instructor behaviour, and of the way in which lessons (or modules) and courses are designed” (Keller, 1984, p. 140). The ARCS model of motivation consists of four conditions: attention, relevance, confidence, and satisfaction (Keller, 2010).

Authentic material is unmodified, genuine content (Filice & Sturino, 2002). Materials produced “to fulfil some social purpose in the language community” (Little, Devitt, and Singleton, 1989, p. 25) Examples are newspapers, magazine advertisements,

movies, and popular songs. Bain (2004) describes authentic teaching and learning at the “natural critical learning environment.” The term *authenticity* is used in education with respect to authentic tasks as genuine and embedded in real life (Brown, Collins & Duguid, 1989; Cranton, 2001; Darling-Hammond & Snyder, 2000).

Cram schools are after-class, academic-enrichment programs (Chen & Lu, 2009). Options vary in regard to the quality of learning in cram schools. “A cram school in Taiwan offers additional after-school instruction to enhance students’ academic performance, and it provides a unique educational context to investigate students’ perspectives toward learning” (Tsai & Kuo, 2008, p. 1). The cram schools are usually described in the media as institutions concerned only with fact-cramming for examinations (Roesgaard, 2006).

English as a Foreign Language (EFL) According to Nayar (1997), a foreign language is a non-native one learned by a student where there is little to no exposure to an authentic culture and materials (although this is a simplification that is not universally accepted). A student studying English in China could be considered as learning English as a Foreign Language (EFL).

English as a Second Language (ESL) According to Nayar (1997), a second language is a non-native one learned by a student where English is the dominant language or its every day is common. A recent immigrant to the United States or a student in India could be considered as learning English as a Second Language (ESL).

First language (L1) “refers to the language which a learner acquired in early Childhood” (Thanajaro, 2000, p. 8). This term is often used synonymously with native language.

Karaoke can be loosely defined as an activity that involves an individual or group singing along with the music and text lyrics on screen (Mitsui, 1998). People can sing along to the original music background with or without the original vocal tracks. Also, in most music videos played in Karaoke, the lyrics corresponding to the music are highlighted for the singers (Dickson & Grant, 2003). Therefore, karaoke conveys information via three channels: audio, video, and textual. Karaoke first started in Japan. In Taiwan, rather than large public performances, karaoke is often done in a smaller, private space called KTV. Later, the KTV format spread and became very popular in Japan, Korean, China, and Hong Kong. Currently, KTV is a main form of entertainment in Asia, and is beginning to appear in United States. *KTV* is definitely a significant part of culture in Taiwan. It is one of the major forms of entertainment across almost all age ranges. KTV earned \$312,500 (USD) in advertisement revenue in 2004 (Tsai). There are many reasons why teenagers go to KTV. First, people can release stress by singing, eating, drinking, and playing games with friends. When people think of KTV, they generally think of releasing stress. Second, KTV is designed for any size group to enjoy in a private room, so most people like to hang out and have fun with their friends at KTV. Moreover, teenagers can foster their own self-efficacy in some way by singing popular songs with their friends (e-magazine, 2004).

Multimedia Learning is defined as receiving educational information from more than one mode, such as from words, images, animations, and sounds (Mayer, 1997).

Popular culture “is defined in generally accepted encyclopedic terms: popular culture, or pop culture, is the people’s culture that prevails in a modern society and is determined primarily by complex links between the industries that produce and distribute

cultural material (e.g., the film, television, publishing industries, the news media) and the people who use their products” (Kachru, 2006, p. 223).

Second language (L2) “refers to the language that is learned or acquired through training (Thanajaro, P. 8)”.

CHAPTER II

REVIEW OF LITERATURE

Motivation and Learning

Defining motivation

Pintrich and Schunk (2002) define motivation as “the process whereby goal-directed activity is instigated and sustained” (p. 5). Keller (2010) indicated, “motivation refers broadly to what people desire, what they choose to do, and what they commit to do” (p. 3). “Motivation is generally defined as that which explains the direction and magnitude of behavior, or in other words, it explains what goals people choose to pursue and how actively or intensely they pursue them” (p. 4). Achievement motivation refers to “the degree to which a student desires to perform well on a school task” (Mayer, 1987, p. 486). Keller (2007) also stated, “motivation refers to a person’s desire to pursue a goal or perform a task, which is manifested by choice of goals and effort (persistence plus vigor) in pursuing the goal” (p. 84).

There are two types of motivation, intrinsic and extrinsic. When students engage in tasks for their own pleasure without any other rewards, and they reward themselves by their own feelings, this is intrinsic motivation. On the other hand, students are

extrinsically motivated when they are engaged in tasks for tangible rewards associated with successful accomplishment (Keller, 2007).

ARCS Model

Keller's ARCS model (1987) was developed due to the need for designing and stimulating an approach for integrating motivation in instructional and learning environments. The purpose of the ARCS model is to help researchers understand the major influences on motivation and identify or solve motivational problems in systematic ways. The major categories of ARCS design has ten steps that are listed below:

- (1) Obtain course information
- (2) Obtain audience information
- (3) Analyze audience
- (4) Analyze existing materials
- (5) List objectives and assessments
- (6) List potential tactics
- (7) Select and design tactics
- (8) Integrate with instruction
- (9) Select and develop materials
- (10) Evaluate and revise

In the tactics section, the ARCS model provides macro-level theories as major categories and subcategories to guide more specific subsets that are done systematically for designers creating instruction that could stimulate learners' motivation. The ARCS model is also a problem-solving approach. A systematic design process is used in the

selection tactics. For example, an analysis audience could help with selecting appropriate tactics.

The ARCS model consists of four components: Attention, Relevance, Confidence, and Satisfaction. Attention stands for gaining and sustaining learners' interest or curiosity in order to hook their attention to the instructional content. Relevance refers to showing the learners how the instruction has personal value or importance, and also learning objectives and the future use of learning. Confidence demonstrates helping students believe they can accomplish the goals in the learning process. Satisfaction refers to promoting potential learning satisfaction and providing learners an opportunity to use the content, receive feedback, and feel good about themselves.

Three assumptions in learning and applying motivational design and processes underlie systematic motivational design (Keller, 2007). First, external events can affect learners' motivation. Their motivation can be influenced by teacher behavior, instructional materials, and other elements of a learning environment. Second, motivation is a part of the learning process and not just an outcome. Third, motivation is measurable, predictable and can be influenced through systematic design.

Motivation in L2 Learning

Edelenbos and Suhre (1994) considered that motivation and attitude are important factors in affecting learning quality. According to Clement, Gardner and Smythe (1980), the development of a second language is related to both language ability and learning motivation. Self-efficacy in English ability is also related to motivation.

Krashen (1982) stated that as learners' motivation increases, emotional barriers decrease, and English learning is more likely to succeed. Studies have shown that there is

a significant relationship between learning motivation and learning achievement in English (Pierson, 1980; Hsu, 1986; Chou, 1989).

Chang (1988) also found that if the learning environment fits with a student's learning type, it is easier for the student to adapt to the learning environment. As a result, if a teacher can create an English learning environment that stimulates a student's learning motivation, the student is more likely to attain higher learning achievement (Xu, 2000).

Motivation challenges can differ for ESL and EFL students. ESL students are different from EFL students in the way that ESL students get to speak or listen to English before they go to school whereas most EFL students have one or two hours of English class per week (Nayar, 1997). The demand for English ability in EFL students is not as strong as for ESL students. Intrinsic motivation for EFL students is also generally mild. Thus, in order to help EFL students learn, students' extrinsic motivation must be stimulated (Chan, 2002).

Second Language Theories and Methods

Second Language Acquisition Theory

Krashen's (2009) second language acquisition theory was first proposed in 1982 and it is composed of five hypotheses:

The Acquisition-Learning Hypothesis considers that there are two approaches, acquisition and learning, for adults to develop second language abilities. First, acquisition means that some English ability is obtained through natural social communication, which is subconscious. Second, learning implies that formal education increases understanding of the language and grammar. Learning cannot directly help acquisition or

communication ability. That is, communicating with a language must occur in a natural environment, and how a language is taught will have an impact on learning.

Table 1

Comparison of Acquisition and Learning

Acquisition	Learning
implicit, subconscious	explicit, conscious
informal situations	formal situations
uses grammatical 'feel'	uses grammatical rules
depends on attitude	depends on aptitude
stable order of acquisition	simple to complex order of learning

The Natural Order Hypothesis considers that in most situations the acquisition of language grammar structures has a predictable order. For example, the first morphemes (essentially, words) acquired are usually progressive verbs and plurals. The acquisition of third person singular and possessive are much later. Brown (1973) found there might be slight individual differences in the speed of English acquisition as a first language. Some other studies have reported similar results of a natural order for grammatical morphemes (Dulay & Burt, 1974; Makino, 1980).

The Monitor Hypothesis posits purposeful language learning will have limited effectiveness. Formal learning involves monitoring and editing. Even if students learn grammar structures well in the classroom, they may not be able to speak fluent English. “The Monitor hypothesis implies that formal rules, or conscious learning, play only a

limited role in second language performance” (Krashen, 2009, p. 16). In contrast, acquisition does not have this limitation because an utterance can arise and be corrected. In monitor conditions, the focus is on the examination of students’ communication skills instead of on grammar structures, and the results would be in a natural order. On the other hand, when the emphasis is on a paper examination, the results would be in an unnatural order. Utilizing conscious rules can be successful only when three conditions are met: having sufficient time, focusing on form, and knowing the rules. However, it is difficult to meet all three conditions in normal conversation because it is very hard to consider content and correct grammar rules at the same time.

The Input Hypothesis attempts to answer how learners acquire language. Learners move from one stage (i) to a higher-level stage ($i+1$) when they understand the new input’s ($i+1$) meaning, but not necessarily the form. That is, the input hypothesis suggests learners understand meaning first then structures, although they do understand structure a little beyond their current level. The best input would help learners’ progress to the $i+1$ level and also help learners review what they had encountered in the previous stage. This hypothesis also claims that “listen” and “read” are the first main focuses of language acquisition, and “speak” and “write” are after that. The progress of learners is due to how much they intake instead of input.

The Affective Filter Hypothesis states how affective factors relate to second language acquisition. This hypothesis implies that attitude would have a direct impact on the acquisition of second language learning. Most studies put affective variables into three categories: motivation, self-confidence, and anxiety. Learners with aggressive motivation are likely to have better learning performance. Those with good self-images

and self-confidence would likely perform better in second language acquisition. Also, this situation is closely related to the acquisition of second language learning. A good language environment produces low anxiety. Dulay and Burt (1977) state that learners with better attitudes have an advantage in second language acquisition because they possess lower affective filters. Thus, teachers must take the optimized comprehensible input for each student into consideration to build a lower anxiety situation that promotes weaker affective filters. Krashen (2009) mentions, “the Affective Filter hypothesis implies that our pedagogical goals should not only include supplying comprehensible input, but also creating a situation that encourages a low filter” (p. 31).

Second Language Acquisition Theory and Popular Song in the EFL Classroom

Krashen’s second language acquisition theory (1982) has been discussed extensively in the field of EFL education. Several important implications derived from Krashen’s theory are described below.

At the initial stage of learning a language, the learning environment should be created in such a way that it reflects objects and functions familiar to the learner, but also incorporates the culture of the new language. For example, a familiar function like post office could be created, but with signage and props match a post office from that country. Simulated interactions between a clerk and a customer would promote natural language learning. Hence, the themes of popular songs are good for instructional materials because they are authentic and related to daily life. In order to create such an environment, the utilization of multimedia and various teaching tools should be applied.

There should be a period of silence at the beginning of learning English. Instructors should not force learners to apply what they just learned in speaking, but

instead should provide them with understandable language material. During this period, multimedia songs can be an applicable tool for stimulating listening skills. Through the multimedia, learners can enhance their understanding of the songs and internalize the language.

Krashen (2009) considers that understanding should occur ahead of application. Thus, the key point in learning language would understand the materials and rules. That is, learners must understand examples of language constructions before creating their own. Communication skills are based on language knowledge. Instructors should therefore utilize various instructional media to provide understandable language material in order to help learners understand the teaching material. With the application of multimedia English songs, learners gain a deeper understanding of the message that the songs attempt to convey and link the vocabulary with visuals in music video.

Learning grammar is not fully excluded from Krashen's (2009) second language acquisition. At the early stage of grammar learning, learners should exercise the grammar rules via interactive learning activities, so the grammar structures can be assimilated subconsciously. Thus, it is expected that English popular songs in multimedia forms can provide learners' with a pleasant learning environment and help learners learn sentence structures through repetitive singing.

The ideal language teaching approach would be to abate the affective filter and provide a low risk environment. Because the popular musical elements are preferred by most students, learners will pay more attention in learning in a pleasant atmosphere, and consequently, understand more about the language materials.

To achieve better English learning performance, teachers should realize the advantages and disadvantages of each English education approach in order to choose the most proper method. Various English teaching methods are described below (presented in alphabetical order):

The Audio-Lingual Method

The Audio-Lingual Method was the first to be derived from both the linguistic and psychological theories. In order to achieve error-free learning, the theoretical foundation for the Audio-Lingual Approach is that the language learning should be interpreted from the perspective of stimulus and feedback (i.e. operant conditioning), which is a fundamental concept of behaviorism. This approach emphasizes that language learning should focus on the elements of the language and the rules that regulate how these elements form the sentence structure. As a result, language proficiency is treated as if it can be separated into four competencies: listening, speaking, reading, and writing. The Audio-Lingual Method claims that grammar structure should be learned through sentence practice. Consequently, practices such as pattern drills and imitation are often applied.

Due to the fact that the Audio-Lingual Method emphasizes that language learning should be accessible to ordinary students, who do not require superior reasoning ability, the Audio-Lingual Approach has become one of the most popular language teaching approaches. However, this approach has been criticized for its lacking of training in communicative skills. Based on some empirical studies, students seem to have difficulties in transferring what they learn into practical communication (Lin & Shi, 2007; Lu, 2010).

The Audio-Lingual Method considers that learners should acquire language by practicing sentences repetitively in order to communicate with others. Teachers should apply various drill activities for students to learn. Second language songs and related activities are potential educational materials with built-in repetition.

The Cognitive Method

Cognitive-based language learning was proposed by the seminal theorist Noam Chomsky (1957; 1991). Chomsky claims that language acquisition tends to be too complex to be fully described by behaviorism. Instead, the process of learning language should be explained with a cognitive theory approach. Languages are considered a collection of creative and conscious activities rather than a series of habits. Similar to the Audio-Lingual Approach, the Cognitive Approach aims at teaching students how to utilize the second language naturally (Benseler & Schulz, 1980). In the Cognitive Approach, teachers are responsible for recognizing students' prior knowledge background and utilizing it efficiently. To emphasize meaning, instructors should enable learners' abilities to build linkages among new knowledge while avoiding memorization-oriented learning. Thus, by means of various detailed examples, the grammar structures are still presented to students (Lally, 1998).

Communicative Language Teaching

The Communicative Language Teaching Method stresses the function of language and how it should be applied appropriately. That is, the essence of language is its communication system (Celce-Murcia, 1991). The objective of Communicative Language Teaching is to help language learners write and speak correct sentences and apply those sentences on appropriate occasions. Instructors should assist students to

develop communicative ability, so they can communicate efficiently. The learners are assumed to be active participants in generating meaning. Thus, the learning activities are characterized by the involvement of authentic communication. Because the advocator of this approach believes that language is meaningful to the students, learners should play the role of negotiators while instructors should act like an organizer or analyst. In contrast to the Grammar-Translation Approach in which the grammar structure would be the main focus, the Communicative Language Teaching Approach regards language as more than just some grammar rules. Thus, it offers interesting elements in classrooms and has been adopted in several countries (Lin & Shi, 2007; Savignon, 1987; Celce-Murcia, 1991).

The Direct Method

In contrast to Grammar-Translation Approach, in the Direct Method the second language is treated as a tool and the major communication language during the instruction (Lin & Shi, 2007). The Direct Method stresses that learning should be under the most natural conditions, instead of explanation via translation. Teaching should be delivered through objects and gestures. Brown (1994) also states that by practicing conversations outside of the classroom, learning effectiveness is more likely to be achieved. The Direct Approach was an early approach to considering the language learning scenario as one in which the second language is practically applied. However, this approach requires the instructors to invest more time to develop suitable teaching materials. The second concern is that there is no guarantee that learners would receive the exact information that the instructors try to convey as there is no native language of learners involved in the instruction (Lin & Shi, 2007; Lu, 2010).

The Grammar Translation Method

The Grammar Translation Method claims that the purpose of learning language is to read literature, and the goal is to train students so they are capable of reading and writing with less focus on listening and speaking (Lin & Shi, 2007). The primary technique used in the Grammar-Translation Approach is to translate from and into the target language. Students are treated as passive learners while instructors play the authority roles. When this approach is applied, the students' native language is considered as the reference language while receiving the knowledge of the second language. As a result, learners can minimize possible misunderstanding during the acquisition of the second language. Also, when the translation approach is conducted as a practice associated with a conventional teaching method, it is similar to the situation that learners face in a problem-solving scenario.

However, the Grammar-Translation Approach has also been criticized that it tends to frustrate students because learners are required to memorize numerous amount of grammar rules and vocabulary (Lin & Shi, 2007). In addition, due to the fact that learners acquire the second language in terms of their native language, they will always consider the second language from their native language's perspective. That is, their learning is restricted within the realm of their native language (Lin & Shi, 2007; Coady & Huckin, 1997).

The Natural Method

The Natural Approach was developed by Tracy Terrell and Stephen Krashen, and described in their 1983 book of the same name. This approach is based on second language acquisition theory. The Natural Approach aims at the genuine meaning of communication and targets lowering anxiety in a less-stressful environment. The Natural

Approach assumes that students will obtain speaking skills when they are ready to make such an attempt, and it is not necessary for learners to create language structure before they internalize it. Similar to the Communicative Language Teaching Approach, the Natural Approach puts more emphasis on the communicative competence. However, it is believed that such a learning process should occur under a natural acquisition situation. Thus, the Natural Approach tries to stimulate learners to acquire a second language similar to how they learn a native language, by exposing learners to large amounts of understandable linguistic practices. (Brown, 1991)

Krashen (1981) considers classrooms as an appropriate place for learning a second language, especially for beginners. Teachers should provide learners with a positive, but relaxed learning environment so that learners can learn a second language naturally. The Natural Approach emphasizes the importance of an authentic language-learning environment. In order to decrease the learners' affective filters, learners should be offered understandable learning material and various teaching strategies.

After listening and reading, individuals should be capable of internalizing and applying what they have learned. As a result, the natural teaching approach fits with teaching English songs via multimedia. In addition, songs are part of the students' experiences. With the virtual environment created by multimedia, learners get a better understanding of the authentic environment. Moreover, it is likely that songs can stimulate the learners' positive emotions and lower the learners' affective filters. Thus, language learning could be improved (Medina, 2002).

Situational Language Teaching

The origins of this approach began with the structuralist work of British applied linguists in the 1920s and 1930s. Structuralism suggests that language exists as a structure of related linguistic units. In situational language teaching, the emphasis is on speech and structure, and specifically speaking ability. Furthermore, the structure is known to be the groundwork of conversation ability. Researchers indicate that language structure and the situation to which the language applies are closely related (Richards & Rodgers, 2001). Thus, learners should learn vocabulary and grammar under a meaningful environment. With this in mind, a teacher should create an authentic environment according to the task students are learning and instruct students based on the authentic environment instead of using purely first language or second language.

Situational Language Teaching stresses that learners should be offered an authentic environment, so they have the feeling of being in the culture. During the process of learning using English songs, the songs can increase students' interests because there are pleasant melodies and various topics relevant to daily life. Thus, English songs in multimedia offer learners not only rhythmic learning material but also a virtual cultural environment.

Suggestopedia

Suggestopedia was first developed by Georgi Lozanov in 1978. This approach believes that relaxation strategies can inherently facilitate learners to obtain more vocabulary and grammar structures (Omaggio-Hadley, 2001). Suggestopedia is characterized by a comforting learning environment and soft music. Moreover, Suggestopedia uses drills before the grammar instruction and the focus is on speaking skills. This approach involves a relaxing environment and pleasant music to weaken the

learners' mental barrier (Banerjee, 1997). More specifically, the presented music can be categorized into two types: active concert and passive concert. While the active concert refers to students focus on the presented dialogues, the passive concert refers to the teaching process accompanied by Baroque music. Then, a later role-play activity involving previously presented material would be initiated (Lally, 1998). Thus, by following suggestive rules, such as rhythm, intonation, or role-play, the learning objective can be achieved.

Theories of Technology Use in Education

When teaching media is properly designed and applied, positive and various English learning environments can be created in order to retain students' attention and help students' learning. Chang and Pong (2000) found that applying the audio and video function in computer-based learning allowed students to follow the order and design of gaming activities. The results showed that students considered it to be an effective teaching tool because it enhanced interest and maintained attention, especially the audio and the animation. Some studies also indicated positive results in applying audio and video in multimedia learning tasks (Li, Tian, Huang & Gao, 2010; Kim, Kim & Baek, 2011).

Wang (1993) claimed that multimedia teaching can increase students' motivation in learning English and help students learn vocabulary and reading. Madian (1995) regarded a multimedia teaching system as an integration of audio, animation, text, and graphics. The multimedia teaching material can be customized and reused based on the learning content and on personal needs.

However, by introducing various teaching media, additional course preparation increases instructors' work load. According to Moore, Orey, and Hardy (2000), in addition to the actual class time, the preparation of teaching materials and designing of courses take one third of the teacher's time. Thus, an appropriate teaching-aid tool would be one, which would decrease the work load and preparation time. With the saved time, instructors would be able to interact with students more efficiently. As a result, multimedia processes that feature reusable, interactive, and time-saving elements would be beneficial. Multimedia might then be a good alternative in aiding teaching.

The Cone of Experience

The cone of experience was first developed in 1946 by Edgar Dale (Molenda, 2003). The organizing fashion is from the participant of the authentic experience, at the bottom to the observer of indirect events, then to the describer of symbolically generated events at the top. Dale claims that in order to apply abstract teaching activities efficiently, learners must have many fundamental concrete experiences, so they are able to provide meaning to the abstract symbolic. In general, media lower in the cone of experience are more concrete and take more time to study whereas higher level media are more abstract and condense more information to be presented in a shorter time. Thus, teachers should find a balance between concrete learning experience and limited time.

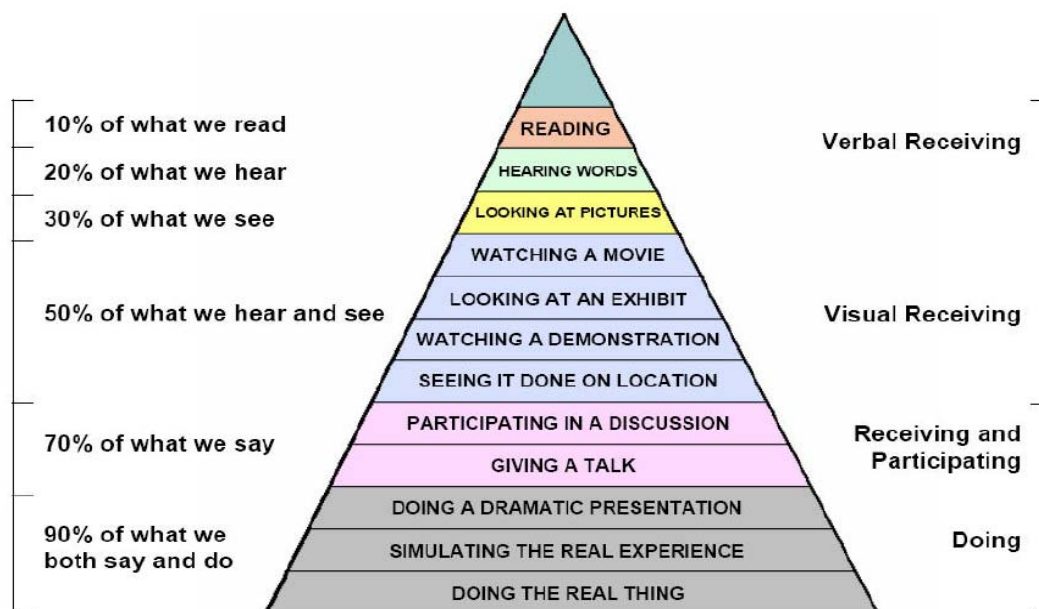


Figure 1. Dale, E. (1969) *Audio-Visual Methods in Teaching* (3rd Edition)

Situated Learning

The concept of situated teaching was first proposed by Brown, Collins, and Duguid (1989). They stress that knowledge is used for application and development, and that knowledge should not be separated from learning and cognition. Also, they stated that unless students utilize the knowledge, they can not fully understand it. That is, in education, if knowledge is divorced from application, a student may seem to obtain knowledge but will be unable to apply it to an authentic situation.

From a pedagogic point of view, important factors that can affect English learning must be fully understood in order for English learning to be effective. These facets include environmental factors and personal factors. Authentic learning is one way in which environmental factors help to maximize learning outcomes (Miller & Gildea, 1987).

Systems of Representation Theory

Bruner (1977) said that the major principles in any subject could be taught to any children at any level of development through certain authentic forms. Bruner claimed that teachers should offer vivid and bright teaching materials and let learners discover the structure of the materials themselves. He considered that children learn problem-solving skills when they have enough time and courage to face the problem. To illustrate, it is insufficient to only depend on the instructor to teach the material. What is more important is that students should be encouraged to learn and investigate proactively and to analogize and solve problems independently. Bruner stressed that learners should be capable of discovering the similarities in any association and achieve a sense of excitement through discovery. This is the basis of discovery learning. One advantage of Bruner's teaching concept is that students are allowed to learn how to learn. This concept had great influence on later teaching theories. Many succeeding educators and researchers try to put his theory into practice and propose various application plans accordingly.

Bruner stressed that the most important task of teaching is to teach students how to think, how to analogize principles via learning activities, and further internalize all the information. He claimed that teaching in practice should begin with authentic experience, move to visual description, and then conclude with symbolic description. He further indicated that if the learning content can be decomposed within a systematic learning situation, students would be able to better transfer the learning. That is, if the fundamental structure of the knowledge contains certain concepts of association, it is

easier for students to understand and remember them. Bruner claimed that this theory could be applied to not only children, but also learners across all age ranges.

Dual Coding Theory

Dual Coding Theory (DCT) is a well-established theory of cognition, and it has been adopted into many fields of study since it was first developed (Paivio, 1971, 2006). It is widely applied in the field of education. DCT states that the cognitive system can be divided into two parallel subsystems: a verbal system for language and a non-verbal system for nonlinguistic information (Paivio, 2006). Information obtained from the sensory input is transformed into the response output through these two parallel subsystems. That is, the verbal system and nonverbal system can function independently or cooperatively.

However, information in the same modality is restricted to be processed one at a time (Sadoki & Pavivo, 2004). This hypothesis can be realized by the fact that people have difficulty comprehending two conversations at the same time. Studies have also shown that the nonverbal code offers substantially more support than the verbal code with regard to memory (Paivio, 1975; Paivio & Lambert, 1981; Paivio, 1991). Thus, from the cognitive point of view, Paivio agrees with the importance of visualization to learning because it is an alternative but effective form of coding. Information is encoded and related multi-dimensionally in the learner's mind by the stimulation of letters and visualization. When there is more relevant information, it is beneficial to the process of memorization. Church (2001) generally agrees with Paivio's viewpoints, and he states that if visual hints can be added to songs, it would be easier for learners' to learn not only

via hearing but also visually. Therefore, if learners could process information from both visual and auditory sense modalities, learning would be more efficient and effective.

Authentic Materials in Second Language Learning

In the Whole Language Approach, language learning is promoted through authentic environments. Goodman (1986) stated that language and situation are one indivisible unity. Thus, the second language curriculum must incorporate authentic language. Teachers should offer authentic materials and authentic language activities to place students within authentic situations (Brown, 1994).

Although instructors for EFL currently have abundant options when selecting textbooks, they tend to be unappealing to students (Khaniya, 2010). As noted by Hwang (2005), EFL textbooks tend to present the material in a patronizing style. Most English textbooks emphasize the grammatical structure and present barely acceptable content in terms of motivation, which may be irrelevant in practice. Based on a comparative study, Mindt (1996) concludes that there is a manifest gap between the grammar taught in textbooks and the grammar used in the real world. Ironically, EFL instructors in Taiwan provide “cram” information with the hope that students would use precise grammar, although students often have difficulty with even simple communication. As a result, the teacher-centered format is often used in the conventional delivery of English instruction in response to society’s expectations in Taiwan. Thus, the way that the material is delivered and the material itself can hardly raise the students’ genuine interest and intrapersonal motivation for learning English. It is worth noting that in day-to-day interactions, Taiwanese do not communicate with each other in English. Hence, learning English in Taiwan does not happen within a practical context. Therefore, teachers should

try to simulate an environment that mimics an authentic situation to help students learn. As a result, in order to increase students' learning motivation, it is recommended that the teaching material be diverse and exciting, so students can relate to the subjects in which they are interested (Khaniya, 2010).

From a pedagogical point of view, one of the important facets that affect English learning is environmental. Language learning must appear as authentic learning in order to achieve maximum learning outcomes (Hsiao, 2006). Recently, research has put more attention on the incorporation of authentic material in language learning settings either in second-language or foreign-language learning. Authentic material is defined as the oral and/or written language material that the native speakers of the language use on a daily basis (Joiner, 1991; Rogers & Medley, 1988; Rings, 1986; Rogers & Medley, 1988; Harmer, 2007). Examples of authentic material include radio broadcasts, television shows or series, movies, news or music. Rogers and Medley (1988) point out that for learners to utilize a second language effectively, they have to be exposed to the language as it is used by native speakers to communicate in the real world. That is, the second language that they learn in the classroom must be authentic so that learners have experiences with what language is being used among native speakers.

When the second language curriculum incorporates authentic language, language education will have a better chance to be successful because language and situation are one indivisible unity (Goodman, 2005). Unfortunately, for Taiwanese EFL learners, there seems to be a gap between the material they learn in class and how to apply it. For example, some EFL students may find it difficult to understand spoken English by native speakers even though they have a solid understanding of the grammar structure. Thus, in

order to prepare students to apply a second language efficiently and confidently, authentic language should be utilized in EFL classrooms (Bacon, 1989; Rivers, 1980; Rogers & Medley, 1988; Thanajaro, 2000, Khaniya, 2010). Bruner (1977) also states that teaching materials should be delivered to learners through certain authentic forms regardless of the learners' development stage. When a classroom's learning activities are meaningful and enjoyable, learners have a concrete objective for which to strive and consequently, consolidate their long-term learning motivation (Cheung, 2001). This goal can be achieved via the use of authentic materials in language learning settings (Thanajaro, 2000, Khaniya, 2010; Porter & Roberts, 1981; Rings, 1986; Rivers, 1987). Although it is debatable if students fully understand the content of authentic materials, Herron and Seay (1991) defend this point and conclude that if students continue to work with authentic material, their interests will be stimulated by making the connection between the material and the personal experiences even if the learners do not understand each aspects of the teaching material.

An authentic situation can be the best learning environment for a language learner. However, there are always limited budgets, inadequate supplies of in-print material and media, and many non-native speakers as instructors. Students do not always have the opportunity to be taught using authentic materials. Currently, with pervasive technology and easily obtainable Internet access, it is far easier for learners to have access to all kinds of authentic material directly. In contrast to designed educational content, authentic material is known to show learners a complete and genuine picture of the second language and its culture (Jones & Plass, 2002), and allows learners to enjoy real cultural artifacts. As pointed out by Rogers and Medley (1988), if the learning objective is to

apply the language outside the classroom, it would be better for learners to be exposed to that same language as early as possible. Several studies have been conducted in order to investigate the impact of applying authentic materials. For example, Herron and Seay (1991) found that language learners have significantly better listening skills when they have been exposed to authentic radio recordings.

Duquette, Dunnett, and Papalia (1987) found that elementary school students perform better with a second language when authentic material is used. Herron, Cole, Corrie & Dubriel (1999) also report that there is a significant increase regarding cultural knowledge when the authentic video is part of instruction. Hansen and Jensen (1994) even claim that authentic speech should be employed frequently at every level of learner proficiency. Despite many positive results for authentic material, some have failed to show significant gains. For instance, Kienbaum, Barrow, Russel, and Welty (1986) report that the language achievement for children who used authentic learning materials performed equally with those that had not. Khaniya (2010) summarizes the advantage of utilizing authentic material as follows:

- (1) Learners' motivation may be increased.
- (2) Learners may be exposed to authentic culture with real language.
- (3) Authentic materials meet learners' learning desire closely.
- (4) Authentic material offers an option for creative teaching.

In conclusion, the need for authentic material has been recognized due to the fact that the authentic material may offer learners opportunities to experience the language in a way that is actually being used among native speakers. Empirical studies also generally

agree with students' language-learning improvement when they are exposed to authentic material.

Concerns about Authentic Material

Although the educators and linguists generally confirm positive effects regarding implementing authentic material in second language learning settings, it is not without concerns. Bacon and Finnemann (1990) suggest that identifying the most appropriate authentic material is still a challenge. Wing (1986) maintains that a crucial decision for instructors is to distinguish authentic material that can boost learners' learning interests and that assimilates the content meaningfully. Ur (1984) also notes that sometimes the language structure in the authentic material can be so unorganized that the anxiety of learners is increased. Because it is possible that learners try to figure out every word in the authentic material, they may miss the larger context. Authentic material may be easier to use with advanced students (such as college students).

Thanajaro (2000) suggests that in order to increase students' motivation and lower their anxiety, the curriculum should be designed in such a way that the authentic material is incorporated at an early and critical stage. In general, to solve the potential problems that might arise with the application of authentic material, several strategies are suggested as follows:

- (1) The selected material must possess the key feature of "authenticity."
The chosen material has to be real and representative of the native language (Brooks, 1968).
- (2) The criterion for selecting authentic material should be informative, truthful and relevant (Bacon, 1989).

- (3) Guidelines and sufficient support from the instructor should be provided along with the instruction to reduce the potential anxiety when students deal with authentic material (Omaggio-Hadley, 2001) and learners should be encouraged to explore the joy of authentic material with the awareness that thorough understanding of every nuance is not necessary (Guariento & Morley, 2001).
- (4) Peer cooperation implemented during the introduction of authentic material can be effective (Maxim, 2000).
- (5) The process of selecting appropriate material should result in content that is appealing, age-appropriate, and related to learners' personal experiences (Maxim, 2000). According to Maxim, if learners can somehow relate the meaning of the authentic material to their own lives, it is very likely that they will have positive attitudes and better retention of the text.
- (6) Lastly, it is preferable to select popular authentic material due to the fact that "they are superior in relevance to learners' lives here and now as well as in display of easy but realistic, ready-to-use language" (Hwang, 2005, p.8). Also, in contrast to conventional teaching material, the less-stressful atmosphere that is created by popular authentic material can help learners' English proficiency (Khaniya, 2010).

While some countries have already recognized the advantages of using authentic materials, East Asia (including Taiwan) is still on its way to fully grasping the potential impact of authentic materials (Hwang, 2005). In sum, the ultimate goal for most of EFL

education is to educate students to be effective communicators. Accordingly, the teaching material in the classroom must be somehow related to actual language use. Hence, it would be beneficial for learners to use authentic materials in their language programs.

English Education in Taiwan

In Taiwan, English education starts early. According to Grade 1-9 Curriculum Guidelines (Ministry of Education, 2009), English education begins at Grade 5 (approximately 10 to 11 years old). However, some counties have worked around the guidelines stealthily to the extent that 1st grade students are made to learn English. Because students in various counties start to learn English at different ages and the weekly contact hours for English also vary, at least 76% of English teachers agree that there exists a serious English learning gap among students. Due to the fact that most elementary schools conduct English education ahead of schedule, the Ministry of Education decided to change the beginning year of English education to 3rd grade in 2004. The Taiwanese Ministry of Education is devoted to promoting English education in compliance with the international English learning trend. The application of English Education was advanced to the 3rd grade, which verifies the imperative and importance of English education.

The Critical Period Theory claims that language learning is better the earlier it occurs (Chang, 1997). Thus, English education is applied to younger and younger students. Most kindergartens in Taiwan have begun bilingual or whole English education (Chang, 1997). Studies have shown that 63% of parents would prefer to take their children to a kindergarten with English education, and 76% agree with the national policy that English should be an official subject in kindergarten (Chang, Chang, & Yan, 2001).

Since 1990, the prevalence of English education in kindergartens has steadily increased. Almost one third of public kindergartens and 97% of private kindergartens report that English education is conducted at their institutions (Chang, Chang, & Lin, 2002). There are also 922 cram schools recruiting students as a bilingual or English school (Lu & Chen, 2005).

Even though Taiwan has no history of English colonization, in 2008 the Taiwanese premier proposed that the enhancement of English ability would be a major focus in that year's national development. Some educators disagreed with the premise of the Critical Period Theory for Language Learning. To them, environment and motivation may be more essential in learning a second language than age.

According to Zhon's (1993) study, the English ability among 18 testing sections of Taiwanese high school students revealed a problem of rural-urban developmental divide. That is, in Taiwan, most rural students quit learning English after the beginning of the 7th grade.

In 2009, the Ministry of Education proposed a digital education environment plan (Ministry of Education, 2009). By increasing the information technology equipment in every classroom, multimedia education would be emphasized in future schooling.

Present situation and challenge of English learning in high schools of Taiwan

Many students consider English learning in high school as a brand new start and a new challenge. In contrast with the English taught in elementary school, the difficulty and complexity of the grammar, sentences, and vocabulary is increased. Accordingly, the developmental and learning gaps between rural and urban areas tend to widen (Huang, 2003).

The Ministry of Education also acknowledged that English Education in high schools is facing important challenges including disparities in English ability, inconsistent educational materials, and lack of equipment. Xie (2002) has examined the major reasons for the disparity in English proficiency. He concluded that there is always a group of self-abandoners in English learning. Although some may be tempted to shift resources to those more likely to continue their studies, an alternative is attempting to inspire all students to achieve, through more motivating materials.

Chang et al (2003) also pointed out that after the College Entrance Examination was introduced in 1954, more students fell into the category of low-learning achievement than those who were classified as high-learning achievement. This phenomenon could be due to the fact that there are more and more self-abandoners in English learning. Hwang (2003) stated that because we do not assign students into classes based on their academic performance, the English ability among students tends to be heterogeneous, which creates challenges for English teachers. Also, a shortage of English teachers and insufficient teaching equipment remains a concern.

In Xie's (2002) research, heterogeneous English ability, too many students in one class, and a lack of teaching media may result in some of the difficulties in teaching English. Thus, in order to increase the teaching quality and learning effectiveness, administrators should consider lowering the number of students in each classroom, advocating for self-development activities for teachers, and establishing an integrated center of English teaching material.

Lee (2003) found that only 30% of high school and elementary students learn English after school in Tai-Tung, a rural area of Taiwan. During the process of English

education, most instructors face problems of insufficient teaching resources and the heterogeneous levels of English ability within a single classroom. He stated that the most common teaching activities are singing and playing games. In English education-related activities, the most common approach was creating a culturally appropriate environment. Most English teachers utilized flash cards as a teaching medium and more than 90% of the English teachers confirmed that the differences among students in terms of their English ability were huge.

Huang (2002) claimed that administrators should cooperate with professionals, scholars and teachers to develop teaching material customized for Taiwanese students. Problems include students' non-uniform English ability and the teachers' difficulty in teaching English (Lin, 2003).

Teachers often frequently test students rather than motivating them with learning activities. Because teachers often ignore the stimulation of students' interest in learning English, students are often uninterested in learning English and are more likely to quit. English teachers should improve the way they teach such as designing different activities for different levels of students (Chen, 2004; Chang, 2006). In Lin & Huang's (2009) study, when students were asked what contact they had with English outside of class, 19.6% indicated that they listened to popular English-language music.

Karaoke Culture

Karaoke can be loosely defined as an activity that involves an individual or a group singing along with music while the lyrics is displayed on a screen (Mitsui & Hosokawa, 1999). People can sing along to the music with or without the original vocal tracks. In most karaoke video presentations, the lyrics corresponding to the music are

highlighted as hints of what is to be sung (Dickson & Grant, 2003). Therefore, karaoke conveys information via three information channels: audio, video, and textual information.

The concept of karaoke was first developed in Japan in the mid-1970s and moved to the United States, Europe, Asia, and the rest of the world (Johnstone, 1993). Karaoke in Japanese consists of two words: *kara* and *oke*. *Kara* means empty and *oke* is a shortened form of orchestra. Thus, Karaoke means empty orchestra in Japanese (Lum, 1996). In practice, karaoke is any activity with prerecorded music with no vocal track. After the introduction of karaoke, it became a countrywide obsession in Japan (Wolpin, 1992). Johnstone (1993) views it as the most remarkable invention brought to the world from Japan. Although karaoke has been considered as a social activity that also permeates American culture (Baig, 1991; Goldberg, 1992; Lasalle, 1993), Ma (1994) regards karaoke as more a way of life in Taiwan than in America. In the last two decades, the popularity of karaoke has influenced Taiwanese society in many ways. For example, Taiwanese politicians try to increase their popularity in campaigns by attending karaoke. Another example of the influence of karaoke is that the tuition for singing school has increased to \$75 (USD) an hour while the average tuition for colleges is \$40 (USD) a credit hour (Ma, 1994).

History of Karaoke in Taiwan

The early history of karaoke was described by Kao, Wu, Tsai, Wang, Cheung, & Chen (2003). In the early 1960s, due to the invention of music storage devices, people could sing with the *nakasi*, which was a multimedia device that accompanied musical instruments. The *nakasi* were usually set up at select restaurants or bars. To use the

nakasi, singers had to sing in front of a group of people, most of them were probably strangers. Although it could be a nerve-wracking experience, it also had the potential to satisfy someone's dream of being a superstar. Although the form of karaoke would change, this initial technology demonstrated that average people had a desire to perform and this could be a potential market in the future.

According to Kao, et al. (2003), from the 1960s through the 1980s, personal sing-along and in-home karaoke machines became popular. People who really desired to sing, but were afraid of singing in front of a crowd, could do it at home. However, adding the latest songs and obtaining decent audio equipment required more money than many people were willing to pay. Without a proper sound-proof room, neighbors' complaints could be another issue. Thus, a need for singing karaoke in a private room that was capable of supporting either individual or group performance was identified. This type of karaoke came to be known as KTV.

In the late 1980s, numerous businesses providing private rooms for karaoke singing were established (Kao, et al., 2003). However, there was a common, negative perception of KTV, because the private rooms were often used by rough individuals and were associated with violence and drunken behavior. This often kept the average person, family, and student from using KTV. Both government regulation and the desire to attract more customers from the general population worked to make KTV a safer and more desirable form of entertainment. After intense competition, only a few businesses survived. Holiday KTV currently is the largest chain in Taiwan with at least 50 locations.

Since the 1990s, the surviving KTV businesses have promoted singing as a wholesome national activity. They offer safe and comfortable environments for people

who want to sing and bring their families, without the fear for personal safety or contact with unsavory individuals. It also gives teenagers a place to socialize after school.

Because KTV businesses have successfully promoted an image of healthy entertainment, the industry is growing. KTV earns money from paid attendance, but also from directed advertising. In 2001, the market value for karaoke was \$400 million (USD) with 55% earned by Holiday KTV (Kao, et al., 2003). Large revenues and increased technologies, have led to excellent sound quality and more luxurious environments for KTV. Some KTV locations even offer lounge bars and all-you-can-eat buffets.

Generally speaking, karaoke in Taiwan can be categorized into two forms: performance-oriented singing in an open area and relationship-oriented singing in a private room (Ma, 1994). While singing in public was the original form when karaoke was first introduced in Taiwan, singing in a private room with several friends or colleagues has been more widely adopted in Taiwanese culture. According to the Ministry of Economic Affairs, there were 1,013 KTV locations in Taiwan in 2003 and the number is still growing (Chang, 2004). The reason for the popularity of KTV in Taiwan could be due to the extremely intense academic and work environments. Thus, KTV provides a less stressful environment for Taiwanese to enjoy themselves and enhance their relationship with friends in a relatively economical way. For example, probably the most common entertainment for high school and college students after exams is to go to KTV. There, they can temporarily forget their stress and just simply enjoy the music. The music likely reduces the inhibitions of people. Consequently, people who attend KTV are likely to reveal more of their true feelings (Ma, 1994).

Dunn and Griggs (1989) concluded that if the teaching environment can fit with students' interest, they would have higher learning achievement. Because KTV has unique and appealing features, it has the potential to serve as a tool in education, especially in language learning, due to the following reasons:

- (1) Learners' motivation is increased by a sense of achievement in learning to sing songs.
- (2) Songs in karaoke can be played repeatedly so learners can practice more without getting bored.
- (3) With the aid of vocal backing, learners can have better pronunciation practice.
- (4) Accompanied by videos and lyrics, karaoke provides learners with more exposure to the foreign culture.
- (5) Singing karaoke with a group can help reduce the boundaries between people and encourage individuals to speak and sing out loud thereby reducing anxiety (Hoonchamlong, 2004).

In traditional education in Taiwan, students are exposed to an intense learning environment for a relatively long period of time regardless of their age. Teacher-centered strategies have not always been the most effective. Therefore, karaoke can be viewed as an auxiliary tool to provide a popular, learner-centered, pleasant, and relaxing authentic learning environment to boost learners' motivation and consequently their achievement. Although karaoke consists of music, a comfortable environment, and is a familiar pastime, research on karaoke focuses on mostly musical education, communication or its business

function (Young, 2009; Ma, 1994; Chang, 2004; Kao et al., 2003). Little is known regarding the potential of karaoke in an educational setting.

The Use of Popular Songs in EFL Classroom

Popularity and Music Learning

Krashen (1981) believes that learners feel nervous when they learn under a pressured environment no matter how rich the language information is. In contrast, learners can attend more thoughtfully when they learn under less pressure. Thus, songs and chants can not only help learners overcome stress resulting from learning English, but also can help create a meaningful and pleasant learning environment.

Taiwan's Ministry of Education Grade 1-9 Curriculum stresses that teaching should be delivered through engaging activities (Ministry of Education, 2009). In Tan's (1998) survey of 4th and 5th grade students, the participants indicate that their favorite and most interesting English class activities are games, outdoor activities, role playing and singing (out of a list of 27 activities). According to Huyen and Nga (2003), teachers agree that students have better memory and learn faster when they learn under less pressure and in a comfortable environment. Thus, the feasibility and effectiveness of integrating multimedia teaching material with English learning would be implied from the above studies. Those with low learning achievement or low learning motivation could be especially receptive to learning English via multimedia gaming material.

Popular song activities can be designed to help students understand the meaning of the song via peer discussion. In this way, students are able to link the songs to their own knowledge and experiences and can generate their own meaning of the text. Also,

this process is believed to help students' lower anxiety and boost their confidence (Vethamani & Keong, 2008).

Fun (Game Theory)

Huang and Liu (2004) have utilized the gaming software Simtown as a tool for stimulating students' motivation. By presenting the virtual city they built in the game in English, their English oral ability was enhanced. In Chenuau's (2000) study from a French language class, students were asked to obtain information on French castles from French-language websites. Then they were required to design web pages to describe the appearance, history, and functions of their favorite castle. Students increased their understanding of French culture through the learning activity. Furthermore, this learning experience enabled students to apply what they had learned and also share it online.

Hong and Liu (1998) stated that game-based teaching has been considered the most effective way of stimulating students' motivation. Teachers can utilize expressive video and fascinating audio associated with a game's interaction and feedback to help students who have lower learning achievement. Klawe (1998) considers multimedia teaching materials as providing a learning environment that is apt to teach in depth. To illustrate, gaming software features interactivity and multimedia elements. Learners are likely to be immersed in the situation created by multimedia and experience deeper learning.

Huang (1994) believes that games invoke intrinsic motivation. When games are integrated with instructional materials, students are assisted in their learning through provoking challenges and playfulness.

Zu (1999) considers that the fun element is usually the last that learners think of when it comes to learning. If interesting approaches are incorporated in the learning, students understand more. Teachers should utilize fun and interactive elements in multimedia games in order to attract students to learn. By practicing with a pleasant game repeatedly, multimedia game teaching makes English learning more fun and interesting.

Prensky (2003) claimed that traditional computer-based training offers low engagement and low learning effectiveness. The high engagement of a game is a more promising multimedia-learning environment. The main objective of game-based teaching is to increase students' interest and motivation and to provide real-time feedback. During the process of gaming, students improve the ability to deal with the problem in reality and enhance self-efficacy. To stimulate learners' interests, gaming, role playing, and singing can be used.

CHAPTER III

METHODOLOGY

The present study investigated learners' motivation when popular songs were introduced in the process of learning English as a foreign language. A quasi-experimental design was utilized. Motivation surveys were administered at various points in the study (as a repeated measure). This chapter discusses the methodology used in this study, including (a) Participants and Setting (b) Variables (c) Instrumentation, and (d) Statistical design.

Participants and Setting

The target population of this study was Taiwanese college students. More specifically, the participants were college students enrolled in English courses at a private university located in Taiwan. The school is located in Taipei County, which has a population of approximately 3,700,000. There are about 9,000 students in the school, with nearly 50 students in each class. Most of the students were juniors and some of them were seniors. Participants who took the course were all non-English majors from various fields of study. The gender ratio of male to female students at this university was 0.83:1 (Ministry of Education, 2010). The English course involved lectures on fundamental English competence, and used a traditional teacher-centered approach.

The study was conducted with a total of 97 students from two undergraduate English classes. Among all participants, 51% were male and 49% were female. During the study, 59 students utilized Chinese and 38 students used English as their communication method. Out of these 97 students, 87 students filled out the initial survey and 87 students completed the post survey. Of the 97 students who finished and returned the final survey, 78 attended the KTV trip and 19 did not (due to scheduling conflicts).

The object of these two courses was to enhance students' general English competency, for example, to enhance students' English ability for getting better scores on English tests, such as TOEFL, TOEIC, and GEPT. The instructor met with the students two hours every week in each course.

Sampling

The sampling procedure for this study was intact sampling. Two classes were chosen from the available undergraduate English classes taught by the cooperating instructor. There were approximately 100 students in the two classes. According to the G*power sample size calculator, when it is desired to have the statistical power of 0.8 in a 2 X 2 X 3 repeated measure design, it is recommended to have a total sample size of 64 under the assumption that the correlation between measurements is 0.2 (Faul, Erdfelder, Buchner, & Lang, 2009). The 97 students that participated in the study clearly were sufficient in terms of rough estimates of power. Even though the sampling technique was considered to be non-probability sampling, the characteristics of the current sample (i.e. the gender ratio and background differences) were close to the target population. Although random sampling is preferred theoretically, the value of conducting the study in an authentic environment (albeit with intact classes) was high.

Variables

For the study the participants were engaged in learning popular English songs in karaoke format in the classroom and performing at a KTV venue. The primary independent variable was the language (Chinese and English) used for discussion and writing during the classroom activity. Based on previous empirical studies, gender was considered a possible moderator in influencing the learners' motivation (Dweck, 1986; Pajares & Valiante, 2001; Meece, Glienke & Burg, 2006; Jakobsdottir, 1995). Thus, gender was considered as an additional independent variable. Learner's general motivation (measured three times) and the perceived value of learning English were dependent variables. Motivation towards the materials was measured by a more detailed survey at the end of the classroom karaoke activity.

Instrumentation and Materials

Initial survey

The initial survey consisted of question about: personal information, general motivation questions, use of English resources, and reflections on studying English (see Appendix B). The personal section required students to fill out their individual information such as gender and how long they had been learning English. In general motivation questions, there were 4 items that contained four categories of motivational aspect (Attention, Relevance, Confidence, and Satisfaction). For each item, students indicated their response ranging from one (strongly *disagree*) to five (strongly *agree*) on a Likert-type scale. For use of resources, there were nine difference media, such as English language TV, English magazines, English language radio programs, and so on. Each one contained six categories; daily use, 2 to 3 times a week, weekly, 2 to 3 times

monthly, monthly, or never. For the reflections on studying section, there were four options that they could choose one to best fit their reflections on studying English.

Post-activity survey

The post-activity survey consisted of question on: personal information, general motivation, IMMS, perceived ability, and perceived value (see Appendix C). The personal information, and general motivation questions were the same as the initial survey. For the perceived value section, there were three items focusing on effectiveness, efficiency, and appeal. For each item, students indicated their response ranging from one (strongly *disagree*) to five (strongly *agree*) on a Likert-type scale.

Learner's motivation was evaluated using the Instructional Material Motivation Scale (IMMS) (Keller, 2010). This measure was based on the ARCS model. The ARCS model contained four categories of motivation, and the IMMS was intended to measure each (Attention, Relevance, Confidence, and Satisfaction) (Keller, 2010). There were 36 items in the IMMS. There were nine items for Relevance, nine items for Confidence, six items for Satisfaction, and 12 for Attention. According to Keller (2010), the Cronbach's alpha for the original scale was 0.96, and the final revised scale was 0.95. The Cronbach's alphas for the original four categories were 0.89, 0.81, 0.90, and 0.92 (for Attention, Relevance, Confidence, and Satisfaction, respectively). The Cronbach's alphas for the final four categories were 0.91, 0.84, 0.76, and 0.91.

For each item, students indicated their response ranging from one (strongly *disagree*) to five (strongly *agree*) on a Likert-type scale. Some IMMS items were reversed; all the items that were stated in a negative manner were reverse coded before the data analysis proceeded. (the reverse coded items were questions 4, 5, 8, 11, 12, 19,

23, 25, 27, and 29). The minimum score on the entire IMMS would be 36 while the maximum would be 180. Example questions were: “This [course] is so abstract that it was hard to keep my attention on it” (Attention); “Completing this [course] successfully was important to me” (Relevance); “When I first looked at this [course], I had the impression that it would be easy for me (Confidence); and “I enjoyed this [course] so much that I would like to know more about this topic” (Satisfaction). Items from the IMMS were generally modified in order to fit with the type of instructional materials being used (such as replacing “lesson” with “course” or “unit” etc). A Chinese translation of the instrument was created by the researcher for this study. Because this survey was modified, two faculty members and two bilingual educational professionals reviewed it for clarity and accuracy.

Final survey

The final survey consisted of question on: personal information, general motivation, and perceived ability (see Appendix D). The personal information and general motivation questions were the same as the previous survey. For the perceived ability section, there were four items that addressed listening, reading, speaking, and writing. For each item, students indicated their response ranging from one (strongly *disagree*) to five (*strongly agree*) on a Likert-type scale.

Popular Songs

In this study, popular songs were utilized in the instructional strategies. Popular songs were defined as those in the KTV Top 20 English language list at the time of the study (see Appendix E).

Karaoke

Students presented the song in karaoke format in the classroom, and then two weeks later they attended KTV as a second instructional strategy. Holiday KTV was chosen to use in this study because it is the largest KTV chain in Taiwan. There are 71 Holiday KTV branches in Taiwan and 40 branches in Taipei. KTV market share in Taiwan for Holiday KTV is approximately 7% at the time of the study. In KTV, a touch screen are used to ordering songs in each room. They also have an LCD TVs, several speakers, at least two microphones, and sofas (see figure 2). The equipment for the karaoke activity in the classroom included projectors, a computer, speakers, and microphones.



Figure 2. KTV Images

Procedures

At the beginning of the semester, the instructor informed students that there would be a popular song activity and included it in the syllabus. The two intact classes were randomly assigned to either the English discussion and writing group or the Chinese discussion and writing group. Both groups were given the same karaoke activity. The course lasted approximately 20 weeks and the research began around week 14. All students were given a consent form at the beginning of the study. The initial questionnaires (personal information, general motivation, use of English resources, and reflections on studying English) were handed out a week before the classroom karaoke activity.

The course instructor randomly assigned five or six students to each collaborative team. Consequently, 10 collaborative teams were organized for each class. Each team was asked to select a preferred popular English song in order to teach that song to the rest of the class. The only restriction on the song selection was that the song needed to be in the Karaoke Top 20 list (see Appendix E). After each team picked a song, they were given one to two weeks to study the language in the song they chose (including the vocabulary, slang, structure, and phrasing). They were also instructed to focus on the meaning or story of the song, and any relevant information that would help them understand the song (see Appendix F). During their preparation, they were allowed to ask for the instructor's and peer's help. Each group was required to give a 10-minute presentation of their song to the whole class in the regular classroom. Half the groups presented in the second week and the remainder presented in the third weeks. Students were asked to show the karaoke video of the song along with their presentation. At the

end of the presentation, the entire class was asked to sing along with the video of that song. Each week's presentations took about an hour. A discussion and writing activity took place after each week's presentation.

This follow-up activity was designed to help students' English competence. The karaoke format promoted listening and reading abilities. The follow-up promoted speaking and writing. One class spoke and wrote in Chinese; the other spoke and wrote in English. Each group selected one song that was presented (not their own) to discuss. Two questions were given to the students. 1. What message is this song trying to convey? 2. From this song, what is your understanding of western culture? This discussion lasted about 30 minutes. Lastly, each student was given a take home assignment to write one page response (400~500 words) to the two questions that they just discussed.

In the third week, the remaining groups presented, followed by the discussion activity, and the take home assignment. At the end of the second class of presentations and group work, questionnaires on perceived value of the karaoke popular song learning activity, general motivation, the IMMS, and some additional questions were distributed to students.

The following week, students were invited to go to Holiday KTV to sing the songs that they learned from the classroom karaoke activity. The researcher paid for four hours admission, food, and non-alcoholic drinks for those attending (approximately \$12 USD each). The only requirement was that during the first hour, students had to sing the songs that they had learned from the classroom activity. At the class meeting following the KTV experience, a survey on perceived ability of the KTV experience, general

motivation, and some additional questions was distributed. The procedures for the current study are summarized in Table 2.

Table 2

Procedures Summary

Week	Activities
1	<ul style="list-style-type: none"> • Each class was randomly assigned to the English discussion/writing treatment or the Chinese discussion/writing treatment. • Students filled out the consent form and the first motivational questionnaire. • Five or six students formed a collaborative group for the study. Each class would form 10 groups. • Each group selected a popular English song for their presentation. • The teacher randomly selected five groups to present in week 2 and the five who would present in week 3. • The general motivation question, use of English resources, and reflections on studying English, and some other questions would be distributed to students.
2	<ul style="list-style-type: none"> • The five groups would present their selected songs. At the end of each presentation, the entire class would be asked to sing along with the video of that song. • Each group would select one song from the five presentations to discuss for the speaking and writing activity. They would speak and write in Chinese or English based on the class they were in. • Each student would be given an individual writing assignment due the next week.
3	<ul style="list-style-type: none"> • Students turned in their writing assignment. • The five groups would present their selected songs. At the end of each presentation, the entire class would be asked to sing along with the video of that song. • Each group would select one song from the five presentations to discuss for the speaking and writing activity. They would speak and write in Chinese or English based on the class they are in. • Each student would be given an individual writing assignment due the next week.
4	<ul style="list-style-type: none"> • Students turned in their writing assignment. • The second motivation general questionnaire, IMMS, perceived value, and some other questions would be distributed to students. • Students attended an authentic KTV environment for four hours voluntarily. The only requirement was the first hour, students had to sing the songs that they had learned from the classroom karaoke activity, and there was no other regulation for the rest of 3 hours.
5	<ul style="list-style-type: none"> • The third general motivation questions, perceived ability, and some other questions were distributed.

Research Design

The research design used in this study was a quasi-experimental repeated measures design that involved asking a number of people the same set of questions on several occasions. Demographic information was collected at the beginning of the study. A detailed motivational materials survey was administered after the classroom intervention (for general motivation and perceived value). With the aid of surveys, the study of relationships and their correlations were unearthed by allowing the collection of self-reported factual data and opinions from subjects (Visser, Krosnick, & Lavakas, 2000). Due to the fact that several responses were obtained multiple times from each subject, each subject could be treated as his or her own control group (Diggle, Heagerty, Liang, & Zeger, 2002). The responses were observed from both experimental and control conditions. Thus, individual growth regarding the research question was further explored efficiently. Moreover, a noticeable amount of variability between participants might likely be due to each subject's unique personal characteristics. When accounting for subject-specific variability, which is a feature of repeated measures, statistical tests often offer more statistical power than cross-sectional studies (Diggle et al., 2002). Thus, when comparing cross-sectional studies that have the same level of statistical power, repeated measures, in general, need fewer subjects (Hedeker & Gibbons, 2006). However, obtaining a good response rate, making questions clear, and receiving honest answers from respondents are still challenges in administering a survey.

Data Analysis

In order to answer the research questions, statistical methods were used for three major purposes; that is, examination of validity and reliability, descriptive analysis, and inferential analysis.

Examination of Reliability

The concept of reliability involves the notion of repeated measurements, but it can also be defined as the ratio of the true-score variance to the observed-score variance, and is generally reported as a value between 0 and 1 (John & Benet-Martinez, 2000; Pedhazur & Schmelkin, 1991). The internal consistency reliability analysis (Cronbach's α), SAS 9.2 was used to estimate the reliability of each scale in this study. Internal consistency reliability is based on the principle that participants' responses to a set of items which comprise a measure of an attribute or a construct were expected to be internally consistent (Pedhazur & Schmelkin, 1991). Alphas of 0.72 and greater are suggested to be acceptable for high reliability (John & Benet-Martinez, 2000). The Cronbach alpha reliability coefficients for the instruments used in this study are reported in Table 3. They range from 0.77 to 0.95 and are acceptable to excellent.

Table 3

Examination of Reliability

	Cronbach's Alpha
General Motivation on Initial Survey	0.82
General Motivation on Post Survey	0.87
General Motivation on Final Survey	0.88
Perceived Value on Post Survey	0.77
IMMS on Post Survey	0.95

Examination of Validity

Historically, validity was defined as the extent to which an instrument measured what it claimed to measure (Ary, Jacobs, & Razavieh, 2002). The new Standards for Educational and Psychological Testing defines validity as “the degree to which evidence and theory support the interpretations of test scores entailed by purposed uses of tests” by focusing of recent views of validity (AERA, 1999). In addition, the purpose of examining instrument validity was to ensure that the proposed scales measure the intended constructs appropriately (John & Benet-Martinez, 2000; Pedhauzer & Schmelkin, 1991). The original surveys in this study were viewed by two instructional design experts. Also, two education professors who were native Chinese speakers viewed the translations. Thus, face validity was established.

Descriptive Analysis

SAS 9.2 was used to analyze frequencies, means, and standard deviations of the major variables. Descriptive analysis was also helpful to recognize data entry errors.

Inferential Analysis

All eight research questions were addressed in four primary statistical procedures. A 2 x 2 ANOVA was conducted with language used (Chinese or English) as the first independent variable, gender as the second independent variable, and perceived value measured after the karaoke classroom activities as the dependent variable. A second 2 x 2 ANOVA was conducted with language used (Chinese or English) as the first independent variable, gender as the second independent variable, and motivation measured after the classroom karaoke activity as the dependent variable. A one-way ANOVA was conducted with general motivation as a repeated measure.

Q1 Does the language used in discussion/writing (Chinese or English) have an impact on perceived value of studying English after the classroom karaoke activity?

The language main effect from the first 2 x 2 ANOVA was addressed this question.

Q2 Does gender have an impact on perceived value of studying English after the classroom karaoke activity?

The gender main effect from the first 2 x 2 ANOVA was addressed this question.

Q3 Is there an interaction between language and gender on perceived value after the classroom karaoke activity?

The interaction test of the first 2 x 2 ANOVA was addressed this question.

Q4 Does the language used in discussion/writing have an impact on students' motivation (ARCS) after the classroom karaoke activity?

The second 2 x 2 ANOVA focused on the dependent variable of motivation measured after the classroom karaoke activity. The language main effect from this test was addressed this research question.

Q5 Does gender have an impact on students' motivation (ARCS) after the classroom karaoke activity?

The gender main effect from the second 2 x 2 ANOVA was addressed this question.

Q6 Is there an interaction between language and gender on motivation?

The interaction test of the second 2 x 2 ANOVA was addressed this question.

Q7 Does motivation of studying English change over the course of the research?

Essentially, this research question involved motivation measured before and after the karaoke classroom activity and after the karaoke authentic environment. The last repeated measure ANOVA (one way) would answer this question.

Table 4

Analysis Summary

Research Questions	Statistical Model
Q1, Q2, Q3	Perceived value (2) = Gender(M,F) + Language(E,C)+ Gender*Language (Two-way ANOVA)
Q4, Q5, Q6	Motivation (2) = Gender(M,F) + Language(E,C) + Gender*Language (Two-way ANOVA)
Q7	Motivation = Time(1,2,3) (Repeated measure ANOVA)

Throughout the statistical procedures of current study, a nominal type I error (alpha) of 0.10 was set. That is, if the p-value of any statistical analysis was less than 0.10, it was said to be statistically significant. Even though the type I error is conventionally set at 0.05, there are instances that it is adjusted after deliberate consideration. For the current study, the popular song activity (treatment) was unlikely to generate negative side effects. In addition, the cost of implementing popular song activities was minimal. Based upon the abovementioned reasons, it was deemed acceptable to have a higher Type I error rate and consequently a greater statistical power. Type I error was set a priori at 0.10 (Gall, 1995).

In terms of the level of power, Stevens (2002) has made several suggestions. First, a more lenient alpha level could be adopted, e.g., $\alpha=0.10$ or 0.15 . Second, it is ideal to reduce the within-group variability. Lastly, the researcher should be sure that there is a definite connection between the treatment and the outcome. Thus, in order to increase the statistical power in the current study, the selected homogeneous academic population was analyzed with a repeated measures design alpha of 0.10.

CHAPTER IV

RESULTS

This study focused on learners' motivation when a cultural element, karaoke, was introduced during the learning process. More specifically, this research explores whether learners' motivation and perceived values of the karaoke activities changed when popular songs were introduced during the process of learning English as a foreign language. The results of the collected data and data analyses are summarized in this chapter and are organized by research question.

- Q1 Does the language used in discussion/writing (Chinese or English) have an impact on perceived value of studying English after the classroom karaoke activity?
- Q2 Does gender have an impact on perceived value of studying English after the classroom karaoke activity?
- Q3 Is there an interaction between language and gender on perceived value after the classroom karaoke activity?

This first three research questions were addressed with a 2 X 2 ANOVA. The language used in discussion/writing (Chinese or English) was the first independent variable and gender (male or female) was the second. Perceived value was the dependent

variable. The descriptive statistics related to these variables are presented in Table 5. The main comparisons of interest are graphically portrayed in Figure 3. The alpha level was set at .10 for tests of significance.

Table 5

Perceived Value by Gender and Discussion/Writing Language

<i>Language Used in Discussion/Writing</i>	<i>Gender</i>		<i>Total</i>
	<i>Male</i>	<i>Female</i>	
	<i>Mean (Std Dev)</i>	<i>Mean (Std Dev)</i>	
Chinese	11.76 (1.92) n=29	10.91 (1.48) n=22	11.39 (1.78) n=51
English	12.07 (2.02) n=15	12.57 (1.96) n=21	12.36 (1.97) n=36
Total	11.86 (1.94) n=44	11.72 (1.91) n=43	11.79 (1.91) n=87

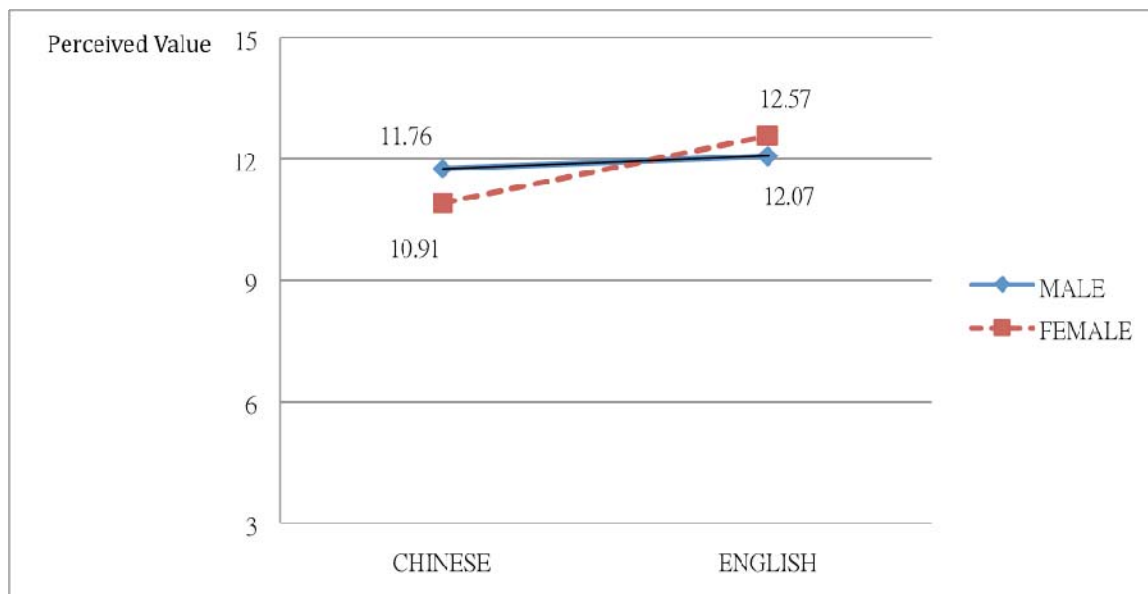


Figure 3. Perceived Value by Gender and Discussion/Writing Language

In conducting an ANOVA, it is good practice to check the assumptions of independent cases, normality, and equality of variances. The use of intact classes is a potential threat to independence, but is often necessary in educational research. Normality was assessed with the Shapiro-Wilk test. The result ($p=0.002$) suggests a moderate to severe departure from normality. However, ANOVA is fairly insensitive to the violation of assumptions (Wilcox, Charlin, & Thompson, 1986). Specifically, non-normality appears to have no substantial influence on type I error or type II error (Fan, Felsovalyi, & Sivo, 2002). Equality of variances was confirmed with Levene's test $F(3,83)=0.51$, $p\text{-value}=0.677$.

The results of the 2 X 2 ANOVA are presented in Table 6. The main effect for language used in discussion/writing was significant, $F(1,83)=5.86$, $p=0.018$. Participants using English in their classroom discussion and writing for the karaoke activity scored higher (12.36) on perceived value than those using Chinese (11.39). The main effect for

gender was not significant, $F(1,83)=0.18$, $p=0.673$. The interaction of language used and gender was also not significant, $F(1,83)=2.77$, $p=0.100$.

Table 6

ANOVA Summary Table for Perceived Value

<i>Source</i>	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>P</i>
<i>Discussion/Writing Language</i>	1	19.99	19.99	5.86	0.018
<i>Gender</i>	1	0.61	0.61	0.18	0.673
<i>Language*Gender</i>	1	9.44	9.44	2.77	0.100

Q4 Does the language used in classroom discussion and writing (Chinese and English) have an impact on students' motivation (attention, relevance, confidence, and satisfaction) (IMMS) after the classroom karaoke activity?

Q5 Does gender have an impact on students' motivation after the classroom karaoke activity?

Q6 Is there an interaction between language and gender on motivation after the classroom karaoke activity?

Research questions 4, 5, and 6 were also addressed with a 2 X 2 ANOVA. The language used in discussion/writing (Chinese or English) was the first independent variable and gender (male or female) was the second. Motivation was the dependent variable. The descriptive statistics related to these research questions are presented in

Table 7. The main comparisons of interest are graphically portrayed in Figure 4. The alpha level was set at .10 for tests of significance.

Table 7

IMMS Motivation by Gender and Discussion/Writing Language

<i>Language Used in Discussion/Writing</i>	<i>Gender</i>		<i>Total</i>
	<i>Male</i>	<i>Female</i>	
	<i>Mean (Std Dev)</i>	<i>Mean (Std Dev)</i>	
Chinese	14.83 (2.19) n=29	13.31 (1.60) n=22	14.17 (2.08) n=51
English	15.20 (1.48) n=15	15.72 (2.17) n=21	15.50 (1.91) n=36
Total	14.96 (1.97) n=44	14.49 (2.24) n=43	14.73 (2.11) n=87

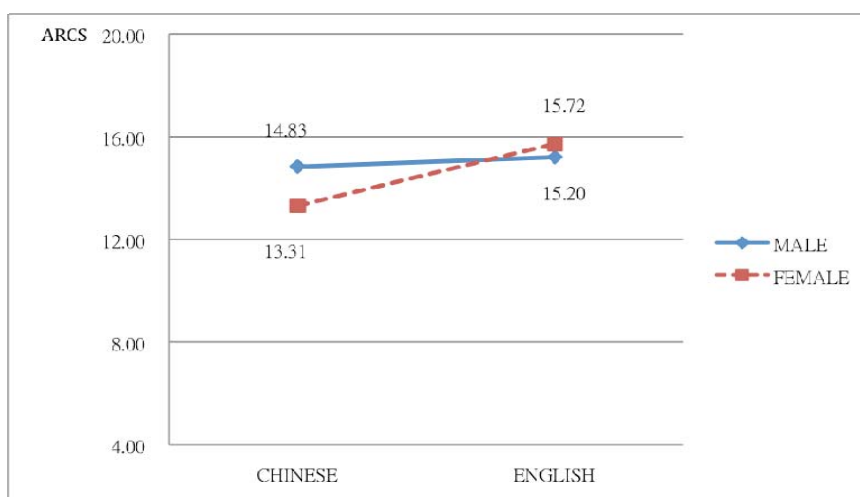


Figure 4. IMMS Motivation by Gender and Discussion/Writing Language

In conducting an ANOVA, it is good practice to check the assumptions of independent cases, normality, and equality of variances. The use of intact classes is a potential threat to independence, but is often necessary in educational research. Normality was assessed with the Shapiro-Wilk test. The result $F(3,83)=0.97$, $p=0.060$ suggests that the motivation data is sufficiently normal. Equality of variances was confirmed with Levene's test $F(3,83)=1.75$, $p=0.163$.

The results of the 2 X 2 ANOVA are presented in Table 8. The main effect for language used in discussion/writing was significant, $F(1,83)=10.64$, $p=0.002$. Participants using English in their classroom discussion and writing for the karaoke activity scored higher (16.25) on motivation than those using Chinese (14.67). The main effect for gender was not significant, $F(1,83)=1.38$, $p=0.244$. The interaction of language and gender was statistically significant, $F(1,83)=5.71$, $p=0.019$. Following the significant interaction, post-hoc multiple comparisons of the four groups were conducted. This resulted in six comparisons; a Bonferroni adjustment set the alpha level for each individual test at 0.016 (the overall alpha divided by six). The post-hoc test revealed that of the six comparisons, three were significant. Males using Chinese in classroom discussion and writing had significantly higher motivation (14.83) than females using Chinese (13.31), $p=0.007$. Males using English in classroom discussion and writing had significantly higher motivation (15.20) than females using Chinese (13.31), $p=0.005$. Females using English in classroom discussion and writing had significantly higher motivation (15.72) than females using Chinese (13.31), $p<0.001$.

Table 8

ANOVA Summary Table for IMMS ARCS

<i>Source</i>	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>P</i>
<i>Discussion/Writing Language</i>	1	40.07	40.07	10.64	0.002
<i>Gender</i>	1	5.19	5.19	1.38	0.244
<i>Language*Gender</i>	1	21.50	21.50	5.71	0.019

Q7 Does motivation towards the English course change during the research?

A repeated measures ANOVA was conducted to answer this question. General motivation was the dependent variable and the time of the measurement was the independent variable. The descriptive statistics for the general motivation questions are presented in Table 9. The main comparisons of interest are graphically portrayed in Figure 5. The alpha level was 0.10.

Each question was measured with a 5-point Likert scale; resulting in scores ranging from 1 to 5. Overall motivation was reported at 15.32 (SD=2.15) for the course.

Table 9

General Motivation by Occasion and Item

	Occasion 1		Occasion 2		Occasion 3	
<i>Item</i>	<i>Mean</i>	<i>Std Dev</i>	<i>Mean</i>	<i>Std Dev</i>	<i>Mean</i>	<i>Std Dev</i>
Single Item Attention	3.80	0.64	4.00	0.75	3.80	0.64
Single Item Relevance	3.49	0.75	3.77	0.77	3.49	0.75
Single Item Confidence	3.43	0.80	3.57	0.84	3.43	0.80
Single Item Satisfaction	3.90	0.73	3.97	0.82	3.90	0.73
General Motivation	14.62	2.34	15.32	2.70	16.24	2.64

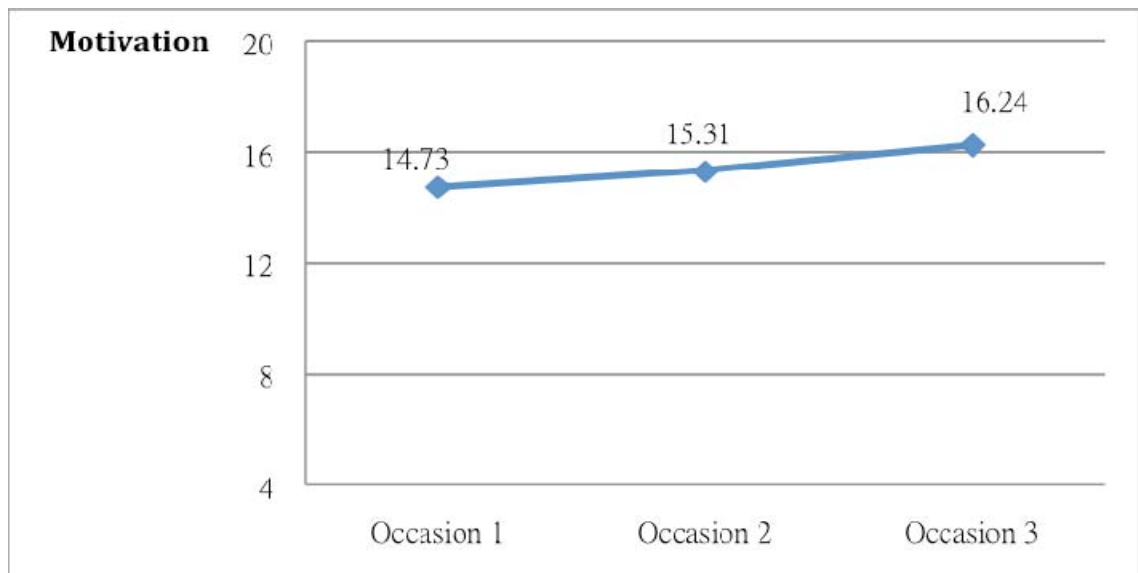


Figure 5. General Motivation by Occasion

The assumption of multivariate normality ensures the valid inference of repeated measures ANOVAs. Thus, the multivariate normality assumption was first checked by the Henze-Zirkler test with p-value of 0.358 indicating that the multivariate normality can be assumed. The homogeneity of within covariance matrices assumption was also confirmed, $p=0.387$. However, the assumption of sphericity for the valid use of univariate analysis of variance has been violated due to the fact that the p-value associated with Mauchly's Sphericity test was 0.001. Thus, the Huynh-Feldt correction factor was used to adjust the p-value.

The result indicates that motivation in the English course increased during the study, $p<0.001$ (see Table 10). Tests of the specific contrasts indicated a significant increase in motivation from the first administration to the second $F(1,77)=7.69$, $p=0.007$, and from the second to the third $F(1,77)=19.71$, $p<0.0001$. The participants' motivation increased significantly from the first day of the study to the conclusion of the classroom activity. It also increased significantly from then to the end of the KTV trip.

Table 10

Univariate ANOVA Repeated Measurement

<i>Source</i>	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>P</i>	<i>H - F</i>
<i>time</i>	2	120.03	60.01	24.11	<.0001	<.0001
<i>Error(time)</i>	154	383.31	2.49			

¹Huynh-Feldt adjusted p-value. The associated Epsilon was 0.88

Additional Results

At the beginning of the study, participants were asked to indicate how often they used various media and technologies for English language learning. The summary of their responses is presented in Table 11.

Table 11
Participant's Reported Use of English Resources

<i>Resource</i>	<i>Daily</i>	<i>2-3 times weekly</i>	<i>Weekly</i>	<i>2-3 times monthly</i>	<i>Monthly</i>	<i>Never</i>
TV	11 (12.5%)	19 (21.59%)	19 (21.59%)	21 (23.86%)	12 (13.64%)	6 (6.82%)
Textbooks	1 (1.14%)	7 (7.95%)	19 (21.59%)	30 (34.09%)	22 (25%)	9 (10.23)
Magazines	0	6 (6.82%)	18 (20.45%)	20 (22.73%)	31 (35.23%)	13 (14.77%)
Popular Music	40 (45.45%)	30 (34.09%)	9 (10.23%)	8 (9.09%)	1 (1.14%)	0
KTV*	0	2 (2.3%)	6 (6.9%)	14 (16.09%)	34 (39.08%)	31 (35.63%)
Radio*	2 (2.3%)	6 (6.9%)	6 (6.9%)	16 (18.39%)	16 (18.39%)	41 (47.13%)
Movie	12 (13.64%)	24 (27.27%)	14 (15.91%)	27 (30.68%)	9 (10.23%)	2 (2.27%)
Game	14 (16.09%)	7 (8.05%)	19 (21.84%)	17 (19.54%)	10 (11.49%)	20 (22.29%)
Social Networking Tools	39 (44.32%)	14 (15.91%)	12 (13.64%)	11 (12.5%)	8 (9.09%)	4 (4.55%)

*87 respondents, all other items had 88

Participants were asked to reflect on why they were studying English. The results are presented in Table 12.

Table 12

Participant's Reasons for Studying English

Reported	Reasons
14 (15.91%)	I only take it because it is required.
34 (38.64%)	It is required, but I think it is useful.
29 (32.95%)	It is valuable, and I would take it even if it was not required.
11 (12.50%)	It is critical to my interests and career goals, so the more I can learn the better.

Students were also asked how many years they had studied English. The average was 10.41 years with a standard deviation of 2.54. The minimum reported was 4 years and the maximum was 20. Typically in Taiwan, English is taught officially beginning around age 12. This question may have been misunderstood by some of the participants.

Although this study did not directly measure learning outcomes, participants were asked to reflect on how they felt the classroom karaoke activity and KTV experience helped their English ability in terms of listening, reading, speaking, and writing. These items were examined with two repeated measures ANOVAs with the ratings as the dependent variable and the type of English ability as the repeated levels.

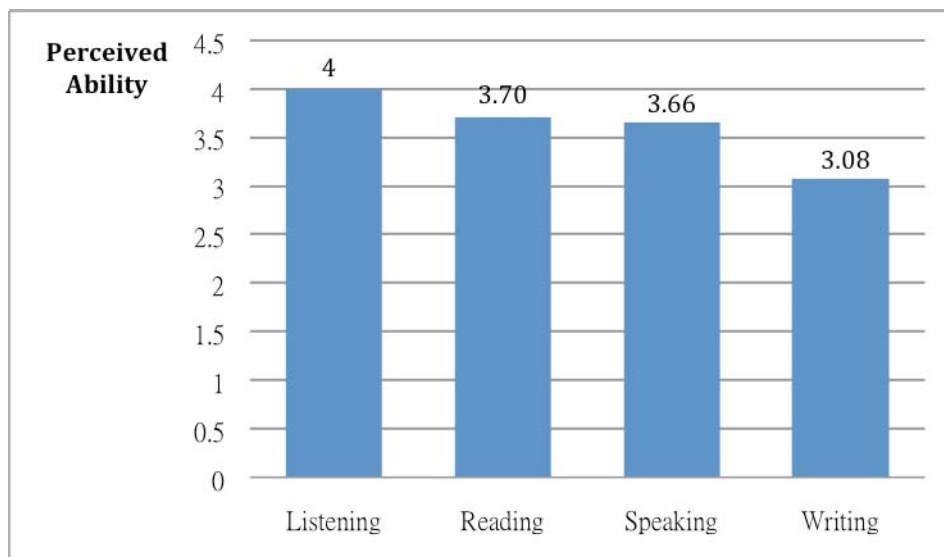
For the classroom karaoke activity, the averaged perceived ability is presented in Table 13. The main comparisons of interest are graphically portrayed in Figure 6. The alpha level was set at .10 for tests of significance.

Table 13

Self-Report on How Much Karaoke Activity Helped

Post Survey

English Ability	Mean	SD
Listening	4.00	(0.73)
Reading	3.70	(0.84)
Speaking	3.66	(0.79)
Writing	3.08	(0.73)

*Figure 6. Self-Report on How Much Karaoke Activity Helped*

The assumption of multivariate normality ensures the valid inference of repeated measures ANOVAs. Thus, the multivariate normality assumption was first checked by

the Henze-Zirkler test with $p < 0.001$. The homogeneity of within covariance matrices assumption was confirmed, $p = 0.542$. However, the assumption of sphericity for the valid use of univariate analysis of variance has been violated due to the fact that the p -value associated with Mauchly's Sphericity test was 0.001. Thus, the Huynh-Feldt correction factor was used to adjust the p -value.

The results of the repeated measures ANOVA are presented in Table 14. Participants' self-report on the how much classroom karaoke activity helped in listening, reading, speaking, and writing skills were significantly different. After the post-hoc test, it revealed that participants thought it helped them significantly more for listening than for reading, $F(1,86)=17.48$, $p < 0.001$, speaking $F(1,86)=18.67$, $p < 0.001$, and writing $F(1,86)=92.44$, $p < 0.001$.

Table 14

Repeated Measures ANOVA of Listening, Reading, Speaking, and Writing

<i>Source</i>	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>P</i>	<i>Adj H - F</i>
<i>Ability</i>	3	38.53	12.84	40.92	<.0001	<.0001
<i>Error</i>	258	80.97	0.31			

For the KTV trip, the averaged perceived ability is presented in Table 15. The main comparisons of interest are graphically portrayed in Figure 7. The alpha level was set at .10 for tests of significance.

Table 15

Self-Report on How Much KTV Trip Helped

Final Survey

English Ability	Mean	SD
Listening	4.09	(0.80)
Reading	3.87	(0.89)
Speaking	4.03	(0.87)
Writing	3.34	(0.98)

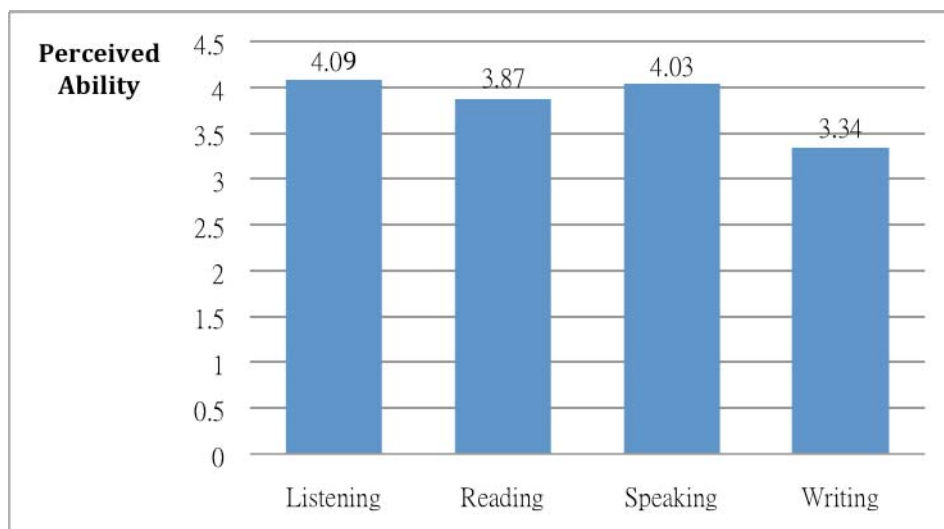


Figure 7. Self-Report on How Much KTV Trip Helped

Similar assumptions testing results of repeated measures ANOVA were also found for the perceived ability of the follow-up survey. The result of the repeated measures ANOVA are presented in Table 16. Participants' self-report on how much classroom karaoke activity helped in listening, reading, speaking, and writing skills were significantly different. After the post-hoc test, it revealed that participant thought it helped them significant more for listening than for reading $F(1,93)=7.65$, $p=0.007$, and writing $F(1,93)=55.17$, $p<0.001$, but not different from speaking.

Table 16

Repeated Measures ANOVA of Listening, Reading, Speaking, and Writing

<i>Source</i>	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>P</i>	<i>Adj H - F</i>
<i>Ability</i>	3	32.65	10.88	30.48	<.0001	<.0001
<i>Error</i>	279	99.60	0.36			

CHAPTER V

DISCUSSION

This chapter presents an analysis of the findings previously reported in this dissertation. Student motivation and attitude towards the karaoke intervention as well as the ratings of perceived value are discussed. These findings are also compared to previous research. Implications for practice, particularly for authentic materials and multimedia use in language learning, are presented. Suggestions for future study are provided in this chapter as well.

Overall Perceptions of Karaoke

Many researchers have suggested that learning effectiveness increases when student motivation is high because of lower affective filters (Edelenbos & Suhre, 1994; Clement, Gardner & Smythe, 1980; Krashen, 1982; Pierson, 1980; Hsu, 1986; Chou, 1989). Paris and Turner (1994) considered learners' motivation to be affected by learning activities and the design of the environment. In this study a karaoke activity, using popular English songs, was introduced as an instructional strategy for learning English. Several learning skills were supported: listening, speaking, reading, and writing. Listening to the words of popular English songs, reading lyrics from a music video (MV) display, speaking through song and discussion, and writing reflections on how culture influenced the song lyrics allowed learners to practice English skills in an authentic

context. The instructional strategy in this study used karaoke and popular songs to provide authentic western culture relevant to the learners' daily life.

The results revealed that participants who used English in their classroom discussion of the karaoke activity and used English when writing about the culture had significantly higher scores on perceived value than those using Chinese. The results indicated that students who used English in their classroom discussion and writing for the karaoke activity believed that the course design and learning materials were more effective, efficient, and appealing to them than for those who used Chinese (although both groups reported high scores). Their attitudes toward the karaoke learning activity were more positive than were the attitudes of those who used Chinese when discussing and writing.

The results revealed that students who used English in their classroom discussion and writing had significantly higher motivation than those who used Chinese. The finding implies that participants who have the ability to communicate in English prefer to practice and speak in English when they have a chance to do so. However, they were not exposed to a whole language approach. They mostly wrote and discussed in English, but taught each other in Chinese. This instructional strategy aligns with Swan and Walter's (1984) Post-Communicative language teaching that takes a cognitive learning theory perspective. They stress that coordinating with native language in learning English is not an impediment, but a valuable resource because students can use their familiarity with the native language to develop their English communication skills and ability.

Communication Language Teaching (CTL) focuses on students' communication ability in various authentic situations. Instructors will utilize authentic materials in

instruction, such as role-playing and problem solving. CTL is a learner-centered approach with the role of instructor as an organizer or analyst. Some researchers (Swan, 1985; Burnaby & Sun, 1989; Anderson, 1993; Li, 1998; McKay, 2002) believe CTL is effective for ESL countries, but not always effective for EFL countries due to fewer authentic learning opportunities in the EFL environment. ESL students are immersed in authentic contexts as part of their daily life whereas EFL students have much fewer immersive experiences. The karaoke activity might have worked to provide the authentic context missing from most EFL settings for students in this study.

The results of this study, however, showed that participants had higher motivation when using English during discussion and writing. This session could be due to their desire to have more opportunities to communicate in English, but for limited periods. They may have experienced less stress from using English for part of the classroom activity instead of for the whole activity. They presented and taught popular English songs in Chinese, and only used English in discussion and writing. They were more comfortable using English occasionally in the classroom because they had a chance to practice and did not experience the anxiety provoked by an immersive English speaking experience.

The advantages and disadvantages of a whole language approach will be illustrated as followed. The whole language approach enables students to acquire language in various natural situations without consciously learning how to use it. Students adapt to using English in authentic environments that blend daily situations with English and make English a part of their life. However, in a whole language setting it is possible that low-competence learners do not understand what the instructor is trying to

convey (Anderson, 1993). This could reduce learners' motivation and increase their frustration in learning English. Abstract concepts can be hard to explain using a whole language approach. When learners lack strong language abilities, they are more cautious when expressing their thoughts in English. Learners can be afraid to seek guidance in their native language, and also may be worried about being excluded from group activities if they say something wrong. For example, Liao (2004) described young children's hesitation to speak when in a whole language environment. These children wanted to tell the teacher that another child was misbehaving towards them. The requirement to speak in their non-native tongue prevented them from being heard and perhaps prevented them from feeling safe or comfortable. As a result, when students are required to use English for the entire class, the feeling of frustration and anxiety can be increased (Li, 1998). When students are asked to utilize English throughout the class, it is likely that they will misunderstand at least some of what the instructor tries to convey, making the whole language approach costly in terms of both the instructor and students' effort (Lin & Shi, 2007; Lu, 2010).

The current study also explored motivational differences between genders when popular songs were introduced. The findings revealed that females appeared to possess higher motivation during the English discussion format. This is in agreement with Chen and Chen's study (2009) that discovered that elementary female learners were more motivated than elementary male learners when the popular songs were used as an instructional strategy. In contrast to Chen and Chen's results (2009), when the discussion took place in Chinese instead of English, females reported having lower motivation. It must be noted that no other gender differences were significant in this study. In general,

gender played little role in determining the perceptions of the participants regarding this study.

The results revealed that students' motivation increased significantly during the study. More specifically, by testing specific contrasts, findings of this study indicated a significant increase in motivation from the first administration to the second, and from the second to the third. Therefore, after the classroom popular song activity, students' motivations increased significantly and consistently over time. This might be an indication that students like teaching strategies that use multimedia and authentic teaching materials, including cultural elements. Also, after the KTV trip, students' motivation significantly increased again. This might imply that students like the informal learning environments, especially when in an authentic context. Anecdotally, at the conclusion of the classroom karaoke activity, students were asking if they could do the karaoke activities again in the next semester's English course.

During the data collection, participants were working on their graduation thesis and were also busy with a number of projects. The KTV trip fell at a very busy time for these students, falling a week prior to the final week of the semester. Even so, student motivation increased significantly during that time. Students volunteered to attend the KTV trip, even though they did not have much time. It should also be noted that generally speaking, Taiwanese students are introverted and prefer to avoid public speaking opportunities. The results from this study found that they felt comfortable and were willing to sing in front of their classmates in both the classroom and the KTV trip.

The results of this study show that when popular songs were used as an instructional strategy to teach English, students had higher motivation scores than they

did when they learned English without popular songs. These findings agree with those of Chen and Chen (2009) and Lee (2005) who also found a significant improvement when creative teaching strategies were used in teaching English. In contrast, the subjects in these two studies were elementary school students while the participants in the current study were undergraduate students. These findings were similar to Lin's study (2009), where he compared three groups of students learning English vocabulary with three different types of background music (no music, classical music, and popular music). Learners in his study performed better in terms of the memorization of vocabulary when music was played in the background, especially for the popular song group, who showed significant progress. There was no difference with the no music group on the post-test; learners improved 5.5 points in the classical music group, and 10.5 points in the popular song group. Also, Lin's (2009) research found that learners in the group with popular song playing as background music had better concentration and lower anxiety. His study also concluded that students in the popular song group had the highest motivation.

Krashen (2009) believed that when learning occurs in a natural environment, language could be acquired subconsciously. Situational language teaching stresses the importance of an authentic learning environment. In this study, popular songs and a KTV environment were considered authentic. Thus, by applying popular songs (authentic learning materials) and KTV (authentic environment), students' interest could be amplified since strategies were relevant to their daily life. Although popular songs may be criticized as only providing entertainment, popular songs do have relevance to the younger generation. When popular songs as a form of authentic material were deployed in the classroom setting, students were motivated because they were dealing with a real

life circumstance and not just another examination question. Students' selection of songs based on personal preference increased motivation, this is similar to Vethamani's (2003) conclusion that students were interested in lessons when their genuine interests were considered.

The undergraduate students from this study showed an appreciation for popular songs because these were authentic learning materials. A caution proposed by Hwang (2005) stated that authentic materials should be applied to learners who are acquainted with the logic and humor of the authentic materials; otherwise the materials could cause frustration. The present study contributes to the literature sharing results from both authentic learning materials (song) and an authentic environment (KTV), and reveals that an authentic learning environment can boost learners' motivation even more than authentic materials by themselves. This result is in tandem with Warrington and Jeffery (2005)'s conclusion showing a positive relationship between instructional strategies and motivation. They found that students were passive and less motivated when teaching strategies were not appealing to them.

Although this study did not directly measure learning achievement, participants were asked to reflect on how they felt the classroom karaoke activity and the KTV experience helped their English ability in terms of listening, reading, speaking, and writing. From both the classroom karaoke activity and the KTV experience, writing ability scores were relatively high, but were lower than speaking, listening, and reading scores, possibly suggesting that the karaoke activity may not help with writing ability. In addition, participants believed the classroom karaoke activity helped their listening ability more than their reading, speaking, and writing skills. The KTV experience helped

their listening and speaking ability more than reading and writing skills. It was also interesting to notice that participants reported that the KTV experience was more effective for listening, speaking, reading, and writing skill development than the classroom karaoke activity.

Suggestions for English Language Learning in Taiwan

An overall recommendation for improving the English language learning experience for Taiwanese students is to use motivating teaching strategies. The karaoke activity, which blended popular culture with learning English, appeared to have a positive impact on student motivation.

In Taiwan, English education is constrained by an examination-oriented curriculum. Cram schools are easily found everywhere in Taiwan for all learners of every ages. Most kindergartens teach English at least 20 hours a week (bilingual), and some kindergartens are all English language, especially in Taipei (Chang, 1997). In 2009, there were 5,300 registered cram schools for language learning. The only way for parents to know how well their children are doing in English is to look at their English examination scores. Not only parents but also students and teachers focus on the results of the examinations. Cram schools will mainly teach students tips for obtaining higher scores, including how to memorize the rules of grammar and vocabulary.

Students in Taiwan spend at least nine hours a day at school, and during the school day they take a minimum of three examinations. Most of these students will go to a cram school after regular school, even on the weekends. Cheung's (2001) study found that Asian students do not like formal English learning environments. In Krashen's (2009) Monitor Hypothesis suggests that a natural order of learning English is disrupted

when an emphasis is placed on paper examinations. English is not the language used in ordinary society encounter amongst Taiwanese students, so they need higher-level extrinsic motivation to learn it (Cheung, 2001). In order to learn a foreign language, understanding the culture of the target language is prominent and essential in the process of learning. Instead of an emphasis on grammar rules and vocabulary, social knowledge is viewed as being equally important as linguistic knowledge in preparing students for meaningful and appropriate communication with others of the target language. Because the activities that involve culture would deploy students' own knowledge and language, students are more motivated when popular culture is used in the classroom when they are able to relate to something that is within their interest level.

The findings of this study showed that student motivation increased significantly after they experienced the KTV trip. A good language-learning environment produces low anxiety and a low affective filter that has fewer motivation barriers. Schools might build learning environments with features of KTV to mitigate anxiety and low motivation. As Krashen (2009) described, “ the Affective Filter hypothesis implies our pedagogical goals should not only include supplying comprehensible input, but also creating a situation that encourages a low filter” (p.31).

Popular culture, often in English, is likely to be a frequently accessed resource for EFL learners outside of the classroom. In this study, participants' motivation towards learning English increased after they used popular songs as a learning strategy. As noted by Mahiri (2000), adolescents in urban areas are open-minded toward popular songs because they are enjoyable, relevant, and contribute to self-identification and empowerment. For example, findings from this study, using urban students, revealed that

90% of the participants listened to English popular music at least weekly. 73.87% of participants used English social networking tools at least weekly, of these 44.32% of participants used English social networking tools daily. 56.81% of participants watched English movies at least weekly. Lee (2003) found that in Tai-Tung, a rural area in Taiwan, only 30% of high school and elementary students participate in English programs after school. At this time, it is difficult to suggest that the findings in this study would generalize to a different population. Research exploring the use of popular culture by non-urban students is needed. Learning more about this demographic will inform future research.

In the karaoke study, students were required to become familiar with the cultural background of the presented songs. This is in line with Duff's (2002) assertion that learning difficulties may arise when sociolinguistic and culture reference are unfamiliar. With popular English songs, there is a benefit in that they are already a part of karaoke culture. However, the cultural learning comes from a deeper exploration of the meaning of the lyrics and the context of the song. Other authentic cultural forms may be just as educational, but would not be as accessible to the students. One could also suggest that, particularly in language learning, there is value in activities that promote participation with a culture rather than observation of a culture. In the classroom karaoke activity, students actively took on the roles of performers beyond merely singing the songs. This was unintended by the researcher, but was clearly seen as a benefit.

For instructors who might be interested in adopting a popular culture strategy for teaching English, caution is advised. Although it is intuitive to test students on lyrics or vocabulary to measure learning performance, doing so, might associate popular songs

with testing and anxiety. The pleasure and student-centered element of the karaoke activity could be sacrificed. Also, the learning benefits may come more indirectly from the appreciation of the culture and the investigation of the lyrics than a direct increase in vocabulary.

Recommendations for Future Research

In this section, two overall recommendations for future study are suggested. First, future research on cognitive load and multimedia is shared. Second, the exposure to karaoke over time needs to be examined. These two future research directions follow.

Multimedia and Cognitive Load

The application of a karaoke song activity and multimedia use might be executed more effectively when cognitive load is also considered. Some learners might benefit from a combination of text, images and songs, whereas other learners might find multimedia increases an extraneous load. As a result, future research could consider extraneous and germane load when a popular song instructional strategy is adopted. The amount of scaffolding needed from the instructor when using authentic materials is a question worthy of further study. Perhaps culturally-based information is needed before students can make instructionally-related associations between a song and new language learning. Some students might need the teacher to provide initial guidance or select more difficult phrases and tropes to supply for them. For example, lyrics to Taylor Swift's Love Story (from this study) contains the lines "Cause you were Romeo/I was a scarlet letter/And my daddy said stay away from Juliet." A student learning English might easily miss the allusions to Shakespeare and Hawthorne and their meaning.

Multimedia creates opportunities for self-paced learning and individualized instruction that are currently not possible with the traditional face-to-face classroom setting. Instructors might exploit student interest in music to further their understanding of similar instructional content. Aside from the karaoke strategies, potential authentic materials for learning English would include video games, radio, movies, social networking tools, and so on. The effective use of these strategies warrants future research, particularly related to extraneous load.

According to the Cognitive Load Theory (CLT), instruction has the potential to increase the learners' cognitive load to a point where new information becomes extraneous. Mayer (2005) stated that extraneous load occurs when cognitive demands exceed capacity. When popular songs are presented as video with music subtitles, these materials may work to increase extraneous load.

Van Merriënboer and Sweller (2005) suggest that working memory can be used to enhance long-term memory. The authenticity and cultural elements embedded in popular songs may affect students' long-term memory because learners frequently hear popular songs, and the repetition of songs leads to cognitive rehearsal and theoretically to greater long-term memory. In addition, it has been shown that the transfer of learning and schema construction benefit from the versatile instructional practices (McKeough, Marini, & Lupart, 1995). Although CLT might suggest an extraneous load imposed by popular songs, it also could be true that improved learning transfer offsets any negative impact songs have on extraneous load. Van Merriënboer and Sweller (2005) recommended that motivation be considered as a new element in CLT that could enhance learners' germane cognitive load. Future studies might focus on the effectiveness and efficiency of the

popular song instructional strategies from both extraneous and germane load perspectives. Increased learning motivation stimulated by authentic materials during the learning process appears promising, but research is needed to support this idea.

Omaggio-Hadley (2001) suggested that guidelines and sufficient support from the instructor be provided along with instructional strategies to reduce potential anxiety related to authentic materials. Thus, extraneous load could be reduced as well. However, to what extent that the pedagogical support (e.g., the amount of scaffolding needed) should be provided remains a question worthy of exploring.

Novelty Effects and Developmental Issue

According to Krashen (2009), learners with high motivation are likely to have a higher degree of learning performance. Dulay and Burt (1977) state that learners with better attitudes have an advantage in second language acquisition because they possess a lower affective filter. This study examined a relatively short exposure of the karaoke teaching strategy. However, the novelty effect of a long-term exposure of the same strategy might reduce the degree of motivation experienced. Participants completed the questionnaires privately, and it was assumed that they were able to comprehend the questions and that they answered the questions truthfully. This study did not directly investigate learning achievement, and used self-report to measure attitudes. Research looking at the relationship between motivation and learning achievement over longer periods could also be studied.

Another future research question addresses developmental learning. That is, when is it best to introduce authentic materials? Some researchers argue that authentic materials should be applied to intermediate level skills or higher because the language structure of

authentic materials might be unorganized, thus learners' anxiety could increase (Ur, 1984; Thanajaro, 2000; Omaggio-Hadley, 2001). On the other hand, Bruner (1977) stated that teaching materials should be delivered to learners through certain authentic forms regardless of the learners' development stage. According to Maxim (2000), the process of selecting appropriate authentic material should result in content that is appealing, age-appropriate, and related to the learners' personal experiences. Participants in this study, on average, had 10.41 years of English language speaking experience. Utilizing popular songs did not seem to be too difficult for them. However, the impact of the popular song instructional strategy with other age groups and individuals with less exposure to English is unknown and should be further investigated.

Summary

This chapter provided a discussion of the impact of language used (Chinese and English) in discussion/writing and gender differences on student perceived value and motivation when karaoke popular songs were introduced in an EFL setting at a university in Taipei. Overall, the positive response from participants' use of the popular song strategy suggests that karaoke teaching materials were motivating and perceived as effective. Students who used English, instead of Chinese, when discussing and writing during the karaoke activity had significantly higher motivation scores as well. The success of the popular song strategy is in part explained by the positive impact of authentic learning strategies. This study contributed to the literature by examining both the classroom and authentic use of karaoke for learning English. Two recommendations for future research conclude the study. First, the role of cognitive load and multimedia approaches similar to and in addition to karaoke warrants future investigation. Second,

research to determine optimal instructional strategies for sequencing and scaffolding
karaoke materials is needed.

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APPENDIX A

Informed Consent Form

UNIVERSITY of
NORTHERN COLORADO



Consent Form

Consent to Participate in Research

University of Northern Colorado

Project Title: Learning Materials for EFL Environments

Researcher: Lee, Chen-Yin, Educational Technology

Phone Number: (970) 313-3115

Email: inin30@hotmail.com

Research Advisor: James Gall, Ph.D.

Phone Number: (970) 351-1609

Department of Educational Technology, University of Northern Colorado

The purpose of this study is to understand what types of learning materials are useful in studying English as a Foreign Language. Over the next few weeks, I'll be working with your instructor in testing various learning materials. I'll also be asking you to fill out additional questions and surveys regarding the materials. Your responses will be anonymous and won't be shared with the classroom instructor.

Answering the various questions won't hurt you but will help us understand the kinds of learning materials that students find useful. Participation is voluntary. You may decide not to participate in this study and if you begin participation you may still decide to stop and withdraw at any time. Your decision will be respected and will not result in loss of benefits to which you are otherwise entitled. Having read the above and having had an opportunity to ask any questions, your signature on this form indicates consent to

participate in the study. If you have any concerns about your selection or treatment as a research participant, please contact the Sponsored Programs and Academic Research Center, Kepner Hall, University of Northern Colorado Greeley, CO 80639 (970-351-1907).

Participant's Signature:

Date:

APPENDIX B

Initial Survey (English and Chinese)

The following questions will be used only for data analysis and are anonymous.

Nickname: _____

Gender: Male Female

Answer the following questions by indicating whether you strongly disagree, disagree, neither disagree or agree, agree, or strongly agree to each specific statement.

General motivation questions	S D	D	N	A	S A
1. In general, this course is interesting and has my attention.					
2. In general, this course is relevant to my interests.					
3. In general, this course has boosted my confidence.					
4. In general, this course is satisfying to me.					

The following questions ask about the English language resources you might use in class and outside of class. Please select one response for each item.

	Daily	2-3 times a week	Weekly	2-3 times a month	Monthly	Never
5. How often do you watch English language TV?						
6. How often do you read English language textbooks?						
7. How often do you read English language magazines?						
8. How often do you listen to English language popular music?						
9. How often do you sing English language KTV?						
10. How often do you listen English language radio programs?						
11. How often do you watch English language movies?						
12. How often do you play English language games?						
13. How often do you use social networking tools in English (such as MSN, ICQ, Facebook, Plurk, etc)?						

14. Please select the following statement that best reflects why you are studying English.

_____ I only take it because it is required.

_____ It is required, but I think it is useful.

_____ It is valuable, and I would take it even if it was not required.

_____ It is critical to my interests and career goals, so the more I can learn the better.

15. How many years have you studied English? _____

以下的問題將作為資料分析之用途，並且是以匿名處理

暱稱： _ _ _ _ _

性別：男生 女生

回答下列問題根據：非常不贊成，不贊成，普通，贊成，非常贊成，回答下列每個選項。

一般動機問題	非常不贊成	不贊成	普通	贊成	非常贊成
5. 一般來說，這門課非常有趣並且能吸引我的注意力。					
6. 一般來說，這門課跟我的興趣有所結合					
7. 一般來說，這門課提高我的信心					
8. 一般來說，這門課令我覺得滿意					

接下來的問題是關於你平常（課堂或課外）所接觸的英文媒體資源的時間，請回答下列每個選項。

	每天	一個禮拜兩至三次	每個禮拜一次	一個月兩至三次	每月一次	從來不會使用
5. 你多常看英文的電視節目？						
6. 你多常看英文課本或書籍？						
7. 你多常閱讀英文雜誌？						

8. 你多常聽英文流行歌？						
9. 你在 KTV 多常唱英文歌？						
10. 你多常聽英文廣播 (例如: ICRT)？						
11. 你多常看英文電影？						
12. 你多常玩英文字幕的電動？						
13. 你多常在社群工具上使用英文 (例如: MSN, ICQ, Yahoo 及時通, Facebook, 噗浪..等等)？						

14. 請選擇下列其中一個最符合你為什麼學英文的選項：

_____ 因為英文是必修課，所以我只好修英文。

_____ 英文是必修，但是我覺得英文很有用。

_____ 對我而言英文很有價值，所以就算英文不是必修課，我還是可能會去上英文課。

_____ 英文對我而言不僅僅是興趣而已，也是我的終生追求的目標，所以英文對我而言，如果能學越多對我越好。

15. 請問你學英文多少年了？ _____

APPENDIX C

Post Activity Survey (English and Chinese)

The following questions will be used only for data analysis and are anonymous.

Nickname: _____

1. Please describe your experience of the classroom karaoke activity with one word.

Answer the following questions by indicating whether you strongly disagree, disagree, neither disagree or agree, agree, or strongly agree to each specific statement.

General motivation questions	S D	D	N	A	S A
2. In general, this course is interesting and has my attention.					
3. In general, this course is relevant to my interests.					
4. In general, this course has boosted my confidence.					
5. In general, this course is satisfying to me.					

Perceived value	S D	D	N	A	S A

6. The activities used in this class for learning English are effective in helping me.					
7. The activities used in this class for learning English are efficient in the use of my time.					
8. The activities used in this class for learning English are appealing to me.					

Karaoke activity	S D	D	N	A	S A
9. The karaoke activity helped with my listening ability					
10. The karaoke activity helped with my reading ability					
11. The karaoke activity helped with my speaking ability					
12. The karaoke activity helped with my writing ability					

For the next 36 items, use the following scale:

- 1 = Not true
- 2 = Slightly true
- 3 = Moderately true
- 4 = Mostly true
- 5 = Very true

	1	2	3	4	5
1. There was something interesting at the beginning of this course that got my attention.					
2. These materials are eye-catching.					
3. The quality of the presentation helped to hold my attention.					
4. This course is so abstract that it was hard to keep my attention on it.					
5. The material of this course looks dry and unappealing.					
6. The way the information is arranged for this course helped keep my attention.					

7. This course has things that stimulated my curiosity.					
8. The amount of repetition in this course caused me to get bored sometimes.					
9. I learned some things that were surprising or unexpected.					
10. The variety of reading passages, exercises, illustrations, etc., helped keep my attention on the lesson.					
11. The style of presentation is boring.					
12. There are so many words in the course material that it is irritating.					
13. It is clear to me how the content of this material is related to things I already know.					
14. There were stories, pictures, or examples that showed me how this material could be important to some people.					
15. Completing this course successfully was important to me.					
16. The content of this material is relevant to my interests.					
17. There are explanations or examples of how people use the knowledge in this lesson.					
	1	2	3	4	5
18. The content and style of presentation in this course convey the impression that its content is worth knowing.					
19. This course was not relevant to my needs because I already knew most of it.					
20. I could relate the content of this course to things I have seen, done, or thought about in my own life.					
21. The content of this course will be useful to me.					
22. When I first looked at this course, I had the impression that it would be easy for me.					
23. This material was more difficult to understand than I would like for it to be					
24. After reading the introductory information, I felt confident that I knew what I was supposed to learn from this lesson.					
25. Many of the material had so much information that it was hard to pick out and remember the important points.					
26. As I worked on this course, I was confident that I could learn the content.					
27. The exercises in this lesson were too difficult.					
28. After working on this for awhile, I was confident that I would be able to pass a test on it.					
29. I could not really understand quite a bit of the material in this					

course.					
30. The good organization of the content helped me be confident that I would learn this material.					
31. Completing the exercises in this course gave me a satisfying feeling of accomplishment.					
32. I enjoyed this course so much that I would like to know more about this topic.					
33. I really enjoyed studying this course.					
34. The wording of feedback after the exercises, or of other comments in this lesson helped me feel rewarded for my effort.					
35. It felt good to successfully complete this course.					
36. It was a pleasure to work on such a well-designed course					

以下的問題將作為資料分析之用途，並且是以匿名處理

暱稱： _ _ _ _ _

1. 請用一個字來描述你對於流行歌活動的經驗 _ _ _ _ _

回答下列問題根據：非常不贊成，不贊成，普通，贊成，非常贊成，回答下列每個選項。

一般動機問題	非常不贊成	不贊成	普通	贊成	非常贊成
2. 一般來說，這門課非常有趣並且能吸引我的注意力					

3. 一般來說，這門課跟我的興趣有所結合					
4. 一般來說，這門課提高我的信心					
5. 一般來說，這門課令我覺得滿意					

價值觀

6. 流行歌學習英文的活動，有效的幫助我學習英文					
7. 流行歌學習英文的活動，時間上而言，很有效率					
8. 流行歌學習英文的活動，很吸引我					

流行歌活動

13. 流行歌學習英文的活動，幫助我的英文聽力					
14. 流行歌學習英文的活動，幫助我的英文閱讀能力					
15. 流行歌學習英文的活動，幫助我的英文會話（說）					
16. 流行歌學習英文的活動，幫助我的英文寫作能力					

接下來的 36 個選項，請依此量表作答：

1 = 非常不贊成

2 = 不贊成

3 = 普通

4 = 贊成

5 = 非常贊成

	1	2	3	4	5
1. 當我初次接觸這門課, 這門課有些吸引人的內容					
2. 這門課有許多部分吸引我					
3. 這門課呈現的方式與品質能幫助我集中注意力					
4. *這門對我來說太抽象了, 以至於我無法集中注意力					
5. *這門課的呈現與課程解說相當無趣且不吸引人					
6. 課程內容的呈現方式幫助我集中注意力					
7. 某些課程內容能引起我的好奇心					
8. *課程中許多重複的地方, 讓我覺得無聊					
9. 我比我預期會學到的要多一點					
10. 各種不同的課堂活動跟解說方式讓我上課專心					
11. *這門課很無聊					
12. *這門課資訊太多了, 我感到煩躁					
13. 這個課程的內容可以和我以前所學的東西相連接					
14. 這門課裡的某些故事, 圖像, 例子, 讓我知道這門課的重要性					
15. 成功的完成這個課程對我來說很重要					
16. 這門課的內容與我的興趣相關					
17. 這門課有包含如何應用課程內容的解說及例子					
	1	2	3	4	5
18. 這門課的內容及呈現方式, 讓我覺得這門課是值得學習的					
19. *這門課不符合我的需求, 因為我已經懂大部分課程的內容					

20. 我能將課程內容和我之前所看過的, 做過的, 或想過的經驗連結					
21. 這門課的內容對我很有用					
22. 當我初次接觸這門課, 我認為這會是一門簡單的課					
23. *這門課比我預期的還要難					
24. 當讀完課程介紹後, 我清楚我會在這門課學到甚麼內容					
25. *這門課有太多的資訊需要我去了解跟記憶					
26. 當我在學習這門課時, 我有自信可以把他學好					
27. *課堂裡的作業對我而言太困難					
28. 上了這門課一陣子後, 我有自信我可以通過這門課的考試					
29. *我完全無法了解課程內容					
30. 課程內容的呈現很有組織, 我有信心我可以學好					
31. 當我完成這門課的作業後, 我覺得很有成就感					
32. 我喜歡這門課, 我想知道更多有關這方面的資訊					
33. 我很喜歡研讀這門課					
34. 這門課的老師的作業評比及其他建議讓我覺得被鼓勵					
35. 學完這門課讓我覺得很有成就感					
36. 我很高興我可以學習這門課					

APPENDIX D

Final Survey (English and Chinese)

The following questions will be used only for data analysis and are anonymous.

Nickname: _____

1. Did you attend the KTV trips? Yes No

2. If not, why didn't you attend?

_____ Schedule conflict

_____ No interest in the KTV trip

_____ Other _____

3. Please describe your experience of the class trip to KTV with one word.

Answer the following questions by indicating whether you strongly disagree, disagree, neither disagree or agree, agree, or strongly agree to each specific statement.

General motivation questions	SD	D	N	A	SA
4. In general, this course is interesting and has my attention.					
5. In general, this course is relevant to my interests.					
6. In general, this course has boosted my confidence.					
7. In general, this course is satisfying to me.					

KTV activity	SD	D	N	A	SA
8. The KTV activity helped with my English listening ability.					
9. The KTV activity helped with my English reading ability.					
10. The KTV activity helped with my English speaking ability.					
11. The KTV activity helped with my English writing ability.					

In this research study, you participated in a classroom karaoke activity and were able to attend KTV as part of the class.

12. Considering these activities, what was the thing you liked most?

13. Considering these activities, what was the thing you liked least?

以下的問題將作為資料分析之用途，並且是以匿名處理

暱稱： _ _ _ _ _

1. 你有去好樂迪KTV嗎？ 有 沒有

2. 如果沒有，為什麼沒有參加？

_ _ _ 跟其他的行程時間有衝突

_ _ _ 對於去 KTV 沒有興趣

_ _ _ 其他原因 _ _ _ _ _

3. 請用一個字來描述你對於KTV活動的經驗 _ _ _ _ _

回答下列問題根據：非常不贊成，不贊成，普通，贊成，非常贊成，回答下列每個選項。

一般動機問題	非常不贊成	不贊成	普通	贊成	非常贊成
9. 一般來說，這門課非常有趣並且能吸引我的注意力。					
10. 一般來說，這門課跟我的興趣有所結合					
11. 一般來說，這門課提高我的信心					
12. 一般來說，這門課令我覺得滿意					

KTV活動					
13. KTV唱英文歌的活動，幫助我的英文聽力					
14. KTV唱英文歌的活動，幫助我的英文閱讀能力					
15. KTV唱英文歌的活動，幫助我的英文會話（說）					
16. KTV唱英文歌的活動，幫助我的英文寫作能力					

你參加了在課堂上的英文流行歌的活動，還有 KTV 唱英文歌的活動

17. 仔細回想這些活動，其中你最喜歡哪個部份？

18. 仔細回想這些活動中，當中你最不喜歡哪個部份？



APPENDIX E

Holiday KTV Top 20 English Song List

Top	Name of the song	Singer
1	Poker Face	Lady Gaga
2	Nothing's Gonna Change My Love For You	方大同
3	Just Dance	Lady Gaga
4	I've Never Been To Me	S. H. E.

5	Shanghai Memories Of 1945	梁靜茹
6	I Don't Want To Miss A Thing	Aerosmith
7	When You're Gone	Avril Lavigne
8	Love Story	Taylor Swift
9	(I Love You) For Sentimental Reasons	Nat King Cole
10	Aren't You Glad	陳奕迅
11	Love Game	Lady Gaga
12	My Happy Ending	Avril Lavigne
13	You And Me	Olivia
14	My Heart will Go On	Celine Dion
15	Hey Jude	孫燕姿
16	Complicated	Avril Lavigne
17	Hero	Mariah Carey
18	Can't Take My Eyes Off You	張菲
19	Girlfriend	Avril Lavigne
20	Tell Me	蔡健雅

APPENDIX F

Instructions For Popular Song Activity (English and Chinese)

1. Form a group of five to six people for the activity.
2. You will be given a *Holiday* Top 20 English song list.
3. Each group needs to select three preferred popular English songs from the *Holiday* Top 20 song list. In order to avoid duplicate songs in class, the instructor will assign one of your three choices to your group.

4. You will be given one to two weeks to study and prepare the song that you selected. See the presentation guidelines below for the types of information, you will need to research.
5. In these one to two weeks, arrange to meet with your group members to discuss the song outside of the class at least twice. Each meeting should be about 90 minutes.
6. You will need to download the video of the song and get a copy of the lyrics.
7. You can use an electronic dictionary, website information, and the song's video. You can also ask your peers or the instructor for help on any question regarding the song.
8. You will design a job-aid (handout) for all students, including the lyrics and the major information from the song.
9. You will teach the song, and your presentation should include the following:
 - a. Focus on English vocabulary with which you are not familiar, and explain how and when it is proper to use these terms. Also, you should give examples for clarity.
 - b. Focus on the structure that is important to you. Explain how to use it, and give clear examples.
 - c. Explain the slang and its meaning, for example, "gonna" or "what's up?"

- d. Explain phrasings in the song, and also provide examples of how and when it is proper to use them.
 - e. Explain the meaning or the story of the song. You can provide relevant information that helps others understand the song.
 - f. You will need to show the karaoke video of the song along with your presentation.
 - g. Some English songs are difficult to understand even for native speakers. However, do your best and don't be concerned if some words or phrases are unclear. This can be described in your presentation.
10. Each person in the group will present a part of the song, so everyone is responsible for the presentation.
11. During the following two weeks, you will be required to give a 10-minute presentation. Half the groups will present next week; the rest will present in two weeks.
12. At the end of the presentation, you will lead the whole class in singing along with the video of the song.
13. Each week five groups will present their songs; all ten groups will select one song that was presented on that day (not their own) to discuss in class. You will be given 20 minutes to discuss the following two questions:
- a. What message is the song trying to convey?

b. What does this song portray about western culture?

14. You will then be given an individual take home writing assignment (400~500 words) to respond to the two questions you just discussed in your group.

15. You will be given one week to complete the take home writing assignment.

1. 找五六個人為一個群組。
2. 你會拿到好樂迪前二十名的英文歌歌單。
3. 從好樂迪前二十名歌單裡，選出三首你喜歡的歌。為了預防各組可能選一樣的歌，所以班代會經由你們的前三名名單做出篩選。
4. 你有一到兩個禮拜的時間，學這首歌，準備你們的上台報告。

5. 這兩個禮拜，你必須跟同組的同學私下至少有兩次的討論（非上課時間）每次大約 90 分鐘。關於上台報告你需要準備的說明，會在以下提及。
6. 你必須要下載這首歌的 MV 還有歌詞，最好是 KTV 模式的伴唱帶（有歌詞，歌詞會隨著唱到的地方改變顏色），上台報告時，必須要有 MV 或伴唱帶，你還需要印歌詞給班上同學。
7. 在準備的過程中，你可以使用電子字典，網路上的資訊，找要報告的那首歌之 MV，或是尋求老師或是同學的幫忙。
8. 你需要準備一份你們報告的重點講稿還有歌詞，發給每一組的同學。
9. 你將要教這首歌，上台報告的規定如下：
 - 單字：你所不熟悉的單字，解釋如何使用他們，何時適合使用他們，並且提供清楚的例子。
 - 文法結構：解釋你認為重要的文法結構，如何使用他們，並提供例子。
 - 俚語：解釋他們的意思（例如：gonna, what's up）。
 - 片語：歌裡面的一些片語。提供例子來解釋如何與何時適合使用他們。

- 解釋歌詞的意思或是歌詞背後的故事，你可以提供一些有用的相關資訊來幫助大家了解這首歌。
 - 你必須準備KTV的MV，在報告時跟著MV唱這首歌。
 - 有些英文歌可能很難懂，就算對英文為母語的人也一樣。盡力而為，不要太擔心某些不清楚的單字或是片語。在報告時提出不能解釋的部份跟大家討論。
10. 每個組員都必須要分配到一部份工作，並且每個組員都要上台報告。
11. 你會有十分鐘的時間報告。五組將在下個禮拜報告，另外五組兩個禮拜後報告。
12. 報告結束之後，帶著全班一起跟著MV唱這首歌。
13. 五組報告完之後，每一組要從剛剛報告過的五組裡，選一首歌來討論（不能選自己報告的那首歌），有二十分鐘可以討論下面兩個問題：
- 這首歌試著傳達什麼訊息？
 - 根據這首歌，讓你了解到的西方文化是什麼？
14. 你要寫一個（400～500字）的報來回答上面兩個在課堂上討論過的問題。

15. 你有一個禮拜的時間去完成這個作業。