Acquiring Accurate Pronunciation by Singing English Love Songs

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English Abstract

This project, "Acquiring Accurate Pronunciation by Singing English Love Songs,"aimed at encouraging learners to practice their speaking skills both in and out of their English class and helping them have positive self-images toward themselves by implementing a theme-based curricular planning syllabus. According to Gardner's socio-educational model of second language acquisition, variables of success are associated with factors that are social, biological and experiential. Besides studying differences of individual intelligence of the students, researchers have investigated the relationships between language aptitude, language attitudes and motivation. Lessening learners' language anxiety and guiding them to use right learning strategies are crucial for motivating self-regulatory learners to go further in studying a foreign language. Through singing English love songs, they have learned to pronounce English phrases correctly, dared to communicate with their partners in English, and developed their self-image by translating their Taiwan experiences into an English learning experience. The teaching methodology combined Gardner's socio-educational model with goal-setting theory and self-worth theory. The goals of the project were mainly to organize interesting learning tasks to heighten the motivation of English learners, reinforce the mechanism of self-learning autonomy and improve the educational standards of vocational education. In this year's experimental study on General English, participants were expected to join in a reading club to read authentic love stories and short stories with gender related themes. Gender equality and love relationships among characters were discussed in detail. After reading activities, they spent four weeks in the English Self-Learning Center to listen to CDs for the texts related to Valentines' Day and other festivals in different countries. It is believed that innovation in EFL curriculum design will deepen students' self-directed strategies, reinforce their practice skills and help them gain confidence in their linguistic performance.

Keywords: theme-based approach, goal-setting theory, self-worth theory,

socio-educational model, self-directed strategies

中文摘要

「唱英文情歌習得準確發音」研究計畫旨在鼓勵學生於課堂與課後時間練習說英文的技能，並以主題導向的課程規劃積極地引導學生發展正面的自我形象。根據加登納的第二語言習得之社會教育模式，語言學習成功與社會，生物和經驗類化因子有關。研究人員除了研究學生個體智力差異外，對於語言天賦，語言態度和動機之間的關係也已經投入相當多的研究工作。激勵自主學習，減輕學生的學習焦慮，並指導他們使用學習策略是引導他們學習英文更上層樓的關鍵。透過教唱英文情歌，學會英語片語正確發音，敢於跟他們的英語合作夥伴進行溝通，並通過把他們的台灣經驗轉化到英語文的學習經驗。研究融合加登納的第二語言習得之社會教育模式與目標設定及自我價值理論。教學目標是以有趣的學習任務來提高學習者的積極性態度，加強其自我學習的自主性機制，並提高技職教育的水準。本實驗研究適用於融入四技大一學生通識英語課程，成立讀書會引導學生閱讀與性別有關主題的愛情故事和短篇故事，詳細討論性別平等和愛情的關係之文本。閱讀活動結束後，他們會花四個星期的英語自主學習中心來聽有關情人節與不同國家其他節日的 CD。我們相信在創新英語課程設計的實踐將有助於培育學生自我導向的策略，加強他們的實踐技能，幫助他們獲得信心，達到強化他們語言技能的目的。

關鍵詞：主題導向，目標設置理論，自我價值理論，社會教育模式，
　　　　自我學習導向策略

Introduction

In the 21st century, knowledge about globalization and localization can stimulate language learners' acquisition in cultivating theirbusiness skills. Tonkin (2003) indicates that new globalized networks and institutions can be accessed by fortunate people who are successful English learners and in this way they can accumulate their personal wealth and success in their career development (p. 322).

Nowadays EFL language learners in Taiwan are lucky to be able to use the Internet connections to develop their four skills and even acquire situational knowledge by watching online videos. They can find out useful links, such as Wikipedia, dictionary.com and even youtube.com to study English. Thus, one of the important tasks in this research was to find some interesting love songs and help them to find the visual images in the website, youtube.com. Furthermore, they were expected to find some interesting texts about romantic stories. This task-based project was helpful for them to understand more about gender relationships and even make plans for their career development. In the future, they can have an interview with their family members or friends to figure out the multiple channels for communication.

Literature Review

Nuttall (1996) reveals that logical thinking helps learners acquire knowledge and improve their achievements and success in learning languages. The most important of all is that there is a big difference between "helping students to learn and testing" (p.35). In order to raise students' awareness of the advantages of studying English as a lingua franca, facilitators can encourage them in class by demonstrating or even clarifying cultural differences between the Chinese and English speakers. For reading activities, they can choose proper texts for them to practice their reading strategies and even cultivate their critical thinking skills.

Watson (2004) reminds us of the origin of the wordglobalization from the definition in the Oxford English Dictionary. In1986, it was defined to be relative to international relationships. It has connections with mass media and even food industry among nations in different regions. Owing to different treaties, Taiwan has exported goods to other nations and at the same time has imported goods from other countries. Nowadays, EFL learners have known some brands or even used their products in their daily lives.

Each one has been highly influenced by the development of globalization in different degrees. The most crucial is the effect of information technology. Everyone can surf the Internet to find useful information they need. Thus, learners have become more autonomous in digesting information. In comparison with those who learned languages in the 19th century or the 20th century, modern language learners have more opportunities to be successful.

Gardner (2004) points out the significances of different degrees of globalization on different regions in the world. Living in Taipei, the local people have their own definition of being citizens in the city. This definition must be different from those who live in the counties of other parts of Taiwan. No doubt, there are more foreigners in cities, such as Taipei, Taoyuan and even Chungli.City dwellers have more chances to practice their English than those who live in the countryside areas. In our learning environment, some students are shy to speak out. They don't dare to express their own ideas in English. They need more encouragement from their teachers and classmates. Thus, they don't practice English listening and speaking skills at all.

Suárez-Orozco(2004) pays attention to the continuous process of self-awareness. Owing to the development of computer science and other mass media connections, people can contact with each other easily. In comparison with foreign students, Taiwanese students have spent more time in using line, Fb and even the e-mailing systems. Thus this kind of continuous interactions makes them neglect listening and speaking skills. Maira (2004) mentions that the young generation has been influenced by theories of capitalism and economic development in their countries. For these young people, money speaks louder than words, but they don't value English skills very highly. They are satisfied with their communication modes with their classmates at school. They are used to speaking Chinese, so they don't think it is important for them to be skillful English speakers.

Research Questions

The research questions for this project were: how can teachers motivate students' to study English further, and how can they lower their anxiety in the English class? Battro (2004) emphasizes the links between globalization and localization by saying that "in a sense, the education of future generations will entail trade-offs not only between quality and quantity but also between global and local issues" (p.78). Globalization in higher education has become an obvious trend in these recent 10 years, so there are more foreign students at Minghsin University of Science and

Technology. They come from different regions. Most of them are from Asia, but only very few of them from Europe. To help students acquire their English skills is quite crucial for promoting globalization in the campus. Without positive communication, foreign students often feel frustrated and lack of confidence in studying with Taiwanese students.

Research Methodology

Since globalization in higher education has become an inevitable phenomenon, it is urgent to cultivate our students' speaking skills,and listening to English love songs was the means used to attract their attention to topics they could easily discuss. Through a series of discussions on images and connotations in them, they could understand what love is and be sympathetic with other foreign students. If they can speak out and express their own ideas in English, they can have a positive self-image in promoting the images of Taiwan to their foreign classmates. With the help of social media, they can communicate with their foreign friends in English and retell their own stories about learning English in Taiwan. This research therefore aimed at combining the learning and teaching methodology of EFL with the social interactions among language participants.

Participants

In the research project, 81 freshman participants were informed to meet the English requirement at Minghsin University of Science and Technology. They were expected to apply for formal English proficiency tests designed by LTTC or other companies, such as GEPT or TOEIC. They could also use the online language tests provided by the school to practice their listening and reading comprehension skills. The textbook they used was *Speak Out: Pre-intermediate Level.* It is the school policy to give freshmen an English proficiency test for figuring out their English competence. In total, there are 3 levels: intermediate, pre-intermediate and basic. Thus, the textbooks for them are also sorted into three categories. According to my teaching experience, students who are grouped in the Level B classes can achieve more than those in the Level C classes. One of the reasons is that their flexibility level and motivation for success are higher than that of students on the basic level.

Discussion

In the past 10 years, freshmen all had taken this entrance English proficiency test. It was found that college students' reading comprehension competence has decreasedyear by year. One of the reasons is that most students lack time to read English texts both at school and after school. Those who don't major in English spend

less time in studying English. They are not conscious about the importance of English in their career development. They do need help for arousing their awareness about the significances of studying English at school.

The diagram below explains how acquisition of accurate pronunciation can be improved by combining all sorts of audio material, video material and even interactive media to cultivate learners' awareness of listening, and desire to speak out. The listening input plays an important role in acquiring the skills for speaking out in public.

Acquisition of Accurate Pronunciation

Audio Material

Settings of Images → Listening Input ← Video Material

Interaction Media
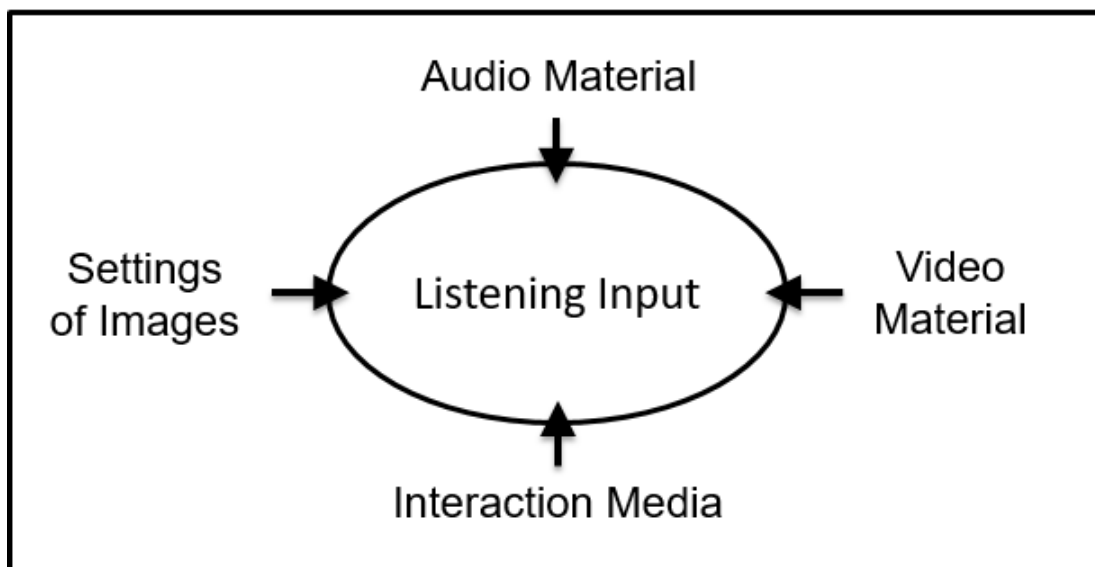
Research Results

In a survey of 46 freshmen participants of the service industry departments about the benefits of listening to music (See Appendix I), most of them did think that listening to music helped them lower their negative feelings, such as anxiety and depression. Some of them also thought that listening to music could improve their memory, and others agreed that it could help cancer patients ease their pain before having a surgery. Indeed most of them showed that music could help the quality of sleep.

Also in a survey, 35 freshmen participants of the management industry departments were recruited for understanding the teacher's effectiveness in implementing love songs in their English syllabus (See Appendix II). It was found that most students had a positive attitude toward the research study. Most of them agreed on the following items:

(2) I benefit from this course.

(10) The teaching material is clear.

(12) The ways of teaching can inspire learning interests.

(13) The teacher is well prepared for the course.

(14) The teacher inspires students to ask questions and discuss.

Educational Implications

In this project, it was found that individual listener factors did influence test performance, such as memory, interest, background knowledge and motivation. Most low achievers are afraid of listening to English for they predict they can't understand the vocabulary or even the meanings of short dialogues. Listening to English songs, these research participants had more chances to listen to the words or phrases because there were some repetitive sentences in each section of love songs.

Conclusion

To be used to the rhythm of each song was not difficult for them, so the participants benefited from their teacher's guidance of understanding the images embodied inlove songs. The most important of all, they could see the actions of the characters in the youtube.com. From the two surveys, they showed positive attitudes toward implementing music in their English classes. The project suggests that it would be good for more EFL teachers to collect materials like love songs embodied with interesting imagery for the learners in their English classes to practice accurate pronunciation.

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Appendices
Appendix A

Data Analysis of theBenefits of Music

觀察值摘要

	觀察值					
	有效的		遺漏值		總數	
	個數	百分比	個數	百分比	個數	百分比
$a[a]	46	100.0%	0	.0%	46	100.0%

a. 二分法群組表列於值 1。

次數分配表(Frequencies Table)

$a 次數

		反應值		觀察值百分比
		個數	百分比	
The Benefits of Music[a]	a1	25	9.8%	54.3%
	a2	14	5.5%	30.4%
	a3	34	13.4%	73.9%
	a4	32	12.6%	69.6%
	a5	12	4.7%	26.1%
	a6	14	5.5%	30.4%
	a7	19	7.5%	41.3%
	a8	24	9.4%	52.2%
	a9	27	10.6%	58.7%
	a10	36	14.2%	78.3%
	a11	17	6.7%	37.0%
總數		254	100.0%	552.2%

		反應值		觀察值百分比
		個數	百分比	
The Benefits of Music[a]	a1	25	9.8%	54.3%
	a2	14	5.5%	30.4%
	a3	34	13.4%	73.9%
	a4	32	12.6%	69.6%
	a5	12	4.7%	26.1%
	a6	14	5.5%	30.4%
	a7	19	7.5%	41.3%
	a8	24	9.4%	52.2%
	a9	27	10.6%	58.7%
	a10	36	14.2%	78.3%
	a11	17	6.7%	37.0%
總數		254	100.0%	552.2%

a. 二分法群組表列於值 1。

a1:improves my memory

a2:improves my test scores

a3:reduces my anxiety

a4:relieves depression

a5:helps people eat less

a6:assists while driving

a7:soothes pain

a8:helps cancer patients

a9:eases patients' anxiety before surgery

a10:improves sleep quality

a11:improves visual and verbal skills

The Benefits of Music

	a1	a2	a3	a4	a5	a6	a7	a8	a9	a10	a11
	25	14	34	32	12	14	19	24	27	36	17
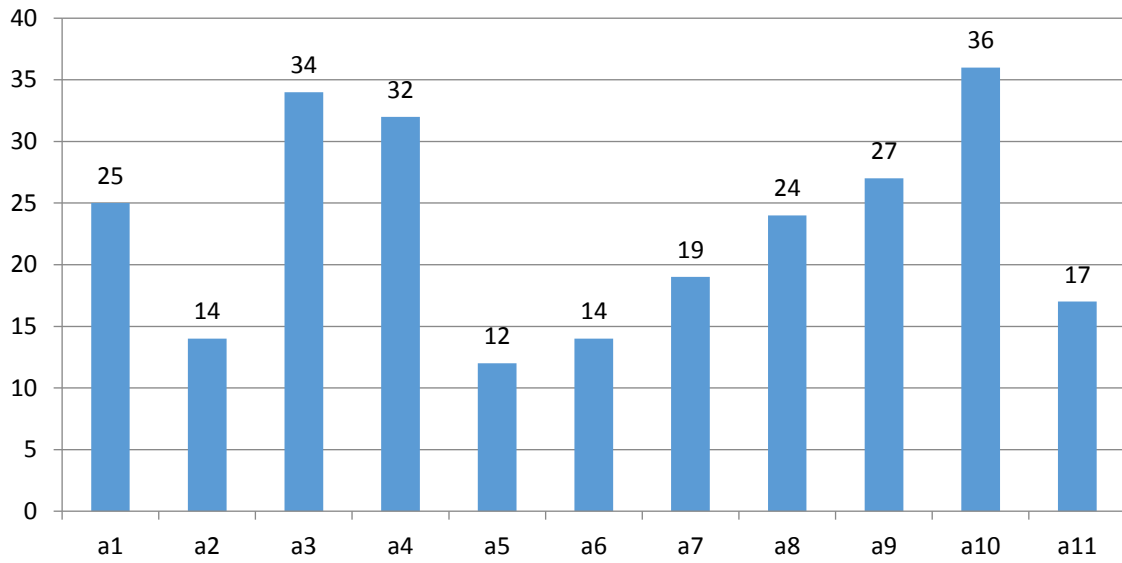
列聯表(Crosstabs)

觀察值摘要

	觀察值					
	有效的		遺漏值		總數	
	個數	百分比	個數	百分比	個數	百分比
Age*$a	46	100.0%	0	.0%	46	100.0%

Age*$a 交叉表列

			The benefits of Music[a]											總數
			a1	a2	a3	a4	a5	a6	a7	a8	a9	a10	a11	總數
Age	18	個數	21	12	29	27	11	12	17	20	23	32	15	40
		Age 中的 %	52.5%	30.0%	72.5%	67.5%	27.5%	30.0%	42.5%	50.0%	57.5%	80.0%	37.5%	
		$a 中的 %	84.0%	85.7%	85.3%	84.4%	91.7%	85.7%	89.5%	83.3%	85.2%	88.9%	88.2%	
		總數的 %	45.7%	26.1%	63.0%	58.7%	23.9%	26.1%	37.0%	43.5%	50.0%	69.6%	32.6%	87.0%
	19	個數	4	2	5	5	1	2	2	4	4	4	2	6
		Age 中的 %	66.7%	33.3%	83.3%	83.3%	16.7%	33.3%	33.3%	66.7%	66.7%	66.7%	33.3%	
		$a 中的 %	16.0%	14.3%	14.7%	15.6%	8.3%	14.3%	10.5%	16.7%	14.8%	11.1%	11.8%	
		總數的 %	8.7%	4.3%	10.9%	10.9%	2.2%	4.3%	4.3%	8.7%	8.7%	8.7%	4.3%	13.0%
總數		個數	25	14	34	32	12	14	19	24	27	36	17	46
		總數的 %	54.3%	30.4%	73.9%	69.6%	26.1%	30.4%	41.3%	52.2%	58.7%	78.3%	37.0%	100.0%

百分比及總數是根據應答者而來的。

a. 二分法群組表列於值 1。

Yearsof LearningEnglish*$a 交叉表列

			The benefits of Music[a]											總數
			a1	a2	a3	a4	a5	a6	a7	a8	a9	a10	a11	
Years of learning English	6	個數	5	5	9	10	2	5	6	4	5	11	3	11
		YearsoflearningEnglish中的 %	45.5%	45.5%	81.8%	90.9%	18.2%	45.5%	54.5%	36.4%	45.5%	100.0%	27.3%	
		$a 中的 %	20.0%	35.7%	26.5%	31.3%	16.7%	35.7%	31.6%	16.7%	18.5%	30.6%	17.6%	
		總數的 %	10.9%	10.9%	19.6%	21.7%	4.3%	10.9%	13.0%	8.7%	10.9%	23.9%	6.5%	23.9%
	7	個數	7	4	6	6	4	3	4	5	7	5	4	9
		YearsoflearningEnglish中的 %	77.8%	44.4%	66.7%	66.7%	44.4%	33.3%	44.4%	55.6%	77.8%	55.6%	44.4%	
		$a 中的 %	28.0%	28.6%	17.6%	18.8%	33.3%	21.4%	21.1%	20.8%	25.9%	13.9%	23.5%	
		總數的 %	15.2%	8.7%	13.0%	13.0%	8.7%	6.5%	8.7%	10.9%	15.2%	10.9%	8.7%	19.6%
	8	個數	4	0	7	4	3	0	1	2	4	6	3	10
		YearsoflearningEnglish中的 %	40.0%	.0%	70.0%	40.0%	30.0%	.0%	10.0%	20.0%	40.0%	60.0%	30.0%	
		$a 中的 %	16.0%	.0%	20.6%	12.5%	25.0%	.0%	5.3%	8.3%	14.8%	16.7%	17.6%	
		總數的 %	8.7%	.0%	15.2%	8.7%	6.5%	.0%	2.2%	4.3%	8.7%	13.0%	6.5%	21.7%
	9	個數	1	1	2	1	0	2	1	3	2	2	1	3
		YearsoflearningEnglish中的 %	33.3%	33.3%	66.7%	33.3%	.0%	66.7%	33.3%	100.0%	66.7%	66.7%	33.3%	
		$a 中的 %	4.0%	7.1%	5.9%	3.1%	.0%	14.3%	5.3%	12.5%	7.4%	5.6%	5.9%	
		總數的 %	2.2%	2.2%	4.3%	2.2%	.0%	4.3%	2.2%	6.5%	4.3%	4.3%	2.2%	6.5%
	10	個數	1	1	1	1	0	1	1	2	2	3	2	3
		YearsoflearningEnglish中的 %	33.3%	33.3%	33.3%	33.3%	.0%	33.3%	33.3%	66.7%	66.7%	100.0%	66.7%	
		$a 中的 %	4.0%	7.1%	2.9%	3.1%	.0%	7.1%	5.3%	8.3%	7.4%	8.3%	11.8%	

		總數的 %	2.2%	2.2%	2.2%	2.2%	.0%	2.2%	2.2%	4.3%	4.3%	6.5%	4.3%	6.5%
	1 1	個數	3	0	2	3	1	0	2	3	3	3	0	3
		YearsoflearningEnglish中的 %	100.0%	.0%	66.7%	100.0%	33.3%	.0%	66.7%	100.0%	100.0%	100.0%	.0%	
		$a 中的 %	12.0%	.0%	5.9%	9.4%	8.3%	.0%	10.5%	12.5%	11.1%	8.3%	.0%	
		總數的 %	6.5%	.0%	4.3%	6.5%	2.2%	.0%	4.3%	6.5%	6.5%	6.5%	.0%	6.5%
	1 2	個數	3	3	5	5	1	3	3	4	3	4	3	5
		YearsoflearningEnglish中的 %	60.0%	60.0%	100.0%	100.0%	20.0%	60.0%	60.0%	80.0%	60.0%	80.0%	60.0%	
		$a 中的 %	12.0%	21.4%	14.7%	15.6%	8.3%	21.4%	15.8%	16.7%	11.1%	11.1%	17.6%	
		總數的 %	6.5%	6.5%	10.9%	10.9%	2.2%	6.5%	6.5%	8.7%	6.5%	8.7%	6.5%	10.9%
	1 3	個數	1	0	2	2	1	0	1	1	1	2	1	2
		YearsoflearningEnglish中的 %	50.0%	.0%	100.0%	100.0%	50.0%	.0%	50.0%	50.0%	50.0%	100.0%	50.0%	
		$a 中的 %	4.0%	.0%	5.9%	6.3%	8.3%	.0%	5.3%	4.2%	3.7%	5.6%	5.9%	
		總數的 %	2.2%	.0%	4.3%	4.3%	2.2%	.0%	2.2%	2.2%	2.2%	4.3%	2.2%	4.3%
總數		個數	25	14	34	32	12	14	19	24	27	36	17	46
		總數的 %	54.3%	30.4%	73.9%	69.6%	26.1%	30.4%	41.3%	52.2%	58.7%	78.3%	37.0%	100.0%

百分比及總數是根據應答者而來的。

a. 二分法群組表列於值 1。

| | | | The benefits of Music[a] | | | | | | | | | | | 總數 |
			a1	a2	a3	a4	a5	a6	a7	a8	a9	a10	a11	
Gender	female	個數	16	10	23	21	9	8	12	16	17	24	9	31
		Gender 中的 %	51.6%	32.3%	74.2%	67.7%	29.0%	25.8%	38.7%	51.6%	54.8%	77.4%	29.0%	
		$a 中的 %	64.0%	71.4%	67.6%	65.6%	75.0%	57.1%	63.2%	66.7%	63.0%	66.7%	52.9%	
		總數的 %	34.8%	21.7%	50.0%	45.7%	19.6%	17.4%	26.1%	34.8%	37.0%	52.2%	19.6%	67.4%
	male	個數	9	4	11	11	3	6	7	8	10	12	8	15
		Gender 中的 %	60.0%	26.7%	73.3%	73.3%	20.0%	40.0%	46.7%	53.3%	66.7%	80.0%	53.3%	
		$a 中的 %	36.0%	28.6%	32.4%	34.4%	25.0%	42.9%	36.8%	33.3%	37.0%	33.3%	47.1%	
		總數的 %	19.6%	8.7%	23.9%	23.9%	6.5%	13.0%	15.2%	17.4%	21.7%	26.1%	17.4%	32.6%
總數		個數	25	14	34	32	12	14	19	24	27	36	17	46
		總數的 %	54.3%	30.4%	73.9%	69.6%	26.1%	30.4%	41.3%	52.2%	58.7%	78.3%	37.0%	100.0%

百分比及總數是根據應答者而來的。

a. 二分法群組表列於值 1。

Appendix B
Evaluation on Teaching

1. My ratio of class attendance in this course.

2. I benefit from this course.

3. The course inspires me further learning.

4. The hours of studying myself in this course.

5. The teacher is concerned about students' learning.

6. The situation of communication between the teacher and students.

7. The attitude of the teacher's teaching.

8. The extent of difficulty for the contents of teaching material.

9. The contents of teaching material are sufficient and various.

10. The teaching material is clear.

11. The contents of instruction cover the major topics of the course.

12. The ways of teaching can inspire learning interests.

13. The teacher is well prepared the course.

14. The teacher inspires students to ask questions and discuss.

15.The ability of the teacher's expression.

16. The teacher instructs according to the syllabus.

17. The way of evaluating students' learning.

18. I am satisfied with the course on the whole.

5: very satisfied   4: satisfied   3: so-so
2: not satisfied   1: not very satisfied

次數分配表

統計量

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18
個數	有效的	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
	遺漏值	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
平均數		4.69	3.69	3.50	3.03	3.56	3.97	4.22	2.84	3.69	3.44	3.47	3.25	3.75	3.88	3.25	3.50	3.72	3.38
中位數		5.00	4.00	3.50	3.00	4.00	4.00	4.00	3.00	3.50	3.50	3.50	3.00	4.00	4.00	3.00	3.00	4.00	3.00
眾數		5	3[a]	3[a]	3	4	5	4	3	3	4	3[a]	3	4	4	3	3	4	3
最小值		3	2	2	1	1	1	2	1	2	2	1	2	2	2	1	1	2	1
最大值		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5

a. 存在多個眾數，顯示的為最小值。

16

次數分配表

		次數	百分比	有效百分比	累積百分比
有效的	3	3	9.4	9.4	9.4
	4	4	12.5	12.5	21.9
	5	25	78.1	78.1	100.0
	總和	32	100.0	100.0	

Q1
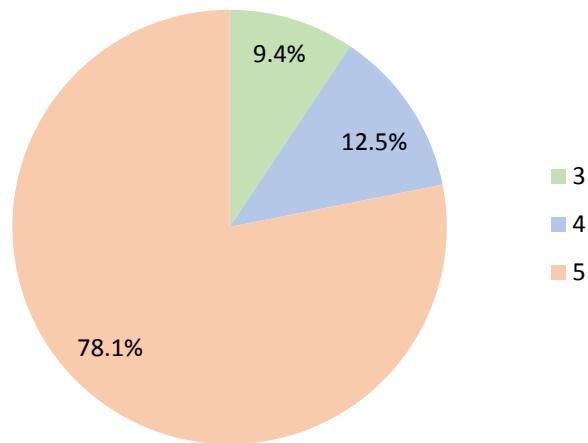
Q2		次數	百分比	有效百分比	累積百分比
有效的	2	2	6.3	6.3	6.3
	3	12	37.5	37.5	43.8
	4	12	37.5	37.5	81.3
	5	6	18.8	18.8	100.0
	總和	32	100.0	100.0	

Q2
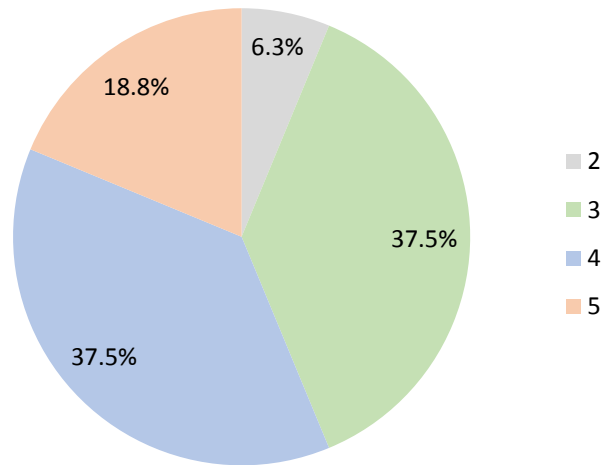
		次數	百分比	有效百分比	累積百分比
有效的	2	3	9.4	9.4	9.4
	3	13	40.6	40.6	50.0
	4	13	40.6	40.6	90.6
	5	3	9.4	9.4	100.0
	總和	32	100.0	100.0	

Q3

Q4
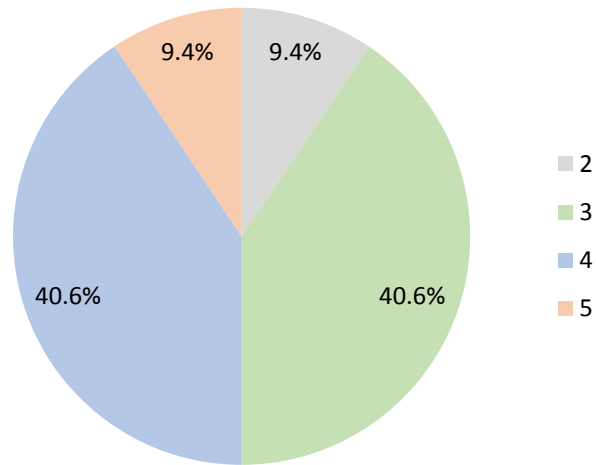
		次數	百分比	有效百分比	累積百分比
有效的	1	2	6.3	6.3	6.3
	2	7	21.9	21.9	28.1
	3	14	43.8	43.8	71.9
	4	6	18.8	18.8	90.6
	5	3	9.4	9.4	100.0
	總和	32	100.0	100.0	

Q4
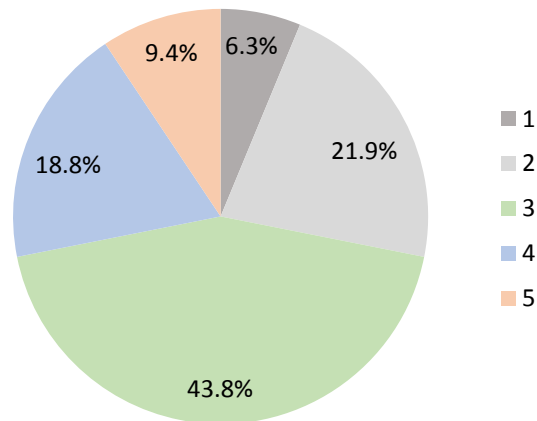
		次數	百分比	有效百分比	累積百分比
有效的	1	1	3.1	3.1	3.1
	2	3	9.4	9.4	12.5
	3	10	31.3	31.3	43.8
	4	13	40.6	40.6	84.4
	5	5	15.6	15.6	100.0
	總和	32	100.0	100.0	

Q5
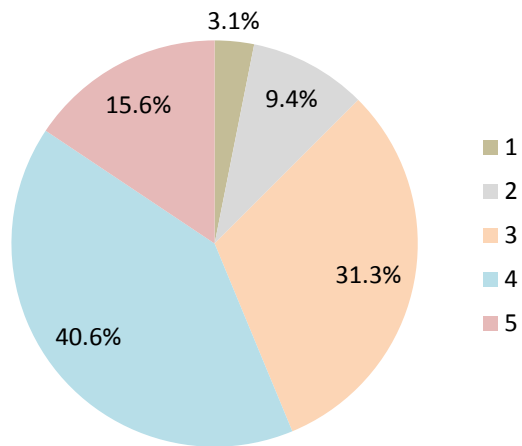
		次數	百分比	有效百分比	累積百分比
有效的	1	1	3.1	3.1	3.1
	2	1	3.1	3.1	6.3
	3	8	25.0	25.0	31.3
	4	10	31.3	31.3	62.5
	5	12	37.5	37.5	100.0
	總和	32	100.0	100.0	

Q6
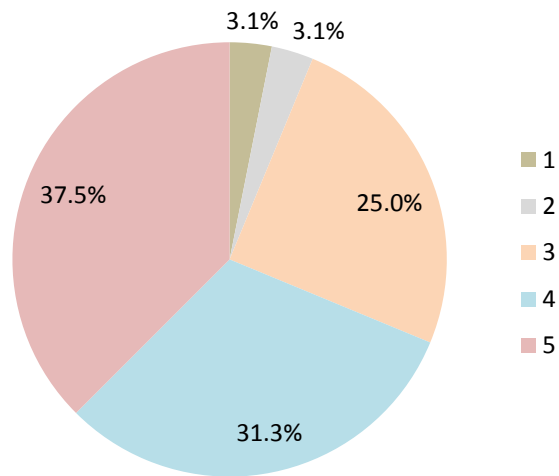
		次數	百分比	有效百分比	累積百分比
有效的	2	1	3.1	3.1	3.1
	3	4	12.5	12.5	15.6
	4	14	43.8	43.8	59.4
	5	13	40.6	40.6	100.0
	總和	32	100.0	100.0	

Q7
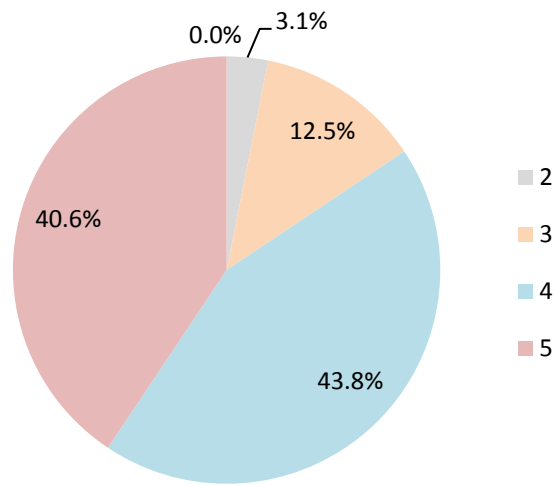
		次數	百分比	有效百分比	累積百分比
有效的	1	6	18.8	18.8	18.8
	2	5	15.6	15.6	34.4
	3	13	40.6	40.6	75.0
	4	4	12.5	12.5	87.5
	5	4	12.5	12.5	100.0
	總和	32	100.0	100.0	

Q8
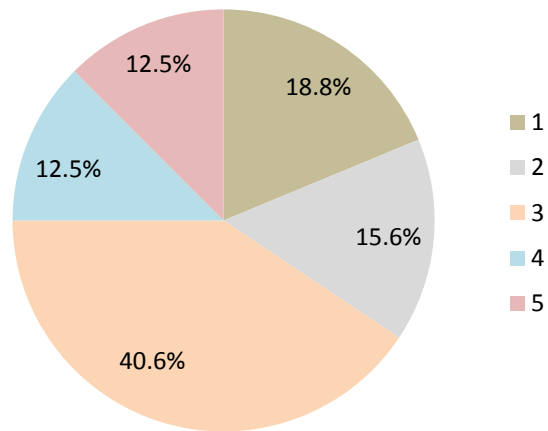
		次數	百分比	有效百分比	累積百分比
有效的	2	1	3.1	3.1	3.1
	3	15	46.9	46.9	50.0
	4	9	28.1	28.1	78.1
	5	7	21.9	21.9	100.0
	總和	32	100.0	100.0	

Q9

Q10
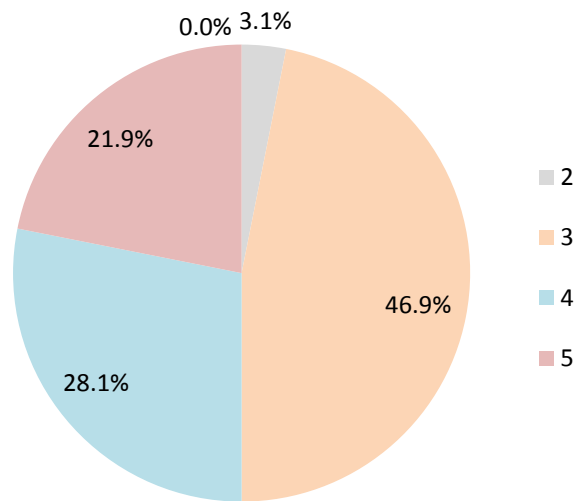
		次數	百分比	有效百分比	累積百分比
有效的	2	8	25.0	25.0	25.0
	3	8	25.0	25.0	50.0
	4	10	31.3	31.3	81.3
	5	6	18.8	18.8	100.0
	總和	32	100.0	100.0	

Q10
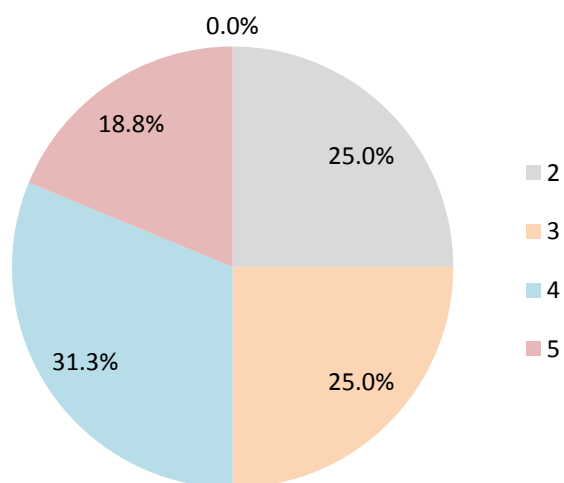
		次數	百分比	有效百分比	累積百分比
有效的	1	1	3.1	3.1	3.1
	2	1	3.1	3.1	6.3
	3	14	43.8	43.8	50.0
	4	14	43.8	43.8	93.8
	5	2	6.3	6.3	100.0
	總和	32	100.0	100.0	

Q11
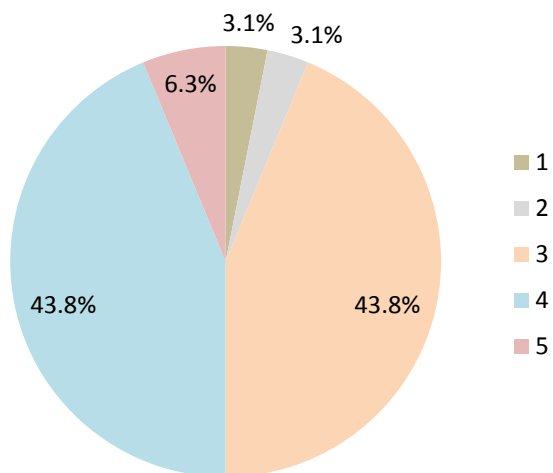
Q12

		次數	百分比	有效百分比	累積百分比
有效的	2	6	18.8	18.8	18.8
	3	16	50.0	50.0	68.8
	4	6	18.8	18.8	87.5
	5	4	12.5	12.5	100.0
	總和	32	100.0	100.0	

Q12

Q13
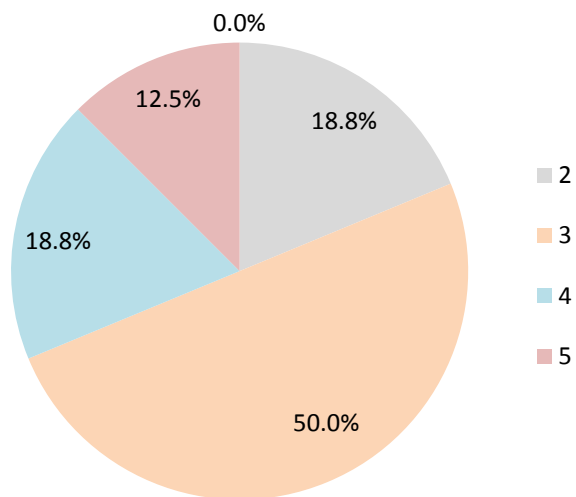
		次數	百分比	有效百分比	累積百分比
有效的	2	2	6.3	6.3	6.3
	3	10	31.3	31.3	37.5
	4	14	43.8	43.8	81.3
	5	6	18.8	18.8	100.0
	總和	32	100.0	100.0	

Q13
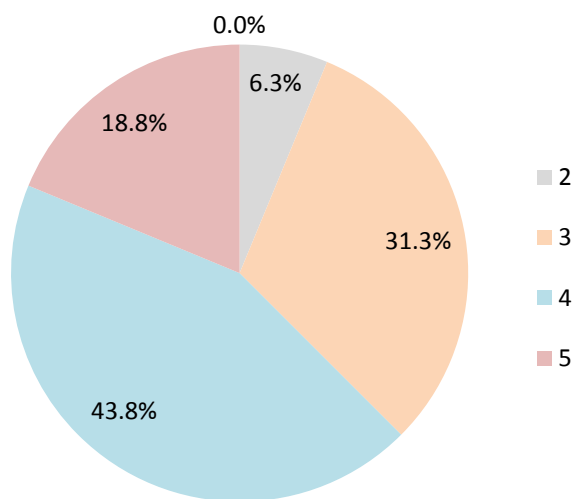
		次數	百分比	有效百分比	累積百分比
有效的	2	2	6.3	6.3	6.3
	3	9	28.1	28.1	34.4
	4	12	37.5	37.5	71.9
	5	9	28.1	28.1	100.0
	總和	32	100.0	100.0	

Q14

Q15
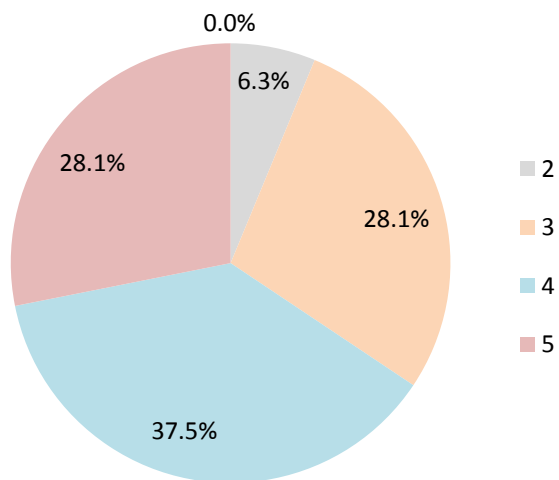
		次數	百分比	有效百分比	累積百分比
有效的	1	2	6.3	6.3	6.3
	2	3	9.4	9.4	15.6
	3	15	46.9	46.9	62.5
	4	9	28.1	28.1	90.6
	5	3	9.4	9.4	100.0
	總和	32	100.0	100.0	

Q15
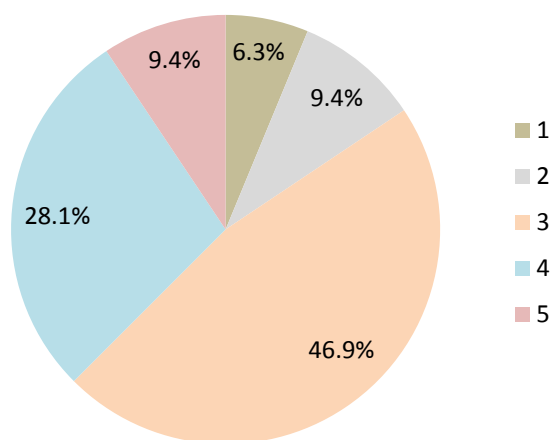
		次數	百分比	有效百分比	累積百分比
有效的	1	1	3.1	3.1	3.1
	2	1	3.1	3.1	6.3
	3	15	46.9	46.9	53.1
	4	11	34.4	34.4	87.5
	5	4	12.5	12.5	100.0
	總和	32	100.0	100.0	

Q16
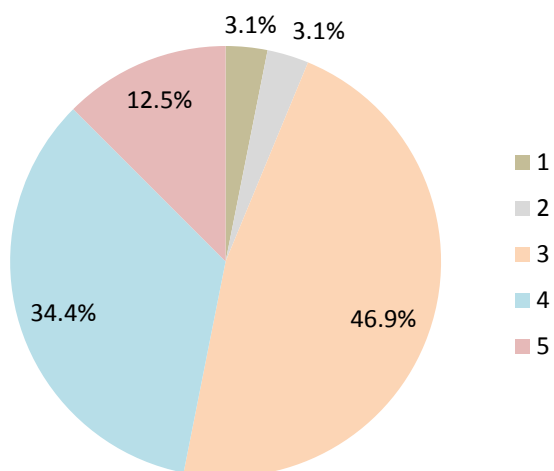
Q17		次數	百分比	有效百分比	累積百分比
有效的	2	1	3.1	3.1	3.1
	3	12	37.5	37.5	40.6
	4	14	43.8	43.8	84.4
	5	5	15.6	15.6	100.0
	總和	32	100.0	100.0	

Q17

0.0%　3.1%
15.6%
37.5%
43.8%

- 2
- 3
- 4
- 5
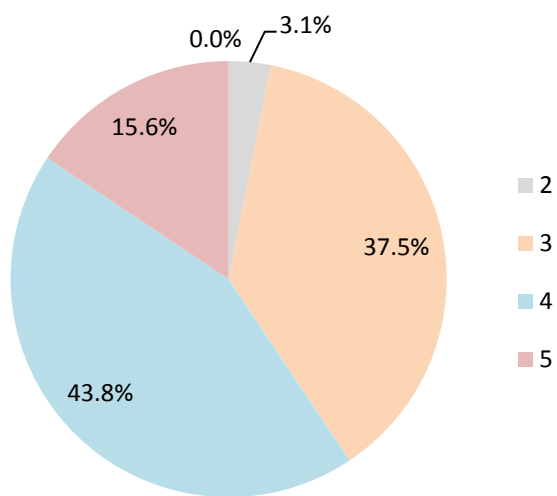
Q18		次數	百分比	有效百分比	累積百分比
有效的	1	1	3.1	3.1	3.1
	2	2	6.3	6.3	9.4
	3	18	56.3	56.3	65.6
	4	6	18.8	18.8	84.4
	5	5	15.6	15.6	100.0
	總和	32	100.0	100.0	

Q18
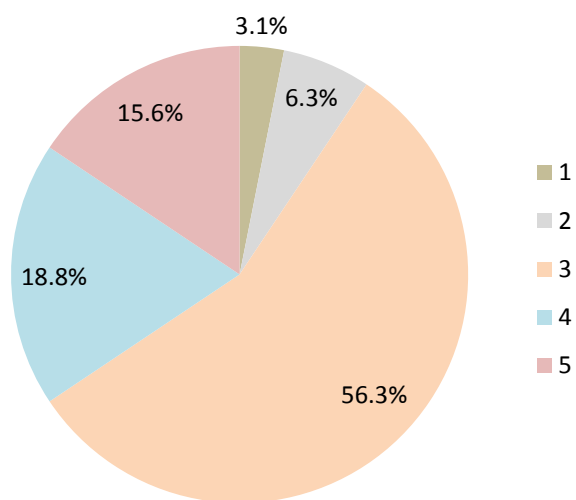
PS. 問卷共 35 份，其中 3 份填寫不完整，故刪除，不納入分析。

明新科技大學校內專題成果報告

公 開 授 權 書

（提供本校辦理紙本與電子全文授權管理用）

本授權書為明新科技大學校內專題研究計畫成果報告授權人：楊惠筠

在明新科技大學　通識教育中心 語言教學中心　　105　年度校內專題研究計畫。

研究計畫編號： MUST-105 語言-1

研究計畫名稱：唱英文情歌　習得　準確發音

計畫類型： 任務型

執行期限：　105　年　1　月　1　日至　105　年　9　月　30　日

茲同意將授權人擁有研究之上列成果報告：紙本授權全文公開陳列於本校圖書館，為學術研究之目的以各種方法重製，或為上述目的再授權他人以各種方法重製，不限地域與時間，惟每人以一份為限；成果報告之電子檔（含摘要），本校圖書館保留以供文獻典藏使用，但可依使用權限授權於網路公開，提供讀者非營利性質之免費線上檢索、閱覽、下載或列印。成果報告之電子檔案使用權限授權，請勾選下列一項：

☐ 校內外立即公開全文(含摘要)

☐ 校內外立即公開摘要，校內立即公開全文，一年後校外公開全文

■ 校外僅於公開摘要，校內立即公開全文，校外永不公開全文

授權人：　楊惠筠　　　　　　　　　　　（請親筆正楷簽名）

E-Mail：　syhuiyun@must.edu.tw

中　華　民　國　105　　年　　10　　月　　31　　日

中華民國 105 年 10 月 31 日

Appendix D

明新科技大學 <u>105</u> 年度研究計畫執行成果自評表

計 畫 類 別 ：	■任務導向計畫□整合型計畫□個人計畫	
所 屬 院（部）：	□工學院□管理學院□服務學院□人文社會科學院■通識教育中心	
執 行 系 別 ：	語言教學中心	
計 畫 主 持 人 ：	楊惠筠　職稱：副教授	
計 畫 名 稱 ：	唱英文情歌習得準確發音	
計 畫 編 號 ：	MUST-105 語言-1	
計 畫 執 行 時 間 ：	105 年 1 月 1 日至 105 年 9 月 30 日	

<table>
<tr>
<td rowspan="2">計畫執行成效</td>
<td>教學方面</td>
<td>對於改進教學成果方面之具體成效：

In this project, it was found that individual listener factors did influence test performance, such as memory, interest, background knowledge and motivation. Most low achievers are afraid of listening to English for they predict they can't understand the vocabulary or even the meanings of short dialogues. Listening to English songs, these research participants had more chances to listen to the words or phrases because there were some repetitive sentences in each section of love songs.</td>
</tr>
<tr>
<td>學術研究方面</td>
<td>該計畫是否有要衍生產學合作案、專利、技術移轉　■是　　□否

　<u>請說明衍生項目：　Crane Book Company</u>

This cooperation project will start at the end of 2016.</td>
</tr>
</table>

成果自評	計畫預期目標： Nowadays EFL language learners in Taiwan are lucky to be able to use the Internet connections to develop their four skills and even acquire situational knowledge by watching online videos. They can find out useful links, such as Wikipedia, dictionary.com and even youtube.com to study English. Thus, one of the important tasks in this research was to find some interesting love songs and help them to find the visual images in the website, youtube.com. Furthermore, they were expected to find some interesting texts about romantic stories. This task-based project was helpful for them to understand more about gender relationships and even make plans for their career development. In the future, they can have an interview with their family members or friends to figure out the multiple channels for communication. 計畫執行結果： To be used to the rhythm of each song was not difficult for them, so the participants benefited from their teacher's guidance of understanding the images embodied in love songs. The most important of all, they could see the actions of the characters in the youtube.com. From the two surveys, they showed positive attitudes toward implementing music in their English classes. The project suggests that it would be good for more EFL teachers to collect materials like love songs embodied with interesting imagery for the learners in their English classes to practice accurate pronunciation. 預期目標達成率:90 %
	其它具體成效： This research results will be helpful for promoting globalization in higher education.　If college students are willing to speak out, they can communicate well with foreign students at school.

Appendix E

明新科技大學 <u>105</u> 年度校內專題研究計畫運用於教學成果記錄表

計畫類型	□個人型□整合型■任務導向型			計畫編號		MUST-105 語言-1
計畫名稱	唱英文情歌習得準確發音					
計畫主持人 資料	**姓名**	楊惠筠		職稱	副教授	
	中心	通識教育中心		系所	語言教學中心	
聘用助理	**系科班級**	**學號**	**姓名**	**聘僱起訖時間**		**工作內容**
	資二甲	B04090040	葉宇珊	105/6/1-105/6/30		Data Processing
融入課程	**開課班級**	**課程名稱**		**修課人數**	**課程內容概述**	
	休一乙 財金一乙	English (I)		91	This course aims at cultivating students' four skills in English. Students are encouraged to use on-line course programs designed to improve their self-learning strategies in English.	

促進教學之成果說明	In this project, it was found that individual listener factors did influence test performance, such as memory, interest, background knowledge and motivation. Most low achievers are afraid of listening to English for they predict they can't understand the vocabulary or even the meanings of short dialogues. Listening to English songs, these research participants had more chances to listen to the words or phrases because there were some repetitive sentences in each section of love songs.

Appendix F
Poster

明新科技大學105年度校內專研究計畫 成果報告發表
計畫名稱：唱英文情歌習得準確發音
•計畫編號：MUST-105 語言-1
計畫主持人：通識教育中心 語言教學中心 楊惠筠 副教授

一、計畫摘要

This project, "Acquiring Accurate Pronunciation by Singing English Love Songs," aimed at encouraging learners to practice their speaking skills both in and out of their English class and helping them have positive self-images toward themselves by implementing a theme-based curricular planning syllabus. According to Gardner's socio-educational model of second language acquisition, variables of success are associated with factors that are social, biological and experiential. Besides studying differences of individual intelligence of the students, researchers have investigated relationships between language aptitude, language attitudes and motivation. Lessening learners' language anxiety and guiding them to use right learning strategies are crucial for motivating self-regulatory learners to go further in studying a foreign language. Through singing English love songs, they will learn to pronounce English phrases correctly, dare to communicate with their partners in English, and develop their self-image by translating their Taiwan experiences into an English learning experience.

二、結果與討論

The teaching methodology combines Gardner's socio-educational model with goal-setting theory and self-worth theory. The goals of the project are mainly to organize interesting learning tasks to heighten the motivation of English learners, reinforce the mechanism of self-learning autonomy and improve the educational standards of vocational education. Cultivating participants' speaking skills, facilitators first focus on their listening input by using audio material, video material and interaction media to arouse their attention and having a series of discussions on the settings of images in English love songs.

Acquisition of Accurate Pronunciation
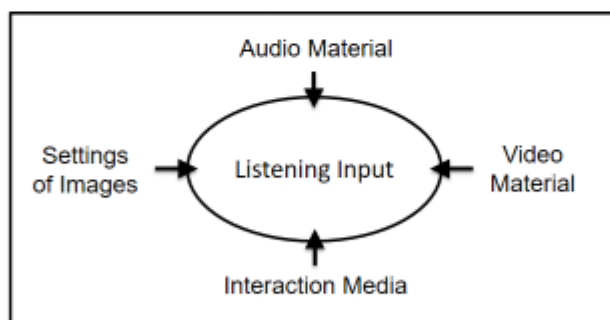
In this year's experimental study on General English education, participants were encouraged to join in a reading club to read authentic love stories and short stories with gender related themes. Gender equality and love relationships among characters were discussed in detail. After the reading activities, they spent four weeks in the English Self-Learning Center to listen to CDs for the texts related to Valentines' Day and other festivals in different countries. It was found that innovation in EFL curriculum design does deepen students' self-directed strategies, reinforce their practice skills and help them gain confidence in their linguistic performance.

Keywords: theme-based approach, goal-setting theory, self-worth theory, socio-educational model, self-directed strategies.