

An Analysis of Undergraduates' Engagement in Common Culture

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Abstract

Studies on the application of linguistic theories with a view to analyzing the popular culture undergraduates encounter are relatively limited compared with other educational EFL studies. In this study, learners are offered a motivation to explore the functions and structures of real-life songs and commercials by means of theories and examples examined in the course Introduction to Linguistics. The researcher examines the students' attitudes toward cooperation in the analysis of linguistic structures derived from their coursework at a university in Taiwan. Seventy-four sophomores are divided into about 17 groups; each group is required to analyze two songs and two commercials (one of each in English and the other in Chinese). Consisting of 17 English and Chinese songs as well as 17 English and Chinese commercials, the corpus is analyzed from the points of view of phonetics, morphology, syntax, semantics, and pragmatics. This study focuses on the learners' attitudes toward their assignments, on their relations with peers, and on the roles they play in the presentation of their assignments. Various implications of promoting the students' reflection on the gradual understanding of complex linguistic theories by employing the latter in the interesting materials they choose for themselves are considered. A discussion of possible limitations to and recommendations for the approach of linguistic analysis is provided for teachers interested in determining the extent to which the curriculum design motivates students to master current linguistic theories.

Key words: commercials, common culture, linguistic analysis

Introduction

Background of this Study

Considered a Western cultural concept (Loncar & Chen, 2007), autonomy is defined as a state in which "learners are able to take charge of their own learning, determine their objectives, select methods and techniques and evaluate what has been acquired" (Littlewood, 1999, p.75). When the responsibility for the language learning process (which includes setting goals, selecting learning strategies, and evaluating progress) is transferred from teachers to learners, it may foster learner autonomy (Cotterall, 2000).

It is important to cultivate the East Asian students' autonomy in carrying out their assignments in order to reduce their dependence on the group. For this purpose, teachers need to select the most suitable form in which their students are likely to get the best learning effect. The first model of integrating motivation into the systematic

instruction design process is the ARCS motivational one, which includes attention, relevance, confidence and satisfaction (Chao & Wang, 2005). The task should be concrete, humorous, variable, and should contain incongruity, conflict and occasions for the participants' inquiry so as to draw their attention. Relevance means that the task is supposed to have plenty of practical worth and future usefulness, while also bringing into play experience, modeling and choice. If students, apart from knowing that the task has specific learning objectives and requirements, also realize that the teacher has realistic expectations and provides opportunities for increased learner independence, they will feel confident. Satisfaction is likely to be felt because students can naturally obtain results, unexpected rewards, as well as the chance of self-evaluation and self-empowerment. Cooperative projects get students actively involved in the learning process, thus serving as a good example of implementing the ARCS model. For this reason, they should be promoted more often in the current educational setting.

Pop culture is everywhere and one can hardly avoid being affected by it (Fantini, 1997). Understanding the culture of the addressers and the addressees in a communicative setting is important for promoting adequate communication. Popular media in modern society are commercials, the language of which can provide a teaching material rich in tropes (Hsieh, 2005). Tropes appear in magazines very frequently, with about 34.6% of commercials containing them (Phillips & McQuarrie, 2002, quoted in Hsieh, 2005).

Students are passively instructed with regard to theory and need to take examinations. They may only need to memorize definitions of terms without understanding the real meanings of those linguistics concepts. Therefore, the purpose of this study is firstly to establish how effective the questionnaire is in eliciting from students the right attitude toward the cooperative project, and secondly, to examine the correlation between the students' background and their choice of the answers to the questions in the questionnaire.

The Research Questions of This Study

The questions this study deals with are the following:

1. What attitudes do college students have towards the cooperative project of analyzing some linguistic elements of ordinary culture and what is their understanding of this phenomenon?
2. Is there any correlation between the students' background and their different answers to the questionnaire? If yes, what is it?
3. How can students be motivated into completing their project?

Literature Review

The Purpose of Using Cooperative Learning

Taiwanese students tend to be shy, reticent, and mostly passive participants; many factors can account for their problems, such as learners, teachers, classroom and school culture. Many teachers try to find solutions for these problems. Among them, cooperative projects can be counted as an ideal choice, as they tend to provide an atmosphere characterized by trust, mutual support, collaboration and lack of anxiety (Iftimie, 2007). Cooperative learning “emphasizes conceptual learning and development of social skills as learners work together in small heterogeneous groups according to the principles of positive interdependence, individual accountability, face-to-face promotive interaction and group processing” (Johnson, Johnson & Stanne, 2000, quoted in Shaaban & Ghaith, 2005, p.15). Cooperative development requires three qualities: respect, empathy and honesty (Edge, 1992). Expressing our experience and understanding the articulation of what we think and feel are vital to our learning and knowing (Kilthey, 1976, quoted in Edge, 1992, p. 62). Among the criteria suggested by Ryffel (1997) for choosing activities, the most significant are: instructions, pacing, teacher participation or intervention, grouping, student participation, learning preferences, discussion, students and teachers as source of information.

Under the topic “our university”, Iftimie compiled data collected by a camcorder, students’ feedback to questionnaires and the teacher’s diary. Iftimie pointed out several reasons for using cooperative projects: they help students learn, get involved, build team spirit and increase their autonomy because they are motivating, creative, and authentic. They also help develop students’ research, organizing, socializing, and speaking skills. Lang (2007a & 2007b) adopted the literary circle as a cooperative approach meant to promote the students’ critical reading because each member of the circle has a role to play and is responsible for exchanging with the others her ideas on various issues. Thus, students can better understand the text, construct meaningful sentences and acquire literacy skills.

Learners need to develop nine cooperative skills in order to have good interaction: attending, reflecting, focusing, thematizing, challenging, disclosing, goal-setting, trailing, and planning (Egan, 1986, quoted in Edge, 1992, p. 64). Murphy (2003) found that individuality can affect the goals of the task assigned by the teacher and contended that desired pedagogic results could be achieved by attracting the learners’ attention with selected tasks. According to him, learners’ task perception can affect them, thus being responsible for their achievement orientation or survival orientation. “Team-based learning can be a method of increasing complexity in the learning experience, which thus strengthens students’ preparedness for the complex

environments” (Livingstone & Lynch, 2000). Therefore, the learner’s contribution, the task and the context within which the task is completed are three important factors influencing the learning outcome. Teachers should be allowed to adopt alternative procedural routes to the same goal for a given task in order to meet individual differences. In case of failure, learners should reflect on the approach and the language needed for completing the task, which is supposed to help them develop learner autonomy (Murphy, 2003). In other words, students provided with autonomy, competence and relatedness will learn in an interesting, challenging and intrinsically motivating environment (Filak & Sheldon, 2003).

The Relation of Motivation and Achievement

Not much literature about team-based learning is extant that relies on students’ experience or grade performance (Livingstone & Lynch, 2000). For example, the correlation between the learning strategies adopted and the attitudes or motivation of the learners receives little attention in Asia. A complex and dynamic mixture of internal cognition, motion, external incentives and social context may account for the different degrees of academic success (Gan, Humphreys & Hamp-Lyons, 2004). Wenden (1998) contended that the attitude toward the learners’ autonomy was related to whether or not they could evaluate their role in learning and acquiring ability. Higher-level students tended to manage their learning strategies better than their lower-level classmates (Wen & Johnson, 1997). Kromrey and Purdom (1995) compared lecture, cooperative learning and programmed instruction at college level but the students observed obtained similar achievements regardless of the treatment received. The short-term nature of the experiment (only two weeks) might explain their findings. Furthermore, Livingstone and Lynch found that the skills required for good group work differ from those needed for good individual work and that the skills for good group work validly explain an individual’s university assessment. “Getting the group roles and the group structure clarified could compensate for individual differences” (Livingstone & Lynch, 2000, p.341). In addition, students can actively interpret their learning environment, differ in their understanding of learning, and interpret the tasks set for them in various ways, yielding variations in study actions that will affect learning results (Biggs, 2003. quoted in Goodyear & Zenios, 2007).

Knowledge is relative and difficult to acquire. Discussion plays an important role in epistemic activity as it can build collaborative knowledge or construct collaboration and improve learning concepts (Goodyear & Zenios, 2007). Exploring college students’ expectation for teaching, learning and assessment, Sander, Stevenson, King and Coates (2000) found that students liked to be taught by formal and interactive lectures but preferred interactive lectures and group-based activities. Students’ least favored learning methods were formal lecture, role-play and student presentations.

Coursework assessment preference was for essays, research projects and problems/exercises. Moreover, the students' chosen qualities for good teachers are, in decreasing order of their importance, teaching skills, approachability, knowledge, enthusiasm and organization. Their paper suggests that students prefer teacher-led instruction and learning, as well as active participation (Sander et al., 2000), but different learning styles are found among students in different subject areas. In another study, Trigwell, Prosser, and Waterhouse (1999) discovered that teaching with an information transmission/teacher-centered approach is closely related to surface approaches to learning and that teaching with a conceptual change/student-centered approach is closely related to a deep approach to learning. The former tends to yield lower-quality learning outcomes, whereas the latter is often adopted by students who reported to have experienced good teaching. Therefore, teachers should design curricula in various ways in order to suit different students' needs—a measure likely to make their teaching more effective and beneficial insofar as it meets their audience's learning expectations.

The Importance of Teaching Common Culture in Class

Defining culture in order for it to be taught or learned is difficult (Good, 2006). Culture can be considered similar to an iceberg in that certain parts of it are noticeable whereas the deeper parts remain invisible, immersed in the deep sea (Peterson, 2004, quoted in Good, 2006). That is, there are broad categories and details for culture, according to Peterson. Hirsch et al. assigned 23 general categories for cultural literacy, which is insufficient for students to learn. Popular culture, such as certain songs and commercials, is widely known and frequently alluded to in the media. People cannot help learning from their environment saturated with common culture, as it supplies ready-made images, ideas, and patterns of behavior.

Different from high culture and folk culture, common culture is the most immediate and contemporary element in our lives. Mass media bring people together within a body of common knowledge of a transitory nature (Fantini, 1997). "Pop culture is the shared knowledge and practices of a specific group at a specific time ... and often an initiator of change" (Fantini, 1997, p.4). Pop culture contains certain standards and commonly held beliefs about beauty, success, love or justice. It also exerts a high influence on people's lives. Shaping society and individuals, popular culture determines the role that one needs to play. "Analyzing pop culture with a critical eye allows you to begin to free yourself from the manipulation of the media; it is an important step toward living an examined life" (Fantini, 1997, p.2). Consequently, students need to acquire universal cultural literacy in order to better understand messages in intercultural communication.

Liao (2004) contends that issues related to students' life should be inserted into

class lessons and authentic materials, such as *The China Post* or *Sinorama* should be adopted in order to teach students how to express their cultural awareness and folk feelings through English. Structures and strategies are two important areas for conducting successful culture-learning activities. There are two steps involved therein: First, learners' emotional reactions are identified and addressed in order to make sure learning is meaningful. Second, appropriate classroom behavior can be expected from the comfortable, easy and safe environment as teachers adopt culturally sensitive strategies. That is to say, teachers should use the experiential learning cycle as a framework for motivating students and adopt meaningful strategies in the learning setting (Ryffel, 1997).

Commercials are popular media in modern society and commercial language can provide teaching materials rich in tropes (Hsieh, 2005). There are several features to English commercials, such as correctly conveying messages for products, appealing to the feelings or to the reason of customers, and caring about readers' thoughts and needs (Huang, 2000). The sentence patterns of commercials often draw the readers' attention, provoke their interest and intensify their memory, as commercials consist of substitution, elision, parallelism, and unconventional design. Moreover, tropes, puns, personalization and vagueness are used in creating analogous meanings. Therefore, Huang (2000) suggested that teachers grasp opportunities, select materials adjust their methods to the teaching of commercials and focus on functional grammar in order to improve their students' language skills.

To obtain more effective results, Hsieh suggested ten kinds of exercises involving the practice of tropes in commercials--for example, matching task, question and answer, sentence-making, group discussion, guided reading, brain storming, information gap, reasoning gap, inference, and connection of definitions with the word defined, which is supposed to provide interesting, involving ways of assimilating abstract notions. Chang and Lin (2007) compare marketing strategies in online advertisements between Anglo-American and Taiwanese Mandarin in terms of text connectives, code glosses, illocution markers, narrators, modality/validity markers, attitude markers, and commentaries—aspects to be examined simultaneously in order to better understand business communication.

Songs are an integral part of our language experience and are also valuable elements in language learning. There are three main reasons for using songs: affective, cognitive, and linguistic. Song-learning atmosphere makes a weak affective filter and promotes language learning. It can foster autonomy and provide the best way to learn colloquial English (Hsiao & Hsiao, 2005). Hsiao and Hsiao chose songs related to the story theme of the lesson as a warm-up activity, which proved to be a successful link in lesson design. The purpose of this study is to promote students' reflection on the

gradual understanding of complex linguistic theories by employing them in analyzing some interesting materials of their own choice, such as commercial and songs, as well as to understand their individual attitudes towards carrying out the cooperative project.

Method

Subject

Out of the seventy-four college students who took the course “Introduction to Linguistics” and participated in the study 72 completed the questionnaire; the majority of them were female (N = 62). The number of students who had learned English for 7-9 years (N = 29) is similar to that of students with more than 9 to 12 years of English (N = 28). Ten students had learned it for more than 12 years and five for less than seven years. A similar number of students expressed their liking of Chinese songs (N = 70) and Chinese commercials (N = 71). However, a slightly smaller number of students liked English songs (N = 66) and a much smaller number of students liked English commercials (N = 56). The respondents might not have had many opportunities of watching or listening to English songs or commercials.

Instrument

The students involved had to analyze real-world learning materials, such as commercials and songs, and to utilize all the available resources related to the linguistic theory learned in class. Such a design was considered to help them better understand and communicate the abstract concepts they use in their native language to manage difficult tasks and collaborate with peers. They were required to write one-paragraph reactions to this project. Moreover, the questionnaire entitled “Students’ attitudes towards the cooperative project of analyzing Common Culture” was an adapted version of Lang’s (2007a & 2007b), which is composed of 27 multiple-choice questions and 6 open-ended questions. It contains five subcategories: “song, commercial selection”, “role play”, “analysis speed/motivation/attitude/skills/habits”, “presentation”, and “collaboration”. The Cronbach α of this questionnaire is 0.84, which means that it has good reliability. Before being administered to this class, it had been pilot-studied.

Data Collection Procedure

A linguistic analysis of common culture was a final project of the course Introduction to Linguistics. At the beginning of it, the students had been told that they would need to prepare a midterm and a final project for this course. The students divided themselves into several groups of four members. They were explicitly guided on how to explore the topic, analyze the data and present their project. A sample paper was shown to them twice and the conductor of the experiment made sure they

understood how to do this analysis. They were required to analyze the contents of a Chinese song, an English song, a Chinese commercial, or an English commercial within their group by applying the linguistic concepts acquired from units such as phonetics, morphology, syntax, semantics, pragmatics and discourse analysis. At the last class of the course, they had to present their paper in PPT format and record it as digital files. The students were evaluated based on their analytical inquiry, multimedia presentation and written papers. After making their presentation, they were asked to fill out a questionnaire related to their attitude towards this project of putting linguistic theory into practice. It took them about 20 minutes to complete this questionnaire.

Data Analysis

The data of this study was analyzed using the statistics package SPSS, with the frequency and percentage being counted. A Likert's Scale was used for the multiple-choice answers. For the questionnaire, participants had to answer every question and choose the answer most agreed with. If students chose *very much agree*, they got grade 4, if they selected *very much disagree*, they got only grade 1; 3 was bestowed for *agree* and 2 for *disagree*. Question 19 is a negative question, the grades of which are counted in reverse order—that is, 4 for *very much disagree*, 1 for *very much agree*, 3 for *disagree* and 2 for *agree*. The higher the score the participants got, the better the attitude they had for the cooperative project.

Results and Discussion

Different themes emerged from the analysis of the data: students' different understanding of the projects, their attitudes, the time allotted for preparing the project, students' preparation of resources, the influence of the topics on their judgment and the conception of the students. These themes are presented within a framework that spans several dimensions.

The first part is about the top three reasons why most students choose songs or commercials. The most popular one was their personal interests (17.4%), followed by titles or topics (14.0%) and finally depth of the songs' or commercials' meanings (12.4%). Regarding the students' perception of the teacher's assistance, they expected that the teacher help them choose the songs or commercials by giving examples of previous reports (43.3%), introducing the titles of the songs and commercials (22.1%), making available to them the songs and commercials (21.2%) and introducing famous singers reports' in certain cases (13.5%).

More than half of the students read at least four songs or commercials for this presentation (58.1%) and 33.8% read two to three items. When the students decided their individual part of the assignment, an equal number of them considered that a voluntary decision (24.3%) or an assignment by the group's other members (24.3%)

had prompted them to get involved. Close to seven tenths of the students (68.9%) believed that certain songs and commercials attracted more attention than others, and that this assignment helped them develop literary and critical skills for English reading.

As to knowledge development, four fifths of the students felt that this assignment helped them become aware of the existence of various interesting songs and commercials that they could read in their free time (81.1%), broaden their knowledge (81.1%), notice beautiful and important sentences in the songs and commercials (82.5%), and develop an interest in finding out more about the singers' and reporters' background (83%). Three fourths of the students thought that this assignment helped them reflect on their feelings about the songs and commercials and link the latter to their daily life (75.7%), that it increased their motivation to read more commercials and listen to more songs (78.4%), that it provided them with other people's interpretations when sharing their classmates' comments on the questions (75.7%), and that it illustrated the songs and commercials with pictures (75.4%). Three fifths of the students felt that their English listening speed increased after they listened to English songs and commercials. However, only about half of the students were willing to read the songs and commercial that other groups had presented in this class (55.4%), and considered that their reading and listening motivation had been enhanced (51.4%). Seven tenths found enjoyment in reading (70.3%), 30.6% used the strategy of making links with their background knowledge, 25% used vocabulary guessing, and 19.4% used interpreting in reading.

Regarding the benefit of acquiring additional learning skills, close to half of the students (47.3%) agreed that they improved their speaking skills after this assignment. Three fifths of the students (60.9%) considered that their skills in making a word file (write a paper) improved through this assignment. Half of the students (54.1%) found that they had improved their self-esteem by speaking in front of other people and half of them agreed that the atmosphere in the classroom became less pleasant (56.7%). To more than half of the students (55.4%), this assignment was not just a matter of copy-and-paste from the Internet.

Most students worked hard for the project. Before the presentation of the paper, the groups had met 4-6 times (40.5%) or 1-3 times (39.2%). The majority of the students (79.7%) considered that their group members formed a successful, cooperative team. More than seven tenths liked the arrangement of the task (analysis of 4-5 song or commercials in groups of 4-5 members).

The information collected in the last part of this section is related to the students' learning background, which affected their perception of the project. The correlation between the students' backgrounds and their attitudes shows the highest grade to be

86 and the lowest 53, with an average of 67.42. The students who answered that they liked to sing or listen to songs and liked to watch English commercials got significantly better grades than those who answered “It depends”. The students who answered that they liked to watch English commercials got significantly better grades than those who answered, “It depends” to the statement “It attracts my interests to find out more about the singers and reporters’ background”. The students who answered that they liked to sing or listen to songs got significantly better grades than those who answered “It depends” to the statement “It introduces me to different interesting songs and commercials that I could read or notice in my free time”. Those who answered that they found enjoyment in reading with the use of this linguistic analysis got significantly better grades than those who answered, “It depends” to statement 20.

Suggestions & Conclusion

This study has explored the advantages of using cooperative projects in college students’ linguistic analysis of commercials and songs. It attempted to determine what particular benefits students would get from teamwork. The findings of this study confirm the hypothesis that the cooperative project of linguistic analysis influences students. It shows the benefits coming from the diversity of roles students played, from their understanding linguistic theory, and from their becoming more critical and responsible in the learning process undergone for completing the project. As expected, the students could choose learning materials according to their personal interest, which made this assignment more stimulating for them. They also became concerned about social harmony and fairness within the group. They could demonstrate their abilities in various areas covered by this project. Most of the students enjoyed the dynamics and roles involved therein.

Attaining a higher proficiency in English and a higher level of cultural knowledge are the most important goals of this project. Overall, students tended to show ingenuity, insightfulness and a sense of meta-linguistic awareness in their reflection. The results demonstrated that students were able to engage in analyses, accumulate knowledge beyond the standard course instruction, and experience an active acquisition of real-life knowledge about common culture. However, for a group project to be successful, resources, support, academic challenge and group working structures should be provided and distributed. In addition, students may need to experience other study techniques, including training in generic group skills. Group skill materials should be presented to them and specific roles should be selected before completing the exercise (Livingstone & Lynch, 2000).

The results of this study need to be interpreted with some caution. Several limitations of this study appear, such as the small sample of the study and the limited

time for conducting the experiment. Variations in the details of the explanation of linguistic concepts should be provided in order to get more evidence of beneficial effect. It is hoped that students can become life-long learners with more experience in joining cooperative projects apt to promote interdependency and autonomy

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Appendix A
An Analysis of Undergraduates' Engagement in
Common Culture

No:

This is a questionnaire of understanding what you have done for the assignment (linguistic analysis). Please feel free and fill in the answers honestly. The answer will not affect your grade or your personal reputation. It will be used as an academic purpose so that the course can be improved appropriately. Thank you for the kindness and cooperation.

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Please tick one answer unless when it is specified as multiple answers.

Basic information

Gender : male female

Years of English learning : 6年 7-9年 9-12年 12年以上

1. Do you like to sing (listen to) Chinese songs?

Yes

It depends. Please specify the conditions. _____

2. Do you like to watch Chinese Commercials?

Yes

It depends. Please specify the conditions. _____

3. Do you like to sing (listen to) English songs?

Yes

It depends. Please specify the conditions. _____

4. Do you like to watch English Commercials?

Yes

It depends. Please specify the conditions. _____

A. Song, commercial selection

5. What factors do you consider when you decide which songs and commercials to use as

your target in the linguistic analysis? (Multiple answers)

- title, topic availability in the library personal interests rich content type of music & commercials singer popularity rhythm (romance, horror) easiness of the content difficulty of the songs or commercials reputation of the singers/reporter/actors friend's recommendation availability of the Chinese version meaningful depth of the songs commercials

6. Please name the song commercial titles you choose for analysis as your group presentation personal reading report here.

Group report _____

Personal report _____

7. Regarding the song and commercial selection, what help do you expect your teacher to provide?

- availability to the songs commercials (VCD) introduction to the songs commercials titles examples of previous reports introduction to the famous singers reports (actors) in certain types others (please specify!) _____

8. How many songs and commercials did you read in your presentation of this paper?

- one 2-3 copies more than 4

9. What is the version of the songs and commercials you personally analyzed?

- English Chinese Both

B. Role play

10. How to you decide which part you will analyze this linguistic analysis activity?

- draw taking volunteering decision individual talent group members' nomination others (please specify!) _____

11. Which song and commercial do you consider as the easiest one(s) in the linguistic analysis? And why?

12. Which song and commercial do you consider as the most difficult one(s) in the linguistic analysis? And why?

13. If you could choose the song and commercial as your preference, which one would you like to analyze and why?

14. Do you agree that certain songs and commercials do attract more attention to the audience?

- Strongly agree, for example, which roles? _____
- Agree, for example, which roles? _____
- Neutral _____
- Disagree _____
- Strongly disagree _____

C. Analysis speed/motivation/attitude/skills/habits

15. The followings are the areas that linguistic analysis could be of some benefit for you.

Please indicate your opinions about these statements.

- a. It introduces me to different interesting songs and commercials that I could read or notice in my free time.
 Strongly agree Agree Neutral Disagree Strongly disagree
- b. It broadens my knowledge banks.
 Strongly agree Agree Neutral Disagree Strongly disagree
- c. It allows me to reflect my feelings to the songs and commercials and I could link it to the daily life.
 Strongly agree Agree Neutral Disagree Strongly disagree
- d. It increases my motivation to read more commercials and listen to more songs.
 Strongly agree Agree Neutral Disagree Strongly disagree
- e. It provides me with people's interpretations from sharing classmates' discussed questions.
 Strongly agree Agree Neutral Disagree Strongly disagree
- f. It helps me to notice the beautiful and important sentences in the songs and commercials.
 Strongly agree Agree Neutral Disagree Strongly disagree
- g. It attracts my interests to find out more about the singers' and reporters' background.
 Strongly agree Agree Neutral Disagree Strongly disagree
- h. It helps me imagine the songs and commercials with pictures.
 Strongly agree Agree Neutral Disagree Strongly disagree

16. Do you find that your English listening speed becomes faster after you listen to English songs and English commercials?

- Strongly agree Agree Neutral Disagree Strongly disagree

17. Do you feel that the linguistic analysis helps you develop a literary and critical mind in terms of English reading?

- Strongly agree Agree Neutral Disagree Strongly disagree

18. Apart from the books you read in the linguistic analysis, have you ever tried to read the songs and commercials that other groups presented in the literature circle?

- Yes

Please provide the song and commercial title here. _____

No

19. After this activity, how do you think about your reading and listening motivation?

- I found that my listening motivation becomes higher.
 My motivation for reading and listening is the same as before.
 My motivation for reading and listening becomes lower.

20. Do you find the enjoyment in reading through this linguistic analysis?

- Strongly agree Agree Neutral Disagree Strongly disagree

21. What reading strategies did you use in reading? (multiple answers)

- making with background knowledge links predicting vocabulary guessing
 making inferences interpreting

22. On the above, which one do you find that linguistic analysis helps you to develop most?

D. Presentation

23. Do you find that your speaking skills improve through this activity?

- Strongly agree Agree Neutral Disagree Strongly disagree

Why? _____

24. Do you feel that your skills in making word file (write a paper) improve through this activity?

- Strongly agree Agree Neutral Disagree Strongly disagree

Why? _____

25. Do you find this activity helps you develop yourself esteem in speaking in front of other people?

- Strongly agree Agree Neutral Disagree Strongly disagree

26. What do you think about the atmosphere of lesson in the classroom?

- boring happy nerve cracking relaxing pleasant others

27. Do you think that linguistic analysis is a copy-and-paste (剪贴) job from the interest?

- Strongly agree Agree Neutral Disagree Strongly disagree

E. Collaboration

28. After you decide which songs (commercials) to read, how many meetings do you usually have before your actual presentation?

- 1-3 times 4-6 times 7-9 times more than 10 times

29. Do you think the cooperation among the group members creates a successful analysis team?

- Strongly agree Agree Neutral Disagree Strongly disagree

30. 4-5 people are in a group, and choose 4-5 songs and commercials. What do you think about this arrangement?

Strongly agree Agree Neutral Disagree Strongly disagree

31. In your opinion and use your words to describe the characteristics that a successful English linguistic analysis (syntax, morphology, phonology, semantics, social linguistics, pragmatics).

32. What suggestions do you want to give to your teacher in this linguistic analysis?

33. What suggestions do you want to give to the course “Introduction to Linguistics”?

**Thank you very much for the help!
Have a wonderful summer vacation!**