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**The Influences of Learning English through Popular Songs:
A Study on English-Major Students' English Abilities and
Learning Motivation in English Learning**

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The Influences of Learning English through Popular Songs: A Study on English-Major Students' English Abilities and Learning Motivation in English Learning

I. Introduction

Usually, for English as Foreign Language (EFL) learners, there are numerous ways to better English skills, including using songs as means to learn (Džanić & Pejić, 2016; Hugo & Horn, 2013). However, most of the research either concern relatively low level English users or do not mention the level of the participants. Therefore, this research aims at finding the influences of English major students' learning English through popular songs on English abilities and FL learning motivation. From the research results, it is found that learning English through listening to English popular songs is not the idealist way for English majors to learn English because there is only little improvements on vocabulary skills and their English learning motivation does not show big changes; while according to participants, this method is generally recommended for lower-level English learners.

II. Literature Review

A. English Learning and Music – Benefits of Using Music for English Teaching.

- i. Students can listen and sing along with the song to improve

their pronunciation.

- ii. Students expand their vocabulary by learning lyrics.
- iii. English beginner learners can memorize the grammar easily by analyzing the formula of grammar.

B. English Learning Motivation, Culture, and Music

- i. There is a strong and positive relationship between music and learning motivation.
- ii. Learning the context of lyrics evokes learners' intrinsic motivation and results in a better academic performance.

C. Popular Songs as Means to English Learning

- i. Similar music structure, catchy rhythms and riffs, and highly repetitive lyrics are three characteristics of popular songs.
- ii. With high-repetitiveness being the most important feature of popular music, popular songs are the best materials for English learning.

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D. Participants all come from the department of English language and

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IV. Results and Discussion

A. Results

B. Analysis of Results

V. Conclusion

The Influences of Learning English through Popular Songs: A Study on English-Major Students' English Abilities and Learning Motivation in English Learning

Abstract

As the world becomes a global village, English learning is an inevitable process in the growing experience of a student. With tons of research focus in finding the ways to improve English abilities for beginners and intermediate English as foreign language (EFL) learners in the field of teaching English to speakers of other languages (TESOL), there seems to be little chance for English major to advance their English ability to a higher or native level. Therefore, this study aims at providing an insight in terms of the influences of learning English through popular songs in English majors' English abilities and learning motivation by combining quantitative and qualitative methods. This study was conducted at Fu Jen Catholic University (FJCU) and students who are majoring in the Department of English Language and Literature were invited for participation. Research data include the Attitude/Motivation Test Battery (AMTB), pre- and post-test of English vocabularies, and one-on-one interviews. They are analyzed by quantitative and qualitative analysis methods. The results of this study can be served as references for teachers and professors in designing syllabus, and for English majors to choose useful learning materials even for self-learning.

Keywords: EFL, TESOL, English majors, English Ability, Vocabulary, Learning motivation

Introduction

Usually, for English as Foreign Language (EFL) learners, there are numerous ways to better English skills, including using songs as means to learn (Džanić &

Pejić, 2016; Hugo & Horn, 2013). However, most of the research either concern relatively low level English users or do not mention the level of the participants. Obviously, there is a lack of research on tools to help English-majors further pursue their competence in using English language and meanwhile enhance FL learning motivation with only one study found on improvements of first-year English majors' English abilities in China (Xiaomei & Quansheng, 2018).

This research aims at finding the influences of English major students' learning English through popular songs on English abilities and FL learning motivation. The results of this research can be served as a reference for teachers and professors to design syllabus for English teaching, and for students who are already at advanced level as an English user, but still want to cultivate their English abilities to a higher level.

Thesis statement: It is believed that learning English through listening to English popular songs is not the idealist way for English majors to learn English because there is only little improvements on vocabulary skills and their English learning motivation does not show big changes; while according to participants, this method is generally recommended for lower-level English learners.

Purpose of the Study

The aim of this study is to distinguish the influences of learning through

English lyrics between advanced English users and other lower level of English users.

Significance of the Study

There are many ways for relatively-low-level English learners to improve their English skills, however, there seem to be few ways that English majors can further pursue their English abilities to nearly native level. Some think learning through lyrics is one possible way. Hence, this paper evaluates the influences on English language learning and motivation through English lyrics. The results of this research can be served as references for teachers when they design syllabus and students who want to improve English abilities.

Literature Review

English Learning and Music

Thousands of research have been done to show the advantages of applying music into English teaching (Džanić & Pejić, 2016; Hasanah, 2017; Hugo & Horn, 2013; Israel, 2013; Jolly, 1975; Kao & Oxford, 2014; Kennedy, 2014; Xiaomei, & Quansheng, 2018; Shakerian, Rezaei, Murnani, and Moeinmanesh, 2016). According to Israel (2013), “language acquisition has a profound relationship with music in that they can both develop and support each other” (p. 1362). Although using simply music (melody) is already one excellent way to express ourselves, it seems to become even more powerful with the support of language. Nowadays, it is common to see

music with lyrics in order to convey meanings through songs (Batcho, DaRin, Nave, & Yaworsky 2008). Thus, the connection between music and language is built, and learning a language by listening to songs becomes an alternative path to language learning. Consequently, using songs to learn English becomes one popular topic in the field of TESOL (Engh, 2013).

This leads to the fact that English learners can not only learn but enhance particular English skills by learning through English songs. For example, in English as second language (ESL) classrooms, primary school students' listening skills are positively influenced with music intervention as the researchers use music and songs to conduct the experiment (Hugo & Horn, 2013); it becomes easier for beginners to memorize verb tenses as they learn this by analyzing lyrics of the songs, which are constructed on the basis of true formulas of verb tenses (Hasanah, 2017); Kennedy (2014) believes that English learners' pronunciation, an aspect of speaking skill, is improved when they listen to popular songs, and sing or speak along with them repeatedly because of the easy lexical and semantical structures of lyrics in popular songs (Kennedy, 2014). Manifestly, the application of English songs in pedagogical settings is already an ongoing and commonly-seen practice in the elementary and intermediate level classrooms.

English Learning Motivation, Culture, and Music

“It almost goes without saying that good language learners are motivated” (Ushioda, 2008, p. 19). Motivation is often the key to successfully learn a language. Therefore, it is vital to identify what is English learners’ motivation when learning English. In “Motivation and Good Language Learners,” Ushioda (2008) suggests that learner’s underlying attitude towards his/her “target language culture and people” would influence significantly on their motivation, and consequently lead to their success in learning the language (p. 20). It seems that “target language culture and people” would be crucial in determining English learners’ motivation. If we take a deeper look into the term “culture” and discuss its relationship with music, we can easily tell they are highly integrated due to the fact that music reflects society and “has a status and function in each culture” (Garfias, 2004, p. 7). In this way, learning English through listening to English songs is possible to result in a higher motivation level if the learner has positive or proactive attitude, which shows his or her interests in learning the target culture and people.

Popular Songs as Means to English Learning

Among all genre of music, popular songs is destined to be the best type for English learning. Similar music structure, catchy rhythms and riffs, and highly

repetitive lyrics are three characteristics of popular songs which have been widely examined. There is even a name to describe a phenomenon of repetitive alternation in popular music called “The Millennial Whoop” (Metzger, 2017). Another speaker, Colin Morris (2018), utilized bioinformatics as visual language to show the structure of songs for easy-inspection. The result shows that popular songs are getting even more repetitive in structure, rhythm and riffs (Morris, 2018).

As the focus in using popular songs in English learning might mostly be the lyrics of songs, there is much manifestation of the repetitiveness of lyrics. For instance, Morris squeezed popular songs lyrics into zip files and measure how much they shrank, the more they compressed, the more repetitive they are. It turns out that a popular song “gets cut in half” averagely (Morris, 2018). As stated by Džanić & Pejić (2016), to use songs in English learning, repetition is a vital feature of songs. Songs contain “language patterns, but also develop listening skills, pronunciation and rhythm, and provide a fun atmosphere” (p. 40). With high-repetitiveness being the most important feature of popular music, it is undeniable popular songs are the best materials for English learning.

Research Questions

To know whether English majors can advance their English level and improve English learning motivation through listening to popular songs, and find out other

potential influences and suggestions from them, three research questions are formed as following:

1. Can learning English through popular songs improve English-majors' English abilities? If so, which and how are English abilities improved?
2. Can learning English through popular songs improve English-majors' English learning motivation?
3. What are the other influences of learning English through popular songs except for the changes, if any, in English abilities and learning motivation?

Research Method

Participants and Research Processes

The participants are majoring in English Language and Literature, from Fu Jen Catholic University (FJCU), Taiwan. They are asked to voluntarily fill out a survey on Google, and those who agree to take part in the song-listening research session continue to arrange schedule for Attitude/Motivation Test Battery (AMTB) and take the pre-test for English ability. The song-listening session lasts for 2 weeks when the participants are asked to self-learn English by listening to the songs chosen. The researcher then conduct an interview with 5 voluntary interviewee to know the other influences (except for English abilities and learning motivation) of learning English through listening to English popular songs.

Material and Instruments

Songs

Due to the difficulties in identifying a song to be a popular one, songs are selected randomly by the participants from a list called “Today’s Top Hits” within the genre of “popular”, provided by online music streaming platform, Spotify (<https://www.spotify.com/tw/>). The list consists 50 popular songs that are streamed the most around the world. Songs in languages other than English are removed from the list. That is, two Spanish songs, “Rojo” by J Balvin and “La Dificil” by Bad Bunny are excluded. The date of the list selected is on April 2nd, 2020.

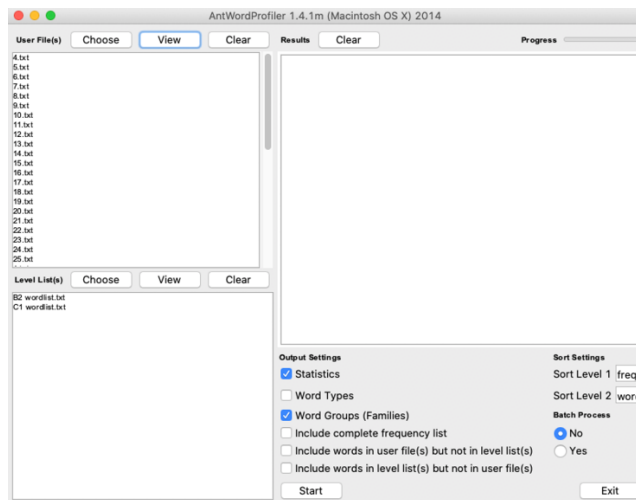
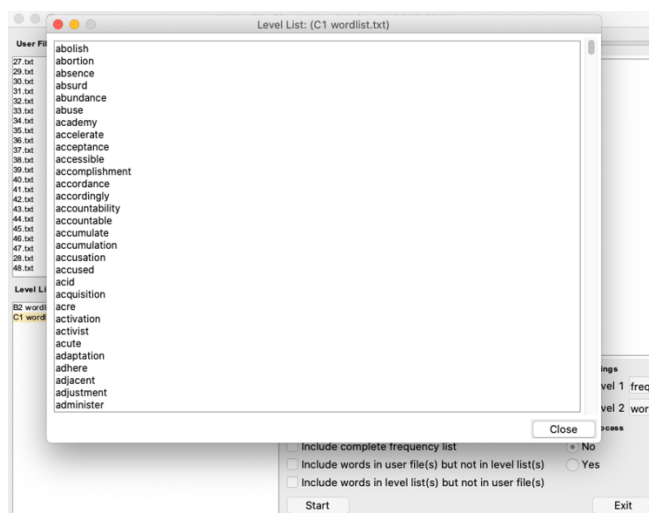
Motivation Test

A motivation test is administered in order to see the changes after learning English by listening to English popular songs. The test is adapted from Attitude/Motivation Test Battery (AMTB) by R.C. Gardner (2004) (see Appendix B). The 36 questions chosen from AMTB are categorized into five different scales (out of 12 from the original scales), including “Interest in Foreign Language,” “Attitudes toward English-speaking people,” “Integrative Orientation,” “English Use Anxiety,” and “Instrumental Orientation.” Questions belonged to other scales (“Parental Encouragement,” “Motivational Intensity,” “English Class Anxiety,” “English Teacher Evaluation,” “Attitudes toward Learning English,” “Desire to Learn English,” and “English Course

Evaluation”) are not chosen based on the reason that one or more than one questions in each of the scale see English as a subject rather than a major, which will result in confusion for English majors as respondents. For example, the original question #10, “My English class is really a waste of time” would be very confusing since most of the course that English majors are taking are taught in all-English. Some minor adjustment are made in order to fit the educational context in Taiwan. Paired t-test analysis are applied for the analysis of the motivation battery.

English Ability Tests

An English vocabulary test is designed by the researcher. This test has been reviewed by experts (professors from the field or with the background of English language teaching). The procedure of vocabulary selection includes obtaining full lyrics of 48 songs from two online websites, Lyrics Find (<https://www.lyricfind.com/>) and Genius Lyrics (<https://genius.com/>), running lyrics in a software, AntWordProfiler (see Figure 1), and matching the level of words from the list provided by Oxford University Press (see Figure 2). The level of vocabulary selected is at C1 by Common European Framework of Reference for Language (CEFR), provided by The Oxford 5000™, which is “an expanded core word list for advanced learners of English” (Oxford University Press). A pre-test and a post-test will be given to the participants before and after the learning procedure (see Appendix C).

Figure 1. *Software, AntWordProfiler*Figure 2. *C1 Wordlist in txt format in the software*

Interview

At the end of the learning procedure participants are randomly chosen to join an one-on-one interview (see Appendix D). For these interviewees, questions regarding the influences of learning English through listening to popular songs other than on English abilities and learning motivation are given to interviewees to answer for qualitative analysis.

Data Analysis

Quantitative and qualitative methods are used for the analyses of the research data. Inferential statistics are provided for the analysis of the AMTB and vocabulary tests. The result of the tests, including pre-test and post-test are analyzed by paired t-test for comparison. The interviews are transcribed and analyzed by content analysis method.

Results and Discussion

The research lasted for 2 weeks with a pre-test and a post-test for vocabulary, and AMTBs administered at the start and the end of the research procedure. A total of 34 English-major students studying at FJCU participated in the research, with 1 completed pre-test but failed to finish post-test; 33 sets of valid data are used for quantitative analysis. Two paired t-tests were conducted to answer the 1st and 2nd research questions about improvements in English abilities and learning motivation respectively. Five participants were randomly selected for individual interview and later analyzed with qualitative method.

English Ability: Vocabulary

One paired t-test was run to compare English-majors' English abilities in terms of vocabulary, before and after learning English through popular songs. There was a difference in the scores for pre-test ($M=15.758$, $SD=1.733$) and post-test

($M=17.364$, $SD=1.851$); $t(32)=-4.028$, $p = 0.000$ (see Table 1 & 2). These results suggest that there is a minor improvements on vocabulary competence. That is, the results suggest that despite the fact that English majors are at advanced level in English language, there can still be a small improvement on vocabulary by using English songs to learn English. The outcome does not support the assumption that English majors cannot improve their English ability through listening to English popular songs. At least in terms of vocabulary, the mean test score is higher in post-test than it is in pre-test. However, the difference is not very obvious. As Xiaomei and Quansheng (2018) concluded in one of the few research done on English majors, that the changes in language proficiency after integrating songs into education vary to different degrees from person to person (Xiaomei & Quansheng, 2018), the result of this study may imply that even if learning English through popular songs can be beneficial, it might not be the most effective and efficient way for English majors.

Table 1.

Descriptive Statistics of English Majors' Vocabulary Scores and AMTB scores for Pre- and Post-tests

Test	Mean	Total Score	N	SD
Vocab Pre	15.758	19	33	1.733
Vocab Post	17.364	19	33	1.851
Interest Pre	51.303	60	33	6.090
Interest Post	52.121	60	33	4.450
Attitude Pre	36.576	48	33	5.613
Attitude Post	36.000	48	33	6.718
Integrative Pre	21.212	24	33	3.248

Integrative Post	21.061	24	33	2.621
Eng. Use Pre	27.788	60	33	10.055
Eng. Use Post	28.182	60	33	8.122
Instrumental Pre	19.000	24	33	3.142
Instrumental Post	18.303	24	33	3.704

Table 2.

paired t-test Results Comparing English Majors' Vocabulary Scores for Pre- and Post-tests

Test	N	Mean	SD	df	t	Sig.
Vocab Pre – Vocal Post	33	-1.61	2.29	32	-4.028	.00*

* $p < .05$

Learning Motivation: Interest in Foreign Language, Attitudes toward English-speaking people, Integrative Orientation, English Use Anxiety, and Instrumental Orientation

The other paired t-test was conducted to compare English-majors' English learning motivation, before and after learning English through popular songs. Over two-week period, the 33 participants' AMTB scores do not show significant difference in all 5 subcategories of AMTB scales (see Table 1 & 3). The statistical results are shown in the order of "interest in foreign language," attitudes toward English-speaking people," integrative orientation," English use anxiety," and "instrumental orientation." Pre-test scores ($M_1 = 51.303$, $SD_1 = 6.09$; $M_2 = 36.576$, $SD_2 = 5.613$; $M_3 = 21.212$, $SD_3 = 3.248$; $M_4 = 27.788$, $SD_4 = 10.055$; $M_5 = 19$, $SD_5 =$

3.142) compared to post-test scores ($M_1 = 52.121$, $SD_1 = 4.449$; $M_2 = 36$, $SD_2 = 6.718$; $M_3 = 21.061$, $SD_3 = 2.621$; $M_4 = 28.182$, $SD_4 = 8.122$; $M_5 = 18.303$, $SD_5 = 3.704$) demonstrated no statistical significance, $t_1(32) = -.872$, $p_1 = .390$; $t_2(32) = .769$, $p_2 = .448$; $t_3(32) = .304$, $p_3 = .763$; $t_4(32) = -.557$, $p_4 = .581$; $t_5(32) = 1.079$, $p_5 = .289$.

The results indicate that English majors' learning motivation level is not improved after learning through listening to English popular songs. This does not correspond to the assumption that English majors' learning motivation in English learning will be improved after listening to English popular songs daily for two weeks. It also contradicts with previous research which believe that songs enhance motivation regardless of types of songs (Delibegovic Dzanic & Pejic, 2016). This may due to the reason that English majors may have already been holding positive attitude towards English language and culture. Additionally, English majors may already be considered, as referred by Ushioda (2008), "good language learners," and are already successful in English learning, consequently, no significant changes in English learning motivation are shown after listening to English popular songs for two weeks. This implies that learning English through English songs should better not to be integrated in an English learning program in the educational contexts where students are English majors.

Table 3.

paired t-test Results Comparing English Majors' AMTB Scores for Pre- and Post-tests

Test	N	Mean	SD	df	Sig.
Pair 1					
Interest Pre – Post	33	-.82	5.39	32	.39
Pair 2					
Attitude Pre – Post	33	.58	4.30	32	.45
Pair 3					
Integrative Pre – Post	33	.15	2.86	32	.76
Pair 4					
Eng. Use Pre – Post	33	-.39	4.06	32	.58
Pair 5					
Instrumental Pre – Post	33	.70	3.71	32	.29

*English Popular Songs for English Majors: School Work and English-speaking**Countries Culture*

From the interviews with 5 interviewees, we cannot really conclude with an absolute attitude that whether English songs are suitable or not for English majors to learn English as they answer varies a lot. Some interviewees believe that benefits exceeds drawbacks, while others do not.

Some answers support the idea that using English songs as means for English majors to learn English include learning English in this way can make student feel relax, and students will be highly motivated if songs and singers carefully selected.

“During the process of listening to the songs, we can also feel relaxed and we can do our school work better.” [Relaxation] – Interviewee No. 1

“Some music really motivates and activates my learning interests in English

because your favorite singers, and lyrics are [able] to activate the ...

listener's motivation of [the target] language." [Motivation] – Interviewee

No. 3

While others do not think it actually helps with their academic work.

“Listening to music, for me, the purpose is for relaxing. Even if I can sing

the lyrics, most of the songs, I don't know the meaning of it ... I won't

really spend the time to find out what that means.” – Interviewee No. 2

Most of the answers suggest that it is difficult for one to learn the background and culture of English speaking countries unless the listener puts extra effort in researching after hearing the song.

“I just enjoy the rhythm and enjoy the song itself instead of understanding

the background culture of the songs or the music.” – Interviewee No. 1

“If I overhear someone talks about or accidentally see some information

that says this music video or lyrics are really different, maybe I would look

up for why it is different from other popular [songs].” [Extra Effort] –

Interviewee No. 2

Interviewees also found some drawbacks and difficulties during the process of learning English through popular songs, including too many grammatical mistakes, too time-consuming, individual preference, and the speed of songs.

“There are a lot of grammatical mistakes ...cause they want to fit the rhyme... sometimes I cannot distinguish it and it would probably lead me to wrong English [comprehension].” [Grammar] – Interviewee No. 5

“One thing is that if you really have a tight schedule...if I do not have that much time...these days I am working on my school work a lot, I would not spend extra time to learn English.” [Time-consuming] – Interviewee No. 2

“Sometimes when I found songs I don’t like very much, I would want to skip to another song.” [Preference] – Interviewee No. 4

“Some songs speed is very fast...it is not easy to hear the vocabulary clearly. Usually I have to listen many times so that I can understand fully of what the song is talking about.” [Speed] – Interviewee No. 1

Generally speaking, the interviewees would recommend other English major students to learn English through listening to popular songs if they serve songs as motivators; while some also argue that English majors’ English level are too high, using popular songs to advance English abilities is not effective.

“Song is ... appropriate motivator for learning English.” [Motivator] – Interviewee No. 3

“I think English majors already have basic English ability. They don’t really have to learn English through songs [be]cause I think learning English

through songs is probably for beginners.” [Level] – Interviewee No. 5

“If you listen to songs, it would be so tiring to first listen and you go to check out the lyrics and find the meaning of it. After knowing it, you keep listening until you understand the song. I don’t think that’s an effective way.” [Not Effective] – Interviewee No. 2

Finally, almost all the answers obtained share an agreement that this is a good way for beginners to improve their English abilities, and therefore, they recommend beginners to learn English through English popular songs.

“Listen to music is the easiest way to get to know English because it makes people feel entertained and not stressful. For beginners, they might be more willing to listen to songs to learn English than reading books or articles or grammar books.” – Interviewee No. 5

“It would be a more interesting way to learn English.” – Interviewee No. 4

Limitations

During the study, there were some limitations that may affect research outcomes. Intervening variables include the duration of the research, the design of AMTB, and English majors’ exposure to English language. Due to time limitation, the research procedure for participants to learn English through songs only lasted for 2 weeks. Within this short period of time, participants’ vocabulary level and learning

motivation may not change significantly. Secondly, although Gardner (2004) advised researcher concern issues when transporting AMTB items to different contexts, it is impossible that the items adapted all fit in Taiwan college's educational context. Last but not least, it is also impractical to control participants' exposures to English language as all the participants are English majors, they are constantly using English daily in classrooms. Thus, changes in English abilities and learning motivation might not solely due to the learning through English popular songs.

Conclusion

To conclude the study, the goal of this study is to know if English major students can improve English abilities and learning motivation in English through listening to popular songs. The results show that there is little improvement on vocabulary after 2 weeks of research procedure, while no differences in learning motivation are found. Participants' answers vary to distinct degrees in terms of attitudes toward using popular songs as means for English majors to learn English. It is clear that we need future research to investigate deeper in this complex issue as there are limitations in this study. Nevertheless, this study can still be served as references for teachers, professors and advanced-level English users to evaluate their own teaching and learning methods during the process of teaching and learning English language.

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Appendix A

Top 50 Popular Songs

Song Title	Artist
1. Don't Start Now	by Dua Lipa
2. Blinding Lights	by The Weeknd
3. Roses – Imanbek Remix	by SAINT JHN
4. Intentions	by Justin Bieber
5. Say So	by Doja Cat
6. BELIEVE IT	by PARTYNEXTDOOR
7. Blueberry Faygo	by Lil Mosey
8. death bed	by Powfu
9. Sunday Best	by Surfaces
10. Falling	by Trevor Daniel
11. The Box	by Roddy Ricch
12. Break My Heart	by Dua Lipa
13. In Your Eyes	by The Weeknd
14. Supalonely	by BENEE
15. Adore You	by Harry Styles
16. Like It Is	by Kygo
17. Forever	by Justin Bieber
18. Turks	by NAV
19. After Hours	by The Weeknd
20. Physical	by Dua Lipa
21. I Love Me	by Demi Lovato
22. Boss Bitch	by Doja Cat
23. Stupid Love	by Lady Gaga
24. My Oh My	by Camila Cabello
25. Savage	by Megan Thee Stallion
26. WHATS POPPIN	by Jack Harlow
27. CITY OF ANGELS	by 24kGoldn
28. You should be sad	by Halsey
29. ROXANNE	by Arizona Zervas
30. Know Your Worth	by Khalid
31. ily	by Surf Mesa
32. In Your Eyes	by Robin Schulz
33. Maniac	by Conan Gray

34. That Way	by Lil Uzi Vert
35. What If I Told You That I Love You	by Alo Gatie
36. To Die For	by Sam Smith
37. Dance Monkey	by Tones And I
38. Breaking Me	by Topic
39. Life Is Good	by Future
40. B.S.	by Jhené Aiko
41. Before You Go	by Lewis Capaldi
42. Old Me	by 5 Seconds of Summer
43. If the World Was Ending	by JP Saxe
44. High Fashion	by Roddy Ricch
45. Circles	by Post Malone
46. Moral of the Story	by Ashe
47. Never Seen The Rain	by Tone And I
48. Oprah's Bank Account	by Lil Yachty

Appendix B.1

Attitude/Motivation Test Battery (Gardner, 2004)

Following are a number of statements with which some people agree and others disagree. Please circle one alternative below each statement according to the amount of your agreement or disagreement with that item.

In answering this question, you should have circled one alternative. Some people would have circled "Strongly Disagree", others would have circled "Strongly Agree", while others would have circled any of the alternatives in between. Which one you choose would indicate your own feeling based on everything you know and have heard. Note: there is no right or wrong answer.

1. I wish I could speak many foreign languages perfectly.

Strongly	Moderately	Slightly	Slightly	Moderately	Strongly
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Disagree	Disagree	Disagree	Agree	Agree	Agree
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2. If Taiwan had no contact with English-speaking countries, it would be a great loss.*
3. Studying English is important because it will allow me to be more at ease with people who speak English.
4. I would get nervous if I had to speak English to a tourist.
5. Studying foreign languages is not enjoyable.
6. Studying English is important because I will need it for my career.
7. I feel very much at ease when I have to speak English.
8. I wish I could read newspapers and magazines in many foreign languages.
9. Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends.
10. Studying English is important because it will allow me to meet and converse with more and varied people.
11. Speaking English anywhere makes me feel worried.
12. I really have no interest in foreign languages.
13. Studying English is important because it will make me more educated.
14. It doesn't bother me at all to speak English.

15. I wish I could have many native English speaking friends.
16. I would really like to learn many foreign languages.
17. Native English speakers are very sociable and kind.
18. Studying English is important because it will enable me to better understand and appreciate the English way of life.
19. Native English speakers have much to be proud about because they have given the world much of value.
20. It would bother me if I had to speak English on the telephone.
21. It is not important for us to learn foreign languages.
22. Studying English is important because it will be useful in getting a good job.
23. I would feel quite relaxed if I had to give street directions in English.
24. If I planned to stay in another country, I would try to learn their language.
25. I would like to know more native English speakers.
26. Studying English is important because I will be able to interact more easily with speakers of English.
27. I would feel uncomfortable speaking English anywhere outside the classroom.
28. Most foreign languages sound crude and harsh.
29. Studying English is important because other people will respect me more if I know English.

30. I would feel comfortable speaking English where both Taiwanese and English speakers were present.*
31. I enjoy meeting people who speak foreign languages.
32. The more I get to know native English speakers, the more I like them.
33. I feel anxious if someone asks me something in English.
34. I would rather see a TV program dubbed into our language than in its own language with subtitles.
35. I would feel calm and sure of myself if I had to order a meal in English.
36. You can always trust native English speakers.

*All 36 questions above are same as the original AMTB, except for questions No. 2 & 30, the original words “Japan” and “Japanese” are adapted to “Taiwan” and “Taiwanese” in order to fit the context.

Note: The 36 questions chosen from AMTB are categorized into five different scales (out of 12 from the original scales), including “Interest in Foreign Language,” “Attitudes toward English-speaking people,” “Integrative Orientation,” “English Use Anxiety,” and “Instrumental Orientation.” Questions from other scales (“Parental Encouragement,” “Motivational Intensity,” “English Class Anxiety,” “English Teacher Evaluation,” “Attitudes toward Learning English,” “Desire to Learn English,” and “English Course Evaluation”) are not chosen based on the reason that one or more

than one questions in each of the scale see English as a subject rather than a major, which will result in confusion for English majors as respondents. For example, the original question #10, “My English class is really a waste of time” would be very confusing since most of the course that English majors are taking are taught in all-English.

Appendix B.2

Attitude/Motivation Test Battery Items for Chinese Questionnaires (Gardner, 2004)

<u>Scale</u>	<u>Questionnaire Item No.</u>	
	<u>Positively Keyed</u>	<u>Negatively Keyed</u>
Interest in Foreign Language	1, 8, 16, 24, 31	5, 12, 21, 28, 34
Attitudes toward English-speaking people	2, 9, 15, 17, 19, 25, 32, 36	N/A
Integrative Orientation	3, 10, 18, 26	N/A
English Use Anxiety	4, 11, 20, 27, 33	7, 14, 23, 30, 35
Instrumental Orientation	6, 13, 22, 29	N/A

Note: This AMTB for Chinese Questionnaires is adapted from the version of “Attitude/Motivation Test Battery Items for Croatian, Japanese, Polish, Portuguese and Romanian Questionnaires” (Gardner, 2004).

Appendix C

English Ability Test [Sample]

Match the correct meaning of the following words.

sin	--- an offence against God or against a religious or moral law; the act of breaking a religious or moral law
standing	--- done from a position in which you are standing rather than sitting or running; existing or arranged permanently, not formed or made for a particular situation
pole	--- a long thin straight piece of wood or metal, especially one with the end placed in the ground, used as a support; either of the two points at the opposite ends of the line on which the earth or any other planet turns

Appendix D

Interview Protocol

1. Name _____
2. You are a Freshman Sophomore Junior Senior in the Department of English language and literature at Fu Jen Catholic University.
3. Do you think learning English by listening to popular songs helps you with your school work?

4. Do you think learning English by listening to popular songs makes you better understand the culture of English-speaking countries?
5. Are there any drawbacks or difficulties when you try to learning English through songs?
6. Will you recommend your classmates (English majors) to improve their English ability by listening to popular songs? Why?
7. Will you recommend your friends (non-English majors) to improve their English ability by listening to popular songs? Why?