

Effective Linguistics Learning Through a Task Analysis of Authentic Materials

Li-hsueh Hsieh

This study explored undergraduates' perceptions of the tasks of analyzing authentic materials to facilitate linguistics learning. Fifty-one sophomore English majors at a university in southern Taiwan participated in the study, which focused on perceptions of the task of applying linguistics concepts to identify characteristics of morphology and semantics in commercials and lyrics. Students were divided into twelve groups of four or five students each. Each group was required to analyze one English commercial, one Chinese commercial, one set of lyrics in English, and one set of lyrics in Chinese, each of which was selected by one of the four group members. A qualitative approach was adopted as the research methodology for this study. The data were collected through papers about 28 commercials and 24 lyric sets, as well as reflections conducted at the end of the course. The findings showed the following: (1) the most conspicuous characteristics identified related to morphology were conversion, compounding, and blending; semantic roles, metonymy and polysemy were the most obvious semantic features identified; (2) the students in this study considered the search for appropriate commercials or lyrics (materials) to be the most difficult part of the task completion process; (3) the students cooperated with peers in analyzing authentic materials (commercials and lyrics) by means of the practice of linguistics theory; (4) the majority of students had positive comments/attitudes toward the group task, overcoming their difficulties in applying linguistics knowledge, using resources, enhancing their linguistics knowledge related to everyday life, promoting their interest in discerning linguistics variations and pursuing knowledge. From the results elicited during the study we obtained implications for pedagogical improvements and the assignment of linguistics tasks within the context of Taiwanese college English.

Keywords: authentic materials, college English learning, linguistics analysis, motivation

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INTRODUCTION

Learning language is learning culture. Language and culture have a complicated relationship with blurred boundaries (Thanasoulas, 2001). Language is the medium by which culture is conveyed, known, and formulated. True appreciation of a given culture requires learning the language because various aspects of culture can influence language teaching (The National Capital Language Resource Center, 2004). Most language classrooms have insubstantial and sporadic cultural teaching (AbiSamra, 2012); such teaching ideally would be better integrated into language curricula. Language teaching should start from various cultures (Yen, 2006), meaning that teachers need to integrate cultural elements into language classrooms because culture is inherently tied to linguistic concepts (Peterson & Coltrane, 2003). However, teachers may be uncertain of which cultural aspects to teach or may lack practical techniques to do so (Cullen & Sato, 2000). In fact, new methods for culture learning should emphasize discovering more about content rather than passively amassing knowledge (Grittner, 1996). “Learners’ ultimate learning needs are paramount for any teacher who looks for a means to put students at ease to obtain maximum participation and understanding” (Ajibade & Ndububa, 2008, p.30). Teachers can set goals to help students acquire the skills of description, analysis and procedure to observe and analyze cultural elements (AbiSamra, 2012). Learning about culture gives students opportunities to reflect on their explorations and create their own meanings (Kramersch, 1993). In this line of view, learning language cannot exist without exploring culture.

Achieving appropriate communication is one important goal of learning language. What EFL students want in English classes is the opportunity for self-expression and various semi-free to free task types; therefore, a task-oriented approach to meaningful English usage can be applied to force students to exploit their resources to achieve successful communication (Davies, 2006). Theoretically, language comprises of various linguistic concepts. To college English majors, learning language means learning linguistics knowledge. Life is full of popular culture, so an efficient way to promote learning linguistics knowledge is to motivate students to construct and verify it in terms of popular culture. Little research has been performed on the pedagogical applications of using linguistics theory to construct linguistics knowledge and appreciation. This study attempted to motivate students to analyze popular culture by encouraging a high level of interest in linguistics. AbiSamra (2012) claimed that effectively guiding students to explore

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and discover culture requires a four-stage approach: thinking of, looking at, learning about, and an integrative reading of authentic materials. After students have learned the linguistic and cultural norms of a language, they have mastered the language (Peterson & Coltrane, 2003).

Using constructivism as a guide, this paper presents a linguistics analysis task to promote the exploration of, reflection on, and creation of meaning that underpins the process of learning about linguistics. Moreover, after understanding the manifestation of culture couched in linguistic categories, students may raise awareness of their own culture and cultivate empathy to interpret foreign cultural patterns (Straub, 1999). Sophomores majoring in English sought materials to confirm their assumptions about linguistics during a year-long course. To determine the degree to which students analyze popular culture by using linguistics theory, their rationale for materials selection, the difficulties they encountered, and the results of task completion, this study explored the following research questions.

1. What is the distribution of linguistics usage appearing in the analyzed data?
2. What are the students' reflections regarding conducting the analysis task in terms of materials selection, difficulty, and outcomes?

The answers to these questions can better assist teachers in helping students appreciate and construct linguistics knowledge.

In this paper, linguistics learning as a discovery process is based on the constructivism theory. Doing analysis tasks of authentic materials may help students construct their linguistics knowledge. Therefore, a review of constructivism is presented first, along with a discussion of motivation and authentic materials used in the language learning process. An explanation of the methods for the study follows. The final section of the paper describes students' performance in the linguistics analysis and their reactions to conducting the task, as well as a discussion of the results.

LITERATURE REVIEW

Constructivism

Constructivist-learning environments can be created to assist knowledge learning. Piaget's (1976) *cognitive constructivism* and Vygotsky's (1978) *social constructivism* lead the way in forming the constructivist model of knowledge acquisition. Under their influence, scholars believe that individual learning concerns various factors such as developmental level, interests, concerns, personal involvement, and current knowledge (Allen, 2004). Social constructivism led to the development of collaborative learning (Oxford, 1997) because cooperative interaction greatly increases intrinsic motivation over individualistic learning (Dornyei, 1994). Thus, three interactive principles (learner involvement, learner reflection and target language use) are promoted for successful language teaching (Little, 2007). Students are able to learn in their zone of proximal development when their task is challenging and supported (Vygotsky, 1978). In this manner, students learn to think and form their own knowledge synthetically. Jonassen (1994) proposed eight features of promoting constructivist learning environment: It provides multiple representations of reality, avoids oversimplification, represents the complexity of the real world, emphasizes knowledge construction, offers authentic tasks in a meaningful context, provides real-world learning setting, encourages thoughtful reflection on experience, enables context- and content-dependent knowledge construction, and promotes collaborative construction of knowledge.

Constructivist theories are related to noticing for learning processing. "No noticing, no acquisition" (Ellis, 1995, p.85). Six elements can affect noticing: (1) frequency of forms in the input; (2) perceptual salience of forms in the input; (3) explicit instruction; (4) individual differences in processing abilities; (5) readiness to notice; and (6) task demands (Schmidt, 1990, cited in Gilmore, 2007). In other words, tasks involving realistic and meaningful contexts should be provided for discovery (Fosnot, 1996), and students should use concrete materials to solve real problems; indeed, students' interactions with peers and teachers' assistance or the Internet is a significant impetus undergirding knowledge construction (Lantolf, 2000). For example, YouTube and related web-learning for group collaboration increase language use in peer interaction and facilitate knowledge construction (Cameron, 2008). Students in this study were also encouraged to go to YouTube to find resources for doing the linguistics analysis.

Noticing can influence effective processing. First, the author required the students to analyze widespread popular culture materials, commercials and songs.

As the commercials or songs could be repeatedly presented in the YouTube, the chance of noticing linguistic forms would occur. Next, all the linguistics concepts were reviewed and two examples of former projects were shown to students before the task. The students had the models to follow and would tend to notice the linguistic forms prominent in the materials. Then, the teacher instructed obvious linguistic forms in class in order for the learners to extract and focus on the prior qualities in the materials by themselves. In so doing, the form-focused instruction helped to channel attention and bring implicit parts into learners' awareness. However, time elapsing might impact on the input processing as the learners' inter-language system might change (Skehan, 2003).

Moreover, individual difference in capacities and readiness as well as task demands might influence learners' input processing efficiency. This might be related to their analytical ability in the working memory. Learners' inter-language system and prediction could impact on readiness to notice, as the predicted product might be incorporated into their inter-language system. The expected outcome for tasks could exert some influence, implying processing loads in terms of learners' capacity limitation (Skehan, 2003). The linguistic task contained familiar information with interesting discourse structure for students to discuss and manipulate it together, which would not be so demanding. Besides, the analyzed structures in the commercials or songs were contextualized without constraint. The attention paid on analyzing the forms might be connected with the task nature, promoting the occurrence of noticing.

Motivation

Many academic studies about learning motivation have been conducted in the West. The first two well-known categories of motivation are *integrative motivation* and *instrumental motivation* (Gardner & Lambert, 1972). The former refers to personal growth and cultural enrichment in language learning and the latter to practical goals. Students' self-ratings regarding motivation determine the type and frequency of strategies they use (Oxford & Nyikos, 1989). Highly motivated students use more strategies (such as formal practice, functional practice, general study habits, and input elicitation) than less-motivated students (Oxford & Nyikos, 1989). Furthermore, adult language learners, for job-related reasons, tend to apply functional communicative practice strategies (Ehrman & Oxford, 1989). Motivation decides the range of students' active involvement in and attitude toward learning

(Ajibade & Ndububa, 2008). Learners' motivation can be enhanced if they are involved in the decision-making aspects of the learning process. Using questionnaires for discovering learners' motivations before starting a new class (Nicholls, 2000), teachers can vary activities and use co-operative tasks (Lightbown & Spada, 2001) to increase students' learning motivation.

The context of English learning in Asia differs from its appearance in Western motivation research, and it is important to understand the local reality (Chen, Warden, & Chang, 2005). People generally agree that higher achievers have higher levels of motivation because there is often little opportunity to use English in the EFL environment. EFL students in Taiwan had "required motivation" instead of integrative or instrumental motivation (Warden & Lin, 2000). Learners in a complex and unequal society may gain rewards through the investment of effort. In Dornyei's (1990) study, students did not interact with the target language community, but only learned in academic settings. Moreover, "English is the language most often required in Asia, which results in many students studying English simply because it is mandatory" (Warden & Lin, 2000, p.539). This required motivation can also be called the "Chinese Imperative Motivator" as it is important in the context of Chinese culture for examinations (Chen, Warden, & Chang, 2005). Students study hard to pass exams and register good performance to meet filial obligations. They rely on memorization to succeed on exams. Norton (1997, cited in Chen, Warden, & Chang, 2005) noted "rather than asking what motivates a learner, it may be more relevant to ask what is the learner's investment in the target language" (p. 622).

Promoting motivation can revise learning habits. Learning habits in the local education system were fossilized. Teachers should help students practice overcoming their problem areas: for example, improving listening and speaking skills for communication, building related academic vocabulary, building confidence and increasing levels of motivation in language learning (Chan, 2001). This study prompted the researcher to inquire into college students' motivation in doing the linguistics analysis. Students shape their knowledge and thought through withdrawing the unique qualities from social activities, language, discourse and other cultural forms (Edwards & Mercer, 1987). It would be more interesting to ask students to restructure and modify their understanding of linguistics to make connections between their existing knowledge and the new information they found. Teachers should create innovative environments for motivating students to explore

knowledge (Gould, 1996). Authentic materials are believed to be motivating, but there is very little empirical support in recent research (Gilmore, 2007). This study sought the influence of required motivation for the application of linguistics knowledge to analyze authentic materials.

Authentic Materials

Authentic materials of popular culture are used in this study. Authentic materials are sources designed for native speakers of English and used in the classroom to reach the audience for which they were designed (Widdowson, 1990). Gilmore (2007) defined authentic materials as real language made by real speakers or writers for a real audience with a real message. One particular function of using authentic materials is that they inform students about what is happening in the world; thus, these materials have an intrinsic educational value. Students can be involved in authentic cultural experiences when they use authentic sources (Peterson & Coltrane, 2003). Teachers are encouraged to use authentic materials because they should treat education and general development as part of their social responsibilities (Sanderson, 1999). Authentic materials contain diversified text types and language styles not easily found in conventional teaching materials. Students are encouraged to read for pleasure because these texts tend to contain interesting topics, especially if students are given the chance to have a say about the topics or types of authentic materials that they will be using in class. In this globalized world, the most commonly used forms are newspapers, TV programs, magazines, the Internet, movies, songs, brochures, comics, literature (novels, poems and short stories), and so forth (Alejandro & Martinez, 2002). The teachers in this study reported that their favorite types of authentic materials to use in class were self-reading, songs, menus, advertisements, stories of listening exercises, and children's letters. Students preferred menus, advertisements and self-reading (Su, 2009); however, due to practical concerns, songs and commercials were selected as the target materials on which the students would complete the analysis in this study.

Authentic materials such as TV commercials, popular music, and YouTube videos can be used to explore various fields in language learning including multicultural/global themes (Huang, 2008), literature (Etienne & Vanbaelen, 2006), metaphors (Marley, 2008), metaphorical thinking (Kuo, 2008), and puns (Mulken, Dijk, & Hoeken, 2005). Moreover to the four language-learning skills. Benson and Chan (2010) found evidence of translation, language usage, language-culture

relations and teaching and learning processes when students were presented with YouTube episodes. Using YouTube and related web-learning objects for group collaboration also encourages multimedia presentation in English (Cameron, 2008). Moreover, popular culture (especially songs and commercials) is ubiquitous and contains unlimited features of linguistics usage such as linguistic aestheticization (Strauss, 2005), making popular culture an appropriate resource for conducting analysis tasks.

Songs. Songs can help relax our minds, are easy or interesting to remember, and use non-standard English. Students can find intercultural similarities and differences through the comparison of universal experiences of life by identifying vocabulary, phrases and usage in lyrics (Wang, 2004). Balaz (2007) used popular songs in class to promote students' awareness of the target language and claimed that "conscious analysis is proposed as a method that can be taught....Mastery of this will enhance the ability of any learner knowing what is right... awareness is fundamental ... to effective learning" (p. 114). Songs also help decrease the monotony of training and practice, motivate learners, and make learning successful. Culturally relevant songs used in class motivated students to better English learning performance (Ajibade & Ndububa, 2008).

Commercials. Many teachers who taught culture "seldom used media such as commercial advertisements, TV programs, or films, to facilitate their cultural teaching" (Lin, 2004, p.608) and used films only to train students' listening abilities or to make students feel relaxed. Lin found that using films was more effective than reading articles for helping students to understand cultural phenomena. Watching films or reading articles to learn cultural phenomena was insufficient; however, combining the two was more beneficial (Lin, 2004). Through analyzing food commercials, Strauss (2005) found that different aesthetic preferences for the taste of foods were described in different cultures. Commercials with double meanings, such as puns, were considered better than those with only straightforward dialogue (Mulken, Dijk, & Hoeken, 2005). TV commercials were used to motivate students to learn literature by conducting literary analyses and discovering relationships between literature and popular culture (Etienne & Vanbaelen, 2006). Four components were used in description grids (visual, audio, technical and linguistic), though only the linguistic category was adopted in this study because of students' related professional knowledge. Kuo's (2008) study suggested that special cultural understanding and social consciousness can be demonstrated by readers' responses

to metaphorical advertisement text. Kuo recommended that students engage in discussion of themes related to their lives and use their personal experiences to read the texts reflectively.

Various factors can affect the difficulty level of authentic materials. For example, a cline of increasing inherent difficulty may exist in spoken genres, such as the distinguishable elements in a text, the speed of delivery, accents, the content and the visual support (Brown & Yule, 1983, cited in Gilmore, 2007). Moreover, the organization of information, topic familiarity and degree of explicitness contribute to the difficulty of listening comprehension (Anderson & Lynch, 1988, cited in Gilmore, 2007). Knowledge consists of learning about the real world. Understanding the world involves organizing it through hands-on learning to experiment the materials (Hein, 1991). Students were required to adopt authentic materials (commercials and songs), experiencing two types of common cultural discourse close to individuals' lives, for the awareness-raising task in this study. These authentic materials can enhance students' partial comprehension and inference skills (Guariento & Morley, 2001), serving as appropriate pragmatic models from which students can accumulate linguistic and communicative competence (Gilmore, 2007).

METHODS

Students

The students in this study included 51 sophomore English majors recruited from a southern university in Taiwan during the 2009-2010 academic year. All of the students had taken at least seven years of English courses and finished approximately two semesters of the course Introduction to Linguistics in college.

Data Collection Procedures

Linguistics task. Students were required to complete a linguistics task, which was worth 45% of the final grade. The guidelines for evaluating the task were articulated in assessment criteria: content 15%, sources 10%, organization 10%, reflection 10%, and presentation 10%. This study focused on student perceptions of

the task of applying linguistics concepts and recognizing the characteristics of morphology and semantics contained in commercials and lyrics.

Demonstration of doing the task. Instructing how to do the task, the teacher provided the students with the principles of selecting and analyzing materials based on Schmidt's (1990, cited in Gilmore, 2007) six elements that could affect noticing. She also displayed two examples of linguistic analysis projects done by former students. Therefore, they would have basic concepts as how they could complete the task: such as to preview several commercials or songs to discover whether they contained frequent forms, perceptual salience, relation to what was instructed in class, individual acceptance of easiness, personal preference, and so on.

Grouping principles. One principle of the constructivist learning theory is that learning is a social activity and learning is connected with other human beings (Hein, 1991). Such a principle is related to group work functions: to increase the quantity of language practice, to improve the quality of student talk, to create a positive affective climate and to increase student motivation (Long & Porter, 1985). Four or five members in a group can allow pair work within a team and double participation and lines of communication (Ning, 2010) and add more dynamic, relaxing and exciting communication (Harmer, 1994). Therefore, it was adequate to divide students into 12 groups of four or five members in each group. Furthermore, students had different class schedules, so they were allowed to select their team members according to their availability after class to meet for the task and their preference for working together.

Reasons of using materials in two languages. Each group was required to analyze one English commercial, one Chinese commercial, one set of English lyrics, and one set of Chinese lyrics, selected by the group members. Allowing learners to take part in the selection process of materials facilitates their commitment (Ajibade & Ndububa, 2008), and in this study learners decided on their own materials for analysis. People's working memory provides the place for language processing and meta-processes, and the latter can cause the knowledge in the long-term memory to change "in organizational structure, such as extension to or rearrangements of the rule-based system, or increases in the stock or interrelationships of memory-based material" (Skehan, 2003, p. 58). Assigned to analyze two types of materials in the target language and native language, students would have the chance to compare two language structures and meaning, resorting to their working memory to process and reorganize the rules in terms of various relations between the two languages.

Reflection questions. The students responded to the following prompt: Please give comments on the linguistics analysis task in terms of materials selection, difficulty and outcomes. The students could demonstrate their thinking processes in the reflection by constructing and refining their knowledge and conceptions of linguistic meaning. In this manner, they come to understand the usefulness of learning in relation to real-life situations.

Completion date. In the last three weeks of the second semester, an in-class presentation was held during which students displayed findings from their analyses. Moreover, students had to reflect on the task in a written report at the end of the course and were given time to elaborate on their responses. As this project was assigned in the first class of the second semester, the final report at the last three weeks, they had about 13 to 15 weeks to search, compare, discuss and analyze them. After the oral report, they could revise the paper according to the teacher's and students' comments and hand in the final written paper on the same day with seven hours of revision time.

Data Analysis

The data collected were in the form of 28 commercials and 24 lyrics sets, as well as the written reflections submitted at the end of the course. A qualitative approach was adopted as the research methodology in this study. Qualitative inquiry helped to explore the complexities of linguistic concepts and allowed in-depth understanding of the students' points of view and the effects of the analysis process on their learning. Important linguistics concepts were used as analytic headings under which related examples were elicited from the materials. Owing to space limitations, only the most conspicuous characteristics identified through morphology and semantics analysis are presented in this paper. As for the reflection section, students were required to respond to three questions. The first question referred to the reasons why they chose the materials for their analyses. Students were then asked to identify the most difficult part of their task, and the outcomes they obtained by completing the task. Students may tend to give favorable answers when they are identified, so they were asked to reflect anonymously to decrease biases resulting from social pressures. In the results section of this paper, a student number accompanies each example.

Two other data analysis methods, inductive data analysis (Lincoln & Cuba,

1985) and constant comparative data analysis (Patton, 1990), were used in this study to develop codes and categories from the reflection data. Repeating the analytic process could expand upon the meanings of the categories. An interpretivist approach (Interpretivist approach, 2012; Schwandt, 1994) was also adopted because it contained three basic concepts: (1) Individuals act on the basis of meaning. (2) Meanings are the product of social interaction. (3) Meanings are modified and handled through an interpretative process. Applying the concepts to this task analysis, the author required each group to analyze four different materials by posing their meaning respectively. Then the group members read each other's examples by resorting to their working memory of related concepts and gave comments through interaction. Next, appropriate association of examples with linguistics concepts was formulated. Last, all members tried to modify their interpretation to contribute to the maximum effect for manifestation of the data analysis. After collecting all the data, the author made efforts to make sense of examples for linguistics concepts, organizing them under each category in terms of crucial relation. She finally sorted out students' shared interpretation with her own expertise and perception. Therefore, linguistics reality of the data was constructed cooperatively.

The data should be reliable and valid. Clarity, specificity, training and practice can be used to avoid the reliability problem. First, in the process of doing the analysis, the students needed to select the materials, design the coding framework, discuss the relation between examples and linguistics concepts, and use induction (Babbie, 2010). Moreover, different students could use logical inference and double verification to reach the same interpretive conclusion using the same perspective, yielding validity of the data. Furthermore, students were required to provide the content of commercials and lyrics as well as episodes of them in the YouTube, so it was unlikely that they could invent the data by themselves.

RESULTS AND DISCUSSION

The results are divided into three parts. Part one is related to types of commercials and themes of songs. Part two focuses on the most conspicuous characteristics identified by morphology and semantics analysis, and part three emphasizes the reasons why students chose their materials, the most difficult part of the task completion process, and the outcomes they obtained from completing the task.

Part One

This part reveals the general preference of commercials and songs. All the examples presented in the result of the paper were elicited from the students' data. Among the 52 sets of discourse, 28 commercials (16 Chinese and 12 English) and 24 songs (12 Chinese and 12 English), the most popular type of commercials is foods (10), followed by drinks (5), cars (3), daily necessity (2), cosmetics (2) and others (7). On the other hand, the most popular themes of songs is love (19), followed by life (3) and others (2). The number in the parenthesis after the type or the theme stands for the quantity of students. Only one Chinese commercial was overlapped by two students. That is, 727039 and 727045 both chose potato chips (卡迪那巨浪厚切洋芋片). The types of commercials and themes of songs are presented as follows.

1. Types of commercials

● Foods

(Chinese Ad)

727018- Cough candy (京都念慈庵枇杷軟喉糖)

727039- Potato chips (卡迪那巨浪厚切洋芋片)

727040- Milk powder (卡洛塔尼羊奶粉) &

Instant noodles (張君雅捏碎麵)

727041- Kiwi fruits (Zespri 紐西蘭奇異果)

727045- Potato chips (卡迪那巨浪厚切洋芋片)

770041- Chewing gum (Extra 潔淨無糖口香糖)

(English Ad)

727026- Candy (Gummy Bear)

727037- Dog food (Kibbles'n Bits Homestyle) &

Chewing gum (Airwaves Super)

專論

- **Drinks**

(Chinese Ad)

727006- Tea (每朝健康黑烏龍茶)

727041- Tea (每朝健康綠茶)

570030- Tea (茶裏王)

(English Ad)

727010- Soda (Mountain Dew)

727021- Tea (Twinings English Breakfast Tea)

- **Cars**

(Chinese Ad)

727006- 三菱汽車女友篇

727032- 三菱汽車回家篇

(English Ad)

727046- Audi 2010 A3 TDI Green Car

- **Daily necessity**

(Chinese Ad)

727023- Toothpaste (黑人全新雙重牙膏)

(English Ad)

727035- Shampoo

- **Cosmetics**

727041- 3M 痘痘貼

727025- Perfume (Chanel N5)

● **Others**

(Chinese Ad)

727002- 網路拜拜 (哇!好神)

727034- 底卡 (柯尼卡軟片)

727035- 高速鐵路

(English Ad)

727003- Computer (Mac and PC)

727004- McDonald (McDonald's Vancouver 2010 Olympic Winter Games)

727022- Shoes (Nike 運動鞋)

727028- Bank (TC Bank)

2. Types of songs

● **Love**

(Chinese Song)

727005- 關於小熊 (蛋堡)

727031- 疼你的責任 (光良)

727033- 心牆 (郭靜)

727036- 田納西恰恰 (Tizzy Bac)

727030- 美麗的神話 (胡歌&白冰)

727048- 旅行的意義 (陳綺貞)

772015- 醒來吧!雷夢娜 (包娜娜)

531032- 千里之外 (周杰倫)

專論

627004- 看得最遠的地方 (張韶涵)

(English Song)

727007- Free Fallin' (Tom Petty)

727009- Simple and Clean (宇多田光)

727019- Girlfriend (Avril Lavigne)

727024- Proud of you (Fiona Fung)

727027- Hot N Cold (Katy Perry)

727038- It's My Life (Bon Jovi)

727042- Drops of Jupiter (Train)

727043- You're Beautiful (James Blunt)

727049- The Snow (Lenka)

527021- You Make It Real for Me (James Morrison)

- Thinking of someone

(Chinese Song)

727011- 爺爺泡的茶 (周杰倫)

- Life

(Chinese Song)

727021- 陽光宅男 (周杰倫)

(English Song)

727008- Home Is Where the Heart Is (Lady Antebellum)

727047- Click Flash (Ciara)

- Dream

(Chinese Song)

727013- 我心中尚未崩壞的地方(五月天)

Part Two

This section presents the distribution of the data related to morphology and semantics, shown in Table 1 and Table 2, respectively.

Morphology. The most conspicuous characteristics identified with morphology as the analytic method consisted of conversion (17; 15.2%), compounding (14; 12.5%) and blending (11; 9.8%) (see Table 1).

Table 1 *The Distribution of the Data Related to Morphology*

| | | | | |
|---------------------|---------------|------------------------|--|---|
| Morphology (112) | Acronym | 4 | | |
| | Affixes | Prefix | | |
| | | Infix | | |
| | | Suffix | | |
| | Backformation | 2 | | |
| | Borrowing | 4 | | |
| | Blending | 11; 9.8% | | |
| | Clipping | 8 | | |
| | Conversion | 17; 15.2% | | |
| | Coinage | 5 | | |
| | Compounding | 14; 12.5% | | |
| Derivation | 1 | | | |
| Morphology (112) | Eponym | 3 | | |
| | Inflection | 4 | | |
| | Morphemes | Bound Morpheme | | |
| | | Free Morphemes | | |
| | | Derivation Morphemes | | |
| | | Inflectional Morphemes | | 0 |
| | | Functional Morphemes | | |
| Lexical Morphemes | | | | |
| Reduplication | 1 | | | |

Note. Only the most conspicuous data (three categories for Morphology) are indicated with both the frequency and percentage.

The following are the examples of conversion taken from the materials:

Conversion [Definition: Changing the lexical category of a word without changing its phonological shape.]

7002-硬是要買給我這個 [(Adj.) → (Adv.)]

7006-大吃大喝 [(Adj.) → (Adv.)]

裝飾品、必需品、珍藏品 [(V.) → (Adj.)]

心進階了 [(Adj.) → (V.)]

7010-How Dew diet [a name of this beverage (N.) → here we regard it as (Adj.)]

7011-這茶桌樟木的橫切面 [(N.) → (Adj.)]

7028-Chinese Medicine [(N.) → (Adj.)]

mother's love [(V.) → (N.)]

light up the sky [(N.) → (V.)]

you blind me [(Adj.) → (V.)]

rule the world [(N.) → (V.)]

it's a love story [(N.) → (Adj.)]

close your eyes [(Adj.) → (V.)]

7031-硬著心腸 [(Adj.) → (V.)]

愛的了解包容 [(V.) → (N.)]

愛的完整 [(Adj.) → (N.)]

7033-最陽光的笑臉 [(N.) → (Adj.)]

都該被寶貝 [(N.) → (V.)]

懂你的特別 [(Adj.) → (N.)]

7036-困頓、麻木、幽暗、沉默、沮喪 [(Adj.) → (N.)]

扭曲、傷、痛、祈禱、結果 [(V.) → (N.)]

7039-厚達 [(Adj.) → (Adv.)]

7042-head back to the Milky Way [(N.) → (V.)]

7043-flying high [(Adj.) → (Adv.)]

每一次的風和日麗 [(Adj.) → (N.)]

7045-厚切 [(V.) → 厚的切片(N.)]

巨浪厚切 [巨大的海浪(N.) → 巨浪形狀(Adj.)]

7047-picture perfect [(N.) → (Adj.)]

7048-累計了許多飛行 [(V.) → (N.)]

7049-slow it down [(Adj.) → (Adv.)]

4032-淋溼現在 [(Adj.) → (N.)]

太遙遠的相愛 [(V.) → (N.)]

7021- I want to be is right back home with you. [(N.) → (V.)]

The following are the examples of compounding elicited from the materials:
Compounding [Definition: Joining two separate words to produce a single form.]

7003-Home movie (家庭自製電影)

7005-北極熊

7006-應酬 [應：回答之意；酬：勸酒、敬酒]、女友

7019-girlfriend、whatever、together、everyone

7023-雙重功效牙膏、雙重薄荷、留蘭薄荷、椒樣薄荷

7025-perfume [from Latin Per and Fumare]

7027-bi-polar

7028-airport、kilometer、outskirts、flashback、staircase

7037-homestyle

7038-broken-hearted、faith-departed

7042-Milky Way、shooting star、deep-fried chicken

7049-spotlight

2015-回來

7021-everybody、somewhere

The following are the examples of blending withdrawn from the materials:
Blending [Definition: Formed by combining parts of more than one word.]

7005-春天吶喊→春吶

7006-應對進退+敬酒酬賓→應酬

7018-施用刑罰→用刑、天命氣運→命運

7027-you are→you're、now is→now's

7031-傷害人心→傷人

7036-空曠的田野→曠野、命中注定→命定、貧瘠潦倒→瘠瘠、焦急渴望→焦渴

7038-am not → ain't、going to → gonna、Frank Sinatra → Frankie

7039-巨大的浪→巨浪、精心挑選→精選、全部過程→全程、監視製作→監製、出售商品→出品

0041-潔白清淨→潔淨、享受擁有→享有、感受知覺→感覺

4032-眼淚+聲音→淚聲、互相喜愛→相愛

0030-現場沖泡→現泡、新來的人→新人、回味甘甜→回甘

Semantics. Semantic roles (26; 20.2%), metonymy (11; 8.5%) and polysemy (10; 7.6%) were perceived as the most obvious features for semantics (see Table 2).

Table 2 *The Distribution of the Data Related to Semantics*

| | | | | |
|----------------|---------------------|-----------------------|--|--|
| s (129) | Associative Meaning | 7 | | |
| | Abbreviation | 5 | | |
| | Antonym | Non-gradable Antonyms | | |
| | | Gradable Antonyms | | |
| | | Recessives | | |
| | Conceptual Meaning | 4 | | |
| | Collocation | 6 | | |
| | Exaggeration | 1 | | |
| | Hyponymy | 9 | | |
| | Homophones | 2 | | |
| | Homonym | 4 | | |
| | Idiom/Phrase | 4 | | |
| | Metonymy | 11; 8.5% | | |
| | Metaphor | 3 | | |
| | Prototypes | 2 | | |
| | Polysemy | 10; 7.6% | | |
| | Personification | 8 | | |
| | Reverse | 3 | | |
| | Semantic Features | 8 | | |
| | Simile | 1 | | |
| Semantic Roles | 26; 20.2% | | | |
| Synonymy | 2 | | | |
| Word Play | 1 | | | |

Note. Only the most conspicuous data (three categories for Semantics) are indicated with both the frequency and percentage.

The examples of semantic roles from the materials are manifested as follows:
Semantic Roles [Definition: the part played by a noun phrase, such as agent, in the event described by the sentence.]

7003-I did it on iMovie. → A、T、I

7005-在熱鬧的墾丁街用飛鏢射到的→ L、I

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7006-妹妹不喜歡你 → E、T

7007-She's a good girl, love's her momma. → A、T

7008-I could feel those dreams inside shifting gears. → E、T、L

7009-You're giving me too many things. → A、G、T

7010-I give you reply. → A、G、T

7011-唐朝陸羽寫茶經三卷 → A、T

7018-開糖 → T

她要叫啦! → A

京都念慈菴枇杷軟喉糖伺候! → I

7021-Some should wake up. → A

You still feel half asleep. → E

7022-It's about knowing where you're going. → E、A

7024-Teaching me to love with heart. → T、I

7026-You can give someone the greatest slapping gift ever. → A、G、T

7032-他總是堅持要接我回家 → A、T、G

我第一次開車回家 → A、I、G

7033-我感覺我懂你的特別 → E、A、T

7036-你用幽暗沉默為我描繪出愛的樣子 → A、I、T

7041-痘痘貼快速吸收分泌物 → A、T

7042-Did you make it to the Milky Way? → A、L

7043-My life is brilliant. → T

7046-Please step up from the car and put them on the hood. → S、T、L

7048-你看過許多美景→ E、T

7049-I can't figure it out →A、T

0041-你隨時隨地都能有刷完牙般的潔淨感受→E

2015-我從很遠很遠的地方回來了→A、S

0030-我剛從哈佛大學畢業→A、S

7021-You bring it back to me. →A、T、G

The examples of metonymy from the materials are shown as follows:
Metonymy [Definition: The figure of speech used in rhetoric in which a thing or a concept is not called by its own name, but by the name of something intimately associated with that thing or concept.]

7013-我們活在巨大片廠→一個虛偽的世界

默默的讓這旋律→自己所堅持的信念

 一生等一次 發光→在某領域有受人喜愛與傑出的表現

7025-her kiss, her smile, her perfume→都是指女主角本身

7027-Now we are dead battery.→指互不來電

7028-Romeo and Juliet→a couple who are not blessed by others

white dress→wedding scarlet letter→secret lover

7031-只氣個三分鐘→指短時間

7034-KONICA COLOR→軟片、相機、拍照、它抓得住我

7038-face→person

7041-頭好壯壯→整個身體

7042-She's back in the atmosphere→地球、人世間

7045-洋芋→原本洋芋有很多種類，這裡只代表馬鈴薯這一類

4032-我兩鬢斑白→暗指像老人

是誰在窗台把結局打開→結局暗指未來

The examples of polysemy from the materials are presented as follows:
Polysemy [Definition: Two or more words with the same form and related meanings.]

7013-回想著理想 [a.思考、思慮 b.對未來事物的希望]

一線之隔或是一線曙光 [a.邊緣、邊界 b.比喻像線一樣細長的東西]

寧願重傷也不願悲傷 [a.耗損、毀壞 b.悲痛，使憂心悲痛]

7018-通吃 [a.不論哪種全部吃掉 b.不管是強硬的手段還是委婉的手段都通殺]

7023-足跡 [a.腳走過後留下的痕跡 b.代稱去過的地方]

7034-回味 [a.想著吃過的東西的味道 b.事後細細玩味、體會]

7035-功夫 [a.本領、造詣 b.時間、精力]

東西 [a.東方和西方 b.物品]

心 [a.五臟之一 b.思念、意念、感情 c.古代相沿以腦的代稱]

7039-經過嚴格的口感測試 [a.咀嚼的感受 b.卡迪那的味道是否好吃]

7040-辣 [a. spicy b. sexy]

7041-妹妹 [a.有血緣關係的親屬 b.美女]

隱形貼 [a.指不易被看見的膠布 b.貼上後，痘痘不會被看見]

7045-刀法 [a.篆刻或雕刻時運用的刀法 b.武術中使用的刀式 c.使用菜刀的方式]

兄弟[a.哥哥和弟弟 b.黑社會結義行爲 c.對夥伴的暱稱]

7004-最遠的地方 [a.遙遠 b.幸福國度]

Part Three

This section displays the distribution of the data related to students' reflections, divided into responses to each of the three questions: the reasons why the students chose the materials, the most difficult part of the task completion process, and the outcomes obtained from completing the task.

Reasons. The reasons the students gave for choosing their materials concerned the materials themselves, the target audience and time constraints. For example, some students considered complex sources to be those that were interesting and impressive; students may have chosen a song acknowledged publicly with an award or a beautiful commercial. Some students chose songs by favorite singers, such as Jay. One group claimed that they had limited time and found it difficult to choose other options. The following statement exemplifies reasons students gave for choosing their materials.

First, I think the advertisement is not only very interesting, but also the leading actress is very beautiful. Second, the time of this advertisement is suitable for our final paper, because it is not too long; what's more, we can understand what the advertisement wants to transmit easily. Last, and the most important one, the commercial is fitting to analyze (0030).

Difficulty. The students' greatest difficulties in the task completion process were as follows: spending time to find appropriate content, parsing differences in syntactic structures between Chinese and English, and tackling their own limited ability and knowledge of linguistics. Some complained that they had to spend too much time looking for proper materials because the commercials they encountered were funny but not profound, or the content available for analyzing was limited. Moreover, the students tried to analyze Chinese content in English and translated Chinese into English, but had difficulty following the syntactic descriptions. Moreover, they had to listen to the English commercials many times, unaware how to split words into constituents for morphology or unaware whether their analyses were correct. The students' complaints are recorded as follows.

It's not easy finding advertisements since I often found the advertisement is funny but not profound. It isn't easy drawing tree diagrams by using Powerpoint, either (7021).

In the beginning, I got trouble finding the terms because I forget a lot of what we have learned before (7027).

To be honest, it is quite an impossible mission to make a presentation perfect in only seven days. And, it was difficult to figure out what the hell it is to have any linguistics features in a song or an advertisement at the beginning (7030).

At the beginning, to find a good example for our group was slightly difficult. In a Chinese song, we found it was hard to explain the lyric which is written in the classical Chinese. English advertisement was hard to us because we had to listen to each word by ourselves (7038).

Not every usage in English will show up in Chinese (7039).

The Chinese and English grammar is quite different; as a result, I don't know whether some English grammar can totally be applied to Chinese grammar. The most difficult part is syntax, since the Chinese sentences are usually neither complement sentences nor the SVO structure (7004).

Outcomes. When reporting their outcomes, students believed that they attained the following five achievements: application of linguistics knowledge, cooperation with group members, usage of resources, attainment of confidence and growth in overcoming problems, and attainment of the rewards of learning. The students demonstrated their outcomes by citing all of the terms in the textbook and applying what they had learned to the discourse analysis and real life conversation; they found that life was full of linguistics. They retained a deep understanding of and interest in linguistics. They also learned practical operations pertaining to Internet resources and the analytic process. Moreover, they learned from the cooperative process and from the other students' presentations. Above all, this task stimulated their interest in linguistics enough to bring them into the field and inculcate in them the perception that learning itself was rewarding. The students' statements below are quoted as demonstrations of these results.

I like discussing the kinds of variety and features of languages; then, realizing the interest in it and finding its depth gradually. The difference between Chinese and English is also a part of the Study of Language which is worthy of our analysis (2011).

Language isn't just what we see from its surface, however, it not only contains

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several different meanings but also can be analyzed from many different angles to observe varied phenomena of different languages (7018).

Via this paper, I can apply all of the knowledge which I have learned before to the song, and I feel it is very meaningful. I have deeper understanding about linguistic (7019).

I learned to focus and appreciate the lyrics on the deeper level due to we have to analyze it. I don't know that a few lines of lyrics can contain so many word phenomena before I analyze it. I can now see the deeper side of the words and that's also people who didn't learn the study of language cannot discover (7027).

The final paper of The Study of Language makes me more understand many characteristics of linguistics, and it also interests me much in it. I never thought that words could be so interesting before! Moreover, I have learned a lot of morphology, syntax, etc. I have more harvest (7028).

I learned a lot of new knowledge and special phenomena of language; and this course gives me a general idea about many branches of the language (7049).

I think linguistics is interesting; it is like the science of language which is needed to be analyzed. However, I can find fun in it, and I can understand much about the structure, rules, and interest of language (7021).

This course leads me to the professional language field and develops my cognition of language (7036).

This assignment not only helped me in my study, but also taught me how to work with others, increased my communicative ability, and my thinking logics (7032).

We discussed together, helped those who had problems, and distributed our work (7032).

Having such experience, I learn that everyone should not give up shortly when he encounters difficulties and everyone should have confidence in himself. Moreover, the most important is to study for the purpose of application (7033).

Now is the end of the final semester, after this course, I really understand more about morphology, syntax, semantics and pragmatics. After learning the study of

language, I am sure that I can face and deal with other professional course easily (7035).

One special thing I learned this time was how to download films on YouTube. The other thing I learned was how to eliminate data which is not needed and analyze the source I have in a rational way (7034).

This course, the study of language, is around our daily life and it will never end (7039).

I have learned something that I am interested in, as well as something very different from what I learned in senior high school (7042).

Using the knowledge of the study of language to analyze the lyrics make me have more idea about the subject. I realized the most beautiful thing is not study itself but the process of pursuing answers and conquering the problems. That's to say, knowledge itself may be important or not because we may stick to it or enjoy it in pursuit of it (2015).

Discussion

This study explored the effects of using linguistics to analyze popular culture. The two research questions are: What is the distribution of linguistics usage appearing in the analyzed data? What are the students' reflections regarding conducting the analysis task in terms of materials selection, difficulty, and outcomes? The answers to these questions can better assist teachers in helping students appreciate and construct linguistics knowledge.

The meaning of constructivism is applied for discussing the activities designed in this study. Namely, this study applied Jonassen's (1994) eight constructivist learning principles: It provides multiple representations of reality, avoids oversimplification, represents the complexity of the real world, emphasizes knowledge construction, offers authentic tasks in a meaningful context, provides real-world learning setting, encourages thoughtful reflection on experience, enables context- and content-dependent knowledge construction, and promotes collaborative construction of knowledge. People generate the experiential world by their own perception and conception. In other words, students are engaged in mind and hands for learning and constructed their own world (Hein, 1991).

Distribution of linguistics usage. It is interesting to find that most students tended to choose the types of commercials close to their lives, for instance, food and drinks. It reflects the typical situation described in a Chinese saying, “Min yi shi wei tien” (people rely on meals as the sky). And the most popular theme of songs is love, which shows the young people’s current concern in their lives. This result is related to students’ individual information process and readiness to notice (Schmidt, 1990, cited in Gilmore, 2007). It also conforms to real-world learning setting with multiple representations of reality and enables context- and content-dependent knowledge construction (Jonassen, 1994).

The three prominent features: conversion, metonymy and polysemy in relevant examples of songs or commercials were particularly helpful to explore and develop students’ metaphorical thinking capabilities. The assumptions of Marley’s (2008) study and Mulken, Dijk, and Hoeken’s (2005) study were confirmed in this study: readers’ responses to texts tended to be metaphorical, demonstrating their understanding of cultures and the manifestations of metaphors in our lives. This finding also supported Schmidt’s (1990, cited in Gilmore, 2007) information processing condition influenced by frequency of forms in the input and perceptual salience of forms in the input. Recognition of the varied and salient linguistics components led to a greater appreciation of their complexity and aesthetics, especially the differences between structures and meanings in English and Chinese discourses. The finding also represented the complexity of the real world and emphasized knowledge construction (Jonassen, 1994).

Materials selection. Choosing authentic materials offered students the opportunity to acquire life-long skills for learning, as they needed to exploit mediation between the materials and linguistics concepts. Some researchers might consider commercials or songs as cultural artifacts or might consider discourse scripted with surface features as different from spontaneous conversation between native speakers. However, authentic materials are frequently more interesting than everyday discourse and entertain a wider audience (Gilmore, 2007). The discourse of commercials and song lyrics is full of linguistic patterns and phenomena. The students’ selection is consistent with Schmidt’s (1990, cited in Gilmore, 2007) noticing principles: individual differences in processing abilities, readiness to notice and task demands confirmed this outcome. The outcome is related to authentic tasks in a meaningful context, enabling context- and content-dependent

knowledge construction in the real-world learning setting (Jonassen, 1994). Therefore, the authentic materials required for the tasks in this study are perfect instruments to motivate students to learn linguistics and are crucial to the success of the analysis task.

Task difficulty. Students recognized some difficulties in the analysis process, which might be ascribed to issues of time management, cross-linguistic variation, and insufficient application of linguistics knowledge. Their choices could have restricted their analyses. These difficulties confirmed various researchers' claims that certain factors can affect the text difficulty of authentic materials, such as the organization of information, topic familiarity and degree of explicitness (Anderson & Lynch, 1988, cited in Gilmore, 2007; Brown & Yule, 1983, cited in Gilmore, 2007).

In the usual situation, the students learned important linguistics concepts within the two-semester course with three exams and one paper. Some students' long-term memory might not be firm enough, not ready to notice the salient form even with explicit instruction. Their individual processing capacity could not match the task demands. When the students were demanded to perform the analysis task, they would need to process resources and create written output, the related examples found in the materials. Their internal factors, such as Schmidt's (1990, cited in Gilmore, 2007) noticing principles: readiness of perception, individual differences in processing capacity would affect their noticing. The need to match the linguistic concepts acquired in class would push them to examine syntax in the discourse, comparing the current information with their previous knowledge learned in class and in the textbook. The cooperation with consciousness raising, pooling of the analytic capacities and appeal to previous knowledge might help to co-construct the output (Skehan, 2003). This process might help students see a difference between their current competence and information available to them as intake (Gilmore, 2007). However, it did not work as successfully as expected. Besides, these difficulties might reflect the students' failure to adequately apply constructivism principles: thoughtful reflection on experience, knowledge construction, and context- and content-dependent knowledge construction (Jonassen, 1994).

Task outcomes of cooperation. Students participated fully in cooperative learning with peers and assisted one another in constructing linguistics knowledge. This phenomenon suggests that cooperative interaction greatly increased intrinsic

motivation in comparison with individualistic learning (Dornyei, 1994). The study supported the conclusion that using YouTube and related web-learning sources for group collaboration promotes the acquisition of multimedia presentation skills in English (Cameron, 2008). Students also learned to use Internet resources. It is likely that they have learned to face future related challenges as well. This finding supported Schmidt's (1990, cited in Gilmore, 2007) explicit instruction and individual differences in processing abilities and also echoes Jonassen's (1994) principles: multiple representations of reality and collaborative construction of knowledge.

Task outcomes of motivation. A majority of students acknowledged having appreciated the chance to apply their linguistics knowledge to their lives. Various meanings are apparent in popular culture, and the greater the appreciation of the source material, the greater the level of clear comprehension in the analytical process. The students thereby increased integrative motivation, which refers to personal growth and cultural enrichment in language learning (Gardner & Lambert, 1972). This evidence verified Ajibade and Ndububa's (2008) study, which concluded that motivation decides the range of students' active involvement in and attitude toward learning. Further evidence for the importance of an appreciation of linguistics usage is provided by the fact that students selected materials they favored, thereby enhancing their interest level in the field of linguistics and encouraging the application of their newly found knowledge in their future studies. Allowing learners to take part in the selection process of materials can increase the level of their commitment (Ajibade & Ndububa, 2008). As learners in this study were involved in the decision-making aspects of the learning process, their motivation might have been enhanced. Required motivation (Warden & Lin, 2000) aided the students' application of linguistics knowledge in this study. This finding supported Schmidt's (1990, cited in Gilmore, 2007) readiness to notice and task demands. It also mirrored all of Jonassen's (1994) constructivist-learning principles. The investigation of popular culture through a constructivist- learning approach promises to be a fruitful field.

CONCLUSION

This study was conducted to explore the distribution of linguistic phenomena

elicited from authentic materials, songs, and commercials; as well as the students' reflections on the task obtained through their responses to three questions involving reasons for materials selection, task difficulty and outcomes.

Summary of the Findings

The findings are summarized as follows: (1) the most popular types of commercials and themes of songs were foods and drinks as well as love respectively; the most conspicuous characteristics identified by morphological analysis were conversion, compounding and blending. Semantic roles, metonymy and polysemy were the most obvious semantic features identified. They reflected students' metaphorical thinking and represented their noticing tendency. (2) Students' reasons for choosing their materials related to the material itself, the target audience and time constraints. (3) The students in this study considered spending time finding appropriate content, parsing the differences in syntactic structures between Chinese and English and confronting their own limited abilities and knowledge of linguistics as the three most difficult parts of the task completion process. (4) The outcomes the students obtained included the following: application of linguistics knowledge related to real life, cooperation with group members, use of resources, attainment of confidence and growth in overcoming problems, and attainment of the rewards of learning. The task also encouraged their interest in linguistics.

Educational Implications

The students confronted three major difficulties in conducting this task of linguistics analysis. Namely, issues of time management, cross-linguistic variation, and insufficient application of linguistics knowledge. Several suggestions for improvement are offered.

Time management. Learning takes time. Learning is the product of repeated exposure and thought. Longer periods of preparation can contribute to profound insight (Hein, 1991). During the final exam period, students are often busy with various courses and may be distracted to complete imperfect tasks. The teacher can announce the homework at the beginning of the semester to make students plan in advance. She can monitor the students' schedule by requiring them to hand in the chosen text content sometime after the midterm and check the analysis four weeks before the final presentation day to assure they will finish the work in time.

Cross-linguistic variation. The language used is influential to learning (Vygotsky, 1978). Students need to understand the different structure or nature of language so as to compare them. Some students might not recognize the differences. Teachers may encourage students to explore materials for which they have only partial comprehension, thus enhancing their inference skills when using authentic materials (Guariento & Morley, 2001). For example, the teachers can recontextualize the text with familiar scripts and human intention in order to help students improve understanding of linguistic variation. Embedding analysis task activities in each unit of linguistics concepts may be useful. Students can be assigned to practice contrastive analysis of materials of similar themes in both languages for each linguistics concepts in class. Students need to understand the ways how knowledge can be used outperform the mere instilling of it without commitment (Hein, 1991).

Insufficient application of linguistics knowledge. There is no limitation of pursuing linguistics knowledge. Students will need more training regarding application of linguistics concepts in life. Skills themselves cannot make people competent; students need to develop skills and form the habit of applying the skills. For example, problem solving and potential development need adult guidance or collaboration with more capable peers (Vygotsky, 1978). Some students might need to develop their internal qualities, such as readiness of perception, individual differences in processing capacity for noticing (Schmidt, 1990, cited in Gilmore, 2007). Different people prefer their learning modes. Through interaction they can exchange their points of views and previous experience and exhibit negotiated conclusions. It is necessary to arrange verbal interaction to help understand the linguistics concepts (Skehan, 2003). Team assistance of enlightening instruction with different kinds of stimuli is crucial. The most important concept in constructivism is to find the right level at which to engage the students. Vygotsky's "zone of proximal development" implies a possible level of understanding when capable peers help learners engaged in a task. That is the main idea of cooperative analysis tasks. The reflection time is also vital. The students are free to do their task, in need of some pressure to organize their time in order to contemplate materials and resources. The teacher can play the role of a facilitator and a guide and provide assistance to tackle problems to help students internalize linguistics knowledge.

Suggestions for Future Studies

The linguistics analysis task presented in this paper is consistent with the understanding that learning is a discovery process. Allowing students to notice features in input materials is crucial to promoting their learning. Many suggestions for future study arise. First, teachers should assign suitable exercises with authentic materials to encourage students' understanding of various linguistics ideas. Second, non-English majors can develop ideas about the use of linguistics in common situations by performing similar tasks. Third, adding interview questions to a task may elicit more reader responses to texts. Finally, further studies can be conducted to emphasize the development of metaphorical thinking or to study puns within the context of popular culture.

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分析真實語料作業有效增進語言學之學習

謝麗雪

本文以台灣南部一所大學英語系二年級 51 位學生為研究對象，探討從語言學角度，指認廣告詞與歌詞中的構詞和語意特點及本作業動機、困難與收穫。參與者分為十二組。每組各分析一支英文與中文廣告詞、一首英文與中文歌詞。採用質性研究法，資料取自 28 支廣告詞、24 首歌詞與期末反思報告。研究結果：(1)在構詞方面，最容易指出的特點是轉化法、複合字和合成字，而語意方面則是語意角色、轉喻和一詞多義。(2)尋找適當的語料是完成此項作業過程中動機與最困難的部分。(3)參與者對於此項作業抱持正面態度。本研究顯示，適宜的指派作業，可增進大學語言學學習動機。

關鍵字：真實語料、大學英語學習、語言分析、動機

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