

College Students' Responses to the Recycling English Songs/Lyrics Activity (RESLA)

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Abstract

The purpose of this study was to investigate the voices of 15 college students (F: 13; M: 2) who participated in the Recycling English Songs/Lyrics Activity (RESLA) within an undergraduate English language classroom in Taiwan. Two research questions were proposed to guide the study: (a) How did the college students respond to the RESLA from the perspective of English acquisition? and (b) How did the college students respond to the RESLA from the perspective of critical thinking? Data were collected via an anonymous questionnaire and through the participants' written reflection papers. The results of the study indicated that (a) the RESLA was able to help the participants stimulate their English acquisition and develop their critical thinking, and (b) the RESLA benefited the participants in their critical thinking more than their English language acquisition. The results obtained via the questionnaire were further supported in the students' reflection papers.

Keywords: college students; Recycling English Songs/Lyrics Activity (RESLA); English acquisition; critical thinking; Taiwan

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大學生對於「英文歌詞重複利用之活動」(RESLA) 的看法

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摘 要

本研究目的在於調查台灣大學生對其英語文課程之「英文歌詞重複利用之活動」(RESLA)的看法，總共有 15 位受訪者(女生 13 人；男生 2 人)。研究問題有二：(1) 台灣大學生對於「英文歌詞重複利用之活動」的英語習得之看法為何？(2)台灣大學生對於「英文歌詞重複利用之活動」的批判思考發展之看法為何？。主要研究結果如下：(1) 「英文歌詞重複利用之活動」有助於大學生的英語習得及批判思考發展；(2) 本活動對於受訪者的批判思考發展的幫助高於英語習得。甚且，學生之心得報告也呼應本問卷的研究結果。

關鍵字：大學生；英文歌詞重複利用之活動；英語習得；批判思考；台灣

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