



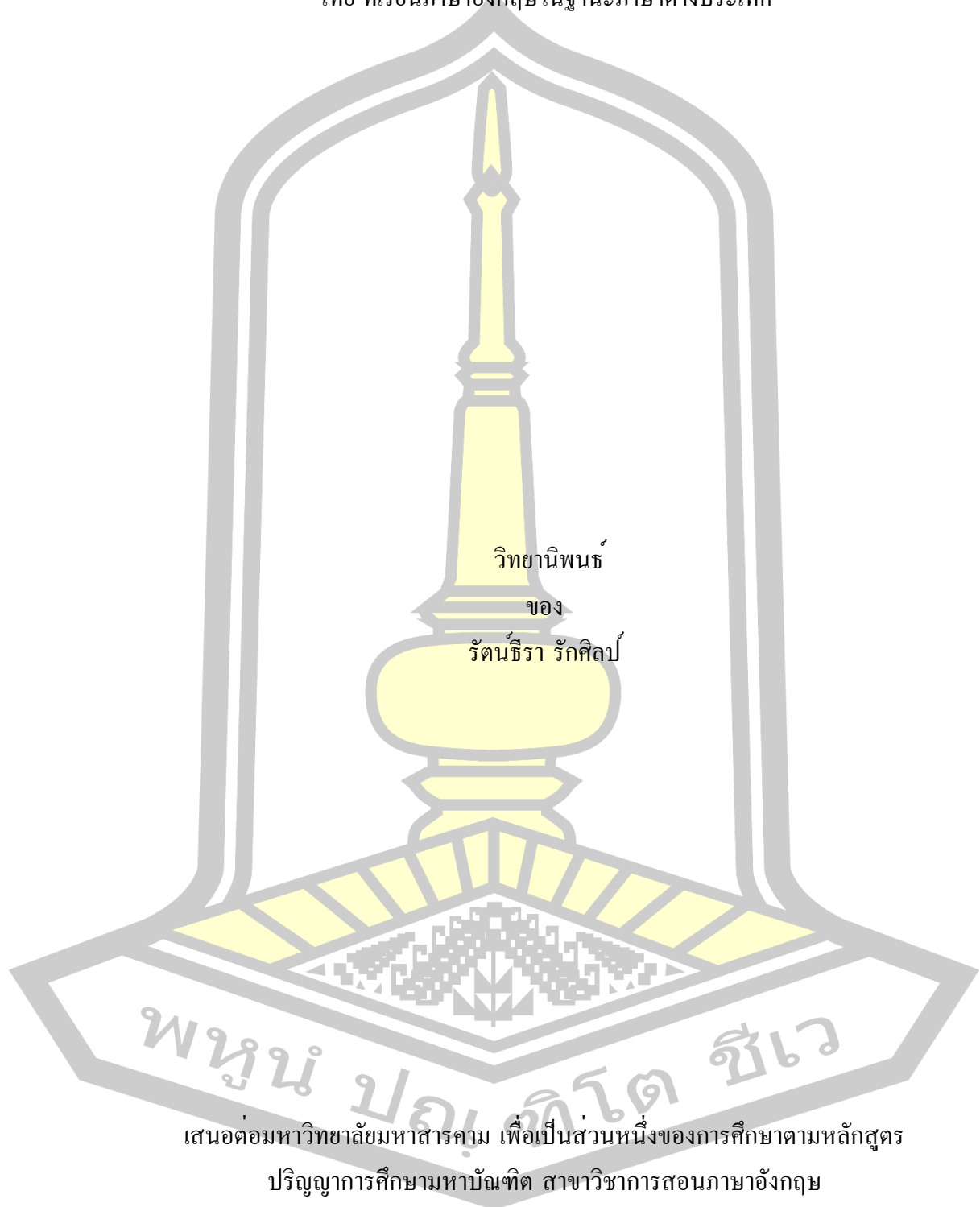
Using Songs to Enhance Thai EFL Primary Learners' Pronunciation of Verb With the  
/ing/ Ending Sound

Ratteera Ruksil

A Thesis Submitted in Partial Fulfillment of Requirements for  
degree of Master of Education in English Language Teaching  
July 2024

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The examining committee has unanimously approved this Thesis, submitted by Miss Ratteera Ruksil , as a partial fulfillment of the requirements for the Master of Education English Language Teaching at Mahasarakham University

Examining Committee

Chairman

(Asst. Prof. Apisak Sukying , Ph.D.)

Advisor

(Asst. Prof. Somkiet Poopatwiboon ,  
Ph.D.)

Co-advisor

( Pilanut Phusawisot , Ph.D.)

Committee

( Eric A. Ambele , Ph.D.)

External Committee

(Asst. Prof. Dararat Khampusaen ,  
Ph.D.)

Mahasarakham University has granted approval to accept this Thesis as a partial fulfillment of the requirements for the Master of Education English Language Teaching

(Assoc. Prof. Nittaya Wannakit , Ph.D.)  
Dean of The Faculty of Humanities and  
Social Sciences

(Assoc. Prof. Krit Chaimoon , Ph.D.)  
Dean of Graduate School

<b>TITLE</b>	Using Songs to Enhance Thai EFL Primary Learners' Pronunciation of Verb With the /ing/ Ending Sound		
<b>AUTHOR</b>	Ratteera Ruksil		
<b>ADVISORS</b>	Assistant Professor Somkiet Poopatwiboon , Ph.D. Pilanut Phusawisot , Ph.D.		
<b>DEGREE</b>	Master of Education	<b>MAJOR</b>	English Language Teaching
<b>UNIVERSITY</b>	Maharakham University	<b>YEAR</b>	2024

### ABSTRACT

Pronunciation is a crucial component of language acquisition, vital for achieving clarity and fluency in communication. This study, utilizing cycles of action research, aimed to evaluate the impact of songs on the pronunciation skills of Thai EFL learners. Additionally, this study explored the participants' perceptions of using songs in their English class. Employing a cyclical action research process, the study involved 25 third-grade students with poor pronunciation skills. Data were collected through song-based lessons, a pronunciation pretest and posttest, and a semi-structured interview. Quantitative data were analyzed using descriptive and inferential statistics, including means, standard deviations, and paired-sample t-tests. Qualitative data were examined using content analysis.

The findings revealed that songs significantly enhanced the pronunciation skills of the participants at the 0.05 significance level, with a mean score of 76%. Participants viewed song-based lessons positively, noting improvements in the learning environment along with emotional and functional benefits. These lessons made the classroom more engaging and enjoyable while helping reduce anxiety and boost motivation. Functionally, songs aided in improving pronunciation through repetitive and rhythmic practice. The study's findings suggest that incorporating songs into the curriculum can be an effective strategy for enhancing pronunciation skills in Thai EFL learners, providing significant pedagogical advantages and fostering a more dynamic and supportive classroom atmosphere.

Keyword : Pronunciation skill, Songs, Thai EFL primary learner

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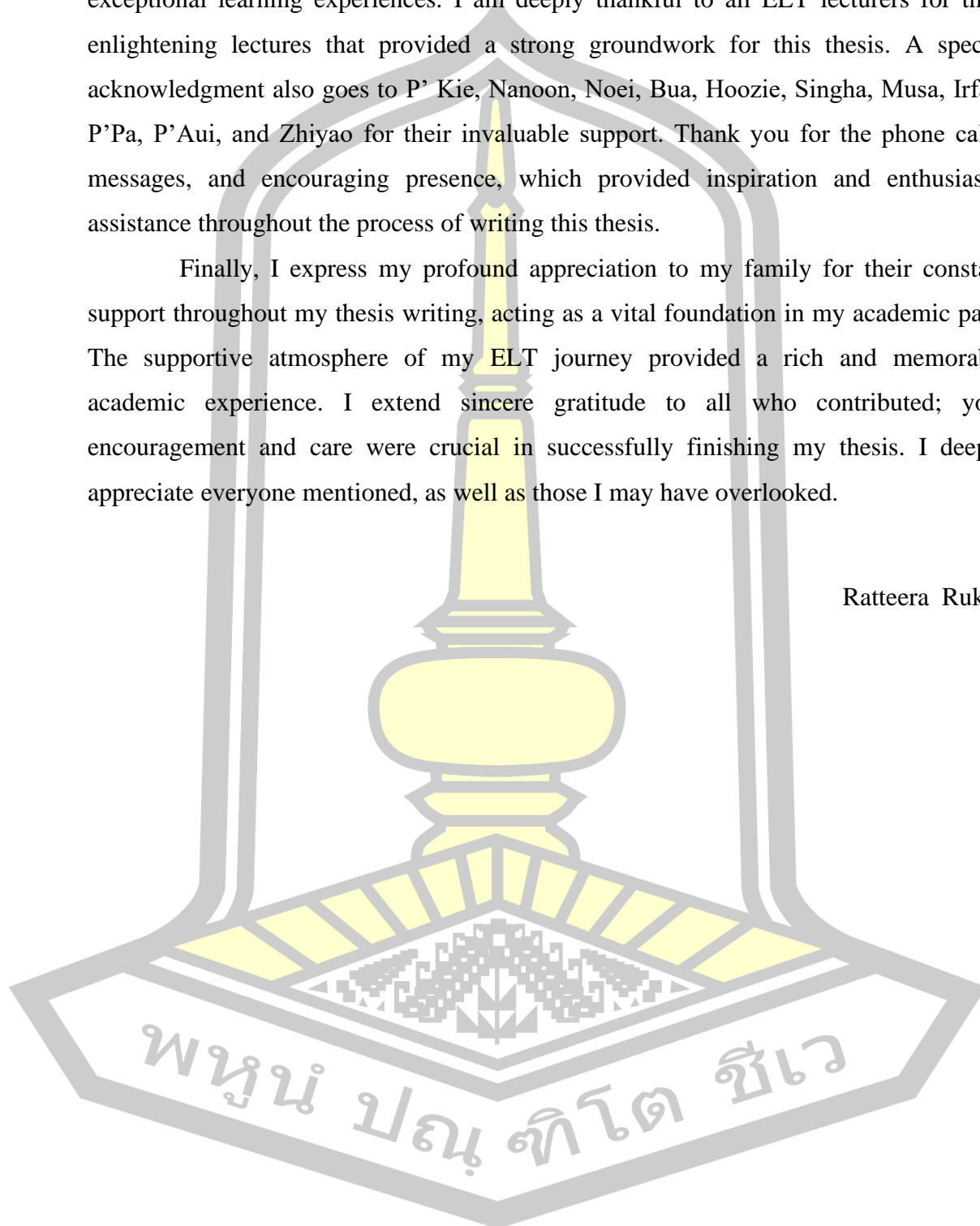
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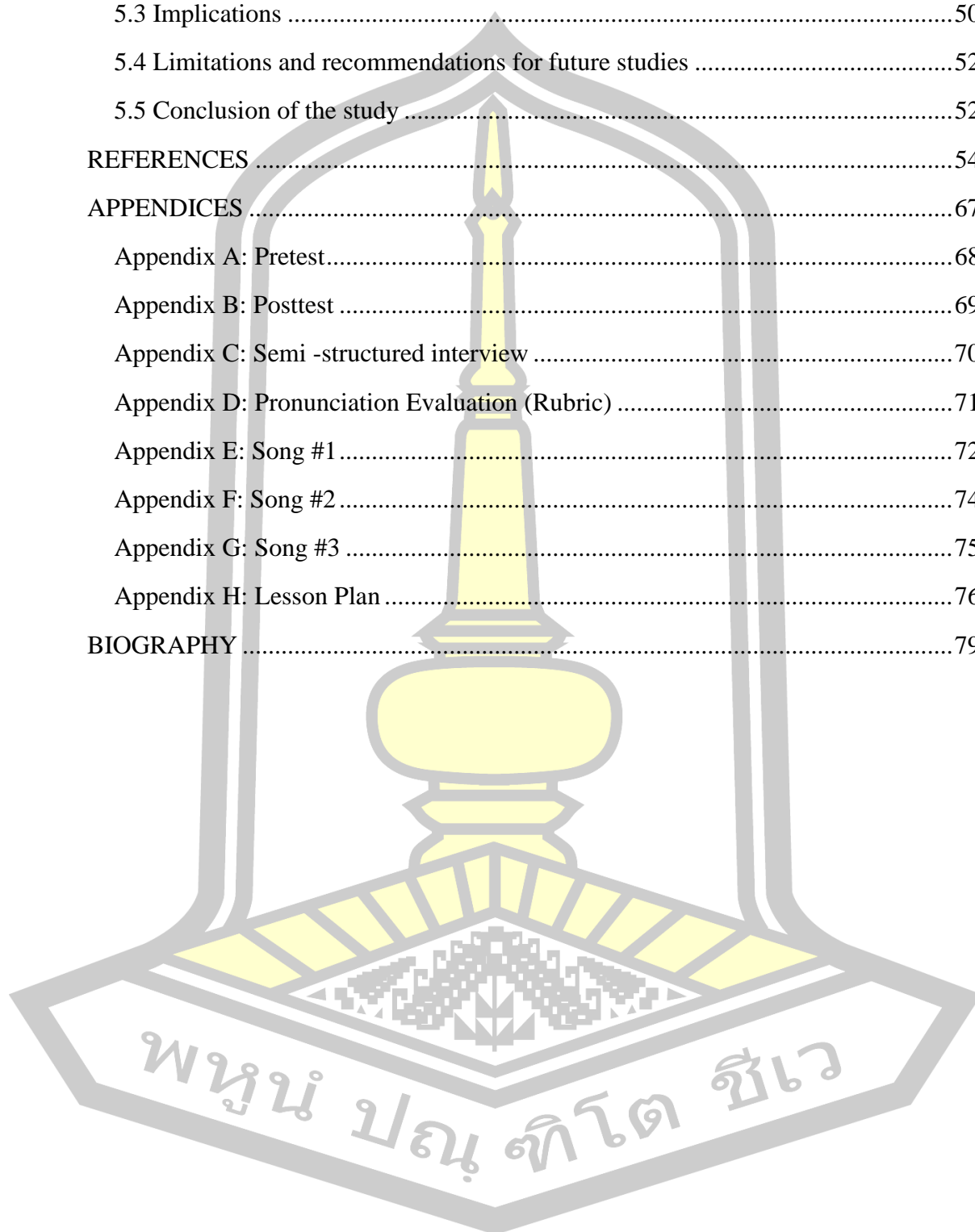
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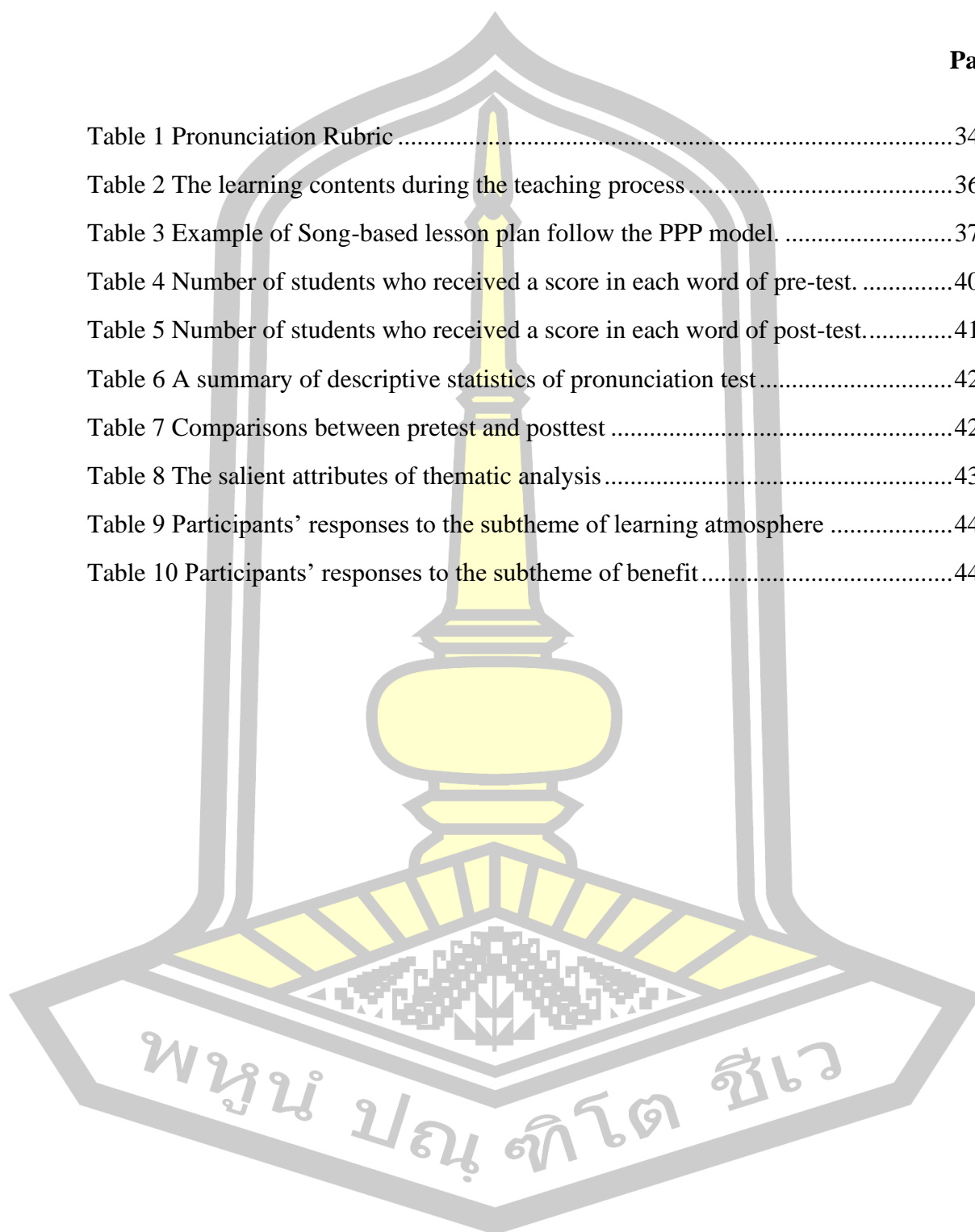
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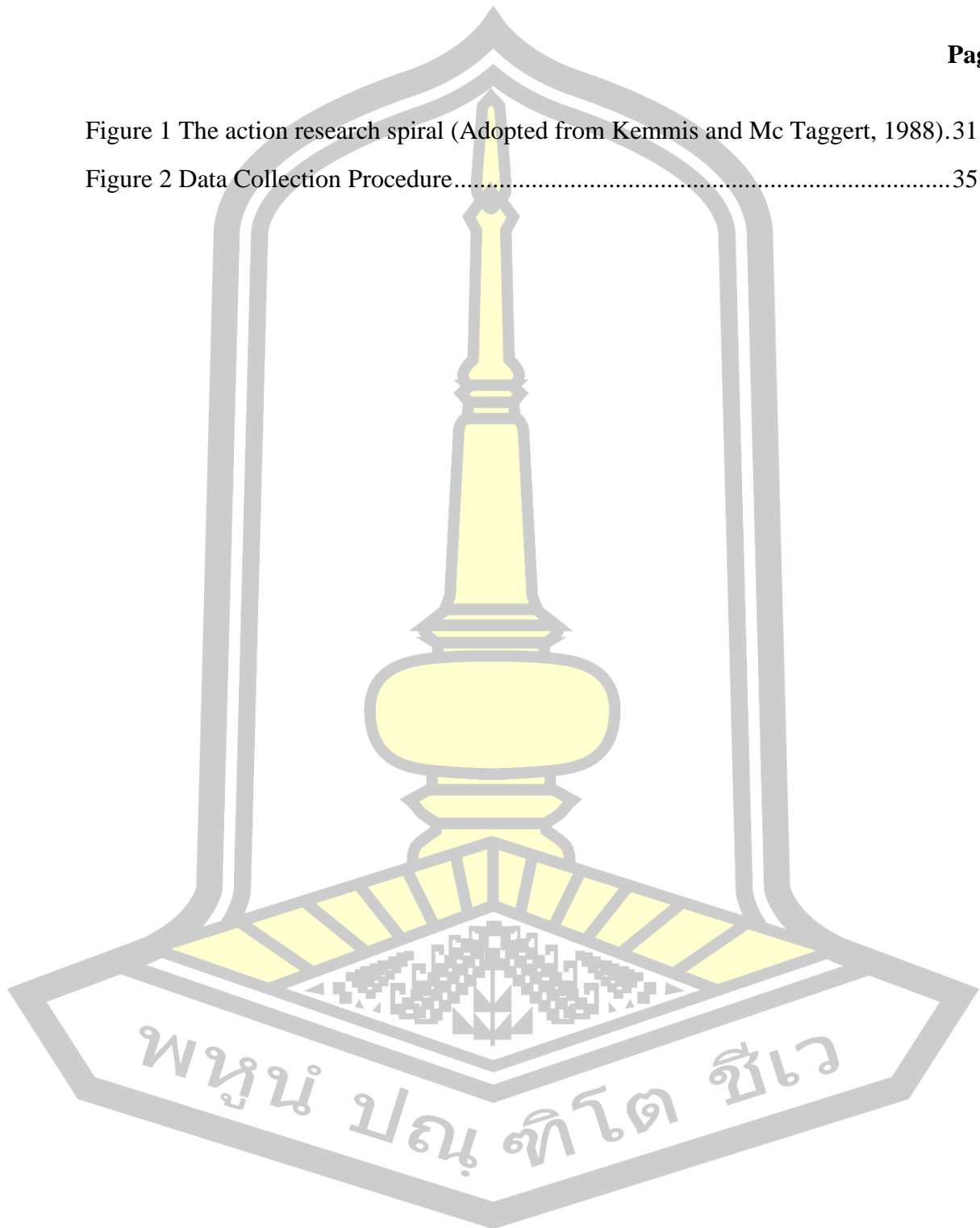
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# CHAPTER I

## INTRODUCTION

This chapter presents the general background of the research beginning with the background of the study, purposes of the study, scope of the study and significance of the study. The chapter ends with a definition of key terms and an overview of the research proposal.

### 1.1 Background of the study

Language learning places significant emphasis on pronunciation, particularly in the context of speaking. According to Yates (2009), pronunciation is the manner in which we articulate sounds to convey meaning during speech. Therefore, the accurate pronunciation of words is crucial for effective communication and comprehension. Many language learners consider pronunciation a key indicator of proficiency in speaking. Mastering the skill of speaking is essential for meaningful interactions with others (Ardhiani et al., 2021). Cahyani et al. (2018) assert that, in order to effectively communicate in English, learners must acquire the ability to produce the language accurately. This proficiency aids the audience in comprehending the precise words and meanings conveyed by language learners. Kelly (2000) further contends that incorrect pronunciation can lead to misunderstandings between speakers, underscoring the importance of mastering pronunciation for clear and effective communication.

Pronunciation holds a pivotal role in achieving fluency as it ensures clear communication and the accurate conveyance of ideas. Additionally, for English learners, especially in initial encounters, pronunciation significantly contributes to the first impression they make (Dalton-Puffer et al., 1997: 115). For instance, upon meeting someone learning English as a second or foreign language, individuals might subconsciously form a positive opinion if the learner exhibits proficient pronunciation skills. Consequently, English language teachers should give due attention to the pronunciation teaching process. While employing effective strategies, techniques, or approaches in teaching English is crucial, equal consideration should be given to available resources (WL et al., 2019). Scholars and language experts advocate for the early introduction of English skills, including pronunciation, in education. Zhang

(2009) argues that teaching pronunciation at the primary level is advantageous because children can rapidly and effectively grasp sound systems, a task that proves more challenging for adults due to their age. Patkowski (1980) supports this idea, suggesting that young learners possess language intuitions more akin to native speakers, enabling them to communicate in a manner that closely resembles native proficiency, in contrast to adult learners. Given that the ultimate aim of pronunciation instruction is to make students sound native-like (Gilakjani, 2016: 1), it becomes crucial to instill pronunciation skills in language learners from a young age.

At the school where the researcher taught, the students were young learners who were between the ages of 5 and 12. According to Nunan (2011), young learners' developmental stages for learning are important. Çakır (2004) states that motivation is important for their learning and can be increased by providing gratifying and attractive activities. However, young learners are usually energetic and much more eager to learn than adults. Nevertheless, they are also more susceptible to discouragement than older learners during classroom lessons. Hence, teachers need to be particularly mindful of their behavior and how they speak to young learners to avoid demotivating them.

According to Thailand Basic Education Core Curriculum B.E. 2551 (A.D. 2008), students in grade 3 were expected to be able to pronounce and spell the given words and accurately read aloud groups of words, sentences, simple texts, and chants by applying the principles of reading. However, in actual classroom practice, most students did not seem to grasp the English pronunciation concepts. They could not pronounce many English words correctly. For example, they had problem pronouncing the English verbs ending with /-ing/ in an English fundamental class. To elaborate lacked proficiency in pronouncing verbs ending in -ing, like the word "reading," which should be read like /'ri:.dɪŋ/ but they pronounced it as /'ri:.nɪŋ/ or /'ri:.tɪŋ/. Another issue stemming from incorrect pronunciation manifested in written work. For instance, when attempting to write "running," they might mistakenly write "runding" due to pronouncing the word as /'rʌn.dɪŋ/. This incorrect pronunciation could lead to misunderstandings between interlocutors or result in students producing wrong written work that reflected their mispronunciations.

Many researchers have identified factors influencing the pronunciation challenges faced by young EFL learners. Ercan (2018) emphasizes that mother tongue interference is a primary cause of these errors. Additionally, insufficient exposure to the target language and inadequate training are mentioned as potential contributors to pronunciation errors, as many students may not have heard or practiced the correct pronunciation of these sounds. Many researchers have argued that errors in pronouncing the target language may arise from multiple factors, including a limited understanding of semantics (meaning), sentence structure (syntax), word structure (morphology), as well as phonetics and phonology (Meng et al., 2007). Therefore, it would be advantageous to explore particular elements that contribute to improper pronunciation of English (Islam et al., 2013; Samad et al., 2021), such as phonics and phonology. Metruk (2020) suggests that inaccurate pronunciation may result from native language interference, the need for extra effort to achieve authentic English pronunciation, and the oversight of guidance on pronunciation. Gilakjani (2011) adds that some young EFL learners may lack interest, have limited exposure to the target language, and receive insufficient emphasis on the importance of pronunciation from teachers. Moreover, teachers might lack the appropriate tools to aid their students in learning proper pronunciation (Gilakjani, 2011).

Based on the classroom observation conducted with some students in grade 3, the researcher discovered that their pronunciation problem involved the language input. Most of the students were quite passive. Passive learning is a method of learning or instruction where students receive information from the instructor and internalize it (Michel et al., 2009). Throughout the observation, the researcher found that the learning activities within the classroom emphasized doing the exercises based on the English textbook. In the past semester, the teacher who taught English in grades 1-3 was not an English teacher because the school did not have enough teachers. There for, students in grades 1-3 needed to learn with their adviser. According to the Educational Service Area Office policy, students in grades 1-3 needed to be able to read and write Thai and also do math. As a result, teachers emphasized Thai and math in the classroom more than other subjects, particularly English. This limited the activity in the classroom. The teacher let students do some exercises in the textbook that emphasized writing. For example, writing vocabulary followed the textbook's words



and did not teach all the skills. Thus, students did not have a chance to speak or did not have interesting activities to practice speaking. As a result, the students did not seem to have the opportunity to practice pronunciation this made the class boring. According to Brown (2000: 88), children will not be able to pay attention to materials that they consider to be "boring, useless, or too difficult." When faced with such materials, they would lose their attention and start doing anything else that was more interesting to them. In this case, the monotonous activity carried out in the class had bored the students. They then preferred to do other activities during the teaching and learning process instead of paying attention to their teacher.

Teaching English to young learners was quite different from teaching adult English learners. To teach English successfully to young learners, teachers need to be aware of their characteristics, which differentiate them from adult English learners. Gürbüz (2010) suggested that young learners' classrooms should be fun, creative, motivating, and interesting and cater to their shorter attention spans than adults. Ellis and Brewster (2002) highlight that children exhibit a range of characteristics such as high physical energy, a need for physical activity, diverse emotional needs, emotional excitability, ongoing conceptual development, early-stage schooling, literacy development in their first language, slower learning pace, quick forgetting, self-orientation, preoccupation with their own world, susceptibility to boredom, excellent mimicking abilities, surprisingly long concentration spans when interested, and a tendency to be easily distracted yet very enthusiastic. Consequently, to capture their full attention, teachers need to be proficient in employing effective techniques for teaching English to young learners. According to Brown (2000), teachers can effectively involve students in the learning process by incorporating activities that capture their interest, employing a wide range of activities to sustain their focus on the subject matter, generating enthusiastic energy, and utilizing various other strategies. By centering the teaching process on these aspects, it is likely that students will direct their complete attention toward the teacher and the material.

Addressing the challenges and considering the attributes of young learners previously mentioned, teaching pronunciation to young learners requires the application of diverse teaching techniques. Thus far, many researchers have discussed the effective methods to improve English learners' pronunciation skill, and one of these methods is



using songs. Çakır (2004) suggests that young learners' innate love for songs can be utilized to bring enjoyment into lessons. Songs not only have the potential to teach crucial elements of the target language but also serve to keep young learners motivated. Indeed, chants and songs play a vital role in helping young learners develop oral language skills, including intonation, pronunciation, and speech rhythm (Forster, 2006). Moreover, in terms of emotions, Krashen's affective filter hypothesis suggests that learners benefit from lower levels of stress and anxiety for more effective learning. Songs serve as a means to lower a student's affective filter. According to Krashen (1982), the acquisition of new information is influenced by the student's personal affective filter. A high affective filter hinders learning, while a low affective filter facilitates the passage of information to the student. Affective variables, primarily related to motivation, self-consciousness, and anxiety, play a significant role. Songs contribute to reducing the affective filter by alleviating anxiety, creating a positive learning state, energizing learning activities, and introducing an element of fun (Villalobos Ulate, 2008: 95). Moreover, incorporating songs in the language learning classroom can enhance students' enjoyment of the learning process, thereby increasing their intrinsic motivation and further lowering their affective filter (Villalobos Ulate, 2008).

Previous research in various contexts suggested that using songs as a tool for language learning has several positive effects. Wallace's research (1994) underscores music's role in retaining vocabulary, showing that sung lyrics are more easily recalled than spoken words. This finding aligns with broader studies suggesting that musical elements bolster memory and aid in long-term retention (Konantz, 2012). Nonetheless, while earworms can aid learning, they may also become vexing, particularly for those prone to frequent experiences, as noted by Liikkanen (2008). Research by Engh (2013) and Shen (2009) illuminates how songs not only bolster vocabulary retention but also implicitly impart grammar, pronunciation, and other language sub-skills. This methodology fosters a deeper linguistic connection and promotes effective learning through engaging activities, offering a departure from conventional rote memorization techniques. In Iran, Moradi and Shahrokhi (2014) conducted research with young learners to explore the impact of songs on pronunciation, intonation, and stress pattern recognition. In the experimental group's

lessons, songs were played, while in the control group's lessons, students read lyrics and sang songs without accompanying music. The post-test analysis revealed a positive impact of songs on supra-segmental features. As a result, the researchers concluded that students in the experimental group demonstrated improved pronunciation skills when music was incorporated into their lessons. Another study in Iran was conducted by Ghanbari and Hashemian (2014). They investigated the impact of songs on the listening comprehension and pronunciation of young learners. The experimental groups were exposed to songs, while the control groups continued with conventional listening texts from students' English textbooks. The experiment lasted a total of 12 weeks, and a post-test was administered after the sessions. The results indicated that the groups exposed to songs outperformed the control groups in both listening comprehension and pronunciation. This suggested that incorporating music into the learning process contributed to the improvement of learners' listening and pronunciation skills. In Palestine, Shehadeh and Farrah (2016) explored the impact of songs on young learners' vocabulary acquisition and pronunciation. The study included questionnaires administered to teachers to gather their opinions on the use of songs in teaching. The results revealed that the experimental group, exposed to songs, performed better in all post-tests, highlighting the positive influence of songs on young learners' vocabulary and pronunciation achievements. Additionally, the teachers generally believed that songs increased motivation and facilitated learning, although they expressed the view that songs might not be as effective for teaching sentence structure. In Australia, McCormack, Kloppe, Kitson, and Westerveld (2018) discovered the potential for songs to develop pronunciation in students with English as an Additional Language or Dialect (EAL/D). In Turkey, Saldıraner (2021) used songs in teaching pronunciation to young EFL learners and found positive results. In Thailand, a study by Phramaha Saranwat In-Lom (2018) investigated the use of English songs to enhance Thai students' pronunciation. Padungpote (2018) investigated the impact of song activities to develop Thai undergraduate students' connected speech in English. Magnussen and Sukying (2021) implemented songs and TPR lessons to improve Thai preschoolers' vocabulary acquisition. Sricha (2020) used songs to develop Thai students' pronunciation of English final sounds. Yanti, R., & Harahap, Y. S. (2022) investigate the effectiveness of using English songs in

students' pronunciation skills. Zhang, Y., Baills, F., & Prieto, P. (2023), use songs to facilitates L2 on pronunciation and vocabulary learning.

So far, the literature concerning the role of songs in language learning predominantly concentrated on investigating the impact of songs on language achievements among high school learners or adults. There was a scarcity of research studies that specifically explored the connection between songs and the pronunciation skills of young learners in the Thai context. Accordingly, this study contributed to the existing literature, as it focused on a unique target group—specifically, young learners aged 8-9. While there was considerable research on very young learners (aged 3-7) and adult learners, the exploration of the relationship between songs and pronunciation skills within the context of this specific age group was less common. Therefore, the study addressed a notable gap in the literature and provided valuable insights into the potential effects of songs on the pronunciation of learners at this critical developmental stage. Consequently, this study was set out to address these gaps by investigating the effect of songs on the English pronunciation skills of Thai EFL primary learners. The findings were expected to provide insights into the effectiveness and value of incorporating songs into the teaching of pronunciation for young EFL learners.

### **1.2 Purposes of the study**

This study aimed to investigate the effect of using songs on the pronunciation skills of English verbs with the /-ing/ ending sound among EFL primary learners. It also examined the students' perceptions of using songs in their English classroom. Two research questions were formulated to guide this study:

1. To what extent do songs influence the pronunciation of verbs ending with the /-ing/ sound among EFL primary learners?
2. What are the participants' perceptions of the effectiveness of songs in improving the pronunciation of English verbs with the /-ing/ ending sound in their English classroom?

### **1.3 Scope of the study**

Employing an action research design, this study sought to explore the effect of songs on the pronunciation skill of Thai EFL learners. Additionally, it aimed to investigate the students' perceptions of incorporating songs into their English classroom. The

participants consisted of 25 Thai EFL learners, aged 8-9 years selected from the researchers' intact class. The research instruments included song-based lesson plans, a pronunciation pretest and posttest, a pronunciation rubric, a classroom observation sheet, and a semi-structured interview. The study was conducted during a period of six weeks in the second semester of the academic year 2023 at a small primary school.

#### **1.4 Significance of the study**

Pronunciation is a crucial component of speaking skills for EFL learners when communicating with others. Therefore, teachers need to help students improve their pronunciation for effective communication. Studies have demonstrated the effectiveness of various instructional methods to enhance pronunciation, with songs being one particularly impactful strategy.

Exploring this topic through songs can provide teachers with valuable insights into innovative and engaging teaching methods that improve pronunciation. This research is beneficial for EFL primary school teachers looking for effective methods to enhance their students' pronunciation through songs. Additionally, research in this area helps teachers create motivating and conducive learning environments for students.

For Thai EFL primary students, using songs can stimulate interest and improve pronunciation. The classroom atmosphere becomes more fun, creative, motivating, and engaging, which helps address students' short attention spans. As a result, learning outcomes improve, with songs serving as an effective tool to reduce negative emotions and boost language learners' motivation. Ultimately, research on using songs to improve pronunciation for Thai EFL primary learners offers engaging and effective tools to help students achieve their learning goals and enhance their pronunciation.

#### **1.5 Definition of key terms**

In this study, **pronunciation skill** refers to the participants' ability to correctly pronounce English verbs with the /-ing/ ending, adhering to British English norms.

**Songs** refers to three musical compositions specifically created by the researcher. These songs have been composed to teach the pronunciation rules associated with English verbs that end with /-ing/ by using both Thai and English, to provide better understanding for students with weak pronunciation skills.

**Thai EFL primary learners** refers to a group of twenty-five third-grade students, aged 8-9 years. They were enrolled in the Fundamental English class during the academic year 2023 at a primary school located in the northeastern part of Thailand.

### **1.6 Structure of the thesis**

This thesis is structured as follows:

Chapter 1 provides an overview of the research by initially delving into the background of the study, outlining the study's purposes, specifying its scope, and highlighting its significance. The chapter concludes with a definition of key terms.

Chapter 2 presents a literature review of songs in improving English pronunciation to identify the gap in the research.

Chapter 3 discusses the methodology employed in the current study. First, it describes the research design, followed by the participants and setting, research instruments, data collection procedure, and data analysis. In addition, ethical issues have been taken into consideration in the ethical consideration section.

Chapter 4 presents the research results using both quantitative and qualitative methods. The quantitative data is illustrated through descriptive and inferential statistical analyses, while the qualitative data is enriched with excerpts from semi-structured interviews with students.

Chapter 5 delves into the main findings of the study, exploring how the song improved students' pronunciation of verbs ending in the "ing" sound. It offers important insights for teaching practices, theoretical models, and future research methodologies. This chapter also addresses the study's limitations and offers recommendations for further research.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter outlines the theoretical framework that forms the foundation of the study. It begins by delving into the concept of pronunciation, followed by songs to improve pronunciation. The chapter concludes with a review of the current literature within both global and local contexts.

#### **2.1 Overview of pronunciation**

##### **2.1.1 Definitions of pronunciation**

Pronunciation refers to the way a word or language is typically spoken, or how someone utters a word. According to Hornby (1995), pronunciation encompasses how a language is spoken, how a word is articulated, and how a person pronounces the words of a language. Yates (2009) defined pronunciation as the creation of sounds that we employ to make meaning when we talk. Pronunciation, as defined by Abu Bakar and Ridhuan (2015), is part of speaking, which is one of the four fundamental abilities while learning a new language and also the most crucial throughout language development since it is the capacity that permits interpretation of the concepts. Pronunciation refers to the act or manner of pronouncing words, often described as speech utterance. It can also be defined as a particular method of using a word, especially one that is recognized or widely understood. Pronunciation involves both producing and perceiving speech sounds, as well as conveying meaning (Kristina, Diah, & Rarasteja, 2006, p. 1). Pronunciation involves creating a sound system that ensures clear communication for both speakers and listeners (Paulston & Burder, 1976). It refers to the conventional way of articulating a word (Otlowski, 1998). Additionally, Richard and Schmidt (2002) described pronunciation as the process of producing specific sounds.

In summary, pronunciation refers to how words and languages are typically spoken and involves the creation and articulation of sounds to convey meaning. It encompasses the way a language is spoken, word articulation, and how individuals pronounce words. Pronunciation is integral to speaking, a fundamental language learning skill, and essential for interpreting concepts. It involves both the production and perception of speech sounds to ensure clear communication. Various scholars



have highlighted different aspects of pronunciation, including its role in clear communication for speakers and listeners, and its definition as the conventional way of articulating words.

### **2.1.2 Importance of pronunciation**

Pronunciation refers to the manner in which the sounds of a language are articulated, playing a crucial role in language acquisition. Its impact on effective communication cannot be overstated. In instances where pronunciation is deficient, despite having accurate grammar and vocabulary, expressing oneself becomes challenging. This can result in frustration and diminished confidence in verbal communication.

Proficient pronunciation yields several advantages for language learners. Firstly, it contributes to heightened self-assurance during language expression. Individuals who master correct pronunciation are more likely to feel self-assured in their ability to engage with others, fostering a more enriching language learning journey and encouraging ongoing efforts. Additionally, accurate pronunciation contributes to improved comprehension of spoken language. When the sounds are articulated correctly, mutual understanding between the speaker and listener is facilitated, enabling active participation in conversations and enhancing overall language proficiency. Lastly, precise pronunciation facilitates understanding by native speakers, fostering the establishment of connections and aiding in the assimilation into the cultural nuances of the language being studied.

### **2.1.3 Components of pronunciation**

To effectively teach pronunciation, teachers need fundamental knowledge about the essential components of pronunciation, encompassing various significant elements:

(I) Intonation refers to the pitch of the voice with which a voiced sound is pronounced. In Random House Unabridged English Dictionary, intonation is defined as “the pattern or melody of pitch changes in connected speech, esp. the pitch pattern of a sentence”. Scarcella and Oxford (1994) and Wong (1993) stated that pronunciation conveys and performs grammatical functions in sentences. Brazil, Coulthard & Johns (1980) pointed out that intonation in English might also convey a speaker’s involvement in a conversation as well as a desire to take a turn of talk or leave a conversation.

(II) Stress and rhythm is defined by Scarcella and Oxford (1994) as stress contributing to rhythm. Linguists use the term rhythm to refer to the measured movement or musical flow of language. English has a rhythm in which stressed syllables normally occur at regular time intervals. Thus, in English, rhythmic patterns are based upon a fairly regular recurrence of stressed syllables. That is why English is often called a stress-timed language.”

(III) Consonants are defined by Scarcella and Oxford (1994) as noises that are pronounced with a blockage of some sort of the air passage. Ramelan (1985) stated that the types of consonants are plosive, fricative, affricative, nasal, lateral and glide consonants.

(IV) Vowels are characterized by a free passage of air. Vowel is made by voiced air passing through the different mouth- shapes; the differences in the shapes of the mouth are caused by the different positions of the tongue and of the lips (O'Connor, 1980:79).

In conclusion, for effective pronunciation instruction, teachers need basic understanding about crucial elements of pronunciation which include intonation, stress (word-level stress, sentence-level stress, linking) and rhythm, consonants (substitution, omission, articulation, clusters, and linking), and vowels (substitution, articulation, length, reduction, and linking) are crucial elements of pronunciation.

#### **2.1.4 Teaching pronunciation**

Pronunciation learning is crucial since it can alter the ease of communication, as previously said. The instructor might utilize an approach that makes the pupil habitual of speaking while teaching pronunciation. Because speaking practice can strengthen students' understanding of pronunciation, habituating pupils to talk in the target language will result in better pronunciation (Szyszka, 2017). In other words, giving pupils more time to speak would improve their pronunciation and confidence (Miller in Szyszka, 2017). Thus, pupils with poor pronunciation abilities may suffer from a lack of self-confidence, fear, or anxiety, and their attitudes toward learning pronunciation may be influenced. Drilling, pronunciation, and spelling activities are some strategies for teaching pronunciation, filming students' English, listening, and reading activities (Kelly, 2000).



Ideally, the teacher uses various and different techniques in teaching to increase the student's motivation during the teaching and learning process. Lado (1998: 3) assumes that there are four steps in teaching pronunciation, they are:

Step 1 involves presenting the target sound. One sound should be taught at the time. The target sound should be written on the board with many examples. The teacher gives plenty of modeling.

Step 2 is concerned with aural recognition and discrimination Unless the students can perceive the sound, they cannot produce that sound; therefore, we do aural recognition and aural discrimination practice before having the students practice the production of the sound. Minimal pairs (two words that are identical except for one sound) are used for this practice.

Step 3 emphasizes production of the target sound. Appropriate methods should be used according to the suggested drills by Lado: first, the teacher should try to use drills that require a model, if the student is still unable to produce the target sound, the teacher should render drills that use reflective thought. The target sound first is to practice an isolated sound, then at the word level, then at the sentence level.

Step 4 stresses the importance of communicative practice. By the end of the production practice, the student should be able to produce the target sound well as he pays attention to the producing the target sound as pays attention to the meaning sound. Through communicative practice, the student practices instead of the sound. The teacher can also have the student do a role-play.

To enhance pronunciation, teachers can effectively emphasize the development of learners' speaking habits. By providing ample practice time, students not only gain confidence but also foster a positive attitude toward learning pronunciation.

### **2.1.5 Pronunciation teaching in language classrooms**

For years, pronunciation teaching has been metaphorically labeled as the 'Cinderella' of English Language Teaching (ELT), often overlooked in both English as a Second Language (ESL) and English as a Foreign Language (EFL) instruction (Seidlhofer, 2009). Another obstacle to effective pronunciation teaching, as identified by Kelly (2004), is what he terms the "paradox." This paradox refers to teachers' reluctance and hesitancy when it comes to instructing pronunciation. Kelly notes that experienced teachers often perceive a personal lack of knowledge about pronunciation and its

teaching theories. In contrast, novice teachers and trainees tend to display more enthusiasm for pronunciation teaching. Consequently, experienced teachers may give higher priority to grammar and vocabulary instruction, contributing to the neglect of pronunciation.

Several language teachers may lack confidence in teaching pronunciation, leading them to neglect this skill in their lessons. Foote et al. (2011) discovered that many teachers expressed dissatisfaction with their ability to teach both segmental and prosodic features of pronunciation. A majority of these educators expressed a desire for better training in pronunciation teaching.

Despite these challenges, there have been notable changes in how pronunciation is approached in speaking classes. An innovative method involves using songs to teach pronunciation in English Language Teaching (ELT) classes. This strategy is substantiated by research indicating that music enhances memory and concentration, creates an enjoyable learning environment, alleviates stress, promotes a sense of community, and boosts motivation (Farmand & Pourgharib, 2013, p. 841).

#### **2.1.6 Teaching pronunciation of the -ing endings in verbs**

This study focuses on Thai primary learners' pronunciation problem of English verbs with /ing/ ending since it is an indicator of the Basic Education Core Curriculum in Thailand B.E. 2551 for students in grade 3. According to Martin Parrot, Grammar for English Language Teaching, (United Kingdom: Cambridge University Press, 2004: 157), There are ing forms of verbs following.

##### **(1) Just add -ing to the base verb:**

work	>	working
play	>	playing
assist	>	assisting
see	>	seeing
be	>	being

##### **(2) Verbs that end in -E**

hope	>	hoping	- Ing form: if the word
date	>	dating	ends in-E, drop the-E and
injure	>	injuring	add – Ing.

## (3) Verbs that end in a vowel and a consonant

## One Syllable Verbs

1	stop	>	stopping	1 vowel 2 consonant
	rob	>	robbing	
	beg	>	begging	
2	rain	>	raining	2 Vowel 1 Consonant
	fool	>	fooling	
	dream	>	dreaming	

## Two Syllable Verbs

1	listen	>	listening	1st Syllable Stressed 1
	offer	>	offering	Consonant.
	open	>	opening	
2	begin	>	beginning	2nd Syllable Stressed 2
	prefer	>	preferring	Consonant.
	control	>	controlling	

## (4) Verbs that in two consonants

start	>	starting	If the word ends in two consonants, just add the ending.
demand	>	demanding	

## (5) Verb that in - Y

1	enjoy	>	enjoying	If -Y is preceded by a vowel, keep the- Y.
	pray	>	praying	
	buy	>	buying	
2	study	>	studying	If -Y is preceded by a consonant- Ing form: keep the-Y, add- Ing.
	try	>	trying	
	replay	>	replaying	

## (6) Verb that ends in IE

die	>	dying	- Ing form: if the word ends in-E, drop the-E and add - Ing.
lie	>	lying	
tie	>	tying	

### 2.1.7 Assessing pronunciation

Assessing pronunciation is a multifaceted process that involves evaluating various aspects of a speaker's oral production to determine their proficiency and identify areas for improvement. Key elements of pronunciation assessment include segmental features, suprasegmental features, and phonological processes. Segmental features refer to the individual sounds of a language, such as consonants and vowels, which are crucial for intelligibility. For instance, assessing whether a learner can correctly produce the English /θ/ sound as in "think" is an example of evaluating segmental features. Suprasegmental features include stress, rhythm, intonation, and pitch, which influence the naturalness and comprehensibility of speech. An example of this would be evaluating the use of rising intonation in yes-no questions. Phonological processes refer to the patterns of sound changes that occur in connected speech, such as assimilation, elision, and linking. For example, checking for proper linking in phrases like "an apple" is an assessment of phonological processes.

Methods of pronunciation assessment include perceptual judgments, acoustic analysis, diagnostic tests, automated speech recognition (ASR), and pronunciation rubrics. Perceptual judgments involve human raters listening to and evaluating speech, often using scales to judge aspects like intelligibility, accuracy, and fluency (Derwing & Munro, 2005). Acoustic analysis uses technology to measure specific properties of speech sounds, such as pitch, duration, and formant frequencies, providing objective data on pronunciation features (Neri et al., 2006). Diagnostic tests are designed to identify specific pronunciation issues and may include tasks like minimal pair discrimination or repetition tasks (Celce-Murcia, Brinton, & Goodwin, 2010). ASR technology assesses pronunciation by comparing a learner's speech to native speaker models, providing immediate feedback on errors (Levis & Suvorov, 2012). Pronunciation rubrics are scoring guides that outline criteria for different levels of pronunciation proficiency, offering a standardized way to evaluate pronunciation (Isaacs & Trofimovich, 2012).

Challenges in pronunciation assessment include subjectivity, technological limitations, and learner anxiety. Perceptual judgments can be subjective, with raters' biases and experiences influencing their evaluations (Kang, Rubin, & Pickering, 2010). While ASR and acoustic analysis provide objective data, they may not always

capture the nuances of human speech or be accessible to all learners (Mennen, Scobbie, & de Leeuw, 2012). Pronunciation tests can induce anxiety, which may affect learners' performance and not accurately reflect their true abilities (Horwitz, Horwitz, & Cope, 1986).

In conclusion, effective pronunciation assessment combines subjective and objective methods to provide a comprehensive evaluation of a learner's pronunciation skills. Incorporating a variety of assessment tools and considering the individual learner's context can lead to more accurate and helpful feedback, ultimately aiding in the development of better pronunciation skills.

## **2.2 Songs**

### **2.2.1 Definition of songs**

Many researchers provide various definitions of songs. According to Listiyaningsih (2017), a song is a short piece of music with words. A song is a package that combines culture, vocabulary, pronunciation, syntax, and a variety of other language abilities in only a few rhymes. Students' enthusiasm and involvement in learning can be increased by singing in class. A song is a relatively brief musical composition for the human voice that includes words or lyrics. Songs are the melodies of sounds that have rhythm in speaking, singing, reading, and so on (Depdiknas, 2005: 624). Both have the same primary goal: communication. Singing songs easily combines the linguistic abilities of listening, speaking, and reading (Cornett, 1999: 333). It meant that the students had acquired the songs' pronunciation.

Song offers the instructor with a variety of relevant exercises for teaching English in easy-listening groups. By employing songs of success, gratification, emotions, and release (Wong, 1993: 9). The instructor can introduce a new structure, understanding, pronunciation, and vocabulary to the students. The song provides happiness, satisfaction, and a sense of well-being.

### **2.2.2 Theoretical foundations of songs**

In this section, three theories were Multimedia Learning Theory, Behaviorism Theory and, the affective filter hypothesis, are discussed to elucidate how songs contribute to the enhancement of pronunciation skills.

### **2.2.2.1 Multimedia learning theory**

Richard Mayer's Multimedia Learning Theory suggests that learners comprehend and remember information more efficiently when it is delivered through multiple modalities, such as visual and auditory channels, simultaneously (Mayer, 2009). Applying this theory to language learning, particularly pronunciation, songs can serve as an effective multimedia tool to improve pronunciation skills. Songs combine auditory input (music and lyrics) with potential visual aids (such as lyric videos or karaoke), thereby engaging multiple senses and reinforcing learning.

Mayer's Cognitive Theory of Multimedia Learning suggests that individuals acquire information more comprehensively when it is presented through both words and images rather than through words alone. This concept, known as the dual-channel assumption, posits that the brain processes auditory and visual information through distinct pathways (Mayer, 2009). In the realm of pronunciation learning, songs utilize both auditory and visual channels effectively. Listening to songs offers consistent exposure to native pronunciation, rhythm, and intonation, while visual elements like lyrics assist learners in linking sounds with written words, thereby improving their phonological awareness and spelling abilities.

Integrating songs into language learning, based on Multimedia Learning Theory, provides a vibrant and efficient method for improving pronunciation skills. By stimulating various sensory channels and delivering enjoyable, repetitive, and contextually meaningful input, songs can promote more profound learning and enhance pronunciation accuracy. Educators can leverage the benefits of songs to establish an engaging and immersive learning environment that aligns with the core principles of Multimedia Learning Theory.

### **2.2.2.2 Behaviorism theory**

Behaviorist learning theory, mainly through the principles of classical and operant conditioning, can be effectively applied to the acquisition of pronunciation skills in language learning. This approach emphasizes the role of repetition, reinforcement, and feedback in shaping and refining learners' pronunciation abilities. For instance, similar to Pavlov's classical conditioning experiments, learners can develop correct pronunciation through repeated exposure to accurate sounds. Consistently hearing and repeating the sound /th/ in words like "think" and "this" helps learners form the



correct pronunciation habit. Repeated practice through imitation strengthens the neural pathways associated with producing these sounds correctly.

Skinner's principles of operant conditioning are also highly relevant. Correct pronunciation can be reinforced through positive feedback, such as praise or rewards, increasing the likelihood that learners will continue to use the correct pronunciation. Immediate and positive feedback from teachers, language learning apps, or self-recording helps learners recognize when they pronounce words correctly and encourages them to maintain or improve their performance. When learners make pronunciation errors, gentle correction and guidance help them understand and rectify their mistakes. Reducing anxiety and stress, as emphasized by Krashen's affective filter hypothesis, is crucial; using songs and engaging activities can lower the affective filter, making learners more receptive to corrective feedback without feeling discouraged.

Structured practice is essential in behaviorist learning theory. Pronunciation drills, such as minimal pair exercises (e.g., "ship" vs. "sheep"), help learners distinguish and produce similar sounds correctly, aligning with the behaviorist emphasis on practice and reinforcement. Language learning software and apps often employ behaviorist principles by providing repetitive practice, immediate feedback, and rewards for correct pronunciation. These tools can track progress and adapt to the learner's needs, offering customized reinforcement. Setting specific, measurable goals for pronunciation helps guide instruction and provides clear criteria for success, while breaking down pronunciation tasks into smaller, manageable steps allows for gradual improvement and sustained motivation. Each successful step builds confidence and reinforces the learning process.

Research supports the effectiveness of behaviorist principles in pronunciation training. Studies have shown that consistent practice with feedback improves learners' pronunciation skills over time (Celce-Murcia, Brinton, & Goodwin, 1996). Additionally, the use of songs and engaging materials could render the learning experience interesting and less stressful, enhancing motivation and retention (Wickham, 2018). In conclusion, behaviorist learning theory provides a robust framework for teaching pronunciation, emphasizing repetition, reinforcement, and

structured practice. By integrating these principles into language instruction, educators can effectively enhance learners' pronunciation skills.

### **2.2.2.3 The affective filter hypothesis and songs**

To explain why songs can enhance pronunciation skill, Krashen's (1982) hypothesis on second language achievement encompasses five major points, including the Acquisition-Learning hypothesis, the Monitor hypothesis, the Natural Order hypothesis, the Input hypothesis, and the Affective Filter hypothesis. This study focuses on the fifth point, exploring how the emotional factor significantly influences students' English learning. According to Krashen's Affective Filter hypothesis (1985), emotional factors can potentially distract language learners during the language acquisition process. Unfavorable teacher behaviors or classmates' aggressive and competitive attitudes may hinder students from effectively absorbing the intended lesson content.

Krashen (1982), in his Affective Filter hypothesis, underscores that key factors influencing the success of learners in Second Language Acquisition (SLA) are closely tied to their emotional state. The passion with which a language learner engages in class and the confidence instilled by teachers' encouragement play pivotal roles in determining the achievement of their SLA.

Krashen's affective filter hypothesis posits that learners can improve their learning outcomes by reducing stress and anxiety levels, with songs serving as a means to achieve this while also enhancing the motivation of language learners. Lee and Lin (2015) discovered that music positively influenced young learners by boosting motivation, prolonging attention spans, encouraging participation among reserved students, and fostering creativity and independence. Their research indicated that songs, with their repetitive nature, were especially advantageous in teaching foreign languages to young learners, facilitating language acquisition. Murphy (1990) discusses the 'song-stuck-in-my-head (SSIMH) phenomenon,' which aids learning and memory through repeated exposure to melodies. Consequently, songs appear to improve grammar, vocabulary, and pronunciation learning. Moreover, incorporating songs into education not only increases motivation but also positively impacts brain development. Schlaug et al. (1995) observed that musicians possess a larger corpus callosum, leading to stronger connections between brain hemispheres, correlating



with enhanced cognitive function. Furthermore, music shares neural pathways with language, as Patel (2003) demonstrates through neuroimaging research indicating mutual activation of brain regions involved in music and language processing.

Therefore, the researcher of this thesis, guided by the theoretical framework of Krashen's hypothesis and drawing on significant affective issues influencing language acquisition highlighted by various scholars (e.g., Dodson, 2000; Pennington, 1996; Schinke-Llano & Vicars, 1993), aims to explore the connection learners' pronunciation skill and songs.

### **2.2.3 Roles of songs in enhancing pronunciation skill of young learners**

The heart of language lies within its melodies, with people often spending extensive periods immersed in songs (López Parra & Muñoz Salazar, 2011). Furthermore, songs serve as a valuable resource in English classrooms, offering teachers a tool to aid students in refining their pronunciation skills and to ignite and sustain their motivation.

Previous studies explain why songs can enhance pronunciation. Forster (2006) suggests that using songs and chants with young learners enhances their rhythm, intonation, and pronunciation, making them crucial for developing oral language skills such as intonation, pronunciation, and speech rhythm.

Moradi and Shahrokhi (2014) investigated whether music affects pronunciation, intonation, and stress pattern recognition. They compared lessons where songs were played to an experimental group with lessons where only lyrics were read and sung to a control group. Their post-test analysis indicated that music positively influenced supra-segmentals, with students in the experimental group showing better pronunciation.

Ghanbari and Hashemian (2014) explored the impact of songs on listening comprehension and pronunciation. They used songs with the experimental group and ordinary listening texts with the control group over 12 weeks. The results revealed that the song group outperformed the control group in both listening comprehension and pronunciation, suggesting that music can enhance these skills.

Shehadeh and Farrah (2016) examined the effects of songs on young learners' vocabulary acquisition and pronunciation, and also surveyed teachers' opinions on using songs. The results showed that the experimental group performed better in all

post-tests, highlighting the positive impact of songs on vocabulary and pronunciation. Teachers generally felt that songs increased motivation and aided learning, but noted that they were not as effective for teaching sentence structure.

The previous studies mentioned above underscore the significant role that songs play in language learning, particularly in enhancing pronunciation skills among young learners. These studies demonstrate that integrating songs into language instruction not only makes learning more engaging and enjoyable but also improves key aspects of pronunciation. Songs help young learners develop a better grasp of rhythm, intonation, and stress patterns, contributing to clearer and more accurate pronunciation. By incorporating musical elements into language lessons, educators can create a more dynamic and effective learning environment that supports the development of essential language skills.

#### **2.2.4 Categories of rhymes and songs for primary education**

Various types of rhymes and songs are commonly employed in foreign language classrooms, encompassing classic nursery rhymes and songs rooted in cultural heritage. Action songs incorporate physical movements to reinforce vocabulary and language structures. Vocabulary rhymes tailor for teaching specific themes or topics. Storytelling songs aid in contextual understanding and narrative comprehension. Grammatical rhymes highlight language rules for easier memorization, cultural songs represent the target culture to facilitate cultural connection. Language chants aiding in the memorization of language elements through repetitive and rhythmic chants, and multimodal songs incorporating visuals, gestures, or other sensory elements for enhanced engagement. The effectiveness of these methods in language learning hinges upon factors such as learners' age group, language proficiency level, and cultural background, alongside variations in teaching methodologies and preferences among educators. In this study, vocabulary rhymes and grammatical rhymes were selected to enhance the pronunciation skills of English verbs with /ing/ endings among EFL primary learners.

#### **2.2.5 Song composition for pronunciation teaching**

Numerous authors emphasize the need for diverse criteria when composing songs (Keskin, 2011; Ludke, 2009; Santos Asensi, 1996). Key considerations include aligning songs with educational objectives (Christiano, 2009; Simpson, 2015),

ensuring they match the teaching context and students' proficiency levels (Keskin, 2011), and selecting songs that resonate with students' interests and musical preferences (Ludke, 2009; Rodríguez López, 2006). Creating song compositions for teaching pronunciation involves designing musical content that helps students practice and internalize specific pronunciation patterns. Here's a guide to composing effective songs for pronunciation teaching:

First, teachers should identify the pronunciation goals by focusing on particular sounds or sound patterns, such as /-ing/ ending sounds, vowel contrasts, or consonant clusters. Teachers should also consider pronunciation features like stress, intonation, rhythm, and articulation to ensure that the song aligns with the learning objectives.

Next, choose an appropriate musical style and tempo that resonate with your students and engage them. Options might include pop, folk, rap, or simple nursery rhymes. The tempo should match the complexity of the pronunciation target—slower tempos are often beneficial for beginners.

When writing the lyrics, ensure they are clear and repetitive. Use simple, repetitive language to emphasize the target sounds or patterns, and incorporate rhythmic and rhyming elements to make the song catchy and memorable. Design verses and choruses that focus on the specific pronunciation goals, with the chorus being particularly prominent for reinforcement.

Incorporate pronunciation practice into the song through drills. For instance, if focusing on the /-ing/ ending, create verses that emphasize this sound. Use interactive elements, such as call-and-response sections, where students repeat lines or phrases after the teacher. Engage students actively by encouraging them to contribute their own verses or modifications to practice pronunciation in a personalized context.

Additionally, use visual and kinesthetic cues to support learning. Incorporate hand gestures or movements that align with the pronunciation targets and use visual aids, like flashcards or pictures, to reinforce the content.

In conclusion, to compose effective songs for teaching pronunciation, begin by identifying specific pronunciation goals, such as particular sounds or patterns. Choose a musical style and tempo that engage students, with simpler tempos often being more suitable for beginners. Write clear, repetitive lyrics that emphasize the target pronunciation patterns and incorporate rhythmic and rhyming elements for

memorability. Include pronunciation drills and interactive elements, such as call-and-response sections, to reinforce learning. Additionally, use visual and kinesthetic cues, such as gestures and visual aids, to support the pronunciation targets.

### **2.2.6 Pronunciation teaching through songs**

Using songs as a tool to enhance pronunciation skills can be both enjoyable and effective in language learning. This study outlines a systematic approach to incorporating songs for pronunciation improvement, starting with the selection of an appropriate song tailored to the students' language proficiency level and teaching objectives, considering factors such as tempo, clarity of lyrics, and relevance. Introduction of the song involves providing context and background information, followed by pre-teaching key vocabulary and actively listening to the song to identify pronunciation challenges. Phonetic analysis dissects pronunciation patterns, emphasizing stress, intonation, and specific phonetic features. Repetition and choral practice encourage students to mimic pronunciation, followed by individual practice, peer interaction, and teacher modeling. Feedback and correction ensure accurate pronunciation, while follow-up activities reinforce learning and understanding. By adhering to these teaching steps and adapting them to students' needs and preferences, the use of songs for pronunciation practice can create an engaging and interactive learning experience.

### **2.2.7 Advantages and disadvantages of songs**

Songs can serve as valuable tools for young learners, aiding in the improvement of listening skills and pronunciation, thereby potentially enhancing their overall language proficiency. Additionally, songs can facilitate vocabulary acquisition, comprehension of sentence structures, and understanding of cultural nuances embedded within the lyrics. Furthermore, as highlighted by Murphey (1992, p. 3), the use of music and songs in learning offers two significant advantages: first, music's inherent memorability, which may stem from its ability to induce a relaxed state of receptivity, synchronize with basic body rhythms, evoke deep-seated emotions, or employ repetitive patterning to reinforce learning; and second, its high motivational impact, particularly among children, adolescents, and young adult learners. Popular music, encompassing diverse genres, forms a powerful subculture with its own symbolism and rituals, deeply intertwined with students' lives. By harnessing the

energy and appeal of music, educators can unlock untapped sources of enthusiasm and engagement in the learning process.

Griffiee, as cited in Surya (2009), outlines the advantages of integrating songs into the classroom environment. Firstly, songs serve as effective tools for relaxation, fostering an enjoyable atmosphere conducive to learning. Secondly, the inherent relationship between rhythm and speech underscores the importance of rhythm sensitivity as a fundamental aspect of language acquisition. Additionally, each song encapsulates a cultural essence, offering valuable insights into social norms and customs. Furthermore, songs excel at introducing vocabulary by providing meaningful contextualization. Moreover, they naturally incorporate common language structures such as verb tense and prepositions, facilitating comprehension. Lastly, songs can be utilized for pattern practice and enhancing memory retention, making them versatile resources for language instruction.

Murphey (1992: 103) highlights several drawbacks associated with integrating songs into Young Learners' (YLS) classrooms. Firstly, the varied characteristics among young learners may lead to differences in comprehension levels, with some children struggling to grasp the content conveyed through songs. Additionally, the use of songs may pose a risk of disrupting neighboring lessons and potentially causing a loss of control over the class. Furthermore, songs often contain limited vocabulary, which may hinder language enrichment opportunities for students. These considerations underscore the need for educators to carefully weigh the benefits and drawbacks of incorporating songs into YLS' language learning experiences.

In conclusion, songs serve as valuable resources for both learners and teachers. They provide an engaging avenue for introducing language topics, fostering enjoyment, and enhancing excitement and self-confidence among learners. Moreover, songs offer a direct and effective way to address learners' errors. However, it is important to acknowledge the potential disadvantages of using songs. The content may be challenging to comprehend, songs could create noise disturbances affecting neighboring lessons, teachers may face challenges in maintaining control over the class, and the vocabulary within songs might be limited.



### **2.3 Previous studies of songs and pronunciation in the global and Thai EFL contexts**

Research into using songs to improve pronunciation has been extensively investigated in various settings. This section provides existing literature on the effectiveness of songs on EFL pronunciation improvement of EFL learners.

In Palestine, Shehadeh and Farrah (2016) conducted a study to examine the impact of utilizing children's songs on the development of vocabulary and pronunciation skills among elementary graders. The research also sought to explore teachers' attitudes toward incorporating songs in their English classes. The study involved 123 EFL students in the fourth grade, and data were gathered through pre and post-tests for students and a questionnaire for teachers. The examination of exam results indicated a notable enhancement in students' vocabulary and pronunciation attributed to the incorporation of songs in the learning process. The questionnaire results revealed that teachers held positive attitudes toward the use of songs in their classes, recognizing the positive effects on students' achievement, interest, and motivation. Additionally, the study's findings indicated that students' achievements were not influenced by gender. In addition, in a study conducted by Hermansyah et. al. (2018) on teaching pronunciation to elementary school students in Indonesia, it was discovered that incorporating English songs as an instructional aid led to a significant improvement in the students' ability to articulate English words. The selection of songs as a teaching medium was justified by their easily memorizable lyrics, facilitating students in understanding and accurately pronouncing the words they were taught. As a result, the use of English songs emerges as an effective approach for enhancing pronunciation skills among elementary students, resulting in significant progress in their ability to pronounce English words correctly. Another study in Indonesia conducted by Rais et. al. (2019) investigated the use of songs in teaching pronunciation to primary learners. The research demonstrated that songs possess the ability to improve both the pronunciation and confidence of students. Interestingly, even one of the initially reserved students in the class now actively participates in lessons, demonstrating a newfound enjoyment and confidently pronouncing vocabulary with accuracy.

In China, Zhang et. al. (2019) investigated the integration of songs in English classes as a means to enhance students' pronunciation, discovering that students exposed to

song-based instruction exhibited higher academic achievements than those taught through drilling techniques. This superiority was underscored by heightened motivation and increased active participation observed among students in the experimental group, in contrast to their counterparts in the control group. More importantly, these results substantiate the assertion that incorporating songs is a more effective method for improving pronunciation skills compared to the utilization of drilling techniques. Additionally, Saldıraner et. al. (2021) employed six different songs to instruct young Turkish learners in pronunciation, and the outcomes revealed a significantly greater improvement in post-test scores for the experimental group compared to the control groups. These findings strongly suggest that the incorporation of songs in pronunciation instruction contributes to notable enhancements in the pronunciation skills of young learners. In Libya, Sase and Alsadae (2022) conducted a study investigating the utilization of songs in English pronunciation instruction, with a focus on both students' and teachers' perceptions. The findings indicate that both groups expressed positive views regarding the effectiveness of songs in improving English pronunciation and recommended their incorporation into teaching and learning practices. The suggestion was made to integrate songs into curricula or extracurricular activities. However, the study also highlights the importance of exercising caution and taking into account factors such as culture, age, and other affective variables during the implementation of this approach. Furthermore, Uamusse (2022) conducted a study on the use of songs in English classes to enhance pronunciation skills, focusing on 20 students in grade 12. The results revealed that the students in the experimental group demonstrated significant improvements in pronunciation proficiency after undergoing training with English songs. This contrasted significantly with the control group, where the mean indicated no noticeable change when using traditional teaching methods. The difference highlighted that students in the experimental group showed higher motivation and participation compared to their counterparts in the control group. It is important to note that neither group's teachers incorporated pronunciation-focused activities into their English classes, and songs were not initially utilized to address learners' pronunciation challenges. Consequently, the study underscores the highly effective role of songs as tools for addressing students' pronunciation difficulties in foreign

language classrooms. Anggarista, S. et al. (2022) investigated the use of English song to improve students' pronunciation and listening skills. This study adopted quantitative research design. The result of this study showed that many students agree that utilizing English song can improve their listening skill and their pronunciation. Nazarbekovna, B. M. (2023) study about role of children's songs in the process of formation of students' pronunciation skills and vocabulary and found that shows that teaching vocabulary and grammar through songs can be beneficial in elementary school.

In Thailand, a study by Phramaha Saranwat In-Lom (2018) investigated the use of English songs to enhance Thai students' pronunciation. Padungpote (2018) investigated the impact of song activities to develop Thai undergraduate students' connected speech in English. Magnussen, E. S., & Sukying, A. (2021) implemented songs and TPR lessons to improve Thai preschoolers' vocabulary acquisition. Sriha (2020) used songs to develop Thai students' pronunciation of English final sounds. Additionally, In-Lom, P. S. (2020) conducted a study focusing on improving students' pronunciation through the incorporation of English songs. The research demonstrated a favorable influence on both pronunciation skills and confidence levels. Notably, even the most reserved student in the class actively participated in lessons, showcasing the ability to accurately pronounce vocabulary with increased confidence. Moreover, Khamthong and colleagues (2021) investigated the enhancement of English listening-speaking skills in 4th-grade students through communicative language teaching, involving songs and games. The findings indicated a positive impact, with instructional methods incorporating songs and games significantly improving students' proficiency in listening and speaking. The assessed effectiveness score for communicative language teaching with songs and games was 80.17 out of 83.25, surpassing the established criterion of 80/80.

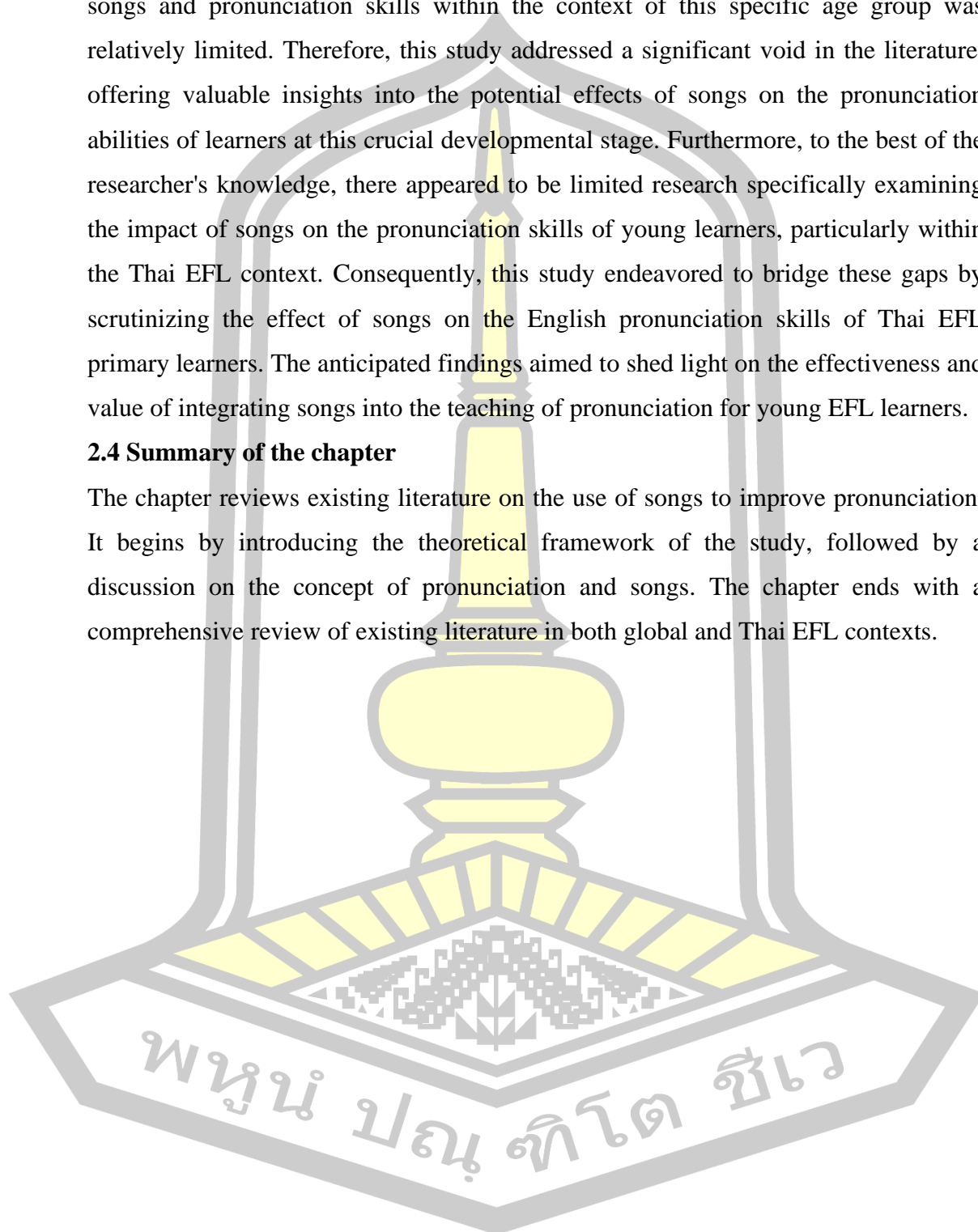
To date, research on the role of songs in language learning has predominantly focused on evaluating their impact on language achievements among high school students and adults. Indeed, there has been a shortage of studies specifically delving into the connection between songs and the pronunciation skills of young learners. This study filled this gap in the existing literature by concentrating on a distinct target group—specifically, young learners aged 8-9. While extensive research existed on very young



learners (aged 3-7) and adult learners, the investigation of the relationship between songs and pronunciation skills within the context of this specific age group was relatively limited. Therefore, this study addressed a significant void in the literature, offering valuable insights into the potential effects of songs on the pronunciation abilities of learners at this crucial developmental stage. Furthermore, to the best of the researcher's knowledge, there appeared to be limited research specifically examining the impact of songs on the pronunciation skills of young learners, particularly within the Thai EFL context. Consequently, this study endeavored to bridge these gaps by scrutinizing the effect of songs on the English pronunciation skills of Thai EFL primary learners. The anticipated findings aimed to shed light on the effectiveness and value of integrating songs into the teaching of pronunciation for young EFL learners.

#### **2.4 Summary of the chapter**

The chapter reviews existing literature on the use of songs to improve pronunciation. It begins by introducing the theoretical framework of the study, followed by a discussion on the concept of pronunciation and songs. The chapter ends with a comprehensive review of existing literature in both global and Thai EFL contexts.



## CHAPTER III

### RESEARCH METHODS

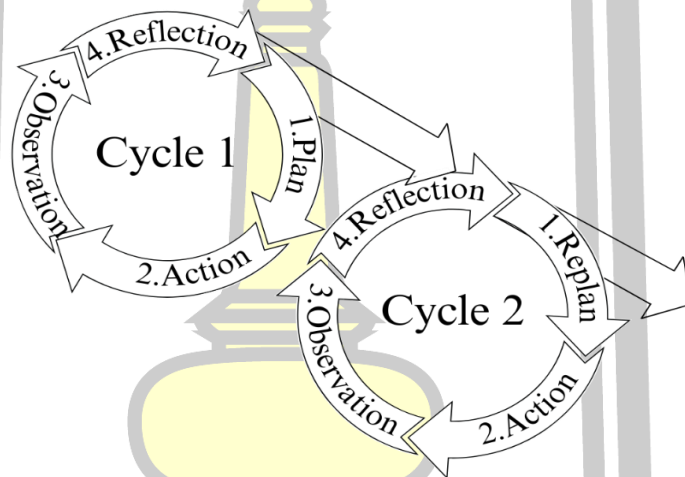
This research examined the effect of songs on pronunciation skill of Thai primary learners. Additionally, the study aimed to explore the primary learners' perspectives regarding the use of songs in their English class. This chapter describes the research methodology, participants and setting, research instruments, data collection procedure and data analysis.

#### **3.1 Research design/paradigm**

Using an action research design, this study aimed to investigate the use of songs to enhance Thai EFL primary learners' pronunciation of verbs ending with /-ing/ sound in English. According to Burns (2009), action research (AR) involves the combination of two modes of activity — action and research. The activity takes place within the continuous social dynamics of specific societal settings, such as classrooms, schools, or entire organizations. It commonly entails advancements and interventions within these dynamics with the aim of fostering improvement and instigating change. This type of research is situated within the methodical observation and analysis of the evolutions and alterations that occur. Its purpose is to discern the fundamental reasoning behind the actions and implement additional changes as necessary, guided by the findings and outcomes. The primary objective of AR process is to narrow the divide between the ideal, representing the most effective methods, and the real, encompassing the actual methods employed in the given social situation. According to Kemmis and McTaggart (1988), AR process has been described as a spiral or cycle, involving a continuous sequence of actions and research movements. While the researcher strategically plans and executes actions to improve the current situation, she concurrently engages in deliberate observation and documentation of the outcomes stemming from these actions. Frequently, the consequences of changes prove to be unpredictable, unveiling new or unexpected opportunities for subsequent action, which are then further observed and documented. Despite the existence of more intricate and detailed explanations of the steps in AR proposed by various sources (e.g., Burns 1999; Cohen, Manion, and Morrison 2000; Hopkins 1993;

McNiff 1988), the most widely recognized model is that of Kemmis and McTaggart (1988: 10):

- develop a plan of critically informed action to improve what is already happening
- act to implement the plan
- observe the effects of the critically informed action in the context in which it occurs
- reflect on these effects as the basis for further planning, subsequent critically informed action and so on, through a succession of stages.



**Figure 1** The action research spiral (Adopted from Kemmis and Mc Taggart, 1988)

This study investigated the use of songs to enhance Thai EFL primary learners' pronunciation skills of the English verbs ending with /-ing/ sound. It also investigated the participants' perceptions of songs in their English classroom. The participants were 25 students from the researcher's intact class. Through the adoption of two cycles of AR, in the planning phase, the researcher planned the activities to be implemented in the classroom. This involved creating detailed lesson plans and wrote three songs aimed at instructing students on the pronunciation of verbs ending with "/-ing/." Moving to the next phase, the action step involved the researcher's utilization of the songs written for teaching students in an actual classroom setting. In the third step of AR, observation of students take place. This involved collecting data and outcomes of learning the pronunciation of "/-ing/" using songs, as well as identifying problems in implementing the plan and addressing various challenges. This information served

as a guide for the subsequent step of AR, which was reflection. In this stage, the researcher assessed the outcomes of implementing the songs during classroom activities and utilized this information to guide the AR process in the second cycle.

### **3.2 Participants and setting**

The study involved 25 students from the researcher's intact class in a small primary school located in the northeastern part of Thailand. The participants, aged 8-9, were all native Thai speakers, and their parents were also Thai. Due to their parents' occupation as farmers or working in another province, most of these students lived with their grandparents. All participants received English lessons within the school. They had been learning English for a minimum of three years, starting in their early years, with a curriculum comprising five hours per week for the Fundamental English course. The objective of this course was to improve students' vocabulary, grammar, and conversations. Despite this learning of English, the student's proficiency in English remained low due to a lack of practice and motivation. Additionally, the students were taught English by a Thai teacher due to the limited availability of foreign teachers in the small school.

This study was conducted at a small public primary school located in the northeast of Thailand. According to Thailand Basic Education Core Curriculum B.E. 2551 (A.D. 2008), students in grade 3 were expected to be able to pronounce and spell the given words and accurately read aloud groups of words, sentences, simple texts, and chants by applying the principles of reading. There was only one English teacher in this school and students in grades 1 and 3 received English instruction from their teachers, who, were not specialized English teachers. This semester was the researcher's initial experience teaching students in grade 3. Insights gathered from the interviews with both students and teachers reveal that teaching and learning focused primarily on Thai and Mathematics. This focus was attributed to the Ministry of Education's policy, which mandated that students in grades 1-3 must attained proficiency in reading and writing Thai. Consequently, a significant amount of time was dedicated to Thai language instruction, leaving limited attention for learning English. Consequently, students possessed a weak foundation in English skills.

### 3.3 Research instruments

Four research instruments were used to collect data: a pronunciation pretest and posttest, a pronunciation rubric, classroom observation sheets, and a semi -structured interview. The description of these research instruments is as follows:

#### 3.3.1 Pronunciation pretest and posttest

To evaluate students' pronunciation skill, two sets of comparable pretests and posttests were developed. Each test included 12 distinct words with verbs ending with /-ing/ in accordance with the six rules governing English verbs with the /-ing/ ending. These words, unfamiliar to the students, were selected from a list compiled by the Office of the Basic Education Commission. The objective was to assess the students' ability to pronounce these words accurately.

To ensure the reliability and validity of the tests, three experts in English Language Teaching were invited to validate them. Following their input, the researcher made necessary adjustments to enhance the tests' quality. Subsequently, the modified tests were prepared and deemed ready for implementation in the main stage of the study. Test 1 was used as a pronunciation pretest while Test 2 was used as a pronunciation posttest.

The range of scores below was used to determine the levels of the participants' achievement as High, Mid and Low:

SCORES	LEVELS
9-12	High
5-8	Mid
0-4	Low

#### 3.3.2 Pronunciation rubric

The participants' pronunciation of 12 English words ending with "/-ing/" was assessed using the pronunciation rubric created by the researcher. The scores were dichotomous: (1) if the target word was correctly pronounced; (0) if it was incorrectly pronounced. Three teachers who taught the same course were invited to rate students' pronunciation to ensure interrater reliability.

**Table 1** Pronunciation Rubric

Pronunciation Aspect			
No.	word	score	Pronunciation Features
1.	Example: Singing	0	The /ing/ ending is incorrectly pronounced <ul style="list-style-type: none"> <li>If student pronounced /'sɪŋɪŋ/, /'sɪŋtɪŋ/, /'sɪŋdɪŋ/</li> </ul>
		1	The /ing/ ending is correctly pronounced <ul style="list-style-type: none"> <li>If student pronounced /'sɪŋɪŋ/</li> </ul>

### 3.3.3 Classroom observation sheet

Classroom observation sheets served as instruments for the researchers to observe students' behavior while enjoying classroom activities through song-based learning. Additionally, these sheets aided in tracking students' engagement with song-based learning, exploring whether songs contributed to their pronunciation development. Furthermore, these sheets assisted in monitoring students' participation in learning through songs, investigating the extent to which songs contributed to their overall pronunciation development.

### 3.3.4 A semi-structured interview

A semi-structured interview was conducted to obtain the participants' opinions about the use of songs to improve pronunciation skills in their English classroom. In this study, six participants were included in a semi-structured interview to examine their perception of the implementation of songs to improve pronunciation skills in their English classroom. The interview took around 10 minutes in Thai and was recorded through audio recording. The following were example interview questions used to elicit responses from the students:

1. What do you think about learning through the songs the teacher used in class?
2. Did the songs help you understand how to pronounce the English verbs with /ing/ ending?
3. How did the songs help you to pronounce the English verbs with /-ing/ ending correctly?



4. Was learning pronunciation through songs more interesting than a normal class?

### 3.4 Data collection procedure

The data were collected in the following procedure.



**Figure 2** Data Collection Procedure

3.4.1 The participants were provided with an overview of the study project. They were informed about the study's objectives and types of participation. They were also provided with a consent form.

3.4.2 Before implementing songs in the main study, the participants were requested to take a pronunciation pretest. The researcher recorded all the students on the same day. Students' pronunciation was recorded one by one outside the classroom to prevent them from feeling nervous and shy in front of their friends. When the prerecording were finished, the implementation of song-based lessons began.

3.4.3 The researcher composed three songs with the goal of enhancing students' pronunciation of English verbs with the /-ing/ ending. This initiative was prompted by the observation that many songs available on websites or YouTube feature English lyrics, which may impede students' comprehension of the rules associated with English verbs ending in /-ing/. Prior to integrating these songs into the English class, three experts in English Language Teaching (ELT) evaluated the lyrics, rhythm, and video content to ensure accuracy and suitability. The songs introduced how to pronounce English verbs with the "/-ing/" ending. The primary objective was to bolster their vocabulary proficiency and concurrently reinforce their grasp of the rules associated with "/-ing/" through engaging content.

3.4.4 Five hours a week for a total of three weeks were dedicated to this research. Each week, the students studied the song through various teaching steps. The first step

involved presenting the target English verbs with the /-ing/ ending. This was accomplished by providing written song lyrics, prepared in printout form by the researcher to streamline the process. Subsequently, students listened to the song, after which the researcher introduced the target English verbs with the /-ing/ ending, allotting approximately 10 minutes for this activity. The ensuing step entailed collective singing, where students, aided by the provided printout, could follow and comprehend the correct pronunciation of the written words. This activity was repeated several times to ensure a thorough understanding, fostering a pleasant learning environment. Additionally, the researcher encouraged group singing to enhance comprehension among students. After each classroom session, the researcher encouraged the participants to practice their song/text at home. In the following week, classroom sessions continued with a new song/text each week. A classroom observation sheet was used to track students' engagement with song-based learning, exploring whether songs contributed to their pronunciation development. Limitations associated with the data collection method were noted. For instance, students who lacked knowledge of letter sounds might have delayed understanding, so the teacher reviewed the letter sounds before teaching the song.

3.4.5 The participants were requested to take a pronunciation posttest. To mitigate bias and enhance interrater reliability, another English teacher collaborated with the researcher in evaluating the participants' pronunciation skills. This joint effort aimed to ensure a fair and consistent assessment of the participants' abilities in pronunciation.

3.4.6 A semi-structured interview involving six participants, consisting of two individuals each categorized as high, mid, and low proficiency, was conducted. The aim was to gather their perspectives on how songs contributed to enhancing their pronunciation skills.

**Table 2** The learning contents during the teaching process

Week	Contents
Week 1	1 <sup>st</sup> hour: Review the letter sound
	2 <sup>nd</sup> - 4 <sup>th</sup> hour: Teaching the first song; rules of ending /-ing/ of verbs
	5 <sup>th</sup> hour: Reversion of past continuous
Week 2	6 <sup>th</sup> hour: Reversion of rules of ending /-ing/ of verbs

Week 3	7 <sup>th</sup> – 8 <sup>th</sup> hour: Teaching the second song; verbs ending with /-ing/ sound
	9 <sup>th</sup> - 10 <sup>th</sup> hour: Teaching the third song; verbs ending with /-ing/ sound
	11 <sup>th</sup> –12 <sup>th</sup> hour: Reversion of the first song
	13 <sup>th</sup> - 14 <sup>th</sup> hour : Reversion of the second and the third songs
	15 <sup>th</sup> hour - Reversion of all the songs they have learned.

**Table 3** Example of Song-based lesson plan follow the PPP model.

<b>WARM UP (10 MINUTES)</b>	The teacher greets the class and shows students a picture of a person who is acting on something. Next, let students guess what the person in the picture is doing. Then show some other pictures and let the students guess what we will learn today? After that, the teacher introduces the lesson.
<b>PRESENTATION (15 MINUTES)</b>	<p><b>Introduction to the song</b></p> <ul style="list-style-type: none"> <li>Begin by introducing the song to the students and provide some context or background related to the song' theme and lyrics.</li> </ul> <p><b>Pre-teaching of vocabulary</b></p> <ul style="list-style-type: none"> <li>Identify the song for the students and ask them to listen actively. Encourage them to pay attention to pronunciation.</li> </ul> <p><b>Listening and observation</b></p> <ul style="list-style-type: none"> <li>Play the song for the students and ask them to listen actively. Encourage them to pay attention to the pronunciation of words, particularly those ending with “/-ing/.”</li> </ul> <p><b>Listening and Observation:</b></p> <ul style="list-style-type: none"> <li>Play the song for the students and ask them to listen actively. Encourage them to pay attention to the pronunciation of words, particularly those ending with “/-ing/.” Use visual aids, such as lyrics or images, to enhance comprehension.</li> </ul> <p><b>Phonetic Analysis:</b></p> <ul style="list-style-type: none"> <li>Break down the pronunciation patterns within the song. Discuss the placement of stress, intonation, and specific phonetic features related to the targeted pronunciation rules.</li> </ul> <p><b>Repetition and Choral Practice:</b></p> <ul style="list-style-type: none"> <li>Engage the students in repeated listening and pronunciation practice. Have them repeat words or phrases chorally, focusing on mimicking the singer's pronunciation.</li> </ul> <p><b>Individual Practice:</b></p> <ul style="list-style-type: none"> <li>Allow students time for individual practice. Provide support and feedback as they work on pronouncing words correctly. Use exercises that isolate specific pronunciation challenges found in the song.</li> </ul>

**Peer Interaction:**

- Encourage peer interaction by having students practice pronunciation with a partner. This collaborative approach can enhance their understanding and provide opportunities for peer feedback.

**Teacher Modeling:**

- Model correct pronunciation and demonstrate the targeted pronunciation rules. Offer clarification on any challenging sounds or patterns.

**Feedback and Correction:**

- Provide constructive feedback on students' pronunciation. Correct any persistent errors and offer guidance on improvement.

**Follow-up Activities:**

- Reinforce the learning through follow-up activities. This could include additional pronunciation exercises, discussions about the song's content, or related speaking activities.

**PRACTICE  
(25 MINUTES)**

The teacher lets students practice by listening to the song again and again until the students can sing the song without the teacher's lead.

**PRODUCTION  
(10 MINUTES)**

The students do the activities and related tasks.

**3.5 Data analysis**

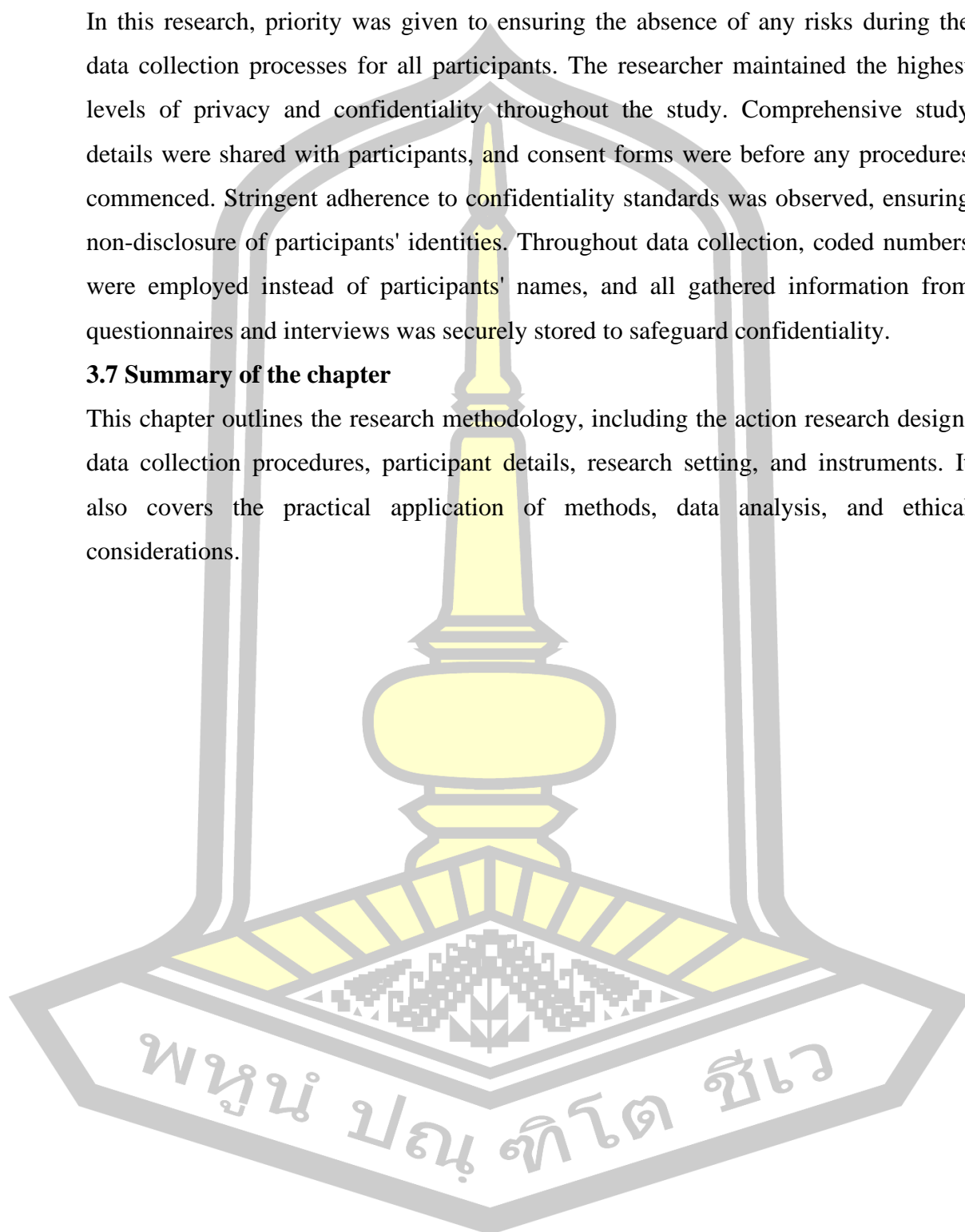
This study aimed to investigate using songs to enhance Thai EFL primary learners' pronunciation of verbs ending with /ing/ sound, as well as to examine the students' perceptions towards the use of the song in enhancing pronunciation. The collected data was analyzed quantitatively. To answer the first research question, the collected data obtained from the pronunciation pre-test and post-test were analyzed. The test scores were calculated to examine mean, and standard deviations. Then the mean scores of the pre-test and post-test were compared to see whether there was a statistically significant difference using a t-test in SPSS. For the second research question, the participants' perceptions of songs in improving their pronunciation were analyzed using thematic analysis to find pattern or themes as the answers to the research question.

### 3.6 Ethical considerations

In this research, priority was given to ensuring the absence of any risks during the data collection processes for all participants. The researcher maintained the highest levels of privacy and confidentiality throughout the study. Comprehensive study details were shared with participants, and consent forms were before any procedures commenced. Stringent adherence to confidentiality standards was observed, ensuring non-disclosure of participants' identities. Throughout data collection, coded numbers were employed instead of participants' names, and all gathered information from questionnaires and interviews was securely stored to safeguard confidentiality.

### 3.7 Summary of the chapter

This chapter outlines the research methodology, including the action research design, data collection procedures, participant details, research setting, and instruments. It also covers the practical application of methods, data analysis, and ethical considerations.



## CHAPTER IV

### RESULTS

This chapter presents the findings of the current research project, which investigated the effect of songs on the pronunciation of verbs ending with the /-ing/ sound of EFL primary learners. This chapter also includes a presentation of the qualitative findings regarding the participants' perception about songs in their English classroom.

#### 4.1 Effect of songs on the pronunciation of verbs ending with the /-ing/ sound of EFL primary learners

This section explains the benefits of using songs for Thai EFL primary students. A pronunciation test was administered to evaluate the students' pronunciation skills, conducted before and after three weeks of song-based instruction. The quantitative data were analyzed using descriptive and inferential statistics with SPSS 26 software. Descriptive statistics included skewness, kurtosis, mean, and standard deviation. To facilitate comparison, the raw scores were converted into percentages, which were used to compare the word reading ability test scores.

Table 4 illustrates the number of students who received a score in each word of pre-test. The results showed that there were ten words that students could pronounce with less than 50% correct, while only two words were pronounced with greater than 50% correct. It is posited that the two words read with higher accuracy are likely those that students frequently encounter in their daily lives.

**Table 4** Number of students who received a score in each word of pre-test.

Words	No.	%
taking	3	12
doing	1	4
eating	2	8
sleeping	14	56
cycling	0	0
racing	7	28
skiing	1	4
sailing	3	12
parking	6	24
living	7	28



Words	No.	%
shopping	17	68
flying	5	20

Table 5 illustrates the number of students who received a score in each word of the post-test. The results showed that there were ten words that students could pronounce with more than 50% correct, while only two words were pronounced with less than 50% correct. It is posited that the two words were the words with two consonants at the end, causing confusion for students.

**Table 5** Number of students who received a score in each word of post-test.

Words	No.	%
running	23	92
hugging	23	92
singing	17	68
kissing	21	84
jumping	20	80
riding	19	76
fishing	11	44
swimming	20	80
wearing	17	68
painting	22	88
Watching	11	44
sitting	23	92

Table 6 illustrates the summary of descriptive statistics for the pronunciation tests. The results showed that EFL primary participants' post-test scores were higher than the pretest. Specifically, the primary participants achieved a mean performance of 22% on the pretest ( $SD=1.38$ ) before the learning using songs, whereas for the pronunciation posttest the participants scored a mean performance of 76% ( $SD=2.50$ ). Other relevant information is presented in Table 4. These findings indicate that using songs could enhance pronunciation skills in Thai EFL primary learners.

**Table 6** A summary of descriptive statistics of pronunciation test

Time	Min	Max	Mean	(%)	SD	Skewness	Kurtosis
Pre-test	0	5	2.64	22	1.38	0.199	-0.681
Post-test	3	12	9.12	76	2.50	-0.718	0.212

Note: N=25

The distribution of scores was also examined for normality. Skewness and kurtosis were found to be normal across two times of tests. As illustrated in Table 6 , approximately 95% of case values lie within two standard deviations from the mean. Therefore, there appears to be no violation of the statistical assumption of normal distribution (Larson-Hall, 2016).

Additionally, a paired t-test was performed to determine if there was a statistically significant difference between the two time points for the group. The results, shown in Table 7 , indicate a significant difference between the pretest and posttest scores of Thai EFL primary learners. Specifically, the posttest scores were significantly higher than the pretest scores. These findings suggest that using songs effectively enhances pronunciation skills among primary school students.

**Table 7** Comparisons between pretest and posttest

Test		t-test	Sig
Pronunciation	Pretest VS Post-test	-12.781	.000*

Note: N=25; \*Significant at the 0.05 level ( $p < 0.05$ )

#### 4.2 The participants' perceptions about songs in improving their pronunciation

This section presents the results regarding the participants' perceptions of songs in their English classrooms. The semi-structured interview comprised a purposeful selection of six participants from three groups of pronunciation skills: high, mid, and low scores. The researcher transcribed the qualitative data in collaboration with an English teacher. A second review of the transcribed data was conducted to validate the conclusions. In order to improve their pronunciation skills, students' perceptions of the use of songs were examined. As a methodological approach, thematic content analysis was used to obtain an analytical view of the collected data. To discover patterns, themes, and perceptions of songs that improved the students' ability to pronounce them, a detailed analysis had been carried out with a transcribed set of

qualitative data. The other coder, with five years of experience as an English teacher, was chosen to take part in order to ensure the trustworthiness of data analyses. The coder received detailed guidelines for thoroughly evaluating transcripts and textual data. This process enhanced the trustworthiness and validity of the data analysis. Adding another coder aimed to validate the findings from semi-structured interviews with primary school participants and provide an unbiased perspective.

The study identified key themes reflecting participants' perspectives through thematic analysis, including the learning environment and the benefits of using songs to improve student pronunciation. The learning environment theme examined the classroom atmosphere shaped by songs and student engagement, with two sub-themes identified: enjoyment and anxiety. Meanwhile, the benefits of song themes explored how such instruction enhances pronunciation among primary school students in Thailand, encompassing emotional and functional benefits. These themes and their sub-themes offer a structured summary of qualitative findings from participants' viewpoints, detailed in Table 8.

**Table 8** The salient attributes of thematic analysis

Themes	Sub-themes	Salient characteristics
<b>Learning atmosphere</b>	enjoyment	fun, amazing, enjoyable, relaxing, good
<b>Benefit</b>	Emotional benefit	interesting, improving the atmosphere, happy
	Functional benefit	improving knowledge, repeated, instructive, clearer pronunciation, familiar with the melodies. good for remembered

Learning atmosphere involvement included subthemes of enjoyment and anxiety. Enjoyment is defined as the participants' reactions displaying their positive affection and sentiments toward learning pronunciation using songs in the classroom. Six participants were thrilled about their learning experience after using the song to improve their pronunciation. Participants said they enjoyed the classroom activities. Participants also stated that learning with songs was fun and made them happy to learn English. However, a few argued that they were nervous when they had to sing a

song alone. In summary, the study's findings demonstrated that primary school students had a positive attitude toward learning pronunciation by employing songs in class. The remarks expressed by the participants about the Learning atmosphere subtheme of learning via songs are presented in Table 9.

**Table 9** Participants' responses to the subtheme of learning atmosphere

Cases	Statements/excerpts
LS1	<i>I enjoyed the class. Singing songs with my friends made me <u>happy</u>.</i>
LS2	<i>Learning pronunciation through songs was <u>amazing</u>—I have never enjoyed learning English like this before.</i>
MS1	<i>It would be great if I could learn English with songs in every class; it would be so <u>enjoyable</u>.</i>
MS2	<i>Singing songs in class made the atmosphere <u>relaxing</u>.</i>
HS1	<i>I <u>appreciate</u> learning with songs and would like to explore other topics in English through music.</i>
HS2	<i>I <u>love</u> learning English more and more after experiencing it through songs and singing with friends.</i>

Benefit was characterized by subthemes of emotional benefit and functional benefit. Emotional and functional benefits pertain to the benefit of emotion and function while learning pronunciation through songs, which motivates them to learn pronunciation. Six participants learned pronunciation in the classroom and enjoyed the lesson and learning by singing three pronunciation songs. The participants' perceptions about the benefit of emotion and function under the subtheme of "benefit" are presented in Table 10. These comments suggest that primary school students consider the benefits of emotion and function.

**Table 10** Participants' responses to the subtheme of benefit

Cases	Statements/excerpts
LS1	<i>I enjoy learning pronunciation with songs because they <u>enhance both knowledge and enjoyment</u>.</i>
LS2	<i>The lessons became more <u>interesting</u> when the teacher allowed us to sing. <u>Repeatedly</u> singing the songs helped me remember how to pronounce the words.</i>
MS1	<i>I understood more because the lyrics included Thai, which was <u>helpful</u> for</i>

Cases	Statements/excerpts
	<i>pronouncing verbs ending in /-ing/.</i>
MS2	<i>After learning with songs, my pronunciation of /-ing/ ending verbs became <u>clearer</u>.</i>
HS1	<i>I was already <u>familiar with the melodies</u>, so I could sing the songs faster and remember the rules better.</i>
HS2	<i>Singing the songs multiple times helped me <u>remember</u> the correct pronunciation.</i>

### 4.3 Chapter Summary

The study's findings indicated that using songs improved the pronunciation of verbs ending with the /-ing/ sound among EFL primary learners. This chapter presents the findings in response to two research questions. The first question was: To what extent do songs affect the pronunciation of verbs ending with the /-ing/ sound among EFL primary learners? The data showed that incorporating songs in the English classroom significantly improved students' pronunciation of verbs ending with the /-ing/ sound. The second research question was: What are the participants' perceptions of using songs in their English classroom? The data revealed that students had positive perceptions of using songs to enhance their pronunciation of verbs ending with the /-ing/ sound. The following chapter discusses these findings within the framework of using songs to improve the pronunciation of verbs ending with the /-ing/ sound among EFL primary learners.

## CHAPTER V

### DISCUSSION AND CONCLUSION

This chapter explores the research findings from both quantitative and qualitative standpoints. It situates the results within the theoretical framework that guides the study, offering an interpretation of these findings while comparing them with previous research to highlight similarities or differences. The analysis of these findings is expected to provide insight into the use of songs to enhance Thai EFL primary Learners' pronunciation of verbs ending with /ing/ sound. Additionally, this chapter aims to delve deeper into the qualitative data, offering a more nuanced understanding of how students employ pronunciation and perceive the role of songs in pronunciation enhancement. It will also discuss the broader implications of these findings and suggest avenues for future research in this field.

#### **5.1 The Use of Songs to Enhance Thai EFL Primary Learners' Pronunciation of the Verbs Ending With /ing/ Sound.**

The participants seem to grasp the concept of English verbs ending in "ing" through the use of songs, which can be attributed to environmental or situational factors related to earworms, such as mental state, attention, or cognitive load.

Firstly, low cognitive load involves the ease of information being shared by teachers. When the difficulty level is low and teachers communicate information simply and effectively, students are more motivated to learn. Additionally, repetition is crucial in language acquisition. When students repeatedly sing the same song, they tend to memorize the pronunciation rules and retrieve information from the songs more easily. This interpretation could be supported by the excerpts from two students. LS2: *"...Singing a song repeatedly helped me remember the way pronounce the words."* Also, HS2 said, *"I can pronounce it because the teacher let me sing a song many times. So, I remember the way to pronounce it."*

Secondly, considering Krashen's Input Hypothesis, which suggests that we acquire language rather than learn it, songs offer an excellent opportunity for students to acquire a new language. Students' motivation can be further analyzed through the affective filter hypothesis, which describes how anxiety influences second language acquisition. High anxiety impedes progress, while reduced anxiety lowers the



affective filter, facilitating language development (Gonzales, 2020). In this study, when participants are motivated to learn English, linguistic development occurs. The improvement in participants' pronunciation skills may be attributed to the comprehensible input that helps them understand the pronunciation rules of verbs ending in "ing." Furthermore, songs used in the English classroom appear to effectively motivate participants and make them feel more at ease. By lowering the affective filter and generating interest in the learning material, songs become a valuable tool for teachers in teaching pronunciation. Indeed, most researchers note that music positively impacts students' motivation. According to the interview with the participants, some of them stated that they have ner about learning English, but when they learn English through songs, they are more relaxed. Some of them stress when learning English, especially learning about grammar. So, the learning atmosphere was better after the teacher had used songs to teach in the classroom. An excerpt from LS2: *"Learning pronunciation with songs was amazing. I never enjoyed learning English like this before."* MS1 said, *"Learning English with songs in every class would be good. It would be so enjoyable."* HS1 also stated, *"I had anxiety about learning English before, but it is very good that I can learn from the songs,"* which supports this interpretation.

Finally, an alternative explanation for how songs impacts the enhancement of participants' pronunciation of English verbs ending in "-ing" could stem from the instructional approach employed in this particular study. Unlike previous research where the instructional method for utilizing songs to enhance pronunciation was unclear, this study outlines systematic and practical steps for integrating songs into pronunciation practice. The process commences with introducing the songs to students and offering contextual background related to the theme and lyrics. Pre-teaching of vocabulary involves identifying the song for students and prompting them to actively listen, thereby encouraging attention to pronunciation. Subsequently, the teacher plays the song for students, prompting active listening and focusing on pronunciation, especially of words ending with "-ing". Visual aids such as lyrics or images are utilized to bolster comprehension. Phonetic analysis allows students to dissect pronunciation patterns within the song, discussing stress placement, intonation, and phonetic features pertinent to targeted pronunciation rules. Repetition

and choral practice engage students in repeated listening and pronunciation practice, mimicking the singer's pronunciation. Individual practice, exercises targeting specific pronunciation challenges from the song, and peer interaction are included to foster understanding and provide opportunities for peer feedback. Teacher modeling clarifies challenging sounds or patterns in pronunciation rules. Finally, constructive feedback on students' pronunciation facilitates improvement. An excerpt from LS2: "*Singing a song repeatedly helped me remember the way pronounce the words.*" HS1 state that: "*I love to learn English more and more after I learn English through songs and sing a song with friends.*" HS2 said, "*I can pronounce it because the teacher let me sing a song many times. So, I remember the way to pronounce it.*" Also, which supports this interpretation.

## **5.2 The participants' perception of songs in their English classroom**

In addressing research question 2, the study employed qualitative data obtained from a focus group interview to examine the impact of participants' attitudes toward songs on the pronunciation skills of EFL primary learners. The qualitative data underwent content analysis, resulting in the identification of two main thematic categories: learning environment and benefit. Each category was then subdivided into two sub-themes. Within the learning atmosphere theme, 'enjoyment' was identified, while the benefit theme encompassed 'emotional benefit' and 'functional benefit.'

The qualitative analysis provided insights into the underlying perceptions endorsing the use of songs to enhance students' pronunciation. These findings complemented the quantitative findings, emphasizing the importance of songs. The thematic insights illuminated the influence of perceptions on the use of songs to enhance students' pronunciation, offering valuable perspectives on the pedagogical benefits of songs in language learning settings.

Firstly, songs bring enjoyment into the pronunciation classroom by enhancing engagement and motivation through their rhythmic and melodic qualities (Campbell, 1998). The repetitive and catchy nature of songs aids in memorization and retention of pronunciation patterns (Ludke, Ferreira, & Overy, 2014). They also create a positive emotional environment that reduces anxiety, aligning with Krashen's Affective Filter Hypothesis (Krashen, 1982). By engaging multiple senses, songs cater to various learning styles, supporting Mayer's Multimedia Learning Theory (Mayer, 2009).

Furthermore, songs provide contextualized practice and promote social interaction, making learning more relevant and collaborative (Christiano, 2009; Gordon, 2003). During semi-structured interviews, participants indicated that they perceived the songs as a good ‘learning atmosphere’ because they positively increased the learning atmosphere. The statements were given to support the finding:

*“I enjoyed the class. I could sing a song in the classroom with my friend, which made me happy.” (LS1)*

*“I can learn and sing songs in the class. It made the classroom atmosphere relaxed.” (MS2)*

*“It is very good that I can learn with the songs. I want to learn more English with the song in another topic.” (HS1)*

Secondly, songs bring emotional benefits to the pronunciation classroom by creating a positive and engaging learning environment. They evoke emotions and enhance motivation through their rhythmic and melodic elements, which can make the learning process more enjoyable (Ludke, Ferreira, & Overy, 2014). This enjoyment reduces anxiety and stress, which aligns with Krashen’s Affective Filter Hypothesis, suggesting that a lower affective filter leads to more effective language learning (Krashen, 1982). Additionally, songs can foster emotional connections to the content, increasing learners’ motivation and engagement (Campbell, 1998). This positive emotional state supports better retention and practice of pronunciation skills, as learners are more likely to participate actively and confidently in the learning process. The participants also stated that songs contributed to enhancing students’ pronunciation. These excerpts could provide evidence to support this claim:

*“I like learning pronunciation with songs because the songs provide knowledge and enjoyment.” (LS1)*

*“I am more interested to learn because the teacher let us sing a song.” (LS2)*

Thirdly, songs bring functional benefits to the pronunciation classroom by providing a versatile tool for practicing and reinforcing pronunciation skills. The rhythmic and repetitive nature of songs aids in the acquisition of pronunciation patterns, including

stress, intonation, and rhythm, by embedding these features into a memorable and engaging format (Ludke, Ferreira, & Overy, 2014). This integration of pronunciation practice into songs helps learners internalize correct pronunciation through repeated exposure and practice. Additionally, songs often feature clear articulation and diverse phonetic elements, allowing learners to hear and practice a wide range of pronunciation features in context (Celce-Murcia, Brinton, & Goodwin, 2010). The use of songs also supports multimodal learning, as they combine auditory and sometimes visual elements, which can enhance learners' phonological awareness and overall pronunciation accuracy (Mayer, 2009).

*“Singing a song repeatedly helped me remember the way pronounce the words.” (LS2)*

*“I understand because there Thai in the lyrics, and it taught me how to pronounce the verbs ending with the /ing/ sound.” (MS1)*

*“I have heard those melodies before. So, I can sing songs faster and remember the rule.” (HS1)*

In conclusion, the qualitative analysis revealed participants' positive perceptions of using songs to enhance pronunciation, aligning with quantitative findings and emphasizing songs' pedagogical benefits. Songs bring enjoyment, engagement, and motivation through their rhythmic and melodic qualities, aiding in memorization and retention, reducing anxiety, and supporting various learning styles. They offer contextualized practice, promote social interaction, and create a positive learning environment. Participants noted improved pronunciation and expressed a desire for more song-based learning, highlighting songs' emotional and functional benefits in the classroom.

### **5.3 Implications**

Exploring the impact of songs on pronunciation reveals important implications for educational practice, as musical elements can facilitate better retention and more effective pronunciation training.

Firstly, using songs to improve pronunciation involves several effective strategies that leverage the rhythmic, melodic, and repetitive nature of music. To start, selecting

appropriate songs is crucial. Choose songs that are age-appropriate, engaging, and feature clear pronunciation. Songs with repetitive lyrics and simple vocabulary ensure that learners can easily grasp and practice pronunciation. For instance, "Head, Shoulders, Knees, and Toes" is a great choice for young learners due to its repetitive nature and clear enunciation.

Secondly, teachers should focus on specific pronunciation patterns by identifying the target phonetic features. Songs can be used to emphasize these patterns through repetition and context. For example, songs that highlight particular vowel sounds or consonant clusters can help learners practice these sounds in various contexts. Breaking down lyrics into manageable parts can also be beneficial. Teachers can start by practicing individual lines of a song slowly before gradually combining them. This approach helps learners concentrate on specific pronunciation challenges and improves their accuracy. For instance, practicing each line of a verse from a song like "Let It Go" before singing the entire song can build confidence and skill.

Thirdly, repetition is key to reinforcing pronunciation skills. Teachers should encourage learners to sing the song multiple times to solidify correct pronunciation. For example, singing the chosen song at the beginning and end of each lesson can reinforce pronunciation and build confidence. Integrating movement and actions that correspond with the song's lyrics can also enhance pronunciation practice. Activities such as clapping hands or stomping feet while singing reinforce pronunciation through physical engagement. After singing, it is important to analyze and correct pronunciation errors. Provide feedback on how learners can improve their pronunciation based on the song. Teachers may create pronunciation activities around the song which can further reinforce learning.

Thirdly, if teachers wish to compose their own songs to teach pronunciation, they need to follow these steps. First, they should start by identifying pronunciation goals focusing on problematic sounds or patterns like /-ing/ endings, vowel contrasts, or consonant clusters, together with features such as stress, intonation, rhythm, and articulation. Then, they can choose a musical style and tempo that engages students, with options like pop, folk, rap, or nursery rhymes, ensuring the tempo matches the pronunciation target's complexity. Next, teachers should write clear, repetitive lyrics emphasizing target sounds, using rhythmic and rhyming elements to make the song

memorable. Finally, teachers can incorporate pronunciation practice through drills and interactive elements like call-and-response and encourage students to contribute their verses. The use of visual and kinesthetic cues, such as hand gestures and visual aids, to support learning are encouraged.

#### **5.4 Limitations and recommendations for future studies**

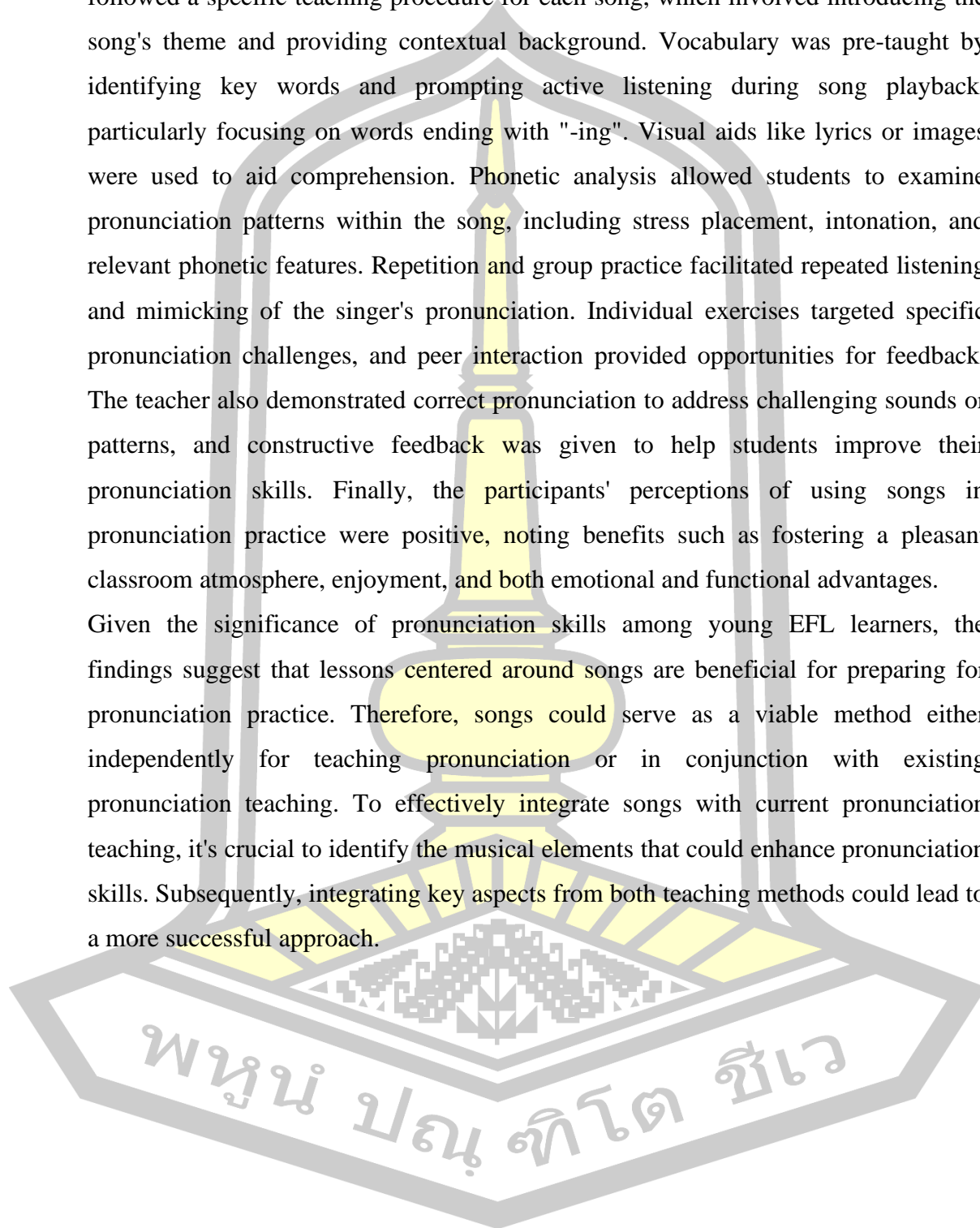
While the study highlights the positive impact of song-based lessons on participants' pronunciation skills, it also acknowledges certain limitations that could potentially influence the study's outcomes. One such limitation is the relatively small sample size, which included only 25 students. Future research may consider including more participants to enhance generalizability of findings. The next limitation involves the absence of a control group. Without a control group, it is difficult to determine whether changes in the dependent variable are due to the intervention or some other extraneous factors. For a more robust analysis, researchers should include more complex designs, such as a randomized control trial, which includes control groups to better isolate the effect of the intervention. Finally, the duration of data collection, spanning only 15 hours, presents another limitation. To better gauge the extent of improvement in participants' pronunciation skills, future studies could extend data collection over the course of an entire semester. This would provide a more comprehensive understanding of the long-term effects of song-based pronunciation lessons.

#### **5.5 Conclusion of the study**

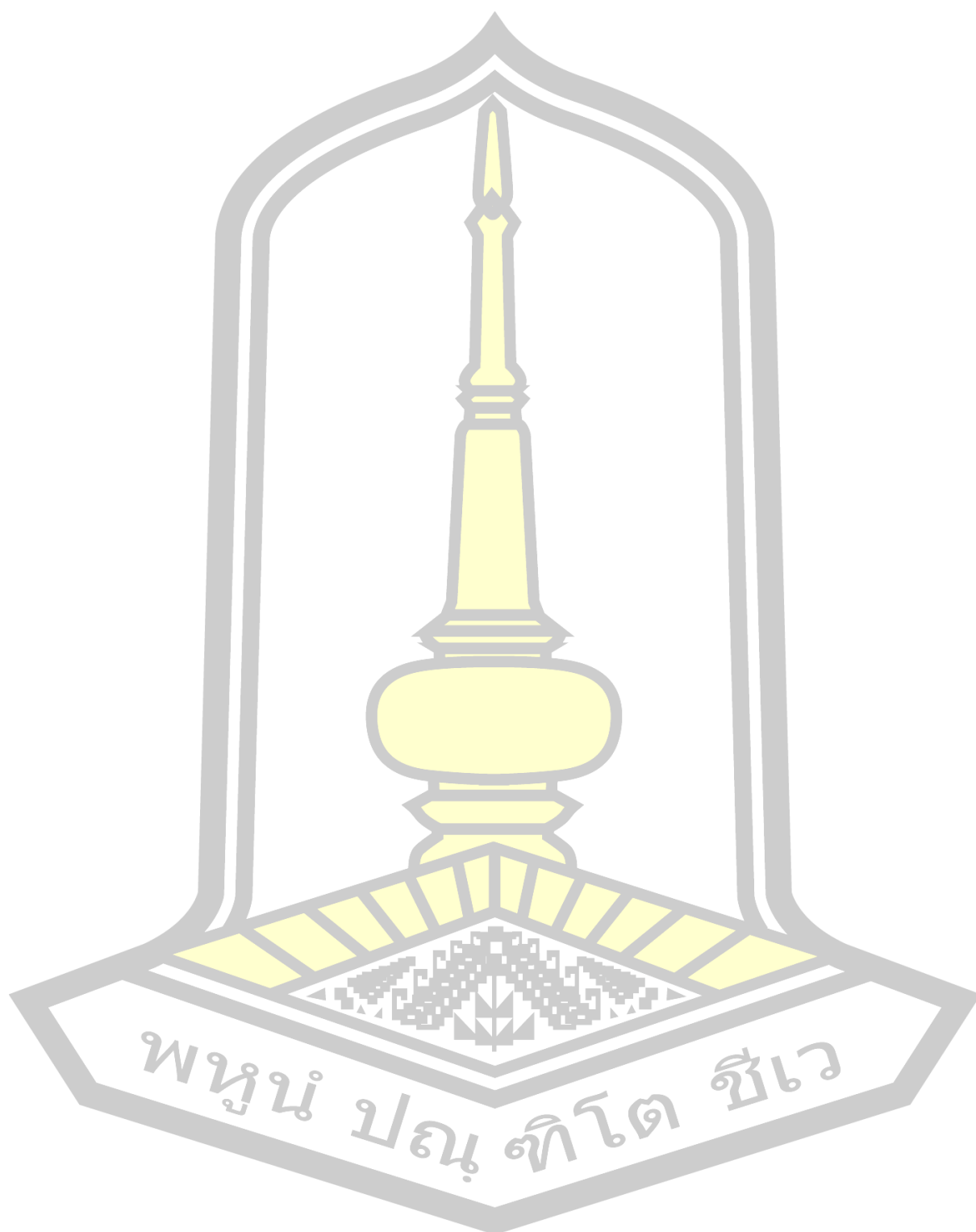
From the analyses and interpretations, various conclusions emerge. This study suggests a positive effect of songs on the participants' pronunciation skills of English verbs ending with "ing" among participants. Incorporating songs into English language learning can significantly improve the experience for young Thai EFL learners. This improvement is evident in their pronunciation performance, as shown through assessments conducted both before and after the introduction of songs. The quantitative data highlights a notable increase in mean scores for participants' pronunciation of English verbs ending with "ing," rising from 2.64 to 9.12. Throughout the teaching and learning process, the researcher incorporated three songs to enhance pronunciation skills. While playing these songs, students were encouraged to read the lyrics and sing along, focusing on each sentence. This method aimed to



improve pronunciation skills in a subconscious manner. Additionally, the researcher followed a specific teaching procedure for each song, which involved introducing the song's theme and providing contextual background. Vocabulary was pre-taught by identifying key words and prompting active listening during song playback, particularly focusing on words ending with "-ing". Visual aids like lyrics or images were used to aid comprehension. Phonetic analysis allowed students to examine pronunciation patterns within the song, including stress placement, intonation, and relevant phonetic features. Repetition and group practice facilitated repeated listening and mimicking of the singer's pronunciation. Individual exercises targeted specific pronunciation challenges, and peer interaction provided opportunities for feedback. The teacher also demonstrated correct pronunciation to address challenging sounds or patterns, and constructive feedback was given to help students improve their pronunciation skills. Finally, the participants' perceptions of using songs in pronunciation practice were positive, noting benefits such as fostering a pleasant classroom atmosphere, enjoyment, and both emotional and functional advantages. Given the significance of pronunciation skills among young EFL learners, the findings suggest that lessons centered around songs are beneficial for preparing for pronunciation practice. Therefore, songs could serve as a viable method either independently for teaching pronunciation or in conjunction with existing pronunciation teaching. To effectively integrate songs with current pronunciation teaching, it's crucial to identify the musical elements that could enhance pronunciation skills. Subsequently, integrating key aspects from both teaching methods could lead to a more successful approach.



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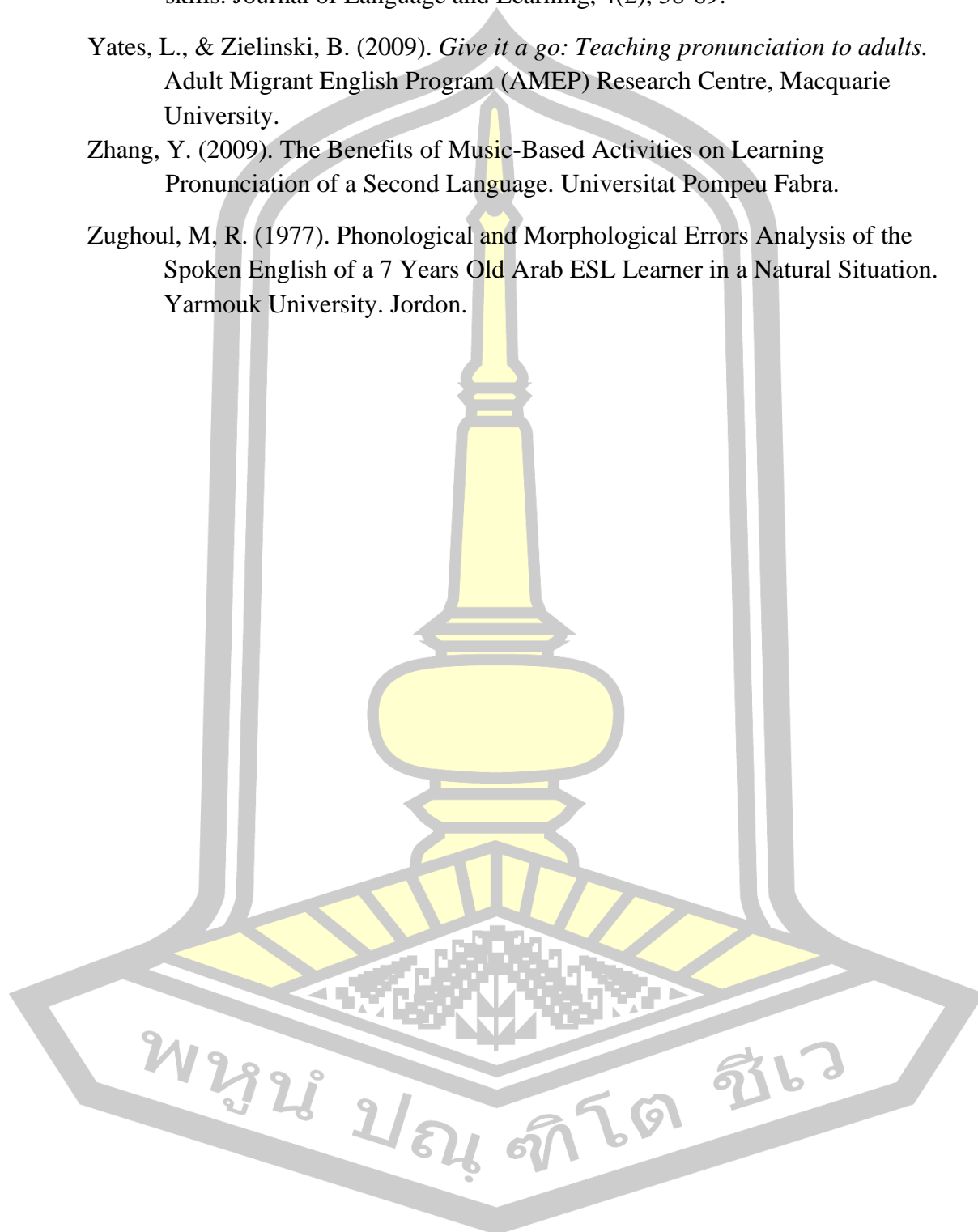
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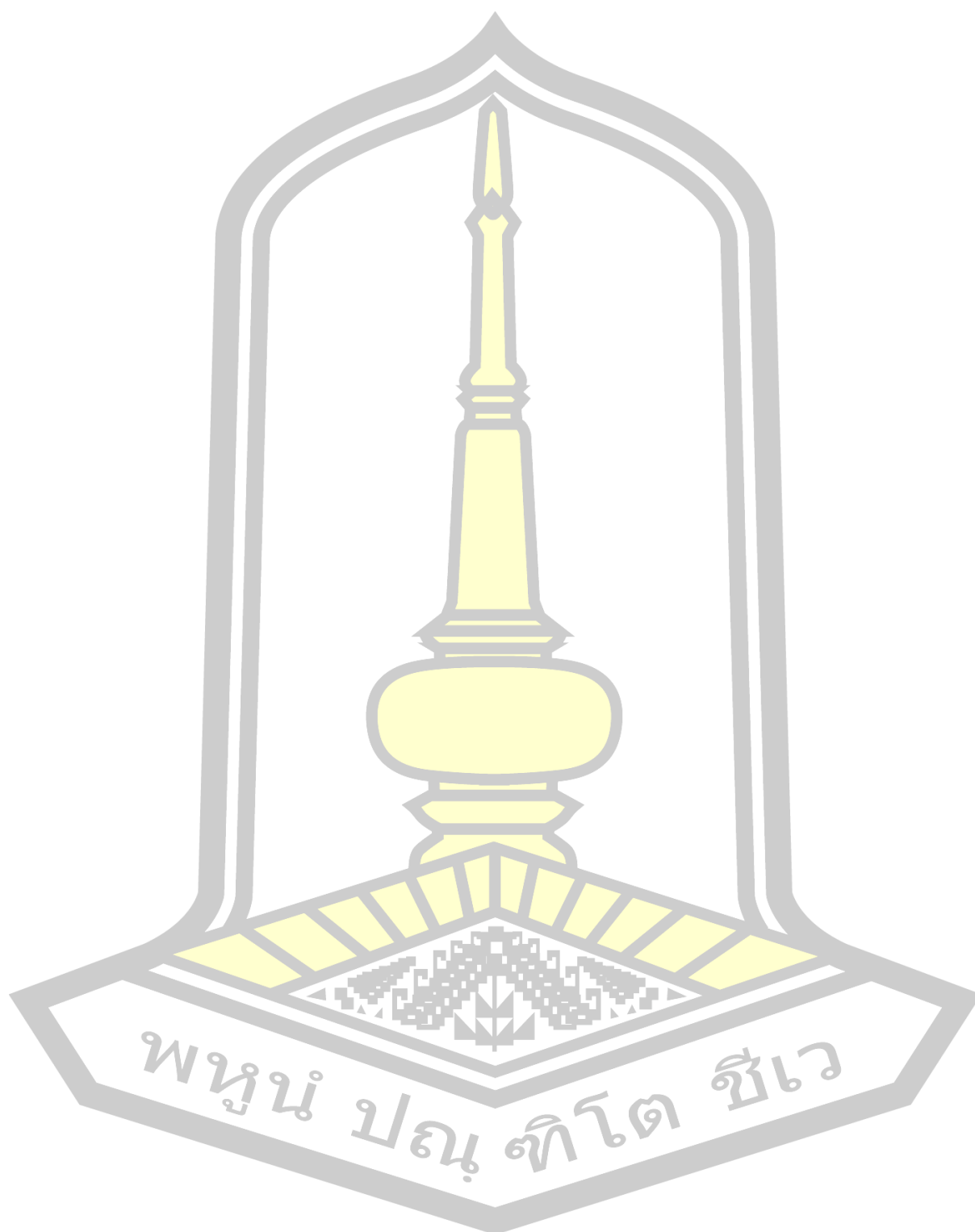
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## APPENDICES



## Appendix A: Pretest

### ข้อสอบก่อนเรียน (Pre-test)

ชื่อ-สกุล..... ชั้น..... เลขที่.....

คำสั่ง : ให้นักเรียนอ่านคำกริยาที่เติม ing ดังต่อไปนี้ให้ถูกต้อง

No.	คำศัพท์ (Words)	<input type="checkbox"/>	<input type="checkbox"/>
1	taking		
2	doing		
3	eating		
4	sleeping		
5	cycling		
6	racing		
7	skiing		
8	sailing		
9	parking		
10	living		
11	shopping		
12	flying		

รวม (Total)

12

ม.ป.ป.ช. ๒๕๖๓

## Appendix B: Posttest

### ข้อสอบหลังเรียน (Post-test)

ชื่อ-สกุล..... ชั้น..... เลขที่.....

คำสั่ง : ให้นักเรียนอ่านคำกริยาที่เติม ing ดังต่อไปนี้ให้ถูกต้อง

No.	คำศัพท์ (Words)	<input type="checkbox"/>	<input type="checkbox"/>
1	running		
2	hugging		
3	singing		
4	kissing		
5	jumping		
6	riding		
7	fishing		
8	swimming		
9	wearing		
10	painting		
11	watching		
12	sitting		

รวม (Total)

12

## Appendix C: Semi -structured interview

### Semi -structured interview Record

Date and Time:

The participants' name:

--	--

Describe group composition (gender, age, class)

--

### Interview Questions and Answer

1. How you think about learning through the songs the teacher used in class?  
(คุณรู้สึกอย่างไรกับการเรียนด้วยเพลงที่ครูใช้สอนในห้องเรียน)

ST. 1 :
ST. 2 :
ST. 3 :
ST. 4 :
ST. 5 :
ST. 6 :

2. Did the songs help you understand how to pronounce the English verbs with /ing/ ending?  
(เพลงช่วยให้คุณเข้าใจวิธีการออกเสียงคำกริยาที่ลงท้ายด้วย ing หรือไม่)

ST. 1 :
ST. 2 :
ST. 3 :
ST. 4 :
ST. 5 :
ST. 6 :

3. How did the songs help you pronounce the English verbs with /-ing/ ending?  
(เพลงช่วยคุณในการออกเสียงคำกริยาที่ลงท้ายด้วย ing อย่างไร)

ST. 1 :
ST. 2 :
ST. 3 :
ST. 4 :
ST. 5 :
ST. 6 :

4. Is learning pronunciation through songs more interesting than a normal class?  
(การเรียนการออกเสียงผ่านเพลงน่าสนใจกว่าชั้นเรียนปกติหรือไม่)

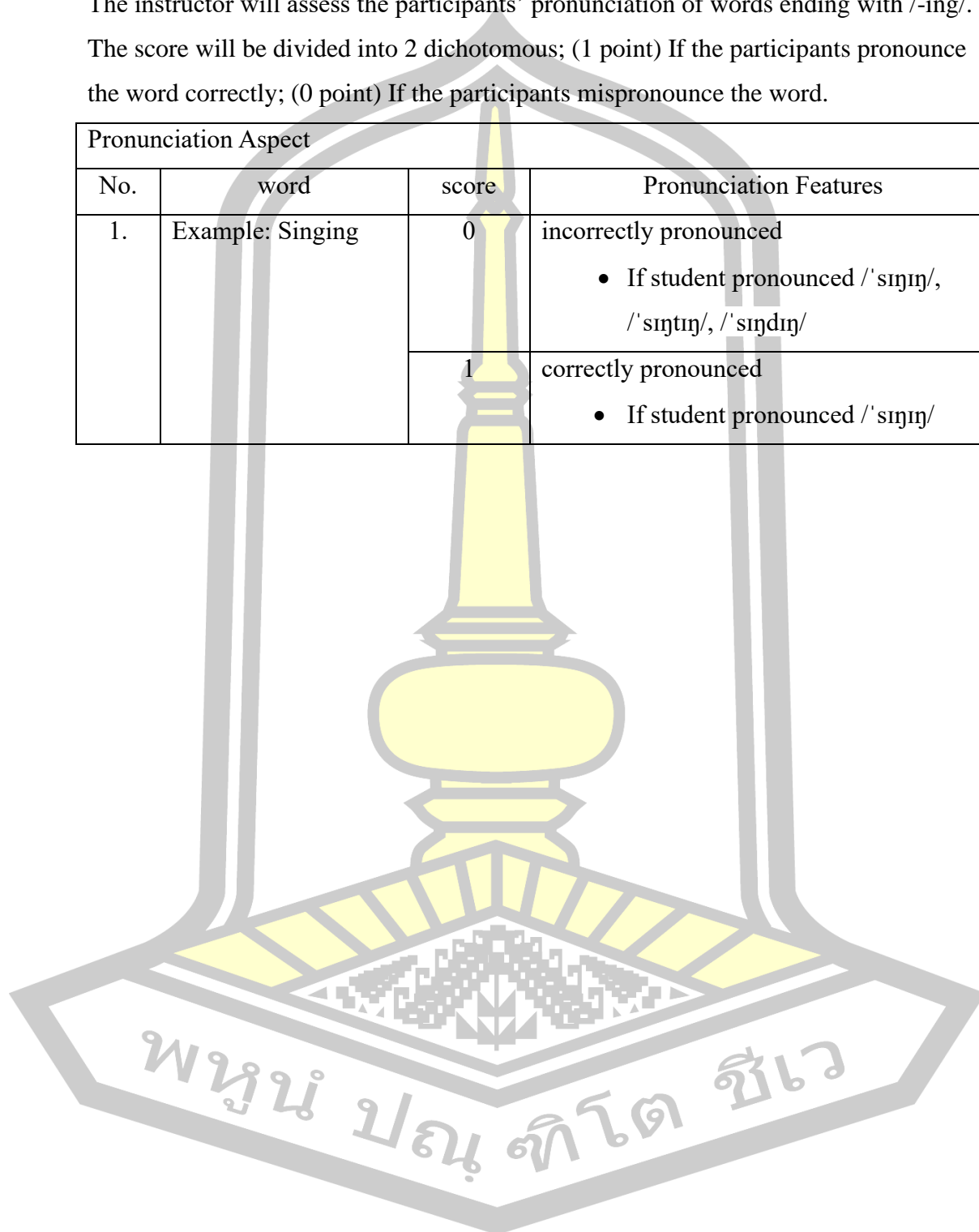
ST. 1 :
ST. 2 :
ST. 3 :
ST. 4 :
ST. 5 :
ST. 6 :



### Appendix D: Pronunciation Evaluation (Rubric)

The instructor will assess the participants' pronunciation of words ending with /-ing/. The score will be divided into 2 dichotomous; (1 point) If the participants pronounce the word correctly; (0 point) If the participants mispronounce the word.

Pronunciation Aspect			
No.	word	score	Pronunciation Features
1.	Example: Singing	0	incorrectly pronounced <ul style="list-style-type: none"> <li>If student pronounced /'sɪŋɪŋ/, /'sɪŋtɪŋ/, /'sɪŋdɪŋ/</li> </ul>
		1	correctly pronounced <ul style="list-style-type: none"> <li>If student pronounced /'sɪŋɪŋ/</li> </ul>



# Appendix E: Song #1



**เนื้อเพลง (Lyrics)**

เรามาเรียนคำเติม ing หลัง Verb ก็หล่ง่ายนิดเดียว

I - N - G คือ /In/

I - N - G คือ /In/

I - N - G คือ /In/

เติม In หลังคำกริยาใจ

ทำนองเพลง Bingo

### เนื้อเพลง (Lyrics)

เช่นคำว่า cook ลงท้ายด้วย k  
เสียง k คือ /k/ เคอะ เต็ม /Iŋ/ ไป  
/K/ + /Iŋ/ อ่านว่า /KIŋ/  
/K/ + /Iŋ/ อ่านว่า /KIŋ/  
/K/ + /Iŋ/ อ่านว่า /KIŋ/  
อ่านรวมกันเป็น cooking ใจ

ทำนองเพลง Bingo

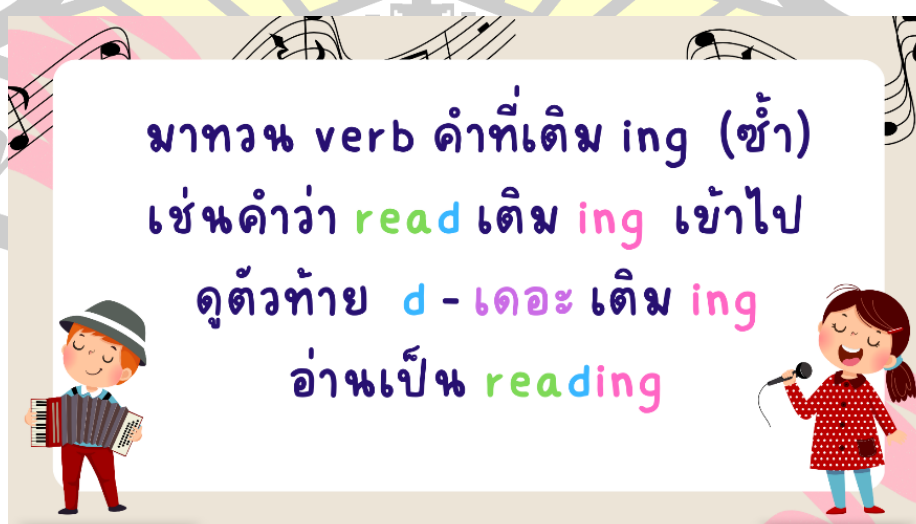
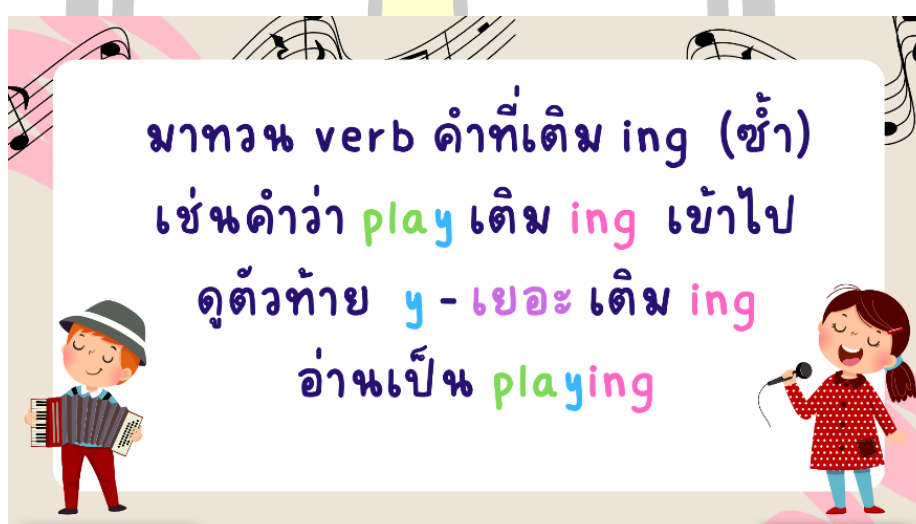
### เนื้อเพลง (Lyrics)

แต่ถ้าคำใดลงท้ายด้วย e ตัด e เร็วรี แล้วเต็ม /Iŋ/ ไป  
อย่างเช่นคำว่า bike  
ให้ตัด e ทิ้งไป  
เหลือ k ที่ลงท้าย เต็ม /Iŋ/ ต่อไปอ่าน biking เอย

ทำนองเพลง Bingo

พูน ปณ ทิโต ชีเว

## Appendix F: Song #2



## Appendix G: Song #3

Melody: Family Finger Song

## Verb + ing song

เนื้อเพลง (Lyrics)

verb เติม **ing** (ซ้ำ)  
 verb ที่ลงท้ายด้วย **e** (ซ้ำ)  
 ตัด **e** ทิ้งไป แล้วเติม **ing**  
 ลองอ่านดูสิ คำต่อไปนี่...

เนื้อเพลง (Lyrics)

คำว่า **dance** ีลงท้ายด้วย **e**  
 ให้ตัดตัว **e** แล้วดูอีกที  
 เห็น **c** ใช่ไหม เติม **ing** เข้าไป  
**c + ing - /Cɪŋ/**  
 รวมเป็น **dancing**



## Appendix H: Lesson Plan

### Lesson plan 12: Verb ending with /ing/ sound song.

Grade: 3      Semester: 2      Academic Year: 2023

Teacher: Ratteere Ruksil      Duration: 1 hour

#### Indicator

- F 1.1 Gr 3/2 Pronounce and spell words; accurately read aloud groups of words, sentences and simple chants by observing the principles of reading.
- F1.3 Gr 3/3 Participate in language and cultural activities appropriate to their age levels.
- F2.2 Gr 3/1 Tell differences of the sounds of the alphabet, words, groups of words and simple sentences in foreign languages and Thai language.

#### Learning Objectives:

- Students are able to accurately pronounce words ending with /ing/ words.

#### Content:

- **Structure:** Verb ending with /ing/ sound

1) Just add -ing to the base verb for example:

work	>	working
play	>	playing
assist	>	assisting
see	>	seeing
be	>	being

2) Verbs that end in -E for example:

hope	>	hoping	- Ing form: if the word ends in-E, drop the-E and add - Ing.
date	>	dating	
injure	>	injuring	

- **Vocabulary:**

No.	Verb	Verb + ing
1	cook	cooking
2	bike	biking
3	play	playing
4	read	reading
5	dance	dancing



**Materials:**

- Verb + ing song #1
- Smile 3 book

**Evaluation:**

- Student can pronounce verb ending with /ing/ sound correctly.

**Teaching Procedures:**

<b>WARM UP (10 MINUTES)</b>	The teacher greets the class and shows students a picture of a person who is acting on something. Next, let students guess what the person in the picture is doing. Then show some other pictures and let the students guess what we will learn today? After that, the teacher introduces the lesson.
<b>PRESENTATION (15 MINUTES)</b>	<p><b>Introduction to the song</b></p> <ul style="list-style-type: none"> <li>• Begin by introducing the song to the students and provide some context or background related to the song' theme and lyrics.</li> </ul> <p><b>Pre-teaching of vocabulary</b></p> <ul style="list-style-type: none"> <li>• Identify the song for the students and ask them to listen actively. Encourage them to pay attention to the pronunciation.</li> </ul> <p><b>Listening and observation</b></p> <ul style="list-style-type: none"> <li>• Play the song for the students and ask them to listen actively. Encourage them to pay attention to the pronunciation of words, particularly those ending with “/-ing/.”</li> </ul> <p><b>Listening and Observation:</b></p> <ul style="list-style-type: none"> <li>• Play the song for the students and ask them to listen actively. Encourage them to pay attention to the pronunciation of words, particularly those ending with “/-ing/.” Use visual aids, such as lyrics or images, to enhance comprehension.</li> </ul> <p><b>Phonetic Analysis:</b></p> <ul style="list-style-type: none"> <li>• Break down the pronunciation patterns within the song. Discuss the placement of stress, intonation, and specific phonetic features related to the targeted pronunciation rules.</li> </ul> <p><b>Repetition and Choral Practice:</b></p> <ul style="list-style-type: none"> <li>• Engage the students in repeated listening and pronunciation practice. Have them repeat words or phrases chorally, focusing on mimicking the singer's pronunciation.</li> </ul> <p><b>Individual Practice:</b></p> <ul style="list-style-type: none"> <li>• Allow students time for individual practice. Provide support and feedback as they work on pronouncing words correctly. Use</li> </ul>

exercises that isolate specific pronunciation challenges found in the song.

**Peer Interaction:**

- Encourage peer interaction by having students practice pronunciation with a partner. This collaborative approach can enhance their understanding and provide opportunities for peer feedback.

**Teacher Modeling:**

- Model correct pronunciation and demonstrate the targeted pronunciation rules. Offer clarification on any challenging sounds or patterns.

**Feedback and Correction:**

- Provide constructive feedback on students' pronunciation. Correct any persistent errors and offer guidance on improvement.

**Follow-up Activities:**

- Reinforce the learning through follow-up activities. This could include additional pronunciation exercises, discussions about the song's content, or related speaking activities.

**PRACTICE  
(25 MINUTES)**

The teacher lets students practice by listening to the song again and again until the students can sing the song without the teacher's lead.

**PRODUCTION  
(10 MINUTES)**

The students do the activities related task

**Comments:**

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พหุ ประถมศึกษา

## BIOGRAPHY

NAME	Ratteera Ruksil
DATE OF BIRTH	June 9,1993
PLACE OF BIRTH	Yasothon, Thailand
ADDRESS	38 Village No.11 Khowang sub-district, Khowang district. Yasothon province 35160
POSITION	A teacher
PLACE OF WORK	Banmuedpatong School, Mahachanachai district, Yasothon 35130
EDUCATION	2016 Bachelor of Education B.Ed. (English), Ubonratchathani Rajabhat University 2024 Master of Education (M.Ed) Program in English Language Teaching, Mahasarakham University, Thailand

