

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

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## 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 and employing a cyclical action research process. The study involved 25 third-grade students with poor pronunciation skills. Data was collected through song-based lessons, 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 improved learning environments and 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.

**Keywords:** pronunciation skill, songs, Thai EFL primary learner

## 1. Introduction

Pronunciation is a critical aspect of language learning and is essential for effective communication and comprehension. As Yates (2009) articulated, pronunciation involves the articulation of sounds to convey meaning during speech, making it a key indicator of proficiency. Mastering pronunciation enables language learners to interact meaningfully with others, enhancing their ability to produce the language accurately and aiding the audience in understanding the intended message (Cahyani et al., 2018). Incorrect pronunciation can lead to misunderstandings, highlighting the importance of clear communication (Kelly, 2000).

Achieving fluency in a new language relies heavily on proper pronunciation, affecting first impressions in social interactions (Dalton-Puffer et al., 1997). Effective teaching strategies and resources are crucial in pronunciation instruction, especially early, as young learners can grasp sound systems more rapidly than adults (Zhang, 2009). Early instruction aligns young learners' language intuitions closer to native speakers, making early pronunciation education vital (Patkowski, 1980).

At the school where the research was conducted, students aged 5 to 12 displayed various developmental stages important for learning (Nunan, 2011). Motivating young learners through engaging activities is essential, as they are energetic and eager to learn but easily discouraged (Çakır, 2004). Teachers must be mindful of their behaviour to avoid demotivating young learners, who may lose interest in boring or difficult material (Brown, 2000).

However, many students struggled with English pronunciation and could not pronounce many words correctly, such as verbs ending with /-ing/. Pronunciation issues often lead to misunderstandings and incorrect written work, influenced by factors like mother tongue interference, insufficient exposure to the target language, and inadequate training (Ercan, 2018). Understanding the underlying causes, including phonetics and phonology, is crucial for addressing these challenges (Meng et al., 2007).

Classroom observations revealed that passive learning and a lack of engaging activities contributed to pronunciation problems. Emphasis on textbook exercises, especially in schools with insufficient English teachers, limited students' opportunities to practice speaking and pronunciation. This lack of practice bored the lessons and led to students' disengagement (Brown, 2000).

To teach English effectively to young learners, teachers must consider their unique characteristics and needs. Engaging and motivating activities catering to shorter attention spans are essential (Gürbüz, 2010). Activities that capture interest, sustain focus, and generate enthusiasm can effectively involve students in learning (Brown, 2000). Songs have been suggested as a useful tool to enhance pronunciation and keep young learners motivated (Çakır, 2004). Songs provided repetition, melody, and rhythm, which were found to facilitate the acquisition of proper pronunciation among children, especially when songs were used alongside interactive activities such as clapping, dancing, or acting out the lyrics. These activities helped children remember pronunciation rules and associate correct pronunciation with fun and memorable experiences (Jansen & King, 2022).

Research indicates that songs can positively affect language learning, including pronunciation, intonation, and vocabulary retention (Wallace, 1994; Forster, 2006). Songs reduce stress and anxiety, creating a positive learning environment and increasing motivation (Krashen, 1982). It is also critical for improving pronunciation, as many learners feel self-conscious about speaking a new language. The rhythmic nature of songs also helped students internalize pronunciation rules without the pressure of traditional pronunciation drills (Wu & Lee, 2023). Studies across various contexts, including Iran, Palestine, Australia, and Thailand, have demonstrated that incorporating songs into language lessons improves pronunciation and other language skills (Moradi & Shahrokhi, 2014; Shehadeh & Farrah, 2016; McCormack et al., 2018). This study aimed to fill a gap in the literature by investigating the effect of songs on the pronunciation skills of Thai EFL primary learners, providing insights into the effectiveness of using songs in teaching pronunciation to young learners. This study investigated 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?

## **2. Method**

### *2.1 Research Design*

This study employed an action research design to explore the use of songs in improving the pronunciation of English verbs ending with /-ing/ among Thai EFL primary learners. As defined by Burns (2009), action research involves a dynamic process of action and research within specific social settings, such as classrooms, aimed at fostering improvement and change. The research followed the model proposed by Kemmis and McTaggart (1988), consisting of a cycle of planning, action, observation, and reflection. The researcher, working with 25 students from her class, developed detailed lesson plans and created three songs focused on pronouncing /-ing/ verbs. These songs were implemented in the classroom, and their effects were observed and documented. The observation phase involved collecting data on the students' pronunciation and identifying challenges, which informed the reflection phase. This reflection guided further planning and actions in a second cycle of the research, aiming to narrow the gap between ideal and actual teaching methods and enhance students' pronunciation skills.

### *2.2 Population and Samples*

The study involved 25 students from the researcher's intact class at a small primary school in northeastern Thailand. The participants, aged 8–9, were all native Thai speakers who lived with their grandparents due to their parents' occupations. Despite receiving five hours of English lessons per week for at least three years, the student's proficiency remained low due to a lack of practice and motivation. A Thai teacher provided the English instruction, as the school had limited availability of foreign teachers. According to Thailand's Basic Education Core Curriculum, grade 3 students must pronounce, spell, and read English accurately. However, due to Ministry of Education policies, the school's teaching primarily focused on Thai and Mathematics. That is why there is no time for English, resulting in a weak foundation in English skills among the students. This semester was the researcher's first experience teaching grade 3, and interviews revealed that students and teachers prioritized Thai language proficiency over English learning.

### 2.3 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:

#### 2.3.1 Pronunciation Pretest and Posttest

Two sets of comparable pretests and posttests were developed to evaluate students' pronunciation skills. Each test included 12 distinct words with verbs ending with /-ing/ by 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 student's ability to pronounce these words accurately.

To ensure the tests' reliability and validity, three English Language Teaching experts 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:

Table 1. The levels of the participants' achievement

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

#### 2.3.2 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) incorrectly pronounced. Three teachers who taught the same course were invited to rate students' pronunciation to ensure interrater reliability.

Table 2. 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 /'sɪŋŋ/, /'sɪŋtɪŋ/, /'sɪŋdɪŋ/</li> </ul>
		1	The /ing/ ending is correctly pronounced <ul style="list-style-type: none"> <li>If student pronounced /'sɪŋŋ/</li> </ul>

#### 2.3.3 Classroom Observation Sheet

Classroom observation sheets served as instruments for the researchers to observe students' behaviour 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.

#### 2.3.4 A Semi-Structured Interview

A semi-structured interview was conducted to obtain the participants' opinions about using songs to improve pronunciation skills in their English classroom. This study included six participants in a semi-structured interview to examine their perception of implementing songs to improve pronunciation skills in their English classroom. The interview took around 10 minutes in Thai and was recorded through audio. 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?

#### *2.4 Data Collection Procedure*

- 1) Participants were briefed on the study's objectives and types of participation and provided with a consent form.
- 2) A pronunciation pretest was conducted, with individual recordings taken outside the classroom to ease student nervousness.
- 3) The researcher composed three songs designed to improve the pronunciation of English verbs ending in /-ing/, vetted by ELT experts for accuracy and suitability.
- 4) Over three weeks, students engaged with these songs for five hours weekly, involving steps such as presenting lyrics, listening, collective singing, and at-home practice, with classroom observations tracking engagement and comprehension.
- 5) A pronunciation posttest was conducted, with another English teacher collaborating to ensure unbiased and reliable assessment.
- 6) A semi-structured interview with six participants of varying proficiency levels was conducted to gather insights into the effectiveness of the songs in improving pronunciation skills.

#### *2.5 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 data collected was analyzed quantitatively. The collected data from the pronunciation pretest and posttest were analyzed to answer the first research question. The test scores were calculated to examine the mean and standard deviations. Then, the mean scores of the pretest and posttest 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 patterns or themes as the answers to the research question.

#### *2.6 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 obtained 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. Results**

#### *3.1 Effect of Songs on the Pronunciation of Verbs Ending with the /-ing/ Sound of EFL Primary Learners*

This section outlines the benefits of using songs for Thai EFL primary students and details a pronunciation test administered before and after three weeks of song-based instruction. The quantitative data were analyzed using SPSS 26, including descriptive and inferential statistics such as skewness, kurtosis, mean, and standard deviation. Raw scores were converted into percentages to compare reading test scores.

Table 3 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 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 3. 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
shopping	17	68
flying	5	20

Table 4 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 words with two consonants at the end, confusing for students.

Table 4. 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 5 illustrates the summary of descriptive statistics for the pronunciation tests. The results showed that EFL primary participants' posttest scores were higher than the pretest. Specifically, the primary participants achieved a mean performance of 22% on the pretest ( $SD=1.38$ ) before learning to use 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 songs could enhance pronunciation skills in Thai EFL primary learners.

Table 5. 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 5, 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 in Table 6 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 6. Comparisons between pretest and posttest

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

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

### 3.2 The Participants' Perceptions About Songs in Improving Their Pronunciation

This section presents the results of the participants' perceptions of songs in their English classrooms, derived from a semi-structured interview with six participants selected based on their pronunciation skills. The researcher and an English teacher transcribed and reviewed the qualitative data, and a second review validated the conclusions. Thematic content analysis was employed to identify patterns, themes, and perceptions of using songs to improve pronunciation. An experienced coder was involved to ensure the trustworthiness and validity of the data analysis. The study identified key themes, including the learning environment and the benefits of using songs to improve pronunciation. The learning environment theme highlighted classroom atmosphere and student engagement, with sub-themes of enjoyment and anxiety. The benefits of song themes addressed how song-based instruction enhances pronunciation with emotional and functional benefits. These findings provide a structured summary of participants' perspectives, as detailed in Table 7.

Table 7. 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

The involvement of the learning atmosphere 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 8.

Table 8. 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>

Subthemes of emotional benefit and functional benefit were characterized. 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 learned by singing three pronunciation songs. The participants' perceptions about the benefit of emotion and function under the subtheme of "benefit" are presented in Table 9. These comments suggest that primary school students consider the benefits of emotion and function.

Table 9. Participants' responses to the subtheme of benefit

Cases	Statements/excerpts
LS1	<i>I enjoy learning pronunciation with songs because they enhance both knowledge and enjoyment.</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 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. Discussion

### 4.1 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 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 teachers share. Students are more motivated to learn when the difficulty level is low, and teachers communicate information effectively. Additionally, repetition is crucial in language acquisition. When students repeatedly sing the same song, they memorize the pronunciation rules and retrieve information from the songs more easily. The excerpts from two students could support this interpretation. LS2: “...Singing a song repeated can help me remember how I 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, linguistic development occurs when participants are motivated to learn English. 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 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 teaching pronunciation. Indeed, most researchers note that music positively impacts students' motivation. According to the interview with the participants, some 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 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 impact the enhancement of participants' pronunciation of English verbs ending in “-ing” could stem from the instructional approach employed in this study. Unlike previous research, in which 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 themes and lyrics. Pre-teaching vocabulary involves identifying the song for students and prompting them to listen actively, 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 modelling clarifies challenging sounds or patterns in pronunciation rules. Finally, constructive feedback on students' pronunciation facilitates improvement. An excerpt from LS2: “Singing a song repeatedly can help me remember the way

*pronounce the words.*” HS1 states 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, it supports this interpretation.

#### 4.2 The Participants’ Perception of Songs in Their English Classroom

In addressing research question 2, the study employed qualitative data 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, identifying 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 memorizing and retaining pronunciation patterns (Ludke et al., 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 findings:

“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 benefit the pronunciation classroom emotionally by creating a positive and engaging learning environment. They evoke emotions and enhance motivation through rhythmic and melodic elements, making learning more enjoyable (Ludke et al., 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 benefit the pronunciation classroom by providing a versatile tool for practising and reinforcing pronunciation skills. The rhythmic and repetitive nature of songs aids in acquiring pronunciation patterns, including stress, intonation, and rhythm, by embedding these features into a memorable and engaging format (Ludke et al., 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 various pronunciation features in context (Celce-Murcia et al., 2010). Songs also support multimodal learning, combining auditory and sometimes visual elements, enhancing learners’ phonological awareness and overall pronunciation accuracy (Mayer, 2009).

“Singing a song repeated can help me remember the way pronounce the words.” (LS2)

“I understand because there is 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 rules.” (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 desired more song-based learning, highlighting songs' emotional and functional benefits in the classroom.

## 5. Conclusion of the Study

The study concludes that incorporating songs into English language learning positively impacts the pronunciation skills of Thai EFL learners, particularly for verbs ending with "ing." After song-based instruction, quantitative data revealed a significant increase in participants' mean pronunciation scores, from 2.64 to 9.12. The researcher used three songs to improve pronunciation through subconscious learning, involving activities such as reading lyrics, singing along, pre-teaching vocabulary, using visual aids, and phonetic analysis. Repetition, group practice, individual exercises, peer interaction, and constructive feedback were also part of the teaching procedure. Participants reported positive perceptions of using songs, highlighting benefits like a pleasant classroom atmosphere, enjoyment, and emotional and functional advantages. The findings suggest that songs can effectively enhance pronunciation practice, independently or alongside existing methods, by identifying and integrating musical elements that improve pronunciation skills.

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## Authors' contributions

Ratteera Ruksil, Dr. Somkiet Poopatwiboon, and Dr. Pilanut Phusawisot were instrumental in designing the study and conducting data analysis. Ratteera Ruksil took the lead in the literature review and data collection processes, while Dr. Somkiet Poopatwiboon and Dr. Pilanut Phusawisot provided ongoing guidance and consultation throughout the research. All authors actively participated in the analysis, interpretation, and discussion of the findings. Ratteera Ruksil prepared the manuscript draft, which was subsequently revised by Dr. Somkiet Poopatwiboon and Dr. Pilanut Phusawisot. Each author reviewed and endorsed the final manuscript, and all three contributed equally to the study.

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Obtained.

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The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

## Data sharing statement

No additional data are available.

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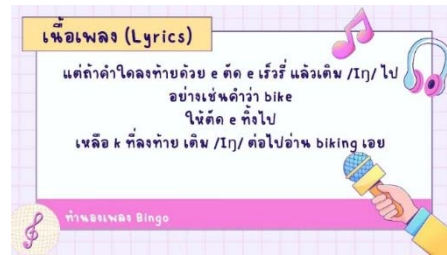
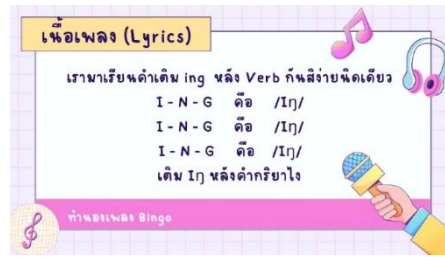
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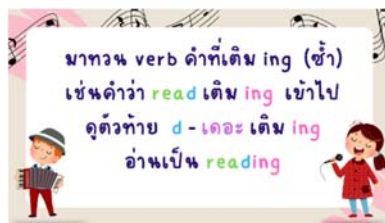
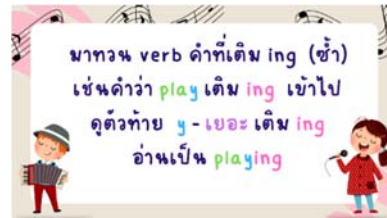
Appendix A

Song #1



Appendix B

Song #2



## Appendix C

### Song #3



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