



USING ENGLISH SONGS TO ENHANCE LEARNERS' RECOGNITION OF LINKING
SOUNDS



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USING ENGLISH SONGS TO ENHANCE LEARNERS' RECOGNITION OF LINKING
SOUNDS



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for the Degree of MASTER OF ARTS
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This study investigated the effects of using English songs to enhance the recognition of learners of linking sounds in terms of consonant-to-vowel linking and examined the views towards the use of English songs in learning linking sounds among the 30 students studying in a ninth-grade EFL classroom in Bangkok, Thailand. The study was designed as quasi-experimental research. There were thirty participants studying in ninth grade (Mattayomsuksa Three) were selected through the convenient sampling method in the experiment. The research instruments were English songs selected from a survey conducted from a pilot study of ninth-grade students, a listening pre-test and post-test for linking sounds, lesson plans, and interview questions, which were approved for reliability and validity by three experts. The quantitative data were collected through the pre-test and post-test, and the scores were analyzed through a dependent t-test. Moreover, the qualitative data were collected through interviews with open-ended questions. The results of the study showed that the achievement level of the post-test scores were higher than the pre-test scores, indicating English songs could improve student recognition of consonant-to-vowel linking. In addition, most students reflected that songs could help them recognize linking sounds since the songs provided authentic English by giving native-like and clear pronunciation, as well as making language learning attractive. Moreover, students liked to learn through songs because songs offered an entertaining, relaxing atmosphere in class, as well as more interesting than other materials. In addition, songs were conveniently applied by students when practicing listening skills for linking sounds.

Keyword : Linking sounds, Consonant-to-vowel linking, Songs, EFL learners

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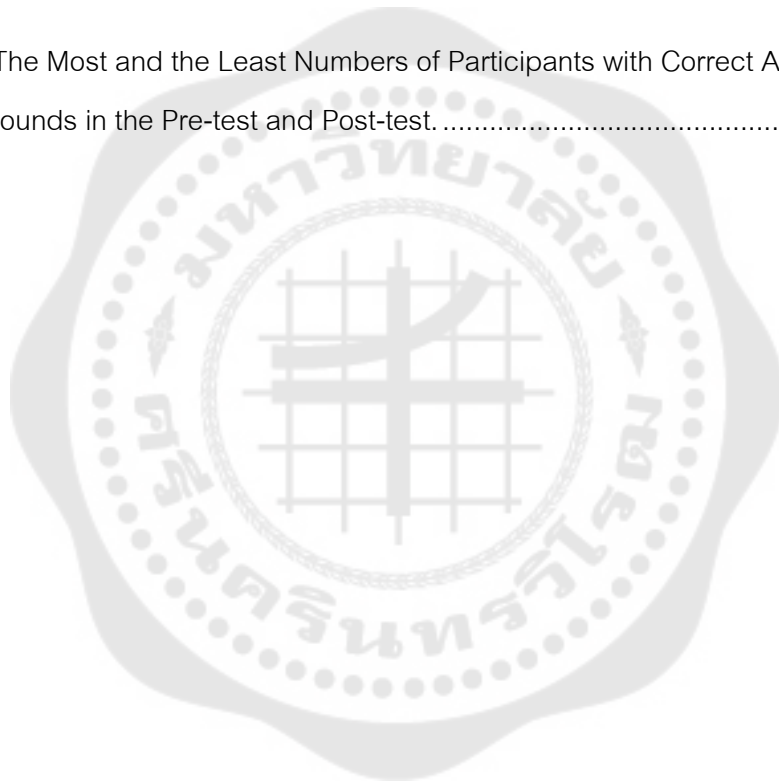
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CHAPTER I

INTRODUCTION

Background of the study

English has been continuously playing a role as an international language and globally used to communicate among people (Rose, McKinley, & Galloway, 2021). It is undeniable that English is used to connect with foreigners, to build understanding among people in a cross-cultural society, to achieve business goals in the world, and to attain various benefits of communicating in English. Along similar lines, English also greatly influences Thai people as it is a key to engage with foreigners for the reasons stated above, both inside and outside of the country. As a result, Thai people have been exposed with English since they were young because they started learning English in their school when they were in early childhood. However, it seems that the outcomes in learning English are not successful among Thai learners (Sahatsathasana, 2017; Sriha & Kulsirisawad, 2020). According to Education (2008), English is implemented in Thai's national curriculum as one of the core courses for students in grade 1 (aged 6) to grade 12 (aged 18). Yet Thai students are prone to struggle in using English effectively according to the English examination results of the Ordinary National Education Test (O-NET), national examinations organized by National Institute of Educational Testing Service (NITES) in Thailand. The Ministry of Education has set the O-NET as a standard evaluation indicating the achievement in learning at schools among Thai students. Consequently, the O-NET results reported that Thai-secondary school students have failed the English test for decades because the scores were below standard (Education, 2008). Moreover, Thai students showed that they have been working with English grammar more than listening and speaking in EFL classes (Tangkijmongkol & Wasanasomsithi, 2012). Consequently, Thai students' performance in listening and speaking English is lower than their English grammar (Nguyen, 2005).

As listening is the first essential skill required in learning a foreign language, many non-native speakers have faced difficulty in listening comprehension. Tran and

Duong (2020) found that three main aspects – perception, parsing, and utilization – caused problems in listening comprehension for non-native English speakers. ‘Perception’ involves pronunciation-and-lexis-related issues. ‘Parsing’ is about language proficiency. ‘Utilization’ depends on socio-cultural and metacognitive factors. Ulum (2015) emphasized that non-native speakers have problems in comprehending listening because of the varied and unfamiliar accent and unclear pronunciation of the speakers. The similar problem in listening comprehension happens to Thai students in EFL class. It has been shown that Thai students cannot understand long sentences and an unfamiliar accent (Province, 2012). Thus, the element of sounds in English also seems to be a difficulty that causes non-native speakers to struggle in listening.

One of the keys that is problematic for non-native speakers to overcome this listening comprehension problem is to understand the pronunciation of native speakers when communicating. ‘Connected speech’ is also a feature of pronunciation that is mentioned as a cause of frustration in listening, which can occur to the ESL/EFL learners who have insufficient knowledge of grammar and vocabulary as well as are unable to decode the way native speakers pronounce when speaking (Rogerson, 2006). In addition, ‘connected speech’ is the element that speakers naturally and automatically produce while speaking and its feature in English pronunciation can be linked together between the words – the final sound of the preceding word interacts with the initial sound of the following word that allows new sounds to occur between the syllables. Thus, listeners can perceive unfamiliar sounds when whole words link together in the utterances (Nkongho & Tize, 2021). Furthermore, Hieke (1998) defines connected speech as “...the changes which conventional word forms undergo due to the temporal and articulatory constraints upon spontaneous, casual speech” (p. 10). However, connected speech is commonly perceived by native speakers as it allows the speech to flow and sound natural and smooth. (Nkongho & Tize, 2021).

Basically, connected speech can be classified into five processes: linking, deletion, insertion, modification, reduction, and multiple processes (Alameen & Levis, 2015). ‘Linking’ is one of the features that occurs in speaking when two words are joined

by connecting the last sound of one word to the first sound of the following word which could make changes or no changes between the two words' boundaries. However, one of the linking sound's patterns occur when communicating is the consonant-to-vowel linking (C-V) which occurs when the last final consonant followed by the next word begins with a vowel, i. e. *instead of* / *in'stɛd ,əv*/ → /*in'stɛdəv*/ (Alameen, 2007). Therefore, teachers are encouraged to teach connected speech to students in EFL class as it could develop listening skills and provide them with intelligible pronunciation (Field, 2008; Jenkins, 2000; Walker, 2010; Celce-Murcia, Brinton, Goodwin, & Griner, 2010; Reed & Michaud, 2005 as cited in Alameen, 2015)

Currently, there are various teaching methods that EFL teachers use to promote listening and speaking for EFL learners. One aim is to eliminate anxiety or pressure in learning a language among EFL learners and motivating them to acquire it as much as they can. Gonzalez (2020) said of Krashen's Affective Filter hypothesis, which explains that anxiety, motivation, self-confidence, and personality traits, directly make an impact on second language acquisition on learners. In the same way, Horwitz, Horwitz, and Cope (1986) also stated that anxiety in foreign language class causes difficulty in understanding and producing sounds in a foreign language. Therefore, it is necessary for many EFL teachers to help release students' stress, fear, or embarrassment when teaching EFL learners. Some studies showed clearly the use of various materials and tools in the EFL class, aiming to overcome the obstacles in learning a language as well as encouraging students to learn language effectively. For example, Sriha and Kulsirisawad (2020) revealed that many teachers have tried designing class activities and adopting materials and tools such as entertainment media that could encourage and support students' perception of intelligible pronunciation. Furthermore, Aniuranti and Suwartono (2020) recommended that teachers can specifically focus on teaching intensive purpose in linguistics such as supra-segmental features – word stress and sentence intonation – when using movies in EFL class. Meanwhile, Qiu (2017) and Sriha and Kulsirisawad (2020) found that students responded with positive views towards the

use of movies in EFL classes because movies can lower students' anxiety levels when learning a language and motivated them to learn language with entertaining.

'Song' is one form of entertainment that students prefer to listen to and they see it as pleasant and a fun tool; however, most students are not aware that they can specifically learn language through song (Džanić & Pejić, 2016). As a result, scholars maintain that 'song' tends to be a suitable tool to learn several aspects of language, to release anxiety and stress in learning language, to promote native-like and clear pronunciation, as well as to grab students' attention and concentration in EFL classes (Ashtiani & Zafarghandi, 2015; Džanić & Pejić, 2016; Stanculea & Bran, 2015). Generally, song's elements consists of tones, harmony, timbre, rhythm, melody, pitch, and lyrics which make up a form of language (Horn, 2007; Pimwan, 2012). In addition, Horn (2007) and Oates and Grayson (2004) emphasized the relationship between music and language as a communicative mode that is aurally and orally conveyed. Both music and language have levels of phonology, morphology, syntax, and semantics; therefore, songs can play a vital role in teaching language to EFL learners (Horn, 2007). To pinpoint language acquisition through songs, Gardner (1998) stated that people normally have musical intelligence that allows them to acquire oral language capacities themselves. Similarly, song links the brain's hemispheres and helps make retention more durable since the right hemisphere acquires the melody while the left hemisphere deals with the words. Moreover, song has the important benefit in reducing stress in the human brain (Ashtiani & Zafarghandi, 2015). Moreover, it is claimed that people are more capable of remembering new words through rhyme, rhythm, and melody than remembering from ordinary speech (Failoni, 1993; Salcedo, 2010). Consequently, song is a suitable tool for teaching listening comprehension than ordinary teaching methods in class (Murphey, 2013), reducing anxiety and stress for learners, providing a native-like experience and clear pronunciation, as well as grabbing students' attention and focusing their concentration in EFL classes (Ashtiani & Zafarghandi, 2015; Džanić & Pejić, 2016; Stanculea & Bran, 2015).

To be more specific, using songs in teaching can offer an effective way for learners to focus on aspects of language: sounds, words, pronunciation, etc., especially aspects of connected speech (Stanculea & Bran, 2015). This is due to the fact that 'listening' involves the recognition of sounds, words, and phrases as well as the understanding of those individual words and syntaxes (Marzban & Isazadeh, 2012). Moreover, Solak (2016) stated that 'micro-skills' in listening allow listeners to differentiate the particular sounds of English, to identify the patterns within English (stress, words, rhythmic structures, etc.), and to identify reduced forms of words (connected speech). Therefore, the listeners can recognize those aspects of language from the songs they listen to. In addition, 'songs' would gradually equip students with near native-like communication skills, which is a necessary capacity required in learning a foreign language (Ashtiani & Zafarghandi, 2015). The prior statement can be supported by the study of Ashtiani and Zafarghandi (2015) which revealed the positive effects in using *verbal songs* (songs composed by a researcher for teaching verbs in English) to focus on the conceptual perception of connected speech among intermediate EFL learners. As a result, songs are also recommended to teach listening and pronunciation in terms of checking and gauging students' recognition of connected speech, and it strongly affirms this study in using English songs to enhance learners' recognition of linking sounds. However, Stanculea and Bran (2015) suggested that in selecting songs for teaching in EFL classes there is no specific type of standard song most suitable for teaching. Rather, it depends on what aspects of language the teacher focuses on. In addition, they suggest that songs used in language class should be clear, not too fast, memorable, attractive, and familiar to the learners.

To support the use of song in teaching listening for EFL learners, the application of 'language-focused learning' (Newton & Nation, 2020) in EFL class is also used to teach listening since the concept is designed to make the learner a proficient language user as well as allow learners to learn language items. Therefore, language-focused learning enables L2 learners to intentionally study language aspects such as pronunciation, spelling, vocabulary, grammar, etc. As a result, the adoption of

language-focused learning can also support the four conditions that are about (a) to promote effective learning among learners because the concept gives them opportunities to pay close attention to language aspects (b) to process linguistic aspects thoroughly and thoughtfully (c) to pay recurrent attention to the same elements throughout time, and (d) to learn the features that are highlighted to be straightforward and not rely on developmental information that the learners lack (Newton & Nation, 2020).

Thus, the researcher will use the four conditions from language-focused learning to facilitate the use of songs to teach linking sounds (consonant-to-vowel linking) so the participants will be asked to deliberately and intentionally listen to the songs presenting the linking sounds (consonant-to-vowel linking). After that they are about to process linguistic aspect in recognizing the linking sounds they hear from the songs; however, the process seems to be dependent on their understanding and knowledge from the treatment provided during the procedure of the study.

Another suggested approach to teach L2 listeners is 'bottom-up listening'. This approach asks the listeners to use micro-skills in listening to fulfill the gap in listening. As a result, the process of the bottom-up listening proceeds from small units which is learning from sounds to words to grammatical relationships to lexical meaning, etc. (Douglas & Frazier, 2001). In addition, Jassouma (2020) stated that the bottom-up listening approach would allow the learners to deal with the stages which are sound segmentation, familiarity with connected speech, lexical knowledge, and systematic knowledge. In summary, the bottom-up listening approach would direct the learners to learn from the small unit in language, elements of language-sounds, words, intonation, grammatical structure, etc. (Douglas & Frazier, 2001; Study.com, 2021). The participants in the study directly work with those stages in the bottom-up listening because they are prepared to be familiarized with the linking sounds (consonant-to-vowel linking) through understanding linguistic aspects – rules of linking sounds – before having a capability for recognizing them.

In summary, song itself provides native-like experience and clear pronunciation, grabs students' attention and concentration, as well as reduces anxiety in EFL classes. In addition, students like listening to songs because they are entertaining and fun. Moreover, most of the learners do not realize that they can use songs to focus on learning aspects of language, such as sound, words, pronunciation, etc., while listening. Since the linking sound (consonant-to-vowel linking) is the feature of pronunciation that native speakers naturally and automatically produce when speaking, it can definitely frustrate EFL learners in listening to communicative language. However, the linking sound can occur in songs. Therefore, the study will examine the impact of using English songs to enhance learners' recognition of linking sound (consonant-to-vowel linking) as well as investigating the learners' views towards the use of English songs in learning linking sound and their opinions of the songs used in learning listening through songs. In addition, to strengthen the teaching procedure in the study, the concept of language-focused learning (Newton & Nation, 2020) and the 'bottom-up listening approach' (Jassouma, 2020; Study.com, 2021) are applied to the process of the study as well.

Purposes of the Study

1. To investigate the impact of using English songs to enhance learners' recognition of linking sound (consonant-to-vowel linking).
2. To examine the learners' views towards the use of English songs in learning linking sound and their opinions of the songs used in learning listening through songs.

Research Questions

1. What is the impact of using English songs to enhance learners' recognition of linking sound (consonant-to-vowel linking)?
2. What are the learners' views towards the use of English songs in learning linking sound and their opinions of the songs used in learning listening through songs?

Significance of the Study

The results of the study can serve as guidelines in developing listening in EFL class for Thai learners. It will be an easier way for teachers and other practitioners to improve the recognition of linking sound in listening class. Since students commonly listen to songs for entertainment but do not focus on language aspects, such as sounds, words, pronunciation, etc., in songs, songs will be useful tools to help them recognize the linking sounds by helping students hear the linking sounds occurring in different situations. Moreover, the research findings will provide useful information in organizing the classroom activities in EFL listening class and contribute to the knowledge of EFL listening development.

The Definitions of Terms

1. The linking sound in the study refers to linked sound that is consonant-to-vowel linking [C-V] which occurs when the first word ending with a consonant merges with the initial vowel of the following word, such as in *finish it* /*fɪn.ɪʃ ɪt* / → /*'fɪnɪ 'ɪt*/ (Alameen, 2007).
2. Songs in the study refers to the English songs that were selected from a survey of the three most favorite songs for ninth-grade students aged 14-15 who were not the participants in the study but were share the same characteristics as the participants. In addition, the selected songs were published on a YouTube channel which was well-known for the participants.

CHAPTER 2

REVIEW OF THE LITERATURE

The purposes of this study are: (a) to investigate the impact of using English songs to enhance learners' recognition of linking sounds (consonant-to-vowel linking), (b) to examine the students' views towards the use of English songs in learning linking sounds and their opinions of the songs used in learning listening through songs. This chapter overview presents the problems of English listening for Thais as EFL learners, the concept of linking sounds as connected speech in communication, the benefits of using songs as materials in EFL class, L1 transfer (Crosslinguistic Influence), and related studies on using songs in pedagogical practices in the EFL classroom.

Problems of English Listening for Thai Students as EFL Learners

Non-native speakers learning English are required to go through five stages in the listening process which includes hearing, understanding, remembering, evaluating, and responding, requiring perception, comprehension, and experience in learning language on the part of the learners (Tyagi, 2013). However, Ulum (2015) reported that listening is one of the most difficult skills for EFL learners since it has been focused on slightly in the EFL class, meanwhile speaking, reading, and writing have been emphasized for the most part and of concern for EFL teachers. Nonetheless, the study of Ulum (2015) revealed three essential problems of English listening for EFL learners which are that the students could not comprehend unfamiliar accents, unclearly pronounced words, or newly learned words.

A similar situation occurs in Thai EFL classes as well. There are many factors affecting Thai students' listening skills. According to Province (2012), many factors affect Thai students' listening skills, which include students having inadequate understanding and competency in English vocabulary and grammar as well as having low ability in listening comprehension in longer sentences from the unfamiliar accents of

English native speakers. In addition, it was highlighted that teachers had limitations in preparing listening classes because of work overload in Thai schools (Phuangsua & Chusanachoti, 2019). Moreover, having a large number of students – approximately 40 students in one class – was also an unavoidable obstacle affecting the learners' ability to acquire English listening because they were limited in hearing sounds and voices (Province, 2012; Sriha & Kulsirisawad, 2020). Therefore, these factors have obviously created disadvantages for Thai students in developing their English listening skills.

In conclusion, the problems Thai students have as EFL learners have occurred due to many factors. Thus, there have been many studies attempting to resolve the issues revolving around English listening for Thai students. Hopefully, at least, they will help Thai students communicate in English effectively.

Listening for Recognition and Micro-Skills Listening

Listening has been highlighted as an important aspect of communication because we spend more time on it than on speaking during oral communication (Wolvin, 1977). Specifically, 'listening' was prominently mentioned as the ability to receive, to understand, to interpret, and to respond to verbal and non-verbal cues from a speaker (Ospina Avendano, 2021). Along a similar line, 'listening' can be defined as the ability to understand and to identify the interlocutors, which includes the aspects of pronunciation, grammar, vocabulary, and meaning comprehension (Marzban & Isazadeh, 2012). Therefore, listening is a complicated process consisting of language form and cognitive processing skills (Hamouda, 2013). Importantly, it was discussed that listening involves the recognition of sounds, words, and phrases as well as the understanding of those individual words and syntaxes of the sentences; meanwhile, effective listening happens when the barriers influencing effective listening – physiology, environment, attitude, emotions, and false assumptions – are eliminated (Marzban & Isazadeh, 2012; Ospina Avendano, 2021). Moreover, Ahmadi (2016) noted that activities in listening deal with auditory discrimination and aural grammar, and it includes

identifying necessary information, remembering the elements, and connecting between sound and meaning.

In addition, Solak and Erdem (2016) point out that the purpose of 'micro-skills' in listening is to differentiate the particular sounds of English, to identify the patterns of English in various aspects (stress, words, rhythmic structures, etc.) and to identify reduced forms of words (connected speech). In the same way, Douglas and Frazier (2001) mentioned that micro-skills in listening require the listeners to listen to less interactive forms of discourse such as listening to monologues, lectures, speech, etc. Meanwhile, students are about to perform some responses to what they listen to which are to identify the structure of a lecture, to eliminate what is related or unrelated, to detect the speaker's potential biases etc. As a result, micro-skills prominently deal with the provided activities that are the process about recognizing words from what listeners hear as well as allow students to pay attention to recognize words, build meaning, make conclusions, and interact with various conditions in listening to language (Ekayati, 2020).

Therefore, the instructional process of the study prominently relied to the micro-skills in listening and showed the way to enhance learners' recognition of linking sounds since it required students to recognize the linking sounds occurring in songs after being taught and listening through songs.

Linking Sounds as Connected Speech

Connected speech is indeed the process of pronunciation which occurs in spoken language (Alameen & Levis, 2015), and it has been defined in various terms. According to Hieke (1998), connected speech "is the changes which conventional word forms undergo due to the temporal and articulatory constraints upon spontaneous, casual speech" (p. 41). Similarly, Lass (1984) stated that the border sounds of the words were blended with neighbouring sounds. There are other definitions for connected speech such as the leaving of vowels and consonant sounds relatively intact, the modification and combination of deletion, and addition or changes of sounds derived from linguistic context (Alameen & Levis, 2015).

Speakers (in most cases native speakers) naturally produce connected speech as it allows the speaking to flow and sound natural and smooth (Nkongho & Tize, 2021). This seems to be one of the essential problems for L2 listeners since they were taught to pronounce word by word in classes so they could hear such clear pronounced English in class; yet, L2 listeners would encounter with different pronunciation from native speakers. This definitely causes frustration for ESL/EFL learners who have insufficient knowledge of grammar and vocabulary as well as are unable to decode the way native speakers pronounce when speaking. Therefore, those L2 listeners would hear the unfamiliar pronunciation which could lead to misunderstanding in communication (Alameen & Levis, 2015; Rogerson, 2006).

Essentially, connected speech consists of five processes as suggested by Alameen and Levis (2015): linking, deletion, insertion, modification, reduction, and multiple processes. Each process requires specific linguistic rules that are not generally taught in EFL class. So the L2 listeners mostly perceive it by themselves when using authentic English. There have been some descriptions of the 'linking' in connected speech: (a) a process of joining two sounds to become one sound without segmental identity changing, (b) resyllabifying of the segment with no changing or lengthening the linked segment where the same segments are, (c) the joining of the ending sound to the initial sound of the next word when there is no change in the character of the segments as well (Alameen & Levis, 2015). According to Alameen (2007), one crucial pattern of 'linking sound' is consonant-to-vowel linking (C-V) which occurs when the last final consonant followed by the next word begins with a vowel. Both single and cluster consonants at the ending are mixed up with the next word beginning with a vowel and pronounced as it belongs to the next word, i.e. *instead of* /ɪn'stɛd ,əv/ → /ɪn'stɛdəv/, *finish it* /fɪnɪʃ ɪt/ → /fɪnɪʃɪt/. In addition, Hewings and Goldstein (1998) mentioned that linking helps break up and ease the cluster, such as in *salt and pepper* /sɔlt ænd'pep.ər/ → /'sɔlt tæm'pep.ər/. Trammell (1993) also described the process of ambisyllabicity which occurs in linking. This is when a consonant is shared by both

consonants – it cannot be assigned to another syllable. In this case, the link can definitely occur between the two border sounds, i.e. *left out* /*ɛft aʊt*/ → /*ɛft aʊt*/.

However, the frequency of occurrence of these three types of linking in communication is different. Consonant-to-vowel linking has been found to be more consistently recurrent than other patterns because of its variety complexity in exclusive linguistic rule (Alameen, 2007) as well as the findings of Melenca (2001) which revealed that linking freely occurred in speaking more than aloud reading. Therefore, it was suggested by researchers that teachers should train EFL learners to perceive connected speech in class since it could help prevent their interference in listening comprehension (Brown & Hilferty, 1986; Henrichsen, 1984; Ito, 2006 as cited in Alameen (2007)). As a result, it has been proven that connected speech training can help improve non-native speakers' speech production (Alameen, 2007). Consequently, this study contributes to overcoming the gap in the linking sounds (consonant-to-vowel linking) for EFL learners.

Pedagogy in EFL Listening

Listening has played an important role in learning language as it is the receptive skills in EFL class. If learners lack listening skills, they seem not to be able to learn anything (Ulum, 2015). However, listening has been mentioned as an ignored skill in the EFL class since other skills have been highlighted more by teachers when teaching (Nunan, 1997). To highlight the issue with listening in EFL class, Brown and Lee (2015) proposed that other features of hearing, such as the real-time nature of listening and its challenges might cause for learners, add to the difficulty in processing speech. Language learners may struggle with the familiarity with the topic, chunking of language, shortened forms, performance variables, including hesitations, volume, and halting, colloquial language, rate of delivery, deciphering intonation contours, and word and sentence stress, among other things. Moreover, words linked, distraction, and missing sounds, among other aspects, have mostly produced problems for L2 listeners when listening to speakers, according to Nowrouzi, Tam, Zareian, and Nimehchisalem (2015).

As a result, scholars have recommended to EFL teachers several approaches for teaching listening in EFL class. Newton and Nation (2020) suggested the four strands for teaching EFL listening which are:

1. Meaning-focused input: learning through listening and reading – the strand allows the learners to focus on messages and ideas conveyed by the language. The sample activities for this strand are listening to stories, shared reading, watching movies, etc.

2. Meaning-focused output: learning through speaking and writing – the strand requires the learners to convey messages and ideas to another person. The activities are various types of writing, making a speech, telling stories, etc.

3. Language-focused learning – the strand needs the learners to focus on language items and features. The suggested activities are such as learning through vocabulary, grammar, language use, etc.

4. Becoming fluent in listening, speaking, reading, and writing – the learners are required to be competent in four skills in this strand by adopting and integrating those three strands together. The activities included are speed reading, repeated listening, 10-minute writing, etc.

'Language-focused learning' is one of the four strands suggested by Newton and Nation (2020). This seems to be a crucial strand in directing EFL learners to focus on language items. Namely, it enables L2 learners to intentionally study language aspects such as pronunciation, spelling, vocabulary, grammar, and conversation. Language-focused learning involves several activities such as pronunciation practice, replacement tables and drills, listening to the teacher's explanations of language concepts, acquiring vocabulary from word cards, intensive reading, translation, memorizing dialogues, and receiving feedback on writing. Nevertheless, 'language-focused learning' requires some conditions that the learners need to meet: (a) Students pay close attention to language aspects, (b) The linguistic aspects should be processed thoroughly and thoughtfully by the students, (c) There should be opportunities to pay recurrent attention to the same elements throughout time, (d) The features that are

highlighted should be straightforward and not reliant on developmental information that the students lack, and (e) Features studied in the language-focused learning strand should be seen frequently throughout the course's other three strands.

To promote teaching listening in EFL using language-focused learning, the 'bottom-up listening' approach seems to be a way that could support this strand. Several scholars have defined and discussed approaches for teaching bottom-up listening for language learners as well as promote the benefits of listening skills for them. Vandergrift (2004) revealed that listeners mix units ranging from phonemes to discourse elements, and that this process is context-dependent which relates to the learners' experiences in daily life. For example, learners need to listen to an announcement at the train station to receive the information about the time schedule, gate, etc. , which requires prior knowledge about numbers and letters. In another example, perhaps the learners receive information about some tiny details from an announcer when watching and listening to sports games (Rost, 2011). Meanwhile, Field (2008) defined bottom-up skills, also known as decoding skills, as the abilities required by students to decode listening input at the smallest units of information, such as detecting, identifying, and distinguishing the sound, syllable, word, chunk, syntax, and intonation levels from which the meaning of the listening input is understood. In addition, Nhat (2021) has also noted that the bottom-up listening approach could improve L2 learners' listening skills, especially "s/es" ending sounds, connected speech, "ed" ending sounds, and elision.

However, the bottom-up listening processes have been clarified by Long as "a product of several cognitive subsystems working together in harmonious ways" (1989, p. 264) as cited in Jassouma (2020). The processes of adopting bottom-up listening skills deal with the stages as follows:

1. Sound segmentation – listeners automatically make correlations between sounds and words. This process requires the listeners to attempt to match phonetic features to a possible word or words.
2. Familiarity with connected speech – when communicating, a skilled listener will naturally project knowledge and familiarity with the ways in which sounds are

to be linked, assimilated, reduced, weakened, or elided, depending on the situation. Aside from that, a subconscious familiarity with word stress and intonation will almost certainly make comprehension easier.

3. Lexical knowledge – the listeners are about to use their knowledge about words, phrases, and idioms to understand the context, which is also called the meaning building stage (Field, 2009).

4. Syntactic knowledge – the knowledge about grammatical structures is required for the listeners to completely understand the whole meaning in this stage.

On the practical side, there are some ways of teaching bottom-up methods suggested for teachers. It is suggested to use general bottom-up approaches with the smallest units before expanding to the bigger picture (Study.com, 2021). For instance, teachers can do the following: (a) teach phonemes and have students pronounce the words before conduct the approach, (b) teach the vocabulary related to the topic before teaching the whole lesson, (c) have students work in pairs through the written words and sight words on the cards, (d) show the students diagrams, charts, etc. before moving on to the lessons. In the same way, Douglas and Frazier (2001) prominently highlighted the bottom-up listening technique for intermediate level listeners in recognizing words in terms of linking. The activity was suggested to allow the listeners to mark the linkages on an answer sheet. Other bottom-up listening activities recommended include discovery listening, gap fills, word anticipation, segmentation of connected speech, loop writing, and listening discrimination (Jassouma, 2020). Therefore, bottom-up listening is also one of the interesting approaches to be chosen for teaching language-focused learning in EFL listening.

Why use songs as materials in EFL class?

'Song' is a kind of entertaining media perceived by listening, and it consists of tones, harmony, timbre, rhythm, melody, pitch, and lyrics (Horn, 2007; Pimwan, 2012). Song itself relates to language since it is composed as a form of language containing levels of phonology, morphology, syntax, and semantics (Horn, 2007). In addition, it is highlighted that the relationship between music and language is a communicative mode

that is aurally and orally transmitted (Oates & Grayson, 2004). Regarding what assistance songs give in learning language, there are several studies promoting the use of songs because song directly affects the human brain in learning language. According to Gardner (1998), musical intelligence helps expand oral language capacities in the brain. Ashtiani and Zafarghandi (2015) revealed that song can make the retention of language more durable in the brain because the right hemisphere deals with melody while left hemisphere deals with words. Failoni (1993) and Salcedo (2010) also confirmed that rhyme, rhythm, and melody increase capability in remembering language more than ordinary speech. Therefore, EFL learners who are taught English through songs can earn many benefits from songs. Firstly, song gives naturalness, near native-like experiences, and clear pronunciation in learning language. Anthon (1990), as cited in Ashtiani and Zafarghandi (2015), emphasized that learners can learn rhythm, intonation, and pronunciation in a natural way because they repeatedly listen to the songs and reproduce the sound they hear. Ashtiani and Zafarghandi (2015) also discussed how language learners can learn near native-like communication skills from songs. Next, song relieves anxiety and stress in class. Johansson (2021) concluded that one of the benefits from using song as a tool in EFL class is to decrease the level of anxiety and stress; similarly, song helps enhance a classroom's atmosphere as well. Finally, Israel (2013) and Džanić and Pejić (2016) noted songs can promote motivation in learning as the learners would concentrate and pay attention to the lessons; moreover, learning through songs support students in being imaginative, creative, realistic, and successful.

However, Džanić and Pejić (2016) and Stanculea and Bran (2015) determined that students like to listen to songs and saw them as entertaining and fun tools. In spite of the exclusive benefits in the learning aspects of language from songs, students do not realize that they can specifically learn sounds, words, pronunciation, and even connected speech and other aspects through songs. The reason why students should learn those aspects of language through song is because they can become sensitive and aware of phonology when listening to the songs. Then they would gradually equip

themselves with near native-like communication skill, which is a necessary capacity required in learning a foreign language (Džanić & Pejić, 2016). Therefore, EFL teachers are encouraged to provide songs as materials supporting EFL students, allowing them to hear near native-like and clear pronunciation. However, there is no specific type of standard song most suitable for teaching. Rather, it depends on what aspects of language that teacher will teach students in class. Moreover, it is suggested that songs selected to use in language class should be clear, not too fast, memorable, attractive, and familiar to students (Stanculea & Bran, 2015).

As the study aimed to use English songs to enhance learners' recognition of linking sounds (consonant-to-vowel linking) in EFL class, the selected songs were expected to provide the learners the opportunity to hear the linking sounds occurring in the lyrics as well as promote the benefits of songs in the class. Therefore, the learners could effectively acquire listening in EFL class.

In conclusion, using songs as tools can provide native-like experience and clear pronunciation, grab students' attention and concentration, as well as reduce anxiety and stress in EFL classes. Furthermore, songs used in the study were expected to give learners intensive hearing towards the linking sounds (consonant-to-vowel linking) since songs were shown to teach the aspects of language: sounds, words, pronunciation, connected speech, etc.

L1 Transfer (Crosslinguistic Influence)

According to Yule (2022) and Benson (2002), the learners may encounter the effect of mother-tongue language 'L1' influencing L2 learning. The phenomenon is identified as 'L1 transfer' (crosslinguistic influence), which refers to the adoption of sounds, expression, and structures from L1 when the learners perform L2. These linguistic aspects can occur in the L1 transfer in all levels: phonology, syntax, lexis, pragmatics, and morphology (Benson, 2002). Moreover, Yule (2022) and Benson (2002) also explained that it would be 'positive transfer' when L1 and L2 are identical, and that could facilitate the L2 learners exploiting the benefits in learning. For example, a French (L1) speaker showed their preference when learning subject-verb inversion with

pronominal subjects in English since it is similar to French in terms of inversion with pronouns only (Lightbown & Spada, 2021). Meanwhile the differences in two languages can cause learning difficulty in acquiring language. The phenomenon is regarded as 'negative transfer' (L1 interference). In addition, the issue of 'avoidance' was prominently raised as a case of the negative transfer where L2 learners would be concerned about what L2 would be like when the structure does not exist in L1. In other words, L2 learners would not use much of the language forms or structures when performing L2 because they were not familiar with those in L1 (Benson, 2002; Smith & Kellerman, 1986). For example, Chinese and Japanese learners would avoid using the relative clause when performing English because there is no form of relative clause in their L1 (Benson, 2002).

Furthermore, there was also a phenomenon of L1 transfer among Thai learners of English, which is exemplified in the case of dark l /ɫ/. The case of dark l /ɫ/ is about the consonant /l/ in Thai phonology sharing a similarity in English phonology at the initial position, so Thai learners can easily pronounce the word with initial consonant /l/ in English. On the other hand, Thai learners seem to have difficulty in pronouncing /l/ when it is the final consonant in English because it phonologically becomes /ɫ/. The 'dark l /ɫ/' is pronounced by pulling the back of the tongue, a process that does not appear in Thai phonology, and, as a result, Thai learners would naturally replace the final /l/ with Thai nasal /n/ or ignore it as a final sound. Consequently, it indeed results in mispronunciation among Thai learners (Kanokpermpoon, 2007). Clearly, this phenomenon can be defined as '*negative L1 transfer*'.

In summary, L1 transfer includes the similarities and differences in L1 that influence L2 when performing language. The similarities between L1 and L2 can assist L2 learners in learning target language as it is claimed as 'positive transfer'. Meanwhile, the differences between L1 and L2 would be an obstacle for L2 learners when performing L2 which is also identified as 'negative transfer.' As the *negative L1 transfer* also appears in Thai learners of English when pronouncing English word ending with

dark l /ɫ/, Thai learners commonly replace /ɫ/ with /n/ since there is no /ɫ/ in Thai phonology.

Related Studies

This section presents the findings of research related to using songs in EFL class, as well as investigating the impacts of using songs in listening class in terms of linking sound as connected speech.

Firstly, Johansson (2021) revealed the benefits of songs in the ESL classroom by collecting data from different approaches acquired at Malmö University, Sweden. The findings revealed the following: (a) Songs were helpful tools to promote incidental vocabulary learning and retention in the ESL classrooms, (b) The use of songs likely encouraged better attitudes among both learners and teachers by increasing motivation and joy, (c) Songs enhanced the positive atmosphere and decreased the level of anxiety and stress among the learners in class.

Secondly, Džanić and Pejić (2016) studied the effect of using songs on young learners and their motivation for learning English. The participants were 28 EFL students who were 7-8 years old at the primary school in Tulza, Bosnia and Herzegovina. They had little experience in English. The participants were divided into two groups: an experimental group and control group. As the study aimed to use the songs to improve young learners' English language vocabulary and determine whether songs influence young learners' motivation to learn English, the data was conducted with pre-tests, post-tests, the delayed tests for three different motivation provided by songs, and questionnaire. The results showed that using songs have a positive influence on vocabulary retention for young learners as well as motivating the learners to be imaginative, creative, and eager to learn and succeed. Their study also discussed the importance of the atmosphere provided by teachers which could impact the child's development level in many aspects.

Thirdly, Israel (2013) studied language learning being enhanced by music and song. The analytical study confirmed the impact of using songs to enhance students in South Africa in understanding and achieving the language targets in learning a second

language in many aspects. The study revealed that using songs in learning a second language as a part of teaching methodology can impact students' motivation and students' positive attitudes towards a second language. It also enhanced the creativity and performance of language.

Fourthly, one of the articles presented the approaches of teaching pronunciation through songs (Stanculea & Bran, 2015). It argued that 'songs' can be used to focus on different aspects of pronunciation. They can be used to focus on sounds, words, connected speech, as well as improving students' pronunciation. Moreover, it was suggested that songs used as tools were supposed to be clear, not too fast, memorable, interesting, and pretty well-known for learners. They should also be easy to create activities for teaching in the specific area.

Lastly, the research on the effect of English verbal songs – songs composed by a researcher for teaching verbs in English – on connected speech aspects of adult English learners' speech production in Iran by Ashtiani and Zafarghandi (2015). Participants were 40 Iranian male learners of English aged 18-23 years. They were divided into two groups: an experimental group and control group. The experimental group was provided with songs meanwhile the control group did not receive songs in the instructions. Pre-post oral tests were used to collect the data. The results revealed that there was a positive effect on the group of participants provided with songs both in speech production and stress reduction.

The above studies have shown several benefits of using songs in EFL class. Songs can help enhance learners' retention of vocabulary, give near native-like experiences in learning and promote naturalness in communication, especially when they are used as phonological tools focusing on specific areas such as sounds, words, and connected speech, and reduce the level of anxiety and stress among the learners. Therefore, using songs seems to be effective in teaching listening to EFL learners.

CHAPTER 3

METHODOLOGY

This chapter describes the procedure of the study and includes the research design, population, participants, sample, research instruments, and data collection.

Research design

The research was a quasi-experimental study. The quantitative instrument examined the impact of using songs to develop learners' recognition of linking sounds. The pre-test and post-test were the instruments for collecting the data and were compared using dependent T-test to examine the students' improvement in listening in terms of linking sound. The data were presented as numerical results. Moreover, the qualitative instrument consisted of open-ended questions forms that were used to interview the students' views toward the use of English songs in learning linking sounds and their opinions of using the songs in learning listening.

Population

The population of the study were ninth-grade students, aged 14-15, studying a Fundamental English course at a school in Bangkok, Thailand. The total number of students was 30.

Participants

The sample included students aged 14-15 studying in the ninth grade at Chulalongkorn University Demonstration Secondary School. There were 30 students from M.3 class 3 taking a Fundamental English course. In addition, the convenience sampling method was used for the main approach in the study. Moreover, this method was used to conduct a survey of students aged 14-15, who were not in the participant group for the study, to ask for their three most favorite English songs.

Research Instruments

The three types of tools used in the study of using English songs to enhance learners' recognition of linking sound were listening pre-test and post-test for linking sound, lesson plans, and the interview that aimed to investigate the students' views toward the use of English songs in linking sounds instruction and listening class.

1. Listening Pre-test and Post-test for Linking Sound

The listening pre-test and post-test for linking sound was designed by adopting the songs selected from a survey of the three most favorite English songs administered on another group of students who were not participants in the study. The four songs selected were '*Superman (It's Not Easy)*' by Five for Fighting, '*2002*' by Anne Marie, '*Perfect*' by Ed Sheeran, and '*Runaway*' by Aurora. These songs were selected from the survey and excerpts were taken from the lyrics containing linking sound (consonant-to-vowel linking) and used in the pre-test and post-test. As the test aimed to investigate recognition of linking sound occurring in the songs, the construction of the pre- and post-tests were where the excerpt of each song had numbers under the lines of lyrics. The participants needed to choose the number with the position where that linking sound occurred. Moreover, the tests were approved under the consensus of three experts - one Thai teacher with degrees in teaching English and two native speakers of English who have been teaching English to Thai learners for more than five years – to approve the content validity. Consequently, the content validity was measured through IOC index at more than 0.5 which indicated the validity of pre-post's test in measuring students (Pasiphol, 2011). Meanwhile, the reliability of the post-test was checked through Cronbach's alpha at 0.73, which indicated that the test's reliability was at a high level (Lawthong, 2016).

2. Lesson Plans

As the study aimed to use English songs to enhance learners' recognition of linking sounds, the lesson plans were designed to teach ninth-grade students in a Fundamental English course following the concept of language-focused learning, which is one of the strands that plays an important role in teaching EFL listening (Newton &

Nation, 2020). The students had to focus on a language item by listening for linking sounds that occurred in the songs. Based on language-focused learning, the learners had to meet some conditions required for this pedagogical method by paying close attention to aspects of language, processing the language features in deep and thoughtful ways, having opportunities to pay recurrent attention to the same elements throughout time, and focusing on simple and independent knowledge that the students had. Furthermore, the lesson plans adopted the approach of teaching bottom-up listening as micro-skills as outlined by Douglas and Frazier (2001), which directs the students to focus on linking sounds in each song. Therefore, the four lesson plans were written to use English songs to teach linking sound by letting the participants get to know the elements and benefits of songs, providing the concept of linking sound, and having them listen to the songs that enhanced their recognition of linking sound. Furthermore, the experts were asked to confirm the correctness and relevancy of each lesson plan. The content validity was measured through IOC index at more than 0.5 which also indicated the validity of the lesson plans. Moreover, the lesson plans were piloted with another group of students who were not a sample group of the study.

3. Songs

English songs used in the study were selected from a survey of the three most favorite English songs by another group of ninth-grade students (aged 14-15) who were not participants in the study. They were asked to do this survey by submitting their answers through an online Google form. Then a researcher selected 15 songs from a survey following the criteria as follows: (a) Songs presented the consonant-to-vowel linking pattern in the lyrics, (b) Songs published on a YouTube channel, (c) Songs were not too fast, yet were memorable and interesting, and (d) Songs had no profanity or bad words. As previously stated, the lists of the songs used in the pre- and post-test were *'Superman (It's Not Easy)'* by Five for Fighting, *'2002'* by Anne Marie, *'Perfect'* by Ed Sheeran, and *'Runaway'* by Aurora, while the rest of the selected songs were used in the lesson plans. To emphasize the linking sounds occurring in the songs, each

selected song was cut as an excerpt and presented as a chunk containing linking sound.

4. Interview

The interview was designed as a writing form containing two open-ended questions for investigating students' views towards the use of English songs according to the objectives of the study. The two questions were 1) How can English songs help or not help you to recognize the linking sounds and understand them better when listening to English songs? and 2) Do you like to learn listening through English songs? Why? In addition, three experts, one Thai teacher with degrees in teaching English and two native speakers of English who have been teaching English to Thai learners for more than five years, were asked to verify the content reliability of the open-ended questions form before data collection.

Data Collection

In the study the teaching procedures were designed using language-focused learning (Newton & Nation, 2020) and the bottom-up listening approach (Jassouma, 2021; Nhat, 2020; Field, 2008; Study.com, 2021). The listening pre-test and post-test for linking sounds and the interview were used for data collection as detailed below.

1. The data collection process was conducted as follows. Firstly, a survey asking for three most favorite songs of ninth-grade students aged 14-15, who were not participants of the study, was done through an online Google form. Secondly, these songs from the survey were selected according to the criterion of (a) consisting of the consonant-to-vowel linking patterns, (b) having been published on a YouTube channel, (c) not being too fast, yet memorable and interesting, (d) as well as containing no profanity or bad words. After that the pre-test and post-test were written with the compilation of the excerpts from selected songs with linking sounds. The following step was to prove the content validity and reliability of the pre- and post-test via a pilot group of students aged 14-15.

In the next step of data collection for the study, participants took the pre-test and the researcher started the teaching procedures for four lessons which is described

as follows. The first lesson allowed students to get to know the songs' elements (genre, styles, melody, beat, rhythm, lyrics, etc.) and benefits of songs in learning language. The second lesson provided the concept of the occurrence of linking sound and showed samples of linking sound through video clips as well as had the students do the practice about the linking sound. This step explicitly allowed students to pay close attention to aspects of language, process linguistic aspects thoroughly and thoughtfully, which aligns with the 'language-focused learning' by Newton & Nation (2020). This lesson also allowed the students to deal with sound segmentation, familiarize themselves with connected speech (linking sounds), and use the lexical knowledge as outlined in the bottom-up listening approach (Jassouma, 2021; Nhat, 2020; Field, 2008 ; Study.com, 2021).

In the third lesson students listened to English songs which presented linking sound (consonant-to-vowel linking), and the students needed to identify the position that the linking sound occurred in the lyrics. This step directed students to pay recurrent attention to the same elements which aligns with 'language-focused learning' by Newton and Nation (2020) and also enabled the students to get involved with sound segmentation, familiarize themselves with connected speech (linking sounds), and use the lexical knowledge following the bottom-up listening approach (Jassouma, 2021; Nhat, 2020; Field, 2008; Study.com, 2021).

In the fourth lesson, students were assigned to find other songs consisting of linking sounds (consonant-to-vowel linking) from any media and present them to the class. Then students took a post-test and were interviewed through the open-ended questions form at the last period of the study. The last procedure allowed students to deal with the highlighted features and be straightforward as well as not reliant on developmental information that the students lack as outlined in 'language-focused learning' by Newton and Nation (2020). In the same way, the students also were involved with sound segmentation, became familiar with connected speech (linking sounds), and used the lexical knowledge in alignment with the bottom-up listening approach (Jassouma, 2021; Nhat, 2020; Field, 2008; Study.com, 2021).

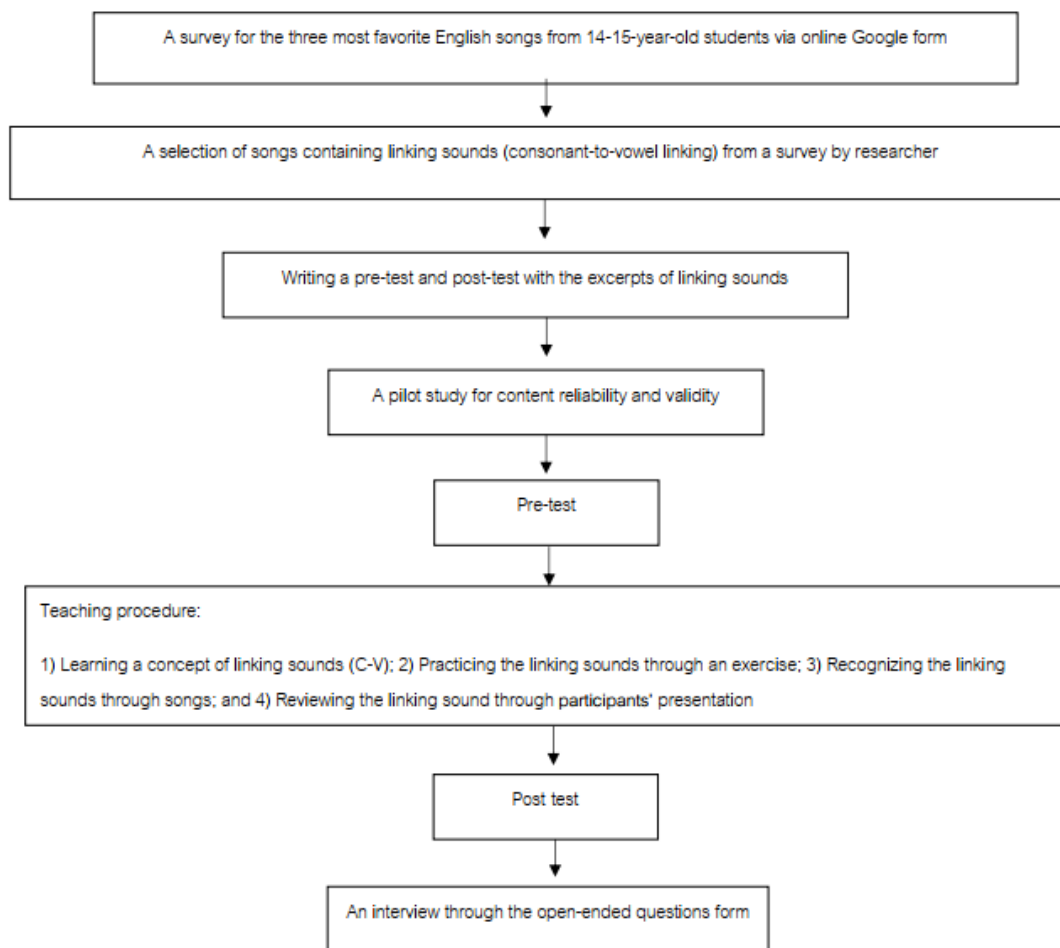


Figure 1 A flowchart of the data collection process

2. The listening pre-test and post-test for linking sounds allowed the students to recognize the occurrence of linking sounds (consonant-to-vowel linking). They consisted of the excerpts of the lyrics from four songs selected and presented the linking sound in the lines of lyrics. The four selected songs were 'Superman (It's Not Easy)' by Five for Fighting, '2002' by Anne Marie, 'Perfect' by Ed Sheeran, and 'Runaway' by Aurora. The pre-test was used before teaching procedure and the post-test was used at the last period of the study. The correctness according to the rules of 'linking sound' (consonant-to-vowel linking) was used to evaluate students' recognition in linking sounds.

3. The interview was a form consisting of two open-ended questions which were 1) How can English songs help or not help you to recognize the linking sounds and understand them better when listening to English songs? and 2) Do you like to learn

listening through English songs? Why? As the final step of the last lesson plan, the interview was used to ask students to give their opinions toward the use of English songs for learning linking sound as well as their preference towards those songs.

Data Analysis

The data were analyzed following the research questions of the study, which were 1) What is the impact of using English songs to enhance learners' recognition of linking sound (consonant-to-vowel linking)? and 2) What are the learners' views towards the use of English songs in learning linking sound and their opinions of using the songs in learning listening? Therefore, the data collected through the instruments previously described were analyzed as follows.

1. Listening Pre-test and Post-test for Linking Sound

The scores were calculated by mean and standard deviation. In addition, the T-test dependent was used to analyze the pre-test and post-test's scores to find the significant differences in students' ability in listening.

2. Interview

As the two-open-ended questions' form was asked to investigate students' views towards the use of English songs in listening class, the descriptive opinions were provided in details and discussed as qualitative data.

CHAPTER 4

FINDINGS

This chapter presents the findings of the study which aimed to investigate the effects of English songs to enhance learners' recognition of linking sounds as well as investigating students' views towards the use of English songs in English listening class. The participants were 30 studying in grade 9 at Chulalongkorn University Demonstration Secondary School. In the study, the data were collected from the pre-test and post-test and the open-ended questions according to the two research questions showed.

Research Question 1: What is the impact of using English songs to enhance learners' recognition of linking sound (consonant-to-vowel linking)?

The first question was to examine the impacts of using English songs to enhance recognition of linking of learners in EFL class. The listening pre-test and post-test for linking sound were used to analyze the first research question.

Table 1 The Results of Listening Pre-test and Post-test Scores on Linking Sound

No.	Pre- test (20 scores)	Post-test (20 scores)	Difference (D)
1	14	15*	1
2	15	17	2
3	4	8	4
4	6	13	7
5	10	14	4
6	10	12	2
7	1	8	7
8	7	13	6
9	3	14	11
10	0	5	5
11	2	7	5
12	9	14	5

Table 2 (Continued)

No.	Pre- test (20 scores)	Post-test (20 scores)	Difference (D)
13	6	15	9
14	13	16	3
15	3	7	4
16	8	16	8
17	1	7	6
18	11	13	2
19	5	13	8
20	10	15	5
21	9	13	4
22	0	15*	15
23	11	15	4
24	9	15	6
25	11	13	2
26	8	13	4
27	11	15	4
28	5	14	9
29	10	15	5
30	1	16*	15
Total	213	386	173
	\bar{x}	\bar{x}	\bar{x}
Average	7.10	12.86	5.76

* The information in the table shows the highest increased scores and the lowest increased scores after doing the post-test

According to the table 1, the results show that post-test mean scores are significantly higher than the pre-test mean scores.

To be more specific, the participants perform higher scores on the listening post-test than on the listening pre-test. The average mean score on the pre-test is 7.10, meanwhile the average mean score on the post-test is 12.86. In addition, the mean scores' difference of the pre-test and the post-test is 5.76, which indicates the improvement of using songs to enhance recognition of linking sounds on students.

To show improvement on the highest increased scores after doing the post-test, there are two participants who could increase their scores to 15, which their scores increase from 0 to 15 and 1 to 16. On the other hand, there is few improvements on the scores after doing the post-test which the participant could only increase the score to 1, from 14 to 15. Consequently, two participants with the most increasing scores at 15 in the post-test show highly developing in recognition of linking sounds among participants. Meanwhile, most participants show clustered data in post-test's scores at lower than 10, which show not much developing in recognition of linking sounds among participants.

Table 2 The Results of Paired-sample t-test

N	Pre-test		Post-test		Pre-test and Post-test difference		t	Sig. (2-tailed)
	M	S.D.	M	S.D.	M	S.D.		
30	7.10	4.33	12.86	3.22	5.76	3.43	-9.206*	.000

*p< 0.001

According to the table 2, it shows the pre-test and post-test scores of students before and after learning by using English songs to enhance their recognition of linking sounds (consonant-to-vowel linking). The mean scores on the pre-test are 7.10 with a standard deviation of 4.33, meanwhile the mean scores on the post-test are 12.86 with a standard deviation of 3.22. With a standard deviation of 4.33 in the pre-test and a standard deviation of 3.22 in the post-test, it shows a dispersion of a data set in the pre-test spreads out over a wider range than a data set in the post-test which means a data

set in the post-test is clustered more closely around the mean than those in the pre-test. Therefore, it indicates that students' abilities after learning through songs are not much different. In a highlight, the pre-test and post-test's scores are significantly different at a level of $p < 0.001$ with a statistical significance level of 0.001.

Table 3 The Numbers of Participants with Correct Answers on Linking Sounds in the Pre-test and Post-test.

No.	Pair of words (20 choices)	Linking sound (consonant-to- vowel)	A number of participants with correct answers in pre-test (N=30)	A number of participants with correct answers in post-test (N=30)	A number of increasing participants with correct answers (N=30)
1	just out	/dʒʌst/ and /aʊt/	21	27	6
2	beside a train	/bɪsaɪd/ and /ə/	15	22	7
3	fall upon	/fɔ:l/ and /əpɒn/	16	26	10
4	find a way	/faɪnd/ and /ə/	19	23	4
5	will always	/wɪl/ and /ɔ:lweɪz/	15	25	10
6	middle of**	/mɪd.əl/ and /ʌv/	5	8	3
7	on an	/ɒn/ and /æn/	6	17	11
8	all our	/ɔ:l/ and /aʊər/	9	15	6
9	fell in	/fel/ and /ɪn/	17	24	7
10	is all	/ɪz/ and /ɔ:l/	17	26	9
11	all I own	/ɔ:l/ and /aɪ/	6	11	5
12	and in	/ænd/ and /ɪn/	5	20	15
13	face in	/feɪs/ and /ɪn/	5	13	8
14	picked it	/pɪkt/ and /ɪt/	5	15	10

Table 3 (Continued)

No.	Pair of words (20 choices)	Linking sound (consonant-to- vowel)	A number of participants with correct answers in pre-test (N=30)	A number of participants with correct answers in post-test (N=30)	A number of increasing participants with correct answers (N=30)
15	vanished/t/ away	/væniʃt/ and /ə'weɪ/	4	17	13
16	piece of	/pi:s/ and /ʌv/	7	15	8
17	and I	/ænd/ and /aɪ/	6	12	6
18	far away	/fɑ:r/ and /ə'weɪ/	12	18	6
19	felt alive	/felt/ and /ə'laɪv/	12	22	10
20	take it*	/teɪk/ and /ɪt/	13	27	14

According to Table 3, it shows 20 pairs of linked sounds in the pre-test and post-test for linking sounds as well as showing the amounts of participants who could do each pair of linked sounds correctly. Therefore, the results obviously shows that every linked sound in the post-test is improved since there are more numbers of participants who could do each pair of linked word correctly in the post-test.

Table 4 The Most and the Least Numbers of Participants with Correct Answers on Linked Sounds in the Pre-test and Post-test.

Pair of words (20 choices)	Linking sound (consonant-to- vowel)	The number of participants with correct answers in pre-test (N=30)	The number of participants with correct answers in post-test (N=30)	Number of increasing participants with correct answers (N=30)
<i>Pairs of words with the most number of participants with correct answers in pre/post test</i>				
'and in' (no.12)	/æ <u>nd</u> / and / <u>ɪ</u> n/	5	20	15
'take it' (no.20)	/te <u>k</u> / and / <u>ɪ</u> t/	13	27	14
<i>Pairs of words with the least number of participants with correct answers in pre/post test</i>				
'middle of' (no.6)	/mɪd.ə <u>l</u> / and / <u>ʌ</u> v/	5	8	3
'all I own' (no.11)	/ɔ: <u>l</u> / and / <u>aɪ</u> /	6	11	5

In the table 4, it shows the most and the least numbers of participants who could do each item with the correct answers both in the pre-test and post-test. There are some points to be reported as a highlight on the results as follows. The results indicate that most developed linked sounds that participants could do are the pair of linked sound in number 12 'and in' [ændɪn], which is the blending of final consonant /d/ and initial vowel /ɪ/, and the pair of linked sound in number 20 'take it' [tekɪt], which is the blending of final consonant /k/ and initial vowel /ɪ/. According to the data presented in the table 4, the number of participants who could do the pair of linked sound in number 12 increases to 15 persons and the number of participants who could do the pair of linked

sound in number 20 increases to 14 persons in the post-test. Meanwhile, the least developed linked sounds are the pair of words in number 6 ‘middle of’ [mɪd.əl̩v], which is the blending of final consonant /l/ and initial vowel /ʌ/, and the pair of linked sound in number 11 ‘all I’ [ɔ:l̩aɪ], which is the blending of final consonant /l/ and initial vowel /aɪ/. The number of participants who could do the pair of linked sounds in number 6 only increases to 3 persons and the number of participants who could do the pair of linked sounds in number 11 increases to 5 persons in the post-test.

Research Question 2: What are the learners’ views towards the use of English songs in learning linking sounds and the opinions upon the songs in learning listening through songs?

There were two open-ended questions used to interview the students’ views towards the use of English songs in English listening class. The questions were specifically asked according to the objectives of the study, which were 1) How can English songs help or not help you to recognize the linking sounds and understand them better when listening to English songs? 2) Do you like to learn listening through English songs? Why? The statements of students’ views were translated from Thai to English by the researcher. The same characteristics from the answers were grouped together as well as showing students’ views from the most frequent answers to least.

Question 1: How can English songs help or not help you to recognize the linking sounds and better understand when listening to English?

Regarding to this question, many students mentioned that English songs could help them hear the linking sounds clearly since the songs have provided authentic English by giving native-like and clear pronunciation to the students.

“It can help me recognize the linking sounds when I am listening to songs, most of the English songs have linking sounds since they are mostly **sung by native speakers**, so linking sounds are naturally produced from them and I could perceive those linking sounds occurred more easily. Moreover, linking sounds also make the song flow with the rhythm better.”

“English songs can help us recognize linking sounds and better understand English because English songs almost always link sounds to make it flow better.”

“The songs helped me to recognize the linking sounds. Especially, the song "Perfect" by Ed Sheeran is the perfect pace in my opinion to listen to this. **This song is super clear to figure out the linking sounds because it is not too fast.**”

“Song can help me understand the linking sounds more easily and **it's very clear pronounced.**”

“Song helps me because it could make me understand the pronunciation better from **an actual native speaker.**”

“Artists that sing these songs are singing them in their **original language** and we can really learn from **their pronunciation**, so they really helped me to learn the linking sounds.”

“It helps me to listen to native singers with real pronunciation and accent and I **can recognize** the linking sounds from the songs.”

“It helps my listening for the linking sound better because I could hear linking sound occurred in each position I was asked to choose for the answer.”

“Songs sung by native speakers help me understand the English language **better** because the lyrics can be used in everyday conversation.”

“If we listen to the songs **more often**, we can **improve our listening skills** and be able to recognize English linking sounds, or pronunciation so we can apply the skills to make an effective communication in our daily life even use this skill in the listening test at school.”

In addition, some students stated that songs had **several linking sounds** occurred. As a result, songs allowed students to **hear many examples** of linking sound that **helped them to recognize the linking sound** more and more.

“Those songs provided examples for linking sounds which I could hear them easily.”

“The songs **used in the class** showed me many linking sounds.”

“ It helped me practice listening for linking sounds from songs. It is in everyday life.”

“ English songs helped my listening because a lot of songs have linking sounds.”

One of the important feedbacks the students also considered that songs were **interesting to attract them to pay more attention** and **concentrate** to the listening lesson.

“ Songs were naturally faster and more quickly paced than a regular conversation which made us need to pay more attention to how the lyrics flow.

“I paid more attention to the class when teacher used songs to teach me.”

“ I concentrated to those interesting songs, and I could choose the linking sounds.”

However, few students complained that songs could not help them recognize the linking sound because fast-delivered speed and the backing tracks in some songs interfered their listening comprehension.

“ The background music instruments distracted my attention to the linking sounds and the songs were too fast.”

“The backing track was too loud to hear the lyrics clearly.”

In conclusion, songs could help students to recognize the linking sounds and understand them better when listening to English songs because songs provided authentic English and native-like and clear pronunciation to the listeners. In addition, songs contained with several linking sounds (consonant-to-vowel) that allowed the students to use their micro-skills listening and recognize those linking sounds. Moreover, songs could attract students to pay attention and concentrate to listening class. Meanwhile, the issues of fast-delivered speed and backing tracks were raised as the problems that songs did not help them recognizing the linking sounds.

Question 2: Do you like to learn listening through English songs? Why?

For the question 2, most of the students agreed that they **liked learning English through songs** since songs were **fun tools** and **songs build an entertaining and relaxing atmosphere** which made the class **less boring**.

“Yes, I like listening to the songs because some songs are relaxing. Again though, the song choice is really important.”

“Yes. I like to learn with listening to English songs because I think it is fun and it is innovative way to learn English.”

“Yes. Listening to English songs is relaxing for me.”

“Of course, listening to music is in our daily lives, so it is helpful and also not boring to learn.”

“Sure! It is entertaining and I love songs.”

“Yes. It is my preference to listen to the songs in class because I can **release my stress** and **enjoy the moment**.”

“Yes, I do. It is more fun to practice English through songs.”

“Yes. It is always fun when we do an activity through songs.”

“It’s more enjoyable and more interesting when listening to the songs.”

“Listening to songs is a lot less boring, no matter how much I could learn from them.”

“I personally like to listen to the songs; therefore, those attractive songs could really grab my attention.”

“I think listening to the songs was interesting and it gave me concentration, which I could focus on songs and interpret those songs”

In addition, students revealed that they **preferred learning language through songs** to learning through **conversation on recorded materials**.

“Yes! When listening to English, I personally like to listen to the songs more than listen to conversation on audio CDs.”

“Yes. Although a lot of media such as movies or conversation’s sound clips are good resources to learn language, I myself love to listen to songs and learn language for the most.”

“Yes, I do. I love to listen to the songs and it is better than being provided to learn through sound clips or voice records.

Furthermore, some students liked learning through songs and discussed that practicing English through songs were convenient and easy to do it individually.

“Yes, because I myself can listen to the songs as well as practicing English in anytime or anywhere.”

“Yes. listening is a great way to practice linking sounds since listening from songs is easy and convenient way for beginners.”

“Yes. I personally like to listen to English songs in my free time.”

“Yes, because we can listen to the songs at our homes.”

Yet, two students gave the reasons they disliked to learn English through songs because they had low level in English proficiency with inadequate retention in vocabulary to recognize the words in songs.

“No, I do not like listening to the songs because I do not understand what the songs conveyed to me.”

“No. I could not catch many words in the songs, so it was really hard to comprehend the lyrics.”

Lastly, few students mentioned that they did not like the songs because singing too fast and unfamiliar accents in the songs were the obstacle in listening comprehension.

“No. Songs were too fast to recognize any words.”

“No, I don't. Some songs were too fast that I could not catch the sounds, so I couldn't hear linking sounds clearly.”

“Some songs are just hard to listen. Maybe I am not familiar with the accents.”

“No. I think song is a little bit too fast.”

In summary, the results from the research question 2 showed the reasons why students preferred to learn listening through English songs as follows. Firstly, songs are fun tools that build entertaining and relaxing atmosphere which made the class less

boring. Next, students preferred to learn language through songs to learn through conversation on recorded materials. Lastly, to practice listening through songs is convenient and easy way to do it individually. On the other hand, some unsatisfied responses from few students were reflected that their low levels in English proficiency and unfamiliar accents were the obstacles in acquiring listening for the linking sounds. Nevertheless, the adhered reasons with positive feedbacks are prone to be the empirical evidences to promote the use of songs in teaching listening in EFL class.



CHAPTER 5

CONCLUSION AND DISCUSSION

Summary of the Research

The study was undertaken to examine the impact of using English songs to enhance recognition of linking sounds (consonant-to-vowel linking) as well as investigate students' views towards the use of English songs in learning linking sounds among 30 students studying in the ninth-grade at Chulalongkorn University Demonstration Secondary School. They were selected through the convenience sampling method. The research instruments were English songs selected from a survey conducted from a pilot study of ninth-grade students, a listening pre-test and post-test for linking sounds, lesson plans, and interview questions, which were approved for reliability and validity by three experts. The quantitative data were collected through the pre-test and post-test, and the scores were analyzed through dependent T-test. Moreover, the qualitative data were collected through interviews with open-ended questions. The results of the study revealed the achievement of the post-test's scores were higher than the pre-test's scores, indicating English songs could improve students' recognition of consonant-to-vowel linking. In addition, most students reflected that songs could help them recognize the linking sounds since the songs provided authentic English by giving native-like and clear pronunciation as well as made language learning appealing. Moreover, students liked to learn through songs because songs offered an entertaining and relaxing atmosphere in class as well as were more interesting than other materials. In addition, songs were conveniently applicable to students when practicing listening skills in terms of linking sound.

Discussion

The overall results showed that the students could improve their recognition of linking sound (consonant-to-vowel linking). Consequently, the following elements in relation to the two research questions will be discussed below.

According to research question 1, which was 'What is the impact of using English songs to enhance learners' recognition of linking sound (consonant-to-vowel linking)?', the post-test's scores clearly show the improvement in recognition of linking sounds since the post-test scores were higher than the pre-test scores. A dependent t-test showed that the mean scores on the pre-test had increased from 7.10 to 12.86 by the end of the data analysis's process. Therefore, students' recognition of linking sound had a significant difference at the level of $p < 0.001$. Therefore, this implies that students' recognition of linking sounds was improved after learning through songs. The findings of the study could be prominently supported by the study of Ashtiani and Zafarghandi (2015) who found the positive effect from using English verbal songs – songs composed by a researcher for teaching verbs in English – on connected speech aspects for the participants.

The findings from research question 1 relate to many studies using songs as an instructional method. Since some studies suggested instructors to apply songs to expand learners' ability in language and to increase their capability in remembering aspects of language (Failoni, 1993; Gardner, 1998; Salcedo, 2010), it can be inferred that higher post-test scores in regards to participants' ability to recognize linking sounds (consonant-to-vowel linking) were enhanced due to learning listening through songs. Similarly, the participants in the study could perform positive outcomes in recognizing linking sounds since they perceived the linking sounds (consonant-to-vowel linking) occurring in the songs through micro-skills in listening as well as could recognize those linking sounds effectively. This can be supported by Ekayati (2020); Marzban and Isazadeh (2012); Solak and Erdem (2016) who stated that the micro-skills listening allow students to differentiate the particular sounds and to identify the language aspect, such as connected speech, as well as enable students to pay attention to recognizing words. In addition, Ashtiani and Zafarghandi (2015) also emphasized that learners could learn rhythm, intonation, and pronunciation in a natural way because they repeatedly listen to the songs and reproduce the sound they hear. Moreover, the results of the study can be related to the instructional approach of EFL teachers using songs to provide such

benefits in class since songs were claimed as helpful tools in learning language (Johansson, 2021). Thus, the participants in the study proved that they earned the benefit from songs being used in EFL listening class.

Although students like listening to songs, they listen to them for entertainment *not* for language learning (Džanić & Pejić, 2016). However, songs were suggested to be used to teach aspects of language (sounds, words, pronunciation, connected speech, etc.). Songs that were interesting and pretty-well known can be used for language learning activities to achieve language learning goals (Stanculea & Bran, 2015). Therefore, the results in this study confirmed that using learners' favorite songs in class could give positive outcomes in learning. The selected songs from the survey of favorite songs from a pilot study clearly grabbed the participants' attention and had them concentrate on the listening lesson. This enhanced the students' recognition of linking sound (consonant-to-vowel linking) through using songs.

Adopting language-focused learning (Newton & Nation, 2020) and the bottom-up listening technique (Douglas & Frazier, 2001 ; Jassouma, 2020; Nhat, 2021) offered effective ways in teaching sounds since they were the methodology employed for using songs as material in the study. Language-focused learning basically requires teachers to deliberately design the instructional plan for students according to the following conditions. Firstly, the concept asks students to pay close attention to language aspects, which the second lesson plan in this study emphasized for students to learn the features of consonant-to-vowel linking. For example, in the presentation stage, students were taught about *piece of* – [tʃ/ and /v/], *far away* - [r/ and /ə/], *fell in* [l/ and /ɪ/], etc. Secondly, language-focused learning requires the students to process the language features in deep and thoughtful ways. Along a similar line, the study asked students to investigate their perception of linking sound by joining a pair of linked words in the practice. Thirdly, it suggests the instructor to provide the opportunities for students to pay recurrent attention to the same elements throughout time. This was done through the listening step in the third lesson plan, thus meeting the condition because students needed to identify the linking sounds occurring in many songs provided in

classes. Lastly, according to language-focused learning, learners need to focus on simple and independent knowledge that they have. In the study, students clearly were asked to apply their knowledge about linking sound they learned in the study to maximize the benefits throughout the methodology processes. Hence, the processes in the lesson plans were written under the conditions related to language-focused learning (Newton & Nation, 2020) for a study which aimed to investigate students' recognition of linking sounds (consonant-to-vowel linking) through English songs.

The bottom-up listening instructional approach included the stage of 'sound segmentation' where listeners automatically make a connection between sounds and words among participants. As a result, the study indeed supported the use of this approach since the study asked students to listen to English songs and select the linking sounds occurring within the lyrics given. Moreover, the other stage in bottom-up listening is the stage of familiarity with connected speech where a skilled listener will naturally project knowledge and familiarity with the ways in which sounds are to be linked, assimilated, reduced, weakened, or elided, depending on the situation during communication. Throughout the study, students were required to concentrate on the small unit of sound (consonant-to-vowel linking) in the songs. This definitely caused students to become familiar with the linking sound as well as enhanced their recognition of it. This can be affirmed by the students' positive outcomes after learning.

One of the highlights of the findings was the students' recognition of linking sounds. The most developed linked sounds that the participants could recognize were the paired word 'and in' [ændɪn], the blending of final consonant /d/ with initial vowel /ɪ/ and the paired word 'take it' [teɪkɪt], and the blending of final consonant /k/ with initial vowel /ɪ/. This phenomenon can be assumed to be the 'L1 transfer' of the consonants /d/ and consonant /k/, where the L1 is influencing the L2 in terms of sounds, structures, etc. Consequently, it can be both positive and negative transfer when performing L2 (Yule, 2022). Since consonant /d/ and consonant /k/ at the final position obviously share a similarity in Thai phonology, this could be a familiarity for Thai learners in recognizing

these two consonants when they were linked with vowels. As a result, it caused a *positive transfer* among Thai learners.

On the other hand, the least developed linked sounds for participants were the paired word 'middle of' [mɪd.əlɒv], the blending of final consonant /l/ with initial vowel /ʌ/ and the paired word 'all I' [ɔ:lɑɪ], and the blending of final consonant /l/ with initial vowel /aɪ/. Therefore, it seems to be empirical evidence showing that the least developed linked sound for these EFL learners was the final consonant /l/, which could be phonologically defined as 'dark l /ɫ/'. Naturally, 'dark l' in English phonology does not share a similarity in Thai phonology when it is at the final position because it is pronounced by pulling the back of the tongue. This causes challenges for Thai learners of English since Thai learners normally replace the final /l/ with Thai nasal /n/ or ignore it as a final sound, so it indeed results in mispronunciation among Thai learners (Kanokpermpoon, 2007). Along a similar line, the students in the study seemed to show their difficulty in recognizing 'dark l' when it was linked with a vowel. Accordingly, the L1 transfer that occurred in the results appeared to be the negative transfer since many students could not define the linking sound (final consonant /l/ with vowels) occurring in the songs.

It can be concluded that songs, especially the students' favorite songs, could make positive effects in the recognition of linking sounds (consonant-to-vowel linking). Clearly, songs used in the study enhanced students' recognition of linking sounds (consonant-to-vowel linking) occurring in the selected songs because students utilized micro-skills listening and recognized the linking sounds as well as the repeatedly heard these linking sounds in the songs. As a consequence, they could achieve positive outcomes after learning through songs. As discussed above, the effects from using language-focused learning and the bottom-up listening technique apparently support the use of songs in EFL class since they allowed the students to intentionally focus on linking sounds.

For research question 2, which was 'What are the learners' views towards the use of English songs in learning linking sound and their opinions of the songs used in

learning listening through songs?', the students gave various feedback on their opinions towards the open-ended questions. The two questions asked to investigate the students' views are below.

The first question was 'How can English songs help or not help you to recognize the linking sounds and understand them better when listening to English songs?'

The results showed that 'songs' could help students hear and recognize the linking sounds because these songs provided authentic English with their native-like and clear pronunciation. This relates to Ashtiani and Zafarghandi (2015) who stated that songs effectively helped EFL learners to hear authentic language as well as gave naturalness and near native-like experiences in learning language. Moreover, it can be noted that songs as EFL tools indeed promote more authenticity in experiencing language than other commercial supplementary materials for EFL learners, such as audio and audio-visual aids (tape-recorder, CDs, video recordings, etc.), language laboratory, computer-assisted learning, etc. (Al-Yaari, 2013). In fact, these commercial supplementary materials mostly contain formal and standard language set to teach learners with a slow speed and clearly pronounced words that are not very often heard at an actual speaking speed. In addition, the students mentioned that songs helped them to focus on sounds because there were many examples of linking sounds (consonant-to-vowel linking) and they could recognize those linking sounds through their micro-skills listening. This can be affirmed by Stanculea and Bran (2015) who suggested teachers to use songs as learning materials in class aiming to focus on language aspects of pronunciation such as sounds, words, connected speech, etc. Meanwhile, Ekayati (2020); Marzban and Isazadeh (2012); Solak and Erdem (2016) supported the approach of learners using micro-skills listening to differentiate the particular sounds and to identify the language aspect, such as connected speech. Also, the students in the study emphasized that they paid more attention to the class and concentrated on the listening lesson because songs were interesting and motivated them to learn. The students' opinions in the study can be linked to the research of Israel

(2013) and Džanić and Pejić (2016) who stated that songs fostered a good atmosphere which motivated the learners to learn because the learners would concentrate and pay attention to the lessons which helped develop their learning.

However, there was a problem raised by a few participants. As the fast-delivered speed and backing track in some songs interfered with a few students' listening comprehension, this seemed to create an obstacle in enhancing students' recognition of linking sounds (consonant-to-vowel linking) since they could not recognize the linking sounds in those songs. This is similar to what was discovered by Arleo (2000) and Pardede (2019) who mentioned that fast-delivered songs could discourage learners when learning language. Another problem in listening for the linking sounds was the unfamiliarity with the linking sounds that point to the inability of students in recognizing the linking sounds. This was similarly found to be the case with Rogerson (2006) and Alameen and Levis (2015) who determined that unfamiliarity in pronunciation could lead to misunderstanding in communication.

Second question was 'Do you like to learn listening through English songs? Why?'

The results revealed the students' preference towards the use of songs which is as follows. Songs brought an entertaining and relaxing atmosphere to the class and made the class less stressful. This is similar to Johansson (2021) who found that songs made class entertaining and relaxing. According to Džanić and Pejić (2016), songs motivate students to learn with positive attitudes as well as enhance language performance, and it also makes an impact on learners' development in language. This was confirmed by responses from students' preference in using songs to teach listening since they mentioned that songs made the class less boring and encouraged them to learn and to pay attention to the activities provided through songs. Furthermore, students revealed that they preferred learning language through songs to learning through conversation on recorded materials such as sound clips, voice records, and audio CDs. The key was songs were a fun tool in learning language, especially through their favorite songs which could grab their attention and motivate them. This was also

found to be the case by Džanić and Pejić (2016) and Stanculea and Bran (2015). Apart from the benefits of songs, students commented on songs as practical tools that were convenient and easy to practice listening individually. This point was also emphasized by Phuanghua and Chusanachoti (2019) in that songs were mostly used to practice English listening as an outside classroom activity for EFL secondary students. Therefore, songs can be defined as helpful tools to promote listening comprehension for students both inside and outside the classroom.

Nonetheless, some dissatisfaction toward the use of the songs in listening class were shared by a few students in the study. These participants were prone to have a low level in English proficiency, and the songs that were too fast caused them more difficulties in listening. They could not catch the paired words with linking sounds occurring in the songs, and their limited retention of English vocabulary caused difficulty in recognizing the words. This unsatisfied response supports what Province (2012) found in that factors affecting Thai students' listening were inadequate understanding and competency in English vocabulary and grammar. In the same way, the learners with low level of English in the study could be discouraged by the fast-delivered songs (Arleo, 2000; Pardede, 2019).

In summary, most of the participants agreed that songs could help them recognize linking sounds (consonant-to-vowel linking). Songs provided authentic English by giving native-like and clear pronunciation as well as having several linking sounds that allowed students to recognize them through the micro-skills listening. Moreover, songs were reported to be fun tools that brought an entertaining and relaxing atmosphere to the listening class. Songs also allowed students to pay more attention and concentrate on the lesson. In the same way, students could practice listening through songs individually. Nevertheless, students' own preference for the songs was also one of the keys to support the success in developing students' listening abilities. However, the few students gave unsatisfied responses toward the songs because they had a fast-delivered speed and backing track which could interfere with their listening.

Moreover, their inadequate competency in English to recognize the linking sounds in the songs was an issue.

Limitations of the Study

Within this study, there were some limitations recognized by the researcher as explained below.

1. A small number of songs used to investigate students' recognition of linking sounds were used in the study since there were four selected songs on the pre-test and post-test for linking sounds. Therefore, further studies may consider using more than four songs on the pre-test and post-test for linking sounds in order to allow students to hear more linking sounds occurring in the songs, which would also strengthen their recognition of linking sounds.

2. Some participants with low ability in English proficiency and inadequate vocabulary could not recognize the linking sounds provided in the songs since songs themselves provided authentic English. Therefore, future studies should provide advanced and essential vocabulary from the songs to the participants before collecting data from the pre-test as well as select more suitable songs that can serve the level of English proficiency of learners. Thus, this may eliminate the problem of inadequate proficiency in English among the participants. In the same way, participants would possibly acquire more advantages from participating in the study.

3. The limited amount of time for the instruction could be one of the constraints for the study. Since the study provided only four periods to teach the linking sounds for the students, it seems they need more time to practice listening for linking sounds. If the study allowed more time for methodology, the future study would provide more time for learners to acquire listening for the linking sounds, and that would affirm students' progress towards the linking sounds.

Recommendation for Further Studies

The researcher would like to offer some suggestions and comments as to the benefits of further research which aims to enhance students' recognition of linking

sounds. To begin with, some fast songs and unclear pronunciation in the songs should be excluded from a set of selected songs in the methodology even if they have been surveyed as favorite songs. This is because those songs can still create obstacles in listening for the participants. Next, participants should be prepared with some advanced and essential vocabulary from songs before participating in the study. In the same way, more suitable songs for students' English level should be provided for students before having participated in the study's processes as well. This would enable participants who have inadequate English vocabulary to better contribute their potential to the study as well as acquire more benefits from the study. Finally, the songs used in the study should employ other patterns of linking sounds such as 'consonant-to-consonant linking' and 'vowel-to-vowel linking' in order to contribute songs that completely resolve all problems related to patterns of linking sound. However, the researcher should carefully apply other patterns to the study since the complexity in the process of other linking patterns can frustrate the participants.

In summary, future studies should employ the songs in the study that contain clear pronunciation and music that is not too fast. In addition, some difficult vocabulary should be taught to the participants as well as more suitable songs that serve students' level of English competency should be selected before collecting data. Finally, other patterns of linking sounds ('consonant-to-consonant linking' and 'vowel-to-vowel linking') should also be applied to the study with thoughtful teaching due to the complexity of the patterns.

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APPENDICES



APPENDIX A
Lesson Plans of Using English Songs to Enhance Learners' Recognition of Linking
Sounds

Lesson Plan 1

Institution: Chulalongkorn University Demonstration Secondary School

Course: Fundamental English **Topic:** Get to know the aspects of songs in learning English.

Level: Grade 9

Time: 50 minutes

Instructor: Supisan Fuekfon

Students: 30 students

Terminal Objectives:

1. To understand the genres of songs and the elements of the songs.
2. To identify the benefits of songs in learning language.

Enabling Objectives:

1. Students will be able to match the genre of songs with the songs they hear.
2. Students will be able to match the elements of the songs.
3. Students will be able to tell the benefits of the songs in learning language.

Contents:




























- Genres of songs
- Elements of songs

Materials and Equipment:

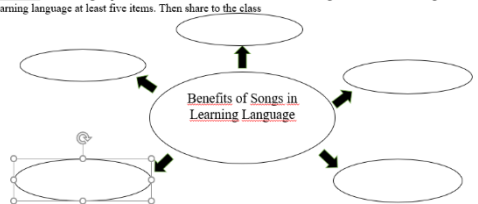
1. PowerPoint presentation
2. Songs



Evaluation: Students identify the genre of the song and tell the elements of the songs correctly.

Instructional Activities:

Introduction (5 minutes)														
Objective	Teacher	Students												
<p>To prepare students to know the main genres of songs.</p>	<p>1.T has students do the pre-test.</p> <div data-bbox="638 689 1129 1021" data-label="Complex-Block"> <p style="text-align: center;">Pre and Post tests for the linking sounds</p> <p>Directions: According to the excerpts of the lyrics given, listen to each song and follow the steps below:</p> <p>1) Make a cross (X) on the number in each line that you hear the linking sounds of final consonant and initial vowel occurs.</p> <p>2) Write the linking sound you hear in the box for each line and underline the syllable.</p> <p><i>Example: green apples → <u>gre</u>en<u>ap</u>ples</i></p> <p>Song's lyrics Linking</p> <p>A) I can't stand to fly <u>I'm</u> <u>not</u> that naive (1) <u>I'm</u> <u>just</u> <u>out</u> <u>to</u> <u>find</u> [] [1] [2] [3] [4]</p> <p>The better part of me I'm more than a bird, I'm more than a plane (2) <u>I'm</u> <u>more</u> <u>than</u> <u>some</u> <u>pretty</u> <u>face</u> <u>beside</u> <u>a</u> <u>train</u> [] [1] [2] [3] [4] [5] [6] [7]</p> <p>And it's not easy to be me I wish that I could cry</p> </div> <p>2. T has ss get to know the genres of songs by having them listen to a part of each type of song and try matching each type of the song (Jazz, Folk, Pop, Rock, Rap, Dance, Alternative)</p> <div data-bbox="670 1308 1091 1608" data-label="Complex-Block"> <p style="text-align: center;">Songs</p> <table border="1"> <tr> <td>1. Take Me Home, (Country Roads (John Denver) </td> <td>2. Turn Around, Ame (Remix, (Saber & I) </td> <td>3. Fox (Dogleg) </td> <td>4. Take Five (Charles Parker) </td> </tr> <tr> <td>5. Poker Face (Lady Gaga) </td> <td>6. Young, Wild and Free (Shay Dagg & Wiz Khalifa) </td> <td>7. Burn the Witch (Radiohead) </td> <td></td> </tr> </table> </div> <p>3. T shows the answer of the genres of each song.</p> <div data-bbox="596 1724 1050 1980" data-label="Complex-Block"> <table border="1"> <tr> <td style="text-align: center;">Pop </td> <td>Every country in the world has its own pop stars. 'Pop' is short for 'popular' music and it means just that -- it is the most popular or common form of music in most countries. Wherever you go in the world, it's easy to hear music from famous pop stars like Madonna or Lady Gaga etc.</td> </tr> <tr> <td style="text-align: center;">Rock </td> <td>Rock music is famous for being loud! Rock groups use electric guitars, bass and drums to create music with a strong beat and lots of energy. There are lots of sub-genres (styles) of rock such as metal, punk and prog-rock. With so many different styles of rock to choose from, no wonder it is so popular!</td> </tr> </table> </div>	1. Take Me Home, (Country Roads (John Denver) 	2. Turn Around, Ame (Remix, (Saber & I) 	3. Fox (Dogleg) 	4. Take Five (Charles Parker) 	5. Poker Face (Lady Gaga) 	6. Young, Wild and Free (Shay Dagg & Wiz Khalifa) 	7. Burn the Witch (Radiohead) 		Pop 	Every country in the world has its own pop stars. 'Pop' is short for 'popular' music and it means just that -- it is the most popular or common form of music in most countries. Wherever you go in the world, it's easy to hear music from famous pop stars like Madonna or Lady Gaga etc.	Rock 	Rock music is famous for being loud! Rock groups use electric guitars, bass and drums to create music with a strong beat and lots of energy. There are lots of sub-genres (styles) of rock such as metal, punk and prog-rock. With so many different styles of rock to choose from, no wonder it is so popular!	<p>1. Students match the songs with the genres.</p>
1. Take Me Home, (Country Roads (John Denver) 	2. Turn Around, Ame (Remix, (Saber & I) 	3. Fox (Dogleg) 	4. Take Five (Charles Parker) 											
5. Poker Face (Lady Gaga) 	6. Young, Wild and Free (Shay Dagg & Wiz Khalifa) 	7. Burn the Witch (Radiohead) 												
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Presentation (10 minutes)												
<p>To let the students learn the elements of the songs and to provoke students' idea about the benefits of songs in language learning.</p>	<p>1. Teacher asks students "What elements does the song consist of?"</p> <p>2. Teacher tell students the elements of the song and have them watch the video clips from Youtube which are about the elements of songs: melody, chord, beats and rhythm, genre and styles, concept, hook, lyrics, song sections, arrangement and length.</p> <div data-bbox="609 1144 1077 1438" data-label="Diagram"> <p style="text-align: center;">Elements of the songs</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">melody</td> <td style="text-align: center;">hook</td> </tr> <tr> <td style="text-align: center;">chord</td> <td style="text-align: center;">lyrics</td> </tr> <tr> <td style="text-align: center;">Beat and rhythm</td> <td style="text-align: center;">Songs sections</td> </tr> <tr> <td style="text-align: center;">Genre and styles</td> <td style="text-align: center;">arrangement</td> </tr> <tr> <td style="text-align: center;">concept</td> <td style="text-align: center;">length</td> </tr> </table> </div> <p>https://www.youtube.com/watch?v=t9Mo-bkl4ko</p> <p>https://www.youtube.com/watch?v=UcmrgTNE9Cs</p> <p>3. Teacher asks students "How does the song help you in learning English?"</p>	melody	hook	chord	lyrics	Beat and rhythm	Songs sections	Genre and styles	arrangement	concept	length	<p>1. Students tell the elements of the song they have known.</p> <p>2. Students listen to teacher.</p> <p>3. Students answer variously.</p>
melody	hook											
chord	lyrics											
Beat and rhythm	Songs sections											
Genre and styles	arrangement											
concept	length											

Practice (5 minutes)		
<p>To let the students discuss the benefits of songs in language learning.</p>	<ol style="list-style-type: none"> 1. Teacher divides students into a group of five members. 2. Teacher has students write the mind mapping about the benefits of song in learning language. <div style="text-align: center;"> <p>Activity 3</p> <p><small>Direction: Get into a group of five members and brainstorm the ideas and give the benefits of songs that help learning language at least five items. Then share to the class</small></p>  </div> <ol style="list-style-type: none"> 3. Teacher has students present their work to the class. 4. Teacher concludes how song helps language learning and guides students to the help of song in listening to the small unit of sounds and leads to 'linking sound' in the song. <div style="text-align: center; background-color: #fff9c4; padding: 5px; margin: 10px 0;"> <p>How songs help you in learning language!</p> </div> <ol style="list-style-type: none"> 1. Song helps you release stress and anxiety. (Johansson,2021) 2. Song helps you you memorize the language's features longer. (Ashtiani and Zafarghandi,2015) 3. Song helps you listen to natural language and gives you authentic experiences in learning language. (Ashtiani and Zafarghandi,2015) <p style="color: red; text-align: center;">**Songs help focus on pronunciation, colloquial speech and LINKING (Salcedo, 2002).</p>	<ol style="list-style-type: none"> 1. Students get into the group. 2. Students works in group. 3. Students share their works to the class.

Conclusion (5 minutes)		
<p>To specify the benefits of songs in learning language's feature.</p>	<p>Teacher emphasizes the benefits of song in language learning in terms of pronunciation and linking.</p> <p style="text-align: center;">Samples of learning language through songs</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="background-color: #cccccc; padding: 2px 5px; font-weight: bold; font-size: 0.8em;">Pronunciation</div> <div style="margin: 0 10px;">→</div> <div style="text-align: center;"> <p style="font-size: 0.8em;">'bass'</p>  </div> <div style="font-size: 0.7em; margin-left: 10px;"> <p>Title: All about that bass Artist: Meghan Trainor https://www.youtube.com/watch?v=7PCkxCPvDXk</p> </div> </div> <div style="display: flex; align-items: center;"> <div style="background-color: #cccccc; padding: 2px 5px; font-weight: bold; font-size: 0.8em;">Linking</div> <div style="margin: 0 10px;">→</div> <div style="text-align: center;"> <p style="font-size: 0.8em;">'bring out'</p>  </div> <div style="font-size: 0.7em; margin-left: 10px;"> <p>Title: Best in Me Artist: Blue https://www.youtube.com/watch?v=KGDJN9Az3eI</p> </div> </div> </div>	<p>Students deliberately focus on the point.</p>

Lesson Plan 2

Institution: Chulalongkorn University Demonstration Secondary School

Course: Fundamental English

Topic: Let's Get to Know the Linking Sounds!

Level: Grade 9

Time: 50 minutes

Instructor: Supisan Fuekfon

Students: 30 students

Terminal Objectives:

To understand and identify the linking sounds: consonant to vowel sounds [C-V].

Enabling Objectives:

1. Students will be able to recognize the linking sounds: consonant to vowel sounds [C-V].
2. Students will be able to transcribe the words with linking sounds they hear.

Contents:

Linking sounds: consonant to vowel sounds [C-V].


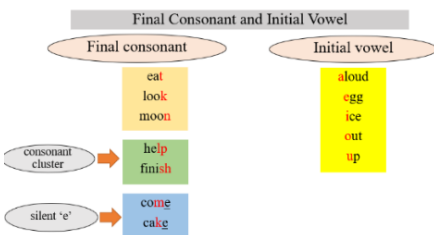
Materials and Equipment:

1. PowerPoint presentation
2. The pre-test of songs with mixed excerpts of lyrics representing the linking sounds: consonant to vowel sounds [C-V].
3. The practice of linking sounds
4. Songs' lyrics with linking sounds

Evaluation: Students can identify the linking sounds: consonant to vowel sounds [C-V] correctly.

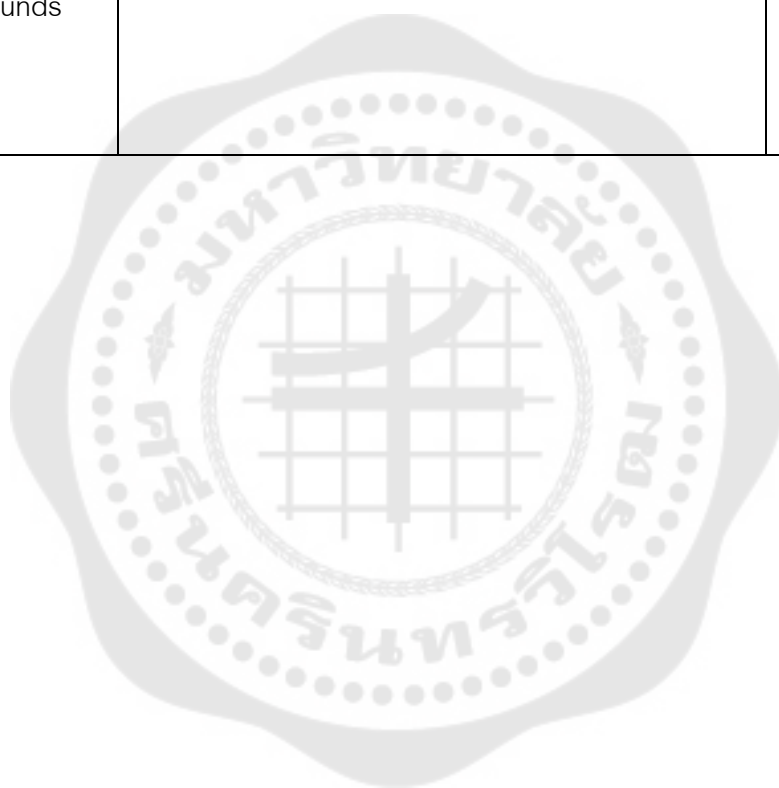
Overall Evaluation: pre-test and post-test

Instructional Activities:

Introduction (5 minutes)		
Objective	Teacher	Students
To prepare students to focus on the linking sounds.	<p>1. Teacher has students watch and listen to the video clip from Oxford Online English in Youtube channel ("According to the lady in the clip, what did she say?").</p> <p>https://www.youtube.com/watch?v=nbnRm_3_QKU</p>  <p>2. Teacher shows the sentences according to the video clip and focus on the linking sound occurs in the lyrics.</p> <p><i>"Amy fell into the swimming pool."</i></p> <p><i>/ 'eɪmi fɛl 'ɪntuː ðə 'swɪmɪŋ puːl/</i></p>	<p>1. Chosen students tell what he/she has heard.</p> <p>2. Students listen to teacher.</p>
Presentation (15 minutes)		
To let the students learn the linking sounds [C-V] occurred by listening to the song.	<p>1. Teacher explains how the linking sounds; consonant to vowel sounds [C-V] occur by showing some examples.</p>  <p>The diagram illustrates the following examples:</p> <ul style="list-style-type: none"> Final consonant: eat, look, moon Initial vowel: aloud, egg, ice, out, up consonant cluster: help, finish silent 'e': come, cake 	<p>1. Students do the pre-test.</p> <p>2. Students focus on the content.</p>

	<p style="text-align: center; background-color: #fff9c4; padding: 5px;">When final consonant and initial vowel meet</p> <div style="text-align: center;"> </div>	
Practice (5 minutes)		
<p>To let the students investigate their perception on the linking sounds.</p>	<p>1. Teacher has students do the practice of linking sounds.</p> <div style="text-align: center; border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Linking Sounds Practice</p> <p><small>Directions: Identify new linking sound occurs between the words given in each item as an example below then try to pronounce to your pair.</small></p> <p>Example an apple → anapple → nap</p> <p>1 That's it → <input type="text"/> → <input type="text"/></p> <p>2 hold on → <input type="text"/> → <input type="text"/></p> <p>3 a lot of → <input type="text"/> → <input type="text"/></p> <p>4 look at → <input type="text"/> → <input type="text"/></p> <p>5 turn in → <input type="text"/> → <input type="text"/></p> </div> <p>2. Teacher randomly asks students the answers in the practice and shows the answers.</p>	<p>1) Students do the practice of linking sounds.</p> <p>2) Students check their answers.</p>
Evaluation (5 minutes)		
<p>To evaluate students' perception on the linking sounds: consonant to vowel sounds [C-V].</p>	<p>1. Teacher shows some new lyrics with the blanks of linking sounds and plays the songs: 'A thousand years' by Christina Perri and 'In my blood' by Shawn Mendes</p> <p>2. Teacher asks students to circle the linking sounds occur according to the songs' lyrics.</p>	<p>1. Students take a look at the lyrics.</p> <p>2. Students answer.</p>

Conclusion (5 minutes)		
<p>To review students' perception on the linking sounds: consonant to vowel sounds [C-V].</p>	<p>1) Teacher leads students to review and of linking sounds; consonant to vowel sounds [C-V]</p>	<p>1. Students share the ideas of linking sounds they have learned.</p>



Lesson Plan 3

Institution: Chulalongkorn University Demonstration Secondary School

Course: Fundamental English

Topic: The Linking Sounds in the Songs

Level: Grade 9

Time: 50 minutes

Instructor: Supisan Fuekfon

Students: 30 students

Terminal Objectives:

1. To develop students' listening skills in linking sounds: consonant to vowel sounds [C-V].
2. To use songs to promote students' listening skills.

Enabling Objectives:

1. Students will be able to recognize the linking sounds: consonant to vowel sounds [C-V].
2. Students will be able to identify the linking sounds they hear.

Contents:

Linking sounds: consonant to vowel sounds [C-V].

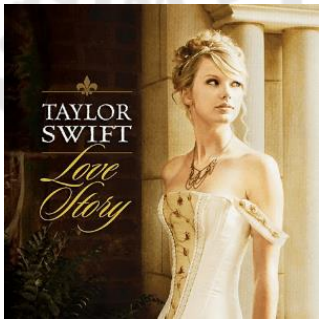
Materials and Equipment:

1. PowerPoint presentation
2. Songs with mixed excerpts of lyrics representing the linking sounds: consonant to vowel sounds [C-V].
3. Lyrics with blanks of the linking sounds.

Evaluation: Students can identify the linking sounds: consonant to vowel sounds [C-V] correctly

Overall Evaluation: pre-test and post-test

Instructional Activities:

Pre-listening (5 minutes)		
Objective	Teacher	Students
To recall background knowledge on linking sounds.	<p>1. Teacher has students listen to a part of the song 'Love Story' by Taylor Swift and randomly asks some students to recognize where the linking sounds occur.</p> <p>2. Teacher shows the excerpt of the lyrics in the song and lets the class identify the linking sounds.</p> <p><i>"You'll be the prince and I'll be the princess. It's a love story. Baby, just say 'Yes'." So, I sneak out to the garden to see you. We keep quiet 'cause we're dead if they knew. So, close your eyes, Escape this town for a little while. Oh, oh."</i></p> 	<p>1. Students answer.</p> <p>2. Students listen to teacher.</p>
While-listening (10 minutes)		
To give deliberate attention to language features focusing on the	<p>1. Teacher divides students into six groups. (Five members for each group)</p> <p>2. Teacher gives each group a sheet of mixed lyrics with blanks of the linking sounds in the songs.</p>	<p>1. Students get into the groups.</p> <p>2. Each group receives a sheet.</p> <p>3. Each group</p>

linking sounds [C-V].	<p>3. Teacher has each group listen to the songs and identify the linking sounds occurred in the songs.</p> <p>4. Teacher has each group share their answers to the class.</p> <p>5. Teacher shows the answers.</p>	<p>listens to the songs and fill in the blanks.</p> <p>4. Each group shares their answers to the class.</p>
Post-listening (15 minutes)		
To shortly provide give the opportunities for spacing, repeating and paying attention to the same features.	<p>1. Teacher has each group find a song consists of linking sounds and share to the class.</p> <p>2. Teacher asks each group to find two new songs with linking sounds occur and present to the class next period.</p>	Each group presents the song' lyrics they have found and shows the linking sounds.

Lesson Plan 4

Institution: Chulalongkorn University Demonstration Secondary School

Course: Fundamental English

Topic: The Warp-up Lesson

Level: Grade 9

Time: 30 minutes

Instructor: Supisan Fuekfon

Students: 30 students

Terminal Objectives:

To review and check students' recognition of linking sounds.

Enabling Objectives:

Students will be able to recognize and show their perception on linking sounds: consonant to vowel sounds [C-V] through songs.

Contents:

Linking sounds: consonant to vowel sounds [C-V].

Materials and Equipment:

1. PowerPoint presentation
2. The post-test of songs with mixed excerpts of lyrics representing the linking sounds: consonant to vowel sounds [C-V].
3. Songs' lyrics with linking sounds

Evaluation: Students can correctly recognize and show their awareness on linking sounds: consonant to vowel sounds.

Overall Evaluation: post-test

Instructional Activities:

Introduction (5 minutes)		
Objective	Teacher	Students
To recall background knowledge on	Teacher asks students the concept of linking sounds. <i>"How can linking sounds occur?"</i>	Students answer to the concept of linking sounds.

linking sounds.										
Presentation (15 minutes)										
To give the opportunities for spacing, repeating and paying attention to the same features.	<ol style="list-style-type: none"> 1. Teacher has each group of the students present the linking sounds in the new song they find. 2. Teacher lets the class discuss on linking sounds on their classmates' presentations. 3. Teacher gives some comments on students' presentation. 	1. Students present.								
Evaluation (5 minutes)										
To evaluate students' perception and to check students' recognition of linking sounds: consonant to vowel sounds	<ol style="list-style-type: none"> 1. Teacher has students do the post-test. <div data-bbox="560 1182 1011 1487" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Pre and Post tests for the linking sounds</p> <p>Directions: According to the excerpts of the lyrics given, listen to each song and follow the steps below.</p> <p>1) Make a cross (X) on the number in each line that you hear the linking sounds of final consonant and initial vowel occurs.</p> <p>2) Write the linking sound you hear in the box for each line and underline the syllable.</p> <p>Example: green apples → <u>gr</u>een<u>ap</u>ples</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Song's lyrics</th> <th style="text-align: left; border-bottom: 1px solid black;">Linking</th> </tr> </thead> <tbody> <tr> <td>A) I can't stand to fly I'm not that naive (1) I'm <u>ang</u> out to find 1 2 3 4</td> <td style="vertical-align: bottom; text-align: center;">[]</td> </tr> <tr> <td>The better part of me I'm more than a bird, I'm more than a plane (2) I'm <u>more</u> than some pretty face beside a train 1 2 3 4 5 6 7</td> <td style="vertical-align: bottom; text-align: center;">[]</td> </tr> <tr> <td>And it's not easy to be me I wish that I could cry</td> <td></td> </tr> </tbody> </table> </div> <ol style="list-style-type: none"> 2. Teacher lets students answer the interviewed questions on using songs to enhance students' recognition of linking sounds. 	Song's lyrics	Linking	A) I can't stand to fly I'm not that naive (1) I'm <u>ang</u> out to find 1 2 3 4	[]	The better part of me I'm more than a bird, I'm more than a plane (2) I'm <u>more</u> than some pretty face beside a train 1 2 3 4 5 6 7	[]	And it's not easy to be me I wish that I could cry		<ol style="list-style-type: none"> 1. Students do the post-test. 2. Students answer the interviewed questions.
Song's lyrics	Linking									
A) I can't stand to fly I'm not that naive (1) I'm <u>ang</u> out to find 1 2 3 4	[]									
The better part of me I'm more than a bird, I'm more than a plane (2) I'm <u>more</u> than some pretty face beside a train 1 2 3 4 5 6 7	[]									
And it's not easy to be me I wish that I could cry										
Conclusion (5 minutes)										
To review students' perception on	Teacher and students discuss some essential point on using songs in learning linking sounds.	Students join the discussion.								

the linking sounds: consonant to vowel sounds [C-V].		
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APPENDIX B

Pre and Post Test for Linking Sounds

Pre and Post tests for the linking sounds

Directions: According to the excerpts of the lyrics given, listen to each song and follow the steps below.

1) Make a cross (X) on the number in each line that you hear the linking sounds of final consonant and initial vowel occurs.

2) Write the linking sound you hear in the box for each line and underline the syllable.

Example: They love green apples. → greenapples

1 2 3

Song's lyrics

Linking

A) I can't stand to fly

I'm not that naïve

(1) I'm just out to find

1 2 3 4

The better part of me

I'm more than a bird, I'm more than a plane

(2) I'm more than some pretty face beside a train

1 2 3 4 5 6 7

And it's not easy to be me

I wish that I could cry

(3) Fall upon my knees

1 2 3

(4) Find a way to lie

1 2 3

'Bout a home I'll never see

B) (5) I will always remember

1 2 3

The day you kissed my lips

Light as a feather

And it went just like this
 No, it's never been better
 Than the summer of 2002 (ooh)
 Uh, we were only eleven
 But acting like grown-ups
 Like we are in the present
 Drinking from plastic cups
 Singing, "Love is forever and ever"
 Well, I guess that was true

(6) Dancing on the hood in the middle of the woods

1 2 3 4 5 6 7 8 9

(7) On an old Mustang, where we sang

1 2 3 4 5 6

(8) Songs with all our childhood friends.

1 2 3 4 5

And it went like this, say...

C) (9) 'Cause we were just kids when we fell in love

1 2 3 4 5 6 7 8 9

Not knowing what it was

I will not give you up this time

But darling, just kiss me slow,

(10) your heart is all I own

1 2 3 4 5

(11) And in your eyes, you're holding mine

1 2 3 4 5 6

Baby, I'm dancing in the dark with you between my arms
 Barefoot on the grass, listening to our favourite song
 When you said you looked a mess,

I whispered underneath my breath
 But you heard it, darling, you look perfect tonight

D) I was listenin' to the ocean

(12) I saw a face in the sand
 1 2 3 4 5 6

(13) But when I picked it up
 1 2 3 4 5

(14) Then it vanished away from my hands, down
 1 2 3 4 5 6 7

I had a dream I was seven

Climbing my way in a tree

(15) I saw a piece of heaven
 1 2 3 4 5

Waiting impatient for me, down

(16) And I was runnin' far away
 1 2 3 4 5

Would I run off the world someday?

Nobody knows

Nobody knows, and

I was dancing in the rain

(17) I felt alive and I can't complain
 1 2 3 4 5 6

But now take me home

Take me home where I belong

(18) I can't take it anymore
 1 2 3 4



APPENDIX C

Interview Form for Views Towards Using English Songs in Listening Class

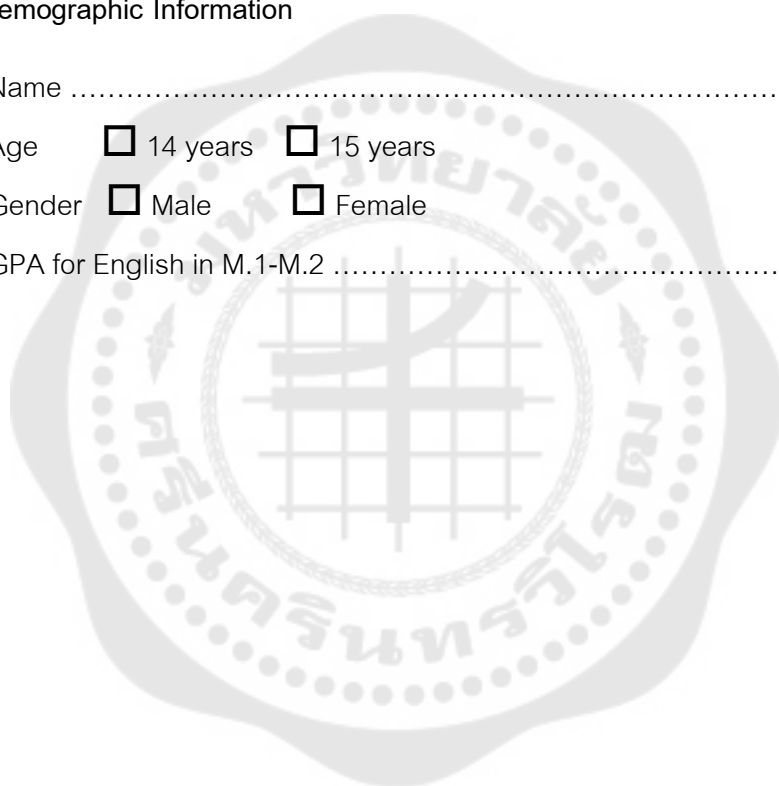
Interview form for views towards using English songs in listening class

This interview form aims to investigate the views of using English songs in listening class

There will be no effect on your grades of the fundamental English course. They will not be identified in the report of this study. Your answers will be kept confidential and used for this study only

Part I: Demographic Information

- 1) Name
- 2) Age 14 years 15 years
- 3) Gender Male Female
- 4) GPA for English in M.1-M.2



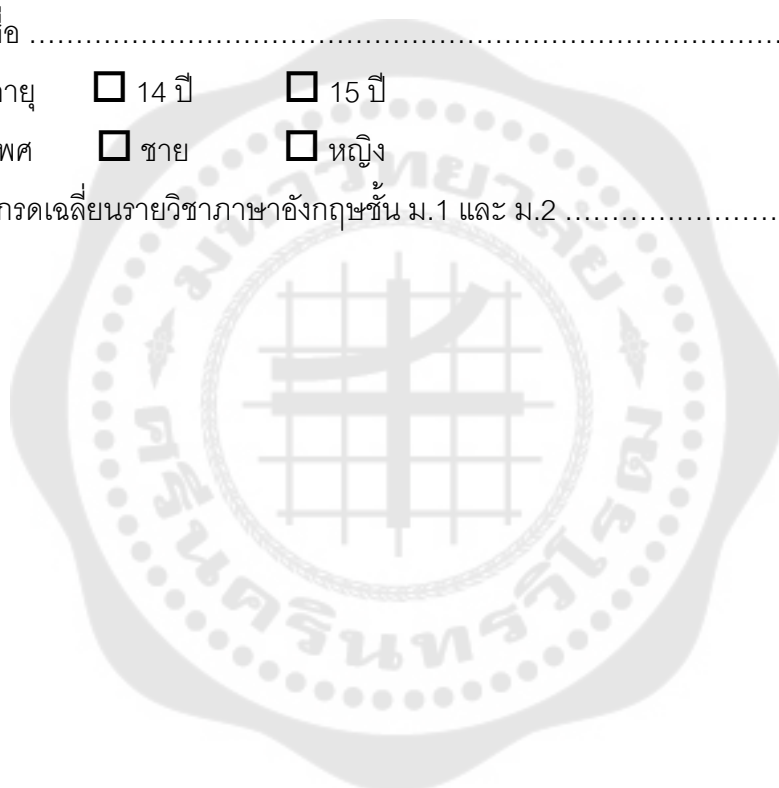
แบบสัมภาษณ์ความคิดเห็นต่อการใช้เพลงภาษาอังกฤษในชั้นเรียนการฟัง

แบบสัมภาษณ์ความคิดเห็นของนักเรียนมีวัตถุประสงค์เพื่อสำรวจความคิดเห็นของการใช้เพลงภาษาอังกฤษในชั้นเรียนการฟัง

โดยความคิดเห็นของท่านจะไม่มีผลใดใดต่อการเรียนหรือคะแนนในรายวิชาภาษาอังกฤษ ทั้งนี้คำตอบของท่านจะถูกเก็บเป็นความลับเพื่อใช้สำหรับงานวิจัยนี้เท่านั้น

ข้อมูลส่วนตัว

- 5) ชื่อ
- 6) อายุ 14 ปี 15 ปี
- 7) เพศ ชาย หญิง
- 8) เกรดเฉลี่ยในรายวิชาภาษาอังกฤษชั้น ม.1 และ ม.2



VITA

NAME Supisan Fuekfon
DATE OF BIRTH 18 May 1989
PLACE OF BIRTH Tak

