

Students' Perspectives on Songs' Inclusion in English Language Learning, Burapha University, Sakaeo Campus

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ABSTRACT

There has been a growing literature in using music to facilitate English language teaching and learning to date. Diverse facets of songs' incorporation in classrooms including its effect and implications on key language acquisition skills (i.e. grammar, vocabulary, pronunciation, and listening) have been explored and discussed with the interest of linguistic, motivational, and cognitive development. The present study aims to investigate undergraduate ESL learners' perspectives and impacts of songs' inclusion on engaging positive motivation in language learning and acquisition within Thai context, Burapha University, Sakaeo Campus ($n=150$). Potential strategies in employing songs as a resource to assist pedagogy and acquisition are also ascertained to fulfill a research gap on higher degree's education learners with low language proficiency and high degree in affective filters. Data collection is by means of questionnaires. The findings have suggested that English songs can be used as input resources on one hand, and as learning tools on the other hand, to promote integrated skills in ESL pedagogy in diverse manners. One resource can be employed to support or to integrate with one another to fulfill learning motivation and positive perceptions towards language learning and pedagogy. Of greater concerns are a meticulous, laborious process of songs' selection in line with the purposes of language pedagogy, learning activities, learners' proficiency, and expected learning outcomes.

Keywords: *song's incorporation, language acquisition, affective filter, motivation, English as a second language*

1. Introduction

From past to present, English education problems have been resided in Thai's context both teaching and learning milieus. As far as we are concerned, Thai's students spend twelve more years in studying and pursuing ways of acquisition in English language. To be more specific, they spend twelve years in primary and secondary educations with a few more years in kindergarten to learn. However, aforementioned problems remain questionable in various facets of Thai's education settings. Thai students' English language problems can be perceived through several aspects ranging from teaching and learning processes to language in daily usage. For example, excessive class size, inadequate learning opportunity, and poor motivation in learning could be accounted for the obstacles of English language learning and teaching as appeared in Thai context [1]. According to Geringer [2], teacher quality become the most essential attribute for the success in students' learning progress. Therefore, poor teacher quality has become one of the main affecting factors of the failure. Other imposed problems also included an overloaded teaching burden, inadequate facilities, and native language interference [3]. Moreover, extensive problems have been found on students' communicative proficiency on real-life usage. Many research studies have been discussed problems on communicative English on daily basis [4], [5], [6], [7], [8]. The point was that students were unable to use English as a medium of communication towards listening, reading, writing, and speaking skills.

As Thailand has become a member of the Association of Southeast Asian Nations (ASEAN) also known as the ASEAN community, English became a lingua franca of communication and internationalization. Given the Charter of the Association of Southeast Asian Nations (ASEAN) officially adopted in February 2009, Article 34 of the Charter determines that "The working language of ASEAN shall be English". Consequently, English language plays an integral role in Thailand and other relevant partnership contexts. As a result, the Thai's government encourages to promote the development of English communicative proficiency and competence for Thai's citizen via special training courses and education. According to Thai education curriculum, English has been continuously prioritized not only in terms of basic education, but also in graduate degree of study. Good command in English allows students to reach further achievement in diverse communication settings, personal academic endeavours, and their future career advancement. Nevertheless, such envisioned success seems to be few and far between.

Given the formation of the ASEAN Economic Community at the end of 2015, the Special Economic Development Zones (SEZs) has been proposed in line with Thai's government policy in order to promote cross-border area connections with neighbouring ASEAN countries. The SEZs offers a window of collaborative opportunity in terms of extensively regional trade and investment, labour access and mobility, basic infrastructure development including business communications and interconnectivity [9]. The Special

Economic Zones are established in 10 provinces as follows: Tak, Sakaeo, Trat, Mukdahan, Songkhla, Chiang Rai, Nhong Khai, Nakhon Phanom, Kanchanaburi, and Narathiwat. With an increasing international and regional interactions, English has become more and more vital as a fundamental medium of communication especially for ASEAN neighbouring countries in enhancing internationalization and communication effectiveness.

Burapha University, Sakaeo Campus, is one of the academic institute in Watthana Nakhon Subdistrict, Sakaeo province, which continuously puts the government policy into practices. In the past, the curriculum for undergraduate degree students required at least two English courses to fulfill a curriculum requirement (English I and English II). Specific English courses were also included for students in certain fields, such as English for Public Administration, English for Job Application, English for Business, and English for Informatics. Since last year, the curriculum has been changed and renewed for a productive outcome. Students have been required to participate in English for Communication course to develop their communicative competence, Collegiate English course to enrich advanced academic English in four skills, and English Writing for Communication course to expand writing efficiency with a more intricate communication approach. As an English instructor at Burapha University, Sakaeo Campus, there has been evidence that students' English proficiency are particularly low not only in terms of grammatical structure and sentence writing, but also word choices, vocabulary, pronunciation, and more importantly communication on daily basis. Other problems embrace low proficiency in language mechanism, subject-verb agreement, inconsistency in grammatical tenses including lexical, syntactic, and discourse interferences. To a considerable degree, these problems have been typically found in many ESL learning contexts as perceived in previous studies [10], [11], [12], [13], [14].

Besides aforementioned linguistic difficulties, communication anxiety and the influence of affective filters have become main issues of interest that play important roles in second language learning and teaching, especially in Burapha University, Sakaeo's context. According to Daly's study [15], communication anxiety refers to a process in which communicative apprehension in ESL settings was produced by fear, anxiety, and uncomfortable sense, thus resulting in an obstacle to foreign language learning on one hand and problems in real-life communication practice on the other hand. Such communicative problems in ESL learners were also found in a research contributed by Khamwan [16]. The study was conducted in Burapha University, Sakaeo Campus, in order to explore students' communicative problems and its affiliated factors. The results showed that self-confident issue and anxiety were significant variables in language learning and communication process. In addition to communication anxiety, affective filters can be accounted for one of impacting factors that constraint second language acquisition [17]. Affective filters deal with emotionally non-linguistic factors such as fear, uncomfortable feeling, anxiety, boredom, and

stress. It has been suggested that lowering affective filters can facilitate language learning process in the sense that second language learners (L2) will be better to acquire second language if they are not pushed under too much stress. There is a good possibility that a relaxing atmosphere will minimize stress including anxiety and increase motivation with positive attitude thereby promoting optimal result in language learning and teaching. With an effort to reduce affective filters, various pedagogical methods and techniques have been continuously introduced for classroom activities such as games, sharing session, role plays, and authentic learning activities. However, the learning result derived from Burapha University's students, Sakaeo Campus, has left much to be desired. A majority of students claim that they are afraid of using English as a medium of communication in both terms of spoken and written English. They feel shy and totally nervous to command English inside and outside classroom. Moreover, stress, anxiety, and less confidence in language usage tend to impose intricate barrier and negative impact towards their learning and acquisition.

There is a growing literature in using music to facilitate English language teaching and learning to date. Therefore, this study aims to investigate undergraduate ESL learners' perspectives and impacts of songs' inclusion on engaging positive motivation in language learning and acquisition within Thai context, Burapha University, Sakaeo Campus. As a matter of fact, most previous studies have been emphasized on using English songs to promote language learning on kindergarten, primary and secondary education students. Additionally, Suriyatham [18] stated that there is a large room for exploring on how music can be employed to facilitate ESL language learners in different contexts and cultures. Hence, the recent study will provide an extensive result to fulfill research gap on higher degree's education learners especially for students with low language proficiency and high degree in affective filters.

2. Literature Review

In studying the impact of songs' incorporation on English pedagogy towards BUUSK's student attitudes and learning motivation, various subject matters are reviewed and taken into consideration. This chapter discusses several aspects of problems in ESL learning and pedagogy within Thai context, learning and pedagogical difficulties imposed by affective filter phenomenon, problems perceived in BUUSK's students in particular, and songs' inclusion in English language syllabi design and learning activities in focus.

For many decades, a center of interest has been pointed to affiliated factors and accumulated problems in ESL teaching and learning within Thai context that lead to controversial failures and challenging difficulties. Perceived problems and impediments can be ranged from lecturers to externally relevant factors, and from pedagogical perspectives to students' learning approaches. For instance, there were problems intertwined with teacher's qualification and experience, overly huge classroom size with mixed abilities of learners

imposed difficulties in classroom management and facilitation [1], [3], [13]. From this perspective, it became difficulty for teachers to vigorously adapt their skills and competence in order to facilitate learners with different levels in knowledge, skills, and more importantly learning capabilities. For a large-class size, it was quite impossible for teachers to reach students with diversity in learning processes and approaches. If teachers pay much attention on low-proficiency learners, students with high proficiency at the same class tend to ignore from a learning activity. Boredom and low-motivational atmospheres are most likely to occur. On the contrary, if teachers specifically emphasize on high-capacity students, learners with low proficiency tend to be left behind with a rare opportunity and inequity to learn and to develop themselves. In addition to aforementioned problems, language rules, mechanism, and its difficulty regarding contents have been also described as fundamental problems in ESL learning and pedagogy. Like several other second languages, English is a product of many considerations based on skills, knowledges, and language mechanism. It requires adequate background knowledge and input factors, grammatical structures and skills, practice and creativity including receptive and productive skills in order to reach success in both academic and communicative implementations. Nevertheless, previous literatures revealed linguistic problems and barriers in language acquisition concerning linguistic knowledge, grammatical structure, morphology, phonology, and semantics. For instance, Brook [10] in accordance with Richard [12] proposed that students had insufficient knowledge, inadequate resources and skills in grammar and linguistic mechanisms causing obvious errors in English writing. In the same vein, Songsangkaew [4] indicated linguistic problems and language function difficulties as experienced by Thai students in American's learning context. The findings showed that the ESL students achieved low proficiency in English language learning and acquisition especially in formal language function context rather than communicative one. Another significant variable contributing major problems in ESL learning and pedagogy was mother-tongue interference. Such linguistic phenomenon deals with native language's influence that affects learner's learning and acquisition towards the target language [19]. According to Bennui's study [14], mother-tongue interferences were categorized into three aspects: lexical interference, syntactic interference, and discourse interference. Lexical interference referred to vocabularies and word choices as influenced by the native language. This interference allowed learners to adopt vocabularies from the native language in using for the context of target language. The results were found on many mistakes in vocabulary usage and incorrect word choices. Syntactic interference concerned language mechanism and grammatical structure in usage. Such interference led to tremendous grammatical mistakes and structural errors. Also, discourse interference was described as communication in use, cohesion and coherence, and redundancy in the target language as imposed by the native language. Most errors could be found on the way in which learners used their native language knowledge and mechanism to perform and to produce the target language. From this view, psycholinguistic milieu and the approach in which learners acquire,

process, are capable of commanding language have become a primary concern in articulating the target language.

Within ESL context, many studies also illustrated diverse aspects of English communicative problems and competence. On one hand, most ESL learners were unable to communicate effectively and accurately in real-world settings. After spending approximately 10 or more years in education curriculum, it seemed that they were incapable of employing integrated skills in response to various communicative situations, such as daily conversations and business-communicative context. On the other hand, English knowledge and skills that ESL learners possessed could not fulfill career requirements on daily basis. For example, ESL graduates were unable to proceed on correspondent letters, to answer telephone conversations, or even to give formal presentations in English. Communicative competence referred to the degree to which a person could employ linguistic knowledge and skills with motivation and volition to perform communication in certain contexts with effectiveness and appropriateness [20]. The idea of communicative competence arose with argumentative theories between Noam Chomsky's work and Hymes's concept in the mid-1900 century. With regard to Chomsky's emphasis, linguistic and grammatical competences with a context of language were of greater interest. In contrast, Hymes's conceptual framework of competence argued Chomsky's work in the sense that it was rather narrowed. Such competence included, but not limited to, linguistic and grammatical capability. Cultural and social matters should have been taken into consideration as major factors in communicative achievement. Therefore, these theoretical concepts provide more understanding about communicative competence and language acquisition in uses. According to previous studies, major communication problems could be found as follows: speed of delivery, incorrect pronunciation and spelling, errors in voice tones and accents, inappropriate word choices and limited vocabulary repertoires, cultural differences and sociolinguistic variables that led to miscommunication and incomprehensibility [21], [22], [23], [24], [25], [26].

In addition to linguistic difficulties and communicative aspect, communication anxiety was classified as one of principle issues in communication problems [27]. Communication anxiety referred to a phenomenon in which linguistic and communicative competences were apprehended by anxiety, frustrated and unconfident feelings. Daly [15] proved that oral communication problems were influenced by fear and anxiety occurred among learners in second language classroom. Such burden affected foreign language learning process and acquisition. This study is in line with theories and concepts as proposed by Krashen [17] in the sense that emotionally non-linguistic factors perceived as fear, anxiety, and boredom provoked negative impacts towards acquisition and motivation in second language learning. It is almost certain that learners who experience fear and anxiety are unable to command the target language with effectiveness. Worse yet, they might be afraid of learning the target language with low motivation and undesirable attitude, thus blocking

knowledge and skills to reach language areas of the mind. Sriussadaporn [28] mentioned in her study that Thai employees experienced linguistic difficulty in group discussion setting although they possessed good and constructive ideas to share with other parties. They were afraid of and felt uncomfortable to communicate in English because of anxiety, low motivation, and low English proficiency. From this perspective, aforementioned problems in ESL teaching and learning within Thai context can be perceived from language itself to non-linguistic boundary variables which tend to dominate language learning and acquisition as well as learners' attitudes and motivations to a considerable extent.

In regard to the acquisition of other language apart from the first one, affective filter has been treated as one of significant variables affecting both product and processes. For many decades, Second Language Acquisition (SLA), a sub-field of Applied Linguistics, has emerged as a specific field of study with an attempt to examine how L2 acquires and produces second language. In doing so, "interlanguage" has been employed as a repertoire or perhaps practical resources to study L2 learning and acquisition. The term "interlanguage" was defined as the kind of language mostly produced by L2 with an endeavor to learn and to acquire second language [29]. With an effort to describe for second language learning and acquisition of L2, various theories and hypotheses were proposed and discussed by SLA's scholars. Other plausible factors ranging from linguistic itself to psychological and contextual aspects were also taken into consideration in accounting for how and to a certain extent L2 acquires second language. According to Krashen [30], a "Monitor Model" was eminently proposed and discussed. This model of L2 acquisition comprises five hypothesis as follows: the acquisition hypothesis, the learning hypothesis, the input hypothesis, the affective filter hypothesis, and the natural order hypothesis. The acquisition hypothesis deals with a formerly unconscious process in which L2 acquires the target language by the nature and the environment with the acquisition focusing alone on meaning, while the learning hypothesis involves conscious attempts to learn language through grammatical rules. Subsequently, the input hypothesis was introduced. Such hypothesis accounts for the process in which learners are exposed to comprehensible, ample, relevant linguistic input that occurs within relaxing and positive context (low filter setting). Therefore, the acquisition can be reached and fulfilled. Also, the natural order hypothesis was presented to describe language acquisition where L2 proceeds on phases of development with different stages of difficulty. Specifically speaking, the input hypothesis is so intertwined with the affective filter hypothesis. Such hypothesis is referred to as relaxing contexts including emotional and constructive feelings that facilitate linguistic acquisition [30]. That is to say, it is almost certain that L2 will be more ready to acquire and to employ the target language if they are under low pressure, relaxing settings (also known as a low-affective filter context). In accordance with comprehensible and sufficient linguistic inputs, a low affective filter, to a considerable degree, enhances L2 acquisition and positive products of the target language. In case of a high affective filter, stressful environment and under pressure atmosphere impose negative

impacts on language uses and acquisition, thus barricading language learning and pedagogy. Aforementioned ideas correspond to what Lightbown and Spada [31] illustrated in their works, "... the filter limits what is noticed and what is acquired" (p.39). As reviewed at the beginning, the affective filter, as far as several research studies are concerned, plays a crucial role in English learning and pedagogy especially in Thai's context. In addition to linguistic difficulties and intricate characteristics of English as perceived by L2 learners, high affective filter has burdened themselves with stressful atmosphere, less motivation, and tedious journey to pursue language acquisition [15], [13], [3], [1], [28]. Once a learner's affective filter become stronger, there is a definite possibility that learning motivation and willingness appear to be minimal. Communicative anxiety, negative attitude, and less confident emotion towards English are more likely to occur. As a result, language learning and acquisition cannot be successfully achieved, fulfilled, or developed.

Due to the recent study's emphasis on the engagement of songs to improve language learning and acquisition within BUUSK's context, extensive problems focusing on students' aspect are mainly discussed on this matter. An exploratory study conducted by Khamwan *et al.* [32] indicated that BUUSK's students possessed English communication problems mostly on speaking and vocabulary skills. An interview's result showed that a lack of vocabulary repertoires including limited background knowledge and scarce opportunity to use English on daily basis was proved to be influential factors towards such problems. More importantly, the findings of this study also suggested that self-confidence and communication's anxiety were significant variables that block communication itself on one side and language learning on the other side. According to Koomwongthai's study [33], there was evident that constructive teaching environment and positive attitude of learners played beneficial roles on an improvement of communicative and academic English writing skills. Focusing on writing boundary, the previous study aimed to examine essential knowledge, important skills, and other relevant contents and plausible factors considered to be fundamental and more vital for undergraduate students in BUUSK's context. Along these lines, pedagogical problems and learning difficulties were also explored and discussed to gain a better understanding on further development. The results of this study revealed that academic knowledge and writing skills based on grammatical structures and language mechanism were deemed one of the most significant variables and major difficulties for language learning and acquisition as perceived by undergraduates. Moreover, a lack of input factors in writing became a main barrier that obstructed communication approach, creative thinking, or writing process itself. The input factors were treated as raw materials in writing process. In this context, it was proved that students hardly exposed to sufficient inputs and resources, thus making them more susceptible to write. When they consumed a small number of ideas and knowledge, they did not recognize what to write, and more importantly how to write it. Apart from abovementioned problems, the chief finding indicated that stressful environment and low motivation imposed uncomfortable and undesirable senses of learning. Most learners perceived traditional

materials used in writing pedagogy as impeding variables towards motivation and attitude in language learning. Therefore, the implication of the study purposed numerous facets of learning and teaching activities including guidelines and assorted resources to promote motivation and positive learning attitudes. From this view and as far as the research boundary is concerned, a proper approach to facilitate and to support language learning among BUUSK's context should be pondered and discussed further.

Song's inclusion in English pedagogical design and learning activities is not new, but once in a while is hard to come by, especially for higher education context. It has been believed that employing songs in English classroom is one of the most motivational approaches to encouraging language acquisition, mental development including aesthetic and creative enhancement. Reilley and Ward [34] illustrated that songs can be employed in language curriculum to improve accents, intonation, pronunciation, and rhythm of words. That is to say, learners are able to learn how words are spelled or pronounced through word choices and presentation of songs. From another point of view, Salcedo [35] proposed that using songs in foreign language teaching can stimulate memory in acquiring process of vocabulary and word repertoires. In addition, songs can be employed to reinforce language learning in grammatical structures in the sense that they assists learners to proceed on language mechanism under relaxing circumstance. Based on previous literatures, songs have been proved to be one of the most intriguing and motivational approach to promote ESL learning and acquisition. However, few investigations have been conducted in relation to ESL learning and teaching within higher education boundary under circumstance of students with low proficiency. Most attentions have been paid to ESL learning in primary and secondary education contexts. Therefore, the recent study attempts to fulfill such research gaps from previous literatures.

Most of the time, a word 'song' is more frequently used interchangeably with a word 'music'. Dictionary.com described a definition of 'music' as an art of sound emotionally expressing ideas and words in various and diverse forms through a composition of rhythm, melody, and harmony (<http://dictionary.reference.com/browse/music?s=t>). Encyclopedia Britannica depicted a definition of music as a harmonious combination of vocal and musical sounds in an aesthetic pattern of emotional and cultural expression through certain rhythm and melody [36]. On the contrary, Griffie [37] argued that 'song' and 'music' possessed different elements in definition: the former referred to pieces of sound with vocals while the latter was defined as a set of instruments of sound. As far as many research studies are concerned regarding definitions of song and music, to this date, it seems that the definitions tend to vary across cultures, communities, societies, time factors, purposes, and language boundaries with no singular or conclusive definitions in the world. While debates still exist concerning a precise definition of song and music, for the purpose of the recent study, song or music is considered to be a combination of English vocal and instrumental elements in

diverse forms that express meaning, emotions, and cultures through rhythm, melody, and harmony. Songs are ubiquitous in similar to language. They can be reached and easily accessible everywhere on our daily basis. To a considerable extent, songs play many beneficial roles in our language experience ranging from ritual ceremonies to entertaining resources and effective language learning tool [38].

In ESL context, songs can be employed to engage with teaching and learning process underlying these three theoretical approaches and rationales. First and foremost, it deals with a matter of Affective Filter. According to Krashen's Affective Filter Hypothesis, the degree of affective filter involves the extent to which learners are able to achieve in learning language based on the following variables: stress, anxiety, environment, motivation, and attitude towards language learning. There is highly likely that learners are able to learn and acquire second language more effective when affective filter becomes low or weak. In this condition, learners possess positive attitude and high motivation in language learning under relaxing and constructive atmosphere, thus enhancing language learning and acquisition. Therefore, songs can be treated as significant mediums in promoting low affective filter towards ESL learning context [39]. Secondly, songs can be employed in language classroom for an improvement of cognitive reason. It has been proved that songs present opportunities for learners to develop automaticity. Gatbonton and Segalowitz [40] defined 'automaticity' as "a component of language fluency which involves both knowing what to say and producing language rapidly without pauses". That is to say, songs become an important reinforcement to automatize the language development process especially when learners are engaged in an appropriate environment in which the target language is required to be communicatively used. Thirdly, from a cognitive psychology, it has been believed that songs are so connected with sensitive areas of human brain that links with memory and emotional connection. As a nature of songs is rather repetitive and consistent, using songs in language learning allows learners to gain more improvement on vocabulary memorization and creativity in naturally making utterance on the target language during or after listening. Boothe and West [41] also explained that blending education with enjoyment through songs reinforces four principal approaches on language acquisitions embracing grammatical knowledge, vocabulary, pronunciation, and auditory skill. Apart from cognitive approach, linguistic rationales have correspondingly treated as significant factors on songs' inclusion in language learning and acquisition. In general, it has been perceived that language used in various songs express colloquial English, that is, the use of language on real-life settings. With the approach of songs' inclusion in language learning platform, learners tend to gain more window of opportunity to expose and more importantly to acquire authentic language in use on daily basis [42].

Songs' inclusion in ESL pedagogy has been a central focus of research interests for many years. Most attentions have been paid to its beneficial roles, pedagogical advantages, and extensive designs through learning activities. For example, it dealt with language-input

resources in introducing grammatical points, cultural aspects, topics of discussion, sets of vocabulary, case studies for written tasks, presentation themes, and other wide-ranging ESL learning activities [39]. Also, Kusnierek's study [43] emphasized a vital role of songs in developing English vocabulary to learners. The study explained that English songs provided an increasing motivation towards students' attitude in vocabulary learning process. Lems's study [44] depicted that using songs in language pedagogy could promote certain cultural knowledges of other countries, communities, historical interactions, ethics, customs, and heritages to language learners. Learners were able to gain rich resources of knowledge about cultural differences and heritages along the same line with linguistic use and its mechanism. In Thai context, Phanarangsarn's study [45] indicated that learners acquired positive attitudes and high motivation especially when songs were included to stimulate a more enjoyable language learning environment. This study is in line with an experimental research conducted by Pucharoen [46]. The gist of this paper was to promote students' listening skill with a package of songs' material. The result illustrated that students' listening skill was significantly improved as being perceived in the post-test scores. Also, students showed positive learning opinions on songs' inclusion in ESL pedagogy within this secondary education setting. Hanlan [47] pursued a study on students' attitudes towards songs' use in classroom session at a language institution in Siam Square, Thailand. Research samples were forty Thai students applying for intermediate course in the institution. According to the results of this study, most students reported that using English songs in language pedagogy not only equipped learners with a robust listening skill, but also provided them with motivational attitude and more desirable, enjoyable learning experience. Tse [48] conducted a research study to probe Malaysian teachers' attitudes towards an employment of English songs on ESL classroom, Malaysian state primary school. The results of this paper depicted outstanding potentials of the songs' employment in ESL teaching and learning contexts. The findings reflected teachers' positive attitudes towards using English songs as a tool not only to promote young learners' listening skill, but also to support enjoyable learning experience in acquiring the target language. In undergraduate milieu, Suriyatham [18] explored an influence of songs towards Thai EFL undergraduate learners. The results exhibited benefits of songs' inclusion on an improvement of English pronunciation including listening and reading skills.

Given the previous literatures within the research parameters and the knowledge acquired from the reviews, less attention has been paid to songs' inclusion on ESL undergraduate context. The recent study aims to ascertain undergraduate ESL learners' perspectives and impacts of songs' inclusion on engaging positive motivation in language learning and acquisition within Thai context, Burapha University, Sakaeo Campus. This study will proceed in order to fulfill research gap on higher degree's education learners especially for students with low language proficiency with high possibility in affective filter phenomenon.

3. Research Methodology

The purposes of this study were: to examine the BUUSK students' perspectives on incorporation of songs in English language pedagogy; and to investigate prospective strategies in employing songs to promote language learning and acquisition under circumstance of low language proficiency with high affective filter. The research questions were presented as follows: 1) what are student's perceived attitudes towards employing songs in English classroom where low proficiency in learning outcome has been evident? ; and 2) what are plausible strategies in employing songs to promote acquisition and positive outcome in English classroom? Given the aforementioned purposes and the research questions, descriptive statistics were employed in surveying students' attitudes towards songs' inclusion in language pedagogy. Beneficial contributions of the study could further be measured through motivational factor and learning will, language acquisition, proficiency improvement, and various approaches in pedagogical implementation.

3.1 Instrumentation

A questionnaire was selected as the research instrument in this study. The structure of the questionnaire and its design were adopted and synthesized from Tse's study [48] along with Kusnierek's theoretical framework [43] and Hejjawi's study [49]. Also, previous literatures regarding songs' inclusion on language pedagogy in various contexts were taken into consideration to provide more insight in designing questions on the instrument. The questionnaire was divided into three main parts. The first part dealt with general background information of the respondents. The second part was designed to measured students' attitudes and perceptions towards songs' inclusion on English pedagogy. A five-point Likert type of scale was used in this section ranging from Level 1 (completely disagree) to Level 5 (completely agree). The last part of the questionnaire was presented in a semi-structure format to observe plausible strategies in employing songs to promote acquisition and positive outcome in English pedagogy. With an effort to promote validity and reliability, Item Objective Congruence (IOC) was implemented as a method to measure validity and reliability of the contents and the objectivity of the questionnaire.

3.2 Research Population and Sampling

The implication of this study aims to foster positive motivation and language proficiency of BUUSK's undergraduate students as an L2 learners. Therefore, 150 Thai ESL students who registered in 3 English courses (English for Communication, Collegiate English, and English 2) were selected as research participants. Purposive sampling method was adopted in obtaining the subjects in order to acquire the most capable and pertinent data. The

subjects were allocated into an experimental group and a control group. The former comprised 75 students with a condition of songs' inclusion in language teaching and learning activities, while the latter included 75 students with an absence of songs in language pedagogy. Considering the fact that each classroom on BUUSK language learning context contained 40-60 students per section, the subjects were gathered from 2 to 3 classrooms in the designated proportion with diverse linguistic proficiencies in each group for research sampling process and data collection.

3.3 Data Collection

In the process of data collection, the designed questionnaires were written and printed in Thai. The researcher formed a team of research assistant to distribute the questionnaires in both experimental and controlled classes. The timeline for data collection was held during the last week of learning session prior a final examination of the second semester, 2018's academic year. The students were requested to answer all questions in the questionnaires. The purposes of the research and detailed descriptions to fulfill each item were notified at the beginning of the questionnaire. The research participants were inquired to select the best option and final opinion which represented their perceptions and conceptions on using English songs in language learning and pedagogy. Subsequent to the collection of questionnaire answers, the data were statistically analyzed and described in illustrated tables and descriptive format. The results and findings were presented in the next chapter.

3.4 Data Analysis

In accordance with the quantitative nature of this study, a statistical analysis program was employed as an instrument in data analysis in order to represent the results with high reliability. In answering the proposed research questions, gathered information were analyzed via Statistical Package for the Social Sciences (SPSS). Descriptive statistics and analysis were applied to present the frequencies, percentages, means, and standard deviations of the data. The results were described and discussed through the tables and descriptive data explanation. In addition, the data derived from the third part of the questionnaire were interpreted and described to present anticipated strategies in employing songs to encourage language acquisition and positive learning outcome and motivation.

4. Research Findings

From the overall distributed questionnaire, there were 95 respondents providing feedbacks for data analysis (51 students from the experimental group and 44 students from the control group). The first part of the questionnaire explored general background information of the BUUSK respondents.

Table 1 Genders in Comparison

Genders		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	49	51.6	51.6	51.6
	Female	46	48.4	48.4	100.0
	Total	95	100.0	100.0	

Table 1 presents genders of the BUUSK respondents who participated in the data collection process (n=95). From the feedback of this study, male respondents were accounted for 51.6% while female respondents were described as 48.4%. From the feedbacks of all distributed questionnaires, 95 respondents provided research results for the data analysis. This might be due to the fact that sampling process was conducted prior a final examination week. With this period of time, most students had no class or learning session. Therefore, the BUUSK's students spent most of their time studying and researching outside the university. They might feel inconvenient to return the questionnaire in the provided box at the Faculty of Science and Social Sciences. Introducing questionnaire format by means of technological approach, in the Google Form for instance, would yield a better feedback results for future studies. However, the returning feedbacks of this study were able to represent almost 75% of the research sample, which could be accounted for further data analysis.

For other general background information, most of the students aged between 18 to 19 years (43.2%). Most of the respondents were the students from the Faculty of Science and Social Sciences (88.4%) with differences in fields of study. The students studying in a field of Public Administration were accounted for 42.1%, followed by a field of Logistics and Cross-border Trade Management (24.2%), a field of Information Technology and Business Innovation (12.6%), a field of Human Resources Management (8.4%), and a field of Natural Resources and Environment (1.1%) respectively. In addition, there were 11.6% of the students studying in the Faculty of Agricultural Technology. Given demographic information for the study respondents, a majority of the students were studying in the first year (73.7%). The forth-year students were constituted for 14.7%, followed by the second-year and the third-year students (6.3% and 5.3% orderly). Nearly all of the respondents (97.9%) registered in Collegiate English, an English course designing to provide integrated English skills with

vocabulary and language structure for intermediate communication in university degree. Only 2.1% of the participants attended in a course of English for Communication, a foundation course with emphasis on vocabulary and basic structure to achieve practical command of the English language for communication on daily uses.

According to the students' attitudes and perceptions towards songs' inclusion on English pedagogy within the BUUSK learning context, the findings from the group with songs' inclusion revealed that the students agreed on employing English songs in teaching and learning activities ($M=4.29$, $SD=0.90$). Apart from using English songs in ESL pedagogy to enhance pronunciation, memorization of vocabulary, and as learning inputs for language mechanism and structure, the students significantly agreed on benefits of songs' inclusion towards learning motivation and more attention in learning process ($M=4.24$ and $M=4.18$ respectively). That is to say, the students truly perceived that English songs alleviate nervousness and stress towards English learning. In comparable to the data obtained from the group in which songs were excluded from pedagogical activities, less differences were found in the respondents' attitudes and perceptions towards songs' inclusion on ESL learning. This second group of the respondents trusted that songs' inclusion in ESL context are valuable in promoting pronunciation, memorization of vocabulary, and as resourceful inputs for language mechanism ($M=4.02$, $SD=1.02$) rather than great benefits on motivation and learning attention ($M=3.93$, $SD=1.02$).

Table 2 Overall Findings on Students' Attitudes and Perceptions

	N	Minimum	Maximum	Mean	Std. Deviation
S1: Perceptions on songs' inclusion in ESL pedagogy	95	1	5	4.00	.934
S2: Facilitating pronunciation	95	1	5	4.13	.914
S3: Facilitating vocabulary learning and mnemonic	95	1	5	4.07	.970
S4: Being treated as input resources for assigned tasks	95	1	5	3.86	.963
S5: Stimulating learning attention	95	2	5	4.01	.857
S6: Learning motivation	95	1	5	3.97	.939
S7: Supporting learning in sentence structures	95	1	5	3.78	.947
S8: Supporting learning in language mechanism	95	1	5	4.03	.893
S9: Improving speaking skill	95	2	5	4.20	.807
S10: Promoting constructive language learning	95	2	5	4.07	.828
S11: Applying on assorted English courses	95	2	5	3.94	.920
S12: Selected songs in line with your preferences/favorites	95	1	5	3.66	.858
S13: Social and intercultural matters	95	1	5	3.73	.856
S14: Relieving stress	95	2	5	4.14	.807
S15: Enhancing interaction in language learning	95	1	5	3.97	.881
Valid N (Listwise)	95				

Table 6 summarizes overviews of the students' opinions from both groups concerning the use of songs in English language learning and pedagogy. In the aspect of learning motivation, the results from Statements 5 and 6 indicated that most of the students, to a considerable extent, agree that using songs in ESL pedagogy has a potential benefit in escalating motivation and attention in learning ($M=4.01$, $M=3.97$). It is highly likely that songs are particularly actuating and stimulating in this context. The result from the first Statement also reassured that a majority of the students agree on songs' inclusion in ESL

teaching and learning activities ($M=4.00$, $SD=0.93$). Based on such findings, we can postulate that songs provide positive and motivational impacts on ESL learning and pedagogy specifically on this research milieu.

In terms of the affective filters, the result proposed in Statement 14 reassured that employing English songs in this ESL context tremendously ameliorates non-linguistic variables such as anxiety, less confidence, and stress. A majority of the students, as revealed by the Table 6, agreed that the use of English songs in ESL pedagogy within BUUSK setting can lessens stress in learning process ($M=4.14$, $SD=0.81$). English songs also provide constructive learning atmosphere in which more entertaining experience with less affective filters are produced. Therefore, they promote a robust support and facilitation in language learning and motivation.

Given the fact that language learning requires intricate cognitive skills, the findings from this study demonstrated that songs allow the students to actively engage more on linguistic knowledge and skills. As displayed in the Table 6, most students agreed that these resources offer extensive knowledge in pronunciation and speaking skill's development. Moreover, they agreed that songs can be used to expedite vocabulary's learning and memorization. With English songs' lyrics, the students tended to believe that word phrases and sentences within can be adopted to support and to stimulate language learning in structures and linguistic mechanism. In this view, songs' inclusion on ESL can be valuably treated as input resources for learning activities on various English-course designs. For example, songs can be implemented in English presentation to develop speaking skill. They can be adopted as issues for writing in discussion on improving writing skills. Songs' lyrics can also be applied in a study of words, phrases, sentences, and grammatical structures. In terms of listening skill, songs become fruitful resources for learning activities and pronunciation development.

For the engagement of songs on social and intercultural knowledge, there is a good possibility that songs can be used to deploy linguistic knowledge and skills along the same line with native, intercultural contents. However, the result on this matter seems to be inconclusive on the present study based on the research purposes.

The results from Statement 12 illustrated that it tends to be a vigorous tasks for lecturers to find proper songs in accordance with the students' preferences, favorites, and trends. Instead of songs' contents and lyrics, most students stated that they are listening to the music based on its tune, tone, and rhythm. On the contrary, songs selected by the lecturers on learning process were explicitly focused on contents, structures, and clear pronunciation to improve language skills for students with low in linguistic proficiency. Therefore, the results of these matters showed the agreements on moderate degree ($M=3.66$, $SD=0.86$).

5. Conclusion

The purposes of this study were to investigate the BUUSK's student attitudes and perceptions towards songs' inclusion on English curriculum and pedagogy within Burapha University, Sakaeo Campus setting. In this context, a majority of the students represent low-linguistic proficiency and less motivation in language learning process. The present study also probes convincing angles of techniques and strategies in fostering learning motivation and language acquisition by means of songs' inclusion approach. Given appropriate literature and aforementioned theories and concepts, English songs have diversely proved to be the most valuable resources with persuasive features in promoting language learning and acquisition underneath most relaxing atmospheres.

Based on the gist of the present study, the two research questions are concisely summarized. The first research question states "What are student's perceived attitudes towards employing songs in English classroom where low proficiency in learning outcome has been evident?" The results of this study have beneficially reassured that English songs, to a considerable extent, can enhance students' motivation and positive attitudes in fostering pedagogical benefits in English teaching and learning facets. As can be perceived from the main findings, songs enhance learning motivation, active participation, and low affective filters in learning process. Therefore, these practical media facilitate constructive learning atmosphere for learners with low proficiency to improve more on linguistic and communicative competences. The second research question pursues plausible strategies in employing songs to promote acquisition and positive outcome in English classroom. The findings have suggested that English songs can be used as input resources on one hand, and as learning tools on the other hand, to promote integrated skills in ESL pedagogy in diverse manners. One resource can be employed to support or to integrate with one another to fulfill learning motivation and positive perceptions towards language learning and pedagogy. Rather more significant are a meticulous, laborious process of songs' selection in line with the purposes of language pedagogy, learning activities, learners' proficiency, and expected learning outcomes.

The results of this study are most likely to provide a clear understanding on the extent to which English songs' incorporation plays an encouraging role in students' attitudes, motivation, and affective filter within this context. With an increasing motivation and willingness to learn, there is a strong possibility that English proficiency and language acquisition can be developed and enhanced. In addition, these findings can make a great contribution towards various strategies for the inclusion of songs to promote language acquisition ranging from grammatical teaching to communicative competence. For instance, lecturers can employ songs to enhance four skills in intertwined manners. Songs can be used as input factors in listening process to ignite students' ideas in English reflective writing. Moreover, song lyrics can be adopted in reading and writing skills as resourceful, persuasive

materials in grammatical learning and acquisition in language mechanism. The present study also illustrates further contributions of songs' inclusion on language pedagogy with unlimited to primary and secondary education degree. That is to say, it can be implemented on higher education context to specifically promote learning motivations and involving experience for learners with low in language proficiency. Such contribution can be implemented through diverse classroom activities, pedagogical approaches, and curriculum designs based on learning capabilities and purposive learning activities suitable for individual learners in different contexts.

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