# THE IMPACT OF ENGLISH SONGS TO ENHANCE LEARNING ACHIEVEMENT FOR STUDENTS WITH UNEQUAL COGNITIVE

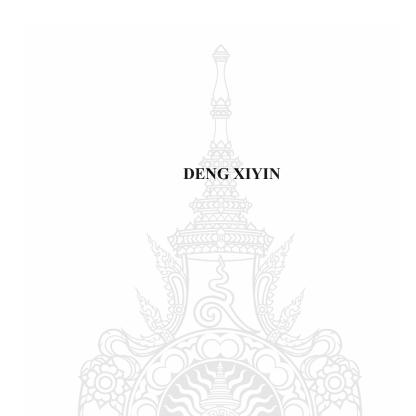


REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION
PROGRAM IN LEARNING TECHNOLOGY AND INNOVATION
FACULTY OF TECHNICAL EDUCATION
RAJAMANGALA UNIVERSITY OF TECHNOLOGY THAYANBURI
ACADEMIC YEAR 2023

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OF TECHNOLOGY THANYANBURI

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A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
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**Thesis Title** The Impact of English Songs to Enhance Learning Achievement

for Students with Unequal Cognitive

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**Program** Learning Technology and Innovation

**Thesis Advisor** Assistant Professor Metee Pigultong, Ph.D.

Academic Year 2023

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#### **ABSTRACT**

The purposes of this study were to: 1) compare the learning achievement of students between pre-test and post-test scores using English songs and 2) identify effectiveness after using English songs. The population in this study were 200 students in Sichuan Yibin Vocational Technical School, China, in semester 2, academic year 2023.

The samples of this research were 54 students selected by Chung TeFan's 27% calculation technique. The research instruments included: 1) three English songs, and 2) an achievement test paper. The statistics used in this research included: 1) dependent t-test, and 2) effectiveness index.

The research results revealed that: 1) the post-test scores were higher than the pre-test scores with statistically significant difference at the .05 level (t = 80.45, p = 0.00), and 2)the effectiveness of using English songs was .7363, in other words, the students had higher post-test scores of .7363 percent of cognitive score improvement.

Keywords: English songs, learning achievement, SDGs, unequal cognitive

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Deng Xiyin

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## CHAPTER 1 INTRODUCTION

#### 1.1 Background of statement

#### 1.1.1 Overview of Education world situation

Education is an important part of human civilization. Education is a human right, a powerful driver of development and one of the most powerful tools for reducing poverty and improving health, gender equality, peace, and stability. (Boothe, D., & West, J. 2015). It provides a large, consistent return on income and is the most important factor in ensuring equity and inclusion. In the current state of education, educational inequality is an important issue. Globally, there are still many children in poor areas who do not have access to a good education. In addition, the uneven distribution of educational resources has led to the low quality of education in some regions, which has also led to a widening gap between the rich and the poor. These problems seriously affect educational equity and social justice. (Sari, S. N. & Aminatun, D. 2021). In addition, the uneven quality of education is also a challenge facing education today. Globally, the quality of education in some regions is very low, which makes student learning outcomes ineffective. In addition, the simplification of the education system and teaching methods has led to uneven quality of education, which has affected the learning outcomes of students. (Manda sari, B. 2020) The future of education will face more challenges and opportunities. With the continuous development and application of science and technology, the form and method of education will also change. Future education will pay more attention to the individualization and differentiation of students, and improve the learning effect of students through personalized education methods. (Oktaviani, L. & Mandasari, B. 2020). According to the state of global education, Sustainable Development Goals (SDGs) proposed by the United Nations. The goal 4 is Quality Education. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. (Ferguson,

T. and Roofe, C.G. 2020) There is growing international recognition of Education for Sustainable Development (ESD) as an integral element of quality education and a key enabler for sustainable development. Both the Muscat Agreement adopted at the Global Education for All Meeting (GEM) in 2014 and the proposal for Sustainable Development Goals (SDGs) developed by the Open Working Group of the UN General Assembly on SDGs (OWG) include ESD in the proposed targets for the post- 2015 agenda. The proposed Sustainable Development Goal 4 reads "Ensure inclusive and equitable quality education and promote life-long learning opportunities for all" and includes a set of associated targets.

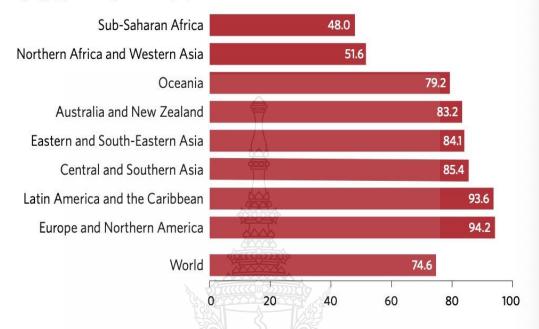
The following charts are United Nations analysis data on global inequality in education:

School completion rate, by level of education, 2015 and 2021 (percentage) Sub-Saharan Africa Oceania Central and Southern Asia Northern Africa and Western Asia Latin America and the Caribbean Eastern and South-Eastern Asia 0 Australia and New Zealand Europe and Northern America World 0 0 20 40 60 80 100 △ Primary (2015) ▲ Primary (2021) Lower Secondary (2015)Lower Secondary (2021) ☐ Upper Secondary (2015) ■ Upper Secondary (2021)

**Figure 1.1** School completion rate, by level of education,2015 and 2021.

Figure 1.2 Eastern and South-Eastern Asia data are from 2019.

# Participation rate in organized learning (one year before the official primary entry age), 2020 (percentage)



Note: "Eastern and South-Eastern Asia" data are from 2019.

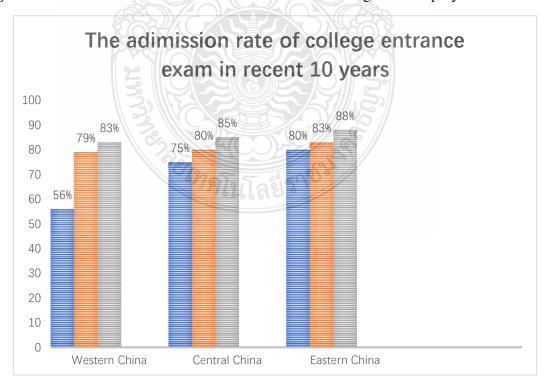
#### 1.1.2 Problem of China' education

Education is unfair. Every people need to equally access to education. This is the goal of China's educational efforts, but the reality is unequal. Among the problems of unbalanced regional education development, the educational resources in eastern and western China are extremely unbalanced. (Feng yan 2019) In terms of schools, schools are divided into national focus, and ordinary schools, as well as vocational secondary schools, while in good schools, they are divided into important classes and ordinary classes according to their academic progression or admission results. Teachers in the same class will also treat students with different grades differently. Such behavior can cause low score students to lose confidence and interest in learning. (Zhu yumin 2022)

The teaching is not modern style. China's classroom teaching, from primary school to university, and even graduate students, although it has always emphasized Heuristic and research, but in fact the main thing is that indoctrination occupies the

mainstream, students are passive in the classroom and idle after class, resulting in a situation of nothing to gain. (Wang huaping 2011) Looking at the teaching process in our country, we can see that although the independent learning method has been promoted for many years, but the traditional education model, that is, the cramming teaching model more or less restricts the innovative development thinking of young students, most students are limited to the dogmatic development of traditional thinking, do not know how to draw inferences, cannot be used flexibly, this lag makes our education present a complete institutionalization, modeling, less vitality and motivation, this problem, It can be said that it is a stubborn stumbling block on the road of education in our country. (Wang lei 2020) In the process of basic education in China, we are always pursuing the quality of education and teaching, and through centralized teaching, the use of examinations to evaluate students' learning and the quality of education and education, which greatly limits the characteristics of students themselves and ignores the problem of quality education. (Liu jie 2019)





#### 1.1.3 Specific of vocational students' problem

Most secondary vocational students are losers in the high school entrance examination. In middle school, they are "low English scores students", a group defined by society, teachers, classmates and even parents as having no hope of "becoming successful". (Jia zhengjun.2019) They are because they didn't get in the ordinary high school and go to secondary vocational school, secondary vocational students are a special group of students, we have found through years of observation that most of the secondary vocational students are very intelligent, they are the victims of exam education. (Wang lei .2020) Most of them may indeed be worse in learning than students who go to college later, but they are very talented in other aspects, their IQ is not low, and if they are properly guided, there will be a lot of "Edison" among them. Many of the reasons they don't go to high school are because they don't want to study or don't like it. Secondary vocational education is different from ordinary education, we are reasonably guided, the method is appropriate, can stimulate their interest in learning, they are very malleable.

In secondary vocational schools, students have the lowest grades: English is the lowest, mathematics is second, and Chinese is slightly higher. Among the eight cities, the highest average score in English was 50.45, while the rest scored between 24 and 46; the highest average score in mathematics was 54.48 and the rest were between 26 and 50; 6 cities had more than 50 points in Chinese, the highest urban average score of 58.67 and the lowest two cities were 45.93 and 33.70 points. Therefore, English has the worst overall score among secondary vocational students. Among my 200 students. Some students have very low English scores. (People's Daily 2017)

At present, students in vocational secondary schools generally have low English sores and varying degrees. A considerable number of students have unclear learning objectives, and weak control ability, only based on interest to learn, often bored with boring teaching content and forms, and lack of concentration in class. (Guo yingping.2013) Problems such as boring English teaching environment and traditional

teaching methods make students fear or even hate English learning. However, students are willing to participate in various English teaching activities, so if teachers can choose appropriate English songs during the teaching process and apply English songs to English teaching, the beautiful melody and dynamic rhythm of English songs attract students. It can maximize students' interest in learning English, so that students can enjoy music while learning. In the end, students can like English and learn English well. (Fan fei 2017)

#### 1.1.4 Solution

Music is one of the oldest arts of mankind. It is impossible to investigate when human society began to have music. But long before humans produced language, they already knew how to use music to express emotions, record history, and impart knowledge. (Sari, I. P., Asahra, E. E., & Yana, Y. 2019) The role of music in modern society is increased auditory enjoyment, relaxation, reducing life pressure, treating the mind, avoiding various chronic diseases, etc. (Bsharat, T. R., Barahmeh, M. Y., & Turkman, J. M. 2021) Because language and music have many commonalities, the role of English songs in English teaching has been valued by more and more English educators. Many educators and linguists at home and abroad have devoted themselves to this topic, and nowadays, English songs are gradually entering English teaching classrooms and have achieved some results. (Wangi, W., Khotimah, A. N., & Pradana, R. 2017) However, it has not been promoted in the whole English teaching. Therefore, in the research, combined with the main characteristics of vocational school students, this paper adopts the method of combining theory and practice to explore the feasibility and effectiveness of English songs in teaching. Based on the United Nations' SDGs 4 on equitable education, taking students from Yibin Vocational Technical School as an example, in this paper, this research uses an edutainment teaching technique by use English songs to improve the English scores of the low achievement students.

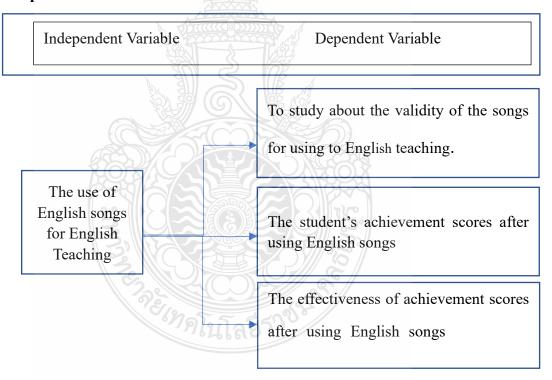
#### 1.2. Research questions

- 1) Have validity of the songs for using to English teaching?
- 2) How is the difference in achievement scores before and after using English songs?
  - 3) How about the effectiveness of achievement scores after using English songs?

#### 1.3 Research objectives

- 1) To study about the validity of the songs for using to English teaching.
- 2) To compare learning achievement between pretest and posttest scores.
- 3) To study the effectiveness.

#### 1.4 Conceptual framework



#### 1.5 Expected results

- 1) The sample will have gained knowledge from the song teaching.
- 2) The sample will get higher scores after the songs teaching.

#### 1.6 Definition and Scope of the study

The study of teaching English songs to improve the English performance of low score students can be defined as an educational study to explore the methods and effects of improving the academic performance of students with relatively low English academic performance by using English songs as an educational tool. The scope of the study includes the following aspects:

Teaching methods: The research will focus on different teaching met using English songs, such as lyrics analysis, song creation, song singing, etc., to determine which method is the most effective for poor students' learning.

Student groups: The study will target students with poor score English learning, including differences in age, language ability and subject ability.

Academic performance: The study will measure the improvement of students' performance in English subjects, including improvements in listening, speaking, reading, and writing.

Psychological and emotional factors: The study may also examine factors such as students' attitude towards English learning, motivation, and self-confidence to understand the impact of these factors on academic performance.

Course design: Research may involve the design of courses based on English songs, including selecting appropriate songs, compiling textbooks, and evaluating students' progress.

In short, this study aims to explore the methods and effects of improving poor score students' English learning performance through music education methods to help improve their performance in English subjects.

#### 1.7 Definitions of keywords of the Study (Only in this research)

- 1) English songs: The three instructional songs used in the study were: Modern Pop Music. It originated in the 19th century and developed rapidly in the 20th century. The popular music of the West, especially the developed countries of Europe and the United States, occupies an important position in the world, and the United States is the most developed country in the world for popular music, and it is also the main birthplace of popular music. Nowadays, the form of popular music in various countries around the world is basically developed based on American popular music. Pop music has a charm that appeals to a wide audience and is a music for everyone of all ages.
- 2) Unequal cognitive: typically refers to differences or disparities in cognitive abilities among individuals or groups. Cognitive abilities encompass various mental processes such as perception, attention, memory, reasoning, problem-solving, and decision-making. When we say there are "unequal cognitive" aspects, it implies that some individuals or groups may have strengths or weaknesses in certain cognitive domains compared to others. These differences can arise from various factors including genetics, upbringing, education, environment, health, and socio-economic status. Recognizing and understanding these differences is important in various fields such as education, psychology, and healthcare, as it can inform interventions and policies aimed at addressing disparities and promoting equal opportunities for all individuals to reach their cognitive potential.
- 3) Learning achievement: In modern society, education is a crucial issue, which involves the inheritance and continuation of wisdom and knowledge accumulated by mankind over thousands of years. Students' academic achievement is one of the important indicators to evaluate the quality of education, and its level is not only related to the development and future of individuals, but also involves the prosperity and development of the country. Therefore, the analysis and evaluation of students' learning achievement is a crucial issue. The analysis and assessment of student learning achievement needs to

consider many factors. First, it is necessary to comprehensively evaluate students' performance in the learning process, including students' grades, classroom performance, experimental operations, and other aspects. Secondly, it is also necessary to consider the comprehensive quality assessment of students, such as moral character, health status, learning attitude and personality characteristics. Finally, the evaluation should be made based on factors such as the resource environment and family background of the student to accurately understand the student's learning achievement.

- 4) SDGs: The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries developed and developing in a global partnership. They recognize that ending poverty and other deprivations must go together with strategies that improve health and education, reduce inequality, and spur economic growth all while tackling climate change and working to preserve our oceans and forests. SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Access to quality education is fundamental to improving people's lives and achieving sustainable development. Countries have made significant progress in increasing access to education at all levels and in increasing enrolment, especially for girls. Basic literacy and numeracy skills have improved considerably, but more effort and greater progress are needed to achieve the goal of education for all. For example, the world has achieved gender parity at the primary level, but few countries have achieved this goal at all levels of education.
- 5) Chung TeFan' technique: Chung TeFan also called Fan Chung Graham (born in Taiwan in 1949) is one of the world's leading graph theorists and combinatoriality, with major contributions to spectral graph theory, random and quasi-random graphs, Ramsey theory, extremal graph theory, and complex networks. She proposed many mathematical techniques, for example: Chung TeFan' technique. The ability to classify tests (value r)

with 27% technique or chung Teh fan's method, because if there are many testers, it is difficult to find the ability to classify by dividing by 50%. In 1939, Kelly showed that if the participants' scores were normally distributed, then only 27 percent of the scores of the high and low groups were analyzed, and their estimates would be close to all scores. If there are 120 students, 27% will equal 120 x 27-.32.4 = 32 A1/444 using Chung-Teh Fan's success table analysis exam.

#### 1.8 Significance of the Study

This paper mainly conducts an in-depth exploration and analysis of the ways and means of applying English songs in English classroom teaching in vocational school and selects 54 students with the lowest English scores as research objects. Its main purpose is to analyze the teaching results of using English songs in the classroom through empirical research, and at the same time, to improve the interest of poor scores English students in learning English, and to effectively find better ways and ways to apply English songs, so as to improve the performance of poor scores English students, promote the educational equity policy of the United Nations SDGs, and achieve better results in the process of development. The main implications of the study of this topic are as follows:

1. Stimulate the interest of lowest scores students in learning English. The greatest motivation for learning is interest, and interest is the best teacher, which can make students actively understand different things, and at the same time actively participate in them. When we use more direct and visual teaching, we can fully attract their attention. If they are taught in a mechanical way, such as reciting words that need to be mastered, they will not produce better learning results. English Song Teaching uses the English song teaching mode of listening and singing, effectively integrates language and situation, presents a vivid and lively classroom learning atmosphere, allows them to learn in a more pleasant state, and can fully activate the psychological internal drive of their learning, which allows students' brains to show an active state and can fully devote themselves to learning and exploration, so as to obtain twice the learning effect with half the effort.

Once students have a strong interest in English, they will be willing to engage with it.

- 2. Reduce the pressure of lowest scores students' English learning and improve the learning effect. The way to perfectly display the language of the human soul is music. Appreciation of music can effectively prevent boredom and boredom caused by repeated exercises and can also reduce students' tension and anxiety when learning English, it can also reduce students' fear, which can help students relax in learning English knowledge, and it is not easy to develop fear. In the process of implementing the English curriculum, teachers use music and songs to comprehensively train students' listening, speaking, reading, and writing skills, to improve their ability to use English.
- 3. Promote intellectual development and improve students' overall literacy. The implementation of different aspects of students and the comprehensive development of students are the core of quality education. The main aspects of human intelligence include attention and observation, memory, and imagination, and thinking, etc. English language teachers should fully develop students' intellectual strength to fully acquire knowledge in the process of English learning. Music has characteristics such as image and creation, beauty and harmony, typicality, and exaggeration, which have a favorable side for the development of students' intelligence.
- 4. Improve the aesthetics of music. To maintain students' interest and rich imagination, teachers who implement English courses should create and set up corresponding scenarios, and gradually make students' minds become free and open, and learn English knowledge in relatively comfortable and free situations, to maximize their creativity. The joy of students' experience success is the highest level of the Joy class, after the experience of success, students can fully stimulate their own self-confidence and affirmation, and students can also continue to satisfy their needs from English songs during the learning of English knowledge, Feel the beauty of music with your heart, and baptize your mind and thinking.

#### **CHAPTER 2**

#### LITERATURE REVIEW

This chapter focused on reviewing the previous studies related to the following area relevant to this research.

- 2.1 SDGs in Education
- 2.2 Edutainment
- 2.3 Learning achievement
- 2.4 Unequal Cognitive learning
- 2.5 Song for Learning Enhancement
- 2.6 Literature review of the relevant research

#### 2.1. SDGs in Education

Today we have the largest generation of young people in history with 90% of the hem living in developing countries, where they make up the bulk of the population. Connected like never before, young people want and are already contributing to the resilience of their communities, proposing innovative solutions, driving social progress, and inspiring political change. They are also agents of change, mobilizing to advance the objectives of sustainable development to improve the health of the planet & the lives of the people.

Provided with the skills and resources required to fulfil their potential, young p eople will be the driving force behind growth and contribute to peace and security. With political responsibility and adequate resources, young people can most effectively trans form the world into a better place for everyone. And the onus of introducing the youth t o "education about the SDGs" and "education for the SDGs" lies with educators - a great power with an enormous responsibility. Thankfully, with excellent resources developed by the UN, the World's Largest Lesson & a strong community of SDG Ambassadors of ffering a plethora of global projects it is easy to get onboard.

For educators, teaching fresh content is energizing. It can boost their professional growth, especially when there are opportunities to take online courses or to conduct SDG programs.

#### 1. Benefits for Learners:

The interdisciplinary nature of the SDGs helps learners to establish links betwe en differentsubjects & skills, which in turn can help them thrive in a rapidlychanging la bor market. Teaching SDGs motivate & enhance learning across the curriculum, becaus e the topicsrequire creative engagement & are relevant to real world problems. Assists le arners to get acquainted with the systems used in governance - National &International & the concept of International law. Encourages learners to make sense of the local comm unities in which they live & the diversity of the World around them - to participate & ha ve a voice in matters that affect them. Supports the acquisition of core competencies & skill sets, particularly those related to the conduct of research; the development, presentation & response towards informed arguments; nurturing individual agency through student choice & student voice. Increases understanding of social science, scientific & mathemat ical concepts & processes by applying them to real life contexts & data.

Develops critical thinking & empowers learners to confidently challenge incorrect or fal seassertions made by others – for example, 'fake news' in the media. Helps learners to see the positives around them & feel empowered as everyone has a role to play in making progress in these Global challenges.

#### 2. Benefits for Educators & Schools:

Reinforces the importance of diversity inside & outside the school ecosystem. Provides a valuable mechanism through joint Global learning initiatives between different grade levels. Promotes lifelong learning & a need for everyone to work together - Teacher-Learner collaboration ensures enriched experiences. Provides a unifying thread for schools that want to place Humanity - value systems, human rights & Global competencies at the heart of learning. The broad, mutually supportive & interdependent

nature of the SDGs makes them an excellent tool for the development of whole-school curricula.

#### 3. Benefits for Communities & the Wider World:

Provides an excellent structure for resolving contentious & complex local, Nati onal &International issues, particularly those that create a "Global" tension.

Contextualizes local community or business participation programs. Exchanging information about SDGs engages & nurtures interrelationships between parents, communities & businesses.

Now in School, learners will soon grow up to be adults, who will find themselves in an increasingly interconnected, multicultural society. They need to be mindful of cultural norms and differences around the world so that they can adapt and thrive. The SDGs are common expectations for all citizens & are essentially Global in nature. Learning about these SDGs allows students to gain fresh insights into problems being faced around the world. These problems are inseparable from society and, to better appreciate the SDGs, students need to learn about the World around them - their environment. However, simply knowing about the environment is not sufficient -Learners need to be equipped with skills to apply their knowledge to address Real World problems by engaging actively in their local & Global societies. Learners need empathy to build positive relationships in their lives. When students hear about SDGs such as Gender Equality, Reduced Inequalities, Zero Hunger, they are exposed to different perspectives which facilitates empathy. Creating compassion in children leads to committed, active adults. Teachers do not need to be experts to teach SDGs. They can learn & explore these issues alongside their students, & plan ways to act together. Once students have an appreciation of the SDGs & why they need them, they will be motivated to make meaningful contribution individually & collaboratively. We have less than a decade left & we could use all the help we get - it is now or never! (Ferguson, T. and Roofe, C.G. 2020)

#### 2.2 Edutainment

Edutainment is a portmanteau combining the words 'Education' and 'Entertainment'. It is delivering information and knowledge by means of entertainment for making it enjoyable. Edutainment integrates educational elements with various forms of delivering messages to the audience. This neo logistic term was first used by 'Walt Disney' during short educational films and series like Tommy Tucker's Tooth, True-Life Adventures, etc. Following these, the term was used by short filmmakers for producing documentaries for the National Geographic Society.

Edutainment, in short, is to design the classroom to make students feel happy in the teaching process, so that students can actively and easily learn under the drive of happy emotions and achieve teaching and learning goals. "Teaching" is teaching, education, "fun" is fun, interest, that is, the teaching activities on the potential and learning power of students, so that students can feel the fun of the learning process as much as possible, and strive to improve students' cultural literacy, promote the comprehensive development of their knowledge, affection, and intention. This view first developed from abroad. In the practice of foreign edutainment ideas, the most common is game activities. Whether it is school teaching or home learning, the games are colorful. After a long period of development, games have now penetrated teaching, and a novel teaching mode has been formed, that is, knowledge and skills are passed on to students in the form of games.

Western game pedagogy originated with Plato. In his book Republic, he depicted children's play scenes, which shows that such children's play scenes are the ideal occasions in his mind. Similarly, the main core of the "naturalistic" educational thought advocated by Rousseau in his "Emile: On Education" is to first stimulate students' motivation and interest in learning in new and interesting activities, and then to grant them certain learning methods in the learning process, only such education can adapt to students' physical and mental development. The leaders of Western game theory are Kant

and Schiller. Kant referred to the concept of "game theory" in Critique of Judgment. In his concept, only through game activities can we turn our inner thoughts and thinking into reality. Schiller developed Kant's concept in his book A Brief Book of Aesthetic Education and proposed his concept of games. In his book, Schiller points out: "Man has three impulses: the emotional impulse, the formal impulse and the game impulse, and the strictest meaning of the term human is the harmonious unity of sensibility and reason." The well-known educational psychologist also put forward relevant theories about game teaching for a long time. He not only summarized and summarized most of the game theory, but also carried out many game teaching observations and experimental research. According to Piaget's theory, knowledge is achieved through assimilation, which is to process or change the material of reality so that it can be incorporated into the cognitive structure of the child. In the learning process, play can continuously provide learners with a space to consolidate their existing needs and cognitive structures and give their emotions a space to develop and expand. Learners' different stages of cognitive development determine their different ways of playing: practice play, symbolic play, and rule-based competition play. Dewey, a famous American educator, and pioneer of pragmatic education, also put forward his theoretical view of "learning by doing". 'Learning by doing' is also 'learning from activities', allowing children or learners to learn from meaningful and interesting activities. If educators insist on implementing this principle of "learning by doing" in the classroom, the effect of activities in classroom implementation will be more significant, and the impact on the learners participating in the activities will be more vivid. He also put forward a new educational proposition after constructing a complete educational theoretical system of activity education, that is, comprehensive talent cultivation education for growth and life, and comprehensive talent development education for transformation and interest. He strongly opposed the bookand teacher-centered classroom in traditional teaching and advocated that we should insist on starting from the interests of learners themselves, take learners as the center of classroom and teaching, and design more activities to promote teaching through activities.

Kim L.S points out quite a few advantages about games in teaching. First, games free students from boring traditional language classes and allow them to relax for a short time; secondly, games involving excellent and certain difficulty motivate students to learn and improve their language skills and abilities; Again, games provide them with opportunities to prove and demonstrate their learning; Fourth, most students are able to actively cooperate and actively communicate during the game; Finally, games provide students with a relatively realistic context to learn English. Garris R. Ahlers R. and Driskell, J. E. Scholars also gave their views on classroom teaching and motivation, published in Games, Motivation and Learning: A Research and Practice Model. Since then, Agnies Uberman has summarized several waves of research from the extensive literature on children's games, which were published in his paper The Use of Games for Vocabulary Presentation.

Various educators in China have conducted more in-depth research on game teaching methods, and currently mainly use imitation game teaching, scenario teaching, sports games, children's song teaching, painting games, etc. in classroom teaching. Chen Heqin a well-known educator, emphasized that in the classroom, teachers should strive to create a relaxed and pleasant learning atmosphere for students, and teaching can only be carried out effectively based on stimulating students' interest in learning. On this basis, he also put forward his own unique operation system and pedagogy theory, and advocated game-based pedagogy. He believes that "children learn through play, which can achieve twice the effect with half the effort. Guo Yuejin and Cao Man published the book "Teaching Guide to English Games in Middle Schools" on their views on the teaching of English games in secondary schools. The two scholars included nearly 100 teaching games carefully designed by the authors themselves, and through teaching practice, they shined in middle school English teaching and received good results.

Through analysis and research, they divided all English games into two categories: the teaching games part of the English classroom and the intellectual games part of English thinking. This part gives clear boundaries for the classification of English games, and gives insights on the purpose of the game, game props, game time and game guidance, etc., and each game gives a bilingual comparison between English and Chinese, which is concise and clear, laying a solid foundation for later scholars' in-depth exploration of game teaching. Wei Yongjun clearly pointed out the role of appropriate game activities in the classroom that can reduce students learning burden, stimulate students' learning motivation, and greatly improve learning effects. He Jie fully summarized the teaching methods commonly used in primary school English classrooms, especially pointing out the teaching art in game teaching. To increase students' interest and enhance their participation in the game, the use of games in the classroom can be more conducive to the smooth running of the game. In the book, he also gives corresponding opinions and appropriate suggestions to teachers based on different games. He Jie also deliberately devoted an entire chapter to the empirical verification of his teaching cases and recorded and analyzed the implementation of the cases in the form of "teaching essays". Xiang Li and Gui Ping proposed two game teaching methods: first, language training games, which should be designed and conducted according to different language knowledge points and learning content; The second is the game of communication training, which aims to use language in more real situations, so that speakers can freely use language in daily communication. Teachers bring games into the classroom and achieving "edutainment" in games has been a goal that Chinese educators unanimously pursue and want to achieve.

#### 2.3 Learning achievement

"Learning achievement" refers to the level of knowledge, skills, and competencies that an individual has acquired or demonstrated because of engaging in a learning process. It encompasses the outcomes or accomplishments attained by students or learners in various educational contexts. Learning achievement can be assessed

through a variety of methods, including standardized tests, performance assessments, projects, presentations, portfolios, and observations. It typically involves evaluating students' understanding of subject matter, their ability to apply concepts and principles, their problem-solving skills, and their capacity to think critically and creatively. The concept of learning achievement is often used to measure the effectiveness of educational programs, teaching methods, and interventions. It provides valuable information about students' progress and informs instructional decision-making, curriculum development, and policy initiatives aimed at improving educational outcomes. Overall, learning achievement reflects the extent to which students have mastered the learning objectives and goals set forth by the educational institution or curriculum, and it serves as a key indicator of educational success and attainment.

Improving students' learning achievement involves implementing a variety of strategies and approaches aimed at enhancing their engagement, motivation, and mastery of subject matter. Here are some effective ways to improve students' learning achievement:

Set Clear Learning Objectives: Clearly communicate learning objectives and expectations to students at the beginning of each lesson or unit. This helps students understand what they are expected to learn and achieve.

Differentiated Instruction: Tailor your teaching methods and materials to accommodate students' diverse learning styles, abilities, and interests. Offer a variety of instructional approaches, activities, and resources to meet individual student needs.

Active Learning: Engage students in active learning experiences that encourage them to participate, think critically, and apply concepts in real-world contexts. Incorporate hands-on activities, group discussions, debates, and problem-solving tasks into your lessons.

Formative Assessment: Use formative assessment techniques such as quizzes, polls, exit tickets, and classroom discussions to gauge students' understanding and provide timely feedback. Adjust your instruction based on students' responses to address

misconceptions and reinforce learning.

Feedback and Reflection: Provide constructive feedback to students on their performance, highlighting strengths and areas for improvement. Encourage students to reflect on their learning progress and set goals for further development.

Scaffolded Learning: Break down complex concepts and skills into smaller, more manageable steps, and provide scaffolding support as students work towards mastery. Gradually remove supports as students demonstrate increased proficiency.

Peer Learning and Collaboration: Foster a collaborative learning environment where students can work together, share ideas, and learn from each other. Encourage peer teaching, group projects, and cooperative learning activities.

Use of Technology: Integrate technology tools and resources into your teaching to enhance engagement and facilitate personalized learning. Incorporate educational apps, interactive multimedia, online simulations, and virtual labs to supplement traditional instruction.

Culturally Relevant Teaching: Incorporate students' cultural backgrounds, experiences, and perspectives into your teaching to make learning more meaningful and relatable. Use culturally relevant materials, examples, and activities that resonate with students' identities and interests.

Teacher Professional Development: Stay informed about current research, best practices, and instructional strategies through ongoing professional development. Continuously seek opportunities to improve your teaching skills and effectiveness.

By implementing these strategies and approaches, educators can create a supportive and inclusive learning environment that empowers students to achieve their full potential and succeed academically.

#### 2.4 Unequal cognitive learning

"Unequal cognitive" typically refers to differences or disparities in cognitive abilities among individuals or groups. Cognitive abilities encompass various mental processes such as perception, attention, memory, reasoning, problem-solving, and decision-making. When we say there are "unequal cognitive" aspects, it implies that some individuals or groups may have strengths or weaknesses in certain cognitive domains compared to others. These differences can arise from various factors including genetics, upbringing, education, environment, health, and socio-economic status. Recognizing and understanding these differences is important in various fields such as education, psychology, and healthcare, as it can inform interventions and policies aimed at addressing disparities and promoting equal opportunities for all individuals to reach their cognitive potential.

Understanding students' unequal cognitive abilities involves assessing and recognizing the diversity of cognitive strengths and weaknesses among students. Here are some steps to help you understand students' unequal cognitive abilities:

Observation and Assessment: Observe students' behaviors, interactions, and performance in various cognitive tasks such as reading comprehension, problem-solving, critical thinking, and memory recall. Use standardized cognitive assessments, if available, to identify specific areas of strength and weakness.

Individualized Learning Profiles: Develop individualized learning profiles for each student based on their cognitive strengths and weaknesses. This can involve gathering information from assessments, teacher observations, and discussions with the student and their parents.

Differentiated Instruction: Tailor your teaching methods and instructional strategies to accommodate students' diverse cognitive needs. Offer a variety of learning activities and assignments that cater to different learning styles and cognitive abilities. Flexible Grouping: Implement flexible grouping strategies to allow students to work in

heterogeneous groups where they can learn from each other's strengths and support each other's weaknesses. This can involve both collaborative and independent learning tasks. Scaffolded Learning: Provide scaffolded support to help students develop their cognitive skills gradually. Break down complex tasks into smaller, more manageable steps and provide guidance and feedback as students' progress.

Individualized Interventions: Offer individualized interventions and support to address specific cognitive weaknesses identified through assessment. This may involve targeted instruction, remedial programs, or accommodations such as extra time on assignments or access to assistive technology.

Culturally Responsive Teaching: Consider students' cultural backgrounds and experiences when assessing their cognitive abilities and designing instruction. Recognize that cultural factors can influence cognitive development and learning styles.

Continuous Monitoring and Adjustment: Continuously monitor students' progress and adjust your instructional approaches and interventions as needed based on their changing cognitive needs and abilities.

By understanding and addressing students' unequal cognitive abilities, you can create a more inclusive and supportive learning environment where all students can thrive academically and reach their full potential.

Raising unequal cognitive abilities among students involves recognizing and addressing individual differences in cognitive strengths and weaknesses. While it's essential to acknowledge that cognitive abilities vary among individuals, there are strategies educators can employ to support the development of cognitive skills in all students. Here are some approaches:

Identify Individual Needs: Conduct assessments to identify students' cognitive strengths and weaknesses. This can include standardized tests, observations, and discussions with students and their families.

Differentiated Instruction: Tailor instruction to meet the diverse cognitive needs of students. Offer a variety of learning activities and assignments that accommodate

different learning styles and abilities. Provide additional support or enrichment opportunities as needed.

Personalized Learning Plans: Develop individualized learning plans for students based on their cognitive profiles. Set specific goals and objectives tailored to each student's strengths and areas for improvement.

Metacognitive Strategies: Teach students metacognitive strategies to help them understand and regulate their own cognitive processes. Encourage reflection, goal setting, self-monitoring, and self-evaluation.

Scaffolded Learning: Break down complex tasks into smaller, more manageable steps, and provide support as students work through them. Gradually increase the level of challenge as students demonstrate proficiency.

Peer Tutoring and Collaboration: Facilitate peer tutoring and collaborative learning experiences where students can work together to support each other's cognitive development. Encourage students to explain concepts to their peers and engage in problem-solving activities together.

Cognitive Skills Training: Integrate explicit instruction in cognitive skills such as critical thinking, problem-solving, memory strategies, and executive functioning skills into the curriculum. Provide opportunities for students to practice and apply these skills in various contexts.

Cultural Responsiveness: Consider students' cultural backgrounds, experiences, and values in instructional planning and delivery. Use culturally relevant examples, materials, and teaching strategies that resonate with students' identities and interests.

Parent and Family Involvement: Involve parents and families in supporting students' cognitive development. Share information about students' strengths and areas for growth and collaborate on strategies for reinforcement and extension of learning at home.

Professional Development: Provide educators with ongoing professional development opportunities focused on understanding and addressing individual differences in cognitive abilities. Offer training in evidence-based instructional practices, differentiation strategies, and assessment techniques.

By implementing these strategies, educators can create a supportive and inclusive learning environment that fosters the development of unequal cognitive abilities among students, empowering everyone to reach their full potential.

#### 2.5 Song for Learning Enhancement

2.5.1 English songs can promote students' understanding of knowledge and enhance students' memory.

Memory methods are divided into the following four types: emotional memory, image memory, motor memory, and logical memory. 1. Emotional memory: There is a very close relationship between human emotions and memory. Human emotions can be divided into the following two categories: the first category is called pleasant emotions, which can greatly improve the memory function of the human brain and improve work efficiency; The second category is called unpleasant emotions, which is different from the first type of emotions, which are often harmful to human physical health, and the normal work efficiency of the human brain will also be deeply affected. The effect of memory can be influenced by emotions, happy emotions make the effect increase, nonpleasant emotions are the opposite, this is the so-called "emotional memory". Studies have found that human beings choose to forget unpleasant experiences and remember some pleasant experiences depends on the brain's instincts. This makes it easy for humans to reject knowledge that is exposed to in a negative emotional state, so that the new knowledge is forgotten along with the negative emotions. Therefore, in the teaching process or between teaching breaks, teachers selectively play some melodic and soothing music to promote students' emotional peace and happiness, or they can directly use such music in learning to help students improve their memory.

2. Image memory: from image thinking to abstract thinking, image thinking supports abstract thinking, from perceptual cognition to rational cognition. Many scientific practices have proved that the efficiency of human image memory is often better than that of abstract memory. The human brain's image memory efficiency of images, colors, etc. is much higher than that of abstract memory of language, etc., and when remembering language, with those uncertain abstract words, it is easier for humans to remember a word with a specific meaning. The reason why it is difficult for people to remember abstract noun comparisons is because it is difficult for people to understand abstract concepts. Abstract nouns and abstract concepts are often difficult to get concrete help in images, and if these abstract nouns and abstract concepts can get more concrete image support, it can greatly improve people's memory efficiency. Therefore, applying image teaching to practice can often get better results than teaching only using language. The reason why learning with sound can help with memory is because sound also belongs to the category of "image". Why are the folk epics that can be handed down around the world basically carried out in the form of a combination of singing or rapping? That's also because musical intonation, as well as rhythmic language, can help with memory. This is a secret that all peoples know, and its effects are obvious. Music is a very typical image memory based on perception. A lot of language knowledge around the world can be well integrated into beautiful lyrics and rhythmic melodies, and in the process of practice, images, and abstractions, fun and knowledge can be organically linked through application, combining language and situations, and providing students with richer perceptual understanding and image materials for learning language. Students use the left and right brains at the same time, linking the verbal memory that the left hemisphere is responsible for with the image memory that the right hemisphere is responsible for, so that verbal memory becomes much easier. Therefore, we can conclude that it is considered a universal law for humans to acquire knowledge through image memory. Absorb knowledge, enhance memory, but also let thinking reflect the ability become faster.

#### 2.5.2 English songs cultivate English language sense.

As we all know, the most important thing to learn English well is to learn grammar well. Grammar is the core of English, with the norms of grammar, we can use English words to form a complete sentence. When we are faced with a complicated multiple-choice question in English, we can easily solve it with a stroke of the pen. For the study of grammar, the best way is to read more and find the sense of language. Listening to English songs often can cultivate students' sense of language. In any language, language sense is one of the most important parts. Often in the English environment created by English song, the brain can be subtly trained in the cultivation of language sense – a sense of language is also a person's proficiency in language. Listening to the beautiful English repeatedly in English songs makes it possible for one to master many expressions in a very relaxed environment. Many English learners usually just memorize words in isolation, in fact, memorizing words is better than memorizing sentences. The sentences in English songs all have sentences worth memorizing, such as: get back to where you once "get back to", and if "as long as you love me", these words are some common collocations. A song is a kind of art, so is an English song, it does not only express the composer. The singer's feelings, but also make people relax, relieve pressure, but also arouse people's soul resonance and shock, so that people remember. And listening to English songs is more to let us temporarily relax from the heavy and tense study, immersed in the music, listen to the harmonious songs.

#### 2.6 Literature review of the relevant research

Through CNKI search, more than 260 articles have been found about the application of English songs in the process of English teaching.

#### 2.6.1 Related research by Chinese experts

The common relationship between English songs and English. Zhang Jianhua "English and English Learning" believes that music and language are both organized and transcendent. Music and language are both senses and perceptions, and music and

language are both means and tools for human beings to perceive the world. (Fan fei 2017) Studying on the feasibility of English songs being applied to English teaching. Tao Chao, "Feasibility Analysis of English Song Appreciation as an Auxiliary Means of English Teaching in Universities". This paper demonstrates the feasibility of English songs in the process of English teaching from various aspects. (Wang lei 2020). Specific methods of the application of English songs in the process of teaching English. He Lan "On Music and English Teaching". Article on how to choose the right English song.

(Liu jie 2019), who believes that in the process of implementing the corresponding English teaching for students, the effective use of English songs can enliven the atmosphere of the classroom, and can also enrich students' extracurricular life accordingly, and at the same time, it can also allow students to improve their English knowledge, promote students to continuously cultivate their own sense of musicality, and familiarize themselves with and understand unfamiliar sentence patterns, and at the same time allow students to fully understand the humanistic customs and customs of different regions, so that the English classroom becomes the basis for students to go out of the world. Research scholar (Jia zhengjun 2019) believes that the purpose of teaching English songs is to cultivate students' spiritual beauty and speech beauty, so that they can continuously understand European and American culture and Western culture, and let their desire to learn continue to increase, to effectively improve their motivation to learn English by themselves. Researcher (Zhu yumin2011) takes English song appreciation as the starting point and believes that English should be used as an independent cultural quality course to cultivate students' emotions, to comprehensively grasp students' knowledge of the history, humanities, and language of Anglo-American and European cultures.

### 2.6.2 Related research by foreign experts

In 1997, Gorton Keo of the University of California, Arbaine College, and F of the University of Wisconsin Lancice Rauga, published their research on how students'

math scores improved because of musical training. The study immediately sparked a huge controversy, and for a time, experts had their say. This led to a series of experiments and explanations by scientists.

- (1) Students who have received piano instruction generally tend to have some improvement in their overall learning ability. "But the greatest improvement in grades and ability was in. It was particularly striking and obvious in mathematics, "says Martin Kitina, professor of psychology at the University of Bravin." There is a beauty between music and mathematics There is a special rapture of continuity between them."
- (2) A research group headed by Dr. Gertri Shurav of the Israel Basic Medical Center has brought together 30 professional players (strings and pianists). And compared the left and right hemispheres of 30 normal people who had nothing to do with music. There were striking differences – sounds. In the musicians' group, one by one, the anterior part of the corpus callosum was clearly large. Especially for those who had begun to study music before the age of seven, the callosal the tendency to callose is very pronounced. The anterior part of the corpus callosum has little to do with the frontal lobes of the left and right sides of the brain, which are primarily used for planning and for thinking about predictive activities. When muscles move, callose connects and reregulates the brain's premotor cortex. "When you play This connection is especially important when the tempo of the melody of the music is accelerated and requires extremely fast finger movements, for example, "Shurraf said. These scientific explanations suggest that music does indeed have an almost "mysterious" effect on learning, and the scientists who conducted the experiments are left to reason Drawing conclusions, but not really making a convincing explanation from them -- scientists still have a long way to go in studying the brain. Right. The exploration of the role of music may go far beyond that. (Gasma 2017)

Kazutoshi Tanaka Michael B.Evers ,"Ergonagy: Its relation to pedagogy and andragogy". This paper says: pedagogy may be defined as the art and science of teaching, and andragogy may be defined as the art and science of helping adults learn. Ergonagy

may be defined as art and science of helping people learn to work.

In the mid-20th century, American brain scientists pointed out that the pleasure of enjoying music has a lot to do with the presence of something in their brains. Brain doctors have found that music needs to stimulate the human brain by stimulating the human senses, and when the human brain receives a piece of music that symbolizes a certain emotion, it will automatically process it, and automatically restore this emotion in the human brain. It can be seen that music can be used to regulate the excitement of the human brain, thereby regulating human emotions, and when humans receive music with soothing rhythm and beautiful melody, negative emotions such as psychological tension and emotional anxiety will be eliminated by this music, so that breathing, heartbeat and other physiological rhythms can keep up with the rhythm of the received music, and then achieve mutual coordination between the two (Aguirre 2016). Through the observation of students, we can find that when students maintain a happy and calm mood and show a strong interest in learning what they have learned, they often achieve high learning efficiency. Because when students maintain a strong interest in learning, this interest stimulates students' motivation and will, and then regulates students' daily learning behavior, and music can be used as a stimulus to trigger and improve interest. Music is often considered to be one of the most emotion-stimulating art forms, and once human emotions are activated, they produce cognitive motivation for things, which in turn enables the human brain to quickly enter a very active state and be eager to try this thing. This active and positive mental state helps students concentrate, enhances the vitality of students' brains, and thus achieves twice the learning efficiency with half the effort. The undulating music melody can make students relax their mood and feel very happy in the sound of music.(Barnabas 2019)

In-depth exploration of the rhythm and melody of English music and the sense of experience. Research scholar Fonseea Mora argues that musicality has an important impact on the pronunciation of English and the entire process of English learning.

Therefore, it is necessary to constantly change the way in which melody is used in English teaching and expand the breadth of its use. Research by the researcher has shown that the rhythm of musical songs allows students to create language naturally, thereby constructing language fluency. Songs give us the opportunity to repeat words and sentences without producing a tedious and monotonous experience, and soothing is the main feature of songs and rhymes, which can be adjusted accordingly. In his research literature on generative music theory, research scholar conducts in-depth analysis and discussion of the internal relationship between language and music, and his research point shows that the human experience of music has been generated from the moment of birth, and human perception of English and language is identical. It has similar characteristics at the level of human perception of music and language and can support the processing of language as the perception of music. (Gottfried 2007)

The most representative of these is the British linguist Annie Hughes, in her article on the use of songs and rhymes, which clearly states that the use of music and rhyme can make students learn music better,

and will present a relatively easy and intuitive feeling in the process of learning, so that present a sense of pleasure in the process of learning English. The use of English songs and rhymes can comprehensively enhance the fun of learning groups or individuals and groups during activities, besides introduce a better teaching mode to the English classroom to replace the early use of introductory language sentences for English knowledge teaching. It believed that in the use of music, the main purpose is to reuse the opportunities created by the new language and to change the rhythm of the classroom accordingly; change the way you listen, speak, read and write; The way to improve the sense of rhythm in English is selected as a more rhythmic song or rhyme; Language support and extension; Motivate students to use English comprehensively at different stages of social life; Use a more enjoyable classroom environment to allow students to fully enjoy English knowledge in the process of learning, so as to enhance their interest

accordingly, and let students sing English songs, which enhances the cohesion ability of students' collective; Enhance the use of language by singing English songs; A comprehensive explanation of the new language points after singing English songs; Repeated practice of new language points; repeated learning of the key points of the language studied; Use English music or ballads to improve students' memory of the English language; Let students have a corresponding sense of achievement after students' English knowledge, and then build self-confidence in learning English. A preliminary study by American Chinese Linguist showed that the use of music during English courses can effectively activate students' interest in learning English. Research scholar Elda Macias analyzes and compares teaching activities that fully integrate music and song, and then analyzes the results.

Sternberg Throughout the human civilization, creativity is recognized as one vital driving force for change and progress. As we all know, by definition, creativity means the ability to develop new ideas, make new things or find new ways to do things. However, gives us a different perspective by defining creativity as a habit, an attitude toward life. Creative people habitually approach problems in novel ways. And just like any other habits, creativity can be encouraged but also discouraged. Among 12 keys Sternberg suggests for developing the creativity habit in children, "provide an environment that fosters creativity" is the one that agrees with what our government has been advocating. In 2002 the Ministry of Education regulated The White Paper on Creative Education. Teachers at all levels of different disciplines are encouraged to seek innovative ways to improve the effectiveness of teaching and learning. That is, creative teaching is highly valued. Creative teaching refers to teaching those results from the teacher's creativity, not to teaching that is intended to develop the learner's creativity. Even so, creative teaching enhances students' performance (Sari 2020). According to Chiu, creative teaching can be understood by four renowned Ps of creativity: person, process, product, and place/environment. Environment can be seen as the most

comprehensive element, for it can work as a provider of resources or constraints. Without the environmental support, a learner may not have the chance to display his or her creativity within. The physical environment is one aspect of learning. By building a creative learning space, it is found that students become more active in the learning process (Juvova 2015). Moreover, an appropriate atmosphere that makes students enjoy learning is also important. The person, that is, teachers are one crucial component of students' learning environment. Teachers can exert an influence on students through their own actions. If a topic is presented in more interesting ways, it is likely that students care more about the topic. The use of positive emotions in the classroom is essential to learning. "Fun" as one of the positive emotions is very important for young learners and the emotional reaction caused by the nature of an event is what makes an event memorable (Harlyn 2016). For example, novelty is a motivating factor that stimulates the learning potential of learners. Therefore, to make students more engaged in learning, bringing in some variety or material which is least expected from time to time might be a good choice.

For young EFL learners, carefully chosen materials are quite important. Among all the materials used in class, songs are of great value. They can provide a substantial amount of auditory input, and which is most important at early language learning stage. Much previous research has provided insights into the advantages of learning English through songs in the classroom. For helping learners to develop their multiple intelligences, Simpson believes that through well-planned teaching activities, linguistic intelligence and musical intelligence can benefit each other. Teachers may adopt songs in the EFL classroom for many reasons and they mainly come from three different aspects: affective, cognitive, and linguistic Schlepp, First, songs can create a relaxing, entertaining, and non-threatening classroom atmosphere in which learners lower their anxiety filter and be more open to learning. Second, the nature of songs is repetitive, and it facilitates automaticity in language development process. To combine both affective and unconscious factors together, the power of 'song-stuck-in-my-head' (SSIMH)

phenomenon appears. Singing is an easy way of memorizing something and melody seems to help us retrieve the information effortlessly. Third, some songs consist of colloquial English which can prepare learners for informal conversation in real life situation. In addition to these three reasons mentioned above, songs can also be a culturally rich resource and easy to be handled in a lesson. (Meutia 2014)

However, some songs on student textbooks are very 'artificial', that is, they are composed based on the specific sentence patterns or vocabulary that the students just learned. Therefore, sometimes the songs are not good, and this might partly explain why students, especially sixth graders, don't want to sing at all. Another main reason is that sixth grade students think that the songs on textbooks are simply too 'childish' for them. These days, six-grade students (about 12 years old) are more mature than we think. They are just like teenagers who are easily to be influenced by popular culture. Domoney and Harris asserted that pop music was probably the most frequent and meaningful exposure to English outside learners' English classes. Therefore, popular songs can be effective materials that relate English learning to students' daily life. Hence, the present study centers attention on motivational aspects of using one creative element, English popular songs, in EFL classroom. By conducting the research, the researcher hoped to get promising results and provide insights into language teaching. (Pustika 2019)

### **CHAPTER 3**

#### RESEARCH METHODOLODY

This paper uses an edutainment teaching technique by use English songs to improve the English scores of the low achievement students., The research benefits are that English songs could improve achievement scores after using the songs with statistical significance, learning motivation, and making Educational Quality in China through the 4-element goal of Sustainable Development Goal (SDGs). This chapter mainly explains the research questions, objects, teaching methods and specific research processes, as well as the collection and analysis of research data.

- 3.1 Research Design
- 3.2 Population and sample
- 3.3 Research Instrument
- 3.4 Data Collection
- 3.5 Data and Statistical Analysis

### 3.1 Research Design

The research design was conducted according to the following structure in the objective of the research; it has been moving with steps as flowing:

The researcher used a quantitative approach in experimental design for conducting this study. The data was collected in a quantitative or numerical form derived from the test, and the researcher used a pretest-posttest design. An illustration of the design is as follows:

Group: O1 x O2

O1 = Measurement of the pretest score

X =English songs to enhance learning achievement

O2 = Measurement of the achievement of the posttest score

### 3.2 Population and sample

- 3.2.1 The population in this study was the students in Sichuan Yibin Vocational Technical School in semester 2/2023 about 200 students.
- 3.2.2 The sample of this research was 54 students. They were the worst-sores of the 200 students. They were selected by Chung TeFan' technique. The ability to classify tests (value r) with 27% technique or Chung TeFan's method.

#### 3.3 Research Instrument

#### 3.3.1 Research Materials

The classroom English songs used in this experiment selected 3 English songs about occupation, which are suitable for vocational school students in industrial vocational and technical schools. These 3 English songs, the language difficulty is moderate, the tune is bright and smooth, the repetition rate of the lyrics is relatively high, which is convenient for students to master, learning these songs can not only consolidate the knowledge points, but also expand because of the original knowledge.

### 3.3.2 Test method

To test whether students' mastery of vocabulary, sentence patterns improved after teaching English songs in the English classroom, the test questions in this study were classified into vocabulary questions, sentence pattern questions The question types are the same for both tests. The total score is 100 points, each song has 20 questions, 5 point for each question, 5 point for correct answers, and no points for incorrect answers or no answers, all about vocabulary and phrases and grammar from the English songs. To ensure the efficiency of the test, the structure of the test paper before and after is the same, and the difficulty of the test questions is comparable.

### 3.3.3 Lesson plans for the guideline to enhance the English proficiency.

In the current study, the researcher created the lesson plans for three weeks to plan what and how to teach the students each week.

According to the course description, the study was divided into two parts, the survey test phase and the song teaching experimental phase, for a total of 3 weeks, with two lessons per week, lasting one month The details of each week are provided below:

- Week 1: The pre-test test is the first English song, then the first English song teaching, and finally the first English song after the test.
- Week 2: The pre-test test is the second English song, then the second English song teaching, and finally the second English song after the test.
- Week 3: The pre-test test is the third English song, then the third English song teaching, and finally the third English song after the test.

### 3.3.4 Research Process

The research object selected in this experiment is the 54 students were selected from the 200 students I taught, in school of Yibin Industrial Vocational and Technical School in Sichuan Province. This school is a national public vocational school, and students are promoted from junior school to yibin vocational school. As an English teacher at vocational school, I participate in the guidance of classroom activities and conduct research on the effectiveness of classroom implementation.

- Step 1: The researcher studied theories of English conversation and attitude measurement to develop the questions in the pretest, posttest.
- Step 2: The pretest, posttest was reviewed by the researcher's advisor and other experts in the field.
  - Step 3: The pretest, posttest was piloted with 54 students.
- Step 4: 54 students were selected from the 200 students, in school of Yibin Industrial Vocational and Technical School in Sichuan Province., China, were assigned to complete the pretest. The test time was approximately half an hour.
- Step 5: The researcher created the lesson plan using English songs improve the low scores students. This lesson plan was designed for four weeks and approved by the researcher's advisor and experts in the field.

Step 6: The researcher ran the class based on the lesson plan. The students were taught English songs for four weeks. After that, they were assigned to complete both the post-test. The test time was approximately half an hour.

3.3.5 Study the efficiency of English songs to enhance learning achievement of low score students.

3.3.5.1 Evaluation of using English songs teaching to enhance learning achievement of low score students from three content experts.

The assessment of content quality aspects of English songs to enhance learning achievement of low scores students for content experts. Content experts working in the field of English are asked to check the appropriateness of the content used in English songs used in English language instruction.

3.3.5.2 The researcher did the following steps:

Step 1: The assessment in this study has been developed to fit the study hypothesis. Consequently, it was developed based on both theories that have been utilized in this study. The study shows that using English songs to enhance learning achievement of low scores students. The aim of questionnaire has two main sections,

Part 1: The first section aims to measure experts' opinion with using English songs to enhance learning achievement of low scores students. This is a close-ended questionnaire that was based on the five (5) point Likert-type scales. The participants were asked to rate their degree of agreement on each statement from numbers 1-5. The interpretation of each number is described as follows:

5 = Excellent

4 = Good

3 = Average

2 = Poor

1 = Very Poor

**Table 3.1**: Range of mean and verbal interpretation

Range Value	Verbal Interpretation				
4.50-5.00	Excellent				
3.50-4.49	Good				
2.50-3.49	Average				
1.50-2.49	Poor				
1.00-1.49	Very Poor				

Part 2: This part was an open-ended questionnaire. The participants were asked to express their opinions and suggestions through using English songs to enhance learning achievement of low scores students.

Step 2: Before trying out the assessment, three measurement and evaluation experts who work in the field of measurement and evaluation or education were asked to check the appropriateness of the language used in the questionnaire. The data obtained were used to calculate the Item Objective Congruence index (IOC).

The results of evaluation assessment with content quality of item objective congruence index (IOC) by measurement and evaluation experts found that the value of item objective congruence index (IOC) was 0.93 then take the assessment to content experts for further evaluation and results of evaluation assessment with media quality of item objective congruence index (IOC) by measurement and evaluation experts found that the value of item objective congruence index (IOC) was 0.93 then take the assessment to media experts for further evaluation. Thus, the total mean score of the Item Objective Congruence (IOC) Index is supposed to be higher than 0.5 for acceptable data.

The evaluation criteria were used for checking the congruence. between objectives and items of the test as follows:

Table 3.2 Value of item objective congruence index (IOC) and verbal interpretation

+1	item is considered congruent with the objectives.
	item is considered neutral in terms of whether it was congruent with the objectives.
0	
-1	item is considered not congruent with the objectives.

The total mean score of the Item-Objective Congruence (IOC) Index is supposed to be higher than 0.5 for acceptable data.

Step 3: The assessment will be used by experts. For the assessment of content using English songs to enhance learning achievement of low scores students for content experts.

# 3.3.6 The achievement assessment (Pretest and Posttest)

A pretest and posttest shared the same items. The total score is 100 points, each song has 20 questions, 5 point for each question, 5 point for correct answers, and no points for incorrect answers or no answers, all about vocabulary and phrases and grammar from the English songs. To ensure the efficiency of the test, the structure of the test paper before and after is the same, and the difficulty of the test questions is comparable.

The achievement assessment (Pre-test and Post-test)

Pre-test and post-test share the same project. Both contain questions related to English songs that they learn in class, with 20 questions in English each. A total of 60 questions.

### 3.4 Data Collection

Two English proficiency tests. I score the pre- and post-test class papers based on the standard answers. A total of valid answers was recovered from the pre- and post-study tests.

- Step 1: Introduce students to English songs to enhance learning achievement of Sichuan Yibin Vocational Technical School.
  - Step 2: Produce the student's pre-test to receive the score.
- Step 3: Through English songs to enhance learning achievement of vocational lowest scores students.
- Step 4: Give student's a post-test after they studied with the English songs, and the score to analyze by applying statistical methods.

### 3.5 Data and Statistical Analysis

- 3.5.1 The researcher conducted the data analysis as the following procedures:
- 3.5.1.1 Find the efficiency of using English songs to enhance learning achievement of low scores students according to Effectiveness Index (E.I.)
  - 3.5.1.2 Evaluation of using English songs to enhance learning achievement of low scores students from three content experts by mean and standard deviation.
  - 3.5.1.3 Compare the achievement test before and after using English songs to enhance learning achievement of low scores students by applying the t-test dependent.
    - 3.5.2 The basic statistics in data analysis are:
      - 3.5.2.1 he formula for calculating the arithmetic mean  $(\overline{X})$  is:

$$\overline{X} = \frac{\sum X}{N}$$

Whereas 
$$\overline{X}$$
 = Average or Arithmetic Mean

$$\sum X$$
 = Sum of all score results

$$N$$
 = Number of students

3.5.2.2 The formula for calculating the standard derivation (SD) is:

$$S.D. = \sqrt{\frac{\sum (x - \overline{x})^2}{N}}$$

Whereas 
$$SD = Standard derivation$$

$$\overline{X}$$
 = Mean value

3.5.2.3 The formula used to determine the quality of the instruments were: In finding content validity of the achievement test, we conducted the IOC formula (Item Objectives Congruence) by following the formula below:

$$IOC = \frac{\sum R}{N}$$

Whereas IOC = Index of correspondence between the test and the objective

$$\sum R$$
 = Sum of individual expert's value

3.5.2.4 The formula for calculating the effectiveness index (E.I.). values are as follows:

E.I. 
$$= \frac{P2-P1}{(total)-P1}$$

Whereas E.I. = Efficiency of the process

P1 = Pretest scores

P2 = Posttest scores

Total = Full scores multiplied by the number of

students

3.5.2.5 The formula used to verify the hypothesis were: The formula used in analyzing the differences in achievement scores using the dependent t-test was:

$$\frac{\sum D}{\sqrt{n\sum D^2 - (\sum D)^2}}$$
t =  $\sqrt{n-1}$ 

Whereas  $\sum D$ 

Sum of variance score of achievement test

 $\sum D^2$  = Sum of different squares of achievement test

scores

 $\left(\sum D\right)^2$  = Sum of variance score of the square test

n = Number of students

D = Difference between pre-test and post-test

scores

### **CHAPTER 4**

#### RESEARCH RESULT

This chapter reports descriptive analysis the effect of using English songs to enhance learning achievement of vocational lowest scores students. The findings are presented as follows:

- 4.1 Descriptive Data Statistic
- 4.2 Analysis Results

### 4.1 Descriptive Data Statistic

- 4.1.1 Study the efficiency using English songs to enhance learning achievement of vocational lowest scores students by Effectiveness Index (E.I.).
- 4.1.2 Compare the learning achievement of students between pretest and posttest scores using English songs to enhance learning achievement of vocational lowest scores students by t-test.

# 4.2 Analysis Results

4.2.1 Evaluation of English songs teaching to enhance learning achievement of low score students, China from three content experts.

The 10 items of evaluation consist of the form issued by three contents experts.

A 5-point rating scale is utilized in this section to represent the content experts' opinion.

Each criterion rating is identified as illustrated in Table below:

**Table 4.1** Results of evaluation of using English songs to enhance learning achievement, China by three content experts

<b>Evaluation Items</b>	X	S.D.	Result
			Interpretation
1.Consistency between content and learning	5.00	0.00	Excellent
objectives.			
2.The content is interesting.	4.67	0.58	Excellent
3.Content and activities are appropriate for	5.00	0.00	Excellent
learners.			
4. The amount of content in each activity is	5.00	0.00	Excellent
appropriate.			
5.Content sorting is appropriate.	4.67	0.58	Excellent
6.Content accuracy.	4.67	0.58	Excellent
7.The language used in the content is	5.00	0.00	Excellent
appropriate for the learners.			
8. Activities are consistent with the content.	5.00	0.00	Excellent
9. There is a presentation format to stimulate	5.00	0.00	Excellent
the learners' interest.		6	
10. The overview of the content is complete.	5.00	0.00	Excellent
Total	4.87	0.23	Excellent

From Table 4.1, Results of evaluation of using English songs to enhance learning achievement, China by three content experts. The overall quality was excellent level (X=4.87, S.D. = 0.23). When considering each item, it was found that consistency

between content and learning objectives, the language used in the content is appropriate for the learners, the amount of content in each activity is appropriate. There is a presentation format to stimulate the learners' interest. Activities are consistent with the content and the overview of the content is complete were excellent level (X=5.00, S.D. =0.00), respectively.

- 4.2.2 Study the efficiency using English songs to enhance learning achievement of vocational scores lowest students.
- 4.2.2. The efficiency of using English songs to enhance learning achievement of vocational scores lowest students.

**Table 4.2:** Summary three songs results of efficiency of using English songs to enhance learning achievement of vocational scores lowest students.

Number of questions	60	
Number of students	54	
P1 (Summation score of pre-tests)	10668	
P2 (Summation score of posttests)	14547	
Total (Full scores multiplied x Number of students)	5400	
Effectiveness Index (E.I.)	0.7363	
Cognitive improvement (%)	73.63	

From Table 4.2, the score of pretests was 10668, and the score of posttests was 14547, which indicated a substantial improvement upon the English songs to enhance learning achievement on the low scores' vocational students. The result revealed that the value of Effectiveness Index (E.I.). as 0.73 or calculated as 73 percentage. To summarize, English songs can enhance learning achievement of vocational scores lowest students.

4.2.3 Compare the learning achievement of students between pre-test and post-test scores using English songs.

**Table 4.3**: Comparison of average score before and after of the students using English songs to enhance learning achievement.

# Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std.	Std.Error	95%	Confidence			
			Deviation	Mean	Interval	of the			
				4	Difference	ce			
					Lower	Upper			
Pair	Post	71.8333	6.56103	.89284	70.0425	73.62415	80.455	53	.000
1	- Pre	, 1.0555	0.50105		2	75.02113	00.100	33	

The mean difference is significant at the 0.05 level.

The table 4.3 shows the result of the comparison between the pretest and the post-test found that after using English songs improving, the post-test achievement score was higher than the pre-test score level at a statistically significant level of 0.05. (t=80.455, p=.000)

#### **CHAPTER 5**

#### CONCLUSION AND DISCUSSION

According to the state of global education, Sustainable Development Goals (SDGs) proposed by the United Nations. The fourth goal is Quality Education. Ensure inclusive and equitable quality education, this research uses an edutainment teaching technique by use English songs to improve the English scores of the poor achievement students. The purpose of this research aims to: 1) To study about the validity of the songs for using to English teaching.2) To compare learning achievement between pretest and posttest scores. 3) To study the effectiveness. The population in this study was students in Sichuan Yibin Vocational Technical School in semester 2/2023 about 200 students. The sample of this research was 54 students selected by Chung TeFan' technique. The statistics to use in this research included: 1) The Item Objective Congruence Index form 2) Dependent t-test 4) Effectiveness index 5) Content analysis technique. The conclusion, discussion and suggestion of the research are as follows:

- 5.1 Discussion
- 5.2 Conclusion
- 5.3 Recommendation
- 5.4 Suggestion for Further Study

#### 5.1 Discussion

The discussion of the study ensures inclusive and equitable quality education. this research uses an edutainment teaching technique by use English songs to improve the English scores of the low achievement students as follows:

- 5.1.1 Study the efficiency uses an edutainment teaching technique by use English songs to improve the English scores of the low achievement students.
- 5.1.1.1 Results of evaluation of this research uses an edutainment teaching technique by use English songs to improve the English scores of the low achievement

students by three content experts.

The results of the content quality assessment of this research uses an edutainment teaching technique by use English songs to improve the English scores of the low achievement students evaluated by three content experts. Results of evaluation of using English songs to enhance learning achievement, China by three content experts. The overall quality was excellent level (X=4.87, S.D. = 0.23). When considering each item, it was found that consistency between content and learning objectives, the language used in the content is appropriate for the learners, the amount of content in each activity is appropriate. There is a presentation format to stimulate the learners' interest. Activities are consistent with the content and the overview of the content is complete were excellent level (X=5.00, S.D. =0.00), respectively. The results of this experiment are basically consistent with those of similar studies. (Wang Lei 2020) research results show that the role of singing English songs in English learning and the efficiency is 82.16%, which is in line with the standard.

5.1.1.2 Results of efficiency of use an edutainment teaching technique by use English songs to improve the English scores of the achievement students.

According to the score of the pre-test was 10668 points, and the score of the post-test was 14547 points, indicating that use English songs has a great improvement in improving to improve the English scores of the low achievement students. The results show that the value of the effective index (E.I.). Calculate as 73.63%. The finding of this research is like Shahrokhi (2014) who conducted experimental research entitled The Effect of Listening to Song on Iranian Children's Segmental and Suprasegmental Pronunciation. He found that by using English songs strategy, the students could increase their pronunciation by always listening to English songs.

5.1.2 Compare the learning achievement of students between pre-test and posttest scores using an edutainment teaching technique by use English songs to improve the English scores of the low achievement students.

The efficiency of using an edutainment teaching technique by use English songs to improve the English scores of the low achievement students. The mean score was 71.8333, and the standard deviation (SD) score was 6.56. and the T is 80.455, and the sig.(2-tailed) is .000. This means that the results proved that English song strategy gave positive effect on the students' achievement in English. The results of this experiment are consistent with the research results of Bukhari Daud (2020), The influence of using English songs on the students' Achievement in pronouncing English words. This research was experimental research, under quasi experimental research. The data were taken from an oral test method or sound of production and questionnaire which were given in the learning process. The result of the research shows that the English songs technique can influence the students' achievement in pronouncing English words. It is concluded from the post-test that there was a statistical difference in the mean score between the experimental and control group. The mean score of the experimental group was 81.51 and the mean score of the control group was 60.37. It means that the mean score of the experimental group is higher than the control group. Moreover, the result of z-test indicated that the students taught by using an English song had a better improvement in English word pronunciation in which z-score (9.05) was higher than the critical value (1.96). It could be concluded that English song strategy effectively improved students 'achievement in pronouncing English words.

### **5.2** Conclusion

The analysis result of the above information answers to the research objectives as follows:

- 5.2.1 Study the efficiency of using an edutainment teaching technique by use English songs to improve the English scores of the low achievement students.
- 5.2.1.1 Results of evaluation of using an edutainment teaching technique by use English songs to improve the English scores of the low achievement students by

three content experts.

The overall quality was excellent level (X=4.87, S.D. = 0.23). When considering each item, it was found that consistency between content and learning objectives, the language used in the content is appropriate for the learners, the amount of content in each activity is appropriate. There is a presentation format to stimulate the learners' interest. Activities are consistent with the content and the overview of the content is complete were excellent level (X=5.00, S.D. =0.00), respectively.

5.2.1.2 Results of evaluation efficiency of using an edutainment teaching technique by use English songs to improve the English scores of the low achievement students.

The score of the pre-test was 10668 points, and the score of the post-test was 14547 points, indicating that use English songs has a great improvement in improving to improve the English scores of the low achievement students. The results show that the effective index (E.I.) is 73.63%. To sum up, using an edutainment teaching technique by use English songs to improve the English scores of the low achievement students' concept is formulated in accordance with Chinese standard 0.5 for the learning performance of vocational school.

5.2.1.3 Compare the learning achievement of students between pre-test and post-test scores using an edutainment teaching technique by use English songs to improve the English scores of the low achievement students.

The conclusion is that using an edutainment teaching technique by use English songs to improve the English scores of the low achievement students. The mean score was 71.8333, and the standard deviation (SD) score was 6.56. and the T is 80.455, and the sig.(2-tailed) is .000 and the difference was statistically significant at .05 level.

#### 5.3 Recommendation

- 5.3.1 This paper first demonstrates the importance and feasibility of the application of English songs in the field of English teaching through many theoretical analyses, combined with the theoretical basis of psychology, pedagogy, music, and other fields. Finally, through the teaching case analysis, the feasibility and importance of the application of English songs to improve the performance of low scores English students are demonstrated. Through the analysis and discussion of the importance, feasibility, and application forms of English songs in the field of English teaching, combined with previous exploration and practice, as well as my own teaching cases, this paper proves that music can be highly possible to form a specialized research field in different language teaching, especially the feasibility and importance of improving English teaching.
- 5.3.2 Innovation: Based on summarizing previous studies and combining with its own teaching characteristics, this paper classifies the application of English songs in the English teaching process of junior high school from the perspective of language knowledge (such as vocabulary, pronunciation, grammar, etc.) and language skills (listening, speaking, reading, writing, translating, etc.). In addition, it demonstrates the importance and feasibility of the application of English songs in the field of English teaching and learning from the perspective of case analysis.
- 5.3.3 Weaknesses: This paper involves a wide range of knowledge and cross-combination, not only to make use of linguistics, pedagogy, music, psychology, physiology and other disciplines of theory and practice, but also need to collect and study a lot of different subjects of data. Due to the limitation of capacity, there are certain limitations in the collection and analysis of relevant data.

### **5.4 Suggestion for Future Study**

Based on the summary and discussion of the study, the researcher has several suggestions for further study as follows:

5.4.1 Language Skills Dimension Study: Investigate the specific impact of

English songs on different language skills, such as listening, speaking, reading, and writing, to comprehensively assess their role in improving student achievement.

- 5.4.2 Study the influence of different types of English songs on various subject areas, such as science, history, or literature, to better integrate song resources into relevant subject teaching.
- 5.4.3 Cross-age group study: To compare the performance of students in different age groups in learning English songs to determine the effectiveness of songs in different age groups.
- 5.4.4 Educational Technology Integration: Explore how educational technology, such as virtual reality (VR) or augmented reality (AR), can be combined with English songs to improve student achievement in English subjects.
- 5.4.5 Cultural Differences research: focuses on how English songs help students understand and adapt to the cultures of different English-speaking countries to promote cross-cultural communication and improve cultural awareness.
- 5.4.6 Long-term effect observation: Tracking the changes of students' language skills and academic performance after long-term use of English songs to verify the long-term impact of songs on students' performance.
- 5.4.7 Innovative teaching methods: Explore innovative teaching methods, such as the use of social media or online collaboration tools, to promote student learning using English songs, and assess the impact of these methods on student achievement.
- 5.4.8 Independent learning ability: To study the effect of English songs on students' independent learning ability, including their role in extracurricular learning and independent practice.

These recommendations are intended to promote more in-depth, comprehensive research to understand how English songs can most effectively improve students' English achievement.

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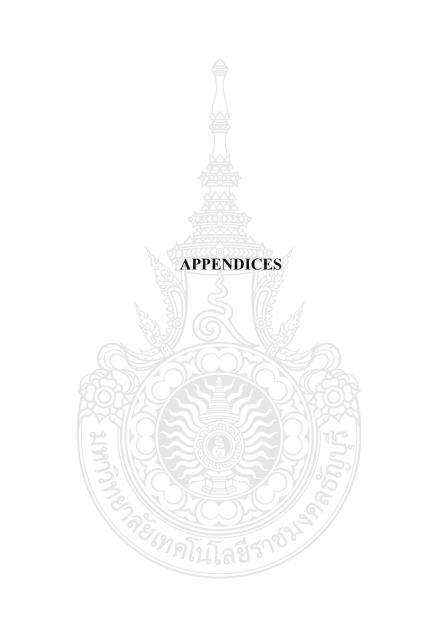
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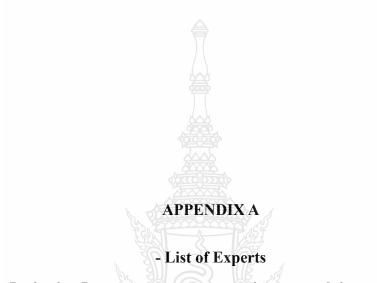
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- Invitation Letter to experts to examine research instruments



# **Content Experts**

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2. Lecturer: Ms LingQing

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3. Lecturer: Ms Li Jie SiChuan YiBin Vocational Technical School





MHESI 1025.1/2023

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15 August, 2023

Dear Ms. Wang Yanhong
Teacher, Sichuan Yibin Vocational Technical School

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

I am writing to request your assistance as an honorary external research reviewer in evaluating the research instruments of Ms.Deng Xiyin, Master of Education Program in Technology and Learning Innovation Rajamangala University of Technology Thanyaburi, who has been working on the thesis titled "The impact of English songs to enhance learning achievement for students with unequal cognition". under the supervision of Assistant Professor Dr. Metee Pigultong. In this regard, I would like to request your valuable time to evaluate the research instruments as I strongly believe that your expertise will be of great value in improving the research instruments.

If you have any questions or need further information, please feel free to contact Ms. Deng Xiyin, on the e-mail:  $deng_x@mail.rmutt.ac.th$ 

Yours sincerely,

(Assistant Professor Arnon Niyomphol) Dean of Faculty of Technical Education

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15 August, 2023

Dear Ms. Ling Qing

Teacher, Sichuan Yibin Vocational Technical School

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

I am writing to request your assistance as an honorary external research reviewer in evaluating the research instruments of Ms.Deng Xiyin, Master of Education Program in Technology and Learning Innovation Rajamangala University of Technology Thanyaburi, who has been working on the thesis titled "The impact of English songs to enhance learning achievement for students with unequal cognition". under the supervision of Assistant Professor Dr. Metee Pigultong. In this regard, I would like to request your valuable time to evaluate the research instruments as I strongly believe that your expertise will be of great value in improving the research instruments.

If you have any questions or need further information, please feel free to contact Ms. Deng Xiyin, on the e-mail: deng\_x@mail.rmutt.ac.th

Yours sincerely,

(Assistant Professor Arnon Niyomphol) Dean of Faculty of Technical Education



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15 August, 2023

Dear Ms. Li jie

Teacher, Sichuan Yibin Vocational Technical School

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

I am writing to request your assistance as an honorary external research reviewer in evaluating the research instruments of Ms.Deng Xiyin, Master of Education Program in Technology and Learning Innovation Rajamangala University of Technology Thanyaburi, who has been working on the thesis titled "The impact of English songs to enhance learning achievement for students with unequal cognition", under the supervision of Assistant Professor Dr. Metee Pigultong. In this regard, I would like to request your valuable time to evaluate the research instruments as I strongly believe that your expertise will be of great value in improving the research instruments.

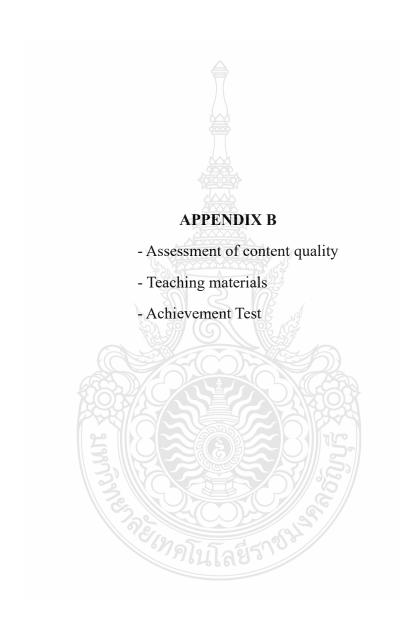
If you have any questions or need further information, please feel free to contact Ms. Deng Xiyin, on the e-mail: deng\_x@mail.rmutt.ac.th

Yours sincerely,

(Assistant Professor Arnon Niyomphol) Dean of Faculty of Technical Education

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# The Impact of English Songs to Enhance Learning Achievement for students With Unequal cognitive.

## (For Content Experts)

Thesis Title The Impact of English Songs to Enhance Learning Achievement

for students With Unequal cognitive

Name Surname Ms. Deng Xiyin

**Program** Learning Technology and Innovation

**Thesis Adviser** Assistant Professor Metee Pigultong, Ph.D.

This assessment is a part of the thesis writing for a master's degree in education Program in Educational Technology and Communications, Rajamangala University of Technology Thanyaburi.

#### Research objectives

- 1. To study about the validity of the songs for using to English teaching.
- 2. To compare learning achievement between pretest and posttest scores.
- 3. To study the effectiveness.

**Directions:** This questionnaire aims to explore the impact of English songs to enhance learning achievement for students with unequal cognitive. Please answer all the questions to the best of your knowledge. Your answers will be kept confidential. The questionnaire is divided into 2 parts as follows:

**Part 1:** Please write  $\sqrt{ }$  in the box that corresponds to your opinion.

**Direction:** Please mark  $\sqrt{ }$  in a box that best describes the degree of your agreement with each statement.

- 5 = Strongly Agree
- 4 = Agree
- 3 = Undecided
- 2 = Disagree
- 1 = Strongly Disagree

Items			Level of agreement					
	5	4	3	2	1			
1. Consistency between content and learning objectives.								
2. The content is interesting.								
3. Content and activities are appropriate for learners.								
4. The amount of content in each activity is appropriate.								
5. Content sorting is appropriate.								
6. Content accuracy.								
7. The language used in the content is appropriate for the learners.								
8. Activities are consistent with the content.								
9. There is a presentation format to stimulate the learners' interest.								
10. The overview of the content is complete.								

	Additional advice	
•••••	Signature	
	(	)
	Date	



### **Teaching materials**

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## Week 1: Song 1 《Please Mr. Postman》

Oh yes, wait a minute Mister Postman 噢,等一下邮差先生

(Wait)等等

Wait Mister Postman 等等我邮差先生

Please Mister Postman, look and see 请你帮忙看一看

(Oh yeah)噢

If there's a letter in your bag for me 在你的包里是否有我的信

(Please, Please Mister Postman)拜托了邮差先生

Why's it takin' such a long time 为什么这么久还没有消息

(Oh yeah)噢

For me to hear from that boy of mine 好让我知晓我的男孩最近怎么样

There must be some word today 今天一定有些话语

From my boyfriend so far away 来自我远方的男友

Please Mister Postman, look and see 所以拜托了邮差先生,帮我看一看

If there's a letter, a letter for me 有没有一封寄给我的信

I've been standin' here waitin' Mister Postman 我一直站在这等着邮差先生

So patiently 从未厌烦

For just a card, or just a letter 只为了一封明信片,或者一封信

Sayin' he's returnin' home to me 写着他会回家来看我

For me to hear from that boy of mine 好让我知晓我的男孩最近怎么样

So many days you passed me by 有多少天你经过我的门前

See the tears standin' in my eyes 看见了我眼里噙着的泪水

You didn't stop to make me feel better 但你并不停下来安慰我

By leavin' me a card or a letter 给我一封明信片或一封信

(Mister Postman)邮差先生

Mister Postman, look and see 邮差先生,请看一看吧

(Oh yeah)噢

If there's a letter in your bag for me 在你的包里是不是有我的信(Please, Please Mister Postman)拜托了邮差先生

Why's it takin' such a long time 为什么这么久还没有消息
(Why don't you check it and see one more time for me, you gotta)
为什么你不再为我多检查一次,你应该为我这么做

Wait a minute 等一下

(Mister Postman)邮差先生 Mister Postman, look and see 邮差先生,请看一看吧

(C'mon deliver the letter, the sooner the better)开始投递信件吧,越快越好Mister Postman 邮差先生

## Week 2: Song 2 《Be What You Want To Be》

doctor, actor, lawyer or a singer 医生,演员,律师或歌唱家 why not president, be a dreamer 为什么不是总统?做一个有梦想的人 you can be just the one you wanna be 你可以成为任何一个你想成为的人 policeman, fire fighter or a post man 警察,消防员或者邮递员 why not something like your old man 为什么不是像你老爸一样呢? you can be just the one you wanna be 你可以成为任何一个你想成为的人 doctor, actor, lawyer or a singer 医生,演员,律师或者歌唱家 why not president, be a dreamer 为什么不是总统?做一个有梦想的人 you can be just the one you wanna be 你可以成为任何一个你想成为的人

I know that we all got one thing 我知道我们都得到一样东西 that we all share together 那就是我们都在分享的 we got that one nice dream 我们都拥有一个美好的梦想 we live for 我们为之生存 you never know what life could bring 你不会知道生活会给你带来什么 cause nothing last forever 因为没有什么能永恒 just hold on to the team 只是坚持住 you play for 为了你所努力的团队 I know you could reach the top 我知道你会达到顶峰 make sure that you won't stop 你一定不要停下来 be the one that you wanna be 做那个你一直都想成为的人 now sing this with me 现在和我一起歌唱 doctor, actor, lawyer or a singer 医生, 演员, 律师或歌唱家 why not president, be a dreamer 为什么不是总统? 做一个有梦想的人 you can be just the one you wanna be 你可以成为任何一个你想成为的人 policeman, fire fighter or a post man 警察, 消防员或者邮递员 why not something like your old man 为什么不是像你老爸一样呢? you can be just the one you wanna be 你可以成为任何一个你想成为的人 we may have different ways to think 我们也许会从不同角度考虑问题 but it doesn't really matter 但这没关系

we all caught up in the steam of this life 我们都赶上了这次人生之旅 focus on every little thing 执著于每一件琐事 that's what does really matter 这才是问题所在 luxury cars and bling 金钱(奢华的车)和物质 that's not real life 那都不是真正的生活 I know you could reach the top 我知道你会达到顶峰 make sure that you won't stop 确定你不会停下来 be the one that you wanna be 做那个你一直都想成为的人 now sing this with me 现在和我一起歌唱

## Week 3: Song 3 《people in my town》

I see a fire fighter ,fighting firer.我看到一个消防员在灭火 I see a car mechanic ,changing tires.我看到一个汽车修理工换轮胎 I see a pilot ,flying through the air.我看到一个飞行员在空中飞行 I see a barber ,cutting people's hair.我看到一个理发师在给人们剪头发 I see the people in my town 我看到我镇上的人 and I say Hey brother what's going down?我说嘿兄弟,怎么了? I see a postman, with the mail.我看到一个邮递员带着邮件 I see the police ,putting folk in jail.我看到警察把人关进监狱 I see a lifeguard at the swimming pool.我在游泳池看到救生员 I see the teachers ,in the local schools.我看到老师在当地的学校

I see the people in my town ~我看到我镇上的人 and I say Hey brother what's going down?我说嘿兄弟,怎么了? Doctors, nurses, astronauts, judges lawyers in the courts.医生,护士,宇航员,法庭上的法官律师

I see an actor acting on the stage.我看到一个演员在舞台上表演
I see a writer writing on a page.我看到一个作家在纸上写字
I see a chef working in a restaurant.我看到一个厨师在餐厅工作
And a waiter asking what you want.还有一个服务员问你想要什么





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**Directions:** The test questions in this study were classified into vocabulary questions, sentence pattern questions The question types are the same for both tests. The total score is 100 points, each song has 20 questions, 5 points for each question, 5 points for correct answers, and no points for incorrect answers or no answers.

#### **Pre-test and Post-test (Song 1):**

1,	邮差先生(		)		
	A. postman		B. policeman	C. Ir	on man
2、	等一下 (	)			
,	A. waiting for you	1	B. wait a minut	e	C. hurry up

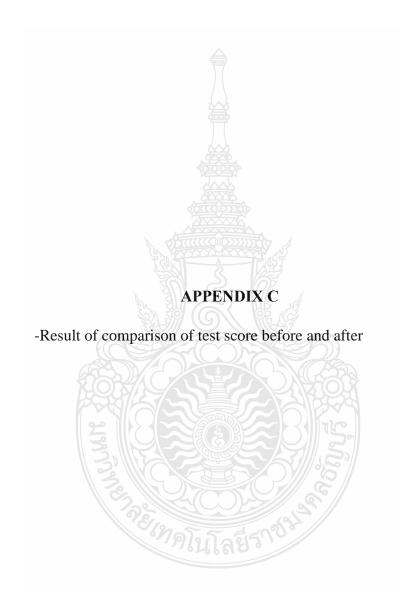
3、耐心地(	)	
A. patiently	B. impatient	C. boring
4、明信片 (	)	
A. credit card	B. ID card	C. card
5、信( )		
A. later	B. letter	C. little
6、返回(	)	
A. in return	B. return for	C. return in
7、站立 (	)	
A. sit down	B. stand out	C. standing
8、泪水 (	)	
A. tears	B. water	C. fear
9、投递 (	)	
A. delicate	B. deliver	C. driver
10、检查 (		
A. make it	B. believe it	C. check it
Table : Pre-test an	nd Post-test(Song 1)	
11、看一看(	) เล็กการ	มิลยีราช <sup>ม</sup> ์
A. come on	B. look and	
12、长时间 (	)	
A. a long time	B. once up	on a time C. all the time
13、越快越好(	)	
A. better than	B. feel bett	er C. the sooner the better

14、经过 ( )		
A. pass by	B. pass for	C. pass on
15、收到某人的来信	<b>(</b> )	
A. hear of	B. hear from	C. hear clearly
16、远方( )		
A. far away	B. take away	C. throw away
17、感觉舒服(	)	
A. feel like	B. feel about	C. make me feel better
18、英译汉。		
I've been standing	here waiting Mis	ter Postman.
19、英译汉。		
You didn't stop to	make me feel bett	er.
20、英译汉。		
If there's a letter in	n your bag for me.	
	31	
Day And and Don't An		
Pre-test and Post-tes	st(Song 2):	นโลยีราชา
1、医生( )	776)	
A. doctor.	B. direct.	C. driver.
2、演员 ( )		
A. teacher.	B. scientist.	C. actor
3、律师( )		

A. writer.	B. lawyer.	C. designer.
4、歌唱家(	)	
A. pilot.	B. publisher.	C. singer.
5、总统()		
A. headmaster.	B. coach.	C. president.
6、警察 ( )		
A. chef.	B. policeman	C. typist.
7、消防员(	)	
A. firefighter.	B. secretary.	C. hairdresser.
8、邮递员(	)	
A. cleaner.	B. carpenter.	C. deliver.
9、爱人 (		
A. nurse.	B. lover.	C. doctor
10、梦想家(		
A. model.	B. boxer.	C. dreamer.
Table : Pre-test and	d Post-test(Song 2	
11、坚持 ( )	3	
A. keep up	B. hold on.	C. carry out.
12、为效力(	)	
A. play in.	B. play with.	C. play for
13、集中注意力(	)	
A. focus on.	B. in focus.	C. keep on

14、生存( )		
A. live in.	B. live down.	C. live for.
15、一起分享(	)	
A. share out	B. put on.	C. look over.
16、达到顶峰 (	)	
A. get down.	B. reach to top.	C. come out.
17、赶上( )		
A. catch up.	B. give up.	C. stand up
18、想要 ( )		
A. would rather.	B. addto	C. want to
19、英译汉。		
you can be just the	one you wanna be.	
20、英译汉。		
we all caught up in	the steam of this life	
	3	
<b>Pre-test and Post-tes</b>		
1、修理工()	ายเทคโนโ	ลยีรกขึ้น
A. engineer	B. manager	C. mechanic
2、飞行员( )		
A. plane	B. pilot	C. plant
3、理发师(		
A. barber	B. baby	C. bear

4、救生员(	)
A. security	B. lifeguard C. boss
5、教师( )	
A. police	B. photographer C. teacher
6、护士( )	
A. nurse	B. doctor C. lawyer
7、宇航员(	
A. director	B. astronauts C. announcer
8、作家 ( )	
A. solider	B. driver C. writer
9、厨师 ( )	
A. chef	B. hairdresser C. baker
10、服务员(	
A. baby-sitter	B. carpenter C. waiter
Table : Pre-test(Se	ong 3):
11、灭火()	3 6 5 5 6 6
A. catch fire	B. fighting firer C. make a fire
12、换轮胎 (	า
A. changing tire	B. change from C. change with
13、剪头发 (	)
A. cut back on	B. cut into C. cutting one's hair.
14、怎么了 (	)
A. what's more.	B. what's your name C. what's going down



## Result of comparison of score before and after

**Table C.1** Comparison of score before and after of 54 students

	Song 1		Sor	ng 2	Song 3	
students	Pre- score	Post- score	Pre- score	Post- score	Pre- score	Post- score
1	60	89	66	89	67	90
2	64	83	65	88	65	93
3	79	96	63	80	65	90
4	69	88	68	84	68	94
5	72	92	58	85	63	92
6	67	84	62	82	64	92
7	70	89	59	89	65	91
8	76	93	66	83	62	90
9	84	99	373	92	65	94
10	60	89	65	82	67	92
11	73	87	68	88	68	95
12	65	80	72	94	64	89
13	66	89	65	82	59	87
14	74	90	64	83	65	93
15	72	95	76	96	68	92
16	68	92	60	87	68	96
17	65	88	11.58	79	63	94
18	56	81	64	84	59	80
19	61	83	67	86	68	93
20	57	80	71	93	66	92
21	63	85	65	89	64	91
22	60	88	66	90	65	95

Table C.1 Comparison of score before and after of 54 students. (Cont.)

23	58	89	69	91	68	97
24	63	82	71	95	69	96
25	67	91	70	96	68	94
26	63	81	67	90	63	96
27	67	89	63	89	58	91
28	72	86	64	93	65	93
29	58	90	66	88	67	94
30	76	93	59	87	68	95
31	65	88	73	96	64	92
32	73	90	68	93	65	93
33	69	88	66	94	66	93
34	71	92	64	90	68	95
35	68	89	68	92	69	93
36	69	85	73	98	63	89
37	73	90	56	89	59	94
38	62	84	62	87	64	99
39	67	89	68	88	72	96
40	63	85	(61)	84	69	98
41	56	88 %	79 60 65	87	70	95
42	63	80	72	94	67	91
43	66	87	65	90	58	90
44	72	91	67	88	59	93
45	67	87	69	89	65	95
46	63	80	64	87	68	95

Table C.1 Comparison of score before and after of 54 students. (Cont.)

47	62	86	59	87	67	93
48	69	88	60	89	69	92
49	63	90	67	92	67	96
50	67	80	73	96	68	95
51	56	87	68	90	65	97
52	62	80	59	89	68	94
53	67	85	76	88	70	98
54	65	88	63	91	68	92



## **Biography**

Name-Surname Ms.Deng Xiyin

**Date of Birth** June 2, 1989

Address Liyajiangchen, Sanjiangxiqu District, Yibin City, Sichuan

Province, China

**Education** Degree of Bachelor of Arts

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วิทยานิพนธ์ฉบับนี้เป็นงานวิจัยที่เกิดจากการค้นคว้าและวิจัย ขณะที่ข้าพเจ้าศึกษาอยู่ใน คณะครุศาสตร์อุตสาหกรรม มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี ดังนั้น งานวิจัยในวิทยานิพนธ์ ฉบับนี้ถือเป็นลิขสิทธิ์ของมหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี และข้อความต่าง ๆ ในวิทยานิพนธ์ ฉบับนี้ ข้าพเจ้าขอรับรองว่าไม่มีการคัดลอกหรือนำงานวิจัยของผู้อื่นมานำเสนอในชื่อของข้าพเจ้า

This thesis consists of research materials conducted at Faculty of Technical Education, Rajamangala University of Technology Thanyaburi and hence the copyright owner. I hereby certify that the thesis does not contain any forms of plagiarism.

Deng Xiyin

(Ms.Deng Xiyin)

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FACULTY OF TECHNICAL EDUCATIONAL

RAJAMANGALA UNIVERSITY OF TECHNOLOGY THANYABURI

ลิขสิทธิ์ พ.ศ. 2565

คณะครุศาสตร์อุตสาหกรรม

มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี