



**A SYSTEMATIC REVIEW OF SONGS USED IN THE
RESEARCH STUDIES IN ENGLISH LANGUAGE
LEARNING**

BY

MISS NITTHADA NGUANSUMANGK

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN
ENGLISH LANGUAGE TEACHING
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2020
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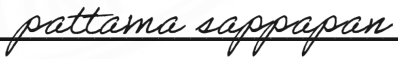
ENTITLED

A SYSTEMATIC REVIEW OF SONGS USED IN THE RESEARCH STUDIES IN
ENGLISH LANGUAGE LEARNING

was approved as partial fulfillment of the requirements for
the degree of Master of Arts in English Language Teaching


on May 27, 2021

Chair



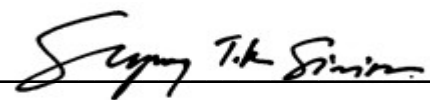
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Independent Study Paper Title	A SYSTEMATIC REVIEW OF SONGS USED IN THE RESEARCH STUDIES IN ENGLISH LANGUAGE LEARNING
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Degree	Master of Arts
Major Field/Faculty/University	English Language Teaching Language Institute Thammasat University
Independent Study Paper Advisor	Nantikarn Simasangyaporn, Ph.D.
Academic Year	2020

ABSTRACT

Songs are used as an instrument in learning the English language around the world. This systematic review gathered and reviewed the data in songs used in language learning research studies. The objective of this study is to study the features of songs used in English language learning research studies and to study how the songs are used as intervention conditions in language learning studies. The data collection was driven by using PRISMA as a model in protocol. There were 7 databases using 2 keywords to search the research studies on songs used in English language learning. Searches retrieved 680 unique records. After screening 680 full texts, only 12 research studies which met the inclusion criteria were found in 4 sources including Thai Journals Online (ThaiJO), Oxford University Press, Springer and Wiley Online Library. There are 44 songs included. In ThaiJO, 36 songs are found. In Springer, there are 6 songs. In both Oxford University Press and Wiley Online Library only one song was found. The features of songs were classified into seven parts such as music genres, the period of songs' release, the singers' countries of origin, the speech rate of the song, the speed of the songs (Tempo), the words' difficulty level of the songs, and the age of the learners. Regarding the 12 research studies, they have different purposes for the songs used which depend on each research aim. From 44 songs, the main purpose of song usage in research studies is used for motivation. The second purpose is song usage for listening, the third is

(2)

speaking, the fourth is for building vocabulary skill, the fifth is for improving grammar structure, the sixth is for practicing reading, the seventh is used for enhancing writing skill, and the last purpose is used for practicing critical thinking.

Keywords: Systematic review, songs used in ELT, features of songs



ACKNOWLEDGEMENTS

This research study could not be successful without the recommendations and assistance of these people.

First of all, I would like to thank Dr. Nantikarn Siasangyaporn, my IS advisor, who devoted her valuable time to teach me and advise me on how to do the research studies, since the beginning of selecting the topic to the last edition of my research study. She gave me a precious experience which I will never forget.

Secondly, I am so thankful to my MA ELT friends who were studying with me. They gave me a lot of things, we shared our experiences and they were always by my side.

Lastly, I would like to thank myself for being patient, motivated, positive, and never giving up.

Miss Nitthada Nguansumangk

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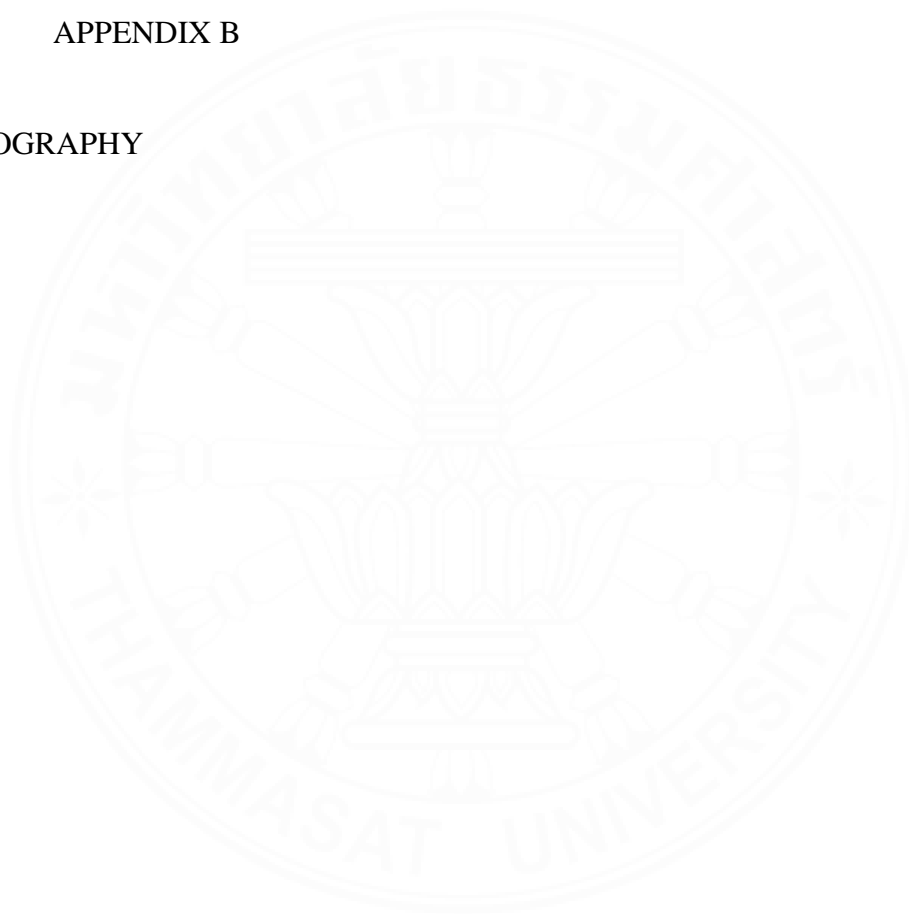
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CHAPTER 1

INTRODUCTION

1.1 Background

Since teaching and learning started, teachers have always tried to find a way to make lessons comprehensible, pleasurable and motivative. This has become an important mission for many language teachers. There are various techniques language teachers apply to make learners improve their language learning ability, for instance using additional materials such as games, songs, and videos to make language classrooms more interesting. For many years, people have argued about the usefulness of songs as additional material in the classroom for many subjects in school such as mathematics (McDonel, 2015) physical and health education (Yoshida et al., 2011), language (Coyle & Gracia, 2014), and many more.

There have been a lot of research studies in the past twenty years in which songs are used as teaching instruments in studies in language learning and positive results were found in many studies. For mathematics, when the content is presented through songs, it helps students remember the content easily. Moreover, in physical and health education, they motivate students to study the specific contents through the lyrics of the songs (mnemonics). They can remember the useful health education when they are singing a song. Especially in English language learning, students who learned vocabulary through songs had a significant improvement in their receptive vocabulary. They can produce the new words orally; they can repronounce the vocabulary both with and without music. Furthermore, songs are used to enhance students' language ability in various skills. It can improve students' listening, speaking skill (Mobbs & Cuyul, 2018), grammar structure in writing skill (Ashraf, 2013), and enhance grammar structure implicitly in students writing. Songs can influence the development of memory and learning, including verbal learning (Tegge, 2018). Also, emotions stimulated by music and emotionally powerful lyrics are able to have an effect on a person's memorization and recall (Eschrich et al., 2008).

1.2 Statement of the Problem

Each classroom differs in various aspects, such as students' ages, students' language level, their motivation, and the topic to be covered in each lesson etc. In the past, songs were only used as an instrument in the English classroom for specific purposes. For example, use of songs for practicing students' language skill, motivating students, and creating a positive environment. However, there is no literature that gathers the data on the songs that are used in English language learning in various contexts and how the songs are used to teach different skills.

Systematic reviews are brought to this present study to drive a process for gathering and reviewing the data from research studies on songs used in language learning as much as possible. The process of doing a systematic review study is following the set protocol of data gathering. The articles of relevant studies are gathered, using a search strategy. Then, through the use of inclusion and exclusion criteria, an analysis to screen the articles is conducted, followed by quantitative synthesis of the data and counting the frequency of the data to answer the research questions in the study can be executed (Dawson, 2019). Through these protocols, the features of the songs and how the songs were used in research studies in English language learning can be reviewed and the manner in which the songs were used can be thoroughly examined.

Since reading all of the articles reporting the studies is not only impossible for language teachers to do but also not practical, a guideline of the songs used in English language learning is needed to enable the teachers' song selection for the classroom. Language teachers should benefit from the results of the studies and should be able to incorporate the songs into their classrooms.

1.3 Objectives of the Study

1. To study the features of songs used in English language learning research studies.
2. To study how the songs were used as interventions conditions in English language learning research studies

1.4 Research Questions

1. What are the characteristics of songs used in English language learning research studies?
2. How are the songs used as interventions conditions in English language learning research studies?

1.5 Scope of the Study

This study is primarily focused on reviewing the empirical research studies of only English language learning research studies in which songs are used as an instrument in the classroom.

1.6 Limitations of the Study

The sources used in order to conduct this systematic review are limited to the ones to which the university subscribes. Only English and Thai language research studies can be included as the researchers' language is limited to only Thai and English.

1.7 Definition of terms

The following terms are defined in the context of this research.

Systematic review is a system driven by the protocol process and quality-focused approach to review the information from various research studies.

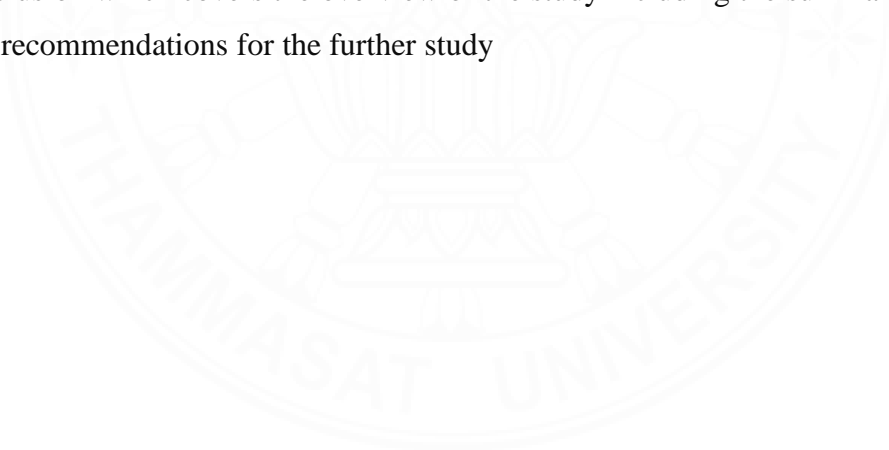
Tempo means the rate or speed of the songs.

1.8 Significance of the study

This present research study has a pedagogical implication. The results from the study can provide information on characteristics of songs which help the teachers to decide which songs are appropriate to teach students in their particular class context. Also, the results can benefit the researchers who aim to conduct the language learning studies in ESL/EFL by using songs. This study will help them to select the songs for each context.

1.9 Organization of the Study

The following study of a systematic review of characteristics of songs used in the studies in English language learning is divided into 5 chapters. The first chapter is an introduction which provides the background of the study, statement of the problem, research questions, objectives of the study, definition of the terms, scope of the study, limitations of the study, significance of the study and organization of the study. The next chapter is the literature review describing the relevant theories such as the role of multimedia in the language learning classroom, learning language through songs, a systematic review, and previous studies on systematic review in education areas and songs used in learning language. The third chapter is the methodology which presents the research methodology which consists of the systematic review protocol, search strategy, inclusion and exclusion criteria, and analysis of eligible studies. The fourth chapter (Result) reveals the result and discussion of the study which was based on the songs used in language learning research studies. Finally, the last chapter is the conclusion which covers the overview of the study including the summary of findings and recommendations for the further study



CHAPTER 2

REVIEW OF LITERATURE

The previous chapter provides the background as well as the objective of the study. This chapter addresses the underlying concepts of song usage in language classrooms and discusses the use of songs for language learning in different contexts. Moreover, this chapter is divided into 5 parts, the role of multimedia in language learning classrooms, learning language through song, the features of the songs, systematic review, and the previous studies in systematic review and the studies on songs in English language learning.

2.1 The Role of Multimedia in Language Learning Classrooms

Multimedia refers to the presentation of words and pictures such as printed text, photos, songs, video, or animation (Mayer, 2014). It can be accessed through different types of technology. Learning words alone is not enough, combining words and pictures together can help to learn more deeply (Mayer, 2014). Using multimedia in the language classroom motivates students to have a positive attitude in learning English and make them more interested (Chou, 2014). After introducing new material to the learners, they can build a mental representation from text and pictures. This process is called “multimedia learning”. Moreover, selecting multimedia which is appropriate to the context of each learner is very important, the teacher has to choose the media which is suitable for learners’ ages. For example, lower grade students might be suited to learn vocabulary through large visuals and audio. In higher grades, learning a language might require more complex reading comprehension that might be appropriate to their language learning (Chou, 2014).

2.2 Learning Language through Songs

The goal of language learning is to be able to communicate in the target language. In order to do so, learners need to develop communicative competence which includes four aspects: *grammatical competence*, the ability to use grammar structures correctly, *socio-linguistic competence*, the ability to be aware of using

language appropriately to the context, *strategic competence*, the ability to use knowledge gap and guessing, and *discourse competence*, the ability to interpret the large context and organize the language pattern (Canale & Swain, 1980). The ways which learners develop those competences may differ because language learners are different. They come from different backgrounds and have gone through different life experiences which create their individual differences (Lightbown & Spada, 2013). For example, some learners are extroverted, they enjoy interacting with people, they tend to be enthusiastic, energetic, and talkative. This type of learner likes to do activities in groups or present themselves in public (Petric, 2019). Some learners are introverted, they prefer to be with their selves, alone, and independent. These personalities will make them react to teaching approaches and methods differently (Lightbown & Spada, 2013).

Learning a foreign language or second language can induce the learners' anxiety. They have to communicate with people, participate in the test, and they worry about the negative evaluation. They have the opportunities to be involved with uncertain or unknown words which can reduce their self-confidence to learn the language (Onwuegbuzie et al., 1999).

2.2.1 The Use of Songs in Language Learning Classroom

Songs can be used as an instrument to help language learners to be successful in their learning which can be classified in many abilities such as vocabulary, listening, speaking, grammar, memorization, and motivation. Songs are an additional instrument which helps language learners reduce anxiety while learning language (Dolean, 2015). Learning language through songs can keep students interested, motivated, and create a positive environment in the classroom (Huber, 2010). They have an enjoyable, pleasurable, and positive attitude to learn the target language (Aguirre et al., 2016). Songs can be used to improve students in various abilities of learning language such as vocabulary, listening, speaking, grammar, memorization, and motivation.

Vocabulary

Learning vocabulary can be acquired from four skills: listening, speaking, reading, and writing. Learning vocabulary can be categorized into two areas such as receptive knowledge and producing knowledge. Learning words with receptive knowledge can be acquired by listening and reading, and in productive knowledge can be acquired by using speaking and writing (Murcia & Brinton & Snow, 2014). Word knowledge can be recognized from various details which are called word-learning tasks, it can cause difficulty in word learning. For example, learning words from meaning, mastering the words in written form, pronouncing the words in spoken form, learning vocabulary through grammatical structures, using collocations (the words that often occur together), learning by appropriateness (formal or informal), recognizing the word associations, and the frequency of words used (I.S.P. Nation, 1990).

Learning vocabulary through songs can help learners improve their vocabulary acquisition, they can recognize vocabulary from songs (Li and Brand, 2009). Studies have found that using pop songs in language learning promotes language learners to develop their vocabulary acquisition, language use, and language meaning. Furthermore, there is some evidence that showed that students who learned vocabulary through songs had a significant improvement in their receptive vocabulary (Coyle and Gracia, 2014). These studies presented that songs used in language learning can improve learners' vocabulary ability.

Listening

Listening skill is the ability in which the learners acquire the language automatically without consciousness or effort (Murcia & Brinton & Snow, 2014). The learner needs to experience various situations for a long time to get this ability. Listening skills can be categorized into six core skills processes for specific purposes such as listen for details, listen selectively, listen for global understanding, listen for main ideas, and listen and infer (Vandergrift and Goh, 2012).

The first purpose of listening is listening for details, it can be done by listening to the specific information that is involved with the target purpose. It can be the key words of the knowledge that is related to the aim of listening. The second point is listening selectively, it is focusing on the specific relevant part of information and overlooks the other information which is irrelevant to the goal of listening. The third process is listening for global understanding, it is the listening comprehension which listens to the overall information. Listening for the main idea is another skill which is listening for an important part or the essential concept of the information. Last but not least, listeners need to have some background knowledge and the various pieces of evidence to understand the meaning of information clearer. Some information might be missing and ambiguous. This listening skill is called listening and inferring. The last listening skill is listening and predicting, guessing the meaning of the information from the context clues by using listeners' background knowledge.

It can be concluded that there are several processes of listening skills which the learners need to experience. However, practicing those listening skills by using traditional dialog repeatedly in order to understand the meaning of the context such as vocabulary or phrases can make students lack motivation. Instead of listening to the classic conversation, practicing listening through songs encourages students to have a positive attitude to learn language (Purcell, 1992). Moreover, using English songs in the language classroom can develop students' listening skills effectively (Solihat and Utami, 2014).

Speaking

Speaking is considered to be a productive skill which the learners have to produce from their language acquisition from the beginning level. It is the fundamental skill of second language learners in the primary stage (Murcia & Brinton & Snow, 2014). The characteristics of speaking are very complex to understand. This is because the speaker has to be aware of using clustering; hesitation markers and pausing; slang and idioms; and suprasegmental utterances which are composed of stress, rhythm, and intonation when they are speaking (H.D. Brown, 2007). Speaking skills can be used for various purposes. This skill can be used in informal

communication, for example, communicating to people in daily life, persuading people, expressing a feeling or opinion, and explaining the information. Moreover, it can be used for making a request, and complaining about things (Richards & Renandya, 2002). Speaking is one of the most confusing of the four skills, it is the reason that the speaker has to interact with other people. At the same time, the speaker needs to be monitoring and understanding other people's thinking, then producing and responding to the information of other speakers.

As stated above, speaking skill is one of the most complex of the four skills. There is an instrument to help learning to speak become easier by using English songs in the language class. Therefore, to enhance speaking ability, songs can be used to improve language learners' speaking skill. Songs used in language learning tend to help students to be more improved at their pronunciation, recalling and translation language than the learners who learn speaking in the traditional way (Good & Russo & Sullivan, 2014).

Grammar

Grammar is the pattern of language which has meaning in itself. Grammar can be presented with accuracy and meaning, and it can be used in psychologically authentic ways. For example, language which learners use grammatically can be used in everyday life (Freeman, 2001). There are three concept frameworks of using grammar which is called a three-dimensional grammar framework. It includes structure/pattern, meaning/semantics, and use/pragmatics. In the first framework, it is language used in a particular form which indicates morphosyntactic and lexical patterns; the form or the structure of language. The meaning or semantic concept can have both meaning and be lexical. The pragmatic grammar framework is language used in context. For example, the language which language learners choose to use with different people.

How are songs applied in grammar use? Songs can be used to teach grammar implicitly to improve students' writing skill. They can become more familiar with grammar structures which are included in language songs. After applying songs to the

class, the learners have improved their grammar ability which can be seen in their writing performance (Mohammed and Rahim, 2013).

Memorization

Memory is an ability to represent or remember the experiences, people, and information from the past. It includes imprinting, retaining and applying information about the past to accomplish tasks requiring cognitive, emotional and motor capacities in the present and future (Glannon, 2019). There are two validity divisions of memory, they are short-term memory, and long-term memory (Atkinson and Shiffrin, 1968). The link between memorization and songs is that using popular songs can promote long-term memory for learners. They can recall the words in lyrics of songs after they stop listening to the songs for a while (Barlett and Snelus, 1980). Moreover, combining rhythmic, lyrics, and melody together in songs support the learner's memorization to recall the vocabulary. Using songs can increase the opportunity for students to use the language repeatedly, they see and hear the pattern of the target language often. Therefore, it can lead them to recognize the words, and remember how to pronounce those words with more accuracy (Good & Russo & Sullivan, 2015).

Motivation

Motivation in second language learning is one of the important factors that influences language learners to achieve in their L2 learning. It drives students to pay attention to what the teachers are teaching. Various researchers and teachers agree that motivation promotes learners' behavior (Dornyei, 2004). In traditional language classrooms where songs are not used, most learners might seem to be lacking attention to the class. They are not interested and do not enjoy what the teacher is teaching. However, in a class which is motivated by the language songs, students pay more attention to the class. They are willing to participate in most activities and tasks that the teachers provide. Moreover, they have an enjoyable, pleasurable, and positive attitude to learn the target language (Aguirre & Bustinza & Garvich, 2016).

2.3 Features of the songs

There are many features of songs such as music genres, the speech rate of the songs, the speed of the songs, and the word difficulty level of vocabulary in the songs

2.3.1 Music Genres

The word “Genre” is from French and Latin and refers to “kind” or “genus.” Genus means “kind”, “a class”, or “sort” it can be the object, the idea or the concept which enables disparate, or relevant concepts to be conveniently categorized and subdivided (Harris, 1995). Genres can be confined as discipline usages demand, in literature fiction, poetry, and drama are primary genres. Moreover, there are subdivisions within the primary genre, for example, in the genre of poetry, there are lyrics, ballads, and epics which are the subdivisions of the poetry genre.

In the discipline of studying music, there are also music genres. According to the first level taxonomies used by some important on-line stores (iTunes) there are various genres of music such as Alternative, Blues, Children’s Music, Classical, Christian & Gospel, Comedy, Country, Dance, Electronic, Folk, Hip-Hop/Rap, Jazz, Latin, Pop/R&B/Soul, Reggae, Rock, Soundtrack, and Vocal (Termens, 2009). This present research studies will study what genres of music are used in English language learning.

2.3.2 The Speech Rates of the Songs

The speed at which the singer sings each song is calculated by using the speech rate, which is speaking rates expressed in words per minute (wpm) (Barnard, 2018). It can be calculated by counting the time during speaking divided by the total number of words per minute. For example, speaking rate (wpm) = total words / number of minutes. In the present study, only the time in which the singers sing the songs were used to calculate the number of words.

The speech rate of the songs can be compared to the rate at which people speak in natural contexts. According to the National Center for Voice and Speech, speaking rate ranges from 100 to 400 word per minute, for example:

- **Presentations:** between 100 - 150 wpm for a comfortable pace
- **Conversational:** between 120 - 150 wpm
- **Audiobooks:** between 150 - 160 wpm
- **Radio hosts and podcaster:** between 150-160
- **Auctioneers:** can speak at about 250 wpm
- **Commentators:** between 250-400 wpm

In conclusion, the speech rates of the song can be lower or higher than the normal speech rates which depends on the total number of words and the length of the song in minutes. If the songs are composed with numerous words, but the length of the song in minutes is short, the speech rates of the song will be high. However, if the length of the song in minutes is long, or the number of words is less the results of the speech rates will be lower.

2.3.3 The Speed of the Songs (Tempo)

As the speed of the melody may influence the speech rate, the tempo, or speed of the songs, are also analyzed. Tempo refers to the speed or pace of events in nature, it can be a fast or slow tempo event rate (McAuley, 2010). It can notify the rate of a piece of music in the discipline of music. For example, it can tell how fast or slow the music is. Tempo can tell the notated score of music and it will be given in terms of beats per minute (BPM) such as 108 bpm. If the result of the score is lower, it refers to slow and if the score is high, it means that the event is fast. The speed of the songs can be analyzed using a time signature, the songs are arranged according to the time signature from the slowest speed to the fastest speed of the songs. This research study aims to study tempo music in the songs used in English language learning. The results will be shown in Chapter 4.

2.3.4 The Word Difficulty Level of Vocabulary in Songs

The word difficulty level of vocabulary in song lyrics were analyzed using the Common European Framework of Reference for Languages (CEFR), which is an

international standard for describing language ability, as a guide. It presents the ability of language on a six-point scale, for example, A1 for beginners, A2 for elementary, B1 for intermediate, B2 for upper-intermediate, C1 for advanced, and C2 is for proficiency in English ability (Council of Europe, 2001). Moreover, the CEFR also describes learners in each level by the language domains: A levels – self and family domain, B levels – daily life domain, and C levels – professional domain. The present study utilizes a text analysis program available online, Text Inspector, which is based on the English Vocabulary Profile (EVP). The EVP is developed by Cambridge University Press along with various language teaching and learning institutions.

2.4 Systematic Review

Systematic review is the process of collecting and synthesizing the data from the relevant previous research (Gough, Oliver & Thomas, 2012). It is a form of research which gathers data from existing literature in a clear and logical manner in order to perform a synthesis of the results from literature to answer the review research questions.

This system promotes the researchers to conduct the research studies easier. It can collect a large amount of the data, systematically, clearly, and reliably. The data collection is followed step by step, and relies on the inclusion and exclusion criteria, which can be included and excluded.

A systematic review research study is driven by the protocol and quality-focused approach to review the information from various research studies. It is normally used as evidence-based practice in an attempt to make a consensus of findings in research areas (Gough, Oliver & Thomas, 2012). The process of doing a systematic review research study involves following the steps of the protocols which are related to literature and synthesis of findings. Many researchers and groups created models believed to facilitate the stages. Brunton and Thomas (2012) created a seven-steps systematic review protocol to guide the research. The protocol consisted of:

1. Review initiation

2. Review question and methodology
3. Search strategy
 - a. inclusion criteria for searching strategy
 - b. exclusion criteria for searching strategy
4. Description of study characteristics
5. Apply quality appraisal criteria
6. Synthesis of the data
7. Interpret the data

Another model of systematic review used widely in systematic review literature is the Preferred Reporting Items for Systematic Reviews and Meta-Analyses or PRISMA model. This model is preferred by many researchers due to its clear protocol which can guide researchers through complete logical stages of systematic review (Liberati et al., 2009). In order to better visualize the protocols, the PRISMA flowchart (Figure 1) can serve as a guideline for the systematic review as well as presenting the final number of the studies in the analysis (Harris et al., 2014).

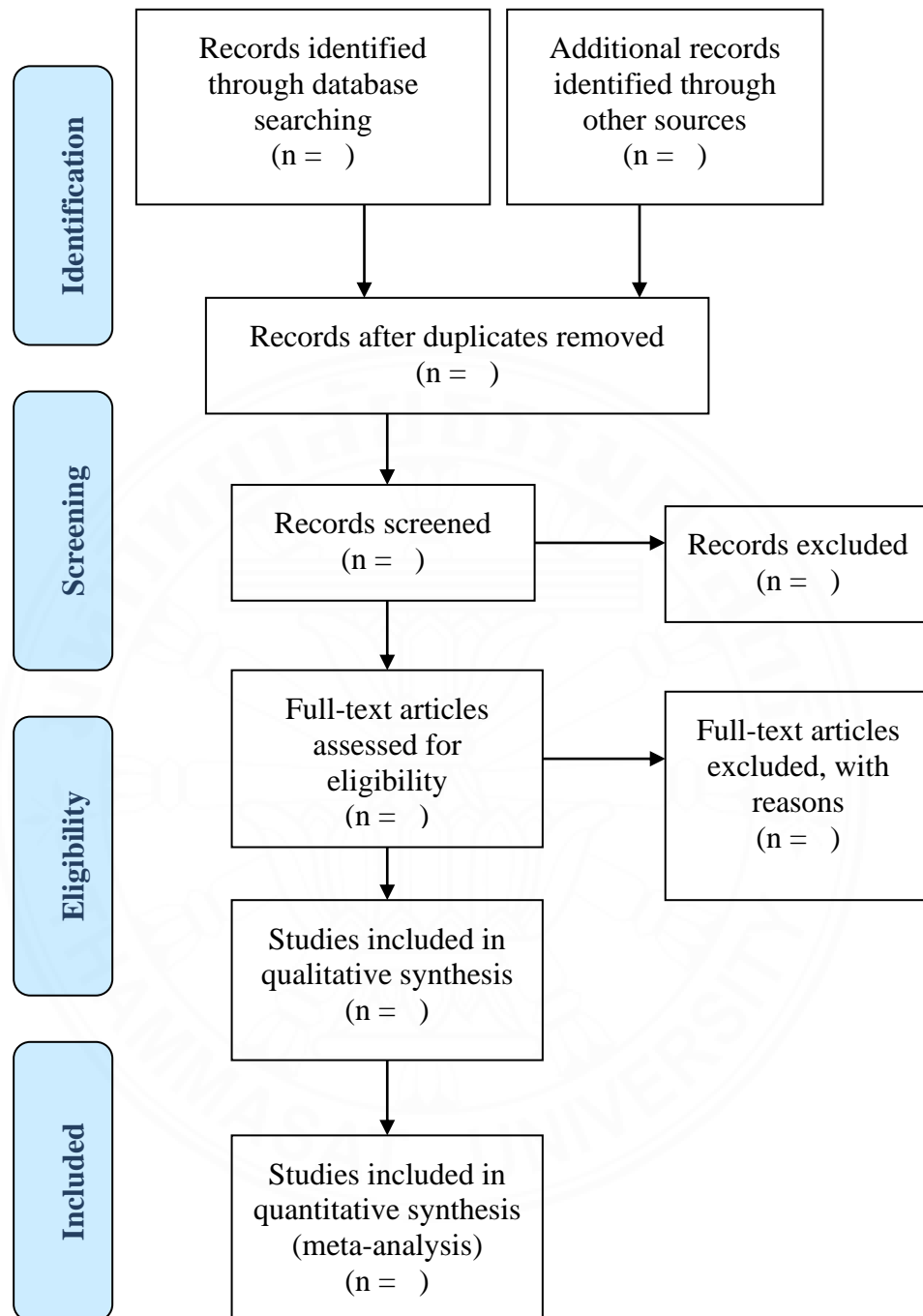


Figure 1. PRISMA flowchart with the step-by-step process (Moher, 2009)

The purpose of doing a systematic review study is to discover and answer the questions of the research study. After the articles are identified using search strategy,

the articles which are not relevant need to be screened out. Inclusion and exclusion criteria need to be developed as a guide for article screening.

Systematic review has been used in many areas of research study, such as health science, science, information studies, management, social science and education. It was used extensively to explore various areas of education, namely learning disability, multilingualism, online learning, and mobile learning in order to examine the data in the broader context of learning in particular areas, and to analyze and synthesize the data as much as resources provide (Gough et al., 2017). There are rare systematic review studies in applied linguistic, language education, and higher education areas.

In educational areas, systematic review can be used to study learning disabilities students (LD). It helps the researchers to determine which techniques of note-taking are appropriate to them. Even the teachers who participate in teaching learning disabilities students can use this research study as a guideline (Boyle and Rivera, 2012). It has various note taking techniques such as note taking paper (guiding note), and recording note taking, and note taking activities. These note techniques promote LD students to improve their scores on tests and quizzes. For studying dual language learners (DLLs) which includes both bilingual and monolingual instruction for improving English early literacy skill, systematic review is used for reviewing the data from experimental group design studies and the demonstration of functional relations (SCED studies) (Hur & Snyder & Reichow, 2020). The practitioner needs to be focusing on each individual skill such as language proficiency and language exposure. It is because DLLs students have learning acquisition complexity.

Most systematic reviews research studies might be conducted in the study of medical areas such as peer teaching and learning in clinical education (Secomb, 2006), emotion skills training for medical students (Satterfield and Hughes, 2007), telemedicine for medical abortions (Endler et al., 2019), violence against emergency medical services personnel (Maguire et al., 2017) etc.

In the health education areas of clinical study, the aim of one study was to present the information on clinical education peer teaching and learning for undergraduate health science students, which is in the practical settings, and to clarify the positive and negative aspects of teaching and learning strategy. For the method, the researchers used the systematic review for searching the data-based peer review of health and educational electronics and clinical education for undergraduate students. The research studies used were published between 1980 to 2005 and used English language. The result is shown that there are 12 research studies which applied to the inclusion criteria in the discipline of health science. In positive results, students improved in their psychomotor learning and cognitive domains, they are more confident in clinical practice. However, there are some negative outcomes; poor students tend to have less individualized time with clinical instructors (Secomb, 2008).

2.5 Previous Research Studies

In educational areas, systematic review was used to review the data which can be used in mobile learning, ICT technology in EFL, English medium instruction (EMI) in higher education (HE), and written corrective feedback in ESL/EFL.

Regarding mobile learning in teacher education, it helps the teacher to decide which direction to progress in or the program which promotes teaching students. The author integrates the data which can help the other teachers who desire to use mobile learning. There are 37 articles included on mobile learning used by the teachers in different contexts. The outcome is composed of 6 criteria: the increase of articles in this area; insufficient theory and conceptual perspectives are reported; the surveys in attitude, perception, and usage of teachers; benefits of mobile learning; exceptions and challenges; and affording support for mobile learning in the teacher education setting (Baran, 2014).

Another research study in language learning is a systematic literature review that focuses on using Information and Communication Technology (ICT) in EFL Teaching and Learning by Sabiri in 2019. There are 23 research articles and 7 majors' disciplines that cover ICT education to review. The participants come from various

levels of educational institutions in different cultures. It uses information from various contexts such as ICT instruments, the factors affecting pre-service and in-service teachers and student teachers' perceptions, the various barriers and challenges in ICT integration, the confidence of combining ICT in an EFL classroom, and the advantage, and benefits of using ICT in education.

The result showed that there are two kinds of barriers: external and internal barriers. The external barrier came from the technical support, limiting the time and resources. The internal barriers are from the attitudes of teachers such as less confidence and lack of knowledge in technology. The challenges are poor knowledge in using ICT tools, teachers teaching in large classrooms make classroom management ineffective and students have fewer opportunities to use ICT tools. The benefits and advantages of using ICT, such as software and application in EFL classrooms make for a positive classroom environment, it leads the class to be student-centered rather than teacher-centered.

In addition to the education areas of language learning technology, there are some research studies in which systematic reviews are used in English medium instruction in higher education by Macaro et al. in 2018. The purpose of this research study is to record the details of 83 studies, analyze and synthesize the literature on EMI in HE as much as possible with studies in various contexts of L2 learning. The effect shown is that there is not enough evidence to support that EMI helps in content language learning. It is insufficient in studies demonstrating, through the classroom discourse, the kind of practicing. It leads to problems of research methodology at the micro and macro level. It also concludes that the research evidence to date is insufficient to assert that EMI benefits language learning nor that it is clearly detrimental to content learning. There are also insufficient studies demonstrating, through the classroom discourse, the kind of practice that may lead to beneficial outcomes. This insufficiency, it argues, is partly due to research methodology problems both at the lowest and highest level.

There are more systematic review research studies, in the language learning area it was used to study written corrective feedback (WCF) in ESL/EFL contexts. The researcher conducted the data on abstracts of 41 research studies in WCF and

used seven stages of the protocol by Petticrew and Roberts (2008). The publications are between 1997-2017. The aim of this study is to synthesize the WCF research and provide the agenda for the future of WCF research studies. The databases are in SSCI-index journals in the areas of language learning, TESOL, technology, and education which use Leximancer as a tool (a text-mining tool). The result showed that there were 22 research articles discovered, they are categorized into 5 themes: types of WCF, types of writing tasks, demographics of participants, research design/method, and types of errors. Two research studies are suggested to be an agenda for future study (Chong 2019).

As the evidence in previous studies in systematic review above shows, using systematic review is beneficial. It combines the necessary information for each context and then synthesizes it and provides the result for the readers. This kind of research study can encourage the people to decide on selecting the ways which are most appropriate for them for a specific purpose.

The next section will focus on songs used as an instrument in language learning research studies.

One research study of songs used as an instrument in language learning was conducted by Coyle and Gracia (2014). They studied about using songs to enhance L2 vocabulary acquisition in preschool children. The participants are 25 children between the ages of five and six years old from a semi-private school in Spain. The data collection takes a period of seven weeks. There are pre-test and post-test, all the tests are carried out with each student individually in a quiet room. The test contained colorful cartoon pictures, the child is asked to name the words in English. The students received 30 minutes of songs for three lessons. The song lessons were well known children's songs selected for the teaching session, such as "*The wheels on the bus*" which has a repetitive structure and it is easy to take the actions to support meaning. The results of the test were collected by descriptive statistics applied to the data. Friedman and Wilcoxon tests were involved to compare the significant differences and mean ranks of children's vocabulary testing scores. The outcome is that teaching new vocabulary through a song can improve a student's receptive knowledge of vocabulary.

Tegge (2018) reveals the surveys from the information and opinions of the teachers around the world who use songs as a teaching material to foster students' second language acquisition for many purposes. For example, European, North American, North African, and Asian teachers. The purposes are that there are more positive objectives than negative aims. They focus on vocabulary acquisition. The characteristics made songs appropriate for vocabulary acquisition: Type of school, purposes of song usage, class-time spent on songs, usefulness of songs (the opinions from the teacher) and supporting activities, and methodology. There are many techniques to promote L2 acquisition. Firstly, it is physical activities, students enjoy the movement and it affects the body, for example, dancing, pantomime, TPR. Secondly, mnemonic effects of songs, vocabulary search and analysis, pronunciation and prosody, foster reading, and pedagogical argument. Moreover, in pedagogical argument there are two types of activities, the first is arts and creativity activities, such as role-play, writing your own lyrics, producing video clips, and drawing a CD cover. The second is lip-syncing competition.

This chapter focuses on the relevant theories such as the role of multimedia in language learning classrooms, learning language through songs which can be effective to improve learners' skills such as vocabulary, listening, speaking, grammar structure, memorization, and motivating learners. Moreover, it presented systematic review, and previous studies on systematic review in educational areas and songs used in learning language. The last section is the previous studies which gathered the data of teachers' aspects in different contexts around the world where songs are used as an instrumental.

CHAPTER 3

RESEARCH METHODOLOGY

In this chapter, the systematic review protocol is explained. PRISMA model is applied to create a step-by-step guideline. Description of the search strategy, the databases used for the review, the inclusion and exclusion criteria and the analysis of the final data are also discussed.

3.1 Research Instrument

The present study has adopted the Preferred Reporting Items for Systematic Reviews and used PRISMA model as the protocol for data collection. The PRISMA model (see Figure 2) was developed by scholars in the field of medicine with the aim to create a clear and complete protocol to conduct a systematic review (Liberati et al., 2009).

3.2 Procedures

3.2.1 Research Design

The protocol included steps for article identification using search strategy, screening through the use of inclusion and exclusion criteria, manual eligibility assessment of the studies, and finally, analysis of the included studies.

3.2.2 Data Collection

3.2.2.1 Search strategy

This systematic review collects the data by using a search strategy or the keywords in searching in various databases. The databases included are from SAGE Journals, JSTOR, Springer Link, Taylor and Francis Online, Oxford University Press (OUP), Wiley Online Library, and Thai Journals Online (ThaiJO).

3.2.2.2 Screening

These digital libraries are the published articles from the inception of songs used in language learning in ESL/EFL from 1960 to 2020. There are 2 keywords in search strategies used for searching the databases which are “Use songs learning language in ESL/EFL”, and “เพลงภาษาอังกฤษ”. The initial search resulted in: Oxford University Press (15), Springer Link (11), JSTOR (293), Taylor and Francis Online (172), SAGE Journals (12), Wiley Online Library (123), and ThaiJo (54). There are 582 research studies duplicates which were removed. The inclusion and exclusion criteria are made in order to screen in and out the studies which are not relevant to the objective of the present study and include the studies which can help answer the research questions. The 560 research articles are excluded since they don't meet the inclusion criteria (They are not relevant to songs used in English language learning). Therefore, there are only 22 research articles and songs used as an instrument in English language learning.

Table 3.1

Inclusion and exclusion criteria

Criteria	Include	Exclude
Year of publication	1960-2020	Before 1960
Language used	English	Languages other than English
Instrument used	Songs	Songs are not used
The songs name	The songs name is presented	The songs name is not presented
Context of the study	ESL or EFL	English as a first language
Types of study	Peer-reviewed only	Not a peer-reviewed

The criteria can be described in text in order to facilitate the screening process.

The studies were **included** if:

1. The studies reported on research studies publications between 1960-2020.
2. The research studies were presented in English.
3. The research studies use songs as an instrument.
4. The names of songs are provided.
5. The research must be conducted on songs in ESL/EFL areas.

6. The research studies need to be peer-reviewed.

The studies were **excluded** if they:

1. Were before 1960
2. Focus on languages other than English
3. Do not use songs as an instrument.
4. Do not use songs as an instrument in language learning
5. Don't provide the song's name.
6. Focus on English as a first language

3.2.2.3 Manually check for eligibility used in screening

After removing the research studies in which songs are not used in English language learning, there are only 22 research studies left. Then, the research studies were screened manually, and 10 research studies had not provided the songs' name. They will not be able to be used to analyze the features of the songs. Therefore, they are removed. The final result of the screening process is only 12 research studies left with songs used in English language learning and which present the song's name. They all follow the inclusion criteria.

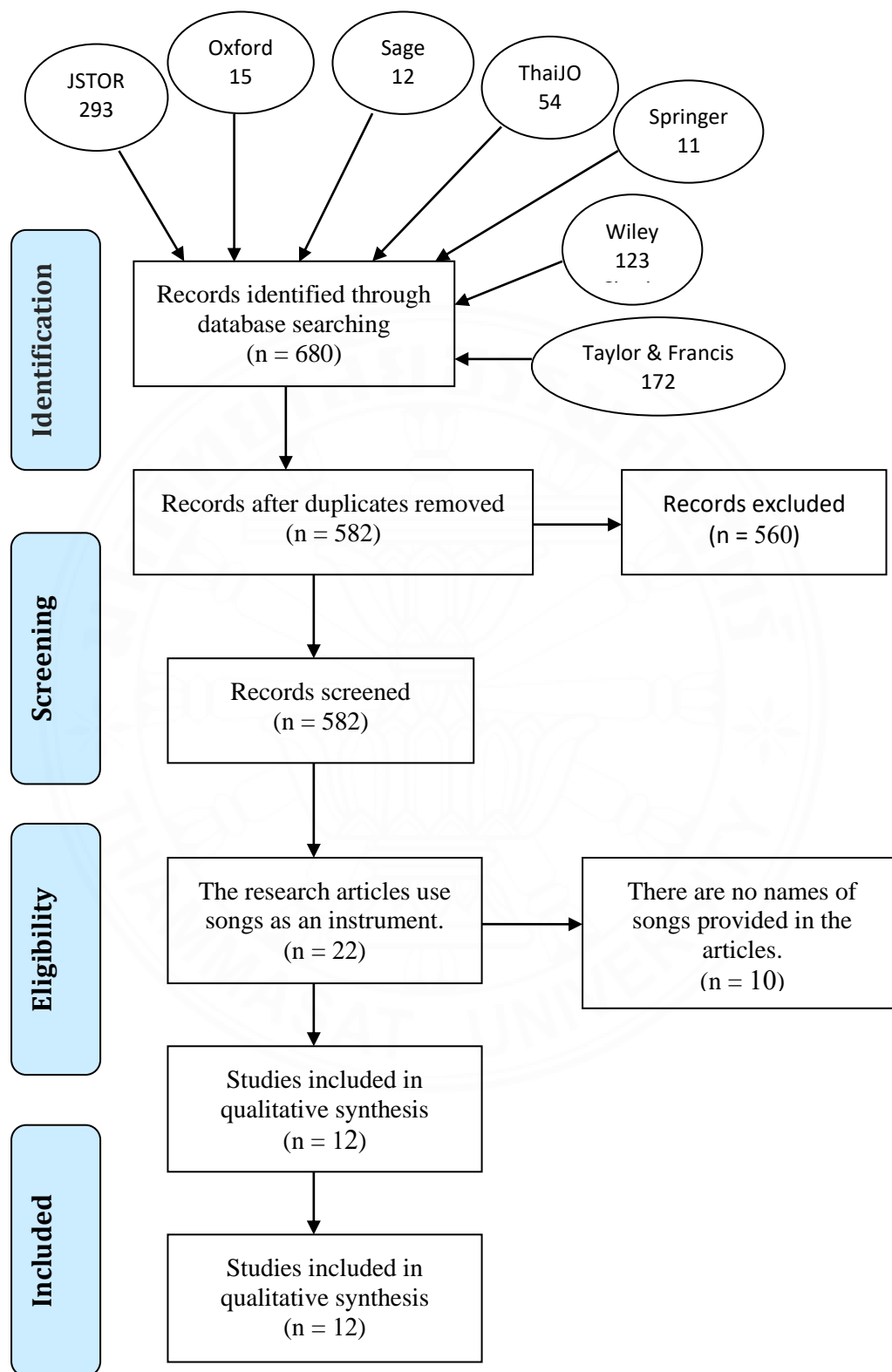


Figure 2. Article search and selection process

3.3 Data Analysis

According to the 12 research studies in which songs' names are provided, there are 44 songs found in these research studies. They are classified into three main groups, the first group is the sources and the research articles, the second group is the features of the songs, and the third group is the purpose for which the songs were used.

3.3.1 The Sources and the Research Studies

There are four databases in which songs have been found including Thai Journals Online (ThaiJO), Oxford University Press, Springer, and Wiley Online Library. From all 12 research studies, there are 9 research studies in ThaiJO, 1 song in Oxford University Press, Springer, and Wiley. There are 44 songs found, 36 songs in ThaiJO, 6 songs in Springer, 1 song in Oxford University Press, and Wiley Online Library. All 44 songs

3.3.2 The Features of Songs

There are many features of the songs which included genres of music, the speech rate of the songs, the speed of the songs, and the word difficulty level of the songs.

3.3.2.1 Music Genres

The genres of the music will be provided from searching in Google, it will provide the genres of the music and all information that is related to the songs such as the year of release, the artist, and the album. The websites which are shown in Google after searching will provide the information of the songs. It can be searched by placing the song name followed by the word "genre", for example, "our song genre". After that it will be shown. There are various music genres that can be found, 24 pop songs, 6 phonics songs, 3 children's songs, 3 folk songs, 3 hip hop songs, and 1 song in R&B, disco, indie rock, show tune, and electronic (dubstep), and country genre.

3.3.2.2 The Period of Song Release

The period of the songs release is also provided together with the songs. When searching for the songs in Google, it will provide related information about the songs. For example, the singer, the release year, the genre of the songs, the tempo, and etc. All songs were released between 1965-2020. This present research study will classify the period of songs' release in phases. It will be further presented in Chapter 4.

3.3.2.3 The Singers' Countries of Origin

The singers' countries of origin will be provided by Google or Wikipedia. Most of the singers' countries have native speakers.

3.3.2.4 The Speech Rates of the Songs

The speed at which the singer sang each song is calculated by using speech rate, which is speaking rates expressed in words per minute (wpm) (Barnard, 2018). It can be calculated by counting the time during speaking divided by the total number of words per minute. For example, speaking rate (wpm) = total words / number of minutes. In the present study, only the time which the singers sing the songs was used to calculate the number of words.

3.3.2.5 The Speed of the Songs (Tempo)

The speed of the songs (Tempo) can be analyzed by using time signature, which is presented by beat per minute (BPM). The songs are arranged according to the time signature from the slowest speed to the fastest speed of the songs. Tempo of the songs can be seen in many websites such as www.tunebat.com, www.getsongbpm.com, www.songbpm.com or you can find the songs' tempo in Wikipedia. They will provide the speed of the songs in beats per minute, after searching the songs' name.

3.3.2.6 Word Difficulty Level of Vocabulary in Songs

The word difficulty level of vocabulary in song lyrics were analyzed by using the Common European Framework of Reference for Languages (CEFR), which is an international standard for describing language ability, as a guide. It presents the ability of language on a six-point scale, for example, A1 for beginners, A2 for elementary, B1 for intermediate, B2 for upper-intermediate, C1 for advanced, and C2 is for proficiency in English ability. Moreover, the CEFR also describes learners in each level by the language domains: A levels – self and family domain, B levels – daily life domain, and C levels – professional domain. The present study utilizes a text analysis program available online, Text Inspector, which was based on the English Vocabulary Profile (EVP). The EVP was developed by Cambridge University Press along with various language teaching and learning institutions. On the website, there is the place for placing the words in and the result of words difficulty will show which is classified into 4 levels (A1-C2). To analyze the lyrics of the songs, the lyrics of each song are placed to find the word difficulty level. After entering, the lyrics are classified into 4 levels, moreover, there are some unknown levels of words that cannot be found. Therefore, all 44 songs can be inspected at the word level from this website, and can be analyzed at the level of word difficulty of the songs which are appropriate to the level of learners. The songs will be classified into 4 levels. If the words are mainly in level A1, A2, and B1, they might be suitable for the beginner learners. However, if the level of the words is mostly in B2, C1, and C2, the songs can be appropriate for intermediate to advanced proficiency students.

3.3.2.7 The Ages of Learners

This section will be collected and analysed according to the participants of the 12 research studies. Researchers conducted the studies on which songs are used as an instrument in English language learning. The participants of each research study are at different ages. Therefore, the songs will be analysed following the ages of the research studies' participants.

3.3.3 Purposes of Song Usage

The purpose of the song for learning English is collected by following the objective of each research study. Each research study has different purposes, for example, for improving students' abilities such as vocabulary, listening, speaking, reading, grammar structure, motivation, and to practice critical thinking. One song can be used for more than one purpose, it can be used for practicing listening and speaking, or grammar structure. The songs used depend on the purpose of the research studies.

3.4 Analysis of eligible studies

In order to answer the research questions, various evidence can be found in songs used for language learning experimental studies. They are divided into four aspects. For example, the sources, the frequency of the songs, the features of songs, and the purpose of songs used.

All of the databases include the research articles about which songs are used in English language learning classrooms, however, they might not present the name of the songs in some articles. After the songs are found in various research studies, the researcher will analyze the features of songs which will be categorized in many criteria. The features of songs used in English language learning research studies are categorized into six points such as genre of songs, the period of publication, the singers' countries of origin, the speech rate of the song, the speed of the songs (time signature), and word difficulty in songs. The data might increase or decrease. The frequency of the learners' ages which are involved in the language learning songs will also be presented. Moreover, the songs used as interventions in language learning research studies might be found to have been used for various purposes. For example, using songs to motivate students, improve students' memorization, and enhance vocabulary ability. Furthermore, songs can be used to improve specific skills such as listening skills, speaking skills, and grammar structures. The results will be presented in the next chapter.

CHAPTER 4

RESULTS AND DISCUSSION

This study gathered the information on songs used in language classrooms. This chapter will present songs used in language classrooms which have been found in three databases including Thai Journals Online (ThaiJO), Oxford University Press, and Wiley Online Library. Four parts are included, the first part is the sources, the second part is the frequency of the songs, and the third part is the features of songs. In this part, it is classified into seven constituents such as music genres, period of songs' release, the singers' countries of origin, the speech rate of the songs, the speed of songs, word difficulty level of vocabulary in songs, and the age of the learners. The last section of this chapter will present the purpose of song usage depending on each research article's aim.

4.1 The Sources and the Research Studies

According to the 7 sources mentioned in Chapter 3, there are only 4 sources left which were utilized to collect the research studies which meet the inclusion criteria including Thai Journals Online, Oxford University Press, Springer, and Wiley Online Library. 12 research studies met the inclusion criteria, they use songs as an instrument in English language learning. The inclusion criteria are the English language songs which were released between 1960 to 2020, the name of the songs should be presented, the songs should be conducted in ESL or EFL, and they should be peer-reviewed. The data will be presented in table 4.1.

Table 4.1

The sources and the research studies

The sources	The research studies	The author	Songs
Thai Journals Online	The Effectiveness of Using Songs in Teaching Grammatical Structure and Vocabulary: The case of Kasetsart University students' first year English	Khongsat (2018)	Sad movies, When She Loved Me, Roar, Summer Night, I will Survive

The sources	The research studies	The author	Songs
	Effects of Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics on English Oral Communication Ability of Secondary School Students	Yuangyim and Modehiran (2014)	Pray Justin Bieber
	The Development of English Learning Using Song Activities with Communicative Language Teaching of 3rd Grade Students	Hongwaingjan, Sujaree and Janghan (2019)	How are you, I'm fine, Head Shoulders Knees and Toes, My Feeling
	The Effect of Developing English Language Skills by Watching Movies and Listening to Music on Third-Year Nursing Students in Trang Nursing College	Suwanvala (2020)	Diamonds, Without Me, Happier, High Hopes, Girls Like You, You Belong with Me, See You Again, Lost Stars
	Development of an Instructional Material Using Songs to Enhance English Oral Communication Ability for Thai Foot Massage Therapists	Keemthong (2014)	Welcome to Spa Land
	Development of English Pronunciation Skills through English Songs	Phoowong (2016)	Let it go, Haven't met you yet, As long as you love me
	Grammar-Translation Method in an EFL Class in Thailand: A Glance at an English Song's Lyrics	Sittirak (2015)	Heal the World

The sources	The research studies	The author	Songs
	การใช้เพลงช่วยสอนร้อยกรอง อังกฤษเพื่อพัฒนาทักษะการฟังและ พูด	Phongsuwan (2008)	Leaving on a jet plan, Take me to your heart, The day You want away, From the bottom of my heart, Sometimes, All I have to do is dream, How do I live, Seasons in the sun, Diana, Cradle
	Online Instructional Tools for the Wireless Generation	Ekahitanond (2013)	Price Tag, Lucky, Count on Me, Just the Way You Are
Oxford University Press	Using songs to enhance L2 vocabulary acquisition in preschool children	Coyle, Gracia (2014)	The Wheels on the Bus
Springer	Implementing the flipped classroom approach in primary English classrooms in China	Yang, Chen (2019)	Phonics Letter E, Silent E Song, Phonics: The Letter O, Long Vowel Sound for the Letter O, Short Vowel Letter O: Phonics Song, Long Vowel U Sound: Letter U Song
Wiley Online Library	The synergistic effect of phonology and songs on enhancing second/foreign language listening abilities	Tsang (2019)	Our Song

4.2 The Frequency of the Songs

According to table 4.2, the songs are classified into the sources. There are 44 English songs which can be found in the four databases (Thai Journals Online (ThaiJO), Oxford University Press and Wiley Online Library). In ThaiJO, 36 songs were found. In Springer, there are 11 songs. In both Oxford University Press and Wiley Online Library only one song was found.

Table 4.2

The frequency of the songs

Source	The Name of the songs in Thai Journals Online (ThaiJo)	The frequency of the songs (N)
Thai Journals Online (ThaiJo)	Sad Movies, When She Loved Me, Roar, Summer Night, I will Survive, Diamonds, Without, Happier, High Hopes, Girls Like You, You Belong with Me, See You Again, Lost Stars, Let it go, Haven't met you yet, As Long as You Love Me, Leaving on a jet plane, Take Me to Your Heart, The day You went away, From the Bottom of My Heart, Sometimes, All I have to do is Dream, How do I live, Seasons in the Sun, Diana, Cradle, Price Tag, Lucky, Count on Me, Just the Way You Are, Heal the World, Pray How are you?, I'm fine, Head Shoulders Knees and Toes by Super Simple Songs, My Feeling, Welcome to Spa Land	36
Springer	Phonics Letter E, Silent E Song, Phonics: The Letter O, Long Vowel Sound for the Letter O, Short Vowel Letter O: Phonics Song, Long Vowel U Sound: Letter U Song	6
Oxford University Press	The Wheels on the Bus	1
Wiley Online Library	Our Song	1
Total		44

4.3 The Features of Songs

The features of the songs were classified into seven parts including music genres, the period of the songs' release, the singers' countries of origin, the speech rate of the song, the speed of the songs (Tempo), the word difficulty level of songs, and the ages of learners.

4.3.1 Music Genres

The songs can be classified into 10 genres. There are 24 pop songs, 6 phonics songs, 3 children's songs, 3 folk songs, 3 hip hop songs, and 1 song in R&B, disco, indie rock, show tune, electronic (dubstep), and country genre. The most frequently chosen genre of music for research studies is pop songs. Pop songs are perhaps chosen due to the students' familiarity with the songs. Another reason is pop songs' entertaining aspect since songs are used to increase students' motivation in some studies. This will be discussed later in table 4.10.

Table 4.3

Music genres

No.	Genres	N	The name of the songs
1.	Pop songs	24	Diana, All I Have to Do is Dream, Seasons in the Sun, Summer Night, Sad movies, Heal the World, From the Bottom of My Heart, How do I live, Sometimes, When She Loved Me, The Day You Went Away, Take Me to Your Heart, Cradle, Lucky, Haven't Met You Yet, You Belong with Me, Just the Way You Are, Pray, Diamonds, Roar, Let it go, Lost Stars, Happier, and Girls Like You
2	Phonics song	6	Silent E Song, Short Vowel Letter O: Phonics Song, Long Vowel U Sound: Letter U Song, Phonics Letter E Phonics: The Letter O, and Long Vowel Sound for the Letter O
3	Children song	3	How are you? I'm fine, Head Shoulders Knees and Toes, and My Feeling

No.	Genres	N	The name of the songs
4	Folk	3	Leaving on a jet plane, Count on Me, and Welcome to Spa Land
5	Hip hop	3	Without Me, See You Again, Price Tag
6.	R&B	1	Price Tag
7.	Disco	1	I Will Survive
8.	Indie Rock	1	High hope
9.	Electronic (Dubstep)	1	As Long as You Love Me
10.	Country	1	Our song

4.3.2 The Period of Songs Release

As seen in table 4.4, the release dates of songs used in English language learning research studies were evenly distributed among three periods. There are 11 songs released before 2000, 10 songs between 2001-2010, and 13 songs between 2011-2020.

Table 4.4

Number of songs released in each period

Number of songs released in each period		
before 2000 (N)	2001-2010 (N)	2011-2020 (N)
11	10	13

4.3.3 The Singers' Countries of Origin

As illustrated by table 4.5, most of the songs are from English native speakers, the most frequent singers' country of origin is the United States/ Canada at 34 songs. The second country is the United Kingdom. The third is from Thailand which has 2

songs. The fourth number of singers' countries of origin are 3 countries which were the Republic of Ireland, Norway, and Barbados, only one song was found in each country. There are 2 songs without the singer's name, therefore, the singers' countries of origin are missing.

Table 4.5

The frequency of singers' countries of origin

Country	N
United States/ Canada	34
United Kingdom	3
Republic of Ireland	1
Norway	1
Barbados	1
Thailand	2
Unknown	2

4.3.4 The Speech Rate of the Songs

The speed at which the singer sang each song is calculated by using speech rate, which is speaking rates expressed in words per minute (wpm) (Barnard, 2018). It can be calculated by counting the time during speaking divided by the total number of words per minute. For example, speaking rate (wpm) = total words / number of minutes. In the present study, only the time in which the singers sing the songs was used to calculate against the number of words. The speech rates of the songs in the table 4.5 are arranged from the lowest rate speaking to the highest rate of speech. The lowest speech rate is 7 words per minute (wpm) from the song *Phonics: The Letter O* by *Patty Shukla*, followed by 34.87 wpm from the song *Phonics Letter E*. Since these songs are phonics practice songs, the speech rate may be different from other regular songs. The lowest speech rate for regular songs is *My Feeling*, at 42.15 wpm and it is a children's song. The highest speech rate for regular songs is from the hip-hop song *Without Me* by *Eminem*, which is a Hip Hop song, at 161.78 wpm, which contains 728 words in lyrics and 4.5 minutes of the song length.

Table 4.6

The speech rate of the songs

No.	Songs	Speech rate = Total words / # of minutes (wpm)
1.	Phonics: The Letter O by Patty Shukla	7.00
2.	Phonics Letter E	34.87
3.	My Feeling by Dream English Kids	42.15
4.	How are you? I'm fine	44.26
5.	Diana	47.77
6.	Sad Movies	52.70
7.	When She Loved Me	53.44
8.	Short Vowel Letter O: Phonics Song	59.41
9.	Haven't met you yet	65.43
10.	Head Shoulders Knees and Toes by Super Simple Songs - Kids Songs	67.00
11.	How do I live	67.76
12.	From the bottom of my heart	70.31
13.	Lost Stars	72.37
14.	High Hopes	72.65
15.	Silent E Song	77.51
16.	Let It Go	80.00
17.	All I Have to Do is Dream	81.11
18.	Take Me to Your heart	82.12
19.	Cradle	84.36
20.	Just the Way You Are	84.46
21.	Sometimes	85.19
22.	Pray	86.14
23.	Leaving on a Jet Plane	87.16
24.	Happier	87.46
25.	Count on Me	88.54
26.	Summer Night	88.66
27.	Lucky	88.71
28.	The day You Went Away	94.75
29.	Heal the World	98.39
30.	As long as You Love Me	99.71
31.	Roar by Katty Perry	102.34
32.	Diamonds	104.35
33.	Price Tag	106.74
34.	The Wheels on the Bus	111.45
35.	You Belong with Me	112.50
36.	Our Song	114.91
37.	Seasons in the Sun	115.43
38.	Long Vowel U Sound: Letter U Song	116.02
39.	Girls Like You	117.61
40.	Long Vowel Sound for the Letter O	121.00

No.	Songs	Speech rate = Total words / # of minutes (wpm)
41.	Welcome to Spa Land	121.38
42.	See You Again	124.93
43.	I will Survive	136.51
44.	Without Me	161.78

The speech rate of the songs (not including the phonic songs), ranging from 42.15 wpm to 161.78, are slower or equal to the speech rate in presentations, which is between 100-150 wpm. The lowest speech rate of the regular song is 42.15 wpm (children's song: My Feeling by Dream English Kids) which is slower than the speech rate for speaking in presentations. Interestingly, out of 44 songs, 30 songs have speech rates which are slower than normal presentations or even conversations. This might suggest a benefit of using songs in language teaching as they are usually slower than a normal speaking rate but the slow speed was disguised behind the melody. However, there are some songs, mostly with upbeat music, that are faster. The second highest speech rate is 136.51 wpm (the disco song: I will Survive by Gloria Gaynor) and is of similar speech rate to presentations. However, there is only one song, the highest speech rate, that matches the speed of audiobooks (150-160 wpm). The song is the Hip Hop song Without Me by Eminem (161.78 wpm). The speed of Hip Hop songs may explain the reason why Hip Hop songs are not frequently used in language teaching.

4.3.5 The Speed of the Songs (Tempo)

As the speed of the melody may influence the speech rate, the tempo, or speed of the songs, are also analyzed. The speed of the songs can be analyzed using time signature, which is presented by beat per minute (BPM). The songs are arranged according to the time signature from the slowest speed to the fastest speed of the songs. The table below presents the tempo information of the songs found in the research studies, except for ones for which the song tempo information cannot be obtained.

Table 4.7

The speed of the songs (Tempo)

Translation	Time signature (beat per minutes/ BPM)	Songs
Slow and stately	61-72	Take Me to Your Heart, How Do I Live, Leaving on a Jet Plane, Let it go
Slow	75-77	When She Loved Me, High Hope
Rather slow	80-82	Cradle, Heal the World, See You Again, Pray
A medium slow	83-107	Lost Stars, From the Bottom of My Heart, Price Tag, Count on Me, Our Song, Roar, Happier, Diamonds, The Day You Went Away, Sometimes, All I Have to Do is Dream, Seasons in the Sun, As Long as You Love Me, Sad Movies
Moderately fast	108-112	Just the Way You Are, Without Me
Fast	116-125	I Will Survive, Haven't Met You Yet, Summer Night by Grease, Girls Like You
Lively and fast	130-144	You Belong with Me, Lucky, Diana
-	Cannot be found	How are You? I'm Fine, Head Shoulders Knees and Toes, My Feeling by Dream English Kids, Welcome to Spa Land, The Wheels on the Bus, Phonics Letter E, Silent E Song, Phonics: The Letter O, Long Vowel Sound for the Letter O, Short Vowel Letter O: Phonics Song,

Translation	Time signature (beat per minutes/ BPM)	Songs
		Long Vowel U Sound: Letter U Song

According to table 4.7 most of the songs' speeds are in a *medium slow* range around 83-107 bpm, followed by *slow and stately* (61-72 bpm), *rather slow* (80-82 bpm), and *fast* (123-130 bpm). The third frequency is *moderately fast*; the songs' speeds are around 108-116 bpm. The fourth group of speeds are *slow and lively and fast*. They have the speed of the beat at 75-77 and 132-144 bpm. There are 16 songs that the information about the speed of the songs is not available and those are children's and phonics songs.

From this result, it can be seen that most of the songs reviewed have a medium slow tempo (83-107 bpm). This suggests that the teacher almost always chose the songs used in English language learning which have tempo in a medium slow speed (83-107 bpm). The speed of the songs is not too fast or too slow.

4.3.6 Word Difficulty Level of Vocabulary in Songs

The word difficulty level of vocabulary in song lyrics were analyzed using the Common European Framework of Reference for Languages (CEFR), which is an international standard for describing language ability, as a guide. It presents the ability of language on a six-point scale, for example, A1 for beginners, A2 for elementary, B1 for intermediate, B2 for upper-intermediate, C1 for advanced, and C2 is for proficiency in English ability. Moreover, the CEFR also describes learners in each level by the language domains: A levels – self and family domain, B levels – daily life domain, and C levels – professional domain. The present study utilizes a text analysis program available online, Text Inspector, which was based on the English Vocabulary Profile (EVP). The EVP was developed by Cambridge University Press along with various language teaching and learning institutions. Figure 1 below is the example of word level in the songs “*Price Tag by Jessie J*” which are composed with different levels of words such as A1 up to C2.

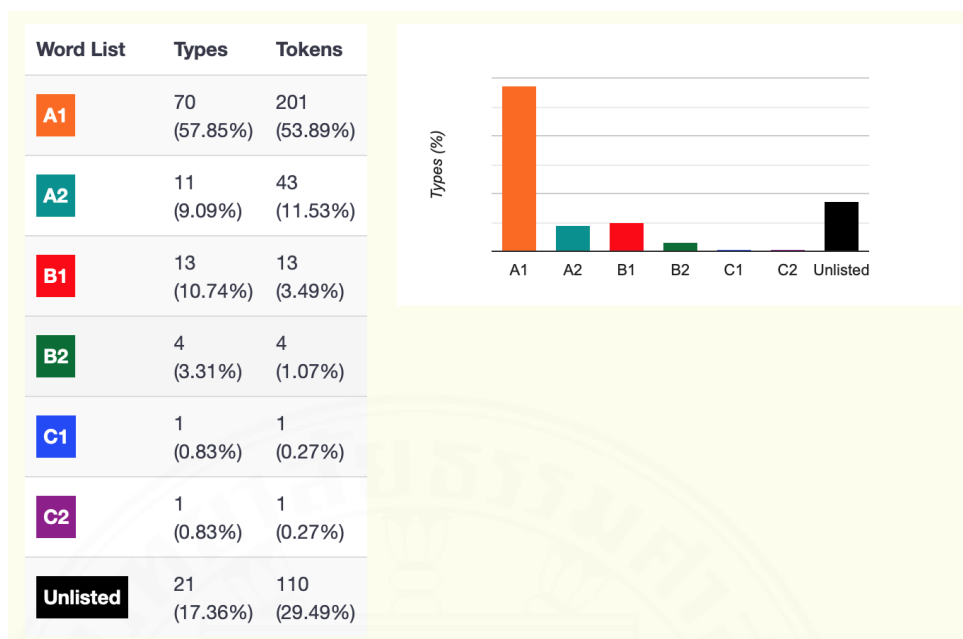


Figure 3. The CEFR levels of words as described in the English Vocabulary Profile (EVP)

The EVP classifies words by level according to the CEFR levels. The CEFR levels do not only represent the learners' level of proficiency but also their ability to use language in different domains of their lives. The A levels covers the domains about their personal life. The B levels concerns learners' interaction with public domains. Finally, the C levels represent learners' ability to use language in educational and professional settings.

Table 4.8

The word difficulty in songs classified by CEFR levels

No.	Songs	A1	A2	B1	B2	C1	C2	Unlisted
1	Without Me	158	59	24	21	6	7	85
2	You Belong with Me	95	24	8	4	-	-	15
3	See You Again	96	24	6	5	-	-	12
4	Seasons in the sun	81	20	7	1	-	-	8
5	Our song	79	24	6	5	-	-	19
6	Summer Night	79	21	7	7	3	2	17
7	I will Survive	77	39	10	5	1	1	11

No.	Songs	A1	A2	B1	B2	C1	C2	Unlisted
8	Heal the World	75	26	12	8	3	4	14
9	Lucky	74	22	4	1	2	-	11
10	Let it go	73	27	13	7	1	3	14
11	Welcome to Spa Land	71	15	11	7	-	1	30
12	Price Tag	70	11	13	4	1	1	21
13	Take me to your heart	67	25	6	2	1	-	4
14	From the bottom of my heart	66	20	9	3	2	-	10
15	Leaving on a jet plane	64	17	4	4	-	-	17
16	The day You went away	64	19	8	1	1	2	10
17	Happier	63	21	11	1	-	2	15
18	Lost Stars	60	28	13	4	1	3	9
19	Haven't met you yet	60	19	12	4	1	1	11
20	As long as you love me	60	13	9	3	1	-	8
21	Girls Like You	60	11	2	2	-	1	12
22	Pray	59	12	4	6	2	-	8
23	Cradle	58	19	10	8	1	-	4
24	High Hopes	58	16	9	3	2	-	7
25	Long Vowel U Sound: Letter U Song	55	13	6	2	-	1	9
26	Diana	55	11	5	3	1	-	7
27	Sometimes	52	12	10	2	-	-	8
28	Long Vowel Sound for the Letter O	51	11	10	3	1	-	7
29	Just the Way You Are	50	18	4	3	1	-	16
30	Count on Me	50	14	7	1	-	1	10
31	When She Loved Me	49	15	6	2	-	1	1
32	Sad Movies	44	15	4	2	-	-	7
33	How do I live	40	10	3	2	1	-	4

No.	Songs	A1	A2	B1	B2	C1	C2	Unlisted
34	Diamonds	40	7	8	5	1	-	8
35	Roar	32	22	23	4	1	1	9
36	Silent E Song	32	6	6	5	-	2	9
37	All I have to do is dream	32	6	5	1	-	-	5
38	Phonics Letter E	13	5	-	-	-	-	1
39	How are you?, I'm fine	13	-	-	-	-	-	1
40	The Wheels on the bus	10	4	1	1	-	-	4
41	Head Shoulders Knees and Toes	9	1	2	-	-	-	-
42	Short Vowel Letter O: Phonics Song	9	2	2	1	-	-	2
43	My Feeling by Dream English Kids	8	1	1	-	-	-	1
44	Phonics: The Letter O	3	-	1	1	-	-	3

Most of the words in the songs in language learning studies fall on to A levels the most. A level are beginner's levels. Therefore, the songs are suitable for language learners of all abilities. Moreover, A levels concern the personal domain of a language learners' life. These songs usually talk about personal experience; therefore, they mainly contains A level words. There are a few songs which have a higher rate of B level and C level words. Therefore, when a language teacher chooses a song for their classroom, the vocabulary level of the lyrics should match the learners' level.

4.3.7 The Ages of Learners

This section will collect and analyze the participants of the 12 research studies. The researchers conducted the studies on songs used as an instrument in English language learning. The participants of each research study are at different ages. Therefore, the songs will be analyzed following the ages of the research studies' participants. According to the research studies, songs are used in research studies with

different ages of learners such as pre-school, primary, middle school, high school, university students, and adults as shown in table 4.9.

Table 4.9

The age of learners

Age	Research Studies	The author	Songs	The frequency of the songs
Adults	Development of an Instructional Material Using Songs to Enhance English Oral Communication Ability for Thai Foot Massage Therapists	Keemthong (2014)	Welcome to Spa Land	1
University	การใช้เพลงช่วยสอนร้อยกรองอังกฤษเพื่อพัฒนาทักษะการฟังและพูด	Phongsuwan (2008)	Leaving on a jet plan, Take me to your heart, The day You went away, From the bottom of my heart, Sometimes, All I have to do is dream, How do I live, Seasons in the sun, Diana, Cradle	10
	The Effect of Developing English Language Skills by Watching Movies and Listening to Music on Third-Year Nursing Students in Trang Nursing College	Suwanvala (2020)	Diamonds, Without Me, Happier, High Hopes, Girls Like You, You Belong with Me, See You Again, Lost Stars	8
	The Effectiveness of Using Songs in	Khongsat	Sad Movies, When She	5

Age	Research Studies	The author	Songs	The frequency of the songs
	Teaching Grammatical Structure and Vocabulary: The case of Kasetsart University students' first year English	(2018)	Loved Me, Roar, Summer Night, I will Survive	
	Online Instructional Tools for the Wireless Generation	Ekahitanond (2013)	Price Tag, Lucky, Count on Me, Just the Way You Are	4
	Development of English Pronunciation Skills through English Songs	Phoowong (2016)	Let it go, Haven't met you yet, As long as you love me	3
	The synergistic effect of phonology and songs on enhancing second/foreign language listening abilities	Tsang (2019)	Our song	1
High school	Grammar-Translation Method in an EFL Class in Thailand: A Glance at an English Song's Lyrics	Sittirak (2015)	Heal the World	1
Middle School	Effects of Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics on English Oral Communication Ability of Secondary School Students	Yuangyim and Modehiran (2014)	Pray	1
Primary	Implementing the flipped classroom	Yang, Chen	Silent E Song, Short Vowel	6

Age	Research Studies	The author	Songs	The frequency of the songs
	approach in primary English classrooms in China	(2019)	Letter O: Phonics Song, Long Vowel U Sound: Letter U Song, Phonics Letter E, Phonics: The Letter O, Long Vowel Sound for the Letter O	
	The Development of English Learning Using Song Activities with Communicative Language Teaching of 3rd Grade Students		How are you, I'm fine, Head Shoulders Knees and Toes, My Feeling	3
Pre-School	Using songs to enhance L2 vocabulary acquisition in preschool children		The Wheels on the Bus	1

Most songs were used with learners at the age of university students in the language classroom (31 songs). The second most frequent age level is primary students (9 songs). The third level has 4 age periods of learners such as adults, high-school, middle school, and pre-school. Each of them used 1 song in the research studies.

The word difficulty and the age of the learners present that they are relevant; the songs containing only the words in A1 and A2 level seem to be used with children learners (A levels – self and family domain, B levels – daily life domain). It means that the song used with children contains only the easy words in songs, the words that are used with their selves, their family, and their everyday life. Moreover, there are a small total number of words in the song which are suitable for the children's learners.

However, the songs used for young adults or the university students also contained the words in A1 and A2, but there are more varied words in the songs. Furthermore, they contain different types of word levels such as A1, A2, B1, B2, C1, and C2. There is a small number of C1 and C2 level of words (professional domain) since they are used within academic language or in advanced use.

Most of the songs contain words in A1 and A2 level which means the words used are about people in everyday life. Learning language by songs is appropriate for the beginner and intermediate learners because most of the songs words are in categories A1 and A2, and decrease in B1 and B2. Songs might present the story of life which contains the words in self, family, and daily life domains. The words in songs are rarely found in C1 and C2 for the reason that they are used in the professional domain which might rarely be used in daily life. Therefore, the teacher can select many songs provided in this present research study for the beginner and intermediate learners and may provide them with a few words in advance (C1 and C2 level of words).

4.4 The Purposes of Song Usage

Based on the research studies regarding which songs are used for various purposes, there are 8 objectives found such as practicing listening, speaking, reading, writing, vocabulary, grammar structure, motivation, and critical thinking. Table 4.10 will show the purposes of 44 songs used in 12 research studies. The songs are classified in the same group due to their research studies' aim, the purpose of song usage is based on the research studies purposes. One song can improve more than one skill of the learners.

Table 4.10

The purpose of song usage

Songs	Skill or language practice							
	Listening	Speaking	Reading	Writing	Vocabulary	Grammar Structure	Motivation	Critical Thinking
Sad Movies, When She Loved Me, Roar, Summer Night, I will	✓			✓	✓	✓	✓	

Songs	Skill or language practice							
	Listening	Speaking	Reading	Writing	Vocabulary	Grammar Structure	Motivation	Critical Thinking
Survive								
Diamonds, Without Me, Happier, High Hopes, Girls Like You, You Belong with Me, See You Again, Lost Stars	✓		✓				✓	
Let it go, Haven't met you yet, As Long as You Love Me			✓				✓	
Leaving on a jet plane, Take me to your heart, The day You went away, From the Bottom of My Heart, Sometimes, All I have to do is dream, How do I live, Seasons in the sun, Diana, Cradle	✓	✓					✓	
Price Tag, Lucky, Count on Me, Just the Way You Are					✓	✓	✓	✓
Our song	✓	✓		✓			✓	
Heal the World						✓	✓	
Pray		✓					✓	
How are you? I'm fine by English Singsing, Head Shoulders Knees and Toes, My Feeling by Dream English Kids					✓		✓	

Songs	Skill or language practice							
	Listening	Speaking	Reading	Writing	Vocabulary	Grammar Structure	Motivation	Critical Thinking
The Wheels on the Bus					✓		✓	
Silent E Song, Short Vowel Letter O: Phonics Song, Long Vowel U Sound: Letter U Song, Phonics Letter E, Phonics: The Letter O, Long Vowel Sound for the Letter O	✓	✓					✓	
Welcome to Spa Land	✓	✓			✓		✓	
Total	31	22	8	6	14	10	44	4

First, songs were used to help learners improve their vocabulary acquisition. Results from studies suggest that students who learned vocabulary through songs had improvement in their receptive vocabulary, some in a significant level, (Coyle & Gracia, 2014; Li & Brand, 2009). The second skill is listening skill. Instead of listening to the classic conversation, practicing listening through songs encourages students to have a positive attitude to learn language (Purcell, 1992) and can develop students' listening skills effectively (Solihat & Utami, 2014). Not only listening skills, but songs are also used to help students improve their pronunciation, recalling and translation language more than the learners who learn speaking in the traditional way (Good, Russo & Sullivan, 2014). Another skill is grammatical structure. Songs can be used to teach grammar implicitly to improve students' writing skill. They can be more familiar with grammar structures which are included in language songs. After applying songs to the class, the learners have improved their grammar ability which can be seen in their writing performance (Mohammed & Rahim, 2013). Furthermore, learning language through movies, TV commercials, and songs as an instructional tool for EFL students can increase students' all-round skills, especially critical

thinking skills. Multimedia promotes students' prediction, making connections between situations, and analysis of cause and consequence (Ekahitanond, 2013).

Conclusion

From the results which have been found in this present research studies on songs used in English language learning, there are three main results in this research study: the sources, the features of the songs, and the purposes of songs used. There are 12 research studies of songs used as an instrument in English language learning. They meet the inclusion criteria. There are 44 English songs which can be found in the four databases (Thai Journals Online (ThaiJO), Oxford University Press and Wiley Online Library). In ThaiJO, 36 songs were found. In Springer, there are 6 songs. In both Oxford University Press and Wiley Online Library only one song was found. The features of songs were classified into seven parts such as music genres, the period of songs released, the singers' countries of origin, the speech rate of the song, the speed of the songs (Tempo), the words' difficulty level of the songs, and the ages of the learners. The main purpose of all songs is for motivation. The second aim is song usage for listening, the third is speaking, the fourth is for vocabulary, the fifth is songs used for grammar structure, the sixth skill is for reading, the seventh is used for writing skill and the last skill is used for critical thinking.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Study

5.1.1 Objectives of the Study

1. To study the features of songs used in English language learning research studies.
2. To study how the songs are used as interventions conditions in English language learning research studies

5.1.2 Instruments and Procedures

5.1.2.1 Instruments:

The systematic review is brought to this present research study, the PRISMA model is applied to create a step-by-step guideline. Description of the search strategy, the databases used for the review, the inclusion and exclusion criteria and the analysis of the final data are also discussed.

5.1.2.2 Procedures:

5.1.2.2.1 Research Design

The protocol included steps for article identification using search strategy, screening through the use of inclusion and exclusion criteria, manual eligibility assessment of the studies, and finally, analysis of the included studies.

5.1.2.2.2 Data Collection

5.1.2.2.2.1 Search Strategies

The search strategy or the keywords used for searching the databases are “Use songs learning language in ESL/EFL”, “เพลงภาษาอังกฤษ”. The sources included in the

present study are from SAGE Journals, JSTOR, Springer Link, Taylor and Francis Online, Oxford University Press (OUP), Wiley Online Library, and Thai Journals Online (ThaiJO). These digital libraries are the published articles from the inception of song used for language learning in ESL/EFL from 1960 to 2020. The initial search resulted in: Oxford University Press (15), Springer Link (11), JSTOR (293), Taylor and Francis Online (172), SAGE Journals (12), Wiley Online Library (123), and ThaiJo (54). There are 582 articles not including the duplicate research studies.

5.1.2.2.2 Screening

This section of the study uses a screening approach through the inclusion and exclusion criteria in manual eligibility assessment of the studies. There are 582 articles not including the duplicate research studies. 560 research studies are excluded which is because they didn't use songs as an instrument in research studies. As a result, there are only 22 research studies. However, 10 research articles are removed for the reason that the songs' names are not included. Therefore, there are 12 research articles left in the final screening by manually checking. The songs names are provided from those which follow the inclusion criteria.

5.2 Data Analysis

The research studies of songs used as an instrument in English language learning analysis are classified into four main parts: the sources, the frequency of the songs, the features of songs, and the purpose of songs used. There are 12 research studies which meet the inclusion criteria of this present study.

5.2.1 The Sources and the Research Studies

There are four databases in which songs have been found including Thai Journals Online (ThaiJO), Oxford University Press, Springer, and Wiley Online Library. From all 12 research studies, there are 9 research studies in ThaiJO, 1 song in Oxford University Press, Springer, and Wiley. There are 44 songs found, 36 songs in ThaiJO, 6 songs in Springer, 1 song in Oxford University Press, and Wiley Online Library.

5.2.2 The Frequency of Songs

The 44 songs were found in four databases: Springer, Oxford University Press, Wiley Online Library, and Thai Journals Online (ThaiJO). There were 36 in ThaiJO, 6 in Springer, one in Oxford University Press, and one in Wiley Online Library.

5.2.3 The Features of the Songs

The characteristics of songs are classified into 7 criteria: music genres, the period of songs released, the singers' countries of origin, the speech rate of the songs, the speed of the song (Tempo), the word difficulty level of vocabulary in the songs, and the ages of the learners.

5.2.3.1 Music Genres

There are 10 genres of songs found, the most frequent music genre is pop songs which has 24 songs, the second is phonics songs (6), the third is children's songs (3), the fourth is folk songs (3), the fifth is hip-hop songs (3), and among the other genres of songs are found only 1 song for each type: R&B, disco, indie rock, show tune, electronic song (dubstep), and country.

5.2.3.2 The Period of Songs' Release

There are three periods of songs' release, those which were published before 2000, between 2001 to 2010, and between 2011 to 2020. There were 11, 10, and 13 songs.

5.2.3.3 The Singers' Countries of Origin

Most of the songs are from English native speakers. The most frequent of singers' countries of origin is the United States/ Canada which are 34 songs. The second country is the United Kingdom. The third is Thailand which has 2 songs. The fourth frequency of singers' country of origin are 3 countries which were the Republic of Ireland, Norway, and Barbados with only one song in each country. There are 2 songs without the singer's name.

5.2.3.4 The Speech Rate of the Songs

The speech rate of the regular songs from almost all of the songs used in English language learning that have been found (excluding the highest speech rate of the song) are slower or equal to the speech rate of normal speaking (presentations) at between 100-150 wpm for a comfortable pace. The lowest speech rate of the regular song is 42.15 (children's song: My Feeling by Dream English Kids) which is slower than the speech rate for speaking in presentations. The second highest speech rate is 136.51 wpm (the disco song: I will Survive by Gloria Gaynor) is in the middle of presentation rates. However, there is only one song in the second speech rate of normal speaking (Audiobooks) between 150-160 wpm, this song has the highest speech rate, it is the pop song named Without Me by Eminem (161.78 wpm).

5.2.3.5 The Speed of the Songs (Tempo)

The songs tempo is arranged from the slowest tempo to the fastest tempo which are 61 beats per minutes (BPM) and 143 bpm. Moreover, there are songs which do not specify the speed of the songs, there is no evidence in tempo for these 10 songs. Most of the songs reviewed have a medium slow tempo (83-107 bpm). This suggests that the teacher likely chose the songs used in English language learning which has tempo in a medium slow speed (83-107 bpm). The speed of the songs is not too fast or too slow.

5.2.3.6 Word Difficulty Level of Vocabulary in Songs

The songs are classified into six levels of language ability by using the Common European Framework of Reference (CEFR) which is the international language standards from Cambridge Assessment English. There are A1, A2, B1, B2, C1, and C2 which are rated from the beginner's level to the masters of language proficiency. The results are that most of the songs are composed with the words in A1 level (beginner level), then A2 level decreasing by frequency to C2 level. By far most songs were used with the age of university students in the language classroom which are 31 songs. The second most frequent song is 4 songs in primary students. The third

is pre-school students, which has 4 songs, and there is one song found in middle school, high school, and adults.

5.2.3.7 The Ages of the Learners

The ages of the learners are divided into five periods: preschool, elementary, middle school, high school, university students, and adults. Most of the songs are used with the university students which found 31 songs, then 9 songs are used in primary students, and in the adults, high school, middle school, and pre-school only one song per each generation is found. The age of learners is relevant to word difficulty in songs

Most of the songs contain words in A1 and A2 level which means the words used about people in everyday life. Learning language by songs is appropriate for the beginner and intermediate learners because most of the songs are contained within A1, A2, and decrease in B1, and B2. Songs might present the story of life which contains the words related to self, family, and daily life domain. The words in songs are rarely found in C1 and C2 because they are used in the professional domain which might rarely be used in daily life. Therefore, the teacher can select many songs provided in this present research study for the beginner and intermediate learners and may provide them with a few words in advance (C1 and C2 level of words).

5.2.4 The Purposes of Song Usage

The last section of the results of this research study is the purposing of song usage, songs are used for developing students in various skills such as listening, speaking, reading, writing, vocabulary, grammar structure, motivation, and critical thinking. All 44 of the songs were used for motivation, 31 songs for practicing listening skill, 22 songs for speaking, 8 songs for reading, 6 songs for writing, 14 songs for vocabulary, 10 songs for grammar structure, and 4 songs for critical thinking.

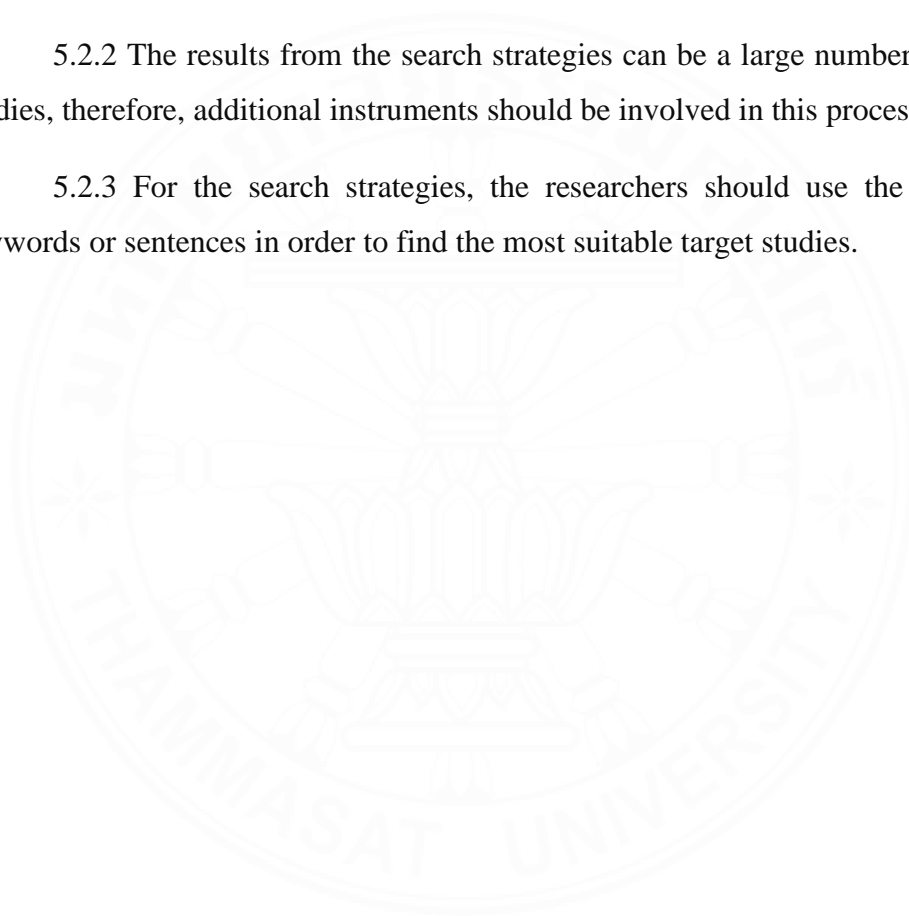
5.3 Recommendations for future studies

According to the findings, discussion and conclusions of this study, it is recommended that further research should focus on the following items:

5.2.1 Any further systematic review research study should have a co-researcher because there are numerous research articles which can be found in the process of data-collection.

5.2.2 The results from the search strategies can be a large number of research studies, therefore, additional instruments should be involved in this process.

5.2.3 For the search strategies, the researchers should use the appropriate keywords or sentences in order to find the most suitable target studies.



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APPENDIX A
THE SINGERS' COUNTRIES OF ORIGIN

Country	N	Song
The United States	27	All I have to do is dream (1958) Leaving on a jet plane (1969) I will survive (1978) Summer Night (1978) Sad movies (1981) Heal the World (1992) From the Bottom of My Heart (1997) How do I live (1997) Sometimes (1999) Without Me (2002) Take Me To Your Heart (2004) Our songs (2007) You Belong with Me (2009) Lucky (2009) Just the Way You Are (2010) Price Tag (2011) Count on Me (2011) Roar (2013) Head Shoulders Knees and Toes (2013) My Feeling (2013) Silent E Song (2013) Lost Stars (2014) Phonics Letter E (2014) See You Again (2015) How are you?, I'm fine (2015)

		Girls Like You (2018)
		Phonics: The Letter O (2018)
Canada	7	Diana (1957)
		Seasons in the sun (1973)
		When She Loved Me (2001)
		Haven't Met You Yet (2009)
		Pray (2010)
		As Long as You Love Me (2012)
		Let it go (2013)
The United Kingdom	3	Cradle (2005)
		The wheels on the bus (2013)
		Happier (2018)
Thailand	2	Short Vowel Letter O: Phonics Song
		Welcome to Spa Land
Republic of Ireland	1	High hope (2013)
Norway	1	The Day You Went Away (2003)
Barbados	1	Diamonds (2012) Rihanna
Unknown	2	Long Vowel Sound for the Letter O
		Long Vowel U Sound: Letter U Song

APPENDIX B
OVERVIEW OF THE 12 STUDIES ON SONGS USED IN ENGLISH LANGUAGE LEARNING
RESEARCH STUDIES

Databases	Author	Publication	Country	Language areas and skills	Age of the participants	Songs	L1	The Target Language
Thai Journals Online (ThaiJO)	Kongsut	2018	Thailand	Grammatical structure, vocabulary	University students	Sad Movies, When She, Loved Me, Roar, Summer, Night, will Survive	Thai	English
Thai Journals Online (ThaiJO)	Yuangyim, Modehiran	2014	Thailand	Oral Communication	Secondary students	Pray	Thai	English
Thai Journals Online (ThaiJO)	Hongwaingjan, Sujaree, Janghan	2019	Thailand	Vocabulary	Primary students	How are you, I'm fine, Head Shoulders Knees and Toes, My Feeling	Thai	English

Databases	Author	Publication	Country	Language areas and skills	Age of the participants	Songs	L1	The Target Language
Thai Journals Online (ThaiJO)	Suwanvala	2020	Thailand	Listening	University students	Diamonds, Without Me, Happier, High Hopes, Girls Like You, You Belong with Me, See You Again, Lost Stars	Thai	English
Thai Journals Online (ThaiJO)	Keemthong, Chusanachoti,	2014	Thailand	Speaking	Adults	Welcome to Spa Land	Thai	English
Thai Journals Online (ThaiJO)	Phoowong	2016	Thailand	Pronunciation	University students	Let it go, Haven't met you yet, As long as you love me	Thai	English
Thai Journals Online	Phongsuwan	2008	Thailand	Listening, speaking	University students	Leaving on a jet plane, Take me to your heart, The day	Thai	English

Databases	Author	Publication	Country	Language areas and skills	Age of the participants	Songs	L1	The Target Language
(ThaiJO)						You want away, From the bottom of my heart, Sometimes, All I have to do is dream, How do I live, Seasons in the sun, Diana, Cradle		
Thai Journals Online (ThaiJO)	Sittirak	2015	Thailand	Grammar	High school	Heal the world	Thai	English
Thai Journals Online (ThaiJO)	Ekahitanond	2013	Thailand	Reading, listening, speaking, writing, and critical thinking		Price Tag, Lucky, Count on Me, Just the Way You Are	Thai	English
Oxford	Coyle, Gracia	2014	Spain	Vocabulary	Preschool	The wheels on the bus	Spanish	English

Databases	Author	Publication	Country	Language areas and skills	Age of the participants	Songs	L1	The Target Language
Springer	Yang, Chen	2019	China	Listening, Speaking, Motivation	Primary	Phonics Letter E, Silent E Song, Phonics: The Letter O, Long Vowel Sound for the Letter O, Short Vowel Letter O: Phonics Song, Long Vowel U Sound: Letter U Song	Thai	English
Wiley	Tsang	2019	Hong Kong			Our Song	Chinese	English

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