

ผลของการใช้เพลงผ่านกิจกรรมพหุปัญญาเพื่อส่งเสริมผลสัมฤทธิ์  
ทางการเรียนคำศัพท์ภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 4

THE EFFECTS OF USING SONGS THROUGH MULTIPLE INTELLIGENCES  
ACTIVITIES TO ENHANCE ENGLISH VOCABULARY LEARNING ACHIEVEMENT  
OF FOURTH GRADE STUDENTS

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### บทคัดย่อ

วัตถุประสงค์ของงานวิจัยนี้เพื่อ 1) ศึกษาผลของการใช้เพลงผ่านกิจกรรมพหุปัญญาเพื่อส่งเสริมผลสัมฤทธิ์ทางการเรียนคำศัพท์ของนักเรียนชั้นประถมศึกษาปีที่ 4 และ 2) ศึกษาความพึงพอใจของนักเรียนที่มีต่อการใช้เพลงผ่านกิจกรรมพหุปัญญา กลุ่มตัวอย่างที่ใช้ในการวิจัยคือ นักเรียนจำนวน 32 คนที่กำลังศึกษาอยู่ชั้นประถมศึกษาปีที่ 4 ในภาคเรียนที่ 2 ปีการศึกษา 2558 โรงเรียนวัดบางปิ้ง สำนักงานเขตพื้นที่การศึกษาประถมศึกษาสมุทรสาคร เขต 1 กลุ่มตัวอย่างได้จากการสุ่มแบบแบ่งกลุ่ม เครื่องมือที่ใช้ในการวิจัยประกอบด้วย แผนการสอน 6 แผน แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนคำศัพท์ภาษาอังกฤษ และแบบสอบถามความพึงพอใจของนักเรียนในการใช้เพลงผ่านกิจกรรมพหุปัญญา สถิติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่ ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน และการทดสอบค่า t-test

จากผลการศึกษาสรุปได้ว่า

1. ค่าเฉลี่ยของคะแนนทดสอบผลของการใช้เพลงผ่านกิจกรรมพหุปัญญาเพื่อส่งเสริมผลสัมฤทธิ์ทางการเรียนคำศัพท์ของนักเรียนชั้นประถมศึกษาปีที่ 4 เพิ่มขึ้นอย่างมีนัยสำคัญทางสถิติที่ระดับ .05
2. นักเรียนมีความพึงพอใจต่อการใช้เพลงผ่านกิจกรรมพหุปัญญาอยู่ในระดับมาก

**คำสำคัญ:** ผลของการใช้เพลง, กิจกรรมพหุปัญญา, ผลสัมฤทธิ์ทางการเรียนคำศัพท์ภาษาอังกฤษ, นักเรียนชั้นประถมศึกษาปีที่ 4

## ABSTRACT

The objectives of this study were: 1) To examine the effects of using songs through multiple intelligences activities to enhance English vocabulary learning achievement of fourth grade students. 2) To explore students' satisfaction towards using songs through multiple intelligences. The samples were 32 fourth grade students in the second semester of academic year 2015 at Wat Bang Ping School under Samutsakhon Primary Educational Service Area office 1 selected by cluster random sampling. The research instruments used in this study were six lesson plans, English vocabulary achievement test and the questionnaire to explore students' satisfaction towards using songs through Multiple Intelligences. The statistics used for data analysis were mean ( $\bar{X}$ ), standard deviation (S.D.) and t-test for dependent.

The results of this study were as follows:

1. The post-test mean score of using songs through multiple intelligences activities to enhance English vocabulary learning achievement of fourth grade students was higher than the pre-test mean score at statistical significance .05 level.
2. Students had satisfaction towards using songs through Multiple Intelligences activities in a high level.

**Keywords:** The effect of using songs, Multiple Intelligences activities, English vocabulary learning achievement, Fourth grade student

## INTRODUCTION

English is important for Thai students because it is the international language. Most people in many countries communicate with English to each other. The learning standard of language communication points out that the students should understand and interpret what have been heard and read from various types of media, and the ability to express satisfactions with proper reading. Moreover, English is included as a required subject in school curriculum at all levels in Thai educational system. Students are required to learn four skills, listening, speaking, reading, and writing from the past to the present. Thai government has tried to set English learning and teaching in the curriculum at all levels from beginners (kindergarten) through university according to the Basic Education Core Curriculum B.E. 2551 (A.D. 2008). If the students want to use language effectively, they must have good stock of vocabulary. One cannot learn a language without learning vocabulary. Especially, the students in grade four should know vocabulary about classroom, number, twelve months of the year, animals, fruits and vegetables.

Actually, the achievement of Thai students still remains at very low level. There are several reasons given for the poor performance, such as the students lack lexical knowledge,

cannot use English language to communicate successfully in their daily lives, generally they do not like to learn English language because of the poor quality of materials available to improve the acquisition of English vocabulary. According to, fourth grade students at Wat Bang Ping School in Samutsakhon province have achieved at low level in their English competency skills, they have got mean rating scores of English achievements at 72.65% in academic year 2013 and in academic year 2014. Their mean achievement score were at 67.78%. The result showed that the English achievements in academic year 2014 were lower than in academic year 2013 (Academic Department of Wat Bang Ping School). However, vocabulary learning is central to language acquisition. One important part of language is acquiring the vocabulary. Learning a language without vocabulary, the basis in language learning, is vocabulary. The vocabulary effect on one's language proficiency (Zhi-liang, 2010, p. 152). According, Walaikit (2006, p. 7) has remarked that vocabulary teaching is very important to students from the beginner level.

The researcher takes a great effort to enhance the student's English achievement by using songs to motivate them to attain additional vocabulary. Firstly, Songs can help young learners improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills (Jolly, 1975 & Millington, 2011). Moreover, Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not only to mention their reflectivity of mother tongue culture, but also highly accepted as motivating and relaxing (Murphy, 1992). Keskin (2011, p. 378) defined songs are highly memorable, using songs in foreign language teaching has positive effects on students and songs can provide a good source of material to promote and motivate the students in language learning. (Davanellos, 1999; Abbott, 2002).

Beside the song Moran (2006, p. 25) stated that the students learn in different ways. If the teachers give all students the same material, each student will have a different experience according to their background, strengths, and challenges. Therefore, Multiple Intelligences is related to classroom management for student which the students can improve to increase their intelligences and other abilities. Gardner (1983) defined that intelligence as all children are able to have eight ways of knowing. There are Linguistic intelligence, Logical-mathematical intelligence, Spatial intelligence, Bodily-Kinesthetic intelligence, Musical intelligence, Interpersonal intelligence, Intrapersonal intelligence and Naturalist intelligence. In addition, Armstrong (1999) also pointed that multiple intelligences can provide ways for all teachers to reflect upon the best teaching methods, and figure out the reasons why some methods work well for some students but not for others. It may also help teachers to expand their current teaching repertoire to include a range of techniques, materials and method for teaching an ever wider and more varied range of learner; it may be that some students have

not responded well in the past because their preferred intelligences were not being stimulated by the teaching approach. And similar to Arnold (2004, p. 119) suggested that using Multiple Intelligences, teacher can help students achieve the required standards in learning English and teachers can benefit from integrating the theory into English as second language courses through adopting an eclectic approach for effective teaching.

In conclusion, researches interested in solving the problem of the student's English learning vocabulary by using songs through multiple intelligences activities to enhance English vocabulary achievement of fourth grade students at Wat Bang Ping School.

## **OBJECTIVE OF THE STUDY**

This paper conducted two objectives as follows:

1. To examine the effects of using songs through multiple intelligences activities to enhance English vocabulary learning achievement of fourth grade students.
2. To explore students' satisfaction towards using songs through multiple intelligences activities.

## **SIGNIFICANCE OF THE STUDY**

1. The result could also show the feature of songs that stimulates students' motivation.
2. The results could be used as guidelines for teachers to apply their teaching English vocabulary for students.

## **RESEARCH METHODOLOGY**

This study investigated the result of teaching English vocabulary by using songs through multiple intelligences to enhance English vocabulary achievement. This study explains population and samples, research instruments, data collection, data analysis.

### **Population and Samples**

#### **1. Population**

The population for this study were 96 fourth grade students with three classes at Wat Bang Ping School under Samutsakhon Primary Educational Service Area office 1 in second semester of academic year 2015.

#### **2. Samples**

The samples for this study were 32 fourth grade students in class 4/2 selected by cluster random sampling at Wat Bang Ping School under Samutsakhon Primary Educational Service Area office 1 in second semester, academic year 2015.

## Research Design

This research was pre-experimental design. It was conducted at Wat Bangping School. Before learning, the participants were given a pre-test in order to examine their prior knowledge related to The Effects of Using Songs to Enhance English Vocabulary Achievement of Fourth Grade Students. Following that, the samples learnt English vocabulary by lesson plans constructed by the researcher. The lessons consisted of six lessons, each lesson covers 2 period of the total are 12 hours. The students also had to answer a questionnaire to explore students' satisfaction towards using songs to enhance English vocabulary achievement of Fourth grade students.

## Research Instruments

There were two categories of research instruments: those instruments used in the research procedure and those instruments used in data collection. The instruments used in research procedure are lesson plans and the songs. There were 6 lesson plans by using songs through Multiple Intelligence activities, which covered 12 periods in 4 weeks constructed as follows. The six lesson plans were composed of activities that involved and combined some intelligence thus engaging students in various activities at least five intelligences from eight intelligences in each lesson. The lesson plans by using songs were: Lesson 1 Classroom: Students learned English vocabulary about classroom by using "My classroom song". The purpose of this lesson was to enable students to say, spell, tell and describe how to use the things in classroom suitably. Lesson 2 Numbers: Students learned English vocabulary about number by using "How many monkeys? song". The purpose of this lesson was to enable students to say, count, ask and answer about one to twenty and practice their logical thinking. Lesson 3 Twelve months of the year: Students learned English vocabulary about twelve months of the year by using "Twelve months of the year song". The purpose of this lesson was to enable students to construct, create and match a picture, symbol, or graphic. Lesson 4 Animals: Students learned English vocabulary about animal by using "Animals song". The purpose of this lesson was to enable students to express themselves and use their imagination to classify the type and the sounds of animal. Lesson 5 Flowers: Students learned English vocabulary about flowers by using "Flowers song". The purpose of this lesson was to enable students to create the vocabulary's flower in a song. Lesson 6 The fruits and vegetables: Students learned English vocabulary about the fruits and vegetables by using "the fruits and vegetables song". The purpose of this lesson was to talk and give opinions about their favorite fruits and vegetables. The teaching procedure adapt from Gardner (1999). The six lesson plans were evaluated by the 3 experts. The rating scale form for the experts was 3.59 can be interpreted as excellent scores. The instruments used in data collection were an English

vocabulary learning Achievement test and a questionnaire. There were 30 items with multiple choices, the test checked for validity and item objective congruence (IOC) index. The result of the experts' IOC indicated that all of the items were rate higher than 0.5 of IOC index and questionnaire had a total of 10 closed-questions with five rating scale. The questionnaire was presented to three experts to check the language and evaluate the appropriateness of the questions. The rating scale form for the experts was 3.37 can be interpreted as good scores. Results indicated that the 10 items questionnaire were all acceptable.

### **Data Collection**

The data collection were obtained during the second semester of academic year 2015 to examine the using songs through multiple intelligence activities to enhance English vocabulary achievement and the students' satisfaction towards using songs through multiple intelligences activities. Before learning, the participants were given a pre-test in order to examine their prior knowledge related to the effects of using songs to enhance English vocabulary achievement of fourth grade students. Following that, the samples learnt English vocabulary by six lesson plans by using songs through multiple intelligence activities in the second semester of academic year 2015. After that the students were given a post-test for checking English vocabulary learning achievement and they also had to answer a questionnaire to explore students' satisfaction towards using songs to multiple intelligences activities.

### **Data Analysis**

The data analysis is divided into two categories as follow:

#### 1. Vocabulary Achievement test

1.1 In order to evaluate students before and after being taught by using songs through multiple intelligences activities, the pre-test and post-test are compute for the mean ( $\bar{X}$ ) and standard deviation (S.D.).

1.2 Dependent samples t-test is used to compare the difference between pre-test and post-test to detect a significant differences set at .05.

#### 2. Satisfaction questionnaires

Student's satisfactions were analyzed the score of the questionnaire by means ( $\bar{X}$ ), standard deviation (SD).

## **CONCLUSIONS**

The results showed a significant improvement in learning by using songs through multiple intelligences activities to enhance English vocabulary learning achievement and students' satisfaction in a high level, as follow:

**Table 1** The results of the pre-test and post-test of the students' English vocabulary learning achievement

| Test      | N  | $\bar{X}$ | S.D. | t     | p     |
|-----------|----|-----------|------|-------|-------|
| Pre-test  | 32 | 13.66     | 3.19 | 12.72 | .000* |
| Post-test | 32 | 22.44     | 2.96 |       |       |

\*p < .05

1. As the pre-test / post-test scores showed all learners made a distinct improvement with higher scores. It is shown that in the pre-test the mean score (was 13.66 points for students who passed with the standard deviation (S.D.) of 3.19. Whereas the post-test the mean score ( $\bar{X}$ ) was 18.21 points. Transparently, 100% of the students passed the post-test with the standard deviation (S.D.) of 2.82. Thus, the students' score improved by 6.06 points and the standard deviation (S.D.) of 1.76 and Table 1 showed the results of the pre-test and post-test of the students' English vocabulary learning achievement and the t-value was 12.72. It clearly showed that all the students improved their English vocabulary learning (with higher score) after they completed these learning activities.

This subsequently conforms the research hypothesis that student who learn by using songs through Multiple Intelligences activities achieved significantly higher average scores on the post-test English vocabulary learning achievement test than the pre-test English vocabulary learning achievement test at the significant level of 0.05. Thus, the hypothesis was conclusive.

**Table 2** The students' satisfaction towards learning by using songs through Multiple Intelligences activities

| Items  | $\bar{X}$ | S.D. | Meaning   |
|--|-----------|------|-----------|
| <b>Knowledge</b>   |           |      |           |
| 1. I can spell and tell the meaning and describe how to use vocabulary suitably.             | 3.97      | 0.54 | High      |
| 2. I get more knowledge about vocabulary and structure in the activities.                    | 4.63      | 0.49 | Very high |
| 3. I like to learn by using song through MI activities because I can remember the new words. | 4.81      | 0.40 | High      |
| <b>Content</b>   |           |      |           |
| 4. Vocabulary and structure are not too difficult to understand.                             | 3.06      | 0.56 | Moderate  |

| Items   | $\bar{X}$   | S.D.        | Meaning     |
|---|-------------|-------------|-------------|
| <b>Activities</b>   |             |             |             |
| 5. I enjoy to do the worksheet in each lesson plan.   | 3.88        | 0.34        | High        |
| 6. I enjoy to sing a song in class with my friends and teacher.   | 4.72        | 0.46        | Very high   |
| 7. I enjoy to work in pairs or groups by asking and answers with myfriends.                                   | 4.06        | 0.80        | High        |
| <b>Feeling</b>  |             |             |             |
| 8. I think I have an opportunity to practice 4 skills (listening, speaking, reading and writing) in class.    | 4.13        | 0.75        | High        |
| 9. I Think I can do my best with potential of studying Englishvocabulary by using song through MI activities. | 3.66        | 0.48        | High        |
| 10. I love to learn English vocabulary by using song through MI activities.                                   | 4.72        | 0.46        | Very high   |
| <b>Means (<math>\bar{X}</math>)</b>   | <b>4.16</b> | <b>0.53</b> | <b>High</b> |

2. This study showed students' satisfaction in high level towards using songs through multiple intelligences activities. On a whole, students' satisfaction towards learning by using songs through Multiple Intelligences activities was very favorable ( $\bar{X}$  = 4.16, S.D. = 0.53). Most of the students had a positive satisfaction towards learning by using songs through Multiple Intelligences activities with the overall means scores was 4.16, standard deviation (S.D.) of 0.53 which can be interpreted as high scores.

In particular, the results of the students' satisfaction towards learning by using songs through Multiple Intelligences activities were showed at two district levels; high and moderate. The highest scoring activity showed the knowledge that students like to learn by using song through MI activities because their can remembered the new words ( $\bar{X}$  = 4.81, S.D. = 0.00). While the lowest satisfaction level was that Vocabulary and structure were still difficult to understand ( $\bar{X}$  = 3.06, S.D. = 0.56).

The students also gave their opinions in the questionnaires about learning by using songs through Multiple Intelligences activities. They can remembered the new words from these activities and the activities helped them to be enthusiastic to practice English vocabulary learning. Moreover, they preferred the variety of activities in the classroom. They learned a lot, with improved their English vocabulary learning achievement. They also said that they would like to learn English every day.

## DISCUSSION

Learning by using songs through multiple intelligences activities did not only improve student's English vocabulary learning but also motivated the students to be enthusiastic in learning English.

Based on the findings, this research could be discussed as follows:

1. This study confirmed that the dependent sample t-test was statistically different between the pre-test and the post-test scores. In other words, it was shown that the post-test score was significantly higher than the pre-test score. In brief, the evidence from the test scores showed that the students successfully improved their English vocabulary learning achievement by using song through Multiple Intelligences activities. Multiple intelligence was a useful tool for planning language learning task which insure that students can cope in the presence of challenge. When learners see what they can do, this has a positive effect on their self-esteem and can lead to enhancing success in language learning (Mary Ceres Porto Brunia, 2007 and Zhu, 2011). Furthermore, multiple intelligence activities promoted individualized and student-centered. It also helped students to achieve essential task of team work and promoted the development of the students. They were highly motivated and showed a great effective response (Chen, 2004). When students are engaged in learning, they not only pay attention more, but they also learn more (Lazer, 1991; Nuanpan Piengkes, 2013). In addition, multiple intelligence in lessons made the teaching and learning activities more attractive both for teachers and students, and contributes to the increase of children's school performances (Petrugaa, 2013).

2. Statistics from the questionnaire showed the students responded favorably with their satisfaction towards learning by using songs through multiple intelligences activities, it was shown that using song through multiple intelligences activities motivated them to learn English and activities helped them to engage themselves to learn English. Moreover songs also helped them to be enthusiastic to practice English vocabulary learning. This also corresponds with Chen (2004) who pointed out that the application of multiple intelligences theory in multimodal classroom are proved to be effective to promote individualized and student-centered. It also helped students to achieve essential task of team work especially for large EFL classes. They were highly motivated and showed a great effective response. Similar to Bass (2010) who studied about the effects of multiple intelligence instruction strategy on students' achievement levels and attitudes towards English lessons, he also found that the students who were educated by multiple intelligence instruction strategy had a higher motivation level than the students who were educated by the traditional instruction methods. The result is related to Sattrasahatsathasana (2010) who studied the development

of an English conversation syllabus based on the theory of the multiple intelligences. He revealed that the students had a very positive attitude toward learning English conversation through the multiple intelligence teaching activities syllabus.

In conclusion, the students given opportunities to show their abilities and express themselves in different ways as well as utilizing their intelligence. The student's achieve in learning by using songs through Multiple Intelligences activities in three domain after they were engaged in divergent activities. At first, the cognitive domain refer to the students enjoyed learning through multiple intelligences activities especially asking and giving information, student were shy to speak and had a lack of self-confidence but after using a variety of songs many times, this helped the students to remember the vocabulary. Second, the psychomotor domain refer to the students could construct sentences by themselves and then they could respond to each other automatically after learning through multiple intelligences activities. Finally, the affective domain shown that using song through multiple intelligences activities motivated the students to learn English and activities helped them to engage themselves to learn English. Songs were materials to promote the students' vocabulary achievement. Moreover, songs could not only be an effective instrument but also could help the teachers gaining scores for vocabulary acquisition too. All of these activities supported the positive effects of using songs through multiple intelligences activities and the activities also engaged their motivation in learning English vocabulary at the same time.

## RECOMMENDATIONS

### 1. Recommendations for instruction

1.1 Teachers should prepare well in teaching song. Teachers have to understand obviously about song. Songs should be taught following steps of lesson plans.

1.2 The use of song is one of several ways in learning vocabulary which could encourage the students' achievement. Good song to be used in class should be carefully selected regard to the contents and vocabulary. Song should provide not only vocabulary or complete sentences but also enjoyment in classroom. The students fell relaxed and learn English without anxiety.

1.3 Songs present not only the language but also culture. This is the clever way to let the students learn the native speaker's culture accompanied with language.

1.4 It will be most successful for learning vocabulary if the teachers can convince the students to sing songs when they are outside the class as they want to learn more by themselves.

## 2. Recommendations for further study

2.1 Further studied on learning by using songs through Multiple Intelligences activities to enhance English vocabulary learning achievement should be conducted to compare the effect of using songs to enhance vocabulary with the conventional method.

2.2 Further studied on learning by using songs through multiple intelligences activities to enhance English vocabulary learning achievement should be done to compare the students' satisfaction and retention towards learning vocabulary through songs before and after the experiment in order to provide sufficiency evidence of how songs could change students' satisfaction towards learning vocabulary songs.

2.3 The replication of the present study is recommended using samples from other levels of instruction, especially in the secondary level.

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## ผู้เขียนบทความ

นางสาวศิริินภา ภูมิโคกรักษ์

เมือง

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