



วารสารอิเล็กทรอนิกส์
ทางการศึกษา

OJED, Vol.9, No.1, 2014, pp. 685-699

OJED

An Online Journal
of Education
<http://www.edu.chula.ac.th/ojed>

การพัฒนาสื่อการเรียนรู้โดยใช้เพลงเพื่อพัฒนาความสามารถในการพูดสื่อสารภาษาอังกฤษ
สำหรับพนักงานนวดฝ่าเท้าชาวไทย

DEVELOPMENT OF AN INSTRUCTIONAL MATERIAL USING SONGS TO ENHANCE
ENGLISH ORAL COMMUNICATION ABILITY FOR THAI FOOT MASSAGE THERAPISTS

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บทคัดย่อ

การวิจัยนี้มีจุดประสงค์เพื่อ (ก) พัฒนาสื่อการเรียนรู้ประเภทเพลงเพื่อส่งเสริมความสามารถในการพูดสื่อสารภาษาอังกฤษเพื่อการสื่อสารสำหรับพนักงานนวดฝ่าเท้าชาวไทย (ข) เพื่อศึกษาประสิทธิภาพของสื่อการเรียนรู้ที่พัฒนาขึ้นในการพัฒนาความสามารถในการพูดสื่อสารภาษาอังกฤษของพนักงานนวดฝ่าเท้าชาวไทย และ (ค) เพื่อศึกษาความคิดเห็นของพนักงานนวดฝ่าเท้าชาวไทยที่มีต่อสื่อการเรียนรู้ที่พัฒนาขึ้น สื่อการเรียนรู้ที่พัฒนาขึ้นอยู่ในรูปแบบเพลงลูกทุ่ง ซึ่งมีเนื้อร้องเป็นอังกฤษโดยมีคำแปลเป็นภาษาไทยบางประโยค ความยาว 3.51 นาที ภายใต้ชื่อ “Welcome to Spa Land” ประกอบด้วยเนื้อหาเกี่ยวกับประโยคและสำนวนที่ใช้ในการสื่อสารระหว่างพนักงานนวดฝ่าเท้าและลูกค้าชาวต่างชาติในระหว่างบริการ สื่อการเรียนรู้ได้ถูกพัฒนาโดยการนำเพลงต้นฉบับคือเพลง “ฮาวอาร์ยู” ขับร้องโดย พามেলা บาวนเด็น มาดัดแปลงเนื้อร้อง

สื่อการเรียนรู้ถูกนำไปใช้กับพนักงานนวดฝ่าเท้าชาวไทยในกรุงเทพมหานคร จำนวน 4 คน แบบทดสอบการพูดถูกนำมาใช้ก่อนและหลังการใช้สื่อการเรียนรู้ เพื่อประเมินความสามารถในการพูดสื่อสารภาษาอังกฤษของพนักงานนวดฝ่าเท้าและใช้การสัมภาษณ์เพื่อสำรวจความคิดเห็นของพนักงานนวดฝ่าเท้าที่มีต่อสื่อการเรียนรู้ ผลการศึกษาพบว่าสื่อการเรียนรู้ในรูปแบบเพลงลูกทุ่งที่มีเนื้อร้องเป็นภาษาไทยและภาษาอังกฤษช่วยพัฒนาความสามารถในการพูดสื่อสารภาษาอังกฤษของพนักงานนวดฝ่าเท้าชาวไทย ซึ่งคะแนนการทดสอบของพนักงานนวดฝ่าเท้าหลังใช้สื่อเพิ่มขึ้น 8.13% สื่อการเรียนรู้มีความสนุกสนาน ช่วยให้ผู้เรียนเรียนการพูดได้ง่ายขึ้น ช่วยให้จดจำสำนวนเพื่อนำไปใช้จริง และมีความเหมาะสมกับอาชีพ

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ISSN 1905-4491

Abstract

This project consists of three main objectives: (1) to develop an instructional material to enhance English oral communication ability for Thai foot massage therapists (2) to investigate the effectiveness of the developed material to enhance English oral communication ability of Thai foot massage therapists and (3) to explore opinions of foot massage therapists towards the developed material. The developed material was a 3.51-minute country song titled “Welcome to Spa Land”, consisting of expressions in conversations between Thai foot massage therapists and customers during services. It was composed mainly in English with some Thai translation. The material was developed by adapting the lyric from the original song called “How are you?” sung by Pamela Bowden.

The material was implemented to four Thai foot massage therapists in Bangkok. To ensure that the song was an effective and quality learning material, the oral test was used prior to and after using the material to evaluate the participants’ English oral communication ability and the interview was administered to explore their opinions towards the material. It was found that the material could enhance the participants’ English oral communication ability according to 8.13% increase in post-test scores. The material was found enjoyable, helpful for learning oral communication and memorizing for application, and suitable for the profession.

คำสำคัญ: เพลง / สื่อการเรียนรู้ / ความสามารถในการพูดสื่อสารภาษาอังกฤษ / ผู้เรียนวัยผู้ใหญ่

KEYWORDS: SONG / INSTRUCTIONAL MATERIAL / ENGLISH ORAL COMMUNICATION ABILITY / ADULT LEARNERS

Introduction

English oral communication plays an important role in tourism businesses. Touristic campaigns and marketing promotions play a big role in this business in which English language is a mean for communication. One who works in a business circle may benefit from English oral communication ability. One of the tourism businesses, which require English oral communication, is foot massage therapy business. However, from the observation, many foot massage therapists are unable to communicate effectively in English with foreign customers. Many of them were able to communicate only in chunks of words and often used English phrases inappropriately which caused some customers to misunderstand that the therapists were being rude to them.

For this reason, Thai foot massage therapists’ English oral communication ability should be enhanced by acquiring communicative competence. According to Canale & Swain (1980, cited in Brown, 2007), communicative competence ‘consists of the use of linguistic

system' and 'the functional aspects of communication' (p.219). It includes functions, accuracy, and fluency in using the language (Bailey, 2005). That is to say, a person who has communicative competence is able to use the language system appropriately in any circumstances with regard to the functions and the varieties of language, as well as shared socio-cultural suppositions and communication strategies (Tarone, 1981).

English oral communication is a two-way process between a speaker and a listener (Byrne, 1976). According to Hymes (1973), oral communication does not concern only verbal communication strategies but also non-verbal communication and appropriateness in using the language in social interactions. Hence, it is important for Thai foot massage therapists to enhance their English oral communication ability to benefit their career and the business.

One way to enhance Thai foot massage therapists' English oral communication ability is to use music or a song as an instructional material as its components are similar to what is found in a language (Mora, 2000). For example, music and language both convey the message to the listeners, including some linguistics or communicative features such as stress, tone, and pauses. Fonseca-Mora, Toscano-Fuentes, and Wermke (2011) stated that musical speech or lyrics convey the messages as language does in verbal form, which contains verbal discourse, meaning, and context. Accordingly, music or the lyrics of a song can also convey the message about the culture to the listeners and could shape their identity up to that culture (Abbott, 2002). It can also involve listeners or learners into particular social, political, or cultural issues (Kramer, 2001). With the use of song and music, learners will approach to both the music and the language conveyed in the lyrics altogether at the same time.

According to Murphey (1990), one benefit of using music in English language learning is that it is related to human's memory, and it also affects the memory in learning and acquisition (Abbott, 2002). The lyrics which consist of words of language can also be presented in other format such as visual and auditory to promote the learning of learners who have different learning styles (Byrne, 1976). The spoken language works similarly to the music which temporarily stores the information in our brain's memory (Jäncke, 2008). The repetition of lyrics or words of a song can foster learners' acquisition even the ones with only little background knowledge of the second language (Polk & Kertesz, 1993) and the lyrics can reduce the possibility of content confusion in learning (Cason & Schön, 2012).

Therefore, music is one of the suggested materials which is believed to help learners acquire a language by helping them memorize words or phrases of language by means of listening (Abbott, 2002; Sitthiwanit, 2013; Beasley & Chuang, 2008).

Despite the fact that songs in a form of authentic materials are not aimed to teach English language directly, an instructional material should be developed. According to Heinich, Molenda, Russell, and Smaldino (1996), instructional material help “carr[y] information between a source and receiver” (p.8) with instructional purpose. Instructional material has benefited teaching and learning since the early 1900s (Reiser, R. A., 2001), until nowadays they have become parts of our lives, work, and education (Heinich et al., 1996). The development of instructional media and material was derived from the belief that the process of instruction or learning needs to be well-planned (Heinich et al., 1996). The effective instructional media and material development can support learners with learning environment and help learners to achieve the goal and objectives of learning (Branch, 2009). From the review of literature, songs are one of instructional materials that benefits learning; therefore, a song should also be likely to enhance English oral communication ability of Thai foot massage therapists.

Objectives

In this project, there are three objectives as follows:

1. to develop an instructional material to enhance English oral communication ability for Thai foot massage therapists;
2. to investigate the effectiveness of the developed material to enhance English oral communication ability of Thai foot massage therapists; and
3. to explore the opinions towards the developed material of Thai foot massage therapists.

Methodology

The project's design was divided into two phases: (1) developing instructional material and (2) evaluating the developed material.

Phase I: Developing instructional material

ADDIE Instructional material development model is used as the model of this phase. The ADDIE model, which is a proposed systematic instructional design model consisting of the core elements of Analysis, Design, Development, Implementation, and Evaluation, is employed because it “*promotes high fidelity between learning environments and actual work settings*” (Branch, 2009, p.10). This phase is subdivided into five steps.

1. Analysis

The target population of this project is Thai foot massage therapists who speak English as a foreign language; therefore, in *Analysis* stage, three Thai foot massage therapists were chosen. They were interviewed informally to assess their learning needs to ensure that the developed instructional material would serve learners’ needs and preferences.

The results showed that they preferred audiovisual materials with a manual or booklet which they can carry to work. Moreover, they preferred materials in which music is integrated. They also agreed that fast-tempo country music is motivating and enjoyable and should be used for learning. For the content, the foot massage therapists stated that they would like to learn vocabulary and expressions that they could use in their work such as greetings, asking for permissions, and others that would benefit them, their career and the business they were working for. However, they did not want a textbook as a material for learning because they thought it was not motivating and not interesting.

2. Design

In the *Design* stage, first, the objectives of the material were set, that is, to enhance English oral communication ability for Thai foot massage therapists. The material was designed to contain the expressions that foot massage therapists use in their daily life and during work, for instance; greetings, invitations, requests, benefits of foot massage, general expressions used during the therapy, and farewells.

3. Development

In the *Development* stage, the instructional material, the tests, and the interview questions were developed. Firstly, the instructional material was created into a form of a song titled *Welcome to Spa Land*. The lyrics and the backing track were adapted from the original song titled *How are you?* sung by Pamela Bowden. The song was aimed to enhance

English oral communication ability of Thai foot massage therapists, so it was chosen according to foot massage therapists' preferences and auditory learning styles. The lyric content came from the information gathered from the interview and study of documents and books about foot massage therapy. After the lyric was composed, it was checked for the language accuracy by three native English speakers. The song was sung by a singer and recorded in a music studio. Before singing, the singer was trained in word stress, pronunciation, and intonation by a native English speaker and with IVONA text-to-speech mobile application.

Secondly, the English Oral Communication Ability Test was developed and used as a pre-test and a post-test to investigate the English oral communication ability of Thai foot massage therapists. Both the pre-test and post-test were parallel to each other and both contain ten situations. The situations in the test were developed according to real situations in foot massage therapy process; for example, "If the customer looks in pain while you're massaging him or her, what do you tell him or her?," "When the massage is over and the customer is leaving, what do you say to him/her?" The foot massage therapists were asked to respond orally to those particular situations using English language expressions. The participants were given 45 seconds after each situation was read aloud and the whole process was audio-recorded in order for the researcher to give the scores and evaluate at a later time.

The scoring rubric to assess the English Oral Communication Ability Test was adapted from the Valencia College's Rubric for the Assessment of Oral Communication (Ewen, n.d.) and TOEFL iBT Test – Integrated and Independent Speaking Rubrics (ETS, 2005). The rubric includes five categories: content; accuracy; stress, pronunciation, and intonation; the use of communicative strategies; and fluency. The scoring system ranged one to four—lowest to highest.

In addition, the interview questions were written. They were aimed to investigate foot massage therapists' opinions towards the developed material.

The interview consisted of nine questions and was divided into two parts: the use of instructional material and opinions towards the instructional material. The interview consisted of 9 semi-structured open-ended questions such as "What are the obstacles or problems that you found during using the material?," "How do you feel about this piece of

instructional media? Why?,” and “In your opinion, what are the material’s advantages and drawbacks?”

4. Implementation

In the *Implementation* stage, the instructional material, the English Oral Communication Ability Test, and the interview questions were piloted with two foot massage therapists. They were Thai and certified in Thai massage therapy or reflexology by the credible institution. They were asked to listen to the song and give comments on the following aspects: (1) content (appropriateness and usefulness for foot massage therapists) and (2) sound quality. Both of them were satisfied with all aspects. However, they asked for slower tempo, so they are able to catch the lyric more easily and can sing along. They also requested changes for the sound quality, especially for clearer vocal sound.

5. Evaluation

After the material and the test had been revised and edited according to the participants’ comments, they were validated by three experts in English language and instructional material development using Index of Item-Objective Congruence (IOC). The evaluation gathered from IOC was then used by the researcher to improve and redesign the materials and test in order to meet the objectives of the project.

Phase II: Evaluating the developed material

After the material had been developed, it was evaluated in terms of its quality and effectiveness to enhance English oral communication ability of Thai foot massage therapists.

The participants were recruited on a voluntary basis from one massage center. This place was selected purposively due to its location in a touristic area where the foot massage therapists often use English oral communication to communicate with foreign customers.

The participants were two males and two females, aged between 40-49, who had been certified in foot massage therapy or reflexology from a credible institution. The participants were informed about the purposes of the project, their role in the project, and all procedures they need to follow throughout the project. Then, they were asked to take the pre-test using English Oral Communication Ability Test. They were tape recorded for the purpose of evaluating using rubric scoring which had been developed earlier.

After taking the test, the researcher demonstrated how to use the developed material and explained the details in the manual that came together. The researcher also recommended that the material should be used as often as possible or at least once or twice a day and that the participants had two weeks to use it. During that time, the researcher monitored the participants using the developed material both via telephone and in person.

At the end of the second week, the participants were asked to do the post-test, which was parallel to the pre-test. All of them were also interviewed orally altogether. The statistics used to measure the difference between the pre-test and post-test is the mean scores calculated from the participants' pre-test and post-test marks. The interview consisted of nine questions. Each participant had 3-5 minutes to answer each question. The interview was also tape recorded for the evaluation purpose.

Results

The results of the study based upon the three research questions: (1) what are the components of the developed material? (2) to what extent the developed material could enhance English oral communication ability of foot massage therapists? and (3) What are foot massage therapists' opinions towards the developed material?

Research Question 1: What are the components of the developed material?

As a result of the instructional material development, the material came out in a form of a fast-tempo country song titled *Welcome to Spa Land*.

The criteria for choosing this original song were based on three reasons. First, the tempo of this song is fast and motivating. According to needs assessment, the foot massage therapists' preferred instructional materials that has music integrated; also, they added that music with fast tempo could be motivating for learning. Second, the lyrics of the song were adapted from the original country song *How are you?* which was sung by Pamela Bowden. The original lyrics contained a lot of word rhymes and repetitions. The adapted lyrics followed almost all the rhyme patterns of the original song; therefore, it also had a lot of rhymes and repetitions which conformed to the literature review that repetitions could help learners memorize things better (Polk & Kertesz, 1993; Abbott, 2002). Third, the original song's length was not too short or too long, so there was enough room for the content to

be fit in. From these reasons, it allowed the researcher to put a number of useful expressions which cover all the situations occurring during foot massage therapy.

The song was 3.51 minutes long and consisted of the lyrics both in Thai and English languages. The reason of using both languages in the song was to make the foot massage therapists understand the meaning of the expressions. Moreover, inserting Thai phrases helps illustrate the situations more clearly, so the therapists would know when they should use those particular expressions. The content of the lyrics was about expressions used in daily life and during the work of Thai foot massage therapists, which were gathered from Thai body and foot massage therapy books, websites, and the interview in the first stage of ADDIE (*Analysis* stage). The lyrics were organized starting from expressions for greetings, followed by invitations and requests, including the benefits of foot massage, farewells, and some other useful expressions. To demonstrate, some of the expressions which can be found in the song are: “How are you?,” “How do you do?,” “I’m happy to meet you,” (greetings); “Please have a seat, will you?,” “Please follow me,” “Please roll up pants above your knees,” “Let me wash your feet,” “Please put your feet up on this chair,” (invitations and requests); “Thank you,” “I hope to see you again,” “Please come again soon,” “Goodbye,” (farewells); and other expressions such as “Foot massage makes you fine and get healthy,” “Do I hurt you?,” “Would you like soft or strong pressure?,” etc.

The song was in a CD format and also as a file in .mp3 format, together with a link for foot massage therapists to download it on a gadget. The reason that two formats of the song were provided was to facilitate the participants who did not have a CD player or a tool to open the .mp3 file.

Together with the song, the manual booklet was given to the participants. The booklet contained the lyrics, translation of the lyrics in Thai language, the expressions grouped by the purposes and situations in foot massage therapy services, and other useful vocabulary in this work. Each group of expressions was put in the table with the pronunciation in Thai letters and the translation of each expression (See appendix).

Research Question 2: To what extent the developed material could enhance English oral communication ability of foot massage therapists?

The English Oral Communication Ability Test was conducted before and after using the developed material. The scores of the pre- and post-tests are shown in Table 1 as follows:

Table 1: The comparison of English oral communication ability pre-test and post-test scores

Participant Test Scores (%)	A	B	C	D	Mean scores (%)
Pre-test	43	54	29	41	41.75
Post-test	56	58	32.5	53	49.88

From table 1, the mean score of pre-test is 41.75% while that of post-test is 49.88%. This shows that the mean score of post-test is 8.13% higher than the pre-test score. It is worth notice that all four participants' post-test scores are higher than their pre-test scores (13%, 4%, 3.5%, and 12% respectively).

Research Question 3: What are foot massage therapists' opinions towards the developed material?

To answer this research question, a semi-structured oral interview was used as an instrument to investigate the opinions of the foot massage therapists towards the developed instructional material.

From the interview results, it was found that all of the participants had positive opinions towards the material. Two of them claimed that they were proud of themselves as they could learn the language on their own. Participant B said, *"I can't believe I could learn English by myself"* (B-Interv, 5/8/2013). In addition, three participants felt more confident in communicating with their customers in English language. Participant A commented, *"I don't think I have been that better in speaking English—not yet, but I would say I'm more confident to answer my customers' questions or reply to what they say"* (A-Interv, 5/8/2013). Participant A also found herself more motivated in learning English expressions to

enhance their English oral communication ability. She claimed, *“I’m actually the one who doesn’t like to study English, but I think learning English expressions through this song is fun, and the country song is motivating. I even danced along.”* (A-Interv, 5/8/2013)

Moreover, the interview showed that the song helped the participants memorize the expressions better. *“Not only does the song make me become familiar with the English phrases, but the manual booklet also helps me remember the lyric faster and can sing along easier”* (D-Interv, 5/8/2013). From the interview we can see that music helps learners in learning the language as it is related to human’s brain and memory (Murphey, 1990; Abbott, 2002; Jäncke, 2008). Its lyrics, which were presented in both visual and auditory, could help learners learn well with their own learning styles (Byrne, 1976). Participant D mentioned that *“For me, I could speak a certain degree of English, but I think this song is fun to learn from. I like music. I could still dance along it, but most of all, I’ve got new expressions from it”* (D-Interv, 5/8/2013). Therefore, reading the lyrics while listening to the song help learners understand what was actually being sung or what it was about.

Apart from the content of the expressions used in their work, they also learned about cultural awareness and politeness from the song. Participants B and C agreed that they also learn about social manner for their work from the song. This shows that the song involves its listeners into particular social and cultural issues (Kramer, 2001).

To summarize, all four participants agreed that the song is a suitable learning material for adult learners as it is motivating, relaxing, and convenient, and it is also suitable for their work.

Discussion and Recommendation for Future Research

Discussion

From the results, it can be concluded that the developed instructional material could enhance English oral communication of Thai foot massage therapists, and it also increased their motivation, enjoyment, and autonomy in learning.

In terms of motivation, the musical instrument in the song contains a fast tempo which can activate learners and create the enjoyable environment for learning. The lyrics which were adapted from the original song made learners familiar with the rhythm and the tone of the song. The playful clucking sound in many parts of the song also produced fun

learning environment. Therefore, the song is one way to increase learners' motivation for learning or receiving instructions.

Moreover, apart from a CD format, the song in .mp3 file makes learning mobile, that is, it is accessible from anywhere and at any time. This quality of the material facilitated learners who do not have a CD player at home or in their workplace, and this also provided an opportunity in learning for most learners as it was not limited to the classroom environment and the class time.

Still, there were some problems with the use of the song as an instructional material due to the technological problems and personal limitations. For technological problems, learners found problems with opening the song from the file, download link, or by a CD player. Without an Internet connection or Bluetooth, or with low Wi-Fi signal, the song file may not be successfully played. In a form of a CD, the song could not be played without a CD-player. For personal limitations, some learners did not have the gadget tool or a player to play the song; therefore, the instructor might have to solve this problem by assigning the cooperative learning or providing the tools for learners.

In terms of quality to enhance English oral communication ability, the test results show that the foot massage therapists' post-test scores were higher than the pre-test scores. However, from the observation, the participants still had signs of hesitation, spoke in words instead of sentences, and often paused before speaking each sentence. These signs may be affected by L1 or the speakers. According to Lourdes Ortega (2013), L1 may influence language users that he or she tends to produce some errors, avoidance, and underusing or overusing L1 pattern. The influence occurs at any aspects and levels of language, including form and function (Ortega, 2013).

Although the increase in post-test results of each participant was different, it can be seen that the participants were able to articulate the key words. Yet, they were not grammatical accurate. Moreover, they still used many filling words such as *um* and *uh*. This shows that the participants started to pick up some English phrases. Yet, their English proficiency might not be fully developed due to the short period of this project.

According to Michael H. Long (1990), there are many factors that affect language learning, such as learners themselves (e.g. learners' starting age, affective factors, rate of progress, etc.), environments, and interlanguages (Long, 1990). The English oral communication ability gradually increases after learning, practicing, and interacting with

others for a while until the learner is able to communicate effectively (Ellis, Tanaka, & Yamazaki, 1994). Therefore, the implementation in this project which took only two weeks may not present high increase of foot massage therapists' English oral communication ability.

Focusing on the material itself, although there are a number of commercial materials in the market, the specific ones for foot massage therapy career is considerably 'rare items'. This causes the therapists failure to apply the content to their real life. As seen in this project, even though the two-week time allocation was a bit short, the developed material could enhance English oral communication ability of Thai foot massage therapists. If there are materials designed to meet the specific purposes, they will surely be useful for their users; moreover, an ESP course is suggested for learners who have specific needs (Dudley-Evans, 1998, p. 9). In the long run, this project may be able to stimulate educators and pedagogical material producers to realize how important of ESP materials and put more effort in providing learning materials for foot massage therapists and people in different working areas.

Recommendations

Recommendations for instructional material developers:

To use songs as instructional material for English language instruction, first, it should be decided if the material will be adapted from the existing songs or composed a new one. In selecting the existing songs, the songs should be selected carefully. The learners' interest should be counted as one major criterion for choosing songs since learners tend to be more motivated to listen to the song that they like. In case the original song is selected, it should be chosen according to learners' interest so that it motivates learners to listen to the song more often.

Moreover, the tempo and rhythm are related to learners' ability to acquire specific content in the songs (Abbott, 2002). They may affect learners' motivation; also, the tone of the song can help build learners' feelings and affinity reacting to the songs.

Besides, the song length should be concerned. If the song length is too short, some important parts of the content may have to be left out from the song; therefore, learners may not be able to learn some useful phrases or clearly see examples which are left out.

In addition, the quality of the vocal sound should be paid attention to. The vocal sound should be clear. The singer's enunciation, pronunciation, stress, and intonation, should be correct and with acceptable native accent. As this instructional material is aimed to enhance English oral communication ability of learners, the articulation in the song should be a role model for learners to learn from, so that they can use it correctly and appropriately in their real life. Moreover, the choice on types of vocal sound (male or female, child or adult) may affect learners' emotions or motivation to learn. Hence, the researcher's decision should primarily base on learner's needs and interest.

Recommendations for future studies:

Since there were only four participants in this study, the results may not well represent the population of Thai foot massage therapists. The results taken elsewhere with other participants may be different from the ones in this study. Hence, it would be more significant if more data is collected from more participants.

Moreover, the instructional material in this study is not interactive due to the limitations in time and the budget. Most of the contacted material developers, who were able to help create interactive learning materials for specific purposes, were not available at the time of the project, and they asked for high charge. Therefore, this material did not get learners to practice their English oral communication as much. To make it better, the song can be developed into another version in which some parts of the lyric are intentionally left blank for learners to repeat the lyrics or reply to the particular expressions. In addition, the instructional material can be in forms of audiovisual materials such as music videos, series, short films, or other online material to make learning more interesting and even more motivating. This might be suitable for adult learners who normally work long hours in a day, have limited time to study, and prefer entertaining and mobile formats of instructional material.

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Appendix

The developed material in this project is in a form of a song. It was adapted from the original song called *How are you?* sung by Pamela Bowden. The lyric is as follows:

Song title:	Welcome to Spa Land	Original title:	How are you?
Singer:	Thanawan Thaomoon	Original artist:	Pamela Bowden
Adapted by:	Sabaitip Keemthong		

How are you? Welcome to spa land. Ladies and gentlemen. Ladies and gentlemen.
How do you do? I am very well. I'm happy to meet you. Please have a seat, will you?
นั่งลงก่อนค่ะ please do. Welcome to spa land. Welcome to spa land.
Foot massage makes you fine. นวดแล้วสบาย and get healthy
Please follow, follow me. ถอดถุงเท้าก่อนคุณพี่ Take of your socks, please, Sir/Madam.
Please change into these pants. กางเกงแมนๆ เปลี่ยนก่อนค่ะพี่
พับขาด้วยคะคนดี พับขาด้วยคะคนดี Please roll up pants above your knees.
Circulation flows. Oh! Your circulation flows. โอ้ โหะ โอ โหะ โอ้ โหะ โอ โอ้ โหะ โอ โหะ โอ้ โหะ โอ
I will begin giving you massage. Please put your feet into this pail.
Let me wash your feet. Please. ล้างเท้าก่อนค่ะ Please bend your left knee. งอเข่าซ้ายด้วยยิ่งดี
Please stretch your legs out. โปรตยืดเข่าด้วยค่ะ Oh! Do I hurt you? เจ็บมั้ยคะคนดี?
Would you like it soft or strong pressure?
นวดหนักหรือเบาดี? ที่คุณพี่ต้องการ Please tell me, Madam.
Circulation flows. โอ้ โหะ โอ โหะ โอ้ โหะ โอ โอ้ โหะ โอ โหะ โอ้ โหะ โอ
I will begin giving you massage. Please put your feet up on this chair.
Is this too hard for you? Is this painful? ช่วยบอกกันให้รู้ หนักหรือว่าพอดี?
Please sit down on here. นั่งตรงนี้ค่ะพี่ Please excuse me. May I stretch your back?
You may get a bit pain. เจ็บนิดนะคะคุณพี่ But don't worry. The treatment is now done.
Oh! Your circulation flows. โอ้ โหะ โอ โหะ โอ้ โหะ โอ โอ้ โหะ โอ โหะ โอ้ โหะ โอ

I almost finish giving you massage. Please put your feet up on my laps.
How are you? Welcome to spa land. Ladies and gentlemen. Ladies and gentlemen.
How do you do? I am very well. I'm happy to meet you.
Please have a seat, will you? นั่งลงก่อนค่ะ please do.
Welcome to spa land. Welcome to spa land.
นวดแล้วสบาย You know? Circulation flows so easily.
Foot massage makes you healthy. Foot massage makes you happy. นวดเท้าทั้งปี ดีทุกวัน
I hope to see you again. Madam, please come again soon.
Have a good day, night, and noon. Have a good day, night, and noon.
Thank you. ขอบคุณ Good bye. Good bye. Thank you. ขอบคุณ และ Bye-bye. Bye-bye.