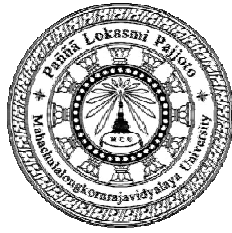


A STUDY OF THE BUDDHIST SONGS TO PROMOTE NEW VOCABULARY
LEARNING FOR BACHELOR OF ARTS STUDENTS OF
MAHACHULALONGKORNRAJAVIDYALAYA UNIVERSITY

Ven. Kulisa

A Thesis Submitted in Partial Fulfillment of
the Requirements for the Degree of
Master of Arts
English (International Program)

Graduate School
Mahachulalongkornrajavidyalaya University
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The Graduate School of Mahachulalongkornrajavidyalaya University has approved this dissertation of "A Study of the Buddhist Songs to Promote New Vocabulary Learning for Bachelor of Arts Students of Mahachulalongkornrajavidyalaya University" in partial fulfillment of the requirement for the degree of Master of Arts in English (International Program)

(Phramaha Somboon Uddhikaro, Dr.)
Dean of Graduate School

Thesis Examination Committee:

(Phra Rajvoramuni, Assoc. Prof. Dr.)

Chairperson

(Assoc. Prof. Nilratana Klinchan)

Member

(Dr. Kham-lang Kongsin)

Member

(Dr. Samorn Ketsom)

Member

(Phra Wichian Parichano, Dr.)

Member

Thesis Supervisory Committee:

Assoc. Prof. Nilratana Klinchan

Chairperson

Dr. Kham-lang Kongsin

Member

Researcher:

(Ven. Kulisa)

Thesis Title	: A Study of the Buddhist Songs to Promote New Vocabulary Learning for Bachelor of Arts Students of Mahachulalongkornrajavidyalaya University
Researcher	: Ven. Kulisa
Degree	: Master of Arts in English (International Program)
Thesis Supervisory Committee	: Assoc. Prof. Nilratana Klinchan B.A. (English), M.A. (Politics) : Dr. Kham-lang Kongsing B.A. (English), M.A. (Linguistics), Ph.D. (Linguistics)
Date of Graduation	: February 26, 2019

Abstract

The objectives of this study include 1) to study the ways of using Buddhist songs to promote new vocabulary learning of the third and fourth year students of Mahachulalongkornrajavidyalaya University, 2) to analyze the results of using Buddhist songs in new vocabulary learning of the third and fourth year students of Mahachulalongkornrajavidyalaya University. Method of this research is to mix method which is qualitative and quantitative in the nature. The questionnaire is used for collecting data from one hundred students who have been studying majoring in English, in Buddhist Studies and in Philosophy in B.A. of third year and fourth year students, from faculty of humanity and faculty of Buddhism. Open-ended interview is used for collecting qualitative data from fifteen key informants. Population for this study is one hundred thirty-nine students who have been studying majoring in English, the major in Buddhist Studies and Philosophy of BA third year and fourth year students, from the faculty of humanity and the faculty of Buddhism. Statistics show percentage, mean, and standard deviation (SD) has been used for analyzing the data. The results of open-ended interview are used with the content analysis method.

Findings of the study are as followings:

1) After conducting this research, the results have revealed that fifty-four (54.0%) students agree with the statement number seven that describes the importance of listening the Buddhist songs can improve the new vocabulary in learning English. Thirty-six (36.0%) respondents are neutral. Six (6.0%) respondents strongly agree. Only four (4.0%) respondents disagree with this statement. The

statistical figure mean (\bar{x}) is 2.38 and S.D is 66. The statement number seven is the highest score of means and standard deviation among the quantitative table.

2) As regard to the qualitative results of finding, most of the respondents stated that Buddhist songs can improve new vocabulary, phrasal verb, Buddhist terms, easy to remember long-term and helpful for Dhamma talk. It is also inspiration for learning, good medicine for the students by listening the Buddhist song. In addition, most of the respondents talk about how the songs impact on their mind while listening the Buddhist songs. The respondents also believe that song can motivate to learn new vocabulary, stimulate the mind of the students helpful for speaking, good for pronunciation and understanding more sentence structure. Furthermore, song can reduce the stress, developing loving-kindness and helpful for learning. According to the current research finding, the songs must be applied in the class room to promote the student's vocabulary in learning English.

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I do heartedly would like to express my gratitude and respect to all lecturers who taught me lessons during I studied M.A. in English, International Program, Faculty of Humanities at Mahachulalongkornrajavidyalaya University, Thailand.

I would like to express my gratitude to Dean of Faculty of Buddhism and the Director of M.A. International Program (Department of Foreign Languages), Faculty of Humanities who allowed me to distribute the questionnaires and interview for this research in their class rooms. I also would like to express my gratitude to all respondents. Without their kindness and their support, this work will not be successfully completed. And also, I would like to give my gratitude to thesis defense committee chairman and members as well as the members of International Program (Department of Foreign Language), Faculty of Humanities.

Finally, I would like to express my very profound gratitude to my parents, my master Most Venerable Arindhamma, Ven, Indaka, M.A. (English), my friends who always inspire, assist and Myanmar Migrant Workers (MMW) who donated me for my studying whenever I need.

Ven. Kulisa

List of Abbreviations and Symbols

ASEAN	=	Association of Southeast Asian Nation
CLAT	=	Communicative Language Approach Teaching
EEG	=	Electroencephalogram
AMTA	=	American Music Therapy Association
TED	=	Technology Entertainment and Design
“ ”	=	Quotation
%	=	Percent
\bar{X}	=	Mean, average
SD	=	Standard Deviation
MCU	=	Mahachulalongkornrajavidyalaya University
DN	=	Dīgha Nikāya

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CHAPTER I

Introduction

1. Background and Significant of the Problems

English language is gradually becoming more popular in the global communication day by day. It is also become an important language in the South-East Asia Countries due to the regional economic cooperative, social and political affairs. ASEAN community is also very popular after 2015. Now, some countries of ASEAN have agreement for arrival visa for more regional development and business investment between the states. Therefore, all most every countries in Asian region have to study English as a compulsory subject for their higher education systems. Many people not only ASEAN region but also around the world come to visit Thailand ever days and others ASEAN countries as well. That is why, English is essential for Thais people for social and economic development of future nation. "Thailand has managed English teaching based on the Basic Education Core Curriculum in order to develop listening, speaking, reading and writing skills of students."¹ But the students still have difficulty in learning the English in schools and universities. A research should be conducted the reason why English learners have problems in learning the second language.

There are four skills in learning English. One of them, vocabulary skill is very important in learning English. It is a great challenge for the students who are learning the second language today. For, one cannot speak and communicate to others if he does not know vocabularies. Many English teacher tried various ways to promote their students' vocabularies by reading the short stories, daily newspapers and watching the English title movies. Some of the students are very weak in basic vocabularies in learning English. Actually, they studied English so many years in the schools and universities. They dare not to communicate with the others and afraid of presentation in the class room. English is not their mother language so it is quite hard

¹ Thippawan Borisai, Nutprapha K. Dennis, "A Study of Using Pop Song to Promote New Vocabulary Learning for Secondary School Students", **International Journal of Research Granthaalayah**, Vol. 4 No. 1 (January, 2016): 86.

for the learners to remember its meaning and spellings. As a result, some students stopped their learning English due to the lack of vocabularies.

Actually, listening to the music is very helpful to promote the students' vocabularies. It is also a good method for developing the English terms. It can be seen that many universities, religious schools, government schools teach the music related to their academic subjects. Because, four skills already include when one studies the songs. In fact, songs are speaking, songs are vocab, songs are pronunciations and songs are grammar. When a student listens the songs, he already studies the grammar, vocabularies, pronunciation, listening skill and speaking. Furthermore, music can change a mind of the down hearted to the active. "Whether through holy hymns or chants of praise, music is capable of uplifting the mind to an almost sublime state. As such, it has a significant role in the promotion of religion."² Moreover, in relation to the importance of music in human life, Confucius, a China great philosopher said, "Music produces a kind of pleasure which human nature cannot do without"³

As regard to the importance of music in communication and mood, Venerable Master Taixu once said, "Music allows the people of a society to communicate their moods and feelings to each other. If someone plays a tune, it is simple for those listening to understand what mood that person is trying to convey. For society to achieve harmony, it is essential to be able to understand each other's feelings and establish a sense of unity. This is one of the important functions of music."⁴ The power of the music can bring the minds of the listeners, make people more happy and pleasant in their daily life. So, teaching music should be applied in language teaching for the progress of vocabulary learning. "Language is a treasure that enriches my mind. Music is a treasure that enriches my soul. Teaching enriches my spirit."⁵

²Hsing Yun, Venerable Master, **Buddhism and Music**, (China: Fo Gaung Chan International Translation Center, 2014), p. 1.

³Rosova, Veronika, "The Use of Music in Teaching English", **Diploma Thesis**, (Faculty of Education: Marsaryk University, Brno, 2007), p. 7.

⁴Hsing Yun, Venerable Master, **Buddhism and Music**, (China: Fo Gaung Chan International Translation Center, 2014), pp. 2-3.

⁵Rosova, Veronika, "The Use of Music in Teaching English", **Diploma Thesis**, (Faculty of Education: Marsaryk University, Brno, 2007), p. 7.

English is a compulsory subject for majoring in English BA 3rd and 4th year's students in 2017, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, Lam Sai, Wang Noi, Ayutthaya, Thailand. It is English programmed. All subjects are talk in English language in the class room. All class presentation, group discussion, paper writing assignment and examination have to use only in English language in the class rooms. Some students have many difficulties in the class while they are doing their academic work such as class presentation and writing the assignment. Such an obstacle cause the student to stop their learning and make them bored to continue their study. The class room should be a place of happiness for studying the higher education and it should not be a place of boring. Effective teaching method should be created for making the student to be more happy and active in the class room.

Therefore, teaching music should be applied the class room for promotion of the vocabularies of the students and make the students more active and happy in the schools. Naturally, student love the music as the young. It is also easy to remember the vocabularies, intonation, accent and pronunciation. It will be more effective method in building the vocabularies for the students. The more students listen the songs, the more they will speak in the future. But, there are many songs in the world such as country songs, pop songs, hit hot songs and religious songs. Mahachulalongkornrajavidyalaya University is a famous Buddhist university not only in Thailand but also in the world. So, the students should listen the Buddhist English songs for the interests of knowing Dhamma and gaining the vocabularies. That is why, the researcher decided writing this research. After this research, the benefits of listening the Buddhist music will be known and it also will be useful for English learners and teachers in the future.

1.2 Objectives of the Study

1.2.1 To study the ways of using Buddhist songs to promote new vocabulary learning of the third and fourth year students of Mahachulalongkornrajavidyalaya University.

1.2.2 To analyze the results of using Buddhist songs in new vocabulary learning of the third and fourth year students of Mahachulalongkornrajavidyalaya University.

1.3 Statements of the Research Questions

1.3.1 How do Buddhist songs promote new vocabulary learning of the third and fourth year students of Mahachulalongkornrajavidyalay University?

1.3.2 What are the results of using Buddhist songs in learning new vocabulary for the third and fourth year students of Mahachulalongkornrajavidyalay University?

1.4 Scope of the Study

The purposes of this research aim to study the use of Buddhist songs to promote new vocabulary learning for the third year and fourth year students 2017, Bachelor of Arts, Department of Foreign Languages, Faculty of Humanities, Mahachulalongkorn-rajavidyalaya University, Wang Noi, Ayutthaya Province.

1.4.1 Scope of the Content: The content of the study focuses on study of using Buddhist songs to promote new vocabulary learning for Bachelor of Arts students Department of Foreign Language, Faculty of Humanities, Mahachulalongkorn-rajavidyalaya University.

1.4.2 Scope of the Area: The study of the area focuses on Bachelor of Arts students of the third and fourth year students in 2017 (English Program), Faculty of Humanities and Faculty of Buddhism, Mahachulalongkornrajavidyalaya University.

1.4.3 The Scope of Population and Key Informants:

1) There are 139 populations from both faculties of Buddhism and faculty of Humanities.

2) Sample of the study is 100 students in this research.

3) Key informant is 15 persons for the open-ended interview in this research.

1.4.4 Scope of the Period of Time for Study: This research will take time for 1 year from October 2017 to February, 2018.

1.5 Definition of the Terms Used in the Research

It is very important to understand the specific terms before studying of using Buddhist songs to promote new vocabulary learning for Bachelor of Arts Students. For this study, the following terms are defined:

1.5.1 Buddhist Songs refers to three Buddhist songs that compose for blessing the Buddha as the following: “Birth of the Buddha”, “Don’t Be Angry”, “Pass It On”, “He’s Here for You and Me”, “It’s Great to Give”.

1.5.2 Vocabulary means the words used in English language.

1.5.3 Bachelor of Arts Students refers to the students who are studying English major, BA for the third year and fourth year students, Majoring in Buddhism and Philosophy in 2017, Faculty of Humanities and Faculty of Buddhism Mahachulalongkornrajavidyalaya University.

1.6 Expected Benefits

After finishing the research, the following benefit will be attained:

1.6.1 Improving the student’s new vocabulary learning by using Buddhist songs.

1.6.2 Understanding the benefit of using Buddhist songs in building new vocabulary learning.

CHAPTER II

Literature Review and Research Works Concerned

This chapter will be an overview of studies of the Buddhist songs to promote new vocabulary learning for Bachelor of Arts Students, with specific importance on the study of new vocabulary learning for Bachelor of Arts Students. Therefore, this section will be explained in the method of language's evaluation types. They are...

2.1 Theories of Vocabulary

2.2 Importance of Vocabulary in Learning English

2.2.1 Method of Promoting New Vocabulary in Learning English

2.2.2 Overview of Buddhist Songs,

2.2.3 Song and Vocabulary Learning

2.2.4 Psychological Effects of Songs in Promoting New Vocabulary

2.2.5 Research Works Concerned

The above will review of the following related literature mainly gives importance on these sectors.

2.1 Theory of Vocabulary

According to “**Oxford Student’s Dictionary**”, all the words that somebody knows or that are used in particular book, subject, etc.

Ex. there are many ways to increase your English vocabulary.

As stated by, “**Cambridge Dictionary**”, All the words known and used by a particular person or subject.

Ex. I try to learn ten new items of vocabulary a day.

As maintained by, “**Macmillan Dictionary**”, all the words that a person knows a wide vocabulary knowledge of a large number of words.

Ex. Technical developments give us a lot of new vocabulary.

According to the opinion of, “**Collins Co build Advanced Learner’s English Dictionary**”, the vocabulary of a language is all the words in it. Besides, the

vocabulary of a subject is the group of words that are typically used when discussing it.

Ex. Reading can increase your vocabulary.

The noun vocabulary (or vocab for short) refers to the words used in a language. The word vocabulary can have at least three different meanings:

1. All the words in a language and new words are constantly being added to the vocabulary of English.

2. The words used in a particular context If you want to do an MBA you need to develop your business vocabulary. My neighbour is a doctor so he has an extensive medical vocabulary. I've just bought a book on the vocabulary of slang.

3. The words an individual person knows. The teacher says that my vocabulary is good. Active and passive vocabulary in our own individual vocabulary, there is a difference between: words that we understand and use (our active vocabulary) words that we understand but do not or cannot use (our passive vocabulary) This is true for native speakers as well as for learners. In your own language, there are many words that you use regularly when speaking or writing. These words are part of your active vocabulary. And then there are many words that you understand when you hear them, on television for example, but do not use in everyday speech. These words are part of your passive vocabulary.

Moreover, there are many theories and strategies of vocabulary learning and teaching. Here are very useful eleven kinds to help teachers to realize ways to enhance students' confidence in language learning vocabulary, especially speaking, which was focused in this plan. They are theories of language learning, teaching methods and approaches, learning styles, the learner-centered paradigm, adapting innovative language teaching, using language learning strategies, increasing students' communicative competence, motivating activity, the importance of students' confidence in language learning, attitudes and the teacher's role.

In addition, I assumed that this knowledge would enhance language teachers in language learning and teaching and extend to their professional development. Students' language learning success depends on the teacher's ability in language teaching and learning and reflection on his/her own situation. Furthermore, to promote language teaching successfully, we have to consider how people learn. Five assumptions about learning were summarized by Chayanuvat (2003, p.7). First, learning is the interaction of a variety of factors: the learners, the

teacher, the curriculum, peers and the experiences that learners have gone through. All people involved in the interaction of language learning should be aware of their individual role. In the second assumption learners, themselves play a key role in the process of learning. They should control their learning processes and further develop to become self-directed learners. Then for the third assumption learners should be aware and reflect their goals, beliefs and how to learn for indicating a choice of strategies and learning approaches. Fourthly, the affective domain such as motivation, attitudes and anxiety influences their learning. The last assumption involves culture, especially Thai culture both in general and classroom culture¹.

In summary, the above are that mentioned it to promote their new vocabulary and to help students overcome the main difficulties vocabularies development and then, learn new words by using this way which is the most significance for majoring in English, majoring in Buddhist Studies and Philosophy BA third years and fourth year's students who expert to be English proficiency in the future.

2.2. Importance of Vocabulary in Learning English

Learning vocabulary is one of the first steps in learning a second language to develop the meanings of new words. It is very importance to find out the words of a language relating single items and phrases or chunks of several words which provide a meaning. English vocabulary consists of three main aspects which are form, meaning and use. It includes word phrases.

Moreover, learning vocabulary is a very essential for the major of learning language without knowing vocabulary we cannot communicate with other people very well. On the other hand, without knowing vocabulary it's very hard to take the meaning what other people spoken every single word. It is very to learn many kinds of vocabulary which include single word, phrase, idiom, collocation, strategic vocabulary, grammar pattern, and fixed vocabulary. Therefore, the more words you know, the more you will have a good opportunity for leaning language.

Vocabulary knowledge is the heart of language learning. Vocabulary helps students with language production. The more words a student knows the more precisely that student can express the exact meaning he/she wants to. Besides, a learner whom wished to communicate effectively students need to know many

¹Rosova, Veronika, "The Use of Music in Teaching English", **Diploma Thesis**, (Faculty of Education, Marsaryk University, Brno, 2007), pp. 13-14.

word meanings because vocabulary is used to determine the proficiency a student has in oral situation. Therefore, vocabulary is an essential factor to determine how much a student can communicate successfully. Most of lectures and academics have tried to investigate the plans and methods for teaching and learning English vocabulary because they are aware of the importance of learning vocabulary which is the basis for learners' performance in other language skills including speaking, listening, writing, and reading. If students don't know grammar, they can still communicate however ineffectively but if students don't know vocabulary they cannot communicate at all. Teaching English vocabulary help students talk with others in English. Inadequate vocabulary is one of the serious problems in learning English. Without learning vocabulary, students are held back in language skill development and general learning ability².

In addition, there are four importance of vocabulary in learning English

1. Listening vocabulary: The words we hear and understand. Babies are listening during all waking hours and gradually learn new words that time. Most people can remember and understand words nearly 50,000 words.

2. Speaking vocabulary: People have a limited speaking vocabulary. Most adults use between 5,000 and 10,000 words for all their conversations.

3. Reading vocabulary: This type is the second largest vocabulary type. These are the words we understand when we read text. If people are not readers, they cannot improve this type of vocabulary.

4. Writing vocabulary: The words use when we write to explain ourselves. The words we use to write we derive mostly from the words that we can spell. (Montgomery, J., 2007) Song and Language Learning.³

English songs are important for language learners because English songs make it simple ways to memorize vocabulary and improve listening, reading and speaking skills. Moreover, it makes the learning more benefits from to remember new vocabulary. English songs not only contain enjoyment but also have a lot of

² Phisutthangkoon, Kittiya & Panich, Metas, "Effectiveness of English Song Activities on Vocabulary Learning and Retention", **The European Conference on Language Learning**, (Rajamangala University of Technology Srivijaya, Thailand and Rajamangala University of Technology Srivijaya, Thailand, 2016), pp. 2-3.

³ Loc. cit.

grammatical knowledge. English songs having a conversational tone, informal language, slang and idioms also provide language that is being used by native speakers. Songs have effects on vocabulary acquisition, language usage and meaning. On the other hand, we can learn the stress and pronunciation from songs as well.⁴

In brief, by leaning new vocabulary is the most very beneficial for you learning language. The more words you know, the more you will be able to know your vocabulary level. Therefore, the easiest way to improve your English is find out how to learn new words and how to remember new words.

2.2.1 Method of Promoting New Vocabulary in Learning English

There are many ways to promote new vocabulary to became a better learning English. Besides, there are so many words in English and no one knows for sure how many words there are exactly. So, there are many techniques for us that we can learn the vocabularies such as watching movies with the English subtitles movies, reading news with English and journal, find out how to learn new words, learn about different types of vocabulary and writing vocabulary the words in a small notebook.

According to “Telegraph Education Advice” There are eight tips to promote new vocabulary in learning English. They are....

1. Set realistic goals

Forget the long vocabulary study sheets, or reading the dictionary. Experts say that learners are capable or retaining 10-20 words per study hour. If you do 15 minutes of self-study per day, set a weekly vocabulary goal of 20-25 words and phrases. That’s only six weeks until the 120-word “survival kit” is learned and memorised⁵.

2. Cluster

Those one-word-a-day language learning apps may feel convenient, but thematically, they’re all over the place, delivering a chain of unrelated words:

⁴ Ruengsakul, Surung, Mattaneeya, “The Role of English songs in English Learning” **Master of Arts in English for Careers**, (Language Institutes, Thammasat University, Bangkok, Thailand, March, 2013), p. 8.

⁵Online Resource: Education Advice, “**Foreign languages how to memorize vocabulary**”.<http://www.telegraph.co.uk/education/educationadvice/9816185/Foreign-languages-how-to-memorise-vocabulary.html> retrieved on September 27/9/2017.

envelope, tired, January, receive, onion. Focus on a single theme each week. The mind naturally clusters connected words together, so learning, say, types of weather in one lesson, and parts of the body the next, works in tune with your brain's natural system for classifying information⁶.

⁶Loc. cit.

3. Avoid opposites

It might seem logical to study opposites together: hot/cold, expensive/cheap. It isn't. A learning hiccup called 'cross association' can occur, when you learn two words so closely together you end up mixing them up. If a Spanish student learns 'always' (siempre) and 'never' (nunca) together, they might later draw on one word when they mean to use the other. Instead, study the more common word first (eg: deep) and, once it's retained, learn its opposite shallow⁷.

4. Dissect new words

When encountering a new word, take a look at its structure. Many words consist of prefixes and suffixes, and an understanding of these parts of speech is advantageous. The French word désagréable, for example, contains the negating prefix dés- and the adjective-forming suffix -able. Studying these affixes can help you to understand conjugation and structure, and make educated guesses when encountering new vocabulary⁸.

5. Read, read, read

Reading helps you revisit learned vocabulary, and see those words in new sentences and contexts. One excellent source of foreign language exposure is through graded readers, which are designed specifically for language learners. Another good source is advertisements or menus, which tend to use short, colloquial text⁹.

6. Visualise

One mnemonic learning trick for new vocabulary is the Keyword Method. Drawing on a similar-sounding word in your native language, visualise a picture or scene to go with the new vocabulary. For example, on a trip to Moscow, I remembered the Russian formal hello, with the mental image of a stressed vulture. These visualisations are often abstract, ridiculous, and embarrassing to admit, but they work, especially for longer words¹⁰.

7. Focus on phrases

⁷ Loc. cit.

⁸ Loc. cit.

⁹ Loc. cit.

¹⁰ Loc. cit.

Linguist Michael Lewis encourages language learning in lexical chunks, rather than on a word-by-word basis. A good portion of daily communication involves predictable common phrases: “turn left,” “just a minute,” “nice to meet you.” When studying a new language, memorise these phrases and you'll have a ready arsenal of dialogue, without the stress of having to build and conjugate your sentences from scratch¹¹.

8. Review often

In a vocabulary class, yesterday's vocabulary is more important than today's. The goal is to transfer the short-term knowledge of new vocabulary into your long-term memory. Review is essential – in the first few days or weeks after learning new vocabulary, recycle those words and you'll entrench them in your memory. A good language textbook or online program will be organised in a way that reviews and applies learned vocabulary in later lessons¹².

In summarize, this is very useful and easier ways for students to memorize the new vocabulary learning words successfully. In addition, here are some practical steps to promote new vocabulary learning for Bachelor of Arts Students that used to help them when they are learning new vocabulary. The following as an example to focus on one very tricky word actually and suggest ways that students could understand what it means, and, thereafter, be able to use it more fluently. Therefore, this model which consists of seven steps can be used for any difficult word or phrase.

According to “**Teaching English org.uk**”, there are seven steps to vocabulary learning. They are....

1. “Listening to the Word or Phrase in Authentic-Sounding Dialogues”.

Here are the dialogues that use for 'actually':

Do you want a chocolate?

No, Thanks. I'm on a diet actually.

Do you want a coffee?

Actually, I'm a bit pushed for time.

¹¹Loc. cit.

¹²Loc. cit.

Could I just borrow your book for a moment?

Actually, I'm just about to use it in class. Sorry.

How's John doing?

Actually, he's doing all right!

Ready to go?

Yeah...erm...actually I'm going to take my umbrella. It looks like it might rain.

I see you're still following your diet! (meant sarcastically)

Actually, I've lost a couple of pounds since we last met.¹³

These above are very useful for the students to improve vocabulary learning. So, students need at least six contexts to start to understand all the different nuances of meaning of a difficult target item.

2. "Plenty of Time to Study the Word in these Contexts".

The students can work out what the meaning or function is. It is important to study the contexts individually and then to compare their thoughts in pairs or groups and to discuss in pairs / groups straight away. So, this is the first option, because, this way, each student gets more time to think for him / herself¹⁴.

3. "Discuss the Meaning in Plenary".

There are two stages to discuss the meaning in plenary. First, it is simply way to say "So what do you think?" Then, after having heard their thoughts, ask the concept questions that uncover the heart of the meaning.

Examples of concept questions for actually might be:

Is the speaker saying something quite important?

Does the speaker give the other person the answer they want / expect?

Is the speaker asserting him/herself¹⁵

¹³Teaching English "Seven Steps Vocabulary Learning"<https://www.teachingenglish.org.uk/article/seven-steps-vocabulary-learning> retrieved on October 8/10/2017.

¹⁴Loc. cit.

¹⁵Loc. cit.

Answers: a) important; b) not; c) standing up for him/herself

After doing such concept question work, use a summing up concept statement, like this one: "So we use 'actually' after someone asks us a question (often a request or offer), and we don't give them the answer they want or expect¹⁶."

4. "Provide a Phonological Model (Including Pronunciation, Stress, and Intonation) in a Surrounding Sentence".

Most native speakers devote three syllables to 'actually', the stress is on the first syllable, and there is a rise/fall/rise intonation pattern which signals the conflict in the situation¹⁷.

5. "Provide a Prompt to Elicit Use of the Word in a Natural Way".

Here are some prompts that use for actually:

"So what do you think of _____?" (London) I use a facial expression to show that I expect a positive response.

"Would you like a cigarette?"

"Shall we go out for a meal tonight?"

"How's your friend Bill?"

If I don't get the response I want, I repeat and try to get another student to help. Then, if necessary, I get individual students to repeat the response until they feel completely comfortable with it¹⁸.

6. "Set-Up a Simulation, Providing Students with the Chance to Say the Word in a Natural Situation".

I distribute the following scenario and get two of my stronger students to act it in front of the class and then I get all the students to act it in closed pairs (rotating roles). This is an example scenario I have used for 'actually'.

John and Mary are in a pub.

1. John asks Mary if she'd like an alcoholic drink.
2. Mary declines this (as she doesn't drink alcohol).

¹⁶Loc. cit.

¹⁷Loc. cit.

¹⁸Loc. cit.

3. John buys her some mineral water.
4. Mary suggests sitting down.
5. John agrees.
6. John asks if it's OK to light a cigarette.
7. Mary says she's got a bronchial problem¹⁹. (etc.)

7. “Set-Up a Review Schedule, in which Words are Elicited and Practiced”.

It's always important to review such lessons in the future, but each time I do this, I spend less time on it, and insert bigger gaps between the inclusion of this language item in the review sessions. Ultimately, I reach the point where I just need to say to someone "Fancy a chocolate?" and I automatically get the response "Actually I'm on a diet"²⁰.

In conclusion, these seven steps above are very useful method to help students to memorize the meaning of new vocabulary. So, they can use these words in various situations and dialogues with their classmates. Besides, they also can use these words in outside the class to help themselves to understand and memorize these words more and more. Therefore, working in pairs and groups is an excellent way for communicative learning.

In the same way, there are another five-different method and approaches how to promote new vocabulary. Here, I would like to describe the most useful for learning new vocabulary for Bachelor of Arts Students to become a good proficiency language learner's.

1. To help the learners understand it is important to visualize the item and get the pupils to repeat or use the item actively. One good way of doing this is to let them see or perhaps touch the vocabulary item, for instance a “House”. We need to let them repeat it in different ways and they should be given a chance to listen to the teacher talking about it.

2. A little bit of shocking method is the direct method or the direct approach. The mother tongue is never used, there are no translations. Only

¹⁹Loc. cit.

²⁰Loc. cit.

target language is used in the class rooms and only complete sentences are used. Culture is considered an important aspect.

3. Suggestopedia is a very successful method in helping learners to memorize words. This method stimulates the learner's brain by music while learning but nowadays teachers seem to be leaving this method.

4. What really works especially for young learners is the Total Physical Response method TPR. Many children are nowadays very hyper and physically active and to concentrate for a long time can be very difficult for them. Using this method, games, changing topics and using a variety of activities is very appreciated by them. This method is used a lot by teachers.

5. Communicative Language Approach Teaching (CLAT) stresses the meaning of a language in context. Communicative competence is highly developed here and learners are encouraged to communicate²¹.

There are seven tips to help you remember words. So, one of the most important things is to remember new words and to promote new vocabulary for learning English without knowing and remembering new words which is very hard to learning English language. Therefore, here are very useful and helpful to remember new words for English language learners.

1. Look it up

If you come across a word you don't know, try to find out what it means. Look up the meaning in a dictionary or ask someone for help to understand it. Write down the meaning in English and in your own language. Looking up tips on English language learning is a good idea²².

2. Use it

It's easy to remember a new word for a few minutes – but how can you remember it after a day, or a week? The trick is to use it. Use it in a sentence. Try to make a creative, memorable sentence, something you can picture and that will stay in your mind. Write down three creative sentences

²¹Přibilová, Lenka, “Teaching Vocabulary to Young Learners”, Bachelor work, (Masaryk University, Faculty of Education, Department of English Language And Literature, Brno.2006), p. 15.

²²<http://www.abc.net.au/Education/Learn-English/-7-tips-to-help-you-remember-new-words> / retrieved on October 9 /10/2017.

using the new word, then read them out loud. If it helps, you can even draw a picture to help remember the meaning of your sentence. Can you tell a story using different forms of the word? It's very hard to remember a list of words – but it's easy to remember a story²³

3. Try out phrases and different forms

Sometimes it can be easier to learn a phrase than learn each word individually. So if you're learning the word 'focus' you could write down the meanings of 'focus on' and 'out of focus'. What does it mean to 'focus your mind on something' or 'focus your attention on something'. What does it mean if you 'lose your focus'? Now that you have the bigger picture, it's easier to understand the full meaning of the word. Trying different English phrases is important²⁴.

4. Talk about it

We often remember things better when we learn 'actively'. That means instead of just listening, or just reading, you should be active in trying to speak, read, write and listen. Now that you know what the word means and you've tried writing it down in different ways, tell a friend about the new word. Sometimes teaching someone else can help you remember, too. If you're nervous about trying out a new word, practise at home first. You can even record yourself explaining the new word on your phone before you try telling someone else. Don't forget to try using it in different tenses as well²⁵.

5. Use games and technology

Many people find playing games is a good way to help build their understanding. You could write words on flashcards and test yourself or a friend to make a sentence with each word. Or you can try describing the meaning of the word to your friend without showing them the card or maybe try a role play? That's when you act out a scene, for example if you're trying to learn words related to shopping, you and a friend can take turns pretending to be the shop owner and a customer how much is this? Remember you can play these games with friends anywhere in the world: Use your phone to record your voice or make a video and send it to a friend. Or record a conversation with a native

²³ Ibid.

²⁴ Loc. cit.

²⁵ Loc. cit.

speaker so you can listen to it later. Using games to learn English is a fun method²⁶.

6. Don't give up

Don't try to do too much too quickly. It's very hard to remember a long list of words. Maybe it's better to learn one word a day, or a list of eight words a week. It all depends how much time you have to practise. Be realistic about what you can do each day. You don't have to be perfect; remember that even native English speakers make mistakes. Successful learners have clear goals, are motivated, and stick to their plan – so keep trying! Don't give up learning a new language²⁷.

7. Sleep!

Did you know that if you sleep within a few hours of learning something new you'll be better at remembering what you've learned? So, that's a great reason to practice new words before bed time. Let your brain do the work while you sleep! But don't forget to review your new words and phrases in the morning too. Getting enough sleep is very important²⁸.

In brief, there are seven technique that mentioned in above to remember new vocabulary easily and helpfully learning English. So, it is very useful to gain new vocabulary when we follow step by step learning these ways.

2.2.2 Overview of Buddhist Songs

Buddhist Songs are perfectly pure mantras and dance, the very act of meditation then songs of spiritual awakening. Therefore, the yogin, always, sings songs and dances.” Besides, Songs could be used by ascetics, who kept few possessions of their own, as a kind of religious capital, suitable for exchange among teachers and disciples, royal patrons, even ferry-men and bandits. Moreover, the Buddha Gathering Sūtra of Ratnaketu (Mahāsannipāta-ratnaketudhāraṇī sūtra, 'Dus pa chen po rin po che tog gi gzungs kyi mdo) says, Once the four heart-sons śrāvaka-arhats, noble Śāriputra and the rest, were staying to collect alms at the four respective gates, the eastern and so forth, of

²⁶ Loc. cit.

²⁷ Loc. cit.

²⁸ Loc. cit.

the great city Rājagṛha. Several emanations of māra appeared to each one of the Noble Ones. They ridiculed and laughed at them, saying: “Ascetic, sing a song! Ascetic, do a dance!” In response, the Noble Ones said, “Friends, let us sing like it has never been done before in the world! Let us dance like it never has been done before in the world!”²⁹

Thus, they defeated all the emanations of māra by means of dharma songs and established them on the path of ripening and liberation. As regard to the using of Buddhist songs, Stefan Larsson and Andrew Quintman stated in their book. It is said that songs are using for praise and pleasing offering in previous lamas. The songs also use for the kings when the laws that establish their subjects in the ten virtues and to the common folk sing songs about the wish for contentment. Furthermore, the songs used in praise the Lords, the Great Teachers, sing songs about the Buddha’s teaching, namely sūtras, tantras and śāstras that are in-formed by scripture, reasoning, and pith instructions. In addition, the lamas use the song for meditator about experiencing tranquility and insight³⁰.

What’s more, the use for Yogi to realize about manifesting the view, meditation, conduct, and fruition. The songs are used widely according to Tibetan Mahayana Buddhism. The purpose of singing the songs are not for entertainment but for understand the Dhamma. For example, to mantra practitioners they sing the song about wrathful mantras of no self and emptiness that liberate the enemy of self-grasping into dharmadhātu. But the Dhamma song for doctor is different with other. The aim of Dhamma songs for doctors are about preparing medicinal wisdom nectar that dispels the degenerative disease of the five poisons³¹.

The song for the traders is to get more benefit, success in this life and the roots of virtue in the future. In addition, there are songs for young men, swaggering boys, the old man, immature beings and local villagers. These songs have different meaning and purpose³².

²⁹ Larsson, Stefan & Quintman, Andrew, *Opening the Eyes of Faith: Constructing Tradition in a Sixteenth-Century Catalogue of Tibetan Religious Poetry*, (Stockholm University & Yale University, 2015), p. 115.

³⁰ Loc. cit.

³¹ Loc. cit.

³² Loc. cit.

In this way, having turned the perfectly pure oral instructions of former masters into songs as is said, “although only one thing is taught it is understood in a variety of ways “the light of compassion radiates out and the blessing of the lineage enter into each of the different forms of song, which then easily take root in everyone’s mind. Hence, connect sentient beings to wholesome pre-dispositions and the Mahāyāna dharma, the sayings of previous masters that explain the earlier and later profound methods for encouraging all beings in virtue, whatever was needed and appropriate, are lamps of wisdom that dispel the mind’s darkness. This preliminary catalogue proclaiming the dharma that brings about well-being now and in the future³³ .

Buddhist Songs can be one of the healthiest mental escapes a person can indulge in. The teachings of Dhamma of the Buddha mention music on many occasions. In Mahayana Buddhism, it is written in an important Buddhist text the Amitabha Sutra, that heavenly singing and chanting is heard all day and night in the world around us: as flowers softly rain down from the heavens; as birds produce beautiful and harmonious music; the blowing of a gentle breeze; the movements of jewel trees all being played together in harmony, to guide sentient beings to enlightenment. In addition to propagating the teachings of the Buddha, this music has long been adapted for use in various ceremonies like wedding’s, funerals, and so forth. Thus, Buddhist music very much plays a central role in everyday cultural practice among the observant³⁴ . In Theravada Buddhism, it is also found in Sakkapanna Sutta concerning songs. During the Buddha was staying in Magadha a deity Pancasikha of Dhdhabbas extolled about the Buddha, the Dhamma and Sangha through song. Buddha also was carefully listening during his singing. After his extoling about three triple gems and a lady he loved, Buddha praise how his voice and his musical instrument strings were blend together well.³⁵

In addition, it is realized from the Buddhist teachings that the musical sounds are able to draw the attention of the practitioners as our mundane

³³Loc. cit.

³⁴Chong, Suan, Lee, “Tibetan Buddhist Vocal Music: Chod Dbyangs as a Tool for Mind Cultivation” *Australian Journal of Basic and Applied Sciences*, 9(26) Special 2015, pp. 56-59.

³⁵Walshe, Maurice, “The Long Discourse of the Buddha” *Sakkapanna Sutta, Tipitaka, DīghaNikāya*, 1986, p. 322.

minds are inclined to grasp on outer objects. The practitioner normally clings on the sound of the chants due to the habitual inclination of attachment and impure defilement claimed by Buddha as a result of ego-clinging. Intelligently, the Chod Dbyangs ritual is designed in using vocal music as a platform for the mind of the practitioner to adhere for a long period of time. By setting the mind onto a controlled position of the vocal sounds, the practitioner is able to focus and concentrate more easily and efficiently without being led astray by disturbing or defiled thoughts. In this higher concentrated and clear-minded state, the sacred text with its profound meanings can be precisely chanted and better absorbed by the practitioner. Hence, it is an effective training method for the Tibetan Buddhists to excel in their spiritual practices³⁶.

The vocal nature of soft and level dragging tones in the chant are chosen as the practitioner tends to cease to have any further fluctuating emotions that he collects from his daily life problems and pressures when he abides along the prolonged soft level pitched chanting. As the mind pays attention to the vocal sound, it eventually follows the sound pattern and keeps a calm and steady state. The calm and steady state of the minds will result in calmness, peacefulness and equanimity which are the positive qualities of humanity and of the Buddhas and Bodhisattvas if they are to be practiced to the fullest³⁷.

Sound is an excellent method for causing a deep stimulation at a cellular level as sound can travel five times faster in water than air. Chanting one's personal resonant frequency is the perfect way of awakening the consciousness within. Music articulates our life, evoking emotions from joyous to sadness and regulating moods (Pereira 2015c). Experiments have provided a confirmation that resonant based experiences are not illusionary or imaginary, but occur through a form of interconnectedness created by resonating frequencies inside and outside the living system. Resonance is a phenomenon that occurs when a given system is driven by another vibrating system or

³⁶Loc. cit.

³⁷Loc. cit.

external force to oscillate with greater amplitude at a specific preferential frequency³⁸.

In the meanwhile, Music is made up of several frequencies and therefore these frequencies are the key to understanding the effect of a chant on the overall system. When these vibrations resonate at a frequency or frequencies it results in an interference pattern which can be constructive or destructive. Several frequencies are known to create constructive patterns within the brain which can enhance brain functioning and neuroplasticity. Electroencephalogram (EEG) recordings of skilled Buddhist monks with years of training and chanting have shown a significant rise in gamma wave activity in the 80 –120 Hz range while this effect was lower in new meditators. For Buddhist monks, the purpose of meditation and chanting is to free oneself from suffering and gain spiritual liberation which is the same reason for meditative practice in other religions³⁹.

Chinese Buddhist Music utilizes a rich variety of musical instruments. Other than the inverted bell, thought to have originated in northern India, the instruments used in traditional Chinese Buddhist Music are native to China, and include the gong, large bell (qing), large drum (gu), a resonant wooden block known as the wooden fish, small cymbals, large cymbals and Chinese tambourine. The development of Buddhist music, as Buddhism spread to Tibet, the Tibetan traditions of Buddhism encouraged the use of song and dance in certain ceremonies. In Tibetan Buddhism's larger ceremonies, Lamas can be seen utilizing a variety of exotic ceremonial instruments such as specialized types of drums, windpipes, spiral conches, and trumpets. When Buddhism was first introduced into China from northeast India, linguistic differences meant that monastics later recomposed and adapted classical folk songs along with some music commonly played to royalty and officials in the Imperial Court, to give rise to the unique flavour and tradition of Chinese Buddhist Music⁴⁰.

³⁸ Pereira, Contzen, "Frequencies of the Buddhist Meditative Chant –Om Mani Padme Hum" **International Journal of Science and Research (IJSR) ISSN (Online):** (Independent Scholar, Mumbai, India) 2319-7064 Index Copernicus Value (2013), p. 762.

³⁹ Loc. cit.

⁴⁰ <http://sacredmusicradio.org/> "Buddhist-Sacred-Music", retrieved on September 23, 9, 2017.

Upon the formation of the Republic of China in 1912, the general public seemed to lose its affection for Buddhist Music, and fewer monastics continued the work of writing new compositions. However, in 1930 Masters at the Xiamen City Minnan Buddhist Institute made a call to all Buddhist disciples to preserve and carry on the legacy of Buddhist Music, in order to propagate spiritual education. He further believed that if music could help spread the Dharma, then it would significantly impact the diversity and richness of religious education among the people. At about the same time a recording called “The Qingliang Selection” was produced, prior to which most people had limited exposure to Buddhist Music and therefore it did not enjoy widespread popularity. During the 1950s, many monastics worked diligently to compose the words for new songs with the help of a number of notable musicians Yang Yongpu, Li Zhonghe, and Wu Juche. A selection of the songs they composed was recorded by Fo Guang Shan and released in an album entitled *Fo Guang Hymn Collection*. Their efforts serve as a great inspiration to those wishing to carry on work in this field⁴¹.

The contributions of Buddhist music Hymns are used in ceremonies for making offerings or inviting the presence of Buddha and Bodhisattvas. Beautiful compositions such as the solemn Incense Offering Prayer, the Incense Prayer for Upholding the Precepts, and the Prayer for Offerings Made to Celestial Beings embody the virtues of respect and piety. Characterized by a relaxed and easy tempo, soft intonation, and a dignified, solemn manner, Buddhist fanbei elegantly express the five virtuous qualities that are sincerity, elegance, clarity, depth, and equanimity. It is held that regularly listening to Buddhist fanbei can give the following five graces: a reduction in physical fatigue, less confusion and forgetfulness, a reduction in mental fatigue, greater eloquence, and greater ease in expression and communication. In the practice of Buddhism, fanbei has an important role in daily living, for example in repentance ceremonies. It is not designed to try to elevate or excite the emotions of participants or practitioners, but in fact aims to help conserve emotional energy, calm the thinking, lessen desire, and allow practitioners to see their true nature with clarity⁴².

In summary, Buddhist songs are very helpful, useful and peaceful plays a central role in everyday cultural practice among the observant. Therefore, by

⁴¹Loc. cit.

⁴²Loc. cit.

listening Buddhist songs understanding the Dhamma that brings about well-being now and in the future. Besides, to gain more knowledge about Buddhism, get benefits about Buddhist teachings and success in life when we are listening the Buddhist songs.

2.2.3 Song and Vocabulary Learning

Songs are an excellent way to learn new vocabulary as well as to practice your stress, rhythm and intonation. Besides, Song play an important role in our life. In fact, songs play several roles in my life. I use it as an escape from my thoughts. Sometimes it is hard for me to concentrate on something, but Buddhist songs help me to become peaceful it also songs have helped us learn our native language so I think this same concept of songs for learning our native language could be used to help us learn a second language as well. For me, I think songs could help us be better at remember new vocabulary. Moreover, music is a subject everyday commination and it is something that is ever present in people's lives intentionally or unintentionally, which can be very beneficial for the method of using songs to teach English vocabulary since it increases the possibility that students will come across that taught material, frequently revising it⁴³.

Furthermore, the skills such as reading, listening, speaking and sometimes pronunciation can be improved from songs as well. Horn (2007) pointed out that: While singing songs, acting poems and speech rhythms, they were learning at the same time and developed fluency in speaking and reading skills. The skills of listening, concentration and auditory sequencing were developed to ensure progress in reading⁴⁴.

Likewise, songs help to create a relaxing and enjoyable environment for learning a new language. Use of songs can facilitate learning by reducing stress in the classroom⁴⁵.

On the other hand, songs, are good practice materiel. We can use songs in several of ways to practice English such as reading, listening, speaking and writing. As

⁴³ Siskova, Dagmar, "Teaching Vocabulary Music", **Diploma Thesis**. (Faculty of Education, Marsryk University, Brno. 2008), p. 11.

⁴⁴ Horn, Aletta, Catharina, "English Second Language Learners", **Using Music to Enhance the Listening Abilities of Grade Ones**. (Universiy of South Africa, 2007), p. 200.

⁴⁵KÖMÜR, Şevki, SARAÇ, Gürsan, ŞEKER, Hasan, "Teaching English Through Songs" (Practice in Muğla/TURKEY), Muğla Üniversitesi, 2005), p. 113.

Rosava Veronika (2007) pointed out, “skills such listening, reading, writing and speaking can be practiced the same way as linguistics areas starting with vocabulary, grammatical structures, and ending with rhythm, stress, fluency and pronunciation”⁴⁶.

In addition, songs are very good at introducing new vocabulary because they usually provide meaningful vocabulary in them. Siskova stated that “By listening to English songs, students can hear the native pronunciation of words. It improves their ability of hearing the language”⁴⁷. She also said that “it is very beneficial for method of using songs to teach English vocabulary since it increases the possibility that students will come across the taught material, frequently revising it”⁴⁸. Besides, it is easier to remember the rhythmic lyric than speech. The benefits of English songs in learning English are that songs contain commonly used vocabulary and idioms in many popular songs which is helpful for language learners.

Grammar is also used in songs. As Brand & Li stated that “Song’s lyrics are presented within a repetitive structure and song vocabulary usually contains common, short words with numerous pronouns”⁴⁹.

The intonation and rhythm of songs can affect students on their pronunciation skills and stress patterns. Music has so much potential and it is accessible for usage. Even though songs are usually written in formal conversational language, listening to songs will prepare us for the real language that is being used by the native speakers. At the same time, it is believed that language is easier to express in songs than in speech. Yuliana said that “Songs and rhymes are learned by heart, and this may form part of a child’s linguistics”⁵⁰.

The very first sounds we made as a child are humming, spluttering, muttering and whooping which are the sounds of singing are not talking. She also stated that “The exposure and the repeated words from the songs make it easier for

⁴⁶Rosava, Veronika, “The Using of Music in Teaching English”, **Diploma Thesis**, (Faculty of Education: Marsryk University, Brno, 2007), p. 17.

⁴⁷Siskova, Dagmar, “Teaching Vocabulary through Music”, **Diploma Thesis**, (Faculty of Education: Marsryk University, Brno, 2008), p. 19.

⁴⁸Ibid., p. 11.

⁴⁹Brand, Many, Li, Xiangming, “Effectiveness of Music on Vocabulary Acquisition, Language Usage, and Meaning for Mainland Chinese ESL Learners”, **Contributions to Music Education. Tsinghua University & Hong Kong Baptist University**, Vol. 36 No. 1(2019): 73.

⁵⁰Yuliana, “Teaching English to Young Learners through Songs”, **k@ta Journal**, Vol. 5 No. 1 (June, 2003): 63.

the children to remember the words thus the children can produce or utter the words”⁵¹.

So, it is clearly shown that the nature of human is to sing easier than to speak. On top of everything, popular English songs are motivating, all popular songs usually contain the same themes of love, friendship, happiness, sadness, dreams and so on, which are our motivation of English learning. Popular songs are considered as good learning materials for learning English. Therefore, learning English songs could be more enjoyable and relaxing. Besides, English songs contain grammatical knowledge, good English songs not only entertain us but also contain a lot of grammatical knowledge, including pronunciation, commonly used vocabulary and language used by native speakers. Learners can benefit a lot from English songs if they learn to appreciate them. Moreover, popular English songs contain cultural and social knowledge in them. For us, songs from ten years ago, sound very old-fashioned while today’s songs will be considered classic or old-fashioned as well in the future. Thus, popular songs can be used to describe cultural and social change in a certain time to us as well⁵².

In conclusion, songs are an important strategy of learning new vocabulary. Learners can learn the new words with pronunciations together while listening songs. Songs are very useful to promote their learning new vocabulary, which will make the learners feel interesting and easy to learn new vocabulary.

2.2.4 Psychological Effects of Songs in Promoting New Vocabulary

In Buddhism, the sacred chant is the vocal tool for mind cultivation and mind is the key for all positive transformations to achieve the highest level of purity and wisdom. With the profound understanding of the play and nature of the mind, Tibetan Buddhist masters utilize the vocal music or chants very wisely in enhancing one’s innate positive qualities through mental cultivation. Moreover, Tibetan Buddhism, using voices as tools, to create a mental platform for the practitioners to deeply understand and cultivate their minds. The mind is found to be the key that determines all the musical characteristics and vocal qualities in Chod Dbyangs

⁵¹ _____, *k@ta Journal*, Vol. 5 No. 1 (June 2003): 64.

⁵² Ruengsakul, Surung, Mattaneeya, “The Role of English songs in English Learning” *Master of Arts in English for Careers*, (Language Institutes: Thammasat University, Bangkok, Thailand, March, 2013), p. 8.

practice that bear indispensable responsibility to elevate the practitioners' spiritual attainment⁵³.

Therefore, it is found that the musical characteristics of Chod Dbyangs and its phet singing differ from one practitioner and performance to another. The musical elements of Chod Dbyangs mirrors the practitioner's mental activities, inner emotions and states of mind whereas all the phet singing in the chant are spontaneous and instinctive vocal impulse produced during the performances. The practitioners shape the musical characteristics of the chant, not a result of their artistic desires and creativities, but the subconscious and conscious reflections of their mental activities in Buddhist sacred practice⁵⁴.

According to Buddhist Sacred Music, Psychological effects of songs in promoting new vocabulary is very beneficial to improve spiritual states of mind by the Buddhist ways. As below.....

The lifestyle common to most people today is busy and quite stressful. with many people seeming to have no place to take any kind of spiritual refuge it can often become quite easy for them to become lost in themselves. However, the pure and clear sounding melodies of Buddhist Music aim to provide a way to communicate the higher spiritual states of mind that are advocated by the Dharma, and can serve to enrich and re-energize the hearts of people. With communications science constantly improving, the feeling is to make optimal use of the technology to find more efficient means to give Buddhist Music wider exposure, such as through the use of electronic broadcasting media including television and radio stations to break through the barriers of differences in cultural backgrounds, social customs, and languages⁵⁵.

In the same way, in accordance with the American Music Therapy Association's (AMTA) website it "improves the quality of life "and "music therapy interventions can be designed to:

- promote wellness
- manage stress

⁵³ Chong, Suan, Lee, "Tibetan Buddhist Vocal Music: Chod Dbyangs as a Tool for Mind Cultivation" **Australian Journal of Basic and Applied Sciences**, 9(26) Special 2015, pp.56-59.

⁵⁴ Loc. cit.

⁵⁵ <http://sacredmusicradio.org/> "Buddhist-Sacred-Music", retrieved on September 23, 9, 2017.

- alleviate pain
- express feelings
- enhance memory
- improve communication
- promote physical rehabilitation.

Music therapy is beneficial for anyone from children to elderly people, healthy or ill. It is not just classical music that is used for therapeutic purposes. All styles of music may have a healing effect. The American Music Therapy Association (AMTA) website stresses that “the individual's preferences, circumstances and need for treatment, and the client or patient's goals help to determine the types of music a music therapist may use. “Holzknech further mentions an experiment done in prison when trying to support his claim that music has a relaxing and soothing effect on people. In the experiment, music was used to dispel prisoners’ depression. This method was highly successful with the exception of felons who remained indifferent to the music. Music helped in many cases where spoken word and books failed. Prisoners were even saving money to buy their own musical instruments and started forming little groups. Forbidding them to participate in the musical sessions was viewed as the hardest punishment (1969:406). However, Holzknech also admits that music may have the opposite effect, describing a story of a friend of his who was unable to continue with her scientific work because her neighbor kept playing music that made it impossible for her to concentrate or ignore it (1969:407). Although, the above-mentioned disadvantage may not be valid in the case of teaching vocabulary through songs since in the case of a student working on her scientific work, music served as a distraction and not as a means of learning the subject⁵⁶.

Besides, music therapy is done by music therapists who assess emotional well-being, physical health, social functioning, communication abilities, and cognitive skills through musical responses. Then, they design music sessions for individuals and groups based on client needs using music improvisation, receptive music listening, song writing, lyric discussion, music and

⁵⁶Siskova, Dagmar, “Teaching Vocabulary through Music”, **Diploma Thesis**, (Faculty of Education: Marsryk University, Brno, 2008), pp. 13-14.

imagery, music performance, and learning through music; participate in interdisciplinary treatment planning, ongoing evaluation, and follow up. Naturally, such profession requires special education. The most important aspect of music therapy connected with the method of teaching vocabulary through music is that music is also used in schools to improve students' nonmusical areas especially physical coordination and communication skills, which are probably the most important skills when learning a language⁵⁷.

On the other hand, songs provide an effective approach promoting language skills and offering a friendly atmosphere to learn. Songs help reduce stress in classroom. Most of the studies have found that music has effects on thoughts and behavior toward English learning. These studies have observed a variety of subject populations: Japanese, Mexican and Iranian. They concluded that the use of songs creates a relaxing and more enjoyable atmosphere in which learners are more productive while they are studying. Furthermore, songs provide some evidence of student opinions and attitudes toward the use of music in learning English, no qualitative studies were examined. One important question should have been "Do you think learning English songs can help you remember English words?" this would provide a qualitative answer and, in chase the answer is negative, they would understand why those students had negative answers. If the qualitative aspect was added, the results would more reliable. Some researcher has limited time to experiment and only examined an ethnicity which was Chinese and Mexican so they should have more time for the experiment and broader ethnicity of the sample group⁵⁸.

In brief, songs will be a good impact for learning new vocabulary and understanding of the nature of the minds and cultivate for their minds peacefully. Moreover, Buddhist psychological songs help reduce stress effects the learners to be brain strong and inspire more by self-motivated to learn new vocabulary.

2.2.5 Research Works Concerned

Rahmatika Kayyis did a research about building vocabulary using pop songs in Muhammadiyah Pring Lungpum University. The aim of his research is to

⁵⁷ Loc. cit.

⁵⁸ Ruengsakul, Surung, Mattaneeya, "The Role of English songs in English Learning" *Master of Arts in English for Careers*, (Language Institutes, Thammasat University, Bangkok, Thailand, March,2013), pp. 8-9.

investigate whether there is a significant difference between the vocabulary mastery of first semester students taught using English pop songs and that taught without using English pop songs as a medium. He chose 64 students of first semester of STKIP Muhammadiyah Pringsewu Lampung in the academic year of 2012/2013 as the objects of the study. The result of the study shows there is a significant difference in the student's vocabulary mastery between the experimental group who are taught using English pop songs and that taught without using English pop songs as a medium. The mean of post test score of the experimental group is 16.93 while the mean score of the control group is 14.54. The result of t-test shows that t-observed value which is higher than the t-value of the table ($2.572 > 1.99$), with a probability value of 0.008 which is lower than the significance level ($0.008 < 0.05$). In summary, the researcher find that students vocabulary power is more improve after teaching pop songs to the students⁵⁹.

Thippawan and Nutprapha K. Dennis from Ubon Ratchathani Rajabhat University did a research titled "A study of using pop songs to promote new vocabulary learning for secondary school students". For the research, the researcher selected 40 grade 10 students of Yangchumnoi Pittayakom school in Yangchumnoi district of Sisaket province. The aim of research is to investigate the student's opinions toward using pop songs in learning the new vocabulary of grade 10 at the school. The tools were used pretest and posttest, lesson plans and a questionnaire for finding out the opinions of the participants. After the research, it is showed that teaching pop songs in the class develop new vocabulary of the student with significant value at -01 level. Furthermore, the students love teaching pop song in the class room. According to result, it is stated that the method of teaching English with pop song was the best way in acquisition new vocabulary and make student more interested and happy in the class room⁶⁰.

Glenn M Davis did a research titled about "Songs in the young learner classroom: a critical review of evidence". The purpose of his research is to explore the young learner using song in the classrooms to improve their motivation by

⁵⁹ Kayyis, Rahmatika, "Building Vocabulary Using Pop Songs" English Department, (STKIP Muhammadiyah Pringsewu Lampung, January 2015), *Jurnal Smart*, Vol. 1 No. 1, (January, 2015): 32.

⁶⁰ Thippawan Borisai, Nutprapha K. Dennis, "A Study of Using Pop Song to Promote New Vocabulary Learning for Secondary School Students", *International Journal of Research Granthaalayah*, Vol. 4 No. 1 (January, 2016): 86.

learning new vocabulary. Song have been a common feature of young learner classrooms for decades, and numerous publications describe how songs should be employed in order to improve motivation and facilitate the acquisition of various aspects of language, including vocabulary, grammar, pronunciation, and listening skills. However, empirical research examining the effects of songs as used in young learner classrooms remains scarce. This article reviews nine such studies in order to draw general conclusions and pedagogical implications. Findings indicate that songs may be effective at promoting vocabulary acquisition and improving classroom motivation in young learners; other aspects of language such as pronunciation, general oral proficiency, and receptive skills have received little focus in the empirical literature but the research that does exist also shows promising results. Therefore, young learners feeling happy and inspiration learning songs in the classrooms. As a result, the researcher find that young learners will be effective promoting new vocabulary gaining and improving their motivation by learning songs⁶¹.

Punthip Klaitong Hanlan from Thammasat University did a research titled “Students’ attitudes toward the use of English songs in the English learning classroom: A case study of students at a language institution in Siam Square. For the research, the researcher collected 40 students at the language institute in Siam square, reveal that the students’ overall attitudes toward the use of English songs in the English learning classroom are positive. The respondents strongly agree that the use of English songs helps improve their listening skills as well as makes the experience of learning English more enjoyable. For the respondents’ aspects on the language learning motivation gained from the use of English songs, most of the respondents agreed that the use of songs in the classroom has increased their desire to improve their English skills makes the students interact more and motivates them to focus on English songs outside of the classroom. Conversely, some respondents couldn’t decide whether when the teacher doesn’t use music in the classroom, they feel less motivated.

English language becomes more popular than other languages in global communication in the modern day and the need to learn the English language has become more of an imperative because a person with good English skills has more acceptable career opportunities than those who do not. In Thailand, English is

⁶¹ M Davis Glenn, “Songs in the young learner classroom: a critical review of evidence” **English language Teaching (ELT)**. *ELT Journal*, Volume 71, Issue 4, (1 October, 2017): 445–455.

accepted as a second language and so taught from high school until undergraduate level; unfortunately, Thai students still find the English language difficult to use effectively.

To learn a language, learners must be interested in learning and feel motivated to expose themselves to that language. In the past, when students were learning English, students were encouraged to focus on textbooks which didn't necessarily help develop any motivation for learning process. Nowadays other learning techniques, such as watching or listening to the English news, watching 'soundtrack' movie or listening to English songs, are applied to assist the students to become more familiar with the language. This research is focused on students' attitudes toward the use of English songs in the classroom to measure how the students in English learning classrooms at a language institute in Siam Square generally think about the use of English songs so as to help them learn the language and to discover if the use of English songs has an effect on the learners' motivation. In brief, it is claimed that the use of songs helps improve their learning, more enjoyable and motivation for learning new vocabulary.⁶²

In conclusion, it is very helpful for students to realize how they gradually learn new words. So, by leaning new vocabulary is the most very beneficial for you learning languages. The more words you know, the more you will be able to know your vocabulary level. Therefore, the easiest way to improve your new vocabulary is very important to understand in this way that described in above which is the most useful in our daily life when we are learning languages.

⁶²Hanlan, Klaitong, Punthip, "Students' Attitudes Toward the Use of English Songs in the English Learning Classroom: A Case Study of Students at A Language Institution in Siam Square", **Master of Arts in English For Careers**, (Language Institutes: Thammasat University Bangkok, 2008), p. 2.

CHAPTER III

Research Methodology

This chapter explains in detail about how researcher collects the data and the research method of the study in investigation learners of the students' opinions of using Buddhist songs in the class room. The researcher used questionnaire and interview for a survey of the student's opinions of using Buddhist songs in the class room. Therefore, the data were obtained by using both quantitative and qualitative methods. The following section is divided into four main parts as follows:

- 3.1 Research Design
- 3.2 The Population and Sample
- 3.3 Methods of Data Collection
- 3.4 Data Analysis
- 3.5 The Summary

3.1 Research Design

The design of this research is qualitative and quantitative which consist of questionnaire and interview. Moreover, population and sample, method of data collection and data analysis are included in this research.

3.2 The Population and Samples

3.2.1 Population

The participants of this research study are the university students who are studying B.A. Majoring in English, Majoring in Buddhist Studies and Philosophy the third year and fourth year students, Faculty of Humanities and Faculty of Buddhism, Mahachulalongkornrajavidyalaya University, Lam Sai, Wang Noi, Ayutthaya, 13170, Thailand 2016-2017. Therefore, the number of populations for this research studies is 139 students from two faculties.

3.2.2 Samples

The researcher selects 50 students from Faculty of Humanities and 50 students from Faculty of Buddhism as the samples.

3.2.3 Key Informants

Total number of the key informants is 15 respondents for open-ended interview concerning the uses of Buddhist songs to promote new vocabulary learning English. Nine key informants from Faculty of Humanities are selected and six key informants are from Faculty of Buddhism.

3.3 Methods of Data Collection

The questionnaire and interview sections are the main instrument for in this study. So, the purpose of questionnaire and interviews are to examine B.A. students, majoring in English, majoring in philosophy and majoring in Buddhist studies, students' opinion toward using Buddhist songs to promote their ability in learning new vocabularies in the classroom, Faculty of Humanities and Faculty of Buddhism at Mahachulalongkornrajavidyalaya University. The questionnaire in this study was developed based on the previous study. Here, there are three main parts materials as the following.

Part 1: General Information of the Participants

In this section, it describes about biographical data consisting of gender, age range, educational background, types of faculties, countries, major and programme.

Part 2: The description of student's opinions toward using Buddhist songs in learning new vocabulary in the classroom.

The aim of this part is to investigate the participants' opinions toward using Buddhist songs in learning new vocabulary in the classroom. The questionnaire items which include positive and negative statement provide five linker scales such as, (1), strongly agree, (2) agree, (3) neutral (4) disagree, and (5) strongly disagree for measuring the opinions of the students in using the Buddhist songs for learning new vocabulary in the classroom. Questionnaires are designed by the researcher. Before researcher distributes the questionnaire one week, firstly, the researcher assigns the respondents to listen to five Buddhist songs. The researcher opens five songs to the respondents in the classroom for one time, before the distribution of the questionnaire in the classroom. Questionnaires are distributed to the respondents after listening the songs. Each range of mean scores represents the degree of the responses as follows:

Level of opinion	Interpretation of the scale
5. Strongly agree	5. Very high
4. Agree	4. High
3. Neutral	3. Moderate
2. Disagree	2. Low
1. Strongly Disagree	1. Very low

Part: 3 Open-ended questions to the participants in using Buddhist songs for building the new vocabulary

The purpose of the open-ended questions interview is to examine their opinions, feeling of using Buddhist songs in learning new vocabulary. In this part, fifteen students are selected for the open-ended interview for investigation of the opinions of using Buddhist songs in learning English vocabulary. Each of the students lasts 5 minutes for interview and the researcher records the voice of interviewee during the interview.

The following questions are asked to the participants during the interviewing.

They are:

1. How do you study to improve your new vocabulary?
2. How are Buddhist songs important in promoting the new vocabulary in learning English?
3. How does the song given an impact on psychological effect of the learners in learning the new English vocabulary?

3.4 Data Analysis

3.4.1 Quantitative Data

Questionnaire is analyzed by computer program. Statistics including percentage, mean, and standard deviation (SD) has been used for analyzing the data.

The results of average means are classified into five levels:

- 1) The average 4.50 – 5.00 means very high
- 2) The average 3.50 – 4.49 means high
- 3) The average 2.50 – 3.49 means moderate
- 4) The average 1.50 – 2.49 means low
- 5) The average 1.00 – 1.49 means very low

3.4.2 Qualitative Data

After interviewing fifteen key informants, similar view is summarized together by the researcher. Method of content analysis is used for analyzing qualitative data collected.

3.5 The Summary

In conclusion, this chapter mentions the research methodology in investigation of the situation of B.A. students, majoring in English, majoring in philosophy and majoring in Buddhist studies, students' opinion toward using Buddhist songs to promote their skills in learning new vocabularies in the classroom, Faculty of Humanities and Faculty of Buddhism at Mahachulalongkornrajavidyalaya University. Therefore, this chapter described the study design, the populations of the study, and the sample of the study, methods of data collection and methods of data analysis.

CHAPTER IV

Result of Data Analysis

After describing the literature review, research works and research methodology in the previous chapter two and chapter three, this chapter presents results of finding. Therefore, this chapter will analyze and synthesize data collected from population and key informants in the following points:

4.1 Background information of the respondents

4.2 General Information of the Participants.

4.3 The Opinions of Listening the Buddhist Songs to Promote New Vocabulary in Learning English.

4.4 Interview Question.

4.1 Background Information of the Respondents

This section is mentioned about the background information of the respondents. It includes gender, age, types of countries, types of faculty, kinds of major and program.

4.2 General Information of the Participants.

Table 4.2.1 Information on Gender

4.2.1 Gender of the Respondents		
Gender	Frequency	Percent
Male	94	94.0%
Female	6	6.0%
Total	100	100.0%

The above table mentions the gender of the respondents. Ninety-four (94.0%) respondents are male students. There are only six (6.0%) students are female respondents. Total number of the respondents are one hundred (100.0%) students.

Table 4.2.2 Information on Age

4.2.2 Age of the Respondents		
Age	Frequency	Percent
18 to 25 years old	35	35.0%

26 to 35 years old	60	60.0%
Over	5	5.0%
Total	100	100.0%

In the table 2, the age of the respondents are divided into three groups: They are, from 18 to 25 years old, 26 to 35 years old and over 35 years old. Thirty-five (35.0%) of respondents are 18 to 25 years old. Sixty (60.0%) of the respondents are 26 to 35 years old. Only five (5.0%) of the respondents are over Thirty-five (35) years old. Total number of the respondents are one hundred (100.0%) students.

Table 4.2.3 Information on Type of Countries

4.2.3 Type of Countries		
Countries	Frequency	Percent
Thailand	14	14.0%
Myanmar	69	69.0%
Vietnam	12	12.0%
Lao	2	2.0%
Cambodia	3	3.0%
Total	100	100.0%

There are five countries in table 3 which are 1. Thailand 2. Myanmar 3. Vietnam 4. Lao and 5. Cambodia. Fourteen (14.0%) respondents are Thai students. Sixty-nine (69.0%) respondents are from Burmese students. Twelve (12.0%) respondents are Vietnamese students. Two (2.0%) respondents are Lao students. There are only three (3.0%) students from Cambodia as respondents in this research field.

Table 4.2.4 Information on Type of Faculty

4.2.4 Type of Faculty		
Faculty	Frequency	Percent
Humanities	59	59.0%
Buddhism	41	41.0%
Total	100	100.0%

There are two type of faculty in table 4 which are Faculty of Humanities and Faculty of Buddhism. Fifty-nine (59.0%) respondents are from Faculty of Humanities. Forty-one (41.0%) respondents are from Faculty of Buddhism. Total number of the respondents are one hundred students in this field.

Table 4.2.5 Information on Kinds of Major

4.2.5 Kinds of Major		
Major	Frequency	Percent
English	49	49.0%
Philosophy	39	39.0%
Buddhist Studies	12	12.0%
Total	100	100.0%

In table 5, there are three kinds of majors of the respondents. Forty-nine (49.0%) respondents are Majoring in English. Thirty-nine (39.0%) respondents are philosophy major. Only twelve (12.0%) respondents are Buddhist Studies major. Totally numbers of the respondents are one hundred (100.0%) students from Faculty of Humanities and Faculty of Buddhism.

Table 4.2.6 Information on Program

4.2.6 Programme		
Program	Frequency	Percent
English Programme	100	100.0%
Total	100	100.0%

The above table 6 states that all (100.0%) respondents are from English program. Totally numbers of the respondents are one hundred (100.0%) students in this research field.

4.3 The Opinions of Listening to the Buddhist Songs to Promote New Vocabulary in Learning English.

Statement 4.4.1 I become understood more the new connecting words when listening to the Buddhist songs.

Level of opinions	Frequency	Percent	(\bar{X})	S.D
Strongly agree	20	20.0%	1.8400	.46537
Agree	76	76.0%		
Neutral	4	4.0%		
Disagree	-	-		
Strongly disagree	-	-		
Total	100	100.0%	Level: Low	

The above statement number one mentions the results of finding. Twenty (20.0%) students strongly agree with this statement as number one. Seventy-six (76.0%) respondents agree. Only four (4.0%) students are neutral. The score of mean (\bar{X}) is 1.84 and S.D is 46. The level of this statement one is low.

Statement 4.4.2 I can remember the new vocabularies easily when I listened to the Buddhist songs.

Level of opinions	Frequency	Percent	(\bar{X})	S.D
Strongly agree	10	10.0%	2.1900	.59789
Agree	61	61.0%		
Neutral	29	29.0%		
Disagree	-	-		
Strongly disagree	-	-		
Total	100	100.0%	Level: Low	

The statement number two shows the level of opinions of the respondents. In the results, it is mentioned that sixty-one (61.0%) the B.A. students agree with the statement number two that described about the importance of listening to Buddhist songs can remember the new vocabularies easily. Twenty-nine respondents as neutral and ten respondents strongly agree with its statement. The mean (\bar{X}) is 2.19 and S.D is 59. This statement two is at low level for the opinions of the respondents.

Statement 4.4.3 When I stopped listening to the Buddhist songs, the memories of the songs and new vocabulary still stuck in my mind for a few minutes.

Level of opinions	Frequency	Percent	(\bar{X})	S.D
Strongly agree	5	5.0%	2.2900	.59110
Agree	63	63.0%		
Neutral	30	30.0%		
Disagree	2	2.0%		
Strongly disagree	-	-		
Total	100	100.0%	Level: Low	

In the statement number three finding results, it is stated that sixty-three (63.0%) students agree with the statement that indicates new vocabulary still stuck in my mind for a few minutes after listening to the Buddhist song and the memories of the songs. Thirty (30. %) respondents are neutral, five students strongly agree and

two disagree with the statement number three. The statistical figures mean (\bar{x}) is 2.29 and S.D is 59. The level of this statement is low from surveying.

Statement 4.4.4 My mind is more alert when listening to the Buddhist songs.

Level of opinion	Frequency	Percent	(\bar{x})	S.D
Strongly agree	9	9.0%	2.1500	.59246
Agree	69	69.0%		
Neutral	20	20.0%		
Disagree	2	2.0%		
Strongly disagree	-	-		
Total	100	100.0%	Level: Low	

In the finding results of statement for number four, sixty-nine (69.0%) respondents agree with the statement that mentions about my mind is more alert when listening to the Buddhist songs. Twenty (20. 0%) respondents are neutral. Nine (9.0%) respondents strongly agree. Only two (2.0%) respondents disagree in this statement. The statistical figures mean(\bar{x}) is 2.29 and S.D is 59. The level of this statement is low.

Statement 4.4.5 It is very helpful for me to know the new Buddhist terms by listening to the Buddhist songs.

Level of opinion	Frequency	Percent	(\bar{x})	S.D
Strongly agree	30	30.0%	1.8500	.65713
Agree	55	55.0%		
Neutral	15	15.0%		
Disagree	-	-		
Strongly disagree	-	-		
Total	100	100.0%	Level: Low	

The above statement for number five mentions the results of finding. Fifty-five (55.0%) respondents agree with the statement that states listening to the Buddhist songs which is very helpful to know the new Buddhist terms by listening to the Buddhist songs. Thirty (30.0%) respondents strongly agree. Only fifteen (15.0%) respondents are neutral. The statistical figure mean(\bar{x}) is 1.85 and S.D is 65. The level of this statement is low.

Statement 4.4.6 Listening to the Buddhist songs can improve one's knowledge of Buddhism.

Level of opinions	Frequency	Percent	(\bar{x})	S.D
Strongly agree	31	31.0%	1.7700	.58353
Agree	61	61.0%		
Neutral	8	8.0%		
Disagree	-	-		
Strongly disagree	-	-		
Total	100	100.0%	Level: Low	

The statement number six is describing about the significance of listening the Buddhist songs can improve one's knowledge of Buddhism. Sixty-one (61.0%) respondents agree with this statement. Thirty-one (31.0%) respondents strongly agree and only eight (8.0%) are neutral with this number six statement. The score of mean (\bar{x}) is 1.77 and S.D is 58. The levels of opinions of the students are low in this statement.

Statement 4.4.7 Listening to the Buddhist songs can improve my new vocabulary in learning English.

Level of opinions	Frequency	Percent	(\bar{x})	S.D
Strongly agree	6	6.0%	2.3800	.66332
Agree	54	54.0%		
Neutral	36	36.0%		
Disagree	4	4.0%		
Strongly disagree	-	-		
Total	100	100.0%	Level: Low	

As mentioned in the above finding results, table number seven, fifty-four (54.0%) students agree with the statement for number seven that describes the importance of listening to the Buddhist songs can improve the new vocabulary in learning English.

Thirty-six (36.0%) respondents are neutral. Six (6.0%) respondents strongly agree. Only four (4.0%) respondents disagree with this statement. The statistical figure mean (\bar{x}) is 2.38 and S.D is 66. This statement seven is at low level for the opinions of the respondents.

Statement 4.4.8 My knowledge of phrasal verbs increases more when I am listening to the Buddhist songs.

Level of opinions	Frequency	Percent	(\bar{x})	S.D
Strongly agree	9	9.0%	2.2500	.60927
Agree	57	57.0%		
Neutral	34	34.0%		
Disagree	-	-		
Strongly disagree	-	-		
Total	100	100.0%	Level: Low	

In number eight statement, it is describing about the importance of listening to the Buddhist songs to gain knowledge of phrasal verbs to increase more Buddhist words. Fifty-seven (57.0%) respondent's students agree with this statement. Thirty-four (34.0%) respondents are neutral, and only nine students (9.0%) strongly agree with this statement. The score means (\bar{x}) is 2.25 and S.D is 60. The levels of opinions of the respondents are low in this number eight statement.

Statement 4.4.9 My knowledge of idioms vocabulary increases when listening to the Dhamma songs.

Level of opinions	Frequency	Percent	(\bar{x})	S.D
Strongly agree	3	3.0%	2.3200	.52953
Agree	62	62.0%		
Neutral	35	35.0%		
Disagree	-	-		
Strongly disagree	-	-		
Total	100	100.0%	Level: Low	

As described in the statement for number nine, sixty-two (62.0%) of the respondents agree with the statement that described the significance of listening to the Dhamma songs in understanding knowledge of idioms vocabulary. Thirty-five (35.0%) respondents are neutral. Three (3.0%) respondents strongly agree with the statement for number nine. The statistical figures mean (\bar{x}) is 2.32 and S.D is 52. The levels of opinions of the respondents are low in this number nine statement.

Statement 4.4.10 My knowledge of colocation increases when I listened to the Dhamma songs.

Level of opinions	Frequency	Percent	(\bar{x})	S.D
Strongly agree	19	19.0%	2.1700	.76614
Agree	48	48.0%		
Neutral	30	30.0%		
Disagree	3	3.0%		
Strongly disagree	-	-		
Total	100	100.0%	Level: Low	

As mentioned in the above finding results table number ten, forty-eight (48.0%) students agree with the statement for number ten that described the importance of listening to Dhamma songs to gain more knowledge of colocation and more words. Thirty (30.0%) respondents are neutral. Nineteen (19.0%) respondents strongly agree. Only three (3.0%) respondents disagree with this statement. The statistical figures mean (\bar{x}) is 2.17 and S. D is 76. The levels of opinions of the respondents are low in this number ten statement.

Statement 11 I understand the usage of using vocabulary when I listened to the Dhamma songs.

Level of opinions	Frequency	Percent	(\bar{x})	S.D
Strongly agree	11	11.0%	2.2000	.63564
Agree	59	59.0%		
Neutral	29	29.0%		
Disagree	1	1.0%		
Strongly disagree	-	-		
Total	100	100.0%	Level: Low	

In number eleven statements, mostly the respondents agree with the statement that describes the importance of listening to the Dhamma songs to understand the usage of vocabulary. Fifty-nine (59.0%) respondents agree. Twenty-nine (29.0%) students are neutral with this statement. Eleven (11.0%) respondents strongly agree and there is only one who (1.0%) disagrees with this statement. The statistical figures mean (\bar{x}) is 2.22 and S.D is 63. The levels of opinions of the respondents are low in this number eleven statement.

Statement 4.4.12 The method of listening to the Dhamma songs to improve the new vocabulary learning is better than rote learning method.

Level of opinions	Frequency	Percent	(\bar{x})	S.D
Strongly agree	11	11.0%	2.2600	.64542
Agree	52	52.0%		
Neutral	37	37.0%		
Disagree	-	-		
Strongly disagree	-	-		
Total	100	100.0%	Level: Low	

In the statement number twelve finding results, it is stated that fifty-two (52.0%) students agree with the statement that mentions about the method of listening to the Dhamma songs to improve the new vocabulary and learning is better than rote learning method. Thirty-seven (37.0%) respondents are neutral and eleven is strongly agree with the statement for number twelve. The statistical figures mean (\bar{x}) is 2.26 and S.D is 64. This statement for number twelve is at low level.

Statement 4.4.13 I became known English pronunciation when listening to the Buddhist songs.

Level of opinions	Frequency	Percent	(\bar{x})	S.D
Strongly agree	8	8.0%	2.2500	.59246
Agree	59	59.0%		
Neutral	33	33.0%		
Disagree	-	-		
Strongly disagree	-	-		
Total	100	100.0%	Level: Low	

As described in the above finding results of table number thirteen, fifty-nine (59.0%) students agree with the statement of number thirteen that mentioned the significance of listening to the Buddhist songs to know English pronunciation. Thirty-three (33.0%) respondents are neutral and eight (8.0%) respondents strongly agree. The statistical figures mean (\bar{x}) is 2.25 and S.D is 59. The levels of opinions of the respondents are low in this number thirteen statement.

Statement 4.4.14 Listening to the Buddhist song is a good method of promoting new vocabulary in learning English.

Level of opinions	Frequency	Percent	(\bar{X})	S.D
Strongly agree	32	32.0%	1.8600	.75237
Agree	54	54.0%		
Neutral	10	10.0%		
Disagree	4	4.0%		
Strongly disagree	-	-		
Total	100	100.0%	Level: Low	

In number fourteen statement is describing about the significance of Listening to the Buddhist song is a good method of promoting new vocabulary in learning English. Fifty-four (54.0%) respondents agree with this statement. Thirty-two (32.0%) respondents strongly agree. Ten (10.0%) respondents are neutral. Only four (4.0%) students disagree with this statement. The statistical figures mean (\bar{X}) is 1.86 and S.D is 75. The levels of opinions of the respondents are low in this number fourteen statement.

Statement 4.4.15 Listening to the Buddhist songs can improve my English writing skill.

Level opinions	Frequency	Percent	(\bar{X})	S.D
Strongly agree	23	23.0%	2.0800	.77434
Agree	49	49.0%		
Neutral	25	25.0%		
Disagree	3	3.0%		
Strongly disagree	-	-		
Total	100	100.0%	Level: Low	

The above statement number fifteen describes the results of finding. Forty-nine (49.0%) students agree with this statement. Twenty-three (23.0%)

respondents strongly agree. Twenty-five (25.0%) respondents are neutral. Only three (3.0%) students disagree. The statistical figures mean (\bar{x}) is 2.08 and S.D is 77. The level of the opinions of the respondents in this statement is low.

Statement 4.4.16 My reading improved when I listened to the Buddhist songs.

Level of opinions	Frequency	Percent	(\bar{x})	S.D
Strongly agree	8	8.0%	2.2800	.66788
Agree	60	60.0%		
Neutral	28	28.0%		
Disagree	4	4.0%		
Strongly disagree	-	-		
Total	100	100.0%	Level: Low	

The statement for number sixteen shows the level of opinions of the respondents. In the results, it is stated that sixty (60.0%) students agree with the statement of number sixteen that mentioned about the importance of listening to Buddhist songs to improve my reading skills. Twenty-eight (28.0%) respondents are neutral. Eight (8.0%) respondents strongly agree and only four (4.0%) respondents disagree. The statistical figures mean (\bar{x}) is 2.28 and S.D is 66. This statement for number sixteen is low level of opinions of the respondents.

Statement 4.4.17 Listening to English Buddhist song is helpful for me in giving Dhamma talk.

Level of opinions	Frequency	Percent	(\bar{x})	S.D
Strongly agree	30	30.0%	1.8200	.62571
Agree	58	58.0%		
Neutral	12	12.0%		
Disagree	-	-		
Strongly disagree	-	-		
Total	100	100.0%	Level: Low	

As described in the statement number seventeen, fifty-eight (58.0%) respondents agree with the statement that described the significance of listening to English Buddhist song is helpful for me in giving Dhamma talk. thirty (30.0%) respondents strongly agree. Only twelve (12.0%) respondents are neutral with the statement of number seventeen. The statistical figures mean (\bar{x}) is 1.82 and S.D is 62. The levels of opinions of the respondents are low in this number seventeen statement.

Statement 4.4.18 I can more analyze the English sentences structure after listening to Buddhist songs.

Level of opinion	Frequency	Percent	(\bar{x})	S.D
Strongly agree	20	20.0%	2.1000	.77198
Agree	55	55.0%		
Neutral	20	20.0%		
Disagree	5	5.0%		
Total	100	100.0%	Level: Low	

The statement of number eighteen is the last one of the table that focuses on the significance of listening to Buddhist songs that can more analyze the English sentences structure. In this statement, fifty-five (55.0%) respondents agree with the opinions of importance of listening to Buddhist songs to improve their new vocabulary. Twenty (20.0%) respondents strongly agree and twenty (20.0%) respondents are neutral. Only five (5.0%) disagree in this statement. The statistical figures mean (\bar{x}) is 2.10 and S.D is 77. The level of the opinions of the respondents in this statement is low.

Summary of Results of Quantitative Table

Descriptive Statistics						
	N	Minimum	Maximum	(\bar{x})	S.D	Level
Statement 1	100	1.00	3.00	1.8400	.46537	
Statement 2	100	1.00	3.00	2.1900	.59789	
Statement 3	100	1.00	4.00	2.2900	.59110	

Statement 4	100	1.00	4.00	2.1500	.59246	
Statement 5	100	1.00	3.00	1.8500	.65713	
Statement 6	100	1.00	3.00	1.7700	.58353	
Statement 7	100	1.00	4.00	2.3800	.66332	
Statement 8	100	1.00	3.00	2.2500	.60927	
Statement 9	100	1.00	3.00	2.3200	.52953	
Statement 10	100	1.00	4.00	2.1700	.76614	
Statement 11	100	1.00	4.00	2.2000	.63564	
Statement 12	100	1.00	3.00	2.2600	.64542	
Statement 13	100	1.00	3.00	2.2500	.59246	
Statement 14	100	1.00	4.00	1.8600	.75237	
Statement 15	100	1.00	4.00	2.0800	.77434	
Statement 16	100	1.00	4.00	2.2800	.66788	
Statement 17	100	1.00	3.00	1.8200	.62571	
Statement 18	100	1.00	4.00	2.1000	.77198	
Valid N (list wise)	100			2.05		low
Total						

As mentioned in the above finding results table for number seven, fifty-four (54.0%) students agree with the statement number seven that describes the importance of listening to the Buddhist songs that can improve the new vocabulary in learning English. Thirty-six (36.0%) respondents are

neutral. Six (6.0%) respondents strongly agree. Only four (4.0%) respondents disagree with this statement. The statistical figure mean (\bar{x}) is 2.38 and S.D is 66. This statement seven is at low level for opinions of the respondents. But, this statement of number seven is the highest score of means in standard deviation among the quantitative table

Second score of the means and standard deviation is the statement for number three. It is stated that sixty-three (63.0%) students agree with the statement that indicates new vocabulary still stuck in my mind for a few minutes after listening to the Buddhist songs and the memories of the songs. Thirty (30. %) respondents are neutral, five students strongly agree and two disagree with the statement number three. The statistical figures mean (\bar{x}) is 2.29 and S.D is 59. The level of this statement is low from surveying.

The third score is the statement of number sixteen. In the results, it is stated that sixty (60.0%) students agree with the statement of number sixteen that mentioned about the importance of listening to Buddhist songs to improve my reading skills. Twenty-eight (28.0%) respondents are neutral. Eight (8.0%) respondents strongly agree and only four (4.0%) respondents disagree. The statistical figures mean (\bar{x}) is 2.28 and S.D is 66. This statement of number sixteen is at low level for opinions of the respondents.

4.4 Finding Results of Qualitative Interview

This section presents the finding results of qualitative interview questions on Bachelor of Arts students from Faculty of Humanity and Faculty of Buddhism, MCU, Thailand. The researcher designs three questions to examine the feeling of Bachelor of Arts students using Buddhist songs to promote learning new vocabulary in English. The aim of number one question is to allow the respondents to learn new vocabulary. Number two question objective is to survey the importance of promoting new vocabulary from respondents. The purpose of third question is to investigate the impact on psychological effect of the learners in learning new vocabulary of the respondents.

They are:

4.4.1 How do you study to improve your new vocabulary?

4.4.2 How are Buddhist songs important in promoting the new vocabulary in learning English?

4.4.3 How does the song given an impact on psychological effect of the learners in learning the new English vocabulary?

4.4.1 How do you study to improve your new vocabulary?

Ven. Suriya¹ said to get new vocabulary or improve new vocabulary, one should talk, read, write and speak more from day by day, if one keep doing this way, surely, he or she will improve their English vocabulary. Ven. Vicittacara² said writing to spell is my way to improve my English. Ven. Châu Tịnh³ said I build my new vocabulary in English by reading newspapers, books, listening to music and especially doing English test by myself. Ven. Sucitta⁴ said listen to Buddhist songs can improve my English vocabulary. Ven. Vimalacara⁵ said I usually study by listening to TED talk program to improve my new vocabularies. Besides, I look up the meaning in a dictionary or ask someone for helping me to understand it and then I write down the meaning in English or my own language to remember my new vocabulary.

Ven. Kesara⁶ said to improve my general vocabulary, I do exercises in Cambridge Vocabulary in Use Series, from elementary level to advanced level books. In addition, I try to improve my vocabulary level in specific fields with the help of Vocabulary Guide Books such as Cambridge Collocation in Use, Cambridge Academic Vocabulary in Use, Cambridge Phrasal Verb in Use and Cambridge Idioms in Use. These books are very helpful because they help me study new English vocabularies from different contexts step by step with exercises. Another thing I do to improve my vocabulary is reading English journals and fictions. From news and articles in journals, I learn current vocabularies, and from fictions I learn how Native people use English vocabularies in their daily life because fictions have lots of conversation. Finally, I also learn new English vocabularies from movies in which I can learn new vocabulary in real settings by listening. From these sources, whenever I find a vocabulary I do not know, I try to look it up in

¹Interview with Ven. Suriya, fourth year student from Faculty of Buddhism, MCU, Thailand, on January 9, 2018.

²Interview with Ven. Vicittacara, fourth year student from Faculty of Buddhism, MCU, Thailand, on January on 9, 2018.

³Interview with Ven. Châu Tịnh, fourth year student from Faculty of Buddhism, MCU, Thailand, on January 9, 2018.

⁴Interview with Ven .Sucitta, fourth year student from Faculty of Humanity, MCU, Thailand, on January 9, 2018.

⁵Interview with Ven. Vimalacara, third year student from Faculty of Humanity, MCU,, Thailand, on January 9, 2018.

⁶Interview with Ven. Kesara, third year student from Faculty of Buddhism, MCU, Thailand, on January 10, 2018.

Oxford Advanced Learner's Dictionary, and make my sentences with this word to be able to use correctly. This is how I learn to improve my vocabulary.

Ven. Sasana⁷ said I study everyday new vocabulary and read more or by reading journal and article daily is to improve my new vocabulary. Ven. Nandasarmi⁸ said I read the book and news to improve my new vocabulary. Mr. Ta Ngoc Chien⁹ said I study by watching T.V and reading the book. It can help me to improve my new vocabulary. Ven. Ho Thi Ngu Long¹⁰ said I deeply listen to English songs with all of my heart by immersion in melody and rhymes of song words. Learn new words and translate into my native tongue for an easy memory. Second, I re-sing a song many times for remembering words. I can learn more new words and remember longer.

Ven. Pandavamsa¹¹ said I try to watch American movies before I go to my bed to get new vocabulary. I watched the same movie many times and then I repeat the words of actor or actress. Ven. Kim Macara¹² said I learn from books, news, journal, article, music, movies and so on. Ven. Vinayapala¹³ said I usually improve my English by reading story books, listening to the music and making communication with someone. Ven. Nyuen Thai Thanh Phuong¹⁴ said I learned 2 new vocabularies on every day. I almost focus on practice by communicating to my friends with new vocabularies that I have learnt. If I learnt much vocabularies without practice then, I may forget all new words in starting day. That is the

⁷Interview with Ven. Sasana, third year student from Faculty of Humanity, MCU, Thailand, on January 10, 2018.

⁸Interview with Ven. Nandasarmi fourth year student from Faculty of Buddhism, MCU, Thailand, on January 10, 2018.

⁹Interview with Mr. Ta Ngoc Chien fourth year student from Faculty of Humanity, MCU, Thailand, on January 10, 2018.

¹⁰Interview with Ven. Ho Thi Ngu Long fourth year student from Faculty of Humanity, MCU, Thailand, on January 10, 2018.

¹¹Interview with Ven. Pandavamsa, third year student from Faculty of Buddhism, MCU, Thailand, on January 11, 2018.

¹²Interview with Ven. Kim Machara, third year student from Faculty of Buddhism, MCU, Thailand, on January 11, 2018.

¹³Interview with Ven. Ven. Vinayapala, third year student from Faculty of Buddhism, MCU, Thailand, on January 11, 2018.

¹⁴Interview with Ven. Nyuen Thai Thanh Phuong, third year student from Faculty of Buddhism, MCU, Thailand, on January 11, 2018.

reason why I learnt only 2 words per day. I choose to learn my new vocabulary from many sources such as songs, books, movies, conversations with my friends. Ven. Rajinda¹⁵ said Reading books and articles makes me improve my new vocabulary.

In summary, although many students give different answers in number one question that is related to the method of building vocabulary, the main points have only four;

1. Reading the books, article, newspaper and guide books.
2. Using dictionary to find the meaning of the words.
3. Watching the movies.
4. Listening the music.

4.4.2 How are Buddhist songs important in promoting the new vocabulary in learning English?

Ven. Châu Tịnh¹⁶ said Buddhist song has deeply affect on the number of vocabulary of students. The students can learn new words, phrase and some terms from Buddhist songs. Ven. Sasana¹⁷ said It is a little bit promoting when studying in English. Ven. Sucitta¹⁸ said listening to English Buddhist song is helpful for me in giving Dhamma talk. Ven. Ho Thi Ngu Long¹⁹ said song is the best way in learning English. Because it has many types of song. Each person will love different song that it can make them feel good and have an inspiration to continue listening. For me, song is also the best medicine in studying. It helps me very much in improving new words through some soft songs and love songs. Mr. Ta Ngoc Chien²⁰ It's a most significance to get new words that you cannot go beyond and also can clarify my mind to be happy and peace.

¹⁵Interview with Ven.Rajinda, fourth year student from Faculty of Humanity, MCU, Thailand, on 11, 2018.

¹⁶Interview with Ven.Châu Tịnh, fourth year student from Faculty of Buddhism, MCU,Thailand, on January 9, 2018.

¹⁷Interview with Ven. Sasana, third year student from Faculty of Humanity, MCU, Thailand, on January 10, 2018.

¹⁸Interview with Ven. Sucitta, fourth year student from Faculty of Humanity, MCU, Thailand, on January 9, 2018.

¹⁹Interview with Ven. Ho Thi Ngu Long fourth year student from Faculty of Humanity, MCU, Thailand, on January 10, 2018.

²⁰Interview with Mr. Ta Ngoc Chien fourth year student from Faculty of Humanity, MCU, Thailand, on January 10, 2018.

Ven. Kesara²¹ said frankly speaking, I've ever listened to just a few Buddhist songs in English but I think they will be very helpful for young learners of English who are Buddhists because young people are usually easy to remember songs and for Buddhists if the songs are about Buddhism, they will listen to them with deep respect and will try to memorize them. Ven. Nyuen Thai Thanh Phuong²² said It is necessary for those who follow Buddhism. Because after they listen to Buddhist songs they can learn many new Buddhist vocabularies. People may speak English well but they do not know how to use right words in Buddhism. Therefore, after listening to English Buddhist songs, they may get more new Buddhist vocabularies. They can understand more about Buddhism and they propagate Dhamma to the world. Ven. Nandasarmi²³ said It is very important in promoting the new vocabulary in learning English. Ven. Vimalacara²⁴ said the Buddhist songs are so important for the monks to know new vocabularies about Pali & English. It will be helpful for the monks in talking the Dhamma in English. Ven. Kim Machara²⁵ said It's very Important to learn new words and things in English.

Ven. Vicittacara²⁶ said Buddhist songs make my feeling better and gain more vocabulary from it. Ven. Rajinda²⁷ said It is good and easy to remember for long-term. Ven. Suriya²⁸ said traditionally it is not appropriate to sign but for education, singing is a part of it therefore singing is important in order to learn

²¹Interview with Ven. Kesara, third year student from Faculty of Buddhism, MCU, Thailand, on January 9, 2018.

²² Interview with Ven. Nyuen Thai Thanh Phuong, third year student from Faculty of Buddhism, MCU, Thailand, on January 11, 2018.

²³ Interview with Ven. Nandasarmi fourth year student from Faculty of Buddhism, MCU, Thailand, on January 10, 2018.

²⁴ Interview with Ven. Vimalacara, third year student from Faculty of Humanity, MCU, Thailand, on January 10, 2018.

²⁵ Interview with Ven. Kim Machara, third year student from Faculty of Buddhism, MCU, Thailand, on January 11, 2018.

²⁶Interview with Ven. Vicittacara, fourth year student from faculty of Buddhism,MCU,Thailand, on January on 9,2018.

²⁷ Interview with Ven.Rajinda, fourth year student from Faculty of Humanity, MCU, Thailand, on 11, 2018.

²⁸ Interview with Ven.Suriya, fourth years' student from Faculty of Buddhism, MCU, Thailand, on January 9, 2018.

new English vocabulary and as well as develop speaking skill. Ven. Pandavamsa²⁹ said my English is improving by listening to Buddhist songs because I deeply concentrate on each of the words at the same time. I try to analyses the deeper meaning of the used words. Ven. Vinayapala³⁰ said whether Buddhist song or English love song, but all the songs are interesting and important in promoting the new vocabulary in learning English. The more you listen, the more we can get vocabulary.

In conclusion, after interviewing the respondents about how Buddhist songs important in promoting the new vocabulary in learning English, most of the respondents' answers are as the following. They are;

1. Improving the new vocabulary, phrasal verb, Buddhist terms.
2. Helpful for Dhamma talk.
3. Easy to remember long-terms.
4. Inspiration for learning.
5. Good medicine for the students.

4.4.3 How does the song given an impact on psychological effect of the learners in learning the new English vocabulary?

Ven. Vicittacara³¹ said Buddhist psychological songs impact the learners more self-motivated to learn new vocabulary. Mr. Ta Ngoc Chien³² said some of the songs can make my psychology to be suffering with the sound of fang and most of the songs made me to have impact on psychology about "Love". Ven. Nandasami³³ said the songs make motivate the learners in learning the new English vocabulary. Ven. Sasana³⁴ said It impacts more on psychological effect for

²⁹ Interview with Ven. Pandavamsa, third year student from Faculty of Buddhism, MCU, Thailand, on January 11,2018.

³⁰Interview with Ven. Ven. Vinayapala, third year student from Faculty of Buddhism, MCU, Thailand, on January 11, 2018.

³¹ Interview with Ven. Vicittacara, fourth year student from Faculty of Buddhism, MCU,Thailand, on January on 9,2018.

³²Interview with Mr. Ta Ngoc Chien fourth year student from Faculty of Humanity, MCU, Thailand, on January 10, 2018.

³³ Interview with Ven. Nandasami fourth year student from Faculty of Buddhism, MCU, Thailand, on January 10, 2018.

³⁴ Interview with Ven. Sasana, third year student from Faculty of Humanity, MCU, Thailand, on January 10, 2018.

learners. Ven. Ho Thi Ngu Long³⁵ said song is a stimulant effect on brain of people. It helps me feel better when listening to songs. When I concentrate on some difficult problems, song makes me feel calm and better.

Ven. Rajinda³⁶ said it effects the learners to make brain strong and inspire more by motivation again and again. Ven. Kim Machara³⁷ said more pleasure to learn English while listening to English songs. Ven. Sucitta³⁸ said I can more analyze the English sentences structure after listening to Buddhist songs. Ven. Vimalacara³⁹ said it given an impact move on psychological effect for learners. Ven. Pandavamsa⁴⁰ when we are listen to English songs, we can get so many new words. By the listening to English songs, we can speak new English hard words easily. Singer uses some words to express their song for normal understanding to all as a result when learners listen to this song he stores new vocabulary for his study. After all, by the listening to English songs, learners can speak easily for practicing speech or songs.

Ven. Kesara⁴¹ said in my opinion, songs can have deep and strong impact on the mind of learners in learning new English vocabulary because human beings naturally like music and if they can learn new English vocabulary via the medium they like, their curiosity for the meaning and usage of new vocabularies will be stronger, thereby remembering them much more deeply. Ven. Suriya⁴² said depend on the songs and the emotion or the feeling after listening to the songs but most of the learning makes happy therefore it gives a

³⁵ Interview with Ven. Ho Thi Ngu Long fourth year student from Faculty of Humanity, MCU, Thailand, on January 10, 2018.

³⁶ Interview with Ven. Rajinda, fourth year student from Faculty of Humanity, MCU, Thailand, on 11, 2018.

³⁷ Interview with Ven. Kim Machara, third year student from Faculty of Buddhism, MCU, Thailand, on January 11, 2018.

³⁸ Interview with Ven. Sucitta, fourth year student from Faculty of Humanity, MCU, Thailand, on January 9, 2018.

³⁹ Interview with Ven. Vimalacara, third year student from Faculty of Humanity, MCU, Thailand, on January 10, 2018.

⁴⁰ Interview with Ven. Pandavamsa, third year student from Faculty of Buddhism, MCU, Thailand, on January 11, 2018.

⁴¹ Interview with Ven. Kesara, third year student from Faculty of Buddhism, MCU, Thailand, on January 9, 2018.

⁴² Interview with Ven. Suriya, fourth years' student from Faculty of Buddhism, MCU, Thailand, on January 9, 2018.

happy feeling to the students. when the students are happy, they will learn fast and memorize each moment well. Happy songs will be a great impact for learning vocabulary, listening, reading and finally speaking. Ven. Nyuen Thai Thanh Phuong⁴³ said in my point of view, the way of learning English either vocabulary or pronunciation by listening to music is very useful. Because the melody relaxes your mind in stead of giving stressful. when people have a comfortable mind, they can learn and do a new thing with best result. Ven. Châu Tịnh⁴⁴ Said it is clear that students will not be bored when learning English through Buddhist songs. Ven. Vinayapala⁴⁵ said song is very significant to English learners. Song makes the students to be interested in improving English learning vocabulary.

In brief, after interviewing the students concerning the psychological impact on listening to the Buddhist songs, the main finding results are as the following.

1. Motivation for learning new vocabulary.
2. Stimulate an effect on the brain of students.
3. Understanding more sentence structure.
4. Helpful for speaking.
5. Good for pronunciation.
6. Reducing the stress.
7. Developing loving-kindness.
8. Helpful for learning.

Summary of the Results of Qualitative Method

In summary, from an interview with key informants, many students give different answers in number one question that is related to the method of building vocabulary. Most of them read the books, article, newspaper and guide books to improve their English vocabulary. Second, some of them also use dictionary for finding the meaning of the words, watching movies and listening to music. In question number two that is related to the Buddhist songs which are important in promoting the new vocabulary in learning English, most of the

⁴³ Interview with Ven. Nyuen Thai Thanh Phuong, third year student from Faculty of Buddhism, MCU, Thailand, on January 11, 2018.

⁴⁴ Interview with Ven. Châu Tịnh, fourth year student from Faculty of Buddhism, MCU, Thailand, on January 9, 2018.

⁴⁵ Interview with Ven. Ven.Vinayapala, third year student from Faculty of Buddhism, MCU, Thailand, on January 11, 2018.

respondents agree with the question number two. They stated that Buddhist songs can improve new vocabulary, phrasal verb, Buddhist terms, easy to remember long-term and helpful for Dhamma talk. It is also an inspiration for learning, good medicine for the students. The last question, most of the respondents talk about how the songs given an impact on their mind while listening to the Buddhist songs. They said that song can motivate to learn new vocabulary, stimulate the mind of the students to be helpful for speaking, good for pronunciation and understanding more sentence structure. Furthermore, song can reduce the stress, develop loving-kindness and be helpful for learning.

In conclusion, according to the results of quantitative data, the results indicates most of the respondents believe that listening to the Buddhist songs can improve the new vocabulary in learning English in the statement of number seven. In addition, they also believe that the new vocabulary still stuck their mind for a few minutes after listening to the songs. The Buddhist songs are helpful for them to build the usage of vocabulary. These are the main results of quantitative finding. According to the results of qualitative method, many respondents answer that the Buddhist songs can be helpful for promoting their new vocabulary. This results of qualitative method are related to results of quantitative method. Both qualitative and quantitative finding are similar. After conducting this research, the researcher can find that using Buddhist songs in the classroom is helpful to promote new vocabulary learning for Bachelor of Arts of the third year and fourth year students, Faculty of Humanities and Faculty of Buddhism Mahachulalongkornrajavidyalaya University, Thailand. These findings are the answer of the objective of number one and two.

CHAPTER V

Conclusion, Discussion and Suggestion

This chapter presents the conclusion of research, discussion and suggestion for further study. The purpose of this study is to study the Buddhist songs to promote new vocabulary learning for Bachelor of Arts students of Mahachulalongkornrajavidyalaya University. The method applying for this research is mixed-method which is qualitative and quantitative and open-ended interview. Therefore, this chapter is presented the following three main points as the following:

- 5.1 Conclusion
- 5.2 Discussion
- 5.3 Suggestion for further study

5.1 Conclusion

5.1.1 The aim of this study is 1) to study the ways of using Buddhist songs to promote new vocabulary learning of the third and fourth year students of Mahachulalongkornrajavidyalaya University, 2) to analyze the results of using Buddhist songs in new vocabulary learning of the third and fourth year students of Mahachulalongkornrajavidyalaya University. Population for this study is one hundred thirty-nine students who are studying majoring in English, majoring in Buddhist Studies and Philosophy BA third year and fourth year students, from Faculty of Humanity and Faculty Buddhism. Research method for this study is both qualitative and quantitative. Questionnaire and open-ended interview are used for the research tools for exploring Bachelor of Arts third year and fourth year students' opinions toward using Buddhist songs to promote their ability in learning new vocabularies in the classroom, Faculty of Humanities and Faculty of Buddhism at Mahachulalongkornrajavidyalaya University. The researcher used computer program and content analysis for an analysis of the data. Statistics including percentage, mean, and standard deviation (SD) has been used for analyzing the data. However, the results of open-ended interview are not use with by computer program and its results stated directly in the chapter four by applying the content analysis method.

5.1.2 After analyzing the data collections, the results appeared that ninety-four respondents are male and only six students are female respondents. Most of them are studying Bachelor of Arts of third year and fourth year student from Faculty of Humanity and Faculty of Buddhism, Mahachulalongkornrajavidyalaya University. Majority of the respondents are 26 to 35 years old age. There are five respondents and two types of faculty respondents in these fields. Besides, there are three kinds of majors of the respondents and only English program respondents in this research fields. After conducting this research, the researcher has found that fifty-four (54.0%) students agree with the statement of number seven that describes the importance of listening to the Buddhist songs that can improve the new vocabulary in learning English. Thirty-six (36.0%) respondents are neutral. Six (6.0%) respondents strongly agree. Only four (4.0%) respondents disagree with this statement. The statistical figure mean (\bar{x}) is 2.38 and S.D is 66. The statement seven is low level of opinion of the respondents. But, this statement number seven is the highest score of means in standard deviation among the quantitative table.

5.1.3 As regard to the qualitative results of finding, many students give different answers in number one question that is related to the method of building vocabulary. Most of them read the books, article, newspaper and guide books to improve their English vocabulary. Second, some of them also use dictionary for finding the meaning of the words, watching movies and listening to music. In question number two that is related to the Buddhist songs which are important in promoting the new vocabulary in learning English, most of the respondents agree with the question number two. They stated that Buddhist songs can improve new vocabulary, phrasal verb, Buddhist terms, easy to remembering long-term and helpful for Dhamma talk. It is also an inspiration for learning, good medicine for the students. The last question, most of the respondents talk about how the songs given an impact on their mind while listening to the Buddhist songs. They said that song can motivate to learn new vocabulary, stimulate the mind of the students and it is helpful for speaking, good for pronunciation and understanding more sentence structure. Furthermore, song can reduce the stress, develop loving-kindness and be helpful for learning.

5.2 Discussion

5.2.1 There are two objectives for this study 1) to study the ways of using Buddhist songs to promote new vocabulary learning of the third and fourth

year students of Mahachulalongkornrajavidyalaya University, 2) to analyze the results of using Buddhist songs in new vocabulary learning of the third and fourth year students of Mahachulalongkornrajavidyalaya University. Population for this study is one hundred thirty-nine students who are studying majoring in English, majoring in Buddhist Studies and Philosophy BA third year and fourth year students, from Faculty of Humanity and Faculty Buddhism. Research method for this study is both qualitative and quantitative. Questionnaire and open-ended interview are used for the research tools for exploring Bachelor of Arts third year and fourth year students' opinions toward using Buddhist songs to promote their ability in learning new vocabularies in the classroom, Faculty of Humanities and Faculty of Buddhism at Mahachulalongkornrajavidyalaya University. The researcher used computer program and content to analyze the data. Statistics including percentage, mean, and standard deviation (SD) has been used for analyzing the data. However, the results of open-ended interview are not used with computer program and its results stated directly in the chapter four by applying the content analysis method.

5.2.2 After conducting this research, the researcher has found that fifty-four (54.0%) students agree with the statement of number seven that describes the importance of listening the Buddhist songs that can improve the new vocabulary in learning English. Thirty-six (36.0%) respondents are neutral. Six (6.0%) respondents strongly agree. Only four (4.0%) respondents disagree with this statement. The statistical figure mean (\bar{x}) is 2.38 and S.D is 66. The statement seven is at low level of opinions of the respondents. But, this statement of number seven is the highest score of means in standard deviation among the quantitative table. It means listening to the Buddhists songs can be helpful for them in promoting the new vocabulary. This research finding is similar to the finding results of Rahmatika Kayyis who did a research about building vocabulary using pop songs in Muhammadiyah Pring Lungpum University. The aim of his research is to investigate whether there is a significant difference between the vocabulary mastery of first semester students taught using English pop songs and that taught without using English pop songs as a medium. After conducting his research, he finds that students vocabulary power is more to improve after teaching pop songs to the students. In addition, this current research finding is also related to research of Thippawan and Nutprapha K. Dennis from Ubon Ratchathani Rajabhat University. They did a researched titled "A study of using pop songs to promote new vocabulary learning for secondary school students.

According to his finding, it is stated that the method of teaching English with pop song is the best way in acquisition new vocabulary and make student more interested and happy in the class room.

5.2.3 In the results of qualitative method, most of the respondents said that Buddhist songs are important in promoting the new vocabulary in learning English. They stated that Buddhist songs can improve new vocabulary, phrasal verb, Buddhist terms, easy to remembering long-term and helpful for Dhamma talk. Mattaneeya Ruengsakul Surung also said that English songs are important for language learners because English songs make it simple ways to memorize vocabulary and improve listening, reading and speaking skills. Moreover, Dagmar Siskovastated that songs are an excellent way to learn new vocabulary as well as to practice your stress, rhythm and intonation. Besides, Songs play an important role in our life. In fact, songs play several roles in my life. It is also inspiration for learning, good medicine for the students. Furthermore, most of the respondents talk about how the songs given an impact on their mind while listening to the Buddhist songs. Lee Suan Chong also stated that the mind is found to be the key that determines all the musical characteristics and vocal qualities in Chod Dbyangs practice that bear indispensable responsibility to elevate the practitioners' spiritual attainment. They said that song can motivate to learn new vocabulary, stimulate the mind of the students to be helpful for speaking, good for pronunciation and understanding more sentence structure. Moreover, Dagmar Siskova also stated that songs are an excellent way to learn new vocabulary as well as to practice your stress, rhythm and intonation. Moreover, songs play an important role in our life. In fact, songs play several roles in my life. Music is a subject everyday commination and it is something that is ever present in people's lives intentionally or unintentionally, which can be very beneficial for the method of using songs to teach English vocabulary since it increases the possibility that students will come across that taught material, frequently revising it. Furthermore, song can reduce the stress, develop loving-kindness and be helpful for learning. Şevki Komur mention that songs help to create a relaxing and enjoyable environment for learning a new language. Use of songs can facilitate learning by reducing stress in the classroom. Mattaneeya Surung Ruengsakul also stated that songs provide an effective approach promoting language skills and offering a friendly atmosphere to learn. Songs help reduce stress in the classroom. Most of the studies have found that music has the effects on thoughts and behavior toward English learning.

5.3 Suggestion for Further Study

The results of this study presented the first step into a variety of research in the area of methods of promoting learning new vocabulary in English. Therefore, the following is the suggestion for a further study.

5.3.1 A study of using any kinds of songs to promote their learning new vocabulary and to motivate their learning about new vocabulary for further studies.

5.3.2 An investigation of how English language learners can communicate fluently and effectively.

5.3.3 An experimental study of Bachelor of Arts students to clarify the difficulties of to promote their learning new vocabulary suitable solutions and to develop their confidence life-long learning new vocabulary.

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(5) Interviews

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Interview with Ven .Ho ThiNgu Long fourth year student from faculty of humanity, MCU, Thailand, on January 10,2018.

Interview with Ven .Nandasarmi fourth year student from faculty of Buddhism, MCU, Thailand, on January 10,2018.

Interview with Ven .Pandavamsa, third year student from faculty of Buddhism, MCU, Thailand, on January 11,2018.

Interview with Ven .Sucitta, fourth year student from faculty of humanity, MCU, Thailand, on January 9,2018.

Interview with Ven.ChâuTĩnh, fourth year student from faculty of Buddhism, MCU,Thailand, on January 9,2018.

- Interview with Ven. Kesara, third year student from faculty of Buddhism, MCU, Thailand, on January 10,2018.
- Interview with Ven. Kim Machara, third year student from faculty of Buddhism, MCU, Thailand, on January 11,2018.
- Interview with Ven.Nyuen Thai Thanh Phuong, third year student from faculty of Buddhism, MCU, Thailand, on January 11,2018.
- Interview with Ven. Rajinda, fourth year student from faculty of humanity, MCU, Thailand, on 11,2018.
- Interview with Ven. Sasana,third year student from faculty of humanity, MCU, Thailand, on January 10,2018.
- Interview with Ven. Suriya, fourth year student from faculty of Buddhism, MCU, Thailand, on January 9,2018.
- Interview with Ven. Ven.Vinayapala, third year student from faculty of Buddhism, MCU, Thailand, on January 11,2018.
- Interview with Ven. Vicittacara, fourth year student from faculty of Buddhism,MCU,Thailand, on January on 9,2018.
- Interview with Ven. Vimalacara, third year student from faculty of humanity, MCU,, Thailand, on January 9,2018.

Appendix

Appendix: A

Appendix: B

Appendix: C

Appendix (A)



ส่วนงาน ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ โทรศัพท์ ๐๙๖ ๒๒๐ ๓๒๘๗

ที่ ศธ ๖๑๐๔.๗/๐๑๓

วันที่ ๑๙ มกราคม ๒๕๖๑

เรื่อง ขออนุญาตเก็บรวบรวมข้อมูลวิจัยจากนิสิตคณะมนุษยศาสตร์

กราบนมัสการ คณบดีคณะมนุษยศาสตร์

ตามที่ ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ ร่วมกับบัณฑิตวิทยาลัย มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ดำเนินการเรียนการสอนหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ (International Program) มีนิตยอยู่ในระหว่างการศึกษาค้นคว้าที่จำเป็นต้องเก็บรวบรวมข้อมูลเพื่อทำการวิเคราะห์ข้อมูลตามระเบียบวิธีการวิจัย ความทราบแล้วนั้น

ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ จึงอนุญาตให้ Ven. Kulisa ทำวิทยานิพนธ์เรื่อง A study of the Buddhist Songs to Promote New Vocabulary Learning for Bachelor of Arts Students of Mahachulalongkornrajavidyalaya University เก็บรวบรวมข้อมูลจากนิสิตคณะมนุษยศาสตร์ ระหว่างวันที่ ๑๙- ๓๐ มกราคม ๒๕๖๑ ดังมีรายละเอียดตามเอกสารแนบสอภณที่แนบมาพร้อมนี้

จึงกราบนมัสการมาเพื่ออนุญาตเก็บรวบรวมข้อมูล

(ผู้ช่วยศาสตราจารย์ ดร. วีระกาญจน์ กนกมณีเลิศ)
หัวหน้าภาควิชาภาษาต่างประเทศ

๑๕/๑๑/๑๙
พระราชนิพนธ์
(พระราชปรีดีทินี.มศ.ดร.)
คณบดีคณะมนุษยศาสตร์
๑๕/๑๑/๑๙

Appendix (B)

2. Questionnaire

A Study of the Buddhist Songs to Promote New Vocabulary Learning for Bachelor of Arts Students of Mahachulalongkornrajavidyalaya University

Explanation

The purpose of this questionnaire is to study of Buddhist songs to promote new vocabulary learning for Bachelor of Arts Students of Mahachulalongkornrajavidyalaya University. It is also a part of a Thesis submitted in partial fulfillment of the requirements for Master of Arts in English, (International Program) graduate school, Mahachulalongkornrajavidyalaya University, Ayutthaya, Thailand. Therefore, your participation will be very useful for this Thesis. Hence, please specify your opinion and tick ✓ the boxes below as seriously as possible.

The questionnaire is consists of three parts as follows:

Part 1: General Information of the Participants.

Part 2: The Opinions of Listening the Buddhist Songs to Promote New Vocabulary in Learning English.

Part 3: Interview Question.

Part 1 General Information of the Participants.

1. Gender

Male Female

2. Age

18-25 26-35 Over

3. Countries

Thailand Myanmar Vietnam Lao

Cambodia Other

4. Types of Faculties

Faculty of Humanities Faculty of Buddhism

Faculty of Education Faculty of Social Science

5. Major

English Psychology Thai Buddhist Studies
 Philosophy Religion Other

6. Program

English Program Thai Program

Part 2 The Opinions of Listening the Buddhist Songs to Promote New Vocabulary in Learning English.

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Listening to the Buddhist songs can improve my new vocabulary in learning English.					
2. I can remember the new vocabularies easily when I listened to the Buddhist songs.					
3. When I stopped listening to the Buddhist song, the memories of the songs and new vocabulary still stuck in my mind for a few minutes.					
4. My mind is more alert when listening to the Buddhist songs.					
5. It is very helpful for me to know the new Buddhist terms by listening to the Buddhist songs.					

6. Listening to the Buddhist songs can improve one's knowledge of Buddhism.					
7. I become understood more the new connecting words when listening to the Buddhist songs.					
8. My knowledge of phrasal verbs increases more when I am listening to the Buddhist songs.					
9. My knowledge of idioms vocabulary increases when I listening to the Dhamma songs.					
10. My knowledge of colocation increases when I listened to the Dhamma songs.					
11. I understand the usage of using vocabulary when I listened to the Dhamma songs.					
12. The method of listening to the Dhamma songs to improve the new vocabulary learning is better than rote learning method.					

13. I became known English pronunciation when listening to the Buddhist songs.					
14. Listening to the Buddhist song is a good method of promoting new vocabulary in learning English.					
15. Listening to the Buddhist songs can improve my English writing skill.					
16. My reading improved when I listened to the Buddhist songs.					
17. Listening to English Buddhist song is helpful for me in giving Dhamma talk.					
18. I can more analyze the English sentences structure after listening to Buddhist songs.					

Part 3 Interview Question

1. How do you study to improve your new vocabulary?
2. How are Buddhist songs important in promoting the new vocabulary in learning English?
3. How does the song given an impact on psychological effect of the learners in learning the new English vocabulary?

Appendix (C)

Photos during the research in (BA English) fourth year students,
Faculty of Humanity,MCU.



Photos during the research in (BA Philosophy) fourth year students,
Faculty of Buddhism, MCU.



Photos during the research in (BA Buddhist Studies) fourth year students, Faculty of Buddhism, MCU.



Biography of Researcher

Name	Ven. Kulisa Chan Zone Khun
Date of Birth	: 5. 5 .1986
Place of Birth	: Mauk Mai, Southern Shan State, Myanmar
Nationality	: Myanmar
Educational Qualification	
2008	: Graduated BA (Buddhist Missionary), Buddhist University, Yangon, Myanmar.
2011-2016	: Obtained BA (English), Faculty of Humanities, Mahachulalongkornrajavidyalaya University, Wangnoi, Ayutthaya, Thailand.
Work Experience	
2014-2015	: Volunteer in DhammachaiTipitaka Project, Dhammakaya Foundation, Thailand
Date of Novice Ordained	: 19. 10. 1996
Date of Monk Ordained	: 14. 2. 2006
Residing Monastery	: Wat PhraNgoen , Bang Mouang, Bang Yai, Nonthaburi, 11140, Thailand.
Mobile	: 0949141912
Email	: chanzonekhun@gmail.com