



Effects of Chinese Popular Songs on Chinese Pronunciation Skills of Matthayom 5 Thai School Students

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Abstract

This study examines whether integrating Chinese popular songs into instruction enhances Thai high school students' Chinese pronunciation and explores their satisfaction with a one-month targeted course. A quantitative experimental design was employed, combining (1) pre-/post-tests to measure pronunciation gains and (2) a questionnaire to assess student satisfaction. The intervention comprised 10 pronunciation lessons incorporating four Chinese popular songs. Participants were 32 Matthayom 5 students at a Thai high school. Mean scores increased from 20.84 (pre-test) to 26.03 (post-test), and a paired-samples t-test showed a significant improvement ($t = -8.698$, $p < .001$). Instruments demonstrated strong content validity ($IOC = .96$) and acceptable internal consistency (Cronbach's $\alpha > .70$). Findings indicate that integrating Chinese popular songs effectively helps correct students' Chinese pronunciation and simultaneously fosters interest and enthusiasm for pronunciation practice.

Keywords: Chinese Popular Songs, Chinese Pronunciation Learning, High School Students

1. Introduction

Songs are the epitome of a country, reflecting aspects of its culture, life, and emotions. Chinese learners not only acquire language but also gain insight into Chinese people's lifestyles, ways of thinking, and modes of emotional expression. Therefore, applying Chinese songs in the teaching of Chinese as a foreign language is a valuable method for learners.

According to Liu (2017), in the fundamental principles of second language teaching, "students are the center, teachers provide guidance, emotional factors should be emphasized, and students' initiative and creativity must be encouraged." Chinese songs not only relieve classroom tension but, more importantly, capture students' attention and enhance learning motivation. This enables students to sing while learning in a relaxed atmosphere, thereby improving their Chinese proficiency. The use of music and songs in second language (L2) classrooms is generally perceived positively by teachers (Engh, 2013; Tse, 2015).

However, the use of music in L2 classrooms is often regarded as merely motivational or entertaining, allowing students to "take a break" from more demanding activities where "real learning" is thought to occur (Schoepp, 2001). Research on children's first- and second-language acquisition has shown that learning with songs facilitates lexical memorization more effectively than learning with speech (Davis & Fan, 2016; Ginsborg & Sloboda, 2007; Thiessen & Saffran, 2009; Wallace, 1994).

For Thailand, learning Chinese has become an educational activity of great importance

across schools. With the expansion of economic and trade exchanges between China and Thailand and the increasing promotion of Chinese education, Chinese has gradually become the second most popular foreign language in Thailand after English (Zhao, 2006).

In Thai high school Chinese courses, there are numerous contents related to pronunciation, and many Chinese teachers have their own theories and practices regarding pronunciation instruction. A central question arises: how can Thai high school students gain better access to Chinese and improve their learning outcomes? Interest is the strongest motivation for learning. Throughout history, understanding Chinese has been regarded as an important part of modern global knowledge.

Singing is an activity that not only brings enjoyment but also improves memory skills. Prior studies have confirmed that singing facilitates L2 pronunciation and vocabulary learning (Zhang, Baills, & Pioto, 2023). For Thai students learning Chinese as a second language, pronunciation is the first and most critical skill to master in order to effectively use Chinese.

Based on the researcher's teaching experience in Thailand, it is observed that Thai high school students often share common pronunciation difficulties. The most prominent problems include the unclear distinction between /z/ and /zh/, between /s/ and /sh/, between /c/ and /ch/, and the inability to pronounce /x/. Such difficulties lead to frequent errors in speaking words or sentences, making it hard for listeners to understand and greatly reducing communication efficiency.

From the above analysis, it is clear that Thai high school students generally lack access to specialized instruction in Chinese pronunciation, which results in uneven skills and incomplete learning outcomes. Moreover, there is no systematic teaching design specifically for pronunciation, leading to frequent errors and difficulties in oral communication.

The classic summaries of well-known scholars provide both theoretical and practical guidance for this study. By conducting questionnaire surveys, organizing a series of lessons, and administering tests, this research seeks to present a comprehensive analysis of the integration of Chinese songs into Chinese classes in Thai middle schools. It also explores students' opinions and evaluates the significance of such practices.

The review and analysis aim to provide a research basis for improving Chinese classroom teaching in Thailand and to address the current gap in studies on this topic.

2. Literature Review

This literature review is organized into four key areas: the theory and practice of Chinese pronunciation teaching, the characteristics and advantages of Chinese popular songs, their pedagogical value in pronunciation learning, and the specific context of Thai high school students' Chinese learning.

2.1 Theories and Practices of Chinese Pronunciation Teaching

The Chinese phonological system consists of initials, finals, and tones, with tones playing a decisive role in distinguishing meaning (Ma, 2018). Pronunciation is not only an entry point but also a critical factor influencing communicative competence (Wiener & Turnbull, 2016). However, in Thai secondary schools, instruction often emphasizes vocabulary and grammar, while pronunciation receives limited attention. This leads to difficulties in distinguishing phonemes such as /z/ vs. /zh/, /s/ vs. /sh/, and /c/ vs. /ch/ (Cai, 2012). Without systematic training, students' oral performance suffers, reducing communicative efficiency. Thus, improving pedagogical approaches to pronunciation is an urgent concern.

2.2 Characteristics and Advantages of Chinese Popular Songs

Chinese popular songs are characterized by simple melodies, catchy rhythms, and ease of memorization, making them naturally suitable for language learning (Music and Dance

Editorial Committee, 1989; Yu, 1999). Modern Chinese pop music blends traditional Chinese elements with Western styles, reflecting inclusivity and diversity (Shi, 2016). It conveys cultural values and social expressions of contemporary Chinese society (Wang, 2005). Well-known songs such as *Tian Mi Mi*, *Missing*, and *Find Friends* illustrate specific phonetic points, enabling learners to acquire initials, finals, and tones in an authentic and enjoyable context.

2.3 Pedagogical Value of Songs in Pronunciation Learning

Extensive research has demonstrated the compatibility of music and language teaching (Luo, 1997; Wang, 1984). Rhythm and melody enhance learners' phonological sensitivity, supporting memory and phonetic accuracy (Thiessen & Saffran, 2009). In foreign language classrooms, songs not only create a relaxed atmosphere but also boost motivation and confidence (Engl, 2013; Tse, 2015). Empirical studies show that incorporating songs into speaking or listening classes significantly improves learner engagement and pronunciation (Huang, 2007; Liang, 2009). Practical cases from Thai primary schools and Chinese summer camps further confirm the positive outcomes of song-based instruction, with learners demonstrating greater concentration and enthusiasm (Wang, 2012; Li, 2010).

Recent studies have further emphasized the role of singing in tonal language acquisition. Zhang, Baills, and Pioto (2023) found that singing significantly improved both vocabulary retention and tonal accuracy in L2 Chinese learners. This suggests that music-based instruction has unique benefits for Mandarin pronunciation, which is particularly relevant for Thai students whose native language lacks similar tonal distinctions.

2.4 Context and Challenges of Thai High School Students

With deepening Sino-Thai exchanges, Chinese has become Thailand's second most popular foreign language (Zhao, 2006). Thai high school learners are diverse: some are of Chinese descent with a linguistic foundation, others are motivated by interest or career prospects, while some participate passively due to subject allocation or peer influence (Ouyang, 2009; Huang, 2016). Yet traditional teacher-centered, translation-based methods fail to sustain student interest, resulting in limited motivation and initiative. The need for innovative teaching strategies that stimulate active participation has therefore become urgent in Thai Chinese education.

Chinese popular songs embody both linguistic and cultural functions. They supplement shortcomings in pronunciation instruction and enhance learner motivation and classroom engagement. While prior studies have demonstrated their effectiveness in language learning, systematic empirical evidence focusing on Thai high school students remains scarce. By drawing on recent findings (Zhang et al., 2023), this study extends the scope of previous research and addresses the specific challenge of tonal acquisition for Thai learners. Building on existing research, this study seeks to experimentally evaluate the role of Chinese popular songs in pronunciation instruction, thereby contributing both practical strategies and theoretical insights to Chinese language education.

3. Research Methodology

This study explores the application of Chinese popular songs in Chinese pronunciation teaching for Thai high school students. To ensure scientific rigor and validity, the research methodology was carefully designed across several dimensions, including research design, participants, instruments, procedures, and data analysis.

3.1 Research Design

A quantitative experimental approach was adopted. The design combined pre-test and post-test measures to evaluate students' pronunciation improvement and a questionnaire survey to assess their satisfaction with the instructional method. Specifically, the pre/post-tests provided objective evidence of phonetic progress, while the survey captured learners'

perceptions of classroom atmosphere, engagement, and learning effectiveness. This dual approach ensured both objective and subjective evaluation of the intervention.

3.2 Research Site and Participants

The study was conducted at Sam Khok School in Pathum Thani Province, Thailand, which offers multilingual programs with a strong focus on Chinese. Participants were 32 students from Matthayom 5 (Grade 11), aged 16–17. All had studied Chinese for approximately five years and possessed basic listening and speaking abilities, making them suitable for experimental research.

3.3) Research Instruments

Two instruments were employed:

Pre- and Post-Tests: The tests evaluated students' ability to pronounce Chinese initials, finals, and tones. Tasks included multiple-choice items, listening comprehension, and oral reading. Test design was based on HSK materials and school exam questions, adapted to target common pronunciation difficulties among Thai learners.

Questionnaire: Adapted from Kanonidou (2018) and Shehadeh & Farrah (2016), the questionnaire measured students' satisfaction with song-based instruction. Items covered classroom atmosphere, interest, effectiveness, and preferences, using a five-point Likert scale for statistical analysis.

3.4 Research Procedure

The research was carried out in five steps:

Secure approval from the school and participants;

Conduct a pre-test to establish baseline pronunciation levels;

Implement a one-month intervention consisting of 10 lessons using four Chinese popular songs (Tian Mi Mi, Missing, Mixue Theme Song, and Find Friends);

Administer a post-test to evaluate improvement;

Distribute questionnaires to collect feedback on student satisfaction.

3.5 Validity and Reliability

Content validity was established through expert review, using the Index of Item-Objective Congruence (IOC). The IOC values for both tests were 0.96, and for the questionnaire 0.90, all exceeding the acceptable threshold of 0.67. Reliability was tested using Cronbach's Alpha, with coefficients above 0.7, indicating high internal consistency.

3.6 Data Analysis

Data were analyzed using SPSS version 26. Pre- and post-test scores were examined with paired sample t-tests to determine whether significant improvements occurred. Questionnaire responses were analyzed using descriptive statistics (mean, percentage, standard deviation) to evaluate overall satisfaction and specific feedback.

3.7 Ethical Considerations

The study followed ethical standards. All participants provided informed consent, and their data were kept confidential and used solely for academic purposes. To ensure privacy, data were destroyed within one year after publication of the study.

4. Results

4.1 Analysis of the Pretest and the Post-test Results

This tool was used to compare the performance of Chinese oral pronunciation before and after the intervention of studying Chinese popular songs teaching, so the paired T test was used to analyze the performance of the pretest and post-tests.

4.1.1 Paired T-test

Table 1 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	20.84	32	4.017	0.710
	Post-test	26.03	32	2.482	0.439

As can be seen from Table 1, the sample size is 32 people, and the mean value of Pretest is 20.84, and the mean value of Post-test is 26.03, and the difference between them is 5.19 points, which is a large gap. The standard deviation of the Pretest is 4.017, the Post-test is 2.482, even more, the standard error mean of the Pretest is 0.710, but the standard error mean of the Post test is 0.439. Indicating that the score of the Post-test is more stable.

Table 2 Paired Samples Test

Table 2 Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-5.187	3.374	0.596	-6.404	-3.971	-8.698	31	0.000

As can be seen from Table 2, $t=-8.698$, $df=31$, $Sig.=0.000 < 0.001$, indicating that there are significant differences between Pretest and Post-test, and the effect of Post-test is better than that of Pretest.

4.1.2 The Comparison of the Rubric Scores of the Chinese Popular Songs Activity

This section shows how the students scored on the rubrics for the three main sections of the test. All results show that they improved on the post-test. After the training of the course, the oral ability scores of the sample students have been significantly improved. Figure 1 clearly show the improvement in scores for each section based on the average score on the rubric.

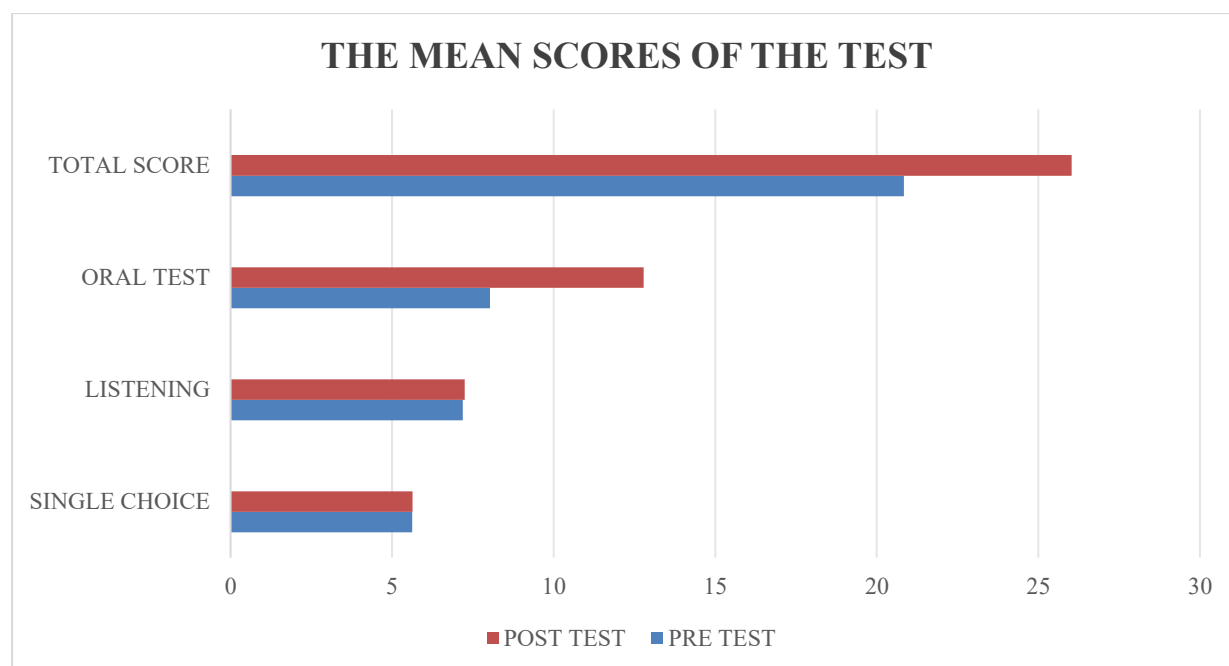


Figure 1 The Mean scores of the test

Figure 1 shows the first part of the pre/post test, single choice shows a little different scores, and the second part of the pre/post test, listening also shows the different scores. The last part oral test shows the obvious different scores, and the difference between them is 4.75. Therefore, the mean scores of the total score shows the obvious difference, the difference

between them is 5.19. This shows that the performance of all sectors has improved, especially the third part, oral ability.

Table 3 The Results details of the test

Students Number	PRE TEST (TOTAL SCORE 6+8+16=30)				POST TEST (TOTAL SCORE 6+8+16=30)			
	Single Choice	Listening	Dictation (Oral)	Total Score	Single Choice	Listening	Dictation (Oral)	Total Score
1	6	8	4	18	6	8	14	28
2	6	8	7	21	6	8	14	28
3	6	6	7	19	6	8	13	27
4	6	6	6	18	4	6	13	23
5	2	4	1	7	4	6	7	17
6	6	8	5	19	6	8	11	25
7	6	6	10	22	4	6	12	22
8	6	8	11	25	6	8	13	27
9	4	6	6	16	6	6	12	24
10	6	8	5	19	6	8	11	25
11	4	8	13	25	6	8	14	28
12	6	8	7	21	6	8	13	27
13	6	8	10	24	6	8	14	28
14	6	8	9	23	6	8	12	26
15	6	8	8	22	4	6	14	24
16	6	6	9	21	6	6	13	25
17	6	8	13	27	4	6	14	24
18	6	8	12	26	6	8	13	27
19	6	8	9	23	6	6	14	26
20	6	4	6	16	6	8	14	28
21	6	6	7	19	6	8	13	27
22	6	8	9	23	6	6	13	25
23	4	6	12	22	6	6	14	26
24	6	8	14	28	6	8	16	30
25	4	8	6	18	4	8	13	25
26	6	8	8	22	6	6	13	25
27	6	8	7	21	6	8	12	26
28	6	4	5	15	6	6	14	26
29	6	8	6	20	6	8	15	29
30	6	8	9	23	6	8	14	28
31	6	8	7	21	6	8	14	28
32	6	8	9	23	6	8	15	29

In order to more clearly show the complete scores of all sample students and the comparison between the pretest and post test, the following is the complete score data compiled by the researcher. Please look at Table 4.3 The Results details of the test.

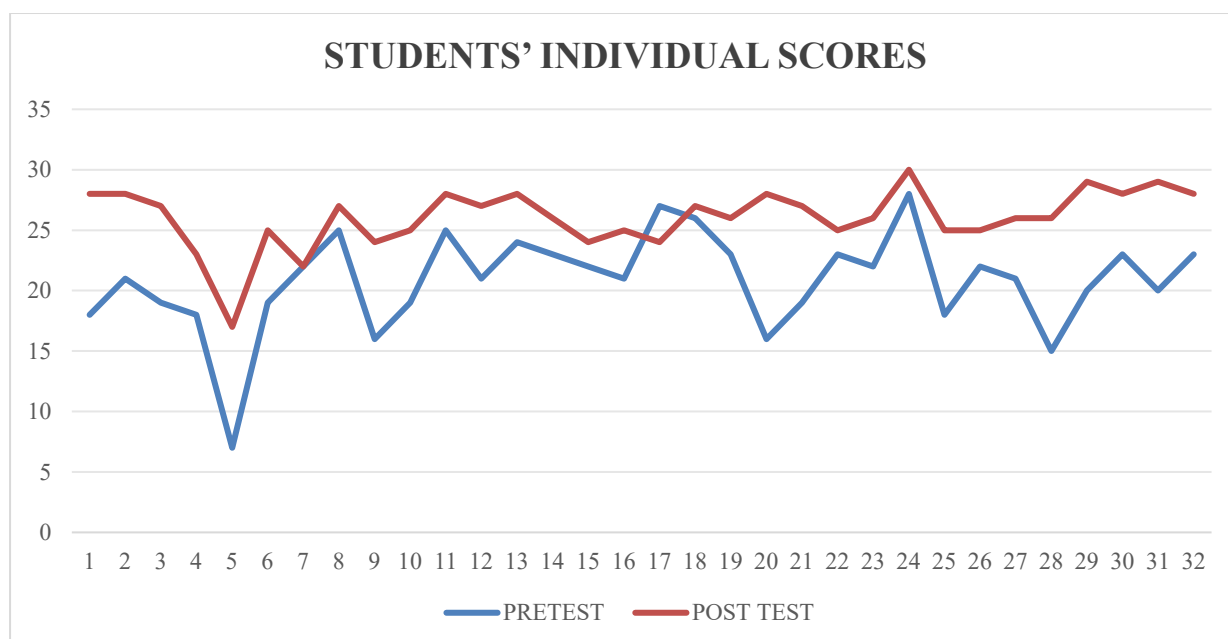


Figure 2 Students' Individual Scores

Figure 2 shows the individual scores of each student in the pretest and post-test. The figure clearly illustrates the difference in scores of all students in the pretest and post-test. It can be seen that the performance of most students is improving. This also proves again that Chinese popular songs is helpful in students' understanding of oral and pronunciation learning.

4.1.3 Scoring Criteria for the Pretest and Post test

In the test, the scores of Part I and Part II will be evaluated based on the correct answers to multiple-choice questions, with only one correct option for each question. The researcher scored the students based on their choices and then recorded the total score for each part.

It should be noted that for the oral test in the third part, the researcher referred to some oral scoring rules of international Chinese tests (HSK). In HSK, students' oral proficiency is divided into three parts: high level, medium level and low level. Each part has different requirements, so the scores are different.

Therefore, the scoring criteria for the third part (oral test) are evaluated according to the following table. For more details please refer to Appendix B&C.

Table 4 Standards of the Oral Test

LEVEL	SCORE	STANDARDS	DEGREE
FAIL	1-2	Cannot read all phrases or words	LOW
WORSE	3-4	Cannot read most phrases or words	
POOR	5-6	Can read a few phrases or words, but all pronunciations are unclear	
NORMAL	7-8	Can read some phrases or words, but some pronunciations are unclear	MEDIUM
BETTER	9-10	Can read most phrases or words, but some pronunciations are unclear	
GOOD	11-12	Can read most phrases or words, but pronunciation is unclear in a few places	
EXCELLENT	13-14	Can read all phrases or words, but pronunciation is unclear in a few places	HIGH
PERFECT	15-16	Can read all phrases or words, all pronunciations	

are clear

In the three different degrees, the researcher divided them into 9 different scoring levels, each with corresponding standards. Under the premise that the total score is 16 points, the scores increase from low to high.

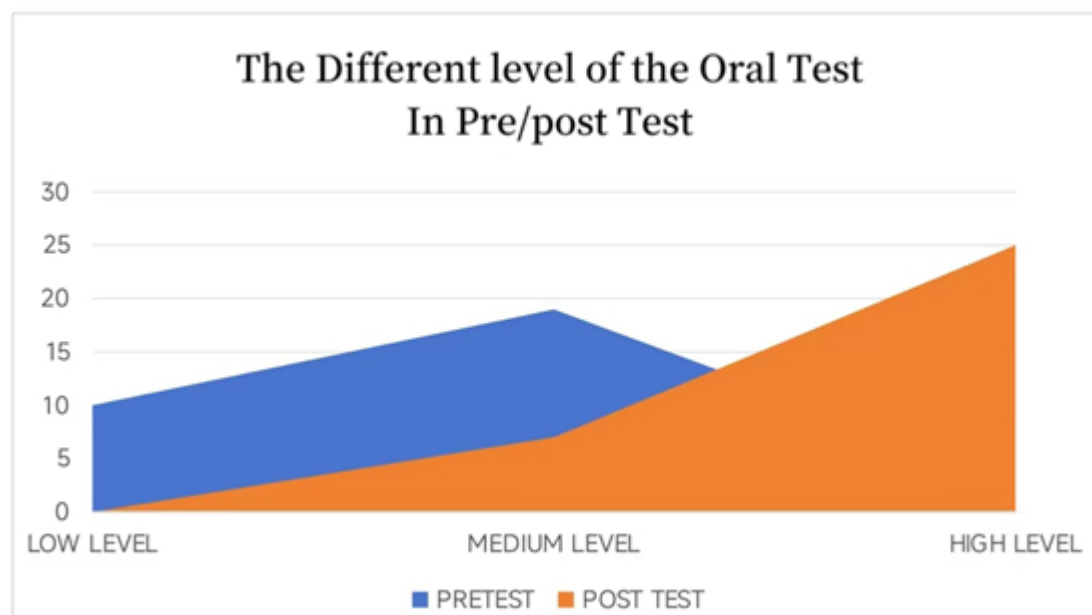


Figure 3 Oral Score Area Chart

After conducting the post-test of the sample students, the researcher summarized the scores of students of different levels in the pretest and post-test, and reflected them in the above figure 3 Oral score area chart.

The obvious information shows that most of the students in the pretest were at a medium level, with some problems and errors in Chinese pronunciation and the sentences or phrases shown in the test. After training according to the class syllabus, most of the students' overall level has reached a high level, which fully proves that the sample students have made significant improvements in Chinese pronunciation. It can be concluded that the use of Chinese popular songs to improve students' Chinese pronunciation has been fully confirmed by the above data.

4.2 Analysis of the Questionnaire

4.2.1 Descriptive Statistics

The second analysis was a questionnaire on the satisfaction of the sample students with the use of Chinese popular songs in Chinese pronunciation classes. The second analysis used a quantitative approach. Data was collected through an online questionnaire. It was scored using Likert (1932) scale from 5 to 1. Each statement was: 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree. The table shows the descriptive statistics of the questionnaire data.

The questionnaire was mainly used to know the students' satisfaction on Chinese popular songs class, and whether students' oral pronunciation has improved with the intervention of Chinese popular songs through classroom teaching. It consists of thirteen questions. The average values of the thirteen questions are relatively balanced, with scores ranging from 4.31 to 4.84, indicating that these questions are beneficial to the respondents. The minimum and maximum standard deviations are 0.448 and 1.148, respectively, reflecting that the opinions of the respondents are consistent.

The following Table 5 is the specific statistical description:

Table 5 Statistical Description

ITEMS	Validity Samples	MIN	MAX	$\bar{X}$	SD
1	32	2	5	4.72	0.634
2	32	3	5	4.72	0.634
3	32	3	5	4.69	0.644
4	32	3	5	4.84	0.448
5	32	2	5	4.72	0.683
6	32	2	5	4.69	0.78
7	32	3	5	4.78	0.553
8	32	1	5	4.31	1.148
9	32	3	5	4.5	0.762
10	32	3	5	4.53	0.761
11	32	2	5	4.69	0.821
12	32	2	5	4.75	0.718
13	32	2	5	4.72	0.729
Number of valid samples (listed)	32				

Table 5 shows the details of each item, including the minimum value (MIN), the maximum value (MAX), the mean scores ($\bar{X}$) and the standard deviation (SD). The mean and SD were computed for all the statements and the researcher used them to find out the items with the high scores and those with the lower scores respectively. According to Likert (1932), the 1 to 5 Likert scale. Value 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Neutral, 2 = Disagree (D), and 1 = Strongly Disagree (SD). According to Best (1981), the respondents' rating categories are:

Very low = 1.00 - 1.49, Low = 1.50 - 2.49, Medium = 2.50 - 3.49, High = 3.50 - 4.49, Very high = 4.50 - 5.00.

Table 6 The Mean Scores of All Items

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	$\bar{X}$
I like the atmosphere in this class	0	1	0	6	25	4.72
I like what I have learned in this class	0	0	3	3	26	4.72
I like the Chinese popular songs	0	0	3	4	25	4.69
Learning Chinese though popular songs is more interesting and fun	0	0	1	3	28	4.84
Chinese popular songs should be included in the Chinese class more	0	1	1	4	26	4.72
I like it when teacher use Chinese popular songs to teach the Chinese pronunciation	0	2	0	4	26	4.69
I believe Chinese popular songs help me learn Chinese better	0	0	2	3	27	4.78
I like using popular songs in the coursebook in older to practice Chinese	1	2	5	2	22	4.31
Chinese popular songs enrich my	0	0	5	6	21	4.5

Chinese language knowledge						
Chinese popular songs are better than traditional strategies to learn	0	0	5	5	22	4.53
Songs provide students with the opportunity for great practice in Chinese pronunciation	0	2	1	2	27	4.69
Songs help learners improve their listening skills	0	1	2	1	28	4.75
Songs refresh the Chinese class environment	0	1	2	2	27	4.72

According to the Table 6 specifically, item 4 “Learning Chinese though popular songs is more interesting and fun” ranked first. Item 7 “I believe Chinese popular songs help me learn Chinese better,” ranked second.

Item 12 “Songs help learners improve their listening skills” ranked third. Item 13 “Songs refresh the Chinese class environment” scored fourth. Item 5 “Chinese popular songs should be included in the Chinese class more” scored fifth.

Item 2 “I like what I have learned in this class” ranked sixth. Item 1 “I like the atmosphere in this class” ranked seventh. Item 11 “Songs provide students with the opportunity for great practice in Chinese pronunciation” ranked eighth.

Item 6 “I like it when teacher use Chinese popular songs to teach the Chinese pronunciation” ranked ninth. Item 3 “I like Chinese popular songs” ranked tenth. Item 10 “Chinese popular songs are better than traditional strategies to learn” ranked eleventh.

Item 9 “Chinese popular songs enrich my Chinese language knowledge” ranked 12th. Item 8 “I like using popular songs in the coursebook in older to practice Chinese” scored the lowest.

Table 7 Maximum and Minimum Value Comparison

Items	MEAN	S.D
Learning Chinese though popular songs is more interesting and fun	4.84	0.448
I like using popular songs in the coursebook in older to practice Chinese	4.31	1.148

Table 7 shows Mean ($\bar{X}$), Std. Deviation of the highest and lowest item, it can be seen from this that the item with the largest average value is item.4, Mean: 4.84; SD: 0.448. It means item 4 “Learning Chinese though popular songs is more interesting and fun” is the most satisfying factor for students. The lowest is item 8 “I like using popular songs in the coursebook in older to practice Chinese”. Mean: 4.31; SD: 1.148.

From the above data, according to the item 4, it can be concluded that the sample students gave satisfactory feedback on the method of using Chinese popular songs to teach Chinese pronunciation.

It is particularly important to note that the item 8 cannot be said that students are not satisfied. It is also at a very high level, but relatively low. This shows that researcher need to improve in the process of guiding students to learn, and should be more proactive in guiding students to think and analyze independently. It is not a bad idea to use the music knowledge in old coursebooks as an auxiliary means. Teachers should actively guide students to think and organize students to discuss.

4.3 Summary

4.3.1 Summary of Sample Students’ Problematic Pronunciations

In the post-test after the targeted courses, the researcher found and counted the incorrect questions in all multiple-choice questions (including the independent multiple-choice questions in the first part and the listening multiple-choice questions in the second part) and the oral test, as well as the number of students who made mistakes in each question.

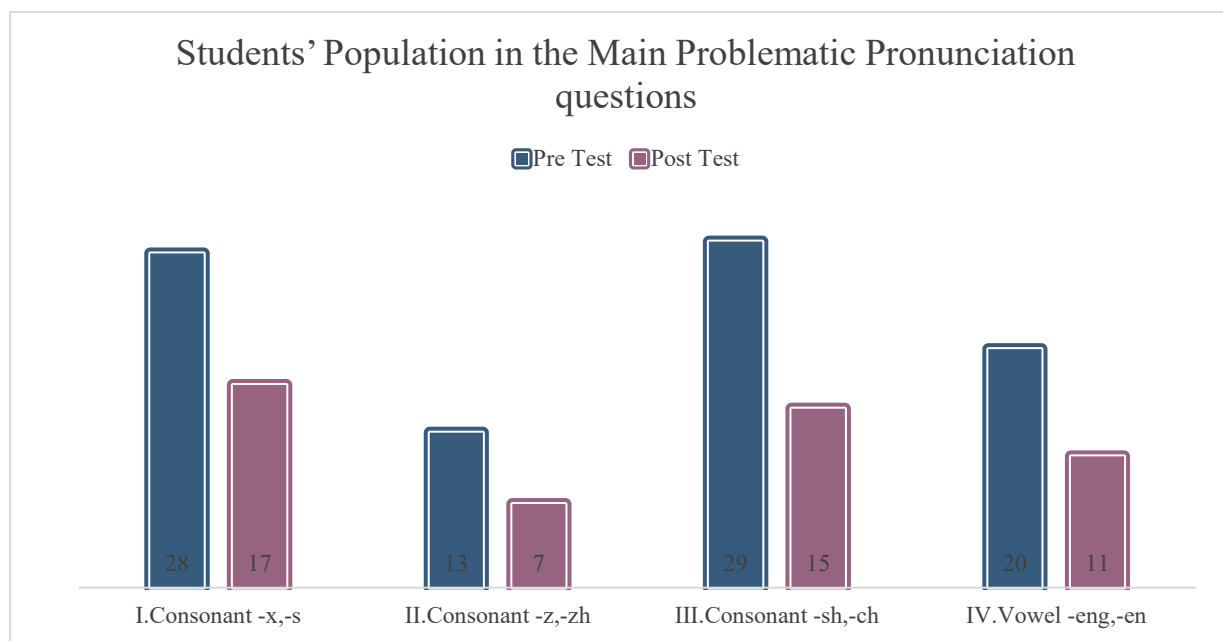


Figure 4 Students' Population in the Main Problematic Pronunciation questions

Figure 4 shows the error rate of question III in the pretest was the highest, reaching 29 people. The wrong questions mainly appeared on the distinction of consonant /-sh/ and /-ch/. Then question I in the pretest had the second highest error rate. The wrong question was still the distinction of consonant /-x/ and /-s/.

However, the Chinese pronunciation /-x/,-zh/,-ch/ described in Chapter 2 of this study, which are usually considered difficult by Thai people, after the training, they were not become a question with a high error rate in this test. In the post test, we can see from the figure 4.5 that only 15 students made mistakes in the question III, the difference population between the pretest and post test is 14. This is due to the learning of the song "MISSING" in the course, which enabled most students to understand and master this problematic pronunciation.

It is worth noting that the pronunciation of problems that may occur for Thai high school students shown in the chapter 1 is also shown in figure 5. Judging from the evaluation of the pronunciation of problems such as consonants /x/, consonants /zh/ and /z/, the number of people is on a downward trend.

Since the third part are oral test., there were many subjective judgments and decisions. The oral part of all students was recorded and backed up. In order to collect the most authentic data, and to facilitate the researcher to score and evaluate. All recording data and personal information are only used for the research of this paper and will not be used for other purposes. The researcher strictly implement the regulations of the Ethics Committee.

By referring to the oral evaluation form designed based on the HSK evaluation rules, most of the questions in the third part have been significantly improved. In particular, it should be noted that the accuracy of the melodies of the four Chinese popular songs is not within the scope of this evaluation. The researcher only studied and evaluated the lyrics and phrase pronunciations that need to be mastered in the test.

4.3.2 Summary of the Pre/Post Test and the Questionnaire

The conclusions drawn from the two tools are summarized as follows. Through the data analysis of the pretest and post-test scores, compared with the pretest, the scores of each student in the post-test have significantly improved, proving that the use of Chinese popular songs in teaching has a positive impact on the learning of Chinese oral pronunciation.

Through the data analysis of the relevant scores of the questionnaire, the researcher

found that the vast majority of students agreed or were satisfied with each question, and some students were generally satisfied with individual questions, indicating that most students were very satisfied with the learning of Chinese popular songs. Next, from the 10th to 13th items, students believed that songs help with Chinese pronunciation and that learning songs can improve classroom efficiency. During the learning process, the oral pronunciation and expression abilities of the sample students have been improved.

Today, in the context of maintaining friendly exchanges between Thailand and China, using Chinese popular songs to participate in teaching Chinese pronunciation to Thai high school students is a relatively successful method and strategy.

5. Conclusion

This study employed experimental instruction and a student survey to investigate the role of Chinese popular songs in pronunciation teaching for Thai high school students. The findings reveal two major contributions.

First, significant improvement in pronunciation skills. Students' mean test scores increased from 20.84 in the pre-test to 26.03 in the post-test, with the difference being statistically significant ($p < 0.001$). The oral component showed the greatest progress, indicating that Chinese popular songs effectively enhanced learners' ability to distinguish initials, finals, and tones. This confirms the pedagogical value of songs not merely as supplementary materials but as effective tools for correcting pronunciation errors and strengthening oral accuracy.

Second, enhancement of motivation and classroom atmosphere. Survey results demonstrated high student satisfaction. Most students agreed that Chinese songs created a relaxed and enjoyable environment, increased their interest in learning, and boosted their willingness to use this method in the future. Songs thus addressed both linguistic and affective dimensions of learning, fostering greater confidence and engagement.

6. Discussion

The findings of this study demonstrate that integrating Chinese popular songs into pronunciation instruction for Thai high school students significantly improves their phonetic accuracy and enhances learning motivation and classroom engagement. These results align with previous research while also offering new insights for Chinese as a foreign language pedagogy.

6.1 Comparison with Previous Studies

This study confirms the positive role of music in language learning. Engh (2013) and Tse (2015) highlighted that songs increase motivation, enhance memorization, and create an enjoyable learning atmosphere. Consistently, our survey results revealed that students found the song-based classes more engaging and stimulating. Furthermore, the experimental findings showed significant improvement in pronunciation accuracy, supporting Liang's (2009) conclusion that songs enhance oral skills and Huang's (2007) findings on improved listening and speaking proficiency through songs. Notably, this study emphasizes the improvement of initials and tones, which is particularly relevant for Thai learners of Chinese.

6.2 Pedagogical Implications

Pedagogically, this study underscores the dual value of Chinese popular songs: they provide authentic linguistic input that makes pronunciation training more communicative, and they foster a relaxed classroom environment that reduces anxiety and builds learner confidence. Within the context of Thai classrooms, which traditionally emphasize translation and written exercises, songs offer a practical means to compensate for the lack of pronunciation training and to embed phonetic practice in meaningful contexts.

Beyond individual lessons, the findings suggest that curriculum designers in Thai secondary schools could systematically incorporate Chinese popular songs into pronunciation modules. Embedding songs in textbooks or supplementary teaching resources would allow for structured and repeated exposure, ensuring that learners receive consistent phonetic training. Furthermore, integrating song-based pronunciation tasks into assessment and classroom routines may sustain learner motivation and build long-term habits of accurate pronunciation.

6.3 Cultural and Affective Dimensions

Songs serve not only as tools for phonetic practice but also as carriers of cultural expression. Through songs, learners gain exposure to Chinese cultural elements and emotional expressions, enriching their language experience. This finding resonates with Wang (2005) and Shi (2016), who emphasized the cultural transmission function of popular songs. The present study demonstrates that integrating cultural and affective dimensions enhances learners' sense of connection and motivation.

6.4 Limitations and Future Directions

Despite its contributions, this study has limitations. The sample size was relatively small and confined to a single Thai high school, which restricts generalizability. Moreover, the study focused narrowly on pronunciation, without addressing vocabulary, grammar, or intercultural communication skills. Future research could explore how song-based pronunciation instruction can be aligned with long-term curriculum development, particularly in tonal language acquisition. By designing multi-semester or cross-grade programs, educators may track the sustained impact of Chinese songs on phonetic accuracy and motivation. Additionally, investigating digital platforms that integrate music-based learning may further enhance interactivity and scalability in Thai Chinese education.

In summary, this study not only confirms the effectiveness of Chinese popular songs in pronunciation instruction but also highlights their cultural and affective value. These findings provide practical insights and innovative pedagogical strategies for Chinese language education in Thailand and beyond.

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