

Singing Away

13 JUNE 2026

Grammar Anxiety

**AFFECTIVE AND CREATIVE ENGAGEMENT
THROUGH LYRICSTRAINING
IN THAI PRIMARY EFL CLASSROOMS**



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Singing Away Grammar Anxiety

When LyricsTraining turns grammar practice into class songs

LISTEN

NOTICE

WRITE

SING



“Music for the time doth change his nature.”

— William Shakespeare, The Merchant of Venice

Can music change how
children experience grammar?



The Problem: Grammar Felt Risky



GRAMMAR WAS NOT ONLY LINGUISTIC — IT WAS AFFECTIVE

- Grammar was difficult and test-oriented
- Some learners feared making mistakes
- Participation was uneven during grammar tasks

RESEARCH NEED

A low-anxiety, repeatable, grammar-focused CALL routine that students could enjoy.

Research Focus

ACHIEVEMENT + AFFECTIVE ENGAGEMENT + PARTICIPATION



03

This study examined how LyricsTraining-enhanced grammar instruction supported:

1. GRAMMAR ACHIEVEMENT
2. ANXIETY, MOTIVATION, AND CONFIDENCE
3. ENGAGEMENT DURING SONG-BASED GRAMMAR LESSONS

CORE QUESTION

How does a LyricsTraining workflow influence
Grade 5 students' grammar learning and
classroom experience?

Research Design

ONE-GROUP CLASSROOM STUDY WITH MULTIPLE EVIDENCE SOURCES



04

01



X



02

Pre-test
Grammar+AFQ

LyricsTraining Lesson
+
Sentence-to-song

Post-test
Grammar+AFQ

N = 39

valid paired **grammar** cases

N = 32

valid paired **AFQ** cases

8 weeks

observed weeks summarized

The LyricsTraining Workflow



05

1

Listen

Song-based input

2

Fill gaps

interactive LT task

3

Notice

target grammar in lyrics

4

Write

one grammar sentence

5

Recycle

class song review

Key principle

LyricsTraining is not “just listening to songs.” It becomes a structured routine: guided listening → grammar noticing → sentence production.

Four Grammar Targets

Each target moved from lyric input to sentence production



06

Past Simple

I went to school yesterday.

Present Perfect

I have learned English for five years.

First Conditional

If you need help, I will help you.

Present Passive

The song is made by our class.

Sentence frames made each structure reachable.

Try It Like My Students Did

A 20-second mini LyricsTraining moment



07

If you need help, I _____ help you.

A. am

B. will

C. have

D. was

**The correct word is not the only point.
The point is that learners begin to notice grammar inside a song.**

When the Project Almost Failed

The creative task was exciting — but too demanding for Grade 5



Original plan:

Students compose full songs in groups.

Classroom reality:

Grammar + vocabulary + rhythm + rhyme + meaning = too much at once.

Pedagogical turning point:

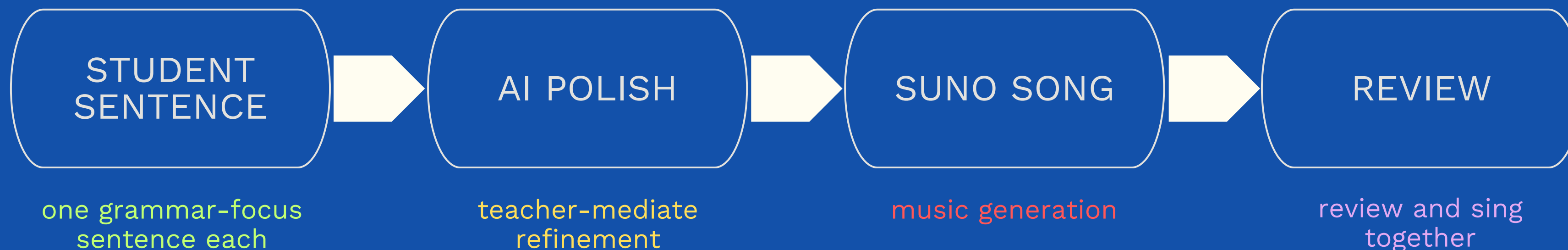
The “almost fail” moment made the task more age-appropriate.

From Full Songs to One Sentence Each



09

A FEASIBLE SENTENCE-TO-SONG MODEL



Student learning stayed at the sentence level.
AI supported production quality, not replacement of learning.

A Shift in Grammar Proficiency

Sankey diagram: Pre-test → Post-test 1 (N = 39)



10

Key findings

Low: 28 → 19

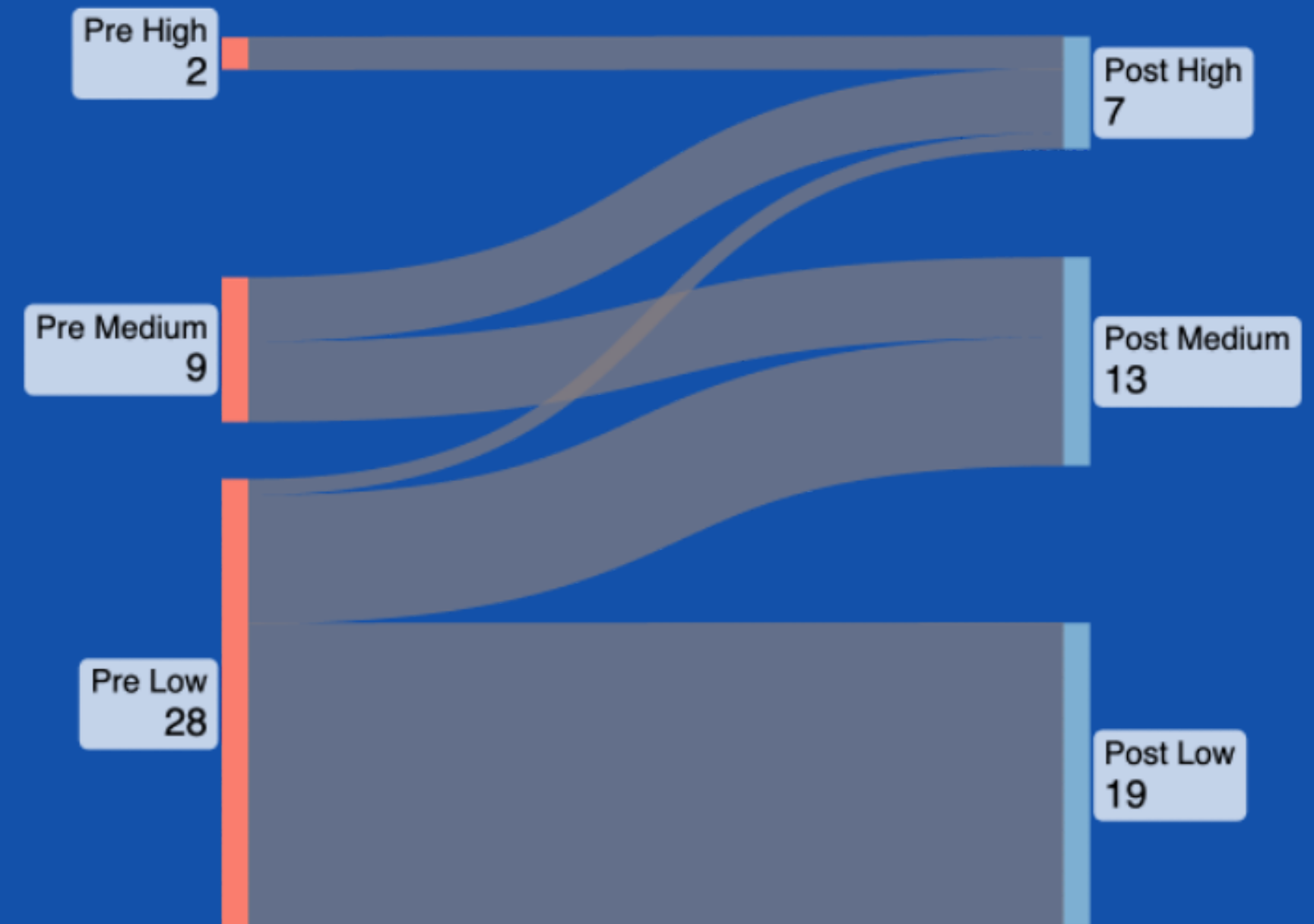
Medium: 9 → 13

High: 2 → 7

Upward movement

13 students moved to a higher proficiency level; none moved downward.

More students moved toward higher grammar achievement levels.



Level Band

Low < 10

Medium = 10–14.99

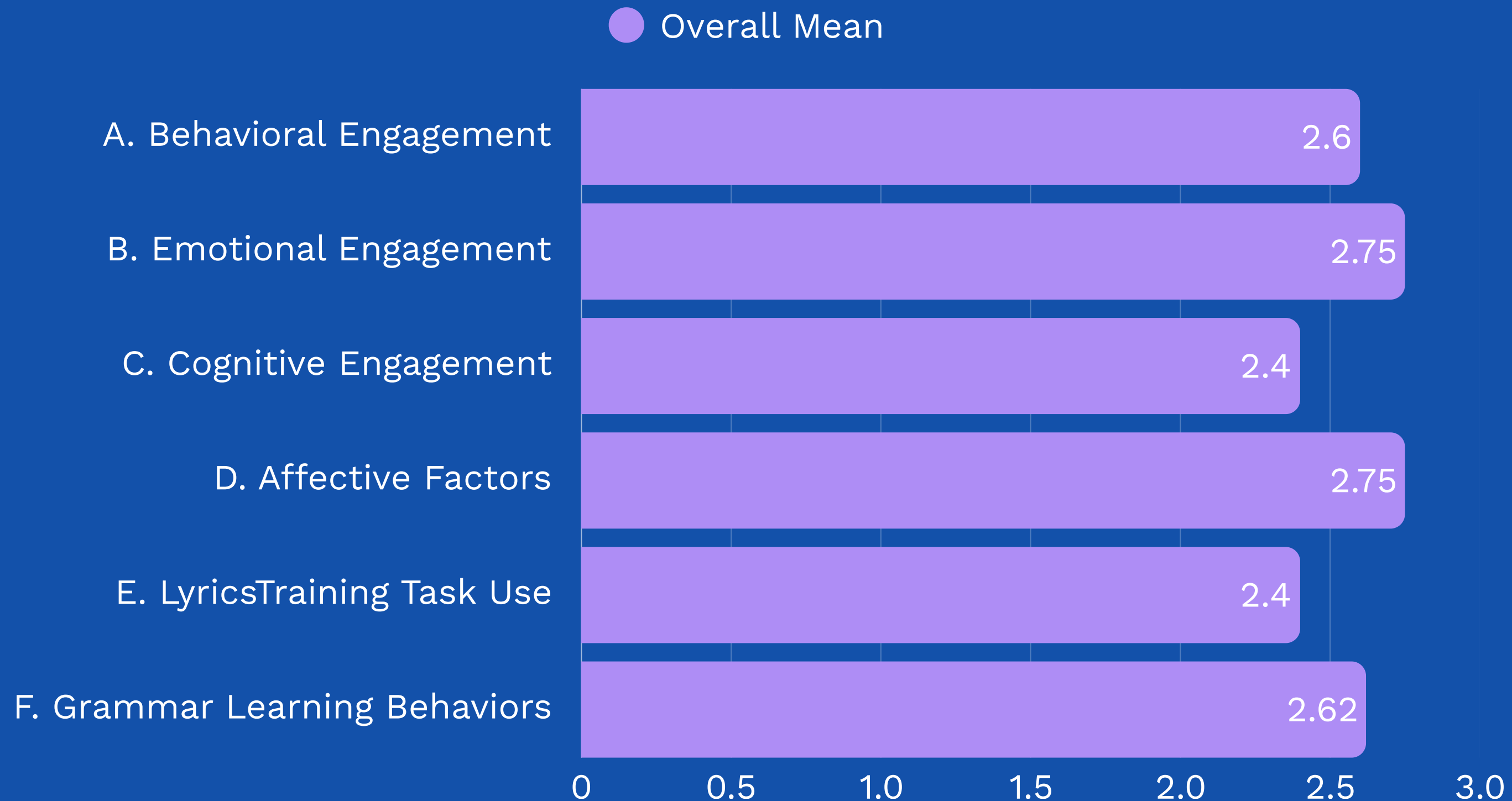
High ≥ 15.

Teacher Observation

8 observed weeks • 1 = Low, 2 = Medium, 3 = High



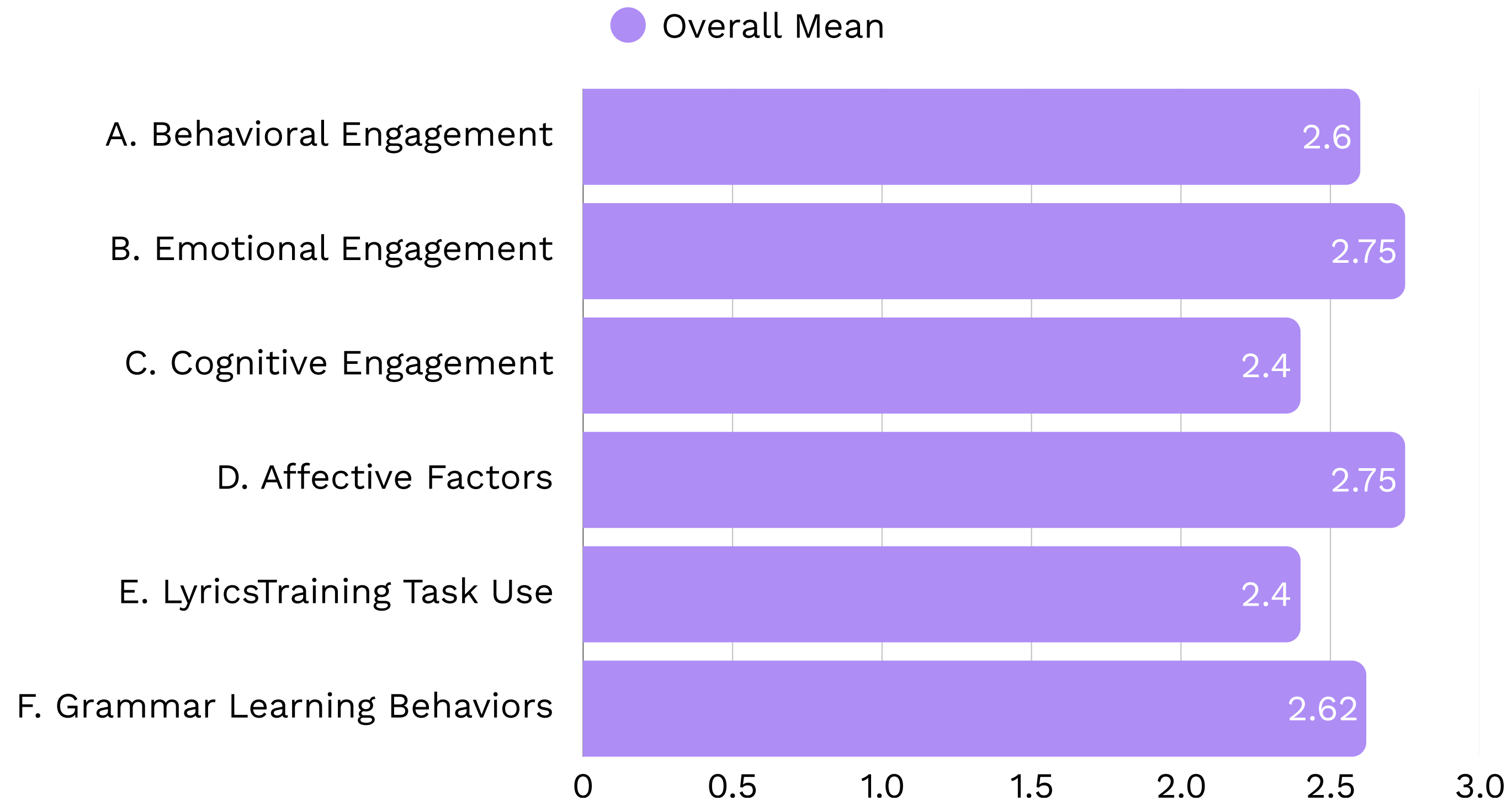
11





Teacher Observation

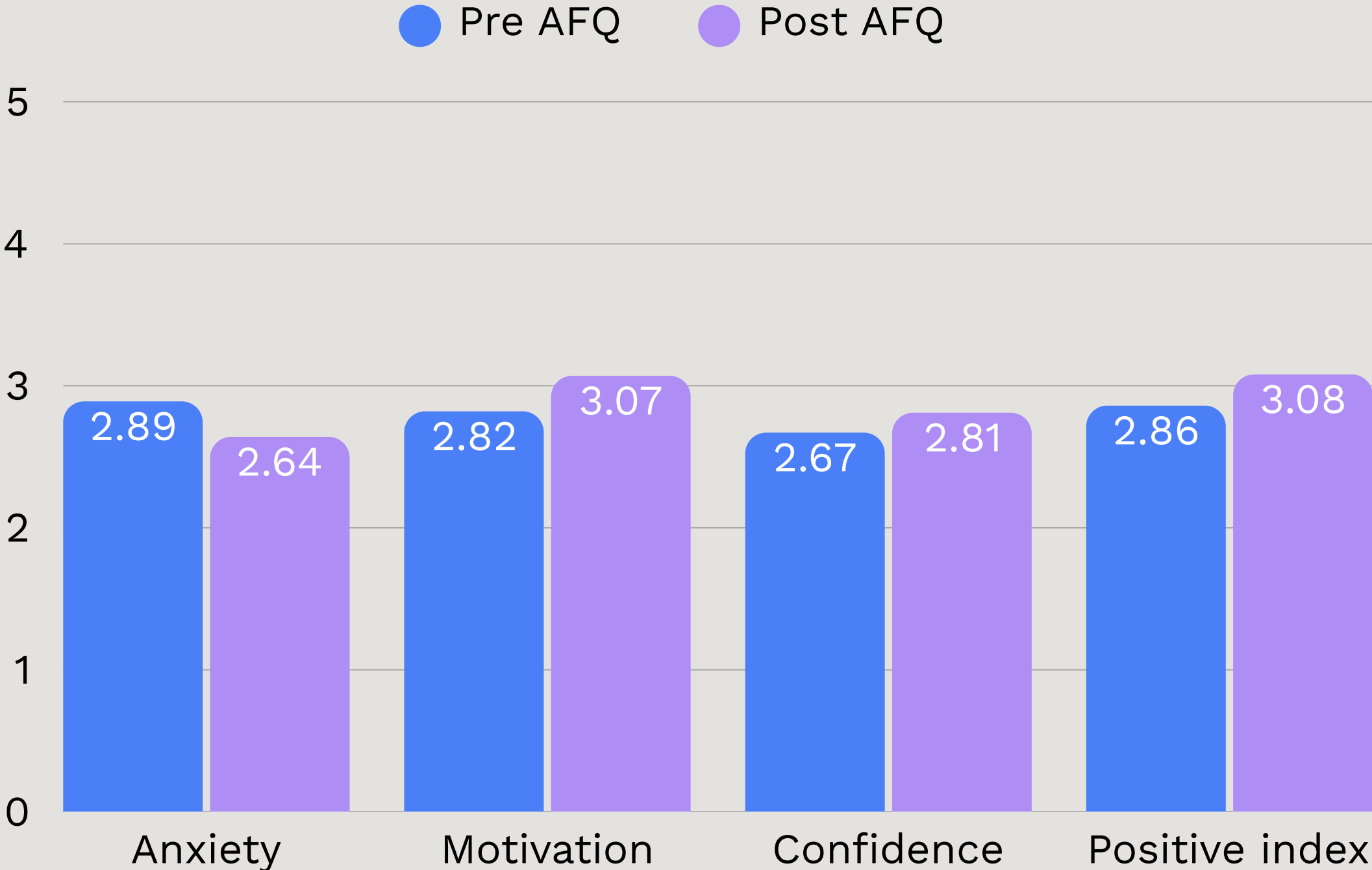
8 observed weeks • 1 = Low, 2 = Medium, 3 = High





Affective Filter Questionnaire

Preliminary paired results (N = 32 valid cases)



What changed?

Anxiety decreased
2.89 → 2.64

Motivation increased
2.82 → 3.07

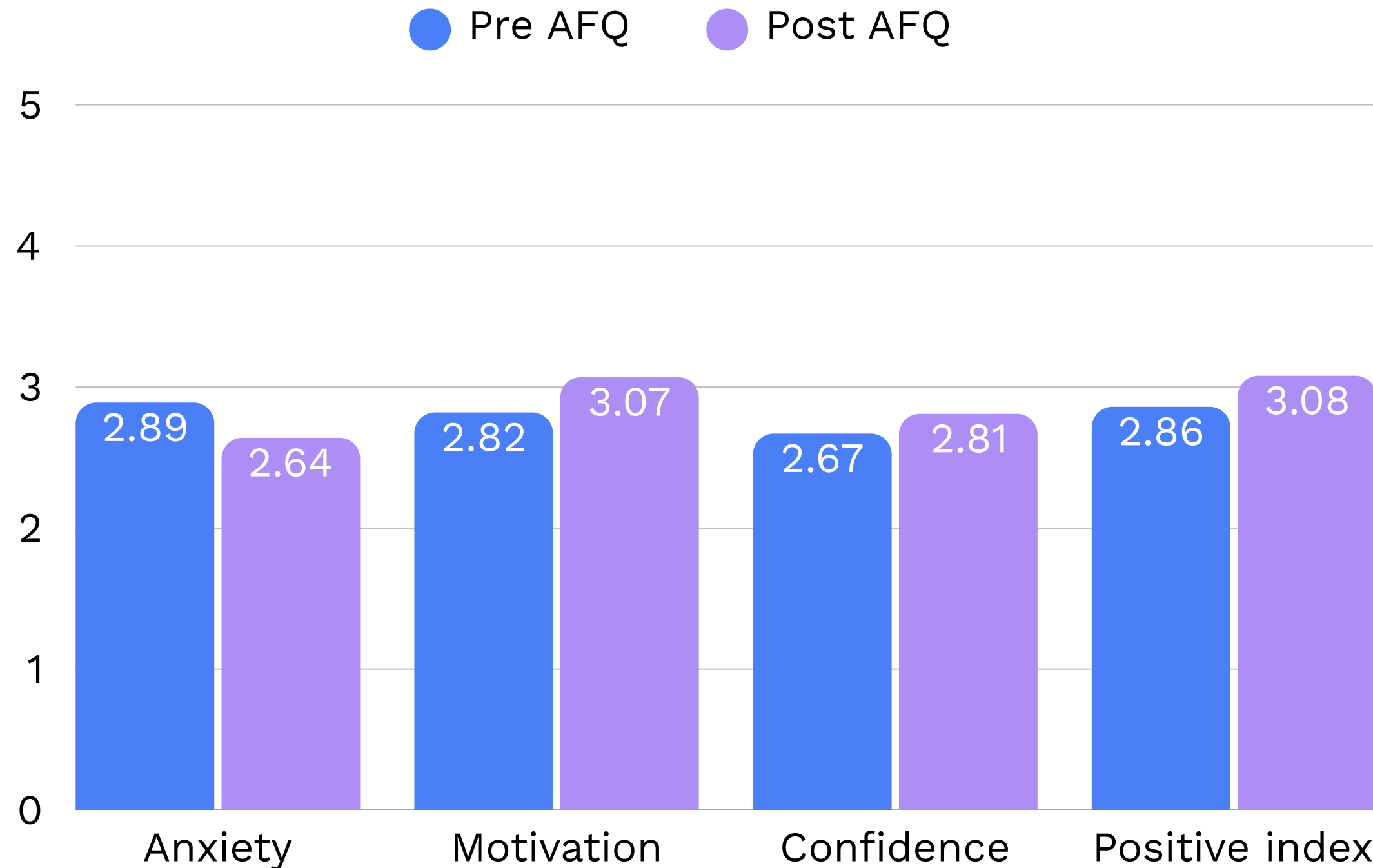
Confidence increased
2.67 → 2.81

Positive Index improved significantly: $p = .014$



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Triangulating the Classroom Story

Each data source answered a different question



Grammar Tests	What improved?	+3.13 mean gain
Sanky diagram	Who moved?	13 students moved upward
AFQ	How did they feel?	Anxiety ↓, affective index ↑
Observation	How did they behave?	High engagement (M=2.59/3)

Together, these data show not only achievement, but the classroom experience behind the scores.

Prevail or Fail?

The Project Evolved



PREVAIL

LyricsTraining
supported grammar
noticing

Students enjoyed
repeated practice

Grammar scores
improved

CHALLENGE

Full songwriting was
too difficult

Grammar + rhyme +
rhythm overloaded
learners

Lower-level learners
needed scaffolding

EVOLVE

One sentence per
student

AI-polished lyrics

SUNO class songs for
review

The project did not prevail because the technology was perfect.
It prevailed because the pedagogy was adjusted to fit the learners.

Teacher Takeaway: Start Small

A practical LyricsTraining routine teachers can replicate

1. Choose one grammar focus
2. Select one song with clear examples
3. Run LyricsTraining as guided listening
4. Highlight the target grammar
5. Use sentence frames for one-sentence writing
6. Recycle student sentences as review material

The tool helped them practice grammar.
The class songs helped grammar feel like it belonged to them.



Class Songs Playlist

Scan for examples of student
sentence-to-song outputs

Thank you



Contact us



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