

**UNIVERSIDADE DE CAXIAS DO SUL  
ÁREA DE CONHECIMENTO DE HUMANIDADE  
CURSO DE LETRAS-INGLÊS**

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**HOW MUSIC CAN HELP TEACHING THE ENGLISH LANGUAGE TO  
TEENAGERS**

**CAXIAS DO SUL**

**2019**

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TEENAGERS**

Trabalho de Conclusão de Curso  
apresentado como requisito para a  
obtenção de Licenciatura da  
Universidade de Caxias do Sul

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de Bacharel em da Universidade de  
Caxias do Sul

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## **AGRADECIMENTOS**

This Tcc was only possible thanks to the unconditional support of my family who was always by my side, my fiancée for always supporting me and the friends who helped me to do it.

## SUMÁRIO

INTRODUCTION.....	6
CHAPTER 1 - LITERATURE REVIEW.....	10
1.1 Help of Music.....	10
1.2 New Vocabulary .....	14
CHAPTER 2 -THE FUNCTION OF NEUROLOGY IN LEARNING AND THE PROCESS IN ENGLISH TEACHING .....	18
2.1 Neurology.....	18
2.2 Neurology and the Classroom.....	18
CHAPTER 3 - WORKING THE VOCABULARY IN THE CLASSROOM THROUGH MUSIC.....	222
3.1 Music and Listening.....	25
3.2 Music and Activities .....	266
3.2.1 Rearrange the lyrics of the song.....	28
3.2.2 Circle the correct words.....	29
3.2.3 Karaoke online .....	29
3.2.4 Pronunciation .....	30
3.2.5 Choose the right word .....	30
3.2.6 Bingo with words of music.....	31
CONCLUSION .....	34
REFERÊNCIAS.....	35

## **ABSTRACT**

This work has as central theme the use of music to learn the English language, but mainly in how can music be used as a teaching tool of vocabulary by teachers. Teaching through activities with music allows to contextualize and give meaning to learning, because the student will realize that the music, he is studying at school is the same as he hears on the radio or on television, that the English language is no longer a meaningless matter. The methodology used in this paper was be descriptive, with the main objective to describe how the teacher can use music to teach new vocabulary. The discussion shows that music may be a great tool to combine fun and learning, especially considering the reality of public schools in Brazil.

## RESUMO

Este trabalho tem como tema central o uso da música para aprender a língua inglesa, mas principalmente em como a música pode ser usada como ferramenta de ensino de vocabulário pelos professores. Ensinar através de atividades com música permite contextualizar e dar sentido ao aprendizado, pois o aluno perceberá que a música, ele está estudando na escola é o mesmo que ouve na rádio ou na televisão, que a língua inglesa não é mais um sentido importam. A metodologia utilizada neste trabalho foi descritiva, com o objetivo principal de descrever como o professor pode usar a música para ensinar novo vocabulário. A discussão mostra que a música pode ser uma ótima ferramenta para combinar diversão e aprendizado, especialmente considerando a realidade das escolas públicas no Brasil.

## INTRODUCTION

This work has as central theme the use of music to learn the English language, but it mainly aims at discussing how music may be used as a teaching tool by teachers who would like to improve students' vocabulary acquisition.

The general objective is to do a review of the existing literature on teaching vocabulary through music to teens in public schools, and to achieve this, the specific objectives will be: a) understanding how music influences teenagers; b) how the acquisition of new vocabulary can be learned from music; c) how the teacher can use the songs to make classes efficient, fun and enjoyable.

This paper has the purpose of showing how music can help teaching the English language to teenagers, for example by acquiring new knowledge of vocabulary based on my personal knowledge, being a teacher of teenagers, I can experience this situation.

Teaching through activities with music allows to contextualize and give meaning to learning, because the student will realize that the music, he is studying at school is the same as he hears on the radio or on television, that the English language is no longer a meaningless matter. It helps with the discussion of controversial topics such as: violence, prejudice, peace, wars, racism, diseases, sex. It allows the study, contact and union between different cultures. It creates a pleasant and relaxed atmosphere, facilitating learning, especially for the shyer students. Finally, it awakens the taste for English language.

This theme is relevant to the fact that every student has a way of listening to music anywhere, and the teacher when realizing it must use in our favor. The teacher needs to create mechanisms to entertain the student while teaching. Teaching using music is fun for both sides. The teacher can use each type of music for a different theme, making the way to teach more fun. Sometimes teachers know how to use the songs but they don't for fear of judgement of their colleagues

For me, the theme is interesting because teaching through music activities allows contextualizing and giving meaning to learning, because the student realizes that a song that is studying at school is the same thing on radio or television, that the English language does not it is more of a matter. Opposes a discussion of controversial topics such as: violence, prejudice, peace, wars, racism, diseases and sex.



The methodology used in this paper will be descriptive, with the main objective to describe how the teacher can use music to teach a new vocabulary. Andrade (2005) emphasizes that descriptive research seeks to observe, record, analyze, classify and interpret the facts.

In the first chapter there will be an account of what relevant authors point out regarding the use of music in the classroom. The second chapter will be dedicated to discuss the role of neurology in learning and how is the process of teaching English to young people from public schools in Brazil. In the third and last chapter we will discuss how to teach vocabulary to students with in the public school classroom through music.

## **CHAPTER 1 - LITERATURE REVIEW**

In this chapter we will discuss how music can help the teacher to teach English for young people and adolescents in public school and mainly how this helps in the acquisition of new vocabulary.

### **1.1 Help of Music**

Music is considered a millennial art that is present in virtually every moment of man's life, since in our daily lives we are constantly bombarded by various kinds of sounds, which stimulate different effects and reactions in our body in such a way.

Studies indicate that the use of music as an instrument in learning has great benefits in improving the quality of teaching, because it affects us both physically and emotionally, and can be used as a great facilitator in the acquisition of a new language. Nunes (2006) points out the benefits of using music for teaching English. For the author, music exerts magic on people, can bring memories, feelings, serves to relax, play, take to other places, distract, approach people and teach pronunciation, grammar and listening comprehension.

Gobbi (2001, p. 13) points out that "theories of learning English through music have revealed the growing presence of music in the different sectors of our lives, be they political, leisure, therapeutic, commercial interest and even educational".

Music as a teaching tool has been used for a long time; however, it used to be considered only as an extra resource, which the teacher only used when there was time left over during the lesson. But with time, this has changed, and it has been used as everyday material. (Redding (2010)

The use of music increases interest and motivation to study English and is as or more beneficial than other material used in music lessons. Besides that, it may improve pronunciation, intonation, and the ability to listen in general.

The teacher can create activities using music focused on memorizing new words and their meanings, because, according to Murphey (1994) the use of music for teaching English helps to memorize, and in addition to being a relaxing moment in the classroom, it helps in repetition work, keeping everyone motivated, and creating opportunities for discuss new themes related to the music. Medina (2003) agrees with that, however, besides helping to write, and can be used for children and adults.

With the power to stimulate and facilitate in the learning process, music acts as a support for teachers (BELARMINO, 2012). Within learning, it leads to differentiated teaching, which together with the pace facilitates the class, as opposed to just exposing the content.

When working with music within the classroom it is important to consider the level of English of each student first, in order to facilitate the learning process. The student may be able to understand loose words and know their meaning but might not use them in a larger context.

Music can help the teacher to leverage the learner's vocabulary, since with the use of music memory is practiced, making the learner save most of the information transmitted. (FERRAZ, AUDI, 2013).

For Kanel (1996 apud Gobbi, 2001 p.29) teachers should "teach any foreign language content in any area and provide authentic texts that stimulate listening comprehension and debate, especially among young adults who make up the majority of students of English as a foreign language".

Miragaya (1992 apud Gobbi, 2001, p.28) points out "the rhythm and melodies of songs as responsible for the retention of different types of information in memory, especially vocabulary".

"One of the most important point for the acquisition of a new language is the memorization" (VICENTINI, BASSO, 2008, 4, apud FERRAZ, AUDI, 2013).

Redding (2010) points out that music "transports" words and content that are able to facilitate learning and teaching a new language because the music stays in the memory, after listening several times, people try to sing the lyrics heard. By using music in the classroom, the teacher will stimulate the brain by exercising the cognitive capacities of attention and perception.

Music can be a strategy used by teachers to teach English, since in addition to developing linguistic issues such as grammar, new vocabulary and writing, there is also the cultural issue, which can also be exposed in the classroom. The teacher will be working with the playfulness of the students, and thereby arouse their curiosity and will be contributing to a more meaningful, creative and attractive learning. Lima (2004) points out that:

"We should use music in English primarily for cultural diversity, showing the differences between nations / cultures, being careful not to reinforce prejudices. In addition to cultural goals, songs in English teaching can

also be used to teach: listening, vocabulary, grammatical topics, reading, speaking, text production and spelling. The use of cultural objectives will allow students to immerse themselves in different cultures and, at the same time, may be associated with secondary didactic-pedagogical objectives, aimed at listening, speaking, reading, and writing skills in the same activity with songs. " (2004, p. 22)

Engh (2013) also considers the function of the songs for use in the classroom. The author suggests a series of challenges for teachers when considering this pedagogical resource as a proposal of work. Music not only teaches, but helps maintain discipline, because if the class is agitated the music can calm them down, or if the class is sleepy, the music can wake them up.

The teacher can begin the lesson with a song to present a new theme, finish another, or simply use it in the middle of a project to emphasize the subject. When using music, the teacher helps in the learning process, since it helps students to remember the language more easily.

According to Krashen (1987) the emotional state acts as a filter that can be adjusted to prevent or aid the acquisition of a language. Negative emotions, such as demotivation, lack of confidence act as a filter preventing the acquisition of the same. Music helps create an environment that evokes positive emotions, lowering the affective filter and facilitating the acquisition of a language.

Music, as a neuropsychological activity, requires multiple brain functions, such as auditory to listen and enjoy the harmony, rhythm, timbre, visual function, to read a score, the function motor for instrumental execution and, more fascinating, cognitive and emotional functions for interpretation and musical representation. BARBIZET, J. DUIZABO, (1985, P.57)

Campbell (2000, p.132), states that "because of the strong connection between music and emotions, music in the classroom can help create a positive emotional environment that triggers learning "

When a teacher performs an exercise with his or her students involving music, it is essential that, in addition to the day-to-day activities in the classroom, he/she works in parallel with content related to the lyrics of the songs sung. Music can make the classroom environment more joyful and conducive to learning, as it provides a differentiated feel to the school environment, providing satisfaction to those who participate in it.

The music can help the teacher understand how each student builds the meaning of each new word and how he understands the language. Music transforms the feeling of the student who often finds difficulty in expressing himself with words. For Felix Filho and Bezerra (2012), music can involve the student in the classroom, since music is part of their reality, and therefore, already maintains an affective contact with it.

Songs also have a motivating force in classrooms. If students like to listen to or to sing foreign language music or declaim verses, they will be experiencing something pleasurable in language. Even the weakest, feel that they have somehow had success. (HOLDEM AND HOGERS, 2001, p, 89)

Although music is a good tool, it is also not able to keep everyone's attention, however, it reaches the great majority; thus, there are several reasons for the teacher to use it in the classroom, aiding concentration, enriching vocabulary, relaxation and many others. Music works on the four skills that need to be taught in a new language, reading, writing, speaking and listening.

"Music improves the learning of all subjects." (Campbell, Campbell, Dickinson, 2000, p.148).

(...) persuasion and the efficiency of music in teaching is not questioned, but in addition to such teaching has never been formalized, except with students with some kind of disability, not we should never forget that music, not even dream is restricted to that. It is an extremely rich art and has vast and vast repertoire accessible anywhere in our planet (...) FERREIRA, (2010, page 26).

Amorim and Vivian Magalhães (1998) present that the teacher can use several types of exercises to use music as a teaching tool, such as: word ordering in sentences; word substitution; translation, as well as several others. When performing the exercise, the student will need to read the letter or listen and try to understand what is being said and then perform the exercise.

For Chris Brewer (1995) music is able to help in teaching because it establishes a positive state, creates a suitable environment, builds anticipation, energizes the learning activities, changes the waves brain, facilitates concentration, increases attention, improves memorization, facilitates multi-sensory learning, lessens tension, loosens the imagination, unites groups, inspires, adds an element of fun.

According to Faria (2001, p. 4), "Music passes a message and reveals the way of life the more noble, in which humanity longs for, it demonstrates emotion, not only

in the unconscious, but takes care of the people, involving them bringing lucidity to the conscience "(my translation)<sup>1</sup>

Although music has several benefits, if misused, it can cause harm. The teacher needs to choose the music according to the results he wants, if not, he can lose control, and not be productive in the learning question. According to Lima (2004), teachers should use songs in English, first aiming at cultural diversity, showing the differences between nations / cultures, being careful not to reinforce prejudices. In addition to cultural goals, songs in English teaching can also be used to teach listening, vocabulary, grammatical topics, reading, speaking, text production and spelling. "The use of cultural goals will be student in different cultures and, at the same time, may be associated with pedagogical secondary objectives, directed to the such as listening, speaking, reading, and writing, in the same activity with songs." (Lima, 2004, p.22)

The teacher, when choosing this tool, needs to consider the possibility of the music disturbing the neighboring classrooms; another possible difficulty is if the teacher or the students do not have a good relationship with the musical genre, and thus they may waste a lot of time in the search for music that please both sides; there might be some difficulty in finding a song that is adequate for teaching, considering that many contain profanity, slang, or sexual content, and even the lack of school resources.

So, it is not enough to just select a song and take it to the classroom. It is necessary to plan the type of pedagogical activities that can be worked out and what is the possible focus.

## **1.2 New Vocabulary**

Music, by having a rhythm and a melody, ends up sticking in the youth's head, which can be repeated countless times, making it easy for the student to listen to each time he hears the sounds of the words and their meaning.

The teacher can use this to his advantage in activities within the classroom, such as making matches with words that match the same sound, or even words that look like phonetics but have different meanings.

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<sup>1</sup> "A música passa uma mensagem e revela a forma de vida mais nobre, a qual, a humanidade almeja, ela demonstra emoção, não ocorrendo apenas no inconsciente, mas toma conta das pessoas, envolvendo-as trazendo lucidez à consciência"

The State Curricular Guidelines (2008) mention that

"For this, the teacher will take into account that the object of study of the Modern Foreign Language, the language, for its complexity and richness, allows the classroom work with the most varied texts of different genres. "(page 61)

Listening to unknown songs will cause students to know new words and consequently their meanings, so there will be an increase in vocabulary.

English teachers can use music to enhance learning of the new language through sounds. Students usually only know a few words and not the whole song, so when they come across an unfamiliar word, they need to search for their meaning by making use of the dictionary, and in so doing they end up learning another word of the new language. This practice accelerates and facilitates the process of learning the new language.

Music can also help the teacher to teach the pronunciation, but for this, a selection must be made before working with the songs, so that there is no cut in the words. The student will be able to listen to the music whenever he wants, and thus train the pronunciation.

Another benefit that music brings to teachers is that it helps to make students more comfortable with oral production because they do not believe that they can speak English or are afraid to speak the wrong and doing the activity in groups they will realize that can speak in English thus participating in classes in the foreign language and realizing that they can speak English even if only a little. (SIQUEIRA, 2014)

Young people are very scared to make mistakes in front of others because of the natural implications of age, and therefore, a common classroom without external incentives ends up causing the student to learn only the grammatical part, but the pronunciation and the speed of conversation like that of a native ends up being left out.

Music is fun, and everyone knows and enjoys some music in another language, the joy brought by it, can leave the classroom lighter for the teacher, who can engage the students in the rhythm, helping them not to have shame in singing in another language.

For Kleiman (2002 p.10), "the more textual knowledge the reader has, the greater his exposure to all kinds of text, the easier his understanding will be." This happens because world knowledge encompasses the notion of vocabulary, pronunciation of words, norms and uses of the language.

Another factor that can be used in favor of teachers is that through song lyrics the possibility of developing our writing in English and increasing the vocabulary. For this, the teacher can ask the students to copy the lyrics in some notebook. This practice will greatly assist in the evolution of English writing.

With regard to vocabulary, when writing the lyrics on a paper, the student learns each expression, phrases and words, if they write the translation will help the process of memorizing and learning which helps in the process of learning new vocabularies.

Vicentini and Basso (2008) consider that English classes, mainly taught in public schools, are classes in which students do not show much interest, which makes teachers seek other means of teaching. It is very common to find students who, even knowing the benefits of learning another language, show no interest in learning.

The motivated student has greater interest in the classroom. However, it is up to the teacher, through his behavior and enthusiasm, to provoke the apprentice by arousing his interest and involving it with the subject (HARMER, 1998). Music would be a motivating factor to help the teacher motivate your student.

The meaning of language depends on the presentation of a larger word and therefore on the relation that the elements of language have with the words that come before and after them. Speakers and writers should be able to operate with more than just words and grammars, they have to be able to function together. (HARMER, 1997)

Harmer (2007) says that students should take part in the responsibility of their learning. According to the author, this responsibility is part of the motivation process during the learning of a foreign language. He uses the term “agency” in which the student also has the power to make decisions about what will be done next in the classroom, the student would be like the passive agent of a sentence. If the student realizes that he or she has some influence on what happens in the classroom, instead of always being instructed on what to do in the classroom, he or she will be more motivated to participate in the lesson.

According to Harmer (2001), intonation is precisely one of the elements in which the teacher needs to ask students for more attention when it comes to intelligibility. The way the sentence is spoken will also determine exactly what it means. Pitch describes the level (high or low) at which we speak. Changing our pitch in an utterance is important for getting our meaning across. The word 'Yes', for example, can be said with a falling voice, a rising voice or a combination of the two.



No matter how much the student learns the grammar, no matter how much L2 sounds are mastered by the learner, without words to express a wider range of meanings, communication in an L2 simply cannot happen in a meaningful way (McCarthy, 1990)

Carter and McCarthy, in publishing *Vocabulary and Language Teaching* in 1988, dedicate the entire book to its explicit teaching, with only one chapter mentioning reading. In this chapter, entitled *Vocabulary and Reading*, Nation and Coady analyze the effects of vocabulary knowledge in reading and how reading increases vocabulary knowledge. The authors basically address topics such as learning through context and how to develop strategies for inferring words through context. Music can be used in many ways. One of them is taking the song, a part and doing an exercise writing parts of it and that will help to create new vocabulary.

Carter and McCarthy, (1988, p.42) state that "(...) without grammar little can be conveyed, without vocabulary nothing can be conveyed".

In English, as in any other language, it is easy to find words that combine with each other, which often appear together. These combinations are called collocations. A collocation is made up of two or more words that are commonly used together in English. When you know them, English will become more fluent and more practical, since the memory will know which words to use with a certain word. Avoiding unlikely and unnatural combinations in the language.

No matter how much you know of grammar, vocabulary, conjugations, if the knowledge of collocations is weak, English will sound artificial, strange.

## **CHAPTER 2 -THE FUNCTION OF NEUROLOGY IN LEARNING AND THE PROCESS IN ENGLISH TEACHING**

This chapter will discuss the role of neurology in learning and how is the process of teaching English to young people from public schools in Brazil.

### **2.1 Neurology**

The central focus of neuroscience is to understand the influence of the neural system on human behavior. The general goal of neuroeducation is to understand the underlying brain mechanisms of learning and how they can optimize teaching practices. The technological tools of the medical field play a fundamental role in this task, through resources such as functional magnetic resonance and electroencephalogram. (CHALLENGES OF EDUCATION, 2018)<sup>2</sup>

Cognitive Neuroscience studies our memory, thoughts, and ways of learning. In this process of information acquisition our entire sensory system is involved, which is one of the main responsible for capturing all the information of the environment and bring it to our brain. (AGUIAR, 2018) That is, the younger the person is stimulated, the greater will be the ability to activate these sensors to learn new languages.

### **2.2 Neurology and the Classroom**

The teacher has to feed on the information searching for safe sources, and not believing in formulas created for the classroom without scientific foundation. "Neuroscience shows that the development of the brain is a result of the integration between the body and the social environment," said Laurinda Ramalho de Almeida, a professor in the Postgraduate Program in Education at Pontifical Catholic University of São Paulo (PUC-SP). (SALLA, 2012)

Cognitive Neuroscience is helping people around the world learn new languages, especially English through methodologies that force the brain to understand and memorize words through simple exercises. (AGUIAR, 2017)

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<sup>2 2</sup> The writing on the Challenges of Education portal is made up of journalists, educators and specialists in basic and higher education. Report available at: <https://desafiosdaeducacao.com.br/neuroeducacao-elo-medicina-ensino/>.

According to Textor (2010), the left hemisphere corresponds to mathematics, symbols, sequences and the process of thinking. The right hemisphere, the feelings, the creativity, the fantasy and the coordination of the body.

The right-hand side is responsible for the perception and construction of knowledge models and structures. In right-handed individuals, normally, language is controlled in the left hemisphere, where the cortical areas of language, speech, and writing control are located.

The two tongue-related regions are the Broca area in the prefrontal cortex and the Wernicke area in the temporal cortex. Both areas work together as if they were a "network". According to Assencio-Ferreira (2005), the Broca area organizes the motor acts for the production of the words and then the sentences for the speech process to occur. The writing process begins in the area of Broca, by the organization of the motor acts at the moment of dictation, of the copy or of the free written production. This area receives visual information for the copy and auditory information for the dictation. For reading, it is necessary to participate in the connection between the visual cortex and the ventral occipitotemporal region, where the graphemes are identified. (MULLER, 2015)

The activation of circuits or neural networks occurs mostly by association: one network is activated by another and so on. The more often this happens, the more stable and stronger the synaptic connections become and the easier it is to recover from memory. This is done by repeating the information or, more effectively, by associating the new data with previously developed knowledge. (MULLER, 2015)

According to some authors, such as Schütz (2014) and Hermann (2012), learning a foreign language occurs differently in children and adults, because we learn languages faster and more easily before puberty. Therefore, the age of the individual influences the learning of a second language.

According to Grein (2013), there are four different ages for the brain to learn: the period of childhood, the period of adulthood (up to 50 years), the maturity period (50-85 years) and the old-), remembering that each individual has different characteristics when learning. (MULLER, 2017)

According to Schütz (2014), there is a critical period for effective learning, which extends from 12 to 14 years of age, and can vary from person to person and the environment in which knowledge is transmitted. Biological, cognitive and affective

factors help to explain why this period is considered critical when it comes to the cognitive development of the human being.

The contribution of neuroeducation can be instrumental in drawing increasingly reliable profiles of students' abilities and limitations, taking into account not only cognitive and behavioral abilities but also biological factors. (CHALLENGES OF EDUCATION, 2018)<sup>3</sup>

The English teacher must also be aware of the decisive role that emotions play in learning because "emotions act as an internal signal that something important is occurring." The triggering of emotions also contributes to the formation of memories, since "we learn what excites us" (PORTES, 2015)

According to Zaib and Chagas (2012) in his book NLP Theory, Techniques and Tools of Neuro-linguistic Programming, Neuro-linguistic Programming comprises three ideas: the first is that the word Programming is linked to the way we organize our ideas and actions with the objective of producing results. The second is that the word 'Neuro' is recognized by NLP as a fundamental idea that the behaviors are linked to neurological processes, that is, first the individual understands the information to only act after. And finally, the third one that explains the meaning of Linguistics, stating that it refers to the study of how language can also influence our behaviors and relationships. Richard Bandler, one of the creators of NLP, says that NLP studies the structure of human experience and what can be done, since "all behavior has a structure and that it can be discovered, modeled, and changed (reprogrammed)" (Apud Zaib and Chagas, 2012, p.18).

[a] music can positively modify metabolism, affect muscle energy, raise or lower blood pressure, and influence digestion. And you can do all these things more successfully and much more pleasantly than any other stimulant capable of producing the same changes in your body. Portnoy15 (1963, Apud Tame, 1984, p.149)<sup>4</sup>

Music is capable of creating, potentializing and / or inhibiting behavioral tendencies, while providing significant and relevant solutions to them. Considered as a specialized form of language, music presents itself capable of reaching areas of our psyche that process information that we, for various reasons, do not communicate clearly to ourselves (Ruud, 1990).

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<sup>3</sup>Traduzido pelo autor. Texto original disponível em [https://pos.letras.ufg.br/up/26/o/paulagraciono\\_dissertacao.pdf](https://pos.letras.ufg.br/up/26/o/paulagraciono_dissertacao.pdf).

According to research in the area of neurology, neurolinguistics and neuropsychology, musical assimilation occurs in the right hemisphere of the brain, while linguistics occurs in the left. Murphey (1990), indicates that there seems to be a complex relationship between how musical syntax and linguistics are processed, for there are strong indications that the verbal synapse is first processed at the musical level; that is, words are captured by the brain, a priori, by their rhythm and sonority, and later transmitted to the left hemisphere so that tasks like abstractions and conceptualizations occur (Borchgrevink 1982, Lems 2001).

NLP is based on certain principles or assumptions about how the mind works and how people act and interact. Of these principles, four are essential for the field of education, according to Puchta (1999: 247-248).

a) "The resources we need are within us" - people can do what they want, they need only the skills they need and the ability to learn (resource) is intrinsic (Revell, Norman, 1997: 69). The role of the teacher is to enable the students to develop the most appropriate skills and strategies in order to achieve what they want (Puchta, 1999: 247).

b) "(learning) experiences have a structure" - and the most successful patterns can be consciously used repeatedly for better results. Everything that a human being is able to accomplish can be learned by another human being and thus repeated. Copying an excellent example leads to excellent results (Revell, Norman, 1997: 131).

c) "All behavior has a positive intention behind" - all we do is with some purpose which, at least for ourselves, seems positive. People make the best choice available for the moment. If a well-meaning student misbehaves, the teacher may wish a change in behavior, but should safeguard good intentions. Students need options (Revell, Norman, 1997: 106).

d) "The map is not the territory" - this principle will be explored below in the section on beliefs.

All of this should be used by the teacher to help you find the best ways to teach students how to learn a new vocabulary with the help of music in the classroom.

## **CHAPTER 3 - WORKING THE VOCABULARY IN THE CLASSROOM THROUGH MUSIC**

This chapter will discuss how to teach vocabulary to students within the public-school classroom through music.

Music enables students to perform motor and intellectual functions as well as to relate to the social environment. These work tools fall to teachers as facilitators of this method.

In addition to helping to make the school environment happier, music offers a calming effect after periods of physical activity and activities that require effort such as outside visits, reduces stress at times of evaluation, and can also be used as a learning from all disciplines.

Before preparing a lesson, all teachers, whatever the content they teach, should always listen to a song. Music awakens the sensibility and creativity so that it can plan its actions in line with the reality of the students. Students are always singing, dancing and playing songs on their cell phones, iPod and mp4 and even creating sounds with the pens, wallets and other objects they have in the classroom.

It is also important to point out that "[the] learning occurs not merely through good presentation, but through the spaced and meaningful repetition of items of learning" (Richards, 1969, p.161). It is not easy for the teacher to promote mechanisms of repetition, exercises in which the student can understand and practice the contents through play activities and / or simulate or approach of real language use situations, rather than repetitive ready-made phrases.

In the meantime, music is configured as a means of increasing possible repetition. It is not only in the affective sphere or by its use as a resource that the music has strong relations with the educational process. As discussed previously, music in the various forms and at various times implies that it is also a sociohistorical phenomenon.

Teaching music in schools is not related to the teaching of a specific instrument, much less to individual skills and talents, but to understanding music as an area of knowledge, with its specificities. The conception of music that privileges the study of an instrument has been sustained for a long time, and is still reinforced by some pedagogical-musical tendencies. However, the expansion of the concept and the area of music education allows collective music practices and music content to be understood as valid for the formation of the student. (ARALDI, FIALHO, DEMORI, 2007, p. 95)

Songs convey ideas and feelings of individuals who are invariably sociocultural and historical. Thus, in conveying ideas and emotions, it also expresses culture. We deal, in the next item, with this complex relation between music and the aspects sociocultural relations that permeate language.

The songs create a comfortable atmosphere and is something that students are accustomed to in their day to day. Music can really set the mood and reinforce the good feelings of a class when its use is planned and conscious, knowing that the ultimate goal is learning. Through the accompaniment and repetition of letters, students will learn the correct pronunciation and music, even if they still do not understand all the words in their native language. (MORENO, 2011)

The teacher can choose several songs that deal with the subject that will be worked in the class, this will make the class attractive, dynamic and will help to remember the information passed on to the later activities.

The music is not only a simple accessory, besides having easy access, it does not need many resources and materials, one necessarily needs nothing but students and teachers. Sound, once produced by instruments, objects or the body as well as palms, can transport the learners to a vast world of learning, in which the intensity of this follow-up varies according to individual diversities.

In the school space, especially in the initial series, children begin to develop their intellectual, motor, linguistic and psychomotor perspectives. But music should also be practiced as matter in itself, as artistic language, form of culture and expression. The school should broaden the student's knowledge, favoring the coexistence with the different musical genres, presenting new styles, providing a reflexive diagnosis of what is presented to him, allowing the student to become a critical being. (Barreto, 2000)

If we think about it, we will notice that we can use music to teach. In education, it is proven that this is one of the best learning methods. Learning with music is very effective as it stimulates cognitive function, body, emotion and hearing. For teachers of foreign languages, the use of music in teaching becomes easier, especially when it is believed that the translation is not necessary to transform information into knowledge in a meaningful way.

Thinking of the public schools where this researcher has worked, it is possible to notice that teachers do not use music in the classroom because they do not know how.

And when it is used, it is usually just like relaxation or musical background for other activities.

Children learn faster with songs that become memorable as they help students remember language easily, regardless of teacher focus, grammar, or vocabulary. Using music, the teacher can begin the lesson to present a new theme, finish another, or simply use it in the middle of a project to emphasize the subject.

The teacher, before elaborating some activity with music to teach a foreign language, should observe the following questions:

1 – Did the meaning of the music become clear? I need to make sure I understand the lyrics of the song, research the new vocabulary before applying the activity.

2 - How can I evaluate the progress of my students with this activity?

3 - Is comprehension and vocabulary easy to remember? Will it be meaningful to my student?

4 - Is this song suitable for the age, the year / series, the context to be taught etc.?

5 - Will the vocabulary of the lyrics be used in other classroom situations or outside the classroom context? Remember that using songs to teach English promotes the practice of active vocabulary, which is acquired through speech. English learners develop passive vocabulary very quickly, which is a result of many listening and reading activities, but the active vocabulary, depending on the methodology used, is left out ... To help your student acquire the four skills of a language (listening, speaking, reading, and writing), develop music activities that can encourage all four skills and acquisition of passive and active vocabulary.

In order to boost the students' vocabulary with useful phrases and expressions, the teacher must be attentive to the content of the songs that he / she selects to present to the students, taking care not to turn this into something negative and embarrassing. (MORENO, 2011)

Because English songs are almost always geared toward the native population, they often contain vocabulary, slang, and contemporary expressions. This contrasts frequently with the Portuguese language. It is up to the teacher to make a careful selection, to know each word of the song, to have an adequate translation for each expression so that it can reach its educational goals effectively. (MORENO, 2011)



In English, countless songs are available with appropriate themes, vocabularies of all levels, presenting complexity or simplicity in the language, depending on the level of the students. (MORENO, 2011)

Most songs have a recurring theme or story. Excluding the cultural elements, it is always possible to introduce the songs as a favorable resource.

Through the songs it is possible to expose the students to the different types of English. British English, American English, Caribbean English are widely diffused through the songs of today and their accents are well represented by songs from different regions and a huge variety of musical styles. (MORENO, 2011)

The songs have been used as vehicles for protesting civil rights, workers' rights and numerous other causes. They deal with pollution, crime, war and all social issues. They are part of everyone's life and should not be ignored in the educational process. (MORENO, 2011)

Even today many schools insist on making the wrong reading of the music, being used in a conditioned and repetitive way, realized in a mechanical and stereotyped, such as just at snack time, or at the arrival of children, as well as parties and commemorative dates. These moments make the musical experience empty and meaningless for the student, who only reproduces what was taught to him without any reflection or possibility of experimentation. Unfortunately, many children's education professionals continue to reproduce this way of working with music, singing songs that come ready, accompanied by repetitive gestures, and without any function. (LEITE, 2016)

[...] and almost always excluding the interaction with the musical language, exploitation, research and creation, of subjective and objective, of subject and object, by the elaboration of hypotheses and comparison of possibilities, by the extension of resources, respecting the previous experiences, the maturity, the student's culture, their interests and their internal and external motivation. (BRITO, 2003, p.52)

### **3.1 Music and Listening**

It is necessary to take advantage of the potential that this ability provides to the students, since it is one of the skills that they can have more contact and access in their daily life, be it through songs, video clips, video games or English language films, content that is available in this language. An important issue is always to take into account the lexical and pronunciation differences between Portuguese and English. To

draw students' attention to the variety of countries that use English as the official language, and to explain that each culture may have specific regarding vocabulary and pronunciation. Therefore, the importance of the contact with the students with diverse linguistic varieties of the studied language to understand its plural character. When working with this ability, it is necessary to consider the level of students and their prior knowledge to facilitate the learning process. Students often understand loose words and know their meanings, however, they cannot understand them when presented in a contextualized way. (PDE, 2013)

It is fundamental to work with oral comprehension, so that the teacher can explore the textual genre, the statement, the illustrations that accompany it and the other elements present in the text, in order to facilitate the understanding of the same by the students. (PDE, 2013)

The ability of listening can also be handled differently through journalistic videos, advertisements or artist songs that students appreciate and identify with. Thus, the English language is the language of technological resources and mastering it is to open the door to personal, professional and cultural development. With globalization we must be integrated with the world and the differential that allows this integration is the knowledge of the English language. (PDE, 2013)

### **3.2 Music and Activities**

As said throughout the work, the music can help the teacher to teach the English language, making it easier for students to learn new vocabulary. When choosing songs to be used in class, you must first set the goals. If the intention is to explore grammatical contents, the lyrics should bring enough subsidies. The selection criterion is not restricted only to the preferences of the class but joining the useful to the pleasant is always good. The song serves to train the pronunciation and challenge students to identify different accents, depending on the origin of the singer. All these tools aid in learning vocabulary.

When they work with music, both the apprentice and the teacher are faced with situations or activities that require them to make assumptions or to infer. Examples of such fill-in-gaps activities, which although prioritizing auditory comprehension, may make the learner discover whether the word or phrase used is right, inferring from context even before listening to music. Analyzing the title of the song can also lead the

student to make inferences about the content and words that should be part of it. (GOBBI, 2001)

When the teacher is preparing this type of activity, you should consider how you can use the interests of the students to solve the issue of interest in the language. In the quest for successful teaching, it is important to develop activities that aim to make English language teaching more flexible, preparing a specific material for each classroom context.

To clarify the ways of using music, authors such as Griffiee (1992), Hancock (1998), Miragaya (1992) and Kanel (1996) propose a division of activities within several areas of English language acquisition. We will prove this through some examples of musical activities that we elaborated and work in the classroom, based on the theory of these authors and the research on learning strategies of Oxford (1990).

Kanel (1996), for example, states that music-based activities in the English-speaking classroom usually involve more than one skill at a time. The author bases her work, observing the following criteria, which can be explored and can aid in the acquisition of skills of the new language through music.

- discriminatory auditory comprehension involving the distinction of sounds, reduced forms of words, inferences from context, etc.;
- listening comprehension through comprehension issues;
- vocabulary, with emphasis on word substitution exercises, synonym and antonyms association, translation, etc;
- grammar, with activities of grammatical substitution, observation of informal grammatical forms, etc.;
- pronunciation and phonology that use repetition in music;
- writing, where the learner changes the elements of the lyrics (verbs, adjectives, etc) and writes summaries and articles about music, etc;
- cultural and social topics, such as problems of society, events and customs;
- Literature (considering that many singers are poets), can be worked through the study of rhyme, metaphor, alliteration and poetic reading of the letter.

Miragaya (1992), on the other hand, presents his contribution in this area, making two divisions as to the forms of use of songs of rock and roll:

1. A song can be used in all areas: phonological, morphological, syntactic, semantic, pragmatic, etc.;

2. Many songs can be used to illustrate specific points. For example, in the phonological area we can focus on the pronunciation of certain words, reduction of vowels, omission of the consonantal sound and so on; in the morphological area, we can focus on the use of prefixes and suffixes and in the semantic area, work on the meaning of certain constructions, idioms, slang, among others.

In his work *Music and Song* (1992) Murphey states that all the activities we can perform with a text, recording or film, we can probably perform with music or texts about music. He also believes that we can explore various skills at the same time, when we work with musical activities in the teaching of a language.

For the author, besides the musical activities based on the activities of reading, speaking, writing and reading comprehension, activities related to the music itself can also be worked as an expression of feeling. Thus, the author suggests the use of music in the classroom, to positively influence other activities, energize and mentally relax the group, entertain and break the classroom routine

We observed that, among the authors mentioned, there is a tendency to emphasize the importance of the use of musical activities in the acquisition of English language, when referring specifically to the four skills: reading, writing, listening and listening comprehension, elements that make up the learning of a new language. We have also seen that each skill may have new subdivisions. For example: listening comprehension includes questions of pronunciation, phonology, discriminatory understanding and interpretation; written comprehension, in turn, involves grammatical topics and vocabulary.

In this topic will be suggested a series of activities involving all areas, such as listening and reading.

### **3.2.1 Rearrange the lyrics of the song**

This activity is for any type of music and any level, just vary the degree of difficulty. At basic levels, cut the letter into stanzas and let students work in groups. At more advanced levels, if the song is not too fast, it can be cut out phrase by phrase. Students can work in groups as well, individually or in the whole room, each student being responsible for one or a few phrases of the song, which will be mounted on the floor or on a table. Music as well as helping with socialization, if used in a group, by separating music into stanzas, each group will learn these new words.

### **3.2.2 Circle the correct words**

Write next to some words of the song other words of similar sounds, such as "no / know, way / away, by / buy", among others. Students should circulate the correct word by listening and by the proper meaning sense of the letter. Another option is "find the mistakes". Hand the letter to the students with some words exchanged, and they must correct as they listen.

Deciphering phonetic symbols in lyrics. Each student will receive a copy of the letter and then have them try to decipher the words that are written with phonetic symbols. Then play the song to confirm that the words they actually wrote match what was said in the song.

In the end, the teacher will correct the spelling of the words on the board. Phonetic symbols are of paramount importance for anyone who is interested in improving their pronunciation and speaking English correctly. All this activity will help in written vocabulary.

### **3.2.3 Karaoke online**

By using Karaoke each one can present his musical talent and ability to pronounce words in English. The purpose of this activity is to make them more confident, secure and participatory. Before starting this activity, the teacher must select some music sites that provide the lyrics and clip of the songs that they want to work with the students.

I also suggest that you pre-select the songs with the students, so they can have more motivation in learning to sing the songs they really have interest in. Another important point in this type of activity is not having the obligation to work the translation, because the content of several songs that are on the success charts contain inappropriate vocabulary for certain ages.

To develop this activity the teacher can have one lesson per month and the use of printed material can be optional, remembering that the main objective of this activity is to learn to pronounce the words with native speakers of the language and not to work with vocabulary properly. The evaluation should be done during the execution of the song, both by the teacher and by the students.

In this sense, according to Santos and Pauluk (2008), besides exercising the memory, through listening and speaking, the use of music during lessons can explore

other issues such as the individual cultural expression of each student, carry on themselves ideological, historical, folkloric information, among others. With this, the learning becomes more meaningful to students.

### **3.2.4 Pronunciation**

It can also be worked with any song, if the students have had some contact with the phonetic alphabet. Select a few words and write them phonetically on cards. When listening to music, students should sort the words. Of course, exercise can also be done with words written normally, but in this case the focus is different.

Ellis (1997) states that by learning a second language, the learner undergoes to an acquisition order, that is, the student acquires grammatical structures in a sequence. For example, the student first acquires the progressive with *ing* before learning the past tense (*ed*) of regular verbs, the plural with *"s"* is acquired before more easily than the third-person singular. Ellis (1997) suggests that there may be a natural order of acquisition of a foreign language to which apprentices follow.

Saricoban and Metin (2006) affirm that songs and poems can contextualize a grammatical aspect efficiently. Since the text of the poem or song is recited, sung and repeated, the practice of a certain grammatical structure becomes more effective. The authors state that through the repetition of texts of the poems or melody and rhythmic metrics, grammatical structures are internalized more deeply. We can conclude that songs can automate structures that are harder to learn, such as the *"s"* of the third person singular or conjugations of irregular and regular verbs between other aspects. In the following section, we discussed the acquisition of the structure of the language mediated by the songs. All of that is new vocabulary.

### **3.2.5 Choose the right word**

The purpose of this activity is for the student to be able to hear and identify the correct words that are part of the lyrics of the song. Before performing this activity, the teacher should select a video of the music in question, make available printed material to distribute to the students, and the student receives a song with the options that will be selected and another with the lyric's translation.

Some classes will be necessary to carry out this activity. First the teacher clarifies the class about what will be worked in class and its objectives. It will be necessary to

show the music clip, and after that, the teacher will give the lyrics of the song that will be used to choose the right word sung by the singer. Clarify that the first run will only be for them to follow the song lyrics and that in the third song run they will be able to start choosing the words.

As soon as you finish the second run, start the third, pausing and going back up to two times at most each part, so they can select the word. Always return to the beginning of the song and stop at the next point. At the end, make the correction on the computer itself with the help of all the students. Then play the song again without the clip's presentation so they do not focus on the big screen. Guide the students to listen to the music at home so they can prepare for the next lesson.

In a second moment, that is, in the second class, the teacher will read the lyrics of the song and use the vocal and musical resources they master or someone else, to teach the students to sing the song.

At this moment it is very important to use an acoustic resource for the better understanding and learning of the students. The music must first be heard by the students and then use the feature of repeating the lines or parts of the song. Exploit ownership of the chorus and / or parts you realize they are easier to sing.

The song can be repeated several times, remembering that the main goal is that everyone can sing the whole song, accompanying it the rhythm and the hearing.

In a third moment, we started the class by singing the song and soon after the translation of the song was distributed. The teacher reads in English and the students in Portuguese, being able to alternate this order according to the capacity of each class. Ask the students to make a vocabulary with the most important words of the song, words that can be selected by the teacher, for the effective acquisition of the vocabulary in question.

At the final moment, the song is repeated, and everyone sings again. This activity improves the discipline, rescues the students' self-esteem and makes the teacher-student relationship renewed. The evaluation must be done during the entire process of carrying out the activity.

### **3.2.6 Bingo with words of music**

The goal is to practice and revise the use of regular and irregular verbs that are present in Damien Rice's song "You are beautiful." Any music or grammatical feature

can be used in this type of activity. I'll use the Data Show feature to show the Music Clip. Printed material will also be used for letter visualization and follow-up. In this activity the student will be able to demonstrate his capacity of memorization, of motor coordination and general knowledge of the presented vocabulary. It's a fun way for the student to learn the vocabulary of music.

The use of songs in foreign language classes gives students opportunity to work on skills that are not widely exploited on a day-to-day basis, such as like the speaker, if the proposal is for the students to sing the song, and the listening, if what that they listen and engage in some understanding-related activity of that song. In this way, the learner's vocabulary can be enriched, since with the constant practice the memory is worked on, so that the student retains the maximum of possible information. (AUDI and FERRAZ, 2013)

Before performing this activity, the teacher should have taught students regular and irregular verbs in all forms, being affirmative, negative and interrogative, and using Simple Past so that they can understand the essence of the story presented in the song. The teacher will offer two classes to carry out this activity. At first, the teacher will make a brief explanation about the singer in question and the lyrics of the song. Select 9 past verbs that appear in the lyrics of the song and mix them with 6 other verbs also in the past and write the list of 14 items in the frame.

Give students a 12-cell bingo grid. Ask students to choose 12 verbs from the list and write them randomly in the cells of the cards. As soon as everyone finishes playing the song again and ask the students to mark the verbs they have heard in the booklet. Ask them to write their names on the cards and collect them for the proper correction to be made extra class. In a second, distribute the printed handwriting in English only. Students hear the song again, now following the lyrics.

After delivering the translation of the song, make the synchronized play so they underline all the regular verbs with a dash and the irregular verbs with two dashes, both in English and in Portuguese. Lead them to transcribe to the notebook in the present and past. After performing this activity, deliver the corrected bingos, rewarding the one that more verbs managed to score.

According to Murphey (1992), there are some activities that can be performed with the intention of exploring more specifically the listening comprehension in our students. For example, complete musical activities, construct texts and activities using



disordered letters. The act of simply singing also triggers the practice of pronunciation and intonation, as well as having fun. The author innovates in suggesting activities involving dictations, such as partial dictation of the lyrics, that the student must end with his own ideas.

There are so-called distance dictates, conducted in pairs, where one of the students memorize as much as he can from the music that is affixed somewhere far from him, and then dictate to his fellow writer. There are also the dictations with music rotation, where the student transcribes as much as he can of each song at a time determined by the teacher. It is interesting to note that Murphey suggests variants in the way of working the same music, in order to reach apprentices with different levels of proficiency. In some cases, however, activities are only indicated for a certain level.

In English, as in any other language, it is easy to find words that combine with each other, which often appear together. These combinations are called collocations. All of the above activities can make use of it. Garcia (2016, p.389) states that "Proficient language users know instinctively which words go together in a language and which words sound awkward when combined." The repetition of the song ends up training the student's ear, for this understanding to be almost automatic .

## CONCLUSION

The classroom routine can be tiring both for the teacher and for the student, so it is necessary to create several activities that attract the attention of the student; however, some reinforcing activities are more fun than others, since the primary focus is teaching.

Music is a great tool to combine fun and learning, especially considering the reality of schools in Brazil, little investment and few tools available. Today, with technology, everyone has access to the most varied type of music, which transforms activities using music, activities at a low cost, and can be used by all.

Of course, it is necessary to make a minimum study before choosing the music, considering that several contain profanities or slang that do not fit in the classroom, in addition, each song can be used in different activities in which each one has a specific function for the student.

The music can be played several times and it will help in the process of memorization, where pieces of music can be analyzed together with the students and it will make them learn new words. Music helps to develop other areas of teaching, such as reading and listening.

It's important to note that music does not just help with learning English. Being a group activity (or individual) it ends up helping in the socialization of the child, and depending on the activity, for example, karaoke ends up helping with shyness.

Each student learns differently, and it is important for the teacher to see this and use music as an incentive and look for each activity in a way to include everyone, since music reaches different points in the brain than a normal class would achieve.

The positive aspects of this work were to think about the activities so that this could help other teachers to use music as a teaching tool, but the negative point was to exclude the student's vision, focusing only on the role of the teacher.

It is expected that with time and with modernity, more and more teachers will need to create new tools to aid in teaching, and music will follow that evolution. Teachers need to feel encouraged and the free to be creatives.

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