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ANA VITÓRIA GOMES DE BARROS

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teachers' views

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Supervisor: Prof. Dr. Eva Carolina da Cunha

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**THE TEACHING AND LEARNING OF ENGLISH VOCABULARY THROUGH
SONGS: A survey of teachers' views**

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BANCA EXAMINADORA

Prof^a. Dr^a. Eva Carolina da Cunha (Orientadora)
Universidade Federal de Pernambuco - UFPE

Prof. Dr. Simone de Campos Reis (Examinador Interno)
Universidade Federal de Pernambuco - UFPE

The teaching and learning of English vocabulary through songs: A survey of teachers' views

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Ana Vitória Gomes de Barros¹

Abstract: This descriptive research aims to examine teachers' perceptions of the teaching and learning of English vocabulary through the use of songs and their contribution to EFL learners apprenticeship improvement. The study was conducted by both quantitative and qualitative research methods and it is based on the concepts of Thornbury (2006) on the function of short-term, working and long-term memory and its implications for vocabulary teaching and learning, as well as some benefits of using songs in class raised by Kuśnierek (2016) and Engh (2013) such as: Motivation, Classroom Atmosphere, Cultural Context, and Memory Retention of Vocabulary Items. To obtain the data, a questionnaire was answered by six teachers of English from different levels of education who teach at the Núcleo de Línguas e Cultura (NLC), a Federal University of Pernambuco (UFPE) extension project that offers language courses. The response rate for the questionnaire was 100% of the research participants using songs with adequate frequency, for different purposes, including teaching vocabulary, with a variety of activities. The findings have shown that, according to the informants' experiences, songs may have positive effects on vocabulary learning due to their motivational, playful and repetitive nature, significant context and exposure to target culture. Still, the results also indicated that there are some difficulties, such as the students' learning preferences and different English proficiency levels, a shortage of resources in educational settings, and the bothering that might result from overuse.

Keywords: Songs; Vocabulary; EFL; Teachers; Teaching and Learning.

Resumo: Esta pesquisa descritiva tem como objetivo examinar as percepções dos professores sobre o ensino e aprendizagem do vocabulário inglês através do uso de músicas e sua contribuição para a melhoria do aprendizado dos alunos de EFL. O estudo foi conduzido por métodos de pesquisa quantitativa e qualitativo e se baseia nos conceitos de Thornbury (2006) sobre a função da memória de curto, médio e de

¹ Undergraduate student in English Language Teaching at Federal University of Pernambuco.

longo prazo e suas implicações para o ensino e aprendizagem de vocabulário, bem como alguns benefícios do uso de músicas em sala de aula levantados por Kuśnierek (2016) e Engh (2013) como: Motivação, Atmosfera da Sala de Aula, Contexto Cultural e Retenção de Itens de Vocabulário. Para obter os dados, um questionário foi respondido por seis professores de inglês de diferentes níveis de ensino que lecionam no Núcleo de Línguas e Cultura (NLC), projeto de extensão da Universidade Federal de Pernambuco (UFPE) que oferece cursos de idiomas. A taxa de resposta para o questionário foi de 100% dos participantes da pesquisa utilizando músicas com frequência adequada, para diferentes propósitos, incluindo o ensino de vocabulário, através de uma variedade de tarefas. Os achados mostraram que, de acordo com as experiências dos informantes, as músicas podem ter efeitos positivos na aprendizagem do vocabulário devido ao seu caráter motivacional, lúdico e repetitivo, contexto significativo e exposição à cultura alvo. Ainda assim, os resultados também indicaram que existem algumas dificuldades, como as preferências de aprendizagem dos alunos e diferentes níveis de proficiência em inglês, a escassez de recursos nos ambientes educacionais e o aborrecimento que pode resultar do uso excessivo.

Palavras-chave: Canções; Vocabulário; Inglês como Língua Estrangeira; Professores; Ensino-Aprendizagem.

1. Introduction

The teaching of English carries a vast repertoire of methods and approaches to attend students' needs. In the recent decades, a great part of these methods have privileged focused the language as a social practice. But it does not reflect reality in many teaching practices. A study carried out by the British Council, "Public Policies for Teaching English" from 2019 found that out of twenty-one Brazilian federative entities, only nine effectively focus on teaching English as a social practice in their syllabuses, i.e they are based on the effective use of the target language. This is due to the prestige that is still given to grammar in the teaching of the English language. However, it is essential to consider the learning of lexical items, and have a range of possibilities for teaching it, since knowledge of grammatical rules is not self-sufficient for proper communication. Over time, new reflections emerged about emphasizing

the teaching and learning of vocabulary, as mentioned by Thornbury (2006). Thus, it is necessary to reflect upon the best strategies to support the pedagogical practices of vocabulary lessons.

Although a positive atmosphere in the classroom is also relevant, there is usually an idea that songs may serve only for that purpose. Georgi Lozanow's 1970s teaching method named Suggestopedia, for example, used to focus on the use of songs merely as background music. It is important to rethink this perspective for a better adaptation to contemporaneity. In this way, this study aims to describe some teachers' of English point of view concerning the use of songs and the learning process by bringing to light the discussion of real use circumstances of this strategy. The following questions have provoked this research: "What are the teachers' opinions about the use of songs to complement their teaching practice?" and "According to the teachers' experiences, is it possible to improve vocabulary learning through songs?". The objective of this work is to identify some aspects of the use of songs as a useful teaching resource in English classes based on the teachers' perspectives and also verify the scope in which songs may improve the students' vocabulary based on their experiences on the issue.

Some teachers of English often struggle to put vocabulary activities into practice in ways that diverge from traditional approaches. Usually, their strategies may focus on the repetition of words out of context, which can make vocabulary lessons monotonous and reduce their effectiveness. Moreover, an ordinary exercise used when teaching vocabulary through songs is gap filling. Scrivener (2005, p. 339) apud Kuśnierek (2016, p. 30) calls it a cliché and points out the importance of varying this task. In other words, it is possible to perceive that teachers may not be fully conscious of how positive the use of songs in their lessons can be, especially for vocabulary teaching and learning. Kuśnierek (2016) and Engh (2013) explain some of the benefits of this use in English lessons, such as providing a fun and enjoyable learning experience or even stimulating motivation and memorization. And lastly, it can be used in an unconventional way with a greater diversity of activities.

This study is based on data from a questionnaire applied to teachers of an English course in the city of Recife. This is a descriptive research with an interpretive basis, combining quantitative and qualitative analysis. The work is divided into sections. Section two, three and four contains the study of art. Section five consists

of the methodology. Section six presents the analysis and interpretation of the results. And finally, section seven consists of the final remarks.

2. The role of songs in English teaching

The use of songs in school activities is considered by some professionals to be a valuable resource. For instance, Millington (2011) proposed the use of songs in activities to maximize the benefits they can have in the process of teaching and learning a language. However, according to Kuśnierek (2016, v.1, p. 24) “Many teachers might not be aware of possibilities of using songs in the classroom.” This proves to be true when some teachers see songs as inappropriate for classroom context or utilize it without a defined objective, usually as a warm-up and merely as a playful and relaxing activity. Thus, when combined with didactic purposes, songs can help the students develop in their field of study. Kuśnierek (2016) and Engh (2013) discuss the benefits of using songs in teaching English based on the following aspects: Motivation, Classroom Atmosphere, and Cultural Context.

In relation to motivational issues, Littlewood (2004) states that intrinsic motivation is extremely effective when it comes to learning a new language. This is due to the fact that the learners should be considered the protagonists of their learning process, being responsible for their own efforts and for the strategies to deal with obstacles. However, it is essential to think about creating interesting learning conditions to positively impact students' motivation. Kuśnierek (2016) and Engh (2013) claim that popular music² is something that can increase motivation in studying English because it is an element that is always present in everyone's life, which deals with subjects of interest and students' everyday situations. In this way, this process of identifying with the topic of the class is something that will critically influence the enjoyment of learning. The content to be studied becomes significant because it takes into account the learners' background and interests, thus, they feel motivated.

Regarding classroom atmosphere, Engh (2013, p. 117) states that “[...] music lowers affective barriers and assists in making students more relaxed, thereby more receptive to language learning.” Moreover, Kuśnierek (2016, p. 24) affirms that

² musical genres that appeal to, as its name suggests, the popular taste. They may include pop, rock, rap, reggie, soul and dance music.

“People usually identify songs with fun, which is why learning through songs is associated with an enjoyable atmosphere”. Thus, it is possible to notice how the songs, due to their playful and affective nature, can strengthen the teacher-student relationship by providing a positive atmosphere for the students, making them feel more relaxed and motivated in the learning process.

Concerning the relation between the teaching of English and cultural aspects, they are intertwined because when interacting with a certain group of people, one interacts with the language and, consequently, with their customs (culture). Therefore, when teaching a language, it is necessary to take into account sociocultural³ aspects, i.e through a song, a student can learn new expressions and in what contexts they are commonly used due to cultural issues. Engh (2013, p. 115) explains: “the use of music in the classroom raises significant questions concerning how culture, language and identity are related.” Therefore, songs are culturally unique and may reflect particular ideas, beliefs, customs and traditions of a people. In this way, as stated by Kuśnierek (2016, p. 25): “[...] songs may be used as a way of looking at a culture and contrasting it with other cultures.” Thus, it is interesting to provide this cross-cultural relationship in language classes through songs.

To sum up, all the mentioned aspects portrays the impacts and effectiveness of applying songs in the English classroom and its several benefits. Besides having a pleasing nature, it also develops students' language skills in different manners. Nevertheless, before reflecting on the use of this resource for the teaching and learning of vocabulary, it is important to consider the overall view that vocabulary teaching had in the history of English teaching and its importance for the process of learning a new language.

3. A historical overview of teaching English Vocabulary

In the mid-20th century, the teaching of the English language had a syllabus predominantly focused on grammar. The Grammar Translation, Direct Method and Audiolingualism approaches are examples of this, because despite having their specificities, these methods had as their most important point the grammatical

³ It is possible to dwelve into this issue through Vygostky (1934), which, in general terms, addresses that the learning process of an individual occurs in dialogue with society and its culture.

structure of the English language, and therefore, they presented few lexical items to the learners.

With the advent of the Communicative Approach, it is possible to notice the emergence of a need to reformulate language teaching, since it takes into account the use of the target language, considering it as a social practice. And to focus on language use, it was necessary to emphasize the teaching of vocabulary, as Wilkins (1972, p. 111-112) states: "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." In addition, Nunan (1991) and Thornbury (2006) claimed that teaching vocabulary is more critical than grammar in the early stages of learning, as it is responsible for future proficiency acquisition. This is due to the fact that through little knowledge of language rules and structure, there is still the possibility of communication, whereas with little vocabulary effective communication becomes way more difficult.

EFL learners often have difficulty developing their language and communication skills due to their lack of vocabulary. Edwards (2009) states that the use of language is largely responsible for the formation of people's identities. In this way, individuals feel the necessity of expressing their opinions, beliefs, and thoughts when learning a new language. However, insufficient vocabulary affects not only the capacity to express oneself, but also makes it difficult to understand others. Therefore, to communicate effectively, learners must acquire pertinent vocabulary to properly express themselves and understand the information they are being exposed to in the classroom.

Thornbury (2006) emphasized the reality of many teachers who are still not fully aware of the advantages of working with an extensive vocabulary with students. Also, it is essential to reflect upon methods and techniques outside of the traditional approaches for putting vocabulary tasks into practice, otherwise, it can turn into a monotonous and ineffective task. Thus, it is important to highlight the key role that vocabulary has in language learning development and to raise teachers' awareness of the importance of spending time and effort focusing on teaching vocabulary. A possibility that deserves attention and can still be explored is the teaching of vocabulary through songs.

4. Memory retention of Vocabulary items and the influence of songs

Concerning the functioning of memory and its implications for vocabulary learning, Thornbury (2006) discusses short-term memory, which is the brain's capacity of storing a restricted number of items of information for brief periods of time up to only a few seconds. There is also the working memory, as he defines it as "focusing on words long enough to perform operations on them" (Thornbury 2006, 23). And finally, the long-term memory which is the capacity and persistence of elements over time. Regarding lexical items, the short-term memory can be exemplified as: hearing the teacher say a word and the student understand it at that moment, but then forget what it was about. Working memory would be, for example, a student learning a word to use when presenting a seminar, and only for that purpose. And long-term memory would be a student's ability to remember this word whenever necessary and use it in written or oral productions. Thornbury (2006, p. 23) affirms that "learning is remembering", so that would be responsible for defining whether the word was actually learned.

Kuśnierek (2016, p. 19) states that "simply repeating an item (rote learning) seems to have little long-term result [...] The kind of repetition that is crucial is repetition of encounters with a word". The repetitive nature of the songs may increase student's capacity of recalling not only words, but as stated by Engh (2013, p. 118) "longer utterances and formulaic phrases". Thus, it is easier for the students to identify a word by seeing it in a context of use, and soon they will be able to use it properly.

According to Plotnik and Kouyoumdjian (2014, p. 268) apud Kuśnierek (2016, p. 20) " [...] if a man learns the words of a song, they are stored in long-term memory". Considering the multimodal character of the songs, which not only carry linguistic elements, but rather the multimodal combination of rhythm, melody and rhyme along with linguistic prosody appears to lead to greater retention, as pointed out by Graham (1992), Palmer & Kelly (1992) and Engh (2013). Thus, the student acquires not only the linguistic form of a lexical item, but also contexts of use and elements of rhythm and intonation, being able to use them in both written and oral contexts.

Songs can be used in different ways in the classroom and may be useful both for a class focused on teaching reading, writing, listening or speaking, as well as for

grammar, and the main topic of this study, vocabulary lessons. Kuśnerek (2016, p. 29-30) provides a table with a wide range of activities for exploiting songs and texts. Some examples portrayed were: Identification of stress, rhythm and intonation patterns in the songs, an important factor for the student to learn the correct pronunciation of new words. Another example brought was the students trying to predict the content of the song by its title, that would involve semantic elements and meaning making process. Also, learners trying to predict the words that may appear in the song by its title, or even brainstorm vocabulary related to the song topic. In addition, the lyrics of some words in the song being mixed up or misspelled, so the students can reorganize and identify the mistakes. And finally, the omission of a word and replacing it with a drawing, so that the student tries to inductively think of the missing word. All of these are some ludic alternatives to work with lexical items that escape ordinary activities.

In brief, there is an infinite number of distinct activities for the teaching of English vocabulary that encompasses songs; however, it is important to have prior concern when evaluating and planning to select songs that are suitable for the classroom context, which takes into account factors such as: the students' level, age group and possible interests. And also, the most advantageous tasks for the lessons' objectives.

5. Methodology

This study aimed to verify the teachers' of English perspectives on teaching and learning vocabulary through songs, combining quantitative and qualitative analysis. The data collection procedure involves a 14-item questionnaire created via Google Forms platform with open-ended and closed-ended questions (see Appendix). The questions address the frequency in which the teachers use songs as a pedagogical tool in general, and specifically to work on vocabulary in the classroom, as well as its purposes, potentials, and constraints. Finally, the questionnaire addresses their thoughts and personal experiences on the subject.

The research informants consisted of six teachers of English from Núcleo de Línguas e Cultura (NLC)⁴, an extension project aimed at teaching foreign languages

⁴ The teaching of English through the Communicative Approach has been the criteria for selecting this group to carry out the research, as this teaching methodology is relevant for the purpose of this work.

located at the Federal University of Pernambuco (UFPE). To analyze data, the descriptive approach with an interpretive basis has been chosen since this work concerns studying reality very closely, as well as the possible reasons and contributions of this phenomenon to the field of English teaching. At last, this study concerns the dialogue of reported experiences with the theoretical proposal of Thornbury (2006) on the teaching and learning of vocabulary, and Engh (2013) and Kusnierek (2016) on the benefits of using songs in the classroom.

5.1 Research participants

Concerning the profile of the subjects of research, there were six teachers of English from NLC (UFPE). This represents 46% of the total number of teachers of English at this course. Their age range is twenty two to seventy one years old. Two of them are males and four of them are females. Regarding the respondents' educational degree, four of them are undergraduate students, one has a master's degree, and one has a doctorate degree. And finally, they have three to more than ten years of teaching experience.

5.2 Research design

A pre-test version of the questionnaire was carried out between the 16th and 18th of July and it was found to be insufficient for the purpose of this study. Then, it was necessary to review and rephrase some questions in order to guide the teachers' answers towards the research objective.

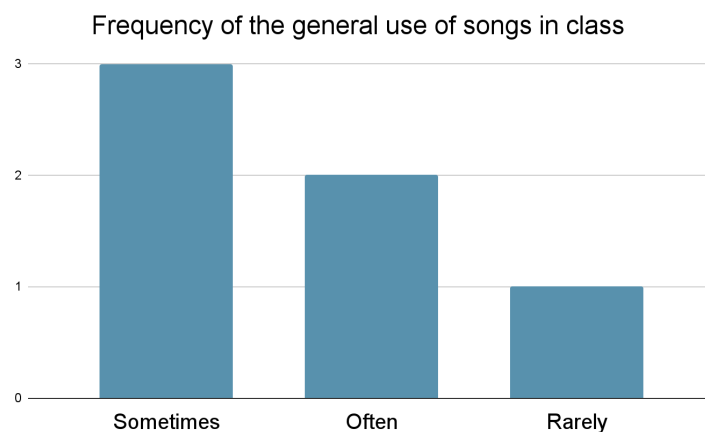
Regarding data collection, the questionnaire was applied between the 20th and 26th of July. The data has been compiled and analyzed from an interpretive perspective and has been able to provide sufficient subsidies for identifying the use/benefits of songs in English classes.

The analysis has been divided into two sections: Objective answers have been tabulated, and subjective responses have been interpreted seeking the presence of the following aspects: Motivation, classroom atmosphere, cultural context, memory retention of vocabulary items and the influence of songs.

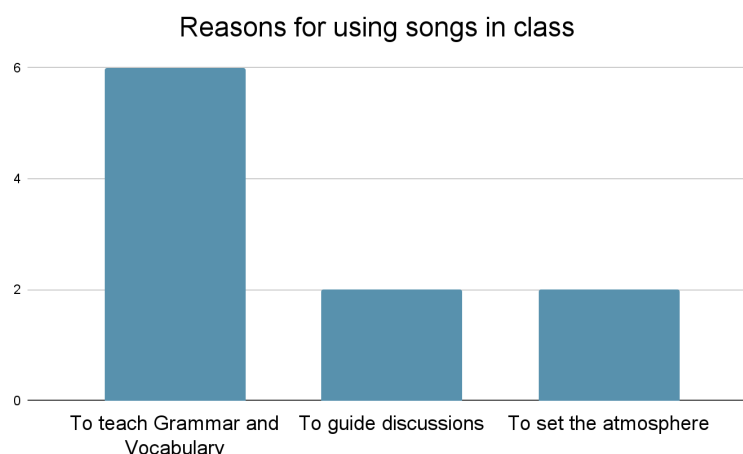
6. Analysis and interpretation of results

This analysis seeks to show how often the teachers use songs as a teaching resource and the purposes of them in doing so, with special attention in the teaching of lexical items. Also, it addresses some descriptions of this use, as well as some possibilities and limitations in it. Lastly, it aims to dwelve into the relation between the teachers' responses and the categories of analysis of this research.

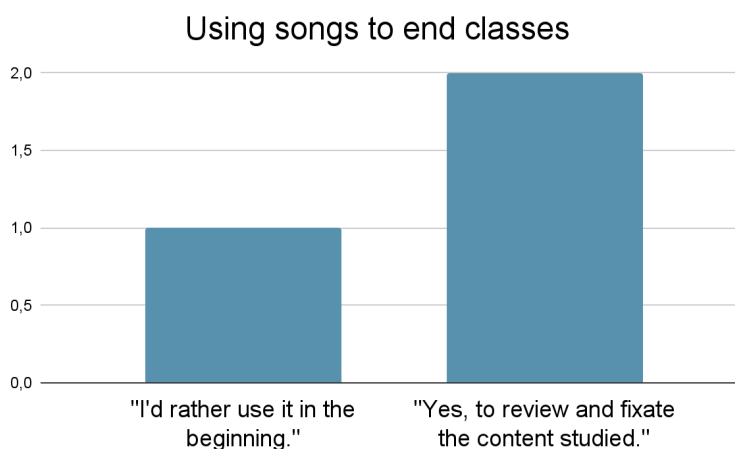
Figure 6.1.1



100% of the participants stated that they make use of songs in class. As for the frequency of this use, three of them said "sometimes", two said "often" and one said "rarely". It is possible to notice that the participants are aware of the possibility of using the songs in the classroom. Also, the frequency of use is considerably adequate, since excessive use is not recommended, because it becomes repetitive and may bother the students.

Figure 6.1.2

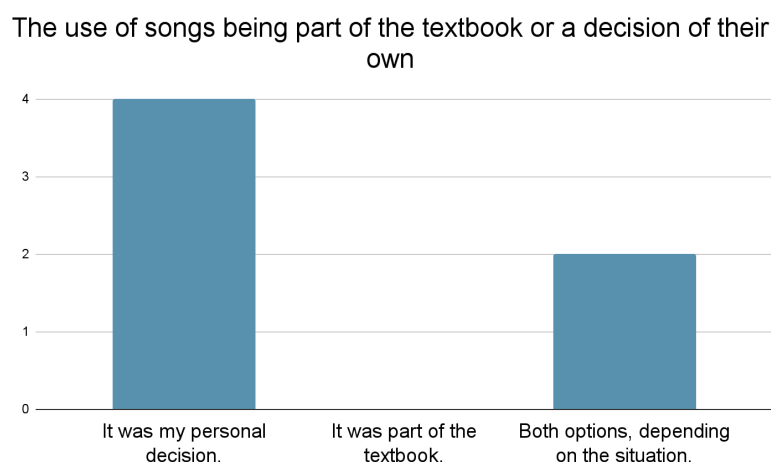
As for the purposes of using songs, the informants cited, for the most part, using them as a listening activity, with a focus on teaching vocabulary or grammatical patterns. Two teachers called attention to having discussions about the song, which leads to a better contextualization of it in the classroom, providing meaningful and, therefore, motivating learning. A teacher pointed out the issue of pronunciation, an important aspect of learning a foreign language, because to make proper use of a new lexical item and be understood when speaking, it is necessary to know the correct pronunciation of words. And lastly, two teachers mentioned the use of songs in the classroom atmosphere by using it as a warm-up or even as a background music, which may contribute positively to the learning environment.

Figure 6.1.3

Some of the informants decided not to respond. A participant said that she prefers to use them to start the class. Two informants mentioned the possibility of

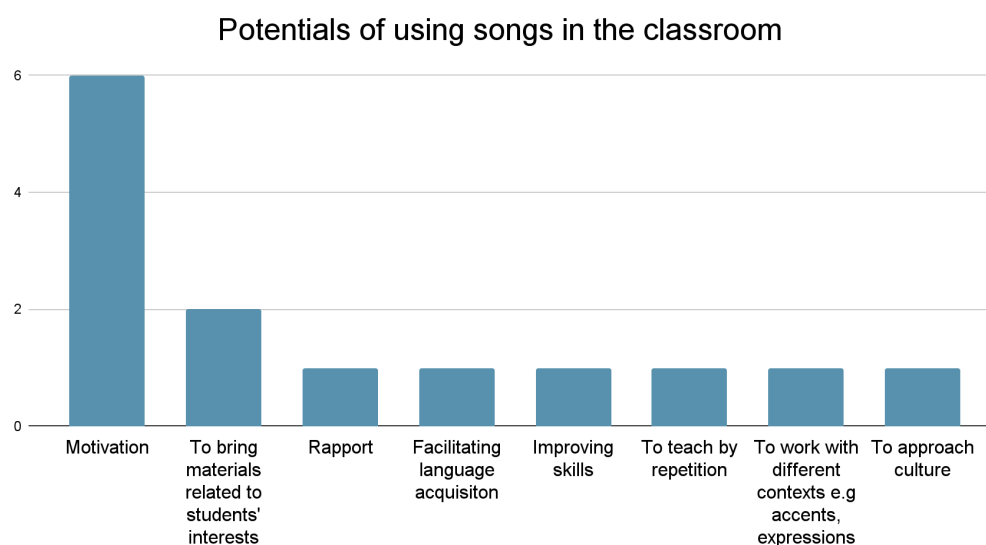
using it to review what was exposed in class and reinforce what was studied. It is noted then, a frequency in using the songs at the beginning of classes as a warm-up to encourage the learners, and at the end of the class, as a tool to review the content.

Figure 6.1.4



Four teachers said that it was always their own decision. Meanwhile, two said that it was both options, depending on the situation. It is possible to perceive that the use of songs as a pedagogical tool is, for the most part, a personal movement of the teacher rather than something suggested by didactic materials.

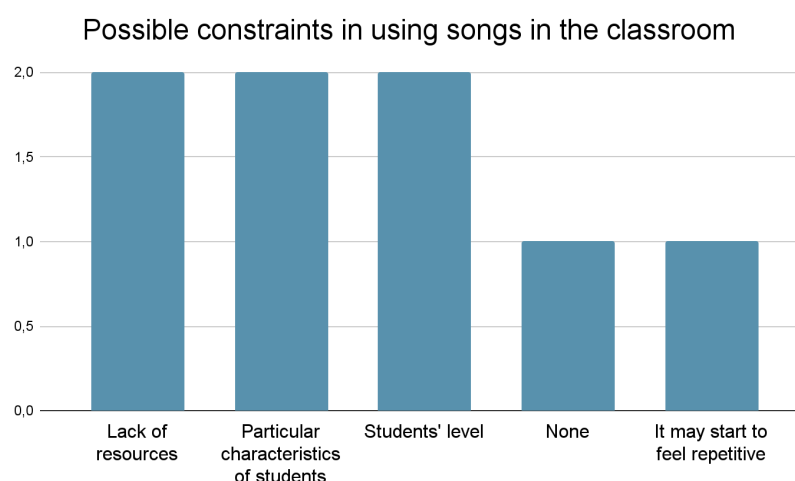
Figure 6.1.5



Four teachers pointed out the motivational character in songs and how this affects student participation, playfully providing learning. Moreover, two teachers also mentioned the importance of bringing materials related to student's interests into the classroom. By means of this, the content of the lesson is easily related to the students' experiences. And lastly, an informant addressed the concept of *rapport*⁵, that is, the practice of bringing songs can influence communication and connection in the teacher-student relationship. Thus, all these aspects positively affect the classroom atmosphere, and consequently, they influence students' motivation to learn.

In addition, a respondent also mentioned songs as something that facilitates language acquisition. Another informant raised the ability to evolve various skills such as listening, pronunciation, grammar, among others. And finally, a participant cited teaching by repetition. In this case, it is possible to observe the impacts that songs may have on cognitive aspects, influencing positively in memory retention. And finally, a teacher addressed working with different contexts, such as accents and expressions of the same language, as well as another one mentioned the ability to approach the culture of the English language, that is, the ability of songs to bring a diversity of cultures to the teaching of English.

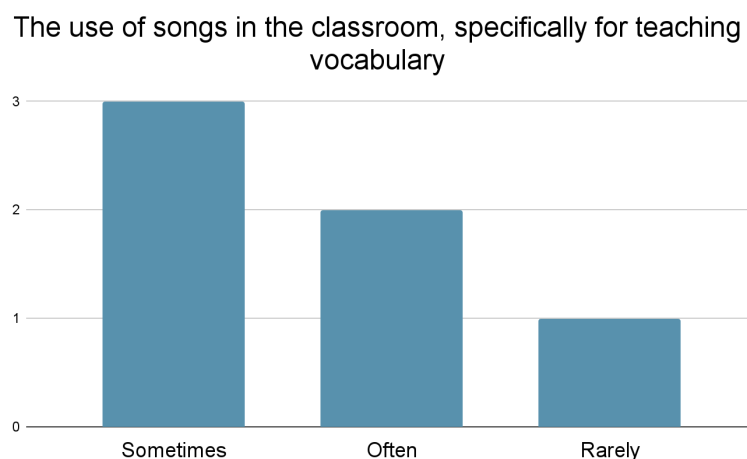
Figure 6.1.6



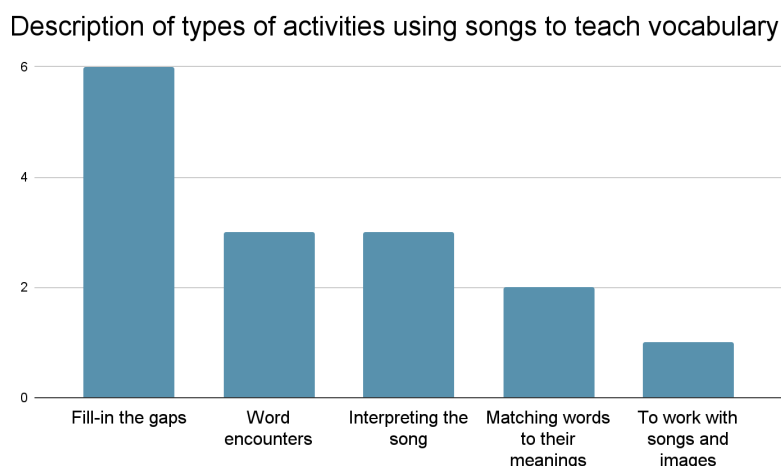
⁵ The concept of *Rapport* (in French, *rapporter*) has its origins in psychology, being used to designate the technique of creating an empathic connection with another person, so that he or she communicates with less resistance.

Two participants mentioned the scarcity of resources in some institutions, which would make it difficult to carry out the activity. Also, two teachers cited the particularities of each student, as they may not like or improve so much through the use of songs. Two informants pointed out having prior concern with students' level, as an example, one of them mentioned being careful when selecting songs with a lot of background noise (heavy instruments) which would hinder beginners to understand the lyrics. It is essential to take this aspect into consideration and to bring materials to classes that are adequate according to the student's level. An informant mentioned that if these kinds of activities are overused, it might start to feel repetitive. A consequence of this, and it is something that has been previously mentioned, is the possibility of irritating the students. Lastly, a respondent said, in her opinion, there is no difficulty or limitation in the use of songs.

Figure 6.1.7



100% of the participants responded positively. The frequency of the use was similar to the previous case. Three teachers use it sometimes, two use it often, and one use it rarely. In other words, songs play a significant role in the pedagogical practice of the majority of the research participants, who use them with an appropriate frequency.

Figure 6.1.8

Five teachers mentioned gap-filling, which is commonly used by teachers of English. This type of activity is effective for its purposes and is practical as it is not a time consuming activity. However, it is important to note that this is not the only way to work with songs in the teaching of vocabulary.

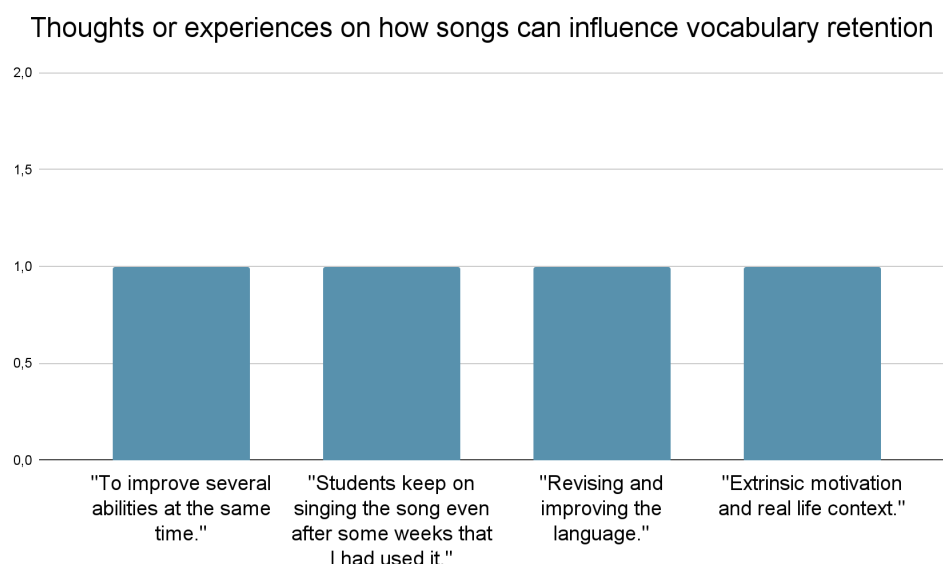
Three teachers cited working with word encounters. The examples brought by informants were chunks, slang and idiomatic expressions. They would discuss their meanings, one of them mentioned making the students put into practice the vocabulary they had learned, including the expressions in a short interaction with a colleague. In this way, the songs helped the students to contextualize the expressions seen in the classroom, which makes it easier for them to add them to their repertoire.

Three teachers also raised activities in which the learners needed to interpret the song. In one of these cases, the songs were like storytelling, so the learners had to use their creativity to finish the story, and in this way, make use of the vocabulary learned. Another case was, after listening to the song, the students would practice their speaking skills by giving their opinions on a social issue exposed in it. Thus, they made use of the content exposed in the song, working it in its entirety.

In addition, two teachers pointed out matching words to their meanings activities, which is a useful activity since songs may help the students in identifying the meaning of words by context. And finally, a respondent mentioned working with a song and the images that appear in its video clip. It is beneficial to work in this way as vocabulary is reinforced not only by the song, but also by visual stimuli, as it is

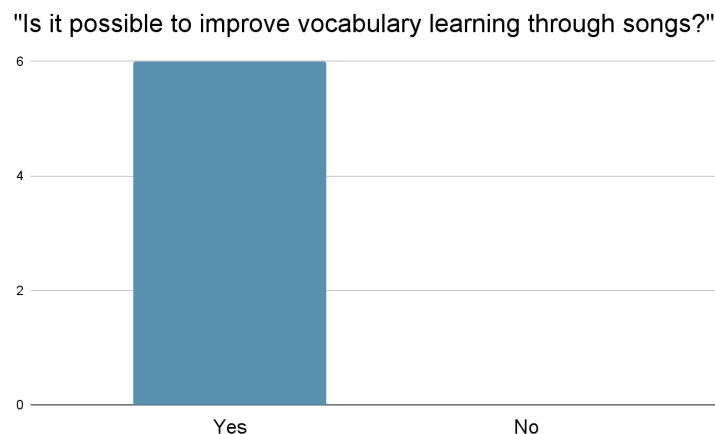
well known, there are different styles of learning. Therefore, it is important that there is this variety in the exposure of information to the learners.

Figure 6.1.9



Some of the participants decided not to respond to this item. A teacher stated that it is possible to work on several elements at the same time through the songs, such as practicing reading and accuracy through the lyrics of the song and practicing speaking through singing. Therefore, it proves how enriching it is for language learning and retention to work with songs and its multimodal nature. Another participant, on the other hand, cited a personal experience in which the students continued to sing the song even after a few weeks of using it. In other words, the song and its content remained in students' long-term memory. Another informant stated: *"songs are a way of revising and improving the language studied."* In this case, the song would act as a resource to strengthen retention of the lexical items that are being taught. And finally, a teacher mentioned that songs *"provoke extrinsic motivation and help students to see a real life context."* That is, in addition to motivating the learners, they have a huge influence in learning new words and their contexts of use.

Figure 6.1.10



All of the participants agreed with this finding. A teacher stated: *"Absolutely, but not only through songs."* Another respondent said she agreed with this possibility, and stated that songs are:

[...] one of the many strategies that may be used and adapted to the classroom environment.

Therefore, it can be noticed that songs are not the unique way for teaching vocabulary, however, it is one of the useful resources to work on this topic.

Another informant said that it is possible because songs are *"fun and engaging"*, which makes the students connect with the lesson and even with the target culture. She also stated that *"music helps enhance our memories and retain information"*. To justify her answer, she mentioned Alzheimer's patients that despite forgetting so many things, they often remember songs. To conclude her point, she says:

I still remember the lyrics to songs from when I was studying English five to seven years ago.

In this case, the playful feature of songs, added to their ability to stimulate memory retention makes it a valuable resource for teaching vocabulary.

Another teacher said: *"I believe so"*, and as a justification, she cited the ease of remembering the words due to a simple and repetitive rhythm that the songs may have. In addition, she also mentioned that songs expose vocabulary being used in a specific context, which would help the learners to assimilate words and their meanings more effectively. Thus, the exposure of the language in use by songs and its repetitive nature would have positive effects for vocabulary learning. Finally, a participant responded positively, because for him, in addition to practicing previous knowledge, the discovery of new ones is also possible, i.e. through songs, the students can have access to vocabulary they have never seen.

7. Conclusion

In summary, according to their experiences, six teachers shared their insights on the effectiveness of songs when it comes to the teaching and learning of English. Statistics indicated that the research participants make use of songs with considerable frequency, to work with different knowledge e.g grammar, vocabulary, and pronunciation, as well as to focus on the four skills. Thus, it is possible to notice some of the contributions that this resource may have to the teaching of English as a foreign language in general, and in a specific way to vocabulary lessons. Also, it is noted that it is not very common for textbooks to suggest the use of songs, being more of a personal choice of the teacher and his or her teaching style.

Moreover, results have shown some of the benefits of using songs in class cited by the informants. First, on the atmosphere of the classroom, since the songs can be used, for example, as background music to guide other activities; at the beginning of classes as a lead-in resource to get the students in the mood for the class, and even at the end, to review the proposed content more playfully. Second, the influence on the students' participation, since the songs may be related to their interests, or even strengthen the relationship between the teacher and the student, thus, leading to greater involvement of learners. Third, benefits related to cognition were also raised, where the songs would facilitate the acquisition of language and develop the four skills due to repetition, having positive impacts on memory retention. And at last, the possibility of representing a diversity of cultures and its native speakers' accents and different contexts of use. However, the findings also suggested that there are still some challenges, such as the students' different

learning styles and levels of English, lack of resources in educational institutions, and also, the annoyance that overuse can bring. Hence, these are some aspects that should be taken into consideration when using songs in the classroom.

In addition, regarding the descriptions of vocabulary tasks using songs, it is observed that participants, for the most part, make use of the gap-filling activity, but also have a variety of activities, such as word encounters, matching words and their meanings, proposing dialogues based on the song theme, or even the use of visual elements added to the song. This diverseness of approaches may provide integral learning, greater effectiveness in vocabulary retention, as well as reduce the feeling of repeatability in using songs.

Finally, the teachers' shared some of their thoughts and personal experiences on vocabulary retention and the influence of songs. It was raised that through the songs it is possible to work on several skills simultaneously, review and improve what has been studied, motivate the students, show the language in use, and at last, the learners can keep the words in the song in their long-term memory. All these elements are positive impacts that songs can have on teaching and learning vocabulary. Thus, results have shown that all participants believe in the effectiveness of songs to improve vocabulary, either by their repetitive character, their exposure to the target culture, or their meaningful context. Still, it is important to emphasize, as some of the informants said, that this is an efficient way to improve vocabulary, but it is not exclusive. This research could have deepened if it had time to, in addition to the questionnaire with the teachers' opinions, also had observed classes in which participants made use of the songs for vocabulary teaching. Furthermore, it may encourage future research in this field of study.

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APPENDIX A

Questionnaire

The teaching and learning of English vocabulary through songs

Dear participant, this questionnaire aims to collect data for the research entitled: "The teaching and learning of English vocabulary through songs: A survey of teachers' views". Therefore, it is very important for you to contribute by answering this survey. Moreover, in accordance with ethical principles, your identity will be kept confidential in this study.

1. Select your highest level of education: () Undergraduate student () Master's degree () Doctoral degree () Post doctoral degree
2. For how long have you been teaching? () Less than a year () 1-2 year () 3-4 years () 5+ years () 10+ years
3. Do you use/have you ever used songs as a resource to supplement your pedagogical practice? () Yes () No
4. If so, how often do you use it? () Always () Normally () Often () Sometimes () Rarely () Never
5. And for what purposes?
6. Are songs a good option to end the class if you have free time? Justify your answer.
7. Is the use of song part of the textbook or a decision of your own? () It was planned by the textbook. () It was my personal decision. () Both options, depending on the situation.
8. What are some of the benefits of using songs in the classroom?
9. Do you use/have you ever used songs as a resource to teach specifically vocabulary? () Yes () No
10. If so, how often do you use it? () Always () Normally () Often () Sometimes () Rarely () Never
11. Describe at least three types of activities using songs for teaching vocabulary that you have applied.
12. Share your thoughts and/or experiences on how songs have influenced or affected the students' capacity to retain vocabulary.
13. Is there any difficulty or limitation that you can describe in the use of songs in the classroom?
14. In your opinion, is it possible to improve vocabulary learning through songs? Justify your answer.