FOSTERING FOREIGN LANGUAGES LEARNING THROUGH MUSIC: MUSIC BEYOND ITS INSTRUMENTALIZATION

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Music is in a deeper place than language, it reaches places where language cannot enter.

(Glausiusz, 2009)

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Fostering Foreign Languages Learning Through Music: Beyond Its Instrumentalization.

Abstract

The purpose of this research is to critically analyze the usage of music in foreign languages classes, such as the benefits it brings to the classroom environment, cognitive and emotional effects that music provokes in foreign language students and some disadvantages the usage of music can bring to the classroom.

Music is an essential element to a foreign language class, since its usage increases memory capacity, attention, and concentration, it stimulates creativity and child-like imagination (Berrío, 2011). Music is a tool that helps to easily learn a foreign language in a nice way students have fun (Bustamente, 2016), students can improve speaking skills by listening activities (Pérez, 2010), low affective filters and music achieves different multiple intelligences. Music increases motivation, concentration and generates a good atmosphere, it decreases stress and introduces cultural aspects of a foreign language (Ruiz Calatrava, 2016). Finally, Lake (2002) states that music is more than just words and notes on paper, music is an environment that expresses emotion and conveys a message. Lake remarks that music is the most potent instrument for education.

Due to the reasons presented before, it is important to think critically about the usage of music in the classroom. It is crucial to create an effective environment to use music in a foreign language class, because many factors can positively or negatively affect the class, for example, the genre of the song, the complexity of the lyrics, the pre, while and post task for instance.

Key words: Music to learn, music in the classroom, foreign languages, cognitive and emotional effects, foreign language acquisition, fostering foreign languages learning.

Resume

O propósito dessa pesquisa é analisar criticamente o uso da música nas aulas de línguas estrangeiras, assim como os benefícios que traz para o entorno da sala de aula, efeitos cognitivos e emocionais que a música provoca nos estudantes de língua estrangeira e algumas desvantagens que o uso da música pode trazer para a sala de aula.

A música é um elemento essencial para uma aula de língua estrangeira, já que seu uso aumenta a capacidade de memória, atenção e concentração, estimula criatividade e a imaginação infantil (Berrío, 2011). A música é uma ferramenta que ajuda a facilitar a aprender uma língua estrangeira de um jeito divertido enquanto os estudantes se divertem (Bustamante, 2016), os estudantes podem melhorar habilidades de fala através de atividades de escuta (Pérez, 2010), baixo filtro afetivo e a música alcançam diferentes múltiplas inteligências. A música aumenta a motivação, a concentração e gera boa atmosfera, e isso diminui o estresse e introduz aspectos culturais de uma língua estrangeira (Calatrava, 2016).

Finalmente, Lake (2002) afirma que a música é mais que somente palavras e notas num papel, a música é um entorno que expressa emoção e transmite uma mensagem. Lake reforça que a música é o instrumento mais potente que qualquer outro para a educação.

De acordo com as razões apresentadas anteriormente, é importante pensar criticamente sobre o uso da música na sala de aula. É crucial criar um ambiente para usar a música numa aula de língua estrangeira, porque muitos fatores podem afetar positivamente ou negativamente a aula, por exemplo, o gênero musical, a complexidade da letra, o antes, durante e pós atividade.

Palavras-chave: Música para aprender, música na sala de aula, idiomas estrangeiros, efeitos cognitivos e emocionais, aquisição de língua estrangeira, incentivando a aprendizagem de idiomas.

Resumen

El propósito de esa investigación es analizar críticamente el uso de la música en el aula de lenguas extranjeras, así como los beneficios que eso trae para el entorno de la clase, los efectos cognitivos y emocionales que la música provoca en los estudiantes de lengua extranjera y algunas desventajas que el uso de la música puede traer para el salón de clase.

La música es un elemento esencial para una clase de lengua extranjera, ya que su uso aumenta la capacidad de memoria, atención y concentración, estimula la creatividad y la imaginación infantil (Berrío, 2011). La música es una herramienta que ayuda a facilitar a aprender una lengua extranjera de una manera divertida mientras los estudiantes se divierten (Bustamante, 2016), los estudiantes pueden mejorar las habilidades de habla a través de actividades de escucha (Pérez, 2010), bajo filtro afectivo y la música alcanzan diferentes múltiples inteligencias. La música aumente la motivación, la concentración y genera buena atmosfera, y esos disminuye el estrés e introduce aspectos culturales de una lengua extranjera (Calatrava, 2016)

Finalmente, Lake (2002) afirma que la música es más que solamente palabras y notas en un papel, la música es un entorno que expresa emoción y transmite un mensaje. Lake refuerza que la música es el instrumento más potente que cualquier otro para la educación.

De acuerdo con las razones presentadas anteriormente, es importante pensar críticamente sobre el uso de la música en el salón de clase. Es crucial crear un ambiente para usar la música en el aula de lengua extranjera, ya que muchos factores pueden afectar positiva o negativamente la clase, por ejemplo, el género musical, la complejidad de la letra, el antes, durante y post actividad.

Palabras-clave: Música para aprender, música en el salón de clase, idiomas extranjeros, efectos cognitivos y emocionales, aquisición de lengua extranjera, fomentando el aprendizaje de idiomas.

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PROBLEM STATEMENT

Several research studies suggest that, to include music or sonorous elements in foreign language classes, provide benefits in the process of learning (Fonseca et al, 2012). Several teachers use music in their classroom to approach students to an aimed content, that is, they use it mostly to extract certain content using its lyrics to exemplify vocabulary, expressions, tenses, etc. However, most teachers do not take into consideration the positive cognitive process that students have, when they are exposed to music. Additionally, they are not aware about the positive effects it brings to the learning environment, as well as improvement of concentration, decrease of stress and an increase of attention (Berrío, 2011). One of the causes of these issues is teachers do not know these benefits, and due to the lack of formation, teachers do not take advantage of music in their learning environment. Along with my bachelor's degree in foreign languages, I did not receive any class, or any training about using music and its cognitive effects.

As mentioned before, the usage of music in foreign language classes reduces to the extraction of lyrics to learn a vocabulary or to exemplify tenses. It happens because the teacher chooses a specific song which is followed by a specific content. Another consequence occurs because they consider the instrumental part of a song as a ludic activity, without knowing the real benefits to using songs in their learning environment (Lake 2018). Finally, due to a lack of training, the choice of a song can be wrong since there are many rhythms and genres of music. A song can provoke different feelings in students, for example, heavy *rock* may incite competitiveness, *rap* can incite a sense of belonging to a group, an identity with their roots. Soft or instrumental songs, potentialize concentration. Hence, if teachers know these incentives which bring different genres of music, their learning environment will be meaningful (Pérez, 2010).

I believe that a teacher must be a changer agent, a person who must improve and innovate. As time changes, the way students learn changes too; then, knowing the positive effects that music brings to a classroom, means to go beyond its instrumentalization, or using that as a ludic activity.

Knowing its cognitive process, means to know the students better and how to activate incentives according to their needs, and mainly creating and potentializing learning environments.

The purpose of this research is to present the benefits of music in a foreign language class, as well as its cognitive effects and strategies to use music effectively. This research consists of showing the benefits of attitudes, willingness, decrease of stress, and also the benefits of being exposed to a new language and a new culture through music. (Ruiz, 2008)

The main question of this investigation is: *How can teachers use music to foster foreign language learning for their students?*

JUSTIFICATION

It is clear the foreign languages learning, and music walk together perfectly, potentializing the learning process. Using music in the classroom can bring many benefits to students. During the bachelor's degree in foreign languages, professors have used many songs to catch the attention of the students with the purpose of teach some vocabulary or grammar. However, I realized that teachers use songs, taking into consideration just the ludic effect music brings to the classroom and the taking lyrics as example to explain grammar or to show vocabulary.

The main idea of this study is analyzing academically, reviewing previous studies, how music can be effectively used in a foreign language classroom, by understanding cognitive effects, change of attitudes, decrease of stress and disposition to participate and sharing strategies of how to prepare an activity through music. By understanding its effects and benefits, teachers will know how to apply music effectively in a learning environment and they will understand the real benefits music brings to a classroom's environment. Analyzing what I mentioned before, I will contribute to other teachers to create a meaningful learning environment using music as a strategy of learning.

GENERAL OBJECTIVES

● To analyze strategies that foster the usage of music to create a meaningful learning environment to foreign language learning.

SPECIFIC OBJECTIVES

● To contrast different bibliographical sources related to the usage of music as an element of a learning.

● To describe cognitive and emotional effects of using music in a learning environment based on literature.

● To recommend pedagogical strategies to effectively use music in a foreign language class based on literature and my experience as a foreign language teacher.

THEORETICAL FRAMEWORK

Taking into consideration the objective of this academical research, it is essential to define some concepts related to the usage of music as a strategy in the classroom. Since this research is a state of the art, it is important to analyze documental research that was previously done, because it guides academically the flow of this research. There are aspects that foreign language teachers must consider when music is chosen as strategy to teach a foreign language. Reviewing previous studies about using music in the classroom. It is important clarify main topics that guide this research.

1. State of the art
2. Learning environment
3. Music in learning process
4. Cognitive development
5. Pedagogical strategies

1. State of the art

It is essential to delimit the concept of state of the art because this research will permit us to analyze the material that was selected with the purpose of answering the main question.

State of the art can be understood as research about a certain area of knowledge from previous research in that area. Usually, these previous studies are similar to the ones you are researching about. It is a qualitative-documentary research methodology of a critical-interpretive nature that reviews the states produced by people in their bibliographic representation, made up of three phases: 1) Planning and design, 2) Management and analysis, 3) Formalizations and elaboration (Vargas et al, 2015).

The state of the art is a documental research in which recovers and transcends reflexively the knowledge of a certain object of study (Marín et Restrepo, 2002). The main objective of a state of the art, is to analyze critically from previous studies in order to critically present, compare and judge your own knowledge.

According to Dr. Garcia (2014), every researcher must explore previous studies about the wanted topic to research. It includes projects, previous knowledge, and related articles, such as literature, scientific projects, and documentary academic research. A state of the art does not start from complete ignorance, however, it is produced from previous knowledge that is not enough. A state of the art comes to solve difficult situations, or to clarify ideas and concepts (Gallardo 2003).

2. Learning Environment

According to Garcia-Chato in the *study Environment of Learning: its Mean ING IN Education Preschool* (2014), it is impossible to define learning environment in simple terms. Garcia-Chato stated that a linguistic translation of learning environment could be a fusion of physical sensorial elements, an educative agent, a place or space, everything around a person. However, Garcia-Chato states that Learning Environment refers to physical, social, cultural, psychological, pedagogical conditions that make possible the human being experiments social, cultural, and pedagogical processes that make possible to be inside a learning environment.

Filippi et al, in the article *Diseño de un Ambiente de Aprendizaje Colaborativo* (2010) state that a learning environment goes beyond the physical limits shown by educational institutions. The authors also say that we learn with everything, everywhere and every time. One of the primary objectives of learning is to expand our quality of life, thus, learning environments exist in our daily life, not only inside a classroom or in textbooks. To make a learning environment, it is necessary to take into consideration some aspects like interaction, educational activities, and adaptability.

Contrasting two authors with two different points of view, it is clear that a "learning environment" is where a person has the possibility to learn. We can learn in any situation in our life, with an experience, a movie, an accident, etc. However, creating a learning environment means creating physical, social, cultural psychological and pedagogical conditions (Garcia-Chato,

2014). Thus, I believe that teachers shall provide many factors to create a meaningful learning environment.

2.1. Creating a meaningful learning environment

Keal and Kwe from International Languages Department – Institute of Teacher Education International Languages Campus, Kuala Lumpur – Malaysia, in the study *Meaningful Learning in the Teaching culture: Project Based Learning Approach* (2014) states that to create a meaningful learning environment in a language class it is crucial to include cultural aspects to create meaningful learning. Also, the authors say that teachers shall help students to develop interest in the target content. Keal and Kwe (2014) suggest seven essential aspects to be fulfilled.

(1) A Need to Know: "With a compelling student project, the reason for learning relevant material becomes clear: I need to know this to meet the challenge I've accepted."

(2) A Driving Question: A good driving question gives students a sense of purpose and challenge (In the study context, the question is: "How can we help to narrow the generation gap?")

(3) Student Voice and Choice: In terms of making a project feel meaningful to students, the more voice and choice, the better (Students can decide what products they will create, what resources they will use, what tasks they would do, how they would work together, how they will structure their time and so on.)

(4) 21st Century Skills: A project should give students opportunities to build 21st century skills such as collaboration, communication, critical thinking, and the use of technology which will serve them well in the workplace and life.

(5) Inquiry and Innovation: Students find project work more meaningful if they conduct real inquiry. Exposure to a variety of authentic and challenging real-life tasks, will make them learn to innovate- find a new answer to a driving question, a new product, or an individually generated solution to a problem

(6) Feedback and Revision: When students refer to rubrics and other sets of criteria to critique their own as well as one another's work. Self-evaluation and reflections as well as feedback from peers make learning more meaningful.

(7) A Publicly Presented Product: When students present their work to a real audience, they will try to replicate the kinds of tasks done by professionals and in the process, create authentic products that people outside school might use, (Kean and Kwe, 2014, p 192).

Students need to be motivated to learn, they need to feel that language is useful for them, and what they learn will be useful outside the class. That is the reason why teachers should create meaningful activities that involve students and give them meaning in the target language. Learning languages means globalization, being a global citizen means being connected to the world, to think beyond the hometown, it means to be aware of global issues and different cultures in contrast with their own issues and culture. Being aware about worldwide issues, means to give sense to learning, students when connected to the topic, they feel more motivated.

3. Music in learning processes

Claudia Tobar, from Universidad San Francisco – Equator, in the article *Benefícios de la música para el aprendizaje* (2013) studied the effects of music for learning. She stated that music has been present in all cultures. We use music as human beings during our daily interactions. Tobar also states that humans, unable to express feelings through words, did it through musical notes and rhythm.

Additionally, Tobar shows a study made by (Levitan, 2006) about brain process when exposed to music:

> With the use of brain imaging technology, it has been possible to obtain a map to locate the parts of the brain responsible for processing music in professional musicians versus people of "regular" gifts in it. The music is processed symphonically between various parts of the brain at once. It enters through the auditory cortex, passes through the frontal lobe, the nucleus, the cerebellum, the occipital lobe, and the system limbic. This path helps us understand its effect on the different reactions that manifests one person or another (Levitan, 2006). Likewise, the music passes through the cortex, creating images and memories of the melodies we hear. In addition, it has been noticed that people who hear or learn a rhythm for the first time activate different parts of their brains than expert musicians. (Tobar, 2013, p32).

According to this study, music improves memory. For example, people who suffer Alzheimer use musical therapy to remember events and people. Music has a powerful relation with the capacity to remember, for example in an exam, results are better than without music (Tobar,

2013). Music provokes emotion, more when we are alone. The author suggests that to maintain a fresh mental ability is recommended to use music to have a positive mood, to relax and to stimulate imagination.

Helen Neville et al (2008) did a study with children between three and five years old to observe the effects of music in an academic support program. They used three aspects: a) musical intervention as support; b) individual help; c) regular classes. The results showed that music as a support tool is just as powerful as individual support. However, the main difference is the playful effect offered over individual support.

Finally, according to Melodic Intonation Therapy (MIT), patients diagnosticated with language aphasia have achieved amazing advances thanks to intonation melodical therapy. Patients could sing after speaking during the process. Music is in a deeper place than language, music reaches places language cannot enter, (Glausiusz, 2009).

3.1. Music in English classes

Robert Lake in the study *Enhancing Acquisition through Music* (2003) explains Krashen's Theory to explain language acquisition through music. This theory presents that learning acquisition is strongly relevant in explaining the use of music in language learning. One of the aspects is the "affective filter hypothesis", the theory says that learning by music increases motivation, increases self-confidence and low anxiety. Lake (2003) stated that many ESL (English as a Second Language) students have a defensive attitude when exposed to a foreign language. However, when students are exposed to music, it brings a visible change in the state of the student's "affective filter". He stated that music and language are closely tied together in brain processing by pitch, rhythm, and syntactical phrasing. Music familiarizes students with these connections and provides a fun and relaxing way to acquire, process and produce a foreign language (Lake, 2003)

I cannot avoid reflecting these views about music in learning processes. Hellen et al (2008), Tobar (2013) and Lake (2003) present many considerations about how music can improve a learning environment. Tobar (2013) explained the scientific effects music provokes to a human brain and its benefits in people who suffer Alzheimer, for example. On the other hand, Hellen Neville et al (2008), performed a study with students and showed that music is just effective as an

individual support. Hellen's theory can be supported by Tobar's study. Moreover, Lake (2003) in his studies, showed a change of students' behavior when exposed to music, for example, increase of attention, low of affective filter, more disposition to participate and he provides strategies to use music in classroom to create a meaningful learning environment, presenting different strategies to use music in an English Class. These three authors complement each other to create a deep understanding about effects of music in the classroom. Additionally, they give ideas of how to implement music in the classroom.

4. Cognitive development

Pérez and Gardey (2008*),* provide some definitions about cognitive development. Cognitive development focuses on intellectual procedures and behaviors from these processes. It is a consequence of people's need to understand the reality and perform in society, it is closely connected with the capacity humans must adapt and to integrate to the environment. Many authors have studied cognitive learning, for example Piaget, Tolman, and Bandura. They agree that the process in which information enters in the cognitive system, is processed, and causes reactions in the person.

According to Jean Piaget (1976), no knowledge is a copy of the real information. Everyone has a process of assimilation that allows accommodation of knowledge to previous structures and previous knowledge. Piaget explains there are two elements to these processes; a) what is just known, b) what is in a human being's context. For this reason, knowing that knowledge is not copying from reality, but it is acting on reality and to turn it into something new. Piaget understands cognitive process as a progressive development whose purpose is to achieve an equilibrium. Piaget (1976) states that development is a progressive equilibrium, an endless passage from a smaller state of equilibrium to a higher state of equilibrium.

4.1. Music's cognitive and emotional effects in English Class

Dwayne Engh, English teacher at College London, UK, in the article *Why Use Music in English Language Learning? A Survey of Literature* (2013) studied the effects of using music in an English Class based on some parameters; Affective filters, Motivation, Learning Strategies and Empirical Second Language Acquisition (SLA) Studies.

The affective filter hypothesis (Krashen, 1982) argues that a favorable learning occurs with low anxiety, self-confidence, and high motivation. Acquirers with a low affective filter seek and receive more input, interact with confidence, and they are more receptive to the input. Engh also argues that music lowers affective barriers and assists in making students more relaxed, thereby more receptive to language learning.

There is a connection between real world/target task, pedagogical task and enabling skills with music. This relation has been noted as a motivating factor in the language classroom, that occurs because music is an authentic activity that connects first language users in terms of discussion (Engh, 2013). The author also states that rock songs are short, accessible authentic text and rich in content that work as a catalyst to engage with and build meaning, also poetries of rock provide a valid authentic text, rock songs are even considered literature. Finally, music provides further support to the motivating factor of music in the language classroom.

In the article, Engh (2013) states that when teachers put music as an aid to learn in the language classroom, cognitive strategies are enhanced, affective exploration is increased and the students are more receptive to language inputs. Based on Gardner's multiple intelligence theory, music potentializes learning not only for musical aspects, but also for bodily-kinesthetic, interpersonal, and intrapersonal intelligences.

There is ample empirical evidence to suggest that the use of music and songs enhances student's success in second language acquisition. This theory is based on three aspects:

a) Recall and memory: Effectiveness of vocabulary acquisition coupled with singing and story illustration; it provides receptive vocabulary skills.
b) Involuntary Mental Rehearsal: Lexical and phrasal recall in noting the resemblance of songs to conversational discourse and suggests they are linguistically processed in a similar manner.
c) Language Specific Skills: SLA research has also examined specific language skills that can be effectively developed with the use of music and song, such as explicit development of listening discrimination and comprehension. Music in the language

classroom may also be utilized with an explicit vocabulary and grammar focus and be used to reinforce either grammar or pronunciation points. (Eigh, 2013).

Cognitive process is an endless chance we have during our life. Every experience we have, we suffer a cognitive process. However, when we reflect about cognitive processes in the classroom, it is necessary to think that when a teacher teaches, this process is not natural, we are creating an environment to learn. Thus, it is necessary to take into consideration many aspects to build a meaningful learning environment. It is necessary to build a significant class, in order for students to see content beyond the classroom. There are many aspects to consider when preparing for a language class. If we think about English, there are many ways English goes to students, television, video games, brandings, publicity, or music. Teachers cannot ignore students who have previous knowledge, it is essential to take advantage of this, and explore their previous knowledge to create new ones (Piaget, 1976, pg5).

5. Pedagogical strategies

According to the RAE (Real Academia Española), Strategy can be defined by 1) Art of guiding military operations, 2) Art to guide something, 3) Series of very thoughtful actions, directed toward a certain end. According to Peralta (2016), pedagogical strategies are procedures that an educative agent uses in a reflexive and flexible way to promote a goal of learning on students. Pedagogical strategies are also considered ways or resources to help pedagogically. For this reason, teachers must own a huge baggage of strategies, knowing their functions, and how to use them correctly. Other definitions of pedagogical strategies are based on the teacher's work, for example decisions taken by teachers to guide teaching to promote learning to students (Peralta, 2016). According to Peralta (2016), it is important to emphasize that teaching strategies have different impacts on students like: Transmitted content, intellectual works that students build, the values and the way students comprehend social, historical, scientific, artistic, and cultural content.

When teachers decide to apply learning strategies, it is necessary take some aspects into consideration:

a) General characteristics of students, like cognitive development, emotional factors, and previous knowledge.
b) General knowledge of the content.
c) The goal teachers want to achieve, and cognitive and pedagogical activities students shall do to reach.
d) Constant accompaniment throughout the process, as well as progress and learning process.

Gamboa et al, (2013), in their study called *Pedagogical and didactical strategies to multiple intelligences development on autonomous learning*, define pedagogical strategies as actions conducted by teachers, with the purpose of facilitating formation and learning on students. Curricular scenarios are composed of the organization of formative activities and integration of learning and teaching processes in which students acquire knowledge, values, practices, procedures, and own problems in the formation field (Bravo, 2008). Pedagogical strategies provide invaluable alternatives that are wasted due to lack of knowledge or for lacking pedagogical planning. The lack of pedagogical strategies brings monotony that affects negatively in learning (Gamboa et al, 2013).

Strategies can be understood as steps to achieve a goal, something thought for a purpose. In education it is necessary to think of the objective of learning as a process students need to step to achieve the goal. However, in the 21st century, more than preparing activities, a teacher needs to guide students to their own learning. Gamboa et al (2013), states that pedagogical strategies are conducted by the teacher. However, I agree when Peralta (2016), who says that pedagogical strategies are procedures that an educative agent uses in a reflexive and flexible way to promote a goal of learning on students. It is necessary to create strategies to promote autonomy, teachers need to be the bridge, not the goal. Because different strategies provoke different reactions in students. Teachers must take into consideration many aspects to create strategies such as environment, previous knowledge, cognitive process and a constant process following.

METHODOLOGICAL FRAMEWORK

In this stage of the present academic research, the different stages will be shown in order to organize information and findings.

1) State of the art:

Since the chosen methodology of this thesis is a state of the art. It will be based on different studies and research different researchers have made. For this reason, it is important to critically analyze different authors that have made research similar to this. Since it is a qualitative analysis, the collected information will be extremely useful to understand how music fosters the process of a foreign language learning.

2) Selection of articles

It is important to choose studies that are highly connected to the objectives of the research. Furthermore, it is important to choose recent articles of no more than 10 years of publication, since the way students learn changes. We cannot compare the way students learn now and the way students learned 10 or 20 years ago. Nowadays students have more access to technology, they are global citizens. Also, the way of teaching has changed. Years ago, teachers were used to be the center of the teaching/learning process. But now, teachers can be considered as a "bridge" that connects students to knowledge. Students are even more autonomous in their learning process. This is the reason why it is necessary to choose recent articles.

Beginning this research, the main idea was creating a course to teachers in which they could learn how to use music effectively in the classroom. The idea was, mainly creating general and specific objectives, units, evaluation, strategies, articles connected to idea of the course. However, due to the time, I realized that I could not implement the course and analyze it. That is the reason that this article focuses on academic research.

Taking this aspect into consideration, I started to select articles that guided me to the creation of a course. However, based on the changes I had during this research, I looked for articles and academic research that helped me understand how music contributes to foreign languages learning. For this reason, oriented by my research advisor I decided creating a matrix, in which I clearly contrast and select studies that relate to my research.

Table 1. Main documents used in the project research

Category	Type of Source	Title	Author(s)	Year
Music in the classroom	Research article	Beneficios de la música en el aprendizaje.	Claudia Tobar	2013
Strategies of learning	Research article	Estrategias de enseñanza/aprendizaje del inglés como lengua extranjera	Wiliam M. Peralta	2016
Affective filter	Webpage	Is the affective Filter Blocking Instruction?	Rocio Figueroa	2019
Music in the classroom	Research Article	La enseñanza de idiomas a través de la música	Maria Carmen Calatrava	2008
Multiple Intelligence	Research Article	Multiple Intelligence Theory and Foreign Language Learning: A Brain-based	Jane Arnold et Maria Carmen Fonseca	2004

		Perspective		
Music and Cultural Awareness	Research Article	Music as Means To Enhance Cultural Awareness and Literacy in the Foreign Language Classroom	Judith Weaver Failoni	1993
Music and Foreign Language	Research Article	Music in the Foreign Language Classroom: How and Why	Pauline Degrave	2019
Music and Foreign Languages	Research Article	The Effects of Music in the Foreign Language Learning Classroom	Pilliph A. Bennett	2019
Music and Foreign Languages	Research Article	Impact/s Of Music on Language Learners' Performance	Marzieh Mashayekh Et Masoud Hashemi	2011
Music and Learning	Research Article	The Potential Role of Music in Second Language Learning: A Review Article	Ieva Zeromskaite	2014
Music and Foreign Language Learning	Research Article	Why Use Music in English Language Learning? A Survey of the Literature.	Dwayne Engh	2013
Cognitive Effects	Research Article	The effects of music on language acquisition.	Juniper Stokes	2008

Cognitive Development	Academic Magazine	La música y el desarrollo cognitivo.	Nelson Javier Berrío Granadas	2011
Benefits of music in the classroom	Book	Enhancing acquisition through music.	Robert Lake	2002
Environment of learning design	Research Article	Diseño de un ambiente de aprendizaje colaborativo.	José Miguel Luis Filippi, Guillermo Javier Lafuente et Rodolfo Bertone	2010
Cognitive Development	Research Article	Cognitive Development	Jean Piaget	1976
Cognitive Development	Research Article	Effects of music training on brain and cognitive development in under-privileged 3- to 5-year-old children: Preliminary results	Hellen Neville et al	2008
Multiple Intelligences	Research Article	Estrategias pedagógicas y didácticas para el desarrollo de las inteligencias múltiples y el aprendizaje autónomo.	María Cristina Gamboa Mora et al	2013
Culture and Music	Research Article	Learning Outcomes of Two Approaches to Multicultural music Education	Carlos R. Abril	2006

			Vivian Yaneth	
Multiple Intelligence	Research Article	Las Inteligencias Múltiples En El Aula de Clase	Argüello et Luz Adriana Collazos Muñoz	2008
Affective Filter	Qualitative and Quantitative Study	La Música Ayuda a Mejorar el Vocabulario en una Segunda Lengua	Maria Guadalupe Garcia	2012

3) Revision and compilation

During researching for articles to support this research, I found amazing studies which I could learn a lot from. However, some articles were not connected to the main idea of this research. Reminding that is not about a creation of a course, but a state of the art. Some articles that I needed to reject as reference from my study were:

- **Using Music to Teach English as a Second Language (Castrillón, 2016):** Although this article provides treasured supports to the usage of music in the classroom, it is focused on strategies and techniques to use music in the classroom, and how to evaluate students through music. Since my focus is understanding benefits of music, this article went to second plan in my study.

- **The Role of Music in Young Learners' Oral Production in English, (Pérez, 2010):** As the first example, this article provides valuable knowledge to understand music and its benefits. Nevertheless, I needed to reject this article for two reasons: 1) This article focuses on a specific ability "listening", 2) it focuses on young learners. My focus is understanding cognitive benefits students receive when exposed to music, of course music improves listening, however, the present research studies the benefits for the four skills (listening, reading, speaking, and writing). Finally, this article focuses on babies and young learners, and this research focuses on teenagers and adults.

After all documents were selected, I started with the process of revision. It was essential to make sure that all chosen documents were relevant, and they supported my objectives. For that reason, a matrix was done to have an organized view about the studies that were relevant to this thesis. Furthermore, in this matrix had the view of the authors about essential topics in this research:

1) Benefits of the music in the classroom
2) Cognitive and affective effects
3) Disadvantages of using music in the classroom.

Initially, this research had 5 topics to be discussed, additional to the three mentioned before, it included "Contribution" and "methodology". I disconnected "Contribution" from this research because it shows music used in their context, for example "Japanese music to Chinese students" and its conclusions in their context. And "Methodology", goes inside each analysis to be developed in this study, this is the reason I do not consider "Methodology" as a separates category, but included in the ones I have now.

4) Analysis

a) Taking into consideration the 3 topics mentioned in step 3, it is necessary to organize and contrast the point of view from the authors about these topics, one by one.

i) In the topic one (Benefits of the music in the classroom), were analyzed three main points: 1) language acquisition, 2) Playful effects 3) Cultural background.

ii) In topic two (Cognitive effects), two main topics were analyzed: 1) Affective filter, 2) Multiple intelligence.

iii) In topic three (Disadvantages of using music in the classroom), what different authors remark about points to be considered when music is used in the classroom was analyzed and contrasted, as well as my own suggestions about using music in the classroom.

Finally, based on the literature, this research will suggest some strategies to effectively use music in the classroom to foster foreign languages learning through music.

5) Conclusions

In this part, it is essential to synthesize all the important topics studied throughout this research in an organized and coherent way.

ANALYZING MUSIC BEYOND ITS INSTRUMENTALIZATION

Benefits of music in the classroom

Music is present in our lives, everywhere, anytime. Even though there is no "music" being played, the sound of a car, the steps of someone walking, can bring to our brain the impression we are hearing music. It is possible to imagine a sound, a rhythm or to remember a song we like. According to the dictionary, music can be defined as an art to express feelings through sounds by rules according to a culture or society. We can do music everywhere, clapping our hands, popping our fingers. An example is one of the most famous songs ever, "We will, we will work you" by Queen, there is no instrument, there are no notes, only voices and sounds from the body.

This is not different when we refer to the classroom. Music can bring different emotions, feelings, and attitudes. Songs like,

> *Head, shoulders, knees and toes*
> *Knees and toes*
> *Head, shoulders, knees and toes*
> *Knees and toes*
> *And eyes, and ears, and mouth, and nose*
> *Head, shoulders, knees and toes*
> *Knees and toes*

will be in our mind forever, since we sang, played, and had fun without the pressure of learning grammar or vocabulary. It flows naturally. What about "lemon tree"? These are only a few examples of songs that last forever in our mind when we are learning English for example.

After the revision and exploration of 21 articles, it was found that theoretics allude to different benefits music can bring to our lives, also, to foreign languages students.

a) Language Acquisition

It is not a secret that songs expose students to the aimed language. Also, it is not new that teachers use music to exemplify language to students. Nevertheless, there are teachers that do not know the real benefits of using music in the classroom to students concerned with language acquisition. Now we are going to see what some authors say about the usage of music thinking about language acquisition.

A song is more just words and notes on paper. Music is an environment that expresses emotion and conveys a message (Lake, 2002). Lake also says that music is the most potent instrument for education, more than any other and it trains the brain for higher forms of thinking.

According to Berrío (2011), music develops language, vocabulary, and motor logic. Berrío says that when a child receives appropriate musical education, it potentializes the capacity of thinking and linguistic development and facilitates reading/writing process as well as the capacity of creation. Otherwise, Zeromskaite (2014) states that musical training benefits reading acquisition and phonetical awareness of timing and pitch of L2 (Second language) speech sounds in acoustical and categorical analysis of speech.

When students are exposed to music in the classroom, they are exposed to the language and expressions from the language the song is in. It facilitates the exposure to the native language used in its context. Also, Ruiz (2008) says that songs are clear examples of colloquial English and the best source of English outside the class. Thus, students are able to learn from songs in their natural environment, listening and interiorizing native pronunciation. Finally, songs sung by native speakers are of great value to the teaching of speaking and listening (Mashayekh et Hashemi, 2016).

According to Berrío (2011), a meta-analysis in a group of 24 studies, it means more than 500.000 students in high school have found a strong association and trustworthiness between instruction in music and results in reading tests. Another study found that 90 students between 6 and 15 years old with musical instructions had a verbal memory significantly better than children without musical instruction (Ho, Cheung et Chan, 2003).

b) Playful effects

Beyond listening to music to learn a foreign language, there are other benefits music can bring to the classroom, this is the playful effect. We listen to music when we are happy, when we are sad, when we fall in love, when we break a relationship, when we feel lonely, etc. Different songs can bring different feelings. Why not take advantage of these effects in the classroom? We do not know how students come to class. For example if you teach at 7am, there is a possibility your students have not had breakfast, they are hungry and sleepy. At 2pm, after lunch, they are probably lazy. Music can break their negative feelings by its power of joy. Following, I will examine different playful effects music brings to students in the classroom.

Teachers use songs not only to make students have fun, but their objectives go beyond.

- Teachers use songs to introduce new structures in context with a specific meaning.
- Students are able to improve their listening and pronunciation in a foreign language.
- Songs show important aspects of the culture in the aimed language. (Ruiz, 2008)

Finally, music is used to make grammar instruction less boring (Bennett, 2019). Bennett in the study says that adults spend 40-50% of their time listening to audio materials compared to 11-16% of their time reading texts.

Neville (2008) conducted an intervention with children aged three to five to see the effects of music as an academic support program. It used three variables: a) musical intervention as support; b) individualized help; c) and regular class. The results showed that music as a support tool for academic support is just as powerful as individualized support, the difference being fundamental the playful effect offered by the music in front of the individualized support.

Mashayekh and Hashemi (2016) say that music is one of the most important factors for achieving teaching and learning effectiveness in social harmony among learners. In the classroom, students often sing together to celebrate birthdays, to play games together, to appreciate the feeling of togetherness. Mashayekh and Hashemi (2016) in their study state that music is used to soothe the mind, to relax the mind and body. Music enables learners to be free from pressure and stress.

c) Cultural background

Nowadays it is easier to approach new cultures than years ago. In a globalized world when most students have access to the internet, it is extremely simple to be in contact with new cultures. For example, using the app TikTok, originally designed for sharing songs, a song from the other side of the world can be listened to from this side in seconds. Understanding a culture is understanding the world, our environment, from ourselves to others, and music brings this possibility as fast as we can imagine. Music is an essential way to understand different cultures. From the instrumentalization or from lyrics, we can understand how people from other cultures think, act, and express feelings. This is the reason why music must be used to understand culture.

One of the most exciting aspects of listening to songs in a foreign language is the cultural aspects it provides. It is a strong possibility that music influences the learning environment, which may include family, educational and cultural background factors that might influence the learner (Engh, 2013). Mashayekh and Hashemi (2016) marks that music is deliberately used to teach language, society, and culture because it encodes cultural meanings, inspiration, and world views. In other words, songs tell thousands of human stories.

According to Gardner's multiple intelligence theory (1993), music has a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are valued in a culture. Additionally, Engh (2013) stated that music is beneficial for foreign language acquisition, for language skills as a motivational and cultural aspect.

The usage of music in a foreign language class provides a unique approach to enhance students' awareness of another culture. Music provides an interesting mirror of the history, literature and culture of a country that can be seen in songs text in musical style. Musical styles and textual themes, along with pronunciation variations and dialects among countries speaking the same language. In Addition, suitable music choices range from classical art music to popular contemporary music of all styles, and include traditional folk and children's songs. Musical styles and textual themes, along with pronunciation variations and dialects among countries speaking the

language, allow an opportunity for students to glimpse other societies representative of the target language. (Waver, 1993).

Carlos R. Abril (2006) showed a study made by Shehan in 1984, about how music can approach students of different ages to different cultures. The previous studies, made with students from 0 to 10 years of age, showed that there are no relevant cultural awareness using music to transmit different cultures on students between 0 and 10 years old. However, Abril (2006) showed a study made with students of sixth grade that evidenced a significant cultural awareness on students.

A study compared two teaching approaches: one in which children were actively immersed in music by performing, manipulating, and interacting with music (heuristic); and a more passive, teacher-directed form of music instruction (didactic), in which students were expected to internalize understanding (Shehan, 1984). Results of this study show that a heuristics approach was more effective than the didactic approach at increasing sixth-grade students' operant preference for Indonesian gamelan music. Abril (2003) found that students who participated in a sociocultural approach to instruction had significantly higher preference ratings for music sung in foreign languages than students who received instruction that lacked an in-depth contextual component. In conclusion, direct experiences with multicultural music in the classroom, in conjunction with discussions surrounding musical and cultural matters, can improve elementary-age children's preferences for unfamiliar music.

Cognitive and affective effects

Music has numerous benefits to our lives when we listen to it. Beyond the joy and relaxing music provides, there are important cognitive and affective effects we can develop by listening to music. In this section, we will explore how music can bring benefits by developing our cognition, as well as affective effects by using music in our daily lives and in a foreign language classroom.

According to Berrío (2011), music develops cooperative work when executing a song, a round or an instrument in a rhythmic ensemble or another order. It develops self-esteem which develops the cognitive process, affective and behavioral effects, which are the goals of the educational process. Through music can be streamed cultural heritage of a community and contribute to the development of potential that lasts in adolescence and adulthood, providing experiences rewarding and satisfactory that improve self-esteem.

Complementing these ideas, Tobar (2013) marks that music provokes emotions. These emotions are stronger when they are positive and negative. The author recommends music to have a positive state of humor, to relax and to stimulate the visual cortex with the imagination. In Zurich University an experiment about the impact of music was made considering three aspects: music, images, and the combination of both. The results show that music has a higher power of influence in the moment to elicit emotions. Music activates the visual cortex to see images related to emotion. Using music, students can guide and regulate their own process of learning (Peralta, 2016) and stimulate creative processes (Arnold et Fonseca, 2014).

Hetland (2000) made a meta-analysis of 15 studies that included 701 children aged between 3 and 12 years old, suggest that children that received musical instructions by music achieved better results in spatial-temporal tasks than groups that did not receive musical instructions. Spatial temporal refers to the ability to distinguish aspects like color, line, shape, figure and space, and its relations in three dimensions.

Berrío (2011), in her study, mentioned an experimental study that worked with children between 8 and 11 years old with reading problems. The result was that children that received musical instructions significantly improved their reading abilities compared to children that received normal instructions.

Another study made by Overy (2002) with 9 boys with dyslexia, aged 8 found that musical instructions improved their abilities to process temping, phonologies, and orthography, but not to reading. In general terms, studies suggest it would be early to conclude that musical instructions influence reading abilities on students that suffer dyslexia.

a) Multiple intelligence theory

In the beginning of 80's psychologist Howard Gardner proposed a theory that revolutionized education worldwide: Multiple Intelligence Theory. Multiple intelligence theory is a proposal from the cognitive psychology field that refutes the concept of traditional intelligence and its methods to measure it. To Gardner, intelligence is a plural expression, it

means different ways to demonstrate intellectual ability. Students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways. (Gardner)

  this is the reason why Gardner differentiated intelligences in eight modalities: 1) visual-spatial, 2) verbal-linguistic, 3) logical-mathematical, 4) interpersonal, 5) intrapersonal, 6) naturalistic, 7) bodily-kinesthetic and finally 8) musical rhythmic.

Engh (2019) mentions Gardner's multiple intelligence as an effective way to use music in the classroom. The author applies multiple intelligences hypothesis specifically to language teaching and stated that one of the implications of teaching using music is that students should not only be taught to increase their verbal, spatial and numerical intelligences, but also to nurture their musical, bodily-kinesthetic, interpersonal, and intrapersonal intelligences.

Gardner also supports music because musical is one of the multiple intelligences, thus, its usage makes students experiment a big success in the language learning (Ruiz, 2008).

Argüello & Collazos (2008), in their study *"Inteligencias Multiples en el Aula de Clase"* studied 15 girls and 10 boys aged between 8 and 9 in Pereira-Colombia in a primary school. The authors divided this group in two, where one was submitted to instructions-based on Multiple Intelligences, while the other group was submitted to normal classes. The result evidenced that the group submitted to Multiple Intelligences, in a scale from 0 to 5, achieved average grades 0,32 higher than the group that received normal instructions. The study analyzed the eight multiple intelligences.

b) Affective filter

According to Stephen Krashen, affective filters explain how students' attitudes and emotional variables can influence success in foreign language learning. Affective filters are psychological filters that help or obstruct the process of learning a second language (Engh, 2013). Degrave (2019) remarks that music creates a good, enjoyable, relaxing atmosphere and it lowers stress. We can understand an effective filter as a wall that lowers or raises a student's mind. When a student is under stress, anxiety and has low levels of self-confidence, or lacks of motivation, the

affective filter raises, and language learning is barred. This wall blocks any input or output of information from the learner's brain. (Figueroa, 2019).
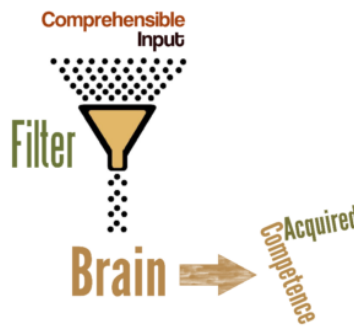

Image taken from: https://ensemblelearning.org/is-the-affective-filter-blocking-instruction/

Most favorable learning occurs in a setting of low anxiety, self-confidence and high motivation (Engh, 2019). Additionally, the usage of music in the classroom creates a good, enjoyable, relaxing atmosphere and it lowers stress level and affective filters (Degrave, 2019). The author suggests that music lowers affective barriers and assists in making students more relaxed, thereby more receptive to language learning. Music in the classroom also increases motivation, since it concerns both the affective states and attitudes that impacts the amount of effort a learner expends to acquire a new language (Engh, 2019).

María Guadalupe García, in her study *"La Música Ayuda a Mejorar el Vocabulário en Una Segunda Lengua"* made a qualitative and quantitative study at Universidad Pontícia Bolivariana in Montería, State in the north of Colombia. García selected two students from the program of Electronic Engineering, both studying third level of English in that University. The criteria to choose these students was:

a) Both study at the same university and they are at the same level of English.
b) They come from different economic situations. She comes from a good economic situation, and he comes from a community that lacks basic elements to live.
c) The female student always has a good disposition to participate in class, furthermore, she always gets good grades. The male student has barriers to participate, he is very shy, and he does not speak in class.

The study consisted of checking vocabulary acquisition under different instructions-based learning. The male student was submitted to music to apply the affective filter theory and to exemplify vocabulary while the female student received instructions and vocabulary in a normal way. The result was:

-   The female students achieved better grades than the male student. However, the male student showed a decrease in the affective filter, in consequence, his grades increased significantly in comparison to his grades before music instructions-based on Filter Affective theory.

Disadvantages of using music in the classroom

It is clear that music as a strategy to foster foreign language in the classroom brings many benefits to students. Music helps acquire language (Lake, 2002), create an enjoyable environment (Bennett, 2019) and enhances students' awareness of other culture (Waver, 1993). However, it is essential to analyze any disadvantages that music may bring to a foreign language classroom.

It is very common for teachers to search for activities to use in the classroom. There are many examples of downloadable lessons and worksheets from various websites; However, most of these activities focus on grammar or vocabulary, but few, or none, include any rationale or theoretical basis for decisions made in the development of the materials (Engh, 2013). Thus, it is important to search for materials that go beyond grammar and vocabulary. It is not wrong to use a song to exemplify grammar or vocabulary, but it is important to be aware that music provides boundless possibilities to help students achieve their objectives; moreover, learning a foreign language is more than learning grammar and vocabulary.

Peralta (2016), remarks that using music in the classroom requires a series of questions that guide your activity to a goal. For example: When? Why do I apply for it? What for? What is my goal? An issue of using music without questioning is using music without a plan, without a goal. That way, the activity has a great possibility of being meaningless.

Songs can bring many misunderstandings and difficulties:

a) When students try to understand songs, some structures appear in abbreviated mode, for example: I want to / I wanna. These structures can be unknown to students. That is the reason why teachers shall have a plan to use a song in a foreign language classroom. Teacher shall guide the student in order to avoid these misunderstandings.

b) There is a problem when students try to translate a song to their native language. Once it is translated, it loses meaning, appeal, and cultural aspects in the lyrics (Ruiz, 2008). More than understanding lyrics, students should be aware about cultural aspects that foreign songs bring. That is the importance of connecting students to cultural backgrounds.

Further, not all songs are ideal for TESOL (Teaching English to Speakers of Other Languages), factors to consider when selecting a song are tempo, intelligibility of vocalization and enunciation, stress, amount of repetition, language level, word order, and the extent of metaphorical usage (Abbott, 2002). It is recommended not to use songs like rap and heavy metal songs because the words are obscured by the thick instrumentation, and because the lyrics can be offensive. Bennett (2019) states that songs with offensive lyrics generally should be avoided.

In my experience as foreign language teacher, I have two playlists to share with my students: 1: Songs that I chose for study time. 2: Songs that students chose. The first playlist accomplishes all criteria mentioned before. It offers students a relaxed environment to learn and help them to concentrate. It includes instrumental songs, soft pop songs, clear pronunciation, not extreme notes or too much percussion. The second one is songs students bring with the curiosity to know what the lyrics say. Usually, these songs are more percussive, with poor pronunciation from the singers and many songs have offensive expressions. These songs are played at the end of the class, since class is about to finish, they learn more about language, have fun and the class finishes with a good mood.

STRATEGIES AND RECOMMENDATIONS TO EFFECTIVELY USE MUSIC IN THE CLASSROOM.

There are strategies teachers can use to bring students close to the foreign language by using music in the classroom. Listening to music is one of the most satisfying activities that a person can do, for example, in the car while we are driving, or at home cleaning the house, while cooking, etc. Music is everywhere! Why not to take advantage of it? Based on the benefits music brings to a foreign language class previously researched in this study, and my own experience teaching foreign languages, as well as on the theory reviewed in this research, there are some activities and strategies that teacher can apply in the classroom:

Activities to decrease affective filter.

- **Create a previous Playlist:** Teachers need to be very careful when choosing a Playlist to share with students. According to Abbott (2002) clarity of vocalization and enunciation, stress, amount of repetition, language level, word order, and the extent of metaphorical usage should be taken in consideration to select songs to foreign language learners. Selecting the right songs to be used in the classroom will determine the success of your class. The recommendation is: choose Pop Music! First because nowadays is the kind of music students love. They are popular, easy to understand, generally Pop songs are soft, they usually use acoustic guitar, love messages, etc. And, because it has soft instrumentation, easy lyrics, Pop music is popular, most of students know them. All these characteristics enhance concentration, lower the affective filter and improve concentration. However, not all Pop songs are recommended, music with offensive language should be avoided (Bennett, 2019). Try to avoid percussive songs, many strong instrumentations like Hard Rock, Heavy Metal, or electronic music. Ed Sheehan, Celine Dion, The Beatles, Beyonce, or Adele are singers that usually can be included in a Playlist to listen to in the classroom.

- **Start class with 10 minutes of music:** The most of times, when students come to a foreign language class, they come from different places that are totally disconnected to a foreign language environment. They come from work, from home, they were stuck in traffic. If you teach in a university, or school, it is possible students come from a math class, science, or something disconnected to foreign language. The recommendation is: Start your class with music! Take between 5 and 10 minutes of your class to listen to music. Usually, these 5 or 10 minutes is the time students take coming to class, this is the perfect time to lower students' affective filter (Figueroa, 2019), to create a good, enjoyable, and relaxing atmosphere (Degrave, 2019), and lower stress (Engh, 2013). Additionally, in that moment, students will be exposed to the language without pressure of learning, and the class will flow in a good mood.

- **Music while studying:** Very connected to the second recommendation "10 minutes of music", music lowers the affective filter (Engh, 2013), creates a good, enjoyable, relaxing atmosphere and lowers stress (Degrave, 2019). In addition, music unblocks any input or output of information, increases self-confidence and unblocks the learner's brain (Figueroa, 2019). Thus, the recommendation is: Use music while they are working autonomously! It is common for students to work on worksheets, projects, exercises, searches, and discussions during the class. Listening to music while they are working makes the environment more relaxed and turns students more receptive to language learning (Engl, 2019). A recommendation is using soft songs, instrumental songs with no lyrics, because lyrics can distract students from the activity they are developing. On YouTube "songs to study" can be found, they are amazing.

Strategies to activate multiple intelligences and to foster conversation.

- **Use Videoclips to foster conversation:** Videoclips are amazing tools to teach languages. They are true examples of Gardner's multiple intelligence. Through Videoclips, you can activate visual-spatial, verbal-linguistic, intrapersonal, and of course, musical rhythmic intelligences. In videoclips, many possibilities to work a foreign language can be found. Beyond all benefits mentioned in this study, students can improve listening and speaking.

The most of times, Videoclips tell stories; they transmit a message (Lake, 2002). The recommendation is: Guess and infer the message! Through videoclips students can talk about them. They can talk about the story presented. Sometimes Video clips transmit a different message than the lyrics do. Artists mix lyrics with a disconnected idea of videoclip actions to transmit a message. For example, Bon Jovi has a song called "Superman Tonight" that say:

Maybe I'm cynical, painfully logical
You're tragic and beautiful
And that's good enough for me
You're looking for a hero, but it's just my old tattoo
Tonight I swear I'd sell my soul to be a ... hero for you.

Someone who listens to this song can think about a typical love song. However, in the Videoclip, the band wants to transmit the idea of people who help others, for example, firemen, policemen, parents who adopt children and organ donors. Many discussions can start from this song. What is the song about? What did you think about the lyrics before watching the Videoclip? What do you think about organ donation? Would you donate? What if you needed to receive an organ? And many others. By analyzing the lyrics, students can improve listening, and by discussing them, students can improve speaking.

- **Play with them as if you were a musician:** If the teacher is musician, he/she has a plus when sharing music with students. Teachers can play an instrument and sing with them. It is not necessary to be a good player or a good singer, but the action of taking an instrument to the class, provides another view from the class. Usually, students receive it very well, and they are used to participating with the teacher. It is common for teachers to play acoustic guitar, electronic piano, ukulele, or a percussion. Use it! Students love it. However, if you have no idea how to play an instrument, do not care about it. Sing with them, they receive it with the same energy.

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Music for language acquisition.

Learn expressions, contractions, and idioms from songs: An advantage of learning foreign languages through music is the linguistic freedom artists have in the compositions; it is called "freedom of poetry". It means, artists can use language freely without following strict grammar rules. Contractions, slangs, idioms, and expressions are allowed. It is an essential opportunity for students to learn pure language used in their own context. Textbooks are designed to teach language, grammar, vocabulary, culture, and formal rules of language. Ruiz (2008) says that songs are clear examples of colloquial English. When a person goes to a foreign country, they are exposed to the language used in its context. The most of times, the pronunciation is different, people in daily life use expressions and slangs. An example of that is a song I like called "A good one comin' on" by Blackberry Smoke. Before my trip to the United Stated, I understood "A good one comin' on" means "a good time is coming to me". However, New Yorkers are used to say "goodbye" saying "have a good one!" and it means "have a good time". Thus, I understood that "A good one comin' on" means "a good time is coming to me".

- Songs like "Ain´t no sunshine", "I wanna Rock", "Step by step, gonna get to you girl", are amazing examples of expressions or contractions that natives use in their context that are difficult to find in textbooks. It is extremely important to teach these kinds of expressions to students, because if you do, when they are exposed to foreign language speakers, they will understand the conversation, they will be able to interact, and they will not feel frustrated for a possible lack of knowledge.

Music to create a playful environment.

- **Use songs for games and competition:** Students love playing. Students love activities that foster competition, they love running and moving. This is an excellent opportunity to include music! Imagine a competition in silence? No way! The recommendation is: Use music while playing. Rock and Roll is very welcome. Have you heard "Eye of the Tiger" by Survivor in a competition? In NBA matches, it is very common people and players listen to Hip Hop music to concentrate in the match. Hip Hop songs also enhance competitiveness. Imagine a World Cup without a theme? Thus, using music while playing is an amazing strategy to potentialize games in the classroom.

- **Share music time with students:** Commonly students come to the foreign language teacher to ask about a song, a singer, a group, or an artist. It shows students are interested in your class, and certainly you as teacher have a connection with your students. To share music with them is a good way to keep enhancing foreign language learning. The recommendation is: Take a moment in your curriculum to simply share music with students. Talk about artists, tell them about stories of the songs, curiosities, sing with them. It will open them to new knowledge, they will be opened to learn, the affective filter will lower, and they will be more receptive to language learning (Engl, 2019). They will be happy for sharing music; these songs will last in their mind forever.

CONCLUSION

It is evident music brings innumerous benefits to our lives. Even more if we as teachers use this powerful tool to potentialize our class. Using music to foster foreign languages learning goes beyond its instrumentalization, I mean, using music only to extract a content from its lyrics or to have fun is reducing it in a small and useless approach to teach language.

As studied in this research, music expresses feelings, emotions and conveys a message (Lake, 2002), music potentializes language development and increases vocabulary, facilitates reading/writing process and capacity of creation. (Berrío 2011), increase reading acquisition and phonetic awareness (Zeromskaite, 2014), changes the mood in the classroom and it turns classes and grammar instruction into less boring lessons (Bennett, 2019). Additionally, music fosters cultural awareness, through music students can understand the world (Engh, 2013), society, language, and themselves (Mashavekh at Hashemi, 2016).

Music is an essential tool to develop cognition, it influences affective and behavioral attitudes. (Tobar, 2013), improves imagination, influences emotions and stimulates creativeness (Arnold et Fonseca, 2014). Furthermore, music activates different multiple intelligences (Gardner, 1993), and lows affective filter, which all teachers need to create a meaningful class environment (Figueroa, 2019).

Nevertheless, to use music in the classroom, it is necessary to take into consideration many aspects in order to successfully carry out the class. The same way teachers have to learn to teach, students have to learn to learn, it means, when using music in the foreign language classroom, the teacher must have a plan. It should include the purpose to use music, the objectives and what the teacher wants to achieve with the activity (Peralta, 2016).

Teachers need to be aware about the choice of materials to be used in the classroom (Engh, 2013). It is important to select meaningful activities to engage students, and to guide them to the objective. Many times, teachers use music to exemplify grammar and vocabulary, music is extremely useful for this objective. However, students need to see a purpose that goes beyond learning vocabulary and grammar; it needs to transmit a message, something that turns meaningful for them.

Ruiz (2008) says that songs used in class should be chosen according to their level, because students could feel frustrated for not being able to understand. For example, contractions need to

be clear to students, to translate literally a song should be avoided, since it could lose meaning. That is why not all songs are appropriate for TESOL, there are many aspects like, timing, stress, clarify of vocalization, that could block understanding (Abbott, 2002). However, students need to be challenged, so try to choose a song that is a level higher than your students are, thus they will see the need to improve, and your class will be successful.

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