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THE INFLUENCE OF EMOTIONAL CONNECTION TO SONGS IN ENGLISH IN THE LEARNING OF THE LANGUAGE AS L2

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RESUMO

O estudo de emoções no aprendizado e, mais especificamente, no aprendizado de segunda língua (L2) tem crescido nas últimas décadas com pesquisas mostrando que nossas emoções, sejam elas boas ou ruins, moldam nosso aprendizado. É por causa das nossas emoções que nós nos sentimos motivados, lembramos melhor das coisas, e, de fato, aprendemos. Uma das diversas formas de sentir emoções como seres sociais é através de canções e sua valência emocional, e é aí onde se encontra a lacuna em pesquisas na área. Estudos mostram que usar canções como uma ferramenta para a aprendizagem de uma segunda língua é efetivo e que uma das razões para isso é devido aos aspectos emocionais fomentados pelas canções. Esses estudos, no entanto, falham quando se trata de explorar a conexão emocional particular que os indivíduos possuem com canções e como ela pode afetar o aprendizado da língua. O objetivo deste estudo exploratório foi de contribuir para o preenchimento desta lacuna na área ao investigar como essa conexão emocional com canções em inglês pode afetar o aprendizado da língua como L2. Através de um questionário quali-quantitativo, 49 participantes, todos bilíngues e estudantes do curso de Letras-Inglês na Universidade Federal do Rio Grande do Sul (UFRGS), responderam perguntas sobre seu histórico de linguagem, sua relação com música e suas percepções sobre o papel da música no seu processo de aprendizado de L2. Os resultados mostraram que é possível ver uma influência positiva maior de canções no aprendizado de inglês como L2 em bilíngues que se sentem mais conectados emocionalmente com canções em inglês. Eles também mostraram, no entanto, que mesmo para bilíngues que relataram possuir uma menor conexão emocional com canções em inglês, elas influenciam positivamente, corroborando com estudos anteriores na área. Este estudo pode ser importante para futuras pesquisas sobre o assunto, pois contribuiu para preencher algumas partes da lacuna existente e abriu portas para investigações futuras. Os resultados obtidos podem ser de grande relevância não apenas para pesquisas futuras, mas para professores e estudantes de língua que podem encontrar algum conforto em saber que, através de um hábito diário, é possível aprender efetivamente.

Palavras-chave: bilinguismo; emoções; canções; aprendizado de segunda língua;

ABSTRACT

The study of emotions in learning and, more specifically, second language learning has been growing in the last decades with research showing that our emotions, be them good or bad, mold our learning. It is because of our emotions that we feel motivated, we remember things better and we, in fact, learn. One of many ways of feeling emotions as social beings is through songs and their emotional valence, and this is where a gap is found in research in the area. Studies have shown that using songs as a tool for language learning is effective and that one of the reasons for that is due to songs' emotional aspects. These studies, however, lack when it comes to exploring people's emotional connection with songs and how that may affect the learning of the language. The objective of this exploratory study was to contribute to fill this gap in the area and attempt to understand how this emotional connection with songs in English may affect the learning of the language as an L2. Through a quali-quantitative questionnaire 49 participants, all bilinguals and students of the Letras-Inglês course at the Federal University of Rio Grande do Sul (UFRGS), answered questions regarding their language history, their relationship with music and their perceptions regarding the role of music in their L2 learning process. The results have shown a stronger positive influence of songs in the learning of English as L2 in bilinguals that feel more connected emotionally to songs in English. They have also shown, however, that even for bilinguals who reported to have a lower emotional connection to songs in English, they had a positive influence, corroborating with previous research in the area. This study may be important for future research on the matter as it has contributed to fill out some of the existent gap and opened doors for further investigation. Not only may the results obtained be of great relevance for future research but might be of importance to language teachers and students who may find some comfort in knowing that through a daily habit it is possible to effectively learn a second language.

Keywords: bilingualism; emotions; songs; second language learning;

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1. INTRODUCTION AND JUSTIFICATION

Music is, for most people, a conveyor of emotions, social and political messages, culture and, eventually, knowledge. It may often work as a substantial source for learning on self-taught bilinguals' language acquisition and an important tool for formally taught bilinguals. Taking that into account, and being, myself, part of this group of self-taught bilinguals who learned a lot by listening to music, I have always been intrigued by how it is possible for a cultural asset such as music – or, more specifically, songs - to have such an impactful importance on one's learning journey. I remember being asked by my psychologist when I had learned English and not being able to give her an exact response, because I was never consciously learning it explicitly, I was just learning it implicitly in a very similar way to Portuguese - even though my environment was never a bilingual one. I only remember being around 13 years old and being highly proficient in the language. As a kid I recall singing to Maroon 5's 'This Love' in the shower as "*chicken* goodbye" instead of "*she said* goodbye", for they sounded similar to me. I went from singing to myself awkwardly wrong lyrics to travelling to the USA at 16 and being able to skillfully communicate in English having had no formal instruction and I can only attribute it to the emotional connection and almost obsession to songs and musicals that has been part of me ever since I remember I exist. Thus now, as a professional of the area, I decided to dive deeper into the subject, for I find it is imperative to better understand the mechanisms, be them psychological, cognitive, cultural or deeply personal, that put songs and their emotional tenor in this powerful spot for language learners.

Although emotions are extremely intimate things, they are present all the time in our lives. Emotions have the power to literally change the way our brain works (IMMORDINO-YANG, 2011), even though they have very often been underestimated in our anthropocentric and rationalist perspective of things, which places reason as better and more important than anything else (including and especially emotions) (SWAIN, 2013). Because of their personal tenor, emotions can occur in many different ways depending on what one enjoys or not, for they can be both positive and negative and affect us either way. One person can go to a restaurant that only serves raw food and have extremely negative feelings towards that situation, transforming the whole experience into something negative and never wanting to go back to that restaurant again, while one can go to the same restaurant and have an extremely positive experience, wanting to try a diet consisting only in raw food. Either way, for both people it will have been an important situation that will be remembered for it created strong emotions in them.

Pavlenko (2002) describes similar situations, but regarding bilinguals and their own emotions during their learning process, and she gives similar examples by sharing stories of bilinguals who had negative experiences during their L2 learning but because of their emotional charge, stuck with them and made them even more eager to learn. This relationship between emotions and how they make one driven to learn are properly synthesized by MacIntyre (2002), who argues that without emotion the drive that makes motivation occur is not the same.

Although studies about bilingualism have been carried out since the mid 20th century, it was only in the 1990's that studies within cognitive linguistics, neurolinguistics, cognitive and cultural psychology, and linguistic anthropology started to highlight the relationship between emotion and language learning - consequently between emotion and learning. Studies about the role of emotions in second language (L2) learning (SWAIN, 2013) and motivation in L2 learning (DÖRNYEI, 1998; MACINTYRE, 2002) give a more focused view on the subject and state the importance of emotions and motivation in the process of learning a second language. Meanwhile, studies about the role of music - and songs - in language learning state that "music actively motivates students to believe in themselves, to take on seemingly difficult learning tasks and to gain confidence" (ISRAEL 2013, p.6) and "the emotional aspects of a song may increase the level of arousal and attention" (SCHÖN et al., 2007, p.976). Unfortunately, although Schön et al. (2007) briefly mention the emotional aspects of songs, there is a gap in the area regarding research on the emotional connection between learners and songs in English and the learning of the language as an L2.

Taking all of that into account and being able to see that this gap in the area needs to be filled increases the importance of further understanding how emotions towards an object - in this case, songs - can affect one's learning. Being able to, at least partially, fill this gap can be helpful both for studies in the area and for the educational system that hardly ever acknowledges emotions as having a role in L2 learning (DEWAELE, 2019). Therefore, my objective with this study is to investigate the role of emotions in second language learning through songs, be it in formally taught or self-taught bilinguals' L2 learning process.

The importance of this study lies not only in trying to understand the role emotions attached to songs affect our L2 learning process, but in analyzing how effectively it can change our view of second language learning - and teaching. I hope to display different methods for learning a language, and what they can contribute to the process. Furthermore, I intend to show that being able to use daily leisure activities such as listening to music as a tool for acquiring new skills - or improving priorly learned ones - can create an effective change in our perspective and, even, in our educational system. Our emotions mold our learning, as mentioned by

Immordino-Yang (2011), and studying methods that can be applied to effectively enhance the learning potential is crucial. Hence, it is of paramount importance to find and share methods that not only break free from the traditional standards, but also favor positive feelings towards the target goal.

2. LITERATURE REVIEW

The experience of becoming bilingual, that is, the process through which individuals learn a second language, is varied, for they depend on diverse factors of the learners' life. Aspects such as age, socioeconomic status (SES) as well as quantity and quality of exposure to the target language may change how and at what speed the learning will happen and determine the level of success one may achieve.

As shown in many previous research studies (ARRIAGA et al., 1998; HART; RISLEY, 1995; LOCKE; GINSBORG; PEERS, 2002; QI et al., 2006) children from low SES backgrounds typically have lower levels of both receptive and expressive language skills than more affluent children (apud CALVO; BIALYSTOK, 2014, p.279). Also, learners who are more comfortable, economically speaking, have easier access to formal instruction and may be more extensively exposed to the target language, while learners who are more economically vulnerable may have fewer opportunities of formal learning and exposure to the language.

Regarding the age aspect, Ortega (2009) states that it may exert universal influences on the learning of a second language. For example, younger learners of English as a second language frequently show better accomplishments in the L2 than late starters. She also states, however, that the context moderates these universal effects and needs to be considered carefully (2009). This idea is based on the fact that, if young starters only learn the language through instruction (by being enrolled in a foreign language course, for example) they may be exponentially less exposed to the language than late starters who are inserted in full-time L2 environments (2009). This statement supports the idea that the processes of learning a second language cannot be solely based on a handful of aspects, for it is not only through formal instruction or at a certain age that one may learn a second language. Other important features related to psychology and cognition, such as emotion, motivation and memory, can also aid second language learning.

Grosjean (2013, p.13) defines bilingualism as "the use of two or more languages (or dialects) in everyday life". Such definition, broad as it may be, properly synthesizes the basis of any other definition of the term. Regardless of fluency level, frequency of use or bicultural level, being a bilingual requires basically that one uses two or more languages on a daily basis, or at least very often. That does not mean, however, that one must be equally skilled in all languages or use them with the same frequency and for the same situations, as explained by Grosjean:

> A common misconception is that bilinguals master two languages fluently. Some will then add that bilinguals do not have an accent in either language and others will propose that they must have learned their languages in childhood. In a sense, bilinguals are seen as two monolinguals in one person. In fact, the majority of bilinguals do not have equal fluency in their languages, many have an accent in at least one of their languages, and many acquired their other language(s) when they were adolescents or adults. [...] bilinguals use their languages for different purposes, in different domains of life, to accomplish different things. Their level of fluency in a language depends on their need for that language. Hence many bilinguals are more fluent in a given language, and some cannot read or write one of their languages. (GROSJEAN, 2013, p.17)

Thus, the idea that bilinguals are a concoction of two or more monolinguals in one and, therefore, equally proficient in all languages or dialects spoken must be debunked. Accordingly, the fact that a bilingual may not be able to read or write well in one of their languages, and continues to be considered bilingual, debunks the idea that bilingualism happens solely through formal instruction.

Grasping these pieces of information is necessary in order to comprehend the connections made throughout the next sections in which the relationships between bilingualism, second language learning, emotion and music will be discussed.

2.1 Bilingualism and emotions

When one searches for studies regarding bilingualism and emotions most findings are related to how bilinguals express their feelings. Pavlenko (2002), for instance, mentions both sides of expressing feelings as a bilingual: those who prefer to express them in their first language due to the level of emotional resonance, and those who prefer to express them in their second language as a way of feeling less vulnerable and less charged with emotion. Altarriba (2006) argues that due to emotion, words learned in the first language are easier to retrieve and may activate more situations in the mother tongue than in a second language.

Ferré et al. (2010), on the other hand, mention the effect of emotionally charged words on early bilinguals and say that, due to their emotional experiences having been associated with both languages, once both languages have been used since childhood, the words would be perceived by the speaker as equally intense in both languages regardless of the dominating one. For example, saying "I love you" would have the same intensity in both languages, instead of feeling more "distanced" in the L2.

Research on the area lacks, however, data regarding the effects of emotions on L2 processing in forms other than expressing emotions or using/recalling emotion words. It is challenging to find research that dives into how bilinguals' emotional connection towards a certain subject has helped them in acquiring their L2, such as bilinguals who learned a language

because of their emotional connection with a TV series, for instance. And it is that gap that this research intends to fill out.

It remains necessary, first and foremost, to understand how emotions permeate not only bilinguals' L2 processing, but their language learning as well, for it is through the learning of the L2 that emotions may arise - positive or negative.

2.2 Second language learning, emotions and motivation

"We feel, therefore we learn" is how Dr. Mary Helen Immordino-Yang named her talk at the 2011 'Mind and Its Potential' conference. In this talk, she presents neurological data that supports the ideas of how emotions and the way we feel about things and people mold who we are (psychologically and physically as well) and, consequently, determine how we learn. Emotions, however, have been constantly neglected when we talk about second language learning/acquisition, even in classroom contexts. Swain (2013) explicitly states that the study of SLA has been dominated by a paradigm that emphasizes cognition at the expense of emotions. However, doing so - emphasizing cognition at the expense of emotions - does not add up, for, still according to Swain (2013, p. 196), "the relationship between cognition and emotion is, minimally, interdependent; maximally, they are inseparable/integrated", similarly to what Immordino-Yang's (2011) talk brings up. Our brain, differently from what one might think, is not something unattached from us as social beings that live, feel and learn and, therefore, cannot be seen as the most important aspect in learning - for it is permeated by others.

There are many explanations to why emotions have been neglected and cognition has been highlighted when it comes to learning, some dating back to Socrates and his pursuit of reason. Emotions have been frequently described as "more primitive, less intelligent, more bestial, less dependable, and more dangerous than reason" (SOLOMON, 1993, p.3) and, therefore, have been seen and considered as lesser or inferior to cognition. In SLA studies, more specifically, some other reasons can be also mentioned, such as emotions being harder to measure in a reliable way, and the heavy influence of Chomskyan's influence in research in the area. Krashen (1987) was the first researcher to mention the role of emotions in L2 learning in his affective filter hypothesis, which stated that there are 'affective factors' such as anxiety, self-image and motivation that can affect the learning of the L2. It is important to observe, however, that Krashen did not develop his ideas much further nor provided evidence for his proposed hypothesis, therefore his ideas, even if intuitive, did not foster significant research in the topic.

It is important, as explained by Swain, to remember that emotions are not to be seen as completely separate from cognition, for they are an integral part of it (2013). And, if we consider what Immordino-Yang (2011) mentions, that our brains can, literally, change their neural mechanisms as we feel things, we can start to understand the importance of emotions as part of cognition when it comes to learning. So, if "emotions cannot be ignored in understanding language learning processes" (SWAIN, 2013, p. 196), in which ways are emotions felt while people learn a second language? It is possible to feel emotions while learning an L2 by being inspired and having a strong connection with the teacher, or by having meaningful and personal experiences during class. It is also possible, however, when we think of self-taught bilinguals, to let our emotions permeate our learning by using something that is meaningful to us as a means to learning, even if the intention is not to learn. And, through this emotional permeation, one is most likely to feel more motivated to learn.

Another important aspect of learning that is directly related to emotions is motivation. It can be argued that emotions and motivation are separate things, which is true, but they are more connected than one may think. MacIntyre (2002), attempting to explain Tomkins' (1970) perspective of why emotions are an important part of motivation, makes the analogy of a living being's need for oxygen. He says that being deprived of oxygen makes the human be driven to breathe, but it is not the deprivation itself that motivates them to grasp for air, it is the feeling of panic. He goes on to exemplify it by saying that when holding your breath for 30 seconds and being choked for 30 seconds the lack of air is similar, but the despair caused by the latter "creates extremely intense behavior, and does so immediately, before any effects of oxygen deprivation could possibly be felt." and, therefore, "it is the emotion that is motivating" (MacIntyre 2002, p. 61).

Motivation has, indeed, been mentioned several times in research regarding L2 acquisition (GARDNER; MASGORET, 2003; GARDNER; LALONGE; MOORCROFT, 1985; NOELS et al., 2000; KAZUYA et al., 2018); however, as Dörnyei (1998) states, it is extremely difficult to properly synthesize motivation in L2 learning for it "is indeed a multifaceted rather than a uniform factor and no available theory has yet managed to represent it in its total complexity" (p. 131). It is imperative, on the other hand, to be aware of motivation's importance in L2 learning, for it is motivation that usually initiates the learning of a language and sustains the learning process and, also according to Dörnyei, "all the other factors involved in L2 acquisition presuppose motivation to some extent" (1998, p. 117). With no motivation it becomes almost unsustainable for learners, even the most skilled ones, to achieve certain goals,

as well as the presence of motivation seems to be able make up for one's lack of aptitude or difficult learning conditions (Dörnyei 1998).

For both experiences, being formally taught or being self-taught, there are many possible means through which emotion, and consequently motivation, can occur, but one matters the most for the research in this paper: music. In the following section, we will analyze the connections between music, emotions and second language learning in order to understand how this cultural asset can work as an emotional conveyer for both formally instructed and self-taught bilinguals.

2.3 Music and emotions

When we talk about music, or more specifically songs, one cannot leave emotions behind, once it is common knowledge that they convey all types of emotions to all types of people. Ambiguous as they might be, the definitions of emotions do not matter as much to us as the fact that they do exist and people do feel them, whatever they might be. Bower (1981) makes the analogy that our feelings are like a magnet that draws to itself all the iron material it can find and, therefore, when watching a scene between a happy and a sad character we will pay more attention to the one whose mood is similar to ours. Thus, one is more likely to listen to a type of music that connects to how they feel.

Panksepp (1995), on the other hand, argues that music modifies mood and emotions, and that one powerful effect induced by music is a "shivery, gooseflesh type of skin sensation (commonly called "chills" or "thrills"), which may reflect the brain's ability to extract specific kinds of emotional meaning from music" (p. 171). It is possible, then, to connect Panksepp's ideas to Immordino-Yang's, but with music as the object of one's emotions. Still regarding the "chills" induced by music, Grewe, Kopiez, and Altenmüller (2009) claim that, although there are many challenges that stop chills from becoming a useful paradigm in the research in the area, they show that it is possible to "cope with individual responses in a controlled and objective way" (p.353) and that a reaction as simple as "goose bumps" is possible to be compared among individuals.

Regarding aspects of music that may affect mood/emotions, melody and lyrics come hand in hand in the dispute for which is more influential. Research on the matter, however, has shown mostly inconclusive results for, as previously mentioned, emotions are difficult to measure, map and study, due to their variability from person to person. Ali e Peynircioğlu (2006) have found that the overall emotion of songs in which the lyrics and the melody

conveyed the same type of emotion are only enhanced when it comes to negative emotions (sadness and anger) and that the lyrics are able to influence the valence of the song by conveying negative emotions when they are present and positive emotions when they are absent (melody-wise).

Moreover, Eschrich, Münte and Altenmüller (2008) argue that "musical excerpts rated as very positive are remembered better" and that valence is an important inflector for long-term memory for music (p. 1). That is, having strong emotions related to our experience with music makes it easier for memories to be formed and, later on, retrieved, which may explain why for many people it is easier to remember things, moments and people when there is music involved.

Considering that not only does music influence our emotions deeply, as Panksepp says, but the emotions it extracts modulate our memory and memory is an important part of our learning process, it is important to better understand how music, or songs, can be influential when it comes to second language learning.

When researching about songs as an aid for language acquisition, Schön et al. claim that:

> [...] songs may contribute to language acquisition in several ways. First, the emotional aspects of a song may increase the level of arousal and attention. Second, from a perceptual point of view, the presence of pitch contours may enhance phonological discrimination, since syllable change is often accompanied by a change in pitch. Third, the consistent mapping of musical and linguistic structure may optimize the operation of learning mechanisms. (SCHÖN et al., 2007, p. 976)

Although their aim was not second language learning and the study is focused on children's language acquisition, their ideas are still relevant, for when we learn a second language more often than not it has a different phonological system than our mother tongue. Likewise, their findings regarding attention and arousal and the optimization of learning mechanisms can be applied to all ages, regardless of what is being learned. Moreover, the idea that music actively motivates students to believe in themselves, to take on seemingly difficult learning tasks and gain confidence was brought up by Israel (2013). In the same study she also shows evidence that "second language learners were inspired by the singing of songs and music to achieve better in their study of literature, as well as other aspects of the target language" (2013, p. 1360), which is coherent with findings stated priorly in this paper such as Immordino-Yang's (2011) statements regarding inspiration and awe and how they affect our brain.

Furthermore, melodies and rhythm are "key instruments for language learning that take advantage of the emotional and cognitive elements provided by music and songs" (FONSECA-MORA; MACHANCOSES, 2016, p. 360), and they have the effect of modulating positive emotions and affecting students' predisposition toward learning by making them feel more courageous and reassured. Since learning a second language is a "highly complex cognitive, affective and social activity" (2016, p. 369), these musical elements may be essential tools for SLA for they can facilitate the activity and promote the development of motivation, verbal memory and language skills.

Swain's analysis as well as most of the existing studies on the subject are based on second language learning in a classroom, where a teacher may use music and songs as a tool for sparking the interest of the students. These studies, however, may also be applied to self-taught bilinguals' language learning process, in accordance with what Ortega (2009) argues about the context being of paramount importance for learning a second language, and considering that the emotional and motivational natures of the learner's processes are not restricted to formal education contexts.

By better understanding the implicit relationships between the emotional and motivational aspects of SLA and music/songs, we aim to provide evidence to support the idea that one's process of learning a second language may be positively influenced by songs in the L2. It is with such objectives in mind that this study was designed. In the next section, the method that was followed will be presented.

3. METHODS

In this section, which displays this research's methodology, the following topics will be presented: general objective, research questions, participants, materials used and procedures for data collection and data analysis.

3.1 General Objective

The main goal of the present study is to investigate the perception that a group of young adults, Brazilian English learners, demonstrate on the extent to which their emotional connection to songs in English has aided their learning process. This study aims to contribute to the fields of Psycholinguistics of Bilingualism, Cognitive Studies in Bilingualism, and L2 Acquisition and Teaching.

3.2 Research Questions

The following research questions have guided this study:
(A) What level of influence does listening to songs in English have had in the learning of the language as L2 among the sample of participants?
(B) Are there differences between the emotional relationship of the participants with songs in English and in Portuguese? If so, why do they exist?
(C) Is it possible to relate the participants' self-assessment in the oral skills to their emotional connection to songs in English?
(D) Do the participants who claim to have a higher emotional connection to songs in English prefer to perform activities in English more than those who have a lower emotional connection to the second language?
(E) Is higher emotional connection to songs in English a synonym to feeling more motivated to learn the language?
(F) Is there a difference on the level of emotional connection to songs in English between formally taught and self-taught bilinguals?
(G) Does emotional connection with songs in English affect the intensity and/or the efficiency of the participant's language learning?

3.3 Participants

The participants were all students of the English emphasis in the Letras course of the Federal University of Rio Grande do Sul (English Teaching, English-Portuguese Teaching and

English-Portuguese Translating). To be included in the sample, participants needed to be Brazilian, have English as their second language and be actively enrolled as a Letras' student. The level of proficiency in English was not taken into consideration. A more detailed description of the participants will be provided in the Results section.

3.4 Materials

This empirical study, of exploratory character, involved the use of a questionnaire divided in three parts: Language History, Relationship to Music, and Relationship Between Music and Language Learning. There were, in total, 41 questions: 16 Language History Questions, 16 Relationship to Music Questions, and 9 Relationship Between Music and Language Learning Questions. Each of the three parts of the questionnaire will be described below.

3.4.1. Language History Questions

In the Language History questionnaire used in this study the participants were asked which languages they know in order of acquisition and what type of education prior to College they had had (public or private). The participants stated whether they have learned English formally (in a private language course, for example) or not, and gave other information about their learning process (age with which they started learning, classes frequency, etc.), and self-evaluated themselves in English on the four abilities (speaking, reading, listening and writing) by choosing between bad, average, good, very good and excellent in a Likert scale. The participants also answered questions related to their relationship with the usage of English and Portuguese in certain situations. They stated with which frequency they choose to perform certain activities in English (watching movies/series, playing video-games, reading, etc.), and stated with which frequency they would choose to use English - considering that all the involved also speak the language - in certain situations (having personal or casual conversations with friends, relatives, workmates and classmates). They were also asked to briefly explain the reason for their choices, then state whether they would choose to use Portuguese in the same situations, which, and why.

3.4.2. Relationship to Music Questions

For the second section of the questionnaire, the participants answered questions related to their relationship with music such as whether they like to listen to music or not and what

music genres they prefer, stated whether they prefer to listen to songs in English or in Portuguese, the frequency with which they listen to music and give further information regarding their relationship to music (whether they prefer songs with lyrics or only instrumental, if they like to sing along while they listen to music, if they had and still have the habit of reading lyrics, and so on). They have also indicated on a scale of 1 to 5 how emotionally connected to songs in English and in Portuguese they feel and were asked to state why.

3.4.3. Music and Language Learning Questions

For the third section of the questionnaire the participants answered questions regarding their relationship with music and language learning. In this section they were asked to state if they have memories related to music from when they were learning English (and cited an example of these memories in case they answered yes) and also were asked to indicate in which ways they think listening to songs in English has helped/helps them to learn the language (if it helped them remember the language better or feel more motivated to learn). The participants were also asked whether they think that, in case they did not listen to songs in English, they would have learned the language the same way (and stated why they think so). They also answered in which other ways (aside from remembering the language and feeling more motivated to learn) they think listening to songs in English has helped them to learn the language and stated how much they think listening to songs in English has helped them in each of the four abilities.

3.5 Procedures for data collection

Due to the current state of remote learning in view of the COVID 19 pandemic the data collection took place remotely. An online questionnaire was created in the Google Forms plataform and the participants were contacted through e-mails and orally during synchronous online classes at the University. There was no time limit for the three parts of the questionnaire to be answered and the participants, all volunteers, were free to withdraw the study or disagree with the consent term at any time.

4. DATA ANALYSIS AND DISCUSSION

The analysis of the data was done through the grouping of questions with similar tenors and the results will be presented in detail below. First, a description of the sample will be presented and then more details will be given with respect to the participants' self-assessment, their language preferences, their musical preferences, their emotional connection with songs, and finally the influence of songs in English for the participants' learning. The quantitative results are represented in charts while the qualitative results are grouped into occurrence and frequency patterns and discussed in detail below.

4.1. Description of the sample

The initial sample for the study was composed of 51 participants with an average of 25 years of age, the youngest participant being 19 years old and the oldest being 54 years old, all students of the English emphasis in the Letras course at UFRGS. They all reported Portuguese as their first language. Two of the participants, however, mentioned Spanish as their second language rather than English and, because of that, they had to be removed from the sample. The final sample, therefore, was composed of a total of 49 participants, whose results will be shown below. Within the sample, 37 (75%) reported themselves as female (cis/trans), 11 (23%) reported themselves as male (cis/trans), and 1 (2%) reported themself as non-binary, as shown in Figure 1 below. Regarding formal education, from the 5th grade in Elementary School to their last year in High School, 23 (47%) of them reported to have studied solely at public schools, 20 (41%) reported to have studied solely at private schools, and 6 (12%) reported to have studied at a private school during their Elementary years and at a public school during their High School years, as shown in Figure 2 below.

Figure 1: Participants' gender
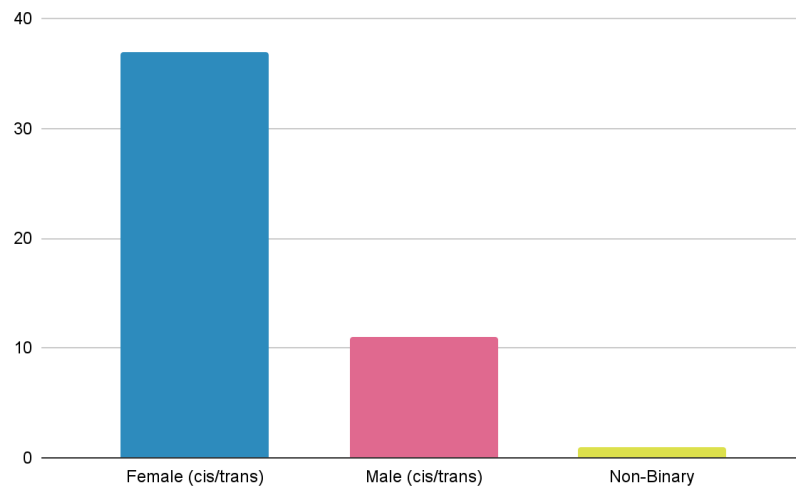
Figure 2: Participants' type of formal education
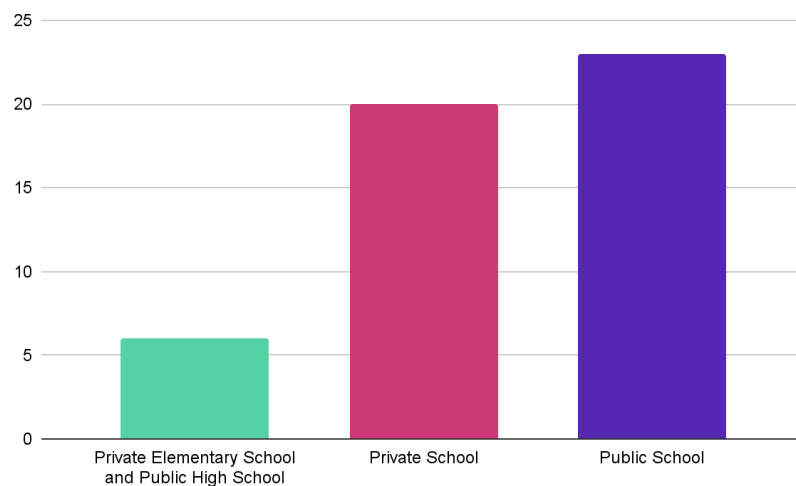
Regarding their English learning process, 29 (59%) reported to have learned English formally through an English free-course or private lessons, while 20 (41%) reported to not have learned English formally before joining the University (being considered, then, self-taught), as shown in Figure 3 below. The participants who were formally taught studied English between the ages of 7 and 27 years old, while they studied from 1 year up to 12 years, with an average of 4,37 years of formal education. A total of 16 (55%) of them reported to have had from 1h to 2h of classes per week in the free-courses/private classes, 9 (31%) of them reported to have had from 2h to 3h, and 4 (14%) of them more than 3h per week, as shown in Figure 4 below.

Figure 3: Formally taught and self-taught participants

Figure 4: Frequency of English classes for formally taught participants
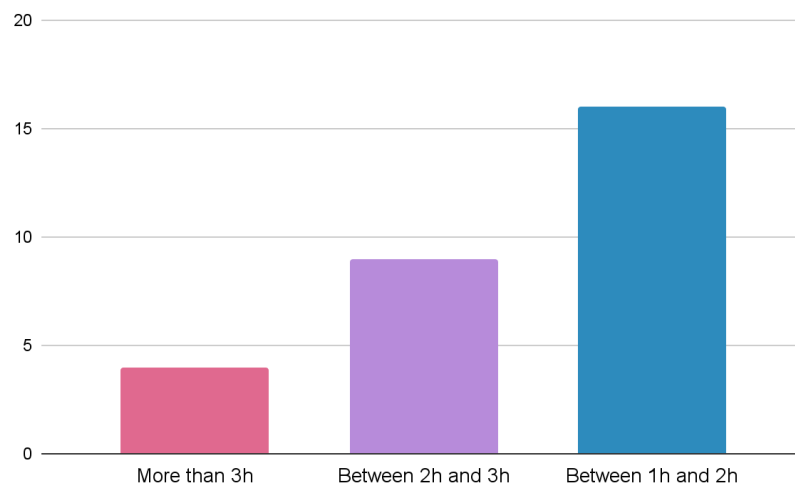
Out of the 49 participants, 32 (65%) reported to be part of the English-Portuguese Teaching emphasis, 13 (26%) of the English-Portuguese Translating emphasis and 4 (8%) of the English Teaching emphasis, with first entrances at the Letras course ranging from 2012 to 2021.

4.2. Participants' self-assessment and real use of English

As a form of self-assessment, the participants rated themselves from bad to excellent on their current four skills in English (speaking, listening, writing and reading) as shown in Figure 5 below. Considering Bad as 1 and Excellent as 5, participants' self-assessment in Speaking had an average of 3,6 (Good/Very Good), in Listening of 4 (Very Good), in Reading of 4,2 (Very Good) and in Writing of 3,7 (Good/Very Good).

Figure 5: Self-assessment of participants' current skills in English
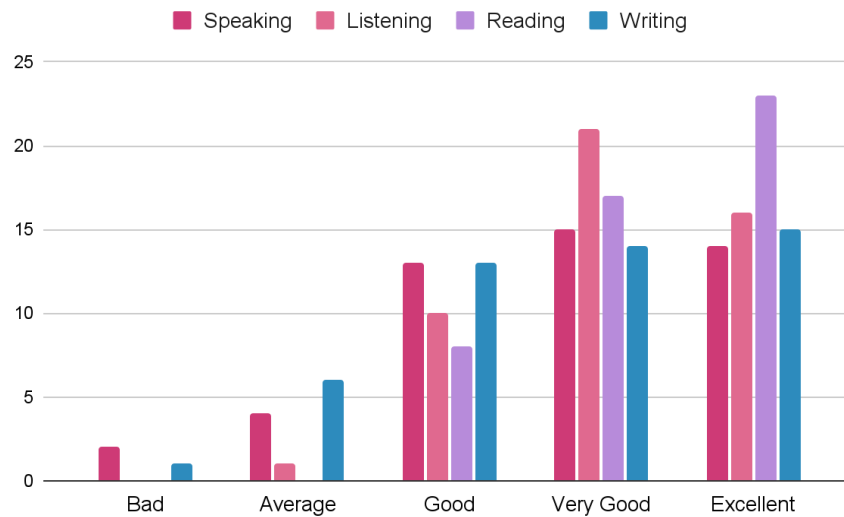
As shown above, it is noticeable that the receptive skills (listening and reading) were rated generally higher than the productive skills (speaking and writing), having only one participant rating themself as average in listening, while several participants rated themselves as bad or average in both speaking and writing. It is also possible to notice that the oral skills (be them receptive or productive) were rated more often than not lower than the written skills, showing a possible pattern on the difficulty level of the oral skills being higher than the written ones. The overall majority, however, rated themselves equally or above good in all four skills.

Regarding the frequency in which the participants choose to use English for various leisure activities, the results were as follows:

Figure 6: Frequency of leisure activities performed in English by the participants
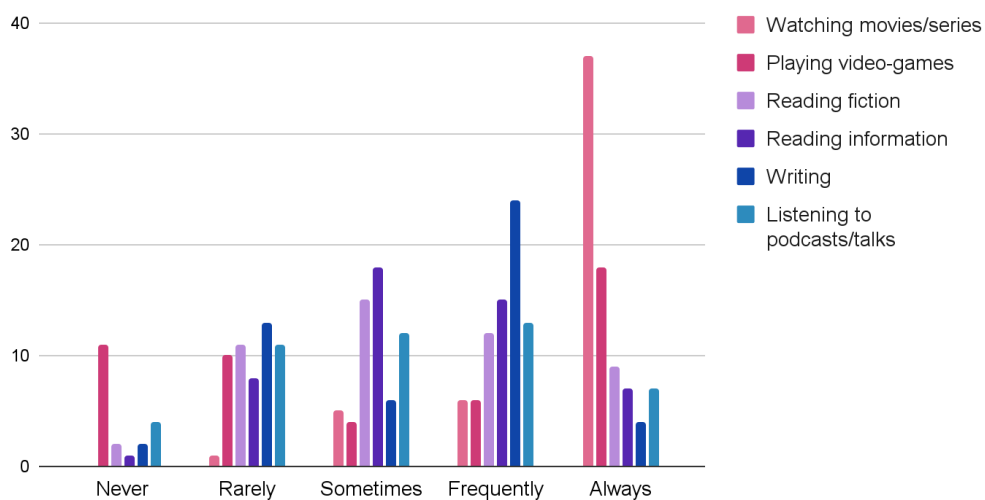
When analyzing the results, there were not many clear patterns that could be noticed. It is clear, however, that the only activity that had a frequent crescent was *watching movies and*

series, while almost all other activities went upwards, had their peak on *sometimes*, then came back down as the level of frequency increased. The personal tenor of the question, as well as social implications, such as the access to audiovisual media in English, probably influenced the lack of patterns.

4.3 Participants' language preferences

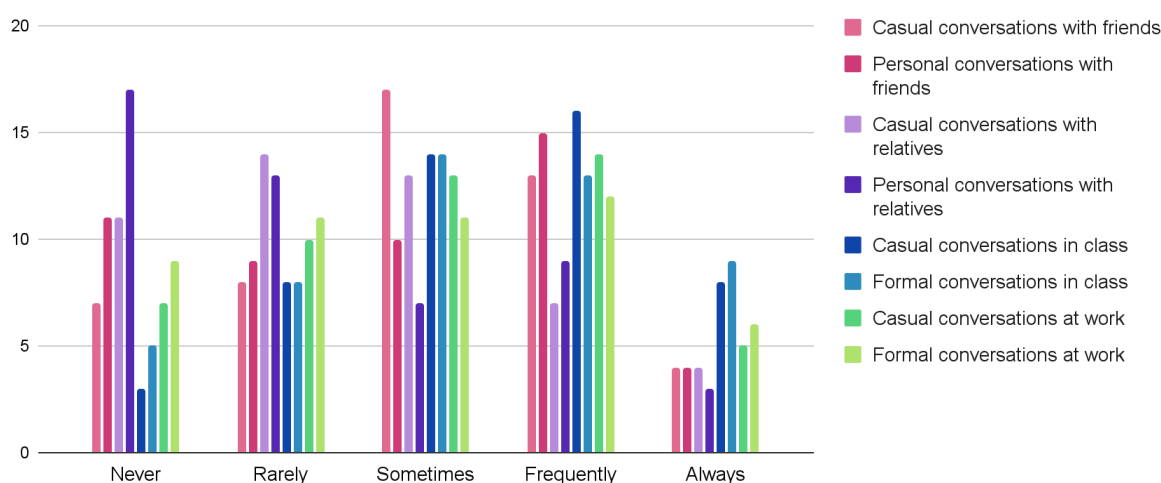Moving towards a more imaginary scenario, the participants were asked with which frequency they would choose to engage in certain conversations in English considering that all the possible interlocutors would be proficient in the language. The results were as follows:

Figure 7: Frequency of possible conversations in English with fluent interlocutors

Regarding casual and/or personal conversations with friends, with the exception of the frequency *sometimes*, the two were very balanced and decreased only in *always*. While *casual conversations with friends* rose, peaked at *sometimes*, then declined, *personal conversations with friends* peaked at frequently, with a rise of ⅓ from the previous frequency *sometimes*. This shows that, among the sample, participants feel potentially more comfortable to talk about personal subjects in English than about casual subjects. As for casual and/or personal conversations with relatives, there was a decline as the frequency got higher, especially at *always*, which may be related both to the participants lacking experiences in English with their relatives or that having conversations with relatives is an activity less performed by them overall. Moreover, regarding casual and/or formal conversations in class, the two were very balanced, steadily increasing, peaking at *frequently* and having a considerable decline at *always*, while *casual and/or formal conversations at work* followed the same pace. It is noticeable, however, that both casual and formal conversations in class and at work were averagely chosen

by more participants, which is possible to relate to the sample being made of students of English who may or may not work with the language (as teachers or translators).

Subsequently to this question, the participants who chose "sometimes", "frequently" or "always" were invited to briefly explain why they chose the given frequencies. Among 38 answers, 5 patterns were found, as shown in Table 1 below.

Table 1:

Pattern	Number	%
To practice the language	13	34%
Casual conversations with friends would be comfortable	7	18%
To express themselves better	6	16%
To use concepts/words/terms nonexistent in Portuguese	5	13%
To feel less vulnerable	5	13%

Source: made by the author

The pattern most frequently found among the 38 answers was *to practice the language* which was mentioned by 13 (34%) of the participants, who stated that they would choose to speak English in the given situations *sometimes*, *frequently*, or *always* in order to practice the language. The second most frequent pattern was *casual conversations with friends would be comfortable* which was mentioned by 7 (18%) of the participants, who stated that they would like/feel comfortable to have more casual conversations with friends. Meanwhile, 6 (16%) of the participants mentioned the pattern *to express themselves better*, meaning that, by speaking English, they could be able to express themselves better than in Portuguese for various reasons. The two less frequent patterns were *to use concepts/words/terms nonexistent in Portuguese* to which the participants stated that there are, in English, several expressions they find important that simply do not exist in Portuguese, and *to feel less vulnerable* which means the participants feel more vulnerable when speaking Portuguese than English. Both patterns were mentioned by 5 (13%) participants each.

Afterwards, the participants were asked whether they would choose to use Portuguese for any of the previous contexts, even if all the interlocutors were proficient in English, to which 45 (92%) answered yes and only 4 (8%) answered no, as shown in Figure 8 below.

Figure 8: Participants' choice to use Portuguese in the previous contexts
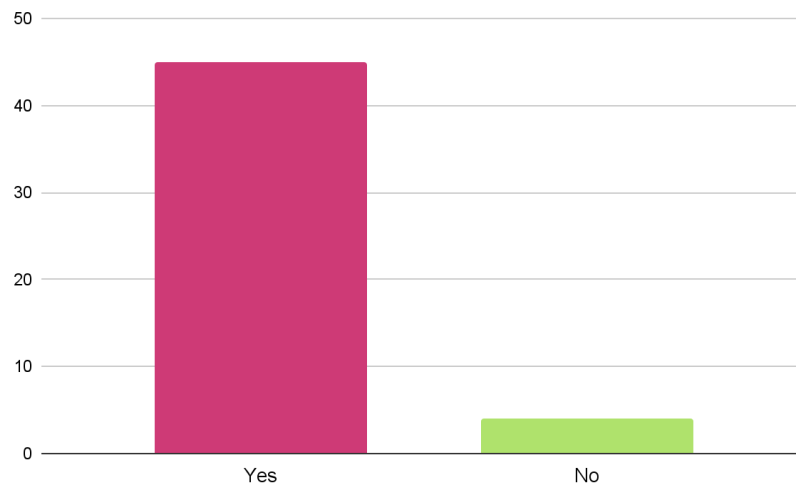
They were also asked to state in which context(s) they would prefer to use Portuguese among the ones previously stated, yielding in the following results:

Figure 9: Contexts in which participants would prefer to use Portuguese
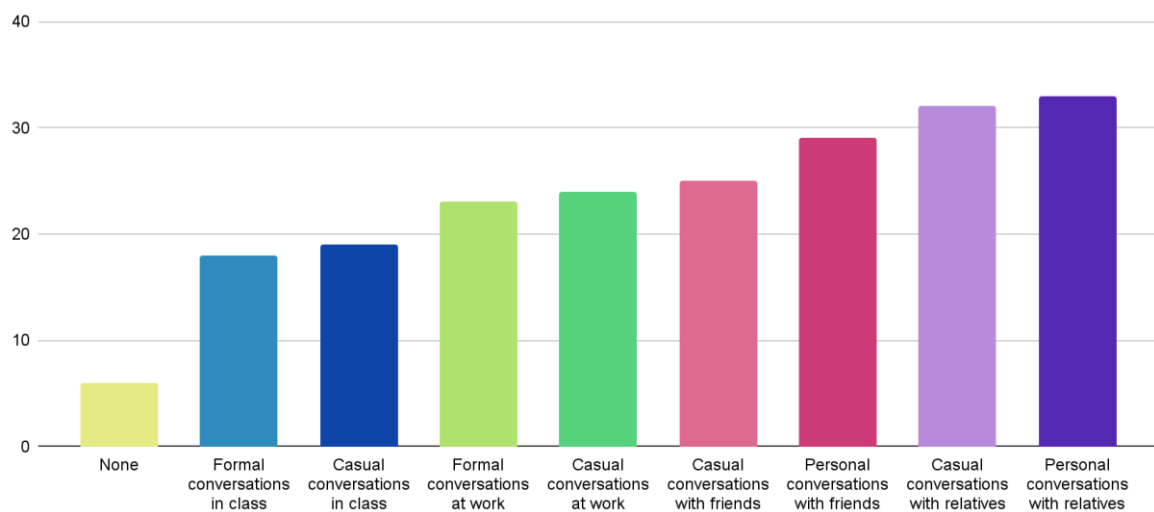
It is possible to see an opposite pattern to when they were asked the frequency in which they would prefer to use English. The quantity of participants that would choose to speak Portuguese in casual/personal conversations with relatives (67%) is potentially bigger than the ones who would choose to speak Portuguese in class (37%), which shows a pattern in preference for English in class - perhaps because of habit - and Portuguese at home - perhaps for the previously cited reasons. The participants were asked to further develop on the matter by briefly explaining why they would prefer to use Portuguese in the given situations and, among 45 answers, the following patterns were found

Table 2:

Pattern	Quantity	%
Expressing feelings/Intimate subjects is more comfortable	7	16%
Communication with relatives would be worse in English	6	14%
To express themselves better	6	14%
Expressions/Jokes nonexistent in English	6	14%
Identity/Cultural aspects	6	14%
Anxiety/Fear/Lack of confidence	4	9%
More vocabular	3	7%

Source: made by the author

The pattern most frequently found among the 45 answers was *expressing feelings/intimate subjects is more comfortable* which was mentioned by 7 (15%) participants. It can be deduced that such expressions of feelings are more comfortable to be done in Portuguese especially with relatives, or that it is difficult to do so in any language, but the mother tongue makes it less uncomfortable. Such inferences can be made for two reasons, first due to the high quantity of participants who prefer to have personal conversations with relatives in Portuguese (see Figure 9 for reference), and second to the fact that having this type of conversation with relatives in English had the biggest decline in choice as the frequency got higher (see Figure 7 for reference). Four patterns have been mentioned by 6 (13%) participants: *communication with relatives would be worse in English* - which can also be connected to the prior pattern -, *to express themselves better*, *expressions/jokes nonexistent in English* and *identity/cultural aspects*. The least frequent patterns were *anxiety/fear/lack of confidence* and *more vocabulary* which were mentioned by 4 (9%) and 3 (7%) participants respectively.

The participants were asked, then, to state whether they prefer listening to songs in English or Portuguese, to which 40 (82%) of them answered they prefer listening to songs in English, while 9 (18%) of them answered they prefer doing it in Portuguese, as shown in Figure 11 below.

Figure 11: Participants' preference of language for songs
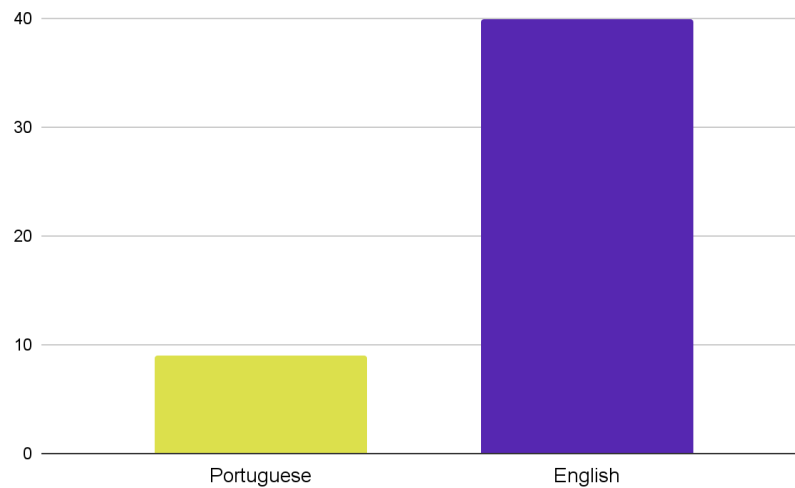
Afterwards, the participants were asked to explain why they prefer to listen to songs in English or in Portuguese. Among the 49 answers, no patterns related to preferring songs in Portuguese were found, but 6 patterns related to preferring songs in English were found, as seen in Table 3 below.

Table 3:

Pattern	Quantity	%
Lifetime habit	8	16%
Favorite artists are English-speakers	4	8%
More/Favorite genres of music	4	8%
To practice	3	6%
Songs are better produced	2	4%
Lyrics are easier to ignore [more difficult to understand]	2	4%

Source: made by the author

The most frequently found pattern was *lifetime habit*, meaning that for 8 (16%) out of the 49 participants, listening to songs in English is something that they have been doing since they were very young, that being the reason why they are more attached to it. The patterns *favorite artists are English-speakers* and *more/favorite genres of music* were found in 4 (8%) answers each and both can be co-related to the following table that shows Pop and Rock as the music genres more listened by average once both are more frequently performed by English-speaking artists. Meanwhile, the pattern *to practice* was found in 3 (6%) answers and the least frequently found patterns were *songs are better produced* and *lyrics are easier to ignore [more difficult to understand]*.

4.3. Participants' musical preferences

In order to assess the participants' musical preferences, they were asked to state whether they liked or not to listen to music, to which all 49 of them unanimously responded Yes. Following, they were asked to point out from 10% to 100% how much they listened to each genre of music (the genres presented to them were: Pop, Rock, Electronic, R&B, Rap, HipHop, Country, MPB, Jazz/Blues, and Others) and the sum should be, mandatorily, 100%. They could choose "Not Applicable" in case they did not listen to a certain genre. A simple calculation was made in order to find the mean percentage of how much each genre is listened to by our sample and the results were as follows:

Figure 10: Average percentage of how much each genre is listened to by the participants
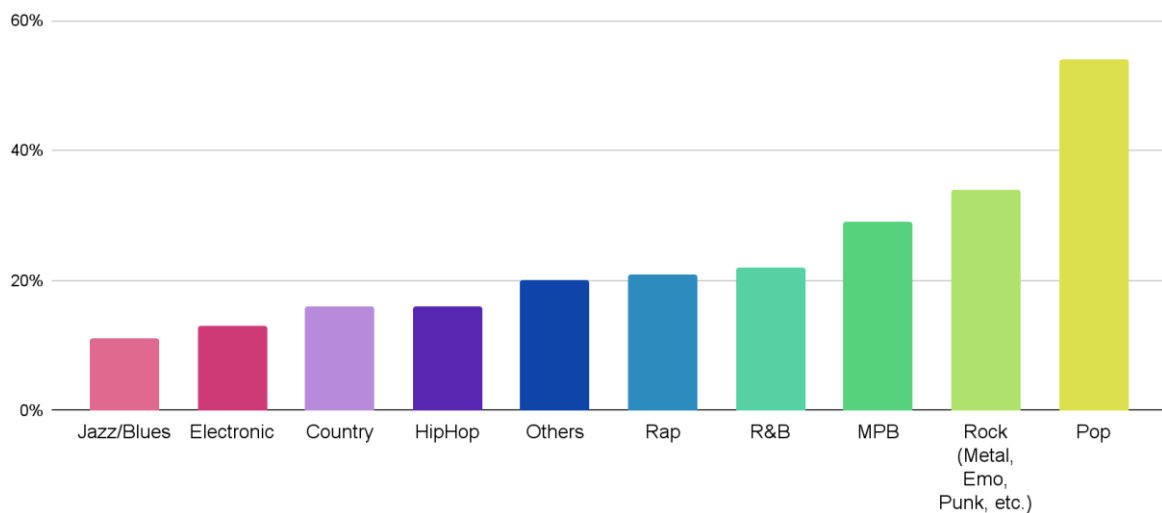
Pop had the highest average with almost 60%, being followed by Rock and MPB after a decline of almost 20%. R&B, Rap and "Others" had similar percentages being around 20%, HipHop and Country tied at 16%, Electronic had an average of 13% and Jazz/Blues had the lowest average of 11%.

Afterwards, they were asked to estimate in hours per week how much they listen to songs in English and the results showed that most participants listen to songs in English between 2h and 10h per week. A minority of the participants, 2 (4%) listen to songs in English between 25h and 30h per week, followed by those who listen less than 2h per week, 3 (6%). Overall, 30 (61%) of the participants listen to songs in English less than 15h a week, while the other 19 (39%) listen more frequently, as shown in Figure 12 below. The participants were also asked to answer whether they prefer instrumental songs, melodic songs, songs with lyrics or if it does not matter to them. A total of 42 (86%) out of 49 responded they prefer songs with lyrics, 5

(10%) said it does not matter, 2 (4%) said to prefer melodic songs, and zero chose instrumental songs as shown in Figure 13 below.

Figure 12: Participants' frequency of listening to songs in English per week
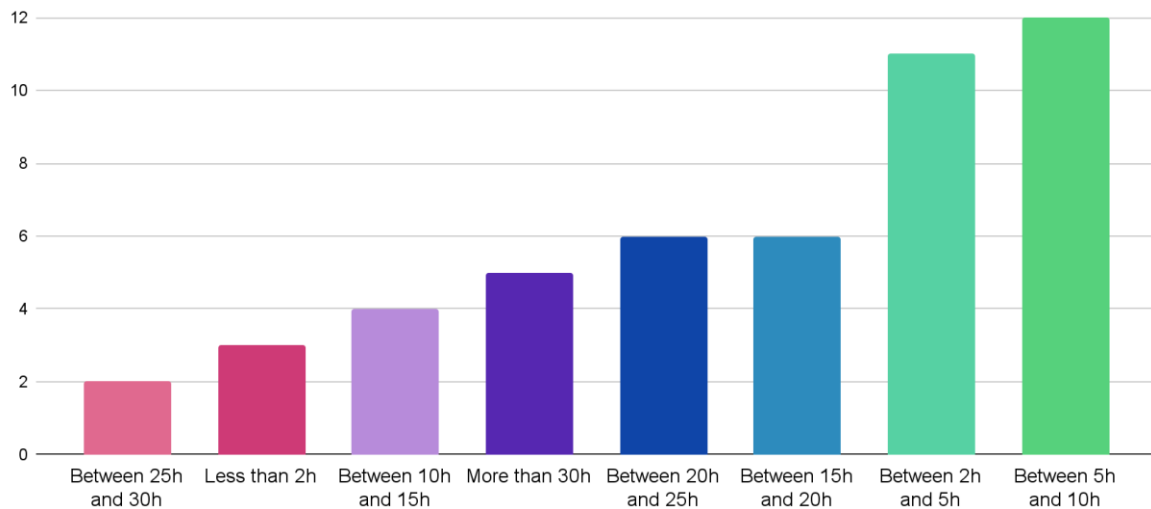
Figure 13: Participants' preferred type of songs
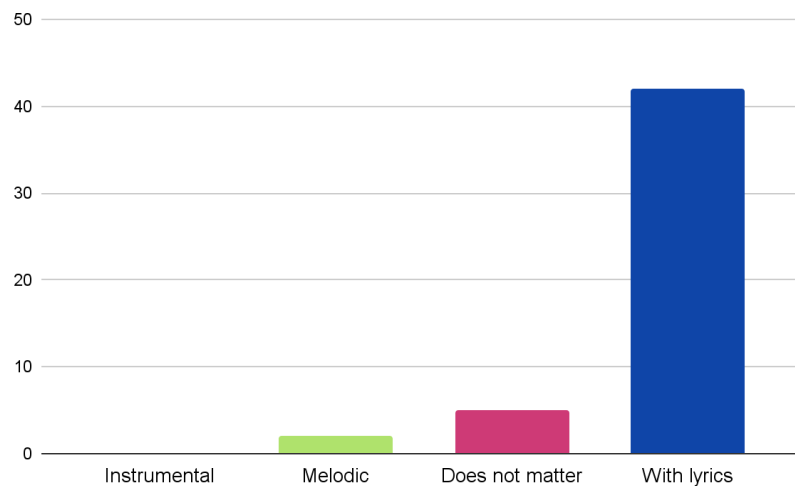
They were also asked to choose what they pay more attention to: melody, lyrics, or both. A total of 31 (66%) of them said to pay equal attention to both, while 9 (19%) pay more attention to the lyrics and 7 (15%) to the melody, as shown in Figure 14 below.

Figure 14: Parts of the songs to which participants pay the most attention to
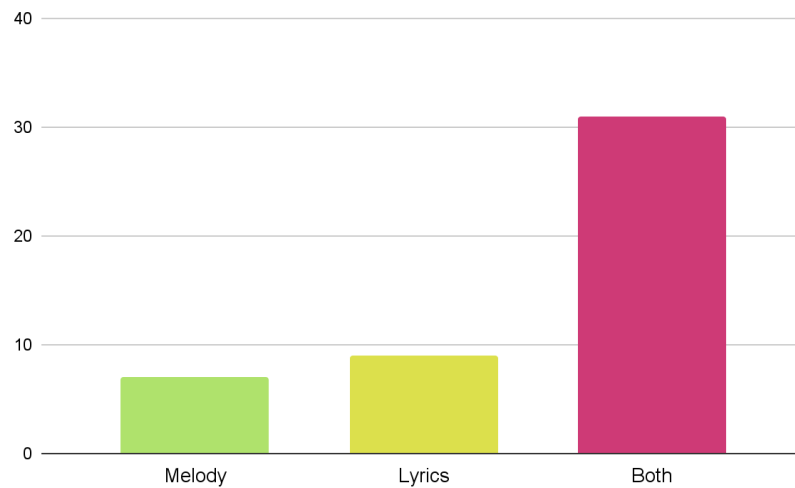
They were asked, then, to explain the reasons why they have such preference and the patterns found among the answers were as follows:

Table 4:

Choice	Pattern	Quantity	%
Lyrics	Help understanding the story/what is being said	13	30%
	Help identifying with the song	3	7%
Melody	Lyrics are difficult to pay attention to	4	9%
	Help with emotional connection	2	5%
Both	Are needed to fully understand and feel the song	9	21%

Source: made by the author

Among the 43 answers 5 patterns were found, two justifying the choice of lyrics, two the choice of melody and one the choice of both. Although the majority of the participants stated they pay equal attention to both, the most frequently found pattern was related to lyrics, which was *help understanding the story/what is being said*, being mentioned 13 times (30%). Lyrics appear to be, consequently, the biggest shareholder of information about the song, although the melody is important too for, as mentioned 9 times by the participants (21%), both *are needed to fully understand and feel the song*. Paying attention to the lyrics was mentioned by 3 (7%) participants who said that lyrics *help identifying with the song*, which is a polar opposite to the pattern found among those who pay more attention to the lyrics once 4 (9%) of them said that *lyrics are difficult to pay attention to*. The least frequently found pattern was *help with*

emotional connection which was mentioned by 2 (5%) participants who pay more attention to the melody.

The participants were also asked to state whether they like to sing along when they are listening to songs in English and the vast majority said Yes, 47 (96%) out of 49, while only 2 (4%) said No, as shown in Figure 15 below. Subsequently to that, they were asked whether they had the habit of reading lyrics of songs when they were learning English, to which 44 (90%) said Yes and 5 (10%) said No, as shown in Figure 16 below. They were asked, then, if they currently have the same habit of reading lyrics and the results were slightly different for 39 (90%) said Yes while 10 (10%) said No, as shown in Figure 17 below.

Figure 15: Participants' habit of singing along when they listen to songs
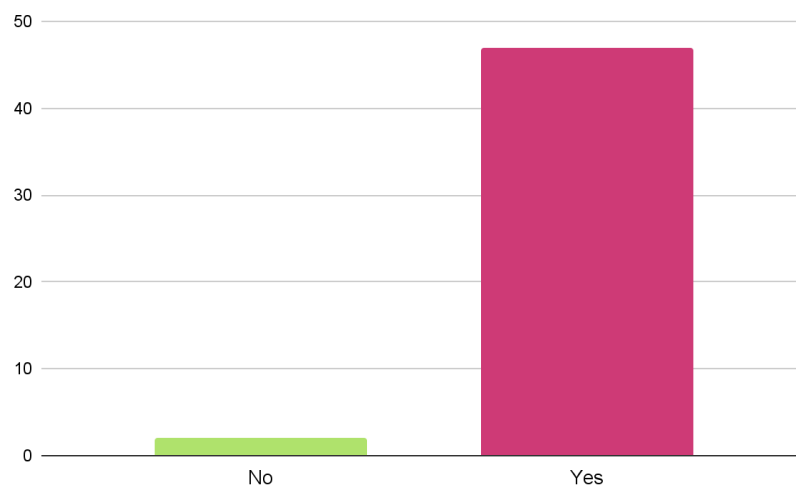
Figure 16: Participants' habit of reading lyrics while learning English
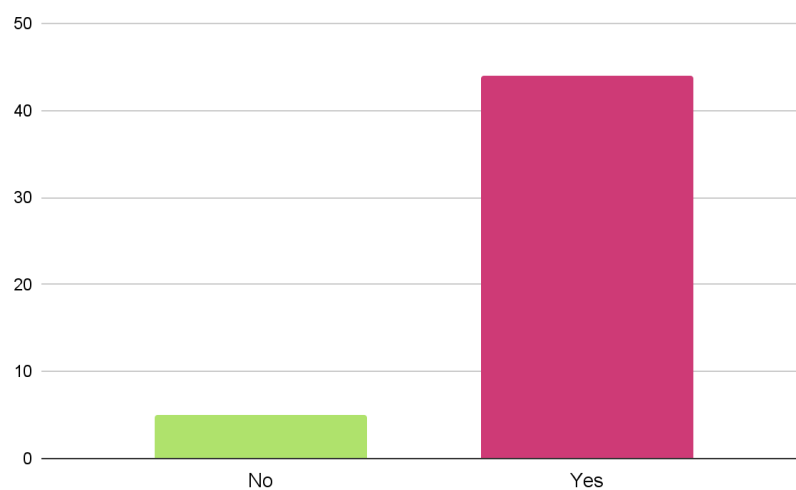
Figure 17: Participants' habit of reading lyrics nowadays
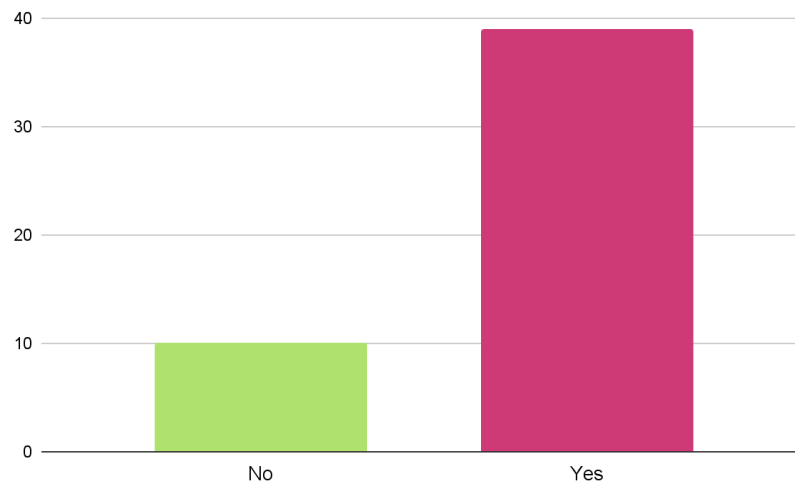
They were then asked to explain the reasons why they still have this habit and the patterns found among the answers were as follows:

Table 5:

Pattern	Quantity	%
To sing along/To know what is being sung	7	15%
To better understand the lyrics/meaning	7	15%
To learn the language	6	13%
To understand the message/story	5	11%
To pronounce properly/To check pronunciation	5	11%
To check whether their understanding was correct	4	9%

Source: made by the author

The two more frequently found patterns, having been mentioned 7 times each (15%), were *to sing along/to know what is being sung* and *to better understand the lyrics/meaning*. The pattern *to learn the language* was mentioned 6 (13%) times, while the patterns *to understand the message/story* and *to pronounce properly/to check pronunciation* were mentioned 5 times (11%) each. The least frequently found pattern was *to check whether their understanding was correct*, being mentioned 4 times (9%).

4.4 Participants' emotional connection with songs

Regarding their emotional connection with songs, the participants were asked, then, to state on a scale from 1 to 5 (1 being very little and 5 being a lot) how emotionally connected

they feel to songs in Portuguese. As it was a mandatory question all 49 participants answered yielding the following results:

Figure 18: Participants' emotional connection to songs in Portuguese
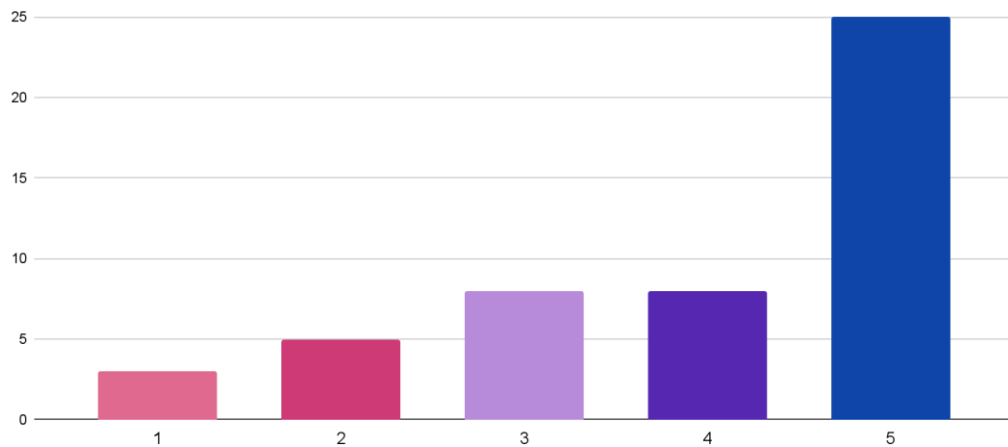
A total of 3 of the participants (6%) chose number 1, meaning they feel very little emotionally connected to songs in Portuguese, 5 (10%) chose number 2, 8 (16%) chose numbers 3 and 4 each, while virtually half of the participants chose number 5 (51%), meaning they feel very emotionally connected to songs in Portuguese. When asked the reason why for their choices, the patterns found were as follows:

Table 6:

Choice	Pattern	Quantity	%
High Emotional Connection	More cultural/social aspects	8	16%
	Full understanding of the song	4	8%
	Memories/Nostalgic feeling	3	6%
	It is their mother tongue	3	6%
	Familiarity	2	4%
Low Emotional Connection	Lack of listening to songs in Portuguese	7	14%
	Lack of emotional connection/identification	3	6%

Source: made by the author

Out of the 7 patterns found in the answers, 5 (71%) of them explained having a higher emotional connection to songs in Portuguese, while 2 (29%) of them explained having a lower emotional connection. The most frequently found pattern of high emotional connection - and overall - was *more social/cultural aspects*, mentioned by 8 participants (16%) who stated that songs in Portuguese usually have more social, political and cultural aspects to themselves than songs in English. Still regarding higher emotional connection, the pattern *full understanding of the song* came in second having been mentioned by 4 (8%) participants, while the patterns *memories/nostalgic feelings* and *it is their mother tongue* were mentioned by 3 (6%) participants each. The pattern *familiarity* was the least frequently found in the higher emotional connection - and overall - having been mentioned by 2 (4%) participants. Regarding the lower emotional connection, the most frequently found pattern was *lack of listening to songs in Portuguese* which was mentioned by 7 (14%) participants, while the only other pattern found was *lack of emotional connection/identification* which was mentioned by 3 (6%) participants.

Subsequently, the participants were asked to state on a scale from 1 to 5 how emotionally connected they feel to songs in English. Differently from the previous question, zero participants chose 1, only one (2%) chose 2, five (10%) chose 3, 13 (26%) chose 4 and 30 (61%) chose 5, as shown in Figure 19 below, indicating a higher emotional connection to songs in English than in Portuguese.

Figure 19: Participants' emotional connection with songs in English
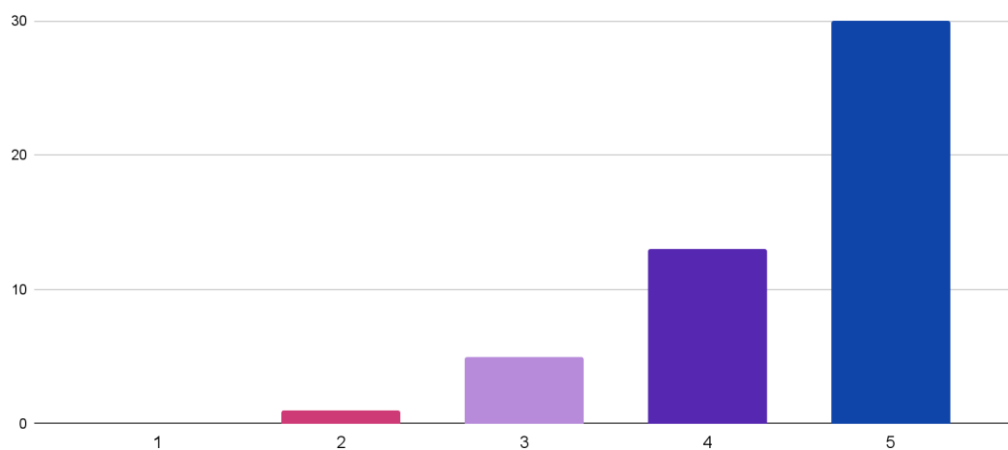
Besides no participants having chosen the lowest emotional connection and only one having chosen the second lowest, it is clear that the higher the level of emotional connection , the more people chose it. When asked the reasons why for their choices, the patterns found within the 49 participants' answers were as follows:

Table 7:

Pattern	Quantity	%
Connection/Identification	11	22%
Habit/Most listened songs are in English	5	10%
Sounds/Melody/Sonority of the language	4	8%
Affective memories	3	6%

Source: made by the author

Although in the previous question only three participants stated, when saying they have a low level of emotional connection with songs in Portuguese, that it is due to lack of identification, in this question the pattern *connection/identification* was the most frequently found pattern having been mentioned by 11 (22%) participants. With half the frequency, *habit/most listened songs are in English* was mentioned by five participants (10%), while *sounds/melody/sonority of the language* was mentioned by four participants (8%). The least frequently found pattern was *affective memories* which was mentioned three times. Although more participants stated to have a higher emotional connection with songs in English than in Portuguese, it can be inferred that the number of patterns found was smaller than for the Portuguese question because as Brazilian citizens our relationship with the language is more homogenous than our relationship with English as L2. Our acquisition, education, access and frequency with Portuguese as our mother tongue have much more in common than the same aspects regarding English, once some participants had access to English since a very young age, studied the language formally at an English course, and had many resources during their bilingualism process, while others did not.

4.5. The influence of songs in English for the participants' learning

Finally, in order to understand the influence of songs in English for the participants' learning, they were asked to say whether they have memories related to songs from when they were learning English, to which 7 (14%) said that no, they do not have such memories, while 42 (86%) said that yes, they do, as shown in Figure 20 below.

Figure 20: Participants having memories related to songs from their English learning process
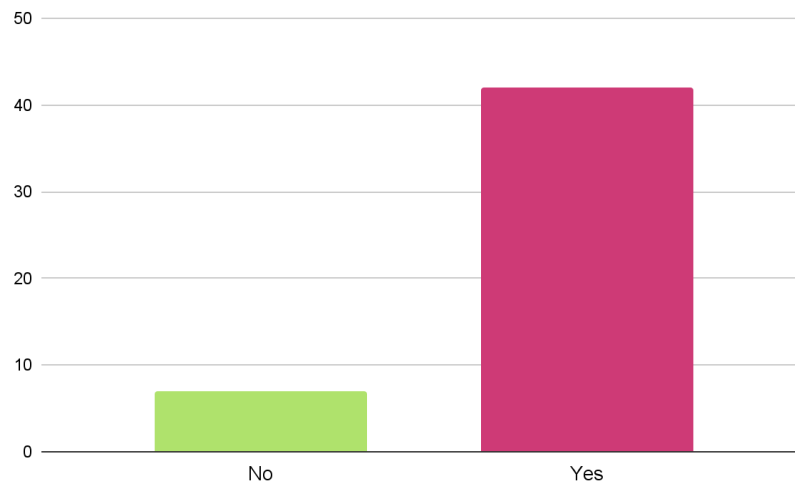
Then they were asked to, if their answer was yes, give an example of a memory they have related to songs from when they were learning English as L2. Among the 42 answers, six patterns were found, as shown in Table 8 below.

Table 8:

Pattern	Quantity	%
Songs being used as tools during English classes	12	28%
Searching/Reading lyrics of songs as a teenager	11	25%
Being motivated to listening to songs and understanding English because of certain artists	10	23%
Translating/Reading translations of songs as a teenager	4	9%
Using the dictionary to understand the songs	3	7%
Songs taught them more than school	2	5%

Source: made by the author

Out of the 42 participants who answered, 12 (28%) stated that songs were *used as tools during English classes*, mentioning memories related to teachers using songs in order to teach vocabulary, to help remembering concepts and to be in contact with the language. The pattern *searching/reading lyrics of songs as a teenager* was mentioned by 11 (26%) participants who all had similar memories related to searching for lyrics of songs they liked when they were teenagers. On a similar note, the pattern *being motivated to listening to songs and understanding English because of certain artists* was mentioned by 10 (24%) participants, meaning that, because they liked certain artists and felt connected to them, they wanted to understand their songs and them (in interviews, for instance), so they learned English. The least frequently found patterns were *translating/reading translations of songs* with 4 (9%) mentions, *using the*

dictionary to understand the songs with 3 (7%) mentions, and *songs taught them more than school* with 2 (5%) mentions.

Afterwards, they were asked to state in what measure they think listening to songs in English has been influencing their learning of the language. All participants answered and, among the 49 answers 5 patterns have been found, as shown in Table 9 below.

Table 9:

Pattern	Quantity	%
A lot/Largely	35	71%
Tool for improving the four skills	9	18%
Songs were imperative for learning/Made them learn	8	16%
Tool for increasing vocabulary	5	10%
Source of motivation	2	4%

Source: made by the author

The vast majority of the participants, 35 (71%) out of 49, said that songs in English have influenced their learning *a lot/largely*. All participants, even the ones that did not quantify the influence of English in their learning process, have given examples to illustrate this influence. 9 (18%) out of the 49 participants stated that songs in English were used as *tools for improving the four skills*, meaning that their exposure to songs in English has helped them improve their skills. Having been mentioned by 8 (16%) participants, the pattern *songs were imperative for learning/made them learn* means that, if it was not for their relationship with songs in English, the participants might not have learned the language the same way - or at all. Meanwhile, the two least frequently found patterns were *tool for increasing vocabulary* and *source of motivation* having been mentioned by 5 (10%) and 2 (4%) participants respectively.

On a similar note, the participants were asked to state in what measure they think listening to songs in English has motivated/motivates them to learn the language. All participants answered and, among the 49 answers, 4 patterns have been found, as shown in Table 10 below.

Table 10:

Pattern	Quantity	%
Totally/Largely	27	55%
Source of motivation to understand the songs better	16	33%

Not much/Less than other learning tools	6	12%
Source of motivation because it was a fun/pleasant activity	5	10%

Source: made by the author

Similarly to the previous question, 27 (55%) out of 49 have said that songs in English have motivated/motivate them to learn the language *totally/largely*. On the other hand, 6 (12%) participants mentioned the pattern *not much/less than other tools*, meaning that songs in English did not work much as a source of motivation for them to learn the language, or that other tools motivated them more. In the middle ground two other patterns were found, *source of motivation to understand the songs better* and *source of motivation because it was a fun/pleasant activity* having been mentioned by 16 (33%) and 5 (10%) participants, respectively.

Then, they were asked to state in what measure they think listening to songs in English has helped/helps them remember the language better. All participants answered and, among the 49 answers, 4 patterns were found, as shown in Table 11 below.

Table 11:

Pattern	Quantity	%
Totally/Largely	19	39%
Aid to the remembering vocabulary/grammatical structure	14	28%
Melody/Rhythm as an aid for remembering the language	5	10%
Not Much	5	10%

Source: made by the author

This time, less than half of the sample answered that it has helped/helps them remember the language better *totally/largely* having been mentioned by only 19 (39%) participants. It does not mean, however, that the participants who did not make similar statements consider it did/does not help them remember, only that they did not quantify it. On the other hand, 5 (10%) participants have stated the pattern *not much* to say that they do not think listening to songs in English has helped/helps them much when it comes to remembering the language better. With the same frequency as the prior, the pattern *melody/rhythm as an aid for remembering the language* was also mentioned by 5 (10%) participants, while the pattern *aid to remembering vocabulary/grammatical structure* was mentioned by 14 (28%) participants.

Afterwards, the participants were asked to state whether they think they would have learned the language the same way if they did not listen to songs in English, to which 7 (14%) answered Yes and 42 (86%) answered No, as shown in Figure 21 below.

Figure 21: Whether their learning of the language would have been the same without songs
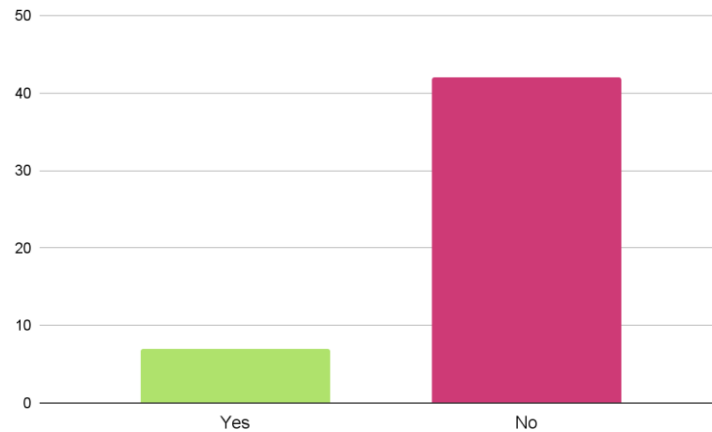
The vast majority stated that if they did not listen to songs in English, they might not have learned the language the same way, while a small minority thinks that, yes, they would have learned the language the same way even if they did not listen to songs in English. When asked, then, to give a reason for their choice, all participants answered and 6 patterns were found, as shown in Table 12 below.

Table 12:

Pattern	Quantity	%
The learning process would have been different/more difficult	10	20%
Songs were the primary source of learning/Made them learn	8	16%
No songs = Less motivation	8	16%
Contact with realistic/contextualized/varied/cultured language	7	14%
Not important/Not the most important tool	7	14%
The contact with the language would have been more limited	5	10%

Source: made by the author

The most frequently found pattern was *the learning process would have been different/more difficult*, mentioned by 10 (20%) participants, and the least frequently found pattern, that can be related to the first, was *the contact with the language would have been more limited*, mentioned by 5 (10%) participants. Tied with 8 mentions each are the patterns *songs were the primary source of learning/made them learn* and *no songs = less motivation*, the latter which can be related to previously found patterns related to songs being a source of motivation. The pattern *contact with realistic/contextualized/varied/cultured language* was mentioned by 7 (14%) participants, same as the only pattern related to the participants who answered Yes in the previous question, which was *not important/not the most important tool*.

As their last qualitative question, the participants were asked to state in which other ways listening to songs in English has helped/helps them learn the language. Again, all participants answered and, among the 49 answers, 5 patterns were found, as shown in Table 13 below.

Table 13:

Pattern	Quantity	%
Speaking/Pronunciation [Listening, as a consequence]	16	33%
Vocabulary/Grammatical structure	10	20%
Contact with informalities/slangs/idiomatic expressions	7	14%
Contact with culture/history	5	10%
Being more frequently in contact with the language	4	8%

Source: made by the author

The most frequently found pattern was *speaking/pronunciation [listening, as a consequence]*, having been mentioned by 16 (33%) participants who stated that through songs they could listen to the pronunciation of the words more frequently and, therefore, it helped them develop the skills of speaking and listening. The second most frequently found pattern was *vocabulary/grammatical structure*, once songs are a good way to learn them, which was frequently mentioned prior in this paper. The pattern *contact with informalities/slangs/idiomatic expressions* was mentioned by 7 (14%) participants, *contact with culture/history* by 5 and *being in contact with the language* by 4 (8%).

Lastly, the participants were asked to point out from 10% to 100% how much they think listening to songs in English has helped them in each skill (speaking, listening, reading and writing), and the sum should be, mandatorily, 100%. The results were as follows:

Figure 22: Average percentage of how much songs have helped the participants in each skill
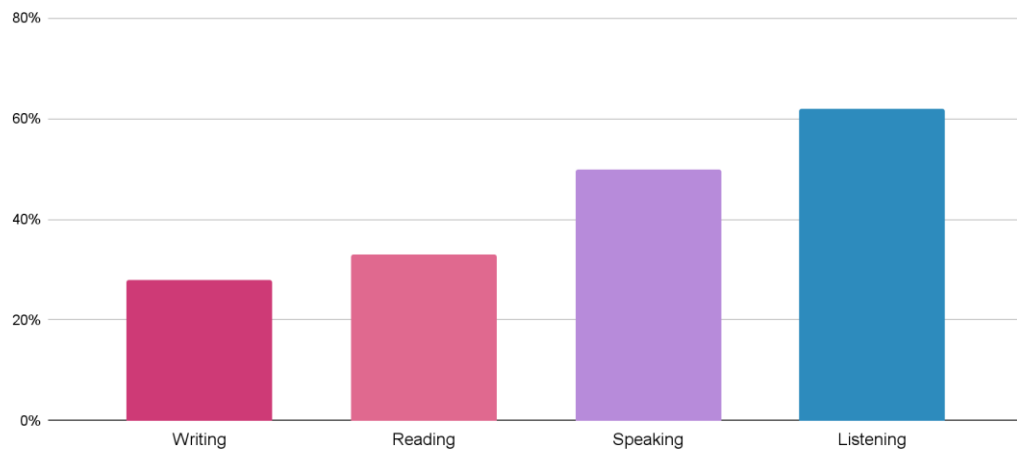
A simple calculation was made in order to find the mean percentage of how much songs in English have helped/help our sample. The results show that the oral skills (56%), listening and speaking, had a noticeably higher mean percentage than the register skills (30,5%), reading and writing. Listening having a high percentage (62%) makes sense given that songs are things people listen to, while Speaking (50%) being also high can be related to the participants habit of singing along to the songs.

5. DISCUSSION

This study aimed at investigating how songs in English and the emotional connection of bilinguals towards them has affected their learning and processing of the language as L2. Through the application of three questionnaires the participants answered 41 questions, quantitative and qualitative, that intended to answer the previously mentioned research questions.

Regarding research question A which intended to investigate what level of influence listening to songs in English had had in the learning of the language as L2 among the sample of participants, and according to the results obtained through this research, it is possible to say that the level of influence of listening to songs in English in the learning of the language as L2 is high, once virtually 86% of the participants stated that their learning would not have been the same without songs in English (see Figure 21 for reference). The results corroborate with Israel (2013) and Fonseca-Mora and Machancoses (2016) findings on the subject and add to it by pointing to the oral skills being the most benefited by this influence, which can be connected to the oral nature of songs, although register skills, especially reading comprehension, are often related to songs.

Concerning oral skills, the results show that out of 28 participants that self-assessed themselves as very good or excellent in both oral skills, 26 (93%) have stated to have high emotional connection to songs in English (4 or 5) while only 2 (7%) have said to have an average emotional connection (3). Amongst the ones who have reported to have an average-low emotional connection to songs in English (2 or 3), 21 participants, with the exception of the two previously mentioned, only two other participants (9%) have rated themselves as very good in only one of the oral skills and less in the other. These results can point to the fact that bilinguals with a higher level of emotional connection to songs in English are probably more proficient in oral skills, therefore answering whether it is possible to relate the participants' self-assessment in the oral skills to their emotional connection to songs in English, research question C, and partially filling the gap left in the research in the area, making room for further development on the topic. That does not mean, however, that less proficient bilinguals in the oral skills are automatically less emotionally connected to songs in English, for our research points to a different way. What we have is, in fact, a pattern among high proficient bilinguals that points to the evidence that a higher level of emotional connection to songs in English may yield to higher proficiency in oral skills.

Regarding emotional connection, the results show that the differences between bilinguals' emotional connection to songs in English and in Portuguese are not really extensive (see figures 18 and 19 for reference). While in Portuguese the difference between 2 and 3 was small, and 3 and 4 tied, in English the differences between the middle levels were bigger. Number 5, however, showed a significant rise in relation to the lower levels in both languages. The biggest differences lie, however, on the fact that whereas in English no one chose 1, meaning very little emotional connection, in Portuguese three people (6%) chose it; and while in Portuguese 25 (51%) people chose 5, in English 30 (61%) chose it, meaning that not only none of the participants feels very little connected to songs in English, but that more feel highly connected to them than they do to songs in Portuguese. The results answer question B on whether there are differences between the emotional relationship of the participants with songs in English and in Portuguese and, if so, why they exist, and point to a perception of L2 emotional processing that differs slightly from the one Ferré et al. (2010) propose when they talk about early bilinguals, for our sample was composed by bilinguals of all ages and whose start in bilingualism was not taken into consideration. This may also serve as filler to the gaps found in the area, for it points to the fact that emotions may affect bilinguals' learning and their skills regardless of age or type of acquisition (formal or self-taught).

Concerning question D, which wonders whether participants who claim to have a higher emotional connection to songs in English prefer to perform activities in English more than those who have a lower emotional connection to the second language, the results were similar to the ones for question C. The participants were asked to state the frequency with which they normally choose or would choose to use English for 14 activities. A total of 18 (41%) out of the 43 participants who said to have a higher emotional connection to songs in English (4 or 5) would choose English frequently or always for more than half of the activities listed. Out of the 6 participants who stated to have lower emotional connection to songs in English (2 or 3), only one (17%) of them would choose to use English frequently or always in more than half of the activities, while the other 5 (83%) would choose it for less than 6 activities. It is not possible to conclude, then, that bilinguals with a higher emotional connection to songs in English would choose to use the language more often, for only less than half of these participants fit in this statement (18 out of 43). It is important, however, to consider that the sample was composed of participants who are Brazilian and did not state whatsoever that they grew up in a bilingual environment. It is expected, therefore, especially in their choices regarding conversations they normally have in Portuguese (see Figure 7 for reference), that they prefer to use their mother tongue. This comes in contact with Pavlenko's (2002) and Altarriba's (2006) arguments that

the words we acquire in our first language are easier to retrieve and, therefore, make many bilinguals more comfortable while using them. In addition, considering that the bilinguals in the sample did not grow up in a bilingual environment and also the previous research in the area, the patterns found among the participants regarding their preference for using Portuguese for communication, especially with relatives, would be more difficult in English (see table 2 for reference), also corroborates with what Pavlenko (2002) and Altarriba (2006) say.

With relation to question E, which investigated whether emotional connection to songs in English is a synonym to feeling more motivated to learn the language, the results show that although it is possible to say that having a higher emotional connection to songs in English makes one more motivated to learn, it is not possible to say that having a lower emotional connection to songs makes one less motivated to learn. Out of the 43 participants who said to have a high emotional connection to songs in English, 3 (7%) stated that songs did not motivate them to learn, whereas out of the 6 participants who said to have a low emotional connection to songs in English, one (17%) stated that songs did not motivate them to learn. This corroborates partially with what MacIntyre (2002) argues about emotions being what drives people to being motivated, but also reinforces what Dörnyei (1998) says about being difficult to synthesize motivation in L2 learning for it is a highly multifaceted factor.

Concerning question F on whether there is a difference on the level of emotional connection to songs in English between formally taught and self-taught bilinguals, results show that it is not possible to see a difference between the level of emotional connection to songs in English between formally taught and self-taught bilinguals. Out of the 49 participants, 17 (59%) out of the 29 who were formally taught said to have the highest emotional connection possible to songs in English (5), while 6 (21%) said to have high emotional connection (4) and 6 said to have low emotional connection (2 or 3). On the other hand, 13 (65%) out of the 20 who were self-taught said to have the highest emotional connection possible to songs in English (5) and 7 (35%) said to have high emotional connection (4), whereas no self-taught participant said to have low emotional connection to songs in English. This points to a lack of pattern between formally taught and self-taught bilinguals' emotional connection to songs in English, with the only interesting data being that only formally taught bilinguals stated they have a low emotional connection. This substantiates the previous statement that the findings regarding the use of songs in second language learning, although focused on formal learning in a classroom, can be applied to self-taught bilinguals.

And as for question G, which aimed at investigating whether the emotional connection with songs in English affects the intensity and/or the efficiency of the participant's language

learning, considering an overall look at all the results and the data used to answer the previous questions, it is possible to affirm that emotional connection with songs in English may make the learning of the language more intense and effective. If we consider an overall majority (86%) of the participants who said their learning of the language would not have been the same without songs (see Figure 21 for reference) and that a similar majority (88%) says to have a high level of emotional connection to songs in English (see Figure 19 for reference), it is possible to deem this statement to be true, although there is no data that points directly to that. This result is supported by IMMORDINO-YANG's (2011) statements regarding emotion and learning and also Swain's (2011) connection between emotion and cognition. It is imperative, however, to understand that songs may work as a tool for learning even if the person does not have a high emotional connection to them. Said statement is supported by the data showing that ⅔ of the participants who said to have a medium/low emotional connection are part of the 86% who think their learning would have been less efficient if they did not listen to songs in English.

6. FINAL CONSIDERATIONS

The goal of this study was to further understand the relationship between emotions and bilingualism/second language learning and attempt contribute to fill out the gap found in the area regarding the emotional connection to songs as a factor that may influence second language learning. Previous studies in the area have shown the influence of emotions in learning (SWAIN 2011; IMMORDINO-YANG 2011) and how music and, more specifically, songs influence our emotions (BOWER, 1981; PANKSEPP, 1995; GREWE; KOPIEZ; ALTENMÜLLER, 2009; ALI; PEYNIRCIOğLU, 2006; ESCHRICH; MÜNTE; ALTENMÜLLER, 2008) and can aid learning (ISRAEL, 2013; SCHÖN et al., 2009; FONSECA-MORA; MACHANCOSES, 2016). Therefore, this research was designed to contribute to fill out the gaps that connect all of these aspects.

The results of the present study can be taken as evidence of the influence of being emotionally connected to songs in English for the learning of the language as L2. These results alone cannot, however, fill out this research gap, although it can be taken as an important contribution. As mentioned by Dörnyei (1998) when talking about motivation, the same can be said about emotions: it is a multifaceted, not a uniform factor. Therefore, it is difficult to measure emotions, as stated by Swain (2011), which makes it complicated to create paradigms using them as foundation and variables to be studied. That does not mean, in any way, however, that they should not be considered and researched, for they are not only merely important, but imperative when we think of learning.

Language has been, and still is, popularly regarded as something that, for being alive and constantly changing and not being "exact", it cannot be trusted or measured or studied scientifically as other objects of study can. The same happens with emotions for they are, to this day, considered inferior to cognition, as well pointed out by Swain (2011). It is our job, then, as language researchers, to understand that these paradigms on language and emotions as inferior to other areas should be debunked and it should be done by a strenuous work that shows that emotions are part of cognition and that, without them, not only would bilinguals have hardships when learning a second language, but that no learning at all would occur.

This study, then, tried to open doors for future studies to be done in order to better understand how this incredible cultural asset called songs can be used for the learning of a second language and how bilinguals' emotional connection to them can be an intensifying factor to their learning. It may be that, through filling this gap of emotions and songs in L2 learning,

more efficient ways of learning and teaching can be attempted and, hopefully, ensure a more successful and pleasant learning and teaching process.

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APPENDICES

Appendix I

Consent Term

<div align="center">TERMO DE CONSCENTIMENTO LIVRE E ESCLARECIDO</div>

Você está sendo convidado(a) a participar da pesquisa de Trabalho de Conclusão de Curso intitulado "A influência de canções em língua inglesa no aprendizado do inglês como L2", que tem como objetivo investigar se ouvir canções em língua inglesa influencia no aprendizado da língua como L2 e, se sim, como e em que medida. Para fazer isso, será aplicado um questionário voltado para os alunos da graduação de Letras da UFRGS de vários níveis de proficiência que têm português como L1 e inglês como L2.

Ao aceitar fazer parte da pesquisa, você responderá a um questionário no Google Forms que contém perguntas referentes ao seu histórico linguístico e à sua autoavaliação de proficiência, assim como perguntas sobre sua relação pessoal com a música e como ela se relaciona com seu aprendizado de inglês como L2. O preenchimento do questionário deve levar cerca de 15 minutos.

Essa pesquisa não lhe trará benefícios diretos e não haverá remuneração pela sua participação. Como benefício indireto, a pesquisa poderá fornecer dados que ampliam a compreensão acerca da relação entre ouvir canções em inglês e o aprendizado da língua como L2, se a relação é positiva, como ela ocorre e se sua relação pessoal e emocional com as canções afeta ou não seu aprendizado. Por outro lado, os participantes, durante a realização da pesquisa, podem se cansar mentalmente ou se sentir desconfortáveis ao responder algumas das questões. Para minimizar esses riscos, não será estipulado tempo limite para o preenchimento do questionário, e o participante será instruído a responder às perguntas de acordo com as próprias percepções, não havendo respostas certas ou erradas. Além disso, conforme consta na Resolução CNS 210/2016, a identidade dos participantes será mantida em sigilo, garantindo, assim, a confidencialidade de suas respostas.

Se concordar em participar, você pode, a qualquer momento, perguntar ou pedir esclarecimento acerca dos procedimentos, riscos, benefícios e outros assuntos relacionados à pesquisa. Você está livre também para retirar seu consentimento, a qualquer momento, e deixar de participar do estudo, sem justificativa, e sem que isso lhe traga prejuízo. Você tem a garantia de que não será identificado(a) quando da divulgação dos resultados e que as informações obtidas serão utilizadas apenas para fins científicos vinculados ao presente projeto de pesquisa. Por fim, você pode pedir acesso aos seus resultados para os pesquisadores. Os seus dados serão armazenados por um período mínimo de 5 anos no computador da pesquisadora responsável pelo estudo e de sua orientanda que o está conduzindo.

A pesquisadora responsável por este projeto de pesquisa é a professora Dra. Ingrid Finger (e-mail: ingrid.finger@ufrgs.br; telefone institucional: 51- 3308.6704; endereço institucional: gabinete nº 220 do Prédio Administrativo do Instituto de Letras do Campus do Vale da UFRGS, localizado na Avenida Bento Gonçalves, 9500 – Agronomia, Porto Alegre/RS – CEP: 91540-000). Quaisquer dúvidas podem ser sanadas junto à graduanda Maria Luiza Moog Gomes (e-mail: mariamoog@outlook.com, telefone 51-981925744) ou junto ao Comitê de Ética em Pesquisa da UFRGS (e-mail: etica@propesq.ufrgs.br; telefone: 51-3308.3738; endereço: Prédio Anexo I da Reitoria do Campus Centro, localizado na Avenida Paulo Gama, 110, Sala 311 - Farroupilha, Porto Alegre/RS – CEP: 90040-060; horário de funcionamento: de segunda a sexta, das 8h às 12h e das 13h às 17h).

Ao concordar com o presente Termo de Consentimento Livre e Esclarecido, você declara que autoriza sua participação nesta pesquisa, e que foi informado(a), de forma clara e detalhada, livre de qualquer forma de constrangimento e coerção, dos objetivos e justificativa desta pesquisa, dos procedimentos a que será submetido(a), dos riscos, desconfortos e benefícios e de informações sobre as tarefas que realizará, todos acima listados.

Appendix II

Questionnaires

QUESTIONÁRIO DE HISTÓRICO DE LINGUAGEM

INFORMAÇÕES PESSOAIS

Nome

completo:_____ _____

E-mail:_____

Data de nascimento:__/__/__.

Gênero: Feminino (   ) Masculino (   ) Não-binárie (   ) Outro: _____

INFORMAÇÕES HISTÓRICO-LINGUÍSTICAS

1. Marque as línguas que você conhece em ordem de aquisição.

	1ª	2ª	3ª	4ª	5ª	6ª	7ª	8ª
Português	( )	( )	( )	( )	( )	( )	( )	( )
Inglês	( )	( )	( )	( )	( )	( )	( )	( )
Espanhol	( )	( )	( )	( )	( )	( )	( )	( )
Chinês	( )	( )	( )	( )	( )	( )	( )	( )
Italiano	( )	( )	( )	( )	( )	( )	( )	( )
Alemão	( )	( )	( )	( )	( )	( )	( )	( )
Francês	( )	( )	( )	( )	( )	( )	( )	( )
Japonês	( )	( )	( )	( )	( )	( )	( )	( )

Chinês   ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )

2. Caso você fale alguma língua e ela não tenha sido mencionada acima, mencione-a aqui:

_____

3. Marque baixo a sua formação a partir do 5° ano escolar:

( ) Ensino Fundamental e Médio em Escola Particular

( ) Ensino Fundamental e Médio em Escola Pública

( ) Ensino Fundamental em Escola Particular e Médio em Escola Pública

( ) Ensino Fundamental em Escola Pública e Médio em Escola Particular

( ) Outro: _____

4. Você aprendeu Inglês de modo formal, além da escola regular (em um cursinho de língua, por exemplo)? Sim (   ) Não (   )

5. Se sim, onde? (nome do curso)

6. Se sua resposta foi sim, com qual idade você começou a estudar neste curso? E por quanto tempo você estudou lá? (Estime em anos e meses)

_____

7. Com que frequência você tinha aula nesse curso?

( ) Menos de 1h por semana.

( ) Entre 1h e 2h por semana.

( ) Entre 2h e 3h por semana.

( ) Mais de 3h por semana.

( ) Não se aplica

8. Como você se classificaria hoje em cada uma das habilidades linguísticas em Inglês?

	Ruim	Mediano	Bom	Muito bom	Excelente	Fluente
Leitura	( )	( )	( )	( )	( )	( )

	Nunca	Raramente	Às vezes	Frequentemente	Sempre	
Compreensão Auditiva	( )	( )	( )	( )	( )	( )
Escrita	( )	( )	( )	( )	( )	( )
Fala	( )	( )	( )	( )	( )	( )

9. Indique seu curso:

Licenciatura em Letras - Inglês ( )

Licenciatura em Letras - Português/Inglês ( )

Bacharelado em Letras - Inglês ( )

10. Indique seu ano de primeiro ingresso na UFRGS (no curso de Letras):

( ) 2014

( ) 2015

( ) 2016

( ) 2017

( ) 2018

( ) 2019

( ) 2020

( ) 2021

( ) 2022

11. Com que frequência você opta por fazer as seguintes atividades em Inglês?

	Nunca	Raramente	Às vezes	Frequentemente	Sempre
Assistir séries/filmes	( )	( )	( )	( )	( )
Jogar video-games	( )	( )	( )	( )	( )
Ler ficção (livros, fanfics, contos, poemas…)	( )	( )	( )	( )	( )
Ler informativos (jornais, notícias, materiais técnicos...)	( )	( )	( )	( )	( )
Escrever	( )	( )	( )	( )	( )

12. Supondo que todas as pessoas entendam/falem a língua, com que frequência você acha que preferiria usar Inglês nas seguintes situações?

	Nunca	Raramente	Às Vezes	Frequentemente	Sempre
Conversas casuais com amigos	( )	( )	( )	( )	( )
Conversas pessoais com amigos (falando sobre sentimentos, por exemplo)	( )	( )	( )	( )	( )
Conversas casuais com familiares	( )	( )	( )	( )	( )
Conversas pessoais com familiares (falando sobre sentimentos, por exemplo)	( )	( )	( )	( )	( )
Em sala de aula com colegas e professores (casualmente)	( )	( )	( )	( )	( )
Em sala de aula com colegas e professores (formalmente, em apresentações de trabalho, por exemplo)	( )	( )	( )	( )	( )
No trabalho conversando casualmente com colegas	( )	( )	( )	( )	( )
No trabalho em situações formais (em reuniões, por exemplo)	( )	( )	( )	( )	( )

13. Se você marcou "frequentemente" ou "às vezes" em qualquer uma das opções acima, explique brevemente o porquê de sua preferência.

_____

14. Mesmo que todas as pessoas entendessem e falassem Inglês, você preferiria usar Português em alguma das situações citadas acima? Sim ( ) Não ( )

15. Se sim, quais?
Conversas casuais com amigos ( )
Conversas pessoais com amigos (falando sobre sentimentos, por exemplo) ( )
Conversas casuais com familiares ( )

Conversas pessoais com familiares (falando sobre sentimentos, por exemplo) ( )

Em sala de aula com colegas e professores (casualmente) ( )

Em sala de aula com colegas e professores (formalmente, em apresentações de trabalho, por exemplo) ( )

No trabalho conversando casualmente com colegas ( )

No trabalho em situações formais (em reuniões, por exemplo) ( )

16. Explique brevemente o porquê de preferir usar o Português nas situações acima.

_____

RELAÇÃO COM A MÚSICA

17. Você gosta de ouvir música? Sim ( ) Não ( ) Indiferente ( )

18. Quanto você escuta cada gênero musical? (O total deve ser 100%)

	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Pop	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Rock (Metal, Emo, Punk, etc,)	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Eletrônica	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
R&B	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Rap	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Hip-Hop	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Country/ Sertanejo	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
MPB	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Jazz/Blues	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Soundtracks	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

19. Você prefere escutar música em Português ou Inglês? Português (   ) Inglês (   )

20. Por quê?

_____

21. Com que frequência você escuta músicas em Inglês? (Estime em horas por semana)

(   ) Menos de 2 horas por semana.

(   ) Entre 2 e 5 horas por semana.

(   ) Entre 5 e 10 horas por semana.

(   ) Entre 10 e 15 horas por semana.

(   ) Entre 15 e 20 horas por semana.

(   ) Entre 20 e 25 horas por semana.

(   ) Entre 25 e 30 horas por semana.

(   ) Mais de 30 horas por semana.

22. Quando você escuta músicas em Inglês, você prefere músicas instrumentais ou músicas com letra (canções)? Instrumentais (   ) Com letras (canções) (   ) Tanto faz (   )

23. Quando você escuta músicas com letra (canções), você presta mais atenção na letra ou na melodia? Letra (   ) Melodia (   ) Os dois (   ) Nenhum dos dois (   )

24. Por quê?

_____

25. Quando você escuta músicas em Inglês, você gosta de cantar junto? Sim (   ) Não (   )

26. Quando você começou a aprender Inglês, você tinha o hábito de ler as letras das músicas? Sim (   ) Não (   )

27. Você ainda tem esse hábito hoje? Sim (   ) Não (   )

28. Se sua resposta foi sim, por que você tem/tinha esse hábito?

_____

29. Em uma escala de 1 a 5, o quão emocionalmente conectado você se sente com músicas em Português?

1	2	3	4	5
( )	( )	( )	( )	( )

30. Por quê?

_____

31. Em uma escala de 1 a 5, o quão emocionalmente conectado você se sente com músicas em Inglês?

1	2	3	4	5
( )	( )	( )	( )	( )

32. Por quê?

_____

RELAÇÃO ENTRE MÚSICA E APRENDIZADO DA LÍNGUA

33. Você tem memórias relacionadas à música de quando estava aprendendo Inglês? Sim (   ) Não (   )

34. Se sua resposta foi sim, dê um exemplo de uma memória que seja relacionada à música que você tenha de quando estava aprendendo Inglês.

_____ .

35. Em que medida você considera que escutar músicas em Inglês influenciou o seu aprendizado de Inglês?

_____

36. Em que medida você acha que escutar músicas em Inglês te fez ficar mais motivado para aprender?

_____

37. Em que medida você acha que escutar músicas em Inglês te ajudou a lembrar da língua com mais facilidade?

_____

38. Você acha que, se você não escutasse músicas em Inglês, você teria aprendido a língua da mesma forma? Caso você não escute músicas em Inglês, marque "Não se aplica". Sim ( ) Não ( ) Não se aplica ( )

39. Por quê?

_____

40. De que outras maneiras você acha que escutar músicas em Inglês te auxiliou na aprendizagem da língua?

_____

41. Você acha que escutar músicas em Inglês te ajudou mais em qual habilidade? (O total deve ser 100%)

	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Leitura	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Compreensão auditiva	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Escrita	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Fala	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )