

Didactic Unit

English language as a global language in the band Now United

Língua Inglesa como língua global na banda Now United

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1 SUMMARY

Organization of the Didactic Unit

Discourse	Genres	Register	Speech acts	Lexicogrammar
English as a global language.	Advertisement Lyrics.	Advertisement on Instagram of a tour by the band Now United and lyrics from the song Wave your flag.	To identify the social function of the advertisement genre in social media; To critically interpret how the advertisement genre is structured; To discuss the connection between nationality and language(s); To produce an Instagram post.	Colors vocabulary; Nationalities vocabulary; Simple present and present continuous tenses.

Source: elaborated by the authors

2 AUDIENCE/TEACHING CONTEXT

The target audience of this unit was developed and applied to students in the 6th and 7th years of elementary school at a state school in Santa Maria/RS.

3 THEME

The theme of the unit is related to English as a global language, however, connected with the band Now United, which is made up of members of different nationalities, who communicate with each other and with their audience, mostly, through the English language.

4 GENRES

Advertisements and song lyrics.

5 COMPETENCE

The didactic unit seeks to develop a sense to recognize and value the various artistic and cultural manifestations, from local to global, as it analyzes the productions of the different cultures that make up the production of text expressions by the musical group Now United.

Knowledge of verbal, technological and digital languages is also used to express oneself and share information, ideas and feelings, while the unit's final product is to create a post on the social media Instagram to demonstrate personal choices of Brazilian culture students, through the English language.

Therefore, digital communication and information technologies are used in a critical, meaningful, reflective way, when communicating, disseminating information and producing knowledge (Silva, 2019).

6 OBJECTIVES

- Address multicultural aspects in students' everyday texts;
- Develop critical reading;
- Work on cultural and semiotic multiplicity through languages and cultures presented in advertisements and posts on social media.

7 RESOURCES

- Printed materials;
- Powerpoint presentation;
- Sound system;
- Computer lab.

8 ACTIVITIES

1. LET'S WAVE YOUR FLAG!

1.1 Discuss the following questions with your classmates:

Figure 1 – Members of Now United's band



- Have you ever heard about Now United? What is this?
- What do they do?
- Which kind of music do they sing?
- Where are they from?

1.2 You are about to listen to the song “Wave your flag”. While you listen to it, underline all the words you know in the song lyrics. You can access the song through this link <https://www.letras.mus.br/now-united/wave-your-flag/>.

Song lyrics:

It's Now United!

Oh, yeah, aham

Here we go, here we go!

I got a passion, baby, I gotta run

Keep it 100, baby, like 20 to one

London to Hollywood, we're born to wander

You're my right of fly, we'll follow the Sun

I say, “Oh la la”, you say, “¿Cómo está?”

“Konichiwa”, where are you from? (Where are you from?)

I say, “Oh la la”, you say, “¿Cómo está?”

“Konichiwa”, that's what I want

Show me your colours, start waving your flag

Drop me a pin, yeah, and I'll pack my bags

Show your colours, start waving your flag

Drop me a pin, yeah

Uno, dos, tres (au)

Show your colours, wave your flag

Drop a pin, I'll pack my bags

Show your colours, wave your flag

Drop a pin, I'll pack my bags

Yeah

I wanna, you wanna (you wanna)

So let's just hop on a plane

I gotta, you gotta

Feeling runnin' through our veins

What you wanna say?

Moving through area codes

Live like Saturday

We out here spinning the globe

Clap your hands, uh

(Oh)

Uno

Dos (yeah, yeah, clap it up)

Uno, dos

Wave your flag (hey-hey)

Show your colours, wave your flag (hey)

Drop me a pin, I'll pack my bags (ay-ay)

Show your colours, wave your flags (wave your flags, whoa)

Drop me a pin, I'll pack my bags

1.3 The following questions will help you analyze the song lyrics. Read the questions and listen to the song again to answer them.

a) What languages did you recognize in the song?

b) Mark the appropriate translation for “flag”:

() símbolo

() brasão

() bandeira

() logomarca

c) What “flag aspect(s)” is/are represented in the song? Mark the option(s):

() country

() money

() identity

() beauty

d) Scramble game:

In groups of three or four people, unscramble the pieces of text to build sentences from the song *Wave your flag*. (Attachment 1)

e) Fill in the table the information that is missing. As examples, you can choose sentences from the game that are appropriate to each case:

FORM	FUNCTION	EXAMPLE	FINAL PUNCTUATION
IMPERATIVE	<u>command</u> : it tells us to do something		
DECLARATIVE	<u>statement</u> : it tells us something		
<u>INTERROGATIVE</u>	<u>question</u> : it asks us something		
EXCLAMATIVE	<u>exclamation</u> : it expresses surprise		

1.4 Flags colors and members nationalities

Step 1: Take a look on the profile that we created for the Brazilian Now United member. Then, make a silent reading profile:

Figure 2 – Any Gabrielly's profile



Source: elaborated by the authors

Now, answer the following questions with complete answers:

- a) What is her name?
- b) How old is she?
- c) What is the meaning of "country"?
- d) Where is she from?

Step 2: Ask your teacher to pick up a card with the name of one Now United member (Attachment 2). You will search for this member's basic personal information. Then, create a mini profile, with the name, age, nationality, and country this person represents in the band, just as in the profile you read previously.

Step 3: As soon as you find out the member's nationality, ask your teacher for the corresponding country flag (Attachment 3). Then, paint the flag according to the color code on it.

Step 4: When you are ready with the research, as well as with the flag painting, get ready to present your work to your classmates. You can create a collage, physical or digital – in canva or Google Presentations, for example – and an avatar – in the apps Meez, Bitmoji, or CYOS – for the member that you picked up.

Step 5: After the presentations, you and your classmates can post your arts in an Instagram page created by your teacher.

2. INSTAGRAM TOUR ADVERTISEMENT

2.1 Recognizing and exploring a social media post

Analyze the Instagram text by answering the following questions:

a. What are the objectives of this post?

to entertain

to inform

to invite

to ask

to sell

b. Considering your previous answer, how would you call the genre of this Instagram post?

news

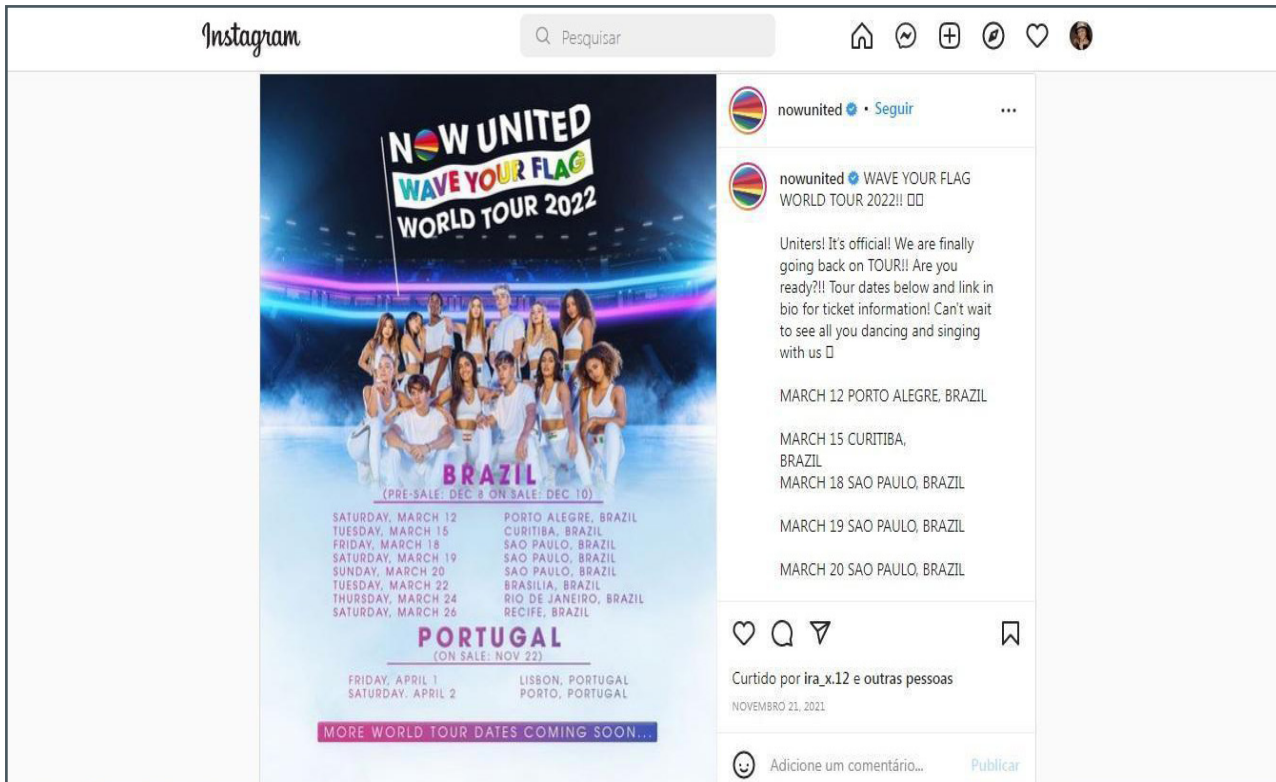
letter

advertisement

c. What countries will the tour take place in?

d. Are these countries' languages presented in the image and description of the Instagram post? Why (not)?

Figure 3 – Instagram post



Source: Instagram

3. ANY GABRIELLY'S VIDEO ON INSTAGRAM

3.1 The following questions are about exploration the video available on <https://www.instagram.com/p/COte5qeAyQN/>. Read the questions and then watch the video to answer them.

a. Did you understand the video? What aspect(s) helped you?

() Any Gabrielly's language

() subtitles

() body language

() other: _____

b. If you didn't understand the video or any part of it, what aspect(s) made it difficult for you?

Any Gabrielly's language

subtitles

body language

other: _____

c. Considering your previous answer, mark the audience(s) that have the possibility to understand what Any Gabrielly wants to talk about:

Korean speakers

English speakers

Portuguese speakers

Chinese speakers

d. Samba, Carnival and Soccer are aspects used to describe Brazil's culture in the beginning of the video. What does Any Gabrielly say about it?

they are not aspects that are part of Brazil's culture

there are other aspects that are also part of Brazil's culture

they are the only aspects that represent Brazil's culture

e. Match the Brazilian areas to their cultural characteristics mentioned by Any Gabrielly during the video.

1. South

2. Northeast

3. São Paulo

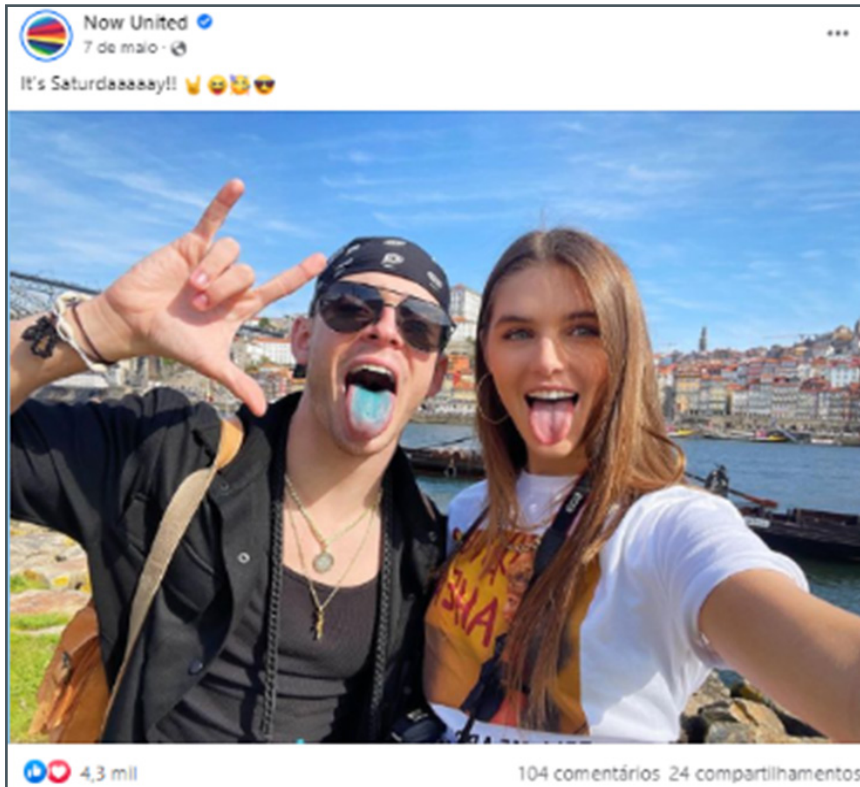
beautiful landscapes and party vibes

night life

European vibe

4. POSTS ON THE INTERNET

4.1 Observe the image below and discuss the questions with your classmates:



Source: Facebook/Now United

Do you recognize this text? What is it?

Where can we find this kind of text?

What is the name of the written text that follows the pictures on social media?

In general, what can vary from post to post?

Why do we use “*legendas*” in posts?

Post 2:



Source: Facebook/Now United

- a. Whose profile are these posts from?
- b. Who, probably, are the people in the pictures?
- c. What's the purpose of these posts?
 - () to sell products
 - () to update the band fans
 - () to announce concerts
 - () to offer discounts in tickets

- d. Did you know that, in English, the word “*legenda*” can have more than one translation, depending on how it is employed? Use the online dictionary available on this link and search for the word “*legenda*”. Then, complete the sentences below with the correct name in English.

_____ is “*legenda*” of movies.

_____ is “*legenda*” of posts in social media.

- e. In digital media, we don’t use only written text to express ourselves. In the captions read previously, besides the written text, what other typical resource from social media is employed?

4.2 Exploring previous knowledge

Which words do you recognize in the posts? List all of those you can identify.

- a. In *post 1*, what does “Saturday” mean?

hoje

sexta-feira

amanhã

sábado

- b. In *post 2*, what does “today” mean?

hoje

sexta-feira

amanhã

sábado

- c. In *post 2*, what does “fan art” mean?

caricatura

arte de fã

retrato

arte digital

4.3 Understanding the differences: Simple Present X Present Continuous

Read the following sentences again:

- Sentence from post 1: It's Saturday!
- Sentence from post 2: Today we are celebrating your beautiful fan art!

a. What is the subject in sentence 1?

- he
- they
- it
- I

b. What is the subject in sentence 2?

- they
- we
- you
- she

c. Look for the verb to be in each sentence and circle it with a different pen.

d. In sentence 2, why do you think the word "*celebrating*" is being used?

e. Let's analyse together (teacher and students) the sentences by completing the chart below:

	SENTENCE SUBJECT	CONJUGATED VERB TO BE	OTHER VERB	SENTENCE COMPLEMENT
POST 1				
POST 2				

5. STUDENTS' POST ON INSTAGRAM

5.1 In the previous activity, Any Gabrielly said that Brazil is more than *samba, carnival* and *soccer*. What aspects do YOU consider an important part of Brazilian culture?

For this activity, you will need:

- an online or physical dictionary
- an account on Instagram (you can ask your teacher to create a class account)

Step 1: Think about the aspects that you consider part of the Brazilian culture.

After, select a picture that represents your choice (dances, food, places...)

Step 2: Then, create a post or a story on Instagram. Use the resources available on this social media, such as background music, emojis, gifs, and so on. Write a short caption telling why you think this cultural aspect is important.

Examples:

My favorite Brazilian **singer** is _____ because _____.

My favorite Brazilian **food** is _____ because _____.

My favorite Brazilian **place** is _____ because _____.

6. NOW UNITED SONGS

6.1 Now United songs are organized in two tables (Singles and Promotional Singles) since the group was created (2017).

a. Analyze the lists and associate the terms to their definition

(1) singles

() distributed free

(2) promotional singles

() distributed commercially

b. According to the previous answer, who probably listens to

(1) Singles

(2) Promotional Singles

() people who are not necessarily fan of the band

() people who are fan of the band

c. By analyzing the songs titles, which lists has more language diversity?

() Singles

() Promotional Singles

Wikidata Item

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Languages
Español
Italiano
Kiswahili
Magyar
Português
[Edit links](#)

Singles [edit]

As lead artist [edit]

Title	Year
"Summer in the City"	2017
"What Are We Waiting For"	2018
"Who Would Think That Love?"	
"All Day"	
"How We Do It" (featuring Badshah)	
"Beautiful Life"	2019
"Afraid of Letting Go"	
"Paraná"	
"Sunday Morning"	
"Crazy Stupid Silly Love"	
"Like That"	
"You Give Me Something"	
"Legends"	
"Na Na Na"	
"Let Me Be the One"	
"Live This Moment"	
"Come Together"	
"Wake Up"	

Source: Wikipedia

"All Around the World"	2021
"Turn It Up"	
"Fiesta"	
"Baila"	
"Nobody Like Us"	
"NU Party"	
"Wave Your Flag"	
"When You Love Somebody"	
"Dance Like That"	
"Momento"	
"Ikou"	
"I Got You"	
"Anything for You"	
"Future Me"	2022
"Badna Nehlam"	
"Jump" (featuring Alta B)	
"Heartbreak on the Dance Floor"	
"It's Your Birthday"	
"Like Me"	
"All Night Long"	
"Good Intentions"	
"Clockwork"	

Source: Wikipedia

The screenshot shows a Wikipedia page with two tables. The first table, 'Promotional singles', lists songs from 2019 and 2020 in various languages. The second table, 'Music videos', lists videos from 2018 and 2019 with their titles, locations, and countries.

Promotional singles [edit]	
Title	Year
"Sundin Ang Puso" ("For the Love of It" - Filipino version)	2019
"Lendas" ("Legends" - Portuguese version)	
"Na Na Na" (Spanish version)	2020
"حبيب" ("Habibi" - Arabic version)	

Music videos [edit]			
Year	Title	Country/City	Location
2018	"Summer in the City"	El Mirage Lake and downtown Los Angeles, California, and home countries	El Mirage Lake, downtown Los Angeles
	"What Are We Waiting For"	Seoul, South Korea	Seoul's streets and pub
	"Who Would Think That Love?"	Puebla, Mexico	Puebla's streets and tower
	"All Day"	Seal Beach, California, U.S.	Seal Beach
	"How We Do It" (featuring Badshah)	Mumbai, India	Mumbai's streets
2019	"Beautiful Life"	Shillong, India	Waterfall Shillong
	"Afraid of Letting Go"	Manila, Philippines	Streets of Intramuros and campus premises of Letran
	"Paraná"	São Paulo, Brazil	Rexona Dance Studio in São Paulo
	"Sunday Morning"	California, U.S.	California's streets
	"Crazy Stupid Silly Love"	Las Vegas, Nevada, U.S.	A villa in Las Vegas
	"Like That"	Portland, Oregon, U.S.	A farm in Oregon

Source: Wikipedia

d. Highlight the songs with different colors according to the language and identify how many for each language:

Spanish: ()

English: ()

Portuguese: ()

French: ()

Hawaiian: ()

Not sure: ()

e. Search for the ones you are not sure on the internet:

Song	Language

f. Which language is more explored in the songs? Why?

6.2. Critical composers: Students production (lyrics)

The next activity will be a collaborative work done by the class, being necessary to have a computer lab to access an online dictionary of other languages, not just English.

In the previous images (page 17), the band members are present, but not all the official languages of their countries are represented in the lyrics. Check the following table with their names, country and their official language and join in pairs to choose one of the ten languages being displayed. Choose a paragraph to rewrite in one of the languages displayed.

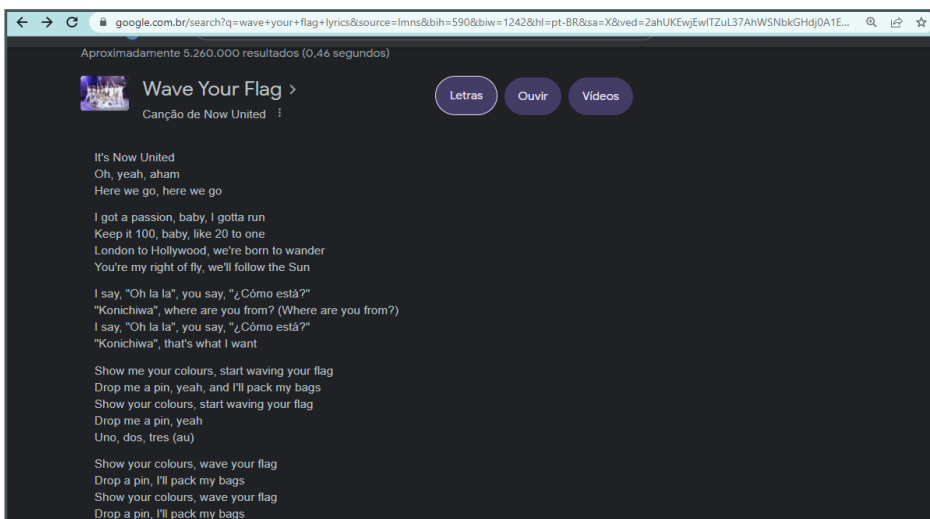
After this work production, the paragraphs will be sequenced together to build a new version for the song. Each of the pairs will read their respective paragraph and say the name of the language and which member of the band it belongs to.

NAME	COUNTRY	LANGUAGE
Alex	Spain	Spanish
Any	Brazil	Portuguese
Bailey	Philippines	Filipino
Hina	Japan	Japanese
Josh	Canada	English
Mélanie	Ivorian	French
Noah	United States	English
Nour	Lebanon	Arabic
Sabina	Mexico	Spanish
Savannah	Australia	English
Shivani	India	Hindi
Sofya	Russia	Russian
Heyoon	Korea	Korean

Source: Juchniewski, Dainara; Rocha, Vitória

6.3. These following images correspond to the band's music "Wave your flag". One is the lyrics, the other is the presentation of it. Based on that, does the performance represent what is said in the song? Reflect on the similarities and differences in this agree (A) or disagree (D) exercise:

- () They are waving their flags
- () All the nationalities represented by that flags are being represented in the lyrics
- () Any Gabrielly is highlighted in the picture
- () Any Gabrielly's language is highlighted in the lyrics



Source: Google lyrics



Source: Youtube

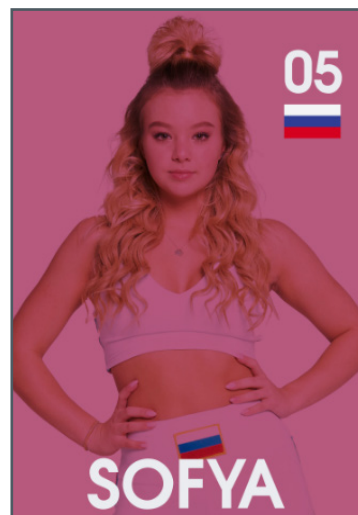
7. FAKE NEWS ABOUT NOW UNITED

7.1 Answer:

a) What is a *Fake News*?

b) Do you know any fake news about the band Now United or other artists?

c) Read the following fake news related to Now United. Then, watch the video in this link and identify whom they are talking to



Source: Google images

- () Pictures as a kid with tight jeans and a dress shirt
- () Pregnancy at 14 years old
- () Random videos and pictures as a kid
- () Dating with the Now United members
- () Fights on the backstage

ATTACHMENT 1 - SCRAMBLE GAME

Show me your colours
Start waving your flag
It's Now United!
Where are you from?
Keep it 100, baby
What you wanna say?
We're born to wander
I say "Oh la la"
You say "¿Como está?"
Drop me a pin
Here we go!

Source: elaborated by the authors

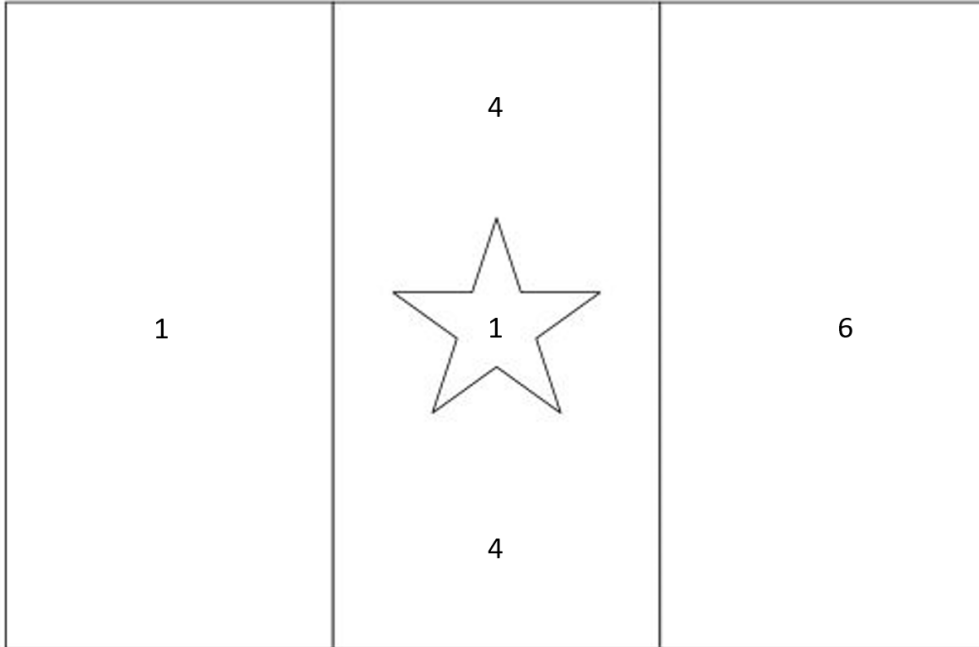
ATTACHMENT 2 – MEMBER’S NAMES CARDS

1. Diarra Sylla	2. Lamar Morris	3. Sabina Hidalgo
4. Shivani Paliwal	5. Sofya Plotnikova	6. Any Gabrielly
7. Noah Urrea	8. Krystian Wang	9. Bailey May
10. Hina Yoshihara	11. Heyoon Jeong	12. Sina Deinert
13. Joalin Loukamaa	14. Josh Beauchamp	15. Savannah Clarke
16. Nour Ardakani	17. Mélanie Thomas	18. Alex Mandon

Source: elaborated by the authors

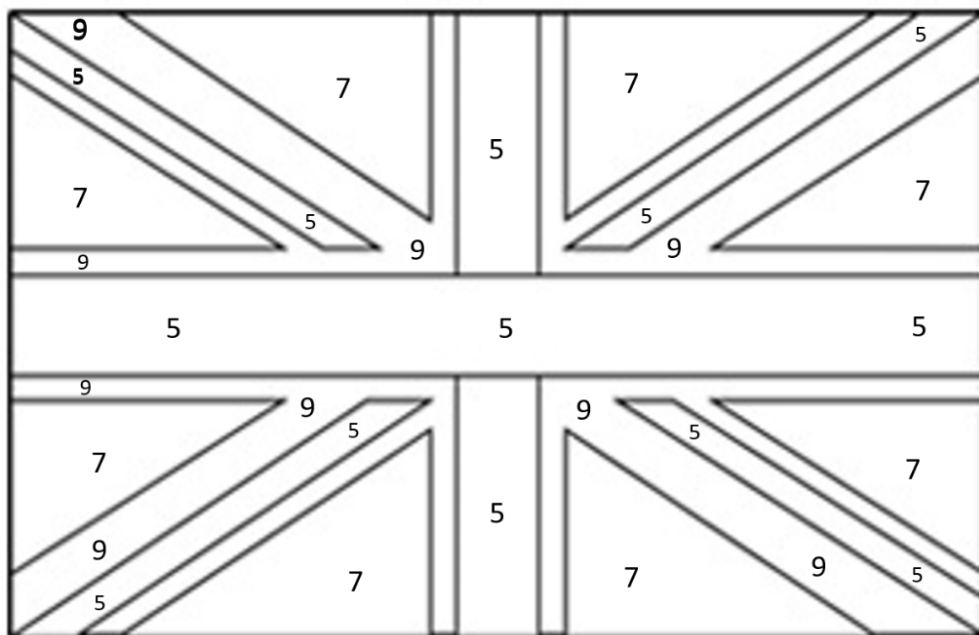
ATTACHMENT 3 – COUNTRIES’ FLAGS

Senegal Flag



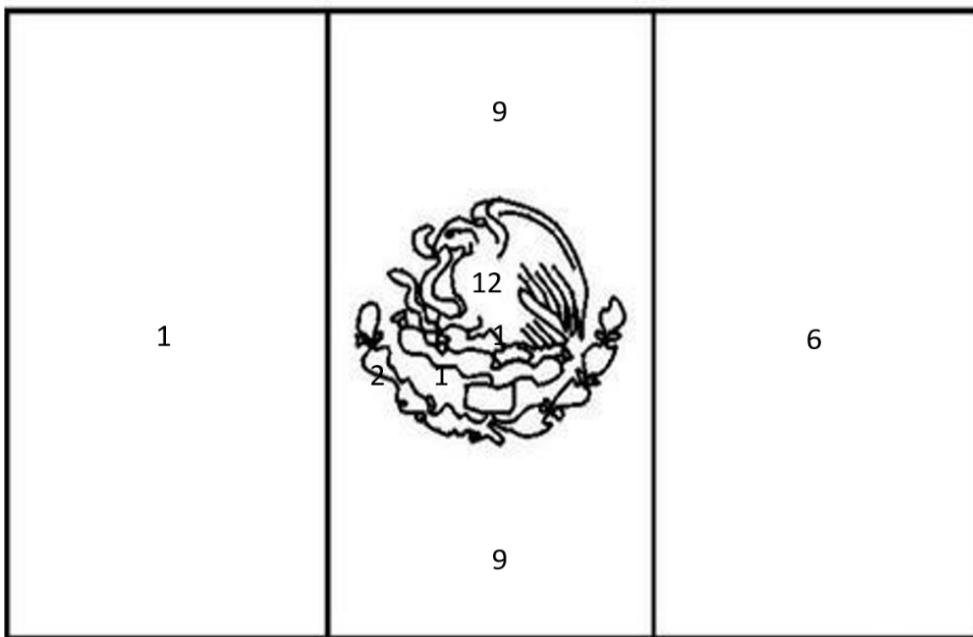
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- 11 – orange
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United Kingdom Flag



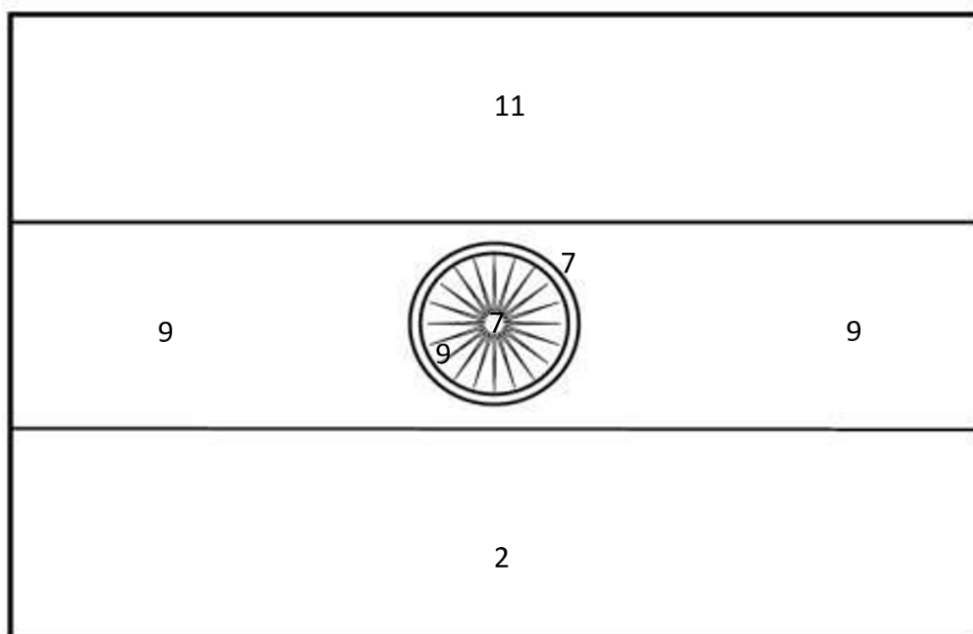
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Mexico Flag



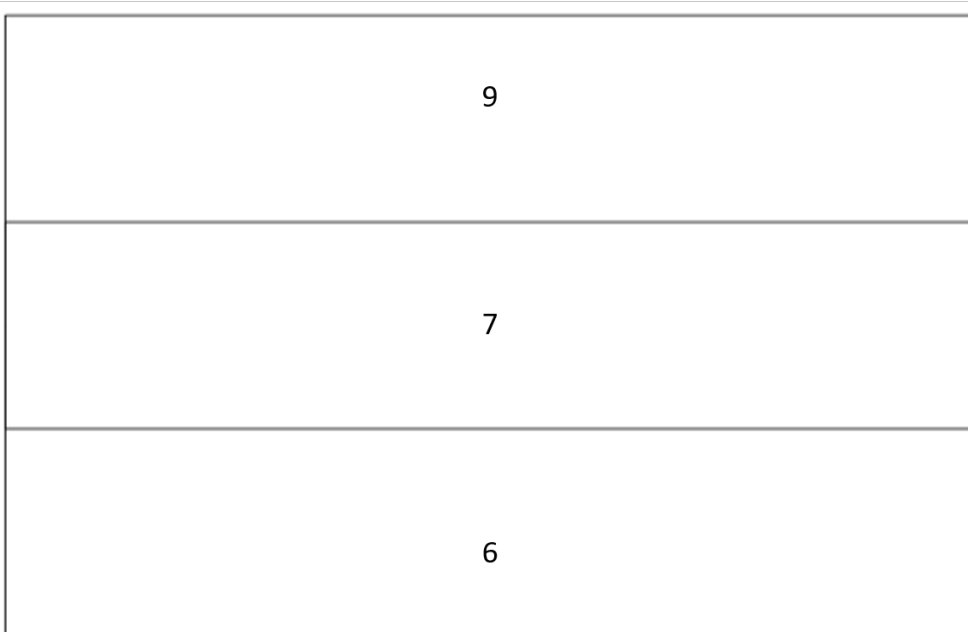
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India Flag



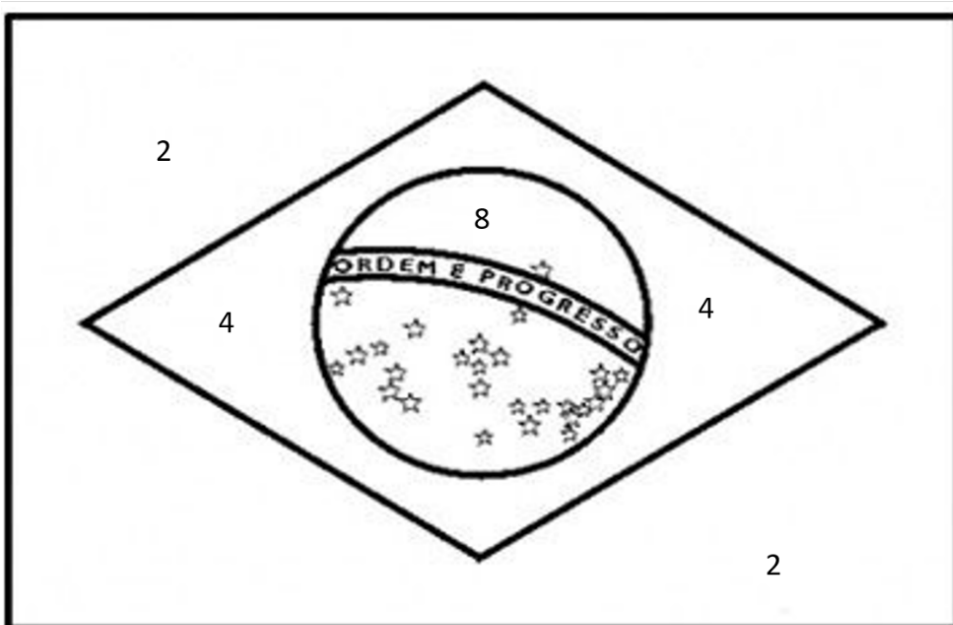
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Russia Flag



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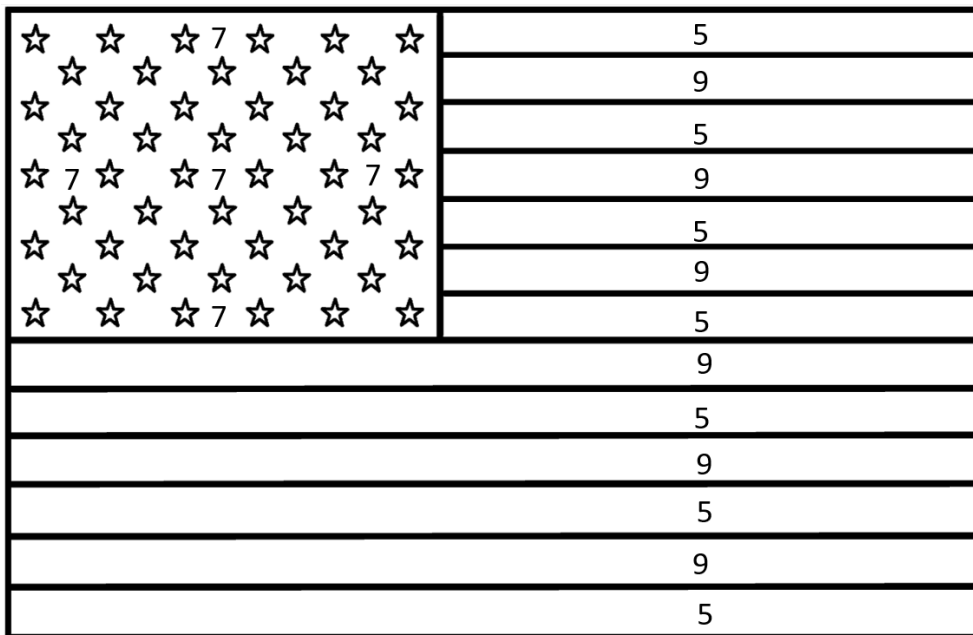
Brazil Flag



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*9 = stars
*9 = strip

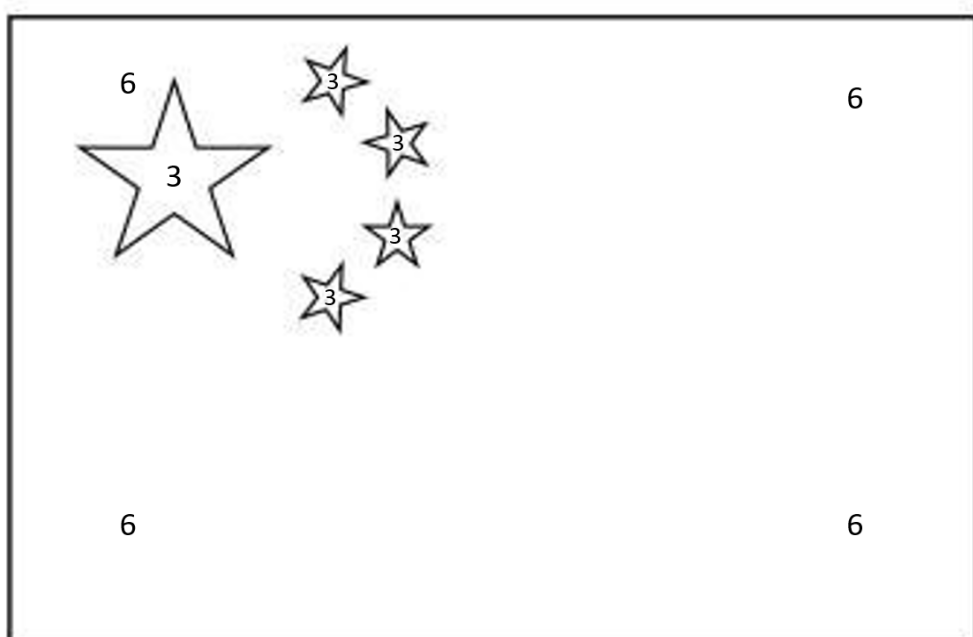
United States Flag



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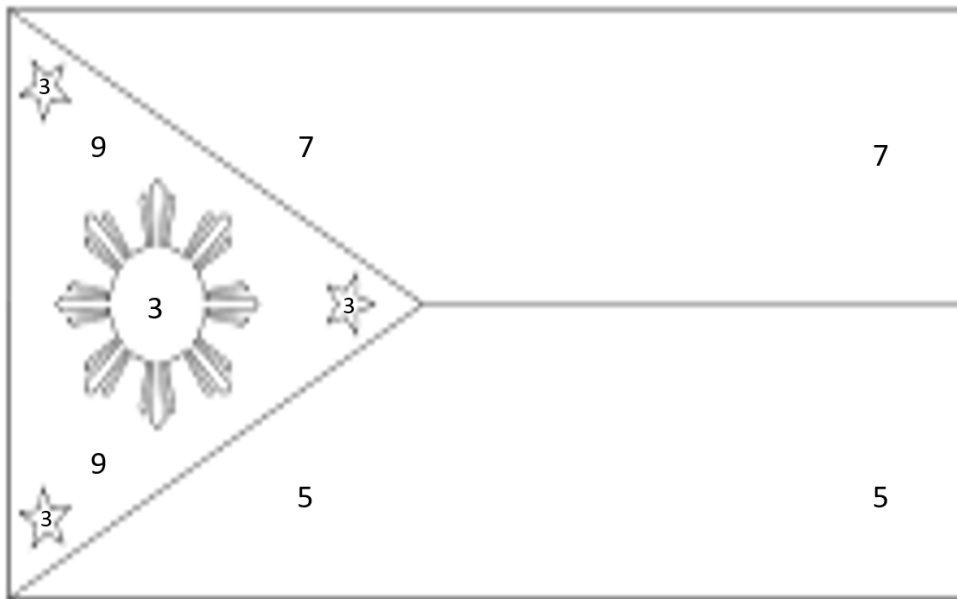
*9= stars

China Flag



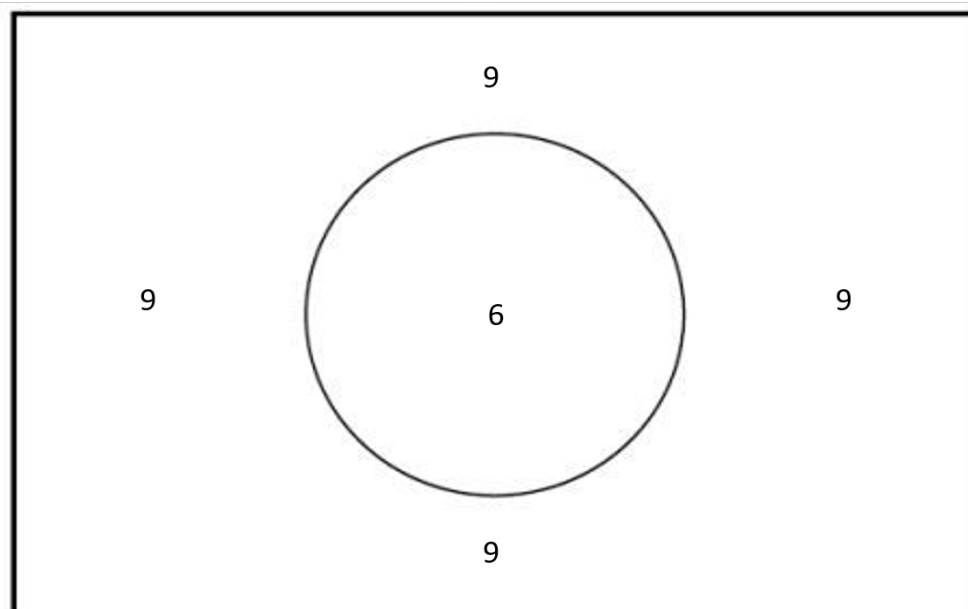
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Philippines Flag



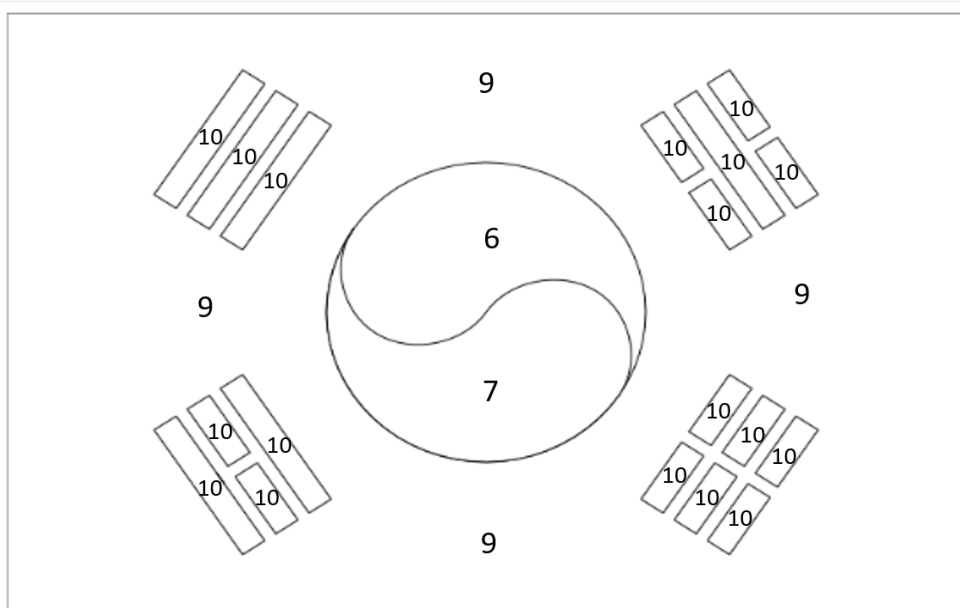
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Japan Flag



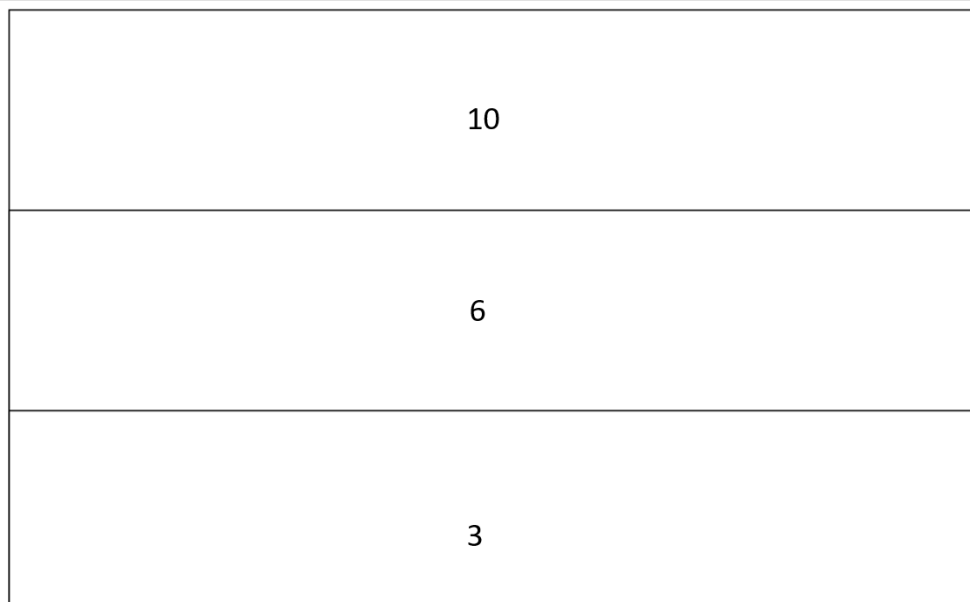
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South Korea Flag



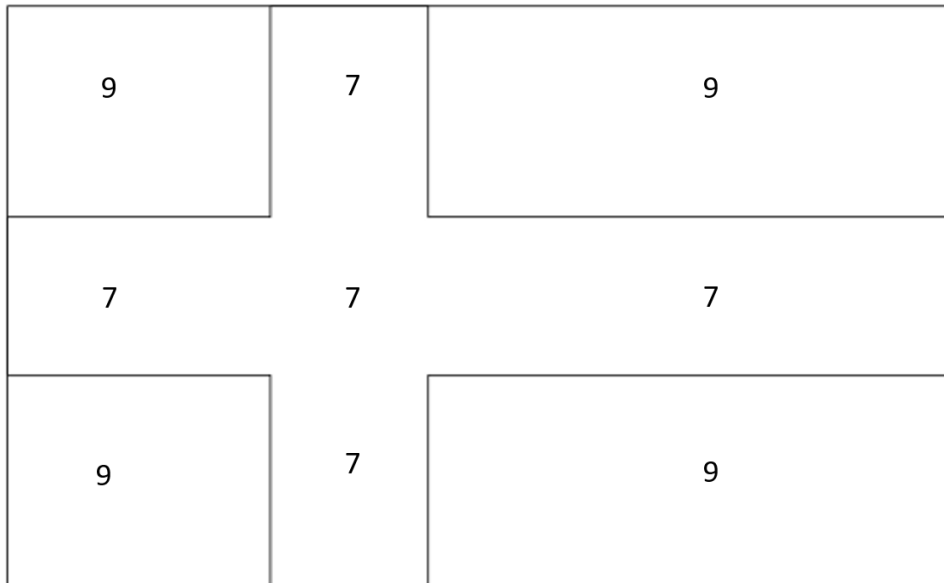
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Germany Flag



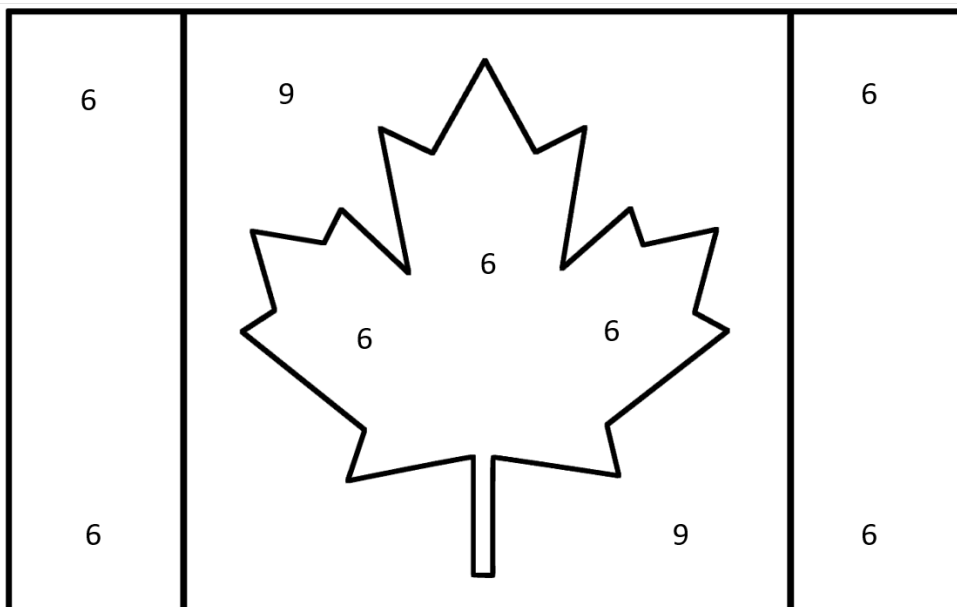
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Finland Flag



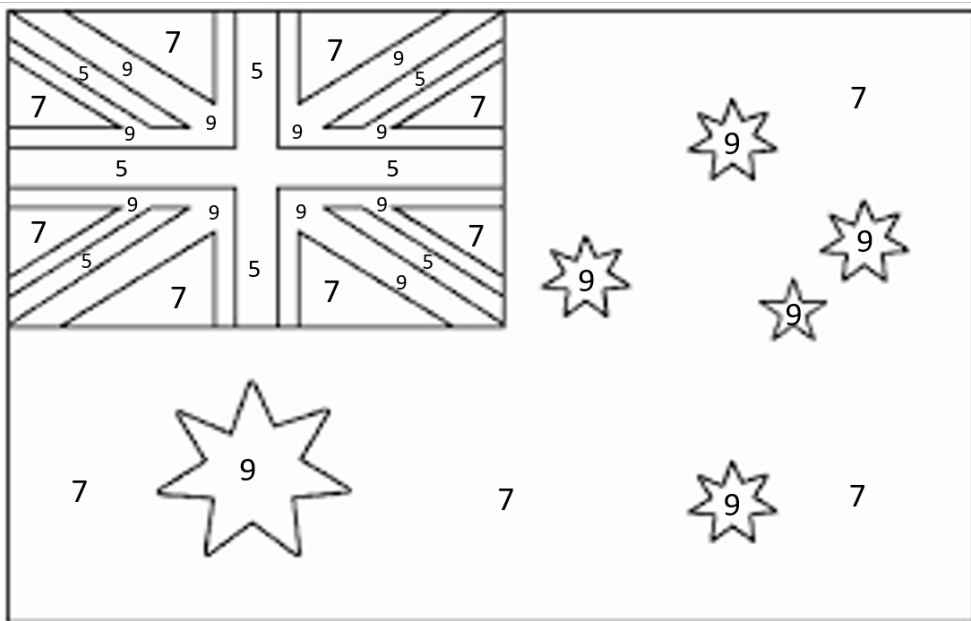
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Canada Flag



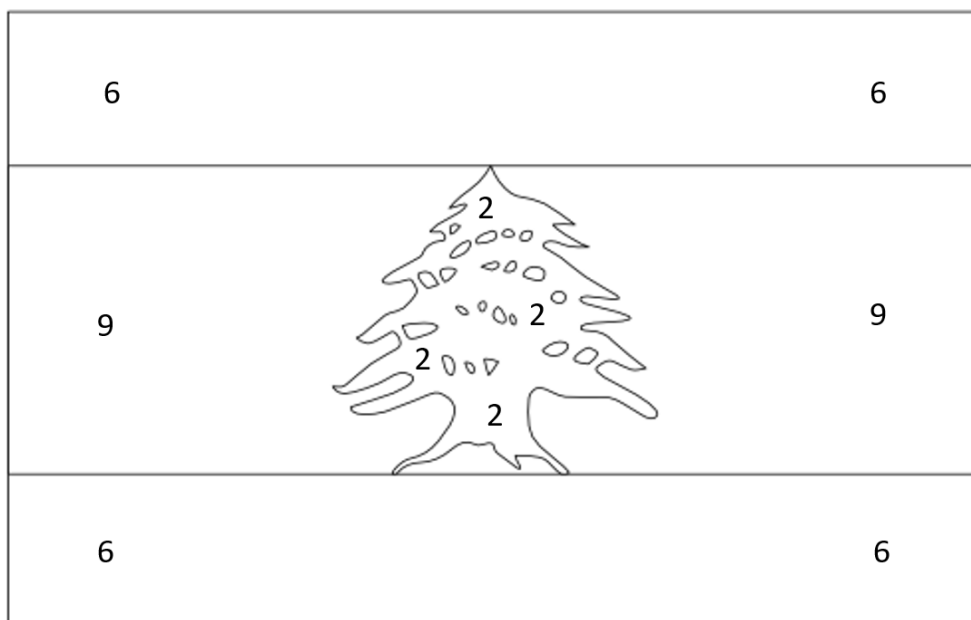
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Australia Flag



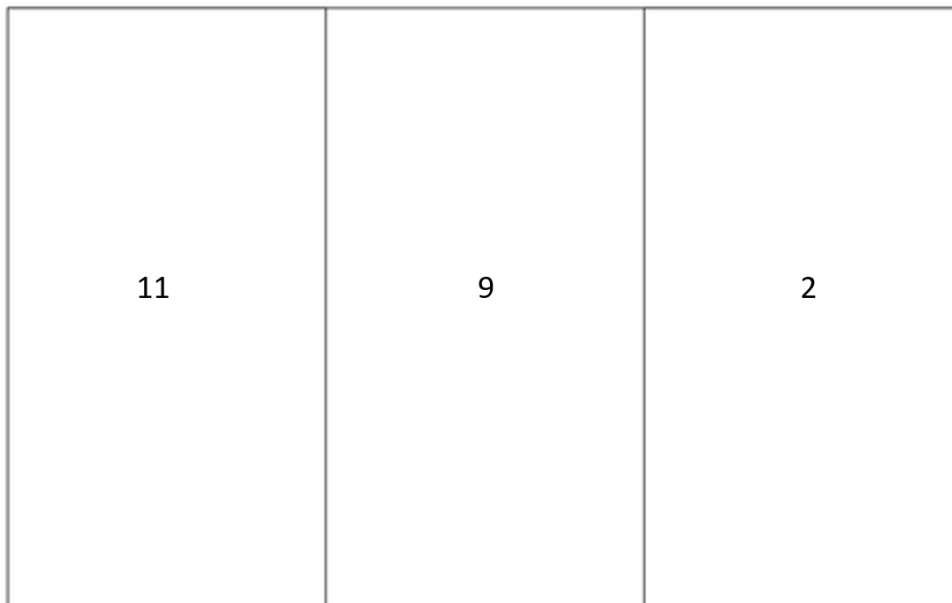
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- 4 – light yellow
- 5 – dark red
- 6 – light red
- 7 – dark blue
- 8 – light blue
- 9 – white
- 10 – black
- 11 – orange
- 12 – brown

Lebanon Flag



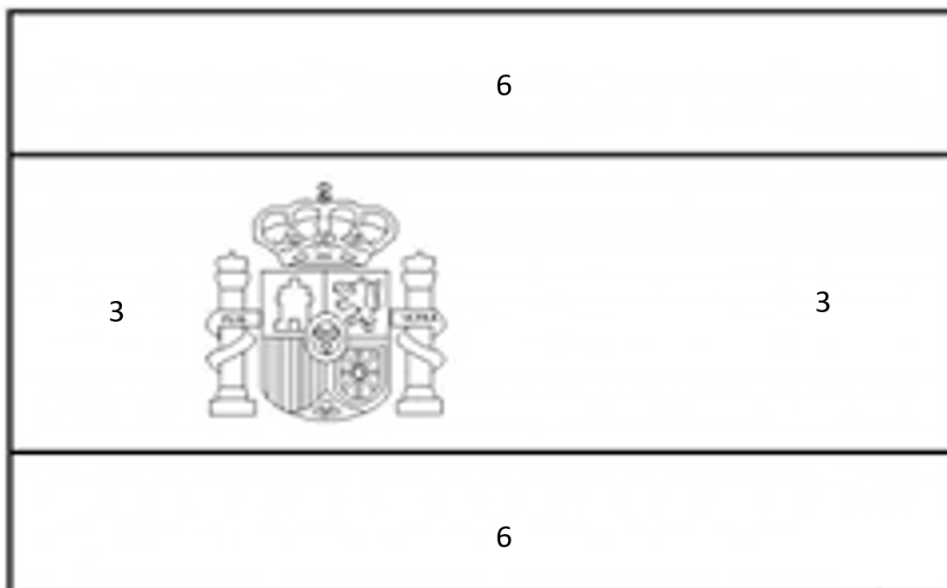
- 1 – dark green
- 2 – light green
- 3 – dark yellow
- 4 – light yellow
- 5 – dark red
- 6 – light red
- 7 – dark blue
- 8 – light blue
- 9 – white
- 10 – black
- 11 – orange
- 12 – brown

Ivory Coast Flag



- 1 – dark green
- 2 – light green
- 3 – dark yellow
- 4 – light yellow
- 5 – dark red
- 6 – light red
- 7 – dark blue
- 8 – light blue
- 9 – white
- 10 – black
- 11 – orange
- 12 – brown

Spain Flag



- 1 – dark green
- 2 – light green
- 3 – dark yellow
- 4 – light yellow
- 5 – dark red
- 6 – light red
- 7 – dark blue
- 8 – light blue
- 9 – white
- 10 – black
- 11 – orange
- 12 – brown

Source: Google images

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