

## **Enhancing Teaching English Verbs Using Rap (ETEVUR)**

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### **Abstract**

Teachers, educators, and facilitators of learning, on the other hand, may be able to constantly update their technique, which is defined by originality and innovation, as a result of technology improvement and rapid access to information and communications. There is an urgent need for this research since it is believed to have the potential to improve the teaching of grammar courses by mainstreaming pedagogy through the use of rap or hiphop music. The quasi-experimental method is being used to investigate the effect of rap videoclips and rap as a medium in the teaching of verb tense in the students who are taking part in the study. Following the findings of this study, it was shown that using rap in grammar lessons makes it easier to teach, as well as more effective at increasing understanding, of the past and past participle forms of strong or irregular verbs. According to the subjects, rap eliminates emotional filters or tension, and that the capacity to be creative and free in creating their rap pieces to the beat and trend of the millenials substantively boosts their learning and learning experience is essential. The students were ecstatic and satisfied with their achievements when they discovered how to use rap to teach verbs in particular, as well as grammar in general.

Keyword: rap /hiphop music, English verbs, grammar, enhanced teaching

### **Introduction**

Increasingly poking is being applied in the classroom to the task of making learning enjoyable and enjoyable for students. Teachers, educators, and facilitators of learning, on the other hand, may be able to constantly update their technique, which is defined by originality and innovation, as a result of technology improvement and rapid access to information and communications. The teacher, professor, or educator is at the heart of curriculum implementation because he or she serves as the manager, facilitator, and evaluator of the teaching learning process and the learned curriculum, (Cooks,2004). As a result, it is critical to conduct research into pedagogical approaches that improve or ensure quality instruction.

Breaking out of established patterns in order to see things in a different light is an important part of creative thinking. In a language class, particularly in the teaching of Grammar and Composition classes, experiencing boredom and passivity is an opportunity to experiment with new approaches, if not completely abandon old ones, to English as a second language instruction, (Morrell & Duncan-Andrade, 2002).

Recently, instructors and researchers have started studying methods to use popular culture media as a tool for learning in schools, with the goal of making it more accessible to students. Rap can only be considered one of the popular cultural media and social media outlets in this context, not the other. A small number of teachers, primarily in secondary language arts and

English schools, have included rap music into their lessons with the goal of accomplishing at least two specified objectives ( Engh, 2012). One goal of incorporating rap music into classrooms is to stimulate pupils who may otherwise be uninterested in writing work. In this way, rap music is utilized as a catalyst to get students thinking about how writers employ themes to describe various topics in their writing assignments. Academic literacy has been promoted and enhanced through various initiatives with the purpose of increasing student access to and involvement in academic literacy (Morrell & Duncan-Andrade, 2002). It is the use of written and oral language that is representative of academic discourse and educational norms that have been approved by the academy and upheld by institutions such as schools that is referred to as academic literacy.

Rap music can be thought of as the spoken language of hip-hop culture. Rap music is utilized to communicate the many viewpoints held by members of the hip-hop community and to challenge the paradoxes that have arisen as a result of these viewpoints. Propounded by Weinstein (2006) rap music employs language in specific ways to construct and communicate meaning about the human condition. Another distinguishing feature of rap is its aggressive, stylistic language that does not accurately reflect the voice of the prevailing society and questions conventional wisdom. When teachers understand hip-hop as a culture and rap music as a language, they are more likely to examine how rap music may be used as a tool or resource in schools, where cultural work is done to sustain dominant cultural values, such as language, among other things. Believed by Schön , Maud., Moreno, Besson, Peretz and Kolinsky (2007) rap music has two distinct elements. It is, like most genres of music, intended to provide entertainment. It is also about creating spaces where specific students can engage in debates about education, power, politics, sexism, violence, language, and economic segregation, among other topics of interest. If one of our responsibilities as educators is to place a strong focus on academic literacy, then one of the most important aspects of using hip-hop is to grasp how its vocabulary purposely deviates from academic literacy.

Elicited by Krashen (201) educators and researchers have argued that hip-hop culture has emerged as a critical-thinking, creative, and brilliant art form that has revolutionized the way people in the United States communicate and interact with one another through speech, movement, and dialogue, (Hofs, 2014). Specifically, the purpose of this study is to assist teachers and researchers who have validated hip-hop culture or rap music in the classroom as a critical thinking, creative, and ingenious art form that can also transform a boring class into an active and grammatically engrossed Filipino English language learners or students, and accurate and fluent users of the English language in the Philippines.

What is less clear is to what extent hip-hop culture or rap has been employed for academic literacy purposes without any consideration for pedagogical, social, cultural, or language responsibility on the part of educators. Hip hop in the classroom has been used to great effect by some classroom teachers and researchers who have harnessed the genius and inventiveness of their kids, which is typically overlooked in traditional literacy activities. These educators have taken risks by implementing a culturally relevant pedagogical framework that encourages students to enjoy learning. Aiming to do the same, this study seeks to include rap into a framework for scaffolding the teaching of verbs to improve

learning, as well as engaging students in active multiple intelligence and collaborative learning processes.

This study is an imperative with the beliefs that it could enhance the teaching of grammar courses through mainstreaming pedagogy using rap or hiphop music; promote access and active participation of students in learning by engaging them into academic activity using rap and support the use of rap in pedagogy as one creative ingenious form that tap the brilliance and creativity of both teachers and students in teaching and learning grammar lessons.

### **Statement of the Problem**

The research questions in this study include:

1. What is the demographic profile of the respondents in terms of : sex, age, ethnicity, mother tongue or first language, field of study , liking to music, access to wifi, and social networking media ?
2. What is the level of motivation of English language among the participants?
3. Can the use of rap or hiphop in English academic classes improve students learning in grammar?
4. Do students in classrooms accept “organic” hip-hop culture to be used substantively to enhance teaching English grammar ?
5. How do students feel about the use of rap or hiphop from everyday life to enhance teaching grammar?

**Null Hypothesis** : There is no significant difference on the gain scores of the control group and the experimental group.

### **Materials and Methods**

#### **Research Design**

The quasi-experimental method is employed in order to investigate the effect of rap videoclips and rap as a medium in the teaching of verb tense in the students. Comparing the experimental group, which learned verb forms in different tenses with the help of rap videoclips and performed rap, and the control group, which studied with the help of only the lecture method or direct instruction, revealed that the experimental group outperformed the control group. The variables were controlled, which means that both groups were equivalent in terms of field of study, academic level, teacher, and teaching location, and that both groups participated in the pre- and post-tests at the same time.

#### **Research Instrument**

The instrument used in this study was the pre-test / post-test materials to determine the level of performance of the students in English. The main instrument of implementing the lesson in irregular verbs was the rap videoclip adapted from that of Jason

Levine or popularly known as Mr. Fluency, MC or Jasone Levine's Rap Video on STICK, STUCK STUCK with the worksheets.

Questionnaire framed from Krashen's model was used in eliciting the level of motivational intensity in learning the English language.

### **Subjects and Sampling Procedure**

The subjects of this study were the first year college students of the Teacher Education enrolled in the Bachelor of Secondary Education major in English at the Cagayan State University, Sanchez Mira Cagayan of Second Semester, SY 2018-2019.

The subjects were selected through paired sampling technique considering their grades during the prelims period. The subjects of the study as shown in Table 1 was randomly distributed as 17 for the control group and another 17 for the experimental group.

**Table 1. The distribution of the subjects**

<b>Group</b>	<b>Frequency</b>
Control	17
Experimental	17

### **Data Gathering Procedure**

This study addresses the issue on the affective filters of second language learners as theorized by Krashen and the Multiple Intelligences by Howard Gardner thus, MI based and collaborative teaching strategy were used highlighting Rap as the main instrument of implementing the lesson in Irregular Verbs.

The subjects were divided into control group and the experimental group. The experimental group was given a lecture on "Tenses of Verbs" integrated with the rap videoclip as a medium of instruction while the control group was given the same lecture using the traditional way of teaching (teacher, lecture, discussion).

In gathering the data, there were steps followed for the researcher to start and end the study well. In the process, it involved the experimental group and the control group. Each group was given a pre-test to assess their prior knowledge about the tenses of the verbs and a post test. But the control group was isolated from all experimental influences. The researcher tried to compare the level of performance of the control and experimental groups using their pre-test and post-test results using the t-test.

### **Procedure for the experimental Group**

The Lecture-Plus and the Rap use were the main instruments in this study. The subjects were randomly grouped using the NUMBERED HEADS TOGETHER. This technique is anchored on the MULTIPLE INTELLIGENCES by HOWARD GARDNER and Collaborative Strategy of Teaching for the students to work as a team in preparation

for their RAP composition and performance as well. After the 17 subjects was grouped into four, the concepts of Verb tenses was briefly introduced to the students through a THREE - MINUTE LECTURE PLUS the Pre-listening Task.

The students are now asked to have the Listening activity. For the first listening phase, no use of pen and paper in writing, purely listening. This is to familiarize the students with the beat, rhythm and beat of the RAP by Levine but they should not see yet the video clip. The students output yet is the list of Irregular verbs in their present, past and past participle Form. Then, the first video was played while students enjoyed watching it without taking notes. The second time they will listen to the rap, they are now allowed to use their pen and paper to write down the irregular verbs they can recognize from rap piece. After that, new vocabulary was explained with the focus on the verbs. Next, the second video was played, and the students were asked to pay attention to Levine's body language and rhythm of the song. For the third phase, the students as well as the teachers are now ready also to rap together with Levine as they read, articulate and enunciate properly the listed verbs the whiteboard and green board which Levine raps as they shall also watch his movements. The final stage was to play the "shout out" video for the students, and they were asked to sing along the beat. This activity was repeated twice with the teacher participating to motivate the students to speak. Speaking and listening skills, along with vocabulary and pronunciation development were the targets of this lesson.

The next major skill for the students to develop is constructing and composing their own rap piece. For now this is the major task of the groups to produce as their outputs to be performed with any musical instrument they can use and any tune or model for as long as it follows the beat of a Rap.

Krashen's affective filter variables were examined before and after the lesson using two questionnaires. In the pre-class questionnaire, questions 1-9 were filtering questions. Questions 10-15 examined the level of motivation of the subjects. Furthermore, the subject's reaction to the rap method was measured in the post-class questionnaire.

The song that was chosen for the lesson was Levine's "StickStuckStuck English ESL Irregular Verb Grammar Rap Song". It is arguably the most famous song he has. Three videos were used in the lesson. The first features Levine rapping the song in one of his classes using the whiteboard with the verbs written on it. The second video features Levine alone in his library lip-singing along the song with body movements that express the irregular verbs. The last video includes instrumental music with the lyrics and the verbs with their past and past participle forms shown on the screen with different colors. In the third video, Levine does not sing all the lyrics. He only sings the beginning of each line that includes the infinitive form and the students have to "shout out" the past and past participle.

### **Locale of the Study**

This study was conducted at the College of Teacher Education of the Cagayan State University, Sanchez Mira, Cagayan during the, School Year 2018-2019.

### **Statistical Treatment**

The researchers tallied, computed, tabulated, analyzed and interpreted the data using frequency count, percentage and mean as statistical tools in determining the performance of the students in learning verb tense. The scale below was used to describe the performance of students in their pre-test and post-test.

<b>Range of Scores</b>	<b>Descriptive Value</b>	<b>Level of Performance</b>
49-60	Excellent	High
37-48	Very Satisfactory	Moderately High
25-36	Satisfactory	Average
13-24	Fair	Moderately Low
1-12	Poor	Low

### **Discussion of Results and Findings**

1. The demographic profile of the respondents are presented below.

The subjects are mostly female both in the control and experimental group. Studies show that more females flock into teaching and thus same case with the subjects of this study.

As regards age of the subjects, most of them are of the normal age for first year college .Since they are products of the K- 12 curriculum ,most of the subjects are 19 years of age. Few vary from this age and three are younger age 18 while five of them are 20 and above. This only shows that most of the learners are Ilocanoes.

Most of the subjects are Iluko speaking, the fact that the groups are Ilocano dominated and the locale is so close to Ilocos region.

Ethnicities who have high usage of social strategies could be attributed to the development of computer multimedia and networking technologies. The more exposures to foreign cultures or English speaking media, the more English input”

All the subjects are first year college students in the Bachelor of Secondary Education program.

#### **The subjects liking to music**

One of the variables for the effective learning of language is the motivation. Krashen explains that one of the affective filters is whether the student like or not a particular technique or action adopted in instruction. Fifteen of the subjects have the like or interest to music and rap from among the participants in the control

group while two are not interested. While the subjects in the experimental group all said yes to music proves that they like or are fond of music.

### Access to WiFi

Access to WiFi is a need now for students to reinforce learning. With the advancement of information and communication technologies, the subjects all said they have access to wifi but not always available. Most of them use their mobile data connection.

### Access to social networking media

**Table 6 . Control Group and Experimental Group Subjects' Account to Social media Network**

Social Networking Media	Control Group		Experimental Group		Total
	Do not have account	Have Account	Do not have account	Have Account	
Facebook	6	11	17	0	34
Twitter	10	7	9	8	34
Instagram	6	11	13	4	34
You tube	8	9	13	4	34

All of the subjects, of course, have Facebook pages, with Facebook being the most popular and Twitter being the least popular among those who follow them. Instagram is the second most popular social media platform after Facebook, while the third most popular is YouTube. It follows from this data that students enjoy visiting Facebook and that Facebook is the most popular social networking site among students.

In conclusion, the experimental group subjects have a high level of access to social media and the majority of them have accounts in various social media networks, which may expose them to all possible videos, pop music, rap, and other informational materials that will enhance their learning and enthusiasm for English language acquisition.

## 2. The Level of motivation of English language learning language among the subjects

**Table 7. Level of Motivation of the Control Group Subjects**

Indicators	Descriptive Value	Level of Motivation
1. English is difficult especially grammar.	Agree	Moderately high

2. I feel really bored when I am studying English grammar.	Disagree	Fair
3. It is impossible to master the English language.	Disagree	Fair
4. Students who speak English are just showing off their knowledge.	No Opinion	Average
5. I feel embarrassed when I speak English in class.	No opinion	Average
6. I want to use English with English speaking people.	Agree	Moderately high
7. I do not like to speak because others will laugh at my English.	No opinion	Average
8. English will be helpful to my future career so I must learn it.	Agree	Moderately high
9. I want to understand English films, videos, pop, music or books / magazines.	Strongly Agree	High
10. It is difficult to learn new English words.	No opinion	Average
11. I would like to travel to an English – speaking country.	Agree	Moderately high
12. I am pleased when learning English.	Agree	Moderately high
13. I am interested in English culture, literature and music.	Agree	Moderately high
14. I need to pass Grammar and Composition class/structures of English Class.	Strongly Agree	High
15. I need English because it will make me a more qualified job candidate.	Strongly Agree	High

There is widespread agreement among those who participate in the control group that their motivation for learning the English language is important. They express strong agreement with the statements "they need English to pass the subject in Grammar and Composition class, or structures of the English class," "they need English because it will make them more qualified for job candidates," "English is important for their future career, so they need to learn it," and "they also want to learn English."

Instrumental motivation was shown to be quite high among the individuals in this study, which is consistent with the findings of Idica, 2009, as well as the findings of Oller, Breca, and Virgil (1997), who also discovered that their subjects were instrumentally driven.

The results also reveal that the top three reasons for students to learn the English language are "I need to pass my English Language Structure subject / Grammar and Composition class," "I need English for my future career or for me to be a more qualified job candidate," and "I want to understand English films, videos, pop, music, books, or magazines." The results also reveal that the top three reasons for students to learn the English language are "I need to pass my English Language Structure subject / Grammar and Composition class."



Furthermore, the participants believe that "English is tough, especially grammar," but they also agree that they wish to communicate in English with other people who speak the language. They are also "pleased with the progress they make in learning English," and they are "engaged in English culture, literature, and music," according to the survey. These statements demonstrate that, while all of the subjects believe that they are learning English for the purpose of integration, the major incentive is instrumental motivation rather than linguistic motivation.

**Table 8. Level of Motivation of the Experimental Group Subjects**

Indicators	Descriptive Value	Level of Motivation
1. English is difficult especially grammar.	Agree	Moderately High
2. I feel really bored when I am studying English grammar.	Disagree	Fair
3. It is impossible to master the English language.	Disagree	Fair
4. Students who speak English are just showing off their knowledge.	Disagree	Fair
5. I feel embarrassed when I speak English in class.	No opinion	Average
6. I want to use English with English speaking people.	Strongly agree	High
7. I do not like to speak because others will laugh at my English.	No opinion	Average
8. English will be helpful to my future career so I must learn it.	Strongly agree	High
9. I want to understand English films, videos, pop, music or books / magazines.	Strongly agree	High
10. It is difficult to learn new English words.	Strongly agree	High
11. I would like to travel to an English –speaking country.	Strongly Agree	High
12. I am pleased when learning English.	Agree	Moderately High
13. I am interested in English culture, literature and music.	Strongly Agree	High
14. I need to pass Grammar and Composition class/structures of English Class.	Strongly Agree	High
15. I need English because it will make me a more qualified job candidate.	Strongly Agree	High

As shown on table 7, the experimental group subjects both display a level of motivation that are instrumental and integrative. "I am interested in English culture,

literature and music.” “I would like to travel to an English –speaking country.” “I want to use English with English speaking people”, are the indicators that the subjects are motivated to learn English language for integration . Moreover, the subjects are motivated for purposeful and instrumental reason as revealed by their strong agreement to items such as “ I need to pass Grammar and Composition class/structures of English Class”, “ I need English because it will make me a more qualified job candidate”, and “ I want to understand English films, videos, pop, music or books / magazines”.

### 3. Can the use of rap or hiphop in English academic classes improve students learning in grammar?

**Table 9. Comparison of pretest and post- test scores of control and experimental subjects**

Test	Mean	t-value	p-value	Remarks
Pre-test	41.43	-9.573	.000	Significant
Post- test	55.31			

In accordance with the results of the pretest and posttest, the mean score in the pretest is lower than the mean score in the posttest, as evidenced by the negative t- value of 9.573. Subjects in both control and experimental groups had significantly higher mean scores in their pre-test than in their post-test, as indicated by a p-value of .000, which is less than .05. According to this interpretation, subjects learned the English verbs through both direct instruction and the use of hip-hop culture.

As a result, it is possible that the performance of the learners will increase regardless of whether traditional or direct lecture, discussion approach, or rap or hiphop is used to train them. Using rap in a video clip as a medium and using rap to involve students in the learning process are two of the most effective ways to facilitate verbal learning in direct instruction. Consequently, both direct instruction and the rap technique are effective in improving the acquisition of grammar knowledge.

**Table 10. Comparison of gain scores of control and experimental group subjects .**

Gain Scores	Mean	T value	p-value	Remarks
Control Group	12.50	2.0345	.0300	S
Experimental Group	15.35			

This study demonstrated that the assistance or use of rap or hiphop as a tool for engaging students in the learning of verbs resulted in a significant increase in the scores or improvement in the performance of the learners. Conclusions

In this case, the mean gain scores demonstrate that the experimental group outperforms the control group in terms of gain scores. This suggests that the use of hiphop / rap not only helped students relax and enjoy their learning, but it also helped them dramatically increase their grades in the courses in which they were exposed to it.

#### 4. Students' Acceptance of "organic" hip-hop culture to be used substantively to enhance teaching English grammar

**Table 11. Degree of acceptance of the Subjects in the use of rap**

Indicators	Responses	Descriptive Value
1. My talent in music is tapped. I like rap so much.	No opinion	Neutral
2. Studying English with Rap Music is Easy.	No opinion	Neutral
3. Studying English with Rap Music is interesting.	Strongly agree	Highly Acceptable
4. Studying English using Rap Music makes it easier to master the language.	Agree	Acceptable
5. Studying English using Rap Music makes it easier to learn new words.	Agree	Acceptable
6. The lesson activities were easy to understand.	Agree	Acceptable
7. The lesson activities were interesting.	Strongly agree	Highly Acceptable
8. Studying English using Rap will make me able to speak better.	Agree	Acceptable
9. I want to download these Rap songs on my phone/ computer	Agree	Acceptable

A total of twelve individuals in the controlled group, or a majority of the subjects in the control group, are generally interested in music, particularly American music, which includes hip hop songs, and have heard the famed Filipino rapper Francis Magalona, who died in 2011. As indicated by their general fondness and interest in the type of rap prevalent in the Philippines, participants in the control group are willing to consider using the rapping style in the context of language instruction.

**This claim is proven and satisfied by the responses of the subjects in the experimental group.**

In accordance with the information in the table, the participants felt that "learning English while listening to Rap Music is pleasurable" and that "the class activities were engaging." It

has been demonstrated that using other intelligences of students , such as their musical and rhythmical abilities, can reduce or eliminate the stress or tensions associated with learning English verbs and syntax, as described by Krashen.

### **5. Students feel about the use of rap or hiphop from everyday life to enhance teaching grammar**

Using rapping as a method of teaching verbs, the researchers discovered that their participant felt terrific and pleased. One hundred percent of the experimental group's subjects state that when they "watched the rap video," "listened to the rap music," and "sung the rap" to the tune of Mr. Mc. Fluency's instrumental, they felt pleased.

After watching, listening, and singing or performing hip hop, eight of the individuals stated that they were having a good time with it.

### **Summary and Conclusion**

This study revealed that the subjects are mostly females, of their normal age for First year college in the K- 12 curriculum, which is 19, mostly Ilocanos, speaking Iluko with a few Ibanag and Isnag, majoring in English as their primary field of study, and all of them have access to wifi and Facebook accounts, with the majority having Instagram accounts, and the majority having you tube accounts. The subjects also had access to Facebook and Twitter.

Participants in this study are largely learning English for practical objectives, and they have a high level of motivation to succeed in their language learning endeavors.

According to the findings of this study, the use of rap in grammar classes facilitates the teaching of and increases the understanding of the past and past participle forms of strong or irregular verbs. The subjects firmly believe that the use of rap removes emotional filters or stress, and that the ability to be creative and free in making their rap pieces with the hiphop beat and trend of the millenials substantively enhances their learning and their learning experience. When they learned how to use rap to teach verbs in particular and grammar in general, they were overjoyed and pleased with their accomplishments.

### **Recommendation**

#### **Based on the aforementioned findings, the researcher recommends the following:**

English language teachers may vary the teaching of verbs from traditional to adoption of rap/ hiphop video clips as guide and motivation for the language or grammar class to enjoy and tap their musical abilities and skills in creating or composing their own pieces of rap. This heightens the creative ability of the students . It could be done individually or collaboratively for the students to be exposed in differentiated instruction tasks that actually enhance their speaking, writing and listening and reading skills .

An audio visual room equipped with instructional television and speakers at least must be made functional and readily available for students with a free wifi zone

for the students to be media literate and guaranteed ICT backed up learning and exposure to blended learning.

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