



KORKUT ATA TÜRKİYAT ARAŞTIRMALARI DERGİSİ

Uluslararası Dil, Edebiyat, Kültür, Tarih, Sanat ve Eğitim Araştırmaları Dergisi

The Journal of International Language, Literature, Culture, History, Art and Education Research

Sayı/Issue 14 (Şubat/February 2024), s. 1056-1067.
Geliş Tarihi-Received: 30.11.2023
Kabul Tarihi-Accepted: 17.02.2024
Araştırma Makalesi-Research Article
ISSN: 2687-5675
DOI: 10.51531/korkutataturkiyat.1398284

Using Rap Songs in EFL Classrooms*

Rap Şarkılarının Yabancı Dil Olarak İngilizcenin Öğretiminde Kullanımı

Emine GÜZEL**

Abstract

The use of rap songs in teaching English as a foreign language (EFL) to young adult learners through different approaches is noteworthy to investigate due to their popularity and rich authentic language. Although the use of rap songs is exemplified and used in ESL (English as a second language) contexts, teaching English through rap songs is a topic that has not been investigated thoroughly within the Turkish EFL context yet. This may be due to the fact that rap songs also contain negative use of language and themes that are not suitable for educational use. Therefore, as a defense for the educational value of rap songs for EFL teaching, this review study focuses on reasons for using rap songs in teaching EFL contexts based on the literature. Besides, to provide practical ideas for the effective use of rap songs in teaching English to adult EFL learners, the following issues are addressed: (1) Selection criteria for finding suitable rap songs for language teaching purposes, (2) Practical suggestions to design engaging rap song-based lessons for different proficiency levels, (3) Samples of extracurricular activities that can be applied in English language preparatory programs. Keywords: Rap songs, songs in ELT, teaching young adults.

Keywords: Rap songs, songs in ELT, song-based lessons.

Öz

Yabancı dil olarak İngilizce öğretiminde rap şarkılarının genç yetişkin öğrencilere farklı yaklaşımlarla kullanımı, rap şarkılarının popülerlikleri ve içerdikleri zengin özgün dilleri nedeniyle araştırılmaya değer bir durumdur. Her ne kadar rap şarkılarının kullanımı ikinci dil olarak İngilizce öğretiminde örneklendirilip kullanılsa da rap şarkılarıyla İngilizce öğretmek, Türkiye’de yabancı dil olarak İngilizce öğretimi bağlamında henüz tam olarak araştırılmamış bir konu olarak durmaktadır. Bunun nedeni, rap şarkılarının eğitim amaçlı kullanıma uygun olmayan olumsuz dil kullanımı ve temalar içermesi olabilir. Bu nedenle, yabancı dil öğretiminde rap şarkılarının eğitimsel değerinin bir savunması olarak bu inceleme çalışması, rap şarkılarının kullanılma nedenlerine ilgili literatüre dayanarak odaklanmaktadır. Ayrıca, İngilizce öğrenen yetişkinler için rap şarkılarının etkili kullanımına yönelik pratik fikirler sağlamak amacıyla aşağıdaki konulara değinilmektedir: (1) Dil öğretimi amaçlarına uygun rap şarkıları bulmak için seçim kriterleri, (2) Farklı yeterlilik seviyelerine uygun ilgi çekici rap şarkı temelli dersler tasarlamaya yönelik pratik öneriler, (3) İngilizce hazırlık programlarında uygulanabilecek ders dışı etkinlik örnekleri.

* This article was originally presented as a conference paper at International Symposium on New Trends in Language Studies on 28 April, 2023.

** Öğr. Gör. Dr., Recep Tayyip Erdoğan Üniversitesi, Yabancı Diller Yüksekokulu, e-posta: emine.karadeniz@erdogan.edu.tr, ORCID: 0000-0002-6793-8437.

Anahtar kelimeler: Rap şarkıları, İngilizce öğretiminde şarkılar, şarkı-temelli dersler.

Introduction

Born in the Bronx in the 1970s, Hip-hop has become a popular genre of music in the English language and now it is not only an African-American subculture element but also a global phenomenon (Pennycook, 2007). Over the years, Hip-hop Culture has grown and evolved to become a representation of a diverse range of communities, including those living in urban, rural, suburban, and global areas. The impact of Hip-hop Culture is no longer limited to one group, as it now encompasses individuals of all ages, genders, religions, economic classes, and races. From its origins in African-American and Latino communities in the United States to its current worldwide reach, Hip-hop Culture has become a global phenomenon that celebrates diversity and promotes social change (Price, 2006).

When hip-hop became one of the biggest musical industries in the world the essence of Hip-hop shifted from reflecting struggles of life and rising against discrimination to being a popular culture. It is characterized by four main elements: MCing (rapping), DJing, graffiti art, and breakdancing. Hip-hop music is a genre of music that is heavily influenced by these elements and is often associated with rap, which has attracted considerable interest due to the combination of verbal rhymes and memorable musical beats (Alim, 2006).

Since the youth seems to enjoy this popular musical genre outside the class, bringing rap songs into EFL classes could be effective as exemplified in ESL contexts. As an alternative way of enlivening EFL classes for young adults at the tertiary level, rap music could be an authentic and effective language teaching tool. In particular, the language in hip-hop/rap songs is emphasized by the linguists (Alim, 2006; Pennycook, 2007; Irby et al., 2013), and the educational value of rap songs in ESL/EFL teaching (Kao & Oxford, 2013; Segal, 2014; Kelly, 2013; Belle, 2016).

In addition, Hip-hop is valued in counties where English is taught as a foreign language (EFL). The youth seems to enjoy this popular musical genre in many languages. In the Turkish context, Turkish hip-hop first emerged in the late 1980s and early 1990s and has since grown into a vibrant and diverse musical genre with its own unique style and culture (Karanfil, 2022). Rap music has also become a means of expression for Turkish youth. Although the genre has been criticized as promoting negative values and attitudes, rap music continues to be a popular and influential cultural force in Turkey (Berker, 2022). However, in the literature, teaching English through rap songs is a topic that has not been investigated thoroughly within the Turkish context yet. In the Turkish national database of the Council of Higher Education, there is only one research study by Habboushi (1998) on the effects of rap songs to improve pronunciation, yet the study was conducted in one of the Lebanese universities.

The reasons for the lack of research on this topic in the Turkish context may result from undervaluing the potential of rap songs as rap music is associated with certain negative stereotypes, and may not be seen as a legitimate or valuable source of language learning. It's also possible that there is a lack of awareness or understanding of the potential benefits of using rap music for language learning, such as its ability to improve pronunciation, vocabulary, and listening comprehension. Additionally, there may be a lack of resources or curriculum support for incorporating music into language instruction. Yet, it's important to continue exploring and experimenting with innovative approaches to language learning to meet the needs and preferences of diverse learners.

Methodology

As an attempt to fill in the above mentioned research gap, in order to provide a sound ground for designing rap-song-based classes, and to generate teaching implications, ideas and activities for ELT; Educational Resources Information Centre (ERIC), PsycInfo, Science Direct, Education Full Text, Scopus (Elsevier), JSTOR, Sage Journals, Google Scholar, ProQuest Dissertations & Theses Global and the Thesis Database of the Turkish Council of Higher Education databases were reviewed. The following keywords were used; rap songs in ELT, how to use rap songs in ELT, effects of rap songs on adult EFL/ESL learners, and rap-song based classes for ELT. In this review study relevant literature was investigated to provide insights into the issues below:

1. What are the reasons for using rap songs in ELT?
2. What is the selection criteria for rap song-based classes?
3. How can practitioners design rap song-based lessons?

Rap Songs in ELT

The language of rap music is examined from various perspectives such as sociology, linguistic anthropology, and education. In particular, Hip-hop literacies are highly valued by the teachers of English language and literature in the USA due to the inclusion of Afro-American students. To engage these students and recognize Black English, hip-hop literature is favored over traditional texts. Hip-hop provides an opportunity for learners to connect positively with their racial and cultural identities in the classroom. Used as a means of engaging with students' experiences, this genre of music can become a way of validation and recognition of students in English classes. Such an approach engages with students' real lives and supports the building of an environment that both recognizes and embraces and celebrates their differences (Belle, 2016).

Segal's (2014) project highlights the value of using hip-hop lyrics to design courses tailored to learners. This project is a work that has attracted attention by focusing on the effective use of English rap songs in teaching methodology. The programme developed by Segal aims to engage students more actively in language learning who find it difficult to interact with traditional English language learning methods. This programme, implemented at the University of Arizona, focuses on teaching grammar, vocabulary, and composition by integrating hip-hop music into its curriculum. During the six weeks of the programme, students work on developing their skills in analyzing and interpreting rap lyrics as a form of poetry. They then have the opportunity to develop their language skills through the process of creating their own lyrics and rapping. The programme, implemented by Segal in schools in the United States, has received positive feedback from students and educators. Segal argues that incorporating authentic rap music into the classroom offers a different approach to teaching that extends from the traditional methods of reading and writing. The content presented and materials created through this genre of music, which is popular among young people, offer students a new and engaging perspective to develop their language skills through the Rap English programme. This method of instruction recognizes the value of using culturally relevant materials and speaks to the diverse interests of learners, making the learning experience more engaging and accessible to them.

Why to Use Rap Songs in ELT?

Using rap songs in English Language Teaching (ELT) has several advantages. According to Boltz (2001), music has been scientifically proven to effectively enhance the

cognitive process. In this context, rap songs can function as valuable tools in teaching pronunciation, intonation, and rhythm of language, which are critical elements in language learning. As emphasized by Adams (2009), rap songs can offer a fun and interesting approach to teaching vocabulary and grammar. Likewise, as discussed by Dixon et al. (2009), rap songs can provide a means to introduce students to different cultures and perspectives. According to Adams (2009), rap songs can be a source of motivation for students who find traditional language learning methods unattractive.

However, as Fried (1999) and Weitzer and Kubrin (2009) point out, some rap songs may contain violent and misogynistic lyrics. Therefore, rap songs must be cautiously selected for English language teaching. Overall, the integration of rap songs for English Language Teaching (ELT) can bring several benefits such as increased motivation, authentic use of language, vocabulary, and pronunciation practice.

Since rap songs have gained wide popularity, incorporating them into English Language Teaching (ELT) can further motivate students to learn the language. Students may be more willing to engage with language when they encounter content they enjoy (Sarıçoban & Metin, 2000). Rap songs offer students the opportunity to learn English in a real-world context. Because rap music reflects real events and circumstances and often uses contemporary vocabulary, it can help students understand how English is used in everyday life (Failoni, 1993). Moreover, rap songs can help students expand their vocabulary and learn more about idioms and slang, as they contain a lot of terminology that is not often found in textbooks (Alim, 2006; Belle, 2016). Moreover, rap songs are characterized by their rhythmic structure and flow, which can contribute to improving students' pronunciation skills (Campisi, 2020).

The use of rap songs in ELT has its advantages and disadvantages. Some studies have shown that English songs can increase language literacy and motivation in the ELT context (Ningsih, 2009). On the other hand, other studies have shown that rap music is associated with misogyny and violence (Fried, 1999; Kubrin, 2005; Weitzer & Kubrin, 2009). Negative portrayal of women in rap music may negatively affect students' attitudes towards women (Weitzer & Kubrin, 2009). In addition, some studies suggest that listening to violent rap music may have a negative impact on students' mental health (Ballard & Coates, 1995). Therefore, it is important to use rap songs selectively in ELT and to choose the content carefully.

Moreover, the utilization of rap tunes in ELT can be tricky due to the utilization of slang, foulness, and non-standard English, which can lead to disarray and misconception among understudies (Benneth, 1999). Subsequently, it is imperative for instructors to carefully select suitable rap tunes that are free from hostile dialects and negative messages. Consequently, whereas utilizing rap tunes in ELT can be advantageous, it is critical to be mindful of the potential negative impacts and to utilize them reasonably. The drawbacks of utilizing rap songs can be categorized as substance, slang, comprehension, and openness.

The truth is that rap tunes may contain dialects, questionable topics, or messages that are not appropriate as teaching materials. Instructors must carefully select tunes that are fitting for their learners and adjust to their educational goals. Moreover, rap melodies regularly contain a parcel of slang and casual dialect which will not be fitting for all settings. Language learners may struggle to recognize between the dialect utilized in rap tunes and the more formal, scholarly dialect. Rap tunes could be challenging for learners to comprehend, particularly when they are not familiar with the culture or style of music. Instructors may be required to give extra information to help learners in understanding

the verses and the setting in which they are utilized (Morrell & Duncan-Andrade, 2002; Segal, 2014).

Describing Rap Songs as Language Teaching Tools

Rap tunes are a fashion of music that's a key component of hip-hop. Rap may be a vocal fashion that includes musical chanting or recitation of rhymed verses, often followed by a beat. The verses frequently address social and political issues, individual encounters, and narrating. Rap melodies are regularly composed of verses and choruses. The verses contain the bulk of the verses and are ordinarily where the rapper tells their story or makes their point. The refrain could be a rehashing area that as a rule contains the song's snare or primary tune. Rap tunes can shift in fashion and subject matter. A few are happier and livelier, whereas others are more genuine and socially cognizant. Numerous rap melodies too join tests from other melodies or utilize live instruments, such as drums or guitars (Alim, 2004; Adams, 2009).

Based on the given investigation, there are distinctive topics and messages passed on in rap tunes. Be that as it may, there's no clear categorization of rap tunes into particular sorts. A few ponders have centered on the negative impacts of rap music recordings on young people, especially gangster rap, which expresses almost savagery (Wingood, DiClemente, Bernhardt et al., 2003). Other ponders have inspected the predominance of misogyny and defamatory slang terms for ladies in rap music (Weitzer & Kubrin, 2009). Also, a few things have investigated the relationship between rap music utilization and African-American recognition, self-esteem, and demeanors towards ladies (Dixon, Zhang, Conrad, 2009). Some thoughts have inspected the predominance and setting of physical hostility and savagery in music recordings, including rap music recordings (Smith, 2002). At long last, some thoughts have utilized mechanized rhyme discovery to characterize rhyming fashion in rap music (Hirjee & Brown, 2010). Hence, whereas there are distinctive subjects and messages passed on in rap tunes, there's no clear categorization of rap tunes into particular sorts. Be that as it may, the taking after categorization could give us thoughts to characterize the foremost reasonable sorts of rap tunes for instructive purposes (Alim, 2006):

- **Fight rap:** These tunes are planned for rap fights, where two rappers go head-to-head to see who can come up with the finest insuperable rhymes on the spot.
- **Club rap:** These are upbeat, high-energy tracks with repetitive simple lyrics that are outlined to urge individuals to move and party.
- **Conscious Rap:** This rap genre addresses social and political issues, typically focusing on themes of empowerment and social justice. It contains more "thought-provoking" songs than other rap genres.
- **Gangster Rap:** This rap genre features a bold, violent lifestyle, commonly identified with street gangs. It is characterized by its expressive and offensive lyrics.
- **Storytelling Rap:** This type of rap narrates a story, typically with a beginning, middle, and end. The lyrics are elaborately worded and aim for a vivid narrative that draws the listener in.
- **Party rap:** These songs are all about having a good time and letting loose. They often feature lyrics about dancing, and partying with friends.

- **Underground rap:** This is often a subgenre of rap that is produced independently and is less mainstream than other types of raps. It's often associated with underground Hip-hop scenes and is known for its raw, unpolished sound.

Since there is a lot of overlap between these different types, it should be considered that many rap songs can fit into multiple categories. As clarified by definitions of the types of rap songs, it could be inferred that conscious rap and storytelling rap are the most appropriate types for English language teaching purposes. Nevertheless, conscious or storytelling rap songs careful song selection is the key to increasing the effectiveness of rap-song-based classes (Belle, 2016; Im, 2022). Therefore, teachers must carefully consider the content of the songs, their appropriateness for the classroom, and the potential challenges that students may face in understanding and interpreting the lyrics.

Selection Criteria for Rap Songs

Based on the related research results, there are different factors that can be considered when selecting rap songs for English Language Teaching (ELT). It is important to note that rap music has a reputation for being misogynistic and violent (Weitzer & Kubrin, 2009; Fried, 1999).

Subsequently, when selecting rap melodies for ELT, it is vital to consider the verses and topics of the melodies to guarantee that they are fitting for the classroom (Mishan, 2005). Designing authenticity into language learning materials. Bristol, UK: Intellect Books.. Furthermore, a few studies have investigated the relationship between rap music utilization and African-American recognition, self-esteem, and states of mind toward ladies (Fricasseed, 1999; Dixon, Zhang & Conrad, 2009). Subsequently, it may be advantageous to choose rap melodies that advance positive messages and values, which are comprehensive and conscious of all people. At last, it is critical to consider the metrical strategies that constitute a rapper's stream, as they contribute to the surface musical essentialness of a melody and to more profound levels of melodic meaning (Adams, 2009). In this way, selecting rap tunes with different metrical methods can give wealth and lock in learning encounters for understudies.

When selecting rap melodies for instructing English, the criteria to consider might incorporate; clarity of verses, articulation, pertinence to understudies, social fittingness, instructive esteem, redundancy and catchiness, and length of the tune (Adams, 2009).

- **Clarity of verses:** The verses ought to be clear and simple to get it, with a clear lexicon and linguistic use. This will offer assistance to learners to take along and get it the meaning of the melody.
- **Elocution:** The elocution of the rapper ought to be clear and simple to get it. This will aid learners in improving their articulation and emphasis when speaking English.
- **Pertinence to understudies:** Choosing melodies that understudies are likely to appreciate and interface with will help preserve their interest and engagement within the learning handle.
- **Cultural appropriateness:** Lyrics and themes of the songs are required to be appropriate for the classroom setting and do not contain offensive language or themes.
- **Educational value:** Songs with relevant vocabulary, idioms, or expressions that students can use in everyday conversation should be preferred.

- Repetition and catchiness: Songs that have repetitive lyrics and catchy melodies can help students remember new vocabulary and grammar structures easily.
- Length of the song: Too long or complex songs can overwhelm students and make it difficult for them to focus on the language learning aspect. Therefore, the length of the song should ideally not be too long.

In brief, the best rap songs for teaching English are those that are clear, relevant, and engaging for students, while also providing educational value and promoting a positive classroom environment.

Suggestions for Designing Rap Song-Based Classes

Designing rap song-based lessons requires careful consideration of the level of your students, the language objectives, and the cultural context of the song. By following the suggestions presented here, ELT practitioners could create engaging and effective lessons that promote language learning and cultural awareness (Griffe, 1988 & Murphey, 1992).

Rap songs could be considered as a listening exercise. Having the students listen to the song once or twice without any interruptions or distractions and then providing them with a copy of the lyrics and asking them to do many different tasks could be a practical idea for practitioners. In addition, focus on vocabulary and grammar is possible with rap song lyrics. When key vocabulary and grammar points in the song are identified, these could be used as teaching points. This may help students to learn in context and remember the language easily (Murphey, 1990 & Patel, 2003).

Breaking the song down into sections could be realistic and dividing the song into manageable sections and focusing on one section at a time could work well with learners depending on their proficiency level. In this way, learners could have the opportunity to understand the meaning of the lyrics and how they relate to each other in a context. Besides, the incorporation of writing activities related to the songs' themes could be a starting point for designing a writing lesson. A rap song could be an inspiration for writing activities, such as writing a summary or a personal response to the lyrics (Murphey, 1992).

Discussion and reflection should be encouraged in rap song-based classes. After listening to the song, learners could be asked to discuss what they liked or didn't like about the song, and what they think the message or theme of the song is. This might encourage critical thinking and reflection. Finally, for learners to be able to understand the cultural nuances of the language, integration of cultural elements is possible with rap songs. Discussions about the cultural context of the song and how it relates to the culture of English-speaking countries could improve the cultural awareness of learners (Belle, 2016; Kelly, 2013; Segal, 2014).

A sample Rap-song Based Lesson Procedure

The song criteria in the literature review part were fulfilled and the following three rap songs were chosen as samples: Children's Story by Slick Rick, I Left My Wallet in El Segundo by A Tribe Called Quest, and Where I'm from by Digable Planets.

The first song, Children's Story, was recorded by Slick Rick in 1988. As its name suggests, the lyrics narrate a story with a moral message that stealing from people is bad. Similarly, the second song I Left My Wallet in El Segundo is a funny story that was recorded in 1990 by A Tribe Called Quest. Both of the songs also have video clips that could be utilized as visual support during the lesson procedures. The last one is by the

band Digable Planets Where I'm from is the last song which was released in 1993. This song is not a story but a sort of description of rap music itself, which could be also beneficial to raise the awareness of the learners about different ways of life and subcultures (Retrieved October, 10, 2023 from <https://www.songfacts.com>).

A sample lesson procedure for teens/young adults with A1/A2 proficiency levels is presented in the table below. This lesson is generated based on the ideas and the suggestions within the existing literature on using songs and particularly rap songs for English language teaching purposes. A similar format could be followed with the other songs. For higher proficiency levels, more challenging comprehension and discussion questions could be integrated into the lesson plan.

Table 1. Sample Lesson Procedure

| | |
|-------------------------|--|
| Aims: | To improve listening skills, expand vocabulary related to storytelling, develop critical thinking skills, and enhance cultural awareness and appreciation. |
| Level/Age: | A2-B1 - Young adult learners |
| Time: | 90' |
| Materials: | The song "Children's Story" by Slick Rick, Worksheet with comprehension and vocabulary questions: <u>Comprehension:</u> <i>What is the main character's name?</i> <i>Why does he rob a bank?</i> <i>What happens to him at the end of the story?</i> <u>Vocabulary:</u> Dwellings - (noun) a place of residence Infamous- (adjective) having a bad reputation Prowess - (noun) exceptional skill or ability Devise - (verb) to plan or invent Halt - (verb) to come to a stop |
| Stage | Procedure |
| Warm-up: | Ask students if they enjoy listening to stories. <i>Have they ever heard any rap songs that tell a story?</i> <i>Have they ever heard of Slick Rick?</i> <ul style="list-style-type: none"> · Explain that you will be listening to a rap song that tells a story. · Play a short snippet of the song without revealing the title or the artist, and ask students to guess what the story is about. |
| Pre-listening: | Distribute the worksheet and have students read the vocabulary words and definitions. <ul style="list-style-type: none"> · Explain any unfamiliar words or concepts. · Ask students to read the lyrics of the first verse of the song silently and circle any words they don't understand. |
| While Listening: | Play the song "Children's Story" by Slick Rick once for the class. <ul style="list-style-type: none"> · Ask students to listen carefully and complete the comprehension and vocabulary questions on the worksheet. · Play the song again if necessary. |

| | |
|------------------------|--|
| Post-listening: | <p>Ask students to share their answers to the comprehension and vocabulary questions with a partner or in small groups.</p> <ul style="list-style-type: none"> · Encourage a course to talk about almost the subjects and messages within the tune. <p><i>What does the story educate us about life? What are the results of making awful choices?</i></p> <p><i>How does the song reflect the culture and experiences of the artist and his community?</i></p> |
| Reflection: | <p>Have students write a short reflection on what they learned from the song and how it relates to their own lives.</p> <ul style="list-style-type: none"> · Inquire students to share their reflections about the lesson. · Summarize the key takeaways from the lesson and empower understudies to proceed to investigate distinctive shapes of narrating in prevalent culture. |

Ideas for Extracurricular Activities

Extracurricular activities play a crucial role in the development of EFL (English as a Foreign Language) learners. These activities provide opportunities for students to practice and improve their language skills in a real-life context, which can be more effective than traditional classroom instruction alone. Additionally, participating in extracurricular activities can help EFL learners build confidence, develop social skills, and explore their interests (Albayrak & Şener, 2021). Therefore, in this part, eight ideas for extracurricular activities that incorporate rap songs to teach and learn English are described: Lyric analysis, Rhyming Words, Karaoke, Writing Songs, Battling Rap, Poetry Slam, Creating Music Videos, Hip-hop Culture Presentations. All these activity ideas were adopted from Murphey's (1992) resource book *Music and Song*. The activities presented can be adapted for learners at all levels.

- **Lyric Analysis:** Choose a rap song with clear and understandable lyrics and have students analyze them. Break the lyrics down into smaller parts, and have students discuss the meaning, vocabulary, and grammar used.
- **Rhyming Words:** Tell learners to choose a rap song. Ask them to highlight all the rhyming words in the song. Learners can rewrite lyrics by using the same rhyming words and melody. This activity can help learners identify sounds and improve their pronunciation skills.
- **Karaoke:** Organize a karaoke session for students to sing along to rap songs with lyrics that appear on the screen. This can help students improve their pronunciation and intonation skills.
- **Writing Songs:** In pairs or in groups, encourage learners to write their own rap lyrics by using related vocabulary, grammar, or a topic. Learners can either perform their songs in the class or create an audio.
- **Rap Battles:** In this activity, learners write rap verses and compete against each other. In this way, they can work on the use of humor and slang in English.
- **Poetry Slam:** This is a competition and can be done as a class event or school event. In original poetry slams, individual performers read their poems accompanied by a beat. Audiences can vote for the performances they like. In addition to the fun

effect of the activity, it may encourage learners' public speaking skills in the target language.

- **Creating Music Videos:** Learners can choose rap songs and as a group, work to produce a music video for the song. By checking the preparations step by step such as writing scripts, creating costumes, and shooting the video the activity can be adapted to a project.
- **Hip-Hop Culture Presentations:** Ask learners to search for the history of Hip-hop and rap music in English-speaking countries. In groups, learners can choose a topic and create a poster or presentation on the topics they have listed. On the same day, posters and presentations can be shared in a school or classroom event.

Conclusion

In recent years, hip-hop culture and rap songs have gained more and more popularity around the world, which has significantly increased their use in English language teaching (Belle, 2016; Kelly, 2013; Pennycook, 2007; Price, 2006; Segal, 2014). Similarly, within the Turkish EFL context, rap songs may have the potential to provide an interesting and original way for language learners to improve their language skills (Berker, 2022 & Karanfil, 2022). However, the use of rap songs in ELT may have some disadvantages (Fried, 1999; Weitzer & Kubrin, 2009), yet the benefits outweigh these disadvantages (Boltz, 2002, Dixon et al., 2009).

As an outstanding advantage, rap songs can help students improve their listening, speaking, and pronunciation skills. This is mainly through the use of rhyme, rhythm, and repetition as an effective language teaching tool (Adams, 2009). However, the selection of appropriate rap songs is important and factors such as the level of language complexity, cultural appropriateness, and relevance of the content to the target learners should be considered (Mishan, 2005). In this way, disadvantages such as negative language, inappropriate themes, and incomprehensible dialect could be eliminated.

In planning lessons based on rap songs, it is crucial to set a clear goal and combine a variety of activities that support different learning styles. The sample lesson procedure and suggestions on song selection criteria presented in this article can be used as a basis for creating engaging and effective lessons for learners at all levels.

Apart from in-class activities, extracurricular activities centered on rap songs can foster language learning and cultural insight even further (Albayrak & Şener, 2021). Such activities could include rap battles or songwriting workshops. Overall, rap songs have the potential to make English language learning exciting and unique and therefore their inclusion in language teaching beyond the classrooms offers the opportunity to make learning more engaging.

Given the relatively limited research on the use of rap songs in the Turkish foreign language context, it is noteworthy that more studies on the use of rap music in English language teaching are needed. Further studies could investigate the effectiveness of rap music in increasing intercultural competence for learners from various linguistic and cultural origins. Besides, research studies could also be conducted to explore the potential of rap music in developing students' skills in comprehending and producing English in social and cultural contexts. A further area of research could be to examine the role of rap music in promoting learner autonomy and motivation in ELF (English as a Lingua Franca) contexts. These future studies could also critique the use of rap music to encourage language awareness and language learning outside the classrooms, using social media or through a variety of online mediums.

References

- Adams, K. (2009). On the Metrical Techniques of Flow in Rap Music. *Music Theory Online*, 15(5), 1-12.
- Albayrak, H., & Şener, T. (2021). The Relationship between Participation in Extracurricular Activities and Motivation of Foreign Language Learning. *International Journal of Psychology and Educational Studies*, 8(2), 122-132.
- Alim, H. S. (2004). Hip-hop Nation Language. (in) Finegan, E. & Rickford, J. R. (eds.), *Language in the USA: Themes for the Twenty-First Century*. Cambridge: Cambridge University Press, 387-409.
- Alim, H. S. (2006). *Roc the Mic Right*. New York: Routledge.
- Ballard, M. E., & Coates, S. (1995). The Immediate Effects of Homicidal, Suicidal, and Nonviolent Heavy Metal and Rap Songs on the Moods of College Students. *Youth & Society*, 2(27), 148-168.
- Belle, C. (2016). Don't Believe the Hype: Hip- Hop Literacies and English Education. *Journal of Adolescent & Adult Literacy*, 60(3), 287-294.
- Benneth, A. (1999). Hip-hop am Main: The Localization of Rap Music and Hip-hop Culture. *Media, Culture & Society*, 1(21), 77-91.
- Berker, D. (2022). Rising Rap Music Fury on Digital Platforms; What Does the Youth Want to Say? *OPUS- Journal of Society Research*, 19(49), 669-682.
- Boltz, M.G. (2001). Musical Soundtracks as a Schematic Influence on the Cognitive Processing of Filmed Events. *Music Perception*, 18, 427-457.
- Campisi, S. (2020). 'La ballata dell'amore cieco': a Case Study on the use of Songs in Italian Language Learning. In A. B. Almeida, U. Bavendiek & R. Biasini (Eds), *Literature in Language Learning: New Approaches* (pp. 59-67). Research-publishing.net.
- Dixon, T. L., Zhang, Y., & Conrad, K. (2009). Self-esteem, Misogyny and Afrocentricity: An Examination of the Relationship between Rap Music Consumption and African American Perceptions. *Group Processes & Intergroup Relations*, 12(3), 345-360.
- Fried, C. B. (1996). Bad Rap for Rap: Bias in Reactions to Music Lyrics. *Journal of Applied Social Psychology*, 23(26), 2135-2146.
- Fried, C.B. (1999). Who's Afraid of Rap: Differential Reactions to Music Lyrics. *Journal of Applied Social Psychology*, 29, 705-721.
- Herd, D. (2013). Changes in the Prevalence of Alcohol in Rap Music Lyrics 1979-2009. *Substance Use & Misuse*, 3(49), 333-342.
- Hirjee, H. & Brown, D. (2010). Using Automated Rhyme Detection to Characterize Rhyming Style in Rap Music. *Empirical Musicology Review*, 4(5), 121-145.
- Im, J. (2022). Hip-hop and English Education for Korean EFL learners: An Investigation of Hip-hop English Content on YouTube. *Modern English Education*, 23(1), 15-27.
- Irby, D. J., Hall, H. B. & Hill, M. L. (2013). Schooling Teachers, Schooling Ourselves: Insights and Reflections from Teaching K-12 Teachers How to Use Hip-hop to Educate Students. *International Journal of Multicultural Education*, 15(1), 1-18.
- Karanfil, I. (2022). Türkiye'de Gangster ve Trap Hip-hop Müzik: Yeni Nesil Rap Müziğin "Mahalle"si. *Journal of Economy Culture and Society*, 66, 55-72.

- Kelly, L.L. (2013). Hip- hop Literature: The Politics, Poetics, and Power of Hip- hop in the English Classroom. *English Journal*, 102(5), 51-56.
- Kubrin, C. E. (2005). "I See Death around the Corner": Nihilism in Rap Music. *Sociological Perspectives*, 4(48), 433-459.
- Lin, A. & Man, E. (2011). *Doing-hip-hop in the Transformation of Youth Identities: Social Class, Habitus, and Cultural Capital*. In Higgins, C. (ed.), 201-219. Berlin: Mouton.
- Mishan, F. (2005). *Designing Authenticity into Language Learning Materials*. Bristol, UK: Intellect Books.
- Morrell, E., & Duncan-Andrade, J. M. R. (2002). Promoting Academic Literacy with Urban Youth Through Engaging Hip-hop Culture. *English Journal*, 91(6), 88-92.
- Murphey, T. (1990). The Song Stuck in my Head Phenomenon: A Melodic Din in the Lad?. *System*, 18(1), 53-64.
- Murphey, T. (1992). *Music and Song*. China: Oxford University Press.
- Ningsih, N. (2019). The Effect of Song in Teaching English. *ELTIES*,1(1).
- Patel, A. D. (2003). Language, Music, Syntax and the Brain. *Nature Neuroscience*, 6(7), 674-681.
- Pennycook, A. (2007). Language, Localization, and the Real: Hip-Hop and the Global Spread of Authenticity. *Journal of Language, Identity & Education*, 6(2), 101-115.
- Price, E. G. (2006). *Hip-hop Culture*. The USA: ABC-CLIO.
- Segal, B. (2014). *Teaching English as a Second Language through Rap Music: A Curriculum for Secondary School Students* (Unpublished Master Dissertation), University of San Francisco.
- Smith, S. L. & Aaron, R. B. (2002). Violence in Music Videos: Examining the Prevalence and Context of Physical Aggression. *Journal of Communication*, 1(52), 61-83.
- Weitzer, R. & Kubrin, C. E. (2003). A Prospective Study of Exposure to Rap Music Videos and African American Female Adolescents' Health. *Public Health*, 3(93), 437-439.
- Weitzer, R. & Kubrin, C. E. (2009). Misogyny in Rap Music. *Men and Masculinities*, 1(12), 3-29.
- Wilson, S. (2005). Rap Sheets: The Constitutional and Societal Complications Arising from the Use of Rap Lyrics as Evidence at Criminal Trials. *Ucla Entertainment Law Review*, 2(12).
- Wingood G. M., DiClemente R. J., Bernhardt, J. M., Harrington, K., Davies, S.L., Robillard, A., Hook, E. W. (2003). A Prospective Study of Exposure to Rap Music Videos and African American Female Adolescents' Health. *American Journal of Public Health*, 3(93), 437-439.