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# Universidad de Valladolid

FACULTAD de EDUCACIÓN y TRABAJO SOCIAL (feyts)

Máster Universitario de profesor en Ed. Secundaria Obligatoria, Bachillerato,  
Formación Profesional y Enseñanzas de idiomas.

TRABAJO DE FIN DE MÁSTER

**THE USE OF HIP HOP MUSIC FOR ENGLISH  
LEARNING IN SECONDARY EDUCATION: AN  
INTERDISCIPLINARY PROJECT**

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[Vº Bº del tutor y fecha]

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2016-2017

## **Abstract**

The present project is a methodological approach based on the use of hip hop music in secondary education as a way of learning a first foreign language (English) and also expressing emotions or solving personal conflicts. The proposal is to encourage students to develop their identity according to Erikson's theory. The current regulation (LOMCE) has been taken into account in order to provide a methodological approach based on learning through projects (PBL). Students will elaborate their own material following a rhythmic pattern and they will construct their own personality while they are learning English. In other words, this is a teaching project in which students use a foreign language to express their ideas focusing on rap music.

**Keywords:** students, hip hop, identity, conflicts, respect, integrity

## **Resumen**

Se trata de un proyecto con un enfoque metodológico basado en el uso de la música hip hop en la educación secundaria como una forma de aprender una primera lengua extranjera (inglés) y de expresar emociones o resolver conflictos personales. La propuesta es animar a los estudiantes para desarrollar su identidad de acuerdo con la teoría de Erikson. La normativa vigente (LOMCE) se ha tenido en cuenta para proporcionar un enfoque metodológico basado en proyectos (PBL). Los estudiantes elaborarán su propio material siguiendo un patrón rítmico y construirán su propia personalidad mientras aprenden inglés. En otras palabras, se trata de un proyecto de enseñanza en el que los estudiantes usan un idioma extranjero para expresar sus ideas centradas en la música rap.

**Palabras clave:** estudiantes, hip hop, identidad, conflictos, respeto, integridad

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## **1- PREFACE**

The present document is a teaching project which has been elaborated by taking into account the regulations established by Real Decreto 1393/2007. This means that it follows the current normative from Universidad de Valladolid, in particular the regulations from Ley Orgánica 2/2006. As a result, this is a final work which develops the following competencies:

- To know the curricular contents of the subjects related to the teaching specialization as well as the body of didactic knowledge teaching and learning.
- To plan, to develop and to evaluate the process of teaching and learning enhancing processes educational institutions that facilitate the acquisition of the competences of the respective teachings, attending to the level and previous training of the students as well as the orientation of the same ones, both individually and in collaboration with other teachers and professionals of the center.
- To search, to obtain, to process and to communicate information (oral, printed, audiovisual, digital or multimedia), transforming it into knowledge and applying it in the teaching and learning of the subjects of the specialization studied.
- To specify the curriculum to be implemented in a teaching center by participating in the collective planning of the same; developing and applying didactic methodologies both for the whole group as well as personalized, tailored to the diversity of students.
- To design and to develop learning spaces with special attention to equity, education and values, equal rights and opportunities between men and women, training and respect for human rights to facilitate decision-making and building a sustainable future.
- To know the processes of interaction and communication in the classroom, to master skills and abilities to foster learning and coexistence in the classroom, and discipline and conflict resolution.

## **2- INTRODUCTION**

Music is considered important according to the current normative because it helps to construct our identity and it can be used as a tool to express messages to the whole society. In fact, ACT or ORDEN EDU 362/2015 says that students must use it because it is a way of improving all their skills: oral and written comprehension followed by a good production of the language.

The oral and written comprehension materials must be composed of real documents or adaptations of these, which allow the students to acquire the socio-cultural and transversal contents foreseen in the curriculum. The texts of the oral understandings must also be varied and derived from diverse sources such as teacher's speeches, videos, songs, audios, dictations, etc. The use of gesture reinforcement and avoid noise or noise interferences that prevent the correct reception of the message also help the students to improve the oral comprehension.

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In order to make lessons more interesting for students and also to improve their level of English, this project is focused in the use of hip hop music as a source of inspiration for them. They will use a rhythmic pattern to produce written verses that then they will verbalize. This teaching project is based on PBL (project based learning) which requires small groups of three or four members to participate in a collaborative task; constructing their personality and their identity as individuals. Then, respect and integrity are two concepts that they should learn through this process in which the teacher is a mediator whose function is to encourage them to express their ideas. As a result, the use of the audio programs and files taken from the web could be used to elaborate material in a foreign language which could be considered personal and academic. In brief, the aim of this work is to provide an interdisciplinary teaching project in which students learn a foreign language by using music as a device to learn some aspects related to phonetics principally.

This work is divided in three main parts, which are rationale, theoretical framework and teaching project. Finally, we will add our conclusion to provide different perspectives (positive and negative) of the use of hip hop music in secondary education in several countries, followed by the bibliography we have used. The materials used in class have been elaborated by the project's author. This means that no lyrics elaborated by others have been

introduced in the project. It is true that the instrumentals have been taken from the web and they have their owner, but the purpose of this project is to elaborate our own material taking the written production of our students as a reference in order to provide results. Due to this, students will receive classic poems as a reference such as *The Raven* or *Annabel Lee*, from Edgar Allan Poe and *A song of myself*, by Walt Whitman. These poems are very easy to verbalize following a rhythmic pattern and could be used to initiate the process of singing in a foreign language.

### 3- RATIONALE

According to Erikson (1968/1980), the behavior of a person can be summarized in one single word, which is identity. That personal differentiation makes everyone feel unique in all the contexts. In other words, teenagers experience this process which creates their own personality during a difficult period of their lives. His work will be taken as a reference to analyze the steps that individuals should follow in order to develop their personality.

He states eight levels of personal development, which are the following: 1-trust vs. mistrust, 2-autonomy vs shame/doubt, 3-initiative vs guilt, 4-industry vs inferiority, 5-identity vs identity confusion, 6-Intimacy vs isolation, 7-generativity vs stagnation, 8-integrity vs despair. This theory has been taken into account because our students should be able to develop their stages of identity until achieving a personal benefit with themselves and the rest of the society. Due to this, music could be used to express helpful ideas for the development of this process. If we pay attention to the eight levels or stages of identity he defines, we will discover that the adolescence is the moment to decide and to make future proposals as the result of our decisions. Personal maturity is also linked to the construction of our identity. As a result, the proposal of this project is to solve the personal and social conflicts of our students by using English lyrics. Many people suffer personal crisis of identity during this period of their lives and this project could be a way of solving this problem in young students. This work is a methodological approach in which the teacher is a mediator whose function is to encourage the individual to speak about any topic focusing on his point of view.

The perspective of this project will be focused on the personal identity, particularly, in the 5<sup>th</sup> state which is identity vs identity confusion. Hip hop <sup>(1)</sup> music is a great device to express cultural values or personal preferences. Another purpose is to develop individuals who can be integrated in any context showing respect for the rest of their partners while they learn English. Then, in order to carry out this methodology it is important to take into account the necessities of the group depending on the context. The reason why rap music has been chosen is that it is accessible to anyone and it is also a kind of music in which the singer does not require to have a special talent to do it.

(1) **Note:** The difference between hip hop and rap is that the former concept is a movement in which graffiti, dj's, breakdancers and rappers are included. As a result the latter term only makes reference to the music of this movement. However, both nouns are used to define music only.



#### **4- EDUCATIONAL REGULATIONS**

According to the ORDEN EDU362/2015 from BOCyL, the language is the fundamental instrument for communication and learning. The knowledge of other languages apart from the mother tongue is an indispensable baggage of people immersed in a globalized world, where relations between countries, organizations and companies are becoming more frequent and more frequent. The competency of the curriculum par excellence in the subject First Foreign Language is the linguistic communication. It is not about knowing and knowing about the foreign language from a theoretical point of view, but about practicing it, using it to communicate and understand in real situations, whether oral or written.

The Common European Framework of Reference for Languages describes what pupils must be able to do in the foreign language, defined in five skills: oral comprehension, written comprehension, oral expression and interaction, and written production. The First Foreign Language contributes to the development of competency in linguistic communication, not only in second languages but also in relation to mother tongues. The learning of the second languages must approach the process of acquisition of the mother tongue to produce results of a natural nature, and applicable to the linguistic use in the real world. The conscious reflection on the communicative fact should be extended to the mother tongues in order to improve the skills to understand, express, interact and articulate thoughts and feelings about oneself and the mental and physical environment in which they interact and establish personal relationships among themselves.

In a globalized world where distances have been considerably reduced, the use of foreign languages presupposes a knowledge and acceptance of other uses, customs, cultures and beliefs, and necessarily entails a completely open and positive view of other realities that will contribute to a personal and mutual enrichment, a symbiosis between cultures that will facilitate the resolution of conflicts in a satisfactory manner and an advance in the world of knowledge in general, culture, science and technology. The contents necessary to reach the learning standards are considered as content competencies, that is, everything that the student should know, know how to use and know how to incorporate to their competency profile simultaneously. The curriculum helps the student to develop the ability to learn how to learn, establishing the objectives or results sought in a clear and coherent way, determining what they need to learn to achieve those goals and pointing out the strategies needed to achieve it.

Setting objectives of different character to build a personal profile of competencies is the first step of an autonomous, effective and lifelong learning. The student is the one who learns and who, therefore, builds their competencies and uses them, carrying out the learning tasks both in the classroom and in the field of real communication. Therefore, the First Foreign Language contributes to the development of the meaning of the initiative, especially as regards activities of expression and oral and written interaction, in which from the same planning the student has to make decisions about what to say, how to do it, what channel and what means to use, the circumstances in which the communicative event has to be produced, with what expectations and reactions from the interlocutors, and always with the aim of achieving successful communication. The conscious choice and application of communication strategies, the organization of the speech, control of the speech and its execution, prepare the student to be aware of their responsibilities, finding security in their capacities and reinforcing their identity. The clear and convincing articulation of thoughts and ideas, the ability to take risks, as well as the encouragement of communicating in other languages to solve new challenges or solve tasks in more or less complex scenarios, are fundamental for the development of entrepreneurship.

Foreign languages are also an open door to an infinite range of possibilities in the personal, professional and work world, and the curriculum aims to foster entrepreneurship as an attitude towards life, making the student a critical, creative and committed to everything kind of realities. Most of the linguistic activity is carried out today through technological means. These means are included in the curriculum as natural instruments, both oral and written texts that the student will produce, understand and process, so that digital competency is understood as a substantial part of communicative competency.

The First Foreign Language can contribute to competences in science and technology and other areas of knowledge by facilitating and expanding access to research data, procedures and techniques, favoring a more direct and fruitful exchange between scientific communities and promoting the joint construction of human knowledge . The curriculum is structured into four blocks that correspond to the language activities as they are described in the Framework: comprehension and production of oral and written texts. Each one of them presents the contents, evaluation criteria and learning standards that make up the stage curriculum of the First Foreign Language. The relations between these three elements of the curriculum are not univocal due to the special nature of linguistic activity; this means that for

each of the communicative tasks listed and described in the standards, the set of contents collected for each respective activity block must be incorporated; in the same way, to evaluate the degree of acquisition of each of the learning standards of a particular language activity, each and every one of the assessment criteria collected and described for the corresponding activity shall be applied.

In order to adapt the methodology of teaching and learning of foreign languages, it is necessary to be clear the main objective, which is none other than the effective use of the foreign language in real and communicative contexts. Therefore, the first and main methodological criterion is to teach classes in the foreign language, avoiding resorting to the mother tongue; in this way the student is put in direct contact with the foreign language favoring the development of his communicative competences. Motivation is a very important factor in learning a foreign language; The effective participation of students in real communicative exchanges, overcoming shyness, will help this motivation while allowing, if appropriate, to acquire the socio-cultural and civilization contents of the country referring to the language. For this, the use of songs, films, stories and stories that are part of cultural identity linked to the language will be very helpful.

We must not forget grammatical content, but always at the service of communication and its five skills that the student must develop equally. Among them, the oral production is the one that causes greater problems to the students and, therefore, it is necessary to make them feel comfortable in the use of the language. To achieve this you can use the same mechanisms and routines used for the development of the class, such as greetings, congratulations, recurring questions, etc. In addition to avoiding the excess of corrections, facilitating at all times the fluidity in the communication. As for written production, it helps to encourage motivation and use the language to use current topics, familiar and in accordance with the interests of students. The oral and written compressions must be real documents or adaptations of these, which allow the students to acquire the socio-cultural and transversal contents foreseen in the curriculum. The texts of the oral understandings must also be varied and derived from diverse sources such as teacher's speeches, videos, songs, audios, dictations, etc. The use of gesture reinforcement and avoid noise or noise interferences that prevent the correct reception of the message also help the students to improve the oral comprehension. With regard to written comprehension, non-exhaustive vocabulary supports can be used to

clarify a term that is not appropriate to the level or of a cultural nature, ensuring that the context is sufficient for the message to arrive even if there is no complete translation.

The use of new technologies contributes to the teaching and learning of foreign languages. First, it allows access to numerous material, visual, graphic and sound resources in a precise and fast way; Second, it allows to establish contact with other centers for real communicative exchanges, by e-mails or even by video-conferences; and, thirdly, it allows, through the use of platforms, to vary the type of activities that are presented to the students. The use of role-plays or simulations of real situations in the classroom will allow the development of oral communication contributing to the motivation and loss of shyness. Self-assessment should be part of learning because, with it, the student is aware of his own mistakes and his learning. To achieve this goal, new technologies will be of great help, since they allow the creation and use of activities that can be self-corrected and show students their successes and mistakes, while facilitating the autonomy and development of curriculum competencies. Finally, the evaluation should not be limited to periodic tests, but should include the daily evaluation of oral and written activities.

Music, as a cultural asset and as a non-verbal language and medium of communication, constitutes an element with great value in the life of the people; In addition, it favors the integral development of the individuals, it intervenes in its emotional and intellectual formation, through the knowledge of the musical fact as a cultural and historical manifestation, and contributes to the establishment of an open, reflexive and critical position in the students. Today music is one of the main references for the identification of youth. With technological development, access channels to the growing number of sources of musical culture have been multiplied, as well as to their diverse ways of creation and interpretation through vehicles that are part of their daily life as Internet, mobile devices, players Audio or video games; In addition, it promotes the development of the perception, the aesthetic sensibility, the creative expression, the critical reflection and the emotional intelligence. It also contributes to the development of values such as effort, constancy, discipline, decision-making, autonomy, commitment, responsibility and entrepreneurial spirit, innovative and critical, contributing to the integral development of the person.

Music practice improves memory, concentration, and psychomotricity, control of emotions, self-esteem, coping skills or ability to work in groups. Music promotes the

development of skills such as oral and written communication, mathematical thinking or technological and scientific knowledge, which help the acquisition of skills. It also seeks comprehensive education and helps in the maturation of young students. Transcending these aesthetic values, typical of the competence of cultural awareness and expression, the student will learn attitudes of cooperation and teamwork by being part of diverse groups in which each one will assume different roles to be able to interpret music together. In addition, it is interesting to foster entrepreneurial attitudes that bring students to different professions in the musical and non-musical fields.

The study of this subject is based on the previous knowledge acquired by the students in Primary Education and the evolutionary characteristics of the students in this age, especially focusing on those elements that, given their level of abstraction, must be addressed at this time of development student body. Providing students with a vocabulary that allows the description of musical phenomena, an understanding of musical language as a means of artistic expression, a sensitivity to musical expression and the understanding of music as a phenomenon imbricated in history and society are, Among others, the objectives of this matter. The elements of the curriculum have been organized in all courses in the blocks Interpretation and creation, Listening, Musical and cultural contexts and Music and technologies.

The four blocks are related to each other, since they share multiple elements, but this division allows for a more approachable study. "Interpretation and creation" integrates the instrumental, vocal and corporal expression with improvisation and musical composition, which will allow students to actively participate in music, as musicians. "Listen" aims to create the first fundamental attitude towards music and equip students with the basic tools to enjoy it through the hearing and understanding of the musical fact. "Musical and cultural contexts" links music with culture and history, reveals the value of Spanish musical heritage and teaches us to identify the style and distinctive characteristics of music that delimit each of the basic historical periods. "Music and technologies" aims to encompass the knowledge and practice of the interaction between music and new technologies; these aspects are of particular importance because of the proximity that technologies have in the daily life of students of compulsory secondary education, so it is intended to generate a link between the technological language that they use regularly and the music within the classroom.

According to the indicated blocks, the curriculum by courses is sequenced in this way: In the second course, the contents of the previous stage are reinforced and expanded with a more complete study of the musical language and an overview of the music of different cultures and Styles. In the third year, the History of Music plays a fundamental role in structuring the teaching-learning process, also deepening the study and practice of musical language and its evolution over the centuries. In the fourth year, popular music took center stage, from its origins to the most current trends, as well as the different uses that are given to music in the audiovisual media: cinema, radio, television, etc. As for the methodology, its fundamental purpose is the acquisition and development of the key competences by the students of this stage through Music. In order to achieve this competence development, it is necessary to start from the following methodological principles considered fundamental: the expression, the hearing, the creation and the musical interpretation.

In this way, the teaching of music is approached from the active musical practice in order to understand, analyze, assimilate and relate the proposed musical contents. These principles, oriented to the development of the receptive, creative, expressive, movement capacities and to the understanding of the musical contexts, will serve as basis to ensure significant and functional learning that, in turn, will introduce the student in the field of criticism and appreciation of the different musical manifestations offered by our society. One of the key elements in competency teaching is to awaken and maintain student learning motivation. For their promotion, in addition to active methodologies, they are contextualized. Therefore, we will use those methodological strategies that facilitate the participation and involvement of students and the acquisition and use of knowledge in real situations of today's music, such as attendance at concerts, as they will generate more transferable and durable learning. Teachers should create in the music classroom an atmosphere of trust that favors attitudes of active participation in the activities of musical language, instrumental interpretation (flute and Orff instruments), vocals and dances, improvisation and musical composition, work valuation Personal and others, Cooperation, search and exploration of new musical and expressive proposals through activities of hearing and visualization of videos of musical works of different cultures and styles.

## **5- THEORETICAL FRAMEWORK**

### **5.1- ERIKSON'S THEORY**

According to Erikson (1968/1980); *“The establishment of a true sense of a personal identity is the psychological connection between childhood and adulthood.”* Music can help to develop the acquisition of an ego-identity in teenagers and also to learn a first foreign language because it is a way of working with emotions, finding solutions to personal conflicts, and expressing ideas in any language selected by the students and/or the teacher. The 5<sup>th</sup> stage of his theory is totally linked to conflict adolescence situations in which personal identity can be confused.

The individual must establish a sense of personal identity and avoid the dangers of role diffusion and identity confusion (...). The search for an identity involves the establishment of a meaningful self-concept in which past, present and future are brought together to form an unified whole. Consequently, the task is more difficult in a historical period in which the anchorage of family and community tradition has been lost and the future is unpredictable.

(Erikson, E.: 1959)

Due to this, we can use his ideas to solve some conflicts such as isolation, personal doubts, emotional disorders, etc. According to him, *“The adolescent must find an answer to the identity questions: Where do I come from? Who am I? What do I want to become?”* In order to help the students to develop their ego-identity, this theory is a useful source to elaborate this project. It is also important to take into account if hip hop music can help the teacher to foster competency development such as the social and civic ones and also self-awareness. Taking as a reference a recent publication from Foundations of Culture and Identity; *“Our identities make up an important part of our self-concept and can be broken down into three main categories: personal, social, and cultural identities. (...) Additionally, common ways of being and acting within a cultural identity group are expressed through communication.”* (Allen, B. J: 2011). This means that our personal character or identity is expressed through different media and music can be used to develop Erikson's theory. The way in which students will work with this device is going to be as simple as expressing their opinions or preferences related to a particular topic.

## **5.2- WRITING LYRICS**

When dealing with hip hop music, writing lyrics is one of the most important processes. The book titled *Teaching Poetry; yes you can* has been taken as a reference. Published in 1999 and written by Jacqueline Sweeney, it describes the process that teachers must follow to use poetry in their classrooms. In particular, we will pay attention to the writing process and the brainstorming of ideas. According to her, pacing is one of the most important elements while working with this kind of material. She describes the writing process in chapter 2, making emphasis in some particular questions that students have to make themselves. For instance, they have to ask themselves if they are really interested in writing poetry. This is an important issue because they have to elaborate serious material totally linked to their feelings. Another important aspect is that they should be influenced by poets or singers in order to elaborate their own style.

Teachers should be aware of the behavior and the personality of each student in order to help them to express their emotions. According to Sweeney (1999), imagination and experience are two key ideas while writing poetry. Students should focus on their curiosity of a particular topic and establish an initial contact with the information they have and the point of view they can portray about it. In other words, previous experiences and knowledge can be expressed in verse if the student is interested. She also insists on the idea of erasing; it does not matter if the students have to do this step many times because confusion is another possible situation in which they could be involved. The duty of the teacher is to help them to feel comfortable while dealing with their emotions and transforming them into lyrics.

Rhyme is not very important at the beginning because the style students are going to use is free verse. This means that they have to pay attention to the different way of writing they are dealing with and the particular intonation it requires while reciting the poems. According to Sweeney, writing poetry is another way of exploring ourselves and elaborating another kind of style different from narrative or prose texts. As a result, students must be relaxed and feel comfortable, showing consistent ways of expressing their ideas in simple stanzas without any rules in particular. The initial encounter in the classroom is very important for her. Due to this the teacher should motivate students to make them work efficiently. This means that students have powerful ideas at the beginning and the role of the teacher is to detect them in order to help teenagers to analyze their thoughts more deeply. This



step is also very important and it can determine the success of the project if students perceive a good opportunity to express their own feelings in a particular way, by creating poems.

Another two important authors who have been taken into account in this interdisciplinary project are Geoffrey N. Leech and Adrian Pilkington. The former published his work titled *A linguistic guide to English poetry* and the latter wrote *Poetic effects*. Both works are considered part of the engine of this project because they explain very carefully some aspects of the English rhythm and sound effects too. Their contributions are very relevant because students need some general ideas related to metrical aspects.

The rhythm is a mathematical pattern which allows us to stress the syllables of a speech in a particular way, creating a style with musical effects. Of course, we can mix that speech with music of different genres if we work on it. Depending on the context we are dealing with, the communication may be different. In other words, people do not use the same tone of voice at home, with the family or the same register when they are talking with a superior. This means that not only the rhythm is important but also the sounds students can produce in their daily lives. These aspects define the poetic effects we can add to the written stanzas of the students. This interdisciplinary project mixes poetry and music, due to this, it is very important to know some aspects related to rhetoric figures. This does not mean that students should know everything related to this area by memorizing concepts, by the contrary, they must start by creating simple effects, like repetitions or comparisons. Definitively, it is more important to put these aspects in practice as soon as possible.

Students will work with hip hop music mainly, though they can also search for faster rhythms such as progressive or dance ones. Anyway, they have to learn how to introduce each phoneme of each word stressing key syllables in each verse and in each compass. In order to do that, the teachers are the best help for them and they should have been practicing this process before starting the lessons. According to the previous authors, the most important strategy while working with poetry is to differentiate the speed of the speech while dealing with different extension of syllables and to know how to stress correctly the syllables, making more special the intonation of the voice, creating sound effects and producing a particular way of communication with the audience. Geoffrey N. Leech considers very important all the aspects related to metric, rhythm and language used by the poet. For instance, past language and future language create different points of view while describing possible future events or past experiences.

### **5.3- OTHER DIDACTIC PROPOSALS**

There are some other didactic proposals mentioned in this project such as the one made by Rosa Ana Paz Doce and Rocío Barros Lorenzo at the Univeristy of Santiago de Compostela. Though they worked with Spanish as a foreign language, they show us in their conclusions that music is a useful tool to learn a foreign language.

Music and songs are a resource of great potential because they act as stimulus and input that encompasses linguistic elements (phonetic, grammatical, lexical), sociocultural and intercultural cultural, artistic, historical, customs and customs, etc.), pragmatic (discursive genres and textual products) and strategic (rhythm, sound, emotion and reaction).

(Paz Doce, Rosa Ana and Rocío Barros Lorenzo: 2012)

Moreover, an investigation made in Bogota in 2014 called COMUNIC-ARTE has been taken into account. It was developed by Diana Marcela Gallego and Diana Katerin Villanueva, among others. The project consisted In using hip hop music as a way of improving the communication inside of the classroom in prejudiced areas. There are some necessities showed in their investigation by students which are related to writing, reading and oral production skills. They also point out some relevant aspects –such as the participation in vulnerable provinces and/or the importance of the language in the communication- to improve their level of competencies by using rap music, like the intervention purpose. It consists in making the process of communication in the classroom easier.

As a result, students from different places have improved their skills in a native or foreign language focusing in the communication process through hip hop music. However, it is true that not all of them were successful while doing it, but at least they showed interest while learning some aspects related to rhythm and poetry expression. This interdisciplinary project can also solve conflicts among students or provide a way of expressing particular messages to the whole society. Due to this, it is very important to promote it in a correct and polite way to avoid the use of rude words or strong language.

#### **5.4- CREATING HIP HOP USING PROJECT BASED LEARNING**

In any case, this project is basing its ideas in actual theories and methodologies that promote collaborative tasks in the classroom. In other words, music is a way of developing interesting comprehension and production skills in the students. Besides, it can be an appropriate way of working in small groups (PBL) due its simplicity and its flexibility. As a result, the final work will consist in producing different songs elaborated by several groups with the aim of promoting a comfortable atmosphere in any academic context. This project can be a way of working through some programs such as eTwinning, in which students from different nationalities can design any kind of project from distance.

There are three main phases inside this interdisciplinary project, which are creating the lyrics, recording the stanzas and mixing and editing them with a rap instrumental of free use. In order to carry them out, students can cooperate and also collaborate during the development of the process. This means that students from a particular nationality can do the lyrics, another group of them from a different country can record them and finally, a last team can edit the tracks. In other words, students can do all the process or just a particular task. Everything will depend of the number of students per classroom, the teacher interests and the objective of the project.

Students can elaborate the lyrics, record them and edit the final track without being working together (presently). They can use the ICT's to share all the material which is necessary to carry out the project. For instance, they can record a particular stanza and deliver it to a different school to mix it with the hip hop instrumental, or they also can elaborate lyrics in their native language and deliver them to other country students to record them and practice a foreign language inside of the classroom by using this material. All the elements that are required in the stages are simple microphones, computers, headphones and internet access. If students have all these devices and they know how to stress the syllables they will be able of working alone in a couple of weeks.

## **5.5- DIDACTIC IMPLICATIONS**

What is necessary in this interdisciplinary project to create a hip hop musical piece inside of the classroom is interest elaborating poetry and a little knowledge related to rhythmic patterns. Of course, a good oral production of the foreign language is important to produce a comprehensible speech in the final product. Then, both teachers –Foreign Language and Music- are crucial to develop all the processes.

The role of the Music teacher will consist in showing different rhythmic patterns and melodies to the students. It does not matter if they use different genres because hip hop music is a sort which gets influence from the rest. In other words, jazz, blues, pop, reggae, techno, rock, etc. contribute to the development of the project because a rapper is a person who has skills to introduce lyrics in all the rhythmic patterns that exist nowadays. What is more, this profession started in the Middle Ages, when troubadours narrated epic poems using the sound of an instrument while doing it. During the 1960-70's, when hip hop movement appeared in The United States, the singers were simple speakers at the discos whose duty was to enhance the party. With the past of the time, artists found a new way of creating music by using poetry in the lyrics. As a result, the Music teacher's role is to explain the way that professionals work today and why.

The First Foreign Language teacher's role is to work with the accuracy, the fluency and the pronunciation of the students. The best way to do it is letting them to write any sentence and to pronounce it several times. After this process, their work will consist in using any device which allows them to listen to any sentence in a foreign language with a perfect pronunciation. For instance, they can use electronic dictionaries such as WordReference or Linguee to pay attention to the previous aspects. Another duty of this teacher will be to give students poems from authors like Walt Whitman and Edgar Allan Poe, whose style is very easy to stress inside the rhythm. Students should know how to transform written poetry in oral speech with the mediation of this teacher.

The areas or rooms in which the recording phase is taking place should be those whose atmosphere is as much silent as possible. Corridors are not the best place to do it, nevertheless, toilets usually have a quiet atmosphere and they could serve to do this phase. In any case, the editing process will be easier if there is a lower level of noise in the recording phase.

## **6- INTERDISCIPLINARY TEACHING PROJECT**

The present paper is an interdisciplinary teaching project to be developed in the English and Music subject areas, which could be used by future teachers to establish a way of working by using hip hop music as a way of creating communication in the classroom. According to the national regulations (LOMCE), in particular, the Real Decreto 1105/2014, the competencies that will be developed in this project are the following:

- Linguistic communication
- Digital competencies
- Learning how to learn
- Social and civic competencies
- Initiative sense and entrepreneurship
- Self-awareness and cultural expressions

In addition, ACT or ORDEN EDU 362/2015 from BOCyL has been taken into account to design the methodology according to the regional regulations. All the materials that will be used in the classroom have been designed for developing all the competencies mentioned. However, this project will focus mainly on the oral comprehension and production of a first foreign language by using songs. Then, the linguistic communication is the main competency that will be developed. This project can be used at any level of secondary education because it takes as a reference the methodology provided by the Acts of the government and the teacher will be responsible of adapting the curriculum according to the level they are dealing with. In this case, we have selected a group from 4º ESO in order to carry it out. The subjects involved in the project are music and first foreign language. This means that students will work with both aspects belonging to the curriculum

This teaching project is based on the idea that students have special needs while expressing personal emotions and music could be a way of making them participate actively in the classroom in order to solve personal confusions and social conflicts. Music has many benefits using it as tool to establish communication with society, because it is a kind of dialogue between the individual and the rest of the population. Then, it is a good idea to use it in an educational context because teenagers need to promote themselves to the society as integrated members. Developing their personality is a task belonging to the teacher and they should be working with this issue while explaining any content belonging to any subject.

The present work is based in PBL learning. In order to carry it out, students will form small groups of three or four members. This means that they will create their own material in a collaborative way; each member has the same role inside the team. The purpose is to generate short paragraphs of lyrics according to a particular topic and also to produce them orally with a great accuracy and also fluency. They will have to select a rhythmic pattern in order to combine their lyrics and to produce authentic hip hop music.

There are many situations in which students are not able of expressing their opinions or preferences due to shyness or other communicative obstacles. The purpose of this project is to encourage them to express their ideas in an artistic way while they also share them with the rest of their partners. This is a way of creating an atmosphere in class in which everyone feels integrated and respects others opinions. The project will consist of 10 sessions with a different task in each one of them. It is important to take into account the materials and the programs that will be required. For instance, it is necessary the use of a program to record the songs. Moreover, the instrumentals will be taken from the web; as a result, they have to use the new technologies to download them. An editor audio program such as Audacity (Link: <http://audacity.es/descargar/>) could be useful to initiate students in the process of recording their lyrics. Then, they have to receive some initial instruction during the first session in order to learn how to use it. The instrumentals can be taken from any page, but the teacher will also provide students a list of them because not everyone is familiarized with the rhythm and maybe they are not able of finding a good one which could be useful.

Developing the skills and competencies of the students while they create their own music could be a very interesting methodological approach for them at any level. Moreover, teenagers have social and emotional problems which they have to solve by developing communicative skills. In order to do that, they will also have to learn some positive values which could be useful for creating relationships in many different contexts, such as: respect and gender equity mostly. The contents, the assessment and the timing, followed by the materials and the design of each session will be developed in the following pages.

## **6.1- STAGE OBJECTIVES**

According to Real Decreto 1105/2014, in particular, the Article 11 of the document, this project establishes the following stage objectives belonging to secondary education as the basis for this work.

- To show responsibility to assume their duties, to know and exercise their rights in respect for others, to practice tolerance, cooperation and solidarity among individuals and groups, to engage in dialogue by strengthening human rights and equal treatment and opportunities among women and men, as common values of a plural society and to prepare for the exercise of democratic citizenship.
- To develop and consolidate habits of discipline, study and individual and team work as a necessary condition for an effective fulfillment of learning tasks and as a means of personal development.
- To value and respect the difference of the sexes and the equality of rights and opportunities between them. To reject the discrimination of the people by reason of sex or by any other condition or personal or social circumstance. To reject stereotypes involving discrimination between men and women, as well as any manifestations of violence against women.
- To strengthen one's affective capacities in all areas of personality and in their relationships with others, as well as reject violence, prejudices of any kind, sexist behaviors and peacefully resolve conflicts.
- To develop basic skills in the use of information sources to critically acquire new knowledge. Acquire a basic preparation in the field of technologies, especially those of information and communication.
- To develop entrepreneurship and self-confidence, participation, critical thinking, personal initiative and the ability to learn to learn, plan, make decisions and take responsibility.
- To understand and express yourself in one or more foreign languages in an appropriate way.
- To know, value and respect the basic aspects of the culture and history of one's own and others, as well as the artistic and cultural heritage.
- To appreciate the artistic creation and to understand the language of the different artistic manifestations, using diverse means of expression and representation.

## **6.2- CONTENTS**

This is an interdisciplinary project. That means that the contents, the assessment criteria and the evaluable learning standards have been taken from two different subjects: First Foreign Language and also Music. Following the current educational regulations from ORDEN EDU 362/2015, taken from BOCyL, this project has been designed to work with the following contents:

### **First foreign language (English)**

#### **Block 1. Comprehension of oral texts**

Communicative functions:

Expression of will, intention, decision, promise, order, authorization and prohibition.  
Expression of interest, approval, appreciation, sympathy, satisfaction, hope, trust, surprise, and their opposites.

#### **Block 2. Production of oral texts: expression and interaction**

Production Strategies:

Execution

To express the message with clarity, coherence, structuring it appropriately and adjusting, where appropriate, the models and formulas of each type of text.

Sound, accentual, rhythmic and intonational patterns.

Deepening in the use of phonetic symbols  
Pronunciation of special difficulty phonemes.  
Autonomous production of different patterns of rhythm, intonation and accentuation of words and phrases.

#### **Block 4. Production of written texts: expression and interaction**

Production Strategies:

Execution

To express the message clearly by adjusting to the models and formulas of each type of text.



## **Music**

### Block 1: Interpretation and creation

Use of musical techniques and compositional procedures in the improvisation, elaboration of arrangements and composition of musical pieces. Basic processes of creation, edition and musical diffusion in different productions (discs, radio, television, cinema ...). Professional fields of music.

### Block 2: Listening

Music in the media and the role of these in the diffusion and promotion of music. Functions of music in diverse situations: acts of everyday life, shows, radio, cinema, television...

### Block 4: Music and technology

Computer resources and music editing applications at the service of musical creation. Exploration and development of different recording techniques to register own creations or interpretations and to elaborate an audiovisual product. Sound of a sequence of still or moving images, using different computer resources.

### **6.3- ASSESSMENT CRITERIA**

Following the current educational regulations from ORDEN EDU 362/2015, taken from BOCyL, this project has been designed to work with the following assessment criteria:

#### **First foreign language (English)**

##### **Block 1. Comprehension of oral texts**

To recognize common oral vocabulary related to everyday issues and general topics or related to their own interests, studies and occupations, and a limited repertoire of frequently used expressions and idioms when context or visual support facilitate understanding.

To discriminate sound patterns, accentual, rhythmic and intonation in common uses, and to recognize the meanings and general communicative intentions related to them.

##### **Block 2. Production of oral texts: expression and interaction**

To produce short or medium-length texts, whether in face-to-face or telephone conversation or other technical means, in a formal, neutral or informal register, in which information, ideas and opinions are exchanged, are justified in a simple but sufficient way.

To know and to use oral lexicon of common use relative to daily subjects and to subjects general or related to the own interests, studies and occupations, and a limited repertoire of expressions and idioms of frequent use.

To maintain the rhythm of speech with sufficient fluency to make the message comprehensible when interventions are brief or of medium length, although there may be pauses, occasional hesitations or reformulations of what one wants to express in less habitual situations or in longer interventions.

##### **Block 4. Production of written texts: expression and interaction**

To write, on paper or electronic media, short or medium-length texts, coherent and clear-cut, on topics of personal interest, or every day or less usual issues, in a formal, neutral or informal record, using cohesion resources appropriately, orthographic conventions and the

most common punctuation marks, and showing a reasonable control of expressions, structures and a frequently used lexicon, both general and specific in the area of specialization or interest.

## **Music**

### **Block 1: Interpretation and creation**

1. To rehearse and interpret, in a small group, a vocal or instrumental piece or choreography learned from memory through listening or watching audio and video recordings or by reading scores and other graphic resources.
2. To participate actively in some of the tasks necessary for the celebration of musical activities in the center: planning, rehearsal, interpretation, diffusion, etc.
3. Compose a piece of music using different techniques and resources.

## **6.4- EVALUABLE LEARNING STANDARDS**

Following the current educational regulations from ORDEN EDU 362/2015, taken from BOCyL, this project has been designed to work with the following evaluable learning standards.

### **First foreign language (English)**

#### **Block 1. Comprehension of oral texts**

1. He/she captures key points and relevant details of clearly articulated recorded or spoken messages containing instructions, indications or other information, including technical information (e.g. on answering machines, or how to conduct an experiment in class or how to use it a machine or device in the occupational field).

#### **Block 2. Production of oral texts: expression and interaction**

1. He/she provides brief, well-structured presentations with visual support (e.g. PowerPoint) on specific aspects of academic or occupational topics of interest, organizing the basic information in a coherent way, explaining the main ideas briefly and clearly and responding to simple questions of the listeners articulated clearly and at medium speed.

#### **Block 4. Production of written texts: expression and interaction**

3. He/she takes notes, messages and notes with simple and relevant information on common issues and specific aspects in the personal, academic and occupational fields within your specialty or area of interest.

4. He/she writes notes, announcements, messages and brief comments, in any medium, in which you request and transmit information and simple opinions and highlighting the aspects that are important to you (e.g. on a youth website or magazine, or directed to a teacher or a classmate), respecting the conventions and rules of courtesy and etiquette.

## **Music**

### Block 1: Interpretation and creation

- 1.1. Apply the necessary technical skills in the activities of interpretation, collaborate with the group and respect the rules set to achieve an outcome according to their own possibilities.

### Block 2: Listening

- . 2.3. It shows interest, respect and curiosity for the diversity of musical proposals, as well as for the musical tastes of other people.

### Block 4: Music and technology

- 2.1. It manages the basic techniques necessary for the elaboration of an audiovisual product.

## **6.5- DIVERSITY IN EDUCATION**

According to the ORDEN EDU362/2015, taken from BOCyL, in particular; Section 3, which is related to school diversity, this project will adapt the methodology used depending on the necessities that are present in the classroom. The following lines describe the measures that the teacher should adopt in such a case.

### Article 23. Purpose and general principles of action.

1. Attention to diversity aims to ensure the best educational response to the needs and differences, offering real learning opportunities to all students in ordinary educational contexts, within an inclusive environment, through actions and educational measures.

2. The general principles of action for attention to diversity are:

A) Consideration and respect for the difference and acceptance of all people as part of diversity and the human condition.

B) Respect to the evolution and development of the skills of the students with diverse capacities.

C) Personalization and individualization of teaching with an inclusive approach, responding to the educational needs of students in ordinary educational contexts, whether of a personal, intellectual, social, emotional or any other type, allowing the maximum personal development and academic.

D) Equity and excellence as guarantors of educational quality and equal opportunities, since this is only achieved in the measure that all students learn as much as possible and develop all their potential.

E) Identification of the educational needs of the students which allows to adopt the most appropriate educational measures to facilitate the integral development of the student and to promote success situations in a school situation that contribute producing high levels of academic success in ordinary educational contexts.

F) Equal opportunities in access, permanence and promotion in the stage.

G) The use and enhancement of information and communication technologies as facilitating tools for personalization of teaching and improvement of attention to the diversity of students.

H) Universal accessibility and design for all.

I) Maximum use of resources to achieve maximum rationality and optimization.

J) Awareness of the entire educational community in relation to inclusive education as a process of strengthening the capacity of the education system to serve all students.

## **6.6- SUMMARY OF THE UNIT**

This interdisciplinary project has been designed to develop ten sessions focusing principally in the oral and written productions of the foreign language (it could be whatever language, but English has been selected as the principal due to its importance nowadays in secondary education). Two of the sessions will be dedicated to listening skills related to the Music discipline as a subject, the rest will be dedicated to the writing, recording and editing processes.

The sessions consist of three activities in most cases but there are a few related only to the recording and editing processes, followed by the sessions related to uploading the materials to the web and the final presentation. In the following pages teachers will see the description of the three phases mentioned before adapting them to the activities of each session. Both teachers can work together or separately; in other words, students need basic Music instructions which can be given initially by the correspondent teacher and then continue with the writing and recording processes. After these phases, the edition of the project can be done with their presence if it is possible, because any help can serve to the performance of the final tracks made by the students.

To sum up, there are several ways of developing this interdisciplinary teaching project if the teachers follow the three main phases mentioned before (writing, recording and editing) and provide some references to do this process. Students should be totally interested in developing it because if not, the results obtained will not be successful. Moreover, they also need to show comfortability while doing the recording process in order to obtain a reliable speech. Anyway, without depending of the school devices provided, this project can be developed only with the help of a single computer and the usage of one simple microphone.

## **6.7- SESSIONS**

### **Session N° 1 (50 minutes)**

**Title:** How to work with Audacity

#### **Activity N° 1**

Title: I love to write lyrics

Target: To establish initial contact with music and poetry.

Typology: Introduction

Timing: 15 minutes

Materials: computers, headphones, microphones

Classroom: Music room (if it is possible)

Resources:

<https://drive.google.com/drive/folders/0BzCS9LBi0ImqNVR3M2dwQzJLLTQ?usp=sharing>

<http://audacity.es/descargar/>

Classroom management: Students should be placed surrounding the teacher in order to listen to his/her speech carefully, paying attention to the music rhythm and to the lyrics that he/she will provide to them.

Explanation/development: During this session students will receive basic instructions in order to understand the use of the program called Audacity. It is an audio editor which allows to the user to record and edit soundtracks. The first 15 minutes of the session the teacher will explain how to record the voice according to a rhythmic pattern. It is obvious that students will require a lot of time to enhance their abilities working with sounds, but making hip hop music is very easy because it is very similar to poetry recitation. This means that it is not necessary to work a lot of time with the voice, the most important think to take into account is the writing process. Some helpful resources to stress the syllables and to create different patterns are present in the web. Sweeney (1999) is a good referent to initiate students in the poetry writing process. Audacity can be used with a simply microphone and also allows to the



user to mix the voice with any kind of soundtrack without depending of the format. Then, the audio file can be exported as a unique track or song in which the students show their work of art. The role of the teacher will be to record a short sentence elaborated by him, mixing it with a hip hop instrumental. The objective of this activity is to establish an initial contact with the tools that students need to work with, and also to encourage them to use their own skills to put this project in practice.

Teacher's role: The teacher must provide examples of written verses on the blackboard to show the students basic strategies while working with poetry. The teacher should establish a censorship while the groups are writing the lyrics and also while its members are reciting them. Offensive expressions, rude words or a speech which can hurt anyone should be penalized and excluded from the project. Many people may think that English is not our mother tongue and we are not offending anyone, but that is completely false. A negative point of view of any topic followed by an incorrect use of the language can portray a bad picture of the school to students from other countries. Due to this, another thing to take into account during this session will be related to ethic issues. Students have to learn that music has to be elaborated in a constructive way, at least in academic contexts.

## **Activity N° 2**

Title: My first project

Target: To record short fragments or pieces of student's voices.

Typology: Routine

Timing: 25 minutes

Materials: computers, headphones, microphones

Classroom: Music room (if it is possible)

Resources:

<https://drive.google.com/drive/folders/0BzCS9LBi0ImqNVR3M2dwQzJLLTQ?usp=sharing>

<http://audacity.es/descargar/>

Lines to be recorded:

*“I love to write lyrics, I like playing with the words, I just listen to my spirit, that is proper from a lord.”*

*“Jimmy stays in London because now he is working there. He needs too much money and he is living a nightmare.”*

*“Google is observing all the cities from the air. Facebook makes the people interact around the earth.”*

Classroom management: Students will be placed in small groups of three or four people. Each team will record the lyrics provided by the teacher, trying to follow the rhythmic pattern. Each member has to record his/her voice in this activity; this means that the final file will be a track similar to the one provided by the teacher. In other words, this is an audiolingual method used in order to improve the skills of the participants.

Explanation/development: Students will also record the same sentence used previously by the teacher in order to work with the program and to learn basic skills related to speech and rhythm. Each member of the group will record his/her voice creating a piece of song which could serve to initiate them in the process of recording. After this, they will learn how to work with the commands offered by the program in order to edit and equalize the voice. They are not only recording music but also learning how to mix it with the instrumental. The material required in this session will be one computer per group, in order to record the songs. The instrumental will be provided by the teacher too. This means that it is necessary to have knowledge about music and how to produce it, apart from a good pronunciation of the language. Due to this, the help of a teacher specialized on the field could be very useful.

Teacher’s role: The teacher must check if the students are doing this process correctly and if not, to provide them as much help as possible by using the audiolingual method.

### **Activity N° 3**

Title: Listening to myself

Target: To listen and to pay attention to the tone of student’s voices once they have been recorded.

Typology: Relaxing activity

Timing: 10 minutes

Materials: computers, headphones, microphones

Classroom: Music room (if it is possible)

Classroom management: Students remain in groups, listening to themselves and analyzing their speeches in phonetic and musical terms.

Explanation/development: Once students have recorded their track, they will spend the rest of the session listening to their voice, paying attention to the pronunciation and also to their fluency. The goal of this activity is to establish an initial contact with the students' voice in order to improve it as much as possible.

Teacher's role: The teacher must check if the voices of the recordings are comprehensible and have a good pronunciation of the foreign language.

## **Session N° 2 (50 minutes)**

**Title:** Choosing a topic for the final project

### **Activity N° 1**

Title: Searching for information

Target: To explain how to choose a topic and work with it to the students. To give them general ideas and specific ways of dealing with words and information, such as recent events or topics which are interesting for the people and searching for key words such as proper nouns.

Typology: Introduction

Timing: 15 minutes

Materials: In this case, students can use any electronic device (such as cell phones, tablets or computers) and also printed sources (newspapers, books, articles...) to obtain information.

- List of possible topics: bullying, corruption, sex and discrimination, violence and war, peace, love, fashion, racism, historical events, actual news...

Classroom: Foreign languages

Classroom management: Students have to be placed again in groups in order to collaborate while looking for particular information in different sources.

Explanation/development: The teacher will show to the students how to choose a topic; firstly by searching for specific information related to the initial idea (e.g. bullying), afterwards by selecting some keywords that can be used in their lyrics. Finally, he will provide them some possible options. In any case, the teacher should explain to the participants how to obtain detailed ideas of any topic. Students will choose a topic in order to elaborate their lyrics. The role of the teacher is providing them as much information as possible about social conflicts or other related issues. At the end of the project, they will have to record a stanza of free verse with rhymed words, if it is possible, of a certain extension (four verses to write by each member), then the extension of the song will vary among 12-16 verses, depending of the number of participants per group. The most important aspect of this session is to detect personal problems or social conflicts in order to decide how to transmit them to the society. The teacher is a mediator and also a referent, so he/she has to understand the emotions of the students and to detect their necessities. It is necessary to have empathy in order to help them as much as possible.

Teacher's role: The teacher should provide the list of topics and general and particular ideas related to them.

## **Activity N° 2**

Title: Using reliable sources

Target: To know and to use reliable sources while obtaining information.

Typology: Routine

Timing: 25 minutes

Materials: In this case, students can use any electronic device (such as cell phones, tablets or computers) and also printed sources (newspapers, books, articles...) to obtain information.

Classroom: Foreign languages

Classroom management: Students can collaborate in groups or individually in order to look for relevant information about any topic by using the internet or printed references too. They can go to the library to get particular publications related to their interests.

Explanation/development: There are many topics which can be selected, for instance; bullying, love, personal preferences, social problems, family, etc. Each group has to decide one topic and to justify their selection. It is compulsory to have a different topic in each group; they cannot be used twice because the project requires an amount of variety in order to produce an album compiling all the works of the class. They have all the session to choose a topic and they also can practice with Audacity if they need to improve their pronunciation. They can use all kind of sources to get general information and also to find key concepts. At the end to session, they will deliver a sheet of paper to the teacher (one per group) with the names of the members of the team and the topic selected.

Teacher's role: The teacher should check if the students are obtaining reliable information, if not, students could be confused when the information is not true.

### **Activity N° 3**

Title: Brainstorming

Target: To produce a list of terms which could be used for the writing process as key words (terms which can be rhymed and related to the topic).

Typology: Reinforcement

Timing: 10 minutes

Materials: In this case, students can use any electronic device (such as cell phones, tablets or computers) and also printed sources (newspapers, books, articles...) to obtain information.

Classroom: Foreign languages

Classroom management: Students ought to collaborate in groups in order to elaborate a list of, at least, ten terms and no more than twenty related to the topic chosen.

Explanation/development: Students will follow the same process the teacher did initially, obtaining some key words which will be used in the following sessions in order to elaborate the lyrics of the project.

Teacher's role: The teacher should check if the list of terms has been elaborated by each group and to collect them.

Homework reinforcement: In order to develop this project, it is also required to work at home with the oral production, the pronunciation and the speech. Then, it is necessary to have a computer at home, though students only have to work with one per group in class. Moreover, students need a microphone and headphones to elaborate and recording the songs. It is the only physical material which is necessary to elaborate music in a basic way. Due to this, students will have to work at home if they want to create songs with a high level of quality. Besides, it is necessary to have silence while recording the lyrics to obtain only the human voice frequencies with the microphone.

### **Session N° 3 (50 minutes)**

**Title:** Searching for a rap instrumental

#### **Activity N° 1**

Title: Dealing with sounds and emotions

Target: To join both subjects (music and first foreign language) while students analyze their own personality and also the way they use to express different messages in different contexts in their daily lives.

Typology: Introduction

Timing: 10 minutes

Materials: computers, headphones, microphones

Classroom: Music room (if it is possible)

Resources:

<https://drive.google.com/drive/folders/0BzCS9LBi0ImqNVR3M2dwQzJLLTQ?usp=sharing>

<http://audacity.es/descargar/>

Classroom management: Students can work in groups if they feel comfortable. However, they should pay attention to the relationship established between music and feelings given by the teacher. Then, they also can work individually with their emotional intelligence, in order to understand their identity in a deeper way.

Explanation/development: Once the topics have been chosen, students will have to find an instrumental which could serve to them to produce the song. This seems very easy to do, but depending on the topic we are dealing with, the language we want to use, and the message we want to express, the instrumentals chosen by the students should be different. In other words, the speed of the speech and the tone of the voice should be adapted to the instrumental. Then, it is not very easy to find a melody which could express the lyrics by itself. For instance, love instrumentals and some other motivational ones are very similar, whereas aggressive or gangsta ones simply sound harder in acoustic terms. The role of the teacher will consist in helping the students to find an appropriate sound for the message. Due to this, he/she has to be concerned of the relationship between the emotions and the possible sounds which could be associated to them. Again, it could be very useful to have a musician or a teacher experienced on the field to select the most appropriate instrumental for the final song.

The first step to elaborate music is to choose an idea, but finding a specific sound to express it is the challenge of the artist. It is important to take into account the importance of this session because students have to deal both with English language and music patterns. In order to produce a good song they would have to hear a lot of instrumentals and also selecting more than one for having more possibilities while recording. The purpose of the project is to obtain a collaborative work, and this is a factor which also influences them while choosing an instrumental.

Teacher's role: The teacher should take into account that students need to develop comprehensive skills which only can be learnt by paying attention to the way the verses are pronounced. He/she will have to help them if the lyrics are not closed to the melody; a task which results impossible in some cases. The best option for selecting an instrumental is to use specific adjectives or nouns while searching it in the web. For instance; we can search in YouTube “free use love instrumental” and we will find many ones which are allowed to use by the author and also are related to the topic. The teacher can provide its own examples of different tones of voice depending on the emotions students are dealing with.

## **Activity N° 2**

Title: Choosing an instrumental appropriated for the topic

Target: To associate the topic and the message to an instrumental and to select the most appropriate for the final project.

Typology: Routine

Timing: 30 minutes

Materials: computers, headphones, microphones

Classroom: Music room (if it is possible)

Resources:

<https://drive.google.com/drive/folders/0BzCS9LBi0ImqNVR3M2dwQzJLLTQ?usp=sharing>

<http://audacity.es/descargar/>

Classroom management: This activity requires a final decision made the group. Due to this, students must select an instrumental for the final project by establishing an agreement inside of the team. Then, it is compulsory to work in groups though the previous activity could be done individually.

Explanation/development: This activity will be focused on listening skills mostly; this means that students will have to establish relationship between their initial ideas or concepts and the possible ways of expressing them. The teacher will have to show examples of different songs with different proposes and meanings according to a specific country, artist, context, decade, etc. in order to facilitate their work. The goal of this activity is to find a sound which expresses our main idea in a particular perspective.

Teacher's role: The teacher should help the students to select an appropriate instrumental for the final project.

## **Activity N° 3**

Title: Associating words to the sounds

Target: To start working with lyrics and the instrumental. To listen carefully to the effects of the music and to find possible messages that could be inserted to the track.



Typology: Reinforcement

Timing: 10 minutes

Materials: computers, headphones, microphones

Classroom: Music room (if it is possible)

Resources:

<https://drive.google.com/drive/folders/0BzCS9LBi0ImqNVR3M2dwQzJLLTQ?usp=sharing>

<http://audacity.es/descargar/>

Classroom management: Students are distributed in groups and they have to pay attention to the way in which each member expresses himself, in order to find the most appropriate words and expressions for the instrumental chosen.

Explanation/development: In order to finish this session, students can start creating their material; in other words, their first lyrics. The best way to do it is to listen to the instrumental carefully and to perceive what kind of emotions we can express by using that specific sound selected. After that, they can record themselves while they play the soundtrack in order to analyze their speeches; trying to improve the way they do it.

#### **Session N° 4 (50 minutes)**

**Title:** Dealing with poetry

##### **Activity N° 1**

Title: Rhetoric devices

Target: To explain different devices used in poetry (metaphors, repetitions, anaphors, parallelisms, comparisons, etc...).

Typology: Reinforcement

Timing: 50 minutes

Materials: Poetry books with explanations about the writing process (Jacqueline Sweeney)

Classroom: Foreign Languages

Classroom management: Students should be placed individually rather than in groups because they have to listen to the teacher's explanation in this case.

Explanation/development: This session will be dedicated to explain to the students the different devices they can find while writing poetry. It could be like a short lesson about Jacqueline Sweeney's book *Teaching Poetry; yes you can!*

Teacher's role: The teacher should enhance students to put in practice all the devices explained in the session.

Dynamics to work:

- 1) Identification: Students will obtain general information about any poetic device and the teacher will show specific fragments from different authors explaining them how to create their own.
  
- 2) Creation: Students will pay attention to a particular poetic device used by the teacher and they will try to imitate the form but creating at the same time verses with different content.

## **Session N° 5**

**Title:** Dealing with rhythmic patterns

### **Activity N° 1**

Title: Rap, fluency and accuracy: rhythm

Target: To explain different rhythmic patterns and how to stress syllables.

Typology: Reinforcement

Timing: 50 minutes

Materials: Poems belonging to Walt Whitman (A song of myself) and Edgar Allan Poe (The Raven and Annabel Lee)

Classroom: Foreign Languages

Classroom management: Students should be placed individually rather than in groups because they have to listen to the teacher's explanation again.

Explanation/development: This session will be dedicated to explain to the students the different ways of working with rhythmic patterns. Besides, they will learn how to stress syllables taking as examples the lyrics provided by the project's author (see annexes, page 50). At the end of the session, students should have practiced together at least one example provided by the teacher, stressing the syllables and creating sound effects too.

Teacher's role: The teacher should be able of introducing himself in a hip hop beat by using the previous poems mentioned.

### **Session N° 6 (50 minutes)**

**Title:** Writing free verse using rhyme

#### **Activity N° 1**

Title: Using tools to write rhymed verses

Target: To provide the students with the necessary tools in order to work in a first foreign language with more accuracy while writing the lyrics for the final project, using rhyme at the same time.

Typology: Introduction

Timing: 15 minutes

Materials: Paper and pencils, electronic dictionaries such as WordReference or Linguee to translate some terms or printed bilingual dictionaries, the chosen instrumental, computers, and headphones. Microphones are not required in this session yet.

Classroom: Foreign Languages

Classroom management: Students will work in groups, but they have to write their lyrics individually. It is not allowed to choose one member of the group as a writer; everyone should try to do it. Then, they first have to pay attention to the way the teacher works while creating lyrics.

Explanation/development: After selecting the topic and the instrumental, it is necessary to start writing the lyrics. This step requires not only imagination and concentration, but also comfortability while doing it. It is probable that students do not know how to start elaborating their lyrics at the beginning. Due to this, the teacher will have to explain them how to write rhymed verses in a productive way. Nowadays, there are several tools which can be used to find rhymed terms on the internet. As a result, students can start making a brainstorming related to their topic and after that, they can search for specific rhymed words using their computers or their cell phones. This does not mean that they will reduce their effort while writing their verses. In fact, it is a way of having all the possibilities that there exist in the vocabulary and it is also a way of acquiring new vocabulary. Then, using these tools allows them to be more concrete while expressing the message.

Students should not imitate any other artist, what is required in this project is to develop a personal way or style of expressing emotions or feelings in order to show a particular identity while doing it. Music is a very powerful weapon if they use it correctly and also can help to them to break obstacles or barriers in the communication. Due to this, it is necessary to listen to one self's voice many times, to practice the tone and the speed of the speech without trying to be anyone in particular. Each person has a different voice and a different attitude. Then, the teacher must pay attention to the way that students talk in different contexts in order to help them to find their speech.

Teacher's role: The teacher should provide tools to find rhymed words and describe the students the writing process.

## Activity N° 2

Title: Express yourselves in English

Target: To work with the tools mentioned previously and to start writing the lyrics.

Typology: Routine

Timing: 35 minutes

Materials: Paper and pencils, google translator (if it is necessary) to translate some terms or printed bilingual dictionaries, the chosen instrumental, computers, and headphones. Microphones are not required in this session yet.

Classroom: Foreign Languages

Classroom management: As it has been mentioned previously; this is a cooperative task in which students should compose different pieces of the song. Then, they have to work in groups but using an equal distribution of the work.

Explanation/development: The rest of the session will be dedicated to write lyrics, trying different styles and rhetoric devices while stressing the syllables.

Teacher's role: The teacher should pay attention to the groups of the classroom to provide the students any helpful device while the writing process is taking place.

### **Session N° 7 (50 minutes)**

**Title:** Recording the lyrics

#### **Activity N° 1**

Title: Working as professional rappers

Target: To record the speech while reproducing the instrumental or, at least, to record it a Capella if it is not possible to follow the rhythm.

Typology: Routine

Timing: 50 minutes

Materials: Computer (Audacity), headphones, instrumentals, lyrics, and a silent classroom.

Classroom: Music Room (if it is possible)

Classroom management: If it is possible, students could be divided in different classrooms (one per group) in order to record at the same time all the projects without wasting a lot of

time and without interrupting others' groups processes of recording. The ideal place would be an audio laboratory, but it is not always present at the school.

Explanation/development: Firstly, if the teacher has achieved to have all his/her groups ready for doing this task, he/she should be proud of it. The activity consists in recording a speech of the stanza elaborated by each group with the participation of all its members. The recording should follow the rhythmic pattern established by the hip hop beat. In anyway, if the students are not able of working with the instrumentals, they should record at least, the written stanza without music (what is called *a Capella*). This means that the teacher will have to collect a recording of the personal speeches belonging to those groups who find difficult this task, though the ideal project will compile a CD with all the songs.

There are some instrumentals which have different beats per minute and students will have to adapt the speed of their speech to them in a correct manner. Though they only require a few minutes to do it, it is a good idea to repeat the process again at home in order to improve the oral production in terms of pronunciation and fluency.

Teacher's role: The teacher will pay attention to the students while they are recording their materials, providing advices while breathing and singing or while introducing themselves in the rhythm.

### **Session N° 8 (50 minutes)**

**Title:** Editing and finishing our projects

#### **Activity N° 1**

Title: Professional productions

Target: To edit and to finish the projects once the students have recorded their lyrics with the help of the teacher.

Typology: Routine

Timing: 50 minutes

Materials: Computer (Audacity), headphones, instrumentals, lyrics, and microphones (if the project has not been finished)

Classroom: Music Room (if it is possible)

Classroom management: Team work

Explanation/development: Students should work in groups, editing their projects and trying to finish them at the end of the session.

Teacher's role: The teacher has to check each project and explain to the students how to compress the voice and to equalize it, adding some extra effects like reverberation or echo too.

### **Session N° 9 (50 minutes)**

**Title:** Sharing the projects with all the classmates

#### **Activity N° 1**

Title: Our final projects (presentations)

Target: To present to the classroom and to the teacher the final projects made by each group. The purpose of this task is to share different perspectives and also several ways of expression and analyze their form, their content and the way the message of each song has been told.

Typology: Routine

Timing: 50 minutes

Materials: computers (one per group) / projector and headphones or speakers

Classroom management: Students will move around the classroom, in order to listen to the music made by their partners, belonging to different teams.

Explanation/development: Students could have the possibility of expressing their lyrics to the rest of their partners in two different ways: on the one hand, they could simply play their recorded songs or speeches just to their classroom group during this session and, on the other

hand; if the school has the possibility of providing the students an amplifier and a high quality microphone, they could sing their songs in a live concert. This could be done in the case of success with the project, in other words, if students have developed correctly their music skills which were practiced in the recording process, it could be a great possibility of sharing their materials with all the members of the scholar community.

Another possibility is to create additional visual material and also to elaborate a video clip. Depending of the time available for the teacher, the resources of the school and the disposition of the students, this project can provide artistic material which could result appealing for everyone. In addition, it is a possible way of finding solutions to all types of problematic situations: social and personal. Music is not only a way of being entertained, but also a therapy which serves to develop socio-emotional strategies and skills. For instance; if students learn that elaborating a song could be useful to understand their way of thinking, they could be able in a future to elaborate ways to face any kind of situation by writing a personal goal in a particular song. To be more concrete, music establishes a personal dialogue in which the individual experiences a process of evolution or psychological development. The final result of a musician is a person that has great listening and writing skills, followed by a deep knowledge of personal emotions. He/she also associates his/her voice with particular sounds, depending on the message expressed in the lyrics, and finally, it is necessary to put in another person feet to understand any song. As a result, empathy is required to be an authentic artist without depending on the genre, because the most important skill that he/she should have is to understand as many feelings as possible; task which requires to listen to others' and paying attention to the way they express each emotion. In anyway, this session will be dedicated to listen and to understand the point of view of each song or speech of each group, focusing in the tone of voice, in order to develop socio-emotional skills.



## **Session N° 10 (50 minutes)**

**Title:** Uploading the material to the web

### **Activity N° 1**

Title: Publishing our materials on the web

Target: To know how to work with different social networks and/or blogs where the materials can be uploaded. The purpose of this activity is to promote the use of hip hop music in secondary education as a way of cooperating in groups, showing the works made by the students to the whole society.

Typology: Routine

Timing: 50 minutes

Classroom management: Students should upload their material to any channel they wish or it is available for them, but only at the school websites.

Explanation/development: This session is not the most important one, but students will find it useful to learn how to share the material on the web. Nowadays, they can use any social network to do it. As a result, the groups will have many options while choosing a site where they can upload their songs. Some important aspects to take into account while doing this process are that the content of the message and the way in which it has been told, because they both have to be respectful.

Teacher's role: The teacher should check if the materials have been uploaded correctly in the school webpage.

## **6.8- SOME NOTES ON THE DEVELOPMENT OF THE PROJECT**

When students have developed their speech with their style, it will be easier for them to write lyrics. However, this project is a summary of the process of creating hip hop music and teachers cannot spend a lot of time while putting it in practice. Anyway, in order to do it, the teachers need permission of the parents to avoid possible legal problems.

It is important to say that this project has been designed to be applied in a secondary school during a period of time of a few weeks, but it is necessary to dedicate years to learn how to do songs correctly. In fact, professional artists are continuously learning new techniques while composing their lyrics. In other words, students can show many problems while recording their lyrics by lack of concentration, or just because they are not able of following the rhythm and pronouncing English sentences without committing mistakes. Recording a song implies producing a perfect speech while doing it, not only in English phonetic terms, but also in a faithful and serious way. As a consequence, the teacher could find wrong mixtures of the instrumentals with the students' voices due to the lack of practice.

One of the most important web pages in which anyone can upload his/her material is HH Groups. They accept written lyrics, pictures of graffiti, songs, videos, and albums. Besides, they provide actual information about concerts taking place with professional artists, festivals, new singles, etc. The register is available to everyone and it is also free. Students could use this web page to establish contact with all the people interested in this kind of music and also to continue working with their future projects. However, the best option is to publish all the materials in a web page belonging to the school such as a blog. It is true that the main objective of this work is to encourage them to express and to share their ideas, but it could happen that they do not want to publish their songs. One of the reasons could be the initial impression that anyone receives when he/she listens to his/her voice after being recorded; it usually sounds awful for many singers, especially during the beginning of their careers. As a result, the teacher could find difficulties at the time of finishing this project. The ideal ending of this work would be to create a list of songs which have not been rejected by the authors and to publish them in a blog inside the school, in such a way that the participants show to the whole society different points of view, opinions, emotions, etc. Finally, the teacher could analyze the songs that have been created to obtain conclusions about his/her pupils' identity.

## **7- CONCLUSIONS**

This teaching project has been designed by taking into account the current educational regulations. This means that it can be applied in a secondary group classroom according to the national curriculum derived from LOMCE and also from the BOCyL (regional normative). However, the methodology will require being adapted in case of developing this project in another region different from Castilla y León. Aspects like the contents, the learning standards and the assessment should be adapted to the corresponding normative of each context. In anyway, this work has been designed following the previous mentioned aspects. Due to this, it can be considered a project available to everyone.

Music is a way of learning socio-emotional skills and teenagers show many personal conflicts which could be solved by elaborating lyrics. In few words, there is a necessity in the classroom which is to find ways of expressing ideas by using English as a foreign language. Students do not speak in many cases in class and they do not practice their oral skills continuously. Then, this project can help any group belonging to secondary education to learn how to develop a personal identity according to Erikson's theory; in particular, to the development of the internal "I" while students also practice English. As a result, the teacher is dealing with social and emotional learning (SEL) and with the oral and written production of the students in first foreign language. As a consequence all the competencies mentioned at the beginning of this paper can be developed in students.

The teacher is involved in a pedagogic context of secondary education, in other words, they are dealing with teenagers. This means that, according to the European Union regulations and also, according to national ACT from BOE - Orden ECD/65/2015, they have a particular role without depending on the area of knowledge he/she usually works, which is to help students to develop their emotional skills by using socio-emotional learning. This is an important task which requires investigating continuously how to solve many problems dealing with emotional intelligence. If they use this teaching project, they may obtain positive results from the students, not only in academic terms, but also in a psychological way; because it offers a possibility to learn perfect oral and written skills in a foreign language and it also breaks the barriers in communication present in young people. Moreover, as it has been mentioned before, this work can be applied at any level of secondary education. The only requirement is to follow the regional educational regulations from the level selected to develop it, but the process or the steps to follow should not vary. This means that all the

sessions that have been described should be carried out in order to explain the process of elaborating hip hop music and understanding it correctly.

An important factor to take into account is that it may be difficult to breathe while singing hip hop music. Then, students will have to learn each phoneme of their stanzas, stressing them with a particular intonation, showing their opinions and making them plausible. In brief, what is asked to do in this project is a difficult mental process which involves speaking while listening at the same time, and it is possible that elaborating music in a foreign language results stressful and frustrating because, as it has been already mentioned, it is a kind of activity which can give problems while doing it including, of course, by using the native language of our classroom. In any case, if students can achieve this goal, they will have the possibility of finding a way of knowing themselves; their personal identity.

To conclude, it is important to end this work defending the idea that the role of the teacher is not only to interact with students when the teaching-learning process is taking place, but also to mediate with them in conflictive situations. Hip hop music has been described as a violent device at schools in many articles published in The United States because it is associated to delinquency and also with dangerous gangs or crews. However, in some other countries like Colombia, where Spanish is the mother language and the concept of the people related to rap music is different, it has obtained positive results in students who showed difficulties while improving their linguistic skills related to Spanish. In addition, in those areas hip hop music also has solved many other problems such as scholar absenteeism or aggressive behaviors, promoting the communication in the classroom and avoiding the use of violence outside of the school.

In this case, this project has been initially practiced by the author in a superficial way – only working with oral comprehension and verbalizing the stanzas provided by the teacher without recording them- in a school from Valladolid (Spain). The results obtained by him show that students from 2º ESO (group assigned during the practice period) payed more attention to the lessons and asked on many occasions if they could listen to more songs. In any way, if the school can provide the materials to carry it out –requirements that are not very expensive and can provide many benefits- and if the teacher is also interesting in rap music, this way of teaching English through the use of music can help many students who suffer identity crisis and many other problems, such as violence between partners. According to Frank-T, a Spanish rapper from the 90's generation, *“the great advantage of this kind of*

*music is that all conflicts that some artists like Kase.O and Metro lived in a certain moment are just present inside of a CD. I mean, this is only verbal expression or music, we are not criminals...*” Due to this, students can learn a way of using language to solve problems instead of developing aggressive attitudes or using violence to solve conflicts. It is true that rap music has bad reputation and the picture of an artist of this kind of genre is not reliable, at least in Spain. However, this device should be used in a constructive way, basing its principles in positive values.

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**Link to hip hop materials:**

Folder: Google Drive (Máximo Décimo Serpiente)

<https://drive.google.com/drive/folders/0BzCS9LBi0ImqNVR3M2dwQzJLLTQ?usp=sharing>

**Links to programs:**

Audacity (audio editor)

<https://audacity.softonic.com/?ex=DSK-95.1>

aTube Catcher (download manager)

<https://atube-catcher.softonic.com/descargar>

## **9- ANNEXES:**

### **POSSIBLE AND USEFUL EXAMPLES OF LYRICS**

(Author: José Manuel Toquero Martín)

*"I love to write lyrics, I like playing with the words,  
I just listen to my spirit that is proper from a lord..."*

*"Jimmy stays in London because now he is working there,  
He needs too much money and he is living a nightmare..."*

*"Google is observing all the cities from the air,  
Facebook makes the people interact around the earth..."*

*"She prefers to speak in public; she is not going to feel the panic,  
She waits lonely from the towers, now she is going to have the power,  
She is a princess, she is a princess..."*

*"Welcome to my class, it is cool and interesting,  
Now you have a chance to make noise and cooperating.  
Try to enjoy the lessons while you are learning this Materia,  
You can also do it but you have to show criteria.  
Dealing with emotions and the personal experience,  
Writing on a paper your opinions with coherence...  
Authentic real music, hip hop music, more than comments,  
Now you have a chance to do something, it's your moment."*