

Hip-Hop Music in Enhancing Communication among Young Adults: A literature review

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Abstract

This paper offers a literature review of the study to investigate and identify how hip-hop lyrics can function as an informal learning resource to strengthen verbal confidence, communication, and expressive ability among young adults, while examining gender as a mediating variable. A quantitative approach is one of the research tools used in this paper's methodology, which focuses on gender disparities, media influence, and communication development. Results indicate that poetic involvement enhances self-expression and communication behaviours, yet most studies focus on Western populations. According to the reviewed literature, more thorough studies of gender mediation, different demographics, and Malaysian educational environments should be conducted in the future.

Keywords: Hip-Hop Music Lyrics, Oral Communication Skills, Youth Communication, Gender Mediation

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1.0 Introduction

This chapter discusses hip-hop music and its role in developing oral communication skills among young adults. The focus is on understanding how hip-hop lyrics contribute to speaking abilities, confidence, and self-expression, in line with this study's objectives. Recent studies and literature support the discussion. Hip-hop has grown from a local form of urban expression into a global cultural movement that influences young people worldwide. Beyond entertainment, hip-hop provides a platform for storytelling, emotional expression, and communication. Many young adults use hip-hop lyrics to express thoughts, feelings, and experiences that may be difficult to convey in everyday conversation or in formal language. Through its creative use of words, rhythm, and storytelling, hip-hop can help listeners improve how they express themselves and communicate with others.

1.1 Identifying the Role of Hip-Hop Lyrics in Oral Communication Skills

The first objective of this study is to identify the role of hip-hop lyrics in developing oral communication skills. Recent studies suggest that hip-hop can help young adults become more confident speakers and improve their language use. According to Jae-hyun Im (2022), hip-hop can be a valuable educational tool because its rhythm, storytelling, and cultural elements expose learners to authentic language and communication styles. In addition, Daria Soon-Young Seog (2024) found that hip-hop lyrics often include code-switching and creative language use, allowing listeners to experience diverse linguistic patterns and develop stronger communication skills and cultural awareness.

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1.2 Analysing the Impact of Hip-Hop Lyrics on Oral Communication Skills

The second objective of this study is to analyse the impact of hip-hop lyrics on oral communication skills. Listening to hip-hop regularly and engaging with its lyrics can help young adults improve fluency, confidence, and their ability to express ideas clearly. (Anyiwo, Watkins, & Rowley, 2021) explained that hip-hop helps young people develop their identity and find their voice, encouraging them to express their opinions more openly. Supporting this review, (Alexopoulos et al., 2023) found that hip-hop lyrics expose listeners to rich vocabulary, storytelling techniques, and emotional expression, all of which can strengthen communication skills. Other studies by (Mozie, 2022) and (Bansal et al., 2025) also suggest that hip-hop helps young people connect personal experiences with language, increasing their confidence in everyday communication. Overall, these findings indicate that hip-hop lyrics can positively influence the development of oral communication skills among young adults.

1.3 Determining the Mediating Effect of Gender on the Impact of Hip-Hop Music on Oral Communication

The third objective of this study is to determine whether gender influences the relationship between hip-hop music and oral communication skills. Recent studies suggest that gender may affect how individuals experience and respond to hip-hop culture and language. (McMillan, 2022) found that women in the hip-hop and R&B industry often occupy less central positions in collaboration networks, which may affect their participation and influence. Similarly, Maxwell & Greenaway (2022) argued that hip-hop remains largely male-dominated, meaning that female artists and listeners may experience and interpret it differently. Furthermore, (Dankoor & Stephens, 2025) reported that rap music can shape gender-related attitudes and self-expression among young adults. These findings suggest that gender may influence how hip-hop affects the development of oral communication.

The limitations of the study for the three objectives based on recent studies will be explained in the “Limitations of the Study” section.

2.0 Literature Review

This section will explain the literature review, including theoretical foundations or theories that relate past studies to the current study.

Table 1: Comparison of Hip-hop music with other genres

Authors (Year)	Hip Hop	R&B	Ballad	Background	Significance	Aim	Objectives	Methodology	Findings	Limitations	Recommendations
Evans (2021)	✓			✓	✓		✓	✓	✓	Small sample size.	Broader educational settings.
Anyiwo et al. (2021)	✓			✓	✓		✓	✓	✓	Focused more on identity and culture.	Examine communication outcomes statistically.
Adjapong (2021)	✓			✓	✓		✓	✓	✓	Limited focus on gender mediation.	Include gender-based communication analysis.
Emdin (2021)	✓			✓	✓		✓	✓	✓	Communication fluency is not directly measured.	Explore oral communication variables.
Chang (2021)	✓			✓	✓			✓		Focused mainly on activism and resistance.	Investigate educational communication impacts.
Jitrengam (2021)	✓			✓	✓			✓		Limited application.	Study university communication development.
Singh & Mehr (2023)	✓	✓		✓	✓				✓	General music focus only.	Compare genres in

Authors (Year)	Hip Hop	R&B	Ballad	Background	Significance	Aim	Objectives	Methodology	Findings	Limitations	Recommendations
											communication learning.
Kim (2023)	✓	✓	✓	✓	✓				✓	Did not focus on hip-hop specifically.	Analyse lyrical storytelling and articulation.
Ma'rof et al. (2023)	✓	✓		✓	✓				✓	Limited focus on communication confidence.	Examine expressive communication skills.
Laforge-Bullido et al. (2024)	✓			✓	✓	✓	✓	✓	✓	Focused more on inclusivity than communication measurement.	Use statistical analysis for oral communication.
Livingston (2024)	✓			✓	✓	✓	✓	✓	✓	Limited mediation analysis.	Explore gender as a mediating variable.
Wang (2024)	✓			✓	✓	✓	✓	✓	✓	Focused more on lyrical creativity.	Measure conversational fluency directly.
Adeyola & Allen (2025)	✓			✓	✓	✓	✓	✓	✓	Emotional expression is emphasised more than communication competence.	Examine verbal interaction outcomes.
Dankoor et al. (2025)	✓			✓	✓	✓	✓	✓	✓	Gender is discussed without communication mediation.	Conduct a mediation analysis statistically.
Ling et al. (2025)	✓			✓	✓	✓	✓	✓	✓	Limited to the Malaysian educational context.	Expand research in non-urban universities.
Qian (2025)	✓			✓	✓	✓	✓	✓	✓	Focused mainly on gender identity.	Explore communication enhancement variables.
Yao & Jia (2025)	✓			✓	✓		✓	✓	✓	Focused mainly on the on-stage performance.	Study everyday oral communication development.

Table 1 shows that hip-hop is among the most widely studied music genres in education, while R&B and ballads receive less attention in recent studies. Many studies suggest that hip-hop can make learning more engaging by encouraging creativity, self-expression, and active participation among students. However, only a small number of studies have examined whether these benefits directly improve communication skills, such as speaking confidently, expressing ideas clearly, and interacting effectively with others.

Past studies (Evans, 2021; Anyiwo et al., 2021; Adjapong, 2021; Emdin, 2021) found that hip-hop can motivate learners and help them connect with education through culture, identity, and personal experiences. More recent studies by Laforge-Bullido et al. (2024), Livingston (2024), Wang (2024), and Adeyola & Allen (2025) also support the educational value of hip-hop. However, most of these studies focus on creativity, inclusion, emotional expression, and identity development rather than communication skills. In addition, only

a few studies, such as Singh & Mehr (2023), Kim (2023), and Ma'rof et al. (2023), have explored R&B and ballads. As a result, there is limited evidence comparing how different music genres contribute to communication development.

The current study is guided by Sociocultural Theory (Vygotsky, 1978), which explains that learning takes place through social interaction and the use of cultural tools. This theory is relevant because hip-hop encourages communication, collaboration, and the sharing of ideas in meaningful social settings. Hip-hop lyrics can serve as cultural tools that help young adults develop communication skills through discussion, interpretation, and self-expression. Through these experiences, individuals learn to use language more effectively while building relationships and developing their identities.

Although previous studies highlight the positive role of hip-hop in education, there are still limited studies on its direct impact on oral communication skills among young adults. For example, Levy et al. (2023) found that hip-hop-based learning can increase student participation, confidence, and engagement. However, the study focused mainly on motivation rather than communication skills. Similarly, (Anyiwo et al., 2021) and (Chang, 2021) explored the effects of hip-hop on identity, social awareness, and youth empowerment but gave less attention to communication development. This creates a research gap because the impact of hip-hop on speaking ability remains unclear.

The second objective is supported by Social Cognitive Theory, which suggests that people learn behaviours, skills, and communication styles by observing and interacting with others. Studies by Ozelkan (2022), Wei et al. (2023), and Mooney et al. (2023) demonstrate the impact hip-hop can have on language learning, interaction, and self-expression. However, most studies focus on educational outcomes rather than speaking skills. Therefore, this study investigates whether hip-hop lyrics can improve oral communication among young adults.

The third objective is based on Gender Schema Theory (Bem, 1981), which explains that people interpret information through gender-related beliefs shaped by society. Previous studies suggest that gender influences how individuals engage with hip-hop. However, little research has examined whether gender affects the relationship between hip-hop lyrics and oral communication development.

Overall, existing literature shows that hip-hop has strong educational potential, but its direct influence on communication skills remains underexplored. Further study is needed to examine how hip-hop and other music genres can improve speaking confidence, verbal expression, and everyday communication among young adults.

3.0 Methodology

This chapter explains the methodology that will be used in this study and reviews previous studies that support the chosen methods. The literature review focused on studies related to hip-hop music, oral communication skills, language learning, and gender among young adults. Relevant articles were collected from academic databases such as Google Scholar, Scopus, ERIC, and ScienceDirect using keywords including hip-hop lyrics, communication skills, language learning, young adults, gender, and music-based learning.

Table 2: The steps used by previous studies

Authors (Year)	Research Focus	Methodology	Sampling Details	Data Collection Procedure	Validity/Reliability Measures	Mediation Analysis
Seog (2024)	Code-switching and language use in hip-hop lyrics	Qualitative Discourse Analysis	Purposive selection of hip-hop lyrics and texts	Analysis of lyrics, language patterns, and cultural expressions	Peer review and coding consistency	Not examined
Anyiwo, W. & Rowley (2021)	Hip-hop, identity development, and youth expression	Mixed-Methods	Youth and young adults were selected purposively	Surveys, interviews, and participant reflections	Content validity through literature support; reliability testing of survey instruments	Not examined
Alexopoulos et al. (2023)	Hip-hop and communication development	Quantitative Survey Research	Students and young adults	Structured questionnaires measuring communication and engagement	Cronbach's Alpha and statistical analysis	Not examined
Mozi (2022)	Self-expression and communication through hip-hop	Qualitative Research	Convenience sample of young adults	Interviews and focus group discussions	Thematic coding and member checking	Not examined

Bansal et al. (2025).	Hip-hop and communication confidence	Quantitative Survey Research	Young adult learners	Self-administered questionnaires	Reliability analysis using Cronbach's Alpha	Not examined
McMillan (2022)	Gender representation in hip-hop and R&B networks	Quantitative Social Network Analysis	Dataset of hip-hop and R&B artists	Secondary data analysis of collaboration networks	Network validity and statistical measures	Examined gender differences but not mediation
Maxwell & Greenaway (2022).	Gendered experiences in hip-hop communication	Qualitative Research	Purposive sample of hip-hop listeners and performers	Interviews and discourse analysis	Triangulation and thematic analysis	Examined gender influence but not mediation
Dankoor & Stephens (2025).	Rap music and gender-related attitudes	Quantitative Survey Research	Young adult male and female participants	Structured questionnaires	Reliability testing and regression analysis	Gender is examined as a moderator rather than a direct mediator.
Levy et al. (2023).	Hip-hop pedagogy and student engagement	Mixed-Methods	Students in educational settings	Surveys, classroom observations, and interviews	Instrument validation and triangulation	Not examined
Ozelkan (2022)	Hip-hop cyphers and communicative participation	Qualitative Ethnographic Study	Participants involved in hip-hop cyphers	Observation and participant interviews	Member checking and thematic validation	Not examined
Wei et al. (2023).	Hip-hop-based education and learner engagement	Mixed-Methods	Educational learners	Surveys, interviews, and classroom activities	Reliability testing and expert review	Not examined
Moohey et al. (2023).	Hip-hop language pedagogies	Qualitative Educational Research	Students and educators	Classroom observations and interviews	Thematic analysis and data triangulation	Not examined

Table 2 presents the steps taken by previous studies when they explored hip-hop, language, communication, and gender separately, along with the unexamined mediations.

Previous studies have shown that hip-hop music can influence language use, self-expression, and learning. For example, Bansal et al. (2025) examined the linguistic complexity of hip-hop lyrics, while Van Erp et al. (2024) explored how listeners interpret and engage with lyrical content. These studies suggest that hip-hop encourages language awareness, critical thinking, and active engagement. However, they did not directly examine whether listening to hip-hop lyrics helps individuals improve their speaking skills or communicate more effectively in daily life.

The literature reviewed in Chapter 2 also showed that most studies focus on cultural identity, self-expression, and educational participation rather than communication skills. As a result, there is still limited evidence on the direct role of hip-hop lyrics in improving oral communication among young adults. In addition, although gender is often discussed in relation to hip-hop culture and identity, few studies have investigated whether gender affects the relationship between hip-hop music and communication development. This highlights an important gap that needs further research.

To address this gap, the current study focuses specifically on communication outcomes. It aims to understand how hip-hop lyrics contribute to oral communication skills among young adults. The study examines elements such as vocabulary, storytelling, rhythm, and lyrical expression. It also investigates the impact of exposure to hip-hop lyrics on communication skills and explores whether gender acts as a mediating factor. By doing so, the research expands existing knowledge in an area that has received limited attention.

The literature review also revealed that researchers have used qualitative, quantitative, and mixed-method approaches. Qualitative studies by Ozelkan (2022) and Maxwell & Greenaway (2022) primarily employed interviews, observations, and discourse analysis to examine how hip-hop influences language, identity, and self-expression. These studies provided detailed insights into participants' experiences but often involved small samples, limiting the generalisability of their findings.

In contrast, quantitative studies by Anyiwo et al. (2021), Alexopoulos et al. (2023), and Bansal et al. (2025) used surveys and statistical analyses to examine the effects of hip-hop on youth development, engagement, and communication-related outcomes. Although these studies involved larger samples and produced measurable results, they mainly focused on motivation, identity, cultural awareness, and language learning rather than oral communication skills.

Therefore, this study adopts a quantitative research design. Questionnaires will be used to collect data, and the results will be analysed using SPSS. SPSS was selected because it is widely used in educational and social science research and is suitable for examining relationships between variables and testing mediation effects. Compared to R, AMOS, and SmartPLS, SPSS offers a more practical and efficient option for analysing the study's straightforward mediation model.

4.0 Findings

Table 3: Results and findings from recent studies that used Qualitative methods and mixed methods.

Author's & Year	Study Focus	Research Design	Participants / Data Source	Data Collection Methods	Analysis Approach	Key Findings / Results
Seog (2024)	Code-switching in hip-hop lyrics	Qualitative discourse analysis	Selected hip-hop lyrics/texts	Lyric and language analysis	Coding consistency; peer review	Code-switching is used as a stylistic and cultural identity marker in hip-hop lyrics.
Anyiwo, W. & Rowley (2021)	Hip-hop, identity development, youth expression	Mixed methods	Youth and young adults	Surveys, interviews, reflections	Content validity; reliability testing	Hip-hop contributed to identity formation, self-expression, and youth cultural awareness.
Mozie (2022)	Self-expression and communication through hip-hop	Qualitative study	Young adults (convenience sample)	Interviews, focus group discussions	Thematic coding; member checking	Hip-hop enabled emotional expression, identity negotiation, and peer communication.
Maxwell & Greenaway (2022).	Gendered experiences in hip-hop communication	Qualitative study	Hip-hop listeners and performers	Interviews; discourse analysis	Triangulation; thematic analysis	Gender influenced interpretation and participation in hip-hop communication practices.
Ozelkan (2022)	Hip-hop cyphers and communicative participation	Qualitative ethnography	Cypher participants	Observation; interviews	Member checking; thematic validation	Cyphers functioned as collaborative spaces for communication, creativity, and identity expression.
Levy et al. (2023).	Hip-hop pedagogy and student engagement	Mixed methods	Students in educational settings	Surveys, interviews, and classroom observations	Instrument validation; triangulation	Hip-hop pedagogy increased student engagement, motivation, and classroom participation.
Wei et al. (2023).	Hip-hop-based education and learner engagement	Mixed methods	Educational learners	Surveys, interviews, and classroom activities	Reliability testing; expert review	Hip-hop-based learning improved engagement and interaction in educational settings.
Mooney et al. (2023).	Hip-hop language pedagogies	Qualitative educational research	Students and educators	Classroom observations; interviews	Thematic analysis; triangulation	Hip-hop pedagogy supported interactive learning and communicative language use.

Table 3 presents recent findings from studies that used qualitative and mixed methods approaches. Through the reviewed studies, hip-hop consistently emerged as a meaningful tool for communication, learning, and identity development. (Seog, 2024) highlighted code-switching as a deliberate strategy for expressing cultural identity. (Anyiwo, Watkins & Rowley, 2021) found that hip-hop supported self-expression and identity formation among youth. Similarly, Mozie (2022) emphasised its role in emotional expression and peer

communication. (Maxwell & Greenaway, 2022) showed gender shaped communicative experiences, while (Ozelkan, 2022), (Levy et al., 2023), (Wei et al., 2023), and (Mooney et al., 2023) linked hip-hop to enhanced engagement. Collectively, these findings suggest that hip-hop serves not only as entertainment but also as a powerful social and educational medium that fosters interaction, creativity, cultural awareness, and meaningful participation across diverse learning and communication contexts.

Table 4: Results and findings from recent studies that used only a quantitative method

Study	Lyrics Dataset	Quantitative Measure	Result
Seog (2024)	40 songs from Jay Park, BewhY, Zion.T, G-Dragon, ZICO, Vinxen, and Okasian	Lyrics Dataset Size	40 hip-hop songs analysed
Seog (2024)	Same Lyrics Dataset	Code-switching Categories	Intra-sentential, inter-sentential, and tag-switching were identified; high positive correlations were reported between code-switching types, but exact coefficients are not visible in the abstract.
Chen et al. (2024).	537,553 English-language songs	Lyrics Dataset Size	537,553 songs analysed using BERTopic and SC-WEAT methods.
Chen et al. (2024).	537,553 songs	Gender Bias Measurement	Male bias is associated with intelligence and strength terms; female bias is associated with appearance and weakness terms. Exact SC-WEAT scores not available in the abstract.
Bansal et al. (2025).	3,814 songs from 146 artists (1980–2020)	Lyrics Dataset Size	3,814 songs and 146 artists analysed.
Bansal et al. (2025).	Same Lyrics Dataset	Vocabulary Diversity	23.7% increase over the study period.
Bansal et al. (2025).	Same Lyrics Dataset	Regional Lexical Variation	East Coast artists showed 17.3% higher lexical variation than artists from other regions.
Bansal et al. (2025).	Same Lyrics Dataset	Rhyme Density	Increased by 34.2% across regions.
Bansal et al. (2025).	Same Lyrics Dataset	Technical Complexity	Midwest artists recorded 3.04 rhymes per line.
Bansal et al. (2025).	Same Lyrics Dataset	Social Justice Themes	Decreased from 28.5% to 13.8%.
Bansal et al. (2025).	Same Lyrics Dataset	Introspective Themes	Increased from 7.6% to 26.3%.
Bansal et al. (2025).	Same Lyrics Dataset	Sentiment Polarity	Declined by 0.31 following major social unrest events.
Bansal et al. (2025).	Same Lyrics Dataset	Geographic Correlation	$r = 0.68, p < .001$.
Bansal et al. (2025).	Same Lyrics Dataset	Temporal Correlation	$r = 0.59, p < .001$.

Table 4 presents quantitative findings from three recent studies that used only quantitative methods to examine hip-hop lyrics from linguistic, thematic, and gender-related perspectives. Although the studies used different datasets and analytical approaches, they collectively demonstrate that hip-hop lyrics function as a rich medium of communication and language expression.

The first recent study (Seog, 2024) analysed a lyrics dataset comprising 40 songs by prominent Korean hip-hop artists and found extensive code-switching, including intra- and inter-sentential and tag-switching patterns. According to Seog, the strategic use of English alongside Korean serves communicative purposes such as identity construction, stylistic expression, and audience engagement. The author argues that code-switching is not merely a linguistic trend but a meaningful communication tool that allows artists to convey emotions, social identities, and cultural affiliations more effectively. These findings suggest that exposure to hip-hop lyrics may enhance listeners' awareness of diverse language forms and communicative styles.

Similarly, Chen et al. (2024) examined a much larger lyrics dataset of 537,553 English-language songs using topic modelling and gender-bias measurements. Their findings revealed that male-associated terms were frequently linked to intelligence and strength, whereas female-associated terms were more often connected to appearance and weakness. The authors argue that song lyrics do not simply reflect societal beliefs but can also reinforce and reproduce gender stereotypes. From a communication perspective, these results highlight how linguistic choices in lyrics shape perceptions of gender roles and social interaction. This finding is particularly relevant for studies investigating gender as a mediating variable in communication-related outcomes.

Moreover, Bansal et al. (2025) demonstrated the communicative complexity of hip-hop lyrics by analysing 3,814 songs from 146 artists. The study reported a 23.7% increase in vocabulary diversity and a 34.2% rise in rhyme density over time, indicating that hip-hop lyrics have become increasingly sophisticated. The authors also found significant regional differences in lexical variation and observed shifts in thematic content, with social justice themes declining while introspective themes increased. Furthermore, significant geographic and temporal correlations were identified, suggesting that lyrical content evolves alongside social and cultural changes. According to

the authors, these developments reflect hip-hop's capacity to communicate personal experiences, societal concerns, and cultural identities.

To sum up together, the findings indicate that hip-hop lyrics are more than entertainment. They represent a dynamic form of communication that incorporates linguistic creativity, cultural expression, and gendered meanings, making them highly relevant for understanding oral communication skills among young adults.

5.0 Discussion

This study's findings suggest that hip-hop lyrics can play a meaningful role in supporting the development of oral communication among young adults, particularly by exposing learners to authentic, expressive, and culturally embedded language. From a Sociocultural Theory perspective, learning is strengthened through interaction with real-world language use, and hip-hop provides this through its storytelling, rhythm, and rich vocabulary. Recent research supports this idea, showing that hip-hop-based learning can increase student engagement and participation in language-related activities (Ling et al., 2025). In addition, Social Learning Theory helps explain how repeated exposure to lyrical language can influence imitation and improve expressive communication skills over time.

Empirical studies also strengthen these findings. Bansal et al. (2025) found that hip-hop lyrics have become increasingly complex, with higher vocabulary diversity and stronger rhyme structures, suggesting that listeners are exposed to more advanced language patterns. This can indirectly support vocabulary growth and language awareness. Similarly, Seog (2024) highlights that code-switching in hip-hop is intentionally used to express identity and connect with audiences, demonstrating how language can be flexible and context-driven in real communication. Zhang et al. (2023) further support this by showing that song-based learning improves pronunciation and vocabulary acquisition, reinforcing the educational value of music in language learning.

From the perspective of Gender Schema Theory, Chen et al. (2024) found that lyrics may reflect and reinforce gendered meanings, shaping how individuals interpret and respond to language. This supports the importance of examining gender as a mediating factor in communication development, as gender socialisation may influence how learners engage with lyrical content.

Practically, these findings suggest that teachers can use hip-hop lyrics as a teaching tool to make speaking activities more engaging and relatable. In Malaysia, this approach aligns with student-centred learning goals and can help improve English proficiency more enjoyably. At the policy level, integrating music-based learning can support more inclusive and creative teaching strategies. Overall, hip-hop can be seen as both a cultural and educational resource that supports communication, identity, and language development in meaningful ways.

6.0 Conclusion & Recommendations

This study concludes that hip-hop music has strong potential to improve oral communication skills among young adults, particularly in speaking confidence, expressive ability, conversational fluency, and interpersonal interaction (Livingston, 2024; Wang, 2024). Overall, the reviewed literature shows that hip-hop consistently functions as a meaningful medium for communication, learning, and identity development. Qualitative and mixed-method studies indicate that hip-hop enhances student engagement and participation in language learning (Wei et al., 2023). It also supports self-expression and emotional communication, helping young people develop their voices with greater confidence (Mozie, 2022; Mooney et al., 2023). In addition, code-switching is often used as a deliberate communicative strategy to express identity and cultural belonging (Seog, 2024). Gender also influences communicative experiences, with hip-hop environments reflecting distinct access and interpretation patterns (Maxwell & Greenaway, 2022). Quantitative studies further strengthen these findings. Chen et al. (2024) show that lyrics reproduce gendered meanings that shape social interpretation, while Bansal et al. (2025) demonstrate that linguistic complexity in hip-hop has increased over time. Together, these findings confirm that hip-hop is not only entertainment but also a structured form of linguistic and cultural communication relevant to oral skill development.

However, based on the reviewed literature, several limitations and research gaps can be identified that should guide future studies on hip-hop music and communication among young adults. Although prior studies consistently show that hip-hop supports engagement, identity formation, and language learning (Mozie, 2022; Wei et al., 2023), most of these works focus on participation and self-expression rather than directly measuring improvements in oral communication. This limits the ability to determine how hip-hop influences speaking performance in real-life contexts clearly. In addition, qualitative findings, such as those by Maxwell and Greenaway (2022) and Seog (2024), provide rich insights into identity and code-switching, but their small-scale designs limit generalisability. Quantitative studies (Chen et al., 2024; Bansal et al., 2025) offer stronger statistical evidence but still focus more on lyrical structure, gender bias, and vocabulary trends rather than communication outcomes.

Moreover, compared to the limitations of recent studies, the current study's limitations are that it lacks sufficient quantitative methods to provide robust support, as it chose to pursue the same method. Furthermore, it will be difficult for the current study to determine the sample size needed to produce sufficient data, as there may not be many young adults who enjoy listening to Hip-hop music. There may be those who do not agree that Hip-hop music is a reliable tool for improving oral communication skills.

As for recommendations to improve the research findings, teachers should integrate hip-hop lyrics into speaking lessons by selecting age-appropriate songs and designing structured classroom speaking tasks. First, teachers can begin with guided listening activities where students identify key vocabulary, expressions, and themes from selected lyrics (Bansal et al., 2025). Next, pair or group discussions can be organised in which students interpret meaning, compare perspectives, and relate lyrics to personal experiences, thereby supporting communicative confidence (Mozié, 2022). Role-play and performance-based speaking tasks can then be used, allowing students to re-create or paraphrase lyrics in their own words, improving fluency and pronunciation (Zhang et al., 2023). Teachers should also include reflection activities where students discuss how language and identity are represented in songs, linking to findings on code-switching and cultural expression (Seog, 2024). To promote gender awareness, educators can facilitate guided discussions on how different identities are represented in lyrics, drawing on gender-related findings (Chen et al., 2024). At the institutional level, schools should provide training workshops for teachers on music-based pedagogy and develop curated lyric resources aligned with curriculum goals. Policymakers can further support this approach by encouraging curriculum flexibility that allows for the inclusion of culturally relevant materials in language classrooms.

In addition, for the current and future studies, the researcher should examine more closely how hip-hop affects speaking skills such as fluency, clarity, vocabulary use, and confidence (Bansal et al., 2025). It would be helpful to use larger, more diverse samples to represent different groups of young adults better (Chen et al., 2024). Researchers could also compare hip-hop with other music genres, such as R&B and ballads, to determine whether its impact on communication is unique (Zhang et al., 2023). At the same time, gender should be examined more deeply to determine whether it affects how hip-hop influences communication skills (Maxwell & Greenaway, 2022; Seog, 2024). Overall, combining these improvements would yield a clearer, more complete understanding of how hip-hop supports communication development among young people.

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Paper Contribution to the Related Field of Study

This research will provide a new literature review and guidelines for future researchers who want to pursue similar research or a different topic related to this research.

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