

# English the Smart Way

Podcast Session 7:

**Rap your way to English fluency!**

**Interview with Jason R. Levine AKA Fluency MC**

Show Notes: <http://englishthesmartway.com/session7>

## Introduction

**Ivan:** Hello everyone, Ivan Ottinger from englishthesmartway.com here. I'm really happy to be able to share with you a new episode of English the Smart Way podcast.

Today we are having a very special guest. His real name is Jason R. Levine but his students of English language probably know him better as Fluency MC.

Jason hasn't been an English teacher for the whole of his life. He started his career as a DJ and then transitioned into this completely new teaching path. Basically, Jase has connected his passion for music and rap with English teaching. So, as you will hear on the interview, Jase doesn't rely on traditional teaching methods only. But instead, he developed his own approach to help his students acquire English fluency.

These days Jase is not just an English teacher but also a successful teacher trainer, so called knowledge entertainer and creator of the English Workout Method which you will learn more about on the interview. Jase has also taught English and given workshops in 14 countries over the past 18 years, taught people of all ages and cultures, from children and teenagers to university students and executives of international companies. He's currently doing a so-called Rhyme On Time student workshops at schools across Europe. Jase also coaches and trains Non-native English Speaker Teachers online and at schools worldwide.

So, without further ado here is Jase from Fluency MC.

## Interview

**Ivan:** Hello, Jason. Welcome to the show.

**Jason:** Hi Ivan! Great to be here.

**Ivan:** Tell us a bit about you. How did you get to English teaching?

**Jason:** Let's see. I was in New York City, and I'm working a bit in the music business. I had left graduate school, where I was doing a doctorate in Psychology, and I decided I didn't want to do that. I wasn't sure what I wanted to do. I was interested definitely in education, and I had been for a while. My cousin got me a job teaching a group of young adults, mainly from Central and South America, English in Brooklyn. I liked it immediately, so I kept going from there.

**Ivan:** So you started teaching adults English?

**Jason:** Yes. Adolescents and adults. That's mainly since then, and this is back in 1997, 1998. Since then, I've taught different ages, but mainly adolescents and adults.

**Ivan:** Oh yeah. So you did a PhD in Psychology, right?

**Jason:** I was in the PhD program, but not for very long.

**Ivan:** Alright. Did you get any experience from psychology's point of view into teaching English? Or it was completely different?

**Jason:** Oh no, there's a lot of overlap. When I was in college doing my bachelor's degree in Psychology, I was focusing a lot on education, and I was interested particularly in identity development in adolescents. That's what I was hoping to - planning to focus on in graduate school, and also in college, I took a couple of linguistics courses. I was interested in language learning for sure, as well.

**Ivan:** So, some ideas you got from your studies of Psychology - you started applying into teaching English, right?

**Jason:** Yeah! That's, I think, why I got so passionate about language teaching, because I realized it was this wonderful window into all these things I'd already been interested in - how young people learn and how it affects their identity and how identity development affects learning. Then I got very interested in second-language acquisition. I hadn't studied that before.

**Ivan:** I really found interesting that you connected music, rap, and singing with English teaching. What has inspired you to put all of these together?

**Jason:** I was teaching and training teachers. I was teaching foreign students studying on student visas in New York and New Jersey, coming for short periods, sometimes preparing to apply to universities in the States, and also training teachers from other countries in New York.

And a couple of things happened at the same time. One was my students, although they were in the US and taking many hours of English class a week, still were not getting enough exposure to the target language that they wanted to learn and I wanted them to learn, so that they could develop accurate and fluent use of this language. I mean, they were in the States, but they, outside of class, were not getting enough comprehensible input and certainly not enough repetitive practice with comprehensible input.

In the classroom, we were doing some of these, but it was more the communicative approach of discussing opinions and ideas, which is really interesting, but they weren't getting enough practice. By that, I mean repetitive practice of hearing and reading and repeating the language they really needed, for obvious reasons, because that's unnatural and boring most ways that we try to do this.

**Ivan:** Yeah.

**Jason:** At the same time, I was training teachers how to write their own songs. I was doing a program for teachers from Korea, who were interested in using songs in the classroom. With my students, I realized they needed a way to get repetitive exposure and practice to target language, and songs were a great way to do this. Then training teachers, I discovered that they were less interested in learning how to make their own songs and much more interested in how to use songs that I started

making. I started making the songs for my students, because I thought this might be a way to help them get that practice.

The reason for doing it with hip hop is because I grew up with this music. I was a hip hop DJ. And also chanting - there are chants already out there. Carolyn Graham and others had made chants for language learning. Chants are very similar to rap and hip hop. And I'm not a singer. I'm definitely a music guy, but not a singer. Rap is something I knew, and so that's why I did it.

Then after starting with rap, realizing a lot of additional benefits of using rap music - if you want to ask me about these, we can talk about them, but quickly, those would be the fact that hip hop is more rhythmic than other pop music. It's more similar to the natural stress patterns of conversation or discourse, more than a melodic pop song, for example.

Also, rap music is international. I was teaching students from countries all around the world, so this was something they all knew and had in common, when there wasn't always so much they had in common, with differences in their cultures and so forth. And finally, hip hop was something they were really curious about because I was a DJ and because we were in New York City, in New Jersey, where the culture was so strong. Yeah, they liked the first song I wrote, and so I started making more.

**Ivan:** More songs, and then you started uploading them on the internet?

**Jason:** Yes, the first song I wrote for my students was Stick Stuck Stuck, a song to learn irregular verbs. I wrote that, I think, 2007, and then in 2010 - so this is two-and-a-half years later, when I put it up as a video.

**Ivan:** Interesting. You mentioned chants, right? English chants. Could you please tell us more about it? What does it mean? It's different from rapping, but...?

**Jason:** Well, a chant is really - compared to a song, it's just focusing on the rhythm. The music - it's shorter. The music doesn't play as much of a role as what you're saying. I guess, it's sort of somewhere between a poem and a song. If you're reading a poem that follows a certain rhythmic pattern and if it has rhyme and you're putting a little more music into it, then it's sort of a chant. That's the best way to think about a chant.

**Ivan:** Alright. After the success with the first song, you started recording more and more songs and sharing it with your students?

**Jason:** Yes. I'm lucky to be doing this at a time, when I could share them on Youtube and get them out there and find out what people liked and get a wider audience.

**Ivan:** Yeah, alright. So, your website says that you are a knowledge entertainer. It is related to what we're just talking about, right? You use music, rapping. Could you please maybe tell us - describe how does the lesson with rapping look like.

**Jason:** Well, it looks exactly I think like any lesson, where you use a song. I mean, because in my case, if I'm teaching myself in a classroom, then I'm using my song for whatever reason I'm using it. It could be to introduce vocabulary, grammar, an idea. It could be to review it. It could be to recycle some things. It could be the main part of the lesson. It could be a smaller part of the lesson. It could be something they're doing at home.

So, I happen to be the person that's making those songs, but teachers who use my songs would use them the same way they would use any song in the classroom. It's focused on - it could be reading

practice, writing practice, speaking practice, a combination of everything, obviously, listening practice, but I don't teach only through songs.

I mean, now I do workshops with students, so the main focus is the songs, but certainly if I had my own class - I don't anymore, but if I did, I wouldn't be teaching only with music. I never did. It was always something I did to supplement everything else, and I think that's what most teachers do with songs or videos.

**Ivan:** Yes. What's the advantage of using music, in general, and the rapping? Because you mentioned that there is pattern and there is some rhythm in it, so how does it help people to, for example, be more fluent and so on?

**Jason:** I think there are many advantages of using music, and then some that are maybe more specific to rap. I think number one by far is the fact that if we like a song, we naturally want to repeat it, and this is something that people don't talk about that much because it's something we take for granted. It seems so obvious, but when you think about this as a language teacher or as a language learner, it's really important because almost nothing else is natural to repeat the same way. For example, if we really like a movie, we might watch it again, but not the same day.

**Ivan:** Oh, yeah.

**Jason:** If we really like a magazine article, we're probably not going to read it again. I mean, it's possible. If we really like a song, we listen to it sometimes immediately after.

**Ivan:** Yeah.

**Jason:** And so there's really nothing like that. Then when you factor in that songs have rhythm and rhyme, so do poems and stories sometimes, but they don't - unless you're listening to someone tell the story or read the poem - again, that's not so natural. You're not going to get exposed to it for listening skills.

Then the rhythm and rhyme serve to help us remember the vocabulary and grammar, so we all know that experience of getting a song stuck in your head and remembering vocabulary and grammar more. We don't usually think about it as vocabulary and grammar, but remembering that discourse, that content much more easily and for longer, sometimes forever, when it's in a song. That's the power that rhythm and rhyme have for remembering language.

Then with hip hop, I mentioned earlier, because it's closer to how we naturally speak in conversation, it's much more rhythmic, not melodic. Rap songs that are already out there - people that make hip hop music, rap music - this is a little more complicated because they may switch the stress around. They're obviously going to use vocabulary and grammar structures that may not be what the students need to practice, and it's enormously important in motivating me to make songs - was that hip hop music that was out there - it was interesting for students from a cultural perspective, if they liked it, to figure out what it meant. But hip hop English is not the same as general English. And what my students needed to practice was the English for tests and universities, jobs. So pop songs in general and hip hop in particular do not contain the kind of target language that the students really needed to get repetitive practice with.

So that's a big reason why I started to write songs. Because a textbook might have a song that is closer to what the students need. You know, it's practicing with language from the unit, but in almost every case, my students found those songs childish or boring - usually both.

To sum up, my objective was to make songs with music that students would like, songs they'd naturally want to repeat, that had the target language they needed with high frequency collocations, very functional language in songs that they would want to repeat; and then make videos that they would want to repeat; and using hip hop because that's the music I loved the most and knew the most, but also for the reasons I just mentioned of how I think it, even more than a pop song, helps promote accuracy and fluency across all four skills.

**Ivan:** Oh yeah. You took the best from the rap music and the songs that are maybe in textbooks, and you created something new with all the things that were missing from rap music and the textbooks - songs, for example.

**Jason:** Yeah, that's what inspired me, and I think I'm doing it. I think I can always get better at it, but I think that's my goal.

**Ivan:** Great! I never realized that the songs are such a great material for getting better in English.

**Jason:** When I write a song, I spend a long time focusing on what language to put in the songs. I mean, I'm motivated to write a song starting from "I'm going to write a song about countable and uncountable nouns" or "I'm going to write a song about vocabulary for a business meeting." That's how I start, so if there are messages in there or humor, that comes after. It comes first and foremost from "What is the need that students have for the target language they need practice with? And how can I put that in a song so that they're going to get that practice?"

**Ivan:** Interesting. Yeah, so my next question will be - why do you think that so many people have problems acquiring fluency?

**Jason:** That's a great question. You know, until recently, it was much harder for me to answer. The reason is not because of something I discovered, but I wrote a blog post a few months ago, where I asked colleagues of mine - 34 people in total - what they thought was the most important thing to achieve fluency. The article is talking about tips for achieving fluency with the idea being, as you said, that so many people don't achieve it.

There are many great ideas there, but one that stands out is from a friend and colleague of mine, Chuck Sandy. Chuck Sandy said, and I quote, "Practice builds accuracy. Accuracy builds confidence. Confidence builds fluency." The moment I read that, everything just connected for me. It was really exciting to have that feeling, after so many years of doing what I'm doing, so it really resonated with me because it's what I'm trying to do.

So let me go back. "Practice builds accuracy." For example, I'll use music. When you repeat a song many times, then you become more accurate in terms of understanding it, in terms of your pronunciation, in terms of the grammatical accuracy. For example, talking the other day about people my age - everybody knows this song by Lionel Richie, "Hello. Is it me you're looking for?"

**Ivan:** Yeah.

**Jason:** “Is it me you’re looking for?” Most people my age have that sentence. It’s an interrogative sentence, a yes-no question with the verb to be in the present progressive. It’s the verb plus preposition “looking for.” Without thinking about it, you have that forever.

**Ivan:** Yeah.

**Jason:** You have that accuracy. If you’re able to sing it or say it quickly, that’s fluency, and the reason you’re able to use it quickly, to understand it quickly, is because you’re confident, because you have the accuracy that comes from the practice. It’s the exposure and practice that builds the accuracy.

And then how do you feel if your English is accurate? You feel confident. This does not mean it’s all about being perfect or not making mistakes. It’s nothing like this because all of this needs to be done through pleasure, or you’re not going to be motivated, so it’s the pleasure of knowing something accurately, of having that, then being confident to use it.

I noticed this - to tell you a quick story - personally, for the first time when I was focusing my students on learning collocations, which is what my songs are based on, and I realized-

**Ivan:** Sorry. Could you please maybe explain what is a collocation because I think many people don’t know?

**Jason:** Sure. For example, collocation is words that go together with high frequency. They chunk together. For example, if I say, “Stop,” you might think “bus stop” or “stop smoking” or “please stop.” Which words go with “stop?” And these can be very fixed idioms, or they can just be words we often use like “make breakfast,” for example. So those are collocations, and you know them when you’ve been exposed to them enough times, then you just naturally have them.

Most students that I had were struggling because they weren’t getting enough repetitive practice with them, but they knew them from songs and commercials and felt much more confident with them in that way. So that’s what Chuck said about “Practice builds accuracy. Accuracy builds confidence. Confidence builds fluency.”

For example, I had a student, where I said the word “always” during class, and she said, “Coca Cola” very quickly. Because “Always Coca Cola” - it’s not a natural collocation, but it was in commercials that she was hearing and seeing on the bus. What I’m trying to do in my songs is to give students so much exposure to these collocations that they have them naturally in their brains through the practice. If they have them, then they feel confident and will use them. That’s the fluency.

Back to your question. I think most people - if we define fluency as being able to express what we want to express (of course, with some mistakes), understand what we want to understand (not everything perfectly), but if to have fluency in this way, confidence is absolutely key. Most people don’t have that confidence. They’re struggling to study so much or worrying so much about how good their English is, how bad their English is. I think if we follow Chuck’s model and we do a lot of repetitive practice with interesting, engaging material - listening to music, watching videos, reading things for pleasure - then we will naturally get to fluency via the confidence that comes from accuracy, and that comes from all the exposures, the practice.

**Ivan:** Thank you. Yeah. I really like that. You know, I went to your webinar you had a few weeks ago, and you talked about an interesting idea. It was the difference between studying, practicing, and using English. Could you talk about this more?

**Jason:** Yes. Thank you for asking. It connects directly with what your last question - what I said about accuracy and fluency and why so many people struggle to achieve fluency.

Most time that learners spend on English or other languages, but we're talking about English here. The time they spend is learning about the language. What I mean when I say "learning about," this is reading a grammar explanation. This is looking at a list of vocabulary. Sometimes it's through the interesting stuff that's shared in social media - a meme; an infographic; some really clear, maybe even funny explanation of something about English. The most traditional thing would be material in a textbook that they are trying to understand or remember.

To me, this is not practice, because this is more trying to understand it, study it. Now if you take that, for example, information in a chart, let's say. Let's take a very easy example. "Make" and "do" collocations. So we have "make money," "make a profit," "make the bed," "make noise." And then we have "do laundry," "do a good deed," "do your best." This is all great stuff. The learner, student wants that in his or her brain to be able to use it.

**Ivan:** Correctly.

**Jason:** Yeah. Accurately and fluently. How do we get from A to B? How do we get from studying, from learning about the language, this great list of vocabulary, to using it in real situations?

What's missing is practice. And when I say "practice," I do not mean talking with a conversation partner. Talking with somebody in English is, in the way I'm explaining this difference, using English. So once again, we're talking about the difference between learning about English, practicing English, and using English.

Many people feel if they study enough, in other words, learn about English enough, then they can go out and use it. Or they can use it in the classroom, in an activity, because I would say a classroom activity is also using English. If it's a communicative activity, creating a dialogue or doing something where you're using what you learned, the problem is usually you haven't learned it. What I mean is it's not in your head to just use naturally, to use with accuracy, to use with fluency, and that's because you haven't repeated it enough. You haven't read it enough times. You haven't heard it enough times. You haven't said it enough times.

Early on in this interview, I mentioned what inspired me is my students were not getting enough repetitive practice, but repetitive practice is usually boring, stressful, not contextualized. We're just going to repeat "make" and "do" collocations over and over again, with flashcards. That's not motivating for most people, and it's not going to help.

Yeah, so the missing piece - students who are able to be fluent and accurate and use English, when they go to a store or at a party or in a business meeting, in almost every case, those students had more practice, whether the practice comes from songs, reading, movies. This is what I mean by practice and getting repeated exposure to the language that they need and want to use.

I have a song called "Make or Do." That song - I've seen many, many people listen repeatedly to that song and watched the video repeatedly and then are able to use the language from the song with high accuracy and fluency, whether it's in an activity in the classroom, where applying it, or it's in a real life situation.

**Ivan:** Because I have practiced it enough times, listen to it a hundred times, and then it's...

**Jason:** Yeah! And usually because they want to, which just actually happened the other day. I have an online practice program called the English Workout, and a student in our Facebook group from that program, in a chat we were having in our Facebook group, he just came out with a sentence naturally that was from a song of mine. He knew it was too. I mean, he put it there, and then he's like, "Oh yeah. That's from your song." That's for me, the ultimate goal. It doesn't have to come from my song. It can come from another song, come from a movie, come from reading, but it comes when you need it, when you're using English.

Let's say, you're in a job interview, and you've gotten so much practice with specific expression or sentence that it just automatically comes when you want it to. That's what we're trying for.

**Ivan:** Interesting. So all of your experience - you had your students, from your studies, and everything you put together, and you used all of this to teach students your workshops, right?

**Jason:** Yeah. I do a few different things. I'll just quickly tell you, then if you want to ask me.

**Ivan:** Sure. Sure.

**Jason:** One thing I do is I go to mainly middle schools and high schools, sometimes primary schools, sometimes universities, and do workshops with students, where we practice with my songs and videos in big groups, usually between 100 and 300 students.

I also do teacher training, more traditional teacher development workshops, and also things related directly to my work with my songs and my materials. I also have an online speaking and listening program called the Weekly English Workout. I just mentioned that. So I have students, who I teach through social media, through a live class I have every Sunday, and through videos that I make for them.

Those are the three things that I concentrate on.

**Ivan:** Yeah. Thank you. So, the workshops you do, like those are offline workshops - you go to school, and there you teach students with your methods, right?

**Jason:** Yes. I do it in schools, but I've also started doing them online a little bit, not for big groups, but for smaller groups in virtual classroom. But yeah, almost always, it's offline. It's going into a school and doing it.

**Ivan:** So they are like 300 people, for example?

**Jason:** Yeah. Yes, sometimes it's that big.

**Ivan:** And you meet there, and you - could you describe in a brief - how does the workshop look like?

**Jason:** Usually, we're in a theater, sometimes a really large classroom, if it's a small group, but usually a theater at the school. Sometimes in the town, so not in the school, but near the school. And I have a screen. I show slides and videos and play music through a sound system and engage students in practice with the songs and the videos and also humor, joking with them, giving them the opportunity to experience the materials that I have live, because before I come, usually they are using my songs and videos, sometimes in a structured way, in their lessons. Sometimes they've just seen my videos before I come.



My goal is to inspire them so that afterwards, they're following what I'm doing and using my materials, but also I hope are feeling more confident to go online in general and listen to music and watch music videos in English as a result of the experience they had at the workshop.

**Ivan:** So you try to, not just teach them English, but also to change their mindsets so they know that they can use different ways to get better in English, right?

**Jason:** Definitely. Definitely yeah.

**Ivan:** Perfect. I think that most of the listeners - I think that most would be interested in your online teachings and the online courses. So maybe if you could tell us a bit more about your English Workout?

**Jason:** Yeah, great! I'd love to. The Weekly English Workout has three components. One is when you join, you receive what we call video workouts. They are not live videos. They are videos you can watch anytime, but they are videos I create only for students of this program. So they are not my Youtube videos.

These are videos that include authentic conversations that I made with actors live. Live - I mean we're in a coffee shop. We're on the street. It's practice with conversational English, and then we watch those conversations. Then I explain a little bit, but the main thing is practice. So we do repetitive practice with rhythm. We do chants, practice with songs and chants I've written that use the language.

Those video workouts, when you join the program - you receive them for four weeks. Every other day, you get materials and exercises, audio exercises, PDFs, and everything. That's all on my website. So that's one part of the program.

The second part is a private Facebook group that is only for students in the program, so it's completely different from other places. Maybe people might have seen me, because I'm on Facebook a lot in different groups, so it's different in the sense that I'm right there and I have a lot of teacher friends that are right there to help directly with any question, any comment, anything all the time. We're very responsive, plus I put in everyday a different - everyday we have different themes for different days, so we have Music Monday, Trivia Tuesday. We have different activities and things we do in that Facebook group.

The third thing is the live class, which is every Sunday. I should mention that the Facebook group and the live classes are - once you join, you have these forever. Lifetime membership, so you don't keep paying. It's not a membership program. You pay once, but you remain in the Facebook group for as long as you want and in the live classes for as long as you want. You have lifetime membership. The live class on Sunday - since you can come anytime, any week, it's very relaxed, very flexible. You can come every week if you like. You can come once a month. You can watch the recording of the class, if you are not there live.

Yeah, it's a fun program. Anybody who's interested can contact me through my website. It's only open four times a year, so we have announcements on the site to talk about when the next one will be open. The next one is probably going to open in around a month, maybe two months, so we're still planning that. But anybody who's interested, just please on my website, there's a contact form. I'd love to hear from your listeners anyway, so just say hello if you like. If you're interested in the program, I can also tell you about it.

**Ivan:** Alright. Perfect. Thank you very much.

**Jason:** Thank you!

**Ivan:** So yeah, we can maybe go to one of the final questions.

**Jason:** Okay.

**Ivan:** The question is what would be your number one tip for English learners around the world?

**Jason:** My number one tip for English learners around the world is to - I'm gonna be repeating myself - to get repetitive exposure and practice in a fun way, with the language you most want and most need to use in your life. So I'll say that again, and then I'll explain it. Get repetitive, exposure, and practice in a fun way with the English language - the phrases, the sentences that you most want and most need to use in real life.

I've been talking about songs a lot, but let's talk about videos. So how about a movie that you love? And you know the movie well in your own language. Watch it in English, and watch certain scenes over and over again, especially scenes where, again, there's language that you want to use - some phrasal verb, some expression. Because if you're enjoying it and you repeat it and you understand it, then without trying - without "I have to learn this. I have to study this" - you will remember that language. You'll remember it with high accuracy, and you'll use it with high fluency because you've repeated it so many times.

What I would say that - part of this tip is do not feel badly. Do not feel negatively, if you can't remember something you think you should remember. You studied this. "Why did I make a mistake? Why did this happen?" Don't feel badly because of course, this happened. You did not read it enough times. You did not hear it enough times. You did not listen to it enough times. It's not your fault, so the idea of "Well, I understand this English from studying it, from learning about it. I should be able to use it with accuracy and fluency," - no! Not until you get enough practice.

It's doing the practice in a fun way, and it's trying not to think negatively because this will make you more stressed and your confidence will go down. This would be my number one tip.

**Ivan:** Yeah. Thank you very much, Jase. Perfect. Yeah, I totally agree with you. Yeah, I just agree.

**Jason:** Good. I'm glad.

**Ivan:** So, where can people find more about you and your work?

**Jason:** The easiest thing is just my website, which [fluencymc.com](http://fluencymc.com). So if you remember my name, Fluency MC. It's just [fluencymc.com](http://fluencymc.com). If you put "Fluency MC" in Google, you should get a list of places to find me that are the most useful, I think - so Youtube for my videos; Facebook, if you want to send me a message through Facebook or see what I'm doing on Facebook. I'm very active on Instagram, on Facebook. Not as active on Twitter, but I am on Twitter as well. But all of this, you could just access through my website. I'd love it if your listeners went there, and you can send me - as I said there's a contact form. It's just an email right to me. If you just want to say hi - you heard the interview and just wanted to say hello or if you have a specific question, then please write to me. I love receiving messages, and I reply to everybody.

**Ivan:** Perfect. Thank you very much, Jase.

**Jason:** Oh, thank you so much.

**Ivan:** Hi, guys! This is Ivan again. Thank you very much for listening to our interview. I hope you had a great time. I would also like to thank Jase one more time for coming to the show and sharing his experience, knowledge, and energy with us. So thank you, Jase.

And for all of you listening, who found Jason's work inspiring and interesting, head onto his website. You can access it using a special affiliate link, which we prepared with Jase for you shortly after the interview was recorded. The link is [englishthesmartway.com/fluencymc](https://englishthesmartway.com/fluencymc). That is spelled out [englishthe smartway.com/fluencymc](https://englishthesmartway.com/fluencymc). Again, [englishthesmartway.com/fluencymc](https://englishthesmartway.com/fluencymc). This link will lead you directly to Jason's free Weekly English Workout sample.

When you sign up there for free, you will get three video workouts from Jason's exclusive Speaking Practice program. You will get access to live classes twice a month for a limited period, so you can come to Jason's live online classes to practice English with him and other students. You will also get access to the Fluency MC Songbook, which includes the lyrics to all 36 of Jason's songs. You can listen too on his Youtube channel. So you can basically sing along to Jason's songs and have some fun.

Yeah! If you found this interesting, check out [englishthesmartway.com/fluencymc](https://englishthesmartway.com/fluencymc) and tell me what you think. Oh, and also, you can find all the show notes and links mentioned in this episode at [englishthesmartway.com/session7](https://englishthesmartway.com/session7). Again, [englishthesmartway.com/session7](https://englishthesmartway.com/session7).

Alright. Thanks again for listening, and I wish you a very nice day! Enjoy English. Bye!

#### **Links and Resources Mentioned in This Episode:**

- [Fluency MC - The Weekly English Workout Sample \(FREE\)](#)
- [Jason's YouTube video channel \(video\)](#)
- [Make or Do Grammar Vocabulary Rap Song with Fluency MC \(video\)](#)
- [Stick Stuck Stuck song \(video\)](#)