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AI-Generated Songs as a Didactic Tool in Teaching German as a Foreign Language

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Abstract

The field of teaching German as a foreign language has evolved through various methodologies, and now with technological advancements, Artificial Intelligence (AI) is transforming language pedagogy by enhancing engagement, personalization, and efficiency. Songs have long been recognized as effective tools for reinforcing concepts, as they appeal to the emotional aspects of learners and make the learning process enjoyable. However, for certain grammar and vocabulary topics, suitable songs may not always be available. AI-generated songs, created through tools like ChatGPT and Suno.ai, address this gap by enabling instructors to quickly develop customized songs tailored to the learners' proficiency levels and interests. This paper explores the integration of AI-generated songs in the instruction of German as a foreign language, particularly through ChatGPT and Suno.ai, an AI tool that creates customized songs based on grammar and vocabulary. While music is widely used to reinforce vocabulary, phonetic awareness, and grammar acquisition, AI-generated songs provide greater flexibility, enabling instructors to tailor content dynamically beyond what textbooks offer. Suno.ai allows for rapid song generation, making learning interactive, engaging, and contextually relevant. Given that teachers best understand their learners' needs, custom AI-generated songs support differentiated and inclusive instruction. We will incorporate quantitative and qualitative classroom research through three experiments to assess the effectiveness and limitations of AI-generated songs, particularly regarding linguistic accuracy, didactic coherence, and quality control. By addressing whether AI-generated songs enhance language acquisition and examining their challenges, this paper contributes to the discourse on AI's role in teaching German as a foreign language, aligning with the focus on innovation, learner engagement, and the evolving role of educators.

Keywords: Artificial intelligence, AI songs, Teaching german.

1 | Introduction

The didactics of German as a foreign language has undergone significant transformations through the introduction of various methodologies, each contributing to the enhancement of teaching and learning. Approaches such as the audiovisual method, intercultural perspectives, action- and production-oriented instruction, as well as the integration of digital tools, online applications, and games, have played a crucial role in advancing the learning process. Such technological advances in the field of education bring about a transformation that fundamentally changes learning processes and also enriches it [1]. A central objective for

educators remains to design lessons that are engaging, interactive, and effective, ensuring that learners retain content over an extended period.

As an addition to the technological methodologies in teaching German as a foreign language, artificial intelligence plays a crucial role and holds great potential to offer the learners a more personalized and effective learning experience [2]. "It is important to emphasize that artificial intelligence is not science fiction, but is now an omnipresent phenomenon in language teaching [3]." Hereinafter denotes translation by author for the paper] With the help of customized, tailor-made learning material not only for grammar and vocabulary exercises and creation of reading comprehension tasks but also for creating songs, audio texts and videos - AI serves as a valuable tool that supports educators in diverse ways.

AI promotes sustainable development in education by bringing with it capabilities such as monitoring student performance with big data analysis, identifying learning trends and constantly updating educational content.[3] Identifying the learning trends and updating the educational content accordingly is a vital task of a teacher, for which AI tools assist the teachers in developing innovative teaching approaches. Various AI-powered applications, such as Memrise and Lingvist for vocabulary acquisition, or Babbel and Talking Pal for enhancing speaking skills, assist learners in developing their language competencies at different proficiency levels and with diverse learning objectives [4].

AI-assisted language learning is often described as "reinforcement learning," a natural outcome of advancing algorithms [5]. The growing number of AI tools today enables learners to study at their own pace and with greater autonomy. In the field of German as a foreign language, AI is employed for generating texts, assessments, exercises, lesson plans, creative ideas, and detailed visual materials. Additionally, it facilitates text transformation into various formats and platforms, such as tables, simplified versions, pie charts, or statistical representations, while also modifying tone, voice, and writing style. A key responsibility of teachers is evaluation and assessment, where AI proves beneficial in identifying and correcting errors, analyzing patterns, and assessing student performance. AI-powered chatbots also enhance communication practice by enabling learners to engage in dialogues, role-plays, and interactive exercises while addressing language-related queries concerning grammar, structure, and vocabulary.

To obtain accurate, effective, and relevant AI-generated results, user input in the form of prompts plays a crucial role. These prompts must be precise and comprehensive, incorporating words, special characters, numbers, or links as needed [6]. In some cases, "prompt chaining"—a structured sequence of multiple smaller prompts—is necessary to achieve the most refined and desired outcomes.

Given the diverse applications of AI in teaching German as a foreign language, this research paper examines the use of AI-generated songs in German language teaching to enhance engagement, personalization, and effectiveness. The focus of this paper lies on AI as a song generator, integrating music into lessons for revising grammar, reinforcing topic-specific vocabulary and introducing new words in pre-reading activities. Through qualitative classroom experiments, this study explores the benefits, challenges, practical strategies, and the evolving role of teachers in utilizing AI-generated songs in language instruction.

2| Songs in Teaching German as a Foreign Language

Songs are interesting mediums which help to design creative and interactive lessons. By integrating music into teaching German as a foreign language, a wide range of activities are carried out, which is beneficial for the training of skills. Songs are one way of experiencing the foreign language authentically. They are helpful to understand the regional aspects, to train vocabulary, to consolidate certain grammatical structures and to have interesting discussions on various topics. They are suitable for various tasks and activities such as reading comprehension, listening comprehension, creative writing, vocabulary training, etc. Because of the melody, the words and phrases in the songs are more firmly anchored than reading a text, for example a poem without melody, because learning through music is promoted through several channels. Because linguistic and musical structural processing are closely linked, learners can benefit from the use of music in the classroom. They

become more aware and sensitive to the language [7]. The melody makes it easier to memorize the songs without additional effort, which the learners can remember immediately.

Singing along to the songs is fun and promotes learning progress. Music improves our mood, sharpens our memory, and the use of songs is “friendlier for students than processing other media [8]”. As the emotional side of learning is taken into account, learners remember the learned content more intensively and productively through these emotionally tinged experiences than through neutral content.

According to Hontarenko and Osmachko, music has learning-psychological, reproductive, receptive and productive potential. Receptive goals such as listening comprehension and reading comprehension are achieved, and productive and reproductive goals such as the promotion of writing or speaking skills are intended. Regional information in songs makes it informative and interesting, through which learning psychological goals are achieved [9]. These functions fulfilled by the songs are highlighted in the diagram below. Training of pronunciation, activation and expansion of vocabulary, reading and listening comprehension, oral and written expression, memory and creativity is boosted in the process of learning a German as a foreign language through songs.

The most textbooks for young people and adults contain music and songs [10]. Not only authentic songs, but also didactic synthetic songs, which are particularly suitable for teaching purposes, are included in textbooks. Several well-known bands, such as Munich Supercrew, Die Prinzen, and Wise Guys, as well as artists like Nena and Clueso, produce both didactic and non-didactic songs that are widely incorporated into teaching German as a foreign language.

3 | AI Generated Songs in Teaching German

In spite of the availability of both didactical and non-didactical songs, AI generated songs can be used in teaching German as a Foreign Language due to their adaptability and customization. AI allows educators to generate songs tailored to specific linguistic and pedagogical needs, such as targeting particular grammar structures, vocabulary sets, or thematic/cultural content. Additionally, AI-generated songs can be modified in terms of complexity, pace, melody, mood of the song and style to suit different proficiency levels and learning objectives.

This paper delves into the AI-generated songs by AI tools like suno.ai and ChatGPT. Suno.ai is a generative artificial intelligence platform that enables the users to create music and songs by writing simple text prompts. It can produce both vocal and instrumental tracks tailored to the preferences and the prompt. It can be accessed through its website or via mobile app and offers a free basic plan with daily credits as well as subscription options that provide additional features and higher usage limits. The users can create 10 songs per day. When you click on ‘create’ you get a small box which has a limit of 200 characters in which the prompt has to be written i.e. the theme, description and genre. When the "Custom" option is activated, Suno.ai can generate a personalized song text of up to 3000 words. Users can specify the genre in detail within 200 characters and provide a suitable title. Based on this input, Suno.ai produces two distinct audio tracks of the song with different melodies—one with a slightly longer duration of approximately 4 minutes and the other with a shorter duration of up to 3 minutes. The AI-generated song can be downloaded in MP3 format and also as a video format, i.e. the MP4 format which contains the lyrics of the song text.

For the generation of songs in this study, ChatGPT and Suno.ai were utilized. Since Suno.ai generates songs based on a concise 200-character prompt, it is not possible to specify all necessary details regarding content, genre, linguistic level, and grammatical structures within this limit. Therefore, the song lyrics were first created using ChatGPT through a detailed prompt that included key vocabulary, student proficiency level, grammatical focus, number of stanzas, and other relevant aspects. This customized text was then provided to Suno.ai, along with a genre specification, to generate the final musical piece. Suno.ai produces two variations of the song with different melodies, allowing teachers to select the most suitable version based on instructional objectives. The songs generated using ChatGPT and Suno.ai can be effectively integrated into instruction of

German as a foreign language to teach, review, and reinforce various grammatical structures, cultural themes, specific vocabulary, and pronunciation. Their use fosters an open and engaging classroom environment, allowing students to learn in an enjoyable, interactive, and playful manner, reducing hesitation and enhancing language acquisition.

4 | Experiments and Analysis

For this research our experiments were conducted in the part-time courses at the Savitribai Phule Pune University which attempted to examine the implications and challenges of AI songs for the purpose of revising grammar, vocabulary and for pre-reading exercises of Vocabulary. In the following section of the paper, the preparation, execution and results of the experiments will be discussed in detail.

4.1 | Experiment 1

4.1.1 | Preparation

The first experiment was conducted in the German Intensive Certificate Course 7 of the Savitribai Phule Pune University in an offline mode on 10th March 2025 from 4pm to 6pm. The 24 participants were total beginners, who were in the second half of A1 level i.e. A1.2 and used the textbook Menschen A1.1 and A1.2. The students had a basic understanding of the grammatical structures and vocabulary till lesson 15 of the book. They could write and understand basic structures and vocabulary related to the facilities and places in the cities, they had also learned the cases nominative, accusative and dative with the dative verbs and personal pronouns.

The aim of this experiment was to explore whether the AI generated song can help to revise the grammar topic: Dative Verbs and Dative personal Pronouns and strengthen the vocabulary learnt regarding the places and facilities in the city. A song was generated with the help of ChatGPT and the AI tool Suno.ai with a prompt in German, as the song was generated in German.

The German prompt that was given to CHATGPT was as follows: bitte gib mir einen Liedtext auf Niveau A1, der das Grammatikthema Dativ-Personalpronomen mit Dativ-Verben wie gefallen, gehören, helfen, danken und schmecken behandelt. Das Themenfeld ist die Stadt und ihre Einrichtungen, zum Beispiel: die Kirche, der Markt, das Kino, das Geschäft, die Schule, die Bibliothek, das Restaurant, der Spielplatz, die Post, der Park, die Bäckerei. Ich brauche einen Liedtext mit 4 Strophen, der sich nach Möglichkeit reimt. Style of Music- playful song on which one can dance and which is full of beats (its English translation*: please give me a song text at level A1 that deals with the grammar topic of dative personal pronouns with dative verbs such as like, belong, help, thank and taste. The topic area is the city and its facilities, for example: the church, the market, the cinema, the store, the school, the library, the restaurant, the playground, the post office, the park, the bakery. I need a song text with 4 verses that rhymes if possible).

After providing this prompt to ChatGPT, a song was generated with four stanzas incorporating the specified verbs and locations such as the park, library, post office, police station, theater, school, and museum. The generated lyrics were then inserted into the lyrics section of Suno.ai, which allows a maximum of 3000 words. The song's style was specified, and the title was assigned by the author of this paper, who served as the creator of the prompt. Suno.ai subsequently generated two versions of the song with different melodies, from which the following version was chosen for its engaging and memorable tune (A1, A2).

4.1.2 | Execution

The experiment was designed to last approximately 100–120 minutes. It commenced with the creation of a sociogram depicting various places in the city (*Fig. A3*), followed by an interactive game where participants passed a ball while music played. When the music stopped, the participant holding the ball performed an action associated with one of the places or facilities in the city, and the other participants constructed sentences such as “Im park kann man spielen und Freunde treffen“ (one can play and meet friends in the park, Video of the activity-A4).

Subsequently, the students created smaller sociograms focusing on the locations mentioned in the AI-generated song, such as the bakery, park, museum, library, market, police station, theater, school, bus stop, and hospital. This activity enabled the teacher to introduce and reinforce new vocabulary from the song during the discussion and feedback. The first listening of the AI-generated song followed, during which the students were provided with a list of words, including some additional ones. Their task was to identify and mark the words they heard in the song. To enhance comprehension at the vocabulary level, the students then matched challenging verses with appropriate images that illustrated those verses.

During the second listening, the students were given the song lyrics along with a table of dative personal pronouns to follow along with the text. This was accompanied by an exercise requiring them to match nominative and dative personal pronouns to the relevant verses, as the prompt emphasized the use of dative personal pronouns. This stage was followed by grammar exercises from the workbook that reinforced the concept of dative personal pronouns.

Subsequently, the students practiced framing and answering Yes/No questions using five selected dative verbs. They engaged in peer interaction by asking and responding to these questions with four different classmates, ensuring a practical application of sentence structures. Following this, the students answered six fundamental questions related to the places mentioned in the AI-generated song, providing concise responses.

In the final stage, the students were divided into groups of three to four participants. Each group discussed and answered a common question aimed at enhancing their speaking skills: "Was brauchst du in deinem Stadtteil?" (what do you need in your city area?). Participants were expected to provide their responses along with appropriate reasoning for their choice of place or facility (Video of students-A5).

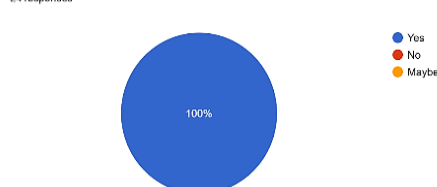
4.1.3 | Results

The results of the experiment were analyzed using a questionnaire administered to all 24 participants of the class through Google Forms (A6). The questionnaire, designed in English, consisted of objective questions aimed at gathering feedback on the effectiveness of the AI generated song.

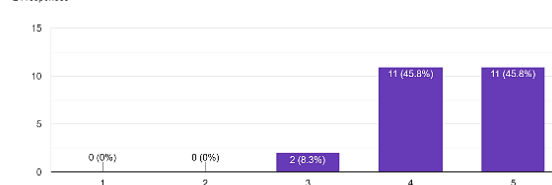
The graphical analysis of the responses revealed that 100% of the participants expressed a preference for learning through songs in class. Furthermore, 95.8% of the students indicated that they found revising grammar and vocabulary through a song to be effective and enjoyable. All participants reported a positive experience with the lecture in which the experiment was conducted. According to the data, 100% of the participants confirmed that they were able to revise vocabulary effectively through the verses of the song. Additionally, 95.8% agreed that learning through a customized song was not only beneficial but also engaging and motivating. When asked whether AI-generated songs could facilitate learning German, 87.5% of the participants responded affirmatively, while 12.5% were uncertain and marked "Maybe."

Regarding the specific ways in which the AI-generated song contributed to their learning, 37.5% of the students highlighted that the catchy tune of the song helped them retain words and verses more effectively. Another 33.3% indicated that the grammatical structures, particularly the use of dative personal pronouns, became clearer through the song. Meanwhile, 29.2% reported that the song facilitated vocabulary revision, enhancing their ability to recall the words with greater ease.

3) Did you like the lecture in which you revised Dative Personal pronouns and the vocabulary related to 'My city' (Meine Stadt) through a song?
24 responses



5) How much did the song help you to revise and remember vocabulary related to 'My City' (Meine Stadt) and revise Personal pronouns in Dative?
24 responses



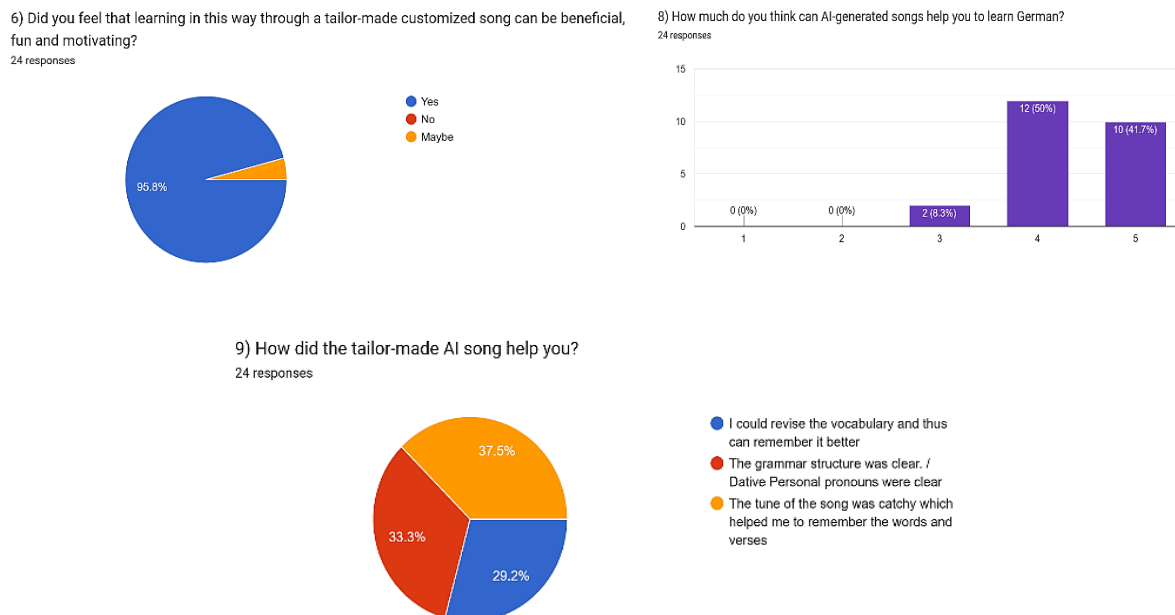


Fig. 1. Student feedback on the effectiveness of an AI-generated song in teaching German.

4.2 | Experiment 2

4.2.1 | Preparation

This experiment was conducted in the same class on March 12, 2025, with a different objective: to investigate whether an AI-generated song could facilitate the pre-reading phase before introducing Lesson 16 from the textbook *Menschen A1.2*, which focuses on problems encountered in a hotel room. Since the topic was related to a hotel room, the AI-generated song emphasized relevant vocabulary, including air conditioner, bathroom, elevator, hairdryer, shower, TV, and heater. The song was generated by providing a prompt in German to ChatGPT.

The original prompt in German was: gib mir einen Liedtext mit 2 Strophen für Niveau A1. Ich möchte die 3 Wörter “der Aufzug, die Klimaanlage, die Heizung, der Fernseher, das Radio, die Internetverbindung, das Licht, die Seife, das Handtuch, der Bademantel, der Föhn, der Wecker, das Telefon, die Dusche, das Wasser“ verwenden. Ich brauche den Liedtext im Zusammenhang mit dem Thema “Das Hotelzimmer“ (its English translation*: give me a song text with two verses for level A1. I want to use the following words: ‘elevator, air conditioning, heater, television, radio, internet connection, light, soap, towel, bathrobe, hairdryer, alarm clock, telephone, shower water.’ I need the song lyrics in connection with the topic ‘hotel room’)

As the AI-generated song was intended solely for vocabulary practice at the pre-reading stage, specific words related to the topic were included in the prompt. The textbook *Menschen* has a lexicon of photos in every lesson, which focuses on the key vocabulary essential for that particular lesson. So the words from this lexicon were chosen to be integrated into the AI-generated song. The song text generated by ChatGPT was pasted in the lyrics section in *suno.ai* without any instructions for the style of music. Out of the two versions created, these versions (A7, A8), were selected because they were long enough, featured repetitions of stanzas, and had a catchy tune.

4.2.2 | Execution

The class began with the creation of a mind-map (*Fig. A9*) featuring items associated with a hotel room. Since students were already familiar with basic household objects, they could easily expand the list to include vocabulary related to hotels. This was followed by listening to the AI-generated song, during which students

identified and circled words from the mind-map that appeared in the song. New vocabulary from the song was then matched with illustrations drawn by the teacher on the board.

During the second listening, students marked pairs of opposites found in the song, which led to a brief discussion on antonyms. This was followed by a round of dumb charades where the teacher mentioned a hotel-related word, and students acted it out immediately (Video- A10). Through these activities, the pre-reading phase introduced new vocabulary effectively using the AI-generated song. Subsequently, students completed vocabulary exercises from Menschen A1.2 (pages 91–92). They concluded with a productive task where they wrote dialogues simulating requests for assistance when something malfunctions in a hotel room, along with appropriate responses (*Fig. A11*).

4.2.3 | Results

The results of this experiment were not assessed through a Google Form. However, it was evident that the students had successfully learned the vocabulary, as they completed all subsequent exercises on the topic accurately and with ease, demonstrating a clear understanding. As a final productive task, the students wrote dialogues and illustrated corresponding images, which are included in the appendix.

4.3 | Experiment 3

4.3.1 | Preparation

The third experiment was conducted online on March 12, 2025, during the German Intensive Course 6 at Savitribai Phule Pune University, from 8:30 a.m. to 10:30 a.m. The participants were total beginners at the A1.2 level, using the textbook Menschen A1.1 and A1.2, with a basic understanding of grammatical structures and vocabulary up to Lesson 16. The objective was to investigate whether an AI-generated song could assist in revising the grammar topic Partizip 2/Perfekt (past participle) within the context of traveling. Since this topic had already been taught, the AI-generated song was intended as part of the revision phase. The song was created by providing a detailed prompt to ChatGPT.

The original prompt in German was: generiere bitte einen Liedtext, um das Grammatikthema Partizip 2 für das Niveau A1 zu wiederholen. Nimm dabei Verben, die haben und sein als Hilfsverb haben, und grundlegende A1-Verben (zum Beispiel: aufstehen, fernsehen, fahren, bleiben, wohnen, frühstücken, gehen, schwimmen, essen, spielen, kommen, anfangen, machen, lesen, aufräumen, lernen, kaufen, fliegen – diese Verben sind nur Beispiele und müssen nicht alle verwendet werden). Das Lied soll über das Thema “Mein Urlaub” sein. Der Liedtext ist für A1-Kinder und soll 2 Strophen beinhalten (its English translation: * please generate a song text to revise the grammar topic of participle 2 for level A1. Use verbs that ‘to have’ and ‘to be’ as auxiliary verbs and basic A1 verbs (for example: to get up, to watch TV, to drive, to stay, to live, to have breakfast, to go, to swim, to eat, to play, to come, to start, to make, to read, to tidy up, to learn, to buy, to fly) these verbs are only examples and all may not have to be used. The song should be about the topic “My vacation”. The lyrics are for A1 level and should contain two stanzas).

After adding this prompt, a song text was generated with two stanzas and a refrain. But there were three complex phrases that the A1 students would not have understood. So another prompt was added to edit the song. Prompt in German: Ich brauche die Verben: ‘werden’ und ‘hat...genossen’ nicht. Gib mir ein anderes Version (its English translation: * I don't need the verbs: 'become' and 'enjoyed'. Give me another version).

After this instruction for editing the song text, ChatGPT removed the verses that contained these two verbs but added another difficult verse, which was in Präteritum, i.e., the simple past tense, which was not taught to the students. With the help of another small instruction, the song text was again edited. Prompt in German: Ich brauche ‘freute mich sehr’ nicht. Das ist ein Lied für A1 (its English translation: * I don't need 'freute mich sehr'. This is a song for A1 level).

The version created after this prompt was the final version, which was submitted to suno.ai for tuning. In the section on the style of music, the following instruction was given in German: das Lied soll ein Reiselied sein (its English translation*: the song is supposed to be a travel song).

Out of the two versions created a 2:42 version was selected and used in the class (A12, A13).

4.3.2 | Execution

The experiment, planned for 90–100 minutes, began with a brief discussion about travel, during which the teacher shared her recent travel experience, and students added one or two sentences about their most recent trips. During the first listening of the AI-generated song, students identified and marked the verbs, noting that most were in the Partizip 2 form, with two in the past tense and one in the present tense.

Following this, the verbs were dramatized through a dumb-charades activity, where students acted out the verbs, followed by matching song verses to relevant images to reinforce comprehension. To review grammar, students completed an online exercise on Learning Apps that involved selecting the correct Partizip 2 form, linked to the theme “Travel to Ayvalik.” This was followed by a Wordwall game, where students spun a virtual wheel, asked Yes/No or Wh-questions using the past participle, and their peers responded accordingly.

Subsequently, students rewrote the entire song, originally written in the Partizip 2 tense, in the present tense (Fig. A14). Their versions were cross-checked using AI, while the teacher simultaneously generated the present-tense version of the song on Suno.ai. The prompt in German was: Das Lied soll ein Reiselied sein. Bitte die frühere Melodie (its English translation: the song is supposed to be a travel song. Please use the previous melody).

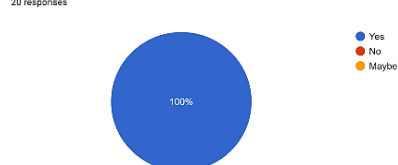
Despite this instruction, the song was not created by AI using the same earlier tune. However, it was now transformed into the present tense, retaining the same lyrics (A15). For checking the students’ song, this new version in the present tense was played, and the students were amazed that the text they transformed is a real song. As a productive writing exercise, the students wrote about their travel experience (A16).

4.3.3 | Results

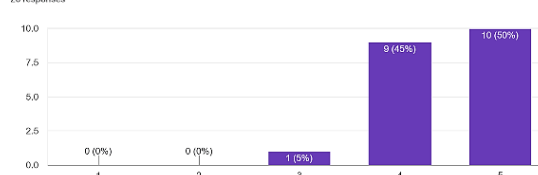
The results were analyzed using a Google Form filled by all 20 participants (Fig. A17). The analysis revealed that 100% of the students enjoyed learning and revising grammar and vocabulary through songs, with 95% agreeing that the song’s verses helped them reinforce vocabulary. Similarly, 95% found that a customized song was beneficial, engaging, and motivating.

Regarding AI-generated songs, 70% believed they could aid in learning German, and 90% expressed interest in incorporating such songs in future lessons. Additionally, 40% indicated that the song clarified grammatical structures, particularly the Partizip 2 forms, while another 40% mentioned that the catchy tune helped them retain the words and verses. Meanwhile, 20% reported that the song effectively supported vocabulary revision. Overall, the results highlight that students appreciated the lecture and showed enthusiasm for integrating AI-generated songs as an enjoyable, motivating, and effective method for learning a foreign language.

3) Did you like the lecture in which you revised Partizip 2 and the vocabulary related to 'Travel' (Urlaub) through a song?
20 responses



5) How much did the song help you to revise and remember vocabulary related to 'travel' (Urlaub) and revise Partizip 2?
20 responses



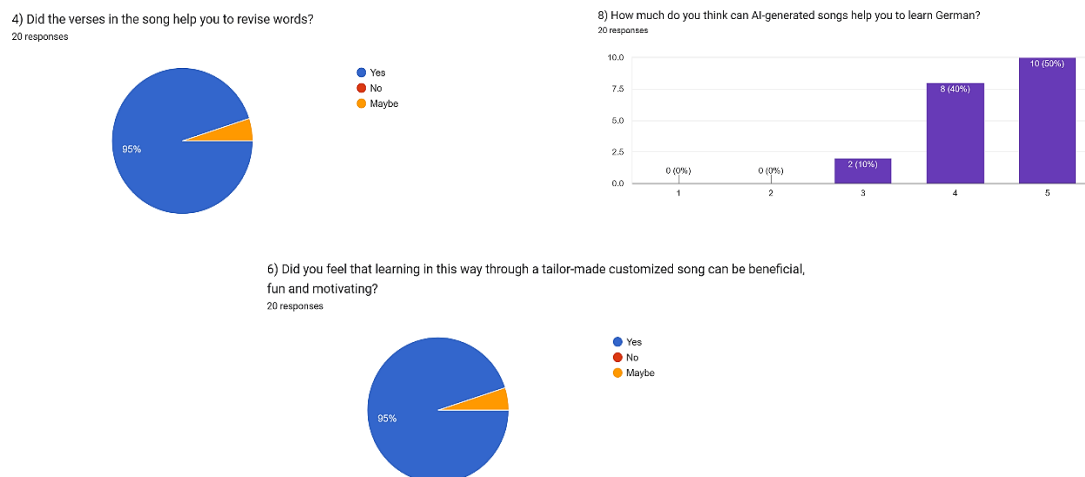


Fig . 2. Student perceptions of an AI-generated song used to teach Partizip 2 and travel-related vocabulary in German.

5 | Conclusion

The integration of AI across various fields enhances productivity and accelerates task completion. This technological advancement has also impacted the field of teaching German as a foreign language (DaF), making the learning process more interactive, personalized, and effective. AI enables the creation of interactive and multimodal learning experiences, enhancing engagement and retention in the classroom.

Songs have always been an effective and authentic medium for learning German, as they engage learners' emotional side and facilitate the integration of diverse classroom activities. AI-generated songs can now be customized to address the specific needs of learners, providing an additional tool for enhancing language acquisition. However, AI tools such as ChatGPT should not be viewed as substitutes for traditional teaching methods but rather as supportive aids that complement personalized instruction, emotional engagement, authentic conversations, and conventional methodologies.

AI-generated songs cannot replace the teacher's role, as human expertise, emotional intelligence, and spontaneity are essential for designing and integrating didactic exercises that accompany these songs. The successful incorporation of AI-generated content in the DaF classroom depends on well-crafted human prompts and carefully planned activities that align with the lesson's objectives. Therefore, AI-generated songs can effectively support vocabulary and grammar revision, as well as pre-reading activities, only when guided by thoughtful human intervention and instructional design.

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Data Availability

The data used and analyzed during the current study are available from the corresponding author upon

reasonable request.

Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

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Appendix A

Experiment 1

A1. Song text generated by Chatgpt:

Meine Stadt

Das frische Brot schmeckt dir

Der Park gefällt mir

Voller Leben

Groß

Die Bücher gehören der Bibliothek

Kein Frag

Der Post gefällt dir mit all ihren Briefen

Der Markt schmeckt uns mit so vielen Rüben

Die Polizei hilft euch wenn irgendwas fehlt

Die Plätze gehören uns

Wir sind hier gewählt

Dank mir dem Kino mit all dem Spaß

Uns helfen Straßen, wenn ist es nass

Die Stadt schmeckt uns wie ein süßer Traum

Alles gehört uns

Wir bauen sie kaum

Die Schulen helfen uns- Lehrer und Schüler zugleich

Ich danke dem Museum für Kunst so reich

Der Bus gehört euch

Immer pünktlich da

Der Arzt hilft mir

Gesund wie es war

A2. AI-generated song- <https://suno.com/song/388c2924-ae7a-4d61-98fc-f47b4b6b8aff?sh=wDHoDgODgDJy7iK0>

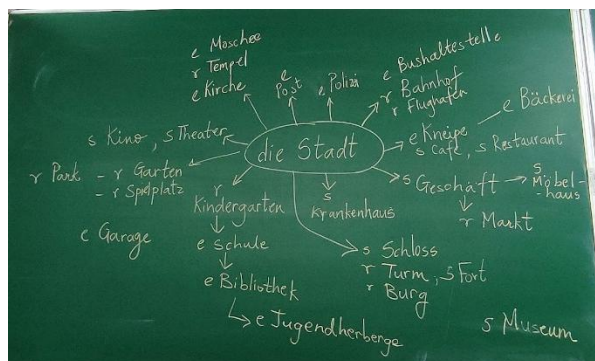


Fig. A3. Sociogram of places in the city.

A4. Video link-

https://drive.google.com/file/d/1fXtzAeKTCbu8dq6yRcjpRQY9hz4t6NSk/view?usp=drive_link

A5. Video links of students

https://drive.google.com/file/d/1ntk1BMZReVMEIjmVIIH_Sqz9NLTrFkra/view?usp=drive_link

https://drive.google.com/file/d/1Jp6rLUkrojld2KyI2CTcrfxnDApE7Mb/view?usp=drive_link

https://drive.google.com/file/d/1NVHa7zzU-YIATAozpGf07eT-pYt6E_3K/view?usp=drive_link

https://drive.google.com/file/d/1HBLaXhsZKXyiS7Xk6uSP0PxT_1J4Aptw/view?usp=drive_link

A6. Google form for students- <https://forms.gle/5dYLqNCbE5bFhyda8>

<https://docs.google.com/forms/d/1U9B3M7YcZHiXL4xG9eWyfxrzyAs80QqsSHAgLIOJDAI/edit#responses>

Experiment 2

A7. AI generated song text-

Strophe 1:

Ich fahre hoch mit dem Aufzug,
im Zimmer mach ich gleich das Licht an.
Die Heizung wärmt, die Klimaanlage kühlt,
hier kann ich schlafen ganz entspannt.

Refrain:

Fernseher, Radio, alles da,
Internetverbindung – wunderbar!
Hier fühl ich mich so richtig wohl,
mein Zimmer ist das beste wohl!

Strophe 2:

Die Dusche läuft, das Wasser fließt,
die Seife duftet, alles ist süß.
Handtuch, Bademantel, flauschig fein,
mit Föhn und Wecker start' ich rein.

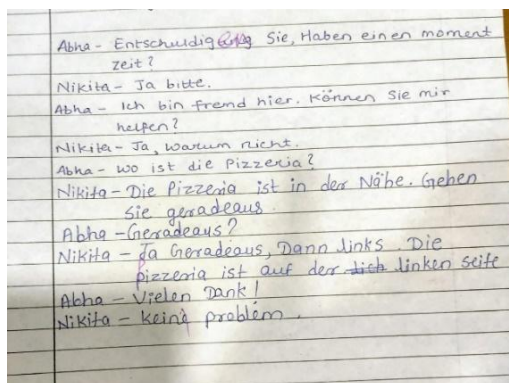


Fig. A11. Dialogues written by students for the productive phase.

Experiment 3

A12. AI generated song text-

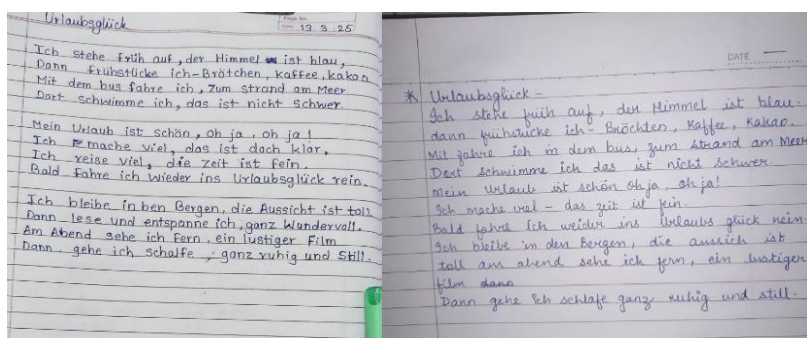
Urlaubsglück

Ich bin früh aufgestanden, der Himmel war blau,
 Dann habe ich gefrühstückt – Brötchen, Kaffee, Kakao.
 Mit dem Bus bin ich gefahren, zum Strand am Meer,
 Dort bin ich geschwommen, das war nicht schwer.

Mein Urlaub war schön, oh ja, oh ja!
 Ich habe viel gemacht – das ist doch klar.
 Ich bin viel gereist, die Zeit war fein,
 Bald fahre ich wieder ins Urlaubsglück rein!

Ich bin in den Bergen geblieben, die Aussicht war toll,
 Dann habe ich gelesen und entspannt ganz wundervoll.
 Am Abend habe ich ferngesehen, ein lustiger Film,
 Dann bin ich schlafen gegangen, ganz ruhig und still.

A13. AI-generated song- <https://suno.com/song/6357d871-d4c2-47a6-ba5d-b9bf0c02cd20?sh=WT7Q2kC0W8VgRijg>



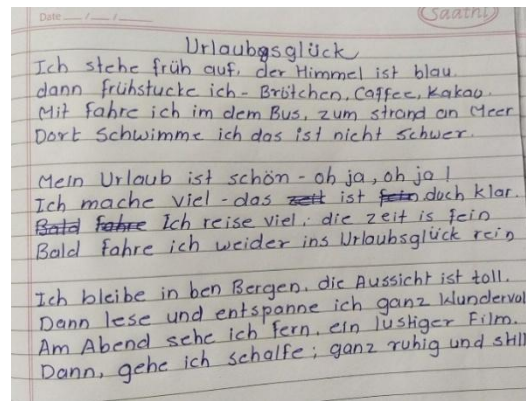


Fig. A14. Some photos of the poem students rewrote from partizip 2 tense to present tense.

A15. Link of song in present tense- <https://suno.com/song/052f4438-b00e-4b7a-9bda-82adfae9983b?sh=S3vfXynmcw17mPY4>

A16. Google form link -<https://forms.gle/84xnXM2M9zJBo1yi7>

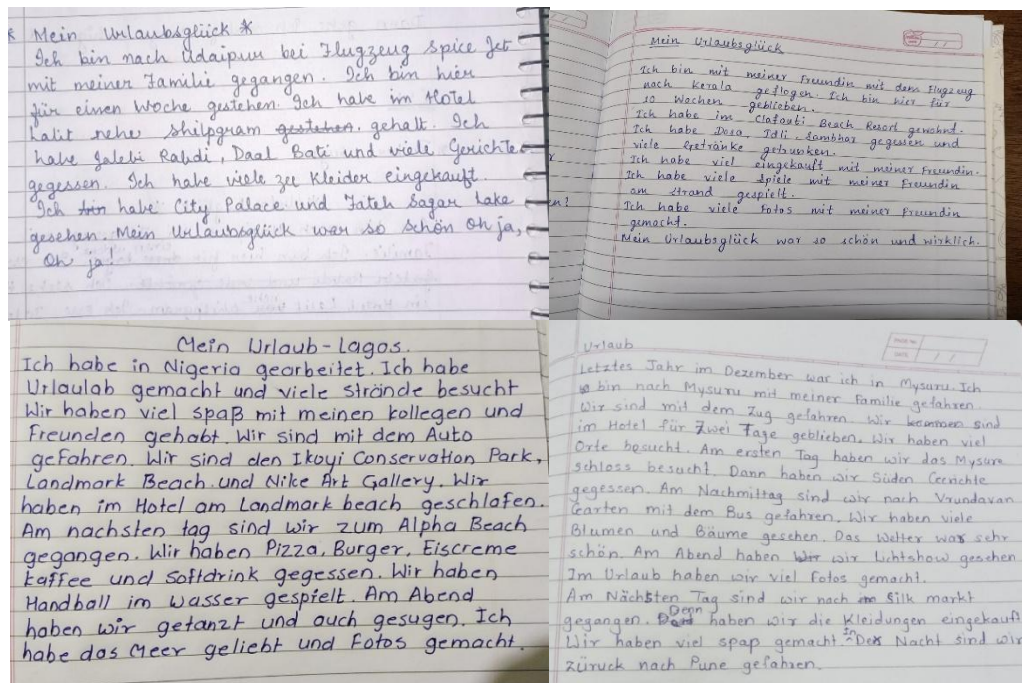


Fig. A17. Photos of students' texts about their recent trip.

A18. Google form link -<https://forms.gle/84xnXM2M9zJBo1yi7>