

ENHANCING ENGLISH LEARNING FOR GEN Z THROUGH AI MUSIC COMPOSITION

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Abstract: *The integration of artificial intelligence (AI) into educational practices has sparked a paradigm shift in language teaching methodologies, particularly for Gen Z learners. This study examines the application of AI-driven music composition tools in enhancing English learning among Gen Z students. Combining linguistic creativity with technological innovation, AI music composition offers an immersive, collaborative, and personalized learning experience. This article discusses the pedagogical benefits, challenges, and practical classroom implementation of AI music composition in English language learning. A structured, seven-week instructional framework is presented to demonstrate how AI tools can be leveraged to foster language skills, creativity, and student engagement. Recommendations for overcoming limitations and ensuring ethical use of AI in educational contexts are also provided.*

Keywords: *gen Z, AI music composition, English language learning*

INTRODUCTION

Students' growing dependence on technology, particularly those in Gen Z (born 2000–2012), has made it necessary to adapt teaching strategies to their tastes and learning styles. Often referred to as “digital natives,” Gen Z students exhibit a strong preference for dynamic, multimedia-rich settings that smoothly incorporate technology into their educational process (Poláková & Klimova, 2019). With this tech-savvy generation, traditional language learning methods that prioritize rote memorization and lecture-based training are less effective, calling for creative pedagogical techniques.

The usage of AI-powered tools for music composition is one example of this advancement. It has long been known that music is a powerful tool for language learning, improving engagement, emotional connection, and memory retention. AI developments have made it possible to develop tools that mimic the songwriting process, giving students the opportunity to combine their creative language skills with music production. This study examines the practical uses, educational advantages, difficulties, and implications for future practice of using AI music creation as a teaching tool for English language instruction.

KEY CONCEPTS

Understanding the core concepts of Gen Z and AI music composition provides the foundation for exploring their integration into English language learning.

Gen Z in the English Language Classroom: Challenges and Strategies

The emergence of Gen Z has introduced significant changes to the landscape of education, particularly in English language classrooms. Growing up in a digital age, this generation exhibits unique learning preferences and behaviors that require innovative approaches from educators. To address these needs effectively, it is essential to understand their characteristics, adopt suitable teaching strategies, and overcome challenges associated with adapting to this generational shift.

Characteristics of Gen Z learners

The technological competence of Gen Z students is one characteristic that sets them apart. They are naturally at ease using digital tools and online platforms because they grew up in a time of fast technical innovation. Their preference for learning environments that integrate digital resources is influenced by their comfort level with technology. According to research, students from this generation are more likely to

utilize technology-based teaching strategies, which frequently result in increased retention and engagement (Poláková & Klimova, 2019). As a result, teachers are urged to use their familiarity with technology to develop engaging and dynamic lessons.

Students from Gen Z are renowned for their multitasking skills in addition to their proficiency with technology. They usually use a variety of media simultaneously, which has been connected to reduced attention spans. Although this inclination may provide difficulties for conventional teaching approaches, it also offers a chance to create lessons that accommodate their capacity for multitasking (Urboniene & Koverienė, 2018). For example, using active learning techniques in conjunction with multimedia materials can help students stay focused and improve their learning experience.

The tendency for collaborative learning is another notable trait of Gen Z learners. They flourish in situations that promote peer engagement and teamwork since they enable kids to form bonds while improving their language skills (Poláková & Klimova, 2019). This propensity for teamwork emphasizes how important it is for teachers to use group projects and activities that create a feeling of community in the classroom. Additionally, these kinds of exercises might give kids the chance to practice vital communication skills that are necessary for language acquisition.

Not all of Gen Z's learning preferences, however, are in line with traditional educational methods. Many of this generation's students are skeptical of traditional methods, such as inflexible classroom structures and antiquated writing practices, and they believe that these methods are ineffective in meeting their needs. This calls for a change in teaching methods, with curriculums being modified to incorporate modern themes like social media, digital culture, and global issues to make learning more relevant and engaging for this generation (Chen, 2023).

Effective teaching strategies for Gen Z

To engage Gen Z learners effectively, educators must adopt strategies tailored to their distinct characteristics and preferences. These approaches not only capitalize on their technological familiarity but also foster meaningful and relevant learning experiences.

Including mobile technology in the curriculum is a crucial tactic. Being digital natives, Gen Z is extremely responsive to digital platforms and mobile applications, which can greatly improve their learning results. Research has indicated that students who make use of these resources frequently outperform those who just use conventional techniques (Poláková & Klimova, 2019). Mobile technology is a useful tool in contemporary classrooms since it offers a dynamic and interactive approach to vocabulary development and maintains student interest.

Blended learning strategies have been shown to be very successful for Gen Z, in addition to utilizing mobile technologies. This approach accommodates their varied learning preferences by combining in-person education with online resources. Teachers can design individualized learning experiences that complement students' technical skills while preserving the interpersonal relationships necessary for successful instruction by combining digital content with conventional teaching techniques (Tantri, 2019).

Promoting cooperation through group projects and peer-to-peer learning exercises is equally crucial. These cooperative methods fit perfectly with Gen Z's inclination for interactive settings and teamwork. Students who participate in group projects not only improve their language proficiency but also foster a feeling of belonging in the classroom. These methods foster important social and communication skills in addition to improving language acquisition (Chen, 2023).

Additionally, modifying course material to reflect current issues guarantees that education for Gen Z will always be interesting and relevant. This generation finds great resonance in subjects like social

media, digital culture, and world affairs, which enables them to relate academic content to practical uses. Students are motivated by contextualized curriculum because they make learning relevant to their daily life (Chen, 2023).

By implementing these strategies, educators can create a learning environment that not only addresses the unique needs of Gen Z learners but also empowers them to succeed in an interconnected, technology-driven world.

How AI can be Integrated into Songwriting to Enhance Language Learning for Gen Z

Integrating AI into songwriting can significantly enhance language learning for Gen Z by leveraging technology to foster creativity, engagement, and personalized learning experiences. Here are several ways this can be achieved.

Personalized learning experiences

AI can design learning environments that are flexible enough to accommodate different skill levels. AI tools can modify the difficulty of songwriting assignments by evaluating a learner's input, guaranteeing that pupils are suitably pushed while yet getting assistance. This customization promotes ongoing language proficiency development and helps sustain motivation.

AI-powered songwriting tools can offer real-time feedback on word usage, grammar, and composition quality. This immediate feedback loop improves students' writing abilities and linguistic competency by enabling them to recognize and fix their errors in real time (Zainuddin, 2024).

Enhancing engagement through creativity

Learning can be made more interesting by incorporating gamified elements into AI songwriting tools. For instance, challenges or incentives for finishing songs can inspire Gen Z students to take an active role in

their education. Their preference for immersive and interactive learning experiences is well-suited to this strategy (Zainuddin, 2024).

AI tools can let peers collaborate on songwriting projects, encouraging social engagement and teamwork. In addition to improving language proficiency, this collaborative element fosters a sense of community among students - a crucial component for Gen Z, who place a high emphasis on interpersonal relationships (Ghimire et al., 2024).

Cultural understanding and language proficiency

Writing songs frequently deals with emotional and cultural concerns. Students can delve deeper into the language and related cultural contexts by exploring cultural nuances in the target language through songwriting exercises. A more comprehensive approach to language learning is promoted by this investigation (Pan, 2024; Vadivel et al., 2023).

Using a wide range of vocabulary and colloquial idioms is necessary when writing lyrics. As students write songs, AI systems might assist them increase their vocabulary by suggesting synonyms or other ideas. In addition to improving language proficiency, this exercise fosters artistic language expression (Kristiawan et al., 2024).

AI Music Composition and Language Learning

The use of artificial intelligence algorithms to produce music based on user inputs - such as lyrics, themes, mood, or genre - is known as AI music composition. These tools provide a special fusion of technological innovation and creativity by using machine learning and natural language processing to create tunes. Students can use AI music creation tools to mimic the songwriting process by entering their own themes and lyrics, which the AI then turns into finished songs. Examples of platforms that produce high-quality, customized music are SongR and TopMediAi, which let students engage with their creative products in real time. These tools can improve student engagement and support multimodal learning since they frequently offer outputs in several formats, including

MP3 audio and MP4 video. Furthermore, AI programs like I Love Song AI and Suno are made to encourage creativity and teamwork. Students are given the opportunity to practice language structures, investigate rhythm, and improve their pronunciation in an interesting and inspiring setting by creating music that corresponds with user-provided lyrics. These platforms incorporate visual and aural learning modes, which are especially useful for Gen Z learners, in addition to promoting language innovation (Poláková & Klimova, 2019).

The growing popularity of AI music tools highlights their potential to bridge the gap between technology and pedagogy, transforming the classroom into a dynamic and interactive space for language acquisition. However, it is essential for educators to guide students in critically analyzing AI outputs, ensuring accuracy, cultural appropriateness, and ethical use.

AI TOOLS USE PROCEDURES: INTEGRATING AI TOOLS INTO ENGLISH TEACHING

A structured seven-week framework was designed to integrate AI Tools for songwriting into English language classrooms. The project was implemented with A2-level non-language major Gen Z students at a college when the students were learning English Module 2 lasting in 7 weeks. The methodology included collaborative group tasks with 5 to 6 students in a group, AI-assisted feedback, and performance assessments to enhance language skills, creativity, and engagement.

Table 1: The 7-Week Framework for Carrying Out the Group Project

Time/ Location	Objective	Group’s Task	Resources	Outcome
Week 1: Introduction / In class	To introduce students to the project’s objectives and how to implement it.	- Choose a topic to write a song about. The topic and the corresponding vocabulary and structures MUST be picked up from the list provided.	- A list of topics with corresponding vocabulary and structures taught in English Module 2.	A topic and a list of corresponding vocabulary and structures that can be used to write the song lyrics.

Time/ Location	Objective	Group's Task	Resources	Outcome
Week 1: Introduction / In class		- Inform the lecturer about the group's topic right in class.		
Week 2: Initial Songwriting / In class	To engage students in applying vocabulary and grammar through creative lyrics writing.	- Draft the first song lyrics based on specific required vocabulary and structures WITHOUT using any AI tools or digital technology. - Submit the group's first draft of song lyrics right in class.	- A list of words to describe music genre and style. (See Appendix A)	First draft of song lyrics.
Week 3: AI Feedback on Lyrics/ At home	To help students refine lyrics through AI feedback while developing critical evaluation skills.	- Request an AI tool like Chat GPT, Gemini, or Copilot, etc. to provide feedback on the 1 st draft based on the specified criteria. - Review AI tool comments and adjust the 1 st draft if they align with them, and if not, provide a reason for disagreement.	- A suggested prompt for AI tools with the specified criteria. (See Appendix B) - The scoring rubric for the song's lyrics including vocabulary and grammar accuracy, song content clarity and relevance, and compatibility with the group's chosen music style. (See Appendix C)	- A LINK providing a comprehensive discussion on AI tools, including prompts, attachments, and results. - The 2 nd draft of the song's lyrics with feedback from students regarding any disagreements on the AI tools' corrections.

Time/ Location	Objective	Group’s Task	Resources	Outcome
Week 4: AI Music Composition/ At home	To introduce students to AI music composition tools and combine lyrics with music generation.	- Request any AI music generators like SongR, TopMediAi, Suno, I Love Song AI, etc. to write music with the lyrics in 2 nd draft ONLY.		- AI-generated MP3/MP4 music files.
Weeks 5-6: Performance Preparation/ At home	To enhance pronunciation, confidence, and creativity through re-hearsals.	- Practice singing and prepare optional dance choreography.		- Prepared group performances.
Weeks 7: Singing Contest/ In class	To showcase language skills and creativity through group performances.	- Perform the group’s AI-generated songs, evaluated based on pronunciation, creativity, and performance quality.	- A scoring rubric for a group singing performance including pronunciation, creativity and dance performance as an additional point. (See Appendix D)	- Engaging performances and enhanced language confidence.

DISCUSSION

The integration of AI tools in English language classrooms, particularly for songwriting, presents both significant pedagogical benefits and challenges to the learning preferences and needs of Gen Z. This section explores these aspects in greater depth, supported by relevant theoretical frameworks and practical examples.

Pedagogical Benefits

Enhanced creativity and engagement

By offering ideas, prompts, and even whole lyric structures, AI songwriting tools can encourage students' creativity. With the aid of these resources, students can explore a variety of musical genres and styles and get past writer's block. Students can experiment with various lyrical topics and structures by interacting with AI, creating a more dynamic and interactive learning environment. This is consistent with research showing how AI may improve student creativity and engagement in a range of learning environments.

Personalized learning experiences

AI technologies can customize songwriting assignments to meet the needs of each student, enabling individualized guidance and feedback. Platforms such as ChatGPT, for example, can evaluate students' songs and offer helpful critiques or different wording suggestions, encouraging a greater comprehension of poetic methods and language use. For Gen Z students, who frequently look for individualized educational experiences, this individualized approach is essential. (Wardani et al., 2024).

Collaboration and peer learning

Collaborative songwriting efforts can be facilitated by integrating AI techniques. With AI, students can collaborate to edit lyrics or generate concepts. This collaborative element not only improves social learning but also reflects the need for teamwork in the actual music industry. AI

in group settings promotes collaborative innovation and peer review, which enhances the educational process.

Development of critical thinking skills

Although AI greatly aids in the creative process, students must also interact critically with the results produced. Students need to assess AI recommendations, identify high-quality content, and make well-informed songwriting judgments. Academic achievement depends on the development of critical thinking and decision-making abilities, which are fostered by this critical engagement (Zviel-Girshin, 2024).

Increased accessibility

Students with different language competency levels can write songs more easily with the help of AI tools. These resources might help students who might find it difficult to complete conventional writing assignments by offering scaffolding in the form of ideas and examples. The broader educational objectives of allowing for a variety of learning styles and capacities in the classroom are in line with this inclusivity (Ogunleye et al., 2024).

Challenges

While integrating AI tools for songwriting in English language classrooms offers numerous benefits, it also presents several pedagogical challenges. These challenges can impact the effectiveness of learning and teaching, particularly for Gen Z students who are accustomed to digital environments.

Teacher preparedness and training

Lack of proper training for teachers to use AI tools efficiently is one of the main issues. It's possible that many teachers lack confidence in their capacity to incorporate new technology into their lesson plans. This lack of readiness may result in uneven application and decreased efficacy of AI tools in improving learning outcomes for students. To

integrate AI tools into songwriting activities, teachers need professional development that covers both the technical aspects of these tools and pedagogical methodologies (Kristiawan et al., 2024).

Ethical concerns and academic integrity

There are serious ethical concerns with the employment of AI techniques, especially regarding academic integrity and plagiarism. Without completely participating in the creative process themselves, students can be tempted to rely too much on content produced by AI. This dependence may impede the growth of critical writing abilities and reduce the genuineness of their output. By creating explicit rules for the proper use of AI technologies and encouraging students to appreciate originality and creativity in songwriting, educators can allay these worries (On et al., 2024).

Over-reliance on technology

Students may become overly dependent on AI tools, which could impair their ability to think critically and solve problems. Students may find it difficult to think and express themselves creatively on their own if they rely too heavily on AI to generate ideas or polish songs. Teachers need to support a well-rounded strategy that fosters individual creativity and critical engagement with their work in addition to the use of AI as a supplementary tool (Kovalenko & Baranivska, 2024).

CONCLUSION

For students in Gen Z, the use of AI songwriting tools in English language classes has major educational advantages. These resources have the potential to make songwriting instruction more interesting and successful by boosting creativity, customizing educational experiences, encouraging teamwork, cultivating critical thinking abilities, and expanding accessibility. To guarantee a thorough educational experience that equips students for upcoming challenges in language arts and beyond, educators must balance the use of these tools with more conventional teaching techniques as they continue to explore them.

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APPENDICES

Appendix A

Words to Describe Music Genre and Style (Alex, 2023)

Here's a (not complete) list of adjectives that give the unique characteristics and qualities of different music genres and styles, but keep in mind that the boundaries between genres are often fluid, and many artists incorporate elements from multiple genres to create their own distinctive sound:

Classical (orchestral, melodic, symphonic, romantic, elegiac, operatic, etc.)

Jazz (swinging, groovy, soulful, bebop, funky, etc.)

Rock (gritty, electric, raw, energetic, alternative, psychedelic, hard-hitting, rebellious, etc.)

Pop (catchy, upbeat, contemporary, commercial, danceable, synth-driven, chart-topping, etc.)

Hip-Hop/Rap (lyrical, urban, streetwise, rhyming, trap, etc.)

Electronic/Dance (synth-heavy, hypnotic, eclectic, rhythmic, trance, ambient, techno, chill, etc.)

Blues (soulful, gritty, mournful, etc.)

Country (twangy, rural, folkloric, western, laid-back, ballad, country-rock, etc.)

Appendix B

A Suggested Prompt for AI Tools with the Specified Criteria

#CONTEXT

As a professional music critic, use the scoring rubric for the song's lyrics as the attached PDF file to give estimated scores and give comments on

the song's lyrics attached. Your scoring and comments are always based on the criteria in the scoring rubric for the song's lyrics as the attached PDF file and are presented in detail with very specific examples to illustrate your comments. You also suggest vocabulary and sentence patterns so that learners can use them to improve their scores.

#INSTRUCTIONS

You give estimated scores and comments as well as suggest vocabulary and sentence patterns in accordance with the following requirements:

1. 4 main criteria in the scoring rubric for the song's lyrics described in ## THE ATTACHED FILES
2. The compatibility with the pop, soulful, dreamy music style.

#THE ATTACHED FILES

1. The scoring rubric for the song's lyrics
2. The song's lyrics

#EXPECTED RESULTS

1. estimated scores for each criterion and for the song's lyrics.
2. detailed comments on each criterion.
3. suggested vocabulary and sentence patterns with meaning and specific examples.

Appendix C

The Scoring Rubrics for the Song’s Lyrics

No.	Criteria/ Points	0.5	1.0	1.5	2.0	2.5
1.	Correctness of vocabulary	Accuracy in vocabulary is less than 50%.	Displays some characteristics of both 0 and 0.5 scores in roughly equal proportion.	Accuracy in vocabulary ranges from 50% to 80%.	Displays some characteristics of both 0.5 and 1 scores in roughly equal proportion.	Accuracy in vocabulary exceeds 80%.
2.	Correctness of grammar	Accuracy in structure is less than 50%.		Accuracy in structure ranges from 50% to 80%.		Accuracy in structure exceeds 80%.
3.	Song relevancy and clarity of content	Song content lacks both significance and intelligibility.		The substance of the song is either clear or pertinent.		Song substance is both obvious and pertinent.
4.	Compatibility with the musical taste of Gen Z students	The lyrics of the song don't fit with Gen Z or the chosen musical style.	The words of the song are appropriate for both Gen Z and the chosen musical style.	The song's lyrics are appropriate for both Gen Z and the chosen musical genre.		

Appendix D

The Scoring Rubrics for Singing Performance

No.	Criteria/ Points	1	2	3	4	5
1.	Pronunciation	<ul style="list-style-type: none">- Pronunciation is unclear and difficult to understand.- Numerous mispronunciations and lack of enunciation.- Words are often slurred or incomprehensible.	<ul style="list-style-type: none">- Pronunciation is somewhat clear but has several errors.- Some words are pronounced incorrectly or lack proper enunciation.- Occasionally it is difficult to understand the lyrics.	<ul style="list-style-type: none">- Pronunciation is mostly clear with a few minor errors.- Most words are pronounced correctly and are understandable.- Lyrics are generally clear, with occasional lapses.	<ul style="list-style-type: none">- Pronunciation is clear and mostly accurate.- Minor	<ul style="list-style-type: none">- Pronunciation is flawless and very clear.- All words are pronounced correctly with excellent enunciation.- The lyrics are perfectly clear and easy to understand.

No.	Criteria/ Points	1	2	3	4	5
2.	Creativity	<ul style="list-style-type: none"> - Performance lacks creativity and originality. - Minimal effort in arrangement, dynamics, and expression. - Performance is monotonous and lacks engagement.. 	<ul style="list-style-type: none"> - Performance shows limited creativity. - Some effort in arrangement and dynamics but still lacks originality. - Performance is somewhat engaging but needs more expression. 	<ul style="list-style-type: none"> - Performance is moderately creative. - Noticeable effort in arrangement, dynamics, and expression. - Performance is engaging and has some original elements. 	<ul style="list-style-type: none"> - Performance is highly creative. - Well-thought-out arrangement, dynamics, and expression. - Performance is very engaging with several original elements. 	<ul style="list-style-type: none"> - The performance is exceptionally creative and original. - Outstanding arrangement, dynamics, and expression. - Performance is captivating and highly engaging, showcasing strong originality.

Additional Point: Dance Performance (0 or 2 points)

- 0 Points:
 - No dance performance or minimal effort in dance.
 - Dance does not complement or enhance the singing performance.
- 2 Points:
 - Dance performances are present and complement the singing.
 - Dance is well-coordinated, enhancing the overall performance.

Total Possible Score: 12 points