



VinhTESOL



THE 4TH
VinhTESOL
INTERNATIONAL
CONFERENCE

25-26th October 2024

Venue: Vinh University



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#34. Improving Gen Z's English Learning Experience with AI Music Composition

Ms. Ha Cao Thi Hong Thu
The National College of Education Ho Chi Minh City

Saturday, October 26th, 2024 (15.20 – 15.45 - Room: A4.201)

VinhTESOL International Conference 2024: TRENDS AND INNOVATIONS
IN ENGLISH LANGUAGE EDUCATION



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Improving Gen Z's English Learning Experience with AI Music Composition

#34. Improving Gen Z's English Learning Experience with AI Music Composition

1. Overview
2. Gen Z Learners
3. Using AI to Write Songs to Teach and Learn English
4. Practical Classroom Insights
5. Final Thoughts
6. Q & A Session



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II. Gen Z Learners

1. Gen Z Learners: Who Are They?

- born after the year 2000.
- born into a world connected to the Internet.

(Poláková & Klimova, 2019)



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II. Gen Z Learners

2. Traits of Gen Z Learners: What are they?

- **Natives of digital technologies:**
 - raised with smartphones, tablets, and high-speed internet;
 - accustomed to using technology and incorporate it into every aspect of their everyday life.
 - use **AI technologies** into their current **educational process**.

(Poláková & Klimova, 2019) (Tim, 2024)





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II. Gen Z Learners

2. Traits of Gen Z Learners: What are they?

- Preference for lively and engaging learning environments:
 - prefer active learning environments that engage them through **interactive and multimedia-rich content**;
 - more receptive to **gamified learning, simulations, and group projects**.

(Poláková & Klimova, 2019) (Tim, 2024)





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II. Gen Z Learners

2. Traits of Gen Z Students : What are they?

- **Learners who can multitask:**
 - frequently using several displays and information sources at once;
 - used to switching between tasks and **media types** quickly.
- **Learners by Visual Aids:**
 - at ease using a variety of **digital devices** and react favorably to visual materials like interactive simulations, films, and infographics. *(Poláková & Klimova, 2019)*





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III. Using AI to Write Songs to Teach and Learn English

1. Benefits:

- Improving language skills
- Customizing learning experiences
- Promoting expressiveness and creativity
- Facilitating group learning
- Giving immediate feedback

* Recommended AI music generators

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III. Using AI to Write Songs to Teach and Learn English

* Recommended AI music generators



A lot of others



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III. Using AI to Write Songs to Teach and Learn English

2. Drawbacks:

- Inadequate knowledge of culture and background
- Overuse of artificial intelligence techniques
- Decrease in authentic learning experiences
- Possibility of using words incorrectly
- Ethical considerations

16:9

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IV. Practical Classroom Insights

An illustration of the use of AI in songwriting to teach English to first-year education college students who are not majoring in the language.

- Age of students: born circa 2005
- English proficiency: A2
- Goals: Practice English Module 2 vocabulary and structures
- Time duration: 8 weeks
- There are five groups, each with five or six students



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A timeframe of 7 weeks to complete the group project.

Step 1: In class (30 minutes) in Week 2

*** Tasks for Students**

- Create lyrics for a song using language required.
- **NOT** use AI tools or digital technology.

*** Teaching Materials**

- A list of topics with corresponding vocabulary and structures.
- A list of the musical styles. [1. List of musical styles.docx](#)

*** Results**

- **1st draft** of the song lyrics (**submit work in class**).





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Step 2: At home in Week 3

* Tasks for Students

- Ask an **AI tool**, such as Chat GPT, Gemini, Copilot, etc., to evaluate the first draft according to the given standards.
- Examine the AI tool comments and make any necessary adjustments to the first draft; if not, explain why.

* Teaching Materials

- A recommended prompt for AI technologies that meet the above requirements. [2. Suggested Prompt.docx](#)
- The lyrics' scoring criteria include correctness of vocabulary and syntax, clarity and relevancy of the song's content, and suitability for the student's preferred musical genre. [3a. The Scoring Rubric for the song's lyrics.docx](#)

* Results

- **A LINK** that offers a thorough explanation of AI tools, along with results, prompts, and attachments.
- **2nd draft** of the song's lyrics with feedback from students regarding any disagreements on the AI tools' corrections.



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Step 3: At home in Week 4

* Tasks for Students

- Ask any **AI music generators** to write music.
- **ONLY** use the lyrics in 2nd draft.

* Teaching Materials

- A list of recommended AI music generators.

* Results

- An **MP3 audio** or an **MP4 video** of the song.





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Step 4: At home in Weeks 5 & 6

* Tasks for Students

- Practice singing.
- Practice dancing if possible.

* Teaching Materials

- A scoring rubric for a group singing performance including pronunciation, creativity and dance performance as an additional point. [4. The Scoring Rubric for singing performance.docx](#)

* Results

- Audio or video recordings, if any.





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Step 5: In class (60 minutes) in Weeks 7 & 8 (optional)

* Tasks for Students

- Participate in a **singing contest**.

* Teaching Materials

- The scoring rubric (used in Step 4).

* Results

- **Audio** or video recordings, if any.





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V. Final Thoughts



Don't miss the opportunity to engage Gen Z learners in English classrooms by using AI songwriting tools.



Request that Gen Z write the song's lyrics on their own, without the aid of AI tools.



Learners in Generation Z should be reminded to carefully review, edit, and verify the comments and results of any AI technologies.



If you have issues with AI tools, seek help from Gen Z learners.



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VI. Q & A Session

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THANK YOU!

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