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Between Syntax and Culture: ChatGPT as a Language Learning Tool for German

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Abstract

Artificial Intelligence (AI) tools like ChatGPT are increasingly being integrated into education, aiding both students and teachers in tasks such as lesson planning, personalized learning, and academic support. While AI enhances language education by offering tailored materials and support, concerns remain about its ability to understand and teach language within its full cultural and contextual depth. This study explores whether ChatGPT can truly engage with the Interlanguage (IL) and intercultural aspects of language learning, which are essential for developing a meaningful and authentic linguistic identity.

Keywords: Artificial intelligence in learning, Artificial intelligence in deutsch als fremdsprache, Interlanguge Hypothesis, Culture, Artificial intelligence.

1 | Introduction

In contemporary academia, Artificial Intelligence (AI) tools such as ChatGPT are becoming integral to both teaching and learning processes. Students and educators alike are increasingly utilizing AI as an assistant, guide, and collaborative tutor. Educators leverage ChatGPT for diverse academic tasks, including generating new ideas, understanding complex concepts, resolving queries, verifying factual information and spelling, and improving overall academic performance. Additionally, teachers utilize AI for lesson planning, creating personalized learning materials, assessing student progress, and simplifying administrative tasks. Consequently, ChatGPT is progressively embedding itself into the academic framework.

AI has had a particularly significant impact on language education, offering innovative tools that enhance engagement and personalization. With AI-driven resources, educators can develop customized worksheets, lesson plans, and learning materials—including presentations, songs, and videos—tailored to students'

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individual learning styles, proficiency levels, and educational goals. As AI increasingly integrates into students' daily academic routines, it functions as a personalized learning aid. However, a critical question arises: Can AI effectively understand and teach language within its cultural and contextual framework?

Language learning is not solely about acquiring syntax, structure, and vocabulary; it is also deeply embedded in cultural context. Understanding a language involves engaging with its cultural nuances, which bridge the gap between the learner's native culture and the target culture. This dynamic process, often referred to as "Interlanguage (IL)" and "interculture," enables learners to construct a unique linguistic identity that blends elements of their first language (L1) and the Target Language (TL) (L2). The challenge, therefore, lies in determining whether ChatGPT can recognize and engage with this IL phenomenon, facilitating a more authentic and culturally contextualized language-learning experience.

This study aims to examine whether OpenAI's ChatGPT can effectively comprehend and reflect interculturality and interlinguality in language instruction. It is based on the hypothesis that language learners create an IL —an amalgamation of their L1 and L2—when acquiring a foreign language. However, ChatGPT, despite its advanced linguistic capabilities, may struggle to grasp the intricate nuances of interlinguality, as it extends beyond the syntactic and systematic features of both languages. This limitation raises concerns about whether AI can provide learners with the space necessary to make the TL their own, thereby forming a unique linguistic and cultural identity

2 | Theorotical Foundation

2.1 | Between the Languages

The influence of a learner's first language (L1) on the acquisition of a second or foreign language (L2) has been a subject of extensive research and debate in the fields of Second Language Acquisition (SLA) and Applied Linguistics. One of the earliest perspectives on this phenomenon is the Contrastive Analysis Hypothesis (CAH), proposed by Charles C. Fries and later developed by Robert Lado. This hypothesis suggests that the structural differences between the TL and the learner's Mother Tongue (MT) are the primary source of errors in second language learning. It emphasizes the transfer of linguistic patterns from L1 to L2, often leading to errors due to the learner's reliance on their existing language system [1].

However, later linguists, such as Stephen Krashen, critiqued the notion that negative transfer is the sole cause of errors in L2 learning [2]. This led to a shift in focus towards Error Analysis (EA), which emerged as a response to CAH. EA, unlike CAH, does not assume that all errors stem from L1 interference; instead, it examines errors to understand the cognitive processes involved in L2 acquisition.

Building on these foundational theories, Larry Selinker introduced the concept of IL Hypothesis in 1972 [3]. According to this hypothesis, second-language learners develop an intermediate linguistic system that is neither entirely L1 nor fully L2 but a unique construct influenced by elements of both. This IL is dynamic, evolving as learners progress towards proficiency in the TL, with its own internalized rules and patterns. The IL stage is a crucial aspect of language learning, reflecting the learner's gradual movement towards the TL.

In contrast, AI bypasses this developmental stage by generating grammatically and contextually precise texts, eliminating typical learner errors. As AI continues to play a growing role in language learning, it becomes essential to examine its impact on the traditional processes of language acquisition. The following discussion provides a brief overview of AI's evolution as a tool in language learning and its implications for SLA research.

2.2 | Artificial Intelligence in Language Learning

The integration of AI into language learning has evolved significantly over the decades, transforming educational methodologies and learner experiences. In 1966, Joseph Weizenbaum developed Eliza, an early natural language processing program that simulated conversation, marking a foundational step in AI-driven language interaction [4]. The 1990s witnessed advancements in machine learning algorithms, enhancing AI's

capacity to process and generate human language. This progress led to the creation of intelligent tutoring systems capable of providing personalized feedback and adaptive learning experiences [5].

In recent years, the emergence of large language models, such as OpenAI's GPT series, has revolutionized language education. These models facilitate AI-mediated instruction, offering learners interactive platforms that adapt to individual learning styles and needs. Studies have demonstrated that AI-mediated instruction can significantly enhance English learning achievement, motivation, and self-regulated learning among English as a Foreign Language (EFL) learners [6].

Today, AI applications in language education are diverse and impactful. Platforms like Duolingo utilize AI to personalize learning content, track progress, and provide immediate feedback, making language learning more accessible and engaging. AI-powered chatbots and virtual assistants offer learners opportunities to practice conversational skills in real-time, simulating immersive language environments [5].

As AI technology continues to advance, its role in language learning is expected to expand, offering more sophisticated tools that cater to the evolving needs of learners worldwide.

3 | Experiment Description

An experiment was conducted in the SYBA German language class at Fergusson College to analyze whether students' responses differ from those generated by ChatGPT. The target group comprised students aged 18–20, residing in Pune, and learning German as a foreign language at the A2 proficiency level.

The objective of this instructional unit (Unterrichtseinheit, UE) was to revise a grammatical structure, specifically wenn-Sätze (conditional clauses). To integrate both the learners' first language (L1) and the TL (L2), while also incorporating cultural elements, the teaching material included a dialogue from the renowned Bollywood film Kabhi Khushi Kabhie Gham (K3G), dubbed in German. Bollywood, though not an exact representation of Indian culture, serves as a widely recognized cultural reference.

Before viewing the selected scene, the TH conducted a structured review of wenn-Sätze and Imperativsätze (imperative sentences), the latter being an A1-level topic relevant to the scene. Following this preparatory phase, students were given an exercise where they constructed sentences using wenn, based on provided word cues. These sentences were designed to match the exact dialogues from the film scene. To verify their accuracy, the scene was played, and students were required to arrange their formulated sentences in the correct sequence.

In the subsequent transfer phase, students applied their understanding by constructing original sentences using provided patterns, contextualized to their daily lives as students. Since the scene depicted Rahul offering life advice to his younger brother Rohan before leaving home due to family disputes, students were tasked with creating life advice statements for their friends. Below are some examples of the provided *Muster* and the responses generated by students.

The Muster provided:

Table 1. Imperative sentences for achieving various goals.

If Sentences	Imperative Sentences
Want to pass the exam	Eat lots of fruit and vegetables
Are not afraid of professors	Study every day
Want to stay healthy	Be nice/ polite
Want to make new friends	Get up early
Want to be happy	Cultivate hobbies
Want to be punctual/	Exercise regularly
Don't want to get into trouble	Do homework

Students' response:

I. If you want to go on an outing with your friends, ask your parents for permission, only then can you go.

II. If you fall, your friends will laugh and only then will they help you.

III. If studying is boring, take up hobbies.

IV. If you want to make new friends, then you have to take the first step.

V. If you want to pass the exam, listen to lots of motivational songs.

VI. If you don't want to be afraid of professors, bring their favorite candy.

To assess ChatGPT's ability to produce similarly personalized and culturally embedded responses, the same prompt was given to the AI alongwith the Transcript of the Bollywood scene.

Promt 1. Here's a famous Bollywood scene from the film Kabhi Khushi Kabhie Gham, dubbed in German. The scene shows the dialouge between brothers Rahul and Rohan as Rahul prepares to leave home after a conflict with his father. Rahul gives life advice to young Rohan. Here's the script.

Wenn du im Leben etwas erreichen willst, wenn du gewinnen willst, dann höre auf dein Herz. Und wenn dein Herz mal nicht antwortet, dann schließe die Augen und denke an deine Eltern. So wirst du keine Angst mehr haben und alle Hindernisse überwinden. Dann kannst du alles erreichen, einfach alles. Nur du alleine. Nur du alleine. Du! Das darfst du nie vergessen, Rohan! (*Appendix*).

These dialogues will be used to revise Wenn-Sätze and Imperative Sätze in Deutsch Als Fremdsprache (DaF) lessons. Following the same grammar structure please write a new set of life advices applicable in college students' everyday life in Pune, India. Here are some Modellsentences at A2 Level for the same. You can add to it.

ChatGPT's first response: Hier ist ein neuer Ratschlag für das Studentenleben in Pune, der die gleichen grammatischen Strukturen wie der Originaldialog verwendet:

Wenn du die Prüfung bestehen willst, wenn du Erfolg im Studium haben willst, dann sei fleißig und lerne jeden Tag. Und wenn du dich einmal müde oder demotiviert fühlst, dann schließe die Augen und denke an deine Ziele. So wirst du keine Angst vor Professoren haben und kannst alle Herausforderungen überwinden.

Wenn du gesund bleiben willst, dann iss viel Obst und Gemüse und trainiere regelmäßig. Und wenn du einmal zu faul bist, dann erinnere dich daran, dass ein gesunder Körper dir hilft, dein Bestes zu geben.

Wenn du neue Freunde finden und glücklich sein willst, dann sei nett und höflich. Und wenn du dich einsam fühlst, dann denk daran, dass ein Lächeln oft der erste Schritt zu einer guten Freundschaft ist.

Wenn du keinen Ärger kriegen willst, dann sei pünktlich und mache immer deine Hausaufgaben. Und wenn du einmal keine Lust hast, dann erinnere dich daran, dass Disziplin dich weiterbringt.

Dann kannst du alles erreichen, einfach alles. Nur du alleine. Nur du alleine. Du! Das darfst du nie vergessen!

The first response was analyzed for its depth and relevance.

To attempt to bridge the gap between AI-generated responses and human responses, additional prompts were given to further contextualize the students' perspectives.

Promt 2: Please keep the language to A2 Level of German as foreign language. Also, make it a bit fun and witty Below are ChatGPT's second and third responses, adjusted based on these refinements.

ChatGPT Response 2: Hier ist der Text in einfachem, witzigem Deutsch auf A2-Niveau:

Rohan, hör gut zu!

Wenn du die Prüfung bestehen willst, dann lern jeden Tag – nicht nur am Abend vor der Prüfung! Und wenn du mal keine Lust hast, dann schließ die Augen und denk an den Schock, wenn du eine schlechte Note bekommst. Dann lernst du lieber, oder?

Wenn du keine Angst vor Professoren haben willst, dann sei nett und höflich. Und wenn du mal zu spät kommst, dann lächle und sag: „Der Bus war schuld!" (Aber besser: Komm einfach pünktlich!)

Wenn du gesund bleiben willst, dann iss viel Obst und Gemüse – nicht nur Instant-Nudeln! Und wenn du mal keine Lust auf Sport hast, dann tanz wenigstens beim Zähneputzen. Bewegung ist Bewegung!

Wenn du neue Freunde finden willst, dann sei offen und freundlich. Und wenn du mal nervös bist, dann denk dran: Die anderen sind auch nervös! Lächeln hilft immer.

Wenn du glücklich sein willst, dann mach auch Dinge, die dir Spaß machen. Studieren ist wichtig, aber Hobbys sind auch wichtig. Und wenn du mal zu gestresst bist, dann iss Schokolade – aber nur ein bisschen!

Dann kannst du alles schaffen, einfach alles. Nur du alleine. Nur du alleine. Du! Das darfst du nie vergessen!

Promt 3: Could you write this from the perspective of a student/ young adult of SYBA Sem 4 Fergusson College, Pune, Maharashtra, India. Write not just about studies but also about college life, friendships etc.

ChatGPT Response 3: Ey Leute, hört zu!

Wenn du die Prüfungen bestehen willst, dann fang nicht erst eine Nacht vorher an zu lernen! Wir wissen alle, dass „Ich lern später" oft „Ich schau nur noch eine Folge" bedeutet. Und wenn du mal keine Motivation hast, dann stell dir einfach vor, du musst die Prüfung nochmal schreiben. Gruselig, oder?

Wenn du keine Angst vor Professoren haben willst, dann sei nett und grüß sie im Gang – aber bitte, nicht zu überfreundlich, sonst wird's seltsam. Und wenn du mal zu spät kommst, dann sei kreativ mit deinen Ausreden. („Sir, der FC-Katta war einfach zu gemütlich heute.." ist aber vielleicht nicht die beste.)

Wenn du gesund bleiben willst, dann iss nicht nur Vada Pav und Maggi aus der Kantine. Ab und zu mal eine Banane schadet nicht. Und wenn du mal keine Lust auf Sport hast, dann renn wenigstens hinter dem Bus her – das zählt auch als Workout!

Wenn du neue Freunde finden willst, dann häng am FC-Katta rum. Du wirst sehen: Nach ein paar Wochen kennt dich halb Fergusson! Und wenn du mal alleine sitzt, keine Panik – jemand wird schon fragen: „Ey, kann ich hier sitzen?

Wenn du glücklich sein willst, dann genieß das College-Leben. Mach Blödsinn mit Freunden, geh auf Festivals, chill auf dem Campus. Und wenn du mal gestresst bist, dann gönn dir ein Chai an Good Luck Café; hilft immer!

Dann kannst du alles schaffen, einfach alles. Nur du alleine. Nur du alleine. Du! Und vergiss nicht: Fergusson wale sind immer die Besten.

4 | Analysis

The primary distinction between students' responses and those generated by ChatGPT lies in spontaneity. While students exhibit a natural tendency to adapt and personalize their sentences, ChatGPT adheres strictly to the given Muster (pattern), systematically incorporating all provided model sentences. The students, however, deviated considerably from the given Muster, instead constructing sentences that felt more contextually relevant to their daily student life, relationships, and friendships. Additionally, some students diverged from the thematic focus on life advice while still maintaining the prescribed grammatical structure, thereby successfully practicing conditional sentences.

For instance, the sentence "Wenn du fällst, zuerst lachen deine Freunde, nur dann helfen sie dir". ("If you fall, your friends will laugh first, only then will they help you".) does not provide advice but instead reflects an observed social reality. Despite this thematic shift, it retains the fundamental conditional sentence structure and remains contextually embedded in students' experiences.

In contrast, ChatGPT extends the given Muster while strictly adhering to the theme of life advice, often reproducing well-known motivational statements. For example: "Und wenn du dich einmal müde oder demotiviert fühlst, dann schließe die Augen und denke an deine Ziele". ("And if you ever feel tired or demotivated, close your eyes and think about your goals".) or "Wenn du einmal zu faul bist, dann erinnere dich daran, dass ein gesunder Körper dir hilft, dein Bestes zu geben". ("If you are ever too lazy, remember that a healthy body helps you to give your best"). These sentences meticulously follow the grammatical pattern but often fail to align with the expected A2 level of language learning.

A notable example of this mismatch is the use of the word Herausforderungen in the sentence "So wirst du keine Angst vor Professoren haben und kannst alle Herausforderungen überwinden". ("This way, you won't be afraid of professors and can overcome all challenges"). The term Herausforderung is not suitable for A2-level learners, as it first appears in the third lesson of the B1-level textbook Netzwerk neu, a widely used DaF (German as a Foreign Language) textbook (Glossary, p.10, B1 Netzwerk Neu), and is more commonly used at the B2 level in discussions of societal and social themes [7].

Beyond vocabulary, similar issues arise in grammatical complexity. The sentence "Und wenn du einmal zu faul bist, dann erinnere dich daran, dass ein gesunder Körper dir hilft, dein Bestes zu geben". ("If you are ever too lazy, remember that a healthy body helps you to be at your best"). incorporates multiple advanced structures, such as zu + Infinitiv, in addition to the conditional form. This exceeds the expected complexity for A2-level learners.

If students rely heavily on AI-generated responses, they risk bypassing essential stages of language acquisition, including the process of internalizing new grammatical structures, reflecting on their use, and actively applying them. Furthermore, excessive reliance on AI-generated language may introduce an additional challenge: The risk of making language comprehension more difficult and, consequently, discouraging students from engaging with the learning process.

Errors in the process of acquiring a foreign language play a crucial role in language learning, as they serve as a bridge between the learner's first language (L1) and the TL. These errors contribute to the formation of an "IL", a transitional linguistic system that reflects the learner's progress toward the TL. This phenomenon is evident in sentences such as "Wenn du fällst, dann lachen zuerst deine Freunde, nur dann helfen sie dir". While grammatically correct, the sentence exhibits clear structural influence from the learner's L1. Specifically, the phrase "nur dann helfen sie dir" appears to be a direct translation of the Marathi expression "मगच" ते तुला मदत करतील.

However, despite its grammatical correctness, the sentence does not fully align with native German speech patterns, which supports the IL Hypothesis. To examine this further, a native German speaker was presented with the same meaning in English and asked to translate it. Their response, "Wenn du hinfällst, werden dich deine Freunde zuerst auslachen und erst dann aufhelfen", demonstrates native-like fluency. The verbs auslachen (to laugh at) and aufhelfen (to help up) capture the intended meaning more precisely, illustrating the native speaker's proficiency in lexical selection. Additionally, the use of erst dann instead of nur dann further differentiates the native response from the learner's sentence, reinforcing the concept of IL.

A similar phenomenon is observed in another student response: "Wenn Studieren langweilig ist, pflege deine Hobbys". While grammatically sound, the phrase Hobbys pflegen is infrequent in colloquial German. A native speaker would instead phrase this as "Wenn Studieren fad ist, such dir Hobbys". Notably, fad is an Austrian dialectal variant of langweilig, and suchen aligns better with the intended meaning than pflegen, which suggests habitual care rather than active pursuit. Despite these differences, the learner's sentence remains communicatively effective, highlighting the dynamic nature of IL.

These examples affirm that learner responses should be viewed as an evolving linguistic system that facilitates their progression toward TL proficiency. Rather than being mere errors, these linguistic patterns represent essential steps in SLA, allowing learners to refine their language use through exposure, practice, and feedback.

While IL serves as a bridge in language acquisition, ChatGPT demonstrates a superior command of grammatical precision. However, a significant gap remains in its ability to fully comprehend cultural nuances, particularly when a learner's first language (L1) is deeply embedded in cultural contexts. For example, the German sentence, "Wenn du mit deinen Freunden einen Ausflug machen möchtest, dann frag deine Eltern um Erlaubnis, nur dann kannst du gehen". reflects a cultural norm where parental permission is crucial for young adults before making plans. This highlights a family-oriented upbringing, akin to values found in Indian middle-class families, where respect for parental authority and collective decision-making are emphasized. In such contexts, independence is gradually granted rather than assumed.

ChatGPT exhibits a remarkable ability to recognize cultural references. For instance, responses mentioning delays in public transport, Indian students' preference for instant noodles, and even specific references like vada pav and Maggi illustrate its capacity to personalize interactions based on cultural familiarity. This suggests an advanced, albeit algorithmic, adaptation to regional contexts. However, inaccuracies persist—such as the repeated mention of "FC Katta" as a concrete location. While katta exists as a cultural phenomenon symbolizing informal gatherings among young adults, its misrepresentation as a physical place could lead to cultural misinformation. Furthermore, the unnatural recurrence of this reference highlights the mechanical nature of AI-generated content.

Thus, while ChatGPT demonstrates a noteworthy ability to engage with cultural phenomena, it remains limited by its reliance on patterns rather than lived experiences. This necessitates critical evaluation when interpreting AI-generated discourse on culturally specific concepts.

5 | Conclusion

In conclusion, while AI like ChatGPT demonstrates increasing proficiency in humor and cultural understanding, it should not be blindly trusted, as it operates on algorithms rather than factual knowledge and can produce misinformation. Educators should encourage students to develop their IL by engaging directly with new grammatical structures and vocabulary instead of relying on AI, ensuring they pass through essential learning stages. Allowing students the freedom to experiment with language while maintaining grammatical accuracy, contextualizing language in its cultural origin, and fostering expression in the TL through personal and cultural narratives can create a meaningful linguistic interspace. Lastly, AI can be a valuable tool when used critically and responsibly to support, rather than replace, the learning process.

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Data Availability

Data used and analyzed during the current study are available from the corresponding author upon reasonable request.

Conflicts of Interest

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

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Appendix

Translations (Learning material translation): Dialouge of the film kabhie khushi kabhie gham: If you want to achieve something in life, if you want to win, then listen to your heart. And if your heart doesn't answer, close your eyes and think of your parents. That way you will no longer be afraid and you will overcome all obstacles. Then you can achieve anything, simply anything. Just you alone. Just you alone. You! You must never forget that, Rohan!

Students response original:

I. Wenn du mit deinen Freunden einen Ausflug machen möchtest, dann frag deine Eltern um Erlaubnis, nur dann kannst du gehen.

II. Wenn du fällst, dann lachen deine Freunde und nur dann helfen sie dir.

III. Wenn Studieren langweilig ist, dann pflege Hobbys.

IV. Wenn du neue Freunde machen willst, dann musst du den ersten Schritt machen.

V. Wenn du die Prüfung bestehen willst, dann hör bitte viele motivierende Lieder.

VI. Wenn du keine Angst vor Professoren haben willst, dann bring ihre Lieblingssüßigkeiten mit.

ChatGPT Response 1:

Here is a new advice for student life in Pune, using the same grammatical structures as the original dialog: if you want to pass the exam, if you want to succeed in your studies, then be diligent and study every day. And if you ever feel tired or demotivated, close your eyes and think about your goals. That way, you won't be afraid of professors and will be able to overcome any challenges.

If you want to stay healthy, eat lots of fruit and vegetables and exercise regularly. And if you ever get too lazy, remember that a healthy body will help you perform at your best.

If you want to make new friends and be happy, be nice and polite. And if you're feeling lonely, remember that a smile is often the first step to a good friendship.

If you don't want to get into trouble, then be punctual and always do your homework. And if you don't feel like it, remember that discipline will get you further.

Then you can achieve anything, just anything. Just you alone. Just you alone. You! You must never forget that!

ChatGPT Response 2:

Here is the text in simple, witty German at A2 level: Rohan, listen carefully! If you want to pass the exam, study every day - not just the night before the exam! And if you don't feel like it, close your eyes and think about the shock when you get a bad grade. Then you'd rather study, wouldn't you?

If you don't want to be afraid of professors, then be nice and polite. And if you're late, smile and say: "It was the bus's fault!" (But better: just come on time!)

If you want to stay healthy, eat lots of fruit and vegetables - not just instant noodles! And if you don't feel like exercising, at least dance while you brush your teeth. Movement is movement!

If you want to make new friends, be open and friendly. And if you're nervous, remember: the others are nervous too! Smiling always helps.

If you want to be happy, then do things that you enjoy. Studying is important, but hobbies are also important. And if you get too stressed, eat chocolate - but only a little!

Then you can do anything, just anything. Just you alone. Just you alone. You! You must never forget that!

ChatGPT Response 3:

Ey Leute, hört zu! Wenn du die Prüfungen bestehen willst, dann fang nicht erst eine Nacht vorher an zu lernen! Wir wissen alle, dass „Ich lern später" oft „Ich schau nur noch eine Folge" bedeutet. Und wenn du mal keine Motivation hast, dann stell dir einfach vor, du musst die Prüfung nochmal schreiben. Gruselig, oder? Wenn du keine Angst vor Professoren haben willst, dann sei nett und grüß sie im Gang – aber bitte, nicht zu überfreundlich, sonst wird's seltsam. Und wenn du mal zu spät kommst, dann sei kreativ mit deinen Ausreden. („Sir, der FC-Katta war einfach zu gemütlich heute". ist aber vielleicht nicht die beste.)

Wenn du gesund bleiben willst, dann iss nicht nur Vada Pav und Maggi aus der Kantine. Ab und zu mal eine Banane schadet nicht. Und wenn du mal keine Lust auf Sport hast, dann renn wenigstens hinter dem Bus her – das zählt auch als Workout!

Wenn du neue Freunde finden willst, dann häng am FC-Katta rum. Du wirst sehen: Nach ein paar Wochen kennt dich halb Fergusson! Und wenn du mal alleine sitzt, keine Panik – jemand wird schon fragen: „Ey, kann ich hier sitzen?"

Wenn du glücklich sein willst, dann genieß das College-Leben. Mach Blödsinn mit Freunden, geh auf Festivals, chill auf dem Campus. Und wenn du mal gestresst bist, dann gönn dir ein Chai an Good Luck Café – hilft immer!

Dann kannst du alles schaffen, einfach alles. Nur du alleine. Nur du alleine. Du! Und vergiss nicht: Fergusson wale sind immer die Besten!

Native speaker response (Original):

I. Wenn du einen Ausflug mit deinen Freunden machen willst, frag zuerst deine Eltern um Erlaubnis, nur dann kannst du gehen.

II. Wenn du hinfällst, werden dich deine Freunde zuerst auslachen und dir erst dann aufhelfen.

III. Wenn studieren fad ist, such dir Hobbys.

IV. Wenn du neue Freunde machen willst, musst du den ersten Schritt machen/ musst du auf sie zugehen.

V. Wenn du die Prüfung bestehen willst, hör dir viele motivierende Lieder an.

VI. Wenn du vor Professoren keine Angst haben willst, bring ihnen ihre Lieblingssüßigkeiten.

Translation:

I. if you want to go on an outing with your friends, ask your parents for permission first, only then can you go.

II. if you fall down, your friends will laugh at you first and only then help you up.

III. if studying is boring, look for hobbies.

IV. if you want to make new friends, you have to take the first step/approach them.

V. if you want to pass the exam, listen to lots of motivational songs.

VI. if you don't want to be afraid of professors, bring them their favorite candy.

(**The translations of the sentences were generated with the assistance of artificial intelligence for research purposes)

Videos of the Experiment:

1. Students' response 1: https://drive.google.com/file/d/1dyX6LCKdOuSsM1oxQeP3LOX0HMpT12HF/view?usp=sharing
2. Students' response 2: https://drive.google.com/file/d/1SgtdLonETpFJ-_o9a2zQU538MosADVVY/view?usp=sharing
3. Students' response 3: https://drive.google.com/file/d/1SgtdLonETpFJ-_o9a2zQU538MosADVVY/view?usp=sharing