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1. INTRODUCTION

In recent years, the rapid advancement of artificial intelligence (AI) has brought profound changes to education. From adaptive learning platforms to intelligent tutoring systems, AI-powered tools are reshaping how teachers design lessons and how students engage with learning materials. Among the various areas of impact, language learning—especially in reading and listening comprehension—has witnessed a significant transformation. This is particularly relevant for gifted high school students who are part of elite academic programs, such as teams preparing for national or international competitions in English. These students not only require advanced and challenging materials, but also benefit greatly from personalized, adaptive, and interactive learning experiences.

Gifted students enrolled in specialized high schools or selected for national gifted teams often face a demanding curriculum that surpasses the regular high school level. These learners possess strong cognitive abilities, faster processing speeds, and higher motivation compared to their peers. However, they also require differentiated instruction that keeps pace with their abilities and provides opportunities for deep exploration, critical thinking, and skill refinement. In the context of reading and listening comprehension—two vital skills in language proficiency and exam performance—traditional one-size-fits-all methods often fall short. Textbooks and pre-made materials may not always align with their levels, interests, or learning styles. Moreover, time constraints and limited access to high-quality, authentic resources pose challenges for both students and educators.

To address these issues, the integration of AI tools into the design of reading and listening exercises emerges as a practical and innovative solution. AI can support educators in curating, adapting, and generating content that meets the specific needs of advanced learners. It can also provide multimodal learning opportunities that combine text, audio, and interactivity, thus enhancing both comprehension and engagement. The present research explores the use of five AI-powered applications—ChatGPT, Speechify, QuillBot, Diffit.me, and Quizizz—in designing customized reading and listening exercises for gifted high school students.

The integration of these tools—each with its distinct function—enables a seamless workflow for educators. The teacher can start by using ChatGPT to generate a high-level reading passage, apply QuillBot for paraphrasing, convert the passage to audio with Speechify, design comprehension questions with Quizizz, and finally, tailor the passage using Diffit.me to create different versions or support materials. This ecosystem of AI tools empowers teachers to innovate, differentiate, and personalize instruction in a way that is both time-efficient and pedagogically sound.

Ultimately, the aim of this research “USING AI TOOLS TO DESIGN READING AND LISTENING EXERCISES FOR STUDENTS IN GIFTED HIGH SCHOOL” is to investigate the practical application of these tools in real classroom settings with gifted high school students, examining their effectiveness, potential, and limitations. By documenting case studies, usage scenarios, and student feedback, this

paper seeks to contribute to a deeper understanding of how AI can support advanced language learning in gifted high school, particularly for elite learners who strive for excellence titles in national competitions.

2. LITERATURE REVIEW

2.1. Gifted Learners and Their Language Learning Needs

Gifted high school students, particularly those operating at advanced and proficient language levels, possess distinct cognitive, emotional, and academic characteristics that set them apart from their peers. According to VanTassel-Baska (2003), these learners demonstrate exceptional analytical thinking, heightened curiosity, rapid language acquisition, and a preference for complexity and abstraction. In the context of English language learning, gifted students often require more challenging materials that go beyond the standard curriculum. Tomlinson (2017) emphasizes that effective instruction for gifted learners should include tasks that promote critical thinking, creativity, and real-world application. Therefore, reading and listening materials for these students must be intellectually stimulating, linguistically rich, and allow for deep engagement with authentic content.

2.2. Reading and Listening Skills at the Advanced and Proficient Levels

According to the Common European Framework of Reference for Languages (CEFR), learners at the C1 (advanced) and C2 (proficient) levels should be capable of understanding complex texts that include implicit meaning, idiomatic expressions, and culturally nuanced references. These learners are also expected to comprehend extended spoken discourse, follow arguments, and recognize shifts in tone or perspective (Council of Europe, 2020). To meet these expectations, reading and listening exercises should present learners with authentic, unsimplified materials, as well as comprehension tasks that encourage inference, synthesis, and evaluation. For gifted students, such exposure is crucial in maintaining engagement, nurturing language autonomy, and fostering intellectual growth.

2.3. The Role of Artificial Intelligence (AI) in Language Learning

Artificial Intelligence (AI) has emerged as a transformative force in language education, offering tools that facilitate the creation of personalized, interactive, and high-quality instructional materials. As AI technology becomes more sophisticated, its integration into English language classrooms has expanded rapidly, particularly in the areas of reading and listening skill development.

2.3.1. ChatGPT: AI-Powered Text Generation

ChatGPT, developed by OpenAI, is an advanced language model capable of generating coherent, contextually appropriate text based on user input. In the classroom, ChatGPT can be used to design original reading passages, create comprehension questions, simulate conversations, and provide instant feedback. Research by Zawacki-Richter et al. (2019) highlights the tool's potential to increase teacher productivity, reduce preparation time, and enhance learner engagement through interactive, customized content. For gifted learners, ChatGPT enables the creation of texts that align with their specific interests and cognitive levels.

2.3.2. QuillBot: Paraphrasing and Writing Support

QuillBot is a paraphrasing tool that uses natural language processing (NLP) to rewrite sentences and passages while preserving their original meaning. In the context of language teaching, QuillBot can support the development of paraphrasing skills, vocabulary expansion, and grammatical awareness. Teachers can use the tool to generate multiple versions of a text, thereby designing varied reading tasks that challenge students to recognize synonym usage and structural transformations. This type of lexical

variation is particularly beneficial for advanced learners who require exposure to diverse expressions and sentence patterns.

2.3.3. Speechify: Text-to-Speech for Listening Practice

Speechify is a text-to-speech application that converts written content into high-quality audio using natural-sounding voices. This tool allows educators to transform any reading passage into a listening activity, making it easier to create customized listening exercises. Li and Hegelheimer (2013) argue that text-to-speech technologies increase the accessibility of learning materials and support multimodal learning, particularly for auditory learners. For gifted students, Speechify enables them to engage with challenging content in both visual and auditory formats, enhancing their listening comprehension and pronunciation skills.

2.3.4. Diffit.me: Differentiated Text and Task Generator

Diffit.me is an AI-based tool that helps educators adapt reading materials by level, interest, and academic goals. It automatically generates reading comprehension questions, summaries, glossaries, and key vocabulary lists. Hwang et al. (2020) found that tools like Diffit promote differentiated instruction and inclusive education, especially in classrooms with diverse language proficiency levels. In a gifted context, Diffit allows teachers to provide higher-order questions and advanced texts that align with learners' capabilities and readiness levels.

2.3.5. Quizizz: Gamified and AI-Assisted Assessment

Quizizz is an online assessment platform that incorporates AI to generate quiz questions, distractors, and feedback. Teachers can design reading and listening quizzes with built-in scaffolding and gamification elements that appeal to learners' intrinsic motivation. According to Basuki and Hidayati (2019), Quizizz supports active learning and increases student motivation through its engaging interface and immediate feedback. For gifted learners, this tool can be used to assess comprehension, vocabulary knowledge, and critical thinking in a flexible and student-centered manner.

2.4. Benefits of AI Tools for Gifted Language Learners

AI tools offer numerous advantages in designing reading and listening materials tailored to the unique needs of gifted learners. These include personalization of content based on learners' cognitive profiles and interests, automation of text adaptation and task creation, and increased access to challenging, real-world materials. Furthermore, AI tools promote learner autonomy, encourage creativity, and support differentiated instruction in ways that traditional teaching methods may not easily achieve. For example, a teacher can use ChatGPT to simulate debates on complex topics, use QuillBot to train advanced paraphrasing, and combine Speechify and Quizizz to build multimodal listening assessments with immediate formative feedback.

2.5. Challenges and Considerations in Using AI for Language Instruction

Despite the many benefits, there are important considerations when integrating AI into language education. One major concern is the accuracy and reliability of AI-generated content. Floridi and Chiriatti (2020) point out that AI models can sometimes produce biased, factually incorrect, or culturally inappropriate outputs if not carefully monitored. Additionally, overreliance on AI tools may reduce opportunities for human interaction and critical discussion, which are essential for language acquisition and socio-emotional development. Therefore, while AI tools can support and enhance instruction, they

should not replace the role of teachers in guiding, evaluating, and adapting content to meet learners' evolving needs.

3. PROCEDURES

To maximize the potential of AI tools in language instruction for gifted high school students, it is essential to adopt a clear, step-by-step instructional design framework. The exploitation of AI tools can be organized into a five-phase cycle:

(1) Content Creation → (2) Content Adaptation → (3) Listening Conversion → (4) Comprehension Task Design → (5) Assessment and Feedback

Each AI application plays a distinct role within these procedures, contributing to a seamless integration of advanced learning materials and assessments.

3.1. ChatGPT – Content Creation & Higher-Order Task Generation

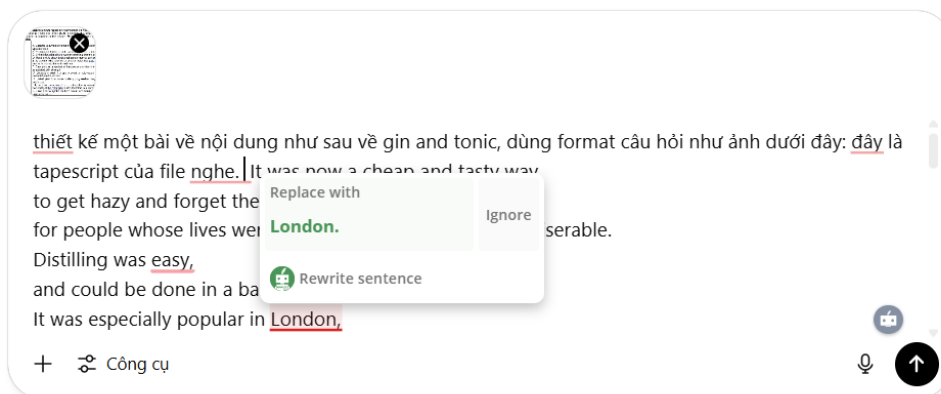
Phase 1: Content Creation

- Step 1.1: The teacher provides a prompt to ChatGPT, requesting a reading passage or dialogue on a complex, academic, or interdisciplinary topic.

(Example: “Design an exercise with the given format about the topic of Technology for C1 learners in a high school”)

-

Hôm nay bạn muốn làm gì?

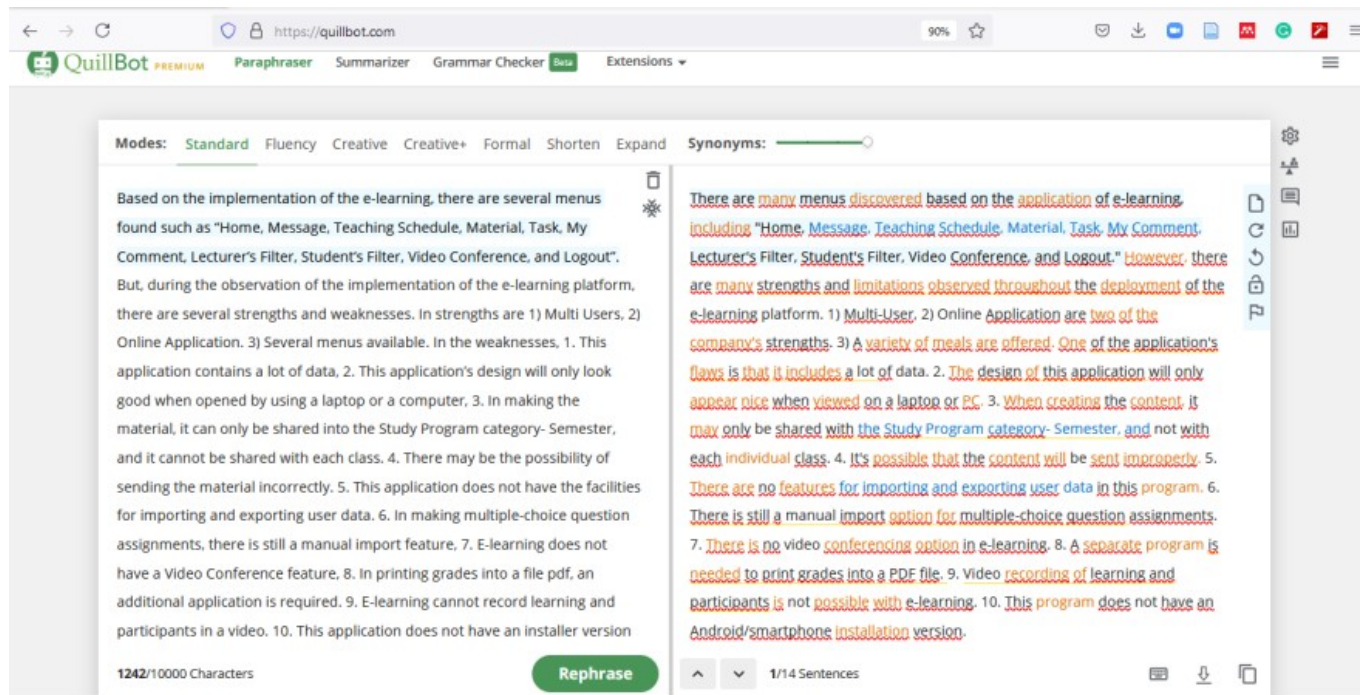


- Step 1.2: ChatGPT generates an original, level-appropriate text with appropriate tone, vocabulary, and structure for gifted learners.

Phase 4: Comprehension Task Design

- Step 4.1: The teacher prompts ChatGPT to generate higher-order comprehension questions. (e.g., “Create five C1-level reading questions focusing on inference, evaluation, and opinion analysis.”)
- Step 4.2: ChatGPT produces questions aligned with Bloom’s higher-order thinking levels (analyze, evaluate, create).
- Step 4.3: The teacher reviews, modifies, and selects questions that effectively stimulate critical thinking.

3.2. QuillBot – Paraphrasing and Lexical Enrichment



Phase 2: Content Adaptation

- Step 2.1: The teacher pastes the original ChatGPT-generated text into QuillBot.
- Step 2.2: QuillBot rephrases the passage using selected settings (e.g., “Formal” or “Fluency” mode), enhancing syntactic and lexical variety.
- Step 2.3: The adapted version can be used to:
 - Create comparative reading exercises
 - Highlight nuances in tone, word choice, and formality

Optional Advanced Task

- Students compare original and paraphrased texts, identifying shifts in register, meaning, and style—a valuable activity for analytical reading and vocabulary development.

3.3. Speechify – Listening Material Development

Phase 3: Listening Conversion

- Step 3.1: The final reading text (original or paraphrased) is uploaded or pasted into Speechify.
- Step 3.2: The teacher selects appropriate voice type, speech rate, and accent to match learner needs.
- Step 3.3: Speechify converts the text into high-quality audio (e.g., MP3) for playback or classroom use.
- Step 3.4: The audio is used to develop advanced listening tasks:
 - Identifying tone, intention, or rhetorical techniques
 - Summarizing or note-taking
 - Detecting nuances in argumentation or attitude

3.4. Diffit.me – Differentiated Text and Task Generator

The screenshot shows the Diffit.me website interface. At the top, there is a navigation bar with the Diffit logo and links for 'My Resources', 'Start New', and 'Activities'. Below this is a large heading 'Get student-ready resources for...'. Underneath, there are four tabs: 'Literally Anything', 'Books', 'Article or YouTube Link' (which is selected and highlighted with a green underline), and 'Text or PDF'. To the right of these tabs is a link to 'Vocabulary List'. The main content area is divided into two sections. Section 1, '1. Paste a link to an article, PDF, or YouTube video', contains a text input field with the placeholder 'https://...' and a button labeled 'Preserve Original Text'. Below the input field is a section for 'Align to Standards' with links for 'ELA', 'History', and 'Science'. Section 2, '2. Customize your resources', contains two dropdown menus: 'Reading Level' (set to '11th Grade+') and 'Language' (set to 'English').

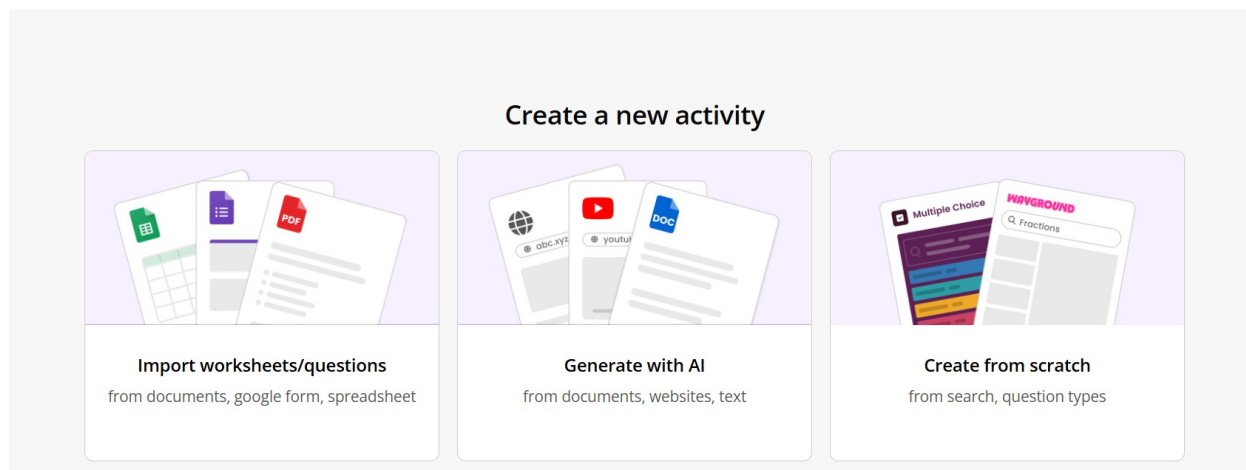
Phase 2: Content Adaptation

- Step 2.1: The teacher uploads the original text to Diffit.me.
- Step 2.2: Diffit adjusts the text complexity based on CEFR level or generates an enriched version for advanced learners.
- Step 2.3: Diffit auto-generates:
 - A glossary of key terms
 - A summary
 - Comprehension questions

Phase 4: Task Enhancement

- Step 4.1: The teacher reviews and modifies questions, adding:
 - Open-ended or synthesis-based prompts
 - Research-based or cross-disciplinary tasks
- Step 4.2: Final tasks may include:
 - True/False and multiple choice
 - Vocabulary-in-context
 - Short answers and discussion prompts

3.5. Quizizz – Gamified Assessment and Feedback



Phase 5: Assessment and Feedback

- Step 5.1: The teacher inputs the reading or listening material into Quizizz to serve as the basis for formative or summative assessments.
- Step 5.2: AI-assisted features help generate multiple-choice and matching questions, including editable distractors and rationales.
- Step 5.3: Each item is aligned with CEFR descriptors (e.g., inference, opinion, vocabulary, detail recognition).
- Step 5.4: Students complete the quiz in a gamified environment, receiving instant feedback.
- Step 5.5: The teacher analyzes student performance via Quizizz's analytics to:
 - Identify patterns of misconception
 - Differentiate follow-up instruction
 - Track progress over time

4. EXERCISES

4.1. Chat GPT

Exercise 1: Listen to a report on the history of gin and tonic and choose FIVE correct statements. Write your answers by selecting the correct letters (A–J).

Which FIVE of the following statements are true according to the recording?

Statements

- A. Gin originated as a medicinal drink created by monks in the Netherlands.
- B. Distillation of alcohol began in Europe during the twelfth century with the invention of carbonated water.
- C. The popularity of gin among British soldiers was influenced by their contact with Dutch forces during wartime.
- D. In the 17th century, gin was only consumed by the elite and was too expensive for the lower classes.
- E. The rise of gin consumption in London led to severe social unrest and violent responses to government control measures.
- F. Gin palaces in the 19th century contributed to making gin more socially accepted and fashionable among the working class.

Statements

G. Tonic water was invented by the British as a drink to complement spirits such as gin.

I. A change in law in 2009 made it easier for smaller producers to distill and sell gin legally.

J. The British government banned gin permanently after the gin craze due to its destructive social effects.

<https://www.youtube.com/watch?v=MB-bnehyT10&list=PLMrFM-P68Wh65ntOiZaggyTWv7Bq6LTxC&index=1>

The hidden history of gin and tonic | Edible Histories Episode 1 | BBC Ideas

Explanation of Incorrect and Correct Answers: (from ChatGPT)

B. Incorrect

- Alcohol distillation did not begin in Europe; it originated in the Arab world in the 9th century.
- The invention of carbonated water came much later and is unrelated to distillation.

D. Incorrect

- Contrary to the statement, in the 17th century, gin became cheap and widely consumed by the lower classes, not just the elite.

G. Incorrect

- Tonic water was not invented by the British to pair with gin. It originated in South America as a treatment for malaria.
- The British later added gin to tonic to make it more palatable—not the other way around.

J. Incorrect

- The British government never permanently banned gin. Instead, they tried to regulate it.
- In fact, by the 19th century, gin regained popularity and respectability.

A. Correct

- The recording says Dutch monks in the 13th century created a juniper-based spirit as a plague remedy, which is considered the origin of gin.

C. Correct

- British soldiers were introduced to gin while fighting alongside the Dutch, who used it for “Dutch courage.”

E. Correct

- The “gin craze” caused serious social unrest. The government’s attempts to control it resulted in violent reactions, including lynchings.

F. Correct

- In the 19th century, opulent “gin palaces” helped improve gin’s image, making it more accepted among working-class drinkers.

I. Correct

- In 2009, laws were changed to allow small-scale distilleries to legally produce gin, supporting the modern gin renaissance.

Exercise 2

Listen to a news report on how women viewed pink colour and matched each number (6-10) in Column I with one letter (A-J) in column II to make a correct statement according to what is stated or implied in the report. Write your answer in the corresponding numbered boxes provided.

Column I	Column II
6. Jennifer Wright	A. Became a symbol of femininity through her love of pink and her public appearances.
7. Mamie Eisenhower	B. Popularized the color pink, particularly in her fashion choices.
8. Diana Vreeland	C. Linked the color pink to women breaking barriers and achieving power.
9. Donna Mae Mims	D. Used pink to show traditional gender norms, particularly in the media.
10. Hillary Clinton	E. Is a writer who referred to another color, not pink as the ideal for girls due to its association with delicacy.
	F. Saw pink as a symbol of innocence and femininity but later became associated with strength.
	G. Dressed in pink in a sports event to help establish this colour as a powerful one for women.
	H. Linked pink to a more modern, progressive image of women in the public eye.
	I. Is as taken as a model for a fashion-loving woman who embodies the popularity of the color pink during that time in a song.
	J. Used pink to symbolize both power and breaking the glass ceiling in political spheres.

<https://www.youtube.com/watch?v=KaGSYGhUkvM>

Answer:

6. Jennifer Wright – E

Jennifer Wright is a contemporary writer who criticized the cultural assumption that pink should be the default color for girls. In the audio report, she argued that pink is too closely associated with delicacy and weakness, and therefore suggested that other colors—such as green—might be more appropriate for representing strength in young girls. Her view emphasizes rejecting pink as an ideal and embracing alternatives that carry a stronger, more empowering message.

7. Mamie Eisenhower – A

Mamie Eisenhower, the former First Lady of the United States, was widely known for her fondness for the color pink. She frequently appeared in pink outfits during public events, and her signature style helped popularize the shade known as “Mamie Pink.” Through her love of the color and frequent use of it in the public eye, pink became a strong symbol of traditional femininity during her time.

8. Diana Vreeland – I

Diana Vreeland, a prominent fashion editor, was deeply associated with fashion, glamour, and the color pink. In the audio, she is mentioned as someone whose persona became iconic enough to be referenced in a popular song, portraying her as a fashion-forward woman who embodied the cultural fascination with

pink during her era. She helped make pink a fashionable and desirable color through her influence in the media and fashion industry.

9. Donna Mae Mims – G

Donna Mae Mims was the first woman to win a major national racing title in the United States, and she did so wearing pink. Her bold choice of color in a male-dominated sport helped redefine pink as not just a soft or feminine color, but also one of power, competitiveness, and confidence. Her actions helped establish pink as a symbol of empowerment in contexts where women were breaking new ground.

10. Hillary Clinton – J

Hillary Clinton, one of the most prominent female political figures of the modern era, intentionally wore pink suits during key moments in her political career. This choice was symbolic—she used pink to convey both strength and femininity. Rather than avoiding the color due to its soft associations, she reclaimed it, using it to represent her ability to lead while challenging gender expectations. In this way, pink became a symbol of both political power and the breaking of the glass ceiling.

4.2. Diffit

In this part, the author shows some examples of exercises exploiting youtube links or authentic articles to turn into reading comprehension exercises. Diffit even can supply us with the summary (in case the teacher wants to exploit it into writing exercises) or key vocabulary. AI function can help users to add more vocabulary if necessary. Moreover, it also supports adding more questions based on the purpose of testing. These questions can be changed based on users' preferences.

Exercise 1:

<https://www.youtube.com/watch?v=sBDoGGX8124>

President Trump announced the abrupt termination of trade discussions with Canada, one of the United States' top buyers of goods. The President expressed anger over Canada's newly instated digital services tax, characterizing it as a direct and blatant assault on the United States. He further declared that America would promptly notify Canada of the tariffs they must pay to continue conducting business with the US.

Upon these announcements, all three major stock exchanges—the Dow, the S&P, and the NASDAQ—initially experienced a downturn. However, they quickly rebounded, with both the NASDAQ and the S&P reaching all-time highs despite ongoing tariff disputes. While Wall Street seems resilient, these trade tensions persist.

Commentators Karen Finney, the former Communications Director for the Democratic National Committee, and Republican strategist Shermichael Singleton joined the discussion. Singleton acknowledged the President's frustration with Canada's new tax, sympathizing with his retaliatory stance. Yet, he also recognized Canada's impetus to protect its burgeoning technology sector. Singleton suggested a different tactic: encouraging Canada to partner with the U.S. and to purchase chips from American companies, such as NVIDIA, instead of from those located in China.

Finney argued that such aggressive, on-again-off-again approaches might do more harm than good in the long run. She highlighted the fact that the 90-day deals promised by the administration remain largely unfulfilled and the impact that these abrupt shifts can have on consumers' confidence in the market.

During a press conference, President Trump addressed inquiries regarding agreements with other nations, stating that he would be sending out a letter to inform countries of the fees to be paid for engaging in commerce with the US. Despite his pronouncements, it has come to light that the approval ratings of his handling of various issues—including the economy, immigration, and foreign policy—have declined.

Vocabulary:

termination (noun)

The act of ending something.

Example Sentence: The company announced the termination of its contract with the supplier due to consistently late deliveries.

instated (verb) To establish or introduce (a policy, law, or system) formally.

Example Sentence: The new regulations were instated to improve safety standards within the industry.

tariffs (noun) A tax or duty to be paid on a particular class of imports or exports.

Example Sentence: The government imposed tariffs on imported steel to protect domestic manufacturers.

retaliatory (adjective)

Characterized by or involving retaliation.

Example Sentence: The country imposed retaliatory sanctions on its neighbor in response to the trade restrictions.

commerce (noun)

The activity of buying and selling, especially on a large scale.

Example Sentence: The rise of e-commerce has significantly altered the landscape of retail commerce.

abrupt (adjective)

Sudden and unexpected.

Example Sentence: The meeting came to an abrupt end when the fire alarm sounded.

blatant (adjective)

Done openly and unashamedly; obvious.

Example Sentence: His blatant disregard for the rules resulted in a penalty.

resilient (adjective)

Able to withstand or recover quickly from difficult conditions.

Example Sentence: The resilient economy bounced back after the recession.

READING COMPREHENSION

1. According to the text, what was President Trump's primary reason for terminating trade discussions with Canada?

- A) Canada's refusal to lower tariffs on agricultural products.
- B) Canada's newly instated digital services tax, which he viewed as an assault on the U.S.
- C) Canada's increasing trade surplus with the United States.
- D) Canada's decision to partner with China on technology initiatives.

Answer: B) Canada's newly instated digital services tax, which he viewed as an assault on the U.S.

2. How did the major stock exchanges react initially to President Trump's announcement regarding trade with Canada, as described in the text?

- A) They experienced a significant and sustained increase.
- B) They remained stable with no noticeable change.
- C) They initially experienced a downturn but quickly rebounded.
- D) They immediately crashed and remained low.

Answer: C) *They initially experienced a downturn but quickly rebounded.*

3. What alternative approach did Republican strategist Shermichael Singleton suggest regarding the trade dispute between the U.S. and Canada?

- A) Imposing stricter tariffs on Canadian goods entering the U.S.
- B) Encouraging Canada to partner with the U.S. and purchase chips from American companies.
- C) Negotiating a new trade agreement that excludes digital services.
- D) Ignoring the digital services tax and focusing on other trade issues.

Answer: B) *Encouraging Canada to partner with the U.S. and purchase chips from American companies.*

EXERCISE 2

<https://www.youtube.com/watch?v=xQfwyokKJR0>

Europe is currently gripped by a severe heatwave, with temperatures in some countries exceeding 40 degrees Celsius as the hot weather reaches its peak.

This map vividly illustrates the situation, depicting intense heat in regions such as Spain, France, and Italy, where authorities have issued warnings about the potentially dangerous impact of the weather on public health.

The extreme heat in Spain has already led to a staggering temperature of 46 degrees Celsius in the town of El Granado, marking the hottest June day ever recorded by the country's National Weather Service. Accompanying the sweltering conditions is an increased risk of wildfires.

Firefighters are working to combat the blazes on the Aegean coast in the city of Izmir, which has tragically forced many people to flee their homes.

Senior meteorologist at British Weather Services and author of "Weather or Not and Surviving Extreme Weather," Jim Dale, shared his expertise on the subject.

When asked about the severity of the current heatwave, Dale stated that the UK is likely to experience temperatures reaching 34 degrees Celsius, equivalent to 93 degrees Fahrenheit.

While this is exceptionally high for the UK, Dale mentioned that the record for June is 35.6 degrees Celsius, recorded during the heatwave of 1976 in Southampton, a temperature he did not think would be reached but challenged as the day progressed.

When questioned about the underlying causes of this widespread heatwave, Dale confirmed that it is not limited to the UK but encompasses the entire European continent and extends to parts of America and Asia.

He explained that this phenomenon is attributable to a heat dome, exacerbated by global warming, specifically noting the role of the Mediterranean Sea, which is experiencing record-high temperatures.

As air masses from North Africa move across the Mediterranean into Europe, the air temperature does not cool down as much as usual due to the sea surface already being unusually warm, with the air absorbing the warmth.

Dale suggested that as a perpetual warm-up, great land masses across Europe, and in parts of Asia and America are contributing to the intensity of the heatwave.

Climate change is profoundly impacting weather patterns, with experts pointing to a recent and alarming increase in extreme weather events.

The 1976 heatwave, though significant at the time, pales in comparison to the current crisis, which is being compounded by climate change.

Dale added that the Mediterranean Sea being significantly above-average will have a massive effect on temperatures as winds move and cause wildfires.

He continued that Europe has seen nearly 160,000 excess deaths attributed to the heat in the past three years, impacting infants, the elderly, and the infirm.

To mitigate the risks associated with extreme heat, Dale strongly recommends staying out of direct sunlight, as temperatures can be 10 to 15 degrees Celsius higher in direct sunlight than in the shade.

Dale emphasizes the importance of staying hydrated, wearing light, cotton clothing, and using fans to circulate air.

Dale also stresses the importance of adapting building practices such as installing shutters to protect from incoming sunlight and adapting a Mediterranean diet.

Dale advocates for establishing cooling stations and public places that are available for free as critical infrastructure within towns and centers.

Acknowledging that these extreme weather events are likely to increase in frequency and intensity, Dale argued that the government has a vital role in educating the public on how to stay safe during heatwaves and what actions to take to mitigate these weather events.

In conclusion, while extreme weather can often be unpredictable, understanding the effects of climate change and taking proactive measures can significantly minimize their dangerous impact.

Vocabulary:

meteorologist (noun)

A scientist who studies the atmosphere, weather patterns, and climate change, using data and models to forecast weather conditions and understand atmospheric phenomena.

Example Sentence: The senior meteorologist accurately predicted the arrival of the hurricane, allowing residents ample time to prepare and evacuate.

heatwave (noun)

A prolonged period of abnormally hot weather, typically lasting several days to weeks, which can have significant impacts on human health, agriculture, and infrastructure.

Example Sentence: The city experienced a severe heatwave last summer, with temperatures soaring above 100 degrees Fahrenheit for ten consecutive days.

exacerbated (verb)

To make a problem, situation, or negative feeling worse; to intensify or aggravate.

Example Sentence: The heavy traffic exacerbated my already foul mood, turning a minor inconvenience into a major source of frustration.

mitigate (verb)

To lessen the severity of something; to alleviate, reduce, or diminish the impact of a harmful or negative situation.

Example Sentence: The company implemented new safety protocols to mitigate the risk of accidents in the workplace.

infrastructure (noun)

The basic physical and organizational structures and facilities (e.g., buildings, roads, power supplies) needed for the operation of a society or enterprise.

Example Sentence: The city's aging infrastructure, including its water pipes and bridges, requires significant investment to ensure its continued functionality and safety.

gripped (verb)

To hold firmly; to seize or fasten onto something.

Example Sentence: The country was gripped by fear as the storm approached.

staggering (adjective)

Deeply shocking; astonishing.

Example Sentence: The cost of the project was a staggering amount.

sweltering (adjective)

Uncomfortably hot.

Example Sentence: The sweltering heat made it difficult to concentrate.

READING COMPREHENSION QUESTION

1. According to Jim Dale, what is the primary factor contributing to the severity of the current European heatwave, extending also to parts of America and Asia?

- A) A decrease in the average sea temperature across the Atlantic Ocean, leading to altered weather patterns.
- B) A heat dome phenomenon exacerbated by global warming, particularly influenced by record-high temperatures in the Mediterranean Sea.
- C) Increased industrial activity across Europe, leading to higher concentrations of greenhouse gases.
- D) A shift in the jet stream causing prolonged periods of high pressure over the affected continents.

Answer: *B) A heat dome phenomenon exacerbated by global warming, particularly influenced by record-high temperatures in the Mediterranean Sea.*

2. What specific advice does Jim Dale offer to mitigate the risks associated with extreme heat, particularly emphasizing the difference in temperature between direct sunlight and shade?

- A) Consuming foods rich in fats to insulate the body against high temperatures.
- B) Wearing heavy, dark clothing to protect the skin from ultraviolet radiation.
- C) Staying out of direct sunlight, as temperatures can be 10 to 15 degrees Celsius higher in direct sunlight than in the shade, alongside staying hydrated and wearing light, cotton clothing.
- D) Engaging in strenuous physical activity during the hottest parts of the day to acclimate the body to high temperatures.

Answer: *C) Staying out of direct sunlight, as temperatures can be 10 to 15 degrees Celsius higher in direct sunlight than in the shade, alongside staying hydrated and wearing light, cotton clothing.*

3. According to the text, what impact has extreme heat had on Europe in the past three years, specifically concerning mortality rates?

A) Europe has seen nearly 160,000 excess deaths attributed to the heat, impacting infants, the elderly, and the infirm.

B) There has been a significant decrease in mortality rates due to improved healthcare and heatwave preparedness.

C) Mortality rates have remained stable, with no discernible impact from the increasing frequency of heatwaves.

D) The impact has been primarily economic, with minimal effects on public health and mortality.

Answer: *A) Europe has seen nearly 160,000 excess deaths attributed to the heat, impacting infants, the elderly, and the infirm.*

Short Answer Questions

1. According to the text, where in Spain did temperatures reach a record high, and what was the recorded temperature?

Answer: *According to the text, in the town of El Granado, Spain, temperatures reached 46 degrees Celsius, marking the hottest June day ever recorded by the country's National Weather Service.*

2. What specific measure regarding building practices does Jim Dale recommend to protect against incoming sunlight and reduce the impact of heatwaves?

Answer: *Jim Dale recommends adapting building practices such as installing shutters to protect from incoming sunlight, which can help to keep buildings cooler during heatwaves.*

3. Besides staying hydrated and wearing light clothing, what other practical measure does Jim Dale suggest to help individuals stay cool during extreme heat?

Answer: *In addition to staying hydrated and wearing light clothing, Jim Dale suggests using fans to circulate air as a practical measure to help individuals stay cool during extreme heat.*

EXERCISE 3

<https://www.theguardian.com/environment/2025/jul/02/droughts-worldwide-pushing-tens-millions-starvation-report>

Drought is pushing tens of millions of people to the edge of starvation around the world, in a foretaste of a global crisis that is rapidly deepening with climate breakdown. More than 90 million people in eastern and southern Africa are facing extreme hunger after record-breaking drought across many areas, ensuing widespread crop failures and the death of livestock. In Somalia, a quarter of the population is now edging towards starvation, and at least a million people have been displaced. The situation has been years in the making. One-sixth of the population of southern Africa needed food aid last August. In Zimbabwe, last year's corn crop was down 70% year on year, and 9,000 cattle died.

These examples are just the beginning of a worldwide catastrophe that is gathering pace, according to a report on drought published on Wednesday. In regions across the world, drought and water mismanagement are leading to shortages that are hitting food supplies, energy and public health. Mark Svoboda, the founding director of the US National Drought Mitigation Center (NMDC), and co-author of the report, said: "This is not a dry spell. This is a slow-moving global catastrophe, the worst I've ever seen." The report, published by the NMDC, the UN Convention to Combat Desertification, and the International Drought Resilience Alliance, examined in detail more than a dozen countries in four main

regions: Africa, south-east Asia, Latin America and the Mediterranean. Taking information from governments, scientific institutions and local sources, the authors were able to build a picture of human suffering and economic devastation.

In Latin America, drought led to a severe drop in water levels in the Panama canal, grounding shipping and drastically reducing trade, and increasing costs. Traffic dropped by more than a third between October 2023 and January 2024. By early 2024, Morocco had experienced six consecutive years of drought, leading to a 57% water deficit. In Spain, a 50% fall in olive production, driven by a lack of rainfall, has caused olive oil prices to double, while in Turkey land degradation has left 88% of the country at risk of desertification, and demands from agriculture have emptied aquifers. Dangerous sinkholes have opened up as a result of overextraction. Svoboda said: “The Mediterranean countries represent canaries in the coalmine for all modern economies. The struggles experienced by Spain, Morocco and Turkey to secure water, food and energy under persistent drought offer a preview of water futures under unchecked global warming. No country, regardless of wealth or capacity, can afford to be complacent.” El Niño weather conditions in the past two years exacerbated the underlying warming trend of the climate, the authors found. “High temperatures and a lack of precipitation had widespread ramifications in 2023 and 2024, such as water supply shortages, low food supplies and power rationing,” they wrote.

The impacts of drought stretch far beyond the borders of stricken countries. The report warned that drought had disrupted the production and supply chains of key crops such as rice, coffee and sugar. In 2023-2024, dry conditions in Thailand and India led to shortages that increased the price of sugar by 9% in the US. Wednesday’s report follows a series of recent warnings on the world’s water crisis. Fresh water is in sharper demand than ever, but a combination of global heating, which is changing rainfall patterns to make dry areas drier and in others replacing steady rain with more extreme cloudbursts, and the widespread mismanagement and pollution of water resources have left the world on the brink. Demand for fresh water will outstrip supply by 40% by the end of this decade, and more than half of the world’s food production will be at risk of failure in the next 25 years, according to the biggest report yet on the state of the world’s water resources, published last autumn.

Separately, a report in March highlighted the “unprecedented” loss of glacier ice, which is threatening the food and water supply of 2 billion people around the world. Last month, the Organisation for Economic Co-operation and Development said the global land area affected by drought had doubled in the last 120 years, and the cost of droughts was also rising sharply. An average drought in 2035 is projected to cost at least 35% more than it would today. Ibrahim Thiaw, the executive secretary of the UN Convention to Combat Desertification, the global treaty signed in 1992 meant to avoid the worst impacts of drought, said the problem had received too little attention. “Drought is a silent killer. It creeps in, drains resources and devastates lives in slow motion,” he said. “Its scars run deep.” He added: “Drought is no longer a distant threat. It is here, escalating, and demands urgent global cooperation. When energy, food and water all go at once, societies start to unravel. That’s the new normal we need to be ready for.”

SUMMARY

- Severe drought conditions are causing widespread crop failures, livestock deaths, and mass displacement, particularly in eastern and southern Africa, with over 90 million people facing extreme hunger.
- Drought and water mismanagement are leading to critical shortages in food supplies, energy, and public health across multiple regions, including Latin America and the Mediterranean, exacerbating economic and social instability.
- The global water crisis, driven by climate change and unsustainable water resource management, is intensifying, with demand expected to outstrip supply by 40% by the end of the decade, threatening food production and necessitating urgent international cooperation.

Multiple Choice Questions

1. According to the report, what specific impact did drought have on the Panama Canal, and how did this affect trade?

- A) Drought caused an increase in water levels, allowing larger ships to pass through, which boosted trade.
- B) Drought led to a severe drop in water levels, grounding shipping, drastically reducing trade, and increasing costs, with traffic dropping by more than a third between October 2023 and January 2024.
- C) Drought had no significant impact on the Panama Canal, as it is designed to operate under various water conditions.
- D) Drought caused the Panama Canal to be rerouted, shortening shipping distances and reducing trade costs.

Answer: *B) Drought led to a severe drop in water levels, grounding shipping, drastically reducing trade, and increasing costs, with traffic dropping by more than a third between October 2023 and January 2024.*

2. What did Mark Svoboda mean when he stated that Mediterranean countries are the 'canaries in the coalmine' for modern economies?

- A) Mediterranean countries have a large population of canaries that are affected by pollution from coal mines.
- B) The Mediterranean countries are the first to experience the effects of drought, offering a preview of water futures under unchecked global warming for all modern economies.
- C) The Mediterranean countries are rich in coal mines, and their economies depend heavily on coal production.
- D) Mediterranean countries are historically significant for coal mining, which has depleted their water resources.

Answer: *B) The Mediterranean countries are the first to experience the effects of drought, offering a preview of water futures under unchecked global warming for all modern economies.*

3. According to the text, how did dry conditions in Thailand and India in 2023-2024 affect the price of sugar in the United States?

- A) Dry conditions in Thailand and India led to surpluses that decreased the price of sugar by 9% in the U.S.
- B) Dry conditions in Thailand and India had no impact on the price of sugar in the U.S., as the U.S. produces its own sugar.

C) Dry conditions in Thailand and India led to shortages that increased the price of sugar by 9% in the U.S.

D) Dry conditions in Thailand and India caused a shift to alternative sweeteners, which stabilized the price of sugar in the U.S.

Answer: C) *Dry conditions in Thailand and India led to shortages that increased the price of sugar by 9% in the U.S.*

4. According to the text, what is the projected increase in the cost of an average drought by 2035 compared to today?

A) The cost of an average drought in 2035 is projected to be at least 35% higher than it would be today.

B) The cost of an average drought in 2035 is projected to double compared to today's costs.

C) The cost of an average drought in 2035 is projected to decrease by 35% due to better mitigation strategies.

D) The cost of an average drought in 2035 is projected to remain the same as today, with no significant change.

Answer: A) *The cost of an average drought in 2035 is projected to be at least 35% higher than it would be today.*

5. According to the text, what is the prediction for the demand for fresh water by the end of this decade, and what percentage of the world's food production will be at risk of failure in the next 25 years?

A) Demand for fresh water will outstrip supply by 20%, and 25% of the world's food production will be at risk.

B) Demand for fresh water will be equal to the supply, and there will be no risk to the world's food production.

C) Demand for fresh water will outstrip supply by 40%, and more than half of the world's food production will be at risk.

D) Demand for fresh water will decrease due to better water management, and only a small portion of the world's food production will be at risk.

Answer: C) *Demand for fresh water will outstrip supply by 40%, and more than half of the world's food production will be at risk.*

4.3. Quizizz (or Wayground)

Exercise 1:

<https://www.youtube.com/watch?v=ygxnhxlaWtA>

https://wayground.com/admin/assessment/686571e1ad7fdc62b2a2f02a?source=lesson_share



Lessons from Daedalus and Icarus
 Assessment • H Hiên Nguyễn • English • 10th Grade

Edit

Save

Share

Worksheet

Preview

Assign

Start now

Improve your activity

WAYGROUND AI Actions

Generate flashcards

Add similar questions

Translate quiz

More options

10 QUESTIONS

Show answers ☒

1. MULTIPLE CHOICE

01:26 • 30 sec • 1 pt

Who imprisoned Daedalus and Icarus on the island of Crete?

☒ King Minos
 ☐ King Aegeus
 ☐ King Theseus
 ☐ King Odysseus

2. MULTIPLE CHOICE

01:26 • 30 sec • 1 pt

What material did Daedalus primarily use to construct the wings for himself and Icarus?

1. Who imprisoned Daedalus and Icarus on the island of Crete?

King Minos King Aegeus King Theseus King Odysseus

2. What material did Daedalus primarily use to construct the wings for himself and Icarus?

Wood and cloth Metal and leather

Feathers and beeswax Silk and string

3. What was the main danger Daedalus warned Icarus about regarding flying too high?

Strong winds **Melting wax**

Bird attacks Running out of air

4. What caused Icarus to fall into the sea?

A sudden storm His wings being dampened by the sea

His wings falling apart due to melted wax He was shot down by archers

5. What is the traditional moral often drawn from the story of Daedalus and Icarus?

Always trust your elders **Avoid excessive pride and recklessness**

Innovation leads to freedom Family bonds are unbreakable

6. Besides the traditional lesson, what crucial subsidiary idea does the video suggest is present in the myth?

The importance of humility

The dangers of technological advancement

The necessity of escape and daring to seek alternatives

The inevitability of fate

7. The video criticizes those who "stay in towers their whole lives long." What does this phrase symbolize?

Living in isolation

Being overly cautious and afraid to pursue freedom

Remaining loyal to authority figures

Avoiding physical challenges

8. What did Daedalus truly want for his son, beyond just warning him of dangers?

To become a skilled architect

To remain safe and avoid all risks

To explore new possibilities and reach new lands

To overthrow King Minos

9. The video suggests a "good midway point" between two extremes. What are these extremes?

Success and failure

Imprisonment and drowning

Caution and recklessness

Obedience and rebellion

10. What is the ultimate message about risk-taking conveyed by the video's reinterpretation of the myth?

All risks lead to catastrophe

It's best to avoid all forms of ambition

There are risks in both excessive ambition and never daring to push oneself

Only those with clever minds should take risks

Exercise 2:

<https://corpgov.law.harvard.edu/2023/07/24/greenwashing-navigating-the-risk/>

<https://wayground.com/admin/quiz/6865765e9a260e131dfe3b30>

The screenshot shows a digital quiz interface on the Wayground platform. At the top, the quiz is titled 'Greenwashing Quiz' and is categorized as an 'Assessment' for 'World Languages' in '11th Grade'. Below the title, there are buttons for 'Edit', 'Save', 'Share', 'Worksheet', 'Preview', 'Assign', and 'Start now'. The main content area displays the first question: '1. MULTIPLE CHOICE What is greenwashing primarily about?'. It has a 30-second timer and is worth 1 point. The question is a multiple-choice format with four options: 'Accurate sustainability reporting', 'Effective corporate governance', 'Misrepresentation of environmental credentials' (which is selected with a green checkmark), and 'Transparency in environmental practices'. A sidebar on the left offers AI-powered actions like 'Generate flashcards', 'Add similar questions', and 'Translate quiz'. A 'Show answers' toggle is visible in the top right of the question area.

1. What is greenwashing primarily about?

- a) Effective corporate governance
- b) Accurate sustainability reporting
- c) Transparency in environmental practices
- d) Misrepresentation of environmental credentials

2. Which of the following is a risk associated with greenwashing?

- a) Higher sales revenue
- b) Enhanced regulatory compliance
- c) Increased consumer trust
- d) Reputational damage

3. What is a common theme in greenwashing controversies?

- a) Accurate environmental claims
- b) Misleading statements about ESG credentials

- c) Full disclosure of product impacts
 - d) Clear communication of sustainability efforts
4. Why is there no harmonized legal definition of greenwashing?
- a) All companies agree on its meaning
 - b) It varies by product, service, and jurisdiction
 - c) It is a well-defined concept
 - d) It is universally accepted
5. What has been rising alongside greenwashing allegations?
- a) Consumer ignorance
 - b) Investment in fossil fuels
 - c) Public trust in corporations
 - d) Greenwashing litigation
6. What is a key defense against greenwashing risk?
- a) Good practices in governance and disclosure
 - b) Maximizing profit at all costs
 - c) Minimizing transparency
 - d) Ignoring regulatory guidelines
7. What is one reason for the increased scrutiny of greenwashing?
- a) Increased public awareness of socio-environmental issues
 - b) Decreased public interest in sustainability
 - c) Less regulatory oversight
 - d) Fewer environmental claims made by companies
8. Which regulatory body in the UK focuses on greenwashing?
- a) Competition and Markets Authority (CMA)
 - b) Financial Conduct Authority (FCA)
 - c) Environmental Protection Agency (EPA)
 - d) Advertising Standards Agency (ASA)
9. What does the EU Taxonomy aim to establish?
- a) A guide for misleading environmental claims
 - b) A standard for corporate governance
 - c) A framework for fossil fuel investments
 - d) A unified classification system for sustainable activities
10. What is a significant challenge in verifying carbon offsets?
- a) They are easy to measure
 - b) They often lack formal regulation
 - c) They are always accurate
 - d) They are universally accepted

Key

- 1. d) Misrepresentation of environmental credentials
- 2. d) Reputational damage
- 3. b) Misleading statements about ESG credentials

4. b) It varies by product, service, and jurisdiction
5. d) Greenwashing litigation
6. a) Good practices in governance and disclosure
7. a) Increased public awareness of socio-environmental issues
8. d) Advertising Standards Agency (ASA)
9. d) A unified classification system for sustainable activities
10. b) They often lack formal regulation

5. CONCLUSION

The integration of artificial intelligence tools into language instruction for gifted high school students marks a significant shift in the landscape of educational innovation. As demonstrated throughout this research, tools such as ChatGPT, QuillBot, Speechify, Diffit.me, and Quizizz have the potential to revolutionize how teachers approach reading and listening comprehension exercises, especially when working with students who require intellectual stimulation beyond the standard curriculum. However, while the benefits of these AI-powered solutions are evident in terms of personalization, engagement, and instructional efficiency, it is equally critical to examine their limitations, pedagogical implications, and ethical considerations to ensure balanced and responsible use.

Strengths of AI Integration in Language Instruction for Gifted Students

5.1. The benefits of AI tools

5.1.1. Personalization and Differentiation

One of the most compelling advantages of AI tools is their ability to personalize learning content based on student level, interest, and learning profile. Gifted students thrive in environments that challenge them cognitively and allow for deep inquiry. Tools like ChatGPT enable the creation of custom reading passages on niche or advanced topics, while Diffit.me adjusts those passages for different complexity levels and generates supplementary tasks such as glossaries and summaries. This level of content differentiation allows teachers to address individual needs without having to manually create multiple versions of each material, a task that would otherwise be time-consuming and impractical.

5.1.2. Multimodal and Interactive Learning Experiences

AI facilitates the transition from static to dynamic and multimodal learning. Speechify, for instance, transforms written texts into high-quality audio files, offering auditory reinforcement that is particularly beneficial for enhancing listening comprehension and pronunciation. Meanwhile, Quizizz incorporates gamification and interactive quizzes, promoting learner motivation and reinforcing key concepts through immediate feedback loops. These modalities allow students to interact with language in diverse ways—visually, aurally, and kinesthetically—which aligns well with the varied cognitive styles of gifted learners.

5.1.3. Enhanced Teacher Efficiency and Creativity

Another strength lies in the reduction of instructional planning workload. With tools like ChatGPT, teachers can generate topic-specific passages or discussion prompts within seconds, while QuillBot can produce multiple versions of a passage to teach paraphrasing and vocabulary variation. This streamlines lesson design and frees up more time for teachers to focus on guiding students through higher-order tasks such as analysis, synthesis, and critical evaluation. Additionally, the AI tools promote teacher creativity by expanding the range of materials and approaches available for instruction.

5.1.4. Increased Student Autonomy and Engagement

Gifted students often prefer autonomy and benefit from self-directed learning. AI tools support this by offering learners more control over how and when they engage with content. For example, students can use Speechify to listen to texts on the go, explore paraphrasing possibilities using QuillBot to enhance their writing, or challenge themselves with Quizizz activities tailored to their proficiency. This fosters ownership of learning and aligns with the goal of nurturing independent, lifelong learners.

5.1.5. Real-World Relevance and Higher-Level Thinking

The use of authentic texts and advanced comprehension tasks aligns with CEFR descriptors at the C1–C2 levels, which emphasize inferencing, evaluation, and comprehension of nuanced discourse. AI-generated materials allow for more frequent inclusion of such texts, ensuring that gifted students are exposed to language that mirrors real-world complexity. Moreover, tools like ChatGPT can simulate debates or generate content with multiple viewpoints, encouraging learners to engage in critical thinking and analytical comparison.

5.2. Limitations and Challenges of AI in Gifted Language Education

Despite these benefits, there are notable limitations and risks that must be addressed to ensure responsible integration of AI into the classroom.

5.2.1. Risk of Cognitive Dependency

Overreliance on AI tools can lead to reduced critical thinking and problem-solving opportunities. If students consistently use QuillBot to paraphrase or ChatGPT to generate summaries without engaging deeply with the source material, they may miss opportunities to develop essential cognitive and metacognitive skills. In the context of gifted education—where the aim is to cultivate independence and deep understanding—this dependency can counteract instructional goals if not carefully managed.

5.2.2. Inconsistency and Accuracy of AI Output

While AI models like ChatGPT produce impressively fluent text, they are not infallible. They can "hallucinate" information, generate factually incorrect content, or produce texts with subtle cultural or ideological biases. For instance, Speechify may mispronounce names or technical terms, and ChatGPT may craft reading passages with unnatural progression or inappropriate difficulty level. In gifted classrooms, where precision and intellectual rigor are paramount, educators must rigorously vet all AI-generated content before use.

5.2.3. Ethical and Pedagogical Considerations

AI-generated content raises ethical concerns related to plagiarism, authorship, and academic integrity. Gifted students, eager to explore advanced tools, may use AI to generate entire assignments or answer questions without genuine effort. This raises questions about what constitutes authentic student work and how teachers should assess AI-assisted tasks. Furthermore, the use of student data by these platforms—particularly if cloud-based—introduces privacy concerns that schools must address through policy and informed consent.

5.2.4. Teacher Readiness and Training Gaps

Effective integration of AI tools requires a high level of digital literacy among educators. While these tools offer significant promise, they also demand that teachers understand their capabilities, limitations, and appropriate pedagogical contexts. Without adequate training, teachers may either misuse the tools

(e.g., relying solely on AI for instruction) or underutilize them due to uncertainty. In gifted education, where instructional precision is crucial, this gap can hinder optimal implementation.

5.2.5. Resource and Equity Challenges

Not all educational institutions—particularly in low-income regions—have equal access to the infrastructure required to support AI use. Devices, stable internet, and platform subscriptions may be out of reach for some schools or students. This raises equity concerns, as gifted students in under-resourced areas may not benefit equally from AI-enhanced instruction. Bridging this digital divide is essential if the advantages of AI are to be distributed fairly across educational contexts.

5.3. Final Thoughts and Recommendations

The findings of this research suggest that AI tools—when thoughtfully selected and strategically implemented—offer powerful solutions to many of the challenges in designing reading and listening exercises for gifted high school students. They provide avenues for personalization, efficiency, multimodal learning, and intellectual challenge, all of which align closely with the needs of this learner population. However, these tools are not substitutes for human judgment, creativity, and relational pedagogy. Instead, they should be viewed as complements to the educator’s expertise and as enablers of innovation in instruction.

To maximize the benefits while minimizing the risks, the following recommendations are proposed:

- Adopt a hybrid model, where AI-generated content serves as a foundation but is always reviewed, modified, and contextualized by the teacher.
- Incorporate digital literacy into both teacher training and student learning to ensure ethical and informed AI use.
- Establish clear guidelines on AI-supported tasks, including rules for citation, acceptable use, and academic honesty.
- Invest in equity and infrastructure, ensuring all gifted students—regardless of geography or income—can access and benefit from AI tools.
- Promote reflective practice, encouraging both students and teachers to evaluate the role of AI in learning and maintain human-centered goals in education.

In conclusion, AI offers tremendous promise in enhancing the quality and effectiveness of language instruction for gifted learners. Yet, the success of AI integration depends not merely on the capabilities of the technology, but on the wisdom, ethics, and creativity of those who wield it. As educators continue to explore this evolving frontier, a balanced, intentional approach will be key to unlocking AI’s full potential for transformative, equitable, and human-centered learning.

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